

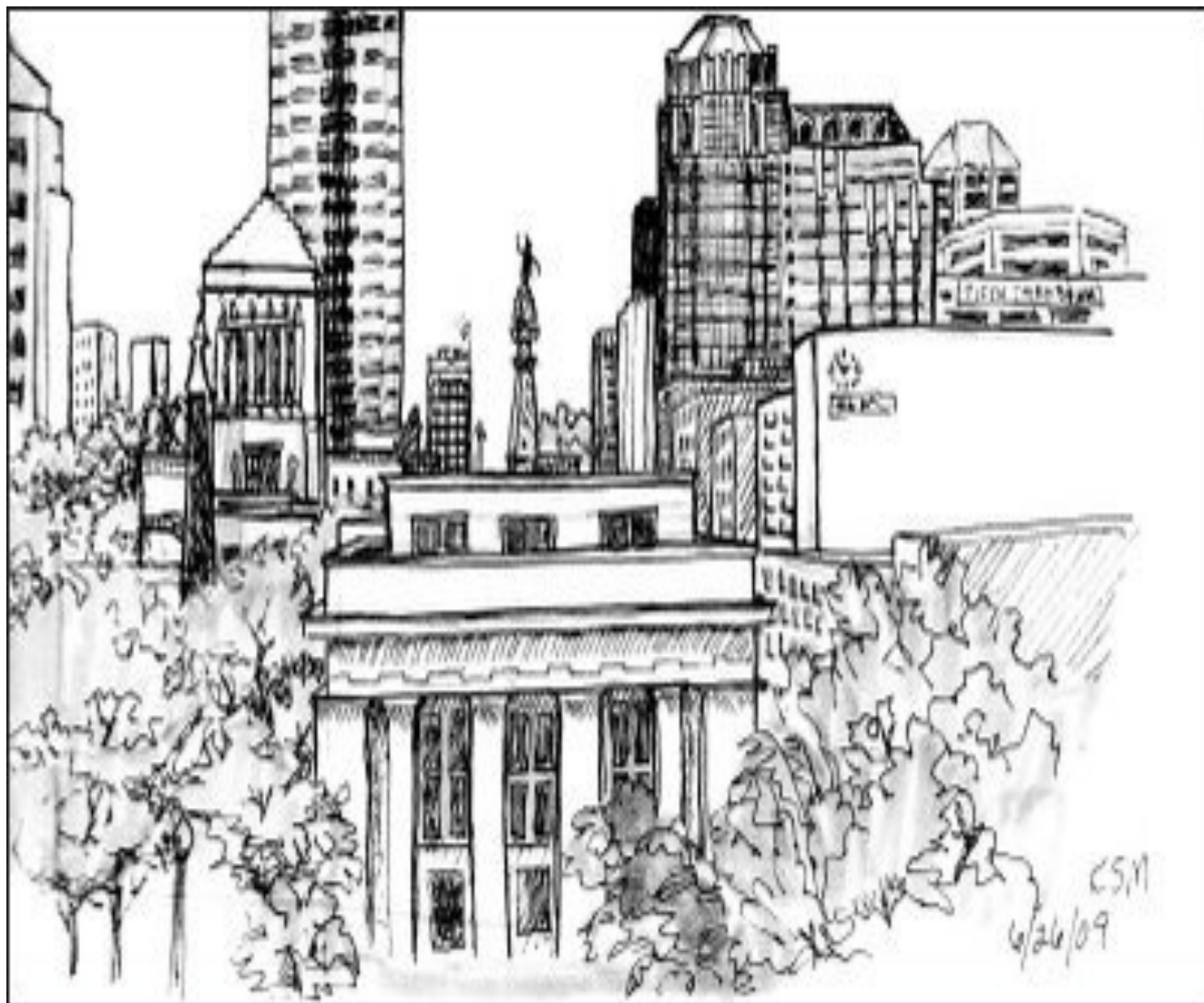
# Research Network Forum at CCCC

Wednesday, 19 March 2014

27<sup>th</sup> Annual Meeting

JW Marriott Hotel, Grand Ballroom V

Indianapolis, Indiana



Karen Masbaum, "Indianapolis Skyline"

**Conference on College Composition and Communication**

National Council of Teachers of English

65<sup>th</sup> Annual Convention

## 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 Indianapolis for our twenty-seventh annual meeting. This year, we are excited to welcome 276 participants from 123 different institutions. We are happy to be in Indianapolis for what promises to be an exciting day filled with a wide variety of research.

In keeping with the 2014 CCCC theme, the Research Network Forum responded to Program Chair Adam Banks' call asking us to consider, "What new intellectual partners should we build relationships with [...] What forms might these new relationships take and how can they influence our curricula, program building, and scholarly work" (2014 CCCC CFP)? Indeed, the Research Network was founded 27 years ago so that a wide range of scholars—from large research universities, liberal arts colleges, technical schools, community colleges, graduate programs, and everything in between—could put our research into public use to better serve "our yearnings for greater freedom, possibility, transparency, and equality" of our field and beyond (2014 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 cutting-edge approaches, between editors and future contributors to their journals, and between different research interests in the discipline. The researchers at RNF are often the first to discuss findings and projects that have "a new vision for higher education fostered in departments like Women's and Gender Studies, LGBTQ Studies, Africana, Latin@, Indigenous and Labor Studies" in addition to traditional standing English Departments and free standing Writing Programs (2014 CCCC CFP). 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, "to both transform the academy and be transformed by reexamining our commitments, priorities, and relationships" (2014 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, 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 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. Ultimately, our research asks us to identify the fundamental ethical issues involving the goals of education. Thus, we are always seeking ways "to open our own sources, access, and futures; engage the tensions; and

play in the possibilities of all we can become" (2014 CCCC CFP). By creating spaces and ways to be open, RNF supports researchers who envision our future and enrich our shared communities.

Toward this end, the 2014 RNF Plenary Speaker is Dr. Asao B. Inoue, Associate Professor of Rhetoric and Composition and the Special Assistant to the Provost for Writing-Across-the-Curriculum at Fresno State University, who will be presenting, "Accessing Race in Our Research Journeys: Racial Methodologies and Researching Racial Formations." This plenary presentation will discuss how Dr. Inoue's research studying racial formations in writing assessment (both large-scale and classroom) came from understanding his research journey along the way. The presentation will also offer some ideas for RNF participants to consider race in their own research. Dr. Inoue will draw on his own research in the first-year writing program at California State University, Fresno.

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 will generate 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 participants' possible future publications.

Since its beginnings in 1987, the Research Network Forum of CCCC has tried to examine not only the theoretical and technical aspects of our work in composition/rhetoric studies but also its wider social and cultural implications. Indeed, the Research Network Forum was founded so that a wide range of participants might benefit from the fruits of current, ongoing research from all areas of our discipline, making theory, research, and practice integrated through one event. Participants come from all sectors of the profession: from graduate students beginning their first tentative ventures into research, to experienced classroom teachers who wish to begin using their cumulative experience and current sites as foundations for teacher-researcher projects, to a variety of scholars at the beginning, middle, and later stages in their careers who do traditional composition-rhetoric research, to nationally acclaimed researchers who wish to share their current interests while providing guidance to new researchers. Some teach in community colleges while others teach at four-year colleges or at research institutions. All come to discuss how we might better study and understand the nature of discourse and how we might use that understanding in our teaching and service. The ultimate goal is always to make the research activities of learning to write, and the practices of teaching writing, more creative and fulfilling to all those in our discipline as well as to our students and to the full range of constituencies whom we serve.

As in past years, we will start our day with the plenary address.

**Asao B. Inoue**, California State University-Fresno  
“**Accessing Race in Our Research Journeys: Racial Methodologies and Researching Racial Formations**”

Asao B. Inoue is an Associate Professor of Rhetoric and Composition and the Special Assistant to the Provost for Writing-Across-the-Curriculum at Fresno State University, where he teaches writing courses and courses on composition theory, pedagogy, writing assessment, and race theory. Dr. Inoue has published numerous articles and chapters on writing assessment, most recently one on theorizing failure in writing assessment in *RTE*. His co-edited collection, *Race and Writing Assessment*, won the 2014 CCCC’s Outstanding Book Award for edited collection.

Thank you to Asao for taking the time to speak here this morning as well as **Kim Brian Lovejoy** for organizing the plenary session.

RNF continues its commitment to mentoring 210 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. **Sally Chandler, Mark Sutton, Jay Jordan, and Carrie Wastal** have done a splendid job of grouping researchers into fascinating roundtables. **Sally, Mark, Jay** and **Carrie** have captured each thematic table with titles that portray the magic of the research in our field.

**Anthony Atkins** and **Jacqueline Kerr** coordinated a talented pool of distinguished scholars to serve as Discussion Leaders. Thank you to all of our 102 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** and **Laurie Britt-Smith** for the publicity that draws the many proposals that allow us to organize such a wonderful RNF.

Thank you to **William Macauley** 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.

As we have continued to grow, the budgets of our collective schools have continued to shrink in these trying economic times. Once again, Bedford/St. Martin’s has provided us with a grant to cover our program printing and other expenses. Thank you to Becky Anderson, Marketing Manager for the generous grant, and Iris Elam, Promotions Manager for supplying B/SM’s ads. Additionally, Denise Wydra, VP, Editorial for the Humanities, Leasa Burton, Nick Carbone and others at Bedford/St. Martin’s continue to support what Research Network Forum values; they are indeed a good friend to RNF. Please make sure you visit the fine people at Bedford/St. Martin’s in the exhibit hall, thank them for supporting RNF, and share your RNF experience with them.

Thank you to **Kim Brian Lovejoy** and **Katherine V. Wills** who coordinated the printing and transporting of the RNF Program to Indianapolis.

Thanks to our Graduate Research Network [GRN] Liaison **Janice Walker** for encouraging the Computers & Writing crowd to attend RNF. We encourage everyone to attend GRN at the 2014 Computers & Writing

Conference on June 5, 2014 at Washington State University, Pullman. 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](mailto:jwalker@georgiasouthern.edu).

Thank you to our Participant Information Co-Coordinators, **Carrie Wastal** and **Kim Ballard** 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 **Katie Zabrowski**, Communication/Outreach Coordinator, for all of her hard work connecting with the various caucuses of CCCC.

Without all of these wonderful people, RNF would not exist. Additionally, we must thank the Executive Committee of CCCC, chaired this year by **Howard Tinberg**, 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 CCCC Convention Program Chair, **Adam Banks**, and Convention Manager, **Eileen Maley**, who worked with us to ensure that all RNF participants received invitations and updates. Please let the CCCC Executive Committee know how much you enjoyed your day with RNF.

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 27<sup>th</sup> RNF encourages energetic discussions of research as a Pre-Convention Forum of the 2013 Conference on College Composition and Communication, proudly celebrating its 64<sup>th</sup> 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.

Whether this is your first or twenty-seventh 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 #4C14 and #rnfcccc. Inquiring minds want to know about your day.

**Risa P. Gorelick**  
Co-Chair

**Gina M. Merys**  
Co-Chair

**2014 Research Network Forum at CCC  
Executive Committee**

**Co-Chairs:**

**Risa P. Gorelick & Gina M. Merys**

**Discussion Leader Co-Coordinator:**

**Anthony Atkins & Jacqueline Kerr**

**Work-in-Progress Co-Coordinator:**

**Sally Chandler & Mark Sutton  
Jay Jordan & Carrie Wastal**

**Plenary Coordinator:**

**Kim Brian Lovejoy**

**Journal Editor Co-Coordinator:**

**William Macauley**

**Publicity Co-Coordinator:**

**Laurie Britt-Smith & Katherine V. Wills**

**Assessment Co-Coordinator:**

**Kim Ballard & Carrie Wastal**

**Communication/Outreach Coordinator:**

**Katie Zabrowski**

**Historian/Former Chair:**

**Ollie O. Oviedo**

**Graduate Research Network Liaison:**

**Janice R. Walker**



## 27<sup>th</sup> 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 Speaker by Kim Brian Lovejoy
- 9:15-10:00 Plenary Address and Questions/Answer of Plenary Speaker  
  
Asao B. Inoue, California State University, Fresno  
"Accessing Race in Our Research Journeys: Racial Methodologies and Researching Racial Formations"
- 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: Gina M. Merys and Risa P. Gorelick
- 2:45-4:15 Work-in-Progress Presentations Part II
- 4:15-5:00 Conclusion—Please remember to turn in your RNF Assessment!

