



29th Annual Meeting
Hilton of the Americas, Houston
Ballroom of the Americas Salon A/B, Level Two
Wednesday, April 6, 2016



Nathan Shepley, "Buffalo Bayou Facing Downtown Houston"

Conference on College Composition & Communication
National Council of Teachers of English
67th Annual Convention

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Welcome from the Research Network Forum Chairs

On behalf of the Research Network Forum at CCCC Executive Committee, we would like to welcome you to Houston for our twenty-ninth annual meeting. This year, we are excited to welcome 235 participants from 123 universities, 15 colleges, and two community colleges. We are happy to be in sunny Houston for what promises to be an exciting day filled with a wide variety of research.

In keeping with the 2016 CCCC theme, the Research Network Forum is a place where Program Chair Linda Adler-Kassner's call for "strategic action" that "entails research- and experience-based discussion with one another" comes to fruition (2016 CCCC CFP). Indeed, the Research Network was founded 29 years ago so that a wide range of scholars—from large research universities, liberal arts colleges, technical schools, community colleges, high schools, and everything in between—could discuss "why understandings of writing matter, about where and how writing development occurs in postsecondary education, and about the implications of research-based understandings about writing as an activity and a subject of study" (2016 CCCC CFP).

The RNF has served as a mentoring branch of the CCCC community—welcoming both novice and seasoned members—in an effort to foster growth in the scholarship of the field. It allows for the creation of relationships between new and experienced scholars, between long-used research methods and "action-oriented" cutting-edge approaches, between editors and future contributors to their publications, and between different research interests in the discipline. The researchers at RNF are often the first to discuss findings and projects that have new ways of examining "how we engage writing as a subject of study and [as] an activity" (2016 CCCC CFP). In fact, RNF presenters take up the challenge to ask and often answer the questions about writing posed in Adler-Kassner's 2016 CCCC CFP: "How we take strategic action to discover, share, or act upon ideas about what 'good writing' means, [. . .] the roles that writing can play in specific contexts or [. . .] how those roles reflect orientations towards action, [. . . and the] conditions in which writing should be taught and learned" (2016 CCCC CFP).

As a Forum devoted to research across a wide range of educational sites and activities, we are excited by the opportunities inherent in this call. Our researchers explore and interrogate the social constructs of race, gender, class, ethnicity, ability, and authority as they emerge in and impact our teaching, our students' potential participation in the public sphere, and "open" work of national, state, and local policies that impact the students we teach in our classrooms and beyond. This work necessarily involves fundamental concerns with interdisciplinary research, and increasingly, it demands a focus on the ways in which new media technologies shape both our social discourse and our educational practices. As in the past, we will be drawing on a number of different kinds of research that explore not only language education in the traditional classroom, but also the broad range of community discourse activities that might be affected by the success or failure of our classroom and institutional efforts. The researchers who gather with us are deeply involved with both the abstract theories and the particular, concrete, and social instances of what it means to write, to teach, or to learn writing, and to develop literacy not only as a technical achievement but as active social knowledge that enhances our changing identities. The kinds of teaching and learning we explore include everything from traditional textual literacy to emergent cyber-literacy, as well as a range of related discourse practices and cultural relationships that help to construct the social and institutional realities of that teaching and learning. By creating spaces and ways to engage with each other and our larger communities, RNF supports researchers who envision our future and enrich our shared need for action.

Toward this end, the **2016 Plenary Speakers are Howard Tinberg, Todd Taylor, and Cynthia L. Selfe** each of whom will discuss managing a research agenda in the context of each person's institution. The Research Network Forum Executive Committee has invited these plenary speakers to share their expertise in managing a research agenda, which will lead to action research (2016 CCCC CFP). The speakers will address how different institutions—community colleges, liberal arts institutions, teaching universities, and research universities—engage in research agendas. The plenary talks are also guided by the overall program concern with the contributions and implications of "Writing Strategies for Action" for the general renewal of our discipline and its efforts to serve students, colleagues, schools, and communities. Their presentations will lay the foundation for the day's thematic table groupings that will explore relationships among the variance of research currently occurring in the field.

Howard Tinberg, Bristol Community College, "The Research Imperative at the Community College: Why Doing the Research Matters"

Community colleges are attracting a great deal of attention these days, whether through discussions of college and career readiness, the Diploma Project, "free" community college initiatives or the "reform" of developmental reading, writing, and math. It is essential that colleagues at community college play a role in fashioning such discussions. That will happen only if community college faculty and staff engage in producing credible research of their own.

Todd Taylor, University of North Carolina – Chapel Hill, “Mentors, Editors, Midwives, Producers, Exemplars, and Taxi Drivers: It Takes a Village to Manage Your Research Agenda”

This multimedia presentation will share what Taylor has learned as an editor and mentor in his institutional context of helping develop the research agendas of new voices in our field. Each of our research agendas must respond to a sense of the conversation in our area, which is extended by a well-positioned research question and delivered by thoughtful, rigorous research methods. This presentation argues that intimate collaboration with an ensemble of colleagues is also essential to managing a research agenda, which begins with inspiration and support (not intimidation) from mentors, editors, and exemplars—who are more like “midwives of research” rather than “bouncers at the door.”

Cynthia L. Selfe, The Ohio State University, “Pushing Back, Against Ourselves: Discipline at the Cellular Level”

Using three scenes, Selfe encourages young researchers to push back against unexamined self-disciplining formations that may structure their approaches to research projects:

- *researchers and their genres*: looking at the formal structures of the research article and imagining that predictability has its downside.
- *researchers and their subjects*: looking at the professional habit of studying others and imagining that it can blind us to language practices closer to home.
- *researchers and their reports*: looking at the accepted practice of *flattening* research data and imagining that there are ways of providing additional useful information about language use.

The Research Network Forum at CCCC is an inquiry-driven community that provides mentoring in rhetoric and composition studies, bringing together graduate students, full- and part-time faculty, and nationally acclaimed scholars. RNF participants are in the midst of grappling with the character of research and with what it means to identify oneself as a *researcher*, or one’s work as *research*. The combination of insightful plenary talks and small-group working sessions proves invaluable in creating an energetic dialogue among this wide range of scholars, teachers, and students. Each of the working groups generates a discussion in which the questions addressed in this year’s call will be explored in the context of specific research areas. The result is an ongoing process of experimentation and application, enriching all who participate in the sessions. Upon finishing the day at the RNF, participants take with them new ideas and understanding that can materially benefit the many stakeholders at the participants’ institutions and beyond through the networking all have done and participants’ possible future publications.

The spirit of the annual RNF has been one of dialogue among people who share a common commitment to confronting the difficulties and fulfilling the promise of our profession. We hope our 29th RNF may continue our energetic discussions of research as a Pre-Convention Forum of the 2016 Conference on College Composition and Communication, proudly celebrating its 67th anniversary, creating richer opportunities for all who continue to work to create new spaces and new knowledge among the many identities involved in our complex discipline.

RNF continues its commitment to mentoring 152 Work-in-Progress Presenters on their research.

At some of our home institutions, we find ourselves as the sole composition/rhetoric specialist (or one of a few), making it difficult to share our work with people who can offer assistance with our research projects. **Paul Butler, Mark Sutton, Laurie Britt-Smith, and Patrick Thomas** have done a splendid job of grouping researchers into fascinating roundtables. **Paul, Mark, Laurie, and Patrick** have captured each thematic table with titles that portray the magic of the research in our field. We appreciate their dedication and commitment to RNF from afar.

Anthony Atkins and Jacqueline Kerr coordinated a talented pool of distinguished scholars to serve as Discussion Leaders. Thank you to all of our 83 discussion leaders—many who come year after year—for your time and expertise. The RNF could not operate without our discussion leaders’ willingness to fill this important role. Thank you to **Katherine V. Wills** for the publicity that draws the many proposals that allow us to organize such a wonderful RNF.

