



**Research Network Forum at CCCC
26th Annual Meeting
Program**

**Wednesday, 13 March 2013
Riviera Hotel, Grande Ballroom A**

**Conference on College Composition and Communication
National Council of Teachers of English
64th Annual Convention**

Welcome from the RNF Chairs

On behalf of the Research Network Forum at CCCC Executive Committee, we would like to welcome you to Las Vegas for our twenty-sixth annual meeting. This year, we are excited to welcome 305 participants from 157 universities, nine colleges, and five community colleges. We are happy to be in Las Vegas, and promise that what happens at the RNF in Vegas will *not* stay in Vegas as everyone shares the latest research in our field.

In keeping with the 2013 CCCC theme, the Research Network Forum will respond to Program Chair Howard Tinberg's call asking us to consider "How might our research be put to public use?" (2013 CCCC CFP). Indeed, the Research Network was founded 26 years ago so that a wide range of scholars—from large research universities, liberal arts colleges, community colleges and everything in between—to put our research into public use to better serve the "impressive expansiveness" of our field and beyond (2013 CCCC CFP).

The RNF has served as a mentoring branch of the CCCC community—welcoming both novice, and experienced 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. As Tinberg asks us to consider, historically, "the work of all writers . . . from novice to graduate student, from essayist to creative writer," RNF invites all researchers to "acknowledge the challenges" that will foster "a sense of social justice" in the field (2013 CCCC CFP). Accordingly, each participant leaves the RNF to enter the public 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 work-in-progress 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 public 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 public discourse activities that might be affected by the success or failure of our classroom and institutional efforts. With the national push to "race to the top," researchers ponder the "moral grounds" that ask students to move quickly through the curriculum without absorbing the richness and power of language (2013 CCCC CFP). 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 "in what sense is writing public work" (2013 CCCC CFP). By creating and

monitoring the public work of composition 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. These research topics 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 by both newer researchers and more experienced researchers.

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

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

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

In "Open Textbooks: A More Sustainable Model for Education," **Charles Lowe** explores the increased need for open textbook publishing in the current political and economic climate, and how embracing open textbooks would impact writing studies.

In "Social Reading Networks and Publishing Platforms," **David Blakesley** examines the next wave of social reading networks and the publishing platforms that harness the power of social media to foster collaborative research and inquiry, support and extend open access and open educational resources, and extend the life of scholarly publishing for everyone's benefit.

Thank you to Charles and David 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 the 250 Work-in-Progress Presenters present this year on their research. At some of our home institutions, we find ourselves as the sole composition/rhetoric specialist (or one of a few), making it difficult to share our work with people who can offer assistance with our research projects. **Sally Chandler, Mark Sutton,** and **Carrie Wastal** have done a splendid job of grouping researchers into fascinating roundtables. **Paul Butler** has captured each thematic table with titles that portray the magic of the research in our field.

Anthony Atkins coordinated a talented pool of distinguished scholars to serve as Discussion Leaders. Thank you to all of our 95 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. Additionally, thank you to **Laurie Britt-Smith** who spearheaded the new design of the RNF logo and to Nick Yim, who designed the logo.

Thank you to **William Macauley** for inviting and organizing the 36 publications 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, **Danielle Padula**, 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.

Thank you to **Jay Jordan** who coordinated the printing and transporting of the RNF Program to Las Vegas.

Thanks to our Graduate Research Network [GRN] Liaison **Janice Walker** for continuing to be an advocate for RNF and for encouraging the Computers & Writing crowd to attend RNF. We urge everyone to attend GRN at the 2013 Computers & Writing Conference on June 6, 2013 at Frostburg State University in Maryland. 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.

Thank you to the College of Saint Elizabeth for its administrative support provided for RNF. Thank you to **Angela Tlack**, Office Coordinator, at CSE's Conklin Academic Skills Center, for proofreading the program and designing the index.

Thank you to our Assessment Co-Coordinators, **Carrie Wastal** and **Kim Ballard** who designed the RNF participants' survey so we can receive feedback from participants and make changes to future RNFs. Please

make sure you fill out the form and return it to one of the RNF Executive Committee members before you leave.

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

The spirit of the Annual RNF has been one of dialogue among people who share a common commitment to confronting the difficulties and fulfilling the promise of our profession. We hope our 26th RNF encourages energetic discussions of research as a Pre-Convention Forum of the 2013 Conference on College Composition and Communication, proudly celebrating its 63rd 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-sixth 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

Tweet your RNF experience to #4C13 and #rnfcccc.

2013 Research Network Forum at CCCC Executive Committee

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

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

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

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

Work-in-Progress Co-Coordinator: Carrie Wastal / University of California-San Diego

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

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



Schedule of the Day

8:30-9:00 **Registration**

9:00-9:05 **Welcome from the Co-Chairs:** Risa P. Gorelick

9:05-9:10 **Introductions of the Plenary Speakers:** Kim Brian Lovejoy

9:10-9:40 **Plenary Addresses**

David Blakesley

“Social Reading and Publishing Networks”

Charles Lowe

“Open Educational Resource (OER) Projects as Alternative Publication Sites for Writing Teachers”

9:40-9:55 **Questions/Answers of Plenary Speakers**

9:55-10:05 **Break**

10:05-12:15 **Work-in-Progress Morning Presentations**

12:15-1:15 **Lunch (on your own)**

1:15-2:15 **Editors Roundtable**

2:15-2:25 **Break**

2:25-2:30 **Welcome from the Co-Chairs:** Gina M. Merys

2:30-4:45 **Work-in-Progress Afternoon Presentations**

4:45-5:00 **Conclusion**

Morning Tables

Table 1: Writing Program Issues: History, Learning and Assessment

Discussion Leaders: Tara Hembrough, Southern Illinois University-Carbondale; Carrie Wastal, University of California-San Diego

Jacob Babb, University of North Carolina-Greensboro

"Toward a Comparative Model of Curricular Critique"

Robert Cedillo, University of Nevada-Reno

"(Re) Building a History: Oral History, the Writing Center, and the Professionalization of Graduate Student Tutors"

Tara Hembrough, Southern Illinois University-Carbondale

"An Interdisciplinary Effort to Teach Students the Practices of Critical Thinking, Speaking, Reading, and Writing via the Implementation of a Common Reader and Adoption of the University Theme 'Sustainability'"

Stacy Nall, Purdue University

"The Archival Construction of Writing Program Histories"

Meghan Sweeney, University of Nevada-Reno

"Foregrounding Reading in WAC/WID Scholarship"

Table 2: Navigating New Terrain: Rhetorical Effects in First-Year Writing Classrooms

Discussion Leaders: Sandra Jamieson, Drew University; Donald Pardlow, Claflin University

Stephanie Boone-Mosher, University of South Carolina

"Towards Rhetorical Response-Ability in the First-Year Writing Workshop"

Ashley Burns, North Carolina State University

"Storyboarding in Composition: A Multimodal Invention Strategy and the Effect on Traditional Texts"

Nicole Kanahale-Stutz, California State University-San Bernardino

"Whose Culture is it Anyway? Navigating the International Waters of the First-Year Composition Classroom"

Callie Kitchen, California State University-Stanislaus

"Cross-Fertilization: Creative Writing in Freshman Compositional Studies"

Donald Pardlow, Claflin University

"Preparing Visionary Leaders for the Digital Age"

Dianna Shank, Southwestern Illinois College

"Common Themes: The Organizing Principle of FYC?"

