

CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION

March 13–16, 2019 • Pittsburgh, Pennsylvania

performance rhetoric, performance composition





Seventieth Annual Convention
Conference on College Composition and Communication
March 13–16, 2019
David L. Lawrence Convention Center
Pittsburgh, Pennsylvania

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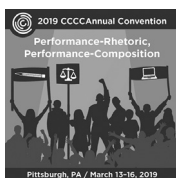
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Schedule at a Glance

Wednesday, March 13

7:00 a.m.–7:30 p.m.	Registration and Information
8:00 a.m.–5:00 p.m.	TYCA Conference
8:30 a.m.–5:00 p.m.	Research Network Forum
9:00 a.m.–12:30 p.m.	Morning Workshops (additional registration required)
9:00 a.m.–5:00 p.m.	All-Day Workshops (additional registration required)
1:30–5:00 p.m.	Afternoon Workshops (additional registration required)
1:30–5:00 p.m.	Qualitative Research Network
5:00–10:00 p.m.	Meetings and Events for Select Special Interest Groups, Committees, and Other Groups
5:15–6:15 p.m.	Newcomers' Orientation

Thursday, March 14

7:30–8:15 a.m.	Newcomers' Coffee Hour
7:00 a.m.–5:00 p.m.	Registration and Information
8:30–10:00 a.m.	Opening General Session
10:00 a.m.–6:00 p.m.	Exhibit Hall Open
10:30–11:45 a.m.	A Sessions
10:30 a.m.–12:30 p.m.	Nominating Committee Open Meeting
12:15–1:30 p.m.	B Sessions
1:45–3:00 p.m.	C Sessions
3:15–4:30 p.m.	D Sessions
4:45–6:00 p.m.	E Sessions
5:30–6:30 p.m.	Resolutions Committee Open Meeting
6:00–7:00 p.m.	Scholars for the Dream Reception
6:30–7:30 p.m.	Special Interest Group Meetings
7:00–8:00 p.m.	Anzaldúa Awards Reception

Friday, March 15

8:00–9:15 a.m.	F Sessions
8:00 a.m.–5:00 p.m.	Registration and Information
8:00 a.m.–5:00 p.m.	Exhibit Hall Open
9:30–10:45 a.m.	G Sessions
11:00 a.m.–12:15 p.m.	H Sessions
12:30–1:45 p.m.	I Sessions
2:00–3:15 p.m.	J Sessions
3:30–4:30 p.m.	Special Interest Group Meetings
4:45–6:00 p.m.	Annual Business Meeting/Town Hall
6:10–7:20 p.m.	CCCC Awards Presentation
7:30 p.m.–12:00 a.m.	Cultural Event (additional registration required)

Saturday, March 16

8:00–9:15 a.m.	K Sessions
8:00 a.m.–2:00 p.m.	Registration and Information
9:30 a.m.–5:00 p.m.	Teacher 2 Teacher Forum
9:30–10:45 a.m.	L Sessions
10:00 a.m.–1:00 p.m.	Exhibit Hall Open
11:00 a.m.–12:15 p.m.	M Sessions
12:30–1:45 p.m.	N Sessions
2:00–5:00 p.m.	Postconvention Workshops (open to all attendees)

Greetings from the 2019 PROGRAM CHAIR



**Vershawn Ashanti
Young**
2019 Program Chair

My dear friends, dear colleagues, dear CCCC members, dear honored guests, dear newcomers, dear all:

Yay! We is here. We is here!

And I for one ain't goin home til we done—til it's ova. Whaboutchu?

As I welcome you to Pittsburgh and to 4C19, let me be real wit y'all right from jump. I hope y'all can tell from my call for papers last year, the visuality right here at the conference, from the black feminist program cover, the artist inserts in the program,¹ and much mo'—some of which I highlight below—that dis here C's, dis here conference, is bout honorin, explorin, researchin, and advocatin wit diverse peoples/voices. Yes, yes, y'all, we bout social justice dis here time.

So y'all diverse peoples, y'all there inclusive folk, y'all there allies, and those who wanna be allies, and y'all who still workin on bein proper allies, I urge you and support you to speak yo own truf first. Then—when u done, speak on that truf that power must hear—and if power don't listen, it will hear us nonetheless. So speak up—speak out—even if yo voice shakes.

We need you here caucuses!

I need you here friends!

Thank god you is here members, colleagues, honored guests, and newcomers!

And I welcome you and y'all!

Now that y'all right here, what all you gon do? Grab yo peeps, and let me suggest some stuff. At the end of yo conference day, why not check out some of that good, good food they say out dis way? And when and if you find some, make sure to tell me about it.

Also, one mo thang: you know that the great, late playwright August Wilson—that cool, smooth black brotha who wrote them 10 plays chroniclin the black experience from each decade of the 20th Century? Chiile, he got a performing arts center (the August Wilson Center) in his name just steps from dis here convention center. So, check it out.

Now, while you at the convention center itself, at the conference, *check out at least one of dem dere sessions I spotlighted*. The “spotlight sessions”—yeah, yeah, I know it's a bunch of 'em, but it was so many darn good proposals—are ones I really want to bring to yo attention. Among the spotlights, we got some real special ones, like the double session featuring the inimitable Dr. Geneva Smitherman. Yes, ma'am, the AAL, STROL Queen Diva is in da house spittin knowledge and doin that swank

1. Antonia Ruppert, Antonia Ruppert Fine Art: <http://toniruppert.com>

linguistic thang. And she brought someone from the literacy world right wit her. She brought Sonja Lanehart from the Lone Star State—and others. If you ain't know, na you know.

Also, in the da house is past C's chairs Keith Gilyard and Adam Banks, laying it down bout black rhetoric. You wanna go and check out dey flow.

Black rhetoric be powerful here. So on this same topic is Elizabeth West, Af Am lit specialist; Donja Thomas, literacy scholar; Jeffrey McCune, performance studies brotha; Vorris Nunley, hush harbor rhetoric genius; and Gwen Pough, feminist, novelist, y'all know her—Nuff said. If you miss it, you missed out.

At the awards ceremony—you comin to that ain't you?—Cheryl Glenn will be honored with the exemplar award. *Bout time, yo!* When you see Cheryl, say congrats. She be teachin bout dem necessary feminist rhetorics and showin us how rhetorical silence is just as important as talk. Ya heard? If you ain't know, na you know.

Dave Bartholomae—that genius we know through seminal works like “Inventing the University” and “Facts, Artifacts, and Counterfacts”—is retirin and his peeps honorin him here. Let's show some honor too.

Let me keep goin na. *DBLAC* up in da house, wit its base now in Pittsburgh. Watch out dere na for *NextGen*, a group of multiracial graduate students talkin bout: we at the C's and in dis profession, y'all betta recognize. (Of course, dese mah words, but what I heah dem sayin.)

And did you heah bout the cultural event on Friday night? If you miss it, you gon miss straight out. Dr. Elaine Richardson (aka Dr. E) and her band in da house movin and groovin. Look out too for the blues singer, Christopher Henderson. He gon be slammin and jammin. Get that ticket if you ain't got it. And guess what? Rhetoric and writin prof Todd Craig is dee-jayin all night too. He got mad skills spittin epistemologies in composition theory but gon make dem feet move to the music too. If you miss it, you gon miss out.

Saturday, as you can see, is especially geared around Hip-Hop action and pedagogies. I hope to see many K–12 teachers in the building on this day. Let me hip you to a session with Dr. E, Prof Steve Lessner, and Hip-Hop artist Kellcee B. There are many more too. So check it out.

Also, if you see me or any of us on the 4C's EC—those of us you voted to the executive committee—don't be shy. Holla at us. We got time. Betta stop us. Tell us what's really up. Dis here be y'all organization—and mine—all of ours—and I encourage us to call out and help to revise out-house and also in-house NCTE and CCCC policies and practices that work to keep us divided, especially those creepin around under a phony cloak of diversity and inclusion. Sometime we gotta ask: inclusion for who and whom? Only those who already, always included? Nope, not dis time.

Check out too the Action Hub and the installations round the lobby. Check out the memoriam to the Pittsburgh Squirrel Hill Synagogue Tragedy. Prof Eli Goldblatt wrote a poem of dedication in dis program. Read it and remember. Reflect on how rhetorics of hate breed violence and tragedy. But let's also sit in silence a moment. Let's also speak on strategies that grow a rhetoric-culture geared to repair, renew, revive, and reflect our values through word and deed.

Check out too the memoriam from the Latinx Caucus to the late and woefully underrecognized scholar—Dr. Felipe de Ortego y Gasca. Plan to sit in silence a moment and learn bout this elder.

Feminist Caucus is displaying a quilt, and Handcrafted Rhetorics doin same. Let's keep hearts open and pause and view and really see what's all here. At this conference we be steeped in the practice of rhetoric—all kinds, all modes, for all reasons—personal, public, professional, and whatever else.

I don now said mah welcome to y'all. Na, I wanna say thank you, thank you, and thank you for your presence, for your kindness, for your fortitude, and for your membership.

And if nothin else—at dis here conference—have yo'self a grand great time!

There be so many to thank, yes, indeed, but let me try to get a few in: I thank my precious girl, Ari Zhah Young, who keeps askin: Daddy, wachu doin? And it makes me explain in a way that keeps things clear and positive. She here at the conference learnin bout language. I thank my momma, Dorothy Young, and my daddy, Richard Moore, who provide encouragement and a foundation to be the best I can. I also wanna thank my truly close friends, Frankie Condon, Neisha-Anne Green, and Asao Inoue, who will take my calls at 3am if needed, and be done with the ask by 5am—6 at the latest. Gotta have professional fam like that! I thank all who emailed me about the conference in whatever capacity. I thank Toni Ruppert for her superb artwork. And y'all know nothin can be done without yo peeps in the background. The NCTE/CCCC staff at the headquarters deserve a nod. I encourage you to meet em and greet em. But special thanks go to the tireless work that Marlene Knight do in securing the convention sites and working that hoo doo so that our experience will be tight. And if you don't know Kristen Suchor who works on almost every aspect of the program along with the program chair and other things with grit and a smile—you should. Nothin gets done—certainly not the right way—without her. Thank you to all y'all!

In solidarity and with admiration for you and y'all,

Vershawn Ashanti Young aka dr. vay
4C19 Program Chair

Welcome from the Local Arrangements Committee

Welcome to Pittsburgh! Perched at the convergence of three mighty rivers, with a reputation forged in steel, coal, aluminum, and glass, Pittsburgh is proud of its association with hard work: we are the Iron City, the City of Steel. In the nineteenth century, Pittsburgh produced nearly half of the nation's steel; much of the city's wealth—as well as its challenges and inequalities—are attributable to this industrial heritage.



Photo credit: Images/iStockphoto

When you think of Pittsburgh, this rusty grittiness may be the image that comes to mind. But you may be surprised to find that Pittsburgh today is one of the greenest cities in the US—we boast more trees per capita than any other. The steel mills have nearly all vanished, but the vast urban parks and green spaces donated by the Robber Barons of yore remain. The city's labor is now primarily invested in research and innovation—in education, technology, and medicine. We frequently find ourselves at the top of various desirable lists—2nd most desirable city in the US (the Economist Intelligence Unit), the 5th best place to retire (*US News and World Report*), 18th most hipster friendly city (MoveHub.com), and the most under-ranked city in America (SmartAsset). One of the most endearing things about Pittsburghers is that we still find these accolades surprising.



Photo credit: Heather Kresge

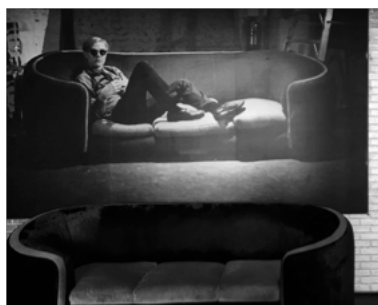
Like the many generations who have traveled here before us, it is our labor that draws us to Pittsburgh for the CCCC Convention—the work of writing and teaching and presenting and learning. But Pittsburgh is also a City of Bridges. And conferences are important spaces for forging new connections. Looking out from the panoramic windows along the river-facing side of the David L. Lawrence Convention Center,

you can see some of these bridges, bearing the names of Pittsburgh's favorite sons and daughters—Roberto Clemente, Rachael Carson, Andy Warhol. As you visit our vibrant city, we invite you to cross some of these bridges, both literally and metaphorically.

The David L. Lawrence Convention Center is opportunely located in the heart of Pittsburgh's Cultural District. Here you will find lodging, restaurants, bars, shopping, and cultural events. But if you want to get a taste of the real Pittsburgh, consider stepping out into at least one of Pittsburgh's distinctive neighborhoods, all of which can easily be accessed via public transportation, ride sharing, rental car, or even rented bicycle.

Here is a taste of the many possibilities:

North Shore: Directly across the river from the Convention Center, the North Shore features world-class museums—the Warhol, Mattress Factory, Carnegie Science Center, National Aviary, and Children's Museum—as well as quirky mini-museums like Randyland and Bicycle Heaven. PNC Park (home of the Pirates) is located here, as is Heinz Field (where the Steelers play). Steelers fans might want to check out Jerome Bettis' Grille 36 for dinner or drinks. Other meal options range from old-world Pittsburgh Polish fare at Cop Out Pierogies to Nicky's Thai Kitchen, voted Pittsburgh's best Thai food. The North Shore is also a good starting point for a walk or bike ride along the Three Rivers Heritage Trail.



Strip District: In Pittsburgh's industrial heyday, the Strip was a central artery for merchants and grocers, and it still has an old-world street market vibe. Some of the city's best restaurants are here, including Pittsburgh institution Lidia's (owned by Lidia Bastianich) and the Argentinian joint, Gaucho Parrilla, which was voted 7th in Yelp's 2015 list of the top 100 places to eat in the US. In the Strip you can learn the story of Western Pennsylvania at the Heinz History Center, eat a French fry-topped sandwich from Pittsburgh's original Primanti Brothers, and taste award-winning locally crafted spirits at Wigle Whiskey. The Strip is about one mile from the Convention Center.



Photo credit: Discover the Burgh

Lawrenceville: Recently named one of the 14 “coolest hipster neighborhoods” in the USA by TripAdvisor, Lawrenceville is a fun place to get a drink at one of the many brew pubs or enjoy a locally sourced meal. You'll find all kinds of local weirdness here, including a pinball café, a former church

turned brewery, and a bowling alley with DJs, game nights, and live bands. The restaurant scene in Lawrenceville is diverse and growing: foodies can enjoy farm to table meals at places like Cure and Morcilla, Italian food at Piccolo Forno, sushi at Umami, or handmade ramen at Ki Ramen. Vegans and vegetarians will be happy here as well. Lawrenceville is about 5 miles northeast of the Convention Center.

Squirrel Hill: The historically Jewish neighborhood of Squirrel has been much in the news due to the horrific events at the Tree of Life Synagogue. The original basis for *Mr. Rogers' Neighborhood*, Squirrel Hill is bordered by two hilly parks—Frick and Schenley—both of which offer extensive networks of trails for walking, running, or biking. Squirrel Hill is known for its Asian food (Everyday Noodles gets rave reviews), pizza (Mineo's is repeatedly voted best in PA), Middle Eastern fare, and ice cream. About 5 miles east of downtown, Squirrel Hill is easily accessible.

Oakland: Ground zero for both the University of Pittsburgh and Carnegie Mellon University, Oakland is a vibrant college town bustling with restaurants, museums, coffee shops, libraries, and bars. Be sure to check out the Cathedral of Learning (the place where Pittsburgh Composition happens), as well as the stunning Phipps Conservatory and Botanical Gardens (the site both Mick Jagger and Barack Obama visited when in the Burgh). The Carnegie Library main branch is located in Oakland, as are the Carnegie Museums of Art and Natural History, and Carnegie Music Hall. Fifth and Forbes avenues, Pittsburgh's two main traffic arteries, pass through Oakland, with bus stops on nearly every corner.



Photo credit: Heather Kresge

Shadyside: Shadyside is the pinnacle for high-end shopping in the city, with favorites like Athleta, J. Crew, Patagonia, Whole Foods, and Apple as well as niche local galleries, shops, bars, and restaurants. Upscale dining options abound—Umi, Soba, or Girasole—alongside casual restaurants like Harris Grill and Noodlehead. For the country's best burnt almond torte, check out Prantl's bakery. Shadyside also has an active nightlife: dive bar Les Mardis Gras and LGBTQ lounges 5801 and Element are popular options.

East Liberty: No Pittsburgh neighborhood has seen more change in the last ten years than East Liberty. Historically one of Pittsburgh's African American neighborhoods and currently one of its most diverse, East Liberty has undergone massive redevelopment, with all of the complications gentrification brings. Google and Uber recently opened offices here, and hip new restaurants, boutique hotels, and



third wave coffee shops are popping up all the time: some of the most popular include BRGR, Spoon, The Twisted Frenchman, and Whitefield at the Ace Hotel. Lonely Planet recently named East Liberty (and neighboring Lawrenceville) first in their list of “coolest” neighborhoods in the US.

Bloomfield: Bloomfield is Pittsburgh’s “Little Italy,” with all of the character and deliciousness of authentic Italian restaurants, bakeries, shops, and groceries. It’s also burgeoning into

a mecca for cool start-up restaurants, independent bookstores, dive bars, and coffee houses. This neighborhood, located about 3 miles east of downtown, offers terrific farm to table meals at places like Station and Bitter Ends Garden Luncheonette. You can also find live music every night at Brillobox or Howlers Coyote Café.

South Side: The South Side is divided into two areas—the residential slopes and the more commercial flats. Houses along the slopes are built into the hillside, accessible via a network of steps and steep, windy roads. Situated along the bottom of the hill, the flats are one of the hottest spots for Pittsburgh nightlife, a favorite site for bar crawling. The South Side also offers an eclectic mix of shops, from tattoo parlors to vintage guitars to counterculture clothing to REI, and restaurants that cater to every type of diet (Double Wide Grill and OTB Bicycle Café are popular with vegans and meat eaters alike). There is a lovely, tree-lined South Side Riverfront Trail that connects to the Great Allegheny Passage, which goes all the way to Washington, DC.

Mount Washington: As its name suggests, this neighborhood sits atop a steep hill, and thus offers striking vistas of the Pittsburgh skyline. The best place to experience the panoramic view, and learn about Pittsburgh’s industrial past, is by riding the Duquesne Incline. You can also enjoy the view while dining along “restaurant row” on Grandview Avenue. Mount Washington is surrounded by the 257-acre Emerald View Park, with playgrounds, lawns, and trails.

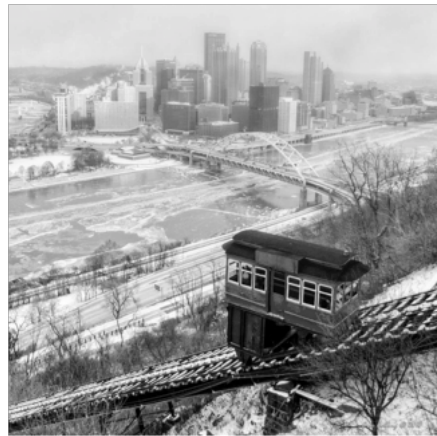


Photo credit: Visit Pittsburgh

Our 2019 CCCC Local Arrangements website provides copious information about transportation and lodging, restaurants and bars, shopping and outdoor activities, and cultural events, as well as Pittsburgh’s literary and labor history. Check out the Accessibility Guide, thoughtfully designed and painstakingly researched not only

to help you navigate your visit, but also to encourage all of us to support accessible establishments and to make our presentations and social interactions as accessible as possible. Please stop by our table at the conference, where you'll find volunteers to help with questions about hospitality and accessibility, along with information on registration.

We are happy to welcome you to Pittsburgh, and we look forward to sharing our hard-working, ever-evolving city with you.

Sincerely,

Brenda Whitney
University of Pittsburgh
Chair, 2019 Local Arrangements Committee



Local Arrangements Committee

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Dan Libertz: Chair, Hospitality
Noel Tague: Chair, Registration and Volunteers
Ben Miller
Beth Matway
Heather Kresge
John Grant

The shattering news of the attack at Squirrel Hill's Tree of Life synagogue—like violations in churches, mosques, temples, and schools before—left us gasping for meaning where there may be none. As teachers of writing and rhetoric, we have a responsibility to help bring compassion and dialogue to a hate-filled discourse environment. But first we must feel.

After the shooting

answer email, pay a fine, invite
my brother to coffee tho I know
he won't be in town this week, clean
the upstairs toilet & sink, read a review
of a book about Western Australia,
pet the cat.

All killings the same
in one sense: they leave a tear in
the cloth that can't be mended
or patched. Each death destroys
a world, the rabbis say, & a bell
rings in this hollow cavern I hear
again the same bell yet strange with
the passing of another traveler.

I can't do this. I can't write about
their deaths just because they could
be my aunt or cousins, dentist or
accountant, brother-in-law or friend.
History grows heinous when most
intimate & now the demons take me
by the chin, their loving tug wrenches
my spine. I see light in the branches
outside my window, yellow leaves
almost ready to drop onto passive

soil gone dormant, & a spider's casual
trap for the slowing bee. You will
know the bell in your dreams, little
servant, you will break beneath dark
clods, the tone untainted by fear.

Eli Goldblatt

Acknowledgments

Online Coaches

Sid Dobrin	David F. Green Jr.	Meredith Love
Wonderful Faison	Bump Halbritter	Malea Powell
Harley Ferris	Andre Jones	Brian Ray
Jenn Fishman	Douglas Kern	Nancy Sommers
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Heidi Estrem	Becca Hayes	Emily Legg
Douglas Eyman	Tara Hembrough	Bonnie Lenore
Jennifer Falcon	Ty Herrington	Kendall Leon
Ashley Falzetti	Jennifer Hewerdine	Barbara L'Eplattenier
Michael Faris	Alexandra Hidalgo	Neal Lerner
Christine Farris	Wendy Hinshaw	Steven Lessner
Rob Faunce	Allison Hitt	Robert Leston
Sonia Feder-Lewis	Haivan Hoang	Lynn Lewis
Janice Fernheimer	Cheryl Hogue	Xinqiang Li
Harley Ferris	Deborah Holdstein	Kathleen Livingston
Steve Ferruci	Judy Holiday	Alexandria Lockett
Sergio Figueiredo	Les Hutchinson	Drew Loewe
William FitzGerald	Tina Iemma	Kim Brian Lovejoy
Bess Fox	Chad Iwertz	Karen Lunsford
Tom Fox	Jordynn Jack	Nancy Mack
Renea Frey	Austin Jackson	Gail MacKay
Alanna Frost	Sandra Jamieson	Rita Malenczyk
Chris Gallagher	Gavin Johnson	Kate Mangelsdorf
Alice Garcia	Sarah Johnson	Katie Manthey
Christine Garcia	Johndan Johnson-Eilola	Aimee Mapes
Romeo García	Leigh Jonaitis	Travis Margoni
Julia Garrett	André Jones	Paula Mathieu
Shreelina Ghosh	Mitzi Jones	Mark McBeth
Joanne Giordano	Natasha Jones	Alexis McGee
Fiona Glade	Marissa Juarez	Sharon McGee
Hillery Glasby	Seth Kahn	Heidi McKee
Dayna Goldstein	Brian Kaufman	Brian McNely
Melissa Goldthwaite	Trent Kays	Jolivette Mecnas
Matt Gomes	Diane Kelly-Riley	Cruz Medina

Lisa Meloncon
 Sarah Mesle
 Laura Micciche
 Ana Milena
 John Miles
 Elisabeth Miller
 Katie Miller
 Susan Miller-Cochran
 Jody Millward
 Lilian Mina
 Sharon Mitchler
 Jessie Moore
 Jill Morris
 Rashidah Muhammad
 Kristi Murray
 Jean-Paul Nadeau
 Garrett Nichols
 Melissa Nicolas
 Michelle Niestepski
 Timothy Oleksiak
 Bernice Olivas
 Ryan Omizo
 Michael Pak
 Jason Palmeri
 Mike Palmquist
 Iswari Pandey
 Pearl Pang
 Chvonne Parker
 Steve Parks
 Kenlea Pebbles
 Michael Pemberton
 Staci Perryman-Clark
 Carol Peterson
 Ehren Pflugfelder
 Christine Photinos
 Stacey Pigg
 Laurie Pinkert
 Patti Poblete
 Mya Poe
 Malea Powell
 Betty Profit
 Paul Puccio
 Erin Pushman
 Shakil Rabbi
 Joyce Rain
 Clancy Ratliff

Brian Ray
 Scott Reed
 Lynn Reid
 Keith Rhodes
 Jeff Rice
 Rebecca Rickly
 Jim Ridolfo
 Andrea Riley-Mukavetz
 Tonya Ritola
 Kelly Ritter
 Stephanie Roach
 Patricia Roberts-Miller
 Shelley Rodrigo
 Duane Roen
 Laura Rogers
 Abraham Romney
 Kevin Roozen
 Shirley Rose
 Lauren Rosenberg
 Valerie Ross
 Deborah Rossen-Knill
 Barbara Roswell
 Angela Rounsaville
 Albert Rouzie
 Karen Rowan
 Sarah RudeWalker
 Iris Ruiz
 Clare Russell
 Carol Rutz
 Wendy Ryden
 Donnie Sackey
 Christina Saidy
 Consuelo Salas
 Michael Salvo
 Raúl Sánchez
 Jennifer Sano-Franchini
 Janie Santoy
 Dagmar Scharold
 Ellen Schendel
 Blake Scott
 Stuart Selber
 Nathan Shepley
 Katherine Silvester
 Emily Simnitt
 Neil Simpkins
 Ryan Skinnell

Heidi Skurat
 Trixie Smith
 Geneva Smitherman
 Nicole Snell
 Sarah Snyder
 Mary Soliday
 Nancy Sommers
 Madeleine Sorapure
 Karriann Soto
 Jenny Spinner
 Clay Spinuzzi
 Samuel Stinson
 Michelle Stuckey
 Jason Swarts
 Robyn Tasaka
 William Thelin
 Howard Tinberg
 Lee Torda
 Christie Toth
 Lisa Tremain
 Lina Trigos-Carrillo
 Jeffrey Turner
 Marnie Twigg
 Don Unger
 Elizabeth Vander
 Miguel Vasquez
 Chakrika Veeramoothoo
 Amy Vidali
 Kate Vieira
 Jasmine Villa
 Douglas Walls
 John Walter
 Kuhio Walters
 Amy Wan
 Carrie Wastal
 Sundry Watanabe
 Sara Webb-Sunderhaus
 Travis Webster
 Irwin Weiser
 Joanna Whetstone
 David White
 Justin Whitney
 Stewart Whittemore
 Scott Wible
 Lydia Wilkes
 Russell Willerton

Jennifer Wingard
Anne-Marie Womack

Tara Wood
Hui Wu
Kathleen Blake Yancey

Pavel Zemliansky
Candace Zepeda

Stage II Reviewers

Sheila Carter-Tod
Frances Condon
Collin Craig
David F. Green

Neisha-Anne Greene
Bump Halbritter
Andre Jones
Rhea Lathan

Steven Lessner
Julie Lindquist
Derek Mueller
Vershawn Young



First Time at the Convention?

With pleasure, the CCCC Newcomers' Orientation Committee welcomes all of you to CCCC 2019, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this Convention. (These events and their locations are listed in the Special Events schedules in the program.)

On Wednesday, our committee will host an Orientation Session (5:15–6:15 p.m.), where we will discuss how to navigate the Convention, how to use the program effectively, how to participate in the Convention's many events, and how to meet others. We also look forward to meeting you at the Newcomers' Coffee Hour on Thursday (7:30–8:15 a.m.), a congenial start to the first full day of activities, where you can begin the kinds of professional conversations that have made this Convention one of the high points of the year for each of us.

We also hope that you will attend the Think Tank (session J.17, Friday, 2:00–3:15 p.m.) for proposing presentations and panels for the 2020 CCCC Convention. At this session, you will have the opportunity to brainstorm initial ideas regarding papers and sessions, meet with other newcomers interested in similar topics, and also meet with established scholars in our field with expertise in the various program clusters in rhetoric, composition, and communication studies. These scholars will serve as facilitators, helping you conceptualize and frame your proposals.

This year, we are also hosting a session called "Career Quest: Navigating a Future in Composition, Rhetoric, and Writing Studies" (session C.16, Thursday, 1:45–3:00 p.m.). This interactive session is designed for newcomers and early career attendees; its goal is to help participants develop a plan in which opportunities at the Convention and within the organization can play an important part in their career development.

Throughout the Convention, the Newcomers' Orientation Committee members will wear specially marked badges. Please say hello; we are happy to listen to your concerns or answer any questions you have. And feel free to stop by the Newcomers' Station, where members of our committee and other CCCC members will be available to chat about the Convention, talk about shared interests, learn about your work, and discuss how CCCC can support you.

With warm good wishes,

CCCC Newcomers' Orientation Committee

Leslie Werden, Chair
Susan Chaudoir
Michael Harker
Mary Karcher
Aja Martinez
Ben McCorkle
Sharon Mitchler

Sean Morey
Timothy Oleksiak
Mary Beth Pennington
Michael Rifenburg
Gretchen Rumohr-Voskuil
Christine Tulley

General Convention Information

Registration

Convention registration is located in the East Atrium at the David L. Lawrence Convention Center. Registration is open the following hours:

- Wednesday, March 13: 7:00 a.m.–7:30 p.m.
- Thursday, March 14: 7:00 a.m.–5:00 p.m.
- Friday, March 15: 8:00 a.m.–5:00 p.m.
- Saturday, March 16: 8:00 a.m.–2:00 p.m.

General convention questions can be directed to NCTE staff at the Registration Desk during open hours.

Local Committee Office

The Local Committee Office is located in Room 313 on the third level.

Session and Event Locations

Unless otherwise noted, all 2019 CCCC Annual Convention sessions and events are located at the David L. Lawrence Convention Center.

Information for Attendees with Disabilities

CCCC is committed to making arrangements that allow all of its members to participate in the Convention. Wheelchair space is available in meeting rooms, and we have provided all speakers and session chairs with guidelines that will make sessions more accessible to all convention participants. These arrangements result from conversations between the NCTE staff, the CCCC Program Chair, the CCCC Committee on Disability Issues in Composition and Communication, disability studies specialists at the University of Pennsylvania, and other professional associations. Please download the Accessibility Guide from the CCCC 2019 website or mobile app. Information is also available at the Accessibilities Table, located in the East Atrium at the David L. Lawrence Convention Center.

Scooters and Wheelchairs

Scooters and wheelchairs are available at no charge beginning on Tuesday, March 12. They must be returned by 2:00 p.m. on Saturday, March 16. Stop by the Accessibilities Table to check one out.

Mothers' Room

The Mothers' Room is located in the David L. Lawrence Convention Center, Second Level–West Elevators. To access, please call (412) 325-6193 for a security guard to unlock the room. There will be signage outside of this room.

Hours:

- Wednesday through Friday: 7:00 a.m.–9:00 p.m.
- Saturday: 7:00 a.m.–3:00 p.m.

Quiet Room

The Quiet Room is located in the David L. Lawrence Convention Center, Room 322.

Hours:

- Wednesday through Friday: 7:00 a.m.–9:00 p.m.
- Saturday: 7:00 a.m.–5:00 p.m.

Family Room and Gaming Lounge

The Family Room and Gaming Lounge is located in the David L. Lawrence Convention Center, Room 337.

Hours:

- Wednesday through Friday: 7:00 a.m.–9:00 p.m.
- Saturday: 7:00 a.m.–5:00 p.m.

First Aid

First aid services are located in the David L. Lawrence Convention Center, Third Floor, near Room 301.

Hours:

- Thursday: 8:00 a.m.–6:00 p.m.
- Friday: 8:00 a.m.–5:00 p.m.
- Saturday: 8:00 a.m.–2:00 p.m.

Coat Check

Check your coat and bags in the David L. Lawrence Convention Center: Inquire at the Registration Desk for coat check location.

Hours:

- Thursday: 7:30 a.m.–8:30 p.m.
- Friday: 7:00 a.m.–5:00 p.m.
- Saturday: 7:00 a.m.–3:00 p.m.

Exhibits

The Exhibit Hall is located in the David L. Lawrence Convention Center, Ballroom Gallery A.B.C.

Hours:

- Thursday: 10:00 a.m.–6:00 p.m.
- Friday: 8:00 a.m.–5:00 p.m.
- Saturday: 10:00 a.m.–1:00 p.m.

For the latest titles from NCTE, including new books in the CCCC Studies in Writing and Rhetoric series, visit the NCTE booth in the Exhibit Hall.

Planning for Next Year's CCCC Convention

Individuals interested in discussing program proposals for the 2020 CCCC Annual Convention in Milwaukee, WI, March 24–28, are invited to meet Julie Lindquist, 2020 Program Chair, in the Registration Area on Friday, March 15, from 2:00 to 3:00 p.m.

Wi-Fi

The David L. Lawrence Convention Center offers free public Wi-Fi in common areas and session rooms. The network ID and password are CCCC2019.

CCCC Mobile App

For the most up-to-date information on session locations and times, download the mobile app. The app provides a quick way to search convention sessions, view maps of the David L. Lawrence Convention Center, explore the Exhibit Hall, and more. Search for “NCTE” at the Google Play Store or Apple Store.

Business Services

FedEx Office Print and Ship is located across the street from the Convention Center: 960 Penn Avenue, Pittsburgh, PA 15222 (412-391-2014).

AA and Al-Anon Meetings

CCCC offers meeting space for AA and Al-Anon meetings on Thursday and Friday evenings from 8:00 to 10:00 p.m.

- AA, David L. Lawrence Convention Center: Room 412
- Al-Anon, David L. Lawrence Convention Center: Room 413

CCCC Annual Business Meeting

The CCCC Annual Business Meeting will be held Friday, March 15, 4:45–6:00 p.m., in the Spirit of Pittsburgh Ballroom B.

Nonsexist Language

All CCCC 2019 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their sessions.

Mutual Respect & Anti-Harassment Policy

NCTE is committed to producing events where everyone may learn, network, and socialize in an environment of mutual respect. Therefore, some behaviors are expressly prohibited: harassment or intimidation related to gender, gender identity and/or expression, sexual orientation, disability, race, age, religion; deliberate intimidation, stalking, or following; harassing photography or recording; sustained disruption of talks or events; inappropriate contact and unwelcome sexual attention. Participants are expected to observe this code of conduct policy in all venues and events. Contact an NCTE staff member onsite to intervene if you believe you have been harassed or that a harassing situation exists. All reports will be directed to NCTE leadership immediately. Legal counsel, venue security, and/or local law enforcement may become involved if deemed necessary.

Other Events at CCCC

Early-Morning Qigong/TaiChi & Yoga Sessions

David L. Lawrence Convention Center: Spirit of Pittsburgh Ballroom C
Get your mind-body connection flowing with early morning Qigong/TaiChi and Yoga. Sessions are scheduled as shown below; all levels and all bodies are welcome, including first-timers.

Qigong/TaiChi: Thursday, March 14, and Saturday, March 16, 6–7 a.m.

Yoga: Thursday, March 14, and Saturday, March 16, 7–7:45 a.m.

Digital Praxis Posters

David L. Lawrence Convention Center: East Atrium

Digital Praxis Posters is an interactive exhibit format. Information about current posters and this year's schedule of presentations will be available on the CCCC convention website and on signs in the East Atrium. Digital posters will be presented during sessions B, C, F, and G, on Thursday, March 14, and Friday, March 15.

Action Hub

David L. Lawrence Convention Center: West Atrium

Visit the following organizations, events, and activities in the Action Hub throughout the convention.

4C4Equality

Accessibility Table

(in the East Atrium)

ACLU

African Marketplace

Cs the Day

CCCC/NCTE Editors

CMU Memorial Installation

Conference on Writing and

Well-Being

Digital Archive of Literacy Narratives

(DALN)

Feminist Caucus

Handcrafted Rhetorics

Latin X

Local Volunteers

Meet the CCCC

Executive Committee

Micro Mentoring

Newcomers' Station

NextGen

Rhetoric and Composition

Journal Editors

Sweetland Digital and

Rhetoric Collaborative

Welcoming Companions

Write-In Table

The Writing Studies Tree

Social Justice at the Convention

The CCCC Social Justice at the Convention Committee (SJAC) was approved as a three-year CCCC committee in March 2018. This committee is designed to help the program chair augment the convention within the charges listed below:

1. Work with the program chair to understand their vision for the program and collaboratively outline a scope for the SJAC's efforts at the convention within this vision.
2. Within the program chair's vision, collaborate with the local committee chair to develop social justice and local engagement activities that complement the convention theme, either via activities co-located or co-proximal to the convention, activities built into the convention program, and/or some other alternative.
3. Regularly report the SJAC Committee's work to the membership over the course of each year, inviting CCCC member volunteers and promoting attendee participation in activities at the convention.
4. Promote a "culture of accessibility" at the convention through member education and by organizing sustainable methods of increasing member access and engagement, onsite and online, during the convention and post convention.
5. Assess each year's activities and, within a month following the close of convention, develop a report with recommendations for the following year's program chair and the EC.

2019 Program Chair Vershawn Ashanti Young wishes to thank the members of this hard-working committee and its co-chairs for the good, needed work they perform in service of CCCC and its members.

SJAC Committee Members

Michael Pemberton, Co-Chair
Brenda Whitney, Co-Chair (Local Arrangements Chair)
Sonia Arellano
Antonio Byrd
Iklim Goksel
David F. Green
Al Harahap
Holly Hassel
Erin Jensen
Maria Prikhodko
Justin King Rademaekers
Kristen Ruccio
Dagmar Scharold
Cindy Tekobbe
Don Unger

Scholars for the Dream Coalition-Building Lounge

David L. Lawrence Convention Center: Room 331

Chair: Rhea Estelle Lathan

Hours:

- Thursday: 10:30 a.m.–5:00 p.m. and 8:30 p.m.–12:00 a.m.
- Friday: 8:00 a.m.–6:00 p.m.

This year the SFD committee has a space available for the duration of the convention. The purpose of the SFD Lounge is to provide a lounge atmosphere for socialization into an intellectual community drawn from our own cultural/linguistic perspectives as we conceptualize, plan, and build an SFD network. This will happen in an empowering space for SFD scholars and alumni to relax and meet while also building lasting relationships that we hope will serve everyone well beyond CCCC 2019. We have designed a space to facilitate a mix of insight-driven discussions—collaborative learning opportunities where participants can experience focus-driven downtime that provides a brain break without extinguishing their intellectual inspiration.

This will consist of multiple interactive Listening Tables, Dreamweavers, short Q & A sessions—both structured and unstructured—collation-building activities, as well as opportunities to join the SFD Network, which is a low-stakes mentoring network. We will have snacks and an hourly raffle, including signed books (SWR & Working and Writing for Change series), one-on-one time with a scholar, and tickets to 4C's events.

During the day we will have three to four Listening Tables running concurrently, facilitated by various past and present CCCC chairs, elders, caucus leaders, authors, and book and journal editors who will guide discussions on topics they choose. They will share their experience, knowledge, and wisdom. In the late evenings we will host the Collation-Building Lounge, which will feature specific narratives from Dreamweavers—senior SFD alumni and activists. Each will engage with attendees in informal discussions. Topics include:

- What would you tell your SFD self?
- How do you negotiate race, identity, and power (grad student→tenure→full)?
- What has CCCC done for me lately? What's getting involved got to do with it?
- What has my caucus done for me lately? What's getting involved got to do with it?
- How do I succeed in composition studies without losing my culture/identity soul?
- What are your cultural survival habits and strategies?
- What are the politics of institutional cultural fit?

Throughout the convention we will ask everyone to identify existing resources and missed opportunities and consider possibilities for building and sustaining coalitions and networks within the field. Ultimately, this space will be a means to reimagine the 4C experience in order to better serve an underrepresented collective. Our

hope is that you leave CCCC 2019 with relationships and resources that help you sustain long-term participation in the field.

Come experience a safe, low-stakes environment where we're building a coalition and collaborations toward future projects, while offering survival strategies for historically underrepresented voices.





Two-Year College English Association National Conference

The first TYCA National Conference is an opportunity to talk “across country” with two-year college faculty who are facing challenges related to course load, state funding, dual credit, maintaining rigor with underserved student populations, and more. In a system that often fails our students, we’re working together to eliminate barriers and empower students within our communities.

Starting the Conversation: Teaching, Scholarship, and Activism at Two-Year Colleges

Wednesday, March 13, 8:00 a.m.–5:00 p.m.

David L. Lawrence Convention Center

Spirit of Pittsburgh Ballroom B

PROGRAMMING: 50 breakout sessions (plus 5 Council on Basic Writing sessions), all-day poster sessions, opening session, luncheon, and evening activities.

SCHEDULE:

8:00–9:30 a.m.	Opening Session
9:45–10:45 a.m.	Breakout Session 1
11:00 a.m.–12:00 p.m.	Breakout Session 2
12:15–1:45 p.m.	Luncheon
2:00–3:00 p.m.	Breakout Session 3
3:15–4:15 p.m.	Breakout Session 4
4:30–5:30 p.m.	Breakout Session 5
6:00 p.m.	Evening Activities begin

TYCA Conference: bit.ly/TYCA2019

TYCA Luncheon Featuring Kiese Laymon

David L. Lawrence Convention Center
Spirit of Pittsburgh Ballroom C
12:15–1:45 p.m.



Kiese Laymon, Otilie Schillig Professor of English and Creative Writing at the University of Mississippi, is the author of the novel *Long Division* and a collection of essays, *How to Slowly Kill Yourself and Others in America*. He is also the author of the memoir *Heavy*, which was shortlisted for the Andrew Carnegie Medal and Kirkus Prize Finalist.

Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Teachers and Colleges

These awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students' language learning, helping them to achieve their college, career, and personal goals.

Outstanding Programs Award Committee

Chair: Sravani Banerjee, Evergreen Valley College, San Jose, CA
Leigh Jonaitis, Bergen Community College, Paramus, NJ
Justin Jory, Salt Lake City Community College, UT
Juliette Ludeker, Howard Community College, Columbia, MD
Teresa Thonney, Columbia Basin College, Pasco, WA

<http://www2.ncte.org/awards/tyca-diana-hacker-outstanding-programs-in-english-award/>



Conference on
College Composition
& Communication



National Council of
Teachers of English®

In Memoriam

Felipe de Ortego y Gasca (1926–2018)



A founding member of the Chicano Teachers of English (currently the NCTE/CCCC Latinx Caucus), Dr. Ortego y Gasca was an advocate, founding the NCTE Task Force on Racism and Bias along with Ernece Kelly and others. His dissertation, *Backgrounds of Mexican American Literature* (University of New Mexico, 1971), was the first study of its kind in the field. The inaugural director of University of Texas El Paso's Chicano Studies program, Dr. Ortego y Gasca is a founder of Chicano literary history and contributed to what is known as the Chicano Renaissance. He was Distinguished Professor Emeritus of English and Comparative Literature, retiring from Sul Ross State University in 1999. After retirement, Dr. Ortego y Gasca taught a dual-enrollment composition and rhetoric course at Cobre High School in Bayard, New Mexico. Dr. Ortego y Gasca continued into his nineties as Western New Mexico University's Scholar-in-Residence. *Descanse en paz Profe.*

backgrounds of Mexican American literature, suns of our mothers **by Steven Alvarez**

altar for Guadalupe —rosas—
candles—& a foto—of Felipe—we see—smiling—
no hay Felipe como dos—profe of Aztlán pushed
—onward—arriba y adelante concientizacion blooming
Chicano flower songs—transforming Chicanos as Renaissance
en confianza representing dignity of his gente
bc las luminarias del sendero luminoso—
born in Illinois to parents migrating between San Antonio
& sugar beet fields of Minnesota—*I was held back in the first
grade because I spoke Spanish & I was held back in the fourth grade
because of language*—profe languaged between & across
by way of his heart—beyond his teachers' limits—
to las estrellas & worlds unwallled—always learning—soldier to student—
to writer—a defenderse—the gente—w. writing—de palabra—C/S—
bc las luminarias del sendero luminoso—
& a candle burns for profe Felipe—
foto del profe Felipe on the altar de Guadalupe



CCCC Committee Meetings

CCCC Executive Committee

Wednesday, March 13, 8:30 a.m.–5:00 p.m.
David L. Lawrence Convention Center, 319/320
Chair: Asao B. Inoue

Committee on Computers in Composition and Communication

Friday, March 15, 10:00–11:00 a.m. (Closed)
11:00 a.m.–12:00 p.m. (Open)
Westin Convention Center, Somerset East
Chair: Naomi Silver

Committee on Disability Issues

Friday, March 15, 9:00–11:00 a.m. (Open)
Westin Convention Center, Washington
Co-Chairs: Christina Cedillo and Tara K. Wood

Committee on Globalization of Postsecondary Writing Instruction and Research

Saturday, March 16, 8:00–11:00 a.m. (Closed)
Westin Convention Center, Somerset East
Chair: Lisa Arnold

Committee on Undergraduate Research

Thursday, March 14, 12:15–1:30 p.m. (Open)
Westin Convention Center, Washington
Co-Chairs: Jenn Fishman and Jane Greer

Convention Concerns Committee

Saturday, March 16, 12:00–1:00 p.m.
Westin Convention Center, Armstrong
Chair: Asao B. Inoue

continued on next page

Language Policy Committee

Wednesday, March 13, 7:30–9:30 p.m. (Closed)

Westin Convention Center, Somerset East

Co-Chairs: Kim Brian Lovejoy and Elaine Richardson

Newcomers' Orientation Committee

Thursday, March 14, 3:15–4:30 p.m. (Closed)

Westin Convention Center, Somerset East

Chair: Leslie Werden

Nominating Committee

Thursday, March 14, 10:30 a.m.–12:30 p.m. (Open)

Westin Convention Center, Somerset West

Friday, March 15, 9:30–11:30 a.m. (Closed)

Westin Convention Center, Somerset West

Chair: James Chase Sanchez

Research Committee

Thursday, March 14, 5:00–6:30 p.m. (Closed)

Westin Convention Center, Washington

Chair: Tiane Donahue

Resolutions Committee

Thursday, March 14, 5:30–6:30 p.m. (Open)

6:30–7:30 p.m. (Closed)

Westin Convention Center, Somerset East

Chair: Susan Miller-Cochran

Social Justice at the Convention Committee

Thursday, March 14, 10:00 a.m.–12:00 p.m. (Open)

Westin Convention Center, Armstrong

Co-Chairs: Michael Pemberton and Brenda Whitney

Task Force on Open Access

Friday, March 15, 2:30–4:30 p.m. (Closed)

Westin Convention Center, Armstrong

Chair: Mike Palmquist

Wednesday, March 13 Special Events and Meetings

All events and meetings are in the David L. Lawrence Convention Center unless otherwise noted.

Research Network Forum

301/302/303/304/305

9:00 a.m.–5:00 p.m.

Co-Chairs: Risa P. Gorelick, New Jersey Institute of Technology, Newark

Gina Merys, Saint Louis University, MO

Carrie Wastal, University of California, San Diego

Committee Members: Anthony Atkins, University of North Carolina, Wilmington

Jeanne Bohannon, Kennesaw State University, Atlanta, GA

Laurie Britt-Smith, College of the Holy Cross, Worcester, MA

Paul Butler, University of Houston, TX

Risa P. Gorelick, New Jersey Institute of Technology, Newark

Jennifer Hewerdine, University of Tennessee, Knoxville

Jennifer K. Johnson, University of California, Santa Barbara

Jacqueline Kerr, University of Tennessee, Knoxville

Kim Brian Lovejoy, Indiana University School of Liberal Arts at IUPUI,

Indianapolis

Gina Merys, Saint Louis University, MO

Ollie O. Oviedo, Eastern New Mexico University, Portales

Thomas Pace, John Carroll University, University Heights, OH

Rebecca Rickly, Texas Tech University, Lubbock

Glen Southergill, Montana Tech of the University of Montana, Butte

Mark Sutton, Midlands Technical College, Columbia, SC

Patrick Thomas, University of Dayton, OH

Janice Walker, Georgia Southern University, Statesboro

Carrie Wastal, University of California, San Diego

Katherine Wills, Indiana University–Purdue University, Columbus, IN

Plenary Speakers: Samantha Blackmon, Purdue University, West Lafayette, IN

Michael Harker, Georgia State University, Atlanta

Ben McCorkle, The Ohio State University, Marion Campus

Virtual Research Network Forum Coordinator: Keith Dorwick, University of

Louisiana, Lafayette

continued on next page

The Research Network Forum, founded in 1987, is a preconvention forum that 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 2019 features morning plenary addresses focusing on the 2019 CCCC Convention theme. During roundtable discussions, Work-in-Progress Presenters (WiPPs) at any stage of research and at any position in the composition/rhetoric field (graduate student, junior faculty, tenured faculty, administrator, and/or independent scholar) are grouped by thematic clusters where they discuss their current projects. Discussion Leaders (DLs) lead the thematic roundtables and mentor WiPPs; this role is key to the RNF. 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.

Consortium of Doctoral Programs in Rhetoric and Composition

309

1:30–5:00 p.m.

The Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC), which represents more than seventy universities, meets every year in conjunction with CCCC. The CDPRC links doctoral education with the discipline, with members from the MA and undergraduate SIGs, and with local and national issues. In 2019, the CDPRC will present a forum on program mission and recruitment. We will also showcase the development of our web-based doctoral program profiles site, intended as an update to the 2007 Rhetoric Review Survey of Doctoral Programs. The business meeting agenda includes reports from Consortium officers, election of new officers, planning for the 2020 meeting, and developing initiatives for maintaining connections with stakeholder groups. Graduate students are encouraged to attend.

Qualitative Research Network

315/316

1:30–5:00 p.m.

Chair: William Banks, East Carolina University, Greenville, NC

Associate Chair: Brandon Hardy, East Carolina University, Greenville, NC

The Qualitative Research Network, which meets annually at the CCCC Convention, is offered for new and experienced qualitative researchers. The QRN provides mentoring and support to qualitative researchers at all levels of experience and working in diverse areas of study within the college composition and communication community. As a preconvention research network, the QRN is open to everyone, including those who are already presenting at the convention in other venues.

Intellectual Property in Composition Studies

401

2:00–5:30 p.m.

The Caucus on Intellectual Property in Composition Studies (CCCC-IP), now a Standing Group, invites to its open annual meeting all composition scholars and teachers who are concerned with issues of authorship, copyright, fair use, remix, access, and the ownership and use of intellectual property (IP). Since it began in 1994, the Caucus has sponsored explorations of IP issues pertinent to teachers, scholars, and students in the field.

At this practical and action-focused annual meeting, the CCCC-IP Standing Group will discuss the current status of teaching and research of authorship, copyright, and intellectual property in the field of rhetoric and composition. Participants will meet in roundtables to discuss topics such as remix and participatory culture, plagiarism and authorship, students' rights to their intellectual property, open access and open source publishing, and best practices in teaching students and instructors about IP. Roundtable leaders provide overviews of their topics, then participants create action plans and identify and contribute resources for political, professional, scholarly, and pedagogical use.

This year, attendees will participate in roundtables to respond to five areas of timely concern:

- 1) Emerging legal and legislative developments;
- 2) Students' rights to their own intellectual property;
- 3) Course development in intellectual property/remix;
- 4) Ongoing research projects in intellectual property; and
- 5) Emerging issues in intellectual property, such as bot-authors and data ownership.

Attendees may choose to participate in multiple roundtable discussions.

Following the roundtable workshops, participants will reconvene to share their plans and recommend future action for the coming year. The business meeting will also discuss the progress of publishing a collection of key IP developments within the last 10–15 years and submission of a NCTE-sponsored grant for an IP-related research project. The Caucus also provides mentoring opportunities for junior scholars and graduate students.

Newcomers' Orientation

317/318

5:15–6:15 p.m.

Join members of the Newcomers' Orientation Committee for an orientation session. The committee will discuss how to navigate the convention and share tips to get the most out of the convention activities.

Cross-Caucus Engagement Event

Sponsored by the CCCC Social Justice at the Convention Committee

315/316

5:30–6:30 p.m.

Organized by representatives of the CCCC Social Justice at the Convention Committee, this event promotes relationships among identity-based Caucus and Special Interest Group members through speakers and structured activities. All members are invited to attend.

Facilitators: David Green, University of Memphis, TN

Al Harahap, University of Arizona, Tucson

Liz Lane, University of Memphis, TN

Don Unger, University of Mississippi, Oxford

Building Out from “The Margins”: New Directions in Intersectionality

Sponsored by the Coalition of Feminist Scholars in the History of Rhetoric and Composition

330

6:00–8:00 p.m.

Two-part evening session offering panel, roundtable, and mentoring tables on new intersectionalities. All conferencegoers are welcome to attend.

Special Interest Group Chair: Tarez Samra Graban, Florida State University, Tallahassee

Speakers: Heather Brook Adams, University of North Carolina, Greensboro

Jenny Korn, Harvard University, Cambridge, MA

Lana Oweidat, Goucher College, Baltimore, MD

Sarah Singer, University of North Carolina, Chapel Hill

Half-Day Wednesday Workshops

Morning: 9:00 a.m.–12:30 p.m.

All workshops will be held at the David L. Lawrence Convention Center.

Community, Civic & Public

MW.01 Performing Prison: Intentional Teaching, Research, and Writing Inside & Out

We engage in interactive discussions of prison teaching, group activity and reflection, and a session in which we engage with the voices of incarcerated writers.

Sponsored by the Teaching in Prison: Pedagogy, Research, and Literacies Collective Standing Group

306

Chairs and Speakers: Kimberly Drake, Scripps College, Claremont, CA
Tobi Jacobi, Colorado State University, Fort Collins

Speakers: Patrick Berry, Syracuse University, NY
Alexandra Cavallero, California State University, San Bernardino
Wendy Hinshaw, Florida Atlantic University, Boca Raton
Cory Holding, University of Pittsburgh, PA
Aimee Krall-Lanoue, Concordia University Chicago, River Forest, IL
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY
Sarah Stanley, University of Alaska Fairbanks
Celena Todora, University of Pittsburgh, PA
Daniel Wuebben, University of Nebraska at Omaha

Respondent: Marlowe Miller, University of Massachusetts, Lowell

Community, Civic & Public

MW.02 Transforming Failure into Effective Advocacy: A Workshop on Performing Community Leadership

This workshop offers an opportunity for participants to develop strategies and a support network for more effective advocacy, leadership, and community-engaged work.

309

Workshop Facilitators: Carolyn Commer, Virginia Tech, Blacksburg
Linda Flower, Carnegie Mellon University, Pittsburgh, PA
Mary Glavan, University of Southern California, Los Angeles
Derek Handley, Lehigh University, Bethlehem, PA
David Kaufer, Carnegie Mellon University, Pittsburgh, PA
Amanda Berardi Tennant, West Liberty University, WV

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Community, Civic & Public

**MW.03 Responding to Anti-Intellectualism in the Classroom:
Developing Positive Emotions and Facilitating Student
Engagement**

This workshop provides strategies for mitigating anti-intellectualism in the classroom by enhancing student engagement, fostering positive emotions, and cultivating a culture of learning.

315/316

Workshop Facilitator: Genesea Carter, Colorado State University, Fort Collins

Roundtable Leaders: Kelly Bradbury, Colorado State University, Fort Collins

Stacey Cochran, University of Arizona, Tucson

David Korostyshevsky, University of Minnesota, Minneapolis

Amy Patterson, Clemson University, SC

Joseph Serio, University of Wisconsin-Milwaukee

William Thelin, University of Akron, OH

First-Year and Advanced Composition

**MW.04 Engaging the Global: Performing Translingual/Transmodal
Pedagogies in Writing Classrooms**

This workshop provides participants with specific pedagogical strategies to help leverage students' home literacies as learning resources and to foster translingual disposition and performance.

Sponsored by the Transnational Composition Standing Group

317/318

Chairs: Steven Fraiberg, Michigan State University, East Lansing

Zsuzsanna Palmer, Grand Valley State University, Allendale, MI

Brooke Ricker Schreiber, Baruch College, New York, NY

Xiqiao (Sonja) Wang, Michigan State University, East Lansing

Workshop Facilitators: Joshua Belknap, City University of New York

Ashok Bhusal, The University of Texas at El Paso

Suresh Canagarajah, Penn State University, University Park

Alyssa Cavazos, The University of Texas Rio Grande Valley, Edinburg

Elif Guler, Longwood University, Farmville, VA

Daewoo Jin, Indiana University of Pennsylvania

Ling Jin, Yunnan University of China

Hiyun Jung, Illinois State University, Normal

Soyeon Lee, University of Houston, TX

Xinqiang Li, Michigan State University, East Lansing

Fang-Yu Liao, Indiana University of Pennsylvania

Jacob Martens, University of Washington Tacoma
Joyce Meier, Michigan State University, East Lansing
Munira Mutmainna, Illinois State University, Normal
Sushil Oswal, University of Washington Tacoma
Andrea Parmigiani, Bronx Community College, NY
Qin Ren, Yunnan University of China
Cristina Sanchez-Martin, Indiana University of Pennsylvania
Julie Saturnus, Kent State University, OH
Lisya Seloni, Illinois State University, Normal
Christina Taheri, Penn State University, University Park
Pouya Vakili, Illinois State University, Normal
Joyce Walker, Illinois State University, Normal
Jian Wang, Yunnan University of China
Demet Yigitbilek, Illinois State University, Normal
Yi Yu, Indiana University of Pennsylvania

First-Year and Advanced Composition

MW.05 What Happens after Kansas City? Antiracist Activism in Composition

This workshop uses exercises from *Pedagogy and Theater of the Oppressed* to examine white supremacy in composition.

333

Workshop Facilitators: Taiyon J. Coleman, St. Catherine University, St. Paul, MN

Renee DeLong, Minneapolis Community and Technical College, MN

Valerie Déus, Minneapolis Community and Technical College, MN

Kathleen Sheerin DeVore, Minneapolis Community and Technical College, MN

Shannon Gibney, Minneapolis Community and Technical Colleges, MN

Michael Kuhne Minneapolis Community and Technical College, MN

First-Year and Advanced Composition

MW.06 Podcasting in the Composition Classroom

This workshop:

- explores the benefits of creating sound artifacts in composition classrooms;
- modifies used assignments for new (your!) contexts; and
- creates meaningful sound artifacts.

401

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Workshop Facilitators: Angela Berkley, University of Michigan, Ann Arbor

Phill Camron, University of Michigan, Ann Arbor

T. Hetzel, University of Michigan, Ann Arbor

Speaker: Carol Tell, University of Michigan, Ann Arbor

Institutional and Professional

MW.07 Performance-Teaching, Performance-Policy: An Action-Planning Workshop for Times of Crisis

This workshop session intends to help participants generate responsible strategies and policies for responding to hate speech and coercive behaviors, especially in policy gray areas.

402

Workshop Facilitator: Walter Lucken IV, Wayne State University, Detroit, MI

Speaker: Caleb James, University of Arkansas at Little Rock

Writing Pedagogies and Processes

MW.08 Crippling Performance in the First-Year Writing Classroom

This workshop provides several strategies and activities for supercripping the first-year composition classroom.

403

Chair: Mary DeNora, Texas Tech University, Lubbock

Workshop Facilitators: Lauren Brawley, Texas Tech University, Lubbock

Heavenly Freeman, Texas Tech University, Lubbock

Alix Gavin, Texas Tech University, Lubbock

Michelle Gregory, Texas Tech University, Lubbock

Sherena Huntsman, Utah State University, Logan

Ashanti Kumari, University of Louisville, KY

Deanna Laurette, Wayne State University, Detroit, MI

Calli Melton, Texas Tech University, Lubbock

Kristen Ruccio, Georgia State University, Atlanta

Writing Pedagogies and Processes

MW.09 Creating a Performative Syllabus Using “You-Attitude”

Speakers will provide tools for writing and presenting syllabi that are more active, inclusive, and memorable to better mirror the pedagogy of our classrooms.

404

Workshop Facilitators: Stephanie Roach, University of Michigan, Flint

Janelle Wiess, University of Michigan, Flint

Writing Pedagogies and Processes

MW.10 Co-Performing and Transforming the Labor of Feedback

Informed by a question-based pedagogy that promotes writerly agency by teaching students to solicit feedback, participants revise their syllabi and practice/perform six classroom activities.

405

Workshop Facilitators: Shannon Baker, California State University, San Marcos

Dawn Formo, California State University, San Marcos

Cyndi Headley, California State University, San Marcos

Lauren Springer, Mt. San Jacinto College, CA

Writing Pedagogies and Processes

MW.11 Beyond Grammar Hacks: Resources for Play and Performance

Introduces the grammar knowledge and practices that help writers perform their voices in specific rhetorical situations.

Sponsored by the Linguistics, Language, and Writing Standing Group

408

Workshop Facilitators: Maria Gapotchenko, Boston University, MA

Whitney Gegg-Harrison, University of Rochester, NY

Michael Israel, University of Maryland, College Park

Cameron Mozafari, University of Maryland, College Park

Deborah Rossen-Knill, University of Rochester, NY

Joseph Salvatore, The New School, New York, NY

Stella Wang, University of Rochester, NY

Nanette Wichman, Eastern Washington University, Cheney

Writing Programs

MW.12 The Art of Performing “This is Fine”: Addressing the Impact of Trauma and Adverse Childhood Experiences (ACEs) on Students, Teachers, and Programs

This workshop will provide theoretical and practical approaches for incorporating trauma-informed practices in the writing classroom.

409

Workshop Facilitators: Andrew Anastasia, Harper College, Palatine, IL

Andrew Kinney, The Ohio State University, Mansfield

Susan Naomi Bernstein, CUNY

Janice Rieman, University of North Carolina, Charlotte

Ryan Witt, College of Western Idaho, Nampa

Writing Pedagogies and Processes

MW.13 Soundwriting in the Composition Classroom:

Why and How

Come make some noise with us! Create aural representations. Explore how and why soundwriting (re)invigorates writing classrooms and increases access.

411

Workshop Facilitators: Trey Conner, University of South Florida, St. Petersburg

Courtney Danforth, College of Southern Nevada, Las Vegas

Brandee Easter, University of Wisconsin-Madison

Kati Fargo Ahern, Long Island University Post, Brookville, NY

Jill Lamberton, Wabash College, Crawfordsville, IN

Meg Marquardt, University of Wisconsin-Madison

Tanya Rodrigue, Salem State University, MA

Kyle Stedman, Rockford University, IL

Half-Day Wednesday Workshops

Afternoon 1:30–5:00 p.m.

All workshops will be held at the David L. Lawrence Convention Center.

Community, Civic & Public

AW.01 Grantwriting and Community Engagement Pedagogy: How to Create and Adapt a Course for Your Particular Milieu

Facilitators will introduce grant-writing pedagogy through the lens of ethics and social justice, then move participants toward designing a course adapted to their particular communities.

333

Workshop Facilitators: Charles Etheridge, Texas A&M-Corpus Christi
Sue Schweik, University of California, Berkeley
Zosha Stuckey, Towson University, MD

Community, Civic & Public

AW.02 Spotlight Session: Handcrafted Rhetorics: DIY and the Public Power of Made Things

Work with local artist-educators at a Pittsburgh makerspace to reconsider activist and pedagogical practices in composition.

Sponsored by the Handcrafted Rhetorics SIG

402

Chair: Jason Luther, Rowan University, Glassboro, NJ

Workshop Facilitators: Marilee Brooks-Gillies, Indiana University–Purdue University Indianapolis

Sara Cooper, Murray State University, KY

Frank Farmer, University of Kansas, Lawrence

Danielle Koupf, Wake Forest University, Winston-Salem, NC

Kristin Prins, Cal-Poly Pomona

Kristin Ravel, University of Wisconsin-Milwaukee

Melissa Rogers, independent scholar

Patrick Williams, Syracuse University, NY

First-Year and Advanced Composition

AW.03 Bridging the Semiotic Channels: Teaching Discussion and Oral Performance in the Writing Classroom

This half-day workshop will offer new strategies for encouraging students' oral participation and for creating more complex and recursive relationships between writing and oral performance.

403

Workshop Facilitators: George Cusack, Carleton College, Northfield, MN
Nick LoLordo, University of Oklahoma, Norman
Catherine Mintler, University of Oklahoma, Norman

Language

AW.04 Performing Antiracist Practices at the Writing Program, Departmental, and Institutional Levels and Beyond: Combating Linguistic Racism

This workshop will develop a course of action that will embolden the participants to combat linguistic racism at different levels, within and outside academia.

Sponsored by the Language Policy Committee

404

Workshop Facilitators: Isabel Baca, The University of Texas at El Paso
David Green, Howard University, Washington, DC
Austin Jackson, Brown University, Providence, RI
Kim Brian Lovejoy, Indiana University–Purdue University, Indianapolis
Rashidah Muhammad, Governors State University, University Park, IL
Elaine Richardson, The Ohio State University, Columbus

Language

AW.05 Staying Woke on Campus: Promoting Social Justice for Multilingual Students

Discuss practical strategies and theoretical approaches to breaking down monolingualism in understanding multilingual identities, campus conversations, learning outcomes, and pedagogy.

Sponsored by the Second Language Writing Standing Group

405

Standing Group Chairs: Eunjeong Lee, California State University, Monterey Bay
Brooke Schreiber, Baruch College, CUNY
Emily Simnitt, University of Oregon, Eugene

Workshop Facilitators: Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL

Angela Dadak, American University, Washington, DC

Norah Fahim, Stanford University, CA

Jeroen Gevers, University of Arizona, Tucson

Jennifer Johnson, Stanford University, CA

Rebecca Lorimer Leonard, University of Massachusetts, Amherst

Greer Murphy, Claremont Graduate University, CA

Rachael Shapiro, Rowan University, Glassboro, NJ

Jennifer Slinkard, University of Arizona, Tucson

Deirdre Vinyard, University of Washington, Bothell

Missy Watson, City College of New York, CUNY

Language

AW.06 Performing Corpus Analysis: Putting Corpus Findings into Pedagogical Practice

Offers practice and principles for bringing corpus-based studies of academic discourse into writing instruction, including use of corpus insights for better understanding “academic” language.

408

Chair and Workshop Facilitator: Zak Lancaster, Wake Forest University, Winston-Salem, NC

Workshop Facilitators: Angie McKinnon Carter, Utah Valley University, Orem

Craig Hancock, University at Albany, SUNY

Joleen Hanson, University of Wisconsin-Stout

Sandra Kies, Benedictine University, Lisle, IL

Cornelia Paraskevas, Western Oregon University, Monmouth

Research

AW.07 The Choreography of Collaborative Coding

This workshop first offers an overview of the theory and practice of collaborative coding. Participants will then gain hands-on experience using the software program MAXQDA.

409

Workshop Facilitators: Cara Kozma, High Point University, Winston-Salem, NC

Holly Middleton, High Point University, Winston-Salem, NC

Kathy Shields, Wake Forest University, Winston-Salem, NC

Speaker: Donna Scheidt, High Point University, Winston-Salem, NC

Writing Pedagogies and Processes

AW.08 Pedagogical Strategies for Increasing Student Self-Efficacy: Turning “No Can” into “Can Do”

Participants will learn how to implement pedagogical strategies to increase student self-efficacy in the writing classroom.

410

Workshop Facilitator: Jill Dahlman, University of North Alabama, Florence

Speakers: William Macauley Jr., University of Nevada, Reno
Tammy Winner, University of North Alabama, Florence

Writing Pedagogies and Processes

AW.10 Quilting Composition: Performing Composition Pedagogy through Critical Quilt Making

Participants in this hands-on workshop will quilt to explore its pedagogical usefulness for performing composing processes, encouraging cooperative argumentation, and doing social justice work.

412

Workshop Facilitators: Giana Hamilton, California State University, Monterey Bay

Leslie Maldonado, California State University, Monterey Bay

Kelly Medina-Lopez, California State University, Monterey Bay

Alyssa Riley, California State University, Monterey Bay

Research

AW.11 Qualitative Research Network

The Qualitative Research Network provides mentoring and support to qualitative researchers at all levels of experience and working in diverse areas of study.