Thank you to **Rebecca Rickly** for inviting and organizing the editors at the Editors’ Roundtable, and thank you to all the editors who have taken the time to be with us to discuss placing finished work-in-progress pieces in future editions of their journals. This year marks the largest gathering of editors at RNF, and we hope you will embrace their generosity and acknowledge RNF if your work is published as a result of the Editors’ Roundtable.

Thank you to **Ollie O. Oviedo**, Historian and Past RNF Chair, who reminds us of how the Research Network Forum has grown over the years. Thank you to **Kim Brian Lovejoy**, Plenary Coordinator and an original member of the RNF Executive Committee, for securing the fabulous slate of plenary speakers: **Howard Tinberg, Todd Taylor, and Cynthia L. Selfe**.

Thank you to our Participant Information Coordinator, **Carrie Wastal**, who designed the RNF participants' survey so we can receive feedback from participants and make changes to future RNFs. Please make sure you fill out the form and return it to one of the RNF Executive Committee members before you leave. Thank you to **Jennifer Hewerdine**, Assistant to the Co-Chairs, for all of her hard work. Thank you to **Paul Butler** who coordinated the local printing of the RNF Program with **Steve Astrich** of Copydotcom, Inc.

Thanks to our Graduate Research Network [GRN] Liaison **Janice Walker** for encouraging the Computers & Writing crowd to attend RNF. In turn, we encourage everyone to attend GRN at the 2016 Computers & Writing Conference on May 19, 2016 at St. John Fisher College. Graduate students and non-tenured faculty can apply to GRN for a travel assistant grant to help defray the costs of the conference. For more information, see the CFP at <http://www.gradresearchnetwork.org/> and/or contact jwalker@georgiasouthern.edu.

As RNF has continued to grow, the budgets of our collective colleges and universities have continued to shrink in these trying economic times. We would also like to **thank our sponsors**:

- Once again, **Bedford/St. Martin's, an imprint of Macmillan Learning**, has provided us with a grant to cover our program printing and other expenses. We value our longtime friendship with Bedford/St. Martin's. Specifically, we would like to thank **Becky Anderson** and **Joy Fisher Williams**, Marketing; **Leasa Burton** and **Nick Carbone**, Editorial; **Iris Elam**, Promotions.
- Joining our list of sponsors is **Beth L. Hewett, President, Defend & Publish, LLC: We Help You Write Now**. Beth has served as a Discussion Leader for many years and is an excellent mentor, as are her writing coaches. Schedule a free 30-minute coaching session with a writing coach at www.defendandpublish.com.

Our sponsors cover the cost to print the RNF program and cover other expenditures. Please make sure you thank our sponsors and let them know about your RNF experience.

Additionally, we must thank the Executive Committee of CCCC, chaired this year by longtime RNF friend **Joyce Locke Carter**, for its generous offer to keep the RNF fee-free for those who register for CCCC and allow us space to meet at the annual convention. Thank you to **Linda Adler-Kassner**, CCCC Convention Program Chair, **Amy Stark**, NCTE Director of Conventions, and **Marlene Knight**, NCTE Convention Consultant, who worked with us to ensure that all RNF participants received invitations, updates, and a beautiful ballroom in which to meet. Please let the CCCC Executive Committee know how much you enjoyed your day with RNF.

Without all of these wonderful people, RNF would not exist. The spirit of the annual RNF has been one of dialogue among people who share a common commitment to confronting the difficulties and fulfilling the promise of our profession. We hope our 29th RNF encourages energetic discussions of research as a Pre-Convention Forum of the 2016 Conference on College Composition and Communication, proudly celebrating its 67th anniversary, creating richer opportunities for all who continue to work to create opportunities for new spaces and new knowledge among the many identities involved in our complex discipline. RNF has always been a forum where researchers have time to reflect and begin taking action when presenting a work-in-progress or responding to another scholar's research. Through the act of workshopping a work-in-progress, presenters utilize RNF to take action on their research by sharing it with others and beginning a dialogue on important issues that need action in the field. Accordingly, each participant leaves the RNF to enter the conversations at CCCC and beyond with a richer understanding of our research traditions, as well as the ways in which researchers draw on those traditions to forge new approaches to current problems in the field so action may be taken.

Whether this is your first or twenty-ninth RNF, we hope you enjoy your day at the Research Network Forum. Please let us know if we can be of any assistance.

On a final note, please feel free to **Tweet your RNF experience to #4C16 and #rnfcccc**. Join us on Facebook: <https://www.facebook.com/groups/ResearchNetworkForum/>. Inquiring minds want to know about your day as it is happening in real time.

Risa P. Gorelick and Gina M. Merys
Research Network Forum Co-Chairs



Executive Committee Members:

Co-Chairs:	Risa P. Gorelick & Gina M. Merys
Work-in-Progress Co-Coordinators:	Paul Butler, Mark Sutton, Laurie Britt-Smith, & Patrick Thomas
Discussion Leader Co-Coordinators:	Anthony Atkins & Jacqueline Kerr
Plenary Coordinator:	Kim Brian Lovejoy
Journal Editor Co-Coordinator:	Rebecca Rickly
Publicity Co-Coordinator:	Katherine V. Wills
Assessment Coordinators:	Carrie Wastal
Assistant to the Co-Chairs:	Jennifer M. Hewardine
Historian/Former Chair:	Ollie O. Oviedo
Graduate Research Network Liaison:	Janice R. Walker

29th Annual Research Network Forum

Program of Events

- 8:30-9:00** **Registration**
- 9:00-9:10** **Welcome from the Co-Chairs: Risa P. Gorelick & Gina M. Merys**
- 9:10-9:15** **Introductions of Plenary Speakers**
- 9:15-10:00** **Plenary Addresses Followed by Questions/Answers**
- Howard Tinberg, Bristol Community College,**
“The Research Imperative at the Community College: Why Doing the Research Matters”
- Todd Taylor, University of North Carolina – Chapel Hill,**
“Mentors, Editors, Midwives, Producers, Exemplars, and Taxi Drivers: It Takes a Village to Manage Your Research Agenda”
- Cynthia L. Selfe, The Ohio State University,**
“Pushing Back, Against Ourselves: Discipline at the Cellular Level”
- 10:00-10:15** **Break**
- 10:15-11:45** **Work-in-Progress Presentations Part I**
- 11:45-1:15** **Lunch** (on your own)
- 1:15-2:30** **Editors Roundtable**
(Meet the editors to see how to publish research. All are welcome!)
- 2:30-2:40** **Break**
- 2:40-2:45** **Welcome from the Co-Chairs: Risa P. Gorelick & Gina M. Merys**
- 2:45-4:15** **Work-in-Progress Presentations Part II**
- 4:15-4:30** **Conclusion**
Please remember to turn in your RNF Assessment!

Responsibilities for Discussion Leaders (DLs):

Along with one or two other discussion leaders:

- Initiate dialogue among a group of work-in-progress presenters (WiPPs).
- Provide feedback and suggestions as well as monitor dialogue among participants.
- Orchestrate discussion to provide an opportunity for all WiPPs to discuss their work.
- Make sure the WiPPs work is the focus of the discussion not any other scholar (including the Discussion Leader).

Role of the Work-in-Progress Presenters (WiPPs):

Do NOT plan to read a paper. The Work-in-Progress tables consist of 4-6 presenters with 2 or 3 discussion leaders (DLs). The time is divided equally among presenters so **you have about 8-10 minutes to present your research**, including any questions you want answered on your project (what scholarship to read, with whom to talk, where to send for publications once finished, how “marketable” is this research, how to change a dissertation into a book or series of articles, etc.) **Then you’ll have 8-10 minutes for the roundtable to give you feedback.** Be sure to exchange contact information so you can get together later at CCCC or post-CCCC either in person, via social media, online, and/or over the telephone.