**Tweet your RNF experience to #4C14 and #rnfcccc.**

## Morning Tables

### **Table 1: Institutional Ethnography: Multiple 'Takes' for Using the Big Picture**

Discussion Leaders: Paul Cook, Indiana University-Kokomo; Randall Pinder, College of the Bahamas; Thomas Sura, West Virginia University

Naomi Clark, University of Missouri

"Writing Program Administration and Interdisciplinary Committee Work: Transforming Friction into Productive Sparks"

Paul Cook, Indiana University-Kokomo

"Working in Academia: Writing Teachers Talk about What They Do All Day and Where They Do It"

Jack Morales, Indiana University of Pennsylvania

"English Studies and the Professional Unconscious: Writing Instruction at the City University of New York, 1964-1976"

Katherine Daily O'Meara, Arizona State University

"Institutional Ethnography (IE) as a Useful Methodology for Dissertation Work: Exploring Possibilities for Studies in L2 Writing, WPA, and Beyond"

Randall Pinder, College of the Bahamas

"Student Writers' Digital Literacy, Access, and Engagement at the College of the Bahamas"

### **Table 2: What Composition Studies Can Learn from Conferencing Talk: Discursive Patterns and Writing Center Practice**

Discussion Leaders: Dawn Formo, California State University, San Marcos; Dagmar Scharold, University of Houston-Downtown

Kerri Flinchbaugh, East Carolina University

"\*Yes, And\* in the Writing Center: Using Improv Activities in Consultant Professional Development"

Dawn Formo, California State University, San Marcos

"Feminist Site for Feedback: Lessons from Girls on a High School-to-University OWL"

Lisa Jones, Fort Hays State University

"When Email and Chat are not Enough: Developing Real-Time, Interactive, Online Writing Tutorials"

Katherine Robisch, Kent State University

"Student's Literacy Practices at the Media Studio"

Dagmar Scharold, University of Houston-Downtown

"Cooperative Tutoring: Transforming Collaboration in the Writing Center"



**Table 3: Attention to (Un)Consciousness: Affect, Assumptions, and Mindfulness in Teaching and Composing**

Discussion Leaders: Asao Inoue, Fresno State University; Pamela Pan, San Joaquin Delta College

Christiane Boehr, University of Cincinnati

"Composing and ADHD: Rituals, Habits, and the Medicalization of the Writing Process"

Aimee Krall-Lanoue, Concordia University-Chicago

"Reading Assumptions, Reading Expectations: How the Attitudes and Habits of Students at a Small, Urban University Can Enlighten Pedagogy"

Julie Nelson, University of Wisconsin-Milwaukee

"(Re)turning to Affect: Rhetoric and Composition in the Wake of the 'Affective Turn'"

Pamela Pan, San Joaquin Delta College

"Bridging Affective and Cognitive Instruction in Basic Writing"

**Table 4: Theorizing Literate Practice: Identities, Interactions, and Artifacts**

Discussion Leaders: Robin Gallaher, Northwest Missouri State University; Yingqin Liu, Cameron University

Lauren Campbell, University of Pittsburgh

"The 'Extras' Document: Understanding Genre Knowledge through Excised Drafting Material"

Robin Gallaher, Northwest Missouri State University

"Farm Literacy After College"

Megan Lambert, University of Central Florida

"Understanding the Role of Resources in Writing Consultations"

Yingqin Liu, Cameron University

"Towards a 'Process' not a 'Product' Perspective: Revisiting the Concept of Collaboration in Writing"

Shannon McKeehen, Kent State University

"The Benefits of Non-evaluative Peer Review through the Use of Affect Theory and Feminist Pedagogy"

**Table 5: Pedagogical Innovations in First-Year Composition: Considering Texts and Tasks**

Discussion Leaders: Kim Brian Lovejoy, IUPUI; Donald Pardlow, Claflin University

Alexis Catanzarite, University of Kansas

"Facilitating Transfer: Implementing Technical Writing Genres in First Year Composition"

Eric House, University of Arizona

"What I Learned from Kanye: Hip-Hop as Commodious, Transgressive, and Liberatory"

Chelsea Lonsdale, Eastern Michigan University

"Zines in the Academy: When the Underground Arrives"

Donald Pardlow, Claflin University

"Implementing the Trivium in FYC"

Benjamin Syn, University of Colorado, Colorado Springs

"Teaching Metaphor, Visual Rhetoric, and Revision through *Superman Unchained*"

**Table 6: Archived Materials, Ethics, and Models for Teaching**

Discussion Leaders: Sarah Hart Micke, University of Denver; Kuhio Walters, West Chester University of Pennsylvania

Sarah Hart Micke, University of Denver

"Epideictic Archives of Poetry: From Anthologies to YouTube"

Kevin Moore, University of California-Santa Barbara

"Writing in the Reading Room: The Manuscript Archive as a Space for Teaching Process"

Kuhio Walters, West Chester University of Pennsylvania

"Sights of Remembrance: Photography and the Creation of Public Memory"

Jessica Winck, University of Louisville

"The Circulation of Student Writing Online: Ethical Implications"



**Table 7: What Students Bring to the Writing Classroom, and What Teachers Do with What They Bring**

Discussion Leaders: Kathy Albertson, Georgia Southern University; Lynne Stallings, Ball State University

Kathy Albertson, Georgia Southern University

"Writing, Transferability, and Pre-Service Teacher Instruction"

Lana Oweidat, Ohio University

"Disrupting the Western Gaze: An Arab-Islamic Intervention in Rhetoric and Composition Studies"

Lynne Stallings, Ball State University

"Where's the Writer in Response?: A Discourse Analysis of What Writers' Questions Reveal about Their Writing Process"

Erin Workman, Florida State University

"Mapping FYC Students' Use of Prior Knowledge"

**Table 8: Discursive Selfies?: Studies of Disciplinary Identities**

Discussion Leaders: Anthony Atkins, University of North Carolina at Wilmington; Heather Camp, Minnesota State University-Mankato

Anthony Atkins, University of North Carolina at Wilmington

"Exploring the Sub-Disciplines of Rhetoric and Composition"

Heather Camp, Minnesota State University-Mankato

"Growing Out of the Practicum: Continuity, Change, and the Making of a Composition Teacher"

Jamila Kareem, University of Louisville

"The Writing Program Administrator's Role in the Early College High School English Classroom"

Dennis McGlothin, University of North Carolina at Pembroke

"Factors in Teachers' Choices in Textbook Adoption and Use"

Ellery Sills, Purdue University

"Embracing Alternative Discourses: How Students Accept Disciplinary Diversity"

**Tweet your RNF experience to #4C14 and #rnfcccc.**

**Table 9: Designing (and Writing Up) Data-Driven Research: Databases, Analytic Methods, and Ethical Representations**

Discussion Leaders: Jennifer Sano-Franchini, Virginia Tech; William FitzGerald, Camden University

Erica Baumle, Texas Tech University

“Text Mining: A Longitudinal Study of Instructor Commentary”

Renea Frey, Miami University

“Not Just Pieces of Paper: Ethics and Representation in Historic Archival Research”

Megan Hartline, University of Louisville

“Disciplinary Writing: Examining the Use of Genre in the Academic Literacies Movement”

Jennifer Sano-Franchini, Virginia Tech

“Unpacking Grounded Theory in Technical and Professional Communication”

Delys Snyder, Brigham Young University

“Where Have All the Mailmen Gone? The Success (and Failures) of the Adoption of Prescribed Gender-Neutral Language as Traced by Corpus Linguistics”

**Table 10: What Makes Writing Instruction Work (or Not)**

Discussion Leaders: Erik Juergensmeyer, Fort Lewis College; Richard Matzen, Woodbury University

Amy Berrier, University of North Carolina at Greensboro

“The Use and Usefulness of Public or Private Display Screens in FYW”

Rachel Gramer, University of Louisville

“Writing Instruction as Meta-Genre”

Erik Juergensmeyer, Fort Lewis College

“The Art of Rhetoric, the Craft of Research”

Ryan Roderick, Carnegie Mellon University

“Patterns in Undergraduate Stancetaking in the Disciplines”

Kyle Vealey, Purdue University

“Our Uncertain Rhetorics: Articulating Breakdowns in Workplace Writing”

**Table 11: Here Today, Generalized Tomorrow: Learning Transfer in Writing Studies**

Discussion Leaders: Jennifer Johnson, University of California – Santa Barbara; Michael Pemberton, Georgia Southern University

Maury Brown, Old Dominion University

“Do They Take It With Them?: Transfer of Writing Skills from Composition Prerequisites into the Disciplines”

Crystal Hendricks, Appalachian State University

“Please Allow Me to Introduce Myself’: Critical Cultural Studies and Student Transference within Writing Across the Curriculum”

Chelsea Murdock, University of Kansas

“Remixing Genres, Transfer, and Writing Captain Kirk: Fan Fiction in the FYC Classroom”

Laura Tabor, Miami University of Ohio

“Changing the Epistemology of Transfer: Collaborative Community as a Microcosm of Civic Engagement”

Kathryn Yankura, Purdue University

“Emotion, Transfer, and Genre in First-Year Writing Classroom”

**Table 12: Community Connections and Analyzing Talk about Writing**

Discussion Leaders: Kelli Custer, Western Connecticut University; Tara Hembrough, Southern Illinois University

Sara Franssen, The Ohio State University

“‘Y’all Can Come with Better Questions’: Reflections on Student Learning and Community Partnership in a Second-Level Composition Course”

Mike Haen, University of Wisconsin-Milwaukee

“Analyzing Tutor Talk: Conversational Patterns in Writing Center Sessions”

Tara Hembrough, Southern Illinois University

“An Integration of Service Learning into Intermediate Analytical Writing through a Liaison with the National Program Project Upward Bound”

Amanda Sladek, University of Kansas

“Conceptions of Community: Literacy Narratives as a Locus for Writing Knowledge Transfer”

### **Table 13: The Rhetorics of Space, Objects, and (Textual) Images**

Discussion Leaders: Deidre Garriott, University of Tennessee-Knoxville; Julia Voss, Santa Clara University

Deidre Garriott, University of Tennessee-Knoxville

“Archiving and Staging World War II Public Memory: The Rhetoric of the National World War II Museum in New Orleans”

Ryan Grooms, Colorado State University-Pueblo

“Seeing Text: An Examination into the Influences of Visual Culture on Composition”

Fernando Sanchez, Purdue University

“Urban Planning’s Rhetorical Design”

Julia Voss, Santa Clara University

“Investigating Classroom Space, Student Learning, and Faculty Development: Do Novel Designs Encourage Pedagogical Innovation or Are We Wrapping the Same Old Thing in Shiny (and Expensive) New Packages?”

