



30th Anniversary Annual Meeting

**Oregon Convention Center
Portland Ballrooms 256, 257, & 258
Portland, Oregon
Wednesday, March 15, 2017**



**Conference on College Composition & Communication
National Council of Teachers of English
68th Annual Convention**

Research Formative Feedback and Analytics with Eli Review

Eli Review is an app that turns the classroom into a studio where instructors can see students engaged in more practice, more feedback, and more revision. In this case, more equals better—*better feedback, better writing, better writers.*

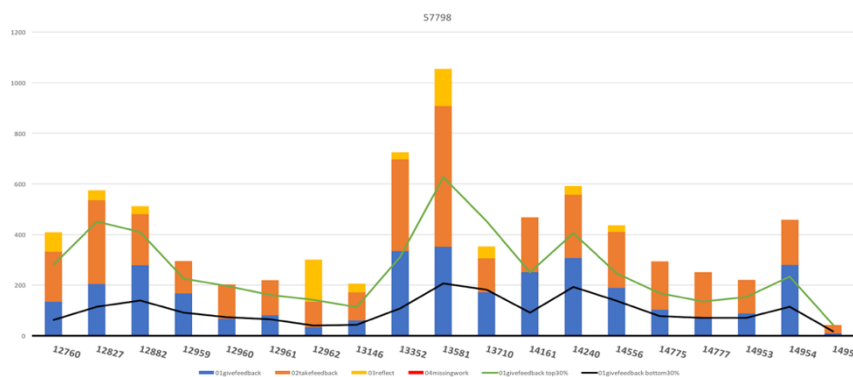


Authentic Records of Learning

To improve learning, instructors need to see how students are working and how they are thinking. Eli Review gives you two ways to do this: (1) comments learners give other writers and (2) revision plans writers make for themselves. Eli Review provides a window on the frequency and intensity of students' engagement in giving, receiving, and using feedback to revise.

Research Underway with Eli Review Data

- **How Low-Stakes Practice Predicts High-Stakes Performance** — Giving helpful feedback improves writing.
- **How Praise and Critique Affect learning** — Students trained to offer praise or critique revise differently.
- **Early Alert Indicators** — Disengaged reviewers tend to struggle as writers and may fail.
- **How Commenting Influences Revision** — Engaged reviewers with strong revision plans revise more.
- **Discipline-Based Thinking** — Reviewers' uptake of discipline-specific language from the review task indicates how well they are tuned into key skills and predicts how helpful those comments are to writers.



Example Research Question: Is this student practicing enough to improve?

This chart shows one student's word count in giving (blue), getting (orange), and using (yellow) feedback over 19 reviews. Because giving feedback drives the most learning, the trend lines compare this reviewer's intensity (blue) with the top/bottom 30%.

Conclusion: The student's consistent intensity predicts improvement.

What data does Eli Review capture?

- Student drafts
- Quantitative peer feedback on instructor-designed prompt
- Comments (words, word count, helpfulness rating, instructor endorsement, whether added to revision plan)
- Prioritization of and reflections on those comments in revision plans
- Instructor feedback in revision plans
- Engagement analytics within and across review tasks

You and your students own your Eli Review data. You can download & analyze it to suit your needs and those of your students. Eli Review offers a number of built-in export options but we can work with you to develop custom queries to solve specific research questions.

Supporting Researchers

We want to be your research partners. We can work with you to develop innovative metrics using data from drafts, feedback, and revision plans to improve teaching and learning within individual courses, across departments, and across institutions. With better formative data, instructors can guide students in better feedback and better revision.

Contact **Melissa Meeks**, our director of professional development, at melissa@elireview.com to see how Eli can help drive your research agenda.

Research Network Forum



Welcome from the Research Network Forum Chairs

On behalf of the Executive Committee of the Research Network Forum at CCCC, we would like to welcome you to Portland for our 30th annual meeting. We are happy to be in Portland for what promises to be an exciting day filled with a wide variety of research.

In keeping with the 2017 CCCC theme, the Research Network Forum [RNF] is a place where Program Chair Carolyn Calhoun-Dillahunt's call for us to "cultivate new voices in the field and in the organization," "create broader understanding and appreciation of our disciplinary landscape," and "develop future writing teachers, scholars and leaders" comes to fruition (2017 CCCC CFP). Indeed, the Research Network Forum was founded 30 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 our "struggle with identity and the messiness and dissonance inherent in democratic endeavors" as reflected in the research done by the emerging and experienced scholars in the field (2017 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 journals, and among 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" (2017 CCCC CFP). In fact, RNF presenters take up the challenge to ask and often answer the questions about writing posed in Calhoun-Dillahunt's 2017 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" (2017 CCCC CFP). Additionally, 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 cultivate new approaches to current problems in the field so action may be taken to create change.

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, 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 have an impact on the students we teach in our classrooms and beyond. This work necessarily involves fundamental concerns with interdisciplinary research, and increasingly, it demands a focus on the ways in which new media technologies shape both our social discourse and our educational practices. 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, RNF supports researchers as they continue to effect change in themselves, their students and their larger communities.

Toward this end, the **2017 Plenary Speakers** will discuss the role of academic publications in the cultivation of scholarship in the lives of undergraduate and graduate students as well as faculty researchers.

Holly Hassel, Professor of English and Gender, Sexuality, and Women's Studies at the University of Wisconsin-Marathon County and Editor, *Teaching English in the Two-Year College*

“Inquiry, Knowledge Production, and the Teacher-Scholar: Rethinking the Who and How of Research in Writing Studies”

In this talk, Hassel will invite participants to reconceptualize research as “systematic inquiry,” stressing the importance of inquiry for all writing instructors. When research is reconceived as professional development, the mutually enriching relationship between teaching and research can flourish in sites that are currently underrepresented in the field's scholarship. Only when the membership of the field of writing studies is viewed expansively will scholarship align with the program and classroom needs of postsecondary writing instructions.

Jonathan Alexander, Chancellor's Professor of English, Campus Writing Coordinator, Director, Center for Excellence in Writing & Communication at the University of California, Irvine and Editor, *College Composition and Communication*

“Publish or Perish: For Whom Do We Write . . . and Why?”

In this presentation, Alexander will consider what the function of our scholarly journals has been and could be, particularly at a time when our research questions and methodologies are often shaped and developed in light of public questions about and engagements with literacy.

Steve Parks, Associate Professor, Writing and Rhetoric at Syracuse University, Founder/Director of the New Community, and Editor, *CCC's Studies in Rhetoric and Writing (SRW)* series

“Publishing as a Collective Practice: Drawing All Voices into a Common Agenda(s)”

Parks will discuss the broad history of Studies in Writing and Rhetoric as well as the series' goals for the next five years. In doing so, he will use that history to frame the role of editors to insure all teachers, students, and researchers are not only provided equal access to shaping the research agenda of our field (and the altering in publication platforms this requires) but also the importance of understanding such work as a collective enterprise to broaden the field's impact on public questions such as educational access, racism, immigration, and international human rights.

The Research Network Forum Executive Committee invited these plenary speakers to share their expertise as editors who “cultivate new voices” of the publications (2017 CCCC CFP). The speakers will address how researchers can approach their writing with an aim for publication in an appropriate venue for the work with a goal of “Cultivating Capacity, Creating Change” by growing the available research in the field of composition/rhetoric studies. The plenary talks are also guided by the overall program concern with the implications of “Cultivating Capacity, Creating Change” 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 kinds of writing published in journals and monographs that serve the composition and communication field.

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 30th RNF may continue our energetic discussions of research as a Pre-Convention Forum of the 2017 Conference on College Composition and Communication, proudly celebrating its 68th 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.

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. **Mark Sutton, Patrick Thomas, Laurie Britt-Smith, and Jennifer K. Johnson** have done a splendid job of grouping researchers into fascinating roundtables. **Mark, Patrick, Laurie, and Jennifer** 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.

Anthony Atkins and Jacqueline Kerr coordinated a talented pool of distinguished scholars to serve as Discussion Leaders. **Thank you to all of our 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 **Paul Butler, Rebecca Rickly, and Janice Walker** 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 issues 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: **Jonathan Alexander, Holly Hassel, and Steve Parks.**

Thank you to our Participant Information Coordinator, **Gina Merys**, who coordinated all of the proposal and registration forms and communicated with participants as they had questions. Thank you to **Carrie Wastal**, who designed the RNF participants' survey, and **Glen Southergill**, who will coordinate the tallying of the surveys, so we can review participants' feedback RNF Executive Committee members before you leave. Thank you to **Jennifer Hewerdine**, Assistant to the Co-Chairs, for all of her hard work and coordinating the printing of the RNF Program. Thank you to **Arizona Western College** for its generosity in funding the printing of the RNF programs.