Sponsored by the Qualitative Research Network

315/316

Speaker: William Banks, East Carolina University, Greenville, NC

Writing Pedagogies and Processes

AW.12 Teach It Like We Mean It: Helping Students Perform Their Power in Peer Review

This highly interactive workshop will disrupt standard peer review practice with a goal to support participants' design or revision of one peer review assignment.

413

Workshop Facilitators: Aaron Block, Northeastern University, Boston, MA

Kara Mae Brown, University of California, Santa Barbara

Kristen Getchell, Babson College, Babson Park, MA

Kat Gonso, Northeastern University, Boston, MA

Writing Programs

AW.13 Shut Up and Listen! Speaking Truth to Power

This two-hour Ignite Talk workshop intends to generate both theory and pedagogy to undo systemic educational injustice and devise strategic plans for implementation at varying institutions.

414

Workshop Facilitators: Wonderful Faison, Michigan State University, East Lansing

Neisha-Anne Green, American University, Washington, DC

Willow Trevino, University of Oklahoma, Norman

All-Day Wednesday Workshops

9:00 a.m.–5:00 p.m.

All workshops will be held at the David L. Lawrence Convention Center.

Basic Writing

W.01 Performing Academic Writing in the Real World: Poverty, Disability, and Cultural Contexts in Basic Writing

This interactive workshop focuses on how writing and teaching are performed in complex student and institutional contexts.

Sponsored by the Council on Basic Writing (CBW)

321

Standing Group Chairs: Leigh Jonaitis, Bergen Community College, Paramus, NJ

Marisa Klages-Bombich, LaGuardia Community College, Long Island City, NY

Workshop Facilitators: Kimberly Brown, University of Georgia, Athens

Brenda Jo Brueggemann, University of Connecticut, Storrs

J. Elizabeth Clark, LaGuardia Community College, Long Island City, NY

Christy Desmet, University of Georgia, Athens

Lindsey Harding, University of Georgia, Athens

Darin Jensen, Des Moines Area Community College, IA

Kris Miller, University of Georgia, Athens

Robby Nadler, University of Georgia, Athens

Lynn Reid, Fairleigh Dickinson University, Teaneck, NJ

Sara Webb-Sunderhaus, Miami University, Oxford, OH

Community, Civic & Public

W.02 Living Feminist Lives: Materialities, Methodologies, and Practices

Inspired by Sara Ahmed, this sponsored workshop explores ways to “live a feminist life” as teachers, administrators, researchers, scholars, and community members.

Sponsored by the Feminist Caucus

323

Chairs: Lydia McDermott, Whitman College, Walla Walla, WA

Patricia Wilde, Washington State University Tri-Cities, Richland

Workshop Facilitators: Leslie Anglesey, University of Nevada, Reno
Kayla Bruce, Olivet Nazarene University, Bourbonnais, IL
Angela Clark-Oates, California State University, Sacramento
Rachel Daugherty, Texas Christian University, Fort Worth
Sara DiCaglio, Texas A&M University, College Station
Violet Dutcher, Eastern Mennonite University, Harrisonburg, VA
Holly Hassel, North Dakota State University, Fargo
Lana Oweidat, Goucher College, Baltimore, MD
Sherry Rankins-Robertson, University of Arkansas at Little Rock
Erin Wecker, University of Montana, Missoula
Mindy Williams, Central Oregon Community College, Bend
Speakers: Tamika Carey, University of Virginia, Charlottesville
Raquel Corona, St. John's University, New York, NY
Tarez Graban, Florida State University, Tallahassee
Gesä Kirsch, Bentley University, Waltham, MA
Lena Liedtke, The University of Texas at Tyler
Kate Pantelides, Middle Tennessee State University, Murfreesboro
Jacqueline Jones Royster, Georgia Institute of Technology, Atlanta
Helen Sandoval, University of California, Merced
Lara Smith-Sitton, Kennesaw State University, GA
Pamela Takayoshi, Kent State University, OH

Community, Civic & Public

W.03 Plant Something: Performance-Rhetoric, Community Writing, and Food Activism

This workshop will explore community food advocacy organizations and sites for food justice, community building, and education via an interactive discussion and afternoon work party.

324

Workshop Facilitators: Janene Amyx Davison, Galveston College, TX
Alex Helberg, Carnegie Mellon University, Pittsburgh, PA
Maxwell Philbrook, Walden University, Minneapolis, MN
Amy Quan, Ithaca College, NY
Johannah Rodgers, independent scholar
Eileen Schell, Syracuse University, NY
Dianna Winslow, California Polytechnic State University, San Luis Obispo
Speakers: Kurt Stavenhagen, College of Environmental Science & Forestry, SUNY
Stephanie Wade, Bates College, Lewiston, ME

Creative Writing

W.04 Performing Our Lives: Creative Nonfiction and (the Art and Rhetoric of) Representation

Participants will explore creative nonfiction through writing to prompts and discussing teaching strategies and issues.

Sponsored by the Creative Nonfiction Standing Group

325

Workshop Facilitator: Judith Szerdahelyi, Western Kentucky University, Bowling Green

Speakers: Lynn Bloom, University of Connecticut, Storrs
Melissa Goldthwaite, Saint Joseph's University, Philadelphia, PA
Jacquelyne Kibler, University of Arizona, Tucson
Sande McGlaun, Roanoke College, Salem, VA
Irene Papoulis, Trinity College, Hartford, CT
Erin Pushman, Limestone College, Gaffney, SC
Amy Quan, Ithaca College, NY
Wendy Ryden, Long Island University Post, Brookville, NY
Jenny Spinner, St. Joseph's University, Philadelphia, PA
Erica Steakley, Belmont University, Nashville, TN

Information Technologies

W.05 Remixing Performance in Games

Participants will explore theories of play and games emphasizing performance, remixing existing games to create new performances, and concluding with an escape room challenge.

Sponsored by the Council for Play and Game Studies

326

Standing Group Chair: Lauren Woolbright, Alma College, MI
Workshop Facilitators: Rebekah Shultz Colby, University of Denver, CO
Richard Colby, University of Denver, CO
Sarah Dwyer, Texas A&M University, College Station
Lee Hibbard, Purdue University, West Lafayette, IN
Sara Lovett, University of Washington, Seattle
Megan Mize, Old Dominion University, Norfolk, VA
Kristopher Purzycki, University of Wisconsin-Milwaukee
Danielle Roach, Clark State Community College, Springfield, OH
Danielle Stambler, University of Minnesota, Minneapolis
Emi Stuenkel, University of Wisconsin-Stout
Josh Wood, Clemson University, SC

Writing Programs

W.06 Lights, Camera, Action: Performance and Performing in Writing Center Origins

This workshop reviews creating, building, founding, and/or redesigning writing centers. Bedford/St. Martin's is providing lunch and the *St. Martin's Sourcebook for Writing Tutors* for all workshop participants.

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Performers: Aaron Beasley, Union University, Jackson, TN
Megan Boeshart, Old Dominion University, Norfolk, VA
Frances Crawford, University of Mary Hardin-Baylor, Belton, TX
Jennifer Daniel, Queens University of Charlotte, NC
Jennifer Gray, College of Coastal Georgia, Brunswick
Shannin Schroeder, Southern Arkansas University, Magnolia
Catherine Siemann, New Jersey Institute of Technology, Newark
Jeanne Smith, Kent State University, OH
Lisha Daniels Storey, Austin College, TX
Hill Taylor, Oregon Health and Science University, Portland

Research

W.07 Co-Exploring International Writing Research and Rehearsing Scholarly Performances

Thirty-two writing scholars from twenty countries co-explore and rehearse in-process research projects and their complex cultural, political, and linguistic contexts.

Sponsored by the International Researchers Consortium

328

Standing Group Chairs: Lance Cummings, University of North Carolina, Wilmington

Magnus Gustafsson, Chalmers University of Technology, Gothenburg, Sweden

Chairs: Christiane Donahue, Dartmouth College, Hanover, NH
Ann-Marie Eriksson, University of Gothenburg, Sweden

Workshop Facilitators: Lifang Bai, Hainan University, Haikou, China

Ahsan Bashir, University of Education, Lahore, Pakistan

Nancy Bou Ayash, University of Washington, Seattle

Emily Cousins, University of Louisville, KY

Mary De Nora, Texas Tech University, Lubbock

Sarah Elcheikhaki, American University of Beirut

Lisa Ganobcsik-Williams, Coventry University, England, United Kingdom

Nahed Ghazzoul, Alzaytoonah University, Amman, Jordan

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Katrin Girgensohn, European University Viadrina, Berlin, Germany
Iklim Goksel, independent scholar in Anchorage, Alaska
Gina Henry, European University Viadrina, Frankfurt, Germany
Lavinia Hirsu, University of Glasgow, Scotland, United Kingdom
Jahanzeb Jahan, University of Education, Lahore, Pakistan
Jennifer Walsh Marr, University of British Columbia, Vancouver, Canada
Íde O'Sullivan, University of Limerick, Castletroy, Ireland
Pearl Pang, Yonsei University, Seoul, South Korea
Sterling Plata, De La Salle University, Manila, Philippines
Angela Rounsaville, University of Central Florida, Orlando
Shyam Sharma, Stony Brook University, NY
Katja Thieme, University of British Columbia, Vancouver, Canada
Kate Vieira, University of Wisconsin-Madison
Xiqiao (Sonja) Wang, Michigan State University, East Lansing
Amy Zenger, American University of Beirut
Yanhong Zhang, Luoyang Normal University
Tianyuan Zhu, Yonsei University
Erin Zimmerman, American University of Beirut

Research

**W.08 Developing an Indigenous Scholarly Practice: An
Indigenous Rhetorics Research and Writing Retreat**

This workshop, sponsored by the Caucus for American Indian Scholars and Scholarship, is designed to introduce Indigenous theories, practices, and approaches to research and writing.

Sponsored by the Caucus for American Indian Scholars and Scholarship

329

Chair and Speaker: Kristin LaFollette, Bowling Green State University, OH

Workshop Facilitators: Yavanna Brownlee, Ohio University, Athens

Pamela Chisum, Miami University, Oxford, OH

Danielle Donelson, Bowling Green State University, OH

Catheryn Jennings, Michigan State University, East Lansing

Emily Legg, Miami University, Oxford, OH

Andrea Riley Mukavetz, Grand Valley State University, Allendale, MI

Kenlea Pebbles, Michigan State University, East Lansing

Sarah Prielipp, Michigan State University, East Lansing

Sundy Watanabe, University of Utah, Salt Lake City

Writing Pedagogies and Processes

W.09 Establishing a Community of Inquiry in Online Writing Courses through Student and Instructor Presence

This workshop aids instructors in establishing a successful Community of Inquiry (CoI) within their online classes.

Sponsored by the Online Writing Instruction Standing Group

330

Standing Group Chair: Kevin Eric DePew, Old Dominion University, Norfolk, VA

Speaker: Tiffany Bourelle, University of New Mexico, Albuquerque

Workshop Facilitators: Jessie Borgman, Texas Tech University, Lubbock
Sharon Burns, University of Cincinnati
Clermont College, Batavia, OH
Jennifer Cunningham, Kent State University, OH

Kimberly Fahle, Old Dominion University, Norfolk, VA

Heidi Skurat Harris, University of Arkansas at Little Rock

Lyra Hilliard, University of Maryland, College Park

Cat Mahaffey, University of North Carolina, Charlotte

Jude Miller, Rowan University, Glassboro, NJ

Elizabeth Monske, Northern Michigan University, Marquette

Janine Morris, Nova Southeastern University, Fort Lauderdale, FL

Abigail Oakley, Arizona State University, Tempe

Jason Snart, College of DuPage, Glen Ellyn, IL

Sarah Snyder, Arizona Western College, Yuma

Mary Stewart, Indiana University of Pennsylvania

Natalie Stillman-Webb, University of Utah, Salt Lake City

Scott Warnock, Drexel University, Philadelphia, PA

Joanna Whetstone, Lakeland Community College, Kirtland, OH

Community, Civic & Public

W.10 Performing Rhetorical Activism: Latinxs in the Community and in the Academy

This workshop continues the Latinx Caucus's tradition of cultivating critical dialogue between Latinx scholars of rhetoric, writing, and literacy and our activists in Pittsburgh.

Sponsored by the NCTE/CCCC Latinx Caucus

415

Speakers: Isabel Baca, The University of Texas at El Paso

Christina Cedillo, University of Houston-Clear Lake, TX

Raquel Corona, St. John's University, Queens, NY

Romeo García, University of Utah, Salt Lake City

Alexandra Hidalgo, Michigan State University, East Lansing

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Kendall Leon, California State University, Chico
Perla Luna, Santa Clara University, CA
Cruz Medina, Santa Clara University, CA
Octavio Pimentel, Texas State University, San Marcos
Iris Ruiz, University of California, Merced
Helen Sandoval, University of California, Merced
Jasmine Villa, East Stroudsburg University, PA



Thursday, March 14

Special Events and Meetings

All events and meetings are in the David L. Lawrence Convention Center unless otherwise noted.

Newcomers' Coffee Hour

Spirit of Pittsburgh Ballroom B
7:30–8:15 a.m.

Opening General Session

Spirit of Pittsburgh Ballroom A
8:30–10:00 a.m.

Nominating Committee Meeting (open)

Westin Convention Center, Somerset West
10:30 a.m.–12:30 p.m.

Resolutions Committee Meeting (open)

Westin Convention Center, Somerset East
5:30–6:30 p.m.

Scholars for the Dream Reception

309
6:00–7:00 p.m.

Anzaldúa Awards Reception

308
7:00–8:00 p.m.

AA and Al-Anon Meeting Space

AA, 412
Al-Anon, 413
8:00–10:00 p.m.

DBLAC Social Event

Spirit of Pittsburgh Ballroom C
8:00–11:00 p.m.



Opening General Session

David L. Lawrence Convention Center
Spirit of Pittsburgh Ballroom A

8:30–10:00 a.m.

Presiding: Vershawn Ashanti Young, Program Chair/CCCC Associate Chair,
University of Waterloo, Ontario, Canada

Greetings: Brenda Whitney, Local Arrangements Chair, University of Pittsburgh, PA
Leah Zuidema, NCTE President-Elect, Dordt College, Sioux Center, IA
Cheryl Hogue Smith, Kingsborough Community College, CUNY, Brooklyn

Scholars for the Dream—2019 Recipients

Laura L. Allen, The Ohio State University, Columbus
Nouf Alshreif, Indiana University of Pennsylvania
Sweta Baniya, Purdue University, West Lafayette, IN
Ashok Bhusal, The University of Texas at El Paso
Liana Clarke, Florida State University, Tallahassee
Christopher Balajadia Garcia, University of Guam, Mangilao
Les Hutchinson, Michigan State University, East Lansing
Charisse S. Iglesias, University of Arizona, Tucson
Tamara Issak, St. John's University, Queens, NY
Jialei Jiang, Indiana University of Pennsylvania
Soyeon Lee, University of Houston, TX
Shewonda Leger, Michigan State University, East Lansing
Eduardo Mabilog, Nevada State College, Henderson
Charlotte Morgan, Cleveland State University, OH
Bibhushana Poudyal, The University of Texas at El Paso
Sukanto Roy, Indiana University of Pennsylvania
Joanna E. Sanchez-Avila, University of Arizona, Tucson
Karen R. Tellez-Trujillo, New Mexico State University, Las Cruces
Landy Watley, Howard University, Washington, DC
Hua Zhu, Miami University, Oxford, OH

For a listing of previous Scholars for the Dream recipients, please visit
<http://www.ncte.org/cccc/awards/scholarsforthedream>.

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Scholars for the Dream Travel Award Committee

Chair: Rhea Lathan, Florida State University, Tallahassee
Tamika Carey, University of Virginia, Charlottesville
Linh Dich, Miami University, Oxford, OH
Andrea Riley Mukavetz, Grand Valley State University, Allendale, MI
Sherita Roundtree, The Ohio State University, Columbus
Reva Sias, California State University, Fresno
Sundy Watanabe, University of Utah, Salt Lake City

CCCC has established the Scholars for the Dream Travel Awards to increase the participation of traditionally underrepresented groups. This includes Black, Latinx, Asian, American Indian/Alaska Native, Native Hawai‘ian, or other Pacific Islander scholars—persons whose presence and whose contributions are central to the full realization of our professional goals. The awards celebrate the scholarly contributions of first-time presenters at CCCC who are members of these groups. By providing some funding for these scholars to travel to the convention and to share their work with us, we hope to make the term “underrepresented” past history.

Chairs' Memorial Scholarship—2019 Recipients

Lama Alharbi, Indiana University of Pennsylvania
Leslie R. Anglesey, University of Nevada, Reno
Erin Brock Carlson, Purdue University, West Lafayette, IN
Charissa Che, University of Utah, Salt Lake City

Chairs' Memorial Scholarship Award Committee

Chair: Chris Anson, North Carolina State University, Raleigh
Sheila Carter-Tod, Virginia Tech, Blacksburg
Laura Davies, SUNY Cortland, NY
Kelly Ritter, University of Illinois at Urbana-Champaign
Howard Tinberg, Bristol Community College, Fall River, MA

To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of \$750 each to help cover the costs of four graduate students who are presenting at the annual conference. Full-time graduate students whose presentations were selected through the regular peer review process are eligible for these scholarships.

For a listing of previous Chairs' Memorial Scholarship Award winners, please visit <http://www.ncte.org/cccc/awards/chairsscholarship>.

Presentation of the Exemplar Award

This award is presented to a person who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.

Cheryl Glenn, recipient of the 2019 CCCC Exemplar Award, will speak.

Exemplar Award Committee

Chair: Eileen Schell, Syracuse University, NY
Akua Duku Anokye, Arizona State University, Phoenix
Ellen Cushman, Northeastern University, Boston, MA
Bronwyn Williams, University of Louisville, KY
Morris Young, University of Wisconsin-Madison

For a listing of previous Exemplar Award winners, please visit
<http://www.ncte.org/cccc/awards/exemplar>.

Cheryl Glenn, 2019 Exemplar of the Conference on College Composition and Communication



Cheryl Glenn

CCCC is honored to recognize Cheryl Glenn with the 2019 CCCC Exemplar Award. Distinguished Professor of English and Women's Studies at Pennsylvania State University, she is truly an exemplar with her unwavering commitment to feminist rhetorical scholarship, a deep devotion to the profession of rhetoric and writing studies, and a passion for leadership, mentorship, and community building.

Cheryl Glenn's ground-breaking scholarship on feminist rhetorical studies has opened up new opportunities for rethinking histories of rhetoric and writing studies. Her seven books and edited collections, including *Rhetoric Retold: Regendering the Tradition from Antiquity through the Renaissance* (SIUP, 1997), *Unspoken: A Rhetoric of Silence* (SIUP, 2004), and *Rhetorical Feminism and This Thing Called Hope* (SIUP, 2018), have remapped the histories of rhetoric and writing studies in profound ways. Lynée Lewis Gaillet notes that "Professor Glenn continues to influence the tone and scope of the field by challenging members to think largely, globally, and locally about how feminist rhetoric can and does elicit greater understanding and empathy among diverse peoples of the past, present, and future." Her scholarship has earned her accolades, including the 1995 Richard Braddock Award for the outstanding article published in *College Composition and Communication*, the *Rhetoric Review* Outstanding Essay Award (shared, 1994–95), and Rhetorician of the Year in 2009 for the Young Rhetoricians' Conference. Her scholarly work has been competitively funded by many grants and fellowships, including the National Endowment for the Humanities, the Mellon Foundation, and The Swedish Foundation for International Cooperation in Research and Higher Education.

Along with her scholarly achievements, Cheryl Glenn, in collaboration with other prominent feminist scholars, has nurtured an inclusive feminist scholarly community that continues to inspire a new generation of scholars. Serving as president and past president of the Coalition of Feminist Scholars in the History of Rhetoric and Composition's (1996–2000), as a member of the Executive Board, Conference Planning Team, and as a current member of the Advisory Board, she has been a significant leader, advocate, and vital presence at the Coalition's meetings and the annual mentoring table sessions at CCCC on Wednesday nights. Glenn also co-sponsored with Lisa Ede the "Feminism(s) and Rhetoric(s)" Conference at Oregon State University in 1997. This biennial conference has become a well-established space for presenting

interdisciplinary feminist scholarship, drawing graduate students and faculty from across the nation and the globe. The welcoming tone of the conference and the Coalition's mentoring sessions is one that Glenn worked tirelessly to foster. She also collaborated with other scholars to transform the Coalition's newsletter, *Peitho*, to a refereed online publication.

Cheryl Glenn also co-founded, and co-edits with Shirley Wilson Logan, Southern Illinois University Press's prestigious book series *Studies in Rhetorics and Feminisms*, which foregrounds the important interconnections between rhetorics, writing, and feminisms. This series has published over two dozen volumes that engage innovative feminist scholarship; many junior scholars got their start through publishing their work in this series. Andrea Lunsford reminds us that the book series demonstrates Glenn's commitment "to making a space for the voices of others, rather than simply concentrating on advancing her own career." Glenn also has co-edited a Penn State University Press series entitled *Studies in Rhetoric and Democratic Deliberation*, with Michael Hogan and now Stephen J. Browne, building innovative scholarship that examines the "character and quality of public discourse."

Glenn's work as a scholar and mentor has extended to improving and inspiring innovative pedagogy and learning in the writing classroom. She is the author and co-author of many editions of textbooks that have been adopted nationally in writing courses, including *The New Harbrace Guide: Genres for Composing* and *Making Sense: A Real-World Rhetorical Reader*. Glenn also participated avidly in the collaborative composition of the *St. Martin's Guide to Teaching Writing*, an influential theoretical and practical text for teacher training and composition theory graduate courses.

Glenn has participated in leading program development and improving teaching on her home campus. She founded and co-directed Penn State's Center for Democratic Deliberation. She is currently director of Penn State's Program in Writing and Rhetoric, a multi-course writing curriculum supported by a large staff of instructors and teaching assistants, that reaches thousands of undergraduate writing students. The program was awarded the CCCC's Certificate of Excellence.

Glenn is a passionate and engaged undergraduate writing and rhetoric teacher, which has brought her many teaching awards, including Oregon State University's Faculty Achievement Award for Outstanding Teaching, the Penn State University College of Liberal Arts Outstanding Teaching Award, and four Penn State English Department John Moore Teaching Awards.

Graduate students praise Glenn as an engaged mentor who challenges them as writers and scholars and genuinely cares about their lives. Former graduate student mentees Jessica Enoch, Jordynn Jack, Wendy Sharer, Charlotte Hogg, and Scott Wible note that "at every turn she has practiced and modeled the feminist ethics that com-

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prise her scholarship and teaching.” Six of Glenn’s graduate student mentees have won major scholarly prizes, including four students winning the CCCC James Berlin Memorial Dissertation Award and two others winning the Rhetoric Society of America Dissertation Award (2009) and the Council of Writing Program Administrators Graduate-Student Writing Award (2014). In 2015, Glenn was the inaugural winner of the Coalition of Feminist Scholars in the History of Rhetoric and Composition’s Lisa Ede Mentorship Award.

Glenn’s mentorship and program development has also extended to her work with teachers through Middlebury College’s Bread Loaf School of English graduate program. She spent many summers teaching in and directing Bread Loaf School of English campuses. Her teaching, program development, and mentoring also have extended to national international lectures, workshops, and Visiting Professorships across North America, Europe, Asia, the Middle East, and Africa. She received an honorary doctorate from Örebro University in Sweden.

Cheryl Glenn has vigorously invested her time and talents in CCCC. Elected to the office of CCCC Chair, a four-year commitment between 2005 and 2009, she worked tirelessly to foreground “diversity in its broadest sense in the conference program, the committees, and the initiatives she sponsored” (Shirley Wilson Logan, Roxanne Mountford, Krista Ratcliffe, Jacqueline Royster). She has chaired or served on the Nominating Committee, the Search Committee for *College Composition and Communication*, the Committee on Convention Concerns, the Committee on Disability Issues, the Outstanding Book Committee, the Executive Committee, the Committee on the Status of Women in the Profession, the Braddock Award Committee, the James Berlin Memorial Dissertation Committee, and the CCCC Proposal Review Committee. Commenting on her inspirational leadership, Vershawn Young writes that “I am a C’s program chair in part because of the example that Glenn set for us all when she was the chair and I was on the Executive Committee. She is world class, and just to be in the same room is energizing!”

Glenn has also generously given of her time to NCTE, serving on the Executive Committee, the College Forum, the Finance Subcommittee, and the Russell Award Committee. She has also been an important voice for writing and rhetoric studies in the Modern Language Association, where she chaired the Executive Committee of the Division on the History and Theory of Rhetoric and Composition and served on the *PMLA* advisory committee. Within the Rhetoric Society of America, she served on multiple committees and was awarded the Outstanding Service Award in 2000. Internationally, she has served on the Global Rhetoric Society Executive Council and as president of the Global Society for the Study of Women in Discourse and Rhetoric

Cheryl Glenn, in short, is a remarkable scholar and teacher, generous mentor and colleague, and visionary leader in our field; she is truly deserving of the CCCC Exemplar Award.



Chair's Address

David L. Lawrence Convention Center
Spirit of Pittsburgh Ballroom A
8:30–10:00 a.m.

How Do We Language So People Stop Killing Each Other, or, What Do We Do about White Language Supremacy?



Asao B. Inoue

For the 2018 CCCC Annual Convention in Kansas City, I asked us to consider ways we could language, labor, and transform ourselves, practices, ideas, classrooms, conferencing—and perhaps our worlds. I was encouraged by all that I saw and experienced at the convention last year. I was also encouraged by the serious discussions many of us had before, during, and after it, in which we debated how we might proceed in an increasingly unfair and unjust world, a world that makes some of us much more vulnerable than others, and blinds others to those very dangers. We realized that there were no easy answers, only paradoxes, problematics that make us have to confront

in uncomfortable but important ways each of our own privileges and limitations when traveling, in our classrooms, and among our peers in other academic spaces. In short, we discussed ways that CCCC might transform its practices in an increasingly hostile and contentious nation and world, one hostile most often to people of color, LGBTQIA, women, and Muslims.

Some context. Recently, I received an email from someone who had found out about my scholarship and a talk I had given at a university. The talk was titled, “Grading Ain’t Just Grading: Rethinking Writing Assessment Ecologies Towards Antiracist Ends.” The writer of this email begins this way:

Sir?

At a minimum you are a racist, and a contemptuous Socialist Asshole.

You and your ilk are hellbent on bastardizing the fundamental tenets of education.. [sic] You would twist young unsuspecting students into UN-American social justice warriors, radical feminists, anti-white vigilantes and mindless socialists, ill equipped to function in a free competitive society.

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Now, I've been called much worse names in emails and tweets before, and over the same thing, my scholarship, but I show this excerpt from a longer email that continues with more slurs and berating to ask a question: How did we get here? How is it that in a "free and competitive society," as this writer notes, one based on democratic ideals of liberty and justice for all, that this kind of a response seems acceptable when someone offers language to the public that makes them uncomfortable? The response isn't: "I don't understand. Please, tell me more." The response is to name-call and hold tight to preconceived ideas about what words like "antiracism" and "white language supremacy" mean in a school context. The response is to language back in violent ways, ways meant to hurt and wound. I wonder: How do we proceed knowing our differences, this writer and I? Does the free use of such discourse lead to violence, and even killing?

My chair's address will extend my original call to labor and language in ways that transform us and our mutual literacy work. At the center of my address will be the question that my title invokes: How do we language so people stop killing each other? To do this, I want us to uncomfortably confront the ways we all are perpetuating white language supremacy. It is this problem that I think is often at the center of the violence and inequality we see around us, and it is the eradication of white language supremacy—and the judging practices that go with it—that I believe will pave the road toward more equitable, safe, and sustainable futures for everyone. Finally, I will ask us as teachers and scholars to consider in Freirean fashion the problems that our own language judgment practices in and outside of our classrooms pose to us, and how we might move forward toward transformation, or racial reconciliation.

Asao B. Inoue is the Director of University Writing and Professor of Interdisciplinary Arts and Sciences at the University of Washington Tacoma, and will start his new position as Associate Dean of the College of Integrative Sciences and Arts at Arizona State University in July of 2019. He has served in a number of capacities over the last two decades, among them: Assistant Chair of the NCTE College Section Steering Committee; CWPA Executive Board member; CCCC Executive Committee member; CWPA Diversity Task Force member; and Chair of the CCCC Scholars for the Dream Committee. He has also been an editorial board member and reviewer for several journals and book series, including *Studies in Writing and Rhetoric*, *Present Tense*, *Assessing Writing*, *The Journal of Writing Assessment*, *CCC*, *Composition Studies*, *WPA: Writing Program Administration*, *Literacy in Composition Studies*, and *The Journal of Response to Writing*. He has served as the Book Review Editor for *Composition Studies*, and was a guest coeditor of *College English*.

Inoue was awarded the 2014 CWPA Outstanding Scholarship Award for his *RTE* article, "Theorizing Failure in U.S. Writing Assessments." His book *Antiracist Writing Assessment Ecologies: Teaching and Assessing for a Socially Just Future* won the 2017 CCCC Outstanding Book Award and the 2015 CWPA Outstanding Book Award. His coedited collection with Mya Poe, *Race and Writing Assessment*, won the CCCC Outstanding Book Award for an edited collection in 2014. While at California State University, Fresno, he was the recipient of the 2013 Provost's Award for

Excellence in Teaching. And in 2002, he was honored with a CCCC Scholars for the Dream Travel Award.

More recently, his scholarship continues to develop antiracist writing assessment and pedagogies for college and secondary literacy classrooms. His most recent book, *Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom* (2019), theorizes and presents practical ways to develop, use, and assess the effectiveness of labor-based grading contracts, which he argues makes for more socially just literacy classrooms, and can address white language supremacy. His coedited collection (with Mya Poe and Norbert Elliot), *Writing Assessment, Social Justice, and the Advancement of Opportunity* (2018), offers interventions in historiographic studies, justice-focused applications in admission and placement assessment, innovative frameworks for outcomes design, and new directions for teacher research and professional development.

Land Acknowledgment

To open our session, I as the chair of this session, and our panelists would like to recognize and acknowledge the Indigenous people of this land: the Lenni Lenape, Shawnee, and Hodinöhsöñih (hoe-den-ah-show-nee)—the six Nations, that is, the Mohawk, Oneida, Onondaga, Seneca, Cayuga, and Tuscarora. We are gathered today on Jö:deogë’ (joan-day-o-gan’t), an Onödowa’ga (ono-do-wah-gah) or Seneca word for Pittsburgh or “between two rivers”: the Welhik Hane (well-ick hah-neh) and Mënaonkihëla (men-aw-n-gee-ah-luh). These are the Lenape words for the Allegheny and Monongahela rivers, which translate to the “best flowing river of the hills” and “where the banks cave in and erode.” While a land acknowledgment is not enough, it is an important social justice and decolonial practice that promotes Indigenous visibility and a reminder that we are on settled Indigenous land. Let this land acknowledgment be an opening for all of us to contemplate a way to join in decolonial and Indigenous movements for sovereignty and self-determination. Lastly, I am grateful to Melissa Borgia-Askey and Sandy Gajehsoh Dowdy for valuable etymological and pronunciation help. Also, we thank Andrea Riley Mukavetz and the American Indian Caucus for helping with this land acknowledgment.

A Sessions: 10:30–11:45 a.m.

Poster Session

David L. Lawrence Convention Center:
Third Floor West Hallway

Research

Undergraduate Researcher Poster Session

This annual event encourages undergraduate participation at CCCC and showcases the field’s premier undergraduate researchers and their projects.

Chair: Jessie Moore, Elon University, NC

Language

A.01 Spotlight Session: Black Rhetoric Matters! *The Routledge Reader of African American Rhetoric*

Editors of the new and innovative *Routledge Reader of African American Rhetoric* discuss anthologizing and historicizing Black rhetoric from various epistemologies such as gender and sexuality, literacy and education, religion and spirituality, and politics.

Spirit of Pittsburgh Ballroom B

Chair: Vershawn Ashanti Young, University of Waterloo, Ontario, Canada

Speakers: Jeffrey McCune, Washington University, St. Louis, MO, “The Quare of Queer”

Vorris Nunley, University of California, Riverside, “Black Presence/Black Politics”

Donja Thomas, The Ohio State University, Columbus, and Gahanna Jefferson Schools, OH, “Black Studies Matter: The Struggle for Liberation through Education”

Elizabeth J. West, Georgia State University, Atlanta, “‘In the Name of God the Merciful’: Speaking Islam in Early African American Christian Discourse”

Respondent: Gwendolyn Pough, Syracuse University, NY

Writing Programs

A.02 Framework for Success with Black Student-Writers: Profiles of Writing Programs

This roundtable provides a framework for success with Black perspectives in writing program administration and briefly highlights and showcases a few writing programs.

Spirit of Pittsburgh Ballroom C

Chair and Roundtable Leader: Collin Craig, St. John’s University, Queens, NY

Roundtable Leaders: Alexandria Lockett, Spelman College, Atlanta, GA, “Framework for Success at an HBCU: A Profile of a Small Liberal Arts College for Women”

Staci Perryman-Clark, Western Michigan University, Kalamazoo

Adrienne Redding, Western Michigan University, Kalamazoo, “The First-Year-Writing Intensive and Minoritized Student Voice and Enculturation”

Shawanda Stewart, Huston-Tillotson University, Austin, TX, “Centering Students in the First-Year Composition Classroom: Engagement, Improvement, and Pedagogical Practices”

Scott Wible, University of Maryland, College Park, “‘The Creation of an Appropriate Response’: How White Allies Listen to, Learn from, and Support Black WPAs”

Basic Writing

A.03 “Ready to Perform”: The Performative Perspective of Corequisite Integrated Reading/Writing and First-Year Composition Partnerships

This panel explores ways in which corequisite developmental and college-level courses help basic writers find their voices through individualized interventions.

301

Chair: Sarah Liles, Weatherford College, TX

Speakers: Jared Abraham, Weatherford College, TX, “Corequisite Integrated Reading/Writing and First-Year Composition Partnerships”

Diann Ainsworth, Weatherford College, TX

Laura McBride, Weatherford College, TX, “Corequisite Integrated Reading/Writing and First-Year Composition Partnerships”

Writing Pedagogies and Processes

A.04 Writing Teachers Writing

In this special session, two veteran writers and writing teachers will create a Writing Zone, opening up an opportunity for participants to write, tapping into their most creative selves in an effort to play with language and celebrate not just what we know about writing but what we do as writers that, in turn, informs our knowledge and our teaching practices.

302

Facilitators: Chris Anson, North Carolina State University, Raleigh
Nancy Sommers, Harvard University, Cambridge, MA

Community, Civic & Public

A.05 From Rhetorical Tactics to Tactical Rhetorics

A panel showcasing collective communities using tactical ecologies of cooperation and resistance, with related tactical rhetoric opportunities for audience members.

303

Speakers: Geof Carter, Saginaw Valley State University, University Center, MI
Sherrin Frances, Saginaw Valley State University, University Center, MI
Robert Lestón, New York City College of Technology, NY

Community, Civic & Public

A.06 GET OUT of My Classroom: Performance Rhetorics in Community Engagement Projects

Faculty members and student researchers will explore five community engagement initiatives/projects through the lens of performance rhetoric theory: Presence and Performance = Connection.

304

Chair and Speaker: Lara Smith-Sitton, Kennesaw State University, GA
Speakers: Jeanne Bohannon, Kennesaw State University, GA
Allison Dobo, Kennesaw State University, GA
Todd Harper, Kennesaw State University, GA
Bailey McAlister, Kennesaw State University, GA

Community, Civic & Public

A.07 Performing Protest: Resistance Rhetorics and the Minoritarian Response

The panel explores three examples of resistance rhetoric that span both identity categories and time, in Native American, African American, and queer communities.

305

Chair: Brian Fehler, Texas Woman's University, Denton

Speakers: Justin Cook, Texas Woman's University, Denton

Angela Johnson, Texas Woman's University, Denton

Leanne Lentschke, Collin College, McKinney, TX

Community, Civic & Public

A.08 Voices of Change on *La Frontera*: Performative Rhetorics of Decolonizing Authenticity

This panel will analyze different ways residents of the borderlands of Texas enact performative rhetoric to advocate for the recognition of identities and community needs.

306

Speakers: Brita Arrington, The University of Texas at El Paso

Ayden Castellanos, The University of Texas Rio Grande Valley, Edinburg

Jeffrey Doyle, The University of Texas Rio Grande Valley, Edinburg

Liza Soria, The University of Texas at El Paso

First-Year and Advanced Composition

A.09 Embodied Archives: Writing Partnerships to Build Effective Transfer Student Community

Presenters describe embodied and performative practices that cultivate community in required writing courses designed for transfer students.

307

Chair and Speaker: Robert Gilmor, University of Denver, CO

Speakers: April Chapman-Ludwig, University of Denver, CO

Katherine Crowe, University of Denver, CO

First-Year and Advanced Composition

A.10 Genre Roles and Performativity: Reconsidering Rhetorical Imitation

This panel will suggest that incorporating imitation and modeling in conjunction with a rhetorical/performative focus in writing classes will contribute significantly to students' academic success.

308

Chair: Jade Arvizu, California State University, Northridge

Speakers: Paul Butler, University of Houston, TX, "Toward a Performative Orientation in Writing: Mixing and Meshing Languages through Imitation"

Irene Clark, California State University, Northridge

Keith Rhodes, University of Denver, CO, "Genre Roles as Rhetorical Actors' Studio: Anti-Paternalistic Stylist Imitation"

Information Technologies

A.11 Performing the Public-Facing Self: Pedagogical Perspectives on ePortfolios for Public Audiences

We engage in conversation about how instructors can re-think ePortfolio pedagogy for public audiences in digital spaces.

309

Speakers: Jenae Cohn, Stanford University, CA

Megan McIntyre, Sonoma State University, CA

Nicholas Van Kley, Dartmouth College, Hanover, NH

First-Year and Advanced Composition

A.12 Pretending to Write: Performative Necessities in the Writing Classroom

This panel examines the performative necessities virtual audiences impose upon writing students.

310

Speakers: Jim Clements, University of Southern California, Los Angeles

Jim Condon, University of Southern California, Los Angeles

David Gooblar, University of Iowa, Iowa City

David Tomkins, University of Southern California, Los Angeles

Institutional and Professional

A.13 Disciplinary and Disruption in the Academic Lifecycle

This panel will critically examine the process of becoming disciplined in the field of rhetoric, composition, and writing studies across different phases of the academic lifecycle.

311

Chairs: Lauren Bowen, University of Massachusetts Boston

Laurie A. Pinkert, University of Central Florida, Orlando

Speakers: Christopher Andrews, Texas A&M University, Corpus Christi,
“Repeat Performance”

Jennifer Hewerdine, University of Tennessee, Knoxville, “Undisciplined”

Abby Orenstein, Temple University, Philadelphia, PA, “Having It All

Together: Performing Discipline as an Adjunct and Mother”

Joel Wingard, Moravian College, Bethlehem, PA

Institutional and Professional

**A.14 Seeing/Reseeing/Unseeing via WAC-Based
Collaborations: Collaborative Models for Crossing
Communities/Crossing Difference**

Our panel will discuss the ways we have learned that our students cross institutions, disciplines, personal interests, and as a result, various sites of writing.

312

Speakers: Jean Dubro, Northern Virginia Community College, Springfield

Michelle LaFrance, George Mason University, Fairfax, VA

Cheri Lemieux Spiegel, Northern Virginia Community College, Annandale

Writing Programs

**A.15 Spotlight Session: The Writing Program as a Site for an
“Antiracist Agenda”**

Panelists, with differing roles and functions within their college writing program, discuss the steps they take to energize an antiracist agenda.

315/316

Speakers: Gavin Hurley, University of Providence, Great Falls, MT,
“Creating an Antiracist Agenda: A Faculty Perspective”

Michelle Niestepski, Lasell College, Newton, MA, “Creating an Antiracist
Agenda: A WPA Perspective”

Annie Ou, Lasell College, Newton, MA, “Creating an Antiracist Agenda:
An ESL Director’s Perspective”

First-Year and Advanced Composition

A.16 Performing Digital Literacy: Low-Bridge, High-Benefit Approaches for Teachers, Administrators, and Writing Centers

Interactive session about best practices for integrating digital literacy assignments into first-year composition programs.

317/318

Chair and Roundtable Leader: Sarah Singer, University of North Carolina, Chapel Hill

Roundtable Leaders: Matt Duncan, University of North Carolina, Chapel Hill

Tyler Easterbrook, University of North Carolina, Chapel Hill

Tiffany Friedman, University of North Carolina, Chapel Hill

Alex Funt, University of North Carolina, Chapel Hill

Todd Taylor, University of North Carolina, Chapel Hill

History

A.17 “Don’t Run Off with the Janitor!” Constituting Ethos in the Archives of a New Jersey Nursing Program, 1915–1925

We theorize how young nursing students’ ethos was performatively constituted through students’ applications and the official records of students’ behavioral and academic performance from 1915 to 1925.

319

Chair: Fiona Harris, Bloomfield College, NJ, “Theoretical Framework”

Speakers: Nora McCook, Bloomfield College, NJ, “Archives and Applications”

Lisa Ruiz, Bloomfield College, NJ

Carmen Prieto Sanabria, Bloomfield College, NJ, “Archives and Applications”

Institutional and Professional

A.18 The Performance-Rhetoric of Campus Activism

This roundtable discusses the performance-rhetoric of labor agitation on campuses and encourages audience participation. We hope to inspire additional co-performances on other campuses.

320

Chair: Elizabeth Mazzolini, University at Buffalo, NY

Speakers: Barbara Bono, University at Buffalo, NY

Ana Grujic, University at Buffalo, NY

Nicole Lowman, University at Buffalo, NY

Joseph Moore, University of Missouri, Columbia

James Rizzi, Tufts University, Medford, MA

Professional and Technical Writing

A.19 (Re)Performing Usability and Design for Cultural and Sustainable Goals

In this panel presentation, we address the overarching question: In what ways might usability research be situated as performance advocacy?

321

Speakers: Steve Benninghoff, Eastern Michigan University, Ypsilanti
Scott Kowalewski, Saginaw Valley State University, University Center, MI
Bill Williamson, Saginaw Valley State University, University Center, MI

Research

A.20 “Scar Tissue”: Performance-Composition and Multimodal Writing as Holistic Healing

Through multimodal composition, panelists engage in interdisciplinary inquiry to better understand the role of trauma in re/making the self.

323

Speakers: Ashley Fox, Wright State University, Dayton, OH, “Canvas Compositions: Trauma and Re/Creating the Body through Mixed Media”
Christina Luiggi, Wright State University, Dayton, OH
Spencer Rowland, Wright State University, Dayton, OH, “Expressing the Repressed: Music as Performative Scholarship and Holistic Healing”

Research

A.21 Performing Uncertainty in Writing Center Consultations

In this session, presenters from three different university writing centers invite participants to examine moments of uncertainty (“I don’t know” moments) in writing center consultations.

324

Speakers: R. Mark Hall, University of Central Florida, Orlando
Bradley Hughes, University of Wisconsin-Madison
David Stock, Brigham Young University, Provo, UT

Theory

A.22 Affects in the Wild: Spaces of Writing and Emotional Practices

This panel enacts deeply embodied and affective composing practices in spaces outside writing classrooms. Speakers will focus on materials and bodies in particular writing spaces.

326

Chair and Speaker: Katelyn Lusher, University of Cincinnati, OH

Speakers: Rhiannon Scharnhorst, University of Cincinnati, OH

Rich Shivener, University of Cincinnati, OH

Hillary Weiss, Wayne State University, Detroit, MI

Theory

A.23 Performing Comparative Rhetoric: Silence, Listening, and Voice for and beyond Pedagogy

This panel discusses silence, listening, and voice by performing comparative methodology of de/recontextualization and by placing these concepts in the context of Chinese rhetorical tradition.

327

Chair and Speaker: LuMing Mao, The University of Utah, Salt Lake City

Speakers: Charissa Che, The University of Utah, Salt Lake City

Yebing Zhao, Miami University, Oxford, OH

Hua Zhu, Miami University, Oxford, OH

Writing Pedagogies and Processes

A.24 Enacting Pedagogy: 7 Microperformances

In 7 short “microperformances,” this group will take the method of microhistory and splice it with performance-rhetoric, then divide it by time and teaching method.

329

Chair: Derek Owens, St. John’s University, New York, NY

Speakers: Daniel Collins, Guttman Community College, CUNY

Roseanne Gatto, St. John’s University, New York, NY

Adam Koehler, Manhattan College, New York, NY

Matthew Pavesich, Georgetown University, Washington, DC

Tara Roeder, St. John’s University, New York, NY

Hill Taylor, Oregon Health and Science University, Portland

Nathalie Virgintino, Concordia College New York, Bronxville

Writing Pedagogies and Processes

A.25 No Neutral Spaces: Radical Collaboration with Students to Change Campus Cultures

This panel examines antiracist practices in collaboration with students across three institutional contexts and aims for audience members to generate context-specific ideas as takeaways.

330

Chair: Amanda Fields, Central Connecticut State University, New Britain

Speakers: E. Mairin Barney, University of Baltimore, MD

Colleen Halverson, Western Governors University, Salt Lake City, UT

Writing Pedagogies and Processes

A.26 Performing the Past, Writing the Present: A Discussion of Reacting to the Past Gaming in First-Year Writing

An examination of the pros and cons of using Reacting to the Past gaming in first-year writing.

333

Speakers: William Breeze, Cleveland State University, OH

Yvonne Bruce, Cleveland State University, OH

Alexandra DeBiase, Cleveland State University, OH

Amy Guildoo, Cleveland State University, OH

Michael Laurenty, Cleveland State University, OH

Writing Pedagogies and Processes

A.27 Bodies Forgotten/Checked at the Door (or Screen): Re-Embodying Academic Spaces through Performance-Rhetoric

We explore the ways in which embodiment extends performance-rhetoric into our physical and digital teaching and learning environments and yields body-related composition practices.

334

Speakers: Roxanne Aftanas, Marshall University, Huntington, WV

Molly Daniel, University of North Georgia, Gainesville

Morgan Gresham, University of South Florida, St. Petersburg

Writing Programs

A.28 Attunement, Performance, and Valuation across the Scales of Composition

With attention to the scales of composition practice, this panel will provide a backdrop for a conversation about attunement, performance, identity, and valuation in composition.

335

Chair: Deborah Mutnick, Long Island University, Brooklyn, NY

Speakers: Julie Cook, University of North Carolina, Charlotte

Ligia Mihut, Barry University, Miami Shores, FL

Tony Scott, Syracuse University, NY

Writing Programs

A.29 Set Pieces: Designing for Access, Ethos, and Action in the Multimodal Writing Classroom

We theorize and practice, with the help of the audience, the design of flexible, creative spaces that support multimodal pedagogy in writing classrooms.

336

Chair: Brenda Jo Brueggemann, University of Connecticut, Storrs

Speakers: Lisa Blansett, University of Connecticut, Storrs

Ruth Book, University of Connecticut, Storrs

Gabriel Morrison, University of Connecticut, Storrs

Basic Writing

A.30 This Is an Identity Thing! Put Some Respect on It

Panelists explore student and instructor performances of identity.

338

Chair: Holly Shelton, University of Washington, Seattle

Speakers: Bilal Ahmed, Concordia University Chicago, River Forest, IL,
“Muslim Student Identity”

Amanda Conner, Missouri State University, Springfield, “Setting the
Stage: Performance and Identity Construction through Peer Tutoring”

Kathleen Crosby, University of North Carolina, Chapel Hill, “The
Intersectionality of the Student Athlete: Supporting Student Athlete
Performance in Basic Writing Courses”

Community, Civic & Public

A.31 Performing for by Performing with: Community Action through Collective Voices

Panelists discuss community-building actions by way of deliberate attention to audience participation.

401

Chair: Oksana Moroz, Indiana University of Pennsylvania

Speakers: Samuel Head, The Ohio State University, Columbus, “Rhetoric’s Front-of-House: Audience Networked and Distributing Service-Learning Labor”

Shane Peterson, University of Washington, Seattle, “The Activist Rhetoric of the Post-Mormon Community”

Rebekah Sims, Purdue University, West Lafayette, IN, “Performative Rhetoric in Shape-Note Singing Communities”

First-Year and Advanced Composition

A.32 “Get Real”: Post-Truth Rhetoric and Coded Political Rhetoric in the Composition Classroom

This presentation rethinks teaching research while considering the prevalence of false information in popular media culture.

402

Chair: June Locco, Community College of Baltimore County, MD

Speakers: Lee Bauknight, Penn State Berks, Reading, PA, “Lower-Case Truth and All-Caps LIES: Research and Writing in a ‘Fake News’ World”

Philip Longo, University of California, Santa Cruz, “Beyond Skepticism: Information Literacy in the Post-Truth Classroom”

Stephen Whitley, Collin College, McKinney, TX, “Waking Our Students: Pedagogy and Interpretation of Coded Political Rhetoric in the FYC Classroom”

First-Year and Advanced Composition

A.33 Identity Pedagogies of Race, Class, Sexuality, and Gender in Composition Classes

This session calls for the need for opening up spaces in writing pedagogies for undergraduate students to reflect on, engage with, and consider how literacies connected to their identities can help them succeed in higher education.

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continued on next page

Chair: Emilie Koenig, University of Houston, TX

Speakers: Angela Bilia, The University of Akron, OH, “Trading Spaces: Risk and Performance in First-Year Composition”

S. Brook Corfman, University of Pittsburgh, PA, “No Language: The Trans or Nonbinary Student in the Composition Classroom”

Amanda May, Florida State University, Tallahassee, “Imag(in)ing Selves: Visuals as Identity Performance in First-Year Composition”

Jeremy Ricketts, Bethel University, Arden Hills, MN, “From Rhetoric to Reality: Performative Identities, College Students, and Composition”

History

A.34 Ain’t No Half Steppin’: Historizing an Epideictic Spectacle

This panel explores the historical patterns of segregation, Latinx folklore, and segregation patterns that inform standardized writing courses over time.

404

Chair: Steven Lessner, Northern Virginia Community College, Annandale

Speakers: Miriam Fernandez, California State University, San Bernardino, “An Epideictic Spectacle: The Role of Malintzin (la Malinche) in Early Nationalist Plays in Mexico City”

Marlene Galvan, Texas Tech University, Lubbock, “‘Dancing with the Devil’ Revisited: Rhetorical Performance and a Latinx Folktale”

Amy Lueck, Santa Clara University, CA, “Historicizing Concurrent Enrollment in a Segregated City”

Brice Nordquist, Syracuse University, NY, “Historicizing Concurrent Enrollment in a Segregated City”

Information Technologies

A.35 Identity Performance in Virtual Environments

Teacher identity, student voice, and motherhood are examined across virtual spaces by the panelists within this session.

405

Chair: Cristy Beemer, University of New Hampshire, Durham

Speakers: Lori Arnold, Texas A&M University, College Station, “Emotional Birth! Performing Motherhood through the Birth Vlog”

Mariya Tseptsura, University of New Mexico, Albuquerque, “Performing Identity in Online Writing Classrooms: Second Language Students’ Voices”

James Wirth, University of Washington, Seattle, “Performing and Positioning Teacher Identity in First-Year Online Composition Classrooms”

Writing Pedagogies and Processes

A.36 Spotlight Session: The Stone the Builder Refuses: Contending with White Supremacy

In this session, which concludes with a spoken-word performance, panelists take on white supremacy as it manifests in the writing classroom and beyond.

406

Chair: Frankie Condon, University of Waterloo, Ontario, Canada

Speakers: Neisha-Anne Green, American University, Washington, DC
Mara Holt, Ohio University, Athens, “[Dis]missing White Discomfort: Performing Patience with White Fragility”

Sherita Roundtree, The Ohio State University, Columbus, “Pedagogies of Noise: Black Women’s Teaching Efficacy and Pedagogical Approaches in Composition Classrooms”

Language

A.37 Doin’ Language: It’s Okay Your Writing Isn’t “Appropriate”

Reimagining how second language learners (L2), deaf writers (ASL speakers), and veterans perform their identities through language.

407

Chair: Susan Murphy, Texas A&M University–Corpus Christi

Speakers: Philip Davila, Texas A&M University–Corpus Christi
Victoria Ramirez Gentry, Texas A&M University–Corpus Christi
Olena Simmons, Texas A&M University–Corpus Christi

Institutional and Professional

A.38 Satire, Strikes, and Exorcism: A Challenge in 3 Acts

These one-act performances dare us in turn to exorcise our discipline, take to the streets, and embrace disorder.

408

Chair: Christiane Boehr, University of Cincinnati, OH

Speakers: Rebecca Powell, University of Southern Mississippi,
Hattiesburg, “Performing Pedagogy: A Call to Affiliation through an Analysis of the 2018 Teacher Strikes”

Andrew Rihn, Stark State College, North Canton, OH, “Demonic Performance in Rhetoric and Composition: Possessed, Exorcised, Disciplined”

Donora A. Rihn, The University of Akron, OH, “Demonic Performance in Rhetoric and Composition: Possessed, Exorcised, Disciplined”

Tess Evans, Miami University, Oxford, OH, “In Praise of Anomie: An Off-Keynote Speech at the Conference of Social Disorder”

Professional and Technical Writing

A.39 Imposters, Good Feminists, and Professional Grammar

This presentation will share approaches to problematizing professional documents as performative racial and gendered artifacts.

409

Chair: Michaelann Nelson, Utah State University, Logan

Speakers: Erin Frost, East Carolina University, Greenville, NC,
“Performing Good Feminist in Textbook Writing”

Robin Gallaher, Northwest Missouri State University, Maryville, “Doubts and Gifts: Imposter Syndrome and About Me Section of Professional Portfolios”

Chalice Randazzo, Eastern Michigan University, Ypsilanti, “Performing Whiteness in Resumes and Cover Letters”

Research

A.40 What Moves, What Stirs: Choreographies of Song, Dance and Affect

Our panel orients research to performance with regard to aurality and embodiment.

410

Chair: Irina Korotkina, Moscow School of Social and Economic Sciences

Speakers: Morna Gerrard, Georgia State University, Atlanta, “Dancing in the Archives: Teaching the Choreography of Meaning Making”

Alexis Pavenick, California State University, Long Beach, “A Librarian for Basic Comp Sings Out”

Jessica Rose, Georgia State University, Alpharetta, “Dancing in the Archives: Teaching the Choreography of Meaning Making”

Amy Williams, Brigham Young University, Provo, UT, “Beyond Measurable and Replicable: How Writing Studies Can Research Affect”

Theory

A.41 Performance-Composition across Media

This panel explores the possibilities of transgressive rhetorical performances across media.

411

Chair: Robyn Tierney, New Mexico State University, Las Cruces

Speakers: Benjamin Dalton, Virginia Commonwealth University, Richmond, “This Is Not a Game: Creating a Narrative Model for Community-Driven Alternate Reality Games”

Noelle Hepworth, Virginia Commonwealth University, Richmond,

“Alternate Reality Game Narratology”

Christine Martorana, Florida International University, University Park,

“Anti-Shame Performance-Composition within Feminist Zines”

Marissa McKinley, Indiana University of Pennsylvania, “Here to Perform/

Here to Transgress: The Polycystic Ovarian Syndrome Body Goes to

Performative Work in an Online Health Community”

Writing Pedagogies and Processes

A.43 Feedback: Beyond Doing What Was Done to Us

In this session, panelists explore the crafting of feedback on student writing from a variety of perspectives.

413

Chair: Joshua Schriftman, University of Miami, FL

Speakers: Scott Downing, Kenai Peninsula College, Soldotna, AK, “Video Feedback: Performing Social Presence in the Composition Classroom”

Andrew Moos, University of Michigan, Ann Arbor, “Prior Teachers and Feedback Performance”

Jeffrey Perry, Indiana University Southeast, “Get Your Response On: What Your Response Says about You”

Writing Pedagogies and Processes

A.44 Performativity and Embodied Rhetoric: Teaching, Disability, Sexuality

Panelists explore bodies and embodied rhetorics in the writing classroom.

414

Chair: Wallace Cleaves, University of California, Riverside

Speakers: Jennifer Ansley, Duke University, Durham, NC, “Mindfulness-Based Writing and the Personal Essay in Teaching for Social Justice”

Liz Blomstedt, University of California, San Diego, “Writing, Sexuality, and Performance: Understanding Performance-Rhetoric through Student Projects Studying the Relationship between Writing and Their Sexual Identities”

Jackie Hoermann-Elliott, Texas Woman’s University, Denton, “Performing Embodied Writing Alongside Disability: Theoretical and Practical Solutions to Engage Students in Dialogue about Bodily Difference”

Kristen Messer, Community College of Baltimore County, MD, “Composing Agency: Performativity, Community, and Identity”

Writing Pedagogies and Processes

A.45 The Play's the Thing: Playful Pedagogies and the Performative Classroom

This panel uses play and habituation to build relationships and explore the role of trust in composition instruction.

415

Chair: Sara Doan, University of Wisconsin-Milwaukee

Speakers: Patricia Poblete, Henderson State University, Arkadelphia, AR,
“In Defense of Busy Work: Composition Pedagogy and Performative
Habituation”

Joseph Serio, University of Wisconsin-Milwaukee

Danielle Stambler, University of Minnesota, Minneapolis, “Between
Paidia and Ludus: Embracing Play as Performative Rhetoric/
Composition in the Classroom”

A.47 Imposter Syndrome and the Graduate Student Experience

Sponsored by the Graduate Student Standing Group

Our aim is to create a theoretical framework by which we can all reflect more productively on the affective and cognitive struggles graduate students face as they invent their performance as academics in today's colleges and universities.

412

Group Leaders: Andrea Bishop, University of Memphis, TN

Joanna Chromik, Indiana University Bloomington

Rachel Robinson, Michigan State University, East Lansing

Tabitha Espina Velasco, Washington State University, Pullman

B Sessions: 12:15–1:30 p.m.

Language

B.01 Performing Translanguaging in the Writing Center: Pedagogical and Practical Dilemmas

Multimodal interactive roundtable examining the promises and the paradoxes of translanguaging approaches in diverse writing center contexts.

Spirit of Pittsburgh Ballroom B

Chair and Roundtable Leader: Jonathan Hall, York College, CUNY, “The Translanguaging Tutee: Potential and Reluctance”

Roundtable Leaders: Scott Chiu, California Lutheran University, Thousand Oaks, CA, “Translanguaging and the Tutor: Technique and Context”

James Truman, Auburn University, AL, “Building Translingual Practice from the Ground Up”

Writing Programs

B.02 Juggling Roles, Balancing Identities: An Interactive Exploration of WPA Work as Collaborative Performance

We engage participants in brainstorming, discussion, and strategy generation around the idea of WPA work as a collaborative performance.

Spirit of Pittsburgh Ballroom C

Roundtable Leaders: Rachel Azima, University of Nebraska, Lincoln
Nicole Green, University of Nebraska, Lincoln
Katie McWain, Texas Woman’s University, Denton
Molly Ubbesen, University of Wisconsin-Milwaukee

Basic Writing

B.03 Contingent Collaborations, Curricular Change, Unhinged Structures, Arbitrary Genres: Alternatives to Status Quo Performances for Basic Writing

Our panel focuses on how BW is not marginal and calls attention to lasting institutional consequences of access to higher education and their material traces.

301

Speakers: Susan Naomi Bernstein, CUNY
Ian James, Arizona State University, Tempe
Lisa Konigsberg, West Chester University, PA
Amy Latawiec, Wayne State University, Detroit, MI

Community, Civic & Public

B.04 Indigenous Rhetorics “Making Something Happen in the World”: Challenging What Rhetoric and Learning Look Like

Sponsored by the American Indian Caucus

This panel presents rhetorical and pedagogical work that calls us to attend to Indigenous rhetorics in learning and in our institutional structures.

302

Chair: Lisa King, University of Tennessee, Knoxville

Speakers: Yavanna Brownlee, Ohio University, Athens

Cat Jennings, Michigan State University, East Lansing

Sundy Watanabe, University of Utah, Salt Lake City

First-Year and Advanced Composition

B.05 Stranger Things: Using Harry Potter, *The Lord of the Rings*, Sports, and *Stranger Things* as Agents for Social Change in the Composition Classroom

The panel discusses how the development and execution of themed composition courses can promote concepts of social change for students. Panelists will present best practices.

303

Speakers: Emily Ford, Ivy Tech Community College, Fort Wayne, IN

Susan Howard, Ivy Tech Community College, Fort Wayne, IN

Therese Leone-Unger, Ivy Tech Community College, Fort Wayne, IN

Steve Lively, Ivy Tech Community College, Fort Wayne, IN

Community, Civic & Public

B.06 Performing Public Writing: Toward More Meaningful Nonprofit Partnerships

This presentation discusses a series of long-term service-learning nonprofit partnerships formed between a writing program and organizations in a small rural New Mexico town.

305

Speakers: Elisabeth Kramer-Simpson, New Mexico Tech, Socorro

Angelica Perry, Homeless Children’s Education Fund

Steve Simpson, New Mexico Tech, Socorro

Community, Civic & Public

B.07 Whiteness Response (Ability): Rhetorical Performances of White Citizenship, Racial, and Feminist Identities

This is a social justice call on performance-rhetoric demonstrating how we, white scholars, take ownership to wake up—a task often relegated to people of color.

306

Speakers: Amanda Brooks, Florida State University, Tallahassee,
“#MeToo: White Feminist Response (Ability) to Advocacy
Performance”

Robert Cole, Florida State University, Tallahassee, “Political Dog-
Whistling: The Rhetoric of Whiteness and Responsibility”

Katelyn Stark, Florida State University, Tallahassee, “English Only:
Whiteness Literacy Tests as Gatekeeper to American Citizenship”

Respondent: Rhea Estelle Lathan, Florida State University, Tallahassee

Information Technologies

B.08 Networked Identity Performance: Longitudinal Explorations of Social Media

This panel turns to long-term studies on social media to consider how identity performance changes as platforms have transformed over time.

307

Speakers: Amber Buck, The University of Alabama, Tuscaloosa
Kristin Ravel, University of Wisconsin-Milwaukee
Ryan Shepherd, Ohio University, Athens

First-Year and Advanced Composition

B.09 I Didn't Think I Was Allowed to Do That: Performing Rigorous Undisciplined Research in First-Year Composition

In this interactive session, we explore the impact on students and instructors of incorporating methodology from across the curriculum into complex writing assignments in FYC.

308

Chair: Amanda Irwin Wilkins, Princeton University, NJ

Speakers: Raphael Allison, Princeton University, NJ

Genevieve Creedon, Princeton University, NJ

Christopher Kurpiewski, Princeton University, NJ

Judith Swan, Princeton University, NJ

Institutional and Professional

**B.10 Performing the Rhetorics of Family-Friendly Policies:
Rhetorics versus Realities in Writing Programs**

This panel examines the rhetoric versus the realities of family-friendly policies as implemented in writing programs.

309

Speakers: Genevieve Graciade Mueller, The University of Texas Rio Grande Valley, Brownsville

Alex Hanson, Syracuse University, NY

Eileen Schell, Syracuse University, NY

Respondents: Aja Martinez, Syracuse University, NY

Hyoejin Yoon, West Chester University, PA

First-Year and Advanced Composition

**B.11 Researching Communities of Inquiry in Blended and
Online Writing Courses: Results of a Multi-Institutional,
Mixed Methods Study**

This panel shares results from a multi-institutional study regarding student vs. instructor perceptions of teaching presence and online vs. blended students' performance of community.

310

Speakers: Jennifer Cunningham, Kent State University, OH

Lyra Hilliard, University of Maryland, College Park

Mary Stewart, Indiana University of Pennsylvania

Natalie Stillman-Webb, University of Utah, Salt Lake City

Institutional and Professional

**B.12 Performing and Critiquing Identity in Rhetoric and
Composition**

This panel addresses the performance and critique of identity in the field of Rhetoric and Composition.

311

Chair: Dayna Goldstein, Texas A&M University-Texarkana

Speakers: Mitzi Jones, University of Arkansas, Fort Smith, "Performing Identity"

William Lalicker, West Chester University of PA, "Performing Identity"

Erec Smith, York College of PA

Respondent: Paul Feigenbaum, Florida International University, Miami, "Performing Identity"

Institutional and Professional

B.13 Performing Fit as an/Other: Embodiment, Performance, and the Cultural Politics of Academic Hiring

This roundtable examines the academic job search as an embodied performance from various minoritized subject positions, including disability, race, gender, sexuality, nationality, class, and pregnancy.

312

Chair: Chen Chen, Winthrop University, Rock Hill, SC

Speakers: Dev Bose, University of Arizona, Tucson, “Disabled Professional Identities: Juggling the Work-Life Balance as a Contributing Caregiver and Disabled WPA”

Elizabeth Keller, Purdue University, Fort Wayne, “Could We Take the Elevator? I’m Having Difficulty Breathing: Surviving the Campus Visit with a Chronic (In)Visible Illness”

Ruth Osorio, University of Maryland, College Park, “Laboring in Every Sense of the Word: Pregnancy, Birth, and Breastfeeding on the Academic Job Market”

Jennifer Sano-Franchini, Virginia Tech University, Blacksburg, “Performing Professional Fit on the Academic Job Search: Race, Intersectionality, and the Politics of Academic Hiring”

Laura Tetreault, University at Albany, SUNY, “I Just Paid Off My Credit Card Debt and Now My Student Loans Are Due: The Hidden Costs of the Academic Job Market and the Financial Stress of New Faculty”

Writing Pedagogies and Processes

B.14 Spotlight Session: The Avengers Save Composition: A Live Comic Book Performance on How to Teach Writing Using Graphic Novels

The presenters of this session will give a performance in superhero costumes of a comic book-style adventure that examines the complexities of using graphic novels.

315/316

Chair and Performer: Gian Pagnucci, Indiana University of Pennsylvania

Performers: Brian Burke, Indiana University of Pennsylvania, “Thanos”
Darius Cureton, Indiana University of Pennsylvania, “The Black Panther”
Sandra Eckard, East Stroudsburg University, PA, “The Black Widow”
Nicol Eppe, Indiana University of Pennsylvania, “The Avengers Save Composition: A Live Comic Book Performance on How to Teach Writing Using Graphic Novels”

Brandon Galm, Indiana University of Pennsylvania, “Iron Man”

Nick Katsiadass, Indiana University of Pennsylvania, “The Vision”

Olivia Maderer, Indiana University of Pennsylvania, “The Scarlet Witch”

Carl Sell, Indiana University of Pennsylvania, “Spider-Man”

First-Year and Advanced Composition

B.15 Performing Group Grading of Multimodal Portfolios

Facilitators will explore the challenges of assessing multimodal writing in a first-year writing curriculum that uses group portfolio grading.

317/318

Roundtable Leaders: Craig Hulst, Grand Valley State University, Allendale, MI

Lindsay Jeffers, Grand Valley State University, Allendale, MI

Corinne Cozzaglio Martinez, Grand Valley State University, Allendale, MI

Dauvan Mulally, Grand Valley State University, Allendale, MI

Amy Ferdinandt Stolley, Grand Valley State University, Allendale, MI

History

B.16 1894: Composition at the Crossroads

Panel draws upon an important new archive of 19th-century composition texts to focus on a critical year in the field's history.

319

Chair and Speaker: Russel Durst, University of Cincinnati, OH, "Nineteenth-Century Composition Archive"

Speakers: Christopher Carter, University of Cincinnati, OH

Daniel Floyd, University of Cincinnati, OH, "Nineteenth-Century Composition Archive"

Carla Sarr, University of Cincinnati, OH, "Nineteenth-Century Composition Archive"

Writing Programs

B.17 Beyond the Margins: Performing Writing Center Research to Explore Our Positionalities

Sponsored by the International Writing Centers Association

Recent IWCA grant-funded scholars exemplify how writing center scholarship performs the work of understanding the students we serve in diverse institutional contexts.