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**CALL FOR PROPOSALS:
30th ANNUAL RESEARCH NETWORK FORUM at CCCC
March 17, 2017 from 8:30AM – 5:00PM
Portland, OR
Proposal Deadline: Monday, October 31, 2016
<http://researchnetworkforum.org>**

Please join the Research Network Forum as a **Work-in-Progress Presenter** and/or serve as a **Discussion Leader** and/or as a publication **Editor**.

The Research Network Forum, founded in 1987, is a pre-convention forum at CCCC that 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 2017 features morning plenary addresses focusing on “Cultivating Capacity, Creating Change,” the 2017 CCCC theme.

The RNF welcomes **Work-in-Progress Presenters (WiPPs)** at any stage of their research and at any position in the composition/rhetoric field (graduate student, junior faculty, tenured faculty, administrator, and/or independent scholar). During roundtable discussions, WiPPs are grouped by thematic clusters where they discuss their current projects at both a morning and an afternoon roundtable session in **eight-ten minute presentations** and benefit from the responses of other researchers.

Discussion Leaders (DLs) lead the thematic roundtables and mentor WiPPs; this role is key to the RNF. We ask that Discussion Leaders are experienced, established researchers. Serving as a Discussion Leader provides a valuable service to the composition/rhetoric community. Discussion Leaders may serve at the morning session, afternoon session, or all day, and they are welcome to also participate as WiPPs.

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. We encourage Editors to bring copies of the publications they edit/publish and announcements for display at the RNF meeting. Editors are encouraged to serve as Discussion Leaders and may also participate as WiPPs.

To submit a proposal (open August 15 to October 31), visit our website, <http://researchnetworkforum.org>. Please fill out a form for each of the roles in which you would like to participate—Work-in-Progress Presenter, Discussion Leader, and/or Editor. You may appear on the RNF Program in addition to having a speaking role at the Conference on College Composition & Communication.

**Questions? Email Co-Chairs Risa P. Gorelick and Carrie Wastal: rnfchairs@gmail.com
<http://researchnetworkforum.org>**

Morning Tables

Table 1: Technical Teleologies: Language, Information, and Rhetoric for Professional Communities

Discussion Leaders: Dawn Opel, Arizona State University; Kyle Mattson, University of Central Arkansas

William Carney, Cameron University

“Project Management and the Transmission of Information: The Role of the Technical Writer in a Multidisciplinary Capstone”

Kyle Crocco, University of California, Santa Barbara

“Managing Multiplatform Genre Sets in Professional Communities”

Cassie Hemstrom, University of California, Davis

“Designing and Implementing an Audience-Focused Business Writing Course”

Katherine Kirkpatrick, Clarkson College, “Doctoral Students Writing for Publication: Surpassing Behavioral Barriers”

Table 2: Telling Stories, Creating (or Breaking) Connections: Promoting Pedagogy, Product, and Programs

Discussion Leaders: David Sumner, Linfield College; Jacob Babb, Indiana University Southeast

Kerri Bennett, Arkansas State University

“Discovering the Magic (or Monster!) within: Exploring the Pedagogical Effectiveness of Themed First-Year Composition Courses”

Lori Jacobs, University of Houston, Clear Lake

“Programmatic Research and Marketing”

Patricia Jenkins, University of Alaska, Anchorage

“Heuristic as a Platform for Further Learning”

Kyle Vealey, Purdue University

“Storytelling Failure in the Valie of Leven: How a Bacterial Outbreak Became a Wicked Problem”

Table 3: Art, Maps, Marketing, Clarity: Rhetorical Exigencies in Constructed Texts

Discussion Leaders: Kevin Moore, University of California, Santa Barbara; Robert Watkins, Idaho State University

Janelle Adsit, Humboldt State University

“Art in the Rhetorical Situation: Retracing the Aesthetic/Rhetoric Divide”

Patricia Droz, University of Houston, Clear Lake

“Marketing and Programmatic Research”

Kevin Moore, University of California, Santa Barbara

“‘How to Make Our Ideas Clear’: Charles Sanders Pierce and Rhetoric and Composition”

Eda Ozyesilpinar, Clemson University

“Rhetorics of Spaces of Maps: Seeing What We Cannot See”



Table 4: Beasts and Burdens: Intervening in Queer Trauma Studies, Mormon Gender Practices, and Hushpuppy's *Southern Wild* Journey

Discussion Leaders: Paul Walker, Murray State; Jessie Richards, University of Utah

Stephanie Harper, University of Louisiana, Lafayette

Consuming Identity: Constructs of Gender and Identity in *Beasts of the Southern Wild* (2012)"

Caleb Pandygraft, Miami University, Ohio

"Queerness and Trauma"

Danielle Lavendier, University of New Hampshire

"Teaching through Trauma in the Composition Classroom"

Eric Stephens, Clemson University

"Being Muted or Muting Themselves? Why Women Challenge Gendered Practices in the Mormon Church"

Table 5: Challenging Discourses of Gender, Therapy, Health, and Disability

Discussion Leaders: Rebecca Babcock, University of Texas of the Permian Basin;

Elizabeth Tacke, University of Michigan

"Thinking Therapeutically: A Reparative Analysis of Therapeutic Discourses"

Tiffany Friedman, University of North Carolina, Chapel Hill

"Homeopathic Rhetorics: Producing and Consuming the Language of 'Remedies'"

Kat Weigle, University of Texas, San Antonio

"Project Semicolon and the Redefinition of Stigma: Fostering Discourse, Community, and Agency for Mental Illness Survivors"

Table 6: Art and Artifice: Implicit Queerness, Cuban DIY, and San Antonian Street Painting

Discussion Leaders: Derek Mueller, Eastern Michigan University; Daniel Lawson, Central Michigan University

Kelly Blewett, University of Cincinnati

"Illustrating Queerness in Ursula Nordstrom's 'The Secret Language'"

Mark Triana, Washington State University

"Cuban DIY Practices as Technê: The Role of Ethics, Rhetoric, and Political Economy in Contemporary DIY Culture"

Julio Villareal, University of Texas, San Antonio

"Latino Expression in the 'San Antonian' Arts: Visual Rhetoric in the Works of Arturo Infante Almedia"

Table 7: Agents of Digital Change for the Public Sphere

Discussion Leaders: Keith Dorwick, University of Louisiana at Lafayette; Brett Oppegaard, University of Hawaii at Manoa

Katherine DeLuca, University of Massachusetts, Dartmouth

"Developing Digital Citizens: Reframing Civic Engagements to Change Rhetorical Education"

Dan Ehrenfeld, University of Massachusetts, Amherst

"Material Circulation and the Networked Public Sphere: Rethinking the Social and Spatial Politics of the 'Public Turn'"

Abigail Koenig, Texas Tech University

"You Better Sign My Petition Or Else: A Sentiment Analysis of Online Petition Signers"

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Table 8: Forgotten Clients, Forbidden Pedagogies: “Dinpolitik,” and Epistolary Hip-Hop Rhetoric

Discussion Leaders: Marcos Del Hierro, University of New Hampshire;

Michael Gallaway, University of Texas, San Antonio

“Hip Hop in the Classroom: The Epistolary Form across Mediums”

John Koban, Colorado State University

“Composing Things: Toward a ‘Dingpolitik’ Theory of Composition”

Stephen Turner, Arkansas State University

“MC Freire Hip-Hop, Praxis, and Critical Pedagogy in the First-Year Composition Class”

Table 9: Opting In, Buying Out: Expectations, Collaboration, and Change

Discussion Leaders: Randall McClure, Pfeiffer University; Will Hochman, Southern Connecticut State University

Susan Adams Delaney, Ithaca College

“It Takes a Village: Faculty and Students Collaborating on Writing Major Goals”

Jennifer Grouling, Ball State University

“Adapting VALUES: The Life of a Rubric”

Leslie Reed, Arkansas State University

“Drafting Expectations: Changing Instructor Approach in Process Theory”

Table 10: Feminist Inquiries: Agency, Aspasia, and Title IX

Discussion Leaders: Laurie Britt-Smith, College of the Holy Cross; Christina LaVecchia, University of Cincinnati

Martha McKay Canter, Florida State University

“Women, Agency, and Rhetoric on a Slant”

Amanda Reed, University of Dayton

“Feminism’s Effects on Teaching Composition: How Much Power Should Students Have?”

