Conference Calendar: 2013 CCCC

Wednesday, March 13
Registration and Information 8:00 a.m.–6:00 p.m.
Select Meetings and Other Events – various times
Full-Day Workshops 9:00 a.m.–5:00 p.m.
Half-Day Workshops 9:00 a.m.–12:30 p.m.
Half-Day Workshops 1:30 p.m.–5:00 p.m.
Newcomers’ Orientation 5:15 p.m.–6:15 p.m.

Thursday, March 14
Newcomers’ Coffee Hour 7:30 a.m.–8:15 a.m.
Registration and Information 8:00 a.m.–6:00 p.m.
Opening General Session 8:30 a.m.–10:00 a.m.
Exhibit Hall Open 10:00 a.m.–6:00 p.m.
A Sessions 10:30 a.m.–11:45 a.m.
B Sessions 12:15 p.m.–1:30 p.m.
C Sessions 1:45 p.m.–3:00 p.m.
D Sessions 3:15 p.m.–4:30 p.m.
E Sessions 4:45 p.m.–6:00 p.m.
Scholars for the Dream 6:00 p.m.–7:00 p.m.
Special Interest Groups 6:30 p.m.–7:30 p.m.

Friday, March 15
Registration and Information 8:00 a.m.–5:00 p.m.
Exhibit Hall Open 9:00 a.m.–5:00 p.m.
F Sessions 8:00 a.m.–9:15 a.m.
G Sessions 9:30 a.m.–10:45 a.m.
H Sessions 11:00 a.m.–12:15 p.m.
I Sessions 12:30 p.m.–1:45 p.m.
J Sessions 2:00 p.m.–3:15 p.m.
K Sessions 3:30 p.m.–4:45 p.m.
Awards/Recognition Reception 5:00 p.m.–6:30 p.m.
TYCA Talks 6:30 p.m.–7:30 p.m.
Special Interest Groups 6:30 p.m.–7:30 p.m.
Poetry Forum 7:30 p.m.–10:30 p.m.
CCCC Jam 9:30 p.m.–1:00 a.m.

Saturday, March 16
Registration and Information 8:00 a.m.–2:00 p.m.
Exhibit Hall Open 10:00 a.m.–1:00 p.m.
Town Hall Meeting 8:00 a.m.–9:15 a.m.
L Sessions 9:30 a.m.–10:45 a.m.
M Sessions 11:00 a.m.–12:15 p.m.
N Sessions 12:30 p.m.–1:45 p.m.
# Individual CCCC Program

The following form has been provided to assist attendees in planning their schedules for the 2013 Convention.

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<tr>
<td>Workshop</td>
<td>Opening General Session 8:30 a.m.–10:00 a.m.</td>
<td>Awards Recognition Reception 5:00 p.m.–6:30 p.m.</td>
<td>Annual Business Meeting 8:00 a.m.–9:15 a.m.</td>
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<td>Wednesday Event</td>
<td>10:30 a.m.–11:45 a.m. Session A ________</td>
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<td>12:15 p.m.–1:30 p.m. Session B ________</td>
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<td>3:30 p.m.–4:45 p.m. Session K ________</td>
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<td>6:30 p.m.–7:30 p.m. TSIG. ________</td>
<td>6:30 p.m.–7:30 p.m. FSIG. ________</td>
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Cover Design by Sean Clauretie
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Conference on College Composition and Communication  
March 13-16, 2013  
The Riviera  
Las Vegas, NV

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National Council of Teachers of English  
1111 W. Kenyon Rd, Urbana, Illinois 61801-1010

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Greetings from the
2013 PROGRAM CHAIR

Welcome to Las Vegas, site of the 64th annual Conference on College Composition and Communication. As we convene in this most public of places, and in light of our conference theme, let us put on display the valuable public work that our field engages in every day. As Henry Giroux, a featured speaker at this conference, will urge us, let's write the public good back into education. Whether our institutions are public or private, research universities or liberal arts colleges, two or four-year, let us recommit ourselves here and now to the process of engagement with all stakeholders vested in literacy instruction for all.

First a few words about process: Drawn from a record number of proposals submitted, this year’s program is comprised of nearly 600 sessions, all of which passed through two stages of rigorous, peer review. Stage I, conducted online and focusing on proposals submitted as prepared panels, involved over 200 reviewers representing a range of institutions and geographical regions. Each proposal was read by three reviewers. Stage II, taking place in June at NCTE headquarters, assembled a remarkably able, committed, diverse, and diligent group of colleagues whose charge was to score individual submissions and from the accepted submissions to construct, with great care and thoughtfulness, panels that were consistent and engaging.

Kathleen Braga
CCCC Program Chair Assistant
Bristol Community College
Fall River, MA

Joanne Petrasso
CCCC Program Chair Assistant
Bristol Community College
Fall River, MA

Robyn Rhode
Local Committee Chair
College of Southern Nevada
Las Vegas, NV
Now on to the opening session: Chris Anson, Chair of CCCC, will kick things off in the General Session with an address that will explore the “climate change” awaiting higher education—and the teaching and learning of multiple literacies—as the technological, political, and financial environment continues to change around us. Sustainability, he will argue, requires a heightened focus on creativity and engagement across the entire landscape of our discipline.

From the opening session, we break out into concurrent sessions. As in the past, conference goers will have a terrific variety of offerings from which to choose, whether panels, SIGS, undergraduate poster sessions, caucuses, digital presentations, publishers’ exhibits, working sessions for committees and SIGS, and more.

In addition, this year’s conference boasts some distinctive features that I think you will welcome:

• **Expanded Internet Access:** Appropriately enough for a conference focusing on “public work,” at this year’s meetings all participants will be able to access the Internet without charge throughout the Hotel Riviera and Convention Center, whether in meeting rooms or in hallways. Let the tweeting and blogging begin.

• **Enhanced Interactivity:** Going hand-in-hand with expanded Internet access, this conference will include sessions that promise genuine interaction and dialogue, both in the meeting room and online. One session, for example, will generate online, synchronous discussion that will complement face-to-face conversations in the meeting room. Another promises a “roundtable in tweets.” Have your hash tags ready.

• **Basic Writing Strand:** I’m pleased to report a strong response to the call for proposals in support of basic writing instruction, which was given its own cluster this year. While this organization’s work is necessarily complex and diverse, focusing our attention on this beleaguered area of composition could not be more timely and more restorative. Two sessions on basic writing will be featured at the conference and more than twenty sessions will be held concurrently.

• **Featured Speakers:** This year’s conference boasts prominent speakers whose influence on public matters is considerable. We are honored to have as a speaker Olympic medal winner and social activist John Carlos. His black-gloved, “closed hand” salute during the 1968 Mexico City Olympics has become iconic. Always an inspiring speaker, Dr. Carlos continues to work effectively for social justice. I’m pleased as well that progressive educator Henry Giroux will be addressing the convention, speaking with extraordinary passion and eloquence on the need to reconfirm the public value of education. Gary Rhoades, former Secretary of AAUP, will offer his wide-ranging perspective on the rhetoric of privatization, with special attention paid to contingent employment. Huffington Post blogger Todd Farley will discuss the mechanization of writing assessment, drawing partly upon his own experience as bought-and-paid-for ETS reader of student essays; award winning poet and short story writer Cecilia Rodriguez Milanés, former co-chair of the Latino Caucus, will read from
her stirring work and engage us in thoughtful conversation; and MLA Executive Director Rosemary Feal will join Kent Williamson, Executive Director of NCTE, and Doug Hesse, former chair of CCCC, to consider the ways that our work in literacy studies may have a broad impact on public policy.

- **Federal Writers’ Project 2.0**: Opportunity has been provided for conference participants to share “This We Believe” digital essays, part of a larger effort focused on what it might mean to consider our classrooms as democratic spaces, our scholarship as engaged in democratic debates, and our careers as deeply enmeshed with issues of democratic rights.

Many talented and generous colleagues assisted in the planning of the conference. Certainly, the assistance of the staff at NCTE was especially valuable: Eileen Maley, Jacqui-Joseph Biddle, Kristen Suchor, Kent Williamson, and all the other members of the staff back at headquarters. You were all tremendously professional and helpful. In addition, no conference of this scale can be successful without a strong Local Arrangements team. Led most capably by Robyn Rhode, Local Arrangements took to their task with great energy and professionalism. My thanks also go to the many reviewers, both during Stage I and Stage II, whose names are listed in this program. Your wise and sage feedback on the very large number of proposals submitted was essential to maintaining the very high quality of the conference presentations. A very special thank you goes to my assistants back at Bristol Community College—Joanne Petrasso and Kathy Braga—who assisted with reviewer correspondence and with conference scheduling, respectively, and who, despite many additional responsibilities at the college, were steadfast and simply indispensable. And of course I wish to thank my fellow C’s officers, both past and present, who provided invaluable guidance, especially as I was beginning to learn the ropes of conference planning. I hope that I can do the same for those who follow me.
Acknowledgments

Online Coaches

Bump Halbritter  David Jolliffe  Kathleen Blake Yancey
Clint Gardner  Jody Milward  Marilyn Valentino

Stage I Reviewers

Alexandra Hidalgo  Chris Gallagher  Gail Shuck
Allen Brizee  Chris Thaiss  Geneva Smitherman
Allison Reynolds  Christine Alfano  Guiseppe Getto
Amy Rupiper Taggart  Christine Farris  Gwen Gorzelksy
Amy Vidali  Christine Photinos  Heather Bruce
Andrea Davis  Christopher Dean  Heather Camp
Andrea Riley Mukavetz  Cindy Lewiecki-Wilson  Heidi Estrem
Andy Buchenot  Cindy Mooty  Heidi Stevenson
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Anis Bawarshi  Clint Gardner  Hui Wu
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Caroline Dadas  Ellen Schendel  John Miles
Carolyn Calhoon-Dilahunt  Fiona Glade  Johndan Johnson-Eilola
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<th>Jolivette Mecenas</th>
<th>Marilee Brooks</th>
<th>Roger Graves</th>
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<td>Jonathan Alexander</td>
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<td>Krista Bryson</td>
<td>Mya Poe</td>
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<td>Nancy DeJoy</td>
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<td>Maria Montaperto</td>
<td>Rochelle Harris</td>
<td>Zandra Jordan</td>
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Stage II Reviewers

Adam Banks  Carolyn Calhoon-Dillahunt  Neal Lerner
Carmen Kynard  Jaime Armin Mejia  Robyn Rohde
Carol Rutz  Jeff Klausman  Samantha Blackmon
Kelly Ritter

Thanks

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The Public Work of Composition
CCCC 2013
Las Vegas
First Time to the Convention?

With pleasure, the CCCC Newcomers’ Orientation Committee welcomes all of you to the 2013 CCCC convention, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this conference. (These events and their locations are listed in the Special Events schedules in the convention program.)

On Wednesday, from 5:15–6:15 p.m., our committee will host a brief Orientation Session. We will discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention’s many events, and how to meet others. We also look forward to meeting you at the Newcomers’ Coffee on Thursday from 7:30–8:15 a.m.—a congenial start to the first full day of activities.

Throughout the conference, members of this Committee and other CCCC members will be available in a “Newcomers’ Station” to answer questions, chat about the conference, talk about our shared interests, learn about your work, and discuss how CCCC can support you. Committee members will also be present throughout the conference—we’ll have specially marked badges—always ready to listen to your concerns, help you with your questions, and begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

FIRST TIMER’S COMMITTEE
With warm good wishes,
Paul M. Puccio, Chair
Paul Butler
Jennifer Clary-Lemon
Amanda Espinosa-Aguilar
Paul Hanstedt
Martha Marinara
Sharon Mitchler
Mary Beth Pennington
Suzanne Kesler Rumsey
Cindy Selfe
Joonna Trapp
Christine Tulley
Leslie Werden
Sheldon Wrice
Welcome to the 2013 Conference on College Composition and Communication Annual Convention in Las Vegas, Nevada. The Local Arrangements Team is thrilled to host this important event for the first time in the history of the conference. Las Vegas is full of educators committed to teaching an incredibly diverse population. We look forward to taking part in this national dialogue while sharing our city’s world-class hospitality, dining, and entertainment.

The Public Work of Composition is a most fitting theme for a conference held in Las Vegas. McCarran International Airport is the 8th busiest airport in the world, bringing over 37 million people to experience Las Vegas each year. This staggering amount of visitors often overshadows the over two million people who call Las Vegas and the surrounding area home. Our residents provide a rich cultural and intellectual diversity that is reflected in the community’s languages, cuisine, art, music, and industry. Asian, Pacific Islander, Hispanic, and Native American heritages are among the many cultures influencing the area’s diversity. Over eighty-four languages are spoken by residents of Clark County, ranking it among the most linguistically diverse in the nation. Our residents are employed in a variety of industries as well, including hospitality, food service, administrative support, technical support, health care services, specialty trades, retail and sales, warehouse and distribution, and, of course, education.

As we focus this year’s discussion on literacy instruction for all, the education system within Las Vegas and the surrounding area provides a fitting context. Looking upon the massive hotels and casinos along Las Vegas Boulevard, it may come as a surprise that Clark County School District is in fact the major single employer in the area and is the fifth largest school district in the United States. Career and technical academies are plentiful; there are currently five elementary schools, six middle schools, and thirteen high schools dedicated to career and technical development. The higher education system is also committed to the teaching and learning of multiple literacies. According to the 2012 U.S. News & World Report Best Colleges rankings, the University of Nevada, Las Vegas is among the nation’s top 10 most diverse universities, educating students from more than 70 countries, the largest percentages originating from South Korea, China, and India. Nevada State College focuses on civic engagement and community-based learning to build a culture that supports and strengthens the college experience of our diverse student population. The College of Southern Nevada is the fourth-largest two-year college in the US, enrolling 44,000 students every semester and serving half the state’s minority population. Approximately 56% of these students are first-generation college students, and many are nontraditional, working, and returning students. The Division of Workforce and Economic Development also does important work in Nevada by providing healthcare, business and technical, and adult literacy and language programs to our community.

Las Vegas offers much to experience after and between conference sessions. Those interested in live performances will find an array of shows by local and national comedians, musicians, and DJs. One could take in a world-renowned Cirque du Soleil
show or listen to a jazz performance at the newly designed Smith Center for Performing Arts. Outdoor enthusiasts can cycle, hike, and rock climb in Red Rock Canyon, a popular destination for rock climbers around the world. History buffs might enjoy the Mob Museum of Organized Crime and Law Enforcement, the National Atomic Testing Museum, or a look at the antique texts at Bauman Rare Books. In Valley of Fire State Park, one can find 3,000-year-old Native American petroglyphs and pictographs. Las Vegas also offers diverse dining and nightlife opportunities, including international cuisine and many LGBT hotspots. One might also want to just relax during down time at one of the many high-quality yoga studios or spas.

It is easy to become overwhelmed by the sheer number of dining and entertainment possibilities and even easier to miss some of the lesser-known, local gems in the area. That is where our Local Arrangements Team comes in. As Chair of the Hospitality Committee, Kelly Steele has assembled a locals guide for dining and entertainment attractions. This guide includes distance and transportation information for ease of use. Kelly and her team will also be available at the Local Arrangements Committee Headquarters at the Conference Registration Desk to help answer any questions regarding your recreational plans during the conference. Elaine Bunker in Registration, Nayelee Villanueva in Room Arrangements, and Ed Baldwin in Exhibits are also on hand to help you with any of your conference needs. Again, welcome, and we hope you enjoy your 2013 conference experience with us in Las Vegas, Nevada.

**Local Chair:** Robyn R. Rohde, College of Southern Nevada  
**Room Arrangements Chair:** Nayelee Villanueva, Nevada State College  
**Information, Hospitality and Special Events Chair:** Kelly Steele, College of Southern Nevada  
**Registration Chair:** Elaine Bunker, University of Las Vegas, Nevada  
**Exhibits Chair:** Edward Baldwin, College of Southern Nevada  
**Accessibility:** Michael Intinarelli, College of Southern Nevada
About the CCCC Convention

CCCC Membership: Please Join Us!
Membership in the Conference on College Composition and Communication is open to all who teach or are interested in college composition and the first-year English course. The annual dues of $25.00 includes a subscription to College Composition and Communication, a quarterly journal. Membership in NCTE ($50.00) is a prerequisite to joining CCCC. Student membership is available, at substantially reduced rates, to full-time students who are not engaged in a paid teaching position on more than a half-time basis. To join CCCC, or to obtain further information, please stop by the NCTE/CCCC Publications Booth in the Exhibit Hall.

Registration
The Conference Registration Desk is in The Riviera, Royale Pavilion 1/2/3, and is open Wednesday, March 13, 8:00 a.m.–6:00 p.m.; Thursday, 8:00 a.m.–6:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; and, Saturday, 8:00 a.m.–2:00 p.m. Those who ordered a Convention Program in advance may pick up a plastic name-badge holder at various locations near the Registration Desk. There is no need to stop at the Registration Desk. Those who preregistered and received a Program Coupon in the mail may pick up their Program at the Program Pick-up Counters at the Registration Desk. For replacement name badges (free) and/or replacement program books (at $20), preregistrants should inquire at the Replacement Counter.

Exhibits
The exhibits are located in the Royale Pavilion 1/2/3. Exhibit hours are Thursday, 10:00 a.m.–6:00 p.m., Friday, 9:00 a.m.–5:00 p.m., and Saturday, 10:00 a.m.–1:00 p.m.

Local Committee Headquarters
The headquarters for Local Committee Chair Robyn Rohde and other members of the Local Arrangements Committee is the Conference Registration Desk.

Location of Meeting Rooms
All meetings of the 2013 CCCC are in The Riviera.

Information for Attendees with Disabilities
CCCC is committed to making arrangements that allow all of its members to participate in the convention. To this end, information for attendees with disabilities was included in the program invitations, in the preview, and online, and we invited those who needed information to contact us by late January. We have made wheel-
chair space available in meeting rooms, will provide information about traveling around the headquarters hotel, and have arranged sign language interpreting. We also provided all speakers and session chairs with guidelines that will make sessions more accessible to all convention participants. These arrangements have resulted in conversations between the Program Chair, NCTE staff, the CCCC Committee on Disability Issues in Composition and Communication, and disability studies specialists at the University of Illinois and other professional associations. Information is available at the Local Committee booth next to registration.

Workshops
Held on the Wednesday preceding the Annual Convention sessions, full-day and half-day workshops provide an opportunity for extended time and interaction focused on a particular topic or issue. Each workshop has an enrollment limit, and participants pay an additional fee (separate from the convention registration fee) to enroll. Workshops are run by CCCC members whose proposals have been accepted by CCCC reviewers.

Opening General Session
The CCCC Convention’s Opening General Session is one of two opportunities for convention participants to meet as a group. This session features the Chair’s address by Chris Anson.

Concurrent Sessions
Most of the meetings of the CCCC Convention occur in the concurrent sessions held on Thursday, Friday, and Saturday. Each session on the program was highly regarded by teams of CCCC reviewers. All concurrent sessions run for 75 minutes and are of two kinds: 1) panels, featuring two to four speakers who deliver 15–20-minute presentations and then respond to questions from the audience; 2) roundtables, where several panelists make brief presentations, respond to each other, and then respond to questions from the audience.

Special Interest Groups/Business Meetings and Caucuses
On Thursday and Friday evenings, individuals who share common concerns and/or interests will meet in Special Interest Groups and Caucuses. For a complete listing of these groups, see pages 150–153, 252–255.

There will also be Open Working Meetings of some of the Special Interest Groups. Be sure to look for these at the end of each time period in your program book.

CCCC 2013 Online
To find links to past versions of CCCC Online and to search the collection, visit http://www.ncte.org/cccc/review. For this year, home (homepage, that is) is at http://www.ncte.org/cccc/conv.
Computer Connection and Digital Pedagogy Posters
Top of the Riviera South

Douglas Eyman, Computer Connection Coordinator (eymand@msu.edu)

Sponsored by the CCCC Committee on Computers and Composition, The Computer Connection, a project of the CCCC Committee on Computers in Composition (7Cs), offers a selection of presentations and posters on technology use in the classroom, in our scholarship, and in a wide range of disciplinary pursuits. In addition to 20 minute presentations on new software and technologies for teaching composition, computer-facilitated classroom practices, and best practices for teaching online, three special sessions (during regular conference session times A&B, F&G, and L&M) of the Computer Connection will feature Digital Pedagogy Posters in an interactive exhibit format. Information about current and past presentations and posters and this year’s schedule of presentations is available online at http://computersandwriting.org/cc/. The CC presentations run 25 minutes each, so you can attend them individually or as full concurrent sessions. Questions or comments about the Computer Connection may be directed to Douglas Eyman, CC Coordinator (deyman@gmu.edu) and inquiries about the Digital Pedagogy Poster sessions should be directed to Dickie Selfe, DPP Coordinator (selfe.3@osu.edu).

“Every CCCC Member Has a Story . . . Tell Us Yours!”

Royale Pavilion Foyer

The CCCC and the Newcomers Committee, in partnership with the Digital Archives of Literacy Narratives (DALN) and the NCTE, invites you to tell us a story about reading and composing. We will help you record your story (using either video or audio) and preserve it online where friends, family and students can access it—all within 30 minutes. Join us outside the Premiere Ballroom.

Cynthia Selfe, H. Lewis Ulman
CCCC is a Reunion: Discover your Roots.

Royal Pavilion Foyer

Explore your past, connect to colleagues, and trace your intellectual ancestry on the new Writing Studies Tree. Created by students and faculty at the CUNY Graduate Center, the tree is an open-access web-based platform that will, with your help, enable all members of our profession to record their lines of influence as mentors and students, and thus to uncover a history that has until now remained either anecdotal or invisible.

Join us throughout the conference outside the Premiere Ballroom to add to or browse through the branches of the tree. Our goal is to create a comprehensive genealogy of writing studies, identifying academic “ancestors,” “descendants,” and “siblings.” Who are yours?

Learn more about the tree at writingstudiestree.org or meet us at our table installation during the conference.

Sondra Perl, Benjamin Miller, Amanda Licastro, & Jill Belli, City University of New York

This We Believe: What Is the Public Work of Composition?

Royal Pavilion Foyer

The Writing Democracy Project, in partnership with CCCC, invites you to record your reflections on the conference theme, especially with respect to potential links between writing instruction and democracy’s future. How does writing, as cultural work, serve the project of democracy as you define it? How can writing facilitate your dream of democracy in our nation and in our world? What possibilities does writing hold for helping us reimagine and reinvigorate the U.S. locally and nationally? What is the public work of composition in relation to building and sustaining democracy? Join us outside the Premiere Ballroom to share your story (either video or audio) and preserve it online where friends, family, and students can access it.

–Shannon Carter, Deborah Mutnick, Steve Parks, Tim Dougherty, Rachael Shapiro

C’s the Day

Royal Pavilion Foyer

Executive Committee: Emi Bunner, Mary Kracher, Scott Reed, Sheryl Ruszkiewicz, Wendi Sierra

C’s the Day invites both newcomer and veteran attendees to participate in an Augmented Reality game that will enrich the conference experience. Come see us at our booth in the registration area to collect your game booklet and get started! We hope you will discover new colleagues, parties, conference gatherings, and even new histories of the field through participation.

Play the game, win the conference!
Audiovisual Equipment
The Riviera, Located behind the Registration Desk outside of Royale Pavilion, Lobby Level.
Audiovisual equipment should have been ordered by February 9, 2013. Scheduling of equipment ordered by that date is handled by Pick’s A.V.

Resolutions Committee
An open meeting of the CCCC Committee on Resolutions, chaired by Hephzibah Roskelly, will be held Thursday, March 14, 5:30–6:30 p.m. (open), 6:30–7:30 p.m. (closed) in the Monaco 14, Monaco Tower, 24th Floor.

Nominating Committee
An open meeting of the CCCC Nominating Committee, chaired by Linda Bergmann, will be held on Thursday, March 14, 10:00 a.m.–Noon, in the Monaco 13, Monaco Tower, 24th Floor.

Planning for Next Year’s CCCC Convention
Individuals interested in discussing program proposals for the 2014 CCCC Convention in Indianapolis, IN, March 19-22, 2014 are invited to meet with Adam Banks, 2014 Program Chair, at the CCCC Registration Desk, 10:00 a.m.–Noon, Pavilion Royale 1,2,3, Lobby Level.

Smoking
The Riviera Hotel meeting space is a smoke-free environment. However, the Casino and some sleeping rooms do allow smoking.

Nonsexist Language
All CCCC/2013 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their session.

Copying Service
CCCC cannot provide onsite duplicating service; however, copying services are provided at The Riviera Business Center.
Emergencies
To summon the fire department, the police, or an ambulance (for medical emergencies only), dial 911 and give the nature of the emergency, your location, and the telephone number you are calling from.

Medical and Dental. Most hotels can put you in touch with a doctor or dentist. Inquire at the hotel front desk or ask the hotel operator.

Fire Safety. Although hotel fires are rare, the Executive Committee has asked that convention participants be given complete advice on what to do in case of fire in their hotel. Hotels are equipped with a variety of fire-protection devices—smoke alarms, sprinklers, fire-retardant materials—but none of them is designed to put out fires. They merely contain a fire, impeding its growth and progress long enough to permit the fire department to arrive on the scene. Fire safety in a hotel ultimately depends on the hotel staff’s prompt response to reports of fire or smoke. Most hotel staffs will verify the presence of a reported fire before summoning the fire department. To report a fire, call the hotel operator and give your name, location, and the location of the suspected fire. Depending on the circumstances, some fire-safety consultants recommend that after you have called the hotel operator, you also call the local fire department: dial 911. This step will result in the fire department coming to the hotel even as the hotel staff is verifying your report of the fire. You hazard a false alarm on the one hand; on the other, you may be responsible for bringing the fire quickly under control because you have bypassed the hotel’s verification procedure. Apart from reporting a suspected fire, you should be aware of various precautions to be taken for your own safety in the event of a fire. A summary of some recommended precautions follows:

As you are escorted to your room for the first time by the hotel bell staff, check the location of the exit nearest your room. You should know exactly how many doors are between your room and the exit. You might have to crawl to this exit in a dark or smoke-filled corridor. If there’s a fire alarm or warning call from the hotel management, don’t stop to gather personal belongings or work papers. Just get out as quickly as possible. Take your room key. You may find it necessary to retreat to your room. Before you open the door to the corridor, put your palm against it and touch the knob. If the door is cool, open it slowly, keeping your foot braced against the bottom. (This helps you slam the door shut if you discover fire or smoke outside.) If the door is hot, do not open it. Soak blankets or towels in water and pack them around the door. If you must crawl to an exit door, stay close to the wall to avoid anyone running. If you can’t leave your room, wait by the window to be rescued. Stay close to the floor to avoid breathing smoke. To increase ventilation, open or break the window (if you don’t see smoke or flames rising past the window). Don’t jump from the upper floors of a burning building. Wait for the firefighters to rescue you. Let them know you’re there by waving towels or coats out the windows.
SPECIAL EVENTS

WEDNESDAY’S SPECIAL EVENTS:
March 13

Research Network Forum
Grande Ballroom A, First Floor
9:00 a.m.–5:00 p.m.

Consortium of Doctoral Programs in Rhetoric and Composition
Grande Ballroom D, First Floor
1:30–5:00 p.m.

Exultation of Larks: Poet-to-Poet
Skybox 212, Second Floor
1:30–5:00 p.m.

Qualitative Research Network
Royale 6, First Floor
1:30 p.m.–5:00 p.m.

Intellectual Property in Composition Studies
Grande Ballroom C, First Floor
2:00–5:30 p.m.

Newcomers’ Orientation
Grande Ballroom B, First Floor
5:15 p.m.–6:15 p.m.

Coalition of Women Scholars
Grande Ballroom D, First Floor
6:00–8:00 p.m.
Rhetoricians for Peace—Media Propaganda in Managed Democracy
Grande Ballroom C, First Floor
6:00–9:00 p.m.

Master’s Degree Consortium of Writing Studies Specialists
Royale 4, First Floor
6:30–8:30 p.m.

Public Image of the Two-Year Colleges: Hallmarks of Fame
Royale 6, First Floor
6:30–7:30 p.m.
SPECIAL EVENTS

THURSDAY’S SPECIAL EVENTS:
March 14

Newcomers’ Coffee Hour
Grande Ballroom A, First Floor
7:30–8:15 a.m.

Opening Session
Grande Ballroom E/F, First Floor
8:30–10:00 a.m.
At this session we honor both the 2013 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair’s address. Please join us.

Scholars for the Dream Reception
Grande Ballroom F, First Floor
6:00–7:00 p.m.
Everyone is invited!
Winners of the Scholars for the Dream Travel Awards (announced in the Opening General Session) are chosen by a Selection Committee. All are first-time presenters at the CCCC Convention and are selected on the basis of the extended abstracts of their proposals that each submitted. All are members of groups historically under-represented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians). Join these at the reception to meet them personally and learn about their research interests.
SPECIAL EVENTS

FRIDAY’S SPECIAL EVENTS:
March 15

Awards/Recognition Reception
Grande Ballroom A, First Floor
5:00–6:30 p.m.
At this reception we announce the winners of the 2013 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in TETYC, and the Nell Ann Pickett Service Award. Past CCCC chairs and distinguished guests will be recognized. A reception follows. Please attend and honor your colleagues.

TYCA Talks
Royale 7, First Floor
6:30–7:30 p.m.
This special event brings together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.

The Twenty-Fifth Annual Poetry Forum: Exultation of Larks
Capri 104, First Floor
7:30–10:30 p.m.

CCCC Jam
Grande Ballroom E, First Floor
9:30 p.m.–1:00 a.m.
CCCC isn’t CCCC without a night of fun, dancing, and partying! And Friday night will be the jam to beat all jams. So, bring your best two-step, your coolest moves and get your party on at the C’s!

Sponsored by McGraw Hill
SPECIAL EVENTS

SATURDAY’S SPECIAL EVENTS:
March 16

TYCA Annual Breakfast
Grande Ballroom E, First Floor
7:00 a.m.–8:00 a.m.
This lively annual event presents TYCA’s Outstanding Programs in English Awards and the Fame Award for media reference to two-year colleges. Come, break muffins, eat a hot breakfast, and talk with convivial two-year college faculty and other boosters. National TYCA is a national coalition of the seven TYCA Regional Conferences, each of which has retained its separate identity. Because this breakfast is partially supported by donations from book publishers, educational software companies, and many textbook authors who teach at two-year colleges, the cost per person is only $25.00. Tickets should have been ordered in advance. You can check at the Registration Desk, Royale Pavilion, to see if any tickets are still available.

Annual Business/Town Hall Meeting
Grande Ballroom B, First Floor
8:00 a.m.–9:15 a.m.
The CCCC annual business meeting happens at 8:00 a.m. Saturday. It’s open to all CCCC members, and as veterans of that meeting well know, there is inevitably a lively exchange on crucial issues.
2013 CCCC Exemplar Award Winner

2013 Award Committee: Adam Banks, Dora Ramirez-Dhoore, Jaime Armín Mejia, Cecilia Rodríguez Milanes, and Rashidah Jaami’ Muhammad, Chair.

For 30 years, Dr. Keith Gilyard has been a guiding intellectual force in our profession and a devoted supporter of NCTE and CCCC. He currently is NCTE Past President and former CCCC Chair (2000). He has served on several of the organization’s committees including the NCTE Resolutions Committee (08-09), NCTE Nominating Committee (2004), CCCC Nominating Committee (2002), NCTE Executive Committee (1999), CCCC Officer Rotation (97-01), CCCC Resolutions Committee (1994), NCTE Committee on Doublespeak (93-96), NCTE Editorial Board (91-94), Conference on English Education (92-96), and in the 1980s, Dr. Gilyard served as Associate Chair for the 1986 NCTE Convention and the 1983 CCCC Convention.

Dr. Gilyard’s academic career includes over 75 national and international invited lectures, just as many conference presentations, and over forty workshops and seminars away from his home institution. He has also served countless times as reviewer and consultant for university programs, tenure applications, university presses, and publishing houses.

In her nomination letter, Cheryl Glenn contends that “in the United States, the name Keith Gilyard is synonymous with the best African American rhetoric and poetics and composition studies have to offer.” Dr. Gilyard has added to our academic resources more than fifty articles, book chapters, radio and television interviews and presentations, four textbooks, three volumes of poetry, four edited volumes, and six books including two American Book Award winners, *Voices of Self: A Study of Language Competence* and *John Oliver Killens: a Literary Life*.

Dr. Gilyard has mentored and supported many of our current and future Cs scholars, including Elaine Richardson, who says, “Keith Gilyard has been a voice for me. He is the Malcolm X of rhetoric, composition, so-called urban education, applied linguistics, African American literature, and poetry.” Echoing the words Ossie Davis used to eulogize Malcolm, Richardson states, “[Dr. Gilyard is] our manhood, our living, black manhood! This is his meaning to his people. And in honoring him we honor the best in ourselves.” Víctor Villanueva contends that because he “represents every facet of NCTE’s and C’s work Keith Gilyard deserves this very special recognition.”
And we do honor Keith Gilyard, noted by the number of colleagues, current and former students who wrote in support of Keith’s nomination. He has had and continues to have the most profound impact on scholars and scholarship in our field.

The CCCC’s Exemplar Award is given to “a person whose years of service as an exemplar for our organization represents the highest ideals of scholarship, teaching, and service to the entire profession.” CCCC Exemplars “set the best examples for the CCCC membership.”

The Conference on College Composition and Communication therefore honors Dr. Keith Gilyard, the Pennsylvania State University Distinguished Professor of English and African American Studies, with its most prestigious honor, the 2013 Exemplar Award.

In Memoriam

Gary Tate
Adrienne Rich
# Sessions Presented by Two-Year College Faculty

## Concurrent Sessions Presented by Two-Year College Faculty

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Individual Presentations by Two-Year College Faculty

A.02 Cheri Spiegel, The Writing is on the Wall: Using DIY Narrative to Empower and Engage Student Writers

A.33 Susan Gebhardt-Burns, Invention Techniques: Which Work Best for Community College Basic Composition Students?

B.30 Mina Sommerville-Thompson, Visual Literacy in the Composition Classroom: Sharing in the Connective Spaces of Social Networking Sites

B.33 Laurel Saiz, Writing Well in the Cloud

C.05 Stephanie Merz, Motivational Structures of Mexican Immigrant Students in the Basic Writing Classroom

C.05 Rachel Ketai, Literacy Experiences of Undocumented Community College Students

C.28 Leslie Jewkes, Into Active Voice Leveraging the Power of Public Digital Spaces

D.17 Jeffrey Klausman, Reviewing Reviews: The Public Work of the Review Section of TETYC

D.20 Tiffany Rousculp, Speaking Out–Even Speaking at All: Transgressing Boundaries in a Multimodal Composition Classroom

D.28 Leslie Norris, Research Study Results: The Effects of Digital Technology on Basic Writing

D.28 Lauren Williams, “Rethinking Basic Writing for a Digital Future: Replacing Assimilation with an Agenda of Empowerment”

E Featured Session Eric Bateman, Louise Bown, Beverly Derden Fatherree

E.03 Shawn Casey, Implementing the Common Core State Standards: Notes from a High School/Higher Education Classroom Collaboration

E.03 Robert Derr, Bridging the Gap Between High School Writing and College Composition Courses: Basic Writing Programs that Will Help Increase Community Literacy

E.05 Mary French, The First-Year Composition Course: Help for Those “Left Behind”

E.07 Michelle Garza, (Re)Evaluating the Public: An Examination of Social and Critical Approaches to the Teaching of Writing in Entry-Level Classrooms

E.10 Michael Benton and Danny Mayer, Academic Labor in the Community

E.12 Howard Tinberg, The Pleasures of Teaching Composition: Reading and Responding to Student Writers (This session will be interactive, with participants reading a student draft and engaging in a dialogue about student writing.)

E.13 Hope Parisi, Competing and Converging Rhetorics: A Writing Tutorial for Taking a Student Support Services and Basic Writing Collaboration Public

E.19 Ruijie Zhao, Teaching through the Revolving Door of Public/Private Work: A Basic Writing a Spatial and Visual Approach

F.01 Derek Handley, Basic Writing and Conversations within the Community

F.11 Nigel Medhurst, Breathing ROOM for the Basic Skills Brotha
Friday Special Interest Groups (TYCA)

TYCA TALKS
Friday night, 6:30–7:30 p.m.
Committee Meetings

CCCC Executive Committee
Wednesday, March 13, 9:00 a.m.–5:00 p.m.
Top of the Riviera N, Monaco Tower, 24th Floor
Chair: Chris Anson

Committee on Assessment
Thursday, March 14, 12:15–1:30 p.m. (Closed)
Monaco 13, Monaco Tower, 24th Floor
Chair: Susanmarie Harrington

Committee on Best Practices for Online Writing Instruction
Friday, March 15, 8:30–11:30 a.m. (Closed)
Monaco 15, Monaco Tower, 24th Floor
Co-Chairs: Beth Hewett and Scott Warnock

Committee on Computers in Composition and Communication
Friday, March 14, 12:30–1:15 p.m. (Closed)
1:15–1:45 p.m. (Open)
Monaco 13, Monaco Tower, 24th Floor
Chair: Doug Eyman

Convention Concerns Committee
Saturday, March 16, Noon–1:00 p.m.
Monaco 14, Monaco Tower, 24th Floor
Co-Chairs: Chris Anson and Malea Powell

Committee on Disability Issues
Friday, March 15, 5:00–7:00 p.m. (Open)
Monaco 13, Monaco Tower, 24th Floor
Chair: Jay Dolmage

Committee on Globalization of Postsecondary Writing Instruction and Research
Friday, March 15, 2:00–3:15 p.m. (Open)
Monaco 14, Monaco Tower, 24th Floor
Chair: Paula Gillespie
Committee on Intellectual Property  
Friday, March 15, 11:00 a.m.–12:15 p.m. (Closed)  
Monaco 16, Monaco Tower, 24th Floor  
Chair: Jeffrey Galin

Committee on LGBT/Q Issues  
Thursday, March 14, 1:45–3:00 p.m.  
Monaco 15, Monaco Tower, 24th Floor  
Co-Chairs: Martha Marinara and Mark McBeth

Language Policy Committee  
Wednesday, March 14, 7:45–8:45 p.m. (Closed)  
8:45 – 9:45 p.m. (Open)  
Monaco 13, Monaco Tower, 24th Floor  
Chair: Kim Brian Lovejoy and Elaine Richardson

Newcomers’ Orientation Committee  
Friday, March 15, 2:00–3:15 p.m. (Closed)  
Monaco 13, Monaco Tower, 24th Floor  
Chair: Paul Puccio

Nominating Committee  
Thursday, March 14, 3:30–5:30 p.m. (Open)  
Monaco 13, Monaco Tower, 24th Floor  
Friday, March 15, 9:30–11:30 a.m. (Closed)  
Monaco 17, Monaco Tower, 24th Floor  
Chair: Linda Bergmann

Committee on Part-time, Adjunct or Contingent Labor  
Thursday, March 14, 10:30–11:45 a.m. (Open)  
Monaco 13, Monaco Tower, 24th Floor  
Chair: Seth Kahn

Committee on Preparing Teachers of College Writing  
Thursday, March 14, 1:00–2:00 p.m. (Closed)  
Monaco 14, Monaco Tower, 24th Floor  
Chair: Asao Inoue
Resolutions Committee
Thursday, March 14, 5:30–6:30 p.m. (Open)
6:30–7:30 p.m. (Closed)
Monaco 14, Monaco Tower, 24th Floor
Chair: Hephzibah Roskelly

Committee on Second Language Writing
Saturday, March 16, 9:30 a.m.–Noon (Open)
Monaco 15, Monaco Tower, 24th Floor
Co-Chairs: Jay Jordan & Christina Ortmeier-Hooper

Committee on Undergraduate Research
Friday, March 15, 11:00 a.m.–12:15 p.m. (Closed)
Skybox 205, Second Floor
Co-Chairs: Doug Downs & Jenn Fishman

Committee on the Status of Graduate Students
Friday, March 15, 12:30–1:45 p.m. (Closed)
Monaco 15, Monaco Tower, 24th Floor
Chair: Daisy Levy

Committee on the Status of Women in the Profession
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Chair: Eileen Schell
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A.09 Writing Science and Critical Literacy
A.10 Listening as Writing Pedagogy
A.11 Unsafe at Any Speed: When Students Research, Read, and Write with their Foot on the Pedal
A.15 Whose Story Is It Anyway? Student Authorship and the Craft of Narrative
A.18 Beyond Bahamian Classroom Walls (and Back Again): Student Writing and Engagement in Public Spaces
A.20 Our Relationships to Stories and Lands: Indigenous Knowledge in Basic Writing and Composition Classrooms
A.34 Bridging the Divide between Basic Literacy and College Readiness: Using Protocol Analysis to Prepare Basic Readers and Writers for Academic Success
B.06 How Our Students Learn: Implications for Teaching Writing
B.08 Digital Intellectuals: Students as Public Writers in the Global Internet Age
B.11 Teaching Scholarly Writing in WID Contexts
B.12 Assessment, Preparedness, and Retention Strategies
B.13 Expanding the Conversation about Faith and Composition: Multiple Perspectives on the Public Work of Religion
B.18 Listening for Currents in the News: Writing, Rhetoric, News Literacy, and the Public Sphere
B.19 Characterizing the Honors Research Writing Course: Student Identity, Digital Literacy, and an Interrogative Approach to Research
B.22 Accessing Literacy, Literacies as Access: Reimagining Public Narratives of Disability
C.01 Incorporating Video Stories from Workplace Professionals into Commu-
cation Courses: Mini-Modules Online to Increase Student Motivation and Learning
C.09 Composition in/for Virtual “Public” Spaces: Digital(ly) Mediated Divides
C.16 Religion, Spirituality, and the Culture of Abundance
C.17 Diversity, Disability, and the Needs of Veterans in Our Classrooms
C.19 No Longer “At Ease”: Fostering Success of Returning Vets in Two-Year College Writing Classrooms
C.26 Making the Personal Public: Storytelling as Academic Discourse in College Composition
C.27 When Apprentice Writers Can’t Read What We Write: Rethinking WAW Courses in Light of Student Experiences Reading Primary Research Essays
D.02 Negotiation, Sharing, and the Rhetoric of Correspondence
D.03 Embodiment, Disability, and the Idea of Normativity
D.04 Challenges for Writers from China and India
D.05 Meeting Writers Halfway: Experiences Working with the Upper-Division and Graduate Writing Student
D.15 The Public Hopes of Composition
D.16 Taking on What We Take for Granted: Digital Portfolios, Digital Underlife, and Issues of Digital Copyright
D.17 Lessons Learned: Three Genres and TETYC
D.20 Know “Speak” Listen - See: Breaching Literacy Boundaries in the Composition Classroom
E.11 Moving Genres: Public and Academic Writing in College Classes
E.12 The Pleasures of Teaching Composition: Reading and Responding to Student Writers (This session will be interactive, with participants reading a student draft and engaging in a dialogue about student writing.)
E.19 “A little less conversation and a little more action please”: A Guerilla Pedagogy that Arms Students with QR Codes, Public Art, and Visual Rhetoric
E.32 Digital Pedagogy: Rhetorical Analysis and Assessment
F.06 Only Connect: Strategies for Engaging Reluctant, Under-prepared, and Inattentive Writers
F.17 Productive Tensions: Ideological Conflict and the Next Generation of Support for Veterans
F.21 Affect and Ethics and Their Effect on Teaching Writing
F.23 Web-based Literacies
F.29 The Tyranny of Argument: Rethinking the Work of Composition
F.34 Sustainability and Composition
G.06 Multimodal Pedagogies in Digital Media Environments: Websites, LMSs, and Webcasts
G.14 Ethos and the Public and Private Work of Teaching Composition in the 21st Century
G.25 When the Classroom Is Flipped: New Models of Teaching Writing
G.27 Understanding Transfer in the First-Year Writing Classroom
G.31 Multi-Modal Blues
G.33 Interviewing, Free Speech, and Improvisation: Making Sense Live, in Public
G.34 Toward a Sustainable Curriculum: Teaching FYC at the Community College Level with a Focus on Food Politics, Consumption, and the Environment to Promote Critical Literacy

G.35 Participating in Shaping Meaning: Student Encounters with Scholarly Texts in Writing-about-Writing Courses

H.07 Composer Agency and Multimodal Composition
H.24 Intervention, Response, and the Conditions for Writing
H.26 Pedagogies for the Globalized Classroom
H.28 The Public Role of Writing and Technology for Multilingual Learners and Writing Teacher Candidates
H.30 Composing beyond the Classroom: Situating First-Year Composition in Digital Writing Environments
H.33 Narrative Genres in an Outcomes-Based World
H.36 Reading to Lead and Writing to Win: Composing Future Leaders of Character for the U.S. Air Force

I.03 The High Stakes of “Real Writing”: Digital Citizenship Meets FYC
I.22 Authorship, Writing Spaces, and Shifting Roles
I.24 Student Identity and the Practices of First-Year Writing
I.27 Minding the Publics and the Work of Composition: Disability, Dysfluency, and Neurodiversity
I.29 What Happens in the Classroom Can’t Stay in the Classroom: Helping Working-Class Writers Negotiate Public Rhetorics
I.31 From Private Practice to Public Work(s): Mindfully Re-visioning Classroom Contact Zones into “Affective Communities”
I.33 (Em)bracing the Urge to Read Student Work Differently: A Discussion of the Opportunities Created by Digital Texts

J.23 Adventurous Digital Pedagogies: From Multimodality to Classical Rhetoric
J.24 Strategies for Public Rhetoric
J.26 Plagiarism and the Student Author: Publics, Policies, Pedagogies
J.27 Public Discourse as Rhetorical Situation in the First-Year Writing Classroom
J.32 The Working-Class Imperative in the Public Work of Composition: Creating and Critiquing Pedagogies Designed For and Against Working-Class Student Populations

K.08 Digital Infrastructure: Re-Wiring the First-Year Composition Classroom
K.17 And so We Meet Again: A Classroom Approach to Uniting Literature and Rhetoric
K.20 Interviews, Portraiture, and Play: Exploring Students’ Experiences in the Teaching of Writing
K.27 Re-visioning Reason’s Ethos in Public Works
K.33 Student Histories Matter: Archival Research in the Composition Classroom

L.06 New Media Instruction in the First-Year Writing Programs at Texas A&M University-Corpus Christi
L.11 Scenario-Based Writing and the Question of Authenticity in FYC
L.16 Learning from Students’ Research Practices
L.22 Teaching Archives of Discomfort: Unsettling Cultural History as Public Work
L.33 Students’ Construction of Writing Selves
L.34 The Political Work of Redesigning Writing Instruction for Online Publics
M.01 [Re]-branding Town and Gown: Bridging the Gap between the Local Community and the Ivory Tower
M.06 Gamification and Education 101: Play to Learn
M.08 Inside Out: Teaching Embodied Research, Writing, and Revision
M.26 Alternative Rhetorics, Explicit Instruction, and Student Reflection
M.28 In Their Own Voices: Self-Reflection on the Composition Process of College Students with Asperger’s or High Functioning ASD
M.29 Private Moments Made Public: Navigating the Boundary between Personal and Public Identity
M.33 Literacy Narratives and Student Publications
N.05 Cross-Cultural Communication: Pedagogical Implications for a Diverse Campus
N.08 From Cylinder to Soundcloud: Remixing Audio Archives for Public Radio
N.12 “That’s So Meta”: Supporting the Development of Meta-Awareness through New Media Composition in College Writing

13—Theory

A.01 Rhetorics of Self-Representation by Scholars of Color
A.02 The Multiplex Surface: An Investigation of Transformative Influence of Technology, Politics, and Guerrilla Pedagogy on Writing Classrooms
A.04 Expanding Perspectives of Writing Transfer: New Terms, Methods, and Pedagogies
A.14 Feeling Undisciplined: Reading Practices and Scholarly Work
B.02 Remembering Adrienne Rich
B.04 Persuasive Spaces: Museums and the Compelling Narrative
B.05 Everyday Writing: Instances, Circulations, Implications
B.10 Visual Technologies and Culture: Past, Present, and Future
B.14 To Worry Words: Black Women’s Literacies and Rhetorics in Public Culture
C.02 The Construction of Public Memory: Oral Histories, Memorials, and History Museums
C.11 Comics, Culture Jamming, and the Campaign for Authentic Representation
C.12 Occupy Writing: Meditation and the Politics of Mindfulness in the Classroom
C.15 Expanding Rhetorical Publics: the Zoo, the Cemetery, and the Chapel
D.11 Tracing Images: Public Production and Composing Rhetoric
D.13 Public Works and the Architectures of Composition
D.14 Expanding the Public Work of Composition: The Role of Rhetoric
E.26 Rhetorical Futures: Revisiting Attachments, Reinvigorating Commitments, Revising Disciplinary Narratives
F.10 Anti-Immigrant Discourse in the Media: Rhetorical Political Action for Gender Equality
F.12 Cosmopolitanism, Genre, and the L2 Writer
The Construction of Latino, Black, and Asian Masculinities in the Writing Classroom

When the Time Is Right: Women, Rhetoric, Publics, and Policies

Ecological Productions: Space, Publics, Texts, Identities

Places, Objects, and Images

The Rhetoric of Settler Colonialism

New Media Ecologies: Technology, Nature, Aesthetics, Complexity

Socially Built Environment Surrounding Disability

(Re)connecting Reading and Writing: A Cross-Generational Perspective

Ethically Engaging Difference: Rhetorical Empathy, Insider-Outsider Rhetoric, and Representations of Disability

Shifting Imbedded Perceptions: Non-Western Feminists Writing and Speaking in the Public Sphere

Expanding the Conversation about Religious Rhetorics: Current Trends, Future Directions

Kairos and Silence

Students Rights to Their Own Identities: The Importance of Queerying Language

Sustainability, Food Justice, and Biocentric Rhetoric

Learning (Again) from Las Vegas

Digital Literacy

Compositional Expansion: De- and Re-Composing Materialities

Postcomposition

Public Rhetoric and the First-Year Classroom

Rhetorical Responses/Resisting Colonization

Objectivity?

Students, Teachers, and Workers in Transit: Rhetorical and Pedagogical Implications

Alternatives to the Argument: Emotion, Narrative, and the Personal

Dannable Things: Putting Sin into Composition

Decentering the Able Body: The Praxis of Disability Rhetorics in Public Spaces

14—Writing Programs

Information and Its Consequences for Work: Theorizing a Writing Program Informatics

Look Out Any Window: The Basic Writing Center

Re-imagining Writing Programs’ Audiences: Insights from the Open Source Movement about Collaboration within and Between University Writing Programs

Dual Enrollment/Dual Credit: The Missing and the Hidden

The New “Basic Writing”: A WAC/WID Program and Public Literacy

Supporting Integrated Writing Research through Rhizomatic Literate Activity
E.27 Perceptual Presence: Creating Exceptional Teaching and Tutoring in an Online Modality
F.11 Reidentification: Seeing Students Differently
F.30 Going Public: Making Integrated Writing Instruction Visible across Disciplines, across the Institution
G.04 Writing Center Training, Performative Silence, and Informational Visualization
G.16 Leveraging the “Where” of Writing: Forging, Showcasing, and Complicating Community Connections
H.10 Transition and Transfer: Tracing Student Movement through Writing Majors and across Disciplines
H.11 Making Our Work Public: Creating a New English Major
H.15 Making the Grade: Exploring and Explaining “Failure” in the Composition Classroom and Beyond
I.04 Invitations to Dialogue: Student Involvement in Teaching for Transfer across and Outside the Composition Sequence
I.05 A Writing Center Targets Writing in the STEM Disciplines
I.11 Snapshots of the Field
J.11 Writing as an Academic Skill and a Liberal Art: From High School to College and Beyond
J.12 Engaged Assessment/Effective Pedagogy: Fostering Community Engagement through Assessment Practices
K.10 Implications for Culturally-Relevant Writing Program Administration: Revising Public Perceptions of Basic Writers and Linguistic Diversity
K.11 Expanding Our Community: The Duality of Concurrent Enrollment
K.18 The WPA Outcomes Statement and the Pursuit of Localism
L.12 When the Outside Looks in: Accountability, Assessment, and Apprehension in a Technical College Setting
L.13 Face, Place, Space, Publics: Multiplicity and Writing Centers
L.17 Among the “Swirl of Actors” in the Public U: The Challenge of Cross-Disciplinary Instructional Outreach and Assessment
M.04 Building Textual Bridges: An Analysis of Artifacts Connecting the Writing Center to the University Public
M.07 Reviving and Sustaining a WAC/WID Program: Traditions, Technology, and Multilingualism
M.21 Gateway Courses and the Undergraduate Writing Major: A Roundtable Discussion
N.03 “Basic” Writers, “Multilingual” Writers, and “Mainstream” Writers: The Contested Terms of Transitional Writing from the Student Perspective
N.16 “Make New Friends, but Keep the Old”: Incorporating New Media and Multimodality in a Growing Writing Program
N.27 International Admissions Brokers: Streamlining or Complicating Writing Support?
N.28 The International Work of Composition: The Development of a Multilingual Writing Center at Home and Abroad
Pre-convention Workshops and Meetings
Wednesday, March 13

REGISTRATION, 8:00 a.m.–6:00 p.m.
Royale Pavilion 1/2/3, Lobby Level

MEETING OF THE CCCC EXECUTIVE COMMITTEE
Top of the Riviera, North, Monaco Tower, 24th Floor
9:00 a.m.–5:00 p.m.

OPEN WORKING MEETINGS
These groups will discuss their work, introduce initiatives, and solicit feedback and suggestions. These sessions are an opportunity to learn about and participate in the work of the CCCC. All are invited.

Committee on Visibility and Databases
Skybox 203, Second Floor
Chair: Helen Foster, University of Texas, El Paso

Committee on LGBT/Q Issues
Skybox 203, Second Floor
Chair: Mark McBeth, John Jay College of Criminal Justice, New York, NY

Committee on Preparing Teachers of College Writing
Skybox 203, Second Floor
1:45–3:00 p.m.
Chair: Asao B. Inoue, California State University, Fresno

Graduate Student SIG and the Committee on the Status of Graduate Students
Skybox 203
3:15–4:30 p.m.
Chair: Laurie A. Pinkert, Purdue University, West Lafayette, IN
Public Image of Two Year Colleges SIG
Skybox 203
4:45–6:00 PM
Chair: Sterling Warner, Evergreen Valley College, San Jose, CA

THE RESEARCH NETWORK FORUM
Grande Ballroom A, First Floor
9:00 a.m.–5:00 p.m.

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

The Research Network Forum has served as a mentoring branch of the CCCC community—welcoming both novice, and seasoned members—in an effort to foster growth in the scholarship of the field. It allows for the creation of relationships between new and experienced scholars, between long-used research methods and cutting-edge approaches, between editors and future contributors to their journals, and between different research interests in the discipline. As Howard Tinberg asks us to consider, historically, “the work of all writers . . . from novice to graduate student, from essayist to creative writer,” RNF invites all researchers to “acknowledge the challenges” that will foster “a sense of social justice” in the field (2013 CCCC CFP). Accordingly, each participant leaves the RNF to enter the public provided by CCCC with a richer understanding of our research traditions, as well as the ways in which researchers draw on those traditions to forge new approaches to current problems in the field.

As a Forum devoted to research across a wide range of educational sites and activities, our researchers explore and interrogate the social constructs of race, gender, class, ethnicity, and authority as they emerge in and impact our teaching, our students’ potential participation in the public sphere, and the public work of national, state, and local policies that have an impact on the students we teach in our classrooms and beyond. This work necessarily involves fundamental concerns with interdisciplinary research, and increasingly, it demands a focus on the ways in which new media technologies shape both our social discourse and our educational practices. The researchers who gather with us are deeply involved with both the abstract theories and the particular, concrete, and social instances of what it means to write, to teach, or to learn writing, and to develop literacy not only as a technical achievement but as active social knowledge that enhances our changing identities. The kinds of teaching and learning we explore include everything from traditional textual literacy to emergent cyber-literacy, as well as a range of related discourse practices and cultural relationships that help to construct the social and institutional realities of that teaching and learning. Ultimately, our research asks us to identify the fundamental ethical issues involving the goals of education. Thus, we are always seeking ways to consider “in what sense is writing public work” (2013 CCCC CFP). By creating and monitoring the public work of composition to envision our future as well as seeing
and extending what has been left behind, we enrich our shared communities through promoting research of work-in-progress presenters at RNF and throughout the field. Toward this end, 2013 plenary speakers include the following research talks:

- David Blakesley, “Social Reading and Publishing Networks”
- Charlie Lowe, “Open Educational Resource (OER) Projects as Alternative Publication Sites for Writing Teachers”

The Research Network Forum Executive Committee has invited the above speakers whose expertise covers a wide range of experience in composition studies, rhetoric, and communication technologies, while also addressing the social, cultural, and ethical challenges facing our discipline in its role of active service to our society. These research topics will lay the foundation for the day’s thematic table groupings that will explore relationships among the variance of research currently occurring in the field by both newer researchers and more experienced researchers.

**ATTW MEETING**
Grande Ballroom H, First Floor
9:00 a.m.–5:00 p.m.

**CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION: CELEBRATING OUR 20TH Year**
Grande Ballroom D, First Floor
1:30 p.m.–5:00 p.m.
*Chair:* Joyce Neff, Old Dominion University, Norfolk, VA

The Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC), representing over 70 universities, celebrates its 20th anniversary in 2013. CDPRC links doctoral education with masters and undergraduate programs and with local and national assessment projects. Most recently, CDPRC has sponsored the Visibility Project, so that graduate education in Rhetoric and Composition is recognized by the National Research Council and other classification systems such as the Survey of Earned Doctorates. These efforts provide consortium members and our field with evidence to defend and extend doctoral education in a variety of locales.

