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 Tampa for our twenty-eighth annual meeting. This year, we are excited to welcome 285 participants from 153 universities, 13 colleges, and 4 community colleges. We are happy to be in sunny Tampa for what promises to be an exciting day filled with a wide variety of research.

In keeping with the 2015 CCCC theme, the Research Network Forum responds to Program Chair Joyce Locke Carter's call asking us to consider, "pull back the veneer and take a close look at all the risks we take, identify the rewards we have realized and hope to realize, and discuss how we balance the risks with the rewards of such action" in our research (2015 CCCC CFP).   Indeed, the Research Network was founded 28 years ago so that a wide range of scholars—from large research universities, liberal arts colleges, technical schools, community colleges, high schools, and everything in between—could "share our research and ideas" as we "identify synergies for new projects, nurture new collaborations, build bridges of creativity and innovation with each other" in our field and beyond (2015 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 "risk-taking" 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 "new arguments, new methods," and different voices where we apply a sometimes risky new vision for higher education fostered in departments like Women's and Gender Studies, LBGTQ

Studies, Africana, Latin@, Indigenous and Labor Studies where "we rarely see those risks when we chose to herald the finished innovation" (2015 CCCC CFP). Many RNF presenters take "a chance on change, on trying something different, [which] is risky" (2015 CCCC CFP). Accordingly, each participant leaves the RNF to enter the conversations at CCCC and beyond with a richer understanding of our research traditions, risks, and rewards, as well as the ways in which researchers draw on those traditions to forge new approaches to current problems in the field. Additionally, RNF participants "enjoy a little R&R (Risk and Reward) and recognize and celebrate the innovations of our membership" to both transform the academy and be transformed by reexamining our commitments, priorities, and relationships (2015 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 year's CCCC 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 risky 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 (and often risky) issues involving the goals of education where we hope there is much reward in and outside of the classroom. Thus, we are always seeking ways "to risk getting out of our own comfort zones" as we "reimagine the concept of 'risk' not as something to be mitigated or feared but rather something to be sought out" (2015 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 2015 plenary speakers are Jacqueline Rhodes and Keith Dorwick who will be presenting on "Risks and Rewards of Queer Research."

> **Jacqueline Rhodes, "Risking Queer Research"**
> In "Risking Queer: Pedagogy, Performativity, and Desire in Writing Classrooms" (2004), Rhodes and co-author Connie Monson talked about the possibilities for queer theory in the composition classroom: writing that "at its best ... queer theory can offer crucial insight into the constructions of subjectivity, desire, and literacy already operative within the institutional site of the composition classroom, providing a place from which to critique and transform those constructions" (79). What are the possibilities for queer theory, however, in our scholarly research? In this presentation, Rhodes explores that question, advocating multiplicity, excess, and purposeful foolishness as powerful research tools for queer and non-queer scholars alike.
>
> **Keith Dorwick, "Rewards of Queer Research—In Print and Media Anyway"**
> Dorwick's talk will look at the ways in which doing queer research can benefit both a researcher's CV and also the wider community in which she lives, as queer

scholarship can often find itself on the borders between the academy and the outside world.

Using queer theory to disrupt/interrupt the Burkean parlor, our plenary speakers explore this question: What does it mean to create material, embodied, affect-infused research?
The Research Network Forum Executive Committee has invited Dorwick and Rhodes to share their expertise in composition studies, rhetoric, and communication technologies, while also addressing the social, cultural, and ethical challenges facing our discipline in its role in "trying something new and out of your comfort zone" (2015 CCCC CFP). The plenary talk is also guided by the overall program concern with the contributions and implications of Risk and Reward for the general renewal of our discipline and its efforts to serve students, colleagues, schools and communities. Their presentation will lay the foundation for the day's thematic table groupings that will explore relationships among the variance of research currently occurring in the field.

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 an insightful plenary talk 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 the networking all have done and 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.

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 28th RNF may continue our energetic discussions of research as a Pre-Convention Forum of the 2015 Conference on College Composition and Communication, proudly celebrating its 66th anniversary, creating richer opportunities for all who continue to work to create opportunities for new spaces and new knowledge among the many identities involved in our complex discipline.

RNF continues its commitment to mentoring 178 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. **Carrie Wastal, Jay Jordan,** and **Jessie Richards** have done a splendid job of grouping researchers into fascinating roundtables. **Carrie, Jay, and Jessie** have captured each thematic table with titles that portray the magic of the research in our field. Impressively, **Jay** worked on his set of table groupings from South Korea while on a Fulbright this year. We appreciate his dedication and commitment to RNF from afar.

Anthony Atkins and **Jacqueline Kerr** coordinated a talented pool of distinguished scholars to serve as Discussion Leaders. Thank you to all of our 117 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.

Thank you to **Tony Atkins** and **Katherine V. Wills** who coordinated the printing and transporting of the RNF Program to Tampa. Thank you to CCCC Local Arrangement Coordinator **Joe Moxley** for assisting us in finding a local printer, **Pro-Copy, Inc.**, to allow us not to have to transport boxes of programs from afar.

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 2015 Computers & Writing Conference on May 28, 2015 at University of Wisconsin-Stout.   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.

Thank you to our Participant Information Coordinator, **Carrie Wastal** who designed the RNF participants' survey so we can receive feedback from participants and make changes to future RNFs. Please make sure you fill out the form and return it to one of the RNF Executive Committee members before you leave.

Without all of these wonderful people, RNF would not exist. Additionally, we must thank the Executive Committee of CCCC, chaired this year by **Adam Banks**, 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, **Joyce Locke Carter**, and Convention Manager, **Eileen Maley**, who worked with us to ensure that all RNF participants received invitations and updates. Please let the **Members of 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 28th Annual RNF encourages energetic discussions of research as a Pre-Convention Forum of the 2015 Conference on College Composition and Communication, proudly celebrating its 66th 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-eighth 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 #4C15 and #rnfcccc**. Inquiring minds want to know about your day as it is happening in real time.

Risa P. Gorelick   **Gina M. Merys**
Co-Chair   **Co-Chair**

Research Network Forum
Executive Committee Members:

Co-Chairs:
Risa P. Gorelick & Gina M. Merys

Discussion Leader Co-Coordinators:
Anthony Atkins & Jacqueline Kerr

Work-in-Progress Co-Coordinators:
Carrie Wastal, Jay Jordan, & Jessie Richards

Plenary Coordinator:
Kim Brian Lovejoy

Journal Editor Co-Coordinator:
William Macauley

Publicity Co-Coordinators:
Laurie Britt-Smith & Katherine V. Wills

Assessment Coordinator:
Carrie Wastal

Communication/Outreach Coordinator:
Jennifer Hewerdine

Historian/Former Chair:
Ollie O. Oviedo

Graduate Research Network Liaison:
Janice R. Walker

28th Annual Research Network Forum
Program of Events

8:30-9:00   Registration

9:00-9:10   Welcome from the Co-Chairs:
                  Risa Gorelick & Gina Merys

9:10-9:15   Introductions of Plenary Speakers
                  Kim Brian Lovejoy

9:15-10:00   Plenary Address and Questions/Answer of
                  Plenary Speaker:

Jacqueline Rhodes, California State University-San Bernardino
        "Risking Queer Research"

Keith Dorwick, University of Louisiana at Lafayette
        "Rewards of Queer Research—In Print and Media Anyway"

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 Merys and Risa Gorelick

2:45-4:15   Work-in-Progress Presentations Part II

4:15-5:00   Conclusion--Please turn in your Assessment!

Responsibilities of the Discussion Leader

Along with one or two other discussion leaders:

- Initiate dialogue among a group of 6-8 work-in-progress presenters (WiPPs).
- Provide feedback and suggestions as well as monitor dialogue among participants.
- Orchestrate discussion so as to provide an opportunity for **all** WiPPs to discuss their work.

Role of the Work-in-Progress Presenter

Do **not** plan to read a paper. The Work-in-Progress are small tables of 4-6 presenters with 2 or 3 discussion leaders. The time is divided equally among the presenters so you have about 8-10 minutes to present your research, including any questions you want answered on your project (what to read, with whom to talk, where to send for publication once finished, how "marketable" is this research, how to change a dissertation into a book or series of articles, etc.) Then you'll have about 8-10 minutes for the round table to give you feedbacck.

Morning Tables

Table 1: Institutional and Programmatic Assessment: Risks, Outcomes, & Progress

Discussion Leaders: Will Hochman, Southern Connecticut State University; Duane Roen, Arizona State University; Kelly Shea, Seton Hall University

Brenta Blevins, University of North Carolina at Greensboro
"Opportunities and Risks of Institutional Assessment through E-Portfolio Implementation"

Zack De Piero, University of California-Santa Barbara
"Outcomes-Based Assessment in a Postsecondary Writing Program: Guiding Principles and Practical Implications"

Halle Neiderman, Kent State University
"Assessment, Placement, and Culture: Discovering What Low COMPASS Scoring Students Think Writing Is"

Kelly Shea, Seton Hall University
"Research in Progress: Assessing Writing Across the Curriculum through Survey, Data Collection, and/or Essay Analysis?"