Emily Jo Schwaller, North Carolina State University

“Feminist Scholarship’s Effect on History of Rhetoric Syllabi and Pedagogy”

Table 11: Rewriting Gendered Assumptions of Literacy in the Classroom

Discussion Leaders: Mary Alice Trent, Indiana Wesleyan University, Doreen Piano, University of New Orleans

Laura Davies, SUNY Cortland

“First-Time Teachers on the Front Lines: Preparing Military Officers to Be Writing Teachers”

Mitchell Herring, University of Maine

“Queering the Classroom: Reflection, Revision, and the Fluidity and Plurality of Identity”

Christopher Parsons, University of Michigan

“‘A Presence in My Head’: Ideologies about Gender and Literacy in the Classroom”

Kalia Williams, University of Texas, Rio Grande Valley

“Empowering Women through Literacy”

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Table 12: Creating Gendered Spaces Online, in the Community, and on the Streets

Discussion Leaders: Rebecca Rickly, Texas Tech University; Lauren Rosenberg, Eastern Connecticut State University

Christiane Boehr, University of Cincinnati

“Enabling Spaces: Nurturing and Celebrating Women’s Voices in Community”

Sonya Eddy, University of Texas, San Antonio

“Rhetorical Refusal as Persuasive Form in Chicana Feminist Imagined Narratives”

Loren Roberson, University of Memphis

“Girl Talk: A Counter-History of Punk Feminism and Composition Studies”

Table 13: Rhetoric, History and Accountability: Coming to Terms with Complex Questions and Deep Divides

Discussion Leaders: Jacqueline Kerr, University of Tennessee Knoxville; Ryan Dippre, University of Maine

Cecilia Bonnor, University of Houston

“Using Qualitative Research Methods to Recover an Institution’s History”

Diane Kelly-Riley, University of Idaho

“A Study of the Rhetoric of Accountability and Reform Efforts in Idaho to Improve Postsecondary, First-Year Writing Courses”

Leticia French, University of Houston, Clear Lake

“Intersections: Marketing and Programmatic Research”

Table 14: Toward Rhetorics of Disease and Healing

Discussion Leaders: Deborah Harris-Moore, University of California Santa Barbara; Sarah Perrault, University of California Davis

Krista Petrosino, Tiffin University

“Falling Is Like This: The Rhetoric of Disease and Diagnosis”

Deborah Harris-Moore, University of California, Santa Barbara

“Breaking [Bad] Cancer Archetypes: A Rhetorical Typology”

Erin Wais-Hennen, Lindsey Wilson College

“The Technical and Medical Communication in the Training of Licensed Acupuncturists and TCM Herbalist: An Ethnographic Approach”

Table 15: Empowering Literacies through Voice and Religious and Racial Identity

Discussion Leaders: Beverly Moss, Ohio State University; Jeff Ringer, University of Tennessee

Michelle Grue, “University of California, Santa Barbara,

“A Heroine’s Journey: The Narratives of Women of Color Scientists and How They Became Writers”

Breeanne Martin, Utah State University

“Being Muted or Muting Themselves? When Women Challenge Gendered Practices in the Mormon Church”

Sarah Polo, University of Kansas

“‘The Scholar’s Mission’: Women in Nineteenth-Century Academia and the Composition Book of Ella Gibson, 1872-1874”

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Table 16: Translation as Writing, Writing as Translation: Language, Culture, and Values in Composition Classrooms

Discussion Leaders: Joan Mullen, University of North Carolina Charlotte; Maria Ester Moritz, Federal University of Santa Catarina

Ryan McCarty, University of Michigan

“Translational Learning: The Productivity of Moving Between Languages”

Maria Ester Moritz, Federal University of Santa Catarina

“Undergraduate Brazilian Students’ Perceptions of Written Feedback”

Kristina Reardon, College of the Holy Cross

“Awakening the Sleeping Metaphor of Translation in Composition Studies”

Yemin Sanchez, University of Texas, Rio Grande Valley

“Double Edge Sword: The Impact of Hispanic Cultural Values in First-Year Writing Studies and the Role of the Instructor in Designing Courses”

Table 17: Assessing Assessment: Off-Track Writing Classes, Learning Outcomes, and Transfer Students

Discussion Leaders: Kurt Bouman; Jennifer Campbell, University of Denver; Carrie Wastal, University of California, San Diego

Jennifer Campbell, University of Denver

“Perceptions and Performance in Off-Track Writing Classes”

Jacob Ritter, Ithaca College

“It Takes a Village: Faculty and Students Collaborating on Writing Major Goals”

Matthew Lester, Santa Clara University

“What’s in a Classroom? Connecting the Dots between Classroom Design, Disciplinary Pedagogies, and Student Learning Outcomes”

Carrie Wastal, University of California, San Diego

“Assessment Possibilities for Transfer Student Writing”

Table 18: Pixelated Possibilities: Fostering Digital Screens, Authorship, Identities, and The (Rhetorical) Commons

Discussion Leaders: Kara Poe Alexander, Baylor University; Chet Breau, Florida International University

Lauren Short, University of New Hampshire

“Pixel Versus Print: Strategies for Teaching Digital Literacy”

Jessica Shumake, University of Arizona

“Encounter, Response, and Sociality in the Commons”

Emily Simnitt, University of Oregon, “Student Academic Authorship in the Multilingual, Digital Age”

Naomi Sweo, Michigan State University

“Formative Online Experiences: Investigating Digital Literacy Narratives in First-Year Composition”

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Table 19: Ethos and Affordances, Twitter and Twine: Composition in Social Media, Online Networks, and Digital Literacy Narratives

Discussion Leaders: Douglas Eyman, George Mason University; Kristin Arola, Washington State University

Collin Bjork, Indiana University
“Composing Your ‘Digital Ethos’”

Brooke Chambers, Michigan State University
“Formative Online Experiences: Investigating Digital Literacy Narratives in First-Year Composition”

Molly Daniel, Florida State University
“#TeachwithTwitter: Extending Composition Classrooms into Digital Networks”

Brandee Easter, University of Wisconsin, Madison
“Platform Studies Pedagogy: An Approach for Digital Writing in the Composition Classroom”

Table 20: Pinterest, Tumblr, Video, Selfie: Digital Doxa in the Multimodal Past, Present, and Future

Discussion Leaders: Paul Butler, University of Houston; Jennifer Hewerdine, Arizona Western College

Jason Loan, University of North Carolina, Chapel Hill
“Future Video Past: A Media-Archeological Approach to Composition Studies and Post-Cinematic Moving Images”

Ashton Meade, University of Texas, San Antonio
“The Selfie as Two-Way Mirror: The Emerging Examination of Self in Pop Culture and Its Impact”

Moriah Purdy, University of Pittsburgh
“Procedurality and Pinterest: The Commonplace Log and Crafted Culture in Code”

Lacy Hope, Washington State University
“The Facebook Manifesto: Complicating the Democratic Notions of Digital Spaces in 21st-Century SNS Political Communication”

Table 21: Exploring Identity and Audience Through Innovative Pedagogies

Discussion Leaders: John Dunn, Eastern Michigan University; Dana Gierdowski, North Carolina State University

Molly Campbell, University of New Hampshire
“Who Are We? Finding Identity and Genre in Collaborative Texts”

Daniel Frank, Clemson University
“Passionate-Affinity Space Pedagogy: Inspiring the Net Generation through Open-Ended, Generative Work-Spaces”

Carie King, Ball State University and Taylor University
“A National Study of the Relation of Rhetoric and Composition to Other English Studies’ Disciplines”

Lindsay Snodgrass, University of California, Davis
“Designing and Implementing an Audience-Focused Business Writing Course”

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Table 22: Building Global Relationships: Concerning International Students and Studies

Discussion Leaders: Katherine Wills, Indiana University Purdue University

Erika I-Tremblay, University of California, Santa Barbara
“Development of Writing Centers in Japan”

Firasat Jabeen, Clemson University
“Tracing the History of Rhetoric in Pakistan”

Greer Murphy, Woodbury University
“Worlds Apart? International Students, Source-Based Writing, and Faculty Development Across the Curriculum”

Lynn Roesch, University of Dayton
“Can Role-Play in the Classroom Help ESL Students with Their Writing?”

