

# A Sessions: 10:30–11:45 a.m.

## Poster Session

David L. Lawrence Convention Center:  
Third Floor West Hallway

### *Research*

#### **Undergraduate Researcher Poster Session**

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

**Chair:** Jessie Moore, Elon University, NC

### *Language*

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

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

Spirit of Pittsburgh Ballroom B

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

**Speakers:** Jeffrey McCune, Washington University, St. Louis, MO, "The Quare of Queer"

Vorris Nunley, University of California, Riverside, "Black Presence/Black Politics"

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

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

**Respondent:** Gwendolyn Pough, Syracuse University, NY

*Writing Programs*

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

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

Spirit of Pittsburgh Ballroom C

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

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

Staci Perryman-Clark, Western Michigan University, Kalamazoo

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

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

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

*Basic Writing*

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

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

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**Chair:** Sarah Liles, Weatherford College, TX

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

Diann Ainsworth, Weatherford College, TX

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

*Writing Pedagogies and Processes*

**A.04 Writing Teachers Writing**

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

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

*Community, Civic & Public*

**A.05 From Rhetorical Tactics to Tactical Rhetorics**

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

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

*Community, Civic & Public*

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

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

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**Chair and Speaker:** Lara Smith-Sitton, Kennesaw State University, GA

**Speakers:** Jeanne Bohannon, Kennesaw State University, GA  
Allison Dobo, Kennesaw State University, GA  
Todd Harper, Kennesaw State University, GA  
Bailey McAlister, Kennesaw State University, GA

*Community, Civic & Public*

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

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

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

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

Angela Johnson, Texas Woman's University, Denton

Leanne Lentschke, Collin College, McKinney, TX

*Community, Civic & Public*

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

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

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

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

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

Liza Soria, The University of Texas at El Paso

*First-Year and Advanced Composition*

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

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

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

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

Katherine Crowe, University of Denver, CO

*First-Year and Advanced Composition*

**A.10 Genre Roles and Performativity: Reconsidering Rhetorical Imitation**

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

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**Chair:** Jade Arvizu, California State University, Northridge

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

Irene Clark, California State University, Northridge

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

*Information Technologies*

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

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

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**Speakers:** Jenae Cohn, Stanford University, CA

Megan McIntyre, Sonoma State University, CA

Nicholas Van Kley, Dartmouth College, Hanover, NH

*First-Year and Advanced Composition*

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

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

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

Jim Condon, University of Southern California, Los Angeles

David Gooblar, University of Iowa, Iowa City

David Tomkins, University of Southern California, Los Angeles

*Institutional and Professional*

**A.13    Disciplinary and Disruption in the Academic Lifecycle**

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

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**Chairs:** Lauren Bowen, University of Massachusetts Boston

Laurie A. Pinkert, University of Central Florida, Orlando

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

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

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

Together: Performing Discipline as an Adjunct and Mother”

Joel Wingard, Moravian College, Bethlehem, PA

*Institutional and Professional*

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

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

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**Speakers:** Jean Dubro, Northern Virginia Community College, Springfield

Michelle LaFrance, George Mason University, Fairfax, VA

Cheri Lemieux Spiegel, Northern Virginia Community College, Annandale

*Writing Programs*

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

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

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**Speakers:** Gavin Hurley, University of Providence, Great Falls, MT,

“Creating an Antiracist Agenda: A Faculty Perspective”

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

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

*First-Year and Advanced Composition*

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

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

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

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

Tyler Easterbrook, University of North Carolina, Chapel Hill

Tiffany Friedman, University of North Carolina, Chapel Hill

Alex Funt, University of North Carolina, Chapel Hill

Todd Taylor, University of North Carolina, Chapel Hill

*History*

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

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

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

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

Lisa Ruiz, Bloomfield College, NJ

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

*Institutional and Professional*

**A.18 The Performance-Rhetoric of Campus Activism**

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

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**Chair:** Elizabeth Mazzolini, University at Buffalo, NY

**Speakers:** Barbara Bono, University at Buffalo, NY

Ana Grujic, University at Buffalo, NY

Nicole Lowman, University at Buffalo, NY

Joseph Moore, University of Missouri, Columbia

James Rizzi, Tufts University, Medford, MA

*Professional and Technical Writing*

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

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

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

*Research*

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

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

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**Speakers:** Ashley Fox, Wright State University, Dayton, OH, “Canvas Compositions: Trauma and Re/Creating the Body through Mixed Media”

Christina Luiggi, Wright State University, Dayton, OH

Spencer Rowland, Wright State University, Dayton, OH, “Expressing the Repressed: Music as Performative Scholarship and Holistic Healing”

*Research*

**A.21 Performing Uncertainty in Writing Center Consultations**

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

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



*Theory*

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

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

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

**Speakers:** Rhiannon Scharnhorst, University of Cincinnati, OH

Rich Shivener, University of Cincinnati, OH

Hillary Weiss, Wayne State University, Detroit, MI

*Theory*

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

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

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

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

Yebing Zhao, Miami University, Oxford, OH

Hua Zhu, Miami University, Oxford, OH

*Writing Pedagogies and Processes*

**A.24 Enacting Pedagogy: 7 Microperformances**

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

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

**Speakers:** Daniel Collins, Guttman Community College, CUNY

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

Adam Koehler, Manhattan College, New York, NY

Matthew Pavesich, Georgetown University, Washington, DC

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

Hill Taylor, Oregon Health and Science University, Portland

Nathalie Virgintino, Concordia College New York, Bronxville

*Writing Pedagogies and Processes*

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

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

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

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

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

*Writing Pedagogies and Processes*

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

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

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**Speakers:** William Breeze, Cleveland State University, OH

