



# Research Network Forum at CCCC

*25<sup>th</sup> Annual Meeting*  
Program

St. Louis, MO

Wednesday, 21 March 2012

Renaissance Grand Hotel  
Majestic Ballroom, Salon E

Conference on College Composition and Communication  
63<sup>rd</sup> Annual Convention  
National Council of Teachers of English  
100<sup>th</sup> Anniversary

## Welcome from the RNF Chairs

On behalf of the Research Network Forum at CCCC Executive Committee, we would like to welcome you to St. Louis for our twenty-fifth annual meeting. This year, we are excited to welcome 244 participants from 153 universities, 17 colleges, and two community colleges. We are happy to be in St. Louis and to share the latest research in our field with every one of you.

In keeping with the 2012 CCCC theme, the Research Network Forum responds to Program Chair Chris Anson's call asking us to consider "revitalizing our field's historic roots in inter- and multidisciplinary inquiry" (2012 CCCC CFP). Indeed, the Research Network was founded 25 years ago so that a wide range of "[s]cholars in many areas continue to produce new knowledge greatly relevant to our own paths of research, and teachers in more and more areas of the curriculum continue to develop interests in the pedagogies of writing." (2012 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. Accordingly, each participant leaves the RNF to enter the gateways provided by CCCC 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.

As a Forum devoted to research across a wide range of educational sites and activities, 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 the gateways 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 public 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 "consider what it means to move into and through our work with writing and rhetoric, in all its forms, purposes, and contexts" (2012 CCCC CFP). By creating and monitoring gateways to envision our future as well as seeing and extending what has been left behind, we enrich our shared communities through promoting research of work-in-progress presenters at RNF and throughout the field.

As in past years, we will start our day with plenary addresses. **Rebecca Moore Howard and Sandra Jamieson**, "Take a Deep Breath and Jump: Doing Data-Driven Research When You Aren't Trained in Data-Driven Methods," provides a research narrative of the Citation Project from design and IRB approval to project management and statistical analysis, with an emphasis on what they learned along the way and what they wish they had known before they started. **Pavel Zemliansky**, "Open Educational Resource (OER) Projects as Alternative Publication Sites for Writing Teachers," offers insight to his research with **Charlie Lowe** on *Writing Spaces* as a model for publishing open educational resources (OERs) focusing specifically on the project's efforts to build a community of practitioners through its system of peer review and its collaborative spirit. **Rich Haswell's** talk, "CompPile, Writing Studies, and Obligatory Misknowledge," asks if composition studies can improve the way it deals with its past scholarship and avoid René Girard's dire warning that misknowledge grows at the same rate as knowledge? Thank you to Becky, Sandra, Pavel, and Rich 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 180 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 and Mark Sutton have done a splendid job of grouping researchers into fascinating roundtables where the discussions offer endless opportunities for networking.

Thank you to all of our 84 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 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 Press has provided us with a grant to cover our program printing and other expenses. Thank you to Nick Carbone, Director of New Media, Angela Dambrowski, Senior Advertising Project Manager, Caroline C. Church, Marketing Assistant, and Richard DiTomassi, Associate Designer, at Bedford/St. Martin's for their generous grant. Additionally, Joan Feinberg, President of Bedford/St. Martin's, continues to support what Research Network Forum values; she is indeed a good friend to RNF. Please make sure you visit the fine people at Bedford/St. Martin's Press in the exhibit hall, thank them for supporting RNF, and share your RNF experience with them.

As we celebrate RNF's 25<sup>th</sup> Anniversary, we hope you will join us for a special Featured Session, "Celebrating 25 Years of the Research Network Forum: A Continuing Gateway for Research," Featured Session: F.35 on Friday, March 23, 2012 at 8:00-9:15 AM (after the WPA breakfast). A

special thanks to long time RNF supporter, past plenary speaker, discussion leader, and CCCC Program Chair Chris Anson for his generous offer to help us celebrate our silver anniversary with this Featured Session.

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 Computers & Writing Conference on May 17, 2012 at North Carolina State University in Raleigh. 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, contact [jwalker@georgiasouthern.edu](mailto:jwalker@georgiasouthern.edu).

Thank you to Saint Louis University and the College of Saint Elizabeth for their administrative support provided for RNF. Thank you to Cathy Gruenfelder, Assistant Director of the Conklin Academic Skills Center at CSE, for her help with the indexes and spreadsheets and to Nancy Snyder, Office Coordinator, at CSE's Conklin Academic Skills Center, for proofreading the program and the index.

Thank you to Erin M. Andersen who assisted the chairs with a variety of tasks. Also, thanks to Carrie Wastal and Kim Ballard who coordinate 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 Malea Powell, 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, Chris Anson, 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.

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

**Risa P. Gorelick**  
Co-Chair  
College of Saint Elizabeth

**Gina M. Merys**  
Co-Chair  
Saint Louis University



## **2012 Research Network Forum at CCCC Executive Committee**

**Co-Chair: Risa P. Gorelick / College of Saint Elizabeth**

**Co-Chair: Gina M. Merys / Saint Louis University**

**Assistant to the Chairs: Erin Andersen / Fordham University**

**Work-in-Progress Co-Coordinator: Sally Chandler / Kean University**

**Work-in-Progress Co-Coordinator: Mark Sutton / Kean University**

**Discussion Leader Coordinator: Anthony Atkins / U of North Carolina-Wilmington**

**Journal Editor Coordinator: William Macauley / U of Nevada-Reno**

**Plenary Coordinator: Kim Brian Lovejoy / Indiana U-Purdue U Indianapolis**

**Publicity Co-Coordinator: Katherine V. Wills / Indiana U-Purdue U Columbus**

**Publicity Co-Coordinator: Laurie Britt-Smith / University of Detroit Mercy**

**Participant Information Co-Coordinator: Carrie Wastal / University of California San Diego**

**Participant Information Co-Coordinator: Kim Ballard / Western Michigan University**

**Historian/Former Chair: Ollie O. Oviedo / Eastern New Mexico University**

**Graduate Research Network Liaison: Janice R. Walker / Georgia Southern University**

**Conference Manager: Eileen Maley / NCTE-CCCC**

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**Thanks to Bedford/St. Martin's Press for their generous grant to  
cover the cost of printing our program.**

**Be sure to visit the Bedford/St. Martin's Press booth during CCCC.**

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## Schedule of the Day

- 8:30-9:00**     **Registration**
- 9:00-9:10**     **Welcome from the Co-Chairs: Risa Gorelick and Gina Merys**
- 9:10-9:15**     **Introductions of the Plenary Speakers**
- 9:15-10:00**     **Plenary Addresses:**
- Rebecca Moore Howard and Sandra Jamieson**  
                  "Take a Deep Breath and Jump: Doing Data-Driven Research When You Aren't Trained in Data-Driven Methods"
- Pavel Zemliansky**  
                  "Open Educational Resource (OER) Projects as Alternative Publication Sites for Writing Teachers,"
- Rich Haswell**  
                  "CompPile, Writing Studies, and Obligatory Misknowledge"
- 10:00-10:30**     **Questions/Answers of Plenary Speakers**
- 10:30-10:45**     **Break**
- 10:45-12:15**     **Work-in-Progress Morning Presentations—Part I**
- 12:15-1:30**     **Lunch (on your own)**
- 1:30-2:45**     **Editors' Roundtable**
- 2:45-3:00**     **Break**
- 3:00-3:10**     **Welcome from the Co-Chair: Gina M. Merys**
- 3:15-4:45**     **Work-in-Progress Afternoon Presentations—Part II**
- 4:45-5:00**     **Conclusion**





## Morning Tables

### **Table 1: Multimodal Relationality: Interactive Components of Composing Processes**

Discussion Leaders: Susan Delagrange, The Ohio State University; Marguerite Helmers, University of Wisconsin—Oshkosh; Jason Helms, University of Kentucky

Maggie Christensen, University of Nebraska—Lincoln

“Mind the Gap’: An Intermodal Strategy for Revising Multimodal Projects”

Bobby Kuechenmeister, University of Toledo

“Answering the Call of Duty: Gaming as Rhetoric, Composition, and Pedagogy”

Janine Morris, University of Cincinnati

“Where I Write Me: Assessing the Potentials of Blogging and Voice”

Anthony Stagliano, University of South Carolina

“Rhetoric, Relationality, and Multimodal Composition in Social Protest”

Katie Zabrowski, Saint Louis University

“Technology and the Table It Sets for Us: Gustatory Engagement in an Ecology of Ingestion”

### **Table 2: Theorizing Recurrent Issues in Composition Programs**

Discussion Leaders: Lauren DiPaula, Georgia Southwestern State University; Thomas Sura, West Virginia University

Bonnie Devet, College of Charleston

“Reconceptualizing WID in Order to Solve Its Recurrent Problems”

Way Jeng, Washington State University

“Using Multiple Short Writings in Freshman Placement”

Heather Jordan, Bowling Green State University

“Portfolios and Pedagogy: An Examination of Ideology and Use”

Bradley Smith, Columbia College Chicago

“Communication in the First-Year Writing Classroom: A Rhetorical and Cognitive Linguistic Study”

Charlene Summers, University of Kansas

“What’s the Conversation?: What Should We Be Talking About?”