Our meeting opens with a panel titled *Assessing Graduate Programs: What do we need to know? How do we use what we find?* The presenters, Dr. Wendy Sharer and Dr. Ken McAllister, will discuss the types of data that programs collect, and will explain how stakeholders use data to address program quality, student support, and resource allocations. At 3:30 we will hold the annual business meeting, which includes planning for future initiatives.

This year’s caucus will conclude with a special reception honoring the 20th anniversary of the Consortium and its founders. We welcome all CCCC members to stop by at any time during the afternoon and encourage everyone to join us for the reception at 5:00.
Qualitative Research Network Forum
Royale 6, First Floor
1:30–5:00 p.m.

The Qualitative Research network, which occurs annually at the CCCC, is offered for new and experienced qualitative researchers. As a pre-conference research network, the Qualitative Research Network is open to everyone, including those who are already presenting at the conference in other venues.

During the final hour of the workshop, Kathleen Blake Yancey will give a keynote address titled “In a World of Plenty, What’s a Researcher to Do? Navigating the Currents of Research Activity on Transfer of Knowledge and Practice in Writing.” Yancey’s talk will outline five lenses through which we can view current research on students’ transfer of writing knowledge and practice from one composing site to another, suggesting that that collectively they function as a heuristic helping us see both what we think we have learned about transfer in writing and what we need still to learn. Yancey is Kellogg W. Hunt Professor of English and Distinguished Research Professor at Florida State University, where she directs the Graduate Program in Rhetoric and Composition. She has served in several leadership roles, including as President of the National Council of Teachers of English; as Chair of CCCC; and as President of the Council of Writing Program Administrators. She also co-founded and co-directs the Inter/National Coalition for Electronic Portfolio Research, which has brought together over 60 institutions from around the world to document the learning represented in electronic portfolios. In addition, she is the editor of College Composition and Communication. Yancey’s research focuses on composition studies; on writing assessment, especially print and electronic portfolios; and on the intersections of culture, literacy and technologies. She has authored, edited, or co-edited eleven scholarly books and over 70 articles and book chapters. Her 1998 Reflection in the Writing Classroom outlined three linked reflective practices through which students become “agents of their own learning.” Building in part on that theory, she, Liane Robertson, and Kara Taczak have studied the transfer of writing knowledge and practice for over three years, emphasizing three dimensions of transfer research especially: mapping models of students’ use of prior knowledge as they write in new contexts; exploring the ways that composition as content supports students’ transfer; and documenting the ways that students’ creation of a theory of writing through reflection provides a frame for new writing tasks.

The rest of the Qualitative Research Network will be organized in research roundtables where novice and experienced researchers will present work-in-progress for feedback. Experienced qualitative researchers will be on hand to offer suggestions and to lead the roundtable discussions. The goal of this annual workshop is to offer mentoring and support to qualitative researchers at all levels of experience and working in diverse areas of study within the college composition and communication community. Presenters at the research roundtables may focus on specific concerns and/or broader issues related to qualitative research, as well as on any stage of the research process (e.g., planning, data collecting, data analyzing, publishing).
Poet-to-Poet Wednesday Event
Skybox 212, Second Floor
1:30–5:00 p.m.
Co-Chairs: Mary Minock, Madonna University, Livonia, MI
Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX

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

Intellectual Property in Composition Studies
Grande Ballroom C, First Floor
2:00–5:30 p.m.
Co-Chairs: Michael Edwards, Washington State University Pullman
Kyle Stedman, University of South Florida, Tampa

The Caucus on Intellectual Property and Composition/Communication Studies (CCCC-IP) invites composition teachers and scholars who are concerned with issues of copyright, fair use, openness, remix, access, and the ownership and use of intellectual property (IP) to its annual meeting. The Caucus is the public and open counterpart to the work of the CCCC Committee on Intellectual Property, and since 1994 has sponsored explorations of IP issues pertinent to teachers, scholars, and students. All are welcome to the practical and action-focused meetings, where participants work in roundtables to discuss topics such as plagiarism and authorship, student and teacher IP rights, open access and open source policies, and best practices in teaching students and instructors about IP. Roundtable leaders provide overviews of their topics, and participants then create action plans, develop lobbying strategies, and produce documents for political, professional, and pedagogical use. At the end of the workshop, participants reconvene to share their plans and recommendations for future action.

Roundtable leaders include, Martine Courant Rife, Lansing Community College, Laurie Cubbinson, Radford University, Karen Lunsford, University of California-Santa Barbara, Jeffrey Galin, Florida Atlantic University, Kim Gainer, Radford University, James Purdy, Duquesne University and Elizabeth Woodworth, Auburn University at Montgomery

Roundtable 1: Legal and Legislative Developments
Roundtable 2: Sharing IP Stories: Teaching IP, Copyright/left, and Openness
Roundtable 3: Advocating for Open Access in Composition Studies
Roundtable 4: Evolving IP Policies for Journals
Newcomers’ Orientation  
Grande Ballroom B, First Floor  
5:15–6:15 p.m.

Rhetoricians for Peace–Media Propaganda in Managed Democracy  
Grande Ballroom C, First Floor  
6:00–9:00 p.m.  
Chair: Gae Lyn Henderson, Utah Valley University, Orem  
Keynote Speakers: Donald Lazere, Cal Poly San Luis Obispo  
Thomas Huckin, University of Utah  
Heather Bruce, University of Montana  
David Stacey, Humboldt State University

RFP proposes an interactive Special Event for Wednesday evening to study both the rhetoric and the consequences of media propaganda. Contributors will examine specific sites of propaganda that restrict democracy. Princeton Professor Emeritus, Sheldon Wolin, argues that the term “managed democracy” captures the material practices of governance in the United States. Rather than relying on outright, violent suppression, modern capitalist democracies exercise hegemony over the framing and interpretation of events. Of particular concern are news media, mass-market advertising, and television portrayals that actively or passively reproduce certain realities, while silencing and excluding those whom these realities oppress.

Speakers will pose specific criteria for journalistic excellence; expose propaganda about the founding of the Tea Party and Occupy movement; discuss problems generated by so-called “progressive satire”; critique infotainment purporting to be journalism; address problems resulting from conglomerate-owned media; trace how falsehoods become proliferated in television, YouTube and other genres; trace propaganda related to the War on Terror; examine depictions of the Occupy movement; challenge the propaganda of “urban renaissance”; and analyze the subconscious coercion of political advertising. In small groups, attendees will respond to call-for-action discussion prompts following presentations. Study of propaganda can function as a heuristic when teaching both analysis and argument.

Contemporary propaganda is a function of the media culture in which we are enmeshed. When, as Jeffrey Scheuer argues, “democracy and journalistic excellence rise or fall together,” it becomes essential for our democracy that scholars, rhetoricians, teachers, and students continually scrutinize media for its propagandistic tendencies. This Special Event will further this aim in exposing and countering the oversimplification, distortion, exaggeration, and obfuscation of media propaganda.
Master's Degree Consortium of Writing Studies Specialists
Royale 4, First Floor
6:30–8:30 p.m.
Co-Chairs: John Dunn, Jr., Eastern Michigan University, Ypsilanti
Derek Mueller, Eastern Michigan University, Ypsilanti

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

MA programs (those either fully or partially focused on composition and rhetoric) serve a variety of needs for local student populations, needs that are often distinct from MA programs linked to PhD programs. The Master’s Degree Consortium of Writing Studies Specialists meets annually at CCCC. Its goals are defined primarily by the needs and demands of those of us working in MA-granting, non-PhD departments. The Consortium serves as a clearinghouse and advocacy network to strengthen our programs, promote the value of the MA degree, foster effective articulation between MA-only programs and PhD programs in writing studies, and help undergraduate advisors direct students to MA programs.

The organization’s ongoing agenda and minutes from the 2012 annual meeting can be referenced at http://www.mdcwss.com/annual-meeting/

Coalition of Women Scholars in the History of Rhetoric and Composition
Grande Ballroom D, First Floor
6:30–8:30 p.m.
Chair: Elizabeth Tasker-Davis, Stephen F. Austin State University, Nacogdoches, TX
“Connecting Past and Future Feminist Research Practices”
Keynote Speakers: Letizia Guglielmo, Kennesaw State University, Atlanta, GA
Jessica Enoch, University of Maryland, College Park
Phyllis Thompson, East Tennessee State University, Johnson City

Recent innovations in digital and traditional archival research methods have increasingly connected larger audiences to feminist rhetoric and composition practices of the past. This session will begin with three speakers whose primary research exemplifies past, current, and future directions for researchers of feminist rhetoric and writing. The second part of the session will offer round table discussions with established and new feminist scholars on a number of topics around the broad theme of “Remembering the Past, Performing in the Present, and Planning for the Future.”
Public Image of the Two-Year Colleges: Hallmarks of Fame
Royale 6, First Floor
6:30-7:30 p.m.
Chair: Sterling Warner, Evergreen Valley College, San Jose, CA

The Public Image of the Two-Year Colleges is a TYCA Committee; 2012 marks its fourteenth year of proposing a program/SIG for the CCCC. The SIG discusses ongoing research in the media’s portrayal of two-year college students, faculty, institutions, and programs; it grants a “Fame” Award for the most accurate coverage. At the 1999 CCCC, the Public Image of Two-Year Colleges participants pooled the best/worst media coverage of two-year colleges collected the previous year. At the 2000 CCCC, the group, inspired by USA TODAY’s front-page coverage of two-year college scholars, created the “Fame Award.” Through 2011, both “Fame” and “Shame” awards were approved as official NCTE awards with winners in 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011. Since 2012, the SIG focuses on positive media acknowledgement of two-year colleges—distinct from TYCA’s “best program” awards.
Wednesday, 9:00 a.m.–12:30 p.m.

**Half-Day Wednesday Workshops**

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

**Morning: 9:00 a.m.–12:30 p.m.**

**MW.1 Crossing BW/ESL/FYW Divides: Exploring Translingual Writing Pedagogies and Programs**
Capri 103, First Floor
Chair: Bruce Horner, University of Louisville, KY
Speakers: William Lalicker, West Chester University, PA
Dylan Dryer, University of Maine, Orono
Juan Guerra, University of Washington, Seattle
Asao Inoue, California State University, Fresno
Tony Scott, Syracuse University, New York, NY
Patricia Bizzell, College of the Holy Cross, Worcester, MA
Debarata Dutta, University of North Carolina-Charlotte
Respondents: Paul Kei Matsuda, Arizona State University, Tempe
Jay Jordan, University of Utah, Salt Lake City
Steve Lamos, University of Colorado, Boulder
Christine Tardy, DePaul University, Chicago, IL
Wendy Olson, Washington State University, Pullman
Min-Zhan Lu, University of Louisville, KY

**MW.2 Evocative Objects: Re-imagining the Possibilities of Multimodal Composition**
Capri 104, First Floor
Chair: Jody Shipka, University of Maryland, Baltimore County, MD
Speakers: Devon F. Ralston, Miami University, Oxford, OH
Amber M. Buck, College of Staten Island, NY
Kerry Banazek, University of Pittsburgh, PA
Erin Anderson, University of Pittsburgh, PA
**MW.3 Expanding the Conversation: Graduate Students, Contingent Faculty, and the Future of Basic Writing**

Capri 105, First Floor

*Co-Chairs:* Jerry Stinnett, University of Oklahoma, Norman  
Tara Wood, University of Oklahoma, Norman  
J. Michael Rifenburg, University of Oklahoma, Norman  
Shannon Madden, University of Oklahoma, Norman

**MW.4 The Private and Public Work of Archival Research: Considering Physical and Digital Archival Spaces**

Capri 106, First Floor

*Co-Chairs:* Katherine Tirabassi, Keene State College, NH  
Michelle Niestepski, Lasell College, Wilmington, MA

*Speakers:* Tarez Samra Graban, Florida State University, Tallahassee  
Jordynn Jack, University of North Carolina at Chapel Hill  
Kelly Ritter, University of North Carolina at Greensboro  
Robert Schwegler, University of Rhode Island, Kingston  
Ryan Skinnell, University of North Texas, Corinth  
Margaret Strain, University of Dayton, OH  
O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT  
Chris Warnick, College of Charleston, SC  
Wendy Hayden, Hunter College, New York, NY  
Jessica Enoch, University of Maryland, College Park  
Michael-John DePalma, Baylor University, Waco, TX  
David Gold, University of Michigan, Ann Arbor

**MW.5 The Public Work Ahead of WPAs: Developing Effective Programs for Linguistically Diverse Students**

Capri 107, First Floor

*Chair:* Haivan Hoang, University of Massachusetts Amherst

*Speakers:* Todd Ruecker, University of New Mexico, Albuquerque  
Tanita Saenkhum, University of Tennessee, Knoxville  
Deirdre Vinyard, University of Massachusetts Amherst  
Gail Shuck, Boise State University, ID  
Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL  
Kevin DePew, Old Dominion University, Newport News, VA

**MW.6 Begged? Borrowed? Stolen? None of the Above? Plagiarism as Educational Opportunity**

Capri 108, First Floor

*Chair:* Gerald Nelms, The Ohio State University, Columbus

*Speakers:* Carole Papper, Hofstra University, NY  
Gerald Nelms, The Ohio State University, Columbus  
Scott Leonard, Youngstown State University, OH
All-Day Wednesday Workshops

9:00–5:00 p.m.

W.01 TYCA Presents: Developmental Education in the Two-Year College, a Place of Possibility

Grande Ballroom B, First Floor

Chair: Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA

Speakers:
- Amy Pace, Johnson County Community College, Overland Park, KS, “Promising Developmental Education Programs”
- Jody Millward, Santa Barbara City College, CA, “Effective Classroom Practices”
- Dodie Forrest, Yakima Valley Community College, WA, “Effective Classroom Practices”
- Sandra Schroeder, Yakima Valley Community College, WA, “Effective Classroom Practices”
- Rhonda Schlatter, Mesa Community College, AZ, “Effective Classroom Practices”
- Peter Adams, Community College of Baltimore County, MD, “Promising Developmental Education Programs”
- Joanne Giordano, University of Wisconsin Colleges, Wausau, “Promising Developmental Education Programs”
- Kathryn Byrne, Johnson County Community College, Overland Park, KS, “Promising Developmental Education Programs”
- Beth Gulley, Johnson County Community College, Overland Park, KS, “Promising Developmental Education Programs”
- Gordon Koestler, Yakima Valley Community College, WA, “Promising Developmental Education Programs”
- Sarah Johnson, Madison Area Technical College, WI, “Challenges to Developmental Education in the Two-Year College”
- Laurie Lieberman, Bergen County Community College, Paramus, NJ, “Challenges to Developmental Education in the Two-Year College”
- Shane Wilson, Georgia Perimeter College, Covington, GA, “Challenges to Developmental Education in the Two-Year College”
- Ronald Weisberger, Bristol Community College, Fall River, MA, “Challenges to Developmental Education in the Two-Year College”
- Tatiana Keeling, Central Arizona College, Coolidge
W.02  The Political Turn: Writing Democracy for the 21st Century
Grande Ballroom F, First Floor

Co-Chairs: Deborah Mutnick, Long Island University, Brooklyn, NY
Shannon Carter, Texas A&M-Commerce
Steve Parks, Syracuse University, NY

Speakers: Micah Savaglio, Long Island University, Brooklyn, NY
Carmen Kynard, St. John’s University, NY
Ben Kuebrich, Syracuse University, NY
Laurie Grobman, Penn State University, Berks
Timothy R. Dougherty, Syracuse University, NY
Nancy Welch, University of Vermont, Burlington
Brian Baile, Syracuse University, NY
Kurt Spellmeyer, Rutgers University, NJ
Rachael Shapiro, Syracuse University, NY

W.03  Writing Transitions and Rhetorical Partnerships across Elementary, Secondary, and Post-Secondary Levels
Grande Ballroom G, First Floor

Co-Chairs: Melody Wise, Glenville State College, WV
Pam Childers, Lesley University, Cambridge, MA

Speakers: Angelique Johnston, Monroe Community College, Rochester, NY
Elizabeth Johnston, Monroe Community College, Rochester, NY
James Uhlenkamp, Graceland University, Lamoni, IA
Jimmy Fleming, Bedford/St. Martin’s, New York, NY
Paul Rogers, George Mason University, Fairfax, VA
Nancy Patterson, Grand Valley State University, Grand Rapids, MI
Michele Ninacs, Buffalo State College, NY
Cynthia Miecznikowski, University of North Carolina, Pembroke
Heather Lindenman, University of Maryland, College Park
Leigh Ryan, University of Maryland, College Park
Amber Jensen, Edison High School, Alexandria, VA

Royale Pavilion 7, First Floor

Co-Chairs: Stephanie Amsel, Southern Methodist University, Dallas, TX
Elizabeth Vogel, Arcadia University, Lafayette Hill, PA
Emily Johnston, Illinois State University, Bloomington
Sarah Hanks, University of Oklahoma, Oklahoma City
Eileen Schell, Syracuse University, NY, “Community Engagement as Catalyst for Interdisciplinarity”
Elizabeth Chiseri-Strater, University of North Carolina at Greensboro, “What Is a Feminist Man?: News from the Other Half of the Sky”
Jane Detweiler, University of Nevada Reno, “With Respect to Authority: A Feminist Ethics of Action in Administration”
Facilitator: Kathleen Welch, University of Oklahoma, Norman

W.05 Building Statewide Partnerships: Lessons and Questions from Ten Years of the Maine Composition Coalition
Royale Pavilion 4, First Floor
Chair: Deborah Hodgkins, University of Maine at Presque Isle
Speakers: Stephanie Wade, Unity College, Belfast, ME
Patricia Hager, University of Southern Maine, Lewiston-Auburn College
Kate Dionne, Central Maine Community College, Auburn
Ann Dean, University of Southern Maine, Topsham

W.06 CBW 2013: Basic Writing and Race: A Symposium
Royale Pavilion 5, First Floor
Chair: J. Elizabeth Clark, LaGuardia Community College, Long Island, NY
Speakers: Beatrice Mendez Newman, The University of Texas-Pan American
Susan Naomi Bernstein, Independent Scholar, Forest Hills, NY
Sugie Goen-Salter, San Francisco State University, CA
Ashley Hannah, West Chester University, PA
Zandra Jordan, Spelman College, Atlanta, GA
Steve Lamos, University of Colorado, Boulder
Min-Zhan Lu, University of Louisville, KY
Scott Richard Lyons, University of Michigan, Ann Arbor
Lynn Reid, Fairleigh Dickinson University, Pt. Pleasant, NJ
William Lalicker, West Chester University, PA
Gregory Glau, Northern Arizona University, Flagstaff
Wendy Olson, Washington State University, Vancouver
Victor Villanueva, Washington State University, Pullman
W.07 Diverse Disciplines, “New” Publics: The Work of International Higher Education Writing Research

Royale Pavilion 8, First Floor

Co-Chairs: Mary Scott, University of London, England
Christian K. Donahue, Dartmouth College, Hanover, NH
Cinthia Gannett, Fairfield University, Stratford, CT

Speakers: Cecile Badenhorst, Memorial University, St. John’s, Newfoundland, “Thinking Creatively about Research: Explorations of a Pedagogy for Research Writing”
Roxanne Gagnon, University of Geneva, Switzerland, “Learning to Teach French Writing at the University or the Haute Ecole: An Empirical Study on Practices in Primary and Secondary Teachers’ Education Courses in Switzerland”
Marc Surian, University of Geneva, Geneva, Switzerland, “Learning to Teach French Writing at the University or the Haute Ecole: An Empirical Study on Practices in Primary and Secondary Teachers’ Education Courses in Switzerland”
Hannah Gerrard, Massey University, Auckland, New Zealand, “The Very Antipodes of the Centers of Learning: Composition Instruction and the Idea of General Education in the New Zealand University”
Sanne Larsen, University of Copenhagen, Denmark, “Re-contextualising Academic Writing in English: Case Studies of International Student Writers in Higher Education in Denmark”
Karl-Heinz Pogner, Copenhagen Business School, Copenhagen, “Text Production in the Professions as Acting in the Workplace: What Can Research in Non-academic Writing Contribute to Teaching Writing at Universities?”
Cheryl Sheridan, National Chengchi University, Taiwan, “The Development of a Local Journal and its Role in a Discourse Community on the Periphery: Stakeholder Interviews”
Aartje van Dijk, Institute for Teacher Training (IVL), Rotterdam University, The Netherlands, “Writing to Learn and Genre Pedagogy: Experiments in Teacher Training in Biology and Mathematics”
Amos van Gelderen, University of Amsterdam, “Writing to Learn and Genre Pedagogy: Experiments in Teacher Training in Biology and Mathematics”
Xiaoqiong You, Shanghai University of Political Science and Law, Shanghai, “Teaching to Their Strengths: American Content Teachers’ Adaptations in Multilingual College Classrooms”
Half-Day Wednesday Workshops
Afternoon 1:30–5:00 p.m.

AW.01 Community College to Comprehensive University: Designing Workable Projects and Drafting SWR Book Proposals
Capri 103, First Floor
Chair: Ellen Cushman, Michigan State University, East Lansing
Speakers: Robin Gosser, Auburn University, AL
Betsy Verhoeven, Susquehanna University, Selinsgrove, PA
Raúl Sánchez, University of Florida, Gainesville
Krista Ratcliffe, Marquette University, Milwaukee, WI
Victor Villanueva, Washington State University, Pullman
Rhonda Grego, Midlands Technical College, Columbia, SC
Adam Banks, University of Kentucky, Lexington

AW.02 Developing, Planning, and Implementing Directed Self-Placement
Capri 104, First Floor
Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor
Speakers: Christie Toth, University of Michigan, Ann Arbor
Naomi Silver, University of Michigan, Ann Arbor
Laura Aull, Wake Forest University, Winston-Salem, NC

AW.03 Disarming the Privileging of “Standard” English: Classroom Implementation of Writing Assignments that Fight Linguistic Dominance
Capri 105, First Floor
Co-Chairs: Bonnie Williams, Michigan State University, East Lansing
Kim Brian Lovejoy, Indiana University Purdue University Indianapolis
Elaine Richardson, The Ohio State University, Columbus
Speakers: Denise Troutman, Michigan State University, East Lansing
Rashidah Muhammad, Governors State University, University Park, IL
Isabel Baca, University of Texas at El Paso
Austin Jackson, Michigan State University, East Lansing
Qwo-Li Driskill, Texas A&M, College Station
David Kirkland, Michigan State University/New York University, East Lansing
Terry Carter, Southern Polytechnic State, Marietta, GA
AW.04 Teaching a New Ghost Dance: American Indian Texts in Composition Classrooms
Capri 106, First Floor
Chair: Rose Gubele, University of Central Missouri, Warrensburg
Speakers: Lisa King, University of Tennessee, Knoxville
Qwo-Li Driskill, Texas A&M, College Station
Angela M. Haas, Illinois State University, Normal
Sundy Louise Watanabe, University of Utah, Salt Lake City
Joyce Rain Anderson, Bridgewater State University, MA

AW.05 Making Lives Behind Bars Visible: Literacy Programs and Activism
Capri 107, First Floor
Chair: Laura Rogers, Albany College of Pharmacy, NY
Speakers: Kimberly Drake, Scripps College, Claremont, CA, “The Crossroads Cookbook: Life Stories and Advocacy”
Phyllis Hastings, Saginaw Valley State University, MI, “Creating Ripples and Streams: Extending the College Presence in Prison”
Sherry Rankins-Robertson, University of Arkansas-Little Rock, “Education as a Basic Human”
Chesley Spring, Northern Nevada Correctional Center, Carson City
Barbara Roswell, Goucher College, Baltimore, MD, “Creating Prison/Community Connections”
Laura Rogers, Albany College of Pharmacy, NY, “Making the Past Visible: Researching the History of Prison Writing Workshops”
Tobi Jacobi, Colorado State University, Fort Collins, “Methodological Challenges of Interviewing Writers in Prison”
Cory Holding, University of Illinois at Urbana-Champaign, “Prison Classrooms: The Challenge of Telling the Story”
Patrick Berry, Syracuse University, NY, “Prison Stories and Ethics in Conducting Research”
Wendy Hinshaw, Florida Atlantic University, Boca Raton, “Applying Mixed Methodologies for Prison Research and Scholarship”

AW.06 Designing Writing Spaces for the 21st Century Composition Student
Capri 108, First Floor
Chair: Susan Miller-Cochran, North Carolina State University, Raleigh
Speakers: Amanda Bemer, Southwest Minnesota State University, Marshall
Russell Carpenter, Eastern Kentucky University, Richmond
Elizabeth Monske, Northern Michigan University, Marquette
Lauren Goldstein, New Mexico State University, Las Cruces
Dana Gierdowski, North Carolina State University, Raleigh
AW.07 Faculty Development and Composition Scholars:
Creating Campus-wide Impacts and Expanding Career Opportunities
Capri 109, First Floor
Chair: Isis Artze-Vega, Florida International University, Miami
Speakers: Susan K. Hess, Hobart and William Smith Colleges, Geneva, NY, “Beyond Carrots and Sticks: Adult Education Theory as a Basis for Working with Faculty and TAs”
Isis Artze-Vega, Florida International University, Miami, “Envisioning—Our Students as Learners, Not Just Writers and Planting Campus Wide WAC and WID Seeds”
Melody Bowdon, University of Central Florida, Orlando, “Creating a Campus Culture That Values the Scholarship of Teaching and Learning”
Gerald Nelms, The Ohio State University, Columbus, “Going One-on-One with Faculty: An Introduction to Instructional Consultation”
Claire Lamonica, Illinois State University, Normal, “Using Maslow and ‘Need to Know’ as a Basis for Designing Writing Instructor and/or New Faculty Orientation(s)”
Michele Eodice, University of Oklahoma, Norman, “Collaborative Writing and Faculty Development”

AW.09 Preparing High School Teachers of Dual-Credit College Composition
Capri 111, First Floor
Chair: Christine Farris, Indiana University, Bloomington
Speakers: Jill Stephen, Muhlenberg College, Allentown, PA
John Schilb, Indiana University, Bloomington
David Rosenwasser, Muhlenberg College, Allentown, PA
Deanna Jessup, Indiana University, Bloomington

AW.10 Exploring Latinidad in the West: A Workshop Sponsored by the NCTE/CCCC Latino/a Caucus
Capri 112, First Floor
Chair: Cristina Kirklighter, Texas A&M University- Corpus Christi
Speakers: Socorro Carrizosa, University of Arizona, Tucson, AZ, “Juntos Podemos: The Challenges and Rewards of a Success and Retention Course for Latin@ Students”
Alyssa Crow, Texas State University, New Braunfels, TX, “Inclusion and Access: Language Ideology and Enacting a ‘Students’ Right to Their Own Language’ Pedagogy”
Romeo Garcia, Texas A&M University-Corpus Christi, “Crossing Physical Borders Into Academic Borders”
Wednesday, 1:30 p.m.–5:00 p.m.

Alexandra Hildalgo, Purdue University, West Lafayette, IN, “Hollywood’s Blues: Bridging Together Race, Gender, and Multimedia Production in the Classroom”
Raul Sanchez, University of Florida, Gainesville, “Working With, In, and Against Theory”
Octavio Pimentel, Texas State University San Marcos, “Academic Juegos: The Latino Scholar”
Benjamin Mills, University of Arizona, Tucson, “Juntos Podemos: The Challenges and Rewards of a Success and Retention Course for Latin@ Students”
Aja Martinez, Binghamton University-State University of New York, “Juntos Podemos: The Challenges and Rewards of a Success and Retention Course for Latin@ Students”
Isabel Baca, University of Texas at El Paso, “Embracing Students’ Home Languages by Engaging with Communities”
Kendall Leon, Purdue University, West Lafayette, IN

**AW.11 The Public Work Ahead of Writing Teachers: 21st Century Pedagogies for Linguistically Diverse Students**

*Capri 113, First Floor*

**Co-Chairs:** Kate Mangelsdorf, University of Texas at El Paso
Haivan Hoang, University of Massachusetts, Amherst

**Speakers:** Christina Ortmeier-Hooper, University of New Hampshire, Londonderry
Kate Wilson, American University, Washington, DC
Sarah Franco, University of New Hampshire, Portsmouth
Dana Ferris, University of California, Davis
Angela Dadak, American University, Washington, DC
Patricia Portanova, University of New Hampshire, Danvers
Amber Engelson, University of Denver, CO
Kacie Kiser, Arizona State University, Tempe

**AW.12 Archiving Everyday Writing**

*Capri 114, First Floor*

**Chair:** Stephen McElroy, Florida State University, Tallahassee

**Speakers:** Kathleen Blake Yancey, Florida State University, Tallahassee
Stephen McElroy, Florida State University, Tallahassee
Katherine Bridgman, Florida State University, Tallahassee
Wednesday, 1:30 p.m.–5:00 p.m.

AW.13 Genres in Action

Capri 115, First Floor

Chair: Katie Pryal, University of North Carolina, Chapel Hill
Speakers: Dylan Dryer, University of Maine, Orono
Jason Swarts, North Carolina State University, Raleigh
Amy Devitt, University of Kansas, Lawrence
Jane Danielewicz, University of North Carolina at Chapel Hill
Jordynn Jack, University of North Carolina at Chapel Hill
Rebecca S. Nowacek, Marquette University, WI
Carolyn Miller, North Carolina State University, Raleigh
Risa Applegarth, University of North Carolina, Greensboro
Janet Giltrow, University of British Columbia, Canada
Anis Bawarshi, University of Washington, Seattle
Elizabeth Wardle, University of Central Florida, Orlando
Mary Jo Reiff, University of Kansas, Lawrence
Charles Bazerman, University of California, Santa Barbara
Katie Pryal, University of North Carolina, Chapel Hill
Thursday, March 14

REGISTRATION, 8:00 a.m.–6:00 p.m.
Royale Pavilion, Lobby Level

EXHIBITS, 10:00 a.m.–6:00 p.m.
Royale Pavilion, Lobby Level

Computer Connection/Digital Posters
Top of the Riviera South

Newcomers’ Coffee Hour, 7:30 a.m.–8:15 a.m.
Grande Ballroom A, First Floor
Opening General Session
Grande Ballroom E/F
First Floor
8:30 a.m.–10:00 a.m.

Presiding: Howard Tinberg, Program Chair/CCCC Associate Chair, Bristol Community College, Fall River, MA
Greetings: Robyn Rhode, Local Arrangements Chair, College of Southern Nevada, Las Vegas
Keith Gilyard, NCTE President, Pennsylvania State University, University Park
Andy Anderson, Johnson County Community College, Overland Park, KS

Scholars for the Dream—2013 Recipients
Jada Augustine, California State University, Northridge–E.24
Catalina Bartlett, Texas A&M University, College Station–D.08
Tara Betts, Binghamton University, NY–M.29
Victor Jesus Del Hierro Texas A&M University, College Station–D.08
Romeo Garcia, Texas A&M University, Corpus Christi–L.06
Michelle Garza, Texas A&M University, Corpus Christi–E.07
Laura Martinez, University of Central Florida, Orlando–N.15
Indra N. Mukhopadhyay, University of Southern California, Los Angeles–C.22
Seonsook Park, New Mexico Highlands University-Rio Rancho–N.03
Alma Villanueva, Texas A&M University, College Station–C.09

Previous Scholars for the Dream Award Winners

2012
Steven Alvarez, Erica Britt, Karen Ching Carter, Christina Victoria Cedillo, Marino Ivo Lopes Fernandes, Juan M. Gallegos, Eileen Lagman, Helen Lee, Jimisha I. Relford, LaToya L. Sawyer

2011
Sonia C. Arellano, Lamiyah Bahrainwala, Michael Sterling Burns, Lehua Ledbetter, Kelly McLain, Caroline Prieto, Cheyenne Riggs, Elias Serna, Reva E. Sias

2010
Tamika Barrett, Eileen Ain Shams Eddy, R. Candace Epps-Robertson, Fernando Febres, Regina L. Golar, ku’ualoha ho’omanawanui, Vivian García López, Brandy Nalani McDougall, Cruz Medina, Gabriela Raquel Ríos
Thursday, 8:30–10:00 a.m.

2009
Maryam Elena Jamali Ashtiani, Lina Buffington, Jason B. Esters, David F. Green, Jr., Janie Jaramillo-Santoy, Marissa M. Juárez, Wen Ma, Sarah Nieto Olivas, Bettina Ramón, Michelle Bachelor Robinson

2008
Qwo-Li Driskill, Crystal M. Hills, Donna Hunter, Aja Y. Martinez, Natalie A. Martínez, Leslie D. Norris, Kathryn Ortiz, Andrea Osteen, Melissa Berry Pearson, Staci M. Perryman-Clark

For a listing of winners prior to 2008, please visit http://www.ncte.org/cccc/awards/scholarsforthedream

Scholars for the Dream Travel Award Committee
Chair: Terese Guinsatao Monberg, Michigan State University, East Lansing
Qwo-Li Driskill, Oregon State University, Corvallis
Rose Gubele, University of Central Missouri, Warrensburg
Annette Powell, Bellarmine University, Louisville, KY
Gabriela R. Rios, University of Central Florida, Orlando

To increase the participation of traditionally underrepresented groups—African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino and Latina Americans, and American Indians—CCCC has established the Scholars for the Dream Travel Awards. The awards celebrate the scholarly contributions of first-time presenters at CCCC who are members of these groups. By providing some funding for these scholars to travel to the Conference and to share their work with us, we hope to make the term “underrepresented” past history.

Chairs’ Memorial Scholarship—2013 Recipients
Nancy Bou Ayash, University of Louisville, KY
Marcos J. Del Hierro, Texas A&M University, College Station
Kendra L. Mitchell, Florida State University, Tallahassee
Christie Toth, University of Michigan, Ann Arbor

Chairs’ Memorial Scholarship Award Committee
Chair: Rasha Diab, University of Texas at Austin
Akua Duku Anoye, Arizona State University West, Phoenix
James L. Hill, Albany State University, GA
Staci M. Perryman-Clark, Western Michigan University, Kalamazoo
Eric D. Pritchard, University of Texas at Austin

To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of $750 each to help cover the costs
of four graduate students who are presenting at the annual conference. Full-time graduate students whose presentations were selected through the regular peer review process are eligible for these scholarships.

**Previous Chairs’ Memorial Scholarship Winners**

2012  Jessica Barros, Benjamin Miller, Vanessa Rouillon, Tanita Saenkhum  
2011  Erin R. Anderson, Beth Godbee, Rebecca Lorimer, Ryan Trauman  
2010  Iris Deana Ruiz, Jota Samper, Kyle D. Stedman, Kara Taczak  
2009  Tabetha Adkins, Michael Harker, Susan Meyers, Ehren Pflugfelder  
2008  J. James Bono, Rasha Diab, Hyechong Park, Kate Vieira  
2007  Celeste Del Russo, Spencer Salas, Lee Shenandoah Vasquez, Richard LeMoine Wright

For a listing of winners prior to 2008, please visit http://www.ncte.org/cccc/awards/chairsscholarship

**International Writing Centers Association (IWCA) Award Winners**

**2011 Best Article Award:** Rebecca Babcock (University of Texas Permain Basin), “Interpreted Writing Center Tutorials with College-Level Deaf Students” (Linguistics and Education 22 [2011]: 95-117).

Presentation of the Exemplar Award

This award is presented to a person who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.

Keith Gilyard, winner of the 2013 CCCC Exemplar Award, will speak.

Exemplar Award Committee

Chair: Rashidah Jaami’ Muhammad, Governors State University, University Park, IL
      Adam J. Banks, University of Kentucky, Lexington
      Jaime Armin Mejia, Texas State University, San Marcos
      Cecilia Rodriguez Milanes, University of Central Florida, Orlando
      Dora Ramirez-Dhoore, Boise State University, ID

Previous Award Winners:

2012    Mike Rose
2011    Edward M. White
2010    W. Ross Winterowd
2009    Victor Villanueva
2008    Patricia Bizzell

For a listing of winners prior to 2008, please visit http://www.ncte.org/cccc/awards/exemplar
Climate Change

Whatever bar graphs, statistics, or predictions you consider, the university of the future won’t look at all like the university today, reads the freewrite he has opened on his screen. A lot of learning will be online, more teachers will not have permanent positions, and faculty may be less free to do whatever they want.

He leans away from the computer and reflects on the student’s words. It’s exactly what he hopes these think pieces will do—get them started informally by laying down some ideas for further development. He opens Insert Comment and types, “less free how?”

A noise outside distracts him, and he turns slightly in his wheeled office chair and glances out the window at students crossing the quad between classes, some on skateboards, some on their cell phones, some chatting and laughing or listening to music through ear buds. It’s a beautiful fall day, and the campus is resplendent, awash with color and bustling with activity. This is what he signed on for, he muses—this life of thought and words, this comfortable world of stately columned buildings historicizing and symbolizing the steady march of knowledge and intellect. Classrooms and whiteboards. Shelves of books. Engaging discussions with colleagues at brown-bag lunches. A good life, a life of small contributions to a more intelligent future, to citizens who are reflective, tolerant, interesting, well-read . . .

The noon chime from the clock tower breaks his reverie and he returns to responding.

But no one in the university is paying attention. “Many educators are haunted . . . by a sense that bigger things are happening around them as they continue to refine classroom methods and tinker with their teaching styles.”

He opens Insert Comment again and types, “Source?”

Tuition is skyrocketing. States are drastically reducing support for their public universities. Students like me are loading ourselves up with debt and also our parents,
just at the point when they are thinking about retirement. And many students wonder if all the expense will be worth it, and that there is something good waiting for them on the other side of their learning.

“Nice spatial metaphor,” he writes.

This crisis of cost is causing higher education to go backwards, boxing out the poor (again) and depriving minorities of access. Only 3% of students in the selective colleges and universities are now coming from low-income households. Only 27% of students go right from high school to four-year colleges.

But there will always be students and classrooms, he thinks. He is reminded of other dystopian scenarios of the university in ruins . . . they forget that it’s among the most stable institutions in the world. He polishes his glasses and glances out at the quad again. Dozens of students still rushing to class. 26,000 enrolled now. It has been like this all along. As far back as he can think, it’s always been this way.

The rising costs are also creating a desire to speed up the learning experience through three-year college and dual-credit, which is spreading like a grass fire across the high school system. This will only create less educated citizens without an appreciation for all types of knowledge.

Grass fire. Nice.

To cut requirements (and therefore cost), general education is attacked for not being relevant. Some universities are considering having students do the first two years entirely online. It’s as if only job training matters. According to a recent report, all of the liberal arts are in decline.

Yes, he’s heard this concern. But he recalls data that show no matter how fast you get it, a college degree is actually worth almost twice what a high school degree is worth in lifetime earnings. He writes, “No matter how fast you get it, isn’t a college degree worth more in lifetime earnings than a high school degree?”

“Efficiency” also means larger classes and more lecturing, which pushes out methods that are helpful to students. Even as a senior, I file into Harris or Donnelly or Wilson with dozens of other students and we dutifully take our seats in tiered rows, distracted, coughing, texting, and sleep-deprived. Then some expert speechifies at us for an hour and doesn’t care that there is a sea of blank, indifferent faces staring back. To be efficient, the teacher accepts a sink or swim approach where the “best” students do OK no matter how bad the delivery is, and the struggling learners fail. Cutting budgets only makes the problem worse. Even my smaller classes are mostly lectures and tests now and it’s harder to learn. But online presentations are much better and could replace lectures, as well as those who are doing the lecturing, if that is all they can do.
The writing is quite good, he decides. Funny how these think pieces are sometimes more authentic than the formal papers.

*In first-semester composition my instructor proudly declared that we were in the one class where students could get a truly interactive experience and individual attention. But now, according to one of my interview sources, it's something you try to do as quickly as possible or get out of. Across the U.S., she says, there is pressure to call composition “remedial” and push it out of the university, or assign already underpaid teachers triple the sections and send the papers to India to be graded, or even feed them into computers.*

He thinks of the two hours he has spent so far with this batch.

*Universities are struggling with costs and students are fighting to pay their bills, but knowledge is getting freer and more abundant. While it's business as usual in college, MOOCs like edX are flourishing. Some MOOCs are even coming from the universities themselves. A research professor at Stanford who had taught a MOOC said, according to the New York Times, that now he can no longer teach as usual: “I feel like there’s a red pill and a blue pill, and you can take the blue pill and go back to your classroom and lecture your 20 students. But I’ve taken the red pill, and I’ve seen Wonderland.”*

He looks up MOOC on Google and writes, “spell out the acronym?”

*If teachers and administrators in universities don’t begin adapting, they will soon become obsolete and so will the universities where they work. For example, with due respect for assignments like this one, I would much rather be stretching my abilities by doing something more creative and purposeful, especially with technology. Many of my friends are just plain bored with what we have to do for our degrees. It seems lifeless and uninspired compared to the things we’re doing on our own.*

His hands are quickly on the keyboard. “What about the skills of argument, logic, and developing and supporting ideas?” Then adds: “Any evidence that technology helps?” He re-reads it and decides that it’s not too defensive. Besides, he wouldn’t really know how to grade a multimedia paper.

*In conclusion, many forces such as increased cost, a desire for speed and efficiency, and the development of new routes to education threaten to completely transform the traditional university. If its leaders and faculty do nothing, the current system will continue to weaken, creating more inequity, a narrower exposure to knowledge, “faster learning,” and less value for cost.*

He needs a summary comment at the end, but can’t quite think of what to say.

He glances out at the quad again, almost no one visible now that the next hour has begun and the students have filled dozens of classrooms and lecture halls across campus.
He can see, beyond the south end of the quad, a bit of the majestic old music building, its ivy-framed mullioned windows glinting in the sun. He recalls the experience of walking past the dozens of practice rooms on the second floor and hearing the postmodern cacophony of instruments—timpani, tubas, cellos, pianos, saxes, flutes, overlaid with someone’s operatic baritone. He playfully imagines what would happen if the sound from every class on campus were piped into his office together, right now, hundreds of voices converging into an overpowering thrum of information, of knowledge being passed along, mouth to ear, just as it always has.

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Chris Anson is University Distinguished Professor and Director of the Campus Writing and Speaking Program at North Carolina State University. He received an M.A. in creative writing from Syracuse University in 1979 and a second M.A. and Ph.D. from Indiana University in English Language with a Specialization in Composition Studies in 1984. He has published 15 books and over 100 articles on a wide range of writing-related subjects, including assessment, writing across the curriculum, response to student writing, faculty development, writing program administration, and writing with technology. He has received numerous awards, including the State of Minnesota Higher Education Teaching Award, and has received or been co-principal investigator on over $1 million in grants. He has spoken and led workshops at conferences and universities across the U.S. and in 26 other countries. His professional summary can be found at www.ansonica.net.
A Sessions: 10:30–11:45 a.m.

Featured Speaker

John Carlos
The Silent Protest: Open Hands, Closed Fists, and Composition’s Political Turn
Grande Ballroom A, First Floor

Chair: Shannon Carter, Texas A&M-Commerce

In 1968, at the Mexico City Olympics, sprinters John Carlos and Tommie Smith called the world’s attention to the persistence of racism. That single iconic image of two Americans, black-gloved fists raised and heads bowed as the national anthem played and millions booed, remains indelibly etched in our collective memory.

In 2013, as Howard Tinberg calls upon us to consider “The Public Work of Composition,” it seems only fitting that we should return to this moment in conversation with one of the protesters: Dr. John Carlos. Indeed, the silent protest and its aftermath graphically illustrates both the power of what Edward Corbett called “the Closed Fist” and the excruciating limits of his “Open Hand” (CCC, 1969). It also calls upon us to consider our organization’s shifting position on the relationship between the composition classroom and the rest of society: our neighborhoods, communities, regions, America, and the world.

Yet for decades the individuals behind the Silent Protest have been rendered silent, effectively removed from any public discourse contending the meaning of that powerful statement. Until very recently, the mass movements represented in that moment were largely absent from our public spaces and our conferences. We have been “Civil”—our fists closed, hands open. Silent. Compliant. As Nancy Welch has argued “Civility functions to hold in check agitation against a social order that is undemocratic in access to decision-making voice and unequal in distribution of wealth” (“In Defense of Uncivil Rhetoric,” forthcoming).

No doubt our fists are closed again. Our fists raised together, we chant, “We are the 99%,” “We are Troy Davis,” and, most recently, “We are Trayvon Martin.” The Internet Boycott effectively shelves dangerous legislation. We “Occupy” every major city in the nation. We are writing democracy across the world as the Arab Spring gives way to the Occupy Moment, the Internet Boycott,

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recurring challenges to persistent racism. More than 40 years later, the Closed Fist of the Silent Protest resonates as never before. It is time for CCCC to return to this iconic moment and take stock.

Dr. John Carlos is a medaled USA Track and Field Hall of Fame athlete and Olympian. Competing in the 200 meters, Carlos earned the Gold in the 1967 Pan American Games, and the Bronze in the 1968 Olympics.

Dr. Carlos made world history during the 1968 Olympics in Mexico City. Mexico, when he took to the international stage during the medal ceremony and made a speechless statement, heard and seen worldwide. Winning the 200 meter, John Carlos accepted the Bronze medal at the Olympic podium wearing black socks and no shoes to represent impoverished people who had no shoes of their own, and as noted raised a black-gloved fist crowning a bowed head to humbly reflect the strength of the human spirit.

Continuing his life-long mission to improve human rights conditions and to increase chances for the successes of our youth, Dr. Carlos is actively involved with global and community movements. In April of 2008, he once again took to the international stage and was a torch-bearer for the Human Rights Torch, which ran in parallel to the 2008 Summer Olympics torch relay, and focused attention on China’s human rights record. In July of the same year, Dr. Carlos accepted the Arthur Ashe Award for Courage for his salute at the 2008 Espy Awards.
Thursday, 10:30–11:45 a.m.

Theory

A.01 Rhetorics of Self-Representation by Scholars of Color
Skybox 202, Second Floor

Chair: Reanna Ursin, McDaniel College, Westminster, MD
Speakers: Yasamin Salari, San Diego State University, CA, “Reading Students’ Readings of My Race: Generation 1.5 Students’ Identification with a Middle-Eastern Instructor”
Paul Minifee, San Diego State University, CA, “‘How It Feels to Be a Colored Ph.D.’: Paradoxes of Post-Racial Pedagogy”
Michele Foss-Snowden, California State University, Sacramento, “Walking the Tightrope: Balancing Student Expectations with Professional Obligations”
Reanna Ursin, McDaniel College, Westminster, MD, “Cultivating Administrators’ Critical Literacy: Framing Students’ Evaluations of Faculty of Color”

Theory

A.02 The Multiplex Surface: An Investigation of Transformative Influence of Technology, Politics, and Guerrilla Pedagogy on Writing Classrooms
Royale Pavilion 4, First Floor

Chair: Rochelle Rodrigo, Old Dominion University, Norfolk, VA
Speakers: Christy Gilroy, Old Dominion University, Norfolk, VA, “The Imagined Self: The Politics of (Re) Writing the News”
Cheri Spiegel, Northern Virginia Community College, Annandale, “The Writing Is on the Wall: Using DIY Narrative to Empower and Engage Student Writers”

Teaching Writing & Rhetoric

A.03 Visual Considerations for Students and Writing Teachers
Capri 105, First Floor

Chair: Kathryn Comer, Barry University, Miami Beach, FL
Speakers: Kathryn Comer, Barry University, Miami Beach, FL, “Taking Comics Seriously in Composition Studies”
Florence Elizabeth Bacabac, Dixie State College of Utah, St George, “Building Something for Keeps: Professional ePortfolios, Multi-layered Literacies, and Technical Writing”
Petger Schaberg, University of Colorado, Boulder, “Don’t Forget the Alphabet: Critical Writing in Video Design Projects”
Thursday, 10:30–11:45 a.m.

**Theory**

**A.04 Expanding Perspectives of Writing Transfer: New Terms, Methods, and Pedagogies**

Royale Pavilion 8, First Floor

*Chair:* Kevin Roozen, Auburn University, AL

*Speakers:* Rebecca Nowacek, Marquette University, Milwaukee, WI, “Transfer as Bricolage: Assembling Genre Knowledge across Contexts”

Kevin Roozen, Auburn University, AL, “From Transfers to Historical Trajectories: Tracing the Development of Literate Persons and Practices”

Elizabeth Wardle, University of Central Florida, Orlando, “Systemic and Individual Problem-Solving Dispositions: Toward a Dialectical Understanding of ‘Transfer’”

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**Basic Writing**

**A.05 From Homework to Public Work: Locating Digital Communities in the Composition Classroom**

Capri 104, First Floor

*Chair:* Jacob Babb, University of North Carolina, Greensboro

*Speakers:* David Tomkins, University of Southern California, Los Angeles, “Civic Engagement and the Web-based College Essay”

Matt Manson, University of Southern California, Los Angeles, “Preserving the Learning Community in the Desert of the Real”

James Condon, University of Southern California, Los Angeles, “Digital Natives and the Academic Discourse Community”

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**Information Technologies**

**A.06 Your Previous Assumptions Do Trip You: How Error, Non-Identity, and Memory in Digital Texts Destabilize Writing**

Royale Pavilion 7, First Floor

*Chair:* Anne Wysocki, University of Wisconsin, Milwaukee

*Speakers:* Stuart Moulthrop, University of Wisconsin, Milwaukee “The Challenge of Non-Identity in Writing”

Rachael Sullivan, University of Wisconsin, Milwaukee, “‘Give us an UNDO Button’: Facebook Timelines and the Passionate Error”

Anne Wysocki, University of Wisconsin, Milwaukee, “Tiny Read Memories”

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Thursday, 10:30–11:45 a.m.

Information Technologies

A.07 Multimodal Composition and Web 2.0: Equipping Under-Prepared Students with Real World Skills
Top of the Riviera North, Monaco Tower, 24th Floor
Chair: Mary McGinnis, Purdue University, Hammond, IN
Speakers: Lauren Zajac, Purdue University, Hammond, IN
Amy Van Soest, Purdue University, Hammond, IN
Rebecca Medley, Purdue University, Hammond, IN
Jela Latinovitch, Purdue University, Hammond, IN
Brandy Dieterle, Purdue University, Hammond, IN

Research

A.08 Navigating the Landscapes: Transfer and Threshold Concepts as Lenses for the Public Work of Writing in the University
Grande Ballroom G, First Floor
Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: Linda Adler-Kassner, University of California, Santa Barbara, “Threshold Concepts: General Education, Writing, and History”
Kara Taczak, University of Denver, CO, “Key Terms and Threshold Concepts: Bridging Connections for Transfer”
Liane Robertson, William Patterson University, Wayne, NJ, “Connecting Content, Transfer, and Threshold Concepts in First-Year Writing”
John Majewski, University of California, Santa Barbara, “Threshold Concepts: General Education, Writing, and History”
Heidi Estrem, Boise State University, ID, “Shifting Thresholds for Writing in a New General Education Program”
Irene Clark, California State University, Northridge, “Genre Awareness as a Threshold Concept”

Teaching Writing & Rhetoric

A.09 Writing Science and Critical Literacy
Capri 106, First Floor
Chair: Janice Chernekoff, Kutztown University, PA
Speakers: Janice Chernekoff, Kutztown University, PA, “Food Matters: Organic, Local Acts of Writing and Eating”
Drew Holladay, University of Louisville, KY, “Serious Research vs. ‘Shrimp on a Treadmill’: Helping Composition Students Navigate the Modern Political Rhetoric of Science”
Jennifer Mallette, University of Arkansas, Fayetteville, “Critical Literacy in a Science Writing Classroom”
Teaching Writing & Rhetoric

A.10 Listening as Writing Pedagogy
Capri 107, First Floor
Chair: Vanessa Kraemer Sohan, Florida International University, Miami
Speakers: Erin Dietel-McLaughlin, University of Notre Dame, South Bend, IN, “Write/Hear, Write Now: The Audio Essay as Public Work”
Vanessa Kraemer Sohan, Florida International University, Miami, “Listening to the ‘Alternative’ in Theory and Practice”
Stephanie Weaver, University of Louisville, KY, “Swatching Rhetoric: An Assignment in Listening, Imitating, and Analyzing”

Teaching Writing & Rhetoric

A.11 Unsafe at Any Speed: When Students Research, Read, and Write with Their Foot on the Pedal
Capri 108, First Floor
Chair: Cynthia Bair Van Dam, American University, Washington, DC
Speakers: Charles Cox, American University, Washington, DC, “Life in the Fast Lane: Why Are Students Speeding through Reading, Writing, and Research?”
Kelly Joyner, American University, Washington, DC, “Stopping for Directions: Slowing Down to Read as Researchers”
Alison Thomas, American University, Washington, DC, “Carpooling and Public Transit: The Possibility of Collaborative Research”
Cynthia Bair Van Dam, American University, Washington, DC, “The Scenic Route: Current Thinking about the Reading/Composition Connection”

Professional and Technical Writing

A.12 14 Original Heuristics for Solving Writing Problems: A Roundtable in Tweets
Grande Ballroom B, First Floor
Co-Chairs: Stuart Selber, The Pennsylvania State University, University Park
Johndan Johnson-Eilola, Clarkson University, Potsdam, NY
Speakers: Bernadette Longo, New Jersey Institute of Technology, Newark, “What can History Teach Us about Technical Communication?”
James Porter, Miami University, Oxford, “How Can Rhetoric Theory Inform the Practice of Technical Communication?”
Karen Schriver, KSA Communication Design and Research, Oakmont, PA, “What Do Technical Communicators Need to Know about Information Design?”
Ann Blakeslee, Eastern Michigan University, Ann Arbor, “What do Technical Communicators Need to Know about Writing?”
Rebecca Burnett, Georgia Institute of Technology, Atlanta, “What do Technical Communicators Need to Know about Collaboration?”
Thursday, 10:30–11:45 a.m.

Brent Henze, East Carolina University, Greenville, “What do Technical Communicators Need to Know about Genre?”

Jim Henry, University of Hawaii, Honolulu, “How Can Technical Communicators Fit into Contemporary Organizations?”

Bill Hart-Davidson, Michigan State University, East Lansing, “What are the Work Processes of Technical Communication?”

T. Kenny Fountain, Case Western Reserve University, Cleveland, OH, “What can History Teach Us about Technical Communication?”

L. Andrew Cooper, University of Louisville, KY, “What do Technical Communicators Need to Know about Collaboration?”

Antonio Ceraso, DePaul University, Chicago, IL, “How can Technical Communicators Plan for Users?”

Jason Swarts, North Carolina State University, Raleigh, “How can Work Tools Shape and Organize Technical Communication?”

Anne Wysocki, University of Wisconsin, Milwaukee, “What do Technical Communicators Need to Know about New Media?”

Candice Welhausen, University of Delaware, Newark, “What do Technical Communicators Need to Know about Collaboration?”

Clay Spinuzzi, University of Texas, Austin, “How can Technical Communicators Study Work Contexts?”

Cynthia Selfe, The Ohio State University, Columbus, “What Are the Boundaries, Artifacts, and Identities of Technical Communication?”

Language

A.13 Honoring Vernacular Eloquence: Pathways to Intellectual and Academic Discourse

Royale Pavilion 5, First Floor

Chair: Ernest Morrell, Teachers College, Columbia University, New York, NY

Speakers: Peter Elbow, University of Massachusetts, Amherst, “Multiple Versions of Written English: In Our Past—and Also in Our Future”

Sheridan Blau, Teachers College, Columbia University, New York, NY, “Vernacular Eloquence as the Foundation for a Vital Academic Discourse”

Theory

A.14 Feeling Undisciplined: Reading Practices and Scholarly Work

Capri 109, First Floor

Chair: Laura Micciche, University of Cincinnati, OH

Speakers: Jonathan Alexander, University of California, Irvine, “Diligent Pleasures: Toward a Radical Politics of Academic Reading”

Laura Micciche, University of Cincinnati, OH, “Reading for a Feeling”

Jacqueline Rhodes, California State University San Bernardino, “Folding the Public Sphere: Queer (Re)Reading”
Thursday, 10:30–11:45 a.m.