Yvonne Bruce, Cleveland State University, OH

Alexandra DeBiase, Cleveland State University, OH

Amy Guildoo, Cleveland State University, OH

Michael Laury, Cleveland State University, OH

*Writing Pedagogies and Processes*

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

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

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**Speakers:** Roxanne Aftanas, Marshall University, Huntington, WV

Molly Daniel, University of North Georgia, Gainesville

Morgan Gresham, University of South Florida, St. Petersburg

*Writing Programs*

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

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

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

**Speakers:** Julie Cook, University of North Carolina, Charlotte

Ligia Mihut, Barry University, Miami Shores, FL

Tony Scott, Syracuse University, NY

*Writing Programs*

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

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

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**Chair:** Brenda Jo Brueggemann, University of Connecticut, Storrs

**Speakers:** Lisa Blansett, University of Connecticut, Storrs

Ruth Book, University of Connecticut, Storrs

Gabriel Morrison, University of Connecticut, Storrs

*Basic Writing*

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

Panelists explore student and instructor performances of identity.

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**Chair:** Holly Shelton, University of Washington, Seattle

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

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

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

*Community, Civic & Public*

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

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

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**Chair:** Oksana Moroz, Indiana University of Pennsylvania

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

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

*First-Year and Advanced Composition*

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

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

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

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

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

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

*First-Year and Advanced Composition*

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

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

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**Chair:** Emilie Koenig, University of Houston, TX

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

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- S. Brook Corfman, University of Pittsburgh, PA, “No Language: The Trans or Nonbinary Student in the Composition Classroom”  
Amanda May, Florida State University, Tallahassee, “Imag(in)ing Selves: Visuals as Identity Performance in First-Year Composition”  
Jeremy Ricketts, Bethel University, Arden Hills, MN, “From Rhetoric to Reality: Performative Identities, College Students, and Composition”

*History*

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

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

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- Chair:** Steven Lessner, Northern Virginia Community College, Annandale  
**Speakers:** Miriam Fernandez, California State University, San Bernardino, “An Epideictic Spectacle: The Role of Malintzin (la Malinche) in Early Nationalist Plays in Mexico City”  
Marlene Galvan, Texas Tech University, Lubbock, “‘Dancing with the Devil’ Revisited: Rhetorical Performance and a Latinx Folktale”  
Amy Lueck, Santa Clara University, CA, “Historicizing Concurrent Enrollment in a Segregated City”  
Brice Nordquist, Syracuse University, NY, “Historicizing Concurrent Enrollment in a Segregated City”

*Information Technologies*

**A.35 Identity Performance in Virtual Environments**

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

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- Chair:** Cristy Beemer, University of New Hampshire, Durham  
**Speakers:** Lori Arnold, Texas A&M University, College Station, “Emotional Birth! Performing Motherhood through the Birth Vlog”  
Mariya Tseptsura, University of New Mexico, Albuquerque, “Performing Identity in Online Writing Classrooms: Second Language Students’ Voices”  
James Wirth, University of Washington, Seattle, “Performing and Positioning Teacher Identity in First-Year Online Composition Classrooms”

*Writing Pedagogies and Processes*

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

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

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

**Speakers:** Neisha-Anne Green, American University, Washington, DC

Mara Holt, Ohio University, Athens, “[Dis]missing White Discomfort: Performing Patience with White Fragility”

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

*Language*

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

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

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

**Speakers:** Philip Davila, Texas A&M University–Corpus Christi

Victoria Ramirez Gentry, Texas A&M University–Corpus Christi

Olena Simmons, Texas A&M University–Corpus Christi

*Institutional and Professional*

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

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

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**Chair:** Christiane Boehr, University of Cincinnati, OH

**Speakers:** Rebecca Powell, University of Southern Mississippi,

Hattiesburg, “Performing Pedagogy: A Call to Affiliation through an Analysis of the 2018 Teacher Strikes”

Andrew Rihn, Stark State College, North Canton, OH, “Demonic

Performance in Rhetoric and Composition: Possessed, Exorcised, Disciplined”

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

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

*Professional and Technical Writing*

**A.39 Imposters, Good Feminists, and Professional Grammar**

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

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**Chair:** Michaelann Nelson, Utah State University, Logan

**Speakers:** Erin Frost, East Carolina University, Greenville, NC,

“Performing Good Feminist in Textbook Writing”

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

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

*Research*

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

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

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

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

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

*Theory*

**A.41 Performance-Composition across Media**

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

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

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

Noelle Hepworth, Virginia Commonwealth University, Richmond, “Alternate Reality Game Narratology”

Christine Martorana, Florida International University, University Park,  
“Anti-Shame Performance-Composition within Feminist Zines”  
Marissa McKinley, Indiana University of Pennsylvania, “Here to Perform/  
Here to Transgress: The Polycystic Ovarian Syndrome Body Goes to  
Performative Work in an Online Health Community”

*Writing Pedagogies and Processes*

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

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

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**Chair:** Joshua Schriftman, University of Miami, FL

**Speakers:** Scott Downing, Kenai Peninsula College, Soldotna, AK, “Video Feedback: Performing Social Presence in the Composition Classroom”  
Andrew Moos, University of Michigan, Ann Arbor, “Prior Teachers and Feedback Performance”

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

*Writing Pedagogies and Processes*

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

Panelists explore bodies and embodied rhetorics in the writing classroom.