Thomas Sura, West Virginia University

“‘I Found It. Now What?’: How Do We Engage with Sources?”

### **Table 3: Telling Our Own Stories: Autoethnography and the Challenges of Representing Ourselves and Others**

Discussion Leaders: Diane Gavin, University of Phoenix; Jaqueline McLeod Rodgers, University of Winnipeg

Janah Adams, Gardener-Webb University

"The Rhetoric of Multiculturalism and Immigration in London"

Christine Busser, Nova Southeastern University

"Eliminating the Limitations of Language: A Love Story"

Eric Cortes, Kean University

"Survive, Resist, Create: Progressive Identity Rhetorics of the Puerto Rican Diaspora"

Stacy Kastner, Bowling Green State University

"Identity Chats: The Roles of Experience, Context, and Writing in the Composition of the Self"

Tika Lamsal, University of Louisville

"Transcultural Rhetorics, Translingual Repertoires: Literacy Practices of an Immigrant Refugee Community"

Christine L. Robinson, University of Colorado—Colorado Springs

"The Sociopolitics of Representing Other Animals: Engaging with the Pink Elephant in the Classroom"

**Table 4: The Identity Factor: Multiliteracies and Academic Support**

Discussion Leaders: Dawn Fels, George Mason University; Monika Shehi, University of South Carolina—Upstate

Deborah Bertsch, Columbus State Community College

"Language, Literacy, and Power in Peer-Facilitated and Professional-Facilitated Writing Center Consultations"

Jeff Kirchoff, Bowling Green State University

"The Representation of Multiliteracy Centers"

Patrick Love, Daytona State College

"How Hard Can This Be?: Exploration of Writing Center Digital Handouts"

Carol Mikoda, Binghamton University

"A Writer's Transition from High School to College"

Marisa Sandoval, University of Arizona

"Negotiating Literacies: Academics, Athletics, and Technologies of Composition"

Monika Shehi, University of South Carolina—Upstate

"How Do You Want Me to Write This Paper?": Examining How First-Year Students Negotiate Their Entry into Academia"

**Table 5: Writing, Context, and Audience: Pedagogical Issues**

Discussion Leaders: Yingqin Liu, Cameron University; Katherine V. Wills, Indiana University—Purdue University

Jeremy Cushman, Purdue University

"Designing at the Periphery: Procedures and the 'Everyday' of Professional Writing"

Wendy Grosskopf, University of Rhode Island

"Y-Realm Heuristics and the Teaching of Argumentation in the Undergraduate Writing Classroom"

Brian Larson, University of Minnesota

"Gender/Genre: Gender Differences in Law Student Writing"

Yingqin Liu, Cameron University

"Rhetoric in the Context of Teaching APA Style Writing for MA Students in Social Science"

Katherine V. Wills, Indiana University—Purdue University

"What is the Value of Service Learning in Writing?"

**Table 6: Rhetorical Identities: Exploring Connections between Theory and Method**

Discussion Leaders: Dawn Formo, California State University—San Marcos; Brett Oppegaard, Washington State University—Vancouver

Jared Colton, Clemson University

"Toward a Biorhetoric: Writing Community in a Paradigm of Immunization"

Brett Oppegaard, Washington State University—Vancouver

"Composing for the Small Screen: Net Locality and Issues of App Design"

Ana Milena Ribero, University of Arizona

"The Discourse of Mestizaje and the Afro-Cuban Struggle for Equality"

J. Michael Rifenburg, University of Oklahoma

"Wrestling with Gorgias: Transporting the Sophists to Student-Athlete Writing"

Alison Witte, Bowling Green State University

"Preaching and Technology: A Study of Attitudes and Practices"

**Table 7: Touch Technology, Nonhuman Agency, and Multiple Channels for Identity: The Rhetoric of New Media**

Discussion Leaders: Amanda Booher, Texas Tech University; Byron Hawk, University of South Carolina

Steve Holmes, Clemson University

“Pierced by New Media: Kairos, Materiality, and Composition”

Gerald Jackson, Southern Illinois University—Edwardsville

“Simulation and Emulation: Cicero, Pedagogy, and Artificial Intelligence”

Ethan Jordan, Bowling Green University

“A Place for Video Games: A Theoretical and Pedagogical Framework for Multiliteracies Learning in English Studies”

Kristen Seas, University of Wisconsin—Waukesha

“Re/Framing Identification as Susceptibility in Social Networks”

Sigrid Streit, Stanford University

“Touch Me Softly: The Use of Gestures in Touchscreen Technology”

**Table 8: Rhetoric in Context: Creating Arguments in a Material World**

Discussion Leaders: Lisa McClure, Southern Illinois University; Jamie White-Farnham, University of Wisconsin—Superior

Tabetha Adkins, Texas A&M University—Commerce

“Legislating Literacy: Federal Legal Debates and Language Surrounding Literacy Tests in the United States”

Matthew Bridgewater, Bowling Green State University

“Public Policy, Digital Writing Spaces, and Writing Program Administration”

José Cortez, University of Arizona

“Reframing the Civic Potentials of Literacy (English) Studies: Burke, Dewey, and Progressive Rhetoric”

Amber Luce, Syracuse University

“‘We Beg to Differ!’: LGBT Rhetoric and Queer Social Movements”

Deanna Mascle, Morehead State University

“A Rhetorical Analysis of Community Development”

Jamie White-Farnham, University of Wisconsin—Superior

“Red Hat Rhetoric: Material Rhetoric in Women’s Lives”

**Table 9: Rhetoric by Genre: Archival Studies and Metadiscursive Analysis**

Discussion Leaders: Denise Landrum-Geyer, Southwestern Oklahoma State University; Jamie Thornton, Kaplan University; Bronwyn Williams, University of Louisville

Neiha Bhandari, Kean University

"Marxist Approaches and Class Struggle in the South Asian Novel"

Elizabeth Kuechenmeister, Bowling Green State University

"From Our Best Cooks': 'Community' Rhetoric in Community Cookbooks"

Deepak Pant, Indiana University of Pennsylvania

"Using Creative Non-Fiction for Doctoral Dissertations: Process, Authenticity, Reliability, and Practice"

Kate Pantelides, University of South Florida

"The Dissertation as Genre"

Juli Parrish, University of Denver

"Reading the Back Smoker Diaries"

Erika Szymanski, Washington State University

"Writing Assessment in the Sciences: Improving the Way Undergraduates Learn to Write in Scientific Genres"

**Table 10: Rethinking Rhetoric: Old Theories in New Contexts**

Discussion Leaders: Star Medzerian, Nova Southeastern University; Margaret Price, Spelman College

Lorin Milotta, Virginia Tech

"Minding Metabiology: Kenneth Burke as a Personal Trainer"

Meghan Roe, Texas Christian University

"Language, Symbol, and Thought: Expanding Burke, Langer, and the Discursive Triangle through Disability Studies"

Danielle Smorol, Oklahoma State University

"The Reviewing Practices of a United States Air Force Executive Officer: Navigating the Rhetorical Context of the Air Force"

**Table 11: A Place for Everyone: (Passionate) Design of Inclusive Writing Programs**

Discussion Leaders: William Carney, Cameron University; Casie Fedukovich, North Carolina State University; Paul Butler, University of Houston

William Carney, Cameron University

“They Don’t Pay Me Enough to Attend Your Meetings’: Transmitting Institutional Knowledge to Adjunct Faculty”

Geoffrey Clegg, Texas A&M University—Commerce

“In (Lip) Service to Diversity: Preparing Graduate Students for the Community College Classroom”

Casie Fedukovich, North Carolina State University

“Passion and the Postcritical WPA”

Patricia Poblete, Purdue University

“Ways of Knowing in Rhetoric and Writing Program Administration”

Marion Wilson, University of California—San Diego

“Educating San Diego’s Student-Veterans: Can a Public University in a Militarized City Meet the Need?”