Table 3: Translingual, Intercultural, and Code-Meshing Pedagogies: Theoretical Issues. Multicultural Writers

Discussion Leaders: Mark Brantner, National University of Singapore; Yingqin Liu, Cameron University

Maha Alawdat, Indiana University of Pennsylvania

"The Use of ePortfolios for ESL Purposes"

Mark Brantner, National University of Singapore

"Literacy Narratives and Translingual Writing"

Chloe de los Reyes, California State University-San Bernardino

"Whose Culture is it Anyway? Navigating the International Waters of the First-Year Composition Class"

Yingqin Liu, Cameron University

"Toward a Multi-Competence Perspective: Loss and Gain—The Role of the First Language in a Second Language Learning Classroom"

April Ridgeway, Eastern Washington University

"Code-Meshing and Pedagogy: A Rhetorical Focus"

Max Shelton, Texas A&M-Commerce

"Making Western Conceits Public: Bridging Intercultural Writing, Rhetoric, and the International Student in the Composition Classroom"

Table 4: Teachers Teaching Teachers: Teacher Training and the Teaching of Writing

Discussion Leaders: Diane Kelly-Riley, Washington State University; Joan Mullin, Illinois State University

Anne Canavan, Emporia State University

"The Effects of ESL Training for Mainstream Composition Teachers"

May Chung, North Carolina State University

"A Well-Traveled Suitcase for Teachers: Incorporating Native Language Diversity in Mainstream Classroom Curricula"

Lisa Johnson-Shull, Washington State University

"Unearthing Faculty Myths and Perceptions about What It Means to Teach Writing"

Michal Reznizki, University of California-Davis

"Rhetorical Knowledge and Teacher Training"

Stephanie West-Puckett, East Carolina University

"The Influence of 'Project Connect' on Teachers' Digital Writing Attitudes, Competencies, and Pedagogies"

Dominique Zino, CUNY Graduate Center and Queensborough Community College

"Enacting Genre: Exploring Writing Produced by Faculty Participants in a WAC/WID Training Program"

Table 5: Discourses of Otherness: Rhetoric and Identity Redefined

Discussion Leaders: John Dunn, Eastern Michigan University; Matthew Levy, Pacific Lutheran University

Kristie Byrum, Clemson University

"Corporate Social Responsibility: The Status of the Corporate Citizen"

Karen Hollis, Villanova University

"What Corpora Reveal: A Quantitative Analysis of the Discourse on Gender and Sexual Orientation in Wikileaks Cables"

Gavin Hurley, University of Rhode Island

"Transcendental Argumentation: The Discourse of Spirituality and the 'Adherence of Minds'"

Joshua Lenart, University of Utah

"The Range and Limits of Ecospeak in Natural Resource Debates: Toward a Critical Method of Interdiscursivity"

Bonnie Markowski, University of Scranton

"Otherness be Damned: A Personal and Professional Journey to Uncover Material Possibilities by Exploring the Rhetoric of Autism"

Christine L. Robinson, University of Colorado-Colorado Springs

"Rhetoricians Have a Bestial Future: Rising with the Meteor to Redefine the Nature of Rhetoric"

Table 6: Border Crossings: Navigating International Student Identities

Discussion Leaders: Pisarn Bee Chamcharatsri, University of New Mexico; Kim Brian Lovejoy, Indiana University-Purdue University-Indianapolis

Pisarn Bee Chamcharatsri, University of New Mexico

"Emotions and L2 Composition"

Thomas Cho, California State University-San Bernardino

"Whose Culture is it Anyway? Navigating the International Waters of the First-Year Composition Classroom"

Geoffrey Clegg, Texas A&M University-Commerce

"Making Western Conceits Public: Bridging Intercultural Writing, Rhetoric, and the International Student in the Composition Classroom"

Marino Fernandes, University of New Hampshire

"English is Not a Spectator Sport: Students of the Global Elite in the For-Profit Language Classroom"

Justin Whitney, University of Utah

"Negotiating Silence, Negotiating Agency"

Pamela Wright, University of California-San Diego

"What Works? A Casual Study of Factors that Help Undergraduate International Students Succeed"

Table 7: Agency and Upheaval: Writing Change in Online and Face-to-Face Environments

Discussion Leaders: Matthew Davis, University of Massachusetts-Boston; Jamie Thornton, Kaplan University

Rasheedah Alexander, University of Dayton

"Literacy Impact, Economic Upheaval, and Middle-Class Boys"

Holly Bauer, University of California-San Diego

"Rethinking University Writing Pedagogy in the Age of International Student Recruitment"

Gerald Jackson, University of South Carolina

"Hacker Archaeology: The Rhetorical Network and the 'Question' of Agency"

Christopher Lee, Utah Valley University

"Look Who's Talking: Exploring Writing Conference Interactions and Subsequent Revision"

J. C. Lee, University of Rhode Island

"Opting-In Online: Participants' Perceptions of Knowledge Construction in Public Forum Communities"

Mallory Ruiz-Lester, California State University-San Bernardino

"Whose Culture is it Anyway? Navigating the International Waters of the First-Year Composition Classroom"

Table 8: Marginalized Locations: Teachers and Administrators Stake out New Ground

Discussion Leaders: Michelle Sidler, Auburn University; Karen Springsteen, University of Detroit Mercy

Ella Bieze, University of South Florida

"Feminist Ethos as Personal, Performative, and Pedagogical"

Lori De Hertogh, Washington State University

"Crowdsourcing Writing Program Administration"

Genevieve Garcia de Mueller, University of New Mexico

"Pulling Up Our Bootstraps: A Study of How Underrepresentation of Latinas as Writing Program Administrators Affects Graduate Students' Perception of Academia"

Jessica L. Shumake, University of Arizona

"Witnessing Rhetorical Significance: Queer Sociality as a Site of Articulation"

Michael Sutcliffe, Washington State University-Vancouver

"Queer Portfolios?: The Performance of Gender Naming and Norming in Writing Program Assessment"

Mark Wenger, Columbia International University

"Theoretically Grounding the Teaching of Memoir to Incarcerated Adult Students"

Table 9: Oh, Brave New (Online) World: Teaching Writing in Digital Spaces

Discussion Leaders: Michael Pemberton, Georgia Southern University; David Reider, North Carolina State University

Julie Artesi, California State University-Stanislaus
"Responding to Student Writing in a Multimodal World"

Brenta Blevins, University of North Carolina-Greensboro
"Writing the Online Student Interaction in the Online Composition Class"

Philip Bode, New Mexico State University
"Prevalence of Microsoft Word in Writing Centers"

Rebecca Hallman, University of Houston
"Investigating Commenting Formats and Content in FYC and the Virtual Writing Center"

Shelah Simpson, Liberty University
"Student Perceptions of Online Writing Center Designs"

Mary Stewart, University of California-Davis
"Comparing Writing in the Sciences Courses: MOOC versus Computer-Assisted Face-to-Face"

Table 10: Google, Glogster, Sound, and Silence: (Re)Defining Emerging Literacies

Discussion Leaders: Amanda Booher, Texas Tech University; Laurie Gries, University of Florida

Kati Fargo Ahern, Long Island University-C.W. Post
"Listening for Embedded Genres, Constructing 'Soundful' Rhetoric"

Christine Garbett, Bowling Green State University
"The Literacy Practices of Working-Class Deaf Adults"

Janine Morris, University of Cincinnati
"Crawling through the Web: Using Social Networks as Sites for Research"

Katherine Robish, University of Dayton
"Writing Digital Economies in Progress: Search Engine Optimization as a Literacy Practice"

Hannah Rule, University of Cincinnati
"Writer's Conceptions of Composing with Voice-Capture Technology"

Katie Zabrowski, Saint Louis University
"Relational Composition: Some Pedagogical Implications of Object-Oriented Ontology"

Table 11: Collaborating in Third-Space and Beyond: New Ways of Writing Across the Curriculum

Discussion Leaders: Katt Blackwell-Starnes, Georgia Southern University; William Macauley, University of Nevada-Reno

Sarah Bell, University of Utah

"DaVinci's Notebooks: Visualization as/and Invention in the Writing of Student Engineers"

Katt Blackwell-Starnes, Georgia Southern University

"Writing the Major: Student Engagement in Research and Writing"

Roger Chao, University of Washington

"Transfer of Learning and Third-Space Collaboration: Peer Collaboration and the Development of First-Year Composition"

Alex Janney, Hobart and William Smith Colleges

"Impacts of Curriculum-Based Peer Tutoring on First Year Seminar Course Design and Writing Pedagogy"

Aryal Khem, University of Missouri

"Negotiating Narratives of Writing Instruction"

Michelle Zath, DeVry University

"Who Would Have 'Thunk It?'" My Partner in Crime is an Electronics Professor"

Table 12: Writing the Community in First-Year Composition: New Meanings, New Media

Discussion Leaders: David Beach, West Virginia University; Donna Souder, Colorado State University-Pueblo

Nancy Alvarez, St. John's University

"In Search of a Latin@ Literature Canon Using American and Latin@ Literature Anthologies"

David Beach, West Virginia University

"Enhanced Information Literacy Instruction in FYC"

Mindee Lieske, Northwest Missouri State University

"Writing to Publish: Intersections of Meaning in First Year Composition Publications"

Marisa Sandoval, University of Arizona

"Let's Get Our Feet Wet: Exploring Rhetorics of Water in First-Year Composition"

Donna Souder, Colorado State University-Pueblo

"Study Abroad Opportunities and the College Writer: Toward Community Collaboration and Meaningful Multi-Media Messes"

Kyle Vealey, Purdue University

"Access Routes and Attitudes: The Logistics of Community Engagement"

Table 13: Growth in First-Year Composition Classrooms: Rethinking Basic Writing, Personal Ethos, and the Public Sphere

Discussion Leaders: Barb Bird, Taylor University; Jennifer Johnson, University of California, Santa Barbara

Barb Bird, Taylor University

"Intellectual and Affective Commitments in Basic Writing Students"

Jameson Hogan, North Carolina State University

"Zombie Authors Must Die!: Rethinking Personal Ethos in the Composition Classroom"

Emma Howes, University of Massachusetts-Amherst

"Down from the Mountain: A Study of Mill-Sponsored Literacies in the Lives of Appalachian Women in the North Carolina Piedmont, 1880-1920."