Table 23: Charting New Directions across the Curriculum: Communities of Practice, Eportfolios, and Mindfulness

Discussion Leaders: Elizabeth Fleitz, Lindenwood University

Vincent Portillo, Syracuse University
“The Production of Rhetorical Agency in Communities of Practice: An Autoethnographic Study”

Mary Lourdes Silva, Ithaca College
“Chronicling the I to C to C: A Longitudinal Study of Eportfolio Implementation”

Kathleen Welch, University of Oklahoma
“Advanced Written Composition”

Nadia Zamin, Indiana University of Pennsylvania
“Using Mindfulness Intervention to Support the Writing Practices of Advanced Academic Writers Engaged in High-Stakes Writing”

Table 24: WACing WiPPs: Writing across Criminal Justice and Transformative Leadership in FYW Classes

Discussion Leaders: Ollie Oviedo, Eastern New Mexico University; Victor Vitanza, Clemson University

Donald Pardlow, Claflin University
“The Roles of Writing across the Curriculum Pedagogies in the Teaching of Transformative Leadership in First-Year Composition”

Julia Voss, Santa Clara University
“What’s in a Classroom? Connecting the Dots between Classroom Design, Disciplinary Pedagogies, and Student Learning Outcomes”

Table 25: Powerful Imagery, Purposeful Listening; Composition Studies as a Means to Social Progress

Discussion Leaders: Malea Powell, Michigan State University; Linh Dich, Miami University Middletown

Timothy Elliott, Texas Tech University
“Retelling an Urban Planning Project through Archival Images and Citizen’s Stories”

Emma Howes, Coastal Carolina University
“Teaching Race in the Deep South: Explorations of Listening and Contemplation in the Composition Classroom”

Brennah Hutchison, Arkansas State University
“The Politically Themed Composition Classroom: A Space to Explore Social Consciousness and Indoctrination”

Bonnie Markowski, University of Scranton
“Reflection as Action for Student Advocacy and Programmatic Changes”

Table 26: Assessment and Literacy Measurements: Challenging Institutional Power, Theories of Retention, and Rubrics

Discussion Leaders: Brad Peters, Northern Illinois University

Katelyn Connolly, University of Maine

“Interrupting Traditional Power Dynamics: How Interrupting the Privatized Student Paper Submission Can Shift the Balance”

Melody Gustafson, Kent State University

“Outcomes Statements Link Three Levels of Scope in Assessment Research and Washback”

Sarah Synder, Arizona State University

“Stretch at 20”

Belinda Walzer, Northeastern University

“Shifting the Burden of responsibility: Rubrics and Self-Assessment in the Composition Classroom”

Table 27: Crossing Borders, Crossing Lines: Rethinking “Creative Composition,” Narrative Writing, Reflection, and TA Orientation

Discussion Leaders: Marjie Stewart, Glenville State College

Khem Aryal, Syracuse University

“Concern for Creativity and the Making of Creative Writing Composition”

Brady Edwards, University of Nevada, Reno

“Rethinking the Teaching Assistant Orientation through Participant Observation—A Reflective Narrative”

Deepak Pant, Southern Illinois University, Carbondale

“Crossing the Border: Using Narratives in Composition Classes”

Table 28: Teaching for Transfer, Transfer for Teaching

Discussion Leaders: Glenn Blalock, Texas A&M University - Corpus Christi; Lisa Tremain, University of California, Santa Barbara

Regine Pellicer, University of Texas, Rio Grande Valley

“Increasing Students’ Perceived Competence and Intrinsic Motivation to Revise through Guided Choice”

Lisa Tremain, University of California, Santa Barbara

“(Dis)Positioning Writing Transfer: Exploring Writers’ Perceptions of the Writing Self, Writing Contexts, and Transfer of Writing”

Dianna Winslow, Rochester Institute of Technology

“Teaching Metacognition to Reinforce Agency and Transfer for First Generation and Deaf/Hard-of-Hearing Students in Linked Classrooms”

Table 29: Peripatetic Teachers and Tutors: One-on-One Conferencing, Mobile Coaching, and Freeway-Flying Grammar Instruction

Discussion Leaders: Bonnie Devet, College of Charleston; Michael Pemberton, Georgia Southern University

Jennifer Carter, Georgia State University

“On the Local Level: Considering the Intersection of Writing Centers, Grammar, and Students’ Academic Success”

Bonnie Devet, College of Charleston

“Writing Center Consultants on Consulting: Benefits during College and after Graduation”

Marcela Hebbard, University of Texas, Rio Grande Valley

“Case Study Research in Peer Tutoring: A Literacy Improvement Approach for Teaching First-Year Writing Courses”

Alisa Russell, George Mason University

“Investigating an ESL Opt-In Program at a University Writing Center”

Table 30: All about Ideology: Translingualism, Language Difference, and Disciplinary Identities in Writing Classrooms and Centers

Discussion Leader: Robin Gallaher, Northwest Missouri State University

Charlotte Asmuth, University of Maine

“Constructs of Reflective Writing in the First-Year Composition Classroom”

Robin Gallaher, Northwest Missouri State University

“The Impact of a Continuously Liminal Disciplinary Identity on First-Year Writing Teachers”

Dylan Travis, Arkansas State University

“The Translingual Approach: Research into the Writing Centers and WAC/WID Programs”

Table 31: Liminal Living, Living Liminally in First-Year Writing Pedagogy: Language, Transience, and Attachment

Discussion Leaders: Ildi Olasz, Northwest Missouri State University; Peter Vandenberg, Depaul University

Karina Lacerda, Federal University of Santa Catarina

“Undergraduate Brazilian Students’ Perceptions of Written Feedback”

Rob Lugg, University of Nevada, Reno

“Community Engagement and the Transient Instructor”

Ildi Olasz, Northwest Missouri State University

“The Impact of a Continuously Liminal Disciplinary Identity on First-Year Writing Teachers”

Bonnie Vidrine-Isbell, University of Washington

“Language Attachment: An Examination of the Consequences of Social Bonding for Affect Socialization, Bilingual Fluency, and Identity”

Table 32: Writing about Writing: Transfer, Threshold Concepts, and Adult Learner Transitions

Discussion Leaders: Geoffrey Clegg, Penn State University; Richard Matzen, Woodbury University

Geoffrey Clegg, Penn State University

“Can Writing about Writing Aid STEM Majors? A Look at Genre Theory, Threshold Concepts, and the FYC Classroom”

Richard Matzen, Woodbury University

“The Marketplace as Affecting Threshold Concepts”

Silvia Neves, ITT Technical Institute

“Examining Adult Learners’ Perspectives about Academic Transitions”

Table 33: Instruments of Agency, Sites of Change: Negotiating Institutional and Departmental Cultures, Disruptions, and Choices

Discussion Leaders: Jennifer Johnson, University of California, Santa Barbara; John Pell, Whitworth University

Jennifer Johnson, University of California, Santa Barbara

“‘How Do You Do Things in Your Department?’: Encouraging TAs to Examine How Disciplinary Shapes Their Praxis”

Halle Neiderman, Kent State University

“Creating Institutional Value”

Nicholas Marino, Florida Atlantic University

“Student Critique of the Institution”