320

Chair: John Nordlof, Eastern University, St. Davids, PA

Speakers: Katrina Bell, Colorado College, Colorado Springs

Mike Haen, University of Wisconsin-Madison

Talisha Haltiwanger Morrison, University of Notre Dame, IN

Noreen Lape, Dickinson College, Carlisle, PA

Michelle Miley, Montana State University, Bozeman

Beth Towle, Purdue University, West Lafayette, IN

Postsecondary Reading/Literacy

B.18 Presentation of Findings on a Study of Reading Across the Disciplines and the Perceived Impact of the 21st-Century Digital Turn on Academic Literacy

An international coalition of scholars is researching what our colleagues in other disciplines think about students' reading practices in the 21st century.

321

Speakers: Noel Holton Brathwaite, SUNY-Farmingdale
Leora Freedman, University of Toronto, Ontario, Canada
Alice Horning, Oakland University, Rochester, MI
Bridget Kriner, Cuyahoga Community College, Cleveland, OH
Karen Vered, Flinders University, Adelaide, South Australia

Professional and Technical Writing

B.19 Platform-Mediated Performance in Digital, Social, and Multimodal Spaces

This panel questions how platforms and algorithms influence communicative performances among writers, rhetors, users, and their many audiences.

323

Speakers: Amelia Chesley, Northwestern State University, Natchitoches, LA, "How Digital Platforms Mediate Reading, Listening, and Performing"
Bridget Gelms, San Francisco State University, CA, "Content Circulation, Moderation, and the Crafted Platform"
Angela Glotfelter, Miami University, Oxford, OH, "How Content Strategists Navigate the Effects of Algorithms"
Sara West, San Jose State University, CA, "'If It's Anonymous, You Can Get Away with It': Users' Performances on Anonymous Platforms"
Robert Gonzalez, University of Tampa, FL, "How Digital Platforms Mediate Reading, Listening, and Performing"

Research

B.20 Performing Genre and Embodied Cognition: The Phenomenology of Writing Performance Anxiety

Reports a study of anxiety in nine graduate students performing two different genres. We triangulate microphenomenological interviews with biometric measures: keystroke logging and eye tracking.

324

Speakers: Samantha Cosgrove, Iowa State University, Ames, “The Role of Brain in Genre Performance Anxiety”

Thomas Cox, Iowa State University, Ames, “The Role of the Body in Genre Performance Anxiety”

Philip Gallagher, Iowa State University, Ames, “The Role of Environment in Genre Performance Anxiety”

Phillipe Meister, Iowa State University, Ames, “The Role of Environment in Genre Performance Anxiety”

David Russell, Iowa State University, Ames

Joshua Taylor, Iowa State University, Ames, “The Role of the Body in Genre Performance Anxiety”

Theory

B.21 Body Texts: Movement, Play, and Dress in Writing (and Other) Classrooms

Through movement, play, and dress, this panel shows how using embodied knowledge in writing and other classrooms creates learning and change.

325

Chair and Speaker: Stevi Costa, Cornish College of the Arts, Seattle, WA

Speakers: Alissa Bourbonnais, Spokane Falls Community College, WA
Edmond Chang, Ohio University, Athens

Theory

B.22 Performative Rhetorics/Performing Rhetorics for Social Justice

This panel explores the role of performance-rhetorics-composition in practicing and fostering social justice as scholars and educators.

326

Chair: Victor Vitanza, Clemson University, SC

Speakers: Whitney Jordan Adams, Clemson University, SC

Firasat Jabeen, Clemson University, SC

Eda Ozyesilpinar, The University of Texas at El Paso

Performers: A.D. Carson, University of Virginia, Charlottesville

Nathan Riggs, Clemson University, SC

Theory

B.23 Decolonial Performances: Interrogating Traditional Delineations of Consciousness, Identity, and Disciplinarity

Sponsored by the CCCC Latinx Caucus

Panel speakers examine diverse cultural, ideological, technological, and disciplinary concerns affecting members of the Latinx community. These issues influence how we compose texts and ourselves.

327

Chair: Christina V. Cedillo, University of Houston-Clear Lake, TX

Speakers: Abigail Adent, University of Maine, Orono

Les Hutchinson, Michigan State University, East Lansing

Alejandra Irene Ramirez, University of Arizona, Tucson

Writing Pedagogies and Processes

B.24 (Dis) Embodied Performance: Watching Response to Student Writing in a Digital Space

How do digital tools mediate “response”? Soon-to-be writing teachers recall theories of paradigm shifts and performance as they encounter and react to student writing.

328

Speakers: Michael Goldberg, The University of Iowa, Iowa City

Claudia Pozzobon, The University of Iowa, Iowa City

Bonnie Sunstein, The University of Iowa, Iowa City

Writing Pedagogies and Processes

B.25 Feminist-Rhetoric, Feminist-Composition: Performing Feminisms in/across Institutional Learning Sites

This panel explores three institutional learning sites in which feminism can be enacted as an embodied and epistemic praxis.

329

Speakers: Sara Austin, Bowling Green State University, OH

Julianna Edmonds, Florida State University, Tallahassee

Kelly Moreland, Bowling Green State University, OH

Respondent: Lee Nickoson, Bowling Green State University, OH

Writing Pedagogies and Processes

B.26 Performance of Multimodal Composing through Our Bodies: Disability Difference in Space and Time

This panel presents four complementary approaches to the rhetoric of performance and embodied composition, particularly through the lens of differently abled bodies.

330

Speakers: Janine Butler, Rochester Institute of Technology: National Technical Institute for the Deaf

Tracy Ann Morse, East Carolina University, Greenville, NC

Sushil Oswal, University of Washington Tacoma

Stephanie Wheeler, University of Central Florida, Orlando

Writing Pedagogies and Processes

B.27 Performing the Possible: Embodied Presences / Embodied Knowledge in the Online Writing Class

We explore the ways our teaching might inspire, hinder, and complicate our students' performances of their own embodied presences in the online writing class.

333

Speakers: Kelly Garneau, Northeastern University, Boston, MA

Bret Keeling, Northeastern University, Boston, MA

Laurie Nardone, Northeastern University, Boston, MA

Writing Pedagogies and Processes

B.28 Creole Composition: Academic Writing and Rhetoric in the Anglophone Caribbean

This roundtable consists of presentations by authors of chapters in an upcoming edited collection about teaching academic writing in the Anglophone Caribbean.

334

Chair: Vivette Milson-Whyte, University of the West Indies, Mona Campus

Speaker: Annife Campbell, The University of the West Indies

Clover Jones-McKenzie, University of Technology, Jamaica

Christine Kozikowski, The University of the Bahamas, Nassau

Raymond Oenbring, The University of the Bahamas, Nassau

Heather Robinson, York College, CUNY

Performer: Carmeneta Jones, The University of the West Indies

Respondent: Brianne Jaquette, Western Norway University of Applied Sciences

Writing Programs

B.29 Data Voices: A Three-Year Study of Self-Reported Student Insight on Research, Genre, and Multimedia Writing

This panel explores a large-scale survey of entering first-year students in order to help determine best practices for approaching FYC in a changing climate.

335

Speakers: Lee Hibbard, Purdue University, West Lafayette, IN
Alisha Karabinus, Purdue University, West Lafayette, IN
Trinity Overmyer, Purdue University, West Lafayette, IN

Writing Programs

B.30 The Performance of Portfolios Across the Curriculum

Using portfolios composed across the curriculum to explore how student performances can shape an institution's understanding of writing and learning.

336

Chair: David Carillo, University of Saint Joseph, West Hartford, CT
Speakers: Nancy Barr, Michigan Technological University, Houghton
Hogan Hayes, California State University, Sacramento
Steven Pearlman, University of Saint Joseph, West Hartford, CT

Community, Civic & Public

B.31 Activism, Outreach, and Performances of Democratic Dissent

Panelists engage audience members in a variety of performances of social activism in and out of the classroom.

338

Chair: Lama Alharbi, Indiana University of Pennsylvania
Speakers: Andrea Caloiaro, University of Florida, Gainesville,
“Performing Social Change as Service-Learning: Writing through
Activism and Outreach”
Sarah Finn, Northeastern University, Boston, MA
Katie Garahan, Virginia Tech, Blacksburg, “Performing Professional
Identity: Acts of Democratic Dissent”

Community, Civic & Public

B.32 Performing Transformations through Writing

Panelists explore transformative potentials of writing in a variety of public (or not) spaces.

401

Chair: Theresa McGriff, University of Colorado Boulder

Speakers: Erin Brock Carlson, Purdue University, West Lafayette, IN, “Performing Transformation: Metis as a Collaborative Method for Community Change”

Marshall Kitchens, Oakland University, Rochester, MI, “Creative Writing in Prison”

Jeff Naftzinger, Trinity College, Hartford, CT, “I Write, but I’m Not a Writer: The Performance of Everyday Writing”

Creative Writing

B.33 Chronicles of Misplaced Belief

A presentation on different theoretical performances shedding light on gendered violence, motherhood, and the rhetoric of fertility.

402

Chair: Amanda Kay Cruz, Texas A&M University-Commerce

Speakers: Chelsea Bock, University of Maryland, College Park, “‘Maybe’: Using Creative Nonfiction to Illuminate Fertility Rhetoric”
Daysha Pinto, University of North Carolina, Greensboro, “Life Writing, Trauma, Language: Textual Performativity in Esmeralda Santiago’s *When I Was Puerto Rican*”

Jeanne Marie Rose, Penn State University, Berks, “Queering the Mommy Memoir: Motherhood Lost and Performed”

First-Year and Advanced Composition

B.34 History Has Its Eyes on Us: Music Performance as Persuasive Teaching

This panel explores the popular music of the American musical *Hamilton* and the effectiveness of *Hamilton*’s libretto to teach writing.

403

Chair: Elizabeth Monske, Northern Michigan University, Marquette

Speakers: Wallace Cleaves, University of California, Riverside, “Performance and Persuasion, Traditional and Trendsetting: Teaching *The Federalist Papers* and *Hamilton* in Conversation”

Daphne Daugherty, Chippewa Valley Technical College, Eau Claire, WI, “‘I Wrote My Way to Revolution’: Using *Hamilton: An American Musical* to Inspire and Empower First-Year Composition Students to

Perform Their Own Deliverance”

Aaron Kerley, University of Cincinnati, OH, “Let It Blur: Performative Agency and Popular Music Criticism”

First-Year and Advanced Composition

B.35 Transitions and Connections: Literacies of Work and Culture in Our Students’ Lives

This session focuses on how composition students’ experiences in work/professions, as well as with cultural artifacts such as food and comedy, can impact their relationships to writing in our classes.

404

Chair: Teresa Cusumao, Lehigh University, Bethlehem, PA

Speakers: Lauren Esposito, Syracuse University, NY, “‘Being Funny Isn’t the Goal’: What Improv Comedy Teaches Students about Learning to Write”

Ryan Leack University of California, Riverside, “Between Words and Worlds: Performing Rhetoric and Composition with Portfolios”

Sarah Moon, University of Connecticut, Storrs, “A Seat at the Table: Food-Centered Autobiography in Performance in First-Year Writing”

Institutional and Professional

B.36 Disciplining Routines, Staging Instructional Interventions

How do we perform together across disciplines and contexts in effective and authentic ways?

405

Speakers: Anne Canavan, Salt Lake Community College, Salt Lake City, UT, “These Kids Get Me: A Narrative of Video Teaching Demonstrations in a Hiring Process”

Tzu-Shan Chang, Tamkang University, New Taipei City, Taiwan, “Dialogues between Points That Form Lines and Then Plane”

Hsueh-Chen Lee, Wenzao Ursuline University of Languages, “Dialogues between Points That Form Lines and Then Plane”

Erika Scheurer, University of St. Thomas, Saint Paul, MN, “‘I Guess I’m Just Not Sure If We Were Really Collaborating’: What Does Effective Faculty-Librarian Collaboration Look and Sound Like?”

Talia Nadir, University of St. Thomas, Saint Paul, MN, “‘I Guess I’m Just Not Sure If We Were Really Collaborating’: What Does Effective Faculty-Librarian Collaboration Look and Sound Like?”

Community, Civic & Public

B.37 Spotlight Session: “Walk It Like I Talk It”: Performance-Composition in Black Education and Beyond

Digital Black Lit and Composition (DBLAC) members examine performance-composition in popular culture, higher education, and African culture and history.

406

Chair: Lou Maraj, University of Pittsburgh, PA

Speakers: Khadija Amal Bey, North Carolina A&T State University, Greensboro

Ashley Sylvester, Texas Christian University, Fort Worth

Landy Watley, Howard University, Washington, DC

Respondent: Khirsten Echols, University of Pittsburgh, PA

Language

B.38 Performing Different Shades of Linguistic Blackness: A New Dialogue on Black Language

This panel brings attention to language attitudes and performances of Blackness within the Black community, particularly between Black immigrants and African Americans.

407

Chair and Speaker: Esther Milu, University of Central Florida, Orlando

Speakers: Ronisha Browdy, North Carolina State University, Raleigh

Tiyah Koney, Morgan State University, Baltimore, MD

Postsecondary Reading/Literacy

B.39 Affects and Assimilations

There is much to learn from stories of performance, including new literate intensities and agencies.

408

Chair: Shahla Asadolahi, Indiana University of Pennsylvania

Speakers: Steven Lamos, University of Colorado Boulder, “Rock Drumming as Affective Literacy”

Jaime Armin Mejía, Texas State University, San Marcos, “Performing Whiteness When Chicanx: The Hazards of Assimilating Whiteness”

Professional and Technical Writing

B.40 Textual Chocolate

Our panel traces the circulation of identities, textual ownership, and international chocolate production as inquiry into equity and social justice.

409

Chair: Babak Aghapourkhoei, Indiana University of Pennsylvania

Speakers: Madhura Bandyopadhyay, Syracuse University, NY,

“Circulating Identities: The STEM Capstone Project Showcase and Academic Globalization”

Tammy Conard-Salvo, Purdue University, West Lafayette, IN,

“Performing Social Justice? Tracing Chocolate in the Global Network”

Michael Salvo, Purdue University, West Lafayette, IN, “Performing Social Justice? Tracing Chocolate in the Global Network”

Mark Smith, Valdosta State University, GA, “Textual Ownership as an Entrepreneurial Act”

Theory

B.41 Affect, Ethos, and Ecologies of Writing

By what strategies can we theorize affect and ethos in ecologies of writing?

410

Chair: Brenda Abbott, Bay Path University, Longmeadow, MA

Speakers: Kefaya Diab, Indiana University, Bloomington, “Accounting for Affects in the Ecology of Writing”

C.C. Hendricks, Syracuse University, NY, “Mobilizing Affect: The Rhetoric and Circulation of Popular Political Satire”

Daniel Valella, University of California, Berkeley, “Re-Thinking and Re-Performing ‘Ethos’”

Writing Pedagogies and Processes

B.42 Advocacy, Agency, and Intentional Kindness: Writing Centers and Linguistic Diversity

This session calls for writing centers to focus on linguistic diversity in peer tutoring, advocating for kindness and respect to create inclusive membership spaces, and pushing toward collaboration and self-advocacy skills for students using the center.

412

Speakers: Jamiella Brooks, Berea College, KY, “High-Fiving a Fist Bump: Performing and Valuing Linguistic Diversity in Peer Tutor

continued on next page

Training”

Cory Elizabeth Nelson, University of Southern California, Los Angeles, “‘What Would You Like to Work on Today?’: Rethinking the Non-Directive Approach in Writing Centers”

Amy McCleese Nichols, Berea College, KY, “High-Fiving a Fist Bump: Performing and Valuing Linguistic Diversity in Peer Tutor Training”

Adam Pellegrini, Columbia University School of Social Work, New York, NY, “Just Practice: Collaboration in Social Justice Work Writing Centers”

Anna Sicari, Oklahoma State University, Oklahoma City, “‘Kindness Is Ineffectual’: Changing the Mentorship Paradigm through a Rhetoric of Respect and Intentional Kindness in the Writing Center”

Writing Pedagogies and Processes

B.43 From Performance-Rhetoric to Performative Pedagogy

From a variety of perspectives, panelists explore performance-rhetoric, civic fluidity, and performative pedagogy.

413

Chair: Brian Hendrickson, Roger Williams University, Bristol, RI

Speakers: Cameron Bushnell, Clemson University, SC, “Letters: A Model Performance Rhetoric”

Lauren Garskie, Bowling Green State University, OH, “Performance in and by Space: Understanding and Designing for Collaboration in Our Writing Spaces”

Francesca Gentile, Nazareth College, Rochester, NY, “Down with Decorum: Situated Styles and Civic Fluidity”

Stacey Van Dahm, Salt Lake City Community College, UT, “Looking toward Design in Composition: A Brief History of the Field’s Performative Classroom Practices”

Writing Pedagogies and Processes

B.44 Performing Cultural Consciousness in the Writing Classroom: Transnational, Transcultural, Translingual

Pedagogies of performance-rhetoric are examined and explored for their benefit to Chinese, Bhutanese, and Pacific Islander students.

414

Speakers: Christopher Garcia, University of Guam, “Silent Engagement Not Disengaged Silence: Navigating Counter-Cultural Performances between Chamoru Mamáhlao and Writing Class Peer Review”

Madhav Kafle, Penn State University, State College, “Recently Resettled Refugee Students’ Challenges and Negotiations of Academic Literacy

Across the Curriculum”

Guadalupe Remigio Ortega, University of Wisconsin-Madison,

“Critical Race Methodologies in the First-Year Writing Classroom:
Creating Agency and Improving Student Engagement to Address the
Marginalization of Latinx Students”

Mariel Sander, Columbia University, Teachers College, New York,
NY, “Chinese Students in American Classrooms: Adapting Writing
Pedagogy to a More Global World”

Writing Programs

**B.45 Accessible, Inclusive, Equitable: Priorities in Socially Just
Writing Program Design**

Together we address crucial qualities of socially just writing programs.

415

Chair: Lara Smith-Sitton, Kennesaw State University, GA

Speakers: Lauren Bowen, University of Massachusetts Boston, “Acting
Our Age: Writing Programs as Sponsors of Intergenerational
Relationships”

Rachel Donegan, Middle Tennessee State University, Murfreesboro,
“Performing Accessibility in the Age of Compliance: Using Flexible
Heuristics to Promote Accessible WPA Practices”

Clarissa Eaton, University of Massachusetts Boston, “Acting Our Age:
Writing Programs as Sponsors of Intergenerational Relationships”

Joseph Janangelo, Loyola University Chicago, “Harboring Anger as a Gay
WPA: It Gets Bitter”

Pamela Saunders, Suffolk University, Boston, MA, “Performing
Accessibility: Exploring Disability Studies Approaches to Faculty
Professional Development in the WPA Role”

Writing Pedagogies and Processes

**B.46 What Really Changes in Undergraduate Student Writing
Across the Curriculum**

The three presentations on this panel, all adopting a longitudinal
developmental approach, look at changes in reasoning and analysis in
student writing and compare that to student perceptions of what has
changed for them.

304

Chair and Speaker: Charles Bazerman, University of California,
Santa Barbara, “Learning Not to Stigmatize Dialects: Writing about
Linguistic Data”

Speakers: Christiane Donahue, Dartmouth College, Hanover, NH,

continued on next page

“Meta-awareness and Growth in Writing: Perception and Performance”
Valentina Aahler, University of California, Santa Barbara, “Learning Not
to Stigmatize Dialects: Writing about Linguistic Data”

Sarah Smith, Dartmouth College, Hanover, NH, “Growth in Writing:
Tracing Change over Time in Student Learning”



C Sessions: 1:45–3:00 p.m.

Poster Sessions

David L. Lawrence Convention Center:
Third Floor West Hallway

Research

Performing Self across Countries and Disciplines

Using performative writing assignments in a diverse Intercultural Communication class can enable international students to navigate new concepts of self by utilizing their prior knowledge.

Speaker: Yasmin Rioux, Divine Word College, Epworth, IA

Research

EFL Students' Perceptions of Writing Poetry in English: The Effects of Educational Backgrounds and Belief toward Poetry

The more frequently L2 students read poetry in both their first and second language, the lower confidence, desire, and interest they have toward writing poetry.

Speaker: Sukanto Roy, Indiana University of Pennsylvania

Writing Programs

Performance and Language: Identities Co-Construction of a Multilingual Tutor via Indexed Language Use in the Tutorial Sessions

An empirical study on a multilingual tutor's identity co-construction through the performance of language that indexes the historically and socially situated tutoring culture.

Performer: Wenqi Cui, Indiana University of Pennsylvania

Writing Programs

Putting It Together: The Hopes and Unanticipated Challenges of WPA-Librarian Collaborations

This poster addresses how WPAs can build relationships with librarians through the composition classroom and what some of the unintended consequences of collaboration might be.

Speakers: Kathy Anders, Texas A&M University, College Station
Sara DiCaglio, Texas A&M University, College Station

Basic Writing

C.01 This Is Some Fight the Power Stuff!

Panelists challenge pedagogical practices of teaching writing to students of color.

Spirit of Pittsburgh Ballroom B

Chair: Sipai Klein, Clayton State University, Morrow, GA

Speakers: Cramer Cauthen, California State University Dominguez Hills, “Carson, We Call BS”

Isaac Cenicerros, The University of Texas at El Paso, “‘They’ Schools Ain’t Teaching Us”

Erika Johnson, Utah Valley University, Orem, “A Read, An Indictment, and A Challenge: Ain’t No Place for Performing Respectability Politics in Basic Writing”

Writing Programs

C.02 Performance-Assessment as Praxis in Antiracist Writing Ecologies: An Interactive Roundtable

This session invites hands-on experience with performance-assessment, an ecological, antiracist praxis that emplaces and empowers underrepresented students.

Spirit of Pittsburgh Ballroom C

Roundtable Leaders: Bridget Draxler, St. Olaf College, Northfield, MN

Diane LeBlanc, Saint Olaf College, Northfield, MN

Rebecca Richards, Saint Olaf College, Northfield, MN

Community, Civic & Public

C.03 “Fast Women in a Slow Church”: A Performative Look at Grailville, a Radical Catholic Feminist Community

Panelists explore the feminist, progressive performance rhetoric of Grailville to consider how this radical community negotiates its agenda within the constraints of the Catholic Church.

301

Speakers: Christine Denecker, The University of Findlay, OH

Elizabeth (Schickel) Robinson, Grailville, Loveland, OH, “Performative Feminist Rhetoric of Grailville”

Kathleen Spada, University of Cincinnati, OH, “Performative Feminist Rhetoric of Grailville”

Respondent: Lisa Ede, Oregon State University, Corvallis, “Performative Feminist Rhetoric of Grailville”

First-Year and Advanced Composition

C.04 Disrupting Narratives of Exclusion, 1955–2019: Exposing Inequities of Composition in Dual Enrollment

This roundtable will share archival and case study research that highlights issues of inequities within Dual Enrollment writing courses, collaboratively exploring socially just pedagogies.

302

Roundtable Leaders: Casie Moreland, Western Oregon University, Monmouth

Erin Wecker, University of Montana, Missoula

Patricia Wilde, Washington State University Tri-Cities, Richland

First-Year and Advanced Composition

C.05 “Can I Take ‘Em to the Bridge?” Class, Student, Instructor as Performers

Performance in the composition classroom is a set of bridges connecting class, student, and instructor, advancing the teaching and learning of rhetoric and composition.

303

Chair and Speaker: John Brentar, Cleveland State University, OH

Speakers: Jason Harris, Cleveland State University, OH

Amanda Lloyd, Cleveland State University, OH

Charlotte Morgan, Cleveland State University, OH

Community, Civic & Public

C.06 Mapping Vulnerability: Charting the Possibilities for Story Exchange

The panel will examine the potentials and challenges of a story exchange, and the possibilities for using story exchanges in our classrooms.

304

Speakers: David Del Mar, Portland State University, OR

Annie Knepler, Portland State University, OR

Michelle Swinehart, Portland State University, OR

Community, Civic & Public

C.07 Performing the Economic: Writing and Literacy in Activist Settings

This panel explores the ways in which discourses surrounding writing, literacy, and bodies perform economic work.

305

Speakers: Ashley Canter, University of Massachusetts Amherst
Mikala Jones, University of Massachusetts Amherst
Thomas Pickering, University of Massachusetts Amherst

Community, Civic & Public

C.08 Women Refugees: Performance of Literacies and Shared Agency

This panel examines the needs of refugee women living in the United States through the performance of literacies and shared agency.

306

Chair and Speaker: Katherine Tsiopos Wills, Indiana University
Columbus

Speakers: Nabila Hijazi, University of Maryland, College Park
Andrea Paolini, University of Pittsburgh, PA

Information Technologies

C.09 “It Was the Best of Times, It Was the Worst of Times”: A Tale of Two Approaches for Developing and Implementing Online and Hybrid Composition Courses

Guided tour and gallery walk explaining different strategies for training faculty to design and teach online/hybrid composition courses.

307

Speakers: Ariel Goldenthal, George Mason University, Fairfax, VA,
“Approaches for Developing and Implementing Online and Hybrid
Composition Courses”

Jessica Matthews, George Mason University, Fairfax, VA

Jennifer Messier, George Mason University, Fairfax, VA, “Approaches
for Developing and Implementing Online and Hybrid Composition
Courses”

First-Year and Advanced Composition

C.10 Inclusivity as Performance in First-Year Writing

This panel explores inclusivity as performance through analysis of various aspects of Barnard's First-Year Writing Program.

308

Chair and Speakers: Benjamin Breyer, Barnard College, New York, NY

Speakers: Meredith Benjamin, Barnard College, New York, NY

Vrinda Condillac, Barnard College, New York, NY

Cecelia Lie-Spahn, Barnard College, New York, NY

Alexandra Watson, Barnard College, New York, NY

Institutional and Professional

C.11 Roles That Writing Education Performs: Perspectives from Transnational Research, Advocacy, and Collaboration by Writing Scholars in Bangladesh and the United States

This panel discusses how American and South Asian writing scholars used scholarship, advocacy, and collaboration to generate perspectives for advancing writing education locally.

309

Speakers: Gene Hammond, Stony Brook University, NY, "Transnational Collaboration as a Source of Useful Perspectives for Advancing Writing Education"

Mohammad (Zaman) Shamsuzzaman, North South University, Dhaka, Bangladesh, "Using Advocacy to Educate Stakeholders for Advancing Writing Education"

Shyam Sharma, Stony Brook University, NY, "Making Transnational Writing Research Perform Educationally Productive and Ethically Sound Roles"

First-Year and Advanced Composition

C.12 Rethinking the Role of Feedback in Performance-Composition

The panelists reconsider feedback practices through the lens of performance-composition and help participants reimagine the possibilities to scaffold learning through feedback more effectively.

310

Speakers: Jinrong Li, Georgia Southern University, Statesboro

Peggy Lindsey, The Ohio State University, Columbus

Warren Merkel, The University of Iowa, Iowa City

Institutional and Professional

C.13 3 P's in a Pod: Performance Persona Pedagogy as Informed by Debate

Speakers will address the intersection of various pedagogical elements in the series/club, IEs, and student engagement.

311

Speaker: Jeremy Godfrey, University of Arizona, Tucson

Institutional and Professional

C.14 So You Think You Can Adminstrate: Balancing Admin and Faculty Roles in Your Early Career

This roundtable explores performing dual instructor/admin roles and managing balance in one's early career, often before/while dissertating.

312

Speakers: Megan Boeshart, Old Dominion University, Norfolk, VA
J. Indigo Eriksen, Northern Virginia Community College, Springfield
Jamie Henthorn, Catawba College, Salisbury, NC

Megan Mize, Old Dominion University, Norfolk, VA

Jenn Sloggie-Pierce, Old Dominion University, Norfolk, VA

Respondent: Cheri Lemieux Spiegel, Northern Virginia Community College, Annandale

Institutional and Professional

C.15 Spotlight Session: Studies in Writing and Rhetoric: Performing Embodiment, Enacting a Field, Part 1

Sponsored by Studies in Writing and Rhetoric, CCC Journal, TETYC Journal

A roundtable discussion on how scholarly journals/series must be transformed to engage seriously with decolonial, Indigenous, and African American rhetorics/methodologies.

315/316

Chair: Steve Parks, University of Virginia, Charlottesville

Speakers: Resa Crane Bizzaro, Indiana University of Pennsylvania, "Indigenizing Publishing—Decolonizing Our Discipline"

Lisa King, University of Tennessee, Knoxville, "Indigenizing Publishing—Decolonizing Our Discipline"

Rhea Estelle Lathan, Florida State University, Tallahassee, "Structural Intersectionality: New Structures for New Knowledge"

Andrea Riley Mukavetz, Grand Valley State University, Allendale, MI, "Indigenizing Publishing—Decolonizing Our Discipline"

Elaine Richardson, The Ohio State University, Columbus, “Decoloniality, Intersectionality, and Transforming Disciplinary Publishing Structures”
Iris Ruiz, University of California, Merced, “Decolonial Methodology as Colonial Consciousness: The Crossroads between Intervention, Healing, Authenticity, and Scholarly Publishing”

Institutional and Professional

C.16 Career Quest: Navigating a Future in Composition, Rhetoric, and Writing Studies

Sponsored by the Newcomers’ Committee

This interactive session is designed to help newcomers and early career attendees plan opportunities for career development.

317/318

Chair: Sharon Mitchler, Centralia College, WA

Roundtable Leaders: Harry Denny, Purdue University, West Lafayette, IN
Anne Ruggles Gere, University of Michigan, Ann Arbor
Asao B. Inoue, University of Washington, Tacoma
Erika Lindemann, University of North Carolina, Chapel Hill
Aja Martinez, Syracuse University, NY
Malea Powell, Michigan State University, East Lansing
Duane Roen, Arizona State University, Tempe
Jenny Spinner, St. Joseph’s University, Philadelphia, PA
Howard Tinberg, Bristol Community College, Fall River, MA
Leslie Werden, Morningside College, Sioux City, SD

History

C.17 Archival Translations: Exploring Transnational and Translingual History

This session presents a range of methods for taking a translingual approach to archival research in multiple languages.

319

Speakers: Lisa Arnold, North Dakota State University, Fargo
Jason Peters, California Polytechnic State University, San Luis Obispo
Michelle Zaleski, Penn State University, University Park
Respondent: Cristina Ramirez, University of Arizona, Tucson

Language

C.18 Assembling Translingual Performances: Redefining Agency

This roundtable uses notions of “performativity” and “assemblages” as a methodology to understand translingual language and literacy practices in and out of the classroom.

320

Speakers: Suresh Canagarajah, Penn State University, University Park
Lucas Corcoran, The Graduate Center, CUNY
Rachel Griffo, Community College of Allegheny County, Pittsburgh, PA
Curtis Porter, Indiana University of Pennsylvania
Maria Prikhodko, DePaul University, Chicago, IL

Professional and Technical Writing

C.19 Digital Archiving and Cultural Representation: Nonlinear Rhetorical and Interdisciplinary Theories and Praxes

This panel will illustrate careful and reflective interdisciplinary interrelationships between theories and praxes of digital archiving and cultural representation.

321

Speakers: Veronica Cruz, The University of Texas at El Paso, “Cultural Representation: Revitalizing Indigenous Languages”
Jaime Desantiago, The University of Texas at El Paso
Bibhushana Poudyal, The University of Texas at El Paso, “Digital Archiving against the Grain: Possibilities and Complexities”

Research

C.21 Personal Distance and Consent: Performing the Ethical Researcher in a Dynamic Research Process

Consent is a dynamic feature of the research process; vigilant awareness of personal distance between researcher and data enables ethical research.

324

Speakers: Hillary Coenen, Oklahoma State University-Stillwater
Rachel Daugherty, Texas Christian University, Fort Worth, “Distance as Dynamic Method: Using Rhetorical Circulation to Study Networked Social Movements”
Abigail Oakley, Arizona State University, Tempe, “Are You Researching or Eavesdropping? Ethics in Digital Research”

Theory

C.22 Composing Anthropocene: Accounting for More-than-Human Rhetorics in Troubled Times

This panel pursues methodological, theoretical, and pedagogical approaches of response to the Anthropocene, the proposed—and contested—name used to describe an epoch of human-caused planetary transformation.

325

Speakers: Elizabeth Chamberlain, Arkansas State University, Jonesboro
Dustin Edwards, University of Central Florida, Orlando
Madison Jones, University of Florida, Gainesville
Caleb Milligan, University of Florida, Gainesville
Andrew Pilsch, Texas A&M University, College Station
Respondent: Jennifer Clary-Lemon, University of Waterloo, Ontario, Canada

Theory

C.23 Performing Embodied Multiliteracies: Mindfulness, Drones, and the 5 Elements of Hip Hop

This panel contends with traditional theory and composition approaches by performing the embodied and disembodied multiliteracies of mindfulness, drones, and aesthetic hip-hop forms.

326

Speakers: Lane Davey, University of Hawai‘i at Mānoa, “Intelligent Movement and the Blueprint of Hip-Hop: The 5 Elements (b-boying, emceeing, djing, beatboxing, graffiti) as Language, Literature, and Literacy”
Stephanie Robertson, University of Hawai‘i at Mānoa, “Performing Mindfulness in a Multimodal First-Year Writing Classroom”
Daniel Sieben, University of Hawai‘i at Mānoa, “Performing Rhetorics of Combat Drones: Embodied Virtue and the Panopticon”

Theory

C.24 Medical Rhetoric Roundtable: Performing Rhetoric and Performative Rhetorics of Health and Medicine

This roundtable, hosted by the Medical Rhetoric Standing group, explores the ways that the rhetorics of health and medicine get enacted in different contexts.

324

Chair: Candice Welhausen, Auburn University, AL

Speakers: Elizabeth Angeli, Marquette University, Milwaukee, WI
Michael Chiappini, Case Western Reserve University, Cleveland, OH
T. Kenny Fountain, University of Virginia, Charlottesville
Ryan Mitchell, Carnegie Mellon University, Pittsburgh, PA
Cynthia Ryan, University of Alabama at Birmingham
Tarika Srinivasan, The University of Texas at Austin
Christa Teston, The Ohio State University, Columbus

Writing Pedagogies and Processes

C.25 Authenticating Pedagogies and Performing 21st-Century Literacies: Disrupting Digital Praxis, Social Media Data Analytics, and Multimodal Composition

This panel offers innovative pedagogies for 21st-century literacies by critically engaging digital praxis, data visualization, and accessible multimodal design.

328

Speakers: Kendra Andrews, North Carolina State University, Chapel Hill
Desiree Dighton, North Carolina State University, Durham
Ragan Glover-Rijkse, North Carolina State University, Raleigh

Writing Pedagogies and Processes

C.26 From Traditional to Performative: A Boomer, Gen-Xer, and Millennial Reflect on Three Decades of Composition Practices

Three generations of composition instructors present theories that influence their teaching, and how to embrace “old but gold” and current practices of performance-composition.

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Speakers: Dawn Mendoza, Dean College, Franklin, MA
Marsha Nourse, Brandeis University, Waltham, MA
Amanda Presswood, Florida State University, Tallahassee

Writing Pedagogies and Processes

**C.27 Performance-Rhetorics and/as Affective Intensity:
Chora, Film, Image, and Narrative**

Theorizing various affective intensities associated with scholarly and pedagogical content, we illuminate affect's role in shaping our intellectual and pedagogical work.

330

Speakers: Cynthia Haynes, Clemson University, SC
Bonnie Lenore Kyburz, Northern Illinois University, DeKalb
April Obrien, Clemson University, SC
Laura Rosche, Indiana University, Bloomington

Writing Pedagogies and Processes

**C.28 Picture This: Students Responding with Cartoons and
Comics to Print or Graphic Texts**

Add drawing to student textual response repertoires—or tell us how you have. We showcase composition students performing in words plus images.

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Chair: Larry Sklaney, Century College, Mahtomedi, MN
Speakers: Jamee Larson, North Dakota State University, Fargo
Gordon Pueschner, Century College, Mahtomedi, MN

Writing Pedagogies and Processes

**C.29 Enacting Genres: Student Performance of Identities
across Academic Contexts**

We explore how genre performances shape/are shaped by student identities by analyzing disciplinary acculturation/enculturation across academic contexts.

334

Chair: Amy Devitt, University of Kansas, Lawrence
Speakers: Dana Comi, University of Kansas, Lawrence
Susan Duba, University of Kansas, Lawrence
Emma Kostopolus, University of Kansas, Lawrence
Sarah Kugler, University of Kansas, Lawrence
Sarah Polo, University of Kansas, Lawrence

Writing Programs

C.30 Disciplines, Theories, and Policies: Writing Program Complexities in Transnational Context

This panel explores implications of disciplinary, field, policy, and language differences in several examples of international/transnational writing programs.

335

Speakers: Brandy Bippes, Texas Tech University, Lubbock
Jay Jordan, University of Utah, Salt Lake City
David Martins, Rochester Institute of Technology, NY
Angela Rounsaville, University of Central Florida, Orlando

Writing Programs

C.31 Transforming Writing Programs through Diversity Initiatives: Three Institutional Approaches to Professional Development, Assessment, and Curriculum

Speakers from different writing programs offer strategies for learning about diversity and developing meaningful approaches to increasing diversity.

336

Chair and Speaker: Kaitlin Clinnin, University of Nevada, Las Vegas
Speakers: Drake Farmer, The University of Tennessee at Chattanooga
Adrienne Kaufmann, Chattanooga State Community College, TN
Stacey Pigg, North Carolina State University, Raleigh
Jennifer Stewart, University of Tennessee at Chattanooga

Community, Civic & Public

C.32 Blackness on Blast: Gendered Bodies in Black Communities

Panelists consider gender and power dynamics in black communities.

338

Chair: Cheryl Caesar, Michigan State University, East Lansing
Speakers: Brittney Boykins, Tallahassee Community College, FL, “Is It My Gender or My Age That Offends You? Young, Gendered Bodies in the Black Church Pulpit”
Temptuous McKoy, East Carolina University, Raleigh, “So, About That Night I Performed at @TrapKaraoke and Avowed My Embodiment; Avowed Embodiment—A New Performance Theoretical Framework for the People”
Michelle Bachelor Robinson, Spelman College, Atlanta, GA, “‘Sense and Sensibility’: Performing Black Feminist Scholarship in Culturally Situated yet Gendered and Patriarchal Spaces”

Community, Civic & Public

C.33 Rhetoricizing Roots

Panelists examine concepts of cultural identity through community-driven pedagogies.

401

Chair: Annie Mendenhall, Georgia Southern University, Savannah

Speakers: Megan Adams, The University of Findlay, OH, “Making Media in the Mountains: How Digital Storytelling Affects Identity and Rhetorical Agency”

Hannah Gerrard, Massey University, Wellington, New Zealand, “Writing Where We Are: ‘Southern Theory’ Meets Rhetoric and Composition”

Marohang Limbu, Michigan State University, East Lansing, “Delinking, Relinking, Linking Methodology: Non-Western Kirat-Yakthung Mundhum Theories, Philosophies, and Pedagogical Practices”

First-Year and Advanced Composition

C.34 “Who You Wit?": Negotiating Identity Representation in FYC

Valuing literacies of underrepresented ways of knowing through performing code-meshing and African American linguistic practices.

402

Chair: Iklim Goksel, independent scholar, Anchorage, Alaska

Speakers: Janet Hanks, New River Community College, Dublin, VA, “Performing Appalachian Identity: Getting Real in the Composition Classroom”

M. Subhi Hindi, University of Houston, TX, “Code-Meshing in Appalachia”

Catherine Latterell, Penn State University, Altoona, “Performing? Srsly? Aw No Sis”

Rachel Molko, Northeastern University, Boston, MA, and University of Central Florida, Orlando, “Identity Performance in Composition Classrooms: Spoken-Word Poetry and Code-Meshing”

First-Year and Advanced Composition

C.35 Meditate on This: Mindful Community Building in the Composition Classroom

An examination of contemplative collaborative approaches to performing and building identities in writing classrooms.

403

Chair: Mais Al-Khateeb, New Mexico State University, Las Cruces

continued on next page

- Speakers:** Zhigang Bai, Indiana University of Pennsylvania, “Individual Identity Performance in a Collaborative Writing Context”
Alexander Casey, University of Hawai‘i at Mānoa, “Community Building in the ENG 100 Course”
Krystia Nora, California University of Pennsylvania, “Performing Peer Review”
Christina Usler, Colorado State University, Fort Collins, “Meditate on This: Contemplatively and Mindfully Fostering Academic Identity in First-Year Composition”

History

C.36 Analyzing Rhetorics of Sound

From Appalachian hymns to sonic archives, this session explores the mellifluous ways in which the rhetorics of sound function.

404

Chair: Angela Morris, University of Memphis, TN

Speakers: Debra Knutson, Shawnee State University, Portsmouth, OH, “Songcatchers: The Impact of Appalachian Hymns on Regional Writing”

Jonathan Stone, University of Utah, Salt Lake City, “Performing Sonic Rhetorical History in and through the Digital Archive”

Jon Wargo, Boston College, Newton, MA, “Sounds of Survivance and Composing Community in Detroit: Exploring Sonic Poetics as Queer Extracurriculum”

Information Technologies

C.37 Implications of the Third Dimension Performed

This panel examines embodied and performed rhetorics using three dimensional technologies.

405

Chair: Carmeneta Jones, The University of the West Indies

Speakers: Nikki Agee, The University of North Carolina at Pembroke, “Voicing Embodied Movements: 3D Animation’s Ecologies of Performance-Compositions and Rhetorics”

Kristie Fleckenstein, Florida State University, Tallahassee, “From Stereoscopes to VR Classrooms: Racial (In)Visibility in Three Dimensions”

Kim Lacey, Saginaw Valley State University, University Center, MI, “It’s Raining Code: Performing Data”

Language

C.38 Spotlight Session: Black Swag on na Real, Nigga Dis Ain No Ack!: Interrogating Embodied Linguistic Knowledges and Swagger Jackin

We perform embodied knowledges and theorize a phenomenon dat peeps roun na way call swagger jackin: disembodied appropriation of Blackness.

406

Chair: Gwendolyn Pough, Syracuse University, NY

Speakers: Telsha Curry, Syracuse University, NY

Brittany Hull, Indiana University of Pennsylvania

Stephanie Jones, Syracuse University, NY

Language

C.39 Spotlight Session: Performing the Contradictions in SRTOL: What We Are Learning about Ourselves and Higher Education by Teaching and Talking about African American English

This session explores a two-year college's departmental efforts to work out the tensions and contradictions of Students' Right to Their Own Language (SRTOL) in FYC.

407

Chair and Speaker: Kisha Wells, Prairie State College, Chicago Heights, IL

Speakers: Alanna Cotch, Prairie State College, Chicago Heights, IL

Jason Evans, Prairie State College, Chicago Heights, IL

Jessica Gravely, Prairie State College, Chicago Heights, IL

Cherise Stone, Prairie State College, Chicago Heights, IL

Language

C.40 Rhetorics Routes, Dialects Trails

Accounts of rhetorical qualities of language in pedagogical, political, and historical cases.

408

Chair: Alison Lukowski, University of Wisconsin-Stout

Speakers: Megan Busch, University of South Carolina, North Charleston, "Fake Dialects and Public Perceptions: Performing the Southern Accent on the American Campaign Trail"

Gretchen Cobb, Arkansas School for the Deaf, "Signs of Rhetoric: Using ASL Storytelling Structure to Assess the Composing Practices of Deaf Individuals"

continued on next page

Cristina Sanchez-Martin, Indiana University of Pennsylvania, “Performing Transdisciplinarity in a Pedagogical Cultural Historical Activity Theory (P-CHAT) Composition Course as Translingual Practice”

Steven Wexler, California State University, Northridge, “Inferentialism or Reason as Performance: Comp Lessons from the Pittsburgh School”

Professional and Technical Writing

C.41 The Workplace as Stage

This presentation will explore a variety of strategies used for enacting workplace transfer, cultivating workplace identity, and using improvisation as invention.

409

Chair: Glenn Newman, Arizona State University, Tempe

Speakers: Jennifer Bay, Purdue University, West Lafayette, IN, “Beyond Situated Learning: Internships as Rhetorical Work”

Brian Fitzpatrick, George Mason University, Fairfax, VA, “The Working World’s a Stage: Imitative Workplace Writing as Performance and Practice”

Jessica McCaughey, George Washington University, Washington, DC, “The Working World’s a Stage: Imitative Workplace Writing as Performance and Practice”

Rebecca Pope-Ruark, Elon University, NC, “Designing for Metic Performance in Professional Writing”

Research

C.42 Performance in Place: Research on Rurality, Remoteness, and Identity Complexity

Our panel examines the interdependence of emplacement and identity.

410

Chair: Maggie Black, Southern Illinois University, Edwardsville

Speakers: Brenda Abbott, Bay Path University, Longmeadow, MA, “Performing Rural Place Identity: A Photovoice Project on Appalachian Kentucky”

Quanisha Charles, Jefferson Community & Technical College, Louisville, KY, “Black Women at Work: Exploring Experiences of Four Black EFL Teachers in South Korea”

Emily Cope, York College of Pennsylvania, “Social Identity Complexity and Writing Studies Research”

Theory

C.43 Performances of Personhood

Speakers discuss the perils of performing personhood under conditions of marginalization.

411

Speakers: Judy Holiday, University of La Verne, CA, “Personhood: A Decolonial Perspective”

Devon Ralston, Winthrop University, Rock Hill, SC, “Muting Queerness: Drag, Nostalgia, and the Problem with Memes”

Rachael Ryerson, Ohio University, Athens, “‘This Is Not Your Docile Body Speaking’: Per/forming Queer Excess, Disruption, and Composition in Academia”

Writing Pedagogies and Processes

C.44 Agentful Voice/Expressive Listening

Panelists explore the potential of performative pedagogy in the cultivation of student agency, voice, and expressive listening.

412

Chair: Merideth Garcia, University of Wisconsin–La Crosse

Speakers: Laura Feibush, Juniata College, Huntingdon, PA, “The Earful Body: Expressive Listening Practices in Composition Classrooms”

Eduardo Mabilog, Nevada State College, Henderson, “Performing Voice and Metacognition: Creating Fluid Authorities in the Classroom”

Luke Redington, University of Maine, Orono, “Making Voice Manifest: Performative Writing Pedagogy Based on Vocal Music Master Classes”

Writing Pedagogies and Processes

C.45 Game/Code/Perform Pedagogical Practices

This panel explores different perspectives on gaming and performance within the composition classroom.

413

Chair and Speaker: Nina Feng, The University of Utah, Salt Lake City, “Game (Meta)Narratives: Antiracist Pedagogy and Play”

Speakers: Brett Carter, The University of Alabama, Tuscaloosa, “Academic Writing as Confidence Game: Performance, Ethos, and the Act of Bulling”

Lisa Dusenberry, Georgia Southern University, Statesboro, “Coding to Compose”

Justin Hodgson, Indiana University Bloomington, “Gaming Composition: Enacting the Paradigm”

Joy Robinson, University of Alabama in Huntsville, “Coding to Compose”

Writing Pedagogies and Processes

C.46 Performing Digital Politics: Teaching Writing as Political Agency in a Digital Age

This panel examines the role of protest and social justice orientations for the composition classroom.

414

Chair: Shenika Hankerson, University of Maryland, College Park

Speakers: David Corwin, George Mason University, Fairfax, VA, “Can TV Be a Form of Social Justice: Television Pedagogy and Its Synergy with Writing Across the Curriculum Principles”

Matt McKinney, Texas A&M University, College Station, “Interface-to-Face: Performing and Critiquing Online Sociopolitical Dialogue in the Composition Classroom”

Jeramy Wallace, College of San Mateo, CA, “Sit-ins and Social Media: Performance-Rhetoric and the Occupation of Spaces”

Writing Pedagogies and Processes

C.47 The Way In: Feeling/Moving/Thinking and the Undergraduate Student Writer

This session explores using digital discourses, movements blended with spoken-word texts, and rhetoric as a knowledge-building art to create productive, generative spaces for undergraduate writers.

415

Chair: Myra Salcedo, University of Texas of the Permian Basin

Speakers: Holly Fulton, Arizona State University, Tempe

Andrew Kinney, The Ohio State University, Mansfield, “All the Rhetorical Feels: Big Mood in the Multimodal Writing Classroom”

Cynthia Mwenja, University of Montevallo, AL, “Movement Is Multimodal: Including Kinesthetic Learners via Composition Performance, Helping Students Understand and Engage with Knowledge-Making Performances Online”

D Sessions: 3:15–4:30 p.m.

Poster Sessions

David L. Lawrence Convention Center:
Third Floor West Hallway

Postsecondary Reading/Literacy

Embodying Text: Performance as a Constructivist Learning Environment

College students construct an active learning environment by coaching secondary students to embody Shakespeare's texts through performing a play.

Speaker: Joyce McPherson, The University of Tennessee at Chattanooga

Research

How Do Students' Mindsets Influence Their Writing?

This poster displays survey, interview, and writing assessment data collected from a semester-long study of engineering students' mindsets and writing performance.

Speaker: Laura Schubert, James Madison University, Harrisonburg, VA

Research

Students Perform "Research": How Students Experience and Describe Information Seeking in Personal and Academic Contexts

A study illustrating student perspectives on research, with live attendee digital interaction, to extend a view of "research" as a complex and nuanced performance.

Speaker: Patricia Medved, St. John's University, New York, NY

Theory

Portrayals of Murder: Screening Out Victims in the *Aileen: Life and Death of a Serial Killer* Documentary

This poster presentation examines rhetorical constructs as they pertain to representation and terministic screens in portrayals of the murder trial of serial killer Aileen Wuornos.

Speaker: Sydney Ritz, University of Central Missouri, Warrensburg

Writing Pedagogies and Processes

Performing Interdisciplinarity through a Coherently Fragmented Digital Composition

This poster interactively presents qualitative research on a student group who repurposed the coherence frameworks of digital activity genres to perform inter- and transdisciplinarity.

Speaker: James Arrington, University of Pennsylvania, Philadelphia

Community, Civic & Public

Practice as Performance: Enacting Principles of Culturally Sustaining/ Responsive Pedagogies in a Community-Based Project

This presentation describes a publicly performed undergraduate student project integrating principles of culturally sustaining practices, students' own histories, and the needs of the community.

Speaker: Janelle Newman, Mercyhurst University, Erie, PA

Writing Pedagogies and Processes

Feedback on Feedback: Student Reactions to Instructor Feedback in an Online Writing Class

This poster presents students' survey responses in their online writing class about their reactions to and use of the feedback they receive on writing assignments.

Speaker: Elizabeth Grbavcich, University of Wisconsin-Superior

First-Year and Advanced Composition

Revising Is Reading Is Performing: Metacognitive Reading Strategies in Writing-Centered Classrooms

This poster provides metacognitive strategies for helping students in FYC make productive use of our written comments on their work.

Speakers: Paul Cook, Indiana University Kokomo
Jill Parrott, Eastern Kentucky University, Richmond

Basic Writing

D.01 Re: Assessment

Panelists consider a variety of assessment practices and their effects for diverse student populations.

Spirit of Pittsburgh Ballroom B

Speakers: Leslie Boudouris, Wood River, IL, “Teaching Basic Writing and the Oppression of Student Voices through Norming Sessions”

Maria Conti Maravillas, University of Arizona, Tucson, “Deficit- and Asset-Based Discourse: Responding to Diverse Student Populations in Summer Bridge Programs”

Carl Whithaus, University of California, Davis, “Contract Grading and Antiracist Writing Assessment”

Writing Programs

D.02 Russian Writing Programs on the Global Stage

Discussion of the challenges of preparing academic writers in Russia for international performance/publication, developing a tradition of academic writing in the native language.

Spirit of Pittsburgh Ballroom C

Chair and Roundtable Leader: Irina Korotkina, Moscow School of Social and Economic Sciences

Roundtable Leaders: Valeria Evdash, Tyumen State University
Natalia Gunina, Tambov State University, Russian Federation
Ashley Squires, New Economic School, Moscow, Russia

Community, Civic & Public

D.03 Social Justice & Deliberation: Decentering Celebrity Voices in Our Classrooms and Communities

By centering performance-composition within expressive pedagogy, students can engage in deliberation and social justice efforts to address community concerns.

301

Speakers: Kristina Fennelly, Kutztown University, PA
Amanda Morris-D’Agostino, Kutztown University, PA
Patricia Pytleski, Kutztown University, PA

Creative Writing

D.04 Ars Poetria: Strategies for Incorporating Poetry in the Composition Classroom

This panel examines how linking poetry and composition benefits student interactions, revision and style, and learning environments. Attendees will develop strategies for their own teaching.

302

Speakers: John Belk, Southern Utah University, Cedar City
Alyse Knorr, Regis University, Denver, CO
Kate Partridge, University of Southern California, Los Angeles
Carl Schlachte, University of North Carolina, Greensboro

First-Year and Advanced Composition

D.05 BEAM[s] to Bridges: Collaborative Scaffolding of Research Skills in First-Year Writing

This session illustrates how collaborations across departments empower students by encouraging them to become knowledge producers amid the cacophony of information in the new media landscape.

303

Speakers: Joan Clark, United States Coast Guard Academy Library, New London, CT
Christopher La Casse, Hewitt Writing and Reading Center, United States Coast Guard Academy, New London, CT
Mariette Ogg, United States Coast Guard Academy, New London, CT;
Columbia University, New York, NY

Community, Civic & Public

D.06 Paths to Feminist World-Making: Identifying Rhetorics That Address Systemic Sexism

This panel examines feminist Twitter rhetorics and suggests active/performative responses for writing programs and beyond.

304

Chair: Krista Sarraf, Indiana University of Pennsylvania
Chair and Speaker: Katherine Field Rothschild, Saint Mary's College of California, Moraga
Speaker: Lauren Brentnell, Michigan State University, East Lansing

Community, Civic & Public

D.07 Performing the Past, Present, and Future: Appalachian Rhetorics

These brief talks invite the audience to explore what it means to perform Appalachian rhetorics in both the composition classroom and the public sphere.

305

Chairs: Sarah Morris, West Virginia University, Morgantown

Thomas Sura, West Virginia University, Morgantown

Speakers: Bhushan Aryal, West Virginia University, Morgantown, “Being Undisciplined: Embodied Rhetorical Performance and the 2018 West Virginia Teachers’ Strike”

Nancy Caronia, West Virginia University, Morgantown, “Teaching Archival Research: Home as Dreamscape, History, Place”

Jordan Carter, West Virginia University, Morgantown, “Reversing the Rhetoric and Disrupting the Stereotype of Appalachia”

Writing Pedagogies and Processes

D.08 What Identities Got to Do With It: Digital Underlives, Masculine Anxiety, and Love as a Framework for Black Liberation

These three presentations examine the various roles that identities play in teaching and learning writing.

306

Chair: Deryn Verity, Pennsylvania State University, University Park

Speakers: Andre Jones, Kean University, Union, NJ, “Black Misconceptions about Success and the ‘Fruity’ Performance of Academia”

Aaron Lanser, University of California, Davis, “Am I Behaving Correctly, or Misperforming? First-Generation Students and Digital Underlife in the Writing Classroom”

Elijah Simmons, Michigan State University, East Lansing, “What’s Da Price?”

First-Year and Advanced Composition

D.09 Role-Playing Identities: Teaching Rhetorical Dexterity in the First-Year Writing Classroom and the Writing Center

This panel showcases the agentic possibilities of role-play, scenario building, and dialogue to engage students and writing center tutors in first-year writing.

307

Speakers: Celeste Del Russo, Rowan University, Glassboro, NJ
Marie Haughton Flocco, Rowan University, Glassboro, NJ
Donna Mehalchick-Opal, Rowan University, Glassboro, NJ
Catherine Romano, Rowan University, Glassboro, NJ

First-Year and Advanced Composition

D.10 Interdisciplinary Collaboration and the Development and Integration of a First-Year Writing Open Access Textbook

We problematize commercially published textbooks, discuss our development and integration of an OA FYW textbook, and share our experiences from various interdisciplinary perspectives.

310

Chair and Speaker: Melanie Gagich, Cleveland State University, OH,
“Act 3: What the Open Access Textbook Creation Process Reveals about Pedagogy”

Speakers: Mandi Goodsett, Cleveland State University, OH, “Act I: Open Educational Resources as Collaborative and Pedagogical Tools”
Justin Grogan-Myers, Cleveland State University, OH, “Act 2: Open Textbook Technology: Stacking Up against Traditional Textbooks”
Emilie Zickel, Cleveland State University, OH, “Act 4: Student Experience and the OA Textbook”

Information Technologies

D.11 Critical Approaches to Wikipedia-Based Education

This roundtable explores critical approaches and reflections on using Wikipedia to teach writing, rhetoric, and language.

311

Chair and Speaker: Matthew Vetter, Indiana University of Pennsylvania

Speakers: Wenqi Cui, Indiana University of Pennsylvania
Jialei Jiang, Indiana University of Pennsylvania
Zeeshan Siddique, Indiana University of Pennsylvania
Inggrit Tanasale, Indiana University of Pennsylvania
Jiawei Xing, Indiana University of Pennsylvania

Institutional and Professional

D.12 Target Practice: Interrogating Stories of Harassment

This panel unpacks the implications and applications of harassment through four stories that represent particular methods of and responses to targeted attacks.

312

Chair and Speaker: Garrett Nichols, Bridgewater State University, MA, “‘Hang It Up’: Threats of Violence, Plausible Deniability, and University Acquiescence”

Speakers: Samantha Blackmon, Purdue University, West Lafayette, IN, “But You Can Just Turn the Computer Off, Right?: When the Threat Becomes ‘Real’”

Molly Campbell, University of New Hampshire, Durham, “‘Facebook Four’: A Post-Election Alt-Right Attack on Four Faculty”

Ersula Ore, Arizona State University, Tempe, “Police Violence and University Neutrality: Reflections from a Jaywalking Academic”

Institutional and Professional

D.13 Spotlight Session: Performing Embodiment, Enacting a Field, Part 2: Studies in Writing and Rhetoric

This panel provides an overview of what it means to develop a proposal, submit a manuscript, and publish with the Studies in Writing and Rhetoric book series.

315/316

Speakers: Collin Craig, St. John’s University, Queens, NY

C.C. Hendricks, Syracuse University, NY, “Beginning a Conversation with SWR”

Gavin Johnson, The Ohio State University, Columbus, “The Book(s) We Need: The Envie for Something Different”

Steve Parks, University of Virginia, Charlottesville

Staci Perryman-Clark, Western Michigan University, Kalamazoo,

“Fostering Relationships and Collaborations with Book Projects”

Tiffany Rousculp, Salt Lake City Community College, UT, “Publishing with SWR”

First-Year and Advanced Composition

D.14 The Powerful Problem of Pedagogy: Impacts of Performativity on Graduate Student Instructors

This roundtable considers the unique performance of graduate student instructors as they navigate their liminal spaces as students and teachers.

317/318

Roundtable Leaders: Rena Bradley, University of Houston, TX

Rachelle Joplin, University of Houston, TX

Speakers: Anthony Box, University of Houston, TX

Kyle Chalker, University of Houston, TX

Justin Dykes, University of Houston, TX

Abby Estillore, University of Houston, TX

History

D.15 Cautionary Tales: Using the Past to Predict Activist Futures

How does public memory shape our imagined futures? We explore how communities revisit the past to comment on activist efforts in the present.

319

Speakers: Risa Applegarth, University of North Carolina, Greensboro

Laura Michael Brown, Iowa State University, Ames

Michelle Smith, Clemson University, SC

Language

D.16 Do Instructors Have Rights to Their Own Language?

Roundtable participants discuss how they have incorporated nonstandard language such as Appalachian dialects, African American Vernacular English, and Spanglish as topics of discussion in their teaching.

320

Chair and Roundtable Leader: Derek Handley, Lehigh University, Bethlehem, PA

Respondents: Jack Morales, Community College of Allegheny County, Pittsburgh, PA, “Spanglish in First-Year Writing”

Amanda Tennant, West Liberty University, WV, “Appalachian Dialects”

Postsecondary Reading/Literacy

D.17 WORD! Preparing for Performance: An HSI-Funded Community-Based, Pre-College, Summer Critical Reading-to-Write Program

Pedagogy and assessment of a Title V Hispanic-Serving Institutions project offering six weeks of critical reading-to-write instruction in communities across California prior to students' matriculation.

321

Speakers: Mark Baker, University of California, Santa Cruz
Robin King, University of California, Santa Cruz
Sarah-Hope Parmeter, University of California, Santa Cruz

Professional and Technical Writing

D.18 Cultivating Scientific Literacy: Performing Science in New and Traditional Genres

Sponsored by the Writing and STEM Standing Group

This panel explores a number of ways in which rhetoric and composition contribute to the formation of science literacy.

323

Chair and Speaker: Michael Zerbe, York College of Pennsylvania
Speakers: Maryam Alikhani, Teachers College, Columbia University, New York, NY
Benjamin Breyer, Barnard College, New York, NY
Gwendolynne Reid, Oxford College of Emory University, GA

Research

D.19 Performing Research Roles: Inviting Messiness into a Graduate Research Design Course

By engaging graduate students in a collaborative research project, this panel argues that the messiness of research processes offers a challenging, but rewarding, learning experience.

324

Chair: Pamela Takayoshi, Kent State University, OH
Speakers: Derek Van Ittersum, Kent State University, OH, "Designing a Collaborative Research Course"
Yvonne Lee, Kent State University, OH, "Aligning Disparate Interests in a Collaborative Research Course"
Sheila McQuaid, Kent State University, OH, "Navigating Uncertainty in a Collaborative Research Project"
David Nickell, Kent State University, OH, "Learning New Research Modes in a Collaborative Research Project"

Theory

D.20 Composing at Scale: Dilations of Space, Time, and Body

This panel explores ways of composing that consider the body, its environments, space, and time that are not static but dynamic and scalar.

325

Chair and Respondent: Sid Dobrin, University of Florida, Gainesville

Speakers: Al Harahap, University of Arizona, Tucson

Jordan Hayes, University of Pittsburgh, PA

Toma Peiu, University of Colorado Boulder

Nelesi Rodriguez, University of Pittsburgh, PA

Theory

D.21 Performing Faith-Based Ontologies and Epistemologies

This panel explores the intersections between performative speech acts, justice, and faith-based performance in writing studies.

326

Speakers: Tiffany DeRewal, Temple University, Philadelphia, PA

Andrew Kopp, Rowan University, Glassboro, NJ

Jeffrey Maxson, Rowan University, Glassboro, NJ

Theory

D.22 Performing Metis Rhetorics in Rhetoric and Composition

Sponsored by the Standing Group for Disability Studies

Speakers apply disability rhetoric to explore the performance of metis rhetoric in different areas of rhet/comp work: scholarly writing, teaching rhetoric, and student self-advocacy.

327

Speakers: Drew Holladay, University of Maryland, Baltimore County

Sean Kamperman, The Ohio State University, Columbus

Hilary Selznick, Western Michigan University, Kalamazoo

Tara Wood, University of Northern Colorado, Greeley

Respondent: Jay Dolmage, University of Waterloo, Ontario, Canada

Writing Pedagogies and Processes

**D.23 Autoethnography in and beyond the Classroom:
Multimodal Performances of Self**

This panel performs the pedagogical potential of multimodal autoethnographic composition that positions students and teachers as co-creators of knowledge about self, society, and rhetoric.

328

Speakers: Nic Contreras, The University of Utah, Salt Lake City
Joy Pierce, The University of Utah, Salt Lake City, “Autoethnography”
Christie Toth, The University of Utah, Salt Lake City
Performer: Joanne Castillo, The University of Utah, Salt Lake City
Respondent: Charissa Che, The University of Utah, Salt Lake City

Writing Pedagogies and Processes

D.24 I Brought My Body to Class, Now What? Using Performance Rhetoric and Disruption as Epistemological Tools to Redefine the Body in the Classrooms

Classroom knowledge is gathered and performed through the body. This panel highlights the use of performed and embodied experiences that question assumptions of normed bodies.

329

Chair and Performer: Cana Itchuaqiyag, Utah State University, Logan
Performers: Sherena Huntsman, Utah State University, Logan
Carrie Ann Johnson, Iowa State University, Ames

Writing Pedagogies and Processes

D.25 Performative STEM: Disrupting Student Expectations about Disciplinary Writing

Exploring performative and multimodal pedagogical approaches to disrupt STEM students’ conceptions of persona and performances of expertise.

330

Chair: Amy Carleton, Massachusetts Institute of Technology, Cambridge
Speakers: Cecelia A. Musselman, Northeastern University, Boston, MA
Rebecca Thorndike-Breeze, Massachusetts Institute of Technology, Cambridge

Writing Pedagogies and Processes

D.26 Re-Envisioning Peer Response in Four Acts

This panel re-envisioning peer response as performative. Speakers will explore the ways action and performance can create a more inclusive and engaged composition classroom.

333

Chair and Speaker: Amanda Hobmeier, University of Southern California, Los Angeles
Speakers: Tamara Black, University of Southern California, Los Angeles
Daniel Dissinger, University of Southern California, Los Angeles
Amber Foster, University of Southern California, Los Angeles

Writing Pedagogies and Processes

D.27 Is Sharing Caring? Staging Transparency across Classroom and Campus Spaces

Investigating the degrees to which teachers perform transparency, and why, against a backdrop of surveillance and resistance in higher education.

334

Speakers: Laura Aull, Wake Forest University, Winston-Salem, NC
Joshua Daniel-Wariya, Oklahoma State University-Stillwater
Dana Harrington, Old Dominion University, Norfolk, VA
Karen L. Kopelson, University of Louisville, KY
Lynn Lewis, Oklahoma State University-Stillwater
Kristopher Lotier, Hofstra University, Hempstead, NY
James Chase Sanchez, Middlebury College, VT
Anne Wheeler, Springfield College, MA
Respondent: Daniel Richards, Old Dominion University, Norfolk, VA

Writing Programs

D.28 Dynamic Literacies: English as a Living Language in Transnational Writing Programs

We explore three transnational writing program projects from Asia, the Middle East, and Latin America that examine the experiences of students, faculty, and community members.

335

Chair and Speaker: Susan Meyers, Seattle University, WA
Speakers: James Austin, Central Connecticut State University, New Britain, “Intra-national Students in Egypt: Tenuous Performances of Social Action through Genre & Literacy”
Katherine Silvester, Indiana University Bloomington, “Living English and the Making of Language Futures”

Writing Programs

D.29 Unpacking Diversity Work across the Institution: Sustaining Archival Activism

This panel offers multiple perspectives on “archival activism” as a strategy for writing programs to engage in antiracist action in collaboration with student activists.

336

Speakers: Linh Dich, Miami University, Oxford, OH
Anita Long, Miami University, Oxford, OH
Kyle Long, Miami University, Oxford, OH
Jason Palmeri, Miami University, Oxford, OH

Community, Civic & Public

D.30 Breaking Barriers, Breaking Silences: Performing Feminist Activism

International refugees and victims of sexual abuse perform activism through literate practices.

338

Chair: Leslie Salas, Embry Riddle Aeronautical University, Daytona Beach, FL

Speakers: Sweta Baniya, Purdue University, West Lafayette, IN, “#RageAgainstRape: Nepali Women’s Performance of Local Digital Actions against the National Silence on Rape”

Tika Lamsal, University of San Francisco, CA, “Refugee Literacies in Motion: Recreating Translingual Spaces and Transnational Identities”

Maria Lombard, Northwestern University in Qatar, “Crossing Borders: Performance-Rhetoric in the Narratives of Displaced Mothers”

Community, Civic & Public

D.31 Say It Like It Is: Performances of Participatory Rhetorics

Panelists situate participatory rhetoric in a variety of places and spaces.

401

Chair: Megan Busch, University of South Carolina, North Charleston

Speakers: Melinda Myers, Wayne State University, Detroit, MI, “Rethinking Activist-Oriented Rhetorical Methodologies of Institutional Critique in Light of the Flint Water Crisis”

Joshua Rea, University of South Florida, Tampa, “Lived Performances: The Rhetoric of Inhabitation in Steeltown, USA”

Jamie Remillard, Worcester State University, MA, “From Squatters to Scientists to Stewards: Remixing Expertise and Participation to Reshape Public Engagement”

First-Year and Advanced Composition

D.32 Act Woke: Staging a Cultural Performance Access and Rhetorical Theory

This panel discusses cultural rhetorics inappropriate genre perspectives fostering a culture of access in writing classrooms.