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 2017 Computers & Writing Conference on June 1, 2017, at the University of Findlay in Ohio. 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**:

- **Eli Review**
- **McGraw Hill**
- **Arizona Western College**

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.

We would also like to thank **Lauren Wastal** of **Lauren Wastal Design** for redesigning the RNF logo in celebration of our 30th anniversary!

Thank you to student assistant **Sonya Timko** who redesigned the 2018 RNF call for proposals.

Additionally, we must thank the Executive Committee of CCCC, chaired this year by **Carolyn Calhoun-Dillahunt**, 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, and **Emily Nafzinger**, 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 30th RNF encourages energetic discussions of research as a Pre-Convention Forum of the 2017 Conference on College Composition and Communication, proudly celebrating its 68th anniversary.**

Whether this is your first or 30th 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 #rnf4c and #4C17**. Inquiring minds want to know about your day as it is happening in real time.

Risa P. Gorelick and Carrie Wastal
Research Network Forum Co-Chairs

Research Network Forum



celebrating thirty years

30th Annual Research Network Forum

Program of Events

- 8:30-9:00** **Registration**
- 9:00-9:10** **Welcome from the Co-Chairs: Risa P. Gorelick & Carrie Wastal**
- 9:10-9:15** **Introductions of Plenary Speakers**
- 9:15-10:00** **Plenary Addresses Followed by Questions/Answers**

Holly Hassel, Professor of English and Gender, Sexuality, and Women's Studies at the University of Wisconsin-Marathon County and Editor, *Teaching English in the Two-Year College*

“Inquiry, Knowledge Production, and the Teacher-Scholar: Rethinking the Who and How of Research in Writing Studies”

Jonathan Alexander, Chancellor's Professor of English, Campus Writing Coordinator, Director, Center for Excellence in Writing & Communication at the University of California, Irvine and Editor, *College Composition and Communication*

“Publish or Perish: For Whom Do We Write...and Why?”

Steve Parks, Associate Professor, Writing and Rhetoric at Syracuse University, Founder/Director of the New Community, and Editor, *CCC's Studies in Rhetoric and Writing (SRW)* series

“Publishing as a Collective Practice: Drawing All Voices into a Common Agenda(s)”

- 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 & Carrie Wastal**
- 2:45-4:15** **Work-in-Progress Presentations Part II**
- 4:15-4:30** **Conclusion**

Please remember to turn in your RNF Assessment!

Research Network Forum



Executive Committee Members:

Co-Chairs:	Risa P. Gorelick & Carrie Wastal
Work-in-Progress Coordinators:	Mark Sutton, Patrick Thomas Laurie Britt-Smith, & Jennifer K. Johnson
Discussion Leader Co-Coordinators:	Anthony Atkins & Jacqueline Kerr
Plenary Coordinator:	Kim Brian Lovejoy
Journal Editor Coordinators:	Paul Butler, Rebecca Rickly, & Janice Walker
Publicity Co-Coordinator:	Katherine V. Wills
Assessment Coordinators:	Glen Southergill & Carrie Wastal
Participant Information Coordinator:	Gina Merys
Social Media Coordinator	Jeanne Bohannon
Assistant to the Co-Chairs:	Jennifer M. Hewardine
Historian/Former Chair:	Ollie O. Oviedo
Graduate Research Network Liaison:	Janice R. Walker
Graphic Designer/Logo	Lauren Wastal
Student Assistant	Sonya Timko

Responsibilities for Discussion Leaders (DLs):

Thank you for agreeing to serve as a Discussion Leader! We've asked some of you to serve as a DL at a table where you are presenting a Work-in-Progress.

Each table should have one DL or two DLs. If your table DLs are missing, please see someone from the RNF Executive Committee.

Discussion Leaders should:

- 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 WiPP's work is the focus of the discussion so that each scholar's work can get workshopped.
- Please keep track of time to make sure each person receives equal amount of time. Divide the time for the session (90 minutes) by the number of WiPPs. You may wish to leave some extra time at the end to make connections between all of the talks at your table.
- Make sure that each WiPP has time to present his/her work and time to discuss it. We suggest 8-10 minutes to present research and 8-10 minutes for discussion/feedback. There should be time left at the end to make connections between the WiPPs as well.

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 1 - 2 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.

Tweet your RNF experience!

#rnf4c and #4c17

Research Network Forum



celebrating thirty years

Morning Tables

Table 1: Cultivating Communication Across Public and Academic Cultures

Discussion Leaders: Stephen Chapman, Monmouth University; Mary De Nora, Texas Tech University

Stephen Chapman, Monmouth University

“First-Year Composition and Discipline-Specific Writing for Political Science”

Mary De Nora, Texas Tech University

“Assessing and Augmenting First-Year Writing Through Intercultural Communication Outcomes: A Call to Action”

Jennifer Thimell, University of Wyoming

“World Rhetorics in First Year Composition”

Chaoran Wang, Indiana University Bloomington

“An Autoethnographic Study on Two Chinese Instructors of Multilingual First-Year Composition in an U.S. University”

Table 2: Questions of Course Design

Discussion Leaders: Airek Beauchamp, Arkansas State University; Kelly Romirowsky, Gate Way Community College

Airek Beauchamp, Arkansas State University

“First-Year Composition and Discipline-Specific Writing for Political Science”

Kelly Romirowsky, Gate Way Community College

“Humanizing Course Design: Habits of Mind and Mindfulness in Beginning Composition”

Breena Swift, University of Wisconsin-Madison

“The Promise of Universal Design in Writing-Intensive Courses”

Table 3: Working the Fields of Learning: Gaming, Multimodality, Project-Based Learning, and Tablets

Discussion Leaders: Doug Eyman, George Mason University; Jacqueline Preston, Utah Valley University

Garrett Colón, Michigan State University

“Diversity and Multimodality in the Composition Classroom: An Analysis of Pedagogical Practices in First-Year Writing Assignment and Assessment”

Zachary Hill, University of Arizona

“Playful Praxis and Pedagogical Style: Exploring the Connections between Play and Pedagogy”

Jacqueline Preston, Utah Valley University

“Writing as Assemblage: Composition at the Turn”

Sheryl Ruszkiewicz, Oakland University

“Gamification, Game-Based Learning, and Student Retention: A Pilot Study of First-Year Writing”

Table 4: Tilling Old Fields: Re-examinations of Common Pedagogical Practices

Discussion Leaders: Marina Grohowski, Indiana University—Southeast; Ollie O. Oviedo, Eastern New Mexico University

Patricia Medved, St. John’s University

“A Little Less Conversation . . . : Understanding Novice Engagement in Academic Writing and Research”

Evelyn Meisenbacher, University of Minnesota—Twin Cities

“Changing Notions of Space, Place, and the FYW Classroom”

Hunter Parham, Washington State University

“Understanding our Missed Opportunities: A Critical Approach to the Lexical Structures Present in Revision-Based Feedback”

DJ Quinn, University of California—Davis

“Writing (Differently) about Writing”

Table 5: Issues in and Strategies for Digital Pedagogy

Discussion Leaders: Tom Pace, John Carroll University; Katherine V. Wills, Indiana University Purdue University

Tom Pace, John Carroll University

“Diversifying Our Publics: Social Media and Its Place in First-Year Composition”

Amber Rogers, University of Nebraska at Omaha

“Optimizing Time in the Hybrid Composition Classroom: Analysis of Best Practices that Accommodate Every Student”

Spencer Smith, Ohio University

“Studying Writing Scouts: A Qualitative Study to Understand the Effects of the Use of Digital Badges as a Way to Assess Work and Encourage Transfer in First-Year Composition”

Eric Stephens, Clemson University

“Wonder/Full, Awe/Full: Ethical Implications of First-Year Composition as Sites of Technological Experimentation”

Table 6: Increasing Bandwidth: Improving Digital Pedagogy

Discussion Leaders: Karen Lunsford: UCSB; Leah Schweitzer, High Point University

David Coad, University of California—Davis

“Social Media as Composition: A Qualitative Study of the Practices of FYC Instructors and Their Students”

Samuel Hamilton, University of Pittsburgh

“Look Back to Look Forward: Five Years of ‘Reflection’ in Digital Writing Syllabi, 2010-2015”

Annie Johnson, University of Nebraska—Omaha

“Optimizing Time in the Hybrid Composition Classroom: Analysis of Best Practices that Accommodate Every Student”

Leah Schweitzer, High Point University

“Assumptions that are Making an A** Out of U and Me: A Return to the Basics Underlying the Way We Use Technology in Higher Education”

Table 7: Multimodality In-class and Online

Discussion Leaders: Brian Cope, Whatcom Community College; Molly Daniel, University of North Georgia—Gainesville

Brian Cope, Whatcom Community College

“I am Burning to Tell the World about how Genre-Free Writing Assignments can Get Us Across the River Styx”

Molly Daniel, University of North Georgia—Gainesville

“Re-Visioning Invention: The/a/our Body, Digitality, Multimodality, and the Act of Invention”

Charles McGregor, University of Texas Rio Grande Valley

“Digital Natives: The First-Year Writing Students Haas and Flower Were Looking For”

Brianne Radke, Eastern Michigan University

“Socially Mediated Death-Events and Attention Span: OMG, WTF, RIP”

Table 8: Cultivating Student Growth through Feedback

Discussion Leaders: Barry Maid, Arizona State University; Kinsey McKinney, Central Arizona College

Kinsey McKinney, Central Arizona College

“A Person Writes Those Comments: How Does Teacher Affect Influence Commentary?”