Teaching Writing & Rhetoric

A.15 Whose Story Is It Anyway? Student Authorship and the Craft of Narrative
Capri 110, First Floor
Chair: P.F. Potvin, University of Michigan-Dearborn
Speakers: Kristian Stewart, University of Michigan-Dearborn, “Acts of Narrative: Moving Away from Gateway Assignments to Embracing Student Authorship”
Andrew Wright, University of Michigan-Dearborn, “Lies My Students Told Me (and a Few Half-Truths I Tell My Students)”
P.F. Potvin, University of Michigan-Dearborn, “Poker Face Narrative”

Academic Writing

A.16 Strategies, Supports, and Barriers: The Complex Transfer of Genre Knowledge in the Disciplines
Skybox 212, Second Floor
Chair: Tara Lockhart, San Francisco State University, CA
Speakers: Tara Lockhart, San Francisco State University, CA, “‘New’ Genres, ‘Not’ Genres, and Writers’ Negotiated Roles”
Mary Soliday, San Francisco State University, CA, “‘New’ Genres, ‘Not’ Genres, and Writers’ Negotiated Roles”
Neil Baird, Western Illinois University, Macomb, “Negotiating Dual Genres and School Genres”
Bradley Dilger, Western Illinois University, Macomb, “Negotiating Dual Genres and School Genres”

Basic Writing

A.17 There’s Nothing Basic about Basic Writing
Royale Pavilion 6, First Floor
Co-Chairs: J. Elizabeth Clark, LaGuardia Community College, CUNY, Long Island City
Rochelle Rodrigo, Old Dominion University, Norfolk, VA
Speakers: Carla Maroudas, Mt. San Jacinto Community College, San Diego, CA, “Student Placement”
Elaine Jolayemi, Ivy Tech College, Indianapolis, IN, “Who are Basic Writers?”
J. Elizabeth Clark, LaGuardia Community College, CUNY, Long Island City, “Teaching with Technology”
Leigh Jonaitis, Bergen Community College, Greenwood Lake, NY, “Who are Basic Writers?”
Marisa Klages, LaGuardia Community College, Staten Island, NY, “Teacher Preparation and Professional Development”
Debra Berry, College of Southern Nevada, Las Vegas, “Teacher Preparation and Professional Development”
Ilene Rubenstein, College of the Desert, Palm Desert, CA, “Academic Skills/Writing Centers”
Amy Edwards Patterson, Moraine Park Technical College, Beaver Dam, WI

Teaching Writing & Rhetoric

A.18 Beyond Bahamian Classroom Walls (and Back Again): Student Writing and Engagement in Public Spaces
Capri 111, First Floor
Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor
Speakers: Raymond Oenbring, The College of The Bahamas, Nassau, “Using Web 2.0 Technology in the Composition Classroom to Log Cultural Memory: The Case of the Electronic Dictionary of Bahamian English”
Toni Francis, College of The Bahamas, Nassau, “‘You Don’ Know Who I Is’: Bahamian Historicism in the Advanced Composition Classroom”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.19 Re-Centering Composition: New Perspectives on Literacy Instruction for Culturally and Linguistically Diverse Publics
Capri 103, First Floor
Chair: Michele Eodice, University of Oklahoma, Norman
Speakers: Evan Ashworth, University of New Mexico, Albuquerque, “Language Ideologies and Students’ Acceptance of and Resistance to Writing”
Kathryn Denton, University of New Mexico, Albuquerque, “Diversifying the Horizons of Composition Studies: An Exploration of Digital Literacies”
Brian Hendrickson, University of New Mexico, Albuquerque, “A Public Affair: The Intermediate Expository Writing Course as Community Writing Center Practicum”
Daniel Sanford, University of New Mexico, Albuquerque, “Multilingualism, Writing, and the Academy: Beyond ESL”
Teaching Writing & Rhetoric

A.20  Our Relationships to Stories and Lands: Indigenous Knowledge in Basic Writing and Composition Classrooms

Grande Ballroom H, First Floor

Chair: Joyce Rain Anderson, Bridgewater State University, MA
Speakers: Joyce Rain Anderson, Bridgewater State University, MA, “‘There’s a Story I Know’: A Pedagogy for Composition Classrooms”
Lisa King, University of Tennessee, Knoxville, “Knowing Your Place: Grounding Writing Students in Audiences and Environments”
Gabriela Rios, University of Central Florida, Orlando, “(Re)Inventing the University: Land-Based Public Histories of (Basic) Writing”
Kenlea Pebbles, Central Michigan University, Mount Pleasant, MI, “We Are Self and Other: Critical Thought, Freshman Composition, and Connection, and Differentiation”
Gail MacKay, University of Saskatchewan, Saskatoon, Canada, “Elder’s Oral Discourse as Interpretive Tool”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.21  Mobilizing Insider Knowledge: Examining How Disciplinary Participants Provide Affordances for Student Writing

Capri 112, First Floor

Chair: Misty Anne Winzenried, University of Washington, Seattle
Speakers: Misty Anne Winzenried, University of Washington, Seattle, “Constructing and Mediating Notions of Disciplinarity: Interviews with Insiders”
Lillian Campbell, University of Washington, Seattle, “Insider Perspectives on the Role of Public Science Texts in Teaching Science Writing”
Matt Wiles, University of Louisville, KY, “Outsiders, Insiders, and the Double Binds between Them: An Analysis of Upper-Division Nursing Students’ Writing between the University and the Workplace”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.22  Reading Into Writing: Student Writers Reading in Secondary, Two-Year College, and First-Year Composition Classrooms

Capri 113, First Floor

Chair: Pam Childers, Lesley University, Cambridge, MA
Speakers: Cynthia Miecznikowski, University of North Carolina–Pembroke
Angela Rogers, University of North Carolina–Pembroke
Thursday, 10:30–11:45 a.m.

Institutional and Professional

A.23  Operation Preparation: Where Revolutionary Theories and Institutional Practices Collide
Capri 114, First Floor
Chair: Stacey Waite, University of Nebraska, Lincoln
Speakers: Frankie Condon, University of Nebraska, Lincoln “The Public Work of Writing Centers in the New Economy”
Debbie Minter, University of Nebraska, Lincoln, “Changing Sameness: A Hopeful Theory of Administration”
Stacey Waite, University of Nebraska, Lincoln, “Preparing a Queer(er) Public”
Shari Stenberg, University of Nebraska, Lincoln, “Rewriting the Standard, Preparing the Teacher”

Institutional and Professional

A.24  General Education and the Teaching of Writing: Exploring the Opportunities for More Deliberate Pedagogies
Grande Ballroom D, First Floor
Chair: Carol Rutz, Carleton College, Northfield, MN
Speakers: Paul Hanstedt, Roanoke College, Lexington, VA, “The Shift toward Integrative Liberal Education and the Opportunities for the Teaching and Administration of Writing”
John Bean, Seattle University, WA, “Transfer of Learning and Backward Design: Rethinking the Articulation of Writing Assignments between First-Year Composition and General Education Courses”
Carol Rutz, Carleton College, Northfield, MN, “Gen Ed Revision and Faculty Autonomy”
Dominic Delli Carpini, York College of Pennsylvania, “General Education Writ Large: Encouraging Metacognition in General Education Course and Assignment Design through Faculty Development”

Institutional and Professional

A.25  Getting a Job in a Two-Year College
Capri 115, First Floor
Chair: David Lydic, Austin Community College, TX
Speakers: David Lydic, Austin Community College, TX, “The Art of the Interview”
Sharon Mitchler, Centralia College, WA, “Finding Job Openings in Two-Year Colleges”
Alexis Nelson, Spokane Falls Community College, WA, “Writing an Outstanding Application Letter”
Thursday, 10:30–11:45 a.m.

Information Technologies

A.26 Teaching on the Move: Mobile Technologies and Public Writing
Capri 116, First Floor

Chair: Andrew Blake, Delaware State University, Dover

Claire Lutkewitte, Nova Southeastern University, Fort Lauderdale, FL, “The Mobile Student: Possibilities for Composition and Mobile Technologies in Public Spaces”

Information Technologies

A.27 Commenting, Conferencing, and Collaboration: Interrogating Online Writing Pedagogy
Skybox 206, Second Floor

Chair: Ann Linden, Shawnee State University, Portsmouth, OH

Speakers: Rebecca Hallman, University of Houston, TX, “Teaching Through (In-)Text: Investigating Commenting Formats and Content in First-Year Composition and the Virtual Writing Center”
Justin Kurth, Missouri State University, Lebanon, “Interactive Online Learning Platforms: Academic Outreach for the Composition Classroom”

Information Technologies

A.28 Anti-Social Networking: Complicating Public, Digital Composing
Skybox 207, Second Floor

Chair: Ehren Pflugfelder, Oregon State University, Corvallis

Speakers: Michael Trice, Texas Tech University, Lubbock, “Community Media Requires Community Pedagogy: Understanding Wiki Use as Local Community Literacy”
Pamela Chisum, Washington State University, Pullman, “Social Media Does Not Belong in the Classroom! (Or Does It?)”
David Menchaca, Washington State University, Pullman, “Technology and First-Year Composition: Institutional Economies of Literacy”
Ehren Pflugfelder, Oregon State University, Corvallis, “The Discourse of Distracted Composing as Distracted Driving”
Thursday, 10:30–11:45 a.m.

History

A.29 Drawing on the Archives to Challenge Dominant Notions of Writing Practices
Skybox 208, Second Floor
Chair: Barrie Olson, University of Louisville, KY
Speakers: Josh Mehler, Florida State University, Tallahassee, “19th Century Small Printing Presses: Technology, Vernacular Publics, and Composition Pedagogy”
Barrie Olson, University of Louisville, KY, “Turn-of-the-Century Notebooks: A Challenge to Current-Traditional Pedagogy”
Sherrie Gradin, Ohio University, Athens, “Rural Queer Archives: A Call to Action”

History

A.30 “Alternative Histories” Auguring Alternative Futures: Nineteenth-Century Normal Schools and Twenty-First Century Practices
Skybox 209, Second Floor
Chair: Melissa Ianetta, University of Delaware, Newark
Speakers: Suzanne Bordelon, San Diego State University, CA, “Nineteenth-Century State Teachers’ Institutes: Fostering Reform and the Professional Development of California Teachers”
Beth Ann Rothermel, Westfield State University, MA, “A Home of Thought, Where Learning Rules: Student Writing and Teacher Identity at a Progressive Era Normal School”
Melissa Ianetta, University of Delaware, Newark, “Stand Mum”
Respondent: Lori Alden Ostergaard, Oakland University, Rochester Hills, MI

Community, Civic & Public

A.31 Writing across the Justice System
Skybox 210, Second Floor
Chair: Gretchen Cobb, Indiana University Purdue University, Indianapolis
Speakers: Tabetha Adkins, Texas A&M University-Commerce, “Making Use of Public Work: Characterizations of Literacy in the Supreme Court”
Leslie Seawright, University of Texas A&M at Qatar, “You Have the Right to Remain Silent: The Rhetoric of Police Reports”
Chris Earle, University of Wisconsin-Madison, “Tactical Representations: Claims to/of Space in Prison Writing”
Community, Civic & Public

A.32 Documenting Lives: Interviewing as Pedagogy and Activism

Skybox 211, Second Floor

Chair: Tom Fox, California State University, Chico

Speakers: Diana George, Virginia Tech, Blacksburg, “Telling Stories: Social-Justice Documentaries of Palestine, Colombia, the Shenandoah Valley, Your Neighborhood”

Tamera Marko, Emerson College, Boston, MA, “Interviews as Social Justice: Seven Languages in One Composition Classroom”

Paula Mathieu, Boston College, MA, “Oral History as Public Research for Undergraduate Writing Classes”

Basic Writing

A.33 What Works: New Approaches in the Basic Writing Classroom

Skybox 205, Second Floor

Chair: Josh Mehler, Florida State University, Tallahassee

Speakers: Anita August, Sacred Heart University, Stratford, CT, “We Need to Talk about Student X: ‘Situating’ Visual Literacy in the Basic Writing Curriculum”

Susan Gebhardt-Burns, Norwalk Community College, CT, “Using Invention Techniques with Community College Basic Composition Students”

Heather Camp, Minnesota State University, Mankato, “Revisiting Writing-about-Writing in the Basic Writing Classroom”

Teaching Writing & Rhetoric

A.34 Bridging the Divide between Basic Literacy and College Readiness: Using Protocol Analysis to Prepare Basic Readers and Writers for Academic Success

Skybox 201, Second Floor

Chair: Nancy A. Benson, University of Massachusetts, Dartmouth

Speakers: Karen Shea, Portsmouth, RI, “I Think I Know What You Mean: Using Think-Aloud Protocols to Assess L2 Learners’ (Mis)Understandings of Teacher Comments”

Nancy A. Benson, University of Massachusetts, Dartmouth, “Framework for Success: A Writing about Reading Self-study for First-Year Composition Teachers”

Anicca Cox, North Dartmouth, MA, “Reflective Reading Practices: Support for Developing Practitioners in the First-Year Classroom”
Community, Civic & Public

A.35  **We Are the .2%: Critical Race Counterstories of Chican@ PhD Experiences in Rhetoric and Composition**

Grande Ballroom C, First Floor

**Chair:** Jaime Mejia, Texas State University, San Marcos

**Speakers:**
- Cruz Medina, University of Arizona, Tucson, AZ, “Digital Latin@ Counterstories: Writing the Personal in Public (Cyber) Spaces”
- Aja Martinez, Binghamton University-State University of New York, “Chican@ in Academia: The Necessity to Speak and Some Stories to Begin With”
- Octavio Pimentel, Texas State University San Marcos, “Giving Voice: The Latin@ Voice that is often Ignored at Best”

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**Open Working Meeting of the Rhetoric and Christian Tradition SIG**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

**Chair:** Elizabeth Vander Lei, Calvin College, Grand Rapids, MI
B Sessions: 12:15–1:30 p.m.

Featured Session

The War Comes Home: The Rise of Veterans Studies in Rhetoric and Composition
Grande Ballroom A, First Floor

Chair: Marilyn Valentino, Lorain County Community College, Elyria, OH

Through its support of a Special Interest Group on military writers and its formation of a Task Force on Student Veterans, CCCC has signaled its interest in becoming a leader in the national conversation about the growing population of student veterans on college campuses. Accordingly, this roundtable highlights research focusing on the complex issues surrounding veterans and their family members who are enrolled in college, emphasizing the writing classroom as a space where this complexity is heightened by a number of factors, including the small class sizes, the personal nature of writing, the differences between peer groups in the classroom, and the ways that writing helps form communities.

Speakers:
Darren Keast
City College of San Francisco, “Veteran-focused Classrooms and the Community College”

Jenna Baddeley
Medical University of South Carolina, “Expressive Writing with Veterans”

Roger Thompson
Virginia Military Institute, “College Writing Curricula and Veterans: Findings of a CCCC Research Initiative Grant”

D. Alexis Hart
Virginia Military Institute, “College Writing Curricula and Veterans: Findings of a CCCC Research Initiative Grant”
Brian Turner
Sierra Nevada College, “The War Experience and the Creative Arts”

Respondent:
Eileen Schell
Syracuse University, NY

D. Alexis Hart  Brian Turner  Eileen Schell
Theory

B.02 Remembering Adrienne Rich
Skybox 206, Second Floor

Chair: Ian Barnard, California State University, Northridge
Speakers: Anne Shea, California College of the Arts, Oakland, “Theater of Voices”
Aneil Rallin, Soka University of America, Los Angeles, CA, “Love Letters to Adrienne”
Harriet Malinowitz, Long Island University, NY, “The Icon Across the Street”
Respondent: Andrea A. Lunsford, Stanford University, CA

Writing Programs

B.03 Information and Its Consequences for Work: Theorizing a Writing Program Informatics
Capri 103, First Floor

Chair: Thomas Moriarty, Salisbury University, MD
Speakers: Elizabeth Curtin, Salisbury University, MD, “The Informatics of Writing Across the Curriculum Programs”
Loren Marquez, Salisbury University, MD, “Developing a Social Informatics for First-Year Writing”
Thomas Moriarty, Salisbury University, MD, “Informatics and Writing Majors”
Nicole Munday, Salisbury University, MD, “A Framework for Writing Center Information Systems: Cultivating a Proactive Data Management Strategy”

Theory

B.04 Persuasive Spaces: Museums and the Compelling Narrative
Skybox 212, Second Floor

Chair: Stephen McElroy, Florida State University, Tallahassee
Speakers: Joanna Lackey, University of Wisconsin-Madison, “‘Wanton Mischief’ in the British Museum: Composing Public Spaces”
Travis Maynard, Florida State University, Tallahassee, “And on the Eighth Day, God Created Rhetoricians: A Case Study of the Creation Museum”
Elizabeth Powers, Florida State University, Tallahassee, “Constructing Genesis: Exploring the Visual Rhetoric of the Creation Museum”
Thursday, 12:15–1:30 p.m.

Theory

B.05 Everyday Writing: Instances, Circulations, Implications
Royale Pavilion 5, First Floor

Chair: Charles I. Schuster, University of Wisconsin-Milwaukee
Speakers: Doug Hesse, University of Denver, CO, “Letter to Message, Scrapbook to Timeline: The Everyday Writings of Two Dozen Professionals, 1912 to 2012”
Kathleen Blake Yancey, Florida State University, Tallahassee, “‘It Was Revolutionary’: Four Scenes of Everyday Writers, the Technologies Supporting Them, and the Circulations Effecting Change”
Juli Parrish, University of Denver, CO, “The Other Social Network: Commonplace and Community in the Back Smoker Diaries”
Respondent: Jody Shipka, University of Maryland-Baltimore County, Baltimore

Teaching Writing & Rhetoric

B.06 How Our Students Learn: Implications for Teaching Writing
Capri 105, First Floor

Chair: Philip Sloan, Kent State University, OH
Speakers: Philip Sloan, Kent State University, OH, “Writer’s Block and the Problem of the ‘Writer’”
Ann Penrose, North Carolina State University, Raleigh, “Learning Styles, Teaching Styles: Comparing Composition Students and Teachers”
Thomas Batt, Maine Maritime Academy, Brooksville, “New Frames, New Learning: The Uses of Frame Analysis in First-Year Composition”

Writing Programs

B.07 Look Out Any Window: The Basic Writing Center
Grand Ballroom G, First Floor

Chair: William J. Macauley, Jr., University of Nevada, Reno
Speakers: Michael Pemberton, Georgia Southern University, Statesboro, “Turning Our Backs on the Center: Are We Looking Ahead or Just Wandering Aimlessly?”
Ellen Schendel, Grand Valley State University, Allendale, MI, “Going Rogue: What We Can Learn from Nontraditional Writing Centers”
William J. Macauley, Jr., University of Nevada, Reno, “Turning toward Our Future: A Case for Rethinking Writing Centers Assessment and Research”
Respondent: Joan Mullin, Illinois State University, Bloomington
Thursday, 12:15–1:30 p.m.

Teaching Writing & Rhetoric

B.08 Digital Intellectuals: Students as Public Writers in the Global Internet Age
Capri 104, First Floor

Chair: Aaron Ritzenberg, Columbia University, New York, NY, “‘Citizen Critics’ in the Age of Digital Citizenship”
Speakers: Briallen Hopper, Yale University, New Haven, CT, “Writing for the Future”
Karin Gosselink, Yale University, New Haven, CT, “Academic Writers as Digital Orators”
Aaron Ritzenberg, Columbia University, New York, NY

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.09 PDAs; or, Public Displays of Affiliation: Composing at the Intersections of the Academy, the Games Industry, and the Gaming Community
Royale Pavilion 7, First Floor

Chair: Samantha Blackmon, Purdue University, Lafayette, IN
Speakers: Samantha Blackmon, Purdue University, Lafayette, IN
Alex Layne, Purdue University, Lafayette, IN
Matt Barton, Saint Cloud State University, MN
Nicole Zaguroli, Purdue University, West Lafayette, IN

Theory

B.10 Visual Technologies and Culture: Past, Present, and Future
Top of the Riviera North, Monaco Tower, 24th Floor

Chair: Lavinia Hirsu, Indiana University, Bloomington
Speakers: Susan H. Delagrange, The Ohio State University, Columbus, “See(ing) Different: Experiments in Visual Inquiry”
Joddy Murray, Texas Christian University, Fort Worth, TX, “Cinematic Text: Movement and the Affective Domain”
Lavinia Hirsu, Indiana University, Bloomington, “Fighting over Visual Economies”
Kristie Fleckenstein, Florida State University, Tallahassee, “Cheating the Senses: Stereoscopic Mania and Nineteenth-Century Visual Literacy”

Teaching Writing & Rhetoric

B.11 Teaching Scholarly Writing in WID Contexts
Capri 106, First Floor

Chair: Ruth Derksen, University of British Columbia, Vancouver, Canada
Speakers: Ruth Derksen, University of British Columbia, Vancouver, Can-
ada, “Blending or Blanding?: Challenges of Integrating Courses for Engineers”

Susan Chaudoir, University of Alberta, Edmonton, Canada, “‘It’s hard to start swimming if you don’t have water’: Challenges Student Writers Face in Composing the Scholarly Essay”

Linda Rowland, Florida Gulf Coast University, Ft. Myers, “Diversifying Composition: Learning within Public Spaces in an Experiential Fusion of Composition and Ecology”

Teaching Writing & Rhetoric

B.12 Assessment, Preparedness, and Retention Strategies

Capri 107, First Floor

Chair: Nicole Williams, Bridgewater State University, MA

Speakers:
- Alison Reynolds, University of Florida, Gainesville, “Paint by the Numbers: Addressing the Transformation and Liminality of Composition in Florida High School Writing Assessments”
- Gareth Hadyk-DeLodder, University of Florida, Gainesville, “Paint by the Numbers: Addressing the Transformation and Liminality of Composition in Florida High School Writing Assessments”
- Lucas Martorana, Florida State University, Tallahassee, “Relationship Building, Effective Questioning, and Goal Setting: Retention Strategies in the FYC Class”
- Christine Maddox, The Florida State University, Tallahassee, “Relationship Building, Effective Questioning, and Goal Setting: Retention Strategies in the FYC Class”
- Nicole Williams, Bridgewater State University, MA, “Ready for Success? Comparing Writing Program Outcomes at Two-Year and Four-Year Institutions and the Preparedness of Transfer Students”

B.13 Expanding the Conversation about Faith and Composition: Multiple Perspectives on the Public Work of Religion

Capri 108, First Floor

Chair: Michael-John DePalma, Baylor University, Waco, TX

Speakers:
- Elizabeth Ellis, University of Maryland, College Park, “Good Religious Citizens?: Implications of Interdisciplinary Conversations about Interfaith Literacy for Composition”
- Emily Cope, University of Tennessee, Knoxville, “How Not to Lose Your Faith at College: Popular Evangelical Advice about Enacting Faith at Public Universities”
- Melody Pugh, University of Michigan, Ann Arbor, “From the Pews to the Pages: Religiously-Engaged Students, Faith Communities, and the Public Work of the Extracurriculum”
Theory

B.14 To Worry Words: Black Women’s Literacies and Rhetorics in Public Culture
Royale Pavilion 4, First Floor
Chair: Gwendolyn Pough, Syracuse University, NY
Speakers: Beverly Moss, The Ohio State University, Columbus, “African American Clubwomen Stepping Out of Their Literacy Comfort Zone”
Gwendolyn Pough, Syracuse University, NY, “‘Sapphire Goes to Washington’: Race, Rhetoric, Representation, and Angry Black Women”
Eric Darnell Pritchard, University of Texas at Austin, “The Re-education of Alike Freeman: Black Lesbian Literacies on Film”

Academic Writing

B.15 Critical Thinking and Writing in the First-Year Composition Classroom
Capri 109, First Floor
Chair: Timothy Roe, Eastern Washington University, Cheney
Speakers: Jacqueline (Lyn) Megow, Eastern Washington University, Cheney, “Critical Thinking and the Multimodal Rhetorical Analysis”
Jimmie L. Coy, Eastern Washington University, Cheney, “Research Writing and Critical Thinking”
Kathy Rowley, Eastern Washington University, Cheney, “Online Discussion: A Utopian Space for Constructing Knowledge”
Timothy Roe, Eastern Washington University, Cheney, “Teaching Critical Reading as the First Step to Effective Writing”

Institutional and Professional

B.16 Reunion: Public Access and Writing Today
Grande Ballroom C, First Floor
Chair: Jessica Yood, The City University of New York, Bronx
Speakers: Michael Berube, The Pennsylvania State University, State College, “Semi-Private Access”
Jessica Yood, The City University of New York, Bronx, “The Writing (Studies) Panacea and the New Culture Wars”
Elizabeth Losh, University of California, San Diego, “The Literacy Panic and the New Culture Wars”
Respondent: Kurt Spellmeyer, Rutgers University, Plainfield, NJ
Thursday, 12:15–1:30 p.m.

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.17 Talent + Effort = Grit: Strategies for Bridging Gaps, Reaching Insight, and Improving Retention
Capri 110, First Floor
Chair: Betty Laface, Bainbridge College, Tallahassee, FL
Speakers: Tonya Strickland, Bainbridge College, Tallahassee, FL, “The Two-Year College Challenge: Building the Bridge to Somewhere”
Amie Seidman, Bainbridge College, Tallahassee, FL, “Creating a ‘Happening’ Developmental and First-Year Composition Classroom”
Betty Laface, Bainbridge College, Tallahassee, FL, “Building True Grit: Teaching Criticism, Debate, and Dissent”
Emily Dowd, Bainbridge College, Tallahassee, FL, “Daydreams, Savasana, and the Moment of Insight: How Yoga Can Put Creativity and Grit Back into Student Writers”

Teaching Writing & Rhetoric

B.18 Listening for Currents in the News: Writing, Rhetoric, News Literacy, and the Public Sphere
Capri 111, First Floor
Chair: Alice M. Gillam, University of Wisconsin–Milwaukee
Speakers: Donna Decker, University of Wisconsin–Milwaukee, “Using Rhetorical Situation to Analyze the Ethics of Gender Coverage”
Brian Gogan, Western Michigan University, Kalamazoo, “From Framing the News to Framing an Argument: A Research-Based Assignment for Student Writers”

Teaching Writing & Rhetoric

B.19 Characterizing The Honors Research Writing Course: Student Identity, Digital Literacy, and an Interrogative Approach to Research
Capri 112, First Floor
Chair: Jan Roser, Boise State University, ID
Speakers: Heidi Naylor, Boise State University, ID, “Conceptions and Misconceptions of the Honors Composition Student: A Quantitative-Qualitative Study”
Christi Nogle, Boise State University, ID, “Digital Promises in Honors Composition”
Jan Roser, Boise State University, ID, “An Honors Student-Led Interrogative Approach to Research and Identity”
Research

B.20 **Rhetorical Strategy and Discourse Analysis**

Capri 113, First Floor

*Chair:* Drew Loewe, St. Edward’s University, Austin, TX

*Speakers:*
- Jill Belli, The Graduate Center, CUNY, New York, NY, “Drafting Happiness: Comprehensive Soldier Fitness, Curriculum Design, and the Composition Classroom”
- Anne Wheeler, University of Wisconsin-Madison, “Meeting Our Common Ancestors: Examining the Ethical Implications of Literacy Ethnographies”
- Drew Loewe, St. Edward’s University, Austin, TX, “Creating Salience When the Stakes are High (and You’re Going to be Interrupted Soon): Lawyers’ Strategies in Supreme Court Oral Arguments, 2009–2011 Terms”

Research

B.21 **What Coding Means and Why We Should Do It**

Grande Ballroom D, First Floor

*Chair:* Rebecca Moore Howard, Syracuse University, NY

*Speakers:*
- Rebecca Moore Howard, Syracuse University, NY, “Why This Humanist Codes: A Genealogy of the Citation Project”
- Rebecca Rickly, Texas Tech University, Lubbock, “Coding as Textual Action”
- Jo Mackiewicz, Auburn University, AL, “Challenges in Coding: Some Examples and Partial Solutions”
- Karen Lunsford, University of California-Santa Barbara, “Replicating Codes: What Does This Mean for Writing Studies?”

Teaching Writing & Rhetoric

B.22 **Accessing Literacy, Literacies as Access: Reimagining Public Narratives of Disability**

Capri 114, First Floor

*Chair:* Patricia Dunn, State University of New York, Stony Brook

*Speakers:*
- Allison Hitt, Syracuse University, NY, “Who Gets Accommodated? Writing Center as Retrofit to the Composition Classroom”
- Patricia Dunn, State University of New York, Stony Brook, “Who Gets Accommodated? Writing Center as Retrofit to the Composition Classroom”
- Bernice Olivas, University of Nebraska-Lincoln, “What I Mean When I Say Autism: Re-thinking the Roles of Literacy and Language in Autism Discourse”
Danielle Nielsen, Murray State University, KY, “Where Do We Go from Here? Helping Students with Disabilities Write Outside of the Composition Classroom”
Nicole Green, University of Nebraska-Lincoln, “Heard Any Good Books Lately? Implications for Reseeing the Sound of Aural Literacy”
Valerie Lotz, University of Alabama, Huntsville, “Flattening Hierarchies of Pedagogy: How Multimedia Teaching is Redefining Learning Capabilities”

Research

B.23 Next Steps?: Responses to Royster’s and Kirsch’s Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies
Royale Pavilion 6, First Floor
Chair: Lisa Ede, Oregon State University, Corvallis
Speakers: Michael Faris, University of Wisconsin-Eau Claire
Ruben Casas, University of Wisconsin-Madison
Bo Wang, California State University-Fresno
Mary P. Sheridan, University of Louisville, KY
Lee Nickoson, Bowling Green State University, OH
Hui Wu, University of Texas-Tyler
Jacqueline Jones Royster, Georgia Tech, Atlanta
Andrea A. Lunsford, Stanford University, CA
Gesa E. Kirsch, Bentley University, Waltham, MA
Lisa Ede, Oregon State University, Corvallis

Professional and Technical Writing

B.24 Discourse and Difference: The Embodied Nature of Professional and Technical Writing
Capri 115, First Floor
Chair: Jennifer O’Malley, Florida State University, Tallahassee
Lauren Cagle, University of South Florida, Tampa, “Gendered Profiles in Gendered Fields: Leveraging Role-Model Ethos to Recruit Women to STEM”
Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.25 “Whose Best Practices?” Disrupting Discourses about the Work of Composition
Skybox 201, Second Floor
Chair: Allison Wright, University of Houston, TX
Speakers: Sara Cooper, University of Houston, TX, “A Skyline of Jarritos Bottles: Re-envisioning Multimodality through the Politics and Practices of Rasquachismo”
Clay Guinn, University of Houston, TX, “Wireless Classrooms, Plugged-In Students”
Bruce Martin, University of Houston, TX, “The Classroom is the Focus: Addressing Diversity in the Public University”
Allison Wright, University of Houston, TX, “Managing/Mentoring: The Rhetoric of TA Training”

Language

B.26 World and American English Vernaculars: Assets Not Deficits
Capri 116, First Floor
Chair: Bret Zawilski, Florida State University, Tallahassee
Speakers: Naomi Carrington, California State University, Northridge, “World Englishes and English Vernaculars in College Composition: Global Meshing as Standard”
Eve Eure, New York, NY, “Writing in Linguistic Codes: Spoken Language and the Politics of Personhood”
Bobbi Olson, University of Nebraska-Lincoln, “Teaching Native English Speakers with/from a Translingual Approach”
Nichole Stanford, CUNY Graduate Center, NY, “Challenging Language Myths from the Cajun Margins”

Institutional and Professional

B.27 Expertise and Meaningful Assessment: (Re)Modeling the Public Trust in Teachers
Skybox 207, Second Floor
Chair: Paul Walker, Murray State University, KY
Speakers: Jeff Osborne, Murray State University, KY
Paul Walker, Murray State University, KY
Patricia Lynne, Framingham State University, MA
Thursday, 12:15–1:30 p.m.

**Institutional and Professional**

**B.28 From Presentation to Publication: How to Make Revision Count**

Grande Ballroom H, First Floor

*Chair:* Sidney Dobrin, University of Florida, Gainesville  
*Speakers:* Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada, “Making Your Work Public: The Role of Small Journals”  
Marilyn Cooper, Michigan Technological University, Houghton, “What’s Your Payoff?”  
Amanda Espinosa-Aguilar, Georgia Gwinnett College, Pasco, WA, “Now What Do I Do With It?”  
Paul Puccio, Bloomfield College, NJ, “Ghosts of Revision Past: The Drama of Publishing in CCC Online”  
Joonna Smitherman-Trapp, Waynesburg University, PA, “Ghosts of Revision Past: The Drama of Publishing in CCC Online”

**Information Technologies**

**B.29 Shades of Digital Expertise: Addressing Environments, Teachers, and the Field**

Skybox 208, Second Floor

*Chair:* Christine Maddox Martorana, Florida State University, Tallahassee  
*Speakers:* Jacob Craig, Florida State University, Tallahassee, “A Method for Doing Content-Rich Composition in the Twenty-First Century: A Preliminary Study”  
Lisa Schreibersdorf, University of Wisconsin, Fond du Lac, “High Tech Students on Low Tech Campuses”  
Lori De Hertogh, Washington State University, Pullman, “Assessing Students’ Technological Authorship”

**Information Technologies**

**B.30 Pedagogy in the Clouds: Social Networking and Visual Literacy in the Composition Classroom**

Grande Ballroom F, First Floor

*Chair:* Martha McKay Canter, Florida State University, Tallahassee  
*Speakers:* Marohang Limbu, Michigan State University, East Lansing, “Social Media’ Writing Public Work: Clouding Writing, Crossing Borders, and Crushing Writing Anxieties in First-Year Composition”  
Mina Sommerville-Thompson, Tarrant County College, Keller, TX, “Visual Literacy in the Composition Classroom: Sharing in the Connective Spaces of Social Networking Sites”  
Kara Poe Alexander, Baylor University, Waco, TX, “Hashtags, Posts, and Tweets: Digit@l Marketing through Social Media”
Information Technologies

B.31 The ePortfolio Model and the Development of Public Reflective Composition

Skybox 209, Second Floor

Chair: Joshua King, University of Georgia, Athens

Speakers:
Nicholas Crawford, University of Georgia, Athens, “Distributed Cognition, Distributing Composition: Teaching Writing as Public Work”

Lindsey Harding, University of Georgia, Athens, “Text as Box; Author as Collector; Student as Designer; Introductory Reflective Essay as Box Composition”

Joshua King, University of Georgia, Athens, “Inventive Fragments: Using the ePortfolio to Teach Distributed Digital Writing”

Laurie Norris, University of Georgia, Athens, “Invisible Boundaries: Composition, ePortfolios, and Issues of Access beyond the Classroom’s Walls”

Information Technologies

B.32 Net Work: The Intellectual, Social, and Material Function of Networks in the Composing Process

Skybox 211, Second Floor

Chair: Daniel Mahala, University of Missouri-Kansas City

Speakers:
Daniel Mahala, University of Missouri-Kansas City, “Promises and Dangers of the New Cognitivism”

David M. Sheridan, Michigan State University, East Lansing, “Fancy Meeting You Here!: The Ecological Function of Multiliteracy Centers in Writing Programs”

Jody Swilky, Drake University, Des Moines, IA, “Making Multimodal Text Public: Composing as Interaction with Technology and Social Space”

Information Technologies

B.33 Theorizing, Teaching, and Evaluating E-Portfolios in First Year Composition

Skybox 210, Second Floor

Chair: Logan Bearden, Florida State University, Tallahassee

Speakers:
Monique Akassi, Bowie State University, MD, “A Comparative Analysis on an Effective Teaching Methodology Applied to Electronic Portfolios for African American Students in Online, Hybrid, and In Class Writing Courses”

Hogan Hayes, University of California, Davis, “Making a Plan, Sharing a Plan, Acting on a Plan: Implementing an E-Portfolio Program for a First-Year Writing Program”
Thursday, 12:15–1:30 p.m.

History

B.34  **Back to Basics: Making Space for Indigenous Rhetorical Histories**

Royale Pavilion 8, First Floor

**Chair:** Malea Powell, Michigan State University, East Lansing

**Speakers:**
- Malea Powell, Michigan State University, East Lansing, “‘Sittin’ on the Porch on Little Traverse Bay: Andrew Blackbird and the Rhetorical Performance of Space”

B.35  **“Bowing to the Elders”? New Understandings of Expanded Canons**

Grande Ballroom B, First Floor

**Chair:** John Schilb, Indiana University, Bloomington

**Speakers:**
- Michael Bernard-Donals, University of Wisconsin-Madison, “Why I Stopped Worrying about the ‘Field’ and Learned to ‘Do Theory’ (Peter Elbow and Michael Sprinker)”
- David Holmes, Pepperdine University, Malibu, CA, “Sandra E. Gibbs”
- Kelly Ritter, University of North Carolina at Greensboro, “Not Just an Abolitionist: The Lasting Influences of Sharon Crowley”
- Deborah Holdstein, Columbia College, Chicago, IL, “The Greatest Generation: The Example of David Bleich”

**Respondents:**
- Shirley Rose, Arizona State University, Chandler
- Christiane K. Donahue, Dartmouth College, Hanover, NH

B.36  **State Standards, College Readiness, and Partnerships with Local Schools**

Skybox 202, Second Floor

**Chair:** Cynthia Bateman, University of South Carolina, Columbia

**Speakers:**
- Michelle Liptak, Siena College, Kinderhook, NY, “Border Crossing in a First-Year Seminar”
- Caroline Wilkinson, University of Louisville, KY, “Extending Conceptions of ‘College Readiness’ in the Dual-Credit Classroom”
- Samantha NeCamp, Midway College, Georgetown, KY, “Defining Literacy and College Readiness: The Common Core State Standards and a Receptive Model of Literacy”
Open Working Meeting of the Transnational Composition SIG
Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

Chair: Bruce Horner, University of Louisville, KY
C Sessions: 1:45–3:00 p.m.

Featured Speaker

Yvette Johnson, Arizona State University
From the Composition Classroom to Mississippi to Tribeca: How Writing Family History Helped Heal a Student, a Family, and the Nation
Grande Ballroom A, First Floor

Chair: Duane Roen, Arizona State University, Tempe

When Yvette Johnson, an undergraduate at Arizona State University, started a research blog for her writing class, she did not imagine that this blog would become the basis for both Booker’s Place, one of the most talked about films of the 2012 Tribeca Film Festival, and an hour-long special on NBC’s Dateline in 2012. While conducting research, Johnson learned that, in 1966, her grandfather, Booker Wright, spoke to Frank De Felitta, an NBC documentary filmmaker, in a way that revealed the harsh racism of whites in Mississippi. Johnson further learned that, after the airing of the documentary, her grandfather, Booker Wright, was murdered.

This session will include brief clips of the 1966 NBC documentary, excerpts from Booker’s Place, and the Dateline report before Yvette Johnson explains how her project emerged. Sherry Rankins-Robertson will explain how she conceptualized Johnson’s writing class. Keith Miller will situate Wright’s experience in the context of contemporaneous political agitation by African Americans in Mississippi, while also explaining its salience for critical racial theory in 2012.

Respondents:
Sherry Rankins-Robertson
University of Arkansas-Little Rock

Keith Miller
Arizona State University, Tempe
C.01 Incorporating Video Stories from Workplace Professionals into Communication Courses: Mini-Modules Online to Increase Student Motivation and Learning
Royale Pavilion 4, First Floor

Chair: Jonathan Balzotti, Iowa State University, Ames

Speakers: Janet Roberts, Iowa State University, Ames, “How We Assessed Student Motivation after Their Use of the Mini-Modules”
David Russell, Iowa State University, Ames, “How We Constructed the Communication Mini-Modules Incorporating Video Clips from Workplace Professionals”
Jonathan Balzotti, Iowa State University, Ames, “How We Assessed the Students’ Learning of Communication Principles through the Use of the Mini-Modules”

Theory

C.02 The Construction of Public Memory: Oral Histories, Memorials, and History Museums
Capri 103, First Floor

Chair: Deborah Mutnick, Long Island University, Brooklyn, NY

Speakers: Laurie Grobman, Penn State University, Berks, “African American Rhetoric and the Cross-Racial Communicative Drama: Founding the Central Pennsylvania African American Museum”
Deborah Mutnick, Long Island University, Brooklyn, NY, “Co-authorship in Oral History: Cross-Cultural Dissonances and Dialogues”
Annette Powell, Bellarmine University, Louisville, KY, “Interpreting Space: The Work of Constructing Public Memory through Lincoln Statuary”

Basic Writing

C.03 Public Access, Public Work: A Case Study for Multiple Basic Writing Pilots
Capri 105, First Floor

Chair: Stacy Day, Penn State University-Abington

Nicole McClure, Penn State University-Abington, “Diverse Learners in Digital Spaces: Developing Supplemental Online Instruction for Basic Writers”
Karen Weekes, Penn State University-Abington, “One University, Demographically Dispersed”
Thursday, 1:45–3:00 p.m.

Community, Civic & Public

C.04 Rhetorical Movement through Public Pathways
Capri 106, First Floor

Chair: Fernando Sanchez, Purdue University, West Lafayette, IN
Speakers: Kathryn Yankura, Purdue University, West Lafayette, IN, “City and University as Rhetorical Ecosystem: ‘Matters’ of Materiality in the Urban University’s Public Work”
Fernando Sanchez, Purdue University, West Lafayette, IN, “Walking in the Polis: Urban Planning’s Material Influence on Aristotle’s Topoi in the Rhetoric”
Kyle Vealey, Purdue University, West Lafayette, IN, “Urbanized Rhetoric: Urban Planning, Choice Architecture, and Chance Encounters”

C.05 Public Works and Public Rhetorics: Effects of Immigration Debates on the Literacy Experiences of Migrant Students
Capri 107, First Floor

Chair: Susan Meyers, Seattle University, WA
Rebecca Lorimer, University of Massachusetts-Amherst, “Language Policy and Resistance in School and Community Literacy Contexts”
Rachel Ketai, El Camino College, Torrance, CA, “Literacy Experiences of Undocumented Community College Students”
Stephanie Merz, El Camino College, Torrance, CA, “Motivational Structures of Mexican Immigrant Students in the Basic Writing Classroom”

Writing Programs

C.06 Re-imagining Writing Programs’ Audiences: Insights from the Open Source Movement about Collaboration Within and Between University Writing Programs
Royale Pavilion 7, First Floor

Chair: Jonathan Balzotti, Iowa State University, Ames
Speakers: Jonathan Balzotti, Iowa State University, Ames
Geoff Sauer, Iowa State University, Ames
Abhi Rao, Iowa State University, Ames
Tom Lindsley, Iowa State University, Ames
Information Technologies

C.07 The Post-Public Work of Composition: Reaching New Writers with New Media

Grande Ballroom G, First Floor

Chair: Webster Newbold, Ball State University, Muncie, IN

Speakers: Peter Elliott, Anderson University, Fishers, IN, “Redefining Authorship in Composition”
Katherine Greene, Ball State University, Muncie, IN, “Something Borrowed, Something New: Teaching Appropriation and Genre in Composition Classes”
Angela Schuricht, Indiana Institute of Technology, Fort Wayne, “E-portfolios: The Intersection of the Personal and the Public”

Information Technologies

C.08 Writing 2.0: Participation in Distributed Publics

Capri 104, First Floor

Chair: Mary Louise Hill, Medaille College, Buffalo, NY

Speakers: Susan Garza, Texas A&M University-Corpus Christi, “Using New Media and Web 2.0 to Expand Traditional Essay Writing in First-Year Composition”
Mary Louise Hill, Medaille College, Buffalo, NY, “Building Bridges, Encountering Barriers: Implementing a Cross-Cultural Wiki in the Basic Composition Classroom”
Dale Katherine Ireland, The Graduate Center, CUNY, NY, “Composing Universal Design: Composition as Access in New Media”
Christian Smith, University of South Carolina, Columbia, “Conflicted Publics: Deliberation and Decision-Making in Wiki Writing Classrooms”

Teaching Writing & Rhetoric

C.09 Composition in/for Virtual “Public” Spaces: Digital(ly Mediated) Divides

Top of the Riviera North, Monaco Tower, 24th Floor

Chair: Scott D. Banville, Nicholls State University, Thibodaux, LA

Speakers: M. Melissa Elston, Texas A&M University, College Station, “What’s in a Meme? The Rhetoric and Pedagogy of Digital Commonplacing”
Alma Villanueva, Texas A&M University, College Station, “Transnationality via Online Autovideos in First-Year Composition”
Laura Leigh Morris, Texas A&M University, College Station, “Adopting the Prison Model: Digital Publishing for the Beginning Writer”
Christina V. Cedillo, Northeastern State University, Tahlequah, OK, “Equalizing the Composition Playing Field via Diversifying Access”
Thursday, 1:45–3:00 p.m.

Writing Programs

C.10 Dual Enrollment/Dual Credit: The Missing and the Hidden
Capri 108, First Floor
Chair: Jessica Shumake, University of Arizona, Tucson
Speakers: Nora Bacon, University of Nebraska at Omaha, “The Hidden Curriculum of Dual Enrollment”
Stephen Whitley, Texas A&M University-Commerce, “Stepping Stone Paradox: How Dual Credit Problematizes First-Year Writing”
Kristen Weinzapfel, North Central Texas College, Muenster, “What They Have Written, What They Have Missed: Bridging Gaps between English IV, Dual-Credit Instruction, and FYC”

Theory

C.11 Comics, Culture Jamming and the Campaign for Authentic Representation
Capri 109, First Floor
Chair: Jason Custer, Florida State University, Tallahassee
Speakers: Mary McCall, Purdue University, West Lafayette, IN, “The Discourse behind Dove’s Campaign for Real Beauty: ‘Making Peace with Our Bodies’”
Clare Russell, University of New Mexico, Albuquerque, “‘Textual Mischief’ and Genre Theory: Explicit Teaching of Culture Jamming in the Writing Classroom”
Franny Howes, Virginia Tech, Blacksburg, “A Techne of Comics: Object-Oriented Ontology and Rhetorical Making”

Theory

C.12 Occupy Writing: Meditation and the Politics of Mindfulness in the Classroom
Grande Ballroom C, First Floor
Chair: Kurt Spellmeyer, Rutgers University, New Brunswick, NJ
Speakers: Kurt Spellmeyer, Rutgers University, New Brunswick, NJ, “Writing as Meditation: Liberating Desire, Reconstructing the Social”
Gesa E. Kirsch, Bentley University, Waltham, MA, “Mindfulness and Feminist Rhetorical Traditions”
Respondent: Elizabeth Flynn, Michigan Technological University, Houghton
Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

C.13  Rhetoric, Composition and Disciplinary Emergence
Capri 110, First Floor

Chair: John Ackerman, University of Colorado, Boulder
Speakers: John Ackerman, University of Colorado, Boulder, “Capitalizing on the Cultural Economy of Writing and Rhetoric”
Catherine Chaput, University of Nevada Reno, “How Might Rhetoric and Composition Compose a Common World”

Research

C.14  Responding to the Public Crisis in Student Writing: Results from the Study of Seniors’ Meaningful Writing Experiences
Grande Ballroom D, First Floor

Chair: Anne Ellen Geller, St. John’s University, New York, NY
Speakers: Neal Lerner, Northeastern University, Brookline, MA, “Accounting for Context: Researching Seniors’ Meaningful Writing Experiences across Three Institutions”
Anne Ellen Geller, St. John’s University, New York, NY, “Waiting for IRB: Researching Seniors’ Meaningful Writing Experiences across Three Institutions”
Michele Eodice, University of Oklahoma, Norman, “Out With the Old, In With the New: Researching Seniors’ Meaningful Writing Experiences across Three Institutions”

Theory

C.15  Expanding Rhetorical Publics: The Zoo, the Cemetery, and the Chapel
Grande Ballroom B, First Floor

Chair: Michelle Ballif, The University of Georgia, Athens
Speakers: Steven Mailloux, Loyola Marymount University, Los Angeles, CA, “Human Acts, Divine Publics”
Diane Davis, The University of Texas-Austin, “Human Acts, Animal Publics”
Michelle Ballif, The University of Georgia, Athens, “Human Acts, Dead Publics”
Thursday, 1:45–3:00 p.m.

Teaching Writing & Rhetoric

C.16 Religion, Spirituality, and the Culture of Abundance
Capri 111, First Floor

Chair: Libby Falk Jones, Berea College, KY
Speakers: Libby Falk Jones, Berea College, KY, “Creating a Culture of Abundance in the Classroom”
Scott Wagar, Miami University, Fairborn, OH, “‘Really More Spiritual than Religious’: The Spiritual-but-not-Religious Phenomenon and the Composition Classroom”
Myra Salcedo, University of Texas at Arlington, Midland, TX, “Negotiating the ‘Sacred’ in Secular Writing Spaces: The Rhetoric of Religion in University Composition Textbooks”

Teaching Writing & Rhetoric

C.17 Diversity, Disability, and the Needs of Veterans in Our Classrooms
Capri 112, First Floor

Chair: Heather Milton, University of California, Davis
Speakers: Shannon Walters, Temple University, Philadelphia, PA, “Drama-tism and Disability: The Teaching of Writing and Disabled Veterans”
Heather Milton, University of California, Davis, “Invisible Student Veterans: Identifying Veterans’ Needs in the Writing Classroom”
Kathleen Hunzer, University of Wisconsin-River Falls, Ellsworth, WI, “Recognizing, Publicizing, and Embracing an Additional View of Diversity: Neurodiversity, Universal Design, and Multiple Intelligences in the College Writing Class”

Research

C.18 Peer Review and Conferences as Teaching Strategies for ESL Writers
Capri 113, First Floor

Chair: Susan DeRosa, Eastern Connecticut State University, Willimantic
Speakers: Grant Eckstein, University of California, Davis, “Conducing One-on-one Conferences with Diverse ESL Writers”
Steve Ferruci, Eastern Connecticut State University, Willimantic, “Re-Considering Peer Review in the First-Year Writing Classroom”
Susan DeRosa, Eastern Connecticut State University, Willimantic, “Re-Considering Peer Review in the First-Year Writing Classroom”
Keely Mohon, Miami University, Oxford, OH, “Student and Instructor Perceptions of Peer Review in the ESL Composition Classroom”
Teaching Writing & Rhetoric

C.19 No Longer “At Ease”: Fostering Success of Returning Vets in Two-Year College Writing Classrooms

Capri 114, First Floor

Chair: Jody Millward, Santa Barbara City College, CA

Speakers: Judith Angona, Ocean County College, Toms River, NJ, “Transitioning from Military to Academic Codes in Speech, Writing, and Collaboration: The Student Perspective”

Michael Dinielli, Chaffey College, Rancho Cucamonga, CA, “When ‘Thank You for Your Service’ Isn’t Enough: Program Design for Promoting the Academic Success of Veterans”

Sandra Brown, Ocean County College, Toms River, NJ, “A Civil Response to Returning Vets: Faculty Identify Challenges and Success Strategies across the English Curriculum”

Research

C.20 State and National Influence on Local Assessment Rubrics: Looking Before We LEAP

Grande Ballroom E, First Floor

Chair: Jean-Paul Nadeau, Bristol Community College, Fall River, MA

Speakers: Michael Geary, Bristol Community College, Fall River, MA, “Reconciling Local and National Learning Outcomes”

Debra Anderson, Bristol Community College, Fall River, MA, “Swinging Open the Doors: Letting Cross-institutional Research Inform Local Pedagogy”

Jean-Paul Nadeau, Bristol Community College, Fall River, “Looking at Student Writing through Local and National Lenses”

Farah Habib, Bristol Community College, Fall River, MA, “Making the LEAP: The Rationale and Methodology of the Assessment”

Language

C.21 Studies of Students Engaging Translingual and Translation

Capri 115, First Floor

Chair: Matt Davis, University of Massachusetts, Boston


Jeff Wiemelt, Southeastern Louisiana University, Mandeville, “Contesting the Discourse of Public Identity in First-Year Writing: From ‘Grammar’ to ‘Grammaring’”

continued on next page
Amy Lueck, University of Louisville, KY, “Writing a Translingual Script: Closed Captions in the English Monolingual Hearing Classroom”

Julia Kiernan, Michigan State University, Lansing, “Siting Translingual Ability as Asset and Resource: Student Choice (and lack thereof)”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives
C.22 Global Rhetorics, Racial Identities, and Nonverbal Rhetorical Action
Capri 116, First Floor

Chair: Travis Maynard, Florida State University, Tallahassee

Speakers: Chanon Adsanatham, Miami University, Aurora, CO, “Bloody Rhetoric, Deadly Display: Nonverbal Rhetorical Action in Contemporary Thai Political Protest”


Indra Mukhopadhyay, University of Southern California, Pasadena, “Towards an Understanding of Global Rhetorics”

Institutional and Professional
C.23 The Contingent Academic Workforce: Myths, Facts, Prospects
Grande Ballroom F, First Floor

Chair: David Laurence, Modern Language Association, New York, NY

Speakers: Seth Kahn, West Chester University of Pennsylvania, “Refracting Disciplinarity through the Lens of Contingency”

Karen Madison, University of Arkansas, Fayetteville, “Professional Employment Practices for Non-Tenure-Track Faculty Members”


Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives
C.24 Private Trauma, Public Compositions: The Effects of Trauma Narratives on Classroom and Community
Skybox 206, Second Floor

Chair: Cristy Beemer, University of New Hampshire, Durham

Speakers: Cristy Beemer, University of New Hampshire, Durham, “Nothing is TMI: The Authenticity of Virtual Breast Cancer Support”

Wendy VanDellon, University of New Hampshire, Durham, “Writing Trauma: Rape in the Writing Classroom”

Abby Knoblauch, Kansas State University, Manhattan, “The Assessment of Trauma/The Trauma of Assessment”
Institutional and Professional

C.25 Perspectives on Small-College Teaching
Royale Pavilion 8, First Floor
Chair: Joel Wingard, Moravian College, Bethlehem, PA
Speakers: Joel Wingard, Moravian College, Bethlehem, PA, “The Culture-scape: Teaching, Scholarship, and Service at Small Colleges”
Jill Gladstein, Swarthmore College, Aston, PA, “Hidden in Plain Sight: The Varieties of WPA Positions at Small Colleges”
John Miles, Wofford College, Greer, SC, “Negotiating Boundaries, Developing WAC: Working Towards Tenure at a Small Liberal Arts College”
Courtney Werner, Hope College, Holland, MI, “Getting Hired at a Small College”
Respondent: Dominic Delli Carpini, York College of Pennsylvania, Dallastown

Teaching Writing & Rhetoric

C.26 Making the Personal Public: Storytelling as Academic Discourse in College Composition
Skybox 207, Second Floor
Chair: Lee Nickoson, Bowling Green State University, OH
Speakers: Amanda Athon, Bowling Green State University, OH, “Storytelling and the Basic Writer”
Martha Schaffer, Bowling Green State University, OH, “Theoretical Frameworks of Storytelling”
Shirley Faulkner-Springfield, Bowling Green State University, OH, “Storytelling and First-Year Composition”

Teaching Writing & Rhetoric

C.27 When Apprentice Writers Can’t Read What We Write: Rethinking WAW Courses in Light of Student Experiences Reading Primary Research Essays
Skybox 208, Second Floor
Chair: Mark Sutton, Kean University, Union, NJ
Speakers: Mark Sutton, Kean University, Union, NJ, “Yes, Instructors Do Pay Attention to Evals: Modifying WAW Pedagogy Based on Student Feedback”
Sally Chandler, Kean University, Union, NJ, “Some Strategies for Using Academic Research Essays as Course Content—and How We Can Do Better”
Juliana Fernandes, Kean University, Union, NJ, “I Know This Assignment was Supposed to Help—but It Didn’t: (Failed) Connections between Pre-Reading Support and Student Identities”
Jennifer Helmstaedter, Kean University, Union, NJ, “Laying out Bread—continuing on next page
Thursday, 1:45–3:00 p.m.

crumbs: Scaffolding Primary Research Readings”
Valerie Joszef, Kean University, Union, NJ, “Lost in Translation: Reflections on Concepts from Composition Research that Student Readers are Least Likely to ‘Get’”

Institutional and Professional

C.28 “Can’t Get No Satisfaction”: Can Making Online Teaching Public Increase Teacher Satisfaction?
Skybox 209, Second Floor
Chair: Jennifer Black, Boise State University, ID
Speakers: Jennifer Black, Boise State University, ID, “Into Active Voice: Leveraging the Power of Public Digital Spaces”
Jill Heney, Boise State University, ID, “Into Active Voice: Leveraging the Power of Public Digital Spaces”
Stephanie Cox, Boise State University, ID, “Insisting on Community: Collaborative Faculty Development to Increase Online Teacher Satisfaction”
Leslie Jewkes, College of Western Idaho, Nampa, “Insisting on Community: Collaborative Faculty Development to Increase Online Teacher Satisfaction”
Joy Palmer, College of Western Idaho, Nampa, “Teaching Marginalization, and Hunger in the Digital Wasteland: The Need for Online Writing Instructors’ Teaching Satisfaction”
Melissa Keith, Boise State University, ID, “Teaching Marginalization, and Hunger in the Digital Wasteland: The Need for Online Writing Instructors’ Teaching Satisfaction”

Information Technologies

C.29 Blogs and Vlogs: Public Work in the Classroom
Skybox 210, Second Floor
Chair: Ellen Barker, Nicholls State University, New Orleans, LA
Speakers: Ellen Barker, Nicholls State University, New Orleans, LA, “Blogging Away the BP Oil Spill Blues”
Tracey Hayes, Arizona State University, Phoenix, “Blogs in the Classroom: Connecting Students to a Public Audience”
Susan Taylor, University of South Florida, Tampa, “Vlogging, Service Learning and the 21st Century First-Year Composition Classroom: How New Media Expression and Community Engagement Can Benefit the Writing Classroom”

Information Technologies

C.30 Making It Up as We Go: Online Identities in Motion
Skybox 211, Second Floor
Chair: Joshua Eskew, Florida State University, Tallahassee
Thursday, 1:45–3:00 p.m.

