

Thursday, March 20

REGISTRATION, 8:00 a.m.–6:00 p.m.

JW Marriott, Griffin Hall, Second Floor

EXHIBITS, 10:00 a.m.–6:00 p.m.

JW Marriott, Griffin Hall, Second Floor

Computer Connection/Digital Posters

JW Marriott, Grand Ballroom Foyer, Third Floor

Newcomers' Coffee Hour, 7:30 a.m.–8:15 a.m.

JW Marriott, Grand Ballroom VII/VIII/IX, Third Floor

Nominating Committee, 10:30 a.m.–12:30 p.m.

JW Marriott, Room 307, Third Floor



Opening General Session

JW Marriott, Grand Ballroom
V/VI, Third Floor
8:30 a.m.–10:00 a.m.

Presiding: *Adam Banks*, Program Chair/CCCC Associate Chair, University of Kentucky, Lexington

Greetings: *Local Arrangements Chair*, Tracy Donhardt, Indiana University Purdue University, Indianapolis

Ernest Morrell, NCTE President, Pennsylvania State University, University Park
Andy Anderson, Johnson County Community College, Overland Park, KS

Scholars for the Dream—2014 Recipients

Pauline Felicia Baird, Bowling Green State University, OH, K.20

April Baker-Bell, Michigan State University, East Lansing, K.15

Amanda L. Funk, Kutztown University of Pennsylvania, C.14

Arianna M. Howard, The Ohio State University, Columbus, K.15

Luciana Junqueira, Georgia State University, Atlanta, M.30

Jennifer Lin LeMesurier, University of Washington, Seattle, K.15

Kyle T. Mays, University of Illinois at Urbana-Champaign, M.15

Reanae McNeal, Texas Woman's University, Denton, C.24

Ana Milena Ribero, University of Arizona, Tucson, K.15

Flourice W. Richardson, Illinois State University, Normal, C.18

Previous Scholars for the Dream Award Winners

2013

Jada Augustine, Catalina Bartlett, Tara Betts, Victor Jesus Del Hierro, Romeo Garcia, Michelle Garza, Laura Martinez, Indra N. Mukhopadhyay, Alma Villanueva

2012

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

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

For a listing of winners prior to 2009, please visit <http://www.ncte.org/cccc/awards/scholarsforthedream>

Scholars for the Dream Travel Award Committee

Chair: Annette Powell, Bellarmine University, Louisville, KY
Jessica Barros, Ithaca College, NY
Marino Fernandes, University of New Hampshire, Durham
David Green, Howard University, Washington, DC
Keon Pettaway, North Carolina State University, Raleigh

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—2014 Recipients

Elizabeth Ellis, University of Maryland, College Park
Jerry Won Lee, University of Arizona, Tucson
Travis L. Martin, University of Kentucky, Lexington
Shui-yin Sharon Yam, University of Wisconsin-Madison

Chairs’ Memorial Scholarship Award Committee

Chair: Akua Duku Anokye, Arizona State University West, Phoenix
Charles Bazerman, University of California Santa Barbara
Neal Lerner, Northeastern University, Boston, MA
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

- 2013 Nancy Bou Ayash, Marcos J. Del Hierro, Kendra L. Mitchell, Christie Toth
- 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

For a listing of winners prior to 2009, please visit <http://www.ncte.org/cccc/awards/chairsscholarship>

Announcement of the 2013-2014 CCCC Research Initiative Recipients

The Effects of Explicit Instruction on Sentence Fluency and Style

Nora Bacon, University of Nebraska at Omaha, Keith Rhodes, Grand Valley State University, and Star Medzerian Vanguri, Nova Southeastern University

Instructor Comments on Student Papers: Student Perspectives

Darsie Bowden, DePaul University

The Language Repertoires of First-Year Writers: A Cross-Institutional Study of Multilingual Writers

Shanti Bruce, Nova Southeastern University, Rebecca Lorimer Leonard, University of Massachusetts Amherst, and Deirdre Vinyard, Emily Carr University of Art and Design

The Genre Project: A Framework for Transfer Across the Disciplines

Jane Danielewicz and Jordynn Jack, University of North Carolina, Chapel Hill

Mestiza Rhetors: An Anthology of Latina Rhetorical Activism in North America, 1880–1920

Jessica Enoch, University of Maryland, and Cristina Ramírez, University of Arizona

Tracing Chinese International Students' Multilingual and Multimodal Literacy Practices in and across Translocal Contexts

Steve Fraiberg, Michigan State University, Xiaoye You, Pennsylvania State University, and Xiqiao Wang, Michigan State University

The University of Arizona Longitudinal Study of Student Writers

Amy Kimme Hea, Aimee Mapes, Kenny Walker, and Ana Milena Ribero, University of Arizona

(Re)Writing Lila: Literacy Narratives of Reform from the New York State Training School for Girls, 1920–1970

Tobi Jacobi, Colorado State University, Laura Rogers, Albany College of Pharmacy and Health Sciences, and Edward Lessor, Colorado State University

Composing Disabled Faculty

Margaret Price, Spelman College, and Stephanie Kerschbaum, University of Delaware

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.

Gail E. Hawisher and Cynthia L. Selfe, winners of the 2014 CCCC Exemplar Award, will speak.



Gail E. Hawisher



Cynthia L. Selfe

Exemplar Award Committee

Chair: Dora Ramirez-Dhoore, Boise State University, ID
Michael Day, Northern Illinois University, DeKalb
Sondra Perl, Lehman College, CUNY
Cecilia Rodriguez Milanes, University of Central Florida, Orlando
Duane Roen, Arizona State University, Tempe

Previous Award Winners:

2013 Keith Gilyard
2012 Mike Rose
2011 Edward M. White
2010 W. Ross Winterowd
2009 Victor Villanueva

For a listing of winners prior to 2009, please visit <http://www.ncte.org/cccc/awards/exemplar>



Chair's Address

Thursday, 8:30–10:00 a.m.

The Loss of the Public Two Tales of Indiana



Howard Tinberg
Bristol Community
College
MA

Awaken the public mind and consecrate it on the question, “Am I not interested in the proper education of all that are socially and politically connected to me?” (Caleb Mills qtd in Worley 29)

I want to share with you two tales of Indiana. The first focuses on the work of Caleb Mills, a New Englander by birth but a man who would come to be known as the Father of the Indiana public schools system. Mills came to Indiana after having been appointed as the first faculty member at Wabash College. When he arrived in the state, Mills found the condition of education there to be deplorable. In a series of written declarations begun in 1846, titled “One of the People” and submitted to the Indiana State legislature, Mills painted a dire picture of the state: Every district looked out for itself, a fact which proved devastating to the so-called “common schools.” One of Mills’s biographers notes,

While other institutions were becoming well organized and efficient, the schools, under the domination of the ruinous idea of self-government, were struggling hopelessly with unequal lengths of terms, incapable teachers, dishonest trustees, diversity of textbooks, lax enforcement of school laws and school discipline, neighborhood quarrels over school sites, narrow views of’ education, and lack of wise leadership. (Worley 6–7)

But, for Mills, most unacceptable of all were the rates of illiteracy in the state: One in every seven adults over 20 was unable to read and write, a figure in stark contrast with the rates in other so-called “free” states, most conspicuously, Connecticut, New Hampshire, and Massachusetts, which set the standard of literacy for the time. (Worley 25–26)

Given this state of affairs, Mills observes,

There is but one way to secure good schools, and that is to pay for them.
. . . Awaken the public mind and consecrate it on the question, “Am I not

interested in the proper education of all that are socially and politically connected to me”? (Worley 29).

Mills seems so sure of the answer to that question, although it should be stated that he was swimming against the current here, as very few states at the time paid for its schools with public money (Worley 19). Still, I’m struck with the apparent certainty of his belief in a connectedness among citizens and that an imperative existed to care for the educational needs of all. From the perspective of our own time, the notion has acquired a degree of poignancy and is expressive of what has been lost.

Here’s a case in point: We flash forward to this headline offered on the blog of Diane Ravitch, whom you may know as a principle architect of George W. Bush’s “No Child Left Behind”, but who has since turned into one of its most caustic critics: “Indianapolis: Farewell to Public Education” (Ravich). “What is happening in Indianapolis is terrifying,” she writes, “if you believe that public education belongs to the public, not to private corporations.” Deemed, through standardized testing, a low performing school and allegedly plagued by financial problems, The Project School, the lone progressive charter school in Indianapolis, was closed in August of 2012, despite fierce resistance from parents and members of the community. Eagerly waiting in the wings to transform the school and the system as a whole, claims Ravitch, are non-public entities dedicated to producing 21st century online learning centers (“The Truth Behind”).

While Ravitch sees a conspiracy or corporate “take-over” of the public schools—here and elsewhere—I wonder whether the lesson from this “Tale of Indiana” and the other that preceded it is much more nuanced and more difficult. I wonder if the answer to Mills’ question has changed and if the very connectedness among citizens assumed by Mills can no longer be counted upon. Indeed, we might well question the construct of the public in the first place, echoing John Dewey’s observations made so long ago, “(T)he public is so bewildered that it cannot find itself” (Dewey). Dewey was referring to the balkanization of communities in the Machine Age, but also anticipating the fragmentation and isolation of the Digital Era. The fact is that while we might be wary of various corporations and foundations for their intrusion into public education—higher education most definitely included—the 800-pound gorilla in the room, as it were, is not the corporate heavy but the spectral public itself, which continues to withdraw its attention and resources from educational matters. If *Inside Higher Ed* informs me, that “In the decade before 2009, total operating expenditures at private research universities grew by an average of \$14,000 per student while those of community colleges grew by only \$1” (Fain), or, close to home, I note that state funding per student for higher education in Massachusetts has dropped nearly 50% since 2000 (“Per Student”), should I not revisit Mills’s question and cringe at the consequences of doing so?

The Not So “Miserable Truth”

This field, our field, that I have gratefully considered my professional home for more than a quarter of a century, has concerned itself through sound scholarship and engaged research with public work. Like the humanities generally, our discipline aims to provide the means by which to determine who we are and where we belong. These goals have a clear and significant public purpose, a public purpose which serves as a foundational principle in our field.

Yet more work remains to be done, given the obstacles before us. This is a momentous time for public education and for literacy instruction that seeks to provide public empowerment. I liken it in some ways to the pivotal year of 1976, the year when Mina Shaughnessy gave a talk entitled “The Miserable Truth” in front of writing supervisors at CUNY. New York City’s dire financial crisis—near bankruptcy—prompted wholesale retrenchment of many departments in the system, including the basic writing program that Shaughnessy had been instrumental in leading. Open admissions was clearly being challenged: the writing was on the wall.

We face similar challenges, challenges which require our recommitment as a discipline to literacy education for all. Any attempt by this organization to make the case for public re-engagement with higher education must begin with our own pledge to recommit ourselves to the importance of literacy instruction at all levels, from basic writer to graduate student. That means investing our own time, our own energy, and our own expertise not only in preparing graduate students to teach composition and rhetoric in a variety of settings, but also to reinvest in first-year composition and basic writing courses ourselves and to assist, through meaningful mentoring, the contingent faculty who currently teach the bulk of those courses. To put it more bluntly: whether we teach at a community college or university, public or private institution, we need to embrace the opportunity to teach all student writers, especially inexperienced writers, whose stories we need to hear. And we need to provide the much needed support for those many part-time faculty who assist us in this important task. Their stories matter, too.

Back in ’76, despite the many challenges and trials, Shaughnessy asserted her belief that the “lion got out of the cage before the gates were shut” (112). All that was learned about the teaching of writing will stay and be the basis of new knowledge. All that these new students experienced will make them hunger for more. These students will not tolerate a return to the inequalities of the past. Nor should we.

Works Cited

- Dewey, John. *The Public and Its Problems: An Essay in Political Inquiry*. Ed. Melvin L. Rogers. University Park: Pennsylvania State UP, 1984. Kindle.
- Fain, Paul. “Equity Gap Widens.” *Inside Higher Ed*. 23 May 2013. Web. 10 July 2013
- “Per Student Support for Massachusetts Public Higher Education FY 2000–FY 2012.” *PHENOM*. n.d. Web. 9 July 2013.

- Ravitch, Diane. "Indianapolis: Farewell to Public Education." 18 Feb. 2013. Web. 14 June 2013.
- Shaughnessy, Mina P. "The Miserable Truth." *Journal of Basic Writing*. 17.2 (1998). 106–112. Print.
- Worley, Ralph. *Educational Publications of Caleb Mills*. Unpublished Diss. Indiana State Teachers College. 1933. Print.



A Sessions: 10:30–11:45 a.m.

Open Access & Futures: An Undergraduate Researcher Poster Session

JW Marriott, Grand Ballroom Foyer, Third Floor

Chair: Jessie Moore, Elon University, NC

Featured Speaker

Angela Y. Davis

JW Marriott, Grand Ballroom V, Third Floor

Speaker: Angela Y. Davis, Berkeley, CA

Angela Y. Davis is known internationally for her on-going work to combat all forms of oppression in the U.S. and abroad. Over the years she has been active as a student, teacher, writer, scholar, and activist/organizer. She is a living witness to the historical struggles of the contemporary era. Professor Davis's political activism began when she was a youngster in Birmingham, Alabama, and continued through her high school years in New York. But it was not until 1969 that she came to national attention after being removed from her teaching position in the Philosophy Department at UCLA as a result of her social activism and her membership in the Communist Party, USA. In 1970 she was placed on the FBI's Ten Most Wanted List on false charges, and was the subject of an intense police search that drove her underground and culminated in one of the most famous trials in recent U.S. history. During her sixteen-month incarceration, a massive international "Free Angela Davis" campaign was organized, leading to her acquittal in 1972. Professor Davis's long-standing commitment to prisoners' rights dates back to her involvement in the campaign to free the Soledad Brothers, which led to her own arrest and imprisonment. Today she remains an advocate of prison abolition and has developed a powerful critique of racism in the criminal justice system. She is a founding member of Critical Resistance, a national organization dedicated to the dismantling of the prison industrial complex. Internationally, she is affiliated with Sisters Inside, an abolitionist organization based in Queensland, Australia that works in solidarity with women in prison. Like many educators, Professor Davis is especially concerned with the general tendency to devote more resources and attention to the prison system than to educational institutions. Having helped to popularize the notion of a "prison industrial complex," she now urges her audiences to think seriously about the future possibility of a world without prisons and to help forge a 21st century abolitionist movement. During the last twenty-five years, Professor Davis has lectured in all of the fifty United States, as well as in Africa, Europe, the Caribbean, and the former Soviet Union. Her articles and essays have appeared in numerous journals and anthologies, and she is the author of nine books, including *Angela Davis: An Autobiography: Women, Race, and Class*; *Blues Legacies* and *Black Feminism: Gertrude "Ma" Rainey, Bessie*



Angela Y. Davis
Berkeley, CA

Smith, and Billie Holiday; *The Angela Y. Davis Reader*; *Are Prisons Obsolete?*; a new edition of *Narrative of the Life of Frederick Douglass*; and *The Meaning of Freedom*. Former California Governor Ronald Reagan once vowed that Angela Davis would never again teach in the University of California system. Today she is Distinguished Professor Emerita in the History of Consciousness and Feminist Studies Departments at the University of California, Santa Cruz. In 1994, she received the distinguished honor of an appointment to the University of California Presidential Chair in African American and Feminist Studies.

Academic Writing

A.01 WAC and WID Reformulated: Alternative Programming, Reading, Writing, and Assessment for Authentic Composition

JW Marriott, Grand Ballroom I, Third Floor

Chair: Hui Wu, University of Texas at Tyler

Speakers: Vi Dutcher, Eastern Mennonite University, Harrisonburg, VA, “Common Writing Rubric and Assessment”

Elizabeth Tasker Davis, Stephen F. Austin State University, Nacogdoches, TX, “The Quest for Authenticity in Composition Practices and Pedagogy”

Hui Wu, University of Texas at Tyler, “Opening English Sources to WAC: Writing about the Disciplines”

Alice Myatt, University of Mississippi, University, “More than Possible: The Benefits of a WID Approach to Writing Studies”

Emily Standridge, University of Texas at Tyler, “Students Analyzing Their Own Texts”

Basic Writing

A.02 Open Campuses, Open Futures: Creatively Re-Building an Effective Basic Writing Program

JW Marriott, Room 101, First Floor

Chair: Heather Hummel, University of Arkansas at Little Rock

Speakers: Heather Hummel, University of Arkansas at Little Rock

Mary Ellen Kubit, University of Arkansas at Little Rock

Sue Bowling, University of Arkansas at Little Rock

Jennifer Atkins-Gordeeva, University of Arkansas at Little Rock

Joanne Liebman Matson, University of Arkansas at Little Rock

Community, Civic & Public

A.03 Claiming the Past to Open Our Future: Language and Rhetoric of Idle No More

JW Marriott, Room 206, Second Floor

Chair: Joyce Rain Anderson, Bridgewater State University, MA

Speakers: Amanda Morris, Kutztown University, PA, “Creative Resistance: Idle No More Combats a 500-Year-Old Cultural Debt”

Joyce Rain Anderson, Bridgewater State University, MA, “Joining the Round Dance: Rhetorical Indigenous Bodies of Protest”

Kenlea Pebbles, Central Michigan University, Mount Pleasant, “Whose Right?: A Linguistic Study of Competing Rights in Idle No More”

Community, Civic & Public

A.04 Complicating Digital Citizenship: Research, Education, and Engagement

JW Marriott, Grand Ballroom II, Third Floor

Chair: Michael Pennell, University of Kentucky, Lexington

Speakers: Michael Pennell, University of Kentucky, Lexington, “Complicated and Conflicted Data Collection Points: Capturing Digital Citizenship”

Timothy R. Amidon, University of Rhode Island, Kingston, “The Cyber Intelligence Sharing and Protection Act (CISPA): How Might ‘Reasonable’ Threats to Privacy Impact Digital Citizenship?”

