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

e277-349-4C-2019.indd 277 3/12/19 9:43 AM

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
Celese Delbar, Elmhurst College, IL
Christine Denecker, The University of Findlay, OH

e277-349-4C-2019.indd 278 3/12/19 9:43 AM

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 Duttagupta, 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

e277-349-4C-2019.indd 279 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 280 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 281 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 282 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 283 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 284 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 285 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 286 3/12/19 9:43 AM

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 Treese, University of Wisconsin Colleges
Gillian Van Treese, University of Wisconsin Colleges

e277-349-4C-2019.indd 287 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 288 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 289 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 290 3/12/19 9:43 AM

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"
Sean Tingle, Arizona State University, Tucson

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

e277-349-4C-2019.indd 291 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 292 3/12/19 9:43 AM

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 Frisicaro-Pawlowski, Daemen College, Amherst, NY, "Rhetorical Deliberation and Ethical Dialogue: Foregrounding Action Guidance in the Writing Classroom"
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"

e277-349-4C-2019.indd 293 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 294 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 295 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 296 3/12/19 9:43 AM

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, "Glass Negatives, Sketchbooks, and Composing with Scarcity"

John Tiedemann, University of Denver, CO, "Writing in an Economy of Scarcity: Artifacts from a Homeless Shelter"

Kathleen Blake Yancey, Florida State University, Tallahassee, "Performing in Print: Sites of Writing and the Composing They Host"

Respondent: Jeff Rice, University of Kentucky, Lexington

e277-349-4C-2019.indd 297 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 298 3/12/19 9:43 AM

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, SUNY-Delhi, NY

e277-349-4C-2019.indd 299 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 300 3/12/19 9:43 AM

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

CANCELLED

Chair and Speaker: Risa Gorelick, New Jersey Institute of Technology, Newark, "The Performance of Reading Digitally"
Speakers: Jenna Corraro, 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

e277-349-4C-2019.indd 301 3/12/19 9:43 AM

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 discoursal 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

e277-349-4C-2019.indd 302 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 303 3/12/19 9:43 AM

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 Klompien, 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"

e277-349-4C-2019.indd 304 3/12/19 9:43 AM

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 Barsczewski, 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"

e277-349-4C-2019.indd 305 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 306 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 307 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 308 3/12/19 9:43 AM

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?"

e277-349-4C-2019.indd 309 3/12/19 9:43 AM

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.

307

Chair and Speaker: Genesea Carter, Colorado State University, Fort Collins

e277-349-4C-2019.indd 310 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 311 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 312 3/12/19 9:43 AM

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: Stephanie Kerschbaum, University of Delaware, Newark
Speakers: Meg Garver, University of Michigan, Ann Arbor
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

e277-349-4C-2019.indd 313 3/12/19 9:43 AM

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, "ObaMao 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?"

e277-349-4C-2019.indd 314 3/12/19 9:43 AM

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 Ecocomposition Classroom

A definition of ecocomposition 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

e277-349-4C-2019.indd 315 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 316 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 317 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 318 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 319 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 320 3/12/19 9:43 AM

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"

continued on next page

e277-349-4C-2019.indd 321 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 322 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 323 3/12/19 9:43 AM

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.

307

e277-349-4C-2019.indd 324 3/12/19 9:43 AM

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 Everyday 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"

e277-349-4C-2019.indd 325 3/12/19 9:43 AM

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.

311

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.

312

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

e277-349-4C-2019.indd 326 3/12/19 9:43 AM

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.

319

continued on next page

e277-349-4C-2019.indd 327 3/12/19 9:43 AM

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.

321

Chair and Speaker: Nicol Epple, 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?

324

e277-349-4C-2019.indd 328 3/12/19 9:43 AM

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.

326

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"

e277-349-4C-2019.indd 329 3/12/19 9:43 AM

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.

327

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.

328

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"

e277-349-4C-2019.indd 330 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 331 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 332 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 333 3/12/19 9:43 AM

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 (Sl)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

Juan Moises Garcia Renteria, The University of Texas at El Paso, "Y que la Virgen Santísima te cuide y te acompañe: Deterritorialization of (Il)legal Migration"

Corina Lerma, The University of Texas at El Paso "Ni de aqui, ni de alla: A Mexican American's Exploration of Identity and Self-Empowerment"

e277-349-4C-2019.indd 334 3/12/19 9:43 AM

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 Languaging 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"

e277-349-4C-2019.indd 335 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 336 3/12/19 9:43 AM

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"

e277-349-4C-2019.indd 337 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 338 3/12/19 9:43 AM