Michael Molder, Washington State University

“Understanding our Missed Opportunities: A Critical Approach to the Lexical Structures Present in Revision-Based Feedback”

Leslie Reed, Arkansas State University

“Assessing Effectiveness: Portfolios in Traditional and Paperless Classrooms”

Stacy Wittstock, University of California—Davis

“Understanding the Influence of Technology on the Development of First-Year Composition Students as Peer Responders”

Table 9: Changing Conceptions of Transfer

Discussion Leaders: Crystal Fodrey, Moravian College; Brian Hendrickson, University of New Mexico

Norma Dibrell, University of Texas at Rio Grande Valley

“Transfer in FYW: A Microstudy on Transfer for First Year Writing Students”

Sarah Faye, University of California—Davis

“Writing (Differently) about Writing”

Crystal Fodrey, Moravian College

“Teaching for Transfer from First-Year Writing to Graduation: Fostering Curricular Cohesion and Improved Student Learning through an Iterative, Reflective, Writing-Enriched Activity System”

Michelle Stuckey, Arizona State University

“Twenty-First Century Composing: A Study of Transfer of Multimodal Composition Learning in First-Year Composition to Other-Than-Academic Writing Contexts”

Table 10: Values in the Teaching of Writing and Training of Teachers

Discussion Leaders: Peter Huk, University of California—Santa Barbara; Sarah Perrault, University of California—Davis

Nicole Ciulla, University of Minnesota—Twin Cities

“Teaching Embodied Rhetoric in the First-Year Writing Classroom”

Peter Huk, University of California—Santa Barbara

“Developing a Voice and Identity for Writing Beyond College”

Paul Padilla, University of Arizona

“Erasure, Silence, and (Auto)Ethnography: The Rhetorics of Racism, the Shaping of Public Memory, and its Cycle in and through Writing and the Classroom”

Kelly Simon, Azusa Pacific University

“Creating Problem Spaces in Teacher Education to Support the Evolution of Pre-Service English Teachers’ Professional Identities”

Table 11: Cultivating Outsiders into Academia

Discussion Leaders: Kathleen Klompfen, California State University—Channel Islands; Megan Titus, Rider University

Rebecca Doyal-Meyer, Texas Woman’s University

“Remediation Reconstructed: Addressing Learner Needs While Bypassing Basic Writing”

Corin Fox, University of Virginia

“Reflective Writing and Argument-Focused Writing in Summer Transition Programs”

Kathleen Klompfen, California State University—Channel Islands

“Teaching Inside and Outside the Fourth City”

Megan Titus, Rider University

“To Mainstream or Not to Mainstream? Assessing Consistency Across Two Levels of First-Year Writing”

Table 12: ESL Pedagogy and Identity

Discussion Leaders: Jinron Li, Georgia Southern University

Basim Alamri, University of New Mexico

“Exploring Metacognitive Strategies in ESL Writing: Uses and Awareness”

Xin Chen, Indiana University—Bloomington

“Making the Unconscious Conscious: Integrating a Translingual Approach with Differentiated Instruction for Writing Pedagogy to Multilingual Students”

Dara Liling, University of Maryland

“Integrating Metaphor into ESL First-Year Writing”

Table 13: Challenging Culture and Classroom Practice

Discussion Leaders: Glenn Blalock, Texas A & M—Corpus Christi; John Dunn, Eastern Michigan University

Stephen Florian, California State University—Northridge

“Kaeperick, Gesture, and Living Composition: Embodied Writing as Discursive Protest”

Charles Grimm, Georgia State University

“Gaining Access to Power through the English Language: Narrative Strategies of the Outsider”

Johnathan McClintick, Michigan State University

“Teaching, Using, and Making ‘Disruptive Transcripts’”

Robert Speiser, University of California—Santa Barbara

“‘How are students understanding the concept of genre while also producing cohesive, unifying arguments?’ A Construct Map Approach to Measuring the Incorporation of Genre Instruction with Argumentative Writing”

Table 14: “Doing Nothing Changes Nothing”: Community Engagement for Change

Discussion Leaders: Tom Deans, University of Connecticut; Bronwyn Williams, University of Louisville

Adam Cerami, University of Arizona

“University Outreach Program: Literacies of Civic Engagement”

Lerie Gabriel, University of Missouri—Kansas City

“Corinthian Nutter: The Humble Rhetor”

Jonathan Isaac, University of Wisconsin—Madison

“Community Engagement and Graduate Students: Towards a Practice of Short-Term Service”

Jamila Kareem, University of Louisville

“A Curriculum of Civic Responsibility: Transitioning Black Students to College-Level Writing”

Table 15: Responding to Student Perceptions of Writing

Discussion Leaders: Steven Katz, Clemson University; Mark Sutton, Midlands Technical College

Allyson Herkowsky, Washington State University

“Understanding Our Missed Opportunities: A Critical Approach to the Lexical Structures Present in Revision-Based Feedback”

Samantha Riley, University of New Hampshire

“Students vs. Instructors: Misconceptions of Good Writing”

DeLoach Scott, California State University—Channel Islands

“What Do You Mean Here?: Interrogating the Practice of Responding to Student Writing”

Diantha Smith, Idaho State University

“‘I know what I want to say, but I can’t make it sound like a book’: Teaching the Language of Academic Argument”

Table 16: Acknowledging Diverse Student Identities in the Classroom

Discussion Leaders: Marika Seigal, Michigan Tech University; Kathy Patterson, University of California—Santa Barbara

Hillary Degner, Eastern Michigan University

“Well-Being in First-Year Writing Courses: Supporting our Stressed Students and Those with Mental Illnesses”

Alec McMullen, University of Nebraska—Omaha

“The Elephant in the Writing Classroom: Instructor and Student Perceptions and Experiences of Mental Health Issues in Composition Courses”

Ji-young Shin, Purdue University

“Language or Experience? Authorial Identities and Imagined Community Construction in a First-Year Composition Course”

Table 17: Cultivating Curricula, Faculty, and Programs

Discussion Leaders: Donald Pardlow, Claflin University; Paula Patch, Elon University

Morgan Hanson, Middle Tennessee State University

“Sharing Our Beliefs about Writing: Using Threshold Concepts as a Framework for Professional Development Workshops”

Christopher Hassay, Moravian College

“Teaching for Transfer from First-Year Writing to Graduation: Fostering Curricular Cohesion and Improved Student Learning through an Iterative, Reflective, Writing-Enriched Activity System”

Donald Pardlow, Claflin University

“Designing Curricula and Measuring Outcomes for First Year Writing Programs: A Context-Specific and Multi-Disciplinary Approach at a Private HCBU”

Paula Patch, Elon University

“Tracking the Invisible Faculty: Using Institutional Ethnography to Determine the Material Conditions of Non-Tenure Track Lecturers”

Table 18: Identity in the L2 Classroom

Discussion Leaders: Katie Homar, University of Pittsburgh; Brett Oppegaard, University of Hawaii—Manoa

Paul Bisagni, University of Arizona

“Writing One’s Selves: A Case Study of One Queer Multilingual Student’s Experiences in an ESL First-Year Composition Class”

Katie Homar, University of Pittsburgh

“Translingual Readers and Writers of Poetry: An Experiment in an L2 Composition Course”

Jui-Hsin Hung, Indiana University—Bloomington

“An Autoethnographic Study of Two Chinese Instructors of Multilingual First-Year Composition in an U.S. University”

Erick Martinez, University of New Mexico

“Phronesis and English Language Learners”

Table 19: A Matter of Mindset: Students Self-Perceptions as Successful and Unsuccessful Learners

Discussion Leaders: Pamela Childers, Independent Scholar; Jennifer K. Johnson, University of California—Santa Barbara

Kaia-Marie A. Bishop, Eastern Michigan University

“I Can, But I Think I Can’t: The Mismatch Between Writer’s Ability and Levels of Confidence”

Ann Burke, University of Michigan

“The Impact of Student Voices: Understanding High School College-Bound Students’ Perceived Writing Self-Efficacy, Perceptions of Preparedness, and Expectations for College-Level Writing”

Matthew Fledderjohann, University of Wisconsin—Madison

“The Role of Revision in Students’ Responses to Failed Texts”