402

Chair: Glen Southergill, Montana Tech, Butte

Speakers: Jill McKay Chrobak, Michigan State University, East Lansing, “Stay Woke: Performing Cultural Rhetorics in First-Year Writing”

continued on next page

Carrie Dickison, Wichita State University, KS, “Fostering a Culture of Access in the Online Writing Classroom”

Yu Tian, University of Arizona, Tucson, “‘Not just a cultural issue’: Exploring Chinese ESL Students’ Inappropriate Textual-Borrowing from Genre Perspective”

First-Year and Advanced Composition

D.33 Multilingual Learners’ Developing Identities as Writers through Reflection, Response, and Self-Assessment

This session focuses on pedagogical writing strategies that promote multilingual learners’ growth as writers in a variety of writing assignments and classroom activities.

403

Chair: Mary Helen O’Connor, Georgia State University Perimeter College, Clarkston

Speakers: Cynthia DeRoma, Yale University, New Haven, CT, “Performing Proficiency—What Really Matters to Second-Language Writers in Their Own Words”

Carrie Kilfoil, University of Indianapolis, IN, “Performing Multilingualism in First-Year Composition: Postmonolingual Responses to Students’ Right to Their Own Language”

Sharareh Taghizadeh Vahed, Purdue University, West Lafayette, IN, “Legitimate Peripheral Participation in the Act of Reflective Writing: An Ethnography of Second-Language Writers in Mainstream College Composition”

History

D.34 Ancient Rhetorical Traditions as Models for Modern Day Rhetorical Performance

This session explores Greek and other rhetorical traditions as a lens for understanding modern rhetorical practices

404

Chair: Axel Gonzalez, independent scholar

Speakers: Elizabeth Baddour, independent scholar, “Throwing Shade on Propriety: Signifyin’ ‘Belonging’ from Belletrism to Code-Meshing”

Brent Chappelow, University of Southern California, Los Angeles, “Rhetorical Performance, Audience, and Cultural Memories: A Historical Case Study of Performance-Rhetoric”

Tetyana Zhyvotovska, The University of Texas at El Paso, “Rhetoricity of Performance: Cultural and Performative Aspects of Ancient Texts”

Institutional and Professional

D.35 Documenting Performances, Performing Documents

Professional genres—from the job application and advising note to the grant proposal and the course evaluation—organize our performances and relations.

405

Chair: Sheila Carter-Tod, Virginia Tech University, Blacksburg

Speakers: Chris Blankenship, Salt Lake Community College, Salt Lake City, UT, “Performing Professorship in Community College Job Applications”

Emily Carson, Villanova University, PA, “Performing Scholarship: Faculty Writers and the Challenge of the Grant Proposal”

Meagon Clarkson-Guyll, University of Arkansas, Fayetteville, “The Genre of the Advising Note”

Jessie Szalay, Salt Lake Community College, Salt Lake City, UT, “Performing Professorship in Community College Job Applications”

Soha Youssef, Thomas Jefferson University, Philadelphia, PA, “‘The Instructor Speaks the English Language Clearly (yes/no)’: Marginalizing Rhetoric on End-of-Semester Course Evaluations”

Community, Civic & Public

D.36 Spotlight Session: Black Disruptive Rhetorics: The Novel, the Public Sphere, and the Classroom

This panel is designed to spark conversations about Black disruptive rhetorics and their potential as a rhetorical force in civic deliberation.

406

Chair and Speaker: Mudiwa Pettus, Penn State University, State College

Speakers: D’Angelo Bridges, Penn State University, State College

Brandon Erby, Penn State University, State College, “Mamie Till and the Emmett Till Players”

Gabriel Green, Penn State University, State College, “Slam Poetry and Rhetorical Fluidity: Toni Morrison and Imaginative Rhetorical Ethnography”

Language

D.37 Spotlight Session: Power and Performance in Translingual Academic Writing

Responding to critiques of translingual writing and code-meshing, this panel presents performative strategies for negotiations of power in academic literacy.

407

Chair: Suresh Canagarajah, Penn State University, University Park

Speakers: Valeriya Minakova, Penn State University, State College

Naseh Nasrollahy, Penn State University, State College

Guadalupe Rincon, Penn State University, State College

Respondent: Ashley Rea, Penn State University, University Park

Language

D.38 The Performative Possibilities of Language

This session will explore centering linguistic repertoires as a rhetorical practice of place making in the composition class.

408

Speakers: Lindsey Albracht, The Graduate Center, CUNY,

“Translanguaging Across (and outside of) the Curriculum: Participatory Action Research as Performance-Methodology in Cultivating a Translingual Orientation”

Adrienne Jones Daly, University of Rhode Island, South Kingstown,

“Performing Our Language Beliefs in the Classroom”

Deirdre Vinyard, University of Washington, Bothell, “Performance,

Language, and Difference: The Long, Long Road”

Afrin Zeenat, Richland College, Dallas, TX, “Performing Code-Meshing in a Composition Class”

Professional and Technical Writing

D.39 Role-Play Across the Disciplines

We sketch multidisciplinary role performance pedagogies in the health sciences and writing center.

409

Chair: Sandra Eckard, East Stroudsburg University, PA

Speakers: Melissa Bender, University of California, Davis, “The Rhetoric of Rehearsal: Performing Medical Ethics and Professionalism in the Multiple Mini Interview”

Linda Macri, University of Maryland, College Park, “Supporting Graduate Students as They Perform Their Disciplines in Multiple Modes”

Tim Giles, Georgia Southern University, Statesboro, “Role-Playing Scenarios for the Writing Classroom”

Theory

D.40 Complicating Writing

Panelists look to less frequently explored genres and practices of writing to reconceptualize writing theory and practice.

410

Chair: Kimberly Wieser, University of Oklahoma, Norman

Speakers: Joshua Abboud, University of Kentucky, Lexington, “Small Writing: Practice of Memory and Compression of Thought”

Matthew Halm, North Carolina State University, Raleigh, “Terms for a Post-Representational and Ecological Orientation toward Theorizing Writing”

Dara Regaignon, New York University, NY, “Anxious Time”

Writing Pedagogies and Processes

D.41 Assess This! Performing Translingual and Antiracist Assessment

This session focuses on antiracist writing assessment in a first-year composition course, a cross-institutional collaboration, and affect and accessibility in a writing center.

412

Chair: Antonio Byrd, University of Wisconsin-Madison

Speakers: Marguerite Daisy Atterbury, The Graduate Center, CUNY, “‘Diving into the Wreck’: Locating Performance in Antiracist Writing Assessment—A Case Study in Intra-classroom Collaboration at CUNY”

Whitney Lew James, Texas Christian University, Fort Worth, “Enacting Translingual, Antiracist Writing Assessment: Reflections on and Implications of an Empirical Self-Study”

Maxine Krenzel, Graduate Center, CUNY, “‘Diving into the Wreck’: Locating Performance in Antiracist Writing Assessment—A Case Study in Intra-classroom Collaboration at CUNY”

Laura Leavitt, Earlham College, Richmond, IN, “Accessibility and Relevance: Accessing Student Interest in Writing Centers through Performative Research”

Writing Pedagogies and Processes

D.42 Genre: Convention, Performance, Inspiration

This panel highlights research, tips, and plans for how both undergraduates and graduate students can learn to accommodate various genres as well as how to develop new modes of genre knowledge.

413

Chair: Amy Zenger, American University of Beirut

Speakers: Mason Pellegrini, Purdue University, West Lafayette, IN, “Illuminating Genre Conventions: Analysis of the CARS Model across Skill Levels”

Christina Rowell, Kent State University, OH, “Sketching, Making, Sewing, Hacking: Fashion Design Composing Processes as Performances of Inspiration”

Kevin G. Smith, University of Virginia, Charlottesville, “Making Shared Genre Knowledge: A Digital Approach to Collaboration in Genre Pedagogy”

Writing Pedagogies and Processes

D.43 Performing Englishes: Language Ideology and Multilingual Teachers in the Writing Classroom

From language ideology to linguistic performance to collaboration, these panelists explore performative pedagogies in multilingual contexts.

414

Chair: Zhaozhe Wang, Purdue University, West Lafayette, IN

Speakers: Marcela Hebbard, The University of Texas Rio Grande Valley, McAllen, “Performative Collaboration: Transgressing Disciplinary and Linguistic Boundaries in FYW and SHL Classes”

Yanina Hernandez, The University of Texas Rio Grande Valley, Edinburg, “Performative Collaboration: Transgressing Disciplinary and Linguistic Boundaries in FYW and SHL Classes”

N. Claire Jackson, University of Louisville, KY, “Performing Institutional Critique in FYC: Students’ Examination of Programmatic Language Ideologies”

Chloe de los Reyes, California State University, San Bernardino, “Performing English: Reflections of a Multilingual Instructor”

Writing Programs

D.44 Agency, Conflict, and Change: Writing Centers in Flux

Our presentations bring together perspectives on the dynamic, shifting, and performative dimensions of writing centers.

415

Chair: Joseph Bartolotta, Hofstra University, Hempstead, NY

Speakers: Megan Keaton, Pfeiffer University, Misenheimer, NC,
“Expanding Undergraduate Writing Center Tutor Agency”

Jo Mackiewicz, Iowa State University, Ames, “Writing Center Talk over Time: A Corpus-Driven Analysis”

Jody Swilky, Drake University, Des Moines, IA, “Conflicts in Writing and Performance: What Tutors in Training Claim They Do and What They Actually Do”

Writing Pedagogies and Processes

D.45 “Coming in from the Cold”: Linguistic Freedom Will Warm Your Soul

From assimilationist to transformational perspectives, panelists explore code-meshing and translingualism in the writing classroom.

411

Chair: Frankie Condon, University of Waterloo, Ontario, Canada

Speakers: Isaac Ewuoso, DePaul University, Chicago, IL, “Code-Meshing in First-Year Writing Assignments: From Theory to Practice”

Corey Greathouse, The University of Texas at San Antonio, “Creating Community: An Argument for the Inclusion of Code-Meshing in the College Writing Classroom”

Chelsea Fabian, Salisbury University, MD, “Performing Grammar as Style”

Peter Mayshle, Carnegie Mellon University, Pittsburgh, PA, “The Translingual Classroom as Performative Space: Notes of a New Filipino Immigrant Teacher-Scholar”

Brittany Wilson, Salisbury University, MD, “Performing Grammar as Style”

E Sessions: 4:45–6:00 p.m.

Institutional and Professional

E.01 Rewriting the Script: Finding Empowerment within the Vulnerability of Evolving NTT Job Descriptions

Interactive, productive roundtable that acknowledges the diversity and difficulty of evolving “scripts”/job descriptions for NTT writing studies positions, encouraging attendees to feel empowered in their roles.

Spirit of Pittsburgh Ballroom B

Roundtable Leaders: Alysa Robin Hantgan, Purchase College SUNY;

Concordia College New York; Pace University, New York, NY

Kim Fahle, York College of Pennsylvania

Denise Krane, Santa Clara University, CA

Leah Tremaglio, SANS Technology Institute

Maria Soriano Young, John Carroll University, University Heights, OH

Writing Programs

E.02 Social Justice in Action: A Consideration of Focused Supplemental Academic Support within Writing Programs for Former Foster Youth at Institutions of Higher Education

A review of social justice programming in U.C. Riverside’s writing program through volunteer faculty mentoring of its former foster youth students.

Spirit of Pittsburgh Ballroom C

Chair and Roundtable Leader: Rory Moore, University of California, Riverside

Roundtable Leaders: Paul Beehler, University of California, Riverside
Cassandra Van Zandt, University of California, Riverside

Basic Writing

E.03 International Students’ Persistence in First-Year Composition Courses

Tinto (2017) called for a deeper understanding of students’ persistence. He proposed a model of three dimensions (sense of belonging, self-efficacy, and perceived value of curriculum).

301

Speakers: Abdullah Darwish, Indiana University of Pennsylvania

Islam Farag, Indiana University of Pennsylvania

Mohamed Yacoub, Indiana University of Pennsylvania

Omar Yacoub, Indiana University of Pennsylvania

Community, Civic & Public

E.04 A Decade of Reaching Out: Ten Years of Bringing Student Communities Together

This panel will present an innovative outreach program that has brought together first-generation college students and middle school classes for a decade.

302

Speakers: Christopher Dean, University of California, Santa Barbara
Jennifer Johnson, University of California, Santa Barbara
Robert Krut, University of California, Santa Barbara
Kathy Patterson, University of California, Santa Barbara
Kristin Storey, RJ Frank Intermediate School, Oxnard, CA
Nicole Warwick, University of California, Santa Barbara

First-Year and Advanced Composition

E.05 Collaborating—No, Really Collaborating—with FYC Students on Curriculum Design

One WPA and five FYC students describe their collaborative design of a new writing curriculum, a curriculum that will be piloted in the coming semester.

303

Speakers: Kim Gunter, Fairfield University, CT
Aicha Haller, Fairfield University, CT
Meagan Morelli, Fairfield University, CT
Cynthia Moyano, Fairfield University, CT
Khalela Stevens, Fairfield University, CT
Cristian Zuniga, Fairfield University, CT

Community, Civic & Public

E.06 Pedagogies That Perform the Local: Student Place-Based Writings as Opposition to Authorized Narratives

Place-based writing fosters the performance of local stories and thus cultivates literacies that challenge authorized narratives of place.

304

Speakers: Patrick Bahls, University of North Carolina, Asheville
Rosanne Carlo, College of Staten Island, CUNY
Susan DeRosa, Eastern Connecticut State University, Windham
Adam Hubrig, University of Nebraska, Lincoln

Community, Civic & Public

E.07 Performing Trust through Wise Mentorship

Featuring a Pittsburgh-based nonprofit, this panel examines how trust, a key educational disposition for low-income students of color, can be cultivated through multi-institutional partnerships.

305

Chair and Speaker: Paul Feigenbaum, Florida International University, Miami

Speakers: Denise Jones, Youth Enrichment Services, Pittsburgh, PA
Floyd Jones, West Virginia University, Morgantown
Willie Knight, Youth Enrichment Services, Pittsburgh, PA
Anesa Reed, Youth Enrichment Services, Pittsburgh, PA

Community, Civic & Public

E.08 Writing for Freedom: Performing Suitability in Parole Board Hearings

Panelists argue that the performance required of prisoners to the parole board enacts institutional and rhetorical constraints and also carves out spaces for resistance.

306

Speakers: Emily Artiano, University of Southern California, Los Angeles
Stephanie Bower, University of Southern California, Los Angeles
Mo
William

First-Year and Advanced Composition

E.09 Silence, Resilience, and Adaptation as Performative Responses in the Composition Classroom

We examine responses to silence, resilience, and adaptation in the classroom, as well as performative responses to markers of difference such as location and language.

307

Speakers: Mavis Beckson, New Mexico State University, Las Cruces
Natalie Taylor, New Mexico State University, Las Cruces
Karen Trujillo, New Mexico State University, Las Cruces

First-Year and Advanced Composition

E.10 Intersectionality, Identity, and Instruction: Problems and Perspectives from inside and beyond the Classroom

Sponsored by the Intersectionality in FYC SIG

This panel will take up questions of intersectionality and identity in various academic and cultural spaces in the classroom and on campus.

310

Chair and Speaker: Mara Lee Grayson, Pace University, New York, NY

Speakers: Sophie Bell, St. John's University, New York, NY, "Your Grammar Is All Over the Place": Translingualism and Intersectionality For Post-'Language Rights' Multilingual Student Writers"

Heather Falconer, Curry College, Milton, MA, "From Dissociation to Embodiment: The Influence of Mentor Pedagogy on the Discursive Identities of Women of Color in Science"

Iris Ruiz, University of California, Merced, "Intersectional and Historical Agency: The Black Panthers, Brown Berets, and Young Lords"

Institutional and Professional

E.11 Acting Normal: The Struggles of Neurodiverse Faculty and Students

Panelists discuss the struggles of neurodiversity within our disciplines as teachers and students, compelled to act "normal" to survive.

311

Chair and Speaker: Christopher Wyatt, Slippery Rock University, PA

Speakers: Laurie Cubbison, Radford University, VA, "The Role of Executive Function in Student Success in First-Year Composition"
Dayna Goldstein, Texas A&M University-Texarkana, "Neurodiverse Nomenclature Know-How"

Daniel Sansing, University of Cincinnati Blue Ash College, OH, "Responding Positively to Meltdowns on Campus"

Institutional and Professional

E.12 Testimonios: The Performance of First-Year Tenure-Track Faculty

Through a series of *testimonios*, testimonies, this roundtable highlights the roles four newly graduated first-year tenure-track faculty had to play to be successful.

312

Chair and Speaker: Consuelo Salas, University of North Carolina at Charlotte

Speakers: Lizbett Tinoco, Texas A&M University, San Antonio
Beau Pihlaja, Texas Tech University, Lubbock
Santos Ramos, Grand Valley State University, Allendale, MI

History

E.13 Performing Rhet/Comp for Fifty Years: A Roundtable of Senior Scholars

315/316

Chair: Kathleen Blake Yancey, Florida State University, Tallahassee

Speakers: John Brereton, University of Massachusetts Boston

Judy Buchanan, National Writing Project

Cynthia Gannett, Fairfield University, CT, “Effacing and Facing History”

Donald McQuade, University of California, Berkeley, “A Grammar of Passages”

Rebecca Mlynarczyk, Kingsborough Community College, CUNY, “Basic Writing and Qualitative Research”

Sean Molloy, William Paterson University, Wayne, NJ

Richard Sterling, National Writing Project, “Writing Research: Value to K–12 Educators”

Respondents: Alice Horning, Oakland University, Rochester, MI

Katherine Tirabassi, Keene State College, NH

Basic Writing

E.14 Reassessing Programs and Curricula via New Perspectives on Language, Identity, and Culture

Speakers explore possibilities exposed by new looks at performance-rhetoric to rethink our approaches to writing curricula and writing programs.

317/318

Chair: Santosh Khadka, California State University, Northridge

Speakers: Joyce Inman, University of Southern Mississippi, Hattiesburg, “Making Performance Transparent: Rethinking Basic Writing Programming”

Joyce Meier, Michigan State University, East Lansing, “Centering Students’ Diverse Languages and Cultures in a Basic Writing Course”

Michelle Stevier-Johanson, Dickinson State University, ND, “Risk and Reward in a Rhetorics of Resistance-Based Basic Writing/ALP Course”

History

E.15 Defying “THE” Rhetorical Tradition: A Multinational Performance of Rhetoric-Composition

This panel will examine rhetorical texts across various national traditions and their implications for a multicultural and multinational performance of rhetorics in the writing classroom.

319

Chair: Cheryl Glenn, Penn State University, University Park

Speakers: Moushumi Biswas, The University of Texas at El Paso, “Performing Rhetoric in Ancient India: A Study of Two Treatises by Manu and Chanakya”

Geoffrey Clegg, Midwestern State University, Wichita Falls, TX, “Uncovering Ethiopia’s Lost Rhetorical Heritage: Performance of Ethos in Zera Yacob’s *Treatise*”

Elif Guler, Longwood University, Farmville, VA, “Recovering Non-Western Principles of ‘How to Perform Rhetoric’ from Yusuf’s *Wisdom of Royal Glory*”

Xiaobo Belle Wang, Oxford College of Emory University, GA, “Unveiling the Performance of Deliberative Rhetoric in Huang Zongxi’s Letter, *Mingyi daifang lu* (1663)”

Language

E.16 Performing Translingual Poetics in Composition Classrooms

Our panel invites attendees to consider how composing and reading poetry helps learners perform artful code-meshing, cultivates rhetorical attunement, and reflects translingualism’s expressivist history.

320

Chair and Speaker: Katie Homar, North Carolina State University, Raleigh

Speakers: Marylou Gramm, University of Pittsburgh, PA

Fang-Yu Liao, Indiana University of Pennsylvania

Xiqiao (Sonja) Wang, Michigan State University, East Lansing

Writing Programs

E.17 Preparing for Improv: Mapping Consultant Performance in Order to Improve the Consultant-Client Relationship

Undergraduate writing consultants and their director explore the consultant-client improv duet in order to improve writing center training and development.

321

Chair and Speaker: Robert Koch, Merrimack College, North Andover, MA

Speakers: Caroline Bradley, Merrimack College, North Andover, MA, “Writing Centers, Undergraduate Research”

Melissa Lawson, Merrimack College, North Andover, MA, “Writing Centers, Undergraduate Research”

Research

E.18 Advantages of Implementing an Embedded Mentorship Program in First-Year Composition

This panel explores findings of an empirical study on a piloted embedded mentorship program in first-year composition and identifies benefits of adopting such a model.

323

Speakers: Hannah Duran, California State University, Chico
Kelsey King, California State University, Chico
Keaton Kirkpatrick, California State University, Chico

Research

E.19 Reconsidering Writing Development: A Longitudinal Exploration of Students' Conceptions and Performances of Writing across Modes and Genres

Drawing from a multi-year longitudinal study, this panel explores what it means to think about writing “development” as performative and enacting diverse student experiences.

324

Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor
Speakers: Zak Lancaster, Wake Forest University, Winston-Salem, NC
Justine Post, Ohio Northern University, Ada
Naomi Silver, University of Michigan, Ann Arbor

Theory

E.20 Composing Wakanda: Performing Theory, Narrative, and Race

This panel juxtaposes Christina Sharpe's (2016) “wake work” with the performance-rhetoric and performance-composition of the blockbuster film *Black Panther* (2018).

325

Chair and Speaker: Robert Randolph, North Carolina A&T State University, Greensboro
Speakers: Erica Horhn, North Carolina A&T State University, Greensboro
Hope Jackson, North Carolina A&T State University, Greensboro
Karen Keaton-Jackson, North Carolina Central University, Durham

Theory

E.21 Performing Feminisms, Performing Design, Designing Feminist Composition

Working from design studies, rhet/comp, and experience architecture, speakers will interrogate design and engage in developing, performing, and enacting feminist action.

326

Speakers: Danielle Nicole DeVoss, Michigan State University, East Lansing

Melissa Kaye Forbes, Gettysburg College, PA

Katie Manthey, Salem College, Winston-Salem, NC

Liza Potts, Michigan State University, East Lansing

Theory

E.22 Queer Performance-Rhetorics of Consent, Naming, and Resistance

Sponsored by the Queer Caucus

This panel takes up issues of queer consent, naming, and resistance as queer performance-rhetorics, embodied actions by and for LGBTQ2SIA+ identities and communities.

327

Chair and Speaker: Becca Hayes, University of Missouri, Columbia

Speakers: Wilfredo Flores, Michigan State University, East Lansing

Kathleen Livingston, Michigan State University, East Lansing

Writing Pedagogies and Processes

E.23 Identity, Disability, and Time: New Theoretical Orientations for Undergraduate Peer Review Performances

This panel explores performances called for in peer review and proposes new critical theories for revitalizing peer review pedagogies.

329

Speakers: Leslie Anglesey, University of Nevada, Reno

Melissa Huffman, Angelo State University, San Angelo, TX

Benjamin Keating, Wake Forest University, Winston-Salem, NC

Respondent: Michelle LaFrance, George Mason University, Fairfax, VA

Writing Pedagogies and Processes

E.24 Performing Allyship: Approaching Inclusive Praxis in FYW

This panel shares assignments, assessments, and theoretical frameworks to help instructors best perform the role of ally to diverse groups of students.

330

Speakers: Stephanie Graves, Georgia State University, Atlanta
Meagan Malone, Georgia State University, Atlanta
Kristen Ruccio, Georgia State University, Atlanta

Writing Pedagogies and Processes

E.25 Research, Writing, and Information Literacy: From Pre-formed to Performed Inquiry

This panel asks how we can shift conceptions of research and information literacy from searches that support pre-formed ideas to work that performs situated inquiry.

333

Chair: Alexis Teagarden, University of Massachusetts Dartmouth
Speakers: Michael Carlozzi, independent researcher
Ana Cooke, Carnegie Mellon University, Pittsburgh, PA
Susan Tanner, Carnegie Mellon University, Pittsburgh, PA

Writing Pedagogies and Processes

E.26 Style and the Future of Composition Studies

This roundtable asserts that the reemergence of stylistic inquiry can be used dynamically to produce new insights for our discipline.

334

Chair and Roundtable Leader: Star Vanguri, Nova Southeastern University, Fort Lauderdale, FL
Speakers: William FitzGerald, Rutgers University, Camden, NJ
Rebecca Moore Howard, Syracuse University, NY
Andrea Olinger, University of Louisville, KY
Respondent: Brian Ray, University of Arkansas at Little Rock

Writing Programs

E.27 Encountering Difference in “Liberal” California: Reports from an Inter-institutional Study of Diversity Learning in Required Writing Courses

Inter-institutional assessment of diversity learning in FYW courses via artifacts and interviews contextualized by campus/regional culture.

335

Speakers: Tricia Serviss, University of California, Davis
Meghan Sweeney, Saint Mary’s College of California, Moraga
Julia Voss, Santa Clara University, CA

Writing Programs

E.28 Ways of Writing: Performing Composition at Pitt

A discussion of the role that the composition program at the University of Pittsburgh has played in the performance of composition at other institutions.

336

Chair: Stacey Waite, University of Nebraska, Lincoln
Speakers: Steph Ceraso, University of Virginia, Charlottesville
Ryan Smith Madan, Worcester Polytechnic Institute, MA
James Seitz, University of Virginia, Charlottesville

Community, Civic & Public

E.29 Building Bridges for Collaboration

Panelists outline strategies for improving and sustaining socially just relationships. Presenter one addresses the problem of microaggressions in the college composition classroom. Presenter two shares results of student-planned protests relating to research. Presenter three discusses a self-funded community writing support program.

338

Chair: Lara Hauer, Indiana University of Pennsylvania
Speakers: Jeffrey Galin, Florida Atlantic University, Boca Raton, “How to Build a Sustainable Community Center for Writing with No University Support”
Amber Landis, Parkland College, Champaign, IL, “Performing MicroAlliances, Not MicroAggressions, in the Comp Classroom”
Carolyn Marcille, Buffalo State College, NY, “My Only Audience Is a Rubric: How to Combine Social Justice and Public Performance in Composition”

Community, Civic & Public

E.30 Speaking against Silence in Online Spaces

Panelists engage a variety of online spaces where communities form and members speak out for social justice.

401

Chair: José Manuel Cortez, University of Oregon, Eugene

Speakers: Denise Landrum-Geyer, Southwestern Oklahoma State University, Weatherford, “Performing Curation as a Rhetorical Strategy in the Online Planner Community”

Deanna Laurette, Wayne State University, Detroit, MI, “Digital Bodies, ‘Real’ Connections: Curating, Disclosing, and Asserting Identity in Online Support Groups”

Catherine Wilcox, California State University, Chico, “Speaking against Silence: A Rhetorical Analysis of Social Media Activism against Domestic Violence in Christian Communities”

First-Year and Advanced Composition

E.31 Acting Abilities or Acting Access

This panel explores how students and teachers construct identities when performing negotiations between both visible and invisible disabilities.

402

Chair: Laura McGrath, Kennesaw State University, GA

Speakers: Alicia Clark-Barnes, University of New Hampshire, Durham, “Slopes, Ramps, and Stairs: The Role of Composition in Summer Bridge Programs”

Elizabeth Brewer Olson, Central Connecticut State University, New Britain, “Embedded Access: Using Course Structure to Benefit Students with Invisible Disabilities”

Myra Salcedo, University of Texas of the Permian Basin, “The Dance of Disability: When the Teacher Is the Performative ‘Text’”

First-Year and Advanced Composition

E.32 Multimodal Remix Stage: Performing Translingual Power and Engagement in First-Year Writing

This panel explores engagement initiatives and cultural performances that shake up traditional teaching and learning in composition classrooms.

403

Chair: Gretchen Cobb, Arkansas School for the Deaf, Little Rock

Speakers: Angela Christie, Georgia State University, Atlanta, “Watch Me Write: Collaborative Course Design and Performative Product in First-Year Writing”

Elisabeth Gumnior, James Madison University, Harrisonburg, VA, “Baby Steps: Finding a Path toward Engagement and Activism in the First-Year Writing Course”

Suresh Lohani, The University of Texas at El Paso, “Performing Multimodal Remixes in Translingual Sites: The Need for Instructor-Institution Coalition in Rupturing the Existing Rhetoric Imbalance in the First Year”

Elizabeth Lopez, Georgia State University, Atlanta, “Watch Me Write: Collaborative Course Design and Performative Product in First-Year Writing”

Angela Morris, University of Memphis, TN, “Acculturate the Performance of Teaching: Managing Contentious Power Structures of Englishes as a Teaching Assistant”

Information Technologies

E.33 Composing Realities in Digital Environments

This session explores opportunities for students to construct mixed realities utilizing online resources.

404

Chair: Sara Wilder, University of Maryland, College Park

Speakers: Brenta Blevins, University of Mary Washington, Fredericksburg, VA, “Authoring Resistance through Augmented and Mixed Reality Composing”

Nicholas Hoffman, University at Buffalo, SUNY, “First-Year Composition on Discord”

Francis Macarthy, Illinois State University, Normal, “Breaching the Screen: A Digital Technofeminist Methodology for Virtual and Augmented Realities”

Institutional and Professional

E.34 In Real Time: Rhythmic Positioning and Antiracist Transformations

This panel offers new strategies for positioning and performing professional identity.

405

Chair: Megan Titus, Rider University, Lawrenceville, NJ

Speakers: Jennifer LeMesurier, Colgate University, Hamilton, NY, “Rhythmic Positioning, or How New Graduate TAs Perform Pedagogical Time”

Brittany Starr, University of Maryland, College Park, “Toward Antiracist Transformation in Composition: Starter Strategies for Interrogating Whiteness”

Community, Civic & Public

E.35 Spotlight Session: Living in a White World: The “Otherness” of Black Lives

This panel interrogates the internalization of ideological control through rhetorics of race. We explore resistance strategies ranging from protest to poetry.

406

Chair and Speaker: Hannah Watts, University of Waterloo, Ontario, Canada

Speakers: Christopher Cameron, University of Waterloo, Ontario, Canada
Courtney Chambers, University of Waterloo, Ontario, Canada
Jin Sol Kim, University of Waterloo, Ontario, Canada

Research

E.36 Spotlight Session: Non-Native English-Speaking Writing Instructors’ (NNESWIs) Teaching Performance in the Limelight: Perspectives, Perceptions, and Pedagogical Practices

This session focuses on the perspectives, perceptions, and pedagogical practices of non-native English-speaking writing instructors’ teaching performance in the American composition classroom.

407

Chair and Speaker: Judith Szerdahelyi, Western Kentucky University, Bowling Green

Speakers: Maria Tsakova, Ivy Tech Community College, Fort Wayne, IN
Lan Wang, West Virginia State University, Institute
Tong Zhang, Indiana University of Pennsylvania

Language

E.37 The Translingual Experience and the Rhetoric of (Racial) Microaggressions

This panel explores language performance in the context of navigating microaggressions and the language debate.

408

Speakers: Triauna Carey, Bowling Green State University, OH, ““Wow, You Really Are Articulate!’: The Rhetoric of Microaggressions and the Performativity of Taking Up Space in the World of Academia”
Bethany Davila, University of New Mexico, Albuquerque, “Perpetually Foreign, Perpetually Deficient, and Perpetually Privileged: Translingualism, Microaggressions, and Whiteness”

Florianne Jimenez, University of Massachusetts Amherst, “Postcolonial Language Ideology and Rhetoric and Composition”

Bruce Martin, Lone Star College-North Harris, Houston, TX, “Community College Writers’ Resistance to Performative Translingualism”

Research

E.38 Beyond Classrooms, Across Disciplines: Where Ethics Perform

This panel situates questions of ethics for teaching and across institutional locations.

409

Speakers: Wdasie Ayele, Concordia University Chicago, River Forest, IL, “No Child Left Behind, Including ESL Students”

Romeo Garcia, The University of Utah, Salt Lake City, “Beyond Oppositional Consciousness Politics and Pre-Commitments to Resistance: A Call for Transdisciplinary Work”

Corey Hamilton, Wayne State University, Detroit, MI, “Research as Performance: Performing Respectful, Responsible Scholarship for Students and Our Field”

Theory

E.39 Composing Counterpublicly

Panelists investigate experiences of marginalization and implications for classroom practice.

410

Chair: Dara Regaignon, New York University, NY

Speakers: Cassie Brownell, University of Toronto-Ontario Institute for Studies in Education, “From the Hands of Babes: What Postsecondary Scholars Can Learn from Children’s Multimodal Composing Practices”

Rachael Green-Howard, University of Delaware, Newark, “Women’s Queer Rhetorical Histories as Strategies in First-Year Writing”

Matt Sautman, Southern Illinois University, Edwardsville, “Dismantling the Great White Wall: Tactfully Situating the Classroom as a Counterpublic Space”

Theory

E.40 Performing with(in) Digital Networks

This session will discuss forms of embodied performance and play in networked environments.

411

Chair: Angela Bilia, The University of Akron, OH

Speakers: Kyle Bohunicky, University of Florida, Gainesville, “Game Composition: Writing with(in) Digital Games”

John Logie, University of Minnesota–Twin Cities, Minneapolis, “Repetition and Change: Exploring the Possibilities of Warholian Composition Strategies”

Adam Padgett, University of South Carolina, Columbia, “Performing a New Rhetorical Ethics in Digital Circulation and Reproduction: Embodied Authorships and Waning Ownerships”

Writing Pedagogies and Processes

E.41 Be a Voice: Teaching Agency, Self-Advocacy, and Cultivation of Voice

This panel examines agency in writing pedagogies through self-advocacy and cultivation of voice.

412

Chair: Michelle Kaschak, Penn State Lehigh Valley

Speakers: Maureen Fitzsimmons, University of California, Irvine, “Be a Voice, Not an Echo”—Einstein

Ryan Roderick, Husson University, Bangor, ME, “Integrating Self-Regulation into FYC Curricula: A Pedagogical Intervention and Its Effects on Transfer”

Bronwyn Williams, University of Louisville, KY, ““What Do They Want with Us?” Politics, Culture, and Student Perceptions of Agency”

Writing Pedagogies and Processes

E.42 Graduate Students as Teachers and Writers

This panel ponders how graduate students perform as teachers, theorists, and pedagogical leaders in pursuit of diversity.

413

Chair: Rebecca Shelton, Murray State University, KY

Speakers: Lauren Hobson, Portland State University, OR, “Left Behind: Graduate Assistants in WAC”

Young Kyung Min, University of Colorado Boulder, “Performing Writing Pedagogy and Emerging Student Subjectivity: Disciplinary Socialization of Graduate Students as Writing Instructors”

Kathryn Perry, California State University, Los Angeles, “A Hospitable Performance: Graduate Writers Code-Mesh with Comp Theory at a Hispanic-Serving Institution”

Writing Pedagogies and Processes

E.43 Performing Intersectionality in First-Year Composition: Queer Theory, Feminism, and Embodiments

This session advocates using queer theory and feminism in first-year writing pedagogies for creating classroom communities of equity that explore social justice in collaborative and digital spaces.

414

Chair: Steven Accardi, College of DuPage, Glen Ellyn, IL

Speakers: Alison McIntosh, University of Pittsburgh, PA, “Sustaining the Queer in FYC and Beyond”

Jesse Rice-Evans, The City College of New York, NY, “Get Us Bodied: Hybrid Adjuncting and Performance of the (Digitized) Queer Body at CCNY”

Robyn Rowley, Carnegie Mellon University, Pittsburgh, PA, “Re-conceptualizing Feminist Pedagogical Approaches for Affective Outcomes in the FYW Context”

Andréa Stella, The City College of New York, “Get Us Bodied: Hybrid Adjuncting and Performance of the (Digitized) Queer Body at CCNY”

Writing Pedagogies and Processes

E.44 The Work Writing Does: Performative Pedagogy and Writing to Learn

From writing to learn, to role playing for learning, to writing about literature, these panelists explore performative pedagogies in the writing classroom.

415

Chair: Matt McKinney, Texas A&M University, College Station

Speakers: Susanna Engbers, Kendall College of Art and Design of Ferris State University, Big Rapids, MI, “‘Let Me Grab My Shades’: Donning Alternative Critical Lenses as a Role-Playing Performance”

Christine Haskill, Kendall College of Art and Design of Ferris State University, Big Rapids, MI, “‘Let Me Grab My Shades’: Donning Alternative Critical Lenses as a Role-Playing Performance”

Lindsay Head, Florida International University, Miami, “Something Old, Something New, and Something Borrowed Too”

Heather Hill, Northwest Missouri State University, Maryville, “Writing about Writing at the Expense of Performance-Composition: A Cautionary Tale”

Richard Jewell, Inver Hills Community College, Grove Heights, MN, “Transform Literature Programs into a Writing Discipline”

Community, Civic & Public

E.45 Spotlight Session: Exploring Local Activism: A Roundtable Workshop with Local Pittsburgh Activist Organizations

This will be an interactive roundtable with local activist organizations that deal with issues in Pittsburgh related to rape crisis, prison outreach, and gay advocacy. Participants will be able to interact with activist leaders and brainstorm ideas for connecting with activist organizations in their own communities.

328

Roundtable Leaders: Julie Evans, Pittsburgh Action Against Rape (PAAR)

Jodi Lincoln, Book 'Em, Pittsburgh, PA

Lindsay Onufer, Gay For Good, Pittsburgh, PA

Facilitators: Antonio Byrd, University of Wisconsin-Madison

Liz Lane, University of Memphis, TN

Don Unger, University of Mississippi, Oxford

Thursday Special Interest Group Meetings

6:30–7:30 p.m.

Basic Writing

TSIG.01 Directed Self Placement Special Interest Group

Sponsored by the Directed Self Placement Special Interest Group

This SIG offers a unique opportunity for those who lead or wish to lead Directed Self Placement efforts at schools, colleges, and universities.

302

Chair: Aparna Sinha, California State University, Maritime Academy, Vallejo

Community, Civic & Public

TSIG.02 Community Writing and Public Rhetorics

Sponsored by the Community Writing and Public Rhetorics Special Interest Group

This SIG provides ongoing collaborative space for participants to share projects, pedagogy, and research; to problem-solve; and to plan future initiatives (conference presentations, publications, etc.).

303

Chairs: Adam Hubrig, University of Nebraska, Lincoln

Connie Mick, University of Notre Dame, IN

Speaker: Joyce Meier, Michigan State University, East Lansing

Community, Civic & Public

TSIG.03 Environmental Rhetoric and Advocacy Special Interest Group (SIG)

Sponsored by the Environmental Rhetoric and Advocacy Special Interest Group

This SIG offers attendees a collective space within the CCCC community to collaborate on writing and advocacy efforts on the environment.

304

Special Interest Group Chair: Kassia Krzus-Shaw, University of Wisconsin–Madison

continued on next page

Speakers: Matt Driscoll, Santa Clara University, CA
Michael Geary, Bristol Community College, Fall River, MA
Joshua Lenart, The University of Utah, Salt Lake City
Dave Sumner, Linfield College, McMinnville, OR

Community, Civic & Public

TSIG.04 Legal Writing and Rhetoric SIG

Sponsored by the Legal Writing and Rhetoric SIG

The annual meeting of the Legal Writing and Rhetoric SIG. Conference attendees are invited to come share their pedagogy and scholarship with this growing group.

305

Speaker: Lindsay Head, Florida International University, Miami

History

TSIG.05 National Archives of Composition and Rhetoric

A meeting for scholars, researchers, and professionals interested in preserving the history of composition and rhetoric.

306

Special Interest Group Chairs: Jenna Morton-Aiken, Massachusetts
Maritime Academy, Bourne
Katherine Tirabassi, Keene State College, NH

Institutional and Professional

TSIG.07 Labor Caucus Business Meeting

Sponsored by the Labor Caucus

Open to all, this meeting offers a space to discuss labor, update members on the caucus's progress, and develop strategies for change.

310

Caucus Chairs: Geoffrey Clegg, Midwestern State University, Wichita
Falls, TX
Anicca Cox, Michigan State University, East Lansing
Craig Crowder, University of Kentucky, Lexington
Mitzi Jones, University of Arkansas, Fort Smith
Seth Kahn, West Chester University, PA
Andrew Kinney, The Ohio State University, Mansfield
Rachel Riedner, George Washington University, Washington, DC

Institutional and Professional

TSIG.08 Minority-Serving Institutions Special Interest Group

Sponsored by the Minority-Serving Institutions Special Interest Group

This first-time SIG will promote dialogue among faculty members at minority-serving institutions.

311

Special Interest Group Chairs: Bethany Davila, University of New Mexico, Albuquerque
Jason Evans, Prairie State College, Chicago Heights, IL

Research

TSIG.09 The Future of Cognition and Writing Research

Sponsored by the Cognition and Writing Standing Group

This year, the group will consider ongoing and future research in cognition and writing with presentations from Dylan Dryer, David Russell, and Airlie Rose.

312

Chairs: Patricia Portanova, Northern Essex Community College, Haverhill, MA
Michael Rifenburg, University of North Georgia, Dahlonega
Duane Roen, Arizona State University, Tempe

Institutional and Professional

TSIG.10 Women's Network SIG

Sponsored by the Feminist Caucus

The goal of the session is to provide CCCC members with an opportunity and safe space to discuss the status of women in the field with respect to a variety of working conditions and issues related to gender and workplace equity.

315/316

Speaker: Violet Dutcher, Eastern Mennonite University, Harrisonburg, VA

Basic Writing

TSIG.11 Council of Basic Writing SIG: Collaboration, Community, Caucusing

Sponsored by the Council on Basic Writing

This collaborative meeting will focus on how basic writing instructors can shape local and national policies regarding writing instruction.

317/318

Special Interest Group Chairs: Jason Evans, Prairie State College, Chicago Heights, IL

Leigh Jonaitis, Bergen Community College, Paramus, NJ

Marisa Klages-Bombich, LaGuardia Community College, Long Island City, NY

William Lalicker, West Chester University, PA

Theory

TSIG.12 Kenneth Burke Society at CCCC

Sponsored by the Kenneth Burke Society

A multimedia preview of previously unseen interview footage of Kenneth Burke; a walking tour of Burke's birthplace in Pittsburgh; discussion of standing group status.

319

Speaker: Ethan Sproat, Utah Valley University, Orem

Writing Pedagogies and Processes

TSIG.13 Teaching for Transfer: Adaptations and Multimodality

We will focus on adaptations to the TFT curriculum in basic writing, first-year writing, advanced writing, and TA preparation, and on ways TFT supports multimodality.

320

Chair: Kathleen Blake Yancey, Florida State University, Tallahassee

Writing Programs

TSIG.14 Dual Enrollment SIG

Sponsored by the Dual Enrollment Special Interest Group

Dual Enrollment is changing the landscape of composition studies. The 2019 DE Studies SIG will provide a forum for discussing and understanding those changes.

321

Chairs: Christine Denecker, University of Findlay, OH
Casie Moreland, Western Oregon University, Monmouth

Writing Programs

TSIG.15 IWDPA Standing Group Business Meeting

Sponsored by the Independent Writing Departments and Programs Association

Open business meeting for the IWDPA (Independent Writing Departments and Programs Association). All interested are welcome.

323

Standing Group Chair: Rebekka Anderson, University of California, Davis

Respondent: Abhijit Rao, Iowa State University, Ames

TSIG.16 Creative Nonfiction Standing Group Business Meeting

At our CNF Standing Group business meeting, we will award the annual Donald Murray Prize in Creative Nonfiction, which our group sponsors, along with Cengage Learning and Writing on the Edge, representatives of which are present at the meeting

324

Group Leader: Jenny Spinner, St. Joseph's University, Philadelphia, PA

Community, Civic & Public

TSIG.17 Appalachian Rhetorics and Literacies SIG

Sponsored by the Appalachian Rhetorics and Literacies SIG

Our meeting will open with a business meeting and conclude with opportunities for Appalachian rhetoric, composition, and literacy scholars to network, mentor, and collaborate.

325

Special Interest Group Chairs: Emma Howes, Coastal Carolina University, Conway, SC

Travis Rountree, Indiana University East, Richmond

Sara Webb-Sunderhaus, Miami University, Oxford, OH

Community, Civic & Public

TSIG.18 Arab/Muslim SIG

This SIG invites scholars and teachers to engage in conversations about Arab and Muslim issues and identities.

326

Special Interest Group Chairs: Tamara Issak, St. John's University, New York, NY

Lana Oweidat, Goucher College, Baltimore, MD

Community, Civic & Public

TSIG.19 Handcrafted Rhetorics SIG

Sponsored by the Handcrafted Rhetorics SIG

The Handcrafted Rhetorics SIG is a chance for scholars, teachers, and community organizers to discuss the intersections among DIY craft, multimodality, making, and public composition.

327

Special Interest Group Chairs: Marilee Brooks-Gillies, Indiana

University–Purdue University Indianapolis

Danielle Koupf, Wake Forest University, Winston-Salem, NC

Jason Luther, Rowan University, Glassboro, NJ

Kristin Prins, Cal-Poly Pomona

Kristin Ravel, University of Wisconsin-Milwaukee

Community, Civic & Public

TSIG.20 Internship SIG Business Meeting

Sponsored by the Internship Special Interest Group

The Internship Special Interest Group will discuss the important role that internships have come to play in our discipline.

328

Group Leader: Dauvan Mulally, Grand Valley State University,

Allendale, MI

Community, Civic & Public

TSIG.21 Standing Group for Disability Studies Business Meeting

Sponsored by the Disability Studies Standing Group

This meeting provides the opportunity for anybody interested in disability studies and writing studies to learn more about and connect with our standing group.

The Disability Studies Standing Group is excited to welcome the Pittsburgh Center for Autistic Advocacy (PCAA) to our meeting. The PCAA will facilitate an interactive workshop titled, “Building Neurodivergent Culture: From Grassroots Organizing to the Profession.” The workshop will begin at 7:00 p.m., after standing group introductions and announcements.

329

Chairs: Ruth Osorio, University of Maryland, College Park

Muffy Walter, Washburn University, Topeka, KS

Community, Civic & Public

TSIG.22 Teaching in Prison: Pedagogy, Research, and Literacies Collective

Sponsored by the Teaching in Prison: Pedagogy, Research, and Literacies Collective

For CCCC members who teach (or want to teach) in prison or want to discuss issues of community literacy, service learning, or social justice.

330

Speaker: Kimberly Drake, Scripps College, Claremont, CA

Creative Writing

TSIG.23 Creative Writing Standing Group Business Meeting: 2019

Sponsored by the Creative Writing Standing Group

We explore ways in which the crafting of creative work can transform our research and practice as teachers, scholars, and writers.

333

Standing Group Chairs: Maryam Alikhani, Teachers College, Columbia University, New York, NY
Jonathan Udelson, University of Louisville, KY

First-Year and Advanced Composition

TSIG.24 Intersectional Approaches to First-Year Composition

Sponsored by the Intersectionality in FYC SIG

This SIG meeting will create a much-needed space for explicit, inclusive, and productive conversation about intersectionality in first-year composition research, administration, and instruction.

334

Special Interest Group Chairs: Mara Lee Grayson, Pace University, New York, NY
Iris Ruiz, University of California, Merced

First-Year and Advanced Composition

TSIG.25 Stanislavski in the Writing Workshop

Sponsored by the Assembly for Expanded Perspectives on Learning

To think of writing, of developing ideas and revising texts, the way certain actors prepare to play their parts—what might come of that?

335

Group Leader: Daniel Weinstein, Indiana University of Pennsylvania

History

TSIG.26 “Rhetoric’s Histories, Theories, Pedagogies”: Rhetoric and CCCC

Sponsored by the Rhetoric’s Histories, Theories, Pedagogies Special Interest Group

Established in 2013, the Rhetoric’s Histories, Theories, Pedagogies Special Interest Group provides opportunities for conversation about issues in rhetorical studies.

336

Special Interest Group Chair: Lois Agnew, Syracuse University, NY

Speakers: Jay Dolmage, University of Waterloo, Ontario, Canada

Susan Jarratt, University of California, Irvine

Thomas Miller, University of Arizona, Tucson

Gwendolyn Pough, Syracuse University, NY

Victor Vitanza, Clemson University, SC

Institutional and Professional

TSIG.27 Singles SIG

Sponsored by the Singles SIG

This group aims to discuss singlism, or marginalization of singles, as it relates to Rhetoric and Writing Studies.

338

Speaker: Craig Wynne, Hampton University, VA

Institutional and Professional

TSIG.28 Transnational Composition Group Meeting

Sponsored by the Transnational Composition Group

Annual meeting of the Transnational Composition Group.

401

Chair: Thomas Lavelle, Stockholm School of Economics

Language

TSIG.29 Performative Grammar, Performative Sentences: Progressive Approaches to Grammar in the Writing Classroom

This SIG will transform approaches to grammar from traditional to rhetorical, expanding our vocabularies to describe how language works, and how sentences are performed.

402

Chair: Joseph Salvatore, The New School, New York, NY
Speaker: Deborah Rossen-Knill, University of Rochester, NY

Language

TSIG.30 Second Language Writing Standing Group Business Meeting

Sponsored by the Second Language Writing Standing Group

A space for those interested in L2 writing to plan, network, and explore issues in research, pedagogy, and advocacy for multilingual students.

403

Standing Group Chairs: Eunjeong Lee, California State University, Monterey Bay

Brooke Schreiber, Baruch College, CUNY

Emily Simnitt, University of Oregon, Eugene

Missy Watson, City College of New York, CUNY

Postsecondary Reading/Literacy

TSIG.32 The Role of Reading in Composition Studies

This SIG is an opportunity to foster reading scholarship and to discuss effective ways to teach reading within the writing classroom.

405

Chairs: Michael Bunn, University of Southern California, Los Angeles

Ellen Carillo, University of Connecticut, Storrs

Debrah Huffman, Indiana University–Purdue University Fort Wayne

Professional and Technical Writing

TSIG.33 A Proposal for a New Special Interest Group at CCCC Devoted to Workplace Writing

Sponsored by the Association of Business Communication

Open to all, this meeting is meant to help advocate and explore scholarship related to workplace writing within business, professional, and/or technical writing courses.

406

Special Interest Group Chair: Geoffrey Clegg, Midwestern State University, Wichita Falls, TX

Speakers: William Christopher Brown, Midland College, TX

Kathryn Rentz, University of Cincinnati, OH

Crystal Shelnut, University of West Georgia, Carrollton

Kathy Wills, Indiana University–Purdue University Columbus

Research

TSIG.34 Medical Rhetoric Standing Group Business Meeting

Sponsored by the Medical Rhetoric Standing Group

Business meeting of the Medical Rhetoric Standing Group.

407

Speaker: Lisa Meloncon, University of South Florida, Tampa

Research

TSIG.35 Non-Western/Global Rhetorics

Sponsored by the Global/Non-Western Rhetorics Special Interest Group

Focused on including a global range of rhetorical theories, practices, and pedagogies.

408

Special Interest Group Chairs: Tarez Samra Graban, Florida State University, Tallahassee

Elif Guler, Longwood University, Farmville, VA

Nicole Khoury, University of Illinois at Chicago

Keith Lloyd, Kent State University at Stark, North Canton, OH

Adnan Salhi, Henry Ford College, Dearborn, MI

Writing Pedagogies and Processes

TSIG.36 Contemplative Writing Pedagogies Special Interest Group

This SIG offers a forum for discussion and support for best practices in mindfulness and contemplative writing pedagogies.

409

Special Interest Group Chairs: Emily Beals, Green River College, Auburn, WA

Jen Consilio, Lewis University, Romeoville, IL

Christy Wenger, Shepherd University, Shepherdstown, WV

Nadia Francine Zamin, Fairfield University, CT

TSIG.37 Untenured WPA Standing Group Business Meeting

Sponsored by the Untenured WPA Standing Group

The Untenured WPA standing group is dedicated to supporting WPAs who work without tenure in their administration, research, teaching, and personal lives.

410

Group Leader: Glenn Lester, Park University, Parkville, MO

Research

TSIG.38 Writing through the Lifespan Special Interest Group

Meeting to discuss updates on the “Writing through the Lifespan Collaboration,” consider innovations and insights in lifespan-oriented writing research, and begin collaborative lifespan research projects.

411

Special Interest Group Chairs: Talinn Phillips, Ohio University,
Athens

Ryan Dippre, University of Maine, Orono

Language

**TSIG. 39 Working-Class Culture and Pedagogy Standing Group
Annual Business Meeting**

*Sponsored by the Working-Class Culture and Pedagogy Standing
Group*

We will elect new co-chairs and discuss working-class music.

404

Standing Group Chairs: Jennifer Beech, The University of Tennessee
at Chattanooga

William Thelin, University of Akron, OH

SPEAK CHILE!



Friday, March 15

Special Events and Meetings

All events and meetings are in the David L. Lawrence Convention Center unless otherwise noted.

Mentoring@Cs Breakfast

Spirit of Pittsburgh Ballroom C

7:30–8:30 a.m.

Mentoring@Cs' central goal is to forge informal mentoring relationships between newcomers and veterans in the field. The Writing Program Administration Graduate Organization (WPA-GO) and the CCCC Graduate Student Standing Group partner to match mentees and mentors based on specific research, teaching, and professionalization interests, put them in email contact with one another, and encourage them to meet and chat at the conference.

Annual Meeting of CCCC Feminist Caucus

Sponsored by the CCCC Feminist Caucus

307

11:00 a.m.–12:15 p.m.

The Feminist Caucus advocates for issues of feminist concern in the profession. At the annual meeting, we report on recent activity and set yearly goals.

Caucus Chairs: Holly Hassel, North Dakota State University, Fargo

Kate Pantelides, Middle Tennessee State University, Murfreesboro

Planning for Next Year's CCCC Convention

CCCC Registration Desk

2:00–3:00 p.m.

Individuals interested in discussing program proposals for the 2020 CCCC Annual Convention in Milwaukee, WI, March 24–28, are invited to meet Julie Lindquist, 2020 Program Chair, in the registration area.

CCCC Annual Business Meeting/Town Hall

Spirit of Pittsburgh Ballroom B

4:45–6:00 p.m.

continued on next page

Friday, 6:10 p.m.–12:00 a.m..

CCCC Awards Presentation

Spirit of Pittsburgh Ballroom B
6:10–7:20 p.m.

AA and Al-Anon Meeting Space

AA, 412

Al-Anon, 413

8:00–10:00 p.m.

Meeting space is set aside for those who desire to have an AA or Al-Anon meeting.

Pittsburgh Cultural Event

Spirit of Pittsburgh Ballroom A
7:30 p.m.–12:00 a.m.

F Sessions: 8:00–9:15 a.m.

Institutional and Professional

F.01 Toward a New “Professionalism” in Writing Teacher Preparation

How can we perform pedagogies that invite our students into more expansive, ethical understandings of what it means to teach and write “professionally”?

Spirit of Pittsburgh Ballroom A

Roundtable Leaders: Lesley Bartlett, Iowa State University, Ames
Jessica Rivera-Mueller, Utah State University, Logan
Brandon Sams, Iowa State University, Ames

Community, Civic & Public

F.02 Spotlight Session: Performing the Rhetorics of Indigenous Sovereignty: Reclaiming and Subverting the Narrative of Reconciliation

This panel will examine the radical rhetorics of Indigenous activism as a reciprocal and subversive performative response to the official rhetorics of Reconciliation in Canada.

Spirit of Pittsburgh Ballroom B/C

Speakers: Marisa Benjamin, University of Waterloo, Ontario, Canada
Christopher Martin, University of Waterloo, Ontario, Canada
Željka Stanivuk, University of Waterloo, Ontario, Canada
Christin Taylor, University of Waterloo, Ontario, Canada

Basic Writing

F.03 Performing Knowledge in Composition: Developing a Voice in the Developmental Classroom

This panel will discuss Zane State College’s efforts to help our underprepared Appalachian students find their voice and performance potential in the developmental writing classroom.

301

Speakers: Kayla Wise Buckey, Zane State College, Zanesville, OH
Angela Hendershot, Zane State College, Zanesville, OH
Senti Longkumer, Zane State College, Zanesville, OH

Community, Civic & Public

F.04 Buttrressing the Common Good: Performing and Resisting Rhetorical Citizenship

This panel performs a critical contest between the generative potential of citizenship rhetoric as a classroom resource and citizenship's essential exclusionary function in teaching composition.

302

Chair: Howard Tinberg, Bristol Community College, Fall River, MA

Speakers: Diane Quaglia Beltran, Clemson University, SC

Melissa Hannah, North Carolina State University, Raleigh

Adam Hubrig, University of Nebraska, Lincoln

Trevor Sprague, University of Wisconsin-Milwaukee

Community, Civic & Public

F.05 Performance and Conflict: Interrogating Patriotism, Trauma, Military Service, and War

Speakers examine performance-composition about war, terrorism, and military service across visual, textual, and embodied art and activism.

303

Chair: Lauren Rosenberg, New Mexico State University, Las Cruces

Speakers: Corrine Hinton, Texas A&M University-Texarkana

Cathrine Hoekstra, John A. Logan College, Carterville, IL

Sheeba Varkey, St. John's University, New York, NY

Micah Wright, University of Texas at San Antonio

Community, Civic & Public

F.06 Performing UndocuActivist: Qualitative Narratives of College-Age Immigrants

Qualitative researchers and undocuactivists interrogate the plural dimensions of performing undocuactivist during these dire political times.

304

Speakers: Sara P. Alvarez, Queens College, CUNY

Glenn Hutchinson, Florida International University, Miami, "The Writing Classroom: An Ally Space with Undocumented Students"

Daniela Pila, University at Albany, SUNY, "Noncitizen Filipinos and Invisibility in the Immigration Rights Movement"

Respondents: Angie Kim, New York, NY, "What This Work Means to US: UndocuActivists Speak Up and Resist"

Marco Saavedra, New York, NY, "What This Work Means to US: UndocuActivists Speak Up and Resist"

Community, Civic & Public

F.07 Writing the Wrongs of Systemic Issues: Food Systems Rhetoric and Action Research

This panel discusses community-based research on food systems, exploring how rhetoric and composition theories can help us navigate systemic problems to produce change.

305

Speakers: Alex Helberg, Carnegie Mellon University, Pittsburgh, PA
Mike Pennell, University of Kentucky, Lexington, “‘Needy but Not Needy Enough’: Gathering Food Insecurity Data on a University Campus”
Veronica House, University of Colorado Boulder, “Local Food Literacy as a Community Writing Practice”

First-Year and Advanced Composition

F.08 Creating Place: Transfer as Performance

This session describes ways of supporting students documenting their own learning as they perform expert in curricular models that support positive writing learning transfer.

306

Chair: Amber Nicole Pfannenstiel, Millersville University, PA

Speakers: Justin Mando, Millersville University, PA
Michele Santamaria, Millersville University, PA

First-Year and Advanced Composition

F.09 Making Space for Student Voices with ePortfolios and Grade Contracts

Grade contracts and ePortfolios create a safe environment for performance and play in FYC, opening space for disenfranchised students.

307

Chair and Speaker: Dominic Ashby, Eastern Kentucky University, Richmond

Speakers: Margaret Frozena, Eastern Kentucky University, Richmond
James F. McClure, Eastern Kentucky University, Richmond

First-Year and Advanced Composition

F.10 Stage, Page & Engage: Cross-Campus Collaboration in a First-Year Integrated Communication Classroom

This panel explores using cross-campus partnerships to develop high-impact courses that ensure students develop the multimodal communication skills required today.

308

Speakers: Nikki Harken, University of Northern Iowa, Cedar Falls
Rachel Morgan, University of Northern Iowa, Cedar Falls
Debra Young, University of Northern Iowa, Cedar Falls

History

F.11 Looking Back, Looking Forward: Performing Writing Assessment Ghosts of Educational Measurement—Past, Present, and Yet to Come

The speakers will show up, show out, practice, and theorize a historical overview of past, present, and future developments in writing and performance assessment.

309

Chair and Speaker: Doug Baldwin, Educational Testing Service

Speakers: Dave Escoffery, Educational Testing Service, “Into the Details: Woke Administrative Design in Performing Writing Assessment”
Devon Tomasulo, Educational Testing Service, “Acting Out: Old and Gold Innovations in Performing Writing Assessment”

Respondent: Alice Horning, Oakland University, Rochester, MI

Institutional and Professional

F.12 After the Multimodal Turn

This panel explores how discourses surrounding multimodality affect composition as both a discipline and force for institutional change.

310

Chair: Tara Roeder, St. John’s University, New York, NY

Speakers: Beth Brunk-Chavez, The University of Texas at El Paso
Derek Owens, St. John’s University, New York, NY
Pegreen Reichert Powell, Columbia College Chicago, IL

Respondent: Bruce Horner, University of Louisville, KY

Institutional and Professional

F.13 Valuing Teaching Performances in Composition

We discuss ways to value the work of scholarly teaching within institutional structures through an online repository, revised promotion policies, and personal journeys.

311

Speakers: Andre Buchenot, Indiana University–Purdue University Indianapolis

Steve Fox, Indiana University–Purdue University Indianapolis

Debbie Oesch-Minor, Indiana University–Purdue University Indianapolis

Professional and Technical Writing

F.14 Student Inclusion toward More Representative Diversity in College Writing Courses

Educates on the benefits of including underrepresented minorities as classroom UTAs in order to increase: 1) teaching diversity, and 2) student enthusiasm with peer-to-peer learning paradigm.

312

Speakers: Robin Earnest, faculty fellow/senior lecturer

Patrick Nelson, University of Maryland, College Park, “Student Inclusion toward More Representative Diversity in College Writing Instruction”

Dorothy Phaire, University of the District of Columbia

F.15 Spotlight Session: On African American Rhetoric

Sponsored by the Black Caucus

This Black Caucus–featured panel illuminates historical and contemporary African American rhetorical forms and outlines future directions in African American rhetorical studies.

315/316

Chair: David Green, Howard University, Washington, DC

Speakers: Adam Banks, Stanford University, CA

Keith Gilyard, Penn State University, State College

History

F.16 Spotlight Session: Feminist Archival Research: Performance, Ethics, and Remixing the Past

Building on established feminist research and methodologies, this roundtable explores new questions about how we perform the complexities and ethical dimensions of feminist historiographic research.

317/318

Speakers: Tobi Jacobi, Colorado State University, Fort Collins, “Ribbon Girls, Cottage Matrons, and Parole Letters: A Feminist Reads the 1915 Annual Report from the New York State Training School for Girls”

Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, “Performing Lila: Remixing a Life in Prison Teaching and Archival Materials from the New York State Training School for Girls”

Reva Sias, California State University, Fresno, “Myrtilla Miner’s School for Colored Girls: Searching for Literacy Practices and Discourses of Free Colored Women at the First African American Normal School”

Jennie Vaughn, Gannon University, Erie, PA, “Cookbooks, Archives, and Responsible Rhetorical Action: Performing Feminist Archival Research with an Ethic of Hope and Care”

Respondent: Jessica Enoch, University of Maryland, College Park

Institutional and Professional

F.17 Doctoral Student Take Back: Students Present Themselves to The Field

The Consortium of Doctoral Programs in Rhetoric and Composition has invited doctoral students to teach the field about their experiences.

319

Standing Group Chair: Kevin Eric DePew, Old Dominion University, Norfolk, VA

Chair: Madelyn Tucker Pawlowski, University of Arizona, Tucson

Speakers: Jessie Borgman, Texas Tech University, Lubbock

Jennifer Courtney, The University of Utah, Salt Lake City

Elise Green, Longwood University, Farmville, VA

Eric Anthony House, University of Arizona, Tucson

Patrick Love, Purdue University, West Lafayette, IN

Rachael Lussos, George Mason University, Fairfax, VA

Cat Mahaffey, University of North Carolina, Charlotte

Cecilia D. Shelton, East Carolina University, Greenville, NC

Language

F.18 Performing Ethos: Faculty and Students Negotiate Diverse Identities and “White Space” in the Two-Year College

This panel examines teacher influence on student performance and perceptions of “white space” in the two-year college.

320

Speakers: Kofi Adisa, Howard Community College, Columbia, MD
Jeffrey Moore, Howard Community College, Columbia, MD
Laura Yoo, Howard Community College, Columbia, MD

Research

F.19 Religious Literacies and (Re)Formation of the Self

This panel shows how religious literacy practices demand and sustain complex negotiations of individual and communal identities.

321

Speakers: Nathan Fredrickson, University of California, Santa Barbara
Kyle Piscioniere, University of Massachusetts Amherst
Sarah Stetson, University of Massachusetts Amherst

Theory

F.20 Cultural Rhetorical Performance Pedagogy

This panel focuses on the discursive and performative play of culture in hip hop, dub poetry, and the classroom.

323

Chair and Speaker: Brian Stone, Indiana State University, Terre Haute

Speakers: Brian Redmond, Azusa, CA, “Reggae, Hip Hop, and Performance of Caribbean Poetry”

Ruby Villarruel, Cal Poly Pomona, “Multimodal Performance and Hip-Hop Pedagogy”

Theory

F.21 Performing Political Economies: Rhetorical Ecologies and Circulation Studies in Late Capitalism

When rhetorical circulation performs the neoliberal values it seemingly challenges, rhetorical actors can resist through embodied performance.

324

Chair and Speaker: Donna Lecourt, University of Massachusetts Amherst

Speakers: Rebecca Dingo, University of Massachusetts Amherst
Kelvin Loe, University of Massachusetts Amherst

Writing Pedagogies and Processes

F.22 Comic Books in College Classrooms: Developing Multimodal Literacy through Composing/Performing Graphic Narratives

Presenters will discuss the place of comics in composition studies with presentations and audience-participation activities.

325

Speakers: Andrew Bourelle, University of New Mexico, Albuquerque
Melisa Garcia, University of New Mexico, Albuquerque
Erick Martinez, University of New Mexico, Albuquerque
Jo Anna Nevada, University of New Mexico, Albuquerque
Misty Thomas, University of New Mexico, Albuquerque

Writing Pedagogies and Processes

F.23 Inventing Hi- and Lo-Tech Rhetorical Performances

Each presentation examines a particular dimension and specific technology of performance and engagement: sketching and attention, online teaching and identification, video and environment.

326

Speakers: Steven Krause, Eastern Michigan University, Ypsilanti
Kristen Moore, University at Buffalo, SUNY
Alex Reid, University at Buffalo, SUNY

Writing Pedagogies and Processes

F.24 Performing and Transforming Equity in and around the Composition Classroom

Modeled on their two-year college HSI, panelists will discuss strategies for creating equity—institutionally, programmatically, and pedagogically—inviting participants to apply to their own contexts.

327

Chair and Speaker: Travis Margoni, Yakima Valley College, WA
Speakers: Carolyn Calhoon-Dillahunt, Yakima Valley College, WA
Mark Fuzie, Yakima Valley College, WA
Brian Patterson, Yakima Valley College, WA

Writing Pedagogies and Processes

F.25 Responding to Racism in the Writing Classroom, the Writing Center, and through WAC: From Thoughtful Inaction toward Purposeful Performances

By examining specific incidents in college and high school classrooms and a writing center, we identify causes of thoughtful inaction in the face of racism.

328

Speakers: Joseph Courchesne, Holyoke High School, MA
Jennifer DiGrazia, Westfield State University, MA
Paige Hermansen, Westfield State University, MA
Ashley Linnehan, Westfield State University, MA
Catherine Savini, Westfield State University, MA

Writing Pedagogies and Processes

F.26 The Performativity of Contemplative Terms

This roundtable explores the tension between the terms used in and around contemplative pedagogy including mindfulness, meditation, reflection, metacognition, well-being, and spirituality.

329

Speakers: Stacey Cochran, University of Arizona, Tucson, “Writing and Happiness: From Habits of Mind to Well-Being Theory”
Libby Falk Jones, Berea College, KY, “Performing Contemplation: Connecting Intellect and Spirit in Writing and Knowing”
Peter Khost, Stony Brook University, NY, “Alienating Ambivalence: Why and How I Avoid the Term Mindfulness Even While I (Try to) Practice, Study, and Promote It”
Jacquelyne Kibler, University of Arizona, Tucson
Susan Miller-Cochran, University of Arizona, Tucson, “Reflective Practice, Stress Reduction, and Self-Efficacy in Graduate School”
Michael Pfister, Arizona State University, Phoenix, “Mind Playing Tricks on Me: Mindfulness, Race, and Class in America”
Respondent: Kathleen Blake Yancey, Florida State University, Tallahassee

Writing Programs

F.27 Go Figure: Performing Graphical Operations in Everyday Administrative Contexts

This panel addresses how data-driven, graphical program operations may assist WPAs in performing agentive actions in everyday contexts.