**Speakers:** Laura Detmering, University of Louisville, KY, “Fan Conventions: Negotiating Literacy and Identity on the Web and in the Classroom”
Sarah Brown, DePaul University, Chicago, IL, “Unchosen Identities: Helping Students Navigate Their Future Digital Baggage”
Nicholas Baca, Bowling Green State University, OH, “Identity as a Methodology: Writing, Identity, Queer Theory, and Personal Websites”

**Information Technologies**

**C.31 The New Mass Literacy of Proceduracy: Ideologies, Implementations, and Implications**
Skybox 212, Second Floor

*Chair:* Brian Ballentine, West Virginia University, Morgantown

*Speakers:* Chris Lindgren, University of Minnesota, Minneapolis, “Building a Smarter Computing Culture with Proceduracy”
Kevin Brock, North Carolina State University, Raleigh, “The Public Work of Procedural Pedagogy”
Annette Vee, University of Pittsburgh, PA, “Ideologies of a New Mass Literacy”

**Creative Writing**

**C.32 The Public Work of Memoir: Using the Personal to Struggle for Collective Justice**
Royale Pavilion 6, First Floor

*Chair:* Steve Parks, Syracuse University, NY

*Speakers:* Steve Parks, Syracuse University, NY, “Class Politics: Personal Testimony, Public Duty, and the Arab Spring”
Elaine Richardson, The Ohio State University, Columbus, “From Po Ho on Dope to PhD: The Creation of a ‘Me’”
Laura Gray-Rosendale, Northern Arizona University, Flagstaff, “College Girl: Intersecting the Personal with the Pedagogical”
Victor Villanueva, Washington State University, Pullman, “Bootstraps: The Dialectic of Representation”
James Seitz, University of Pittsburgh, PA, “Down by the Schoolyard: From Pedagogical Education to Public Narrative”

*Respondent:* Eileen Schell, Syracuse University, NY

**History**

**C.33 Interrogating Rhetorics of Gendered Space: Flappers, Firefighters, and Submariners**
Royale Pavilion 5, First Floor

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

*Speakers:* Lindal Buchanan, Old Dominion University, Norfolk, VA, “In-continued on next page
tegrating the U.S. Submarine Fleet: Charting Changing Perceptions of Gender and Space”
Sarah Moseley, Old Dominion University, Norfolk, VA, “Making the Firehouse a Home: Women’s Entrance into Firefighting”
David Gold, University of Michigan, Ann Arbor, “Banning the Bob: Women’s Hair as Rhetorical Performance in 1920s America”
Respondent: Jessica Enoch, University of Maryland, College Park

**Community, Civic & Public**

**C.34 Breaking the Silence: African Americans Creating Rhetorical Spaces**

**Grande Ballroom H, First Floor**

**Chair:** Joseph Cirio, Florida State University, Tallahassee

**Speakers:**
- Elizabeth Catchings, University of California, Irvine “Writing around the Silent Scandal: Public Writing’s Promise of Becoming and Afro-Pessimist Thought”
- Michael Dimmick, University of Wisconsin-Madison, “Literacies of Citizenship: Crafting African American Rhetorical Space in the Civil Rights Movement”
- Collin Craig, Wake Forest University, Winston Salem, NC, “‘We Learn How to Smile and Nod’: Framing Critical Distance as African American Rhetorical Strategy”

**Theory**

**C.35 Function and Public Rhetoric**

**Skybox 201, Second Floor**

**Chair:** Julie Nelson Christoph, University of Puget Sound, WA

**Speakers:**
- Michael Donnelly, Ball State University, Muncie, IN, “Freedom of Hatespeech: The Function of ‘Public’ Rhetoric(s) in a Digital Culture”
- Lou Thompson, Texas Woman’s University, Denton, “A Bridge to Where? Epideictic Permutations of the Mike O’Callaghan-Pat Tillman Memorial”
- Leigh Elion, University of Wisconsin-Madison, “Constructing the Humanities: A Theorization of University of Wisconsin-Madison’s 30-Year Campus Plan”

**Open Working Meeting of the Committee on the Major in Writing and Rhetoric**

**Room 203, Second Floor**

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

**Chair:** Sandra Jamieson, Drew University, NJ
D Sessions: 3:15–4:30 p.m.

Featured Speaker

Gary Rhoades
Privatizing Rhetoric and Democratizing Work: Contingent Choices
Grande Ballroom A, First Floor

This session explores how the tendency to represent education as a private benefit rather than a public good has shaped colleges and departments, including composition programs, which are both broadly accessible and deeply dependent on “contingent” faculty. The contingencies that shape the “choices” we make will be examined by Gary Rhoades, Director and Professor of the University of Arizona’s Center for the Study of Higher Education, and former General Secretary of the American Association of University Professors. Rhoades’ scholarship examines the restructuring of academic institutions and academic labor (Managed Professionals: Unionized Faculty and Restructuring Academic Labor; and (with Sheila Slaughter) Academic Capitalism and the New Economy). His presentation addresses three dimensions of contingency and choice, emphasizing our agency in regard to each: in the educational purposes set out for the work of composition to prepare employees and/or citizens; in the contingent structures of academic labor that place many teachers of composition in isolated and vulnerable circumstances; and in the professional status categories that structure the careers of faculty in composition, English, and other fields. Professor Seth Kahn, co-editor of Activism and Rhetoric: Theories and Contexts for Political Engagement, will serve as respondent, and the session will be chaired by Professor Thomas P. Miller, author of The Evolution of College English: Literacy Studies from the Puritans to the Postmoderns.

Respondent:
Seth Kahn
West Chester University of Pennsylvania
Basic Writing Featured Session

The Go-To Place for Basic Writing—Two-Year Colleges
Royale Pavilion 5, First Floor

The idea of two-year colleges as the default setting for basic writing classes is common at CCCC sessions and in the major journals in our profession. The resulting image is one of two-year colleges as dumping grounds for basic writing courses. What an error that is! This session starts to correct that error. Only two-year colleges have the ethos to excel at teaching basic writing. Only two-year colleges have as central to their egalitarian mission consistent, sustained attention to the needs of today’s students eager for a second chance to become excellent writers and readers. Only at two-year colleges is basic writing taught by full-time faculty with a pedagogic training and commitment to remaining enthusiastically engaged in searching for innovative ways to reach and teach basic writers.

The three panelists at this Featured Session will call for re-directed focus away from our profession’s default perception to the reality that two-year colleges offer extraordinary expertise in teaching basic writing. Each panelist plans to talk for 15 minutes each, thereby leaving more than usual time for Q & A as well as for encouraging others to bear witness to what we discuss.

Chair:  
Patrick Sullivan
Manchester Community College, CT

Speakers:
Jennifer Swartout
Heartland Community College, Normal, IL
Carolyn Calhoun-Dillahunt
Yakima Valley Community College, WA
Lynn Troyka
Queensborough Community College, CUNY, New York, NY
Teaching Writing & Rhetoric

D.02 Negotiation, Sharing, and the Rhetoric of Correspondence
Royale Pavilion 4, First Floor
Chair: Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA
Speakers: Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA, “The Art and Rhetorical Craft of Correspondence”
Bruce McComiskey, University of Alabama at Birmingham, “A Defense of Dialectic: Negotiation in Writing”
Ashley Evans, University of Wisconsin-Milwaukee, “Blurring Social and Academic Literacies: Visual Plagiarism, the Sharing Culture of the Internet, and the Net Generation”

Teaching Writing & Rhetoric

D.03 Embodiment, Disability, and the Idea of Normativity
Capri 103, First Floor
Chair: Pamela Saunders, University of Illinois at Urbana-Champaign
Speakers: Nicole Quackenbush, University of Wyoming, Laramie, “Self-Care as Student Care and Vice Versa: Risk, Response-ability, and Disability Disclosure in the FYC Classroom”
Catherine DeLazzer, Teachers College, Columbia University, Grafton, IL, “Writing Bodies in First-Year Composition and the World Beyond”
Pamela Saunders, University of Illinois at Urbana-Champaign, “Navigating Normativity: Two Case Studies of Writers on the Spectrum”

Teaching Writing & Rhetoric

D.04 Challenges for Writers from China and India
Capri 105, First Floor
Chair: Jill McKay Chrobak, Oakland University, Rochester, MI
Speakers: Yun Lin, Knox College, Galesburg, IL, “Exploring the Gap: Challenges Facing ESL Student Writers”
Moushumi Biswas, University of Texas at El Paso, “Conceptualizing FYC for Multilingual Writers: Focus on Students from the Indian Subcontinent”

Teaching Writing & Rhetoric

D.05 Meeting Writers Halfway: Experiences Working with the Upper-Division and Graduate Writing Student
Capri 106, First Floor
Chair: David Hawkins, University of Utah, Salt Lake City
continued on next page
**Thursday, 3:15–4:30 p.m.**

**Speakers:** Paul Ketze, University of Utah, Salt Lake City, “Saying What We Don’t Mean: Writing about The Simpsons, Hyper-Irony, and The Modern Era of Satire”

Maximilian Werner, University of Utah, Salt Lake City, “Writing about War and the Environment: ‘Teaching’ Controversial Subjects in Higher Education”

David Hawkins, University of Utah, Salt Lake City, “Workshopping the Thesis and Dissertation: Challenges in the Interdisciplinary Graduate Writing Classroom”

**Information Technologies**

**D.06 Composing Works for Public(s): Employing Multimodal Technologies to Connect Students, Ideas, and Audiences in the First-Year Composition Classroom**

Grande Ballroom G, First Floor

**Chair:** Michelle Robinson, University of Alabama, Tuscaloosa

**Speakers:** Ellie Isenhart, University of Alabama, Tuscaloosa, “Choosing Public(s): Basic Writers’ Multimodal Compositions Working in Public Spaces”

Keri Mathis, Georgia Gwinnett College, Lawrenceville, “Re-Mediating Private Writing: Reflecting on a New-Media Themed First-Year Composition Course”

Jennie Vaughn, University of Alabama, Tuscaloosa, “‘Public-izing’ Student Writing: Revision via Multimodal Platforms”

**Basic Writing**

**D.07 Approximating the University: Novices Practicing Knowledge in the Basic Writing Classroom**

Royale Pavilion 7, First Floor

**Chair:** Karen Gocsik, Dartmouth College, Hanover, NH

**Speakers:** Cynthia Tobery, Dartmouth College, Hanover, NH, “Writing Together: How Collaboration Enhances (and Limits) Knowledge Construction”

Karen Gocsik, Dartmouth College, Hanover, NH, “Assembling Knowledge: How Novice Writers Practice Knowing”

Laura Braunstein, Dartmouth College, Hanover, NH, “Entering the Conversation: How Sources Support and Impede Learning”
**Community, Civic & Public**

**D.08** Community-Based Rhetorics as Always/Already Public Work: African American and Chican@ Responses to Rhetorics of Racism, Oppression, and Silencing  
Capri 104, First Floor  
*Chair:* Marcos Del Hierro, Texas A&M, College Station  
Catalina Bartlett, Texas A&M, College Station, “Librotraficante or Book Trafficking: ‘Smuggling’ Chican@ Literatures and Rhetorics”  
Victor Del Hierro, Texas A&M, College Station, “‘Let Me In!’: The Hiphop Cipher as an Inclusive Rhetorical Practice”

**Language**

**D.09** The Global Work of English  
Top of the Riviera North, Monaco Tower, 24th Floor  
*Chair:* Chris Thaiss, University of California Davis  
*Speakers:* Debarati Dutta, University of North Carolina, Charlotte, “Constituting Global Publics: Transcultural Exchanges in First-Year Writing”  
Suzanne Malley, Columbia College, Chicago, “Translanguaging in a Globally-networked Learning Environment”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**D.10** Being There: The Rhetoricity of Queer Spaces, Identities and Bodies  
Capri 107, First Floor  
*Chair:* Trixie Smith, Michigan State University, East Lansing  
*Speakers:* Simone West, Michigan State University, East Lansing, “What Psychogeographic Practices Have to Offer Queer Ways of Re-Imagining Relationships to Public and Social Spaces”  
Madhu Narayan, Michigan State University, East Lansing, “From Metaphor to Materiality: The Rhetoricity of the Lesbian Herstory Archives”  
Casey Miles, Michigan State University, East Lansing, “Queer Methodological Praxis: A Look into the Gender Project”  
Kathleen Livingston, Michigan State University, East Lansing, “Developing an Erotic Vocabulary: Consent as a Queer Community-Based Approach”
Thursday, 3:15–4:30 p.m.

**Theory**

**D.11 Tracing Images: Public Production and Composing Rhetoric**

Capri 108, First Floor

Chair: Dustin Morris, Oklahoma State University, Stillwater

Speakers: Danielle Smorol, Oklahoma State University, Stillwater, “A Rural Ghost Bike: Exploring the Intersection of Material Rhetoric and Place as Rhetoric”

Ben Smith, Oklahoma State University, Stillwater, “When Shields Become Weapons: The Rhetoric of Strength in Captain America”

Dustin Morris, Oklahoma State University, Stillwater, “A Public Image of Hope: Redefining Authenticity in the Digital Age”

**Writing Programs**

**D.12 The New “Basic Writing”: A WAC/WID Program and Public Literacy**

Capri 109, First Floor

Chair: Victor Villanueva, Washington State University, Pullman

Speakers: Laura Elmer, Auburn University, AL, “Composing Learning for Prospective Employers: The Uses of a Career ePortfolio Project”

Jay Lamar, Auburn University, AL, “Composing Research for a Public Audience: A Hybrid Genre for Public Discourse”

Margaret Marshall, Auburn University, AL, “Composing a University-wide Writing Initiative: Moving Within and Beyond the University”

**Theory**

**D.13 Public Works and the Architectures of Composition**

Capri 110, First Floor

Chair: Antonio Ceraso, DePaul University, Chicago, IL

Speakers: Antonio Ceraso, DePaul University, Chicago, IL, “Writing/Architecting: Structured Authoring and the Future of Writing Instruction”

Stephen Schneider, University of Louisville, KY, “A Public in Eclipse? Education and Public Works in the New Deal Era”

Jeff Pruchnic, Wayne State University, Detroit, MI, “Parametric Pedagogies: Adaptive Learning Environments and the New Architecture of Writing Instruction”

Andy Engel, Wayne State University, Detroit, MI, “Spatial Overload: Choice and Inscription in Mediated Public Spaces”
Thursday, 3:15–4:30 p.m.

**Theory**

**D.14 Expanding the Public Work of Composition: The Role of Rhetoric**

Capri 111, First Floor

*Chair:* Jolivette Mecenas, University of La Verne, CA

*Speakers:* Judy Holiday, University of La Verne, CA, “The Public Sphere: A Fabric of Narrative Threads”

Jolivette Mecenas, University of La Verne, CA, “Reading and Composing Citizenship Genres as Spaces of Encounter”

Georganne Nordstrom, University of Hawai‘i Mānoa, “Rhetorical Sovereignty: Re-Writing Public Discourse”

**Teaching Writing & Rhetoric**

**D.15 The Public Hopes of Composition**

Capri 112, First Floor

*Chair:* Roseanne Gatto, St. John’s University, Queens, NY

*Speakers:* Adam Koehler, Manhattan College, Riverdale, NY

Tara Roeder, St. John’s University, Queens, NY

Daniel Collins, Manhattan College, Bronx, NY

**Teaching Writing & Rhetoric**

**D.16 Taking On What We Take for Granted: Digital Portfolios, Digital Underlife, and Issues of Digital Copyright**

Capri 113, First Floor

*Chair:* Janine Morris, University of Cincinnati, OH

*Speakers:* Janine Morris, University of Cincinnati, OH, “Technology and the Instructor: Private Use and Public Concern for Copyright”

Heather Williams, University of Cincinnati, OH, “Digital Composing and Process Pedagogy: Facilitating the Student as Curator”

Hollie Adams, University of Calgary, Alberta, Canada, “Lecture Unplugged: The Benefits and Consequences of Suppressing Digital Underlife”

**Teaching Writing & Rhetoric**

**D.17 Lessons Learned: Three Genres and TETYC**

Capri 114, First Floor

*Chair:* Jeffrey Sommers, West Chester University, PA

*Speakers:* Peter Wayne Moe, University of Pittsburgh, PA, “What Works for Me, and for that Matter, for Us”


Jeff Sommers, West Chester University, PA, “The Instructional Note and the Professionalization of Two-Year College English Teaching”
Thursday, 3:15–4:30 p.m.

Research

D.18 Re-reading Christensen and Appalachian Textbooks: Coding Risk in Basic Writing Progress
Capri 115, First Floor
Chair: Patrick Ryan, Western Connecticut State University, Danbury
Speakers: Krista Bryson, The Ohio State University, Columbus, “Mythic Literacies: Re-Reading Appalachian Settlement School Textbooks”
Aimee Mapes, University of Arizona, Tucson, “Discourse Strategies: Coding Risk in Basic Writing Programs”
Patrick Ryan, Western Connecticut State University, Danbury, “Francis Christensen’s A Generative Rhetoric of the Sentence: Fifty Years Later”

Professional and Technical Writing

D.19 Medical Documentation as Persuasive Discourse
Capri 116, First Floor
Chair: Elizabeth L. Angeli, Towson University, Baltimore, MD
Speakers: Catherine Gouge, West Virginia University, Morgantown, “Improving Patient Discharge Instructions”
Debra Burleson, Baylor University, Waco, TX, “Transitions of Care: Negotiating the Discharge Summary”
Elizabeth L. Angeli, Towson University, Baltimore, MD, “The Public Writing of Emergency Medical Professionals”

Teaching Writing & Rhetoric

D.20 Know–Speak–Listen - See: Breaching Literacy Boundaries in the Composition Classroom
Grande Ballroom E, First Floor
Chair: Rachel Meads-Jardine, University of Utah, Salt Lake City
Speakers: Melissa Helquist, Texas Tech University, Lubbock, “Seeing Absence: ASL’s Invisibility in a Deaf Linguistic Landscape”
Rachel Meads-Jardine, University of Utah, Salt Lake City, “Listening as Literate Practice: Insights from Blind and Low Vision Individuals”
Sundy Watanabe, University of Utah, Salt Lake City, “Speaking Out–Even Speaking at All: Transgressing Boundaries in a Multimodal Composition Classroom”
Tiffany Rousculp, Salt Lake Community College, UT, “Who Knows?: Disrupting the Security of Rhetorical Expertise in a Composition Classroom”
Research

D.21 Race and Writing Assessment: Cross-Disciplinary Frameworks for Impact Analysis
Grande Ballroom F, First Floor
Chair: Les Perelman, Massachusetts Institute of Technology, Lexington
Speaker: Nancy Glazer, Educational Testing Service, Princeton, New Jersey, “Bringing the Test to the Teachers: Building a Bridge to a Standardized Writing Test”
Respondent: Norbert Elliot, New Jersey Institute of Technology, Newark

Research

D.22 Research on Reflection and Composing in Teacher Development
Grande Ballroom C, First Floor
Chair: Charles Bazerman, University of California, Santa Barbara
Speakers: Charles Bazerman, University of California, Santa Barbara
Suzie Null, Fort Lewis College, Durango, CO
Kelly Simon, University of California, Santa Barbara

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

D.23 Using Architecture, TED, and Design Pedagogies to Teach Writing
Skybox 206, Second Floor
Chair: Jeff Naftzinger, Florida State University, Tallahassee
Speakers: Stacey Van Dahm, Philadelphia University, PA, “Adapting Design Pedagogies to the Writing Classroom”
Lauren Mitchell, Clemson University, Asheville, SC, “The Architectural Diagram as Rhetorical Invention”
Tim Jensen, The Ohio State University, Columbus, “In the Spirit of the Symposium: Public Presentation in the 21st Century”
Institutional and Professional

D.24 Understanding and Supporting New Teachers in Uncertain Times
Skybox 207, Second Floor

Chair: Jean Williams, Educational Testing Service (ETS), Lawrence Twp, NJ

Speakers: JT Cox, Florida State University, Tallahassee, “Apprenticeship of Response: How the Attitudes and Beliefs of Pre-Service Teachers Spill onto the Page”

Catherine Cucinella, California State University, San Marcos, “Legitimizing the Liminal Position of TAs”

Jean Williams, Educational Testing Service (ETS), Lawrence Twp, NJ, “Dilemmas in Increasing the African American Teaching Pool: Exploring Writing Strategies of African American Students”

Information Technologies

D.25 Between Making and Remaking: Copyright, Copyleft, and Multimodal Composition
Skybox 208, Second Floor

Chair: Donora Hillard, Wayne State University, Canton, MI

Speakers: L. Andrew Cooper, University of Louisville, KY, “Remake Culture: The Basic Work of Multimodal Composition in Media Studies”

Robin Evans, Wilberforce University, Dayton, OH, “Making Bricks Without Straw: Implementing Online Writing Instruction (OWI) using Open-sourced Tools”

Laural Adams, Bowling Green State University, OH, “The New Mission Impossible: OER and Ecoliteracy as Modes of Resistance to the Corporatization of Higher Education”

Institutional and Professional

D.26 The CWPA Diversity Project
Grande Ballroom D, First Floor

Chair: Asao Inoue, California State University, Fresno

Speakers: Charles Paine, University of New Mexico, Albuquerque

Rita Malenczyk, Eastern Connecticut State University, Tolland

Cristyn Elder, University of New Mexico, Albuquerque

Kathleen Ryan, University of Montana, Missoula

Respondent: Joseph Janangelo, Loyola University, Chicago, IL
Information Technologies

D.27  Procedural Rhetorics In, On, and About the Public Writing of Videogamers

Skybox 209, Second Floor

Chair: Richard Colby, University of Denver, CO

Speakers: Richard Colby, University of Denver, CO, “Gaming Literacies in Transmedia Shift”
Rebekah Shultz Colby, University of Denver, CO, “Gaming Literacies and the Ideologies of Play”
Jill Morris, Frostburg State University, Frostburg, MD, “Gaming as a Lens for Rhetorical Practice”

Basic Writing

D.28  Concurrent Literacies: Digital Literacy and Basic Writing

Grande Ballroom H, First Floor

Chair: Linda Howell, University of North Florida, Jacksonville

Speakers: Rachael Jordan, California State University Northridge, “Engaging in Digital Public Space: Facebook and Basic Writing Students”
Leslie Norris, Rappahannock Community College, Glenns, VA, “Research Study Results: The Effects of Digital Technology on Basic Writing”
Lauren Williams, CUNY Bronx Community College, NY, “Rethinking Basic Writing for a Digital Future: Replacing Assimilation with an Agenda of Empowerment”

Creative Writing

D.29  Experimental Writing/Experimental Teaching: Making Space for the Personal

Skybox 210, Second Floor

Chair: Peggy Woods, University of Massachusetts Amherst

Speakers: Claudia Ricci, University at Albany, SUNY, “Flip the Script on Life Stories”
Peggy Woods, University of Massachusetts, Amherst, “Mixing Rhetoric/Mixing Poetics: Intersecting the Personal and the Academic”

Respondent: Sondra Perl, Lehman College, Bronx, NY
Thursday, 3:15–4:30 p.m.

**Information Technologies**

**D.30 Mobile, Social, Public: Understanding the Publicness of New Media Composition Practices**  
Skybox 211, Second Floor  
*Chair:* Jason Kalin, DePaul University, Raleigh, NC  
*Speakers:* Jordan Frith, University of North Texas, Denton, “Foursquare and Public Annotation: Understanding Location-Based Composition”  
Meagan Kittle Autry, North Carolina State University, Raleigh, “(In)Visible Composing: Social Media and the Public Composition of Vernacular and Occluded Genres”  
Jason Kalin, DePaul University, Raleigh, NC, “Walking and Writing in Place: Mobile Media and the Invention of Memory”

**Institutional and Professional**

**D.31 Constructions of Composition Students as Exigencies for Change: Four Critical Perspectives on Going Public**  
Royale Pavilion 8, First Floor  
*Chair:* Nicole Varty, Wayne State University, Detroit, MI  
*Speakers:* Jessica Winck, Eastern Michigan University, Ann Arbor, “Constructions of Students Online: An Examination of Teacher-Generated Discourse”  
Becky Morrison, Eastern Michigan University, Howell, “Exploring the Identity Formation of First-Year Writing Students”  
Kelly Waldschmidt, Eastern Michigan University, Ann Arbor, “Examination of a Summer Bridge Program: Student Identity and Transition”

**History**

**D.32 Making the Translingual Past Visible: Counter-Histories of Writing Instruction**  
Grande Ballroom B, First Floor  
*Chair:* Connie Kendall Theado, University of Cincinnati, OH  
*Speakers:* Lisa Arnold, American University of Beirut, Lebanon, “A Case Study in Composition’s Transnational and Multilingual History: Writing Instruction at the American University of Beirut”  
Lance Cummings, Miami University of Ohio, “Belletristic Rhetoric and Discourses of Language Acquisition: A Transdisciplinary Approach to Composition History”  
Brian Ray, University of Nebraska at Kearney, “Americanization and Teacher-Training: Common Citizens as Proto-ESL Instructors”
Community, Civic & Public

D.33 Literacy in Context: African and Creole Discourse Practices
Skybox 212, Second Floor

Chair: Rachel Schwartz, Georgia Southern University, Statesboro

Speakers: Nora McCook, The Ohio State University, Columbus, “Literacy in Expansive Contexts: A Case for Creole in Haiti”
Tika Lamsal, University of Louisville, KY, “Imagining Alternatives: Cross-cultural and Multilingual Mediations in Refugee Literacies”
Megan Schoen, La Salle University, Lafayette, IN, “Making African Rhetorics Public: Discourse and Democracy in Botswana”

Community, Civic & Public

D.34 Public Work in Required Composition Classes: Three Pedagogical Possibilities
Royale Pavilion 6, First Floor

Chair: Charlotte Hogg, Texas Christian University, Fort Worth

Speakers: Callie Kostelich, Texas Christian University, Fort Worth, “Discovering Discourse: Analyzing and Evaluating Public Identities in the Composition Classroom”
Charlotte Hogg, Texas Christian University, Fort Worth, “Negotiating Public Work as WPA and Teacher: Community Engagement and the FYC Common Syllabus”
Christopher Foree, Texas Christian University, Fort Worth, “Citizen Brain: Shaping Students’ Civic Identity Through Public Writing and Reflection”

Open Working Meeting of the Task Force on Dual Credit/Concurrent Enrollment Policy and Best Practices
Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

Chair: Christine Farris, Indiana University, Bloomington
E Sessions: 4:45–6:00 p.m.

Featured Speaker

Cecilia Rodríguez Milanés, University of Central Florida
Politics, Passion, Prose, and Poetry: Readings and a Conversation
Grande Ballroom A, First Floor

Chair: Aja Martinez, Binghamton University,
Vestal, NY

Many of you may know Cecilia Rodriguez Milanés to be an inspiring teacher and leader, but she is also a writer whose work connects her with the diverse experiences of Latinas throughout the country as well as of those of all English teachers of writing. As an Associate Professor of English at the University of Central Florida, she has been involved in the CCCC for over 20 years and masterfully served as co-chair of the Latino Caucus from 1995 till 2007, editing the caucus newsletter Capirotada during this time. Her work is included in several anthologies, most recently the Norton Anthology of Latino Literature, and she was the 2009 Theodore Morrison Fiction Fellow at the Breadloaf Writers’ Conference. Her important collection of short stories, Marielitos, Balseros, and Other Exiles (2009), was followed by her Everyday Chica, winner of the 2010 Longleaf Press Poetry Prize. As a writing professor and a former leader of the CCCC Latino Caucus, she has inspired Latinos everywhere with her generous spirit, which is particularly apparent not only in her teaching, but is seen in her writing, where she represents the everyday experiences of poor yet strong and proud Cuban Americans from New Jersey, all the way down to Miami, and to Cuba itself. Her winning personality matched by superb skills as a writer and poet inspire by bringing to light what others turn away from, dignifying the least of us. During this session, she will read from some of her works and engage us in conversation.
Cross-Generational Connections among Retired Faculty, Retiring Faculty, and the Emergent Professoriate: Beginning a Conversation
Royale Pavilion 5, First Floor

Co-Chairs: Louise Wetherbee Phelps, Old Dominion University, Norfolk, VA, “Cross-Generational Connections among Retired Faculty, Retiring Faculty, and the Emergent Professoriate: Beginning a Conversation” Rochelle Rodrigo, Old Dominion University, Norfolk, VA

Co-sponsored by the SIG for Retired and Retiring Faculty

On March 19, 2012, The Chronicle of Higher Education issued a “special report” on “The Aging Professoriate.” Retired, retiring, and near to retiring faculty are not the only faculty who should care about the issues discussed in these articles. The context for this session is the continuing generational challenge in which senior faculty is retiring and the middle generation of advanced professors is relatively small compared to incoming new faculty. As this transition occurs, each generation has its own needs and its own potential contributions to make to the field and towards one another.

This interactive session, sponsored by the SIG for Retired and Retiring Faculty, invites you to join a conversation to identify the needs of faculty at different points in their careers and the ways generations can help each other to meet these needs. The goal is to think about these needs and contributions as potential interdependencies in order to encourage productive cross-generational relationships. This session will move from exploratory conversations to practical
channels for creating these connections across professional generations. Of particular interest is how technology can enable making and fostering connections.

After introducing the session, participants will be asked to self-identify as beginning, mid-career, and senior/retired and retiring. Participants will be placed in cross-generational groups and move to tables to discuss the following questions:

- What are the needs of each generation?
- What kind of contributions might members of each generation make to the other groups?
- What methods and forums might facilitate cross-generational dialogue and support?

Led by facilitators, groups will try to identify what organizations, departments, institutions, and members of the different faculty generations can each do to formulate these needs and problems and propose or enact practical ways to use cross-generational communication and interaction to solve them. At the SIG following this session, open to all generations, notes from the session will be used to develop an action plan.

Facilitators:

**Eric Bateman**  
San Juan College, Farmington, NM

**Louise Bown**  
Salt Lake Community College, UT

**Beverly Derden Fatherree**  
Hinds Community College, Raymond, MS

**Brent Henze**  
East Carolina University, Greenville, NC

**Joseph Janelangelo**  
Loyola University, Chicago, IL

**Derek Mueller**  
Eastern Michigan University, Ypsilanti, MI

**Donald Samson**  
Radford University, Orlando, FL

**Wendy Sharer**  
East Carolina University, Greenville, NC
We read a good deal these days about the plight of the humanities within higher education: colleges and universities have committed themselves headlong to those fields where the money is, such as in the STEM fields, and where benchmarks continually show our students unable to compete internationally. Legislators and other policy makers have publicly questioned the wisdom and the cost of having students spending their expensive college years majoring in the liberal arts. The United States is not alone, of course, in this quest to reduce higher education to vocationalism and profit-seeking. Indeed, the philosopher Martha Nussbaum has dubbed this moment in time a “worldwide crisis in education,” one in which democracy itself is threatened (Not for Profit: Why Democracy Needs the Humanities. 2012).

What is, broadly speaking, the future of the humanities in higher education? More precisely for our purposes, what future might we see for literacy studies, given the current climate? Our conference theme, “The Public Work of Composition,” prompts the question, “How might higher educational organizations in the humanities work productively to encourage public engagement with and support of literacy instruction?” If we define “literacy instruction” broadly to include both the production and consumption of texts (and “texts” to mean alphabetic and visual, print and digital), how successfully have organizations whose mission is to promote such literacy influenced public policy? This panel offers perspectives from key stakeholders: the Modern Languages Association, the National Council of Teachers of English and the Conference on College Composition and Communication.

In his remarks, Doug Hesse, a past Chair of CCCC, analyzes CCCC’s advocacy efforts beginning in the early 2000s that foregrounded strategic research as one
of its means of persuasion. For various reasons—both internal, having to do with the nature of our discipline and its members, and external, concerning political and rhetorical realities—those efforts gained minimal traction. Yet it’s not hopelessly naïve to imagine certain kinds of research that can yet stir stakeholders.

Our challenge in advocating for literacy studies, argues Kent Williamson, Executive Director of NCTE, is to resist the urge to direct our arguments internally, to those in our own professional community. Our traditions and structures tend to bias us towards thinking about the passage of a statement or resolution within our professional organizations as an end in itself. In most cases, this is just a first step in a much wider campaign. As we have come to understand that administrators across the disciplinary spectrum and state and national level policymakers are critical audiences, our advocacy strategies are necessarily shifting. Advocates for literacy studies gain authority when we make our case in cooperation with those outside of our discipline.

The Modern Languages Association, primarily known by the public for its style guidelines for citing and documenting resources, has a much wider role when it comes to literacy instruction. In this presentation, Rosemary Feal, Executive Director of MLA, will discuss the organization’s historic mission, analyze the factors that come into play when higher education organizations work to encourage public engagement and support, and give an overview of what the MLA is doing today to reach our many publics.

**Speakers:**

**Doug Hesse**
Past Chair, Conference on College Composition and Communication
University of Denver
“Strategic Research for Disinclined Stakeholders: Lessons from a Quick and Spotted History”

**Kent Williamson**
Executive Director of the National Council of Teachers of English
“Speaking to Those outside our Discipline”

**Rosemary Feal**
Executive Director of the Modern Languages Association
“Public Engagement with Literacy Instruction, MLA Style”
Basic Writing

E.02  The Thin and Imaginary Border between Remedial and Degree-Credit Composition: Using Multiple Measures to Assess Student Readiness for College Reading and Writing

Capri 103, First Floor

Chair: Holly Hassel, University of Wisconsin, Wausau

Speakers:
Joanne Giordano, University of Wisconsin Colleges, Wausau, “Ready or Not: The Inaccuracy of Standardized Tests in Placing Students in Remedial Courses”
Cassandra Phillips, University of Wisconsin-Waukesha, “Ready to Write: Multiple Measures and Learning the Writing Process”
Holly Hassel, University of Wisconsin Marathon County, Wausau, “Using Multiple Measures to Assess Student Readiness”

Basic Writing

E.03  Aligning Conversations: Local College-Readiness Initiatives

Capri 105, First Floor

Chair: Miriam Rowntree, University of North Texas, Keller

Speakers:
Shawn Casey, Columbus State Community College, OH, “Implementing the Common Core State Standards: Notes from a High School / Higher Education Classroom Collaboration”
Lynne Rhodes, University of South Carolina, Aiken, “The South Carolina Alignment Project”
Robert Derr, Danville Community College, VA, “Bridging the Gap Between High School Writing and College Composition Courses: Basic Writing Programs That Will Help Increase Community Literacy”

Academic Writing

E.04  Public Works: How Writing Centers Build and Sustain Supportive Communities for Dissertators

Capri 106, First Floor

Chair: Katie Levin, University of Minnesota-Twin Cities

Speakers:
Moira Ozias, University of Oklahoma, Norman
Katie Levin, University of Minnesota-Twin Cities
Nancy Karls, University of Wisconsin-Madison
Thursday, 4:45–6:00 p.m.

Research

E.05 Research on Less Prepared or Less Successful Writers
Capri 107, First Floor

Chair: Paul Johnson, Winona State University, MN
Speakers: Ethan Krase, Winona State University, MN, “‘Getting By’: Case Studies of Two Writers Struggling from First-Year Composition to Writing in the Disciplines”
Paul Johnson, Winona State University, MN, “‘Getting By’: Case Studies of Two Writers Struggling from First-Year Composition to Writing in the Disciplines”
Mary French, Tarrant County College, Arlington, TX, “The First-Year Composition Course: Help for Those ‘Left Behind’”
Todd Snyder, Siena College, Rensselaer, NY, “Rhetoric(s) of the College Degree: Academic Ethos in Rural Appalachia”

Community, Civic & Public

E.06 “Going Public” with Pregnancy Rhetoric: Redefining Technical Communication, Historiography, and Community Action Research
Royale Pavilion 7, First Floor

Chair: Marika Seigel, Michigan Technological University, Houghton
Speakers: Marika Seigel, Michigan Technological University, Houghton, “‘This is not a how-to book’: Midwives, Doulas, and Feminist Research in Technical Communication”
Jenna Vinson, University of Arizona, Tucson, “Putting Feminist Rhetorical Analysis to Public Use: Methods and Ethical Implications of Community Research Briefs”

Basic Writing

E.07 Basic Writer as Lightening Rod, Rosetta Stone, and Crucible: Access, Accountability, Hispanic-Serving Institutions, and Texas
Capri 104, First Floor

Chair: Susan Wolff Murphy, Texas A&M University-Corpus Christi
Speakers: Chimene Burnett, Texas A&M University-Corpus Christi, “Institutional Identity and the Basic Writer”
Susan Wolff Murphy, Texas A&M University-Corpus Christi, “Evaluation of a Basic Writing Program”
Thursday, 4:45–6:00 p.m.

Chelsea Mikulencak, Texas A&M University-Corpus Christi, Corpus Christi, TX, “Evaluation of a Basic Writing Program”
Michelle Garza, San Antonio College, TX, “(Re)Evaluating the Public: An Examination of Current Approaches to the Teaching of Writing and Argument”

Writing Programs

E.08 Supporting Integrated Writing Research through Rhizomatic Literate Activity
Grande Ballroom G, First Floor
Chair: Joyce Walker, Illinois State University, Normal
Emily Johnston, Illinois State University, Normal, “The Writing Instruction Exchange (WIE)”
Summer Qabazard, Illinois State University, Normal, “The Mobile Composition and Community Action Project (MCCAP)”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.09 Writing and/as Design: Identity Events in the Margins
Top of the Riviera North, Monaco Tower, 24th Floor
Chair: Sidney Dobrin, University of Florida, Gainesville
Speakers: Raul Sanchez, University of Florida, Gainesville, “Writing the Postcolonial Event”
Maria Rogal, University of Florida, Gainesville, “Designing Identity: Mayans Write Their Culture”
Respondent: Laurie Gries, University of Florida, Gainesville

Community, Civic & Public

E.10 Same Work, Different Publics: Producing Community Journalism
Capri 108, First Floor
Chair: Michael Benton, Bluegrass Community and Technical College, Lexington, KY
Speakers: Danny Mayer, Bluegrass Community and Technical College, Lexington, KY, “Academic Labor in the Community”
Beth Connors-Manke, University of Kentucky, Lexington, “Developing Writers in the Community”
Wesley Houp, Middle Tennessee State University, Murfreesboro, “Watershed Moments: Writing Rivers and Community in Advanced Comp”
Teaching Writing & Rhetoric

E.11 Moving Genres: Public and Academic Writing in College Classes
Capri 109, First Floor
Chair: Lydia Wilkes, Indiana University, Bloomington
Speakers: Christopher Basgier, Indiana University, Bloomington, “Integrating Personal Writing and Academic Writing through Meta-Genre”
Erin Hadlock, United States Military Academy, West Point, NY, “From Public Servant to Private Citizen: How Military Genres Shape the Rhetorical Knowledge of Student-Veterans”
Lydia Wilkes, Indiana University, Bloomington, “From Popular to Civic: The Social Actions of Video Games and Memoir”
Respondent: Carolyn Miller, North Carolina State University, Raleigh

Teaching Writing & Rhetoric

E.12 The Pleasures of Teaching Composition: Reading and Responding to Student Writers
Grande Ballroom E, First Floor
This session will be interactive, with participants reading a student draft and engaging in a dialogue about student writing.
Chair: Nancy Sommers, Harvard University, Cambridge, MA
Speakers: Chris Anson, North Carolina State University, Raleigh
Paul Kei Matsuda, Arizona State University, Tempe
Howard Tinberg, Bristol Community College, Fall River, MA
Nancy Sommers, Harvard University, Cambridge, MA

Basic Writing

E.13 Social Connectedness and Student Support: Enhancing Success and Retention in the Transition to College-Ready
Capri 110, First Floor
Chair: Erin Lehman, Ivy Tech Community College, Columbus, IN
Speakers: Hope Parisi, Kingsborough Community College/CUNY, Brooklyn, “Competing and Converging Rhetorics: A Writing Tutorial for Taking a Student Support Services and Basic Writing Collaboration Public”
Zandree Stidham, University of New Mexico-Los Alamos, “This Is Why We Leave. This Is Why We Stay.: Forces Impacting the Trajectory of Transitioning Developmental Students”
Lynn Shelly, Indiana University of Pennsylvania, “Marginality and Mattering: Basic Writing as Public Work”
Thursday, 4:45–6:00 p.m.

Academic Writing

E.15 From Resource to Resourcefulness: English-Library Collaboration to Improve Student Learning in Library Instruction
Capri 111, First Floor
Chair: Reid Sunahara, Kapiolani Community College, Honolulu, HI
Speakers: Reid Sunahara, Kapiolani Community College, Honolulu, HI
Porscha dela Fuente, Kapi‘olani Community College, Honolulu, HI, “Mainstreaming Learning and Library Instruction in an ALP Classroom”
Joyce Tokuda, Kapi‘olani Community College, Honolulu, HI

Community, Civic & Public

E.16 More than Just Another Research Site: How Transnationalism is Challenging New Literacy Studies
Capri 112, First Floor
Chair: Christa Olson, University of Wisconsin-Madison
Speakers: Kate Viera, University of Wisconsin-Madison, Madison, WI, “How Literacy Alienates Migrants in Transnational Contexts”
Christa Olson, University of Wisconsin-Madison, “Animating Interests: Literacy Training, Walt Disney, and the Pursuit of Hemispheric Stability”
Amy Wan, Queens College, CUNY, Flushing, NY, “Bread Baking as Literacy Myth Busting”

History

E.17 Sister Resisters: A Rhetorical Record of Women Writing for Public Reform
Royale Pavilion 4, First Floor
Chair: Catherine Hobbs, University of Oklahoma, Norman
Speakers: Anna Gurley, University of Oklahoma, Norman, “Know One Another: Jane Addams, the Social Claim, and Burkean Identification”
Rachel Jackson, University of Oklahoma, Norman, “Angie Debo, Native Representation, and Anti-Communist Censorship in the Federal Writers’ Project”
Bridget O’Rourke, Elmhurst College, Chicago, IL, “Un-Settling Americanism: Hilda Satt Polacheck’s Narrative Revision of the Settlement Experience”
Respondent: Catherine Hobbs, University of Oklahoma, Norman
Institutional and Professional

E.18 Public Mission, Private Funds: Saving the Community College Mission in an Age of Privatization

Capri 113, First Floor

Chair: Keith Kroll, Kalamazoo Valley Community College, MI


Andrea Osteen, Mesa Community College, Scottsdale, AZ, “Making Private Public: Teaching in the For-Profit Sector”

Keith Kroll, Kalamazoo Valley Community College, MI, “The End of the Community College English Profession”

Teaching Writing & Rhetoric

E.19 “A little less conversation and a little more action please.”: A Guerrilla Pedagogy That Arms Students with QR Codes, Public Art, and Visual Rhetoric

Capri 114, First Floor

Chair: Paul Muhlhauser, McDaniel College, Westminster, MD

Speakers: Vanessa Cozza, Washington State University, Pullman, “Could art change the world?”: The Rhetoric of Public Street Art and Student Engagement”

Ruijie Zhao, Parkland College, Champaign, IL, “Teaching through the Revolving Door of Public/Private Work: A Basic Writing Spatial and Visual Approach”

Paul Muhlhauser, McDaniel College, Westminster, MD, “More information please’: QR Codes, Digital Vandalism, and Getting the Word Out”

Information Technologies

E.20 University of California Online Education: A Report and Assessment from Writing Faculty

Capri 115, First Floor

Chair: Jonathan Alexander, University of California, Irvine

Speakers: Natalie Schonfeld, University of California, Irvine

Emily Rogers, University of California, Irvine

Carl Whithaus, University of California, Davis

Daniel Gross, University of California, Irvine

Ava Arndt, University of California, Los Angeles

Kathie Levin, University of California, Irvine
Research

E.21 Video Methodologies: Researching on the Tube
Royale Pavilion 6, First Floor

Chair: Geoffrey Carter, Saginaw Valley State University, MI
Speakers: Robert Leston, New York City College of Technology, New York, “The Context”
Sarah Arroyo, California State University at Long Beach, “The Challenges”
Bahareh Alaei-Johnson, California State University at Long Beach, “Two Approaches: The ‘Displays’”

Community, Civic & Public

E.22 Socially Networked Writing and Rhetorical Ecologies
Grande Ballroom H, First Floor

Chair: Kacie Kiser, Arizona State University, Tempe
Speakers: Scott Kowalewski, Virginia Tech, Blacksburg, “Writing Publics, Public Writing: Considering Online Forums as Specialized Publics in Existing Rhetorical Ecologies”
Joannah Portman Daley, University of Rhode Island, Kingston, “Working to Save the North Woods: Social Media-Based Civic Action and Why Some Students Can’t See the Forest for the Trees”
Katharine Rodger, University of California, Davis, “Writing Ourselves into Citizens: Writing, Social Media, and Environmental Activism”
Phill Alexander, Michigan State University, East Lansing, “Authors Assemble: Using The Facebook Games Model to do the Public Work of Collaborative Writing”

History

E.23 Brother(s) . . . Outsider(s): Rhetorics in the Public Work of Social and Political Movements
Capri 116, First Floor

Chair: Michelle Bachelor Robinson, University of Alabama, Tuscaloosa
Syreeta Lyons-Burns, University of Alabama, Tuscaloosa, “Bayard Rustin: a Pluralistic Identity amid a World Binaries”
Kevin Browne, Syracuse University, NY, “Harlem’s West Indian Outsiders: Vernacular Rhetoric and the Politics of Integration”

Respondent: Keith Gilyard, The Pennsylvania State University, College Park
Thursday, 4:45–6:00 p.m.

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.24  Global Literacies Cross-cultural Rhetoric, and International Students in the American University and Beyond

Skybox 206, Second Floor

Chair: Joe Wagner, Bowling Green State University, OH

Speakers: Angela Rounsaville, University of Central Florida, Orlando, “Finding a Place of Praxis for a Global Literacy Curriculum”
Jada Augustine, California State University, Northridge, “The Public Value of Teaching Writing in an Intensive English Program: A Problem of Transferability to the FYC Classroom”
Chalice Randazzo Green, Texas Tech University, Lubbock, “Listening, Laying Beside, and Turning Back: Critically Reflexive Outcomes of Cross-Cultural Conversations”

Institutional and Professional

E.25  Preprofessionalism and the Graduate Student Editor

Grande Ballroom C, First Floor

Chair: Summar Sparks, The University of North Carolina at Greensboro

Speakers: Jenna Pack, University of Arizona, Tucson, “The Structure of Service: What is the Role of the Graduate Student Editor?”
Summar Sparks, The University of North Carolina at Greensboro, “The Graduate Editor as a ‘Public’ Figure”
Elizabeth Knauss, University of Delaware, Newark, “Making the Jump: Where Does the Preprofessionalized Graduate Go?”
Victor Villanueva, Washington State University, Pullman, “Making the Jump: Where Does the Preprofessionalized Graduate Go?”
Shane Borrowman, The University of Montana Western, Dillon, “Launching and Landing: Editing and the New Assistant Professor”

Respondent: Melissa Ianetta, University of Delaware, Newark

Theory

E.26  Rhetorical Futures: Revisiting Attachments, Reinvigorating Commitments, Revising Disciplinary Narratives

Skybox 207, Second Floor

Chair: Kellie Sharp-Hoskins, Illinois State University, Normal

Kathleen Daly, Illinois State University, Normal, “Contending with Change and the Imperative for Permanence”
Chris Mays, Illinois State University, Normal, “Reasserting Rhetoric: Theoretically, Pedagogically”
Writing Programs

E.27  Perceptual Presence: Creating Exceptional Teaching and Tutoring in an Online Modality
Skybox 208, Second Floor
Chair: Melody Pickle, Kaplan University, Davenport, IA
Speakers: Joni Boone, Kaplan University, Davenport, IA, “Video Feedback and the Implications of Presence”
Melody Pickle, Kaplan University, Davenport, IA, “Developing Social Presence in the Writing Center”
Kurtis Clements, Kaplan University, Davenport, IA, “Understanding Social Presence”

Information Technologies

E.28  Are There No Teachers Here?: Automating Teaching and Assessment
Skybox 209, Second Floor
Chair: Garrett Nichols, Texas A&M University, College Station
Speakers: Ben Fink, University of Minnesota, Minneapolis, “Faking It: How We Get Fooled When We Argue About AES (Automated Essay Scoring), and What We Need to Know so We Won’t Get Fooled Again”
Robert (Robin) Brown, University of Minnesota, Minneapolis, “Faking It: How We Get Fooled When We Argue About AES (Automated Essay Scoring), and What We Need to Know so We Won’t Get Fooled Again”

Institutional and Professional

E.29  Keeping It Together: Supporting Practices of Community in a Writing Department
Skybox 210, Second Floor
Chair: Marilee Brooks-Gillies, Michigan State University, East Lansing
Speakers: Marilee Brooks-Gillies, Michigan State University, East Lansing, “Transparency Leads to Togetherness: Cultivating Community through a Culture of Openness”
Elizabeth Keller, Michigan State University, East Lansing, “What Do We Know about Mentoring?: Student Perspectives of Mentoring in a Professional Writing Program”
Matthew Novak, Michigan State University, East Lansing, “A Teacher-Outcomes Rubric and Self-Directed Mentorship: Overcoming a One-Size-Fits-Most Approach to Mentoring Writing Teachers”
Information Technologies

E.30 Authorship, Ecologies, and Infrastructures: 21st Century Applications of Wikis in Rhetoric and Composition

Grande Ballroom D, First Floor

Chair: Rik Hunter, St. John Fisher College, Rochester, NY
Thomas Sura, West Virginia University, Morgantown, “Engagement Portfolios: Using Wikis to Foster Inquiry-Based Service Learning”

Language

E.31 Questioning English Instruction Abroad and at Home

Skybox 211, Second Floor

Chair: Josh Lederman, Wellesley College, MA
Elisabeth Piedmont-Marton, Southwestern University, Georgetown, TX, “The Limits of Liberal Literacy Pedagogies in a Global Context: Lessons from Vietnam”
Seokhee Cho, Middle Tennessee State University, Murfreesboro, “A Voice from the Expanding-Circle English”

Teaching Writing & Rhetoric

E.32 Digital Pedagogy: Rhetorical Analysis and Assessment

Skybox 212, Second Floor

Chair: Vanessa Calkins, University of Central Florida, Orlando
Speakers: Chelsea Skelley, The University of North Carolina at Greensboro, “Reconsidering (Again) Delivery in a Digital World: Rethinking Rhetorical Analysis Assignments of PSAs”
Vanessa Calkins, University of Central Florida, Orlando, “Assessing Multimedia Projects in First-Year Composition: Rationale as Rubric”
Ann O’Bryan, California State University Northridge, “Video Games in the Composition Classroom: Overcoming Sexism, Racism, and Violence”
**Institutional and Professional**

**E.33 Succession, Confession and Conflict in WPA Work**

Royale Pavilion 8, First Floor

*Chair:* Angela Petit, Idaho State University, Pocatello

*Speakers:* Laura Brady, West Virginia University, Morgantown, “Planning for Success(ion) in Writing Program Administration”

Angela Petit, Idaho State University, Pocatello, “No Writing Program Is an Island: Viewing Composition’s Challenges in Relation to Larger Institutional Structures”

**Information Technologies**

**E.34 Pedagogy in a New Key: Fanfiction, Comics, and New Media Composition**

Skybox 201, Second Floor

*Chair:* Patty Wilde, University of New Hampshire, Durham

*Speakers:* Brittany Kelley, University of Louisville, KY, “Hermione Granger is ‘My’ Beta: Affective Economies, Heteroglossia, and the Pedagogical Potential of Online Harry Potter Fanfiction”

Christine Alfano, Stanford University, CA, “Teaching New Media Writing in a New Key: Reevaluating the Pedagogy of Multimodal Writing Instruction”

**Open Working Meeting of the International Writing Centers Association**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

*Co-Chairs:* Kevin Dvorak, Nova Southeastern University, Ft. Lauderdale, FL

Nathalie Singh-Corcoran, West Virginia University, Morgantown
Thursday, 6:30–7:30 p.m.

**Special Interest Groups**

**6:30–7:30 p.m.**

**TSIG.01 2013 CCCC Community Literacy, Service-Learning, and Public Rhetorics SIG**
Capri 104, First Floor
*Co-Chairs*: Cindy Mooty, Wayne State University, Detroit, MI
Allen Brizee, Loyola University, Baltimore, MD

**TSIG.02 Appalachian Rhetoric, Composition, and Literacy Special Interest Group**
Capri 105, First Floor
*Co-Chairs*: Sara Webb-Sunderhaus, Indiana-Purdue University, Fort Wayne
Krista Bryson, The Ohio State University, Columbus

**TSIG.03 Association of Undergraduate Rhetoric and Writing Studies Majors**
Capri 106, First Floor
*Co-Chairs*: Thomas Moriarty, Salisbury University, MD
Tim Peeples, Elon University, NC
Helen Foster, University of Texas, El Paso

**TSIG.04 Council on Basic Writing (CBW)**
Capri 107, First Floor
*Co-Chairs*: Sugie Goen-Salter, San Francisco State University, CA
J. Elizabeth Clark, LaGuardia Community College, NY

**TSIG.05 Disability Studies Special Interest Group (SIG)**
Capri 108, First Floor
*Co-Chairs*: Amy Vidali, University of Colorado, Denver
Margaret Price, Spelman College, Decatur, GA

**TSIG.06 ENGICOMM SIG**
Capri 109, First Floor
*Co-Chairs*: Mya Poe, The Pennsylvania State University, State College
Neal Lerner, Northeastern University, Brookline, MA
Stephen Bucher, University of Southern California, Los Angeles, CA
Marie Parreti, Virginia Tech, Blacksburg

TSIG.07 Kenneth Burke Society at CCCC
Capri 110, First Floor
Chair: Ethan Sproat, Purdue University, West Lafayette, IN

TSIG.08 Language, Linguistics, and Writing
Capri 111, First Floor
Co-Chairs: Deborah Rossen-Knill, University of Rochester, NY
Craig Hancock, SUNY Albany
Rei Noguchi, California State University, Northridge

TSIG.09 Medical Rhetoricians
Capri 103, First Floor
Chair: Barbara Heifferon, Louisiana State University, Baton Rouge

TSIG.10 National Archives of Composition and Rhetoric
Capri 113, First Floor
Co-Chairs: O. Brian Kaufman, Quinebaug Valley Community College, CT
Robert Schwegler, University of Rhode Island, Kingston

TSIG.11 Retired and Retiring Faculty in Rhetoric/Composition/Writing Studies SIG
Grande Ballroom B, First Floor
Co-Chairs: Louise Wetherbee Phelps, Old Dominion University, Smithfield, VA
Carol Lipson, Syracuse University, NY

TSIG.12 Rhetoric, Basic Writing, and Student Athletes
Capri 115, First Floor
Co-Chairs: Cassie Wright, University of Arizona, Tucson
J. Michael Rifenburg, University of Oklahoma, Norman

TSIG.13 Rhetoric's Histories: Traditions, Theories, Pedagogies, and Practices
Capri 116, First Floor
Co-Chairs: Michal Reznizki, University of California, Davis
Lois Agnew, Syracuse University, NY
Thursday, 6:30–7:30 p.m.

**TSIG.14 Teaching in Prison: Pedagogy, Research and Literacies**
Skybox 206, Second Floor
*Co-Chairs:* Laura Rogers, Albany College of Pharmacy, NY
Tobi Jacobi, Colorado State University, Fort Collins

**TSIG.15 The Role of Reading in Composition Studies**
Skybox 207, Second Floor
*Co-Chairs:* Debrah Huffman, Indiana University-Purdue University, Fort Wayne
Ellen Carillo, University of Connecticut, Mansfield
Mike Bunn, University of Southern California, Los Angeles

**TSIG.16 Women’s Network Special Interest Group (SIG)**
Skybox 208, Second Floor
*Co-Chairs:* Holly Hassel, University of Wisconsin Marathon County
Kristin Bivens, City Colleges of Chicago, Chicago, IL
Morgan Gresham, University of South Florida at St. Petersburg

**TSIG.17 Writing about Writing: FYC as Introduction to Writing Studies**
Skybox 209, Second Floor
*Co-Chairs:* Elizabeth Wardle, University of Central Florida, Orlando
Barb Bird, Taylor University, Upland, IN

**TSIG.18 NSSE Special Interest Group**
Skybox 201, Second Floor
*Co-Chairs:* Robert M. Gonyea, Indiana University, Purdue
Paul Anderson, Elon University, NC
Chris Anson, North Carolina State University, Raleigh
Charles Paine, University of New Mexico, Albuquerque

**TSIG.19 Open-Source/Creative Commons Writing Textbooks**
Skybox 210, Second Floor
*Chair:* Jay Jordan, University of Utah, Salt Lake City
Friday, March 15

REGISTRATION 8:00 a.m.–5:00 p.m.
Royale Pavilion, Lobby Level

EXHIBITS 9:00 a.m.–5:00 p.m.
Royale Pavilion, Lobby Level

Computer Connection/Digital Posters
Top of the Riviera South

TYCA Editorial Board Meeting
7:30 a.m.–8:30 a.m.
Monaco 13, Monaco Tower, Second Floor

Nominating Committee
9:30–11:30 a.m.
Monaco 17, Monaco Tower, Second Floor
F Sessions: 8:00–9:15 a.m.

**Featured Speaker**

**Richard Miller**

What Creativity Looks Like: Writing with Word and Image for the Post-Paper World
Grande Ballroom G, First Floor

*Chair:* Diana George, Virginia Tech University

We are living through the most significant moment in the history of writing since the invention of paper. With the creation of the Internet and the mass production of portable wireless composing devices (laptops, netbooks, smart phones), writers can now instantly publish and globally distribute not only what they are thinking, but what they are seeing, what they are listening to, and what they are reading. The shift from paper to screen has enabled unprecedented collaborative projects (i.e., mapping the human genome, Wikipedia); it has also transformed the global economy, erasing industries that once had a presence in every town and neighborhood: the local bookstore, the copy shop, the film developer.

What does the shift from paper to screen mean for those who teach writing? Some see education evolving into the delivery of massive online courses by celebrity scholars; others see it becoming an open-ended process of badge-earning and hurdle-clearing; and still others imagine a future where learning takes place in the context of gaming modules. This session will discuss another possibility, one where the writing classroom becomes a place where the anarchic power of the Internet is harnessed to promote both creative expression and creative thinking.