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**Chair:** Wallace Cleaves, University of California, Riverside

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

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

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

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



*Writing Pedagogies and Processes*

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

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

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**Chair:** Sara Doan, University of Wisconsin-Milwaukee

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

Joseph Serio, University of Wisconsin-Milwaukee

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

**A.47 Imposter Syndrome and the Graduate Student Experience**

*Sponsored by the Graduate Student Standing Group*

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

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**Group Leaders:** Andrea Bishop, University of Memphis, TN

Joanna Chromik, Indiana University Bloomington

Rachel Robinson, Michigan State University, East Lansing

Tabitha Espina Velasco, Washington State University, Pullman

## B Sessions: 12:15–1:30 p.m.

### *Language*

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

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

Spirit of Pittsburgh Ballroom B

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

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

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

### *Writing Programs*

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

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

Spirit of Pittsburgh Ballroom C

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

### *Basic Writing*

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

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

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

*Community, Civic & Public*

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

*Sponsored by the American Indian Caucus*

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

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**Chair:** Lisa King, University of Tennessee, Knoxville

**Speakers:** Yavanna Brownlee, Ohio University, Athens

Cat Jennings, Michigan State University, East Lansing

Sundy Watanabe, University of Utah, Salt Lake City

*First-Year and Advanced Composition*

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

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

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

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

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

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

*Community, Civic & Public*

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

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

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

Angelica Perry, Homeless Children’s Education Fund

Steve Simpson, New Mexico Tech, Socorro

*Community, Civic & Public*

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

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

306

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

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

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

**Respondent:** Rhea Estelle Lathan, Florida State University, Tallahassee

*Information Technologies*

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

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

307

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

*First-Year and Advanced Composition*

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

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

308

**Chair:** Amanda Irwin Wilkins, Princeton University, NJ

**Speakers:** Genevieve Creedon, Princeton University, NJ

Christopher Kurpiewski, Princeton University, NJ

Leslie Ribovich, Princeton University, NJ

Judith Swan, Princeton University, NJ

*Institutional and Professional*

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

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

309

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

Alex Hanson, Syracuse University, NY

Eileen Schell, Syracuse University, NY

**Respondents:** Aja Martinez, Syracuse University, NY

Hyoejin Yoon, West Chester University, PA

*First-Year and Advanced Composition*

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

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

310

**Speakers:** Jennifer Cunningham, Kent State University, OH

Lyra Hilliard, University of Maryland, College Park

Mary Stewart, Indiana University of Pennsylvania

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

*Institutional and Professional*

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

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

311

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

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

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

Erec Smith, York College of PA

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

*Institutional and Professional*

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

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

312

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

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

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

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

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

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

*Writing Pedagogies and Processes*

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

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

315/316

**Chair and Performer:** Gian Pagnucci, Indiana University of Pennsylvania

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

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

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

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

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

*First-Year and Advanced Composition*

**B.15 Performing Group Grading of Multimodal Portfolios**

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

317/318

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

Lindsay Jeffers, Grand Valley State University, Allendale, MI

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

Dauvan Mulally, Grand Valley State University, Allendale, MI

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

*History*

**B.16 1894: Composition at the Crossroads**

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

319

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

**Speakers:** Christopher Carter, University of Cincinnati, OH

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

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

*Writing Programs*

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

*Sponsored by the International Writing Centers Association*

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

320

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

**Speakers:** Katrina Bell, Colorado College, Colorado Springs

Mike Haen, University of Wisconsin-Madison

Talisha Haltiwanger Morrison, University of Notre Dame, IN

Noreen Lape, Dickinson College, Carlisle, PA

Michelle Miley, Montana State University, Bozeman

Beth Towle, Purdue University, West Lafayette, IN

*Postsecondary Reading/Literacy*

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

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

321

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

*Professional and Technical Writing*

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

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

323

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



*Research*

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

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

324

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

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

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

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

David Russell, Iowa State University, Ames

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

*Theory*

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

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

325

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

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

*Theory*

**B.22 Performative Rhetorics/Performing Rhetorics for Social Justice**

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

326

**Chair:** Victor Vitanza, Clemson University, SC

**Speakers:** Whitney Jordan Adams, Clemson University, SC

Firasat Jabeen, Clemson University, SC

Eda Ozyesilpinar, The University of Texas at El Paso

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

Nathan Riggs, Clemson University, SC

*Theory*

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