Christie Jeansonne, Louisiana State University

"Blogging in the Classroom: Transcending the Public/Private Divide"

Jennifer Johnson, University of California-Santa Barbara

"Improved Confidence = Improved Success? Considering the Role of Self-Efficacy in Basic Writers"

Guy Krueger, University of Mississippi

"But I Really Did Get Better"

Table 14: Campus Collaborations: WAC, WID, and the Work of WPAs

Discussion Leaders: Polina Chemishanova, University of North Carolina-Pembroke; Kelli Custer, Western Connecticut State University

Polina Chemishanova, University of North Carolina-Pembroke

"Making Writing Everybody's Business: The Challenges and Opportunities of a Writing QEP"

Kaitlin Clinnin, The Ohio State University

"LLCs and WPAs: Writing and Learning in Living Communities"

Kelli Custer, Western Connecticut State University

"Faculty Expectations for Academic Writers Across the Disciplines"

Annie Del Principe, Kingsborough Community College, CUNY

"The Kingsborough Study of Community College Literacy"

Justin Rademaekers, Purdue University

"Redesigning WID through Disciplinary Epistemological Practices"

Table 15: Writing as Art, Art as Writing: The Culture of Composition Classrooms

Discussion Leaders: Scott Gage, Colorado State University-Pueblo; Charles Lowe, Grand Valley State University

Christine Bailey, Indiana University of Pennsylvania and Union University

"Creative Writing as Cultural Data: The Role of Aesthetic Artifacts in Student Identity Constructs"

Matthew Boedy, University of South Carolina

"Moral Literacy"

Samah Elbelazi, Indiana University of Pennsylvania

"Using Poetry to Teach Creative Writing"

Wendy Grosskopf, University of Rhode Island

"An Examination of Argumentation Theories as Reproduced in First-Year Composition Textbooks"

Lani Montreal, City Colleges of Chicago

"Poets in Our Midst"

Stan Porter, California State University-Stanislaus

"Integrating the Arts into Writing"

Table 16: Yackety Yak: Responding in the Classroom, the Conference, and the Writing Center

Discussion Leaders: Mark Sutton, Kean University; Michelle Trim, University of New Haven

Angie Carter, Utah Valley University

"Look Who's Talking: Exploring Writing Conference Interactions and Subsequent Revision"

Marissa Gemma, Stanford University

"Scientists and Humanists as Generalist Tutors: A Comparative Study"

Amy Ratto Parks, University of Montana

"The Effect of Fully Guided Mindfulness Exercises on Attention Literacy in the Higher Ed Writing Classroom"

Kathryn Trantin, Salisbury University

"Feedback in the Basic Writing Classroom: Promoting Confidence and Improvement"

Michelle Trim, University of New Haven

"Understanding Student Uses of Written Feedback"

Emily Walters, University of Dayton

"The Importance of Response to ELL Student Writing_IEP Instructors and Teaching Assistants"

Table 17: Writing Processes: Post-Positivist, Collaborative, and Other

Discussion Leaders: John Guelcher, California State University-Channel Islands; Sarah Perrault, University of California-Davis

John Guelcher, California State University-Channel Islands

"Reflection-on-Juncture within Composition: The Promise of Transfer"

Dustin Hodge, Pueblo Community College

"Study Abroad Opportunities and the College Writer: Toward Community Collaboration and Meaningful Multi-Media Messes"

Sabatino Mangini, Indiana University of Pennsylvania

"Y[Our] Dissertation in Composition: Resistance through Collaboration"

Gracemarie Mike, Purdue University

"Exploring the Role and Impact of Prewriting in Engineering Students' Writing"

Tana Schiewer, Virginia Polytechnic Institute and State University

"Theorizing and Identifying Best Practices in Graduate Writing Instruction"

Ben Wetherbee, The University of Louisville

"Polyphonic Coauthorship in Practice"



Table 18: Professionalizing Graduate Education: Issues and Opportunities

Discussion Leaders: Anthony Atkins, University of North Carolina-Wilmington; Kathleen Klompien, California State University-Channel Islands

Amanda Wright Cron, Virginia Polytechnic Institute and State University
"Theorizing and Identifying Best Practices in Graduate Writing Instruction"

Christine Garcia, University of New Mexico
"Pulling Up Our Bootstraps: A Study of How Underrepresentation of Latinas as Writing Program Administrators Affects Graduate Student's Perception of Academia"

Carrie Kilfoil, University of Louisville
"The Language Politics of Graduate Studies in Composition: Toward a Translingual, Cross-Cultural Approach to Graduate Education in the Field"

Kyung Min Kim, Indiana University of Pennsylvania
"Types of Feedback on Academic Writing at Graduate Level: Observations of Doctoral Courses in the United States"

Kathleen Klompien, California State University-Channel Islands
"Campus Writing Guide: Building on Our Success"

Charlyne Sarmiento, University of California-Santa Barbara
"Writing Assessment and Teaching Assistant Training"

Craig Wynne, University of Texas-El Paso
"Writing Apprehension, Journaling, and Graduate Students: Exploring Emotional Connections to Dissertation Success"

**Getting great feedback?
Tweet your RNF experience to #4C13 and #rnfcccc.**

Table 19: Reaching Out through Literacy: Public, Activist, Transnational

Discussion Leaders: Laurie Brit-Smith, University of Detroit Mercy; Ethan Jordan, Bowling Green State University

Zach Bankston, University of Nevada-Reno

"Community and Localness: Modern Conceptions of Ancient Rhetorical Practices"

Taylor Libby, Oklahoma State University

"Literacy Value in the Service Industry"

Kathryn Perry, University of Louisville

"Literacy as Social Practice and Material Object: Tracing Student Literacy Narratives Over Time"

Maxwell Philbrook, University of Missouri-Columbia

"Developing Transnational Literacy"

Collyn Warner, The University of Alabama

"Gaining Activist Literacy and Composition in Public Work: An Ethnographic Study of LGBTQ Activists in North Carolina"

Table 20: Stranger in a Strange Land: Itinerant Literacies in Turmoil

Discussion Leaders: Hannah Furrow, Georgia Perimeter College; Lauren Rosenberg, Eastern Connecticut State University

Sarah Austin, Colorado State University

"Writing the Truth: Using Student-Identified Competing Commitments to Increase Self-Awareness and Change Destructive Behaviors"

Oliver Brearey, University of Maryland-College Park

"Authority, Experience, Expertise, and Identity in Academic Writing, Composition Pedagogy, and Rhetoric"

Sara Franssen, Ohio State University

"Refugee Literacy, Vulnerability, and Self-Representation"

Hannah Furrow, Georgia Perimeter College

"Transitioning Gender, Transitioning Literacy"

Chelsey Patterson, University of Texas-San Antonio

"The Postmortem Gaze: Embodied Viewing Practices of the Postmortem Body"

Kathryn Trauth Taylor, Purdue University

"Identifying as Appalachian: Rhetorical Strategies of Urban Appalachians in Cincinnati"

Table 21: Feminist Rhetorics: Disrupting History, Reclaiming Change

Discussion Leaders: Anita August, Sacred Heart University; Sarah Hallenbeck, University of North Carolina-Wilmington

Anita August, Sacred Heart University

"Lynching Rhetoric Wars: The Visual Rivalry of Ida B. Wells and Frances Willard Over the Construction of Black Male Imagery"