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-xhop'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

e277-349-4C-2019.indd 339 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 340 3/12/19 9:43 AM

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
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

e277-349-4C-2019.indd 341 3/12/19 9:43 AM

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

e277-349-4C-2019.indd 342 3/12/19 9:43 AM

CCCC Past Chairs

2019—Asao B. Inoue
2018—Carolyn Calhoon-Dillahunt
2017—Linda Adler-Kassner
2016—Joyce Locke Carter
2015—Adam Banks (through 9/15);
Howard Tinberg (9/15–12/15)
2014—Howard Tinberg
2013—Chris Anson
2012—Malea Powell
2011—Gwendolyn D. Pough
2010—Marilyn Valentino
2009—Charles Bazerman
2008—Cheryl Glenn
2007—Akua Duku Anokye
2006—Judith Wootten
2005—Douglas D. Hesse
2004—Kathleen Blake Yancey
2003—Shirley Wilson Logan
2002—John Lovas*
2001—Wendy Bishop*
2000—Keith Gilyard
1999—Victor Villanueva, Jr.
1998—Cynthia Selfe
1997—Nell Ann Pickett
1996—Lester Faigley
1995—Jacqueline Jones Royster
1994—Lillian Bridwell-Bowles
1993—Anne Ruggles Gere
1992—William W. Cook
1991—Donald McQuade
1990—Jane E. Peterson
1989—Andrea A. Lunsford
1988—David Bartholomae
1987—Miriam T. Chaplin*
1986—Lee Odell
1985—Maxine Hairston*
1984—Rosentene B. Purnell
1983—Donald C. Stewart*
1982—James Lee Hill
1981—Lynn Quitman Troyka
1980—Frank D'Angelo
1979—William F. Irmscher
1978—Vivian I. Davis
1977—Richard Lloyd-Jones*
1976—Marianna W. Davis
1975—Lionel R. Sharp
1974—Richard L. Larson*
1973—James D. Barry*
1972—Elisabeth McPherson*
1971—Edward P. J. Corbett*
1970—Ronald E. Freeman*
1969—Wallace W. Douglas*
1968—Dudley Bailey*
1967—Richard Braddock*
1966—Gordon Wilson*
1965—Richard S. Beal*
1964—Robert M. Gorrell
1963—Priscilla Tyler*
1962—Francis E. Bowman
1961—Erwin R. Steinberg
1960—Glen Leggett*
1959—Albert R. Kitzhaber*
1958—Robert E. Tuttle
1957—Francis Shoemaker
1956—Irwin Griggs*
1955—Jerome W. Archer
1954—T. A. Barnhart*
1953—Karl W. Dykema*
1952—Harold B. Allen*
1951—George S. Wykoff*
1950—John C. Gerber*
1949—John C. Gerber*
*Deceased