Table 2: Approaching Composition through a New Lens: Discussion Leaders: William Macauley, University of Nevada-Reno; Richard Matzen, Woodbury University

Wesley Dunning, Indiana University of Pennsylvania
"Poetic Writing in Composition Studies: A Necessary Counter Argument"

Ann Marie Francis, University of North Georgia
"Impressions of 'Writing Effectively' in Engineering: Student vs. Professional"

Daniel Libertz, University of Pittsburgh
"Extending Quantitative Literacy: A Critical Approach to Numbers as Course Content in Composition"

Ashley Ludewig, University of Louisville
"The Military Meets the University: Literacy Practices of First-Year Military Students and Student Veterans"

Table 3: Rhetorical Activism: Vulnerability, Compassion, & Possibilities
Discussion Leaders: Deepak Pant, New River Community Technical College; Martha Schaffer, Case Western Reserve University

Alison Blackburn, Brigham Young University
"The Power of Vulnerability in Writing"

Kimberly Hoover, Montana State University
"Raising Student Agency and Awareness through Metacognition and Marginalized Epistemologies"

Matt McKinney, University of Nevada, Reno
"Comprehension through Compassion: Gauging the Effectiveness of an Empathic Pedagogy in College Composition"

Martha Schaffer, Case Western Reserve University
"Affective Possibilities for Rhetoric & Writing: How We Might Self-Assess Potentiality in Composition"

Table 4: Writing Centers: Overcoming Challenges & Establishing Research Practices
Discussion Leaders: Pam Childers, Lafayette College; Becky Rickly, Texas Tech University

Kara Otto, University of California-Santa Barbara
"Resources for Writing: How Peers and Process Inform International Student Writing"

Mark Pedretti, Case Western Reserve University
"Gender in the Writing Center: Establishing Research Practices"

Megan Schoettler, York College of Pennsylvania
"I'm a horrible writer.": Fostering Writers' Self-Efficacy at Undergraduate Writing Centers"

Table 5: Research Practices in Composition
Discussion Leaders: Olga Aksakalova, LaGuardia Community College; Matt Davis, University of Massachusetts-Boston

Olga Aksakalova, LaGuardia Community College
"Writing about Writing Curriculum as a Tool for Developing Student Agency: Community College Report"

Summer Dickinson, Indiana University of Pennsylvania
"An Exploration into Building a Spatial Rhetoric Theory for and beyond the Composition Classroom"

Lisa Konigsberg, West Chester University
"Intercontextual Analysis: A Theory and Process for Teaching First Year Writing"

Meridith Reed, North Carolina State University
"Research Habits of Graduate Teaching Assistants of First-Year Writing"

Table 6: Rhetoric and History
Discussion Leaders: Jennifer Clifton, University of Texas-El Paso; Gabriel Cutrufello, York College of Pennsylvania

Gabriel Cutrufello, York College of Pennsylvania
"Visual Rhetorical Practice and Physics Graduate Student Writers at the Turn of the Twentieth Century: The Johns Hopkins University Physical Seminary Papers"

Gretchen Dietz, Miami University
"Reclaiming the Aesthetic: a Rhetorical History of Style"

Meaghan Elliott, University of New Hampshire
"'Remember the Ladies': The Adams Women and Their Rhetorical Influence on John Quincy"
Katie Homar, University of Pittsburgh
"The Writer's 'Friend'?: Coleridge in Nineteenth-Century American Rhetorical Education"

Table 7: Contexts of Identity
Discussion Leaders: Kathy Albertson, Georgia Southern University; Dawn Formo, California State University-San Marcos

Mirabeth Braude, Michigan State University
"Balancing Between Necessity and Desire: Preparing Students for 'Academic Writing' and Helping them Accomplish their Goals with Writing"

Megan Jewell, Case Western Reserve University
"Gender in the Writing Center: Establishing Research Practices"

Allison Morrow, University of Central Florida
"Linguistic Discourse Analysis and First Year Composition Transfer"

Sarah Swofford, University of Michigan
"Linguistic and Rhetorical Ideologies in the Transition to College: A Case Study of Southern Students"

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Table 8: Second Language Writers
Discussion Leaders: Bee Chamcharatsri, University of New Mexico; Jinrong Li, Georgia Southern University

Chen Chen, North Carolina State University
"L1 use in L2 Writing Processes of Chinese First-Year ESL Writers"

Jinrong Li, Georgia Southern University
"The Potential Benefits of Semantic Mapping for L2 Writers"

Gracemarie Mike, Purdue University
"A History of Early 20th Century Community-Based ESL Education"

Greer Murphy, Woodbury University
"Practices, Pedagogies, Process: Partnership Between ESL Specialists and Faculty in the Disciplines"

Katherine Daily O'Meara, Arizona State University
"A Community of Second Language Writing at Arizona State University: An Institutional Ethnography"

Table 9: Bodies and Identities
Discussion Leaders: Keith Dorwick, University of Louisiana at Lafayette; Amanda Booher, University of Akron

Maria P. Chaves, SUNY Binghamton
"The Body in the Classroom: An exploration of the body's role in the writing process"

Darcy Gabriel, Colorado State University
"Exploring Embodied Pedagogy: Bringing Queer, Trans, and Disabled Identities into the Classroom"

Carly Sachs, Kent State University
"Our Body as Text"

Table 10: Tools and Media
Discussion Leaders: Jimmy Butts, Wake Forest University;
Vassiliki Kourbani, Hellenic American University

Robert Mey, Oakland University
"The pixels that bind: a post-modern analysis of multi-institutional tools in a web 2.5 environment"

Adam Phillips, Florida Atlantic University
"Anticipating the Curve: Meaning Making Through Innovative Tools"

Sarah Polo, University of Missouri-Kansas City
"Power in the Post -Colonial Classroom: Use of Social Media as a Tool for Subverting Colonial Structures in the Undergraduate Composition Classroom"

Jennifer Stewart, Indiana University-Purdue University Fort Wayne
"Understanding Online Writing Course Interaction and Tool Use"

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Table 11: Technology, Publishing, and Policy
Discussion Leaders: Doug Eyman, George Mason University;
Silvia Neves, ITT Technical Institute

Jennifer Enoch, Florida State University
"Inhabiting Dissonance: Web-Based Media as Genre and
Technology"

Silvia Neves, ITT Technical Institute
"Reflective reports as a genre: an investigation of contextual
configuration and modality features"

Emily Jo Schwaller, North Carolina State University
"Digital and Print Self-Reported Reading Practices and
Definitions"

Mark Shealy, Texas Tech University
"Dealing with Harassment in the Online Composition Class:
the WPA and Policy"

Table 12: Report and Recovery
Discussion Leaders: Paige Banaji, Barry University; Jason
Barrett-Fox, Arkansas State University; Bradley Peters,
Northern Illinois University

Paige Banaji, Barry University
"Canonization as Feminist Methodology: Recovering the
Eloctionary Work of Genevieve Stebbins (1857-1934)"

Jason Barrett-Fox, Arkansas State University
"The Problem of Recovering Indirect Feminist Rhetors:
Trauma, Mestra, and Alice Dunbar-Nelson, 1898-1902"

Emily Denison, University of Scranton
"I'm Not a Feminist, but…: Millenial Feminisms in Social
Media"

Maggie Werner, Hobart & William Smith Colleges
"On Delivery and Dance: Performing the Fifth Canon"

Table 13: Community Advocacy
Discussion Leaders: Beverly Moss, Ohio State University;
Laurie Pinkert, Humboldt State University

Jessica Estep, Georgia Gwinnett College
"Advocacy Versus Media: Bicyclists as Dual (and Dueling) Publics"

Kristina Gutierrez, Texas A&M University
"Mentoring Youth for Public Writing Projects"

Veronica House, University of Colorado Boulder
"Local Organic: Building and Administrating a Community-Engaged Writing Program"

Juliette Lapeyrouse-Cherry, University of Minnesota-Twin Cities
"A Case Study of the Discourses of Health and Environment at a Louisiana Community Gardening Program"

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Table 14: Instruction and Practices
Discussion Leaders: Jessica Schumake, Georgia College and State University; Tammy Winner, University of North Alabama

Amy Wrobel Jamieson, Bowling Green State University
"Negotiating Stakeholder Values, Expectations, and Assumptions (Re)Designing Writing Instruction at the Undergraduate Level"

Roxanne Rashedi, University of California-Davis
"Social Belonging & Online Learning"

Amy Ratto Parks, University of Montana
"The Power of Critical Reflection: Exploring the Impact of Rhetorical Stories on Metacognition in First-Year Composition Courses"
Mark Triana, Washington State University
"Peer Review as Embodied Practice: Interplay Between Asynchronous and Traditional f2f Peer Review in the Composition Classroom"