**Table 12: Rhetorical Choices, Ethical Realities**

Discussion Leaders: Laura Micciche, University of Cincinnati; Nathaniel Rivers, Saint Louis University

Cynthia Bateman, Southern Illinois University—Edwardsville

“Into the Pens: Placing the Nonhuman in Rhetorical Studies”

Allison Carr, University of Cincinnati

“Toward Failure, Toward Wonder”

Erin Cartaya, Independent Scholar

“The (Theo)Logical Formation of Hope, or, The Linguistic Structure of Doubt”

Micah Gamino, Oklahoma State University

“Ethical Frameworks in Professional Writing”

Mitch Nakaue, The University of Iowa

“Becoming Priests, Becoming Writers: Dialogism, Identity Formation, and Anglican Homiletical Education in America and Ireland”

**Table 13: Closing the Loop: Connecting Assessment to Programmatic Change**

Discussion Leaders: Cynthia Cochran, Illinois College

Roshaunda Cade, Webster University

"Enriching Graduate Success through Online Writing Courses"

Cynthia Cochran, Illinois College

"Researching Changing Tides in a New WAC Curriculum"

**Table 14: Understanding the Three R's: Resistance, Rhetoric, and Real-World Identities in the Classroom**

Discussion Leaders: Allison Brimmer, Nova Southeastern University; Scott Gage, Colorado State University—Pueblo; Heather Urbanski, Central Connecticut State University

Allison Brimmer, Nova Southeastern University

"For Colored Girls' Just Isn't for Me"

Nicole Green, University of Nebraska—Lincoln

"Language, Symbol, and Thought: Expanding Burke, Langer, and the Discursive Triangle Through Disability Studies"

Hannah Rule, University of Cincinnati

"Full-Bodied Writing: Towards the Materiality of Writing Processes"

Heather Urbanski, Central Connecticut State University

"Resistant Student Writers and College Composition"

Christopher Vian, University of Central Oklahoma

"Coming Out: Rhetorical Strategies and Perceived Audience Reaction"

Erich Werner, University of North Carolina—Chapel Hill

"Are YOU Sustainable?": Climate Change and the Rhetoric of Individual Responsibility"



**Table 15: Making Informed Changes: Assessing/Reconfiguring First-Year Composition**

Discussion Leaders: Elizabeth G. Allan, Oakland University; Cheryl Brown, Towson University; Dianna Winslow, Rochester Institute of Technology

Elizabeth G. Allan, Oakland University

“Synthesizing Research, Teaching, and Service: A Case Study of Course Assessment, Curriculum Development, and Mentorship in an Undergraduate Writing and Rhetoric Program”

Joy Barber, Montana State University—Billings College of Technology

“Reflecting on Peer Response: Assessing the Transfer of Students’ Draft-Reading Skills”

Cheryl Brown, Towson University

“Being a WPA: Life in the Pothole Lane”

Mtizi Jones, University of Arkansas

“Working Out the Kinks: Steps to Making FYC Assessment Work in a Local Context”

**Table 16: Changing Pedagogical Practices: Writing Centers Have Identities, Too**

Discussion Leaders: Kim Ballard, Western Michigan University; Matthew Levy, Pacific Lutheran University; Marjorie Stewart, Art Institute of Pittsburgh

Meghan Dykema, Keiser University—Daytona Beach

“Purpose, Practice, and Place: The Evolving Influence of the Writing Center in a Career College”

Anne Ernest, Washington State University

“Paper and Paper Clips to Keyboards and Discussion Boards: How One WPA Moved Online”

Robin Gallaher, Northwest Missouri State University

“Small School Writing Program Administrators: A Qualitative Study”

Daniel Kenzie, Purdue University

“Transfer and the Writing Center”



**Table 17: Online Personae: Ethos, Identity, and Participation**

Discussion Leaders: Michael Pemberton, Georgia Southern University; Rebecca Rickly, Texas Tech University

Jason Custer, Florida State University

“Remember, Remember the Eight of December: Constructing Identity in Anonymous Discourse Communities”

Amanda Deschamps, Oakland University

“The Rhetoric of Cyberfeminism and the Contradiction of Progress: An Examination of the Decline of Rhetorical Strategy from First and Second Wave Feminism to Cyberfeminism in the Third Wave”

Macey Freudensprung, University of Texas—San Antonio

“Exploring the Phenomenon of Self-Representation and Identity Performance in Social Networking Sites: A Typology of Facebook Profile Pictures”

Alex Layne, Purdue University

“Gender Issues in the Gaming Industry: Institutional Policy and Discourse”

Lilian Mina, Indiana University of Pennsylvania

“Writing Teachers’ Perceptions of the Use of Web 2.0 Technologies in the Composition Class”

**Table 18: Pedagogical Strategies for First-Year Composition: Collaboration, Storytelling, and Embodied Selves**

Discussion Leaders: Melanie Burdick, Washburn University

Melanie Burdick, Washburn University

“Preparing Urban Students for College-level Writing: A Narrative Inquiry and Spatial Analysis of Two High School English Teachers’ Professional Knowledge”

Rachel Donelson, University of Colorado—Colorado Springs

“The Effects of Low-Stakes Collaborative Writing on Individual Writing Skills and Content Knowledge”

Jennifer Hewardine, Southern Illinois University—Carbondale,

“Repositioning the Instructor within the Classroom Community”

Mindee Lieske, Indiana University of Pennsylvania

“Writing to Print: The Intersections of Meaning in Student Publications”

Mary McCall, Purdue University

“Language as an Accessory to Style: Surveying the Body in the Composition Classroom”

**Table 19: Creative (Re)Conceptualizations of Composition Pedagogies**

Discussion Leaders: Laurie Britt-Smith, University of Detroit—Mercy; Lauren Rosenberg, Eastern Connecticut University

Sean Barnette, Lander University

“Cultivating an Attitude of Generosity in FYC Writing workshops”

Laura J. Davies, Le Moyne College

“Ignatian Teaching: Revising First-Year Writing to Fit a New Core Curriculum”

Erica Fischer, University of South Carolina

“Conceptual Rhetorics: Uncreative Writing in the Rhetoric and Composition Classroom”

Kristin Mock, University of Arizona

“Concealed Figures: Rhetorical Parallels in the Creative Writing Craft Class”

Michal Reznizki, University of California—Davis

“Practical Perspectives of Writing about Writing”

**Table 20: Project Design and Method: Pedagogical and Multimedia Concerns**

Discussion Leaders: Melody Pickle, Kaplan University; Eunjyu Yu, State University of New York—Canton

Christopher Dickman, Saint Louis University

“Cognition, Instruction, and Writing: Creating Instructional Multimedia for FYC”

Jerrica Jordan, Southern Illinois University

“A Defense of Literature-Based Composition”

Kristopher Miller, Missouri Western State University

“Deconstructing WebCT”

Melody Pickle, Kaplan University

“Screencasting Feedback in the Online Writing Center: Using Visual and Audio Technologies as a Gateway to Writing Improvement”

Rachael Shapiro, Syracuse University

“Writing Programs, Writing Subjects: Teaching Digital Literacies in the Global Era”

Eunjyu Yu, State University of New York—Canton

“Perceptions of Digital Immigrants and Digital Natives for Multimodal Writing”

**Table 21: Embodied Selves: Identity Performance in the Writing Center and the Classroom**

Discussion Leaders: Kurt Bouman, Madison Area Technical College; Ellen Schendel, Grand Valley State University

Lesley Bartlett, University of Nebraska—Lincoln

“Pedagogy-in-Action: Teacher Identity as Rhetorical Performance”

Anthony Edgington, University of Toledo

“Beyond Class: Social Influences on Working Class Student Retention”

Patricia Greenman, Western Michigan University

“Empowering Writing Center Consultants: The Counseling Psychology of Client Self Disclosure and Boundary Establishment”

Dennis McGlothin, University of Tennessee

“Instructional Markers: How Teachers Write Themselves into Course Syllabi”

Rachel Strickland, Appalachian State University

“Punk Ethos in the Writing Center”

Allison Wright, University of Houston

“Publics in the First-Year Writing Classroom”

**Table 22: Stereotypes and Literate Practice: Identities in Composing**

Discussion Leaders: Hannah Furrow, University of Michigan—Flint; Holly Middleton, High Point University

Megan Adams, Bowling Green State University

“Uncovering the Literacy Practices of Appalachian Women: Understanding Voice through Digital Narratives”

Generva Canino, University of Houston

“Mad, Merry Rhetors: Disabling Writing and Enabling Writers”

Hannah Furrow, University of Michigan—Flint

“LGBT Students in the Composition Classroom: A Follow-Up Study”

Jennifer Johnson, University of California—Santa Barbara

“FYC T.A.s from Composition and Literature: The Role of Disciplinarity in Developing a Teaching Identity”

Holly Middleton, High Point University

“The Advocate: A Subject Role for Hispanic Students”

**Table 23: Rhetorical Analysis of Public Documents: Murals, Museums, Music, and Mayhem**  
Discussion Leaders: Ollie Oviedo, Eastern New Mexico University; Victor Vitanza, Clemson University

Ryan Blank, Oakland University

“Media Coverage of Natural Disasters: A Cross-Cultural Rhetorical Analysis”

Joshua Burnett, Kean University

“Social Media and the News: How is a Changing Internet Landscape Affecting Traditional Mainstream Journalism?”

Aaron Phillips, University of Utah

“(Dis)embodying Nature: The New Utah Museum of Natural History”

Charlie Potter, Washington State University

“What Johnny Writes: An Exploration of Literacy through Personal Disaster Narratives”

Michael Utey, Clemson University

“Hardcore Rhetoric: The Counterculture of 1980s Hardcore Punk Rock and The Rhetorical Strategies It Employed to Create and Maintain Its Identity in Contrast to Mainstream Culture”

**Table 24: Re-Reading the Record: Organizational Analysis through Archival Research**

Discussion Leaders: Jennifer Consilio, Lewis University; Mark Sutton, Kean University

Jennifer Consilio, Lewis University

“Go Big—Stay Home! Piloting a Virtual CCCC”

Claire Lutkewitte, Nova Southeastern University

“Looking Ahead: How Will Emerging Technological Trends Shape the Composition Classroom?”