Lindsey Banister, Syracuse University

"The Visual Rhetorics of American Female Beauty, Sex, and Power"

Cynthia Bateman, University of South Carolina

"Feminism for the Future: Towards a Material Feminist Study of Rhetoric"

Patricia Fancher, Clemson University

"From Passive Bodies to Active Bodies Writing: Defining and Redefining Bodies in Composition Theory"

Sarah Hallenbeck, University of North Carolina-Wilmington

"Toward a Feminist Pedagogy for Document Design"

Laura Mangini, Rowan University

"Collaborative Dissertations in Composition: A Feminine Disruption of the Status Quo"

Sandra Schaefer, University of Wisconsin-Oshkosh

"Singular They and Generic He: Epicene Pronouns in Feminism and American Style"



Table 22: Mind the Gap: Articulation, Placement, Transfer in Secondary and College Contexts

Discussion Leader: Kurt Schick, James Madison University; Jennifer Wells, Florida State University

Alison Cardinal, University of Washington-Tacoma

"Transfer of Learning and Third-Space Collaboration: Using In Vivo Coding to Examine What Triggers Transfer"

Ryan Dippre, University of California-Santa Barbara

"Continued Conversation around Student Writing"

Bridget Kozlow, North Carolina State University

"Bridging the Gap: Demystifying the Transition Between High School and College Writing"

Jessica Nastal, University of Wisconsin-Milwaukee

"Reframing Placement in Composition"

Jennifer O'Malley, Florida State University

"Connecting FYC to EWM: Tracing Transfer to the Advanced Writing Curriculum"

Kurt Schick, James Madison University

"Reverse Engineering College Literacy"

Hollye Wright, University of Louisville

"Conceptions of Literacy in Advanced Placement English Courses"

Table 23: Blurring the Boundaries: Tutors, Training, Transfer, and Writing Center Culture

Discussion Leaders: Maurice Champagne, Morgan State University; Bonnie Devet, College of Charleston

Julia Bleakney, Stanford University

"Scientists and Humanists as Generalist Tutors: A Comparative Study"

Jeaneen Canfield, Oklahoma State University

"But I'm a Writing Instructor, Not a Writing Tutor. . . or Am I?"

Maurice Champagne, Morgan State University

"Excuse Me? Did you Say There's No Writing Center: The Mission, Practices, and Realities of Writing Centers at Selected HBCUs."

Khimen Cooper, Texas A&M University-Commerce

"An Invisible Language: Training Writing Center Tutors in Teaching the Culture of Language to NNS"

Bonnie Devet, College of Charleston

"Transfer of Learning and Writing Center Tutors"

Kerri Flinchbaugh, East Carolina University

"Consultants on Conversation, Not Tutors on Talk: Writing Consultants' Ideas on Mutuality"

Table 24: Genre Bending: Innovative Pedagogies in First-Year Composition

Discussion Leaders: Thomas Sura, West Virginia University; Christy Wenger, Shepherd University

Natalia Andrievskikh, SUNY Binghamton

"Know Your Audience: Use of the Epistolary Genre in a Composition Classroom"

Molly Daniel, Florida State University

"Composition and Choreography: A Parallel of Processes"

Laura Giovanelli, North Carolina State University

"Materials Instead of Metaphors: First-Year Writing Students, Craft, and the Writing Process"

Wanda Lloyd, North Carolina State University

"Bridging the Gap: Demystifying the Transition Between High School and College Writing"

Christy Wenger, Shepherd University

"Contemplative Writing Pedagogy and Administration"

Maggie Werner, Hobart and William Smith Colleges

"Comic Conversations: Multimodal Scholar Dialogue in Inquiry-Based Research"

Table 25: Navigating Multimodal Mania: Digital Texts, iTunes, and Video Games

Discussion Leaders: Sarah Etlinger, Rock Valley College; Justin Hodgson, University of Texas-Austin

Bader Algubaisi, Indiana University of Pennsylvania

"L2 Literacy through Video Games"

Emi Bunner, University of North Carolina-Chapel Hill

"Directing the Troops: On Teaching and Guild Leading"

Sarah Etlinger, Rock Valley College

"Flexing the New (Media) Rhetorical Situation: A New Look at Rhetoric through iTunes"

Phillip Goodwin, University of Nevada-Reno

"Digital Texts: The Performance of Self Through Experience"

Jason Luther, Syracuse University

"Multimodal Literacy Development in Zine Communities"

John McKinnis, Buffalo State-SUNY

"Multimodal Composition in Discipline Specific Courses"

Scott Reed, Georgia Gwinnett College

"Extra Lives, Extra Limbs: Gaming and Rhetorical Possibilities"

Table 26: New Locations for Writing: Transfer, Third-Space, and Rhetorical Teaching

Discussion Leaders: Kimberly Freeman, Northeastern University; Heather Urbanski, Central Connecticut State University

Lillian Campbell, University of Washington - Tacoma

"Transfer of Learning and Third-Space Collaboration: Using Discourse Analysis to Examine Conversational Exchange"

Sonya Eddy, University of Texas-San Antonio

"Is Transfer a Teachable, Rhetorical Act?: A Rhetorical Transfer Research Study"

Kimberly Freeman, Northeastern University

"Playing Professional: Students' Perceptions of Scenario Writing Assignments"

Joseph Paszek, Wayne State University

"Enculturation and Metacognitive Development in the Intermediate Writing Classroom"

Heather Urbanski, Central Connecticut State University

"Rhetorical and Pedagogical Memory's Role in Transfer"

Misty Anne Winzenried, University of Washington

"Transfer of Learning and Third-Space Collaboration: Cross-Disciplinary Writing, Cross-Disciplinary Connections"

Tweet your RNF experience to #4C13 and #rnfcccc.

Table 27: Teaching Genres, Assessing Outcomes: Rethinking Writing Curricula

Discussion Leaders: Diane Gavin, University of Phoenix; Marjorie Stewart, Glenville State College

Lauren Campbell, University of Pittsburgh

"Literacy Learning as Genre Learning: Theorizing Literacy in Terms of Genres"

Jessica Edwards, Washington State University

"Critical Race Consciousness and the Technical Writing Classroom"

Anita Ford, Missouri Western State University

"Does University Curriculum Fit the Real Needs of the Job Market?"

Rachel Hinman, University of Texas-San Antonio

"Global Composition: Abandoning the Essay"

Rachel Ihara, Kingsborough Community College

"The Kingsborough Study of Community College Literacy"

Dauvan Mulally, Grand Valley State University

"Listening to the Public: Surveying Internship Work Sites to Determine Students' Postgraduate Readiness"

Marjorie Stewart, Glenville State College

"The Continuing Search for Signs of Assessment in Creative Writing Programs"

Table 28: Reinventing Invention: What's New about Process in Writing Studies

Discussion Leaders: Gail Corso, Neumann University; Lisa J. McClure, Southern Illinois University-Carbondale

James Bales, University of Texas-San Antonio

"Who You Want to Be: Video Games as Identity-Reflective Texts"

Michelle Blake, West Chester University of Pennsylvania

"No More PreDRevisEdiProofing!: Focusing on the 'Process'" in the Teaching of the Writing Process"

Gail Corso, Neumann University

"Effects of Integrating Speaking into Two-Course Sequence of Core Writing"

Megan Hall, North Carolina State University

"Storyboarding in Composition: A Multimodal Invention Strategy and the Effect on Traditional Texts"

Lisa J. McClure, Southern Illinois University-Carbondale

"Re-Conceptualizing Revision: Students Revise According to What We Teach Them to Revise"

Robin Snead, North Carolina State University

"Tracing Activity: The Multimodal Writing Processes of University Students"

Erika Szymanski, Washington State University

"Teaching Science as a Second Language"

Table 29: Designing, Delivering, and Assessing Multimodal Writing

Discussion Leaders: Sarah Spring, Winthrop University; Eunjyu Yu, SUNY-Canton

Jenae Cohn, University of California-Davis

"Attitudes towards Multimodal Writing Assessment: Determining Placement, Design, and Standardization of Multimodal Writing in the First-Year Composition Classroom"

Chris Friend, University of Central Florida

"The Role of Delivery Mode in an Outcomes-Based Composition Curriculum"

Jennifer Hewerdine, Southern Illinois University-Carbondale

"Composing the Self: Agency in a Multimodal First Year Composition Class"