### **Table 14: War-Writing: (huh-yeah) What is it Good For?**

Discussion Leaders: John Dunn, Eastern Michigan University; Donna Souder, Colorado State University – Pueblo

Megan Brenneman, Kent State University

“No Place for Stasis: A Rhetorical Examination of Vietnam War Memorialization and Remembrance”

Samah Elbelazi, Indiana University of Pennsylvania

“Libyan Muslim Women War Experience”

Ashley Ludewig, University of Louisville

“‘War-Writing’ and the Composition Classroom”

Jessie Richards, University of Utah

“Performances of Peace and Justice in the Bosnian War’s Aftermath”



**Table 15: Writing Across Contexts, Communities, and Curricular Concerns**

Discussion Leaders: Garrett Cummins, University of Cincinnati; Brent Henze, East Carolina University

Michelle Cohen, Ohio State University

“Visualizing the ‘Marginal Man’: The Pedagogical Implications of Freire’s Shift in Spatial Metaphors”

Garrett Cummins, University of Cincinnati

“Using Quotation as a Site of Invention in First- and Second-Year Composition and Facilitating Student Writers’ Ownership of Their Work”

Jeffrey Moore, Bowling Green State University

“Multimodality and Business English: An Exploration of Digital Composition for English Language Learners in a Major-Specific Course”

Elaine Wisniewski, University of Michigan

“Creating a More Engaging Learning Environment in Large Lecture Courses”

**Table 16: How DO Writers Find, Use and Represent Practical Information?**

Discussion Leaders: Jeremy Cushman, Western Washington University; Janice Walker, Georgia Southern University

Kelly Blewett, University of Cincinnati

“From Screen to Shining Screen: Exploring the Relationship between Digital Reading and Research in the Composition Classroom”

Jeremy Cushman, Western Washington University

“Writing Diagnosis and Translating Repair at an Automotive Repair Shop”

Yumani Davis, University of Central Florida

“Using ‘How-to’ Sections of Microsoft Software to Build Multimodal Usability Pedagogy”

Melody Gustafson, Kent State University

“One-Stop Ohio: Labor Market Intermediaries and Economies of Literacy”

**Getting great feedback?  
Tweet your RNF experience to #4C14 and #rnfcccc.**

**Table 17: A Critical Look at Critical Pedagogies**

Discussion Leaders: T.J. Geiger, Lamar University; Victor Vitanza, Clemson University

Andrew Anastasia, University of Wisconsin-Milwaukee

"Teaching Discomfort: A Multicase Study of Students' and Teachers' Descriptions of Discomfort in First-Year Writing Classes"

Amanda Fincham, Kent State University

"But Words Will Never Hurt Me: Reclaiming Lesbian Identity through Offensive Discourse"

Caitlin Ray, University of Nebraska-Omaha

"Enabling Embodied Learning: Navigating Disability within Critical Pedagogy"

Lauren Specht, Colorado State University-Pueblo

"Feminist Pedagogy and the Writing Classroom of the Twenty-First Century: Contextualizing, Modernizing, and Moving the Pedagogy Forward"

**Table 18: Rhetorical Analysis and Identity, or "They Say, I Say" Meets Cultural Studies**

Discussion Leaders: Anita August, Sacred Heart University; Amanda Booher, University of Akron;

Cate Blouke, University of Texas at Austin

"Touchy Subjects: The Promising Threat of Laughter in Contemporary Identity Politics"

Carrie Hall, University of Pittsburgh

"Shame and the Obedient Body: Writing, Belonging, and Disorder"

Whitney Orth, Colorado State University

"Pinning Fitspiration: Examining the Relationship Between Fitness-Related Pinterest Boards and Experience of Female Bodies"

Michael Utley, Clemson University

"I Don't Want to Grow Up (and I Don't Have To)': Punk Rock Isn't Wasted on the Young"

Joseph Weakland, University of Florida

"Augmented Realities: Composition Studies, Technogenesis, and Critical Futurism"



**Table 19: Writing Pedagogies 5.0**

Discussion Leaders: Michele Eodice, University of Oklahoma; Ollie Oviedo, Eastern New Mexico University

Titcha Ho, Indiana University of Pennsylvania

"Finding Your Voice 140 Characters at a Time: How Social and Digital Media Incubates Second Language Learners on Their Road to Linguistic Mastery"

Emily LaPadura, Colorado State University

"Blogging in the Classroom: Exploring the Effectiveness of Digital Literacies in First-Year Composition"

Joseph Montgomery, Eastern Michigan University

"Takes English Class/Learns about Memes: The Utility of Memes in Genre Analysis"

Therese Pennell, East Carolina University

"Role of Identity in the Online Learning Environment"

**Table 20: Map Metaphors and InfoImages: Seeing What's "There" Differently**

Discussion Leaders: Deborah Balzhiser, Texas State University; Keith Dorwick, University of Louisiana – Lafayette

Deborah Balzhiser, Texas State University

"A Decade of Social (re)Media(c)tions"

Brenta Blevins, University of North Carolina at Greensboro

"Infographics: A Picture is Worth a Thousand Words"

John Jacobs, Clemson University

"Non-Linear Story Telling with Augmented Reality"

Matthew Pavesich, Georgetown University

"DC/Adapters: Writing Washington DC's Neighborhood Networks"

**Getting great feedback?  
Tweet your RNF experience to #4C14 and #rnfcccc.**

**Table 21: The Geology of Socially Constructed Selves: Aggregates, Conglomerates, Sentiments, and Distributions**

Discussion Leaders: Russell Carpenter, Eastern Kentucky University; Mary Alice Trent, Indiana Wesleyan University

Nancy Button, Indiana University-Purdue University Fort Wayne  
"Modern Morality in Mommy Blog Literacy Practices"

Daphne-Tatiana Canlas, Clemson University  
"How is the Other Side? Exploring Filipino-ness through the Online Performance of the Everyday on YouTube"

Shirley Faulkner-Springfield, Bowling Green State University  
"The Study of African American Male Literacy Practices"

Mary Tripp, University of Central Florida  
"Distributed Agency and Digital Social Media: Contradictions and Implications for Learning Writing in First-Year Composition"

**Table 22: New Possibilities for Multilingual Writers: All Pedagogies Are Not Created Equal**

Discussion Leaders: Randall McClure, Miami University; Carrie Wastal, University of California-San Diego

Olga Aksakalova, Fort Lewis College  
"Composition Theory and Pedagogy in Post-Soviet Moscow: Historical, Cultural, and Pedagogical Perspectives"

Aimee Jones, Florida State University  
"Examining the Effects of Second Language Acquisition Tutoring Models on Non-native English Speaking Graduate Students' Composing Process."

Heather Stone, University of Utah  
"Online Education for L2 Engineering Students: Expanding Composition and Communication Instruction Beyond the Face-to-Face Classroom"

Carrie Wastal, University of California-San Diego  
"International Students and Opportunities for Pedagogical Change"

**Table 23: Writing Assessment: By the Classroom, by the Program, or on the Web**

Discussion Leaders: Maurice Champagne, Stevenson University; William Macauley, University of Nevada-Reno

Maurice Champagne, Stevenson University

"Chaos, Entropy, and Underprepared Students: How the Second Law of Thermodynamics Applies to Universities that Accept Too Many Students Who Are Not Prepared for College Composition"

Joshua Eskew, Florida State University

"When Experts Disagree: A Burkean Analysis of *Kitzmiller v. Dover Area School District*"

Matt Gomes, Michigan State University

"The Subject of Writing Assessment: Ontology, Pedagogy, and Writing in Digital Environments"

Way Jeng, Washington State University

"An Analysis of Low-Stakes Classroom Assessment"

**Table 24: Discourse Analysis: Taking a Close Look at the Stories that Tell Us**

Discussion Leaders: Christine Bailey, Union University; Jennie Nelson, Ohio University

Christine Bailey, Union University

"Mining for Metaphor: Contemplating and Coding Creative Identity Narratives for Multilingual Writers"

Brittany Kelley, University of Louisville

"'Flamers Not Welcome': Examining the Place of Class in Online Fanfiction Practices"

Bonnie Markowski, University of Scranton

"Viewing Autism Rhetoric through the Lens of Martha Nussbaum's, *Not for Profit: Why Democracy Needs the Humanities*"

Sarah Singer, University of North Carolina at Chapel Hill

"I scream, you. . .diagnose?: Teaching Illness Narratives in the Writing Classroom"

**Follow us on Twitter: #rnfcccc.**

**Table 25: Writing Pedagogies: Considering Preference, Style, and Taste**

Discussion Leaders: Aparna Sinha, University of California – Davis

Gretchen Dietz, Miami University

“The Shifting Place of Style in First-Year Writing: A Historical Study”

Matthew Hunt, University of Arkansas

“Writing as Interest: The Special Topics Course in FYC”

Ashley Osterhout, Colorado State University-Pueblo

“Personal Ideologies, Spiritualism, and the Composition Classroom: Developing an Authentic Teacher-Self”

Justine Wells, University of South Carolina

“Critical Openings: Taste-Based Pedagogies and the Everyday Politics of Composition”

**Table 26: Discursive Constructions of Cultural Reality, or Trying to Find the Outside Story**

Discussion Leaders: Barbara Bird, Taylor University; Deborah Harris-Moore, University of California – Santa Barbara

Deborah Harris-Moore, University of California-Santa Barbara

“The Cancer Paradox: The Rhetorical Construction of Illness, the Patient, and the Survivor”

Michelle Reed, Colorado State University

“Writing and Healing in Community Literacy Spaces”

Jennifer Bracken Scott, New Mexico State University

“Vaccines and Autism: Understanding the Rhetoric of a Controversy”

Lesa Syn, University of Colorado Denver

“The Skin of a Cat(woman)”

Susan Tanner, Carnegie Mellon University

“Re-shaping the Penumbra: The Role of Nomos and Narrative in Privacy Law Decisions”

**Table 27: A Discussion of Writing Program Development and Administration with Zombies and the Kitchen Sink**

Discussion Leaders: Frank Cioffi, Baruch College and the Graduate Center-CUNY; Collie Fulford, North Carolina Central University

Frank Cioffi, Baruch College and the Graduate Center-CUNY

"Beyond Zombie Pedagogy: Discovering Life in the College Composition Classroom"

Entisar Elsherif, Indiana University of Pennsylvania

"What Effective Second Language Teacher Education Involves?: A Case Study about English Language Teacher Education at a Major Libyan University"

Collie Fulford, North Carolina Central University

"The Kitchen Sink Writing Concentration: Multimethodological Approaches to Program Building and Program Research"

Eberly Mareci, University of California San Diego

"An Anthropological Study of a Writing Program: Making of the Modern World at USCD"

Kathleen Richards, University of North Alabama

"The 'Business' of Writing Centers"

**Table 28: Writing Feedback: Matching Pedagogical Approaches to Learner Identities**

Discussion Leaders: Kimberly Holloway, King University; Steven Price, Mississippi College

Suad Alharthi, Indiana University of Pennsylvania

"A Quantitative Study: Saudi Female Teachers' and Students' Understanding of the Role and Importance of Feedback on Writing"

Nicholaus Baca, Bowling Green State University

"The Queerness of Virtual Writing and Identity: Negotiations Between Conscious Bodies and Screens"

Kimberly Holloway, King University

"Help Me with My Paper!: How Writing Center Tutors Help Adult Students Construct Their Writing Identities"

Shawn Stowe, Clemson University

"Participatory Culture in the Age of Electracy"

### **Table 29: Innovative Approaches for Teaching Multilingual Writers**

Discussion Leaders: Jinrong Li, Georgia Southern University; Susan Wolff Murphy, Texas A&M University-Corpus Christi

Amal Laba, Kent State University

"An Examination of Text Authenticity Used at Kent State University ESL Center: Adopted Materials, the Perceptions of Student Language Learners, and the Insights of ESL/EFL Instructors"

Jinrong Li, Georgia Southern University

"The Use of Annotated Learner Corpus in Teaching L2 Writing"

Angela Murphy, University of Kansas

"Teaching for Transfer: Second Language Writing Pedagogies in ESL Courses and FYC"

Xiaoqiong You, University of New Hampshire

"Rhetorical Education in the Age of New Media: Oral Presentation in College English Classrooms in China"

### **Table 30: Reflecting on How We Teach**

Discussion Leaders: Toni Glover, University of Scranton; Donora Hillard, Wayne State University

Elizabeth Bentley, University of Arizona

"GAT Training Materials Surrounding Issues of (Dis)ability and Access in the FYC Classroom"

Toni Glover, University of Scranton

"Expanding a Meta-Pedagogy"

Donora Hillard, Wayne State University

"I don't know what's going to happen': Pedagogical Failure as Performance Art"

Tatiana M. Uhoch, City Colleges of Chicago

"Studying Professional Development Mentoring Programs in Writing Centers"



**Table 31: Rhetoric and Ideology: The Pleasures of Multiple Perspectives**

Discussion Leaders: Joanna Schreiber, Georgia Southern University; Chalet Seidel, Westfield State University

Mario D'Agostino, York University

"Testing the Provisionality of 'Truth': Rhetorical Skill and the Historiographic Novel"

Travis Maynard, Florida State University

"The Paradigm that Always Was: Scientific Discourse in Young Earth Creationist Textbooks"

Caleb Pandygraft, Miami University of Ohio

"Technological Composition and Creating Queer Identities"

Chalet Seidel, Westfield State University

"Mapping the Invisible: A Descriptive Census of Multi-Focus Writing Programs"

Hayley Zertuche, Clemson University

"Following a Hoot into the Dark: Rethinking Animal Rhetorics"

**Table 32: Rhetorical Analyses of Popular and Literary Texts**

Discussion Leaders: William Carney, Cameron University; Amy Edwards Patterson, Moraine Park Technical College

William Carney, Cameron University

"Samantha Power: Before and After 'Hell'"

Jessica Isaac, University of Pittsburgh

"First Persons Puerile, 1805-1880: Writing the Child Self in Letters to Juvenile Periodicals"

Marion Wolfe, The Ohio State University

"Feminizing the World: The Evangelical Rhetoric of Gender in Women's Foreign Missionary Societies"

**Table 33: Writing a Way to Wholeness: Prisons as Rhetorical Spaces**

Discussion Leaders: Pisarn Bee Chamcharatsri, University of New Mexico; Mark Wenger, Columbia International University