Joannah Portman Daley, University of Rhode Island, Kingston, “Public Achievement through Digital Citizenship: Possibilities for Education and Research”

Krysten Manke, University of Rhode Island, Kingston, “Public Achievement through Digital Citizenship: Possibilities for Education and Research”

J.C. Lee, University of Rhode Island, Kingston, “Complicating Digital Citizens’ Credibility: Experiential Knowledge and Self-Instruction in Digital Citizenry”

Jeremiah Dyehouse, University of Rhode Island, Kingston, “John Dewey, Horace Mann, and Historical and Conceptual Frameworks for Understanding Digital Citizenship”

Community, Civic & Public

A.05 Critical Access, Deep Democracy, and Personal Agency

JW Marriott, Room 301, Third Floor

Chair: Joyce Malek, University of Cincinnati, OH

Speakers: Alli Hammond, University of Cincinnati, OH, “Opening Pandora’s Box: When Multimodal Assignments Border on Dangerous”

Maria Sclafani, University of Colorado at Boulder, “A Campus Body Poli-

tic: The Relationship between Open Access and Protests on College Campuses”

Donna LeCourt, University of Massachusetts-Amherst, “Redesigning Text for Participatory Action: Critical Access and the Problem of the Public in Digital Pedagogy”

Tom Kerr, Ithaca College, Syracuse, NY, “Slacktivism, Activism, and Open Access Pedagogy”

Community, Civic & Public

A.06 From Persuasion to Participation: Interactive Media and Shifting Paradigms for Writing Studies

JW Marriott, Room 302, Third Floor

Chair: Deborah Brown, University of Central Oklahoma, Oklahoma City

Speakers: Erin Brock, Miami University of Ohio, Oxford, “Civic Engagement Online, in the Classroom: Digital Petitions and Designing Participation”

Kathleen Coffey, Miami University of Ohio, Oxford, “Designing for Interactivity: Mobile Technology and Civic Engagement”

Jonathan Bradshaw, Miami University of Ohio, Oxford, “Information Age Appalachia: Perspectives on Usability, Interface Design, and Enabling Public Participation”

Community, Civic & Public

A.07 Open Sources Serving the Education Community on the Mexican-American Border

JW Marriott, Room 303, Third Floor

Chair: Gordon Lee, Lee College, Baytown, TX

Speakers: Kay Mooy, University of Texas at El Paso

Diana Talamantes-Mooy, Socorro Independent School District, El Paso, TX

Bruce Mooy, Socorro Independent School District, El Paso, TX

History

A.08 The Rhetoricity of Public Memory: Accessing “the Past” through Museums and Memorials

JW Marriott, Room 102, First Floor

Chair: Frankie Condon, University of Nebraska-Lincoln

Speakers: Lisa Mastrangelo, The College of St. Elizabeth, Morristown, NJ, “Layers of Re(Created) Memory: Accessing Laura Ingalls Wilder”

Wendy Sharer, East Carolina University, Greenville, NC, “Layers of Re(Created) Memory: Accessing Laura Ingalls Wilder”

Jane Hindman, Queensborough Community College, New York, NY, “Description and Disruptions: Native American Students’ Autoethnographic Texts”

continued on next page

Amy Gerald, Winthrop University, Rock Hill, SC, “Disrupting the Politics of Silence: Reinscribing Sarah and Angelina Grimké into Public Memory”

History

A.09 “The things they left behind”: Toward an Object-Oriented History of Composition

JW Marriott, Room 103, First Floor

Chair: Jason Palmeri, Miami University of Ohio, Oxford

Speakers: Jason Palmeri, Miami University of Ohio, Oxford, “Particles and Milkweed Pods: An Ontological History of the Process Movement”

Ben McCorkle, The Ohio State University at Marion, “From Stereoscope to Super 8: Data Visualization, Distant Reading, and Composition History”

Kevine Rutherford, Miami University of Ohio, Oxford, “From Historiography to Ontography: Reassembling Composition History”

Writing Programs

A.10 A Badge of Dichotomous Language: Representing and Employing Assessment in Ambiguous Spaces

JW Marriott, Room 304, Third Floor

Chair: Elizabeth Dennis, East Carolina University, Barton College, Battleboro, NC

Speakers: Judith Fourzan-Rice, University of Texas at El Paso, “Undoing the Bias against Assessment: Creating a Climate of Assessment in the Ambiguous Spaces between Language Dichotomies”

Sarah Brown, DePaul University, Chicago, IL, “The Girl Scout Career Model: Open Badging and Representations of Learning”

Paul Anheier, University of Wisconsin-Stout, “Semi-Automatic Feedback Machine: Employing Modular Comments in Writing-Intensive Classrooms”

Lori De Hertogh, Washington State University, Pullman, “From Theory to Praxis: A Critical Look at Digital Badges for Alternative Assessment in Professional Writing Classrooms”

Information Technologies

A.11 Assessment and Automation: Robograd ers, Automated Essay Scoring (AES) Software, and Gradework

JW Marriott, Room 208, Second Floor

Chair: Aimee Jones, Florida State University, Tallahassee

Speakers: Devon Hackelton, University of California, Riverside, “Across the Grade Divide: An Open Critique of Turnitin’s Grademark Functionality”

Carl Whithaus, University of California, Davis, “Opening the Boxes: How Automated Essay Scoring (AES) Software Works—and Doesn’t”

Daniel Mahala, University of Missouri-Kansas City, “Resisting the Robograder Within: The Drive towards Hyper-Normalized Readers in Writing Assessment”

Theory

A.12 Composing Agriculture and (Post)Industry

JW Marriott, Room 305, Third Floor

Chair: Kristian Stewart, University of Michigan Dearborn

Speakers: Abby Wilkerson, George Washington University, Washington, DC, “Family Farm Rhetoric, Food Justice, and Rhetorical Agency”

Moushumi Biswas, University of Texas at El Paso, “Opening Spaces in Resistance Discourse: A Case Study of Discursive Resistance to Monsanto”

Michael Salvo, Purdue University, West Lafayette, IN, “Writing Postindustrial Futures: Reporting Research from New Manufacturing Sites”

Teaching Writing & Rhetoric

A.13 Composition in/and Digital Humanities: Data, Software, Architecture

JW Marriott, Room 104, First Floor

Chair: Justin Whitney, The University of Utah, Salt Lake City

Speakers: Lindsay Illich, Curry College, Milton, MA, “Primary Sources: Replicable, Aggregable, Data-Driven (RAD) Research in a Writing-About-Writing Composition Course”

Drew Holladay, University of Louisville, KY, “Composition Pedagogy, Critical Literacy, and the Digital Architecture of Institutions”

Caitlan Spronk, Purdue University, West Lafayette, IN, “Programming Composition: Digital Humanities and Big Data”

Brad Herzog, Saginaw Valley State University, MI, “‘Free Speech, not Free Beer’: What the Free Software Movement Can Teach Us about Making Higher Education and Our Professional Knowledge More Accessible”

Information Technologies

A.14 Opening Digital Rhetoric: Beyond Persuasion

JW Marriott, Room 105, First Floor

Chair: Christine Jeansonne, Louisiana State University, Baton Rouge

Speakers: Sergio Figueiredo, Kennesaw State University, GA, “The Means of Perception: Notes Toward a Digitally Specific Rhetoric”

Wendi Sierra, St. John Fisher College, Fairport, NY, “Building the Classroom Landscape: Minecraft in the Composition Classroom”

Scott Reed, Georgia Gwinnett College, Bethlehem, “Gaming, Composition, and the New Memory Work”

Information Technologies

A.15 Opening Gates and Closing Minds: 3 Views of Online Democracy at Work

JW Marriott, Room 106, First Floor

Chair: David Seitz, Wright State University, Dayton, OH

Speakers: Adam Kuchta, Bowling Green State University, OH, “Public Pedagogy, Collective Intelligence, and Digital Culture: Binocular Evaluation of Agency, Resistance, and Control in Electronic LEGO Fan Communities”

Meghan Finley, Cincinnati, OH, “Blogs, Webcomics, and Convergence: Science Popularizations and Evolving Forms of Scientific Discourse”

Stephen Bush, Fairborn, OH, “Behind Wall of Prejudice: How Internet Filter Bubbles Frustrate Agonistic Discourse Online”

Institutional and Professional

A.16 Ain't We Compositionists?: The M.A. Compositionist and Other Adjunct Subjectivities

JW Marriott, Room 107, First Floor

Chair: Charlotte Hyde, Purdue University, Lafayette, IN

Speakers: Gina Hanson, University of Redlands, CA

Maggie Cecil, California State University, San Bernardino

Chloe de los Reyes, California State University, San Bernardino

Institutional and Professional

A.17 By All Available Means: Collaboration, Innovation, and Retention in First-Year Composition Online Learning Environments

JW Marriott, Room 202, Second Floor

Chair: Sherry Rankins-Robertson, University of Arkansas at Little Rock

Speakers: Mark Isbell, University of Arkansas at Little Rock, “More than Recruiting—Methods for Retaining Online Learners”

Joshua Johnson, University of Arkansas at Little Rock, “Using Open-Source Technologies for 21st Century Literacies”

Betty Freeland, University of Arkansas at Little Rock, “New Visions for Preparing Online Teachers and Learners”

Sherry Rankins-Robertson, University of Arkansas at Little Rock, “Partnerships that Drive Curriculum and Faculty Response”

Dona Bailey, University of Arkansas at Little Rock, “Educating Online Educators and Regulating Labor Conditions”

Institutional and Professional

A.18 The WPA Census: What Do The Numbers Tell Us?

JW Marriott, Room 203, Second Floor

Chair: Jill Gladstein, Swarthmore College, PA

Speakers: Jill Gladstein, Swarthmore College, PA, “From Apples to Oranges: Deciding which Variables to Consider when Crafting National and Local Arguments about Writing Program Design”

Dara Regaignon, Pomona College, Claremont, CA, “Local Context, Best Practices, and Big-Picture Empirical Data”

Jennifer Wells, Florida State University, Tallahassee, “Hidden in Plain Sight: What the WOA Census Reveals about Writing Centers and Writing Center Directors”

Brandon Fralix, Bloomfield College, NJ, “MSIs and Basic Writing: An Empirical Examination of Basic Writing Practices at Minority-Serving Institutions”

Institutional and Professional

A.19 Undergraduate Writing: Digital Media and Writing in the Disciplines

JW Marriott, Room 108, First Floor

Chair: Christa Teston, The Ohio State University, Columbus

Speakers: Kathleen Jernquist, U.S. Coast Guard Academy, Foster, RI, “Opening Access: When Writing Centers and Faculty Across Campus Communicate about (the) Composing Identities of Future Colleagues”

Oriana Gatta, Georgia State University, Atlanta, “Open to Question: The Digital Media Program Archive and What’s (Not) Being Said about Pedagogy”

Nicole Galante, State University of New York, Stony Brook, “Open(ing) Fourth Space: Reflective, Communal Teaching and Learning”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.20 Critical Junctures: Exploring Different Sites of Learning

JW Marriott, Room 109, First Floor

Chair: Jessica Nastal, University of Wisconsin-Milwaukee

Speakers: Nicole Khoury, American University of Beirut, “Peripheral Participation: Graduate Writing Groups as Rhetorical Spaces for Disciplinary Access”

Rebecca Robinson, Arizona State University, Tempe, “FYC and Metadiscourse: Unlocking Disciplinary Source Codes”

Sunny Hawkins, University of Southern Indiana, Evansville, “Off-Center: Confronting Identity Politics in Secondary/Post-Secondary Writing Center Collaborations”

Oliver Brearey, University of Maryland, College Park, “Advancing the Discussion of Threshold Concepts: Decoding the Disciplines, Critical Junctures, and Students’ Attainment of Rhetorical Awareness”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.21 Cultural and Material Rhetorics: Redefining Our Concepts of Rhetoric

JW Marriott, Room 306, Third Floor

Chair: Julia Wagner, Montclair State University, NJ

Speakers: James Knippling, University of Cincinnati, OH, “How Pop Got Punked; The Polyphonic Rhetoric of Popular Music”

Vanessa Sohan, Florida International University, Miami, “Beyond Classroom Walls: Exploring Material/Cultural Rhetorics through Interdisciplinary Partnerships”

Erin Cahill, The Ohio State University, Columbus, “Adding One More ‘C’: An Illustrative Argument for Comics as a Scholarly Medium”

Susanna Engbers, Kendall College of Art and Design, Grand Rapids, MI, “The Promises and Pitfalls of Branding as Ethos”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.22 Multimodal Composing: Perspectives from across the Disciplines

JW Marriott, Room 309, Third Floor

Chair: Brent Simoneaux, North Carolina State University, Raleigh

Speakers: Robin Snead, University of North Carolina-Pembroke, “Broadening Cross-Contextual Perspectives on Multimodality”

Brent Simoneaux, North Carolina State University, Raleigh, “Mapping the Landscape of Multimodality”

Keon Pettiway, North Carolina State University, Raleigh, “Defining Multimodality across the Disciplines”

Writing Programs

A.23 Teaching in and through the Classroom

JW Marriott, Room 308, Third Floor

Chair: Jessie Richards, University of Utah, Salt Lake City

Speakers: Donald Jones, University of Hartford, CT, “Teaching Source Citation as the Postmodern Practice of Fair Use”

Cassandra Book, Bellarmine University, Louisville, KY, “The Other C: Integrating Pedagogical Practices from the Disciplines of Composition and Communication into an Introduction to Public Speaking Course”

Veronica House, University of Colorado, Boulder, “Designing and Administering a Vertical Community-Engaged Rhetoric and Composition Curriculum”

Bradley Wiggins, University of Arkansas-Fort Smith, “Composition and Communication (and Communication): A Multi-Disciplinary Approach to a Multi-Modal Future for Composition and Journalism”

Joe Hardin, University of Arkansas-Fort Smith, “Composition and Communication (and Communication): A Multi-disciplinary Approach to a Multi-modal Future for Composition and Journalism”

Theory

A.24 Communicating from China: English Writing and Resisted Code

JW Marriott, Room 310, Third Floor

Chair: Maha Alawdat, Indiana University of Pennsylvania

Speakers: Yue Chen, Purdue University, West Lafayette, IN, “China’s Graduate Students as the New Intellectual Partners in Composition Studies”
Xinqiang Li, Michigan State University, East Lansing, “The Realistic Features of English Writing through Chinese Students’ Eyes—a Pilot Study”

Language

A.25 Investigating Translingual Practices: History, Theory, and Pedagogy

JW Marriott, Room 204, Second Floor

Chair: LuMing Mao, Miami University of Ohio, Oxford

Speakers: LuMing Mao, Miami University of Ohio, Oxford

Weiguo Qu, Fudan University, China, Shanghai

Bo Wang, California State University, Fresno

Respondent: Min-Zhan Lu, University of Louisville, KY

Professional and Technical Writing

A.26 Opening Professional and Technical Writing to Client-Community Engagement

JW Marriott, Room 311, Third Floor

Chair: Geoffrey Clegg, Texas A&M University-Commerce

Speakers: Elisabeth Kramer-Simpson, New Mexico Tech, Socorro, “Technical Communication Internships as Sites of Learning and Knowledge Transformation”

Elizabeth Tomlinson, West Virginia University, Morgantown, “Producing Client Projects in the Business Communication Course by Scaffolding”

Kyle Mattson, University of Central Arkansas, Conway, “Counter-Assemblages: A Model of Advocatory Organizations Working Together”

Research

A.27 Enabling Discourses: Activity Theory and Genre Transfer

JW Marriott, Room 312, Third Floor

Chair: Beverly Moss, The Ohio State University, Columbus

Speakers: Darci Thoune, University of Wisconsin-La Crosse, “As If I Were Writing a Paper: Using Activity Theory to Understand the Genre Uptakes of Writing Assignments”

Bryan Kopp, University of Wisconsin-La Crosse, “As If I Were Writing a Paper: Using Activity Theory to Understand the Genre Uptakes of Writing Assignments”

Brett Griffiths, University of Michigan, Ann Arbor, “Enabling Discourses: How Classroom Interactions Can Position Historically Disadvantaged Students for Success”

Gita DasBender, Seton Hall University, South Orange, NJ, “Multilingual Writers as Legitimate Peripheral Participants: Learning in the Liminal Space”

Research

A.28 First-Year Composition in the 21st Century: Is There Evidence of a Shift to Orality?

Marriott Downtown, Florida Room, First Floor

Chair: Sandra Gollin-Kies, Benedictine University, Lisle, IL

Speakers: Sandra Gollin-Kies, Benedictine University, Lisle, IL, “Markers of ‘Orality’ in Lexical Verb Choice in First-Year Composition”

Daniel Kies, College of DuPage, Glen Ellyn, IL, “The FYC Corpus: An Introduction and Overview, with Preliminary Findings”

Olga Lambert, Benedictine University, Lisle, IL, “A Shift in Personal Pronoun Use over Time in First-Year Composition”

Research

A.29 Shifting the Conversation: Algorithms, Media Multitasking, and Student Engagement

Marriott Downtown, Illinois Room, First Floor

Chair: Elizabeth A. Monske, Northern Michigan University, Marquette

Speakers: Jane Fife, Western Kentucky University, Bowling Green, “Technology and the Scene(s) of Writing: Reassessing the Solitary, the Social, and the Efficient in Our Composing Habits”

Heidi Harris, University of Arkansas at Little Rock, “Shifting the Conversation from ‘Cents’ to ‘Sense’: Using Data regarding Student Satisfaction in Online Courses to Support Student Engagement”

Patricia Portanova, University of New Hampshire, Durham, “Researching the Impact of Access to Technology: A Quasi-Experimental/Multimodal Study of Media Multitasking and Student Writing”

Gustav Verhulsdonck, University of Texas at El Paso, “Algorithms, Symbols, Information: Algorithms as Digital Rhetoric and Procedural Communication”

Teaching Writing & Rhetoric

A.30 Accessing the Creative Spirit in First-Year Composition

Marriott Downtown, Michigan Room, First Floor

Chair: Nolan Chessman, City University of New York Graduate Center, Brooklyn

Speakers: Normandy Sherwood, New York University, Brooklyn, NY, “Holding on, Letting go: Collaborative Creative Writing Technique in the Composition Classroom”

Peter Gray, Queensborough Community College-City University of New York, “The Inexperienced Writer Is Not that Different from Us”

Nolan Chessman, City University of New York Graduate Center, Brooklyn, “Basic Writing as a Happening: Poet-Teachers in the Age of Open Admissions”

Teaching Writing & Rhetoric

A.31 Digitally-Mediated Peer Review in Multimodal Composition Courses: Implications for Writing Pedagogies

JW Marriott, Room 313, Third Floor

Chair: Susan Pagnac, Central College, Pella, IA

Speakers: Erin Zimmerman, Iowa State University, Ames

Kathy Rose, Iowa State University, Ames

Eric York, Iowa State University, Ames

Susan Pagnac, Central College, Pella, IA

Respondent: William Hart-Davidson, Michigan State University, East Lansing

Teaching Writing & Rhetoric

A.32 Exploring New Applications of Arts and Media in the Composition Classroom

Marriott Downtown, Texas Room, First Floor

Chair: Elmar Hashimov, Ball State University, Muncie, IN

Speakers: Elmar Hashimov, Ball State University, Muncie, IN, “Exploring New Applications of Arts and Media in the Composition Classroom”

Bridget Gelms, Miami University of Ohio, Oxford, “Moving Images as Texts: Reading/Writing with/about Film”

Stephanie Hedge, State University of New York at Potsdam, “Music and/as Social Interaction in FYC”

Patrick Clauss, University of Notre Dame, IN, “Ampliative Inferences, The Wire, and The Teaching of Argument”

Teaching Writing & Rhetoric

A.33 Fulfilling the Promise of the Writing Portfolio: Opening Writing Assessment for Student-Writers

JW Marriott, Room 314, Third Floor

Chair: Brian Huot, Kent State University, OH

Speakers: Elliot Knowles, Kent State University, OH
Jeffrey Perry, Indiana University Southeast, New Albany
Curt Greve, Kent State University, OH

Teaching Writing & Rhetoric

A.34 Opening Minds in Open Access Classrooms: Alternate-Reality Gaming as Bakhtinian Pedagogy

JW Marriott, Room 205, Second Floor

Chair: Robert Murdock, University of Cincinnati, Blue Ash College, OH

Speakers: Sonja Andrus, University of Cincinnati, Blue Ash College, OH,
“There’s a Winner Every Time: Grading and Programmatic Assessment
in the ARG Classroom”

Kevin Oberlin, University of Cincinnati, Blue Ash College, OH, “Come
One, Come All: Collaboration in the ARG Classroom”

Robert Murdock, University of Cincinnati, Blue Ash College, OH, “Shap-
ing the Patterns of Play: ARG Course Design”

Theory

**A.35 Genre Evolution, Emergence, and Transfer:
How Important Is Technology?**

JW Marriott, Grand Ballroom VII, Third Floor

Chair: Dylan Dryer, University of Maine, Orono

Speakers: E. Ashley Hall, University of North Carolina, Chapel Hill, “New
Media Personal Essays: A Case of an Emerging Genre”

Jane Danielewicz, University of North Carolina, Chapel Hill, “New Media
Personal Essays: A Case of an Emerging Genre”

Ashley Rose Kelly, North Carolina State University, Raleigh, “Rhetorical
Accommodation and Open Access Publishing”

Carolyn Miller, North Carolina State University, Raleigh, “Revisiting Two
Case Studies of Genre Emergence: Early American Presidential Oratory
and the Environmental Impact Statement”

Teaching Writing & Rhetoric

A.36 Open Access to Multilingual Composition: Case Studies of Teachers and Students

JW Marriott, Room 207, Second Floor

Speakers: Aylin Baris Atilgan, Purdue University, West Lafayette, IN, “Open Dialogue with American Instructors on the Needs of First-Year Composition International Students”

Yu-Shan Fan, Purdue University, West Lafayette, IN, “Open Access to Chinese International Students’ Educational Background in Composing in China”

Laura Gonzales, Michigan State University, Orlando, FL, “Quiet Engagement: The Rhetoric of Silence in Multilingual Composition”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.37 The Beautiful Struggle: Futuristic Visions of an Inclusive Academy through Hip Hop, Autoethnography, and Rap-Geniuses

JW Marriott, Grand Ballroom IV, Third Floor

Chair: Marcos Del Hierro, Texas A&M College Station

Speakers: Marcos Del Hierro, Texas A&M College Station, “Towards a Hip Hop Rhetorics Approach in Rhetoric and Composition”

Catalina Bartlett, Texas A&M University College Station, “ ‘You Had Me at ‘Open’’: How Autoethnography Bridges the Worlds of Creative Writing, Cultural Rhetorics, and Composition in the College Classroom”

Victor Del Hierro, Michigan State University, East Lansing, “Digital Bombers: Rewriting the Rhetorics of Digital Composition”

Community, Civic & Public

A.38 Open(ing) Wounds: Accessing Trauma in the Classroom and Community

JW Marriott, Grand Ballroom III, Third Floor

Chair: Deborah Coxwell-Teague, Florida State University, Tallahassee

Speakers: Meg Scott-Copses, College of Charleston, SC, “Rupturing Memory: Access and Trauma in At-Risk Communities”

Sarah Blomeley, Belmont University, Nashville, TN, “In Loving Memory: Public Grief and the Future of Mourning in America”

Amy Hodges Hamilton, Belmont University, Nashville, TN, “When Access to the Personal Becomes Pedagogical: Childhood Cancer and the Composition Classroom”

B Sessions: 12:15–1:30 p.m.