Edward Lessor, Colorado State University

"Multimodal Composition in the Stone Age Classroom"

Sarah Spring, Winthrop University

"Managing Student Expectations of Content and Contact in a Hybrid Writing Classroom"

Laura Waldrep, North Carolina State University

"Examining the Efficacy of Office Hours for Composition Instructors"

Eunjyu Yu, SUNY-Canton

"Digital Multimodal Composition Assessment"

Table 30: History and Historical Research

Discussion Leaders: David Beard, University of Minnesota-Duluth; William Carney, Cameron University;

Martha Canter, Florida State University

"Aspirational Décor: Rhetoric and the Middle Class Home"

William Carney, Cameron University

"The Sermons of Billy Sunday and the Progressive Ideal"

Mario D'Agostino, York University

"History, Rhetoric, Truth: The Historiographic Novel as Archaeological Source"

Mary Fratini, University of South Carolina

"Putting Conversation to the Question"

Lauren Hall, University of Pittsburgh

"Narratives of Teaching in the Era of Teaching Machines"

Keith Harms, University of Minnesota-Twin Cities

"Taste, Assessment, and the Creation of Student Writers"

Table 31: Recalibrating the Canon: New Approaches to Rhetoric and Writing

Discussion Leaders: Doug Eyman, George Mason University; Sarah Hart, Colorado State University

Andrew Anastasia, University of Wisconsin-Milwaukee

"Teaching Discomfort: A Qualitative Study on the Descriptive Experiences of Teachers and Students in First-Year Composition Courses"

Lisa Bailey, University of South Carolina

"A Pedagogy of Silence: Possibilities for Invention in a Posthuman World"

Neiha Bhandari, Kean University

"Western Readings of Eastern Meanings"

Sarah Hart, Colorado State University

"Epideictic Rhetoric and Elegiac Conventions in Whitman and Tennyson"

Stephanie Moody, University of Michigan

"Affecting Genre: Women's Participation with Popular Romance Fiction"

Andrea Olinger, University of Illinois at Urbana-Champaign

"Styling in Academia: A Sociocultural Account of Writing Styles in Text and Practice"

Table 32: Philosophy and Rhetoric: Teaching the "Write" and the "Right" Stuff

Discussion Leaders: Crystal Colombini, University of Texas-San Antonio; Paul Lynch, Saint Louis University

Crystal Colombini, University of Texas-San Antonio

"Toward a Rhetorical Framework for Examining Risk Constructions in American Homeownership"

Entisar Elsherif, Indiana University of Pennsylvania

"Teaching Writing for Peace to EFL Students"

Heather Garcia, University of New Mexico

"ESEA Flexibility and the Greater Conversation: Setting a Course for Pragmatism in Education Policy"

Eric Hall, Clemson University

"Rhetorics of Evil"

Andreas Herzog, University of South Carolina

"Existentialism in Composition"

Enrique Paz, Miami University of Ohio

"Teaching Plagiarism: Addressing Academic Integrity in the Classroom"

Table 33: Rhetorical Analysis as a Tool for Reflecting on Teaching Writing

Discussion Leaders: Ollie Oviedo, Eastern New Mexico University; Katherine V. Wills, Indiana University
Purdue University-Columbus

Hmoud Alotaibi, Texas A&M University-Commerce

"The Relationship between Abstracts and Introductions in the Genre of Research Article"

Zachary Bearez, University of Nebraska-Lincoln

"The Most Important Thing Is. . .': A Qualitative Study of Hyperbole in First-Year Writing"

Elizabeth Homan, University of Michigan

"Teacher Relationships and Digital Technologies: A Mixed Methods Study Examining How Teachers Navigate their Professional Lives"

Benjamin Miller, CUNY Graduate Center

"The Making of Knowledge-Makers in Composition: A Distant Reading of Dissertations"

Elizabeth Pitts, North Carolina State University

"The Rhetoric of Review"

Lisa Tremain, University of California-Santa Barbara

"Tracking the Common Core Standards: A Study of Writers and Writing Articulation through the Post-High School Year"

Table 34: Rhetorical Geography: Redefining Historical, Digital, and Public Spaces

Discussion Leaders: Dawn Fels, George Mason University; Irene Jagla, University of Arizona

Seth Davis, Syracuse University

"Wrecking to Progress: Kid Cudi, Tweets, and Hip-Hop Capital"

Talisha Haltiwanger, Colorado State University

"A Spatial Examination of Literacy and Purpose in Homeless Centers for Youth"

Irene Jagla, University of Arizona

"Spatializing Survivance: The Rhetorics of Space in Zitkala Sa's Boarding School Narratives"

Jacqueline Kerr, University of Tennessee-Knoxville

"Storytelling as Petition for Planetarity: The Role of Rhetoric in Postcolonial Ecocriticism"

Fiona Harris Ramsby, University of Utah

"'And My Life Blood Out They Suck': Reclaiming the Stage as Rhetorical Space"

Justin Sevenker, University of Pittsburgh

"The History of English Language History: Schoolbooks, Anglo-Saxonism, and Literacy Instruction in the 19th Century U.S."

Table 35: Social Media and Public Discourses: Constructing Identity in Real and Virtual Spaces

Discussion Leaders: Heather Jordan, Bowling Green State University; Janice Walker, Georgia Southern University

Amelia Chelsey, Texas Tech University

"The Forms and Functions of Food Photography on Pinterest"

Erin Cromer, University of South Carolina

"Standardization as Discipline: The New Literacy Crisis and the Radical Reversal of Power"

Kelly Harris, University of Texas-San Antonio

"Reciprocating in the Gutter: The Mutual Benefits of a Placing Visual Rhetoric in Dialogue with Comics Studies"

Michael Lucas, Clemson University

"Rhetorics of Humor as Public Pedagogy"

Gwendolynne Reid, North Carolina State University

"Audience Imagined, Audience Revoked: Self-Presentation, Facebook, and the 2012 Presidential Election"

Angela Sowa, University of Denver

"'Home Is Where the Maker Is': Rhetorical Genre in the Homemaking Blog"

Table 36: Emotional Rhetoric and Women's Power

Discussion Leaders: Dawn Formo, California State University-San Marcos; Lisa Mastrangelo, College of Saint Elizabeth

Melanie Barton-Gauss, University of Central Florida

"Childless. . . Got a Problem With It?"

Jill Belli, New York City College of Technology-CUNY

"Pedagogies of Happiness: Teaching about/for Well-Being"

Rachel Chapman, Oklahoma State University

"Resistance and Expectation: Emotional Rhetoric and Hillary Clinton's Tears"

Tiffany Kinney, University of Utah

"Navigating a M[en] Field: Negotiating Feminist at Ms., Bitch, and Bust Magazines"

Valerie Kinsey, University of New Mexico

"The Public Work of Women's Journals: A Mormon Example"

Michelle Rushefsky, Nova Southeastern University

"Women and Power: Power Dynamics for Female Professors in Composition and Rhetoric"

Table 37: Civic Engagement, Voice, and Community

Discussion Leaders: Cori Brewster, Eastern Oregon University; Rich Peraud, St. Louis Community College-Meramac

Janell Haynes, Syracuse University and Onondaga Community College

"Making Common Cause: The Role of the Common Syllabus in Composition Labor"

Aimee Jones, Florida State University

"Strengthening the International Student's Voice"

Kathryn Lambrecht, University of Nevada-Reno

"Community Transfer in First Year Composition Papers"

Meghan McInyre, University of South Florida

"From Polemics to Collectives: Postpedagogy, Affect, and a New Civic Project for Composition"

Brice Nordquist, University of Louisville

"Composing College and Career: Mobility, Complexity, and Agency at the Nexus of High School and College"

Stephanie White, University of Wisconsin-Madison

"Exploring Transfer in Community-Engaged Composition Courses"

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Editors Roundtable

Journal and Book 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 English

Kelly Ritter

Composition Forum

Christian Weisser

Computers and Composition (print and online)

Estee Beck & Mariana Grohowski

The Hampton Press Research & Teaching in Rhetoric & Composition Series

Nicholas Mauriello

Innovative Developments in Writing Studio Practice

Mark Sutton

Itineration: Cross-Disciplinary Studies in Rhetoric, Media, and Culture

Cynthia Bateman

Journal of Basic Writing

Dominique Zino

Journal of College Literacy & Learning

Amy Wan

Journal of Interactive Technology and Pedagogy (JITP)

Amanda LiCastro & Benjamin Miller

Journal of Teaching Writing

Katherine Wills

Journal of Writing Assessment

Diane Kelly-Riley

Editors Roundtable - Journal and Book Editor Participants, con't.