Alexis Baker, Kent State University

"Finding a Space: Healing, Social Change, and Survivance in Prison Literacy Programs"

Helen Lee, University of North Carolina at Chapel Hill

"Border of Prison Memoir Genre: Border Rhetoric in Jimmy Santiago Baca's *A Place to Stand*"

Mark Wenger, Columbia International University

"'Parrhesia'—Speaking Frankly as a Way Towards Critical Pedagogy for Liberatory Purposes in Prison Writing Programs"

Michele Zugnoni, University of California-Santa Barbara

"Fostering Connection Through Writing: A Look at Utilizing Creative Writing Programs in a Santa Barbara Juvenile Detention Facility"

**Table 34: Research for, about, and by Writing Center Tutors**

Discussion Leaders: Daniel Lawson, Central Michigan University

Christine Busser, Georgia State University

"Model T vs. Dizzy Gillespie: Deconstructing the Role of a Tutor in Oft-Cited Research"

Erin Herrmann, East Carolina University

"\*Yes, And\* in the Writing Center: Using Improv Activities in Consultant Professional Development"

Kate Worzala, Southern Illinois University-Carbondale

"The Role of Graduate Assistant Tutoring in Undergraduate Revision"

**Hearing interesting ideas?  
Tweet your RNF experience to #4C14 and #rnfcccc.**



**Table 35: Negotiating Relationships: Who Owns this Space and Who Says So?**

Discussion Leaders: Kurt Bouman, Salem State University; Robert Koch, University of North Alabama; Sandra Jamieson, Drew University

Robert Koch, University of North Alabama  
"The 'Business' of Writing Centers"

Kendra Mitchell, Florida State University  
"Language Varieties in an HBU Writing Center"

Jason Tham, St. Cloud State University  
"Power and the Platform: A Phenomenological Approach to Understanding Rhetoric and Politics in Composition MOOCs"

Grover Welch, Arkansas State University  
"Influences of Southern Dialect on Group Hegemonies in the Writing Center"

**Table 36: Responding to Students, Responding to Ourselves**

Discussion Leaders: Stephanie Odom, University of Texas at Tyler; Mark Sutton, Kean University

Bridget Heaney, University of Rhode Island  
"Critical Pedagogy and Rubric Design: Towards Responsive and Reflective Assessment of Multimodal Student Compositions"

Amanda Licastro, Graduate Center-CUNY  
"Student Writing in Online, Open Spaces"

Stephanie Odom, University of Texas at Tyler  
"Open Question: The Utility of Teaching Evaluations for Writing Program Assessment"

Jane Thomas, University of Kansas  
"FYC Portfolios: Transfer of Learning through Genre Awareness"

Valerie Vancza, Fairfield University  
"An e-Portfolio Evolution in Core Writing: More than Modules"

**Table 37: Activism: Taking Control of the Writing on the Wall**

Discussion Leaders: Jacqueline Rhodes, California State University – San Bernardino; Brownwyn Williams, University of Louisville

Katherine Bridgman, Florida State University  
"The Embodied Interface and Transnational Digital Activism"

Hend Ghouma, Indiana University of Pennsylvania  
"Unveiling Gaddafi: Graffiti in the Land of Silence"

Rebecca Hayes, Michigan State University  
"‘Thank You For Listening I Feel Better Now’: Rhetoric, Affect, Space, and Stories in a Digital Public Archive of Street Harassment Experience"

Jennifer Hewerdine, Southern Illinois University  
"Redrawing Political and Social Borders through the Use of Culture Jamming"

**Table 38: Updating Classical Rhetoric: Oxymoron and Other Useful Figures for (re) Representing Writing Theory**

Discussion Leaders: Elizabeth Kalbfleisch, Southern Connecticut State University; Pamela Childers, The McCallie School

Elizabeth Kalbfleisch, Southern Connecticut State University  
"Imitation Revisited: The History and Uses of a Practice for Reading Instruction in the Writing Classroom"

Courtney Patrick Weber, Texas Woman’s University  
"Authenticity Discourse in a Post-Internet World: Updating Expressivist Pedagogy for the Multimodal Age"

Kateland Wolfe, Georgia State University  
"Did the Roots Grow the Tree?: Analyzing Classical Rhetoric to Re-situate the Peter Elbow/David Bartholomae Debate"



**Table 39: Confronting Social Constructions: What to Do When Who You Are Is Always Already**

Discussion Leaders: Wendy Dasler Johnson, Washington State University-Vancouver; Bradley Smith, Governors State University

Melanie Barton-Gauss, University of Central Florida

“Voices of the Childfree: How Childfree Women are Writing Back Against Past Discourse and Forging Identities”

Wendy Dasler Johnson, Washington State University-Vancouver

“Peace Talk: The Work of Dialogue”

Bushra Malaibari, University of Tennessee-Knoxville

“Entee Min Faine? [Where Are You From?]: Nationality Perceptions in Muslim Women’s Communities in the US Southeast, a Dissertation”

Jamie Peterson, Kent State University

“Health (II)Literacy Occuring Within Patient Interactions in Medical Situations: Steps to Making a Heuristic to Facilitate Better Communication and Understanding”

**Table 40: Writing Instruction from Four Perspectives**

Discussion Leaders: Sarah Perrault, University of California-Davis;

Bonita Selting, University of Missouri

Stephanie Horton, Georgia State University

Affective Disorders and Student Writers: New Studies in Neurodiversity

Erika I-Tremblay, University of California-Santa Barbara

“Development of Modern Literacy Education and its Student Outcome: How Does Japanese Literacy Education Prepare Student Writers for the International Audience?”

Craig Wynne, University of Texas at El Paso

“Productivity Problems in Graduate Student Writing: Does the Song Remain the Same?”

Matthew Zajic, University of California-Davis

“Writing Development and Working Memory in School-Age Children with ASD”

**Table 41: Religion, Education, and Composition Theory: What Fits, What Conflicts, and What Shapes?**

Discussion Leaders: Laurie Britt-Smith, University of Detroit Mercy; Elizabethada Wright, University of Minnesota-Duluth

Jesse Bradley, Kent State University

“Writing for Consensus: Deliberation on the Gay Question”

Donna King, Penn State University

“The Role of the Early Black Church in Pennsylvania in the Underground Railroad, Education, History, and Politics”

Jessica Thomsen, University of Nebraska at Omaha

“Jesuit Values and Critical Pedagogy: Embodied Composition and Holistic Education as a Bridge from High School English to First Year Writing”

Elizabethada Wright, University of Minnesota-Duluth

“‘We Live in the Woods’: Irma Le Fer de la Motte’s French Scholarly Influence on Catholic Women’s Rhetorical Education in the Nineteenth-Century American Wilderness”

**Table 42: Making Room for Complication: Interdisciplinarity, Liminal Rhetorics, and Complex Identities**

Discussion Leaders: Katherine H. Adams, Loyola University; Jennifer Consilio, Lewis University

Katherine H. Adams, Loyola University

“Winifred Sweet Black Bonfils (Annie Laurie): Stunt Girl and Sob Sister”

Jennifer Consilio, Lewis University

“Transforming Mind, Body, and Writing: Incorporating Mindfulness, Meditation, and Yoga into Writing Pedagogy”

Theresa Keicher, Syracuse University

“Interdisciplinary Research: What to Do When the Trail is Hard to Find”

Matthew Osborn, Clemson University

“Liminal Rhetorics and Aesthetics”



**Table 43: You Mean There Are Still Things We Haven't Tried?!?: Revisiting FYC Pedagogies**

Discussion Leaders: Stefanie Frigo, North Carolina Central University; Byron Hawk, University of South Carolina

Michelle Brown, Colorado State University-Pueblo

"Digital Literacy and First Year Writing: Composition for the Modern Classroom"

Stefanie Frigo, North Carolina Central University

"The World That Came in from the Cold: Methods for Internationalizing the Underfunded Composition Classroom"

Christina LaVecchia, University of Cincinnati

"Finding Meaning in Chaos: Berthoff and Invention"

Alyson Leitch, University of Rhode Island

"Transforming Grammar Instruction—Empowering Students to Communicate Effectively"

**Table 44: Staying Grounded: Examining Pedagogies and Place**

Discussion Leaders: Brian Cope, Indiana University of Pennsylvania; Denise Paster, Coastal Carolina University

Brian Cope, Indiana University of Pennsylvania

"Keeping the Borders Open: Merging the Ecologic Ontological with the Ecologic Epistemic"

Denise Paster, Coastal Carolina University

"Coastal Composition Commons: An Institutional Ethnography of a FYC Structural Revision"

Travis Rountree, University of Louisville

"From the Mountains to the Downs: Place-Based Pedagogy Redefined"

Lindsay Spring, Georgia State University

"The University of Georgia and State Normal School: A Local Recovery of Place, Pedagogy, and Gender"

**Table 45: The Play's the Thing: Digital Identities, Multimodal Composing and Pedagogy**

Discussion Leaders: Rueben Ellis, Woodbury University; Lynn Lewis, Oklahoma State University

Heather Christiansen, Clemson University

"Communicating User Experience"

Rueben Ellis, Woodbury University

"'Machinic Assemblages': The Rhizomatic Potentials of Multimodal Composition"

Kali Mobley, University of Tennessee

"Playing the Game in the Classroom: The Role of Digital Identity Construction and Social Interaction"

**Table 46: Rhetorical Journeys: Discursive Moves for Moving across Discourse,**

Discussion Leaders: Irene Lietz, University of Detroit Mercy; Kate Vieira, University of Wisconsin-Madison

Lin Dong, Georgia State University

"Lingua Franca across Cultures: A Rhetoric of Crisis Management in Intercultural Professional Communication as in the Case of Apple Apologizing to Chinese Customers"

Rachel Griffo, Indiana University of Pennsylvania

"Moving Between the Discourses of Home and School, China and the West"

Anjali Pattanayak, Western Illinois University

"Cross-Cultural Adaptability and Transfer in First Year College Students"

Kate Vieira, University of Wisconsin-Madison

"Homeland Literacies: What Migration Teaches Those Who Remain and Those Who Return"

**Enjoying your morning?  
Tweet your RNF experience to #4C14 and #rnfcccc.**

## **Editors Roundtable**

### **Journal and Book Editor Participants**

***Across the Disciplines: A Journal of Language, Learning, & Academic Writing***  
Michael Pemberton

***Authentic Materials in Teaching ESL Students***  
Amal Laba

***The Clearing House: A Journal of Educational Strategies, Issues and Ideas***  
Pamela Childers

***College Composition & Communication***  
Kathleen Blake Yancey

***College English***  
Kelly Ritter

***Composition Forum***  
Christian Weisser

***Composition Studies***  
Laura Micciche

***CompPile***  
Susan Wolff Murphy

***Enculturation: A Journal of Rhetoric, Writing, and Culture***  
Casey Boyle

***The Grassroots Writing Research Journal***  
Joyce Walker

***JAEPL (Journal of the Assembly for Expanded Perspectives on Learning)***  
Joonna Trapp

***Journal of Basic Writing***  
Ann Del Principe

***Journal for the Assembly of Advanced Perspectives on Learning***  
Brad Peters

***Journal of College Literacy and Learning***  
Connie Kendall Theado

## Journal and Book Editor Participants, cont.

***Journal of Interactive Technology and Pedagogy (JITP)***

Amanda LiCastro

***Journal of Teaching Writing***

Kim Brian Lovejoy

***Journal of Writing Assessment***

Jessica Nastal

***The JUMP: The Journal for Undergraduate Multimedia Projects***

Justin Hodgson

***Kairos: A Journal of Rhetoric, Technology, and Pedagogy***

Stephaine Vie

***Kairos CCCC Review***

Christopher Dean

***KB Journal: The Journal of the Kenneth Burke Society***

David Blakesley

***Literacy in Composition Studies***

Tara Lockhart

***Open Words: Access & English Studies***

Bill Thelin

***Parlor Press***

David Blakesley

***Peitho: The Journal of the Coalition of Women Scholars in the History of Composition and Rhetoric***

Jennifer Bay

***PRE/TEXT***

David Blakesley

***Present Tense: A Journal of Rhetoric in Society***

Allen Brizee

***Queen City Writers***

Lisa Beckelhimer

***Readerly/Writerly Texts: Essays on Literary, Composition, and Pedagogical Theory***

Ollie Oviedo



## Journal and Book Editor Participants, cont.

### ***Research in the Teaching of English***

Ellen Cushman

### ***Rhetoric & Composition Journal Editors***

Janice Walker

### ***Technoculture: An Online Journal of Technology in Society***

Keith Dorwick

### ***The WAC Journal***

Heather Christiansen

### ***The Writing Center Journal***

Michele Eodice, Steven Price

### ***Writing on the Edge***

David Masiel

### ***The Writing Instructor***

Dawn Formo

### ***Writing Lab Newsletter***

Alan Benson

### ***WPA: Writing Program Administration***

Sherry Rankins-Robertson

### ***Xchanges***

Steve Simpson



**Tweet your RNF experience to #4C14 and #rnfcccc**

## Afternoon Tables

### **Table 1: Expanding First-Year Composition Pedagogy**

Discussion Leaders: William Macauley, University of Nevada-Reno; Nick Carbone, Bedford/St. Martins