Table 15: First-Year Writing

Discussion Leaders: Jacqueline Kerr, University of Tennessee-Knoxville; Courtney Wooten, Stephen F. Austin State University

Michael Healy, University of Nebraska-Omaha
"Not the Center of the Universe: Displacing Genre in the Composition Classroom"

Justine Neiderhiser, University of Michigan
"Theorizing Feedback in the First-Year Writing Classroom"

Hem Paudel, University of Louisville
"(Re)mediation in Literacy: Theorizing Mediations of Language, Technology, and Modality in Writing"

Maureen McVeigh Trainor, West Chester University
"Intercontextual Analysis: A Theory and Process for Teaching First Year Writing"

Table 16: Influence of Cultural Norms in ELL and Dialectical Writing
Discussion Leaders: Yingqin Liu, Cameron University; Missy Watson, City College of New York

Entisar Elsherif, Indiana University of Pennsylvania
"Graduate Students' Views about Written Feedback: Libyan Students' experiences"

Yingqin Liu, Cameron University
"Improving Foreign Language Students' Understanding on Cultural Diversity via Course Learning Projects on Target Language Culture"

Molly Peek, University of Tennessee-Knoxville
"Narration, Reculturation, and Identification: Racial Identity Formation in Korean, Transracial, International Adoptees"

Julie Schurr, North Carolina State University
"Language Attitudes: Non-Standard Dialects and Possible Racial Influence on Dialect Perceptions"

Missy Watson, City College of New York
"Impression Management and Transnational Literacies: The Case of US International Graduate ELLs"

Table 17: Service Learning
Discussion Leaders: John Dunn, Eastern Michigan University;
Tom Pace, John Carroll University

Rebecca Kling, University of California-Davis
"Volunteer Blog Writing in the First Year Composition
Classroom"

Kim Lilienthal, North Carolina State University
"Breaking the barriers: The discursive features of
transformative service learning reflection"

Stacy Nall, Purdue University
"Documenting Engagement: How Writing Instructors Archive
Service-Learning Courses"

Tom Pace, John Carroll University
"Writing, Delivery, and Audience in the Professional Writing
Classroom"

Melissa Pompos, University of Central Florida
"Investigating 'Place' in the Writing Classroom: Designing a
Place-Based Writing Course with a Local Service-Learning
Component"

Table 18: Roles for Spirituality
Discussion Leaders: Toby Coley, University of Mary Hardin-Baylor; Geoffrey Clegg, Arkansas State University

Elizabeth Lowry, Arizona State University
"Otherworldly Figures: Rhetoric, Representation and the Public Performance of Femininity in Nineteenth-Century Spirit Mediums' Autobiographies"

Ashley Osterhout, Colorado State University-Pueblo
"Personal Ideologies, Spiritualism, and the Composition Classroom: An Approach to Encouraging Engaged Student Citizens through Spiritual Activism"

Mari Ramler, Clemson University
"How To Be An Other: Towards A (w)Holier Bible"

Nadia Zamin, Indiana University of Pennsylvania
"Sponsoring Peaceful Literacies in the Composition Classroom: Toward a Pedagogy of Cultural Sustainability"

Table 19: Labor and Coercion
Discussion Leaders: Michael Pemberton, Georgia Southern University; Alan Clinton, Gulf University for Science and Technology; Casie Fedukovich, North Carolina State University

Alan Clinton, Gulf University for Science and Technology
"Capitalist Transference and the Experimental Classroom"

Edward Hahn, University of Minnesota-Twin Cities
"Alienation and the Manual-Intellectual Labor of Academic Literacy Practices"

Mary Laughlin, North Dakota State University
"Investigating Felt Coercion on the Part of Adjunct Instructors of Composition"

Table 20: Writing in the Sciences
Discussion Leaders: Deborah Noonan, University of South Florida; Bryna Siegel Finer, Indiana University of Pennsylvania

Deborah Noonan, University of South Florida
"Paradigm Shifts and the Production of Knowledge: Mining the 'Ideas of Science' for Relevant Writing Strategies in the Digital Age"

Jennifer Saltmarsh, University of Pittsburgh
"Leeuwenhoek: The Discovery, Translation, and Pronouncement of Invisible Worlds During the Dutch Golden Age"

Charlyne Sarmiento, University of California-Santa Barbara
"Novice STEM Writers: Understanding their Enculturation into the Field"

Bryna Siegel Finer, Indiana University of Pennsylvania
"The Rhetoric of Previving: An Analysis of Writings About 'The Breast Cancer Gene'"

Laura Simson, North Carolina State Univeristy
"Literature in the age of STEM education"

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Table 21: Writing and Growth
Discussion Leaders: Guy Kruger, University of Mississippi;
Craig Wynne, Hampton University

Jennifer Campbell, University of Denver
"Perceptions and Performance in Off-Track Writing Classes"

Matthew Overstreet, University of Pittsburgh
"Affective Development: Redefining Growth in the Writing
Classroom"

Wendy VanDellon, University of New Hampshire
"Examining the Exceptional: Rethinking Student Personal
Essays"

Craig Wynne, Hampton University
"A Writing Anxiety Focus for an FYC Course"

**Table 22: Resistance and Appropriation: Making Our
Words Our Own**
Discussion Leaders: Jacqueline Rhodes, California State
University-San Bernardino, Wagar Scott, Miami University-
Ohio; Donna Souder, Colorado State University-Pueblo

Bonnie Markowski, University of Scranton
"Lipsticked Pit Bulls, Hip Hop Feminists and Hanna Montana
'Gone Wild': Who Gets to Redefine the 'F' Word?"

Scott Wagar, Miami University-Ohio
"Coming Out of the (Atheist) Closet?: Rhetorical
Appropriation in a Secular-Awareness Campaign"

Molly Ubbesen, University of Wisconsin-Milwaukee
"The Productive Potential of Student Resistance to
Feminist/Queer Composition Pedagogies"

Table 23: Technology, Classrooms, and Composition
Discussion Leaders: Stephanie Hedge, SUNY-Potsdam; Rob Koch, University of North Alabama

Daniel Hocutt, Old Dominion University
"Writing on Tablets: Using iPads for Collaborative Composing"

Lauren Short, University of New Hampshire
"Pixel vs. Print: Developing Strategies to Read More Slowly on Digital Screens"

Kylee Thacker, Southern Illinois University-Carbondale
"Technology in the Composition Classroom"

Mary Tripp, University of Central Florida
"Assessing the Effectiveness of Peer Research Coaches in Composition II Courses"

Table 24: Digital Tools and Debates
Discussion Leaders: Ollie Oviedo, Eastern New Mexico University; Krystia Nora, California University of Pennsylvania; Janice Walker, Georgia Southern University

Kristin DeMint, University of Wisconsin-Milwaukee
"The Digital Humanities Debates and First-Year Composition"

Christine Jach, Purdue University
"Teaching Composition with Databases"

Krystia Nora, California University of Pennsylvania
"A Survey of Tablet Usage for Writing in a Small Pennsylvania University"

Melissa Pompili, Case Western Reserve University
"The Technological Tourettic and Digital Networks of Expertise"

Table 25: Literacies In and Out of Classrooms
Discussion Leaders: Linh Dich, Miami University-Ohio;
Wioleta Fedeczko, Utah Valley University

Laura Ellis-Lai, University of Texas-San Antonio
"Self-Authorship and Students' Perceptions of Their
Developing Scholarly Identities in Portraiture Research-
Writing Projects"

Wioleta Fedeczko, Utah Valley University
"I Am What I Speak; I Do As I Say—But Only at School"

Kellie Gray, George Mason University
"Emoj(il)literacy: considering a grammar of pictograms"

Megan Keaton, Florida State University
"The Myth of 'Self-Taught': How Students Learn
Technological Literacies"

Table 26: Tutoring and Consulting
Discussion Leaders: Joy Bracewell, Georgia Institute of
Technology; Michele Eodice, University of Oklahoma

Brett Ashmun, California State University-Stanislaus
"In Hopes of Stimulating Better Writing: A History and
Reflection of the Positives and Negatives of the One-to-One
Writing Conference"

Joy Bracewell, Georgia Institute of Technology
"Evaluating Nonverbal Communication in Tutoring ESL
Students"

Molly Parsons, University of Michigan
"The Work of Changing Writers: Why and How Writing
Consultants Approach Difference in Writing Conferences"

Table 27: Leadership and Compassion
Discussion Leaders: Bonita Selting; University of Missouri;
Todd Taylor, UNC Chapel Hill

Sarah Austin, United States Air Force Academy
"Creating Critical Thinking, Compassionate Soldiers: How to
Maintain Student Identity and Build 'Leaders of Character'
Using WAC"

Kristen Gay, Clemson University
"From Mystory to Gystories: Narrative Medicine Meets
Postpedagogy"