John Pell, Whitworth University

“A New Way to Move: WPAs, SLACs, and Programmatic Agility”

Table 34: New Tools of the Trade in First-Year Writing Pedagogy

Discussion Leaders: Morgan Read-Davidson, Chapman University; Jamie Thornton, Kaplan University

Rachel McCabe, Indiana University

“Shocking the ‘Tired Reader’: The Grotesque as a Teaching Tool in the Composition Classroom”

Luke Kingery, University of Nevada, Reno

“Laughing Critically: Learning to Write with Humor”

Morgan Read-Davidson, Chapman University

“Agency and Attitude, “Measuring Self-Efficacy and Writing Anxiety in Collaborative Writing Workshops”

Emmett Ryan, Indiana University of Pennsylvania

“Fast Food, Slow Composition, and Mutuality in the Writing Classroom”

Table 35: Enfranchising the Disenfranchised: Non-Academic University Workers, Multilingual Writers, First Generation & Deaf-Hard-of-Hearing Students

Discussion Leaders: Carolyn Ostrander, Syracuse University; Crystal Bickford, Southern New Hampshire University

Sonya Groves, Our Lady of the Lake University

“The Walking Writing Coach: How a Small Hispanic Serving Institute Successfully Implemented Mobile Writing Coaches in Their First-Year Composition Classrooms”

Catherine Marotta, University of Wisconsin, Madison

“University Classified Workers: Literacy Practices and Resources in our College Communities”

Crystal Rodriguez, University of Texas, Rio Grande Valley

“Testing Acceptance of Language Difference in Academia: Perceptions in a First-Year Composition Classroom”

Phil Shaw, Rochester Institute of Technology

“Teaching Metacognition to Reinforce Agency and Transfer for First-Generation and Deaf/Hard-of-Hearing Students in Linked Courses”

Table 36: Moodle, ScreenCast, Vlog, Remix: Adapting Digital Technology and Teaching

Discussion Leaders: Alison Witte, Trine University; Daniel Wuebben, University of Nebraska, Omaha

Amanda Pratt, University of Nevada, Reno

“Meeting Writers Where They Are: Technology as a Bridge between Theory and Practice”

Alison Witte, Trine University

“‘Why Won’t Moodle . . .?’ Using Genre Theory to Examine Students’ Approaches to Learning and Using Course Management Systems”

Daniel Wuebben, University of Nebraska, Omaha

“Teaching Freshmen to ScreenCast, Vlog, and Remix Their Autobiographies”

Table 37: Perceptions and Impacts of Disability and Accommodation

Discussion Leaders: Mark Sutton, Midlands Technical College; Susan Wolff Murphy, Texas A&M University

Kristeen Cherney, Georgia State University

“Literacy Impacts of AR on Students with Autism and the Challenges Faced in First-Year Composition”

Deanna Laurette, Wayne State University

“Including Disability as an Identity Construction in the College Composition Classroom”

Matthew Zajic, University of California, Davis

“Surveying Writing Instructor Attitudes, Questions, and Beliefs Regarding Disabilities and Accommodations”

Table 38: Theories of Reading and Using Sources in FYC

Discussion Leaders: Pamela Childers, Lesley University; Sandra Jamieson, Drew University; Thomas Sura, West Virginia University

Zach De Piero, University of California, Santa Barbara
"Theorizing Reading in FYC"

Thomas Sura, West Virginia University
"I Found It. Now What?" Engaging with Sources in Undergraduate Writing"

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Editors Roundtable

Journal and Book Editor Participants

<p><i>Across the Disciplines</i> Michael Pemberton & Nick Carbone</p>	<p><i>Parlor Press</i> David Blakesley</p>
<p><i>Bedford/St. Martin's Press</i> Nick Carbone</p>	<p><i>Peitho: The Journal of the Coalition of Women Scholars in the History of Composition and Rhetoric</i> Jen Wingard</p>
<p><i>CCC</i> Jonathan Alexander</p>	<p><i>PRE/TEXT</i> Victor Vitanza</p>
<p><i>College English</i> Kelly Ritter</p>	<p><i>Readerly/Writerly Texts: Essays on Literacy, Composition and Pedagogical Theory</i> Ollie Oviedo</p>
<p><i>CompPile</i> Glen Blalock and Susan Wolff Murphy</p>	<p><i>RTE</i> Mary Juzwik</p>
<p><i>Connexions</i> Kyle Mattson and Rosario Duraó</p>	<p><i>Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning</i> Christina Kirklighter</p>
<p><i>Council of Writing Program Administrators Research Grants Group</i> Diane Kelly-Riley and Chuck Paine</p>	<p><i>TETYC</i> Holly Hassel</p>
<p><i>Defend and Publish</i> Risa P. Gorelick</p>	<p><i>Technoculture: An Online Journal of Technology in Society</i> Keith Dorwick</p>
<p><i>Enculturation: A Journal of Rhetoric, Writing, and Culture</i> Laurie Gries</p>	<p><i>JAEPL</i> Wendy Rydan</p>
<p><i>Journal of the Assembly for Expanded Perspectives on Learning</i> Bradley Peters</p>	<p><i>The Clearing House</i> Pamela Childers</p>
<p><i>Journal of Teaching Writing</i> Editorial Team</p>	<p><i>The Journal for Undergraduate Multimedia Projects [JUMP]</i> Justin Hodgson</p>
<p><i>Journal of Writing Assessment</i> Diane Kelly-Riley</p>	<p><i>Writingcenter.org</i> Christopher Ervin</p>
<p><i>Kairos: A Journal of Rhetoric, Technology, and Pedagogy</i> Doug Eyman and Christine Tulley</p>	<p><i>The WAC Clearinghouse</i> Rich Rice and Lea Cardwell</p>
<p><i>KB Journal: The Journal of the Kenneth Burke Society</i> Glen Southergill</p>	<p><i>WAC Journal</i> David Blakesley</p>
<p><i>Online Writing Instruction Open Resource</i> Jason Snart</p>	<p><i>Xchanges</i> Julianne Newmark</p>

Afternoon Tables

Table 1: Learning in Action: Classroom Practice for Engaging Varied Student Populations

Discussion Leader: Kara Poe Alexander, Baylor University

Maria Ester Moritz, Federal University of Santa Catarina

“Undergraduate Brazilian Students’ Perceptions of Written Feedback”

Donald Pardlow, Claflin University

“The Roles of Writing across the Curriculum Pedagogies in the Teaching of Transformative Leadership in First-Year Composition”

Belinda Walzer, Northeastern University

“Shifting the Burden of Responsibility: Rubrics and Self-Assessment in the Composition Classroom”

Dianna Winslow, Rochester Institute of Technology

“Teaching Metacognition to Reinforce Agency and Transfer for First Generation and Deaf/Hard-of-Hearing Students in Linked First Year Courses”

Table 2: Re-Seeing Ourselves, Our Pedagogies, and Our Programs

Discussion Leader: Kyle Mattson, University of Central Arkansas

Patricia Droz, University of Houston-Clear Lake

“Intersections: Marketing and Programmatic Research”

Jennifer Johnson, University of California at Santa Barbara

“How Do You Do Things in Your Department?”: Encouraging TAs to Examine with Disciplinary Shapes Their Praxis”

Ildi Olasz, Northwest Missouri State University

“The Impact of a Continuously Liminal Disciplinary Identity on First-Year Writing Teachers”

Leslie Reed, Arkansas State University

“Drafting Expectations: Changing Instructor Approach in Process Theory”

Table 3: Developing Professional Writers, Professional Writing, and Writing in Communities

Discussion Leader: Linh Dich, Miami University-Middletown

William Carney, Cameron University

“Project Management and the Transmission of Information: The Role of the Technical Writer in a Multi-Disciplinary Capstone Project”

Stephanie Odom, University of Texas at Tyler

“Improving Criminal Justice Student Writing Outcomes through Systematic Writing Instruction”

