CCCC would like to thank the following sponsors of the 67th Annual Convention in Houston.

• PREMIER SPONSOR •

CENGAGE Learning™

• OTHER SPONSORS •

bedford/st.martin’s
Macmillan Learning

MLA

Routledge
Taylor & Francis Group

McGraw Hill
Education

NORTON

Their annual support of CCCC confirms their commitment to the field of composition and communication.
# Table of Contents

CCCC Officers, Executive Committee, Nominating Committee, and CCC Editorial Board ............................................. 2
Schedule at a Glance .......................................................... 3
Greetings from the 2016 Program Chair ............................... 4
Local Arrangements Committee Welcome ............................ 6
Newcomers’ Welcome ......................................................... 9
General Conference Information ....................................... 11
Action Hub ........................................................................ 12
Taking Action Workshops .................................................. 16
Committee Meetings ............................................................ 20
In Memoriam .................................................................... 22
Wednesday Activities and Workshops ................................. 25
Convention Program, Wednesday, April 6 .......................... 25
Convention Program, Thursday, April 7 ............................. 55
General Session ................................................................. 56
Convention Program, Friday, April 8 ................................. 155
CCCC Awards ................................................................... 156
Convention Program, Saturday, April 9 ............................. 261
CCCC Past Chairs ............................................................... 291
Online Coaches, Stage I and Stage II Reviewers .................. 292
Meeting Room Maps ......................................................... 294
Exhibitor List .................................................................... 299
Index of Sessions by Cluster .............................................. 320
Index of Participants .......................................................... 339

## CCCC Mobile App

For the most up-to-date information on session locations and times, download the mobile app. The app provides a quick way to search convention sessions, view maps of the Hilton and the GRB Convention Center, explore the Exhibit Hall, and more. Search for “NCTE Events” at the Google Play Store or Apple Store.

You can also view the CCCC programs online at [ncte.org/cccc/conv](http://ncte.org/cccc/conv) and click on the “Online Searchable Program” link.

National Council of Teachers of English
1111 W. Kenyon Road, Urbana, IL 61801-1096
Printed on Recycled Paper

**CCCC CONVENTION, HOUSTON 2016**
CCCC Officers
Chair: Joyce Locke Carter, Texas Tech University, Lubbock
Associate Chair: Linda Adler-Kassner, University of California, Santa Barbara
Assistant Chair: Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA
Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE Executive Director
Secretary: Jessie L. Moore, Elon University, NC

Executive Committee
CCC Editor: Jonathan Alexander, University of California, Irvine
Jeffrey Andelora, Mesa Community College, AZ
Jennifer Clary-Lemon, University of Winnipeg, Manitoba
William DeGenaro, University of Michigan-Dearborn
Dana Driscoll, Indiana University of Pennsylvania
John Duffy, University of Notre Dame, IN
Jessica Enoch, University of Maryland, College Park
Michael J. Faris, Texas Tech University, Lubbock
Angela Haas, Illinois State University, Normal
Holly Hassel, University of Wisconsin Marathon County, Wausau
Cheryl Hogue Smith, Kingsborough Community College, Brooklyn, NY
Stephanie L. Kerschbaum, University of Delaware, Newark
Gesa Kirsch, Bentley University, Waltham, MA
Jeffrey Klausman, Whatcom Community College, Bellingham, WA
Neul Lerner, Northeastern University, Boston, MA
Amy Lueck, Santa Clara University, CA
Bruce McComiskey, University of Alabama at Birmingham
Eva Payne, Chemekeeta Community College, Corvallis, OR
Les Perelman, Massachusetts Institute of Technology, Cambridge
Octavio Pimentel, Texas State University-San Marcos
Eric Darnell Pritchard, University of Illinois at Urbana-Champaign
Wendy Sharer, East Carolina University, Greenville, NC
Ryan Skinnell, San Jose State University, CA
Denise Valdés, Onondaga Community College, Syracuse, NY
Bo Wang, California State University, Fresno

Nominating Committee
Chair: Staci M. Perryman-Clark, Western Michigan University, Kalamazoo
Timothy R. Amidon, Colorado State University, Ft. Collins
Chris Anson, North Carolina State University, Raleigh
Christina V. Cedillo, Northeastern State University, Tahlequah, Oklahoma
Mike Edwards, Washington State University, Pullman
Erika Lindemann, University of North Carolina, Chapel Hill
Howard Tinberg, Bristol Community College, Fall River, MA

CCC Editorial Board
Linda Adler-Kassner, University of California, Santa Barbara
Lena Ampadu, Towson University, Baltimore, MD
Chris Anson, North Carolina State University, Raleigh
Anis Bawarshi, University of Washington, Seattle
Barbara Bird, Taylor University, Upland, IN
Scott Lloyd DeWitt, Ohio State University, Columbus
Kristie Fleckenstein, Florida State University, Tallahassee
Cinthia Gannet, Fairfield University, CT
Anne Herrington, University of Massachusetts Amherst
Maria Jersky, LaGuardia Community College, Long Island City, NY
David Jolliffe, University of Arkansas, Fayetteville
James Kalmbach, Illinois State University, Normal
Kevin Roozen, University of Central Florida, Orlando
Carol Rutz, Carleton College, Northfield, MN
Raul Sanchez, University of Florida, Gainesville
Erec Smith, York College of Pennsylvania
Patrick Sullivan, Manchester Community College, CT
Sheila Carter Tod, Virginia Tech, Blacksburg
Irwin Weiser, Purdue University, West Lafayette, IN
Schedule at a Glance

**Wednesday, April 6**
Registration: 8:00 a.m.–6:00 p.m.
Full-Day Workshops: 9:00 a.m.–5:00 p.m.
Half-Day Workshops: 9:00 a.m.–12:30 p.m.
Half-Day Workshops: 1:30 p.m.–5:00 p.m.
Newcomers’ Orientation: 6:30 p.m.–8:30 p.m.

**Thursday, April 7**
Newcomers’ Coffee Hour: 7:30 a.m.–8:15 a.m.
Registration: 8:00 a.m.–5:00 p.m.
Opening General Session: 8:30 a.m.–10:00 a.m.
Exhibit Hall Open: 10:00 a.m.–5:00 p.m.
A Sessions and Taking Action Workshops: 10:30 a.m.–11:45 a.m.
B Sessions and Taking Action Workshops: 12:15 p.m.–1:30 p.m.
C Sessions and Taking Action Workshops: 1:45 p.m.–3:00 p.m.
D Sessions and Taking Action Workshops: 3:15 p.m.–4:30 p.m.
E Sessions and Taking Action Workshops: 4:45 p.m.–6:00 p.m.
Scholars for the Dream: 6:00 p.m.–7:00 p.m.
Anzalduá Awards: 7:00 p.m.–8:00 p.m.
Special Interest Groups: 6:30 p.m.–7:30 p.m.

**Friday, April 8**
Registration: 8:00 a.m.–5:00 p.m.
Exhibit Hall Open: 9:00 a.m.–5:00 p.m.
F Sessions and Taking Action Workshops: 8:00 a.m.–9:15 a.m.
G Sessions and Taking Action Workshops: 9:30 a.m.–10:45 a.m.
H Sessions and Taking Action Workshops: 11:00 a.m.–12:15 p.m.
I Sessions and Taking Action Workshops: 12:30 p.m.–1:45 p.m.
J Sessions and Taking Action Workshops: 2:00 p.m.–3:15 p.m.
K Sessions and Taking Action Workshops: 3:30 p.m.–4:45 p.m.
Awards Reception: 5:00 p.m.–6:30 p.m.
#TYCATakesAction: 6:30 p.m.–7:30 p.m.
Special Interest Groups: 6:30 p.m.–7:30 p.m.
Poetry Forum: 7:30 p.m.–10:30 p.m.

**Saturday, April 9**
Registration: 8:00 a.m.–1:00 p.m.
Exhibit Hall Open: 10:00 a.m.–1:00 p.m.
Annual Business/Town Meeting: 8:00 a.m.–9:15 a.m.
L Sessions: 9:30 a.m.–10:45 a.m.
Meet the CCCC Committees: 9:30 a.m.–10:45 a.m.
M Sessions: 11:00 a.m.–12:15 p.m.
Taking Action Plenary/Next Steps: 12:30 p.m.–1:45 p.m.
Greetings from the 2016 PROGRAM CHAIR

Welcome to CCCC 2016! More than 600 sessions included in this year’s CCCC provide an enormous range of ideas through which to engage the conference’s theme, “Writing Strategies for Action.” The ideas exchanged in these roundtables, concurrent sessions, and workshops will be generative, I’m sure—and so will be hallway conversations, SIGs, committee meetings, and the other opportunities that CCCC provides us to think together about the challenges and opportunities that we face as people who care about writing and writers, whatever our formal (or informal) roles and whatever titles we are assigned or we assume: instructors, researchers, program or center directors, chairs, administrators.

The chance to come together to use writing as a strategy for action arrives at a fortuitous time. Discussions about writing and writers both within the profession and outside are everywhere—but sometimes, they don’t seem to intersect with one another. At the K–12 level, for instance, many schools are in the midst of implementing new writing curricula in English language arts, social studies, and sciences shaped by the Common Core Standards. At the postsecondary level, a number of institutions and states are developing new approaches to writing instruction that span the continuum from courses explicitly focused on writing as a subject of study on the one end to competency-based curriculum assessed through standardized exams on the other—with many, many points in between. Outside of the classroom, too, we know that discussions of writing are all around. I hope that CCCC 2016 provides us an opportunity to think about how to talk about writing as a subject of study and to use writing as a strategy for action.

At the same time, when I identified “Writing Strategies for Action” as a theme for CCCC 2016, I had no idea of the challenging and tragic year that was to come. We’ve seen civil rights violations; gun violence in schools, workplaces, and communities; actions that seem to be intended to foment distrust and turn people against the very idea of building alliances around and among individuals and groups. Given this background, I hope that CCCC 2016 is also an opportunity for us to reflect on how we can come together and think strategically, about how we can use writing to work collectively toward a brighter future.

CCCC is our disciplinary organization, a place for us to consider how to use writing as a strategy for action. To do so, though, we need to identify how to engage writing as an activity and a subject of study, and what issues we want to act on. The various elements of CCCC 2016 will provide these opportunities.

Linda Adler-Kassner
University of California, Santa Barbara
• **Concurrent sessions, roundtables, and meetings** are spaces where we can hear from others about the important questions they’ve asked, the research they’ve conducted, and what they’ve learned.

• **Special Interest Group (SIG) and Caucus meetings** will meet on Thursday and Friday evenings. Take advantage of the opportunity to talk with others who share your interests or affiliations.

• The **Taking Action Workshops** (each of which is offered two times on Thursday and Friday, free of charge, no additional registration required!) provide opportunities for us to develop systematic strategies to address concerns that we have.

• **Action Hub.** Located in the Hilton Grand Ballroom D–F, the Action Hub includes multiple opportunities for you to develop and practice strategies to participate in public discussions about writing.

As you travel through sessions, the Taking Action Workshops, and the Action Hub, I hope you’ll also **identify issues or actions you think important for CCCC to identify and prioritize, and share what you’ve learned about effective strategies for action.** When you do, please share these via the CCCC Twitter feed (#4C16) and/or on white boards posted in the passageways between the Hilton and the George R. Brown Convention Center and throughout the conference space. We’ve got volunteers ready to gather and analyze these during the conference to identify themes among them. The last session of the conference, Saturday 12:30-1:45, will be a plenary where we will draw on the concerns you’ve tweeted, posted, or otherwise made visible to contribute to CCCC’s agenda moving forward. We’ll consider, together, how to address these issues as we consider how CCCC as an organization can draw on strategies from the Taking Action Workshops, as well.

I want to thank the Taking Action Workshop facilitators, all of whom have put enormous effort into designing workshops that aren’t quite like anything they’ve done before. I also want to thank the group of colleagues who constituted the informal Taking Action workshop ad hoc planning group, thinking through the very idea of Taking Action workshops, their structure and organization, and the ways in which they’re arranged at the conference: Carolyn Calhoon-Dillahunt; Darren Cambridge; Dominic Delli Carpini; Jay Dolmage; Candace Epps-Robertson; Chris Gallagher; Ben Kuebrich; Steve Parks; Bob Samuels; Jen Wingard; and Morris Young.

Of course, none of this would happen at all without the local arrangements committee, chaired by University of Houston’s Jen Wingard, to whom we owe an enormous debt of gratitude. It also wouldn’t take place without NCTE, our parent organization, and NCTE staff. Thank you to Eileen Maley, who saw us through the first half of conference planning; and Amy Stark, who was able to step in after Eileen’s retirement, and to Nancy Johnson, the new CCCC convention director. Thanks, too, to CCCC Stage I and II program reviewers, the CCCC Executive Committee and officers, and a special thank you to Elizabeth Narvaéz, CCCC Program Assistant, whose strategic thinking about everything from program arrangement to space has added immeasurably to the experience that we will all share here at CCCC.
Welcome to Houston! To many, Houston represents big oil, big houses, and big opportunities. And that’s exactly the reputation many Houstonians like to cultivate about our fair city. But there’s a lot more to Texas’s biggest city that doesn’t get into the papers. And lucky for all of you, you now get to explore and experience some of it! For those of us who are non-native Houstonians, which is the majority of the city’s population, we have grown to love the contradictions that comprise the soul of our city. In fact a famous Houston-transplant, poet Mark Doty, writes of Houston as a city of big skies, no zoning, confusing planning, continual construction, and cultural hybridity. He reminds us that here on the oil-rich Gulf Coast, everything is built for the culture of the car, leaving Houston to sprawl like a suburb—not really a city at all—taking on a “new kind” of American urban identity. Houston is “polyglot, open ended, divergent, entirely unstuffy, and appealingly uncertain of itself.” For Doty it is economic opportunity coupled with cultural diversity that allows Houston to continually renew itself. History is in the past, and Houston is always looking forward.

I have yet to find a better description of Houston and its rich cultural offerings and economic commitments. Like most large cities, you can find almost anything here in Houston—James Beard Award-winning restaurants, miles of well-maintained green space, high-end fashion and shopping, and an internationally recognized museum district. But unlike most larger cities, all of these amenities are offered without pretense—fine dining is found in strip malls or converted warehouses; high-end couture is sold at the mall; and folks enjoy a Sunday of grand opera in jeans and t-shirts.

Right in Downtown and across the street from the Hilton of the Americas—the conference hotel—you will find Discovery Green, a 12-acre LEED certified oasis in the middle of the city filled with art, activities, and fine locally sourced dining at the Grove. In a short bus, light rail ride, or brisk walk, you will find historic Market Square Park filled with entertainment, trendy...
bars, and eateries. And one of the last stops on the Greenlink (downtown’s free bus service) is Buffalo Bayou Park—a terrific 10-mile stretch of car-free green space with paved running and biking trails that can lead you to both the Heights and Montrose neighborhoods filled with shopping, dining, and nightlife.

The Montrose is Houston’s historic LGBT neighborhood. And as such, it is full of businesses that support if not champion future efforts on behalf of the Houston Equal Rights Ordinance (HERO). The Montrose is nestled right next to Houston’s Museum District, and both offer a variety of eclectic shops and dining. The Heights is one of Houston’s fastest growing historic neighborhoods (how’s that for contradiction!). It now rivals The Montrose as Houston’s “hippest” neighborhood with upscale ice houses, award-winning restaurants, and artisan shopping on trendy White Oak Drive, 19th Street, or the Washington Corridor.

Each of the neighborhoods mentioned above are within a quick METRO (Houston’s public transit) or cab ride from the conference hotel, but if you are more adventurous and want to rent a car to explore more of the greater Houston area, there are many worthy destinations “outside the loop,” as Houstonians would say. Just outside the 610 Loop to the East is Houston’s Chinatown, said to rival Los Angeles in its diversity of offerings. Near Chinatown is the Mahatma Gandhi District offering food, shopping, and a cultural hub for Houston’s South East Asian population. To the west, in addition to wide-open swaths of farmland, you can find one of Texas’s top-rated barbeque joints—Killen’s BBQ in Pearland is not to be missed by the carnivores amongst us! To the south, you can find Houston’s celebration of its commitment to NASA—Johnson Space Center. It’s a wonderful museum and educational center dedicated to all things space. If you keep going south on I-45, you will end up at the Gulf Coast on Galveston Island. In addition to lovely beaches, Galveston is full of historical landmarks, excellent seafood, and entertaining activities for adults and children, too. To the north is one of Texas’s earliest planned communities—The Woodlands. What began in the 1970s as an environmentally conscious suburban community has grown into a premiere site for shopping, dining, and an excellent example of suburban planning.

As a large city, Houston does indeed sprawl, but it is that space that allows for a multitude of offerings, opinions, and openings for change. In fact, it is Houston’s
ability to continually re-invent itself that is central to the city’s identity. And this continual renewal allows for continued discussion and change on important issues for those of us who live here, such as the Houston Equal Rights Ordinance (HERO), even after the votes have been cast. Houstonians know that change will come; it’s just a matter of knocking down some walls to do it.

So welcome and enjoy exploring Houston. Before you arrive, stop by http://www.visithoustontexas.com/ on the Web to help get the lay of the land. And once you have arrived, please be sure to visit the Hospitality booth and pick up a local guide or visit us on the Web at http://4chouston.com. We have detailed information about all the locations mentioned here and many, many more (including a listing of HERO-supporting businesses!). You can find most anything you look for here in Houston, and often you will find a few surprises as well.

The Local Committee is glad you are here!
First Time at the Conference?

With pleasure, the CCCC Newcomers’ Orientation Committee welcomes all of you to the 2016 CCC, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this conference.

On Wednesday, our committee will host an Orientation Session (5:15 p.m.-6:15 p.m.) where we will discuss how to navigate the conference, how to use the program effectively, how to participate in the conference’s many events, and how to meet others. We also look forward to meeting you at the Newcomers’ Coffee Hour on Thursday (7:30 a.m.-8:15 a.m.), a congenial start to the first full day of activities, where you can begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

We also hope that you will attend the Think Tank (session M.17, Saturday, 11:00 a.m.-12:15 p.m.) for proposing presentations and panels for the 2017 CCCC. At this session, you will have the opportunity to brainstorm initial ideas regarding papers and sessions, meet with other newcomers interested in similar topics, and also meet with established scholars in our field with expertise in the various program clusters in rhetoric, composition, and communication studies. These scholars will serve as facilitators, helping you conceptualize and frame your proposals.

Throughout the conference, the Newcomers’ Orientation Committee members will wear specially marked badges. Please say hello; we are happy to listen to your concerns or answer any questions you have. And feel free to stop by the Newcomers Station where members of our committee and other CCC members will be available to chat about the conference, talk about shared interests, learn about your work, and discuss how CCC can support you.

With warm good wishes,

CCCC Newcomers’ Orientation Committee
Paul M. Puccio, Chair
Leslie Werden, Chair
Susan Chaudoir
Michael Harker
Martha Marinara
Ben McCorkle
Sharon Mitchler
Sean Morey
Mary Beth Pennington
Scott Reed
Michael Rifenburg
Gretchen Rumohr-Voskuil
Cindy Selfe
Joanna Trapp
Christine Tulley
Sheldon Wrice
General Conference Information

Registration
The Conference Registration is located in the Hilton Grand Ballroom Foyer, Level Four. Registration is open the following hours:
- Wednesday, April 6: 8:00 a.m.–6:00 p.m.
- Thursday, April 7: 8:00 a.m.–5:00 p.m.
- Friday, April 8: 8:00 a.m.–5:00 p.m.
- Saturday, April 9: 8:00 a.m.–1:00 p.m.

Local Committee Headquarters
Hilton, Grand Ballroom Foyer, Level Four

Information for Attendees with Disabilities
CCCC is committed to making arrangements that allow all of its members to participate in the convention. Wheelchair space is available in meeting rooms. We will provide information about traveling around the headquarters hotel, and have sign language interpreters available. A quiet room is available in the Hilton, Room 230 on Level Two. Finally, we have provided all speakers and session chairs with guidelines that will make sessions more accessible to all convention participants. These arrangements are a result from conversations between the NCTE staff, the CCCC Program Chair, the CCCC Committee on Disability Issues in Composition and Communication, disability studies specialists at the University of Illinois, and other professional associations. Information is available at the Accessibilities booth at Registration located in the Hilton Grand Ballroom Foyer area.

Nonsexist Language
All CCCC 2016 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their sessions.

Exhibits
The Exhibit Hall is located in the Hilton Grand Ballroom GHJK, Level Four. The hours for the Exhibit Hall are:
- Thursday, 10:00 a.m.–5:00 p.m.
- Friday, 9:00 a.m.–5:00 p.m.
- Saturday, 10:00 a.m.–1:00 p.m.
Action Hub at CCCC 2016
Hilton Grand Ballroom D–F, Level Four

This year’s Action Hub is jam-packed with opportunities to use, think about, and engage in writing as a strategy for action. You’ll find stations devoted to incorporating writing in lively and engaging ways in your classroom, ways to use writing to communicate with audiences inside and outside of schools, opportunities to practice talking about writing, and more! You’ll also find stations sponsored by local Houston organizations, providing an opportunity for attendees to learn more about the vibrant and exciting Houston writing scene.

Stations in the Action Hub include (but are not limited to):

Knowledge Shaping
Work with others to turn research and knowledge from the field into messages for the broader public intended to change practices and result in action. Attendees can drop by during scheduled hours to consider how to share messages about research from our field with a wider audience. Attendees will work with others to, first, use a heuristic that asks them who the stakeholders are for this research-based issue and, second, design messages about the issue for those stakeholders using a variety of modes and media. (Examples of research-based topics that need to be shared with a wider audience might include dual enrollment, class size, assessment, etc. Examples of modes and media with which attendees can work include Buzzfeed, letters to the editor, Piktochart, white papers, press releases, Medium, etc.). Attendees should come with the research-based ideas they want to work with and be ready to engage in invention and message creation. Facilitators: Patrick Sullivan, Tom Sura, Nawwaf Alzhami, Sherri Craig, Jeff Gerding, Patrick Love, Mary McCall, Beth Towle, Bradley Dilger, Garrett Arban, Megan Lambert, Somaily Nieves, Emily Prouxl, Justiss Wilder, Elizabeth Wardle. Sponsored by the CCCC Research Committee.

Pitch Practicing
Practice talking to audiences outside of the field—whether faculty from other departments, administrators, community members, or others—about writing and writers. Pitch practitioners are distinguished and experienced colleagues from the field who can play a variety of roles and provide feedback on your talking points. See the schedule outside the Action Hub to find out what pitch practitioners will be available in what roles.

Writing for Change
In conjunction with 4Cs for Equality (4C4E), Writing for Change invites organizations and individuals to share their efforts to use their writing for positive change in their local communities, programs, classrooms, and the global community. Learn how to generate conversation with local, state, and federal policymakers via face-to-face contact and written communication.
Meet the CCCC Executive Committee
In addition to being a conference in the “get together once a year” sense, CCCC is also a conference of NCTE—a formal organization within the NCTE umbrella. Get to know the colleagues who currently serve as officers of the Conference on College Composition and Communication, share your concerns, ask questions, and/or learn more about how you can get involved!

HEROic Action
The CCCC Queer Caucus invites members to support the Houston LGBTQ community in response to the recent Houston Prop #1 Ordinance that has repealed equal rights measures. We will work with local area activists and politicians who will help us shape our letters to draw policymakers’ attention.

Digital Archive of Literacy Narratives
The DALN—the largest publicly accessible, online archive of first-hand literacy accounts in the world—will be on site to collect stories about participants’ literacy backgrounds. Please consider contributing to this valuable teaching, research, and archival resource.

Undergraduate Research Focus Groups
We hope that both undergraduate researchers and those who mentor their work will join us for these focus groups, which explore the mentor-student relationship that anchors undergraduate research activity—a high-impact practice—in our disciplines. We’ll engage mentors and students in separate conversations, encouraging discussion about the work that is happening at various institutions, the forms it is taking, its impact, and how it can be further supported. Since there is little public data regarding the impact of undergraduate research in our discipline, these focus groups are designed to help us talk about our individual and collective experiences with undergraduate research in our discipline, and then to take action to extend its reach. If you’d like to participate, contact Dominic DelliCarpini, dcarpini@ycp.edu for more information.

Stations featuring Houston local organizations:

Writers in the Schools (WITS)—Flash pedagogies! Since 1983, WITS has been partnering with schools across Houston to bring the joy of writing to school-aged children. WITS also partners with teachers who want to incorporate creative and process-based writing into their highly structured assessment-based curriculum. Visit WITS to participate in energetic and creative activities to help bring creative pedagogies to your writing classroom.
Inprint Poetry Buskers
The Inprint Poetry Buskers are a team of local poets, many of whom are graduate students and alumni from the nationally renowned UH Creative Writing Program. They spread the joy of poetry at festivals and special events throughout the city. These talented poets, using a typewriter and themes specified by attendees, tap into the muse of immediate inspiration and write poems on the spot for free. The buskers often read out the poems and sign them, which attendees can take home and cherish forever. Inprint—a nonprofit literary arts organization—has for more than three decades fostered the art of creative writing and inspired a vibrant community of readers and writers in Houston.

Writing Studies Tree
Map your past, connect to colleagues, and trace your intellectual ancestry on the Writing Studies Tree. Created by doctoral students and faculty at the CUNY Graduate Center, the WST is an open-access Web-based platform that will, with your help, enable all members of our profession to record their lines of influence as mentors and students, and thus to uncover a history that has until now remained either anecdotal or invisible. Join us to add to or browse through the branches of the tree. Our goal is to create a comprehensive genealogy of writing studies, identifying academic “ancestors,” “descendants,” and “siblings.” Who are yours? Learn more about the tree at writingstudiestree.org.

Sondra Perl, Benjamin Miller, Amanda Licastro, City University of New York Graduate Center
Jill Belli, New York City College of Technology

Additional Activities in the Hilton Grand Ballroom Foyer, Level Four Include:

Computer Connection
The Computer Connection, a project of the CCCC Committee on Computers in Composition (7Cs), offers a selection of presentations and posters on technology use in the classroom, in our scholarship, and in a wide range of disciplinary pursuits. These 20-minute presentations will focus on topics such as new software and technologies for teaching composition, computer-facilitated classroom practices, and best practices for teaching online. A schedule of these presentations is available online at http://computersandwriting.org/cc/

Douglas Eyman, CC Coordinator (deyman@gmu.edu), George Mason University
Digital Pedagogy Posters
Digital Pedagogy Posters is an interactive exhibit format. Information about current and past posters and this year’s schedule of presentations is available online at http://computersandwriting.org/cc/. Digital posters will be presented Thursday, April 7, from 12:15 to 3:00 p.m., and Friday, April 8, from 8:00 – 10:45 a.m. Dickie Selfe, DPP Coordinator (selfe.3@osu.edu), Ohio State University

4C4Equality
4C4Equality seeks to leverage the social power and rhetorical savvy of the 2016 Convention to encourage academic conference-goers to be more responsive to economic, political, and cultural issues important to people who live in the cities that serve as conference sites. http://4c4equality.wordpress.com/
Don Unger, Purdue University
Liz Lane, Purdue University

Cs the Day
Cs the Day is a game that promotes a lively, fun, and eccentric approach to 4Cs. By completing quests to earn the fabled Sparklepony, rhet/comp trading cards, and other prizes, we hope you’ll gain a new appreciation for how games and play can lead to real exploration, learning, and engagement. Play the game; win the conference!

Planning for Next Year’s CCCC Convention
Individuals interested in discussing program proposals for the 2017 CCCC Convention in Portland, OR, March 15–18, 2017 are invited to meet Carolyn Calhoon-Dillahunt, 2017 Program Chair, at the CCCC Registration Desk, Friday, April 8, 10:00 a.m.–12:00 p.m.

Undergraduate and Graduate Poster Sessions
Hilton Ballroom of the Americas Foyer, Level Two
Taking Action Workshops

Come with issues; leave with strategies for action! The Taking Action Workshops are open to all attendees, with no preregistration required. Workshops focus on specific steps associated with Taking Action: naming and narrowing issues; building alliances; framing and developing messages; contributing to policy; and making action plans. Attend one or the entire series!

Taking Action Workshop Presenters

Dr. Glenda Eoyang works with public and private organizations to help them thrive in the face of overwhelming complexity and uncertainty. She is a pioneer in the applications of complexity science to human systems, and she founded the field of human systems dynamics (HSD). Through Human Systems Dynamics Institute, Glenda uses her models and methods to help others see patterns in the chaos that surrounds them, understand the patterns in simple and powerful ways, and take practical steps to shift chaos toward coherence. Her recent clients include the Finnish Research Institute (VTT), US Environmental Protection Agency, British Columbia Ministry of Health, Oxfam, Yukon Territorial Government, Family Housing Fund, and the McKnight Foundation. Glenda received her doctorate in Human Systems Dynamics from the Union Institute and University in 2001, where she discovered three fundamental factors that influence the dynamics of self-organizing change in human systems. Glenda’s latest book, with coauthor Royce Holladay, is Adaptive Action: Leveraging Uncertainty in Your Organization (Stanford University Press, April 2013). It is a roadmap for anyone who chooses to work at the intersection of order and chaos.

Taking Action Workshop: Naming and Narrowing

Glenday Eoyang, HSD Institute, MN

Our concerns are many and broad—but to take effective action, we need to narrow to a definable problem. What is your concern? What’s the “so what” of your concern—to whom does it matter? And how can you narrow it to a workable, solvable problem? This Taking Action Workshop will help you focus the issues so that you can take action on them. (Sessions A, D, F, I)
Sarah Scanlon currently serves as the Arkansas State Director for Bernie 2016, the campaign to elect Bernie Sanders President of the United States. She has served as the State Director for the Arkansas Voter Registration Project (AVRP) and State Director for Give Arkansas a Raise. Both projects were focused on increasing registered voters in the African American communities and then turning them out to vote on economic issues in Arkansas. Previously Sarah worked with Wellstone Action, a nonprofit based in St. Paul, Minnesota, with a mission to ignite leadership in people and power in communities to win change in the progressive tradition of Paul and Sheila Wellstone. Her primary focus was training activists and potential political candidates on how to run and win effective elections. Sarah has a long history of working on political campaigns and union organizing campaigns all over the country, and building collaborative efforts to influence and create good public policy. Along with her wife and young daughter, she resides in North Little Rock, Arkansas, when not on the road agitating for progressive change.

Taking Action Workshop: Building Alliances
Sarah Scanlon, Arkansas State Director for Bernie 2016
We all do better working together. Who else is interested in your concern, and how can you build alliances with them? This Taking Action Workshop will help you to identify possible allies and build connections so that you can approach your concern with others. (Sessions A, C, G, J)

Jenna Fournel is the Director of Communications for the National Council of Teachers of English. In her role she is working to help the organization think strategically about how best to frame messages so they lead to positive change. Jenna has worked in nonprofit communications for more than a decade in Washington, DC, as well as Chicago. She also brings experience as a high school English and two-year-college composition teacher to her role at NCTE.

Taking Action Workshop: Framing Messages
Jenna Fournel, National Council of Teachers of English
Exploring how stakeholder groups currently understand our issues (writing, students, learning, schooling, and more) is the first step in figuring out how to create change. The frames through which people perceive problems impact their willingness to be part of the solution. This workshop will help you learn how to use strategic framing to craft effective messages as part of your overall taking action campaign. (Sessions B, E, H, J)
Dr. Lori Shorr is currently an associate professor of Urban Education at Temple University. Prior to this new position she was the Chief Education Officer for the City of Philadelphia from 2008 to 2015. In that role she was responsible for advising the Mayor on local, state, and federal educational issues as well as creating and leading the city’s policy positions on education at all levels. Prior to taking this position, Dr. Shorr was the Special Assistant to the Secretary of Education at the Pennsylvania Department of Education. In this capacity, Dr. Shorr was responsible for the Department’s K–16 initiatives including dual enrollment, transfer, and articulation. She also led Governor Rendell’s Commission on College and Career Success and served on the Governor’s Job Ready Budget Task Force. Previously, Dr. Shorr was the Director of School and Community Partnerships in the provost’s office at Temple University. Dr. Shorr was a public school parent for 13 years and Home & School President of her children’s Philadelphia public school for 3 years. She received a BA from Pennsylvania State University and an MA and PhD from the University of Pittsburgh.

Carolyn Calhoon-Dillahunt has been teaching English at Yakima Valley Community College in Washington state for seventeen years. Prior to that, she taught middle school Spanish and language arts and high school English.

Carolyn has been associated with NCTE since her undergraduate days, first as a new teacher gleaning all the ideas she could from English Journal and local affiliate conferences and later reconnecting with the organization in graduate school through CCCC and TYCA. After engaging with her regional TYCA organization early in her college teaching career, Carolyn held two elected offices in the organization: TYCA Secretary and TYCA Chair. She is currently serving as Assistant Chair of CCCC. Through Carolyn’s career teaching in public schools and public two-year colleges, she has observed and been affected by the growing federal and NGO involvement in education reform. Her experiences sparked her interest in policy work within NCTE. In fact, her leadership activities in the organization started about the same time as NCTE decided to pursue policy advocacy work as an important means of engaging its members and deepening its influence. Carolyn served as the Higher Education Policy Analyst for Washington state, tracking state policy developments, as part of NCTE’s Policy Analysis Initiative and later was appointed the inaugural CCCC Policy Fellow. In that role, Carolyn followed and reported on the Obama administration’s proposed Postsecondary Institutional Rating System and congressional work on the current Higher Education Act reauthorization. Her particular policy interests center on developmental education, assessment, and student access.
Taking Action Workshop: Influencing Policy
Lori Shorr, Temple University
Carolyn Calhoon-Dillahunt, Yakima Valley Community College
Often, we want to change policies related to writing, material conditions for writing education, and writers. But “policy” often seems large and confusing and it’s hard to keep track of policy changes and to know where to begin. How can we make effective contributions to policy and policy discussions? This Taking Action Workshop will help you learn more about where you can be most effective and how to contribute to ongoing policy and discussions. (Sessions B, D, H, K)

Cathy Fleischer is a professor of English at Eastern Michigan University where she teaches courses in English education and composition studies and co-directs the Eastern Michigan Writing Project. Committed to helping teachers add their strong voices to the conversations on education and educational policy, she offers summer advocacy workshops for K–16 teachers, facilitates a long-term teacher research group, co-directs a family literacy initiative, and writes and presents frequently on the connections between teacher research and public advocacy. Recent publications include Reading & Writing & Teens: A Parent’s Guide to Adolescent Literacy and Writing outside Your Comfort Zone: The Unfamiliar Writing Project (coauthored with secondary teacher Sarah Andrew-Vaughan and winner of the Conference on English Education’s Britton Award). Fleischer also serves as editor for the NCTE Principles in Practice Imprint.

Taking Action Workshop: Making Action Plans
Cathy Fleischer, Eastern Michigan University
Once we’ve named and narrowed to a problem, built alliances, and thought about messages and possible results, it’s time to make an action plan. This Taking Action Workshop will help you to put your thinking into practice and equip you with concrete strategies and tactics for next steps. (Sessions C, E, I, K)
Committee Meetings

CCCC Executive Committee
Wednesday, April 6, 9:00 a.m.–5:00 p.m.
Hilton Ballroom of the Americas, Salon F, Level Two
Chair: Joyce Carter

Committee on Assessment
Thursday, April 7, 1:45–3:00 p.m. (Open)
Hilton Room 326
Co-Chairs: Marisa Klages-Bombich & Les Perelman

Convention Concerns Committee
Saturday, April 9, Noon–1:00 p.m.
Hilton Room 326
Chair: Joyce Carter

Committee on Disability Issues
Friday, April 8, 6:30-8:30 p.m. (Open)
Hilton Room 326
Chair: Stephanie Kerschbaum

Committee for Effective Practices in Online Writing Instruction
Friday, April 8, 9:30 a.m.-12:00 p.m. (Closed)
Hilton Room 326
Co-Chairs: Diane Martinez & Scott Warnock

Committee on Globalization of Postsecondary Writing Instruction and Research
Friday, April 8, 9:30 a.m.–12:30 p.m. (Open)
Hilton Room 331
Chair: Lisa Arnold

Committee on Intellectual Property
Thursday, April 7, 1:45-3:00 p.m. (Closed)
Hilton Room 331
Chair: Charlie Lowe
Newcomers’ Orientation Committee
Friday, April 8, 11:00 a.m.-12:15 p.m. (Closed)
Hilton Room 334
Co-Chairs: Paul Puccio & Leslie Werden

Nominating Committee
Thursday, April 7, 10:30 a.m.–12:30 p.m. (Open)
Friday, April 8, 1:00-3:00 p.m. (Closed)
Hilton Room 326
Chair: Staci Perryman-Clark

Resolutions Committee
Thursday, April 7, 5:30–6:30 p.m. (Open)
6:30–7:30 p.m. (Closed)
Hilton Room 326
Chair: Janice Walker

Committee on Second Language Writing
Saturday, April 9, 9:30 a.m.–Noon (Open)
Hilton Room 331
Co-Chairs: Angela Dadak & Jay Jordan

Committee on the Status of Graduate Students
Friday, April 8, 11:00 a.m.–12:15 p.m. (Open)
Hilton Room 344B
Chair: Michael J. Faris

Committee on the Status of Women in the Profession
Thursday, April 7, 4:00–6:00 p.m. (Closed)
Hilton Room 331
Co-Chairs: Holly Hassel & K. Hyoejin Yoon

Committee on Undergraduate Research
Thursday, April 7, 4:45-6:00 p.m. (Open)
Hilton Room 334
Co-Chairs: Jenn Fishman & Jane Greer

Task Force on Cross-Generational Connections
Friday, April 8, 2:00-3:15 p.m. (Closed)
Hilton Room 331
Co-Chairs: Louise Phelps & Christine Tulley
IN MEMORIAM
Remembering Kent Williamson (1957–2015)

As executive director of NCTE for fifteen years, Kent Williamson led with clear vision, careful management, and generosity of spirit.

His ideas, strategies, and collegiality helped shape NCTE’s core mission and actions. We will long remember and honor a man whose firm leadership and gracious manner nurtured our professional association and all those who had the privilege of knowing him.

Honoring Kent at CCCC 2016

Two sessions at CCCC 2016 will honor Kent’s memory. In session E.36, CCCC chairs will share memories of Kent, and we’ll invite audience members to share their own as well. In session B.35, we’ll honor Kent’s contribution to literacy learning, K–16. Please join us to share in honoring Kent’s wonderful presence as a colleague, and his remarkable contributions.

Kent Williamson was a master coalition builder, an expert listener, someone whose ability to balance strategy and tactics by thinking about national, regional, and disciplinary contexts, about the work of teachers, about NCTE as an organization, was astounding. The fact that his contributions to CCCC, NCTE, and the work that many of us do are so ubiquitous, but that so few of us are aware of his amazing intelligence, his humor, and his tireless efforts, only provides more evidence for the claim.

Linda Adler-Kassner, 2016 Program Chair

Not only did I know Kent as Kent Williamson, NCTE Executive Director, but also as my friend. We had common interests—work, people, and most of all golf. We talked about them all. Of course talk of work brought about talk of people. Kent cared so much about people, all people. Especially the employees and their well-being.

Every time I play golf now, I think of him, and that makes me want to be a better golfer. He’s still pushing me to do better, even though he isn’t here physically. I’ll never forget him and all his encouragement in work and play.

Eileen Maley, NCTE Staff

Kent was my mentor, colleague, and friend. His love of and support for this organization, its members and volunteers, and the NCTE staff were evident in everything he did.

Kent truly was an amazing leader, and while he is missed every day, his legacy lives on in those of us who try to carry on his enthusiasm for, and commitment to, this incredible organization.

Kristen Suchor, NCTE Staff
I will never forget the enthusiasm Kent shared for the Council, the members, and the work we do. Kent was such a forward thinker. I loved watching him dream and often put those dreams into action. One of the things I miss most is Kent knocking on my office window and waving good morning or hello. His smile was contagious and he could set the tone for the whole day. Kent was a one of a kind and I am so glad to have known him.

Lisa Fink, NCTE Staff

For additional tributes from NCTE staff, please visit http://bit.ly/Remembering-Kent.

IN MEMORIAM
Duncan Carter
Bruce Edwards
Charles Moran
Miles Myers
Linda Peterson
Kent Williamson

Celebrating Eileen Maley

Eileen Maley retired in July 2015 after working a total of 42 years for NCTE and serving over 15 years as the CCCC Convention Manager. Any CCCC Chair will tell you that Eileen helped to make every conference what it was, working tirelessly and with excellent humor behind the scenes. She was there to address every question, every idea, every concern—and with a smile and an excellent joke to top it all off.

Below are excerpts from messages sent by some recent CCCC Chairs who wanted to thank Eileen one last time.

If I can be considered the desk general of a military campaign, Eileen Maley was my best field marshal. I’d move a piece on the big map of the battlefield, and then she’d write me to say it was done. That sort of big-picture-coupled-with-detailed-implementation relationship is what made Tampa work. It’s what allowed me to dream and plan big.

Joyce Carter

My most vivid image of Eileen is of her walking the halls of the convention center, ready to head wherever she was needed: a problem with tech, a last minute mix-up
in rooms, you name it. Eileen was a pro’s pro: unflappable, and able to find humor in just about anything. And a glass of wine, she realized, would ease all the rest.

Howard Tinberg

Planning a huge convention almost immediately after being elected into the officer’s rotation is a deep-end-of-the-pool experience. Eileen Maley was a godsend. It wasn’t just that she knew everything about what would happen, good and bad, before and during the convention—and how to plan for it—but that she made it all seem like it could be done without a loss of mind or spirit.

Chris Anson

A warm woman who empathizes when things go wrong.

A convention manager who helps plan conferences, suggests room assignments, gets information into the program, schedules workshops, finds LCDs... with a smile.

A person with cell in hand and some kind of walky-talky in (other) hand walking—no, almost running—to a crisis to make it stop.

Our Eileen.

You are missed.

Kathleen Blake Yancey

How Do You Solve a Problem like Eileen? (with apologies to Rodgers and Hammerstein)

The question should be “How do you solve a problem like Eileen’s leaving us?” You see, Eileen is NCTE’s long-time problem solver. She is, as Rodgers and Hammerstein put it so simply, “a darling! a demon! a lamb!” And everyone’s favorite, to be sure.

Oh, how we’ll miss her!

Cheryl Glenn

During conferences, Eileen was the first one to check operations, greet faculty, remind presenters where they were supposed to be, and the last to leave special events. Now, we’ll miss her combing the hallways in tennis shoes with her clip board. We’ll miss her knowledge of everything, and her patience with our many questions. Thanks Eileen for always going the extra mile!

Marilyn Valentino

Until you have been through it, you can’t know how complex organizing the C’s conference is. Although I have organized more than my share of conferences, I never could have gotten through this one without Eileen, and she made it easy and a pleasure for all of us chairs. Efficient and effective, she still has excess energy for jokes and multiple identities. Did I mention, Eileen is a hoot.

Charles Bazerman

Please visit http://bit.ly/Celebrating-Eileen for the complete list of tributes to Eileen.
Wednesday, April 6
Pre-convention Workshops,
Events, and Meetings

Room and Location Names
Sessions are located in both the George R. Brown Convention Center and the Hilton Americas - Houston using the abbreviations GRB and Hilton.

Research Network Forum
Hilton Ballroom of the Americas Salon A–B, Level Two
9:00 a.m.–5:00 p.m.
Co-Chairs: Gina M. Merys, Creighton University, Omaha, NE
Risa P. Gorelick, College of St. Elizabeth, Morristown, NJ

The Research Network Forum, founded in 1987, is a pre-convention forum which provides an opportunity for established researchers, new researchers, and graduate students to discuss their current projects and receive mentoring from colleagues in the discipline. The forum is free to CCCC convention registrants. As in past years, RNF 2016 features morning plenary addresses focusing on “Writing Strategies for Action,” the 2016 CCCC theme. During roundtable discussions, Work-in-Progress Presenters (WiPPs) at any stage of research and any position in the composition/rhetoric field (graduate student, junior faculty, tenured faculty, administrator, and/or independent scholar) are grouped by thematic clusters where they discuss their current projects. Discussion Leaders (DLs) lead the thematic roundtables and mentor WiPPs; this role is key to the RNF. Participants also include editors of printed and online composition/rhetoric publications (journals, edited collections, and book series), who discuss publishing opportunities for completed works-in-progress in an open, roundtable format.

International Researchers’ Consortium Business Meeting
GRB, Room 361BE, Level Three
5:15 PM–6:15 PM
Co-Chairs: Christiane Donahue, Dartmouth and Université de Lille III
Cinthia Gannett, Fairfield University

Annual business meeting; all are welcome.
Consortium of Doctoral Programs in Rhetoric and Composition
GRB Room 351B, Level Three
1:30 p.m.–5:00 p.m.
Chair: Kristine Blair, Bowling Green State University

The Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC), which represents more than 70 universities, meets every year in conjunction with CCCC. The CDPRC links doctoral education with the discipline, with members from the MA and undergraduate SIGS, and with local and national issues. In 2016, the CDPRC will offer a two-part forum that begins with a featured discussion topic and concludes with a business meeting, both of which are open events. This year’s topic is a panel presentation focused on best practices for preparing doctoral candidates for multiple, flexible career paths in the academy and beyond, including two-year college teaching, assuming administrative responsibilities, serving diverse student populations, and training for non-academic positions. After a series of short presentations from doctoral program faculty and student representatives, the interactive dialogue will focus on the possibilities and constraints of preparing graduates for such future roles and responsibilities. The business meeting agenda includes reports from Consortium officers, election of new officers, planning for the 2017 meeting, and developing initiatives for maintaining connections with stakeholder groups. Graduate students are encouraged to attend both parts of the forum.

Qualitative Research Network Forum
Hilton Grand Ballroom L, Level Four
1:30 p.m.–5:00 p.m.
Co-Chairs: Gwen Gorzelsky, Wayne State University
Kevin Roozen, Auburn University

The Qualitative Research Network, which meets annually at the CCCC, is offered for new and experienced qualitative researchers. The QRN provides mentoring and support to qualitative researchers at all levels of experience and working in diverse areas of study within the college composition and communication community. As a pre-conference research network, the QRN is open to everyone, including those who are already presenting at the conference in other venues.
Poet-to-Poet Wednesday Event
Hilton Room 327
1:30 p.m.–5:00 p.m.
Co-Chairs: Mary Minock, Madonna University
Katherine Durham Oldmixon, Huston-Tillotson University

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

Intellectual Property in Composition Studies
Hilton Ballroom of the Americas Salon C, Level Two
2:00 p.m.–5:30 p.m.
Co-Chairs: Timothy R. Amidon, University of Rhode Island
James P. Purdy, Duquesne University, Pittsburgh

From remix, YouTube take-down notices, and the chilling of free speech to international free trade agreements, net neutrality, and open-access publishing, the high-stakes intellectual property issues for our field seem to be ever proliferating. This year we encourage teachers, researchers, students, editors, publishers, and writing program administrators concerned with the ownership and authorship of intellectual property to join the Caucus on Intellectual Property and Composition and Communication Studies (CCCC-IP) by attending our annual meeting. As the public and open counterpart of the CCCC Committee on Intellectual Property, the CCCC-IP has a twenty-year tradition of pragmatic and action-oriented meetings. Caucus participants create action plans, develop lobbying strategies, mentor junior scholars and graduate students, and produce documents for political, professional, and pedagogical use. This year attendees will contribute to roundtables designed to respond to four areas of timely concern: (1) emergent legislative and legal developments, including a breakout group that will explore the implications of the recent Hathitrust Digital Library and Georgia State University cases; (2) IP advocacy and outreach within CCCC/NCTE; (3) best practices regarding pedagogical approaches; and (4) a table where attendees can share stories about how IP issues have impacted the work they do as teachers, researchers, and citizens. Following the roundtable workshops, participants reconvene to share their plans and recommendations for future action.
Rhetoricians for Peace: Political Literacy for First-Year Students SIG
Hilton Ballroom of the Americas, Salon C
6:00 p.m.–8:00 p.m.
Chair: Heather Bruce, University of Montana, Missoula

Rhetoricians for Peace is dedicated to public activism and political literacy for the purpose of advancing peace and equity in the world. For this year’s session, we will debate the best ways to translate this mission into pedagogical practice for the first-year composition classroom. Some voices in the field feel that political advocacy does not belong in the first-year classroom, that such pedagogy intimidates and even indoctrinates students while taking the focus off writing. We feel this characterization of our aims is inaccurate and serves a political purpose of quietism and political ignorance. Our panelists will discuss units drawn from their classrooms to discuss the pro and cons of pedagogical practices as seemingly diverse as critical pedagogy, concentrating on logic and clarity, activism, and unearthing propaganda in source materials. Each panelist will give an overview of his or her unit and provide materials for participants. With our participants, we will discuss the efficacy of each unit and through a debate of any ethical or pedagogical considerations, we will separate our projects from the caricatures of them present in current literature. Moreover, we will clearly show the need in today’s world for this type of teaching for first-year students.

Newcomers’ Orientation
Hilton Ballroom of the Americas, Salon F, Level Two
6:30 p.m.–8:30 p.m.

Join members of the Newcomers’ Orientation Committee for an orientation session. The committee will discuss how to navigate the convention and share tips to get the most out of convention activities.

Master’s Degree Consortium of Writing Studies Specialists
Hilton Grand Ballroom L, Level Four
6:30 p.m.–8:30 p.m.
Co-Chairs: Rebecca Jackson, Texas State University, San Marcos
Eric Leake, Texas State University, San Marcos

The annual meeting of the Master’s Degree Consortium of Writing Studies Specialists is open to everyone interested in the issues facing MA/MS programs. The Consortium serves as a clearinghouse and advocacy network to strengthen programs, support the development of new programs, share resources, and promote the value of the Master’s degree. Its areas of focus include programmatic development as well as the educational experiences and opportunities available to Master’s students. The Consortium’s agenda and minutes from previous annual meetings are available at www.mdcwss.com.
Performing Feminist Action: Microworkshops and Mentoring Tables Hosted by the Coalition of Women Scholars in the History of Rhetoric and Composition

Hilton Ballroom of the Americas, Salon A, Level Two
6:30–8:30 p.m.
Chair: Jenn Fishman, Marquette University, Milwaukee

The Coalition of Women Scholars in the History of Rhetoric and Composition Wednesday night session will begin with an Action Hour featuring a dozen concurrent short, interactive lessons in old and new ways of performing feminist activism. In the spirit of building and maintaining coalitions, the Action Hour roster includes microworkshops sponsored by the Asian and Asian American Caucus, the Black Caucus, the Latin@ Caucus, and the Disability Studies SIG. Together, we invite all conference-goers to join us for not only Action Hour but also for the mentoring tables that will follow (topics and mentors TBA). In addition, we will celebrate the recipient of the 2016 the Winifred Bryan Horner Outstanding Book Award.

CCCC/TYCA 2016 Public Image of Two-Year Colleges: TYCA Fame Award

Hilton Grand Ballroom B, Level Four
6:30–8:30 p.m.
Chair: Samantha Krag, Fullerton College

The TYCA Fame Award serves to publicly acknowledge the best positive mention of the two-year college appearing in any media during the previous year. The award gives credit to those reporters, writers, filmmakers and others who seek out and publicize exemplary students, faculty, programs, campuses, and/or recognize the two-year college system. The 2015 TYCA Fame award went to John Tierney for “When a Community College Transforms a City,” which appeared in The Atlantic, October 29, 2014. Honorable mention went to Tom Hanks, actor, producer, and director, for “I Owe It All to Community College: Tom Hanks on His Two Years at Chabot College” published in The New York Times, January 14, 2015.
Half-Day Wednesday Workshops
Morning: 9:00 a.m.–12:30 p.m.

12-Writing Pedagogies and Processes
MW.01 Plagiarism as an Educational Opportunity: Research-Based Responding to Student Plagiarizing
This interactive, research-based workshop addresses the complexities of plagiarism and responding to student plagiarism.
GRB Room 351E, Level Three

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

11-Research
MW.02 Voices of Undergraduate Research: Frameworks for Learning through Action
Faculty, administrators, and students will discuss frameworks, engage in reflection, and access resources for supporting student research.
GRB Room 351B, Level Three

Speakers: Angela Glotfelter, Miami University of Ohio
          Brynn Kairis, Rutgers University-Camden
          Jessie Moore, Elon University
          Megan Schoettler, Miami University of Ohio

12-Writing Pedagogies and Processes
MW.03 Multimodal Research in the Writing Class
Teaching Infographics to Help Students Construct Data-Driven Arguments
The basics of infographic design and how to build them into your multimodal research assignments to enhance students’ data-driven arguments.
GRB Room 340B, Level Three

Speakers: Jamie S. Albert, University of Cincinnati Blue Ash College
          Sonja Andrus, University of Cincinnati Blue Ash College
          Robert Murdock, University of Cincinnati Blue Ash College
1-First-Year and Advanced Composition

MW.04 Repurposing Assessment: Valuing Student Actions via Course Contracts
An opportunity to explore and begin designing course contracts with experienced teacher-scholars.

Hilton Ballroom of the Americas Salon C, Level Two

Co-Chairs: Rebecca Powell, University of Southern Mississippi, Hattiesburg
Joyce Inman, University of Southern Mississippi, Hattiesburg

Discussion Leaders: Emily Martin, University of Southern Mississippi, Hattiesburg
Olivia Bushardt, University of Southern Mississippi, Hattiesburg
Kelli Sellers, University of Southern Mississippi, Hattiesburg
Erin Boade, University of Southern Mississippi, Hattiesburg
Missy Wallace, University of Southern Mississippi, Hattiesburg
Allison Tharp, The University of Southern Mississippi, Hattiesburg

Respondents: Asao Inoue, University of Washington Tacoma
Jane Danielewicz, University of North Carolina Chapel Hill
Peter Elbow, University of Massachusetts, Amherst

12-Writing Pedagogies and Processes

MW.05 Composing Comics: Theory and Practice for Writing Teachers
Our workshop offers participants an introduction to comics theory and practice with a wide range of applications for the writing classroom.

GRB Room 360AD, Level Three

Speakers: Henry Kirby, Virginia Military Institute
Gabe Sealy-Morris, Johnson C. Smith University
Susan Kirtley, Portland State University
Kathryn Comer, Barry University
Dale Jacobs, University of Windsor
Molly Scanlon, Nova Southeastern University
Hannah Dickinson, Hobart and William Smith Colleges
Steven Engel, Marygrove College
14-Writing Programs

MW.06 Consulting for Writing Programs: Developing Effective Practices
Participants share principles of good practice for consulting work ranging from curriculum development workshops to formal program review.

Hilton Grand Ballroom L, Level Four

Co-Chairs: Shirley Rose, Arizona State University
Deborah H. Holdstein, Columbia College Chicago

Speakers: Duane Roen, Arizona State University, “Figuring the Business End of Consulting”
Irwin Weiser, Purdue University, “The Rhetorical Art of Consulting, Part II: The Writing Program Reviewer as Evaluator”
Lil Brannon, University of North Carolina, Charlotte, “Preparing for a Consultancy: Doing Your Homework then Going with the Flow”
Deborah H. Holdstein, Columbia College Chicago, “Synthesizing, Clarifying, and Reconciling Presenters’ Perspectives”
Martha Townsend, University of Missouri, “Following Up: When Does the Consultation End?”
Chris Anson, North Carolina State University, “Making Consulting Work Visible without Revealing Confidential Information”
Michelle Cox, Cornell University, “The Rhetorical Art of Consulting, Part I: The Workshop Leader as Advocate”
Carol Rutz, Carleton College, “Attention to Audience: Places to Go and People to See”
Shirley Rose, Arizona State University, “Welcome and Introductions; Goal Setting for the Workshop”

12-Writing Pedagogies and Processes

MW.07 Taking Action with Student Retention and Success: An OWI “Student Matters” Workshop
Student guest respondents and a survey ground participant learning and activities about student needs for OWI.

Hilton Ballroom of the Americas Salon E, Level Two

Chair: Beth Hewett, Defend & Publish

Speakers: Lourdes Spurlock, Old Dominion University, “A Student’s Perspective”
Heidi Harris, University of Arkansas at Little Rock, “Preparing for an OWC”
Wendy McCloud, University of Arkansas Little Rock, “A Student’s Perspective”
Diana Gasiewski, Drexel University, “A Student’s Perspective”
Beth Hewett, Defend & Publish, “Providing Necessary Support Components for OWCs”
Jason Snart, College of DuPage, Glen Ellyn, IL, “Developing a Working ‘Community’ for OWCS”

**Discussion Leaders:** Diane Martinez, Western Carolina University
Leslie Olsen, Bellevue University
Kevin Eric DePew, Old Dominion University
Scott Warnock, Drexel University

**12-Writing Pedagogies and Processes**

**MW.08 Active Support for Radical Pedagogies: The Postpedagogical Movement, Project-Based, Multigenre, and Multimodal Approaches**

This workshop provides support for radical pedagogies, naming, building, and sustaining the postpedagogical movement in composition.

Hilton Ballroom of the Americas Salon D, Level Two

**Co-Chairs:**
Jacqueline Preston, Utah Valley University, Salt Lake City, “Active Support for Radical Pedagogies: The Postpedagogical Movement, Project-Based, Multigenre, and Multimodal Approaches”
Nancy Mack, Wright State University, “Active Support for Radical Pedagogies: The Postpedagogical Movement, Project-Based, Multigenre, and Multimodal Approaches”

**Speakers:**
Melody Wise, Glenville State College, “Project-Based, Multimodal Approaches to Improving Literacy in Secondary and College Classrooms”
Nathalie Virgintino, St. John’s University, “Studio and Art-Based Pedagogies in the Writing Class Learning through Making”
Robyn Tierney, New Mexico State University, “Moved to Write: Along Personal and Sociocultural Affective Sites”
Brian Stone, Huston Tillotson University, “Critical Hiphop Rhetoric Pedagogy”
Tara Roeder, St. John’s University, “Jamming the Smooth Operations of the Normal and the Ordinary: Resisting the Politics of Cohesion”
Jacqueline Preston, Utah Valley University, Salt Lake City, “It Began with Affection and Took Flight: The Ethical and Political Undercurrent Supporting Postpedagogical Approaches to Writing”
Matthew Pavesich, Georgetown University, “Make a Thing, We Told Them”
Derek Owens, St. John’s University, “Promoting, Showcasing, Flaunting: Highlighting the Multimodal Work Being Done by Our Students and Colleagues”
Nancy Mack, Wright State University, “Academic Identity Formation: Critical Narratives of Future Identities”
Adam Koehler, Manhattan College, “Finding Unity in Diversity: Toward a Radical Assessment”

*continued on next page*
Kefaya Diab, New Mexico State University, “Filmmaking as Transformative Critical Pedagogy: Can We Actually Change the World”
Roseanne Gatto, St. John’s University
Katherine Hanzalik, Clemson University, “Transmedia Activism: A Post-Pedagogy for Parity”
Rik Hunter, University of Tennessee at Chattanooga, “Multimodal Collaborative Group Work: (Anxious) Active and Social Learning”
Jayne Moneysmith, Kent State University at Stark, “Mentoring Innovation: Providing and Seeking Mentorship for Radical Pedagogical Approaches”
Matthew Tougas, Louisiana State University, “Composing Disruption: Moving from Analysis to Action”
Deborah Coxwell-Teague, Florida State University, “Revitalizing and Reinventing a Composition Program”
Amanda Wray, University of North Carolina, Asheville, “Developing Rhetorical Frames for Inclusivity: Community Engaged Service in FYW”

12-Writing Pedagogies and Processes

MW.09 But I Don’t Know What to Say: Peer Review as a Tool to Help Students Effectively Join the Conversation
This workshop will walk participants through four different peer review models for in-class and online review.
Hilton Room 329, Level Three

Speakers: Travis Holt, Liberty University, “Text as Image: ‘Seeing’ What We’re Writing”
Elise Green, Longwood University, “Grillz and Spillz: Using Pop Culture”
Ramona Myers, Liberty University, “Fighting Perceptions of ‘The Blind Leading the Blind’ Using Stations”
Brian Harrell, University of Akron, “Online Peer Reviewing”

11-Research

MW.10 Basics of Coding: Analyzing Data and Reporting Findings
This half-day workshop is designed to help researchers overcome challenges they may encounter when they code language data.
Hilton Room 330, Level Three

Speakers: Jordan Smith, Iowa State University
Karen Lunsford, University of California, Santa Barbara, “Basics of Coding: Analyzing Data and Reporting Findings”
Jo Mackiewicz, Iowa State University, “Basics of Coding: Analyzing Data and Reporting Findings”
13-Theory

MW.12 Reading Workshop: Pedagogies, Processes, Purposes, Practices
This workshop explores ways to integrate reading instruction in composition courses.

Hilton Room 327, Level Three

Chair: Kelly Whitney, New Mexico State University
Speakers: Nancy A. Benson, University of Massachusetts, Dartmouth
Karen Shea, Johnson & Wales University
Mais Al-Khateeb, New Mexico State University

3-Community, Civic & Public

MW.13 Disrupting the Cycle of Mass Incarceration: What Can Writing Really Do?
What sort of action can writing teachers take to disrupt the cycle of mass incarceration?

GRB Room 360BE, Level Three

Co-Chairs: Patrick Berry, Syracuse University
Laura Rogers, Albany College of Pharmacy and Health Sciences
Speakers: Daniel Cleary, Lorain County Community College, “The Northeast Ohio Community Outreach Project: An Overview”
Phyllis Hastings, Saginaw Valley State University, “Restorative Justice Principles in Action after Incarceration”
Tom Kerr, Ithaca College, “The Rhetorical Challenges of Reenvisioning Community for Two Writers Long on Death Row: An Editor’s Perspective”
Rex Veeder, St. Cloud State University, “Stemming the Tide-Interrupting the Flow of At-Risk Youth to Prisons”
Kathie Klarreich, Exchange for Change, “Reporting to Give Words Wings: The Intersection of Journalism and Prison Writing Programs”
Barbara Roswell, Goucher College, Towson, “Inviting the Writing Workshop into the Writing ClassCreative-Academic Hybrids within and beyond Prison Walls”

Discussion Leaders: Cory Holding, University of Pittsburgh
Tobi Jacobi, Colorado State University, Fort Collins
Kimberly Drake, Scripps College
Wendy Hinshaw, Florida Atlantic University
Wednesday, 9:00 a.m.–12:30 p.m.

6-Information Technologies

MW.14 Critical Soundplay: An Audio Composing Workshop
Come play with digital audio. We’ll practice and discuss recording, editing, performance, ethics, file formats, and remix.
Hilton Room 336A, Level Three

Speakers: Kyle Stedman, Rockford University, “Remixing Copyrighted Music”
Steven Hammer, Saint Joseph’s University, “Politics and (mal)Practices of Compression”
Erin Anderson, University of Massachusetts, “Voice Editing and Ethics”
Trisha Campbell, University of Pittsburgh, “Performing toward Rhetorical Empathy”

5-History

MW.15 Archives as Sites for Community Collaborations, Classroom Explorations, and Activism
This workshop offers strategies for building community connections through archives and incorporating archival research in the classroom.
GRB Room 360CF, Level Three

Co-Chairs: Katherine Tirabassi, Keene State College
Michelle Niestepski, Lasell College
Speakers: Suzanne Bordelon, San Diego State University
Shannon Carter, Texas A&M University-Commerce
Michael-John DePalma, Baylor University
Jessica Enoch, University of Maryland
David Gold, University of Michigan
Jenna Morton-Aiken, University of Rhode Island
Tarez Samra Graban, Florida State University
Robert Schwegler, University of Rhode Island
Wendy Hayden, Hunter College, CUNY

3-Community, Civic & Public

MW.16 Engaging the Global in the Teaching of Writing: Critical and Multiperspective Approaches
Facilitators from several countries will help participants share and discuss teaching activities/ideas on global and cross-cultural issues.
GRB Room 361BE, Level Three

Co-Chairs: Santosh Khadka, California State University, Northridge
Sara Alvarez, University of Louisville
Ligia Mihut, Barry University
Ghanashyam Sharma, Stony Brook University
**Speakers:** Suresh Canagarajah, Penn State University  
Violeta Natera, Pontificia Universidad Javeriana Cali  
Vanessa Kraemer Sohan, Florida International University  
Joleen Hanson, University of Wisconsin-Stout  
Andrés Gómez, Universidad de los Andes  
Xiaoye You, The Pennsylvania State University  
Keith Lloyd, Kent State University  
Maha Bali, American University of Cairo  
Lisa Arnold, North Dakota State University  
Thomas Lavelle, Stockholm School of Economics  
Tom Do, Concordia University Chicago  
Samantha NeCamp, University of Cincinnati  
Pearl Pang, Yonsei University, South Korea  
Claudia Doroholtschi, West University of Timisoara  
Iswari Pandey, California State University, Northridge

**2-Basic Writing**

**MW.17 Grammar, Grammars, and the Teaching of Grammar in the 21st Century**
A workshop designed to help participants develop alternatives to traditional approaches to teaching grammar.

Hilton Room 336B, Level Three

**Speakers:** Susan Gabriel, Community College of Baltimore County  
Peter Adams, Community College of Baltimore County

**1-First-Year and Advanced Composition**

**MW.18 Tools, Not Rules: A Workshop in Progressive Grammar**
Grammar is involved in the construction of meaning in all its manifestations and is best taught as a resource for agency.

Hilton, Room 337A, Level Three

**Co-Chairs:** Joseph Salvatore, The New School  
Craig Hancock, University at Albany

**Speakers:** Joseph Salvatore, The New School, “Sentence as Shaper of Meaning”  
Stella Wang, University of Rochester, “Corpus Studies of Personal Pronouns”  
Craig Hancock, University at Albany, “Intonation and Punctuation”  
Cornelia Paraskevas, Western Oregon University, “Thematic Development”  
Half-Day Wednesday Workshops
Afternoon 1:30–5:00 p.m.

12-Writing Pedagogies and Processes

AW.01 Strategic Action in Teaching against Plagiarism: Using Plagiarism Pedagogically
This workshop focuses on developing practical teaching strategies to help students learn how to engage with sources and avoid plagiarizing.
GRB Room 351E, Level Three

Speakers: Gerald Nelms, Wright State University
Robert Yagelski, University at Albany, SUNY
Valerie Seiling Jacobs, Columbia University
Carole Papper, Hofstra University
Scott Leonard, Youngstown State University

1-First-Year and Advanced Composition

AW.02 Generating WAC/WID/WIC/WEC Action Plans: Strategies for Advancing Writing through Faculty Development
Speakers provide heuristics for advancing writing vertically by designing WAC/WID/WIC/WEC faculty action plans across the disciplines.
GRB Room 340B, Level Three

Chair: Debra Frank Dew, Valparaiso University

Speakers:
Cristyn Elder, University of New Mexico, “Increasing Success for Multilingual Writers in a WAC/WIC/WID Program”
Mike Michaud, Rhode Island College, Kingston, “New to Bean (but not to WAC)”
Christopher Basgier, University of North Dakota, “Building a Writing-Enriched Program”
Timothy Oleksiaik, Bloomsburg University, “Creating New Infrastructure for WID Initiatives”
Debra Frank Dew, Valparaiso University, “Interdisciplinary Thresholds: WIC as Site for Vertical Transfer as Strategic Action”
Delys Snyder, Brigham Young University, “Transferring Writing Knowledge from Professors to Teaching Assistants”
William FitzGerald, Rutgers University at Camden, “Establishing Common Ground for Writing in General Education”
Joyce Malek, University of Cincinnati, “From Novice to Expert: A WEC Model for the Health Sciences and Beyond”
11-Research

**AW.03 Undergraduate Students as Researchers: Maximizing the Mutual Benefits**
This workshop offers frameworks and strategies for successfully engaging undergraduate students as researchers and collaborators.

Hilton Room 332B, Level Three

*Speakers:* Crystal Bickford, Southern New Hampshire University
Melody Bowdon, University of Central Florida
Elizabeth Kleinfeld, Metropolitan State University of Denver
Lilian Mina, Miami University
Brett Morrison, University of Central Florida
Melissa Pompos, University of Central Florida
Michael Neal, Florida State University

3-Community, Civic & Public

**AW.04 Writing Democracy 2016 | Documenting Our Place in History: The Political Turn, Part II**
Writing Democracy 2016 revisits the idea of the “political turn” to develop writing strategies for action in classrooms and communities.

GRB Room 360AD, Level Three

*Co-Chair:* Shannon Carter, Texas A&M University-Commerce
*Co-Chair:* Deborah Mutnick, Long Island University
Tony Scott, Syracuse University, “Escaping the Crisis/Austerity Cul-de-Sac in the Political Economy of Composition”

*Respondents:* Steve Parks, Syracuse University
Elenore Long, Arizona State University
Benjamin Kuebrich, Syracuse University
David Jolliffe, University of Arkansas
Veronica House, University of Colorado
Paul Feigenbaum, Florida International University
Carmen Kynard, St. John’s University
Kurt Spellmeyer, Rutgers University
7-Institutional and Professional

AW.05 Coming Together for Action: Multi-Level Institutional Support for Contingent Faculty
Institutions are morally obligated to support contingent faculty; the facilitators of this workshop offer some strategies for consideration.
Hilton Room 337B, Level Three

Speakers: Rose Gubele, University of Central Missouri, “Coming Together for Action: Multi-Level Institutional Support for Contingent Faculty”
Dorothy Arnett, University of Central Missouri
Daniel Schierenbeck, University of Central Missouri
Brenda Woods, University of Central Missouri

8-Taking Action

AW.06 Taking Action to Support Graduate Writers across the Curriculum
This workshop explores the needs of graduate writers, types of graduate writing support, and pedagogical approaches for graduate writing.
Hilton Room 337A, Level Three

Chair: Michelle Cox, Cornell University
Speakers: Talinn Phillips, Ohio University
Michelle Cox, Cornell University
Jenae Cohn, University of California, Davis
Daniel Moglen, University of California, Davis
Katya Fairbanks, Claremont Graduate University

6-Information Technologies

AW.07 Corpus-Based Approaches to Writing
This half-day workshop shows how corpus-based teaching and research help disrupt or confirm our intuitive notions about written texts.
Hilton Room 336B, Level Three

Speakers: Laura Aull, Wake Forest University
Zak Lancaster, Wake Forest University
Brian Ray, University of Nebraska at Kearney
Cameron Mozafari, University of Maryland
Daniel Kies, College of DuPage
Sandra Kies, Benedictine University
Sonja Launspach, Idaho State University
8-Taking Action

**AW.08 Developing Practical Pedagogical Approaches for International L2 Writers in the Classroom and Beyond**

The workshop focuses on initiating and developing supports for international students from inside and outside of the classroom.

Hilton Room 336A, Level Three

*Co-Chair:* Katherine Silvester, Indiana University  
*Speakers:* Jennifer Eidum Zinchuk, Elon University  
Mariya Tseptsura, University of New Mexico  
Pisarn Bee Chamcharatsri, University of New Mexico  
Greer Murphy, Woodbury University  
Steve Simpson, New Mexico Tech  
Norah Fahim, University of Washington  
Paul Kei Matsuda, Arizona State University

**AW.09 Working with Military-Affiliated Writers: Research and Practice for Composition Teachers, Scholars, and WPAs**

Sharing and planning strategies for working with military-affiliated writers in writing intensive programs, courses, and research.

Hilton Room 333, Level Three

*Chair:* Mariana Grohowski, Massachusetts Maritime Academy  
*Speakers:* Cassandra Branham, University of Central Florida  
Catherine St. Pierre, Ohio State University / UPJ  
Mark Blaauw-Hara, North Central Michigan College  
Derek Handly, United States Naval Academy  
April Cobos, Old Dominion University  
Lisa Langstraat, Colorado State University  
Sue Doe, Colorado State University  
Jeannie Waller, University of Arkansas  
Tara Hembrough, Southeastern Oklahoma State University  
Katt Blackwell-Starnes, Lamar University
Wednesday, 1:30 p.m.–5:00 p.m.

7- Institutional and Professional

**AW.10 UDL 101: Accessibility, Pedagogy, and Praxis**
This hands-on workshop teaches the why, what, and how of (re)designing accessible instructional materials.

Hilton Room 330, Level Three

*Speakers:* Andrea Beaudin, Texas Tech University
Angela Shaffer, Texas Tech University
Sean Zdenek, Texas Tech University

3- Community, Civic & Public

**AW.11 Telling Stories, Writing Cultures: Using Indigenous Rhetorics in the Writing Classroom**
This workshop will prepare participants to incorporate Indigenous rhetorical practices into composition classrooms.

Hilton Room 329, Level Three

*Chair:* Phill Alexander, Miami University
*Speakers:* Gail MacKay, University of Saskatchewan
Joyce Rain Anderson, Bridgewater State University
Ezekiel Choffel, Michigan State University
Sundy Watanabe, University of Utah
Yavanna Brownlee, Ohio University
Phill Alexander, Miami University

12- Writing Pedagogies and Processes

**AW.12 Teaching Writing Abroad: Identifying Challenges and Opportunities**
As study abroad gains momentum, what role should writing play in this high-impact practice?

GRB Room 360BE, Level Three

*Speakers:* Martha Townsend, University of Missouri
Katie Gindlesparger, Philadelphia University
Eli Goldblatt, Temple University
Linda Breslin, Southwestern Christian University, Bethany
Jim Bowman, St. John Fisher College
William Lalicker, West Chester University
7-Institutional and Professional

AW.13 First-Year Writing Assessment Strategies for General Education and Accreditation Expectations

This workshop prepares participants to assess first-year writing programs for general education and accreditation using best practices.

Hilton Ballroom of the Americas Salon E, Level Two

Chair: Amanda Morris, Kutztown University
Speakers: Kathy Hartman, Kutztown University, “IRB and Funding Facilitator”
Amanda Morris, Kutztown University, “Organizer/Best Practices and Artifact Assessment Facilitator”
Moe Folk, Kutztown University, “Local Rubric Design Facilitator”
Patricia Pytleski, Kutztown University, “Norming Facilitator”

Discussion Leaders: Robert Kilker, Kutztown University, “Artifact Assessment Discussion Leader”
Carissa Pokorny-Golden, Kutztown University, “Floating Discussion Leader”

Respondents: Amy Lynch-Biniek, Kutztown University, “Coordinator of Composition”
Kevin Mahoney, Kutztown University, “Institutional Strategist”

AW.14 Language and Lived Experience as Strategies for Writing and Coalition Building within a New Rhetoric of Difference

Multimedia, hands-on workshop to illuminate critical identity work among teachers and students as the basis for liberatory writing.

Hilton, Ballroom of the Americas Salon D, Level Two

Speakers: Rashidah Jaami’ Muhammad, Governors State University, “African American Male Students in First-Year Writing Classes”
Isabel Baca, University of Texas at El Paso, “From Civil Rights to Students’ Right to Their Own Language to #BlackLivesMatter: Hiphop Womanism and HiphopGirlFeminism”
Kim Brian Lovejoy, Indiana University Purdue University Indianapolis, “Multi-Level Strategies for Effecting Change in Teacher Knowledge and Attitudes Toward a New Rhetoric of Difference”
Elaine Richardson, The Ohio State University, “From Civil Rights to Students’ Right to Their Own Language to #BlackLivesMatter: Hiphop Womanism and HiphopGirlFeminism”

continued on next page
Geneva Smitherman, Michigan State University, “Theorizing for the Twenty-First Century”
Qwo-Li Driskill, Oregon State University, “Linguistic Gendercide and Indigenous Resistance”
Denise Troutman, Michigan State University, “Rhetoric/s of Difference”
Bonnie Williams, California State University Fullerton, “Designing Co-Created Curriculum”
David Green, Howard University, “Designing Co-Created Curriculum”
Austin Jackson, Michigan State University, “Designing Co-Created Curriculum”
**All-Day Wednesday Workshops**

9:00–5:00 p.m.

---

**W.01 Mindful Writing: Taking Action toward a More Balanced Writing Life**

This workshop offers participants direct experience in mindful writing strategies through meditation, yoga, and guided writing sessions.

Hilton Room 335A, Level Three

*Co-Chairs:* Maxwell Philbrook, University of Missouri  
Jonathan Cisco, University of Missouri  
Tara Pauliny, John Jay College/CUNY  
Rebecca Dingo, University of Massachusetts  
Amy Lannin, University of Missouri  
Naomi Clark, Loras College  
Jessica Philbrook, University of Missouri  
Donna Strickland, University of Missouri

---

**W.02 Leadership in Action: A Workshop for Heads, Directors, WPAs, and Future Faculty Leaders**

We will use research on institutional leadership and practical scenarios to help administrators develop their leadership skills.

Hilton Room 335B, Level Three

*Co-Chairs:* Susan Miller-Cochran, University of Arizona  
Thomas P. Miller, University of Arizona  
*Discussion Leaders:* Patti Wojahn, New Mexico State University  
Ellen Cushman, Northeastern University  
John Scenters-Zapico, California State University, Long Beach  
Jane Detweiler, University of Nevada Reno  
Joddy Murray, Texas Christian University
Wednesday, 9:00 a.m.–5:00 p.m.

Il-Research

W.03 Responsible Action: International Higher Education Writing Research Exchange

Forty-two researchers from 28 countries share drafts in advance and have extended dialogue in small groups for deep exchange about writing research.