*Sponsored by the CCCC Latinx Caucus*

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

327

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

**Speakers:** Abigail Adent, University of Maine, Orono

Les Hutchinson, Michigan State University, East Lansing

Alejandra Irene Ramirez, University of Arizona, Tucson

*Writing Pedagogies and Processes*

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

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

328

**Speaker:** Michael Goldberg, The University of Iowa, Iowa City

Claudia Pozzobon, The University of Iowa, Iowa City

Bonnie Sunstein, The University of Iowa, Iowa City

*Writing Pedagogies and Processes*

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

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

329

**Speakers:** Sara Austin, Bowling Green State University, OH

Julianna Edmonds, Florida State University, Tallahassee

Kelly Moreland, Bowling Green State University, OH

**Respondent:** Lee Nickoson, Bowling Green State University, OH

*Writing Pedagogies and Processes*

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

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

330

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

Tracy Ann Morse, East Carolina University, Greenville, NC

Sushil Oswal, University of Washington Tacoma

Stephanie Wheeler, University of Central Florida, Orlando

*Writing Pedagogies and Processes*

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

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

333

**Speakers:** Kelly Garneau, Northeastern University, Boston, MA

Bret Keeling, Northeastern University, Boston, MA

Laurie Nardone, Northeastern University, Boston, MA

*Writing Pedagogies and Processes*

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

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

334

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

**Speaker:** Annife Campbell, The University of the West Indies

Clover Jones-McKenzie, University of Technology, Jamaica

Christine Kozikowski, The University of the Bahamas, Nassau

Raymond Oenbring, The University of the Bahamas, Nassau

Heather Robinson, York College, CUNY

**Performer:** Carmeneta Jones, The University of the West Indies

**Respondent:** Brianne Jaquette, Western Norway University of Applied Sciences

*Writing Programs*

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

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

335

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

*Writing Programs*

**B.30 The Performance of Portfolios Across the Curriculum**

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

336

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

*Community, Civic & Public*

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

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

338

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

*Community, Civic & Public*

**B.32 Performing Transformations through Writing**

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

401

**Chair:** Theresa McGriff, University of Colorado Boulder

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

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

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

*Creative Writing*

**B.33 Chronicles of Misplaced Belief**

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

402

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

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

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

*First-Year and Advanced Composition*

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

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

403

**Chair:** Elizabeth Monske, Northern Michigan University, Marquette

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

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

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

*First-Year and Advanced Composition*

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

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

404

**Chair:** Teresa Cusumao, Lehigh University, Bethlehem, PA

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

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

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

*Institutional and Professional*

**B.36 Disciplining Routines, Staging Instructional Interventions**

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

405

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

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

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

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

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

*Community, Civic & Public*

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

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

406

**Chair:** Lou Maraj, University of Pittsburgh, PA

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

Ashley Sylvester, Texas Christian University, Fort Worth

Landy Watley, Howard University, Washington, DC

**Respondent:** Khirsten Echols, University of Pittsburgh, PA

*Language*

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

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

407

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

**Speakers:** Ronisha Browdy, North Carolina State University, Raleigh

Tiyah Koney, Morgan State University, Baltimore, MD

*Postsecondary Reading/Literacy*

**B.39 Affects and Assimilations**

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

408

**Chair:** Shahla Asadolahi, Indiana University of Pennsylvania

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

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

*Professional and Technical Writing*

**B.40 Textual Chocolate**

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

409

**Chair:** Babak Aghapourkhouei, Indiana University of Pennsylvania

**Speakers:** Madhura Bandyopadhyay, Syracuse University, NY,

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

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

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

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

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

*Theory*

**B.41 Affect, Ethos, and Ecologies of Writing**

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

410

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

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

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

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

*Writing Pedagogies and Processes*

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

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

412

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

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

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

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

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

*Writing Pedagogies and Processes*

**B.43 From Performance-Rhetoric to Performative Pedagogy**

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

413

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

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

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

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

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

*Writing Pedagogies and Processes*

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

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

414

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

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

- Guadalupe Remigio Ortega, University of Wisconsin-Madison,  
“Critical Race Methodologies in the First-Year Writing Classroom:  
Creating Agency and Improving Student Engagement to Address the  
Marginalization of Latinx Students”
- Mariel Sander, Columbia College, New York, NY, “Chinese Students in  
American Classrooms: Adapting Writing Pedagogy to a More Global  
World”

*Writing Programs*

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

Together we address crucial qualities of socially just writing programs.

415

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

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

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

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

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

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

*Writing Pedagogies and Processes*

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

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

304

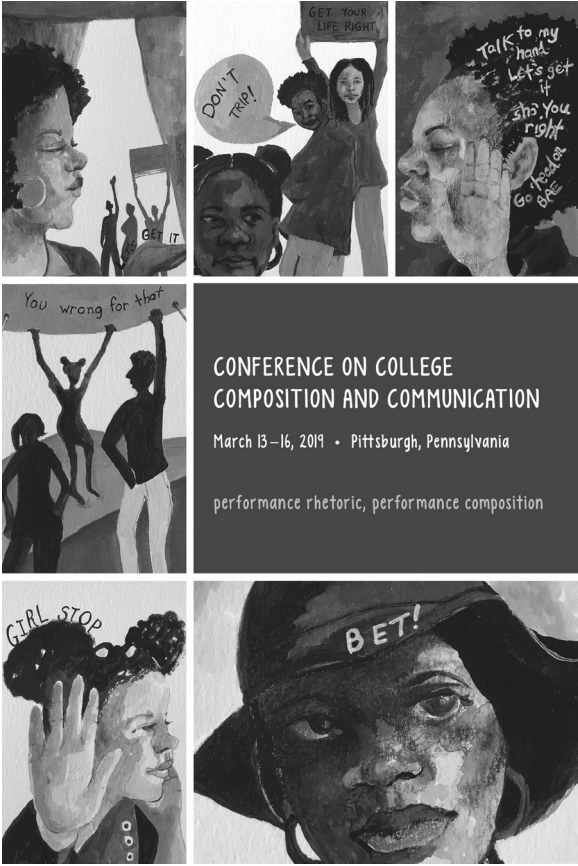
**Chair and Speaker:** Charles Bazerman, University of California, Santa Barbara, “Learning Not to Stigmatize Dialects: Writing about Linguistic Data”

**Speakers:** Christiane Donahue, Dartmouth College, Hanover, NH,  
“Meta-awareness and Growth in Writing: Perception and Performance”