Mark Sutton, Kean University

“The Research Network Forum’s Influence on Composition/Rhetoric Scholarship”

**Table 25: First-Year Composition Pedagogies: Gaps and Resolutions**

Discussion Leaders: Gail Corso, Neumann University; Ann Dean, University of Southern Maine

Estee Beck, Bowling Green State University

“Functional Technology Use in a FYC Program in Appalachia and its Digital Divide”

Nancy Benson, University of Rhode Island and University of Massachusetts—Dartmouth

“Critical Reading: Helping College Students Manage the Demands of College-Level Reading”

Ann Dean, University of Southern Maine

“Writing Support Project, USM”

Ashley Ludewig, Southern Illinois University—Carbondale

“Exploring Group Conferencing in the First-Year Composition Classroom”

Christine Maddox, Florida State University

“Academic and Cultural Commonplaces”

**Table 26: Pedagogies of Silence: Listening and Reflection as Part of Literate Practice**

Discussion Leaders: Dirk Remley, Kent State University; Maggy Smith, University of Texas—El Paso

Lisa Bailey, University of South Carolina

“Possibilities for Invention through a Pedagogy of Silence”

Stephanie Eve Boone, University of South Carolina

“When AAVE Meets FYE: Attitudes, Awareness, and Acknowledgment of Linguistic Diversity in the Composition Classroom”

Melissa Helquist, Texas Tech and Salt Lake Community College

“Listening as Literate Practice: A Collective Case Study of Blind Adults”

Susan Ryan, Carnegie Mellon University

“Beyond Understanding: Listening’s Negotiation of Intellectual Relationships”

Philip Sloan, Kent State University

“Writer’s Block: An Existential Dilemma?”

**Table 27: Pedagogies of Mindfulness: Social Justice, Metaphoric Selection, and Reflective Evaluation**

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

Jacob Babb, University of North Carolina—Greensboro

“Disciplining Metaphors: Mapping Spatial Metaphors in Rhetoric and Composition”

Catherine Kenna Barrett, University of Rhode Island

“Hospitality Zone or Contact Zone? Where Professional Writing Meets Social Change”

James McNierney, Southern Illinois University—Carbondale

“Deathly Detachment”

Donald Pardlow, Claflin University

“Preparing New Leaders for the Multicultural, Technological, and Global Era of the ‘Digital Platform’”

Marlena Stanford, University of Colorado—Colorado Springs

“Curriculum Design as Social Action in a Writing Course about Language Difference”

Justine Wells, University of South Carolina

“Beyond Liberation: Pursuing Aesthetic Responsiveness”

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**Table 28: Raising the Stakes: Strategies to Increase Achievement in First-Year**

**Composition** Discussion Leaders: Rebecca Babcock, University of Texas—Permian Basin; Kim Davis, Georgia Gwinnett College

Angela Bush, Missouri Western State University

“Students with a Specific Learning Disability in Written Expression Can Succeed in Collegiate Composition Courses”

Kim Davis, Georgia Gwinnett College

“Jumping into the Fray: Reconfiguring Basic Writing through Accelerated Concurrent Instruction”

Jan Roser, Boise State University

“Re-Envisioning Flower and Hayes Rhetorical Problem for Context”

Richard Stapel, Southern Illinois University—Carbondale

“A Case Study: Can a Writing Studies Program Increase the Passing Rate in English Composition I by Encouraging Students Retaking the Course to Revise and Resubmit Previously Attempted Coursework?”

Katrina Weber, Southern Illinois University

“Teaching the Transition—Secondary Strategies in a Post-Secondary Classroom”

**Table 29: Multilingual Learners: World Englishes, Discourse Communities, and Learning at the Local Level**

Discussion Leaders: Kevin DePew, Old Dominion University; Susan Meyers, Oregon State University

Gabrielle Helo, Florida Atlantic University

“The Future of Writing Centers at Universities and Colleges: The Role of Second Language Students”

Jerry Lee, The University of Arizona

“Resisting Linguistic Imperialism: Plurilithic Englishes and Translingual Writing”

Susan Meyers, Oregon State University

“‘So You Can Buy a Taco over the Internet’: New Literacies in the Transnational U.S.-Mexico Context”

Mary Ellen Pastor, Washington State University

“The Impact of Daily, Customized Paraphrasing Exercises in Improving Synthesis and Summary Writing Skills of ESL and Basic Writers”

Jessica Tess, Oakland University

“Attitudes on Writing in a Native Language: An Examination of Japanese College Students”



**Table 30: New Media and Distributed Learning**

Discussion Leaders: Karen Lunsford, University of California—Santa Barbara; Janice Walker, Georgia Southern University

Derek Boczkowski, The Ohio State University—Newark

“Language, Literacy, and Power in Peer-Facilitated and Professional-Facilitated Writing Center Consultations”

Joni Boone, Kaplan University

“Screencasting Writing Center Feedback”

Laura Bowles, Old Dominion University

“Sewing Online: How User-Created Instructions Have Transformed Sewing”

Jackie Hoermann, Iowa State University

“The New LMS: Facebook as a Thirdspace for Technological Trouble-Shooting, Collaboration, and Community Building”

Joshua Mehler, Florida State University

“More Than Information: Re-Thinking Networked Writing in a Digital Writing Classroom”

**Table 31: What We Assume Is What We Get: Mission Statements, Curriculum Design, and Programmatic Outcomes**

Discussion Leaders: Tara Hembrough, Southern Illinois University; Diane Kelly-Riley, Washington State University

Khem Aryal, University of Missouri

“Terms of Reference: Highlighting the Line between Composition and Creative Writing”

Zachary Beare, University of Washington—Tacoma

“‘So THAT’S What We’re Doing?!’: Examining Pedagogical and Epistemological Dissonance in Writing Center Mission Statements”

Anicca R. Cox, University of Massachusetts—Dartmouth

“Aligning Outcomes for Developmental Writing in a FYE Program”

Tara Hembrough, Southern Illinois University

“A Case Study: Can a Writing Studies Program Increase the Passing Rate in English Composition I by Encouraging Students Retaking the Course to Revise and Resubmit Previously Attempted Coursework?”

**Table 32: Composition and Rhetoric: Archival and Historical Studies**

Discussion Leaders: Tara Pauliny, John Jay College-CUNY ; Pavel Zemliansky, University of Central Florida

Courtney Adams Wooten, University of North Carolina—Greensboro

“Extension Programs as Historical Extra-Institutional Educational Sites for Composition Instruction”

Elaine Hays, College of the Holy Cross

“Activist Ethos of Student Journalism: The ‘Colored Normal School’ and State Teachers Colleges of North Carolina, 1927-1965”

Tara Pauliny, John Jay College—CUNY

“Rescuing Normalcy: The Bureau of Social Hygiene’s Response to Katherine Bement Davis’ ‘Factors in the Sex Life of 2200 Women’”

Rebecca Skinner, Florida State University

“Normalizing the New Woman: Fin de Siècle Women Journalists in America”

**Table 33: FY Computing: Technology in the College Composition Classroom**

Discussion Leaders: Anthony Atkins, University of North Carolina—Wilmington; Mary Lourdes Silva, Ithaca College

Erica Baumle, Texas A&M University—Corpus Christi

“Digital Literacy In the First Year Writing Program: A Study of Technology Use”

Kurtis Clements, Kaplan University

“Screencasting Feedback in the Online Writing Center: Using Visual and Audio Technologies as a Gateway to Writing Improvement”

Amanda Felice, Missouri Western State University

“Technology and a Shift in Language Usage”

Jonathan Patterson, Southern Illinois University—Carbondale

“‘Zone of Proximal Development’: Using Vygotsky to Bridge the Gap between Instructor and Student in a Technology Based Classroom”

Mary Lourdes Silva, Ithaca College

“Camtasia in the Classroom: A Comparative Study of Students Providing Audio/Video Feedback via Camtasia and Written Feedback via Google Docs”

**Table 34: Gendered Rhetoric, Argumentation, and Community**

Discussion Leaders: Justin Hodgson, University of Texas—Austin; Lydia McDermott, Ohio University

Chris Blankenship, Northern Illinois University

“Argumentative Slippage: Disconnects Between Theory and Pedagogical Practice”

Lauren Campbell, University of Pittsburgh

“‘Links in the Chain’: Recovering Bakhtin’s Primary and Secondary Speech Genres in Composition Theory and Pedagogy”

Patricia Fancher, Clemson University

“Putting Bodies in Context: A Study of the Development of Theories of Embodiment”

Kerri Hauman, Bowling Green State University

“Rhetorical Practices of Cyberfeminist Community Building”

Lydia McDermott, Ohio University

“Sonogram: A Rhetoric of Echo-Location”