Chelsea Murdock, University of Kansas

"Remixing Genres, Transfer, and Writing Captain Kirk: Fan Fiction in the FYC Classroom"

Travis Rountree, University of Louisville

"From the Mountains to the Downs: Place-Based Writing Redefined"

Lauren Specht, Colorado State University-Pueblo

"Feminist Pedagogy and the Writing Classroom of the Twenty-First Century: Contextualizing, Modernizing, and Moving the Pedagogy Forward"

### **Table 2: More Than Words: Affective Perspectives on First-Year Composition**

Discussion Leaders: Donora Hillard, Wayne State University; Bonita Selting, University of Missouri

Donora Hillard, Wayne State University

"I don't know what's going to happen': Pedagogical Failure as Performance Art"

Stephanie Horton, Georgia State University

Affective Disorders and Student Writers: New Studies in Neurodiversity

Pamela Pan, San Joaquin Delta College

"Bridging Affective and Cognitive Instruction in Basic Writing"

Sarah Singer, University of North Carolina at Chapel Hill

"I Scream, You. . .Diagnose? Teaching Illness Narratives in the Writing Classroom"

### **Table 3: Digital and Technological Issues in First-Year Composition Teaching and Scholarship**

Discussion Leaders: Reuben Ellis, Woodbury University; Janice Walker, Georgia Southern Univeristy

Erica Baumle, Texas Tech University

"Text Mining: A Longitudinal Study of Instructor Commentary"

Reuben Ellis, Woodbury University

"'Machinic Assemblages': The Rhizomatic Potentials of Multimodal Composition"

Valerie Vancza, Fairfield University

"An e-Portfolio Evolution in Core Writing: More than Modules"

#### **Table 4: Perceptions of First-Year Composition Students' Digital Literacies**

Discussion Leaders: Kelli Custer, Western Connecticut State University; Ollie Oviedo, Eastern New Mexico University

Kelly Blewett, University of Cincinnati

"From Screen to Shining Screen: Exploring the Relationship between Digital Reading and Research in the Composition Classroom"

Michelle Brown, Colorado State University-Pueblo

"Digital Literacy and First Year Writing: Composition for the Modern Classroom"

Shawn Stowe, Clemson University

"Participatory Culture in the Age of Electracy"

Mary Tripp, University of Central Florida

"Distributed Agency and Digital Social Media: Contradictions and Implications for Learning Writing in First-Year Composition"

#### **Table 5: Historical Representations, Rhetorical Readings**

Discussion Leaders: Deidre Garriott, University of Tennessee-Knoxville; Sarah Perrault, University of California-Davis

Megan Brenneman, Kent State University

"No Place for Stasis: A Rhetorical Examination of Vietnam War Memorialization and Remembrance"

Mario D'Agostino, York University

"Testing the Provisionality of 'Truth': Rhetorical Skill and the Historiographic Novel"

Deidre Garriott, University of Tennessee-Knoxville

"Archiving and Staging World War II Public Memory: The Rhetoric of the National World War II Museum in New Orleans"

Hend Ghouma, Indiana University of Pennsylvania

"Unveiling Gaddafi: Graffiti in the Land of Silence"

**Tweet your RNF experience to #4C14 and #rnfcccc.**

**Table 6: I Am Whoever / Say I Am: Creating, Learning, and Performing Identities**

Discussion Leaders: Jennifer Johnson, University of California-Santa Barbara; John Dunn, Eastern Michigan University

Helen Lee, University of North Carolina at Chapel Hill

"Border of Prison Memoir Genre: Rhetoric in Jimmy Santiago Baca's *A Place to Stand*"

Bushra Malaibari, University of Tennessee-Knoxville

"Entee Min Faine? [Where Are You From?]: Nationality Perceptions in Muslim Women's Communities in the US Southeast, a Dissertation"

Jesse Richards, University of Utah

"Performances of Peace and Justice in the Bosnian War's Aftermath"

**Table 7: Who are You and Who I Am: Challenging and Claiming Identities**

Discussion Leaders: Anthony Atkins, University of North Carolina at Wilmington; Delys Snyder, Brigham Young University

Anthony Atkins, University of North Carolina at Wilmington

"Exploring the Sub-Disciplines of Rhetoric and Composition"

Cate Blouke, University of Texas at Austin

"Touchy Subjects: The Promising Threat of Laughter in Contemporary Identity Politics"

Amanda Fincham, Kent State University

"But Words Will Never Hurt Me!: Reclaiming Lesbian Identity Through Offensive Discourse"

Delys Snyder, Brigham Young University

"Where Have All the Mailmen Gone? The Successes (and Failures) of the Adoption of Prescribed Gender-Neutral Language as Traced by Corpus Linguistics"

Lesa Syn, University of Colorado Denver

"The Skin of a Cat(woman)"

**Table 8: Identity and Ethics**

Discussion Leaders: Amanda Booher, Clemson University; Jennie Nelson, Ohio University

Jesse Bradley, Kent State University

"Writing for Consensus: Deliberation on the Gay Question"

Renea Frey, Miami University

"Not Just Pieces of Paper: Ethics and Representation in Historic Archival Research"

Theresa Keicher, Syracuse University

"Interdisciplinary Research: What to Do When the Trail is Hard to Find"

Susan Tanner, Carnegie Mellon University

"Re-shaping the Penumbra: The Role of Nomos and Narrative in Privacy Law Decisions"

**Table 9: Choosing a Place to Stand: Rhetoric and Positioning**

Discussion Leaders: Casie Fedukovich, North Carolina State University; Thomas Sura, West Virginia University

Lauren Campbell, University of Pittsburgh

"The 'Extras' Document: Understanding Genre Knowledge through Excised Drafting Material"

Julie Nelson, University of Wisconsin-Milwaukee

"(Re)Turning to Affect: Rhetoric and Composition in the Wake of the 'Affective Turn'"

Matthew Osborn, Clemson University

"Liminal Rhetorics and Aesthetics"

**Table 10: Revising and Refreshing Writing Across the Curriculum Pedagogies**

Discussion Leaders: Toni Glover, University of Scranton; Joan Mullin, University of North Carolina-Charlotte

Brenta Blevins, University of North Carolina at Greensboro

"Infographics: A Picture is Worth a Thousand Words"

Toni Glover, University of Scranton

"Expanding a Meta-Pedagogy"

Crystal Hendricks, Appalachian State University

"Please Allow Me to Introduce Myself': Critical Cultural Studies and Student Transferences within Writing Across the Curriculum"

Elaine Wisniewski, University of Michigan

"Creating a More Engaging Learning Environment in Large Lecture Courses"

**Table 11: Administrative Issues with/in Writing and Media Centers**

Discussion Leaders: Daniel Lawson, Central Michigan University; Kathleen Richards, University of North Alabama

Erin Herrmann, East Carolina University

"\*Yes, And\* in the Writing Center: Using Improv Activities in Consultant Professional Development"

Kathleen Richards, University of North Alabama

"The 'Business' of Writing Centers"

Katherine Robisch, Kent State University

"Student's Literacy Practices at the Media Studio"

Tatiana M. Uhoch, City Colleges of Chicago

"Studying Professional Development Mentoring Programs in Writing Centers"

Grover Welch, Arkansas State University

"Influences of Southern Dialect on Group Hegemonies in the Writing Center"

**Table 12: Pedagogical Approaches to Rhetorical Positioning in the Disciplines**

Discussion Leaders: William Carney, Cameron University; Amy Edwards Patterson, Moraine Park Technical College

William Carney, Cameron University

"Samantha Power: Before and After 'Hell'"

Joshua Eskew, Florida State University

"When Experts Disagree: A Burkean Analysis of *Kitzmiller v. Dover Area School District*"

Megan Hartline, University of Louisville

"Disciplinary Writing: Examining the Use of Genre in the Academic Literacies Movement"

Ryan Roderick, Carnegie Mellon University

"Patterns in Undergraduate Stancetaking in the Disciplines"

Ellery Sills, Purdue University

"Embracing Alternative Discourses: How Students Accept Disciplinary Diversity"

**Table 13: Professional and Technical Writing: Theory, Analysis, and Practice**

Discussion Leaders: Katherine H. Adams, Loyola University; Jennifer Sano-Franchini, Virginia Tech

Katherine H. Adams, Loyola University

"Winifred Sweet Black Bonfils (*Annie Laurie*): Stunt Girl and Sob Sister"

Fernando Sanchez, Purdue University

"Urban Planning's Rhetorical Design"

Jennifer Sano-Franchini, Virginia Tech

"Unpacking Grounded Theory in Technical and Professional Communication"

Jennifer Bracken Scott, New Mexico State University

"Vaccines and Autism: Understanding the Rhetoric of a Controversy"

**Table 14: Revising, Reconsidering, and Updating Writing Pedagogy**

Discussion Leaders: Lynn Stallings, Ball State University; Mark Wenger, Columbia International University

Amal Laba, Kent State University

"An Examination of Text Authenticity Used at Kent State University ESL Center: Adopted Materials, the Perceptions of Student Language Learners, and the Insights of ESL/EFL Instructors"

Caitlin Ray, University of Nebraska-Omaha

"Enabling Embodied Learning: Navigating Disability Within Critical Pedagogy"

Courtney Patrick Weber, Texas Woman's University

"Authenticity Discourse in a Post-Internet World: Updating Expressivist Pedagogy for the Multimodal Age"

Lynne Stallings, Ball State University

"Where's the Writer in Response?: A Discourse Analysis of What Writers' Questions Reveal about Their Writing Process"

Mark Wenger, Columbia International University "'Parrhesia'—Speaking Frankly as a Way Towards Critical Pedagogy for Liberatory Purposes in Prison Writing Programs"

**Table 15: Perspectives on Critical Pedagogy**

Discussion Leaders: Connie Kendall Theado, University of Cincinnati; Rebecca Rickly, Texas Tech University

Andrew Anastasia, University of Wisconsin-Milwaukee

"Teaching Discomfort: A Multicase Study of Students' and Teachers' Descriptions of Discomfort in First-Year Writing Classes"

Sara Franssen, Ohio State University

"'Y'all Can Come with Better Questions': Reflections on Student Learning and Community Partnership in a Second-Level Composition Course"

Ryan Grooms, Colorado State University-Pueblo

"Seeing Text: An Examination into the Influences of Visual Culture on Composition"

Justine Wells, University of South Carolina

"Critical Openings: Taste-Based Pedagogies and the Everyday Politics of Composition"



**Table 16: Critical Examinations of (the) Others**

Discussion Leaders: Deborah Harris-Moore, University of California-Santa Barbara; Wendy Dasler Johnson, Washington State University-Vancouver

Michelle Cohen, Ohio State University

"Visualizing the 'Marginal Man': The Pedagogical Implications of Freire's Shift in Spatial Metaphors"

Deborah Harris-Moore, University of California-Santa Barbara

"The Cancer Paradox: The Rhetorical Construction of Illness, the Patient, and the Survivor"

Wendy Dasler Johnson, Washington State University-Vancouver

"Peace Talk: The Work of Dialogue"

Bonnie Markowski, University of Scranton

"Viewing Autism Rhetoric through the Lens of Martha Nussbaum's, *Not for Profit*: Why Democracy Needs the Humanities"

Harley Zertuche, Clemson University

"Following a Hoot into the Dark: Rethinking Animal Rhetorics"

**Table 17: Faculty Development throughout a Career**

Discussion Leaders: Paul Cook, Indiana University-Kokomo; Heather Camp, Minnesota State University-Mankato

Elizabeth Bentley, University of Arizona

"GAT Training Materials Surrounding Issues of (Dis)ability and Access in the FYC Classroom"

Heather Camp, Minnesota State University-Mankato

"Growing Out of the Practicum: Continuity, Change, and the Making of a Composition Teacher"

Paul Cook, Indiana University-Kokomo

"Working in Academia: Writing Teachers Talk about What They Do All Day and Where They Do It"

Julia Voss, Santa Clara University

"Investigating Classroom Space, Student Learning, and Faculty Development: Do Novel Designs Encourage Pedagogical Innovation or Are We Wrapping the Same Old Thing in Shiny (and Expensive) New Packages?"