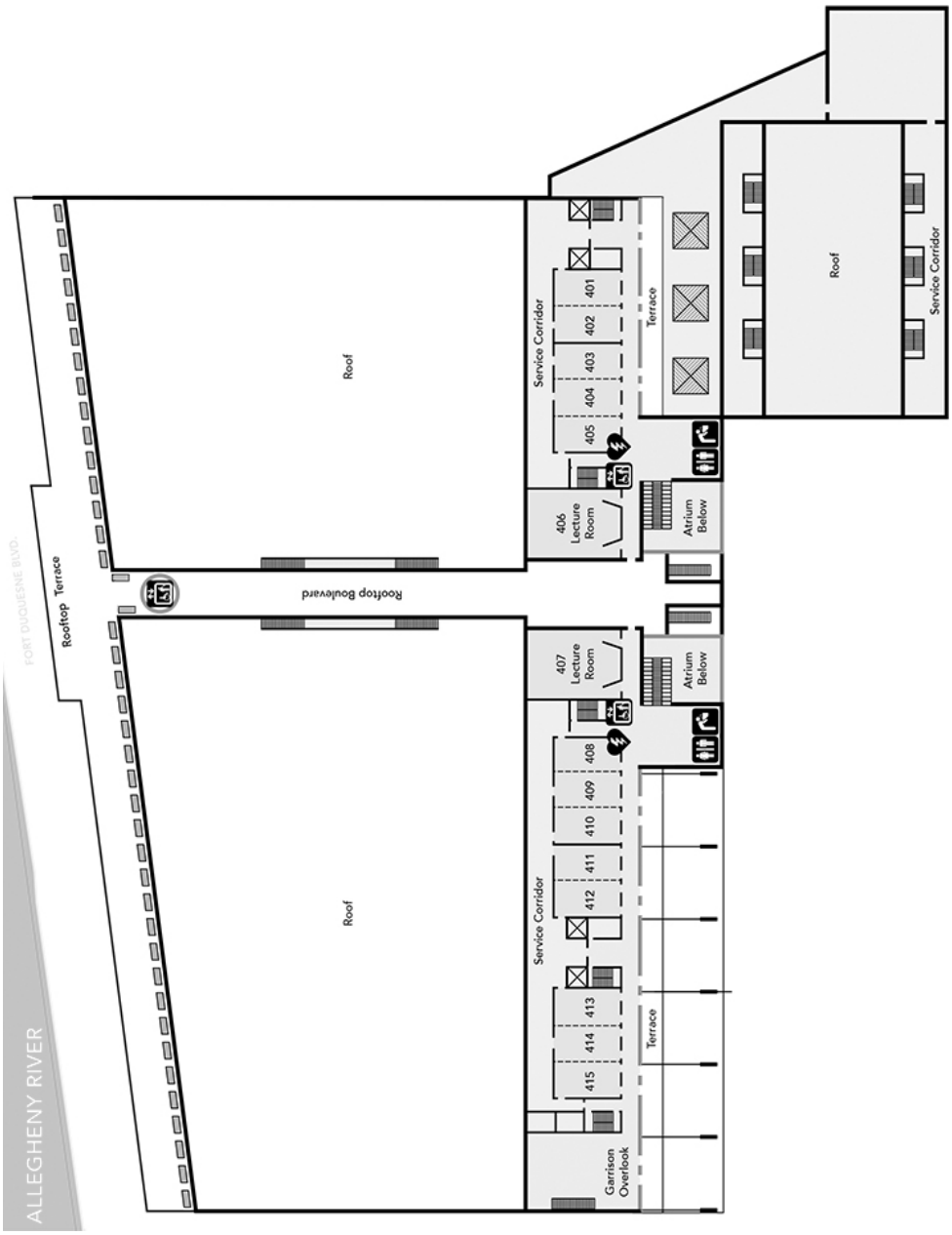
e277-349-4C-2019.indd 343 3/12/19 9:43 AM

Floor Plans

David L. Lawrence Convention Center, Level 3

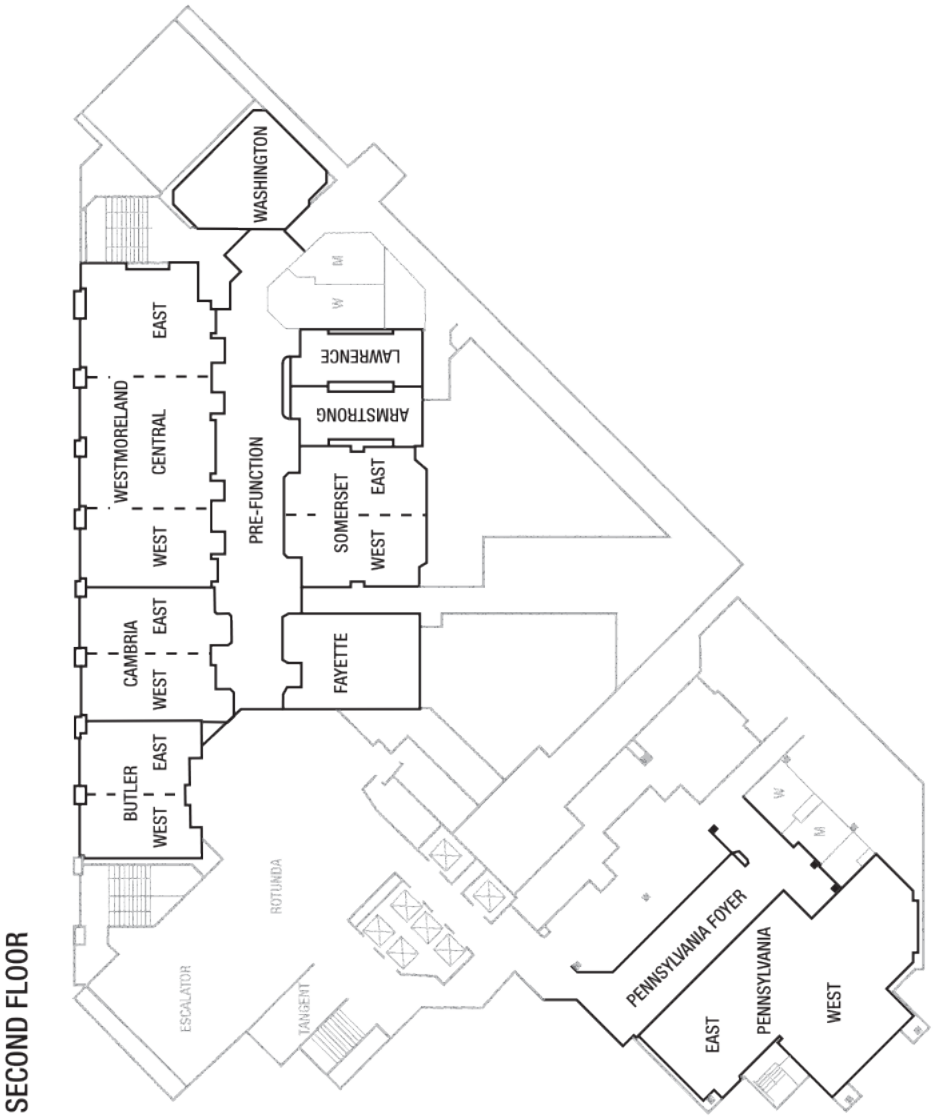
e277-349-4C-2019.indd 344 3/12/19 9:43 AM