Featured Session

The Shame Tree Dead

JW Marriott, Grand Ballroom V, Third Floor



Elaine Richardson

Chair: Rhea Estelle Lathan, Florida State University, Tallahassee, FL

It's a cliché that experience is the best teacher, yet experience is a teacher from whom many fail to learn. This panel features Elaine Richardson discussing her compelling and honest book, "Phd to Phd: How Education Saved My Life". Richardson's "Bio-edu-ography" demonstrates more than simply struggling through freshman English courses at Cleveland State University or having a professor humiliate her writing. Education is how she had to learn who she was and turn that into victory over the shame, which attempts to "mark" women in our culture. Mostly, this panel is about women's literacy. Presenters include real women living in Atlanta, Chicago and Jacksonville. They are women who take our classes, and fill our faculty appointments, but who are deeply aware of their own processes of learning and development; and the obstacles educators' use to shame them. It is not, then, about the literacy of abstract, theoretical women, or of African American women, or even of women who are or have had substance abuse issues—though the women here fall into those categories.

Because much of what we call education is still concerned with passing on conclusions rather than facilitating the process of discovery, this panel facilitates a discussion on what it takes to look at the familiar and then to go on to say "this is not the only possible way" or "this is not how it has to be". Participants will account for circumstances where literacy experiences—negative and positive—are



**Rhea Estelle
Lathan**



Hope Ealey



Rhonda DeShields

converted to wisdom and commitment, and translated to forms whereby they can be an open source of pride not shame. Ultimately this panel will attempt to dismantle the traditional hierarchies of higher education that work against this kind of openness, adhering to the obsolete notion that academics “should” work only with objective fact and without personal involvement.

A multidimensional personality, **Dr. Elaine Richardson (Dr. E)** is living out all of her dreams. She shares her story of recovery from addiction, abuse and sexual exploitation to renowned Professor of Literacy Studies at The Ohio State University, in her urban educational memoir *PHD (Po H# on Dope) to Ph.D.: How Education Saved My Life*. An accomplished vocalist and performer, Dr. E’s forthcoming CD, *Songs For the Struggle* is the musical counterpart to the book. In addition to being a recording artist, educator and author, Dr. E performs a One Woman Show based on excerpts from her book. She speaks and performs around the country to inspire love, hope and empowerment. She began writing songs, after graduating from Cleveland State University in 1993. She earned a Ph.D. in English and Applied Linguistics from Michigan State University in 1996. She has held academic posts at the University of Minnesota, as well as Pennsylvania State University before joining the faculty at The Ohio State University. She is a graduate of the Cleveland Public Schools, East Technical High, Class of 1978. She is a mentor to youth and young scholars and belongs to a network of Hiphop educators, promoting empowered education for social equality.

Speakers:

Elaine Richardson

The Ohio State University, Columbus

Walonza Lee

Hope Ealey

Dekalb Community Service Board, Decatur, GA

Ronda L. DeShields

Veterans Health Administration, Jacksonville, FL

Institutional and Professional

B.01 CopyCats: Open-Source Approaches to Plagiarism

JW, Marriott, Room 101, First Floor

Chair: LauraAnne Carroll-Adler, University of Southern California, Granada Hills

Speakers: Scott Johnson, Oakton Community College, Northbrook, IL, “‘Proprietary (Hard)ware is an Injustice’: BYOD, Mobile Computing, and the Struggle against Control in the College Writing Classroom”

Valerie Seiling Jacobs, Columbia University, Westport, CT, “Beyond Plagiarism: Using Sources Responsibly in an Increasingly Open-Source World”

Shannon Howard, University of Louisville, KY, “‘Please Reblog. Don’t Copy and Paste’: How Tumblr’s Rhetoric Promotes Citation Systems and a They Say/I Say Model of Discourse in Online Spaces”

Stephanie Roach, University of Michigan-Flint, “The Disservice of ‘Just Say No’ Approaches to Plagiarism”

Community, Civic & Public

B.02 An Open World: Transnational Perspectives on Writing and Rhetoric

JW Marriott, Room 301, Third Floor

Chair: Carol D. Bollin, Western Illinois University, Macomb

Speakers: Nora McCook, The Ohio State University, Columbus, “Literacy and Human Rights: Access without Autonomous Literacy”

James Daniel, University of Texas at Tyler, “Transnational Communities and the Writing of Love”

Jennifer Nish, University of Kansas, Lawrence, “Interrupting a Revolution: Examining the Transnational Discourse of ‘The Uprising of Women in the Arab World’”

Community, Civic & Public

B.03 Digital Literacy in Rural Lives: Examining the Intersections of Place, Access, and Literate Practice in the Lives of Six Rural Women

JW Marriott, Room 302, Third Floor

Chair: Jennie Vaughn, University of Alabama, Tuscaloosa

Speakers: Allen Harrell, Alabama Southern Community College, Jackson, “Digital Literacy, Access, and the Library: Community-Based Computer Courses as a ‘Gateway’ to Access in Rural Areas”

Amy Dayton, University of Alabama, Tuscaloosa, “Student, Parent, Worker, Writer: The Role of Digital Literacy in Shaping Women’s Identities”
Jennie Vaughn, University of Alabama, Tuscaloosa, “Un-Schooled Digital Literacy: The Role of Self-Taught Digital Literacy in Extracurricular and Professional Lives”

Information Technologies

B.04 Forming Coalitions: Digital Democracies and the Integration of Social Activism

JW Marriott, Room 303, Third Floor

Chair: Jennifer Mallette, University of Arkansas, Fayetteville

Speakers: Kathryn Perry, University of Louisville, KY, “The Social and Pedagogical Significance of Narrative Continuity in the Freedom School Curriculum”

Clarissa Walker, University of Rhode Island, Kingston, “Light as a Rock: The African Diaspora Blogger as a Wielder of ‘Soft Power’”

Dhruba Neupane, University of Waterloo, Kitchener, Ontario, Canada, “Listening to ‘The Digital Third World:’ Probing the Preconditions of Digital Democracy”

Community, Civic & Public

B.05 Opening Up, Opening Out: New Publics, New Futures for Composition’s Public Intellectuals

JW Marriott, Room 102, First Floor

Chair: Rachel Bloom, University of Kansas, Lawrence

Speakers: Susan Meyers, Seattle University, WA, “The Researcher as Public Intellectual: Transnational Ethnography and Political Danger in the Public Sphere”

Frank Farmer, University of Kansas, Lawrence, “The (Counter) Public Intellectual: A Preliminary Sketch”

Star Medzerian, Nova Southeastern University, Ft. Lauderdale, FL, “Scholarship as Intellectual Partnership: Open Access Publishing and the Future’s Public Intellectual”

Paul Butler, University of Houston, TX, “Going Public: Effecting Change through Public Discourse, Innovative Curricula, and Community/Technological Outreach”

Community, Civic & Public

B.06 PROYECTO CARRITO: When the Student Receives an A and the Worker Gets Fired: Disrupting the Political Economy of Translingual Rhetorical Mobility

JW Marriott, Room 304, Third Floor

Chair: Tamera Marko, Emerson College, Boston, MA

Speakers: Ernesto Mario Osorio, Emerson College, Boston, MA, “PROYECTO CARRITO: A Janitor’s Perspective”

Eric Sepenoski, Emerson College, Boston, MA, “PROYECTO CARRITO: An MFA’s and Farmer’s Perspective”

Bianca Padro, Emerson College, Boston, MA, “PROYECTO CARRITO: A Puerto Rican Undergraduate’s Perspective”

Tamera Marko, Emerson College, Boston, MA, “PROYECTO CARRITO: A Trilingual Teacher’s Perspective”

Creative Writing

B.07 Navigating the Online Creative Writing Classroom

JW Marriott, Room 305, Third Floor

Chair: Joseph Rein, University of Wisconsin-River Falls

Speakers: Joseph Rein, University of Wisconsin-River Falls, “Lifting the Digital Curtain: Fostering Persona, Identity, and Authority in the Online Creative Writing Classroom”

Janelle Adsit, State University of New York-Albany, “Giving an Account of Oneself: Teaching Identity Construction and Authorship in Creative Nonfiction and Social Media”

Aviva Cristy, University of Wisconsin-Milwaukee, “Finding Creative Spaces in Online Classrooms”

History

B.08 Higher Learning and Historical Class Bifurcations

JW Marriott, Room 103, First Floor

Chair: Sarah Perrault, University of California Davis

Speakers: Kelly Ritter, University of Illinois at Urbana-Champaign, “Mass Literacies, Mass Inculcation: From Mental Hygiene Films to MOOCs”

M. Karen Powers, Kent State University at Tuscarawas, OH, “‘Brains and Brawn’: The Humanities, Differential Tuition, and the Historical Vocationalism of the Working Class”

Amy Lueck, University of Louisville, KY, “The Mind and Body of Higher Learning: Tracing the Institutional Location of (Gendered) Manual Training in Nineteenth-Century High Schools”

History

B.09 Voices from the Asian/Asian American Caucus: Opening Up Our Disciplinary History and Scholarship

JW Marriott, Room 104, First Floor

Chair: Asao Inoue, California State University, Fresno

Speakers: Jennifer Sano-Franchini, Virginia Tech, Blacksburg, “What Can Asian Eyelids Teach Us about Rhetoric and Writing?: A Culturally Reflexive Framework for Multimodal Representations of Bodies”

Linh Dich, Miami University of Ohio, Oxford, “The United States of Ambivalence: International Students as Sources of Income and Difference”

K. Hyoejin Yoon, West Chester University, PA, “Ruptures, Wounds, Possibilities: Asian/Asian American Disciplinary History and Scholarship”

Terese Guinsatao Monberg, Michigan State University, East Lansing, “Ruptures, Wounds, Possibilities: Asian/Asian American Disciplinary History and Scholarship”

Respondent: Asao Inoue, California State University, Fresno, Fresno

Information Technologies

B.10 Applying the CCCC’s Effective Practices of Online Writing Instruction in the Virtual Classroom

JW Marriott, Room 202, Second Floor

Chair: Jill Heney, Boise State University, ID

Speakers: Jill Heney, Boise State University, ID, “Strategies for Effective and Efficient Feedback to Student Writing Online”

Melissa Keith, Boise State University, ID, “The Training and Ongoing Professional Development of an Online Writing Lab Staff”

Leslie Jewkes, College of Western Idaho, Nampa, “Strategies for Effective and Efficient Feedback to Student Writing Online”

Stephanie Cox, Boise State University, ID, “Blending Migration and Innovation in the Online Writing Classroom”

Jennifer Black, Boise State University, ID, “Blending Migration and Innovation in the Online Writing Classroom”

Information Technologies

B.11 Composition MOOCs and Pedagogy by the Thousands: Reflections on Four Open Education Innovations

JW Marriott, Grand Ballroom VII, Third Floor

Chair: Joe Moxley, University of South Florida, Tampa

Speakers: Joe Moxley, University of South Florida, Tampa, “Writing Commons, the Open-Education Home for Writers”

Karen Head, Georgia Tech, Atlanta, “Composition MOOC: First-Year Composition 2.0”

continued on next page

Rebecca Burnett, Georgia Tech, Atlanta, “Composition MOOC: First-Year Composition 2.0”

Kay Halasek, The Ohio State University, Columbus, “Composition MOOC: Writing II: Rhetorical Composing”

Denise Comer, Duke University, Raleigh, NC, “Composition MOOC 1: English Composition 1: Achieving Expertise”

Theory

B.12 Issues of Accessibility and Technology in the Writing Classroom

JW Marriott, Room 206, Second Floor

Chair: James Truman, Auburn University, AL

Speakers: Lorna Nelson, Central Virginia Community College, Lynchburg, “Using Speech Recognition Software for College Writing”

Thomas Reynolds, Northwestern State University of Louisiana, Natchitoches, “Using Speech Recognition Software for College Writing”

Chad Iwertz, Oregon State University, Corvallis, “Becoming (Dis)abled: Writing Technologies and the Culture of Capability in the Classroom”

Kimberly Elmore, Texas Tech University, Lubbock, “Towards a Rhetorology for Autism Advocacy: Negotiations of Voice and Rhetorical Listening in Public Dialogue”

Janelle Wiess, University of Michigan-Flint, “To AV or not to AV?: Issues of Accessibility in Online Writing Instruction”

Information Technologies

B.13 Open Access and Institutional Technology

JW Marriott, Room 105, First Floor

Chair: Rossina Liu, University of Iowa, Iowa City

Speakers: James Schirmer, University of Michigan-Flint, “Institutionware”
Stuart Selber, The Pennsylvania State University, University Park, “How Accessible Are Campus IT Departments?”

Mary Wendt, Central Michigan University, Mt. Pleasant, “Walking the Walk: The Institutionalization of Digital Literacy”

Information Technologies

B.14 Teaching and Talking in Code: Pedagogical Partnerships with Computer Science

JW Marriott, Grand Ballroom I, Third Floor

Chair: Marika Seigel, Michigan Technological University, Houghton

Speakers: Wei Zhang, Michigan Technological University, Houghton, “The Multifaceted Communication within Citizen Science Collaborations”

Robert Pastel, Michigan Technological University, Houghton, “From Lichens to Linux: Facilitating Collaboration between Technical Communication and Computer Science Courses”

Marika Seigel, Michigan Technological University, Houghton, “From Lichens to Linux: Facilitating Collaboration between Technical Communication and Computer Science Courses”

Leo Ureel II, Michigan Technological University, Houghton, “Digital Literacy for Elders: An Open Online Experience”

Lauren Bowen, Michigan Technological University, Houghton, “Sister Seminars: Multidisciplinary Approaches to Digital Literacy and Design”

Charles Wallace, Michigan Technological University, Houghton, “Online at the Library: Reflections on an Outreach Program”

Information Technologies

B.15 Wikipedia: Discourse, Collaboration, and Sophistic Rhetoric

JW Marriott, Room 208, Second Floor

Chair: Sarah Marshall, Florida State University, Tallahassee

Speakers: Jeff Kirchoff, Millikin University, Decatur, IL, “Wikipedians as Sophists: Doxa, Kairos, and Techne in Wikipedia”

Celeste Berrington, Concordia University Wisconsin, “Contributing to Networked Writing: Communication and Collaboration with the World outside of the Academy”

Melanie Kill, University of Maryland, Washington, DC, “Writing Wikipedia in Class: Specialist Knowledge, Public Audience, and Wikipedian Discourse”

Institutional and Professional

B.16 Composition in the Age of Austerity

JW Marriott, Room 308, Third Floor

Chair: Lil Brannon, University of North Carolina, Charlotte

Speakers: Tom Fox, California State University, Chico

Tony Scott, Syracuse University, NY

Nancy Welch, University of Vermont, Burlington

Institutional and Professional

**B.17 Opening Communities of Discourse and Practice:
Using Professional Learning Communities to Support
Contingent Faculty**

JW Marriott, Room 106, First Floor

Chair: Judith Livingston, Columbus State University, GA

Speakers: Judith Livingston, Columbus State University, GA

Whitney Hachinsky, Columbus State University, GA

Erinn Bentley, Columbus State University, GA

Institutional and Professional

**B.18 Opening Up the Faculty Club: Educating New Teachers
for 21st Century Change**

JW Marriott, Room 306, Third Floor

Chair: Dominic DelliCarpini, York College of Pennsylvania

Speakers: Cindy Crimmins, York College of Pennsylvania, “Opening Up
the Faculty Club: Engaging New Faculty in Ongoing Pedagogical Dis-
cussions”

Margaret Twigg, American University, Washington, DC, “Opening Up the
Faculty Club: Transitioning from Queer Student to Teacher Queering the
Composition Classroom”

Janet Auten, American University, Washington, DC, “Opening Up the Fac-
ulty Club: Making Sense of Teaching for Future Faculty”

Respondent: Dominic DelliCarpini, York College of Pennsylvania

Institutional and Professional

**B.19 Unten(ur)able Positions: Re-Theorizing WPA's from the
Margins**

JW Marriott, Room 107, First Floor

Chair: Talinn Phillips, Ohio University, Athens

Speakers: Talinn Phillips, Ohio University, Athens

Paul Shovlin, State University of New York-Binghamton

Megan Titus, Rider University, Lawrence, NJ

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.20 Accessing Disability Studies, Relationally

JW Marriott, Room 312, Third Floor

Chair: Jay Dolmage, University of Waterloo, Ontario, Canada

Speakers: Julie Jung, Illinois State University, Normal, “Interdependency
as an Ethic for Intellectual Work”

Hilary Selznick, Illinois State University, Normal, “Re-Imagining Access
in Bureaucratic Technical Communication and Institutional Practices”

Stephanie Kerschbaum, University of Delaware, Newark, “Opening up Disability Studies: Notes on Inclusion and Credibility”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.21 Rewriting Rhetorical Scripts: Literate and Gendered Identities

JW Marriott, Room 108, First Floor

Chair: Lindee Owens, University of Central Florida, Orlando

Speakers: Vandana Gavaskar, Elizabeth City State University, NC, “Open Gendered and Racial Identities in Web 2.0: Rhetoric in the Age of Open Source Intelligence, Data Mining, and Crowd Sourcing”

Jen Almjeld, James Madison University, Harrisonburg, VA, “Rhetorics of Girlhood and Why Writing Teachers Should Care”

Cynthia Ryan, University of Alabama at Birmingham, “Crafting Identities: Re-Imagining Labor through the Self-Employed Women’s Association in Gujarat, India”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.22 The Art of Indigenous Rhetorics: Survivance, Ecology, and Pedagogy

JW Marriott, Room 109, First Floor

Chair: Indra Mukhopadhyay, University of Southern California, Los Angeles

Speakers: Leigh Ann Dunning, Indiana University of Pennsylvania, “The Great Tree of Peace: Haudenosaunee Rhetoric Past, Present, and Future”

Wesley Dunning, Indiana University of Pennsylvania, “Nizipuhwahsin: Indigenous Rhetoric from North Central Montana”

Rachel Griffio, Indiana University of Pennsylvania, “Resisting the 中 (Center): Indigenous Rhetoric in Southwest China”

Theory

B.23 Politics of Language and Culture in Spanish Communities

JW Marriott, Room 309, Third Floor

Chair: Cong Zhang, Purdue University, West Lafayette, IN

Speakers: Denise Valdes, Syracuse University, NY, “Spanglish, Composition Studies, and the Addition of Latino/a Voices”

Kim Hensley Owens, Wakefield, RI, “Unboxing Education: Addressing the Issue of Tucson’s Banned Mexican American Studies Program from a Comp-Rhet Perspective”

Janine Butler, East Carolina University, Greenville, “Encouraging Writers’ Metalinguistic Awareness of Their Three Languages: Using American Sign Language and Spanish to Write in English”

Professional and Technical Writing

B.24 Blue-Collar CraftsMan: Revealing the Value Gained through Unofficial Factory Floor Writing

JW Marriott, Room 310, Third Floor

Chair: Connie Mick

Speakers: Elena Garcia, Utah Valley University, Orem, “Writing as Expression of Craft Knowledge”

Guadalupe Garcia, Post Cereals, Battle Creek, MI, “Leaving Something Behind”

Professional and Technical Writing

B.25 The Ethics of Visuals: From Illustrations to Information Design

JW Marriott, Room 313, Third Floor

Chair: Derek Ross, Auburn University, AL

Speakers: Laura Palmer, Southern Polytechnic State University, Marietta, GA

Kathryn Northcut, Missouri University of Science and Technology, Rolla

Karen Schriver, KSA Communication Design & Research, Oakmont, PA

Derek Ross, Auburn University, AL

Research

B.26 Queering the Gendered and Marginal Discourses of Composition Studies: Perspectives on Vulnerability, Craft, and “Habits of Mind”

JW Marriott, Room 311, Third Floor

Chair: Tanya Robertson, The University of Texas at El Paso

Speakers: Dalel Serda, College of the Mainland, Texas City, TX, “Annotating Marginal Discourse: Fostering Metacognitive ‘Habits of Mind’ in Community College Hispanic Females”