Erin Goldin, University of Nevada—Reno

“Developing Dispositions: Academic Literacy and the Experiences of Successful Student Writers”

Table 20: Old Chestnuts or New Growth?: Revisiting Common Pedagogical Practices

Discussion Leaders: Laurie Britt-Smith, College of the Holy Cross

Jillian Azevedo, University of California—Davis

“Writing (Differently) about Writing”

Stacey Beauregard, California State University—Channel Islands

“Peer Review Discourse: Priorities, Positioning, and the Idea of the Author”

Kerri Bennett, Arkansas State University

“Assessing Effectiveness: Portfolios in Traditional and Paperless Classrooms”

Angie Carter, Indiana University of Pennsylvania

“With an Eye toward Change: Examining Requests in Teacher-Student Writing Conferences”

Table 21: Sketching Letters and Verse on the Threshold: Evolving Classroom Practices

Discussion Leaders: Jonathan Hunt, University of San Francisco; Kristin Winet, Rollins College

Brian Gaines, Clemson University

“Drawing English: Comics and Visual Thinking as Pedagogy”

Jonathan Hunt, University of San Francisco

“Political Letter-Writing in the 21st Century”

Lisa Sperber, University of California—Davis

“A Threshold Concepts Based Teaching-for-Transfer Model for Writing in the Health Sciences”

Kristin Winet, Rollins College

“Page Design and the Avant-Garde: Communicative Strategies Borrowed from Experimental Poetry”

Table 22: Changing Connections in the Classroom, Across Programs, and with the Community

Discussion Leaders: Eric Detweiler, Middle Tennessee State University; Holly Hassel, University of Wisconsin—Marathon County

Eric Detweiler, Middle Tennessee State University

“Pedagogical Turnings: Classroom Relations and Rhetorical Ethics”

Jennifer Herald, University of Cincinnati

“‘UC & Me’: Research in Collaboratively Teaching Intermediate English Composition Courses Online and In-Person”

Sarah Kortemeier, The University of Arizona Poetry Center

“Page Design and the Avant-Garde: Communicative Strategies Borrowed from Experimental Poetry”

Table 23: Cultivating Best Classroom Practice Across the Curriculum

Discussion Leaders: Crystal Doss, University of Missouri—Kansas City; Robbin Warner, Defend & Publish, LLC

Crystal Doss, University of Missouri—Kansas City

“Learning Analytics and Peer Review”

Jacob Powers, Southern New Hampshire University

“MFA Evolved: The Increasing Need for Productive Online Creative Writing Programs”

Joanne Struch, The University of Manitoba

“Investigating Assumptions about Knowledge and Language in Feedback on English as an Additional Language Academic Writing Through Critical Discourse Analysis”

Aleashia Walton Valentin, University of Cincinnati

“‘UC & Me’: Research in Collaboratively Teaching Intermediate English Composition Courses Online and In-Person”

Table 24: Outside(ers) Looking In: Perceptions of Teaching Practice Outside and Within the Field

Discussion Leaders: Clancy Ratliff, University of Louisiana—Lafayette; Jody Shipka, University of Maryland—Baltimore County

Aaron Beasley, Indiana University of Pennsylvania

“Student Perceptions of Humor in the Writing Center”

Hiya Swanhuysen, Independent Scholar

“Political Letter-Writing in the 21st Century”

Jessica Winck, Shawnee State University

“On Display: Public Response to Student Writing”

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Table 25: Studying Users and Stakeholders in Advanced Writing Courses

Discussion Leaders: William Carney, Cameron University; Cynthia A. Cochran, Illinois College

William Carney, Cameron University

“Distributed Usability Testing in a Multi-Disciplinary Capstone Project: The Scope of Relations in the Development of Hospital Tracking Software”

Leah Heilig, Texas Tech University

“Locating Accessibility in User Experience Methodology: An Analysis of Ten Years of Technical Communication Literature”

Cassie Hemstrom, University of California—Davis

“The Business of Writing about Writing: A Non-Standard Approach to Writing in the Disciplines”

Jamie Remillard, University of Rhode Island

“Writing Broader Impacts: The Stakes, Issues, and Conflicted Positionalities of a Community-Writing Partnership with the National Park Service”

Table 26: Writing Intersectional Identities

Discussion Leaders: Keith Dorwick, University of Louisiana—Lafayette; Paul Walker, Murray State University

Kayla Bruce, Arizona State University

“Performativity, Relationality, & Positionality: Identity Pathways for a Feminist Rhetorical Pedagogy”

Abbie Levesque, Northeastern University

“XM<LGBT/>: Queer Critical Discourse Analysis using XML”

Nick Marsellas, The University of Pittsburgh

“Queer Theory, Why Are You So Wet?”

Sherita Roundtree, The Ohio State University

“Mentorship as (Em)bodied: Redefining Composition Anthologies through Black Women Scholars’ Dialogic Practices”

Table 27: Affect, Emotion, and Biofeedback in Textual Design

Discussion Leaders: Jonathan Alexander, University of California—Irvine; Kevin Rutherford, SUNY—Cortland

Sheri McClure-Baker, Texas Tech University

“Designing for Empathy: A Study of the Implementation of an Empathy Alert in a Medical Content Management System”

Kevin Rutherford, SUNY—Cortland

“Mind over Terror: Anxiety Regulation Training through a Biofeedback-Mediated Horror Game”

John Seabloom-Dunne, Pennsylvania State University

“‘The Beginner’s Guide’ and the New Language of Literary Games”

Ryan Sheehan, The Ohio State University

“When You Can’t Keep Calm, but You Must Carry On: Locating the Anxious Bodymind in Composition Studies”

Table 28: The Rhetorics of Writing Assessment

Discussion Leaders: Kathleen Baldwin, Georgia Southern University; William Given, University of California—San Diego

Kathleen Baldwin, Georgia Southern University
“Assessing a Comprehensive Writing and Linguistics Program”

William Given, University of California—San Diego
“Eliminating the Oppression of Grades: Empowering the Student through the Ownership of Mastery”

Stephen Lank, Eastern Michigan University
“Inadvertent Authorship”

Katrina Miller, Indiana University of Pennsylvania
“The Rhetoric* of Writing Assessment”

Table 29: Studies in Contemporary Religious Rhetorics of the United States

Discussion Leaders: Brenda Helmbrecht, California Polytechnic State University; Jeff Ringer, University of Tennessee—Knoxville

Corey Hamilton, Wayne State University
“Historiography and the American Protestant Megachurch: Attending to Representation”

Brenda Helmbrecht, California Polytechnic State University
“On a California Mission: Narratives of Harmony in Sites of Conflict”

Ali Rahman, University of California—Santa Barbara
“American Islam Online: American Muslim Discourse, Multi-modal Religious Writing, and the Construction of Normative Islam in the United States”

Table 30: Researching Literacy Across Methods: Historical, Autoethnographic, & Textual

Discussion Leaders: Elizabeth Allan, Oakland University; Janice Walker, Georgia Southern University

Laura Allen, The Ohio State University
“Exploring Digital Literacy Sponsorship in a Black Community: An Autoethnographic Digital Literacy Narrative”

Brandee Easter, University of Wisconsin—Madison
“Conjuring Code: Digital Literacy Magic and Myth”

Ian Golding, University of Cincinnati
“Care of Locker 219: Finding Student Experience Twenty Years Later”

Halle Neiderman, Kent State University
“Recidivism, Self-Esteem, and Voluntary Prison Literacy Programs”

Table 31: Activism Online and in the Classroom

Discussion Leaders: Cori Brewster, Eastern Oregon University; Rebecca Rickly, Texas Tech University

Sarah Duncan, University of Wyoming

“From ‘What Can I Do?’ to ‘What Can Be Done?’: On Removing the Centrality of Whiteness from White ‘Anti-Racism’”

Kassia Shaw, University of Wisconsin—Madison

“Mni Wiconi and #NoDAPL: When Narrative is Protest in the Age of Social Media”

Lauren Specht, University of Tennessee

“Rhetoric in Activism: A Civic, Public, and Academic Interest Case Study”

Table 32: Examining the Visual as Research Object and Method

Discussion Leaders: Joshua Abboud, University of Kentucky

Jeanen Canfield, Oklahoma State University

“Mapping in Teacher-Research: A Method for Visualizing Students’ Embodied Experiences”

Danielle DeVasto, University of Wisconsin—Milwaukee

“Visualizing Agency and the Agency of Visuals in Seismic Hazard Communication”

Sarah Lawrence, Kent State University

“Full Beauty: Social Change and Obesity in Art”

Jessie Male, The Ohio State University

“‘Be Afraid, Be Very Afraid’: Mobilization of the Horror Genre in Contemporary STD Awareness Campaigns”

Table 33: Innovative Course Design: Reports on Community Writing, Public Engagement, and Multiliteracies