GRB Room 361CF, Level Three

Co-Chairs: Cinthia Gannett, Fairfield University
Christian K. Donahue, Dartmouth and Université de Lille III, “Mapping Global Writing Studies”

Discussion Leaders: Olga Aksakalova, LaGuardia Community College, “Writing as Responsible Social Action in Post-Soviet Moscow”
Joe Moxley, University of South Florida, “Politeness, Criticism & Praise in Student Peer Reviews, a Cross-Cultural Analysis”
Asko Kauppinen, Malmö University, “Politeness, Criticism & Praise in Student Peer Reviews, a Cross-Cultural Analysis”
Magnus Gustafsson, Chalmers University of Technology, “Threshold Concepts for Testing Disciplinary Discourse Literacy”
Nuwar Mawlawi Diab, Lebanese American University, “Engagement, Error Revision, and Reflection: Tools to Reduce Students’ Lexical Errors”
Ann-Marie Eriksson, University of Gothenburg, “Investigating Academic Writing Assignments as Meditational Activity and Situated Practice: Taking the Participant Perspective as the Analytical Approach to Writing in the Disciplines at University”
Rebecca Dingo, University of Massachusetts
Anannya Dasgupta, Shiv Nadar University, “International Writing Partnerships and Pedagogy: An Exploratory Pilot between Shiv Nadar University and Duke University”
Denise Comer, Duke University, Raleigh, “International Writing Partnerships and Pedagogy: An Exploratory Pilot between Shiv Nadar University and Duke University”
Damian Finnegan, Malmö University, “Politeness, Criticism & Praise in Student Peer Reviews, a Cross-Cultural Analysis”
Estela Ene, Indiana University-Purdue University Indianapolis, “EFL Writing, Teacher Training, Students Needs and National Policy in Poland”
Lynne Ronesi, American University of Sharjah, “WID in an Introductory Major Course: Supporting Multilingual Chemical Engineering Students in the United Arab Emirates”
Brooke Ricker, Pennsylvania State University, “Negotiation of Pedagogies in EFL Writing Instruction in a Serbian University”
María Errezuriz, Pontificia Universidad Católica de Chile, “Academic Writing Implicit Beliefs of Students and Initial Teaching Education Programme Preparers in Chile: Analysis of a Significant Relationship for the Development of Writing Skills”
Beth Gulley, Johnson County Community College, “The American Composition I Course as an Extracurricular Activity for Chinese Students Who Are Studying at a Chinese University”
Dyanne Escorcia, University of Poitiers, “Self-Regulation Strategies of Writing: A Key to Improve Academic Writing?”
Zsuzsanna Reed, Central European University Budapest, “‘What Is of the Biggest Importance for this Particular Part of the Thesis and Chapters to Be, I Would Like to Attempt to Pursue My Task…’: Eastern European Students Writing History in English”
Keith Comer, Victoria University of Wellington, “Wayfinding and Evaluating Grammar and Style Checking Applications in Composition Studies”
Trista Rappert-McGetrick, Fulbright Ukraine, “The Rhetorical Structure of Research Article Introductions in Ukrainian and American Scholarly Journals”
Karl-Heinz Pogner, Copenhagen Business School, “The Double Transition during the Master Thesis Project at a Business University: Becoming a (Peripheral) Member of the Academic and the Professional Discourse Community?”
Violeta Molina-Natera, Pontificia Universidad Javeriana Cali-Colombia, “Content/Language Partnership in Teaching Disciplinary Contents through Reading and Writing”
Majid Fatahipour, IAU Parand Branch, “Investigating the Predictors of Quality of Writing (in English) amongst EFL Skilled Writers in Iran and Comparing It with Native Skilled Writing”
Gita DasBender, Seton Hall University, “English Writing Curriculum and Instruction at a Teacher Training College in Vietnam: Aligning with 2020 Project Goals”
Tyler Evans-Tokaryk, University of Toronto Mississauga, “Academic Writing Instruction and the Discourse of English as an International Language (EIL): A Comparative Study of Canadian and South African Writing Centres”
Andrea Scott, Pitzer College, “Far from the Margins: Theorizing the Disciplinary Histories of Writing Centers in Germany, Austria, and Switzerland”

continued on next page
Lance Cummings, University of North Carolina Wilmington, “Language Ideologies and Academic English in Pakistan”
Jason Peters, Cal Poly San Luis Obispo, “The Cross-Border Archives of Composition”
Simon Bell, Coventry University, “Les Mots Juste [sic]”
Sabine Dengscherz, University of Vienna, “Strategies for Professional Multilingual Writing”
Wendy Kasap, Turkey, “Teaching Academic Writing to Altaic Learners”
Najla Jarkas, American University of Beirut, “The Challenge of Writing in Context”
Anna Wärnsby, Malmö University, “Politeness, Criticism & Praise in Student Peer Reviews, a Cross-Cultural Analysis”
Steffen Guenzel, University of Central Florida, “Writing Practices and Pedagogy in Higher Education in Germany”
Liliana Tolchinsky, Universitat de Barcelona, “Academic Writing as a Learning Tool: Writing to Learn”
Roman Banzer, University of Liechtenstein, “Lecture, Notes, and Peer Feedback”
Natalia Fullana, Universitat de Barcelona, “Academic Writing as a Learning Tool: Writing to Learn”
Martin McMorrow, Massey University, “Common Purpose? Collaborative Writing Development in a New Zealand University”
Kirk St. Amant, East Carolina University, “Expanding Theories and Approaches to Researching Writing Practices in Global Contexts”
Pavel Zemliansky, University of Central Florida, “Expanding Theories and Approaches to Researching Writing Practices in Global Contexts”
Anne Nebel, Georgetown University SFSQ, “Empirical Investigations of Academic Writing and Its Development in the Context of Superdiversity”
Chenchen Huang, Pennsylvania State University, “When a Billion Chinese Learn to Write in English: How China Has Shaped Composition Studies”
Elisa Rosado, Universitat de Barcelona, “Academic Writing as a Learning Tool: Writing to Learn”
Rachel Riedner, George Washington University, “Mapping Global Writing Studies”
8-Taking Action

W.04 **Play as Activism: Using Game-Based Pedagogy to Build Structural Understanding, Foster Empathy, and Scaffold Change.**

By playing and designing games for change, participants will learn how to produce learning outcomes from key concepts in game theory.

GRB Room 340A, Level Three

*Speakers:* Jessica Dambruch, Old Dominion University
Howard Fookman, Michigan State University
Kevin Moberly, Old Dominion University
Jill Morris, Frostburg State University
Lee Hibbard, University of Alabama in Huntsville
Sarah Dwyer, Valdosta State University
Rebekah Shultz Colby, University of Denver
Richard Colby, University of Denver
Kris Purzycki, University of Wisconsin-Milwaukee
Stephanie Vie, University of Central Florida
Jennifer deWinter, Worcester Polytechnic Institute
Anjali Pattanayak, University of Wisconsin-Platteville
Emily Bunner, University of North Carolina at Chapel Hill

2-Basic Writing

W.05 **The Transformative Action of Basic Writing: The 2016 Council on Basic Writing Preconference Workshop**

Exposing intersections between lives of students/instructors and institutions to argue for basic writing action that fosters social justice.

Hilton Room 335C, Level Three

*Co-Chairs:* Lynn Reid, Fairleigh Dickinson University, “The Action of Emerging Scholars”
Barbara Gleason, City College of New York, CUNY, “Diverse Needs and Talents: Acting on the Promise of BW”
Michael Hill, Henry Ford Community College, “Grasping the Phenomenal Forms”: A Dialogue on Taking Action in Basic Writing
Heidi Estrem, Boise State University, “CBW INNY Award Presentation: Taking Action beyond the Classroom”
Susan Naomi Bernstein, Arizona State University, Tempe, “Working with Labor in BW”
Michael Hill, Henry Ford Community College, “The Transformative Action of Basic Writing”
Lynn Reid, Fairleigh Dickinson University, “The Transformative Action of Basic Writing”

*continued on next page*
Speakers: Anicca Cox, University of Massachusetts Dartmouth, “Working with Labor in BW”
Long Chu, Writers in the Schools, “Creating Space for Writing as Activist Practice: Writing with WITS”
Hope Parisi, Kingsborough Community College, CUNY, “Diverse Needs and Talents: Acting on the Promise of BW”
Andrew Lucchesi, The Graduate Center, CUNY, “Diverse Needs and Talents: Acting on the Promise of BW”
Shannon Carter, Texas A&M University-Commerce, “Grasping the “Phenomenal Forms”: A Dialogue on Taking Action in Basic Writing”
Karen Uehling, Boise State University, “CBW INNY Award Presentation: Taking Action beyond the Classroom”
Susan Naomi Bernstein, Arizona State University, Tempe, “Creating Space for Writing as Activist Practice: Writing with WITS”
Christie Toth, University of Utah, “Diverse Needs and Talents: Acting on the Promise of BW”
Jennifer Swartout, Heartland Community College, “Diverse Needs and Talents: Acting on the Promise of BW”
Dawn Shepherd, Boise State University, “CBW INNY Award Presentation: Taking Action beyond the Classroom”
Deborah Mutnick, Long Island University, “Grasping the “Phenomenal Forms”: A Dialogue on Taking Action in Basic Writing”
Michelle LaFrance, George Mason University, “Working with Labor in BW”
Heidi Estrem, Boise State University, “CBW INNY Award Presentation: Taking Action beyond the Classroom”

8-Taking Action

W.06 Supporting Innovation and Effecting Change at Two-Year Colleges and Open-Access Institutions
The session will provide strategies for teaching writing, program innovation, and effecting change at two-year and open-access institutions.

Hilton Room 338, Level Three

Speakers: Kristen Welch, Cochise College, “Building Frameworks for Collaborative Assessment Plans at Cochise College”
O. Brian Kaufman, Quinebaug Valley Community College, “Combining Assessment and Instruction: Wearing Two Hats in the Writing Lab”
Katie Kalish, University of Wisconsin Marathon County, “Effecting Change to Department Culture: Professional Development and Online Support”
Jennifer Heinert, University of Wisconsin-Washington County, “Effecting Change to Department Culture: Professional Development and Online Support”
Genie Giaimo, Bristol Community College, “Innovating while Growing a Community College Writing Center: Student-Directed Writing Center Research at Bristol Community College”
Felicita Arzu Carmichael, New Mexico State University, “Introducing a New Online Writing Instruction Training and Professional Development Program at NMSU”
Cheri Spiegel, Northern Virginia Community College, “Is there a Writing Program in This College NOW?”
Joanne Giordano, University of Wisconsin Colleges, “Using Research to Develop Programs to Support Underprepared Students’ Transition to College Reading, Writing, and Learning”
Christie Toth, University of Utah, “Rethinking ‘Class’: Poverty, Pedagogy, and Two-Year College Writing Programs”
Brett Griffiths, University of Michigan, “Rethinking ‘Class’: Poverty, Pedagogy, and Two-Year College Writing Programs.”
Cassandra Phillips, University of Wisconsin-Waukesha, “Using Research to Develop Programs to Support Underprepared Students’ Transition to College Reading, Writing, and Learning”
Erin Doran, University of Texas at San Antonio, “Challenges and Opportunities of Faculty Responding to Integrated Reading and Writing at One Texas College”

7-Institutional and Professional
W.07 More Than Warm Bodies Needed: Who Is Qualified to Teach Writing and How Do We Know?
This workshop engages participants in discussions of expertise needed for teaching writing at all levels.
GRB Room 351A, Level Three

Discussion Leaders: J. Blake Scott, University of Central Florida
Betsy Verhoeven, Susquehanna University
Peggy O’Neill, Loyola University Maryland
E. Shelley Reid, George Mason University
Dominic DelliCarpini, York College of Pennsylvania
Steve Lamos, University of Colorado Boulder
Laura J. McCartan, Metropolitan State University
Tony Scott, Syracuse University
Elizabeth Wardle, University of Central Florida
8-Taking Action

W.08  **A Workshop Sponsored by the Latin@ Caucus: Latin@s Taking Action in and out of the Academy**  
This daylong workshop seeks to help members of the Latin@ Caucus increase their participation in activist and scholarly forums.  
GRB Room 351C, Level Three  

**Speakers:** Consuelo Salas, University of Texas at El Paso  
Raul Sanchez, University of Florida  
Iris Ruiz, University of California Merced  
Aja Martinez, Binghamton University, SUNY  
Steven Alvarez, University of Kentucky  
Sara Alvarez, University of Louisville  
James Chase Sanchez, Texas Christian University  
Cristina Ramirez, University of Arizona  
Isabel Baca, University of Texas at El Paso  
Kendall Leon, Portland State University  
Alexandra Hidalgo, Michigan State University

W.09  **Writing Teachers Writing: Words in/as Action**  
Participants will explore creative nonfiction through writing to prompts and discussing teaching strategies and issues.  
GRB Room 351D, Level Three  

**Chair:** Libby Falk Jones, Berea College  
**Speakers:** Charles I. Schuster, University of Wisconsin-Milwaukee  
Allison Schuette, Valparaiso University  
Ann E. Green, Saint Joseph’s University  
Eberly Barnes, University of California San Diego  
Melissa Goldthwaite, Saint Joseph’s University  
Sandee McGlaun, Roanoke College  
Irene Papoulis, Trinity College  
Wendy Ryden, LIU-Post  
Jacquelyne Kibler, Arizona State University  
Jenny Spinner, Saint Joseph’s University  
Douglas Hesse, The University of Denver
W.10  Working Wikipedia: An Interdisciplinary Path to Taking Action
Contribute to the Wikipedia user community and design assignments that enhance learning, draw on archives, and challenge representation gaps.

GRB Room 351F, Level Three

Speakers: Greta Kuriger Suiter, Massachusetts Institute of Technology, “Incorporating Archival Resources”
Amanda Rust, Northeastern University, “Good Digital Citizenship”
Rebecca Thorndike-Breeze, Massachusetts Institute of Technology, “Activism in Wikipedia: Working with Underrepresented Groups and Topics”
Jami Mathewson, Wiki Education Foundation
Cecelia A. Musselman, Northeastern University, “Critical Thinking in Action: Determining What and How to Contribute”
Amy Carleton, Massachusetts Institute of Technology, “Establishing Notability: Source Use in Wikipedia”

W.11  Moving from Pro Forma to Performa: Music and Performance in the Writing Classroom
Learn and practice a variety of performance and musical techniques for enhancing writing instruction and professional development.

Hilton Grand Ballroom A, Level Four

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

W.12 Feminist Workshop: Action through Care
This workshop will look at the concept of care, through a feminist lens, as it is applied at the intersections of home and institution.

Hilton Grand Ballroom B, Level Four

Co-Chairs: April Conway, Bowling Green State University
Lydia McDermott, Whitman College
Alison A. Lukowski, Christian Brothers University
Patty Wilde, University of New Hampshire
Jennifer Nish, American University of Beirut
Lauren Connolly, Lewis-Clark State College

Speakers: Kirsti Cole, Minnesota State University, Mankato
Amanda Greenwell, Central Connecticut State University
Cheryl Smith, Baruch College, CUNY
Elizabeth Baldridge, Illinois Central College
Krystia Nora, California University of Pennsylvania
Candace Epps-Robertson, Michigan State University
Sarah Prielipp, Michigan State University
Michelle Miley, Montana State University
Thursday, April 7
Special Events and Meetings

Room and Location Names
Sessions are located in both the George R. Brown Convention Center and the Hilton Americas–Houston using the abbreviations GRB and Hilton.

Newcomers’ Coffee Hour
Hilton Ballroom of the Americas Salon A, Level Two
7:30 a.m.–8:15 a.m.

Gathering to Celebrate the Life of Charles Moran—a “Charlie Party”
7:00 p.m.–9:30 p.m.
Public Services Wine and Whisky, located at 202 Travis St., Suite 100
Please join friends, colleagues, and students of Charlie Moran to remember Charlie, who died in June 2015. Public Services Wine and Whisky is located at 202 Travis St., Suite 100, approximately one mile from the Convention Center. The entrance is located in the lobby of the old Cotton Exchange Building. There will be a cash bar. Sharing of stories about Charlie will begin at 8:00 p.m.

Scholars for the Dream Reception
Hilton Ballroom of the Americas Salon A, Level Two
6:00 p.m.–7:00 p.m.

Anzaldúa Awards Reception
Hilton Ballroom of the Americas Salon B, Level Two
7:00 p.m.–8:00 p.m.
Opening General Session
GRB Auditorium
8:30 a.m.–10:00 a.m.

Presiding: Linda Adler-Kassner, Program Chair/CCCC Associate Chair, University of California, Santa Barbara
Greetings: Jennifer Wingard, Local Arrangements Chair, University of Houston
Douglas Hesse, NCTE President, University of Denver
Eva Payne, TYCA Chair, Chemeketa Community College, Corvallis, Oregon

Scholars for the Dream—2016 Recipients
Antonio Byrd, University of Wisconsin-Madison
Quanisha Charles, Indiana University of Pennsylvania
Brandon M. Erby, Penn State University, University Park
André Melvin Jones Jr., Kean University, Union, NJ
Jamila M. Kareem, University of Louisville, KY
Cona Marshall, Michigan State University, East Lansing
Kelly Medina-López, New Mexico State University, Las Cruces
Consuelo Carr Salas, The University of Texas at El Paso
Danielle Tillman Slaughter, Georgia State University, Atlanta
Sheeba Varkey, St. John’s University, Jamaica, NY

For a listing of previous Scholars for the Dream winners, please visit http://www.ncte.org/cccc/awards/scholarsforthedream.

Scholars for the Dream Travel Award Committee
Chair: Tamika L. Carey, University at Albany, NY
Steven Alvarez, University of Kentucky, Lexington
Margaret Cox, Bristol Community College, Fall River, MA
Cruz Medina, Santa Clara University, CA
Staci M. Perryman-Clark, Western Michigan University, Kalamazoo

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—2016 Recipients
Dan Ehrenfeld, University of Massachusetts Amherst
Romeo García, Syracuse University, NY
Annika Konrad, University of Wisconsin-Madison
Lina Trigos-Carrillo, University of Missouri-Columbia

Chairs’ Memorial Scholarship Award Committee
Chair: Scott Wible, University of Maryland, College Park
Keith Gilyard, Penn State University, University Park
Rhonda Grego, Midlands Technical College, Columbia, SC
Beverly Moss, Ohio State University, Columbus
Victor Villanueva, Washington State University, Pullman

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.

For a listing of previous Chairs’ Memorial Scholarship Award winners, please visit http://www.ncte.org/cccc/awards/chairsscholarship.

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.

Sondra Perl, winner of the 2016 CCCC Exemplar Award, will speak.

Exemplar Award Committee
Chair: Geneva Smitherman, Michigan State University, East Lansing
Arnetha Ball, Stanford University, CA
David Bartholomae, University of Pittsburgh, PA
Gesa Kirsch, Bentley University, Waltham, MA
Jaime Armin Mejia, Texas State University, San Marcos

For a listing of previous Exemplar Award winners, please visit http://www.ncte.org/cccc/awards/exemplar.
Sondra Perl, 2016 Exemplar of the Conference on College Composition and Communication

Who among us would certifiably know that 45 years later one would indelibly shape the field one began working in as a graduate student, but also contribute in ways which would help improve the writing skills of countless students at all levels, nationally and internationally? The accomplishments Sondra accumulated throughout her long, distinguished career deservedly raise her to receive the highest honor the Conference on College Composition and Communication bestows—the 2016 Exemplar Award. In a variety of inspiring roles, she has helped shape our field as few others have, for as her colleagues at CUNY remind us, she has worked as a “scholar, researcher, teacher, writer, faculty development leader, dissertation advisor, mentor, and caring collaborator for so many of us on so many different projects.”

In rhetoric and composition studies, Sondra Perl has been an exemplar to our field because of the many diverse and important contributions she has tirelessly given us. Her intellect and intuition, at the right time and place, have lifted us all up through her indefatigable work ethic and her amazing ability to work with others to solve problems which our field very much needed solved. Her pioneering research, which she has never stopped developing in innovative ways, and her generous collegiality as a teacher, without question have truly been exemplary.

Few of us have engaged such a wide range of research interests as Sondra has, like with her “emphasis on writing processes, the role of the body and felt sense in composing, the promotion of an ethnographic approach to classroom research based on the tenets of narrative inquiry, exploration of creative nonfiction, and, in the 21st century, moving into the digital world with her exploration of digital composing.” As a teacher, Sondra is widely known to welcome all voices with her characteristic warmth, always expanding the reach teachers can have, innovating programs which reach to K–12 schools as well as across the disciplines on college campuses.

Her “Looking Both Ways” initiative, for instance, which started in 1998 and ran through 2006, brought high school and college instructors together to share their experiences about teaching and assessing writing. Another CUNY project Sondra developed was called Writing Across the Curriculum, a University-wide program mandated by the CUNY Board of Trustees in 1999. This project depended primarily
on CUNY Writing Fellows, doctoral students from the CUNY Graduate Center who, at that time, lacked the standard fellowship support typical of so many other graduate programs. It is really not too much to say that, at the time, these fellows were defined primarily by what they were not: neither tutors nor teachers, their job was to “facilitate” both faculty and students in this innovative WAC program.

Sondra has also had a major presence in the composition studies landscape during her 45-year career. Her dynamic presence when speaking in public forums is another place where she has left an incredible mark on our profession, appearing on numerous panels and writing workshops at CCCC and other major regional and national conferences. As a professional, she has frequently been a keynote speaker and, of course, has greatly influenced us with her groundbreaking published scholarship. Her reach as a professional also impacted many on the international stage. Her work with Austrian teachers, for instance, influenced her in 2005 to work with the Memorial Library to create the Holocaust Educators Network, a development program modeled on the National Writing Project, which she has directed since its inception. Her ongoing contribution to Holocaust education combines Holocaust and writing education in an effort to support middle school, high school, and college faculty across the country.

Most recently, Sondra has worked with emergent digital technologies and composing genres, which demonstrates, in typical exemplar fashion, what it means to be a life-long learner. Sondra shows us how to enter into new and unfamiliar professional projects with an inquisitive mind and an open heart, bringing the life-long experiences of a scholar and teacher of writing which serve as an exemplary model for us all.
We watch with concern the various external and internal scavengers that nibble away at our disciplinary, scholarly, and teacherly activities and autonomy, and we sometimes bemoan our position in the humanities as we rage against the machine of STEM political priorities. We sheepishly explain how important we are to the university and society, apologize while not apologizing even as we ask, like Oliver Twist, for some more because we know, we feel, that what we do is valuable—self-evidently valuable.

Despite that belief, the value of what we do is not self-evident to anyone outside this room. That value is a proposition that has to be argued, not just once, but over and over, in many forms, from stories to empirical data, and in many settings, from governing bodies to the popular press.

Many of us have difficulty balancing the good we do versus the need to argue for it constantly, about contextualizing our priorities as writers, researchers, and teachers within organizational strategies and mission statements. We are empowered by the stability of a maturing discipline and its centrality in the cosmos, but we also fear the instability of politics, economics, and society as they seek to “fix” what’s wrong with education. We are both on the vanguard and in the crosshairs.

I would argue that we act within this conflicted milieu cautiously, moving slowly, pursuing incremental change, a runcible process from a position of what we already know to a new position of what we also know. And this isn’t a criticism: such an approach comes rationally from working under bureaucracies, time and space constraints, budgets, and material reality. I think this condition applies equally to our classrooms as to this conference, this organization.

At last year’s CCCC Convention in Tampa, I invited the membership to think differently about the conference and about our discipline with a theme of Risk and Reward. I attempted to disrupt the conservatism of incremental change by instituting new modes of presentation, such as the Action Hub for working and learning together, poster sessions so that more members could get on the program, and Ignite presentations that highlighted member innovation.
In this year’s chair’s address, “Making, Disrupting, Innovating,” I continue that theme by making the somewhat risky case that we need to push ourselves well outside of our own comfort zone as an organization and a discipline, much as we ask our students to do. I argue that, in addition to well-known and celebrated threshold concepts of our field, writing is also about making, disrupting, and innovating—on the page, in the classroom, in our programs, in this organization, within our field and beyond to the broader world of higher education, the workplace, and society.

The term disruptive innovation has been fashionable amongst high-tech gurus and organizational theorists for fifteen years, and refers to the need to abandon traditional practices that, while comfortable, are ultimately harmful precisely because of their comfort. While the concept sometimes evokes a mindless (and needless) overthrow of conventions, it also serves as an encouraging nudge for innovators upon whose inventions such disruption depends.

We are those disruptors, those dreamers of dreams—or at least I argue that we can be. I think we should make more disruption and less accommodation. We should focus more on making and makers and less on outcomes assessment and bureaucrats. We should celebrate writing innovation, and encourage innovation in writing, writing research, writing programs, and writing organizations.

I invite you to attend this talk, where I plan to get out of my own comfort zone, share/enact examples of disruptive practices in teaching, conferencing, researching, and writing, and brainstorm with you how we may see with new eyes and new methods the innovative and disruptive possibilities of our organization and our discipline.

Joyce Locke Carter is an associate professor of rhetoric and technical communication at Texas Tech University, where she teaches undergraduate and graduate courses in argumentation, UX/usability research, publication management, and rhetoric and technology. Her work appears in the journals Computers and Composition, Technical Communication, her Hampton Press book on market and market-like rhetorical activities, and a Baywood Press book edited by Cook & Grant-Davie on distance education. She wrote the proposal for the Texas Tech PhD degree offered via distance education and managed that degree for its first 11 years. Her current book project, Reading Arguments: How Sophisticated Readers Read Graduate Admissions Arguments, uses eye-tracking and usability research methods to study how experts read high-stakes arguments. Dr. Carter serves as Chief Financial Officer for the Lubbock startup EyeGuide Technologies, a product of intellectual property technology transfer from Texas Tech’s writing program. Before coming to Texas Tech, she was the CEO of the Austin-based Daedalus Group, an educational software firm that facilitated online writing instruction in the days before the Web. This company, also a product of technology transfer created in a writing program, was founded by herself, fellow graduate students, and faculty at the University of Texas. She received both her MBA and her PhD in rhetoric from the University of Texas at Austin.
A Sessions: 10:30–11:45 a.m.

Taking Action Workshop Sessions

<table>
<thead>
<tr>
<th>A.39</th>
<th>Taking Action Workshop: Naming and Narrowing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refer to page 16 for abstract.</td>
</tr>
<tr>
<td></td>
<td>Hilton Grand Ballroom A, Level Four</td>
</tr>
<tr>
<td></td>
<td>Speaker: Glenda Eoyang, HSD Institute</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A.40</th>
<th>Taking Action Workshop: Building Alliances</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refer to page 17 for abstract.</td>
</tr>
<tr>
<td></td>
<td>Hilton Grand Ballroom B, Level Four</td>
</tr>
<tr>
<td></td>
<td>Speaker: Sarah Scanlon, Arkansas State Director for Bernie 2016</td>
</tr>
</tbody>
</table>

Poster Session

Undergraduate Researcher Poster Session
Hilton Ballroom of the Americas Prefunction, Level Two

This session will showcase the work of over a dozen students from across the U.S. who have been engaged in research on writing. They’ll be presenting their posters on Thursday, April 7th from 10:30 a.m.–11:45 a.m. Posters may be left throughout the day.

Chair: Jessie Moore, Elon University
1-First-Year and Advanced Composition

A.01 Learning Re-abled Twenty Years Later: Re-Strategizing Ourselves, Our Teaching Practices, and Our Learning Spaces for Action
We are invested in exploring how we can further develop our FYC courses for incoming LD students in unexpected ways.

Hilton Room 335B, Level Three

Chair: Michael Williams, Carnegie Mellon
Speakers: Lori Ostergaard, Oakland University
Michael Riendeau, Eagle Hill School
Jason Dockter, Lincoln Land Community College
Matthew Kim, Eagle Hill School
Respondent: Patricia Dunn, Stony Brook University

2-Basic Writing

A.02 Transforming Writing Programs to Support Underprepared Students’ Progress as College Readers
How to transform writing programs to address the learning needs of under-prepared college readers.

Hilton Room 332, Level Three

Chair: Laura Allen, The Ohio State University
Speakers: Cassandra Phillips, University of Wisconsin-Waukesha, “Developing a Writing Program around Critical Reading Based on Placement, Assessment, and Research Data”
Jennifer Heinert, University of Wisconsin-Washington County, “Student Perceptions and Threshold Concepts: Designing for Rhetorical Knowledge”
Joanne Giordano, University of Wisconsin Colleges, “Evidence-Based Practices for Supporting Underprepared Students’ Development as Critical Readers”
Katie Kalish, University of Wisconsin Marathon County, “Assessing Student Writers’ Progress in Critical Reading”
12-Writing Pedagogies and Processes

A.03  (Dis)appearing Collaborative Bodies: Re-Perceiving the Writing Center/Classroom Divide to Engage Third-Space Pedagogies
We recount original research on cross-class collaboration in digital third spaces, arguing for writing center curricular interventions.

Hilton Room 328, Level Three

Chair: Irina Arminau, University of Texas Rio Grande Valley
Speakers: Jonathan Rylander, Miami University
Kyle Larson, Miami University
Ryan Vingum, Miami University

4-Creative Writing, 14-Writing Programs

A.04 Reconsidering Professional Credentials of Writing Program Faculty
Drawing on recent discussions, we will address questions about the roles that MFA degree-holders play in writing programs.

Hilton Room 335C, Level Three

Chair: Natalie Belcher, Delaware State University
Speakers: John Peterson, Stanford University
Marjorie Stewart, Glenville State College
Duane Roen, Arizona State University
Steve Bailey, Central Michigan University
Daniel Cleary, Lorain County Community College
Steven Krause, Eastern Michigan University

II-Research

A.05 Studying Action in Medicine through Surrogates, Simulations, and Other Shadow Work
Three innovative methods for capturing the complexity of medical rhetoric and writing in backstage, inaccessible, or private contexts.

Hilton Room 329, Level Three

Chair: Susan Popham, University of Memphis
Speakers: Elizabeth L. Angeli, Towson University, “Researching Writing and Action in Inaccessible Research Sites”
Patrick Thomas, University of Dayton, “Simulating Rhetorical Strategies for Online Health Information Searches”
Christa Teston, The Ohio State University, “Rhetorical Epistemographies of Evidentiary Shadow Work”

Respondent: Susan Popham, University of Memphis
6-Information Technologies

A.06 Digital Identity and Community
This panel investigates how teachers, students, and veterans perform identity and practice literacies in cyber communities.

Hilton Room 330, Level Three

Chair: Michael Pennell, University of Kentucky
Speakers: Cassandra Branham, University of Central Florida, “Student Veteran, or Just Student: Identity Negotiation, Narrative Building, and Digital Literacy Practices of Student Veterans on Facebook”
Tonya McMillion, The University of Texas at Dallas, “Communication Patterns in Online Learning: Student Self Disclosure in Personal Introductions”
Jeffrey Naftzinger, Florida State University, “Composing Infrastructure: Programmatic Values and Their Effect on Digital Composition”
Carie S. Lambert, The University of Texas at Dallas, “Communication Patterns in Online Learning: Student Self Disclosure in Personal Introductions”

7-Institutional and Professional

A.07 Developing Scholarly Momentum: Action Plans for Faculty, Graduate Students, and Their Mentors
Speakers offer strategies for scholarly productivity; advice is gleaned from studies and reflection on a doctoral seminar on publishing.

Hilton Room 327, Level Three

Chair: Simone Billings, Santa Clara University
Speakers: Lars Soderlund, Western Oregon University, “Beyond ‘Just Sit Down and Do It’: Writing Advice from Published Rhetoric and Composition Scholars”
Jaclyn Wells, University of Alabama at Birmingham, “Beyond ‘Just Sit Down and Do It’: Writing Advice from Published Rhetoric and Composition Scholars”
Christine Tulley, University of Findlay, OH, “Avoiding the Stalled Academic Writing Project: Advice for Increasing Faculty Writing Momentum from Rhetoric and Composition Superstars”
Kristine Blair, Bowling Green State University, “Preparing Graduate Students for Scholarly Identities: Balancing Disciplinary Rhetoric with Material Reality”
11-Research
A.08 How to Hold a Slippery Fish: Methodological Challenges and Solutions for Studying Student Dispositions
This panel presents three solutions to studying dispositions including meta-study, participant-inquiry, and basic writing mixed methods.
Hilton Grand Ballroom I, Level Four
Chair: Gwen Gorzelsky, Colorado State University
Speakers: Amy Metcalf, Wayne State University
Jennifer Wells, New College of Florida
Dana Driscoll, Indiana University of Pennsylvania

9-Language
A.09 Writing Our Way to Access: L2 Writers Engage with Revision, Strategies, and Genre Awareness
These panelists explore student revision and genre knowledge as paths for success in writing classrooms.
Hilton Room 336A, Level Three
Chair: Joanna Mann, Langston University
Speakers: Shauna Wight, Southeastern Missouri State University, “Taking Action to Promote College Access and Agency for Resident Multilingual Writers”
Stephanie Boone-Mosher, University of South Carolina, “The Multiple Discursive Possibilities of L2 Writers’ Micro-Revisions: Challenging the Editing/Revision Dichotomy”

10-Professional and Technical Writing
A.10 Ethics in Action: Place-Based Ethics and Experience Architecture
We apply Leopold’s land ethic and Buber’s narrow ridge to flesh out a place-based approach for ethical experience architecture.
Hilton Room 338, Level Three
Chair: Russell Willerton, Boise State University
Speakers: Derek Ross, Auburn University
Liza Potts, Michigan State University
Michael Salvo, Purdue University
Russell Willerton, Boise State University
11-Research

A.11 Approaching FYC from a Research Perspective: Using Teacher and Corpus Inquiry to Impact Practice

These panelists use teacher/classroom research and corpus linguistic research to revise their pedagogies and curricular practices.

Hilton Room 336B, Level Three

Chair: Andrew Blake, Delaware State University
Speakers: Mary McGinnis, Ball State University, “Dealing with Diversity and Marginalization: A Rhetorical Analysis of First-Year Composition Readers”
Cat Mahaffey, University of North Carolina-Charlotte, “There and Back Again: How A Journey Into Online Course Design Changed the Way I Teach Writing”
Kathleen Richards, University of North Alabama, “(Re)searching and (Re)thinking Writing Strategies in FYC: A Call for Action”
Raymond Oenbring, The College of the Bahamas, “Course Assessment and Corpus Linguistics”
Tammy Winner, University of North Alabama, “(Re)searching and (Re)thinking Writing Strategies in FYC: A Call for Action”

12-Writing Pedagogies and Processes

A.12 Creating Comunidad Situated Writing Curriculum at Hispanic Serving Institutions: Writing beyond Theoretical Borders

We present writing strategies that focus on reevaluating writing instruction and pedagogical practices at Hispanic Serving Institutions.

Hilton Room 337A, Level Three

Chair: Erin Boade, University of Southern Mississippi
Speakers: Candace Zepeda, Our Lady of the Lake University
Ignacio de Leon, Northwest Vista College
Isaac Hinojosa, Texas A&M Corpus Christi
Defining the “Cross”-Cultural: Re-thinking Rhetorical Assumptions, Terminologies, and Practices from within Comparative Argumentation

This panel considers four theoretical pivot points in the establishment of a (teachable) cross-cultural rhetorical tradition.

Hilton Room 337B, Level Three

Chair: Tarez Samra Graban, Florida State University

Speakers: Keith Lloyd, Kent State University, “Using India’s Nyāya Reasoning to Teach FYC: Building Relational Arguments”

Shakil Rabbi, Pennsylvania State University, “‘Muslim India Is Now Conscious’: Helping Students Understand Discourses of Alterity in the Constitutive Rhetoric of Muhammad Ali Jinnah’s 1940 Lahore Speech”

Rachel Griffo, Community College of Allegheny County, “Cross-Cultural Rhetoric: From Textual Analysis to Ethical Reading”

Tarez Samra Graban, Florida State University, “Teaching ‘Ubuntu’: Arguing for and about the Performances of Pan-African Women without the Emic/Etic Distinction”

Writing Experts and Technology Experts: Institutional Collaboration for Multimodal Composition in First-Year Writing

Prepares attendees to approach collaboration between writing programs and educational technology centers for multimodal writing instruction.

Hilton Room 343B, Level Three

Chair: Megan Boeshart, Old Dominion University

Speakers: Ryan Wetzel, Pennsylvania State University

Dan Getz, Pennsylvania State University

Krista Quesenberry, Pennsylvania State University

Cheryl Glenn, Pennsylvania State University

Laura Michael Brown, Pennsylvania State University

Trace Brown, Pennsylvania State University

Feeling Things in Writing: Material Culture, Emotion Studies, and Writing for Social Action

We engage “thing theory” and cultural emotion theory to model nuanced strategies for rhetorical theory and composition pedagogy.

Hilton Room 339A, Level Three


**Chair:** Carol Bollin, Western Illinois University  
**Speakers:** Whitney Orth, Colorado State University, “Love Your Real Body: Examining How the Dove Real Beauty Campaign Navigates the Materiality of Body to Affect Affect”  
John Koban, Colorado State University, “Composing Things: Thing Theory, Composition, and the Baltimore Riots”  
Lisa Langstraat, Colorado State University, Fort Collins, “Hoarding Empathy: A Pedagogical Experiment in Emotions and Material Culture”

**14-Writing Programs**

**A.16 Being Teachers: The Praxis of Ethos in Instructor Training**

This roundtable clarifies and reasserts the importance of ethos as a focus of new instructor training and of program administration generally.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Virginia Bouie, Joliet Junior College  
**Speakers:** Jessica George, Indiana University, “Quantifying ‘Being’: The Measurement of Ethos in Instructor Training”  
Alex Penn, Indiana University, “The Resources and Liabilities of Digital Ethos”  
Jennifer Warfel Juszkiewicz, Indiana University, “Cultivating a Programmatic Ethos of Responsiveness”  
Dana Anderson, Indiana University, “Ethos as Traditional and Contemporary Framework for Instructor Training”  
John McGlothlin, III, Indiana University, “In Defense of a Professionalized Ethos”

**Respondent:** Christine Farris, Indiana University

**8-Taking Action**

**A.17 Beyond Common Ground: Listening Rhetorically as a Framework for Action in a Digital Story Project**

Using the framework of rhetorical listening, we analyze a digital story project for the action it enables.

GRB Room 351A, Level Three

**Chair:** Allison Schuette, Valparaiso University  
**Speakers:** Allison Schuette, Valparaiso University  
Kelly Belanger, Valparaiso University

**Respondent:** Krista Ratcliffe, Purdue University
**7-Institutional and Professional**

**A.18 Information Literacy and Foundational Writing: Transforming Curricula and Programs through Collaborative Outcomes**
How the new ACRL Framework and WPA Outcomes can transform work in Information Literacy, Foundational Writing, and Writing Centers.

GRB Room 351C, Level Three

*Chair:* Patricia Boyd, Arizona State University

*Speakers:* Libby Miles, University of Vermont, “Transformations through Collaborative Outcomes in Foundational Writing”
Susan Dinitz, University of Vermont, “Transformations through Collaborative Revision in Writing Centers”
Daisy Benson, University of Vermont, “Transformations through Collaborative Design in Information Literacy”

**8-Taking Action**

**A.19 Don’t Just Talk about It, Be about It: Moving beyond Conversation to Integrate HBCU Contributions into the Field of Composition**
We will extend the claim that HBCUs are unique sites of inquiry, poised to be at the forefront of conversations about race and writing.

Hilton Room 340A, Level Three

*Chair:* Kevin Roozen, University of Central Florida

*Speakers:* David Green, Howard University
Faye S. Maor, North Carolina A&T State University, “Making a Vision a Reality: The 2014 Conference on Teaching Composition at HBCUs and Future Scholarly Activities”
Karen Keaton Jackson, North Carolina Central University, “Where Do We Go From Here? Including HBCUs in Relevant Composition Research and Scholarly Activity”
Melissa Berry Pearson, Claflin University, “Moving Forward: Turning the One-Time Conversation into an HBCU Special Interest Group”
Hope Jackson, North Carolina A&T State University, “Where Do We Go From Here? Including HBCUs in Relevant Composition Research and Scholarly Activity”

**2-Basic Writing**

**A.20 Assessment, Pedagogy, and Curriculum in Basic Writing**
In this presentation, speakers focus on methods of assessment and self-evaluation for basic writers.

Hilton Room 342, Level Three
Chair: Virginia Schwarz, Portland Community College
Speakers: Matthew Pifer, Husson University, “Considering the Silences: Designing an Integrated Developmental Writing Curriculum to Encourage University-wide Writing Practices”
Hope Parisi, Kingsborough Community College, CUNY, “Student-Present Narratives in Basic Writing: A Professional Writing Strategy for Action”
Virginia Schwarz, Portland Community College, “Assessment as Activism: Critical Pedagogy and Contract Grading”

A.21 Activist Pedagogies: Service-Learning and Civic Engagement
In this session, panelists offer rich portraits of engaged, locally-responsive service-learning projects.

Hilton Room 333, Level Three

Chair: Tracy Carrick, Cornell University
Speakers: McKinley Green, Michigan State University, “(Inter)active Writing: Creating a Reciprocal, Engaged, and Sustainable Service Learning Program”
Lindsay Hamilton, University of Texas at El Paso, “Propelling Classroom Writing Into Community Engagement Using the Narrative of Self, Us, Now”
Ravyn McKee, Indiana University of Pennsylvania, “International Service Learning in the Writing ClassEmphasizing Sustainability, Care, and Place-Based Writing”
Nancy Reddy, Stockton University, “Personal Writing and Public Spaces: Extracurricular Literacy Instruction as a Site of Civic Engagement”

A.22 The Transfer of Transfer Project: Researching the Efficacy of Teaching for Transfer (TFT) in Four Courses and on Four Campuses
This panel shares the research design and initial findings for the multi-institutional Teaching for Transfer (TFT) transfer project.

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Kathleen Blake Yancey, Florida State University
Speakers: Matt Davis, University of Massachusetts
Liane Robertson, William Paterson University
Erin Workman, Florida State University
Kara Taczak, University of Denver
Respondent: Kathleen Blake Yancey, Florida State University
5-History

A.23 Conversations with the Past: Historiography in Research and Pedagogy
What makes good historiography? What are the emerging frameworks for this kind of research?

Hilton Room 340B, Level Three

Chair: Jessica Enoch, University of Maryland
Speakers: Lauren Cardon, University of Alabama
Leah DiNatale, University of Alabama, “Methods and Motivation: The Political Possibilities of Family History”
Jennie Vaughn, University of Alabama, “Critical and Respectful: The Balancing Act of Historical Research”
Amy Dayton, University of Alabama, “The Ethnographic Impulse in Historical Research”

6-Information Technologies

A.24 Authors and Their Devices: Digital Composing Strategies
This panel examines the relationships between the personal and professional in digital composition pedagogies.

GRB Room 351D, Level Three

Chair: Mariette Ogg, U.S. Coast Guard Academy
James Lu, Emory University, “Computation-Assisted Patchwriting”
Aaron Lanser, University of California, Davis, “‘No Cell Phones During Class, Please’: Borderlands Rhetoric and the Digital Underlife in the First-Year Composition Classroom”
Marie Knowlton-Davis, Utah Valley University, “Writing Strategies in Action: Personal Electronic Devices as Part of Composition Pedagogy”

1-First-Year and Advanced Composition

A.25 Development of Writing Transfer via Research, Assessment, and Faculty Training
This presentation will emphasize the ways in which faculty development and assessment are critical to an environment that not only values writing but also supports it through pedagogy and research.

GRB Room 351E, Level Three

Chair: Robert Derr, Danville Community College
Thursday, 10:30–11:45 a.m.

**Speakers:** Leslie Werden, Morningside College, “Writing Transfer Research: Process & Findings”
Jessica Tinklenberg, Morningside College, “Faculty Development & Assessment with Regard to FYS and WAC”
Alden Stout, Morningside College, “An Inclusive Approach to Teaching Writing”
Jeremy Schnieder, Morningside College, “Faculty Development & Assessment with Regard to FYS and WAC”
David Elder, Morningside College, “An Inclusive Approach to Teaching Writing”

**A.26 Taking Action on Intellectual Property with Open Educational Resources**
The Intellectual Property Caucus standing group panel on open educational resources (OER) and initiatives.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** James P. Purdy, Duquesne University
**Speakers:** David Blakesley, Clemson University
Joe Moxley, University of South Florida
Mike Palmquist, Colorado State University
Charles Lowe, Grand Valley State University
Nick Carbone, Humanities Editorial Department, Macmillan
Sherry Jones, Rocky Mountain College of Art & Design

**Respondents:** John Willinsky, Stanford University
Jack Hennes, Michigan State University

**A.27 Teaching Writing as Rhetorical Action in Schools and Colleges**
Descriptions of rhetorical action in a first-year writing program, Advanced Placement tests, and community literacy outreach projects.

Hilton Grand Ballroom L, Level Four

**Chair:** Keith Walters, Portland State University
**Speakers:** David Jolliffe, University of Arkansas, “Real Audiences, Real Purposes, Real Rhetoric in a Literacy-Outreach Project”
Roger Cherry, Ohio State University, “All That Glitters Rhetorical Is Not Rhetoric”
Beth Daniell, Kennesaw State University, “Rhetoric for College Writing”
6-Information Technologies

A.28 Enacting (Digital) Citizenship in (University of) Houston
This panel focuses on digital writing actions related to complicating race, sexual orientation, and student-veteran experience.
Hilton Room 343A, Level Three

Chair: Scott Evans, University of the Pacific
Speakers: Rebecca Hallman, University of Houston
Travis Webster, University of Houston-Clear Lake
Maurice Wilson, University of Houston

6-Information Technologies

A.29 Bringing the Office to the Class: How Computer Simulations Enhance Proposal Writing for Technical Writing Students
Using computer simulations in technical writing pedagogy improves students’ interest and understanding of the rhetorical situation.
GRB Room 340B, Level Three

Chair: Jonathan Balzotti, Brigham Young University
Speakers: Lauren Fine, Brigham Young University, “Tapping into Narrative: How the Simulation Influenced Student Interest and Engagement”
Brian Jackson, Brigham Young University, “Toward Greater Authenticity: Why and How the Technical Writing Simulation Was Created”
Jonathan Balzotti, Brigham Young University, “Comparative Analysis: How the Simulation Influenced the Rhetorical Effectiveness of the Written Product”

7-Institutional and Professional

A.30 The Extracurriculum within Our Walls
This panel interweaves the extracurriculum and graduate instruction in an MA-only English department.
Hilton Ballroom of the Americas Salon C, Level Two

Chair: Amy Flessert, Northern Virginia Community College
Speakers: Suelynn Duffey, University of Missouri-St. Louis
Jennifer Alexander, University of Missouri-Saint Louis
Jeanne Allison, University of Missouri-St. Louis
Kim Rankin, University of Missouri-St. Louis
Respondents: Rebecca Jackson, Texas State University
Lauren Obermark, University of Missouri-St. Louis
8-Taking Action

A.31 Resources for Teaching Writing to Support #BlackLivesMatter at Predominantly White Institutions

Session will provide attendees with pedagogical resources to center white norms and challenge unexamined white supremacy at PWIs.

Hilton Ballroom of the Americas Salon E, Level Two

Chair: Todd Craig, Medgar Evers College, CUNY
Speakers: Timothy R. Dougherty, West Chester University of PA
Randall Cream, West Chester University of PA
Michael Burns, West Chester University of PA

A.32 “It Takes Two to Make a Thing Go Right”: An Experiment in Team Teaching an Advanced Composition Course with Writing in the Disciplines Focus

Team teachers of a composition course, along with a former student, discuss the drawbacks and benefits of this pedagogical approach.

Hilton Room 346A, Level Three

Chair: Susan Gebhardt-Burns, Norwalk Community College
Speakers: Thomas Bagwell, University of Mississippi, “‘It Takes Two To Make a Thing Go Right’: An Experiment in Team Teaching an Advanced Composition Course with Writing in the Disciplines Focus”
Karla Lyles, University of Mississippi, “‘It Takes Two To Make a Thing Go Right’: An Experiment in Team Teaching an Advanced Composition Course with Writing in the Disciplines Focus”

A.33 Professionalizing Graduate Teaching Assistants: How Advisors Support Successful Writing Instruction

This session discusses how advisors professionalize GTAs’ pedagogical practices, leading to a more unified composition program.

GRB Room 351F, Level Three

Chair: Christina Giarrusso, Florida State University
Speakers: Steve Oakley, Virginia Tech
Julie Mengert, Virginia Tech
Kathy Combiths, Virginia Tech
Sheila Carter-Tod, Virginia Tech
1-First-Year and Advanced Composition

A.34 College Writing in High School: Writing Our Way Out of Test Culture
Delivery of composition within a Title I high school context: how are identity, transfer, curriculum, collaboration, and access addressed?

Hilton Room 344B, Level Three

Chair: Joan Graham, University of Washington
Speakers: Kristen Jones, Eastside Memorial High School, “Advanced Placement: Writing Our Way Out of Test Culture”
Aimee Hendrix Soto, University of Texas, Austin Community College, “Dual Credit: Writing Our Way Out of Test Culture”
Ellen Thibodeaux, Eastside Memorial High School, “Research and Technical Writing: Writing Our Way Out of Test Culture”

9-Language

A.36 Literacy Development and Rhetorical Invention in the Multilingual Classroom
This presentation will define particularly distinguished or like characteristics of rhetorical invention of L1 in L2 composition classes found through the most recent scholarship on invention.

Hilton Ballroom of the Americas Salon A, Level Two

Chair: Barbara L’Eplattenier, University of Arkansas-Little Rock
Speakers: Romana Hinton, University of Tennessee, “Rhetorical Invention in L2 Composition Classes”
Angela Rounsaville, University of Central Florida, “English Language Learning Taken-for-Granted”
Yu-Kyung Kang, University of Illinois at Urbana-Champaign, “Tracing Literacy across Time and Borders: The Changing Global and Local Landscape of Study Abroad Experience in U.S. Higher Education”
7-Institutional and Professional

A.37 Faculty Developer as Activist: Strategies for Writing Instructors and WPAs
Examining how engagement in faculty development can help composition instructors and WPAs bring about needed change at their institution.

Hilton Room 335A, Level Three

Chair: Irwin Weiser, Purdue University
Speakers: Carol Rutz, Carleton College, “Activating Assessment through Faculty Development”
Stephen Wilhoit, University of Dayton, “Becoming Active in Faculty Development: Causes and Effects”
Stacey Sheriff, Colby College, “Think Globally, Act Locally: Using Faculty & Instructional Development to Support International Students”

9-Language

A.38 Healing the Split between Language and Writing: Practical Advice for the Composition Classroom
This panel will apply cognitive and functional approaches to language to the teaching of writing.

GRB Room 340A, Level Three

Chair: Craig Hancock, University at Albany
Speakers: Rei Noguchi, California State University, Northridge, “Core Writing Principles and Iconicity: Integrating the Small and Large in Writing Instruction”
Debra Myhill, University of Exeter, “Writing with Grammar in Mind”
Stella Wang, University of Rochester, “Corpus Approaches: A Case Study of Personal Pronouns”
### B Sessions: 12:15–1:30 p.m.

#### Taking Action Workshop Sessions

<table>
<thead>
<tr>
<th>B.39</th>
<th>Taking Action Workshop: Framing Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refer to page 17 for abstract.</td>
</tr>
<tr>
<td></td>
<td>Hilton Grand Ballroom A, Level Four</td>
</tr>
<tr>
<td></td>
<td><strong>Speaker:</strong> Jenna Fournel, National Council of Teachers of English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B.40</th>
<th>Taking Action Workshop: Influencing Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refer to page 18 for abstract.</td>
</tr>
<tr>
<td></td>
<td>Hilton Grand Ballroom B, Level Four</td>
</tr>
<tr>
<td></td>
<td><strong>Speakers:</strong> Carolyn Calhoon-Dillahunt, Yakima Valley Community College, Lori Shorr, Temple University</td>
</tr>
</tbody>
</table>

#### Poster Sessions

<table>
<thead>
<tr>
<th>Hilton Sky Walk, Level Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Quantitative Analysis of Writing [Center] Leadership and Locality</td>
</tr>
<tr>
<td>We report data from a quantitative study of writing centers’ leadership, staff, and campus locations using ~5,000 institution websites.</td>
</tr>
<tr>
<td>Jessica Reyes, Towson University</td>
</tr>
<tr>
<td>Kelsey Hixson-Bowles, Indiana University of Pennsylvania</td>
</tr>
</tbody>
</table>

| A Small School with a Changed Writing Culture: Taking Action through Faculty Development |
| This interactive digital and print poster session will highlight the transformative impact of a campus-wide faculty development program. |
| Erin Pushman, Limestone College |
| Reed Chewning, Limestone College |
Both Peers and Teachers: Improving Experiences for Course-Embedded Writing Tutors
Proposes research-based emerging model for understanding personal and professional development of course-embedded peer writing tutors.
Brandy Alba, Concordia University Texas

Creating Successful International L2 Writers from the Basics
This poster illustrates two scaffolding processes for L2 writing transfer in knowledge and skills as well as the student dispositions.
Scott Chiu, California Lutheran University
Marthe Russell, The University of Vermont

Dispelling Myths, Encouraging Communication: Exploring Faculty Perspectives on Writing across Campus
Exploring faculty perspectives on writing in their disciplines and about FYW.
Lauren Connolly, Lewis-Clark State College

Literacy Narratives, Genre Awareness, and Knowledge Transfer: A Case Study
Poster presenting a case study of using literacy narratives and genre study to promote knowledge transfer in first-year writing courses.
Whitney James, Emerson College

Rubrics in Action: Students and Instructors Collaborating in Writing Assessment
This presentation will exemplify the step-by-step process used when students and instructor collaboratively create rubrics.
Lizbett Tinoco, University of Texas at El Paso

So Superman Walks into a Writing Center: Translingual Approach Implementation for Both Earthlings and Non-Earthlings
The poster presents alternative strategies to assist multilingual writers in a writing center setting by using a translingual approach.
Titcha Ho, Indiana University of Pennsylvania/Baruch College, CUNY
Deepti Dhir, Baruch College, CUNY

Testing Reading-Preview Techniques to Encourage Student Reading
The poster displays student survey results in response to pre-reading activities to find a technique to encourage student-reading completion.
Elizabeth Grbavcich, University of Wisconsin-Superior
The Literate Citizen-Soldier: Threat, Anxiety, and the Creation of Federal K-12 Education Reform

My project explores the role anxiety and threat have had on 20th century K-12 reform and the impact felt in the composition classroom.

Sarah Fish, University of Houston

Writing for Creative Repurposing: Assessing Transferability in a New Writing Course

This research assesses writing transfer from First-Year Composition to Advanced Composition, with an emphasis on learner dispositions.

Laura Davis, Red Deer College
3-Community, Civic & Public

B.02 Queer Action in the Extracurriculum
This panel explores queer action via extracurricular sites of writing, rhetoric, and literacy development.

Hilton Room 335B, Level Three

Chair: Christine Gregory, Florida International University
Speakers: Pamela VanHaitsma, Old Dominion University, “Romantic Correspondence as Queer Extracurriculum”
Laura Tetreault, University of Louisville, “The Digital Extracurriculum: Online Circulation as Queer Rhetorical Practice”
Alexandra Cavallaro, California State University, “Between Women: The Curriculum of Coming Out as Queer Rhetorical Pedagogy”

3-Community, Civic & Public

B.03 Writing Sustainability in the College Class: Reimagining Communities through Action
Challenging boundaries through trans-disciplinary communication across academic siloes through frameworks of composition and sustainability.

Hilton Room 336A, Level Three

Chair: Betsy Hall, Long Island University-Brooklyn
Speakers: Halle Neiderman, Kent State University
Melanie Knowles, Kent State University
Barbara George, Kent State University

8-Taking Action

B.04 Whose Writing? For What Purpose?: Taking Action with Writing about (Multilingual) Writing
This panel explores the intersection of a translilingual approach and WAW pedagogy as a place to (re)define “good writing.”

Hilton Room 336B, Level Three

Chair: Katherine Silvester, Indiana University
Speakers: Jason Montgomery, Boise State University
Emily Simnett, University of Oregon
Daniel Wilber, Boise State University
5-History

B.05 Histories of Action: Revisiting Composition’s Past to Understand Composition’s Present

This panel brings together four archival recovery projects in composition studies coalescing around significant historical literacy events.

GRB Room 351E, Level Three

Chair: Gail Hemmeter, Bryn Mawr College  
Speakers: Amy Wan, Queens College, CUNY, “College Writing and the Post-War Legacy of Access and Aspiration”  
Dahliani Reynolds, Roger Williams University, “Before Dartmouth: Basic Issues in English”  
Shannon Stimpson, Pennsylvania State University, “A Liberal or Practical Education? The Land-Grant Model and Composition Studies at the Pennsylvania State College 1895 to 1928”

6-Information Technologies

B.06 A Digital Alphabet Soup: MOOCs, DLNs, and GNLEs

This panel explores innovations in composing in MOOCs and new media classrooms through personal and global learning environments.

Hilton Room 327, Level Three

Chair: Thomas Hemmeter, Arcadia University  
Speakers: Daniel Schafer, Bedford/St. Martin’s, “EveryWhenWhere and Propitious PlaceTimeliness: Postmodern Kairos and Veillance in the New Media Classroom”  
Zsuzsanna Palmer, Grand Valley State University, “Beyond Hyphenation: Identity Representation in a Globally Networked Learning Environment”  
Jason Tham, University of Minnesota, “Genres in the MOOCology of Writing: A Return to Social Action”  
Jessica Gordon, Virginia Commonwealth University, “Audience and Connectivist Learning in an Undergraduate cMOOC: A Call for New Strategies to Teach Multimodal Composition”  
Bonnie Boaz, Virginia Commonwealth University, “Audience and Connectivist Learning in an Undergraduate cMOOC: A Call for New Strategies to Teach Multimodal Composition”  
Paul Mulhauser, McDaniel College, “EveryWhenWhere and Propitious PlaceTimeliness: Postmodern Kairos and Veillance in the New Media Classroom”
7-Institutional and Professional

B.07 Rethinking Teaching and Learning Practices for Diverse Populations in the University: A Roundtable on Taking Pedagogical and Administrative Action
Multilingual student advocacy through transdisciplinary professional development, pedagogical initiatives, and administrative action.

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Linda Henriksen, Kansas State University
Speakers: Sarah Elizabeth Snyder, Arizona State University
Greer Murphy, Woodbury University
Norah Fahim, University of Washington
Brooke Ricker, Pennsylvania State University
Katherine Daily O’Meara, Arizona State University
Dan Zhu, University of Washington
Respondent: Shawna Shapiro, Middlebury College

12-Writing Pedagogies and Processes

B.08 Stories That Matter: Student Documentaries as Impactful Collaborative Writing
“Stories” discusses creating documentaries as a strategy for collaborative student writing and projects that act for social justice movements.

Hilton Room 328, Level Three

Chair: Noel Holton, Farmingdale State College, SUNY
Speakers: Cait Ryan, Michigan State University, “Stories That Matter: Student Documentaries as Impactful Collaborative Writing”
Mirabeth Braude, Michigan State University, “Stories That Matter: Student Documentaries as Impactful Collaborative Writing”
Rachel Little, Michigan State University, “Stories That Matter: Student Documentaries as Impactful Collaborative Writing”

9-Language

These panelists explore issues of agency for L2 writers across various contexts and genres.

Hilton Room 329, Level Three

Chair: Peggy Huey, University of Guam

continued on next page
Dora Cheng, The Ohio State University, “Writing with an Accent: L2 Writers’ Authorial Identity and Silenced Voice in Academic Writing”

10-Professional and Technical Writing

B.10 Labeling, Naming, and Visualizing Health and Illness: How Food Labels, FDA Reports, and Ebola Charts Can Help Teach Rhetorical Analysis
This panel answers the call to move writing toward particular actions in the technical communication classroom, through the proposal-writing process, and the ways in which the design choices that technical communicators make when constructing data visualizations shape risk perception in transcultural communicative contexts.
Hilton Room 330, Level Three
Chair: Joanna Johnson, University of Miami
Speakers: Candice Welhausen, University of Delaware
Susan Popham, University of Memphis
Erin Trauth, University of South Florida

II-Research

B.11 Time to Take Stock: What We Can (and Can’t) Learn from Current CHAT Methodology in Writing Studies Research
Origins of cultural-historical activity theory are examined; five respondents weigh its suitability for current research in Writing Studies.
Hilton Ballroom of the Americas Salon D, Level Two
Chair: Dylan Dryer, University of Maine
Speaker: Clay Spinuzzi, University of Texas at Austin
Respondents: Russel Durst, University of Cincinnati
Mya Poe, Northeastern University
David Russell, Iowa State University
Carolyn R. Miller, North Carolina State University
Christiane K. Donahue, Dartmouth and Université de Lille III
Davida Charney, University of Texas at Austin
11-Research

B.12 Citation Practice, Documentation Style, and Scholarly Writing: New Possibilities and New Frameworks
This session is designed to encourage discussion of the ways that roles of and needs for citation formats such as MLA style are changing.

Hilton Grand Ballroom L, Level Four

Chair: Kathleen Fitzpatrick, Modern Language Association
Speakers: John Schilb, Indiana University, Bloomington, “What to ‘Mark’ and What to Leave ‘Unmarked’: The MLA Guidelines’ Role in Constructing Histories of Scholarship”
Daniel Anderson, University of North Carolina at Chapel Hill, “(Re)Figuring Citation: Metaphors, Performance, and Transformative Use.”
Bonnie Lenore Kyburz, Lewis University, “How Do I Cite the Stephen Hawking Hologram?”

12-Writing Pedagogies and Processes

B.13 Theorizing Responsive Action: Sensate Engagement, Critical Expressivism, and Rhetorical Gaslighting
Proposes feminist response frameworks for myriad student composing practices and considers dismissive responses to women’s life writing.

Hilton Room 332, Level Three

Chair: Mike Kelly, Champlain College
Speakers: Amy Robillard, Illinois State University, “Rhetorical Gaslighting: Denying and Dismissing Women’s Experience-Based Writing”
Londie Martin, University of Arkansas at Little Rock, “Remix and Sensate Engagement: Toward Feminist Practices for Composing with and Responding to Sound”
Crystal Fodrey, Moravian College, “A Call for Critical Expressivist Response in the Undergraduate Creative Nonfiction Workshop”

13-Theory

B.14 Detect, Elect, Connect: Instructional Perspectives and Activities for Enabling Transfer
This panel will discuss approaches that can enable transfer, including self-efficacy, performance, imitation, and self-directed learning.

Hilton Room 337B, Level Three

Chair: Jada Augustine, California State University, Northridge
Speakers: Irene Clark, California State University, Northridge, “Fostering Genre Transfer through Imitation and Modeling”

continued on next page
Robert Terry, Armstrong State University, “Recognizing Dispositions: The Social Identity of Transfer”
Jill Morris, Frostburg State University, “Learning How to Learn to Write: Transfer When Writing Is a Tool”

1-First-Year and Advanced Composition

B.15 Partnering with Institutional Archivists: Exploring the Archives as Potential Sites for Undergraduate Research and Creative Nonfiction Writing
This session will explore partnerships with institutional archivists to develop models for archives projects in undergraduate classes.

Hilton Room 338, Level Three

Chair: Tarez Samra Graban, Florida State University
Speakers: Katherine Tirabassi, Keene State College, “Opening the Archives to Undergraduates: The Potential of the Archives in Creative Nonfiction Writing Courses”
Michelle Niestepski, Lasell College, “Opening the Archives to Undergraduates: The Potential of the Archives in First-Year Writing Courses”

14-Writing Programs

B.16 Reform in Writing Center Practices Based on Comprehensive Studies
This session explores how longitudinal data can be used to influence writing center practices.

Hilton Room 339A, Level Three

Chair: Carie King, Taylor University, Ball State University
Speakers: Jo Mackiewicz, Iowa State University, “A Corpus-Driven Approach to Analyzing Writing Center Conferences: Findings and Implications for Tutor Training”
Roger Austin, Georgia State University, “Taking Action through the Archives: Standardizing Writing Center Archive Profiles for Praxis, Knowledge, and Continuity”
J. Christian Tatu, Lafayette College, “De-Centering Academic Prose in the Writing Center”
Isabelle Thompson, Auburn University, “A Corpus-Driven Approach to Analyzing Writing Center Conferences: Findings and Implications for Tutor Training”
2-Basic Writing

B.17 Basic Writing at Community Colleges: Redesigning Curriculum and Professional Development
These papers focus on curricular and professional development innovations for community college students and faculty.

Hilton 339B, Level Three

Speakers: Miriam Moore, Lord Fairfax Community College, “Redesigning Professional Development for Community College Faculty”
Margaret Bertucci Hamper, University of Wisconsin-Madison, “Basic Students or Basic Writers? Complicating the College-Readiness Model”
Susan Gabriel, Community College of Baltimore County, “What Are We Waiting For? A Manifesto to Create and Scale Accelerated Basic Writing “On-Ramps””

8-Taking Action

B.18 Local Transformations, Local Publics: Actualizing through Activism
This panel looks at writing’s roles and forms in specific contexts of local community action.

Hilton Room 343A, Level Three

Chair: Jennifer Kunka, Francis Marion University
Kevin Janak, Texas A&M University-Commerce, “Geo-Mapping: Displaying Struggle, Taking Action”
Rebecca McKee, Texas A&M University-Commerce, “Witnessing History, Taking Action: Promoting Conscientization through Multimodal Composing”
3-Community, Civic & Public

B.19 Writing Black Lives to Matter: Civic and Digital Engagements to Sustain the Revolution

These panelists explore the power of civic and digital activism to fight for African-American lives.

Hilton Room 343B, Level Three

Chair: Lyndsey Lefebvre, Long Beach City College
Speakers: Julie Nelson, North Carolina Central University, “Revising Knowledge: Writing Wikipedia Articles at an HBCU”
Alli Hammond, University of Cincinnati, “Keep on Tweeting for a Free World: The Evolution of Hashtag Activism”
Brandon Erby, Penn State University, “Learning Is an All-Black Thing: The Literacies and Pedagogies of Black Educational Institutions and Communities during the Civil Rights and Black Power/Arts Movements”

1-First-Year and Advanced Composition

B.20 Perspectives on Preparation and Performance: A Qualitative Study of College Students’ Approaches to Writing

This panel presents results from a study comparing students who took FYC in college to those with pre-college AP or dual-enrollment credit.

Hilton Room 340B, Level Three

Chair: Jeffrey Ringer, University of Tennessee
Speakers: Ereck Jarvis, University of Tennessee, “What Do We Know about AP, DE, and FYC Writers? A Review of Past Research”
Jacqueline Kerr, University of Tennessee, “‘My Writing Abilities?’: Students’ Reflections on Their College Writing Preparedness and Practices”
Kirsten Benson, University of Tennessee, “Are There Differences between AP, DE and College FYC Preparation? Students’ Self Reports of College Writing Practices and Attitudes”
12-Writing Pedagogies and Processes

B.21 I See What You Mean: Using Infographics to Inspire Action across Diverse Curricula
Teachers in Ed, FYC, and Professional Writing share strategies for using Infographics as rhetorically-informed, powerful genres for action.
Hilton Room 340A, Level Three

Chair: John McKinnis, Buffalo State, SUNY
Speakers: Allison Walker, High Point University
Georgeanna Sellers, High Point University

B.22 Potentially Moving from Margin to Center: A Report on Arizona State University Writing Programs’ ProMod Interdisciplinary Collaborations
A report on the success and/or failures of the interdisciplinary ProMod cohorts developed for Fall 2015 FYC classes by ASU Writing Programs.
Hilton Room 337A, Level Three

Chair: Shirley Rose, Arizona State University
Speakers: Jennifer Waters, Arizona State University
Sarah Young, Arizona State University
Sarah Dean, Arizona State University

B.23 Rhetorical Practices and Language Tensions
This panel traces cultural and rhetorical contexts of language variations to discuss language tensions and pedagogical implications.
Hilton Room 335A, Level Three

Speakers: Amanda Hayes, Ohio University, “Our Past, Our Present, Our Future: History and Sovereignty for Appalachian Rhetoric”
Meaghan Elliott, University of New Hampshire, “Defining ‘Thug Life’ in a White Kitchen”
Lamiyah Bahrainwala, The University of Texas at Austin, “Just Awareness Isn’t Enough: AAVE Findings Writing Instructors Should Know”
10-Professional and Technical Writing

B.24 Medical Rhetoric and Scientific Communication
This panel provides four case studies of negotiating public health crises via medical scientific, and digital rhetorics.

Hilton Room 344B, Level Three

Chair: John Misak, Queensborough Community College
Speakers: Ryan Eichberger, University of Minnesota, “Negotiating Crisis in the Magic Land: Blogging, Science Communication, and the Disneyland Measles Outbreak”
Brandon Strubberg, Texas Tech University, “Spurring Patients to Action: Patient-Centered Communication in Diabetes Manuals”
Russell Kirkscey, Texas Tech University, “A Rhetorical Framework for the Analysis of Patient Decision Aids”
Kyle Vealey, Purdue University, “Storytelling Failure in the Vale of Leven: How a Bacterial Outbreak at a Rural Hospital Became a Wicked Problem”

11-Research

B.25 Research as Social Action: Situating Critical Discourse Analysis within Rhetoric and Composition Studies
Using CDA as a theoretical and methodological framework, panelists demonstrate how research and critique of writing can enact social change.

Hilton Room 342, Level Three

Chair: Travis Grandy, University of Massachusetts Amherst
Speakers: Tyler Evans-Tokaryk, University of Toronto Mississauga, “Exploring the Discourses of English as an International Language and Academic Writing Instruction”
Caitin Quatmann, University of Missouri, “Understanding Student-Writer Identity and Writing Course Placement”
Natalie Malin, Texas Woman’s University, “Empowering Students by Addressing the Unspoken”
Travis Grandy, University of Massachusetts Amherst, “Articulating the Values of Writing Across the Curriculum”

12-Writing Pedagogies and Processes

B.26 Storying as Action: Using Narrative to Co-Create Identity in the Writing Classroom
Through active and reciprocal storytelling, this participatory session explores ways shared storying can create identity in the classroom.

Hilton Room 346A, Level Three
Thursday, 12:15–1:30 p.m.

Chair: Sonja Montague, College of Southern Maryland

Speakers: Charlesia McKinney, University of Kansas, “Pedagogical Strategies for Integrating Storying in the Writing Classroom”
Cynthia Fields, Colgate University, “Storying in Reciprocal Spaces: Rhetorical Listening as Identity Creation”
Katie Elliott, University of Kansas, “Tell Me a Story: Authentic Storying as Narrative Identity Construction”

13-Theory

B.27 Storytelling as a New Pathway to Social Justice
This session explores how various means of storytelling can help facilitate collaboration, survival, and healing.
GRB Room 351A, Level Three

Chair: Clare Murray, Texas State University
Speakers: Kaia Simon, University of Illinois at Urbana Champaign, “Literacy, Agency, and Rewriting Hmong Womanhood”
Santos Ramos, Michigan State University, “La Lucha Sigue: Collaborating with Xicano & Social Justice Rhetorics”
Emilie Koenig, University of Houston, “‘Listen to My Feet and I Will Tell You the Story of My Life’: Recovering Tap Dance as Rhetorical Practice”
Donny Winter, University of Central Missouri, “Trauma Recovery: The Medicine of Storytelling in Two-Spirit Poetry”

14-Writing Programs

B.28 Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign
Participatory media is used to represent the complexity of program revision. The audience joins in assets mapping and networking for action.
GRB Room 351C, Level Three

Chair: Elizabeth Olmos, California State University, Los Angeles
Speakers: William C. Kurlinkus, The University of Oklahoma, “Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign”
Susan Kates, University of Oklahoma, “Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign”
Sandra Tarabochia, University of Oklahoma, “Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign”
7-Institutional and Professional

B.29 Interrogating (Cross)Disciplinarity: Personal and Professional Identities at Work
In this session presenters explore the implications of disciplinary identity for students and faculty in multiple contexts within higher education.

GRB Room 351F, Level Three

Chair: Megan O’Neill, NJIT
Speakers:
- Lane Fletcher, University of Houston, “Writing Transfer Students into the University”
- Daniel Bommarito, Bowling Green State University, “The Neglected Side of ‘Co’: A Case for Repositioning English Studies for Transdisciplinary Collaboration”
- Kathleen Jernquist, U.S. Coast Guard Academy, “A Pedagogy of Transfer: A Writing Center’s Rhetorical Language and Its Strategy for Action across Campus”

8-Taking Action

B.30 Addressing the “Practical and Critical” in Translingual Approaches to Writing Strategies for Action
“Practical and critical” approaches to translingualism in pedagogy, practice, and assessment.

GRB Room 351D, Level Three

Chair: Rachel Griffo, Community College of Allegheny County,
“Addressing the ‘Practical and Critical’ in Translingual Approaches to Writing Strategies for Action”

Speakers:
- Sarah Blazer, Lehman College, CUNY, “Translingual Pedagogies in Writing Center Spaces”
- Kathleen Hynes, Indiana University of Pennsylvania, “Good Writing’ and Translingual Rubric Design”
- Melissa Lee, Canton, SUNY, “Pedagogical Paradox: Reconciling WEs and Translingualism”
I-First-Year and Advanced Composition

B.31 Inspiring Action by Enabling Agency in Interdisciplinary Advanced Writing Courses
Panelists connect advanced composition courses, interdisciplinary writing instruction, student agency, and professional and civic activities.

GRB Room 340A, Level Three

Chair: Jeanine Rauch, The University of Mississippi, “Basic Writing Techniques Lead to Inspired Students”


6-Information Technologies

B.32 Making Meaning: The Maker Movement and Writing Studies
This panel explores the way makerspaces provide strategies for action that can benefit the study, theorization, and teaching of writing.

Hilton Ballroom of the Americas Salon C, Level Two

Chair: Charles Paine, University of New Mexico

Speakers: David Sheridan, Michigan State University, “Rhetorical Objects: Making as a Strategy for Action”
Kyle Bohunicky, University of Florida, Gainesville, “Game-MakerSpaces: Teaching Compositional Action through Digital Game Design”
Blake Watson, University of Nevada, “Material Literacies: Prototyping and Tinkering With Writing and Making”
Ann Shivers-McNair, University of Washington, “Writing in Action: What We Can Learn about Transfer, Uptakes, and Ethics from Makerspaces”

8-Taking Action

B.33 The Promises and Perils of DIY Activism in Networked Digital Publics: Action, Agency, and Intervention
This panel addresses theoretical, practical, and pedagogical implications of digitally mediated activism in networked publics.

Hilton Ballroom of the Americas Salon F, Level Two

Chair: Sarah Parker, Morrisville State College


continued on next page
Thursday, 12:15–1:30 p.m.

Stephanie Hedge, University of Illinois Springfield, “A Pedagogy of Action in Digitally Mediated Networks: A Heuristic for Anonymous vs. Non-anonymous Modes of Writing in the Classroom”

**1-First-Year and Advanced Composition**

**B.34 Writing Transfer in Three STEM Contexts: Teacher Education in Physical Science, Career Preparation in Animal Science, and Cookbook Labs in Natural Science**
Research from two institutions: Courses where curricula, pedagogy, lab reports impact both forward- and backward-reaching transfer.

Hilton Ballroom of the Americas Salon E, Level Two

*Chair:* Christine Photinos, National University

*Speakers:* Daniel Kenzie, Purdue University, “Simulating Science: Lab Reports, Transfer, and Career Preparation”
Bradley Dilger, Purdue University, “Remixing the Cookbook Lab: Encompassing Transitions in Science Labs”
Redina Herman, Western Illinois University, “Teacher Education: An Integrated Approach to Lab Reports”
Neil Baird, Western Illinois University, “Remixing the Cookbook Lab: Encompassing Transitions in Science Labs”

**B.35 Remembering Kent: Taking Action on Literacy Policies**

In this session, four policy experts consider the contributions made by and with former NCTE Executive Director Kent Williamson to literacy policy.

Hilton Ballroom of the Americas Salon A, Level Two

*Speakers:* Anne Ruggles Gere, University of Michigan, “Linking Policy and Research”
Kathleen Blake Yancey, Florida State University, “The Other Half of Literacy: Creating the National Day on Writing in the Context of Policymaking”
Barbara Cambridge, National Council of Teachers of English, “A Perfect Legacy: The Kent D. Williamson Policy and Advocacy Center”
Leslie Patterson, Human Systems Dynamics Institute, “Building the National Center for Literacy Education”
13-Theory

B.36  The Complexity of Agency in the Composition Classroom
This session explores feminist praxis within composition studies as applied to women as rhetors.

Hilton Room 333, Level Three

Chair: Davida Pines, Boston University
Speakers: Justin Hayes, Quinnipiac University, “A Feminist Praxis for Composition Studies”
Cactus May, Ohio University, “We Have Always Been Complex: Toward a Complexity Praxis”
Martha McKay Canter, Florida State University, “Rhetoric on a Slant: A Strategy for Women as Marginalized Rhetors”

7-Institutional and Professional

B.37  Enacting Career Diversity in Rhetoric and Composition: Different Pathways for a Professional Life with a PhD in Rhetoric and Composition
This panel explores professional pathways for rhet-comp PhDs, including community-college, university-administration, and industry positions.

GRB Room 340B, Level Three

Chair: Gail Pizzola, University of Texas at San Antonio
Speakers: Ruijie Zhao, Parkland College, “An Unexpected Step into an Expected Career: Looking Back at my PhD Education from the Vantage Point of a Community College Career”
Joanna Schmidt, Texas Christian University, “Working Definitions: Alt-Ac, Identities, and Opportunities”
Anita Furtner Archer, Raytheon, “An Unexpected Outcome: Building a Career Path with Diverse Experiences”

12-Writing Pedagogies and Processes

B.38  Response in Action: Negotiating the Intentions of Students, Teachers, and Peer Reviewers
This interactive session delves into the complexities of intentions and ideologies in peer, writer, and teacher response to students’ texts.

GRB Room 351B, Level Three

Chair: Nancy Sommers, Harvard University
Respondents: Chris Anson, North Carolina State University
Howard Tinberg, Bristol Community College
C Sessions: 1:45–3:00 p.m.

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Location</th>
<th>Chair</th>
<th>Speakers</th>
</tr>
</thead>
</table>
1-First-Year and Advanced Composition

**C.02 If You Teach It, They Will Learn: Effects of Explicit Style Instruction in and beyond the Writing Class**
A study of two approaches to style instruction shows that it does affect students’ writing, though not exactly as one might expect.

*GRB Room 351E, Level Three*

**Chair:** Nora Bacon, University of Nebraska Omaha  
**Speakers:** Star Medzerian, Nova Southeastern University  
Keith Rhodes, Hastings College  
Nora Bacon, University of Nebraska Omaha

2-Basic Writing

**C.03 Nothing Basic about It: Taking Action for Student Success**
This presentation showcases an Enhanced FYC, replacing remedial writing at one institution, and invites the audience to imagine their own.

*Hilton Room 335B, Level Three*

**Chair:** Anne Riecken, Seminole State College  
**Speakers:** Maureen Jecrois, Bridgewater State University, “Doing the Write Thing”  
Lee Torda, Bridgewater State University, “When Basic Writing Isn’t So Basic”  
Joyce Rain Anderson, Bridgewater State University, “Whose Language Counts?”  
Nicole Williams, Bridgewater State University, “Struggle as Pedagogy for At-Risk Writers”

3-Community, Civic & Public

**C.04 Connecting Students to Community in First-Year Composition**
This session explores multiple dynamic collaborations between first-year composition students and their communities.

*Hilton Room 328, Level Three*

**Chair:** R. Joseph Rodriguez, The University of Texas at El Paso  
**Speakers:** Brian Harrell, University of Akron, “Engaging Community in First-Year Composition: The Stories of the Dead and Dying”  
Paul Resnick, Illinois Central College, “Bridging Diversity and Community Partnerships in First-Year Composition”  
Kristen Weinzapfel, North Central Texas College, “Engaging Community in First-Year Composition: Food Rhetoric in Action”  
Kassia Shaw, Waubonsee Community College & DePaul University, “Bridging Diversity and Community Partnerships in First-Year Composition”
4-Creative Writing

C.05 Action MFAs: Strategies for Incorporating Creative Writing Pedagogies in the Composition Classroom
This panel offers concrete strategies for incorporating creative writing pedagogy into the lessons for the first-year writing classroom.

Hilton Room 329, Level Three

Chair: Elsa Rogers, Hodges University
Speakers: Kara Mae Brown, University of California Santa Barbara
Kat Gonso, Northeastern University
Aaron Block, Northeastern University
Anne Wheeler, Springfield College, “What I Learned in MFA School, or How I Learned to Teach the ‘I’”

5-History

C.06 Recovering Writing Center Histories and Discourses
This panel recovers artifacts of writing center instruction, including histories of center directors and early uses of technology in these centers.