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Valentina Aahler, University of California, Santa Barbara, “Learning Not to Stigmatize Dialects: Writing about Linguistic Data”

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



## C Sessions: 1:45–3:00 p.m.

### Poster Sessions

David L. Lawrence Convention Center:  
Third Floor West Hallway

#### *Research*

##### **Performing Self across Countries and Disciplines**

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

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

#### *Research*

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

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

**Speaker:** Sukanto Roy, Indiana University of Pennsylvania

#### *Writing Programs*

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

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

**Performer:** Wenqi Cui, Indiana University of Pennsylvania

#### *Writing Programs*

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

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

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

*Basic Writing*

**C.01 This Is Some Fight the Power Stuff!**

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

Spirit of Pittsburgh Ballroom B

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

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

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

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

*Writing Programs*

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

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

Spirit of Pittsburgh Ballroom C

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

Diane LeBlanc, Saint Olaf College, Northfield, MN

Rebecca Richards, Saint Olaf College, Northfield, MN

*Community, Civic & Public*

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

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

301

**Speakers:** Christine Denecker, The University of Findlay, OH  
Elizabeth (Schickel) Robinson, Grailville, Loveland, OH, “Performative Feminist Rhetoric of Grailville”

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

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

*First-Year and Advanced Composition*

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

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

302

**Roundtable Leaders:** Casie Moreland, Western Oregon University, Monmouth

Erin Wecker, University of Montana, Missoula

Patricia Wilde, Washington State University Tri-Cities, Richland

*First-Year and Advanced Composition*

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

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

303

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

**Speakers:** Jason Harris, Cleveland State University, OH

Amanda Lloyd, Cleveland State University, OH

Charlotte Morgan, Cleveland State University, OH

*Community, Civic & Public*

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

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

304

**Speakers:** David Del Mar, Portland State University, OR

J. R. “Jones” Estes, Portland State University, OR

Annie Knepler, Portland State University, OR

Michelle Swinehart, Portland State University, OR

*Community, Civic & Public*

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

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

305

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

*Community, Civic & Public*

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

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

306

**Chair and Speaker:** Katherine Tsiopos Wills, Indiana University  
Columbus

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

*Information Technologies*

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

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

307

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

Jessica Matthews, George Mason University, Fairfax, VA

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

*First-Year and Advanced Composition*

**C.10 Inclusivity as Performance in First-Year Writing**

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

308

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

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

Vrinda Condillac, Barnard College, New York, NY

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

Alexandra Watson, Barnard College, New York, NY

*Institutional and Professional*

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

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

309

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

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

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

*First-Year and Advanced Composition*

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

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

310

**Speakers:** Jinrong Li, Georgia Southern University, Statesboro

Peggy Lindsey, The Ohio State University, Columbus

Warren Merkel, The University of Iowa, Iowa City



*Institutional and Professional*

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

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

311

**Speaker:** Zack Bergeron, University of Arizona, Tucson

*Institutional and Professional*

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

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

312

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

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

*Institutional and Professional*

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

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

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

315/316

**Chair:** Steve Parks, University of Virginia, Charlottesville

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

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

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

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

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

*Institutional and Professional*

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

*Sponsored by the Newcomers' Committee*

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

317/318

**Chair:** Sharon Mitchler, Centralia College, WA

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

*History*

**C.17 Archival Translations: Exploring Transnational and Translingual History**

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

319

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

*Language*

**C.18 Assembling Translingual Performances: Redefining Agency**

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

320

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

*Professional and Technical Writing*

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

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

321

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

*Research*

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

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

324

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

*Theory*

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

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

325

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

*Theory*

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

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

326

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

*Theory*

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

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

324

**Chair:** Candice Welhausen, Auburn University, AL

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

*Writing Pedagogies and Processes*

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

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

328

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

*Writing Pedagogies and Processes*

**C.26 From Traditional to Performative: A Boomer, Gen-Xer, and Millennial Reflect on Three Decades of Composition Practices**

Three generations of composition instructors present theories that influence their teaching, and how to embrace “old but gold” and current practices of performance-composition.

329

**Speakers:** Dawn Mendoza, Dean College, Franklin, MA  
Marsha Nourse, Brandeis University, Waltham, MA  
Amanda Presswood, Florida State University, Tallahassee

*Writing Pedagogies and Processes*

**C.27 Performance-Rhetorics and/as Affective Intensity:  
Chora, Film, Image, and Narrative**

Theorizing various affective intensities associated with scholarly and pedagogical content, we illuminate affect's role in shaping our intellectual and pedagogical work.

330

**Speakers:** Cynthia Haynes, Clemson University, SC  
Bonnie Lenore Kyburz, Northern Illinois University, DeKalb  
April Obrien, Clemson University, SC  
Laura Rosche, Indiana University, Bloomington

*Writing Pedagogies and Processes*

**C.28 Picture This: Students Responding with Cartoons and  
Comics to Print or Graphic Texts**

Add drawing to student textual response repertoires—or tell us how you have. We showcase composition students performing in words plus images.

333

**Chair:** Larry Sklaney, Century College, Mahtomedi, MN  
**Speakers:** Jamee Larson, North Dakota State University, Fargo  
Gordon Pueschner, Century College, Mahtomedi, MN

*Writing Pedagogies and Processes*

**C.29 Enacting Genres: Student Performance of Identities  
across Academic Contexts**

We explore how genre performances shape/are shaped by student identities by analyzing disciplinary acculturation/enculturation across academic contexts.