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## Editors Roundtable

### Journals and Editor Participants

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

Michael Pemberton

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

Pamela Childers

***College Composition & Communication***

Kathleen Blake Yancey

***College Composition & Communication Online***

Bump Halbritter

***College English***

Kelly Ritter, Jacob Babb, & Zach Laminack

***Composition Forum: A Journal of Pedagogical Theory in Rhetoric and Composition***

Michelle Ballif

***Enculturation: A Journal of Rhetoric, Writing, & Culture***

Byron Hawk

***First-Year Honors Composition***

C. McKenzie

***The Hampton Press Research & Teaching in Rhetoric & Composition Series***

Nicholas Mauriello & Lauren DiPaula

***Harlot: A Revealing Look at the Arts of Persuasion***

Paul Muhlhauser

***Journal of Basic Writing***

Cheryl Smith

***Journal of College Literacy & Learning***

Amy Wan

***Journal of the Assembly for Expanded Perspectives on Learning***

Brad Peters & Joonna Trapp

***Journal of Writing Assessment***

Diane Kelly-Riley

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

Justin Hodgson

***KB Journal***

Nathaniel Rivers

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

Cheryl E. Ball

***Kairos CCCC Review***

Christopher Dean

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

Bill Thelin

***Parlor Press***

Marguerite Helmers

***Pre/Text***

Victor Vitanza

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

Allen Brizee

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

Ollie Oviedo

***Reflections: A Journal of Writing, Service-Learning, and Community Literacy***

Paula Mathieu

***Research Exchange (REx): An Index of Contemporary Writing Research***

Jenn Fishman & Joan Mullin

***Rhetoric & Composition Journal Editors***

Janice Walker

***Writing on the Edge***

Brenda Rinard

***WPA: Writing Program Administration***

Alice Horning

***Xchanges***

Kathryn Northcut & Sarah Perrault



## Afternoon Tables

### **Table 1: Ethos, Interfaces, and Emerging Technologies: Representing the Self**

Discussion Leaders: Anthony Atkins, University of North Carolina—Wilmington; Scott Gage, University of Colorado—Pueblo

Jason Custer, Florida State University

“Remember, Remember the Eighth of December: Constructing Identity in Anonymous Discourse Communities”

Bobby Kuechenmeister, University of Toledo

“Answering the Call of Duty: Gaming as Rhetoric, Composition, and Pedagogy”

Janine Morris, University of Cincinnati

“Where I Write Me: Assessing the Potentials of Blogging and Voice”

Sigrid Streit, Stanford University

“Touch Me Softly: The Use of Gestures in Touchscreen Technology”

### **Table 2: Crossing Boundaries: Building Theory from (Con)Text**

Discussion Leaders: William Macauley, University of Nevada-Reno; Star Medzerian, Nova Southeastern University

Courtney Adams Wooten, University of North Carolina—Greensboro

“Extension Programs as Historical Extra-Institutional Educational Sites for Composition Instruction”

Lesley Bartlett, University of Nebraska—Lincoln

“Pedagogy-in-Action: Teacher Identity as Rhetorical Performance”

Daniel Kenzie, Purdue University

“Transfer and the Writing Center”

Deepak Pant, Indiana University of Pennsylvania

“Using Creative Non-Fiction for Doctoral Dissertations: Process, Authenticity, Reliability, and Practice”

Bradley Smith, Columbia College Chicago

“Communication in the First-Year Writing Classroom: A Rhetorical and Cognitive Linguistic Study”

**Table 3: Textual Analyses, Reading Across Rhetorics**

Discussion Leaders: Sarah Perrault, University of California—Davis; Janice Walker, Georgia Southern University

Ryan Blank, Oakland University

“Media Coverage of Natural Disasters: A Cross-Cultural Rhetorical Analysis”

Cristine Busser, Nova Southeastern University

“Eliminating the Limitations of Language: A Love Story”

Allison Carr, University of Cincinnati

“Toward Failure, Toward Wonder”

Aaron Phillips, University of Utah

“(Dis)embodying Nature: The New Utah Museum of Natural History”

**Table 4: Reading Together: Collaboration, Peer Coaching, and Group Conferencing**

Discussion Leaders: Laura Micciche, University of Cincinnati; William Thelin, University of Akron

Joy Barber, Montana State University—Billings College of Technology

“Reflecting on Peer Response: Assessing the Transfer of Students’ Draft-Reading Skills”

Sean Barnette, Lander University

“Cultivating an Attitude of Generosity in FYC Writing Workshops”

Ashley Ludewig, Southern Illinois University—Carbondale

“Exploring Group Conferencing in the First-Year Composition Classroom”

Susan Ryan, Carnegie Mellon University

“Beyond Understanding: Listening’s Negotiation of Intellectual Relationships”

Allison Wright, University of Houston

“Publics in the First Year Writing Classroom”

**Table 5: Rhetorical Theory (Body) Building**

Discussion Leaders: Byron Hawk, University of South Carolina; Lisa McClure, Southern Illinois University

Cynthia Bateman, Southern Illinois University—Edwardsville  
"Into the Pens: Placing the Nonhuman in Rhetorical Studies"

Patricia Fancher, Clemson University  
"Putting Bodies in Context: A Study of the Development of Theories of Embodiment"

Dennis McGlothlin, University of Tennessee  
"Interactional Markers: How Teachers Write Themselves into Course Syllabi"

Meghan Roe, Texas Christian University  
"Language, Symbol, and Thought: Expanding Burke, Langer, and the Discursive Triangle through Disability Studies"

Kristen Seas, University of Wisconsin—Waukesha  
"Re/Framing Identification as Susceptibility in Social Networks"

**Table 6: Entering the Academy: The Transition to College Writing**

Discussion Leaders: Gail Corso, Neumann University; Lauren DiPaula, Georgia Southwestern State University

Chris Blankenship, Northern Illinois University  
"Argumentative Slippage: Disconnects between Theory and Pedagogical Practice"

Wendy Grosskopf, University of Rhode Island  
"Y-Realm Heuristics and the Teaching of Argumentation in the Undergraduate Writing Classroom"

Monika Shehi, University of South Carolina—Upstate  
"How Do You Want Me to Write this Paper?": Examining How First-Year Student Negotiate Their Entry into Academia"



**Table 7: What I Write is Who I Am: Negotiating Identity through Writing**

Discussion Leaders: Cheryl Brown, Towson University; Victor Vitanza, Clemson University

Cheryl Brown, Towson University

"Being a WPA: Life in the Pothole Lane"

Erin Cartaya, Independent Scholar

"The (Theo)Logical Formation of Hope, or, The Linguistic Structure of Doubt"

Geoffrey Clegg, Texas A&M University—Commerce

"In (Lip) Service to Diversity: Preparing Graduate Students for the Community College Classroom"

Kristin Mock, University of Arizona

"Concealed Figures: Rhetorical Parallels in the Creative Writing Craft Class"

Mitch Nakaue, The University of Iowa

"Becoming Priests, Becoming Writers: Dialogism, Identity Formation, and Anglican Homiletical Education in America and Ireland"

**Table 8: Totally Transition: Classroom Practices to Support College Writing**

Discussion Leaders: Cheryl Smith, Baruch College CUNY; Heather Urbanski, Central Connecticut State University

Melanie Burdick, Washburn University

"Preparing Urban Students for College-level Writing: A Narrative Inquiry and Spatial Analysis of Two High School English Teachers' Professional Knowledge"

Carol Mikoda, Binghamton University

"A Writer's Transition from High School to College"

Richard Stapel, Southern Illinois University—Carbondale

"A Case Study: Can a Writing Studies Program Increase the Passing Rate in English Composition I by Encouraging Students Re-taking the Course to Revise and Re-submit Previously Attempted Coursework?"

Heather Urbanski, Central Connecticut State University

"Resistant Student Writers and College Composition"

Katrina Weber, Southern Illinois University

"Teaching the Transition: Secondary Strategies in a Post-Secondary Classroom"

**Table 9: Hexing the Pentad: Beyond Burke**

Discussion Leaders: Dawn Formo, California State University—San Marcos; Kathryn Northcut, Missouri S&T

José Cortez, University of Arizona

“Reframing the Civic Potentials of Literacy (English) Studies: Burke, Dewey, and Progressive Rhetoric”

Nicole Green, University of Nebraska—Lincoln

“Language, Symbol, and Thought: Expanding Burke, Langer, and the Discursive Triangle through Disability Studies”

Steve Holmes, Clemson University

“Pierced by New Media: Kairos, Materiality, and Composition”

Lorin Milotta, Virginia Tech

“Minding Metabiology: Kenneth Burke as a Personal Trainer”

**Table 10: Starting, Restarting, or Transforming a Research Project**

Discussion Leaders: Hannah Furrow, University of Michigan—Flint; Diane Gavin, University of Phoenix

Janah Adams, Gardner-Webb University

“The Rhetoric of Multiculturalism and Immigration in London”

Joni Boone, Kaplan University

“Screencasting Feedback in the Online Writing Center: Using Visual and Audio Technologies as a Gateway to Writing Improvement”

Hannah Furrow, University of Michigan—Flint

“LGBT Students in the Composition Classroom: A Follow-Up Study”