Professor Miller is the author of *As if Learning Mattered: Reforming Higher Education* (1998) and *Writing at the End of the World* (2005). His published articles concern developing a philosophy of consciousness that promotes transformative teaching and writing practices. He has delivered over fifty invited talks across the country and abroad on how literacy is being redefined by Web 2.0 technologies. His current research concerns “the end of privacy” and how education is being changed as a result of the proliferation of hand-held devices that enable instant publication and global distribution of anything that can be seen or heard. He now publishes exclusively on his website, *text2cloud*
Basic Writing

F.01 Basic Writing, Rhetorical Education, and Civic Engagement

Skybox 201, Second Floor

Chair: Emily Walters, University of Dayton, OH

Speakers: Derek Handley, Community College of Allegheny County, Pittsburgh, PA, “Basic Writing and Conversations within the Community”

Bridget Ann Fahey, St. Ambrose University, Davenport, IA, “Basic Writing and Conversations within the Community”

Jonathan Bush, Western Michigan University, Kalamazoo, “Connecting to Community: Place-Based Pedagogy and the Developmental Writing Classroom”

Information Technologies

F.02 Preparing Graduate Students to Be New Media Composers

Capri 105, First Floor

Chair: Carrie Leverenz, Texas Christian University, Fort Worth

Speakers: Carrie Leverenz, Texas Christian University, Fort Worth, “Build It and They Will Come: Graduate Program Structures that Support New Media Composing”

Joshua Daniel, Texas Christian University, Fort Worth, “The Play of Modes, the Emergence of Meaning: Reading New Media Scholarship”

Joanna Schmidt, Texas Christian University, Fort Worth, “Discovering How to Learn: Complexities of New Media Acquisition”

Joel Overall, Texas Christian University, Fort Worth, “Order and Anarchy: An Emergent Model for Graduate Instruction in New Media”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

F.03 Facilitating First Generation Graduate Student Success: Extending Critical Compassionate Pedagogy to Student Support Services

Capri 106, First Floor

Chair: Corrine Hinton, University of La Verne, CASpeakers: Christine Kourinian, University of La Verne, CA, “Counseling First Generation Graduate Students within the Frameworks of Critical Compassionate Career Counseling, Cultural Competence, and Transition Theory”

Lisa Rodriguez, University of La Verne, CA, “Institutional Considerations for Supporting First Generation Graduate Students: Bringing Compassionate Pedagogy and Student Impact Data to Bear on Strategic Planning”
Corrine Hinton, University of La Verne, CA, “Integrating Critical Compassionate Pedagogy into Graduate Consultant Training Programs”
Jose Perez-Gonzalez, University of La Verne, CA, “Critical Compassionate Tutoring: Approaching First Generation Graduate Student Tutoring Sessions with Cultural, Linguistic, and Rhetorical Awareness”

Language

F.04 “Home? Language”: De-Privatizing African American Oral Based Discourse
Capri 107, First Floor
Chair: Carolyn Handa, University of Alabama, Tuscaloosa, AL
Speakers: Bonnie Williams, Michigan State University, East Lansing, “Students’ ‘Write’ to Their Own Language: Teaching the African American Verbal Tradition as a Rhetorically Effective Public Writing Skill”
Jamila Smith, Eastern Illinois University, Charleston, “‘Injustice Repackaged is Still Injustice’: An Exploration of Intersectionality in the Oral and Written Narratives of Black Mothers and Daughters”
Kedra James, University of Alabama, Tuscaloosa, “‘Talk this Way’: Orality Among First-year Writing Students at Historically Black Colleges and Universities”

Professional and Technical Writing

F.05 Complicating Composition: Technical Communication’s Investments in Public Discourses, Metaphors, and Gendered Bodies
Capri 108, First Floor
Chair: Erin Frost, Illinois State University, Normal
Speakers: Abby Dubisar, Iowa State University, Ames, “Rehabilitating Tech Comm and Feminist Theory: the Undergraduate Classroom as Audience and Context”
Erin Frost, Illinois State University, Normal, “Complicating Efficiency: An Apparent Feminist Perspective on Risk Mediation”
Marie Moeller, University of Wisconsin-La Crosse, “Racing for a Cure: Rhetorics of Disease Prevention, Technical Communication Ethics, and the First-Year Composition Classroom”
Friday, 8:00–9:15 a.m.

Teaching Writing & Rhetoric
F.06 Only Connect: Strategies for Engaging Reluctant, Under-prepared, and Inattentive Writers
Capri 104, First Floor
Chair: Kathleen Cassity, Hawaii Pacific University, Honolulu
Speakers: Jeffrey Breitenfeldt, Hawaii Pacific University, Honolulu, “Writing and Attention”
Travis Margoni, University of Utah, Salt Lake City, “New Media and the Reluctant Writer”
Kathleen Cassity, Hawaii Pacific University, Honolulu

Community, Civic & Public
F.07 Engagement, Education, and Action in the Information Age: Science and the New Ideas of Public Work
Top of the Riviera North, Monaco Tower, 24th Floor
Chair: Gabriel Cutrufello, Swarthmore College, Philadelphia, PA
Speakers: Christian Casper, University of Michigan, Ann Arbor, “‘Mutable Mobility’ and Online Public Communication in Science”
Harrison Carpenter, “How Can Blogging Aid the Public Communication of Science?”
Dickie Selfe, The Ohio State University, Columbus, “Digital Storytelling and Community Engagement: Successful and Unsuccessful Collaborations”
Karla Saari Kitalong, Michigan Technological University, Houghton, “Computer Games as Vehicles for Informal Science Learning”

Information Technologies
F.08 When Digital Vocabularies Select Exclusionary Realities: A Panel IRL
Royale Pavilion 7, First Floor
Chair: Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo
Speakers: Stephen Cohen, University of Louisville, KY, “Yelp me! There Are (Virtually) No Gay People Here: The Dilemma of the Heteronormative Interface”
Research

F.09  From the Public Sphere to the Global Sphere: Extending Composition Across Local and Global Contexts
Royale Pavilion 4, First Floor
Chair: Xiaoye You, The Pennsylvania State University, State College
Scott Chiu, Michigan State University, East Lansing, “Multilingual Composing: Studying Chinese and English Language Practices In and Out of the First-Year Writing Classroom”
Brooke Ricker, The Pennsylvania State University, State College, “Digital Translanguaging: Serbian Students’ Construction of Global and Local Identities on Facebook”
Respondent: Xiaoye You, The Pennsylvania State University, State College

Theory

F.10  Anti-Immigrant Discourse in the Media: Rhetorical Political Action for Gender Equality
Capri 103, First Floor
Chair: Dora Ramirez-Dhoore, Boise State University, ID
Speakers: Alexandra Hidalgo, Purdue University, West Lafayette, IN, “Transformative Multinational Identities: The Rhetoric of Hybridity in Female Immigration”
Dora Ramirez-Dhoore, Boise State University, ID, “Metaphors of Exclusion: ‘Anchor Babies’ and Reproductive Justice”
Kendall Leon, Purdue University, West Lafayette, IN, “‘The New Racism’: Rhetorical Figures of Speech in Governmental Documents”

Writing Programs

F.11  Reidentification: Seeing Students Differently
Capri 109, First Floor
Chair: Jennifer Bay, Purdue University, West Lafayette, IN
Speakers: William Carpenter, High Point University, Greensboro, NC, “Seeing Students as Novice Intellectuals: A Crucible Moment and First-Year Composition”
Cara Kozma, High Point University, NC, “See Students as Novice Intellectuals: A Crucible Moment and First-Year Composition”
Mandy Macklin, California State University, San Bernardino, “Language Diversity and the Public Prerogative: A Case Study of an Expanding FYC Program”
Nigel Medhurst, Fresno City College, CA, “Breathing ROOM for the Basic Skills Brotha”
Theory

**F.12 Cosmopolitanism, Genre, and the L2 Writer**
Capri 110, First Floor

*Chair:* Lisa Bailey, University of South Carolina, Columbia  
*Speakers:* Zsuzsanna Palmer, Old Dominion University, Norfolk, VA, “Diversity Meets Theory: In Search of a Theoretical Framework for Translingual and Transcultural Approaches to Writing”  
Michael Madson, University of Minnesota, Minneapolis, “Genre as Public Action: Definition, Description, and Digitization in L2 GBWI”

Creative Writing

**F.13 Consensus and Community in Creative Writing Classrooms**
Royale Pavilion 6, First Floor

*Chair:* Cynthia Ris, University of Cincinnati, OH  
*Speakers:* Ben Ristow, University of Arizona, Tucson, “Analyzing Creative Workshop as a Productive Contradiction in the Democratic and the Occultic”  
Ryan Wepler, Yale University, New Haven, CT, “Variousness, Complexity, and Difficulty: Aesthetics, Democracy, and the Public Work of Nonfiction Writing”  
Sarah Harris, University of Arizona, Tucson, “Building a Community of Writers: The Creative Writing Workshop Goes Public”

Creative Writing

**F.14 Responses to the Common Core Standards Initiative**
Grande Ballroom C, First Floor

*Chair:* Erin Presley, Eastern Kentucky University, Richmond  
*Speakers:* Debrah Huffman, Indiana University-Purdue University, Fort Wayne, “Upping the Ante: The Common Core and a Role for Composition in Preparing Secondary Educators to Teach Analytical Reading of Nonfiction”  
Jim Webber, University of Nevada, Reno, “Composition’s Discourse of Expertise: The NCTE’s 2009 Response to the Common Core Standards Initiative”  
Erin Presley, Eastern Kentucky University, Richmond, “Connecting Common Core Standards to the Public Outcomes of First-Year Composition”
Institutional and Professional

F.15 Becoming “The Writing Person”: Negotiating Public Identity and Programmatic Perils in Writing Program Administration
Capri 112, First Floor

Chair: Erica Frisicaro-Pawlowski, Daemen College, Kenmore, NY
Speakers: Andrea Deacon, University of Wisconsin-Stout, “Problem or Opportunity?: Negotiating a Writing Center Administrator’s WAC(ky) Public Identity”
Margaret Artman, Western Oregon University, Salem, “Surviving a Coup: Turning Problems into Opportunities”

Research

F.16 Developing Methods for Self-Sponsored Writing Center Assessment
Capri 113, First Floor

Chair: Harry Denny, St. John’s University, Queens, NY
Speakers: Lori Salem, Temple University, Philadelphia, PA, “Protect the Environment: Using Segmentation Analysis to Investigate Students’ Choice to Use or Not Use the Writing Center”
Harry Denny, St. John’s University, Queens, NY, “If You Quantify It, They Will Reward It: Using Quantitative Analysis to Investigate the Influence of the Writing Center Use on Student Success”
Linda Bergmann, Purdue University, West Lafayette, IN, “Where Have We Been and Where Should We Go?”

Teaching Writing & Rhetoric

F.17 Productive Tensions: Ideological Conflict and the Next Generation of Support for Veterans
Capri 114, First Floor

Chair: Sue Doe, Colorado State University, Fort Collins
Speakers: Karen Springsteen, SUNY Potsdam, “Veterans’ Writing and Civilian Witnessing”
Sue Doe, Colorado State University, Fort Collins, “The Student-Veteran Effect: Reanimating the Arts of the Contact Zone”
Lisa Langstraat, Colorado State University, Fort Collins, “Shame, War, and Writing in the Academy”
Theory

F.18 The Construction of Latino, Black, and Asian Masculinities in the Writing Classroom
Capri 111, First Floor

Chair: Collin Craig, Wake Forest University, Winston Salem, NC
Speakers: Damian Baca, University of Arizona, Tucson, “Latino Collegiate Masculinities: Assimilation, ‘Asimilao’ and Subversive Complicity in the Writing Classroom”
Kermit Campbell, Colgate University, Hamilton, NY, “If Only We Could Teach Young Brothers How to Write with Swag”
Asao Inoue, California State University, Fresno, “The Construction of Hmong Masculinity in Fresno State University’s Writing Classrooms”

History

F.19 Private Schools for the Public Good: U.S. Jesuit Higher Education in the 19th and 20th Centuries
Capri 115, First Floor

Chair: Steven Mailloux, Loyola Marymount University, Los Angeles, CA
Speakers: Katherine Adams, Loyola University, New Orleans, “Jesuit Rhetoric and the Teaching of Professional Discourse: The Public Work of Composition”
Cinthia Gannett, Fairfield University, Stratford, CT, “Changing Roles of the Rhetoric Curriculum in Shaping Public Rhetors in U.S. Jesuit Colleges”
Respondent: Ann Green, St. Joseph’s University, Havertown, PA

Theory

F.20 When the Time is Right: Women, Rhetoric, Publics, and Policies
Royale Pavilion 8, First Floor

Chair: Joyce Irene Middleton, Stony Brook University, New York, NY
Speakers: Cheryl Glenn, The Pennsylvanina State University, State College, “Sister Rhetors: Making and Unmaking Public Policy”
Shirley Logan, University of Maryland, College Park, “‘Righteous Discontent’: Women’s Acceptance Speeches as Public Political Statements”
Teaching Writing & Rhetoric

F.21 Affect and Ethics and Their Effect on Teaching Writing
Capri 116, First Floor
Chair: Erin Adamson, University of Kansas, Lawrence
Speakers: Cameron Mozafari, University of Maryland, College Park, “Public Displays of Affect: Theming a First-Year Writing Class on Feelings, Public Memory, and Memorials”
Craig Hulst, Grand Valley State University, Wyoming, MI, “Making the Implicit Explicit: Understanding How Our Personal Ethics Influences Our Teaching”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

F.22 Writing Bridges: Public Conversations about Composition across High School and Post-Secondary Contexts
Grande Ballroom D, First Floor
Chair: Heather Graves, University of Alberta, Edmonton, Canada
Speakers: Bob Broad, Illinois State University, Normal, “Listen to and Learn from Colleagues’ Rhetorical Values to Build Professional Community”
Roger Graves, University of Alberta, Edmonton, Canada, “Conversations about Writing and College Readiness: Ready for What?”
David Slomp, University of Lethbridge, Alberta, Canada, “Making Policy Impacts Public: How Contextual Factors Shape Writing Instruction in Secondary and Post-Secondary contexts”

Teaching Writing & Rhetoric

F.23 Web-based Literacies
Skybox 206, Second Floor
Chair: Megan Bardolph, University of Louisville, KY
Speakers: Casey Soto, University of Massachusetts-Amherst, “The Online Reading and Writing Practices of Four First-Year College Students”
Judith Szerdahelyi, Western Kentucky University, Bowling Green, “Responding to Student Writing: The Impact of Combinations of Multimodal Technologies in a Web-Based Environment”
Megan Bardolph, University of Louisville, KY, “Crafting Literate Lives: Multiliteracies and Transfer of Learning in Composition”
**Community, Civic & Public**

**F.24**  
**Public Scrutiny, Public Response: Rhetorically Arm(or)ing Against the War on Women**  
Skybox 207, Second Floor

*Chair:* Rebecca Hayes, Michigan State University, East Lansing  
*Speakers:* Katie Manthey, Michigan State University, East Lansing, “‘When the Body You See Is Not Your Own’: Rhetoricizing the Fat Female Body as a Space of Agency”  
Rebecca Hayes, Michigan State University, East Lansing, “‘Woman . . . If You Don’t Want to Be Harassed, Stay in the Kitchen’: Street Harassment and Online Rhetorical Resistance”  
Gina Kruschek, North Dakota State University, Fargo, “Fashioning Responses: H&M and *The Girl with the Dragon Tattoo*”  
Elizabeth Birmingham, North Dakota State University, Fargo, “Fangirls Hollaback: Identity as Agency in Online Spaces”

**Basic Writing**

**F.25**  
**Occupying the Language of Remediation: from CSUSB to Deborah Brandt to The Hunger Games**  
Grande Ballroom H, First Floor

*Chair:* Esther Gutierrez, California State University, San Bernardino  
*Speakers:* Robert Diaz, California State University, San Bernardino  
Brisa Galindo, California State University, San Bernardino  
Gina Hanson, California State University, San Bernardino  
DeShonna Wallace, California State University, San Bernardino  
Arturo Tejada, Jr., California State University, San Bernardino  
Sara Scotten, California State University, San Bernardino  
Carol Haviland, California State University, San Bernardino  
Sonia Castaneda, California State University, San Bernardino  
Francesca Astiazaran, California State University, San Bernardino  
Beatrice Ortega, California State University, San Bernardino

**Community, Civic & Public**

**F.26**  
**Rhetorical Analyses of Cultural Phenomena**  
Skybox 208, Second Floor

*Chair:* Thomas Henry, Utah Valley University, Orem  
*Speakers:* Daniel Cleary, Lorain County Community College, Lakewood, OH, “Burkean and Davidsonian Identification in the Rhetoric of Alcoholics Anonymous”  
Tana Schiewer, Virginia Tech, Blacksburg, “Food For Thought: One Researcher’s Experience Applying Theory for the Public Good”

Renea Frey, Miami University, Oxford, OH, “Taking (It) to the Streets: Assemblage and Appropriation in Nineteenth Century Temperance Rhetoric and Occupy Wall Street”

**Academic Writing**

**F.27 Race and Gender: Lessons in Constructing Identity and Responsibility**

Skybox 209, Second Floor

*Chair:* Jessica Restaino, Montclair State University, NJ

*Speakers:*
- Katja Thieme, University of British Columbia, Vancouver, Canada, “Indigenization and Student Writing”
- Robert Terry, University of Louisville, KY, “Public Leadership and Academic Police Writing”
- Shurli Makmillen, University of British Columbia, Vancouver, Canada, “Indigenization and Student Writing”
- Julie Swedin, Yakima Valley Community College, WA, “Issues of Identity and Responsibility: How Do We Create Enlightened Thinkers Who Will Bring about Social Change?”

**Basic Writing**

**F.28 The Work of Scholarship: Hermeneutics in Public and Institutional Arguments on Basic Writing**

Grande Ballroom B, First Floor

*Chair:* Ashley Hannah, West Chester University, PA

*Speakers:*
- William Lalicker, West Chester University, PA, “Agency through Assessment: Developing a Basic Writing Program Strength Quotient”
- Abby Nance, Gardner-Webb University, Mooresboro, NC, “A Tale of Two Classrooms: Practicing Trauma-Sensitive Placement”
- Karen Uehling, Boise State University, ID, “Assessment, Placement, and Access: Framing Arguments from Local and National Histories”
Teaching Writing & Rhetoric

F.29 The Tyranny of Argument: Rethinking the Work of Composition
Grande Ballroom A, First Floor

Co-Chairs: Gian Pagnucci, Indiana University of Pennsylvania, Indiana, PA
Nancy Welch, University of Vermont, Burlington

Speakers: Claude Hurlbert, Indiana University of Pennsylvania, Indiana, PA, “The End of Cultural Supremacy in Composition”
Cristina Kirklighter, Texas A&M University-Corpus Christi, “The Privileging of Traditional Arguments in Academic Gatekeeper Writing: Ethnic and Regional Academic Storytelling Writers at Risk”
Todd DeStigter, University of Illinois, Chicago, “Argumentative Writing and the Matrices of Anxiety”
Kami Day, Retired, Norman, OK, “Everything’s Not an Argument”
Frankie Condon, University of Nebraska-Lincoln, “The Tyranny of Argument: Rethinking the Work of Composition”
David Schaafsma, University of Illinois, Chicago, “The Tyranny of Argument: Rethinking the Work of Composition”

Respondent: Michele Eodice, University of Oklahoma, Norman

Writing Programs

F.30 Going Public: Making Integrated Writing Instruction Visible Across Disciplines, Across the Institution
Skybox 210, Second Floor

Chair: W. Brock MacDonald, Woodsworth College, University of Toronto, Ontario, Canada

Speakers: Leora Freedman, University of Toronto, Ontario, Canada, “Supporting Multilingual Writers through Multiple Literacies”
Andrea Williams, University of Toronto, Toronto, On, “Teaching Writing in the Disciplines: Towards Equitable and Sustainable Collaborations”
Rita Vine, University of Toronto, Ontario, Canada, “Extending Our Reach: Librarians as Teachers and Knowledge Brokers”
W. Brock MacDonald, Woodsworth College, University of Toronto, Ontario, Canada, “The Writing Center as Change Agent in a Time of Austerity”
Friday, 8:00–9:15 a.m.

**Academic Writing**

**F.31 Reaching Out to a Discipline and Profession: Writing and Reading in Nursing Studies**

Skybox 211, Second Floor

*Chair:* Ann Blakeslee, Eastern Michigan University, Ann Arbor  
*Speakers:* Sarah Primeau, Eastern Michigan University, Ann Arbor  
Ann Blakeslee, Eastern Michigan University, Ann Arbor

**Community, Civic & Public**

**F.33 Serving Those Who Serve**

Skybox 212, Second Floor

*Chair:* Kyle Stedman, University of South Florida, Tampa  
*Speakers:* Melissa Faulkner, Cedarville University, Springboro, OH, “Wingman, Leader, Warrior, Writer: A Service Learning Project between a Manual Writing Course and the Air National Guard”  
Holly Baumgartner, Lourdes University, Toledo, OH, “Band of Cousins: The Importance of a Veterans Writing Workshop”

**Teaching Writing & Rhetoric**

**F.34 Sustainability and Composition**

Grande Ballroom F, First Floor

*Chair:* Matthew Newcomb, SUNY New Paltz  
*Speakers:* Matthew Newcomb, SUNY New Paltz, “Sustainability and Style”  
Nicole Hitner, SUNY New Paltz, “Re-applying the Ecology Metaphor: Ecocomposition as Sustainable Pedagogy”  
Christopher Lawrence, SUNY New Paltz, “The First-Year Composition Course as Academic Outreach: Ecocomposition Pedagogy as Sustainable Activism”

**Open Working Meeting of the ENGICOMM SIG**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

*Co-Chairs:* Mya Poe, The Pennsylvania State University, State College  
Neal Lerner, Northeastern University, Boston, MA  
Stephen Bucher, University of Southern California, Los Angeles
G Sessions: 9:30–10:45 a.m.

Featured Speaker

Henry Giroux

Writing the Public Good Back into Education

Grande Ballroom A, First Floor

Chair: Donald Lazere, Cal Poly State University, San Luis Obispo

This session will examine how the ideal of higher education as a public good is losing its claim to legitimacy in a society that increasingly defines market interests as the sole measure of individual and social value and teaching largely as a measurable and instrumental task. Against this view of higher education as an adjunct of business culture, this talk argues for educators to take on the role of public intellectuals willing to engage in creating a formative culture of learning capable of nurturing the capacities to defend higher education as a public good crucial to sustaining a critical citizenry and a democratic society. In the current historical moment, higher education as a democratic public good faces a crisis of enormous proportions. At the center of this crisis, particularly in the United States, is a tension between democratic values and market values, between dialogic engagement and a creeping authoritarianism. Faith in social amelioration and a sustainable future appears to be in short supply as market fundamentalism performs the dual task of using education almost exclusively to train workers for service sector jobs and produce lifelong consumers. This talk will examine the responsibility of academics in dark times, and what it might mean for scholars not only to redefine the meaning of higher education as a public value, but also the promise of academics and critical pedagogy as crucial to developing the formative culture that make a democracy possible. Central to such a challenge is the necessity to define intellectual practice “as part of an intricate web of morality, rigor and responsibility” that enables academics to speak with conviction, enter the public sphere in order to address important social problems, and demonstrate alternative models for what it means to bridge the gap between higher education and the broader society. This is a notion of intellectual practice that refuses both the narrow instrumentality and privileged isolation of the academy, while affirming a broader vision of learning that links
knowledge to the power of self-definition and the critical capacities of administrators, academics, and students to expand the scope of democratic freedoms, particularly as they address the crisis of higher education as part and parcel of the crisis of democracy itself.

Henry Giroux is Global Television Network Chair in Communication Studies and a member of the English and Cultural Studies Department at McMaster University in Hamilton, Ontario. A prolific author, Professor Giroux has been an extremely articulate and passionate advocate for progressive education and has mounted a spirited defense of public education in a time of intense privatization.
Basic Writing

G.01 The Accelerated Learning Program: Deepening the Teaching of Writing to Basic Writers
Skybox 202, Second Floor
Chair: Linda De La Ysla, Community College of Baltimore County, MD
Speakers: Christine W. Heilman, Georgia Gwinnett College, Lilburn, “ALP at GGC”
Linda De La Ysla, Community College of Baltimore County, MD, “ALP at CCBC”

Creative Writing

G.02 Creative Nonfiction and the Public Sphere
Royale Pavilion 4, First Floor
Chair: Doug Hesse, University of Denver, CO
Speakers: Ginger Knowlton, University of Colorado-Boulder, “We Are the Spaces that We Breathe: Creative Nonfiction and Ecopoetics”
Eric Burger, University of Colorado-Boulder, “But What Does It Mean?: Student Engagement with the Lyric Essay”
Tobin Von Der Nuell, University of Colorado-Boulder, “I’ve Got Something to Say: Creative Nonfiction and the Teaching of Voice”
John-Michael Rivera, University of Colorado-Boulder, “The Nonfiction of the Public University”

Research

G.03 Disciplinary Data on Display: Visualizing Keywords in CompPile, Dissertations, and the Writing Studies Tree
Capri 116, First Floor
Chair: Jill Belli, The Graduate Center, CUNY, NY
Speakers: Benjamin Miller, CUNY Graduate Center, NY, “Knowledge Makers in the Making: A Distant Reading of Dissertations”
Amanda Licastro, CUNY Graduate Center, NY, “Tag, You’re It: Visualizing the Writing Studies Tree Folksonomy”
Oriana Gatta, Georgia State University, Atlanta, “Frame by Frame: A Keyword Exploration of Composition Studies’ Inter/Disciplinarity”
Writing Programs

G.04 Writing Center Training, Performative Silence, and Informational Visualization

Grande Ballroom C, First Floor

Chair: Steven Alvarez, University of Kentucky, Lexington

Speakers: Kendra Mitchell, Florida State University, Tallahassee, “Writing Centers, Ethnicity, and Performative Silences: An Ethnography of Selective Aphasia”
Daniel Lawson, Central College, Pella, IA, “Tutors, Ideology, and Error”
Deborah Bertsch, Columbus State Community College, OH, “Preparing Student Writers for a Discourse of Construction: Expanding the Scope of Writing Center Training”

Information Technologies

G.05 Mapping Our Discursive Homes across Disciplinary, National, and Digital Borders

Capri 104, First Floor

Chair: Sherrie Gradin, Ohio University, Athens

Speakers: Lana Oweidat, Ohio University, Athens, “Mapping our Discursive Homes across National Boundaries”
Rachael Montin, Ohio University, Athens, “Mapping our Discursive Homes across Digital Borders”
Lydia McDermott, Ohio University, Athens, “Mapping our Discursive Homes across Disciplinary Borders”

Teaching Writing & Rhetoric

G.06 Multimodal Pedagogies in Digital Media Environments: Websites, LMSs, and Webcasts

Capri 103, First Floor

Chair: Snezana Dzakovic, Iowa State University, Ames

Speakers: Snezana Dzakovic, Iowa State University, Ames, “‘Almost Musical’: Students’ Perceptions of Complex Data Displays in a TEDTalks Webcast”
Jackie Hoermann, Iowa State University, Ames, “Failed Online Publics: Perceptions of Traditional and Socially-Networked LMSs in the Foundational Composition Course”
Research

G.07  The Invisible Made Visible: Web 2.0 and Peer-Conferencing in Writing Courses
Top of the Riviera North, Monaco Tower, 24th Floor
Chair: Erin Zimmerman, Iowa State University, Ames
Speakers: Kathy Rose, Iowa State University, Des Moines, “The Invisible Made Visible: Web 2.0 and Peer-Conferencing in Writing Courses”
Eric York, Iowa State University, Ames, “The Invisible Made Visible: Web 2.0 and Peer-Conferencing in Writing Courses”
Erin Zimmerman, Iowa State University, Ames, “Things that are Invisible are Still Important: Web 2.0 and Peer-Conferencing in Writing Courses”
Sue Pagnac, Iowa State University, Ames, “The Invisible Made Visible: Web 2.0 and Peer-Conferencing in Writing Courses”
Respondent: William Hart-Davidson, Michigan State University, East Lansing

Information Technologies

G.08  When the Distance Is Not Distant: Modeling Best Practices and Maximizing Public Interaction in the Online Course
Grande Ballroom G, First Floor
Chair: Heidi Harris, Eastern Oregon University, La Grande, OR
Speakers: Jessie Borgman, Western Michigan University, Kalamazoo, “Alone and Online: Designing Content and Using PDCs as an Adjunct Instructor of First-Year Writing”
Katherine Ericsson, Washington State University, Pullman, “Using Technologies Outside the CMS to Facilitate Successful Online Group Projects”
Heidi Harris, Eastern Oregon University, La Grande, “Bridging the Gaps: Modeling Best Practices and Mentoring Distant Online Instructors”

Language

G.09  Beyond “English Only”: Language Ideologies and Identities across University Writing Contexts
Capri 106, First Floor
Chair: Dorothy Worden, Penn State University, University Park
Speakers: Yi Zhang, Penn State University, University Park, “Learning to ‘Be’ a Writing Teacher: Legitimate Peripheral Participation for L2 M.A. TESL Students”
Dorothy Worden, Penn State University, University Park, “Global and Local Language Ideologies in a U.S. Law School: Legal Literacy in a Second Language”

Shakil Rabbi, Penn State University, University Park, “Ideologies of ESL and First Language Composition Pedagogies: Constructing Student Identities”

**History**

**G.10** Alternative Histories: Composition and Rhetoric in Secondary Schools and Normal Colleges, 1890–1956

Capri 107, First Floor

**Chair:** Henrietta Rix Wood, University of Missouri-Kansas City

**Speakers:**
- Edward Comstock, American University, Washington, DC, “Towards a Genealogy of Composition: Student Discipline and Development at Harvard in the Late Nineteenth Century”
- Henrietta Rix Wood, University of Missouri-Kansas City, “Composition-Rhetoric’ at Central High School in Kansas City, 1895–1925”
- Elaine Hays, College of the Holy Cross, Princeton, MA, “‘Be Patient, But Don’t Wait!’: Activist Student Journalism at The ‘Colored Normal School’ of Elizabeth City, North Carolina, 1927–1956”

**Community, Civic & Public**

**G.11** A Land without a People: How Composition’s Naturalistic Metaphors Leave the Body Behind

Capri 108, First Floor

**Chair:** Tony Scott, Syracuse University, NY

**Speakers:**
- Nancy Welch, University of Vermont, Burlington
- Eileen Schell, Syracuse University, NY
- Julie Amick, University of North Carolina at Charlotte

**Information Technologies**

**G.12** Institutionalizing Innovation: Collaboration, Class Size, and Conflict

Capri 109, First Floor

**Chair:** Jacqueline Wheeler, Arizona State University, Tempe

**Speakers:**
- Andrea Alden, Arizona State University, Tempe, “21st Century Composition: Digital Writing and Authentic Practice”
- Jeff Holmes, Arizona State University, Tempe, “Collaborative Instruction and Reflective Praxis in Online FYC”
- Jacqueline Wheeler, Arizona State University, Tempe, “‘Who is teaching this class?’ Student Perceptions on Shifting Teaching Spaces”
Community, Civic & Public

G.13 Rhetorics of Religion, Rhetorics of Identity: Enacting Belief in the Writing Center
Capri 110, First Floor

Chair: Mitch Nakaue, The University of Iowa, Ames

Speakers: Mitch Nakaue, The University of Iowa, Ames, “Written on the Face of Things: Radical Alterity and the Theological Imperative to Love”
Lisa Zimmerelli, Loyola University Maryland, Baltimore, “Service-Learning in a Jesuit Writing Center: Enacting a Logic of Compassion and Identity”
Andrea Rosso Efthymiou, Yeshiva University, New York, NY, “Women, Religion, and Literacy: An Ethnographic Study of Peer-Tutors in an All-Women’s Jewish Writing Center”

Respondent: John Duffy, Granger, IN

Teaching Writing & Rhetoric

G.14 Ethos and the Public and Private Work of Teaching Composition in the 21st Century
Grande Ballroom B, First Floor

Chair: Keith Gilyard, The Pennsylvania State University, University Park

Speakers: Christina Santana, Arizona State University, Tempe, “Salesmen Culture and the Ethics of Teaching Composition”
Ersula Ore, Arizona State University, Tempe, “Teacherly Ethos”
Damon Cagnolatti, Cerritos College, Norwalk, CA, “Livin’ Proof to Kick the Truth: Using a Hip Hop Ethos to Build Critical Literacies in a Basic Writing Course”
David Green, Hampton University, VA, “Discussions of Democratic Education, African American Ethos, and Basic Writing”

Theory

G.15 Ecological Productions: Space, Publics, Texts, Identities
Grande Ballroom D, First Floor

Chair: Jerry Petersen, Marygrove College, Oak Park, MI

Speakers: John Whicker, Ohio University, Athens, “Writing’s Complex Productions: Toward an Ecological Model”
Nicole Papaioannou, St. John’s University, Brooklyn, NY, “The Ecology of Growth Spaces: First-Year Writing Students’ Perceptions of Public and Private Writing Environments”
Chris Leary, St. John’s University, Brooklyn, NY, “How Occupy Lost its Body”

Respondent: Sidney Dobrin, University of Florida, Gainesville
Writing Programs

G.16 Leveraging the “Where” of Writing: Forging, Showcasing, and Complicating Community Connections

Royale Pavilion 7, First Floor

Chair: Jim Henry, University of Hawaii, Honolulu

Speakers: Jim Henry, University of Hawaii, Honolulu, “Public-izing Community Connections: Curating Place-based Writing on a WAC Program’s Web Site”
Derek Owens, St. John’s University, Queens, NY, “Writing Program as Sanctuary: Cultivating Student Testimonies as an Ecocultural Imperative”
Pavel Zemliansky, University of Central Florida, Orlando, “‘Boundary Encounters’ and the Work of WAC across Communities”

Theory

G.17 Places, Objects, and Images

Capri 114, First Floor

Chair: Katherine Daily, Arizona State University, Tempe

Speakers: Marni Presnall, University of Alabama, Tuscaloosa, “Evocative Object: School Desk”
Cydney Alexis, University of Denver, CO, “Moving Writing, Shifting Habits: Affective, Material, and Place-Based Inquiries into Writing Practice”
Kuhio Walters, West Chester University of Pennsylvania, “Disturbing Student Pleasure: Catastrophe, Public Vision, and the Photography Problem”

Theory

G.18 The Rhetoric of Settler Colonialism

Capri 111, First Floor

Chair: Scott Richard Lyons, University of Michigan, Ann Arbor

Speakers: Christie Toth, University of Michigan, Ann Arbor, “Tribal College Composition and the Exigency of Settler Colonialism”
Scott Richard Lyons, University of Michigan, Ann Arbor, “Beyond Cultural Rhetoric: Composition and Settler Colonialism”
Dana Nichols, University of Michigan, Ann Arbor, “Reading Settler Colonialism: The Rhetoric of ‘Poverty Porn’”
Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

G.19 Literacy Instruction Meets Intercollegiate Sports

Skybox 201, Second Floor

Chair: Martha Townsend, University of Missouri, Columbia

Speakers: Anne Cruzan, University of Michigan, Ann Arbor, “A FAR’s Perspective: A Faculty Athletics Representative Reflects on Her First Year on the Job”

Amy Perko, Knight Commission on Intercollegiate Athletics, Fayetteville, NC, “A Long-Time Professional Observer’s Perspective: The View from Both Inside and Out”

Martha Townsend, University of Missouri, Columbia, “A WAC/WID Perspective: An Outsider-to-Athletics Ponders the C’s Paucity of Attention to Student-Athletes”

Institutional and Professional

G.20 Student Assessment, Program Assessment, and the Challenges

Capri 113, First Floor

Chair: Natalia Kovalyova, University of North Texas, Dallas

Speakers: Nicholas Behm, Elmhurst College, Bolingbrook, IL, “Policy Reports and Writing Assessment: Unpacking the Color-blind Racism that Permeates Policy Reports Authored by the Educational Testing Service and the National Assessment of Educational Progress”

Michael Zerbe, York College of Pennsylvania, “Assessment of an Undergraduate Professional Writing Major”

Natalia Kovalyova, University of North Texas, Dallas, “Staking Our Claim: The Challenges of High-Stakes Assessment at a New University”

Kate Warrington, University of North Texas, Dallas, “Staking Our Claim: The Challenges of High-Stakes Assessment at a New University”

Information Technologies

G.21 We Are Borg: Composing Processes and Identities

Capri 112, First Floor

Chair: Sheri Rysdam, Utah Valley University, Salt Lake City

Speakers: Angela Laflen, Marist College, Poughkeepsie, NY, “Charting the New World between Whiteboards and Slides: Composing Online with Prezi”

Lauren Regan, Marist College, Poughkeepsie, NY, “Charting the New World between Whiteboards and Slides: Composing Online with Prezi”

Anna Knutson, University of New Mexico, Albuquerque, “Negotiating Metacognition in a Digital Landscape: Multimodal Reflection in the 21st Century Classroom”

Sara Hillin, Lamar University, Beaumont, TX, “Exploring Students’ Cyborgian Abilities in a Multimedia Writing Course”
History

G.22 Historical Roots of Contemporary Language Practices
Capri 115, First Floor

Chair: Tim Green, University of Michigan, Ann Arbor

Mary Payne, The University of Alabama, Tuscaloosa, “Nineteenth-Century Perceptions of Correctness and Their Implications for the Twenty-First Century”
Xinqiang Li, Michigan State University, East Lansing, “Realism in Modern China: History and Discussions”

Community, Civic & Public

G.23 Public Education Alternatives: K-12 and Community Education
Capri 105, First Floor

Chair: Joshua Schriftman, University of Miami, FL

Speakers: Courtney Adams Wooten, University of North Carolina Greensboro, “Homeschooling Cooperatives Complicate Critical Pedagogy and Composition’s Movement into the Public”
Joseph Bartolotta, University of Minnesota, Minneapolis, “Laboring Literacy: How a Literacy Program in One Labor Union Made Writing Public and Turned Workers into Writers and Speakers”
Jennifer Marciniak, University of Louisville, KY, “Literacy on the Backside: The Complex Relationship between Corporate Sponsorship and Migrant Worker Education at Churchill Downs”
Melissa Bender, University of California, Davis, “The Rhetoric of Economics, the Privatization of Education, and the Public Work of Composition”

Basic Writing

G.24 What Kind of Citizens Are We Returning to China?
Skybox 212, Second Floor

Chair: Marylou Gramm, University of Pittsburgh, PA

Speakers: Janine Carlock, University of Pittsburgh, PA, “Developing an Individual Belief System”
Marylou Gramm, University of Pittsburgh, PA, “Chinese Students Coming Out”
Renee Prymus, University of Pittsburgh, PA, “Inquiry as Intellectual Autonomy”
Friday, 9:30–10:45 a.m.

*Teaching Writing & Rhetoric*

**G.25 When the Classroom is Flipped: New Models of Teaching Writing**

Skybox 206, Second Floor

*Chair:* Chris Friend, University of Central Florida, Orlando

*Speakers:* Christina Grimsley, Texas Woman’s University, Denton, “Flipping the Classroom: Investigating its Impact in First-Year Composition”

Chris Friend, University of Central Florida, Orlando, “Implications of Delivery Mode for an Outcomes-Based FYC Curriculum”

Susan Crisafulli, Franklin College, IN, “The Inverted Writing Classroom: The Future of Education”

**Institutional and Professional**

**G.26 First-year Composition, Rhetoric, and the Public University**

Royale Pavilion 8, First Floor

*Chair:* Crystal Colombini, The University of Texas at San Antonio

*Speakers:* Danika Brown, University of Texas, Pan American, “High-Impact Educational Practices as Rhetorical Pedagogy”

Catherine Chaput, University of Nevada Reno, “Local Students in a Global University: An Institutional Perspective”

Crystal Colombini, The University of Texas at San Antonio, “Divided We Struggle: Economics, Ethics, and the ‘Stand-Alone’”

*Teaching Writing & Rhetoric*

**G.27 Understanding Transfer in the First-Year Writing Classroom**

Grande Ballroom H, First Floor

*Chair:* Caitlin Martin, Miami University, Oxford, OH

*Speakers:* Ronda Leathers Dively, Southern Illinois University Carbondale, “Writing About Creating: Charting Pathways for Knowledge Transfer in a Thematic FYC Course”

Caitlin Martin, Miami University, Oxford, OH, “Teaching for Transfer: Self-Assessment, Learning Outcomes, and Reflection as Necessary Components of Student Learning in FYC”

Elizabeth Hollis, Haralson County High School, Tallapoosa, GA, “In a New-er Light: Viewing Transfer in the Age of Common Core and College and Career Readiness”
Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

G.28 Writing in the Sciences, Scientific Thought, and Mentoring Writers
Skybox 207, Second Floor
Chair: David Coad, San Jose State University, CA
Speakers: Christopher Strelluf, University of Missouri, Kansas City, “Engineering Better Writing: Findings from a Cross-Disciplinary Collaboration on Freshman Composition”
Natalie Stillman-Webb, University of Utah, Salt Lake City, “‘Invisible’ Writing Instruction: Mentoring of Graduate Student Writers in the Sciences”
Lynn Chrenka, Ferris State University, Big Rapids, MI, “A Very Public Practice: When Pharmacy Students Write”

Research

G.29 Public Health Claims, Writing in Entomology, and The Legacy of The First Public Normal School
Skybox 208, Second Floor
Chair: Andrea Olinger, University of Illinois at Urbana-Champaign
Speakers: Anna Hensley, Syracuse University, NY, “Indexing Massive Bodies in the ‘Obesity Crisis’: Tracing the Circulation of Public Health Information”
Andrea Olinger, University of Illinois at Urbana-Champaign, “Styling Arthropods: A Sociocultural Account of Writing Styles in Entomology”
Lee Torda, Bridgewater State University, MA, “Meanwhile at Bridgewater: The Real and Possible Legacy of the First Public Normal School”

Professional and Technical Writing

G.30 Exploring Public Plain Language Use in Government, Ethics, and Countercultures
Skybox 209, Second Floor
Chair: Karen Nulton, Drexel University, Philadelphia, PA
Speakers: Derek Ross, Auburn University, AL, “Subverting Plain Language: The Technical Communication of Ecotage”
Russell Willerton, Boise State University, ID, “Plain Language at the Intersection of Writer’s Ethics and Readers’ Rights”
Kathleen Kerr, Virginia Tech, Blacksburg, “Pragmatics and Plain Writing Laws”
Friday, 9:30–10:45 a.m.

**Teaching Writing & Rhetoric**

**G.31 Multi-Modal Blues**
Skybox 210, Second Floor

*Chair:* Jo-Ann Hamilton, City College of New York, NY  
*Speakers:* Jo-Ann Hamilton, City College of New York, NY  
Charlene Cambridge, City College of New York, NY

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**G.32 Writing on Different Soil: Adaptations of Writing and Composition Studies at Three International Sites**
Grande Ballroom F, First Floor

*Chair:* Charles Bazerman, University of California, Santa Barbara  
*Speakers:* Elizabeth Narvaez-Cardona, University of California, Santa Barbara, “Writing Practices in Colombian Higher Education: The Challenges for Composition Curricula”  
Natalia Avila, University of California, Santa Barbara, “Changing Institutional Frames: Building a Culture of Writing at Pontifical Catholic University of Chile”  
James Austin, University of California, Santa Barbara, “Revising Literac(ies) Abroad: Disciplinary Adaptability at the American University in Cairo”

**Teaching Writing & Rhetoric**

**G.33 Interviewing, Free Speech, and Improvisation: Making Sense Live, In Public**
Skybox 211, Second Floor

*Chair:* John Peterson, Stanford University, Palo Alto, CA  
*Speakers:* Mark Baker, University of California, Santa Cruz, “Emerging Political Identities in the Classroom”  
Robin King, University of California, Santa Cruz, “Shared and Diverse Experiences, Face-to-Face”  
Gabrielle Moyer, Stanford University, Palo Alto, CA, “Publicly Unpredictable: Student Interviews”  
John Peterson, Stanford University, Palo Alto, CA, “Free Speech? The Danger and Beauty of Speaking Off the Cuff”
**Teaching Writing & Rhetoric**

**G.34**  **Toward a Sustainable Curriculum: Teaching FYC at the Community College Level with a Focus on Food Politics, Consumption, and the Environment to Promote Critical Literacy**

Royal Pavilion 5, First Floor

*Chair:* Shannon Mondor, College of the Redwoods, Eureka, CA

*Speakers:* Shannon Mondor, College of the Redwoods, Eureka, CA, “Supermarket Pastoral, Food Porn, and the Nutritional Industrial Complex: Nurturing Critical Literacy by Exploring the Rhetoric of Food Politics and Food Security”

Lesley Manousos, College of the Redwoods, Eureka, CA, “The Ordinary Made Extraordinary: Encouraging Semiotic Analysis of Our Fast Food Culture to Promote Critical Literacy”

Robyn Roberson, College of the Redwoods, Eureka, CA, “Trickster Dialectic in Food Knowledge—What Does Environment Have to Do with Food?”

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**G.35**  **Participating in Shaping Meaning: Student Encounters with Scholarly Texts in Writing-about-Writing Courses**

Royal Pavilion 6, First Floor

*Chair:* Laurie McMillan, Marywood University, Scranton, PA

*Speakers:* Marianna Hendricks, University of Texas at El Paso, “Re-Mediating Workplace Writing with Scholarly Readings”

Angie Ford, Montana State University, Bozeman, “Student Responses to Being Trusted with Primary Texts”

Doug Downs, Montana State University, Bozeman, “Rhetoric, Not Modes: The Inadequacy of ‘Critical’ Reading for Writing-about-Writing”

Laurie McMillan, Marywood University, Scranton, PA, “Reading Difficult Texts: Students’ Use of Sources in WAW Courses”

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**Open Working Meeting of the Community Literacy, Service-Learning, and Public Rhetorics SIG**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

*Co-Chairs:* Cindy Mooty, Wayne State University, Macomb, MI

Allen Brizee, Loyola University, Baltimore, MD

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**CCC CONVENTION, LAS VEGAS 2013**  181
H Sessions: 11:00 a.m.–12:15 p.m.

Featured Session

Perspectives on the History and Future of Basic Writing
Grande Ballroom A, First Floor

At this important juncture in our educational history—when access is threatened by economic conditions as well as misinformed perceptions of who and what basic writing is, and can be—this panel aims to provide a long view of the important moments in basic writing’s history, particularly those that portend for its future. Our three featured speakers offer perspectives on the history and possible futures of basic writing from their points of view as scholars of this field’s social, material, and institutional histories. They collectively raise questions such as, how did the nomenclature of “basic” writing develop, and as part of—or against—what cultural circumstances? How do the notions of resistance and assimilation continue to characterize the ways in which programs embrace or reject basic writing and basic writers? In what ways do origin points in the history of basic writing shape the continuing future of this field at institutions of various types and missions? What trajectories for the study and practice of basic writing are the most pressing for twenty-first century scholar-teachers? We hope this panel will encourage audience members to craft their own answers to these important questions, and share those answers as part of the question and answer time following the presentations.

Chair:
Kelly Ritter
University of North Carolina at Greensboro

Andrea Lunsford

George Otte  Mary Soliday  Kelly Ritter
Friday, 11:00 a.m.–12:15 p.m.

**Speakers:**

**Andrea Abernathy Lunsford**
Stanford University, CA, “What’s In a Name: The Development of Basic Writing”

**George Otte**
CUNY School of Professional Studies, NY, “Anything But Basic”

**Mary Soliday**
San Francisco State University, CA, “Where We Were Is Where We Could Be”

**Respondent:** Kelly Ritter, University of North Carolina at Greensboro
Community, Civic & Public

H.02 Narrating, Building, and Framing a Public Space for Literacies—Across Disciplines, Colleges, Public Schools, and Local Communities

Grande Ballroom E, First Floor

Chair: David Marquard, The University of North Carolina at Pembroke

Speakers:
- Teagan Decker, The University of North Carolina, Pembroke, “Literacy and Learning by Way of Listening to the Students”
- Tank Steiner, The University of North Carolina at Pembroke, “Literacy and Student Leadership”
- David Marquard, The University of North Carolina at Pembroke, “Rhetorical Listening across Disciplines and Communities: Putting to Practice the Theoretical Underpinnings within New Literacy Studies”
- Scott Hicks, The University of North Carolina, Pembroke, “Literacy: Bringing the Community Together”

Community, Civic & Public

H.03 Composing the Public (and its Problems): John Dewey and the Public Work of Rhetoric and Composition

Royale Pavilion 4, First Floor

Chair: Paul Lynch, St. Louis University, MO

Speakers:
- Jeff Grabill, Michigan State University, East Lansing, “How to Assemble a Public, Instructions and Devices Included”
- Daniel Richards, University of South Florida, Tampa, “‘I Have a Proposition for You’: The Problems of Composing Heterogeneous Assemblies”
- Paul Lynch, St. Louis University, MO, “Composition as Democratic Experience”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

H.04 Not Either/Or: Civic Rhetoric, Community Engagement, and the Public Work of Composition

Skybox 201, Second Floor

Chair: Joyce Meier, Michigan State University, East Lansing

Speakers:
- Joyce Meier, Michigan State University, East Lansing, “The Space Between: Public Student Composers in Class/Community Settings”
- Leonora Smith, Michigan State University, East Lansing, “Revising the Work of Childhood: A First-Year Composition/Elementary Art Collaboration”
Community, Civic & Public

H.05 Writing and The Politics of Acceleration
Grande Ballroom D, First Floor
Chair: Beverly Neiderman, Kent State University, OH
Speakers: Margaret Shaw, Kent State University, OH, “What Are We Sacrificing in the Move to the Three-Year Degree?”
Uma Krishnan, Kent State University, OH, “Preparing ‘Dual Citizens’ for Tomorrow”
Halle Neiderman, Kent State University, OH, “Politicking Composition”
Beverly Neiderman, Kent State University, OH, “Acceleration Politics and the Role of the Writing Program Administrator”

Information Technologies

H.06 Public Composition in Privatized Digital Spaces
Capri 104, First Floor
Chair: Kaitlin Marks-Dubbs, University of Illinois at Urbana-Champaign
Speakers: Kaitlin Marks-Dubbs, University of Illinois at Urbana-Champaign, “Spreadability and Censorship: Digital Community Standards against Spreading Self-Harm”
Megan Condis, University of Illinois at Urbana-Champaign, “The Politics of Avatars: Disability in Virtual Worlds”

Teaching Writing & Rhetoric

H.07 Composer Agency and Multimodal Composition
Royale Pavilion 7, First Floor
Chair: Anne Wysocki, University of Wisconsin, Milwaukee
Speakers: Matt Davis, University of Massachusetts, Boston, “Preparing for the (Counter) Public: Commonplace Books, Microblogs, and the 2012 Presidential Election”
Timothy Oleksiak, University of Minnesota, Twin Cities, Minneapolis, “This Text is Not For You: Rhetorical Eavesdropping and Multimodal Composition”
Clayton Benjamin, University of Central Florida, Orlando, “Rethinking Composition as Human-Text Interaction”
Respondent: Anne Wysocki, University of Wisconsin, Milwaukee
Basic Writing

H.08 Digital Media and Basic Writing: Enhancing the Work of Composition

Top of the Riviera North, Monaco Tower, 24th Floor

Chair: Sara Webb-Sunderhaus, Indiana-Purdue Fort Wayne

Speakers: Catherine Braun, The Ohio State University at Marion, “Encouraging Inquiry/Challenging Formalism: Remix Assignments in a Basic Writing Class”

Sara Webb-Sunderhaus, Indiana-Purdue Fort Wayne, “A Narrative Can Be Explored in More Ways than One: Digital Media and the Transition From Basic to First-Year Writing”

Nancy F. Pine, Columbus State Community College, OH, “But I’m Just Not Good With Technology: From Resistance to Empowerment in Basic Writing Courses”

Theory


Grande Ballroom G, First Floor

Chair: Sean Morey, Clemson University, SC

Speakers: Sidney Dobrin, University of Florida, Gainesville, “New Media (Complex) Ecology and The New Media Ecological Complex”

Steven Holmes, Clemson University, SC, “Writing Eco-relational Aesthetics”

Sean Morey, Clemson University, SC, “Writing Beyond Nature, Nature Beyond Writing”

John Tinnell, University of Florida, Tallahassee, “Writing Beyond Augmentation: Ecological Models of Human-Technology Relations”

Writing Programs

H.10 Transition and Transfer: Tracing Student Movement through Writing Majors and Across Disciplines

Royale Pavilion 8, First Floor

Chair: Vanessa Alander, Plymouth State University, Madison, NH

Speakers: Donna Scheidt, High Point University, NC, “(Legal) Writing as a Liberal Art in the Undergraduate Writing Major”

Laurie A. Pinkert, Purdue University, Lafayette, IN, “Across the Disciplines and Within: Results of a Study of Graduate Writing Courses”

T J Geiger, Syracuse University, NY, “The Life-Course of Writing Majors: Learning Beyond a Single Course”

Susan Hahn, DePauw University, Carpinteria, CA, “Transfer Studies: From First-Year Composition to Senior Capstone”
Writing Programs

H.11 Making Our Work Public: Creating a New English Major
Skybox 212, Second Floor

Chair: Morgan Gresham, University of South Florida, St. Petersburg
Speakers: Jill McCracken, University of South Florida, St. Petersburg
Morgan Gresham, University of South Florida, St. Petersburg

Information Technologies

H.12 Haunted Places: Composing Possibilities for Democratic Design
Capri 105, First Floor

Chair: Jessica Nastal, University of Wisconsin-Milwaukee
Speakers: Rajendra Panthee, The University of Texas at El Paso, “Inviting Citizen Designers to Design Interface for the Democratization of Online Environments”
Larry Beason, University of South Alabama, Mobile, “Ghosts of Places in Students’ Public Writing”
Erich Werner, Front Range Community College, Fort Collins, CO, “From Rant to Ruin: Composing for the Internet’s Many and Complex Speeds”

Institutional and Professional

H.13 Privatization and Writing Instruction: Venture Philanthropy, for-Profits, and Contingent Self-Advocacy
Capri 106, First Floor

Chair: Nicole McFarlane, Fayetteville State University, NC
Speakers: Glenn Moomau, American University, Washington, DC, “The Public Work of Self-Advocacy: How Writing Faculty Can Change Contingent-Faculty Working Conditions”
Lacey Wootton, American University, Washington, DC, “The Public Work of Self-Advocacy: How Writing Faculty Can Change Contingent-Faculty Working Conditions”
Friday, 11:00 a.m.–12:15 p.m.

**Institutional and Professional**

**H.14 The Public Works of Program Administration: Accreditation and Assessment**

Capri 107, First Floor

*Chair:* Peggy O’Neill, Loyola University Baltimore, MD  
*Speakers:* Peggy O’Neill, Loyola University Baltimore, MD, “The Rhetoric and Reality of Writing Assessment”  
Cindy Moore, Loyola University Baltimore, MD, “Using Outcomes-based Accreditation to Improve Faculty Evaluation”  
Angela Crow, James Madison University, Harrisonburg, VA, “The Giant Data-Pool: Accreditation and Assessment Futures in the Land of Online Learning Resources”

**Writing Programs**

**H.15 Making the Grade: Exploring and Explaining “Failure” in the Composition Classroom and Beyond**

Capri 108, First Floor

*Chair:* Patti Wojahn, New Mexico State University, Las Cruces, NM  
*Speakers:* Laurie Churchill, New Mexico State University, Las Cruces, NM, “Who’s Failing Whom? Programmatic Obstacles to Student Success and Voices from the ‘Failed’”  
Patti Wojahn, New Mexico State University, Las Cruces, NM, “Who’s Failing Whom? Programmatic Obstacles to Student Success and Voices from the ‘Failed’”  
Elizabeth Hodges, Virginia Commonwealth University, Richmond, VA, “Beneath the Behaviors: Explaining Failure Through Survey and Interview”  
Dawn Shepherd, Boise State University, Boise, ID, “Supporting Student Success: Retention, Engagement, and Students Who Repeat First-Year Writing Courses”

**Basic Writing**

**H.16 Toward Consensus: Basic Writing Pedagogy in Community Colleges, from Faculty Development to Active Learning**

Capri 109, First Floor

*Chair:* Jamey Gallagher, Community College of Baltimore County, MD  
*Speakers:* Jamey Gallagher, Community College of Baltimore County, MD, “Faculty Development as Consensus Building”  
Peter Adams, Community College of Baltimore County, MD, “Thinking Our Way Toward a Pedagogy for Basic Writing”
Michelle Zollars, Patrick Henry Community College, Martinsville, VA, “Transforming Colleges and Classrooms through Active Cooperative Learning”

**Theory**

**H.17 Socially Built Environment Surrounding Disability**

Capri 110, First Floor  
*Chair:* Valerie P. Rendel, Lewis University, Romeoville, IL  
*Speakers:* Rebecca Miner, Michigan Technological University, Houghton, “Oppressive Collective Illness Narratives in Online Socially Built Environments”  
Rochelle Gregory, North Central Texas College, Providence Village, TX, “‘Too Autistic?’ or ‘Not Autistic Enough?’: Challenging Identifications of Autistic Students as ‘Living Computers’”

**Basic Writing**

**H.18 Politics, Basic Writing, and the CSU System**

Capri 111, First Floor  
*Chair:* KC Culver, University of Miami, FL  
*Speakers:* Mathew Gomes, Michigan State University, East Lansing, “Foreign Investments: International Student Recruitment and the Modern Utility of Remediation in the CSU System”  
Dan Melzer, California State University, Sacramento, “Ending Remediation: A Critical Discourse Analysis”  
Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo, “Still on the Front Lines: The Battle to Protect Students from a ‘Remedial’ Debate”

**Professional and Technical Writing**

**H.19 Risk, Rhetoric, and Military Legacies in the Town Next Door**

Grande Ballroom B, First Floor  
*Chair:* Julie Staggers, University of Nevada Las Vegas  
*Speakers:* Sam Dragga, Texas Tech University, Lubbock, “Dangerous Neighbors: The Public Impact of Erasive Rhetoric”  
Gwendolyn Gong, Chinese University of Hong Kong, Shatin, “Dangerous Neighbors: The Public Impact of Erasive Rhetoric”  
Julie Staggers, University of Nevada Las Vegas, “Destined to Fail: Military-Industrial Roots of Hanford’s Safety Culture”  
Michele Simmons, Miami University of Ohio, Oxford, “Communicating with the Public in the City Behind the Fence”
Friday, 11:00 a.m.–12:15 p.m.