Zarah Moeggenberg, Northern Michigan University, Marquette, “Queering the Writing Prompt: Effects on Craft in Asking Students to Claim Queer/‘Other’”

Steve Smith, University of Louisville, KY, “Listening in on Gendered Discourse: Vulnerability as a Desirable Trait in Peer Review”

Sonya Green, Lipscomb University, Nashville, TN, “Listening in on Gendered Discourse: Vulnerability as a Desirable Trait in Peer Review”

Teaching Writing & Rhetoric

B.27 The Composition of Art, Comedy, and Dance

Marriott Downtown, Florida Room, First Floor

Chair: Patrick W. Berry, Syracuse University, New York, NY

Speakers: Kristyne Bradford, Western Illinois University, Macomb, “The Making of Knowledge in Art: Case Studies of Fiber Artists”

Robert Beshere, South University, Greensboro, NC, “‘Yes, And’ Pedagogy: The Intersection of First-Year Composition and Improv Comedy”

Molly Daniel, Florida State University, Tallahassee, “The Body and New Media: The Dancing Body as Media”

Teaching Writing & Rhetoric

B.28 Affordances and Constraints of Open Access: Learning Composition in Online Environments

JW Marriott, Room 314, Third Floor

Chair: Alaina Feltenberger Beaver, University of Colorado, Boulder

Speakers: Dalyn Luedtke, Norwich University, Northfield, VT, “Rethinking the (Student-Centered) Classroom: Reasons to Open Up Online Spaces in Physical Environments”

Amy Bertken, University of Colorado, Boulder, “Scientific Composition and Digital Tools: Towards an Open Access Future”

Allison Carr Waechter, University of Colorado, Boulder, “Business Writers and the Branding of Online Learning”

Alaina Feltenberger Beaver, University of Colorado, Boulder, “Innovative Collaborative Support: New Research on an Online Multiliteracy Center”

Teaching Writing & Rhetoric

B.29 Counter-Standardization: Opening the English Language, Queering Writing, and New Teacher Preparation

Marriott Downtown, Illinois Room, First Floor

Chair: Dianna Shank, Southwestern Illinois College, Belleville

Speakers: Julie Amberg, York College of Pennsylvania, “Going beyond the Standard: Preparing Students for the Multi-English Workplace”

Deborah Vause, York College of Pennsylvania, “Going beyond the Standard: Preparing Students for the Multi-English Workplace”

Gareth Hadyk-DeLodder, University of Florida, Gainesville, “Towards a Rhetoric of Collapse: Marking a Place for Queer Theory in Florida Standardized Writing”

Teaching Writing & Rhetoric

B.30 Critical Disability Pedagogies: Hacking the Curriculum, Rewriting Spaces

JW Marriott, Room 203, Second Floor

Chair: Margaret Price, Spelman College, Decatur, GA

Speakers: Allison Hitt, Syracuse University, NY, “Dis/Ability as Inquiry: Hacking the Fixed Curriculum”

Anna Hensley, Syracuse University, NY, “Critical Disability Pedagogy and Writing Assessment”

Justin McCoy, University of West Florida, Pensacola, “Remixing Institutional Spaces, Re-Enabling Student Writers”

Bre Garrett, University of West Florida, Pensacola, “Remixing Institutional Spaces, Re-Enabling Student Writers”

Teaching Writing & Rhetoric

B.31 From Hula to Hei: Indigenizing English Instruction at Hawai'i Community College

Marriott Downtown, Michigan Room, First Floor

Chair: Robyn Gartner, Hawai'i Community College, Hilo

Speakers: Pele Kaio, Hawai'i Community College, Hilo

Rebecca Jacobs, Hawai'i Community College, Hilo

Robyn Gartner, Hawai'i Community College, Hilo

Teaching Writing & Rhetoric

B.32 Hybrid Pedagogies: HYC Formats, Asynchronous Peer Review, and Open Collaboration

Marriott Downtown, Texas Room, First Floor

Chair: Brian Stone, Southern Illinois University, Carbondale

Speakers: Robin Fowler, University Of Michigan, Ann Arbor, “Moving Student Conversations Online: The Benefits of Online Chat for Student Team Design Negotiations”

Stephanie Sheffield, University Of Michigan, Ann Arbor, “Moving Student Conversations Online: The Benefits of Online Chat for Student Team Design Negotiations”

Aly Schweigert, Ball State University, Muncie, IN, “Online Peer Review in the FYC Course: Case Studies Assessing Student Perceptions of Asynchronous Peer Review”

Daniel Singer, University of Colorado, Boulder, “Hybrid Courses and the Future of First-Year Composition in the American University: Mistakes of a First-Year HYC Instructor”

Teaching Writing & Rhetoric

B.33 “Metamorphosis Hurts”: Racial Identity Narratives, White Consumption of Hip Hop, and Agency in Student Writing

JW Marriott, Room 204, Second Floor

Chair: Gabriel Cutrufello, Swarthmore College, Philadelphia, PA

Speakers: Sophie Bell, St. John’s University, Queens, NY, “Open Season: Racial Identity Narratives in a Composition Classroom”

Bronwyn T. Williams, University of Louisville, KY, “Metamorphosis Hurts: The Tensions of Pedagogy, Emotion, and Student Agency”

Teaching Writing & Rhetoric

B.34 Multimodal and Multigenre Writing in Classrooms: Critical Engagements

JW Marriott, Room 205, Second Floor

Chair: Ryan Skinnell, University of North Texas, Corinth

Speakers: Ryan Trauman, University of Louisville, KY, “Digital Storytelling: Narrative Techniques for Non-Narrative Arguments in the First-Year Writing Classroom”

Nicola Wilson Clasby, Iowa State University, Cedar Falls, “‘Totally (Un)Wired’: Media Abstinence and Creative Resistance in the Writing Classroom”

Lisa Lebduska, Wheaton College, Norton, MA, “Using Dynamic Criteria Mapping to Open Discussions about a First-Year Writing Requirement in a Digital World”

Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA, “Remix, Rewrite, Re-Cite: Responsible Practices for Teaching Multimodal and Multi-Genre Writing”

Teaching Writing & Rhetoric

B.35 Teaching Digital Communications in Adult-oriented College Classrooms: Digital Immigrant Students and Teachers Learning Together

JW Marriott, Grand Ballroom II, Second Floor

Chair: Sonia Feder-Lewis, Saint Mary’s University of Minnesota, Saint Paul

Speakers: Barbara Gleason, City College of New York, Brooklyn, “Digital Writing, Learning, and Communicating: Graduate Student Blogging and Learning in ‘Basic Writing Theory and Pedagogy’”

Christine Photinos, National University, San Diego, Carlsbad, CA, “‘Social’ Tools in Online Writing Courses: Challenges and Opportunities for Adult Learners”

continued on next page

Kimme Nuckles, IWU, Warner University, SNHU, UMUC, MI, “Digital Immigrant Faculty Navigating Online Instruction: Teachers as Learners”
Cynthia (Cindy) Gomez, Hodges University, Ft. Myers, FL, “Adult Learners and Online Writing Courses: Reducing Anxiety and Encouraging Success”

Sonia Feder-Lewis, Saint Mary’s University of Minnesota, Saint Paul, “Not Just Another Bubble Comment: Academic Legitimacy, Adult Learners, and the Power of GoogleDocs for Peer Review in Online Classes”

Academic Writing

B.36 New Media, Pop Culture, and Testifying in Academic Discourse

JW Marriott, Room 207, Second Floor

Speakers: Rebecca Borah, University of Cincinnati, OH, “Inquiring Monsters: Using Fan Culture to Throw Open the Gates of Academic Discourse”

Sarah Etlinger, Rock Valley College, Milwaukee, WI, “Open Situations: Reassessing the Rhetorical Situation for the New Media Classroom”

Michelle Holley, University of Cincinnati, OH, “Putting on James Brown’s Cape in the World of Academic Gowns: Testifying in the Classroom and on the Page to Enter the Discourse of the Academy”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.38 Precarious Pedagogies: Embodied Performance in the Writing Classroom

JW Marriott, Grand Ballroom IV, Third Floor

Chair: David Riche, Louisiana State University, Baton Rouge

Speakers: Vicki Davis, Louisiana State University, Baton Rouge, “Using Performative Pedagogies to Break the Cycle of Negative Writing Attitudes, Part 1”

David Riche, Louisiana State University, Baton Rouge, “Using Performative Pedagogies to Break the Cycle of Negative Writing Attitudes, Part 2”

Anna West, Louisiana State University, Baton Rouge, “Give Writing a Body that Moves: Using Boalian Methods in the Writing Classroom, Part 1”

Penelope Dane, Louisiana State University, Baton Rouge, “Give Writing a Body that Moves: Using Boalian Methods in the Writing Classroom, Part 2”

Cara Jones, Towson University, MD, “Decomposing the Able-Bodied Classroom: Disability and Kinesthetic Knowledge Production in the Writing Classroom”

C Sessions: 1:45–3:00 p.m.

Featured Speaker

Ken Crews

JW Marriott, Grand Ballroom V, Third Floor

Speaker: Ken Crews

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.



Ken Crews

Featured Session

Information Technologies

C.09 Occupying Hacktivism and Social Change

Marriott Downtown, Florida Room, First Floor

Chair:

Naomi Silver, University of Michigan, Ann Arbor

Speakers:

Rebecca Hallman

University of Houston, TX, “Occupying Physical and Online Space(s): An Analysis of the TFsUnite Community at the University of Houston”

Kara Poe Alexander

Baylor University, Waco, TX, “Students as Sponsors of Social Change: How Digital Technologies Enable Literacy Sponsorship in Service-Learning Settings”

Tabetha Adkins

Texas A&M University-Commerce, “‘Expect Us’: Hacktivism toward a World of Open Access and the Ethics of Anonymous”

Featured Session

Teaching Writing & Rhetoric

C.26 More than Robo-Graders: Responding to Student Writers to Encourage Habits of Mind

JW Marriott, Grand Ballroom VI, Second Floor

Chair:

Nancy Sommers

Harvard University, Boston, MA

Discussion Leaders:

Chris Anson

North Carolina State University, Raleigh

Nancy Sommers

Harvard University, Boston, MA

Howard Tinberg

Bristol Community College, Fall River, MA

Academic Writing

C.01 Unification, Epistemic Moves, and Human Subjects

JW Marriott, Room 301, Third Floor

Chair: Cheryl H. Duffy, Fort Hays State University, Hays, KS

Speakers: Christopher Garcia, University of Guam, “Beyond Academia in FYC Research Learning: Open Access and the Protection of Human (Subjects)”

John Mauk, Miami University of Ohio, Oxford, “Curricular Dark Matter: A Case for Teaching Epistemic Moves”

Carolyn Towles, Liberty University, Lynchburg, VA, “Shifting from a Small Intimate Writing Classroom to a Large Lecture Model: Transforming the Multiple Approach Method to a Unified Academic Writing Method”

Community, Civic & Public

C.02 Between Oppositional Social Movement and Dominant Practice: The Ambivalent Location of Open Source

JW Marriott, Room 302, Third Floor

Chair: Antonio Ceraso, DePaul University, Chicago, IL

Speakers: Antonio Ceraso, DePaul University, Chicago, IL

Stephen Schneider, University of Louisville, KY

Jeff Pruchnic, Wayne State University, Detroit, MI

Teaching Writing & Rhetoric

C.03 Open Access Composing Processes

JW Marriott, Room 303, Third Floor

Chair: Sandra Dent, Stark State College, North Canton, OH

Speakers: Esther Solis Al-Tabaa, University of Texas at El Paso, “Multiple Modes of Learning: Online Open Source Content”

Joshua Welsh, Central Washington University, Ellensburg, “The Client in the Crowd: Partnering with Open Source Software Communities in Technical Writing Classes”

Josephine Walwema, Oakland University, Rochester, MI, “Digital Notebooks: Composing with Open Access”

History

C.04 Accessing Asian American Rhetoric: Identity through Ethnicity, Culture, and Construction

JW Marriott, Room 304, Third Floor

Chair: Daphne Desser, University of Hawai'i, Honolulu

Speakers: Edward Lee, University of Hawai'i at Manoa, "Race, Identity, and Discourse in Asian American Rhetoric"

Ashley Fukutomi, University of Hawai'i at Manoa, "Asian vs. Not Asian: Problematizing Current Definitions of Asian American Rhetoric"

Kira Yamashita, University of Hawai'i at Manoa, "Toward a Hawai'i-Specific Definition of Asian American Rhetoric: Identity Construction in the Rhetorical Practices of Japanese Americans in Hawai'i"

History

C.05 In the Nature of Remembering, Recollecting the Past to Invent the Future

JW, Marriott, Room 101, First Floor

Chair: Thomas P. Miller, University of Arizona, Tucson

Speakers: Linda Ferreira-Buckley, University of Texas at Austin

Thomas P. Miller, University of Arizona, Tucson

Lester Faigley, University of Texas, Austin

History

C.06 Opening Access: Women Working across Domestic and Professional Spaces

JW Marriott, Room 102, First Floor

Chair: Risa Applegarth, University of North Carolina Greensboro

Speakers: David Gold, University of Michigan, Ann Arbor, "More Than a Feeling: Women in the Elocution and Expression Movement"

Jessica Enoch, University of Maryland, College Park, "Domestic Experiments: Accessing the Science Lab through Spatial Rhetorics"

Risa Applegarth, University of North Carolina, Greensboro, "Rhetorical Training in Business and Professional Women's Clubs"

Sarah Hallenbeck, University of North Carolina, Wilmington, "Patenting Feminine Ingenuity in Late Nineteenth-Century America"

Information Technologies

C.07 Empowering Students to Grapple with Identity Formation and Surveillance in Digital Environments

JW Marriott, Room 107, First Floor

Chair: Estee Beck, Bowling Green State University, OH

Speakers: Colleen Reilly, University of North Carolina, Wilmington, “Accepting the Terms? Developing A Critical Awareness of Digital Surveillance”

Estee Beck, Bowling Green State University, OH, “Unveiling Our Invisible Digital Identities: An Analysis of Internet Surveillance”

Gerald Jackson, University of South Carolina, Columbia, “Composing Digital Identity: Mediation, Archive, and the Protocol of Control”

Information Technologies

C.08 MOOCing Back to School: A Roundtable of Professors as Students in Massive Online Open Courses

JW Marriott, Grand Ballroom I, Third Floor

Chair: Steven Krause, Eastern Michigan University, Ypsilanti

Speakers: Drew Loewe, St. Edwards University, Austin, TX, “Another MOOC in the Wall, Part II: Hey, Teachers, (Don’t) Leave Them Kids Alone”

Elizabeth Losh, University of California, San Diego, “Telepresence, Ubiquity, and Mess”

Judy Arzt, University of Saint Joseph, Bloomfield, CT, “MOOCs: A Global Collaborative Community”

Jane Lasarenko, Slippery Rock University, New Castle, PA, “Put ‘em Together and What Have You Got? Bibbity-Bobbity-?”

Steven Krause, Eastern Michigan University, Ypsilanti, “Alone in a Crowd”

Alexander Reid, University at Buffalo, NY

Information Technologies

C.10 Opening Up: How Information Technologies Alter Composition Research Methodologies

JW Marriott, Grand Ballroom II, Third Floor

Chair: Derek Mueller, Eastern Michigan University, Ypsilanti

Speakers: Timothy Laquintano, Lafayette College, Easton, PA, “What Happens When We Abandon Participant Anonymity in Internet Writing Research?”

Quinn Warnick, Virginia Tech, Blacksburg, “Writing in Public about Public Writing: When Research Participants Become Respondents”

Benjamin Miller, City University of New York Graduate Center, Bronx, “Privacy and Provided Datasets: Making Fair Use of the Dissertations and Thesis Archive”

Amanda Licastro, The Graduate Center, City University of New York, NY, “Crowdsourced Compositions: Exploring the Power of Folksonomic Narratives and Social Filtering”

Brian McNely, University of Kentucky, Lexington, “Practical Activity, Visual Methods, and Representational Complexity”

Information Technologies

C.11 Tools to Collect With: Zotero, Pinterest, and Evernote

JW Marriott, Room 305, Third Floor

Chair: Marlene Hendricks, North Carolina A&T State University, Greensboro

Speakers: Matthew Kelly, University of Pittsburgh, PA, “Accessing Ideology: Navigating Interface Design and University Policy in Reference Management Software”

Janah Adams, Gardner-Webb University, Boiling Springs, NC, “Digital Daybooking with Evernote”

Denise Landrum-Geyer, Southwestern Oklahoma State University, Weatherford, “Performing on Pinterest: A Platform for Open and Public Invention Practices”

Institutional and Professional

C.12 Con Job: Stories of Adjunct and Contingent Labor

JW Marriott, Grand Ballroom VII, Third Floor

Chair: Megan Fulwiler, The College of Saint Rose, Albany, NY

Speakers: Megan Fulwiler, The College of Saint Rose, Albany, NY

Jennifer Marlow, The College of Saint Rose, Albany, NY

Respondents: William Thelin, University of Akron, OH

Seth Kahn, West Chester University of Pennsylvania

Gail Hawisher, University of Illinois at Urbana-Champaign

Institutional and Professional

C.13 Toward Authentic Student Learning Assessment in General Education: Encouraging Metacognition through Faculty Development, Quantitative Reasoning, and E-Portfolios

JW Marriott, Grand Ballroom III, Third Floor

Chair: Paul Hanstedt, Roanoke College, Lexington, VA

Speakers: Dominic DelliCarpini, York College of Pennsylvania, PA, “Recovering the ‘Teaching’ in Teaching and Learning: Enhancing Faculty Metacognition through General Education Assessment and Reform”

Patrick Bahls, University of North Carolina, Asheville, “Toward Authentic Assessment of Authentic Learning: Measuring Quantitative Literacy through Reflective Writing”

Paul Hanstedt, Roanoke College, Lexington, VA, “E-Portfolios, Metacognitive Writing, and the ‘Whole Student’”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

C.14 Across Cultures, Across Disciplines: Literacy and Identity

JW Marriott, Room 103, First Floor

Speakers: Christina Fisanick, California University of Pennsylvania, “Accessing Appalachia: Exploring Cross-Disciplinary Approaches to Composition and Rhetoric Studies”

Amanda Funk, Kutztown University of Pennsylvania, “Transparent Native America: A Reflection on Vulnerability, Resiliency, and Authenticity in Rhetorical Indian Territory”

William DeGenaro, The University of Michigan, Dearborn, “Freire in the Arab World”

Elizabeth B. Lang, The University of Texas at El Paso, “Opening Community Access to College Composition Topics and Theories: An Urban Hispanic-Serving Institution’s Persistence Project”

Institutional and Professional

C.15 Whose Responsibility Is It, Anyway? Preparing Future Faculty in Rhetoric and Composition

JW Marriott, Room 104, First Floor

Chair: Cynthia Selfe, The Ohio State University, Columbus

Speakers: Joyce Neff, Old Dominion University, Norfolk, VA, “Preparing Future Faculty from a Distance: Rethinking Traditional Delivery of Doctoral Education”

Amy Kimme Hea, University of Arizona, Tucson, “Knowledge-Production in Rhetoric and Composition: An Inquiry into Rhetoric and Composition’s Role in Preparing Graduate Students to Intervene in the Discourses and Practices of Education”

Kristine Blair, Bowling Green State University, OH, “Sharing the Responsibility: Multimodal Composing in the Doctoral Curriculum”

Respondent: Cheri Spiegel, Northern Virginia Community College, Alexandria

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

C.16 Ludic(rous?) Pedagogy: The Promises and Pitfalls of Gamifying the Composition Classroom

JW Marriott, Room 105, First Floor

Chair: Danielle Roach, Old Dominion University, Norfolk, VA

Speakers: Megan McKittrick, Old Dominion University, Norfolk, VA

Matt Beale, Old Dominion University, Norfolk, VA

Danielle Roach, Old Dominion University, Norfolk, VA

Kevin Moberly, Old Dominion University, Norfolk, VA

Kris Purzycki, University of Wisconsin-Milwaukee

Language

C.17 Still “Talkin’ that Talk”: Access Granted to Open Conversations about Home Language, Pedagogy, and Technology

JW Marriott, Room 202, Second Floor

Chair: Michelle Robinson, The University of Alabama, Tuscaloosa

Speakers: Syreeta Lyons-Burns, The University of Alabama, Tuscaloosa, “Open Access to Language: Affirming Linguistic Spaces through Multimodal Composition”