Discussion Leader: Ryan Dippre, University of Maine; Alison Witte, Trine University

Sean Kamperman, The Ohio State University

“Geographic Literacy, Critical Literacy, Disability Literacy: The Affordances of Mapping for Multiliteracies Frameworks”

Stephen J. Quigley, Clemson University

“Electrate Tourism”

Angela Sowa, University of Denver

“Publishing Potentials: Building an Archival Network of Undergraduate Student Journals”

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Table 34: History and Historiography: Classical Rhetoric and Its Applications

Discussion Leaders: Tim Giles, Georgia Southern University; Jason Helms, Texas Christian University

Corey Baker, Montana Tech

“A Rhetorical Analysis of the Pathetic Appeal in Documentary Film”

Mario D’Agostino, York University

“History, Rhetoric, Truth: The Contemporary Novel as Archaeological Source”

Tim Giles, Georgia Southern University

“Sophocles’ *Oedipus* Cycle as Rhetorical Artifact”

Laura Lisabeth, St. John’s University

“Document of Culture: A Historiography of *The Elements of Style*”

Table 35: Cultural and Classroom-Based Studies of the Rhetorics of Food

Discussion Leaders: Risa P. Gorelick, Defend & Publish, LLC; Sipai Klein, Clayton State University

Barbara Cass, Montana Tech

“Rhetoric, Semiotics, and the 1956 *Betty Crocker Cookbook*”

Sipai Klein, Clayton State University

“Nutrition Label Multimodal Project: Teaching Multimodality and Design in Contemporary Context”

Abigail Michelini, Indiana University of Pennsylvania

“Interrupted: The Rhetoric of Food Fluency”

Yunye Yu, Georgia State University

“Cooking in the Utopia? A Rhetorical Analysis of *How to Cook and Eat in Chinese*”

Table 36: Writing Center Research in Practice

Discussion Leaders: Daniel Lawson, Central Michigan University; Joan Mullin, University of North Carolina—Charlotte

Rebecca Hudgins, The Ohio State University

“Tutors with In/visible Disabilities in the Writing Center”

Heather Hughes, University of Central Missouri

“Quantitative Content Analysis of Higher-Order and Lower-Order Concerns in Asynchronous Online Writing Lab Tutor Comments: A Pilot Study”

Daniel Lawson, Central Michigan University

“The Role of Affective Cues in Writing Center Sessions”

Table 37: Literacy Studies in Social Networks

Discussion Leaders: Steven Krause, Eastern Michigan University; Katherine Mack, University of Colorado—Colorado Springs

Daniel Bernal, University of Arizona

“Community Literacy in the ‘Court of the People’: A Case Study of the Public (Re)Writing of Court Documents”

Morgan Leckie, Miami University

“Rhetorical Whispering: Toward a Theory of Feminist Resilience”

Katherine Mack, University of Colorado—Colorado Springs

“Contesting the Rhetorics of Single Motherhood in Online Forums”

Jessica Pauszek, Syracuse University

“Archival Precarity: Literacy and Labor of Immigrant Workers”

Table 38: International Students, Cultural Research, and Cross-Cultural Literacy Practices

Discussion Leaders: Yingqin Liu, Cameron University; Susan Wolff Murphy, Texas A&M University—Corpus Christi

Rachel Lewis, Northeastern University

“Disciplining Students and Departments: Cultural Literacy Practices in the University Sanction Process”

Yingqin Liu, Cameron University

“The Impact of a Cultural Research Course Project on Foreign Language Students’ Intercultural Competence and Language Learning”

Vincent Portillo, Syracuse University

“Americanization Pedagogy and the Making of the Ford English School Worker”

Table 39: Language, Voice, and Identity among International Student Populations

Discussion Leaders: Geoffrey Clegg, Western Michigan University; Ke Li, Shandong University Weihai

Charissa Che, The University of Utah

“Cultivating Chinese Voices: Heritage Identities and Multilinguality at the American University”

Romana Hinton, University of Tennessee—Knoxville

“Incorporating Primary and Secondary Sources into L2 Graduate Theses”

Ke Li, Shandong University—Weihai

“On the Situation of Rhetorical Competence of Chinese International Students in the American Teaching Environment”

Tong Zhang, Indiana University of Pennsylvania

“Language Socialization and Identity Construction: Chinese Graduate Students in a US-Based International MBA Program”

Table 40: Classical Rhetoric, Critical Writing, and Digital Technologies

Discussion Leaders: Anthony Atkins, University North Carolina—Wilmington; Jimmy Butts, Louisiana State University

Justin Atwell, North Dakota State University

“In This Together: Consubstantial Ethos in Writing in the Science Classrooms”

Andrew Blick, Texas Tech University

“Cervantes vs. the Machine: Disrupting Technology through Writing”

Jimmy Butts, Louisiana State University

“Rhetorical Strangeness”

Kyllikki Rytov, Florida State University

“Classical Rhetoric and Digital Technologies: How Rhetorical Knowledge Might Transfer”

Table 41: Researching Reading and Writing Across Disciplines

Discussion Leaders: Corinne Hinton, Texas A&M University—Texarkana; Justin Nicholes, Indiana University of Pennsylvania

Corinne Hinton, Texas A&M University—Texarkana

“Reflections on Accelerated Reader Program by Pre-Service Teachers”

Justin Nicholes, Indiana University of Pennsylvania

“Writing to Learn STEM: Determining Relationships Between Writing-to-Learn Strategies and Quantitative Literacy of STEM College Students”

Tom Polk, George Mason University

“Disciplinary Writing Instruction and the Question of Identity”

Lindsay Sabotka, University of California—Davis

“The Business of Writing about Writing: A Non-Standard Approach to Writing in the Disciplines”

Table 42: Studying Technical Communication and Technologies in Academic and Professional Contexts

Discussion Leaders: Gracemarie Fillenwarth, Rowan University; Richard Matzen, Woodbury University

Brenta Blevins, University of North Carolina—Greensboro

“Augmented Reality in the Workplace and the Classroom”

Kyle Crocco, University of California—Santa Barbara

“Content Strategy, Composition, and Multiple Platforms”

Bailey Cundiff, Texas Tech University

“Locating Accessibility in User Experience Methodology: An Analysis of Ten Years of Technical Communication Literature”

Gracemarie Fillenwarth, Rowan University

“Engineering Professionals: Measuring the Success of Educational Intervention on Undergraduate Engineering Resumes and Professionalization Plans”

Table 43: Making and Doing: Critical and Feminist Approaches to Rhetorical Discourse

Discussion Leaders: Andrea Habet, Syracuse University; Jon Stansell, Belmont College

Mais Al-Khateeb, New Mexico State University

“A Transnational Feminist Rhetorical Touch: A Geopolitical Approach to Rhetorical Circulation in Light of the Terrorist Attacks”

Krystin Gollihue, North Carolina State University

“From Makers to Making: Toward a Feminist Critical Making”

Sandra Nelson, University of Pittsburgh

“My Interface Made Me Do It: The Role of Computation in the Facilitation of User Expression and Communication in Diverse Digital Publics”

Jon Stansell, Belmont College

“The Power of Voice in Me”

Table 44: Studying Rhetoric Across Time and Place

Discussion Leaders: Rebecca Babcock, University of Texas—Permian Basin; Al Harahap, University of Arizona

Kyle Adams, The University of Findlay

“Investigating the Rhetoric of Climate Change”

Tamara Issak, Syracuse University

“Constitutive Rhetorics at the 9/11 Museum”

April O’Brien, Clemson University

“Dissonant Wonder/ment: Materiality, Memorials, and a Rhetoric of Hospitality”

Noel Tague, University of Pittsburgh

“The Winds: Rhetorical Memory and Susceptible Livelihood in Rural Northern New York”

Table 45: Critical Approaches to Writing Program Research

Discussion Leaders: Deborah Marrott, Utah Valley University; Kathleen Welch, University of Oklahoma

Kat Lambrecht, University of Nevada—Reno

“Learning Across Borders: Habitus Development in Interdisciplinary Programs”

Jeanette Lehn, Florida State University

“The Meaning of ‘Critical Pedagogy’ in Writing Studies Today”

Abigail Oakley, Arizona State University

“Feminist Interventions for Digital Pedagogy”

Kathleen Welch, University of Oklahoma

“Is Plato White? Default Whiteness, Classical Composition-Rhetoric, and Inventions of the University in Advanced Writing Classes”

Table 46: Writing Gender, Writing Sexuality

Discussion Leaders: Judy Holiday, University of LaVerne; Craig Wynne, Hampton University

Christiane Boehr, University of Cincinnati

“Enabling Spaces: A Rhetorical Exploration of Women Writing in Community”

Katie Bramlett, University of Maryland

“The Hull House Mapping Project: Geographic Literacy and Strategic Pedagogical Practices”