Tara Pauliny, John Jay College—CUNY

“Rescuing Normalcy: The Bureau of Social Hygiene’s Response to Katherine Bement Davis’ ‘Factors in the Sex Life of 2200 Women’”

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**Table 11: Checking in with Stakeholders: WPA Research and Program Design**

Discussion Leaders: William Carney, Cameron University; Ann Dean, University of Southern Maine

Matthew Bridgewater, Bowling Green State University

“Public Policy, Digital Writing Spaces, and Writing Program Administration”

William Carney, Cameron University

“‘They Don’t Pay Me Enough to Attend Your Meetings’: Transmitting Institutional Knowledge to Adjunct Faculty”

Ann Dean, University of Southern Maine

“Writing Support Project, USM”

Robin Gallaher, Northwest Missouri State University

“Small School Writing Program Administrators: A Qualitative Study”

Michal Reznizki, University of California—Davis

“Practical Perspectives of Writing about Writing”

**Table 12: The Idea of a Writing Center: Approaches to Writing Center Research**

Discussion Leaders: Kim Ballard, Western Michigan University; Deborah Bertsch, Columbus State Community College; Collie Fullford, North Carolina Central University

Zachary Beare, University of Washington—Tacoma

“So THAT’S What We’re Doing?!: Examining Pedagogical and Epistemological Dissonance in Writing Center Mission Statements”

Deborah Bertsch, Columbus State Community College

“Language, Literacy, and Power in Peer-Facilitated and Professional-Facilitated Writing Center Consultations”

Kurtis Clements, Kaplan University

“Screencasting Feedback in the Online Writing Center: Using Visual and Audio Technologies as a Gateway to Writing Improvement”

Patricia Greenman, Western Michigan University

“Empowering Writing Center Consultants: The Counseling Psychology of Client Self Disclosure and Boundary Establishment”

Jeff Kirchoff, Bowling Green State University

“The Representation of Multiliteracy Centers”

Rachel Strickland, Appalachian State University

“Punk Ethos in the Writing Center”

**Table 13: Rhetorical Communities: We Are the Words We Write**

Discussion Leaders: Denise Landrum-Geyer, Southwestern Oklahoma State University; Donald Pardlow, Claflin University

Jared Colton, Clemson University

“Toward a Biorhetoric: Writing Community in a Paradigm of Immunization”

Elizabeth Kuechenmeister, Bowling Green State University

“From Our Best Cooks’: ‘Community’ Rhetoric in Community Cookbooks

Glen Southergill, Clemson University

“Reformation(s) in Memoria: Towards a Rhetorics of New Media Curatorship”

Donald Pardlow, Claflin University

“Preparing New Leaders for the Multicultural, Technological, and Global Era of the ‘Digital Platform’”

Kate Zabrowski, Saint Louis University

“Technology and the Table It Sets for Us: Gustatory Engagement in an Ecology of Ingestion”

**Table 14: New Media in the Writing Center**

Discussion Leaders: Marjorie Stewart, Art Institute of Pittsburgh; Melody Pickle, Kaplan University

Derek Boczkowski, The Ohio State University—Newark

“Language, Literacy, and Power in Peer-Facilitated and Professional-Facilitated Writing Center Consultations”

Meghan Dykema, Keiser University—Daytona Beach

“Purpose, Practice, and Place: The Evolving Influence of the Writing Center in a Career College”

Gabrielle Helo, Florida Atlantic University

“The Future of Writing Centers at Universities and Colleges: The Role of Second Language Students”

Patrick Love, Daytona State College

“How Hard Can This Be?: Exploration of Writing Center Digital Handouts”

Melody Pickle, Kaplan University

“Screencasting Feedback in the Online Writing Center: Using Visual and Audio Technologies as a Gateway to Writing Improvement”

J. Michael Rifenburg, University of Oklahoma

“Wresting with Gorgias: Transporting the Sophists to Student-Athlete Writing Tutoring”

**Table 15: Digging In and Dusting Off: Archival and Historical Research**

Discussion Leaders: Kelly Ritter, University of North Carolina—Greensboro; Mark Sutton, Kean University

Jacob Babb, University of North Carolina—Greensboro

“Disciplining Metaphors: Mapping Spatial Metaphors in Rhetoric and Composition”

Elaine Hays, College of the Holy Cross

“Activist Ethos of Student Journalism: The ‘Colored Normal School’ and State Teachers Colleges of North Carolina, 1927-1965.”

Juli Parrish, University of Denver

“Reading the Back Smoker Diaries”

Mark Sutton, Kean University

“The Research Network Forum’s Influence on Composition/Rhetoric Scholarship”

**Table 16: Speech and Writing: Dialogic Approaches to First-Year Composition**

Discussion Leaders: Allen Brizee, Loyola University Maryland; Dawn Fels, George Mason University

Khem Aryal, University of Missouri

“Terms of Reference: Highlighting the Line between Composition and Creative Writing”

Lisa Bailey, University of South Carolina

“Possibilities for Invention through a Pedagogy of Silence”

Lauren Campbell, University of Pittsburgh

“‘Links in the Chain’: Recovering Bakhtin’s Primary and Secondary Speech Genres in Composition Theory and Pedagogy”

Jan Roser, Boise State University

“Re-Envisioning Flower and Hayes Rhetorical Problem for Context”

Jessica Tess, Oakland University

“Attitudes on Writing in a Native Language: An Examination of Japanese College Students”

**Table 17: Discourse, Ethics, and Textual Analysis**

Discussion Leaders: Tabettha Adkins, Texas A&M University—Commerce; Allison Brimmer, Nova Southeastern University

Tabetha Adkins, Texas A&M University—Commerce

“Legislating Literacy: Federal Legal Debates and Language Surrounding Literacy Tests in the United States”

Allison Brimmer, Nova Southeastern University

“*For Colored Girls* Just Isn’t for Me”

Micah Gamino, Oklahoma State University

“Ethical Frameworks in Professional Writing”

Jerry Lee, The University of Arizona

“Resisting Linguistic Imperialism: Plurilithic Englishes and Translingual Writing”

Mindee Lieske, Indiana University of Pennsylvania

“Writing to Print: The Intersections of Meaning in Student Publications”

Christine Maddox, Florida State University

“Academic and Cultural Commonplaces”

**Table 18: Performance of Identity: Self-Representation in Qualitative Research**

Discussion Leaders: Kurt Bouman, Madison Area Technical College; Rebecca Rickly, Texas Tech University

Geneva Canino, University of Houston

“Mad, Merry Rhetors: Disabling Writing and Enabling Writers”

Marcy Freudensprung, University of Texas—San Antonio

“Exploring the Phenomenon of Self-Representation and Identity Performance in Social Networking Sites: A Typology of Facebook Profile Pictures”

Amber Luce, Syracuse University

“‘We Beg To Differ!’: LGBT Rhetoric and Queer Social Movements”

Christopher Vian, University of Central Oklahoma

“Coming Out: Rhetorical Strategies and Perceived Audience Reaction”

**Table 19: Composing a Self: Identity Stories and Writing Theory**

Discussion Leaders: Charlie Lowe, Grand Valley State University; Holly Middleton, High Point University

Eric Cortes, Kean University

“Survive, Resist, Create: Progressive Identity Rhetorics of the Puerto Rican Diaspora”

Stacy Kastner, Bowling Green State University

“Identity Chats: The Roles of Experience, Context, and Writing in the Composition of the Self”

Brian Larson, University of Minnesota

“Gender/Genre: Gender Differences in Law Student Writing”

Holly Middleton, High Point University

“The Advocate: A Subject Role for Hispanic Students”

Phillip Sloan, Kent State University

“Writer’s Block: An Existential Dilemma”

**Table 20: Identities and Rights: The Rhetorics of Differences**

Discussion Leaders: Bradley Peters, Northern Illinois University; Jamie White-Farnham, University of Wisconsin—Superior

Deanna Mascle, Morehead State University

“A Rhetorical Analysis of Community Development”

Ana Milena Ribero, University of Arizona

“The Discourse of Mestizaje and the Afro-Cuban Struggle for Equality”

Danielle Smorol, Oklahoma State University

“The Reviewing Practices of a United States Air Force Executive Officer: Navigating the Rhetorical Context of the Air Force”

Michael Utley, Clemson University

“Hardcore Rhetoric: The Counterculture of 1980s Hardcore Punk Rock and the Rhetorical Strategies It Employed to Create and Maintain Its Identity in Contrast to Mainstream Culture”

Jamie White-Farnham, University of Wisconsin—Superior

“Red Hat Rhetoric: Material Rhetoric in Women’s Lives”

**Table 21: Bodies and Feelings: the Writing Connection**

Discussion Leaders: Matthew Levy, Pacific Lutheran University; Lauren Rosenberg, Eastern Connecticut University

Mary McCall, Purdue University

“Language as an Accessory to Style: Surveying the Body in the Composition”

Jonathan Patterson, Southern Illinois University—Carbondale

“‘Zone of Proximal Development’: Using Vygotsky to Bridge the Gap between Instructor and Student in a Technology-Based Classroom”

Hannah Rule, University of Cincinnati

“Full-Bodied Writing: Towards the Materiality of Writing Process”

**Table 22: Teaching by Design: Activist Curriculum and Ethical Assessment**

Discussion Leaders: Amy Wan, Queen’s College—CUNY

Estee Beck, Bowling Green State University

“Functional Technology Use in a FYC Program in Appalachia and Its Digital Divide”

Marlena Stanford, University of Colorado—Colorado Springs

“Curriculum Design as Social Action in a Writing Course about Language”

Marion Wilson, University of California—San Diego

“Educating San Diego’s Student-Veterans: Can a Public University in a Militarized City Meet the Need?”