David L. Lawrence Convention Center, Level 4



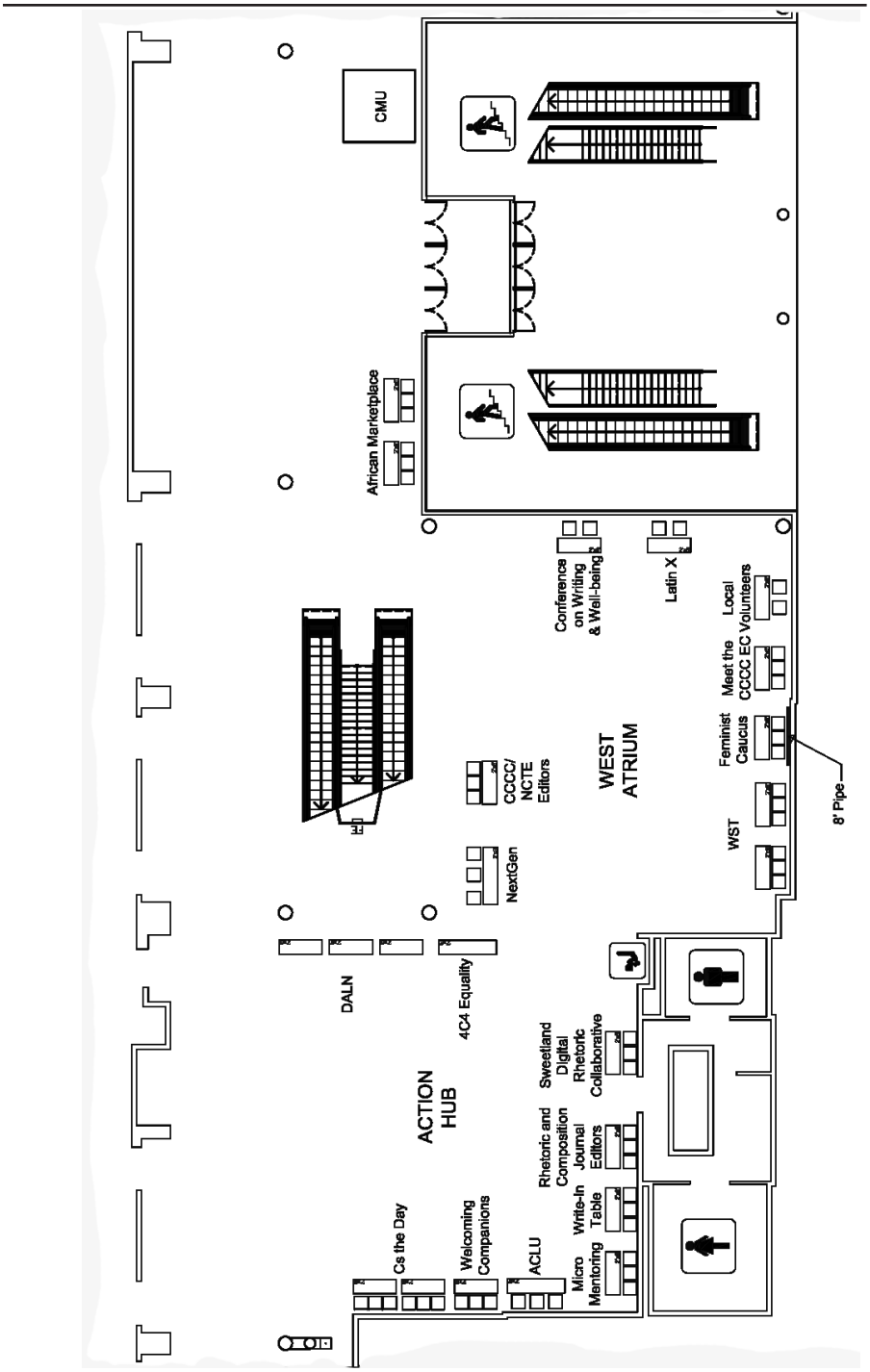
e277-349-4C-2019.indd 345 3/12/19 9:43 AM