Joshua Gardner, East Carolina University

“Examining Rhetorical and Narrative Intergenerational Influences Between Grandmothers and Gay Men”

Craig Wynne, Hampton University

“Hegemony in Justice Kennedy’s Gay Marriage Ruling”

Table 47: Using Rhetoric and Research in Support of Students, Faculty, and Writing Programs

Discussion Leaders: Deanna Laurette, Wayne State University; Robin Sexton, University of North Georgia

Patrick Harris, Miami University

“Mad Scholars Speak”

Adele Leon, University of Arizona

“Opportunities and Needs: Mutually Beneficial Relationships between Graduate Assistants and Their WPAs”

Robin Sexton, University of North Georgia

“Neoliberal Rhetoric in Writing Program Administration”

Nadia Zamin, Indiana University of Pennsylvania

“Writing for Hope: Mindfulness Intervention as Support for the Writing Practices of Doctoral Student Writers Engaged in High Stakes Writing Projects”

Table 48: Emotional Labor and Students’ Identity Construction in Writing Programs

Discussion Leader: Kim Brian Lovejoy, Indiana University Purdue University—Indianapolis

Majed Alharbi, University of New Mexico

“An Odyssey to the Self: Understanding ESL Arab Writers’ Identities in Written Discourse”

Morgan Christie, SUNY–Cortland

“Mind over Terror: Anxiety Regulation Training through a Biofeedback-Mediated Horror Game”

Erika Johnson, Texas Women’s University

“Constructing Identity/Creating Consubstantiality: How Community College Basic Writing Syllabi Communicate ‘We’”

Hyoseon Lee, The Ohio State University

“Second Language Writing Anxiety Sources and Coping Strategies: A Case Study of an MA Student’s L2 Writing Anxiety with a Literature Review Paper”

Table 49: Methods for Researching Rhetorical Practices

Discussion Leader: Doug Cloud, Colorado State University; Jeanne Law Bohannon, Kennesaw State University

Doug Cloud, Colorado State University

“The Rhetoric of Identity in Congressional Hearings on Climate Change”

Kellie Gray, George Mason University

“Frameworks for Studying Emojis”

Devon Kehler, University of Arizona

“Respond-able and Ensembled: Listening as Ethical Research Method”

Table 50: Rhetorical Examinations of Narratives to Explore Cultural Identities

Discussion Leader: Connie Kendal Theado, University of Cincinnati; Greer Murphy, Claremont Graduate University

Alison Johnson, University of Wyoming

“Elevating the Prison Memoir”

Emily Jo Schwaller, University of Arizona

“*Twilight* Fans and Anti-Fans: The Layers of a Fading Fan Culture”

Tabitha Velasco, Washington State University

“The Halo Halo Generation: Identity in the Narratives of Third-Generation Filipinos on Guam”

Katie Williams, Independent Scholar

“Memorializing Authenticity: UNESCO’s Intangible Cultural Heritage Program”

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Editors Roundtable

Journal and Book Editor Participants

<i>Across the Disciplines</i> Michael Pemberton	<i>Parlor Press</i> David Blakesley
<i>College Composition and Communication</i> Jonathan Alexander	<i>Peitho</i> Jen Wingard
<i>College English</i> Melissa Ianetta	<i>Present Tense: A Journal of Rhetoric in Society</i> Megan Schoen
<i>Composition Studies</i> Laura Micciche	<i>Readerly/Writerly Texts</i> Ollie Oviedo
<i>CompPile</i> Glen Blalock	<i>Research in the Teaching of English</i> Ellen Cushman
<i>Council of Writing Program Administrators Research Grants Committee (CWPA)</i> Chuck Paine	<i>REx</i> Glenn Blalock
<i>Defend and Publish</i> Risa Gorelick, Beth Hewett & Robbin Warner	<i>Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning</i> Cristina Kirklighter
<i>Eli Review</i> Bill Hart-Davidson	<i>Rhetoric of Health & Medicine</i> Blake Scott
<i>Enculturation</i> Laurie Gries	<i>Teaching English in the Two-Year College</i> Holly Hassel
<i>JAEPL</i> Joona Trapp	<i>Technoculture</i> Keith Dorwick
<i>Journal of Teaching Writing</i> Kim Brian Lovejoy	<i>The Clearing House</i> Pamela Childers
<i>Journal of Veterans Studies</i> Mariana Grohowski & Corrine Hinton	<i>The JUMP+</i> Justin Hodgson
<i>Journal of Writing Assessment</i> Diane Kelly-Riley	<i>The Writing Instructor</i> David Blakesley
<i>Kairos</i> Cheryl Ball & Douglas Eyman	<i>WAC Clearinghouse/Parlor Press/University of Colorado Press, Perspectives on Writing Series</i> Susan McLeod & Rich Rice
<i>KB Journal</i> Glen Southergill	<i>WAC Journal</i> David Blakesley
<i>Online Literacies Open Resource</i> Jason Snart	<i>Writing on the Edge</i> David Masiel
<i>Parlor Press: Writing Program Administration Book Series</i> Susan McLeod & Margot Soven	<i>Xchanges</i> Julianne Newmark

Afternoon Tables

Table 1: Assessment and First Year Writing Programs

Discussion Leaders: Donald Pardlow, Claflin University; Mark Sutton, Midlands Technical College

Garrett Colón, Michigan State University

“Diversity and Multimodality in the Composition Classroom: An Analysis of Pedagogical Practices in First-Year Writing Assignment and Assessment”

Donald Pardlow, Claflin University

“Designing Curricula and Measuring Outcomes for First Year Writing Programs: A Context-Specific and Multi-Disciplinary Approach at a Private HCBU”

Hunter Parham, Washington State University

“Understanding our Missed Opportunities: A Critical Approach to the Lexical Structures Present in Revision-Based Feedback”

Megan Titus, Rider University

“To Mainstream or Not to Mainstream? Assessing Consistency Across Two Levels of First-Year Writing”

Table 2: Digital Technology, Usability, and Writing For and With Communities

Discussion Leaders: William Carney, Cameron University; Christina LaVecchia, University of Cincinnati

Daniel Bernal, University of Arizona

“Community Literacy in the “Court of the People:” A Case Study of the Public (Re) Writing of Court Documents”

William Carney, Cameron University

“Distributed Usability Testing in a Multi-Disciplinary Capstone Project: The Scope of Relations in the Development of Hospital Tracking Software”

Sheri McClure-Baker, Texas Tech University

“Designing for Empathy: A Study of the Implementation of an Empathy Alert in a Medical Content Management System”

Kyllikki Rytov, Florida State University

“Classical Rhetoric and Digital Technologies: How Rhetorical Knowledge Might Transfer”

Table 3: Exploring “Best Practices” for Using Technology in the Composition Classroom

Discussion Leaders: Kris Blair, Youngstown State University

Zachary Hill, University of Arizona

“Playful Praxis and Pedagogical Style: Exploring the Connections between Play and Pedagogy”

Amber Rogers, University of Nebraska at Omaha

“Optimizing Time in the Hybrid Composition Classroom: Analysis of Best Practices that Accommodate Every Student”

Leah Schweitzer, High Point University

“Assumptions that are Making an A** Out of U and Me: A Return to the Basics Underlying the Way We Use Technology in Higher Education”

Stacy Wittstock, University of California—Davis

“Understanding the Influence of Technology on the Development of First-Year Composition Students as Peer Responders”

Table 4: How to Motivate “Good” Writing: Assignments, Outcomes and Habits of Mind

Discussion Leaders: Jennifer K. Johnson, University of California—Santa Barbara

Brian Cope, Whatcom Community College

“I am Burning to Tell the World about how Genre-Free Writing Assignments Can Get Us Across the River Styx”

Mary DeNora, Texas Tech University

“Assessing and Augmenting First Year Writing Through Intercultural Communication Outcomes: A Call to Action”

Samantha Riley, University of New Hampshire

“Students vs. Instructors: Misconceptions of Good Writing”

Kelly Romirowsky, GateWay Community College

“Humanizing Course Design: Habits of Mind and Mindfulness in Beginning Composition”

Table 5: Emphasizing the Critical: New Approaches to Student Writing

Discussion Leaders: Beth Hewitt, Defend & Publish, LLC

Rebecca Doyal-Meyer, Texas Woman’s University

“Remediation Reconstructed: Addressing Learner Needs While Bypassing Basic Writing”

Allyson Herkowsky, Washington State University

“Understanding our Missed Opportunities: A Critical Approach to the Lexical Structures Present in Revision-Based Feedback”

Heather Hughes, University of Central Missouri

“Quantitative Content Analysis of Higher-Order and Lower-Order Concerns in Asynchronous Online Writing Lab Tutor Comments: A Pilot Study”

Jeanette Lehn, Florida State University

“The Meaning of ‘Critical Pedagogy’ in Writing Studies Today”

Table 6: Going Off Campus: Civic Engagement and Public Writing.