330

Speakers: Logan Bearden, Eastern Michigan University, Ypsilanti,
“Graphical Curricular Representations”

Rachel Gramer, Eastern Michigan University, Ypsilanti

Derek Mueller, Virginia Tech, Blacksburg, “Re-humanizing Spreadsheet Cell Q19”

Kate Pantelides, Middle Tennessee State University, Murfreesboro, “Like So Many Maps Underfoot: A Celebration of Student Writing Floorplan as WPA Occluded Genre”

Writing Programs

F.28 WPAs, Everyday Politics, and Performativity: From How-to’s and What-if’s to Now What?

Speakers interrogate the positionality of the WPA identity as performative, intersectional, cross-disciplinary, and institutionally contingent, exploring how (il)legible markers confound privilege and marginality.

333

Chair and Speaker: Harry Denny, Purdue University, West Lafayette, IN

Speakers: Neisha-Anne Green, American University, Washington, DC

Robert Mundy, Pace University, New York, NY

Anna Rita Napoleone, University of Massachusetts Amherst

Community, Civic & Public

F.29 Can You Hear Me Now?

Panelists engage forms of listening for facilitating performances of social justice.

334

Chair: Kristina Fennelly, Kutztown University, PA

Speakers: Brad Herzog, Saginaw Valley State University, University Center, MI, “Peas in a Pod(cast): Using Performative Rhetoric and Composition to Transform Public Discourse through Podcasting”

Christine Jeansonne, Louisiana State University and Agricultural and Mechanical College, Baton Rouge, “Call-Out Culture in Intersectional Feminism: Listening as a Rhetorical Tool for the Resistance”

Rebecca Lorimer Leonard, University of Massachusetts Amherst, “The Rules of the Road: Performing Mobile Literacies on and off Campus”
Danielle Pappo, University of Massachusetts Amherst, “The Rules of the Road: Performing Mobile Literacies on and off Campus”

Community, Civic & Public

F.30 Speaking Out, Hearing Out

Panelists analyze queer and gendered public-facing rhetorical venues.

335

Chair: Brandon Erby, Penn State University, State College

Speakers: Christiane Boehr, University of Cincinnati, OH, “Out-Performing Silences: Applied Empathy in Gendered Communal Writing”

Allison Bohn, Oakland University, Rochester, MI, “What’s the T: How RuPaul’s *Drag Race* Has Shaped America’s View on Drag Queens”

Rachel Lewis, Northeastern University, Boston, MA, “Gender/Queer Literacies, Community Writing, and the Politics of Mass Incarceration”

First-Year and Advanced Composition

F.31 Author Networks and University Nodes

Our session combines interests in dual credit, rubrics, and authorial voice to suggest interconnection and co-performance.

336

Chair: Sarah Marsh, American University, Washington, DC

Speakers: Aimee Hendrix, The University of Texas System, “The University of Texas System Dual-Credit Study: Participation and Outcomes of Dual Credit in One University System”

Suzanne Lane, Massachusetts Institute of Technology, Cambridge, “Generative Rubrics: A Tool to Combine Instruction, Detailed Feedback, and Research”

Kim Moreland, University of North Texas, Denton, “Tracing Ourselves: Authorial Voice in the Network”

First-Year and Advanced Composition

F.32 Pedagogical Possibilities for L2 Learners in Composition: Transferable Skills, Lexical Bundles, Accelerated Models, and ePortfolios

This session shares various pedagogical approaches to support L2 learners as they prepare for and transition into undergraduate writing courses.

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continued on next page

Speakers: Teresa Cusumao, Lehigh University, Bethlehem, PA, “Inspired Writing: ePortfolios and Multilingual Writers”
Ling-I Huang, Penn State University, State College, “Lexical Bundles in First-Year ESL Academic Writing”
Amy Lipke, University of Houston, TX, “Academic Writing as a Second Language: Every First-Year Writer Is an L2 Learner”
Elena Reiss, Lehigh University, Bethlehem, PA, “Inspired Writing: ePortfolios and Multilingual Writers”
Marta Shcherbakova, College of Lake County, Grayslake, IL, “Accelerated Learning Program: What Works for English Language Learners?”

History

F.33 Crossing Boundaries and Constructing Liminal Spaces

This panel explores how parody of queer protests, museum archaeology, and Civil War women’s combat discourse all create liminal spaces of rhetorical performance.

401

Speakers: Cory Geraths, Wabash College, Crawfordsville, IN, “Composing a Queer Pittsburgh: Performing Rhetorical Archaeology at the Andy Warhol Museum”
Kate Litterer, University of Massachusetts Amherst, “‘Cruisin’ Down the Boulevard’”: Parody as Queer Rhetorical Protest”
Katherine Musick, Middle Tennessee State University, Murfreesboro, “Forgotten ‘Brothers’ in Arms: Recovering Civil War Women’s Combat Discourse”

Information Technologies

F.34 Performance-Rhetoric in Digital Contexts

This panel critically analyzes the political implications, the bodies’ relationship to the digital, and the pedagogy of forgetting as rhetorics of performance.

402

Chair: Madelyn Fox-Defago, Southern Illinois University, Carbondale
Speakers: Melissa Bianchi, Nova Southeastern University, Pembroke Pines, FL, “Twitch Plays, Twitch Writes: Rhetoric and Composition in Streaming Games Live”
Stuart Selber, Penn State University, State College, “Performing Institutional Engagement in Technological Contexts”
Sarah Welsh, The University of Texas at Austin, “The Performance of Forgetting (Student Work)”

*Postsecondary Reading/Literacy***F.35 Examining, Modeling, Coming of Age: Literacy Narratives across Contexts**

Speakers will explore how literacy narratives can be performed for inclusive learning across contexts and over time.

403

Chair: Mara Holt, Ohio University, Athens

Speakers: Katie Brooks, Virginia Tech, Blacksburg, “Modeling Identity in Appalachia: Performativity and Identification in the Literacy Narratives of Appalachian Teachers”

Quanisha Charles, Jefferson Community & Technical College, Louisville, KY, “Examining Social (In)justices through Literacy Narratives in a Community College Multilingual Writing Course”

Doug Hall, Georgia State University, Atlanta, “Coming of Age in the Era of Acceleration: Rethinking Literacy Narratives as Pedagogies of Lifelong Learning”

Michael Harker, Georgia State University, Atlanta, “Coming of Age in the Era of Acceleration: Rethinking Literacy Narratives as Pedagogies of Lifelong Learning”

*Research***F.36 Genre Breakstep: Pausing on Audience and Form**

Our research engages genre resistance and its consequences for audience, writing assignments, and feedback.

404

Chair: Kathy Wills, Indiana University–Purdue University Columbus

Speakers: Bryan Kopp, University of Wisconsin-La Crosse, “Talking Back: Writing Assignments, Genre, and Performativity”

Sara Doan, University of Wisconsin-Milwaukee, “Performing Feedback: Tensions between Instructors’ Pedagogical Goals and Methods”

Mary Morgan, University at Albany, SUNY, “Writing for Multiple Audiences in First-Year Composition”

Theory

F.37 Performance-Technology: Typography, Calligraphy, Data

Speakers demonstrate sites and unexplored rhetorical means for social justice.

405

Chair: Christine Denecker, The University of Findlay, OH

Speakers: Valerie Hanson, Thomas Jefferson University, Philadelphia, PA, “Performing Data, Visualizing Inclusivity: Developing a Performative Rhetoric of Information Visualizations”

Walter Iriarte, Elizabeth City State University, NC, “Drone Writing: Calligraphic Performance as Symbolic Action, or What Can Drones Teach Us about Multimodal Composition?”

Amber Jenkins, Elizabeth City State University, NC, “Drone Writing: Calligraphic Performance as Symbolic Action, or What Can Drones Teach Us about Multimodal Composition?”

Keon Pettitway, Eastern Michigan University, Ypsilanti, “Typecasting Blackness: Performative Racial Rhetorics of Typography”

Research

F.38 Spotlight Session: Where’s the Love? The Exclusionary Performance of Citation Practices

This presentation asks the question: What rhetorical role does the exclusion of POC from works cited perform if citations demonstrate affect, courtship, and power?

406

Speakers: Perla Luna, Santa Clara University, CA

Cruz Medina, Santa Clara University, CA

Enrique Reynoso, University of Wisconsin, Platteville

First-Year and Advanced Composition

F.39 Spotlight Session: If We’re Going to Be Transgressive, Let’s Go All the Way ;) : Risk-Taking and Performance Across the Writing Curriculum

Teaching students and instructors to engage systems of power through performance-composition at the margins of traditional writing pedagogy.

407

Chair: Stella Wang, University of Rochester, NY

Speakers: Denise Malloy, University of Rochester, NY

Karl Mohn, University of Rochester, NY

Rachel O’Donnell, University of Rochester, NY

Kate Phillips, University of Rochester, NY

*Writing Pedagogies and Processes***F.40 Beneath the Gaze: Surveillance and Community in Digital Discourse and the Online Writing Classroom**

In this session, panelists explore disciplinary identity, community, and surveillance in digital and online writing environments including the writing center.

408

Chair: Deidre Garriott, Virginia Military Institute, Lexington City

Speakers: Lindsey Kim, University of South Carolina, Columbia, “Surveillance, Shame, and Silence: Online Discourse and the Composition Classroom”

Beatrice Mendez Newman, The University of Texas Rio Grande Valley, Edinburg, “Strutting upon the Cyber Stage: Performing in Online Writing and Teaching”

Chelsea Swick-Higgins, Kent State University, OH, “OWCs and Community: How Instructors Facilitate Community through Performance”

Sarah Young, University of Arizona, Tucson, “Performing Surveillance Pedagogy in a Writing Studies World: Go Ahead and Take My Picture, Google”

*Writing Pedagogies and Processes***F.41 Improving Performance in the Teaching of Writing**

From matters of transfer to improvisation, panelists explore performative pedagogies for the improvement of student learning.

409

Chair: Jennifer LeMesurier, Colgate University, Hamilton, NY

Speakers: Cory Chamberlain, University of New Hampshire, Durham, “Improv-ing to Improve Performance in the Composition Classroom”

Maggie Goss, Carnegie Mellon University, Pittsburgh, PA, “Performing Learning Objectives: Strategies for Improving Student Learning and Writing Transfer”

Jessica Harrell, Carnegie Mellon University, Pittsburgh, PA, “Performing Learning Objectives: Strategies for Improving Student Learning and Writing Transfer”

Ellery Sills, Minnesota State University Moorhead, “Performing Sensemaking in Multimodal Assessment: A Call to Improvisational Practice”

Writing Pedagogies and Processes

F.42 Performing Teaching and Performative Learning: Improvisation, Virtuosity, and Composing

Panelists explore and improvise to help students develop writing skills. Podcasts as course text, teacher as improviser, and biography as tools/resources to influence first-year writing.

410

Chair: Ashley Murphy, Lehigh University, Bethlehem, PA

Speakers: Lisa Bailey, University of South Carolina, Columbia, “The Teacher as Virtuoso, or, Performance-Pedagogy”

Curry Kennedy, Penn State University, State College, “Performing Wonder; Or, How I Composed a Podcast for Students in Composition”

Chris Kreiser, Slippery Rock University, PA, “You Can’t Make This Stuff Up: Communities of Improvisers within a First-Year Writing Classroom”

Erin Laverick, Concordia University Chicago, River Forest, IL, “Who Tells Your Story? Using *Hamilton* to Teach Rhetorical Conventions and Writing Skills”

Writing Programs

F.43 Alliance, Authority, and the Power of Partnerships

This panel locates alliance and authority within and across writing programs.

411

Chair: Justin Nicholes, University of Wisconsin-Stout

Speakers: Steven Accardi, College of DuPage, Glen Ellyn, IL, “Valuing Community Colleges as Sites to Build and Sustain Reciprocal IWP Partnerships”

Jessica Higgins, High Point University, NC, “Constructing Authority: Student-Created Podcasting in the Writing Classroom”

Christopher Iverson, University of Connecticut, Storrs, “Explicit Instruction toward a Tactical Approach to Service-Learning”

Manako Yabe, University of Illinois at Chicago, “The Journey of a Deaf Translingual Tutor”

Writing Programs

F.44 The Antiracist Agency of Writing Centers and Writing Programs

Our work coalesces accounts of antiracist agency in writing centers and writing programs.

412

Chair: Mariette Ogg, United States Coast Guard Academy; Columbia University

Speakers: William Donohue, Lincoln University, PA, “Keep Ya Head Up: Time to Start Listening”

Jennifer Hitchcock, J. Sargeant Reynolds Community College, Richmond, VA, “Teaching Code-Meshing to Give Composition Students Greater Agency and a Deeper Understanding of the Situatedness of Writing”

Janel McCloskey, Drexel University, Philadelphia, PA, “The Hats We Wear: Performing Antiracist Pedagogy in the Writing Center”

Kendra Mitchell, Florida A&M University, Tallahassee, “‘African American’ Anglophone Caribbean Writers in a Historically Black University (HBU) Writing Center”

Community, Civic & Public

F.45 Valuing Spiritual Practice and Themes in Rhetorically Infused Classes

Sponsored by the Assembly for Expanded Perspectives on Learning Standing Group

Explore embodied, spiritual, musical, and collaborative practices for reconnecting with ourselves, our students, and each other.

414

Chair and Speaker: Joonna Smitherman Trapp, Emory University, Atlanta, GA

Speakers: Nate Mickelson, Guttman College, CUNY

Jill Morris, Frostburg State University, MD

Mari Ramler, Tennessee Tech University, Cookeville

G Sessions: 9:30–10:45 a.m.

Professional and Technical Writing

G.01 She Blinded Me with Science Writing: Experiments in Science Communication Performances

This panel explores experiments in science writing pedagogy and practice, highlighting activities that speak to performance communication, emphasizing complexities of author and audience identities.

Spirit of Pittsburgh Ballroom A

Chair: Anne Zanzucchi, University of California, Merced

Speakers: Heather Devrick, University of California, Merced

Catherine Koehler, University of California, Merced

Andrea Mele, University of California, Merced

David Samper, University of California, Merced

Community, Civic & Public

G.02 Spotlight Session: With Unapologetic Pride: A Performance of Disruptive Narrations of Marginalized Graduate Students in the Academy

Due to the onslaught of “woke” allies and media, this panel seeks to destabilize the dominant discourse and reclaim their experiences through personal narratives.

Spirit of Pittsburgh Ballroom B/C

Chair: Rhea Estelle Lathan, Florida State University, Tallahassee

Speakers: Liana Clarke, Florida State University, Tallahassee, “Digital Spaces”

Eric Pitman, Illinois State University, Normal, “Queer Theory”

Teigha VanHester, Illinois State University, Normal

Community, Civic & Public

G.03 Performing Engaged Research in the First Decade of the Post-9/11 GI Bill: Creative and Critical Work with Veterans’ Communities on and off Campus

Sponsored by the Writing with Former, Current, and Future Members of the Military CCCC Standing Group

We share insights and materials from 10 years of engaged research with veterans, inviting audience members to share insights from their community literacy projects.

301

Chair and Speaker: Sue Doe, Colorado State University, Fort Collins, “A Veteran Writing Workshop Collaboration with the Public Library—Part 2”

Speakers: Sheri Anderson, Colorado State University, Fort Collins, “The Veterans’ Imprint on the Land Grant U—Physical and Programmatic”
Ross Atkinson, Colorado State University, Fort Collins, “Strength-Based Pedagogy from a Vet’s Point of View”

Erin Davis, US Army and Colorado State University, Fort Collins, “Genre and Military Literacies”

Ann Diaz, Colorado State University, Fort Collins, “Bridging the Military-Civilian Gap via the American Legion”

Lisa Langstraat, Colorado State University, Fort Collins, “A Veteran Writing Workshop Collaboration with the Public Library”

Respondent: Eli Goldblatt, Temple University, Philadelphia, PA

Community, Civic & Public

G.04 Community Writing and Publishing: Politics, Memory, and Spatial Performance over Time

This panel examines historical and contemporary scenes of writing through archival research, community writing and publishing, and rhetorical recovery of social movement history.

302

Chair and Speaker: Shannon Carter, Texas A&M University-Commerce

Speakers: Vani Kannan, Lehman College, CUNY

Deborah Mutnick, Long Island University, Brooklyn, NY

Community, Civic & Public

G.05 Performance-Rhetorics of the Anthropocene: Composing New Forms of Political Ecology

An interactive workshop engaging attendees in the creation and promotion of alternative forms of discourse that might address the pressing challenges of global climate change.

303

Chair and Speaker: Russell Mayo, University of Illinois at Chicago

Speakers: Daniel Barton, University of Illinois at Chicago

Kathleen Blackburn, University of Illinois at Chicago

Casey Corcoran, University of Illinois at Chicago

Corbin Hiday, University of Illinois at Chicago

Community, Civic & Public

G.06 Public Memory at the Intersections: Performances of Gendered Memorial Practice, Production, and Pedagogy in Four Keys

This panel examines public memorials to consider how gender, culture, and power animate public memorial performances and pedagogy.

304

Speakers: Sonia Arellano, University of Central Florida, Orlando
Katie Bramlett, University of Maryland, College Park
Jessica Enoch, University of Maryland, College Park
Joanna Sanchez-Avila, The University of Arizona, Tucson

Creative Writing

G.07 Composing Literacy Narratives: Creative Nonfiction in Three Acts

In literacy narratives, three veteran teachers/scholars reflect on how a teaching and writing life can be lived, composed, and performed.

305

Chair: Bronwyn Williams, University of Louisville, KY
Speakers: Chris Anson, North Carolina State University, Raleigh
Nancy Sommers, Harvard University, Cambridge, MA
Howard Tinberg, Bristol Community College, Fall River, MA

First-Year and Advanced Composition

G.09 Mega-Composition: Performing Teaching and Writing by Delivering First-Year Writing as a Large Lecture

Panel on piloting FYW as a large lecture; shares rationale, issues, experiences, and results from pilots of these courses.

307

Chair and Speaker: Michael J. Faris, Texas Tech University, Lubbock
Speakers: William Brown, Texas Tech University, Lubbock
Callie F. Kostelich, Texas Tech University, Lubbock
Monica Norris, Texas Tech University, Lubbock
Katie Sanchez, Texas Tech University, Lubbock

First-Year and Advanced Composition

G.10 The Ethics of Assessment: Practitioner Research and Evidence-Based Pedagogy

This panel explores the ethics of grading student work and assessing the grading of faculty through the lens of an ongoing research project at USC.

308

Chair: Daniel Pecchenino, University of Southern California, Los Angeles
Speakers: Jennifer Bankard, University of Southern California, Los Angeles
Jeffrey Chisum, University of Southern California, Los Angeles

History

G.11 Performing Subjects: Linda Brodkey [Then and Now], Near and Far

Exploring continued relevance of Linda Brodkey's (1945–2018) work for the field of rhetoric and composition. History, remix, and application.

309

Chair and Speaker: Jacqueline Rhodes, Michigan State University, East Lansing
Speakers: Mary Boland, California State University, San Bernardino
Bump Halbritter, Michigan State University, East Lansing
Julie Lindquist, Michigan State University, East Lansing

Institutional and Professional

G.12 If We Can Teach What We Are: Performative Roles and Identities in Contingent Writing Faculty

Contingent faculty from a northeastern university explore the sites of tension and opportunities for agency that their polymorphic roles create in their academic institution.

310

Speakers: Heather Connors, Kean University, Union, NJ
Nikki Drete, Kean University, Union, NJ
Christina Mastroeni, Kean University, Union, NJ
Maria Miranda, Kean University, Union, NJ
Lisa Sisler, Kean University, Union, NJ
Shayla Ward, Kean University, Union, NJ

Institutional and Professional

G.13 What's It All Worth? The Politics of Values and Valuation in Higher Education

This panel employs a diversity of methodologies to explore how competing systems of values and valuations shape English departments, writing instruction, and rhetorical education.

311

Chair and Speaker: Zachary Beare, North Carolina State University, Raleigh
Speakers: Paige Hermansen, Westfield State University, MA
Jasmine Lee, California State University, San Bernardino
Marcus Meade, University of Virginia, Charlottesville

Research

G.14 Counter-Performances in the Archives

Panel explores decolonial, feminist, queer, and pedagogical approaches to countering the archive's performances of power.

312

Chair and Speaker: Pamela VanHaitsma, Penn State University, University Park

Speakers: Jeff Nagel, Penn State University, University Park, "Post-Queer Archives: Affect and Loss in the Jack Nichols Papers"

Ashley Rea, Penn State University, University Park, "Archival Listening: Mary Margaret McBride's Performance of a Sonic Feminist Rhetoric"

Haley Schneider, Penn State University, University Park, "Archival Utopias: Locating Sites of Counter-Performance in the United Nations Archives"

Emily Smith, Penn State University, State College, "'Teach History the Way It Really Was': Archival Deliberation, Rhetorical Education, and the American Bicentennial"

Writing Programs

G.15 Spotlight Session: Playing the Field/Playing in the Dark: Race, Gender, and Performance Rhetorics of Inclusion and Community-Engaged Scholarship

Roundtable leaders encourage a conversation about confidence and the stamina necessary to engage in performance-rhetorics in the midst of calls for community-engaged scholarship.

315/316

Roundtable Leaders: Jen Almjeld, James Madison University, Harrisonburg, VA

Angela Crow, James Madison University, Harrisonburg, VA

Peggy O'Neill, Loyola University Maryland, Baltimore

Annette Powell, Bellarmine University, Louisville, KY

Research

G.16 Spotlight Session: Methods for Emerging Researchers in Rhetoric and Composition

This roundtable investigates how emerging scholars perform research methods. Speakers include ten emerging scholars; an established scholar and expert in research methodologies offers a response.

317/318

Chair and Roundtable Leader: Erin Kathleen Bahl, Kennesaw State University, GA

Chad Iwertz, The Ohio State University, Columbus

Speakers: Paige Davis Arrington, Georgia State University, Atlanta

Sarah E. Austin, Texas Tech University, Lubbock

Lourdes Fernandez, George Mason University, Fairfax, VA

Sherena Huntsman, Utah State University, Logan

Ashanka Kumari, University of Louisville, KY

Jens Lloyd, Drew University, Madison, NJ

Noel Thistle Tague, University of Pittsburgh, PA

Respondents: Heather Falconer, Curry College, Milton, MA

Christa Teston, The Ohio State University, Columbus

Institutional and Professional

G.17 Fifty Years of WAC: Where Have We Been? Where Are We Going?

Sponsored by the WAC Standing Group

Four groups of scholars discuss how we can continue to make and remake WAC: veteran WAC scholars; mid-career scholars; early career scholars; and graduate students.

319

Standing Group Chair: Jeffrey Galin, Florida Atlantic University, Boca Raton

Speakers: Elaine Maimon, Governors State University, University Park, IL

Joan Mullin, University of North Carolina, Charlotte

Mike Palmquist, Colorado State University, Fort Collins

Rich Rice, Texas Tech University, Lubbock

Alisa Russell, University of Kansas, Lawrence

Respondents: Pamela Childers, The McCallie School, Chattanooga, TN

David Russell, Iowa State University, Ames

Language

G.18 Contesting the Politics of Language: Performing Pushback Responses

Panelists will act out various scenarios of resistance, hesitation, and outright conflict that they regularly face as political teachers, administrators, and researchers.

320

Performers: Nicole Gonzales Howell, University of San Francisco, CA

Kate Navickas, Cornell University, Ithaca, NY

Rachael Shapiro, Rowan University, Glassboro, NJ

Missy Watson, City College of New York, CUNY

Research

G.19 South and Southeast Asian Resistance Rhetorics

How have rhetors in South and Southeast Asian Muslim-majority nations negotiated conflicting rhetorical demands as they perform resistance?

321

Chair: Keith Lloyd, Kent State University at Stark, North Canton, OH

Speakers: Gregory Coles, Penn State University, State College
Amber Engelson, Massachusetts College of Liberal Arts, North Adams

Theory

G.20 Disaster Artists: Celebrating the Possibilities of Poorly Shot Footage and Badly Made Videos for Rhetoric and Composition

We inquire into “bad” film and video production from scholarly, editorial, and pedagogical perspectives.

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Chair: Alexandra Hidalgo, Michigan State University, East Lansing

Speakers: Bahareh Alaei, Mt. San Jacinto College, CA, “In Defense of Low Production: Assessing Bad Student Videos”

Sarah Arroyo, California State University, Long Beach, “In Defense of Low Production: Assessing Bad Student Videos”

Crystal VanKooten, Oakland University, Rochester, MI, “In Defense of Sad Violins: Looking beyond Video ‘Errors’ for Learning”

Theory

G.21 Performing the Embodied Work of Transnational Literacy

This panel examines the ways that the body acts as a site for transnational meaning-making and offers the corporeal means to perform particular literate identities.

324

Speakers: Yu-Kyung Kang, Gonzaga University, Spokane, WA

Eileen Lagman, University of Colorado Boulder

Kaia Simon, University of Wisconsin-Eau Claire

Respondent: Amy Wan, Queens College, CUNY

Writing Pedagogies and Processes

G.22 Concrete Jungle Where Dreams Are Made: Multimodal Performance-Composition in New York City

Speakers’ presentations will be grounded in our pedagogical practices

with performativity at CUNY’s newest and most innovative experiential campus, Guttman Community College.

325

Speakers: Nicola Blake, Guttman Community College, CUNY
Jane Hindman, Guttman Community College, CUNY, “Embodying Professional Literacy: First-Year Students Performing Stories and Proposing Solutions”

Charles Jordan, Guttman Community College, CUNY, “On the Intellectual Stage: Crafting Identity through the Performance of Critical Theory”

Writing Pedagogies and Processes

G.23 Investigating Voice-Based and Rhetorical-Grammar-Based Approaches to Teaching Flow in Writing

Presents results from a mixed-method study comparing voice-based and rhetorical-grammar approaches to teaching flow in writing.

326

Chair: Deborah Rossen-Knill, University of Rochester, NY, “Flow in Writing”

Speakers: Matthew Bayne, University of Rochester, NY, “Flow in Writing”

Dev Crasta, University of Rochester, NY, “Flow in Writing”

Whitney Gegg-Harrison, University of Rochester, NY, “Flow in Writing”

Katherine Schaefer, University of Rochester, NY, “Flow in Writing”

Writing Pedagogies and Processes

G.24 Performing Composition in the Hip-Hop Classroom

Examples of how we can use hip-hop pedagogies in our classrooms to assist other educators who also want to expand their own pedagogical practices.

327

Chair and Speaker: Danny Rodriguez, Texas Christian University, Fort Worth, “Hip-Hop Pedagogy: Big K.R.I.T., Counterargument, and Performative Rhetoric”

Speakers: Jason Helms, Texas Christian University, Fort Worth, “Be Humble: Antiracist Hip-Hop Pedagogies for White Teachers”

Micah-Jade Coleman Stanback, Texas Christian University, Fort Worth, “Remixing Black Feminism: Rhetorically Analyzing Rap Narratives”

Writing Pedagogies and Processes

G.25 Re-Writing, Re-Reading, and Re-Searching: Performing Indigenous Agency and Practice through Story

This panel explores Kanaka ‘Ōiwi (Native Hawai‘ian) stories as embodied performances that inform writing and research to spur resistance to colonial discourse.

328

Chair and Speaker: Lauren K. K. Nishimura, University of Hawai‘i at Mānoa

Speakers: Wyatt Nainoa Souza, University of Hawai‘i at Mānoa
Isaac Wang, Purdue University, West Lafayette, IN

Writing Pedagogies and Processes

G.26 How Do You WAW? Enacting Writing about Writing Pedagogies: Which One, What Is Your Goal, and by What Should Your Performance Be Measured?

Roundtable on WAW courses and the axiology that underlies them. Presenters and audience will discuss the diversity of values evident in different approaches to WAW.

329

Speakers: Christina Grant

Leigh Graziano

Samantha Looker-Koenigs, University of Wisconsin, Oshkosh

Samuel Stinson, Shepherd University, Shepherdstown, WV

Jessica L. Ulmer, Midlands Technical College, West Columbia, SC

John Whicker, Fontbonne University, St. Louis, MO

Writing Programs

G.27 Imagining, Performing, and Sustaining WAC through Writing Fellows Programs

Extending from “whole systems” approaches (Cox et al., 2018), we examine how WAC stakeholders perform, embody, and sustain writing studies praxis through intentional partnerships.

330

Speakers: Rebecca Martini, Salem State University, MA

Tanya Rodrigue, Salem State University, MA

Jonathan Rylander, University of Wisconsin-Eau Claire

Travis Webster, Pace University, New York, NY

Writing Pedagogies and Processes

G.28 Performing Feminist Writing Pedagogies in 21st-Century Classrooms

Panelists will share challenges in enacting feminist writing pedagogy, then pose questions to room for whole-group problem-solving and discussion.

333

Chair: Holly Hassel, North Dakota State University, Fargo

Speakers: Heather Brook Adams, University of North Carolina,

Greensboro, “Toward Practical Models of Intersectional Pedagogy”

David Gold, University of Michigan, Ann Arbor, “Making Wikipedia Safe for Feminist Writing Pedagogy”

Charlotte Hogg, Texas Christian University, Fort Worth, “Performing Feminist Pedagogies (Subtly): Accounting for Institutional Precarity”

Jennifer Mallette, Boise State University, ID, “Making Feminism Visible in Technical Communication”

Shari Stenberg, University of Nebraska, Lincoln, “Feminist Pedagogy, Testimony, and the #MeToo Movement”

Karriann Soto Vega, University of Kentucky, Lexington, “Feminist-Oriented Multimodal Composition”

Community, Civic & Public

G.29 Class, Race, and the Rhetorical Work of Words and Memes

This panel will explore constructions and performances of class and race across media and communities.

334

Chair: Toma Peiu, University of Colorado Boulder

Speakers: Jennifer Marciniak, Southwestern University, Georgetown,

TX, “‘But My Clipboard Says You Are Doing It Wrong’: Memes, Performance-Rhetoric, and Academic Resistance in Online Oil and Gas Worker Communities”

Lindsay Rose Russell, University of Illinois at Urbana-Champaign,

“Dictionary Shade: Merriam-Webster in a Social Media Age”

Phyllis Ryder, George Washington University, Washington, DC,

“Performing Whiteness: Zero-Sum Racism, Racial Bribes & the 2016 Election”

Community, Civic & Public

G.30 Speaking Up: Performances of Reciprocity and Inspiration

Panelists situate performances of civic engagement as opportunities for learning and growth.

335

Chair: Lauren Woolbright, Alma College, MI

Speakers: Charisse Iglesias, University of Arizona, Tucson, “Performing the Linguistic Contact Zone of Institutional Values and Service-Learning”

John Silvestro, Slippery Rock University, PA, “Public Pedagogy in Public: Expanding Public Rhetoric Pedagogies through a Case Study of a Public Pedagogy”

Christina Taheri, Penn State University, University Park, “‘Now, do y’all think we can do this as a family?’: Elevation and the Performative Rhetoric of Alex King and D’Angelo McDade’s March for Our Lives Speeches”

Creative Writing

G.31 Three Ripples on Performance: Across Authorship, Transgenre, and Dramatism

Our panel seeks to account for performance qualities of transgenre composing, audience-authorship, and Burke’s pentad.

336

Chair: Lane Davey, University of Hawai‘i at Mānoa

Speakers: Gemma Cooper-Novack, Syracuse University, NY, “How Critical Audience Shapes Authorship: The Resuscitation of the Author”

Kristin LaFollette, Bowling Green State University, OH, “The Queer Art of Writing: (Re)Imagining Scholarship and Pedagogy through Transgenre Composing”

Valerie Vancza, Suffolk University, Boston, MA, “Upstage Center in Class to Backstage Right in Conference: Pentadic Writing Performances Unmasked”

First-Year and Advanced Composition

G.32 Perform That! Actions in Peer Review, Multimodal Composing, Research, and Algorithms

This session focuses on incorporating action and movements into teaching strategies that will allow students to learn in innovative ways that can then be transferred to future classes and their personal and professional lives.

338

Chair: Linda Macri, University of Maryland, College Park

Speakers: David Fisher, Emory University, Atlanta, GA, “Show Your Work/Work Your Show: Performing an Algorithm to Enable Critique in a Writing Classroom”

Kate Ganski, University of Wisconsin-Milwaukee, “Rethinking How We Teach Research in Performance-Composition”

Sarah Haak, Ohio University, Athens, “Collaborative Teaching as Performance-Composition”

Claire Lutkewitte, Nova Southeastern University, Fort Lauderdale, FL, “A Focus on ‘Why?’: Performing Writing through Teaching and Peer Review”

Andrew Pinkerton, Ohio University, Athens, “Collaborative Teaching as Performance-Composition”

Shevaun Watson, University of Wisconsin-Milwaukee, “Rethinking How We Teach Research in Performance-Composition”

History

G.33 Historical Explorations of Equity through Civic, Political, and Pedagogical Practices

This panel examines historical moments of change by looking at specific case studies, illustrations, and events.

401

Chair: Amy Quan, Ithaca College, NY

Speakers: Ian Golding, University of Cincinnati, OH, “Drawing Civic Identity: How Illustrations Shaped 19th-Century America”

Sasha Maceira, The Graduate Center, CUNY, “Make Art, Not War: SEEKING Out Rhetorical Histories and Racial Bias in Performance Pedagogy at CUNY”

Dorell Thomas, Columbia University Teachers College, New York, NY, “Ripe for Research: The Interest in Vernacular Black English as a Problem”

Henrietta Wood, University of Missouri, Kansas City, “Performing Civil Rights: Eleanor Roosevelt’s Body Rhetoric for Racial Equality”

Institutional and Professional

G.34 Missions, Scripts, and Maps: Performing Institutions

The artifacts and repertoires of institutional identity (i.e., branding) at two-year colleges invite contradictory performances—of dwelling, of placelessness, of pathways—for students and faculty.

402

Chair: Patrick Thomas, University of Dayton, OH

Speakers: Tristin Hooker, The University of Texas at Austin, “Where Do I Start: Performing Mission in the Community College”

Caitlin Larracey, University of Delaware, Newark, “Institutional Scripts: Being on the Pathway between a Two- to Four-Year Institution”

Maggie Shelledy, University of Texas Rio Grande Valley, Brownsville, “Mapping Multiliteracies: The Role of First-Year Writing at an Emergent B3 University”

Language

G.35 Exoticized Performances, Transnational Identities

This session presents a series of case studies on transnational and multilingual students.

403

Chair: Gita DasBender, Seton Hall University, South Orange, NJ

Speakers: Rajwan Alshareefy, Indiana University of Pennsylvania, “Academic Writing and the Perceived Transnational Identities: A Transnational Perspective on International Doctoral Students’ High-Stakes Writing Experiences”

Titcha Ho, Indiana University of Pennsylvania and SUNY-Albany, “Fake It Till You Make It: A Qualitative Study of Undergraduate International Students’ Experiences as TAs in the ESL Composition Classroom”

Shauna Wight, Dixie State University, St. George, UT, “Multilingual Students’ Exoticized Performances in Gatekeeping Writing”

Theory

G.36 Crippling, Reimagining, (De)composing: Performing Agency

Panelists offer strategies for reclaiming and performing agency in scenes of work and play.

404

Chair: Cynthia Mwenja, University of Montevallo, AL

Speakers: Rhiannon Goad, The University of Texas at Austin, “The Habitual: How Writers with Disabilities Reimagine the Writing Desk”

Cody Jackson, Texas Christian University, Fort Worth, “(De)Composing on the Edge(s) of Rhetoricity: Neurodivergence, the ADHD Bodymind, and a Relational Self”

Theory

G.37 Spotlight Session: After Plato: Performing Ethical Theories and Practices

Six rhetorical scholars draw upon diverse traditions—feminist, Confucian, transnational, classical, and virtue-based—to address questions of how to perform ethics in scholarship and teaching.

406

Chair and Speaker: John Duffy, University of Notre Dame, IN, “The Common Tongue: Virtues of Ethical Difference”

Speakers: Lois Agnew, Syracuse University, NY

Rasha Diab, The University of Texas at Austin, “Transnational Perspectives on Ethics”

Gesa Kirsch, Bentley University, Waltham, MA, “Ethics and Action:

Feminist Perspectives on Facing the Grand Challenges of Our Times”

Jacqueline Jones Royster, Georgia Institute of Technology, Atlanta, “Ethics and Action: Feminist Perspectives on Facing the Grand Challenges of Our Times”

Bo Wang, California State University, Fresno, “Ethics and Confucian Rhetoric”

First-Year and Advanced Composition

G.38 Spotlight Session: Teaching and Learning from the Student in the Trump Hat: Positioning Storytelling and Story-listening at the Heart of the Rural FYC Classroom

Our divisive political climate demands that we revive the role of the personal story as the most powerful agent of social progress.

407

Speakers: Erinn Metcalf, University of Central Missouri, Warrensburg

Melody Niesen, Northland Pioneer College, Show Low, AZ

Chelsea Everly Orman, University of Central Missouri, Warrensburg

Writing Pedagogies and Processes

G.39 Bread and Roses: Work, Art, and Social Justice in Community College Writing Classrooms and Beyond

This panel explores empathy and inclusivity as vital components of contemporary writing pedagogies.

408

Chair: Shuv Raj Rana Bhat, The University of Texas at El Paso

Speakers: Thomas Geary, Tidewater Community College, Norfolk, VA,

continued on next page

“Compassionate Pedagogy: Cultivating Community College Writers through Understanding”

Layne Gordon, University of Louisville, KY, “Learning and Earning in the Neoliberal University: Student-Workers’ Lived Realities and Performances of Mobile Identities”

June Locco, Community College of Baltimore County, MD, “Performative Voices in First-Year Writing”

Writing Pedagogies and Processes

G.40 Interface: Disability, Access, Pedagogy

This panel explores disability rhetorics across a range of critical approaches.

409

Speakers: Megan J. Bardolph, Penn State New Kensington, “Investigating Disability Rhetorics in an Undergraduate Rhetorical Theory Course”

Savannah Block, University of Illinois at Urbana-Champaign, “Measuring Mobile App UX through Workflow Usability”

Heather Listhartke, Miami University, Oxford, OH, “Using Technology for/with Students to Consider Audience through Disability and Antiracist Lens in the FYC”

Adam Robinson, Penn State New Kensington, “Investigating Disability Rhetorics in an Undergraduate Rhetorical Theory Course”

Writing Pedagogies and Processes

G.41 Performing the Profession: Student/Faculty Collaborations and Faculty Development

This panel expands current ideas about WAC faculty development and advanced students as co-creators of writing and rhetoric instruction.

410

Chair: Michele Ninacs, Buffalo State College, SUNY

Speakers: Ashley Holmes, Georgia State University, Atlanta, “Performing and Partnering with Students in Teaching and Learning”

Alison Lukowski, University of Wisconsin–Stout, “Programmatic Assessment, Undergraduate Raters, and Learning to Perform the Profession”

Lacey Wootton, American University, Washington, DC, “Strategic Novices: Transfer of Learning and WAC Faculty Development”

Writing Pedagogies and Processes

G.42 What We Make of You: Student Writers and Writing Feedback

In this panel, presenters explore the impact of feedback on student writers and student writing.

411

Chair: Doug Kulchar, Penn State University, State College

Speakers: Sarah Blazer, Fashion Institute of Technology, SUNY, “Subtle Moves, Dramatic Potential”

Bruce Bowles, Texas A&M University-Central Texas, Killeen, “The ‘Third Person’ in the Tutorial: Tutors’ and Students’ Performances Interpreting Faculty Commentary in Writing Center Consultations”

Jean-Paul Nadeau, Bristol Community College, Fall River, MA, “Performing Response”

Writing Programs

G.43 Rethinking Performance, Placement, and Development within and across Writing Programs

This panel examines three different approaches to understanding student placement and writing support.

412

Chair: Geoffrey Clegg, Midwestern State University, Wichita Falls, TX

Speakers: Kristine Johnson, Calvin College, Grand Rapids, MI, “Placement as Performance-Rhetoric: Factors in Directed Self-Placement”

Jennifer Kontny, Mount Mary University, Milwaukee, WI, “Writing with Numbers: Inhabiting the Role of ‘Institutional Researcher’ to Enact Equitable Placement Policies in FYC”

Adrienne Redding, Western Michigan University, Kalamazoo, “The First-Year-Writing Intensive: Student Success and Persistence through Student/Faculty Partnership and Conversation”

Language

G.44 Language Awareness, Opening Spaces, and Challenging Conventions

This session explores critical pedagogy, linguistic freedom, and student agency.

413

Speakers: Shenika Hankerson, University of Maryland, College Park, “‘The World Has to Stop Discriminating against African American Language’: Critical Language Awareness and Its Impact on the Writing Attitudes and Writing Self-Efficacy of African American Language Learners in English Composition”

Matt Homer, Virginia Tech, Blacksburg, “Reconsidering English Diversity as Praxis”

John Mason, EOP, “Widening the Classroom Dialect”

Debbie Morrison, University at Albany, SUNY, “Letting in the Creole Heritage”

Research

G.45 A Dialogue on Mentorship and Methodology

This panel investigates the relationship between mentorship and methodology by discussing three innovative research projects with responses from the mentors who supported their development.

405

Speakers: Leigh Gruwell, Auburn University, AL

Charles Lesh, Auburn University, AL

Jessica Pauszek, Texas A&M University-Commerce

Respondents: Chris Gallagher, Northeastern University, Boston, MA

Heidi McKee, Miami University, Oxford, OH

H Sessions: 11:00 a.m.–12:15 p.m.

Poster Sessions

David L. Lawrence Convention Center:
Third Floor West Hallway

Writing Pedagogies and Processes

Drawing Parallels on the Writing Process: A Comparison between the Methods of Octavia Butler and First-Year Writing

This poster demonstrates the writing process of Octavia Butler and how her process is similar to and different from methods taught in first-year writing.

Speaker: Lauren Connolly, Lewis-Clark State College, Lewiston, ID

Writing Pedagogies and Processes

Situated, Embodied, and Emotive: Deliberative Dialogue and Threshold Concepts in Composition

Our poster aligns deliberative pedagogy with threshold concepts in composition, engaging the audience in deliberative practice demonstrated through dialogic, embodied, literate, and visual modes.

Performers: Tim Doherty, Rivier University, Nashua, NH
Zan Walker-Goncalves, Franklin Pierce University, Rindge, NH

Institutional and Professional

Optional Observation Exchanges: An Invitation to the Teaching Performance

Composition instructors want to reflect on and discuss their teaching. How do optional observation exchanges that emphasize formative rather than evaluative feedback help facilitate that?

Speakers: Sarah Abbett, California State University–East Bay, Hayward
Chris Blood, California State University–East Bay, Hayward
Mary D’Alleva, California State University–East Bay, Hayward
Sarah Nielsen, California State University–East Bay, Hayward
Michelle St. George, California State University–East Bay, Hayward

Writing Pedagogies and Processes

Performing Authority: Mapping a Collaborative Pedagogy of Research and Writing

A pedagogical network map of assignments supporting students as authoritative writers, created in collaboration by library and comp faculty.

Speakers: Veronica Bielat, Wayne State University Library System, Detroit, MI
Ruth Boeder, Wayne State University, Detroit, MI

Professional and Technical Writing

Performing Engineering: A Transfer-Based Study of Early-Career Engineers' Writing Practices

This poster presentation shares results from an interdisciplinary, CCCC-sponsored project that focuses on the transfer of writing skills from college engineering seniors to early career engineers.

Speaker: Wendy Olson, Washington State University, Pullman

Postsecondary Reading/Literacy

Digital Divides and Literacy Learning: A Metaphor Analysis of Developmental College Students' and Teachers' Conceptualizations of Technology

A research study aimed at discovering the conceptualizations developmental college students and college instructors have about technology and how this may influence the teaching/learning transaction.

Speaker: Laurie Bauer, University of Cincinnati Blue Ash College, OH

Professional and Technical Writing

H.01 Performance as Advocacy, Education, and Action: Health and Medical Education

Performing advocacy, education, and action in public health, medical education, and healthcare systems.

Spirit of Pittsburgh Ballroom A

Chair and Speaker: Amy Flick, Kent State University, OH, “Performing Advocacy in Harm Reduction Policy Work and Risk Communication”

Speakers: Diana Awad Scrocco, Youngstown State University, OH, “Performance-Rhetoric in Internal Medicine Residency Education”
Krista White, Kent State University, OH

Community, Civic & Public

H.02 Rhetorical Negotiations in the Performance of Health, Medicine, and Disability

This roundtable takes up performative rhetorical negotiations in issues such as police officer crisis intervention training, FDA public hearings, infertility, psychogenic conditions, and rare illnesses.

301

Speakers: Cathryn Molloy, James Madison University, Harrisonburg, VA
Maria Novotny, University of Wisconsin-Oshkosh
Tori Thompson Peters, University of Wisconsin-Madison
Caelyn Randall, University of Wisconsin-Madison
Caitlin Ray, University of Louisville, KY

Community, Civic & Public

H.03 Community Writing Centers, Antiracist Rhetoric, and the University

A study of community literacy centers as spaces for performing antiracist rhetoric and cultivating environments for inquiry and social change in pedagogical and institutional practices.

302

Chair and Speaker: Michael Dimmick, University of Houston-Downtown, TX

Speakers: Lauren Chaney, Texas State University, San Marcos
Dagmar Scharold, University of Houston-Downtown, TX

Community, Civic & Public

H.04 Performativity across Contexts and Communities: Setting the Stage for Knowing, Doing, and Learning

This panel explores performances of students, politicians, farmers, and language learners across time and space, while showing the pedagogical and curricular value of these performances.

303

Chair and Speaker: Ellen Cushman, Northeastern University, Boston, MA

Speakers: Jonathan Osborne, Northeastern University, Boston, MA

Laura Proszak, Northeastern University, Boston, MA

Eric Sepenoski, Northeastern University, Boston, MA

Community, Civic & Public

H.05 Remaking Spaces through Critical Performances

This panel brings together performative rhetorics, bodies, and spaces to discuss methods for addressing social issues, inequalities, and injustices.

304

Speakers: Phil Bratta, Oklahoma State University-Stillwater

Christina V. Cedillo, University of Houston-Clear Lake, TX

Danielle Donelson, Pfeiffer University, Misenheimer, NC

André Habet, Syracuse University, NY

First-Year and Advanced Composition

H.06 Composing the First-Year Experience: Performance-Based Writing Projects for Personal, Intellectual, and Social Success

This panel will explore the role of performance-based experiences in supporting the academic and social needs of first-year students at elite institutions.

305

Speakers: Cecilia Lucero, University of Notre Dame, IN

Erin McLaughlin, University of Notre Dame, IN

Nicole MacLaughlin, University of Notre Dame, IN

Information Technologies

H.07 Demystifying Algorithmic Performance: Able-ism, Pandering, and Hacking in Digital Environments

This panel explores the ethics of how writers perform in digital environments, and the role that algorithms play in extending or constraining those performative activities.

306

Speakers: Aaron Beveridge, University of North Carolina at Greensboro
Sergio Figueiredo, Kennesaw State University, GA
John Gallagher, University of Illinois at Urbana-Champaign
Steve Holmes, George Mason University, Fairfax, VA

First-Year and Advanced Composition

H.08 Mindful Frauds: Rethinking Impostor Syndrome through Critical Race Theory, Gender Studies, and Disability Studies

Panelists offer autoethnographic accounts for how educators at all levels of experience can mindfully embrace the impostor syndrome in the classroom and beyond.

307

Speakers: Hillary Degner, The Ohio State University, Columbus
Stephanie Reynolds, Schoolcraft College, Livonia, MI
Ariel Seay, Wayne State University, Detroit, MI

First-Year and Advanced Composition

H.09 The First-Year Writing Classroom and Beyond: Performance, Authority, and Activism

In this panel, we demonstrate how students can develop and perform critical literacies through relationships and projects that facilitate social activism and engagement.

308

Chair: Jill Darling, University of Michigan, Dearborn
Speakers: David Boeving, Eastern Michigan University, Ypsilanti
Thom Foy, University of Michigan, Dearborn
Amy Keesling, University of Michigan, Dearborn
Alicia Schaeffer, University of Michigan, Dearborn

History

H.10 Setting the Stage for Our Disciplinary Legacy: (Self) Archivization as Sociohistorical Performance

This panel addresses the conundrums of losing archival papers in the field yet looks at how technology could assist in its accessibility and circulation.

309

Chair: Mark McBeth, John Jay College & CUNY Grad Center
Chair and Speaker: Jon Stansell, Belmont College, St. Clairsville, OH
Speakers: Andrew Lucchesi, Western Washington University, Bellingham, “Archival History”

Institutional and Professional

H.11 Lives STILL on the Boundary

This panel celebrates, through critical engagement, the 30th anniversary of the publication of Mike Rose's *Lives on the Boundary*.

310

Chair and Speaker: Jonathan Alexander, University of California, Irvine
Speakers: Ryan Skinnell, San Jose State University, CA, "I Didn't Know How Else to Get It Right": *Lives on the Boundary* as an Invitation to Public Intellectualism"

David Wallace, California State University, Long Beach, "Lives on Many Boundaries: Underpreparation and Intersectionality"

Institutional and Professional

H.12 Writing Education in SLAC Contexts: Performance & Talkback

Join us to talk about SLAC writing education, including curricula, pedagogies, research, policies, and practices that highlight writing as a liberal art.

311

Chair: Jenn Fishman, Marquette University, Milwaukee, WI

Speakers: Thomas Burkdale, Occidental College, Los Angeles, CA, "Valuing the Writing Center Session"

George Cusack, Carleton College, Northfield, MN, "Seeding Reflective Writing as Performance Across the Curriculum"

Ghada Gherwash, Colby College, Waterville, ME, "Engaging First-Year Students across Cultures"

Meridith McCarroll, Bowdoin College, Brunswick, ME, "Piloting the Writing Studio"

Shawna Shapiro, Middlebury College, VT, "Paradoxes of Writing Program Identity"

Stacey Sheriff, Colby College, Waterville, ME, "Developing Rhetorical Awareness of/and Disciplinary Writing"

Kara Wittman, Pomona College, Claremont, CA, "A Liberal Art?"

Marion Wolfe, Kenyon College, Gambier, OH, "Training Undergraduate Writing Center Consultants"

Respondents: Bruce Kovanen, University of Illinois at Urbana-Champaign
Allison Kranek, University of Illinois at Urbana-Champaign

Research

H.13 Creating Inclusive Composition Practices: Researching the International Student Experience

We focus on creating an inclusive academic and social environment for international students through the access points of the writing center and foundational composition courses.

312

Chair and Speaker: Joseph Cheatle, Michigan State University, East Lansing

Speakers: Peter De Costa, Michigan State University, East Lansing

Jongbong Lee, Michigan State University, East Lansing

Wendy Li, Michigan State University, East Lansing

Hima Rawal, Michigan State University, East Lansing

Myeongeun Son, Michigan State University, East Lansing

Sonya Wang, Michigan State University, East Lansing

Writing Pedagogies and Processes

H.14 Spotlight Session: Anxiety and Authenticity, Possibilities and Risks: What Really Happens in a Performance-Based Classroom?

This roundtable and app-assisted audience discussion raises questions about performance-rhetoric/composition, authenticity, and how it can be framed in terms of rhetorical history and classroom practice.

315/316

Chair and Roundtable Leader: Meredith Love, Francis Marion University, Florence, SC

Roundtable Leaders: Lindsey Banister, Francis Marion University, Florence, SC

Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo

Theory

H.15 Spotlight Session: Disruptive Performances of Latinx Border Crossings in Art and Popular Culture

Exploring performances of Latinidad in film and community and performance arts, speakers sketch out possible futures for the study of Latinx literacies widely construed.

317/318

Speakers: Ana Milena Ribero, Oregon State University, Corvallis

José Manuel Cortez, University of Oregon, Eugene

Dora Ramirez, Boise State University, ID

Institutional and Professional

H.16 MA Students Performing as Professionals: The Classroom, the Writing Center, and Beyond

Sponsored by the Master's Degree Consortium of Writing Studies Specialists (MDCWSS)

We consider how MA programs provide opportunities for performance-rhetoric/composition in terms of curriculum and research paths.

319

Speakers: Nicole Caswell, East Carolina University, Greenville, NC
Susan Murphy, Texas A&M University–Corpus Christi
Jim Zimmerman, James Madison University, Harrisonburg, VA

Language

H.17 Fostering Transnational Dispositions in Online Pedagogical Spaces

This panel will feature three presentations that explore the opportunities and challenges in cultivating students' transnational disposition in online pedagogical spaces.

320

Speakers: Xinqiang Li, Michigan State University, East Lansing
June Yichun Liu, National Chengchi University, Taipei, Taiwan,
“Performing Japanese Manga, Meshing English and Chinese: The
Affordances of Facebook for Teaching ESL Writing”
Yufeng Zhang, Millersville University, PA, “Juggling Monolingual and
Translingual Dispositions: Preservice Teachers in a Cross-Border
Writing Activity”

Respondent: Xiaoye You, Penn State University, University Park

Research

H.18 The Come Up: Adapting Narrative Analysis to Explore and Teach Issues of Racism through Digital Media

This panel invites participants to explore layers of oppression through narrative means. Autoethnographic alongside careful ethnography will reveal patterns and lived experience of interviewees.

321

Chair and Speaker: Amanda Harris, Wright State University, Dayton, OH
Speakers: Tarik Woods, Wright State University, Dayton, OH
Damian Henderson, Wright State University, Dayton, OH

Theory

H.19 Dual Identities within the Classroom

Aspects of performance within composition classrooms that are taken for granted, such as the performances of instructors, discourse(s), and of veterans transitioning to college.

323

Speakers: Chris Borntrager, University of Arkansas, Fayetteville
Coty Darst, University of Arkansas, Fayetteville
Taylor Weeks, University of Arkansas, Fayetteville

Theory

H.20 Resuscitating Recognitions through Decolonial, Apparent, Feminist Performances

This panel models how recognition might be given new life and new possibilities through decolonial, apparent, feminist performances that resuscitate recognition in scholarship and teaching.

324

Chair: Kellie Sharp-Hoskins, New Mexico State University, Las Cruces
Speakers: Kelly Medina-Lopez, California State University, Monterey Bay
Kelly Whitney, Ohio State University, Mansfield

Writing Pedagogies and Processes

H.21 Contingent Composition: Sonic Performance and Embodied Pedagogies

The panel examines performance pedagogy through sound art and the ways the artwork, performers, listeners, sound waves, and room enact contingency as composition.

325

Speaker: Byron Hawk, University of South Carolina, Los Angeles
Greg Stuart, University of South Carolina, Columbia

Writing Pedagogies and Processes

H.22 Laughter, Play, and Song: Integrating Orality, Aurality, and Multimodality of Performance-Rhetorics in the Composition Classroom

Considering writing across a spectrum of oral, aural, and digital techniques, this panel explores pedagogies that help teachers integrate multimodal performance-rhetorics in the classroom.

326

Chair and Performer: Steven Katz, Clemson University, SC

Speakers: Daniel Frank, Clemson University, SC

Eric Hamilton, Clemson University, SC, “Stand Up for Writing!
Incorporating Humor in the FYC Classroom for Rhetorical
Performance and Engagement”

David Measel, Clemson University, SC, “Music, Rhythm, and Rhetoric:
A Theme of Effective Communication”

Writing Pedagogies and Processes

H.23 Performing Feedback and Revision: Feedbacking Drafts, Drafting with Feedback, and the Role of Draft Ratings

Reports on a study of students’ and instructors’ understandings of instructor feedback and ratings on drafts being revised for portfolios.

327

Chair and Speaker: Doug Downs, Montana State University, Bozeman,
“Why to Go Ungraded: Graded Writing as a Conceptual Barrier to
Writing Maturity”

Speakers: Julie Christen, University of Arizona, Tucson, “Teaching
Revision by Teaching Feedback: Considerations for First-Year
Composition”

Jacob Henan, Montana State University, Bozeman, “Feedbacking with
Ratings: Meeting Students’ Grading Expectations while Fostering
Student Revision”

Writing Pedagogies and Processes

H.24 Role-Playing Social Justice: A Game That Is a Panel

This panel uses audience participation and tabletop roleplaying performance to explore themes of inter-contextuality and social justice.

328

Chair and Speaker: Matthew Green, George Mason University, Fairfax,
VA

Speakers: Richard Bennett, George Mason University, Fairfax, VA
Sarah Dwyer, Texas A&M University, College Station
Jennifer Hartshorn, Old Dominion University, Norfolk, VA
Scott Reed, Georgia Gwinnett College, Lawrenceville
Wendi Sierra, St. John Fisher College, Rochester, NY
Josh Wood, Clemson University, SC

Research

H.25 Participating in Academic Literate Worlds: Conceptions, Experiences, and Tensions of Writing in Chilean Higher Education

Sponsored by the Transnational Composition Group

With a focus on Chilean higher education, this panel presents findings on the conceptions, experiences, and tensions faced by academic writers in different settings.

329

Special Interest Group Chair: Thomas Lavelle, Stockholm School of Economics

Speakers: Mary Jane Curry, University of Rochester, NY
Theresa Lillis, Open University, Sheffield, United Kingdom
Frederico Navarro, Universidad de O'Higgins, Rancagua, Chile
Natalia A. Ávila Reyes, Pontificia Universidad Católica de Chile

Writing Programs

H.26 Investigating Student Dispositions: Results from an Ongoing Writing Program Research Initiative at the University of Tennessee

This panel seeks to extend research on dispositions and writing by reporting on the results from ongoing writing program research at the University of Tennessee.

330

Chair and Speaker: Jeff Ringer, University of Tennessee, Knoxville

Speakers: Holland Prior, University of Tennessee, Knoxville
Allie Sockwell, University of Tennessee, Knoxville
Paige Walker, University of Tennessee, Knoxville

Writing Programs

H.27 Writing Fellows as Agents of Transfer: Training in Threshold Concepts to Support Campus-Wide Sites of Writing

Writing fellows and tutors, trained in writing studies theories of threshold concepts and transfer, develop their own professional identities and support campus-wide sites of writing.

333

Speakers: Lauren Fink, University of California, Davis
Meg Mikovits, Moravian College, Bethlehem, PA
Julie Prebel, Occidental College, Los Angeles, CA
Lisa Sperber, University of California, Davis

Community, Civic & Public

H.28 Disaster Rhetorics

Panelists highlight performances of rhetorical action in scenes of environmental crisis.

334

Chair: Kevin Brock, University of South Carolina, Columbia
Speakers: Liz Cozby, Texas Woman's University, Denton, "Synapses of a Different System: How Hurricane Harvey Created Multiple Rhetorical Neurotransmitters and Crafted Diverse Modes of Community Action"
Soyeon Lee, University of Houston, TX, "Writing (in) a Flooded City: Enacting Georhetorical Performance by Undertaking Oral History in an FYW Class"
Lisa Phillips, Texas Tech University, Lubbock, "Performing Embodied Action in Environmental Injustice Zones"

Community, Civic & Public

H.29 Taking It to the Streets: Strategies for Effective Community Engagement

Panelists present models for community engagement.

335

Chair: Brenda Glascott, Portland State University, OR
Speakers: Brian Fallon, Fashion Institute of Technology, SUNY, "Engaging 'People on the Move': Writing Center Pedagogy Performed Publicly"
Brian Gogan, Western Michigan University, Kalamazoo, "Keeping on the Public Good: A Frame Analysis of 100+ Campus Civic Action Plan Performance-Compositions"

- Trisha Nardone, Lehigh University, Bethlehem, PA, “Communities as Agents of Social Change: Facilitating Town and Gown Collaboration with Communal Memoirs”
- Claire Silva, Lehigh University, Bethlehem, PA, “Communities as Agents of Social Change: Facilitating Town and Gown Collaboration with Communal Memoirs”

First-Year and Advanced Composition

H.30 Centering on Student Identities of Culture and Language through Activist Pedagogies of Possibility

This session details generative writing pedagogies that build on composition students’ cultural knowledge, language, and social justice concerns in the classroom, and through collaboration with local high schools.

336

Chair: Ashok Bhusal, The University of Texas at El Paso

Speakers: Brandy Dieterle, University of Central Florida, Orlando, “Exploring Our ‘Identity Kits’: Studying the Rhetorically Situated and Performative Nature of Writing in First-Year Writing”

Judith Fourzan, The University of Texas at El Paso, “Argument in Action: FYC Frontier Fiesta: Student Showcase”

Eunjeong Lee, Queens College, New York, NY, “Building Translingual Disposition Ground Up: The Performativity of Translingual Practices for Ecological Change”

Cheryl Siemers, Kenai Peninsula College, AK, “Utilizing the English Composition Classroom for Alaska Native Language Revitalization: A Place-Engaged Service-Learning Approach”

First-Year and Advanced Composition

H.31 Performing Pedagogical Constellation: ANT, Assault, and Ephemeral Rhetorics

This panel underscores three interrelated pedagogies whose theoretical premises mirror contemporary disciplinary concerns.

338

Speakers: Christopher Barber, Ohio University, Athens, “Mapping Their Worlds: The Case for Latourian Writing as a Means of Imbuing Composition Threshold Concepts in College Writing Classrooms”

Kathrin Kottemann, Adams State University, Alamosa, CO, “Missoula and Rape Culture in the First-Year Writing Classroom”

LeAnne Laux-Bachand, University of Washington Tacoma, “Practicing Collaborative, Ephemeral Rhetoric in the First-Year Writing Classroom”

History

H.32 Examining Activist Performances through Key African American Figures

This session focuses on two key historical figures and one key modern figure making history as situated examples of rhetorical activism.

401

Chair: Patricia Poblete, Henderson State University, Arkadelphia, AR

Speakers: Lindsey Spring, The Citadel, Charleston, SC, “Activist Performance-Rhetoric: The Life and Work of Septima Poinsette Clark”
Lexi Walston, Texas Christian University, Fort Worth, “More Than the Female Booker T. Washington: A Pentadic Analysis of Mary McLeod Bethune”

Colleen Wilkowski, Arizona State University, Scottsdale, “Kendrick Lamar’s ‘Alright’ as African American Jeremiad”

Institutional and Professional

H.33 Performing in the Liminal Space of Contingency

This panel explores the high-stakes performances contingency demands of writing faculty across institutional and geographical contexts.

402

Chair: Craig Wynne, Hampton University, VA

Speakers: Kazia Estrada, Northwest Vista College, San Antonio, TX, “Advocating for Adjunct Rights: The Need for Equality between Full-Time and Adjunct Instructors”

Laura Petersen, Northwest Vista College, San Antonio, TX, “Advocating for Adjunct Rights: The Need for Equality between Full-Time and Adjunct Instructors”

Nick Sanders, Michigan State University, East Lansing, “Wearing Too Many Masks: A Contingent Instructor’s Habitus across Multiple Instructional Sites”

Robin Snead, University of North Carolina at Pembroke, “Performing ‘Otherness’: The Liminality of the Non-Tenure-Track PhD”

Language

H.34 Expanding the Boundaries and Translanguaging Possible Selves: Negotiating Dialectal Differences and Word Choices

This session will explore how language practices reveal the constraints and possibilities of language ideologies situated across academic and familial discourse communities.

403

Speakers: Lavinia Hirsu, University of Glasgow, United Kingdom,
“Translanguaging and the Performance of Language Metaphors in
Dynamic Contexts”

Brenda Tyrrell, Miami University, Oxford, OH, “Word Choice in the
Writing Center”

Gary Vaughn, University of Cincinnati, OH, “‘Yonder Comes the Kid and
His Poke’: Language Performance from Family to the Classroom”

Sally Zacharias, University of Glasgow, United Kingdom,
“Translanguaging and the Performance of Language Metaphors in
Dynamic Contexts”

Research

**H.35 How a Discipline Performs: Studies in Dissertations,
Mentoring, and Teacher Identity**

Our panel situates disciplinary performance/the performances of
disciplinary identities for doctoral education and first-year writing
instructors.

404

Chair: Lisa Konigsberg, West Chester University, PA

Speakers: Daniel Bommarito, Bowling Green State University, OH,
“Cross-Language Research, Writing, and Situated Problem-Solving:
A Qualitative Study of Collaborative Doctoral Mentoring”

Benjamin Miller, University of Pittsburgh, PA, “Performing Commitment
when the Ground Keeps Shifting: Doctoral Research in Composition/
Rhetoric”

Justina Rompogren, North Seattle College, WA, “The ‘Plausibility’ of
Performance: A Case Study of How Disciplinary Backgrounds Inform
Composition Instructors’ Identity Positioning in the Classroom”

Theory

H.36 Performativities: Piety, Comedy, and Gradualism

Panelists discuss ideas and applications of performativity from argument
to comedy.

405

Chair: DeAnna Rivera, University of Southern California, Los Angeles

Speakers: Eryn Johnson, Indiana University, Bloomington, “Toward a
Comic Critical Hermeneutic Speaker”

Willis McCumber, University at Buffalo, SUNY, “Select, Internalize,
Extend: A Plea for Gradualism in Teaching the Necessary
Performativity of Argument”

Writing Pedagogies and Processes

**H.37 Martial Arts Movements and Pedagogical Applications:
Bodily Performance in Composition**

Sponsored by the Martial Arts and Composition-Rhetoric Special Interest Group

An interactive panel presentation featuring practitioners from a wide range of martial arts using bodily movement exercises to approach challenges in teaching writing.

406

Speakers: John Guelcher, Ventura College, CA
Danny Iberri-Shea, Colorado State University, Pueblo
Trevor Meyer, Northwest Missouri State University, Maryville
Greer Murphy, Claremont Graduate University, CA
Ernest Stromberg, California State University, Monterey Bay

First-Year and Advanced Composition

**H.38 Spotlight Session: First-Year Writing Program Redesign
to Facilitate Engagement and Retention of Resident
Multilingual Writers**

The presenters outline a multilayered approach to writing program redesign with a goal of enhancing success of multilingual student writers.

407

Speakers: Ming Fang, Florida International University, Miami
Christine Gregory, Florida International University, Miami
Kimberly Harrison, Florida International University, Miami
Cayce Wicks, Florida International University, Miami

Writing Pedagogies and Processes

**H.39 Busting Out(loud): Teaching/Performing Writing to Be
Heard**

This panel puts emphasis on the spoken work of writing. It busts the myth that writing is only meant to be read by performing with the audience how writing is composed and heard.

408

Chair: Mary De Nora, Texas Tech University, Lubbock

Speakers: Lane Fletcher, Houston Community College, TX, “Flying Words: A Pedagogy of (un)Fettered Writing”
Donna Qualley, Western Washington University, Bellingham, “Open Letters Live! Performances That Keep on Keeping on”
Amy Quan, Ithaca College, NY, “Spoken Words”

Writing Pedagogies and Processes

H.40 Learning with and from Our Bodies: Our Bodies as Rhetoric

This session explores how bodies function rhetorically in classroom and writing practices, in ePortfolio reflective writing, and in student athletes' physical movements and creation of language.

409

Chair: Elizabeth Baddour, independent scholar

Speakers: Mark Brantner, National University of Singapore, "Embodied Reflections in ePortfolios: Toward a Typology"

Suellynn Duffey, University of Missouri-St. Louis, "Our Bodies, Now: How Language and Learning Act"

Samantha Riley, University of New Hampshire, Dover, "Embodied Rhetoric as Multimodal Composing"

Writing Pedagogies and Processes

H.41 Performing What We Profess: Responding to and Grading What Matters

Panelists explore how to radically rethink some fundamental assumptions about grading and peer review.

410

Chair: Sommer Marie Sterud, Kent State University, OH

Speakers: Susanmarie Harrington, University of Vermont, Burlington, "Peer Review's Impact on Teacher Performance"

Elizabeth Parfitt, Penn State University, State College, "The 10% Participation Grade: Shifting the Paradigm through Rhetorical Listening"

Shelley Reid, George Mason University, Fairfax, VA, "Grading for Transfer"

Writing Programs

H.42 Differentiating Institution Types, Defining Curricula

This panel accounts for matters affecting the shape and continuation of writing programs.