Donald Pardlow, Claflin University
"The Role of the Classical Trivium in Cultivating
Transformational Leaders"

Kathryn Schoon-Tanis, Hope College
"Faculty Mentoring Faculty: Dissatisfaction and Untenured
Mentorship Risk Taking"

**Table 28: The Virtual and the Ideal: Rhetorical
Representation**
Discussion Leaders: Victor Vitanza, Clemson University; Paul
Walker, Murray State University

Melanie Barton-Gauss, University of Central Florida
"Linguistic Discourse Analysis of 'Childfree' Women Writers"

Howard Fookman, Michigan State University
"From The Field To The Basement: How Fantasy Football
Subverts the Real Into The Virtual"

Antonnet Johnson, University of Arizona
"Exploring the Rhetorics and Pedagogies of Guilty Pleasures"

Michelle Wilk, Colorado State University
"Identity and Representation of People with Mental Illnesses in
Government Discourse"

Table 29: Linguistic Practice Makes Perfect
Discussion Leaders: Oliver Brearey, University of Maryland;
Shanti Bruce, Nova Southeastern University

Oliver Brearey, University of Maryland
"Placing Outplacement: Connecting Rhetoric and Writing
Practices in Outplacement to Rhetoric and Composition
Pedagogy"

Ali Meghdadi, University of California-Irvine
"Translational Composition: Pushing the Limits of
Interpretation to Advance Rhetorical Understanding and
Application"

Enrique Paz, Miami University-Ohio
"Teaching Plagiarism: Discourse and Framing of Plagiarism in
First-Year Composition"

Bruce Shanti, Nova Southeastern University
"The Language Repertoires of First-Year Writers: A Cross-
Institutional Study of Multilingual Writers"

Meng Yu, Georgia State University
"An Analysis of Flat Design from High-context Cultures and
Low-context Cultures"

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Table 30: Complex Teacher-Student Relationships
Discussion Leaders: Katherine Adams, Loyola University;
Nicole Warwick, University of California-Santa Barbara

Eric Detweiler, University of Texas-Austin
"Pedagogical Turnings: On the Limits of Teaching Agents"

Melody Gustafson, Kent State University
"Student-Teacher Misunderstanding in Formative Writing
Assessment"

Steven Hopkins, Arizona State University
"Leveraging Teaching Evaluations to Guide Faculty
Development in Teaching for Transfer"

Craig Rinne, Florida Atlantic University
"The Endless University: Mobile Applications for Teaching
Composition and Maintaining Contact with Former Students"

Table 31: Project-Oriented Rhetoric
Discussion Leaders: Patricia Fancher, University of California-
Santa Barbara; Sara Howe, Southern New Hampshire
University

Patricia Fancher, University of California-Santa Barbara
"Potent Object Project"

Rachel Griffo, Indiana University of Pennsylvania
"The Practices of a Cross-Pacific Exchange Project"

Sara Howe, Southern New Hampshire University
"Exploring the Rhetorics and Pedagogies of Guilty Pleasures"

Table 32: Theoretical Approaches in Identity and History
Discussion Leaders: Byron Hawk, University of South
Carolina; Marybeth Poder, University of Tennessee-Knoxville

Bradfield Dittrich, University of New Hampshire
"Priority and Expectation: Toward a Theory of Response
Process"

McKinley Green, Michigan State University
"Queering Composition: Addressing the History and Future(s)
of Queer Theory's Relationship with Composition Studies"

Danielle Griffin, University of Maryland-College Park
"Revisiting and Revising the Conversation: Madeleine de
Scudéry's Use of Genre in Her Rhetorical Dialogues"

Katherine Hanzalik, Clemson University
"(Trans)Disciplinary Techniques: A Foucauldian Approach to
Literacy and Electracy the Contemporary American
Composition Classroom"

Table 33: Modalities and Literacies
Discussion Leaders: Santosh Khadka, California State University-Northridge; Maria Ester Moritz, Federal University of Santa Catarina

Maury Brown, Germanna Community College
"'Drive'-ing Engagement and Boundaryless Learning: Implementing Google Drive in the First-Year Composition Classroom"

Ryan Grooms, Colorado State University-Pueblo
"Multimodality and Community Literacy: Changing the Perception of Composition in the Community"

Santosh Khadka, California State University-Northridge
"An Experiment with a Multiliterate Composition Pedagogy in Globalized Writing Classrooms"

Maria Ester Moritz, Federal University of Santa Catarina
"Reflective reports as a genre: an investigation of contextual configuration and modality features"

Table 34: Custom Tailoring in the Classroom
Discussion Leader: Peter Huk, University of California-Santa Barbara; Mark Sutton, Kean University

Cassandra Dulin, University of Texas-El Paso
"Exploring the Institutional and Programmatic Support Systems in Writing Studies for the Working Class Student in California State Universities"

Peter Huk, University of California-Santa Barbara
"Foster Youth at the University and a Pedagogy Designed to Address Their Needs"

Cat Mahaffey, University of North Carolina at Charlotte
"Writing Response Modes and Their Impact on Student Learning Outcomes"

Lindsey Spring, Georgia State University
"Writing for Us: Extracurricular Writing and Student Ethos at the State Normal School"

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Table 35: Politics, Lies, and Out-of-Bounds Rhetorics
Discussion Leaders: Robin Gallaher, Northwest Missouri State University; Michael Klein, James Madison University

Danielle DeVasto, University of Wisconsin-Milwaukee
"Reinterpreting Stases for Matters of Concern: The Conviction of the L'Aquila Seven"

Kathy Elrick, Clemson University
"Terministic Screams: Tea Party Non-Negotiation Tactics, Constituency and Governance"

Michael Klein, James Madison University
"Genres of Argument in Medical Rhetoric: Reconciling Competing Claims about fMRI as Lie Detector"

John Koban, Colorado State University
"First Year Composition Students' Color-Blind Racism and the Racist Rhetoric of the Ebola Outbreak in Social Media

Table 36: Social and Popular Media
Discussion Leaders: Christian Smith, Coastal Carolina Unviersity; Katherine Wills, Indiana University-Purdue University

Lucy Johnson, Washington State University
"The Post-Apocalyptic Zombie Narrative: Postmodern Patriarchy, Sexuality, and Gender Binaries as seen in The Walking Dead"

Jason Tham, University of Minnesota-Twin Cities
"(Re)Viewing the Reality of Talent Shows: The Visual Rhetoric of The Voice"

Katherine Wills, Indiana University-Purdue University
"International Writing Research: Arab Rhetorical Strategies in Social Media"

Table 37: Research in Writing Programs and Courses
Discussion Leaders: Jennifer Johnson, University of California-Santa Barbara; Linda Learman, Adrian College; Jennie Nelson, Ohio University

Eberly Barnes, University of California-San Diego
"Year Two of An Anthropological Study of a Writing Program: Meeting the Grading Challenge"

Gavin Johnson, North Carolina State University
"The Effect of Digitally-Published Grade Distribution Data on Enrollment Trends in First-Year Writing Courses"

Jennifer Johnson, University of California-Santa Barbara
"Moving from Theory to Practice: Preparing to Facilitate a TA Training Course for the First Time"

Linda Learman, Adrian College
"Finding Common Ground: A Study of Reflective Instrumentalist Pedagogy in the Composition Classroom"

Table 38: Instructors and Labor
Discussion Leaders: Kathryn Gindlesparger, Philadelphia University; Ildiko Olasz, Northwestern Missouri State University

Kathryn Gindlesparger, Philadelphia University
"What Writing Programs Can Learn From Nonprofits: Using Alinsky's Principles of Self-Interest to Navigate Labor Challenges"

Ildiko Olasz, Northwestern Missouri State University
"Identity and Interest: Noncomposition Faculty in the Composition Field"

Courtney Werner, Hope College
"Faculty Mentoring Faculty: Dissatisfaction and Untenured Mentorship Risk Taking"

Table 39: Literacies and Development
Discussion Leaders: Ligia Mihut, Barry University; Susan
Wolff Murphy, Texas A&M University-Corpus Christi

Ligia Mihut, Barry University
"Brokering Iron-Cast Literacies"

Dippre Ryan, University of California-Santa Barbara
"Moments and Patterns that Matter: Identifying Literate
Opportunities and Developmental Trajectories in Two Middle
School Classrooms"

Rich Shivener, University of Cincinnati
"Common What? Confronting Challenges of a Common Read
Experience"

Matthew Zajic, University of California-Davis
"Applying Cognitive and Sociocognitive Writing Models to
Understand Writing Development in School-Age Children with
Learning and Developmental Differences"

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Table 40: Rhetorics and Literacies in Community
Discussion Leaders: Dawn Fels, Independent Scholar; Jamie White-Farnham, University of Wisconsin-Superior

Emily Brennan, University of Central Florida
"From the Monument Lawn to the Digital Landscape: Genres and the Commemoration of the Holocaust in Digital Space"