Khirsten Echols, The University of Alabama, Tuscaloosa, “Real Talk: Opening the Composition Classroom to Language Diversity and Afrocentric Teaching Practices”

Kedra James, North Carolina Wesleyan College, Rocky Mount, “Don’t Delete Yo’ Tweets: The Future of African American English in Digital Environments”

Professional and Technical Writing

C.18 New Points of Access: Integrating Theoretical Frameworks for Teaching Technical Communication

JW Marriott, Room 203, Second Floor

Chair: Michelle Eble, East Carolina University, Greenville, NC

Speakers: Flourice W. Richardson, Illinois State University, Normal, “Black Feminist Pedagogical Approaches: Re-Imagining Technical Communication as a Tool for Social Justice”

Gracemarie Mike, Purdue University, West Lafayette, IN, “A Grounded-Theory Approach to Diversity in Technical Communication”

Erin A. Frost, East Carolina University, Greenville, NC, “Teaching from an Apparent Feminist Body”

Respondent: Matthew Cox, East Carolina University, Greenville, NC

Research

C.19 Reframing Open Access as a Ground for Embedded Information Literacy Instruction

Marriott Downtown, Indiana Ballroom E, First Floor

Co-Chairs: Nancy DeJoy, Michigan State University, East Lansing

Joyce Meier, Michigan State University, East Lansing

Speakers: Jill Morningstar, Michigan State University, East Lansing

Brian Holcomb, Michigan State University, East Lansing

Rachel Minkin, Michigan State University, East Lansing

Sara Miller, Michigan State University, East Lansing

Luanna Prevost, Michigan State University, East Lansing

Benjamin Oberdick, Michigan State University, East Lansing

Research

C.20 Writing Ideologies and New Media: Writing Relationships in Fantasy Sports Leagues, NaNoWriMo, I F*cking LOVE Science, and Other Mediated Writing Communities

JW Marriott, Room 204, Second Floor

Chair: Sally Chandler, Kean University, Union, NJ

Speakers: Luis Diaz III, Kean University, Union, NJ, “Gratuitous Pictures of Yourself: Validation through Likes, Comments, and Reblogs”

Willmaria Miranda, Kean University, Union, NJ, “The Author Is Dead, Long Live the Authors: Writer-Ship, Writing Groups, and Composing Electronic Literature”

Joe Palinsky, Kean University, Union, NJ

Nicole Dreste, Kean University, Union, NJ, “NaNoWriMo: Product-Centered Writing for a Deadline”

Robyn Orr, Kean University, Union, NJ, “Trash Talking, Alter Egos and Disposable Writing in the Quasi-Community of Fantasy Sports”

Sally Chandler, Kean University, Union, NJ

Teaching Writing & Rhetoric

C.21 Access Denied: Opening the Online Community by Rethinking and Revising Our Discussions with Students

JW Marriott, Room 106, First Floor

Chair: Jessie Borgman, Western Michigan University, Kalamazoo

Speakers: Jessie Borgman, Western Michigan University, Kalamazoo, “Luring Student Interaction and Fostering a Sense of Community in the Online Writing Classroom”

Casey McArdle, Michigan State University, East Lansing, “Mobile Learning Just Keeps on Running: Renegotiating Online Writing Spaces for Students Away from Big Brother”

Alicia Rasley, University of Maryland University College/Ivy Tech, Indianapolis, IN, “Feedback Format and Tone for Online Writing Centers”

Dani Weber, University of Pittsburgh Bradford, “Hello, Mr. Chips: Maximizing Student Engagement and Response to Online Feedback”

Teaching Writing & Rhetoric

C.22 College Readiness, Web Writing, and First-Year Composition: Opening Access in the Transition from High School to College Writing

JW Marriott, Room 108, First Floor

Chair: Patrick Thomas, University of Dayton, OH

Speakers: Christine Olding, University of Dayton, OH, “Digital Writing about Music: A Thematic Bridge from High School to College Writing”

Bryan Bardine, University of Dayton, OH, “Writing about Writing on the Web: A Headbanger’s Approach to Bridging High School and College Composition”

Molly Bardine, Chaminade Julianne Catholic High School, Dayton, OH, “Web Writing and Social Justice: Utilizing Forms of Argument and Research in Web Writing to Develop College Readiness”

Research

C.23 The Ties That Bind: Embroidered Protest, Substance Abuse, and Unending Burkean Conversations about Alcohol

JW Marriott, Room 205, Second Floor

Chair: Rhea Estelle Lathan, Florida State University, Tallahassee

Speakers: Maureen Daly Goggin, Arizona State University, Tempe, “Yearning for Greater Transparency and Freedom from Fear: Embroidered Protests on Deaths and Disappearances from the ‘War on Drugs’ in Mexico”

Mark Williams, California State University, Long Beach, “Open to Change: Burke’s Spells for Unending Conversations about Alcohol”

Teaching Writing & Rhetoric

C.24 Ain’t No Future in Frontin: Black Language, Survivance, Polyculturalism, and White Racial Narratives TODAY!

JW Marriott, Room 208, Second Floor

Chair: Marion Wolfe, The Ohio State University, Columbus

Speakers: Jessica Barros, Ithaca College, NY, “‘Don’t Front You Know I Got Cha Opin’: Gettin Opin with Students in Predominately White Institutions on Critical of Black Investigations on Languages in the Mainstream while Teaching from African-Centered Perspective on Black Language and White Privilege”

Meagan Rodgers, University of Science and Arts of Oklahoma, Oklahoma City, “The Pedagogical Role of White Racial Narrative”

Elena Shvidko, Purdue University, West Lafayette, IN, “Celebrating Cultural Diversity through Writing Projects”

Reanae McNeal, Texas Woman’s University, Denton, “Rhetorics of Survivance: African Native American Art as an Act of Resistance”

Teaching Writing & Rhetoric

C.25 Literate Arts: Autoethnography and Composition

JW Marriott, Room 109, First Floor

Chair: Suresh Canagarajah, The Pennsylvania State University, University Park

Speakers: Michael MacDonald, University of Michigan-Dearborn, “Disclosing Hope: Autoethnography and Refugee Narratives in the Writing Classroom”

Casey O’Brien, University of Wisconsin-Milwaukee, “Passionate Detachments: Ethics of Personal Narratives in a Feminist Research Writing Classroom”

Shereen Inayatulla, York College, City University of New York, NY, “Crafting Automythnography”

Teaching Writing & Rhetoric

C.27 Open Invitations: Integrating Improvisational Action into Writing Pedagogies

Marriott Downtown, Illinois Room, First Floor

Chair: Lauren Esposito, State University of New York, Stony Brook

Speakers: Daniel J. Weinstein, Indiana University of Pennsylvania, “‘Getting It’ Together: L’Atelier d’écriture as Fountainhead of Academic Prose”

David Stacey, Humboldt State University, Arcata, CA, “The Round Black Table and the Writing Classroom as Jazz Combo Jam Session”

Lauren Esposito, State University of New York, Stony Brook, “Active Invention through Improvisational Acting”

Teaching Writing & Rhetoric

C.28 Writing-about-Writing as a Pedagogy of Transparency

JW Marriott, Grand Ballroom IV, Third Floor

Chair: Doug Downs, Montana State University, Bozeman

Speakers: Scott Warnock, Drexel University, Philadelphia, PA, “Sharing in Digital Teaching: Writing-about-Writing, Transparency, and Teaching Writing Online”

Doug Downs, Montana State University, Bozeman, “Radical Transparency: Opening Rhetorical Systems through Truth-Telling in WAW Courses”

I. Moriah McCracken, St. Edward’s University, Austin, TX, “Programmatic Transparency in a Local, Open, Online Course (LOOC)”

Teaching Writing & Rhetoric

C.29 Opening the Social Rhetoric of Gender: Challenging Masculinized Logos, Neutralized Teaching, and Typical Writing Bodies

JW Marriott, Grand Ballroom X, Third Floor

Chair: Daniel Cryer, University of New Mexico, Albuquerque

Speakers: Jessica Kaiser, Purdue University, West Lafayette, IN, “A Re(en)vis(ion)ed Future: Creating a Conscientious Vulnerability”

Catherine DeLazzerio, Teachers College, Columbia University, New York, NY, “Atypical Embodiment as a Lens for Teaching and Assessing Writing”

Ellen Gianakis, Teachers College, Columbia University, New York, NY, “Atypical Embodiment as a Lens for Teaching and Assessing Writing”

Michael Kovacs, Teachers College, Columbia University, New York, NY, “Atypical Embodiment as a Lens for Teaching and Assessing Writing”

Tiffany Touma, Teachers College, Columbia University, New York, NY, “Atypical Embodiment as a Lens for Teaching and Assessing Writing”

Molly Bradley, Teachers College, Columbia University, New York, NY, “Atypical Embodiment as a Lens for Teaching and Assessing Writing”

Melanie Lee, University of Southern Indiana, Evansville, “Re(Image)ining Rhetoric in Composition”

Gary Vaughn, University of Cincinnati, OH, “Reading *Brokeback Mountain* and *Jarhead* in Composition Classes: Constructing Open Spaces out of Contested Spaces”

Theory

C.30 Agency in Rhetorical and Metaphorical Discourses of Contention

Marriott Downtown, Texas Room, First Floor

Chair: Deidre Garriott, University of Tennessee, Knoxville

Speakers: Annie Kelvie, University of Illinois at Urbana-Champaign, “Sacred Genres Performing Gender: Biblical Paratexts and Literacy Practices”

Rachel Wolford, University of Minnesota, Duluth, “Agency in the Rhetorical Situation: What We Can Learn from the Dan Savage/Brian Brown Dinner Table Debate on Gay Marriage”

Gregory Wilson, Iowa State University, Ames, “Agency in the Rhetorical Situation: What We Can Learn from the Dan Savage/Brian Brown Dinner Table Debate on Gay Marriage”

Jason Markins, Syracuse University, NY, “Metaphors of Competition, Domination, and Rape: When Sports Rhetoric Underlies Power Relationships in the Composition Classroom”

Lana Oweidat, Ohio University, Athens, “Subverting the Western Gaze: An Appeal for an Un/Veiled Rhetoric”

Teaching Writing & Rhetoric

C.31 Opening the Writing Classroom to Intellectual Risk

JW Marriott, Room 309, Third Floor

Chair: Alexis Teagarden, Carnegie Mellon University, Pittsburgh, PA

Speakers: Carolyn Commer, Carnegie Mellon University, Pittsburgh, PA,

“Open to Audacity: the Place of Intellectual Risk in Prof/Tech Writing”

Ana Cooke, Carnegie Mellon University, Pittsburgh, PA, “Open to ‘Non-sense’: Conventions and Risk-Taking in First-Year Writing”

Justin Mando, Carnegie Mellon University, Pittsburgh, PA, “An Open Inquiry: Intellectual Risk Goes Abroad”

Alexis Teagarden, Carnegie Mellon University, Pittsburgh, PA, “An Open Question: How Do We Define Intellectual Risk in the Writing Classroom”

Theory

C.32 Complexities of Poetic Production and Rhetorical Velocity in the Age of Author Integrity

JW Marriott, Room 310, Third Floor

Chair: Robert Gilmore, University of Denver, CO

Speakers: Amy England, Lander University, Greenwood, SC, “When Worlds Collide: Established and Emerging Models of Secondary Source Availability and Citation”

Julie Platt, University of Arkansas at Monticello, “Poets Composing Spaces: Poetic Production in a Digital Age”

Gina Giardina, Wright State University, Dayton, OH, “Redefining Ownership: Signifying(g) in Nella Larsen’s *Quicksand*”

Theory

C.33 Disability, Access, and Visibility

JW Marriott, Room 308, Third Floor

Chair: Emily Cooney, Arizona State University, Tempe

Speakers: Robert Danberg, Binghamton University, NY, “In Space There Is No Up or Down, Only In or Out: On Writing with a Learning Disability”

Nancy Reichert, Southern Polytechnic State University, Marietta, GA, “The Invisible Academician: Opening Access to the Disabled Faculty Member”

Shannon Walters, Temple University, Philadelphia, PA, “Accessing Mindfulness: Disability, Difference and the Writing Process”

John Allen, Milwaukee Area Technical College, WI, “Disinterested in Disability?: Openness, Access, and Intellectual Disability”

Theory

**C.34 Rupture Networks and the Visual Rhetoric of Dissent:
Opening Access**

JW Marriott, Room 311, Third Floor

Chair: Lynn Lewis, Oklahoma State University, Norman

Speakers: Lynn Lewis, Oklahoma State University, Norman, “The Casual Cop and the Pepper Spray: Rupture Networks and Internet Memes as Means to Resistance”

Rachel Jackson, University of Oklahoma, Norman, “Raising a Red Flag: Rupture Networks, Visual Resistance, and Local History”

Bryan I. Jones, Oklahoma State University, Stillwater, “Masking Mischief: Rupture Networks, Alternative Rhetoric, and the V Mask”

Community, Civic & Public

**C.35 Slam Poetry, Street Performance, and Food Justices:
The Rhetorics of Civic Engagement**

JW Marriott, Room 312, Third Floor

Chair: Diana Shaffer, Independent Scholar, Dallas, TX

Speakers: Daphne Desser, University of Hawaii, Honolulu, “Youth Speaks: Slam Poetry as Civic Engagement”

Anne Rosenthal, Oglethorpe University, Atlanta, GA, “Cultivating Our Field for a Green Future: The Civic Rhetoric(s) of Food Justice Movements”

Academic Writing

**C.36 Collaborative Academic Writing: Wikis, Graduate Peer
Tutoring, and the Graduate Writing Center**

JW Marriott, Room 306, Third Floor

Chair: Mary Marley, Middle Tennessee State University, Murfreesboro

Speakers: Sarah Summers, The Pennsylvania State University, University Park, “Accessing Expertise: Experience and Insecurity in the Graduate Writing Center”

Katrina Bell, Southern Illinois University, Carbondale, “Collaborative Writing In and Out of the Writing Center: Graduate Student Peer Tutoring”

Jonathan Deane, Rutgers-Camden, Richard Stockton College, Lawrenceville, NJ, “It Worked! WikiDan61 Accepted My Changes!: Wikipedia in the Semester-Long Project”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

C.37 Access to Textural Practice: Hybrid Genres, Reciprocity, and Interdisciplinarity

JW Marriott, Room 206, Second Floor

Speakers: Shreelina Ghosh, Michigan State University, East Lansing, “Mediated Pedagogies of Opening-Concept Classrooms: An Interdisciplinary Approach to Online Composition Pedagogy”

Chad Wickman, Auburn University, AL, “Making Composition Visible: Disciplinary Reciprocity and the Promise of Open Access”

Andrew Karr, University of Wisconsin-Marathon County, “Is FYW Necessary as a Source Code in WAC Anymore? A Comparison of English and Biology “

Carla Sarr, University of Cincinnati, OH, “Opening Argument to Student Experience: Hybrid Genres in First-Year Composition”

Community, Civic & Public

C.38 Beyond Making a Difference: Responsible Assessment of Community Engagement

JW Marriott, Room 314, Third Floor

Chair: Steve Parks, Syracuse University, NY

Speakers: Ben Kuebrich, Syracuse University, NY, “Tracking Texts That Do Not Sit: Assessing Circulation in Community Publishing”

Paul Feigenbaum, Florida International University, Miami, “Reinventing Community Literacy in Light of the “Academic Responsibility Gap””

Jessica Pauszek, Syracuse University, NY, “Negotiating Community-Minded Writing Assessment”

Respondent: Deborah Mutnick, Long Island University, NY

Research

C.39 Change!: Increasing the Popularity of Writing Programs

JW Marriott, Room 207, Second Floor

Chair: Xiaobo Wang, Georgia State University, Atlanta

Speakers: J. Blake Scott, University of Central Florida, Orlando, “The Roles of Rhetoric in Upper-Division Writing Programs”

Matthew Heard, University of North Texas, Denton, “Design Reconsidered: What Curriculum Designers Can Learn From Visual Design”

Chalet Seidel, Westfield State University, MA, “Disciplinary Indiscretions: Open Relationships in Multi-Focus Writing Programs”

D Sessions: 3:15–4:30 p.m.

Featured Session

Dana Williams and Joanne Gabbin
Speaking to Mari Evan's Work and Legacy
JW Marriott, Grand Ballroom V, Third Floor

Chair: Maryemma Graham, Kansas University, Lawrence

Dana A. Williams is Professor of African American Literature and Chair of the Department of English at Howard University. She earned her B.A. in English from Grambling State University in Grambling, LA in 1993, her M.A. in 1995 from Howard University, and her Ph.D. in African American Literature from Howard University in 1998. Before returning to Howard University as a faculty member in 2003, Williams completed a Ford Foundation postdoctoral fellowship at Northwestern University (Evanston, IL) in the departments of English and Afro-American Studies and taught at Louisiana State University (Baton Rouge, LA) in the Department of English for four years. During the 2008-09 academic year, she was a visiting faculty fellow at Duke University at the John Hope Franklin Humanities Institute. She assumed the chairmanship of the Department of English in 2009.

She is the author of *Contemporary African American Female Playwrights: An Annotated Bibliography* (Greenwood 1999), co-edited of *August Wilson and Black Aesthetics* (Palgrave-MacMillan, 2004) with Sandra G. Shannon; editor *African American Humor, Irony, and Satire: Ishmael Reed, Satirically Speaking* (Cambridge Scholars, 2007); *Conversations with Leon Forrest* (UP of Mississippi, 2007); and *Contemporary African American Fiction: New Critical Essays* (Ohio State UP, 2009) and author of *In the Light of Likeness—Transformed: The Literary Art of Leon Forrest* (Ohio State UP, 2005). She has published articles in *CLA Journal*, *African American Review*, *Bulletin of Bibliography*, *Langston Hughes Review*, *Zora Neale Hurston Forum*, *Studies in American Fiction*, *International Journal of the Humanities*, *Profession*, *ADE Bulletin*, and *PMLA*.



Dana A. Williams
Howard University



Joanne V. Gabbin
James Madison
University

Williams is president of the executive committee of the Associated Departments of English, the largest national organization of English departments in American colleges and universities; program chair and president-elect of the College Language Association, the oldest and largest professional organization for African American and African Diaspora faculty of English and World Languages; and president-elect of the executive committee for the Modern Language Association's Black American Literature and Culture Division.

Joanne V. Gabbin is the Executive Director of the Furious Flower Poetry Center and Professor of English at James Madison University. She is author of *Sterling A. Brown: Building the Black Aesthetic Tradition*, which was published in a new edition by the University Press of Virginia in 1994, and a children's book, *I Bet She Called Me Sugar Plum* (2004). She is also the editor of *The Furious Flowering of African American Poetry* (1999), *Furious Flower: African American Poetry from the Black Arts Movement to the Present* (2004), *Mourning Katrina: A Poetic Response to Tragedy* (2009) and *Shaping Memories: Reflections of African American Women Writers* (2009).

As director of the Furious Flower Poetry Center, Gabbin has organized two international conferences for the critical exploration of African American Poetry. The first, *Furious Flower: A Revolution in African American Poetry* held in 1994 with Gwendolyn Brooks, gathered 35 acclaimed poets to James Madison University in the first conference of its kind. The second, *Furious Flower: Regenerating the Black Poetic Tradition* brought together more than 50 nationally and internationally renowned poets in 2004.

A dedicated teacher and scholar, she has received numerous awards for excellence in teaching, scholarship and leadership. Among them are the College Language Association Creative Scholarship Award for her book *Sterling A. Brown* (1986), the James Madison University Faculty Women's Caucus and Women's Resource Network Award for Scholarship (1988), the Outstanding Faculty Award, Virginia State Council of Higher Education (1993), the Provost Award for Excellence (2004), the JMU Distinguished Faculty Award (2005), induction in the Literary Hall of Fame at Chicago State University in 2005, and the 2007 Woman of Distinction Award.

Gabbin is also the founder and organizer of the Wintergreen Women Writers' Collective, which meets every year in Wintergreen, Virginia to promote scholarship in African American literature. She serves on the board of the Virginia Foundation for the Humanities, and she is a member or former board member of twenty-five professional and service organizations.

She received a B.A. in English from Morgan State College in 1967, a M.A. in English from the University of Chicago in 1970, and the Ph.D. in English Language and Literature from the University of Chicago in 1980.