411

Speakers: Meghan Dykema, Florida State University, Tallahassee,

"Performing Assessment, Performing Composition: Defining Writing for Institutional Assessment and Accreditation"

Mark Kjellman, Saint Paul College, MN, "Statement 3.0 and the Need for Horizontal Writing Curricula"

Michael Neal, Florida State University, Tallahassee, "Performing College Writing Instruction at Different Institutional Types"

Theory

H.43 Performing America

Panelists will inquire into rhetorical performance across American cultural locations.

413

Chair: Hannah Rule, University of South Carolina, Columbia

Speakers: Brian McNely, University of Kentucky, Lexington, “Aesthetic Rhetorics: ‘This is America,’ ‘Flight from the City’”

Brandy Scalise, University of Kentucky, Lexington, “Both Christian and Progressive: Applying Rhetorical Genre Studies to the Religious Blogosphere”

Sara Webb-Sunderhaus, Miami University, Oxford, OH, “Thank God I’m a Country Boy: Literacy, Masculinity, and Christianity in Appalachia”

Community, Civic & Public

H.44 Intergenerational CounterNarratives and Composition

This panel reports on three qualitative studies of performative intergenerational literacy practices.

414

Speakers: Maggie Black, Southern Illinois University, Edwardsville, “Out-of-School Literacy”

Christopher Castillo, University of Wisconsin-Madison

Pamela Jones, New York University, NY, “Out-of-School Literacy”

Writing Pedagogies and Processes

H.45 Instructor’s Performance of Self in Student Composition Feedback

Seeks to explore the ways an instructor’s self-presence in writing feedback extends, challenges, complicates, informs, and signifies on the actor-presence created in the classroom.

415

Chair and Speaker: Michael McGinnis, The University of Alabama in Huntsville

Julie Naviaux, The University of Alabama in Huntsville

Speakers: Andrea Holliger, Lone Star College–CyFair, TX

Ramona Hyman, Oakwood University, Huntsville, AL

Adrienne Jankens, Wayne State University, Detroit, MI

Billie Tadros, University of Scranton, PA

History

H.46 Spotlight Session: Our Liberation Wasn't Never Gon' Be Televised . . . Black News Ain't Fake

We use oral histories and archival research grounded in methodological and theoretical frameworks derived from inside Black communities.

Spirit of Pittsburgh Ballroom B

Speakers: Khirsten Echols, University of Pittsburgh, PA, “Tougaloo Students Got Something to Say: Exploring Tougaloo’s 1969 Harambee as Institutional Narrative”

Brandon Erby, Penn State University, State College

Rhea Estelle Lathan, Florida State University, Tallahassee

I Sessions: 12:30–1:45 p.m.

Institutional and Professional

I.01 “Performing” Academic-ness as Graduate Students in Composition and Rhetoric

This roundtable facilitates discussion on the “performance” of graduate students in composition and rhetoric as they navigate academia.

Spirit of Pittsburgh Ballroom B

Chair and Roundtable Leader: Mandy Olejnik, Miami University, Oxford, OH

Roundtable Leaders: Maryana Boatenreiter, Miami University, Oxford, OH

Kaydra Bui, Miami University, Oxford, OH

Basic Writing

I.02 Transliteracy from the Ground Up: (Re)performing Research, Classroom Practice, and Program Reform

Moving from empirical research to pedagogy to programmatic reform, this panel traces how diverse students from two-year and urban-serving colleges embody dynamic, transliterate practices.

301

Chair and Speaker: Anthony Warnke, Green River College, Auburn, WA

Speakers: Melissa Atienza, University of Washington, Tacoma

Alison Cardinal, University of Washington, Tacoma

Kirsten Higgins, Green River College, Auburn, WA

Aliyah Jones, University of Washington, Tacoma

Community, Civic & Public

I.03 Connecting the Campus, the Gateway Arch, and Ferguson: Localizing Public Memory toward Complex Civic Engagement

This panel discusses the possibilities and challenges of studying and teaching rhetorics of public memory in St. Louis, Missouri—and beyond.

302

Chair and Speaker: Lauren Obermark, University of Missouri-St. Louis

Jennifer Gruenloh, University of Missouri-St. Louis

Benjamin Luczak, Indiana University, Bloomington

Community, Civic & Public

I.04 Performing Arabness and Muslimness in Liminal Spaces

This panel's presenters investigate the performance of Arabness or Muslimness in their own work as researchers, teachers, and rhetoricians.

303

Speakers: Lama Alharbi, Indiana University of Pennsylvania
Tamara Issak, St. John's University, New York, NY
Lana Oweidat, Goucher College, Baltimore, MD

Community, Civic & Public

I.05 Re-Mapping Community Understandings of Literacy, Humanity, and the Incarcerated through Performance

Following public performances of inmate writing by undergraduate student speakers, this panel discusses what and how barriers were broken among community stakeholders.

304

Speakers: Bonné de Blas, Kent State University, OH
Christopher Dum, Kent State University, OH
Halle Neiderman, Kent State University, OH

First-Year and Advanced Composition

I.06 Composition for Professional Development: Performance-Rhetoric beyond the Classroom

A panel on transforming FYC with professional development to empower students to invent, perform, and create meaning and action.

305

Speakers: Aiko Harris, Eastern Washington University, Cheney
Max Hohner, Eastern Washington University, Cheney
Carlos Munoz, Eastern Washington University, Cheney

Information Technologies

I.07 Embodiment, Performance, and Environment(s) in TechComm and RhetComp

Four studies address how material environments make room for bodies and minds even as various forms of embodiment constitute physical and digital spaces.

306

Chair: Kerry Banazek, New Mexico State University, Las Cruces

continued on next page

Speakers: Jay Dolmage, University of Waterloo, Ontario, Canada
Stephanie Kerschbaum, University of Delaware, Newark
Aimée Morrison, University of Waterloo, Ontario, Canada
Donnie Sackey, The University of Texas at Austin
Fernando Sanchez, University of St. Thomas, Saint Paul, MN

First-Year and Advanced Composition

**I.08 New and Emerging Research on Dual Enrollment:
Stakeholder Perspectives and Policy Approaches**

This panel highlights new and emerging research on dual enrollment in college composition. After brief papers, each speaker will pose questions inviting discussion.

307

Speakers: Tyler Branson, University of Toledo, OH
Jerrice Donelson, Michigan State University, East Lansing
Erin Scott-Stewart, Louisiana State University, Baton Rouge
Michael Stancliff, Arizona State University, Tempe

First-Year and Advanced Composition

**I.09 The Great American Writing Show: First-Year
Composition Performances through *The Great British
Baking Show***

The Great British Baking Show as a metaphor for FYC skills and performances.

308

Speakers: Matthew Kelly, The University of Texas at Tyler
Tara Propper, The University of Texas at Tyler
Mark Sidey, The University of Texas at Tyler
Emily Standridge, The University of Texas at Tyler

History

**I.10 The Performance of Womanhood: The Reception of
19th-Century Advice for Women**

This panel analyzes the reception of nineteenth-century advice for women, illustrating the audience's role in rhetorical effectiveness.

309

Speakers: Katherine Adams, Loyola University, New Orleans, LA
Suzanne Bordelon, San Diego State University, CA
Carolyn Skinner, The Ohio State University, Columbus

Institutional and Professional

I.11 Naming What We Don't Know: Composition Studies' Performance of Expertise

Three scholars in the fields of composition and applied linguistics discuss the overlap and limits of expertise across the two fields.

310

Speakers: Meaghan Brewer, Pace University, New York, NY

Kristen di Gennaro, Pace University, New York, NY

Kung-Wan Philip Choong, Pace University, New York, NY

Respondent: Paul Kei Matsuda, Arizona State University, Tempe

Postsecondary Reading/Literacy

I.12 Performing Textual Engagement: Teaching Reading from Developmental to Honors FYC

This interactive panel advocates for a greater emphasis on reading in composition classrooms and offers specific reading pedagogies to employ from developmental through honors FYC.

311

Speakers: Michelle Brazier, Raritan Valley Community College,
Branchburg, NJ

Jessica Darkenwald-DeCola, Raritan Valley Community College,
Branchburg, NJ

Alexa Offenhauer, Raritan Valley Community College, Branchburg, NJ

Research

I.13 Digital Bodies, Digital Disability: Performing Health Online

Relying on rhetorics of health and medicine, and disability studies, this panel will explore the ways health and disability are performed in online spaces.

312

Speakers: Rebecca Hudgins, The Ohio State University, Columbus

L. Corinne Jones, University of Central Florida, Orlando

Emily Mattern, Northeast Ohio Medical University, Rootstown, OH

Elizabeth Miller, The Ohio State University, Columbus

Theory

I.14 Spotlight Session: More Than Mere Words: Silence, Representation, Listening

The panelists will explore the powerful, often metalinguistic work rhetoric performs through purposeful silence, intentional listening, and nonverbal representations.

315/316

Chair: Jacqueline Jones Royster, Georgia Institute of Technology, Atlanta

Speakers: Cheryl Glenn, Penn State University, University Park,

“Delivering Silence: More Than Mere Words”

Shirley Logan, University of Maryland, College Park

Kris Ratcliffe, Arizona State University, Tempe, “Rhetorical Listening across Political Affiliations”

Respondent: Andrea Abernethy Lunsford, Stanford University, CA

Community, Civic & Public

I.15 Inside/Out: A Conversation about Prison Pedagogy

This roundtable will explore Inside/Out Prison Exchange Program courses at four universities involving several different prison populations.

317/318

Chair and Roundtable Leader: Ann Green, St. Joseph’s University, Philadelphia, PA

Roundtable Leaders: Norman Conti, Duquesne University, Pittsburgh, PA

Cory Holding, University of Pittsburgh, PA

Daneryl Weber, SUNY Sullivan

Grace Wetzel, St. Joseph’s University, Philadelphia, PA

Institutional and Professional

I.16 Performing Disciplinary Identity through Undergraduate Degree Programs in Independent Writing Programs/Departments

Independent writing departments/programs will articulate strategies for stakeholder enlistment in undergraduate degree program development.

319

Chair and Speaker: Rebekka Anderson, University of California, Davis

Speakers: Vanessa Calkins, University of Central Florida, Orlando

Catherine Forsa, Roger Williams University, Bristol, RI

Brian Hendrickson, Roger Williams University, Bristol, RI

Laurie A. Pinkert, University of Central Florida, Orlando

Meaghan Rand, University of North Carolina, Charlotte
Dahlani Reynolds, Roger Williams University, Bristol, RI
Adele Richardson, University of Central Florida, Orlando
Janice Rieman, University of North Carolina, Charlotte
Ashlyn Walden, University of North Carolina, Charlotte

Writing Pedagogies and Processes

I.17 Bodily Intelligence: Assigning and Assessing Performance in the Writing Classroom

Our panel considers the ways embodied pedagogies foster community and encourage not only cerebral knowledge but also the metis or practical knowledge of the body.

320

Chair: Deborah Coxwell-Teague, Florida State University, Tallahassee

Speaker: Sarah Blomeley, Belmont University, Nashville, TN, “‘Let’s Just Sing Our Song while We’re Together’: Delivery and Performance in the Rhetoric of Country Music”

Amy Hodges Hamilton, Belmont University, Nashville, TN, “Moving from Trauma to Healing in the First-Year Writing Classroom”

Bonnie Smith-Whitehouse, Belmont University, Nashville, TN, “Walking the Walk: Embodied Performance in the Polis, in Pedagogy, and in the Popular Press”

Performer: Meg Scott-Copses, College of Charleston, SC, “Writing the Dance: Final Performances in Choreographic Composition”

Research

I.18 The Data of Performance: Using the National Census of Writing to Explore the Lore of Labor

The panel examines how data from the National Census of Writing can challenge disciplinary lore about labor conditions in the field.

321

Speakers: Brandon Fralix, Bloomfield College, NJ

Jill Gladstein, Swarthmore College, PA

Michael McCamley, University of Delaware, Newark

Theory

I.19 Indicators of Value, Property, Separation, and Assessment of Performance: Four Applications of Marx for Composition Theory and Pedagogy

Perspectives on pedagogy, place, technology, history, and race demonstrate how Marx's theories of value and political economy demand renewed attention in composition studies.

323

Speakers: Mike Edwards, Washington State University, Pullman
Elle Fournier, Washington State University, Pullman
Lacy Hope, Washington State University, Pullman
Landon Roper, Washington State University, Pullman

Theory

I.20 Speculative Performativity: Fostering Rupture, Disorientation, and Imagination

This panel theorizes performativity within a speculative/material feminist framework in order to imagine generative classroom practices that foster a rupture from discursive norms.

324

Speakers: Rebecca Conklin, Michigan State University, East Lansing
Imad Mkhail, Michigan State University, East Lansing
Jacqueline Rhodes, Michigan State University, East Lansing
Tania de Sostoa-McCue, Michigan State University, East Lansing

Writing Pedagogies and Processes

I.21 Craft in the Classroom: Critical Making- and Crafting-Oriented Pedagogies

Learn about pedagogies of making and crafting, which perform a variety of rhetorical functions, and create your own material compositions.

325

Chair: Frank Farmer, University of Kansas, Lawrence

Speakers: Marilee Brooks-Gillies, Indiana University–Purdue University
Indianapolis

Moriah Kirdy, University of Pittsburgh, PA

Danielle Koupf, Wake Forest University, Winston-Salem, NC

Martha Webber, California State University, Fullerton

Writing Pedagogies and Processes

I.22 Learning and/as Performance: Expanding Disciplines, Threshold Concepts, and Boundaries

This session presents a series of invitations to systematically consider questions associated with boundaries in/and the teaching and learning of writing.

326

Speakers: Linda Adler-Kassner, University of California, Santa Barbara
Heidi Estrem, Boise State University, ID
Rebecca Nowacek, Marquette University, Milwaukee, WI
Dawn Shepherd, Boise State University, ID
Elizabeth Wardle, Miami University, Oxford, OH

Writing Pedagogies and Processes

I.23 Performing Games/Performing Composition: Playing, Imagining, and Creating Embodied Rhetorics in the Writing Classroom

Games are ethical spaces of performative rhetoric that encourage active engagement of writers and teachers similar to the relationship between player and designer.

327

Chair and Speaker: Richard Colby, University of Denver, CO
Speakers: Elizabeth Caravella, George Mason University, Fairfax, VA
Rebekah Shultz Colby, University of Denver, CO
Kristopher Purzycki, University of Wisconsin-Milwaukee

Writing Pedagogies and Processes

I.24 Rupturing, Relating, and Reconciling (Under-) Representation through Rhetorical Analysis of Performance Narratives

This session explores how students can interact with narratives—spoken word, songs, and dance—to analyze and share cultures and identities.

328

Chair: Wendy Olson, Washington State University, Pullman
Speakers: Jessie Padilla, Washington State University, Pullman
Sherwin Sales, Washington State University, Pullman
Tabitha Espina Velasco, Washington State University, Pullman

Writing Pedagogies and Processes

I.25 Performing Empathetic Rhetoric: Narrative of the Social Conscious

Sponsored by the Cognition and Writing Standing Group

These presentations describe pedagogies about performing empathy in different genres and multimodally to engage social justice and compassion intra-culturally and inter-culturally.

329

Standing Group Chair: Patricia Portanova, Northern Essex Community College, Haverhill, MA

Speakers: Danielle French, Kent State University, OH

Molly Fuller, Kent State University, OH

Uma Krishnan, Kent State University, OH

Dirk Remley, Kent State University, OH

Writing Programs

I.26 Performance Anxiety: Dual Credit from Top to Bottom

This panel addresses the challenges and opportunities of offering dual-credit courses to local high schools.

330

Speakers: Richard Morris, Parkland College, Champaign, IL

Patricia VerStrat, Parkland College, Champaign, IL

Ruijie Zhao, Parkland College, Champaign, IL

Writing Programs

I.27 Acquiring Rhetorical Skills to Perform Assessment for Varied Audiences

Discussion of legislative effects on course placement practices, programmatic assessment findings, and opportunities to reinvigorate rhetorical performances in assessment materials.

333

Speakers: Bryna Siegel Finer, Indiana University of Pennsylvania

Katie Miller, independent scholar

Emily Wender, Indiana University of Pennsylvania

Community, Civic & Public

I.28 Disruptive Rhetorics: Bringing People Together for Socially Just Literate Action

Panelists offer strategies for complicating traditional social and political narratives.

334

Chair: Titcha Ho, Indiana University of Pennsylvania and SUNY-Albany

Speakers: Will Penman, Princeton University, NJ, “‘Get ya cousin’: The Participatory Creation of a Community Literacy Group for Performing Antiracist Rhetoric”

Joseph Bartolotta, Hofstra University, Hempstead, NY, “‘Think Pictures First, for They Are More Important Than the News’: Performing Language, Education, and the Image in a 1930s Labor Union”

Community, Civic & Public

I.29 The Writing on the Wall: Performances of Community Building in Public Spaces

Panelists consider ways community is performed and built by way of public art and cultural expression.

335

Chair: Cristen Fitzpatrick, St. John’s University, New York, NY

Speakers: Jocelyn Amevuvor, Pennsylvania State University, University Park, “Bathroom Revelations: Understanding a Campus’s Climate by Analyzing Laternalia Linguistic Landscapes”

Roger Chao, Oakland University, Rochester, MI, “Performing Detroit’s Resurgence through Local Art and Fashion”

Gregory Hafer, Indiana University of Pennsylvania, “Bathroom Revelations: Understanding a Campus’s Climate by Analyzing Laternalia Linguistic Landscapes”

Stephanie Mahnke, Michigan State University, East Lansing, “The Sites/ Sights of Cultural Performance: An Example of Filipinx Ideology in Place”

First-Year and Advanced Composition

I.30 Composition Revised! Performative Pedagogies of Agency, Empathy, Engagement, and Movement

This session considers ways that composition classes can be revised through performative pedagogies that connect students to emotions, movement, and action in their writing.

336

Chair: Michele Zugnoni, University of California, Davis

Speakers: Sandie Friedman, George Washington University, Washington, DC, “Students against Innovation?”

Mary Lourdes Silva, Ithaca College, NY, “Writing to Dance, Dancing to Write”

Zachary Wendler, Ferris State University, Big Rapids, MI, “A Blueprint for a Better Syllabus”

First-Year and Advanced Composition

I.31 Rethinking Legal Writing: Epistemologies, Performance Writing, and the Profession

This panel focuses on legal writing as a professional performance vital to contemporary professional writing instruction and composition studies.

338

Chair: Jennifer Mallette, Boise State University, ID

Speakers: Antonio Elefano, University of Southern California, Los Angeles, “Performing Professions: Legal Writing as Litmus Test for Prospective Attorneys”

Lisa Klotz, University of California, Davis, “Law’s Malleability: Suspensions, Epistemology, Performance”

Richard Leebeert, Mountain View College, Dallas, TX, “A Law-Based Approach to Reading and Writing Arguments: How Law School Taught Me How to Write”

History

I.32 Histories of Educational Practices and Their Impact on Marginalized People Groups

This panel explores the history of literacy and rhetorical instruction at minority-serving institutions.

401

Chair: Shakil Rabbi, Bowie State University, MD

Speakers: Joyce Rain Anderson, Bridgewater State University, MA, “Becoming a Good Indian: From Boarding Schools to Wild West Shows”

Katherine Fredlund, University of Memphis, TN, “Performing Submission, Practicing Subversion: A History of Women’s Rhetorical Education at Oberlin College”

Sue Mendelsohn, Columbia University, New York, NY, “Teaching Bodies: Performing Race in Jim Crow Colleges”

Information Technologies

I.33 Usability Individualized: Applications for Enhancing Human Performance

This panel explores aspects of human performance through application software that addresses obsessive-compulsive disorders, writing center tutoring, and grammar courseware.

402

Speakers: Tim Jensen, Oregon State University, Corvallis, “Massively Scale Personalized Pedagogy: Teaching Grammar with Adaptive Courseware”

Judy Sansom, Fort Hays State University, Hays, KS, “Dialogue Bots: Applying Technology in Writing Centers”

Jessica Shields, Fort Hays State University, Hays, KS, “Dialogue Bots: Applying Technology in Writing Centers”

Nathaniel Voeller, Penn State University, State College, “Analysis and Performance in Mobile Mental Health Apps for Obsessive-Compulsive Disorder”

Theory

I.34 Cultural Materials of Performance

Panelists explore material expressions and scenes of cultural performance.

404

Chair: Trevor Meyer, Northwest Missouri State University, Maryville

Speakers: Christopher Garland, Georgia Southern University, Statesboro, “Why This Monument Matters: Visual Rhetoric and the Performance of Black Revolution in the American South”

Sarah Hirsch, University of California, Santa Barbara, “Mardi Gras Indians and the Performance of Material Culture”

Doug Kulchar, Penn State University, State College, “We Have Fed You All a Thousand Years: Materialist Rhetorical Ecologies and the Industrial Workers of the World”

Theory

I.35 Race This: Writing, Writing Studies, Writing Students

Speakers consider the challenges of theorizing and teaching writing in a culturally informed, inclusive way.

405

Chair: Andrea Janelle Dickens, Arizona State University, Mesa

Speakers: Katherine Flowers, Mississippi State University, MS,
“Raciolinguistics and Writing Studies”

Nancy Mack, Wright State University, Dayton, OH, “Identity’s
Problematic Performance: Narrative’s Critical Potential for
Marginalized Students”

Anna Zeemont, CUNY Graduate Center, “Writing about Whose Writing?
Possibilities for a Culturally Responsive WAW Curriculum”

Theory

I.36 Spotlight Session: Performing Disability in Classrooms and Writing Centers

Disability scholars examine how disability can transform communicative norms in universities, classrooms, and writing centers.

406

Chair and Speaker: Meghann O’Leary, University of Illinois at Chicago

Speakers: Muffy Walter, Washburn University, Topeka, KS
Anne-Marie Womack, Tulane University, New Orleans, LA
Manako Yabe, University of Illinois at Chicago

Writing Pedagogies and Processes

I.37 Comics and Performative Teaching/Writing

In this session, panelists explore storytelling and the crafting of comics in the performative writing classroom.

408

Chair: Mary Le Rouge, Kent State University, OH

Speaker: Emily Capan, Illinois State University, Normal, “Utilizing
Comics as a Tool to Teach Synthesis in First-Year Composition”

Jeffrey Kirchoff, Texas A&M University-Central Texas, Killeen, “Don’t
Be Afraid of the Doodle: Comics as Performative Writing”

Shaofei Lu, Case Western Reserve University, Cleveland, OH,
“Advocating Educational Equity with Comics—Writing in Action and
for Action”

Writing Pedagogies and Processes

I.38 Literacy, Performativity, and Inclusive Pedagogy

This panel reconsiders the ways inclusivity is performed with respect to writing and writing center pedagogy.

409

Chair: Timothy Oleksiak, University of Massachusetts Boston

Speaker: Summer Dickinson, Middle Tennessee State University, Murfreesboro, “On Literate Lives: Writing as Performing Lifelong Semiotic Activity”

Joshua Paiz, George Washington University, Washington, DC, “The L2 Writing Classroom as Performative Space: Possibilities and Challenges for LGBTQ+ Multilingual Learners”

Gabrielle Reed, Indiana University of Pennsylvania, “The L2 Writing Classroom as Performative Space: Possibilities and Challenges for LGBTQ+ Multilingual Learners”

Alisa Sanchez, University of Southern California, Los Angeles, “Emphasizing Performativity in Writing Pedagogy to Support Students from Underrepresented Backgrounds”

Olivia Wood, CUNY Graduate Center, “Performing Asynchronous Rhetorics of Welcome in the Writing Center”

Writing Pedagogies and Processes

I.39 Permaculture, Ecomposition, and Science Writing

Panelists explore both performative pedagogies in the teaching of science writing and the value to student learning of performative writing as scaffolding for scientific research and writing.

410

Chair: Amanda Choutka, American University, Washington, DC

Speakers: Ian Ferris, Oregon State University, Corvallis, “Performing Permaculture: Ecological Activism as Compositional Praxis”

Allison Giannotti, University of New Hampshire, Durham, “Writing Science: An Experiential Investigation of Students’ Post-Laboratory Responses”

Ashley Murphy, Lehigh University, Bethlehem, PA, “Scaffolding FYC Students to Research through Ecomposition”

Writing Pedagogies and Processes

I.40 Why You Bein So Graphic: Engaging Spectacle Pushing Burke

This panel represents a mash-up of teaching graphic performance, graphic novels, and Burkean criticism in the writing classroom.

411

Chair: Kimberly Marquez, University of Arkansas, Fayetteville

Speakers: James Anderson, Lander University, Greenwood, SC, “Mash-Ups and Mad Tea Parties: Re-Performing FYC through Revamped Literacies”

Laura Martin, Lander University, Greenwood, SC, “Mash-Ups and Mad Tea Parties: Re-Performing FYC through Revamped Literacies”

Shawn Robinson, University of Wisconsin-Madison, “Promoting Academic Success through Graphic Novels”

Volnei Vasconcelos, New Mexico State University, Las Cruces, “Representative Anecdote, the Motives behind Our Dramatic Rhetorical Performances”

Writing Programs

I.41 Professional Development as Performance in Writing Program Administration

This panel discusses professional development instruction as a resource for addressing instructor WAC faculty resistance, instructor anxiety, and skill-and-drill.

412

Speakers: Amy Cicchino, Florida State University, Tallahassee, “Everybody Hates Comp: Home Training and Disciplinary Identity in Composition Instructor Professionalization”

GayLynn Crossley, Marian University, Indianapolis, IN, “Transformational Performance and Professional Development for WAC Faculty”

Morgan Hanson, University of Southern Indiana, Evansville, “Performance for Rehire: Mitigating Instructor Performance Anxiety by Revising Methods for Measuring Instructor Success”

Language

I.42 Getting Woke and Staying Woke: Reflective Approaches to Antiracist Dialectic Moves

Presenters explore ways we perpetuate racism in classrooms, ideologies, texts, personal expectations—and how we can make ourselves stop.

413

Chair: Jocelyn Amevuvor, Pennsylvania State University, University Park
Speakers: Sarah Hughes, University of Michigan, Ann Arbor
Naitnaphit Limlamai, University of Michigan, Ann Arbor
Adelay Elizabeth Witherite, University of Michigan, Ann Arbor *Language*

Community, Civic & Public

I.43 Intersectional Woke: Labor of Antiracism and Antisexism

Sponsored by the Labor Caucus

Feminist scholars approach gender through an intersectional lens where gender is considered as it intersects with race, ethnicity, citizenship, sexuality, age, and, significantly, labor.

414

Speakers: Rebecca Dingo, University of Massachusetts Amherst
Dayna Goldstein, Texas A&M University-Texarkana
Mitzi Jones, University of Arkansas, Fort Smith
Rachel Riedner, George Washington University, Washington, DC
Jennifer Wingard, University of Houston, TX

Writing Pedagogies and Processes

I.44 Is Breaking Bad? Creative Composing with Other People's Intellectual Property

Sponsored by the CCCC IP Caucus

Participants will practice strategic recomposing and theorize fair-use pedagogy and practice during an interactive session demystifying remix and intellectual property.

415

Chair: Danielle Nicole DeVoss, Michigan State University, East Lansing
Speaker: Tim Amidon, Colorado State University, Fort Collins
Performers: Lanette Cadle, Missouri State University, Springfield
Kim Gainer, Radford University, VA
Kyle Stedman, Rockford University, IL

Theory

I.45 Publics, Non-Publics, and Counterpublics

Speakers consider means for rhetorical action and social justice in publics and counterpublics.

403

Speakers: Genesis Barco, Auburn University, AL
Lee Gullickson, North Dakota State University, Fargo
Kristen Hill, Tuskegee University, AL

IJ Session: 12:30–3:15 p.m.

Language

IJ.01 Spotlight Session: African American Language (AAL): Give It Propers and Put Some R-E-S-P-E-C-K on It!

Showcases new, cutting-edge research by Womanist scholars who are taking the study of AAL beyond quantitative sociolinguistics and narrow conceptions of systematic variation. Combining native-speaker competency with their research trajectory, these language scholars are charting a course for innovative, organic scholarship and pedagogy in Critical Black Language and Literacies Studies.

407

Chair and Speaker: Geneva Smitherman, Michigan State University, East Lansing, “(You Make Me Feel Like) A Natural Woman: The Evolution of Scholarship on AAL”

Speakers: Shenika Hankerson, University of Maryland, College Park, “Resistance, Power, and Liberation: How Critical Language Awareness Shapes AAL-Speaking Students’ Experience in English Composition”
Sonja Lanehart, The University of Texas at San Antonio, “Who’s Zooming Who? Gen Z on AAL and Identity”
Elaine Richardson, The Ohio State University, Columbus, “The Language and Literacies of the #BlackLivesMatter Movement”

J Sessions: 2:00–3:15 p.m.

Institutional and Professional

J.01 Uncovering Constrained Professional Identities in Institutional Performances of Labor

Speakers will explore the performance-rhetoric generated from the tension-filled collision of embodied identities with professional constraints that prescribe particular labor expectations and performances.

Spirit of Pittsburgh Ballroom B

Roundtable Leaders: Leighann Dicks, University of Kansas, Lawrence
Casey Keel, University of Kansas, Lawrence
Sonya Lancaster, University of Kansas, Lawrence
Charlesia McKinney, University of Kansas, Lawrence

Community, Civic & Public

J.02 Performing a Public Faith: Studying the Mundane, the Feminine, and the Digital

Sponsored by the Rhetoric and Religious Traditions Standing Group

This panel examines how underrepresented voices—women, LGBTQ+ persons, racialized groups—are encouraged to contribute to the performance of public faith through digital communities.

301

Chair: Michael-John DePalma, Baylor University, Waco, TX

Speakers: Shauna Chung, Clemson University, SC, “Broadcasting Christianity: Inventing Discursive Space for Religious Dialogue on YouTube”

Victoria Houser, Clemson University, SC, “A Language of Imminence: Using Digital Spaces to Unearth the Feminine within Rhetorics of Religion”

April O’Brien, Clemson University, SC, “‘Mundane’ Ripples in Evangelicalism: Antiracist Movements and LGBTQ Support in Contemporary Christian Discourse”

Community, Civic & Public

J.03 Crip-Queering Our Relations: Embodied Performance and/of the Everyday

We examine rhetorical scenes of embodied performances that bristle against norms and decorum, with specific focus on intersections among disability, queerness, and racialization.

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continued on next page

Chair and Speaker: Melanie Yergeau, University of Michigan, Ann Arbor
Speakers: Olivia Ordonez, University of Michigan, Ann Arbor
Kelly Wheeler, University of Michigan, Ann Arbor
Esther Witte, University of Michigan, Ann Arbor

Community, Civic & Public

J.04 Performing Composition: Writing Poetry in Service to the Community

Service-learning requires students to explore systemic injustices, so we draw on formula poems, composing aloud together, and modeling the writing process while encouraging deep reflection.

303

Chair and Speaker: Amy Love, San Francisco State University, CA
Speakers: Jolie Goorjian, San Francisco State University, CA,
“Theoretical Backgrounds for Creative Reflection”
Jerome Schwab, San Francisco State University, CA, “Poems of Joy and Protest”

Community, Civic & Public

J.05 Stop, Collaborate, and Listen: Performing Public Rhetorics in a Digital Age

Digital technologies allow writers to invent new ways of performing public rhetoric as a place-based process that encourages us to stop, collaborate, and listen.

304

Chair and Speaker: Shannon Butts, University of Florida, Gainesville
Speakers: Jacob Greene, Arizona State University, Tempe
Scott Sundvall, University of Memphis, TN

Creative Writing

J.06 Performing the Subject in Experimental Compositions

Through interactive play, performance, and analysis, this panel explores what it means to perform the subject in experimental forms of composition.

305

Chair and Speaker: Laurie Gries, University of Colorado Boulder, “The Encountering Subject”
Speakers: John-Michael Rivera, University of Colorado Boulder, “The UNdocumented Subject”
Patricia Sullivan, University of Virginia, Charlottesville, “The Literate Subject (and Some Objects) in Action”
Paul Walker, Murray State University, KY, “The Ephemeral Subject”

First-Year and Advanced Composition

J.07 Directed Self-Placement: The Possibilities of Performance-Rhetoric/Composition

This session will discuss how Directed Self-Placement creates possibilities for students to construct and perform their subjectivities within and against localized institutional contexts.

306

Speakers: Angela Clark-Oates, California State University, Sacramento
Karen Rowan, California State University, San Bernardino
Aparna Sinha, California State University, Maritime Academy, Vallejo

First-Year and Advanced Composition

J.08 Performative Rhetoric and Popular Artifacts

This panel shares strategies for teaching visual argumentation in the composition class, drawing on material and visual rhetorical theories.

307

Speakers: Kristina Gutierrez, Lone Star College-Kingwood, TX
Candice Chovanec Melzow, Blinn College-Bryan Campus, TX
Chelsey Patterson, Davis and Elkins College, Elkins, WV

First-Year and Advanced Composition

J.09 Validating, Lyric-ing, and Performing: The Value of a Hip-Hop Infused Curriculum in the First-Year Writing Classroom

This panel examines social media languaging and the deep structure of contemporary rap performance-composition to determine how a hip-hop culture-infused curriculum creates better writers.

308

Chair: Lana Reese, Texas Southern University, Houston

Speakers: Michon Benson-Marsh, Texas Southern University, Houston, “Semiotics and Hip-Hop Culture”

Jennifer Julian, Texas Southern University, Houston, “Hip Hop and Performance Rhetoric”

Iris Lancaster, Texas Southern University, Houston, “Hip-Hop Culture and Pedagogy”

History

J.10 The Self on the Page: Dave Bartholomae and Pitt Composition

Celebrating the influence of Dave Bartholomae as he retires from a 40-year career at the University of Pittsburgh and as a leader of CCCC.

309

Chair: Bruce Horner, University of Louisville, KY

Speakers: Jean Ferguson Carr, University of Pittsburgh, PA, “Stories”

Joseph Harris, University of Delaware, Newark

Min-Zhan Lu, University of Louisville, KY, “Assignments”

Richard E. Miller, Rutgers University, New Brunswick, NJ, “Director”

Peter Wayne Moe, Seattle Pacific University, WA, “Block Quotations”

Stacey Waite, University of Nebraska, Lincoln, “The Queer Work of Composition”

Information Technologies

J.11 What's Social Media Got to Do with It? Students' Social Media Writing in and across Contexts

We present research from three qualitative studies exploring students' rhetorical performances on social media in and across academic and nonacademic contexts.

310

Speakers: Merideth Garcia, University of Wisconsin, La Crosse

Anna Knutson, East Tennessee State University, Johnson City

Aubrey Schiavone, University of Denver, CO

Respondent: Stacey Pigg, North Carolina State University, Raleigh

Institutional and Professional

J.12 Performance in Professional Conferences: Examining Rhetorical Delivery in the Field of Rhetoric and Composition

Embracing performance-rhetoric in our conference presentations allows us to draw upon feminist/Black /Latinx/queer theories and move toward more engaged knowledge making.

311

Chair and Speaker: Michal Reznizki, University of San Francisco, CA, “Survey Analysis of Participant Performance in Academic Conferences”

Speakers: Erica Cirillo-McCarthy, Middle Tennessee State University,

Murfreesboro, “Delivery and Performance-Rhetoric in Relation to Conference Presentations”

Russell Kirkscey, Penn State University, Harrisburg

Research

J.13 Exploring Lifespan Writing Research Methods: Integrating Our Performed Epistemologies

Studying writing through the lifespan poses interesting methodological challenges. These panelists investigate the epistemological assumptions behind their methodological choices and discuss steps toward integrating them.

312

Chair: Anna Smith, Illinois State University, Normal

Speakers: Ryan Dippre, University of Maine, Orono

Apryl Poch, Duquesne University, Pittsburgh, PA

Rachel Stumpf, Boston University, MA

Matthew Zajic, University of Virginia, Charlottesville

Language

J.14 Spotlight Session: Dear White People . . . A Performance on Race and Language in Academia

This roundtable will feature a series of performances that reflect the speakers' embodied experiences and scholarly contributions toward discussions of race, language, and academia.

315/316

Chair: Sara P. Alvarez, Queens College, CUNY

Speakers: Steven Alvarez, St. John's University, New York, NY

Rachel Bloom-Pojar, University of Wisconsin-Milwaukee

Suban Nur Cooley, Michigan State University, East Lansing

David F. Green Jr., Howard University, Washington, DC

Shewonda Leger, Michigan State University, East Lansing

Anis Rahman, University of Wisconsin-Milwaukee

Community, Civic & Public

J.15 Live Expressions: From the Page to the Community and Back

This session presents a Pacific Islander community performance-rhetoric and composition. A live workshop will be conducted.

317/318

Speaker: Arielle Lowe, University of Guam

Workshop Facilitators: Kohaku Flynn, University of Guam

Fu'una Sanz, University of Guam

Kayle Tydingco, University of Guam

Postsecondary Reading/Literacy

J.16 Things Fall Apart: The Role of Performance in Teaching and Learning Literacies

Our session explores performance before competence as a principle of literacy learning through audience examination of literacies inside and outside of academic discourse.

319

Chair and Speaker: Linda Jordan Platt, La Roche College, Pittsburgh, PA

Speakers: Joanna Crammond, La Roche College, Pittsburgh, PA

Jessica Ganni, La Roche College, Pittsburgh, PA

Institutional and Professional

J.17 Think Tank for Newcomers—Developing Papers and Sessions for CCCC 2020

Sponsored by the Newcomers' Orientation Committee

Newcomers will develop ideas for sessions for CCCC 2020 with help from established scholars/teachers. The 2020 CCCC Convention chair will be present.

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Chairs: Michael Rifenburg, University of North Georgia, Dahlonega

Christine Tulley, University of Findlay, OH

Speaker: Julie Lindquist, Michigan State University, East Lansing

Research

J.18 Tracing Embodied Trajectories of Semiotic Performance in the World: Four Case Studies of Literate Being and Becoming

Case studies of people's embodied semiotic performances with artifacts, languages, texts, images, and gestures shaping their extended historical trajectories of being and becoming.

321

Speakers: Steven Fraiberg, Michigan State University, East Lansing,

“Welcome to the Cookout: Tracing Transliteracy Practices of a First-Year Writing Student across Social, Geographic, and Digital Landscapes”

Paul Prior, University of Illinois at Urbana-Champaign, “Being and Becoming with Fish: Tracing the Embodied Semiotic Practices of a Biologist across the Lifespan”

Kevin Roozen, University of Central Florida, Orlando, “Tracing Semiotic Performance through the World: Understanding the Enduring Consequences of Acting with Inscriptions”

Anna Smith, Illinois State University, Normal, “Understanding Writers’ Developmental Pathways: Tracing Resonant Moments across Spans of Time”

Theory

J.19 Leave No Woman Behind: Contradictions and Complications in the Rhetorics of Womanhood

This panel interactively explores the complications of rhetorics of womanhood and the conflicts inherent in imposed and self-assumed identities of women in academia.

323

Chair and Speaker: Brandie Bohney, Bowling Green State University, OH, “Mama Bear Goes to School: Rhetoric of Motherhood in the Academy”

Speakers: Renee Ann Drouin, Bowling Green State University, OH, “Play My Piece: The Rhetoric of Digital Games and Feminist Identities”
Bailey Poland, Bowling Green State University, OH, “A Rhetoric of Grief: Navigating Young Widowhood”

Tammie Southall, Bowling Green State University, OH, “Juggling Act: The Life of a PhD Student”

Lena Ziegler, Bowling Green State University, OH, “‘I Thought You Were a Feminist!’: Exploring Gendered Expectations of Sexuality and Feminism”

Theory

J.20 Stories Take Place: Performing Story as Practice, Pedagogy, Methodology, and Theory

This storied performance offers advice for using Indigenous rhetorics to make change in the everyday colonizing practices of the academy.

324

Speakers: Kristin Arola, Michigan State University, East Lansing
Andrea Riley Mukavetz, Grand Valley State University, Allendale, MI
Malea Powell, Michigan State University, East Lansing

Writing Pedagogies and Processes

J.21 Decolonizing Expectations of Student Performance in Multidisciplinary Writing Classrooms

This panel works to further explicate pedagogical methods to decolonize the teaching of college writing and communication to encourage openness to diverse perspectives on performance.

325

Speakers: Shivaun Corry, Duquesne University, Pittsburgh, PA
Mark Gardner, Robert Morris University, Pittsburgh, PA
Sarah Primeau, Wayne State University, Detroit, MI
Autumn Redcross, Point Park University, Pittsburgh, PA
Clare Russell, Wayne State University, Detroit, MI

Writing Pedagogies and Processes

J.22 Literacy and Pedagogy in an Age of Misinformation and Disinformation

We present scholarship from a forthcoming edited collection, providing innovative pedagogies informed by the quantitative, historical, and civic literacies necessary to productively engage mis/disinformation.

326

Chair and Speaker: Tara Lockhart, San Francisco State University, CA, “Theorizing Literacy in the Current Political Climate”

Speakers: Thomas Girshin, Ithaca College, NY, “Trump’s University: Argument and Pedagogy in the ‘Post-Fact Era’”

Angela Laflen, California State University, Sacramento, “Quantitative Literacy in the Composition Classroom: Using Infographics’ Assignments to Teach Ethical and Effective Data Use”

Eric Leake, Texas State University, San Marcos, “Civic Literacies in Identifications, Permutations, and Circulations”

Tyrell Stewart-Harris, Ithaca College, NY, “Trump’s University: Argument and Pedagogy in the ‘Post-Fact Era’”

Writing Pedagogies and Processes

J.23 Performing Genres/Performing Activities: Studying Complexity and Practicing Pedagogy

This concurrent panel comments on the possibilities of understanding genres across disciplinary contexts by examining writers’ performances in the navigation of genres and activity systems. It will be of particular salience for scholars interested in perspectives on design thinking pedagogy, rhetorical genre studies, visual rhetoric, and WAC/WID.

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Chair and Speaker: Shakil Rabbi, Bowie State University, MD

Speakers: Garrett Cummins, Ohio University, Athens

Justin Rademaekers, West Chester University of Pennsylvania

Scott Weedon, Texas Tech University, Lubbock

Writing Pedagogies and Processes

J.24 Soundscapes and Foley Sound: Community, Context, and Nonverbal Sonic Composition

This panel considers soundscape and Foley design pedagogies, in connection to community and to civic, institutional, or ecological contexts.

328

Speakers: Kati Fargo Ahern, Long Island University Post, Brookville, NY

Amy Patterson, Clemson University, SC

Jennifer Ware, Wright State University, Dayton, OH

Writing Programs

J.25 “Sustainability from the Start”: WAC-in-Progress at Diverse Institutions

Interactive presentation where WPAs from diverse institutions invite the audience to discuss and critique recent efforts to launch, grow, and sustain inclusive WAC initiatives.

329

Speakers: Kendon Kurzer, University of California, Davis

Greer Murphy, Claremont Graduate University, CA

Katherine Daily O’Meara, Emporia State University, KS

Robyn Russo, Northern Virginia Community College, Springfield, and

George Mason University, Fairfax, VA

Writing Programs

J.26 Performing Access in, through, and because of the Writing Center

This writing center panel argues for the importance of performing disability access in conferencing spaces, training, mentoring, and staff development.

330

Speakers: Leigh Elion, University of California, Santa Barbara

Rachel Herzl-Betz, Nevada State College, Henderson

Neil Simpkins, University of Wisconsin, Madison

Brenna Swift, University of Wisconsin, Madison

Respondent: Allison Hitt, University of Central Arkansas, Conway

Writing Programs

J.27 Comp Classrooms as Operating Theaters: A Roundtable Discussing the Performance of Composition for Specific Majors and Interests

This roundtable will introduce three specific composition pedagogy models that aim to reintroduce performance as a central and productive element of writing instruction.

333

Chair and Roundtable Leader: Brian Harrell, University of Akron, OH

Performers: Katie Stoyhoff, University of Akron, OH

Jennifer Young, University of Wisconsin, Green Bay

Community, Civic & Public

J.28 From Cosplay to Slam Poetry, the Show Must Go On

Panelists offer a medley of bridging performances.

334

Speakers: Andrew Canino, Florida State University, Tallahassee,

“Costumed Rhetorics: Cosplay, Performance, and New Media”

Kristi Girdharry, Johnson & Wales, Providence, RI, “‘The Show Must

Go On, Even If You Just Got the Script’: Supporting First-Generation Students through Writing and Community Engagement”

Community, Civic & Public

J.29 What’s in a Name? Let’s Treat That as a Real Question

Panelists explore and expose intentional and unintentional consequences of self-help and activist rhetoric.

335

Chair: Jessica Shumake, University of Notre Dame, IN

Speakers: Maria Gigante, Western Michigan University, Kalamazoo,

“Performing Self-Healing: Rhetorics of Self-Help Discourse”

Jaclyn Hilberg, University of Louisville, KY, “‘Freedom Is a Struggle’:

Students Performing Democratic Citizenship in the Mississippi Freedom Schools of 1964”

Laura Sparks, California State University, Chico, “‘Execute Justice, Not People’: Rhetorical Delivery and the Digital Matter of Human Rights Activism”

Creative Writing

J.30 Performing Social Justice Work of Gender, Race, and Identity in Creative Writing Pedagogy

This session focuses on interrogating issues of gender and race in creative writing pedagogy in order for students to explore how writing can both liberate and constrict formations of identity.

336

Chair: Bess Fox, Marymount University, Washington, DC

Speakers: Benjamin Hojem, University of Cincinnati, OH, “Writing while Not White: The Racializing Influence of the Too-White Workshop”
Jennifer Moody, University of Wisconsin, Milwaukee, “The Power Clap: Performing Artistic Citizenship in the Introductory Creative Writing Classroom”

Ashley Tisdale, University of Florida, Gainesville, “Composing the Body: Ergodic Composition and Materiality”

First-Year and Advanced Composition

J.31 Spaces in Need of Activism: Tracing Global and Local Performances of Ethics and Education

This session examines the need for our field to respond to ethical issues in global and local institutions through pedagogies, actions, and research.

338

Chair: Ehren Pflugfelder, Oregon State University, Corvallis

Speakers: Felicita Arzu Carmichael, Oakland University, Rochester, MI, “Studying Place in First-Year Writing: An Investigation into How Place Can Help Students in Hybrid and Online Courses Understand and Produce Meaning”

Brady Edwards, University of Nevada, Reno, “The Ethics of Contingency: Arizona State and Self-Advocacy”

Monika Shehi, University of South Carolina Upstate, Spartanburg, “Examining the Intersection of Rhetoric and Composition in the Teaching of Academic Writing in Albanian Universities”

Information Technologies

J.32 Creating Venues for Greater Accessibility

In this panel we examine technological approaches for creating greater accessibility in online environments.

401

Chair: Andre Jones, Kean University, Union, NJ

Speakers: Sharon Archey, Lindsey Wilson College, Columbia, KY, “Following the Peer Tutor Model: Using Theater Students as Performers in Videos for Online Courses”

Kelsey Cameron, University of Pittsburgh, PA, “Captioning as Performance: Writing with Streaming Video Platforms”

Lauren Salisbury, Bowling Green State University, OH, “The Role of Space and Place: How Students Perform Location in Online Writing Courses”

Hannah Stevens, North Dakota State University, Fargo, “‘I couldn’t upload, so I am attaching my paper to this email...’: Usability in the First-Year Online Composition Classroom”

Erin Wais-Hennen, Lindsey Wilson College, Columbia, KY, “Following the Peer Tutor Model: Using Theater Students as Performers in Videos for Online Courses”

Institutional and Professional

J.33 Resisting (in) the Academy

How do we position ourselves within the academy to resist the academy at different intersections of identity?

402

Chair: Nick Marsellas, University of Pittsburgh, PA

Speakers: Christine Garcia, Eastern Connecticut State University, Windham, “Hoops, Heels, and Hooded Gowns: A Discussion of Fashion and the Professoriate”

Marybeth Poder, University of Akron, OH, “Performing Pregnancy and Motherhood in the Academy”

Madeline Shellgren, Michigan State University, East Lansing, “The Rhetorical Intervention of Resisting Disciplinarity”

Professional and Technical Writing

J.34 Situating Performance: From Local to Global

This session will explore how subject position, workplace communication, and globalization inform discursive practices.

403

Chair: Jennifer Marciniak, Southwestern University, Georgetown, TX

Speakers: Megan Callow, University of Washington, Seattle, “Teachers’ Disciplinary Background and the Influence on Science Writing Instruction”

Julie Dykema, University of Washington, Seattle, “Teachers’ Disciplinary Background and the Influence on Science Writing Instruction”

Benjamin Lauren, Michigan State University, East Lansing, “Revisiting ‘Process Paradigms in Design and Composition’: Critical Composing and Project Management”

Iswari Pandey, California State University, Northridge, “Culturally Speaking: Performance in ‘Global’ Workplace Communication”

Research

J.35 Performing in the Open: Open Access and Visibility in Social Media Research

Our panel shares research on open access scholarship and a pair of social media platforms.

404

Speakers: Jill Belli, New York City College of Technology, CUNY, “Performing Public Writing: The Composing Community of City Tech’s OpenLab”

Ethna Lay, Hofstra University, Hempstead, NY, “Staging the Self: A Study of Images of Student Writers on Invention Blogs”

Laura McGrath, Kennesaw State University, GA, “Achieving Visibility: Women Performing Age on Instagram”

Theory

J.36 Performing (with) Symbols

Panelists explore rhetorical performances across digital and rhetorical locations.

405

Chair: Cristyn Elder, University of New Mexico, Albuquerque

Speakers: Brandee Easter, University of Wisconsin, Madison, “Make Code Hard Again: Performances of Mastery and Masculinity in Programming”

Jason Kalin, DePaul University, Chicago, IL, “Observational Drawings as Ambient Compositions”

Angela Mitchell, University of North Carolina, Charlotte, “Off the Wall: New Worlds Embodied in Graffiti and Street Art Performances”

Theory

J.37 Spotlight Session: Queer Listening as/is/and Critical Performance: Notes on Queer Rhetorics and Queer Composing

Provides theoretical and pedagogical resources for understanding queer listening as a rhetorical act and what it might mean for critical literacy and writing.

406

Speakers: Gavin Johnson, The Ohio State University, Columbus, “Rhetorical Foreplay”

Timothy Oleksiak, University of Massachusetts Boston

James Swider, Indiana University of Pennsylvania, “Non-Western Rhetorical Listening”

Writing Pedagogies and Processes

J.38 Composition Theory and Practice in Theme-Based Courses

Theme-based courses, podcasts that turn failed writing to writing success, and using acting theories to rehearse and produce academic writing are the foci of this panel.

408

Speakers: Nathaniel Deyo, University of Miami, FL, “Cary Grant or Marlon Brando? Using Film Performance to Theorize Composition Pedagogy”

Michal Horton, Texas Christian University, Fort Worth, “A Framework for Designing Theme Courses”

Phil Sandick, Georgetown University, Washington, DC, “Performances from The Failure Radio Hour”

Writing Pedagogies and Processes

J.39 Memory, Resilience, and Ethnodrama

Panelists explore the affective dimensions of performative pedagogies in the writing classroom.

409

Chair: Kristen Messer, Community College of Baltimore County, MD

Speakers: Daniel Krack, Indiana University of Pennsylvania, “Composing and Performing Ethnodrama for Critical Understanding”

Daisy Miller, Hofstra University, Hempstead, NY, “Memorial Representation”

Jennifer Rich, Hofstra University, Hempstead, NY, “Memory-Space and Performance in the Composition Classroom”

Robyn Tierney, New Mexico State University, Las Cruces, “Affective Investments: The Performance of Failure and Resilience in Composition”

Writing Pedagogies and Processes

J.40 Play, Perform, Engage! Pedagogical Explorations

Panelists explore personal rhetorical performance, using unconventional and distinctive rhetorical approaches to do social justice work. True-crime comedy, pop, and hip hop meet the composition classroom.

410

Chair: Michelle Szetela, Copper Hills High School, Jordan, UT

Speakers: Philip Choong, Indiana University, Bloomington, “An Immersive Rhetorical Education: Is It Performance, Play, or Something Else?”

Carol DeGrasse, Southern Methodist University, Dallas, TX, “Writing and the World: Promoting Student Writing and Engagement through Video Performance”

Madelyn Fox-Defago, Southern Illinois University, Carbondale, “‘Stay Sexy & Don’t Get Murdered’: How the Rhetoric of the *My Favorite Murder* Podcast Rethinks Social Norms and Serves as an Example of the Process Model of Composition”

Writing Programs

J.41 Identity Performance among Graduate Students and Teaching Assistants

This panel engages questions of identity complexity and the role interplay for TAs and graduate students.

411

Chair: Jennifer Johnson, University of California, Santa Barbara

Speakers: Cassandra Book, Old Dominion University, Norfolk, VA & University of Louisville, KY, “Performance-Student, Performance-Teacher: Composition Teaching Assistants and Institutional Roles”

Meaghan Elliott Dittrich, University of New Hampshire, Durham, “Legitimizing the Grad Experience: Institutionalizing Transdisciplinary Graduate Student Communication Support”

Melissa Kinsella, Southern Illinois University, Carbondale, “The Rhetoric of Performing Identity: Graduate Student Navigation from Instructor to Tutor”

Jovana Milosavljevic-Ardeljan, University of New Hampshire, Durham, “Legitimizing the Grad Experience: Institutionalizing Transdisciplinary Graduate Student Communication Support”

Writing Programs

J.42 Writing Across the Curriculum Research as Performative Action

Explores the ways a performative understanding of WAC research can support program development in new, revamped, and existing programs in different institutional types.

412

Chair and Speaker: Christopher Basgier, Auburn University, AL

Speakers: Crystal N. Fodrey, Moravian College, Bethlehem, PA, “‘Define Writing in Your Discipline’: Qualitative Research Practices as Epistemological Acts within a Writing-Enriched Curriculum Initiative”

Chris Hassan, Moravian College, Bethlehem, PA, “‘Define Writing in Your Discipline’: Qualitative Research Practices as Epistemological Acts within a Writing-Enriched Curriculum Initiative”

Amber Simpson, Auburn University, AL, “Threshold Concepts and the Performance of Writing Pedagogy”

Respondent: Chris Anson, North Carolina State University, Raleigh

Theory

J.43 Performing Care, Engaging Empathy

Panelists explore strategies for performing empathy and ethics of care.

413

Chair: Michael Harker, Georgia State University, Atlanta

Speakers: Mais Al-Khateeb, New Mexico State University, Las Cruces, “Performing Care: Toward a Methodology of the ‘Hap’ for Rethinking Ethics of Hope and Care in Feminist Rhetorical Research”

James Daniel, University of Washington, Seattle, “(Over)work Performance: Acceleration, Burnout, and the Role of Rhetoric and Composition”

Sharon Yam, University of Kentucky, Lexington, “Deliberative Empathy and Storytelling”

Community, Civic & Public

J.44 Women’s Writing as Imperfect Labor: Poetic, Mindful, and Empathetic Practice

This panel argues for viewing writing as vital but imperfect labor. We perform emotional work by putting words to motherhood, trauma, and engaging “others.”

414

Speakers: Lisa Blankenship, Baruch College, CUNY, “The Cost of Vulnerability”

Anna Floch-Arcello, University of Massachusetts Amherst, “‘Your life is a poem’: Writing through Motherhood”

Paula Mathieu, Boston College, Chestnut Hill, MA

Respondent: Jessica Restaino, Montclair State University, NJ

Writing Pedagogies and Processes

J.45 Unfixing the Script: Disciplines, Genres, and the Self in Writing Pedagogy

We examine three constraints upon the writing performances: disciplinary boundaries, genre conventions, and identity essentialism.

415

Chair and Performer: Eric Brown, Arizona State University, Tempe

Performers: Savanna Conner, Arizona State University, Tempe

Emily Robinson, Arizona State University, Tempe

Friday Special Interest Groups

3:30–4:30 p.m.

Community, Civic & Public

FSIG.01 CCCC Latinx Caucus Business Meeting

Sponsored by the CCCC Latinx Caucus

This is the business meeting for the CCCC Latinx Caucus.

301

Caucus Chairs: Christina V. Cedillo, University of Houston-Clear Lake, TX
Cruz Medina, Santa Clara University, CA

Community, Civic & Public

FSIG.02 Rhetoric and Religious Traditions Standing Group Business Meeting

Sponsored by the Rhetoric and Religious Traditions Standing Group

The Rhetoric and Religious Traditions Standing Group aims to foster scholarship and teaching about religion, rhetoric, and composition.

302

Standing Group Chairs: Michael-John DePalma, Baylor University, Waco, TX
Paul Lynch, Saint Louis University, MO
John Pell, Whitworth University, Spokane, WA
Melody Pugh, United States Air Force Academy
Jeff Ringer, University of Tennessee, Knoxville
Heather Blain Vorhies, University of North Carolina at Charlotte

Community, Civic & Public

FSIG.03 The Writing with Former, Current, and Future Members of the Military Standing Group Business Meeting

Sponsored by the Writing with Former, Current, and Future Members of the Military Standing Group

The meeting allows members to conduct business and collaborate on new opportunities for research, pedagogy, and outreach.

304

Standing Group Chairs: Katt Blackwell-Starnes, Lamar University, Beaumont, TX
Corrine Hinton, Texas A&M University-Texarkana

Writing Instruction

**FSIG.04 CCCC Standing Group on Online Writing Instruction:
Making the Virtual Present**

Sponsored by the CCCC Standing Group on Online Writing Instruction

This is the annual meeting of the CCCC Standing Group on Online
305

Standing Group Chair: Kevin Eric DePew, Old Dominion University,
Norfolk, VA

Information Technologies

**FSIG.05 Council for Play and Game Studies Special Interest
Group Meeting**

Sponsored by the Council for Play and Game Studies SIG

CPGS aims to provide scholars interested in play and game studies with
opportunities to network and to share ideas and information.

308

Standing Group Chair: Lauren Woolbright, Alma College, MI

Institutional and Professional

FSIG.06 Black Caucus Business Meeting

Sponsored by the Black Caucus

Since its 1970 founding, the Black Caucus's mission is to enhance the
professional welfare of English language arts professionals of African
descent. Come and connect.

309

Chair: Elaine Richardson, The Ohio State University, Columbus

Speakers: David Green, Howard University, Washington, DC

Ersula Ore, Arizona State University, Tempe

Institutional and Professional

**FSIG.07 SIG for Senior, Late-Career, and Retired Professionals
in Rhet/Comp/Writing Studies**

Sponsored by the SIG for Senior, Late-Career, and Retired

Professionals in Rhet/Comp/Writing Studies

SIG attendees will discuss recent survey data about the academic
lifecycle and plan next steps for representing its constituency.

319

Special Interest Group Chair: Joel Wingard, Moravian College,
Bethlehem, PA

Respondent: Erika Lindemann, University of North Carolina,
Chapel Hill

Institutional and Professional

FSIG.08 Special Interest Group for Non-Native English-Speaking Writing Instructors

Sponsored by the SIG for Non-Native English-Speaking Writing Instructors

This SIG provides a forum for non-native English-speaking writing instructors to continue their conversations and to foster networking and collaboration.

320

Special Interest Group Chairs: Chen Chen, Winthrop University, Rock Hill, SC

Tatjana Schell, independent scholar

Judith Szerdahelyi, Western Kentucky University, Bowling Green

Professional and Technical Writing

FSIG.09 Writing and STEM Business Meeting

Sponsored by the Writing and STEM Standing Group

A group for people interested in teaching writing in and about the STEM disciplines: Science, Technology, Engineering, and Mathematics.

321

Standing Group Chairs: Jenn Mallette, Boise State University, ID

Mya Poe, Northeastern University, Boston, MA

Gwendolynne Reid, Oxford College of Emory University, GA

Han Yu, Kansas State University, Manhattan

Speaker: Gabriel Cutrufello, York College of Pennsylvania

Research

FSIG.10 Special Interest Group for Undergraduate Research in Writing Studies

Sponsored by the Special Interest Group for Undergraduate Research in Writing Studies

This SIG considers issues involved in the creation and administration of writing studies–focused research conducted by undergraduate students and dissemination of this work.

323

Speaker: Michael Zerbe, York College of Pennsylvania

Theory

FSIG.11 Literacy Studies Special Interest Group

Sponsored by the Literacy Studies Special Interest Group

Join literacy studies scholars working in diverse contexts: composition/writing studies, K–12 education, transnational settings, community literacies/activism, workplace/professional literacies, and civic/rhetorical discourses.

324

Speaker: Tara Lockhart, San Francisco State University, CA

Writing Pedagogies and Processes

FSIG.12 Adult Writers in Diverse Settings SIG

Sponsored by the Adult Learners in Diverse Settings Special Interest Group

We will dialogue on ways to engage diverse adult learners, empowering their rhetorical performances, allowing them to hear their voices and those of others.

325

Speaker: Sonia Feder-Lewis, Saint Mary's University, Twin Cities, MN

Writing Pedagogies and Processes

FSIG.13 Martial Arts and Composition-Rhetoric

Sponsored by the Martial Arts and Composition-Rhetoric Special Interest Group

This SIG offers a forum for instructors to explore connections between the practice of a martial art and the work of teaching composition.

326

Special Interest Group Chair: Trevor Meyer, Northwest Missouri State University, Maryville

Speakers: John Guelcher, Ventura College, CA
Danny Iberri-Shea, Colorado State University, Pueblo
Greer Murphy, Claremont Graduate University, CA
Ernest Stromberg, California State University, Monterey Bay

Writing Pedagogies and Processes

FSIG.14 Writing about Writing Development Group Meeting

Sponsored by the Writing about Writing Development Special Interest Group

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The Writing about Writing meeting includes a business plenary and breakout groups for projects, proposals, and conversation about WAW research and pedagogy, following attendee interests.

327

Standing Group Chairs: Benjamin Miller, University of Pittsburgh, PA
Andrea Olinger, University of Louisville, KY

Writing Programs

FSIG.15 Writing Assessment SIG

Sponsored by the Writing Assessment Special Interest Group

The Writing Assessment SIG is a collaborative space for scholars across ranks, statuses, and areas of professional specialization to discuss program-level writing assessment.

328

Speaker: Katrina Miller, Indiana University of Pennsylvania

FSIG.16 American Indian Caucus Business Meeting

Sponsored by the American Indian Caucus

Business meeting for the American Indian Caucus.

329

Group Leaders: Resa Crane Bizzaro, Indiana University of Pennsylvania
Lisa King, University of Tennessee, Knoxville
Andrea Riley Mukavetz, Grand Valley State University, Allendale, MI

FSIG.17 Asian/Asian American Caucus Meeting

Sponsored by the Asian/Asian American Caucus

Business meeting for the Asian/Asian American Caucus.

330

Group Leaders: Iswari Pandey, California State University, Northridge
Jennifer Sano-Franchini, Virginia Tech University, Blacksburg

FSIG.18 Queer Caucus Business Meeting

Sponsored by the Queer Caucus

Business meeting for the Queer Caucus.

333

Group Leaders: G. Patterson, Ball State University, Muncie, IN
Jacqueline Rhodes, Michigan State University, East Lansing

Writing Pedagogies and Processes

FSIG.19 SIG Meeting: Association of Christians in Writing Centers (ACWC)

Sponsored by the Association of Christians in Writing Centers (ACWC)

The Association of Christians in Writing Centers (ACWC) fosters pedagogical and scholarly collaborations among Christian practitioners in writing centers at a range of institutions.

334

Special Interest Group Chairs: Elmar Hashimov, Biola University, La Mirada, CA
Sarah Skripsky, Westmont College, Santa Barbara, CA

Writing Programs

FSIG.20 International Writing Centers Association Town Hall Meeting

Sponsored by the International Writing Centers Association

This session will be a meeting for members and potential members of the International Writing Centers Association, an NCTE Assembly.

335

Chairs: Shareen Grogan, National University, La Jolla, CA
Jackie Grutsch McKinney, Ball State University, Muncie, IN
Speaker: John Nordlof, Eastern University, St. Davids, PA

Writing Programs

FSIG.21 Studio+

Sponsored by the Studio+ Special Interest Group

The Studio PLUS SIG works to help develop and sustain thirdspace learning environments and programs across a variety of educational contexts supporting student writers.

336

Chairs: Rhonda Grego, Midlands Technical College, West Columbia, SC
Mark Sutton, Midlands Technical College, West Columbia, SC

Writing Programs

FSIG.23 Writing Across the Curriculum Standing Group Business Meeting

Sponsored by the CCCC WAC Standing Group

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Join us for small-group discussions on topics related to WAC program administration, pedagogy, theory, and research, as well as future WAC Standing Group initiatives.

401

Standing Group Chairs: Christopher Basgier, Auburn University, AL
Michelle Cox, Cornell University, Ithaca, NY
Jeffrey Galin, Florida Atlantic University, Boca Raton

Writing Programs

FSIG.24 Writing Fellows SIG Annual Meeting

Sponsored by the Writing Fellows Special Interest Group

Annual meeting of the Writing Fellows Special Interest Group.

402

Special Interest Group Chairs: Michelle Hager, San Jose State University, CA
Tom Moriarty, San Jose State University, CA

FSIG.25 Graduate Student Standing Group: Job Market Workshop

Sponsored by the Graduate Student Standing Group

Annual meeting of the Graduate Student Standing Group.

403

Group Leaders: Rachel McCabe, Indiana University, Bloomington
Matthew Sansbury, Georgia State University, Atlanta

FSIG.26 International Researchers' Consortium Business Meeting

Sponsored by the International Researchers' Consortium

The IRC will hold its annual business meeting to welcome its members, review current projects, and make plans for future publications and workshops.

404

Group Leaders: Lance Cummings, University of North Carolina, Wilmington
Magnus Gustafsson, Chalmers University of Technology, Gothenberg, Sweden

**FSIG.27 Linguistics, Language, and Writing Standing Group
Business Meeting**

Sponsored by the Linguistics, Language, and Writing Standing Group

This group examines how knowledge of language relates to learning and teaching writing.

408

Group Leaders: Laura Aull, Wake Forest University, Winston-Salem, NC

Angie McKinnon Carter, Utah Valley University, Orem

Craig Hancock, University at Albany, SUNY

Zak Lancaster, Wake Forest University, Winston-Salem, NC

Cameron Mozafari, University of Maryland, College Park

Deborah Rossen-Knill, University of Rochester, NY

Stella Wang, University of Rochester, NY

**FSIG.28 Master's Degree Consortium of Writing Studies
Specialists Business Meeting**

The Master's Degree Consortium of Writing Studies Specialists is open to everyone interested in the issues facing independent MA programs in rhetoric, composition, and writing

409

Group Leaders: Nicole Caswell, East Carolina University, Greenville, NC

Susan Murphy, Texas A&M University–Corpus Christi

Community, Civic & Public

FSIG.29 Sound SIG

Sponsored by the CCCC Sound Special Interest Group

The purpose of the Sound SIG is to support and contribute to the rapidly growing subfield of sound studies in rhetoric and composition.

303

Special Interest Group Chairs: Earl Brooks, University of Maryland, Baltimore County

Travis Margoni, Yakima Valley College, WA



Annual Business Meeting of the Conference on College Composition and Communication

David L. Lawrence Convention Center
Spirit of Pittsburgh Ballroom B
4:45–6:00 p.m.

All members of and newcomers to CCCC are invited to attend and vote at the business meeting.

CCCC Chair: Asao B. Inoue, University of Washington Tacoma

CCCC Associate Chair: Vershawn Ashanti Young, University of Waterloo,
Ontario, Canada

CCCC Assistant Chair: Julie Lindquist, Michigan State University, East Lansing

CCCC Immediate Past Chair: Carolyn Calhoun-Dillahunt, Yakima Valley College,
WA

CCCC Secretary: Jessie L. Moore, Elon University, NC

CCCC Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE, Urbana, IL

CCCC Parliamentarian: Rochelle Rodrigo, University of Arizona, Tucson



Rules and Procedures for the Annual Business Meeting of the Conference on College Composition and Communication

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give their name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. *Sturgis’s Standard Code of Parliamentary Procedure* applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of the-house motions:

- a. Three minutes will be allowed for each speaker each time.
- b. No one may speak a second time on a subject until all who wish to speak have been heard.

continued on next page

- c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.
- d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
- f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

- a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
- b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
- c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
- d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

- 1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
- 2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

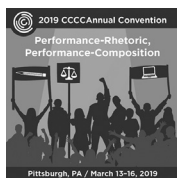
The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their postconvention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.