Westin Convention Center, Level 2



e277-349-4C-2019.indd 346 3/12/19 9:43 AM

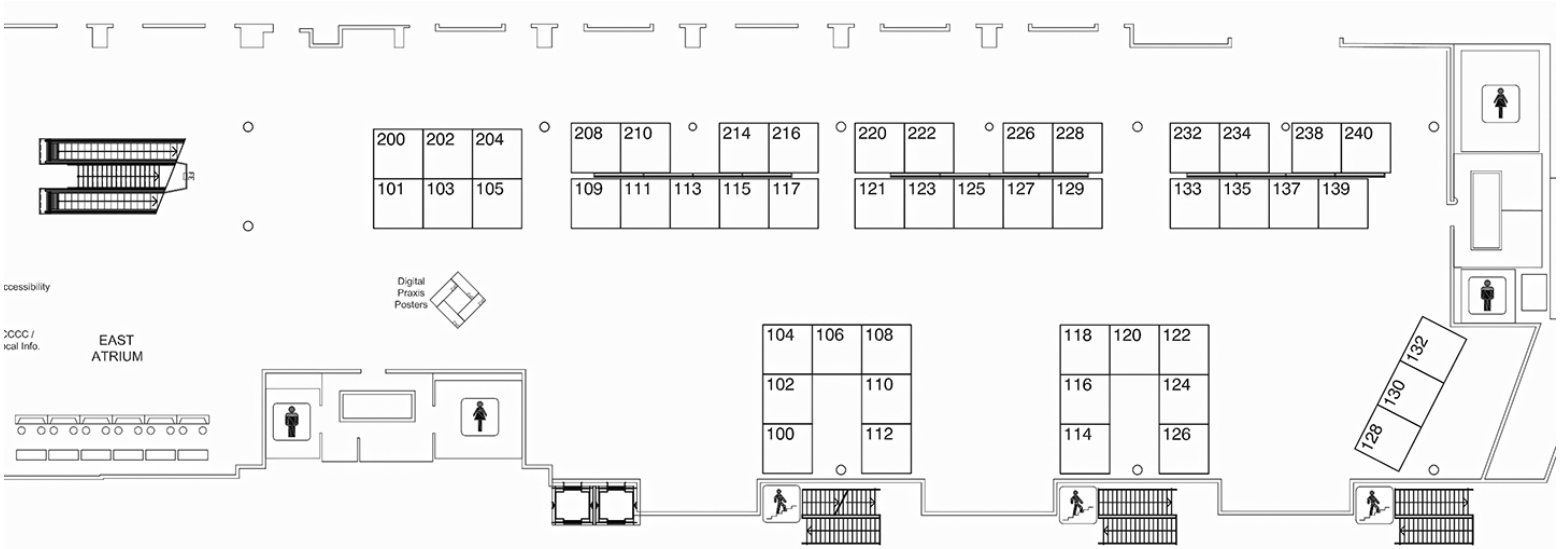
ACTION HUB



e277-349-4C-2019.indd 347 3/12/19 9:43 AM

e277-349-4C-2019.indd 348

EXHIBIT HALL



3/12/19 9:43 AM

2019 CCCC CONVENTION EXHIBITORS

COMPANY NAME	BOOTH NUMBER
Eli Review & The Write Class	100
Macmillan Learning	101
Utah State University Press	102
Council of Writing Program Administrators	104
Parlor Press & Clemson University	108
Macmillan Publishers	109
TYCA (Two-Year College English Association)	110
Penguin Random House	111
Readable Writing Press	112
W.W. Norton	113
Kendall Hunt Publishing	118
Cengage	121
Broadview Press	122
PowerNotes	125
Routledge	127
NCTE Bookstore	128
University of Pittsburgh Press	129
The Ohio State University Press	133
The Critical Thinking Initiative	135
Journal of Teaching Writing	137
HarperCollins Publishers	208
Pearson	210
Hawkes Learning	214
Modern Language Association	220
Southern Illinois University Press	222
Fountainhead Press	226
The Chicago Manual of Style/Turabian	232

e277-349-4C-2019.indd 349 3/12/19 9:43 AM