Theory Featured Session

**D.33 Soul, Open and Free: Transformative
Possibilities in Black Female and Queer Embodied
Rhetoric and Praxis**

JW Marriott, Room 314, Third Floor

Chair:

Gwendolyn Pough

Syracuse University, NY

Speakers:

LaToya Sawyer

Syracuse University, NY, “‘The Booty Don’t Lie’: Black Women’s Use of the Body and Play to Demonstrate Rhetorical Agency”

Seth Davis

Syracuse University, NY, “Reading Shade: Writing a Queer Black Rhetoric”

Blair Smith

Syracuse University, NY, “Educating from the Margins: Embodying Feminism, Performance Pedagogy, and Queer of Color Praxis”

Academic Writing

D.01 The LILAC Project: Opening and Furthering Faculty and Student Dialogues about Information Literacy

JW Marriott, Room 105, First Floor

Chair: Katt Blackwell-Starnes, Georgia Southern University, Statesboro

Speakers: Katt Blackwell-Starnes, Georgia Southern University, Statesboro, “Opening Research Dialogues: LILAC and the Multi-Institutional Study”

Leigh Ann Williams, Georgia Southern University, Statesboro, “Opening Classroom Dialogues: LILAC Videos and the Teaching of Research”

Janice Walker, Georgia Southern University, Statesboro, “Opening Findings: Updated LILAC Findings and Open Access Resources”

Community, Civic & Public

D.02 Building a Community Writing Center: An Experiment in Collaboration, Community, and Multiliteracy to Create Access and Legibility for Both Writers and Centers

JW Marriott, Room 106, First Floor

Chair: Sara Littlejohn, University of North Carolina at Greensboro

Speakers: Shana Scudder, University of North Carolina at Greensboro, “Collaborating as Insiders in the Community Writing Center: Working Together to Work with the Community”

Kathleen Leuschen, University of North Carolina at Greensboro, “Collaborating as Insiders in the Community Writing Center: Working Together to Work with the Community”

Jennifer Whitaker, University of North Carolina at Greensboro, “Writing Center Community Outreach and Assessment: A Surprising Collaboration”

Sara Littlejohn, University of North Carolina at Greensboro, “Writing Center Community Outreach and Assessment: A Surprising Collaboration”

Community, Civic & Public

D.03 Opening Latin@ Rhetorics: Examining Exclusionary Underpinnings of Openness in U.S. Political and Academic Spaces

JW Marriott, Room 101, First Floor

Chair: Jaime Mejia, Texas State University, San Marcos

Speakers: Sonia Christine Arellano, University of Arizona, Tucson, “‘Merican Privatization and Public Responsibility: Analyzing How Neoliberal Rhetoric Supports the Privatization of Illegalized Immigrant Detention in Arizona”

continued on next page

Jose Cortez, University of Arizona, Tucson, “Theoretical Challenges to Latin@ Rhetorics: Creative Resistance for Composition”

Ana Milena Ribero, University of Arizona, Tucson, “The American Dream(ers): Liberal Rhetoric and the False Promise of Opportunity for Undocumented Students”

Creative Writing

D.04 Permission to Write: Teachers, Writing, and the Effects of Volition

JW Marriott, Grand Ballroom VI, Third Floor

Chair: Chris Anson, North Carolina State University, Raleigh

Speakers: Kathleen Blake Yancey, Florida State University, Tallahassee, “The Influence of Design: Writing Coming into View”

Nancy Sommers, Harvard University, Boston, MA, “Arranging the Alphabet: A Teaching Narrative”

Doug Hesse, University of Denver, CO, “Writing in Place: 33 Explorations of DeWitt, Normal, Denver”

History

D.05 The Persistence of Memory: Remapping the Future of Composition Studies by Charting Writing Histories at One Rural Texas University

JW Marriott, Room 102, First Floor

Chair: Shannon Carter, Texas A&M University-Commerce

Speakers: Geoffrey Clegg, Texas A&M University-Commerce, “Quantum Echoes: How the Archives, Interdisciplinary Composition, and a Forward-Thinking Professor Reshaped Graduate Level Writing”

Bill Lancaster, Texas A&M University-Commerce, “Agency in Alternatives: The Student Voice in Underground Newspapers at East Texas State University, 1989–1996”

Melissa Nivens, Texas A&M University-Commerce, “Domestic Literacy: Open Reflections from the Home Management House”

Susie Warley, Texas A&M University-Commerce, “‘Transcending the fin de siècle Chaos of Comp-landia’ with Fulkerson’s Enduring Focus on the Argument”

Respondents: Kelly Ritter, University of Illinois at Urbana-Champaign

David Gold, University of Michigan, Ann Arbor

Information Technologies

D.06 Building an Open Professional Network through Twitter Chats: Teaching, Learning, and Co-Mentoring on Twitter

JW Marriott, Grand Ballroom I, Third Floor

Co-Chairs: Lee Skallerup Bessette, Morehead State University, KY

Trent Kays, University of Minnesota, Minneapolis

Speakers: Traci Gardner, Virginia Tech, Blacksburg, “Practical How-to’s and Extending the Practice to the Classroom”

Mary Chayko, Rutgers University, East Brunswick, NJ, “Social Media, Twitter Chats, and Community”

Judy Arzt, University of Saint Joseph, Bloomfield, CT, “Digital Landscapes and Cross Pollination: Collaborating across Grade Levels and Disciplines”

Rozlyn Linder, Douglas County School District, Douglasville, GA, “Collaborating across Disciplines and Grade Levels”

Michael Day, Northern Illinois University, DeKalb, “Tapping the Living Database, Redux: The Historical Context through IRC and MOO Chats”

Respondent: Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI

Information Technologies

D.07 Markdown, Coding, and Technology in the Composition Classroom

JW Marriott, Room 301, Third Floor

Speakers: Chen Chen, Towson University, MD, “Smart Phone Applications: A New Pedagogical Tool in Writing Courses”

Rajendra Panthee, The University of Texas at El Paso, “Empowering Periphery Writing Students through Web Interface Re/Design in a Cross-Cultural Digital Contact Zone”

Derek Van Ittersum, Kent State University, OH, “Processing Writers’ Workflows: Examining the Role of Computers in Composing”

Information Technologies

D.08 Reimagining Composition: Using Chat, Tweets, and Assistive Technology to Enhance Student Writing

JW Marriott, Room 107, First Floor

Chair: Melinda Knight, Montclair State University, NJ

Speakers: Nikki Wittenburg, Montclair State University, NJ

Julie Candio Sekel, Montclair State University, NJ

Janet Dengel, Montclair State University, NJ

Theory

D.09 Sounding New Media

JW Marriott, Room 108, First Floor

Chair: Paul Lynch, St. Louis University, MO

Speakers: Kati Fargo Ahern, Long Island University, C.W. Post, Oyster Bay, NY, “Making Sonic Rhetorics Available in a Technology-Free Classroom”

Judith Szerdahelyi, Western Kentucky University, Bowling Green, “Open-Source Video and Screen-Recording Technologies for Writing Instruction: Multimodal Standards for Online Course Delivery”

Amy Riordan, Salina Area Technical College, KS, “‘Colorful Sounds’: Making Aural’s Felt Meanings Apparent through Remediation”

Thomas Sura, West Virginia University, Morgantown, “New Media Task Forces: A Method for Developing Pedagogies for Composing in Digital Environments”

Information Technologies

D.10 The Writing Studio Ten Years Later: How an Open-Access Learning Environment Confronts the Corporate LMS

JW Marriott, Grand Ballroom II, Third Floor

Chair: Mike Palmquist, Colorado State University, Fort Collins

Speakers: Andrea Beaudin, Texas Tech University, Lubbock, “Why the LMS Matters: Participatory Design for the Composing Community”

Lynda Haas, University of California, Irvine, “Using the Writing Studio to Meet WPA Student Learning Outcomes”

Jaya Dubey, University of California, Irvine, “How the Writing Studio Became a Home for a Freeway Flyer”

Will Hochman, Southern Connecticut State University, New Haven, “How I Learned to Sustain Creative Pedagogy with Independent Technology”

Mike Palmquist, Colorado State University, Fort Collins, “Supporting Student Writers in the Act of Composing: The Origins and Guiding Instructional Metaphor of an Open-Access LMS”

Writing Programs

D.11 Writing Out in an Open Source World for Creative Writers, Journals, and Writing Programs

Marriott Downtown, Florida Room, First Floor

Chair: Emily Isaacs, Montclair State University, NJ

Speakers: Erin Dietel-McLaughlin, University of Notre Dame, IN, “The Future of Fresh Writing: Developing a Multimedia Journal in a First-Year Writing Program”

Mark Bentley, Middle Tennessee State University, Murfreesboro, “Writing Out in the Open: Developing an Open-Source Creative Writing Platform”

Brandon Hardy, Middle Tennessee State University, Murfreesboro, “Writing Out in the Open: Developing an Open-Source Creative Writing Platform”

Keith Dorwick, The University of Louisiana at Lafayette, “Why the Journal I Edit Is and Isn’t Open Source”

Institutional and Professional

D.12 Further Interrogating “Citizenship” as a Key Term in Writing Scholarship, Programs, and Policies

JW Marriott, Room 109, First Floor

Chair: Steve Lamos, University of Colorado, Boulder

Speakers: Al Harahap, University of Arizona, Tucson, “Conditional Admission: College Composition as Homeland Security Agent”

Genevieve Garcia de Mueller, University of New Mexico, Albuquerque, “Multilingual Writers and the Ruling Voice: Constructions of Race, Ethnicity, and Citizenship in the DREAM Act”

Sarah Powers, University of California, Davis, “Agency and Isolation: Examining the Role of Adjuncts as Institutional Outsiders”

Brian Hendrickson, University of New Mexico, Albuquerque, “Technocrats vs. Citizens in WAC/WID Scholarship, Design, Assessment, and Mission Alignment”

Institutional and Professional

D.13 Opening Up the English Major: A Rhetorical Approach to Re-Uniting the Humanities

JW Marriott, Room 302, Third Floor

Chair: Erika Lindemann, University of North Carolina, Chapel Hill

Speakers: Christina McDonald, Virginia Military Institute, Lexington, “Fieldwork in the English Major: Opening Doors for Civic Participation”

continued on next page

Emily Miller, Virginia Military Institute, Lexington, “An Alternative Model: An English Major Centered on Rhetoric”

Erika Lindemann, University of North Carolina, Chapel Hill, “An Introduction: Imagining an English Major”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

D.14 All up in Your Face: Subverting the Traditional Stereotyping of Eastern Rhetoric’s Indirectness vs. Western Rhetoric’s Directness

JW Marriott, Room 103, First Floor

Chair: Yunye Yu, Georgia State University, Atlanta

Speakers: Meng Yu, Georgia State University, Atlanta

Lin Dong, Georgia State University, Atlanta

Yunye Yu, Georgia State University, Atlanta

Xiaobo Wang, Georgia State University, Atlanta

George Pullman, Georgia State University, Atlanta

Baotong Gu, Georgia State University, Atlanta

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

D.15 Indigenous Decolonial Conversations across Disciplines

JW Marriott, Room 104, First Floor

Chair: Kimberli Lee, Northeastern State University, Tahlequah, OK

Speakers: Malea Powell, Michigan State University, East Lansing, “Making American Indian Rhetorics: Native Women Artists in Indiana”

Andrea Riley-Mukavetz, Bowling Green State University, OH, “Listening to Our Relations: Mapping Michigan Indian Rhetorical History”

Kyle Mays, University of Illinois at Urbana-Champaign, “Indigenous Activism, Indigenous Rhetoric: Indigenous Women’s Rhetoric as a Decolonial Practice in Postwar Detroit”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

D.16 Raiz Up to Heal Historical Trauma: Indigenous Approaches to Spatial Praxis and Object-Oriented Digital Rhetorics

JW Marriott, Room 202, Second Floor

Chair: Casie Cobos, Illinois State University, Normal

Speakers: IshKote Nene, Raiz Up, Detroit, MI

Gabriela Raquel Ríos, University of Central Florida, Orlando

Casie Cobos, Illinois State University, Normal

Language

D.17 Access to Openness: Local and Global Futures and the Translingual Approach

Marriott Downtown, Illinois Room, First Floor

Chair: David Martins, Rochester Institute of Technology, NY

Speakers: Linda Rubel, Rochester Institute of Technology, NY, “On the Margins: Deaf/Hard of Hearing Writers in the Translingual Approach”

Rose Marie Toscano, Rochester Institute of Technology, NY, “Openness: Hearing and Deaf/Hard of Hearing Peer Group Interactions”

Dianna Winslow, Rochester Institute of Technology, NY, “From Classroom to Program: A Teacher/WPA’s Role in Shifting Attitudes toward Non-Standard Englishes”

Language

D.18 Translingualism and Transmodalism in Practice

JW Marriott, Room 203, Second Floor

Chair: Dylan Dryer, University of Maine, Orono

Speakers: Hem Paudel, University of Louisville, KY, “Mediations of Translingual and Transmodal Practices on Online Forums”

Tika Lamsal, University of Louisville, KY, “Negotiating Differences through Translingual and Transmodal Literate Practices”

Scott Wible, University of Maryland, University Park, “Language Policy and Translingual Writing in U.S. Health Care Agencies”

Jerry Lee, University of Arizona, Tucson, “Beyond English as Access to Western Modernity: Translingual Practice in Transnational Linguistic Landscapes”

Professional and Technical Writing

D.19 Openness, Distributed Work, and Rhetorical Conflict

Marriott Downtown, Michigan Room, First Floor

Chair: Joanna Paull, Lakeland Community College, Kirtland, OH

Speakers: Brian Ballentine, West Virginia University, Morgantown, “Opening Up Distributed Writing: Mapping the Work of Symbolic-Analytic Workers”

Michael Charlton, Missouri Western State University, Savannah, “Writing with the Door Closed: Propriety Information and Professional Writing Students in the Age of Open Source”

Research

D.20 Opening Borders: Tracing Multilingual and Multimodal Literacy Practices across Local and Global Contexts

JW Marriott, Room 204, Second Floor

Chair: Christiane K. Donahue, Dartmouth and Université de Lille III, Northfield, VT

Speakers: Sonja Wang, Michigan State University, East Lansing, “Remixing Cultures, Texts, and Languages: The Emergent Meaning-Making Processes of Chinese Students in a Digital Text”

Xiaoye You, The Pennsylvania State University, University Park, “Code Meshing Chinese and English: Studying Multilingual Writing in Global Contexts”

Steven Fraiberg, Michigan State University, East Lansing, “Reweaving Multilingual Practices: Tracing Chinese International Students’ Construction of Comics in the Composition Classroom”

Respondent: Christiane K. Donahue, Dartmouth and Université de Lille III, Northfield, VT

Teaching Writing & Rhetoric

D.21 (Do)n’t Go There: Conceptualizing Multimodality as an Access Point for Controversy

JW Marriott, Room 303, Third Floor

Chair: Leigh Graziano, Florida State University, Tallahassee

Speakers: Leigh Graziano, Florida State University, Tallahassee, “‘Video Killed the Radio Star’: Towards a Multimodal Model of Rhetorical Theory”

Rachael Zeleny, University of Delaware, Newark, “(Photographic) Shots Heard Round the World: Controversial Magazine Covers, Visual Rhetoric, and FYC”

Jennifer Hewardine, Southern Illinois University, Carbondale, “Diverse Students, Diverse Rhetorics: Visualizing Equality through Multimodal Communication”

Erik Ellis, Stanford University, CA, “Dancing Reapers, Mean Vegetables, and Existential Umbrellas: How Picture Books Can Open the Door to (Complex) Multimodal Composition”

Teaching Writing & Rhetoric

D.22 Ecology of Place in Globalized Space: Open Access, the Networked World, and the Future of Writing Studies

JW Marriott, Room 205, Second Floor

Chair: Peter Goggin, Arizona State University, Tempe

Speakers: Amy Propen, University of California, Santa Barbara, “Engendering a Sense of Place in the First-Year Writing Classroom”

Cynthia Haller, York College/City University of New York, Yonkers, “Ecology of Place: Information Habitats in Digital Environments”

Gesa E. Kirsch, Bentley University, Waltham, MA, “Ecologies of Place: The Importance of Place and Community in a Networked World”

Peter Goggin, Arizona State University, Tempe, “Environmental Rhetoric, Ecologies of Place, and Futures of Writing Studies”

Teaching Writing & Rhetoric

D.23 Fail Better, Teach Better: Making Use of Failure in the Composition Classroom

JW Marriott, Room 206, Second Floor

Chair: Steve Himmer, Emerson College, Boston, MA

Speakers: Katie Vagnino, University of Wisconsin, Eau Claire, “Pick Yourself Up, Dust Yourself Off, and Start All Over Again”

Pamela DeGregorio, Emerson College, Boston, MA, “Failure as an Inroad to Revision: Redefining Success in the Composition Classroom”

Melanie S. Smith, Boston University, Boston, “Quieting the Critic: Affirming What We Already Know”

Miranda Roberson, Emerson College, Boston, MA, “Researching Failure in the Composition Classroom”

Steve Himmer, Emerson College, Boston, MA, “Exuberantly Deficient: Getting It Wrong to Get It Right”

Teaching Writing & Rhetoric

D.24 Gaming Composition: Comics, Fan-Fic, and Games in and beyond the Curriculum

JW Marriott, Room 208, Second Floor

Chair: Heather Bruce, University of Montana, Missoula

Speakers: Mick Howard, Middle Tennessee State University, Murfreesboro, “Teaching Multimodal Rhetoric with Webcomics in First-Year Composition”

Marshall Kitchens, Oakland University, Rochester, MI, “Video Game Theory and Design”

Teaching Writing & Rhetoric

D.25 Minding Access, Out of the Darkness, Into the Light: Exclusions, Conflicts, the Mind and the Body

JW Marriott, Grand Ballroom IV, Third Floor

Chair: Brenda Brueggemann, University of Louisville, KY

Speakers: Craig A. Meyer, Ohio University, Athens, “Conflicting Access and Accessing Conflicts: Ending the Game by Enabling Disability Pedagogy”

Dale Katherine Ireland, The Graduate Center, City University of New York, NY, “Spacetime Remix: When Accesses Engage”

Patricia Dunn, State University of New York, Stony Brook, “‘Open Access’ and ‘Access for Disability’: Conflicts, Intersections, Transformations”

Respondent: Margaret Price, Spelman College, Decatur, GA

Teaching Writing & Rhetoric

D.26 (Re)Opening the Ditto Device: DIY Publishing as Crafting Agency

JW Marriott, Room 304, Third Floor

Chair: Becky Morrison, Virginia Tech, Blacksburg

Speakers: Jason Luther, Syracuse University, NY, “DIY Publishing and Pedagogies of Experiential Circulation”

Becky Morrison, Virginia Tech, Blacksburg, “Using Multi-Modal Composition in a First-Year Writing Classroom: A Study of ‘At-Risk’ Students’ Developing Identities”

Jana Rosinski, Eastern Michigan University, Ypsilanti, “Cut, Copy, and Compose: DIY Publishing and Rhetorical Ecologies of Materiality”

Teaching Writing & Rhetoric

D.27 The Gamification of the Composition Class: Course Design, Rubric Design, Text Design

JW Marriott, Room 305, Third Floor

Chair: Carmella Braniger, Millikin University, Decatur, IL

Speakers: Ethan Jordan, Bowling Green State University, OH, “Opening the Rule System: Remixing the Procedural Rhetoric of Video Games”

Bobby Kuechenmeister, Lindenwood University, Saint Charles, MO, “Multimodal Writing Assessment: Student Motivation, Rubrics, and Accessibility”

Matthew Newcomb, State University of New York, New Paltz, “Assessment, Motivation, and the Gamification of the Composition Class”

Teaching Writing & Rhetoric

D.28 Teaching Community in the Two-Year College: Successful Group Work Online and in the Classroom

JW Marriott, Room 308, Third Floor

Chair: Sarah Z. Johnson, Madison Area Technical College, Brooklyn, WI

Speakers: Sarah Z. Johnson, Madison Area Technical College, Brooklyn, WI

Amy Edwards Patterson, Moraine Park Technical College, Beaver Dam, WI
Eva Payne, Chemeketa Community College, Salem, OR

Teaching Writing & Rhetoric

D.29 Writing the Zombie Apocalypse

Marriott Downtown, Texas Room, First Floor

Chair: J. Christian Tatu, Lafayette College, Easton, PA

Speakers: Aydé Enriquez-Loya, Fayetteville State University, NC, “Writing to Survive the Zombie Apocalypse: Decolonial Technical Communication Pedagogies”

Stephanie Wheeler, Texas A&M University, College Station, “Disability, Composition, and the Walking Dead: Toward an Anti-Ableist Writing Pedagogy”