The JUMP: The Journal for Undergraduate Multimedia Projects

Justin Hodgson

Kairos: A Journal of Rhetoric, Technology, and Pedagogy

Doug Eyman

Kairos CCCC Review

Andrea Beaudin

KB Journal: The Journal of the Kenneth Burke Society

Paul Lynch

Language Assessment and Campus Policies

Josh Lederman

Literacy in Composition Studies

Brenda Glascott

Open Words: Access & English Studies

Bill Thelin

Parlor Press

David Blakesley

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

Lisa Mastrangelo

PRE/TEXT

David Blakesley

Present Tense: A Journal of Rhetoric in Society

Allen Brizee, Cristyn Elder, & Ehren Pflugfelder

Queen City Writers

Lisa Beckelhimer

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

Ollie Oviedo

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

Jenn Fishman & Joan Mullin

Editors Roundtable - Journal and Book Editor Participants, con't.

Rhetoric & Composition Journal Editors

Janice Walker

Rhetoric Review

Jose Cortez

The WAC Journal

Roy Andrews

Writing on the Edge

David Masiel

The Writing Instructor

Dawn Formo

Writing Lab Newsletter

Alan Benson

WPA: Writing Program Administration

Alice Horning

Working Papers Series: Negotiating Differences in Language and Literacy: Practices and Pedagogies

Bruce Horner

Xchanges

Julianne Newmark

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Afternoon Tables

Table 1: Methodological Machinations: Literacy, Pedagogy, and Composition Studies

Discussion Leaders: Crystal Colombini, University of Texas-San Antonio; William Macauley, University of Nevada-Reno

Crystal Colombini, University of Texas-San Antonio

"Toward a Rhetorical Framework for Examining Risk Constructions in American Homeownership"

Rachel Ihara, Kingsborough Community College

"The Kingsborough Study of Community College Literacy"

Callie Kitchen, California State University-Stanislaus

"Cross-Fertilization: Creative Writing in Freshman Compositional Studies"

Benjamin Miller, CUNY Graduate Center

"The Making of Knowledge-Makers in Composition: A Distant Reading of Dissertations"

Stacy Nall, Purdue University

"The Archival Construction of Writing Program Histories"

Kathryn Perry, University of Louisville

"Literacy as Social Practice and Material Object: Tracing Student Literacy Narratives Over Time"

Katie Zabrowski, Saint Louis University

"Relational Composition: Some Pedagogical Implications of Object-Oriented Ontology"

Table 2: Going Digital: Rhetoric, Remediation, and Technological Research

Discussion Leaders: Amanda Booher, Texas Tech University; Doug Eyman, George Mason University

James Bales, University of Texas-San Antonio

"Who You Want to Be: Video Games as Identity-Reflective Texts"

Jenae Cohn, University of California-Davis

"Attitudes towards Multimodal Writing Assessment: Determining Placement, Design, and Standardization of Multimodal Writing in the First-Year Composition Classroom"

Phillip Goodwin, University of Nevada-Reno

"Digital Texts: The Performance of Self Through Experience"

Jameson Hogan, North Carolina State University

"Zombie Authors Must Die!: Rethinking Personal Ethos in the Composition Classroom"

Elizabeth Homan, University of Michigan

"Teacher Relationships and Digital Technologies: A Mixed Methods Study Examining How Teachers Navigate their Professional Lives"

Scott Reed, Georgia Gwinnett College

"Extra Lives, Extra Limbs: Gaming and Rhetorical Possibilities"

Table 3: Complicating Identities: Reaching Inside and Outside the Classroom

Discussion Leaders: Dawn Formo, California State University-San Marcos; Jennifer Johnson, University of California-Santa Barbara

Martha Canter, Florida State University

"Aspirational Decor: Rhetoric and the Middle-Class Home"

Kerri Flinchbaugh, East Carolina University

"Consultants on Conversation, Not Tutors on Talk: Writing Consultants' Ideas on Mutuality"

Lauren Hall, University of Pittsburgh

"Narratives of Teaching in the Era of Teaching Machines"

Andreas Herzog, University of South Carolina

"Existentialism in Composition"

Karyn Hollis, Villanova University

"What Corpora Reveal: A Quantitative Analysis of the Discourse on Gender and Sexual Orientation in Wikileaks Cables"

Jennifer Johnson, University of California-Santa Barbara

"Improved Confidence = Improved Success? Considering the Role of Self-Efficacy in Basic Writers"

Kathryn Trauth Taylor, Purdue University

"Identifying as Appalachian: Rhetorical Strategies of Urban Appalachians in Cincinnati"

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Table 4: Dialogical Discourses: Speaking Back, Moving Forward

Discussion Leaders: Dawn Fels, George Mason University; Karen Springsteen, University of Detroit Mercy

Andrew Anastasia, University of Wisconsin-Milwaukee

"Teaching Discomfort: A Qualitative Study on the Descriptive Experiences of Teachers and Students in First-Year Composition Courses"

Gavin Hurley, University of Rhode Island

"Transcendental Argumentation: The Discourse of Spirituality and the 'Adherence of Minds'"

Christopher Lee, Utah Valley University

"Look Who's Talking: Exploring Writing Conference Interactions and Subsequent Revision"

Joshua Lenart, University of Utah

"The Range and Limits of Ecospeak in Natural Resource Debate: Toward a Critical Method of Interdiscursivity"

Amy Ratto Parks, University of Montana

"The Effect of Fully Guided Mindfulness Exercises on Attention Literacy in the Higher Ed Writing Classroom"

Max Shelton, Texas A&M-Commerce

"Making Western Conceits Public: Bridging Intercultural Writing, Rhetoric, and the International Student in the Composition Classroom"

Table 5: Managing Multimodal Media: Teaching Issues in the Computer Classroom

Discussion Leaders: Charles Lowe, Grand Valley State University; Janice Walker, Georgia Southern University

Maha Alawdat, Indiana University of Pennsylvania

"The Use of ePortfolios for ESL Purposes"

Christie Jeansonne, Louisiana State University

"Blogging in the Classroom: Transcending the Public/Public Divide"

Sarah Spring, Winthrop University

"Managing Student Expectations of Content and Contact in a Hybrid Writing Classroom"

Robin Snead, North Carolina State University

"Tracing Activity: The Multimodal Writing Processes of University Students"

Mary Stewart, University of California-Davis

"Comparing Writing in the Sciences Courses: MOOC versus Computer-Assisted Face-to-Face"

Stephanie West-Puckett, East Carolina University

"The Influence of 'Project Connect' on Teachers' Digital Writing Attitudes, Competencies, and Pedagogies"

Table 6: Forging New Identities: Class, Gender, and Pedagogical Departures

Discussion Leaders: Barb Bird, Taylor University; Matthew Levy, Pacific Lutheran University

Rasheedah Alexander, University of Dayton

"Literacy Impact, Economic Upheaval, and Middle-Class Boys"

Sarah Austin, Colorado State University

"Writing the Truth: Using Student-Identified Competing Commitments to Increase Self-Awareness"

Lindsey Banister, Syracuse University

"The Visual Rhetorics of American Female Beauty, Sex, and Power"

Barb Bird, Taylor University

"Intellectual and Affective Commitments in Basic Writing Students"

Tiffany Kinney, University of Utah

"Navigating a M[en] Field: Negotiating Feminism at Ms., Bitch, and Bust Magazines"

Valerie Kinsey, University of New Mexico

"The Public Work of Women's Journals: A Mormon Example"

Gwendolynne Reid, North Carolina State University

"Audience Imagined, Audience Revoked: Self-Presentation, Facebook, and the 2012 Presidential Election"

Table 7: Pushing the Boundaries: Redefining Genres in Rhetoric and Composition

Discussion Leaders: Laurie Britt-Smith, University of Detroit Mercy; Sandra Jamieson, Drew University

Holly Bauer, University of California-San Diego

"Rethinking University Writing Pedagogy in the Age of International Student Recruitment"

Lauren Campbell, University of Pittsburgh

"Literacy Learning as Genre Learning: Theorizing Literacy in Terms of Genres"