CCCC Awards Presentation and Reception

Spirit of Pittsburgh Ballroom A

6:10–7:20 p.m.

Chair: Vershawn Ashanti Young, Program Chair/CCCC Associate Chair,
University of Waterloo, Ontario, Canada

At this reception we announce the recipients of the 2019 Outstanding Book Award, the James Berlin Memorial Outstanding Dissertation Award, the Braddock Award, the Award for best article in *TETYC*, and others. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: Tony Scott, Syracuse University, NY
T J Geiger, Baylor University, Waco, TX
Darin Jensen, Des Moines Area Community College, IA
Sharon Mitchler, Centralia College, WA
Iris Ruiz, University of California, Merced

For a listing of previous Outstanding Book Award winners, please visit
<http://www.ncte.org/cccc/awards/oba>.

JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

Berlin Outstanding Dissertation Award Committee

Chair: Risa Gorelick, New Jersey Institute of Technology, Newark
David Gold, University of Michigan, Ann Arbor
Stephanie Kerschbaum, University of Delaware, Newark
Raúl Sánchez, University of Florida, Gainesville
Shane Wood, University of Kansas, Lawrence

For a listing of previous Berlin Outstanding Dissertation Award winners, please visit <http://www.ncte.org/cccc/awards/berlin>.

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee

Chair: D. Alexis Hart, Allegheny College, Meadville, PA
Mariana Grohowski, Michigan Technological University, Houghton
Pamela Kincheloe, Rochester Institute of Technology, NY
Cruz Medina, Santa Clara University, CA
Brian Stone, Indiana State University, Terre Haute

For a listing of previous Braddock Award winners, please visit <http://www.ncte.org/cccc/awards/braddock>.

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Outstanding Dissertation Award in Technical Communication Committee

Chair: Russell Kirkscey, Penn State University, University Park
Claire Lutkewitte, Nova Southeastern University, Fort Lauderdale, FL
Ehren Pflugfelder, Oregon State University, Corvallis
Octavio Pimentel, Texas State University, San Marcos
Jeff Rice, University of Kentucky, Lexington

For a listing of previous Outstanding Dissertation Award in Technical Communication winners, please visit <http://www.ncte.org/cccc/awards/techcommdissertation>.

TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

Technical and Scientific Communication Awards Committee

Chair: Jonathan Buehl, The Ohio State University, Columbus
Joseph Bartolotta, Hofstra University, Hempstead, NY
Geoffrey Clegg, Midwestern State University, Wichita Falls, TX
Michael J. Faris, Texas Tech University, Lubbock
Erin Frost, East Carolina University, Greenville, NC
Kirk St. Amant, Louisiana Tech University, Ruston
Joanna Wolfe, Carnegie Mellon University, Pittsburgh, PA

For a listing of previous Technical and Scientific Communication Award winners, please visit <http://www.ncte.org/cccc/awards/techsci>.

WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to twenty writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

Writing Program Certificate of Excellence Committee

Chair: Susan Miller-Cochran, University of Arizona, Tucson
 Steven Alvarez, St. John's University, New York, NY
 Genevieve Garcia de Mueller, Syracuse University, NY
 Clint Gardner, Salt Lake Community College, UT
 Cheri Lemieux Spiegel, Northern Virginia Community College, Annandale

For a listing of previous Writing Program Certificate of Excellence winners, please visit <http://www.ncte.org/cccc/awards/writingprogramcert>.

CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

The program offers financial aid, two travel grants of \$1,250 each, to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. With this Fellowship, CCCC hopes to create new opportunities for Tribal College faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education.

Tribal College Faculty Fellowship Committee

Chair: Resa Crane Bizzaro, Indiana University of Pennsylvania
 Kenlea Pebbles, Michigan State University, East Lansing
 Cindy Tekobbe, The University of Alabama, Tuscaloosa

For a listing of previous Tribal College Faculty Fellowship winners, please visit <http://www.ncte.org/cccc/awards/tribalcollegefellow>.

2018–2019 CCCC RESEARCH INITIATIVE RECIPIENTS

“Disciplinary and Transfer Ten Years Later: A Multi-Institutional Investigation into Student Perceptions of Learning to Write”

Alexandria Lockett, Spelman College, Atlanta, GA

Matthew A. Vetter, Indiana University of Pennsylvania

“How do Rhetoric, Composition, and Writing Studies Faculty Engage Wikipedia? A Scaled Survey of Attitudes and Uses”

Alexandria Lockett, Spelman College, Atlanta, GA

Matthew A. Vetter, Indiana University of Pennsylvania

“Building Sustainable Writing Across the Curriculum Programs”

Dan Melzer, University of California-Davis

Michelle Cox, Cornell University, Ithaca, NY

Jeffrey R. Galin, Florida Atlantic University, Boca Raton

“Electrate Ethnography: Observing and Testing the Composing Processes of Digital and Multimodal Writers”

Scott Sundvall, University of Memphis, TN

Katherine Fredlund, University of Memphis, TN

Elizabeth Lane, University of Memphis, TN

William Duffy, University of Memphis, TN

“Teaching Research Differently: Assessing the Efficacy of An Information Literacy-Based Composition Course”

Shevaun E. Watson, University of Wisconsin-Milwaukee

2018–2019 CCCC EMERGENT RESEARCH/ER AWARD RECIPIENTS

“Writing Knowledge Transfer from Basic Writing to Workplace Writing”

Melissa Bugdal, Salisbury University, MD

“Making the English-Only Movement: Writing, Scaling, and Resisting Language Policy”

Katherine S. Flowers, Mississippi State University, Starkville

“An Ideology of Apologia: Hedging Racial Discourse in Scholarly Conceptions of Critical Pedagogy”

Mara Lee Grayson, California State University, Dominguez Hills

“Exploring Practice, Praxis, and Value in Professional Collaborative Writing in Rhetoric and Composition”

Jenna Morton-Aiken, Massachusetts Maritime Academy, Bourne

Christina Santana, Worcester State University, MA

CCCC ADVANCEMENT OF KNOWLEDGE AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

Advancement of Knowledge Committee

Chair: Lee Nickoson, Bowling Green State University, OH

Ruben Casas, California State University, Fresno

Tara K. Wood, University of Northern Colorado, Greeley

For a listing of previous Advancement of Knowledge Award winners, please visit <http://www.ncte.org/cccc/awards/advknowledge>.

CCCC RESEARCH IMPACT AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

Research Impact Committee

Chair: Laurie Gries, University of Colorado Boulder
Dana Driscoll, Indiana University of Pennsylvania
Kara Taczak, University of Denver, CO

For a listing of previous Research Impact Award winners, please visit
<http://www.ncte.org/cccc/awards/researchimpact>.

CCCC GLORIA ANZALDÚA RHETORICIAN AWARD

Established in 2013, this award supports graduate students or first-time presenters whose work participates in the making of meaning out of sexual and gender minority experiences with up to three \$750 awards for travel to the CCCC Convention.

Gloria Anzaldúa Rhetorician Award—2019 Recipients

Wilfredo Flores, Michigan State University, East Lansing
Alejandra I. Ramirez, University of Arizona, Tucson
Marlene Galvan, University of Texas Rio Grande Valley

Gloria Anzaldúa Rhetorician Award Committee

Chair: Aja Y. Martinez, Syracuse University, NY
Christina Cedillo, University of Houston-Clear Lake, TX
Katie Manthey, Salem College, Winston-Salem, NC
Angela Rounsaville, University of Central Florida, Orlando

For a listing of previous Gloria Anzaldúa Rhetorician Award winners, please visit
<http://www.ncte.org/cccc/awards/anzaldua>.

CCCC LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP

Established in 2013, this award is presented annually to three works (one book, one article, and one dissertation) published within the past two years that best make queer interventions into the study of composition and rhetoric.

Lavender Rhetorics Award for Excellence in Queer Scholarship Committee

Chair: Collin Craig, St. John's University, Queens, NY
Matthew Cox, East Carolina University, Greenville, NC
Susanmarie Harrington, University of Vermont, Burlington
G Patterson, Ball State University, Muncie, IN
Don Unger, The University of Mississippi, Oxford

For a listing of previous Lavender Rhetorics Award for Excellence in Queer Scholarship winners, please visit <http://www.ncte.org/cccc/awards/lavender>.

CCCC STONEWALL SERVICE AWARD

Established in 2013, this award recognizes members of CCCC/NCTE who have consistently worked to improve the experiences of sexual and gender minorities within the organization and the profession.

Stonewall Service Award Committee

Chair: William Banks, East Carolina University, Greenville, NC
Jean Bessette, University of Vermont, Burlington
Timothy Oleksiak, University of Massachusetts, Boston

For a listing of previous Stonewall Service Award winners, please visit <http://www.ncte.org/cccc/awards/stonewall>.

CCCC DISABILITY IN COLLEGE COMPOSITION TRAVEL AWARDS

Established in 2014, these awards recognize scholarship dedicated to improving knowledge about the intersections of disability with composition and rhetoric, the value of disability as a source of diversity, inclusive practices and the promotion of access, and the value of disability as a critical lens.

Disability in College Composition Travel Awards 2019 Recipients

Mary De Nora, Texas Tech University, Lubbock
Rachel Donegan, Middle Tennessee State University, Murfreesboro
Rachel Herzl-Betz, Nevada State College, Henderson
Cody A. Jackson, Texas Christian University, Fort Worth
Caitlin Ray, University of Louisville, KY
Anne-Marie Womack, Tulane University, New Orleans, LA

Disability in College Composition Travel Awards Committee

Chair: Heidi Williams, Tennessee State University, Nashville
Sylvia Basile, Midlands Technical College, Columbia, SC
Mark Blaauw-Hara, North Central Michigan College, Petoskey
Ashley Holmes, Georgia State University, Atlanta
Tialitha Macklin, California State University, Sacramento

For a listing of previous Disability in College Composition Travel Awards recipients, please visit <http://www.ncte.org/cccc/awards/disability>.

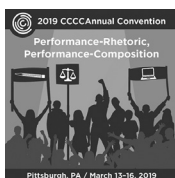
THE MARK REYNOLDS *TETYC* BEST ARTICLE AWARD

The quarterly journal *Teaching English in the Two-Year College* selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

Best Article Award Committee

Chair: Mara Lee Grayson, California State University, Dominguez Hills
Rebecca Fleming, Columbus State Community College, OH
Robert Lazaroff, Nassau Community College, Garden City, NY
Marlena Stanford, Salt Lake City Community College, UT

<http://www2.ncte.org/awards/journal-article-awards/tyca-best-article/>.



Pittsburgh Cultural Event

David L. Lawrence Convention Center
Spirit of Pittsburgh Ballroom A
7:30 p.m.–12:00 a.m.

The event will feature a live band and performances from Elaine Richardson and Christopher Henderson, music by DJ Todd Craig, dancing, and dinner and a cash bar.



Christopher Henderson



Elaine Richardson



Todd Craig



Talk to my
hand
Let's get
it
sho you
right
Go head on
BAE

Saturday, March 16

Special Events and Meetings

All events and meetings are in the David L. Lawrence Convention Center unless otherwise noted.

Postconvention Workshops

Locations and descriptions are listed in this program after the N sessions.

8:00 a.m.–12:15 p.m.

9:00 a.m.–4:00 p.m.

2:00–5:00 p.m.

TYCA Executive Committee

Westin Convention Center

Washington

8:00 a.m.–5:00 p.m.

Chair: Cheryl Hogue Smith, Kingsborough Community College, CUNY, Brooklyn

Teacher 2 Teacher

David L. Lawrence Convention Center
Spirit of Pittsburgh Ballroom B
9:30–11:30 a.m. and 12:30–2:30 p.m.

Co-Chairs: Christine Cucciarre, University of Delaware, Newark
Lee Nickoson, Bowling Green State University, Bowling Green, OH

Teacher to Teacher (T2T) offers CCCC participants a dynamic new professional development and networking opportunity. Designed as a series of practice-based conversations, T2T provides a space to celebrate teaching. Open to all convention attendees, T2T participants will be invited to learn about a range of activities, assignments, and methods from more than 40 teacher-presenters. T2T presenters include full- and part-time faculty, graduate and undergraduate students, and aspiring educators as well as colleagues representing secondary, two-year, and four-year institutional homes. After a short welcome and introduction, attendees will select four twenty-minute table presentations per session. Attendees are welcome during any part of the morning and afternoon sessions or as their schedules allow. Table leaders will facilitate discussion following short presentations from two teachers. Visit the Teacher to Teacher website for a complete list of table topics:

<https://sites.google.com/udel.edu/teacher2teacher>. Join us!

9:30–11:30 a.m.: Session I: Assignments and Course Designs

11:30 a.m.–12:30 p.m.: Break

12:30–2:30 p.m.: Session II: Activities and Methods

Jambul Akkaziev, University of California, Davis

Michelle Albert, University of Colorado Boulder

Seth Archer, Concordia College

Courtney Bates, The University of Findlay, OH

Diane Quaglia Beltran, Clemson University, SC

Holly Bird, Bowling Green State University, OH

Ann Burke, Michigan State University, East Lansing

Anna Cairney, Molloy College

Amy Carleton, Massachusetts Institute of Technology, Cambridge

Margaret Chapman, Elon University, NC

Michelle Cowan, Texas Tech University, Lubbock

David Cregar, New York University

Aliethia Dean, University of Texas of the Permian Basin, Odessa

Ceese Delbar, Elmhurst College, IL

Christine Denecker, The University of Findlay, OH

Jason DePolo, North Carolina A&T State University, Greensboro
Deepti Dhir, Massachusetts Institute of Technology, Cambridge
Rachel Dortin, Wayne State University, Detroit, MI
Elizabeth Dunham, York College of Pennsylvania
Chitralekha Dutttagupta, Utah Valley University, Orem
Christopher Eaton, Conestoga College, Kitchener, Ontario, Canada
Islam Farag, University of Pittsburgh, PA
Sarah Faye, University of California, Davis
Gracemarie Fillenwarth, Rowan University, Glassboro, NJ
Laurie Fisher, University of Southern California, Los Angeles
Nathan Fredrickson, University of California, Santa Barbara
Christine Garcia, Eastern Connecticut State University, Willmantic
Thomas Geary, Tidewater Community College, VA
Marta Gierczyk, University of Miami, FL
David Grover, Brigham Young University-Idaho, Rexburg
Emma Guthrie, Bowling Green State University, OH
Kris Harrington, Kent State University Salem Campus, OH
Kaitlyn Hawkins, Bowling Green State University, OH
Nicki Herdson, York College of Pennsylvania
Sara Hillin, Lamar University, Beaumont, TX
Titcha Ho, State University of New York at Albany/Indiana University of
Pennsylvania
Krystal Ingman, The University of Findlay, OH
Lauren Ingraham, University of Tennessee at Chattanooga
Emily Johnston, University of California San Diego
Ethan Jordan, Bowling Green State University, OH
Heather Jordan, Bowling Green State University, OH
William Kerns, Harris-Stowe State University, St. Louis, MO
Becky Kupferberg, The University of Findlay, OH
Mark Lane, Wayne State University, Detroit, MI
Nick Marsellas, University of Pittsburgh, PA
Kristene McClure, Georgia Gwinnett College, Lawrenceville
Christina Migliaccio, CUNY Medgar Evers College
Sarah Moon, University of Connecticut, Storrs
Tara Moore, Elizabethtown College, PA
Casie Moreland, Western Oregon University, Monmouth
Neeraja Nagarajan, Bowling Green State University, OH
Trista Nilsson, Nazareth College, Pittsford, NY
Michele Ninacs, SUNY Buffalo State
Julie Pal-Agrawal, University of Pittsburgh, PA
Donald Pardlow, Claflin University, Orangeburg, SC
Ashleigh Petts, North Dakota State University, Fargo
AmberNicole Pfannenstiel, Millersville University, PA
Jessica Puder, Bowling Green State University, OH
Shelley Rodrigo, University of Arizona, Tucson

continued on next page

Kevin Rutherford, SUNY Cortland
Gwen Gray Schwartz, University of Mount Union, Alliance, OH
Jerry Stinnett, Grand Valley State University, Allendale, MI
Sara Strasser, Ball State University, Muncie, IN
Violet Strawderman, Old Dominion University, Norfolk, VA
Erin Trauth, High Point University, NC
Chad Van Buskirk, Bowling Green State University, OH
Ann von Mehren, Bowling Green State University, OH
Lauren Wallace, Virginia Tech, Blacksburg
Aisha Wilson-Carter, Hofstra University, Hempstead, NY
Susan Schrack Wood, York College of Pennsylvania
Mohamed Yacoub, Indiana University of Pennsylvania
Michele Zugnoni, University of California, Davis



K Sessions: 8:00–9:15 a.m.

Professional and Technical Writing

K.01 Performance Rhetoric via the Introductory Technical Writing Course: Transforming Writing Pedagogies through Active and Engaged Consciousness

Reimagining performance in an introductory PTW service course: transforming writing pedagogy through active, engaged consciousness and collaboration.

Spirit of Pittsburgh Ballroom A

Roundtable Leader: Heidi Naylor, Boise State University, ID

Speakers: Carly Finseth, Boise State University, ID, “Performance-Rhetoric in a PTW Service Course”

Mike Markley, Boise State University, ID, “Performance-Rhetoric in a PTW Service Course”

Debra Purdy, Boise State University, ID, “Performance-Rhetoric in a PTW Service Course”

Postsecondary Reading/Literacy

K.02 “This Is America”: Literacy, Revolution, and Black Narratives of Self-Actualization

This panel reflects on how Black folks respond to, disrupt, and create new environments using cultural, classroom, and spatial literacies.

Spirit of Pittsburgh Ballroom C

Chair: Rhea Estelle Lathan, Florida State University, Tallahassee

Speakers: Candace Shadia Daymond, Florida State University,

Tallahassee, “Jane’s Dream, Gambino’s Reality: Cultivating Revolutionary Thought through Spatial Literacies and Projections”

Janelle Jennings-Alexander, Florida State University, Tallahassee, “‘It Still Deserve to Live’: Performing a Black Lives Matter Rhetoric in August Wilson’s *King Hedley II*”

Kenneth Johnson, Florida State University, Tallahassee, “‘The streets done taught me everything I know’: Navigating the Streets via Cultural and Educational Literacies in Black Men’s Self-Writing”

Community, Civic & Public

K.03 Learning Possibilities and Performance-Rhetoric in Community-Based Settings

This panel examines the learning possibilities of performance-rhetoric in community-based learning partnerships with K–12 schools in the Atlanta metropolitan area.

307

Speakers: Barbara S. Coble

Kathleen Leuschen, Emory University, Atlanta, GA

Shan Mukhtar

First-Year and Advanced Composition

K.04 More Than a Textual Performance: How Students Experience Writing

This panel explores the experience of school-sponsored writing from the perspective of three different groups of high school and college students.

308

Speakers: Laura Dacus, SUNY-Albany

Effie McBride, Greater Amsterdam (NY) School District

Thaddeus Niles, Skidmore College, Saratoga Springs, NY

Robert Yagelski, SUNY-Albany

Institutional and Professional

K.05 Performing Professionalism in a Faux-Populist Moment

This panel gathers high school and college writing teachers, scholars, and administrators to explore the challenges of “going public” in the contemporary moment.

309

Speakers: Chris Gallagher, Northeastern University, Boston, MA

Eric Turley, Clayton High School, MO

James Webber, University of Nevada, Reno

Respondents: Linda Adler-Kassner, University of California, Santa

Barbara

Peggy O'Neill, Loyola University Maryland, Baltimore

Language

K.06 Performing Western Rhetorical Strategies: Teaching Genre in the International Writing Classroom

Presenters will share assignment design and discuss the underlying theoretical principles that address performativity in international students' writing.

310

Chair: Natalia Andrievskikh, New York University, NY

Speakers: Chris Edling, New York University, NY, "Contrastive Rhetoric: Performing Persuasion across Cultural Divides"

Megan Murtha, New York University, NY, "Curating Public Persona: Teaching the Opinion Genre as Social Media Performance to International Students"

Emily Stone, New York University, NY, "Thirteen Ways of Looking at a Student: Imitation, Comprehension, Adaptation, etc."

Research

K.07 Negotiating Transitions, Performing College: Four Studies of the High School to College Writing Transition

This panel presents four qualitative studies capturing the complexity of the critical transition from high school to college writing.

311

Speakers: Jessica Early, Arizona State University, Tempe

Brad Jacobson, University of Arizona, Tucson

Cara Morgenson, North Star High School, Lincoln, NE

Christina Saidy, Arizona State University, Tempe

Rachael W. Shah, University of Nebraska, Lincoln

Basic Writing

K.09 Perspectives on Leadership, Labor, and Practice in the Basic Writing Classroom

This multivoiced session explores the interconnected labor and pedagogical practices of basic writing as co-performative moments of social justice in the first-year writing program.

315/316

Roundtable Leaders: Yildiz Nuredinoski, Shepherd University, Shepherdstown, WV

Brian Santana, Shepherd University, Shepherdstown, WV

Christy Wenger, Shepherd University, Shepherdstown, WV

Christopher Wilson, Shepherd University, Shepherdstown, WV

First-Year and Advanced Composition

K.10 Performing Composition in Different Contexts: Discussions about Secondary, FYW, and the Space Between

This panel will explore the sometimes different and often similar ways that composition students perform composition in and across different contexts.

317/318

Chair: Brandon Abdon, Advanced Placement Program

Speakers: Sheila Carter-Tod, Virginia Tech University, Blacksburg, “Scope and Range of the Construct of Composition”

Jennifer Fletcher, University of California, Monterey Bay, “California State University’s Expository Reading and Writing Curriculum”

Asao B. Inoue, University of Washington, Tacoma, “The Dispositions That Are Rewarded in First-Year Writing”

Elizabetha Wright, University of Minnesota, Duluth, “Dual Credit, AP, and Post-Secondary Enrollment Options”

Respondent: Christine Farris, Indiana University, Bloomington

Community, Civic & Public

K.11 Exploring Translanguaging and Social Justice Pedagogies: Critical Self-Reflections on Building Equidad y Justicia Social En Nuestra Comunidad

Presenters will explore the impact of “performative” translanguaging and social justice pedagogies on students’ translingual dispositions to address critical social issues in the community.

301

Speakers: Alyssa Cavazos, The University of Texas Rio Grande Valley, Edinburg

Randall Monty, The University of Texas Rio Grande Valley, Edinburg

Community, Civic & Public

K.12 Performing Environmental Rhetoric: From Invention to Sustainable Community Ethics

This session presents a developing theoretical and pedagogical conversation about how composition classrooms are in a unique position to cultivate lasting environmental sustainability ethics.

320

Chair and Speaker: Kassia Krzus-Shaw, University of Wisconsin-Madison

Speakers: Erick Piller, Nicholls State University, Thibodaux, LA
Stephanie Wade, Bates College, Lewiston, ME

Community, Civic & Public

K.13 The Roles We Perform: Negotiating Questions of Authority, Expertise, and Positionality in Community-Engaged Writing Courses

This panel explores the relationship between learning and civic participation in several community-engaged writing courses by examining the roles that students, instructors, and community members perform.

321

Chair and Speaker: Michael Blancato, The Ohio State University, Columbus

Speakers: Laura Allen, The Ohio State University, Columbus
Chase Bollig, Gonzaga University, Spokane, WA
Amelia Lawson, The Ohio State University, Columbus
Beverly Moss, The Ohio State University, Columbus

First-Year and Advanced Composition

K.14 Creativity, Critique & Citizenship: Performance-Based Approaches to Teaching First-Year Composition

Roundtable panelists will share how Conquergood's "three C's of performance theory: creativity, critique, and citizenship" can make FYC relevant and engaging for today's students.

323

Chair and Roundtable Leader: Emily Wierszewski, Seton Hill University, South Orange, NY

Roundtable Leaders: Leah Chambers, Clarion University, PA
Letty Henry, Seton Hill University, Greensburg, PA

Speakers: Christine Cusick, Seton Hill University, Greensburg, PA
Dennis Jerz, Seton Hill University, Greensburg, PA
Laura Patterson, Seton Hill University, Greensburg, PA
Kim Pennesi, Seton Hill University, Greensburg, PA
David VonSchlichten, Seton Hill University, Greensburg, PA

History

K.15 Uncovering and Recovering Institutional Histories: Basic Writing, Living-Learning Communities, and Cultural Centers at an R-1

We draw on institutional archives to explore implications of institutional memory and programmatic interventions for the present.

324

Speakers: Paul Beilstein, University of Illinois at Urbana-Champaign,
“Basic Writing and EOP”

Allison Kranek, University of Illinois at Urbana-Champaign

María Carvajal Regidor, University of Illinois at Urbana-Champaign,
“La Casa Cultural Latina”

Institutional and Professional

K.16 Performing “Up” Motherhood to Navigate Competing Roles

Arguing that mothering is a complicated, underappreciated performance, this panel explores actionable strategies for supporting academic mothers to “play up” (rather than downplay) their motherhood.

325

Chair and Speaker: Kathryn Swacha, Christopher Newport University,
Newport News, VA

Speakers: April Conway, University of Michigan, Ann Arbor, “You Have to Act...’: An Intersection of Teaching, Mothering, and Activism”

Heather Dorn, Binghamton University, NY, “Who Are Those Muffins For? Conflicting Identities in Conflated Spheres”

Megan Titus, Rider University, Lawrenceville, NJ, “Mother/Teacher? Navigating Parent and Teacher Performance in the Classroom”

Institutional and Professional

K.17 Familial and Community (De/Re)Formations: (Performing) Stories of Familial, Racial, and Sexual Dis/re/orientation

This roundtable emphasizes the ways we queer, resist, unravel, perform, and rewrite possibilities for womanhood and the ways we family and build community.

326

Chair and Roundtable Leader: Trixie Smith, Michigan State University,
East Lansing

Speakers: Elise Dixon, Michigan State University, East Lansing

Kate Firestone, Michigan State University, East Lansing

Bree Gannon, Michigan State University, East Lansing
Hillery Glasby, Michigan State University, East Lansing
Rachel Robinson, Michigan State University, East Lansing

Research

K.18 Using Corpus Analysis to Sharpen Awareness of Writing Expectations

We explore ways in which corpus tools can be used with student writing to raise instructor and student awareness of writing expectations.

327

Chair: Laura Aull, Wake Forest University, Winston-Salem, NC

Speakers: David Brown, Carnegie Mellon University, Pittsburgh, PA

Emily DeJeu, Carnegie Mellon University, Pittsburgh, PA

Hannah Ringler, Carnegie Mellon University, Pittsburgh, PA

Theory

K.19 Methods, Theories, Stories for Performing Emotional Labor Rhetorically

An exploration into the benefits of performing emotional labor rhetorically in academia, and how that labor can be rendered visible.

328

Speakers: Autumn Laws, Syracuse University, NY

Jay McClintick, University of Arizona, Tucson

Erica Starr-Smith, Michigan State University, East Lansing

Raquel Wright-Marquez, Michigan State University, East Lansing

Theory

K.20 Performative Rhetorics in and about Films

Focusing on particular films, the panel will examine how they reveal performative rhetorics that define racial identity, gender identity, and the so-called postmodern self.

329

Chair and Speaker: John Schilb, Indiana University, Bloomington,
“Doing a White Thing with *Do the Right Thing*”

Speakers: David Bleich, University of Rochester, NY, “Men’s Violence
against Language: Instances from *The Handmaid’s Tale*”

Christine Farris, Indiana University, Bloomington, “Performative Identity
and Authorship in the Myth of JT LeRoy”

Deborah Holdstein, Columbia College Chicago, IL, “Performance and
Rhetorical ‘Isms’: Astaire, Cavell, *The Band Wagon*”

Writing Pedagogies and Processes

K.21 Disciplinary Access: Adapting Threshold Concepts for Diverse First-Year Writers

Participants will discuss a new framework for teaching threshold concepts in first-year writing courses at open-admissions institutions.

330

Speakers: Rachel Barger, University of Wisconsin–Milwaukee at Washington County

Joanne Giordano, Salt Lake Community College, Salt Lake City, UT

Jennifer Heinert, University of Wisconsin Colleges

Katie Kalish, University of Wisconsin Colleges

Cassandra Phillips, University of Wisconsin Colleges

Valerie Murrenus Pilmaier, University of Wisconsin Colleges

Jack Van Treeese, University of Wisconsin Colleges

Gillian Van Treeese, University of Wisconsin Colleges

Writing Pedagogies and Processes

K.22 Ludic Composition—Practical Approaches to Games in the Composition Classroom

Looking at integrating games in composition classrooms. Games pedagogy is a powerful framework, but it can be intimidating. Speakers share classroom approaches, course design, and tips.

333

Speakers: Joey Crundwell, Northern Illinois University, DeKalb, “Playing the Course: When Game Design and Course Design Meet”

Jennifer Justice, Northern Illinois University, DeKalb

Tabitha London, Northern Illinois University, DeKalb, “Playing the Course: When Game Design and Course Design Meet”

Natalie Santiago, Northern Illinois University, DeKalb, “Public Sphere, Rhetorical Ecologies, and Procedural Rhetorics: Examining Video Game Rhetorical Ecologies”

Writing Pedagogies and Processes

K.23 Performing Inquiry, Grounded in the Self: Place-Based Research Writing

Grounded in autobiographical reflection, this panel explores inquiry authentically connected to places and people, performing in the world.

334

Speakers: Thor Gibbins, SUNY Oneonta

Sarah Morris, West Virginia University, Morgantown

Margaret Peterson, University of Maryland, College Park

Writing Pedagogies and Processes

K.24 Students and Teacher Performing Race Literacy through Writing about Writing

The teacher and student panelists illustrate the performance of race literacy in action through writing about writing approaches in multilevel writing courses.

335

Speakers: Megan Gonzalez, University of Central Florida, Orlando
Jamila Kareem, University of Central Florida, Orlando
Yana Rankine, University of Central Florida, Orlando

Writing Programs

K.25 Performing Teaching for Transfer (TFT) at the Composition-Program Level

Instructors in a composition program at a small university share their experience of how they collaboratively performed the TFT theory at the composition-program level.

336

Chair: Elizabeth Burrows, Auburn University at Montgomery, AL
Speakers: Amy Locklear, Auburn University at Montgomery, AL
Lilian Mina, Auburn University at Montgomery, AL
Jason Shifferd, Auburn University at Montgomery, AL
Clayton Sims, Auburn University at Montgomery, AL

Writing Programs

K.26 Performing Professional Identity in the Writing Center: The Challenges of Contingency and Labor Activism in the Age of the Corporate University

We outline findings from our study of the personal, professional, and programmatic risks of employment in contingent writing center positions.

338

Chair and Speaker: Maggie Herb, SUNY Buffalo State College
Speakers: Clint Gardner, Salt Lake Community College, Salt Lake City, UT
Liliana Naydan, Penn State University, Abington

Writing Programs

K.27 Power, Performance, and the Untenured WPA

Sponsored by the Untenured WPAs Special Interest Group

This roundtable discussion focuses on performing the kinds of managerial power required by WPAs, within the confines of pre/non-tenure positions at a variety of institutions.

401

Chair and Roundtable Leader: Glenn Lester, Park University, Parkville, MO

Speakers: Nicole Emmelhainz, Christopher Newport University, Newport News, VA

Rebecca Gerdes-McClain, Columbus State University, GA

Stacy Kastner, Brown University, Providence, RI

Kaia Simon, University of Wisconsin-Eau Claire

Amanda Sladek, University of Nebraska at Kearney

Respondent: Courtney Adams Wooten, George Mason University, Fairfax, VA

Community, Civic & Public

K.28 More Than Meets the Eye: Empathy and Deception in Prosthetic Performance

Panelists' challenges of performing empathy by way of false or furtive identification.

402

Speakers: Libby Catchings, University of Denver, CO, "Prosthetic Performance: Digital Blackface and the Vexed Rhetorical Ethics of Teaching with GIFs"

Bri Lafond, University of Illinois at Urbana-Champaign, "'Just to Reach You': Performing False Ethos in the Lez Get Real Hoax"

Angie Mallory, Iowa State University, Ames, "The Rhetoric of Those Whose Lives Depend on It: The Enacted, Performed, and Lived Persuasion of Communication-Specialist Marines"

First-Year and Advanced Composition

K.29 Connecting College and Community for Student Agency: Social Justice Writing, Oral History, Discovery Narratives, and Home Rhetorics

This session focuses on how students at a variety of institutions, including urban and two-year colleges, can find agency for themselves and their communities through a variety of assignments that invite them to bridge connections to their home cultures.

403

Chair: Natalia A. Ávila Reyes, Pontificia Universidad Católica de Chile
Speakers: Soni Adhikari, Selden, NY, “Performing Agency through Discovery Narratives in First-Year Writing”
Catherine Lamas, East Los Angeles College, Monterey Park, CA, “Performance Writing: Using the Past to Influence the Future”
Heidi Rosenberg, Madison College, WI, “‘Inventing Their College’: Negotiations and Performances in Introduction to College Writing at a Rural, Two-Year Technical College”
Sheryl Ruszkiewicz, Oakland University, Rochester, MI, “Co-performing Oral History: Actively Composing Community Connections”

First-Year and Advanced Composition

K.30 Performance in Community Writing Pedagogies: Activist Sites for Research, Social Change, and Audience

This session explores how community writing pedagogies create sites for undergraduate writers to research, promote social change, and interrogate audiences outside of classroom walls in their home and campus communities.

404

Chair: Bruce Martin, Lone Star College-North Harris, Houston, TX
Speakers: Scott Lasley, University of New Hampshire, Durham, “Getting out into the Field: Research as Performance in the FYC Classroom”
Michelle Stuckey, Arizona State University, Tempe, “Performing Community-Based Writing in First-Year Composition”

History

K.31 Performing Feminist Historiography

This panel uses feminist theory to explore humor, history, and memory.

405

Chair: Jason Tham, University of Minnesota, Minneapolis
Speakers: Heather Buzbee, University of South Carolina, Columbia, “A Feminist and an AI Walk into a Bar: Feminist Historiography Use of Humor”
Tiffany Kinney, Colorado Mesa University, Grand Junction, “Repetition, Reiteration, and Remembering of Embodied Literate Action: Local Feminist Archival Work as a Case Study”
Erica Lange, Ohio University, Athens, “Black Cats and Pussy Hats: Exploring Parallels between the Black Panther Party and Feminist Movements in Composition Classrooms”

Theory

K.33 Spotlight Session: Theme and Variations on Royster's "Voice" (1996) and the Performance-Identity Relationship

In this panel we trace out threads from Royster (1996) in connection with the CFP to theorize problems facing the field surrounding performance of identity.

407

Chair and Speaker: Alexander Champoux, University of Minnesota, Minneapolis

Speakers: Darcy Gabriel, University of Minnesota, Minneapolis
Evelyn Meisenbacher, University of Minnesota, St. Paul

Postsecondary Reading/Literacy

K.34 Performance-Reading and Performance-Writing across Academic Contexts

The four speakers in this session will consider performance-reading and performance-writing across academic contexts, offering transdisciplinary perspectives, practical applications, and data-driven reflections.

408

Chair: Tricia Rizza, Florida State University, Tallahassee

Speakers: Daniel Keller, The Ohio State University, Newark, "Reading as Performance"

Addison Koneval, The Ohio State University, Columbus, "Rhetorical Grammar as Code-Meshing: Disrupting the White Habitus"

Rebecca Ottman, Indiana University, Bloomington, "Using Translingual Readings to Teach Rhetorical Sensibility"

Charlyne Sarmiento, University of California, Santa Barbara, "Understanding Consequential Transitions: Four Case Studies of STEM Students Navigating Transitions in Disciplinary Writing and Research"

Professional and Technical Writing

K.35 Toward Just Empathies

Our panel suggests empathies fostered in contexts of document design review, charity marketing, and a humanitarian service-learning project.

409

Chair: Deborah Coxwell-Teague, Florida State University, Tallahassee

Speakers: Silke Feltz, University of Oklahoma, Norman, "Keeping It Real: Performance Pedagogy and Empathy Building in the Writing Classroom"

Aleashia Walton Valentin, University of Cincinnati, OH, "The Challenges of Representation in Charity Marketing"

Julie Watts, University of Wisconsin-Stout, "Performing Peer Review: An Analysis of the Artistic Critique Method in the Document Design Classroom"

Theory

K.36 Diversifying Rhetorical Strategies

In thinking about performance, we explore the mythos surrounding the Black Panther comics alongside the Great Kings and Queens of Africa Anheuser-Busch corporate campaign to analyze a counter-archive of visual storytelling as historiography and other speculative fictions.

410

Chair: Robert Cole, Florida State University, Tallahassee

Speakers: Nouf Alshreif, Indiana University of Pennsylvania, “Race as a Performative Rhetoric”

Nicole Ashanti McFarlane, Fayetteville State University, NC, “Marvel, Mythos, and Malt Liquor: Performance, Storytelling, and ‘Truth’ in Black Panther Comics and Anheuser-Busch Great Kings and Queens of Africa Posters”

Ruby Nancy, East Carolina University, Greenville, NC, “Genre-Fluidity: Theories and Strategies for Rhetorical Performance”

Theory

K.37 Performing a Divided America

Speakers consider possibilities of performativity in the age of Trump.

411

Chair: Joel Bergholtz, Florida State University, Tallahassee

Speakers: Tieanna Graphenreed, Auburn University, AL, “Addressing the State (of the Union): Decoding Ancestral Antecedents and American Critique in Contemporary Black Musical Performance(s)”

Ben Wetherbee, University of Science and Arts of Oklahoma, Norman, “Outperforming Irony in the Trump Era”

Kenton Wilcox, Northwest Missouri State University, Maryville, “School Shooters and Performance-Rhetoric”

Writing Pedagogies and Processes

K.38 Debate, Dissent, Protest: The Teaching of Writing in a Post-Truth Era

Panelists explore rhetoric as argument, deliberation, and debate.

412

Chair: Amanda May, Florida State University, Tallahassee

Speakers: Erica Friscaro-Pawlowski, Daemen College, Amherst, NY, “Rhetorical Deliberation and Ethical Dialogue: Foregrounding Action Guidance in the Writing Classroom”

continued on next page

Daniel Kenzie, North Dakota State University, Fargo, “Teaching Rhetorical Argumentation in a Post-Truth Climate”

Shuwen Li, University of Michigan, Ann Arbor, “Dwelling through Performance: Using Debate to Facilitate Teaching Academic Writing”

Mary McCall, North Dakota State University, Fargo, “Teaching Rhetorical Argumentation in a Post-Truth Climate”

Clayann Gilliam Panetta, Christian Brothers University, Memphis, TN, “Teaching the Rhetoric of Social Protest in Present-Day America: The Necessity of Updating Our Conversations about Public Rhetoric with Contemporary Students”

Writing Pedagogies and Processes

K.39 Now We Cookin’: Food and Teaching of Writing

In this session, panelists explore rhetorics of food and writing about food for the composition classroom.

413

Speakers: Kayla Bruce, Olivet Nazarene University, Bourbonnais, IL, “Uptake of Food Memoirs: Student Exploration through Feminist Rhetorical Practices”

Daewoo Jin, Indiana University of Pennsylvania, “Epistemological Interactions and Food as Embodied Rhetoric in the Composition Classroom”

Quang Ly, Ohio University, Athens, “How the Public Space of the Dining Hall Teaches Students to Compose”

Writing Pedagogies and Processes

K.40 Stand Up, Improv, Fly: Performance Pedagogy and the Teaching of Writing

Panelists make way for self-expression, diversity, student engagement, and pushing beyond “the performance gap” by using performative comedic and aerialists moves.

414

Chair: Bridget Kriner, Cuyahoga Community College, Cleveland, OH

Speakers: Amy Anderson, West Chester University, PA, “Why I Joined the Circus and You Should, Too: Overcoming Performance Gaps in the Composition Classroom”

Rachel Balko, Idaho State University, Pocatello, “A Student Walks into FYC: The Composition Instructor as Stand-Up Comic”

Jason Parker, Texas Woman’s University, Denton, “Concepts and Identities: Improvisational Comedy in the College Composition Classroom”

Writing Programs

K.41 Styling Writing Program Visibility

Our work looks at celebrations of student writing and recruitment advertisements to consider program visibility.

415

Chair: Brenda Aghahowa, Chicago State University, IL

Speakers: Elizabeth Allan, Oakland University, Rochester, MI,

“Performing Program Identity through Recruitment Advertisements”

Felicia Chong, Oakland University, Rochester, MI, “Performing Program Identity through Recruitment Advertisements”

Angela Messenger, Youngstown State University, OH, “A Performing CROW: YSU’s Celebration of Student Writing”

Karen Schubert, Youngstown State University, OH, “A Performing CROW: YSU’s Celebration of Student Writing”

L Sessions: 9:30–10:45 a.m.

Postsecondary Reading/Literacy

L.01 Invitations to Experiment: Reading as Performance, Embodied Practice, and Self-Discovery

How do performances of reading—in textbooks, online annotations, and the writing center—shape learners’ critical engagement with writing and with texts?

Spirit of Pittsburgh Ballroom C

Chair and Speaker: Carolyne King, University of Delaware, Newark

Speakers: Elizabeth Hutton, Miami University, Oxford, OH, “Performing Possibilities: The Reader in the Writer in the Writing Center”

Mary Traester, University of Southern California, Los Angeles, “Digital Annotation as Performance”

Community, Civic & Public

L.02 Bodies Out Loud: Teacher Activism as Feminist Performance

Countering public rhetoric of maternal selflessness aimed at devaluing education, teacher activists perform their bodies and professions to reframe a national narrative.

307

Speakers: Sara Cooper, Murray State University, KY

Christina McGee, Murray State University, KY

Rebecca Shelton, Murray State University, KY

First-Year and Advanced Composition

L.03 Writing Development before, during, and after College

Researchers demonstrate multiple influences that inform the instruction of college student writers, including high school writing experiences, shifting rhetorical stances, and movement into post-graduation contexts.

308

Chair: Naitnaphit Limlamai, University of Michigan, Ann Arbor

Speakers: Laura Aull, Wake Forest University, Winston-Salem, NC, “Generality and Certainty in Undergraduate Writing over Time”

Anne Ruggles Gere, University of Michigan, Ann Arbor

Sarah Swofford, University of South Carolina, Beaufort, “The Influence of High School in Undergraduate Writing Development”

Community, Civic & Public

L.04 Disciplinary Knowledge on the Move: Researching the Performance-Rhetorics of Virtuoso Social Actors

Participants build a performance-rhetoric heuristic accounting for studies of virtuoso social actors transforming disciplinary knowledge to support invention in complex, nonroutine events of public life.

309

Chair and Speaker: Jennifer Clifton, The University of Texas at El Paso, “Commending Disciplinary Knowledge within a Performative Framework”

Speakers: Linda Flower, Carnegie Mellon University, Pittsburgh, PA, “From Transfer to Transformation: Outcomes of Socially Engaged Learning”
Elenore Long, Arizona State University, Chandler, “Consolidating Take-Aways—What Disciplinary Concepts Can Do with Others”
Katherine Morelli, Arizona State University, Tempe, “Documenting Rhetorical Decision Making at a Pediatrics Clinic for Refugees”
Michele Simmons, Miami University, Oxford, OH, “Studying Collaborative Knowledge Building in Wicked Problems of Long-Term Civic Engagement”

Language

L.05 Latina UX Practitioners’ Performative Roles: Case Studies in Health and Risk Communication in Multilingual Populations

This panel will illustrate how engaging in community-based user-experience can improve UX practices and offer knowledge that can positively impact communities in need.

310

Speakers: Elvira Carrizal-Dukes, The University of Texas at El Paso
Patricia Flores Hutson, The University of Texas at El Paso
Maria Isela Maier, The University of Texas at El Paso

Information Technologies

L.06 Paper, Plates, and Tactile Performance

Examining various writing performances and photographic glass negatives, panelists theorize the nature and value of texts that are handled/ experienced in ways unmediated by the screen.

311

Speakers: Doug Hesse, University of Denver, CO
John Tiedemann, University of Denver, CO
Kathleen Blake Yancey, Florida State University, Tallahassee
Respondent: Jeff Rice, University of Kentucky, Lexington

Creative Writing

L.07 Writing Lives: Memoir in Composition Studies

Given their ubiquity and popularity, we must take memoirs seriously and ask about the rhetorical, compositional, and potentially political work they do.

312

Chair and Roundtable Leader: Jonathan Alexander, University of California, Irvine

Speakers: Tamika Carey, University of Virginia, Charlottesville, “Memoir and Being Stuck”

Sergio Figueiredo, Kennesaw State University, GA, “Memoir and Networks”

Letizia Guglielmo, Kennesaw State University, GA, “Memoir and Disruption”

Estefany Palacio, Kennesaw State University, GA, “Memoir and Exploration”

Amy Robillard, Illinois State University, Normal, “Memoir and Editing”

Kate Vieira, University of Wisconsin-Madison, “Memoir and Methodology”

Respondent: Alexandra Hidalgo, Michigan State University, East Lansing

Writing Pedagogies and Processes

L.08 Speak Out! Speak Up! But How? And in What Voice?

Our panel focuses on underrepresented students’ conscious use of voice within an academic setting that too often erases their identities.

315/316

Chair: Melvin Beavers, University of Arkansas, Little Rock, “Black English”

Speakers: Beth Connors-Manke, University of Kentucky, Lexington
Jeff Gross, Christian Brothers University, Memphis, TN

First-Year and Advanced Composition

L.09 Performing for the Academy in First-Year Writing Courses

Four FYW teachers introduce students to literacy, rhetoric, and composition via multimodal activities as a way to bring awareness to their daily interactions (performances).

317/318

Speakers: Kathy Albertson, Georgia Southern University, Statesboro
June Joyner, Georgia Southern University, Statesboro, “Teacher Performance”

Drew Keane, Georgia Southern University, Statesboro, “Researcher Performance”

Marti Lee, Georgia Southern University, Statesboro, “Digital Performance”

Community, Civic & Public

L.10 Performing Genres for Social Action: Genre Uptakes and “Disruptakes”

Through scripted performances rather than traditional presentations, our panel will act out genre performances in mini-scenes, followed by enactments of ways to disrupt/modify genres.

320

Chair: Dylan Dryer, University of Maine, Orono

Performers: Anis Bawarshi, University of Washington, Seattle

Amy Devitt, University of Kansas, Lawrence

Angela Jones, Western Kentucky University, Bowling Green

Carolyn Miller, North Carolina State University, Raleigh

Christopher Peace, University of Kansas, Lawrence

Julie Perino, North Carolina Wesleyan College, Rocky Mount

Mary Jo Reiff, University of Kansas, Lawrence

Brittney Tyler-Milholland, University of Kansas, Lawrence

Community, Civic & Public

L.11 The Stories Our Bodies Tell: Considering Deliberative, Restorative, and Redemptive Literacies through Ethnography & Pedagogy

This panel explores practices in community and classroom spaces where deliberative writing, transgender identity, and recovery perform.

321

Speakers: Danielle Bacigalupo, St. John’s University, New York, NY

Michael-John DePalma, Baylor University, Waco, TX

Ashley Taylor Hughes, Texas Christian University, Fort Worth

Michael Reich, St. John’s University, New York, NY

First-Year and Advanced Composition

L.12 Composition’s Class Acts: Recognizing the Fluidity and Intersectionality of Class Identities

Sponsored by the Working-Class Culture and Pedagogy Standing Group

Panelists argue for the importance of understanding social class as fluid and intersectional in order to maximize student and professor access to powerful literacy.

323

Chair and Speaker: Jennifer Beech, The University of Tennessee at Chattanooga

Speakers: Valerie Pilmaier, University of Wisconsin-Sheboygan

Justin Whitney, University of Utah, Salt Lake City

History

L.13 Past and Future Performances of Intersectionality and Technofeminism across Three Decades of *Computers and Composition*: A Roundtable Discussion

This interactive roundtable assesses rhetorical performances of intersectional and technofeminist scholarship across three decades of *Computers and Composition*.

324

Roundtable Leaders: Lori Beth De Hertogh, James Madison University, Harrisonburg, VA

Liz Lane, University of Memphis, TN

Jessica Ouellette, University of Southern Maine, Portland

Respondent: Danielle Nicole DeVoss, Michigan State University, East Lansing

Institutional and Professional

L.14 Performing and Supporting Faculty Writing

Rethinking peer review in our field, looking at faculty writing practices outside of our field, and repurposing forms of faculty writing support for students' benefit.

325

Chair: Lars Soderlund, Western Oregon University, Monmouth

Speakers: Jennifer Ahern-Dodson, Duke University, Durham, NC

Jaclyn Wells, University of Alabama-Birmingham

Jennifer Wells, New College of Florida, Sarasota

Institutional and Professional

L.15 Flipping the Career Script: Performing Motherhood across and against Traditional Academic Labor Narratives

This roundtable discusses performing as mother/parent scholar across various career stages and calls for institutionalized change to traditional academic career trajectories and timelines.

326

Chair and Roundtable Leader: Natalie Szymanski, University of Hawai'i–West O'ahu

Speakers: Kate Bradley, SUNY-Albany

Jessica Jorgenson Borchert, Pittsburg State University, KS

Marisa Klages-Bombich, LaGuardia Community College, Long Island City, NY

Sara Bartlett Large, Lasell College, Newton, MA
Jenn Marlow, The College of Saint Rose, Albany, NY
Courtney Patrick-Weber, Bay Path University, Longmeadow, MA

Theory

L.16 Passing and Performing Nepantla: Filtering Differences in Native American, Trans, and Disability Identity

This panel reexamines performances of Nepantleras from perspectives of Native American, trans, and disability identities and how these borderlands provides exigency for creating cognitive dissonance.

328

Speakers: Jobin Davis, Hogan Preparatory Academy High School, Kansas City, MO, “Gender”
Rose Gubele, University of Central Missouri, Warrensburg
Rebecca Miner, University of Central Missouri, Warrensburg, “Disability Studies”

Theory

L.17 The 1’s and 0’s of Reading Performance: Tools, Tactics, and Text Analysis in the Post-Print University

This panel discusses an extensive, multiyear inquiry into how students must learn to perform with new tools when reading digital texts using Computer Assisted Text.

329

Chair and Speaker: Risa Gorelick, New Jersey Institute of Technology, Newark, “The Performance of Reading Digitally”
Speakers: Jenna Corrado, New Jersey Institute of Technology, Newark, and Seton Hall University, South Orange, NJ
Theresa Hunt, New Jersey Institute of Technology, Newark, “The Post-Print Classroom”
Andrew Klobucar, New Jersey Institute of Technology, Newark, “Computational Poetics in Writing”
Catherine Siemann, New Jersey Institute of Technology, Newark

Writing Pedagogies and Processes

L.18 Disrupting Pedagogies through Digital Peer Feedback

Digital tools afford opportunities to reframe our understandings of peer feedback and how such tools help to refine our pedagogies.

330

Chair and Speaker: Kory Ching, University of California, Davis

Speakers: John Holland, San Francisco State University, CA

Kirsten Schwartz, San Jose State University, CA

Stacy Wittstock, University of California, Davis

Writing Pedagogies and Processes

L.19 Metacognitive Curiosity: Program-Level Curriculum Revision and Measuring Student Research Process over Product

How to value curiosity and implement meaningful assessment of student questioning, research, and risk-taking in FYE classes.

333

Speakers: Bryan Gattozzi, Bowling Green State University, OH

Amy Rybak, Bowling Green State University, OH

Rob Snyder, Bowling Green State University, OH

Writing Pedagogies and Processes

L.20 Performing Music, Performing Writing: How Music Can Inform Writing Pedagogy

Bluegrass and invention, songwriting and discursal identity, jamming and language acquisition, mental health and literacy: this session explores how music informs teaching writing.

Chair and Performer: Holly Hassel, North Dakota State University, Fargo

Speakers: Jacob Babb, Indiana University Southeast, New Albany

Nicholas Behm, Elmhurst College, IL

Mark Blaauw-Hara, North Central Michigan College, Petoskey

Sarah Snyder, Arizona Western College, Yuma

Respondent: Harley Ferris, University of Findlay, OH

Writing Pedagogies and Processes

L.21 The Dialogue in the Margins: Examining the Narrative, Roles, and Scripts of Disciplinary Commenting

Results of IRB-approved intervention study into directive/facilitative commenting practices in WAC graduate student writing course with faculty, student, and researcher.

335

Chair and Speaker: Christina Montgomery, The University of Texas at Arlington

Performers: Estee Beck, The University of Texas at Arlington
Rongchao Tang, The University of Texas at Arlington

Writing Programs

L.22 (Why) Do Writing Teachers Need Office Hours and When and Where Should They Be Held? Some Answers from a Survey of 600 Writing Students

Panel discusses how a survey of writing students' preferences for communicating with faculty informed reconsiderations of the accommodations, locations, and timing for faculty office hours.

336

Speakers: Karen Carter, Arizona State University, Tempe
Shirley Rose, Arizona State University, Chandler
Paulette Stevenson, Arizona State University, Tempe

Writing Programs

L.23 Performing Queerly: An Independent Writing Department's Pursuit of Radical Diversity in Digital Composing

Stories, data, and methods for scaffolding digital media studies in a queer performance framework at a large, standalone writing and rhetoric department.

338

Speakers: Jeremiah Dyehouse, University of Rhode Island, Kingston
Lehua Ledbetter, University of Rhode Island, Kingston
Stephanie West-Puckett, University of Rhode Island, Kingston

Writing Programs

L.24 Resisting Big Rubrics: Creating an Ethical and Just Approach to Large-Scale Writing Program Assessment

Describes efforts in a large writing program to create grassroots, ethical, and just assessment practices in resistance to administrative desires for assessments based on standardized rubrics.

401

Chair: Susan Miller-Cochran, University of Arizona, Tucson

Speakers: Keith Harms, University of Arizona, Tucson

Adele Leon, University of Arizona, Tucson

Jamey Rogers, University of Arizona, Tucson

Emily Jo Schwaller, University of Arizona, Tucson

Erin Whittig, University of Arizona, Tucson

Respondent: Dev Bose, University of Arizona, Tucson

Community, Civic & Public

L.25 More Than Words: Performing Cultural Identity

Panelists invite participants to experience performances of culture and community identity.

402

Speakers: Cheryl Caesar, Michigan State University, East Lansing, “Staying Woke in the Writing Class: Performance Rhetoric and Refugees”

Jasmine Villa, East Stroudsburg University, PA, “Embedding *La Cultura*: Digital Writing Practices of Latinx Organizations”

Kimberly Wieser, University of Oklahoma, Norman, “Round Dance in Activism from Ghost Dance to Standing Rock: Prayer, Performative Rhetoric, and Resistance in Indian Country”

Creative Writing

L.26 Innovative and Creative! Performative Pedagogical Approaches for Diverse Learners

This session opens up spaces for deaf creative writers, multilingual writers, and kinesthetic learners to interact with texts in ways that value their experiences and build on them in significant ways.

403

Chair: Kathleen Klompfen, California State University, Channel Islands

Speakers: Bill Riley, Saint Mary-of-the-Woods College, Terre Haute, IN, “Stealing STEM: Performing STEM’s Making Culture in Creative Writing”

Sukanto Roy, Indiana University of Pennsylvania, “How to Make a Multilingual Writers Class Interactive”

Tonya Stremlau, RJ Frank Intermediate School, “Readings as Performance: Choices of Deaf Creative Writers”

First-Year and Advanced Composition

L.27 Queer Performance Identities and Writing: Challenging Traditional Ideas in Pedagogy, Genre, Rhetorical Theory, and Methodology

This session examines how queer performance identities such as drag performance, and narratives of self-identifying queer students can challenge and open up new possibilities in traditional conceptual boundaries in writing studies.

404

Speakers: Diann Baecker, Virginia State University, Petersburg, “When the Spirit of Thumos Meets the Anger of Trumpian Rhetoric”

Joshua Barszczewski, University of Massachusetts Amherst, “Queer Identity Performances and the Possible Selves in Academic Writing Contexts”

Jax Kinniburgh, Miami University, Oxford, OH, “Helping the Hurt: A (Queer) Mixed Methods Study of Student Dispositions”

Lauren Picard, University of Denver, CO, “‘Sashay Away’: Using (Drag) Performance to Disrupt Inauthentic Writing Genres”

Information Technologies

L.28 Disrupting Interpretations of Language of Online

Panelists will provide opportunities for attendees to interrogate marketing language, examine privacy guidelines, and explore knowledge creation in online platforms.

405

Speakers: Christina Boyles, Michigan State University, East Lansing, “Surveillance Theater: Performance as a Strategy of *Sousveillance*”

Jacob Craig, College of Charleston, SC, “Voices from the Valley: How Marketing Language from the Tech Sector Shapes Students’ Performance-Processes”

Vanessa Osborne, University of Southern California, Los Angeles, “Entering the Storehouse of Knowledge: Editing Wikipedia Stubs in the Composition Classroom”

Institutional and Professional

**L.29 Spotlight Session: Performances, Possibilities, Problems:
A Newly Independent Department Writes Its Own Script**

This panel reflects on deliberate public moves that enabled separation from a traditional English department and the institutional performances possible since founding a writing department.

406

Speakers: Ron Brooks, Montclair State University, NJ
Caroline Dadas, Montclair State University, NJ
Laura Field, Montclair State University, NJ
Jessica Restaino, Montclair State University, NJ

Writing Programs

**L.30 Spotlight Session: Foregrounding Diverse Literacies in
First-Year Writing: Writing as Performance within and
across Diverse Communities**

Exploring how students bring their diverse literacies into the composition classroom, and how they draw on those literacies across communities and contexts, including academic/professional contexts.

407

Chair: Joyce Walker, Illinois State University, Normal
Speakers: Elizabeth Calero, Illinois State University, Normal
Jennifer Coletta, Illinois State University, Normal
Shannon Harman, Illinois State University, Normal

Language

L.31 Language Performance in and beyond Writing Centers

This panel situates multi- and translingual performance in studies of writing centers.

408

Speakers: Alyssa Adkins, University of St. Thomas, St. Paul, MN, “Toward a Race-Conscious Translingualism in the Writing Center”
Marino Fernandes, University of New Hampshire, Durham, “From ‘I Feel I Can Do It’ to ‘I Am Sure I Can Do It’: Multilingual Tutors in Imagined Places”
Lara Hauer, Indiana University of Pennsylvania, “Translingual Performance in the Writing Center: Exploring Tutors’ Response to Language Difference and Enacted Ideologies”

Research

L.32 Mapping Accessibility from Genre Ecologies to Archives

Our session examines disability accessibility across ADA genre ecologies, a first-year writing program, and a university archive.

409

Speakers: Lauren Beard, University of North Carolina at Greensboro,

“Remapping Silences and Performance in the Archives: Investigating Student-Led Disability Coalitions in the Late 20th Century”

Kirstin Bone, The University of Alabama, Tuscaloosa, “Accessibility Perceived or Achieved: A Mixed Methods Study”

Yanar Hashlamon, The Ohio State University, Columbus, “The ADA in the Disciplines: A Study of Disability and Its Academic Genre Ecologies”

Theory

L.33 Global Bodies, Collective Stories

Speakers will explore global and postcolonial cultural performances.

410

Speakers: Elias Adanu, Texas A&M University, College Station, “‘Afropolitan Cities’: Performance and/as the Future of Rhetorical Circulation”

Adedoyin Ogunfeyimi, Dartmouth College, Hanover, NH, “Performing African Ethos: Stripped Bodies, Precolonial Puppets, and the Warring Figures in Postcolonial Africa”

Anne Rosenthal, Oglethorpe University, Atlanta, GA, “Rhetorics of Collective Skin: Writing, Genealogy, and Human Rights”

Theory

L.34 Racing Performance

An inquiry into the intersection of race, racialized performance, and identity.

411

Speakers: Brenda Aghahowa, Chicago State University, IL, “August Wilson’s Rose Maxson: Confirming, Confronting, Converting Traditional Women’s ‘Performed’ Roles”

Frankie Condon, University of Waterloo, Ontario, Canada, “Beyond Transracialism: Transmemoration and the Reach for a Multiracial Antiracist Feminist Rhetoric”

Mathew Sillito, University of Utah, Salt Lake City, “Being both/and: Racial Performativity and Mixed-Race Identity”

Writing Pedagogies and Processes

L.35 Digital Rhetorics, Multimodality, and Student Engagement in the Teaching of Writing

This panel will help attendees to develop and deploy digital composing processes, assignments, assessments, and netiquette citation practices.

412

Speakers: Katelyn Burton-Prager, Fashion Institute of Technology-SUNY, “A New MLA for a Digital Age: Developing a Student-Generated Style Guide for Digital Writing”

Jennifer Falcon, University of California, San Diego, “Writing and Performing in a Digital Network: Using Concepts in Digital Rhetoric and Procedural Rhetoric in Digital Multimodal Composition Assignments”

Lindsay Illich, Curry College, Milton, MA, “Like Cloud Bloom: Using Time-Lapse Technology to Analyze Writing Processes”

Writing Pedagogies and Processes

L.36 Pedagogies Fearless, Assessment Bold

Our session connects questions of assessment and pedagogy to semiotics, neoliberalism, and crisis.

413

Speakers: Shawn Fullmer, Fort Lewis College, Durango, CO, “Assessment as Performance: Neoliberalism, Panopticism, and Learning?”

Erik Juergensmeyer, Fort Lewis College, Durango, CO, “Assessment as Performance: Neoliberalism, Panopticism, and Learning?”

Salma Kalim, Miami University, Oxford, OH, “The Politics of Fear and Blame Game on Twitter during Times of National Crisis: A Case of the Terrorist Attack on a School in Pakistan”

Peter Vandenberg, DePaul University, Chicago, IL, “Semiotics for Writing Teachers”

Research

L.37 Not “As Seen on TV”: Sites of Writing and Performing Veteran Identity

This panel explores lived and written performances of veteran identity in the classroom, in the kitchen, and in the prison.

414

Speakers: Katt Blackwell-Starnes, Lamar University, Beaumont, TX
Kathryn Broyles, American Military University
Laura Hammons, Hinds Community College, Raymond, MS
Sandra Jang, United States Military Academy Preparatory School, West Point, NY
Darin Thompson, Lamar University, Beaumont, TX

Writing Programs

L.38 What Writing Programs Do: Defining Writing Programs and Their Commitments

This panel presents the successes and pitfalls of writing program development and writing program support.

415

Speakers: Ana Cortes, Syracuse University, NY, “Inventing PLEA: A Social History of a College-Writing Initiative at a Chilean University”
Cristyn Elder, University of New Mexico, Albuquerque, “WAC from Scratch: Program Development at a Hispanic-Serving Institution”
Linda Howell, University of North Florida, Jacksonville, “The Writing Program Performs _____”
Stephanie White, University of Waterloo, Ontario, Canada, “How Do You Improvise a WAC Program Where There Is No WAC Program?”

M Sessions: 11:00 a.m.–12:15 p.m.

Research

M.01 Performing as Military: How Military Identity Gets Taken Up in the Rhetoric and Composition of Veterans, Cadets, and Air Force Brats

This panel will explore how student veterans, cadets, and military kids perform military identity in their rhetoric and composition.

Spirit of Pittsburgh Ballroom A

Speakers: Tara Hembrough, Southeastern Oklahoma State University, Durant

Melody Pugh, United States Air Force Academy

Catherine St. Pierre, The Ohio State University, Columbus

Emily Wilson, University of Michigan, Ann Arbor

Respondent: Mark Blaauw-Hara, North Central Michigan College, Petoskey

Postsecondary Reading/Literacy

M.02 Performing Race, Negotiating Space

This panel will facilitate an understanding of how students reclaim, reframe, and redesign institutional demands.

Spirit of Pittsburgh Ballroom C

Speakers: Shuv Raj Rana Bhat, The University of Texas at El Paso, “Negotiating Institutional Demands: Student Cases”

Chitra Karki, University of Waterloo, Ontario, Canada, “Fighting Racism in Classrooms”

Dhruba Neupane, University of Waterloo, Ontario, Canada, “Racing Translingualism: A Case from Skilled Immigrant Students”

Basic Writing

M.03 Unacknowledged Performers: How Supersystems Affect Antiracist Strategies in Basic Writing and English Language Administration

Session participants examine how supersystems further systemic racist performances and affect antiracist social-justice work in Basic Writing and English language administration.

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Chair and Speaker: Genesee Carter, Colorado State University, Fort Collins

Speakers: Elmar Hashimov, Biola University, La Mirada, CA
Bonnie Vidrine Isbell, Biola University, La Mirada, CA
Aurora Matzke, Biola University, La Mirada, CA

Community, Civic & Public

M.04 Dear _____: Letter-Writing and a Cross-Caucus Performance of Intersectionality

A cross-caucus roundtable that explores letter-writing as a means of establishing substantive and enduring collaborations among the many interest groups of our profession.

308

Speakers: David Green, Howard University, Washington, DC
Ames Hawkins, Columbia College Chicago, IL
Jo Hsu, University of Arkansas, Fayetteville
Ersula Ore, Arizona State University, Tempe
Iris Ruiz, University of California, Merced

Professional and Technical Writing

M.05 Congo, Chick Tech, Costa Rica, and Care: Stories and Disruptions of Technological Spaces

Technical communication scholars examine our work as performance, embracing the deep dive into personal cultural engagement in a departure from disciplinary norms.

309

Chair: Kathy Northcut, Missouri S&T, Rolla
Speakers: Donna Kain, East Carolina University, Greenville, NC
Bernadette Longo, New Jersey Institute of Technology, Newark
Derek Ross, Auburn University, AL

Language

M.06 Metaphor, Music, and Mode: A Translingual Reorientation in 3-Part Harmony

We unpack the language and assumptions of the translingual orientation in order to propose metaphor, music, and multimodality as sites for reorientation.

310

Speakers: Emily Cousins, University of Louisville, KY
Joseph Franklin, University of Louisville, KY
Rachel Rodriguez, University of Louisville, KY

Information Technologies

M.07 Performance Expression and Identity within Multimodal Technologies

This panel examines how rhetorical situation, choice, and performance affect internal thought and external performance within multimodal experiences.

311

Speakers: Peter Berge, The University of Alabama, Tuscaloosa
James Eubanks, The University of Alabama, Tuscaloosa
Lacee Nisbett, The University of Alabama, Tuscaloosa
Amanda Stevens, Miami University, Oxford, OH

First-Year and Advanced Composition

M.08 Exploring the ENG/ESL Divide within Composition Programs: Developing Creative Teaching Practices

The goal of this panel is to explore the ENG/ESL divide, consider the practical consequences, and innovate strategies for composition instructors teaching within this divide.

312

Chair: Suresh Canagarajah, Penn State University, University Park

Speakers: Nicolas Doyle, Penn State University, State College
Su Yin Khor, Penn State University, College Park
Jade Sandbulte, Penn State University, State College
Jungwan Yoon, Penn State University, State College

First-Year and Advanced Composition

M.09 Performing Multimodally: The Creative Power of Digital and Embodied Performances in the Classroom

Three takes on the pedagogical potential of performance in multimodal assignments suggest how podcasts, images, and videos can teach rhetoric students to compose and perform.

315/316

Speakers: Matthew Gilchrist, The University of Iowa, Iowa City
Anne Sand, The University of Iowa, Iowa City, “Multimodal Composition”
Dana Thomann, The University of Iowa, Iowa City, “Multimodal Composition”

First-Year and Advanced Composition

M.10 Writing as Knowledge Performance: Ruminations on Teaching Writing in History

A writing in the disciplines approach to instruction in history-based courses is vital to student performance in the discipline's discourse community.