334

**Chair:** Amy Devitt, University of Kansas, Lawrence  
**Speakers:** Dana Comi, University of Kansas, Lawrence  
Susan Duba, University of Kansas, Lawrence  
Emma Kostopolus, University of Kansas, Lawrence  
Sarah Kugler, University of Kansas, Lawrence  
Sarah Polo, University of Kansas, Lawrence

*Writing Programs*

**C.30 Disciplines, Theories, and Policies: Writing Program Complexities in Transnational Context**

This panel explores implications of disciplinary, field, policy, and language differences in several examples of international/transnational writing programs.

335

*Speakers:* Brandy Bippes, Texas Tech University, Lubbock  
Jay Jordan, University of Utah, Salt Lake City  
David Martins, Rochester Institute of Technology, NY  
Angela Rounsaville, University of Central Florida, Orlando

*Writing Programs*

**C.31 Transforming Writing Programs through Diversity Initiatives: Three Institutional Approaches to Professional Development, Assessment, and Curriculum**

Speakers from different writing programs offer strategies for learning about diversity and developing meaningful approaches to increasing diversity.

336

*Chair and Speaker:* Kaitlin Clinnin, University of Nevada, Las Vegas  
*Speakers:* Drake Farmer, The University of Tennessee at Chattanooga  
Adrienne Kaufmann, Chattanooga State Community College, TN  
Stacey Pigg, North Carolina State University, Raleigh  
Jennifer Stewart, University of Tennessee at Chattanooga

*Community, Civic & Public*

**C.32 Blackness on Blast: Gendered Bodies in Black Communities**

Panelists consider gender and power dynamics in black communities.

338

*Chair:* Cheryl Caesar, Michigan State University, East Lansing  
*Speakers:* Brittney Boykins, Tallahassee Community College, FL, “Is It My Gender or My Age That Offends You? Young, Gendered Bodies in the Black Church Pulpit”  
Temptuous McKoy, East Carolina University, Raleigh, “So, About That Night I Performed at @TrapKaraoke and Avowed My Embodiment; Avowed Embodiment—A New Performance Theoretical Framework for the People”  
Michelle Bachelor Robinson, Spelman College, Atlanta, GA, “‘Sense and Sensibility’: Performing Black Feminist Scholarship in Culturally Situated yet Gendered and Patriarchal Spaces”

*Community, Civic & Public*

**C.33 Rhetoricizing Roots**

Panelists examine concepts of cultural identity through community-driven pedagogies.

401

**Chair:** Annie Mendenhall, Georgia Southern University, Savannah

**Speakers:** Megan Adams, The University of Findlay, OH, “Making Media in the Mountains: How Digital Storytelling Affects Identity and Rhetorical Agency”

Hannah Gerrard, Massey University, Wellington, New Zealand, “Writing Where We Are: ‘Southern Theory’ Meets Rhetoric and Composition”

Marohang Limbu, Michigan State University, East Lansing, “Delinking, Relinking, Linking Methodology: Non-Western Kirat-Yakthung Mundhum Theories, Philosophies, and Pedagogical Practices”

*First-Year and Advanced Composition*

**C.34 “Who You Wit?”: Negotiating Identity Representation in FYC**

Valuing literacies of underrepresented ways of knowing through performing code-meshing and African American linguistic practices.

402

**Chair:** Iklim Goksel, independent scholar, Anchorage, Alaska

**Speakers:** Janet Hanks, New River Community College, Dublin, VA, “Performing Appalachian Identity: Getting Real in the Composition Classroom”

M. Subhi Hindi, University of Houston, TX, “Code-Meshing in Appalachia”

Catherine Latterell, Penn State University, Altoona, “Performing? Srsly? Aw No Sis”

Rachel Molko, Northeastern University, Boston, MA, and University of Central Florida, Orlando, “Identity Performance in Composition Classrooms: Spoken-Word Poetry and Code-Meshing”

*First-Year and Advanced Composition*

**C.35 Meditate on This: Mindful Community Building in the Composition Classroom**

An examination of contemplative collaborative approaches to performing and building identities in writing classrooms.

403

**Chair:** Mais Al-Khateeb, New Mexico State University, Las Cruces

*continued on next page*



**Speakers:** Zhigang Bai, Indiana University of Pennsylvania, “Individual Identity Performance in a Collaborative Writing Context”  
Alexander Casey, University of Hawai‘i at Mānoa, “Community Building in the ENG 100 Course”  
Krystia Nora, California University of Pennsylvania, “Performing Peer Review”  
Christina Usler, Colorado State University, Fort Collins, “Meditate on This: Contemplatively and Mindfully Fostering Academic Identity in First-Year Composition”

*History*

**C.36 Analyzing Rhetorics of Sound**

From Appalachian hymns to sonic archives, this session explores the mellifluous ways in which the rhetorics of sound function.

404

**Chair:** Angela Morris, University of Memphis, TN

**Speakers:** Debra Knutson, Shawnee State University, Portsmouth, OH, “Songcatchers: The Impact of Appalachian Hymns on Regional Writing”

Jonathan Stone, University of Utah, Salt Lake City, “Performing Sonic Rhetorical History in and through the Digital Archive”

Jon Wargo, Boston College, Newton, MA, “Sounds of Survivance and Composing Community in Detroit: Exploring Sonic Poetics as Queer Extracurriculum”

*Information Technologies*

**C.37 Implications of the Third Dimension Performed**

This panel examines embodied and performed rhetorics using three dimensional technologies.