**Table 18: Transfer into and out of First-Year Writing**

Discussion Leaders: Bradley Smith, Governors State University; Paul Walker, Murray State University

Maury Brown, Old Dominion University

"Do They Take It With Them?: Transfer of Writing Skills from Composition Prerequisites into the Disciplines"

Alexis Catanzarite, University of Kansas

"Facilitating Transfer: Implementing Technical Writing Genres in First Year Composition"

Kathryn Yankura, Purdue University

"Emotion, Transfer, and Genre in the First-Year Writing Classroom"

**Table 19: Classical Theories, Contemporary Pedagogies**

Discussion Leaders: Garrett Cummins, University of Cincinnati; Donald Pardlow, Claflin University

Garrett Cummins, University of Cincinnati

"Using Quotation as a Site of Invention in First- and Second-Year Composition and Facilitating Student Writers' Ownership of Their Work"

Alyson Leitch, University of Rhode Island

"Transforming Grammar Instruction—Empowering Students to Communicate Effectively"

Donald Pardlow, Claflin University

"Implementing the Trivium in First-Year Composition"

Kateland Wolfe, Georgia State University

"Do the Roots Grow the Tree? Analyzing Classical Rhetoric to Re-situate the Peter Elbow/David Bartholomae Debate"

**Table 20: Emotions and First-Year Composition**

Discussion Leaders: Laurie Britt-Smith, University of Detroit Mercy; Frank Cioffi, Baruch College and the Graduate Center-CUNY

Frank Cioffi, Baruch College and the Graduate Center-CUNY

"Beyond Zombie Pedagogy Discovering Life in the Composition Classroom"

Carrie Hall, University of Pittsburgh

"Shame and the Obedient Body: Writing, Belonging, and Disorder"

Ashley Osterhout, Colorado State University-Pueblo

"Personal Ideologies, Spiritualism, and the Composition Classroom: Developing an Authentic Teacher-Self"

**Getting great feedback?  
Tweet your RNF experience to #4C14 and #rnfcccc.**

### **Table 21: Focus on Texts and Reading**

Discussion Leaders: Aimee Krall-Lanoue, Concordia University Chicago; Aparna Sinha, University of California-Davis

Aimee Krall-Lanoue, Concordia University Chicago

"Reading Assumptions, Reading Expectations: How the Attitudes and Habits of Students at a Small, Urban University Can Enlighten Pedagogy"

Dennis McGlothin, University of North Carolina at Pembroke

"Factors in Teachers' Choices in Textbook Adoption and Use"

Travis Maynard, Florida State University

"The Paradigm that Always Was: Scientific Discourse in Young Earth Creationist Textbooks"

Kevin Moore, University of California-Santa Barbara

"Writing in the Reading Room: The Manuscript Archive as a Space for Teaching Process"

Benjamin Syn, University of Colorado-Colorado Springs

"Teaching Metaphor, Visual Rhetoric, and Revision through *Superman Unchained*"

### **Table 22: International Students and Identities in First-Year Composition**

Discussion Leaders: Stefanie Frigo, North Carolina Central University; Irene Lietz, University of Detroit Mercy

Stefanie Frigo, North Carolina Central University

"The World That Came in from the Cold: Methods for Internationalizing the Underfunded Composition Classroom"

Rachel Griffo, Indiana University of Pennsylvania

"Moving Between the Discourses of Home and School, China and the West"

Anjali Pattanayak, Western Illinois University

"Cross-Cultural Adaptability and Transfer in First Year College Students"

Carrie Wastal, University of California-San Diego

"International Students and Opportunities for Pedagogical Change"



**Table 23: Digital Identities and Spaces in First-Year Composition**

Discussion Leaders: Justin Hodgson, Indiana University; Randall Pinder, College of the Bahamas

Amy Berrier, University of North Carolina at Greensboro

"The Use and Usefulness of Public or Private Display Screens in FYW"

Titcha Ho, Indiana University of Pennsylvania

"Finding Your Voice 140 Characters at a Time: How Social and Digital Media Incubates Second Language Learners on Their Road to Linguistic Mastery"

Randall Pinder, College of the Bahamas

"Student Writers' Digital Literacy, Access, and Engagement at the College of the Bahamas"

Jason Tham, St. Cloud State University

"Power and the Platform: A Phenomenological Approach to Understanding Rhetoric and Politics in Composition MOOCs"

**Table 24: Paying Attention to Discourse and Stories**

Discussion Leaders: Christine Bailey, Union University; Susan Wolff Murphy, Texas A&M-Corpus Christi

Christine Bailey, Union University

"Mining for Metaphor: Contemplating and Coding Creative Identity Narratives of Multilingual Writers"

Eric House, University of Arizona

"What I Learned from Kanye: Hip-Hop as Commodious, Transgressive, and Libratory"

John Jacobs, Clemson University

"Non-Linear Story Telling with Augmented Reality"

Amanda Sladek, University of Kansas

"Conceptions of Community: Literacy Narratives as a Locus for Writing Knowledge Transfer"

Laura Tabor, Miami University of Ohio

"Changing the Epistemology of Transfer: Collaborative Community as a Microcosm of Civic Engagement"

**Table 25: Multilingual Identities - Pedagogical Opportunities**

Discussion Leaders: Ellen Cushman, Michigan State University; Sarah Hallenbeck, University of North Carolina-Wilmington

Erika I-Tremblay, University of California-Santa Barbara

"Development of Modern Literacy Education and Its Student Outcome: How Does Japanese Literacy Education Prepare Student Writers for the International Audience?"

Jeffrey Moore, Bowling Green State University

"Multimodality and Business English: An Exploration of Digital Composition for English Language Learners in a Major-Specific Course"

Heather Stone, University of Utah

"Online Education for L2 Engineering Students: Expanding Composition and Communication Instruction Beyond the Face-to-Face Classroom"

**Table 26: Embodied Writing, Self and Health**

Discussion Leaders: Jennifer Consilio, Lewis University; Donna Souder, University of Colorado-Pueblo

Jennifer Consilio, Lewis University

"Transforming Mind, Body, and Writing: Incorporating Mindfulness, Meditation, and Yoga into Writing"

Jamie Peterson, Kent State University

"Health (Il)literate Occurring within Patient Interactions in Medical Situations: Steps to Making a Heuristic to Facilitate Better Communication and Understanding"

Michelle Reed, Colorado State University

"Writing and Healing in Community Literacy Spaces"

Michele Zugoni, University of California-Santa Barbara

"Fostering Connection through Writing: A Look at Utilizing Creative Writing Programs in a Santa Barbara Juvenile Detention Facility"

**Table 27: Feminist Examinations of Identities**

Discussion Leaders: Joanna Schreiber, Georgia Southern University; Elizabethada Wright, University of Minnesota-Duluth

Samah Elbelazi, Indiana University of Pennsylvania

"Libyan Muslim Women's War Experience"

Lana Oweidat, Ohio University

"Disrupting the Western Gaze: An Arab-Islamic Intervention in Rhetoric and Composition Studies"

Marion Wolfe, The Ohio State University

"Feminizing the World: The Evangelical Rhetoric of Gender in Women's Foreign Missionary Societies"

Elizabethada Wright, University of Minnesota-Duluth

"'We Live in the Woods': Irma Le Fer de la Motte's French Scholarly Influence on Catholic Women's Rhetorical Education in the Nineteenth-Century American Wilderness"

**Table 28: Writing (against) Ideologies**

Discussion Leaders: Dawn Formo, California State University-San Marcos; Pisan Bee Chamcharatsri, University of New Mexico

Nicholaus Baca, Bowling Green State University

"The Queerness of Virtual Writing and Identity: Negotiations between Conscious Bodies and Screens"

Alexis Baker, Kent State University

"Finding a Space: Healing, Social Change, and Survivance in Prison Literacy Programs"

Melanie Barton-Gauss, University of Central Florida

"Voices of the Childfree: How Childfree Women are Writing Back Against Past Discourse and Forging Identities"

Daphne-Tatiana Canlas, Clemson University

"How is the Other Side? Exploring Filipino-ness through the Online Performance of the Everyday on YouTube"

Dawn Formo, California State University-San Marcos

"Feminist Site for Feedback: Lessons from Girls on a High School-to-University OWL"

**Table 29: Critical Digital Pedagogies**

Discussion Leaders: Sarah Hart Micke, University of Denver; Randall McClure, Miami University

Sarah Hart Micke, University of Denver

"Epidictic Archives of Poetry: From Anthologies to YouTube"

Jennifer Hewardine, Southern Illinois University

"Redrawing Political and Social Borders through the Use of Culture Jamming"

Kali Mobley, University of Tennessee

"Playing the Game in the Classroom: The Role of Digital Identity Construction and Social Interaction"

Joseph Weakland, University of Florida

"Augmented Realities: Composition Studies, Technogenesis, and Critical Futurism"

**Hearing interesting ideas?  
Tweet your RNF experience to #4C14 and #rnfcccc.**

**Table 30: The Technical as Social (Activist)**

Discussion Leaders: Deborah Balzhiser, Texas State University; Pamela Childers, The McCallie School

Deborah Balzhiser, Texas State University  
"A Decade of Social (re)Media(c)tions"

Katherine Bridgman, Florida State University  
"The Embodied Interface and Transnational Digital Activism"

Nancy Button, Indiana University-Purdue University Fort Wayne  
"Modern Morality in Mommy Blog Literacy Practices"

Rebecca Hayes, Michigan State University  
"'Thank You for Listening I Feel Better Now': Rhetoric, Affect, Space, and Stories in a Digital Public Archive of Street Harassment Experience"

**Table 31: Performing (Digital) Identities**

Discussion Leaders: Lisa Beckelhimer, University of Cincinnati; Byron Hawk, University of South Carolina

Heather Christiansen, Clemson University  
"Communicating User Experience"

Amanda Licastro, Graduate Center-CUNY  
"Student Writing in Online, Open Spaces"

Whitney Orth, Colorado State University  
"Pinning Fitspiration: Examining the Relationship between Fitness-Related Pinterest Boards and Experience of Female Bodies"

Matthew Pavesich, Georgetown University  
"DC/Adapters: Writing Washington DC's Neighborhood Networks"

Caleb Pendency, Miami University of Ohio  
"Technological Composition and Creating Queer Identities"

**Table 32: Unpacking Disciplinary Lore for Teaching through Discourse and Identity Analysis**

Discussion Leaders: Laura Micciche, University of Cincinnati; Colleen Reilly, University of North Carolina-Wilmington

Entisar Elsherif, Indiana University of Pennsylvania  
"What Effective Second Language Teacher Education Involves?: A Case Study about English Language Teacher Education at a Major Libyan University"

Shirley Faulkner-Springfield, Bowling Green State University  
"The Study of African American Male Literacy Practices"

Brittany Kelley, University of Louisville  
"'Flamers Not Welcome': Examining the Place of Class in Online Fanfiction Practices"

Kyle Vealey, Purdue University  
"Our Uncertain Rhetorics: Articulating Breakdowns in Workplace Writing"

**Table 33: Literacy and Identity Outside of the Academy**

Discussion Leaders: Robin Gallaher, Northwest Missouri State University; Kate Vieira, University of Wisconsin-Madison

Lin Dong, Georgia State University

"Lingua Franca Across Cultures: A Rhetoric of Crisis Management in Intercultural Professional Communication as in the Case of Apple Apologizing to Chinese Customers"

Robin Gallaher, Northwest Missouri State University

"Farm Literacy after College"

Melody Gustafson, Kent State University

"One-Stop Ohio: Labor Market Intermediaries and Economies of Literacy"

Michael Utley, Clemson University

"I Don't Want to Grow Up (and I Don't Have To)': Punk Rock isn't Wasted on the Young"

Kate Vieira, University of Wisconsin-Madison

"Homeland Literacies: What Migration Teaches Those Who Remain and Those Who Return"

**Table 34: Interdisciplinary Administration**

Discussion Leaders: Robert Koch, University of North Alabama; Michael Pemberton, Georgia Southern University