Hilton Room 343B, Level Three

Chair: Lee Tesdell, Minnesota State University, Mankato
Speakers: Alexander Landfair, New York University, “Technological ‘Solutionism’ in the Writing Center”
Sue Mendelsohn, Columbia University, “‘Raising Hell’: The Roots of Multiliteracy Instruction”
Lee Tesdell, Minnesota State University, Mankato, “Pioneer on the Iowa Prairie: Carrie Stanley and Her Writing Center Strategies at the State University of Iowa”

6-Information Technologies

C.07 Women’s Ways of Practicing Digital Communities
This panel presents three case studies of women’s literacy and rhetorical practices in digital spaces.

Hilton Room 338, Level Three

Chair: Melody Pickle, Kaplan University
Jennifer McVeigh, Purdue University, “She Is Worth Far More Than Rubies: Creating a Self through Online Narrative Writing”
Rebekah Sims, Purdue University, “She Is Worth Far More Than Rubies: Creating a Self through Online Narrative Writing”
Kainat Abidi, St. John’s University, “Silence as Defense: The Compositional Considerations of Women on Social Media”
7-Institutional and Professional
C.08 Acting Out: The Legacy of Hephzibah Roskelly and Elizabeth Chiseri-Strater
This roundtable will explore a legacy of mentoring, social action, and feminism of two of the field’s leaders.

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Joe Sample, University of Houston-Downtown
Speakers: Kathleen J. Ryan, Montana State University, “Working at Your Life: An Ethics of Responsibility”
Rebecca Jones, University of Tennessee, “Bird Groups: Collaborating with Heart”
Janet Bean, University of Akron, “Rhetorical Triangles and Ethnographic Triangulation: The Importance of Thirds”
Marsha Lee Baker, Western Carolina University, “Why Do I Teach Peaceably? Acting out Nonviolent Means and Ends”
Jackie Grutsch Mckinney, Ball State University

9-Language
C.09 Translation, Linguistic Memory, and the Impact of (English-Only) Language Policy
These panelists explore different sites of trans-languaging and policy-making.

Hilton Room 330, Level Three

Chair: Dagmar Scharold, University of Houston-Downtown
Speakers: Brittany Ramirez, UTRGV, “American Linguistic Memory & the Implications for First-Year Composition Courses”
Katherine Flowers, University of Illinois at Urbana Champaign, “Local Policies and National Networks: Text Histories of Two County-Level English Only Policies”
Terence Daniel McEneny, University of Texas at El Paso, “Translation as Composing”
1-First-Year and Advanced Composition

C.10 Multimodal Composition as a Strategic Approach to First-Year Writing
Critical perspectives on how multimodal composition might be leveraged strategically to promote and expand the values and outcomes of FYC.

Hilton 339B, Level Three

Chair: Rhonda Schlatter, Mesa Community College
Speakers: Karla Saari Kitalong, Michigan Technological University, “Multimodality as a Gateway into and out of FYC: Or, Remix as Transfer”
Lauren Bowen, University of Massachusetts, “Multimodal + Composition: Searching for the Fit, Not the Fix”
Abraham Romney, Michigan Technological University, “Border Perspectives on Expanding Definitions of Literacy through Multimodal Composition”

12-Writing Pedagogies and Processes

C.11 Peer Perceptions: Conferencing and Feedback
These papers examine conferencing and peer reviewing practices, using both case studies and broad data sets from first-year writing courses.

GRB Room 351F, Level Three

Chair: Michael Cripps, University of New England
Speakers: Kay Halasek, The Ohio State University, “Interrogating Peer Response as ‘Proxy’: Reframing and Reimagining Peer Review as Connected Practice”
Lisa Swan, University of Maryland, “Reexamining Writing Conferences: Underrepresented Student Perspectives”
Michael Cripps, University of New England, “Peers Take Action in Writing: A Content Analysis of Peer Feedback in the Composition Classroom”

10-Professional and Technical Writing

C.12 Morals, Values, Emotions, and Cultures: Investigating Identity in Professional Communication Contexts
The panelists highlight the complex development, negotiation, and integration of identities in diverse professional communication contexts (military, religious, intercultural, and classroom).

GRB Room 340A, Level Three

Chair: Robin Gosser Sexton, Auburn University
Speakers: Sheeba Varkey, St. John’s University, “Veterans’ Move to the Workplace: Authorship and Identity in Military and Civilian Resumes”
Annie Kelvie, University of Illinois at Urbana Champaign, “Writing in the Religious Professions: A Case Study”
Theresa (Tess) Evans, Miami University, “Emotions Suppressed/Emotions Evoked: The Role of Pathos in Writing for Pragmatic Action”
Sam Dragga, Texas Tech University, “Morality, Values, and Robotics: Integrating Theories of Intercultural Communication”

8-Taking Action

C.13 Making Meaningful Writing Happen: Action Plans for Writing Advocacy
Based on findings from the Meaningful Writing Project and other key studies, participants will develop action plans for writing advocacy.
Hilton Grand Ballroom L, Level Four
Chair: Anne Ellen Geller, St. John’s University, “Making Meaningful Writing Happen: Action Plans for Writing Advocacy”
Speakers: Neal Lerner, Northeastern University, “Making Meaningful Writing Happen: Action Plans for Writing Advocacy”
Michele Eodice, University of Oklahoma, “Making Meaningful Writing Happen: Action Plans for Writing Advocacy”

11-Research

C.14 Representing Authorship: Plagiarism, Inclusion, and (Academic) Citizenship
This panel offers critical research-based analyses of academic citation practices and legitimizing discourses.
Hilton Room 336A, Level Three
Chair: Ritu Sharma, Kaplan University
Speakers: Diane Kelly-Riley, University of Idaho, “Reference Pages and Citation Practices as Instances of Assessment: A Case Study of Fairness Exploring Representations of Race and Sex in a Writing Studies Journal”
Suzanne Lane, Massachusetts Institute of Technology, “Source Use Across Genres: Lessons from Extending the Citation Project Methodology”
Elizabeth Kleinfeld, Metropolitan State University of Denver, “How and When First Year Students’ Understanding of Source Use Develops”
Enrique Paz, Miami University of Ohio, “Language of Documentation: Immigration and Plagiarism”
13-Theory

C.15 Faster, Bigger, Cheaper: Ideologies of Efficiency in the College Writing Classroom
Faster, cheaper—better? The long push for efficiency in writing instruction and assessment and its consequences for students.

GRB Room 340B, Level Three

Chair: Steve Lamos, University of Colorado-Boulder
Speakers: Paige Hermansen, University of Arkansas, “A Golden Bill of Goods: The Effects of For-Profit Promotional Discourse on Prospective Students”
Bonnie Tucker, University of Michigan, “Writing Instruction for Profit?”
Gail Gibson, University of Michigan, “Fix Them Faster: The Long Influence of Efficiency on Writing Remediation”
James Hammond, University of Michigan, “Variations on a Theme: Barrett Wendell and the Origins of Efficiency in Writing Assessment”

14-Writing Programs

C.17 The Writing Center’s Online Presence
In this session the perceptions of the writing center’s online presence are explored.

Hilton Room 336B, Level Three

Chair: Elizabeth Simison, University of Connecticut
Speakers: Anna Worm, Florida State University, “How We Feel about OWLS”
Courtney Werner, Monmouth University, “Enacting Our Ideologies: How Our Writing Center Websites (Don’t) Speak for Us”
Lindsay Sabatino, University of North Carolina-Greensboro, “Student Voice in Strategic Action: Students’ Perspectives of Online Writing Center Interactions”

3-Community, Civic & Public

C.18 The Best of Three Worlds: Integrating Writing, Civic Engagement, and First-Year Experience Programs
This panel examines first-year experience programs and strategies for ensuring high-impact outcomes in writing and civic engagement.

Hilton Ballroom of the Americas Salon A, Level Two

Chair: Patricia Bizzell, College of the Holy Cross
Speakers: Morgan Reitmeyer, Regis University, “Contemplatives in Action: Creating the First-Year Experience before the First Day of Class”
June Johnson Bube, Seattle University, “Framing the Themed Academic Writing Course as Civic Engagement”
Allen Brizee, Loyola University Maryland, “Civic Writing and #BaltimoreUprising: Health Equity, the Digital Divide, and Assessment in a First-Year Experience Program”
Respondent: Jenn Fishman, Marquette University

8-Taking Action
C.19 Students, Faculty, and Curriculum: Responding to Public Perception and Public Policy
Panelists will describe strategies for reclaiming writing curriculum and assessment in the face of public misperceptions and legislative accountability measures.

Hilton Room 337B, Level Three

Chair: Bradley Smith, Governors State University
Speakers: Susan Bernadzikowski, Cecil College, “The Students beyond the Stats”
Joanne Addison, University of Colorado, “How the Common Core State Standards Define What Writing Is and Does for College Composition Classrooms”
Elizabeth Burmester, Georgia State University, “Changing Perceptions of Writing: Take Action with Innovative Program Design in the Writing Major to Influence Public Policy Outside the Classroom”
Jerry Stinnett, Duquesne University, “Writing Outcomes as Strategic Action: Defining a Good Start Instead of Good Writing in First-Year Composition”

6-Information Technologies
C.20 Action Movies: Filmmaking, Multimodality, and Critical Pedagogy
Four educators offer experiences using filmmaking in multimodal critical pedagogies to empower students’ identities and compositions.

Hilton Room 337A, Level Three

Chair: Kefaya Diab, New Mexico State University
Speakers: Nina Ringer, The College of New Jersey
Kara Jensen, Georgia Military College
Albert Wray, University of North Carolina at Charlotte
Kefaya Diab, New Mexico State University
1-First-Year and Advanced Composition

C.21 Enacting Information Literacy: Strategies for Library–Classroom Collaboration
FYC in the library with the question: how should we work with librarians?
Hilton Room 339A, Level Three

Chair: Greta Vollmer, Sonoma State University
Speakers: Alexis Teagarden, University of Massachusetts Dartmouth, “The Reaction-Recapping a Semester-Long, Experiment in FYC-Library Collaboration”
Michael Carlozzi, Roger Williams University, “The Action-Framing Information Literacy in FYC and Library Science”
Anicca Cox, University of Massachusetts Dartmouth, “The Interaction Part II-or How Many Sources Does This Class Need?”

9-Language

C.22 From Code-Switching to Code-Meshing: Validating the Brown/Black Voice
This presentation looks at aspects of code-meshing and code-switching as vital tools for the composition course.
Hilton Room 342, Level Three

Chair: Patsy Watts, East Central College
Speakers: Gael Fonken, St Cloud State University, “Opening New Worlds: ¿Can L2 Spanish Literacy Become a WAC Research Goal?”
Kim Hensley Owens, Northern Arizona University, “Toward a Code-meshing Pedagogy: Embracing Students’ ‘Wild Tongues’”
Kay Losey, Grand Valley State University, “The Rhetoric of Written Code-switching: The Importance of Authorial Agency”

10-Professional and Technical Writing

C.23 Designing for Usability and Accessibility
Panelists provide strategies for teaching ethical design that fosters usability and accessibility.
Hilton Room 340A, Level Three

Chair: Mindy Williams, Central Oregon Community College
Kimberly Baker, University of Wisconsin-Milwaukee, “Boxed Cake Mix and a Fully Stocked Kitchen: Usability Research Projects can Help Prepare Students For the Classroom-to-Workplace Transition”
Thursday, 1:45–3:00 p.m.

Thomas Henry, Utah Valley University, “Accessibility, Ethics, and Visual Design: Taking Action against Design That Hurts People”
Florence Elizabeth Bacabac, Dixie State University, “Invention Using Concept Maps for Multimedia and the Web: A Strategic Action Plan”

**11-Research**

C.24 *Negotiating Disability Disclosures in Qualitative Writing Studies Research*
Panelists reflect on researcher positionality, ethics of disclosure, and developing qualitative studies of disability and writing.

Hilton Room 340B, Level Three

*Chair:* Laura Metzger, Northwest Vista College
*Speakers:* Tara Kathleen Wood, Rockford University, “Who Can Write about Disability?”
Pamela Saunders, University of Illinois at Urbana Champaign, “Employing a Disability Studies Methodology to Rethink Access in Qualitative Research on Writing”
Allison Hitt, University of Central Arkansas, “Reciprocal Disclosures: Co-Constructing Knowledge about Disability and Writing”

**12-Writing Pedagogies and Processes**

C.25 *Issues in Contemplative Writing Pedagogy*
This panel examines various facets of contemplative writing pedagogy.

Hilton Room 343A, Level Three

*Chair:* Jason Helms, Texas Christian University
*Speakers:* Timothy Ballingall, Texas Christian University, “Genevieve Stebbins and the Rhetoricity of Breathing”
Ashley Rea, Florida State University, “Digital Contemplative Composition: A Feminist Approach to Inquiry”
Jackie Hoermann, Texas Christian University, “Bringing Bodies into Relief: Feminist Theory Action in Contemplative Writing Evaluation”
13-Theory

C.26 The Legacy of Textual Carnivals
This panel marks the 25th anniversary of Susan Miller’s Textual Carnivals by considering its wide-ranging legacy.
Hilton Grand Ballroom I, Level Four

Chair: Thomas Girshin, Ithaca College
Speakers: Charles I. Schuster, University of Wisconsin-Milwaukee, “Textual Carnivals and the Art of Subvocalization”
Jacqueline Rhodes, California State University, San Bernardino, “Susan Miller and the Queer Subject of Composition”
Respondent: Deborah H. Holdstein, Columbia College Chicago, “The Legacy of Susan Miller”

14-Writing Programs

C.27 Reaffirming Praxis: Teaching First-Year Composition as Our Profession’s Highest Calling
We are reaffirming praxis to create and ground a first-year curriculum that helps students complete college and improve their writing.
GRB Room 351D, Level Three

Chair: Elaine Maimon, Governors State University, “Our Scholarly Strength Comes from the Classroom”
Speakers: Kerri Morris, Governors State University, “Meeting Students Where They Are Means Discovering Who They Are”
Reinhold Hill, Governors State University, “An Integrative Approach to General Education: Theory, Best Practices, and Implementation”

7-Institutional and Professional

C.28 Standardization and Democratization in and of Writing Programs
This panel enacts a debate about whether curricular standardization is necessary to democratize college writing.
Hilton Room 335C, Level Three

Chair: Chris Gallagher, Northeastern University
Speakers: Cathy Birkenstein, University of Illinois at Chicago
Chris Gallagher, Northeastern University
Gerald Graff, University of Illinois at Chicago
Bruce Herzberg, Bentley University
8-Taking Action

C.29 Negotiating Space and Identity: Non-Native English-Speaking Writing Instructors' Strategies for Action
This panel focuses on the experiences of non-native English-speaking writing instructors and ways to improve their working conditions.

GRB Room 351A, Level Three

Chair: Mariya Tseptsura, University of New Mexico
Speakers: Mariya Tseptsura, University of New Mexico, “Negotiations of NNESWI’s Teacher Identity: A Case for Reflective Practice”
Judith Szerdahelyi, Western Kentucky University, “Taking Action against Negative Bias in Non-Native English Speaking Writing Instructors’ Course and Faculty Evaluations”
Lilia Joy, Henderson Community College, “Embracing NNES Instructor’s Identity in a Composition Classroom”

I-First-Year and Advanced Composition

C.30 Taking Action to Foster Student Responsibility in the Twenty-First-Century Composition Classroom
We will share multimodal best practices to foster student responsibility and personal action in first-year composition classrooms.

Hilton Room 344B, Level Three

Chair: Diana Wolfe, San Jacinto College
Speakers: Brenda Woods, University of Central Missouri
Amanda Drake, University of Central Missouri
Melody Niesen, University of Central Missouri

6-Information Technologies

C.31 Difficulty as Possibility in Composing and Teaching with Digital Media
This panel explores how writers encounter difficulty in digital composing and repositions difficulty as a generative and creative space.

Hilton Ballroom of the Americas Salon D, Level Two

Chair: Megan Adams, The University of Findlay
Speakers: Annette Vee, University of Pittsburgh, “Learning to Let Go of Competence: Digital Media Pedagogy at the Graduate Level”
Derek Van Ittersum, Kent State University, “Workflow Friction: Designing Writing Processes around Difficulty”
Tim Lockridge, Miami University, “Workflow Friction: Designing Writing Processes around Difficulty”
Rachael Sullivan, St. Joseph’s University, “Learning from Women’s Critical Engagement with Unfamiliar Technologies”
3-Community, Civic & Public

C.32 Strategies for Building and Sustaining University-Community Writing Initiatives
This panel examines how to sustain community-based writing projects amid academia’s increasingly conflicted commitment to the public good.

Hilton Room 335A, Level Three

Chair: Janelle Adsit, Humboldt State University
Speakers: Veronica House, University of Colorado Boulder, “Eco-administration and the Engaged Writing Program”
Deborah Mutnick, Long Island University, “‘We Make the Road by Walking’: Integrating Community-Based Writing and Classroom Instruction in FYC”
Shannon Carter, Texas A&M University-Commerce, “Public History as Rhetorical Intervention: Building a Sustainable Infrastructure by Reframing Local Public Memory of Community Engagement”
Paul Feigenbaum, Florida International University, “Join the Club: Cultivating Student Activism Beyond the ‘One-and-Done’ Community-Writing Course”

8-Taking Action

C.33 WAC in the Long Run: Strategies for Sustained Action in the Face of New and Old Challenges
WAC directors at 3 colleges share situated actions to invent new strategies, refine old ones, and help attendees plan their own initiatives.

Hilton Ballroom of the Americas Salon F, Level Two

Chair: Timothy Oleksiak, Bloomsburg University
Speakers: Paul Puccio, Bloomfield College, “Building a Programmatic Ethos among Faculty for WAC/WID [or Building a Programmatic Ethos among Faculty for Writing across the College]”
David Fisher, Emory University, “Disrupting, Catalyzing, and Connecting through Digital WID”
Joonna Trapp, Emory University, “Disrupting, Catalyzing, and Connecting through Digital WID”
Brad Peters, Northern Illinois University, “Representing WAC as a Source of Sustainable Problem-solving Strategies”
7-Institutional and Professional

C.34 Robbing Peter to Pay Paul: Writing Programs, Advocacy, and NTT in the Bureaucratized Academy
As NTT faculty, we attempt curricular reform, but because of institutional hierarchies, we face roadblocks to our work.
Hilton Room 346A, Level Three
Chair: Elizabeth Vincelette, Old Dominion University, “The Ideal Meets the Real: Writing Center Labor Conditions and a Room of One’s Own”
Speakers: Sarah Appleton, Old Dominion University
Jeffrey Turner, Old Dominion University Research Foundation

C.35 Research Writing Studies: Issues of Subjectivity, Neurology, Intellectual Property, and Disciplinarity
Panelists report on large-scale research projects examining disciplinary scholarship.
Hilton Ballroom of the Americas Salon E, Level Two
Chair: Lubie Alatriste, CUNY
Speakers: Chalice Randazzo, Eastern Michigan University, “Alliance Building and Researcher Neutrality in Qualitative Research: Implications for Human-Subjects Research in Composition”
Dylan Dryer, University of Maine, “A Disciplinary Federation or Just a Big Tent? A Comparative Corpus Analysis from 10 US Writing Studies Journals”
Julie Nelson Christoph, University of Puget Sound, “Do We Use ‘I’? Examining the History of the First Person in Composition Scholarship Using Corpus Analysis and Personal Interviews”
Thursday, 1:45–3:00 p.m.

5-History

C.36 Histories on the Move: Activating Institutional Histories in Writing Centers, Writing Programs, and Beyond
This panel showcases the possibilities for “activating” local institutional histories to engage administrative and advocacy issues.

Hilton Ballroom of the Americas Salon C, Level Two

Chair: Sara Alvarez, University of Louisville
Speakers: Celeste Del Russo, University of Arizona, “The Storied Center: Active Archiving for Writing Center Tutor Training”
Elizabeth Leahy, University of Arizona, “Local Histories and Multilingual Student Engagement: A Trans-Hemispheric Approach”
Amy Lueck, Santa Clara University, “Activating Allies: Microhistories for Educational Advocacy”

3-Community, Civic & Public

C.37 Marginalized Literacies: Let’s Hear Them
This panel looks and validates various examples of marginalized literacies.

Hilton Room 332, Level Three

Chair: Kathy Christie Anders, Texas A&M University
Speakers: Lin Dong, Georgia State University, Atlanta, “The Ignored and the Marginalized Ones: ‘Digital Divide’ of Literacy Practices and the Assessment for Older Adults”
Iswari Pandey, California State University, Northridge, “Reconsidering Literacy as Word Work in Motion”
Tika Lamsal, University of San Francisco, “Literate Identities beyond Borders: Transformative Literacy Practices of Bhutanese Refugees in the U.S.”
Rachel Lewis, Northeastern University, “Trans*/fixed: Prison Transgender Literacy as Call to Action”

6-Information Technologies

C.38 More Than the Sum: Faculty Collaboration in Designing and Teaching a Hybrid Writing Course
Panelists critically reflect on their experiences collaborating to design and teach a hybrid writing course.

GRB Room 351C, Level Three

Chair: Kory Ching, San Francisco State University
Speakers: Kory Ching, San Francisco State University, “Better Together: Faculty Collaboration and the Hybrid Teaching Commons”
Doreen Deicke, San Francisco State University, “Killing Your Darlings: Setting Priorities in a Hybrid Course”
John Holland, San Francisco State University, “The Cycle of Peer Feedback and Revision in a Hybrid Course”
Ron Richardson, San Francisco State University, “Whose Writing? Shifting Ownership in a Hybrid Course from Teacher to Student”
Niki Turnipseed, University of Illinois at Urbana Champaign, “Taking the High Road: Reflective Strategies for Conscious Teacher Collaboration”

13-Theory

C.39 More Than Words: Using Comics Responsibly in the Composition Classroom
This session explores how a rhetorical analysis of comics (in the composition classroom) can promote a sense of citizenship and responsibility while being accessible.

Hilton Room 333, Level Three

Chair: Sonja Andrus, University of Cincinnati/Blue Ash College
Andre Jones, Kean University, “’With Great Power Comes Great Responsibility’ — and So I Can’t Keep Quiet about Brian Michael Bendis’ Spider-Man”
Thursday, 3:15–4:30 p.m.

**D Sessions: 3:15–4:30 p.m.**

<table>
<thead>
<tr>
<th><strong>Taking Action Workshop Sessions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D.39</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>D.40</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Poster Sessions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilton Sky Walk, Level Two</td>
</tr>
</tbody>
</table>

**A Writing Center for Technical-Academic Literacy: Developing Strategies for Science Communication**  
This poster details a project to help researchers to write a good scientific paper in Brazil and find successful publication.  
Rosana Ferrareto Lourenço Rodrigues, Instituto Federal de São Paulo (IFSP)

**Best Practices for Service-Learning Reflection Assessment and Design: A Case Study of an Alternative Breaks Program**  
New practices for reflection assessment and design work to alleviate ethical concerns about international service-learning.  
Kim Lilienthal, North Carolina State University

**Family History Research Methodology for Rhetorical Writing**  
Argues a conceptual methodology that has not been articulated in research methods texts to date: family history research methodology.  
Nancy H. Button, Indiana University-Purdue University Fort Wayne
<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genocide, Cinema, and Human Rights Rhetorics of Early Twentieth Century America</td>
<td>As a recovery project, my project examines the story of Aurora Mardiganian, a genocide survivor turned into a human rights poster-child.</td>
<td>Geghard Arakelian, Syracuse University, CCR</td>
</tr>
<tr>
<td>Keep Mad and Tumblr On: Neurodivergent Identity and Autistic Self-Advocacy in Social Media-Based Counterpublics</td>
<td>This project will analyze the rhetoric of self-advocacy in both established organizations and social media such as Twitter and Tumblr.</td>
<td>Geneva Canino, University of Houston</td>
</tr>
<tr>
<td>One Goal—to Strengthen the Bonds That Form Our Society, One Essay at a Time.</td>
<td>Houston startup answers the need to provide effective, online writing feedback for student writers, with retired teachers as advisers.</td>
<td>Vivian Colinas Jones, Lone Star College - Montgomery</td>
</tr>
<tr>
<td>Taking Action in Basic Writing: Faculty Perceptions of Crucial Conditions for Effective Writing Instruction in the Basic Writing Course</td>
<td>This poster presents the perceptions of faculty of Basic Writing at the two-year college regarding crucial conditions for teaching writing.</td>
<td>Nayelee Villanueva, College of Southern Nevada</td>
</tr>
<tr>
<td>“The Cookie Lobbyist” and Strategic Activism for Water Safety in West Virginia</td>
<td>West Virginia’s “Cookie Lobbyist” helps activists and scholars consider new avenues for activism.</td>
<td>Tabetha Adkins, Texas A&amp;M University-Commerce</td>
</tr>
</tbody>
</table>
Thursday, 3:15–4:30 p.m.

13-Theory

D.01 Deweyan Lineages: Writing, Action, and the Public Sphere
Hilton Room 332, Level Three

Chair: Lisa Arnold, North Dakota State University
Speakers: Stephen Schneider, University of Louisville
Jeremiah Dyehouse, University of Rhode Island
Antonio Ceraso, DePaul University

8-Taking Action

D.02 Writing against Racism and Stereotypes
The panelists suggest classroom-based methods of negotiating difference and acting against systemic racism.
Hilton Room 327, Level Three

Chair: Katie Arosteguy, University of California, Davis
Speakers: Adnan Salhi, Henry Ford College, “Taking Action to Fix and Repair without Misery or Despair”
Jeanette Lehn, Florida State University, “A Praxis for Critical Pedagogy beyond Student Centered Learning and towards the Negotiation of Difference”
Sophie Bell, St. John’s University, “Strategies for Writing against Racism”
J.J. Andrews, University of Wisconsin-Madison, “Overcoming Stereotype Threats in Social Studies with Composition as Actionable Items”

1-First-Year and Advanced Composition

D.03 Antiracist Classroom Practices: Enacting Socially Just Agendas
This panel offers several antiracist classroom practices for teachers and students and a rhetorical listening of them as a response.
Hilton Room 335A, Level Three

Chair: John Duffy, University of Notre Dame
Speakers: Staci Perryman-Clark, Western Michigan University, “Racial Profiling and a WPA’s Strategy for Institutional Change: A Call for Action”
Asao Inoue, University of Washington Tacoma, “Writing Assessment as an Antiracist Practice”
Victor Villanueva, Washington State University, “Not All That New: Visual Rhetorics and the Latina or Latino Student”
Respondent: Krista Ratcliffe, Purdue University
13-Theory

D.04 Writing Time, Writing Spaces
This panel explores the underrepresented influence of space and time on writing and professional activity.

Hilton Ballroom of the Americas Salon C, Level Two

Chair: Thomas Ballard, Iowa State University
Speakers:
- Hannah Rule, University of South Carolina, “The Touch and Feel of Typing”
- Stacey Pigg, North Carolina State University, “Writing, Mobility, and the Rhetorical Constraints of Iterative Time”
- Laura Micciche, University of Cincinnati, “Writing and Bent Chronology”
- Dale Jacobs, University of Windsor, “A Matter of Trust: Vulnerable Relations, Hospitable Spaces”
- Ben Lauren, Michigan State University, “Disjuncture, Difference, and Representation in Experience Maps”

2-Basic Writing

D.05 Students Are Not Data Points: Empowering Individuals in Basic Writing Classes
The politics of remediation are explored as panelists from one of the City Colleges of Chicago tell the story of how faculty pushed back.

Hilton Room 328, Level Three

Chair: Emily Beals, California State University, Fresno
Speakers:
- Kim Knutson, Wright College, “The National Politics behind the Marginalization of Basic Writing Courses and Programs”
- Daniel Borzutzky, Wright College, “The Preservation of Genuine Open Access”
- Susan Grace, Wright College, “Our (Successful) Ten-Year Battle against the Use of Flawed Standardized Placement Tests”
- Tara Whitehair, Wright College, “A Critique of Baltimore’s Accelerated Learning Program (ALP) Model and the Associated Research from the Community College Research Center (CCRC)”
3-Community, Civic & Public

**D.06 Beyond the Helping or Hurting Binary: Examining Healthcare Rhetorics and Contexts**

These panelists examine divergent sites of healthcare and trauma to understand the rhetorical and social impact of current health care discourses.

**Hilton Room 346A, Level Three**

**Chair:** Linda Breslin, Southwestern Christian University

**Speakers:**
- Aimee Mapes, The University of Arizona, “Re-Authored Narratives: A Case Study of Reflective Writing for Veterans with SCI/D”
- Michelle Day, University of Louisville, “Helping or Hurting?: Empowerment and Trauma-informed Practice in Literacy-mediated Community Engagement”
- Stephen Cohen, University of Louisville, “The Rhetoric of Patients: How to Access Care in an Epidemic”

5-History

**D.07 New Directions in Transnational Asian/Asian American Rhetoric and Composition: Issues for Historiography, Digital Rhetoric, Racial Justice, and Writing Center Research**

This Asian/Asian American Caucus–sponsored roundtable highlights new directions in transnational Asian/Asian American rhetoric and writing.

**Hilton Ballroom of the Americas Salon F, Level Two**

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

**Speakers:**
- Chanon Adsanatham, University of Maryland, “Re-Placing Archival Studies in the Global Turn: Critical Methods for Researching Asian Rhetorics”
- Priya Sirohi, Purdue University, “Rhetorics of South/Asian American Identity: Mapping Context, Purpose, and Use”
- Patricia Poblete, Iowa State University, “Taking Action on Campus: Re-Examining ‘Asian’ Identities of Writers in the Writing Center”
- Morris Young, University of Wisconsin-Madison, “Historicizing Transnational Asian American Rhetoric”
- Vani Kannan, Syracuse University, “#ModelMinorityMutiny: Defining”
- Xiaobo Wang, Georgia State University, “Convergence and Situatedness of Free Speech: WeChat as Site of Activism”

**Respondent:** Jennifer Sano-Franchini, Virginia Polytechnic Institute and State University
D.08  **Pedagogical Threshold Concepts Derived from Online Writing Instruction: Or, Why Writing Teachers Should Resist the Enterprise Model of Online Course Design**

Writing teachers should be involved in creating the online writing classes we teach; that experience offers unique professional development.

Hilton Room 335B, Level Three

*Chair:* Renae Bruce, Texas Woman’s University  
*Speakers:* Jill Heney, Boise State University  
Stephanie Cox, Boise State University  
Jennifer Black, Boise State University  
Melissa Keith, Boise State University

D.09  **Scare Tactics: Working Theory into Action through Multimodal Praxis**

We will discuss how we have individually made use of multimodal horror texts within the FYC classroom as sociocultural artifacts.

Hilton Room 329, Level Three

*Chair:* Bri Lafond, Riverside City College  
*Speakers:* Kristen Schellhous, University of La Verne, “We ARE the Walking Dead: Critically Engaging The Walking Dead with FYC Students”  
Manar Gneim, California State University, San Bernardino  
Bri Lafond, Riverside City College, “Ontology in the House: Mark Z. Danielewski’s House of Leaves in the FYC Classroom”

D.10  **Working Hard with Few Rewards: Life as a “Part-Time” Instructor**

This panel looks at the obstacles that part-time instructors face as part-time instructors.

Hilton Room 343A, Level Three

*Chair:* Amy Brumfield, Idaho State University  
*Speakers:* Nancy Reichert, Kennesaw State University Marietta, “What Is in a Name?: Navigating Signification and Labor Practices in the Consolidated University as a Disabled Subject”  
Adam Cogbill, University of New Hampshire, “‘Our Best Work’: Toward Increased Recognition for Teachers of Composition”

*continued on next page*
Thursday, 3:15–4:30 p.m.

Ilknur Sancak-Marusa, West Chester University of Pennsylvania, “‘But I only have an M.A.’—From Adjunct to Tenure-Track Faculty in a Four-Year State University”

Mary Laughlin, North Dakota State University, “Writing Feedback, Part-Time Writing Instruction: Intersections between Two Studies”

**14-Writing Programs**

**D.11 Retention and Student Success: Taking Action in Writing Programs and Classrooms**

This panel examines narratives and counternarratives of retention and student success within writing programs and institutions.

**Hilton Room 330, Level Three**

*Chair:* Eileen Camfield, University of the Pacific

*Speakers:*

- Ashley Holmes, Georgia State University, “Narratives of Retention and the Use of Big Data: How Institutional Discourses Impact Writing Programs”
- Sarah Harris, Indiana University East, “When We Are All Talking about Our Writing: Success and Retention in the First-Year Writing Classroom”
- Cristine Busser, Georgia State University, Atlanta, “Writing to Persist? Retention Research and Redefining Student Success”

**13-Theory**

**D.12 Disability Studies in Action: Cross-Locational Perspectives**

This panel pursues disability studies in action, analyzing how disability becomes deployed or neglected in various spaces of the university.

**Hilton Room 338, Level Three**

*Chair:* Margaret Price, The Ohio State University

*Speakers:*

- Sean Kamperman, The Ohio State University, “Lessons from Literacy Studies: Reframing Reading and Readers as Interdependent”
- Paula Miller, The Ohio State University, “Writing Centers in Action: Writing Center Grand Narratives and Disability Studies”
- Sara Franssen, The Ohio State University, “Taking Action through Writing Groups: Valuing Difference in the Writing Center”
- Chad Iwertz, The Ohio State University, “‘I’m Not Crazy; My Mother Had Me Tested’: Disclosure and the Formation of Unequal Access”
**12-Writing Pedagogies and Processes**

**D.13 A New Look at Old Traditions**
This panel reexamines three standard practices: timed writing, study abroad, and essayist literacy.

Hilton Room 333, Level Three

*Chair:* Juliet Myrtetus, Pasadena City College  
*Speakers:*  
- Santosh Khadka, California State University, Northridge, “Teaching Essayist Literacy in the Multimedia World”  
- Nancy Wilson, Texas State University, “Composing Ourselves Abroad: Writing Our Way to Intercultural Competence”  
- Juliet Myrtetus, Pasadena City College, “Teach the Controversy: A Metacognitive Approach to Timed Writing Instruction”

**2-Basic Writing**

**D.14 Writing, Reading, Seeing, Doing: Contextualization in Basic Writing Courses**
Presenters will illustrate how contextualized curriculum and service learning projects engage students in authentic communication acts.

Hilton Room 336A, Level Three

*Chair:* Nick Carbone, Humanities Editorial Department, Macmillan  
*Speakers:*  
- Cynthia Kiefer, Scottsdale Community College, “Writing, Reading, Seeing, Doing: Contextualization in Basic Writing Courses”  
- Matthew Healy, Scottsdale Community College, “Students Taking Action: The Hunger Fair”  
- Ramona Goth, Scottsdale Community College, “Reading, Writing, and My Real Life”

**3-Community, Civic & Public**

**D.15 The Critical Place of Affect and Culture in Transnationalism: Case Studies from the Local and Global Contexts**
Case studies about agency and the use of narrative in developing transnational networks, enacting identity, and promoting social justice.

Hilton Room 335C, Level Three

*Chair:* Ligia Mihut, Barry University  
*Speakers:*  
- Shui-yin Sharon Yam, University of Wisconsin-Madison, “Personal Narratives as Modes of Civic Engagement”  
- Sara Alvarez, University of Louisville, “Transnational Youth and Affect: Ethnographic Narratives of Emerging Practices and Polymedia”  
*Respondent:* LuMing Mao, Miami University
Thursday, 3:15–4:30 p.m.

13-Theory

D.16 Bridging Cultures, Languages, and Lands: An Illustration of Latina/o and Chicanx Rhetorical Practices
We illustrate three models of Latina/o and Chicanx rhetorical practices as we negotiate cultural and linguistic transitions in America.

Hilton Room 336B, Level Three

Chair: LauraAnne Carroll-Adler, University of Southern California
Speakers: Alexandra Hidalgo, Michigan State University, “A Video Exploration of the Hybrid Cultural Identities of Bilingual Latina/o Children”
Laura Gonzales, Michigan State University, “Insights into Multilingual Digital Work Coordination: ‘It’s Not about Writing in English or Writing in Spanish, It’s about Being All the Time in Both Worlds’”
Victor Del Hierro, Michigan State University, “Familia-From-Scratch: Disrupting Settler-Colonialism through Indigenous Chicanx Histories of Migration”

5-History

D.17 Micro Histories of Access at Open Admissions Institutions
These three presentations interrogate late 1960s to early 1970s micro-histories of open admissions in New York and elsewhere.

Hilton Room 337B, Level Three

Chair: Cheryl Smith, Baruch College, CUNY
Speakers: Miguel Franco, Ohio University, “Alienated: Urban Bodies Displaced from College Composition”
Sean Molloy, Hunter College, CUNY, “Teaching More Than Etiquette: Kenneth Bruffee’s FYW Program at Brooklyn College (1970-75)”

6-Information Technologies

D.18 State of Play: Gaming, Writing, Teaching, and Research
A mapping of the intersection of games and composition teaching, research, and writing.

Hilton 339B, Level Three

Chair: Richard Colby, University of Denver, “State of Play: A Short History”
Speakers: Jan Holmevik, Clemson University, “Ludic Literacy: The Missing Link”
Jennifer deWinter, Worcester Polytechnic Institute, “Empathy Games: Narratives, Choices, and Emotional Connections”
Rebekah Shultz Colby, University of Denver, “Trends in Game-based Writing Pedagogy”
Wendi Sierra, St. John Fisher College, “A ‘Compositional’ Approach to Digital Game Design”
Douglas Eyman, George Mason University, “Scholarship on Games: A Typology of Writing Studies Research Methods”

7-Institutional and Professional

D.19 Preparing Teachers of College Writing: A Report on the New 4Cs Position Statement and Suggestions for Putting It into Action
Hilton Room 340A, Level Three

Chair: Jennifer Carter, Georgia State University
Speakers: Sarah Z. Johnson, Madison Area Technical College
Respondents: Sarah Liggett, Louisiana State University
Nicholas Behm, Elmhurst College
Lori Ostergaard, Oakland University

8-Taking Action

D.20 Slow and Lasting Change: Microshifts and the Development of Activist Writing Centers and Writing Programs
We address how writing centers and programs can work with campus groups to support writing-for-change, activism, and sustainable partnerships.
Hilton Room 343B, Level Three

Chair: Harry Denny, Purdue University
Speakers: Stacy Nall, Purdue University, “The Campus as Community: An Alternative Approach to Service-Learning”
Nicholas Marino, Purdue University, “Aligning the Centers: Challenging Gender Oppression through Partnerships with the Writing Center and LGBTQ Center”
Jeffrey Gerding, Purdue University, “Everyday Activism: Writing Centers as Spaces for Sustained Public Engagement”
Tammy Conard-Salvo, Purdue University, “Do We Do That? Writing Centers and Social Justice Work”
What's the Story: How Writing for Action Brought Our Urban Campus Garden to Life and Changed Our Relationships with Our Neighborhood

By focusing on sustainable food production and nutrition in our storytelling, the HBCU campus organic garden helps students, faculty, and their neighborhood make the connection between a healthy lifestyle and their own educations.

Hilton Grand Ballroom I, Level Four

Chair: Jessie Casteel, University of Houston
Speakers: Dixie Goswami, Bread Loaf School of English
Danielle Holback, Allen University
Devon Muldrow, Allen University
Lillian Reeves, Allen University

Making Inequities Matter: Student Success as Action in Dual Enrollment Composition and Alternatives

This panel outlines some problem areas with assessing student success in dual-credit programs and explores possible alternative approaches.

GRB Room 340B, Level Three

Speakers: Caroline Wilkinson, New Jersey City University
Jamila Kareem, University of Louisville
Casie Moreland, Arizona State University, Tempe

Writing for Industry and Workplaces

This panel theorizes workplace writing within business and engineering in relation to authorship, audience, genre, and organizational cultures.

Hilton Room 340B, Level Three

Chair: Maria P. Chaves, SUNY Binghamton
Speakers: Katherine Robisch, Kent State University, “Writing Strategies for Action: What Seminar Speakers Can Teach Us”
Elisa Findlay, University of Wisconsin-Madison, “(Un)Commodified Texts: Ownership, Authorship, and Identity-Assertion in Workplace Writing”
Krista White, Kent State University, “Projecting Theory onto Application in Typified Workplace Writing”

**II-Research**

**D.24 Researching Threshold Concepts and Transfer**
Studies of the impact of teaching for transfer and designing instructions to reveal threshold concepts in composition.
GRB Room 351E, Level Three

**Chair:** Chen Chen, North Carolina State University

**Speakers:** Gita DasBender, Seton Hall University, “A Threshold Concepts Framework for First-Year Writing: Implications for Classroom Practice”
Robert Kaplan, Stony Brook University, “Report on a Study of Transfer in a New Writing Minor Program”
Peter Khost, Stony Brook University, “Report on a Study of Transfer in a New Writing Minor Program”
E. Shelley Reid, George Mason University, “The Lightbulb Has to Want to Change: Guiding and Assessing Student Intention as a Pathway to Learning Transfer in FYC”

**12-Writing Pedagogies and Processes**

**D.25 Metacognition Recognition, or I Know It When I See It**
Through audience action, this de-structured panel explores how to find and foster metacognition in textual, multimodal, and bodily practices.
GRB Room 351A, Level Three

**Chair:** Kamshia Childs, San Jacinto College

**Speakers:** Jennifer Eidum Zinchuk, Elon University
Jaclyn Fiscus, University of Washington
Jennifer LeMesurier, Colgate University

**Respondents:** Anis Bawarshi, University of Washington
Mary Jo Reiff, University of Kansas
124

II - Research

D.26 Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study
Presentation of results from a CCCC research initiative study of students’ language repertoires with implications for pedagogy and policy.

GRB Room 351D, Level Three

Chair: Julie Nelson Christoph, University of Puget Sound
Speakers: Deirdre Vinyard, Emily Carr University of Art and Design, “Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study”
Shanti Bruce, Nova Southeastern University, “Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study”
Rebecca Lorimer Leonard, University of Massachusetts Amherst, “Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study”

12-Writing Pedagogies and Processes

D.27 Empathy, Atheism, and Religion in the Writing Classroom
This panel will explore the roles that empathy, atheism, and religion play in the teaching of writing.

GRB Room 351C, Level Three

Chair: Eric Leake, Texas State University
Speakers: Brandy Scalise, University of Kentucky, “Storytelling, Religious Identity, and the ClassOpening Discursive Possibilities through Narrative”
Scott Wagar, Miami University, “Atheist Students in the Composition Classroom”
Eric Leake, Texas State University, “Empathy and the Essay: Writing in Response to Perspective-Taking Prompts”

8-Taking Action

D.28 African American Male Students Taking Actions to Embrace Their Literacies
Demonstration of African American male identities of success shaped through literacy from FYC courses to ENG major declaration and graduation.

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Geoffrey Clegg, Arkansas State University
Speakers: Yulanda M. McKinney, Monroe Community College

124
Joyce Russell, Fayetteville State University, “An Afrofuturistic Reading of Various Stories, Myths, and Legends: A Short Lesson in Improving Literacies among Young African American (Wo)men”
Lynne T. Jefferson, Saint Augustine’s University

1-First-Year and Advanced Composition

D.29 Other Englishes: The Need to Acknowledge and Support Them
This panel explores issues in L2 and international students and notes the importance of them.
Hilton Room 339A, Level Three

Chair: Amy Clements, St. Edward’s University
Speakers: Megan Bardolph, Penn State New Kensington, “Threshold Concepts and L2 Writers”
Lina Trigos-Carrillo, University of Missouri, “A Critical Approach to Academic Literacies in Latin America: A Multiple-Case Study”
Eric Rodriguez, California State University, Fullerton, “Entiendes?: Utilizing Inclusion Strategies in College Composition Classrooms”
Ling He, Miami University, “Writing Strategies for Action: Explicit Instruction in Digital Environments for ESL Writing”

14-Writing Programs

D.30 Equity in the Writing Center: Questioning Assumptions about Anti-Racist Practice
This session will explore the assumptions we make about the roles of access and equity in the creation of anti-racist writing centers.
Hilton Grand Ballroom L, Level Four

Chair: Janelle Jennings-Alexander, Florida State University
Speakers: Katie Levin, University of Minnesota, “Tricksterism, Access, and Scarcity in the R1 Writing Center”
Rachael Gary, University of Puget Sound, “Teaching Courageous Conversations”
Alba Newmann Holmes, Swarthmore College, “Disembodied Rhetoric”
6-Information Technologies

D.31  CCCC Committee for Effective Practices in Online Writing: Student Matters
We present the CCCC’s Committee for Effective Practices in Online Writing’s current research on “student matters.”

Hilton Ballroom of the Americas Salon D, Level Two

Chair: Jennifer Clifton, University of Texas at El Paso
Speakers: Scott Warnock, Drexel University, “The Story of Our Class: A Shared Teacher & Student Narrative of an OWC”
Lisa Meloncon, University of Cincinnati, “Moving Past Individual Comments: A Study of a New Method for Student Feedback in Online Writing Classrooms”
Diana Gasiewski, Drexel University, “The Story of Our Class: A Shared Teacher & Student Narrative of an OWC”
Diane Martinez, Western Carolina University, “Through the Eyes of Our Students”
Sushil Oswal, University of Washington, “Through the Eyes of Our Students”
Meredith Singleton, University of Cincinnati, “Moving Past Individual Comments: A Study of a New Method for Student Feedback in Online Writing Classrooms”

3-Community, Civic & Public

D.32  Taking Rhetorical Action to Church: Advocating Doubtful Belief as Ground for Faithful Conversation
Consideration of rhetorical pedagogy’s and practitioners’ potential impact, from individuals through denominations in Christian tradition.

Hilton Room 342, Level Three

Chair: Gretchen Cobb, Indiana University of Pennsylvania
Speakers: Bradley Siebert, Washburn University, “Preaching as a Choir: Rehearsing Dissonance, Accepting Dissensus”
John MacLean, Illinois State University
Naomi Clark, Loras College
Kerrie Carsey, York College of Pennsylvania, “Student Credos: Connecting Belief and Identity in Writing”
Brian Derico, Cincinnati Christian University, “Teaching Rest as a Component of Praxis”
5-History

D.33  Writing Hidden Histories Inside and Outside the Classroom
This panel interrogates hidden or under-theorized sites of writing inside and outside the classroom, from the 16th to late 20th centuries.

GRB Room 351F, Level Three

Chair: Alex Nielsen, Old Dominion University
Speakers: Michelle Kaczmarek, The Pennsylvania State University, State College, “Charles W. Eliot and the Jesuits: Rhetorical Education at the Turn of the Twentieth Century”
Alex Nielsen, Old Dominion University, “Sexualizing Survival: Gendered Texts, Survival Handbooks, and Nature Guides”
Laura Lisabeth, St. John’s University, “Documents of Culture, Documents of Barbarism: The Elements of Style and Standard English as a Commodity Fetish”
Matthew Nunes, Ohio University, “The Theme Writing Tradition: Origins of Early First-Year Composition Writing Assignments”

12-Writing Pedagogies and Processes

D.34  Locating the “Learner” in Learning Transfer: (How) Does Identity Facilitate or Impede Transfer between Academic and Nonacademic Domains?
Take action: How instructors and researchers might honor and recognize the role of learner identity in transfer #transfer #identity.

GRB Room 351B, Level Three

Chair: Aubrey Schiavone, University of Michigan
Speakers: Jenae Cohn, University of California, Davis
Anna Knutson, University of Michigan
Melody Pugh, United States Air Force Academy

4-Creative Writing

D.35  Stories in Shale: Reconstructing the Fractured World
Stories in Shale examines how creative writing about the Marcellus shale breaks polarizing rhetoric through peacemaking and activism.

Hilton Room 337A, Level Three

Chair: Melissa Goldthwaite, Saint Joseph’s University
Speakers: Jimmy Guignard, Mansfield University, “Stealth Activism: Creative Nonfiction in the Rhetoric Classroom”
Lilace Guignard, Mansfield University, “Standpoint Poetics: How the ‘I’ Can Connect (with) a Fracked Audience”

continued on next page
Thursday, 3:15–4:30 p.m.

Ted Fristrom, Drexel University, “Underground”
Ann E. Green, Saint Joseph’s University, “Pennsylvania Blue Stone: Writing as Activism”

D.36 Tagging Texts, Archives, and Walls: Innovation and Invention in Research Method Design
By examining three diverse sites of research, this panel advocates for the generation of fluid, site-specific, and responsive methods.
Hilton Room 344B, Level Three

Chair: Denise Coblish, Kaplan University
Speakers: Kristi Girdhari, Northeastern University, “Methodological Orientations to the “
Kevin Smith, Northeastern University, “The ‘Productive Unease’ of Teacher Research: Collaborative Research through Writing in TEI”
Charles Lesh, Northeastern University

D.37 Action for Whom, for How Long, and with What Impact?
Raising Problems, Generating Solutions through Community-Based Courses
Community-based courses assume action, but how? Presenters raise issues and lead discussion toward participant-driven solutions.
Hilton Ballroom of the Americas Salon E, Level Two

Chair: Matt Davis, University of Massachusetts
Speakers: Connie Mick, University of Notre Dame
Joshua Schriftman, University of Miami
Joyce Meier, Michigan State University
Martha Webber, California State University Fullerton
Cheryl Duffy, Fort Hays State University
8-Taking Action

D.38 (Inter)Disciplinary Literacies: Strategies for Taking Action and Expanding the Conversation

Speakers share ways to foster dialogues and disciplinary literacy collaborations with middle and secondary teachers and university faculty.

GRB Room 340A, Level Three

Chair: Christine Cucciarre, University of Delaware

Speakers: Cathy Fleischer, Eastern Michigan University, “Opening the Dialogue”
Ann Blakeslee, Eastern Michigan University, “Expanding the Conversation”
Annette Wannamaker, Eastern Michigan University, “Rethinking the Pedagogy”
E Sessions: 4:45–6:00 p.m.

### Taking Action Workshop Sessions

**E.38** Taking Action Workshop: Framing Messages  
Refer to page 17 for abstract.  
Hilton Grand Ballroom A, Level Four  
*Speaker:* Jenna Fournel, National Council of Teachers of English

**E.39** Taking Action Workshop: Making Action Plans  
Refer to page 19 for abstract.  
Hilton Grand Ballroom B, Level Four  
*Speaker:* Cathy Fleischer, Eastern Michigan University

---

2-Basic Writing

**E.01** Acting toward Inclusivity: Closing the Achievement Gap in First-Year Writing  
Linguistic diversity, writing strategies, and placement procedures used to close the achievement gap in basic writing courses.  
Hilton Room 327, Level Three  
*Chair:* Lance Cummings, University of North Carolina Wilmington  
Jane Vigil, MSU Denver  
Gloria Eastman, Metropolitan State University of Denver, “Seeing What We Mean: Employing Visual Literacy Assignments and Reflective Practice to Engage Basic Writers”

13-Theory

**E.02** Reading, Writing, Listening, Feeling: Experiential Engagement and the Fluid Classroom  
Notions of learning through experience are pursued via the modes of reading, writing, and listening.  
Hilton Room 328, Level Three
**Chair:** Gita DasBender, Seton Hall University  
**Speakers:** Matthew Overstreet, University of Pittsburgh, “Writing the Flux: William James and the Composition Classroom”  
Ryan McGuckin, Louisiana State University, “Multimodal Listening: Variations on a Theme of Experience and the Embedded Registers of Writing and Music”

**8-Taking Action**

**E.03 Calling You In: Queer Worldmaking and Rhetorical Action**  
This panel explores the rhetorical role of action within the discipline of rhet/comp through queer/LGBT issues and approaches.  
Hilton Room 335A, Level Three  

**Chair:** Christy Davis, University of Arkansas  
**Speakers:** Matthew Cox, East Carolina University  
Maria Novotny, Michigan State University  
Timothy Oleksiak, Bloomsburg University  
**Respondent:** Jacqueline Rhodes, California State University, San Bernardino

**1-First-Year and Advanced Composition**

**E.04 Negotiating Competing Curricular, Institutional, and Disciplinary Interests in Advanced Composition**  
Panel explores the complicated ground of advanced composition, attending to course histories, content, and students’ writing development.  
Hilton Room 329, Level Three  

**Chair:** Jill Davis, Montana State University  
**Speakers:** Michelle Neely, University of Colorado-Colorado Springs, “Promoting Metaknowledge in Advanced Composition: The Use of Eportfolios to Foster Transfer”  
Katherine Mack, University of Colorado-Colorado Springs, “Advanced Composition: A Stepping Stone, but from Where to Where?”  
Marilee Brooks-Gillies, Indiana University-Purdue University Indianapolis, “‘Rhetoric and Writing’ not ‘Rhetoric or Writing’: Negotiating Disciplinary Tensions and Pedagogical Choices”  
**Respondent:** Ceil Malek, University of Colorado-Colorado Springs
Thursday, 4:45–6:00 p.m.

8-Taking Action

E.05 Action over Reaction: Strengthening Veteran Identity through Strategic Narratives
Consideration of how writing professionals can create generative spaces in which veteran/military identities facilitate academic achievement.

Hilton Room 330, Level Three

Chair: Christopher Dean, University of California, Santa Barbara
Speakers: Micah Christopher Wright, The University of Texas at San Antonio
Marion Wilson, University of California San Diego
Ashley Bender Smith, University of Louisville
D Alexis Hart, Allegheny College

2-Basic Writing

E.06 Shaping the Field, Shaping the Community, Shaping the Class: The Council on Basic Writing at 35 (Sponsored by the Council on Basic Writing)
In our 35th year, former chairs of the Council on Basic Writing reflect on the past, present, and future of the group and the field.

Hilton Ballroom of the Americas Salon E, Level Two

Co-Chair: Michael Hill, Henry Ford Community College
Co-Chair: Lynn Reid, Fairleigh Dickinson University
Speakers: Karen Uehling, Boise State University
Susan Naomi Bernstein, Arizona State University, Tempe
J. Elizabeth Clark, LaGuardia Community College, CUNY
William Lalicker, West Chester University
Sugie Goen-Salter, San Francisco State University
Peter Adams, Community College of Baltimore County

5-History

E.07 Praise, Blame, Educate: Epideictic Possibilities
Historically informed inquiries focusing on epideictic rhetoric and its formative roles in generating, shaping, and negotiating the possible.

Hilton Room 335B, Level Three

Speakers: Jeff Walker, University of Texas at Austin, “The Mummy Speaks: What Byzantine Rhetoric Can Tell Us Now”
Ted Armstrong, Valparaiso University, “Rainolds’ Unrestricted Rhetoric”
Dale Smith, Ryerson University, “Education through ‘Black Art’: Epideictic Oratory in the Black Arts Movement”
**1-First-Year and Advanced Composition**

**E.08  Write Where You Live: Creating a Culture of Writing in Student Housing**

A presentation on the Writing Affiliates Program: a co-curricular partnership between our expository writing program and residence life.

**Hilton Ballroom of the Americas Salon D, Level Two**

*Chair:* Marcos Del Hierro, University of New Hampshire  
*Speakers:* Lorelei Ormrod, New York University  
Normandy Sherwood, New York University  
David Cregar, New York University  
Michael Tyrell, New York University  
Christine Malvasi, New York University  
Mark Braley, New York University  
Beth Kurkjian, New York University  
David Ellis, New York University

**6-Information Technologies**

**E.09  Facebook Identities: Public and Private**

Taking into account public and semi-private performances of identity on Facebook, this panel provides case studies of those grieving, aging, professionalizing, and unfollowing.

**Hilton Room 336A, Level Three**

*Chair:* Sara DiCaglio, Pennsylvania State University  
*Speakers:* Allegra Smith, Arizona State University, “I Can’t Facebook on My Dumb Phone: Digital Literacies beyond School and Work for Older Adults”  
Kristin Ravel, University of Wisconsin-Milwaukee, “Beyond Unfriending, beyond Unfollowing: A Feminist Methodology for Interpreting Composition in Digital Environments”  
Megan McIntyre, Dartmouth College, “Friends of Grief: Facebook, Mourning, and Digital Identity”  
Christopher Andrews, McMurry University, “You Have a New Friend Request: Graduate Students, Facebook, and Self-Sponsored Professionalization”
12-Writing Pedagogies and Processes

E.10 Objects and Agency in the Writing Classroom
This panel discusses visual rhetoric and object-oriented theory as strategies for building student agency in composition courses.

Hilton Room 336B, Level Three

Chair: Lavinia Hirsu, University of North Carolina at Greensboro
Caddie Alford, Indiana University, “Cold as Ice and Stiff as a Board: Reading and Writing with the Objects in Literary Doxa”
Lavinia Hirsu, University of North Carolina at Greensboro, “You’re Asking Me to Do What?: Object-Oriented Pedagogy in the Classroom”

13-Theory

E.11 Interfacing Cultural Rhetorics: A History and a Call
This roundtable critically engages with cultural rhetorics theories, methodologies, and curricula in rhetoric, composition, and tech comm.

Hilton Grand Ballroom I, Level Four

Chair: Linh Dich, Miami University
Speakers: Angela M. Haas, Illinois State University
Jennifer Sano-Franchini, Virginia Polytechnic Institute and State University
Gabriela Rios, University of Central Florida
Casie Cobos,
Donnie Johnson Sackey, Wayne State University
Respondent: Louise Wetherbee Phelps, Old Dominion University

8-Taking Action

E.12 Taking Local Action, Writing Activist Networks through 4C4Equality
We address 4C4Equality as networked organizing, viz., how we use digital tools in local work and how we share resources across communities.

Hilton Room 337B, Level Three

Chair: Marian Dillahunt, Methodist University
Speakers: Don Unger, St. Edward’s University
Michelle McMullin, Western Washington University
Liz Lane, Purdue University
11-Research

**E.13 Researching Trans- and Multi-Lingual Landscapes**

These studies highlight difference trans- and multi-lingual negotiations in international contexts.

**Hilton Room 337A, Level Three**

**Chair:** Mike Duncan, University of Houston-Downtown

**Speakers:**
- Michael Madson, University of Minnesota, “The Linguistic Landscape of Songdo, South Korea: Implications for Place, Writing, and Global Action”
- Maria Prikhodko, Indiana University of Pennsylvania, “Nomadic Literacies: International Multilingual Students’ Negotiations in First-Year Multilingual Composition”
- Emily Artiano, Northeastern University, “Vexed Tongues: Historicizing Translingualism in the Long Eighteenth Century”

12-Writing Pedagogies and Processes

**E.14 Language Theory into Action: Translingual and L2 pedagogy in the Writing Classroom**

This panel looks at three translingual writing class case studies to argue for more refined teaching practices.

**Hilton Room 338, Level Three**

**Chair:** Laura Ellis-Lai, Texas State University

**Speakers:**
- Suthathip Thirakunkovit, Purdue University, “Perceptions of Teacher Response to Student Texts: Comparing L1 and L2 Writers”
- Tyler Carter, Purdue University, “Perceptions of Teacher Response to Student Texts: Comparing L1 and L2 Writers”
- Kerri Hauman, Transylvania University, “A Translingual First-Year Seminar at a SLAC: Kind of Like FYC, Kind of Like BW, Kind of Like ESL, but Not Really Any of These”
- James Wright, Transylvania University, “A Translingual First-Year Seminar at a SLAC: Kind of Like FYC, Kind of Like BW, Kind of Like ESL, but Not Really Any of These”
- Aylin B Atilgan, University of California, Davis, “Call to Action for Inclusive Practices in Mainstream Composition Courses: An Institutional Writing Needs Analysis on Chinese Students”
Thursday, 4:45–6:00 p.m.

9-Language

E.15 Language Ideologies and Second Language Writing
This panel offers an overview of theoretical and practical claims on second language writing mainly related to language ideologies.

Hilton Room 339A, Level Three

Chair: Pavel Zemliansky, University of Central Florida
Speakers: Jung Sook Kim, The Ohio State University, “‘Is that English?’: Critical Language Awareness as a Strategy to Help Instructors Incorporate Linguistic Diversity into Second Language Pedagogy”
Terese Thonus, University of Kansas, “The Disciplinarity of Second Language Writing”
Thomas McNamara, University of Illinois at Urbana-Champaign, “Linguistic Difference on the Global Campus: Chinese Undergraduates, Language Ideology, and the Corporate University”

9-Language

E.16 Second Language Writing Specialists as Writing Program Leaders: Opportunities for Advocacy
SLW experts in writing program leadership positions explore what these positions make possible for multilingual writer advocacy.

GRB Room 351E, Level Three

Chair: Lindsey Ives, Embry-Riddle Aeronautical University
Speakers: Gail Shuck, Boise State University, ID
Susan Miller-Cochran, University of Arizona
Michelle Cox, Cornell University
Gigi Taylor, University of North Carolina at Chapel Hill

13-Theory

E.17 Game Design as . . . : The Rhetorics of Designing Games
It’s no longer a question of “if,” but a question of “how” we rhetorically situate game design within various scholarly contexts.

Hilton Ballroom of the Americas Salon F, Level Two

Chair: John Grant, Indiana University of Pennsylvania
Speakers: Danielle Roach, Miami University and Old Dominion University
Rochelle (Shelley) Rodrigo, University of Arizona
Sheryl Ruszkiewicz, Oakland University
Anjali Pattanayak, University of Wisconsin-Platteville
Mary Karcher, Wayne State University
Scott Reed, Georgia Gwinnett College
I-First-Year and Advanced Composition

E.18 Writing: Dissertation, Thesis, and FYC
These panelists talk about writing at the graduate and undergraduate levels.
Hilton 339B, Level Three

Chair: Olivia Walling, University of California Santa Barbara
Speakers: Jordan Canzonetta, Syracuse University, “Globalizing Plagiarism & Writing Assessment: A Case Study of Turnitin’s Discursive Teacher/Student Constructions across US Borders”
Kathryn Baillargeon, University of California, Santa Barbara, “Apprentices Becoming Masters: Dissertation Boot Camps and Navigating the Threshold between Graduate Student and Full-Fledged Member of a Discipline”
Meghan Hancock, University of Louisville, “Should I Know This Already?: A Case Study of New Graduate Students’ Experiences with Writing”
Jennifer Connolly, Southwestern Illinois College/Granite City HS, “Can’t Stop This Train: Overcoming Obstacles/Challenging Myths about FYC in the Dual Credit Classroom”

II-Research

E.19 Curating Transdisciplinary Research on Place-Based Writing: An Interactive Introduction to 680 Open Access Video Clips of Teachers and Students
Clips from videos of 38 teachers and students in place-based WID courses, shared through Creative Commons to prompt action strategies.
Hilton Room 340A, Level Three

Chair: Samantha Cosgrove, University of South Florida
Speakers: Chase Wiggins, University of Hawaii at Manoa, “Writing without Borders: From Place-Based Writing to Campus Activism and Beyond”
Scott Kaalele, University of Hawaii at Manoa, “Reflexive Analysis: The Dimensions of Culture and Geography in Coding Place-Based Data Sets”
Jim Henry, University of Hawaii at Manoa, “Real People in a Real Place: How IRB Discussions Led to Video Recordings of Research Participants”
Lisa Shea, University of Hawaii at Manoa, “The Potential of Creative Commons: Sharing Transdisciplinary Writing Research for Cross-Institutional Engagement Using a Digital Repository”
14-Writing Programs

E.20 Curricular Overseeing vs. Curricular Liberties: Designing Infrastructures for Pedagogical Innovation
This panel describes course designs in a writing program that fulfill curricular requirements yet still exemplify pedagogical creativity.

Hilton Room 340B, Level Three

Chair: Casie Fedukovich, North Carolina State University
Speakers: Erin M. Andersen, Graduate Center, CUNY, “Designing Freshman Writing with Writing Centers: Not an Afterthought”
Seth Graves, The Graduate Center, CUNY, “Designing Activism into FYC: Small Activism for Big Investment for Student Writers”
Mark McBeth, John Jay College of Criminal Justice, “Designing Free-Range Curriculum (That Has Some Borders)”
Lindsey Albracht, The Graduate Center, CUNY, “Designing Activism into FYC: Small Activism for Big Investment for Student Writers”
Respondent: Tim McCormack, John Jay College of Criminal Justice

8-Taking Action

E.21 Assessment and Representation: Reconsidering Assumptions about “Good” Writing
Panelists interrogate current assessment practices and argue for more situated approaches to describe and analyze student writing.

Hilton Room 342, Level Three

Chair: Marino Fernandes, University of New Hampshire
Speakers: Craig A. Meyer, Texas A&M-Kingsville, “Is It Really about Assessment?: Teaching with the Realities of Student Experience”
Daniel Mahala, University of Missouri-Kansas City, “Consuming Assessments: Rubrics and the Circulation of Value in Writing Assessment”
Elizabeth Keating, University of Houston, “Standardized Testing and Post-Process Theory: Encouraging FYW Students to Understand Writing as Public, Interpretive, and Situated”
Nicholas Behm, Elmhurst College, “Synthesizing Dynamic Criteria Mapping with Third Wave Whiteness Theory: A Racially Conscious Approach to Writing Assessment”
2-Basic Writing

E.22 Pathways of Support in Basic Writing Programs
This panel investigates ways to support basic writing students in the areas of self-efficacy and access.

Hilton Room 343A, Level Three

Chair: Ruth Benander, University of Cincinnati Blue Ash College
Speakers: Ruth Benander, University of Cincinnati Blue Ash College, “Owning It: ePortfolios, Student Identity, and Entry into College Writing”
Daniel Sansing, University of Cincinnati Blue Ash College, “Owning It: ePortfolios, Student Identity, and Entry into College Writing”
Meghan Sweeney, Saint Mary’s College, “The (In)Action of College Student Readers: An Examination of Motivation and Self-Efficacy among Basic Reading and Writing Students”
Tristin Hooker, Missouri State University, “Putting Students in their Place: Remediation, Placement, and Self-Efficacy in Local Contexts”
Robin Murphy, East Central University, “People Like Me: Basic Writing Attitude, Access, Assessment, and Retention”

1-First-Year and Advanced Composition

E.23 In Search of the Genuine A: Challenges in Evaluating Top-Tier Student Writing
Using 1,000 essays from USC’s FYW course, this panel will explore challenges and questions related to evaluating students’ best writing.

Hilton Room 343B, Level Three

Chair: Jennifer Bankard, University of Southern California, “The Internet Trolls Under the ‘A’ Bridge: Online Grade Norming and Data Analytics”
Speakers: Dan Pecchenino, University of Southern California
Jeffrey Chisum, University of Southern California
Ashley Karlin, University of Southern California, “But I did what you asked’: Interpreting the ‘A’ as Exceptional or Competent Work”
Thursday, 4:45–6:00 p.m.

8-Taking Action

E.24 Classroom Materials as Microcosm: Pushing against the Dominant Academic Discourse
Panelists analyze the ways in which texts and curriculum reinforce dominant culture, creating defacto language policy.

GRB Room 340A, Level Three

Chair: Jessica Menkin, Texas Christian University
Speakers:
Kristen Ruccio, Georgia State University, “Taking Action about Ableist Language in Composition Studies”
Brad Jacobson, University of Arizona, “Defining “Good Writing” in the Age of the Common Core: Curriculum as Language Policy”
Jessica Birch, Case Western Reserve University, “Transparency in Pedagogical Goals: Creating a Classroom Culture of Informed Consent”
Cedric Burrows, Marquette University, “Too Black, Too Strong: The Construction of the African American Male Writers in Composition Textbooks”

3-Community, Civic & Public

E.25 Action, Advocacy, and Appalachia: Cultural-Rhetorical Strategies for Public Writing and Rhetorics
This panel works to unveil productive strategies for rhetorical action in civic contexts by focusing on public advocacy work in Appalachia.

GRB Room 351A, Level Three

Chair: Megan Adams, The University of Findlay, “A Regional Rhetoric for Advocacy in Appalachia”
Speakers:
Krista Bryson, The Ohio State University, “A Regional Rhetoric for Advocacy in Appalachia”
Jonathan Bradshaw, Miami University of Ohio, “Advocacy beyond Bricks: Creating Appalachian Networks for Change”
Kathryn Trauth Taylor, Miami University of Ohio, “Advocacy beyond Bricks: Creating Appalachian Networks for Change”
Megan Adams, The University of Findlay, “Entering In: Examining How to Engage Ethically in Appalachian Media-Based Work”
Travis Rountree, University of Louisville, “‘The Many Untruths’: Newspaper Representations of the Hillsville, VA Courthouse Shootout of 1912”
12-Writing Pedagogies and Processes

E.26 Negotiating Academic Communities: Best Practices for Students and Faculty
This panel illustrates effective strategies for creating a less abstract notion of the term community in academic environments.

Hilton Room 344B, Level Three

Chair: Chelsea Swick, Kent State University
Speakers: Chelsea Swick, Kent State University, “Who are you again?: Creating Community with Online Instruction”
Sarah DeLury, Kent State University, “There Is No Us in Team, Just I and Me: Encouraging Students to Actively Engage Communities Together”
Laura Leigh Morris, Furman University, “The Prison Writing Class: Creating Community in Spaces of Mistrust”
Colleen Thorndike, University of Mississippi, “Faculty Learning Communities as Sites of Interdisciplinary Community Building and Graduate Pedagogical Training”

8-Taking Action

E.27 (Re)Defining Values for Writing
Using distinct situations—liberal arts programs, international secondary education, and two-year colleges—panelists will examine how political forces and neoliberal marketing logics commodify writing curriculum.

Hilton Room 332, Level Three

Chair: Misty Fuller, University of North Florida, Jacksonville
Speakers: Jonathan Worley, St. Mary’s University College, “The Risks of Systematized Writing on Our Composition Classes: Lessons from Northern Ireland”
Neil Simons, University of Wisconsin-Milwaukee, “Real Action: Addressing the Needs and Potentialities of the Community College in a Post-Postmodern (and Probably Neoliberal) Composition Classroom”
Matt Dowell, Le Moyne College, “The Marketing of Writing: Commodification at the Financially Challenged Small Liberal Arts College, and the WPA’s Role”
Clayann Gilliam Panetta, Christian Brothers University, “The Risks of Systematized Writing on Our Composition Classes: Lessons from Northern Ireland”
Luke Winslow, San Diego State University, “Neoliberalism and the Decline of the Liberal Arts Tradition”
Thursday, 4:45–6:00 p.m.

1-First-Year and Advanced Composition

**E.28 Readers, Reading, and Metacognition in Action**
These panelists explore metacognition across contexts to ask key questions about readers, writers, and reading practices.

Hilton Room 333, Level Three

*Chair:* Mary Tripp, University of Central Florida

*Speakers:* Kathryn Tucker, Nevada State College, “Metacognition in Action: First-Year Composition, Writing about Writing, and Writing Program Development”

Julie Myatt Barger, Middle Tennessee State University, “Re-envisioning Research Writing as Teaching Relationships between Readers and Texts through Metacognition”

Hollye Wright, University of Louisville, “AP English Language and Composition as a Site of First-Year Writing: The Place of Reading Instruction”

5-History

**E.29 Material Histories of Nineteenth-Century Writing and Rhetoric**
This panel spotlights three archival examples of 19th-century material rhetoric.

GRB Room 351C, Level Three

*Chair:* Mudiwa Pettus, The Pennsylvania State University

*Speakers:* Sue Hum, University of Texas at San Antonio, “The Visual Rhetorics of Representation: Chinese American Engagement with Anti-Chinese Sentiments in 19th-Century Photographs”


Mudiwa Pettus, The Pennsylvania State University, “‘How Must the Little Colored Child Feel’: Edward Johnson’s A School History of the Negro Race as Revisionary African American Educational Historiography”

6-Information Technologies

**E.30 ELI Review as Strategic Action**
This panel presents findings on the use of ELI Review peer review software in online writing courses, WAC programs, and empirical research.

GRB Room 340B, Level Three

*Chair:* Laura Gabrion, Oakland University
Thursday, 4:45–6:00 p.m.

Speakers: Joannah Portman-Daley, University of Rhode Island, “ELI Review in Online Writing Courses”
Nedra Reynolds, University of Rhode Island, “ELI Review in WAC Initiatives”
Ryan Omizo, University of Rhode Island, “ELI Review in Research”

9-Language
E.31 Non-Native English-Speaking Faculty and Faculty Development
This session explores the learning and teaching experiences of non-native English composition professors in order to analyze why they chose to teach in a language that is foreign to them and discusses the current fights and struggles non-English-speaking instructors encounter.

Hilton Room 346A, Level Three

Chair: John Gallagher, University of Illinois at Urbana Champaign
Speakers: Diana Fernandez, Barry University, “Non-Native Speakers of English: Why We Teach English Composition”
Jennifer Haan, University of Dayton, “Learning from the Multilingual ClassFaculty Development in First-Year Composition”
Lami Fofana-Kamara, Michigan State University, “Yet Another Fight to Dismantle the Master’s Language: Publicizing Non-Native English Speaker (Writing) Instructor (NESI) Struggles”

8-Taking Action
E.32 Queer (Inter)Actions: Remediating Research and Embodying Methodology as Composition
This session examines the (inter)active role of remediation, consent, and multimodality in queer methodology/ies for writing research.

GRB Room 351D, Level Three

Chair: David Green, Howard University
Speakers: Jon Wargo, Michigan State University, “Remediating Research and Composing Methodology: Inhabiting Writing and Examining Networked Literacies through Connective Ethnography”
Casey Miles, Michigan State University, “Tracing Queer Multimodal Methodology through the Documentary Series The Gender Project”
Kathleen Livingston, Michigan State University, “Playing with Consent: Lyric Essays on Consent in Queer Methodology”
7-Institutional and Professional

E.33 Inter-Institutional Writing Strategies: Community College/University Collaborations in an Urban Transfer Network
The roundtable discusses inter-institutional collaborations in writing studies within an urban transfer network.

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Nicole Green, University of Nebraska-Lincoln
Speakers: Lisa Bickmore, Salt Lake Community College
Christie Toth, University of Utah
Stephen Ruffus, Salt Lake Community College
Andrea Malouf, Salt Lake Community College
Clint Gardner, Salt Lake Community College
Nic Contreras, University of Utah
Wes Porter, University of Utah

9-Language

E.34 Writing across Margins and Borders
These panelists explore L2 writing development across a variety of contexts.

GRB Room 351F, Level Three

Chair: Robin Greene, Methodist University
Speakers: Dwedor Ford, Central State University, “Writing across Languages: Case Studies of Second Language Writers”
Zsuzsanna Reed, Central European University Budapest, “Clued-In and Included: For the Margin of a Study on the Linguistic Challenges of Eastern European History Students Writing in English”
Kyung Min Kim, Indiana University of Pennsylvania, “Writing Strategies to Expand the Repertoire of Genres in Graduate Writing Education: A Multilingual Student’s Trajectory of Academic Literacy Practices and Negotiation”

14-Writing Programs

E.35 Race Forever: Adventures in Writing Program Start-ups
In this interactive panel, presenters will share multimodal presentations modeled after the Choose Your Own Adventure (CYOA) series, as they trace the decisions made and actions taken during their respective writing program start-ups.

GRB Room 351B, Level Three

Chair: Kristi Costello, Arkansas State University, “The Antimatter Formula: An Emergent Microhistory of Campus Writing Support”
Thursday, 4:45–6:00 p.m.

**Speakers:** Airek Beauchamp, Binghamton University, SUNY, “The Antimatter Formula: An Emergent Microhistory of Campus Writing Support”
Dan Crocker, Southeast Missouri State University, “The Reality Machine: Avoiding Pitfalls, Starting A New Degree”
Missy Nieveen Phegley, Southeast Missouri State University, “Ninja Cyborg: WPA as Part-Human, Part-Robot Ninja”

---

**E.36 Remembering Kent: CCCC Chairs’ Tribute**

In this session, we gather to share stories—lively, sad, engaging, or otherwise—about Kent Williamson. CCCC chairs from the past ten years will lead, offering brief reminiscences about their work with Kent. Others will be invited to share their memories as well.

**Hilton Ballroom of the Americas Salon C, Level Two**

**Co-Chair:** Joyce Locke Carter, Texas Tech University

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

**Speakers:**
- Douglas Hesse, The University of Denver
- Malea Powell, Michigan State University
- Gwendolyn Pough, Syracuse University
- Cheryl Glenn, Pennsylvania State University
- Akua Duku Anokye, Arizona State University-West
- Howard Tinberg, Bristol Community College
- Charles Bazerman, University of California, Santa Barbara
- Chris Anson, North Carolina State University

---

**3-Community, Civic & Public**

**E.37 Keeping Writing Relevant and Essential in Changing Times: Houston’s WITS (Writers in the Schools) Program**

In this panel, administrators and writers from Houston’s Writers in the Schools (WITS) program will describe how they have made a practice of adjusting and expanding programming to stay not only relevant but essential as educational culture and priorities change.

**Hilton Room 335C, Level Three**

**Speakers:** Deborah Mouton, Writers in the Schools Program
Meggie Monahan, Writers in the Schools Program
Tina Angelo, Writers in the Schools Program
Thursday, 4:45–6:00 p.m.

3-Community, Civic & Public

E.40 Does It Matter: Assessing Our Role as Agents of Social Change

This panel begins by recognizing the power of community-based partnerships but explores whether adequate assessment practices have been developed.

Hilton, Grand Ballroom L, Level Four

Chair: Elaine Richardson, The Ohio State University, “On the Question of the Day”

Speakers: Steve Parks, Syracuse University, “Class Politics (or Just a New Funding Strategy?)”
Jessica Pauszek, Syracuse University, “Language and Literacy Rights (or We’ll Just Build Our Own College)”
Ellen Cushman, Northeastern University, “Agent of Social Change (Or Just a New Type of Scholarship?)”

Respondent: Paula Mathieu, “On Tactics and Assessment”
Special Interest Groups

6:30–7:30 p.m.

**TSIG.01 Appalachian Rhetoric, Composition, and Literacy SIG**
Our meeting offers a two-part caucus, opening with a business meeting and concluding with opportunities for networking and collaboration.

*Hilton Room 330, Level Three*

*Co-Chairs:* Sara Webb-Sunderhaus, Indiana University-Purdue University Fort Wayne
Jonathan Bradshaw, Miami University of Ohio

**TSIG.02 Council of Basic Writing SIG: Contemplating Action in the Classroom, Institution, State, Nation**
This collaborative meeting will focus on how BW instructors can use pedagogy to shape policies regarding writing instruction.

*GRB Room 351C, Level Three*

*Co-Chairs:* Elizabeth Baldridge, Illinois Central College
Lynn Reid, Fairleigh Dickinson University
Steve Lamos, University of Colorado Boulder
Jason Evans, Prairie State College
Michael Hill, Henry Ford Community College

**TSIG.03 Meeting of the International Network of Writing-Across-the-Curriculum Programs**
Annual CCCC session facilitated by Consultants Board, with Q and A groups on any aspect of WAC/WID planning and administration.