Brendan Riley, Columbia College, Chicago, IL, “The Zombie Method: How the Apocalypse Taught Me to Be a Better Writer”

J. Christian Tatu, Lafayette College, Easton, PA, “Writing the Zombie Apocalypse”

Theory

D.30 A Strategic Type of “Plagiarism”: Rhetorical Velocity and Open Composition

JW Marriott, Room 312, Third Floor

Chair: Jim Ridolfo, University of Kentucky, Lexington

Speakers: Amy Anderson, University of Kentucky, Lexington, “Logos that Move: The Starbucks Mermaid and the Nike Swoosh”

Craig Crowder, University of Kentucky, Lexington, “When I Become Plural: Blurring Boundaries with Rhetorical Velocity”

Jason Kahler, Saginaw Valley State University, MI, “At the Speed of Tweets: Twitter in First-Year Composition”

Theory

D.31 Between Open and Closed, Queer Possibility

JW Marriott, Room 306, Third Floor

Chair: Lydia McDermott, Whitman College, Walla Walla, WA

Speakers: Lydia McDermott, Whitman College, Walla Walla, WA, “Lives Ajar: When Queer Opening Leads to Trans Closing”

Hillery Glasby, Ohio University, Athens, “Wide Open: Ecological Rhetorical Queer Activism”

Sherrie Gradin, Ohio University, Athens, “Slammed Shut: Strategic Queer Closeting”

Theory

D.32 Jewish Rhetorics, Alternative Traditions

Marriott Downtown, Indiana Ballroom E, First Floor

Chair: Michael Bernard-Donals, University of Wisconsin-Madison

Speakers: Patricia Bizzell, College of the Holy Cross, Worcester, MA, “Talmud and/as Argument”

Janice Fernheimer, University of Kentucky, Lexington, “Writing across Traditions: Making a Space for Jewish and Cross-Cultural Rhetorics”

David Bleich, University of Rochester, NY, “Commentary, Orality, and Literacy”

Michael Bernard-Donals, University of Wisconsin-Madison, “Writing (and) the Jewish Body”

Andrea Greenbaum, Barry University, Miami Shores, FL, “Engaging in Tikun Olam: Repairing the World through Peace Studies’ Projects”

Respondent: Deborah H. Holdstein, Columbia College, Chicago, IL

Theory

D.34 Theorizing Networked Rhetoric

JW Marriott, Room 309, Third Floor

Chair: Ian Barnard, Chapman University

Speakers: Ben Fink, University of Minnesota, Minneapolis, “The Big Limit Situation: What ‘Neoliberalism’ Is (Actually), How It’s Shaped, How We Do Writing (Badly), and What We Can (and Must!) Do about It”

Robert (Robin) Brown, University of Minnesota, Minneapolis, “The Big Limit Situation: What ‘Neoliberalism’ Is (Actually), How It’s Shaped, How We Do Writing (Badly), and What We Can (and Must!) Do about It”

Jeffrey Maxson, Rowan University, Glassboro, NJ, “Networking Composition Theory and Practice, from Berlin to Potlatch”

Daniel Keller, The Ohio State University at Newark, “Theorizing Reading in a Culture of Acceleration”

Gina Gibbs, California State University Chico, “The Networked Classroom”

Writing Programs

D.35 Acknowledging Difference: Revamping First-Year Composition, Developmental Writing, and Assessment

JW Marriott, Room 310, Third Floor

Chair: Sharon Gallagher, Pennsylvania State University, Erie-Behrend

Speakers: Nicholas Behm, Elmhurst College, IL, “Racialized Assessment: The Linguistic Architecture of Whiteness in the National Assessment of Educational Progress”

Kimberly Harrison, Florida International University, Miami, “Recognizing Multilingualism as the Norm: Re-Envisioning First-Year Composition at a Hispanic-Serving Institution”

Julie Swedin, Yakima Valley Community College, WA, “An Open Pathway for Developmental Writers: One Model for Accelerated Learning at a Hispanic-Serving Institution”

Carolyn Calhoun-Dillahunt, Yakima Valley Community College, WA, “An Open Pathway for Developmental Writers: One Model for Accelerated Learning at a Hispanic-Serving Institution”

Shannon Hopkins, Yakima Valley Community College, WA, “An Open Pathway for Developmental Writers: One Model for Accelerated Learning at a Hispanic-Serving Institution”

Writing Programs

D.36 Digital Empowerment for Civic and Community Engagement

JW Marriott, Room 311, Third Floor

Chair: Nick Carbone, Bedford/St. Martins, New York, NY

Speakers: James Baker, University of the Incarnate Word, San Antonio, TX, “Digital Grammar: Accessing the Potential and Overcoming the Limitations of Learning Management Systems in the Task of Administering and Assessing Multi-Section Courses”

Elise Verzosa Hurley, Illinois State University, Normal, “Visual Design in Community Contexts: An Opening for Civic Engagement and Professional and Technical Communication”

Phillip Bratta, Michigan State University, East Lansing, “Empowering Students: Transformation of Experience through Critical Autoethnography and Digital Writing”

Information Technologies

D.37 “Don’t Sweat the Techne?”, or Opening Access to Technological Literacies in Composition Courses

JW Marriott, Room 313, Third Floor

Chair: Andrea Osteen-Chinn, Mesa Community College, AZ

Speakers: Kevin Brock, University of South Carolina, Columbia, “Against NCTE’s OWI Effective Principle 2 on Technology as Not-Writing”

Jennifer Ware, Michigan State University, East Lansing, “Programmer-Journalists, Technological Literacy and Composition! Oh, My!”

Christian Smith, University of South Carolina, Columbia, “A Place for Machine Scoring in Assessment Ecologies”

Teaching Writing & Rhetoric

D.38 Opening Disability Narratives: New Models for Self-Determination and Multimodal Practices in Classrooms

JW Marriott, Room 207, Second Floor

Chair: Glen Southergill, Clemson University, SC

Speakers: Bess Fox, Marymount University, Washington, DC, “Disability Studies in the Multimodal Classroom”

Mary Glavan, Carnegie Mellon University, Pittsburgh, PA, “Re-Writing Transition: Expanding the Boundaries of ‘Service Provider’ in Secondary Education”

Emily Ferris, Carnegie Mellon University, Pittsburgh, PA, “Re-Writing Transition: Expanding the Boundaries of ‘Service Provider’ in Secondary Education”

E Sessions: 4:45–6:00 p.m.

Featured Speakers

Regan Sommer McCoy

Lynnee D. Bonner

The Mixtape Museum: Preserving Analog in a Digital Era

JW Marriott, Grand Ballroom V, Third Floor

The Mixtape Museum (MXM) is an archive project dedicated to advancing public understanding and appreciation of the art, history, technique, and impact mixtapes have made around the world. While encouraging the research of mixtapes as records of time, place and situation, it also examines the individuals that have helped to shape their existence.

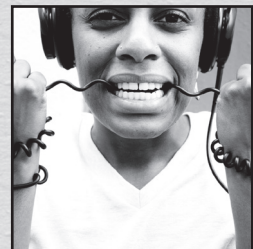
The introductions of analog recording media, i.e. compact cassette made it possible to store, duplicate, and manipulate how we interacted with music. The MXM aims to uncover how DJs used this medium to create mixtapes that would eventually change the landscape of the music industry. Little research has been specifically devoted to the intellectual history of these DJ produced recordings and their artifactual qualities and many of these analog recordings are deteriorating and must be reformatted to ensure their existence for study and pleasure.

In this session, Sommer will take the listener through her journey to encourage the use of these recordings to document history and to achieve systematic preservation in the DJ community.

Lynnee Denise is a cultural producer and independent scholar who uses turntables and scholarship to create forums exploring and celebrating Afro-Diasporic electronic music. Her work is informed and inspired by social and political movements, gender studies, and Black science fiction. Lynnee is the founder of WildSeed Cultural Group an organization whose mission, “entertainment with a thesis,” is driven by a desire to incorporate the nontraditional elements of literature, cultural criticism and ethnomusicology into the New York, Atlanta and South African music scene. Through an interdisciplinary approach such as podcasts and lectures, she explores the migration of Black cultural products, people and ideas. In 2013, lynnee denise partnered with Spelman College as the first DJ



**Regan
Sommer McCoy**



Lynnee D. Bonner

to present independent scholarship through a seminar series titled: HYPERLINK “<http://www.insidespelman.com/?p=6543>” \t “_blank” Music, Migration and Movement.

Featured Session

E.30 Opening Technical Communication to Discussions of Race and Ethnicity: A Conversation between Scholars in Technical Communication and Rhetoric and Composition

JW Marriott, Grand Ballroom VII, Second Floor

Chair:

Cynthia Selfe

The Ohio State University, Columbus

Speakers:

Cruz Medina

Santa Clara University, CA, “Tweeting Collaborative Identity: Race, ICTs, and Performing Latinidad”

Octavio Pimentel

Texas State University, San Marcos, “Taqueros, Luchadores, y los Brits: U.S. Racial Rhetorics and Its Global Influence”

Miriam F. Williams, Texas State University, San Marcos, “A Review of Emerging Research in Intercultural Technical Communication”

Natasha Jones

University of New Mexico, Albuquerque, “The Importance of Ethnographic Research in Activist Networks”

Basic Writing

E.01 Accessing an Existing Opening for Student Learning: Using Writing Center Mentors in the Classroom and on Facebook

JW Marriott, Room 105, First Floor

Chair: Heather Jordan, Bowling Green State University, OH

Speakers: Heather Jordan, Bowling Green State University, OH, “Facebook as Online Writing Space”

J. Clevenger, Bowling Green State University, OH, “The Possible Role of Writing Centers in Classroom Instruction”

Susan Cruea, Bowling Green State University, OH, “Gaining Retention toward Degree Completion”

Basic Writing

E.02 Accounting for Technologies in Basic Writing, Writing Centers, and in MOOCs

JW Marriott, Room 106, First Floor

Chair: Stephen McElroy, Florida State University, Tallahassee

Speakers: Phillip Bode, New Mexico State University, Las Cruces, “Quantitative Research on Computer Technologies in Writing Centers”

Hope Parisi, Kingsborough Community College/ City University of New York, Brooklyn, “Sharing Students across Studio-Based Landscapes: New Tensions and Possibilities in Basic Writing”

Meredith Singleton, University of Cincinnati, OH, “MOOCs and Basic Writing: The MOOC as a Non-traditional Course Textbook”

Community, Civic & Public

E.04 Crossing Over Colonized Borders: Open Archives, Political Activism, and Composition Studies in the Digital Age

JW Marriott, Room 102, First Floor

Chair: Steve Parks, Syracuse University, NY

Speakers: Nancy Welch, University of Vermont, Burlington, “The Globalized Living Room”

Ellen Cushman, Michigan State University, East Lansing, “The Cherokee Nation: Digitizing and De-Colonializing the Archives”

Jonathan Alexander, University of California, Irvine, “The Irvine 11: Palestine, Israel, and Student Activism”

Steve Parks, Syracuse University, NY, “Writing beyond the Curriculum: The Arab Spring, Digital Archives, and the Activist Writing Classroom”

Respondent: Dala Ghandour, Activist in Arab Spring, Syracuse, NY

Community, Civic & Public

E.05 Open-Sourcing Democracy: Pathocentric Partnerships, Civic/Corporate Duty, and a Rhetoric of Information Technology

JW Marriott, Room 107, First Floor

Chair: G. Bret Bowers, University of Arkansas-Fort Smith

Speakers: G. Bret Bowers, University of Arkansas-Fort Smith, “Hacking the Discipline—iSchools, Composition, and Disciplinarity”

Kellan Deardorff, Bowling Green University, OH, “The Citizen Rhetor Circa 2014: Propaganda and Pedagogy Four Years after Citizens United vs. Federal Election Committee”

Amir Hassan, Miami University, Oxford, OH, “Rising to the Challenge of Pathocentrism: Using YouTube to Respond to Propaganda”

Community, Civic & Public

E.06 Writing in the Service of Change: Activism, Critical Consciousness, and the Working Class

JW Marriott, Room 108, First Floor

Chair: Jennifer Enoch, Florida State University, Tallahassee

Speakers: Maria Conti, Kent State University, OH, “Opening Up to Interdisciplinarity in Service-Learning: Effective Student Transformations in Critical Consciousness”

Ashley Burns, North Carolina State University, Raleigh, “From the Individual to the Universal: The Relative Ease and Importance of Incorporating Social Justice in the First-Year Writing Classroom”

Megan Hall, North Carolina State University, Raleigh, “From the Individual to the Universal: The Relative Ease and Importance of Incorporating Social Justice in the First-Year Writing Classroom”

Lindsey Fenner, University of Wisconsin, Eau Claire, “The People’s Writing, the People’s Culture: Workers’ Education and Meridel Le Sueur’s *Praxis of Writing for the Working Class*”

Sarah Finn, University of Massachusetts Amherst, “Student Writing for Social Change: Campus Activism and Classroom Transformation”

Information Technologies

E.08 From Free Play to Fair Use: Examining Pedagogies, Complexities, and Challenges of Integrating Multimodal Compositions in the Classroom

JW Marriott, Room 109, First Floor

Chair: Lisa Litterio, Bridgewater State University, MA

Speakers: Barbara Lewis, Rensselaer Polytechnic Institute, Troy, NY, “Transformations? Writing Centers’ Move toward the Multimodal”

Jason Custer, Florida State University, Tallahassee, “Free Play: Shifting to Sustainable Practices for Video Games in Composition Pedagogy”

Lisa Litterio, Bridgewater State University, MA, “Creative Citing: Using Multimodal Compositions as Platforms for Fair Use Practices and Engaging Pedagogies”

Information Technologies

E.09 Futures for Composition and Communication: Opening Research and Teaching to Issues of E-Waste and E-Justice

JW Marriott, Grand Ballroom III, Third Floor

Chair: Shawn Apostel, Bellarmine University, Louisville, KY

Speakers: Kristi Apostel, Smarthinking, Inc., Louisville, KY, “Mobile Devices, Eco Challenges: Finding Second Life outside the Classroom”

- H. Lewis Ulman, The Ohio State University, Columbus, “Composing Horizons of Care, Engagement, and Collaboration”
Shannon Madden, University of Oklahoma, Norman, “E-Waste, Wireless Writing Ecologies, and Futures for Ecomposition”
Dickie Selfe, The Ohio State University, Columbus, “Exploring Local E-Waste Policies and Practices”

Theory

E.10 Multiliteracies at HBCUs

JW Marriott, Room 207, Second Floor

Chair: Ashley Humphries, Florida State University, Tallahassee

Speakers: Abigail Scheg, Elizabeth City State University, NC, “Examining Codeswitching Multiliteracies at an HBCU”

Virginia Bouie, Joliet Junior College, IL, “Thinking Black, but Writing White: Lost in Translation”

Jenna Miller, Elizabeth City State University, NC, “Creating a Digital Advocate at an HBCU: Establishing the QEP Writing Studio Website at Elizabeth City State University”

Information Technologies

E.11 Open Axes: Identities, Technologies, and Pedagogies at Play

JW Marriott, Room 202, Second Floor

Chair: Jan Rune Holmevik, Clemson University, SC

Speakers: Patricia Fancher, Clemson University, SC, “Anatomy of a Gamer: Defining Bodies in Pedagogies of Play”

Lauren Woolbright, Clemson University, SC, “Gender(ed) Games: Play as Pedagogy”

Steven Katz, Clemson University, SC, “Open Media, ‘Personal Customization,’ and Fabrication: Playing Virtual Ethics”

Jan Rune Holmevik, Clemson University, SC, “Open | Writing | Spaces”

Information Technologies

E.12 Out in the Open: Exploring Mobile Phone Pedagogies and Everyday Composing Practices

JW Marriott, Room 203, Second Floor

Chair: Ehren Pflugfelder, Oregon State University, Corvallis

Speakers: Ehren Pflugfelder, Oregon State University, Corvallis, “Our Phones, Ourselves: Questioning our Mobile Writing Lives”

Robert Calton, Southern Illinois University, Carbondale, “The Emergence of Open Source Writing Instruction in Mobile Environments”

Randall Monty, University of Texas-Pan American, “Cell Phones, Social Media, and Transnational Space”

Information Technologies

E.13 The Future Will Be Open Access: Economics and Materiality of Links and Code

JW Marriott, Room 301, Third Floor

Chair: Christine Maddox Martorana, Florida State University, Tallahassee

Speakers: Elizabeth Chamberlain, University of Louisville, KY, “Hyperlink Economics: Online Argument and Affordances of the Link Economy”

Jimmy Butts, Wake Forest, Winston-Salem, NC, “Will Apocalyptic Writing be Open Access?”

Michael Black, University of Illinois at Urbana-Champaign, “Pinning Down the Materiality of Open Source Software: A Brief History of Mozilla Firefox”

Information Technologies

E.14 Wireless Women: Gender and Access in the “Wide Open” Web

JW Marriott, Room 302, Third Floor

Chair: Liz Lane, Purdue University, West Lafayette, IN

Speakers: Daniel Liddle, Purdue University, West Lafayette, IN

Liz Lane, Purdue University, West Lafayette, IN

Carrie Grant, Purdue University, West Lafayette, IN

Institutional and Professional

E.15 Academic Endogamy: A Roundtable Conversation between Dual-Career Academic Couples

JW Marriott, Grand Ballroom II, Third Floor

Chair: Heather Springer, Washington State University, Pullman

Roundtable Leaders: Christopher Blankenship, Emporia State University, KS, “Trailing Spouse: Cultivating Separate Academic Identities”

Anne Canavan, Emporia State University, KS, “Trailing Spouse: Cultivating Separate Academic Identities”

Russ Henderson, East Central College, Washington, MO, “‘I don’t know where my husband is’: Maintaining Academic Autonomy in Separate Departments”

Sue Henderson, East Central College, Washington, MO, “‘I don’t know where my husband is’: Maintaining Academic Autonomy in Separate Departments”

Elizabeth Deis, Hampden-Sydney College, VA, “Two Bodies, One Position: Negotiating a Job Share at a Small Liberal Arts College”

Lowell Frye, Hampden-Sydney College, VA, “Two Bodies, One Position: Negotiating a Job Share at a Small Liberal Arts College”

Brent House, California University of Pennsylvania, “Choosing the Right Spouse: An Academic and Personal Journey”
 Renae House, Venango College of Clarion University, Grove City, PA,
 “Choosing the Right Spouse: An Academic and Personal Journey”

Institutional and Professional

E.16 Gender, Labor, and the Service Economy in Writing and English Studies: Rewarding and Revaluing Service

JW Marriott, Grand Ballroom I, Third Floor

Chair: Eileen Schell, Syracuse University, NY

Speakers: Michelle Payne, Boise State University, ID, “Administration, Emotional Labor, and Gendered Discourses of Power: A Feminist Chair’s Mission to Make Service Matter”

Jennifer Heinert, University of Wisconsin-Washington County, “Gender and the Service Economy in Community Colleges: Assessing and Valuing Service”

Cassandra Phillips, University of Wisconsin-Waukesha, “Gender and the Service Economy in Community Colleges: Assessing and Valuing Service”

Respondent: Eileen Schell, Syracuse University, NY

Institutional and Professional

E.17 Polymorphic Frames of Pre-Tenure WPAs: Eight Accounts of Hybridity and Pronoia

Marriott Downtown, Indiana Ballroom E, First Floor

Chair: Derek Mueller, Eastern Michigan University, Ypsilanti

Speakers: Matt Dowell, Le Moyne College, Syracuse, NY, “Getting Up to Speed Quickly: The Untenured WPA and Curricular Change”

Rik Hunter, University of Tennessee at Chattanooga, “Teaching the Teachers: Designing a FYW Curriculum for Non-Writing Specialists”

Kate Pantelides, University of South Florida, Tampa, “Why Won’t This Thing Open? Negotiating New WPA Identity”

Kristine Kellejian, University of Washington-Bothell, “Flight of the Bumblebee: Creating a Writing Program at an Interdisciplinary University”

Mike Garcia, Georgia Regents University, Augusta, “Everything’s a Moving Target: WPA Work in the Midst of Comprehensive Institutional Change”

Laura Davies, United States Air Force Academy, Colorado Springs, CO, “Boots on the Ground: Negotiating Military Contexts as a Civilian WPA”

Derek Mueller, Eastern Michigan University, Ypsilanti, “Assembling Handles for Divergent Grasps”