405

**Chair:** Carmeneta Jones, The University of the West Indies

**Speakers:** Nikki Agee, The University of North Carolina at Pembroke, “Voicing Embodied Movements: 3D Animation’s Ecologies of Performance-Compositions and Rhetorics”

Kristie Fleckenstein, Florida State University, Tallahassee, “From Stereoscopes to VR Classrooms: Racial (In)Visibility in Three Dimensions”

Kim Lacey, Saginaw Valley State University, University Center, MI, “It’s Raining Code: Performing Data”

*Language*

**C.38 Spotlight Session: Black Swag on na Real, Nigga Dis Ain No Ack!: Interrogating Embodied Linguistic Knowledges and Swagger Jackin**

We perform embodied knowledges and theorize a phenomenon dat peeps roun na way call swagger jackin: disembodied appropriation of Blackness.

406

**Chair:** Gwendolyn Pough, Syracuse University, NY

**Speakers:** Telsha Curry, Syracuse University, NY

Brittany Hull, Indiana University of Pennsylvania

Stephanie Jones, Syracuse University, NY

*Language*

**C.39 Spotlight Session: Performing the Contradictions in SRTOL: What We Are Learning about Ourselves and Higher Education by Teaching and Talking about African American English**

This session explores a two-year college's departmental efforts to work out the tensions and contradictions of Students' Right to Their Own Language (SRTOL) in FYC.

407

**Chair and Speaker:** Kisha Wells, Prairie State College, Chicago Heights, IL

**Speakers:** Alanna Cotch, Prairie State College, Chicago Heights, IL

Jason Evans, Prairie State College, Chicago Heights, IL

Jessica Gravely, Prairie State College, Chicago Heights, IL

Cherise Stone, Prairie State College, Chicago Heights, IL

*Language*

**C.40 Rhetorics Routes, Dialects Trails**

Accounts of rhetorical qualities of language in pedagogical, political, and historical cases.

408

**Chair:** Alison Lukowski, University of Wisconsin-Stout

**Speakers:** Megan Busch, University of South Carolina, North Charleston,

"Fake Dialects and Public Perceptions: Performing the Southern Accent on the American Campaign Trail"

*continued on next page*

Cristina Sanchez-Martin, Indiana University of Pennsylvania, “Performing Transdisciplinarity in a Pedagogical Cultural Historical Activity Theory (P-CHAT) Composition Course as Translingual Practice”

Steven Wexler, California State University, Northridge, “Inferentialism or Reason as Performance: Comp Lessons from the Pittsburgh School”

*Professional and Technical Writing*

**C.41 The Workplace as Stage**

This presentation will explore a variety of strategies used for enacting workplace transfer, cultivating workplace identity, and using improvisation as invention.

409

**Chair:** Glenn Newman, Arizona State University, Tempe

**Speakers:** Jennifer Bay, Purdue University, West Lafayette, IN, “Beyond Situated Learning: Internships as Rhetorical Work”

Brian Fitzpatrick, George Mason University, Fairfax, VA, “The Working World’s a Stage: Imitative Workplace Writing as Performance and Practice”

Jessica McCaughey, George Washington University, Washington, DC, “The Working World’s a Stage: Imitative Workplace Writing as Performance and Practice”

Rebecca Pope-Ruark, Elon University, NC, “Designing for Metac Performance in Professional Writing”

*Research*

**C.42 Performance in Place: Research on Rurality, Remoteness, and Identity Complexity**

Our panel examines the interdependence of emplacement and identity.

410

**Chair:** Maggie Black, Southern Illinois University, Edwardsville

**Speakers:** Brenda Abbott, Bay Path University, Longmeadow, MA, “Performing Rural Place Identity: A Photovoice Project on Appalachian Kentucky”

Quanisha Charles, Jefferson Community & Technical College, Louisville, KY, “Black Women at Work: Exploring Experiences of Four Black EFL Teachers in South Korea”

Emily Cope, York College of Pennsylvania, “Social Identity Complexity and Writing Studies Research”

*Theory*

**C.43 Performances of Personhood**

Speakers discuss the perils of performing personhood under conditions of marginalization.

411

**Speakers:** Judy Holiday, University of La Verne, CA, “Personhood: A Decolonial Perspective”

Devon Ralston, Winthrop University, Rock Hill, SC, “Muting Queerness: Drag, Nostalgia, and the Problem with Memes”

Rachael Ryerson, Ohio University, Athens, “‘This Is Not Your Docile Body Speaking’: Per/forming Queer Excess, Disruption, and Composition in Academia”

*Writing Pedagogies and Processes*

**C.44 Agentful Voice/Expressive Listening**

Panelists explore the potential of performative pedagogy in the cultivation of student agency, voice, and expressive listening.

412

**Chair:** Merideth Garcia, University of Wisconsin–La Crosse

**Speakers:** Laura Feibush, Juniata College, Huntingdon, PA, “The Earful Body: Expressive Listening Practices in Composition Classrooms”

Eduardo Mabilog, Nevada State College, Henderson, “Performing Voice and Metacognition: Creating Fluid Authorities in the Classroom”

Luke Redington, University of Maine, Orono, “Making Voice Manifest: Performative Writing Pedagogy Based on Vocal Music Master Classes”

*Writing Pedagogies and Processes*

**C.45 Game/Code/Perform Pedagogical Practices**

This panel explores different perspectives on gaming and performance within the composition classroom.