Kristen Ruccio, Georgia State University
"Unraveling Craft Communities: An Ethnographic Study of Ravelry"

Jennifer Stockwell, University of North Carolina-Chapel Hill
"'Sugar Baby:' Compliance and Affect in Women's Narratives of Gestational Diabetes"

Jamie White-Farnham, University of Wisconsin-Superior
"Writing to Heal: Women's Journals and Devotional Writing to Cope with Domestic Violence"

Table 41: Expanding Archives and Archival Work
Discussion Leaders: Chanon Adsanatham, University of Maryland; Sandra Jamieson, Drew University

Chanon Adsanatham, University of Maryland
"Rethinking Epideictic Rhetoric through Thai Hashtag Activism"

Dina Septiani Basuki, Clemson University
"Identification on Social Media in Indonesia's 2014 Presidential Election: A Close Look on the Identity Representations and Personal Narratives on Facebook"

Areti Sakellaris, Northeastern University
"Literacy Sponsorship in the Archive: Woody Guthrie's Correspondence with the Library of Congress"

Laura Smith-Sitton, Georgia State University
"Communities of Intellectualism: Southern Women's Study Groups"

Table 42: Writing for a Globalizing World
Discussion Leaders: Matthew Bridgewater, Woodbury University; Deirdre Vinyard, Emily Carr University of Art and Design

Matthew Bridgewater, Woodbury University
"Writing History in Wikipedia: A Study of World War II Articles"

Johanna Phelps-Hillen, University of South Florida
"Technical Communication Research and IRB Policy: New Processes for New Compositions"

Dylan Travis, Arkansas State University
"The function of code-meshing and language-meshing in first-year composition courses."
Deirdre Vinyard, Emily Carr University of Art and Design
"The Language Repertoires of First-Year Writers: A Cross-Institutional Study of Multilingual Writers"

Xiaobo Wang, Georgia State University
"Preparing Technical Communication and Technical Writing Textbooks for Global Citizens"

Table 43: Bodies and Performance
Discussion Leaders: Katt Blackwell-Starnes, Lamar University;
Jamie Thornton, Kaplan University

A.D. Carson, Clemson University
"On These Terms: Mixtapes, Music, Memory & Seeing"

Molly Daniel, Florida State University
"Dancing into the Digital: Embodied Performance and Digital
Multimodal Composition"

Bianca Sabia, University of Scranton
"Communication and Representation: The Female Performer
and Her 'Right' to Claim Feminism"

Kathleen E. Welch, University of Oklahoma
"Teaching Advanced Composition and Showing Whiteness in
Non-inflammatory Ways"

Table 44: Using Multimodal Composition for Advocacy
Discussion Leaders: Tom Kerr, Ithaca College; Glen
Southergill, Montana Technical University

Ryan Eichberger, University of Minnesota
"'Bringing the Far Near': Digital rhetoric and mythmaking in
public ecological debate"

Tom Kerr, Ithaca College
"Reliability and Validity vs. Rhetorical Analysis in Grading
Online, Multimodal Digital Advocacy Projects"

Sonya Groves, Our Lady of the Lake University
"Using Storyboards as a Prewriting Strategy for First Year
Composition Students at a HSI"

Emmett Ryan, Indiana University of Pennsylvania
"Eco-composition, Sustainability, and Food Studies"

Editors Roundtable
Journal and Book Editor Participants

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

College English
Kelly Ritter

CompPile
Glen Blalock and Susan Wolff Murphy

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

The Grassroots Writing Research Journal
Joyce Walker

The Hampton Press Series on Research & Teaching in Rhetoric and Composition
Lauren DiPaula and Nick Mauriello

Journal of the Assembly for Expanded Perspectives on Learning

Bradley Peter
Journal of Teaching Writing
Kim Brian Lovejoy

Kairos: A Journal of Rhetoric, Technology, and Pedagogy
Douglas Eyman

KB Journal: The Journal of the Kenneth Burke Society
Glen Southergill

Literacy in Composition Studies
Brenda Glascott and Juli Parrish

Parlor Press
David Blakesley

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

PRE/TEXT
Victor Vitanza

Readerly/Writerly Texts: Essays on Literacy, Composition and Pedagogical Theory
Ollie Oviedo

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

The JUMP: Journal for Undergraduate Multimedia Projects
Justin Hodgson

TETYC: Teaching English in the Two-Year College
Todd Taylor

The Writing Center Journal
Michelle Eodice and Steve Price

The Writing Instructor
Dawn Formo

WAC Journal
David Blakesley

WPA: Writing Program Administration
Sherry Rankins-Roberston

Xchanges
Steve Simpson

Afternoon Tables

Table 1: Assessing Outcomes: Culture, Risks, Misunderstandings, & Implications

Discussion Leaders: Jacob Babbs, Indiana University Southeastern; Jacqueline Kerr,
University of Tennessee-Knoxville

Brenta Blevins, The University of North Carolina at Greensboro
"Opportunities and Risks of Institutional Assessment through E-Portfolio Implementation"

Zack De Piero, UC Santa Barbara
"Outcomes-Based Assessment in a Postsecondary Writing Program: Guiding Principles and Practical Implications"

Melody Gustafson, Kent State University
"Student-Teacher Misunderstanding in Formative Writing Assessment"

Halle Neiderman, Kent State University
"Assessment, Placement, and Culture: Discovering What Low COMPASS Scoring Students Think Writing Is"

Table 2: Writing Programs: Organic, Poetic, Personal, & Spiritual
Discussion Leaders: Veronica House, University of Colorado—Boulder; Robin Gallaher, Norwest Missouri State

Veronica House, University of Colorado Boulder
"Local Organic: Building and Administrating a Community-Engaged Writing Program"

Wesley Dunning, Indiana University of Pennsylvania
"Poetic Writing in Composition Studies: A Necessary Counter Argument"

Ashley Osterhout, Colorado State University – Pueblo
"Personal Ideologies, Spiritualism, and the Composition Classroom: An Approach to Encouraging Engaged, Student Citizens through Spiritual Activism"

Michael Healy, University of Nebraska-Omaha
"Not the Center of the Universe: Displacing Genre in the Composition Classroom"

Table 3: Thinking, Feeling, & Seeing the World
Discussion Leaders: Deborah Noonan, University of South Florida;
John Dunn, Eastern Michigan University

Matt McKinney, University of Nevada - Reno
"Comprehension through Compassion: Gauging the Effectiveness of
an Empathic Pedagogy in College Composition"

Bruce Shanti, Nova Southeastern University
"The Language Repertoires of First-Year Writers: A Cross-
Institutional Study of Multilingual Writers"

Molly Peek, University of Tennessee - Knoxville
"Narration, Reculturation, and Identification: Racial Identity
Formation in Korean, Transracial, International Adoptees"

Julie Schurr, North Carolina State University
"Language Attitudes: Non-Standard Dialects and Possible Racial
Influence on Dialect Perceptions"

Table 4: Writing Centers & Research
Discussion Leaders: William Macauley, University of Nevada, Reno;
Andrea Scott, Pitzer College

Andrea Scott, Pitzer College
"Questioning the Universality of the Writing Center Grand Narrative:
The Negotiation of Disciplinary Identities in Writing Centers in
German-Speaking Countries"

Mark Pedretti, Case Western Reserve University
"Gender in the Writing Center: Establishing Research Practices"

Kara Otto, UC Santa Barbara
"Resources for Writing: How Peers and Process Inform International
Student Writing"

Megan Jewell, Case Western Reserve University
"Gender in the Writing Center: Establishing Research Practices"

Megan Schoettler, York College of Pennsylvania
"'I'm a horrible writer.': Fostering Writers' Self-Efficacy at
Undergraduate Writing Centers"

Table 5: Practices in Composition: Intertextuality, Authorship, & Research Habits
Discussion Leaders: Sarah Harris, Indiana University East; Tricia Servis, Santa Clara University

Laura Ellis-Lai, University of Texas at San Antonio
"Self-Authorship and Students' Perceptions of Their Developing Scholarly Identities in Portraiture Research-Writing Projects"

Lisa Konigsberg, West Chester University
"Intercontextual Analysis: A Theory and Process for Teaching First Year Writing Research"

Meredith Reed, North Carolina State University
"Research Habits of Graduate Teaching Assistants of First-Year Writing"

Ali Meghdadi, University of California-Irvine
"Translational Composition: Pushing the Limits of Interpretation to Advance Rhetorical Understanding and Application"

Table 6: Looking Beyond the Gaze: Spatial, Visual, Aesthetic Rhetoric & Style
Discussion Leaders: Missy Johnson, City College of New York; Gabriel Cutrufello, York College of Pennsylvania

Summer Dickinson, Indiana University of Pennsylvania
"An Exploration into Building a Spatial Rhetoric Theory for and beyond the Composition Classroom"

Gabriel Cutrufello, York College of Pennsylvania
"Visual Rhetorical Practice and Physics Graduate Student Writers at the Turn of the Twentieth Century: The Johns Hopkins University Physical Seminary Papers"