**Table 23: Beyond Stereotypes: Exploring Non-Mainstream Identities**



Discussion Leaders: Laurie Britt-Smith, University of Detroit—Mercy; Susan Meyers, Oregon State University

Megan Adams, Bowling Green State University  
 “Uncovering the Literacy Practices of Appalachian Women: Understanding Voice through Digital Narratives”

Nancy Benson, University of Rhode Island and University of Massachusetts—Dartmouth  
 “Critical Reading: Helping College Students Manage the Demands of College-Level Reading”

Tika Lamsal, University of Louisville  
 “Transcultural Rhetorics, Translingual Repertoires: Literacy Practices of an Immigrant Refugee Community”

Susan Meyers, Oregon State University  
 “‘So You Can Buy a Taco over the Internet’: New Literacies in the Transnational U.S.-Mexico Context”

**Table 24: Theoretical Structures that Define Professional Communications (and What Happens When They Go Online)**

Discussion Leaders: Brett Oppegaard, Washington State University—Vancouver; Dirk Remley, Kent State University

Christopher Dickman, Saint Louis University  
 “Cognition, Instruction, and Writing: Creating Instructional Multimedia for FYC”

Stephanie Eve Boone, University of South Carolina  
 “When AAVE Meets FYE: Attitudes, Awareness, and Acknowledgment of Linguistic Diversity in the Composition Classroom”

Laura Bowles, Old Dominion University  
 “Sewing Online: How User-Created Instructions Have Transformed Sewing”

Jeremy Cushman, Purdue University  
 “Designing at the Periphery: Procedures and the ‘Everyday’ of Professional Writing”

Brett Oppegaard, Washington State University—Vancouver  
 “Composing for the Small Screen: Net Locality and Issues of App Design”

Charlene Summers, University of Arkansas  
 “What’s the Conversation?: What Should We Be Talking About?”

**Table 25: If Only Quintilian Were Here. . . : New Approaches to Composition Course Design**

Discussion Leaders: Anthony Edgington, University of Toledo; Maggy Smith, University of Texas—El Paso

Anthony Edgington, University of Toledo

“Beyond Class: Social Influences on Working Class Student Retention”

Jennifer Hewerdine, Southern Illinois University—Carbondale

“Repositioning the Instructor within the Classroom Community”

Gerald Jackson, Southern Illinois University—Edwardsville

“Simulation and Emulation: Cicero, Pedagogy, and Artificial Intelligence”

Ethan Jordan, Bowling Green State University

“A Place for Video Games: A Theoretical and Pedagogical Framework for Multiliteracies Learning in English Studies”

Charlie Potter, Washington State University

“What Johnny Writes: An Exploration of Literacy through Personal Disaster Narratives”

**Table 26: Writing Program Research: Placement, Pedagogy, and Assessment**

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

Dana Driscoll, Oakland University

“Transfer of Learning: The Challenge of Measurement and Assessment”

Anne Ernest, Washington State University

“Paper and Paper Clips to Keyboards and Discussion Boards: How One WPA Moved Online”

Casie Fedukovich, North Carolina State University

“Passion and the Postcritical WPA”

Way Jeng, Washington State University

“Using Multiple Short Writings in Freshman Placement”

Heather Jordan, Bowling Green State University

“Portfolios and Pedagogy: An Examination of Ideology and Use”

Thomas Sura, West Virginia University

“‘I Found It-Now What?’: How Do We Engage with Sources?”

**Table 27: Service Learning and Community Literacies: Learning Across Difference**

Discussion Leaders: Katherine V. Wills, Indiana University—Purdue University; Pavel Zemliansky, University of Central Florida

Catherine Barrett, University of Rhode Island

“Hospitality Zone or Contact Zone? Where Professional Writing Meets Social Change”

Melissa Helquist, Texas Tech and Salt Lake Community College

“Listening as Literate Practice: A Collective Case Study of Blind Adults”

Katherine V. Wills, Indiana University—Purdue University

“What is the Value of Service Learning in Writing?”

**Table 28: WAC Rides Again! New Perspectives on Genre, Style, and Curriculum Across the Disciplines**

Discussion Leaders: Paul Butler, University of Houston; Cynthia Cochran, Illinois College; Yingqin Liu, Cameron University

Cynthia Cochran, Illinois College

“Researching Changing Tides in a New WAC Curriculum”

Bonnie Devet, College of Charleston

“Reconceptualizing WID in Order to Solve Its Recurrent Problems”

Yingqin Liu, Cameron University

“Rhetoric in the Context of Teaching APA Style Writing for MA Students in Social Sciences”

Kate Pantelides, University of South Florida

“The Dissertation as Genre”

Erika Szymanski, Washington State University

“Writing Assessment in the Sciences: Improving the Way Undergraduates Learn to Write in Scientific Genres”

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**Table 29: Representation and Genre: Literary Analysis as a Tool for Writing and Rhetoric**

Discussion Leaders: Jaqueline McLeod Rogers, University of Winnipeg; Jamie Thornton, Kaplan University

Neiha Bhandari, Kean University

“Marxist Approaches and Class Struggle in the South Asian Novel”

Amanda Deschamps, Oakland University

“The Rhetoric of Cyberfeminism and the Contradiction of Progress: An Examination of the Decline of Rhetorical Strategy from First and Second Wave Feminism to Cyberfeminism in the Third Wave”

James McNierney, Southern Illinois University—Carbondale

“Deathly Detachment”

Christine L. Robinson, University of Colorado—Colorado Springs

“The Sociopolitics of Representing Other Animals: Engaging with the Pink Elephant in the Classroom”

**Table 30: Literature in the Composition Classroom: The Reading-Writing Connection**

Discussion Leaders: Joonna Trapp, Waynesburg University

Erica Fischer, University of South Carolina

“Conceptual Rhetorics: Uncreative Writing in the Rhetoric and Composition Classroom”

Jennifer Johnson, University of California—Santa Barbara, IUP

“FYC TAs from Composition and Literature: The Role of Disciplinarity in Developing a Teaching Identity”

Jerrica Jordan, Southern Illinois University

“A Defense of Literature-Based Composition”

Justine Wells, University of South Carolina

“Beyond Liberation; Pursuing Aesthetic Responsiveness”

**Table 31: Designing Basic Writing Courses for Student Success**

Discussion Leaders: Kim Davis, Georgia Gwinnett College; Ellen Schendel, Grand Valley State University

Angela Bush, Missouri Western State University

“Students with a Specific Learning Disability in Written Expression Can Succeed in Collegiate Composition Courses”

Anicca R. Cox, University of Massachusetts—Dartmouth

“Aligning Outcomes for the Developmental Writing in a FYE Program”

Kim Davis, Georgia Gwinnett College

“Jumping into the Fray: Reconfiguring Basic Writing Through Accelerated Concurrent Instruction”

Mary Ellen Pastor, Washington State University

“The Impact of Daily, Customized Paraphrasing Exercises in Improving Synthesis and Summary Writing Skills of ESL and Basic Writers”

**Table 32: Rhetorical History/Feminist Theory: Rethinking Our Past**

Discussion Leaders: Amanda Booher, Texas Tech University; Lydia McDermott, Ohio University

Kerri Hauman, Bowling Green State University

“Rhetorical Practices of Cyberfeminist Community Building”

Lydia McDermott, Ohio University

“Sonogram: A Rhetoric of Echo-location”

Patricia Poblete, Purdue University

“Ways of Knowing in Rhetoric and Writing Program Administration”

Rebecca Skinner, Florida State University

“Normalizing the New Woman: Fin de Siècle Women Journalists in America”

**Table 33: Post-Millennial Pedagogies: Technologies in the Composition Classroom**

Discussion Leaders: Marguerite Helmers, University of Wisconsin—Oshkosh; Claire Lutkewitte, Nova Southeastern University

Erica Baumle, Texas A&M University—Corpus Christi

“Digital Literacy in the First Year Writing Program: A Study of Technology Use”

Maggie Christensen, University of Nebraska—Lincoln

“Mind the Gap’: An Intermodal Strategy for Revising Multimodal Projects”

Claire Lutkewitte, Nova Southeastern University

“Looking Ahead: How Will Emerging Technological Trends Shape the Composition Classroom”

Joshua Mehler, Florida State University

“More than Information: Re-Thinking Networked Writing in a Digital Writing Classroom”

Rachel Shapiro, Syracuse University

“Writing Programs, Writing Subjects: Teaching Digital Literacies in the Global Era”

**Table 34: Multimodal Identities: Changing Practices for Persona(l) Representation**

Discussion Leaders: Susan Delagrang, The Ohio State University; Michael Pemberton, Georgia Southern University

Joshua Burnett, Kean University

“Social Media and the News: How is a Changing Internet Landscape Affecting Traditional Mainstream Journalism?”