Alanna Frost, University of Alabama, Huntsville, “Axis and Allies: Strategies for Untenured WPAs”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.18 Composition and Communication: Looking Forward, Looking Back

JW Marriott, Room 104, First Floor

Chair: Roxanne Mountford, University of Kentucky, Lexington

Speakers: William Keith, University of Wisconsin-Milwaukee
Roxanne Mountford, University of Kentucky, Lexington

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.19 Critical Creativity, (Re)Design, and (Re)Sourcing: Hacking the Body Politic

JW Marriott, Room 204, Second Floor

Chair: Mary Ann Cain, Indiana University Purdue University, Fort Wayne

Speakers: Mary Ann Cain, Indiana University Purdue University, Fort Wayne, “Making It Up and Passing It On: The Legacy of Dr. Margaret Burroughs”

George Kalamaras, Indiana University Purdue University, Fort Wayne, “Walking through the Door of Language in Writing a Poem: The Practice of the Outside”

Sally Griffin, University of North Carolina, Charlotte, “Using the Spiritual to Disrupt Corporate Logic and Lift the Body”

Lil Brannon, University of North Carolina, Charlotte, “Improvisation and Disruptions of the Body Politic”

Theory

E.20 Open Dialogue: Gender Identities, The Sciences and Feminist Pedagogy

JW Marriott, Room 306, Third Floor

Chair: Jessica Restaino, Montclair State University, NJ

Speakers: Mara Holt, Ohio University, Athens, “Differences Within: From Consensus to Multivalent Identities in Feminist Pedagogy”

James Briggs, California State University, Los Angeles, “Consilient Knowledge: Pedagogical Strategies for More Open Dialogue between the Sciences and the Humanities regarding Gender and Sexuality”

Juan Mendoza, California State University, Los Angeles, “Consilient Knowledge: Pedagogical Strategies for More Open Dialogue between the Sciences and the Humanities regarding Gender and Sexuality”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.21 Opening Textbooks, Opening Possibilities: A Writing Program-Academic Library Collaboration

JW Marriott, Room 303, Third Floor

Chair: Casey Boyle, University of Utah, Salt Lake City

Speakers: Fiona Harris-Ramsby, University of Utah, Salt Lake City, “Beyond the Textbook: Writing Program/Library Connections and Possibilities”

Darby Fanning, University of Utah, Salt Lake City, “Supporting Research in First-Year Writing: Library Coordination and Student Access”

Jay Jordan, University of Utah, Salt Lake City, “Administration to Authorship: Leveraging Local Program Resources for an In-House Textbook”

Language

E.22 Towards the Translingual Classroom: Investigating Multilingual Writers’ Expectations, Experiences, and Aspirations

JW Marriott, Room 101, First Floor

Chair: Chris Gallagher, Northeastern University, Boston, MA

Speakers: Neal Lerner, Northeastern University, Boston, MA, “Understanding Difference: Results from a Study of the Expectations and Experiences of Multilingual Writers”

Kristi Girdharry, Northeastern University, Boston, MA, “Moving from Quantitative to Qualitative Methods to Investigate Multilingual Writers’ Experiences”

Michael Dedek, Northeastern University, Boston, MA, “Piloting a Translingual Approach: Case Studies from a First-Year Translingual Writing Course”

Jonathan Benda, Northeastern University, Boston, MA, “Diversity at a Globalizing University: The Institutional Context for a Study of Multilingual Writers”

Professional and Technical Writing

E.23 Rhetorical Futures in Workplaces and Industry

JW Marriott, Room 304, Third Floor

Chair: Josh Mehler, Florida State University, Tallahassee

Speakers: Aaron Toscano, University of North Carolina, Charlotte, “Outsourcing Technical Writing: Multiple Technical Writing Futures”

Laurence Jose, Grand Valley State University, Grand Rapids, MI, “Opening Professional Writing Genres to the Global Context: Resumes as Contact Zones”

continued on next page

Robert Irish, University of Toronto, Ontario, Canada, “Understanding the Rhetorical Sources of Disagreement among Engineers”

Jennifer Marciniak, University of Louisville, KY, “Brokering Literacy Work: Education, Fracking, and Workforce Recruitment Strategies”

Research

E.24 Open(ing) Sources, Access, and the Future in Data-Driven Research: Three Problems for the Field

JW Marriott, Room 305, Third Floor

Chair: Sharon McGee, Southern Illinois University, Edwardsville

Speakers: Pamela Takayoshi, Kent State University, OH, “Open(ing) the Future in Data-Driven Research: Seeing Research Rhetorically”

Sharon McGee, Southern Illinois University, Edwardsville, “Open(ing) Sources in Data-Driven Research: Eliminating Barriers”

Joanne Addison, University of Colorado Denver, “Open(ing) Access in Data-Driven Research: Revising Our Practices”

Research

E.25 Shaming, Blaming, and Gaming: Rhetoric and Violence in Contemporary American Culture

JW Marriott, Room 309, Third Floor

Chair: Beth Huber, Western Carolina University, Cullowhee, NC

Speakers: Daniel Reardon, Missouri University of Science and Technology, Rolla, “Dialogic, Ludonarrative, and Identity: Metalanguage and Detached Self in the Rhetoric of Gaming Violence”

Marsha Lee Baker, Western Carolina University, Cullowhee, NC, “Media, Memory, and Mass Murderers”

Beth Huber, Western Carolina University, Cullowhee, NC, “Praise the Lord and Pass the Ammunition: Civil-Religious Rhetoric and the Debate Over Guns”

Teaching Writing & Rhetoric

E.26 Citizenship across the Curriculum: A Cross-Disciplinary Approach to Constructing Community

JW Marriott, Room 310, Third Floor

Chair: Sarah Pike, Texas Christian University, Fort Worth

Speakers: Sharon Harris, Texas Christian University, Fort Worth, “Opening a Connection between Science and Humanities in the Composition Classroom”

Breanna Kreimeyer, Iowa State University, Ames, “Citizen-Scientists: Enacting Agency through Public Science Communication Projects”

Denise Tillery, University of Nevada, Las Vegas, “Citizen Expertise on Social Media: Scientific and Technical Discourse on Facebook”
Sarah Pike, Texas Christian University, Fort Worth, “From Campus to Cosmopolitan Citizens: Composing the Spheres of Citizenship”

Teaching Writing & Rhetoric

E.27 Feedback and Student Writing: From FYC to Graduate Classrooms to Machine Scoring

JW Marriott, Room 314, Third Floor

Chair: Joseph Farago-Spencer, California State University, San Bernardino

Speakers: Hidy Basta, Antioch University, Seattle, “‘They Hate/Love My Work’: Graduate Students’ Emotional Response to Feedback and Its Role in the Revision Process”

William Hart-Davidson, Michigan State University, East Lansing, “Making A Nuanced Evidence-Based Argument against Machine Scoring of Student Writing”

Jennifer Gray, College of Coastal Georgia, Brunswick, “Sourcing Student Feedback to Sculpt Effective yet Enjoyable (GASP!) Assignments”

Teaching Writing & Rhetoric

E.28 It’s Not Our Mentors’ World: Transformations in Composition Pedagogies, 2000 to Today

JW Marriott, Grand Ballroom VI, Second Floor

Chair: Amy Rupiper Taggart, North Dakota State University, Fargo

Speakers: Krista Kennedy, Syracuse University, NY, “Collaborative Writing: Print to Digital”

Amy Rupiper Taggart, North Dakota State University, Fargo, “Defining Composition Pedagog(y)(ies)”

Eli Goldblatt, Temple University, Philadelphia, PA, “Teaching and Learning through Community/University Partnerships”

Rebecca Powell, New Mexico State University, Las Cruces, “Hidden in Plain Sight: De/Reconstructing Expressivism”

Laura Micciche, University of Cincinnati, OH, “What’s Feminist about Pedagogy?”

H. Brooke Hessler, Oklahoma City University, OK, “Digital Humanities and Multimodal Composition as Quasi-Emergent Pedagogies”

Chris Thaiss, University of California Davis, “WAC/WID: Five Filaments of Growth”

Christine Farris, Indiana University, Bloomington, “Reconfiguring the Use of Literature in Writing Courses”

Amy Devitt, University of Kansas, Lawrence, “Taking Genre Outside”

Teaching Writing & Rhetoric

E.29 Opening Access between Veterans, Civilians, Higher Education, and Communities

JW Marriott, Room 103, First Floor

Chair: Sarah Franco, University of New Hampshire, Portsmouth

Speakers: Roger Thompson, Virginia Military Institute, Lexington, “Accessing Training, Opening Dialogue: Helping Writing Faculty Know More about Who Student Veterans Are”

D. Alexis Hart, Allegheny College, Meadville, PA, “Accessing Training, Opening Dialogue: Helping Writing Faculty Know More about Who Student Veterans Are”

Travis Martin, University of Kentucky, Richmond, “After Action Review: Writing Veterans into Higher Education and the Community”

Mariana Grohowski, Bowling Green State University, OH, “The Pragmatics to Opening Access: Collaborative, Digital, and Communal”

Sarah Franco, University of New Hampshire, Portsmouth, “Responding to Wartime Narratives: Opening Conversations between Student Veterans and Writing Instructors”

Teaching Writing & Rhetoric

E.31 Resistance Is Futile? Questioning MOOCs, Cyborgs, and Composition’s Future

JW Marriott, Room 205, Second Floor

Chair: Andrew Blake, DESU

Speakers: Janel Bloch, Northern Kentucky University, Newport, “Experiencing MOOCs from a Student’s Viewpoint: Potentials and Possible Pitfalls of Massive Open Online Courses with a Writing Component”

Anne Ernest, Washington State University, Pullman, “Missed Objectives or Cutting-Edge?: A Writing Instructor’s Analysis of an English 101 MOOC”

Drew Kopp, Rowan University, Glassboro, NJ, “The Digital Enkyklios Paideia: MOOCs and the 21st Century Renaissance Cyborg”

Jason Lovvorn, Belmont University, Nashville, TN, “Open Sourcing the College Composition Teacher: Using MOOCs for Professional Development and Pedagogical Improvement”

Teaching Writing & Rhetoric

E.32 Three’s a Charm: Strategies for Responding to Multimodal Student Work as a Teacher, a Tutor, and a Peer

JW Marriott, Room 311, Third Floor

Chair: Candice Welhausen, University of Delaware, Newark

Speakers: Candice Welhausen, University of Delaware, Newark, “Reading, Writing, and Responding: Using Peer Review to Guide Revision of Multimodal Texts”

Joe Turner, University of Delaware, Newark, “Adapting Rubrics across Modes and Media”

Barb Lutz, University of Delaware, Newark, “Training Writing Center Tutors for Multimodal Consultations”

Theory

E.33 Places, Spaces, Bodies, Publics

JW Marriott, Room 308, Third Floor

Chair: Danielle Nicole DeVoss, Michigan State University, East Lansing

Speakers: Liza Potts, Michigan State University, East Lansing, “Spaces of/as Participatory Memory”

Danielle Nicole DeVoss, Michigan State University, East Lansing, “Civic Disobedience: Graffiti as Rhetorical Tactic”

Katie Manthey, Michigan State University, East Lansing, “Everyday Bodies: Theorizing Dress as Rhetorical Action”

Theory

E.34 Refusing to Adapt: Negotiating Resistance to Textual and Visual Censorship

JW Marriott, Room 312, Third Floor

Chair: Dora Ramirez-Dhoore, Boise State University, ID

Speakers: Dora Ramirez-Dhoore, Boise State University, ID, “Dolores del Río’s Censorship and Filmic Identity in 1940’s Cinema”

Ana Isabel Roncero Bellido, Illinois State University, Normal, “Code Meshing, Testimonio, and the Mestiza Consciousness: Tactics of Survival”

Monica Brown, Boise State University, ID, “Black Radical Thought: W.E.B. Du Bois, Censorship, and White Privilege”

Theory

E.35 Spaces of Invention: The Museum, the Collection, the Screen

JW Marriott, Room 313, Third Floor

Chair: Susan H. Delagrange, The Ohio State University, Columbus

Speakers: Susan H. Delagrange, The Ohio State University, Columbus, “13 ways (and Counting): Speculative Design and a Visual Canon of Invention”

Elizabeth Weiser, The Ohio State University, Columbus, “A Museum Isn’t a House, It’s an Idea in Debate”

Nan Johnson, The Ohio State University, Columbus, “Collecting Rhetorical Culture”

Information Technologies

E.36 Audience, Citizenship, and Literacies in an Expanding Web

JW Marriott, Room 208, Second Floor

Chair: Kathy Hall, Mt. San Antonio College, Walnut, CA

Speakers: Joshua Paiz, Purdue University, West Lafayette, IN, “Expanding Audiences for Online Writing Labs: OWLs in the English as a Foreign Language Context”

Edward Helfers, The George Washington University, Washington, DC, “Let the Grammar Games Begin: Evaluating (and Envisioning) Computer-Assisted L2 Sentence-Level Instruction”

Keshab Acharya, Michigan Technological University, Houghton, “E-literacy for Senior Citizens: Motivation, Technology Design, and New Public Sphere”

Geoffrey Middlebrook, University of Southern California, Los Angeles, “Digital Citizenship: Leveraging the Web for Experiential Learning”

Academic Writing

E.37 Appropriation, Attribution, Plagiarism: Laying Open the Complex Codes of Textuality

Marriott Downtown, Texas Room, First Floor

Chair: Susan Delaney, Ithaca College, NY

Speakers: Mary Lourdes Silva, Ithaca College, NY, “Looking for Transfer: The Generic Discursive Resources and Rhetorical Strategies of Citation Use”

Susan Delaney, Ithaca College, NY, “Analyzing Plagiarism, Foregrounding Complexity: Meta-awareness and Source Integration”

Carolyn Ostrander, Syracuse University, NY, “Read-Shifting, Read-Mixing, Read-Meshing: Complex Literacy as Linguistic Agility”

Hillory Oakes, Bates College, Lewiston, ME, “Not an Open and Shut Case: The Need for Nuance in Academic Integrity Policies”

Institutional and Professional

E.38 Transformations, Design, and Redesign: Iterating Composition and Communication Futures at a Liberal-Professional University

Marriott Downtown, Florida Room, First Floor

Chair: David Rogers, Philadelphia University, PA

Speakers: David Rogers, Philadelphia University, PA

Stacey Van Dahm, Philadelphia University, PA

Katie Gindlesparger, Philadelphia University, PA

Valerie Hanson, Philadelphia University, PA

Information Technologies

E.40 A Journey toward Open-Access Multimedia Writing Support: A Quest for the Excelsior College OWL

Marriott Downtown, Michigan Room, First Floor

Chair: Crystal Sands, Excelsior College, Albany, NY

Speakers: Deborah Chapin, University at Albany, NY

Andrea Dardello, Howard Community College, MD

Crystal Sands, Excelsior College, Albany, NY

Special Interest Groups

6:30–7:30 p.m.

Community, Civic & Public

TSIG.01 2014 CCCC Community Literacy, Service-Learning, and Public Rhetorics SIG

JW Marriott, Room 313, Third Floor

Co-Chairs: Allen Brizee, Loyola University, Chicago, IL
Cindy Mooty, Oakland University, Rochester, MI

Basic Writing

TSIG.02 2014 Council on Basic Writing SIG

JW Marriott, Room 314, Third Floor

Co-Chairs: J. Elizabeth Clark, LaGuardia Community College, City University of New York, NY
Sugie Goen-Salter, San Francisco State University, CA

Community, Civic & Public

TSIG.03 Appalachian Rhetoric, Composition, and Literacy

JW Marriott, Room 308, Third Floor

Co-Chairs: Krista Bryson, The Ohio State University, Columbus
Sara Webb-Sunderhaus, Indiana University Purdue University, Fort Wayne

Professional and Technical Writing

TSIG.04 EngiComm: Communication in the Engineering Curriculum SIG

JW Marriott, Room 104,, First Floor

Co-Chairs: Mya Poe, The Pennsylvania State University, University Park
Neal Lerner, Northeastern University, Boston, MA
Stephen Bucher, University of Southern California, Viterbi School of Engineering, Los Angeles
Rob Irish, University of Toronto, Ontario, Canada

Institutional and Professional

TSIG.05 Faculty Development and Composition

JW Marriott, Room 105, First Floor

Chair: Claire Lamonica, Illinois State University, Normal

Theory

TSIG.06 Kenneth Burke Society at CCCC

JW Marriott, Room 106, First Floor

Chair: Ethan Sproat, Utah Valley University, Orem

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

TSIG.07 Klal Rhetoric: Jewish Rhetorics and Composition SIG

JW Marriott, Room 107, First Floor

Chair: Janice Fernheimer, University of Kentucky, Lexington

Language

TSIG.08 Language, Linguistics, and Writing

JW Marriott, Room 108, First Floor

Co-Chairs: Deborah Rossen-Knill, University of Rochester, NY
Craig Hancock, University at Albany, NY

Professional and Technical Writing

TSIG.09 Medical Rhetoricians

JW Marriott, Room 109, First Floor

Chair: Barbara Heifferon, Louisiana State University, Baton Rouge

History

TSIG.10 National Archives of Composition and Rhetoric

JW Marriott, Room 302, Third Floor

Co-Chairs: Robert Schwegler, University of Rhode Island, Kingston
O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT

Teaching Writing & Rhetoric

TSIG.11 Progressive Approaches to Grammar, Punctuation, and Usage

JW Marriott, Room 303, Third Floor

Chair: Joseph Salvatore, The New School, Jackson Heights, NY

Institutional and Professional

**TSIG.12 Retired and Retiring Faculty in Rhetoric/Composition/
Writing SIG**

JW Marriott, Room 304, Third Floor

Chair: Erika Lindemann, University of North Carolina, Chapel Hill

History

**TSIG.13 Rhetoric's Histories: Traditions, Theories, Pedagogies,
and Practices**

JW Marriott, Room 305, Third Floor

Chair: Lois Agnew, Syracuse University, NY

Language

**TSIG.14 Second Language Writing Standing Group: New Direc-
tions for Second Language Writing at the CCCC**

JW Marriott, Room 306, Third Floor

Co-Chairs: Steve Simpson, New Mexico Tech, Socorro
Todd Ruecker, University of New Mexico, Albuquerque

Institutional and Professional

TSIG.15 Standing Group on Disability Studies

JW Marriott, Room 309, Third Floor

Chair: Amy Vidali, University of Colorado, Denver
Community, Civic & Public

TSIG.16 Teaching in Prison: Pedagogy, Research, and Literacies

JW Marriott, Room 310, Third Floor

Co-Chairs: Laura Rogers, Albany College of Pharmacy and Health Sci-
ences, NY
Phyllis Hastings, Saginaw Valley State University, MI

Teaching Writing & Rhetoric

TSIG.17 The Role of Reading in Composition Studies

JW Marriott, Room 311, Third Floor

Co-Chairs: Nancy A. Benson, University of Massachusetts, Dartmouth
Debrah Huffman, Indiana University Purdue University, Fort Wayne

Writing Programs

TSIG.18 Untenured Writing Program Administrators

JW Marriott, Room 204, Second Floor

Chair: Thomas Sura, West Virginia University, Morgantown

Institutional and Professional

TSIG.19 Women's Network

JW Marriott, Room 205, Second Floor

Chair: Heather Adams, University of Alaska, Anchorage

Teaching Writing & Rhetoric

TSIG.20 Writing about Writing: FYC as Introduction to Writing Studies

JW Marriott, Room 206, Second Floor

Co-Chairs: Barbara Bird, Taylor University, Upland, IN
Rebecca Babcock, University of Texas, Permian Basin, Odessa

Teaching Writing & Rhetoric

TSIG.21 Zen and the Art of English Teacher Maintenance

JW Marriott, Room 203, Second Floor

Co-Chairs: Irene Papoulis, Trinity College, Hartford, CT
Sharon Marshall, St. John's University, New York, NY

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

TSIG.22 Cognition and Writing: 'A Conversation with John Hayes: Contemporary Perspectives on Cognitive Science and Writing'

JW Marriott, Room 312, Third Floor

Co-Chairs: J. Michael Rifenburg, University of North Georgia, Gainesville
Patricia Portanova, University of New Hampshire, Durham

Thursday Evening Events

Scholars for the Dream Reception

JW Marriott, Grand Ballroom IV, Third Floor

6:00 p.m.–7:00 p.m.

AA

JW Marriott, Room 301, Third Floor

8:00 p.m.–10:00 p.m.

ALANON

JW Marriott, Room 302, Third Floor

8:00 p.m.–10:00 p.m.