Gretchen Dietz, Miami University
"Reclaiming the Aesthetic: a Rhetorical History of Style"

Table 7: Rhetoric & History: Writers' Friends & Battles
Discussion Leaders: Becky Rickly, Texas Tech University; Brian
Bailie, University of Cincinnati – Blue Ash College

Katie Homar, University of Pittsburgh
"The Writer's "Friend": Coleridge in Nineteenth-Century American
Rhetorical Education"

Brian Bailie, University of Cincinnati – Blue Ash College
"Zapatismo and the Battle for Seattle: An Example of Rhetoric as
Virus"

Meaghan Elliott, University of New Hampshire
"'Remember the Ladies': The Adams Women and Their Rhetorical
Influences on John Quincy"

Danielle DeVasto, University of Wisconsin-Milwaukee
"Reinterpreting Stases for Matters of Concern: The Conviction of the
L'Aquila Seven"

Deepak Pant, New River CTC
"Using the Creative Non-Fiction for Doctoral Book: Process,
Authenticity, Reliability and Practice"

Table 8: Contexts of Identity: Desire, Temptation, Ideologies, & the Importance of a Support System
Discussion Leaders: Jennifer Johnson, University of California San Barbara; Pegeen Reichert Powell, Columbia College Chicago

Mirabeth Braude, Michigan State University
"Balancing between Necessity and Desire: Preparing Students for 'Academic Writing' and Helping Them Accomplish Their Goals with Writing"

Sarah Swofford, University of Michigan
"Linguistic and Rhetorical Ideologies in the Transition to College: A Case Study of Southern Students"

Cassandra Dulin, University of Texas at El Paso
"Exploring the Institutional and Programmatic Support Systems in Writing Studies for the Working Class Student in California State Universities"

Allison Morrow, University of Central Florida
"Linguistic Discourse Analysis and First Year Composition Transfer"

Lana Smith Sitton, Georgia State University
"Communities of Intellectualism: Southern Women's Study Groups"

Table 9: Expanding Boundaries: Pedagogies, History & Benefits of Incorporating L1 & L2 Writers
Discussion Leader: Jinron Li, Georgia Southern University; Donna Souder, Colorado State University,

Chen Chen, North Carolina State University
"L1 Use in L2 Writing Processes of Chinese First-Year ESL Writers"

Jinrong Li, Georgia Southern University
"The Potential Benefits of Semantic Mapping for L2 Writers"

Gracemarie Mike, Purdue University
"A History of Early 20th Century Community-Based ESL Education"

Greer Murphy, Woodbury University
"Practices, Pedagogies, Process: Partnership between ESL Specialists and Faculty in the Disciplines"

Table 10: Identities: Mapping Bodies, Pedagogy, and the Writing Process
Discussion Leader: Jackie Rhodes, California State University, San Bernardino; Paul Walker, Murray State University

Maria P. Chaves, SUNY Binghamton
"The Body in the Classroom: An Exploration of the Body's Role in the Writing Process"

Darcy Gabriel, Colorado State University
"Exploring Embodied Pedagogy: Bringing Queer, Trans, and Disabled Identities into the Classroom"

Carly Sachs, Kent State University
"Our Body as Text"

Molly Ubbesen, University of Wisconsin - Milwaukee
"The Productive Potential of Student Resistance to Feminist/Queer Composition Pedagogies"

Table 11: Brave New World: Social Media, Pixels, and Other Online Tools
Discussion Leader: Christian Smith, Coastal Carolina University

Adam Phillips, Florida Atlantic University
"Anticipating the Curve: Meaning Making Through Innovative Tools"

Sarah Polo, University of Missouri – Kansas City
"Power in the Post-Colonial Classroom: Use of Social Media as a Tool for Subverting Colonial Structures in the Undergraduate Composition Classroom"

Robert Mey, Oakland University
"The pixels that bind: a post-modern analysis of multi-institutional tools in a web 2.5 environment"

Jennifer Stewart, IPFW
"Understanding Online Writing Course Interaction and Tool Use"

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Table 12: (Cyber)Bullies & Other Threats: Contextual Configurations, Practices, & Dissonance in the Classroom, Readings, and the Web
Discussion Leader: Nick Carbone, Bedford/St. Martin's Imprint, Macmillan Education; Todd Taylor, University of North Carolina-Chapel Hill

Mark Shealy, Texas Tech University
"Dealing with Harassment in the Online Composition Class: the WPA and Policy"

Jennifer Enoch, Florida State University
"Inhabiting Dissonance: Web-Based Media as Genre and Technology"

Silvia Neves, ITT Technical Institute
"Reflective Reports as a Genre: An Investigation of Contextual Configuration and Modality Features."

Emily Jo Schwaller, North Carolina State University
"Digital and Print Self-Reported Reading Practices and Definitions"

Table 13: Feminist Cannon: Report and Recovery
Discussion Leaders: Paige Banaji, Barry University; Jason Barrett-Fox, Arkansas State University; Maggie Werner, Hobart & William Smith Colleges

Maggie Werner, Hobart & William Smith Colleges
"On Delivery and Dance: Performing the Fifth Canon"

Paige Banaji, Barry University
"Canonization as Feminist Methodology: Recovering the Elocutionary Work of Genevieve Stebbins (1857-1934)"

Jason Barrett-Fox, Arkansas State University
"The Problem of Recovering Indirect Feminist Rhetors: Trauma, Mestra, and Alice Dunbar-Nelson, 1898-1902."

Emily Denison, University of Scranton
"I'm Not a Feminist, but…: Millenial Feminisms in Social Media"

Table 14: Community Connections to Composition: Mentoring, Administrating, Gardening & Bicycling
Discussion Leader: Sonja Andrus, University of Cincinnati-Blue Ash College; Jody Shipka, University of Maryland, Baltimore County

Kristina Gutierrez, Texas A&M University
"Mentoring Youth for Public Writing Projects"

Veronica House, University of Colorado Boulder
"Local Organic: Building and Administrating a Community-Engaged Writing Program"

Juliette Lapeyrouse-Cherry, University of Minnesota – Twin Cities
"A Case Study of the Discourses of Health and Environment at a Louisiana Community Gardening Program"

Jessica Estep, Georgia Gwinnett College
"Advocacy vs. Media: Bicyclists as Dual (and Dueling) Publics"

Craig Rinne, Florida Atlantic University
"The Endless University: Mobile Applications for Teaching Composition and Maintaining Contact with Former Students"

Table 15: Instruction and Practices in Online Learning
Discussion Leaders: Christal Seahorn, University of Houston – Clear Lake; Beth Hewett, Defend and Publish, LLC

Amy Wrobel Jamieson, Bowling Green State University
"Negotiating Stakeholder Values, Expectations, and Assumptions (Re)Designing Writing Instruction at the Undergraduate Level"

Christal Seahorn, University of Houston – Clear Lake
"There's No Team in Online Composition?: Benefits and Challenges of Transitioning a Synchronous, Multimodal Group Project into a Fully Online Composition Course"

Mark Triana, Washington State University
"Peer Review as Embodied Practice: Interplay Between Asynchronous and Traditional f2f Peer Review in the Composition Classroom"

Roxanne Rashedi, UC Davis
"Social Belonging & Online Learning"

Table 16: Theorizing First-Year Composition
Discussion Leaders: Guy Krueger, University of Mississippi; Ronda Leathers Dively, Southern Illinois University

Justine Neiderhiser, University of Michigan
"Theorizing Feedback in the First-Year Writing Classroom"

Bradfield Dittrich, University of New Hampshire
"Priority and Expectation: Toward a Theory of Response Process"

Hem Paudel, University of Louisville
"(Re)mediation in Literacy: Theorizing Mediations of Language, Technology, and Modality in Writing"

Maureen McVeigh Trainor, West Chester University
"Intercontextual Analysis: A Theory and Process for Teaching First Year Writing"

Table 17: Locating Oneself Without Stifling Others: Arabs, Feminists, & International Students
Discussion Leader: Yingqin Liu, Cameron University; Missy Watson, City College of New York

Entisar Elsherif, Indiana University of Pennsylvania
"Graduate Students' Views about Written Feedback: Libyan Students' experiences"

Missy Watson, City College of New York
"Impression Management and Transnational Literacies: The Case of US International Graduate ELLs"

Bonnie Markowski, University of Scranton
"Lipsticked Pit Bulls, Hip Hop Feminists and Hanna Montana 'Gone Wild': Who Gets to Redefine the "F" Word?"