Alex Layne, Purdue University

“Gender Issues in the Gaming Industry: Institutional Policy and Discourse”

Alison Witte, Bowling Green State University

“Preaching and Technology: A Study of Attitudes and Practices”

**Table 35: Setting Goals, Measuring Objectives: Assessment in the Writing Classroom**

Discussion Leaders: Elizabeth G. Allan, Oakland University; Tara Hembrough, Southern Illinois University

Elizabeth G. Allen, Oakland University

"Synthesizing Research, Teaching, and Service: A Case Study of Course Assessment, Curriculum Development, and Mentorship in an Undergraduate Writing and Rhetoric Program"

Laura J. Davies, Le Moyne College

"Ignatian Teaching: Revising First-Year Writing to Fit a New Core Curriculum"

Tara Hembrough, Southern Illinois University

"A Case Study: Can a Writing Studies Program Increase the Passing Rate in English Composition I by Encouraging Students Retaking the Course to Revise and Resubmit Previously Attempted Coursework?"

Mitzi Jones, University of Arkansas

"Working out the Kinks: Steps to Making FYC Assessment Work in a Local Context"

**Table 36: Multimodal Rhetorics: Identity and New Literacies**

Discussion Leaders: Ollie Oviedo, Eastern New Mexico State University; Eunjyu Yu, State University of New York—Canton

Marisa Sandoval, University of Arizona

"Negotiating Literacies: Academics, Athletics, and Technologies of Composition"

Anthony Stagliano, University of South Carolina

"Rhetoric, Relationality, and Multimodal Composition in Social Protest"

Erich Werner, University of North Carolina—Chapel Hill

"Are YOU Sustainable? Climate Change and the Rhetoric of Individual Responsibility"

Eunjyu Yu, State University of New York—Canton

"Perceptions of Digital Immigrants and Digital Natives for Multimodal Writing"

**Table 37: The Computer-Mediated Classroom: Course Design, Learning Management Systems, and Web 2.0**

Discussion Leaders: Justin Hodgson, University of Texas—Austin; Mary Lourdes Silva, Ithaca College

Roshaunda Cade, Webster University

“Enriching Graduate Success through Online Writing Courses”

Amanda Felice, Missouri Western State University

“Technology and a Shift in Language Usage”

Jackie Hoermann, Iowa State University

“The New LMS: Facebook as a Thirdspace for Technological Trouble-Shooting, Collaboration, and Community Building”

Kristopher Miller, Missouri Western State University

“Deconstructing WebCT”

Lilian Mina, Indiana University of Pennsylvania

“Writing Teachers’ Perceptions of the Use of Web 2.0 Technologies in the Composition Class”

Mary Lourdes Silva, Ithaca College

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**Thank you to our  
terrific Discussion  
Leaders. We couldn't  
run RNF without you!**

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Ballard, Kim

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Brizee, Allen

Booher, Amanda  
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Brown, Cheryl

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Vitanza, Victor

Walker, Janice  
Wan, Amy

Wenger, Christy  
White-Farnham, Jamie

Williams, Bronwyn  
Wills, Katherine V.

Winslow, Dianna

Yu, Eunju

Zemliansky, Pavel

## Celebrating 25 Years of the Research Network Forum: A Continuing Gateway for Research

**Featured Session: F.35    Friday, March 23, 2012    8:00-9:15 AM**

In answer to the need for research support in the field of composition, Charles Bazerman gathered a group of like-minded scholars in 1986 and established the Research Network Forum. The group met for the first time in 1987. Twenty-five years later, the RNF is a thriving pre-conference forum whose network of mentorship assists scholars at every level of their careers from beginning graduate student to the most established professors and independent scholars in the field.

As Chris Anson points out in his call for proposals to the 2011 CCCC, "The history of composition reflects a spirit of continuous exploration." As an integral supporting structure of that exploration, the Research Network Forum continues to be both a leader and a guide through the gateway of cutting edge research in writing studies.

Research in most fields is a quiet process where the scholar works generally in isolation with his/her materials and perhaps a few mentors and like-minded peers. However, with so few composition/rhetoric graduate programs in the 1980s and early 1990s, many faculty and graduate students were limited in their research communities and longed to share their research with others. The RNF filled that void by having scholars share work-in-progress presentations in thematic roundtables along with a slate of plenary speakers who highlight exciting new research projects.

The RNF over the past 25 years has continued to be a gateway for research as the number of graduate programs in composition/rhetoric has increased. In addition to mentoring graduate students and those who are new to the field, RNF also draws faculty who may be the sole compositionist/rhetorician on their campus to join a community of scholars. What started as a small gathering of scholars who needed a community of researchers for professional growth has turned into a large celebration of scholars—both distinguished and novice—who enter the gateway for research to share their latest projects with others whom they would not have easy access to outside of RNF to complete theses, dissertations, articles, conference papers, and books. The small thematic roundtables allow researchers to collaborate and share projects and, for many, introduce them to the world of resources that CCCC offers in a full day pre-convention forum open to all who register for CCCC.

During this session, panel members, comprised of past and current RNF chairs, will discuss the history of composition research, current trends and issues, and the future of research and research mentorship in the field.

**Charles Bazerman**, University of California,  
Santa Barbara  
**Victor Vitanza**, Clemson University  
**Ollie O. Oviedo**, Eastern New Mexico Univ.

**Cheryl Geisler**, Simon Fraser University  
**Risa P. Gorelick**, College of Saint Elizabeth  
**Gina M. Merys**, Saint Louis University





### CALL FOR PROPOSALS:

“Does What Starts Out as Research Stay as Research?: Turning Scholarship into Practice”

### RESEARCH NETWORK FORUM AT CCCC

26<sup>th</sup> Annual Meeting

March 13<sup>th</sup>, 2013, Las Vegas, Nevada

**Proposal Deadline: Wednesday, October 31st, 2012**



**HOMEPAGE:** <http://rnfonline.com>

**Questions? Email Risa P. Gorelick or Gina M. Merys:** [rnfchairs@gmail.com](mailto:rnfchairs@gmail.com)

CFP: Please join us in Las Vegas to **present a Work-in-Progress presentation** or **serve as a Discussion Leader** (for those who are experienced, established researchers) and/or **Editor** (for those who edit journals/presses).

The Research Network Forum was founded in 1987 as a pre-convention workshop at CCCC. The RNF is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers. The forum is free to CCCC convention participants. You need not be a work-in-progress presenter to attend.

As in past years, the 2013 will feature morning plenary addresses focusing on “The Public Work of Composition,” the 2013 CCCC theme.

At the subsequent roundtable discussions, Work-in-Progress Presenters discuss their current projects (in an eight-minute presentation) and gain the responses of other researchers, including the Discussion Leaders. Work-in-Progress Presenters are grouped by thematic clusters, in which they will discuss their projects with other researchers and a Discussion Leader who is a senior researcher. Participants also include editors of printed and electronic journals of composition/rhetoric who will discuss publishing opportunities of completed works-in-progress.

Work-in-Progress Presenters prepare a handout with their name, contact info (email/phone/snail mail), a brief abstract of their research project, and a list of questions they hope to explore during their roundtable discussion (15 copies for the two sessions will do). We encourage participants to bring a copy of the journals they edit/publish, any other publications, and announcements, which will be displayed at the RNF meeting.

Electronic proposal forms are available at <http://rnfonline.com>, our new Google sites webpage, where you can click on “submit a proposal” for the roles of Work-in-Progress Presenter, Discussion Leader, and/or Editor. **The link becomes live from August 30 – October 31 to accept e-proposals.** You may appear on the RNF Program in addition to having a speaking role at the Conference on College Composition & Communication.

**What Happens at the Las Vegas RNF Won't Stay at the Las Vegas RNF!**

2012 Computers and Writing

# Graduate Research Network

Call for Proposals

Hosted by

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- Get your name in the GRN Program
- Presenters may qualify for our travel grant
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Deadline for Proposals

## April 25, 2012

Submit Online at

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For additional information contact:

Janice R. Walker  
Dept. of Writing and Linguistics  
Georgia Southern University  
P.O. Box 8026  
Statesboro, GA 30460  
[jwalker@georgiasouthern.edu](mailto:jwalker@georgiasouthern.edu)





Honoring the scholarship and mentorship of Cindy Selfe and Gail Hawisher, the goal of this award is to support first-time Computers and Writing attendees, preferably at the undergraduate or early graduate level, who have shown an interest in furthering their studies in a computers and writing related field. In the spirit of the award and the work of Hawisher and Selfe, preference will be given to students whose race, ethnicity, disability, sexual orientation, class, and/or nationality are underrepresented in the computers and writing field.

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