Olga Aksakalova, Fort Lewis College

"Composition Theory and Pedagogy in Post-Soviet Moscow: Historical, Cultural, and Pedagogical Perspectives"

Naomi Clark, University of Missouri

"Writing Program Administration and Interdisciplinary Committee Work" Transforming Friction into Productive Sparks"

Robert Koch, University of North Alabama

"The 'Business' of Writing Centers"

Chalet Seidel, Westfield State University

"Mapping the Invisible: A Descriptive Census of Multi-Focus Writing Programs"

**Hearing interesting ideas?  
Tweet your RNF experience to #4C14 and #rnfcccc.**



**Table 35: Conferencing Contexts: Practices, Places, and Products**

Discussion Leaders: Russell Carpenter, Eastern Kentucky University; Kimberley Holloway, King University

Kimberley Holloway, King University

“Help Me with My Paper!”: How Writing Center Tutors Help Adult Students Construct Their Writing Identities”

Lisa Jones, Fort Hays State University

“When Email and Chat are not Enough: Developing Real-Time, Interactive, Online Writing Tutorials”

Kendra Mitchell, Florida State University

“Language Varieties in the HBU Writing Center

Kate Worzala, Southern Illinois University-Carbondale

“The Role of Graduate Assistant Tutoring in Undergraduate Revision”

**Table 36: Innovative Pedagogies: Memes, Reading Aloud, and Delayed Grading**

Discussion Leaders: Elizabeth Kalbfleisch, Southern Connecticut State University; Jinrong Li, Georgia Southern University

Way Jeng, Washington State University

“An Analysis of Low-Stakes Classroom Assessment”

Elizabeth Kalbfleisch, Southern Connecticut State University

“The Rhetorical Roots of Literature”

Jinrong Li, Georgia Southern University

“The Use of Annotated Learner Corpus in Teaching L2 Writing”

Joseph Montgomery, Eastern Michigan University

“Takes English Class/Learns about Memes: The Utility of Memes in Genre Analysis”



**Table 37: Historical Research into Identities**

Discussion Leaders: Kurt Bouman, Salem State University; Collie Fulford, North Carolina Central University

Collie Fulford, North Carolina Central University

"The Kitchen Sink Writing Concentration: Multimethodological Approaches to Program Building and Program Research"

Jessica Isaac, University of Pittsburgh

"First Person Puerile, 1805-1880: Writing the Child Self in Letters to Juvenile Periodicals"

Donna King, Penn State University

"The Role of the Early Black Church in Pennsylvania in the Underground Railroad, Education, History, and Politics"

Jack Morales, Indiana University of Pennsylvania

"English Studies and the Professional Unconscious: Writing Instruction at the City University of New York, 1964-1976"

Lindsey Spring, Georgia State University

"The University of Georgia and State Normal School: A Local Recovery of Place, Pedagogy, and Gender"

**Table 38: Interactions Surrounding Writing Process**

Discussion Leaders: Kathy Albertson, Georgia Southern University; Yingqin Liu, Cameron University

Kathy Albertson, Georgia Southern University

"Writing, Transferability, and Pre-Service Teacher Instruction"

Suad Alharthi, Indiana University of Pennsylvania

"A Qualitative Study: Saudi Female Teachers' and Students' Understanding of the Role and Importance of Feedback on Writing"

Yingqin Liu, Cameron University

"Towards a 'Process' not a 'Product' Perspective: Revisiting the Concept of Collaboration in Writing"

Craig Wynne, University of Texas at El Paso

"Productivity Problems in Graduate Student Writing: Does the Song Remain the Same?"

**Tweet your RNF experience to #4C14 and #rnfcccc.**

**Table 39: Methodological Musings: Re-imagining Relationships among Writing, Writers, Assessment, and Teaching**

Discussion Leaders: Kristi Costello, Arkansas State University; Shelah Simpson, Liberty University

Kristi Costello, Arkansas State University

“Assessing Writers, Not Writing: Re-envisioning and Revising FYW Assessment”

Therese Pennell, East Carolina University

“The Role of Identity in the Online Learning Environment”

Shelah Simpson, Liberty University

“Student Perceptions of Online Writing Center Designs for Fully-Online Programs”

**Table 40: Rhetorical Analysis and (Talk about) Student Writing**

Discussion Leaders: Mary Alice Trent, Indiana Wesleyan University; Dagmar Scharold, University of Houston-Downtown

Christine Busser, Georgia State University

“Model T vs Dizzy Gillespie: Deconstructing the Role of a Tutor in Oft-Cited Research”

Mike Haen, University of Wisconsin-Milwaukee

“Analyzing Tutoring Talk: Conversational Patterns in Writing Center Sessions”

Aimee Jones, Florida State University

“Examining the Effects of Second Language Acquisition Tutoring Models on Non-Native English Speaking Graduate Students’ Composing Processes”

Dagmar Scharold, University of Houston-Downtown

“Cooperative Tutoring: Transforming Collaboration in the Writing Center”

Jessica Winck, University of Louisville

“The Circulation of Student Writing Online: Ethical Implications”

**Table 41: Assessing Assessment Methods**

Discussion Leaders: Erik Juergensmeyer, Fort Lewis College; Mark Sutton, Kean University

Matt Gomes, Michigan State University

“The Subject of Writing Assessment: Ontology, Pedagogy, and Writing in Digital Environments”

Bridget Heaney, University of Rhode Island

“Critical Pedagogy and Rubric Design: Towards Responsive and Reflective Assessment of Multimodal Student Compositions”

Erik Juergensmeyer, Fort Lewis College

“The Art of Rhetoric, the Craft of Research”

Stephanie Odom, University of Texas at Tyler

“Open Question: The Utility of Teaching Evaluations for Writing Program Assessment”

**Table 42: Writing Pedagogies and Learner Identity**

Discussion Leaders: Keith Dorwick, University of Louisiana-Lafayette; Steven Price, Mississippi College

Christiane Boehr, University of Cincinnati

"Composing with ADHD: Rituals, Habits, and the Medicalization of the Writing Process"

Kerri Flinchbaugh, East Carolina University

"\*Yes, And\* in the Writing Center: Using Improv Activities in Consultant Professional Development"

Xiaoqiong You, University of New Hampshire

"Rhetorical Education in the Age of New Media: Oral Presentation in College English Classrooms in China"

Matthew Zajic, University of California-Davis

"Writing Development and Working Memory in School-Age Children with ASD"

**Table 43: Genres in First-Year Composition**

Discussion Leaders: Brent Henze, East Carolina University; Victor Vitanza, Clemson University

Matthew Hunt, University of Arkansas

"Writing as Interest: The Special Topics Course in FYC"

Emily LaPadura, Colorado State University

"Blogging in the Classroom: Exploring the Effectiveness of Digital Literacies in First-Year Composition"

Chelsea Lonsdale, Eastern Michigan University

"Zines in the Academy: When the Underground Arrives"

Ashley Ludewig, University of Louisville

"'War Writing' and the Composition Classroom"

**Table 44: Getting the Big Picture: Methodological Considerations for Programmatic Studies**

Discussion Leaders: Richard Matzen, Woodbury University; Denise Paster, Coastal Carolina University

Gretchen Dietz, Miami University

"The Shifting Place of Style in First-Year Writing; A Historical Study"

Angela Murphy, University of Kansas

"Teaching for Transfer; Second Language Writing Pedagogies in ESL Courses and FYC"

Katherine Daily O'Meara, Arizona State University

"Institutional Ethnography (IE) as a Useful Methodology for Dissertation Work: Exploring Possibilities for Studies in L2 Writing, WPA, and Beyond"

Denise Paster, Coastal Carolina University

"Coastal Composition Commons: An Institutional Ethnography for a FYC Structural Revision"

**Table 45: Process in the Classroom**

Discussion Leaders: Sheila Kennedy, Lewis University; Rochelle Rodrigo, Old Dominion University

Sheila Kennedy, Lewis University

"Paying Attention to Writing and Mindfulness"

Christina LaVecchia, University of Cincinnati

"Finding Meaning in Chaos: Berthoff and Invention"

Shannon McKeehen, Kent State University

"The Benefits of Nonevaluative Peer Review Through the Use of Affect Theory and Feminist Pedagogy"

Jane Thomas, University of Kansas

"FYC Portfolios: Transfer of Learning through Genre Awareness"

**Table 46: Watching the Thresholds: The Study of Transitions**

Discussion Leaders: Tara Hembrough, Southern Illinois University; Eberly Mareci, University of California-San Diego

Tara Hembrough, Southern Illinois University

"An Integration of Service Learning into Intermediate Analytical Writing through a Liaison with the National Program Project Upward Bound"

Jamila Kareem, University of Louisville

"The Writing Program Administrator's Role in the Early College High School English Classroom"

Eberly Mareci, University of California-San Diego

"An Anthropological Study of a Writing Program: Making of the Modern World at UCSD"

Jessica Thomsen, University of Nebraska at Omaha

"Jesuit Values and Critical Pedagogy: Embodied Composition and Holistic Education as a Bridge from High School English to First Year Writing"



**Table 47: Every Lesson has a Reason: Theory-based Teaching**

Discussion Leaders: Maurice Champagne, Stevenson University; Brian Cope, Indiana University of Pennsylvania; Kuhio Walters, West Chester University of Pennsylvania

Maurice Champagne, Stevenson University

“Chaos, Entropy, and Underprepared Students: How the Second Law of Thermodynamics Applies to Universities that Accept Too Many Students Who Are Not Prepared for College Composition”

Brian Cope, Indiana University of Pennsylvania

“Keeping the Borders Open: Merging the Ecologic Ontological with the Ecologic Epistemic”

Rachel Gramer, University of Louisville

“Writing Instruction as Meta-Genre”

Kuhio Walters, West Chester University of Pennsylvania

“Sights of Remembrance: Photography and the Creation of Public Memory”

**Enjoy your day?  
Tweet your RNF experience to #4C14 and #rnfcccc**

## Index of Participants

Last Name	First Name	Morning	Editors	Afternoon
Adams	Katherine H.	42		13
Aksakalova	Olga	22		34
Albertson	Kathy	7		38
Alharthi	Suad	28		38
Anastasia	Andrew	17		15
Atkins	Anthony	8		7
August	Anita	18		/
Baca	Nicholaus	28		28
Bailey	Christine	24		24
Baker	Alexis	33		28
Balzhiser	Deborah	20		30
Barton-Gauss	Melanie	39		28
Baumle	Erica	9		3
Bay	Jennifer	/	Editor	/
Beckelhimer	Lisa	/	Editor	31
Bentley	Elizabeth	30		17
Berrier	Amy	10		23
Bird	Barb	26		/
Blakesley	David	/	Editor	/
Blevins	Brenta	20		10
Blewett	Kelly	16		4
Blouke	Cate	18		7
Boehr	Christiane	3		42
Booher	Amanda	18		8
Bouman	Kurt	35		38
Boyle	Casey	/	Editor	/
Bradley	Jesse	41		8
Brenneman	Megan	14		5
Bridgman	Katherine	37		30
Britt-Smith	Laurie	41		20
Brizee	Allen	/	Editor	/
Brown	Maury	11		18
Brown	Michelle	43		4
Busser	Cristine	34		40
Button	Nancy	21		30
Camp	Heather	8		17
Campbell	Lauren	4		9
Canlas	Daphne-Tatiana	21		28
Carbone	Nick	/		1

Last Name	First Name	Morning	Editors	Afternoon
Carney	William	32		12
Carpenter	Russell	21		35
Catanzarite	Alexis	5		18
Chamcharatsri	Pisarn Bee	33		28
Champagne	Maurice	23		47
Childers	Pamela	38	Editor	30
Christiansen	Heather	45	Editor	31
Cioffi	Frank	27		20
Clark	Naomi	1		34
Cohen	Michelle	15		16
Consilio	Jennifer	42		26
Cook	Paul	1		17
Cope	Brian	44		47
Costello	Kristi	25		/
Cummins	Garrett	15		19
Cushman	Ellen	/	Editor	25
Cushman	Jeremy	16		/
Custer	Kelli	12		4
D'Agostino	Mario	31		5
Dasler Johnson	Wendy	39		16
Davis	Yumani	16		/
Dean	Christopher	/	Editor	/
Del Principe	Ann	/	Editor	/
Dietz	Gretchen	25		46
Dong	Lin	46		33
Dorwick	Keith	20	Editor	42
Dunn	John	14		6
Elbelazi	Samah	14		27
Ellis	Reuben	45		3
Elsherif	Entisar	27		32
Eodice	Michele	19	Editor	/
Eskew	Joshua	23		12
Faulkner-Springfield	Shirley	21		32
Fedukovich	Casie	/		9
Fincham	Amanda	17		7
FitzGerald	William	9		/
Flinchbaugh	Kerri	2		42
Formo	Dawn	2	Editor	28
Franssen	Sara	12		15
Frey	Renea	9		8
Frigo	Stefanie	43		22