Yingqin Liu, Cameron University
"Improving Foreign Language Students' Understanding on Cultural Diversity via Course Learning Projects on Target Language Culture"

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Table 18: Service Learning: Investigating Place, Audience, Barriers, and Engagement
Discussion Leader: Tom Pace, John Carroll University; Melissa Pompos, University of Central Florida

Kim Lilienthal, NC State University
"Breaking the barriers: The discursive features of transformative service learning reflection"

Stacy Nall, Purdue University
"Documenting Engagement: How Writing Instructors Archive Service-Learning Courses"

Tom Pace, John Carroll University
"Writing, Delivery, and Audience in the Professional Writing Classroom"

Melissa Pompos, University of Central Florida
"Investigating 'Place' in the Writing Classroom: Designing a Place-Based Writing Course with a Local Service-Learning Component"

Table 19: Religious Roles in Composition: the Bible, Spirituality & Peaceful Sustainability
Discussion Leaders: TJ Geiger, Lamar University; John Guelcher, Ventura College

Mari Ramler, Clemson University
"How To Be An Other: Towards A (w)Holier Bible"

Scott Wagar, Miami University
"Coming Out of the (Atheist) Closet?: Rhetorical Appropriation in a Secular-Awareness Campaign"

Nadia Zamin, Indiana University of Pennsylvania
"Sponsoring Peaceful Literacies in the Composition Classroom: Toward a Pedagogy of Cultural Sustainability"

Table 20: Labor Issues: The Walmartization of Composition Instruction
Discussion Leaders: Dawn Fels, Independent Scholar; Beverly Moss, The Ohio State University; Alan Clinton, Gulf University for Science and Technology

Edward Hahn, University of Minnesota – Twin Cities
"Alienation and the Manual-Intellectual Labor of Academic Literacy Practices"

Mary Laughlin, North Dakota State University
"Investigating Felt Coercion on the Part of Adjunct Instructors of Composition"

Alan Clinton, Gulf University for Science and Technology
"Capitalist Transference and the Experimental Classroom"

Table 21: Expanding Boundaries: Considering STEM Courses in Composition Studies
Discussion Leaders: Sarah Perrault, University of California-Davis; Bryna Siegel Finer, Indiana University of Pennsylvania

Charlyne Sarmiento, UC Santa Barbara
"Novice STEM Writers: Understanding their Enculturation into the Field"

Bryna Siegel Finer, Indiana University of Pennsylvania
"The Rhetoric of Previving: An Analysis of Writings about "The Breast Cancer Gene"

Laura Simson, North Carolina State University
"Literature in the age of STEM education"

Deborah Noonan, University of South Florida
"Paradigm Shifts and the Production of Knowledge: Mining the "Ideas of Science" for Relevant Writing Strategies in the Digital Age."

Table 22: New Approaches to FYC
Discussion Leaders: Craig Wynne, Hampton University; Richard Matzen, Woodbury University

Matthew Overstreet, University of Pittsburgh
"Affective Development: Redefining Growth in the Writing Classroom"

Craig Wynne, Hampton University
"A Writing Anxiety Focus for an FYC Course"

Wendy VanDellon, University of New Hampshire
"Examining the Exceptional: Rethinking Student Personal Essays"

Kristin DeMint, University of Wisconsin - Milwaukee
"The Digital Humanities Debates and First-Year Composition"

Table 23: Just the Facts, Ma'am: Quantifying Data
Discussion Leader: Kelly Shea, Seton Hall University; Toby Coley, University of Mary Hardin

Daniel Libertz, University of Pittsburgh
"Extending Quantitative Literacy: A Critical Approach to Numbers as Course Content in Composition"

Ashley Ludewig, University of Louisville
"The Military Meets the University: Literacy Practices of First-Year Military Students and Student Veterans"

Kelly Shea, Seton Hall University
 "Research in Progress: Assessing Writing across the Curriculum through Survey, Data Collection, and/or Essay Analysis"

Table 24: Tech, Classrooms, and Composition: Coaching Our Way through Digital Screens
Discussion Leaders: Victor Vitanza, Clemson University; Glenn Blalock, Texas A&M University-Corpus Christi; Stephanie Hedges, SUNY-Postdam,

Kylee Thacker, Southern Illinois University – Carbondale
"Technology in the Composition Classroom"

Lauren Short, University of New Hampshire
"Pixel vs. Print: Developing Strategies to Read More Slowly on Digital Screens"

Rebecca Kling, UC-Davis
"Volunteer Blog Writing in the First-Year Composition Classroom"

Mary Tripp, University of Central Florida
"Assessing the Effectiveness of Peer Research Coaches in Composition II Courses"

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Table 25: Expanding the Digital Humanities Debate: Databases, Tablets, & FYC
Discussion Leader: Krystia Nora, California U of Pennsylvania; Justin Hodgson, Indiana University

Christine Jach, Purdue University
"Teaching Composition with Databases"

Krystia Nora, California University of Pennsylvania
"A Survey of Tablet Usage for Writing in a Small Pennsylvania University"

Daniel Hocutt, Old Dominion University
"Writing on Tablets: Using iPads for Collaborative Composing"

Melissa Pompili, Case Western Reserve University
"The Technological Tourettic and Digital Networks of Expertise"

Dylan Travis, Arkansas State University
"The function of code-meshing and language-meshing in first-year composition courses"

Table 26 Communities of Writing: Science, Ethnography, & Multi-Lingual Spheres
Discussion Leader: Tony Atkins, University North Carolina-Wilmington; Santosh Khadka, California State University-Northridge

Ann Marie Francis, University of North Georgia
"Impressions of 'Writing Effectively' in Engineering: Student vs. Professional"

Katherine Daily O'Meara, Arizona State University
"A Community of Second Language Writing at Arizona State University: An Institutional Ethnography"

Jennifer Saltmarsh, University of Pittsburgh
"Leeuwenhoek: The Discovery, Translation, and Pronouncement of Invisible Worlds During the Dutch Golden Age"

Rachel Griffo, Indiana University of Pennsylvania
"The Practices of a Cross-Pacific Exchange Project"

Santosh Khadka, California State University-Northridge
"An Experiment with a Multiliterate Composition Pedagogy in Globalized Writing Classrooms"

Table 27: Exploring the Whole Story: Pictograms, Storyboards, & Sports
Discussion Leaders: Sandra Jamieson, Drew University; Marjorie Stewart, Glenville State College

Sonya Groves, Our Lady of the Lake University
"Using Storyboards as a Prewriting Strategy for First year Composition Students at a HIS"

Kellie Gray, George Mason University
"Emoj(il)literacy: Considering A Grammar of Pictograms"

Howard Fookman, Michigan State University
"From the Field to the Basement: How Fantasy Football Subverts the Real Into The Virtual"

Table 28: Students' Right to Their Own Language: Inside and Outside the Classroom
Discussion Leader: Wioleta Fedeczko, Utah Valley University;
Jessica Shumake, Georgia College and State University

Megan Keaton, Florida State University
"The Myth of 'Self-Taught': How Students Learn Technological Literacies"

Wioleta Fedeczko, Utah Valley University
"I Am What I Speak; I Do As I Say—But Only at School"

Lindsey Spring, Georgia State University
"Writing for Us: Extracurricular Writing and Student Ethos at the State Normal School"

Kimberly Hoover, Montana State University
"Raising Student Agency and Awareness through Metacognition and Marginalized Epistemologies"

Table 29 Writing Tutors: Before, During, and After the Conference
Discussion Leader: Vassiliki Kourbani, Hellenic American University; Phillips Talinn, Ohio University; Joy Bracewell, Georgia Institute of Technology

Phillips Talinn, Ohio University
"A Heuristic for Understanding the Work of Writing Tutoring"

Brett Ashmun, California State University Stanislaus
"In Hopes of Stimulating Better Writing: A History and Reflection of the Positives and Negatives of the One-to-One Writing Conference."

Joy Bracewell, Georgia Institute of Technology
"Evaluation Nonverbal Communication in tutoring ESL Students"

Vassiliki Kourbani, Hellenic American University
"The Relationship between Writing Center Online Feedback and Its Impact on Student Learning and Textual Revision"

Molly Parsons, University of Michigan – Ann Arbor
"The Work of Changing Writers: Why and How Writing Consultants Approach Difference in Writing Conferences"

Table 30 WAC, Composition, and Empathetic Leadership
Discussion Leaders: Tammy Winner, University of North Alabama;
Courtney Wooten, Stephen F. Austin State University

Sarah Austin, United States Air Force Academy
"Creating Critical Thinking, Compassionate Soldiers: How to
Maintain Student Identity and Build 'Leaders of Character' Using
WAC"

Jennifer Campbell, University of Denver
"Perceptions and Performance in Off-rack Writing Classes"

Donald Pardlow, Claflin University
"The Role of the Classical Trivium in Cultivating Transformational
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Kristen Gay, Clemson University
"From Mystory to Gystories: Narrative Medicine Meets
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**Table 31: Guilty Vulnerability, Mental Status and Motherhood
Status of Writers**
Discussion Leader: Casie Fedukovich, North Carolina State
University; Jamie Thorton, Kaplan University

Michelle Wilk, Colorado State University
"Identity and Representation of People with Mental Illnesses in
Government Discourse"