Theory

H.20 (Re)connecting Reading and Writing: A Cross-Generational Perspective
Grande Ballroom H, First Floor
Chair: Patricia Donahue, Lafayette College, Easton, PA
Speakers: Mariolina Salvatori, University of Pittsburgh, PA, “Reading the 80s”
Patricia Donahue, Lafayette College, Easton, PA, “Re-reading Rhetorical Reading”
Ellen Carillo, University of Connecticut, Waterbury, “Making Reading Visible in Classrooms Across the Disciplines”
Mike Bunn, University of Southern California, Los Angeles, “Reading Like a Writer in the Composition Classroom”

Language

H.21 Advising Resident Multilingual Writers: Challenges, Implications, and New Directions for Research
Capri 112, First Floor
Chair: Tanita Saenkhum, University of Tennessee, Knoxville
Speakers: Robin Murie, University of Minnesota, Duluth, “Bringing the Advisor onto the Instructional Team: A Learning Community for Multilingual Students”
Shawna Shapiro, Middlebury College, Burlington, VT, “College-Preparatory Advising in High School: Who Do Refugee Students Turn to, and Why?”
Tanita Saenkhum, University of Tennessee, Knoxville, “First-Year Composition Placement Advising: Bridging Communication Gaps between Academic Advisors and Resident Multilingual Writers”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

H.22 Making Reading Public in College Writing
Capri 113, First Floor
Chair: John Eliason, Gonzaga University, Spokane, WA
Speakers: Ann Ciasullo, Gonzaga University, Spokane, WA, “The Still-Common Disconnect Between College Reading and Writing”
John Eliason, Gonzaga University, Spokane, WA, “Expanding the Public Sphere for College Reading and Writing”
**Theory**


Capri 114, First Floor

*Chair:* Dominic Ashby, Miami University, Oxford, OH

*Speakers:* Lisa Blankenship, Miami University, Oxford, OH “Ethical Imperatives: Rhetorical Empathy and Public Discourse”
Kevin Rutherford, Miami University, Oxford, OH, “Moving Beyond ‘The Feels’: Activism and Katawa Shoujo”
Dominic Ashby, Miami University, Oxford, OH, “Contextualizing Affiliations: Fluid Insider-Outsider Identities”

**Teaching Writing & Rhetoric**

H.24  Intervention, Response, and the Conditions for Writing

Capri 103, First Floor

*Chair:* Victoria Stay, American Military University/American Public University, Charles Town, WV

*Speakers:* Scott O’Callaghan, Columbus, OH, “Making the Work of Response (More) Public: ‘Authentic Workshops’ of Teachers’ Responses to Student Writing, Shared among Peers”

**Academic Writing**

H.25  Teaching Research as Metadisciplinary Awareness

Capri 115, First Floor

*Chair:* Amanda Irwin Wilkins, Princeton University, NJ

*Speakers:* Amanda Irwin Wilkins, Princeton University, NJ, “Learning a Different Discipline: Boot Camps for Dissertation Writers”
Andrea Scott, Princeton University, NJ, “Responding to the Citation Project: Teaching Source Use in FYC through Metadisciplinary Awareness”
Judith Swan, Princeton University, NJ, “Reading (and Writing) about the Scientific Literature with International Graduate Students”
Keith Shaw, Princeton University, NJ, “Process as Disciplinary Catalyst in Writing Centers”
Friday, 11:00 a.m.–12:15 p.m.

**Teaching Writing & Rhetoric**

**H.26  Pedagogies for The Globalized Classroom**
Grande Ballroom F, First Floor

*Chair:* Margaret Willard-Traub, University of Michigan-Dearborn

*Speakers:*
Margaret Willard-Traub, University of Michigan-Dearborn, “Public Displays: Trans-cultural Pedagogies, Reflective Writing and the Globalized Composition Classroom”

Kyle Nuske, Indiana University of Pennsylvania, “Intercultural Rhetoric: Ideologies of Cultural Comparison and Pedagogical Applications in ESL Writing Classrooms”

Santosh Khadka, Syracuse University, NY, “Multiliterate Composition Framework for the Public Work of Composition”

**Research**

**H.27  Genre and Public Sites**
Capri 116, First Floor

*Chair:* Jonathan Bradshaw, Miami University, Oxford, OH

*Speakers:*
Brenda Rinard, University of California, Davis, “Genre Awareness as a Threshold Concept: Upper-Division Composition and Workplace Transfer”

Kate Pantelides, University of South Florida, Tampa, “Mapping New Public Directions in the Dissertation Genre Ecology”

Jonathan Bradshaw, Miami University, Oxford, OH, “Composing ‘From Here Back’: Antecedent Genres and Rhetorical Pasts”

**Teaching Writing & Rhetoric**

**H.28  The Public Role of Writing and Technology for Multilingual Learners and Writing Teacher Candidates**
Skybox 206, Second Floor

*Chair:* Cate Crosby, University of Cincinnati, OH

*Speakers:*
Cate Crosby, University of Cincinnati, OH, “The Public Role of Writing and Second Language Writing (SLW) Teacher Candidates”

Christine Rosalia, Hunter College, CUNY, NY, “Teacher Preparation in a Hybrid Writing Center”

Myra Goldschmidt, Pennsylvania State University, Brandywine, “Acquiring Public and Private Writing Literacy across Disciplines”
Research

H.29 Composition and Its Publics: Three Moments of Reckoning from 1954–2012
Royale Pavilion 5, First Floor
Chair: Les Perelman, Massachusetts Institute of Technology, Lexington
Jonna Perrillo, University of Texas at El Paso, “Race and Representation in Textbooks for Black Students in the 1960s and 1970s”

Teaching Writing & Rhetoric

H.30 Composing Beyond the Classroom: Situating First-Year Composition in Digital Writing Environments
Skybox 207, Second Floor
Chair: Lisa J. McClure, Southern Illinois University, Carbondale
Robert Neil Calton, Southern Illinois University, Carbondale, “Representing Classical Traits of a Rhetoric-Based Education in Digital Writing Instruction Environments”
Jennifer M. Hewerdine, Southern Illinois University, Carbondale, “Composing the Self: Agency in a Multimodal First-Year Composition Class”

Institutional and Professional

H.31 Asserting the Graduate Student Perspective: Negotiating Identity Issues and Pedagogical Concerns through the Practicum
Skybox 208, Second Floor
Chair: Jens Lloyd, University of California, Irvine
Speakers: Jens Lloyd, University of California, Irvine, “Peer Potential: Camaraderie and Collaboration for New GSIs in the Practicum”
Maureen Fitzsimmons, University of California, Irvine, “Podium Surfing: GSIs and Expectations of the First-Year Writing Course”
Jessie Wirkus, University of California, Irvine, “The Effects of Feedback on GSIs and Collaborative Practices”
Information Technologies

H.32  Gendered Literacy Practices In Digital Spaces
Royale Pavilion 6, First Floor

Chair: Maureen Daly Goggin, Arizona State University, Tempe
Speakers: Amber Nicole Pfannenstiel, Arizona State University, Tempe,
          “Women Reading Romance Novels are Routinely Stereotyped and
          Laughed At”
Jennifer Russum, Arizona State University, Tempe, “Craft Bloggers Perme-
ate the Blogosphere”

Teaching Writing & Rhetoric

H.33  Narrative Genres in an Outcomes-Based World
Skybox 210, Second Floor

Co-Chairs: Elizabeth Kimball, City University of New York, NY
Emily Schnee, Kingsborough Community College (CUNY), NY
Speakers: Elizabeth Kimball, City University of New York, NY, “Pushing
the Limits of Genre: What Can + Should be Taught in First-Year Writing/
Freshman Composition Across Contexts”
Emily Schnee, Kingsborough Community College (CUNY), NY, “The Pol-
itics of Assessing Diverse Genres”

Research

H.34  Writing about Writing, Thinking about Thinking:
Promoting Transfer Within and Beyond First-Year Composition
Skybox 211, Second Floor

Chair: Dana Driscoll, Oakland University, Rochester, MI
Speakers: Christina Hall, Oakland University, Rochester, MI, “Closed-
Ended vs. Open-Ended Prompts: Exploring Responses to Reflective Writing Assignments”
Timothy Briggs, Oakland University, Rochester, MI, “From Alphabetic Texts to Multimodal Texts: The Transfer of Rhetorical Knowledge and Composing Processes”
Marilyn Borner, Oakland University, Rochester, MI, “The Metacognitive Approach: Reflecting Upon the Writing Process to Transfer Knowledge Across Assignments”
**H.35  Paying Attention” to Web 2.0: Social Media and the Public Work of Composition**

Skybox 202, Second Floor

**Chair:** Letizia Guglielmo, Kennesaw State University, Atlanta, GA  
**Speakers:** Mark Gardner, Kennesaw State University, Atlanta, GA, “Social Media and Peer Review: A Case Study of Edmodo in the First-year Composition Classroom”  
Scott Singleton, Kennesaw State University, Atlanta, GA, “Remix: Social Media and Copyright”  
Jessica Price, Kennesaw State University, Atlanta, GA, “‘Hello World. It’s me, Eve.’ Introducing Eve to Web 2.0”  
Julia Mann, Kennesaw State University, Atlanta, GA, “Social Media, Privacy, and the Composition Classroom”  

**H.36  Reading to Lead and Writing to Win: Composing Future Leaders of Character for the U.S. Air Force**

Skybox 209, Second Floor

**Chair:** Jeffrey Collins, USAF Academy, CO  
**Speakers:** Hugh Burns, USAF Academy, CO, “The Public Possibilities of New Media Pedagogy: Shaping Arguments with Digital Video”  
Andrea Van Nort, USAF Academy, CO, “Meeting Outcomes through Rogerian Argumentation and Institutional Collaboration”  
Laura Joan Davies, USAF Academy, CO, “Creating Curriculum that Fits the Place: What the USAFA’s Mission Means to First-Year Writing”  

**H.37  Here Comes the Neighborhood: Re-Inventing the University through Students’ Stories**

Grande Ballroom C, First Floor

**Chair:** Bump Halbritter, Michigan State University, Houghton  
**Speakers:** Jenn Fishmann, Marquette University, Milwaukee, WI, “The Kairos of Sponsorship: Inquiry, Archive, and Emergent Value”  
Bump Halbritter, Michigan State University, East Lansing, “Starting Small: Community Literacy and the Small Liberal Arts College”  
Julie Lindquist, Michigan State University, East Lansing, “The Kairos of Sponsorship: Inquiry, Archive, and Emergent Value”  
**Respondent:** Doug Hesse, University of Denver, CO
Open Working Meeting of the Working-Class Culture and Pedagogy SIG
Room 203, Second Floor
This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.
Chair: William Thelin, University of Akron, OH
**Sessions: 12:30–1:45 p.m.**

**Featured Speaker**

**Co-Sponsored by CCC IP Committee**

**Kenneth Crews**

**Scholarship and Composition as Public Works: Legal Control of Your Own Copyrights**

Grande Ballroom A, First Floor

**Chair:** Jeff Galin, Florida Atlantic University

Copyright law grants automatic legal protection for nearly all original writings, producing a legal regime of control over academic scholarship and student essays alike. Traditionally, copyright has been understood as a means for encouraging authors. In the modern academic world, however, copyright can just as often be an interference with the growth of knowledge. Copyrights are often transferred to publishers and other parties who do not share the goals of authors and researchers, leading to constraints and controls over future uses. As a result, tensions and lawsuits are expanding over the application and meaning of fair use and licensing terms. Often the best solution is for authors of new works to assert control themselves and share their rights. This presentation will explore the changing environment of copyright and the growing struggle over law and contract as means of control. In the end, authors hold the greatest power to prevent copyright conflicts through good stewardship of their own copyrights—by pressing for better contracts with publishers, by adopting new technologies for sharing works, and by choosing publishers and other means of disseminating that support open access of our academic and literary creations. Only through asserting control of our own copyrights can we prevent the constraints that are often claimed by others.

Kenneth Crews joined Columbia University in January 2008 as founding director of the Copyright Advisory Office (CAO). For more than twenty years, Dr. Crews has focused much of his research, policymaking, and teaching on copyright issues. He has published widely on the topic, and he is a frequent speaker at universities and meetings throughout the world. In 2008 he completed a study for the World Intellectual Property Organization (an agency of the United Nations), analyzing copyright statutes applicable to libraries in the laws of more than 150 countries.
Walking the Fine Line between Insult and Injustice: Stories and Strategies for “At Risk” Faculty and Graduate Students
Royale Pavilion 5, First Floor

At this past 4Cs in St. Louis, a number of caucus leaders in conversations and via e-mail expressed their concerns that graduate students and new faculty in identity-based caucuses have experienced injustices in graduate school, on the job market, and as new faculty. All of the caucus leaders of this roundtable have been through similar injustices on their route to tenure and beyond. While MLA developed documents such as the “Guidelines for Good Practice by the Committee on the Literatures of People of Color in the U.S. and Canada,” “The Affirmative Activism Project,” “Resources for Faculty Members of Color Wiki,” and a number of other documents coming from the Committee on the Literatures of People of Color in the United States and Canada, as well as various MLA Task Forces, 4Cs is significantly behind in creating such initiatives and documents. This roundtable will relate stories from the presenters’ experience with academic injustices, as well as invite junior faculty and graduate students to enlighten our 4Cs members on what they have gone through and what needs to be done to improve the conditions of graduate students and new faculty, the largest identity-based populations in all of our caucuses.

Chair: Aja Martinez, Binghamton University-State University of New York

Elaine Richardson

Jessica Barros
Joyce Rain Anderson
Asao Inoue
Speakers:

Elaine Richardson
The Ohio State University, Columbus
“True to the Academic Game: Treacherous Traps, Slippery Slopes, and the Politics of Promotion for (Black) Scholars”

Jessica Barros
Ithaca College, Brooktondale, NY
“No Black in the Union Jack: The Imping of Black Bodies in Academia and the Struggle for Justice”

Joyce Rain Anderson
Bridgewater State University, MA
“You’re Not the Indian I Had in Mind”

Asao Inoue
California State University, Fresno
“Modeling the Minority: Asian/Asian American Perspectives in Academia”

Cristina Kirklighter
Texas A&M Corpus Christi
“Who Do You Really Want for a Faculty Colleague? Latin@ Cuentos of Injustices and New Racism in Academia”

Martha Marinara
University of Central Florida, Orlando
“In, Out, or Peeking Through the Closet Door”

Respondent:
Malea Powell
Michigan State University, East Lansing
Friday, 12:30–1:45 p.m.

**Language**

*I.02 Complexities of Curricula in the “Global” Era: Contesting Remediation across Contexts*

Skybox 212, First Floor

*Chair:* Tony Scott, Syracuse University, NY

*Speakers:* Rachael Shapiro, Syracuse University, NY, “Balancing Contextual Obligations: Designing Basic Writing Curricula in the Global Era”

Iswari Pandey, Syracuse University, NY, “‘Remediation’ and English Writing Across the Borders”

**Teaching Writing & Rhetoric**

*I.03 The High Stakes of “Real Writing”: Digital Citizenship Meets FYC*

Capri 105, First Floor

*Chair:* Megan Fulwiler, The College of Saint Rose, Albany, NY


**Writing Programs**

*I.04 Invitations to Dialogue: Student Involvement in Teaching for Transfer Across and Outside the Composition Sequence*

Capril 106, First Floor

*Chair:* Adrienne Jankens, Wayne State University, Detroit, MI

*Speakers:* Amy Ann Metcalf, Wayne State University, Detroit, MI, “Lateral Transfer in Basic Composition: Making Connections”

Adrienne Jankens, Wayne State University, Detroit, MI, “From Reflective Dialogue to Reflective Practice: Integrating Teaching for Key Concepts and Behaviors in the Introductory Writing Course”

Nicole Guinot Varty, Wayne State University, Detroit, MI, “How Do We Actually Teach for Transfer?: Fostering Student Choice and Inviting Students to Engage”
Writing Programs

I.05  A Writing Center Targets Writing in the STEM Disciplines
Capri 107, First Floor
Chair: Enrico Sassi, North Dakota State University, Fargo
Speakers: Enrico Sassi, North Dakota State University, Fargo, “Establishing a Graduate Disciplinary Writing Consultant (DWC) in the Sciences”
Mary Laughlin, North Dakota State University, Fargo, “Researching Disciplinary Writing and Developing Resources for Writing Center Consultants”
Matt Warner, North Dakota State University, Fargo, “Deploying Writing Consultants as Writing Fellows in Undergraduate ‘Writing in the Sciences’ Classes”

Basic Writing

I.06  Like Salmon Swimming Upstream: Developing Writers, Dams, and Scales
Capri 104, First Floor
Chair: Susan Lowry, Antelope Valley College, Lancaster, CA
Speakers: Scott Covell, Antelope Valley College, Lancaster, CA
Karen Lubick, Antelope Valley College, Lancaster, CA, “Scales: How Student Success is Weighed and Filleted”
Susan Lowry, Antelope Valley College, Lancaster, CA, “Dam(n) Building: The Role Of Public Money and Public Policy in the Stream of Student Success”

Basic Writing

I.07  Reacting, Rallying, Re-imagining: Full-Fledged University Students, Basic Writers No More
Capri 103, First Floor
Chair: Don Kraemer, California State Polytechnic University, Pomona
Speakers: Leonard Vandegrift, California State Polytechnic University, Pomona, “Reacting, Rallying, Re-imagining: On Supporting a Stretched First-Year Composition Program”
Kristy Hodson, California State Polytechnic University, Pomona, “Reacting, Rallying, Re-imagining: On Teaching a Stretched First-Year Composition Course”
John Edlund, California State Polytechnic University, Pomona, “Reacting, Rallying, Re-imagining: On Stretching a First-Year Composition Program”
Community, Civic & Public

I.08 Re-Organizing Graduate Education through Community Engagement

Top of the Riviera North, Monaco Tower, 24th Floor

Chair: Paul Feigenbaum, Florida International University, Miami

Speakers: Chris Gallagher, Northeastern University, Boston, MA, “Academic Expertise and Antiracist Community Engagement”
Jessica Pauszek, Northeastern University, Boston, MA, “Creating Spaces and Redefining Graduate Education through Community Engagement”
Ben Kuebrich, Syracuse University, NY, “Organizer First, Teacher Second, Grad Student Third: Shifting Priorities and Still Getting Done”

Respondent: Steve Parks, Syracuse University, Philadelphia, PA

Information Technologies

I.09 Going Public: Composing New Boundaries of Public and Private Discourses

Grande Ballroom G, First Floor

Chair: Lanette Cadle, Missouri State University, Springfield

Speakers: Michael McGinnis, Wayne State University, Detroit, MI, “The Post-Public Work of Composition”
Patricia Cady, Washington State University, Pullman, “Overhear Over There: Examining the Effects of Cell Phones on Public/Private Communication”
Matthew Bridgewater, Bowling Green State University, OH, “‘We’re hiring!’: Portraying Gender and Age in Corporate Culture Web Pages”
Dawn Armfield, University of Minnesota, Saint Paul, “Ad Infinitum: A Remediation of the Postcard in Postsecret”

Institutional and Professional

I.10 Machine Grading, For-Profit Writing Classes, and Utilitarian Service: Emergent Formations of the Neoliberal University

Capri 108, First Floor

Chair: Marc Bousquet, Emory University, Atlanta, GA

Speakers: Daphne Desser, University of Hawaii, Honolulu, “Responding to the Rise of the Phoenix: Teacher-Training, Critical Pedagogy, and the For-Profit University”
Phyllis Ryder, George Washington University, Takoma Park, MD, “Public Work of Universities: Democracy, Marketing, and Service Learning”
Darin Payne, University of Hawaii, Honolulu, “21st Century Technologies and the Composition Factory”
Writing Programs

I.11 Snapshots of the Field
Capri 109, First Floor

Chair: Barbara Todish, Kean University, Newark, NJ
Speakers: Suellynn Duffey, University of Missouri, St. Louis, “Sites of Writing in Graduate Education”
Susan Youngblood, Auburn University, AL, “Nonprofits and Service Learning: What Projects Do They Want Help With?”
Emily Isaacs, Montclair State University, NJ, “Writing Instruction, Support, and Administration at the U.S. State University: A Comparative Review of 106 Representative Institutions”

Theory

I.12 Shifting Imbedded Perceptions: Non-Western Feminists Writing and Speaking in the Public Sphere
Capri 110, First Floor

Chair: Jessica Enoch, University of Maryland, College Park
Speakers: Cristina Ramirez, University of Arizona, Tucson, “Laureana Wright de Kleinhans: Writing Mexican Women into the History of Rhetoric”
Nicole Khoury, Arizona State University, Tempe, “A Non-Western Rhetorical Articulation of Gendered Citizenship in a Lebanese Feminist Journal”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

I.13 Exploring Cross-Language Work in History, Theory, and Practice: Reworking Languages in Teaching and Research
Royale Pavilion 7, First Floor

Chair: Min-Zhan Lu, University of Louisville, KY
Bruce Horner, University of Louisville, KY, “Redefining Translingual Writing”
LuMing Mao, Miami University of Ohio, Oxford, “Inside the Translingual Norm: Unpacking the What and the How of Translingual Practices”
Institutional and Professional

I.14 From the Front Lines of Composition’s Public Work: Leadership in Two-Year College English Departments

Grande Ballroom B, First Floor

Chair: Jeffrey Andelora, Mesa Community College, AZ
Speakers: Rhonda Grego, Midlands Technical College, Columbia, SC
Eric Bateman, San Juan College, Farmington, NM
Stephen Ruffus, Salt Lake Community College, UT
Jeffrey Andelora, Mesa Community College, AZ

Respondent: Andy Anderson, Johnson County Community College, Overland Park, KS

Institutional and Professional

I.15 Expanding Our Definitions of 21st Century Writing Instruction: Online Conferencing, Academic Service Learning, and Writing/Education

Capri 111, First Floor

Chair: Heidi Stevenson, Northern Michigan University, Marquette
Speakers: Kia Jane Richmond, Northern Michigan University, Marquette
Matthew Kilian McCurrie, Columbia College, Chicago IL
Lisa Eckert, Northern Michigan University, Marquette

Information Technologies

I.16 Experience and Identity Bytes: Researching How Digitization Influences the Development of Future Public Writers

Capri 112, First Floor

Chair: Kate Crane, Texas Tech University, Lubbock
Speakers: Andrea Beaudin, Texas Tech University, Lubbock, “(Re)Emphasizing Experience: Moving Past Lore to Usability in Digital Composition Research”
Ana Krahmer, University of North Texas, Denton, “Beyond Google: Promoting Digitized Primary Sources in Research”
Jason Edwards, University of Arkansas, Little Rock, “e-Books Do a Student Reader Make? Case Study Observations on Technology, Literacy, and Identity”
Kate Crane, Texas Tech University, Lubbock, “(Re)Emphasizing Experience: Moving Past Lore to Usability in Digital Composition Research”

Friday, 12:30–1:45 p.m.
Research

I.17 Research about First-Year and Multilingual Students
Grande Ballroom E, First Floor

Chair: Gita DasBender, Seton Hall University, South Orange, NJ

Speakers:
- James Purdy, Duquesne University, Pittsburgh, PA, “Challenging Public Perceptions: Why First-Year Writing Students Select Research Resources as Their Favorite”
- Gita DasBender, Seton Hall University, South Orange, NJ, “Academic Discourse as a Threshold Concept: Multilingual Students and the Challenge of Textual Engagement”
- Sara Biggs Chaney, Dartmouth College, Hanover, NH, “The Davis Study of First-Year Student Writing at Dartmouth”

Theory

I.18 Expanding the Conversation about Religious Rhetorics: Current Trends, Future Directions
Grande Ballroom C, First Floor

Chair: Beth Daniell, Kennesaw State University, GA

Speakers:
- Tom Deans, University of Connecticut, Storrs, “Sacred Texts, Secular Classrooms, and the Teaching of Theory: Religion and Rhetorical Education”
- Michael-John DePalma, Baylor University, Waco, TX, “Examining the Cultural Functions of Sacred Rhetorics through the Framework of Display: Religion and Rhetorical History”
- Brian Jackson, Brigham Young University, Provo, UT, “Defining Religious Rhetoric: Religion and Rhetorical Theory”
- Lawrence Prelli, University of New Hampshire, Durham, NH, “Rhetorical Features of Green Evangelicalism: Religion and Public Rhetoric”
- Jeffrey Ringer, Lee University, Cleveland, TN, “A Review of the Discussion about Religion in Composition Studies: Religion and Rhetorical Education”
- Elizabeth Vander Lei, Calvin College, Grand Rapids, MI, “The Metaphors We Use to Discuss Religious Rhetorics: Religion and Rhetorical Theory”
- Heather Thomson-Bunn, Pepperdine University, Malibu, CA, “Critical Reflection and Qualitative Data: Religion and Rhetorical Methodology”
Theory

I.19  Kairos and Silence
Capri 113, First Floor

Chair: Paula Gillespie, Florida International University, Miami
Suzan Aiken, Saginaw Valley State University, MI, “Public Uses of Rhetorical Silence as Multi-modal and Feminist Practice”
Craig Rood, Pennsylvania State University, University Park, “Kairotic Collaboration: An Argument for Moments of Silence”

I.20  When the Private Goes Public: Addressing Legal and Medical Rhetoric in Professional and Technical Writing
Capri 114, First Floor

Chair: Jeannie Waller, University of Arkansas, Fayetteville
Speakers: Katherine S. Miles, Texas A&M University-Central Texas, “Legal Rhetoric: Improving the Public Work of Pattern Instructions”
Jacqueline Cottle, Roger Williams University, Rumford, RI, “Legal Rhetoric: Improving the Public Work of Pattern Instructions”
Lorna Gonzalez, Graduate Student, University of California Santa Barbara, “Espoused, Enacted, and Ascribed Values in Innovation Diffusion: Results from a Study of Electronic Health Records”

Language

I.21  The Language and Literacy Diversity Project: Using Linguistic Survey Data to Inform Writing Pedagogy, Writing Research, and Writing Program Assessment
Grande Ballroom D, First Floor

Chair: Jonathan Hall, York College, City University of New York
Speakers: Michelle Cox, Bridgewater State University, MA, “Revising Our Categories: Some Conceptual Questions about Linguistic Diversity and Language Identity”
Steve Simpson, New Mexico Tech, Socorro, “The Language Background Survey: Issues of Construction and Interpretation”
Angela Dadak, American University, Washington, DC, “Classroom Writing Instructors and a Language and Literacy Background Survey: Translingual Pedagogy by the Numbers”
Jonathan Hall, York College, City University of New York, “The Need for a National Instrument: The Language and Literacy Diversity Project”
Teaching Writing & Rhetoric

I.22  Authorship, Writing Spaces, and Shifting Roles
Capri 115, First Floor
Chair: Julia Voss, The Ohio State University, Columbus
Speakers: Kate Latterell, Penn State Altoona, “Can We Get Permission for That? Textbook Authoring in an (Increasingly) eBook World”
Maria Soriano, John Carroll University, Shaker Heights, OH, “When WAC Becomes TAC: The Shifting Roles of FYC Classrooms and Instructors”
Julia Voss, The Ohio State University, Columbus, “‘I don’t like having such a small space for this and a small space for that’: Spaces for Writing on College Campuses”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

I.23  Narrating One’s Way through New Interdisciplinary Perspectives for Ethical Communication
Capri 116, First Floor
Chair: Geoffrey Clegg, Texas A&M University-Commerce
Speakers: Nathan Shepley, University of Houston, TX, “Going Public from Anthropologists’ Scripts: What Compositionists Can Learn from Non-Compositionists about Linking Communities and Research”
Alison Sutherland, Arizona State University, Tempe, “New Disciplinary Infrastructures, New Ideas: Institutional Change and Its Effects on Epistemology”
Helen Lee, University of North Carolina at Chapel Hill, “Career Readiness: Narrative as Road to Ethical Communication in Professional Schools”

Teaching Writing & Rhetoric

I.24  Student Identity and the Practices of First-Year Writing
Skybox 206, Second Floor
Chair: Wioleta Fedeczko, Utah Valley University, Orem
Speakers: Bob Lazaroff, Nassau Community College, NY, “Someone Take the Wheel: Academic Third Space and the Community College Student”
Wioleta Fedeczko, Utah Valley University, Orem, “The School for Dropouts: Defending Access at an Open-Enrollment Campus”
Kelly Fletcher, Clayton State University, Stockbridge, GA, “Public Work: Voices for the Voiceless”
Margaret Fletcher, Clayton State University, Stockbridge, GA, “Public Work: Voices for the Voiceless”
Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

I.25 Expansive Minds and Narrow-Mindedness: Public Schools, Collaboration, and Critical Thinking Assessment

Skybox 207, Second Floor

Chair: Lacey Donohue, University of Southern California, Los Angeles

Speakers:
- Amanda Bloom, University of Southern California, Los Angeles, “Applying Rubrics and Applying Results”
- Lacey Donohue, University of Southern California, Los Angeles, “High School Collaboration and Assessment”
- Christopher Muniz, University of Southern California, Los Angeles, “Curricular Innovation and Limitation”

History

I.26 Creative Publics: Constructing Institutional Histories through Student Voices in the Archives

Royale Pavilion 8, First Floor

Chair: Michelle Niestepski, Lasell College, Wilmington, MA

Speakers:
- Michelle Niestepski, Lasell College, Wilmington, MA, “Ahead of Their Time? Student Voices in the Lasell College Student Newspaper, 1875–1975”
- Tarez Samra Graban, Florida State University, Tallahassee, “‘Creating a desire for knowledge . . .’; Cecilia Hendricks and the Use of Student Voices in Forming College English at Indiana University, 1931–1953”
- Katherine Tirabassi, Keene State College, NH, “Student Voices in the Extracurricular Writing Life of the University of New Hampshire, 1920–1950”

Teaching Writing & Rhetoric

I.27 Minding the Publics and the Work of Composition: Disability, Dysfluency, and Neurodiversity

Royale Pavilion 4, First Floor

Chair: Jay Dolmage, University of Waterloo, Ontario, Canada

Speakers:
- Jay Dolmage, University of Waterloo, Ontario, Canada, “Disabling Economies of Composition”
- Jordynn Jack, University of North Carolina at Chapel Hill, “Rainman, Autism, and the Time-Spaces of Composition”
- Craig A. Meyer, Ohio University, Athens, “Minding the Stutter: Dysfluent Moments, Environments, and Potentials”
History

I.28 Rhetoric, Literacy, and the Historical Public
Skybox 208, Second Floor

Chair: Kristi Melancon, Mississippi College, Clinton

Speakers:
- Timothy R. Dougherty, Syracuse University, NY, “Julius Lester’s ‘The Other Side of the Tracks’: Public Profeminist and Radical Racial Alliance Rhetoric in a 1968 Black Power Newspaper”
- Sarah Klotz, University of California, Davis, “Lydia Sigourney and the Anti-Removal Rhetoric of Sentiment”
- Kristi Melancon, Mississippi College, Clinton, “‘Let the Public Know and Judge’: The New Orleans Tribune as an Alternative Court of Law”

Teaching Writing & Rhetoric

I.29 What Happens in the Classroom Can’t Stay in the Classroom: Helping Working-Class Writers Negotiate Public Rhetorics
Skybox 209, Second Floor

Chair: Sharon Henry, Clemson University, SC

Speakers:
- Jennifer Beech, University of Tennessee at Chattanooga, “Facebook and the Gramscian Organic Intellectual?”
- Gae Lyn Henderson, Utah Valley University, Orem, “Composing Class Distinctions: The Self-Help Manual as Antidote to Suffering”
- Sharon Henry, Clemson University, SC, “Composition Class Warfare: Helping Working-Class Students Navigate Academia”

Research

I.30 The Power of Talk: Using Interviews and Discourse Analysis to Uncover Ideologies about Race, Violence, and Identity in Composition Scholarship and Practice
Skybox 210, Second Floor

Chair: Bethany Davila, University of New Mexico, Santa Fe

Speakers:
- Melinda McBee Orzulak, Bradley University, Peoria, IL, “Disinviting Deficit Ideologies: Beyond That’s Standard, That’s Racist, or That’s Your Mother Tongue”
- Bethany Davila, University of New Mexico, Santa Fe, “What’s Identity Got to Do With It? Instructors’ Talk About Writing and Identity”
I.31 **From Private Practice to Public Work(s): Mindfully Re-visioning Classroom Contact Zones into “Affective Communities”**

Skybox 211, Second Floor

*Chair:* Sarah Sandman, Indiana University-Purdue University Fort Wayne  
*Speakers:* Jeremy Carnes, Ball State University, Muncie, IN, “Collusion and Collision: the Borderlands of Residence Life and the Public Work of the Composition Classroom”  
Sarah Sandman, Indiana University-Purdue University Fort Wayne, “Teaching Students to Slow Down: Using Mindfulness in the Public Space of the Classroom”  
Edward Chambers, Ball State University, Muncie, IN, “Retooling the Contact Zone by Changing First-Year Composition Class to First-Year Community”

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Community, Civic & Public

I.32 **Learning Dangerously: Student Activism in the Classroom**

Skybox 201, Second Floor

*Chair:* Cindy Mooty, Wayne State University, Detroit, MI  
*Speakers:* Sarah Finn, University of Massachusetts Amherst, “Student Activism and Academic Writing: Social Action and the Composition Classroom”  
Tanya Cochran, Union College, Lincoln, NE, “Learning to Speak a Commodious Language: Public Social Activism on a Private College Campus”  
Jill Morstad, Union College, Lincoln, NE, “Learning to Speak a Commodious Language: Public Social Activism on a Private College Campus”  
Alli Hammond, University of Cincinnati, OH, “The Year of Teaching Dangerously: Committing to the Public Work of Civic and Media Literacy”

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Teaching Writing & Rhetoric

I.33 **(Em)bracing the Urge to Read Student Work Differently: A Discussion of the Opportunities Created by Digital Texts**

Grande Ballroom H, First Floor

*Chair:* Benjamin Bogart, University of Louisville, KY  
*Speakers:* Benjamin Bogart, University of Louisville, KY, “What We Have Here is a Failure to Negotiate: New Strategies for Teaching Responsible Reading and Productive Responding in the Writing Classroom”  
*continued on next page*
Jaimie Young, Missouri State University, Springfield, “‘That’s Not How I Talk’: Private Student Revisions in Public Spaces”
Jennifer Klein, Ozarks Technical College, Springfield, MO, “Reassessing the Instructor’s Role as Reader with Online Student Texts”
Margaret Weaver, Missouri State University, Springfield, “‘Seeing’ Student Texts Differently through Visual Intertextuality”

I.34 Sites of Resistance and Disruption: Constructing a Participatory Citizenship through Women’s Rhetorical Agency

Grande Ballroom F, First Floor

Chair: Jacqueline Jones Royster, Georgia Tech, Atlanta

Speakers:
- Lauren Connolly, The University of Texas at El Paso, “Active Citizens, Active Literacies: Participatory Citizenship through Women’s Rhetorical Practices”
- Emma Howes, University of Massachusetts, Amherst, “Re-Examining Literacies in the Carolina Mills: Reading and Writing Appalachian Women’s Identities”
- Lauren Rosenberg, Eastern Connecticut State University, Willimantic, “Disrupting Non-Literacy: Speaking and Writing Toward Greater Civic Participation”

I.35 Changing Perceptions of Writing Program Administrator Authority and Identity in the Past Twenty-Five Years

Royale Pavilion 6, First Floor

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

Speakers:
- Barbara L’Eplattenier, University of Arkansas–Little Rock, “Revisiting ‘Directing Freshman Composition: The Limits of Authority’: A Quarter Century of Change”
- Jonnika Charlton, Edinburg, TX, “Changing Portraits of WPA Identity”
- Amy Heckathorn, Sacramento, CA, “Two Steps Forward, One Step Back: WPAs as Professional Bureaucrats”
Open Working Meeting of the Teaching Adult Writers in Diverse Settings SIG
Room 203, Second Floor
This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited. 
Chair: Sonia Feder-Lewis, St. Mary’s University, St. Paul, MN
**J Sessions: 2:00–3:15 p.m.**

**Featured Session**

**Civic Literacy and Critical Analysis of Source-Based Arguments in the Writing Curriculum**  
Grande Ballroom A, First Floor

**Chair**  
Andrea A. Lunsford  
Stanford University, CA

**Speakers**  
Susan Searls Giroux  
McMaster University, Hamilton, Ontario, Canada,  
“Teaching Civic Literacy and Source-Based Arguments in a Course on Theory of Race and Racism”  
Sandra Jamieson  
Drew University, North Plainfield, NJ, “Source-based Writing and Critical and Analytical Thinking in the Advanced Writing Curriculum”  
Kelly Kinney  
SUNY Binghamton, Binghamton, NY, “What WPAs Have to Say: National and Local Perspectives on Students’ Writing from Sources”  
Donald Lazere  
Cal Poly San Luis Obispo, Knoxville, TN, “Civic Literacy and Critical Analysis of Source-Based Arguments in the Writing Curriculum”
Friday, 2:00–3:15 p.m.

**Community, Civic & Public**

**J.02** Going “Glocal”: Considering Literacies in Isolation  
Royale Pavilion 7, First Floor

*Chair:* Kim Donehower, University of North Dakota, Grand Forks  
*Speakers:*  
Peter Goggin, Arizona State University, Mesa, “Writing in the Fringes: Glocalization and Literacy Sponsorship in Islands (and other Geographical Oddities)”  
Kim Donehower, University of North Dakota, Grand Forks, “The Paradox of Isolation: Rural Literacy, Global Connection, and the Continual Choice to Stay”  

**Community, Civic & Public**

**J.03** Powwows, Prisons, and Pedagogies: Reinvigorating The (Counter)Public Work of Composition  
Skybox 212, Second Floor

*Chair:* Kristin Arola, Washington State University, Pullman  
*Speakers:*  
Anna Plemons, Washington State University, Pullman, “The (Counter)Public and the IRB or How Community Projects Get ‘Schooled’”  
Alanna Frost, University of Alabama, Huntsville, “Multilingual Students, Eportfolios, and (Proto)Public Engagement”  
Kristin Arola, Washington State University, Pullman, “Indigenous (Counter)Public Methodologies”

**Basic Writing**

**J.04** Legitimizing Basic Writers: A Public Conversation  
Capri 105, First Floor

*Chair:* Carolyn Ostrander, Syracuse University, NY  
*Speakers:*  
Deborah Marrott, Utah Valley University, Elk Ridge, “(More) Public Conversations about Writing and Literacy: Renewing the Call for Student-Present Research in Basic Writing”  
Dawn Terrick, Missouri Western State University, St Joseph, “From Private to Public, From Marginal to Mainstream: Legitimizing the Work of the Basic Writing Student”
Academic Writing

J.05 Themes of Performance to Teach Writing Cross Disciplines: Food, Acting, and Performances
Capri 106, First Floor
Chair: Anthony Guy Patricia, University of Nevada, Las Vegas
Speakers: Emily James, Independent Scholar, Nashville, TN, “The Public Work of Consumption: How a Food-Themed Composition Course Can be a Recipe for Student Success”
Kim Freeman, Northeastern University, Somerville, MA, “‘The Play’s the Thing’: Performance, Play, and Publics in Writing in the Disciplines”
Cynthia Fields, Virginia Tech, Blacksburg, “Personal Voice and Polyphony: Engaging Discourses of Power and Community through Letter Writing”
Dan Weinstein, Indiana University of Pennsylvania, “Improvisational Acting as Preparation for Reading”

Academic Writing

J.06 Virtual Publics, Real Argument
Grande Ballroom E, First Floor
Chair: Clancy Ratliff, University of Louisiana at Lafayette
Speakers: Trish Roberts-Miller, University of Texas at Austin, “Erotics of Outrage and the Pleasures of Bad Arguments”
Clancy Ratliff, University of Louisiana at Lafayette, “Conflating Academic and Civic Argument: Composition Textbooks and the Common Core State Standards”
John Jones, West Virginia University, Morgantown, “Writing Information Publics: The Pleasures of the Personal Web”

Basic Writing

J.07 Using Portfolios to Even the Odds: Rethinking the Portfolio Process in Placement, Instruction, and Assessment.
Capri 103, First Floor
Chair: Ken Hayes, Bowling Green State University, OH
Speakers: Ken Hayes, Bowling Green State University, OH, “Reading into FYC: Using Evaluative Norming Practices in Freshman Writing Courses”
Stephen Boston, Bowling Green State University, OH, “Using Portfolios for Placing Students into First-Year Writing Courses: Strengthening Writing Assessment Practices and Student Placement Methods”
Dustin Wenrich, Norfolk, VA, “E-portfolio as Oddsmaker: Portfolios and Formative Assessment in a Digital Environment”
Friday, 2:00–3:15 p.m.

**Community, Civic & Public**

**J.08 Growing Community: Public Writing About Food**
Capri 104, First Floor

*Chair:* Bill Doyle, University of Tampa, FL

*Speakers:* Marta Hess, Georgia State University, Atlanta, “Speaking Outside the Kitchen: Community Cookbooks as Public Discourse”
Mike Pennell, University of Rhode Island, Kingston, “‘Tweet that fish’: Social Media and the Local Food Movement”
Bill Doyle, University of Tampa, FL, “The Foodways Symposium: Connecting Student and Community Voices”

**Information Technologies**

**J.09 Web 2.0 and the Public Work of Composition**
Grande Ballroom G, First Floor

*Chair:* Christine Masters Jach, Purdue University, West Lafayette, IN

*Speakers:* Jeffrey Gerding, Purdue University, West Lafayette, IN, “Visualizing Dissent: Analyzing the Role of Posters in the Occupy Movement”
Hayley Zertuche, Clemson University, SC, “Invasive Species: Neozoon and Composition”
Christine Masters Jach, Purdue University, West Lafayette, IN, “(Kitchen?) Cabinet of Wonders: Pinterest as Everyday Writing”

**Information Technologies**

**J.10 Takin’ It to the Streets: Public Spaces and Public Faces of Multimodal Composition**
Top of the Riviera North, Monaco Tower, 24th Floor

*Chair:* Patricia Ericsson, Washington State University, Pullman, WA

*Speakers:* Patricia Ericsson, Washington State University, Pullman, WA, “Where the Rubber Meets the Road: Taking Multimodal Composition Public”
Elizabeth Edwards, Washington State University, Pullman, “Dancing to a New Beat: Music, Rhetoric, and Multimodality”
Tialitha Macklin, Washington State University, Pullman, “Multimodality in Motion: Moving from the Byway to the Open Highway”
Leeann Hunter, Washington State University, Pullman, WA, “Multimodality Unplugged”

**Writing Programs**

**J.11 Writing as an Academic Skill and a Liberal Art: From High School to College and Beyond**
Royale Pavilion 8, First Floor

*Chair:* Akua Duku Anokye, Arizona State University, Glendale
Speakers: Danielle Zawodny Wetzel, Carnegie Mellon University, Pittsburgh, PA, “Teaching toward Advanced Literacy Practices”
Mary Trachsel, University of Iowa, Iowa City, “Understanding How Our Pedagogy Shapes Students’ Strengths and Weaknesses”

**Writing Programs**

**J.12 Engaged Assessment/Effective Pedagogy:**
*Fostering Community Engagement through Assessment Practices*

Capri 107, First Floor

Chair: Richard Johnson-Sheehan, Purdue University, West Lafayette, IN

Speakers:
- Tristan Abbott, Purdue University, West Lafayette, IN, “The Gradebook as the Enemy of Public Writing”
- Fredrik DeBoer, Purdue University, Lafayette, IN, “The Gradebook as the Enemy of Public Writing”
- Patti Poblete, Purdue University, Lafayette, IN, “Battlegrounds and Common Grounds: First-Year Composition and Institutional Values”

**Theory**

**J.13 Students Rights to Their Own Identities:**
*The Importance of Queerying Language*

Capri 108, First Floor

Chair: Mark McBeth, John Jay College of Criminal Justice, New York, NY

Speakers:
- Glenn Michael Gordon, Columbia College, New York, NY, “Writing About Gender or Sexual Identity When You Didn’t Know You Had One”
- Kimberly Drake, Scripps College, Claremont, CA, “Gender-Neutral Pronouns and the Student Body: Genderqueer Words at a ‘Women’s’ College”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**J.14 Little Did We Know . . . : Using Reflective Practice to Publicize Student Research Processes**

Capri 109, First Floor

Chair: Seth Myers, New Mexico State University, Las Cruces

Speakers:
- Seth Myers, New Mexico State University, Las Cruces
- Matthew Moberly, New Mexico State University, Las Cruces
- Theresa Westbrock, New Mexico State University, Las Cruces
Information Technologies

J.15  Web 2.0 as Public Writing: Composition, Collaboration, and Discourse Community in Social Media
Capri 110, First Floor
Chair: Cara Kozma, High Point University, NC
Speakers: Jennifer Michaels, The Ohio State University, Columbus, “Social Media as Collaborative Research and Invention Sites for Composition Students”
Brian Larson, University of Minnesota, Minneapolis, “Examining a Twitter-Based Discourse Community of Composition Scholars”
Kristin Mock, University of Arizona, Tucson, “Collaborative Blogs as Public Work: Possibilities for the Maker Subculture in Digital Spaces”

Basic Writing

J.16  Trends in Accelerated Learning Programs
Royale Pavilion 4, First Floor
Chair: Robert Miller, The Community College of Baltimore County, MD
Speakers: Monica Walker, The Community College of Baltimore County, MD, “An Analysis of the Results Gathered from the Collected Data”
Cheryl Scott, The Community College of Baltimore County, MD, “A General Overview of the Accelerated Learning Program at CCBC and Nationally”
Robert Miller, The Community College of Baltimore County, MD, “The Creation of the Website and the Process of Gathering Information”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

J.17  Defining Where We Work: The Role of Composition in Discipline Formation
Capri 111, First Floor
Chair: Sarah Frank, University of Texas at Austin
Speakers: Eric Detweiler, The University of Texas at Austin, “-, And, /?: An Empirical Examination of the Disciplinary Relationship Between ‘Rhetoric’ and ‘Composition’”
Mary Hedengren, University of Texas at Austin, “Scaffold for a Discipline: A Creative Writing Studies Journal”
Sarah Frank, University of Texas at Austin, “Disciplining Women’s and Gender Study”
**Theory**

**J.18**  **Sustainability, Food Justice, and Biocentric Rhetorics**  
Capri 112, First Floor  
**Chair:** LauraAnne Carroll-Adler, University of Southern California, Los Angeles  
**Speakers:**  
Anne Rosenthal, Oglethorpe University, Atlanta, GA, “Just Food? Cultural Rhetorics and Politics of Food Justice Movements”  
Lonni Pearce, University of Colorado at Boulder, “Rhetorics of Sustainability and the Problem of Time”  

**J.19**  **The Content of Writing Courses: Popular Culture Themes to Teach Argumentation**  
Capri 113, First Floor  
**Chair:** Jennifer Fisch-Ferguson, Graduate Student, Fenton, MI  
**Speakers:**  
Shannon Howard, University of Louisville, KY, “The TV Superviewer Meets the Conversation Metaphor: Building a Research Scaffold from Multiple Points of View in Pop Culture Narratives”  
Young-kyung Min, University of Washington at Bothell, “Tracing the Rhetoric of Writing Pedagogy: Writing Studies Approach vs. Cultural Studies Approach”  
Randall Fallows, University of California Los Angeles, “Monty Python’s Argument Sketch and the Drawbacks of Either/Or Propositions”

**Institutional and Professional**

**J.20**  **The Undergraduate Major and the New Publics of Rhetoric and Writing Studies**  
Grande Ballroom B, First Floor  
**Chair:** Lois Agnew, Syracuse University, NY  
**Speakers:**  
Linda Ferreira-Buckley, University of Texas at Austin, “When ‘Rhetoric’ and ‘Writing’ Don’t Overlap”  
Glen McClish, San Diego State University, CA, “Or better still, tell us yourself, Gorgias, what your art is . . .’: Establishing a Major in Rhetoric and Writing Studies in a Lean Season”  
Lois Agnew, Syracuse University, NY, “The Useful Constraints of the Undergraduate Writing and Rhetoric Major”
Information Technologies

J.21 **Start Playing Around: Videogames and Pedagogy in a New Key**
Capri 114, First Floor

*Chair:* Jennifer Courtney, Salt Lake Community College, UT  
*Speakers:* Marc Santos, University of South Florida, Tampa, “Kynicism, Gamification, and sf0”  
James Daley, University of Rhode Island, Kingston, “Konami Coding the Classroom: How Gamification and Procedural Rhetoric Can Unlock the Ludic Potential of Student Writing”  
Jason Custer, Florida State University, Tallahassee, “Play and Praxis: Engaging 21st Century Literacies with Videogame-Infused Composition Pedagogy”

Community, Civic & Public

J.22 **Conceptualizing Public Discourse**
Capri 115, First Floor

*Chair:* Joyce King-McIver, Cardinal Stritch University, Milwaukee, WI  
*Speakers:* Jason Swarts, North Carolina State University, Raleigh, “Composing Publics: The Constitutive Work of Composition in an Age of Uncertainty”  
Antonia Massa-MacLeod, University of Wisconsin, Madison, “Sustainability, Material Rhetoric, and the Globalization of Local Knowledge”  
Katie Pryal, University of North Carolina at Chapel Hill, “Making Madness Public: The Genre of Coming Out Stories of the Psychiatrically Disabled”

Teaching Writing & Rhetoric

J.23 **Adventurous Digital Pedagogies: From Multimodality to Classical Rhetoric**
Capri 116, First Floor

*Chair:* Jessica Darkenwald-DeCola, Rutgers University, NJ  
*Speakers:* Julia Mason, Florida Atlantic University, Boca Raton, “Reimagining Progymnasmata: Classical Rhetoric for the Digital Student”  
Jessica Darkenwald-DeCola, Rutgers University, NJ, “Multimodal Composition in the Community College: Moving From and Beyond Students’ ‘Comfort Zone’”

Teaching Writing & Rhetoric

J.24 **Strategies for Public Rhetoric**
Skybox 206, Second Floor

*Chair:* Jeanne Marie Rose, Penn State University, Berks, PA
Speakers: Jeanne Marie Rose, Penn State University, Berks, PA, “Making Time Public: Teaching for Temporal Awareness”
Megan Eatman, University of Texas at Austin, “Personalization and Civic Engagement: Pedagogical Strategies”

History

J.25 Archival Research and the Origins of Composition

Grande Ballroom C, First Floor

Chair: Ryan Skinnell, University of North Texas, Denton

Speakers: Ryan Skinnell, University of North Texas, Denton, “Accreditation and the Origins of Composition”
Michael Michaud, Rhode Island College and Depaul University, North Kingstown, RI, “‘Now I’ll Tell You about the Great Revolution’: Donald Murray and The Transformation of Freshman English at the University of New Hampshire”

Teaching Writing & Rhetoric

J.26 Plagiarism and the Student Author: Publics, Policies, Pedagogies

Grande Ballroom D, First Floor

Chair: Jillian Skeffington, Grant MacEwan University, Edmonton, Alberta, Canada

Speakers: Star Medzerian, Nova Southeastern University, Ft. Lauderdale, FL, “Plagiarism in the Public Sphere: How Popular Discourses Represent Student Authors”
David Reamer, University of Tampa, FL, “Expulsion, Vengeance, and Eternal Damnation: Students’ Visual Representations of Plagiarism”
Jillian Skeffington, Grant MacEwan University, Edmonton, Alberta, Canada, “Plagiarism and Procedural Fairness: Moving from Morality to Education”
Cristine Busser, Nova Southeastern University, Ft. Lauderdale, FL, “Artistry as Originality: A Composition Fellow’s Account of Student Patchwriting”
Teaching Writing & Rhetoric

J.27 Public Discourse as Rhetorical Situation in the First-Year Writing Classroom
Skybox 207, Second Floor
Chair: Lisa Lebduska, Wheaton College, Norton, MA
Speakers: Tanya Rodrigue, Salem State University, MA, “Rhetorical Dwelling in the 2012 Presidential Campaign”
Connie Campana, Wheaton College, Norton, MA, “Writing from the Podium of the World”

Academic Writing

J.28 Approaches to Teaching and Conducting Research: The Possibilities for Student Research
Skybox 208, Second Floor
Chair: Tara Hembrough, Southern Illinois University, Carbondale
Karla Lyles, Georgia Southern University, Statesboro, “The Way Language Works: Using Content Analysis to Teach Students about Research Design, Writing, and the Role of News Media in Public Perception”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

J.29 Using Translingual Pedagogies Across Disciplines to Teach Writing in the Disciplines
Skybox 209, Second Floor
Chair: Brenda Spencer, Ivy Tech Community College, Indianapolis, IN
Speakers: Mellisa Huffman, University of New Mexico, Albuquerque, “Getting on the Same Page: Using an Ethnolinguistically-Informed Heuristic within Collaborative Writing Situations”
Paul Martin, University of Central Florida, Orlando, “Writing across the Curriculum at UCF: An Examination of the Reading, Writing, and Research Process of UCF Faculty from across Disciplines”
Katia Morais, Universidade Federal do Pampa, Rio Grande do Sul, “Translingual Model at Work: A First Step in Brazil”
Academic Writing

J.30 A Campus Collaboration for Critical and Information Literacy: Enhancing the Hybrid/Studio Approach to First-Year Writing

Skybox 210, Second Floor

Chair: Michelle Miley, University of Houston, TX

Speakers: Michelle Miley, University of Houston, TX, “Extending Information Literacy across the Disciplines”
Mary Gray, University of Houston, TX, “Aligning Course Design with the Writing/Research Process”
Kerry Creelman, University of Houston Libraries, TX, “Enhancing Information Literacy through Studio Methodology”

Language

J.31 Language Difference as Resource: An Expanded, Multi-Level Approach to Linguistic Difference in First-Year Composition

Grande Ballroom H, First Floor

Chair: Kim Brian Lovejoy, Indiana University Purdue University Indianapolis

Speakers: Steve Fox, Indiana University Purdue University Indianapolis, “Language Difference in the Major and Beyond”
Kim Brian Lovejoy, Indiana University Purdue University Indianapolis, “Language Difference in the Classroom: A Meaning-Centered Response Model”
Scott Weeden, Indiana University Purdue University Indianapolis, “Language Difference in the Writing Program: Working Toward a Collaborative Language Policy”

Teaching Writing & Rhetoric

J.32 The Working-Class Imperative in the Public Work of Composition: Creating and Critiquing Pedagogies Designed For and Against Working-Class Student Populations

Grande Ballroom F, First Floor

Chair: William Thelin, The University of Akron, OH

Speakers: Genesia Carter, University of New Mexico, Albuquerque, “You Want Me to Write What? Encouraging Working-Class Student Voices through Discourse Analysis”

continued on next page
Jes Hodgson, University of Missouri-Columbia, “Composition Students in the Public Sphere: Is Service Learning Pedagogy Accessible for Working-Class Students?”
Paula Battistelli, Huston-Tillotson University, TX, “Transmitted or Constructed? Exploring Valuations of Working-Class Identity in Freshman Composition Assignments”

**Research**

**J.33** Research on Writing Courses and Novice Writing Teachers
Skybox 211, Second Floor
Chair: Jacqueline Preston, Utah Valley University, Orem
Speakers: Carolyn Wisniewski, University of Tennessee, Knoxville, “How a Rhetoric-Based FYC Curriculum Fails: The Problem of Novice Teachers’ Rhetorical Knowledge”
Jacqueline Preston, Utah Valley University, Orem, “Critical Learning: Theory, Research and Content Underwriting Project-based Approaches In The Teaching of Writing”
Joleen Hanson, University of Wisconsin-Stout, “Composition as an Expansive Site of Cross-Disciplinary Literacy Research”

Basic Writing

**J.34** Troubling Placement in Basic Writing
Royale Pavilion 5, First Floor
Chair: Sarah Kirk, University of Alaska Anchorage
Speakers: Sarah Kirk, University of Alaska Anchorage, “Tracking Student Success: Evaluating a Local Writing Sample as an Additional Placement Tool for Basic Writing Students”
Sean Molloy, Hunter College, CUNY, New York, NY, “‘Caught in the Net of Numbers’: How Mina Shaughnessy Validated High-Stakes Writing Course Exit Test”
Keith Rhodes, Grand Valley State University, Grand Rapids, MI, “Own Your Own Placement: Self-Efficacy and the Public Face of Directed Self-Placement”
Ashley Ludewig, University of Louisville, KY, “(Re)Investigating Writing Apprehension as a Placement Tool: A Qualitative Exploration of Writing Apprehension with First-Year, At-Risk Writers”

Research

**J.35** Necessary Failures: New Contexts
Royale Pavilion 6, First Floor
Chair: I. Moriah McCracken, St. Edward’s University, Austin
**Speakers:** I. Moriah McCracken, St. Edward’s University, Austin, “Failure, Discomfort, and Pushing Through”
Allison D. Carr, University of Cincinnati, OH, “Affecting Failures”

**Respondent:** Asao Inoue, California State University, Fresno

**J.36 The Hazards of Placement Based on Language Tests and on ESL Labels**

Skybox 201, Second Floor

**Chair:** Monique Akassi, Bowie State University, MD

**Speakers:**
- Hem Paudel, University of Louisville, KY, “Difference as a Norm: Toward a Theory of Dialogical Pedagogy in the Context of Increasing Diversity in Student Population”
- Helena Hall, Loras College, Dubuque, IA, “Emerging Academic Writers: What ESL Composition Classes Can Offer”
- Emily Walters, University of Dayton, OH, “Changing College Composition on a Global Scale: The Importance and Re-evaluation of the TOEFL Exam in Regards to Second Language College Students”
- Jennifer Maloy, Queensborough Community College, NY, “Generation 1.5 Students in the Basic Writing Classroom: What Experience Teaches”

**Basic Writing**

**J.37 Fostering Reading Identity for Students in the Developmental Writing Classroom**

Skybox 202, Second Floor

**Chair:** Meghan Sweeney, University of Nevada, Reno

**Speakers:**
- Cheryl Hogue Smith, Kingsborough Community College, CUNY, NY, “Basic Writers as Basic Readers: Addressing Obstacles to Academic Literacy”
- Meghan Sweeney, University of Nevada, Reno, “Fostering Reading Identity for Students in the Developmental Writing Classroom”
- Maureen McBride, University of Nevada, Reno, “Fostering Reading Identity for Students in the Developmental Writing Classroom”

**Open Working Meeting of the Women’s Network SIG**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

**Co-Chairs:** Kristin Bivens, City Colleges of Chicago, IL
Holly Hassel, University of Wisconsin, Wausau
Morgan Gresham, University of South Florida, St. Petersburg
Making Leadership Public: A Roundtable Discussion of Leadership Opportunities in NCTE and CCCC

Grande Ballroom A, First Floor

Chair: Kelly Ritter, University of North Carolina at Greensboro

This proposed featured panel is a continuation of a CCCC 2012 featured panel (E.36, “Gateways to Leadership”). In that 2012 panel, participants briefly shared their stories of becoming leaders in the organization—whether as appointed committee members or chairs, SIG chairs, caucus chairs or members, executive or nominating committee members, conference chairs, or book editors. In these stories, panelists not only emphasized some of the paths to becoming leaders, but also ruminated on the value of getting involved in our organization and/or its affiliates, as well as the need for new members to step up and offer their talents to the membership at large.