Last Name	First Name	Morning	Editors	Afternoon
Fulford	Collie	27		37
Gallaher	Robin	4		33
Garriott	Deidre	13		5
Geiger	T J	17		/
Ghouma	Hend	37		4
Glover	Toni	30		10
Gomes	Matt	23		41
Gorelick	Risa	Co-Chair		
Gramer	Rachel	10		47
Griffo	Rachel	46		21
Grooms	Ryan	13		15
Gustafson	Melody	16		33
Haen	Mike	12		40
Hall	Carrie	18		20
Hallenbeck	Sarah	/		25
Harris-Moore	Deborah	26		16
Hart Micke	Sarah	6		29
Hartline	Megan	9		12
Hawk	Byron	43		31
Hayes	Rebecca	37		30
Heaney	Bridget	36		41
Hembrough	Tara	12		46
Hendricks	Crystal	11		10
Henze	Brent	15		43
Herrmann	Erin	34		11
Hewerdine	Jennifer	37		29
Hillard	Donora	30		2
Ho	Titcha	19		23
Hodgson	Justin	/	Editor	23
Holloway	Kimberley	28		35
Horton	Stephanie	40		2
House	Eric	5		24
Hunt	Matthew	25		43
I-Tremblay	Erika	40		25
Inoue	Asao	3		/
Isaac	Jessica	32		37
Jacobs	John	20		25
Jamieson	Sandra	35		/
Jeng	Way	23		36
Johnson	Jennifer	11		6
Jones	Aimee	22		40

<b>Last Name</b>	<b>First Name</b>	<b>Morning</b>	<b>Editors</b>	<b>Afternoon</b>
Jones	Lisa	2		35
Juergensmeyer	Erik	10		41
Kalbfleisch	Elizabeth	38		36
Kareem	Jamila	8		46
Keicher	Theresa	42		8
Kelley	Brittany	24		32
Kendall Theado	Connie	/	Editor	15
Kennedy	Sheila	/		47
King	Donna	41		37
Koch	Robert	35		34
Krall-Lanoue	Aimee	3		21
Laba	Amal	29	Editor	14
Lambert	Megan	4		/
LaPadura	Emily	19		43
LaVecchia	Christina	43		45
Lawson	Daniel	34		11
Lee	Helen	33		6
Leitch	Alyson	43		19
Lewis	Lynn	45		/
Li	Jinrong	29		36
Licastro	Amanda	36	Editor	31
Lietz	Irene	46		22
Liu	Yingqin	4		38
Lockhart	Tara	/	Editor	/
Lonsdale	Chelsea	5		43
Lovejoy	Kim Brian	5	Editor	
Ludewig	Ashley	14		43
Macauley	William	23	Editor	1
Malaibari	Bushra	39		6
Mareci	Eberly	27		46
Markowski	Bonnie	24		16
Matzen	Richard	10		44
Maynard	Travis	31		21
McClure	Randall	22		29
McGlothin	Dennis	8		21
McKeehen	Shannon	4		45
Merys	Gina	Co-Chair		/
Micciche	Laura	/	Editor	32
Miller	Benjamin	/	Editor	/
Mitchell	Kendra	35		35
Mobley	Kali	45		29

<b>Last Name</b>	<b>First Name</b>	<b>Morning</b>	<b>Editors</b>	<b>Afternoon</b>
Montgomery	Joseph	19		36
Moore	Jeffrey	15		25
Moore	Kevin	6		21
Morales	Jack	1		37
Mullin	Joan	/		10
Murdock	Chelsea	11		1
Murphy	Angela	29		46
Nastal	Jessica	/	Editor	/
Nelson	Julie	3		9
Nelson	Jennie	24		8
O'Meara	Katherine Daily	1		46
Odom	Stephanie	36		41
Orth	Whitney	18		31
Osborn	Matthew	42		9
Osterhout	Ashley	25		20
Oviedo	Ollie	19	Editor	4
Oweidat	Lana	7		27
Pan	Pamela	3		2
Pardlow	Donald	5		19
Paster	Denise	44		46
Patrick Weber	Courtney	38		14
Pattanayak	Anjali	46		22
Patterson	Amy Edwards	32		12
Pavesich	Matthew	20		31
Pemberton	Michael	11	Editor	34
Pendygraft	Caleb	31		31
Pennell	Therese	19		39
Perrault	Sarah	40		5
Peters	Brad	/	Editor	/
Peterson	Jamie	39		26
Pinder	Randall	1		23
Price	Steven	28	Editor	43
Rankins-Robertson	Sherry	/	Editor	/
Ray	Caitlin	17		14
Reed	Michelle	26		26
Rhodes	Jacqueline	37		/
Richards	Jessie	14		6
Richards	Kathleen	27		11
Rickly	Rebecca	/		15
Reilly	Colleen	/		32
Ritter	Kelly	/	Editor	/

Last Name	First Name	Morning	Editors	Afternoon
Robisch	Katherine	2		11
Roderick	Ryan	10		12
Rodrigo	Rochelle	/		47
Rountree	Travis	44		1
Sanchez	Fernando	13		13
Sano-Franchini	Jennifer	9		13
Scharold	Dagmar	2		40
Schreiber	Joanna	31		27
Scott	Jennifer Bracken	26		13
Seidel	Chalet	31		34
Selting	Bonita	40		2
Sills	Ellery	8		12
Simpson	Shelah	/		39
Simpson	Steve	/	Editor	/
Singer	Sarah	24		2
Sinha	Aparna	25		21
Sladek	Amanda	12		24
Smith	Bradley	39		18
Snyder	Delys	9		7
Souder	Donna	14		26
Specht	Lauren	17		1
Spring	Lindsey	44		37
Stallings	Lynne	7		14
Stone	Heather	22		25
Stowe	Shawn	28		4
Sura	Thomas	1		9
Sutton	Mark	36		41
Syn	Benjamin	5		21
Syn	Lesia	26		7
Tabor	Laura	11		24
Tanner	Susan	26		8
Tham	Jason	35		23
Thomas	Jane	36		45
Thomsen	Jessica	41		46
Trapp	Joonna	/	Editor	/
Trent	Mary Alice	21		40
Tripp	Mary	21		4
Uhoch	Tatiana M.	30		11
Utley	Michael	18		33
Vancza	Valerie	36		3
Vealey	Kyle	10		32

Last Name	First Name	Morning	Editors	Afternoon
Vie	Stephanie	/		/
Vieira	Kate	46	Editor	32
Vitanza	Victor	17		43
Voss	Julia	13		17
Walker	Janice	16	Editor	3
Walker	Joyce	/	Editor	/
Walker	Paul	/		18
Walters	Kuhio	6		47
Wastal	Carrie	22		22
Weakland	Joseph	18		29
Weisser	Christian	/	Editor	/
Welch	Grover	35		11
Wells	Justine	25		15
Wenger	Mark	33		14
Williams	Bronwyn	37		/
Winck	Jessica	6		40
Wisniewski	Elaine	15		10
Wolfe	Marion	32		27
Wolfe	Kateland	38		19
Wolff Murphy	Susan	29	Editor	24
Workman	Erin	7		/
Worzala	Kate	34		35
Wright	Elizabethada	41		27
Wynne	Craig	40		38
Yancey	Kathleen	/	Editor	/
Yankura	Kathryn	11		18
You	Xiaoqiong	29		42
Zajic	Matthew	40		42
Zertuche	Hayley	31		16
Zugnoni	Michele	33		26

## A Very Special "Thank You" to Our Discussion Leaders

Katherine H. Adams	Toni Glover	Amy Edwards Patterson
Kathy Albertson	Sarah Hallenbeck	Michael Pemberton
Anthony Atkins	Deborah Harris-Moore	Sarah Perrault
Anita August	Sarah Hart Micke	Randall Pinder
Christine Bailey	Byron Hawk	Steven Price
Lisa Beckelhimer	Tara Hembrough	Randall McClure
Barb Bird	Brent Henze	Frances Ranney
Amanda Booher	Donora Hillard	Colleen Reilly
Kurt Bouman	Justin Hodgson	Jacqueline Rhodes
Laurie Britt-Smith	Kimberley Holloway	Rebecca Rickly
Nick Carbone	Asao Inoue	Rochelle Rodrigo
William Carney	Sandra Jamieson	Jennifer Sano-Franchini
Russell Carpenter	Jennifer Johnson	Dagmar Scharold
Pisarn Bee Chamcharatsri	Erik Juergensmeyer	Joanna Schreiber
Maurice Champagne	Elizabeth Kalbfleisch	Bonita Selting
Pam Childers	Connie Kendall Theado	Shelah Simpson
Frank Cioffi	Sheila Kennedy	Aparna Sinha
Jennifer Consilio	Robert Koch	Bradley Smith
Paul Cook	Daniel Lawson	Delys Snyder
Brian Cope	Lynn Lewis	Donna Souder
Ellen Cushman	Jinrong Li	Lynne Stallings
Jeremy Cushman	Irene Lietz	Thomas Sura
Kelli Custer	Yingqin Liu	Mark Sutton
Wendy Dasler Johnson	Kim Brian Lovejoy	Mary Alice Trent
Keith Dorwick	William Macauley	Kate Vieira
John Dunn	Eberly Mareci	Victor Vitanza
Michele Eodice	Richard Matzen	Janice Walker
Casie Fedukovich	Laura Micciche	Paul Walker
William FitzGerald	Joan Mullin	Kuhio Walters
Dawn Formo	Jennie Nelson	Bronwyn Williams
Collie Fulford	Ollie Oviedo	Susan Wolff Murphy
Deidre Garriott	Donald Pardlow	Elizabethada Wright
T J Geiger	Denise Paster	



**Kairos**

*A Journal of Rhetoric, Technology, and Pedagogy*

---

# ***Write for the 4Cs Conference Review In Kairos***

---

We invite all the participants of the RNF to write reviews in the 14<sup>th</sup> annual review of the 4Cs conference in Indianapolis, Indiana.

To participate, all you have to do is talk to Chris Dean ([cdean@writing.ucsb.edu](mailto:cdean@writing.ucsb.edu)) or Andrea Beaudin ([andrea.beaudin@ttu.edu](mailto:andrea.beaudin@ttu.edu)) here at the conference or send them an email. To see past examples of reviews, check out

<http://kairos.technorhetoric.net/pmwiki/pmwiki.php/CCCCReviews/CCCCReviews>. We would love to work with you to create a living record of the conference.

---

**Our Deadline: May 1, 2014 at midnight PST**

**URL for Past Reviews:**

**<http://kairos.technorhetoric.net/pmwiki/pmwiki.php/CCCCReviews/CCCCReviews>**



**CALL FOR PROPOSALS:  
RESEARCH NETWORK FORUM at CCCC  
March 18, 2015 from 8:30AM – 5:00PM  
Tampa, Florida**

**Proposal Deadline: Thursday, October 31, 2014**  
<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 which provides an opportunity for established researchers, new researchers, and graduate students to discuss their current projects and receive mentoring from colleagues in the discipline. The forum is free to CCCC convention registrants. As in past years, RNF 2015 features morning plenary addresses focusing on “Risk & Reward,” the 2015 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 Gina M. Merys: [rnfchairs@gmail.com](mailto:rnfchairs@gmail.com)**

<http://researchnetworkforum.org>





# 2014 Computers and Writing Graduate Research Network Call for Proposals

Join us at

Washington State  
University  
Pullman, WA  
June 5, 2014



Proposal Deadline  
**May 5, 2014**

Submit your proposal online:  
<http://www.gradresearchnetwork.org>



## Why attend?

Our all-day, pre-conference event is **FREE** and open to all registered conference participants. Our roundtable discussions provide an ideal setting to share research with colleagues of similar interests. Conversations are facilitated by discussion leaders and work at any stage of completion—from conceptualization to publication—is welcome.

## What can the GRN do for me?

- Discover potential venues for publication
- Prepare for your academic career search
- Attain feedback on current research activities
- Overcome dissertation and thesis dead ends
- Network with new and established scholars from across the country
- Get to know, learn from, and conspire with key members of the C&W community