Antonnet Johnson, University of Arizona
"Exploring the Rhetorics and Pedagogies of Guilty Pleasures"

Alison Blackburn, Brigham Young University
"The Power of Vulnerability in Writing"

Melanie Barton-Gauss, University of Central Florida
"Linguistic Discourse Analysis of 'Childfree' Women Writers

Table 32: Placement, Assessment, Analysis, &Risks
Discussion Leaders: Amy F. Dayton, University of Alabama; Doug
Eyman, George Mason University

Brenta Blevins, The University of North Carolina at Greensboro
"Opportunities and Risks of Institutional Assessment through E-
Portfolio Implementation"

Oliver Brearey, University of Maryland – College Park
"Placing Outplacement: Connecting Rhetoric and Writing Practices in
Outplacement to Rhetoric and Composition Pedagogy"

Zach De Piero, UC Santa Barbara
"Outcomes-Based Assessment in a Postsecondary Writing Program:
Guiding Principles and Practical Implications"

Meng Yu, Georgia State University
"An Analysis of Flat Design from High-context cultures and Low-
context Cultures"

Table 33: Plagiarism, Misunderstandings, & Other Pedagogical Turns
Discussion Leaders: Glenn Southernsill, Montana Tech University; Pam Childers, Lafayette College

Enrique Paz, Miami University-Ohio
"Teaching Plagiarism: Discourse and Framing of Plagiarism in First-Year Composition"

Melody Gustafson, Kent State University
"Student-Teacher Misunderstanding in Formative Writing Assessment"

Eric Detweiler, The University of Texas at Austin
"Pedagogical Turnings: On the Limits of Teaching Agents"

Steven Hopkins, Arizona State University
"Leveraging teaching Evaluations to Guide Faculty Development in Teaching for Transfer"

Table 34: Activism, Reflection, Exchange, & Project Object
Discussion Leaders: Patricia Fancher, UC Santa Barbara; Sara Howe, Southern New Hampshire University

Sara Howe, Southern New Hampshire University
"Exploring the Rhetorics and Pedagogies of Guilty Pleasures"

Patricia Fancher, UC Santa Barbara
"Potent Object Project"

Amy Ratto Parks, University of Montana
"The Power of Critical Reflection: Exploring the Impact of Rhetorical Stories on Metacognition in First-Year Composition Courses"

Table 35: Queer/Trans Theory Meets the Tea Party
Discussion Leaders: Keith Dorwick, University of Louisiana-Lafayette

McKinley Green, Michigan State University
"Queering Composition: Addressing the History and Future(s) of Queer Theory's Relationship with Composition Studies"

Katherine Hanzalik, Clemson University
"(Trans)Disciplinary Techniques: A Foucauldian Approach to Literacy and Electracy the contemporary American Composition Classroom"

Kathy Elrick, Clemson University
"Terministic Screams: Tea Party Non-Negotiation Tactics, Constituency and Governance"

Table 36: Beyond the Digital Classroom: Google, Community Literacy, Online Grading & Reflective Reports
Discussion Leader: Tom Kerr, Ithaca College; Maria Ester Moritz, Federal University of Santa Catarina; Maury Brown, Germanna Community College

Maury Brown, Germanna Community College
 "'Drive'-ing Engagement and Boundaryless Learning: Implementing Google Drive in the First-Year Composition Classroom"

Ryan Grooms, Colorado State University – Pueblo
"Multimodality and Community Literacy: Changing the Perception of Composition in the Community"

Tom Kerr, Ithaca College
"Reliability and Validity vs. Rhetorical Analysis in Grading Online, Multimodal Digital Advocacy Projects"

Maria Ester Moritz, Federal University of Santa Catarina
"Reflective Reports As a Genre: An Investigation of Contextual Configuration and Modality Features

Table 37: Students' Needs Inside and Beyond the Classroom
Discussion Leader: Bonita Selting, University of Missouri-Columbia; Peter Huk, UC Santa Barbara

Peter Huk, UC Santa Barbara
"Foster Youth at the University and a Pedagogy Designed to Address Their Needs"

Cat Mahaffey, UNC Charlotte
"Writing Response Modes and Their Impact on Student Learning Outcomes"

Deirdre Vinyard, Emily Carr University of Art and Design
"The Language Repertoires of First-Year Writers: A Cross-Institutional Study of Multilingual Writers"

Table 38: Medical Rhetoric: Self-Assess and Self-Diagnose
Discussion Leader: Michael Klein, James Madison University; Martha Schaffer, Case Western Reserve University; Omkar Prasad Baidya, Medical College

Michael Klein, James Madison University
"Genres of Argument in Medical Rhetoric: Reconciling Competing Claims about fMRI as Lie Detector"

John Koban, Colorado State University
"First Year Composition Students' Color-Blind Racism and the Racist Rhetoric of the Ebola Outbreak in Social Media"

Martha Schaffer, Case Western Reserve University
"Affective Possibilities for Rhetoric & Writing: How We Might Self-Assess Potentiality in Composition"

Table 39: Medias and Rhetoric
Discussion Leader: Geoffrey Clegg, Alabama State University;
Katherine Wills, Indiana University Purdue University

Jason Tham, University of Minnesota – Twin Cities
"(Re)Viewing the Reality of Talent Shows: The Visual Rhetoric of the
Voice"

Katherine Wills, Indiana University Purdue University
"International Writing Research: Arab Rhetorical Strategies in Social
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Lucy Johnson, Washington State University
"The Post-Apocalyptic Zombie Narrative: Postmodern Patriarchy,
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**Table 40: Writing Program TAs: Researching, Training, Grading
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Discussion Leaders: Duane Roen, Arizona State University; Nicole
Warwick, University of California –Santa Barbara; Elbery Barnes,
University of California-San Diego

Jennifer Johnson, UC Santa Barbara
"Moving from Theory to Practice: Preparing to Facilitate a TA
Training Course for the First Time"

Eberly Barnes, UC San Diego
"Year Two of an Anthropological Study of a Writing Program:
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Gavin Johnson, North Carolina State University
"The Effect of Digitally-Published Grade Distribution Data on
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Table 41: Gatekeepers: Who Belongs and Who Doesn't Belong?
Discussion Leaders: Kathryn Gindlesparger, Philadelphia University;
Courtney Werner, Hope College; Ildiko Olasz, Northwest Missouri
State University

Kathryn Gindlesparger, Philadelphia University
"What Writing Programs Can Learn From Nonprofits: Using
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Courtney Werner, Hope College
"Faculty Mentoring Faculty: Dissatisfaction and Untenured
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Ildiko Olasz, Northwest Missouri State University
"Identity and Interest: Noncomposition Faculty in the Composition
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Elizabeth Lowry, Arizona State University
"Otherworldly Figures: Rhetoric, Representation and the Public
Performance of Femininity in Nineteenth-Century Spirit Mediums'
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Linda Learman, Adrian College
"Finding Common Ground: A Study of Reflective Instrumentalist
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Table 42: Roads of Development: What Happens Before Students Take FYC?
Discussion Leaders: Ligia Mihut, Barry University; Susan Wolff Murphy, Texas A&M University

Matthew Zajic, University of California Davis
"Applying Cognitive and Sociocognitive Writing Models to Understand Writing Development in School-Age Children with Learning and Developmental Differences"

Ryan Dippre, UC Santa Barbara
"Moments and Patterns that Matter: Identifying Literate Opportunities and Developmental Trajectories in Two Middle School Classrooms"

Rich Shivener, University of Cincinnati
"Common What? Confronting Challenges of a Common Read Experience"

Ligia Mihut, Barry University
"Brokering Iron-Cast Literacies"

Table 43: Women's Words
Discussion Leaders: Jamie White-Farnham, University of Wisconsin – Superior; Marybeth Poder, University of Tennessee-Knoxville

Jennifer Stockwell, University of North Carolina at Chapel Hill
"'Sugar Baby:' Compliance and Affect in Women's Narratives of Gestational Diabetes"

Kristen Ruccio, Georgia State University
"Unraveling Craft Communities: An Ethnographic Study of Ravelry"

Jamie White-Farnham, University of Wisconsin – Superior
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Ollie Oviedo, Eastern New Mexico University

Ryan Eichberger, University of Minnesota
"'Bringing the Far Near": Digital Rhetoric and Mythmaking in Public
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Emmett Ryan, Indiana University of Pennsylvania
"Eco-composition, Sustainability, and Food Studies"

Kathryn Schoon-Tanis, Hope College
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Kathleen E. Welch, University of Oklahoma
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Jimmy Butts, Wake Forest University

Chanon Adsanatham, University of Maryland
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Areti Sakellaris, Northeastern University
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Dina Septiani Basuku, Clemson University
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Matthew Bridgewater, Woodbury University
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Xiaobo Wang, Georgia State University
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Johanna Phelps-Hillen, University of South Florida
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Molly Daniel, Florida State University
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Bianca Sabia, The University of Scranton
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