*Hilton Ballroom of the Americas Salon C, Level Two*

*Chair:* Chris Thaiss, University of California Davis
*Discussion Leaders:* Michelle Cox, Cornell University
Terry Zawacki, George Mason University
Martha Townsend, University of Missouri
Dilek Tokay, Sabanci University
David Russell, Iowa State University

*continued on next page*
Thursday, 6:30–7:30 p.m.

Dan Melzer, University of California, Davis
Mary McMullen-Light, Metropolitan Community College-Longview
Anne Ellen Geller, St. John’s University
Jeffrey Galin, Florida Atlantic University
Vicki Tolar Burton, Oregon State University
Pam Childers, The Clearing House

3-Community, Civic & Public

TSIG.04 Race and Technology Special Interest Group
This will be the second year meeting of the Race and Technology SIG.
GRB Room 340A, Level Three

Speaker: Phill Alexander, Miami University

7-Institutional and Professional

TSIG.05 TSIG for the Women’s Network: A Landscape for Change: Our Spaces, Our Selves
SIG will provide discussion of women’s status in the field; opportunity for networking, mentoring, and support for women faculty.
GRB Room 351D, Level Three

Speaker: Violet Dutcher, Eastern Mennonite University, “A Landscape for Change: Our Spaces, Our Selves”

10-Professional and Technical Writing

TSIG.06 Writing and STEM
Writing and STEM is a SIG for people who study and teach writing in and about STEM disciplines.
Hilton Room 329, Level Three

Co-Chairs: Mya Poe, Northeastern University
Jennifer Mallette, Boise State University
William FitzGerald, Rutgers University at Camden
Jonathan Buehl, The Ohio State University
Marie Paretti, Virginia Tech

13-Theory

TSIG.07 Language, Linguistics, and Writing Standing Group Business Meeting
A business meeting for the Language, Linguistics, and Writing Standing Group.
Hilton Ballroom of the Americas Salon E, Level Two
Co-Chairs: Craig Hancock, University at Albany
Deborah Rossen-Knill, University of Rochester

Speakers: Daniel Kies, College of DuPage
Sandra Gollin-Kies, Benedictine University
Nora Bacon, University of Nebraska at Omaha
Carolyn Ostrander, Syracuse University
Stella Wang, University of Rochester
Joleen Hanson, University of Wisconsin-Stout
Cornelia Paraskevas, Western Oregon University
Stephanie Schlitz, Bloomsburg University
Laura Aull, Wake Forest University
Mary Rist, St. Edward’s University
Zak Lancaster, Wake Forest University
Olga Lambert, Benedictine University
Julie Amberg, York College of Pennsylvania
Lynn Rudloff, St. Edward’s University
Cameron Mozafari, University of Maryland
Airlie Rose, University of Massachusetts, Amherst

TSIG.08 Special Interest Group for Non-Native English-Speaking Writing Instructors
The Special Interest Group for Non-Native English-Speaking Writing Instructors will host a session to create a space that will foster a sense of community, provide mutual support for reaching professional goals, provide a forum to share research ideas and collaborate on studies, and advocate for representation and work toward specific rights for the group that other minority groups already have.

Hilton Ballroom of the Americas Salon F, Level Two

Chair: Judith Szerdahelyi, Western Kentucky University
Speakers: Mariya Tseptsura, University of New Mexico
Lami Fofana-Kamara, Michigan State University
Tatjana Schell, North Dakota State University

7-Institutional and Professional

TSIG.09 SIG: Senior, Late-Career, and Retired Professionals in Rhet/Comp/Writing Studies
This year’s SIG focuses on outreach to experts in disability and access issues, and on the needs of faculty approaching retirement.

Hilton Grand Ballroom A, Level Four

Co-Chairs: Louise Wetherbee Phelps, Old Dominion University
Darsie Bowden, DePaul University
3-Community, Civic & Public

**TSIG.10 Teaching in Prison: Pedagogy, Research, and Literacies**
This SIG provides opportunities for prison literacy teachers and researchers to share opportunities for pedagogies and research.

Hilton Room 327, Level Three

*Co-Chairs:* Patrick Berry, Syracuse University, “Teaching in Prison: Pedagogy, Research, and Literacies”
Laura Rogers, Albany College of Pharmacy and Health Sciences, “Teaching in Prison: Pedagogy, Research, and Literacies”

---

2-Basic Writing

**TSIG.11 The 2016 Council on Basic Writing Business Meeting**
This will be a public meeting of the Council on Basic Writing Executive Board to discuss and act upon CBW business.

Hilton Room 344A, Level Three

*Co-Chairs:* Michael Hill, Henry Ford Community College
Lynn Reid, Fairleigh Dickinson University

---

1-First-Year and Advanced Composition

**TSIG.12 Dual Enrollment Studies SIG**
The Dual Enrollment Studies SIG will provide a space to harness growth and understanding about current DE issues in Composition Studies.

Hilton Room 333, Level Three

*Speakers:* Casie Moreland, Arizona State University, Tempe
Christine Denecker, The University of Findlay

---

14-Writing Programs

**TSIG.13 SIG for Untenured Writing Program Administrators**
This group helps WPAs navigate teaching, research, and administration in various types of programs (FYC, writing centers, WAC, and others).

Hilton Room 335A, Level Three

*Co-Chairs:* Tom Sura, West Virginia University
Christopher Basgier, University of North Dakota
5-History

**TSIG.14 National Archives of Composition and Rhetoric**
The National Archives of Composition and Rhetoric gathers and stores rare materials and important records of interest to CCCC researchers.

Hilton Room 335B, Level Three

*Co-Chairs:* Robert Schwegler, University of Rhode Island
O. Brian Kaufman, Quinebaug Valley Community College

11-Research

**TSIG.15 The Role of Reading in Composition Studies**
This SIG is an opportunity to foster reading scholarship and to discuss effective ways to teach reading within the writing classroom.

Hilton Room 335C, Level Three

*Co-Chairs:* Michael Bunn, University of Southern California, Los Angeles
Debrah Huffman, Indiana University-Purdue University, Fort Wayne

1-First-Year and Advanced Composition

**TSIG.16 Zen and the Art of English Teacher Maintenance: Finding Wiser Ways of Being, Teaching, and Inhabiting the Earth**
Contemplative practices workshop and meeting of the Assembly for Expanded Perspectives on Learning.

Hilton Room 336A, Level Three

*Speakers:* Sharon Marshall, St. John’s University
Irene Papoulis, Trinity College
Wendy Ryden, LIU-Post

13-Theory

**TSIG.17 Kenneth Burke Society at CCCC**
Annual gathering for Kenneth Burke Society members attending CCCC to discuss KBS business, scholarly trends, and upcoming projects.

Hilton Room 336B, Level Three

*Speaker:* Ethan Sproat, Utah Valley University

---

**CCCC CONVENTION, HOUSTON 2016** 151
10-Professional and Technical Writing

**TSIG.19 Medical Rhetoric Standing Group Business Meeting**
Annual meeting of the Medical Rhetoric Standing Group.
Hilton Room 337A, Level Three

*Speakers:* Lisa Meloncon, University of Cincinnati
Barbara Heiferton, Louisiana State University

11-Research

**TSIG.20 Publishing Contemporary Perspectives on Cognition and Writing**
The Cognition and Writing Special Interest Group will meet to discuss publishing a book collection of research on cognition and writing.
Hilton Room 337B, Level Three

*Co-Chairs:* J. Michael Rifenburg, University of North Georgia
Patricia Portanova, Northern Essex Community College

*Discussion Leader:* Duane Roen, Arizona State University

7-Institutional and Professional

**TSIG.21 SIG Non-Western/Global Rhetorics**
Special Interest Group inviting scholars interested in international rhetorical studies beyond Western traditions.
Hilton Room 338, Level Three

*Speakers:* Keith Lloyd, Kent State University
Tarez Samra Graban, Florida State University
Nicole Khoury, American University of Beirut
Tamara Bassam Issak, Syracuse University

13-Theory

**TSIG.22 Rhetoric’s Histories, Theories, Pedagogies Special Interest Group**
The “Rhetoric’s Histories, Theories, Pedagogies” Special Interest Group was formed in 2013 to foster conversations about rhetoric at CCCC.
Hilton Room 339A, Level Three

*Co-Chairs:* Roxanne Mountford, University of Oklahoma
Lois Agnew, Syracuse University

*Speakers:* Suzanne Bordelon, San Diego State University
Bo Wang, California State University, Fresno
Ralph Cintron, University of Illinois at Chicago
Jack Selzer, Penn State University
Jeff Walker, University of Texas at Austin

Thursday, 6:30–7:30 p.m.
**8-Taking Action**

**TSIG.23 International Writing Centers Association: Acting upon Ideas**

Writing center professionals will discuss our strategic plan for the coming years.

Hilton 339B, Level Three

*Speakers:* Harry Denny, Purdue University
Amber Jensen, George Mason University
Shareen Grogan, National University
Kevin Dvorak, Nova Southeastern University
Alanna Bitzel, The University of Texas at Austin

**TSIG.24 Disability Studies Standing Group**

This will be a meeting of the standing group for Disability Studies, focusing on networking and sharing research.

Hilton Room 343A, Level Three

*Chair:* Tara Wood, Rockford University

**TSIG.25 Teaching for Transfer**

The Teaching for Transfer (TFT) curriculum includes three interlocking components: (1) key terms; (2) systematic reflection; and (3) students’ Theory of Writing, articulated in a final assignment. Research demonstrates that in completing the course, students develop a knowledge of writing available for framing new writing tasks. In this Special Interest Group session, we’ll introduce TFT quickly before breaking into small sessions addressing several issues, including misconceptions about TFT; TFT in FYC; TFT in upper-level writing courses; and specific adaptations to the TFT curriculum.

Hilton Grand Ballroom B, Level Four

*Speakers:* Kathleen Blake Yancey, Florida State University, Tallahassee
Erin Workman, Florida State University, Tallahassee
Kara Taczak, University of Denver, CO
Liane Robertson, William Paterson University
Matt Davis, University of Massachusetts, Boston
Thursday, 6:30–7:30 p.m.

**TSIG.26 Second Language Writing Standing Group Meeting**
GRB Room 351B, Level Three

*Co-Chairs:* Katie Silvester, Indiana University
Pisarn Bee Chamcharatsri, University of New Mexico

**TSIG.27 Academic Mothering in Rhetoric and Composition**
Open to all CCCC attendees, this SIG is a participant-led sharing session on academic mothering in rhetoric and composition.
Hilton Room 340A, Level Three

*Speaker:* April Baker-Bell
Friday, April 8
Special Events and Meetings

Room and Location Names
Sessions are located in both the George R. Brown Convention Center and the Hilton Americas–Houston using the abbreviations GRB and Hilton.

WPA-GO/CSOGS Mentoring @ Cs Breakfast
GRB Convention Center, Room 351F
8:00 a.m.–9:15 a.m.

#TYCATakesAction
Hilton Grand Ballroom L, Level Four
6:30 p.m.–7:30 p.m.

Formerly known as TYCA Talks, #TYCATakesAction is a place to find your tribe and connect with colleagues who teach at two-year colleges. At #TYCATakesAction, we will share news of emerging local, regional, and national issues, celebrate our students, and use our collective voice to advocate for our open-door institutions.

The Twenty-Ninth Annual Poetry Forum
Hilton Grand Ballroom A, Level Four
7:30 p.m.–10:30 p.m.

The Poetry Forum: The Twenty-Ninth Annual Exultation of Larks will be held on Friday, 7:30–10:30 p.m. This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion. Poet readers should contact Mary Minock (Language and Literature Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, mminock@madonna.edu) if they have questions.

CCCC Jam
Hilton Ballroom of the Americas Salon E, Level Two
9:30 p.m.–1:30 a.m.
Hosted by McGraw-Hill Education
AWARDS PRESENTATIONS

CCCC Awards/Recognition Reception
Hilton Ballroom of the Americas Salon D, Level Two
5:00–6:30 p.m.

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

At this reception we announce the winners of the 2016 Outstanding Book Award, the James Berlin Memorial Outstanding Dissertation Award, the Braddock Award, the award for best article in TETYC, the Nell Ann Pickett Award, and others. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: Vorris Nunley, University of California, Riverside
Michelle Gibeault, University of Arkansas, Fayetteville
Mya Poe, Northeastern University, Harvard, MA
Annette Vee, University of Pittsburgh, PA
Xiaoye You, Penn State University, University Park

For a listing of previous Outstanding Book Award winners, please visit http://www.ncte.org/cccc/awards/oba.
JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

Berlin Outstanding Dissertation Award Committee

Chair: Kelly Ritter, University of Illinois at Urbana-Champaign
Aja Martinez, Binghamton University, NY
Malea Powell, Michigan State University, East Lansing
Donnie J. Sackey, Wayne State University, Detroit, MI
Wendy Sharer, East Carolina University, Greenville, NC

For a listing of previous Berlin Outstanding Dissertation Award winners, please visit http://www.ncte.org/cccc/awards/berlin.

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, College Composition and Communication, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee

Chair: Roxanne Mountford, University of Oklahoma, Norman
Amanda Booher, University of Akron, OH
Heidi McKee, Miami University, Oxford, OH
Todd Ruecker, University of New Mexico, Albuquerque
Pamela Takayoski, Kent State University, OH

For a listing of previous Braddock Award winners, please visit http://www.ncte.org/cccc/awards/braddock.
OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Outstanding Dissertation Award in Technical Communication Committee

Chair: Laura Gurak, University of Minnesota, Minneapolis
Kristin Arola, Washington State University, Pullman
Brian McNely, University of Kentucky, Lexington
Derek Mueller, Eastern Michigan University, Ypsilanti
Raul Sanchez, University of Florida, Gainesville

For a listing of previous Outstanding Dissertation Award in Technical Communication winners, please visit http://www.ncte.org/cccc/awards/techcommdissertation.

TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

Technical and Scientific Communication Awards Committee

Chair: Richard Johnson-Sheehan, Purdue University, West Lafayette, IN
Angela Haas, Illinois State University, Normal
Carol Johnson, New Jersey Institute of Technology, Newark
Keisha McKenzie, McKenzie Consulting Group
Octavio Pimentel, Texas State University-San Marcos

For a listing of previous Technical and Scientific Communication Award winners, please visit http://www.ncte.org/cccc/awards/techsci.
WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

Writing Program Certificate of Excellence Committee

Chair: Roxanne Mountford, University of Oklahoma, Norman
Christine Alfano, Stanford University, CA
Isabel Baca, University of Texas at El Paso
David Green, Howard University, Washington, DC
William Torgerson, St. John’s University, Queens, NY

For a listing of previous Writing Program Certificate of Excellence Winners, please visit http://www.ncte.org/cccc/awards/writingprogramcert.

CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

In March 2003, the Conference on College Composition and Communication (CCCC) initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to two Tribal College Faculty Fellowships in the amount of $1,250 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as teachers and what they teach at their tribal college, what their research interests are, and what they hope to gain from the experience of attending CCCC (how it could help in their teaching or research). A selection committee including American Indian Caucus members reviews applications for the Tribal College Faculty Fellowship. Fellowships are awarded based on overall quality of the application letter.
Tribal College Faculty Fellowship Committee

Chair: Joyce Rain Anderson, Bridgewater State University, MA
      Casie Cobos, Illinois State University, Normal
      Resa Crane Bizzaro, Indiana University of Pennsylvania
      Rose Gubele, University of Central Missouri, Warrensburg
      Gabriela Rios, South Seattle College, WA

For a listing of previous Tribal College Faculty Fellowship winners, please visit http://www.ncte.org/cccc/awards/tribalcollegefellow.

CCCC ADVANCEMENT OF KNOWLEDGE AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

Advancement of Knowledge Committee

Chair: Cynthia Selfe, Ohio State University, Columbus
       James Hill, Albany State University, GA
       Iris Ruiz, University of California, Merced

For a listing of previous Advancement of Knowledge Award winners, please visit http://www.ncte.org/cccc/awards/advknowledge.

CCCC RESEARCH IMPACT AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

Research Impact Committee

Chair: David G. Holmes, Pepperdine University, Malibu, CA
       Steve Parks, Syracuse University, NY
       Eva Payne, Chemeketa Community College, Salem, OR

For a listing of Previous Research Impact Award winners, please visit http://www.ncte.org/cccc/awards/researchimpact.
**CCC** **LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS**

Established in 2011, this award provides two $1,000 travel reimbursement awards to scholars from Mexico or Central or South America who have papers accepted for presentation at the CCCC Convention. Selection of the winners is made by the CCCC Program Chair and a panel of judges selected from the Stage II program reviewers.

For a listing of previous Luiz Antonio Marcuschi Travel Award winners, please visit http://www.ncte.org/cccc/awards/marcuschi.

**CCC** **CCC GLORIA ANZALDÚA RHETORICIAN AWARD**

Established in 2013, this award supports graduate students or first-time presenters whose work participates in the making of meaning out of sexual and gender minority experiences with up to three $750 awards for travel to the CCCC Convention.

**Gloria Anzaldúa Rhetorician Award—2016 Recipients**

Rachel Lewis, Northeastern University, Boston, MA
Casey Miles, Michigan State University, East Lansing
Erika M. Sparby, Northern Illinois University, DeKalb

**Gloria Anzaldúa Rhetorician Award Committee**

Chair: Eric Darnell Pritchard, University of Illinois at Urbana-Champaign
Samantha Blackmon, Purdue University, West Lafayette, IN
Michael J. Faris, Texas Tech University, Lubbock
Kendall Gerdes, University of Texas at Austin

For a listing of previous Gloria Anzaldúa Rhetorician Award winners, please visit http://www.ncte.org/cccc/awards/anzaldua.

**CCC** **LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP**

Established in 2013, this award is presented annually to three works (one book, one article, and one dissertation) published within the past two years that best make queer interventions into the study of composition and rhetoric.

**Lavender Rhetorics Award for Excellence in Queer Scholarship Committee**

Chair: Eric Darnell Pritchard, University of Illinois at Urbana-Champaign
Friday, 5:00–6:30 p.m.

**Article Award Subcommittee**

KJ Rawson, College of the Holy Cross, Worcester, MA  
R. Joseph Rodriguez, University of Texas at El Paso  
Rebecca Hayes, Michigan State University, East Lansing

**Book Award Subcommittee**

Alexandra Cavallaro, University of Illinois at Urbana-Champaign  
Seth Davis, Syracuse University, NY  
Serkan Gorkemli, University of Connecticut, Storrs

**Dissertation Award Subcommittee**

William Banks, East Carolina University, Greenville, NC  
G Patterson, Miami University, Oxford, OH

For a listing of previous Lavender Rhetorics Award for Excellence in Queer Scholarship winners, please visit http://www.ncte.org/cccc/awards/lavender.

**CCCC Stonewall Service Award**

Established in 2013, this award recognizes members of CCCC/NCTE who have consistently worked to improve the experiences of sexual and gender minorities within the organization and the profession.

**Stonewall Service Award Committee**

*Chair:* Eric Darnell Pritchard, University of Illinois at Urbana-Champaign  
Garrett Nichols, Bridgewater State University, MA  
Rhea Estelle Lathan, Florida State University, Tallahassee

For a listing of previous Stonewall Service Award winners, please visit http://www.ncte.org/cccc/awards/stonewall.

**CCCC Disability in College Composition Travel Awards**

Established in 2014, these awards recognize scholarship dedicated to improving knowledge about the intersections of disability with composition and rhetoric, the value of disability as a source of diversity, inclusive practices and the promotion of access, and the value of disability as a critical lens.
Disability in College Composition Travel Awards Committee

Chair: Allison Hitt, University of Central Arkansas, Conway
      Patricia Dunn, Stony Brook University, NY
      Sushil Oswal, University of Washington, Tacoma
      Nicole Snell, Bentley University, Waltham, MA
      Amy Vidali, University of Colorado, Denver

THE MARK REYNOLDS TETYC BEST ARTICLE AWARD

The quarterly journal Teaching English in the Two-Year College selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

Jeff Sommers, Editor of TETYC, will present the award.

Best Article Award Committee

Chair: Teresa Thonnery, Columbia Basin College, Pasco, WA
      Dianne Fallon, York County Community College, Wells, ME
      Robert Lazaroff, Nassau Community College, Garden City, NY
      Rebecca Fleming, Columbus State Community College, OH
      Hope Parisi, Kingsborough Community College, NY
      Christie Toth, University of Utah, Salt Lake City

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

NELL ANN PICKETT SERVICE AWARD

Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism.

Nell Ann Pickett Service Award Committee

Chair: Leslie J. Roberts, Oakland Community College, Farmington Hills, MI
      Sandie Bornhouse, Charlotte, NC
      Laura Hammonds, South Bend, IN
      Sharon Mitchler, Centralia College, WA
      Shelley Rodrigo, Old Dominion University, Norfolk, VA

For a listing of previous winners, please visit http://www.ncte.org/tyca/awards/pickett.
F Sessions: 8:00–9:15 a.m.

Taking Action Workshop Sessions

F.36 Taking Action Workshop: Naming and Narrowing
Refer to page 16 for abstract.
Hilton Grand Ballroom A, Level Four

Speaker: Glenda Eoyang, HSD Institute

Poster Session

Hilton Sky Walk, Level Two

Corpus in Action: Creating Student-Centered and Context-Specific Corpora to Increase Awareness of Students’ Literacy Practices for Course Design and Classroom Mutuality
Creating corpora for writing courses can give insight into students’ local literacies and influence mutuality in the writing classroom.
Yasmin Rioux, University of Wisconsin-Platteville

Curating the Research Assemblage: Methodology as Ethical Inter/action
This poster frames research methodology as an assemblage with curatorial power, enabling ethical action through inter/active multimodality.
Elizabeth Catchings, University of California, Irvine

Digital Mix: The Landscape of Digital Pedagogy in the Writing and Communication Classroom
Our survey results describe attitudes, preferences, and practices regarding digital pedagogy in writing and communication classrooms.
Halcyon Lawrence, Georgia Institute of Technology
Liz Hutter, Georgia Institute of Technology
Joy Robinson, University of Alabama
Lisa Dusenberry, Armstrong State University
**Disciplinography of Rhet/Comp on Social Media: What Are We Doing in Our Facebook Groups?**
A content analysis of FB groups in Rhet/Comp to examine how their functions and member relationships help form disciplinary identity.
Chen Chen, North Carolina State University

**Generation Hashtag: Activism and Viral Online Rhetoric in 140 Characters or Less**
This presenter will show how online interaction through shortened digital rhetoric is forming a new discourse in political activism.
Kaitlyn Clark, California State University, Los Angeles

**Moving between the Military and Academy**
When individuals move between the military & higher education how do they recognize and negotiate contradictory expectations?
Catherine St. Pierre, Ohio State University/UPJ

**Reshaping Virtual Spaces: Using the College Writing Center to Create and Deliver Information Literacy Resources to Faculty**
The Writing Center created faculty-focused resources (in D2L) to promote WAC and explain information literacy to promote student success.
Nikki Borrenpohl, John A. Logan College
Matt Garrison, John A Logan College

**The Self as Subject: Strategies for Acting Up and Talking Back**
This poster explores using multimodal, multidisciplinary assignment design to encourage skills transfer from FYC to advanced WID courses.
Bonnie Erwin, Wilmington College
Marta Wilkinson, Wilmington College

**(Un)Planning FYC: Using a Translingual Approach to Course Design, Avoiding Problematic Assumptions**
The poster presentation will display results of teacher research using non-assumptive pedagogy in an American FYC course in South America.
Morgan Gross, Ball State University

**Writing through Big Data: Using MassMine in the Advanced Writing Classroom**
This poster displays the results of student research completed within the University of Florida class: “Writing through Big Data.”
Aaron Beveridge, University of Florida
F.01 Writing Feminism: Negotiating for Action across Public Spheres
The presenters tap into key scenes in which feminist writing scholars challenge asymmetrical power and disrupt conventional ways of arguing.
Hilton Ballroom of the Americas Salon D, Level Two
Chair: Shareen Grogan, National University
Speakers: Shirley Logan, University of Maryland
Cheryl Glenn, Pennsylvania State University
Joyce Irene Middleton, East Carolina University
Krista Ratcliffe, Purdue University

10-Professional and Technical Writing

F.02 Rhetorics of Health and Medicine: A Roundtable
Examining the Breadth and future actions of an Emerging Sub-Field
The roundtable addresses the wealth of current & future research areas in medical rhetoric and looks forward to future research actions.
GRB Room 351B, Level Three
Chair: Elizabeth Hollis, Norcross High School
Speakers: Jane Detweiler, University of Nevada, Reno, “Rhetoricizing Medical Risk/Medicalizing Rhetoric of Risk: An Intersection for “Healthier” Communications Research and Teaching across Disciplines”
Kirk St. Amant, East Carolina University, “Expanding the Rhetoric of Health and Medicine to Global Contexts”
Lora Arduser, University of Cincinnati, “Medical Rhetoric as Activism: Public Discourse on Reproductive Rights”
Barbara Heifferon, Louisiana State University, “Expanding the Rhetoric of Health and Medicine to Global Contexts”
Drew Holladay, University of Louisville, “The Rhetoric of Mental Health: Psychiatry, Disability, and Neurorhetorics”
Amy Koerber, Texas Tech University, “Medical Rhetoric as Activism: Public Discourse on Reproductive Rights”
Erin A. Frost, East Carolina University, “Complicating Standard Care: Changing Public Discourses through Medical Digital Imaging Technologies”
Beyond Fundamentalism: Pedagogical Implications from Three Empirical Studies of Overlooked Christian Rhetorics

Christian rhetorics—jeremiad, secular, and aspirational—that shape student writing in surprising ways. Implications for teaching.

Hilton Room 327, Level Three

Chair: Steffen Guenzel, University of Central Florida
Speakers: Jeffrey Ringer, University of Tennessee
Will Penman, Carnegie Mellon
Emily Cope, York College of Pennsylvania
Roxanne Mountford, University of Oklahoma

Supporting the Future of the Field: A Roundtable on Graduate Digital Pedagogy

This roundtable offers strategies for supporting graduate digital pedagogy by describing an experimental peer-led practicum.

Hilton Ballroom of the Americas Salon F, Level Two

Chair: Anna Gurley, University of Oklahoma
Speakers: Lauren Hall, University of Pittsburgh
Carrie Hall, University of Pittsburgh
Jean Ferguson Carr, University of Pittsburgh
Kelsey Cameron, University of Pittsburgh
Kerry Banazek, University of Pittsburgh
Noel Tague, University of Pittsburgh
Katie Bird, University of Pittsburgh

Race and Writing Methods: Investigating Racism through Autoethnography, History, and Technology

Our panel investigates racial methodology, emphasizing autoethnography, historiography, and technology.

Hilton Room 335C, Level Three

Chair: Christopher Carter, University of Cincinnati
Speakers: Iris Ruiz, University of California Merced
James Chase Sanchez, Texas Christian University
Alexandria Lockett, Spelman College
Friday, 8:00–9:15 a.m.

1-First-Year and Advanced Composition

F.06 Beyond the Workshop: Experiments in Big Comp

We describe four approaches to teaching writing in large classes, arguing that the small workshop need not be the default format for comp.

Hilton Room 335A, Level Three

Chair: Joleen Hanson, University of Wisconsin-Stout
Speakers: Kim Jaxon, California State University, Chico, “Epic Composition”
Tom Fox, California State University, Chico, “Epic Composition”
David Kellogg, Coastal Carolina University, “Leveraging Student Expertise in a Scientific Writing Class”
Laura Field, Montclair State University, “Space, Flexibility, Spontaneity: A Writing Studio Pilot Model”
Joseph Harris, University of Delaware, “The Large Class as Teaching Clinic”
Jessica Restaino, Montclair State University, “Space, Flexibility, Spontaneity: A Writing Studio Pilot Model”

8-Taking Action

F.07 Taking Action to Connect the Classroom and the Community

In this session, panelists describe how to develop and sustain meaningful community-based literacy partnerships.

Hilton Room 329, Level Three

Chair: Brian Harrell, University of Akron
Speakers: Emily Yasonia, California State University, Los Angeles, “The 826LA Project: Incorporating a Service Learning Component into the English Classroom”
Petger Schaberg, University of Colorado, Boulder, “Learner-centered Strategies for Community Engaged Writing”
David Marquard, The University of North Carolina at Pembroke, “Blending the Binaries and Crossing the States: Connecting and Growing a University-Based Literacy Organization from One Academic Institution to Another”
Michael Shirzadian, The Ohio State University, “‘Pedagogies of Belonging’: University Collaborators in the Underprivileged High School Space”
8-Taking Action

F.08 Activating Access: Disability in Campus, Classroom, and Online Spaces
How can we learn from the rhetoric of disability activism and engage it in our own work as writing teachers and administrators?

Hilton Ballroom of the Americas Salon E, Level Two

Chair: Holly Hassel, University of Wisconsin, Marathon County
Speakers: Ruth Osorio, University of Maryland, “Toward Accessible Futures: Disability and Racial Justice Coalition-Building”
Andrew Lucchesi, The Graduate Center, CUNY, “Disrupting Ability: Student Disability Activist Rhetoric in Action”
Amy Vidali, University of Colorado Denver, “If They Can’t Get In: Rhetorical Advocacy in College Admissions”
Dale Katherine Ireland, The Graduate Center, CUNY, “Disabled Students and the Rhetoric of Verification in Online Writing Classes”
Respondent: Susan Naomi Bernstein, Arizona State University, Tempe

13-Theory

F.09 Imagining Literate Lives: Drawing Lessons from Narrative, Memory, and Mobility
Considers how embodied practices of imagining and remembering inform the actions of writing students and teachers.

Hilton Room 335B, Level Three

Chair: John Duffy, University of Notre Dame, South Bend
Speakers: Rachel Gramer, University of Louisville
Brice Nordquist, Syracuse University
Bronwyn T. Williams, University of Louisville

8-Taking Action

F.10 Changing Demographics: No Longer a Monolingual Nation
This panel discusses the importance of dual-language issues within composition, technical communication, and the workplace.

GRB Room 340A, Level Three

Chair: Angela M. Haas, Illinois State University
Speakers: Octavio Pimentel, Texas State University San Marcos, “Opening the Gateway: The Power of Dual Language Composition Courses”
Kendall Leon, Portland State University

continued on next page
Alyssa Crow, University of Utah, “Beyond the Literacy Narrative: Promoting Critical Language Awareness and Positive Language Attitudes in First-Year Writing”
Isabel Baca, University of Texas at El Paso, “English-Spanish Workplace Writing: Its Many Benefits”

**F.11 Asking Students to Do and to Be**
Eportfolios and embedded reflection allow insight into student thinking about who they are becoming as scholars, professionals, and citizens.

**Hilton Room 338, Level Three**

**Chair:** Barbara Blakely, Iowa State University  
**Speakers:** Eric York, Iowa State University  
Bryan Lutz, Iowa State University, “Complementing the Web-sensible Model: Towards a Post-postmodern Understanding of Identity Construction through ePortfolio Composition”  
Kathy Rose, Iowa State University, “Encouraging Deep Learning through Eportfolios”  
Barbara Blakely, Iowa State University, “Student Reflections on the E in Eportfolio: Beyond Browsers to Producers”

**F.12 We Know Where the Action Is: It’s in Writing Fellows (and We Got the Data to Prove It)**
This session reports on a year-long quantitative empirical study of Writing Fellows at a large, public, Masters-comprehensive university.

**Hilton Grand Ballroom I, Level Four**

**Chair:** Thomas Moriarty, San Jose State University  
**Speakers:** Michelle Hager, San Jose State University, “Writing Centers and Writing Fellows: Forging Complementary Paths for Writing Support Services”  
Thomas Moriarty, San Jose State University, “Measuring What Matters in Writing Fellows Programs”  
Cindy Baer, San Jose State University  
Richard McNabb, San Jose State University, “Writing Fellows as Instruments of Institutional Change”  
Shane Diven, San Jose State University, “On the Front Lines: Embedded Instruction and the Developing Writer”
13-Theory

F.13  **New/Now Cognitivism: Strategies for Theory and “Literate Action”**

Five researchers draw distinctions between cognitive models of writing on one hand and neuroscientific models on the other hand.

**Hilton Ballroom of the Americas Salon B, Level Two**

*Chair:* Peter Elbow, University of Massachusetts, Amherst  
*Speakers:*  
- Jose Gomez, University of Texas at El Paso, “Connections between Memory, Neuroplasticity, and Writing: Implications for the Field of Rhetoric and Writing Studies”  
- Airlie Rose, University of Massachusetts, Amherst, “Audible Voice in Written Text”  
- Erin Williams, University of Saint Francis, “Toward a Second-Generation Cognitive Rhetoric”  
- Deborah Rossen-Knill, University of Rochester, “Relevance and Sentence Flow”  
- Brian Larson, Georgia Institute of Technology, “Relevance, Cognitive Environment, and Audience”

2-Basic Writing

F.14  **Truth or Consequences: When Project-based Pedagogy Pushes Back on Process**

The approach in this panel allows students to draw from within a rhetorical ecology toward outcomes that cannot be determined in advance.

**Hilton Room 330, Level Three**

*Chair:* Joshua Hilst, Utah Valley University  
*Speakers:*  
- Jacqueline Preston, Utah Valley University, “Consequences and Connections: Writing as Assemblage”  
- Joshua Hilst, Utah Valley University, “Notes toward a Consequentialist Pedagogy”  
- Benjamin Goodwin, Utah Valley University, “Pro-Crastination: Revising the Consequences for “Zero-Hour” Writers”  
- Elena Garcia, Utah Valley University
Friday, 8:00–9:15 a.m.

12-Writing Pedagogies and Processes

**F.15 Re-Actions: A Closer Look at Student Invention across Different Sites**
Qualitative research into how students recognize influence and generate ideas across their writing processes.

Hilton Room 332, Level Three

*Chair:* Cassie Hemstrom, University of California, Davis  
*Speakers:* Jason Wirtz, Hunter College  
Patricia Medved, St. John’s University  
Michael Reich, St. John’s University

**3-Community, Civic & Public**

**F.16 Everyday Authors and Acts of Writing**
This panel considers how economic and technological upheaval have motivated the spread of “authorial consciousness.”

Hilton Room 336A, Level Three

*Chair:* Beth Daniell, Kennesaw State University  
*Speakers:* Deborah Brandt, University of Wisconsin, Madison  
Kim Donehower, University of North Dakota  
Timothy Laquintano, Lafayette College

**1-First-Year and Advanced Composition**

**F.17 Student Voices: Learning Styles and Transitional Rhetorics**
This panel looks at different forms of student voices.

Hilton Room 336B, Level Three

*Chair:* Thomas Henry, Utah Valley University  
*Speakers:* Talitha May, Ohio University, “Transitional Rhetorics: An Ontological Pedagogy for the Composition Classroom”  
Margaret Gonzales, Texas Lutheran University, “Un-Learning How to Write: Metacognition and Transformation in Advanced Composition”  
Nuwar Mawlawi Diab, Lebanese American University, “Engagement, Error Revision, and Reflection: Tools to Reduce Learners’ Lexical Errors”

8-Taking Action

**F.18 Taking Action through the News Media**
The focus will be on gaining access to public media by 3 presentations on strategies followed by audience participation in breakout groups.

Hilton Ballroom of the Americas Salon A, Level Two
**Speakers:** Millie Davis, National Council of Teachers of English, “Strategies and Tactics for Speaking to the Wider Public about Writing”  
Les Perelman, Massachusetts Institute of Technology, “Show Don’t Tell: The Rhetoric of Effective Presentations and Pitches to the Media”  
David Slomp, University of Lethbridge, “Engaging Media in the Pursuit of Action: Strategies for Reframing Public Discourse on Writing Assessment”

13-Theory

**F.19 Don’t Get Emotional: Teaching Writing and the Study of Emotional States**
This panel explores the need to consider emotion and well-being in the teaching of writing.

Hilton Room 337B, Level Three

*Chair:* Roberta Henson, Indiana Wesleyan University

*Speakers:*  
Courtney Patrick, Bay Path University, “Cultural Pre/Postmemory and Empathy: Why We Need to Embrace Trauma Writing”  
Summer Dickinson, Mid-Plains Community College, “Sensation and Writing: Action for Somatic Minded Writing Instruction”  
Jill Belli, New York City College of Technology, CUNY, “Writing Well-Being into our Pedagogy, Scholarship, & Discipline”

5-History

**F.20 Women and the Development of Composition Studies**
This panel examines the role that Ann Berthoff, Janet Emig, Andrea Lunsford, and Geneva Smitherman played in shaping composition studies.

Hilton 339B, Level Three

*Chair:* Christina LaVecchia, University of Cincinnati

*Speakers:*  
Russel Durst, University of Cincinnati, “Creating an Academic Field with a Political Agenda: Janet Emig and Composition Studies”  
Christina LaVecchia, University of Cincinnati, “Examining Ann E. Berthoff’s Philosophical Method”  
Janine Morris, University of Cincinnati, “Reclaiming Composition and Rhetoric: Andrea Lunsford’s Feminist Historicizations”  
Albertina Walker-Hughey, Texas Southern University, “Revolution at Its Core: Geneva Smitherman’s Perennial Authority in Rhetoric and Composition”

*Respondent:* Laura Micciche, University of Cincinnati
8-Taking Action

F.21  Taking Action in WAC Work: The Student Anthology on Race
This panel describes a grassroots WAC effort at one university to compile, edit, and publish an anthology of student writings about race.

Hilton Room 339A, Level Three

Chair: Jennifer Hewerdine, Arizona Western College
Speakers: Megan Schoen, La Salle University
Karen Reardon, La Salle University
Jaime Longo, La Salle University
Elizabeth Allan, Oakland University

6-Information Technologies

F.22  Critical Praxis in Action: Discovering New Modes of Resistance in Digital Publics
Theoretical approaches and applications for resistance, activism, and citizenship in digital public spheres.

Hilton Room 337A, Level Three

Chair: Lee Hibbard, University of Alabama in Huntsville
Speakers: Laura Williams, Georgia State University, “Epistemology as Activism: Cooperative Meaning-Making and Critical CyberCitizenship”
Clarissa Walker, University of Rhode Island, “The Second Field Site of Cyberactivism: Modes of Critical Praxis in Blogging Public Spheres”

8-Taking Action

F.23  Writing for Action, Writing for Change
This panel offers strategies for engaging in public conversations about education policy.

Hilton Room 343A, Level Three

Chair: Lyra Hilliard, University of Maryland
Patricia Dunn, Stony Brook University, “What Makes Legislators Listen? Means of Persuasion Outside the Academy”
12-Writing Pedagogies and Processes

F.24 Glitches as (Re)Action: Creating, Learning from, and Responding to Moments of Rhetorical Failure

Reframing failure as (re)action, this panel seeks to explore and challenge moments when we don’t achieve our intended rhetorical objective.

Hilton Room 340A, Level Three

Chair: Titcha Ho, Indiana University of Pennsylvania/Baruch College, CUNY

Speakers: Rory Lee, Ball State University, “Why am I Getting Downvoted?: The Yakarma of Rhetorical Failure”
Morgan Leckie, Miami University, “Why am I Getting Downvoted?: The Yakarma of Rhetorical Failure”
Kevin Rutherford, Miami University, “’Glitch’ing Our Way to Collaborating with Technology”
Elizabeth Saur, Miami University, “Feeling It Out: Normalizing Pedagogical Failure as (Re)Action”

1-First-Year and Advanced Composition

F.25 Writing Program Administration in an Age of Reform

Evidence-based discussion of political conditions affecting writing programs, with background, stakeholder review, and assessment strategies.

Hilton Room 342, Level Three

Chair: Amy Hodges Hamilton, Belmont University

Speakers: Fredrik deBoer, Purdue University
Tristan Abbott, Salem State University
Laurie Cubbison, Radford University

8-Taking Action

F.26 Environmental and Scientific Rhetoric in Action

This panel addresses environmental and scientific controversies and their extensive networks as well as methods for active engagement.

Hilton Room 340B, Level Three

Chair: Tanya Zarlengo, University of South Florida

Speakers: Ryan Blank, University of South Florida, “Rhetoric as Taking Action: The Laguna Atascosa National Wildlife Refuge and the Challenges of Conservation”
Tiffany Wilgar Boyles, University of South Florida, “Seeing Stardust: Class, Culture, and The Nevada Test Site”
Stephanie Phillips, University of South Florida, “GMOsquitoes: Controversy over the Release of Genetically Modified Mosquitoes in the Florida Keys”
9-Language

F.27 We Are Not Color Blind: Empowering Spanglish and Other Types of Code Switching
This panel looks at code switching and the benefits it brings to the composition student.

Hilton Room 343B, Level Three

Chair: Jessica Shumake, University of Arizona
Speakers: Maria Carvajal, University of Illinois at Urbana-Champaign, “Spanglish in the Composition Class: Leveraging Students’ Rhetorical Code-Switching Practices for Academic Writing”
Alyssa Cavazos, The University of Texas Rio Grande Valley, “Multilingualism in Composition Studies: Future Writing Educators Enact Multilingual Writing Strategies in Academic Research and Writing Pedagogies”
Bethany Davila, University of New Mexico, “Taking Responsibility: Identifying and Challenging Colorblindness in Talk about Student Writing”

10-Professional and Technical Writing

F.28 Results of a Study on the Status of the Multi-major Professional Writing Course in U.S. Institutions of Higher Education
The research team reports on a national survey on the status of the multi-major professional writing course in 2- and 4-year colleges.

Hilton Room 333, Level Three

Chair: Alice Horning, Oakland University
Speakers: Sarah Read, DePaul University
Mike Michaud, Rhode Island College, Kingston
Theresa Bailey, DePaul University

11-Research

F.29 Research in Multimodal Composition, Literacies, and Assessment
Panelists will present their research on the impact of multimodality on our disciplinary research methods and our students’ composing practices.

Hilton Room 328, Level Three

Chair: Gavin Hurley, Lasell College
Speakers: Sharon Sieber, Idaho State University, “The Great Multimodal Methodological Beatdown: Defending Composition’s Disciplinary Identity in Interdisciplinary Departments of English”
Cynthia Mitchell, University of Central Florida, “New Literacies in Action: Broadening the Possibilities for Transfer”
Francis Macarthy, Illinois State University, “Write, Type, Record: The Effects of Multimodality on Student Composing Processes and Outcomes”
Kathleen Baldwin, University of Massachusetts Amherst, “Multimodal Assessment in Action: ‘What We Really Value’ in New Media Texts”
Angela Petit, GLC Solutions, “The Great Multimodal Methodological Beatdown: Defending Composition’s Disciplinary Identity in Interdisciplinary Departments of English”

12-Writing Pedagogies and Processes

F.30 Teaching Reading for Writing: Action-Oriented Approaches
We introduce specific pedagogical strategies & processes to help students develop & demonstrate skills for successful reading & writing.
GRB Room 351E, Level Three
Chair: Beth Hewett, Defend & Publish
Speakers: Gregory Adams, University of Nebraska Omaha, “New Assessments for New Reading”
Michael Bunn, University of Southern California, Los Angeles, “Promoting Transfer: Teaching Students to Read Like a Writer”
Beth Hewett, Defend & Publish, “Reading to Learn in Online Writing Settings”

13-Theory

F.31 Challenging the Rhetoric of Non-Neurotypicality: Documents, Stories, Memories
This panel challenges our terms and conceptions of non-neurotypicality through and analysis of medical documents and storytelling.
GRB Room 351A, Level Three
Chair: Amy Wrobel Jamieson, Bowling Green State University
Speakers: Diane Scrofano, Moorpark College, “Memoirs of Mental Illness as Illuminated by Illness and Disability Narrative Theory”
Dirk Remley, Kent State University, “Calling the Brain to Action: Neural Attributes of Multimodal Persuasive Messages”
Elisabeth Miller, University of Wisconsin - Madison, “‘I left the writing behind’: Aphasia, ‘Good’ Writing, and Resisting Accommodation”
4-Creative Writing

F.32 Creative Nonfiction: Exploring the History and Imagining the Future of an Active Genre
Creative nonfiction shapes and reflects the social and political dimensions of both disciplinary conversations and classroom pedagogy.

Hilton Ballroom of the Americas Salon C, Level Two

Speakers: Irene Papoulis, Trinity College
Melissa Goldthwaite, Saint Joseph’s University, “The Literary, Feminist, and Pedagogical Roots of Creative Nonfiction in Composition Studies”
Jenny Spinner, Saint Joseph’s University, “Will Creative Nonfiction Please Stand Up? Creative Nonfiction and Composition Studies”

13-Theory

F.33 Networking the Discipline: Theorizing Assumptions, Offering Change
This panel explores how theories of circulation, ecology, and networks can add to our understandings of the field.

GRB Room 351D, Level Three

Chair: Darin Jensen, Metropolitan Community College
Speakers: Dan Ehrenfeld, UMass Amherst, “Material Circulation and the Networked Public Sphere: Rethinking the Social and Spatial Politics of the “Public Turn””
Amy Williams, University of Utah, Salt Lake City, “Reading Is Still the Path: Theorizing Literacy through Metaphors of Movement”
Kristopher Lotier, Hofstra University, “How to Not Teach Writing: Postprocess Theory, Individualism, and Student Learning”

3-Community, Civic & Public

F.34 “Listen!” The Legend of the Social Justice Warrior, or Games and Social Advocacy
We explore three ways games have become powerful political-rhetorical artifacts that create social change and open doors for activism & advocacy.

Hilton Grand Ballroom L, Level Four

Chair: Samantha Blackmon, Purdue University
Speakers: Alex Layne, Purdue University, “Not Your Mama’s Social Justice Warriors: On Advocacy and Activism in the Age of #GamerGate”
Samantha Blackmon, Purdue University, “Not Your Mama’s Social Justice Warriors: On Advocacy and Activism in the Age of #GamerGate”
Lauren Woolbright, Clemson University, “Designs That Play: Why Scholars Should Design Games”
Katherine Hanzalik, Clemson University, “Setting an (Activist) Place at the Table: TRPGs as Tools of Political Subversion”
Alisha Karabinus, Purdue University, “Not Your Mama’s Social Justice Warriors: On Advocacy and Activism in the Age of #GamerGate”

**8-Taking Action**

**F.35 From Analysis to Action: The NCTE Policy Analysis Initiative’s Role in Promoting Policy Change**
Roundtable explores the consequences/limitations of NCTE’s Policy Analysis Initiative, ending with time for local strategy development.

GRB Room 340B, Level Three

**Chair:** D. Alexis Hart, Allegheny College

**Speakers:**
- Janice Walker, Georgia Southern University, “Analysts and Advocates: Knowledge and Action”
- Clancy Ratliff, University of Louisiana at Lafayette, “Starting a Local Discussion: Policy Analysis for the People”
- Katherine V. Wills, Indiana University Purdue University, Columbus, “Policy Analysts: The Personal, the Political, and the Professional”
- Susanmarie Harrington, University of Vermont, “Policy Analysis as a Habit of Mind”

**Respondents:**
- Michele Eodice, University of Oklahoma
- Michael Gos, Lee College
G Sessions: 9:30–10:45 a.m.

<table>
<thead>
<tr>
<th>Taking Action Workshop Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G.36</strong>  Taking Action Workshop: Building Alliances</td>
</tr>
<tr>
<td>Refer to page 17 for abstract.</td>
</tr>
<tr>
<td>Hilton Grand Ballroom A, Level Four</td>
</tr>
<tr>
<td>Speaker: Sarah Scanlon, Arkansas State Director for Bernie 2016</td>
</tr>
</tbody>
</table>

1-First-Year and Advanced Composition

**G.01 The Purposes of Required Writing?**
Should required writing courses serve students, institutions, “society,” or “the discipline?” 3 positions, with complex implications.

Hilton Ballroom of the Americas Salon A, Level Two

Chair: Cheryl Glenn, Pennsylvania State University

Speakers:
- Kathleen Blake Yancey, Florida State University, “Requiring All the Available Resources: Designing the Visual into First-year Composition (FYC) Curricula and Programs”
- Charles Bazerman, University of California, Santa Barbara, “Required Writing: Institutional Logics and Imperatives meet Student Development”
- Douglas Hesse, The University of Denver, “Required Writing as a Liberal Art, in the Twilight of the Liberal Arts”

Respondent: Howard Tinberg, Bristol Community College

9-Language

**G.02 Theory, Research, and Action: New Strategies for Students’ Right to Their Own Language**
This panel will examine, strategize, and theorize new possibilities for addressing language diversity in Writing classrooms.

Hilton, Ballroom of the Americas Salon C, Level Two

Chair: Sarah Z. Johnson, Madison Area Technical College

Speakers:
- Bonnie Williams, California State University Fullerton, “Teaching Language Diversity in ‘Official English’ States: Using Improvisation in Composition Instruction to Inspire Change in the ‘O.C.’”
Sherita Roundtree, The Ohio State University, “Are We Better Citizens Yet?: Language Politics, Diversity Requirements, and Student Citizens in the Writing Classroom”

April Baker-Bell, Michigan State University, “Writing While Black: Cultural and Linguistic Mismatch, Dehumanization, and Resistance in a Basic Writing Classroom”

Kedra James, North Carolina Wesleyan College, “You Don’t Know My Story: Valuing Life Experience and African American Language in Basic Writing Courses”

10-Professional and Technical Writing

G.03 Taking Action, Building Community, and Sponsoring literacy with Stanford’s Notation in Science Communication

The panel uses Notation, an upper-division ePortfolio WAC initiative called the Notation in Science Communication (NSC), as an example of the challenges and obstacles of taking action to create opportunities for students to write beyond the required composition sequence in ways that support multimodal writing and learning in situated scientific contexts.

Hilton Room 328, Level Three

Chair: Christine Alfano, Stanford University
Speakers: Marvin Diogenes, Stanford University
Jennifer Stonaker, Stanford University
Cassie Wright, Southern New Hampshire University

13-Theory

G.04 Listening Strategies for Feminist and Queer Action: Encountering an Erotic Ethics

This panel brings Ratcliffe’s 2005 work on rhetorical listening into contact with scholarship on ethics and affect in feminist-queer theory.

Hilton Room 329, Level Three

Chair: Elizabeth Ellsworth, The New School for Liberal Arts
Speakers: Devon Kehler, University of Arizona, “Becoming Responsibly Respond-able: Voice Events and Generative Listening”
Meridith Kruse, University of Southern California, “Foucault’s Queer Ethical Ear”
Oren Whightsel, Lincoln College, “She Was Spinning: Rhetorical Listening and Queer Disidentification”
8-Taking Action

G.05  Better Learning Technologies: Taking Action to Reframe Educational Technology Development for Writers and Writing Teachers

An action agenda to create better technologies that support learning in writing classrooms.

Hilton Grand Ballroom I, Level Four

Chair: Erika Johnson, Texas Woman’s University

Speakers: Melissa Graham Meeks, Gordon State College, “What Is Excellent Service and How Do We Know It When We See It?”

Michael McLeod, Michigan State University, “Engineering Better Writing Experiences for Teachers and Learners”

William Hart-Davidson, Michigan State University, “What Is a Learning Technology and How Do We Know One When We See One?”

II-Research

G.06  Long-Term Research Collaborations: Strategy, Identity, Failure, and Moves toward Future Action


Hilton Ballroom of the Americas Salon E, Level Two

Chair: Margaret Price, The Ohio State University

Speakers: Andrea Riley-Mukavetz, Bowling Green State University, “Writing as Collective Making: On Failure and Listening for What Needs to Be Told”

Margaret Price, Spelman College, “Shiny Happy Disabled People Holding Hands”

Malea Powell, Michigan State University, “Writing as Collective Making: On Failure and Listening for What Needs to Be Told”

Staci Perryman-Clark, Western Michigan University, “When Projects Fail and Succeed: Negotiating Publication Acceptances and Rejections in Collaborative Projects”


Cindy Selfe, The Ohio State University, “Tactics for Long-term Collaborations”

Collin Craig, St. John’s University, “When Projects Fail and Succeed: Negotiating Publication Acceptances and Rejections in Collaborative Projects”
1-First-Year and Advanced Composition

G.07 Action Research, Active Reflection: Interrogating the Threshold Concepts of Teaching First-Year Writing
In this session, instructors explore how a threshold concepts approach informed their (and their students’) experiences in the classroom.

Hilton Room 335B, Level Three

Chair: Jay Jordan, University of Utah
Speakers: Heidi Estrem, Boise State University, “A Threshold Concepts Framework for Learning to Teach First-Year Writing”
Marcel Brousseau, University of California, Santa Barbara, “Border Troubles: Teaching and Learning with Threshold Concepts in Two Disciplines”
Colin Johnson, Boise State University, “Expectations and Authority: Using Threshold Concepts to Recalibrate Student-Instructor Dynamics in the First-Year Writing Classroom”
Cheryl McKell, Boise State University, “When Identities Converge at the Border: Examining the Approach to Threshold Concepts from Numerous Positions as a Learner”
Shannon Brennan, University of California, Los Angeles, “Standing on the Threshold: Teaching (about) Disciplinary Knowledge”

3-Community, Civic & Public

G.08 Negotiating Perception/Deception: Strategies toward Promoting Active Citizenship in the Community College Composition Classroom
Panelists explore ways to teach rhetorical premises that promote critical engagement and active citizenship.

GRB Room 351D, Level Three

Chair: Jordan Molina, Santa Barbara City College
Speakers: Calin Anderson, Saddleback College
Monica Rodriguez, Palomar College
Chad Kelly, San Diego Mesa College
G.09  *The ContAct Zone: Lived Experience as Pedagogy for Action*
Using contact zone theory, this panel links cultural, historical, and multimodal literacies with composition students' lived experiences.

Hilton Room 330, Level Three

*Chair:* April Julier, Brazosport College  
*Speakers:* Justin Vaught, University of Alabama  
Cynthia Mwenja, The University of Alabama  
Kristen Lushington, University of Alabama  
Krystin Gollihue, North Carolina State University

G.10  *Advocacy through Tutor Cultural Awareness and Action*
This session explores ways in which tutors can work towards a broader understanding of cultural competencies in writing centers.

Hilton Room 336A, Level Three

*Chair:* Seth Kahn, West Chester University of Pennsylvania  
*Speakers:* Michael Turner, Northeastern University, “When Emotions are Centered: Tutor Reflexivity and Writing Center Culture”  
John Marinan, Georgia Gwinett College, “Where Are We Now? The Emergence and Consequences of the Generative Metaphor in Writing Center Research on Students with ASD”  
Jennifer Maloy, Queensborough Community College, “The Role of Single-Sex Tutoring Sessions in ESL Students’ Writing Journeys”  
Mohamad Mazyar Nikoui-Tehrani, Rutgers University, “The Role of Single-Sex Tutoring Sessions in ESL Students’ Writing Journeys”

G.11  *Taking Activist Action: Identity, Community, Pedagogy*
Teachers of writing discuss activist classrooms where the practice of writing is intimately bound to the politics of identity & community.

Hilton Ballroom of the Americas Salon D, Level Two

*Chair:* Stacey Waite, University of Nebraska-Lincoln, “This Seems Queer: Writing against Conventions”  
*Speakers:* Jennifer Perrine, Drake University, “Who Is the Activist Here?: Students Writing for Change”  
Rachael Wendler Shah, University of Nebraska-Lincoln, “Activism from the ‘Other Side’: Community Members’ Perspectives of Collaborating with College Students”
Brandon Som, University of Southern California, “Citation as Activism: Listening and Writing in the Present Moment”

13-Theory

G.12 Writing’s Wreckage: What Happens When Writing Fails
This panel explores the less-than-successful moments of writing. What does it mean when writing is abandoned, wrecked, lost, or broken?

Hilton Room 335C, Level Three

Chair: Christine Kervina, Northern Virginia Community College-Annandale
Speakers: Jenny Rice, University of Kentucky, Lexington, “Archival Wreckage: The Case of Oyneg Shabbos”
Casey Boyle, University of Texas, Austin, “In Defense of Nothing”
Michael Bernard-Donals, University of Wisconsin-Madison, “Writing with Abandon”
Victor Vitanza, Clemson University

5-History

G.13 Archiving Actions: Recasting Women’s Rhetorical Spaces
These presentations examine four sites of women’s activist rhetorics in political, religious, and community spaces.

Hilton Room 336B, Level Three

Chair: Brian Fehler, Texas Woman’s University
Speakers: Liane Malinowski, University of Massachusetts Amherst, “Women Rewriting Home and Neighborhood on Chicago’s West Side, 1889-1915”
Tiffany Kinney, University of Utah, “Colliding Radicalism and Religion: Mobilizing Feminism for Women in the Mormon Church”
Erin Banks-Kirchham, La Sierra University, “Reagan, Rhetoric, and Women Voters: Women’s Representation through Language in the 1980 Reagan Campaign for President”
Brian Fehler, Texas Woman’s University, “Archives of Action: Toward Pedagogies of Feminist Rhetorical Historiography”
12-Writing Pedagogies and Processes

G.14  A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone

Framing the writing conference as a contact zone enables evaluation of how to include student perspectives in fostering writing knowledge.

Hilton Room 337B, Level Three

Chair: Carrie Kilfoil, University of Indianapolis, IN
Speakers: Angie Carter, Utah Valley University & IUP, “A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone”
Aaron Gates, Utah Valley University, “A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone”
Christopher Lee, Utah Valley University, Orem, “A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone”

II-Research

G.15  Using Research as a Writing Strategy to Promote Literacy Acquisition and Advocacy of Writing Instruction across Geographic and Disciplinary Contexts

This panel presents 4 empirical projects located in South America, US, and Hawaiʻi focused on writing and disciplinary literacy practices.

Hilton Room 338, Level Three

Chair: Lisa King, University of Tennessee-Knoxville
Speakers: Violeta Molina-Natera, Pontificia Universidad Javeriana Cali-Colombia, “Empowering Engineering Faculty for Teaching Writing”
Georganne Nordstrom, University of Hawaii at Manoa, “Qualitative Research as Critical Pedagogy: Working with Students as Co-Researchers to Promote Agency and Critical Literacy”
Elizabeth Narvaez-Cardona, University of California, Santa Barbara, “Latin-American Writing Initiatives in Engineering”
Charlyne Sarmiento, University of California, Santa Barbara, “Writing in the Science Lab: A Longitudinal Study of Undergraduates Developing Their Scientific Literacy”
**1-First-Year and Advanced Composition**

**G.16 After the Essay: Multimodal Revisions to FYC**
These speakers embrace recent calls to rethink the essay in FYC through video, gamification, and hybrid pedagogies.

Hilton Room 337A, Level Three

*Chair:* Russell Kirkscey, Texas Tech University

*Speakers:* Jennifer Fallas, UMass Dartmouth, “Meaning-Making in Student-Produced Video Interviews: Rhetorical and Narrative Analyses of Explorations and Reclamations of Identities in FYC Courses”
Sarah Dwyer, Valdosta State University, “Using Student Co-Research to Investigate Gamification in First-Year Composition”
Nathan Wagner, Georgia State University, “The Academic Essay Is Dead (and It Needs to Stay Buried)”

**11-Research**

**G.17 The Archival Turn in Rhetoric and Composition: Avenues for Research and Methodology**
This panel highlights technological as well as rhetorical considerations of producing and/or working with an archive.

GRB Room 351B, Level Three

*Chair:* Frederick-Douglass Knowles II, Three Rivers Community College

*Speakers:* Tatjana Schell, North Dakota State University
Miriam Mara, North Dakota State University
Jennifer Jacovitch

**12-Writing Pedagogies and Processes**

**G.18 Student Identities in Classroom Contexts: Negotiating Subjectivity and Power**
This panel offers four composition perspectives on transformative action-based pedagogies that engage the politics of location of students.

Hilton Room 339A, Level Three

*Chair:* Kirsten Komara, Our Lady of the Lake University

*Speakers:* Chad Seader, Syracuse University
Crystal Hendricks, Syracuse University
Rachael Shapiro, Syracuse University
Kate Navickas, Syracuse University
9-Language

G.19 Uncovering the Hidden: Composition Scholarship as Language Activism
This panel calls for language activism that uncovers covert implications in genre uptake, reflective writing, and institutional rhetoric.
GRB Room 340B, Level Three

Chair: Asao Inoue, University of Washington Tacoma
Speakers: Mandy Macklin, University of Washington, Seattle
Alison Cardinal, University of Washington Tacoma
Holly Gilman, South Seattle Community College

8-Taking Action

G.20 Resistance to Standardization: Taking Action in Curriculum and Assessment
Panelists share methods for unsetting preconceived notions of students and standardized curriculum.
Hilton 339B, Level Three

Speakers: Jason McIntosh, New Mexico Highlands University, “Placing Action: Place-based Writing as Resistance to Top-down Education Reform”
Stacy Day, Georgetown University, “Taking Action through Institutional Ethnography: Assessing What Students Are (or Aren’t) Learning about Writing as Work”
Sara Cooper, University of Houston, “Recovering the Poetry of Form amidst the Drift toward Formula: A Case Study of a Collaboration”
Erin Wecker, University of Montana, “Roots and Wings: Balancing Hybrid Sources of Knowledge in the Composition Classroom”

10-Professional and Technical Writing

G.21 Studies in Public Writing & Entrepreneurship: Shared Value, Design Thinking, and User Experience
Panelists examine theories and methods to enrich student engagement in writing practices at the heart of entrepreneurship and innovation.
Hilton Room 340A, Level Three

Chair: Lance Langdon, University of California-Irvine
Speakers: Scott Wible, University of Maryland
John Spartz, University of Wisconsin-Stout
Jonathan Maricle, University of South Carolina
11-Research

G.22  Build-Up, Movement, and Surprise in Cross-Border Research: A Networked Approach
This panel explores a networked methodological approach that emerged out of a survey-based project of 111 Canadian writing studies scholars.

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Andrea A. Lunsford, Stanford University
Speakers: Jennifer Clary-Lemon, University of Winnipeg, “How Interdependencies Travel: Events and Temporality”
Derek Mueller, Eastern Michigan University, “Chreodic Build-up: Planning and Enacting a Networked Methodological Approach”
Louise Wetherbee Phelps, Old Dominion University, “Surprised by Research: Learning from a Cross-Border Study”
Andrea Williams, University of Toronto, “Surprised by Research: Learning from a Cross-Border Study”
Respondent: Roger Graves, University of Alberta

7-Institutional and Professional

G.23  Decolonizing Retention: Indigenous Methodologies, SRTOL, and Contrastive Rhetoric in Composition Pedagogy and Program Design
Critiques of retention discourse (Reichert Powell) are used to situate critical literacies/pedagogy initiatives at an R1 institution.

GRB Room 351A, Level Three

Chair: Pegeen Reichert Powell, Columbia College Chicago
Speakers: Rachel Sanchez, Washington State University, “An Experimental Writing Center as Retention Strategy”
Beth Buyserie, Washington State University, “SRTOL Pedagogy as a Retention Strategy”
Anna Plemons, Washington State University, “The Colonial Rhetoric of Progress in Retention Initiatives”
1-First-Year and Advanced Composition

G.24 Disrupting Composition: Rhetorical and Activist Pedagogies for Change
These panelists explore methods for bringing black, queer, feminist, and indigenous activism to the writing classroom.

Hilton Room 340B, Level Three

Chair: Erica Lange, Ohio University
Adam Ferguson, Tompkins-Cortland Community College, “Integrated Queer Theory in the Two-Year College Class Structures and Field Observations”
Yavanna Brownlee, Ohio University, Athens, “Indigenous Rhetorics and Awareness in the Writing/Composing Classroom”
Keely Mohon, Miami University, “They Say What?: Teaching Comparative Rhetoric in First-Year Composition to Combat Racism against International Students”

8-Taking Action

G.25 Assessing Learning in Scenes of Discovery: Projection, Reflection, and (Social) Action
We introduce a pedagogy of projection and reflection designed to discover, assess, and address the needs of diverse learners.

Hilton Grand Ballroom L, Level Four

Chair: Jenn Fishman, Marquette University
Speakers: Julie Lindquist, Michigan State University, “Directing by Following: Operationalizing the Curriculum for Diverse Learners”
Bump Halbritter, Michigan State University, “Cultivating Projections to Enact Reflection: Making the Most of Making Mistakes”
Respondent: Jenn Fishman, Marquette University, “Framing the Actions of Preflection”

1-First-Year and Advanced Composition

G.26 Developing Institution-Wide Strategies for Graduate Writing Support in Tough Economic Times
We describe institutional supports created for L1/L2 graduate writers, then engage the audience to capture action items for their contexts.

Hilton Room 342, Level Three

Chair: Thomas Lavelle, Stockholm School of Economics
Speakers: Talinn Phillips, Ohio University, “Reimagining a Writing Center for Graduate Students’ Needs”
Steve Simpson, New Mexico Tech, “Strategic Partnerships for Graduate Writing Support: Building a Campus-wide Support Network for L1 and L2 Graduate Student Writers”
Ghanashyam Sharma, Stony Brook University, “It Takes a Village: Situating Graduate Writing and Communication for International Students in the Context of Academic Transition and Success”

9-Language

G.27 Multilingualism: The New Power Language
This session discusses the importance of multilingualism in the classroom.

Hilton Room 332, Level Three

Chair: Jessica Lee, University of Houston
Speakers: Hem Paudel, University of Iowa, “Bridging the Gap between Multilingualism and Multimodality through Developing a Theory of Techno-Linguistic Mediations”
Mehtap Kocatepe, Zayed University, University College “The Impact of Digital Out-of-Class Peer Interaction on Developing Second Language Learners’ Information Literacy Skills”

10-Professional and Technical Writing

G.28 Technical Communication and Professionalization On- and Off-line
This panel presents strategies for professionalizing technical communication students for virtual and face-to-face workplaces.

Hilton Room 343B, Level Three

Chair: Megan Levad, University of Michigan
Speakers: Vincent Robles, Iowa State University, “Fostering Symbolic-Analytic Editing Values in Advanced Communication Students”
Dauvan Mulally, Writing Professor, “The Invisible Office: Preparing Writing Students for the Virtual Workplace”
Scott Kowalewski, Saginaw Valley State University, “Strategic Articulation and Knowledge Management, Assessing Forward in TPC: Internships and Advisory Boards”
Steve Benninghoff, Eastern Michigan University, Ypsilanti, “Strategic Articulation and Knowledge Management, Assessing Forward in TPC: Internships and Advisory Boards”
Matt Baker, Iowa State University, “Fostering Symbolic-Analytic Editing Values in Advanced Communication Students”
II-Research

G.29 Uncovering Students’ Dispositions toward Writing: Taking Action on Stereotype Threat in Writing Classes through New Research

Discusses cross-institutional empirical research on writing dispositions in order to counter stereotype threat in writing classrooms.

GRB Room 340A, Level Three

Chair: Paul Feigenbaum, Florida International University
Speakers: Andrew Suralski, University of Wisconsin-Eau Claire, “Identifying Conditions for Stereotype Threat in First-Year Composition: The Connection between Dispositions and Mindsets”
Vanessa Kraemer Sohan, Florida International University, “I ____ Writing”: Measuring Students’ Dispositions at a Hispanic Serving Institution”
Shevaun Watson, University of Wisconsin-Milwaukee, “Studying Stereotype Threat: Methodological Concerns and Action-Oriented Advice”

12-Writing Pedagogies and Processes

G.30 Respecting Rhetorical Choices: Coding as a Way of Reading L2 Writing

Four WPAs examine the benefits and limitations of using rhetorically-based coding practices to read and assess L2 student writing.

GRB Room 351E, Level Three

Chair: Holly Bauer, University of California, San Diego
Speakers: Madeleine Picciotto, University of California, San Diego, “Coding and Code-Switching: Tutor Training and L2 Writers”
Holly Bauer, University of California, San Diego, “Coding and Its Limitations: FYC and the L2 Writer”
Karen Gocsik, University of California, San Diego, “Coding as a Way of Reading”
Jeff Gagnon, University of California, San Diego, “Reading L2 Papers in a Writing-Intensive Content Course”

14-Writing Programs

G.32 Alumni in Action: Showing the Value of Degree Programs in Writing by Reflecting on the Work of Their Alumni

Reports on research about paths taken by alumni of degree programs in writing and the implications for program design.

GRB Room 351C, Level Three
5-History

G.33 Composing Activist Historiographies
This panel explores the rhetorical, interventionist, and activist work of historiography.

Hilton Room 343A, Level Three

Chair: Jennifer Light, Indiana Wesleyan University
Speakers: Ellen Schendel, Grand Valley State University
Christopher Toth, Grand Valley State University
Laurence Jose, Grand Valley State University

13-Theory

G.34 Rhetorics of Disruption
This panel explores resistance to the terminologies associated with power and power structures.

Hilton Room 333, Level Three

Chair: Ellen Cushman, Northeastern University
Speakers: KJ Rawson, College of the Holy Cross, Worcester
Elizabeth Ellis, University of Maryland
Jessica Enoch, University of Maryland

13-Theory

G.35 Re-Imagining the Student-Subject of Composition
Composition has too narrowly defined its subject as a student looking to succeed in college writing tasks.

Hilton Room 335A, Level Three

Chair: Ann-Marie Lopez, McMurry University
Speakers: Geoffrey Sirc, University of Minnesota
Brooke Rollins, Lehigh University
Jeff Rice, University of Kentucky
Thomas Rickert, Purdue University
**H Sessions: 11:00 a.m.–12:15 p.m.**

### Taking Action Workshop Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Speaker:</em> Jenna Fournel, National Council of Teachers of English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Speakers:</em> Lori Shorr, Temple University, Carolyn Calhoon-Dillahunt, Yakima Valley Community College</td>
</tr>
</tbody>
</table>

### Poster Sessions

**Hilton Sky Walk, Level Two**

**An Argument for Empathy in the Teaching of Writing**
Teaching empathy in composition in an effective means to precipitate action.
Katlyn Firestone, Michigan State University

**Answering Malinowitz’s Call: Finding Out about Rhetoric & Composition’s LGBTQ Students**
This poster focuses on how LGBTQ students’ sexuality and sexual identity impact their writing and literacy practices.
Hillery Glasby, Ohio University

**Branding and Promoting Writing Programs at STEM Colleges**
The WPA and WC director collaborated using the Boston Consulting Group Matrix to brand Writing Studies to STEM colleagues.
Justin Everett, University of the Sciences, Patricia Egbert, University of the Sciences
Digital Counterpublics: Writing Action through Augmented Reality Criticisms (ARCs)
This poster showcases several augmented reality projects that demonstrate how writing with AR tools can promote social awareness and action.
Melissa Bianchi, University of Florida
Jacob Greene, University of Florida

Engaging and Empowering Diverse Learners through Visual and Digital Tools
This poster illustrates how digital tools and multimodal pedagogies can be used to make writing more accessible for diverse learners.
Diantha Smith, Idaho State University

Multimodal Communication in the Disciplines: A Snapshot and Implications for Strategic Action in WAC/WID
This poster addresses the scholarly/pedagogical roles of multimodal communication across disciplines and implications for WAC/WID programs.
Robin Snead, University of North Carolina-Pembroke

New Black Boxes: Technologically Mediated Intercultural Rhetorical Encounters
Presentation explores using Activity Theory and Actor-Network Theory for writing and analysis in digital intercultural rhetorical situations.
Beau Pihlaja, The University of Texas at El Paso

Reading in the Studio: Taking Research-Based Action to Teach Disciplinary Reading Practices
I will present research findings about writing studio courses as potential sites for identifying and addressing reading problems.
Nicole MacLaughlin, University of Notre Dame

Taking Action on a Traditional Writing Strategy: Revising Peer Response for the Millennial Generation
This poster outlines how peer response revised into group conferencing increases its effectiveness among the Millennial Generation.
Crystal Bickford, Southern New Hampshire University

Writing for Transfer across General Education
This poster details preliminary results of a longitudinal study that traces transfer in students’ writing across Gen Ed and WID classes.
Morgan Gresham, University of South Florida St. Petersburg
2-Basic Writing

H.01 Articulation and Transfer from High School through College
These speakers discuss the challenges and promises of transfer between institutions, and from program to program within an institution.
Hilton Room 327, Level Three

Chair: Elizabeth Lopez, Georgia State University
Speakers: Brandie Bohney, Indiana University Purdue University Indianapolis, “Encouraging Transfer in Basic Writers Through Discovery”
James Pacello, Berkeley College, “Three Critical Methods for Teaching Basic Writing to Foster Transfer of Learning”

3-Community, Civic & Public

H.02 #Activism: Literacies, Resistance, and Transhumanism
In this session, panelists analyze the intersections of technologies and writing practices.
Hilton, Room 335A, Level Three

Chair: Kim Brian Lovejoy, Indiana University Purdue University Indianapolis
Speakers: Jessie Casteel, University of Houston, “Publicity Without End: the Transhuman Future of Publics and Counterpublics”
Elizabeth Losh, University of California, San Diego, “The Metadata Is the Message: Hashtag Activism and Social Movements”

5-History

H.03 Revisiting, Recovering, and Revising Literacy
These speakers historicize definitions of Literacy on both national and regional scales, particularly as focused on activism and advocacy.
Hilton Room 328, Level Three

Chair: Peter Mortensen, University of Illinois at Urbana-Champaign
Speakers: Areti Sakellaris, Northeastern University, “(Shadow) Literacy Sponsorship in the Archive: Woody Guthrie’s Correspondence with Alan Lomax at the Archive of American Folk Song”
Ryan Skinnell, San Jose State University, “Conceding Composition: How FYC Helped Reorient Higher Education in the GI Bill Era”
Samantha NeCamp, University of Cincinnati, “The Newspaper as Archive: Recovering Literacy Sponsorship in Central Appalachia”
Peter Mortensen, University of Illinois at Urbana Champaign, “Revisiting Assumptions in Historical Research on Literacy: A Necessary Prelude to Activism”

**6-Information Technologies**

**H.04 Multimodal Literacy in Academic Discourse: The Question of Teaching Technology in Online Composition Classes**
We seek to answer the question: How important is it to teach technology when implementing multimodal composition?
Hilton Room 329, Level Three

*Chair:* Elizabeth Loyer, University of South Florida
*Speakers:* Andrew Bourelle, University of New Mexico
Maya Alapin, University of New Mexico
Tiffany Bourelle, University of New Mexico

**H.05 Teaching through Strategic Troubling: Fostering Flexible Learning across Writing Curriculum Contexts**
We discuss how to foster transfer and flexible knowledge through a variety of instructional approaches in the classroom and writing center.
Hilton Room 330, Level Three

*Chair:* Ryan Roderick, Carnegie Mellon
*Speakers:* Ana Cooke, Carnegie Mellon University, “‘Troubling’ Meta-awareness: Fostering Transfer through Strategic Reflections”
Jessica Harrell, Carnegie Mellon University, “‘Troubling’ Instructor Feedback: Fostering Transfer Through Strategic Commenting”
Nisha Shanmugaraj, Carnegie Mellon University, “Building the Bridge: Fostering Transfer from First-Year Writing to STEM Contexts”
Danielle Wetzel, Carnegie Mellon University, “Teaching Writing for the Wheelhouse: Students’ Perceptions of Their Learning”
1-First-Year and Advanced Composition

H.06 Writing in the Global: Case Studies from WID and WAC Work
We explore the articulation between the globalization of the academy, and WAC and WID pedagogies and curricula, using three US case studies.

Hilton Room 335B, Level Three

Chair: Andrew Lucchesi, The Graduate Center, CUNY
Speakers: Rebecca Dingo, University of Massachusetts, “Engaging the Globe through Writing Human Rights”
Rachel Riedner, George Washington University, “Translocal Writing Pedagogies and Literacies in Ireland and South Africa”
Jonathan Dueck, The George Washington University, “Live and Face-to-Face: Engaging the Local through Performance in the Writing Classroom”
Respondent: Jennifer Wingard, University of Houston

14-Writing Programs

H.07 The Translingual Writing Center
This session explores language diversity as a central component of writing center work.

Hilton Room 336A, Level Three

Chair: Terese Thonus, University of Kansas
Speakers: Nancy Alvarez, St. John’s University, “Tutoring while Latina: Making Space for Nuestras Voces in the Writing Center”
Adam Gray, Fashion Institute of Technology, SUNY, “Translingual (Re)Actions to Writing Situations: Peer Writing Tutors as Language and Genre Diplomats”
Marino Fernandes, University of New Hampshire, “Now You’re Speaking My Language: Non-Native English Speakers H.E.L.P.ing Peer Multilingual Writers”
Tzu-Shan Chang, Wenzao Ursuline University of Languages, “What Risks Is a Writing Center Ready to Confront? A Case Study of an Adapted Writing Center in L2 Context”

1-First-Year and Advanced Composition

H.08 No Longer “Experimental”: Collage as Normative Practice, from First-Year Writing to Dissertation
Collage is not an “experimental” rhetorical choice but one that should be taught and accepted at all levels of writing instruction.

Hilton Room 335C, Level Three
Chair: Tara Roeder, St John’s University  
Speakers: Sharon Marshall, St. John’s University  
Dan Collins, Manhattan College  
Derek Owens, St. John’s University  
Nathalie Virgintino, St. John’s University  
Respondent: Roseanne Gatto, St John’s University

3-Community, Civic & Public

H.09 Neuroqueer Rhetorics, Neuroqueering Rhetoric
Caucus and SIG members discuss intersectionality, oppression, & social justice in CCCC & build a coalition to enact change. #alliance4action
Hilton Grand Ballroom I, Level Four

Chair: Garrett Nichols,  
Speakers: Melanie Yergeau, University of Michigan, “Rhetoric - Not Otherwise Specified”  
Elizabeth Grace, National Louis University, “Neuroqueer Warrant”  
Elizabeth Hassler, Humboldt State University, “Online Community Moderation Meets Universal Design?: NeuroQueer Leadership and Facilitation Rhetorics”  
Bridget Allen, Autonomous Press, The Octans Partnership, “Neuroqueering Constructs within the Lived Experience”  

6-Information Technologies

H.10 Theorizing Rhetoric and Language in Digital Gaming Spaces
Using rhetorical and cultural theories, this panel investigates writing and second language practices in digital gaming spaces.
Hilton Room 336B, Level Three

Chair: Michael Lueker, Our Lady of the Lake University  
Speakers: Jennifer England, New Mexico State University, “Using Virtual Game Spaces to Stimulate Critical Thinking, Rhetorical, and Reflective Writing Skills in the College Composition Classroom”  
Erica Baumle, Texas Tech University, “Taking Action: Examining the Digital as Composition Instruction”  
Matthew Kelly, University of Pittsburgh, “The Game of Writing, the Writing of Games: Creating Functional Epistemologies in the Composition Classroom”  
Sonia Sharmin, University Of Georgia, “Second Language Writing: A Rhizomatic Approach through Gaming Forums”
7-Institutional and Professional

H.11 Strategies of New Writing Faculty: A Discussion on the Construction of Professional Identity
A discussion of the study “Faculty Identity Construction through Language,” funded by the 2015 CCCC Research Initiative grant.
Hilton Room 337A, Level Three

Chair: Ryan Madan, WPI
Speakers: Brittany Salin Tilley, Nova Southeastern University
Claire Lutkewitte, Nova Southeastern University
Molly Scanlon, Nova Southeastern University
Juliette Kitchens, Nova Southeastern University

13-Theory

H.12 Queering Rhetorics: Rethinking Archival History and Multimodality
This panel uses queer theory as a framework for rereading archival and multimodal methods.
Hilton Room 337B, Level Three

Chair: Marcela Hebbard, University of Texas-Pan American
Speakers: Benjamin Zender, University of Massachusetts Amherst,
“‘Dear Lou’: Archival Orientations, Queer Performances, and the Sexual Minorities Archives”
Gerald Jackson, University of South Carolina, “Performance and Disidentification: Towards a Theory of Queer Modalities and Networked Communication”
Michael Baumann, University of Louisville, “Taking Action to Avoid Apathy: Theorizing Queer Histories”

8-Taking Action

H.13 Writing and (Re)Action: RTTP and Composition
Our panel will demonstrate Reacting to the Past in action and will present, perform, and embody the pedagogy as a composition best practice.
Hilton Room 342, Level Three

Chair: Elizabeth Grbavcich, University of Wisconsin-Superior
Speakers: Rachel Bowser, Georgia Gwinnett College, Atlanta,
“(Re)Action to Darwin: Pedagogy of Problem-Solving”
Allison Belzer, Armstrong State University, “(Re)Action to Rousseau and Cicero: Transformation and Communication across the Curriculum”
Elizabeth Howells, Armstrong State University, “(Re)Action to Socrates: Retention, Progression, and Composition”
1-First-Year and Advanced Composition

H.14 Getting around What Gets in the Way: Strategies for Success in FYC
These presenters explore critical, reflective strategies to support writers in FYC.