317/318

Speakers: Jillian Azevedo, University of California, Davis
Stephanie Ann Wilms Simpson, University of California, Riverside
Megan Strom, University of California, San Diego

Community, Civic & Public

M.11 Performing Identity: The Rhetorical Tactics of Vulnerable Writers

This panel analyzes the performative tactics of vulnerable writers, including a nonnormative body, a workplace writer, and victims of rape.

320

Speakers: Elisa Findlay, University of Wisconsin-Madison
Stephanie Larson, Carnegie Mellon University, Pittsburgh, PA
Elisabeth Miller, University of Nevada, Reno

Community, Civic & Public

M.12 Three Moves of Disability Performance: Disclosure, Diagnosis, and Access Pedagogy in Daily Life

This panel explores disability as rhetorical and performative through a discussion of disclosure, diagnosis, and access pedagogy and invites conference participants to engage in discussion.

321

Chair and Respondent: Meg Carlson, University of Michigan, Ann Arbor
Stephanie Kerschbaum, University of Delaware, Newark
Annika Konrad, University of Wisconsin-Madison
Elizabeth Tacke, University of Michigan, Ann Arbor

Institutional and Professional

M.13 Performing Failure: Stories of Contingent Faculty

This co-performance tells the stories of NTT faculty and the ways their work in academia can be read as a performance that reifies failure.

325

Speakers: Kate Birdsall, Michigan State University, East Lansing
Kate Fedewa, Michigan State University, East Lansing
Sarah Prielipp, Michigan State University, East Lansing

Institutional and Professional

M.14 Literature, Language, and Writing within and without the English Department

Sponsored by the Modern Language Association

A fresh look at the relationships among the various constituencies housed within—and sometimes outside of—English departments, emphasizing how they can find commonalities.

326

Chair: Elizabeth Hutton, Miami University, Oxford, OH, “Literature and Writing in English Departments”

Speakers: Dylan Dryer, University of Maine, Orono, “Literature and Writing in English Departments”

Laurie McMillan, Pace University, New York, NY, “Literature and Writing in English Departments”

Tom Miller, University of Arizona, Tucson, “Writing and Literature in English Departments”

Michele Morano, DePaul University, Chicago, IL, “Writing and Literature in English Departments”

Doug Steward, Modern Language Association

Megan Sweeney, University of Michigan, Ann Arbor, “Writing and Literature within the English Department”

James Werner, Westchester Community College, Valhalla, NY, “Writing and Literature within the English Department”

Research

M.15 Ancient and Contemporary Embodied Rhetorical Performances on the Global Stage

This panel presents research results in global rhetorical performances, including ancient and contemporary political and gendered concepts and practices.

327

Chair: Tarez Samra Graban, Florida State University, Tallahassee

Roundtable Leader: Wu Hui, The University of Texas at Tyler

Speakers: Zoe Carney, Texas A&M University, College Station, “Obama as Transnational Argument: Material Rhetoric and Performative Rhetoric in Concert”

Trey Conner, University of South Florida, St. Petersburg, “Ecstatic Transmissions: The Fierce Eloquence of Shenkottai Avudai Akkal”

Iklim Goksel, independent scholar, Anchorage, Alaska, “Ninni: What Can Anatolian Lullabies Tell Us about Feminist Rhetorical Performance?”

Rima Gulshan, Northern Virginia Community College, Annandale,
“Discovering the Rhetoric of Femininity through Eroticism in Carvings
and Sculptures of Khajuraho”

Keith Lloyd, Kent State University at Stark, North Canton, OH, “What
Ancient India Can Teach Us about Modern Political Deliberation”

Hui Wu, University of Texas at Tyler, “Brokering Power and Space
through Yin-Yang Rhetoric: A Feminist Study of Rhetorical Instruction
by and to Women in Ancient China”

Theory

**M.16 Peaceable Places, Performative Spaces: Toward a New
Vision of the Ecomposition Classroom**

A definition of ecomposition as relational, place-based literacy
wherein students observe human and nonhuman cultures, compose their
sensibilities, and co-create performances.

328

Chair: Nadia Francine Zamin, Fairfield University, CT

Speakers: Brian Cope, Whatcom Community College, Bellingham, WA,
“Theories of Ecoliteracy: The Role of Code-Meshing”

Jon Stansell, Belmont College, St. Clairsville, OH, “Theories of
Ecoliteracy: Use of Visual Boards”

Kurt Stavenhagen, College of Environmental Science & Forestry, SUNY

Daniel Weinstein, Indiana University of Pennsylvania, “Theories of
Ecoliteracy: Priming Performative Texts”

Theory

**M.17 Perspectives on Being and Becoming: Responses to
Transfer Theory**

Critiquing and extending transfer theory, we facilitate discussion about
perspectives on being and becoming to promote holistic views of teaching
and learning.

329

Roundtable Leaders: Cynthia Johnson, Miami University, Oxford, OH

Bruce Kovanen, University of Illinois at Urbana-Champaign

Caitlin Martin, Miami University, Oxford, OH

Nicole Turnipseed, University of Illinois at Urbana-Champaign

Joyce Walker, Illinois State University, Normal

Writing Pedagogies and Processes

M.18 Emotional Labor and Professional Identity Performances for Advanced Academic Writers

This panel discusses three studies of faculty, graduate student, and undergraduate writers to reveal the role of emotional labor in these writers' professional identity development.

330

Chair and Respondent: Clarissa Walker, University of Rhode Island, South Kingston

Speakers: Shannon Madden, North Carolina State University, Raleigh
Kristin Messuri, Texas Tech University, Lubbock
Sandra Tarabochia, University of Oklahoma, Norman
Sara Wilder, University of Maryland, College Park

Writing Pedagogies and Processes

M.19 Minding the Gap: Exercising Accessible Andragogy as Performative Rhetoric to Reach Students with/out Disabilities

This panel applies andragogy and universal design for best-practice performative approaches to promote accessible instructional support and student empowerment and engagement.

333

Chair and Speaker: Mary De Nora, Texas Tech University, Lubbock, "Applying Andragogy to Create Accessible and Engaging Feedback"

Speakers: Sherena Huntsman, Utah State University, Logan, "Performed Ability: The Gap between Accommodation and Andragogical Strategies"

Margaret Moore, Fairfield University, CT, "Meet Me Halfway: Disability Accommodation and Advocacy in Higher Education"

Writing Pedagogies and Processes

M.20 Performing Pedagogical Ancestors: bell hooks, Gertrude Stein, and Mother Jones

This panel explores the way three radical feminist scholar-teachers perform aspects of our ideological, intellectual, and cultural ancestors through teaching and research.

334

Chair and Performer: Stephanie Parker, Syracuse University, NY

Performers: Krystin Gollihue, North Carolina State University, Raleigh
Margaret Holloway, Gwinnett Technical College, Lawrenceville, GA

Writing Pedagogies and Processes

M.21 Three Takes on Queer Praxis: Identity, Joy, and Pedagogy

This panel takes up queer pedagogical performativity to present three perspectives on praxis concerning Queer Joy and creative epistemological possibilities in higher education.

335

Speakers: Mary (Molly) Booth, University of Massachusetts Boston
Joshua Heerter, University of Massachusetts Boston
Adam Mooney, University of Massachusetts Boston

Writing Programs

M.22 And . . . Action!?: Directing and Performing Emotion in the Writing Center

We invite participants to attune to the direction and performance of emotions in writing centers to create more equitable conditions for teaching and learning.

336

Chair and Speaker: Kelly Concannon, Nova Southeastern University, Fort Lauderdale, FL

Speakers: Eric Mason, Nova Southeastern University, Fort Lauderdale, FL
Janine Morris, Nova Southeastern University, Fort Lauderdale, FL

Writing Programs

M.23 Performing Writing Support across Campus: A Comparative Empirical Study of Writing Fellows in First-Year Composition and Advanced, Discipline-Specific Writing Courses

An empirical study comparing Writing Fellows in FYC and advanced, discipline-specific writing courses.

338

Chair and Speaker: Tom Moriarty, San Jose State University, CA

Speakers: Michelle Hager, San Jose State University, CA
Maria Judnick, San Jose State University, CA

Writing Programs

**M.24 Shifting Expectations in “The Room Where it Happens”:
Performing Administrative Work without Power**

Thirty-five percent of all jobs advertised per year involve administration. We reflect on and foster discussion of the challenges pre-tenure administrators face by sharing real-life scenarios.

401

Speakers: Elisabeth Buck, University of Massachusetts Dartmouth
Stephanie Hedge, University of Illinois at Springfield, “Writing Program Administration”

Alexis Teagarden, University of Massachusetts Dartmouth, “Writing Program Administration”

Community, Civic & Public

M.25 Performances in Social Change

Panelists consider ways whereby social justice is performed in writing.

402

Speakers: Austin Harrington, Iowa State University, Ames, “Stand Up: Social Justice Pedagogy and Education for an Engaged Citizenry”

Colin Payton, Iowa State University, Ames, “Stand Up: Social Justice Pedagogy and Education for an Engaged Citizenry”

Celena Todora, University of Pittsburgh, PA, “Building Bridges across a Schism: Performing Social Change within Prison Literacy Programs”

Lydia Wilkes, Idaho State University, Pocatello, “Transgender Veteran Performances in and out of the US Military”

First-Year and Advanced Composition

M.26 Hip-Hop Magic

This panel explores a repertoire of performance concepts in both composition and rhetoric when Black styles are central to the assessment and ideological frameworks.

403

Speakers: Shelagh Patterson, Montclair State University, NJ, “Performing ‘Black Magic’: Standardized Assessment Criteria as Architectures of Freedom in the First-Year Writing Classroom”

Victorio Reyes, University at Albany, SUNY, “The Poetics of Hip-Hop Composition”

Robert Terry, Georgia Southern University, Statesboro, “The Style of the Classic Man: Jidenna, Performance, and Composition”

History

M.27 Exploring Rhetorical Performance through Historical Public Writing

This panel focuses on perspectives of the literacy practices of fan letters, the ethics of transcription in narratives, and the significance of independent newspapers as historical performance.

404

Speakers: Betsy Bowen, Fairfield University, CT, “Self-Representation and the Ethics of Transcription in Narratives of the Federal Writers’ Project”
Lindy Briggette, Fairfield University, CT, “‘Dear Julia Child, I Have Never Written a Fan Letter Before This’: New Perspectives on Everyday Literacy Practices and Performances”
Jill Morris, Frostburg State University, MD, “Independent Newspapers as Community Performance in Early American Amusement Parks”

Information Technologies

M.28 Performing Analytics and Enhancing Accessibility

This panel examines resources that enhance accessibility in digital spaces.

405

Speakers: Jennifer Allard, Mt. San Jacinto College, CA, “Outliers in the College Composition Classroom: Reaching Special-Needs Students in Distance Education Environments through Multimodal, Cross-Disciplinary Pedagogy”
Amanda Athon, Governors State University, Chicago, IL, “Enhancing Accessibility in the Online Writing Classroom”
Bofang Li, Brandeis University, Waltham, MA, “Providing an Online Service: Analytics and Accessibility in the Digital Space”

Writing Pedagogies and Processes

M.29 Spotlight Session: Dismantling the “Racial Grammar” of White Supremacy in Academic Composition: Working toward an Antiracist Performance-Composition Pedagogy

A call to dismantle the “racial grammar” of White Supremacy and to adopt an antiracist performance-composition pedagogy that humanizes voices of multilingual/multidialectal students of color.

407

Chair and Speaker: Rossina Zamora Liu, University of Maryland, Gaithersburg

Speakers: Jose Miranda Barrera, The University of Iowa, Iowa City
Tamar Bernfeld, The University of Iowa, Iowa City
Raquel Wood, The University of Iowa, Iowa City

Professional and Technical Writing

M.30 Social Media's Justice Edges

We account for the raising of social justice voices in selected social media spaces.

408

Speakers: Michelle Grue, University of California, Santa Barbara, "R'ooting for e'rybody Black': Black Women's Performances on Twitter"

Katie Rieger, Oklahoma State University-Stillwater, "Inviting Performative Rhetoric into a Technical Writing Classroom using Flipgrid, YouTube, and Other Multimodal Approaches"

Michelle Sidler, Auburn University, AL, "Two Tales of Marlon Bundo: Online Reviews as Political and Social Performance"

Research

M.31 Slicing and Dicing through Research Contexts

Our panel coalesces a shared concern for performances of cutting in three distinct contexts.

409

Speakers: Caroline Jennings, Purdue University, West Lafayette, IN, "Haptic Touch as Experiential Power in Dissection Education: Implications for Rhetorics of Care for Curriculum Development in Medical Simulation Technology"

Mary P. Sheridan, University of Louisville, KY, "Performing the Cut"

Jody Shipka, University of Maryland, Baltimore County, "Edible Rhetoric: Composing Kitchens, Performing Cultures"

Theory

M.32 Liminality, Controversy, Testimony

Speakers in this session will explore means and implications of performance-rhetorics across social scenes.

410

Speakers: Christine De Vinne, Ursuline College, Pepper Pike, OH, "Performing *Testimonio*: Inspired by Julia Alvarez"

Brooke Hotez, University of Arizona, Tucson, "Rhetorical Uptake and the Birthright Walkouts Controversy"

Storm Pilloff, University of Wisconsin–Milwaukee, "The Rhetoricity of Liminality: Reading the Space between Performance and Identity"

Theory

M.33 Scenes of Sonic Performance

Panelists theorize composition through some rhetoric and musical performance.

411

Speakers: Andrew Burgess, University of Hawai‘i West O‘ahu, “‘Like a Rolling Stone’: Understanding Musical Performance through Multimodal Analysis and Sonic Imaginations”

Scott Campbell, University of Connecticut, Storrs, “Composition in the Echo Echo Mirror House: Anthony Braxton’s Sonic Collage”

Jeremy Levine, University of Massachusetts, Amherst, “Songs of Our Own: Ineffable Authorship and Remix in Grateful Dead Tribute Acts”

Writing Pedagogies and Processes

M.34 Disrupting Violence, Performing Peace

Since digital and physical violences have become elements we must seriously consider in our teaching, this panel shows us how we can intervene into and counter-perform against these phenomena.

412

Speakers: Katherine Bridgman, Texas A&M University, San Antonio, “By Design: Performances and Counter-Performances of Violence across Digital Interfaces”

Brandon Hardy, East Carolina University, Greenville, NC, “To Be Unalive: How Facebook Memorial Pages Perform Death in the Digital Age”

Zachary Lundgren, East Carolina University, Raleigh, “To Be Unalive: How Facebook Memorial Pages Perform Death in the Digital Age”

Alexander Post, Texas A&M University–San Antonio, “Classroom Performance and the Amelioration of Violence in the Classroom”

Writing Pedagogies and Processes

M.35 Performative Pedagogy in WAC/WID Contexts

This panel explores how performative pedagogies and processes are engaged across and in WAC, WID, and first-year writing.

413

Speakers: Kerry Banazek, New Mexico State University, Las Cruces, “Description as Invitation: WAC, WID, and Performances of Community Membership”

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Meghan Hancock, Colby College, Waterville, ME, “‘So It’s Not Enough to Just Do the Assignment?’: Interdisciplinary Notions of Risk-Taking in Writing-Enriched Curricula”

Jacqueline Kauza, The Ohio State University, Columbus, “Writing Pedagogy in the Disciplines: What Roles Do Disciplinary Instructors Teach Undergraduates to Perform?”

Jung Lee, California State University, Los Angeles, “Situating Threshold Concepts of Writing, Its Ideologies, and Its Hidden Assumptions”

Writing Pedagogies and Processes

M.36 Take One: Photography, Film, and Multimodal Agency

Multimodal literacies, argument, and rhetorical performance in the classroom. From television production to performing photography and beyond.

414

Speakers: Seth Graves, CUNY Graduate Center, “Project Greenlight: Ludic Learning in the WAC/WID Composition Classroom”

Dawn Mellinger, Kent State University, OH, “Performing Rhetoric Multimodally”

Jack Tabor, Mercer County Community College, West Windsor Township, NJ, “The Performance-Rhetoric of Photography: A Multimodal Pedagogy for the ALP Writing Classroom”

Writing Programs

M.37 Writing Centers amidst the Storm

This panel highlights the complex roles of writing centers as sites of crisis, social justice, and transfer.

415

Speakers: Deidre Garriott, Virginia Military Institute, Lexington City, “A Writing Center’s Place Is in the #Resistance: Committing to Social Justice Pedagogy to Reform Praxis and Identity”

Morgan Gross, Loyola Marymount University, Los Angeles, CA, “‘WTH Do We Do Now?’: How Writing Center Professionals Perform Crisis Management”

Michael Turner, Pace University, New York, NY, “When the Scaffold Crumbles: Transfer in the Writing Center”

Kelsie Walker, Ball State University, Muncie, IN, “‘WTH Do We Do Now?’: How Writing Center Professionals Perform Crisis Management”

Writing Pedagogies and Processes

M.38 Bridging the Gap: Supporting Students in the Transition between High School and College Writing

Panelists will share curricular programs, pedagogical strategies, and professional development projects that support students to transfer writing knowledge between secondary and postsecondary contexts.

406

Speakers: Sheila Carter-Tod, Virginia Tech University, Blacksburg
Ruth Li, University of Michigan, Ann Arbor
Kelsey McNiff, Endicott College, Beverly, MA
Jacqueline Reichman, Westchester Community College, Valhalla, NY
Ellen Wasserman, Westchester Community College, Valhalla, NY
Erich Werner, Westchester Community College, Valhalla, NY

N Sessions: 12:30–1:45 p.m.

Research

N.01 Performing Everyday Writing Research: Methods and Methodologies

This panel proposes new possibilities for performing research methods and methodologies that account for ubiquitous everyday writing that mediates life.

Spirit of Pittsburgh Ballroom A

Speakers: Joe Cirio, Stockton University, Galloway, NJ
Heather Lang, Susquehanna University, Selinsgrove, PA
Erin Workman, DePaul University, Chicago, IL

Postsecondary Reading/Literacy

N.02 Performing Social Justice through Postsecondary Integrated Reading and Writing Instruction

This interactive, three-act panel explores the necessity, theoretical framing, and practice of social-justice work in postsecondary literacy contexts—emphasizing integrated reading and writing instruction.

Spirit of Pittsburgh Ballroom C

Chair and Speaker: Jeanine Williams, University of Maryland University College, “Act 1—Performing Trauma: Re-Centering Social Justice in Postsecondary Literacy Instruction”

Speakers: Sonya L. Armstrong, Texas State University, San Marcos, “Act 2—Performing Theory: A Social-Justice Approach to Integrated Reading and Writing Instruction”

Mariko Carson, University of Maryland University College, Adelphi, “Act 3—Performance in Practice: IRW Lessons That Interrogate Privilege and Implicit Bias”

First-Year and Advanced Composition

N.03 Focus-Group Research: Transformative Approaches to Fostering Diversity and Inclusion in First-Year Writing Classes

This panel presents an ongoing focus-group research project on Black male students in first-year writing courses and curricular redesign efforts for first-year writing.

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Speakers: Adriian Gardner, University of Central Arkansas, Conway
Lanette Grate, University of Central Arkansas, Conway
Tanya Jeffcoat, University of Central Arkansas, Conway
Lisa Mongno, University of Central Arkansas, Conway

Community, Civic & Public

N.04 Digital Literacy Work at the Margins: Transforming Everydai Digital Literacies

A reassessment of digital inequalities; insights from African American coders, new media artists, and immigrant and refugee communities.

308

Speakers: Antonio Byrd, University of Wisconsin-Madison
Julia Garrett, University of Wisconsin-Madison
Christopher Lindgren, Virginia Tech, Blacksburg
Mary Helen O'Connor, Georgia State University Perimeter College, Clarkston

Professional and Technical Writing

N.05 Performing Interdisciplinarity: Writing and Teaching in STEM Collaborations

From frustration to collaboration: alternatives to the instrumental roles that writing professionals are often asked to play in interdisciplinary performances.

309

Chair: Steven Katz, Clemson University, SC

Speakers: Molly Hartzog, Frostburg State University, MD, “A Humanist Rationale for Multimodal Pedagogy of Scientific and Technical Writing”

Elizabeth Pitts, University of Pittsburgh, PA

Megan Serr, North Carolina State University, Raleigh, “The Writing Classroom as Playful Laboratory Space: A Feminist Model of Interdisciplinary Collaboration”

Kyle Winkler, Kent State University at Tuscarawas, New Philadelphia, OH, “Rhetorical Praxis Meets Scientific Theory in a Medical Tech Startup”

Language

N.06 Performance via Critical Race Theory: Genre, Transfer, and Translanguaging

This panel discusses how dominant ideologies in composition and adult literacies act on the language-minoritized, providing examples of potential for speaker agency in response.

310

Speakers: Norma Denae Dibrell, The University of Texas Rio Grande Valley, Edinburg

Ryan McCarty, University of Michigan, Ann Arbor

Sumyat Thu, University of Washington, Seattle

Respondent: Sara P. Alvarez, Queens College, CUNY

Information Technologies

N.07 Performing Acts of Resistance: Utilizing Digital Platforms to Challenge Hegemony

We will explore how digital platforms provide a medium through which varied subjectivities can challenge hegemonic notions surrounding race, gender, and the able-bodied.

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Speakers: Raquel Corona, St. John's University, New York, NY

Regina Duthely, University of Puget Sound, Tacoma, WA

Laura Lisabeth, St. John's University, New York, NY

Respondent: Steven Alvarez, St. John's University, New York, NY

Creative Writing

N.08 Creative as Critical: Performance(s) in Rhetoric, Composition, and Creative Writing Studies

Sponsored by the Creative Writing Standing Group

In this “panel-as-reading,” speakers use creative writing to explore and complicate the roles performance plays in rhetoric and composition.

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Speakers: Michael Baumann, Marian University, Indianapolis, IN

Vrinda Condillac, Barnard College, New York, NY

Jessica Newman, University of Louisville, KY

Jonathan Udelson, University of Louisville, KY

First-Year and Advanced Composition

**N.09 Performing Persistence and Displaying Dispositions:
Writing Program Design for Engagement and Retention**

Speakers address how composition and writing programs can nurture student identities and dispositions for engagement, support, and persistence.

315/316

Speakers: Kelsey Hixson-Bowles, Utah Valley University, Orem
Justin Nicholes, University of Wisconsin-Stout
Roger Powell, Buena Vista University, Storm Lake, IA

First-Year and Advanced Composition

**N.10 Research Activities for Multilingual Writers: Space for
Rhetoric, Space for Culture**

This roundtable explores research activities for multilingual and international writing students in terms of both principle and practice.

317/318

Chair and Speaker: Deryn Verity, Penn State University, University Park

Roundtable Leaders: Christine Brown, Penn State University, University Park, “Improving Researched Argumentative Essays through Linked Courses with Linked Assignments”

Stephanie Diaz, Penn State Erie, “Scaffolding Strategic Search Techniques: Co-Teaching between an ESL Composition Instructor and an Academic Librarian”

Deborah Ousey, Penn State University, State College, “Improving Researched Argumentative Essays through Linked Courses with Linked Assignments”

Ashley Weber, Penn State University, Erie, “Scaffolding Strategic Search Techniques: Co-Teaching between an ESL Composition Instructor and an Academic Librarian”

Community, Civic & Public

**N.11 Labels and Literacies: Identity, Rhetorical Roots, and
Rhetorical Possibilities**

Sponsored by the Asian/Asian American Caucus

This roundtable pushes on questions of intersectional identity. Contributors theorize from lived experiences across the field, and respondents engage the broader disciplinary community in conversation.

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Chair: Jasmine Lee, California State University, San Bernardino

Speakers: Allison Dziuba, University of California, Irvine

Kate Firestone, Michigan State University, East Lansing

Ann Kim, University of Wisconsin-Madison

Respondents: Terese Guinsatao Monberg, Michigan State University, East Lansing

Asao B. Inoue, University of Washington, Tacoma

Community, Civic & Public

N.12 Performing Polarized America, Performing the Classroom: Reconciling Perspectives

Our panel speaks to and performs politicized issues that comp-rhet teachers negotiate in our classrooms, in our personal lives, and in the public arena.

320

Speakers: Rebecca Dickson, University of Colorado Boulder

Damian Doyle, University of Colorado Boulder, “Diversity, Identity, and Community Concerns”

Alexander Fobes, University of Colorado Boulder, “Service-Learning and Civic Engagement Teaching Strategies”

Performers: Catherine Kunce, University of Colorado Boulder, “Scripted Objections from the Audience”

Linda Nicita, University of Colorado Boulder, “Scripted Objections from the Audience”

Community, Civic & Public

N.13 Toward Discursive Performative Rhetorics: Colorblindness(es) in Social Activist Linguistics

This panel offers new insights into how we understand colorblindness(es) as performative rhetoric through writing-linguistics.

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Chair and Speaker: Nicol Eppe, Indiana University of Pennsylvania

Speakers: Ahmad That, Indiana University of Pennsylvania, “Performance Rhetoric”

Lauren Hatch Pokhrel, Salisbury University, MD, “Performance Rhetoric”

Research

N.15 Writing Analytics and the Writing Performance of Diverse Students: Is Opportunity Possible?

This panel interrogates a critical question for writing analytics technologies today: How might writing analytics technologies be designed to foreground opportunity for diverse writers?

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Chair: Carl Whithaus, University of California, Davis

Speakers: Jill Burstein, ETS Research

Jessica Nastal-Dema, Prairie State College, Chicago Heights, IL

Mya Poe, Northeastern University, Boston, MA

Respondent: Laura Aull, Wake Forest University, Winston-Salem, NC

Institutional and Professional

N.16 Performing Relationality, Collaboration, and Vulnerability in the Forum: An Anti-Performance to Norms in Academia That Produce Shame, Isolation, and Trauma

The effectiveness of small accountability groups for the development of graduate students and early career faculty with an emphasis on performativity.

325

Chair: Ashley Barry, University of New Hampshire, Durham

Speakers: Marcos Del Hierro, University of New Hampshire, Durham

Danielle Lavendier, University of New Hampshire, Durham, “Witnessing Each Other: Feminist Practices for Graduate Success”

Lauren Short, University of New Hampshire, Durham, “‘Talking Back’ to Faculty and Peers: De-mystifying Academia through Feminist Methodology and Practice”

Institutional and Professional

N.17 Micro-Mentoring and Macro-Mentoring: Advice-Giving as/for Academic Labor

This roundtable will offer brief topical talks on mentoring and the additional opportunity for participants to network.

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Chair: Stephanie Kerschbaum, University of Delaware, Newark

Speakers: Kristine Blair, Youngstown State University, OH, “Making Mentoring Work Visible”

Jennifer Clary-Lemon, University of Waterloo, Ontario, Canada, “Mentoring across the Career Span”

Holly Hassel, North Dakota State University, Fargo

Lauren Rosenberg, New Mexico State University, Las Cruces, “WPA and Mentoring”

Christine Tulley, University of Findlay, OH, “Organizational Mentoring”

Research

N.18 Performative Research Methods and Performative Genres: Making Public Stories of Self and Others

This roundtable invites participants to explore four performative research methods related to individuals' identities and life stories: oral history, autoethnography, archival research, and multimodal production.

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Chair and Speaker: Jane Danielewicz, University of North Carolina, Chapel Hill, "Performing Identities through Autoethnography"

Speakers: Ashley Hall, Wright State University, Dayton, OH, "Performing Bodies of Knowledge"

Jordynn Jack, University of North Carolina, Chapel Hill, "Performing Archival Research"

Marika Seigel, Michigan Technological University, Houghton, "Performing Public Narrative in the Community and Classroom"

Theory

N.19 Performance Rhetorics: Toward a More Accurate Representation of Traditionally Marginalized Groups in Composition Studies

In classrooms, in films, and in video games—representations of students from groups who have been traditionally marginalized in comp studies.

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Performers: Resa Crane Bizzaro, Indiana University of Pennsylvania

John Grant, Indiana University of Pennsylvania

Chelsea Murdock, Georgia Institute of Technology, Atlanta

Theory

N.20 Street Performance: Brian Street in Theory and Practice

This roundtable honors the continuing effects of the late Brian Street's work on literacy and writing studies scholarship and teaching.

329

Chair: Min-Zhan Lu, University of Louisville, KY

Speakers: Bruce Horner, University of Louisville, KY

Theresa Lillis, Open University, Sheffield, United Kingdom, "'The Little Gap in the Wall I Think That We Might Make Our Way Through': The Nature and Value of an 'Academic Literacies' Approach to Student Writing in Higher Education"

Vivette Milson-Whyte, University of the West Indies, Mona Campus, "Performing Academic Literacies"

John Trimbur, Emerson College, Boston, MA, “Autonomous/Ideological Models of Literacy and the Politics of Style”

Amy Wan, Queens College, CUNY, “Literacy, Power, and the Global University”

Writing Pedagogies and Processes

N.21 Enacting Genre-d Power Dynamics: Reflections on a Graduate Seminar on Genre Theory Nine Years Later

Panelists reflect on a 2010 genre theory graduate seminar and their own uptakes of the course in their roles as teachers, scholars, and administrators.

330

Chair: Charles Paine, University of New Mexico, Albuquerque

Speakers: Daniel Cryer, Johnson County Community College, Overland Park, KS

Lindsey Ives, Embry-Riddle Aeronautical University, Daytona Beach, FL

Valerie Kinsey, Stanford University, CA

Elizabeth Leahy, University of Tennessee, Chattanooga

Respondent: Mellisa Huffman, Angelo State University, San Angelo, TX

Writing Pedagogies and Processes

N.22 Multimodal Code-Meshing in Digital Spaces: Accessibility and Social Justice

This interactive session will explore the potential of digital spaces for new and accessible forms of code-meshing.

333

Chair: Eli Goldblatt, Temple University, Philadelphia, PA

Speakers: Micah Savaglio, Temple University, Philadelphia, PA

Tran Tran, Temple University, Philadelphia, PA

Writing Pedagogies and Processes

N.23 Performing Research/Research as Performance: Cultivating Students' Identities as Researcher-Writers

Speakers will share a series of methodologies and scaffolding activities intended to invite students to actively and mindfully embody the persona of the researcher-writer.

334

Chair: Christine Alfano, Stanford University, CA, “Re-imagining the Research Log: Developing Multimodal Scaffolding for the Research-Writing Process”

continued on next page

Speakers: Jennifer Johnson, Stanford University, CA, “The Reflexivity Memo: Performing Culture and Agency to Develop Student Researcher Identities”

Chris Kamrath, Stanford University, CA, “‘Following a Citation Trail’ as Threshold Concept: On Becoming Scholars”

Writing Pedagogies and Processes

N.24 Tracing Pearls: Contact Improv as Antiracist Composition

This performative session connects contemplative practices and antiracist pedagogy through explorations of contact improv and composition.

335

Speakers: Emma Howes, Coastal Carolina University, Conway, SC
Christian Smith, Coastal Carolina University, Conway, SC
Benjamin Sota, Coastal Carolina University, Conway, SC

Writing Programs

N.25 Assessment as Performance: Establishing Best Practices for Assessment of Online Writing Courses and Programs

The presentation focuses on programmatic assessment, including using ePortfolios; completing longitudinal, mixed-method research into online undergraduate and graduate writing program development; and instructor reflections.

336

Speakers: Tiffany Bourelle, University of New Mexico, Albuquerque
Kevin Eric DePew, Old Dominion University, Norfolk, VA
Heidi Skurat Harris, University of Arkansas at Little Rock
George Jensen, University of Arkansas at Little Rock
Karen Kuralt, University of Arkansas at Little Rock

Writing Programs

N.26 Placement as Performance: A Panel in Three Acts

This panel demonstrates the various scenes in which placement reform plays out, and strategies for navigating the conversations between students, peers, and the college.

338

Chair and Speaker: Bradford Nadziejko, University of Missouri, St. Louis

Speakers: Nicole Hancock, Southwestern Illinois College, Belleville
Casey Reid, Lane Community College, Eugene, OR
Gina Szabady, Lane Community College, Eugene, OR

Writing Programs

N.27 W[h]AC[k]-ing Academic, Institutional, and Literacy Hegemony

We interrogate two very different WAC programs that disrupt hegemonic academic and literacy norms, expectations, and limitations.

401

Speakers: Anne Ellen Geller, St. John's University, New York, NY

Tina Iemma, St. John's University, New York, NY

Tiffany Rousculp, Salt Lake City Community College, UT

Respondent: Genevieve García de Müeller, The University of Texas Rio Grande Valley, Edinburg

Community, Civic & Public

N.28 Performing Disruptive Feminism

Panelists consider a variety of disruptive feminist performances as forms of social activism.

402

Speakers: Yvette Chairez, The University of Texas at San Antonio,

“Fashion as Rhetoric, as Demonstrated at the Amber Rose SlutWalk”

Bonnie Markowski, University of Scranton, PA, “Performing Femininity: How Writing in Public Spaces Is Redefining What It Means to Act Like a Woman”

Bianca Sabia, University of Scranton, PA, “Performing Femininity: How Writing in Public Spaces Is Redefining What It Means to Act Like a Woman”

Simone Wilson, student, “Black Hair and Misogyny”

Courtney Adams Wooten, George Mason University, Fairfax, VA, “Disrupting Happiness Scripts through Embodied Performance”

Creative Writing

N.29 Revising Ideas of Genre in Writing of Academia, Fiction, and Comics

This session focuses on challenging traditional boundaries in certain writing genres to create texts that are new in delivery, collaboration, and authenticity.

403

Speakers: Philip Derbesy, Case Western Reserve University, Cleveland, OH, “A Collaborative Public Voice: Walker Percy as Case Study”

Rachel Elliott, University of Kentucky, Lexington, “The Tiny Actor: Teaching the Writing of Autobiographical Comics to Non-Drawing Students”

Erin Fitzgerald, Auburn University, AL, “(Re)envisioning the Performance of Academic Publications”

First-Year and Advanced Composition

N.30 Performance-Composition Approaches: Contract Grading, Jigsaw Teaching, and Rhetorical Choices

This session prompts composition scholars to consider the affordances and possibilities of a wide range of performance-composition approaches that invite students to explore and choose in writing situations.

404

Speakers: Tina Arduini, Ferris State University, Big Rapids, MI, “Grammar Workshopping: The Performance of Rhetorical Grammar in the First-Year Composition Classroom”

M. Elston, Palo Alto College, CA, “Writing about Writing, FYC, and ‘Jigsaw’ Teaching as Embodied Classroom Performance”

Zhenzhen He-Weatherford, Bellevue College, WA, “Affordances of Contract Grading for Performance-Composition”

Institutional and Professional

N.31 Performing Reflection Rhetorically

Three performances that reflect on the difficult labor of academic activism from individual and collective points of view.

405

Speakers: Renea Frey, Xavier University, Cincinnati, OH, “Performing Activism and Actively Performing: A Rhetorical Reflection on Scholar (SI)Activists”

Deborah Minter, University of Nebraska-Lincoln, “Repurposing Reflection as Collective Performance for a Neoliberal Age”

Margaret Willard-Traub, University of Michigan, Dearborn, “Repurposing Reflection as Collective Performance for a Neoliberal Age”

Sarah Wilson, University of Mississippi, Oxford, “Acting Out/Upon Our Labor: Pursuing Shared Governance for Non-Tenure-Track Faculty”

Language

N.32 Spotlight Session: *Fronteriando*/ Border-ing: The Challenges of Transnationalism at the United States–Mexico Border

This panel illustrates the geopolitical negotiation of languages, modes, and identities performed by individuals from transnational communities.

406

Speaker: Patricia Flores Hutson, The University of Texas at El Paso

Writing Programs

N.33 Spotlight Session: Sellin' Black Men: The Costs of Literacy

This panel traces the conditions of literacy learning as it is felt in the lives of resilient Black men.

407

Chair: Rhea Estelle Lathan, Florida State University, Tallahassee

Speakers: Celicia Bell, Florida State University, Tallahassee

Robert Brantley, Florida State University, Tallahassee

Jesse Ford, Florida State University, Tallahassee, “The Cost of Black Males in Doctoral Education and Literacy”

Shane Whittington, Florida State University, Tallahassee, “Resilient Resistance”

Language

N.34 Media's Linguaging in Tap and Talk

This session examines code-meshing and code-shifting in those distinctive media types.

408

Speakers: Jamey Gallagher, Community College of Baltimore County, MD, “Fuck I Look Like”

Emilie Koenig, University of Houston, TX, “‘Bring in Da Noise’: Hearing (and RE-Hearing) Tap Dance as Linguistic Practice”

Audrey Thompson, Penn State Erie, The Behrend College, “‘Why you talk like a white girl?’ The Performance of Identity in HBO’s Hit Series *Insecure*”

Massimo Verzella, Penn State Erie, The Behrend College, “‘Why you talk like a white girl?’ The Performance of Identity in HBO’s Hit Series *Insecure*”

Professional and Technical Writing

N.35 Wicked Making for the Design Minded

Our session orients design thinking (DT) to technical tinkering and makerspace writing.

409

Speakers: Megan Poole, Penn State University, State College, “Tinkering with Technical Communication”

Sarah Summers, Rose-Hulman Institute of Technology, Terre Haute, IN, “Performing Interdisciplinarity: Writing in a Makerspace”

Jason Tham, University of Minnesota, Minneapolis, “Design Thinking, Design Doing: Performing Invention and Performance Assessment in Multimodal Composition”

Theory

N.36 New Dimensions for Post-Humanism, Critical Pedagogy, and Transfer

Now more than ever, we need to remind ourselves and each other that bodies as well as ideas transfer across contexts and environments.

Speakers: Mark Houston, University of Nebraska, Lincoln, “Composing the Nonhuman Subject: Teaching and Thinking Environmental Rhetorics in a Posthuman World”

Jeanette Lehn, Florida State University, Tallahassee, “A Renewed Critical Pedagogy: Rethinking Activism within Writing Studies and Higher Education”

Kenny Smith, University of California, Santa Barbara, “The Myth of the Conscious Writer: Embodiment, Transfer, and the Tacit Dimension of Practice”

Matt Whitaker, University of Nebraska, Lincoln, “Composing the Nonhuman Subject: Teaching and Thinking Environmental Rhetorics in a Posthuman World”

Theory

N.37 Schrödinger’s Cat and Rabbits from Hats: New Perceptions of Rhetoric and Composition

Panelists introduce unlikely scenes of rhetorical action.

411

Speakers: Sean Barnette, Lander University, Greenwood, SC, “Performing Magic: Rhetoric as Useful Illusion”

Alex Foote, Iowa State University, Ames, “Schrödinger’s Verb: The Implications of Quantum Mechanics on Performance-Rhetoric”

Cristina Hanganu-Bresch, University of the Sciences, Philadelphia, PA, “The Animal Turn in Rhetoric and Composition”

Beth Huber, Western Carolina University, Cullowhee, NC, “Schrödinger’s Verb: The Implications of Quantum Mechanics on Performance Rhetoric”

Writing Pedagogies and Processes

N.38 Embodied Rhetoric, Live Experience, and the Teaching of Writing

This panel rethinks embodied rhetorics and storytelling as argument, indicating ways both approaches shape modes of analysis in rhetoric and composition.

412

Speakers: Joleen Hanson, University of Wisconsin-Stout, “Performing the Argument Essay as Story: Joining Newkirk in Challenging Established Views of Reading and Writing Nonfiction”
Katherine Whaley, University of Kentucky, Lexington, “Embodied Knowledge and the Rhetoric of Access”

Writing Pedagogies and Processes

N.39 Performative-Multimodal Pedagogy and Multilingual Teachers, Students, and Classrooms

This panel examines how multilingualism, race, multimodality, and inclusivity can buttress writing literacies.

413

Speakers: Kristin DeMint Bailey, University of Wisconsin-Milwaukee, “Resisting Linguistic White Supremacy: Multimodal Discourse and the Invitation to Differ”

Ashok Bhusal, The University of Texas at El Paso, “Performing Multimodal Pedagogies in a Multilingual Classroom”

Jui-Hsin (Renee) Hung, Indiana University, Bloomington, “Where Speaking Meets Writing: Communicating across Two Languages in Computer-Mediated Collaborative Writing Activities in a Multilingual College Composition Classroom”

Bo Hyun Hwang, Indiana University, Bloomington, “Where Speaking Meets Writing: Communicating across Two Languages in Computer-Mediated Collaborative Writing Activities in a Multilingual College Composition Classroom”

Writing Pedagogies and Processes

N.40 The Intersectional Syllabus: Transnational, Transcultural, Translingual, Feminist, Antiracist

From conceptual grounds to syllabus design to classroom practice, panelists explore performance pedagogy in action in the writing classroom.

414

Speakers: Spencer Bennington, University of South Florida, Tampa, “Tae Kwon Do’s Rhetorical Roundhouse: Toward Embodied Invention Strategies for the Composition Classroom”

Rachel McCabe, Indiana University, Bloomington, “FYC and the Difficulty of Syllabus Construction in the #MeToo Era”

Andrea McCrary, Queens University of Charlotte, NC, “Performing Partnership: Writing Course Policies to Foster Possibility”

Jasmine Wade, University of California, Davis, “My Body Is Not Here: Building Archives for Antiracist Composition Syllabi”

Theory

N.41 Teaching and Arguing in the Age of Outrage

This panel looks at the theoretical and pedagogical implications of what Jeff Rice has called “outragicity”: the aggregation and performance of outrage in digital networks.

415

Speakers: Caddie Alford, Virginia Commonwealth University, Richmond
John Muckelbauer, University of South Carolina, Columbia
Jodie Nicotra, University of Idaho, Moscow
Jeff Rice, University of Kentucky, Lexington

Postconvention Workshops

All workshops will be held at the David L. Lawrence Convention Center.

Institutional and Professional

SW.07 DBLAC Writing Workshop

9:00 a.m.–4:00 p.m.

This writing workshop is an extension of DBLAC's goal to foster a learning community where members are able to present their ideas, research, and writing among emerging scholars as a means of professional support and development. During this workshop, participants will be encouraged to share writing goals and writing activities.

Sponsored by Digital Black Lit and Composition (DBLAC)

306

Workshop Facilitators: Khirsten Echols, University of Pittsburgh, PA
Lou Maraj, University of Pittsburgh, PA

Community, Civic & Public

SW.08 “Power to the People, No Delay”: The Transformative Force of Hip-Hop as Social Justice Catalyst

9:00 a.m.–12:15 p.m.

This workshop explores hip-hop's roots in social justice and how this artistic, social, and cultural movement has and continues to open up spaces for oppressed peoples' voices, experiences, and resistance.

323

Workshop Facilitators: Kellcee Batchelor, hip-hop artist and graduate of
Elon University, Class of 2018
Dr. Hollyhood, performing teaching artist
Steven Lessner, Northern Virginia Community College, Annandale
Elaine Richardson, The Ohio State University, Columbus

Postconvention Workshops

2:00–5:00 p.m.

All workshops will be held at the David L. Lawrence Convention Center.

Community, Civic & Public

SW.01 Community Writing Mentoring Workshop

Sponsored by the Coalition for Community Writing, experienced scholar-practitioners will provide resources and offer individualized mentorship and feedback on community-based writing projects.

Sponsored by the Coalition for Community Writing

302

Chairs: Jenn Fishman, Marquette University, Milwaukee, WI

Veronica House, University of Colorado Boulder

Paula Mathieu, Boston College, Chestnut Hill, MA

Workshop Facilitators: Steven Alvarez, St. John's University, New York, NY

Ellen Cushman, Northeastern University, Boston, MA

Paul Feigenbaum, Florida International University, Miami

Tobi Jacobi, Colorado State University, Fort Collins

Beverly Moss, The Ohio State University, Columbus

Steve Parks, University of Virginia, Charlottesville

Jessica Restaino, Montclair State University, NJ

Iris Ruiz, University of California, Merced

Erec Smith, York College of PA

Heather Turner, Santa Clara University, CA

Community, Civic & Public

SW.02 Join the Cypher of Hip-Hop Pedagogy and Practice!

Come share your skills, pedagogies, and practices in the cypher, to discuss hip-hop in academia and the English composition classroom.

303

Presenter: Lane Davey, University of Hawai'i at Mānoa

First-Year and Advanced Composition

SW.03 Theater as Antiracist Pedagogy: Audience, Empathy, and Privilege

Theatrical exercises to foster empathy, examine privilege and place, and train students to engage in audience awareness, textual conversation, and form.

304

Speakers: Megan Shea, New York University, NY
Christopher Wall, New York University, NY
Ethan Youngerman, New York University, NY

Institutional and Professional

SW.04 Building and Running an Academic Journal: A Behind-the-Scenes Workshop in Independent Publishing

This workshop demystifies journal editing to prepare new people to run established journals and support the creation of new journals.

305

Workshop Facilitators: Kristine Blair, Youngstown State University, OH
Brenda Glascott, Portland State University, OR
Tara Lockhart, San Francisco State University, CA
Laura Micciche, University of Cincinnati, OH
Juli Parrish, University of Denver, CO
Michael Pemberton, Georgia Southern University, Statesboro
Chris Warnick, College of Charleston, SC

Writing Pedagogies and Processes

SW.05 Performing Curriculum in the Classroom: Designing Teaching for Transfer (TFT) Courses for Diverse Campuses

In this design workshop, we will create adaptations of the Teaching-for-Transfer curriculum to help students perform in multiple scenes—classes, co-curriculars, workplaces, and personal writing.

310

Chair: Kathleen Blake Yancey, Florida State University, Tallahassee

continued on next page

Workshop Facilitators: Sonja Andrus, University of Cincinnati Blue Ash College, OH

Matt Davis, University of Massachusetts Boston

Sharon Mitchler, Centralia College, WA

Tonya Ritola, University of California, Santa Cruz

Liane Robertson, William Paterson University, Wayne, NJ

Kara Taczak, University of Denver, CO

Howard Tinberg, Bristol Community College, Fall River, MA

Writing Pedagogies and Processes

SW.06 Revision as REMix: Hip-Hop Instructional Practice & the Art of Revision

In this workshop, teachers will explore hip-hop instructional practices to help students overcome the common struggle of revising their work.

301

Workshop Facilitator: Adrienne Oliver, Laney College, Oakland, CA



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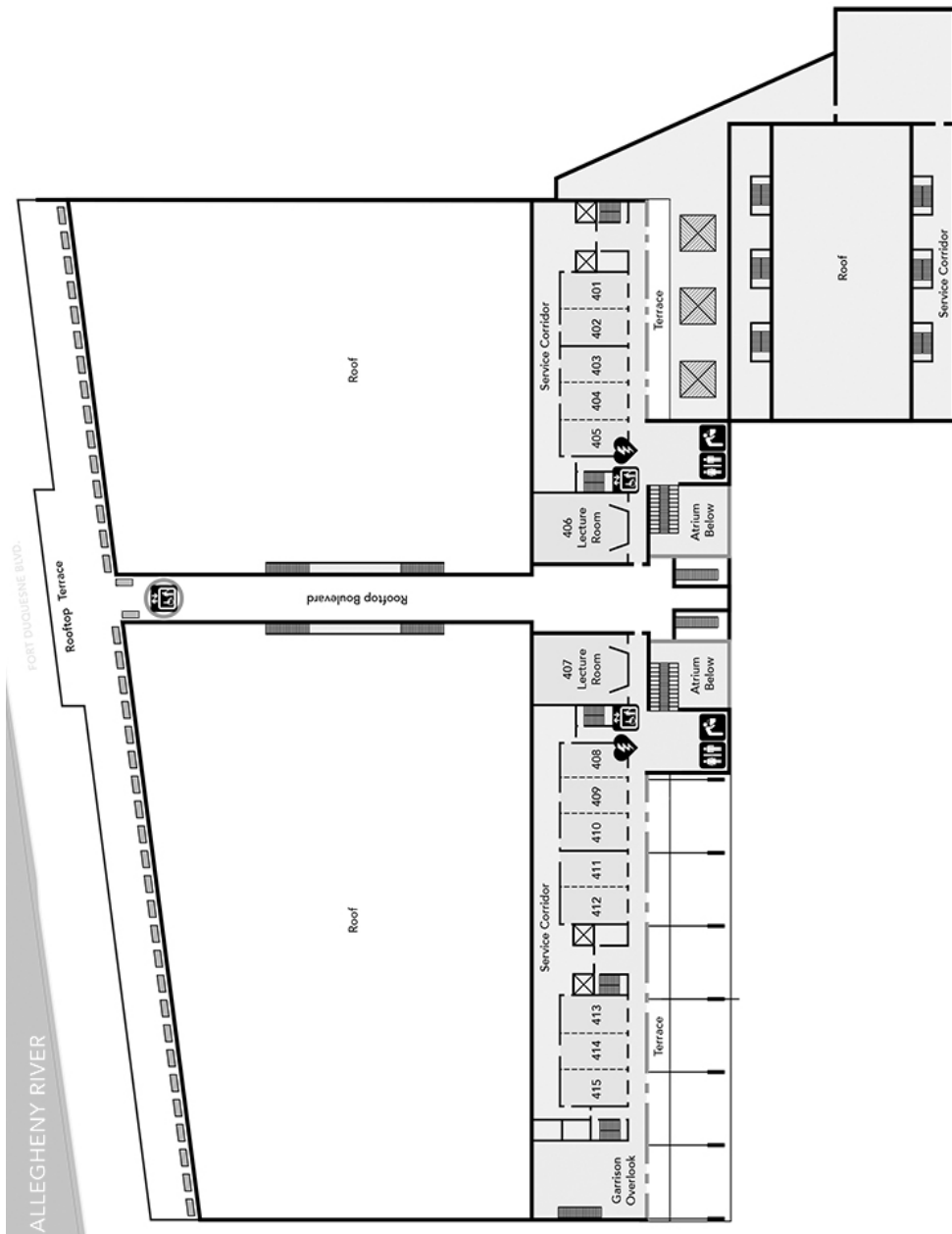
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Floor Plans

David L. Lawrence Convention Center, Level 3

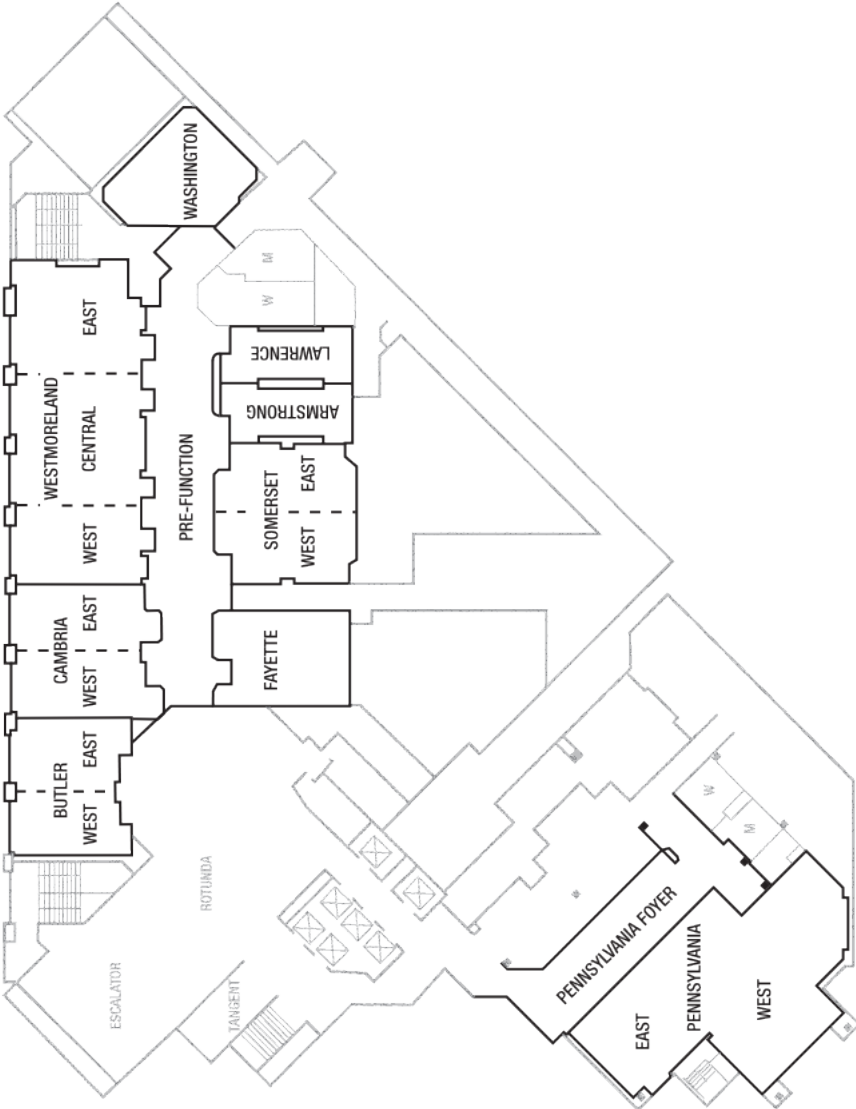


David L. Lawrence Convention Center, Level 4



Westin Convention Center, Level 2

SECOND FLOOR



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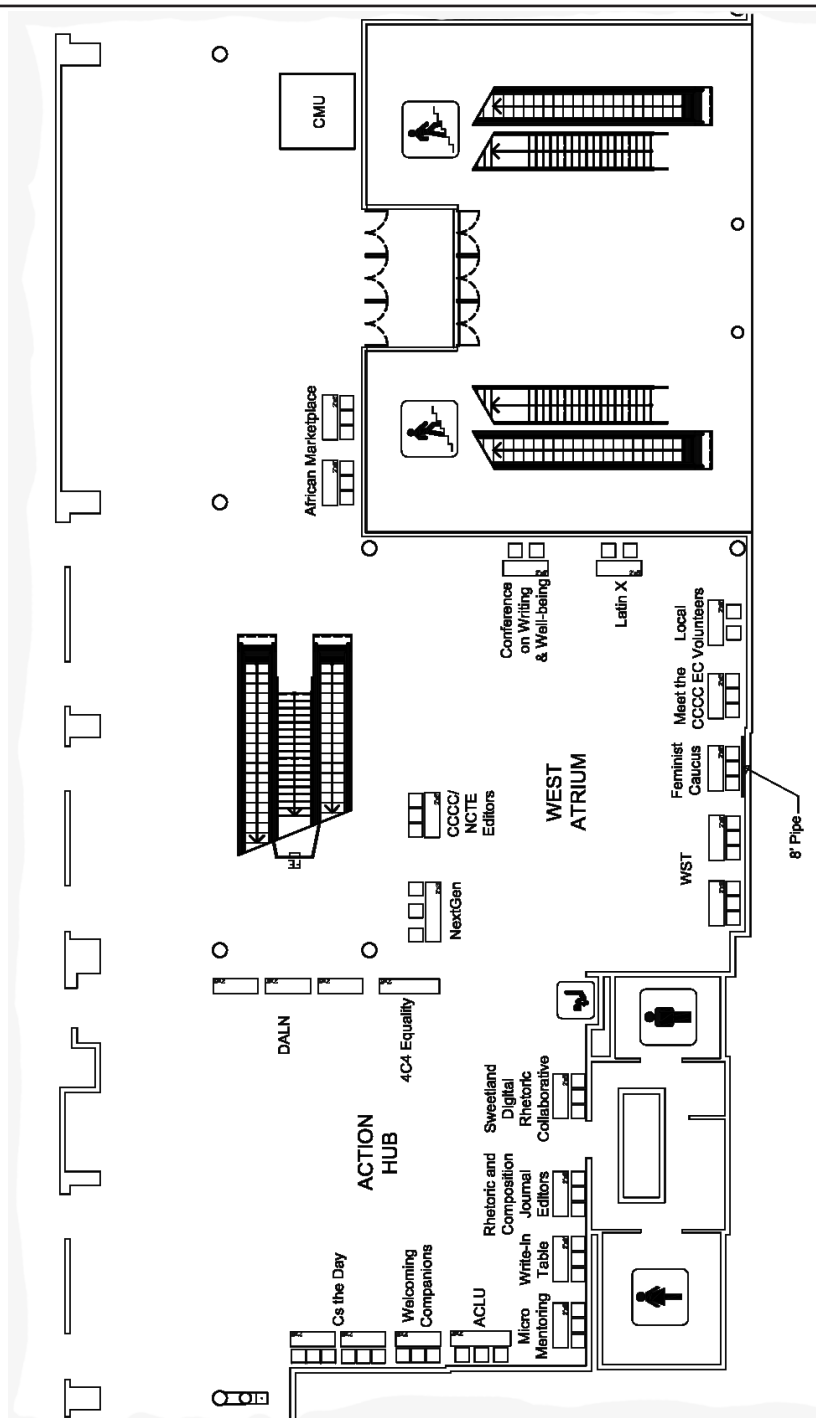
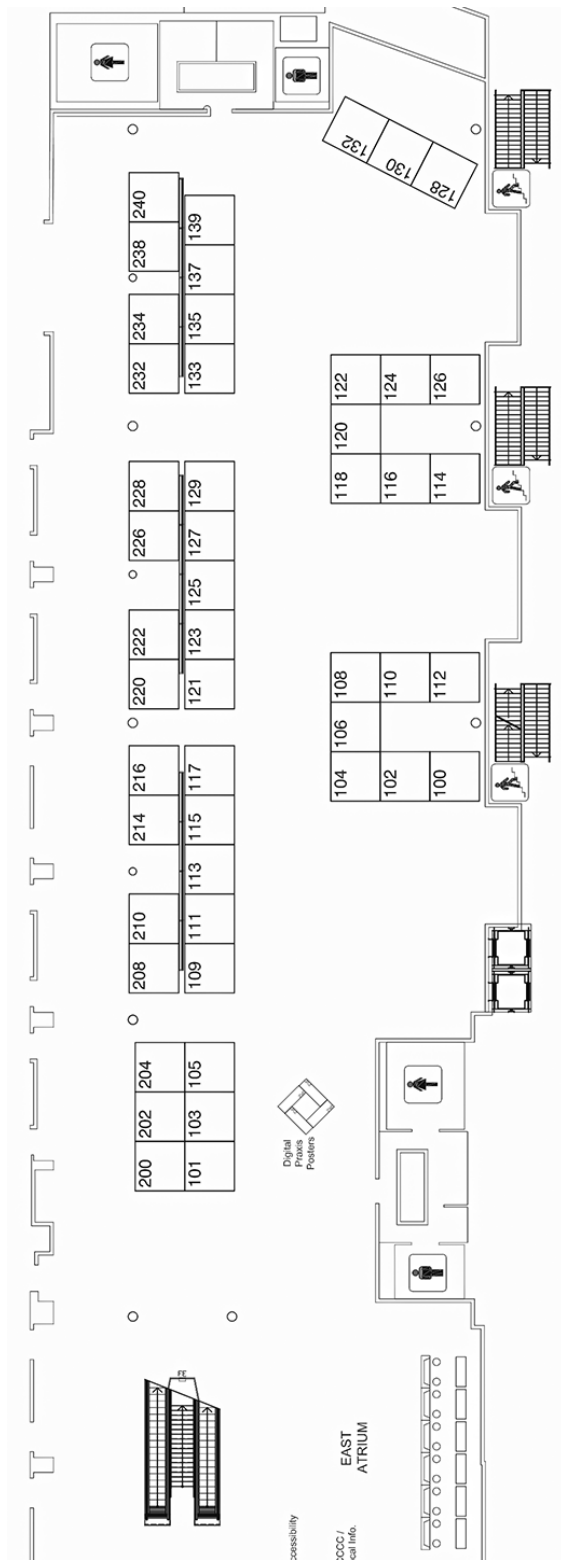


EXHIBIT HALL

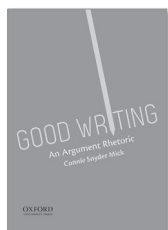


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Macmillan Learning	101
Utah State University Press	102
Council of Writing Program Administrators	104
Parlor Press & Clemson University	108
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Hawkes Learning	214
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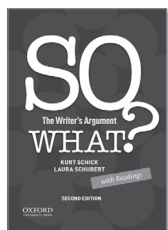
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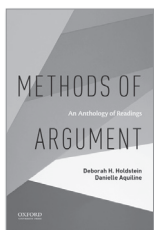
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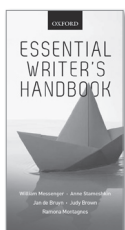
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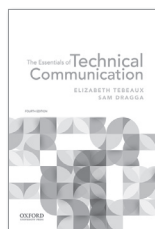
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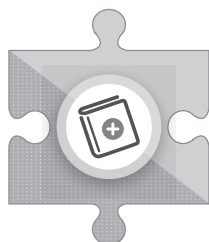
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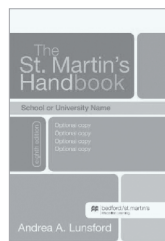
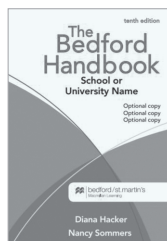
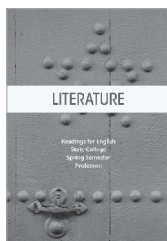
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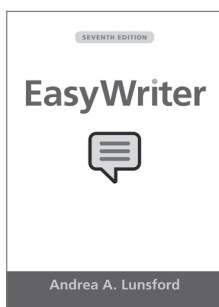
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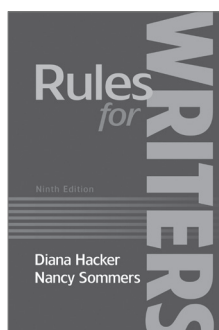
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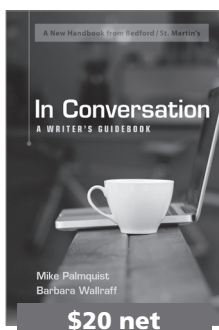
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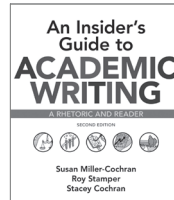
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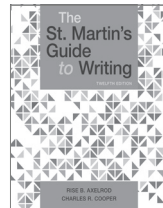
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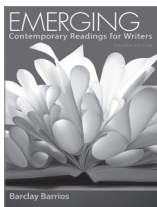
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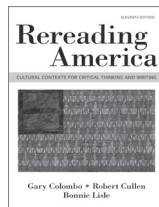
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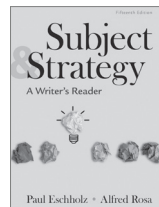
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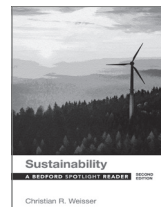
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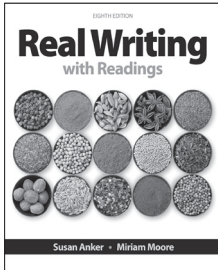
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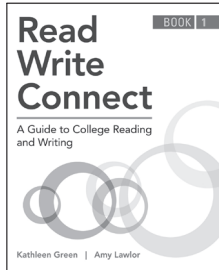
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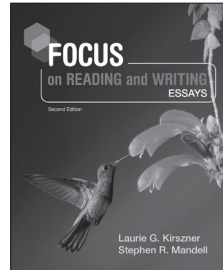
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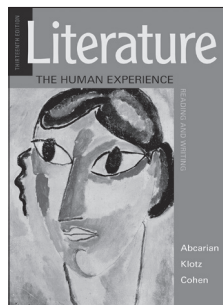


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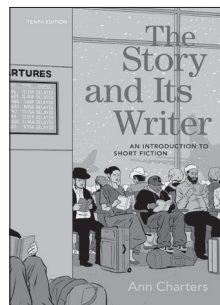


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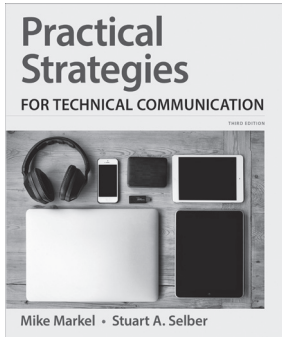
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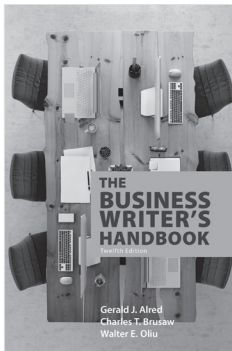
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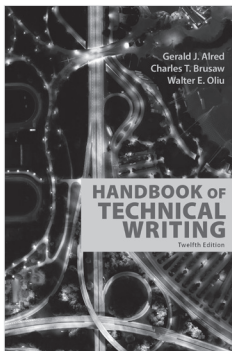
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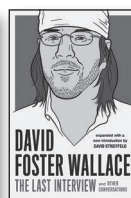
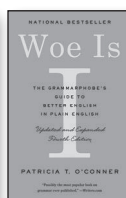
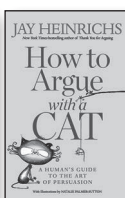
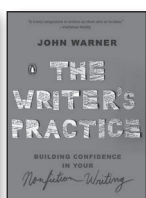
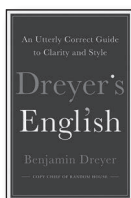
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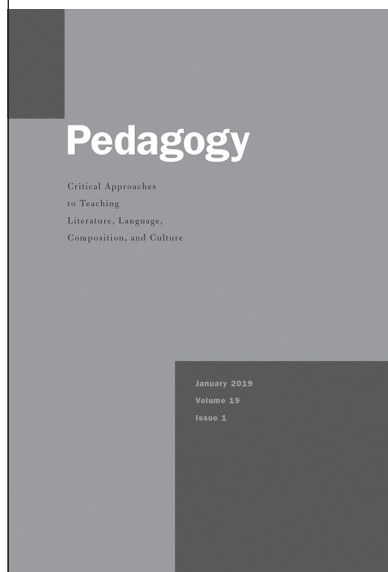
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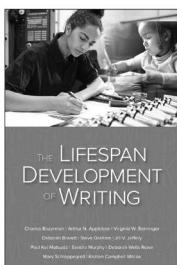


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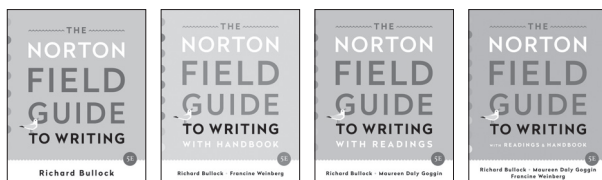
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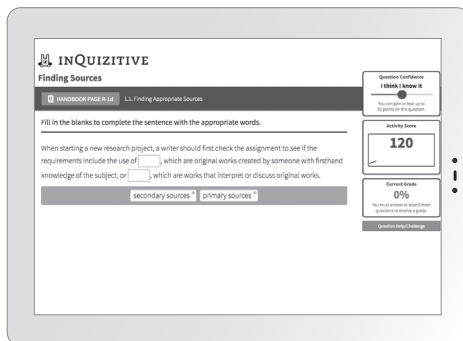
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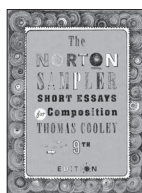
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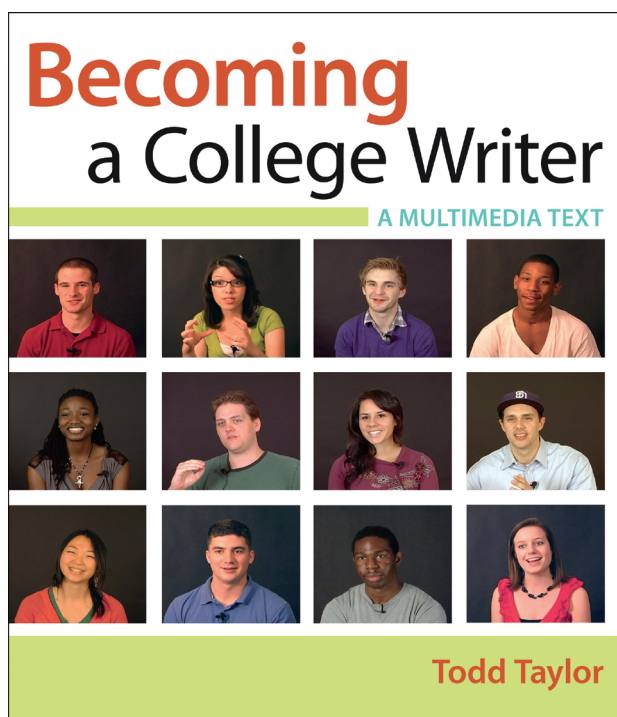
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