Discussion Leaders: Jonathan Hunt, University of San Francisco

Jonathan Hunt, University of San Francisco

“Political Letter-Writing in the 21st Century”

Jonathan Isaac, University of Wisconsin—Madison

“Community Engagement and Graduate Students: Towards a Practice of Short-Term Service”

Lauren Specht, University of Tennessee

“Rhetoric in Activism: A Civic, Public, and Academic Interest Case Study”

Jessica Winck, Shawnee State University

“On Display: Public Response to Student Writing”

Table 7: The Roles of Perception and Commentary in Writing Centers and Classrooms

Discussion Leader: Rebecca Babcock, University of Texas Permian Basin; Daniel Lawson, Central Michigan University

Aaron Beasley, Indiana University of Pennsylvania
“Student Perceptions of Humor in the Writing Center”

Scott DeLoach, Cal State University—Channel Islands
“What Do You Mean Here?: Interrogating the Practice of Responding to Student Writing”

Daniel Lawson, Central Michigan University
“The Role of Affective Cues in Writing Center Sessions”

Alec McMullen, University of Nebraska at Omaha
“The Elephant in the Writing Classroom: Instructor and Student Perceptions and Experiences of Mental Health Issues in Composition Courses”

Table 8: Support for Students’ Health Challenges

Discussion Leaders: Deanna Laurette, Wayne State University; Kevin Rutherford, SUNY—Cortland

Hillary Degner, Eastern Michigan University
“Well-Being in First-Year Writing Courses: Supporting our Stressed Students and those with Mental Illnesses”

Rebecca Hudgins, The Ohio State University
“Tutors with In/visible Disabilities in the Writing Center”

Kevin Rutherford, SUNY—Cortland
“Mind over Terror: Anxiety Regulation Training through a Biofeedback-Mediated Horror Game”

Table 9: Social Media in the Classroom and as a Public Rhetoric.

Discussion Leaders: Tom Pace, John Carroll University; Brett Oppegaard, University of Hawaii—Manoa

David Coad, University of California—Davis
“Social Media as Composition: A Qualitative Study of the Practices of FYC Instructors and Their Students”

Tom Pace, John Carroll University
“Diversifying Our Publics: Social Media and its Place in First-Year Composition”

Brianne Radke, Eastern Michigan University
“Socially Mediated Death-Events and Attention Span: OMG, WTF, RIP”

Kassia Shaw, University of Wisconsin—Madison
“Mni Wiconi and #NoDAPL: When Narrative Is Protest In The Age of Social Media”

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Table 10: More Than Just Fun and Games: Putting Play into Practice

Discussion Leaders: Mary Karcher, Independent Scholar; Emi Stuemki, University of Wisconsin—Stout

Dara Liling, University of Maryland

“Integrating Metaphor into ESL First-Year Writing”

Sheryl Ruskiewicz, Oakland University

“Gamification, Game-Based Learning, and Student Retention: A Pilot Study of First-Year Writing”

John Seabloom-Dunne, Pennsylvania State University

“‘The Beginner’s Guide’ and The New Language of Literary Games”

Table 11: New Uses of the Internet in Writing Classrooms

Discussion Leaders: Keith Dorwick, University of Louisiana—Lafayette; Ollie Oviedo, Eastern University New Mexico

Brenta Blevins, University of North Carolina—Greensboro

“Augmented Reality in the Workplace and the Classroom”

Annie Johnson, University of Nebraska—Omaha

“Optimizing Time in the Hybrid Composition Classroom: Analysis of Best Practices that Accommodate Every Student”

Charles McGregor, University of Texas Rio Grande Valley

“Digital Natives: The First-Year Writing Students Haas and Flower Were Looking For”

Evelyn Meisenbacher, University of Minnesota—Twin Cities

“Changing Notions of Space, Place, and the FYW Classroom”

Table 12: Language, Literacies, and the Potential of Narrative in Exploring Memory and Creating Community

Discussion Leaders: Ira Allen, American University of Beirut; Laurie Britt-Smith, College of the Holy Cross

Laura Allen, The Ohio State University

“Exploring Digital Literacy Sponsorship in a Black Community: An Autoethnographic Digital Literacy Narrative”

Charles Grimm, Georgia State University

“Gaining Access to Power through the English Language: Narrative Strategies of the Outsider”

Jamila Kareem, University of Louisville

“A Curriculum of Civic Responsibility: Transitioning Black Students to College-Level Writing”

Paul Padilla, University of Arizona

“Erasure, Silence, and (Auto)Ethnography: The Rhetorics of Racism, the Shaping of Public Memory, and its Cycle in and through Writing and the Classroom”

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Discussion Leaders: Deborah Marrott, Utah State University; Anne Melfi, Georgia State University

Kaia-Marie Bishop, Eastern Michigan University

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Corin Fox, University of Virginia

“Reflective Writing and Argument-Focused Writing In Summer Transition Programs”

Anne Melfi, Georgia State University

“The Identity Narrative, a Bridge for Inviting Diverse Student Voices Into the Academy”

Patricia Medved, St. John’s University

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Discussion Leaders: Eric Detweiler, Middle Tennessee State University; Andrea Habet, Syracuse University

Eric Detweiler, Middle Tennessee State University

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Joshua Gardner, East Carolina University

“Examining Rhetorical and Narrative Intergenerational Influences Between Grandmothers and Gay Men”

Adele Leon, University of Arizona

“Opportunities and Needs: Mutually Beneficial Relationships between Graduate Assistants and Their WPAs”

Tong Zhang, Indiana University of Pennsylvania

“Language Socialization and Identity Construction: Chinese Graduate Students in a US-Based International MBA Program”

Table 15: Technology, Accessibility, and Ethics in Writing Instruction

Discussion Leaders: Judy Holiday, University of La Verne

Bailey Cundiff, Texas Tech University

“Locating Accessibility in User Experience Methodology: An Analysis of Ten Years of Technical Communication Literature”

Sandra Nelson, University of Pittsburgh

“My Interface Made Me Do It: The Role of Computation in the Facilitation of User Expression and Communication in Diverse Digital Publics”

Eric Stephens, Clemson University

“Wonder/Full, Awe/Full: Ethical Implications of First-Year Composition as Sites of Technological Experimentation”

Aleashia Walton Valentin, University of Cincinnati

“UC & Me’: Research in Collaboratively Teaching Intermediate English Composition Courses Online and In-Person”

Table 16: Visual(izing) Rhetoric

Discussion Leaders: Joshua Abboud, University of Kentucky; Jason Helms, Texas Christian University

Brian Gaines, Clemson University

“Drawing English: Comics and Visual Thinking as Pedagogy”

Kelly Gray, George Mason University

“Frameworks for Studying Emojis”

Sarah Kortemeier, The University of Arizona—Poetry Center

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Sarah Lawrence, Kent State University

“Full Beauty: Social Change and Obesity in Art”

Table 17: Ways of Thinking/Strategies for Writing and English Language Learners

Discussion Leaders: Pamela Childers, Independent Scholar; Jinrong Li, Georgia Southern University

Basim Alamri, University of New Mexico

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Sara Faye, University of California Davis

“Writing (Differently) about Writing”

Romana Hinton, University of Tennessee—Knoxville

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Diantha Smith, Idaho State University

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Discussion Leaders: Yingqin Liu, Cameron University; Connie Kendal Theado, University of Cincinnati

Angie Carter, Indiana University of Pennsylvania

“With an Eye toward Change: Examining Requests in Teacher-Student Writing Conferences”

Ke Li, Shandong University—Weihai

“On the Situation of Rhetorical Competence of Chinese International Students in the American Teaching Environment”

Yingqin Liu, Cameron University

“The Impact of a Cultural Research Course Project on Foreign Language Students’ Intercultural Competence and Language Learning”

Erick Martinez, University of New Mexico

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Discussion Leaders: Kay Halasek, The Ohio State University; Peter Huk, University of California—Santa Barbara

Paul Bisagni, University of Arizona

“Writing One's Selves: A Case Study of One Queer Multilingual Student's Experiences in an ESL First-Year Composition Class”

Peter Huk, University of California—Santa Barbara

“Developing a Voice and Identity for Writing Beyond College”

Stephen Lank, Eastern Michigan University

“Inadvertent Authorship”

Jon Stansell, Belmont College

“The Power of Voice in Me”

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Discussion Leaders: Jeanne Law Bohannon, Kennesaw State University; Kristin Winet, Rollins College

Andrew Blick, Texas Tech University

“Cervantes vs. the Machine: Disrupting Technology Through Writing”

Abigail Oakley, Arizona State University

“Feminist Interventions for Digital Pedagogy”

Jacob Powers, Southern New Hampshire University

“MFA Evolved: The Increasing Need for Productive Online Creative Writing Programs”