Enrique Paz, Miami University of Ohio

"Teaching Plagiarism: Addressing Academic Integrity in the Classroom"

Fiona Harris Ramsby, University of Utah

"'And My Life Blood Out They Suck!': Reclaiming the Stage as Rhetorical Space"

Michael Lucas, Clemson University

"Rhetorics of Humor as Public Pedagogy"

Dominique Zino, CUNY Graduate Center and Queensborough Community College

"Enacting Genre: Exploring Writing Produced by Faculty Participants in WAC/WID Training Programs"

Table 8: Rhetorics of Emotion: Visual, Digital, Pedagogical

Discussion Leaders: Jill Belli, New York City College of Technology; Kelly Concannon Mannise, Nova Southeastern University

Jill Belli, New York City College of Technology

"Pedagogies of Happiness: Teaching about/for Well-Being"

Emi Bunner, University of North Carolina-Chapel Hill

"Directing the Troops: On Teaching and Guild Leading"

Amelia Chesley, Texas Tech University

"The Forms and Functions of Food Photography on Pinterest"

Patricia Fancher, Clemson University

"From Passive Bodies to Active Bodies Writing: Defining and Redefining Bodies in Composition Theory"

Chelsey Patterson, University of Texas-San Antonio

"The Postmortem Gaze: Embodied Viewing Practices of the Postmortem Body"

Maggie Werner, Hobart & William Smith Colleges

"Comic Conversations: Multimodal Scholar Dialogue in Inquiry-Based Research"

Craig Wynne, University of Texas-El Paso

"Writing Apprehension, Journaling, and Graduate Students: Exploring Emotional Connections to Dissertation Success"



Table 9: Activist Literacies: Reversing Paradigms of Power

Discussion Leaders: Hannah Furrow, Georgia Perimeter College; Lauren Rosenberg, Eastern Connecticut State University

Erin Cromer, University of South Carolina

"Standardization as Discipline: The New Literacy Crisis and the Radical Reversal of Power"

Marino Fernandes, University of New Hampshire

"English is Not a Spectator Sport: Students of the Global Elite in the For-Profit Language Classroom"

Hannah Furrow, Georgia Perimeter College

"Transitioning Gender, Transitioning Literacy"

Heather Garcia, University of New Mexico

"ESEA Flexibility and the Greater Conversation: Setting a Course for Pragmatism in Education Policy"

Janell Haynes, Syracuse University and Onondaga Community College

"Making Common Cause: The Role of the Common Syllabus in Composition Labor"

Collyn Warner, University of Alabama

"Gaining Activist Literacy and Composition in Public Work: An Ethnographic Study of LGBTQ Activists in North Carolina"

Mark Wenger, Columbia International University

"Theoretically Grounding the Teaching of Memoir to Incarcerated Adult Students"

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Table 10: New Language for a New Century: Rhetoric, Reality, and Reclamation

Discussion Leaders: Maurice Champagne, Morgan State University; John Dunn, Eastern Michigan University

Nancy Alvarez, St. John's University

"In Search of a Latin@ Literature Canon Using American and Latin@ Literature Anthologies"

Lisa Bailey, University of South Carolina

"A Pedagogy of Silence: Possibilities for Invention in a Posthuman World"

Melanie Barton-Gauss, University of Central Florida

"Childless. . . Got a Problem With It?"

Maurice Champagne, Morgan State University

"Excuse Me? Did You Say There's No Writing Center?: The Mission, Practices, and Realities of Writing Centers at Selected HBCU's"

Christine Garcia, University of New Mexico

"Pulling Up Our Bootstraps: A Study of How Underrepresentation of Latinas as Writing Program Administrators Affects Graduate Student's Perception of Academia"

Jacqueline Kerr, University of Tennessee-Knoxville

"Storytelling as Petition for Planerarity: The Role of Rhetoric in Postcolonial Ecocriticism"

April Ridgeway, Eastern Washington University

"Code-Meshing and Pedagogy: A Rhetorical Focus"

Table 11: Learning Transfer/Learning Preferences/Learning Structures

Discussion Leaders: Heather Jordan, Bowling Green State University; Sarah Perrault, University of California-Davis

Sarah Bell, University of Utah

"DaVinci's Notebooks: Visualization as/and Invention in the Writing of Student Engineers"

Michelle Blake, West Chester University of Pennsylvania

"No More PreDRevisEdProofing!: Focusing on the 'Process' in the Teaching of the Writing Process"

Kaitlin Clinnin, Ohio State University

"LLCs and WPAs: Writing and Learning in Living Communities"

Jennifer O'Malley, Florida State University

"Connecting FYC to EWM: Tracing Transfer to the Advanced Writing Curriculum"

Joseph Paszek, Wayne State University

"Enculturation and Metacognitive Development in the Intermediate Writing Classroom"

Michelle Rushefsky, Nova Southeastern University

"Women and Power: Power Dynamics for Female Professors in Composition and Rhetoric"

Table 12: Bridging Rhetorical Divides: Digital Learning, Transfer, Third-Space, Voice

Discussion Leaders: Kelli Custer, Western Connecticut State University; Diane Gavin, University of Phoenix

Julie Artesi, California State University-Stanislaus
"Responding to Student Writing in a Multimodal World"

Lillian Campbell, University of Washington
"Transfer of Learning and Third-Space Collaboration: Using Discourse Analysis to Examine Conversational Exchange"

Amanda Wright Cron, Virginia Polytechnic Institute and State University
"Theorizing and Identifying Best Practices in Graduate Writing Instruction"

Kelli Custer, Western Connecticut State University
"Faculty Expectations for Academic Writers Across the Disciplines"

Aimee Jones, Florida State University
"Strengthening the International Student's Voice"

Janine Morris, University of Cincinnati
"Crawling Through the Web: Using Social Networks as Sites for Research"

Michal Reznizki, University of California-Davis
"Rhetorical Knowledge and Teacher Training"

Table 13: Teaching to Transgress: New Pedagogies in Sites of Composition Learning

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| Jordan | Heather | 35 | 11 | |
| Kanahele-Stutz | Nicole | 2 | 24 | |
| Kelly-Riley | Diane | 4 | - | Y |
| Kerr | Jacqueline | 34 | 10 | |
| Khem | Aryal | 11 | 23 | |
| Kilfoil | Carrie | 18 | 17 | |
| Kim | Kyung Min | 18 | 32 | |
| Kinney | Tiffany | 36 | 6 | |
| Kinsey | Valerie | 36 | 6 | |
| Kitchen | Callie | 2 | 1 | |
| Klompfen | Kathleen | 18 | 22 | |
| Kozlow | Bridget | 22 | 13 | |
| Krueger | Guy | 13 | 26 | |
| Lambrech | Kathryn | 37 | 28 | |
| Lathan | Rhea Estelle | - | 17 | |
| Lederman | Josh | - | - | Y |
| Lee | Christopher | 7 | 4 | |
| Lee | J.C. | 7 | 28 | |
| Lenart | Joshua | 5 | 4 | |
| Lessor | Edward | 29 | 25 | |
| Levy | Matthew | 5 | 6 | |
| Libby | Taylor | 19 | 34 | |
| LiCastro | Amanda | - | - | Y |
| Lieske | Mindee | 12 | 36 | |
| Liu | Yingqin | 3 | 21 | |
| Lloyd | Wanda | 24 | 26 | |
| Lovejoy | Kim Brian | 6 | - | |
| Lowe | Charles | 15 | 5 | |
| Lucas | Michael | 35 | 7 | |
| Lunsford | Karen | - | - | |
| Luther | Jason | 25 | 25 | |
| Lynch | Paul | 32 | 16 | Y |
| Macauley | William | 11 | 1 | |
| Mangini | Laura | 21 | 17 | |
| Mangini | Sabatino | 17 | 24 | |
| Markowski | Bonnie | 5 | 35 | |