This panel in 2012 was well attended (est. 60-80 audience members) and well received, but the panel’s audience in the Q and A, and others at the CCCC business meeting later in the conference, commented that more discussions of this kind were needed, especially in conjunction with some practical information—such as the ways in which certain committees are appointed whereas others are elected, and how members with interests in developing new areas of focus (i.e., new SIGs, caucuses) might get started. In short, there was a call for us to keep this conversation going.

This session responds to this call. It will include a discussion of 4C’s committees; small group discussion at tables, and cross-talk among audience members about leadership issues in general, followed by a Q and A with panelists.
Speakers:
Cheryl Glenn
Penn State University, State College
Rhonda Grego
Midlands Technical College, Columbia, SC
Paul Kei Matsuda
Arizona State University, Tempe
Joyce Irene Middleton
Stony Brook University, New York, NY
Mike Palmquist
Colorado State University, Fort Collins
Paul Puccio
Bloomfield College, NJ
Victor Villanueva
Washington State University, Pullman
Carlos Salinas
University of Texas at El Paso
Clint Gardner
Salt Lake Community College, UT
Shirley Rose
Arizona State University, Tempe
Writing Programs Featured Session

Revising the WPA Outcomes Statement for a Multimodal, Digitally Composed World
Royale Pavilion 5, First Floor
Co-Sponsored by the Council of Writing Program Administrators

Chair: Beth Brunk-Chavez, University of Texas at El Paso

The Council of Writing Program Administrators approved its Outcome Statement for First-Year Composition in April 2000. Since then, it has had a considerable impact on first-year writing programs throughout the U.S., serving as a guide to the establishment of programmatic outcomes in a wide range of secondary and post-secondary institutions (see Harrington et al., 2005; Ericsson, 2006). At last, as Ed White noted in 2006, “(a)fter all those years of listening impatiently while outsiders defined or even attempted to mandate what we do, we now have a statement that is ours” (112). Yet almost since its publication, the Outcomes Statement has been critiqued for its inattention to information literacy (Norgaard, 2002) and its inattention to “emerging technologies” and reinforcement of “print-based expectations” (Selje & Ericsson, 2005: 32-3; see also Oddo & Parmelee, 2008).

While an additional section, “Composing in Electronic Environments,” was added in 2008 to acknowledge the importance of “digital technologies” in students’ composing processes, this addition may not adequately accommodate the growing conviction among many scholars that digital and multimodal compos-
ing affordances are, like the printing press, simply the most recent technology to palpably alter what we mean by "writing."

In response to an energetic debate the WPA listserv over the implications of Dobrin's (2011) review essay "Ecology and Concepts of Technology," CWPA President Duane Roen charged a task force to revisit the Outcomes Statement and to determine whether it required revision to reflect current practices in first-year writing and to serve as a more accurate guide to the writing technologies that encourage students "to consider document design, information organization, and social networking as increasingly integral writing processes" (Klobucar et al., in press).

In this presentation, members of the Task Force will report on the research they have conducted in a variety of institutions nationwide and present a draft of the new learning outcomes for feedback, critique, debate, and discussion.

Speakers:
Joe Bizup
Boston University, MA

Darsie Bowden
DePaul University, Skokie, IL

Dylan Dryer
University of Maine, Orono

Susanmarie Harrington
University of Vermont, Burlington

Respondent:
Kathleen Blake Yancey
Florida State University, Tallahassee
Friday, 3:30–4:45 p.m.

Research

K.03 The Triforce of Wisdom: Student Engagement, Gaming Practices, and Writing Pedagogy
Skybox 205, Second Floor
Chair: Evan Snider, Ball State University, Muncie, IN
Speakers: Jennifer Grouling, Ball State University, Muncie, IN
Stephanie Hedge, Ball State University, Muncie, IN
Evan Snider, Ball State University, Muncie, IN

Community, Civic & Public

K.04 Creating Public Spaces for Veterans’ Voices
Capri 105, First Floor
Chair: Lisa Laangstrat, Colorado State University, Ft. Collins
Speakers: Mariana Grohowski, Bowling Green State University, OH, “Public Absences, Private Presences: Understanding Servicewomen’s use of Digital Communication Technologies”
Sarah Franco, University of New Hampshire, Portsmouth, “The Space Where Private Becomes Public: Rebuilding Communities in Writing Workshops for Veterans”
Kendra Coker, Western Carolina University, Cullowhee, NC, “Public and Private Roles In The University: Supporting Veterans In The Classroom”
Catherine St Pierre, The Ohio State University, Columbus, “Veterans’ Literacy Narratives: What We Learn By Listening”

Community, Civic & Public

K.05 Appropriating Public Voices: Rhetorics of Exclusion in/through/with Science
Capri 106, First Floor
Chair: Maureen Mathison, University of Utah, Salt Lake City
Speakers: Maureen Mathison, University of Utah, Salt Lake City, “When the Voice Speaking Isn’t Your Own: A Rhetorical Analysis of Appropriating Findings”
Susan Sample, University of Utah, Salt Lake City, “The Rhetorical Power of Silence in EOL Conversations: Medicine Dominates Even When Dying Is (Not) Discussed in the Public Domain”
Aaron Phillips, University of Utah, Salt Lake City, “Wyoming’s Wayward Wolves: In the Crosshairs of Ecology and Economics”
Isabel Gardett, University of Utah, Salt Lake City, “Hearings, Committees, and ‘Fake Participation’ at the FDA”
Community, Civic & Public

K.06 Research, Writing, and Service: Empirical Methods and Writing Pedagogy in Civic Engagement Projects
Capri 107, First Floor
Chair: Michele Simmons, Miami University of Ohio, Oxford
Speakers: Ethan Sproat, Purdue University, West Lafayette, IN, “A Dialogical Approach to Service-Learning Writing”
Allen Brizee, Loyola University Maryland, Baltimore, “Mixed-Methods Usability Research as Design Model and Teaching Tool”
Karen Kaiser Lee, Youngstown State University, OH, “Introducing Primary Research Skills to First-Year Composition Students”

Institutional and Professional

K.07 The Public and Private Faces of Composition for Scholars on the Tenure Track: Examining Disciplinary Identity
Capri 103, First Floor
Chair: Lauren DiPaula, Georgia Southwestern State University, Americus
Speakers: Krystia Nora, California University of Pennsylvania, Pittsburgh, “Surveying Composition’s Tenure-Track Scholars: Who We Hope to Be”
Lauren DiPaula, Georgia Southwestern State University, Americus, “Shifting Identities: Challenging the Heart of Composition Studies”
Paul Dahlgren, Georgia Southwestern State University, Americus, “The Tenure Conscious: Becoming Disciplined”

Teaching Writing & Rhetoric

K.08 Digital Infrastructure: Re-Wiring the First-Year Composition Classroom
Capri 104, First Floor
Chair: David Becker, Southeast Missouri State University, Cape Girardeau
Speakers: Katherine Markey, Southeast Missouri State University, Cape Girardeau, “Making It Public: Establishing Student Authority in the Blended FYC Classroom”
Rhyen Campbell, Southeast Missouri State University, Cape Girardeau, “Bridging the Gap Between Social Media and Composition: Using Social Media as a Catalyst for Student Writing”

CCCC CONVENTION, LAS VEGAS 2013 231
Friday, 3:30–4:45 p.m.

Theory

K.09 Learning (Again) from Las Vegas
Top of the Riviera North, Monaco Tower, 24th Floor
Chair: Scot Barnett, Clemson University, SC
Speakers: Jeff Swift, North Carolina State University, Raleigh, “The Strip and Digital Writing: Aspiring for Imperfection”
David Rieder, North Carolina State University, Raleigh, “Pebbles in the Sand: A Las Vegas Allegory of Writing Toward Zero(s and Ones)”
Eric Leake, University of Denver, CO, “Implosions and Nostalgia in Las Vegas”
Scot Barnett, Clemson University, SC, “A Vulgar Extravaganza: Las Vegas and the Ontology of Style”

Writing Programs

K.10 Implications for Culturally-Relevant Writing Program Administration: Revising Public Perceptions of Basic Writers and Linguistic Diversity
Grande Ballroom G, First Floor
Chair: Elaine Richardson, The Ohio State University, Columbus
David E. Kirkland, Michigan State University/New York University, East Lansing, “Inventing Masculinity: A Conversation on Young Black Males, Writing, and Tears”
Staci Perryman-Clark, Western Michigan University, Kalamazoo, “Positioning Students’ Rights as Central to the Mission of University Writing Programs”

Writing Programs

K.11 Expanding Our Community: The Duality of Concurrent Enrollment
Royale Pavilion 6, First Floor
Chair: Carolyn Calhoun-Dillahunt, Yakima Valley Community College, WA
Speakers: Miles McCrimmon, J. Sargeant Reynolds Community College, Richmond, VA
Laura Gabrion, Macomb Community College, Warren, MI
Andy Anderson, Johnson County Community College, Overland Park, KS
Community, Civic & Public

K.12  Teaching Rhetoric as Public Work
Royale Pavilion 7, First Floor

Chair: Keith Walters, Portland State University, OR
Speakers: David Jolliffe, University of Arkansas, Fayetteville, “Helping Struggling Towns and Regions to Reshape Their Rhetorical Image”
Beth Daniell, Kennesaw State University, GA, “Using Rhetoric to Get to Public Projects”
Roger Cherry, The Ohio State University, Columbus, “Studying the Rhetorical Profile of Nonprofit Organizations”

Academic Writing

K.13  Reconciling Genres and Research in School and Work Situational Contexts
Capri 108, First Floor

Chair: Grazzia Maria Mendoza, Zamorano University, Tegucigalpa
Speakers: Laura Wilder, University at Albany, SUNY, NY, “Genre Awareness vs. Acquisition, Genre Description vs. Prescription”
Sibusiso Ndlangamandla, University of South Africa, North Riding, “When Police Become (Post)Graduate Students: A Linguistic and Contextual Analysis of Research Proposals at an Open Distance Learning Institution”

Basic Writing

K.14  Implementing the Guiding Principles of the CCCC Position Statement on Writing Assessment: Lessons Learned from the CUNY Assessment Test of Writing
Capri 109, First Floor

Chair: Raymond Moy, City University of New York, NY
Speakers: Raymond Moy, City University of New York, NY, “The Rubric is the Key”
Frederick DeNaples, City University of New York, NY, “Engage Faculty”
Suan Young, City University of New York, NY, “Improving Teaching and Learning”
**Community, Civic & Public**

**K.15** The Digital Rhetorician as an Agent of Social Change  
Grande Ballroom C, First Floor  
*Chair:* Jim Ridollo, University of Cincinnati, OH  
*Speakers:* Aimee Knight, Saint Joseph’s University, Philadelphia, PA, “The New Rules of Community Engagement”  
Douglas Eyman, George Mason University, Fairfax, VA, “Digital Rhetorics on The Hill: Social Media and Information Flows between the Government and Its Citizens”  

**Academic Writing**

**K.16** The Public Work of Writing, Seeing, and Reading: Composition Sources as Sites of Contention and Social Change  
Capri 110, First Floor  
*Chair:* Bradford Hincher, Georgia State University, Atlanta, GA  
*Speakers:* Purna Banerjee, Millikin University, Decatur, IL, “Ways of Seeing: The Personal-Political Interstices of Autoethnographic Writing Instruction through Viewing Political Documentaries”  
Erin Sagerson, Weatherford College, Decatur, TX, “Writing about (Public) Work: The Proletarian Literary Movement and Contemporary Composition”  
Brian Fehler, Tarleton State University, Fort Worth, TX, “When the First Word is the Last Word: Spike Lee, Katrina, and the Truncation of Transformation”

**Teaching Writing & Rhetoric**

**K.17** And So We Meet Again: A Classroom Approach to Uniting Literature and Rhetoric  
Capri 111, First Floor  
*Chair:* Rachael Zeleny, University of Delaware, Newark  
*Speakers:* Rachael Zeleny, University of Delaware, Newark, “From the Page to the Pulpit: Rhetoric, Public Women and the Nineteenth-Century Novel”  
Andrew Karr, University of Wisconsin-Madison, “Literature in Composition, or Rhetoric in Literature?: An Example from a Gen. Ed. Literature Course”  
Kerry Hasler-Brooks, University of Delaware, Newark, “Literature, Rhetoric, and Textuality: Reconsidering Graduate Studies in English”
Writing Programs

K.18 The WPA Outcomes Statement and the Pursuit of Localism
Grande Ballroom D, First Floor
Chair: Edward White, University of Arizona
Speakers: Norbert Elliot, New Jersey Institute of Technology, Newark, “Localism, Writing Assessment, and Contemporary Validation Practice”
KJ Peters, Loyola Marymount University, Los Angeles, CA, “Dialogue: Inter-Institutional Local Assessment of Student Writing”
Diane Kelly-Riley, Washington State University, Pullman, “Validational Inquiry through the Backdoor”
Lynda Haas, University of California Irvine, “Dialogue: Inter-Institutional Local Assessment of Student Writing”

Theory

K.19 Digital Literacy
Capri 112, First Floor
Chair: Donna Evans, Eastern Oregon University, La Grande
Speakers: Leslie Mackey, Indiana University-Purdue University Fort Wayne, “From Walls to Paper: Defining Design Literacy and Establishing Textual Meaning through Spatial Manipulation”
Pearce Durst, University of Montevallo, AL, “The Serious Work of Play: Ludic Feminism and Digital Composition”
Leslie Bradshaw, University of Massachusetts Amherst, “Getting Read in the Attention Economy: The Digital Subjectivities of Successful Food Bloggers”

Teaching Writing & Rhetoric

K.20 Interviews, Portraiture, and Play: Exploring Students’ Experiences in the Teaching of Writing
Capri 113, First Floor
Chair: Yvonne Wood, Purdue University Calumet, IN
Speakers: Yvonne Wood, Purdue University Calumet, “Promoting Play: Reintroducing Play and Experimentation in the Composition Classroom”
Laura Ellis-Lai, Texas State University-San Marcos, “Portraiture Writing: A Research Methodology that Values First Generation FYC Students’ Lived Experiences”
Michael Moghtader, James Madison University, Harrisonburg, VA, “The Interview as ‘Signature’ Genre and Assignment in Writing Studies”


Friday, 3:30–4:45 p.m.

**Professional and Technical Writing**

**K.21 The Stories We Tell: Reframing Instructional and Institutional Identities**

Capri 114, First Floor

**Chair:** Bonnie Lenore Kyburz, Utah Valley University, Provo

**Speakers:** Christina Bethel, East Carolina University, Greenville, NC, “Creating Student Success? An Exploration of How Composition and Technical Communication Researchers Can Overcome Negative Instructor Identity Framing and Performance in the NC Community College System”

Deirdre Carney, Idaho State University, Pocatello, “Location, Location, Location: The Importance of Institutional Placement of Technical and Professional Writing Programs”

Jennifer Foradori, Idaho State University, Pocatello, “Location, Location, Location: The Importance of Institutional Placement of Technical and Professional Writing Programs”

Robert Frederick, High Point, NC, “Science Writing 2.0: Telling Important Stories in a Noisy Age”

**Community, Civic & Public**

**K.22 Conflict Discourses in Public Deliberations**

Capri 115, First Floor

**Chair:** Jessie Richards, University of Utah, Salt Lake City

**Speakers:** Jessie Richards, University of Utah, Salt Lake City, “Discursive Constructions of National Identity, Rape, and Conflict”

Brian Rogers, University of Utah, Salt Lake City, “Provoking Questions of Identity and Desire: An Ontological Approach to HIV/AIDS Prevention”

**Institutional and Professional**

**K.23 Composing Roles for Scholars, Teachers, and Organizations in Policy Debates**

Royale Pavilion 4, First Floor

**Chair:** Scott Wible, University of Maryland, University Park

**Speakers:** Dahliani Reynolds, Roger Williams University, Bristol, RI, “Changing the Conversation: Composition, NEH Seminars, and Going Public”

Scott Wible, University of Maryland, University Park, “Foreign Language Lessons on Policymaking”

Miles Myers, Institute for Standards, Curricula, and Assessments, Los Angeles, CA, “The Three Requirements for Going Public: Organization, Professionalization, and Action-Oriented Genres”

**Respondent:** Doug Hesse, University of Denver, CO
**Community, Civic & Public**

**K.24** **Stakes, Stakeholders, and Freshman Composition: Communicating Our Programs to Multiple Audiences**

Capri 116, First Floor

*Chair:* Erica Jansen, University of Delaware, Newark  
*Speakers:* Jane Wessel, University of Delaware, Newark, “Appealing to Consumers: How We Communicate with Prospective Students”  
Elizabeth Hillaker Downs, University of Delaware, Newark, “Beyond Consumers: Sharing (or Not) Visions of Freshman Composition with Stakeholders”  
Erica Jansen, University of Delaware, Newark, “Can You Hear Me? Access Points and Audience in Freshman Composition Communications”

**History**

**K.25** **Cooking, Botany, and Journalism: Historical Sites of Feminist Rhetorics**

Skybox 206, Second Floor

*Chair:* Elizabeth Kuechenmeister, Bowling Green State University, OH  
*Speakers:* Grace Wetzel, Wake Forest University, Raleigh, NC, “Winifred Black’s ‘Little Jim’ Campaign: The Role of Journalism in Late Nineteenth-Century Rhetorical Education”  
Elizabeth Kuechenmeister, Bowling Green State University, OH, “Once Around the Pan: Cooking Measurements in the Women’s Rhetorical Tradition”

**Community, Civic & Public**

**K.26** **Finding the Words Together: Interrogating the Deficit Model of Literacy**

Skybox 207, Second Floor

*Chair:* Lauren Bowen, Michigan Technological University, Houghton  
*Speakers:* Lauren Bowen, Michigan Technological University, Houghton, “Lifelong Literacy: A Case for Intergenerational Literacy Classrooms”  
Elisabeth Miller, University of Wisconsin-Madison, “More than Words: Re-thinking Literacy and/or Deficit through Aphasia”  
Yu-Kyung Kang, University of Illinois at Urbana-Champaign, “Undoing Ideologies, Reconstructing Identities: Korean Student Writing Workshops”
Teaching Writing & Rhetoric

K.27 Re-envisioning Reason’s Ethos in Public Works
Skybox 208, Second Floor

Chair: Dana Elder, Eastern Washington University, Cheney

Speakers: Carrie Bates, SUNY Potsdam, “Theoretical Challenges to the Faith-Reason Binary”
Justin Young, Eastern Washington University, Spokane, “Bridging Binaries: The Pathos of Public Discourse and the Logos of the Academy”
Dana Elder, Eastern Washington University, Cheney, “The Rational Rhetoric of Faith”
Jose Cortez, University of Arizona, Tucson, “Opening the Binaries of Ethos with Jim Corder and Kenneth Burke”

Basic Writing

K.28 Navigating the Academic Lingo: Language and Difference in Basic Writing
Skybox 209, Second Floor

Chair: Deborah Teague, Florida State University, Tallahassee

Sarah Stanley, University of Alaska, Fairbanks, “Tajada’s Whisper: Micro, Meso, and Macro Levels of a Parenthetical Limit Situation”
Meredith Singleton, University of Cincinnati, OH, “Exploring the Vernacular Literacy of Community College Students”
Dhruba Neupane, University of Waterloo, Kitchener, Ontario, Canada, “‘Mainstreaming’ Basic Writing Today: Possibilities and Challenges”

Community, Civic & Public

K.29 Oral Histories as Public Work: A Community Publishing Experiment in Rural Pennsylvania
Skybox 210, Second Floor

Chair: Laurie Cella, Shippensburg University, PA

Speakers: Julie Lark, AmeriCorps Vista Program, Shippensburg, PA, “Oral Histories in the Composition Classroom: What Students Gain by Empathetic Listening”
Laurie Cella, Shippensburg University, PA, “Adult Learners Narrating Their Stories: Oral History as a Means Toward Rhetorical Confidence”
Marie Steinbacher, LIU12 Franklin County Literacy Council, Chambersburg, PA, “Literacy Activism as Public Work: An AmeriCorps Vista Perspective”
K.30 Mapping Rhetorical Strategies in the Composition of Public Memory and Identity
Skybox 201, Second Floor
Chair: Ersula Ore, Arizona State University, Tempe
Yazmin Lazcano-Pry, Arizona State University, Tempe, “Protest as Memorialization in Mexico City’s Zócalo”
Clarissa Bonner, Arizona State University, Tempe, “Touring the Prairie: Constructing the Official Memory of Willa Cather”

K.31 A Critical Lens on Service-Learning
Skybox 202, Second Floor
Chair: Cynthia (Cindy) Gomez, Hodges University, Naples, FL
Speakers: James Anderson, University of Arkansas, Fayetteville, “Problematic and Productive Places: Critical Place-Based Pedagogy in College Composition”
Veronica House, University of Colorado Boulder, “Food, Composition, and Service-Learning: Connecting Students to Grassroots Community Initiatives”
Jennifer Jeanfreau, Loyola University of New Orleans, LA, “Is Service Learning a Means of Overcoming or Reinforcing Prejudices?”
Alexis Ramsey, Eckerd College, St. Petersburg, FL, “Writing for Social Change: Critical Reflection, Service Learning, and the Composition Course”

K.32 The Writing Center as Public Space: Developing Writing Identities Across Disciplines
Royale Pavilion 8, First Floor
Chair: Justin Bain, Colorado University, Denver
Speakers: Caitrin Blake, Colorado University, Denver, “Drafting in Public: Audience Awareness for WAC Students”
Justin Bain, Colorado University, Denver, “Stranged Discourses: Writing Centers as Public Sites for WAC/WID”
Jonathan Clark, Colorado University, Denver, “Writing Center as Interdisciplinary Space: Developing Writing Identities”
Selena Dickey, Colorado University, Denver, “Reflexive Thinking and Public Discourse”
Friday, 3:30–4:45 p.m.

Teaching Writing & Rhetoric

K.33 Student Histories Matter: Archival Research in the Composition Classroom
Grande Ballroom H, First Floor
Chair: Lois Agnew, Syracuse University, NY
Speakers: Kathryn Navickas, Syracuse University, NY, “Feminist Writing Assignments: Locating Student Histories in the Archives”
Laura Michael Brown, The Pennsylvania State University, State College, “Community as ‘Text’: Teaching Archival Research for Civic Engagement”
Lavina Ensor, University of North Carolina at Greensboro, “Making and Telling Stories: How Digital Archive Projects Help Students”

Research

K.34 Designing a Multi-Institutional Cross-Disciplinary Study in Information Literacy
Grande Ballroom B, First Floor
Chair: Rachael Geary, Texas Woman’s University, Denton
Speakers: Katt Blackwell-Starnes, Georgia Southern University, Statesboro, “First I’ll Go to Google: Insight into Student Search Habits from the LILAC Project”
Janice Walker, Georgia Southern University, Statesboro, “Report from the LILAC Project: Designing a Study of Student Information-Seeking Behaviors”
Eleanor Haynes, Georgia Southern University, Statesboro, “Navigating Institutional Review Board Approval for a Multi-Institutional Cross-Disciplinary Study”

Institutional and Professional

K.35 Building, Analyzing, and Sustaining Writing Programs in the U.S.
Grande Ballroom F, First Floor
Chair: Yuko Itatsu, University of Tokyo, Japan
Speakers: Yuko Itatsu, University of Tokyo, Japan, “Aiming High: Constructing a Native Level English Curriculum for International Students in Japan”
Minal Singh, University of Texas, El Paso, “Making a Virtuous Argument for FYC Visibility: Technology Aids the WPA”
K.36  Charisma Studies, Cognitive Studies, and the Composing Brain
Skybox 212, Second Floor
Chair: Molly Daniel, Florida State University, Tallahassee, FL
Speakers: Carmen Christopher Caviness, Meredith College, Greensboro, NC, “Meeting of the Minds: Extended Cognition and the Public Space of the Composition Classroom”
Kathryn Wozniak, DePaul University, Chicago, IL, “Making the ‘Composing Brain’ Public: Raising Awareness of Cognitivist Composition Research in Psychology, Neuroscience, and HCI (and Vice Versa)”
Thomas Reynolds Jr., Northwestern State University of Louisiana, Natchitoches, “Contemporary Charisma Studies: Toward a New Rhetoric of Elocution?”

Information Technologies

K.37  Reporting on Best Practices in Online Writing Instruction (OWI): Six-Year Research Results from the CCCC Committee for Best Practices in OWI
Skybox 211, Second Floor
Chair: Lisa Meloncon, University of Cincinnati, OH
Speakers: Leslie Olsen, Bellevue University, Everett, WA, “Administrative and Training Issues”
Scott Warnock, Drexel University, Riverton, NJ, “Pedagogy Theories and Strategies for OWI”
Sushil Oswal, University of Washington Tacoma, “Accessibility Issues in OWI”
Diane Martinez, Utah State University, Logan, “Student Preparation for OWI”
Beth Hewett, University of Maryland University College, Adelphi, MD; CCCC Committee Best Practices in OWI, “Framing the Best Practices in OWI Report”

K.38  Think-Tank for Newcomers Developing Papers and Sessions for CCCC 2014
Grande Ballroom E, First Floor
Chair: Paul Hanstedt, Roanoke College, Lexington, VA
Open Working Meeting of the Language, Linguistics, and Writing SIG
Skybox 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

Co-Chairs: Deb Rossen-Knill, University of Rochester, NY
Craig Hancock, SUNY, NY

Indianapolis, IN 2014

JW Marriott/Marriott
March 19–22, 2014

For Program Proposal Deadline visit
www.ncte.org/cccc/conv

See You There!!
CCCC Awards/
Recognition Reception

Grandé Ballroom A, First Floor
5:00–6:30 p.m.

Chair: Howard Tinberg, Program Chair/CCCC Associate Chair, Bristol Community College, Fall River, MA

At this reception we announce the winners of the 2013 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in TETYC, the Nell Ann Pickett, and others. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

AWARDS PRESENTATIONS

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: Deborah W. Minter, University of Nebraska, Lincoln
Jonathan Alexander, University of California, Irvine
Melody A. Bowdon, University of Central Florida, Orlando
Barbara E. L’Eplattenier, University Of Arkansas-Little Rock
Shevaun E. Watson, University of Wisconsin-Eau Claire

Previous Award Winners

Bruce Horner, Min-Zhan Lu, and Paul Kei Matsuda, Cross-Language Relations in Composition

2011  Xiaoye You, Writing in the Devil’s Tongue: A History of English Composition in China

2010  David Gold, Rhetoric at the Margins: Revising the History of Writing Instruction in American Colleges, 1873-1947
Friday, 5:00–6:30 p.m.

2009  Charles Bazerman, *Handbook of Research on Writing: Society, School, Individual, Text*
John M. Duffy, *Writing from These Roots: Literacy in a Hmong-American Community*

2008  Sharon Crowley, *Toward a Civil Discourse: Rhetoric and Fundamentalism*

For a listing of winners prior to 2008, please visit http://www.ncte.org/cccc/awards/oba

**JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD**

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

**Berlin Outstanding Dissertation Award Committee**

*Chair:*  Renee Moreno, California State University, Northridge
Kristin Arola, Washington State University, Pullman
Charlotte A. Hogg, Texas Christian University, Fort Worth
Lisa King, University of Tennessee, Knoxville
Meredith J. Lee, Leeward Community College, HI

**Previous Award Winners**

2012  Ana Maria Wetzl, “L2 Writing in the L1 Composition Course: A Model for Promoting Linguistic Tolerance”
2011  Carolyn J. Fulford, “Writing Across the Curriculum Program Development as Ideological and Rhetorical Practice”
2009  Eric D. Turley, “The Scientific Management of Writing and the Residue of Reform”
2008  Katherine E. Tirabassi, “Revisiting the Current-Traditional Era: Innovations in Writing Instruction at the University of New Hampshire, 1940-1949”

For a listing of winners prior to 2008, please visit http://www.ncte.org/cccc/awards/berlin

**THE RICHARD BRADDOCK AWARD**

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition...*
and Communication, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee

Chair: Anis S. Bawarshi, University of Washington, Seattle
Paul Kei Matsuda, Arizona State University, Tempe
Teresa M. Redd, Howard University, Washington, D.C.
Rochelle (Shelley) Rodrigo, Old Dominion University, Norfolk, VA
Christopher J. Thaiss, University of California at Davis

Previous Award Winners
2010  Shevaun E. Watson, “Good Will Come of This Evil”: Enslaved Teachers and the Transatlantic Politics of Early Black Literacy,” September 2009

For a listing of winners prior to 2008, please visit http://www.ncte.org/cccc/awards/braddock

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Outstanding Dissertation Award in Technical Communication Committee

Chair: William Banks, East Carolina University, Greenville, NC
Huiling Ding, North Carolina State University, Raleigh
Angela Haas, Illinois State University, Normal
Previous Award Winners
2012  Joy Santee
2011  Colleen Derkatch
2010  Rebekka Andersen
2009  Jonathan Buehl
2008  Lara Varpio

For a listing of winners prior to 2008, please visit http://

TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

Technical and Scientific Communication Awards Committee
Chair:  Michelle F. Eble, East Carolina University, Greenville
        Stuart Blythe, Michigan State University, East Lansing
        Joyce Locke Carter, Texas Tech University, Lubbock
        Heather Shearer, University of California, Santa Cruz
        Stewart Whittemore, Auburn University, AL

Previous Award Winners
2012
Best Book in Technical or Scientific Communication: Brad Mehlenbacher, Instruction and technology: Designs for everyday learning
Best Original Collection of Essays in Technical or Scientific Communication: Margaret Hundleby and Jo Allen, Assessment in Technical and Professional Communication


2010


2009


Best Original Collection of Essays in Technical or Scientific Communication: No award given.

Best Article Reporting Historical Research or Textual Studies in Technical or Scientific Communication: No award given.


Best Article on Philosophy or Theory of Technical or Scientific Communication:
Friday, 5:00–6:30 p.m.


2008


For a listing of winners prior to 2007, please visit http://www.ncte.org/cccc/awards/techsci

**WRITING PROGRAM CERTIFICATE OF EXCELLENCE**

This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.
2012–2013 Writing Program Certificate of Excellence Committee

Chair: David Kirkland, Michigan State University, East Lansing
Doug Downs, Montana State University, Bozeman
John M. Duffy, University of Notre Dame, IN
Julie L. Lindquist, Michigan State University, East Lansing
Elenore Long, Arizona State University, Tempe

Previous Certificate Winners

2011-2012
Appalachian State University, Vertical Writing Curriculum
Montclair State University, First-Year Writing Program
St. Louis Community College, ESL Program
University of Illinois at Urbana-Champaign, Undergraduate Rhetoric Program
University of South Florida, First-Year Writing Composition Program
University of Tennessee, Knoxville, Writing Program
The University of Texas at El Paso, First-Year Composition

2010-2011
Binghamton University, State University of New York, First-Year Writing Program
University of Connecticut, University Writing Center
Wheaton College, Writing Across the Curriculum Program

2009-2010
Louisiana State University, Communication across the Curriculum Program

2008–2009
North Carolina State University, First-Year Writing Program
University of Massachusetts Amherst, Writing Program
Washington State University, Writing Program

2007–2008
The University of Denver, Writing Program
University of Toronto, Scarborough, Writing Centre

2006–2007
Ball State University, Writing Program
Michigan Technological University, Writing Center
Purdue University, Introductory Composition
Swarthmore College, Writing Associates Program
University of Toronto, Office of English Language and Writing Support

For a listing of winners prior to 2008, please visit http://www.ncte.org/cccc/awards/writingprogramcert
In March 2003, the Conference on College Composition and Communication (CCCC) initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to four Tribal College Faculty Fellowships in the amount of $750 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as teachers and what they teach at their tribal college, what their research interests are, and what they hope to gain from the experience of attending CCCC (how it could help in their teaching or research). A selection committee including American Indian Caucus members reviews applications for the Tribal College Faculty Fellowship. Fellowships are awarded based on overall quality of the application letter.

**Tribal College Faculty Fellowship Committee**

*Chair:* Kimberli Lee, Michigan State University, East Lansing  
Resa Crane Bizzaro, Indiana University of Pennsylvania  
Casie Cobos, Texas A&M University, College Station  
Amanda Morris, Kutztown University, PA  
Patricia Trujillo, Northern New Mexico College, Española

**Previous Award Winners**

**2012**  
Kate Bertin, Jeanne Sokolowski

**2011**  
Eric Jurgens

**2010**  
Christie Cooke, Jennifer Ann Owens

**2009**  
Sara Knight, Ryan Winn

**2008**  
Nathan Jenkins, Haskell Indian Nationals University

For a listing of winners prior to 2008, please visit http://www.ncte.org/cccc/awards/tribalcollegefellow
**CCCC ADVANCEMENT OF KNOWLEDGE AWARD**

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

Advancement of Knowledge Committee

Jeffrey Grabill, Michigan State University, East Lansing  
Paul Rogers, George Mason University, Fairfax, VA  
Shevaun Watson, University of Wisconsin-Eau Claire

Previous Award Winners

2012  Mya Poe, Neal Lerner, and Jennifer Craig, *Learning to Communicate in Science and Engineering: Case Studies from MIT*

**CCCC RESEARCH IMPACT AWARD**

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

Research Impact Committee

Samantha Blackmon, Purdue University, West Lafayette, IN  
Huiling Ding, Clemson University, SC  
Krista Ratcliffe, Marquette University, Milwaukee, WI

Previous Award Winners

2012  Christopher Schroeder, *Diverse by Design: Literacy Education in Multicultural Institutions*

**CCCC LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS**

Established in 2011, this award provides two $1,000 travel reimbursement awards to scholars from Mexico, Central, or South America who have papers accepted for presentation at the CCCC Convention. Selection of the winners is made by the CCCC Program Chair and a panel of judges selected from the Stage II program reviewers.

Previous Award Winners

2012  Federico Navarro, Désirée Motta Roth
Friday, 6:30–7:30 p.m.

Special Interest Groups

6:30 p.m.–7:30 p.m.

FSIG.01  Asian/Asian American Caucus
Capri 104, First Floor
Co-Chairs: K. Hyoejin Yoon, West Chester University, PA
Terese Guinsatao Monberg, Michigan State University, East Lansing

FSIG.02  Black Caucus
Capri 105, First Floor
Co-Chairs: Elaine Richardson, The Ohio State University, Columbus
David E. Kirkland, Michigan State University, East Lansing
Secretary of the Black Caucus: Rhea Lathan, Florida State University,
Tallahassee

FSIG.03  American Indian Caucus
Capri 106, First Floor
Co-Chairs: Joyce Rain Anderson, Bridgewater State University, Brock-
ton, MA
Resa Cran Bizzaro, Indiana University of Pennsylvania
Malea Powell, Michigan State University, East Lansing

FSIG.04  Latino Caucus
Capri 107, First Floor
Co-Chairs: Cristina Kirklighter, Texas A&M University-Corpus Christi
Renee Moreno, California State University, Northridge
Bobbi Houtchens, Arroyo Valley High School, San Bernardino, CA

FSIG.05  Queer Caucus
Capri 108, First Floor
Co-Chairs: Garrett Nichols, Texas A&M University, College Station
Mark McBeth, John Jay College of Criminal Justice, New York, NY
Kimberly Drake, Scripps College, Claremont, CA
Scott Aichinger, University of Nebraska, Omaha

FSIG.06  Best Practices in Online Writing Instruction: Seeking
Feedback from CCCC Members on the Completed
Best Practices Report
Capri 109, First Floor
Chair: Kevin DePew, Old Dominion University, Newport News, VA
FSIG.07 Creative Writing Study and Artistic Practice
Capri 110, First Floor
Co-Chairs: Ben Ristow, University of Arizona, Tucson
Benjamin Miller, CUNY Grad Center, Bronx

FSIG.08 Graduate Student Forum Special Interest Group
Capri 111, First Floor
Co-Chairs: Laurie A. Pinkert, Purdue University, Lafayette
Lavinia Hirsu, Indiana University, Bloomington

FSIG.09 In Their Words: Student Writing in the Creative Nonfiction/Composition Classroom
Capri 112, First Floor
Chair: Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA

FSIG.10 International Writing Centers Association: The Public Work of Writing Centers
Capri 113, First Floor
Chair: Kevin Dvorak, Nova Southeastern University, Fort Lauderdale, FL

FSIG.11 Independent Writing Units
Capri 114, First Floor
Co-Chairs: Keith Rhodes, Grand Valley State University, Kearney, NE
Barry Maid, Arizona State University, Mesa

FSIG.12 Labor Caucus Special Interest Group
Capri 115, First Floor
Co-Chairs: Amy Lynch-Biniek, Kutztown University, PA
Seth Kahn, West Chester University of Pennsylvania
Jes Hodgson, University of Missouri-Columbia
Vandana Gavaskar, Elizabeth City State University, Virginia Beach, VA
Steve Fox, Indiana University Purdue University Indianapolis

FSIG.13 Meeting of the International Network of Writing-across-the-Curriculum Programs
Capri 116, First Floor
Chair: Chris Thaiss, University of California Davis
Friday, 6:30–7:30 p.m.

FSIG.14 **Rhetoric and Christian Tradition**
Skybox 206, Second Floor
Chair: Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

FSIG.15 **Special Interest Group: English Education and Composition Connections**
Skybox 207, Second Floor
Co-Chairs: Mark Letcher, Purdue Univ. Calumet, Hammond, IN
Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI
Elizabeth Brockman, Central Michigan University, Mt. Pleasant

FSIG.16 **Studio Special Interest Group**
Skybox 208, Second Floor
Chair: Rhonda Grego, Midlands Technical College, Columbia, SC

FSIG.17 **Teaching Adult Writers in Diverse Settings SIG**
Capri 103, First Floor
Co-Chairs: Karen Uehling, Boise State University, ID
Lynn Reid, Fairleigh Dickinson University, Pt. Pleasant, NJ
Christine Photinos, National University, San Diego, CA
Sonia Feder-Lewis, Saint Mary’s University, Saint Paul, MN

FSIG.18 **Working-Class Culture and Pedagogy Special Interest Group**
Skybox 209, Second Floor
Co-Chairs: William Thelin, The University of Akron, OH
Jennifer Beech, University of Tennessee at Chattanooga

FSIG.19 **Writing with Current, Former, and Future Members of the Military**
Skybox 210, Second Floor
Co-Chairs: Robert Hazard, College of DuPage, Glen Ellyn, IL
D. Alexis Hart, Virginia Military Institute, Lexington, VA
Sandra Jang, English Instructor, New York, NY

FSIG.20 **Transnational Composition SIG**
Skybox 211, Second Floor
Chair: Bruce Horner, University of Louisville, KY
FSIG.21 Science and Writing
Skybox 212, Second Floor
Co-Chairs: William FitzGerald, Rutgers University-Camden, NJ
Jonathan Buehl, The Ohio State University, Columbus

FSIG.22 SIG on Undergraduate Research in Rhetoric and Composition
Skybox 201, Second Floor
Chair: Michael Zerbe, York College of Pennsylvania
Friday Evening Events

TYCA Talks
Royale Pavilion 7, First Floor
6:30 p.m.–7:30 p.m.

The Twentieth Annual Poetry Forum
Capri 104, First Floor
7:30 p.m.–10:30 p.m.

The Poetry Forum: The Twenty-Fifth Annual Exultation of Larks will be held on Friday, 7:30–10:30 p.m. This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond and share in the pleasures of the occasion. Poet readers should contact Mary Minock (Language and Literature Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, mminock@madonna.edu) if they have questions.

AA
Skybox 201, Second Floor
8:00 p.m.–10:00 p.m.

ALANON
Skybox 206, Second Floor
8:00 p.m.–10:00 p.m.
Saturday, March 16

REGISTRATION, 8:00 a.m.–2:30 p.m.
Royale Pavilion Ballroom, First Floor

Exhibits, 10:00 a.m.–1:00 p.m.
Royale Pavilion Ballroom, Lobby Level

Computer Connection/Digital Posters
Top of the Riviera South

TWO-YEAR COLLEGE SATURDAY PROGRAM
SPONSORED BY THE TWO-YEAR COLLEGE ENGLISH ASSOCIATION (TYCA)

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS
Grande Ballroom E, First Floor
7:00 a.m.–8:00 a.m.
Admission is by advance registration only.

TYCA Executive Committee Meeting
Monaco Room 13, Monaco Tower, Second Floor
9:00 a.m.-5:00 p.m.
TYCA FAME AWARD

The Award acknowledge 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. For more information, please visit: http://www.ncte.org/tyca/awards/fame.

Winners are to be announced at the TYCA Breakfast.

Fame Award Committee

Chair: Sterling Warner, Evergreen Valley College, San Jose, CA  
Joy Barber, Montana State University, Billings  
Carmen Carrasquillo, Miramar College, San Diego, CA  
Michael Dinielli, Chaffey College, Alta Loma, CA  
Bruce Henderson, Fullerton College, CA  
Martha Henning, Portland Community College, OR  
Jeffrey Klausman, Whatcom Community College, Bellingham, WA  
Howard Tinberg, Bristol Community College, Fall River, MA

Previous Award Winners

2012 Grace Chen, Community College Review, North Carolina State University, Raleigh
2009 Dr. Jill Biden, Northern Virginia Community College, VA  
Honorable Mention: Peter Schworm, Boston Globe, January 21, 2009, “Brush with Destitution Fuels a Desire to Succeed”
2008 Gail Mellow, President, LaGuardia Community College, NY

DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

The 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. For more information, please visit: http://www.ncte.org/tyca/awards/programs.

Winners are to be announced at the TYCA Breakfast.
Outstanding Programs Award Committee

Chair: Jeff Andelora, Mesa Community College, AZ
       Joel Henderson, Chattanooga State Tech Community College, TN
       Elissa Caruth, Oxnard College, CA
       Lois Power, Fullerton College, CA

Previous Award Winners

2012 Reaching Across Borders
“The Program of Global Distinction”
Howard Community College, Columbia, MD and Community College of
Baltimore County, MD
“Interdisciplinary Service-Learning: Making Connections in Art and Writing for Community Concerns”
Kenai Peninsula College, Soldotna, AK
Honorable Mention
“Community College–High School Portfolio Connection”
Northeast Iowa Community College, Peosta
Fostering Student Success
“Increasing Achievement and Program Completion through Curricula Reform”
Passaic County Community College, Paterson, NJ

2011 Reaching Across Borders
“The College-Level Writing Collaborative-Navigating the Gap”
Johnson & Wales University, Providence, RI
Honorable Mention
“Reaching Across Borders: The Benefits of Blending Full and Part-Time Faculty”
Madison Area Technical College, WI
Honorable Mention
“Service Learning and Learning Service: Technical Writing Classes Partner with Farmers’ Markets
Zane State College, Zanesville, OH)
Fostering Student Success
“Step UP: Improving Student Success and Retention and Transforming the College Culture”
Howard Community College, Columbia, MD
Honorable Mention
“Basic Writing/English 100”
Whatcom Community College, Bellingham, WA)
Enhancing Developmental Education
Honorable Mention
“Rural Comp”
Abraham Baldwin Agricultural College, Tifton, GA
Enhancing Developmental Education
“The Accelerated Learning Program (ALP)”
Community College of Baltimore County, Baltimore, Maryland
Honorable Mention
“Portfolio Assessment and Mentoring Program”
Camden County College, Blackwood, New Jersey

Category 1: Reaching Across Borders
“Writing in the Disciplines”
Montgomery College, Takoma Park, MD
“SLCC Community Writing Center”
Salt Lake Community College, Salt Lake City, UT
Honorable Mention
“Ready or Not Writing”
Minnesota State Community and Technical College, Fergus Falls, MN
Special Acknowledgment/Most Unique Initiative
“Intercultural Literacy through Reflection: Rural Students Meet the Urban Experience”
State Fair Community College, Sedalia, MO

Category 2: Fostering Student Success
“ESSAI The College of DuPage Anthology of Academic Writing Across the Curriculum”
College of DuPage, Glen Ellyn, IL
Honorable Mention
“Building Community Online: Discussion Boards in a Two-Year College Online Writing Center”
Century College, White Bear Lake, MN

Category 3: Enhancing Developmental Education
“Serving the Literacy Goals of At-Risk Students through an Integrated Approach to Faculty Development and Course Design”
Kingsborough Community College, Brooklyn, NY
Honorable Mention
“Bursting the Bubble: Using Learning Communities to Create Authentic College Learning and Instruction”
Front Range Community College, Westminster, CO

Category 4: Enhancing Literature and Cultural Arts
No Entries

Category 1: Reaching across Borders
“The Arts in Ghana with Service Learning”
The Ohio State University Agricultural Technical Institute, Wooster, OH

2010-2008...
Honorable Mention
“Washington Online Writing Lab (WOWL)”
Centralia College, WA

Category 2: Fostering Student Success
“YVCC English Department Mid-Program Assessment”
Yakima Valley Community College, WA
Honorable Mention
“Increasing Agency and Collaboration through the Merging of SoTL and Assessment”
University of Wisconsin Colleges, Waukesha, WI

Category 3: Enhancing Developmental Education
“Gateway to Success”
Santa Barbara City College, CA
Honorable Mention
“The W.R.I.T.E. Brush-up Course Program”
Nassau Community College, Garden City, NY

Category 4: Enhancing Literature and Cultural Arts
“Writing and Literature Program”
Borough of Manhattan Community College, New York, NY
Honorable Mention
“Women’s Literature Read-In”
Lansing Community College, MI

THESE AWARDS ARE PRESENTED AT THE CCCC AWARDS/RECOGNITION RECEPTION ON FRIDAY

NELL ANN PICKETT SERVICE AWARD

Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism. For more information, please visit: http://www.ncte.org/tyca/awards/pickett.

Nell Ann Pickett Service Award Committee

Chair: Jeff Sommers, West Chester University, PA
Sharon Mitchler, Centralia College, WA
Shelley Rodrigo, Old Dominion University, Norfolk, VA
Previous Award Winners

2012  Jeff Sommers, West Chester University, PA
2011  Patrick Sullivan, Manchester Community College, CT
2010  Mike Matthews, Tarrant County College/NW Campus, Fort Worth, TX
2009  Sharon Mitchler, Centralia College, WA
2008  Judith “Jay” Wootten, Kent State University, Salem Campus, Salem, OH

THE MARK REYNOLDS TETYC BEST ARTICLE AWARD

The quarterly journal Teaching English in the Two-Year College selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression. For more information, please visit: http://www.ncte.org/tyca/awards/tetycaward.

Jeff Sommers, Editor of TETYC, to present the award.

Best Article Award Committee

Chair:  Gregory Shafer, Mott Community College, Flint, MI
        Jill Kronstadt, Montgomery College, Germantown, MD
        Justin Jory, Manitou Springs, CO
        Teresa Thonney, Columbia Basin College, Pasco, WA

Previous Award Winners

2012  Patrick Sullivan
2011  Ann Del Principe
2010  Holly Hassel and Joanne Baird Giordano
2009  David Martins
2008  Gregory Shafer
Saturday, 7:00–8:00 a.m.

CCCC ANNUAL BUSINESS/TOWN MEETING
AND
CONCURRENT SESSIONS
ANNUAL BUSINESS/TOWN MEETING

Grande Ballroom B, First Floor
8:00 a.m.–9:15 a.m.
All members and newcomers of CCCC are invited to attend and vote at the business meeting.

CCCC Chair: Chris Anson, North Carolina State University, Raleigh
CCCC Associate Chair: Howard Tinberg, Bristol Community College, Fall River, MA
CCCC Assistant Chair: Adam J. Banks, University of Kentucky, Lexington
CCCC Immediate Past Chair: Malea Powell, Michigan State University, East Lansing
CCCC Secretary: Dominic DelliCarpini, York College of Pennsylvania
CCCC Executive Secretary/Treasurer: Kent Williamson, NCTE, Urbana, IL
CCCC Parliamentarian: Eric Bateman, San Juan College, Farmington, NM

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. Sturgis’s Standard Code of Parliamentary Procedure applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:

a. Three minutes will be allowed for each speaker each time.
b. No one may speak a second time on a subject until all who wish to speak have been heard.
c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.

e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.

f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)

b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.

c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.

d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.

2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.
Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.
L Sessions: 9:30–10:45 a.m.

Featured Session

Writing and Working for Change: Agenda for a New Generation
Royale Pavilion 5, First Floor

This year’s theme, “The Public Work of Composition,” asks us to consider what are the important public struggles which our organization and field should take as central to our work. In doing so, the theme also asks us to reflect back on the history of public activism that has both solidified our status as a “field” and worked to support many non-traditional students. Our proposed panel speaks to the importance of such an emphasis as well as offers an example of a national project undertaking such work.

Working and Working for Change (WWFC) is an NCTE sponsored project to explore the history of caucuses and SIGs representing traditionally under-represented populations in our field. To that end, WWFC has published a collective history of public activism in our field, featuring Geneva Smitherman, Victor Villanueva, and Louie Crew among others, as well as individual histories of different SIGs and Caucuses, such as the Asian/Asian American Caucus. As it moves towards the end of its work, WWFC is working with graduate students and junior faculty from these caucuses to articulate what the public mission of CCC, and composition/Rheto-
ric more generally, should be for this generation of teacher/scholar/activists. WWFC is not alone in such efforts, with CCCC recently having formed the Committee on the Status of Graduate Students.

As structured, this panel will ask graduate student/junior faculty representatives, chosen by each caucus/SIG to speak to the public mission of our field. Each panelist will speak for approximately 5-7 minutes, then an open conversation will occur. As part of the panel, the conversation will be guided to forming an agenda of action, which will be shared with individual caucus/SIGs as a possible collaborative plan of action for the following year. Indeed, it is expected that there will be strong attendance from each of the represented SIG/Caucuses, indirectly supplying a common meeting time for such a collaborative and generative conversation to occur.

Chair:
Cristina Kirklighter
Texas A&M-Corpus Christi

Speakers:
Matthew Cox
East Carolina University, Greenville, NC, “Queer Caucus”

Austin Jackson
Michigan State University, East Lansing, MI, “Language Policy Committee”

Pamela Roep
University of Akron, OH, “Working Class Caucus”

Kendra Mitchell
Florida State University, Tallahassee, “Black Caucus”

Jennifer Sano-Franchini
Michigan State University, East Lansing, “Asian/Asian American Caucus”

Qwo-Li Driskill
Texas A&M, College Station, “Native American Caucus”

Tracey Flores
Landmark Elementary School, Glendale, AZ, “Latino/a Caucus”

Respondent:
Steve Parks, Syracuse University, PA
Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

L.02 Writing in Science, Technologies, Mathematics, and Engineering: Frameworks for Success for All Students from High School to University and Beyond
Grande Ballroom F, First Floor
Chair: Pam Childers, Lesley University, Palisade, CO
Speakers: Chris Thaiss, University of California, Davis, “A Science-Writing Culture in the Research University: Curricula, Collaborations, and Student Opportunities”
Julie Reynolds, Duke University, Durham, NC, “The Basics of Writing to Learn in Science: STEM to WAC on the Secondary Level”
Respondent: John Bean, Seattle University, WA

Research

L.03 The Public (Face) Work of Administration: A Case Study of Six New Writing Center Directors
Skybox 204, Second Floor
Chair: Rebecca Jackson, Texas State University, San Marcos
Speakers: Jackie Grutsch McKinney, Ball State University, Muncie, IN, “Constructing a Public Face in Writing Center Administration”
Nicole Caswell, East Carolina University, Greenville, NC, “Sketching the Implications of New Writing Center Directors’ Public and Private Work”
Rebecca Jackson, Texas State University, San Marcos, “Uncovering the Hidden Work of Writing Center Administration”

Theory

L.04 Compositional Expansion: De- and Re-Composing Materialities
Capri 105, First Floor
Chair: Jody Shipka, University of Maryland Baltimore County
Speakers: Erin Anderson, University of Pittsburgh, PA, “Coercive Composing: Digital Voice and a Poetics of Public Confession”
Trisha Campbell, University of Pittsburgh, PA, “Making Murder Matter”
Jody Shipka, University of Maryland Baltimore County, “Here and Now, There and Then: Collaborating with the Dead”
Devon F. Ralston, Miami University, Oxford, OH, “The Future Is Yesterday”
Saturday, 9:30–10:45 a.m.

**Academic Writing**

L.05  **The Visible Dissertation: Graduate Student as Writer and Programmatic Efforts in the Dissertation Writing Institute**
Capri 106, First Floor

*Chair:* Anne Ruggles Gere, University of Michigan, Ann Arbor  
*Speakers:* Dina Karageorgos, University of Michigan, Ann Arbor, “An Unprecedented Creative Act: Dissertation Writing as Narration”  
Louis Cicciarelli, University of Michigan, Ann Arbor, “Dissertation Writers and the Value of ‘Not Knowing’”  
Paul Barron, University of Michigan, Ann Arbor, “Graduate Students’ Perceptions of Support in Writing the Dissertation”

**Teaching Writing & Rhetoric**

L.06  **New Media Instruction in the First-Year Writing Programs at Texas A&M University-Corpus Christi**
Top of the Riviera North, Monaco Tower, 24th Floor

*Chair:* Carlos Salinas, University of Texas at El Paso, El Paso, TX  
*Speakers:* Wendy Strain, Texas A&M University-Corpus Christi, “Rhetoric in a Digital Age”  
Romeo Garcia, Texas A&M University-Corpus Christi, “Reflections on Integrating Multi-Media Instruction in Freshmen Composition at TAMUCC”  
Amanda Hartman, Texas A&M University-Corpus Christi, “Expanding the Classroom: The Inclusion of Facebook in Freshman Composition”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

L.07  **I Flap My Hands and You Unsheath Your Pocket DSM: Rhetorics of Mental Disability and the Public Work of Composition**
Capri 103, First Floor

*Chair:* Tara Wood, University of Oklahoma, Norman  
*Speakers:* Geneva Canino, University of Houston, TX  
Margaret Price, Spelman College, Decatur, GA  
Melanie Yergeau, University of Michigan, Ypsilanti

**Research**

L.08  **Numbers Talk: Using Corpus Data to Guide Ethnographic Inquiry**
Grande Ballroom G, First Floor

*Chair:* Sarah Swofford, University of Michigan, Ann Arbor  
*Speakers:* Sarah Swofford, University of Michigan, Ann Arbor, “Does This Make Sense? Student Perceptions of Questions in Instructor Feedback”
Christopher Parsons, University of Michigan, Ann Arbor, “Gender, Language, and the Performance of Writing Assessment”
Justine Neiderhiser, University of Michigan, Ann Arbor, “‘In Our Words’: Students Respond to Instructor Feedback”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

L.09 Weaving in New Threads: Craft Perspectives on Rhetoric and Composition
Capri 104, First Floor
Chair: Kristin Prins, University of Wisconsin-Milwaukee
Speakers: Martha Webber, University of Puget Sound, WA “Crafting Value”
Kristin Ravel, University of Wisconsin-Milwaukee, “Crafting Subjectivity”
Kristin Prins, University of Wisconsin-Milwaukee, “DIY Craft Practices”

Research

L.10 Too Legit to Quit: Refiguring “Writing Transitions” on a Spectrum of Public Engagement
Skybox 205, Second Floor
Chair: Jessica Early, Arizona State University, Tempe
Speakers: Christina Saidy, Arizona State University, Tempe
Mark Hannah, Arizona State University, Tempe
Jessica Early, Arizona State University, Tempe

Teaching Writing & Rhetoric

L.11 Scenario-Based Writing and the Question of Authenticity in FYC
Capri 107, First Floor
Chair: Chidsey Dickson, Lynchburg College, VA
Speakers: Allison Brimmer, Nova Southeastern University, Fort Lauderdale-Davie, FL, “Thinking with and Beyond the Binaries of Transactional Writing”
Alexandria Peary, Salem State University, Londonderry, NH, “Digital Transactions and the Author(itative) Ethos”
June Johnson, Seattle University, WA, “Forging Rhetors and Informed Citizens: Inviting Students to Enter Public Arguments as Proxy Stakeholders in an Inquiry-Based First-Year Writing Course”
Chidsey Dickson, Lynchburg College, VA, “Self-Styled Transactional Writing in FYC”
Saturday, 9:30–10:45 a.m.