Hilton Room 333, Level Three

Speakers: Martha Schaffer, Case Western Reserve University, “A Theory of Self-Assessment: Writing One’s Own Potential”
Jennifer Gray, College of Coastal Georgia, Brunswick, “I’m a procrastinator because…”: Adding Student Voices to the Conversations about Procrastination in First-Year Writing Courses
Bret Zawilski, Appalachian State University, “Managing the Materials: Roadblocks, Workarounds, and Dispositions in Digital Remediations”

H.15 Bringing Tacit Writing Knowledge to Light: On The Possibilities and Limitations of Fostering Explicit Awareness of Disciplinary Writing Practices
In 3 case studies, we discuss the benefits of and obstacles to developing writers’ explicit knowledge of their writing practices.

Hilton Room 338, Level Three

Chair: Zak Lancaster, Wake Forest University

Speakers: Zak Lancaster, Wake Forest University, “Turning Up the Volume on Valued Argumentative Moves in Philosophy”
Andrea Olinger, University of Louisville, “When Self-report Contradicts Practice: Understanding the Tenacity of Writers’ Beliefs”
Megan Callow, University of Washington, “The Universal vs. the Particular: How Discipline Shapes faculty Conceptions of Writing”

H.16 Digital Research
This panel provides ethical strategies and practices for researching and coding digital writing and digital spaces.

Hilton Room 343A, Level Three

Chair: Keith Rhodes, Hastings College
Speakers: Benjamin Miller, Graduate Center, CUNY, “Climbing the Writing Studies Tree: Profiles of Mentorship”

continued on next page
Friday, 11:00 a.m.–12:15 p.m.

Naomi Silver, University of Michigan, “Coding ePortfolios for Web-Sensibility: Putting Multimodality into Action in Qualitative Research Analyses”
Cristy Beemer, University of New Hampshire, “Honoring the Avatar: Acting Responsibly in Online Research Methodology”
Katelyn Burton, University of Rhode Island, “Obscurity, Obsolescence, and Deletion, Oh My! Coping with Ephemerality in Digital Writing Research”

7-Institutional and Professional

H.17 What New Second Language Writing Professionals Are Doing to Break the Mold: Opportunities, Responsibilities, and Challenges
Panelists explore opportunities and challenges untenured L2 writing professionals face as administrators, teachers, and scholars.
GRB Room 351A, Level Three

Chair: Gail Shuck, Boise State University
Speakers: Katherine Silvester, Indiana University, “Entering the Fray: A Multilingual Writing Coordinator’s First-Year Experience”
Lindsey Ives, Embry-Riddle Aeronautical University, “Inventing This Position: SLW Administration at a Private Technical University”
Tanita Saenkhum, University of Tennessee, “Working toward a Tenured WPA: Researching, Teaching, and Administering”
Missy Watson, The City College of New York, CUNY, “Pushing Back at Pushback: Ideological Constraints Facing SLW Administrators”

8-Taking Action

H.18 New Thoughts on Writing and First-Language Teaching
Recognizing the political character of writing and language use, what new actions shall we take in classrooms, universities, and at large?
Hilton Ballroom of the Americas Salon B, Level Two

Chair: Jaime Mejia, Texas State University
Speakers: Christine Farris, Indiana University
David Bleich, University of Rochester
Deborah H. Holdstein, Columbia College Chicago
Todd Craig, Medgar Evers College, CUNY
Keith Gilyard, Pennsylvania State University
Respondent: Kelly Ritter, University of Illinois at Urbana Champaign
11-Research

H.19 The Genre Project: An Interim Report on Collaborations between WPAs and Disciplinary Faculty about Genre and the Problem of Transfer

This interactive roundtable reports on research involving collaborations between WPAs and faculty about genre and the problem of transfer.

Hilton Ballroom of the Americas Salon D, Level Two

Chair: Jordynn Jack, University of North Carolina at Chapel Hill
Speakers: Emily Bunner, University of North Carolina at Chapel Hill, “Reading and Genre Based Writing”
Jennifer Stockwell, University of North Carolina at Chapel Hill, “The Genre Project: Studying Transfer from FYC to Disciplinary Courses”
Ashley Hall, Alma College, “Activating Transfer beyond FYC”
Sarah Singer, University of North Carolina at Chapel Hill, “Identifying Genres to Encourage Transfer”
Jane Danielewicz, University of North Carolina Chapel Hill, “Faculty Expectations of Student Writing in Disciplinary Courses”

14-Writing Programs

H.20 Civil Discourse and the Writing Center: Code-Meshing, Euphemizing, and Troubling Correctness

This presentation explores the possibilities and possible pitfalls of teaching and engaging in civil discourse in and for writing centers.

Hilton Room 339A, Level Three

Chair: Lilian Mina, Miami University
Speakers: Tatiana Glushko, Jackson State University
Douglas Kern, University of Maryland, “Teaching Truths in Tutor Training”
Kathi Griffin, Jackson State University, “Negotiating”
Molly Parsons, University of Michigan, “I Wouldn’t Call It Conflict”

12-Writing Pedagogies and Processes

H.21 WAW, Reconsidered

Avenues for expanding WAW and facilitating discussions on WAW 2.0 aspirations for action in our teaching, research, and administration.

Hilton Ballroom of the Americas Salon C, Level Two

Chair: Paige Mitchell, University of Maine
Speakers: Kelly Wavering, St. Louis Community College
Christina Grant, University of Alberta
Heather Camp, Minnesota State University, Mankato
Jan Rieman, University of North Carolina, Charlotte
Rebecca Block, Daytona State University
Barbara Bird, Taylor University
1-First-Year and Advanced Composition

H.22 Hostile Writing: A Need to Explore These Forbidden Spaces
This panel explores various forms of hostile writing spaces and its need to explore those spaces.
Hilton 339B, Level Three

Chair: Michele Moragne e Silva, St. Edward’s University
Speakers: Ashley Ludewig, University of Louisville, “The Military Meets the University: Understanding Literacy Practices and Patterns of Sponsorship among First-Year Military Students and Student Veterans”
PJ Vierra, University of Texas, El Paso, “The University and the Porn Star”

8-Taking Action

H.23 Roles for Writing Studies in Graduate Writing Support: Three Sites for Action
This panel offers approaches, tools, and critical perspectives for comp/rhet scholars to support grad student writers.
Hilton Room 343B, Level Three

Chair: Jenae Cohn, University of California, Davis
Speakers: Heather Blain Vorhies, University of North Carolina, Charlotte
Linda Macri, University of Maryland
Kate Mangelsdorf, University of Texas at El Paso

1-First-Year and Advanced Composition

H.24 Troublesome Contexts for Writing Transfer
These panelists explore the “trouble” of transfer in multiple contexts and other research-based responses for making transfer work.
Hilton Room 340A, Level Three

Chair: Renee Moreno, California State University, Northridge
Speakers: Lisha Daniels Storey, University of Massachusetts Amherst, “Standardized Testing and Students’ Prior Knowledge: Implications for “Transfer””
Mariam Kushkaki, Arizona State University, Tempe, “Unapologetically Embrace the General Education Function: Reconciling Transfer and Writing about Writing with First-Year Composition”

Sandie Friedman, George Washington University, “Concepts of Transfer in Multidisciplinary First-Year Composition Programs”

**7-Institutional and Professional**

**H.25 Risky Business: Neoliberalism, Corporate Culture, and Higher Education**

This panel examines the ways neoliberalism influences both the action and inaction of writing teachers, students, and administrators.

Hilton Room 340B, Level Three

*Chair:* Joan Mullin, University of North Carolina Charlotte

*Speakers:* Paige Hermansen, University of Arkansas

Zachary Beare, University of Nebraska-Lincoln, “But Will This Get Me a Job?”

Marcus Meade, University of Nebraska-Lincoln, “Do We Lead or Follow?: Leadership and Management in Teacher Development”

Darin Jensen, Metropolitan Community College, “Neoliberalism and the Community College”

*Respondent:* Shari Stenberg, University of Nebraska-Lincoln

**H.26 Breathe, Move, and Write: Embodied Thinking Creates Engaged Writers**

This panel offers contemplative pedagogies to help our students connect with all texts, the world & each other, using breath, mind, and body.

GRB Room 351C, Level Three

*Chair:* Asao Inoue, University of Washington Tacoma

*Speakers:* Emily Beals, California State University, Fresno, “The Contemplative Writing Class: A Mindfulness Based Approach toward Ontological Meaning-Making”

Donna Strickland, University of Missouri, “Composing with Relational Mindfulness”

Jennifer Consilio, Lewis University, “Let’s Get Moving: Using Mind, Movement, and Imagination in the Writing Classroom”
14-Writing Programs

H.27 Embrace the Funk: Rhetorically Repositioning Two-Year College WPA Work as Social Justice
A dialogue on how rhetorically repositioning two-year college writing program development as social justice requires embracing the funk.
GRB Room 340A, Level Three

Chair: Caitlin Elliott, Liberty University
Speakers: Kirsten Higgins, Green River Community College, “Speaking the Language of Two-Year College Faculty”
Jeffrey Klausman, Whatcom Community College, “The Funk of WPA Work at the Two-Year College”
Anthony Warnke, Green River Community College, “Speaking the Language of Two-Year College Faculty”

11-Research

H.28 Transnational Ethnography in Action: An Updated Framework for Studying the Global Circulation of People and Writing
This session examines methodological frameworks for transnational literacy ethnography.
GRB Room 351D, Level Three

Chair: Melissa Nivens, Midwestern State University
Speakers: Eileen Lagman, University of Illinois at Urbana Champaign, “Literacy Remains: Transnational Ethnography and Literacy as Loss”
Kate Vieira, University of Wisconsin-Madison, “Fieldwork with a Five-Year Old: Transnational Literacy Research on Three Continents”
Steven Alvarez, University of Kentucky, “A Translocational Orientation to Transnational Ethnography and Translingual Literacies”

2-Basic Writing

H.29 Redefining Behaviors and Quality: Course Contracts and the Negotiation of “Good Writing” in a First-year Basic Writing Course
Four graduate instructors will discuss how the use of course contracts in a basic writing course can lead to increased student success.
GRB Room 340B, Level Three

Chair: Tony Scott, Syracuse University
Speakers: Olivia Bushardt, University of Southern Mississippi, “Risk and Improvement: Basic Writers and Course Contracts”
Allison Tharp, The University of Southern Mississippi, “Student-Teacher Negotiation of Quality Writing with Course Contracts”
Emily Martin, University of Southern Mississippi, “Continuous Revision, Course Contracts, and ‘Good Writing’”
Missy Wallace, University of Southern Mississippi, “Negotiating Student-Teacher Anxiety with Course Contracts”

7-Institutional and Professional

H.30  GED to College Degree: Nontraditional Students & Alternative Pathways to College
High school equivalency courses are pathways to college and important sites of learning for graduate students preparing to teach writing.
Hilton Room 332, Level Three

Chair: Christine O’Keefe, University of New Hampshire
Speakers: Maria Vint, City College of New York, “The Bridge to Success: GED Program at LaGuardia Community College”
Wynne Ferdinand, John Jay College/LaGuardia Community College, CUNY, “GED to College Degree: Supporting Transitions to College Writing Classrooms”
Barbara Gleason, City College of New York, City University of New York, “Expanding the Boundaries of Composition Graduate Education to Include Adult Learning & Adult Education”

3-Community, Civic & Public

H.31  “Stories That Change You”: Birth Stories as Rhetorical Action
This panel explores how the composition and sharing of stories facilitate or suggest possible actions.
GRB Room 351B, Level Three

Chair: Carolyn Ostrander, Syracuse University
Speakers: Marika Seigel, Michigan Technological University
Lori De Hertogh, Washington State University
Sheri Rysdam, Utah Valley University
6-Information Technologies

H.32 Multimodal Literacies: Sonic Pedagogies and Robot Languages
The panelists consider the relationships between sonic pedagogy, multimodal literacies, and natural language generation software.

GRB Room 351E, Level Three

Chair: Sushil Oswal, University of Washington
Speakers: Michael Harker, Georgia State University, “Don’t Just Do Something, Sit There: Listening for the Resurgence of Expressivism and the New Action(s) of Literacy”
Matthew Sansbury, Georgia State University, “Taking Action by Transferring Literacy across Multimodal Contexts: ‘Visual Languages That Interface Many Kinds of Discourses’”

II-Research

H.33 Conundra of Tracing Learning Transfer: Methodological Reflections and Data Early in a Longitudinal Study
We examine methodological confounds in identifying transfer of learning from FYC to later writing as sources of insight themselves.

Hilton Ballroom of the Americas Salon A, Level Two

Speakers: Miles Nolte, Montana State University, “Writing in the Student Learning Experience: Student Perceptions of the Role of Writing in Their Classes”
Kim Hoover, Montana State University, “Transferring Concepts without Vocabulary: Nonlinguistic Metacognition”
Mark Schlenz, Montana State University, “Heisenberg and the Learning Transfer Interview”
Doug Downs, Montana State University, “Do We Know *Anything*? On Designing Fault-Probable Methods”
2-Basic Writing

H.34 Basic Writing at the Edges of Feasibility: A Cross-Institutional Comparison of Shifting Demographics, Assessment as Praxis, and Curricular Reform
Inspired by calls to move basic writing to the “leading edge,” we explore the potential that arises when BW-as-usual is no longer feasible.
GRB Room 351F, Level Three

Chair: Susan Naomi Bernstein, Arizona State University, Tempe
Speakers: Andrew Anastasia, Frostburg State University, “Frayed Edges: Negotiating the Affective Dimensions of Basic Writing Program Assessment and Reform”
Joyce Meier, Michigan State University, “From Edge to Center: Re-Framing a Preparation-for-College-Writing Course”
Respondent: Susan Naomi Bernstein, Arizona State University, Tempe

8-Taking Action

H.35 Writing as Making; Making as Writing
This panel will explore what’s possible in our research and practice when we position writing as making, and making as writing, and the ways that it can support taking action and countering systemic inequities as well as the questions and challenges raised.
Hilton Grand Ballroom L, Level Four

Chair: Elyse Eidman-Aadahl, National Writing Project
Speakers: Mia Zamora, Kean University Writing Project
Peter Kittle, Northern California Writing Project
Jennifer Beradino, Museum of Fine Arts
Lil Brannon, University of North Carolina, Charlotte
I Sessions: 12:30–1:45 p.m.

Taking Action Workshop Sessions

I.36  Taking Action Workshop: Naming and Narrowing
      Refer to page 16 for abstract.
      Hilton Grand Ballroom A, Level Four

      Speaker: Glenda Eoyang, HSD Institute

I.37  Taking Action Workshop: Making Action Plans
      Refer to page 19 for abstract.
      Hilton Grand Ballroom B, Level Four

      Speaker: Cathy Fleischer, Eastern Michigan University

3-Community, Civic & Public

I.01  The Company We Keep: Taking Action with Partners in the Study of Religion and Rhetoric
      This panel examines resources within religious rhetorics for taking institutional and pedagogical action.
      GRB Room 340A, Level Three

      Chair: Beth Daniell, Kennesaw State University
      Speakers: TJ Geiger, Lamar University, “‘Speaking Christian’: Writing Teachers’ Religious Vocabularies”
              Heather Thomson-Bunn, Pepperdine University, “‘He Who Keeps Them Awake’: A Native American Rhetor Addresses the Composition Classroom”
              Vicki Tolar Burton, Oregon State University, “Spiritual Climate Change at a Land Grant University: Marcus Borg’s Rhetorical Legacy”
      Respondent: Beth Daniell, Kennesaw State University

12-Writing Pedagogies and Processes

I.02  Between the Lines: Exploring Difference in Students’ Response to Feedback
      This session reports on the results of two research projects that explore how students understand and respond to feedback on their writing.
      Hilton Ballroom of the Americas Salon C, Level Two
Chair: Lindee Owens, University of Central Florida
Speakers: Bridget Wagner, DePaul University
Lauri Dietz, DePaul University, “What Do We Talk about When We Talk about Writing: Writing Fellows”
Darsie Bowden, DePaul University, “Responding to Writing: Student Perspective”
Amanda Gaddam, DePaul University, “Perceptions and Reality of Students’ Revisions”
Respondent: Nancy Sommers, Harvard University

I.03 By the Tutors, For the Tutors: Undergraduate Research in the Writing Center
This panel argues for a writing center in which the research agenda is carried forward by the primary stakeholders: the tutors themselves.
Hilton Room 327, Level Three
Chair: Melissa Ianetta, University of Delaware
Speakers: Rachael Zeleny, Alvernia University, “Creating a (Tiny) Army: Undergraduate Research as an Agent of Institutional Change”
Michael McCamley, University of Delaware, “To Be Real: Harnessing the Benefits of Undergraduate Research in Tutor Training”
Melissa Ianetta, University of Delaware, “Strange Angels and Stranger Angles: Genre Transformation in Undergraduate Research”

I.04 Resocializing Writing Assessment: Articulating Social Justice Perspectives in Writing Assessment Practice
We frame social justice theory for the purposes of writing assessment and describe three models of assessment as social action.
Hilton Grand Ballroom L, Level Four
Chair: Asao Inoue, University of Washington Tacoma
Speakers: Matthew Gomes, Michigan State University, “Decolonizing Methodologies for Writing Program Assessment”
Mya Poe, Northeastern University, “Articulating the Possibilities of Social Justice Theory”
Irvin Peckham, Drexel University, “Redistributing Power in Writing Assessment”
David Green, Howard University, “Using Writing Assessment at HBCUs to Address Racial Injury”
Friday, 12:30–1:45 p.m.

3-Community, Civic & Public

I.05 Renegotiating the Public Imagination of American War: Masculinist Tropes of Veterans, War, and Trauma
This panel reconfigures masculinist tropes about military service in veterans’ writing, military rhetorics, and the composition classroom.

Hilton Room 328, Level Three

Chair: Liam Corley, U.S. Naval Academy
Speakers: Mariana Grohowski, Massachusetts Maritime Academy, “The Trope of the Female Veteran in Military Women’s War Writing”
Lydia Wilkes, Idaho State University, “Deliberating across Difference in the Composition Classroom”
April Cobos, Old Dominion University, “The Trope of the Warrior: Negotiating Warrior Ethos as a Female in a Combat Related Military Community”

8-Taking Action

I.06 Ready, Set . . . Action? Stories as a Means of Going Public
Speakers on this panel offer an appreciative critique of narrative as composition’s primary means of going public amidst reform.

Hilton Room 329, Level Three

Chair: Donald Pardlow, Claflin University
Speakers: Merrilyne Lundahl, University of Nevada, Reno
Katrina Miller, University of Nevada, Reno
Jim Webber, University of Nevada, Reno

13-Theory

I.07 Acting by Design: Multimodal Activism on the Streets, in the Classroom, and through the Writing Center
This panel examines multimodality’s power as an agent of activism across three sites: the streets, the classroom, and the writing center.

Hilton Room 330, Level Three

Chair: Kristie Fleckenstein, Florida State University
Speakers: Katherine Bridgman, Texas A&M University-San Antonio, “In the Heart of Multimodal Activism: Crafting a Visible Community of Writers through the Writing Center”
Kristie Fleckenstein, Florida State University, “Synaesthetic Persuasion: Multimodal Activism as a Rhetoric of the Senses”
Scott Gage, Colorado State University-Pueblo, “A Pedagogy of Multimodal Activism: Resisting the Multimodal Message in the Classroom”
10-Professional and Technical Writing

I.08 Global Contexts of Scientific Literacies
Panelists will bring diverse global contexts (China and Mexico) for considering scientific literacies in the pedagogy and practice of technical communication.

Hilton Ballroom of the Americas Salon F, Level Two

Chair: Joanna Paull, Lakeland Community College

Speakers:
Laura Vazquez, Benémerita Universidad Autónoma de Puebla, “Scientific Disciplines and Literacy: Communication in Second Language Challenge of Mexican Doctoral Students”
Suresh Canagarajah, Pennsylvania State University, “Multimodal Resources of Multilingual Professionals in STEM Writing: An Activity-based Orientation”
Xiaoli Li, University of Dayton, “Technical Translation as Bridge Course for Technical Communication in ESL Contexts: A Case Study of Technical Translation in China”
Baotong Gu, Georgia State University, “East Meets West on Flat Design: The Convergence and Divergence of Chinese and American Rhetorical Principles”
Meng Yu, Georgia State University, “East Meets West on Flat Design: The Convergence and Divergence of Chinese and American Rhetorical Principles”
Huiling Ding, North Carolina State University, “Technical Translation as Bridge Course for Technical Communication in ESL Contexts: A Case Study of Technical Translation in China”

I-First-Year and Advanced Composition

I.09 Do the Right Thing: Ethics as Classroom Action
This panel offers pedagogical strategies for supporting ethical awareness in the writing classroom.

GRB Room 340B, Level Three

Chair: Bronwyn T. Williams, University of Louisville

Speakers:
John Duffy, University of Notre Dame, South Bend, “Enactments of Virtue”
Paula Mathieu, “Mindful Inquiries: Stillness as Ethical Social Action”
Lois Agnew, Syracuse University, “Language Ethics: Revitalizing Style in the Writing Classroom”
Friday, 12:30–1:45 p.m.

10-Professional and Technical Writing

I.10 Collaborative Teaching and Integration—Where Writing Positions Itself between STEM Education and Professional Accreditation
Problem-based learning for engineering students in an activity-based, collaborative environment with integrated assignments for project work.

Hilton Room 332, Level Three

Chair: Les Perelman, Massachusetts Institute of Technology
Speakers: Tatiana Teslenko, The University of British Columbia
Hongxing Qi, The University of British Columbia
Michael Schoen, The University of British Columbia

13-Theory

I.11 Re-Reading Appalachia: Literacy, Place, and Cultural Resistance
This panel argues that theories of Appalachian literacies must account for the specific regional history and uses of the term “literacy.”

Hilton Room 336A, Level Three

Chair: Kim Donehower, University of North Dakota
Speakers: Joshua Iddings, Virginia Military Institute, “Re-reading Appalachian Literacy: A Functional Linguistics Approach”
Emma Howes, Coastal Carolina University, “Libraries and Living Rooms: An Exploration of Where Archives and Communities Meet”
Sara Webb-Sunderhaus, Indiana University-Purdue University Fort Wayne, “Re-shaping Literacy Studies: A Theory of—and for—Appalachia”

13-Theory

I.12 Decolonizing Writing, Writing as Decolonization
Challenging and unsettling Eurocentric approaches through indigenous rhetorics and decolonial activism.

Hilton Room 336B, Level Three

Chair: Laurie Pinkert, University of Central Florida
Speakers: Gail MacKay, University of Saskatchewan
Qwo-Li Driskill, Oregon State University
Chelsea Murdock, University of Kansas
12-Writing Pedagogies and Processes

I.13 Disability Studies and Transformative Access
Transforming access in graduate seminars, writing processes, and classroom technologies.
Hilton Room 337A, Level Three

Chair: Patricia Poblete, Iowa State University
Speakers: Carly West, University of Missouri-St. Louis, “Transforming Technology”
Lauren Terbrock, University of Missouri-St. Louis, “Transforming Process”
Lauren Obermark, University of Missouri-St. Louis, “Transforming Graduate Education”

I-First-Year and Advanced Composition

I.14 Transfer: Strategies for Action, Strategies for Trouble?
These panelists explore the often trouble work of threshold concepts in order to rethink current notions of transfer.
Hilton Room 337B, Level Three

Chair: Gardner Pottorff, University of Central Missouri
Speakers: David Gugin, University of Guam, “Strategic Action: A New Look at Transfer”
Pegeen Reichert Powell, Columbia College Chicago, “Threshold to What? Teaching Transient Knowledge about Writing”
Hilary Sarat-St. Peter, Columbia College Chicago, “Threshold to What? Teaching Transient Knowledge about Writing”
Ruth Mirtz, Kansas Wesleyan University, “Troublesome or Just Trouble?: Mapping Composition Threshold Concepts and the ACRL Information Literacy Framework”

I3-Theory

I.15 Queering Composition: Pedagogy for Activism, Identity, and Change
This panel gives examples of writing pedagogies for change.
Hilton Room 339A, Level Three

Chair: Amanda Pratt, University of Nevada, Reno
Speakers: Rachael Ryerson, Ohio University, “Queer(i)ed Composition: Taking Action against the Violence of (Hetero)Normativity”
Janine Butler, East Carolina University, “Composing through a Different Lens: Write Your Identity in the ______”
Matthew Boedy, University of North Georgia, “Writing as Renaming: How to Move the Conversation via Isocrates”
8-Taking Action

I.16 Challenges of Large-Scale Writing Assessment: Portfolios, Through-Course Assessments, and Other Emerging Innovations

This roundtable presents perspectives on developing writing assessments from psychometricians, WPAs and first-year composition instructors.

Hilton Ballroom of the Americas Salon D, Level Two

Chair: Brandon Abdon, College Board
Speakers: Michael Neal, Florida State University
Cassandra Love, College Board
Marisa Klages, LaGuardia Community College, CUNY
Carl Whithaus, University of California, Davis
Sheila Carter-Tod, Virginia Tech
Bob Broad, Illinois State University
Patrick Clauss, University of Notre Dame

I.17 Redefining Narrative Writing as a Strategy for Action

Demonstrates the benefits of using narrative in new ways to introduce students to academic writing tasks and to incorporate digital genres.

Hilton Room 338, Level Three

Chair: Janet Auten, American University
Speakers: Karen Shaup, Georgetown University
Janet Auten, American University
Alison Klein, University of Massachusetts, Dartmouth

I.18 Partnering with the Status Quo: Theories, Histories, and Cases of Problematic Partnerships for Action-Oriented Practitioners

This panel investigates problematic partnerships, or relationships with organizations whose interests may not align clearly with our own.

Hilton Room 335A, Level Three

Chair: Lan Wang, West Virginia State University
Speakers: Sarah R. Robbins, Texas Christian University, “Composing Collaborations: Setting Problematic Partnerships in Historical Context”
Jeff Grabill, Michigan State University, “From the Lab to the World: The Problematic Partnerships of Engagement”
Todd DeStigter, University of Illinois at Chicago, “Unsettling Arguments: Preparing Writing Teachers in the Age of School Reform”
Tyler Branson, University of California Santa Barbara, “Situating Problematic Partnerships in the Field of Composition”

14-Writing Programs

I.19 Localized Sites of Assessment, Action, and Transformation
This session explores curriculum and assessment in local contexts.
Hilton 339B, Level Three

Chair: Brandon Katzir, Louisiana State University
Speakers: Logan Bearden, Florida State University, “A Model for Multimodal Curricular Transformation”
Natalie Szymanski, University of Hawaii-West O’ahu, “‘Auamo Kuleana: Calling Learning Community Students to Writerly Action through Culturally Relevant Practices”
David Giovagnoli, Illinois State University, “What If They Get the Wrong Values?: Localism and Writing Assessment”

I.20 Tasting the Golden Waters: Exploring Different Writing Rhetorics
The panel looks at different ways to view and improve writing.
Hilton Room 340A, Level Three

Chair: Laura Nissley, Lindsey Wilson College, “A WAC Call to Action: Using Writing to Increase Learning in Human Physiology Courses”
Speakers: Erin Wais-Hennen, Lindsey Wilson College, “A WAC Call to Action: Using Writing to Increase Learning in Human Physiology Courses”
Sarah Summers, Rose-Hulman Institute of Technology, “Reflection as Action: Reflective Writing in the STEM Classroom”
Amelia Herb, Massachusetts Institute of Technology, “(En)acting the Discipline: Decoding the Visual Rhetoric of Physics”
12-Writing Pedagogies and Processes

I.21 Instructor Feedback as an Interactive Process: Using Qualitative Data to Develop Effective Feedback Strategies

Presents results of qualitative studies exploring the function of feedback in face-to-face and online settings at two public universities.

Hilton Room 340B, Level Three

Chair: Clancy Ratliff, University of Louisiana
Speakers: Laura Gabrion, Oakland University, “Navigating New Discourses: Raising Students’ Self-Efficacy through Interactive Feedback Practices”
Justine Neiderhiser, Ohio Northern University, “Discourses of (Dis)Engagement: Interpreting Students’ Responses to Instructor Feedback to Promote Engagement in the Writing Process”
Jennifer Coon, Oakland University, “Building Relationships and Writers: Conferencing with F2F and Online Students”

I-First-Year and Advanced Composition

I.22 Initiatives for Non-Traditional Students

Pedagogical initiatives for helping students to be engaged with and through writing practices beyond classrooms.

Hilton Room 342, Level Three

Chair: Kristina Reardon, College of the Holy Cross
Speakers: Joan Wedes, University of Houston-Downtown, “Making Writing Relevant and Essential to First-year, Career-track Students”
Scott Lasley, University of New Hampshire, “In Different Time Zones: Public Discourse and Third-Shift Workers in the FYC Classroom”
Genevieve Garcia de Mueller, University of New Mexico, “Transcultural Linguistic Migration: Migrant Activist Genres as a Mode of Rhetorical Transfer”

I-First-Year and Advanced Composition

I.24 L2 Writing Practices

Presentations that explore factors related to prior genre knowledge and genre practices mainly related to non-traditional students.

Hilton Room 343B, Level Three

Chair: Jan Rieman, University of North Carolina, Charlotte
Speakers: Saveena Veeramoothoo, University of Maine, “International Students in the Translingual ClassTransfer from High School to FYC to WID”
Friday, 12:30–1:45 p.m.

Amanda Brooks, Florida State University, “The Effect of Prior Genre Knowledge on Students’ Self-Efficacy”
Soohyon Ji, Purdue University, “Placement of L2 Writers: A Judgment Call?”
Xinqiang Li, Michigan State University, “Texts We Live By–One More Dimension of Chinese Writing Culture”

12-Writing Pedagogies and Processes

I.25 Identifying and Eliciting Students’ Metacognitive Development
A report on our research on evidence of metacognition in ePortfolios with structured interaction for participants to find applications.
Hilton Room 343A, Level Three

Chair: Mary Rist, St. Edward’s University
Speakers: Sarah Brown, DePaul University, “Coding ‘Assignments’ versus Coding ‘Connective Tissue’”
Michelle Navarre Cleary, DePaul University, “Guiding Faculty toward Developing Metacognition”
Julie Bokser, DePaul University, “Metacognitive Markers across ePortfolios: Results of Research with the Inter/national Coalition on ePortfolio Research (INCEPR)”
Kathryn Wozniak, DePaul University, “Coding as a Method for Identifying Metacognitive Markers in Student Work”

8-Taking Action

I.26 Acting as If: The De-centered Writing Program as a Framework for Success in Community College Writing Programs
This panel demonstrates how a de-centered community college writing program generates student as well as faculty agency and autonomy.
GRB Room 351A, Level Three

Chair: Rochelle (Shelley) Rodrigo, University of Arizona
Speakers: Lori Ungemah, Guttman Community College, CUNY
Nate Michelson, Guttman Community College
Jane E Hindman, Guttman Community College
13-Theory

I.27 Negotiating Interactions around Difference: Identity and Responsibility in Communities, Workplaces, and Classrooms
What communicative responsibilities do people claim? How are power and agency distributed in cross-racial and cross-disability interactions?

Hilton Grand Ballroom I, Level Four

Chair: Victor Villanueva, Washington State University
Stephanie Kerschbaum, University of Delaware, “Cultivating Disability Awareness: The Responsibilities of Disabled Faculty Members at Work”

Respondent: Victor Villanueva, Washington State University

1-First-Year and Advanced Composition

I.28 Academic Integrity and the International Student: Supporting Multilingual Writers
The recent surge in international enrollment has challenged writing programs to develop new forms of support for multilingual writers.

GRB Room 351B, Level Three

Chair: Jorge Gomez, El Paso Community College
Speakers: Jonathan Hunt, University of San Francisco, “Ghostwriting and the Credibility of Students and Writing Programs”
Julie Sullivan, University of San Francisco, “Ghostwriting Human Rights and the First-Year Experience”
Brij Lunine, University of California, Santa Cruz, “Making the Analytical Personal by Design”
Brenda Rinard, University of California, Davis, “Preventing Plagiarism: How WAC Programs Can Help”

II-Research

I.29 Research with/from/about Underrepresented Communities
This panel presents research, composing, and pedagogical practices for studying and recovering difference as it pertains to race, women, STEM, and the Deaf community.

GRB Room 351E, Level Three
Chair: Kenneth Ronkowitz, New Jersey Institute of Technology
Speakers: Edward Hahn, University of Minnesota, “Reviewing Writing, Rethinking Race: A Tale of Practice and Persuasion”
Cristyn Elder, University of New Mexico, “Increasing Success among Underrepresented Students with a ‘Writing to Learn’ Approach in STEM Gateway Courses”
Henrietta Shirk, Montana Tech of The University of Montana, “The Invisible Woman in the Archives: New Perspectives on Historical Research Methods”

7-Institutional and Professional

I.30 WPAs in Action: Navigating Institutional Infrastructures, Cultivating Relevant Textual Practices
Panelists explore the affordances and constraints of creating, sustaining, and archiving FYW genres of teaching and learning.
GRB Room 351C, Level Three

Speakers: Allison Kranek, University of Illinois at Urbana Champaign, “In a Writing Habit of Mind: College Mission Statements and the WPA Framework for Success”
Ellery Sills, Purdue University, “Disciplining the Digital: The CWPA Outcomes Statement as Infrastructure for Emerging Genres”
Amanda Girard, Michigan Technological University, “Archival Action: Best Practices for Writing Program Administrator’s Digital Archives”

6-Information Technologies

I.31 From Posturing to Positioning: Encouraging Rhetorical Sophistication through Multimodal Pedagogies
Presenters illustrate multi-modal writing for social action in first-year composition, service-learning, capstones, and the public sphere.
GRB Room 351D, Level Three

Chair: Lillian Bridwell-Bowles, Louisiana State University
Speakers: Christina Armistead, Louisiana State University, “Where the Edges Meet: Cultural Clashes in Multi-Modal Writing for Service-Learning”
Lindsay Head, Louisiana State University, “‘Counterpublic” Writing for Grown-ups: WikiLeaks as a Case Study for Digital Action”
Lillian Bridwell-Bowles, Louisiana State University, “Citizenship in a Digital Future: Multimodal Writing in a Rhetoric, Writing, & Culture Capstone”
Christine Jeansonne, Louisiana State University, “First-Year Facebook: Demonstrations in Taking Action versus Digital Posturing”
7-Institutional and Professional

I.32 Feminist Action for Women Writing Program Administrators: Movements for Change in the Academy
A roundtable taking up feminist activism through issues women writing program administrators face in a dynamic yet still patriarchal academy.

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Krista Ratcliffe, Purdue University
Speakers: Melissa Nicolas, Drew University
Anna Sicari, St. John’s University
Roxanne Mountford, University of Oklahoma
Elizabeth Boquet, Fairfield University
Respondents: Michele Eodice, University of Oklahoma
Cheryl Glenn, Pennsylvania State University

7-Institutional and Professional

I.33 Demystifying the Job Market: Taking Action toward Transparency through Data and Narrative
Data-driven reports & narrative experiences depict the current comp/rhet job market, giving job seekers & their advisors insights/guidance.

Hilton Ballroom of the Americas Salon E, Level Two

Chair: Lynn Rudloff, St. Edward’s University
Speakers: Carrie Leverenz, Texas Christian University, “Finding a Fit: An Assessment of Job Seekers’ Experiences of the Job Market in Rhetoric and Composition”
Andrea Rosso Efthymiou, Hofstra University, “The Sustainable WPA: A Contingent Dissertator becomes a Tenure-track Faculty Member”
Caroline Dadas, Montclair State University, “Interview Practices as Accessibility”
Christopher Friend, University of Central Florida, “From Mickey Mouse to Cigar City: What Flexibility, Interdisciplinarity, and a Two-Hour Drive Can Do for Employability”
Amanda Licastro, The Graduate Center, CUNY
Respondent: Jim Ridolfo, University of Kentucky
7-Institutional and Professional
I.34 Fostering Academic Collaborations: Co-Mentoring as Strategic Action in Rhetoric and Composition
We investigate aspects of co-mentoring to ask how the practice can support the pedagogical values and professional careers of R/C scholars.

Hilton Room 333, Level Three

Chair: Risa P. Gorelick, Research Network Forum
Speakers: Janice Walker, Georgia Southern University, Statesboro
Patricia Ericsson, Washington State University, “Re-seeing the ‘Boss Compositionist’ through a Compound Lens of Co-mentoring”
Jennifer Stewart, Indiana Purdue University Fort Wayne, “Co-Mentoring via Intentional Interaction: Or How I Learned to Stop Feeling Isolated and Use Social Media for More Than Quizzes”
Michael Day, Northern Illinois University, “Taking Action by Paying It Forward: As We Were Mentored, so Shall We Co-mentor”

I1-Research
I.35 Applying for a CCCC Research Grant: A Mentoring Session
Experienced researchers and members of the CCCC Research Committee will be available to talk with those interested in drafting proposals for CCCC research awards.

Hilton Room 344A, Level Three

Speakers: Margaret Price, The Ohio State University
Karen Lunsford, University of California-Santa Barbara
Rebecca Rickly, Texas Tech University
Christiane K. Donahue, Dartmouth and Université de Lille III
Ben McCorkle, The Ohio State University
J Sessions: 2:00–3:15 p.m.

**Taking Action Workshop Sessions**

**J.35** Taking Action Workshop: Framing Messages  
Refer to page 17 for abstract.  
Hilton Grand Ballroom A, Level Four  
*Speaker:* Jenna Fournel, National Council of Teachers of English, Washington, DC

**J.36** Taking Action Workshop: Building Alliances  
Refer to page 17 for abstract.  
Hilton Grand Ballroom B, Level Four  
*Speaker:* Sarah Scanlon, Arkansas State Director for Bernie 2016

**Poster Sessions**

Hilton Sky Walk, Level Two

**A History of Hotdogs: Critical Eating in an Age of Foodieism**  
Interrogating the history & rhetoric of foods via the modern hotdog; an ancient Roman sausage recipe grants insight into a lost discourse.  
Samuel Fuller, Clemson University

**Becoming Style Chameleons: How Well Do Students Give Teachers “What They Want”?**  
This poster investigates the ability of students to adjust their writing styles to local rhetorical situations, i.e., teachers.  
William FitzGerald, Rutgers University-Camden  
Brynn Kairis, Rutgers University-Camden

**Coadyuvante as Program Development Paradigm: Using Activist Strategies in WAC/WID Faculty Development**  
The activist strategy of coadyuvante is remediated as administrative and pedagogical heuristics aiding WAC/WID faculty development efforts.  
Tricia Serviss, Santa Clara University
English Language Teacher Education in Libya: Affordances and Constraints
The presenter discusses a case study that explored a Libyan English language teacher education program’s affordances and constraints.
Entisar Elsherif, Indiana University of Pennsylvania

FYC Student Perceptions of Writing and Learning Disabilities
Data compiled over two years on the perception of writing abilities of students with learning disabilities in FYC.
Peter Elliott, Anderson University

Identifying and Demonstrating Genre Knowledge: A Preliminary Assessment Heuristic in FYC Classrooms
Assessment created for FYC focused on genre theory that enabled instructors and students to identify specific goals and purpose for course.
Laurenn Jarema, Illinois State University
Kayla Bruce, Arizona State University

Posted: Too Teaching Intensive!
A recent trend in hiring temporary “teaching-intensive” faculty ignores professional guidelines to ensure quality writing instruction.
Frost McLaughlin, Lord Fairfax Community College

Reframing Rhetoric in the Workplace: A Socio-Epistemic Pedagogical Approach for Professional Writing
A professional writing curriculum centered on socio-epistemic rhetoric, aiming to improve rhetorical knowledge transfer into work settings.
Holly Fulton, Arizona State University/Mesa Community College

Strategic Writing Support in Courses through Collaboration
A poster on strategies to tailor writing sessions to contextualize the writing process for university students in courses.
Nancy C. Johnston, University of Toronto
II-Research

J.01 Methods, Models, and Means of Undergraduate Research in Rhetoric and Composition: A Roundtable Discussion

Undergraduates can be—and are—researchers in rhet/comp. This roundtable addresses the hows and whys of UG research pedagogy in our field.

Hilton Ballroom of the Americas Salon D, Level Two

Chair: Alissa Russell, George Mason University
Speakers: Dominic DelliCarpini, York College of Pennsylvania, “The Writing Center as Lab for Authentic Undergraduate Research”
Wendy Hayden, Hunter College, CUNY, “Providing “Wiggle Room”: How Designing Inquiry-Based Assignments Encourages Undergraduate Research”
Heather Adams, University of Alaska Anchorage, “Thinking Like a Researcher: Using Key Terms to Cultivate Undergraduate Research Dispositions”
Jack Selzer, Penn State University, “How First-Year Students Research the Rhetoric of the Civil Rights Movement”
J.R. Collins, University of Alaska Anchorage, “Including the Undergraduate Perspective in Pedagogy: A Community Engaged Model for Undergraduate and Faculty Collaborative Research”

5-History

J.02 Uncovering and Recovering Actors in Rhetorical Instruction

These presentations uncover four important figures in writing studies and rhetorical education from the 19th and 20th centuries.

GRB Room 351C, Level Three

Chair: John Dunn, Eastern Michigan University
Speakers: Lindy Briggette, University of Rhode Island, Providence, “Rhythm, Repetition, and Response as Strategic Action: Evidence of Embodied Rhetoric in Julia Child’s Production of Multimodal Texts”
Anita August, Sacred Heart University, “She the People! Frances E. Willard’s ‘Do Everything Policy’ as Logos Politikos at the 1893 World’s Columbian Exposition”
Henrietta Wood, University of Missouri-Kansas City, “Confronting Injustice: Mary McLeod Bethune and the “Persistent Protest” for African American Rights, 1936-1942”
6-Information Technologies

J.03 Digital Activism toward Social Justice
This panel negotiates rhetorical resistance and resilience in the contexts of contemporary digital social justice movements.

Hilton Room 327, Level Three

Chair: Carol Rutz, Carleton College
Speakers: Melissa Larabee, University of Illinois at Urbana Champaign, “Best Unfriends: Ferguson, Facebook, and the Perils of Knowing Thy Enemy”
LauraAnne Carroll-Adler, University of Southern California, “The Digital Activists Are Coming: Social Media and the Rhetoric of Public Discourse after Ferguson”
Leigh Gruwell, Auburn University, “Feminist Rhetorical Resilience: Taking Action against Gendered Hate Online”

1-First-Year and Advanced Composition

J.04 Flipped Professional Development for Hybrid Courses: Preparing Graduate Student Instructors to Teach in a Contemporary First-Year Writing Program
The session discusses implementation and assessment of a flipped instructor development initiative for a large first-year writing program.

Hilton Room 328, Level Three

Chair: Emmett Ryan, Indiana University of Pennsylvania
Speakers: RayChel Lowrance, Texas Tech University, “Meeting Instructors Face-to-Face”
Monica Norris, Texas Tech University, “Flipping the Development Program”
Susan Lang, Texas Tech University, “Setting the Context for Contemporary Professional Development Programs”

12-Writing Pedagogies and Processes

J.05 The Value of Presence: Strategic Uses of Contemplative Practices in the Writing Classroom
The panel explores how to address broad challenges by working with contemplative practices for writing process and pedagogy.

Hilton Room 329, Level Three

Chair: Rebecca Babcock, University of Texas Permian Basin
Speakers: John Guelcher, “Moving Meditation, Flow, and the Writing Process in the Composition Classroom”

continued on next page
Eberly Barnes, University of California San Diego, “Adventures in Mindfulness at the University: Visions and Realities for Contemplative Practices in TA Training and Writing Programs”
Leah Anderst, Queensborough Community College, “Meditation, Mindfulness, Metacognition, and High-Stakes Testing in the Basic Writing Classroom”

**Respondent:** Barry Kroll, Lehigh University

### J.06 Assembling Composition
Panel will examine the role of assemblage in three settings: postcard production, indigenous gathering practices, and the FYC classroom.

**Hilton Room 335B, Level Three**

**Chair:** Andrea Scott, Pitzer College, Claremont

**Speakers:**
- Stephen McElroy, Florida State University, “‘Greetings from Asbury Park’: The Persistent Legacy of the Large Letter Postcard”
- Kristin Arola, Washington State University, “Assemble with Care: An Indigenous Approach to Assemblage”
- Travis Maynard, Florida State University, “Copy, Combine, Transform: Assemblage in First-Year Composition”

**Respondent:** Kathleen Blake Yancey, Florida State University

### 8-Taking Action

### J.07 Translation as Action: Finding the Words for Cross-Language Community Action
After sharing case studies in cross-language settings, we invite audience members to design a heuristic for deploying translation as action.

**Hilton Room 330, Level Three**

**Chair:** Karen Wink, U.S. Coast Guard Academy

**Speakers:**
- Jennifer Clifton, University of Texas at El Paso, “Low-Riders in Action: Creating a Borderland Aesthetic, Invoking a Gift Economy through Tecno-Sovereignty”
- Elizabeth Kimball, Drew University, “Confianza in Action: Finding New Terms for Assessment”
- Elenore Long, Arizona State University, “Makhada in Action: Cultivating Rhetoricity among Strangers Otherwise Divided by Difference”
9-Language

J.08 Transnational Composition: (Geo)Political Considerations for Writing Research, Publication, and Pedagogy
Roundtable bringing together writing teacher-researchers working and studying across a range of geographic and institutional locations.
Hilton Grand Ballroom I, Level Four

Chair: Brice Nordquist, Syracuse University
Speakers: Julia Kiernan, Michigan State University
Chenchen Huang, Pennsylvania State University
Lisa Arnold, North Dakota State University
Natalia Smirnova, Nat’l Research Univ. Higher School of Econ
Vivette Milson-Whyte, The University of the West Indies, Mona
Respondents: Min-Zhan Lu, University of Louisville
Bruce Horner, University of Louisville

8-Taking Action

J.09 Four Strategies for Writing In/Action
Drawing from four strategies for in/action, this panel explores the pedagogical possibilities of enacting receptive writing practices.
Hilton Room 332, Level Three

Chair: Sonia Sharmin, University Of Georgia
Speakers: Christian Smith, Coastal Carolina University
Paul Cook, Indiana University Kokomo
Lisa Bailey, University of South Carolina
Lindsay McManus, University of South Carolina

7-Institutional and Professional

J.10 Independent Writing Departments and Programs: The Dynamics of Independence
Presenters engage with the changing nature of independence in the context of broad and ongoing economic and structural changes in higher ed.
Hilton Ballroom of the Americas Salon C, Level Two

Chair: Leslie Werden, Morningside College
Speakers: Dara Regaignon, New York University, “Collaborative Writing Program (Re)Design”
Brian McNely, University of Kentucky, “When Hanging Your Shingle Isn’t Enough: Recruitment in Independent Writing Programs”
Heidi McKee, Miami University, “One Major? No, Thank You: Navigating an Independent Writing Degree in an English Department”
Friday, 2:00–3:15 p.m.

13-Theory

J.11 Practices of Rhetorical Invention
This panel frames practices and strategies for rhetorical invention to discuss the role of repetition and unoriginality.

Hilton Room 336A, Level Three

Chair: Ryan Skinnell, San Jose State University
Speakers: Bradfield Dittrich, University of New Hampshire, “Those Who said Our Things Before Us: The Role of Unoriginality in Invention”
Erika Strandjord, Concordia College, “Repetition as the Embodiment of Memory in Craft Rhetorics”
Kendra Fullwood, College of the Holy Cross, “Rhetorical Invention as Cultural Invention”

12-Writing Pedagogies and Processes

J.12 Practicing Writing as Social Act: Writing Group Pedagogy in the Context of the Writing Center
This panel explores writing group pedagogy within writing centers as a means to disrupt authority and promote writing as social act.

Hilton Room 336B, Level Three

Chair: Michelle Miley, Montana State University
Speakers: Jess Carroll, Montana State University, “Peer Tutor Writing Group”
Michelle Miley, Montana State University, “Writing Studio”
Zack Bean, Montana State University, “Creative Writing Workshop”

1-First-Year and Advanced Composition

J.13 Challenges and Opportunities of Technological Environments
This panel analyses different scenarios for teaching FYC through digital-technology environments.

Hilton Room 337A, Level Three

Chair: Emily Standridge, University of Texas Tyler
Speakers: Emily Isaacs, Montclair State University, “Assessing FYC Course Redesigns under Pressure”
Sarah Prasad, AANAPISI Project, San Jose State University, “Making the Case for Hybrid First-Year Composition in a SJSU Post-MOOC World: One Lecturer’s Journey”
10-Professional and Technical Writing

J.14 Second Generation ABET: Bridging the Gap between Engineering Communication Curricula and Professional Identities
This panel offers qualitative studies of the links between engineering communication curricula and the work and public lives of engineers.
Hilton Grand Ballroom L, Level Four

Chair: Mya Poe, Northeastern University
Speakers: Jennifer Mallette, Boise State University
Elane Wisniewski, University of Michigan

11-Research

J.15 Translating Data into Action: Coordinating University and Program-Specific Writing Assessment
This panel will explore how WPAs and assessment coordinators can make standardized survey data relevant to local writing programs.
Hilton Room 337B, Level Three

Chair: Kristiane Stapleton, University of Houston
Speakers: Darci Thoune, University of Wisconsin-La Crosse
Bryan Kopp, University of Wisconsin-La Crosse
Patrick Barlow, University of Wisconsin-La Crosse

14-Writing Programs

J.16 If You Build It, Will They Come? Extending the Writing Center Inside and Outside Our Walls
This panel focuses on how writing centers can increase inclusivity and support Native American students’ rhetorical sovereignty.
Hilton Room 343B, Level Three

Chair: Heather Bruce, University of Montana
Speakers: Heather Flute, North Dakota State University
Kelly Sassi, North Dakota State University
Phillip Bode, North Dakota State University
Friday, 2:00–3:15 p.m.

14-Writing Programs

J.17 Power, Politics, and Accreditation: Effecting Culture Change with Writing-Focused QEPs
How writing faculty can take action, overcome resistance, and instigate change with a writing-focused Quality Enhancement Plan.

Hilton Room 338, Level Three

Chair: Kendra Andrews, North Carolina State University
Speakers: Michael Pemberton, Georgia Southern University, “Elbowing Your Way to the Head Table: Taking Action when a QEP Ignores the Writing Center”
Meghan Dykema, Florida State University, “Accountability, Assessment, Advocacy: Writing-Focused QEPs as Strategies for Action”
Frances Crawford, University of Mary Hardin-Baylor, “Taking Your QEP-Sweet Time: For Every Action...”
Toby Coley, University of Mary Hardin-Baylor, “Taking Your QEP-Sweet Time: For Every Action...”

12-Writing Pedagogies and Processes

J.18 Understanding Our Habits of Mind: Clarifying Disciplinarity, Assessment, and Transfer
This panel presents a discussion about how the field and unique institutions can better discuss terms and requirements for transfer and assessment.

Hilton Room 339A, Level Three

Chair: Sarah King, University of Toronto Scarborough
Speakers: Sarah King, University of Toronto Scarborough, “Could Habits be a Threshold Concept—or Practice—for Writing Pedagogy?”
Laura Tabor, Earlham College, “Teaching for Rhetorical and Civic Transfer: Using Iterative Definition Building to Promote Key-Terms Transfer”
Denise Krane, Santa Clara University, “Rubrics and Transfer: Do Product Rubrics Interfere with the Transfer of Learning, and Are Process Rubrics a Solution?”

14-Writing Programs

J.19 WPA Work as Strategic Action
This panel seeks to disrupt the idea that WPA work is strictly bureaucratic: instead explores contextualized means of action.

Hilton 339B, Level Three

Chair: Kathleen Cassity, Hawaii Pacific University
Speakers: Amy Nichols, University of Louisville, “The WPA Course: Pursuing Miller’s Intellectual Bureaucrat”
Nathaniel Street, University of South Carolina, “Affirming Connectivity: Towards a New Mode of WPA Identity Production”
Amy Heckathorn, California State University, Sacramento, “Know when to Fold ‘Em: When Walking Away Is the Only Action Left”

12-Writing Pedagogies and Processes

J.20 Enacting New Theories of Revision
Theories of rhetoric, backward transfer, and the gestalt provide new insight into the integrative nature of revision as a threshold concept.

Hilton Room 335A, Level Three

Chair: Paul Butler, University of Houston
Speakers: Bruce Ballenger, Boise State University, “The Gestalt of Revision”
Kelly Myers, Boise State University, “Metanoic Revision: Turning toward Emotion in Writing and Revision”
Donna Qualley, Western Washington University, “Mapping a Conceptual Topography of Revision as a Process of Backward Transfer”

1-First-Year and Advanced Composition

J.21 Albert E. Krahn Debates Peter Elbow at the 2016 CCCC Convention
Punctuate with voice or eye? Two speakers will debate-ceding the remaining time to the “third speaker,” the audience, for discussion.

Hilton Room 343A, Level Three

Chair: Peter Elbow, University of Massachusetts Amherst
Speakers: Peter Elbow, University of Massachusetts Amherst
Albert Krahn, University of Wisconsin-Milwaukee

8-Taking Action

J.22 Mobilizing Tenure-Track Faculty for Adjunct Equity
We describe successful adjunct-equity activism in multiple contexts and offer recommendations for TT/T faculty to use in their own efforts.

Hilton Ballroom of the Americas Salon A, Level Two

Chair: Mark Sursavage, University of Houston
Speakers: Seth Kahn, West Chester University
Amy Lynch-Biniek, Kutztown University
Tonya Ritola, University of California, Santa Cruz
Respondent: Mitzi Jones, University of Arkansas-Fort Smith
Friday, 2:00–3:15 p.m.

**1-First-Year and Advanced Composition**

**J.23** Martin, Ministers, and Music: Listening to African American Rhetorics in the Writing Classroom  
These writers revisit classic African American texts and contexts to explore new ideas about engaging writers.

Hilton Room 340A, Level Three

*Chair:* Terese Thonus, University of Kansas  
*Speakers:* Brittney Boykins, Tallahassee Community College, “Venacular (Community) Workshop: Black Church Literacy Practices Working in the Composition Classroom”  
Kristen Miller, Tuskegee University, “‘To, CC’ or ‘To, BCC’: Lessons in Audience and Medium from King’s ‘Letter from a Birmingham Jail’”  
Clark Moreland, University of Texas of the Permian Basin, “The Hegemonic Ascendancy of Martin Luther King Jr.’s ‘Letter from Birmingham Jail’ in FYC Anthologies”

**12-Writing Pedagogies and Processes**

**J.24** Visual Rhetoric for Social Change in the Writing Classroom  
This panel looks at the possible ways various visual texts can expand our definitions of writing and social change.

GRB Room 340A, Level Three

*Chair:* Heather Graves, University of Alberta  
*Speakers:* Rosanne Carlo, College of Staten Island (CUNY), “Students as Actors, Not Consumers: Toward a Heuristic for the Production of Graphic Novels in the Composition Classroom”  
Brenda Hardin Abbott, Bay Path University, “Challenging Gendered Scripts in Education through Movie Trailers: The Critical Potential of iMovie”  

**6-Information Technologies**

**J.25** Just Going to Leave This Here: Empirical Study of Social Media  
A panel of five flash presentations on empirical studies of social media practices and a discussion of digital literacy and research methods.

GRB Room 340B, Level Three

*Chair:* Kristen Moore, Texas Tech University  
*Speakers:* Ehren Pflugfelder, Oregon State University, “Technical Writing in the Wild: Redditing and Writing”
Michael Faris, Texas Tech University, “Professional Use of Social Media in Writing Studies”
Randall Monty, University of Texas Rio Grande Valley, “Where and How It Goes: Multimodal Transfer among Transnational Students”
Stephanie Vie, University of Central Florida, “What’s Going On?: Challenges and Opportunities for Social Media Use and Research”
Amber Buck, University of Alabama, “A Life Lived Socially: Longitudinal Studies of Social Media Use”

3-Community, Civic & Public
J.26 The Pleasures of Writing for New Audiences: A Tribute to Sondra Perl
Three veteran teacher/writers share experiences writing for public audiences and reflect on the implications for teaching and learning.
Hilton Ballroom of the Americas Salon B, Level Two
Chair: Sondra Perl, Lehman College, City University of New York
Speakers: Nancy Sommers, Harvard University, “Blogging for The Huffington Post: Finding a Public Voice”
Chris Anson, North Carolina State University, “The Genre of the Public Review: Expeditions into the Wilds of TripAdvisor”
Eli Goldblatt, Temple University, “‘Rome Notes’: Poetic Data along the Appian Way”

8-Taking Action
J.27 Digital Technologies as Agents for Change
In this session, panelists examine how online media are used to affect change in local and global contexts.
Hilton Room 340B, Level Three
Chair: Xiaobo Wang, Georgia State University
Speakers: Baotong Gu, Georgia State University, “Situated Free Speech and Democracy: Design of WeChat and Activism”
Jessica Ouellette, University of Massachusetts Amherst, “The Viability of Digital Spaces as Sites for Transnational Feminist Action and Engagement: A Study of Rhetorical Circulation”
Carrie Grant, Purdue University, “What’s the Power of an All-Girls Tech Camp?: A Study of Feminist Intervention”
Jennifer Williams, Chandler-Gilbert Community College, “Social Media Action: Using FaceBook to Fight YouTube”
Xiaobo Wang, Georgia State University, “Situated Free Speech and Democracy: Design of WeChat and Activism”
**14-Writing Programs**

**J.28 Threshold Concepts and the Two-Year College: Reshaping Writing Courses, Writing Programs, and Writing Centers**

This panel explores the generative potential of threshold concepts in two-year colleges.

Hilton Room 342, Level Three

**Chair:** Joyce Walker, Illinois State University

**Speakers:**
- Marlena Stanford, Salt Lake Community College, “What Must Transfer to Transfer-Level Writing Courses?: Developing a Pre-Transfer Level Writing Curriculum Using Threshold Concepts”
- Terry Peterman, Texas Christian University, “Interrogating Subject Landscapes: Writing Centers as Threshold Concepts of Learning”
- Justin Jory, Salt Lake Community College, “Minimalistic Design: Threshold Concepts and Writing Program Development at the Two-Year College”

**1-First-Year and Advanced Composition**

**J.29 Research as Action: Studying Metacognition in the Writing Classroom**

This panel will share the results of two studies about metacognition and transfer in writing classrooms.

GRB Room 351A, Level Three

**Chair:** Jennifer Johnson, University of California, Santa Barbara

**Speakers:**
- Randi Browning, University of California, Santa Barbara, “Transfer and Threshold Concepts: Developing Metacognitive Habits of Mind and Reflexive Practices in Writing Classes”
- Ilene Miele, University of California, Santa Barbara, “Transfer and Threshold Concepts: Developing Metacognitive Habits of Mind and Reflexive Practices in Writing Classes”
- Nicole Warwick, University of California, Santa Barbara, “Assessing Metacognition in First-Year Composition at UC Santa Barbara”
- Josh Mehler, University of California, Santa Barbara, “Assessing Metacognition in First-Year Composition at UC Santa Barbara”
3-Community, Civic & Public

J.30 Ohio Farm Narratives: A Feminist Approach to Collaboration, Conversation, and Action
This presentation utilizes feminist rhetorical practices in order to explore the century-old farming narratives of rural Ohioans.

Hilton Room 333, Level Three

Chair: Jeannie Waller, University of Arkansas
Speaker: Christine Denecker, The University of Findlay

7-Institutional and Professional

J.31 Writing for Cross-National Engagement: Research, Pedagogy, Advocacy
This panel discusses work across three institutions to promote cross-national engagement in writers, writing programs, and writing centers.

GRB Room 351B, Level Three

Chair: Susan Thomas, The University of Sydney, “Turning Japanese: Writing Center Collaborations between Nagoya University and the University of Sydney”
Speakers: George Pullman, Georgia State University, “Cross-Cultural Rhetoric: The Myth of East and West”
Frances Di Lauro, The University of Sydney, “International Participatory Writing Using Mobile Technologies”
Robert Cummings, University of Mississippi, “OER and International Composition”

8-Taking Action

J.32 Hispanic-Serving Institutions: Strategies for Big Data, Intellectual Ferment, and Emotional Communities
We boost Latino completion when we contextualize big data, spark intellectual ferment, and recognize the power of emotional communities.

GRB Room 351E, Level Three

Speakers: Linda Palumbo, Cerritos College
Gilbert Contreras, Cerritos College
Frank Gaik, Cerritos College
Friday, 2:00–3:15 p.m.

8-Taking Action

**J.33 Influencing Public Policy**
Hilton Ballroom of the Americas Salon E, Level Two

*Chair:* Jennifer Foradori, Idaho State University
*Speakers:* Emily Kirkpatrick, National Council of Teachers of English
Douglas Hesse, The University of Denver
Anne Ruggles Gere, University of Michigan
Kathleen Fitzpatrick, Modern Language Association

11-Research

**J.34 Acting on Data: Corpus-Based, Computer-Aided Analysis of Student Writing**
Exploring new ways to engage the study of writing, this session uses data-driven analyses to challenge understandings of student writing.

Hilton Room 335C, Level Three

*Chair:* Sara West, University of Arkansas
*Speakers:* Duncan Buell, University of South Carolina, “Revision as Big Data: Correlating Student Revisions with Key Situational Variables”
Thomas Peele, The City College of New York, “Revising Revision: Big Data Analysis of Students’ Revision Practices”
Laura Aull, Wake Forest University, “Tagging Texts to Learn How Student Writers Overstate Arguments”
Chris Holcomb, University of South Carolina, “Revision as Big Data: Correlating Student Revisions with Key Situational Variables”
2-Basic Writing

K.01 Helping the Academically Underserved: Reinvesting in Basic Writing at a Four-Year University
A panel that looks at the process of creating basic writing program for underserved Appalachian students at an HBCU.
Hilton Room 327, Level Three

Chair: Dayna Goldstein, Kent State University
Speakers: Jessica Barnes-Pietruszynski, West Virginia State University
Jeff Pietruszynski, West Virginia State University
Barbara Ladner, West Virginia State University

3-Community, Civic & Public

K.02 Visual, Online, and Geographic Spaces: Places for Social Action
Panelists investigate visual rhetorics, social media, and geographic information systems as methods for instituting social change.
Hilton Room 328, Level Three

Chair: Gregory Wilson, Texas Tech University

continued on next page
Friday, 3:30–4:45 p.m.

Speakers: Leigh Elion, University of Wisconsin-Madison, “Tactical Multi-Modality: San Francisco’s Community Muralists Respond to Gentrification”
Clayton Benjamin, University of Central Florida/USF Sarasota, “Humanities and GIS?: Situating Geographic Information Systems in Humanities Research”

1-First-Year and Advanced Composition

K.03 Writing for Real This Time: Authenticity through WID in FYC Sequence Design
The panelists seek to understand what place, if any, WID and student-directed learning objectives have in the FYC classroom.
Hilton Room 329, Level Three

Chair: Alison Witte, Trine University
Speakers:
  Marlene Galvan, University of Texas Rio Grande Valley, “Integrating Genre Study of Discourse Communities into the FYC Sequence”
  Shoney Flores, University of Texas Rio Grande Valley, “Reflecting Forward: Students Thinking about FYC Transfer through Real Writing Assignments”
  Andrew Hollinger, University of Texas Rio Grande Valley, “Build Something Awesome: Sustainable Assignment Design and Assessment”
  Thomas De La Cruz, University of Texas Rio Grande Valley, “Real Research for Real Audiences”

8-Taking Action

K.04 Teaching While Black: Academic Profiling in Action
Our presentation will foreground ways to take action against oppressive institutionalized forces through teaching and mentoring coalitions.
Hilton Ballroom of the Americas Salon F, Level Two

Chair: Beverly Moss, Ohio State University, “Teaching While Black: Academic Profiling in Action”
Speakers:
  Telsha Curry, Syracuse University, “Teaching While Black: Academic Profiling in Action”
  Joyce Hill, The University of Akron, “Teaching While Black: Academic Profiling in Action”
13-Theory

K.05 Strategies for (Ambiguous) Writing Situations: Using Kenneth Burke as/in Posthuman Writing Studies
This panel considers writing in posthuman contexts using Burke’s work. An unconventional juxtaposition as a strategy for evolving situations.

Hilton Room 336A, Level Three

Chair: Courtney Wooten, Stephen F. Austin State University
Speakers: Kellie Sharp-Hoskins, New Mexico State University, “Going through the Motions and Actions: Burke, New Materialism, and Revision”
Chris Mays, University of Nevada, Reno, “Revision as Heresy: Writing, Change, and Kenneth Burke’s Piety”
Nathaniel Rivers, Saint Louis University, “Predetermined Writing”

7-Institutional and Professional

K.06 Publishing in CCCC’s Studies in Writing and Rhetoric
Making the submission and review process of the CCCC SWR monograph series transparent.

Hilton Room 335C, Level Three

Chair: Victor Villanueva, Washington State University
Speakers: Anna Plemons, Washington State University, “Navigating the System”
Lauren Rosenberg, Eastern Connecticut State University, Willimantic, “One Author’s Experiences”
Respondents: Deborah H. Holdstein, Columbia College Chicago
Stephanie Kerschbaum, University of Delaware

12-Writing Pedagogies and Processes

K.07 Mass Education and Unbundled Access: MOOCs and the New BA
This panel analyzes MOOCs and other online-only institutions in terms of rhetoric of access and global learning initiatives.

Hilton Room 330, Level Three

Chair: David Fleming, University of Massachusetts Amherst
Speakers: David Fleming, University of Massachusetts Amherst, “Writing in the Unbundled University”
Evin Groundwater, University of Illinois at Urbana Champaign, “The Egalitarian Rhetoric of Massive Open Online Courses (MOOCs)”
8-Taking Action

K.08 Actions against Stereotype Threat: Reflection, Tutoring, and Service-Learning
This presentation discusses three actions to decrease stereotype threat: reflective writing, tutoring, and service-learning.

Hilton Room 336B, Level Three

Chair: Glenn Hutchinson, Florida International University
Speakers: Cayce Wicks, Florida International University, “Reflective Writing in the Classroom: Taking Action against Stereotype Threat”
Darrel Elmore, Florida International University, “Service Learning in Action: Strategies for Combating Stereotype Threat through Community Engagement”
Glenn Hutchinson, Florida International University, “Dual-Enrollment Partnership: Tutoring, Mindset, & High-Stakes Testing”
Respondent: Paul Feigenbaum, Florida International University

13-Theory

K.09 Recontextualizing Writing Pedagogies
This panel offers different lenses to recontextualize composing, writing pedagogies, and Chicana student development as writers.

Hilton Room 337A, Level Three

Chair: Emily Wright, Methodist University
Speakers: Lana Oweidat, Goucher College, “Anti-Islamophobia Pedagogy: Global Citizenship, Transnational Feminism, and Rhetorical Education”
Kelly Medina-Lopez, New Mexico State University, “When I Drowned My First Words: Using the La Llorona Myth to Understand Chican@ Writerly Development”
Dhruba Neupane, University of Waterloo, “The Importance of Not Meaning: Linguistic Others and a Critique of Intention”

8-Taking Action

K.10 Strategies for Campus-Wide Change
This panel offers pragmatic, context-specific models for improving undergraduate writing education.

Hilton Room 337B, Level Three

Chair: Ti Wu, University of California, Santa Barbara
Speakers: Brad Queen, U.C. Irvine, “Taking Action on Class Size in First-Year Composition”
Deborah Marrott, Utah Valley University, “Giving Credit Where Credit Is Due: Taking Strategic Action to Secure Credit toward Graduation for a University’s Basic Writing Course”
Deborah Bertsch, Columbus State Community College, “Taking Action to Support Repeating FYC Students: The Writing Center for Credit Project”
Elizabeth Lopez, Georgia State University, “Rhetorical Curriculum Design: A Case Study in Action-Oriented Undergraduate Program Revision with Assessment for Critical Thinking”

K.11 Up for Negotiation: Politics and Pedagogy in Advanced Writing Courses and Writing Centers
Speakers on this panel represent multiple responses to sites where state and institutional politics have attempted to influence pedagogy.
Hilton Room 339A, Level Three

Speakers: Jonne Akens, Texas A&M University Texarkana
Corrine Hinton, Texas A&M University Texarkana
Jesse Morrow, Texas A&M University Texarkana
Ben Lindsay, Texas A&M University Texarkana
Doc McGuire, Texas A&M University Texarkana

K.12 Pathways to Success: Finding Your Academic Voice
This panel explores the different ways to succeed through writing.
Hilton 339B, Level Three

Chair: Nadia Zamin, Indiana University of Pennsylvania
Speakers: Sonya Green, Lipscomb University, “Finding an Academic Voice through Peer Review: Writing Strategies for First-Year Composition Students”
Stephanie Conner, College of Coastal Georgia, “Creating Curious Readers and Effective Responders: Using Writing Center Coaches for Peer Review in First-Year Composition”
Daniel Bernal, University of Arizona, “Meta-Genre for the Meta-Major: Writing with the Guided Pathways to Success (GPS) Movement”
Friday, 3:30–4:45 p.m.

5-History

K.13 Agency and Action in Microhistories of Composition
Panelists use the methods of microhistory to recover agencies and actions of people left unexamined by composition’s grand narratives.

Hilton Room 335A, Level Three

Chair: Bruce McComiskey, University of Alabama at Birmingham
Speakers: Bruce McComiskey, University of Alabama at Birmingham
David Gold, University of Michigan
Suzanne Bordelon, San Diego State University

8-Taking Action

K.14 Assessment in Disability Studies Research: Improving Research Sites to Appeal to Wider Audiences in Higher Education
We report on mixed-methods studies of disability in higher education and discuss audience as it pertains to assessment.

Hilton Room 340A, Level Three

Chair: Megan Keaton, Florida State University
Speakers: Matthew Zajic, University of California, Davis, “Exploring Clinical Writing Assessment of School-age Children with Disabilities to Inform Postsecondary Writing Research”
Dev Bose, University of Arizona, “Rethinking Assessment Approaches in Online Writing Instruction through Composition Preceptorship”
Respondent: Brenda Brueggemann, University of Louisville

6-Information Technologies

K.15 Writing-toward-Action in Epic Open Learning: A Praxis-Oriented Approach to MOOC Design
In this panel, the presenters will share how they used praxis-oriented inquiry as a form of writing-toward-action to design a FYC MOOC.

Hilton Room 343A, Level Three

Chair: Jennifer Enoch, Florida State University
Speakers: Angela Clark-Oates, Arizona State University, “Global Academy, Local Learners: What Can MOOCs Tell Us about Writing (About) Communities?”
Mark Haunschild, Arizona State University, “Marketing Misnomers: What We Talk about When We Talk about MOOCs”
Michelle Stuckey, Arizona State University, “We’re All Novices Here: Reimagining Student-Centered Learning in MOOCs”
Respondent: Duane Roen, Arizona State University

8-Taking Action

**K.16 Taking Action at the Border: Acknowledging and Addressing Differences among the Diverse**
Data from writing students at universities on the U.S.-Mexico border help us to take action to improve writing instruction for all students.

**Hilton Room 343B, Level Three**

**Chair:** Jeanette Lehn, Florida State University  
**Speakers:**  
Mais Al-Khateeb, New Mexico State University, “Listening to Diverse Student Voices: Student Reported Challenges and Successes in Border Writing Programs”  
Patti Wojahn, New Mexico State University, “Taking Action and Making Changes in Border Writing Programs”  
Karen Trujillo, New Mexico State University, “Listening to Diverse Student Voices: Student Reported Challenges and Successes in Border Writing Programs”  
K.T. Shaver, California State University Long Beach, “Asking Questions about Students Challenges and Successes in Border Writing Programs”  
Beth Brunk-Chavez, University of Texas at El Paso, “Asking Questions about Students Challenges and Successes in Border Writing Programs”

7-Institutional and Professional

**K.17 Assisting Institutions, Programs, Centers, and Spaces**
The panelists will provide strategies and tactics for researching and assessing institutions, programs, and digital studio spaces toward frameworks for supporting student success, multiliteracies, and intra-institutional partnerships.

**Hilton Room 340B, Level Three**

**Chair:** Rachel Efstathion, Temple University  
**Speakers:**  
Vandana Gavaskar, Ventura College, “When the Rubber Hits the Road: Writing and Institutional Assessments”  
Fernando Sanchez, Purdue University, “Of Evolutions and Mutations: Assessment as Tactics for Action in WAC Partnerships”  
Friday, 3:30–4:45 p.m.

**11-Research**

**K.18  Research on Materiality and Embodiment**
This panel presents frameworks and findings for investigating big data, intersectionality, and narrativity as it pertains to embodiment and materiality.

**Hilton Room 335B, Level Three**

*Chair:* Amy Cicchino, Florida State University  
*Speakers:* Melissa Yang, University of Pittsburgh, “Progress Pigeonhole–Interactive Animal Rhetorics”  
Kathleen Daly, University of Wisconsin-Madison, “Beyond Digital Ubiquity: Material Consequences of Big Data Rhetoric in Higher Education”  
Ondrea Quiros, El Paso Community College, “Bridging the Divide: Helping College Freshmen Deal with Adversity by Bringing in the Community”  
Jacob Craig, Florida State University, “What Gives Shape to Writing Practices: Investigating How Composing Environments and Writing Technologies Shape Writers’ Practices over Time”  
Arturo Valdespino, El Paso Community College, “Bridging the Divide: Helping College Freshmen Deal with Adversity by Bringing in the Community”

**12-Writing Pedagogies and Processes**

**K.19  Can You Hear Me Now?: Using Audio to Teach Writing**
The panel demonstrates the valued ways sound can be effectively used to teach writing.

**Hilton Room 332, Level Three**

*Chair:* Andrew Burgess, Florida State University  
*Speakers:* Andrew Burgess, Florida State University, “What’s That Sound?: Toward a Multimodal Understanding of Music as Mode-In-Relation”  
Shannon Mrkich, West Chester University, “Dictating Student Feedback: Bring Your ‘Voice’ Alive in Print”  
Jennifer Ware, Wright State University, “Sound Action: Experiential Learning with Audio Documentaries and Museum Artifacts”

**1-First-Year and Advanced Composition**

**K.20  Rhetorical Listening: Difference, Materiality, and the Classroom**
These panelists explore methods for engaging meaningfully with others and developing actions for change.

**Hilton Room 342, Level Three**
**Chair:** Amy Lueck, Santa Clara University  
**Speakers:** Esther Schupak, Bar-Ilan University, “Implications of Listening Rhetoric for the Composition Classroom”  
Shersta Chabot, Arizona State University, “Pedagogies of Strategic Action: Composition as Engagement with Women’s Material Culture”  
Jonathan Seggelke, Metropolitan State University of Denver, “Against Me! and Caitlyn Jenner: Using Rhetorical Analysis in First-Year Composition to Investigate Gender Norms”  
Christina Grimsley, Texas Woman’s University, “Gender, Multimodal Writing, and Flipped Teaching: How New Definitions of Literacy Impact Women in the Classroom”

8-Taking Action  
**K.21 Reclaiming Rhetorics of Resistance in the 21st Century**  
Panelists in this session examine rhetorical impediments to the political effectiveness of Leftist activism in the 21st century.  
GRB Room 351A, Level Three  
**Chair:** Kainat Abidi, St. John’s University  
**Speakers:** Valerie Smith, University of Waterloo, “Activism That Endures: Idle No More v Conservative Tactical Rhetoric”  
Chitra Karki, University of Waterloo, “The Third Gaze: Intracultural Conflict and the Fracturing of Solidarity among Transnational Migrant Communities”  
Frankie Condon, University of Waterloo, “Right-wing Rhetoric and Social Media in an Age of Repressive Tolerance”

1-First-Year and Advanced Composition  
**K.22 Getting Involved: Civil and Legal Literacy**  
This panel explores civic and legal writing as possible ways to engage with the community.  
GRB Room 340B, Level Three  
**Chair:** Robert Gilmor, University of Denver  
**Speakers:** Joe Wagner, Bowling Green State University Firelands, “Taking Legal Action in the First-Year Composition Class”  
Drew Loewe, St. Edward’s University, “Threshold Concepts for Legal Writers”  
Christopher Foree, Texas Christian University, “A Civil Tone and a Critical Eye: Encouraging Dual-Credit Students to Think Like College Students and Act Like Citizens”
12-Writing Pedagogies and Processes

K.23  Build It and They Won’t Come: Action Plan for the Stealth Veteran
Effective pedagogies for invisible veterans who disaffiliate but are still marked by military literacies and experience.
GRB Room 351B, Level Three

Chair: Mariana Grohowski, Massachusetts Maritime Academy
Speakers: A. R. Mallory, Iowa State University, “Respecting Veterans’ Desire for Invisibility in the Writing ClassPedagogical Theory and Practice That Supports without Labeling”
Liam Corley, U.S. Naval Academy, “Not Your Granddaddy’s Veteran: Disaffiliation and the Composition Classroom”
Derek Handley, Community College of Allegheny County, “Another Mission: Citizenship Pedagogy in the First-Year Writing Classroom”

14-Writing Programs

K.24  Visualizing the Labor of Writing Center through RAD Research: Toward the Materiality of the Everyday Work of Teaching and Learning for Students, Staff, and Professionals
Using empirical research to spur and sustain action, this panel explores labor and its materiality for a range of writing center audiences.
GRB Room 340A, Level Three

Chair: Harry Denny, Purdue University
Speakers: Harry Denny, Purdue University, “Most Served, Least Served, Best Served?: Writing Center Assessment as Advancing Social Justice Dialogue”
Patrick Love, Purdue University, “Writing Center Sessions as Articulated Labor: Strategies to Assess Tutoring Strategies and Make Work Visible”
Mary McCall, Purdue University, “Avoid Going on the Defensive: Articulating Writing Center Assessment through the Invisible Labor of Annual Reports”
Beth Towle, Purdue University, “Tutoring as (Hard) Labor: How Assessment Makes Writing Center Work Visible to Institutions”
11-Research

K.25 Innovations in Big Data Research
This panel shares big data research that helps our field to better understand discursive shifts in threshold concepts, archives, and embodiment.