| Last Name | First Name | Morning Table | Afternoon Table | Editors Roundtable |
|-------------|-------------|---------------|-----------------|--------------------|
| Mauriello | Nicholas | - | - | Y |
| McClure | Lisa J. | 28 | 34 | |
| McIntyre | Megan | 37 | | |
| McKinnis | John | 25 | 25 | |
| Merys | Gina | | | |
| Mike | Gracemarie | 17 | 34 | |
| Miller | Benjamin | 33 | 1 | Y |
| Montreal | Lani | 15 | 26 | |
| Moody | Stephanie | 31 | 17 | |
| Morris | Janine | 10 | 12 | |
| Mulally | Dauvan | 27 | 28 | |
| Mullin | Joan | 4 | - | Y |
| Nall | Stacy | 1 | 1 | |
| Nastal | Jessica | 22 | 18 | |
| Newmark | Julianne | - | - | Y |
| Nordquist | Brice | 37 | 14 | |
| Olinger | Andrea | 31 | 22 | |
| O'Malley | Jennifer | 22 | 11 | |
| Oviedo | Ollie | 33 | 24 | |
| Pardlow | Donald | 2 | 13 | |
| Paszek | Joseph | 26 | 11 | |
| Patterson | Chelsey | 20 | 8 | |
| Paz | Enrique | 32 | 7 | |
| Pemberton | Michael | 9 | 36 | Y |
| Peraud | Rich | 37 | 13 | |
| Perrault | Sarah | - | 11 | |
| Perry | Kathryn | 19 | 1 | |
| Pflugfelder | Ehren | - | - | Y |
| Philbrook | Maxwell | 19 | 15 | |
| Pitts | Elizabeth | 33 | 36 | |
| Porter | Stan | 15 | 26 | |
| Rademaekers | Justin | 14 | 19 | |
| Ratto Parks | Amy | 16 | 4 | |
| Reed | Scott | 25 | 2 | |
| Reid | Gwendolynne | 35 | 6 | |
| Reznizki | Michal | 4 | 10 | |
| Ridgeway | April | 3 | 10 | |
| Rieder | David | 9 | - | |
| Ritter | Kelly | - | - | Y |

| Last Name | First Name | Morning Table | Afternoon Table | Editors Roundtable |
|---------------|------------|---------------|-----------------|--------------------|
| Robisch | Katherine | 10 | 33 | |
| Rosenberg | Lauren | 20 | 9 | |
| Ruiz-Lester | Mallory | 7 | 36 | |
| Rule | Hannah | 10 | 15 | |
| Rushefsky | Michelle | 36 | 11 | |
| Sandoval | Marisa | 12 | 13 | |
| Sarmiento | Charlyne | 18 | 18 | |
| Schaefer | Sandra | 21 | 16 | |
| Schick | Kurt | 22 | 31 | |
| Schiewer | Tana | 17 | 24 | |
| Sevenker | Justin | 34 | 17 | |
| Shank | Dianna | 2 | 23 | |
| Shelton | Max | 3 | 4 | |
| Shilton | Wendy | 1 | 24 | |
| Shumake | Jessica L. | 8 | 18 | |
| Sidler | Michelle | 8 | 23 | |
| Simpson | Shelah | 9 | 30 | |
| Snead | Robin | 28 | 5 | |
| Souder | Donna | 12 | 28 | |
| Sowa | Angela | 35 | 33 | |
| Spring | Sarah | 29 | 5 | |
| Springsteen | Karen | 8 | 4 | |
| Stewart | Marjorie | 27 | 18 | |
| Stewart | Mary | 9 | 5 | |
| Sura | Thomas | 24 | 29 | |
| Sutcliffe | Michael | 8 | 18 | |
| Sutherland | Robin | 14 | 23 | |
| Sutton | Mark | 16 | 14 | Y |
| Sweeney | Meghan | 1 | 19 | |
| Szymanski | Erika | 28 | 19 | |
| Thelin | Bill | - | - | Y |
| Thornton | Jamie | 7 | 19 | |
| Trantin | Kathryn | 16 | 36 | |
| Trauth Taylor | Kathryn | 20 | 3 | |
| Tremain | Lisa | 33 | 24 | |
| Trim | Michelle | 16 | 14 | |
| Urbanski | Heather | 26 | 19 | |
| Vealey | Kyle | 12 | 15 | |
| Waldrep | Laura | 29 | 30 | |

| Last Name | First Name | Morning Table | Afternoon Table | Editors Roundtable |
|--------------|----------------|---------------|-----------------|--------------------|
| Walters | Emily | 16 | 32 | |
| Wan | Amy | - | - | Y |
| Warner | Collyn | 19 | 9 | |
| Wastal | Carrie | 1 | | |
| Wecker | Erin | | 20 | |
| Weisser | Christian | - | 20 | Y |
| Wells | Jennifer | 22 | 26 | |
| Wenger | Christy | 24 | 29 | |
| Wenger | Mark | 8 | 9 | |
| Werner | Maggie | 24 | 8 | |
| West-Puckett | Stephanie | 4 | 5 | |
| Wetherbee | Ben | 17 | 29 | |
| White | Stephanie | 37 | 28 | |
| Whitney | Justin | 6 | 27 | |
| Wilde | Patty | | 29 | |
| Wills | Katherine V | 33 | 30 | Y |
| Winzenried | Misty Anne | 26 | 22 | |
| Wright | Hollye | 22 | 16 | |
| Wright | Pamela | 6 | 30 | |
| Wright Cron | Amanda | 18 | 12 | |
| Wynne | Craig | 18 | 8 | |
| Yancey | Kathleen Blake | - | - | Y |
| Yu | Eunjyu | 29 | 32 | |
| Zabrowski | Katie | 10 | 1 | |
| Zath | Michelle | 11 | 22 | |
| Zino | Dominique | 4 | 7 | Y |
| | | | | |



CALL FOR PROPOSALS:
RESEARCH NETWORK FORUM at CCCC
March 19, 2014 from 8:00AM – 5:00PM
Indianapolis, Indiana
Proposal Deadline: Thursday, October 31, 2013

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

The Research Network Forum, founded in 1987, is a pre-convention forum at CCCC which provides an opportunity for established researchers, new researchers, and graduate students to discuss their current projects and receive mentoring from colleagues in the discipline. The forum is free to CCCC convention registrants. As in past years, RNF 2014 features morning plenary addresses focusing on “Open | Source(s), Access, Futures,” the 2014 CCCC theme.

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

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

Participants also include Editors of printed and online composition/rhetoric publications (journals, edited collections, and book series), who discuss publishing opportunities for completed works-in-progress in an open, roundtable format. We encourage Editors to bring copies of the publications they edit/publish and announcements for display at the RNF meeting. Editors are encouraged to serve as Discussion Leaders and may also participate as WiPPs.

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

Questions? Email Co-Chairs Risa P. Gorelick and Gina M. Merys: rnfchairs@gmail.com

<http://researchnetworkforum.org>

Crowdsourcing Project on the Research Network Forum

Mark Sutton, Works-in-Progress Presenter (WiPPs) co-coordinator, needs your help with an ongoing research project analyzing the influence of the Research Network Forum (RNF) on Composition and Rhetoric. He is examining the Forum's influence in two ways:

- 1) the number of WiPP projects that are published in some way and
- 2) how WiPP projects align with larger scholarly conversations in the discipline.

A website presenting the results of database searches has been created at:

<https://sites.google.com/site/rnfinfluenceproject>

Any accurate additions you can make to this site will be greatly appreciated! This includes:

- Verifying that an RNF presentation was published in some way.
 - “Published,” in this case, includes producing articles, book chapters, theses/dissertations, conference presentations, in-house professional development materials and reports, and other materials.
- Verifying the accuracy of presenter information.
- Suggesting sources that trace scholarly trends, which he can use for the project's next stage.

For more information on this project, **please contact Mark Sutton at masutton@kean.edu.**

Thank you in advance for your help with this project.



2013 Computers and Writing Graduate Research Network Call for Proposals

Join us
June 6, 2013
At
**Frostburg State
University**
Frostburg, MD

C&W Graduate Research Network is an all-day pre-conference workshop event, open and free to all registered conference participants.

What happens at the GRN?

The event consists of roundtable discussions where participants share their research activities with colleagues of similar interest. Discussion leaders facilitate conversations and solicit suggestions for projects. Work at any stage of completion is welcome—from conceptualization to publication.

Why register for the GRN?

GRN participants will have the opportunity to:

- Identify potential venues for publication
- Overcome your dissertation dead ends
- Network with new and prominent scholars from across the country
- Get to know, learn from, and conspire with both established and emerging voices in the C&W community!



Proposal Deadline
May 9, 2013

Submit Your Proposal Online:
<http://www.gradresearchnetwork.org/submit-grn-proposal/>

Visit Us at:
<http://www.gradresearchnetwork.org>