Mark Triana, Washington State University

“Cuban DIY (Do-It-Yourself) Practices as Technê: The Role of Ethics, Rhetoric, and Political Economy in Contemporary DIY Culture”

Jessica Shumake, University of Arizona

“Encounter, Response, and Sociality in the Commons”

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Table 4: New Directions in Digital Composition Research for the Classroom

Discussion Leader: Derek Mueller, Eastern Michigan University; Justin Hodgson, Indiana University

Brandee Easter, University of Wisconsin-Madison

“Platform Studies Pedagogy: An Approach for Digital Writing in the Composition Classroom”

Kristeen Cherney, Georgia State University

“Literacy Impacts of AR on Students with Autism and the Challenges Faced in First-Year Composition”

Lauren Short, University of New Hampshire

“Pixel Versus Print: Strategies for Teaching Digital Literacy”

Table 5: Designing Classrooms, Designing Curricula

Discussion Leaders: Rebecca Rickly, Texas Tech University, Paul Butler, University of Houston

Kerri Bennett, Arkansas State University

“Discovering the Magic (or Monster!) Within: Exploring the Pedagogical Effectiveness of Themed First Year Composition Courses”

Daniel Frank, Clemson University

“Passionate-Affinity Space Pedagogy: Inspiring the Net Generation Through Open-Ended, Generative Work-Spaces”

Lindsay Snodgrass, University of California-Davis

“Designing and Implementing an Audience-Focused Business Writing Course”

Thomas Sura, West Virginia University

“I Found It. Now What?": Engaging with Sources in Undergraduate Writing”

Julia Voss, Santa Clara University

“What’s In a Classroom? Connecting the Dots between Classroom Design, Disciplinary Pedagogies, and Student Learning Outcomes”

Table 6: Busy Intersections: Classrooms, Programs, Disciplines, and Cultures

Discussion Leader: Sandra Jamieson, Drew University

Zach De Piero, University of California, Santa Barbara

“Theorizing Reading in FYC”

Leticia French, University of Houston-Clear Lake

“Intersections: Marketing and Programmatic Research”

Carie King, Ball State University and Taylor University

“A National Study of the Relation of Rhetoric and Composition to Other English Studies’ Disciplines”

Crystal Rodriguez, The University of Texas-Rio Grande Valley

“Testing Acceptance of Language Difference in Academia: Perceptions in a First-Year Composition Classroom”



Table 7: Creating a Space for Everyone in the Classroom

Discussion Leader: Janice Walker, Georgia Southern University

Emma Howes, Coastal Carolina University

“Teaching Race in the Deep South: Explorations of Listening and Contemplation in the Composition Classroom”

Amanda Pratt, University of Nevada-Reno

“Meeting Writers Where They Are: Technology as Bridge Between Theory and Praxis”

Yemin Sanchez, University of Texas-Rio Grande Valley

“Double Edge Sword: The Impact of Hispanic Cultural Values in First Year Writing Studies and the Role of the Instructor in Designing Successful Learning Environments for At-Risk Students”

Emily Simnitt, University of Oregon

“Student Academic Authorship in the Multilingual, Digital Age”

Table 8: Rhetoric and/in Texts: Storytelling, Narratives, Maps, Novels, and History

Discussion Leader: Sarah Perrault, University of California-Davis

Martha McKay Canter, Florida State University

“Women, Agency, and Rhetoric on a Slant”

Stephanie Harper, University of Louisiana at Lafayette

“Consuming Identity: Constructs of Gender and Identity in *Beasts of the Southern Wild* (2012)”

Eda Ozyesilpinar, Clemson University

“Rhetorics of Spaces of Maps: Seeing What We Cannot See”

Kyle Vealey, Purdue University

“Storytelling Failure in the Vale of Leven: How a Bacterial Outbreak Became a Wicked Problem”

Table 9: Intersections of Literacy: Gender, Queerness, Digital

Discussion Leader: Paul Walker, Murray State University

Abigail Koenig, Texas Tech University

“You Better Sign My Petition or Else: A Sentiment Analysis of Online Petition Signers”

Christopher Parsons, University of Michigan

“‘A Presence in My Head’: Ideologies about Gender and Literacy in the Classroom”

Caleb Pendency, Miami University of Ohio

“Literacy, Queerness, and Trauma”

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Table 10: View from the Chalkboard: Instructor Perspectives on Pedagogy, Teaching Spaces, and Programmatic Placement

Discussion Leaders: David Sumner, Linfield College; Keith Dorwick, The University of Louisiana at Lafayette

Collin Bjork, Indiana University
“Composing Your ‘Digital Ethos’”

Matthew Lester, Santa Clara University
“What’s In a Classroom? Connecting the Dots between Classroom Design, Disciplinary Pedagogies, and Student Learning Outcomes”

Rob Lugg, University of Nevada-Reno
“Community Engagement and Transient Instructor”

Matthew Zajic, University of California-Davis
“Surveying Writing Instructor Attitudes, Questions, and Beliefs Regarding Disabilities and Accommodations”

Greer Murphy, Woodbury University
“Worlds Apart? International Students, Source-Based Writing, and Faculty Development Across the Curriculum

Table 11: Active Electrons: Digital Professional and Pedagogical Practices

Discussion Leader: Glenn Blalock, Texas A&M University-Corpus Christi; Nick Carbone, Bedford/St. Martin’s Press

Kyle Crocco, University of California at Santa Barbara
“Managing Multiplatform Genre Sets in Professional Communities

Alison Witte, Trine University
“‘Why Won’t Moodle...?’: Using Genre Theory to Examine Students’ Approaches to Learning and Using Course Management Software”

Table 12: A Space for Many Voices: ELL’s, Writing Centers, and WAC

Discussion Leaders: Kurt Bouman; Susan Wolff Murphy, Texas A&M-Corpus Christi

Jennifer Carter, Georgia State University
“On the Local Level: Considering the Intersection of Writing Centers, Grammar, and Students’ Academic Success”

Erika I-Tremblay, University of California-Santa Barbara
“Development of Writing Centers in Japan”

Lynn Roesch, University of Dayton
“Can Role-Play in the Classroom Help ESL Students with Their Writing?”

Dylan Travis, Arkansas State
“The Translingual Approach: Research into Writing Centers and WAC/WID Programs”

Alisa Russell, George Mason University
“Investigating an ESL Opt-In Program at a University Writing Center”

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Table 13: New Directions in Classroom Practices

Discussion Leaders: Marjie Stewart, Glenville State College; Brett Oppegaard, University of Hawaii at Manoa

Khem Aryal, Syracuse University

“Concern for Creativity and the Making of Creative Writing Composition”

Brennah Hutchinson, Arkansas State University

“The Politically Themed Composition Classroom: A Space to Explore Social Consciousness and Indoctrination”

Michael Gallaway, University of Texas at San Antonio

“Hip Hop in the Classroom: The Epistolary Form Across Mediums”

Cassie Hemstrom, University of California-Davis

“Designing and Implementing an Audience-Focused Business Writing Course”

Rachel McCabe, Indiana University-Bloomington

“Shocking the ‘Tired Reader’: the Grotesque as a Teaching Tool in the Composition Classroom”

Table 14: Active Changes: Performance and Transfer Across the Curriculum

Discussion Leader: Victor Vitanza, Clemson University

Jennifer Campbell, University of Denver

“Perceptions and Performance in Off-Track Writing Classes”

Geoffrey Clegg, Penn State University

“Can Writing about Writing Aid STEM Majors?: A Look at Genre Theory, Threshold Concepts, and the FYC Classroom”

Phil Shaw, Rochester Institute of Technology

“Teaching Metacognition to Reinforce Agency and Transfer for First-Generation and Deaf/Hard-of-Hearing Students in Linked First-Year Courses.”