GRB Room 351D, Level Three

Chair: Scott Banville, Nicholls State University
Speakers: Valerie Robin, Georgia State University, “Innovation and the Digital Archive of Literacy Narratives: An Exploration and Implementation of Innovation in Rhetoric and Composition”
Kristine Johnson, Calvin College, “Discursive Thresholds”
Michael Neal, Florida State University, “Undergraduate Inquiry: Archival Research as an Alternative to the Ubiquitous Research Paper”

13-Theory

K.26 Exploring the Rhetoric of New Media and Identity
This panel explores how we teach and talk about new media and identity in the field and with our students.

GRB Room 351C, Level Three

Chair: Kelly Blewett, University of Cincinnati
Speakers: Justin Hodgson, Indiana University, “Exploring the New Aesthetic: Hyperrhetoricity, New Media, and Mediated Expectations”
Erika Sparby, Northern Illinois University, “Anonymity, Design, and Identification: The Rhetorical Construction of Identity on Digital Social Media”
Chris Gerben, St. Edward’s University, “Perceptual Beta: The Importance of Changing Terms for Online and ‘New’ Writing with Our Students”

7-Institutional and Professional

K.27 Advocating for First-Year Writing and Library Partnerships through Shared Threshold Concepts
Using shared threshold concepts, we partnered to advocate against one-off, skills-focused writing and research instruction.

GRB Room 351E, Level Three

Chair: I. Moriah McCracken, St. Edward’s University
Speakers: Brittney Johnson, St. Edward’s University
Kayla Sulewski, St. Edward’s University
**8-Taking Action**


Participate in integrative research on threshold concepts, dispositions, transfer, and identity to generate robust writing frameworks.

Hilton Grand Ballroom I, Level Four

*Chair:* Barbara Bird, Taylor University  
*Speakers:* Mary Tripp, University of Central Florida  
Barbara Bird, Taylor University  
Lisa Tremain, Occidental College

**3-Community, Civic & Public**

**K.29 Investigating “Consequences” of a Community Literacy Partnership: Results from a Study of “Writing for Change”**

This session presents the results of our assessment of a community literacy partnership involving high school and college students.

Hilton Room 333, Level Three

*Chair:* Tina Bly, University of Oklahoma  
*Speakers:* Justin Lohr, University of Maryland  
Carly Finkelstein, Northwestern High School  
Heather Lindenman, University of Maryland

**7-Institutional and Professional**

**K.30 Transaction, Inaction, and Reaction: The Many “Actions” of Adjunct Composition Work**

This session interrogates the current disabling communication between adjunct and TT faculty and proposes alternatives that unite both.

Hilton Ballroom of the Americas Salon E, Level Two

*Chair:* Matthew Boedy, University of North Georgia  
*Speakers:* Carol Haviland, California State University, San Bernardino, “What-Us? Yes-YOU!!”  
Maggie Cecil, California State University San Bernardino, “Writing Centers Do It Better”  
Gina Hanson, California State University, San Bernardino, “Language Matters Here Too”  
Chloe de los Reyes, California State University, San Bernardino
4-Creative Writing

K.31 Composing Disability Memoir as Transformative Action
Memoir and life writing provide a creative platform for narratives that take transformative action to challenge normative assumptions.

Hilton Grand Ballroom L, Level Four

Chair: Madaline Walter, Benedictine College
Madaline Walter, Benedictine College, “Wielding a Crayon in a Battle for the ‘Mad’: Emilie Autumn’s The Asylum for Wayward Victorian Girls”
Shannon Walters, Temple University, “Collaboration for Action: Disability and Multimodal Revision in I”
Tonya Stremlau, Gallaudet University, “Taking Writing Matters into Our Own Hands: A Deaf Writing Workshop”

7-Institutional and Professional

K.32 Resilience and Agency: Taking Action on Labor, Curriculum, and the Work of Writing Program Administration
Panelists share strategies for enhancing WPA resilience in light of economic pressures and institutional constraints.

Hilton Ballroom of the Americas Salon C, Level Two

Speakers: Jonathan Udelson, University of Louisville, “Total Quality for Whom?: Attending to the Emotional Dimensions of Contingent Instructors’ Work in an Age of Fast Capitalism”
Shari Stenberg, University of Nebraska-Lincoln, “Sustaining Good WPA Work in Hard Institutional Times: A Study of Veteran WPAs’ Strategies for Resilience and Agency”
Brett Griffiths, University of Michigan, “Rethinking ‘Class’: Poverty, Pedagogy, and Two-Year College Writing Programs”
Debbie Minter, University of Nebraska-Lincoln, “Sustaining Good WPA Work in Hard Institutional Times: A Study of Veteran WPAs’ Strategies for Resilience and Agency”
K.33 Taking Action and Taking Responsibility: A Roundtable for Caucuses, Special Interest Groups, Standing Groups, and the NCTE/CCCC

This roundtable/conversation addresses institutional constraints that have led to a “siloing” rhetoric that frames caucuses as non-intersectional, discrete groups, while the label of “special” implies the broader organization is unmarked and white. What are our responsibilities to our caucuses and what responsibilities do the caucuses have to each other?

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Garrett Nichols, Bridgewater State University

Speakers:
- Qwo-Li Driskill, Oregon State University, “Coalition and Decolonization: An American Indian Caucus Manifesto”
- Tara Wood, Rockford University, “Recognizing Interdependence”
- Linh Dich, Miami University, “Shaping ‘Our’ Public, Professional Identity: The Influence of Interest Groups on the Broader Organization”
- Casie Cobos, “Decentering the Polis”
- Al Harahap, University of Arizona
- Elaine Richardson, The Ohio State University, “Seeing Each Other for Radical Coalition Building”
- Garrett Nichols, Bridgewater State University, “An Alliance beyond Signal-Boosting”

K.34 Finding Meaning in the Midst of Academe’s Identity Crisis

We discuss ways to reimagine our work as compositionists at mid-career, given the widespread feeling of discontent about academe.

Hilton Room 338, Level Three

Chair: Angela Crow, James Madison University

Speakers:
- Angela Crow, James Madison University, “Belonging and Bicycles, Finding a Comfortable Fit for Mid-Life Advocacy”
- Cindy Moore, Loyola University Maryland, “Career Contemplation with the Life-Changing Magic of Tidying Up”
- Annette Powell, Bellarmine University, “Searching for Tommy Merton, Institutional Identity and Personal Mission”
- Peggy O’Neill, Loyola University Maryland, “Losing Your Way or Exploring New Territory?”
K.35 Enacting Knowledge Transfer at the Community College: Three Case Studies of Writing Transfer across Disciplines and Programs

This panel will trace the transfer knowledge acquired by students as they navigate the community college curriculum.

Hilton Ballroom of the Americas Salon A, Level Two

Chair: Howard Tinberg, Bristol Community College
Speakers: Howard Tinberg, Bristol Community College, “Using Transfer Knowledge to Bridge College and Work”
Holly Pappas, Bristol Community College
Jean-Paul Nadeau, Bristol Community College
**Special Interest Groups**

6:30 p.m.–7:30 p.m.

**FSIG.01 American Indian Caucus Business Meeting**
Business Meeting for American Indian Caucus.
Hilton Ballroom of the Americas Salon E, Level Two

*Speakers:* Joyce Rain Anderson, Bridgewater State University
Resa Crane Bizzaro, Indiana University of Pennsylvania
Malea Powell, Michigan State University

3-Community, Civic & Public

**FSIG.02 Asian/Asian American Caucus**
Caucus business meeting.
Hilton Room 335A, Level Three

K. Hyoejin Yoon, West Chester University

**FSIG.03 Black Caucus**
Hilton Ballroom of the Americas Salon F, Level Two

*Co-Chairs:* David E. Kirkland, Michigan State University
Elaine Richardson, The Ohio State University

7-Institutional and Professional

**FSIG.04 Labor Caucus SIG Business Meeting**
Open to all, this SIG offers a space to discuss labor, update on the caucus’s progress, and develop strategies for change.

Hilton Ballroom of the Americas Salon C, Level Two

*Co-Chairs:* Marc Bousquet, Emory University
Susan Naomi Bernstein, Arizona State University, Tempe
Mitzi Jones, University of Arkansas-Fort Smith
Craig Crowder, University of Kentucky
Heather Julien, Emory University
Jessica Philbrook, University of Missouri
Vandana Gavaskar, Ventura College
Sue Doe, Colorado State University, Fort Collins
Maxwell Philbrook, University of Missouri
Amy Lynch-Biniek, Kutztown University
7-Institutional and Professional

FSIG.05 Latin@ Caucus Business Meeting
Caucus Business Meeting.
Hilton Room 335C, Level Three

Co-Chairs: Raul Sanchez, University of Florida
Iris Ruiz, University of California Merced
Bruce Martin, University of Houston

8-Taking Action

FSIG.06 Writing with Current, Former, and Future Members of the Military
SIG supports instructors who work with veterans, ROTC and Academy cadets, and currently-serving members of the military.
Hilton Room 333, Level Three

Co-Chairs: D. Alexis Hart, Allegheny College
Michael Edwards, Washington State University

1-First-Year and Advanced Composition

FSIG.07 Progressive Approaches to Grammar, Punctuation, and Usage SIG
This SIG will explore progressive approaches to grammar in the classroom, taking action by using grammar as a set of tools, not rules.
Hilton Room 330, Level Three

Speaker: Joseph Salvatore, The New School

4-Creative Writing

FSIG.08 Creative Nonfiction in Action: The Difference a Postcard Makes
Experienced creative nonfiction writers will discuss ways to invite all writers to use and teach this genre.
Hilton Ballroom of the Americas Salon B, Level Two

Co-Chairs: Libby Falk Jones, Berea College
Douglas Hesse, The University of Denver
Kathleen Blake Yancey, Florida State University
Friday, 6:30–7:30 p.m.

14-Writing Programs

**FSIG.09 Undergraduate Consortium in Rhetoric and Writing**
This SIG addresses the needs of CCCC’s participants working in undergraduate rhetoric and writing studies (courses, programs, majors).

GRB Room 351D, Level Three

*Co-Chair:* Helen Foster, University of Texas, El Paso

*Speaker:* Angela Petit, GLC Solutions

3-Community, Civic & Public

**FSIG.10 SIG on Arab, Arab American, and Muslim Identity and Issues**
This SIG’s aim is to bring together scholars, teachers, and theorists interested in issues related to Arabs and Muslims.

Hilton Room 332, Level Three

*Chair:* Tamara Issak, Syracuse University, “SIG on Arab and Muslim Issues”

*Co-Chair:* Lana Oweidat, Goucher College, “SIG on Arab and Muslim Issues”

9-Language

**FSIG.11 Transnational Composition Standing Group**
Facilitates exchanges of writing programs, pedagogies and resources across geographic, linguistic, cultural and institutional borders.

Hilton Room 327, Level Three

*Chair:* Brice Nordquist, Syracuse University

11-Research

**FSIG.12 Special Interest Group on Undergraduate Research**
This SIG provides an opportunity for those interested in undergraduate research to discuss relevant issues.

GRB Room 340A, Level Three

*Speakers:* Megan Schoettler, Miami University of Ohio
Michael Zerbe, York College of Pennsylvania

7-Institutional and Professional

**FSIG.13 IWDP A Business Meeting**
The annual business meeting of the Independent Writing Departments and Programs Association, a Standing Group of the CCCC.

Hilton Room 342, Level Three
Co-Chairs: Alice Myatt, University of Mississippi, University  
Leslie Werden, Morningside College

1-First-Year and Advanced Composition

FSIG.14 Contemplative Writing Pedagogies Special Interest Group
This SIG offers a forum for discussion and support for best practices in mindfulness and contemplative writing pedagogies.
Hilton Room 337A, Level Three

Speakers: Emily Beals, California State University, Fresno  
Jennifer Consilio, Lewis University  
Donna Strickland, University of Missouri, Columbia

7-Institutional and Professional

FSIG.15 Play and Game Studies Special Interest Group
The PGS SIG aims to provide scholars with opportunities to network, share ideas and information, and discuss play and games in composition.
Hilton Room 335B, Level Three

Co-Chairs: Stephanie Vie, University of Central Florida  
Danielle Roach, Miami University and Old Dominion University  
Dawn Opel, Arizona State University  
Jennifer deWinter, Worcester Polytechnic Institute  
Kevin Moberly, Old Dominion University  
Megan Mize, Old Dominion University  
Kris Purzycki, University of Wisconsin, Milwaukee  
Jill Morris, Frostburg State University  
Emily Bunner, University of North Carolina at Chapel Hill

12-Writing Pedagogies and Processes

FSIG.16 Adult Writers in Diverse Contexts SIG
We will discuss enhancing the engagement of adult learners in their writing courses through a focus on relevance and applicability.
GRB Room 351C, Level Three

Co-Chairs: Barbara Gleason, City College of New York, CUNY  
Sonia Feder-Lewis, Saint Mary’s University of Minnesota
Friday, 6:30–7:30 p.m.

13-Theory

**FSIG.17 Rhetoric and Religious Traditions Standing Group Business Meeting**
This is the annual meeting of the Rhetoric and Religious Traditions Standing Group. Anyone interested is welcome to attend.
Hilton Room 329, Level Three

*Speaker:* Jeffrey Ringer, University of Tennessee

6-Information Technologies

**FSIG.18 Special Interest Group for Effective Practices in Online Writing Instruction: Student Matters and the CCCC OWI Principles and Effective Practices**
The SIG leaders will report on research findings about students’ experiences with OWI and prompt a discussion about participants’ students.
Hilton Room 338, Level Three

*Co-Chairs:* Kevin Eric DePew, Old Dominion University
Mahli Mechenbier, Kent State University, Twinsburg

3-Community, Civic & Public

**FSIG.19 Community Literacy, Service-Learning, and Public Rhetorics (SIG)**
This SIG provides collaborative space for participants to share their research, pedagogy, and current projects.
Hilton 339B, Level Three

*Co-Chairs:* Connie Snyder Mick, Notre Dame University
Joyce Meier, Michigan State University, “Community Literacy, Service-Learning, and Public Rhetorics SIG”

4-Creative Writing

**FSIG.20 Creative Writing SIG: Creating a Writing Space**
We explore ways in which fiction and poetry can energize our research and practice as teachers, scholars, and writers.
Hilton Room 336A, Level Three

*Co-Chairs:* Benjamin Miller, CUNY Graduate Center
Ben Ristow, Hobart and William Smith Colleges
14-Writing Programs

FSIG.21 Studio PLUS Special Interest Group
The Studio PLUS SIG supports writing instruction and programs operating in “third spaces” across labels and institutions.
Hilton Room 336B, Level Three

Chair: Rhonda Grego, Midlands Technical College

1-First-Year and Advanced Composition

FSIG.22 Working-Class Culture and Pedagogy
This is the annual business meeting of the Working-Class Culture and Pedagogy SIG.
Hilton Room 340B, Level Three

Co-Chairs: Jennifer Beech, University of Tennessee at Chattanooga
William Thelin, University of Akron

14-Writing Programs

FSIG.23 Graduate Student Special Interest Group: Graduate Student Mentorship
An open roundtable discussion between experienced faculty and graduate students regarding best practices in grad student mentorship.
Hilton Ballroom of the Americas Salon A, Level Two

Co-Chairs: Caddie Alford, Indiana University
Jennifer Warfel Juszkiewicz, Indiana University
Speakers: Katie Zabrowski, Saint Louis University
Nathaniel Rivers, Saint Louis University
Allison Carr, Coe College
Laura Micciche, University of Cincinnati

7-Institutional and Professional

FSIG.24 Academic Mothering in Rhetoric and Composition
Open to all CCCC attendees, this SIG is a participant-led sharing session on academic mothering in rhetoric and composition.
Hilton Room 337B, Level Three

Speaker: April Baker-Bell, Michigan State University

FSIG.25 Queer Caucus
Hilton Room 343A, Level Three

Co-Chairs: Donnie Sackey, Wayne State University
Becca Hayes, Michigan State University
FSIG.26 Caucus after the Caucus
Post Caucus meet up as a group.
Hilton Ballroom of the Americas Salon D, Level Two
8:00–9:00 p.m.

Speakers: Donnie Sackey, Wayne State University
Jennifer Sano-Franchini, Virginia Polytechnic Institute and State University
Elaine Richardson, The Ohio State University

FSIG.27 English Education/Composition Connections
This SIG is a forum for professionals in composition, English education, and related areas to meet, discuss issues, and build community.
Hilton Room 340A, Level Three

Co-Chair: Mark Letcher, Lewis University
Ken Lindblom, Stony Brook University
Gretchen Rumohr-Voskuil, Aquinas College

FSIG.28 Writing-about-Writing Standing Group
The Writing-about-Writing Standing Group supports the development of writing-about-writing pedagogies for college writing courses. The group meets to build community and exchange ideas, sharing resources and ideas about what works in WAW classrooms and why. This meeting will also elect new at-large members to the group’s steering committee.
Hilton Room 339A, Level Three

Chair: Doug Downs
Saturday, April 9
Special Events and Meetings

**Room and Location Names**
Sessions are located in both the George R. Brown Convention Center and the Hilton Americas - Houston using the abbreviations GRB and Hilton.

**Two-Year College Saturday Program**
Sponsored by the Two-Year College English Association (TYCA)

**Two-Year College English Association Annual Breakfast and Awards—Saturday**
Hilton Ballroom of the Americas Salon A, Level Two
7:00 a.m.–8:00 a.m.
Admission is by advance registration only.
TYCA FAME AWARD

This award acknowledges the best mention of the two-year college appearing in any media during the previous year. The award gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, faculty, programs, campuses, and/or recognize the two-year college system.

The winner will be announced at the TYCA Breakfast.

Fame Award Committee

*Chair:* Joy Barber, Montana State University, Billings
Sterling Warner (Past Chair), Evergreen Valley College, San Jose, CA
Carmen Carrasquillo, Miramar College, San Diego, CA
Michael Dinielli, Chaffey College, Alta Loma, CA
Brett Griffiths, University of Michigan, Ann Arbor
Bruce Henderson, Fullerton College, CA
Martha Henning, Portland Community College, OR
Jeffrey Klausman, Whatcom Community College, Bellingham, WA
Mandana Mohsenzadegan, Evergreen Valley College, San Jose, CA
Howard Tinberg, Bristol Community College, Fall River, MA

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

DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

These awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals.

Winners are to be announced at the TYCA Breakfast.

Outstanding Programs Award Committee

*Chair:* Jeff Andelora, Mesa Community College, AZ
Judy Angona, Ocean County College, Toms River, NJ
Sravani Banerjee, Evergreen Valley College, San Jose, CA
Dodie Forrest, Yakima Valley Community College, WA
Juliette Ludeker, Howard Community College, Columbia, MD

For a listing of previous winners, please visit http://www.ncte.org/tyca/awards/programs.
ANNUAL BUSINESS/TOWN MEETING

Hilton Ballroom of the Americas Salon B, Level Two
8:00 a.m.–9:15 a.m.

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

CCCC Chair: Joyce Locke Carter, Texas Tech University, Lubbock
CCCC Associate Chair: Linda Adler-Kassner, University of California, Santa Barbara
CCCC Assistant Chair: Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA
CCCC Secretary: Jessie L. Moore, Elon University, NC
CCCC Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE, Urbana, IL
CCCC Parliamentarian: Rochelle Rodrigo, Old Dominion University, Norfolk, VA

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. *Sturgis’s Standard Code of Parliamentary Procedure* applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:

a. Three minutes will be allowed for each speaker each time.

b. No one may speak a second time on a subject until all who wish to speak have been heard.
c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.
d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

**Basic Rules for the Handling of Resolutions at the Annual Business Meeting**

1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.

2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.
Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

   During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

   The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.

TYCA Executive Committee Meeting
Hilton Room 344A, Level Three
9:00 a.m.–5:00 p.m.
L Sessions: 9:30–10:45 a.m.

3-Community, Civic & Public

**L.01** Historiographic Participatory Action Research: Reciprocity and Benefits in “Sweet Home Alabama”
This panel examines methodology, negotiation, and service learning pedagogy in a PAR project situated in a historic Black town in the south.
Hilton Room 327, Level Three

*Chair:* Michelle Bachelor Robinson, The University of Alabama

*Speakers:* Margaret Holloway, The University of Alabama, “Taking Action: Service Learning and Historiographic Research”
Michelle Bachelor Robinson, The University of Alabama, “Actions Speak Louder than Words: The Making of Academic and Community-Based Partnerships”
Khirsten Echols, University of Louisville, “Ideas to Action: Mixing Methods and Taking Names”

1-First-Year and Advanced Composition

**L.02** Facilitating Transfer from FYC to Other Courses: Two Research-Supported Approaches
Two approaches to explicitly teaching for transfer in FYC increased student motivation to transform rhetorical knowledge for other contexts.
Hilton Room 335B, Level Three

*Chair:* Keith Comer, Victoria University of Wellington

*Speakers:* Ryan Roderick, Carnegie Mellon, “A Wiki to Facilitate Transfer?”
Susan Tanner, Carnegie Mellon, “The Effects of Collaborative Reflection”
Michael Williams, Carnegie Mellon, “Enactment of a Wiki Assignment across Three Course Sections”
Joanna Wolfe, Carnegie Mellon University, “Building a Curriculum for Transfer with Comparative Genre Analysis”
Barrie Olson, UC Blue Ash, “Evaluating a Curriculum for Transfer with Comparative Genre Analysis”
8-Taking Action

L.03 Curricular Crossroads: Teaching Professional Writing for Civic Purposes
This panel repurposes action-oriented genres of business and professional writing to effect change in the public sphere.

Hilton Room 332, Level Three

Chair: Lauren Connolly, Lewis-Clark State College
Speakers: Patrick McHugh, University of California, Santa Barbara
Ljiljana Coklin, University of California Santa Barbara
Peter Huk, University of California, Santa Barbara

13-Theory

L.04 Whispers in the Corner: The Rhetoricity of Gossip
This panel suggests gossip can empower marginalized individuals to speak by providing a space in which subversive thinking can be voiced.

Hilton Room 328, Level Three

Chair: Pamela VanHaitsma, Old Dominion University
Speakers: Laura Buchholz, Old Dominion University, “’Let Me Peep over Your Shoulder and Tell You a Story’; Narration and Domestic Space in the Work of Fanny Fern”
Sarah Spangler, Old Dominion University, “Partitioned Conversations: Extolling the Virtues of Gossip as a Subversive Feminist Rhetorical Strategy for Community and Productivity”
Megan Mize, Old Dominion University, “’Talke Woorth the Hearynge’: Historically Situating the Rhetorical Nature of Gossip in Early Modern Conduct Manuals”

5-History

L.05 Activism and Action: Rhetorical Histories of Labor
These papers examine how histories of labor have informed and been informed by rhetorical action.

Hilton Room 329, Level Three

Chair: Rebecca Gerdes-McClain, The University of Oklahoma
Joseph Bartolotta, University of New Mexico, “’Action Based on Knowledge Is Power’ Multiliteracies and Advocacy in the International Ladies’ Garment Workers’ Union”
David Hudson, University of Wisconsin-Madison, “Curating Literacy-in-Action: Managing the Meanings of Literacy at Hull House’s Labor Museum”
13-Theory

L.06 Redefining and Reimagining the Religious within and beyond the Writing Classroom
The papers on this panel ask new questions about how religious discourse unfolds in our students’ writing.

Hilton Ballroom of the Americas Salon C, Level Two

Chair: Jeffrey Ringer, University of Tennessee
Speakers: William Duffy, University of Memphis, “Say So: Negotiating Proclamation in Composition”
Paul Lynch, Saint Louis University, “Religion as a Mode of Composition”
Lisa Zimmerelli, Loyola University Maryland, “Centering Faith”
Christopher Brown, University of Arizona, “Transgressive Potentials of the Conversion Narrative for Composition Pedagogy”

6-Information Technologies

L.07 Develop, Design, Deliver: Teaching Graduate Students to Teach Writing Online
This panel looks at the need for preparing graduate students to teach online writing instruction through programs and courses.

Hilton Room 335C, Level Three

Chair: Elif Demirel, Karadeniz Technical University
Speakers: Heidi Harris, University of Arkansas at Little Rock, “When OWI Meets QM: Online and Graduate Student Response to Principles-Based Course Design”
Kelli Cargile-Cook, Texas Tech University, “Developing an OWI Infrastructure to Support Novice Instructors”
Kevin Eric DePew, Old Dominion University, “Why Tiaras Matter in OWI: Using Experiential Instructional Delivery to Prepare Online Writing Instructors”
S. David Grover, Texas Tech University

12-Writing Pedagogies and Processes

L.08 Action-Based Pedagogies and Multimodal Writing
This panel presents action-based pedagogies and multimodal assignments that position students to take strategic action in various ways.

Hilton Room 330, Level Three

Chair: Ann Dean, University of Massachusetts Lowell
Speakers: Roopika Risam, Salem State University, “Writing Maps, Writing the World: A Critical Mapping Pedagogy”
Laurie Gries, University of Florida, “Making Writing Circulate, Making Writing Matter: A Pedagogy of Doing”
Erin Anderson, University of Massachusetts, “Composing the Veteran Experience: A Project-Based Pedagogy”
Tanya Rodrigue, Salem State University, “Composing with Sound: A Pedagogy of Offering”

8-Taking Action

L.09 Crossing the Threshold: Identifying Threshold Concepts for Students, Teachers, and the University through Assessment
Assessment reveals threshold concepts, leading to actions that transform curriculum, train teachers, and communicate beyond writing programs.
Hilton Room 333, Level Three

Speakers: Amanda Sladek, University of Kansas
Sonya Lancaster, University of Kansas
Julie Perino, University of Kansas
Charlene Summers, University of Kansas

13-Theory

L.10 Writing and Illness
This panel explores the physicality of writing.
Hilton Room 346A, Level Three

Chair: Liz Dennis, Barton College
Speakers: Erin Frymire, Northeastern University, “When the Body Writes Back: Torture and Embodied Composition in the 21st Century”
Rebecca Miner, Northern Michigan University, “Writing Illness Stories: Considering Shared Expressions of Self-Advocacy”

1-First-Year and Advanced Composition

L.11 Pedagogy and Ideas: The First-Year Composition Class
This panel explores different pedagogies and ideas to be successful.
Hilton Room 336A, Level Three

Speakers: Quanisha Charles, Indiana University of Pennsylvania, “The Frustrations and Successes of Undergraduates Writing within Academe”
Beatrice Mendez Newman, The University of Texas-Pan American, “Being Wrong and Good Ideas: Connections, Innovations, and Writing Possibilities in First-Year Reader Programs”
Michael Smith, Purdue University, “A Transdisciplinary Experiment in First-Year Composition”
Michele Irwin, OISE/University of Toronto, “Expressive Writing: A Gateway to Creative Composing”
7-Institutional and Professional

L.12 Graduate Students: Key to a University’s Success
This panel explores issues of networking graduate writing courses and perceptions of academic writing and how these are important in making universities successful.

Hilton Room 336B, Level Three

Chair: Jennifer England, New Mexico State University
Speakers: Meridith Reed, North Carolina State University, “Communities of Support: Investigating the Informal Peer-to-Peer Mentoring of GTAs”
Crystal Colombini, University of Texas at San Antonio, “From Preparatory Pedagogy to “Publish or Perish:” Academic Writing Genres and the Developing Scholar”
Laurie Pinkert, University of Central Florida, “Writing within Our Discipline: Surveying Writing Courses in Graduate Programs in Rhetoric and Composition”

L.13 Remixer Collaboration: (In)Visible Practice and Pedagogy
This panel examines collaboration in three sites: composition scholarship, peer consultations, and classroom activities.

Hilton Room 337A, Level Three

Chair: Rebecca Fraser, The Harry Van Arsdale Center for Labor Studies
Speakers: Amy Berrier, University of North Carolina at Greensboro
Stacy Rice, University of North Carolina at Greensboro
Brenta Blevins, University of North Carolina at Greensboro

8-Taking Action

L.14 Collaboration in Action: Using Quantitative Data-Driven Arguments to Advocate for Ethical Labor Models
Presents methods of advocating for ethical, sustainable labor models. Emphasizes focus on data and sensitivity to institutional hierarchy.

Hilton Room 343A, Level Three

Chair: Anita Furtner Archer, Raytheon
Speakers: Elizabeth Barnes, Boise State University
Jan Roser, Boise State University
Christi Nogle, Boise State University
Michelle Payne, Boise State University
Heidi Naylor, Boise State University
13-Theory

L.15 Negotiating Otherness: An Exploration of Intersections between Autobiographical Video and Rhetoric
This panel aims to add a new facet to our field’s discussion of Otherness by using video to present the issue.
Hilton Room 343B, Level Three

Chair: Heather Blain Vorhies, University of North Carolina at Charlotte
Speakers: Shewonda Leger, Michigan State University, “What Does a Haitian Look Like?: Learning to Maintain Two Cultures without Overlooking One”
Erin Schaefer, Michigan State University, “Video Literacy Narrative Assignment: Discovering and Transforming Emotion and Prejudice”
Anne Von Petersdorff, Michigan State University, “Foreign Bodies: Embodied Encounters of Female Travelers between Egypt and Germany”
Respondent: Alexandra Hidalgo, Michigan State University

14-Writing Programs

L.16 Preparing for a Changing Professional Landscape: Junior Faculty, Disciplinarities, and Graduate Education
Roundtable participants will discuss how graduate education might accommodate the increasingly complex identities of “Writing Studies.”
Hilton Ballroom of the Americas Salon F, Level Two

Chair: Brad Lucas, Texas Christian University
Speakers: Jennifer Courtney, Rowan University, “Not English and beyond First-Year Writing”
Kelly Kinney, University of Wyoming, “Navigating Program Independence: Lessons for Junior Faculty outside English”
Gregory Giberson, Oakland University, “Changing Contexts of Disciplinarity: New Faculty, the Writing Major, and Independence”
Respondents: Jennifer Clary-Lemon, University of Winnipeg
Lori Ostergaard, Oakland University
Saturday, 9:30–10:45 a.m.

12-Writing Pedagogies and Processes

L.17 Searching the Disciplines: Improving Student Writing Self-Efficacy through Departmental Collaboration
This panel will describe strategies for cross-departmental collaboration in order to improve student self-efficacy in research and writing.

Hilton Room 337B, Level Three

Chair: Peter Gray, Queensborough Community College, CUNY
Speakers: Mia Reisweber, Leeward Community College, University of Hawaii, Hilo
Daniel Reardon, Missouri University of Science and Technology
Julie Phelps, Missouri University of Science and Technology
Jossalyn Larson, Missouri University of Science and Technology

8-Taking Action

L.18 Activist Literacies within and beyond the Classroom
This session demonstrates methods of “doing” social justice work in the classroom and community.

Hilton Room 338, Level Three

Chair: Christopher Teutsch, West Chester University of Pennsylvania
Speakers: Cara Kozma, High Point University, “Community Publishing within the Undergraduate Writing Major: A Strategy for Action”
Bret Keeling, Northeastern University, “First-Year Writing and Advocacy: The Poster Session as a Forum for Developing Students’ Sense of Civic Responsibility”
Nicole Higgins, University of Missouri-Kansas City, “Writing Community, Righting Self”
Virginia Crisco, California State University-Fresno, “Activist Literacy and The kNOw Youth Media’s Restorative Justice Project: Shaping Literate Action in Neoliberal Contexts”

1-First-Year and Advanced Composition

L.19 Taking Action: Personal Writing, Ethnography, and Reflection
This session will address tools for using ethnography as to track analyze and respond to patterns in student writing.

Hilton Room 339A, Level Three

Chair: Kay Halasek, The Ohio State University
Speakers: Tara Hembrough, Southeastern Oklahoma State University, “Writing Strategies for Action: A Case Study about an Interdisciplinary Curriculum of Sustainability and Ecocomposition in First-semester Composition, Speech Communication, and University College Courses”
Andrew Wilson, University of Florida, “Reflection as Research: Strategies for Teaching and Writing (with) Sincerity”
Jesse Davie-Kessler, Stanford University, “Ethnographic Fieldnotes as a Pedagogical Tool: Scaffolding the First-Year Writing Experience”
Stuart Brooks, University of Houston, “What Can Writing Do for You? Personal Writing in the FYC Classroom”

**12-Writing Pedagogies and Processes**

**L.20 Assessment, Accountability, and Strategies of Collaboration**
This panel theorizes strategies for assessment, including student-generated measures.

Hilton Grand Ballroom L, Level Four

*Chair:* Joseph Cirio, Florida State University

*Speakers:* Jenny Martin, Bridgewater College, “Student-Generated Rubrics as a Pedagogical Strategy 2”
Alice Trupe, Bridgewater College, “Student-Generated Rubrics as a Pedagogical Strategy 2”
Bruce Bowles, Florida State University, “Taken Out of Context?: Examining the Influence of Context on Teachers’ Written Responses to Student Writing”
Judith Fourzan, University of Texas at El Paso, “Stretching the Hermeneutic Circle, Stretching Writing Assessment Theory: A Theoretical Comparison between Two Institutions”
Joseph Cirio, Florida State University, “The Affect of Assessment, Cueing Accountability through the Flows of Communities and Disciplines”

**1-First-Year and Advanced Composition**

**L.21 Rap and Hip-Hop in the Writing Classroom**
These panelists explore the art and craft of hip-hop and rap and generative models for first-year and advanced writers.

Hilton 339B, Level Three

*Chair:* Deborah Scaggs, Texas A&M International University

*Speakers:* Jill McKay Chrobak, Oakland University, “‘Good’ Rap Is Writing and ‘Good’ Writing Is WORK: Teaching the Art of Comp/Rhet Using the Art of Rap”
Earl Brooks, Pennsylvania State University, “Black Music in the Composition Classroom”
Saturday, 9:30–10:45 a.m.

**13-Theory**

**L.22 Political Rhetoric: Ethos, Agency, and Courage**
This panel explores how current political rhetoric creates or destroys a speaker’s ethos.

Hilton Room 340A, Level Three

*Chair:* Jason Hoppe, United States Military Academy

*Speakers:* Rachel Wolford, Texas Tech University, “Re-creating Her Own Possibilities: Analyzing Hillary Clinton through Synchronic and Diachronic Models of Rhetorical Agency”
Bernie Miller, Eastern Michigan University, “Wars, Rhetorical Wars, and the Role of Women in the Military”
Michael Sobiech, Carson-Newman University, “A Conspiracy Ethos: The Role of ‘Character’ in Marginal Messages”

**13-Theory**

**L.23 Political Literacy in Composition: Critical Pedagogy, Multiple Voices, or Activism?**
Oppositions and possible common grounds among critical-pedagogy, pluralist, and activist theories of political literacy in composition.

Hilton Room 335A, Level Three

*Chair:* Jonathan Alexander, University of California, Irvine

*Speakers:* Donald Lazere, Cal Poly San Luis Obispo, “Pedagogy of Those Who Support the Oppressor”
William Thelin, University of Akron, “Examining the Self in Critical Pedagogy”
Teresa Grettano, The University of Scranton, “Jesuit Pedagogy and Political Literacy in FYW”

**13-Theory**

**L.24 Interrogating Digitized Whiteness: Renderings of Whiteness in Mediated Writing Spaces**
This panel discusses how racialized whiteness emerges in digital, public writing in order to expose and challenge that hegemony.

Hilton Ballroom of the Americas Salon D, Level Two

*Chair:* Krista Ratcliffe, Purdue University

*Speakers:* Tammie M Kennedy, University of Nebraska at Omaha, “Exposing White Normativity in Hillary Clinton’s Presidential Campaign”
Nicole Snell, Bentley University IDCC, “When Reality Goes Really Wrong: Whiteness, Captioning, and Reality TV”
Kristi McDuffie, University of Illinois, “Negotiating Whiteness in Parent Reports of Child Racial Awareness”

Respondent: Joyce Irene Middleton, East Carolina University

**L.25 Exploring Strange New Worlds: Launching a First-Year Composition Program while Following the WPA Roadmap AND Navigating the Texas Core Curriculum**
Panel discusses launch of their FYC program that follows both TX Core and WPA outcomes, reinventing UHCL 40 years after its founding.

Hilton Room 340B, Level Three

**Chair:** Bernie Hall, University of Houston-Clear Lake

**Speakers:**
- Christal Seahorn, University of Houston-Clear Lake, “Flying the Plane while Building It: WPA Action Strategies in a Time of Exponential Growth”
- Chloe Diepenbrock, University of Houston-Clear Lake, “Downward Ho!: From Covered Wagons to Space Shuttles”
- Lorie Jacobs, University of Houston-Clear Lake, “Exploration and Discovery: Taking Action to Streamline Degree Completion”
- Leticia French, University of Houston-Clear Lake, “First Contact: Navigating New Terrain, Negotiating New Intersections, and Welcoming New Students”

**II-Research**

**L.26 Researching with and through the Personal**
These panelists explore sites of physical and emotional trauma though ethnographic and personal writing/inquiry practice.

Hilton Room 342, Level Three

**Chair:** Julia Kiernan, Michigan State University

**Speakers:**
- Rebecca Rickly, Texas Tech University, “Too Close for Comfort: Conducting Research about Lived Experiences”
- Todd Snyder, Siena College, “Mountain Violence and Coal Country Pugilism: Writing about Fighting”
- Ashley Doonan, University of New Hampshire, “Vicarious Trauma in the Class: A Cautionary Analysis”
- Christopher Basgier, University of North Dakota, “Disciplinary Performances in the Senior Capstone: Writing Genres in Authentic Contexts”
Saturday, 9:30–10:45 a.m.

7-Institutional and Professional

L.27 Institutional Whiteness and the Uneven Work of “Diversity”
Participants share critical readings of institutional whiteness as central to the task of taking action as compositionists in higher ed.
Hilton Grand Ballroom I, Level Four

Chair: Jamila Kareem, University of Louisville
Speakers: Matthew Abraham, University of Arizona
Christopher Keller, University of Texas Rio Grande Valley
Carmen Kynard, St. John’s University
Aja Martinez, Binghamton University, SUNY
Collin Craig, St. Johns University

6-Information Technologies

L.28 Growing #digital Communities: The Tools, the Prison, and the Writing Classroom
This panel is concerned with the politics and pedagogies of using software and social media within and to foster communities.
Hilton Room 344B, Level Three

Chair: Rhea Estelle Lathan, Florida State University
Speakers: Kevin Brock, University of South Carolina, “Git as Site for Distributed and Iterative Rhetorical Action”
Mary Stewart, University of California, Davis, “Peripheral Vision: Challenges of and Strategies for Building Community in Online FYC”
Marco Fernando Navarro, Rensselaer Polytechnic Institute, “The Digital Future of Teaching Writing in Prisons: Digital Pedagogy in Digitally Contested Spaces”
Leah Heilig, Texas Tech University, “A New Essay: Hashtag Campaigns as Community Writing”
L.30  **Composition, Rhetoric, and Disciplinarity: Coming to Terms with Our Past and Taking Action for the Future**

Leaders provide background on disciplinarity, and engage the attendees in breakout discussions regarding specific questions on the topic.

**Hilton Ballroom of the Americas Salon A, Level Two**

*Chair:* Rita Malenczyk, Eastern Connecticut State University  
*Discussion Leaders:* Susan Miller-Cochran, University of Arizona  
Kathleen Blake Yancey, Florida State University  

*Speakers:* Gwendolynne Reid, North Carolina State University,  
“Interrogating Our Schema for Discipline as Category”  
Barry Maid, Arizona State University, “What Others Think Matters”  
Jennifer Maher, University of Maryland, Baltimore County, “Embracing Disciplinary Magnanimity”  
Elizabeth Wardle, University of Central Florida, “Understanding Disciplinarity in Terms of Our Values”  
Kristine Hansen, Brigham Young University, “Discipline and Profession: Can Composition and Rhetoric Be Both?”  
Whitney Douglas, Boise State University, “Conceptualizing Disciplinarity through Curriculum”
M Sessions: 11:00 a.m.–12:15 p.m.

1-First-Year and Advanced Composition

M.01 Fostering “Rhetorical Researchers” and Developing Information Literacy through FYC Instructor/Librarian Collaboration
This panel focuses on the action first-year instructors can take in collaboration with instructional librarians to create better researchers.

Hilton Room 332, Level Three

Chair: Lauren Rosenberg, Eastern Connecticut State University, Willimantic
Speakers: Paul LaPrade, University of Texas at El Paso, “‘Workshopping the Library’: Cultivating Information Literacy in the First-Year Composition Class”
Consuelo Salas, University of Texas at El Paso, “‘Flipping the Library’: Instructor/Librarian Collaboration within FYC”
Angela Lucero, The University of Texas at El Paso, “‘Flipping the Library’: Instructor/Librarian Collaboration within FYC”
Leslie Arms, The University of Texas at El Paso, “‘Workshopping the Library’: Cultivating Information Literacy in the First-Year Composition Class”

12-Writing Pedagogies and Processes

M.02 Global, Social, and Digital: Digital Tools and Strategies in the Writing Classroom
The panelists will review strategies for encouraging student writing and revision through online tools.

Hilton Room 327, Level Three

Chair: Elizabeth Losh, University of California, San Diego
Speakers: Amber Nichols-Buckley, University of Mississippi, “Beyond Hashtag Activism: Moving Academic Writing into Students’ Online Social Spheres”
Marohang Limbu, Michigan State University, East Lansing, “Networked Pedagogy: Global Writing Strategies in Action”
Philip Andrew Klobucar, New Jersey Institute of Technology, “Click and Read: Using Computer Assisted Text Analysis Tools in the Digital Classroom”
Karen Forgette, University of Mississippi, “Beyond Hashtag Activism: Moving Academic Writing into Students’ Online Social Spheres”
13-Theory

M.03 Framing Visual Composition and Multimedia Writing
This section presents initiatives to discuss structures and implications on visual composition and multimedia writing.

Hilton Room 328, Level Three

Chair: Kassia Shaw, Waubonsee Community College & DePaul University
Speakers: Joshua Abboud, University of Kentucky, Lexington, “Crushed Bodies: Aftershock Rhetoric and Screened Events”
Timothy Elliott, Texas Tech, “Revisiting, Re-visioning, and Retelling an Urban Redevelopment Project Using Visual Narratives”
Brian Ballentine, West Virginia University, “Writing Animals: A Spatial Multimedia Project”

3-Community, Civic & Public

M.04 What Does It Mean for Prison Research and Teaching to Go Public?
What does it mean for prison research and teaching to go public? Panel addresses ethical complications from a diverse set of prison contexts.

Hilton Ballroom of the Americas Salon D, Level Two

Chair: Erika Sparby, Northern Illinois University
Speakers: Cory Holding, University of Pittsburgh, “No Other Argument Is Possible”
Patrick Berry, Syracuse University, “The Romance of Prison Writing and Public Responsibility”
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, “Public Archives, Shared Spaces: What Happens when Incarcerated Men Meet the ‘Incorrigible Girls’ of New York?”
Tobi Jacobi, Colorado State University, Fort Collins, “The Challenges of Going Public with Archival Prison Materials”
Wendy Hinshaw, Florida Atlantic University, “Sustaining Transformative Change”

Respondent: Peter Mortensen, University of Illinois
6-Information Technologies

M.05 Big, Lean, Open, and Howling: Proposals for Digital Futures
This panel proposes digital futures for our discipline, programs, and pedagogy.
Hilton Room 329, Level Three

Chair: Joyce Locke Carter, Texas Tech University, Lubbock
Speakers: Jordan Frith, University of North Texas, “Big Data and the Words behind the Numbers”
Meredith Johnson, University of South Florida, “Lean Technical Communication: Toward Sustainable Program Administration”
Caleb Milligan, University of Florida, “In Tune with Howling Dogs and En(Twine)d with Electracy: Teaching Ergodic Rhetoric through Nonlinear Pedagogy”
Elizabeth Chamberlain, University of Louisville, “Big, Lean, Open, and Howling: Proposals for Digital Futures”

7-Institutional and Professional

M.06 Reworking Boundaries of Language and Discipline: Translingual Theory, Second Language Writing, Comparative Rhetorics, and Transnational Research
This roundtable examines ways to rework boundaries between SLW, translingual theory, comparative rhetoric, and transnational scholarship.
Hilton Ballroom of the Americas Salon B, Level Two

Chair: Min-Zhan Lu, University of Louisville
Speakers: LuMing Mao, Miami University, Ohio
Christiane K. Donahue, Dartmouth and Université de Lille III
Bruce Horner, University of Louisville
Jay Jordan, University of Utah
Jonathan Hall, York College, City University of New York

1-First-Year and Advanced Composition

M.07 Wanting Students to Succeed: Peer Conferences and Feedback
This panel explores the importance of peer conferences and peer feedback.
Hilton Room 330, Level Three

Chair: Henrietta Wood, University of Missouri-Kansas City
Speakers: Clarissa N. West-White, Bethune-Cookman University, Daytona Beach, FL, “P2P+1: Facilitating Peer Conferences That Build Skill, Approachability, and Retention”
Wendy Bilen, Trinity Washington University, “P2P+1: Facilitating Peer Conferences That Build Skill, Approachability, and Retention”
Denise Comer, Duke University, Raleigh, NC, “Providing Peer Feedback as a Site of Writing Transfer”

13-Theory

M.08 Preachin’, Laughin’, Theorizin’: Black Women on Rhetoric, Language Policies, and Intimate Spaces
This presentation illustrates Black women’s rhetorical offerings through preaching, laughter, and language appropriation.

Hilton Grand Ballroom B, Level Four

Chair: Emily Yasonia, California State University, Los Angeles
Wonderful Faison, Michigan State University, “We Ain’t Approve This: Black Women’s Thoughts on a National Language Policy”
Ronisha Browdy, Michigan State University, “‘Ain’t That the Truth”: Laughing as a Rhetorical Practice within Black Women’s Language in Intimate Spaces”

1-First-Year and Advanced Composition

M.09 New Frames for Transfer: Remix, Kairos, and Noticing Protocols for Enhancing Transfer
This panel explores contexts and genres for enhancing transfer in FYC.

Hilton Room 336A, Level Three

Chair: Toby Coley, University of Mary Hardin-Baylor
Speakers: Chris Kreiser, Slippery Rock University, PA, “All Writing Is Writing, Right? Linking Kairos in First-Year Writing with the Tropes of Writing in the Disciplines”
Cynthia Johnson, Miami University, “Transfer in Action: Reframing Digital Remix Projects as Learning Transfer”
Nawwaf Alhazmi, Purdue University, “Noticing as a Necessary Condition for Transfer”

8-Taking Action

M.10 Framing Circulation for Action: Frameworks for Enabling Action via Circulation Studies
Panel presents frameworks for making circulation actionable by linking circulation theories with our normalized experiences of circulation.

Hilton Room 335C, Level Three

Chair: Douglas Eyman, George Mason University

continued on next page
Saturday, 11:00 a.m.–12:15 p.m.

**Speakers:** John Silvestri, Miami University  
Layne Gordon, University of Louisville  
Kellie Gray, George Mason University, Fairfax, VA

**13-Theory**

**M.11 Queering Assessment: Engaging Alternative Validity Arguments**

Our panel works to refocus assessment as a critical project for enhancing student learning.

**Hilton Room 343A, Level Three**

**Chair:** William Banks, East Carolina University

**Speakers:** Nicole Caswell, East Carolina University, “Embracing Failure to Disrupt Success Narratives in Writing Assessment”  
Rexford Rose, East Carolina University, “Queer Validity Inquiry in the Writing Center”  
Stephanie West-Puckett, East Carolina University, Greenville, North Carolina, “Open Badging as Participatory Digital Assessment”  
Susan Spangler, Fredonia State University of New York, “‘Flipping’ Assessment: Queering Discourse and Practice in Grading Student Writing”  
William Banks, East Carolina University, “Embracing Failure to Disrupt Success Narratives in Writing Assessment”

**8-Taking Action**

**M.12 Advocating for Our Missions: Writing (Our) Programs with Integrity in Hostile Environments**

Speakers will share their responses to outside pressures to change their programs and help participants create their own strategies.

**Hilton Ballroom of the Americas Salon C, Level Two**

**Chair:** Stephen Wilhoit, University of Dayton

**Speakers:** Dawn Shepherd, Boise State University, “Reform Makes Strange Bedfellows, or How One Writing Program Used Educational Reform to Reform Course Placement”  
Lauren Ingraham, Univ of TN-Chattanooga, “Keeping a University FYC Program Viable When Community College Tuition Is Free”  
Holly Hassel, University of Wisconsin, Marathon County, “When the System Is Broken: Effecting Change to Assess Student Readiness at Open-Access Institutions”
8-Taking Action

M.13 Writing for Advocacy and Agency
This panel offers rhetorical strategies for fostering survivor agency within the context of the justice system.

Hilton Room 337A, Level Three

Chair: Keith Vyvial, Alvin Community College
Speakers: Stephanie Larson, University of Wisconsin-Madison, “Trauma Literacy and Advocacy Strategies: When Sexual Assault Policy Obscures Victim Agency”
Maggie Shelledy, University of Illinois at Urbana-Champaign, “A Significant and Transformative Struggle: Rhetorical Agency in the Prison Classroom”
Melody Bowdon, University of Central Florida, Orlando, “Taking Action: Rhetoric and Child Advocacy”
Matthew Heard, University of North Texas, Denton, “Writing in the Foster Care System”

11-Research

M.14 Think-Tank for Newcomers: Developing Papers and Sessions for CCCC 2017
At this think-tank, newcomers will have an opportunity to develop ideas for papers and sessions for CCCC 2017 under the guidance of established scholars in the field with expertise in the various clusters in rhetoric, composition, and communication studies.

Hilton Ballroom of the Americas Salon E, Level 2

Chair: Joonna Trapp, Emory University

14-Writing Programs

M.15 Writing (Center) Strategies for Action for Underrepresented Populations
This session will critically examine the writing center’s tutoring strategies by bringing underrepresented client populations to the fore.

Hilton Room 337B, Level Three

Chair: Matt Davis, University of Massachusetts, Boston
Heather Lang, Florida State University, Tallahassee, “Engaging Disability in the Writing Center”

continued on next page
Karen Bilotti, Roger Williams University, “Underrepresented Students and the Evolution of a Writing Center in Theory and Practice”

12-Writing Pedagogies and Processes

M.16 Creating Conditions for Action: Designing Composition Spaces for Learning, Enculturation, and Usability
Strategic design of learning environments to address students’ usability, participation, information poverty, and enculturation needs.

Hilton Room 338, Level Three

Chair: Lee Torda, Bridgewater State University, MA
Speakers: Nicole Guinot Varty, Wayne State University, “This Is Actually Fun!: Meeting Student Needs for Community and Support beyond the Classroom through a Composition Learning Community”
Ruth Boeder, Wayne State University, “When Ignorance Isn’t Bliss: Proactively Identifying and Responding to Student Information Poverty”
Vytautas Malesh, Wayne State University, “Digital Spaces, Video Faces: Ethos and Discourse in the Online Classroom”
Luke Thominet, Wayne State University, “Think Like a Student: Usability Testing to Evaluate Curriculum Design”

8-Taking Action

M.17 Lights, Camera, Action: Setting the Stage for Understanding the Diverse Learning Needs of Teachers and Students in Writing Classrooms
This panel will provide frameworks which address the needs of non-traditional students in the writing classroom.

Hilton Room 339A, Level Three

Chair: Brian Stone, Huston Tillotson University
Speakers: Daliborka Crnkovic, The University of Texas at El Paso, “Teachers in the Role of Non-Traditional Students: A Framework for Preparing Teachers to Respond to Linguistically Diverse Students”
Cassandra Dulin, University of Texas at El Paso, “Frameworks for Serving the Institutional and Programmatic Support Systems in Writing Studies for the Non-Traditional Student in California State Universities”
Tanya Robertson, The University of Texas at El Paso, “Library Literacy: A Framework for Addressing the Needs of a Diverse Student Population”
Melanie Salome, University of Texas at El Paso, “Education Reform Policies in Action: The Marginalization of Diverse Student Populations in Higher Education”
14-Writing Programs

M.19 Writers on the Verge: Researching Summer Transition Programs (and Why We Should Do More of It)
Summer transition programs should be critical for rhet/comp scholarship as most of these programs include writing instruction.

Hilton Room 342, Level Three

Chair: Sarah Read, DePaul University
Speakers: Jada Augustine, California State University, Northridge
Jens Lloyd, University of California, Irvine
Lance Langdon, University of California-Irvine

11-Research

M.20 Local/Regional Practices: Recovering, Translating, and Strategic Practices from Spaces and Contexts of Coloniality
This presentation focuses on local/regional practices, within physical or digital contexts that reveal spaces/contexts of coloniality.

Hilton Grand Ballroom L, Level Four

Chair: Damian Baca, University of Arizona, Tucson
Speakers: Romeo Garcia, Syracuse University, “‘The Beginning Somewhere Project’: Border(ed) Practices, Rhetoric, and Subject-Identities”
Cruz Medina, Santa Clara University, “Strategic Digital Practices and Decolonial Epistemology”
Karrieann Soto, Syracuse University, “A Geopolitical Consideration of Lolita Lebrón’s Rhetorics of Defiance: Tracing a Genealogy across Oceanic Borderspaces”
Respondents: Jaime Mejia, Texas State University, San Marcos
Aja Martinez, Binghamton University, SUNY
Jaime Mejia, Texas State University, San Marcos

12-Writing Pedagogies and Processes

M.21 Sound and Listening as Embodied Acts for Writing Research and Pedagogy
This panel investigates the role of embodied sound and listening in writing studies research and pedagogy.

Hilton 339B, Level Three

Speakers: Crystal VanKooten, Oakland University, “‘Should I Talk to the Camera or to You?’: Using Video to Listen to Voices and Bodies in Interview Research”

continued on next page
Saturday, 11:00 a.m.–12:15 p.m.

Harley Ferris, University of Louisville, “Re-sounding Feedback: The Role of the Voice in Assessment”
Laura Feibush, University of Pittsburgh, “The Earful Body: Investigating Pedagogies of Aurality”
Respondent: Jonathan Stone, University of Utah

3-Community, Civic & Public

M.22 Rhetoric and Feminist Activism
This panel presents diverse analysis of community language use to highlight the importance of incorporating feminist rhetoric and activism.
Hilton Room 340A, Level Three

Chair: Jessica Philbrook, University of Missouri
Speakers: Johanna Phelps-Hillen, University of South Florida, Tampa, “Renegotiating the Terms of ‘Service’: The Rhetoric of ‘Service’ in the Engaged University”
Collette Caton, Rochester Institute of Technology, “Hit Like a Girl: The Rhetorical Power of the DIY Ethos in Roller Derby”
Jennifer Nish, American University of Beirut, Lebanon, “Revision as a Feminist Strategy: Composing Activist Publics on Social Networking Sites”
Shannon Shaw, Texas State University, “I Like the Way You Move: Catcall Rhetoric In Society”

7-Institutional and Professional

M.24 Getting to the Core: When FYC Moves out of the English Department
A cross-disciplinary panel examines their collaborative efforts to develop a new program and department, CORE, that replaces FY writing.
Hilton Room 340B, Level Three

Chair: Wendy Olson, Washington State University Vancouver
Speakers: Bethany Shepherd, Adrian College
Benjamin Dettmar, Adrian College
Linda Learman, Adrian College
Melissa Stewart, Adrian College

5-History

M.25 Periodicals and Activism in the 19th Century
In this presentation, speakers focus on the periodical as an archive for activism, rhetoric, and writing instruction.
Hilton Room 333, Level Three

Chair: Katherine Fredlund, Indiana State University
Speakers: Tara Propper, University of Pittsburgh, “Race, Place, and Textual Activism: Historicizing Theories of Place vis-a-vis Turn of the Century African American Periodicals”
Katherine Fredlund, Indiana State University, “The Rhetoric of Movements: Activist Periodicals and the Production of Collaborative Rhetorics”

2-Basic Writing

M.26 From Inquiry to Informed Action: “RAD” Research and Mandatory Writing Center Visits for Developmental Writers
A report on research exploring whether mandatory writing center visits affect the attitudes & writing practices of developmental writers.
Hilton Room 344B, Level Three
Chair: Halle Neiderman, Kent State University
Speakers: Jennifer Scott, Shawnee State University
Cynthia Hermanson, Shawnee State University
Marc Scott, Shawnee State University

7-Institutional and Professional

M.27 Hearing the Forgotten Voice
This panel looks at diverse issues of language within universities.
Hilton Room 346A, Level Three
Chair: Kristin Milligan, Texas State University
Erec Smith, York College of Pennsylvania, “A Cypher’s Tale: Scenes from the Margins of Culture and Disciplinarity”
Dylan Travis, Arkansas State University, “The Translingual Approach: Research into Writing Centers and WAC/WID Programs”

14-Writing Programs

M.28 Theory, Practice...Talk and Snacks: How One Faculty Professional Learning Community Discovered Action through Collaboration
Discussing how our Faculty Professional Learning Community in Rhetoric and Composition has had a positive, complex impact on our department.
Hilton Room 335B, Level Three
continued on next page
Chair: Tyreek Minor, Florida State University
Speakers: Laura Yoo, Howard Community College, “Inquiry, Deep Learning, and Professional Partnerships: Faculty Learning Communities Affecting Change”
Juliette Ludeker, Howard Community College, “Active Listening, Active Sharing, Active Changing: One Faculty Learning Community’s Role in Shifting Department Culture”

4-Creative Writing

M.29 Storytelling and Identity
This session explores narrative as an interventive tool of exploration of traditional forms of scholarship and classroom practices.

Hilton Ballroom of the Americas Salon A, Level Two

Chair: Rebecca Manery, University of Michigan, Ann Arbor
Speakers: Mary Hedengren, University of Texas, Austin, “Teaching Talent: Creative Writing Pedagogy in the 21st Century”
Karen Schiler, Oklahoma City University, “Strategic Transfers: Exploring Pedagogical Metaphors in Creative Writing and Composition”
Bess Fox, Marymount University, “Personal Academic Scholarship: A Status Update”
Marshall Kitchens, Oakland University, “Race and Storytelling”

14-Writing Programs

M.30 Required Writing Center Visits: Adding Numbers—and Nuance—to the Conversation
Our panel offers both qualitative and data-driven explorations of the complex (and contested!) issues that surround “mandatory” tutoring.

Hilton Room 336B, Level Three

Chair: Jonathan Maricle, University of South Carolina, Columbia
Speakers: M. Melissa Elston, Northwest Missouri State University, “Data-Driven Best Practices for Mandatory Tutoring Sessions”
Liz Egan, Millsaps College, “Messaging (and Massaging) Writing Center Requirements”
Nicholas D. Kirse, Northwest Missouri State University, “Data-Driven Best Practices for Mandatory Tutoring Sessions”
Melody Denny, Cottey College, “Writing Studio: Directed Self-Placement and ‘Required’ Writing Center Visits”
8-Taking Action

M.31 (Transfer) Student-Centered Assessment
Brief descriptions of three models for assessing the writing of transfer students will lead to planning for programs for specific contexts.

Hilton Ballroom of the Americas Salon F, Level Two

Chair: Anna Knutson, University of Michigan
Speakers: Benjamin Keating, University of Michigan, “Implementing DSP for Transfer Students: A Mini Case Study”
Anne Ruggles Gere, University of Michigan, “What Transfer Students Need”
Erin Whittig, University of Arizona, “Showing the Work: Transfer Portfolios as an Option for Satisfying Composition Requirements”
Brad Hammer, University of North Carolina, “Portfolio Evaluation and Assessing Preparedness”
Respondent: Naomi Silver, University of Michigan

8-Taking Action

M.32 Using the Assessment Story Project to Advocate for Students and Teachers
This panel will report on NCTE’s 2015 Assessment Story Project using examples that are relevant to college writing teachers.

Hilton Grand Ballroom A, Level Four

Chair: Peggy O’Neill, Loyola University Maryland
Speakers: Jenna Fournel, National Council of Teachers of English
Darren Cambridge, National Council of Teachers of English, “Using the Assessment Story Project to Advocate at the National Level”
Respondent: Kathleen Blake Yancey, Florida State University
N Session: 12:30 p.m.–1:45 p.m.

N.01 Taking Action Plenary: Next Steps
This final session of the conference will draw on the concerns tweeted, posted, or otherwise made visible through the convention. The panelists and participants will consider, together, how CCCC can address these concerns and how we can draw on strategies from the Taking Action Workshops.

Hilton Ballroom of the Americas Salon B, Level Two

Co-Chairs: Linda Adler-Kassner, University of California, Santa Barbara
Joyce Locke Carter, Texas Tech University

Speakers: Jenna Fournel, National Council of Teachers of English
Cathy Fleischer, Eastern Michigan University
Glenda Eoyang, HSD Institute
Lori Shorr, Temple University
Carolyn Calhoon-Dillahunt, Yakima Valley Community College
Sarah Scanlon, Arkansas State Director for Bernie 2016
### CCCC Past Chairs

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949</td>
<td>John C. Gerber*</td>
<td>1983</td>
<td>Donald C. Stewart*</td>
</tr>
<tr>
<td>1950</td>
<td>John C. Gerber*</td>
<td>1984</td>
<td>Rosentene B. Purnell</td>
</tr>
<tr>
<td>1951</td>
<td>George S. Wykoff*</td>
<td>1985</td>
<td>Maxine Hairston*</td>
</tr>
<tr>
<td>1952</td>
<td>Harold B. Allen*</td>
<td>1986</td>
<td>Lee Odell</td>
</tr>
<tr>
<td>1953</td>
<td>Karl W. Dykema*</td>
<td>1987</td>
<td>Miriam T. Chaplin</td>
</tr>
<tr>
<td>1954</td>
<td>T. A. Barnhart*</td>
<td>1988</td>
<td>David Bartholomae</td>
</tr>
<tr>
<td>1955</td>
<td>Jerome W. Archer</td>
<td>1989</td>
<td>Andrea A. Lunsford</td>
</tr>
<tr>
<td>1956</td>
<td>Irwin Griggs*</td>
<td>1990</td>
<td>Jane E. Peterson</td>
</tr>
<tr>
<td>1957</td>
<td>Francis Shoemaker</td>
<td>1991</td>
<td>Donald McQuade</td>
</tr>
<tr>
<td>1959</td>
<td>Albert R. Kitzhaber*</td>
<td>1993</td>
<td>Anne Ruggles Gere</td>
</tr>
<tr>
<td>1960</td>
<td>Glen Leggett*</td>
<td>1994</td>
<td>Lillian Bridwell-Bowles</td>
</tr>
<tr>
<td>1961</td>
<td>Erwin R. Steinberg</td>
<td>1995</td>
<td>Jacqueline Jones Royster</td>
</tr>
<tr>
<td>1962</td>
<td>Francis E. Bowman</td>
<td>1996</td>
<td>Lester Faigley</td>
</tr>
<tr>
<td>1963</td>
<td>Priscilla Tyler*</td>
<td>1997</td>
<td>Nell Ann Pickett</td>
</tr>
<tr>
<td>1964</td>
<td>Robert M. Gorrell</td>
<td>1998</td>
<td>Cynthia L. Selfe</td>
</tr>
<tr>
<td>1966</td>
<td>Gordon Wilson*</td>
<td>2000</td>
<td>Keith Gilyard</td>
</tr>
<tr>
<td>1967</td>
<td>Richard Braddock*</td>
<td>2001</td>
<td>Wendy Bishop*</td>
</tr>
<tr>
<td>1968</td>
<td>Dudley Bailey*</td>
<td>2002</td>
<td>John Lovas*</td>
</tr>
<tr>
<td>1970</td>
<td>Ronald E. Freeman*</td>
<td>2004</td>
<td>Kathleen Blake Yancey</td>
</tr>
<tr>
<td>1971</td>
<td>Edward P. J. Corbett*</td>
<td>2005</td>
<td>Douglas D. Hesse</td>
</tr>
<tr>
<td>1972</td>
<td>Elisabeth McPherson*</td>
<td>2006</td>
<td>Judith “Jay” Wootten</td>
</tr>
<tr>
<td>1973</td>
<td>James D. Barry*</td>
<td>2007</td>
<td>Akua Duku Anokye</td>
</tr>
<tr>
<td>1974</td>
<td>Richard L. Larson*</td>
<td>2008</td>
<td>Cheryl Glenn</td>
</tr>
<tr>
<td>1975</td>
<td>Lionel R. Sharp</td>
<td>2009</td>
<td>Charles Bazerman</td>
</tr>
<tr>
<td>1976</td>
<td>Marianna W. Davis</td>
<td>2010</td>
<td>Marilyn Valentino</td>
</tr>
<tr>
<td>1977</td>
<td>Richard Lloyd-Jones*</td>
<td>2011</td>
<td>Gwendolyn Pough</td>
</tr>
<tr>
<td>1978</td>
<td>Vivian I. Davis</td>
<td>2012</td>
<td>Malea Powell</td>
</tr>
<tr>
<td>1979</td>
<td>William F. Irmscher*</td>
<td>2013</td>
<td>Chris Anson</td>
</tr>
<tr>
<td>1980</td>
<td>Frank D’Angelo</td>
<td>2014</td>
<td>Howard Tinberg</td>
</tr>
<tr>
<td>1981</td>
<td>Lynn Quitman Troyka</td>
<td>2015</td>
<td>Adam Banks</td>
</tr>
<tr>
<td>1982</td>
<td>James Lee Hill</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Deceased
Acknowledgments

Online Coaches

John Duffy              Chuck Paine              Staci Perryman-Clark
Heidi Estrem           Steve Parks              Shirley Rose
LuMing Mao

Stage I Reviewers

Matthew Abraham        Virginia Crisco          Roger Graves
Steven Alvarez         Michael Day            David Green
Jeff Andelora          Amy E. Dayton          Rhonda Grego
Sonia Arellano         Tom Deans             Morgan Gresham
Kristin Arola          Nancy DeJoy            Kay Halasek
Rebecca Babcock        Scott DeWitt           Sarah Hallenbeck
Nora Bacon             Jay Dolmage            Susanmarie Harrington
Will Banks             Christiane Donahue        Rochelle Harris
Sandie Barnhouse       Kim Donehower          Phyllis Hastings
Jessica Barros         Dana Driscoll          TyAnna Herrington
Jennifer Bay           Qwo-Li Driskill        Wendy Hinshaw
Patrick Berry          Dylan Dryer            Will Hochman
Simone Billings        Jessica Early           Sandra Jamieson
Kristine Blair         Michelle Eble            Janie Jaramillo Santoy
Stuart Blythe          Mike Edwards            Johndan Johnson-Eilola
Melody Bowdon          Joseph Eng               Seth Kahn
Elizabeth Marie Brockman        Heidi Estrem
Marilee Brooks          Douglas Eyman          Owen B. Kaufman
Jonathan Buehl         Michael Faris          Diane Kelly-Riley
Michael Bunn           Rob Faunce              Stephanie Kerschbaum
Heather Camp           Sonia Feder-Lewis        Jeff Klausman
Ellen Carillo          Stephen Ferruci         Suzanne T. Lane
Polina Chemishanova    Sergio Figueiredo       Joshua Lenart
Pamela Childers        Jenn Fishman              Josh Lenart
Jill Chrobak           William FitzGerald      Neal Lerner
J. Elizabeth Clark     Helen Foster              Steven Lessner
Jennifer Clary-Lemon   Tom Fox                   Drew Loewe
Casie C. Cobos         Erin Frost                Karen Lunsford
Kirsti Cole            TJ Geiger                 Nancy Mack
Kate Comer             Fiona Glade              Gail MacKay
Tammie Conard Salvo    Melissa Goldthwaite      Rita Malenczyk
Matt Cox               Tarez Graban              Kate Mangelsdorf
Resa Crane Bizzaro     Jeff Grabill             Paula Mathieu
                        Mark McBeth

292
Heidi McKee  
Jolivette Mecenas  
Jaime Mejia  
Lisa Melancon  
Laura Micciche  
John Miles  
Susan Miller-Cochran  
Jody Millward  
Sharon Mitchler  
Jessie L. Moore  
Kristen Moore  
Renee Moreno  
Jill Morris  
Garrett Nichols  
Michelle Niestepski  
Timothy Oleksiak  
Jason Palmeri  
Mike Palmquist  
Steve Parks  
Tim Peeples  
Michael Pemberton  
Staci Perryman-Clark  
Ehren Pflugfelder  
Stacey Pigg  
Julie Platt  
Mya Poe  
Malea Powell  
Paul Puccio  
Joyce Rain Anderson  
Chalice Randazzo  
Scott Reed  
Mary Jo Reiff  
Jacqueline Rhodes  
Jeff Rice  
Jenny Rice  
Jim Ridolfo  
David Rieder  
Kelly Ritter  
Nathaniel Rivers  
Patricia Roberts-Miller  
Michelle Robinson  
Shelley Rodrigo  
Laura Rogers  
Kevin Roozen  
Lauren Rosenberg  
Deborah Rossen-Knill  
Sara Rude Walker  
Todd Ruecker  
Wendy Ryden  
Donnie Sackey  
Jennifer Sano-Franchini  
Ellen Schendel  
Stephen Schneider  
Stuart Selber  
Nathan Shepley  
Dave Sheridan  
Mary P. Sheridan  
Ryan Skinnell  
David Slomp  
Trixie Smith  
Kathy Sohn  
Mary Soliday  
Madeleine Sorapure  
Heidi Stevenson  
Jason Swarts  
Elizabeth Tasker Davis  
Lee Torda  
Karen Uehling  
Don Unger  
Elizabeth Vander Lei  
Stephanie Vie  
Katia Vieira Morais  
Douglas Walls  
John Walter  
Quinn Warnick  
Sara Webb-Sunderhaus  
Irwin Weiser  
Stewart Whittemore  
Scott Wible  
Russell Willerton  
Jerry Won Lee  
Tara Wood  
Hui Wu  
Morris Young  
Pavel Zemliansky

**Stage II Reviewers**

Will Banks  
Carolyn Calhoon-Dillahunt  
Sheila Carter-Tod  
Michele Eodice  
Heidi Estrem  
Angela Haas  
John Miles  
Elizabeth Narvaéz  
Steve Parks  
Octavio Pimentel  
Kelly Ritter  
Jen Wingard

_CCC CONVENTION, HOUSTON 2016_  293
GRB Convention Center Level Three
## 2016 EXHIBITORS

<table>
<thead>
<tr>
<th>COMPANY NAME</th>
<th>BOOTH NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedford/St. Martin’s/Macmillan Learning</td>
<td>303, 305, 307 &amp; 402, 404, 406</td>
</tr>
<tr>
<td>Boise State University</td>
<td>214</td>
</tr>
<tr>
<td>Broadview Press</td>
<td>210</td>
</tr>
<tr>
<td>Cengage Learning</td>
<td>103, 105 &amp; 202, 204</td>
</tr>
<tr>
<td>Clemson University</td>
<td>403</td>
</tr>
<tr>
<td>CCCC Editors</td>
<td>108</td>
</tr>
<tr>
<td>Council of Writing Program Administrators</td>
<td>311</td>
</tr>
<tr>
<td>Fountainhead Press</td>
<td>308 &amp; 310</td>
</tr>
<tr>
<td>Hackett Publishing Company</td>
<td>208</td>
</tr>
<tr>
<td>Hawkes Learning</td>
<td>209</td>
</tr>
<tr>
<td>Journal of Teaching Writing</td>
<td>211</td>
</tr>
<tr>
<td>Kendall Hunt Publishing Company</td>
<td>313</td>
</tr>
<tr>
<td>Modern Language Association</td>
<td>213</td>
</tr>
<tr>
<td>Oxford University Press</td>
<td>111</td>
</tr>
<tr>
<td>Parlor Press</td>
<td>401</td>
</tr>
<tr>
<td>Pearson</td>
<td>203, 205 &amp; 302, 304</td>
</tr>
<tr>
<td>Penguin Random House</td>
<td>410 &amp; 412</td>
</tr>
<tr>
<td>Rhetoric and Composition Journal Editors</td>
<td>315</td>
</tr>
<tr>
<td>Routledge</td>
<td>207</td>
</tr>
<tr>
<td>Southern Illinois University Press</td>
<td>409</td>
</tr>
<tr>
<td>Twenty Six Design LLC.</td>
<td>306</td>
</tr>
<tr>
<td>TYCA</td>
<td>109</td>
</tr>
<tr>
<td>University of Pittsburgh Press</td>
<td>104</td>
</tr>
<tr>
<td>Utah State University Press</td>
<td>212</td>
</tr>
<tr>
<td>Vizi Courseware</td>
<td>411</td>
</tr>
<tr>
<td>W.W. Norton &amp; Company</td>
<td>312, 314, &amp; 316</td>
</tr>
<tr>
<td>XanEdu</td>
<td>113</td>
</tr>
</tbody>
</table>
In his role as executive director of the National Council of Teachers of English (NCTE), the late Kent D. Williamson influenced the course of literacy teaching and learning, especially in the first years of the twenty-first century. In this collection, influential scholars and practitioners pause to reflect on his intellectual leadership and the impact of his vision. Taken together, these essays document the profession’s hard-earned wisdom about the issues and challenges facing literacy educators in the current era of dramatic social, cultural, and technological change. The collection also launches the work of the newly established Kent D. Williamson Policy and Advocacy Center in Washington, DC, as it demonstrates ways in which the profession can connect literacy research, theory, and practice to educational policy and advocacy.

Contributors

Linda Adler-Kassner
William L. Bass II
Kylene Beers
Sheridan Blau
Carolyn Calhoon-Dillahunt
Barbara Cambridge
Jocelyn A. Chadwick
Millie Davis
KaiLonnie Dunsmore

Cathy Fleischer
Jenna Fournel
Anne Ruggles Gere
Keith Gilyard
Susan Griffin
Sandy Hayes
Douglas D. Hesse
Susan Houser
Richard M. Long

Ernest Morrell
Kathryn Mitchell Pierce
Marcie Craig Post
Kathy G. Short
Franki Sibberson
Mila Thomas-Fuller
Jeffrey L. Williams
Jo Anna Wisniewski
Kathleen Blake Yancey

To order, visit our website: https://secure.ncte.org/store/ or call 877-369-6283.
More than just a new edition, this is a NEW MLA STYLE.

Learn to Cite Any Source Easily.
Get the authoritative guide for research in the digital age.
Shorter and redesigned for easy use, this groundbreaking new edition of the MLA Handbook recommends one universal set of guidelines, which writers can apply to any type of source.
Buy the eighth edition of the MLA Handbook and learn how to master MLA style:
• Cite any source—no matter how unusual.
• Correctly organize and format a research project.
• Determine the reliability of research sources.

Discover Even More Online at MLA Style Center.
style.mla.org
The only authoritative Web site devoted to MLA style, MLA Style Center is the official online companion to the MLA Handbook.
• See how to format a research paper.
• Get answers to your questions.
• Read sample research papers.
• Find teaching resources.
• Search the book’s index.
• Join the conversation about writing well.

STOP BY MLA BOOTH # 213 AT 4C’s FOR A FREE GIVEAWAY.
NEW FROM NORTON
INDEPENDENT AND EMPLOYEE-OWNED

Everyone’s an Author, 2e
The rhetoric that shows students that the rhetorical skills they already use in social media, in their home communities, at work, in places of worship, and in other contexts are the same ones they’ll need to succeed in college. Examples from across media and cultures about topics that matter to students today make this a book that everyone who takes first-year writing will relate to. The second edition includes new chapters on reading rhetorically, writing a proposal, and writing in multiple modes.
Also available in a version with readings and as an ebook.

The Norton Field Guide 4e
Flexible, easy to use, just enough detail—and the number-one best selling rhetoric. This is the rhetoric that tells students what they need to know but resists the temptation to tell them everything there is to know. The fourth edition includes a new part on academic literacies, with chapters on writing and reading in academic contexts, summarizing and responding, and developing academic habits of mind.
Also available in a version with readings, with handbook, or with both, and as an ebook.

The Norton Reader
The classic reader that has introduced millions of students to the essay as a genre. First published in 1965, it turns 50 this year—the only composition reader to live such a long life—and this new edition welcomes more than 50 new readings to the book, most written in the last decade and all chosen to appeal to students today.
Also available in a shorter version, and as an ebook.

The Little Norton Reader
Celebrating The Norton Reader’s 50th anniversary, this Little Norton presents 50 of its most popular essays, organized chronologically to show how the essay has developed over time. Small in size, low in price—only $25 net.

Did you ever think grammar practice could be fun?
It is with InQuizitive, Norton’s forthcoming formative and adaptive learning tool. InQuizitive feeds students personalized questions on the topics they need the most help with. With game-like elements, and explanatory feedback, InQuizitive motivates students as they learn.
Stop by the Norton booth to see how high you can score!

WWWNORTON.COM Follow us @NORTNOWRITING
NEW FROM NORTON
INDEPENDENT AND EMPLOYEE-OWNED

The Little Seagull Handbook, 2e
The only pocket-sized handbook that does the work of a full-sized one. Offers the kind of succinct advice students need about grammar, punctuation, documentation, and the writing process—in addition, it covers the kinds of writing they are most often assigned—reports, analyses, narratives, and more. Still the least expensive pocket handbook—with or without exercises, only $20 net.
Also available in a version with exercises and as an ebook.

“They Say / I Say”: The Moves That Matter in Academic Writing, 3e
The best-selling book on academic writing. Identifies the key rhetorical moves in academic writing, showing students how to frame their arguments in the larger context of what others have said and providing templates to help them make those moves.
Also available in a version with readings and as an ebook.

Back to the Lake: A Reader and Guide, 3e
A reader that shows how the rhetorical modes are used in all the genres that college students are assigned to do. Includes 80+ readings that will engage students: Mathew Yglesias on how money isn’t everything, Amy Wilentz on how zombies are slaves forever—and more.
Also available as an ebook.

Reading the World: Ideas That Matter, 3e
The only great ideas reader to offer a global perspective. Selections strike a balance between western and nonwestern, classic and contemporary, longer and shorter, verbal and visual. Includes 80 readings and 100 pages of writing instruction.
Also available as an ebook.

The Norton Book of Composition Studies
A landmark collection and resource that introduces students to the historical development and most consequential themes and emphases of the scholarship in rhetoric and composition.
Get involved.

At Bedford/St. Martin’s, we’re eager to work with you.

In 1984, we published *The Bedford Bibliography for Teachers of Writing*, the first resource of its kind in the field of rhetoric and composition. Today everything we make is still built to meet the needs of a growing field and changing classroom. We are proud to work with accomplished teachers and scholars who bring their ideas to the classroom in innovative and engaging ways. Join us as we celebrate the work that teachers and students do.