Kristin Winet, Rollins College

“Page Design and the Avant-Garde: Communicative Strategies Borrowed from Experimental Poetry”

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Discussion Leaders: Lisa Sperber, University of California—Davis

Norma Dibrell, University of Texas—Rio Grande Valley

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Morgan Hanson, Middle Tennessee State University

“Sharing Our Beliefs about Writing: Using Threshold Concepts as a Framework for Professional Development Workshops”

Spencer Smith, Ohio University

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Lisa Sperber, University of California—Davis

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Discussion Leaders: Holly Hassel, University of Wisconsin—Marathon County

Jilian Azevedo, University of California—Davis

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Erin Goldin, University of Nevada—Reno

“Developing Dispositions: Academic Literacy and the Experiences of Successful Student Writers”

Erika Johnson, Texas Woman’s University

“Constructing Identity/Creating Consubstantiality: How Community College Basic Writing Syllabi Communicate ‘We’”

Robert Speiser, University of California—Santa Barbara

“‘How Are Students Understanding the Concept of Genre while also Producing Cohesive, Unifying Arguments?’ A Construct Map Approach to Measuring the Incorporation of Genre Instruction with Argumentative Writing”

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Discussion Leaders: Lauren Ingraham, University of Tennessee—Chattanooga; Paul Walker, Murray State University

Tim Giles, Georgia Southern University

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Nick Marsellas, The University of Pittsburgh

“Queer Theory, Why Are You So Wet?”

Abigail Michelini, Indiana University of Pennsylvania

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Craig Wynne, Hampton University

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Corrine Hinton, Texas A&M University—Texarkana

“Reflections on Accelerated Reader Program by Pre-service Teachers”

Kat Lambrecht, University of Nevada—Reno

“Learning Across Borders: Habitus Development in Interdisciplinary Programs”

Brenna Swift, University of Wisconsin—Madison

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Discussion Leaders: Steven Katz, Clemson University; Sarah Perrault, University of California—Davis

Justin Atwell, North Dakota State University

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Stephen Chapman, Monmouth University

“First-Year Composition and Discipline-Specific Writing for Political Science”

Gracemarie Fillenwarth, Rowan University

“Engineering Professionals: Measuring the Success of an Educational Intervention on Undergraduate Engineering Resumes and Professionalization Plans”

Justin Nicholes, Indiana University of Pennsylvania

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Discussion Leaders: Kathleen Welch, University of Oklahoma

Sarah Duncan, University of Wyoming

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Corey Hamilton, Wayne State University

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Sherita Roundtree, The Ohio State University

“Mentorship as (Em)bodied: Redefining Composition Anthologies through Black Women Scholars' Dialogic Practices”

Kathleen Welch, University of Oklahoma

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Ann Burke, University of Michigan

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William Given, University of California—San Diego

“Eliminating the Oppression of Grades: Empowering the Student through the Ownership of Mastery”

Christopher Hassay, Moravian College

“Teaching for Transfer from First-Year Writing to Graduation: Fostering Curricular Cohesion and Improved Student Learning through an Iterative, Reflective, Writing-Enriched Activity System”

Leslie Reed, Arkansas State University

“Assessing Effectiveness: Portfolios in Traditional and Paperless Classrooms”

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Brandee Easter, University of Wisconsin—Madison
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Samuel Hamilton, University of Pittsburgh
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Leah Heilig, Texas Tech University
“Locating Accessibility in User Experience Methodology: An Analysis of Ten Years of Technical Communication Literature.

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Katie Bramlett, University of Maryland
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Sean Kamperman, The Ohio State University
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Katherine Mack, University of Colorado, Colorado Springs
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Vincent Portillo, Syracuse University
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Kyle Crocco, University of California—Santa Barbara
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Stephen J. Quigley, Clemson University
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Robert Watkins, Idaho State University
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Adam Cerami, University of Arizona

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Ljiljana Coklin, University of California—Santa Barbara

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Jamie Remillard, University of Rhode Island

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Hiya Swanhuysen, Independent Scholar

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Discussion Leaders: Kathleen Klompfen, California State University—Channel Islands; Julia Romberger, Old Dominion University

Kathleen Klompfen, California State University—Channel Islands

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Johnathan McClintick, Michigan State University

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Kinsey McKinney, Central Arizona College

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Halle Neiderman, Kent State University

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Discussion Leaders: Janice Walker, Georgia Southern University

Krystin Gollihue, North Carolina State University

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Jessica Pauszek, Syracuse University

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Emily Jo Schwaller, University of Arizona

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Emily Sowa, University of Denver

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Kayla Bruce, Arizona State University

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Jeaneen Canfield, Oklahoma State University

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Nicole Ciulla, University of Minnesota—Twin Cities

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Lindsay Sabotka, University of California—Davis

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Rachel Lewis, Northeastern University

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Paula Patch, Elon University

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Robin Sexton, University of North Georgia

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Stacey Beauregard, California State University—Channel Islands

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Crystal Doss, University of Missouri—Kansas City

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Matthew Fledderjohann, University of Wisconsin—Madison

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Michael Molder, Washington State University

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Kerri Bennett, Arkansas State University

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Crystal Fodrey, Moravian College

“Teaching for Transfer from First-Year Writing to Graduation: Fostering Curricular Cohesion and Improved Student Learning through an Iterative, Reflective, Writing-Enriched Activity System”

Jennifer Herald, University of Cincinnati

“‘UC & Me’: Research in Collaboratively Teaching Intermediate English Composition Courses Online and In-Person”

DJ Quinn, University of California—Davis

“Writing (Differently) about Writing”

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Mais Al-Khateeb, New Mexico State University

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Stephen Florian, California State University—Northridge

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Ali Rahman, University of California—Santa Barbara

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Katie Williams, Independent Scholar

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Kyle Adams, University of Findlay

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Airek Beauchamp, Arkansas State University

“First-Year Composition and Discipline-Specific Writing for Political Science”

Doug Cloud, Colorado State University

“The Rhetoric of Identity in Congressional Hearings on Climate Change”

Danielle DeVasto, University of Wisconsin—Milwaukee

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Discussion Leaders: Jacqueline Preston, Utah Valley University; Susan Wolff Murphy, Texas A&M University—Corpus Christi

Cassie Hemstrom, University of California—Davis

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Tom Polk, George Mason University

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Jacqueline Preston, Utah Valley University

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Kelly Simon, Azusa Pacific University

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Christiane Boehr, University of Cincinnati

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Devon Kehler, University of Arizona

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Morgan Leckie, Miami University

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Discussion Leaders: Paul Butler, University of Houston

Patrick Harris, Miami University

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Tamara Issak, Syracuse University

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Laura Lisabeth, St. John’s University

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Yunye Yu, Georgia State University

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Discussion Leaders: T J Geiger II, Baylor University

Hyoseon Lee, The Ohio State University

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Ryan Sheehan, The Ohio State University

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Nadia Zamin, Indiana University of Pennsylvania

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Majed Alharbi, University of New Mexico

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Charissa Che, University of Utah

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Ji-Young Shin, Purdue University.

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Chaoran Wang, Indiana University—Bloomington

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Discussion Leaders: Katie Homar, University of Pittsburgh; Allison Witte, Trine University

Xin Chen, Indiana University—Bloomington

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Katie Homar, University of Pittsburgh

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Joanne Struch, The University of Manitoba

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Corey Baker, Montana Tech

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Lerie Gabriel, University of Missouri—Kansas City

“Corinthian Nutter: The Humble Rhetor”

Brenda Helmbrecht, California Polytechnic State University

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Jessie Male, The Ohio State University

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Discussion Leaders: Molly Daniel, University of North Georgia—Gainesville; Mariana Grohowski, Indiana University Southeast; Sipai Klein, Clayton State University

Molly Daniel, University of North Georgia—Gainesville

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Sipai Klein, Clayton State University

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Barbara Cass, Montana Tech

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Mario D’Agostino, York University

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Alison Johnson, University of Wyoming

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April O’Brien, Clemson University

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Jui-Hsin Hung, Indiana University—Bloomington

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Jennifer Thimmell , University of Wyoming

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Tabitha Velasco, Washington State University

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Jimmy Butts, Louisiana State University

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Ian Golding, University of Cincinnati

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Abbie Levesque, Northeastern University

“XM<LGBT/>: Queer Critical Discourse Analysis Using XML”

Katrina Miller, Indiana University of Pennsylvania

“The Rhetoric* of Writing Assessment”

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**Thank you to those who served as Research Network Forum
Discussion Leaders this year. We could not hold RNF without you!**

Abboud, Joshua
Adams, Kyle
Alamri, Basim
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Allan, Elizabeth
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Atkins, Anthony
Atwell, Justin
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Rahman	Ali	29	38	
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Stuckey	Michelle	9	47	
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