Writing Programs

L.12  When the Outside Looks In: Accountability, Assessment, and Apprehension in a Technical College Setting
Capri 108, First Floor
Chair: Jay Johnson, Gateway Technical College, Kenosha, WI
Katy J. Vopal, Gateway Technical College, Kenosha, WI, “Technical College Assessment Results: A Source of Validation and Concern”

Writing Programs

L.13  Face, Place, Space, Publics: Multiplicity and Writing Centers
Royale Pavilion 7, First Floor
Chair: Danielle Nicole DeVoss, Michigan State University, East Lansing
Speakers: Ezekiel Choffel, Michigan State University, East Lansing, “From Citation Consumer to Citation Producer: Working with Students on Source Citation in Multiple Genres in the Writing Center”
Gina DeNardi, Kent State University, OH, “Consulting with Document Design”
Elizabeth Kleinfeld, Metropolitan State University of Denver, CO, “The Public Work of Writing Centers: Writing Centers as Literacy Sponsors”
Danielle Nicole DeVoss, Michigan State University, East Lansing, “Arguing for Document Design Considerations in Writing Center Consulting”

Information Technologies

L.14  From Kickboxing to Kickstarter: Public Engagement in Virtual Spaces
Capri 109, First Floor
Chair: Kim Davis, Georgia Gwinnett College, Lawrenceville, GA
Matthew Gilchrist, The University of Iowa, Iowa City, “Beyond the Essay: Sustainable Publicly Engaged Assignments”
Thomas Keegan, The University of Iowa, Iowa City, “Beyond the Essay: Sustainable Publicly Engaged Assignments”
Jill Parrott, Eastern Kentucky University, Lexington, “Kickstarter: Bringing the Public to the Work”
Language

L.15 Language as Power: Discourse and the Creation of Identity
Capri 110, First Floor

Chair: Alexis Horst, University of Colorado, Denver

Alexis Horst, University of Colorado, Denver, “Inclusivity and Public Discourse in the Composition Classroom”

Teaching Writing & Rhetoric

L.16 Learning from Students’ Research Practices
Capri 111, First Floor

Chair: Kacy Lundstrom, Utah State University, Logan

Speakers: Michelle Brazier, Raritan Valley Community College, Branchburg, NJ, “SparkNotes as Secondary Research? The Public Work of Using Online Resources”
Matthew Nunes, Ohio University, Athens, “What Students Say They Learn from Writing Research Papers”
Kacy Lundstrom, Utah State University, Logan, “What Made You Write about That (and Are You Sure You Should)?”

Writing Programs

L.17 Among the “Swirl of Actors” in the Public U: The Challenge of Cross-Disciplinary Instructional Outreach and Assessment
Capri 112, First Floor

Chair: Carolyn Caffrey Gardner, University of Wisconsin Superior

Speakers: Carolyn Caffrey Gardner, University of Wisconsin Superior, “Trying to ‘Hang Together:’ Toward A Sustainable Information Literacy/Writing Collaboration”
Jamie White-Farnham, University of Wisconsin Superior, “Same Idea, Different Words: How Disciplinary Understandings of ‘Research’ Affect Faculty Buy-In”
Deborah Schlacks, University of Wisconsin Superior, “Step-by-Step: Developing a WAC Mini-Grant Program”
Saturday, 9:30–10:45 a.m.

**Institutional and Professional**

**L.18**  Articulating the Infrastructure of the Field: Perspectives on the 2012 Survey of the Master's Degree Consortium of Writing Studies Specialists

Grande Ballroom E, First Floor

*Chair:* John Dunn, Eastern Michigan University, Ypsilanti, MI

*Speakers:*
- Kristine Blair, Bowling Green State University, OH, “A Perspective on the 2012 Master’s Degree Consortium Survey from the Consortium of Doctoral Programs in Rhetoric and Composition”
- John Dunn, Eastern Michigan University, Ypsilanti, “An Overview of Findings from the 2012 Master’s Degree Consortium Survey of Writing Studies Specialists”
- Helen Foster, University of Texas, El Paso, “A Perspective on the 2012 Master’s Degree Consortium Survey from the Association of Undergraduate Rhetoric and Writing Studies Majors”
- Derek Mueller, Eastern Michigan University, Ypsilanti, “Considerations of Research Design and Analyzing Large Data Sets in the 2012 Master’s Degree Consortium Survey”
- Rochelle Rodrigo, Old Dominion University, Norfolk, VA, “A Perspective on the 2012 Master’s Degree Consortium Survey from the Two-Year College Association (TYCA)”

**Theory**

**L.19**  Postcomposition

Royale Pavilion 8, First Floor

*Chair:* James Brown, University of Wisconsin-Madison

*Speakers:*
- James Brown, University of Wisconsin-Madison, “Postcomposition and Writing Systems”
- Ron Brooks, Oklahoma State University, Stillwater, “We Have Always Been Postcomposition”
- Jennifer Maclure, University of Wisconsin-Madison, “Bodies in Postcomposition”
- Respondent: Sidney Dobrin, University of Florida, Gainesville

**L.20**  Public Rhetoric and the First-Year Classroom

Capri 113, First Floor

*Chair:* Cindy Chavez, University of California, Merced

*Speakers:*
- Eileen Lagman, University of Illinois at Urbana-Champaign, “Intimate Spaces: Rescaling the Writing Classroom in Racial and Transnational Dimensions”
John Hanly, Georgetown College, KY, “Going Public and Growing Publics: Readdressing the Ethical/Public Work of Composition”
Steven Accardi, The Pennsylvania State University, Hazleton, “Investigating Rhetorical Agency in the Everyday”

**Basic Writing**

L.21  **The Multi-Media Composition Classroom**
Capri 114, First Floor

*Chair:* James Haendiges, Dixie State College of Utah, St. George  
*Speakers:* Joan Perisse, SUNY New Paltz/ Marist College, NY  
Mary Fakler, SUNY New Paltz, NY

**Teaching Writing & Rhetoric**

L.22  **Teaching Archives of Discomfort: Unsettling Cultural History as Public Work**
Capri 115, First Floor

*Chair:* Stacey Waite, University of Nebraska, Lincoln  
*Speakers:* Pamela VanHaitsma, University of Pittsburgh, PA, “Teaching to Queer ‘Straight’ Archives”  
Scott Gage, Colorado State University-Pueblo, “Teaching the Lynching Archive”  
Jean Bessette, University of Pittsburgh, PA, “Teaching Taboo Archives”

**Information Technologies**

L.23  **Researching and Designing with Social Media: Four Case Studies**
Grande Ballroom C, First Floor

*Chair:* Clay Spinuzzi, University of Texas, Austin  
*Speakers:* William Hart-Davidson, Michigan State University, East Lansing, “Social Media and Mobile Health: Creating Writing-Based Interventions to Improve Patient Outcomes”  
Clay Spinuzzi, University of Texas, Austin, “Triangulating Qualitative Research with Social Media Streams”  
Huatong Sun, University of Washington-Tacoma, “Struggle and Coercion: Reshaping Local Political Discourses in Social Media”  
Mark Zachry, University of Washington, Seattle, “Collaborating with Strangers: Activity Streams to Support Meaningful Views of Others in Social Media”
Saturday, 9:30–10:45 a.m.

Information Technologies

L.24 The DIY LMS: Reaching New Publics with Homegrown Learning Management Systems
Skybox 206, Second Floor
Chair: Quinn Warnick, Virginia Tech, Blacksburg
James Schirmer, University of Michigan–Flint, “Rise above the LMS”
Quinn Warnick, Virginia Tech, Blacksburg, “Biting the Hand That Feeds Us? Ditching Institutional Software without Damaging the Institution”

History

L.25 Historical Studies of Women’s Rhetorical Practices
Skybox 207, Second Floor
Chair: M. Amanda Moulder, St. John’s University, New York, NY
Speakers: M. Amanda Moulder, St. John’s University, New York, NY, “Are They Really ‘Nontraditional Rhetors’? Cherokee Women and the Public Work of Treaty-Making”
Dara Regaignon, Pomona College, Claremont, CA, “Maternal Networks: Reading and Writing Motherhood”

Community, Civic & Public

L.26 Ethnographies of Bodies, Artifacts, and Activists
Skybox 208, Second Floor
Chair: Rajendra Panthee, The University of Texas at El Paso
Speakers: Nancy Reddy, University of Wisconsin-Madison, “Gold in the Crossroads: Regional Voices and Rhetorical Spaces in the Wisconsin Rural Writers Association”
Erika Strandjord, The Ohio State University, Columbus, “Making History: Rhetorical Education and Handcrafts in Norwegian America”
Yvonne Stephens, Kent State University, OH, “Seniors’ Uses of Literate Practices to Manage the Aging Body”
Community, Civic & Public

L.27 “Pulled from My Roots”: The Public Work of Youth Performance in the Borderlands

Skybox 209, Second Floor

Chair: Londie Martin, University of Arizona, Tucson

Speakers: Londie Martin, University of Arizona, Tucson, “I’m Not Gonna Yell, but I Won’t Stay Silent”: Queer Youth and Public Performance as Art, Interruption, and Activism”
Sarah Gonzales, University of Arizona, Tucson, “I Am Not Who You Think I Am’: Teaching Social Justice through Slam Poetry to Change the Landscape of Youth Power”
Amanda Fields, University of Arizona, Tucson, “If I Am What You Teach Me’: Listening Rhetorically to Youth Poetry Slams”

Community, Civic & Public

L.28 Feminist Methods Behind Bars: Critical Representation in Prison Research, Writing, and Teaching

Grande Ballroom D, First Floor

Chair: Patrick Berry, Syracuse University, NY

Speakers: Patrick Berry, Syracuse University, NY, “This I Believe: Literacy, Reflexivity, and Teacher Identity”
Wendy Hinshaw, Florida Atlantic University, Boca Raton, “Building a Feminist Methodology for Representing Prison Writing”
Laura Rogers, Albany College of Pharmacy, NY, “The Feminist Goes to Prison: Analyzing Interviews with Prison Writing Researchers-Teachers”
Tobi Jacobi, Colorado State University, Fort Collins, “Solidarity in Stripes: Toward A Feminist Ethic of Prison Teaching”

Basic Writing

L.29 Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions

Grande Ballroom H, First Floor

Chair: Diana George, Virginia Tech, Blacksburg

Speakers: Judith Buchalski, Lake Michigan College, Benton Harbor, “Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions”
Becoming “Literate” about Communities: Lessons Learned in the Field

Royale Pavilion 4, First Floor

Chair: Melody Bowdon, University of Central Florida, Orlando

Speakers: Liliana Gonzalez, University of Texas at El Paso, “Learning beyond Theology Writing and Technology: Becoming Literate about Community”

Stefanie Johnson, University of Central Florida, Orlando, “Composing a Community: Writing as Newcomers”

Adam Webb, University of Texas at El Paso, “Learning beyond Workplace Writing and Rhetoric: Becoming Literate about Community”

Isabel Baca, University of Texas at El Paso, “Communities and Scholars: Teaching Each Other, Valuing All Literacies”

Jo Ann Bamdas, Florida Atlantic University, Boca Raton, “Becoming Real about Native American Indian Community by Creating and Sharing Best Practices”

Grading and Assessing Basic Writers

Skybox 210, Second Floor

Chair: Mark Vermillion, California State University, Fullerton

Speakers: Kerry Lane, Joliet Junior College, IL, “Collect $521 and Pass”

Chris Vassett, Mesa Community College, Tempe, AZ, “A Public Implementation of the Writing Program Administrator’s Outcomes Statement in a Developmental Writing Course”


Rhetorical Responses/Resisting Colonization

Skybox 211, Second Floor

Chair: Zachery C. Hickman, Miami University, FL


Huiling Ding, North Carolina State University, Raleigh, “SARS, Chinatowns, and Asian American Rhetoric”
Teaching Writing & Rhetoric

L.33 Students’ Construction of Writing Selves
Skybox 212, Second Floor

Chair: Todd Craig, The College of Staten Island-CUNY, NY
Speakers: Susan Reid, Western Illinois University, Macomb, “Demystifying the Domains: Non-Traditional Students Negotiating Antecedent Genres at a Two-Year College”
Mike Garcia, Georgia Regents University, Augusta, “Avoidance of Failure Narratives in Student Self-Assessment Essays”
Todd Craig, The College of Staten Island-CUNY, NY, “‘Mixing What COMPOSE(D) Me: The Public Work and Possibilities of Student-Centered Composing”

L.34 The Political Work of Redesigning Writing Instruction for Online Publics
Royale Pavilion 6, First Floor

Chair: Nancy Myers, University of North Carolina at Greensboro
Speakers: Shana Scudder University of North Carolina at Greensboro, “Context, Compromise, and Culture for Online Writing Instruction”
Nancy Myers, University of North Carolina at Greensboro, “The Politics of Myth Busting: Interactivity and Instructional Anxiety”
Risa Applegarth, University of North Carolina at Greensboro, “Collaboration and the Politics of Course Design”
Kathleen Leuschen, University of North Carolina at Greensboro, “Online Writing Courses and the Politics of the First-Year Writing Requirement”

L.35 Publicizing Narratives of the Profession: Women’s Lives in the Profession and Digital Archives of Literacy Narratives
Grande Ballroom A, First Floor

Chair: Eileen Schell, Syracuse University, Syracuse, NY
Speakers: Devon Kehler, University of Arizona, Tucson, “Sound(ing) It Out: A Social Semiotic Analysis of Aural Literacy Narratives on DALN”
Brittany Hull, West Chester University of Pennsylvania, Philadelphia
Jessica Rucki, West Chester University of Pennsylvania, Philadelphia
K. Hyoejin Yoon, West Chester University, PA, Philadelphia, “Women’s Lives in the Profession at a Public, Regional, MA-granting Institution”
Respondent: Cynthia Selfe, The Ohio State University, Columbus
Open Working Meeting of the Human Subjects Task Force
Skybox 203, Second Floor
This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

Chair: Karen Lunsford, University of California, Santa Barbara
M Sessions: 11:00 a.m.–12:15 p.m.

Featured Speaker

Todd Farley
“The Mechanization of Writing Assessment, Courtesy of the Standardized Testing Industry”
Grande Ballroom A, First Floor

Chair: Les Perelman, Massachusetts Institute of Technology, Lexington

In the mid-1990s, Todd Farley and friends earned eight dollars an hour to score student essays in the for-profit standardized testing industry. All rolled their eyes at the triviality of the work, a simplistic and superficial job which clearly favored speed and standardization over common sense. Farley and friends were paid to “read” a student essay approximately every two minutes, for eight hours a day, five (or six) days a week, for weeks on end; they joked that they could invent machines to score the student essays in such a mindless manner. Today, of course, that joke is not so funny, as such “automated scoring engines” really do exist. Farley will show, however, that automated scoring engines are less an exciting technological breakthrough than simply a shortcut for the testing industry to save time and make money, student writing be damned. If automated scoring engines that can’t read or understand student writing really can assess those essays as accurately as the for-profit testing industry currently does, Farley asks, what benefit can either corporations or computers bring to the field of writing assessment?

(Re)-branding Town and Gown: Bridging the Gap between the Local Community and the Ivory Tower

Capri 104, First Floor

Chair: Jennifer Burkett, Ouachita Baptist University, Arkadelphia, AR

Speakers: Laura Hakala, University of Southern Mississippi, Hattiesburg, “Unpacking Hattiesburg: Composition Classrooms, Ethnographic Essays, and Suitcase Colleges”

Courtney Watson, Jefferson College of Health Sciences, Roanoke, VA, “Beyond Bedside Manner: Using Composition to Foster a Culture of Care”

Paige Gray, University of Southern Mississippi, Hattiesburg, “Our Town: Incorporating Community into FYC Studies”

Jennifer Burkett, Ouachita Baptist University, Arkadelphia, AR, “Where Do You Think You’re Going? Exploring Repercussions of Brain Drain in a Small Southern Community”

Using A Corpus of Student Writing to Introduce Disciplinary Practices in A First-Year Composition Course

Skybox 212, Second Floor

Chair: Ute Römer, Georgia State University, Atlanta

Speakers: Ute Römer, Georgia State University, Atlanta, GA, “Exploring a Corpus of Advanced Student Writing: An Introduction to MICUSP Simple”

Jack Hardy, Georgia State University, Atlanta, “Corpora and Student Ethnographers in Freshman English: A Case Study”

Audrey Roberson, Georgia State University, Atlanta, GA, “Disciplinary Writing for Freshman: Challenges and Possibilities”
Saturday, 11:00 a.m.–12:15 p.m.

**Writing Programs**

**M.04 Building Textual Bridges: An Analysis of Artifacts Connecting the Writing Center to the University Public**  
Capri 106, First Floor  
*Chair:* Alyssa-Rae Hug, St. John’s University, Queens, NY  
*Speakers:* Sandra Nelson, St. John’s University, Queens, NY, “Casual Chat and Academic Dialogue: The Effects of Social Media on the Rhetoric of Online Sessions”  
Cassandra Richardson-Coughlin, St. John’s University, Queens, NY, “Bridging the Gap Between Client Intent and Actuality in the Writing Center Session”  
Alyssa-Rae Hug, St. John’s University, Queens, NY, “Building Narrative Bridges: Writing Center Logs as Sites of Communication and Reflection”  
Laurel Cunningham, University of Oklahoma, Norman, “Talk and Power in Writing Center Consultations”  
*Respondent:* Neal Lerner, Northeastern University, Boston, MA

**Academic Writing**

**M.05 Narratives at Work and in School Settings to Teach Writing and Critical Thinking**  
Capri 107, First Floor  
*Chair:* Carol D. Bollin, Western Illinois University, Macomb  
*Speakers:* Gretchen Bartels, University of California, Riverside, “From Lab Report to Lab Narrative: Personal Writing’s Role in Academic Discourse”  
Douglas Christensen, University of Utah, Salt Lake City, “Going Public: What Academic Writing Should Learn from the Familiar Essay”  
Travis Rountree, Appalachian State University, Boone, NC, “Mountains of Opportunity: The Benefits of Using Appalachian Studies in a WAC Course”

**Teaching Writing & Rhetoric**

**M.06 Gamification and Education 101: Play to Learn**  
Royale Pavilion 7, First Floor  
*Chair:* Doug Eyman, George Mason University, Fairfax, VA  
*Speakers:* Wendi Sierra, North Carolina State University, Raleigh, “Gamification in the Classroom”  
Rochelle Rodrigo, Old Dominion University, Norfolk, VA, “PinPoint Your Learning: Game Design for Better Conference Engagement”  
Catrina Mitchum, Old Dominion University, Norfolk, VA, “PinPoint Your Learning: Game Design for Better Conference Engagement”  
Grace Hagood, University of South Carolina, Columbia, “Marco Polo: Mobile Methods and Itinerant Composition”
Writing Programs

M.07 Reviving and Sustaining a WAC/WID Program: Traditions, Technology, and Multilingualism
Capri 103, First Floor
Chair: Mary Soliday, San Francisco State University, Oakland
Speakers: Kenny Walker, University of Arizona, Tucson, “Reanimating the Institutional Golem: Technological Kairos to Repurpose WID Requirements for WAC Revival”
Elizabeth Leahy, University of Arizona, Tucson, “WAC/WID for the Multilingual Majority: Engaging, Embracing, and Leveraging the Multiple Literacies of Our Students”
Al Harahap, University of Arizona, Tucson, “Looking Back to Get Ahead: Learning from WAC/WID History”
Respondent: Karen Lunsford, University of California, Santa Barbara

Teaching Writing & Rhetoric

M.08 Inside Out: Teaching Embodied Research, Writing, and Revision
Grande Ballroom G, First Floor
Chair: Kristie Fleckenstein, Florida State University, Tallahassee
Speakers: Maggie Christensen, University of Nebraska, Omaha, “Minding the Gap: An Intermodal Strategy for Revising Multimodal Projects”
Tammie M. Kennedy, University of Nebraska at Omaha, “Passionate Attachments’ and Embodied Research for Public Discourses”
Scott Aichinger, University of Nebraska at Omaha, “Embodying Metaphor: Queering the Mind/Body Split in First-Year Writing”

Information Technologies

M.09 Addressing the “Crisis” in Scholarly Publishing: A Sustainable Approach
Top of the Riviera North, Monaco Tower, 24th Floor
Chair: Chris Thaiss, University of California, Davis
Speakers: Pam Childers, Lesley University, Cambridge, MA, “Using Publishing Collaboratives to Sustain K-12 / University Dialogues”
Will Hochman, Southern Connecticut State University, New Haven, “Re-thinking Faculty Roles in Scholarly Publishing: How “
Mike Palmquist, Colorado State University, Fort Collins, “Crisis? What Crisis? The Publishing Collaborative as a Sustainable Approach to Scholarly Publishing”
Susan Thomas, University of Sydney, Australia, “The Publishing Collaborative as a Vehicle for Fostering International Partnerships”
Respondent: Charles Bazerman, University of California, Santa Barbara
History

M.10 Women’s Literacy Practices in Historical Context
Capri 108, First Floor
Chair: Maureen Daly Goggin, Arizona State University, Tempe
Speakers: Maureen Daly Goggin, Arizona State University, Tempe, “Writing Public Sentiment: The Role of Early Nineteenth-Century Memorial Samplers in Gendering Sentiment and Mourning Practices”
Janine Solberg, University of Massachusetts Amherst, “Taking Shorthand for Literacy: Historicizing the Literate Activity of Women Stenographers in the Early Twentieth-Century U.S.”

Community, Civic & Public

M.11 Community Collaborations
Capri 109, First Floor
Chair: Lan Vu, Southern Illinois University, Carbondale
Speakers: Heather Lindenman, University of Maryland, College Park, “Writing for Change: Collaborative Written Performance”
Virginia Crisco, California State University, Fresno, “Academic Literacy and Community Activist Writing: The kNOw Youth Media’s Influence on Classroom Teaching and Learning”

Community, Civic & Public

M.12 Composing Public Bodies/Embodying Public Compositions
Capri 110, First Floor
Chair: Kelly Bradbury, College of Staten Island, CUNY, NY
Speakers: Ann Ferrell, Western Kentucky University, Bowling Green, “Bourbon Tourism and the Embodiment of Expertise”
Kelly Bradbury, College of Staten Island, CUNY, NY, “(Re)Fashioning Class Identities: The Composition of Student Embodiments”
Sheila Bock, University of Nevada, Las Vegas, “Embodiment, Display, and the Formation of Public Memory”
Community, Civic & Public

M.13 Finding a Way In: Examining Spaces of Student Public Writing
Capri 111, First Floor
Chair: Matthew Ortoleva, Worcester State University, MA
Matthew Ortoleva, Worcester State University, MA, “Public Writing as a WAC Alternative”
Cathryn Molloy, James Madison University, Harrisonburg, VA, “‘Curiosity Won’t Kill Your Cat’: A Meditation on Bathroom Graffiti as Underlife Public Writing”

Academic Writing

M.14 Methods, Methodology, Procedures: Devising a Swalesian Move/Step Schema for Research Article Methods Sections
Capri 112, First Floor
Chair: Sarah Huffman, Iowa State University, Ames
Speakers: Stephanie Link, Iowa State University, Ames
Sarah Huffman, Iowa State University, Ames
Elena Cotos, Iowa State University, Ames

Basic Writing

M.15 Class Confidence: Basic Writing, Early Start, and the Future of Remediation at Public Universities
Royale Pavilion 8, First Floor
Chair: Tom Wilcox, California State University, Fullerton
Speakers: Steve Westbrook, California State University, Fullerton, “Remediation or Class Discrimination”
Patrick Vallee, California State University, Fullerton, “Say What? Understanding and Using Professor Feedback”
Elizabeth Saur, California State University, Fullerton, “Enforced Remediation and Reinforced Fears”
Sheryl Fontaine, California State University, Fullerton, “Learning the Etiquette of Academic Culture”
Academic Writing

M.16 Challenges and Directions for Citation Pedagogy: Taking the Citation Project into the Classroom
Capri 113, First Floor
Chair: Jennifer O’Brien, Washington State University, Pullman
Speakers: Jennifer O’Brien, Washington State University, Pullman, “Critical Citation Awareness and the Annotated Bibliography”
Ariane Metz, Washington State University, Pullman, “Maus in the Classroom: A Comic-based Citation Pedagogy”
Way Jeng, Washington State University, Pullman, “Using Peer-Based Pedagogy to Re-frame Power Relationships in Writing”

Theory

M.17 Objectivity?
Grande Ballroom C, First Floor
Chair: Victor Villanueva, Washington State University, Pullman
Speakers: Kristi Wilson, Soka University of America, Aliso Viejo, CA, “The Wider Implications: Cultural Hegemony or Assessment?”
Renee Moreno, California State University, Northridge, “A Celebration of Subjectivity”
Ian Barnard, California State University, Northridge, “The Resilience of Objectivity”
Geghard Arakelian, California State University, Northridge, “Patriarchy and Colonialism in the Writing Classroom: A Call for Resistance”
Respondent: Aneil Rallin, Soka University of America, Aliso Viejo, CA

Community, Civic & Public

M.18 Voices of Diversity Project: The Work of Op-Eds
Capri 114, First Floor
Chair: Glenn Hutchinson, Florida International University, Miami
Speakers: Glenn Hutchinson, Florida International University, Miami, “From Little Havana to Little Haiti”
Andrea Potter, Edgewood College/Progressive Magazine, Madison, WI
Matthew Rothschild, Progressive Magazine, Madison, WI, “Writing Op-Eds”
Saturday, 11:00 a.m.–12:15 p.m.

Basic Writing

M.19 Going Public through Partnership: Basic Writing as a Nexus for Transfer, Advocacy, and Activism

Capri 115, First Floor

Chair: Nicole MacLaughlin, University of Notre Dame, IN

Speakers: Nicole MacLaughlin, University of Notre Dame, IN, “Reaching towards the Whole Student: Collaboration as an Essential Element of an Accelerated Approach to Basic Writing”
Paula Patch, Elon University, NC, “Better Together: Opportunities for Including Athletic Academic Advisors as Partners in the Teaching and Learning of Writing”
Ann McNair, University of Southern Mississippi, Hattiesburg, “Operation Advocacy: Partnerships for Fostering Student-Veterans’ Success and Activism in Writing”

Basic Writing

M.20 Radical Reform: Changing Basic Writing through Basic Writing Teachers

Skybox 206, Second Floor

Chair: Estee Beck, Bowling Green State University, OH

Speakers: Shiloh Peters, Missouri State University, Springfield, “Teaching Writing IS a Second Language: How Second Language Acquisition Theory May Mitigate Instructor Bias”
Jerry Stinnett, University of Oklahoma, Norman, “Finding a New Flagpole: Print Literacy, Teaching Practices, and the Instructional Counterpublics of Basic Writing”

Writing Programs

M.21 Gateway Courses and the Undergraduate Writing Major: A Roundtable Discussion

Royale Pavilion 4, First Floor

Chair: Teresa Henning, Southwest Minnesota State University, Marshall

Speakers: Teresa Henning, Southwest Minnesota State University, Marshall, “Surveying Gateway Courses in Undergraduate Writing Majors: Emerging Definitions and Directions”
Greg Giberson, Oakland University, Rochester, MI, “The Gateway Course and Eighteen Program Profiles”
Anne Zanzucchi, University of California, Merced, “Implementing Advanced Composition as Gateway to the Major”
Sandy Tweedie, Rowan University, Glassboro, NJ, “Embracing Gateway Contraries: Resolving Local Situations with National Outcomes Mandates”
Theory

M.22  Students, Teachers, and Workers in Transit: Rhetorical and Pedagogical Implications
Skybox 207, Second Floor
Chair: Kate Vieira, University of Wisconsin-Madison
Speakers: Anna Floch, University of Wisconsin-Madison, “Students in Transit: Understanding the Rhetorical Affordances and Limitations of Moving between Geographies”
Annika Konrad, University of Wisconsin-Madison, “Teachers in Transit: Examining Embodied Identities of Place in Composition Classrooms”
Respondent: Cydney Alexis, University of Denver, CO

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

M.23  Conceiving Literacy: How Students and Educators Define Literacy across Educational Contexts
Skybox 208, Second Floor
Chair: Russel Durst, University of Cincinnati, OH
Speakers: Ryan Witt, Temple University, Philadelphia, PA
Maya Sanyal, Drew University, Madison, NJ
Meaghan Brewer, Temple University, Philadelphia, PA

Theory

M.24  Alternatives to the Argument: Emotion, Narrative, and the Personal
Skybox 209, Second Floor
Chair: Suzanne Lane, Massachusetts Institute of Technology, Lexington
Speakers: Nancy Mack, Wright State University, Dayton, OH, “Revising How We Teach Emotion: Rejecting the Public Spectacle of Polarized Arguments”
Rachel Spear, University of Southern Mississippi, Hattiesburg, “Publicizing the Personal in Composition Courses”
Norma Aceves, California State University, Northridge, “How I Came to Be a Rhetorician”

Research

Grande Ballroom B, First Floor
Chair: Dana Driscoll, Oakland University, Rochester, MI

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**Speakers:** Dana Driscoll, Oakland University, Rochester, MI, “Reflection as a Means to Understand Transfer and Metacognition: Pedagogy, Assessment, and Cross-Institutional Results”
Ed Jones, Seton Hall University, South Orange, NJ, “Identity as Mediator of Knowledge Transfer”
Carol Hayes, George Washington University, DC, “Rhetorical Pedagogy in FYW: Reflective Writing, Metacognition, and the Promotion of Transfer”
Gwen Gorzelsky, Wayne State University, Detroit, MI, “Reflection and Metacognition: Assessing the Intersection between Individual and Programmatic Factors”

*Teaching Writing & Rhetoric*

**M.26 Alternative Rhetorics, Explicit Instruction, and Student Reflection**

Skybox 210, Second Floor

*Chair:* Kathryn Evans, Bridgewater State University, MA

*Speakers:* Ghanashyam Sharma, University of Louisville, KY, “Writing with the World: Using Alternative Rhetorical Models to Unpack Traditional Argumentation”
Kathryn Evans, Bridgewater State University, MA, “Explicitly Teaching Situated Thinking about Genre through Induction Rather Than Deduction”
Melanie Cregger, North Carolina State University, Raleigh, “Reconsidering Reflection: The Role of Student Reflection in the Genre-Based Classroom”

*Research*

**M.27 Mapping Transfer Research and Its Potential Impact on Public Life**

Skybox 211, Second Floor

*Chair:* Jessie Moore, Elon University, NC

*Speakers:* Jessie Moore, Elon University, NC, “The Elon Research Seminar and Current Understandings of Writing Transfer”
Paula Rosinski, Elon University, NC, “Students’ Transfer of Rhetorical Sensitivity Between Informal and Formal Spaces”
Rebecca Pope-Ruark, Elon University, NC, “Writing Transfer from the Classroom to the Community and Back Again”
Teaching Writing & Rhetoric

M.28  In Their Own Voices: Self-Reflection on the Composition Process of College Students with Asperger's or High Functioning ASD
Grande Ballroom D, First Floor
Chair: Sara Glennon, Landmark College, Putney, VT
Speakers: Lynne Shea, Landmark College, Putney, VT
Sara Glennon, Landmark College, Putney, VT
John Kipp, Landmark College, Putney, VT

Teaching Writing & Rhetoric

M.29  Private Moments Made Public: Navigating the Boundary Between Personal and Public Identity
Grande Ballroom H, First Floor
Chair: Kelly Kinney, SUNY Binghamton
Speakers: Elizabeth Macaluso, Binghamton University, NY, “Teaching First-Year Writing Through Reading Identity”
Annette Krizanich, Binghamton University, NY, “Return to the Personal: Validating the ‘I’ in Composition”
Jennifer Case, Binghamton University, NY, “Avoiding Voyeurism: When Classroom Experiences Infiltrate Personal Writing”
Tara Betts, Binghamton University, NY, “Bigger Than Hip Hop: How Students Present and Defend Themselves”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

M.30  FYC Classes as Sites of Rhetorical Education: The Public Concerns of Borderlands Communities
Grande Ballroom E, First Floor
Chair: Yazmin Lazcano-Pry, Arizona State University, Mesa
Speakers: Sonia Christine Arellano, University of Arizona, Tucson, “FYC Classes as Frontiers or Borders: Ways Competing Epistemologies Concerning Language and Content Create Inelastic or Permeable Spaces”
Casie Moreland, Arizona State University, Tempe, “Two Students, Two Identities, Two Credits: Complexities of and Pedagogy in Dual Credit FYC Classes”
Jaime Mejia, Texas State University, San Marcos, “FYC Classes as Sites of Borderlands Rhetorical Education: ¿Quién es más Americano?”
Institutional and Professional

M.31 Political Economies of Literacy Instruction: Configuring Basic Writing
Grande Ballroom F, First Floor
Chair: Wendy Olson, Washington State University, Pullman
Speakers: Justin Obara, Washington State University, Pullman, “Constructing Basic Writing at a Branch Campus”
Siskanna Naynaha, Lane Community College, Eugene, OR, “Constructing Basic Writing at a Community College”
Wendy Olson, Washington State University, Pullman, “Constructing Basic Writing at a Land-Grant Institution”
Respondent: Mary Soliday, San Francisco State University, Oakland

Theory

M.32 Damnable Things: Putting Sin into Composition
Royale Pavilion 5, First Floor
Chair: Monique Akassi, Bowie State University, Washington, DC
Speakers: Jacob Hughes, The Pennsylvania State University, State College, “Chaos, Not Composition”
Marion Wolfe, The Ohio State University, Columbus, “Passing Judgment on Plagiarism: Balancing Pedagogical and Institutional Concerns”
Kristopher Lotier, The Pennsylvania State University, State College, “Ever Seeing, Never Perceiving: Composition for the Irredeemable”
William Kurlinkus, The Ohio State University, Columbus, “Institutionalizing Guilt: Plagiarism and Corporate Time Use Policies”

Teaching Writing & Rhetoric

M.33 Literacy Narratives and Student Publications
Royale Pavilion 6, First Floor
Chair: Sarah Spring, Winthrop University, Rock Hill, SC
Speakers: Sarah Spring, Winthrop University, Rock Hill, SC, “Going Public! Using the Digital Archive of Literacy Narratives to Give College Students a Public Writing Space”
Deborah Kuzawa, The Ohio State University, Columbus, “Public Perceptions, Personal Realities: Adult Undergraduates and the Digital Archive of Literacy Narratives”
Nolan Chessman, CUNY Graduate Center, Brooklyn, NY, “The Other 99%: Reclaiming Student Publications in First-Year Composition”
Open Working Meeting of the Committee on Best Practices for Online Writing Instruction

Skybox 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

Co-Chairs: Scott Warnock, Drexel University, Riverton, NJ
Beth L. Hewett, UMUC
N Sessions: 12:30–1:45 p.m.

**Featured Session**

**The Public Work of Contingent Labor (A Roundtable)**
Grande Ballroom A, First Floor

This roundtable discussion is cosponsored with the Council of Writing Program Administrators and the Two-Year College English Association (TYCA).

This roundtable will focus on the labor practices associated with privatization: rises in “temporary” faculty, cuts in benefits, expanding administrative controls, and a narrowing concentration on research that pays dividends. Contingent faculty have responded by forming coalitions with other faculty, TAs, and undergraduates to create a new academic labor movement. The rising numbers of non-tenure line faculty are making vital contributions to the educational missions of their institutions even as they are being ignored, undervalued and depicted as a simple staffing “problem.” The marginal standing of contingent faculty in our field of vision arises from how we have tended to set our field of study apart from our field of work. This disconnect needs to be addressed not just by WPAs and other administrators but also in our graduate programs, our undergraduate majors, and our professional journals and conferences.

The panel includes faculty who have worked to bridge this gap by building coalitions, writing and editing scholarly works, and serving on the committees that created such reports as the NCTE’s *Position Statement on the Status and Working Conditions of Contingent Faculty*.

**Chair:**
Duane Roen
University of Arizona, Tucson

**Speakers:**
Jeffrey Klausman
Whatcom Community College, Bellingham, WA

Vandana Gavaskar

Brad Hammer

Jeffrey Klausman
Brad Hammer
University of North Carolina, Raleigh

Vandana Gavaskar
Elizabeth City State University, Virginia Beach, VA

Eileen Schell
Syracuse University, NY
12 Viewers Viewing: Establishing Models of Document Design Feedback in Composition
Royale Pavilion 5, First Floor

This roundtable will discuss the results of a study that asked twelve well-known composition/professional communication scholars who have published on visual communication to provide feedback on a series of sample student documents, which include visual and document design elements. The roundtable will bring together the study participants to discuss their feedback. Specifically, participants will compare the particular elements they choose to comment on, how length and specificity of comments differed between strong versus weak designs, what modes of response (notations, written comments, audio comments, etc.) they chose to use, and what role both positive and negative comments play in their responding styles. The roundtable participants will also reflect upon what characteristics were common among all reviewers and what characteristics were different.

Participants will make recommendations for engaging in effective document design feedback, including how feedback can be generalized to develop approaches to document design training for teachers, writing center staff and writing program administrators.
Chair:
Claire Lauer
Arizona State University, Tempe

Speakers:
David Blakesley
Clemson University, SC

Lee Brasseur
Illinois State University, Normal

Eva Brumberger
Virginia Tech, Blacksburg

Madeleine Sorapure
University of California, Santa Barbara

Lee Odell
Rensselaer Polytechnic University, Troy, NY

Kathryn Northcut
Missouri S & T, Rolla

Stephan Bernhardt
University of Delaware, Newark

Miles Kimball
Texas Tech University, Lubbock
Saturday, 12:30–1:45 p.m.

**Writing Programs**

**N.03** “Basic” Writers, “Multilingual” Writers, and “Mainstream” Writers: the Contested Terms of Transitional Writing from the Student Perspective

Royale Pavilion 4, First Floor

**Chair:** Jonathan Hall, York College, City University of New York, NY  
**Speakers:** Tom Pierce, Central New Mexico Community College, Albuquerque  
Lindsey Ives, University of New Mexico, Albuquerque  
Seonsook Park, New Mexico Highlands University, Rio Rancho Campus, Albuquerque  
Michael Schwartz, University of New Mexico, Albuquerque  
Anni Leming, University of New Mexico, Albuquerque

**Academic Writing**

**N.04** The Modes as Critical Tropes

Capri 104, First Floor

**Chair:** Hugh Culik, Macomb Community College, East Lansing, MI  
**Speakers:** Chris Gilliard, Macomb Community College, East Lansing, MI, “Modes and the Focus on Discourse”  
Hugh Culik, Macomb Community College, East Lansing, MI, “Modes in Theory and Practice”  
Susan Richardson, Macomb Community College, East Lansing, MI, “Mediating the Modes”  
Mary Ragan, Macomb Community College, East Lansing, MI, “Critical Thinking a la Mode”

**Teaching Writing & Rhetoric**

**N.05** Cross-Cultural Communication: Pedagogical Implications for a Diverse Campus

Capri 105, First Floor

**Chair:** Alyson Guthrie, North Dakota State University, Fargo  
**Speakers:** Jade Sandbulte, North Dakota State University, Fargo, “Cultural Bias: How Writing Preferences Evolve Over Time”  
Alyson Guthrie, North Dakota State University, Fargo, “Bridging the Gap: Collaborating First-Year Writing and ELL Students”  
Tatjana Schell, North Dakota State University, Fargo, “Challenges of Teaching College Composition as a Non-Native Speaking Instructor”
Information Technologies

N.06 Digital Environments, Public Writing, and Student Needs: Using Instructional Assistants to Facilitate Learning in Online Classes

Top of the Riviera North, Monaco Tower, 24th Floor

Chair: Andrew Bourelle, University of New Mexico, Albuquerque
Speakers: Ronni Souers, Arizona State University, Tempe
Duane Roen, Arizona State University, Tempe
Sherry Rankins-Robertson, University of Arkansas-Little Rock
Angela Clark-Oates, Arizona State University, Tempe
Tiffany Bourelle, University of New Mexico, Albuquerque

Community, Civic & Public

N.07 Racing the Local, Locating Race: Rhetorical Historiography through the Digital Humanities

Capri 103, First Floor

Chair: Shannon Carter, Texas A&M-Commerce
Speakers: Jennifer Jones, Texas A&M-Commerce, “Demonstration: Data Source Annotation Tool”
Kelly Dent, Texas A&M-Commerce, Commerce, TX, “Demonstration: Data Source Annotation Tool”
Carleton Cooper, Texas A&M-Commerce, TX, “Racing the Local”
Belford Page, Greenville, TX, “Racing the Local”
Shannon Carter, Texas A&M-Commerce, TX, “Racing the Local, Locating Race: Rhetorical Historiography and the Digital Humanities”
Respondent: Matthew K. Gold, The Graduate Center, CUNY, NY

Teaching Writing & Rhetoric

N.08 From Cylinder to Soundcloud: Remixing Audio Archives for Public Radio

Grande Ballroom G, First Floor

Chair: Jason Luther, Syracuse University, NY
Speakers: Patrick Williams, Syracuse University, NY
James O’Connor, Syracuse University, NY
Jason Luther, Syracuse University, NY
Saturday, 12:30–1:45 p.m.

**Information Technologies**

**N.09 Civic Discourse in Digital Spaces: Exigence and Action**

Royale Pavilion 7, First Floor

*Chair:* Anne Herrington, University of Massachusetts Amherst

*Speakers:* Jessica Ouellette, University of Massachusetts Amherst, Northampton, MA, “Blogging Borders: Transnational Feminism and Global Voices”

Travis Grandy, University of Massachusetts Amherst, “Rumblr on the Tumblr: Rhetorical Action and Participatory Audiences”


**Institutional and Professional**

**N.10 Reading, Writing, and Remixing Composition’s Public Identity**

Grande Ballroom E, First Floor

*Chair:* Danielle Koupf, University of Pittsburgh, PA

*Speakers:* Danielle Koupf, University of Pittsburgh, PA, “Compiling the Texts of Composition: Textual Reuse in Representations of the Field”

Alice Horning, Oakland University, Rochester, MI, “Expert Readers Reading: Lessons About Reading, Scholarly Writing and Audience Awareness”

Casie Fedukovich, North Carolina State University, Garner, NC, “Post-It Soulcraft: NDOW, Secrets, and Positive Loitering”

**Institutional and Professional**

**N.11 Aligning Expectations: The Integrative Mission of Composition as a Teaching Subject**

Royale Pavilion 8, First Floor

*Chair:* Terry Zawacki, George Mason University, Fairfax, VA

*Speakers:* Donna Qualley, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Justin Erickson, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Leon Erickson, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”
LeAnne Laux-Bachand, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Michelle Magner, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Aimee Odens, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Samuel Johnson, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Carmen Werder, Western Washington University, Bellingham, “(Mis-)Aligned Expectations: How They Work as Agents of Dis-Integration”

Teaching Writing & Rhetoric

N.12 “That’s So Meta”: Supporting the Development of Meta-Awareness through New Media Composition in College Writing

Capri 106, First Floor

Chair: Elizabeth Wardle, University of Central Florida, Orlando

Speakers: Crystal VanKooten, University of Michigan, Ann Arbor, “Awareness, Adaptation, and Audio-Visual Composing: Looking for Markers of Meta-Awareness through Video in First-Year Writing”

Chris Dickman, St. Louis University, MO, “A Kahn Academy for Writing? Facilitating Meta-Awareness through New Media Instruction”

Ben Gunsberg, Utah State University, Logan, “Using Images to Concretize the Abstract Language of Academic Writing”

Information Technologies

N.13 You Are Here: Rhetoric, Response, and Respect

Capri 107, First Floor

Chair: Eliot Parker, Mountwest Community and Technical College, Huntington, WV

Speakers: Regina Duthely, St. John’s University, Queens, NY, “Laying it Down!: African American Students, Subversive Digital Discourse, and Respectability Politics in the Academic Sphere”

Laura Sparks, Indiana University, Bloomington, “Made and Unmade After Abu Ghraib: Digital Media and the Rhetoric of Torture”

Christina LaVecchia, University of Cincinnati, OH, “Technology as an Affective Modality: Shaping Our Responses and Relations to Occupy”
History

N.14 Public Rhetoric and the Construction of Literacy
Capri 108, First Floor
Chair: Sue Mendelsohn, Columbia University, New York, NY
Speakers: Anne Bello, University of Massachusetts Amherst, “How (Not) to Go Public with Disciplinary Knowledge: Defending Webster’s Third New International Dictionary in the Popular Press”
Michael Sobiech, University of Louisville, KY, “When (ex)Priests Lie About (dead)Presidents: The Public Rhetoric of Religious/Political Fraud in Father Chiniquy’s Lincoln Conspiracy Theory”
Sue Mendelsohn, Columbia University, New York, NY, “Radio Free America: The Public Project of Multiliteracy Instruction”

Information Technologies

N.15 Building Interfaces: Three Models of Theory and Research for Understanding the Technologies that Cross Publics
Grande Ballroom C, First Floor
Chair: Michael Faris, University of Wisconsin-Eau Claire
Speakers: Douglas Walls, University of Central Florida, Orlando, “The Twitter and Its Problems: Multiple Publics and Negotiated Accounts”
Laura Martinez, University of Central Florida, Orlando, “Crossing Contexts: Using Digital Literacies to Interface across Activity Systems”
Amber M. Buck, College of Staten Island, CUNY, NY, “Page Against the Machine: Rewriting Interfaces on the Social Network”

Writing Programs

N.16 “Make New Friends, But Keep The Old”: Incorporating New Media and Multimodality in a Growing Writing Program
Grande Ballroom D, First Floor
Chair: Christine Cucciare, University of Delaware, Newark
Speakers: Christine Cucciare, University of Delaware, Newark, “Why New Media is the Best Thing That Ever Happened to Ancient Rhetoric”
Candice Wellhausen, University of Delaware, Newark, “Using Visual Rhetoric to Inform Classroom-Based Assessment”
Michael McCamley, University of Delaware, Newark, “Coming Back from DMAC: Multimodal Composition and Writing Program Administration”
Barb Lutz, University of Delaware, Newark, “Tutor Training for Multimodal Texts”
Community, Civic & Public

N.17 Organizational Rhetorics
Capri 109, First Floor
Chair: Kenna Barrett, Graduate Student, New Haven, CT
Speakers: Alexis Pegram, University of Wisconsin Milwaukee, “Turning the Public Green: A Look at Agency, Ethos, and Identifications within Environmental and Anti-Environmental Groups”
Shui-yin Sharon Yam, University of Wisconsin-Madison, “Developing Global Literacy: The Re-purposing of Academic Discourse by Intergovernmental Organizations”
Kenna Barrett, Graduate Student, New Haven, CT, “Composing in Public: Rhapsody and Jeremiad in Nonprofit Texts”

Information Technologies

N.18 Our Students’ Public Practice and Our Pedagogical Work: Learning From Our Students’ Social Media Composing Practices
Grande Ballroom H, First Floor
Chair: Rochelle Rodrigo, Old Dominion University, Norfolk, VA
Speakers: Sarah R. Spangler, Old Dominion University, Norfolk, VA, “Surfing a Facebook Sea of Roomies: High-stakes Profile Writing for College Bound High School Seniors”
Ryan Shepherd, Arizona State University, Tempe, “What Are We Doing: A Survey of First-Year Composition Students’ Use of Facebook”
Kevin DePew, Old Dominion University, Norfolk, VA, “Beyond ‘I thought it would be cool’: Basic Writers as Skillful Social Media Composers”

Community, Civic & Public

N.19 Locating Public Literacies: Multimodal Education In and Around the University
Capri 110, First Floor
Chair: Casey Boyle, University of Utah, Salt Lake City
Speakers: Alison Regan, University of Utah, Salt Lake City, “Undergraduates in the Archives; Undergraduates Making Archives: New Ways to Collect, Create, and Re-Purpose Local Materials”
Tony Sams, University of Utah, Salt Lake City, “Longitudinal Capture of Student Experience: The ‘U and You’ Project”
Heather Hirschi, University of Utah, Salt Lake City, “The Dreamkeeper Project: Reports on Culturally Responsive Pedagogical Interventions”
Saturday, 12:30–1:45 p.m.

Basic Writing

N.20 Demystifying Academic Literacy: Basic Writing, Rhetorical Competence, and Self-Assessment
Capri 111, First Floor
Chair: Jasper Neel, Southern Methodist University, Dallas, TX
Speakers: Joanna Crammond, La Roche College, Pittsburgh, PA, “Using Metacommentary to Cultivate Self-Assessment Strategies in Basic Writers”
Linda Jordan-Platt, La Roche College, Pittsburgh, PA, “‘Speak with No Context to No One’: Introductions, Thesis Statements and the Problem of Content”
Jessica Ganni, La Roche College/Indiana University of PA, Pittsburgh, “Making Learning Visible: Teaching Basic Writers to Close-Read Their Own Writing”

Community, Civic & Public

N.21 Toward a Theory of Multimodal Public Rhetoric
Capri 112, First Floor
Chair: Justin Jory, University of Illinois at Urbana-Champaign
Speakers: Caroline Dadas, Montclair State University, NJ, “Constructing a Nationwide Civic Movement: The Role of Multimodality in Occupy Wall Street in Both Mediated and Face-to-Face Contexts”
Justin Jory, University of Illinois at Urbana-Champaign, “Multimodality, Agency, and Accountability in the Public Sphere: Or, How Multimodality Shaped the Rhetoric of the UC-Davis Pepper Spray Incident”
Marlena Stanford, University of Illinois at Urbana-Champaign, “Multimodal Artifact-Based Performance and Mobilization in Social Movements: A Case Study of the 2012 Librotraficante Caravan to Tucson”

Basic Writing

N.22 Bridging the Gap(s) in Reading, Writing, and Critical Thinking
Capri 113, First Floor
Chair: Debbie Rowe, York College/ CUNY, NY
Speakers: John Wittman, California State University, Stanislaus, “Critical Transitions: Research on the College Literacy Practices of Unprepared Students”
Lee McClain, Seton Hill University, Greensburg, PA, “Crossing the Bridge from Basic through Digital/Critical Assignments”
Maureen McBride, University of Nevada, Reno, “Fostering Reading Identity for Students in the Developmental Writing Classroom”
Meghan Sweeney, University of Nevada, Reno, “Fostering Reading Identity for Students in the Developmental Writing Classroom”
Academic Writing

N.23 Faculty Peer Mentoring: Improving Student Writing Across the Disciplines
Capri 114, First Floor

Chair: Christy Rishoi, Mott College, Ann Arbor, MI
Speakers:
- Donald Samson, Radford University, Orlando, FL, “An Assignment to Help Science Faculty Teach Writing”
- Christy Rishoi, Mott College, Ann Arbor, MI, “English Department, Heal Thyself”
- Larry Juchartz, Mott College, Ann Arbor, MI, “I’ll Do the Content, You Do the Grammar Stuff: Writing as Conflict Across a Contested Curriculum”
- Dan Frazier, Springfield College, MA, “Making It All Come Together: Faculty Writing Assignments and Department Outcomes”

Academic Writing

N.24 Graduate Writing and Graduate Writing Pedagogy: The Writer Teaching Writing
Capri 115, First Floor

Chair: Deirdre McMahon, Drexel University, Philadelphia, PA
Speakers:
- Holly Carpenter, Drexel University, Philadelphia, PA, “Teaching Genre and Craft for Analyzing and Writing Research Articles and Dissertations”
- Deirdre McMahon, Drexel University, Philadelphia, PA, “Graduate Mentoring and Faculty Development via the Writing Center”
- Ann Green, St. Jospeh’s University, Philadelphia, PA, “The Writing Teacher Writing”

Basic Writing

N.25 The Impact of Social Class on Basic Writing Pedagogy
Grande Ballroom F, First Floor

Chair: William Thelin, The University of Akron, OH
Speakers:
- William Thelin, The University of Akron, OH, “Conceptual Learning for Working-Class Students in Basic Writing”
- Dawn Lombardi, The University of Akron, OH, “Basic Writing and the Forgotten Middle Class”
- Shelley DeBlassis, New Mexico State University at Carlsbad, “Bourdieu and the Baseline Model of Basic Writing”
Saturday, 12:30–1:45 p.m.

**Academic Writing**

**N.26  Lesson on the Transfer of Writing Skills: Adapting to New School and Public Environment**

Skybox 206, Second Floor

*Chair:* Llana Carroll, New York University, NY  
*Speakers:* Erin Adamson, University of Kansas, Lawrence, “Because My Advisor Told Me So: Exploring How Science Faculty Teach Academic Writing to Graduate Students”  
Jill Jeffery, University of New Mexico, Albuquerque, “Rethinking Secondary-Postsecondary Writing Transitions in a Time of Common Core Standards: What FYC Instructors Need to Know about New High School Writing Standards”  
Rebecca Robinson, Arizona State University, Tempe, “Thinking across the Curriculum: Incorporating Disciplinary-Based Critical Skills into First-Year Composition”

**Writing Programs**

**N.27  International Admissions Brokers: Streamlining or Complicating Writing Support?**

Skybox 207, Second Floor

*Chair:* Jay Jordan, University of Utah, Salt Lake City  
*Speakers:* Mark Harrison, Indiana University Bloomington, “Brokers, International Testing, and Uncertain Standards”  
Erin Jensen, University of Utah, Salt Lake City, “Building Bridge Courses for Brokered Students”  
Jay Jordan, University of Utah, Salt Lake City, “Exigencies: International Admissions Brokerage Globally and Locally”

**Writing Programs**

**N.28  The International Work of Composition: The Development of a Multilingual Writing Center at Home and Abroad**

Skybox 208, Second Floor

*Chair:* Lucile Duperron, Dickinson College, Carlisle, PA  
*Speakers:* Lisa wolff, Dickinson College, Carlisle, PA, “Keeping the Cultural Universe: Training and Learning from Overseas Assistants”  
Noreen Lape, Dickinson College, Carlisle, PA, “Going International: The Development of a Multilingual Writing Center”  
Lucile Duperron, Dickinson College, Carlisle, PA, “French and American Relations: Mediating Academic Writing During Study Abroad”
Institutional and Professional

N.29  The Silence Project: Giving Voice to Academics with Severe Writing Difficulties
Skybox 209, Second Floor

Chair: John Walter, St. Louis University, MO  
Speakers: Carrie A. Lamanna, Colorado State University, Fort Collins, “Why I Quit School: A Performative Exploration of the Relationship Between Writing and Power”  
Juliette Ludeker, Howard Community College, Columbia, MD, “Waiting for the ‘Luxury of Fearlessness’: When Being Able to Write Has Nothing to Do with the Ability to Write”  
Lisa Schamess, Emerson College Preparatory School, Washington, DC, “Standing the ‘Almost Impossible’: Uses of Silence and Failure in Writing and Teaching”  
John Walter, St. Louis University, MO, “Becoming Acquainted with the Silent Underground: Academics and Severe Writing Difficulties”

Information Technologies

N.30  Code in the Classroom: Student Writers as Game Designers
Skybox 210, Second Floor

Chair: Devon Hackelton, University of California, Riverside  
Speakers: Scott Nelson, University of Texas at Austin, “Send in the Clones: Invention and Intellectual Property in Amateur Video Game Development”  
Brian Ballentine, West Virginia University, Morgantown, “No Experience Necessary: Writing and Game Development in the Undergraduate Classroom”  
Patrick Bahls, University of North Carolina, Asheville, “LaTeXnics: The Effect of Specialized Typesetting Software on STEM Students’ Composition Processes”  
Amanda Wray, University of North Carolina, Asheville, “LeTeXnics: The Effect of Specialized Typesetting Software on STEM Students’ Composition Processes”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

N.31  Teachers Going Public: Toward New Understandings of Literacies, Social Justice, and Inter-Institutional Partnerships
Skybox 211, Second Floor

Chair: Rob Mawyer, Rock Valley College, Rockford, IL  
Speakers: Robert Mawyer, Rock Valley College, Rockford, IL, “Dual Enrollment Stakeholders and the Metaphors They Live By”

continued on next page
Gayle Coskan-Johnson, Brock University, St Catharines, Ontario, Canada, “Engagement, Resistance, and Public Writing at Guantánamo Bay, Cuba”
Kelly Concannon Mannise, Nova Southeastern University, Ft. Lauderdale-Davie, FL, “At-Risk Literacies: Expansive Accounts of Community Partnerships”

**Language**

**N.32 Texts and Contexts: Studies by and With Chinese Students and Teachers (The Empire Strikes Back)**

Skybox 212, Second Floor

*Chair:* Julie Swedin, Yakima Valley Community College, WA

Linjing He, California State University, San Bernardino, “Functions of Code Switching in L2 Writing Classroom: Among Chinese ESL Students”
Ming Fang, The Ohio State University, Columbus, “From Text to Context: Discourse Features of Chinese Students’ Argumentative Writing”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**N.33 Transgressing Composition Spaces: Shaping Students’ Conocimiento with Pedagogies that Empower Public Acts**

Grande Ballroom B, First Floor

*Chair:* Candace Zepeda, The University of Texas, San Antonio

*Speakers:* Candace Zepeda, The University of Texas, San Antonio
Issac Hinojosa, Northwest Vista College, San Antonio, TX
Kristina Gutierrez, The University of Texas, San Antonio

**Theory**

**N.34 Decentering the Able Body: The Praxis of Disability Rhetorics in Public Spaces**

Royale Pavilion 6, First Floor

*Chair:* Stephanie Wheeler, Texas A&M University-College Station

*Speakers:* Stephanie Wheeler, Texas A&M University-College Station, “Writing As Public Work: The Ugly Laws, Nazi Eugenics, and Freakdom”
Aydé Enriquez-Loya, Texas A&M University-College Station, “Decolonial Writing Pedagogies: Numbering the Stories/Remembering the Bodies of Students of Color with Disabilities”
Casie Cobos, Illinois State University, Normal, “Composing/Composed Crazy: At the Academic and Public Intersections of Disability and Chicana Rhetorics”
### CCCC Past Chairs

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<td>John C. Gerber*</td>
<td>1982</td>
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<td>George S. Wykoff*</td>
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<td>Karl W. Dykema*</td>
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*Deceased
## 2013 EXHIBITORS

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CWS .... Coalition of Women Scholars
FS .... Featured Session
FSP .... Featured Speaker
IP .... Intellectual Property Caucus
MD .... Master’s Degree Consortium
PF .... Poetry Forum
PI .... Public Image of Two-Year College
RFP .... Rhetoricians for Peace
RNF .... Research Network Forum
QRN .... Qualitative Research Network

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