Ways to engage at CCCC 2016

Tech Demos
Want to improve your students’ writing skills outside of class? Looking for online reference tools for your students to use throughout their academic career? See *Writer’s Help 2.0* and *LaunchPad Solo for Readers and Writers* in action at our booth.

Curriculum Solutions
Build the book + technology solution that’s right for your course. Stop by to learn about our custom offerings and how they can benefit your students and your program.

Professional Resources
We provide guides for teaching with our handbooks and resources for course redesign, evaluating student writing, and more. Visit [macmillanhighered.com/BSM4C16](http://macmillanhighered.com/BSM4C16) for a full listing of our professional resources.

Get involved. #BSM4C16
LaunchPad Solo for Readers and Writers

LaunchPad Solo for Readers and Writers offers skill development units on reading, writing, research, and grammar. By tracking improvement across a diagnostic pre-test, an adaptive LearningCurve quiz, and a post-test, LaunchPad Solo for Readers and Writers helps students develop mastery in reading and writing.

macmillanhighered.com/readwrite

Writer’s Help 2.0

Students get help. Instructors see progress.

We asked 1,600 students how they search for help with writing problems: we built our smart search with their responses in mind. Writer’s Help 2.0 gives reliable results even when students aren’t familiar with composition terms and instead use terms like flow, point, or getting unstuck. With comprehensive content from authors you trust, Writer’s Help 2.0 is an online writing resource that answers writers’ questions and lets instructors track student achievement.

Now available with any Bedford/St. Martin’s title for only $10.00

Writer’s Help 2.0

Hacker Version

writershelp.com/hacker

Diana Hacker, late of Prince George’s Community College

Stephen A Bernhardt,
University of Delaware

Nancy Sommers, Harvard University

Lunsford Version

writershelp.com/lunsford

Andrea A. Lunsford,
Stanford University

Get involved. #BSM4C16
Hacker Handbooks: 
Because writing is the core of all academic work

hackerhandbooks.com

More than 12 million students have trusted Hacker handbooks for straight answers to questions about writing. That’s an entire generation of college writers gaining confidence, building skills, and succeeding with a tool designed for quick access. For a new generation looking for writing help, Hacker Handbooks provide the reliable and comprehensive instruction needed to meet today’s writing challenges, a clear advantage over the hit-or-miss information found on the internet.

With author Nancy Sommers, we’re developing content and tools for students who’ll need to compose multimodally; read critically and reflectively; participate in digital learning communities; and become responsible contributors to research conversations. The tool to get them off to a good start? A Hacker handbook.

Support. It’s that simple.

Rules for Writers
Eighth Edition
Diana Hacker, late of Prince George’s Community College
Nancy Sommers, Harvard University

The eighth edition features a new emphasis on reading critically, advice for analyzing multimodal texts, and added help for public speaking. New practical Writing Guides support students in a variety of genres. And new peer review advice helps students effectively comment on drafts and apply feedback to revisions of their own work. All of these improvements help student writers—but they also save you time and effort.

A Pocket Style Manual
Seventh Edition
The Bedford Handbook
Ninth Edition
A Writer’s Reference
Eighth Edition

Get involved. #BSM4C16
Lunsford Handbooks: Andrea Lunsford knows student writing

lunsfordhandbooks.com

One of the nation’s foremost experts in the field of composition and rhetoric, Andrea A. Lunsford has conducted studies of student writing for decades, collecting thousands of pieces of academic and informal writing from students across the nation and throughout their college careers. Her latest research shows that there’s a literacy revolution going on. Students are writing more than ever—in classrooms, workplaces, and social spaces—and they’re using all kinds of tools—from pencils to phones to video cameras—to interact with audiences.

As a teacher with decades of experience, Andrea knows how to help students channel their energy, experience, and media savvy into creating effective writing. With Andrea as a guide, students will understand how much they already know about writing—and they’ll be able to move toward what they need to do to succeed as writers, in composition courses and beyond.

The world’s friendliest handbook

**The Everyday Writer**
Sixth Edition

Andrea A. Lunsford, Stanford University

With new and expanded coverage of presentations and multimodal projects, integrated advice for writers from all language and educational backgrounds, and help learning the moves that make expert writers credible, *The Everyday Writer* is the encouraging guide students need to take their writing to the next level.

Get involved. #BSM4C16
Because strong readers make better writers

Argument in the real world
Emerging, Third Edition
Lunsford/Ruszkiewicz/Walters

Readings on current questions
Approaching Great Ideas
Barrios

Great ideas made accessible
The Compact Reader, Tenth Edition
Aaron

Modes and themes for a great value
The Compact Reader

Focus on fascinating topics
Rereading America, Tenth Edition
Columbo/Cullen/Lisle

Question cultural myths
Language Awareness, Twelfth Edition
Escholtz/Rosa/Clark

Harness the power of language
Reading Pop Culture, Second Edition
Ousborne

Trending topics that get students writing

Bedford Spotlight Readers
New Volumes in the Series:
Border Crossings
Monsters
Pursuing Happiness

Rereading America, Tenth Edition
Columbo/Cullen/Lisle

Language Awareness, Twelfth Edition
Escholtz/Rosa/Clark

NEW

NEW

NEW

NEW

macmillanhighered.com/thematchmaker

Get involved. #BSM4C16

To request your complimentary review copy now, please visit: macmillanhighered.com/BSM4C16
A guide for any writing occasion

A revolutionary approach to writing in the disciplines

An Insider’s Guide to Academic Writing: A Rhetoric and Reader
Miller-Cochran/Stampen/Cochran

Habits of the Creative Mind
Miller/Jurecic

Everything You Need to Know About College Writing
Lerych/Criswell

The most student support for writing with sources

Writing From Sources, Ninth Edition
Spatto

St. Martin’s Guide to Writing
Axelrod/Cooper

Writing in Response, Second Edition
Parfit

How to Write Anything, Third Edition
Ruszkiewicz/Dolmage

Humor and coaching to help students succeed

Making the link between critical reading and writing

Be prepared for any writing situation

The guide you trust to build a solid foundation

LaunchPad Solo for Readers and Writers

LaunchPad macmillan learning

Writer’s Help 2.0

Visit our booth to learn more about the media that can be packaged with these books at a significant discount.

Get involved. #BSM4C16
New in Developmental English

The paragraph-to-essay book with a real-world approach
Real Writing with Readings, Seventh Edition
Anker, Aitken

The sentence-to-paragraph book with a real-world approach
Real Skills with Readings, Fourth Edition
Anker, Moore

A hands-on guide to reading and writing for students at any skill level
Choices: A Writing Guide with Readings, Sixth Edition
Mangelsdorf, Posey

Find resources for Redesign on our Community Site!
macmillanhighered.com/BSM4C16
Options for all the ways you introduce literature

Three-Genre

Bedford Introduction to Literature: Reading, Thinking, Writing, Eleventh Edition

Thematic

Literature: The Human Experience: Reading and Writing, Twelfth Edition

Unique strategies for analysis

Digging into Literature: Strategies for Reading, Analysis, and Writing

Interactive Media

LaunchPad Solo for Literature

To learn more about LaunchPad, contact your local sales representative or visit: launchpadworks.com

Anthologies for upper-level courses

Spark a lifelong love of poetry in your students

Thinking and Writing about Poetry

Mexican American Literature: Onward y adelante

Mexican American Literature: A Portable Anthology

A shorter, more affordable version of the “indispensable” critical anthology


Get involved. #BSM4C16
New in Business & Technical Communication

**Trusted tech comm advice for the real world**

*Practical Strategies for Technical Communication*
Second Edition
Markel

**Help your students imagine themselves at the center of business situations**

*Business Writing Scenarios: Writing from the Inside*
Ramsey

**A comprehensive yet practical guide to workplace communication**

*Writing That Works: Communicating Effectively on the Job*
Twelfth Edition
Oliu, Brusaw, Alred

Get involved. #BSM4C16
Reading
A special issue (vol. 16, issue 1)
Mariolina Rizzi Salvatori
and Patricia Donahue, issue editors

This special issue explores why the subject of reading in English studies acquired visibility in the 1980s and 1990s only to fall into relative neglect and then experience a recent resurgence. Contributors explore a wide range of interests, motivations, and approaches, including the role of reading in classical rhetoric, the use of reading in writing workshops and writing centers, and the challenges to reading posed by the digital era.

Subscription information
Three issues annually

Individuals: $25
Students: $18
Single issues: $10

To order, please call 888-651-0122 (toll-free in the US and Canada)
or +1-919-688-5134, e-mail subscriptions@dukeupress.edu,
or visit dukeupress.edu/pedagogy.
New from the SWR Series!

Rhetoric of Respect

Recognizing Change at a Community Writing Center

Tiffany Rousculp

CCCY/NCTE Studies in Writing & Rhetoric Series
$34.00 member/$36.00 nonmember

Drawing from her decade leading Salt Lake Community College’s Community Writing Center (CWC), Tiffany Rousculp advocates cultivating relationships within a “rhetoric of respect” that recognizes the abilities, contributions, and goals of all participants. Rousculp calls for understanding change not as a result or outcome, but as the potential for people to make choices regarding textual production within regulating environments.

The book’s dynamic movement through stories of failure, success, misunderstanding, and discovery is characteristic of the way in which academic–community relationships in transition pivot between disruption and sustainability. By inquiring into the CWC’s history, evolution, internal dynamics, relationships with stakeholders, and interplay between power and resistance, Rousculp situates the CWC not as an anomaly in composition studies but as a pointer to where change can happen and what is possible in academic–community writing partnerships when uncertainty, persistence, and respect converge.

To order, visit our website: https://secure.ncte.org/store/ or call 877-369-6283.
Find opportunity and value with CCCC

Take a closer look at the Conference on College Composition and Communication

CCCC is the leading organization in writing studies, offering not only the largest meeting of writing specialists in the world every spring but also a relevant and strategic repository of resources, research, and networking channels to help you be your best.

• CCCC’s extensive grants and awards program provides opportunities to be recognized for your scholarship, to apply for funds for your next research project, or to receive travel support to learn from and with your colleagues.

• *College Composition and Communication* maintains a space for thoughtful examination of current issues in the field.

• CCCC sponsors advocacy efforts, inviting you to engage with legislative and regulatory issues that matter to you at the federal, state, and local levels.

There’s a lot we can do together as members of CCCC. The first step is simple. If you’re not a member, join CCCC by subscribing to *College Composition and Communication* today, and if you are a member, share the benefits of CCCC by telling a friend.

JOIN TODAY
https://secure.ncte.org/store/ccc

http://www.ncte.org/cccc
The literate tend to take their literacy and all it affords them for granted; they are equally likely to assume that nonliterate people do not know, think, or understand in the ways they do, that the silence of nonliteracy is both intrinsic and deserved. But as Lauren Rosenberg illustrates, marginalized adult learners are quite capable of theorizing about their position in society, questioning dominant ideas, disrupting them, and challenging traditional literacy narratives in American culture. In *The Desire for Literacy: Writing in the Lives of Adult Learners*, Rosenberg takes up the imperative established by community literacy researchers to engage with people in communities outside of formal schooling in an effort to understand adult learners’ motivations and desires to become more literate when they choose reading and writing for their own purposes. Focusing on the experiences, knowledge, and perspectives of four adult learners, she examines instances in which participants resist narratives of oppression, particularly when they become authors. Rosenberg’s qualitative study demonstrates that these adult learners are already knowledgeable individuals who can teach academics about how literacy operates, not only through service-learning lenses of reflection and action, but also more radically in terms of how students, instructors, and scholars of composition think about the meanings and purposes of literacy.
RHETORIC / COMPOSITION

Adult basic education for older learners remains a vital but largely unexplored area for literacy studies. Rosenberg approaches the people in this excellent book with that most precious human instrument for researchers and novelists: an attentive ear. —Eli Goldblatt, Temple University

Rosenberg reminds us that even those who are nonliterate have a relationship to writing—usually one charged with violence. Yet she also reveals how that relationship can change, even late in life. Keenly observed and gracefully written, this book enriches our understanding of the extracurriculum of composition. —Tom Deans, University of Connecticut

Equally likely to assume that nonliterate people do not know, think, or understand in the ways they do, that the silence of nonliteracy is both intrinsic and deserved. But as Lauren Rosenberg illustrates, marginalized adult learners are quite capable of theorizing about their position in society, questioning dominant ideas, disrupting them, and challenging traditional literacy narratives in American culture. In Desire for Literacy: Writing in the Lives of Adult Learners, Rosenberg takes up the imperative established by community literacy researchers to engage with people in motivations and desires to become more literate when they choose reading and writing for their own purposes. Focusing on the experiences, knowledge, and perspectives of four adult learners, she examines instances in which participants resist narratives of oppression, particularly when they become authors. Rosenberg’s qualitative study demonstrates that these adult learners are already knowledgeable individuals who can teach academics about how literacy operates, not only through how students, instructors, and scholars of composition think about the meanings and purposes of literacy.

LAUREN ROSENBERG

Through a blend of African American cultural theory and literacy and rhetorical studies highlighting the intellectual and pedagogical traditions of African American people, Rhea Estelle Lathan argues that African Americans have literacy traditions that represent specific, culturally influenced ways of being in the world. She introduces gospel literacy, a theoretical framework analogous to gospel music within which to consider how the literacy activities of the Civil Rights Movement illuminate a continual interchange between secular and religious ideologies. Lathan demonstrates how gospel literacy is deeply grounded in an African American tradition of refusing to accept the assumptions underlying European American thought and institutions, including the oppression of African American people and the denial of full citizenship rights.

Lathan’s critical historical analysis of the Citizenship Schools on South Carolina’s Sea Islands draws on oral histories, personal interviews, and archival data, allowing her to theorize about African American literacy practices, meanings, and values while demonstrating the symbiotic relationship between literacy and the Civil Rights Movement. Central to her research are local participants who contributed to the success of citizenship education, and she illuminates in particular how African American women used critical intellectualism and individual creative literacy strategies to aid in the struggle for basic human rights.

To order, visit our website: https://secure.ncte.org/store/ or call 877-369-6283.
PENGUIN PUBLISHING GROUP

Sherry Turkle
RECLAIMING CONVERSATION
The Power of Talk in a Digital Age
Penguin Press • 9781594205552

Steven Pinker
THE SENSE OF STYLE
The Thinking Person’s Guide to Writing in the 21st Century
Penguin • 9780143127796

David Attwell
J. M. COETZEE AND THE LIFE OF WRITING
Face-to-face with Time
Viking • 9780525429616

J. M. Coetzee & Arabella Kurtz
THE GOOD STORY
Exchanges on Truth, Fiction and Psychotherapy
Viking • 9780525429517

A. O. Scott
BETTER LIVING THROUGH CRITICISM
How to Think about Art, Pleasure, Beauty, and Truth
Penguin Press • 9780143126492

Mohsin Hamid
DISCONTENT AND ITS CIVILIZATIONS
Dispatches from Lahore, New York, and London
Riverhead • 9781594634031

David Treuer
PRUDENCE: A Novel
Riverhead • 9781594634079

John Pollack
SHORTCUT
How Analogies Reveal Connections, Spark Innovation, and Sell Our Greatest Ideas
Avery • 9781592409471

Azar Nafisi
THE REPUBLIC OF IMAGINATION
A Life in Books
Penguin • 9780143127899

Jon Ronson
SO YOU’VE BEEN PUBLICLY SHAMED
Riverhead • 9781594634017

Giambattista Basile
THE TALE OF TALES
Translated with an Introduction and Notes by Nancy L. Canepa
Illustrated by Carmelo Lettere
Penguin Classics • 9780143129141

Mona Awad
13 WAYS OF LOOKING AT A FAT GIRL
Fiction
Penguin • 9780143128489

Gradyson Carter
Bohemians, Bootleggers, Flappers, and Swells: The Best of Early Vanity Fair
Introduction by David Friend
Penguin Classics • 9780143127901

Lorin Stein, editor
THE UNPROFESSIONALS
New American Writing from The Paris Review
Penguin • 9780143128472

Mo Yan
FROG: A Novel
Translated by Howard Goldblatt
Penguin • 9780143130794

Patricia Park
RE JANE: A Novel
Penguin • 9780143130794

Andi Teran
ANA OF CALIFORNIA
A Novel
Riverhead • 9781594634692

Marlon James
A BRIEF HISTORY OF SEVEN KILLINGS: A Novel
Riverhead • 9781594633942

Rebecca Makkai
MUSIC FOR WARTIME
Stories
Viking • 9780525426691

Jean Thompson
THE WITCH
And Other Tales Re-told
Plume • 9780142181973

Olga Grushin
FORTY ROOMS
Putnam • 9781101982334

Daniel Alarcón & Sheila Alvarado
CITY OF CLOWNS
Riverhead • 9781594633331

Alan Gelb
HAVING THE LAST SAY
Capturing Your Legacy in One Small Story
Tarcher • 9780399174872

Dan-el Padilla Peralta
UNDOCUMENTED
A Dominican Boy’s Odyssey from a Homeless Shelter to the Ivy League
Penguin Press • 9780142026328

Helen Oyeyemi
WHAT IS NOT YOURS IS NOT YOURS
Riverhead • 9781594634463

David Orr
THE ROAD NOT TAKEN
Finding America in the Poem Everyone Loves and Almost Everyone Gets Wrong
Penguin Press • 9781594205835

Gordon Hutner
IMMIGRANT VOICES, VOLUME 2
NAL • 9780451472816

Phil Klay
REDEPLOYMENT
Penguin • 9780143126829

Celeste Ng
EVERYTHING I NEVER TOLD YOU
A Novel
Penguin • 9780143127550

Ammon Shea
BAD ENGLISH
A History of Linguistic Aggravation
Perigee • 9780399155880

Yeonmi Park
IN ORDER TO LIVE
A North Korean Girl’s Journey to Freedom
Penguin Press • 9781594206795

Karen Joy Fowler
BLACK GLASS
Short Fictions
Putnam • 9780399175794

Dave Isay
CALLINGS
The Purpose and Passion of Work
Penguin Press • 9781594205167

Naomi Jackson
THE STAR SIDE OF BIRD HILL
A Novel
Penguin • 9780143109167

PENGUIN PUBLISHING GROUP
Academic Services
375 Hudson St.
New York, NY 10014

www.penguin.com/academic
ALICE & OLIVER: A Novel
by CHARLES BOCK
Random House • HC • 978-1-4000-6838-8 • 416pp. • $28.00

BETWEEN THE WORLD AND ME
by TA-NEHISI COATES
Spiegel & Grau • HC • 978-0-8129-9354-7
176pp. • $24.00

POP SONNETS
Shakespearean Spins on Your Favorite Songs
by ERIK DIDRIKSEN
Quirk Books • HC • 978-1-59474-828-8 • 128pp. • $13.95

LET ME TELL YOU
New Stories, Essays, and Other Writings
by SHIRLEY JACKSON
Edited by LAURENCE HYMAN and SARAH HYMAN DEWITT
Foreword by RUTH FRANKLIN
Random House • HC • 978-0-8129-9766-8 • 448pp. • $30.00

FORTUNE SMILES: Stories
by ADAM JOHNSON
Random House • HC • 978-0-8129-9747-7
320pp. • $27.00

THIRTEEN WAYS OF LOOKING: Fiction
by COLUM McCANN
Random House • HC • 978-0-8129-9672-2 • 256pp. • $26.00

DEAR MISTER ESSAY WRITER GUY
Advice and Confessions on Writing, Love, and Cannibals
by DINTY W. MOORE
Ten Speed Press • HC • 978-1-60774-809-0 • 208pp. • $14.99

MORE HAPPY THAN NOT
by ADAM SILVERA
Soho Teen • HC • 978-1-61695-560-1 • 304pp. • $18.99

GO AHEAD & LIKE IT
by JACQUELINE SUSKIN
Ten Speed Press • HC • 978-1-60774-4135-2 • 288pp. • $25.00

THE GAP OF TIME: A Novel
by JEANETTE WINTERSON
Hogarth • HC • 978-0-8041-4135-2 • 288pp. • $16.99

OUT ON THE WIRE
The Storytelling Secrets of the New Masters of Radio
by JESSICA ABEL
Broadway Books • TR • 978-0-385-34843-0 • 240pp. • $17.00

THE DAEMON KNOWS
Literary Greatness and the American Sublime
by HAROLD BLOOM
Spiegel & Grau • TR • 978-0-8129-8746-1 • 544pp. • $20.00

WRITING DOWN THE BONES
Freeing the Writer Within
by NATALIE GOLDBERG
Foreword by JULIA CAMERON
Shambhala • TR • 978-1-61180-308-2 • 224pp. • $14.95

YOUR LIFE IS A BOOK
How to Craft & Publish Your Memoir
by BRENDA PETERSON and SARAH JANE FREYMANN
Sasquatch Books • TR • 978-1-57061-930-4 • 272pp. • $18.95

THE NEW YORK TIMES MANUAL OF STYLE AND USAGE, 5th Edition
The Official Style Guide Used by the Writers and Editors of the World's Most Authoritative News Organization
by ALLAN M. SIEGAL and WILLIAM CONNOLLY
Three Rivers Press • TR • 978-1-101-90544-9 • 368pp. • $18.00

Penguin Random House • Academic Marketing Dept. • 1745 Broadway • New York, NY 10019
rhacademic@penguinrandomhouse.com www.randomhouseacademic.com randomhouseacademic RHacademic
Index of Concurrent Sessions

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

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

1-First-Year and Advanced Composition

A.01 Learning Re-abled Twenty Years Later: Re-Strategizing Ourselves, Our Teaching Practices, and Our Learning Spaces for Action
A.25 Development of Writing Transfer via Research, Assessment, and Faculty Training
A.32 “It Takes Two to Make a Thing Go Right”: An Experiment in Team Teaching an Advanced Composition Course with Writing in the Disciplines Focus
A.34 College Writing in High School: Writing Our Way out of Test Culture
B.15 Partnering with Institutional Archivists: Exploring the Archives as Potential Sites for Undergraduate Research and Creative Nonfiction Writing
B.20 Perspectives on Preparation and Performance: A Qualitative Study of College Students’ Approaches to Writing
B.22 Potentially Moving from Margin to Center: A Report on Arizona State University Writing Programs’ ProMod Interdisciplinary Collaborations
B.31 Inspiring Action by Enabling Agency in Interdisciplinary Advanced Writing Courses
B.34 Writing Transfer in Three STEM Contexts: Teacher Education in Physical Science, Career Preparation in Animal Science, and Cookbook Labs in Natural Science
C.02 If You Teach It, They Will Learn: Effects of Explicit Style Instruction in and beyond the Writing Class
C.10 Multimodal Composition as a Strategic Approach to First-Year Writing
C.21 Enacting Information Literacy: Strategies for Library-Classroom Collaboration
C.30 Taking Action to Foster Student Responsibility in the Twenty-First-Century Composition Classroom
D.03 Antiracist Classroom Practices: Enacting Socially Just Agendas
D.09 Scare Tactics: Working Theory into Action through Multimodal Praxis
D.22 Making Inequities Matter: Student Success as Action in Dual-Enrollment Composition and Alternatives
D.29 Other Englishes: The Need to Acknowledge and Support Them
E.04 Negotiating Competing Curricular, Institutional, and Disciplinary Interests in Advanced Composition
E.08 Write Where You Live: Creating a Culture of Writing in Student Housing
E.18 Writing: Dissertation, Thesis, and FYC
E.23  In Search of the Genuine A: Challenges in Evaluating Top-Tier Student Writing
E.28  Readers, Reading, and Metacognition in Action
F.06  Beyond the Workshop: Experiments in Big Comp
F.11  Asking Students to Do and to Be
F.17  Student Voices: Learning Styles and Transitional Rhetorics
F.25  Writing Program Administration in an Age of Reform
G.01  The Purposes of Required Writing?
G.07  Action Research, Active Reflection: Interrogating the Threshold Concepts of Teaching First-Year Writing
G.16  After the Essay: Multimodal Revisions to FYC
G.24  Disrupting Composition: Rhetorical and Activist Pedagogies for Change
G.26  Developing Institution-Wide Strategies for Graduate Writing Support in Tough Economic Times
H.05  Teaching through Strategic Troubling: Fostering Flexible Learning across Writing Curriculum Contexts
H.06  Writing in the Global: Case Studies from WID and WAC Work
H.08  No Longer “Experimental”: Collage as Normative Practice, from First-Year Writing to Dissertation
H.14  Getting around What Gets in the Way: Strategies for Success in FYC
H.22  Hostile Writing: A Need to Explore These Forbidden Spaces
H.24  Troublesome Contexts for Writing Transfer
H.26  Breathe, Move, and Write: Embodied Thinking Creates Engaged Writers
I.09  Do the Right Thing: Ethics as Classroom Action
I.14  Transfer: Strategies for Action, Strategies for Trouble?
I.20  Tasting the Golden Waters: Exploring Different Writing Rhetorics
I.22  Initiatives for Non-Traditional Students
I.24  L2 Writing Practices
I.28  Academic Integrity and the International Student: Supporting Multilingual Writers
J.04  Flipped Professional Development for Hybrid Courses: Preparing Graduate Student Instructors to Teach in a Contemporary First-Year Writing Program
J.13  Challenges and Opportunities of Technological Environments
J.21  Should We Teach Punctuation with the Voice or with the Eye? A Debate between Two Radically Opposed Approaches to the Perennial Problem of Punctuation
J.23  Martin, Ministers, and Music: Listening to African American Rhetorics in the Writing Classroom
J.29  Research as Action: Studying Metacognition in the Writing Classroom
K.03  Writing for Real This Time: Authenticity through WID in FYC Sequence Design
K.11  Up for Negotiation: Politics and Pedagogy in Advanced Writing Courses and Writing Centers
K.12  Pathways to Success: Finding Your Academic Voice
K.20  Rhetorical Listening: Difference, Materiality, and the Classroom
K.22  Getting Involved: Civil and Legal Literacy

CCCC CONVENTION, HOUSTON 2016  321
K.35 Enacting Knowledge Transfer at the Community College: Three Case Studies of Writing Transfer across Disciplines and Programs
L.02 Facilitating Transfer from FYC to Other Courses: Two Research-Supported Approaches
L.11 Pedagogy and Ideas: The First-Year Composition Class
L.13 Remixing Collaboration: (In)Visible Practice and Pedagogy
L.19 Taking Action: Personal Writing, Ethnography, and Reflection
L.21 Rap and Hip-Hop in the Writing Classroom
M.01 Fostering “Rhetorical Researchers” and Developing Information Literacy through FYC Instructor/Librarian Collaboration
M.07 Wanting Students to Succeed: Peer Conferences and Feedback
M.09 New Frames for Transfer: Remix, Kairos, and Noticing Protocols for Enhancing Transfer
PS-B Writing for Creative Repurposing: Assessing Transferability in a New Writing Course
PS-B Rubrics in Action: Students and Instructors Collaborating in Writing Assessment
PS-B Dispelling Myths, Encouraging Communication: Exploring Faculty Perspectives on Writing across Campus
PS-D What Did I Learn? Using Word Clouds as an Assessment Tool
PS-F (Un)Planning FYC: Using a Translingual Approach to Course Design, Avoiding Problematic Assumptions
PS-H Multimodal Communication in the Disciplines: A Snapshot and Implications for Strategic Action in WAC/WID
PS-J FYC Student Perceptions of Writing and Learning Disabilities

2-Basic Writing

A.02 Transforming Writing Programs to Support Underprepared Students’ Progress as College Readers
A.20 Assessment, Pedagogy, and Curriculum in Basic Writing
B.17 Basic Writing at Community Colleges: Redesigning Curriculum and Professional Development
C.03 Nothing Basic about It: Taking Action for Student Success
D.05 Students Are Not Data Points: Empowering Individuals in Basic Writing Classes
D.14 Writing, Reading, Seeing, Doing: Contextualization in Basic Writing Courses
E.01 Acting toward Inclusivity: Closing the Achievement Gap in First-Year Writing
E.06 Shaping the Field, Shaping the Community, Shaping the Classroom: The Council on Basic Writing at 35 (Sponsored by the Council on Basic Writing)
E.22 Pathways of Support in Basic Writing Programs
F.14 Truth or Consequences: When Project-based Pedagogy Pushes Back on Process
H.01 Articulation and Transfer from High School through College
H.29 Redefining Behaviors and Quality: Course Contracts and the Negotiation of “Good Writing” in a First-Year Basic Writing Course
H.34 Basic Writing at the Edges of Feasibility: A Cross-Institutional Comparison of Shifting Demographics, Assessment as Praxis, and Curricular Reform
K.01 Helping the Academically Underserved: Reinvesting in Basic Writing at a Four-Year University
M.26 From Inquiry to Informed Action: “RAD” Research and Mandatory Writing Center Visits for Developmental Writers
PS-B Creating Successful International L2 Writers from the Basics
PS-D Taking Action in Basic Writing: Faculty Perceptions of Crucial Conditions for Effective Writing Instruction in the Basic Writing Course

3-Community, Civic & Public

A.21 Activist Pedagogies: Service-Learning and Civic Engagement
B.02 Queer Action in the Extracurriculum
B.03 Writing Sustainability in the College Classroom: Reimagining Communities through Action
B.19 Writing Black Lives to Matter: Civic and Digital Engagements to Sustain the Revolution
C.04 Connecting Students to Community in First-Year Composition
C.18 The Best of Three Worlds: Integrating Writing, Civic Engagement, and First-Year Experience Programs
C.32 Strategies for Building and Sustaining University-Community Writing Initiatives
C.37 Marginalized Literacies: Let’s Hear Them
D.06 Beyond the Helping or Hurting Binary: Examining Healthcare Rhetorics and Contexts
D.15 The Critical Place of Affect and Culture in Transnationalism: Case Studies from the Local and Global Contexts
D.21 What’s the Story: How Writing for Action Brought Our Urban Campus Garden to Life and Changed Our Relationships with Our Neighborhood
D.32 Taking Rhetorical Action to Church: Advocating Doubtful Belief as Ground for Faithful Conversation
D.37 Action for Whom, for How Long, and with What Impact? Raising Problems, Generating Solutions through Community-Based Courses
E.25 Action, Advocacy, and Appalachia: Cultural-Rhetorical Strategies for Public Writing and Rhetorics
E.37 Keeping Writing Relevant and Essential in Changing Times: Houston’s WITS (Writers in the Schools) Program
E.40 Does It Matter: Assessing Our Role as Agents of Social Change
F.16 Everyday Authors and Acts of Writing
F.34 “Listen!” The Legend of the Social Justice Warrior, or Games and Social Advocacy
<table>
<thead>
<tr>
<th>G.08</th>
<th>Negotiating Perception/Deception: Strategies toward Promoting Active Citizenry in the Community College Composition Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.02</td>
<td>#Activism: Literacies, Resistance, and Transhumanism</td>
</tr>
<tr>
<td>H.09</td>
<td>Neuroqueer Rhetorics, Neuroqueering Rhetoric</td>
</tr>
<tr>
<td>H.31</td>
<td>“Stories That Change You”: Birth Stories as Rhetorical Action</td>
</tr>
<tr>
<td>I.01</td>
<td>The Company We Keep: Taking Action with Partners in the Study of Religion and Rhetoric</td>
</tr>
<tr>
<td>I.05</td>
<td>Renegotiating the Public Imagination of American War: Masculinist Tropes of Veterans, War, and Trauma</td>
</tr>
<tr>
<td>J.26</td>
<td>The Pleasures of Writing for New Audiences: A Tribute to Sondra Perl</td>
</tr>
<tr>
<td>J.30</td>
<td>Ohio Farm Narratives: A Feminist Approach to Collaboration, Conversation, and Action</td>
</tr>
<tr>
<td>K.02</td>
<td>Visual, Online, and Geographic Spaces: Places for Social Action</td>
</tr>
<tr>
<td>K.29</td>
<td>Investigating “Consequences” of a Community Literacy Partnership: Results from a Study of “Writing for Change”</td>
</tr>
<tr>
<td>L.01</td>
<td>Historiographic Participatory Action Research: Reciprocity and Benefits in “Sweet Home Alabama”</td>
</tr>
<tr>
<td>M.04</td>
<td>What Does It Mean for Prison Research and Teaching to Go Public?</td>
</tr>
<tr>
<td>M.22</td>
<td>Rhetoric and Feminist Activism</td>
</tr>
<tr>
<td>PS-D</td>
<td>“The Cookie Lobbyist” and Strategic Activism for Water Safety in West Virginia</td>
</tr>
</tbody>
</table>

4-Creative Writing

<table>
<thead>
<tr>
<th>A.04</th>
<th>Reconsidering Professional Credentials of Writing Program Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.05</td>
<td>Action MFAs: Strategies for Incorporating Creative Writing Pedagogies in the Composition Classroom</td>
</tr>
<tr>
<td>D.35</td>
<td>Stories in Shale: Reconstructing the Fractured World</td>
</tr>
<tr>
<td>F.32</td>
<td>Creative Nonfiction: Exploring the History and Imagining the Future of an Active Genre</td>
</tr>
<tr>
<td>K.31</td>
<td>Composing Disability Memoir as Transformative Action</td>
</tr>
<tr>
<td>M.29</td>
<td>Storytelling and Identity</td>
</tr>
<tr>
<td>PS-F</td>
<td>Generation Hashtag: Activism and Viral Online Rhetoric in 140 Characters or Less</td>
</tr>
</tbody>
</table>

5-History

<table>
<thead>
<tr>
<th>A.23</th>
<th>Conversations with the Past: Historiography in Research and Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.05</td>
<td>Histories of Action: Revisiting Composition’s Past to Understand Composition’s Present</td>
</tr>
<tr>
<td>C.06</td>
<td>Recovering Writing Center Histories and Discourses</td>
</tr>
<tr>
<td>C.36</td>
<td>Histories on the Move: Activating Institutional Histories in Writing Centers, Writing Programs, and Beyond</td>
</tr>
<tr>
<td>D.07</td>
<td>New Directions in Transnational Asian/Asian American Rhetoric and Composition: Issues for Historiography, Digital Rhetoric, Racial Justice, and Writing Center Research</td>
</tr>
<tr>
<td>D.17</td>
<td>Micro Histories of Access at Open Admissions Institutions</td>
</tr>
</tbody>
</table>
D.33 Writing Hidden Histories Inside and Outside the Classroom
E.07 Praise, Blame, Educate: Epideictic Possibilities
E.29 Material Histories of Nineteenth-Century Writing and Rhetoric
F.20 Women and the Development of Composition Studies
G.13 Archiving Actions: Recasting Women’s Rhetorical Spaces
G.33 Composing Activist Historiographies
H.03 Revisiting, Recovering, and Revising Literacy
J.02 Uncovering and Recovering Actors in Rhetorical Instruction
K.13 Agency and Action in Microhistories of Composition
L.05 Activism and Action: Rhetorical Histories of Labor
M.25 Periodicals and Activism in the 19th Century
PS-B The Literate Citizen-Soldier: Threat, Anxiety, and the Creation of Federal K-12 Education Reform
PS-D Genocide, Cinema, and Human Rights Rhetorics of Early Twentieth Century America
PS-J A History of Hotdogs: Critical Eating in an Age of Foodieism

6-Information Technologies

A.06 Digital Identity and Community
A.24 Authors and Their Devices: Digital Composing Strategies
A.28 Enacting (Digital) Citizenship in (University of) Houston
A.29 Bringing the Office to the Classroom: How Computer Simulations Enhance Proposal Writing for Technical Writing Students
B.06 A Digital Alphabet Soup: MOOCs, DLNs, and GNLEs
B.32 Making Meaning: The Maker Movement and Writing Studies
C.07 Women’s Ways of Practicing Digital Communities
C.20 Action Movies: Filmmaking, Multimodality, and Critical Pedagogy
C.31 Difficulty as Possibility in Composing and Teaching with Digital Media
C.38 More Than the Sum: Faculty Collaboration in Designing and Teaching a Hybrid Writing Course
D.08 Pedagogical Threshold Concepts Derived from Online Writing Instruction: Or, Why Writing Teachers Should Resist the Enterprise Model of Online Course Design
D.18 State of Play: Gaming, Writing, Teaching, and Research
D.31 CCCC Committee for Effective Practices in Online Writing: Student Matters
E.09 Facebook Identities: Public and Private
E.30 ELI Review as Strategic Action
F.22 Critical Praxis in Action: Discovering New Modes of Resistance in Digital Publics
H.04 Multimodal Literacy in Academic Discourse: The Question of Teaching Technology in Online Composition Classes
H.10 Theorizing Rhetoric and Language in Digital Gaming Spaces
H.32 Multimodal Literacies: Sonic Pedagogies and Robot Languages
I.31 From Posturing to Positioning: Encouraging Rhetorical Sophistication through Multimodal Pedagogies
J.03 Digital Activism toward Social Justice
J.25 Just Going to Leave This Here: Empirical Study of Social Media
K.15 Writing-toward-Action in Epic Open Learning: A Praxis-Oriented Approach to MOOC Design
L.07 Develop, Design, Deliver: Teaching Graduate Students to Teach Writing Online
L.28 Growing #digital Communities: The Tools, the Prison, and the Writing Classroom
M.05 Big, Lean, Open, and Howling: Proposals for Digital Futures
PS-D One Goal—to Strengthen the Bonds That Form Our Society, One Essay at a Time
PS-F Writing through Big Data: Using MassMine in the Advanced Writing Classroom
PS-F Disciplinography of Rhet/Comp on Social Media: What Are We Doing in Our Facebook Groups?
PS-H Digital Counterpublics: Writing Action through Augmented Reality Criticisms (ARCs)

7-Institutional and Professional

A.07 Developing Scholarly Momentum: Action Plans for Faculty, Graduate Students, and Their Mentors
A.18 Information Literacy and Foundational Writing: Transforming Curricula and Programs through Collaborative Outcomes
A.30 The Extracurriculum within Our Walls
A.33 Professionalizing Graduate Teaching Assistants: How Advisors Support Successful Writing Instruction
A.37 Faculty Developer as Activist: Strategies for Writing Instructors and WPAs
B.07 Rethinking Teaching & Learning Practices for Diverse Populations in the University: A Roundtable on Taking Pedagogical & Administrative Action
B.29 Interrogating (Cross)Disciplinarity: Personal and Professional Identities at Work
B.37 Enacting Career Diversity in Rhetoric and Composition: Different Pathways for a Professional Life with a PhD in Rhetoric and Composition
C.08 Acting Out: The Legacy of Hephzibah Roskelly and Elizabeth Chiseri-Strater
C.28 Standardization and Democratization in and of Writing Programs
C.34 Robbing Peter to Pay Paul: Writing Programs, Advocacy, and NTT in the Bureaucratized Academy
D.10 Working Hard with Few Rewards: Life as a “Part-Time” Instructor
D.19 Preparing Teachers of College Writing: A Report on the New 4Cs Position Statement and Suggestions for Putting It into Action
E.33 Inter-Institutional Writing Strategies: Community College/University Collaborations in an Urban Transfer Network

326
Decolonizing Retention: Indigenous Methodologies, SRTOL, and Contrastive Rhetoric in Composition Pedagogy and Program Design

Strategies of New Writing Faculty: A Discussion on the Construction of Professional Identity

What New Second Language Writing Professionals Are Doing to Break the Mold: Opportunities, Responsibilities, and Challenges

Risky Business: Neoliberalism, Corporate Culture, and Higher Education

GED to College Degree: Nontraditional Students & Alternative Pathways to College

WPAs in Action: Navigating Institutional Infrastructures, Cultivating Relevant Textual Practices

Feminist Action for Women Writing Program Administrators: Movements for Change in the Academy

Demystifying the Job Market: Taking Action toward Transparency through Data and Narrative

Fostering Academic Collaborations: Co-Mentoring as Strategic Action in Rhetoric and Composition

Independent Writing Departments and Programs: The Dynamics of Independence

Writing for Cross-National Engagement: Research, Pedagogy, Advocacy

Publishing in CCCC’s Studies in Writing and Rhetoric

Assessing Institutions, Programs, Centers, and Spaces

Advocating for First-Year Writing and Library Partnerships through Shared Threshold Concepts

Transaction, Inaction, and Reaction: The Many “Actions” of Adjunct Composition Work

Resilience and Agency: Taking Action on Labor, Curriculum, and the Work of Writing Program Administration

Taking Action and Taking Responsibility: A Roundtable for Caucuses, Special Interest Groups, Standing Groups, and the NCTE/CCCC

Finding Meaning in the Midst of Academe’s Identity Crisis

Graduate Students: Key to a University’s Success

Institutional Whiteness and the Uneven Work of “Diversity”

Reworking Boundaries of Language and Discipline: Translingual Theory, Second Language Writing, Comparative Rhetorics, and Transnational Research

Getting to the Core: When FYC Moves out of the English Department

Hearing the Forgotten Voice

Branding and Promoting Writing Programs at STEM Colleges

English Language Teacher Education in Libya: Affordances and Constraints

Beyond Common Ground: Listening Rhetorically as a Framework for Action in a Digital Story Project

8-Taking Action
A.19 Don’t Just Talk about It, Be about It: Moving beyond Conversation to Integrate HBCU Contributions into the Field of Composition
A.31 Resources for Teaching Writing to Support #BlackLivesMatter at Predominantly White Institutions
B.04 Whose Writing? For What Purpose?: Taking Action with Writing about (Multilingual) Writing
B.18 Local Transformations, Local Publics: Actualizing through Activism
B.30 Addressing the “Practical and Critical” in Translingual Approaches to Writing Strategies for Action
B.33 The Promises and Perils of DIY Activism in Networked Digital Publics: Action, Agency, and Intervention
C.01 Taking Action to Build and Improve Writing Programs
C.13 Making Meaningful Writing Happen: Action Plans for Writing Advocacy
C.19 Students, Faculty, and Curriculum: Responding to Public Perception and Public Policy
C.29 Negotiating Space and Identity: Non-Native English-Speaking Writing Instructors’ Strategies for Action
C.33 WAC in the Long Run: Strategies for Sustained Action in the Face of New and Old Challenges
D.02 Writing against Racism and Stereotypes
D.20 Slow and Lasting Change: Microshifts and the Development of Activist Writing Centers and Writing Programs
D.28 African American Male Students Taking Actions to Embrace Their Literacies
D.38 (Inter)Disciplinary Literacies: Strategies for Taking Action and Expanding the Conversation
E.03 Calling You In: Queer Worldmaking and Rhetorical Action
E.05 Action over Reaction: Strengthening Veteran Identity through Strategic Narratives
E.12 Taking Local Action, Writing Activist Networks through 4C4Equality
E.21 Assessment and Representation: Reconsidering Assumptions about “Good” Writing
E.24 Classroom Materials as Microcosm: Pushing against the Dominant Academic Discourse
E.27 (Re)Defining Values for Writing
E.32 Queer (Inter)Actions: Remediating Research and Embodying Methodology as Composition
F.07 Taking Action to Connect the Classroom and the Community
F.08 Activating Access: Disability in Campus, Classroom, and Online Spaces
F.10 Changing Demographics: No Longer a Monolingual Nation
F.18 Taking Action through the News Media
F.21 Taking Action in WAC Work: The Student Anthology on Race
F.23 Writing for Action, Writing for Change
F.26 Environmental and Scientific Rhetoric in Action
F.35 From Analysis to Action: The NCTE Policy Analysis Initiative’s Role in Promoting Policy Change

328
G.05 Better Learning Technologies: Taking Action to Reframe Educational Technology Development for Writers and Writing Teachers
G.11 Taking Activist Action: Identity, Community, Pedagogy
G.20 Resistance to Standardization: Taking Action in Curriculum and Assessment
G.25 Assessing Learning in Scenes of Discovery: Projection, Reflection, and (Social) Action
H.13 Writing and (Re)Action: RTTP and Composition
H.18 New Thoughts on Writing and First-Language Teaching
H.23 Roles for Writing Studies in Graduate Writing Support: Three Sites for Action
H.35 Writing as Making; Making as Writing
I.04 Resocializing Writing Assessment: Articulating Social Justice Perspectives in Writing Assessment Practice
I.06 Ready, Set...Action? Stories as a Means of Going Public
I.16 Challenges of Large-Scale Writing Assessment: Portfolios, Through-Course Assessments, and Other Emerging Innovations
I.18 Partnering with the Status Quo: Theories, Histories, and Cases of Problematic Partnerships for Action-Oriented Practitioners
I.26 Acting as If: The De-centered Writing Program as a Framework for Success in Community College Writing Programs
J.07 Translation as Action: Finding the Words for Cross-Language Community Action
J.09 Four Strategies for Writing In/Action
J.22 Mobilizing Tenure-Track Faculty for Adjunct Equity
J.27 Digital Technologies as Agents for Change
J.32 Hispanic-Serving Institutions: Strategies for Big Data, Intellectual Ferment, and Emotional Communities
J.33 Influencing Public Policy
K.04 Teaching while Black: Academic Profiling in Action
K.08 Actions against Stereotype Threat: Reflection, Tutoring, and Service-Learning
K.10 Strategies for Campus-Wide Change
K.14 Assessment in Disability Studies Research: Improving Research Sites to Appeal to Wider Audiences in Higher Education
K.16 Taking Action at the Border: Acknowledging and Addressing Differences among the Diverse
K.21 Reclaiming Rhetorics of Resistance in the 21st Century
L.03 Curricular Crossroads: Teaching Professional Writing for Civic Purposes
L.09 Crossing the Threshold: Identifying Threshold Concepts for Students, Teachers, and the University through Assessment
L.14 Collaboration in Action: Using Quantitative Data-Driven Arguments to Advocate for Ethical Labor Models
L.18 Activist Literacies within and beyond the Classroom

CCCC CONVENTION, HOUSTON 2016  329
L.29 Using the Assessment Story Project to Advocate for Students and Teachers
M.10 Framing Circulation for Action: Frameworks for Enabling Action via Circulation Studies
M.12 Advocating for Our Missions: Writing (Our) Programs with Integrity in Hostile Environments
M.13 Writing for Advocacy and Agency
M.17 Lights, Camera, Action: Setting the Stage for Understanding the Diverse Learning Needs of Teachers and Students in Writing Classrooms
M.31 (Transfer) Student-Centered Assessment
PS-B A Small School with a Changed Writing Culture: Taking Action through Faculty Development
PS-D Best Practices for Service-Learning Reflection Assessment and Design: A Case Study of an Alternative Breaks Program
PS-H Reading in the Studio: Taking Research-Based Action to Teach Disciplinary Reading Practices
PS-J Coadyuvante as Program Development Paradigm: Using Activist Strategies in WAC/WID Faculty Development
PS-J Identifying and Demonstrating Genre Knowledge: A Preliminary Assessment Heuristic in FYC Classrooms
PS-J Posted: Too Teaching Intensive!

9-Language

A.09 Writing Our Way to Access: L2 Writers Engage with Revision, Strategies, and Genre Awareness
A.36 Literacy Development and Rhetorical Invention in the Multilingual Classroom
A.38 Healing the Split between Language and Writing: Practical Advice for the Composition Classroom (This Panel Is Supported by the Standing Group in Language, Linguistics, and Writing)
B.23 Rhetorical Practices and Language Tensions
C.09 Translation, Linguistic Memory, and the Impact of (English-Only) Language Policy
C.22 From Code-Switching to Code-Meshing: Validating the Brown/Black Voice
E.15 Language Ideologies and Second Language Writing
E.16 Second-Language Writing Specialists as Writing Program Leaders: Opportunities for Advocacy
E.31 Non-Native English-Speaking Faculty and Faculty Development
E.34 Writing across Margins and Borders
F.27 We Are Not Color Blind: Empowering Spanglish and Other Types of Code Switching
G.02 Theory, Research, and Action: New Strategies for Students’ Right to Their Own Language
G.19 Uncovering the Hidden: Composition Scholarship as Language Activism
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.27</td>
<td>Multilingualism: The New Power Language</td>
</tr>
<tr>
<td>J.08</td>
<td>Transnational Composition: (Geo)Political Considerations for Writing Research, Publication, and Pedagogy</td>
</tr>
<tr>
<td>PS-B</td>
<td>So Superman Walks into a Writing Center: Translingual Approach Implementation for Both Earthlings and Non-Earthlings</td>
</tr>
<tr>
<td>PS-D</td>
<td>Writing with an Accent: L2 Writers’ Authorial Identity and Silenced Voice in Academic Writing</td>
</tr>
</tbody>
</table>

### 10-Professional and Technical Writing

| A.10 | Ethics in Action: Place-Based Ethics and Experience Architecture |
| B.10 | Labeling, Naming, and Visualizing Health and Illness: How Food Labels, FDA Reports, and Ebola Charts Can Help Teach Rhetorical Analysis |
| B.24 | Medical Rhetoric and Scientific Communication |
| C.12 | Morals, Values, Emotions, and Cultures: Investigating Identity in Professional Communication Contexts |
| C.23 | Designing for Usability and Accessibility |
| D.23 | Writing for Industry and Workplaces |
| F.02 | Rhetorics of Health and Medicine: A Roundtable Examining the Breadth and Future Actions of an Emerging Sub-Field |
| F.28 | Results of a Study on the Status of the Multi-Major Professional Writing Course in U.S. Institutions of Higher Education |
| G.03 | Taking Action, Building Community, and Sponsoring Literacy with Stanford’s Notation in Science Communication |
| G.21 | Studies in Public Writing & Entrepreneurship: Shared Value, Design Thinking, and User Experience |
| G.28 | Technical Communication and Professionalization On- and Off-line |
| I.08 | Global Contexts of Scientific Literacies |
| I.10 | Collaborative Teaching and Integration—Where Writing Positions Itself between STEM Education and Professional Accreditation |
| J.14 | Second Generation ABET: Bridging the Gap between Engineering Communication Curricula and Professional Identities |
| PS-D | A Writing Center for Technical-Academic Literacy: Developing Strategies for Science Communication |
| PS-H | New Black Boxes: Technologically Mediated Intercultural Rhetorical Encounters |
| PS-J | Reframing Rhetoric in the Workplace: A Socio-Epistemic Pedagogical Approach for Professional Writing |

### 11-Research

| A.05 | Studying Action in Medicine through Surrogates, Simulations, and Other Shadow Work |
| A.08 | How to Hold a Slippery Fish: Methodological Challenges and Solutions for Studying Student Dispositions |

**CCCC Convention, Houston 2016** 331
A.11 Approaching FYC from a Research Perspective: Using Teacher and Corpus Inquiry to Impact Practice
A.22 The Transfer of Transfer Project: Researching the Efficacy of Teaching for Transfer (TFT) in Four Courses and on Four Campuses
A.26 Taking Action on Intellectual Property with Open Educational Resources
B.01 The National Census of Writing Database and Diversity in Writing Programs (CWPA-Sponsored Session)
B.11 Time to Take Stock: What We Can (and Can’t) Learn from Current CHAT Methodology in Writing Studies Research
B.12 Citation Practice, Documentation Style, and Scholarly Writing: New Possibilities and New Frameworks
B.25 Research as Social Action: Situating Critical Discourse Analysis within Rhetoric and Composition Studies
C.14 Representing Authorship: Plagiarism, Inclusion, and (Academic) Citizenship
C.24 Negotiating Disability Disclosures in Qualitative Writing Studies Research
C.35 Research in Writing Studies: Issues of Subjectivity, Neurology, Intellectual Property, and Disciplinarity
D.24 Researching Threshold Concepts and Transfer
D.26 Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study
D.36 Tagging Texts, Archives, and Walls: Innovation and Invention in Research Method Design
E.13 Researching Trans- and Multi-Lingual Landscapes
E.19 Curating Transdisciplinary Research on Place-Based Writing: An Interactive Introduction to 680 Open Access Video Clips of Teachers and Students
F.03 Beyond Fundamentalism: Pedagogical Implications from Three Empirical Studies of Overlooked Christian Rhetorics
F.05 Race and Writing Methods: Investigating Racism through Autoethnography, History, and Technology
F.29 Research in Multimodal Composition, Literacies, and Assessment
G.06 Long-Term Research Collaborations: Strategy, Identity, Failure, and Moves toward Future Action
G.15 Using Research as a Writing Strategy to Promote Literacy Acquisition and Advocacy of Writing Instruction across Geographic and Disciplinary Contexts
G.17 The Archival Turn in Rhetoric and Composition: Avenues for Research and Methodology
G.22 Build-Up, Movement, and Surprise in Cross-Border Research: A Networked Approach
G.29 Uncovering Students’ Dispositions toward Writing: Taking Action on Stereotype Threat in Writing Classes through New Research
H.16 Digital Research
H.19 The Genre Project: An Interim Report on Collaborations between WPAs and Disciplinary Faculty about Genre and the Problem of Transfer
H.28 Transnational Ethnography in Action: An Updated Framework for Studying the Global Circulation of People and Writing
H.33 Conundra of Tracing Learning Transfer: Methodological Reflections and Data Early in a Longitudinal Study
I.03 By the Tutors, For the Tutors: Undergraduate Research in the Writing Center
I.29 Research with/from/about Underrepresented Communities
I.35 Applying for a CCCC Research Grant: A Mentoring Session
J.01 Methods, Models, and Means of Undergraduate Research in Rhetoric and Composition: A Roundtable Discussion
J.15 Translating Data into Action: Coordinating University and Program-Specific Writing Assessment
J.34 Acting on Data: Corpus-Based, Computer-Aided Analysis of Student Writing
K.18 Research on Materiality and Embodiment
K.25 Innovations in Big Data Research
L.26 Researching with and through the Personal
M.14 Think-Tank for Newcomers: Developing Papers and Sessions for CCCC 2017
M.20 Local/Regional Practices: Recovering, Translating, and Strategic Practices from Spaces and Contexts of Coloniality
PS-A Undergraduate Researcher Poster Session
PS-B Testing Reading-Preview Techniques to Encourage Student Reading
PS-D Family History Research Methodology for Rhetorical Writing
PS-F Curating the Research Assemblage: Methodology as Ethical Inter/action
PS-F Digital Mix: The Landscape of Digital Pedagogy in the Writing and Communication Classroom
PS-F Corpus in Action: Creating Student-Centered and Context-Specific Corpora to Increase Awareness of Students’ Literacy Practices for Course Design and Classroom Mutuality
PS-F Moving between the Military and Academy
PS-H Answering Malinowitz’s Call: Finding Out about Rhetoric & Composition’s LGBTQ Students
PS-J Becoming Style Chameleons: How Well Do Students Give Teachers “What They Want”?  

12-Writing Pedagogies and Processes

A.03 (Dis)appearing Collaborative Bodies: Re-Perceiving the Writing Center/Classroom Divide to Engage Third-Space Pedagogies
A.12 Creating Comunidad Situated Writing Curriculum at Hispanic Serving Institutions: Writing beyond Theoretical Borders
A.27 Teaching Writing as Rhetorical Action in Schools and Colleges
A.35 Wikipedia as Social Action: Learning the Genre, Questioning Notability, Minding the Gaps
B.08 Stories That Matter: Student Documentaries as Impactful Collaborative Writing
B.13 Theorizing Responsive Action: Sensate Engagement, Critical Expressivism, and Rhetorical Gaslighting
B.21 I See What You Mean: Using Infographics to Inspire Action across Diverse Curricula
B.26 Storying as Action: Using Narrative to Co-Create Identity in the Writing Classroom
B.38 Response in Action: Negotiating the Intentions of Students, Teachers, and Peer Reviewers
C.11 Peer Perceptions: Conferencing and Feedback
C.25 Issues in Contemplative Writing Pedagogy
D.13 A New Look at Old Traditions
D.25 Metacognition Recognition, or I Know It When I See It
D.27 Empathy, Atheism, and Religion in the Writing Classroom
D.34 Locating the “Learner” in Learning Transfer: (How) Does Identity Facilitate or Impede Transfer between Academic and Non-Academic Domains?
E.10 Objects and Agency in the Writing Classroom
E.14 Language Theory into Action: Translingual and L2 Pedagogy in the Writing Classroom
E.26 Negotiating Academic Communities: Best Practices for Students and Faculty
F.15 Re-Actions: A Closer Look at Student Invention across Different Sites
F.24 Glitches as (Re)Action: Creating, Learning from, and Responding to Moments of Rhetorical Failure
F.30 Teaching Reading for Writing: Action-Oriented Approaches
G.09 The ContAct Zone: Lived Experience as Pedagogy for Action
G.14 A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone
G.18 Student Identities in Classroom Contexts: Negotiating Subjectivity and Power
G.30 Respecting Rhetorical Choices: Coding as a Way of Reading L2 Writing
H.15 Bringing Tacit Writing Knowledge to Light: On the Possibilities and Limitations of Fostering Explicit Awareness of Disciplinary Writing Practices
H.21 WAW, Reconsidered
I.02 Between the Lines: Exploring Difference in Students’ Response to Feedback
I.13 Disability Studies and Transformative Access
I.17 Redefining Narrative Writing as a Strategy for Action
I.21 Instructor Feedback as an Interactive Process: Using Qualitative Data to Develop Effective Feedback Strategies
I.25 Identifying and Eliciting Students’ Metacognitive Development
J.05 The Value of Presence: Strategic Uses of Contemplative Practices in the Writing Classroom

334
J.12 Practicing Writing as Social Act: Writing Group Pedagogy in the Context of the Writing Center
J.18 Understanding Our Habits of Mind: Clarifying Disciplinarity, Assessment, and Transfer
J.20 Enacting New Theories of Revision
J.24 Visual Rhetoric for Social Change in the Writing Classroom
K.07 Mass Education and Unbundled Access: MOOCs and the new BA
K.19 Can You Hear Me Now?: Using Audio to Teach Writing
K.23 Build It and They Won’t Come: Action Plan for the Stealth Veteran
L.08 Action-Based Pedagogies and Multimodal Writing
L.17 Searching the Disciplines: Improving Student Writing Self-Efficacy through Departmental Collaboration
L.20 Assessment, Accountability, and Strategies of Collaboration
M.02 Global, Social, and Digital: Digital Tools and Strategies in the Writing Classroom
M.16 Creating Conditions for Action: Designing Composition Spaces for Learning, Enculturation, and Usability
M.21 Sound and Listening as Embodied Acts for Writing Research and Pedagogy
PS-B Literacy Narratives, Genre Awareness, and Knowledge Transfer: A Case Study
PS-F The Self as Subject: Strategies for Acting Up and Talking Back
PS-H Engaging and Empowering Diverse Learners through Visual and Digital Tools
PS-H Taking Action on a Traditional Writing Strategy: Revising Peer Response for the Millennial Generation
PS-J Strategic Writing Support in Courses through Collaboration

13-Theory

A.13 Defining the “Cross”-Cultural: Rethinking Rhetorical Assumptions, Terminologies, and Practices from within Comparative Argumentation
A.15 Feeling Things in Writing: Material Culture, Emotion Studies, and Writing for Social Action
B.14 Detect, Elect, Connect: Instructional Perspectives and Activities for Enabling Transfer
B.27 Storytelling as a New Pathway to Social Justice
B.36 The Complexity of Agency in the Composition Classroom
C.15 Faster, Bigger, Cheaper: Ideologies of Efficiency in the College Writing Classroom
C.26 The Legacy of Textual Carnivals
C.39 More Than Words: Using Comics Responsibly in the Composition Classroom
D.01 Deweyan Lineages: Writing, Action, and the Public Sphere
D.04 Writing Time, Writing Spaces
D.12 Disability Studies in Action: Cross-Locational Perspectives

CCCC CONVENTION, HOUSTON 2016 335
D.16 Bridging Cultures, Languages, and Lands: An Illustration of Latina/o and Chicanx Rhetorical Practices
E.02 Reading, Writing, Listening, Feeling: Experiential Engagement and the Fluid Classroom
E.11 Interfacing Cultural Rhetorics: A History and a Call
E.17 Game Design as...: The Rhetorics of Designing Games
F.01 Writing Feminism: Negotiating for Action across Public Spheres
F.09 Imagining Literate Lives: Drawing Lessons from Narrative, Memory, and Mobility
F.13 New/Now Cognitivism: Strategies for Theory and “Literate Action”
F.19 Don’t Get Emotional: Teaching Writing and the Study of Emotional States
F.31 Challenging the Rhetoric of Non-Neurotypicality: Documents, Stories, Memories
F.33 Networking the Discipline: Theorizing Assumptions, Offering Change
G.04 Listening Strategies for Feminist and Queer Action: Encountering an Erotic Ethics
G.12 Writing’s Wreckage: What Happens When Writing Fails
G.34 Rhetorics of Disruption
G.35 Re-Imagining the Student-Subject of Composition
H.12 Queering Rhetorics: Rethinking Archival History and Multimodality
I.07 Acting by Design: Multimodal Activism on the Streets, in the Classroom, and through the Writing Center
I.11 Re-Reading Appalachia: Literacy, Place, and Cultural Resistance
I.12 Decolonizing Writing, Writing as Decolonization
I.15 Queering Composition: Pedagogy for Activism, Identity, and Change
I.27 Negotiating Interactions around Difference: Identity and Responsibility in Communities, Workplaces, and Classrooms
J.06 Assembling Composition
J.11 Practices of Rhetorical Invention
K.05 Strategies for (Ambiguous) Writing Situations: Using Kenneth Burke as/in Posthuman Writing Studies
K.09 Recontextualizing Writing Pedagogies
K.26 Exploring the Rhetoric of New Media and Identity
L.04 Whispers in the Corner: The Rhetoricity of Gossip
L.06 Redefining and Reimagining the Religious within and beyond the Writing Classroom
L.10 Writing and Illness
L.15 Negotiating Otherness: An Exploration of Intersections between Autobiographical Video and Rhetoric
L.22 Political Rhetoric: Ethos, Agency, and Courage
L.23 Political Literacy in Composition: Critical Pedagogy, Multiple Voices, or Activism?
L.24 Interrogating Digitized Whiteness: Renderings of Whiteness in Mediated Writing Spaces
L.30 Composition, Rhetoric, and Disciplinarity: Coming to Terms with Our Past and Taking Action for the Future

336
M.03 Framing Visual Composition and Multimedia Writing
M.08 Preachin’, Laughin’, Theorizin’: Black Women on Rhetoric, Language Policies, and Intimate Spaces
M.11 Queering Assessment: Engaging Alternative Validity Arguments
PS-D Keep Mad and Tumblr on: Neurodivergent Identity and Autistic Self-Advocacy in Social Media Based Counterpublics
PS-H An Argument for Empathy in the Teaching of Writing

14-Writing Programs

A.04 Reconsidering Professional Credentials of Writing Program Faculty
A.14 Writing Experts and Technology Experts: Institutional Collaboration for Multimodal Composition in First-Year Writing
A.16 Being Teachers: The Praxis of Ethos in Instructor Training
B.16 Reform in Writing Center Practices Based on Comprehensive Studies
B.28 Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign
C.17 The Writing Center’s Online Presence
C.27 Reaffirming Praxis: Teaching First-Year Composition as Our Profession’s Highest Calling
D.11 Retention and Student Success: Taking Action in Writing Programs and Classrooms
D.30 Equity in the Writing Center: Questioning Assumptions about Anti-Racist Practice
E.20 Curricular Overseeing vs. Curricular Liberties: Designing Infrastructures for Pedagogical Innovation
E.35 Race Forever: Adventures in Writing Program Startups
F.04 Supporting the Future of the Field: A Roundtable on Graduate Digital Pedagogy
F.12 We Know Where the Action Is: It’s in Writing Fellows (and We Got the Data to Prove It)
G.10 Advocacy through Tutor Cultural Awareness and Action
G.32 Alumni in Action: Showing the Value of Degree Programs in Writing by Reflecting on the Work of Their Alumni
H.07 The Translingual Writing Center
H.20 Civil Discourse and the Writing Center: Code-Meshing, Euphemizing, and Troubling Correctness
H.27 Embrace the Funk: Rhetorically Repositioning Two-Year College WPA Work as Social Justice
I.19 Localized Sites of Assessment, Action, and Transformation
J.16 If You Build It, Will They Come? Extending the Writing Center Inside and Outside Our Walls
J.17 Power, Politics, and Accreditation: Effecting Culture Change with Writing-Focused QEPs
J.19 WPA Work as Strategic Action
J.28  Threshold Concepts and the Two-Year College: Reshaping Writing Courses, Writing Programs, and Writing Centers
K.24  Visualizing the Labor of Writing Center through RAD Research: Toward the Materiality of the Everyday Work of Teaching and Learning for Students, Staff, and Professionals
L.16  Preparing for a Changing Professional Landscape: Junior Faculty, Disciplinarities, and Graduate Education
L.25  Exploring Strange New Worlds: Launching a First-Year Composition Program while Following the WPA Roadmap AND Navigating the Texas Core Curriculum
M.15  Writing (Center) Strategies for Action for Underrepresented Populations
M.19  Writers on the Verge: Researching Summer Transition Programs (and Why We Should Do More of It)
M.28  Theory, Practice…Talk and Snacks: How One Faculty Professional Learning Community Discovered Action through Collaboration
M.30  Required Writing Center Visits: Adding Numbers—and Nuance—to the Conversation
PS-B  Both Peers and Teachers: Improving Experiences for Course-Embedded Writing Tutors
PS-B  A Quantitative Analysis of Writing [Center] Leadership and Locality
PS-F  Reshaping Virtual Spaces: Using the College Writing Center to Create and Deliver Information Literacy Resources to Faculty
PS-H  Writing for Transfer across General Education
Index of Participants

INDEX OF PARTICIPANTS
Letter-number combinations after names indicate sessions. Abbreviations are as follows: AW-Afternoon Workshop, CWS-Performing Feminist Action, DP- Consortium of Doctoral Programs, FSIG-Friday Special Interest Group, IP-Intellectual Property in Composition Studies, MD-Master’s Degree Consortium, MW-Morning Workshop, PF.2-Poetry Forum, QRN-Qualitative Research Network, RNF-Research Network Forum, RP-Rhetoricians for Peace, SEW-Poetry Forum, TSIG-Thursday Special Interest Group, W-All Day Workshop, WSIG-TYCA Fame Award. Poster sessions are abbreviated as PS-followed by the session code.

A

Abbott, Brenda Hardin, J.24
Abbott, Tristan, F.25
Abbadoud, Joshua, M.03
Abdon, Brandon, L.16
Abidi, Kainat, C.07, K.21
Abraham, Matthew, L.27
Adams, Gregory, F.30
Adams, Heather, J.01
Adams, Megan, C.31, E.25
Adams, Peter, MW.17, E.06
Addison, Joanne, C.19
Adkins, Tabetha, PS-D
Adler-Kassner, Linda, B.35, E.36, N.01
Adsanatham, Chanon, D.07, CWS
Adsit, Janelle, C.32
Affeldt, Robert, B.09
Agnew, Lois, TSIG.22, I.09
Akens, Jonne, K.11
Aksakalova, Olga, W.03
Alapin, Maya, H.04
Alatriste, Lubie, C.35
Alba, Brandy, PS-B
Albert, Jamie S., MW.03
Albracht, Lindsey, E.20
Alexander, Jennifer, A.30
Alexander, Jonathan, L.23
Alexander, Phill, AW.11, TSIG.04
Alfano, Christine, G.03
Alford, Caddie, FSIG.23, E.10
Alhazmi, Nawwaf, M.09
Al-Khateeb, Mais, MW.12, K.16
Allan, Elizabeth, F.21
Allen, Bridget, H.09
Allen, Laura, A.02
Allison, Jeanne, A.30
Alvarez, Nancy, H.07
Alvarez, Sara, MW.16, W.08, C.36, D.15
Alvarez, Steven, W.08, H.28
Amant, Kirk St., W.03, F.02
Amberg, Julie, TSIG.07
Amicucci, Ann, E.04
Amidon, Timothy R., IP
Anastasia, Andrew, H.34
Anders, Kathy Christie, C.37
Andersen, Erin M., E.20
Anderson, Calin, G.08
Anderson, Dana, A.16
Anderson, Daniel, B.12
Anderson, Erin, MW.14, L.08
Anderson, Joyce Rain, AW.01, C.03, FSIG.01
Anderst, Leah, J.05
Andrews, Christopher, E.09
Andrews, J.J., D.02
Andrews, Kendra, J.17
Andrus, Sonja, MW.03, C.39
Angeli, Elizabeth L., A.05
Angelo, Tina, E.37
Anokye, Akua Duku, E.36
Anson, Chris, MW.06, B.38, E.36, J.26
Appleton, Sarah, C.34
Arakelian, Gevhard, PS-D
Arduser, Lora, F.02
Armimau, Irina, A.03
Armistead, Christina, I.31
Arms, Leslie, M.01
Armstrong, Ted, E.07
Arnett, Dorothy, AW.05
Arnold, Lisa, MW.16, D.01, J.08
Arola, Kristin, J.06
Arosteguy, Katie, D.02
Artiano, Emily, E.13
Arzu Carmichael, Felicita, W.06
Athon, Amanda, C.39
Atilgan, Aylin B, E.14
Atkins, Anthony, RNF
August, Anita, J.02
Augustine, Jada, B.14, M.19
Aull, Laura, AW.07, TSIG.07, J.34
Austin, Roger, B.16
Auten, Janet, I.17

B

Babcock, Rebecca, J.05
Baca, Damian, M.20
Baca, Isabel, W.08, AW.14, F.10
Bacabac, Florence Elizabeth, C.23
Bacon, Nora, TSIG.07, C.02
Baer, Cindy, F.12
Bagwell, Thomas, A.32
Bahrainwala, Lamiyah, B.23
Bailey, Lisa, J.09
Bailey, Steve, A.04
Bailey, Theresa, F.28
Baillargeon, Kathryn, E.18
Baird, Neil, B.34
Baker, Kimberly, C.23
Baker, Marsha Lee, C.08
Baker, Matt, G.28
Baker-Bell, April, TSIG.27, G.02
Baldridge, Elizabeth, W.12, TSIG.02
Baldwin, Kathleen, F.29
Bali, Maha, MW.16
Ballard, Thomas, D.04
Ballenger, Bruce, J.20
Ballentine, Brian, M.03
Ballingall, Timothy, C.25
Balzotti, Jonathan, A.29
Banazek, Kerry, F.04
Bankard, Jennifer, E.23
Banks, William, M.11
Banks-Kirkham, Erin, G.13
Banville, Scott, K.25
Banzet, Roman, W.03
Bardolph, Megan, D.29
Barlow, Patrick, J.15
Barnes, Eberly, W.09, J.05
Barnes, Elizabeth, L.14
Barnes-Pietruszynski, Jessica, K.01
Barszczewski, Joshua, G.34
Bartolotta, Joseph, L.05
Bascier, Christopher, AW.02, TSIG.13, L.26
Bassam Issak, Tamara, TSIG.21
Bauer, Holly, G.30
Baumann, Michael, H.12
Baumle, Erica, H.10
Bautista, Andres, C.01
Bawarshi, Anis, D.25
Bazerman, Charles, E.36, G.01
Beals, Emily, D.05, FSIG.14, H.26
Bean, Janet, C.08
Bean, Zack, J.12
Bearden, Logan, I.19
Beare, Zachary, H.25
Beauchamp, Airek, E.35
Beaudin, Andrea, AW.10
Beech, Jennifer, FSIG.22
Beemer, Cristy, H.16
Behm, Nicholas, D.19, E.21
Beitler, James, K.32
Belanger, Kelly, A.17
Belcher, Natalie, A.04
Bell, Simon, W.03
Bell, Sophie, D.02
Bell, Jill, F.19
Belzer, Allison, H.13
Benander, Ruth, E.22
Benjamin, Clayton, K.02
Benninghoff, Steve, G.28
Benson, Daisy, A.18
Benson, Kirsten, B.20
Benson, Nancy A., MW.12
Bentley, Elizabeth, G.34
Beradino, Jennifer, H.35
Bernadzikowski, Susan, C.19
Bernal, Daniel, K.12
Bernard-Donals, Michael, G.12
Bernstein, Susan Naomi, W.05, E.06, F.08,
H.34, FSIG.04
Berrier, Amy, L.13
Berry, Patrick, MW.13, TSIG.10, M.04
Berry Pearson, Melissa, A.19
Bertsch, Deborah, K.10
Beveridge, Aaron, PS-F
Bianchi, Melissa, PS-H
Bickford, Crystal, AW.03, PS-H
Bickmore, Lisa, E.33
Bilen, Wendy, M.07
Billings, Simone, A.07
Bilotti, Karen, M.15
Birch, Jessica, E.24
Bird, Barbara, H.21, K.28
Bird, Katie, F.04
Birkenstein, Cathy, C.28
Bitzel, Alanna, TSIG.23
Bizzaro, Resa Crane, FSIG.01
Bizzell, Patricia, C.18
Blauw-Hara, Mark, AW.09, B.01, J.28
Black, Jennifer, D.08
Blackmon, Samantha, F.34
Blackwell-Starnes, Katt, AW.09
Blair, Kristine, DP, A.07
Blake, Andrew, A.11
Blakely, Barbara, F.11
Blakeslee, Ann, D.38
Blakesley, David, A.26
Blank, Ryan, F.26
Blazer, Sarah, B.30
Bleich, David, H.18
Blevins, Brenta, L.13
Blewett, Kelly, K.26
Block, Aaron, C.05
Block, Rebecca, H.21
Bloom-Pojar, Rachel, D.15
Bly, Tina, K.29
Boade, Erin, MW.04, A.12
Boaz, Bonnie, B.06
Bode, Phillip, J.16
Boeder, Ruth, M.16
Boedy, Matthew, I.15, K.30
Boeshart, Megan, A.14
Bohannon, Jeanne Law, CWS
Bohnen, Brandie, H.01
Bohunicky, Kyle, B.32
Bokser, Julie, I.25
Bollin, Carol, A.15
Bommarito, Daniel, B.29
Boone-Mosher, Stephanie, A.09
Boquet, Elizabeth, I.32
Bordelon, Suzanne, MW.15, TSIG.22, K.13
Borremohl, Nikki, PS-F
Borzutzky, Daniel, D.05
Bose, Dev, K.14
Bouie, Virginia, A.16

Bourelle, Tiffany, H.04
Bourelle, Andrew, H.04
Bousquet, Marc, FSIG.04
Bowden, Darsie, TSIG.09, I.02
Bowdon, Melody, AW.03, M.13
Bowen, Lauren, C.10
Bowles, Bruce, L.20
Bowman, Jim, AW.12
Bowser, Rachel, H.13
Boyd, Patricia, A.18
Boykins, Brittnay, CWS, J.23
Boyle, Casey, G.12
Boyles, Tiffany Wilgar, F.26
Bradshaw, Jonathan, TSIG.01, E.25
Braley, Mark, E.08
Brandt, Deborah, F.16
Branham, Cassandra, AW.09, A.06
Brannon, Lil, MW.06, H.35
Branson, Tyler, I.18
Braude, Mirabeth, B.08
Brennan, Shannon, G.07
Breslin, Linda, AW.12, D.06
Bridgman, Katherine, I.07
Bridwell-Bowles, Lillian, I.31
Brigette, Lindy, J.02
Britt-Smith, Laurie, RNF
Brizee, Allen, C.18
Broad, Bob, I.16
Brock, Kevin, L.28
Brooks, Amanda, I.24
Brooks, Stuart, L.19
Brooks, Earl, L.21
Brooks-Gillies, Marilee, E.04
Brousseau, Marcel, G.07
Browdy, Ronisha, M.08
Brown, Christopher, L.06
Brown, Kara Mae, C.05
Brown, Laura Michael, A.14
Brown, Sarah, I.25
Brown, Trace, A.14
Browning, Ella, K.14
Browning, Randi, J.29
Brownlee, Yavanna, AW.11, G.24
Bruce, Heather, RP, J.16
Bruce, Kayla, PS-J
Bruce, Renae, D.08
Bruce, Shanti, D.26
Brueggemann, Brenda, K.14
Brumfield, Amy, D.10
Brunk-Chavez, Beth, K.16
Bryson, Krista, E.25
Bube, June Johnson, C.18
Buchholz, Laura, L.04
Buck, Amber, J.25
Buehl, Jonathan, TSIG.06
Buell, Duncan, J.34
Bunn, Michael, TSIG.15, F.30
Bunner, Emily, W.04, H.19, FSIG.15
Burroughs, Andrew, K.19
Burn, Michael, TSIG.03, I.01
Burnside, Olivia, MW.04, H.29
Busser, Cristine, D.11
Butler, Janine, I.15
Butler, Paul, RNF, J.20
Button, Nancy H., PS-D
Cagle, Lauren, K.14
Call, Megan, H.15
Cambridge, Darren, L.29
Cambridge, Barbara, B.35
Cameron, Kelsey, F.04
Camfield, Eileen, D.11
Camp, Heather, H.21
Campbell, Trisha, MW.14
Canagarajah, Suresh, MW.16, I.08
Canino, Geneva, PS-D
Canzonetta, Jordan, D.11
Carbone, Nick, A.26, D.14
Cardinal, Alison, G.19
Cardon, Lauren, A.23
Cargile-Cook, Kelli, L.07
Carleton, Amy, W.10
Carlo, Rosanne, J.24
Carlozzi, Michael, C.21
Carr, Allison, FSIG.23
Carr, Jean Ferguson, F.04
Carrick, Tracy, A.21
Carroll, Jess, J.12
Carroll-Adler, LauraAnne, D.16, J.03
Carsey, Kerrie, D.32
Carter, Angie, G.14
Carter, Christopher, F.05
Carter, Jennifer, D.19
Carter, Joyce Locke, E.36, M.05, N.01
Carter, Karen, CWS
Carter, Shannon, W.05, MW.15, AW.04, C.32
Carter, Tyler, E.14
Carter-Tod, Sheila, A.33, I.16
Carvaja, Maria, F.27
Cassity, Kathleen, J.19
Casteel, Jessie, D.21, H.02
Caswell, Nicole, M.11
Catchings, Elizabeth, PS-F
Caton, Collette, M.22
Cavallaro, Alexandra, B.02
Cavazos, Alyssa, F.27
Cecil, Maggie, K.30
Cera, Antonio, D.01
Chabot, Shersta, K.20
Chamberlain, Elizabeth, M.05
Chamcharatsri, Pisarn Bee, AW.08, TSIG.26
Chang, Tzu-Shan, H.07
Charles, Quanisha, L.11
Charney, Davida, B.11
Chaves, Maria P., D.23
Cheh, Chen, D.24, PS-F
Cheng, Dora, B.09
Cherry, Roger, A.27
Cheurning, Reed, PS-B
Childers, Pam, TSIG.03
Childs, Kamshia, D.25
Ching, Kory, C.38
Chisum, Jeffrey, E.23
Chiu, Scott, PS-B
Choffel, Ezekiel, C.14
Christoph, Julie Nelson, C.35, D.26
Chrobak, Jill McKay, L.21
Chu, Long, W.05
Cicchino, Amy, K.18
Cintron, Ralph, TSIG.22
Ciri, Joseph, L.20
Cisco, Jonathan, W.01
Clark, Irene, B.14
Clark, J, Elizabeth, E.06
Clark, Kaitlyn, PS-F
Clark, Naomi, D.32, W.01
Clark-Oates, Angela, K.15
Clary-Lemon, Jennifer, G.22, L.16
Claus, Patrick, I.16
342
Cleary, Daniel, MW.13, A.04
Clegg, Geoffrey, D.28
Clements, Amy, D.29
Clifton, Jennifer, D.31, J.07
Cobb, Gretchen, D.32, J.29
Coblish, Denise, D.36
Cobos, April, AW.09, I.05
Cobos, Casie, E.11, K.33
Cogbill, Adam, D.10
Cohen, Stephen, D.06
Cohn, Jenaee, AW.06, D.34, H.23
Coklin, Ljiljana, L.03
Colby, Richard, W.04, D.18
Cole, Kirsti, W.12
Coley, Toby, J.17, M.09
Colinas Jones, Vivian, PS-D
Collins, Dan, H.08
Collins, J.R., J.01
Colombini, Crystal, L.12
Combiths, Kathy, A.33
Comer, Denise, W.03, M.07
Comer, Kathryn, MW.05
Comer, Keith, W.03, L.02
Conard-Salvo, Tammy, D.20
Condon, Frankie, K.21
Conner, Stephanie, K.12
Connolly, Jennifer, E.18
Connolly, Lauren, W.12, PS-B, L.03
Consilio, Jennifer, FSIG.14, H.26
Conteras, Gilbert, J.32
Conterras, Nic, E.33
Conway, April, W.12
Cook, Paul, J.09
Cooke, Ana, H.05
Coon, Jennifer, I.21
Cooper, Sara, G.20
Cope, Emily, F.03
Corley, Liam, I.05, K.23
Cosgrove, Samantha, E.19
Costello, Kristi, E.35
Courtney, Jennifer, L.16
Cox, Anicca, W.05, C.21
Cox, Daniel, CWS
Cox, Matthew, E.03
Cox, Michelle, MW.06, AW.06, TSIG.03
Cox, Stephanie, D.08
Coxwell-Teague, Deborah, MW.08
Craig, Collin, G.06, L.27
Craig, Jacob, K.18
Craig, Todd, A.31, H.18
Crawford, Frances, J.17
Cream, Randall, A.31
Cregar, David, E.08
Cripps, Michael, C.11
Crisco, Virginia, L.18
Crnkovic, Daliborka, M.17
Crocker, Dan, E.35
Crow, Alyssa, F.10
Crow, Angela, K.34
Crowder, Craig, FSIG.04
Cubbison, Laurie, F.25, IP
Cucciare, Christine, D.38
Cummings, Lance, E.01, W.03
Cummings, Robert, J.31
Curry, Telsha, K.04
Cushman, Ellen, W.02, E.40, G.33
Custer, Jason, K.17