Table 15: Actions of/within the Collective: Institutional Pasts, Presents, and Futures

Discussion Leader: Brad Peters, Northern Illinois University

Susan Adams Delaney, Ithaca College

“It Takes a Village: Faculty and Students Collaborating on Writing Major Goals”

Jennifer Grouling, Ball State University

“Adapting VALUES: The Life of a Rubric”

Lorie Jacobs, University of Houston-Clear Lake

“Intersections: Programmatic Research and Marketing”

Halle Neiderman, Kent State University

“Creating Institutional Value”

Table 16: Language is Power: Ideology and Critique in/of the Classroom

Discussion Leader: Mark Sutton, Midlands Technical College

Katelyn Connolly, University of Maine

“Interrupting Traditional Power Dynamics: How Interrupting the Privatized Student Paper Submission Can Shift the Balance”

Nicolas Marino, Florida Atlantic University

“Student Critique of the Institution”

Sarah Synder, Arizona State University

“Stretch at 20”

Stephen Turner, Arkansas State University

“MC Freire: Hip-Hop, Praxis, and Critical Pedagogy in the First Year Composition Class”

Table 17: Tell Us a Story: Narratives as Research Tools and Classroom Practices

Discussion Leaders: John Dunn, Eastern Michigan University; Mary Alice Trent, Indiana Wesleyan University

Timothy Elliott, Texas Tech

“Retelling and Urban Planning Project Through Archival Images and Citizen’s Stories”

Michelle Grue, University of California-Santa Barbara

“A Heroine’s Journey: The Narratives of Women of Color Scientists and How They Became Writers”

Luke Kingery, University of Nevada-Reno

“Laughing Critically: Learning to Write with Humor”

Deepak Pant, Southern Illinois University-Carbondale

“Crossing the Border: Using Narratives in Composition Classes”

Sonya Eddy, University of Texas at San Antonio

“Rhetorical Refusal as Persuasive Form in Chicana Feminist Imagined Narratives”

Table 18: Making Ourselves Out of Electrons: Social Practice, Classroom Practice

Discussion Leaders: Douglas Eyman, George Mason University; Robert Watkins, Idaho State University

Brooke Chambers, Michigan State University

“Formative Online Experiences: Investigating Digital Literacy Narratives in First-Year Composition”

Katherine DeLuca, University of Massachusetts-Dartmouth

“Developing Digital Citizens: Reframing Civic Engagements to Change Rhetorical Education”

Dan Ehrenfeld, University of Massachusetts-Amherst

“Material Circulation and the Networked Public Sphere: Rethinking the Social and Spatial Politics of the ‘Public Turn’”

Naomi Sweo, Michigan State University

“Formative Online Experiences: Investigating Digital Literacy Narratives in First-Year Composition”

Daniel Wuebben, University of Nebraska-Omaha

“Teaching Freshman to ScreenCast, Vlog, and Remix Their Autobiographies”

Table 19: A Buffet of Composition Theories: Computer Code, Disability Pedagogy, Food

Discussion Leader: Jennifer Hewerdine, Arizona Western College

Deanna Laurette, Wayne State University

“Including Disability as an Identity Construction in the College Composition Classroom”

Moriah Purdy, University of Pittsburgh

“Procedurality and Pinterest: the Commonplace Log and Crafted Culture in Code”

Emmett Ryan, Indiana University of Pennsylvania

“Fast Food, Slow Composition, and Mutuality in the Writing Classroom”

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Table 20: Expanding Rhetoric’s Range

Discussion Leader: Jamie Thorton, Kaplan University

Kelly Blewett, University of Cincinnati

“Illustrating Queerness in Ursula Nordstrom’s ‘The Secret Language’”

Kevin Moore, University of California-Santa Barbara

“‘How to Make Our Ideas Clear’: Charles Sanders Pierce and Rhetoric and Composition”

Sarah Polo, University of Kansas

“‘The Scholar’s Mission’: Women in Nineteenth-Century Academia and the Composition Book of Ella Gibson, 1872-1874”

Emily Jo Schwaller, North Carolina State University

“Feminist Scholarship’s Effect on History of Rhetoric Syllabi and Pedagogy”

Table 21: Assessing Curricula and Programs

Discussion Leader: Tricia Serviss, Santa Clara University

Melody Gustafson, Kent State University

“Outcomes Statements Link Three Levels of Scope in Assessment Research and Washback”

Diane Kelly-Riley, University of Idaho

“A Study of the Rhetoric of Accountability and Reform Efforts in Idaho to Improve Post-secondary, First-year Writing Courses, and the Effects on Curriculum and Students”

Jacob Ritter, Ithaca College

“It Takes a Village: Faculty and Students Collaborating on Writing Major Goals”

Table 22: Research Methodologies and Multimodal Spaces

Discussion Leader: Ollie Oviedo, Eastern New Mexico University

Jason Loan, University of North Carolina-Chapel Hill

“Future Video Past: A Media-Archeological Approach to Composition Studies and Post-Cinematic Moving Images”

Kalia Williams, University of Texas-Rio Grande Valley

“Empowering Women Through Literacy”

Mary Lourdes Silva, Ithaca College

“Chronicling the I to C to C: A Longitudinal Study of Eportfolio Implementation”

Table 23: Acting in the “Real” World: Professional Writing in Public Contexts

Discussion Leader: T J Geiger, Lamar University

Catherine Marotta, University of Wisconsin-Madison

“University Classified Workers: Literacy Practices and Resources in our College Communities”

Erin Wais-Hennen, Lindsay Wilson College

“The Technical and Medical Communication in the Training of Licensed Acupuncturists and TCM Herbalist: An Ethnographic Approach”

Kat Weigle, University of Texas-San Antonio

“Project Semicolon and the Redefinition of Stigma: Fostering Discourse, Community, and Agency for Mental Issues Survivors”

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Table 24: (Re)Making the Self: Rhetorical Examinations of Discourse & Identity

Discussion Leader: Marco Del Hierro, University of New Hampshire; Collie Fulford, North Carolina Central University

Collie Fulford, North Carolina Central University

“Access and Accountability: Analyzing Margaret Spellings’ Higher Education Rhetorics”

Elizabeth Tacke, University of Michigan

“Thinking Therapeutically: A Reparative Analysis of Therapeutic Discourses”

Julio Villarreal, University of Texas-San Antonio

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Many thanks to those who volunteered to serve as a Discussion Leader:

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Bonnie Devet

Linh Dich

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Mary Alice Trent

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Janice Walker

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Nicole Warwick

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Katherine Wills

Alison Witte

Daniel Wuebben

Susan Wolff Murphy

Courtney Wooten

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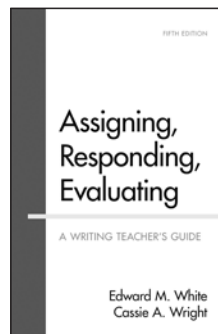
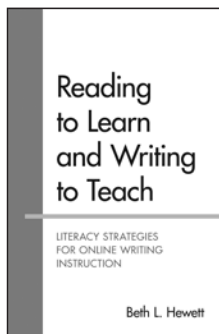
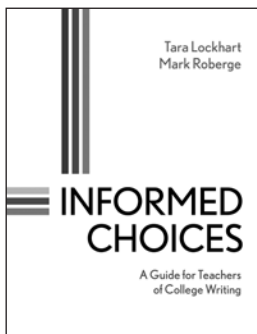
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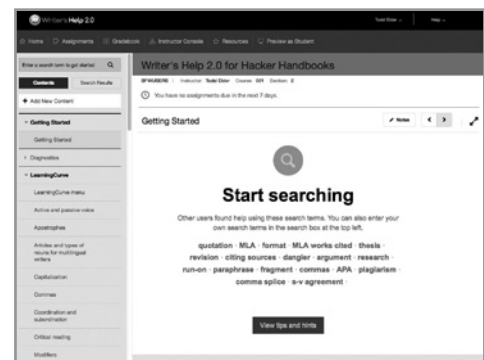
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