D

Dadas, Caroline, I.33
Daly, Kathleen, K.18
Dambusch, Jessica, W.04
Daniewicz, Jane, MW.04, H.19
Daniell, Beth, A.27, F.16, L.01
Daniels Storey, Lisha, H.24
DasBender, Gita, W.03, D.24, E.02
Dasgupta, Anannya, W.03
Davie-Kessler, Jesse, L.19
Davila, Bethany, F.27
Davis, Christy, E.03
Davis, Jill, E.04
Davis, Laura, PS-B
Davis, Matt, A.22, D.37, M.15, TSIG.25
Davis, Millie, F.18
Day, Michael, L.34
Day, Michelle, D.06
Day, Stacy, G.20
Dayton, Amy, A.23
De Hertogh, Lori, H.31
De La Cruz, Thomas, K.03
de los Reyes, Chloe, K.30
Dean, Ann, L.08
Dean, Christopher, E.05
Dean, Sarah, B.22
deBoer, Fredrik, F.25
DeGenaro, William, H.34
Deicke, Doreen, C.38
Del Hierro, Marcos, E.08
Dougherty, Timothy R., A.31
Douglas, Whitney, L.30
Dowell, Matt, E.27
Downs, Doug, FSIG.28, H.33
Downs, Jack M., M.15
Dragga, Sam, C.12
Drake, Amanda, C.30
Drake, Kimberly, MW.13
Driscoll, Dana, A.08
Driskill, Qwo-Li, AW.14, I.12, K.33
Dryer, Dylan, B.11, C.35
Dueck, Jonathan, W.03, H.06
Duffey, Suellynn, A.30
Duffy, Cheryl, D.37
Duffy, John, D.03, F.09, I.09
Duffy, William, L.06
Dulin, Cassandra, M.17
Dunbar-Odom, Donna, B.18
Duncan, Mike, E.13
Dunn, John, J.02
Dunn, Patricia, A.01, F.23
Durst, Russel, B.11, F.20
Dusenberry, Lisa, PS-F
Dutcher, Violet, TSIG.05
Dvorak, Kevin, TSIG.23
Dwyer, Sarah, W.04, G.16
Dyehouse, Jeremiah, D.01
Dykema, Meghan, J.17

E

Eastman, Gloria, E.01
Echols, Khirsten, L.01
Edwards, Dustin, B.33
Edwards, Michael, E.29, FSIG.06
Efstathion, Rachel, K.17
Egan, Liz, M.30
Egbert, Patricia, PS-H
Ehrenfeld, Dan, F.33
Eichberger, Ryan, B.24
Eidman-Aadahl, Elyse, H.35
Elbow, Peter, MW.04, F.13, J.21
Elder, Cristyn, AW.02, I.29
Elder, David, A.25
Elion, Leigh, K.02
Elliott, Caitlin, H.27
Elliott, Katie, B.26
Elliott, Meaghan, B.23
Elliott, Peter, PS-J
Elliott, Timothy, M.03
Ellis, David, E.08
Ellis, Elizabeth, G.33
Ellsworth, Elizabeth, G.04
Elmore, Darrel, K.08
Elsherif, Entisar, PS-J
Elston, M. Melissa, M.30
Ene, Estela, W.03
Engel, Steven, MW.05
England, Jennifer, H.10, L.12
Enoch, Jennifer, K.15
Enoch, Jessica, MW.15, A.23, G.33
Eodice, Michele, C.13, F.35, I.32
Eoyang, Glenda, A.39, D.39, F.36, I.36, N.01
Epps-Robertson, Candace, W.12
Erby, Brandon, B.19
Ericsson, Patricia, I.34
Eriksson, Ann-Marie, W.03
Errezuriz, María, W.03
Erwin, Bonnie, PS-F
Escorcia, Dyanne, W.03
Esposito, Lauren, W.11
Estrem, Heidi, W.05, G.07
Evans, Jason, TSIG.02
Evans, Scott, A.28
Evans, Theresa (Tess), C.12
Evans-Tokaryk, Tyler, W.03, B.25
Everett, Justin, PS-H
Eyman, Douglas, D.18, M.10

Fahim, Norah, AW.08, B.07
Fairbanks, Katya, AW.06
Faison, Wonderful, M.08
Fallas, Jennifer, G.16
Faris, Michael, J.25
Farris, Christine, A.16, H.18
Fatihpour, Majid, W.03
Faulkner-Springfield, Shirley E., M.27
Feder-Lewis, Sonia, FSIG.16
Fedukovich, Casie, E.20
Fehler, Brian, G.13
Feibush, Laura, M.21
Feigenbaum, Paul, AW.04, C.32, G.29, K.08
Ferdinand, Wynne, H.30
Ferguson, Adam, G.24
Fernandes, Marino, E.21, H.07
Fernandez, Diana, E.31

Ferris, Harley, M.21
Field, Laura, F.06
Fields, Cynthia, B.26
Findlay, Elisa, D.23
Fine, Lauren, A.29
Finkelstein, Carly, K.29
Finnegan, Damian, W.03
Firestone, Katlyn, PS-H
Fiscus, Jaclyn, D.25
Fish, Sarah, PS-B
Fisher, David, C.33
Fishman, Jenn, C.18, G.25, CWS
FitzGerald, William, AW.02, TSIG.06, PS-J
Fitzpatrick, Kathleen, B.12, J.33
Fleckenstein, Kristie, I.07
Fleischer, Cathy, C.41, D.38, E.39, I.37, K.37, N.01
Fleming, David, K.07
Flessert, Amy, A.30
Fletcher, Lane, B.29
Flores, Shoney, K.03
Flowers, Katherine, C.09
Flute, Heather, J.16
Fodrey, Crystal, B.13
Fofana-Kamara, Lami, E.31, TSIG.08
Folk, Moe, AW.13
Fonken, Gail, C.22
Fookman, Howard, W.04
Foradori, Jennifer, J.33
Ford, Dwedor, E.34
Feree, Christopher, K.22
Forgette, Karen, M.02
Foster, Helen, FSIG.09
Fournel, Jenna, B.39, E.38, H.36, J.35, L.29, N.01
Fourzan, Judith, L.20
Fox, Bess, M.29
Fox, Tom, F.06
Fralix, Brandon, B.01
Franco, Miguel, D.17
Frank Dew, Debra, AW.02
Franssen, Sara, D.12
Fredlund, Katherine, M.25
French, Leticia, L.25
Friedman, Sandie, H.24
Friend, Christopher, I.33
Fristrom, Ted, D.35
Frith, Jordan, M.05
Frost, Erin A., F.02
Frymire, Erin, L.10

CCCC CONVENTION, HOUSTON 2016 345
Fullana, Natalia, W.03
Fuller, Misty, E.27
Fuller, Samuel, PS-J
Fullwood, Kendra, J.11
Fulton, Holly, PS-J
Furtner Archer, Anita, B.37, L.14

Gabriel, Susan, MW.17, B.17
Gabriol, Laura, E.30, I.21
Gaddam, Amanda, I.02
Gage, Scott, I.07
Gagnon, Jeff, G.30
Gagnon, John, K.02
Gaik, Frank, J.32
Gainer, Kim, IP
Galante, Nicole, W.11
Galin, Jeffrey, IP, TSIG.03
Gallagher, Chris, C.28
Gallagher, John, E.31
Gallaher, Robin, C.01
Galvan, Marlene, K.03
Gannett, Cintia, W.03, WSIG
Gannon, Bree, C.07
Garcia, Elena, F.14
Garcia, Romeo, M.20
Garcia de Mueller, Genevieve, I.22
Gardner, Clint, E.33
Garrett, Shawn, W.11
Garrison, Matt, PS-F
Gary, Rachael, D.30
Gasiewski, Diana, MW.07, D.31
Gates, Aaron, G.14
Gatti, Lauren, G.11
Gatto, Roseanne, MW.08, H.08
Gavaskar, Vandana, K.17, FSIG.04
Gebhardt-Burns, Susan, A.32
Geiger, TJ, I.01
Geller, Anne Ellen, C.13, TSIG.03
Gelms, Bridget, B.33
George, Barbara, B.03
George, Jessica, A.16
Gerben, Chris, K.26
Gerdes-McClain, Rebecca, L.05
Gerd, Jeffrey, D.20
Gere, Anne Ruggles, B.35, J.33, M.31
Getz, Dan, A.14
Giaimo, Dr. Genie, W.06

Giarrusso, Christina, A.33
Giberson, Gregory, L.16
Gibson, Gail, C.15
Gilman, Holly, G.19
Gilmor, Robert, K.22
Gilyard, Keith, H.18
Gindlesparger, Katie, AW.12
Giordano, Joanne, W.06, A.02
Giovagnoli, David, I.19
Girard, Amanda, I.30
Girdharry, Kristi, D.36
Girshin, Thomas, C.26
Gladstein, Jill, B.01
Glasby, Hillery, PS-H
Gleason, Barbara, W.05, FSIG.16, H.30
Glenn, Cheryl, A.14, E.36, F.01, G.01, I.32
Glotfelter, Angela, MW.02
Glushko, Tatiana, H.20
Gneim, Manar, D.09
Gocsik, Karen, G.30
Gonen-Salter, Sugie, E.06
Gold, David, MW.15, K.13
Goldblatt, Eli, AW.12, J.26
Goldstein, Dayna, K.01
Golddhwaite, Melissa, W.09, D.35, F.32
Gollibue, Krystin, G.09
Gollin-Kies, Sandra, TSIG.07
Gomes, Matthew, I.04
Gomez, Jorge, I.28
Gomez, Jose, F.13
Gómez, Andrés, MW.16
Gonsh, Kat, C.05
Gonzales, Laura, D.16
Gonzales, Margaret, F.17
Gonzalez-Alvarez, Paula, C.01
Goodwin, Benjamin, F.14
Gordon, Jessica, B.06
Gordon, Layne, M.10
Gorelick, Risa P., I.34, RNF
Gorzelsky, Gwen, A.08
Gos, Michael, F.35
Goswami, Dixie, D.21
Goth, Ramona, D.14
Graban, Tarez Samra, MW.15, A.13, B.15, TSIG.21
Grabill, Jeff, I.18
Grace, Elizabeth, H.09
Grace, Susan, D.05
Graff, Gerald, C.28
Graham, Joan, A.34
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graham Meeks</td>
<td></td>
<td>G.05</td>
</tr>
<tr>
<td>Gramer, Rachel</td>
<td></td>
<td>F.09</td>
</tr>
<tr>
<td>Grandy, Travis</td>
<td></td>
<td>B.25</td>
</tr>
<tr>
<td>Grant, Carrie</td>
<td></td>
<td>J.27</td>
</tr>
<tr>
<td>Grant, Christina</td>
<td></td>
<td>H.21</td>
</tr>
<tr>
<td>Grant, John</td>
<td></td>
<td>E.17</td>
</tr>
<tr>
<td>Grate, Lanette</td>
<td></td>
<td>RP</td>
</tr>
<tr>
<td>Graves, Heather</td>
<td></td>
<td>J.24</td>
</tr>
<tr>
<td>Graves, Roger</td>
<td></td>
<td>G.22</td>
</tr>
<tr>
<td>Graves, Seth</td>
<td></td>
<td>E.20</td>
</tr>
<tr>
<td>Gray, Adam</td>
<td></td>
<td>H.07</td>
</tr>
<tr>
<td>Gray, Jennifer</td>
<td></td>
<td>H.14</td>
</tr>
<tr>
<td>Gray, Kellie</td>
<td></td>
<td>M.10</td>
</tr>
<tr>
<td>Gray, Peter</td>
<td></td>
<td>L.17</td>
</tr>
<tr>
<td>Grbavcich, Elizabeth</td>
<td></td>
<td>PS-B, H.13</td>
</tr>
<tr>
<td>Greco, Robert</td>
<td></td>
<td>E.20</td>
</tr>
<tr>
<td>Green, Ann</td>
<td></td>
<td>D.35, W.09</td>
</tr>
<tr>
<td>Green, David</td>
<td></td>
<td>AW.14, A.19, G.20, I.04</td>
</tr>
<tr>
<td>Green, Elise</td>
<td></td>
<td>MW.09</td>
</tr>
<tr>
<td>Green, McKinley</td>
<td></td>
<td>A.21</td>
</tr>
<tr>
<td>Green, Nicole</td>
<td></td>
<td>E.33</td>
</tr>
<tr>
<td>Green, Sonya</td>
<td></td>
<td>K.12</td>
</tr>
<tr>
<td>Greene, Jacob</td>
<td></td>
<td>PS-H</td>
</tr>
<tr>
<td>Greene, Robin</td>
<td></td>
<td>E.34</td>
</tr>
<tr>
<td>Greenwell, Amanda</td>
<td></td>
<td>W.12</td>
</tr>
<tr>
<td>Grego, Rhonda</td>
<td></td>
<td>FSIG.21</td>
</tr>
<tr>
<td>Gregory, Christine</td>
<td></td>
<td>B.02</td>
</tr>
<tr>
<td>Gresham, Morgan</td>
<td></td>
<td>PS-H</td>
</tr>
<tr>
<td>Grettano, Teresa</td>
<td></td>
<td>L.23, RP</td>
</tr>
<tr>
<td>Gries, Laurie</td>
<td></td>
<td>L.08</td>
</tr>
<tr>
<td>Griffin, June</td>
<td></td>
<td>W.11</td>
</tr>
<tr>
<td>Griffin, Kathi</td>
<td></td>
<td>H.20</td>
</tr>
<tr>
<td>Griffiths, Brett</td>
<td></td>
<td>W.06, K.32</td>
</tr>
<tr>
<td>Griffio, Rachel</td>
<td></td>
<td>W.03, A.13, B.30</td>
</tr>
<tr>
<td>Grimsley, Christina</td>
<td></td>
<td>K.20</td>
</tr>
<tr>
<td>Grogan, Shareen</td>
<td></td>
<td>TSIG.23, F.01</td>
</tr>
<tr>
<td>Grohowski, Mariana</td>
<td></td>
<td>AW.09, I.05, K.23</td>
</tr>
<tr>
<td>Gross, Morgan</td>
<td></td>
<td>PS-F</td>
</tr>
<tr>
<td>Groundwater, Evin</td>
<td></td>
<td>K.07</td>
</tr>
<tr>
<td>Grover, S. David</td>
<td></td>
<td>L.07</td>
</tr>
<tr>
<td>Grutsch Mckinney</td>
<td></td>
<td>Jackie, C.08</td>
</tr>
<tr>
<td>Gruwell, Leigh</td>
<td></td>
<td>J.03</td>
</tr>
<tr>
<td>Gu, Baotong</td>
<td></td>
<td>I.08, J.27</td>
</tr>
<tr>
<td>Gubele, Rose</td>
<td></td>
<td>AW.05</td>
</tr>
<tr>
<td>Guelcher, John</td>
<td></td>
<td>J.05</td>
</tr>
<tr>
<td>Guenzel, Steffen</td>
<td></td>
<td>W.03, F.03</td>
</tr>
<tr>
<td>Gugin, David</td>
<td></td>
<td>I.14</td>
</tr>
<tr>
<td>Guignard, Jimmy</td>
<td></td>
<td>D.35</td>
</tr>
<tr>
<td>Guignard, Lilace</td>
<td></td>
<td>D.35</td>
</tr>
<tr>
<td>Guinot Varty</td>
<td></td>
<td>Nicole, M.16</td>
</tr>
</tbody>
</table>

Gulley, Beth, W.03
Gurley, Anna, F.04
Gustafsson, Magnus, W.03

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haan, Jennifer</td>
<td></td>
<td>E.31</td>
</tr>
<tr>
<td>Haas, Angela</td>
<td></td>
<td>E.11, F.10</td>
</tr>
<tr>
<td>Hager, Michelle</td>
<td></td>
<td>F.12</td>
</tr>
<tr>
<td>Hahn, Edward</td>
<td></td>
<td>I.29</td>
</tr>
<tr>
<td>Halasek, Kay</td>
<td></td>
<td>C.11, L.19</td>
</tr>
<tr>
<td>Hallbriter, Bump</td>
<td></td>
<td>G.25</td>
</tr>
<tr>
<td>Hall, Ashley</td>
<td></td>
<td>H.19</td>
</tr>
<tr>
<td>Hall, Bernie</td>
<td></td>
<td>L.25</td>
</tr>
<tr>
<td>Hall, Betsy</td>
<td></td>
<td>B.03</td>
</tr>
<tr>
<td>Hall, Carrie</td>
<td></td>
<td>F.04</td>
</tr>
<tr>
<td>Hall, Jonathan</td>
<td></td>
<td>M.06</td>
</tr>
<tr>
<td>Hall, Lauren</td>
<td></td>
<td>F.04</td>
</tr>
<tr>
<td>Hallman, Rebecca</td>
<td></td>
<td>A.28</td>
</tr>
<tr>
<td>Hamilton, Lindsay</td>
<td></td>
<td>A.21</td>
</tr>
<tr>
<td>Hammer, Brad</td>
<td></td>
<td>M.31</td>
</tr>
<tr>
<td>Hammer, Steven</td>
<td></td>
<td>MW.14</td>
</tr>
<tr>
<td>Hammond, Alli</td>
<td></td>
<td>B.19</td>
</tr>
<tr>
<td>Hammond, James</td>
<td></td>
<td>C.15</td>
</tr>
<tr>
<td>Hamper, Margaret</td>
<td></td>
<td>Bertucci, B.17</td>
</tr>
<tr>
<td>Hancock, Craig</td>
<td></td>
<td>MW.18, A.38, TSIG.07</td>
</tr>
<tr>
<td>Hancock, Meghan</td>
<td></td>
<td>E.18</td>
</tr>
<tr>
<td>Handley, Derek</td>
<td></td>
<td>K.23</td>
</tr>
<tr>
<td>Handly, Derek</td>
<td></td>
<td>AW.09</td>
</tr>
<tr>
<td>Hannah, Mark</td>
<td></td>
<td>B.29</td>
</tr>
<tr>
<td>Hansen, Kristine</td>
<td></td>
<td>L.30</td>
</tr>
<tr>
<td>Hanson, Gina</td>
<td></td>
<td>K.30</td>
</tr>
<tr>
<td>Hanson, Joleen</td>
<td></td>
<td>MW.16, TSIG.07, F.06</td>
</tr>
<tr>
<td>Hanzalik, Katherine</td>
<td></td>
<td>MW.08, F.34</td>
</tr>
<tr>
<td>Harahap, Al</td>
<td></td>
<td>K.33</td>
</tr>
<tr>
<td>Harker, Michael</td>
<td></td>
<td>H.32</td>
</tr>
<tr>
<td>Harrell, Brian</td>
<td></td>
<td>MW.09, C.04, F.07</td>
</tr>
<tr>
<td>Harrell, Jessica</td>
<td></td>
<td>H.05</td>
</tr>
<tr>
<td>Harrington, Susanmarie</td>
<td></td>
<td>F.35</td>
</tr>
<tr>
<td>Harris, Heidi</td>
<td></td>
<td>L.07, MW.07</td>
</tr>
<tr>
<td>Harris, Joseph</td>
<td></td>
<td>F.06</td>
</tr>
<tr>
<td>Harris, Sarah</td>
<td></td>
<td>D.11</td>
</tr>
<tr>
<td>Hart, D. Alexis</td>
<td></td>
<td>E.05, F.35, FSIG.06</td>
</tr>
<tr>
<td>Hart-Davidson, William</td>
<td></td>
<td>G.05</td>
</tr>
<tr>
<td>Hartman, Kathy</td>
<td></td>
<td>AW.13</td>
</tr>
<tr>
<td>Hassel, Holly</td>
<td></td>
<td>F.08, M.12</td>
</tr>
<tr>
<td>Hassler, Elizabeth</td>
<td></td>
<td>H.09</td>
</tr>
<tr>
<td>Hastings, Phyllis</td>
<td></td>
<td>MW.13</td>
</tr>
<tr>
<td>Hatch, Justin</td>
<td></td>
<td>G.34</td>
</tr>
</tbody>
</table>
Hauman, Kerri, E.14
Haunschild, Mark, K.15
Haviland, Carol, K.30
Hayden, Wendy, MW.15, J.01
Hayes, Amanda, B.23
Hayes, Justin, B.36
Hayes, Rebecca, E.32, FSIG.25
He, Ling, D.29
Head, Lindsay, I.31
Healy, Matthew, D.14
Heard, Matthew, M.13
Hebbard, Marcela, H.12
Heckathorn, Amy, J.19
Hedengren, Mary, M.29
Hedge, Stephanie, B.33
Hefferon, Barbara, F.02, TSIG.19
Heilig, Leah, L.28
Heinert, Jennifer, W.06, A.02
Helms, Jason, C.25
Hembrough, Tara, AW.09, L.19
Hemmeter, Thomas, B.06
Hemstrom, Cassie, F.15
Henderson, Brian, K.07
Henderson, Gae Lyn, RP
Hendricks, Crystal, G.18
Hendrix Soto, Aimee, A.34
Heney, Jill, D.08
Hennes, Jack, A.26
Henriksen, Linda, B.07
Henry, Jim, E.19
Henry, Thomas, C.23, F.17
Henson, Roberta, F.19
Herb, Amelia, I.20
Herman, Redina, B.34
Hermansen, Paige, C.15, H.25
Hermanson, Cynthia, M.26
Herzberg, Bruce, C.28
Hesse, Douglas, W.09, E.36, G.01, FSIG.08, J.33
Hewerdine, Jennifer, RNF, F.21
Hewett, Beth, MW.07, F.30
Hibbard, Lee, W.04, F.22
Hidalgo, Alexandra, W.08, D.16, L.15
Higgins, Kirsten, H.27
Higgins, Nicole, L.18
Hill, Joyce, K.04
Hill, Michael, W.05, E.06, TSIG.02, TSIG.11
Hill, Reinhold, C.27
Hilliard, Lyra, F.23
Hilts, Joshua, F.14
Hindman, Jane E, I.26
Hines, Diana, B.18
Hinojosa, Isaac, A.12
Hinshaw, Wendy, MW.13, M.04
Hinton, Corrine, K.11
Hinton, Romana, A.36
Hirsu, Lavinia, E.10
Hitt, Allison, C.24
Hixson-Bowles, Kelsey, PS-B
Ho, Titcha, PS-B, F.24
Hodges Hamilton, Amy, F.25
Hodgson, Justin, K.26
Hoermann, Jackie, C.25
Hogg, Charlotte, CWS, C.01
Holback, Danielle, D.21
Holcomb, Chris, J.34
Holding, Cory, MW.13, M.04
Holdstein, Deborah H., MW.06, C.26, H.18, K.06
Holladay, Drew, F.02
Holland, John, C.38
Hollinger, Andrew, K.03
Hollis, Elizabeth, F.02
Holloway, Margaret, L.01
Holmes, Ashley, D.11
Holmes, Caitlin, B.01
Holmevik, Jan, D.18
Holt, Travis, MW.09
Holton, Noel, B.08
Hooker, Tristin, E.22
Hoover, Kim, H.33
Hoppe, Jason, L.22
Horner, Bruce, J.08, M.06
Horning, Alice, F.28
Horn-Walker, Elizabeth, CWS
House, Veronica, AW.04, C.32
Howells, Elizabeth, H.13
Howes, Emma, I.11
Hryniuk, Katarzyna, W.03
Huang, Chenchen, W.03, J.08, CWS
Hudson, David, L.05
Huey, Peggy, B.09
Huffman, Debrah, TSIG.15
Huk, Peter, L.03
Hum, Sue, E.29
Hunt, Jonathan, I.28
Hunter, Rik, MW.08
Hurley, Gavin, F.29
Hutchinson, Glenn, K.08
Hutter, Liz, PS-F
Hyman, David, W.11
Hynes, Kathleen, B.30

Ianetta, Melissa, I.03
Iddings, Joshua, I.11
Ingraham, Lauren, M.12
Inman, Joyce, MW.04
Inoue, Asao, MW.04, D.03, G.19, H.26, I.04
Ireland, Dale Katherine, F.08
Irwin, Michele, L.11
Isaacs, Emily, J.13
Issak, Tamara, FSIG.10
Ives, Lindsey, E.16, H.17
Iwertz, Chad, CWS, D.12

Jackson, Austin, AW.14
Jackson, Brian, A.29
Jackson, Gerald, H.12
Jackson, Hope, A.19
Jackson, Rebecca, MD, A.30
Jacobi, Tobi, MW.13, M.04
Jacobs, Dale, MW.05, D.04
Jacobs, Lorie, L.25
Jacobs, Valerie Seiling, MW.01, AW.01
Jacobson, Brad, E.24
Jacovitch, Jennifer, G.17
James, Kedra, G.02
James, Whitney, PS-B
Jamieson, Amy Wrobel, F.31
Janak, Kevin, B.18
Jarema, Laurenn, PS-J
Jarkas, Najla, W.03
Jarvis, Ereck, B.20
Jaxon, Kim, F.06
Jansonne, Christine, I.31
Jecrois, Maureen, C.03
Jefferson, Lynne T., D.28
Jennings, Kyesha, L.21
Jennings-Alexander, Janelle, D.30
Jensen, Amber, TSIG.23
Jensen, Darin, F.33, H.25
Jensen, Cara, C.20
Jernquist, Kathleen, B.29

Ji, Soohyon, I.24
Johnson, Britney, K.27
Johnson, Colin, G.07
Johnson, Cynthia, M.09
Johnson, Erika, G.05
Johnson, Jennifer, J.29
Johnson, Joanna, B.10
Johnson, Kristine, K.25
Johnson, Lucy, E.10
Johnson, Meredith, M.05
Johnson, Rachel, B.31
Johnson, Sarah Z., D.19, G.02
Johnston, Nancy C., PS-J
Jolliffe, David, AW.04, A.27
Jones, Aimee, M.15
Jones, Andre, C.39
Jones, Kristen, A.34
Jones, Libby Falk, W.09, FSIG.08
Jones, Mitzi, FSIG.04, J.22
Jones, Rebecca, C.08
Jones, Sherry, A.26
Jordan, Jay, G.07, M.06
Jory, Justin, J.28
Jose, Laurenece, G.32
Joy, Lilia, C.29
Julia, Kiernan, L.26
Julien, Heather, FSIG.04
Julier, April, G.09

Kaalele, Scott, E.19
Kaczmarek, Michelle, D.33
Kahn, Seth, RP, G.10, J.22
Kairis, Brynn, PS-J, MW.02
Kalish, Katie, W.06, A.02
Kamperman, Sean, D.12
Kang, Yu-Kyung, A.36
Kannan, Vani, D.07
Kaplan, Robert, D.24
Karabinus, Alisha, F.34
Karcher, Mary, E.17
Kareem, Jamila, D.22, L.27
Karki, Chitra, K.21
Karlin, Ashley, E.23
Kasap, Wendy, W.03
Kates, Susan, B.28
Katzir, Brandon, I.19
Kaufman, O. Brian, W.06, TSIG.14
<table>
<thead>
<tr>
<th>Name</th>
<th>Initials</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kauppinen, Asko</td>
<td>W.03</td>
<td></td>
</tr>
<tr>
<td>Keating, Benjamin</td>
<td>M.31</td>
<td></td>
</tr>
<tr>
<td>Keating, Elizabeth</td>
<td>E.21</td>
<td></td>
</tr>
<tr>
<td>Keaton, Megan</td>
<td>K.14</td>
<td></td>
</tr>
<tr>
<td>Keaton Jackson, Karen</td>
<td>A.19</td>
<td></td>
</tr>
<tr>
<td>Keeling, Bret</td>
<td>L.18</td>
<td></td>
</tr>
<tr>
<td>Kehler, Devon</td>
<td>G.04</td>
<td></td>
</tr>
<tr>
<td>Keith, Melissa</td>
<td>D.08</td>
<td></td>
</tr>
<tr>
<td>Keller, Christopher</td>
<td>L.27</td>
<td></td>
</tr>
<tr>
<td>Kellogg, David</td>
<td>F.06</td>
<td></td>
</tr>
<tr>
<td>Kelly, Chad</td>
<td>G.08</td>
<td></td>
</tr>
<tr>
<td>Kelly, Matthew</td>
<td>H.10</td>
<td></td>
</tr>
<tr>
<td>Kelly, Mike</td>
<td>B.13</td>
<td></td>
</tr>
<tr>
<td>Kelly-Riley, Diane</td>
<td>C.14</td>
<td></td>
</tr>
<tr>
<td>Kelvie, Annie</td>
<td>C.12</td>
<td></td>
</tr>
<tr>
<td>Kennedy, Tammy</td>
<td>M. L.24</td>
<td></td>
</tr>
<tr>
<td>Kenzie, Daniel</td>
<td>B.34</td>
<td></td>
</tr>
<tr>
<td>Kern, Douglas</td>
<td>H.20</td>
<td></td>
</tr>
<tr>
<td>Kerr, Jacqueline</td>
<td>B.20, RNF</td>
<td></td>
</tr>
<tr>
<td>Kerr, Tom</td>
<td>MW.13</td>
<td></td>
</tr>
<tr>
<td>Kerschbaum, Stephanie</td>
<td>L.27, K.06</td>
<td></td>
</tr>
<tr>
<td>Kervina, Christine</td>
<td>G.12</td>
<td></td>
</tr>
<tr>
<td>Khadka, Santosh</td>
<td>MW.16, D.13</td>
<td></td>
</tr>
<tr>
<td>Khost, Peter</td>
<td>W.11, D.24</td>
<td></td>
</tr>
<tr>
<td>Khouy, Nicole</td>
<td>TSIG.21</td>
<td></td>
</tr>
<tr>
<td>Kibler, Jacqueline</td>
<td>W.09</td>
<td></td>
</tr>
<tr>
<td>Kiefer, Cynthia</td>
<td>D.14</td>
<td></td>
</tr>
<tr>
<td>Kiernan, Julia</td>
<td>J.08</td>
<td></td>
</tr>
<tr>
<td>Kies, Daniel</td>
<td>AW.07, TSIG.07</td>
<td></td>
</tr>
<tr>
<td>Kies, Sandra</td>
<td>AW.07</td>
<td></td>
</tr>
<tr>
<td>Kilfoil, Carrie</td>
<td>G.14</td>
<td></td>
</tr>
<tr>
<td>Kilker, Robert</td>
<td>AW.13</td>
<td></td>
</tr>
<tr>
<td>Kim, Jung Sook</td>
<td>E.15</td>
<td></td>
</tr>
<tr>
<td>Kim, Kyung Min</td>
<td>E.34</td>
<td></td>
</tr>
<tr>
<td>Kim, Matthew</td>
<td>A.01</td>
<td></td>
</tr>
<tr>
<td>Kimball, Elizabeth</td>
<td>J.07</td>
<td></td>
</tr>
<tr>
<td>Kimme Hea, Amy</td>
<td>B.37</td>
<td></td>
</tr>
<tr>
<td>King, Carie</td>
<td>B.16</td>
<td></td>
</tr>
<tr>
<td>King, Lisa</td>
<td>G.15</td>
<td></td>
</tr>
<tr>
<td>King, Sarah</td>
<td>J.18</td>
<td></td>
</tr>
<tr>
<td>Kinney, Kelly</td>
<td>L.16</td>
<td></td>
</tr>
<tr>
<td>Kinney, Tiffany</td>
<td>G.13</td>
<td></td>
</tr>
<tr>
<td>Kirby, Henry</td>
<td>MW.05</td>
<td></td>
</tr>
<tr>
<td>Kirkpatrick, Emily</td>
<td>J.33</td>
<td></td>
</tr>
<tr>
<td>Kirsccey, Russell</td>
<td>B.24, G.16</td>
<td></td>
</tr>
<tr>
<td>Kirse, Nicholas</td>
<td>D. M.30</td>
<td></td>
</tr>
<tr>
<td>Kirtley, Susan</td>
<td>MW.05</td>
<td></td>
</tr>
<tr>
<td>Kitchens, Juliette</td>
<td>H.11</td>
<td></td>
</tr>
<tr>
<td>Kitchens, Marshall</td>
<td>M.29</td>
<td></td>
</tr>
<tr>
<td>Kittle, Peter</td>
<td>H.35</td>
<td></td>
</tr>
<tr>
<td>Klages, Marisa</td>
<td>I.16</td>
<td></td>
</tr>
<tr>
<td>Klarreich, Kathie</td>
<td>MW.13</td>
<td></td>
</tr>
<tr>
<td>Klausman, Jeffrey</td>
<td>H.27</td>
<td></td>
</tr>
<tr>
<td>Klein, Alison</td>
<td>I.17</td>
<td></td>
</tr>
<tr>
<td>Kleinfeld, Elizabeth</td>
<td>AW.03, C.14</td>
<td></td>
</tr>
<tr>
<td>Klobucar, Philip</td>
<td>Andrew, M.02</td>
<td></td>
</tr>
<tr>
<td>Kmiec, Dave</td>
<td>D.23</td>
<td></td>
</tr>
<tr>
<td>Knowles, Melanie</td>
<td>B.03</td>
<td></td>
</tr>
<tr>
<td>Knowles II, Frederick</td>
<td>Douglass, G.17</td>
<td></td>
</tr>
<tr>
<td>Knowlton-Davis, Marie</td>
<td>A.24</td>
<td></td>
</tr>
<tr>
<td>Knutson, Anna</td>
<td>D.34, M.31</td>
<td></td>
</tr>
<tr>
<td>Knutson, Kim</td>
<td>D.05</td>
<td></td>
</tr>
<tr>
<td>Koban, John</td>
<td>A.15</td>
<td></td>
</tr>
<tr>
<td>Kocatepe, Mehtap</td>
<td>G.27</td>
<td></td>
</tr>
<tr>
<td>Koehler, Adam</td>
<td>MW.08</td>
<td></td>
</tr>
<tr>
<td>Koenig, Emilie</td>
<td>B.27</td>
<td></td>
</tr>
<tr>
<td>Koerber, Amy</td>
<td>F.02</td>
<td></td>
</tr>
<tr>
<td>Komara, Kirsten</td>
<td>G.18</td>
<td></td>
</tr>
<tr>
<td>Konrad, Annika</td>
<td>I.27</td>
<td></td>
</tr>
<tr>
<td>Kopp, Bryan</td>
<td>J.15</td>
<td></td>
</tr>
<tr>
<td>Kowalewski, Scott</td>
<td>G.28</td>
<td></td>
</tr>
<tr>
<td>Kozma, Cara</td>
<td>L.18</td>
<td></td>
</tr>
<tr>
<td>Krag, Samantha</td>
<td>WSIG</td>
<td></td>
</tr>
<tr>
<td>Krahn, Albert</td>
<td>J.21</td>
<td></td>
</tr>
<tr>
<td>Krane, Denise</td>
<td>J.18</td>
<td></td>
</tr>
<tr>
<td>Kranek, Allison</td>
<td>I.30</td>
<td></td>
</tr>
<tr>
<td>Krause, Steven</td>
<td>A.04</td>
<td></td>
</tr>
<tr>
<td>Kreiser, Chris</td>
<td>M.09</td>
<td></td>
</tr>
<tr>
<td>Kroll, Barry</td>
<td>J.05</td>
<td></td>
</tr>
<tr>
<td>Kruse, Meridith</td>
<td>G.04</td>
<td></td>
</tr>
<tr>
<td>Kuebrich, Benjamin</td>
<td>AW.04</td>
<td></td>
</tr>
<tr>
<td>Kunka, Jennifer</td>
<td>B.18</td>
<td></td>
</tr>
<tr>
<td>Kuriger Suiter</td>
<td>Greta, W.10</td>
<td></td>
</tr>
<tr>
<td>Kurkjian, Beth</td>
<td>E.08</td>
<td></td>
</tr>
<tr>
<td>Kurlinkus, William</td>
<td>C., B.28</td>
<td></td>
</tr>
<tr>
<td>Kurtyka, Faith</td>
<td>W.11</td>
<td></td>
</tr>
<tr>
<td>Kushkaki, Mariam</td>
<td>H.24</td>
<td></td>
</tr>
<tr>
<td>Kyburz, Bonnie</td>
<td>Lenore, B.12</td>
<td></td>
</tr>
<tr>
<td>Kynard, Carmen</td>
<td>AW.04, L.27</td>
<td></td>
</tr>
</tbody>
</table>

L

<table>
<thead>
<tr>
<th>Name</th>
<th>Initials</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ladner, Barbara</td>
<td>K.01</td>
<td></td>
</tr>
<tr>
<td>Lafond, Bri</td>
<td>D.09</td>
<td></td>
</tr>
<tr>
<td>LaFrance, Michelle</td>
<td>W.05</td>
<td></td>
</tr>
<tr>
<td>Lagman, Eileen</td>
<td>H.28</td>
<td></td>
</tr>
<tr>
<td>Lalicker, William</td>
<td>AW.12, E.06</td>
<td></td>
</tr>
<tr>
<td>Lambert, Carie</td>
<td>S., A.06</td>
<td></td>
</tr>
<tr>
<td>Lambert, Olga</td>
<td>TSIG.07</td>
<td></td>
</tr>
</tbody>
</table>
Lamos, Steve, W.07, C.15, TSIG.02
Lamsal, Tika, C.37
Lancaster, Sonya, L.09
Lancaster, Zak, AW.07, TSIG.07, H.15
Landfair, Alexander, C.06
Lane, Liz, E.12
Lane, Suzanne, C.14
Lang, Heather, M.15
Lang, Susan, J.04
Langdon, Lance, G.21, M.19
Lange, Erica, G.24
Langstraat, Lisa, AW.09, A.15
Lannin, Amy, W.01
Lanser, Aaron, A.24
LaPrade, Paul, M.01
Laquintano, Timothy, F.16
Larabee, Melissa, J.03
Larson, Brian, F.13
Larson, Jossalyn, L.17
Larson, Kyle, A.03
Lasley, Scott, I.22
Larson, Stephanie, M.13
Latham, Rhea Estelle, L.28, CWS
Laughlin, Mary, D.10
Launspach, Sonja, AW.07
Lauren, Ben, D.04
Lavella, Thomas, MW.16, G.26
Lawrence, Halcyon, PS-F
Layne, Alex, F.34
Lazaroff, Bob, W.11
Lazere, Donald, RP, L.23
Leahy, Elizabeth, C.36
Leake, Eric, D.27, MD
Learman, Linda, M.24
Leckie, Morgan, F.24
Lee, Christopher, G.14
Lee, Eunjung, E.15
Lee, Jessica, G.27
Lee, Melissa, B.30
Lee, Rory, F.24
Lee, Sylvia, M.28
Lefebvre, Lyndsey, B.19
Leger, Shewonda, L.15
Lehn, Jeanette, D.02, K.16
LeMesurier, Jennifer, D.25
Leon, Kendall, W.08, F.10
Leonard, Rebecca Lorimer, D.26
Leonard, Scott, MW.01, AW.01
L'Eplattenier, Barbara, A.36
Lerner, Neal, C.13
Lesh, Charles, D.36
Letcher, Mark, FSIG.27
Levad, Megan, G.28
Leverenz, Carrie, I.33
Levy, Daisy, G.06
Lewis, Rachel, C.37
Li, Xiaoli, I.08
Li, Xinqiang, I.24
Libertz, Daniel, E.02
Licastro, Amanda, I.33
Liggett, Sarah, D.19
Light, Jennifer, G.32
Lilenthal, Kim, PS-D
Limbu, Marohang, M.02
Lindblom, Ken, FSIG.27
Lindemann, Erika, G.34
Lindeman, Heather, K.29
Lindquist, Julie, A.35, G.25
Lindsay, Ben, K.11
Lisabeth, Laura, D.33
Little, Rachel, B.08
Livingston, Kathleen, E.32
Lloyd, Jens, M.19
Lloyd, Keith, MW.16, A.13, TSIG.21
Lockett, Alexandria, F.05
Lockridge, Tim, C.31
Loewe, Drew, K.22
Logan, Shirley, F.01
Lohr, Justin, K.29
Long, Elenore, AW.04, J.07
Longo, Bernadette, D.23
Longo, Jaime, F.21
Lopez, Ann-Marie, G.35
Lopez, Elizabeth, H.01, K.10
Losey, Kay, C.22
Losh, Elizabeth, H.02, M.02
Lotier, Kristopher, F.33
Love, Cassandra, I.16
Love, Patrick, K.24
Lovejoy, Kim Brian, AW.14, H.02, RNF
Lowe, Charles, A.26
Lowrance, RayChel, J.04
Loyer, Elizabeth, H.04
Lu, James, A.24
Lu, Min-Zhan, J.08, M.06
Lucas, Brad, L.16
Lucchesi, Andrew, W.05, F.08, H.06
Lucero, Angela, M.01
Ludeker, Juliette, M.28

CCCC CONVENTION, HOUSTON 2016 351
Ludewig, Ashley, H.22
Lueck, Amy, C.36, K.20
Lueker, Michael, H.10
Lukowski, Alison A., W.12
Lundahl, Merrilyne, I.06
Lunine, Brij, I.28
Lunsford, Andrea A., G.22
Lunsford, Karen, MW.10, C.35, IP, I.35
Lushington, Kristen, G.09
Lutkewitte, Claire, H.11
Lutz, Benjamin, J.14
Lutz, Bryan, F.11
Lyles, Karla, A.32
Lynch, Paul, L.06
Lynch-Biniek, Amy, AW.13, FSIG.04, J.22

M

Macarthy, Francis, F.29
Macauley, William, RNF
Mack, Katherine, E.04
Mack, Nancy, MW.08
MacKay, Gail, AW.11, I.12
Mackiewicz, Jo, MW.10, B.16
Macklin, Mandy, G.19
MacLaughlin, Nicole, PS-H
MacLean, John, D.32
Macri, Linda, H.23
Madan, Ryan, H.11
Madson, Michael, E.13
Mahaffey, Cat, A.11
Mahala, Daniel, E.21
Maher, Jennifer, L.30
Mahoney, Kevin, AW.13
Maid, Barry, L.30
Maimon, Elaine, C.27
Mak, Ceil, E.04
Mak, Joyce, AW.02
Malenczyk, Rita, L.30, M.12
Malesh, Vytautas, M.16
Malin, Natalie, B.25
Malinowski, Liane, G.13
Mallette, Jennifer, TSIG.06, J.14
Mallory, A. R., K.23
Malouf, Andrea, E.33
Maloy, Jennifer, G.10
Malvasi, Christine, E.08
Manery, Rebecca, M.29
Mangelsdorf, Kate, H.23
Mann, Joanna, A.09
Mao, LuMing, D.15, M.06
Maor, Faye S., A.19
Mapes, Aimee, D.06
Mara, Miriam, G.17
Maricle, Jonathan, G.21, M.30
Marinian, John, G.10
Marino, Nicholas, D.20
Marquard, David, F.07
Marrott, Deborah, K.10
Marshall, Cona, M.08
Marshall, Sharon, TSIG.16, H.08
Martin, Bruce, FSIG.05
Martin, Elsa, F.31
Martin, Emily, MW.04, H.29
Martin, Jenny, L.20
Martin, Londie, B.13
Martinez, Aja, W.08, L.27, M.20
Martinez, Diane, MW.07, D.31
Martorana, Christine, CWS
Masterson, Jessica, G.11
Mathewson, Jami, W.10
Mathieu, Paula, E.40, I.09
Matsuda, Paul Kei, AW.08
Mawlawi Diab, Nuwar, W.03, F.17
May, Cactus, B.36
May, Talitha, F.17
Maynard, Travis, J.06
Mays, Chris, K.05
McBeth, Mark, E.20
McCall, Mary, K.24
McCamley, Michael, I.03
McCarter, Laura J., W.07
McClelland, Wendy, MW.07
McComiskey, Bruce, K.13
McCorkle, Ben, I.35
McCormack, Tim, E.20, F.23
McCracken, I. Moriah, K.27
McDermott, Lydia, W.12
McDuffie, Kristi, L.24
McElroy, Stephen, J.06
McEneny, Terence Daniel, C.09
McCinnis, Mary, A.11
McGlaun, Sandee, W.09
McGlothlin, M. J., John, A.16
McGuickin, Ryan, E.02
McGuire, Doc, K.11
McHugh, Patrick, L.03
McIntosh, Jason, G.20
McIntyre, Megan, E.09
McKay Canter, Martha, B.36
McKee, Heidi, J.10
McKee, Ravyn, A.21
McKee, Rebecca, B.18
McKel, Cheryl, G.07
McKinney, Charlesia, B.26
McKinney, Yulanda M., D.28
McKinnis, John, B.21
McLaughlin, Frost, PS-J
McLeod, Michael, G.05
McManus, Lindsay, J.09
McMorrow, Tonya, A.06
McMullen-Light, Mary, TSIG.03
McMullin, Michelle, E.12
McNabb, Richard, F.12
McNamara, Thomas, E.15
McNely, Brian, J.10
McVeigh, Jennifer, C.07
Meade, Marcus, H.25
Mecenas, Jolivette, D.07
Mechenbier, Mahli, FSIG.18
Medina, Cruz, M.20
Medina-Lopez, Kelly, K.09
Medved, Patricia, F.15
Medzerian, Star, C.02
Mehler, Josh, J.29
Meier, Joyce, FSIG.19, D.37, H.34
Meja, Jaime, H.18, M.20
Meloncon, Lisa, TSIG.19, D.31
Melzer, Dan, TSIG.03
Mendelsohn, Sue, C.06
Mendez Newman, Beatrice, L.11
Mengert, Julie, A.33
Menkin, Jessica, E.24
Merys, Gina, RNF
Metcalf, Amy, A.08
Metzger, Laura, C.24
Meyer, Craig A., E.21
Micciche, Laura, D.04, F.20, FSIG.23
Michaud, Mike, AW.02, F.28
Michelson, Nate, I.26
Mick, Connie, D.37
Middleton, Joyce Irene, F.01, L.24
Miele, Ilene, J.29
Mihut, Ligia, MW.16, D.15
Miles, Casey, E.32
Miles, Libby, A.18
Miley, Michelle, W.12, J.12
Miller, Benjamin, H.16, FSIG.20
Miller, Bernie, L.22
Miller, Carolyn R., B.11
Miller, Elisabeth, F.31
Miller, Katrina, I.06
Miller, Kristen, J.23
Miller, Paula, D.12
Miller, Thomas P., W.02
Miller-Cochran, Susan, W.02, B.01, E.16, L.30
Milligan, Caleb, M.05
Milligan, Kristin, M.27
Milson-Whyte, Vivette, J.08
Mina, Lilian, AW.03, H.20
Miner, Rebecca, L.10
Minick, Mary, SEW, PF.2
Minor, Tyreek, M.28
Minter, Debbie, K.32
Mirtz, Ruth, I.14
Misak, John, B.24
Mitchell, Cynthia, F.29
Mitchell, Paige, H.21
Mize, Megan, FSIG.15, CWS, L.04
Moberly, Kevin, W.04, FSIG.15
Mofford, Kari, C.21
Moglen, Daniel, AW.06
Mohon, Keely, G.24
Molina, Jordan, G.08
Molina-Natera, Violeta, W.03, G.15
Molloy, Sean, D.17
Monahan, Meggie, E.37
Moneysmith, Jayne, MW.08
Monje, Michael, H.09
Montague, Sonja, B.26
Montgomery, Jason, B.04
Monty, Randall, J.25
Moore, Angela, CWS
Moore, Cindy, K.34
Moore, Jessie, PS-A, MW.02
Moore, Kristen, J.25
Moore, Miriam, B.17
Moragne e Silva, Michele, H.22
Moreland, Casie, D.22, TSIG.12
Moreland, Clark, J.23
Moreno, Renee, H.24
Moriarty, Thomas, F.12
Morris, Amanda, AW.13
Morris, Janine, F.20
Morris, Jill, W.04, B.14, FSIG.15
Morris, Kerri, C.27
Morris, Laura Leigh, E.26
Morrison, Brett, AW.03
Morrow, Jesse, K.11
Mortensen, Peter, H.03, M.04
Morton-Aiken, Jenna, MW.15
Moss, Beverly, E.37
Mountford, Roxanne, TSIG.22, F.03, I.32
Moxley, Joe, W.03, A.26
Mozafari, Cameron, AW.07, TSIG.07
Mrick, Shannon, K.19
Mueller, Derek, G.22
Muhammad, Rashidah Jaami`, AW.14, C.27
Muhlhauser, Paul, B.06
Mulally, Dauvan, G.28
Muldrow, Devon, D.21
Mullin, Joan, H.25
Murdoch, Chelsea, I.12
Murdoch, Robert, MW.03
Murphy, Greer, AW.08, B.07
Murphy, Robin, E.22
Murray, Clare, B.27
Murray, Joddy, W.02
Musselman, Cecelia A., W.10
Mutnick, Deborah, W.05, AW.04, C.32
Mwenja, Cynthia, G.09
Myatt, Alice, B.31, FSIG.13
Myatt Barger, Julie, E.28
Myers, Kelly, J.20
Myers, Ramona, MW.09
Myhill, Debra, A.38
Myrtetus, Juliet, D.13

N

Nadeau, Jean-Paul, K.35
Naftzinger, Jeffrey, A.06
Nall, Stacy, D.20
Narvaez-Cardona, Elizabeth, G.15
Natera, Violeta, MW.16
Navarre Cleary, Michelle, I.25
Navarro, Marco Fernando, L.28
Navickas, Kate, G.18
Naylor, Heidi, L.14
Neal, Michael, AW.03, I.16, K.25
Nebel, Anne, W.03
NeCamp, Samantha, MW.16, H.03
Neely, Michelle, E.04
Neiderhiser, Justine, I.21
Neiderman, Halle, B.03, M.26
Nelms, Gerald, AW.01, MW.01
Nelson, Julie, B.19
Neupane, Dhruba, K.09
Newmann Holmes, Alba, D.30
Nichols, Amy, J.19
Nichols, Garrett, H.09, K.33
Nichols-Buckley, Amber, M.02
Nicolas, Melissa, I.32
Nielsen, Alex, D.33
Niesen, Melody, C.30
Niestepski, Michelle, MW.15, B.15
Nikou-Tehrani, Mohamad Mazyar, G.10
Nish, Jennifer, W.12, M.22
Nissley, Laura, I.20
Nivens, Melissa, H.28
Nogle, Christi, L.14
Noguchi, Rei, A.38
Nolte, Miles, H.33
Nora, Krystia, W.12
Nordquist, Brice, F.09, FSIG.11, J.08
Nordstrom, Georganne, G.15
Norris, Monica, J.04
Novotny, Maria, E.03, CWS
Nunes, Matthew, D.33

O

Oakey, Steve, A.33
Obermark, Lauren, A.30, I.13
Oenbring, Raymond, A.11
Ogg, Mariette, A.24
O’Keefe, Christine, H.30
Oldmixon, Katherine Durham, PF.2, SEW
Oleksijak, Timothy, AW.02, C.33, E.03
Olinger, Andrea, H.15
Olmos, Elizabeth, B.28
Olsen, Leslie, MW.07
Olson, Wendy, M.24
Olson, Barrie, L.02
O’Meara, Katherine Daily, B.07
Omizo, Ryan, E.30
O’Neill, Megan, B.29
O’Neill, Peggy, W.07, K.34, L.29
Opel, Dawn, FSIG.15
Ormrod, Lorelei, E.08
Orth, Whitney, A.15
Osorio, Ruth, F.08, CWS
Ostergaard, Lori, A.01, D.19, L.16
Ostrander, Carolyn, TSIG.07, H.31, CWS
Oswal, Sushil, D.31, H.32
Ouellette, Jessica, J.27
Overstreet, Matthew, E.02
Oviedo, Ollie O., RNF
Oweidat, Lana, FSIG.10, K.09
Owens, Derek, MW.08, H.08
Owens, Kim Hensley, C.22
Owens, Lindee, I.02

Penn, Alex, A.16
Pennell, Michael, A.06
Perelman, Les, F.18, I.10
Perino, Julie, L.09
Perl, Sondra, J.26
Perrine, Jennifer, G.11
Perryman-Clark, Staci, CWS, D.03, G.06
Peterman, Terry, J.28
Peters, Brad, C.33
Peters, Jason, W.03
Peterson, John, A.04
Petit, Angela, F.29, FSIG.09
Pettus, Madiwa, E.29
Pflugfelder, Ehren, J.25
Phelps, Louise Wetherbee, E.11, TSIG.09, G.22
Phelps, Julie, L.17
Phelps-Hillen, Johanna, M.22
Philbrook, Jessica, W.01, FSIG.04, M.22
Philbrook, Maxwell, W.01, FSIG.04
Phillips, Cassandra, W.06, A.02
Phillips, Stephanie, F.26
Phillips, Talinn, AW.06, G.26
Photinos, Christine, B.34
Picciotto, Madeleine, G.30
Pickle, Melody, C.07
Pietruszynski, Jeff, K.01
Pifer, Matthew, A.20
Pigg, Stacey, D.04
Pihlaja, Beau, PS-H
Pimentel, Octavio, F.10
Pines, Davida, B.36
Pinkert, Laurie, I.12, L.12
Pittendrigh, Nadya, RP
Pizzola, Gail, B.37
Plemons, Anna, G.23, K.06
Poblete, Patricia, I.13, D.07
Poe, Mya, B.11, TSIG.06, I.04, J.14
Pogner, Karl-Heinz, W.03
Pokorny-Golden, Carissa, AW.13
Pompos, Melissa, AW.03
Popham, Susan, A.05, B.10
Portanova, Patricia, TSIG.20
Porter, Wes, E.33
Portman-Daley, Joannah, E.30
Pottorff, Gardner, I.14
Potts, Liza, A.10
Pough, Gwendolyn, E.36
Powell, Annette, K.34
Powell, Malea, E.36, G.06, FSIG.01
Powell, Rebecca, MW.04
Prasad, Sarah, J.13
Pratt, Amanda, I.15
Preston, Jacqueline, MW.08, F.14
Price, Margaret, D.12, G.06, I.35
Prielipp, Sarah, W.12
Prikhodko, Maria, E.13
Proper, Tara, M.25
Pryal, Katie Rose Guest, F.23
Puccio, Paul, C.33
Pugh, Melody, D.34
Pullman, George, J.31
Purdy, James P., A.26, IP, C.35
Purzycki, Kris, W.04, FSIG.15
Pushman, Erin, PS-B
Pytleski, Patricia, AW.13

Qi, Hongxing, I.10
Quaile, Donna, J.20
Quatmann, Caitin, B.25
Queen, Brad, K.10
Quesenberry, Krista, A.14
Quiros, Ondrea, K.18

Rabbi, Shakil, A.13
Ramirez, Brittany, C.09
Ramirez, Cristina, W.08
Ramos, Santos, B.27
Randazzo, Chalice, C.35
Rankin, Kim, A.30
Rappert-McGetrick, Trista, W.03
Ratelcliffe, Krista, A.17, D.03, F.01, I.32, L.24
Ratliff, Clancy, F.35, I.21, IP
Rauch, Jeanine, B.31
Ravel, Kristin, E.09
Rawson, KI, G.33
Ray, Brian, AW.07
Rea, Ashley, C.25
Read, Sarah, F.28, M.19
Reardon, Daniel, L.17
Reardon, Karen, F.21
Reardon, Kristina, I.22
Reddy, Nancy, A.21
Reed, Meridith, L.12
Reed, Scott, E.17
Reed, Zsuzsanna, W.03, E.34
Reeves, Lillian, D.21
Regaignon, Dara, J.10
Reich, Michael, F.15
Reichert, Nancy, D.10
Reichert Powell, Pegeen, G.23, I.14
Reid, E. Shelley, D.24, W.07
Reid, Gwendolynne, L.30
Reid, Lynn, TSIG.11, W.05, E.06, TSIG.02
Reiff, Mary Jo, D.25
Reisweber, Mia, L.17
Reitmeyer, Morgan, C.18
Remley, Dirk, F.31
Resnick, Paul, C.04
Restaino, Jessica, F.06, CWS
Reyes, Jessica, PS-B
Reynolds, Dahlia, B.05
Reynolds, Nedra, E.30
Rhodes, Jacqueline, C.26, E.03
Rhodes, Keith, C.02, H.16
Rice, Jeff, G.35
Rice, Jenny, G.12
Rice, Stacy, C.01, L.13
Richard Melancon, Kristi, M.25
Richards, Kathleen, A.11
Richardson, Elaine, AW.14, E.40, FSIG.03, FSIG.26, K.33
Richardson, Ron, C.38
Ricker, Brooke, W.03, B.07
Rikert, Thomas, G.35
Rickly, Rebecca, I.35, L.26, RNF
Ridolfo, Jim, I.33
Riecken, Anne, C.03
Riedner, Rachel, W.03, H.06
Rieman, Jan, H.21, I.24
Riendeau, Michael, A.01
Rifenburg, J. Michael, TSIG.20
Riley-Mukavetz, Andrea, G.06
Rinard, Brenda, I.28
Ringer, Jeffrey, B.20, F.03, FSIG.17, L.06
Ringer, Nina, C.20
Rios, Gabriela, E.11
Rioux, Yasmin, PS-F
Risam, Roopika, L.08
Rist, Mary, TSIG.07, I.25
Ristow, Ben, FSIG.20
Ritola, Tonya, J.22
Ritter, Kelly, B.05, H.18
Rivers, Nathaniel, K.05, FSIG.23
Roach, Danielle, E.17, CWS, FSIG.15
Robbins, Sarah R., I.18
Robertson, Liane, A.22, TGIS.25
Robertson, Tanya, M.17
Robillard, Amy, B.13
Robin, Valerie, K.25
Robinson, Joy, PS-F
Robinson, Michelle Bachelor, L.01
Robisch, Katherine, D.23
Robles, Vincent, G.28
Roderick, Ryan, H.05, I.02
Rodrigo, Rochelle (Shelley), E.17, I.26
Rodriguez, Tanya, L.08
Rodrignues, Rosana Ferrareto Lourenço, PS-D
Rodriguez, Eric, D.29
Rodriguez, Monica, G.08
Rodriguez, R. Joseph, C.04
Roeder, Tara, H.08, MW.08
Roen, Duane, MW.06, A.04, TSIG.20, K.15
Rogers, Elsa, C.05
Rogers, Laura, MW.13, TSIG.10, M.04
Rollins, Brooke, G.35
Romney, Abraham, C.10
Ronesi, Lynne, W.03
Ronkowitz, Kenneth, I.29
Roozen, Kevin, A.19
Rosado, Elisa, W.03
Rose, Airlie, TSIG.07, F.13
Rose, Kathy, F.11
Rose, Rexford, M.11
Rose, Shirley, MW.06, B.22
Rosenberg, Lauren, K.06, M.01
Roser, Jan, L.14
Ross, Derek, A.10
Rosen-Knill, Deborah, MW.18, TSIG.07, F.13
Rosso Efthymiou, Andrea, I.33
Roswell, Barbara, MW.13
Rountree, Sherita, G.02
Rounsaville, Angela, A.36
Rountree, Travis, E.25
Ruccio, Kristen, E.24
Rudloff, Lynn, TSIG.07, I.33
Ruffus, Stephen, E.33
Ruiz, Iris, W.08, F.05, FSIG.05, CWS
Rude, Hannah, D.04
Rumohr-Voskuil, Gretchen, FSIG.27
Runic, Jelena, B.09
Russell, Alissa, J.01
Russell, David, B.11, TSIG.03
Russell, Joyce, D.28
Rust, Amanda, W.10
Ruszkiewicz, Sheryl, E.17
Rutherford, Kevin, F.24
Rutz, Carol, MW.06, A.37, J.03
Ryan, Cait, B.08
Ryan, Emmett, J.04
Ryan, Kathleen J., C.08
Ryden, Wendy, W.09, TSIG.16
Ryerson, Rachael, I.15
Rylander, Jonathan, A.03
Russell, Marthe, PS-B
Scanlon, Molly, MW.05, H.11
Scanlon, Sarah, A.40, C.40, G.36, J.36, N.01
Scenters-Zapico, John, W.02
Scharberg, Petger, F.07
Schaefer, Erin, L.15
Schafer, Daniel, B.06
Schafer, Martha, H.14
Scharold, Dagmar, C.09
Schell, Tatjana, TSIG.08, G.17
Schellhous, Kristen, D.09
Scheidell, Ellen, G.32
Schiavone, Aubrey, D.34
Schierenbeck, Daniel, AW.05
Schilb, John, B.12
Schiler, Karen, M.29
Schlatter, Rhonda, C.10
Schlenz, Mark, H.33
Schlitz, Stephanie, TSIG.07
Schmidt, Joanna, B.37
Schneider, Stephen, D.01
Schneider, Jeremy, A.25
Schoen, Michael, I.10
Schoen, Megan, F.21
Schoettler, Megan, MW.02, FSIG.12
Schriftman, Joshua, D.37
Schuette, Allison, W.09, A.17
Schupak, Esther, K.20
Schuster, Charles I., W.09, C.26
Schwarz, Virginia, A.20
Schwegler, Robert, MW.15, TSIG.14
Scott, Andrea, W.03, J.06
Scott, J. Blake, W.07
Scott, Jennifer, M.26
Scott, Marc, M.26
Scott, Tony, W.07, AW.04, H.29
Scrofano, Diane, F.31
Seader, Chad, G.18
Seahorn, Christal, L.25
Sealy-Morris, Gabe, MW.05
Seggelke, Jonathan, K.20
Seigel, Marika, H.31
Selfe, Cindy, G.06, RNF
Sellers, Georgeanna, B.21
Sellers, Kelli, MW.04
Selzer, Jack, TSIG.22, J.01
Selznick, Jack, TSIG.22, J.01
Sexton, Robin Gosser, C.12
Shaffer, Angela, AW.10
Shah, Rachael Wendler, G.11
Shanmugaraj, Nisha, H.05
Shapiro, Rachael, G.18
Shapiro, Shawn, B.07
Sharma, Ghanashyam, MW.16, G.26
Sharma, Ritu, C.14
Sharmin, Sonia, H.10, J.09
Sharp-Hoskins, Kellie, K.05
Shaup, Karen, I.17
Shaver, K.T., K.16
Shaw, Kassia, C.04, M.03
Shaw, Shannon, M.22
Shea, Karen, MW.12
Shea, Lisa, E.19
Shelledy, Maggie, M.13
Shepherd, Dawn, W.05, M.12
Shepherd, Bethany, M.24
Sheridan, David, B.32
Sheriff, Stacey, A.37
Sherwood, Normandy, E.08
Shirk, Henrietta, I.29
Shirzadian, Michael, F.07
Shivers-McNair, Ann, B.32
Shorr, Lori, B.40, D.40, H.37, K.36, N.01
Shuck, Gail, E.16, H.17
Shultz Colby, Rebekah, W.04, D.18
Shumake, Jessica, F.27
Sicari, Anna, I.32
Sieber, Sharon, F.29
Siebert, Bradley, D.32
Sierra, Wendi, D.18
Sills, Ellery, I.30
Silver, Naomi, H.16, M.31
Silvester, Katherine, AW.08, B.04, TSIG.26, H.17
Silvestri, John, M.10
Simison, Elizabeth, C.17
Simmitt, Emily, B.04
Simon, Kaia, B.27
Simons, Neil, E.27
Simpson, Steve, AW.08, G.26
Sims, Rebekah, C.07
Singer, Sarah, H.19
Singleton, Meredith, D.31
Sirc, Geoffrey, G.35
Sirohi, Priya, D.07
Sinnell, Ryan, H.03, J.11
Sladek, Amanda, I.09
Slaughter, Danielle, G.24
Slomp, David, F.18
Smirnova, Natalia, J.08
Smith, Allegra, E.09
Smith, Ashley Bender, E.05
Smith, Bradley, C.19
Smith, Cheryl, W.12, D.17
Smith, Christian, J.09
Smith, Dale, E.07
Smith, Diantha, PS-H
Smith, Erec, M.27
Smith, Jordan, MW.10
Smith, Kevin, D.36
Smith, Michael, L.11
Smith, Valerie, K.21
Smitherman, Geneva, AW.14
Snart, Jason, MW.07
Snead, Robin, PS-H
Snell, Nicole, L.24
Snyder, Delys, AW.02
Snyder, Sarah Elizabeth, B.07
Snyder, Todd, L.26
Snyder Mick, Connie, FSIG.19
Sobiech, Michael, L.22
Soderlund, Lars, A.07
Sohan, Vanessa Kraemer, MW.16, G.29
Som, Brandon, G.11
Sommers, Nancy, B.38, I.02, J.26
Soto, Karrieann, CWS, M.20
Spangler, Sarah, L.04
Spangler, Susan, M.11
Sparby, Erika, K.26, M.04
Spartz, John, G.21
Spellmeyer, Kurt, AW.04
Spiegel, Cheri, W.06
Spinner, Jenny, W.09, F.32
Spinuzzi, Clay, B.11
Sproat, Ethan, TSIG.17
Spurlock, Lourdes, MW.07
St. Pierre, Catherine, PS-F, AW.09
Standridge, Emily, J.13
Stanford, Marlena, J.28
Stapleton, Kristiane, J.15
Stedman, Kyle D., MW.14, IP
Stenberg, Shari, H.25, K.32
Stewart, Jennifer, L.34
Stewart, Marjorie, A.04
Stewart, Mary, L.28
Stewart, Melissa, M.24
Stimpson, Shannon, B.05
Stinnett, Jerry, C.19
Stockwell, Jennifer, H.19
Stonaker, Jennifer, G.03
Stone, Brian, MW.08, M.17
Stone, Jonathan, M.21
Stout, Alden, A.25
Strandjord, Erika, J.11
Street, Nathaniel, J.19
Strickland, Donna, W.01, H.26, FSIG.14
Stubberg, Brandon, B.24
Stuckey, Michelle, K.15
Sulewski, Kayla, K.27
Sullivan, Julie, L.28
Sullivan, Rachael, C.31
Summers, Charlene, L.09
Summers, Sarah, L.20
Sura, Tom, TSIG.13
Suralski, Andrew, G.29
Sursavage, Mark, J.22
Sutton, Mark, RNF
Swan, Lisa, C.11
Swartzout, Jennifer, W.05
Sweeney, Meghan, E.22
Swick, Chelsea, E.26
Szerdahelyi, Judith, TSIG.08, C.29
Szymanski, Natalie, I.19

Taylor, Gigi, E.16
Taylor, Kathryn Trauth, E.25
Taylor, Todd, RNF
Teagarden, Alexis, C.21
Terbrock, Lauren, I.13
Terry, Robert, B.14
Tesdell, Lee, C.06
Teslenko, Tatiana, I.10
Teston, Christa, A.05
Tetreault, Laura, B.02
Teutsch, Christopher, L.18
Thaiss, Chris, TSIG.03
Tham, Jason, B.06
Tharp, Allison, MW.04, H.29
Thelin, William, RP, LP.23, FSIG.22
Thibodeaux, Ellen, A.34
Thirakunkovit, Suthathip, E.14
Thomas, Patrick, A.05
Thomas, Susan, J.31
Thominet, Luke, M.16
Thompson, Isabelle, B.16
Thomson-Bunn, Heather, I.01
Thonus, Terese, E.15, E.26, H.07, J.23
Thordikke-Breeze, Rebecca, W.10
Thoune, Darci, J.15
Tierney, Robyn, MW.08
Tilley, Brittany Salin, H.11
Tinberg, Howard, B.38, E.36, G.01, K.35, RNF
Tinklenberg, Jessica, A.25
Tinoco, Lizbett, PS-B
Tirabassi, Katherine, MW.15, B.15
Tokay, Dilek, TSIG.03
Tolchinsky, Liliana, W.03
Torda, Lee, C.03, M.16
Toth, Christie, W.05, W.06, E.33
Toth, Christopher, G.32
Tougas, Matthew, MW.08
Towle, Beth, K.24
Townsend, Martha, MW.06, AW.12, TSIG.03
Trapp, Joonna, M.14, C.33
Trauth, Erin, B.10
Travis, Dylan, M.27
Tremaine, Lisa, B.14, K.28
Trigos-Carrillo, Lina, D.29
Tripp, Mary, E.28, K.28
Troutman, Denise, AW.14
Trujillo, Karen, K.16
Trupe, Alice, L.20
Tseptsura, Mariya, AW.08, C.29, TSIG.08

Tabor, Laura, J.18
Taczak, Kara, A.22, TSIG.25
Tague, Noel, F.04
Tanner, Susan, L.02
Tarabochia, Sandra, B.28
Tucker, Bonnie, C.15
Tucker, Kathryn, E.28
Tulley, Christine, A.07
Turner, Jeffrey, C.34
Turner, Michael, G.10
Turnipsread, Niki, C.38
Tyrell, Michael, E.08

U
Udelson, Jonathan, K.32
Uehling, Karen, W.05, E.06
Ungemah, Lori, I.26
Unger, Don, E.12

V
Valdespino, Arturo, K.18
Van Ittersum, Derek, C.31
VanHaitsma, Pamela, B.02, L.04
VanKooten, Crystal, M.21
Veeley, Kyle, B.24
Vee, Annette, C.31
Veeber, Rex, MW.13
Veeramoothoo, Saveena, I.24
Verhoeven, Betsy, W.07
Vetter, Matthew, F.22
Vidali, Amy, F.08
Vie, Stephanie, W.04, J.25, FSIG.15
Vieira, Kate, H.28
Viera, PJ, H.22
Vigil, Jane, E.01
Villanueva, Nayelee, PS-D
Villanueva, Victor, D.03, I.27, K.06
Vincelette, Elizabeth, C.34
Vingum, Ryan, A.03
Vint, Maria, H.30
Vinyard, Deirdre, D.26
Virgintino, Nathalie, MW.08, H.08
Vitanza, Victor, G.12
Vollmer, Greta, C.21
Von Petersdorff, Anne, L.15
Vorhies, Heather Blain, H.23, L.15
Vyvial, Keith, M.13

W
Wagar, Scott, D.27
Wagner, Bridget, I.02
Wagner, Joe, K.22
Wagner, Nathan, G.16
Wais-Hennen, Erin, I.20
Waite, Stacey, G.11
Walker, Allison, B.21
Walker, Clarissa, F.22
Walker, Janice, F.35, I.34, RNF
Walker, Jeff, E.07, TSIG.22
Walker, Joyce, J.28
Walker-Hughes, Albertina, F.20
Wallace, Missy, MW.04, H.29
Waller, Jeannie, AW.09, J.30
Walling, Olivia, E.18
Walter, Madaline, K.31
Walters, Keith, A.27
Walters, Shannon, K.31
Wan, Amy, B.05
Wang, Bo, TSIG.22
Wang, Lan, I.18
Wang, Stella, MW.18, A.38, TSIG.07
Wang, Xiaobo, D.07, J.27
Wannamaker, Annette, D.38
Wardle, Elizabeth, W.07, L.30
Ware, Jennifer, K.19
Warfel Juszkiewicz, Jennifer, A.16, FSIG.23
Wargo, Jon, E.32
Warnke, Anthony, H.27
Warnock, Scott, MW.07, D.31
Wärnsby, Anna, W.03
Warwick, Nicole, J.29
Wastal, Carrie, RNF
Watanabe, Sundy, AW.11
Waters, Jennifer, B.22
Watson, Blake, B.32
Watson, Missy, H.17
Watson, Shevaun, G.29
Watts, Patsy, C.22
Wavering, Kelly, H.21
Webber, Jim, I.06
Webber, Martha, D.37
Webb-Sunderhaus, Sara, TSIG.01, I.11
Webster, Travis, A.28
Wecker, Erin, G.20
Wedes, Joan, I.22
Weinzapfel, Kristen, C.04
Weiser, Irwin, MW.06, A.37
Welch, Kristen, W.06
Welhausen, Candice, B.10
Wells, Jaclyn, A.07
Wells, Jazmine, CWS
Wells, Jennifer, A.08
Werden, Leslie, A.25, J.10, FSIG.13
Werner, Courtney, C.17
Werner, Maggie, B.29
West, Carly, I.13
West, Sara, J.34
West-Puckett, Stephanie, M.11
West-White, Clarissa N., M.07
Wetzel, Ryan, A.14
Wetzel, Danielle, H.05
Wheelan, Anne, C.05
Whightsel, Oren, G.04
White, Krista, D.23
Whitehair, Tara, D.05
Whithaus, Carl, I.16
Whitley, Stephen, H.22
Whitney, Kelly, MW.12
Whittig, Erin, M.31
Wible, Scott, G.21
Wicks, Cayce, K.08
Wiggins, Chase, E.19
Wight, Shauna, A.09
Wilber, Daniel, B.04
Wilde, Patty, W.12
Wilhoit, Stephen, A.37, M.12
Wilkes, Lydia, I.05
Wilkinson, Caroline, D.22
Wilkinson, Marta, PS-F
Willerton, Russell, A.10
Williams, Amy, F.33
Williams, Andrea, G.22
Williams, Bonnie, AW.14, G.02
Williams, Bronwyn T., F.09, I.09
Williams, Erin, F.13
Williams, Jennifer, J.27
Williams, Laura, F.22
Williams, Michael, A.01, L.02
Williams, Mindy, C.23
Williams, Nicole, C.03
Willsinsky, John, IP, A.26
Wills, Katherine V., F.35, RNF
Wilson, Andrew, L.19
Wilson, Gregory, K.02
Wilson, Marion, E.05
Wilson, Maurice, A.28
Wilson, Nancy, D.13
Wilson Clausby, Nicola, A.24
Wingard, Jennifer, H.06
Wink, Karen, J.07
Winner, Tammy, A.11
Winslow, Luke, E.27
Wirtz, Jason, F.15
Wise, Melody, MW.08
Wisniewski, Elane, J.14
Witte, Alison, K.03
Wojeahn, Patti, W.02, K.16
Wolfe, Diana, C.30
Wolfe, Joanna, L.02
Wolfe, Kateland, K.25
Wolford, Rachel, L.22
Wood, Henrietta, J.02, M.07
Wood, Tara, TSIG.24, K.33
Wood, Tara Kathleen, C.24
Woods, Brenda, AW.05, C.30
Woolbright, Lauren, F.34
Wooten, Courtney, K.05
Workman, Erin, A.22, TSIG.25
Worley, Jonathan, E.27
Worm, Anna, C.17
Wozniak, Kathryn, I.25
Wray, Albert, C.20
Wray, Amanda, MW.08
Wright, Cassie, G.03
Wright, Emily, K.09
Wright, Hollye, E.28
Wright, James, E.14
Wright, Micah Christopher, E.05
Wu, Hui, CWS
Wu, Ti, K.10

Y

Yagelski, Robert, MW.01, AW.01
Yam, Shui-yin Sharon, D.15
Yancey, Kathleen Blake, A.22, B.35, G.01, TSIG.25, J.06, FSIG.08, L.29, L.30
Yang, Melissa, K.18
Yasonia, Emily, F.07, M.08
Yergeau, Melanie, H.09
Yoo, Laura, M.28
Yoon, K. Hyoejin, FSIG.02, CWS
York, Eric, F.11
You, Xiaoye, MW.16
Young, Morris, D.07
Young, Sarah, B.22
Young, Vershawn, I.27
Yu, Meng, I.08

Z

Zabrowski, Katie, FSIG.23
Zajic, Matthew, K.14
Zamin, Nadia, K.12
Zamora, Mia, H.35
Zarlengo, Tanya, F.26

Zawacki, Terry, TSIG.03
Zawilski, Bret, H.14
Zdenek, Sean, AW.10
Zeleny, Rachael, I.03
Zemliansky, Pavel, W.03, E.15
Zender, Benjamin, H.12
Zepeda, Candace, A.12
Zerbe, Michael, FSIG.12
Zhang, Tong, G.27
Zhao, Ruijie, B.37
Zhu, Dan, B.07
Zimmerelli, Lisa, L.06
Zinchuk, Jennifer Eidum, AW.08, D.25
Notes
MindTap®

MindTap is the accessible and practical digital learning solution that teaches transferable skills.

Through personalized paths of dynamic assignments and applications, MindTap helps students think critically, write purposefully, and communicate meaningfully in their English courses and beyond.

MindTap Handbook
Flexible. Mobile. Affordable.
Offering handbook content students need in a format they’ll use

MindTap Reading & Composing with Multimedia
Connecting the world students live in with the world they compose in

MindTap Literature
Bringing literature off the page and into your students’ lives

Experience MindTap 5-5-5 at the Cengage Learning exhibit booth #103!
5 minute MindTap demo | 5 question survey | 5 gift card, while supply lasts

cengage.com/mindtap
M16015034

CENGAGE Learning®
Get involved.

For over 30 years, Bedford/St. Martin’s has helped to connect a community of authors and teachers to make a difference in the composition classroom. Come by our booth to see what’s new and start a conversation. #BSM4C16

Join the community

Booths 303, 305, 307, 402, 404 & 406

www.macmillanhighered.com/BSM4C16