413

**Chair and Speaker:** Nina Feng, The University of Utah, Salt Lake City, “Game (Meta)Narratives: Antiracist Pedagogy and Play”

**Speakers:** Brett Carter, The University of Alabama, Tuscaloosa, “Academic Writing as Confidence Game: Performance, Ethos, and the Act of Bulling”

Lisa Dusenberry, Georgia Southern University, Statesboro, “Coding to Compose”

Justin Hodgson, Indiana University Bloomington, “Gaming Composition: Enacting the Paradigm”

Joy Robinson, University of Alabama in Huntsville, “Coding to Compose”

*Writing Pedagogies and Processes*

**C.46 Performing Digital Politics: Teaching Writing as Political Agency in a Digital Age**

This panel examines the role of protest and social justice orientations for the composition classroom.

414

**Chair:** Shenika Hankerson, University of Maryland, College Park

**Speakers:** David Corwin, George Mason University, Fairfax, VA, “Can TV Be a Form of Social Justice: Television Pedagogy and Its Synergy with Writing Across the Curriculum Principles”

Matt McKinney, Texas A&M University, College Station, “Interface-to-Face: Performing and Critiquing Online Sociopolitical Dialogue in the Composition Classroom”

Jeremy Wallace, College of San Mateo, CA, “Sit-ins and Social Media: Performance-Rhetoric and the Occupation of Spaces”

*Writing Pedagogies and Processes*

**C.47 The Way In: Feeling/Moving/Thinking and the Undergraduate Student Writer**

This session explores using digital discourses, movements blended with spoken-word texts, and rhetoric as a knowledge-building art to create productive, generative spaces for undergraduate writers.

415

**Chair:** Myra Salcedo, University of Texas of the Permian Basin

**Speakers:** Holly Fulton, Arizona State University, Tempe  
Andrew Kinney, The Ohio State University, Mansfield, “All the Rhetorical Feels: Big Mood in the Multimodal Writing Classroom”

Cynthia Mwenja, University of Montevallo, AL, “Movement Is Multimodal: Including Kinesthetic Learners via Composition Performance, Helping Students Understand and Engage with Knowledge-Making Performances Online”

## D Sessions: 3:15–4:30 p.m.

### Poster Sessions

David L. Lawrence Convention Center:  
Third Floor West Hallway

#### *Postsecondary Reading/Literacy*

##### **Embodying Text: Performance as a Constructivist Learning Environment**

College students construct an active learning environment by coaching secondary students to embody Shakespeare's texts through performing a play.

**Speaker:** Joyce McPherson, The University of Tennessee at Chattanooga

#### *Research*

##### **How Do Students' Mindsets Influence Their Writing?**

This poster displays survey, interview, and writing assessment data collected from a semester-long study of engineering students' mindsets and writing performance.

**Speaker:** Laura Schubert, James Madison University, Harrisonburg, VA

#### *Research*

##### **Students Perform "Research": How Students Experience and Describe Information Seeking in Personal and Academic Contexts**

A study illustrating student perspectives on research, with live attendee digital interaction, to extend a view of "research" as a complex and nuanced performance.

**Speaker:** Patricia Medved, St. John's University, New York, NY

#### *Theory*

##### **Portrayals of Murder: Screening Out Victims in the *Aileen: Life and Death of a Serial Killer* Documentary**

This poster presentation examines rhetorical constructs as they pertain to representation and terministic screens in portrayals of the murder trial of serial killer Aileen Wuornos.

**Speaker:** Sydney Ritz, University of Central Missouri, Warrensburg

*Writing Pedagogies and Processes*

**Performing Interdisciplinarity through a Coherently Fragmented Digital Composition**

This poster interactively presents qualitative research on a student group who repurposed the coherence frameworks of digital activity genres to perform inter- and transdisciplinarity.

**Speaker:** James Arrington, University of Pennsylvania, Philadelphia

*Community, Civic & Public*

**Practice as Performance: Enacting Principles of Culturally Sustaining/ Responsive Pedagogies in a Community-Based Project**

This presentation describes a publicly performed undergraduate student project integrating principles of culturally sustaining practices, students' own histories, and the needs of the community.

**Speaker:** Janelle Newman, Mercyhurst University, Erie, PA

*Writing Pedagogies and Processes*

**Feedback on Feedback: Student Reactions to Instructor Feedback in an Online Writing Class**

This poster presents students' survey responses in their online writing class about their reactions to and use of the feedback they receive on writing assignments.

**Speaker:** Elizabeth Grbavcich, University of Wisconsin-Superior

*First-Year and Advanced Composition*

**Revising Is Reading Is Performing: Metacognitive Reading Strategies in Writing-Centered Classrooms**

This poster provides metacognitive strategies for helping students in FYC make productive use of our written comments on their work.

**Speakers:** Paul Cook, Indiana University Kokomo  
Jill Parrott, Eastern Kentucky University, Richmond

*Basic Writing*

**D.01 Re: Assessment**

Panelists consider a variety of assessment practices and their effects for diverse student populations.

Spirit of Pittsburgh Ballroom B

**Speakers:** Leslie Boudouris, Wood River, IL, “Teaching Basic Writing and the Oppression of Student Voices through Norming Sessions”

Carl Whithaus, University of California, Davis, “Contract Grading and Antiracist Writing Assessment”

*Writing Programs*

**D.02 Russian Writing Programs on the Global Stage**

Discussion of the challenges of preparing academic writers in Russia for international performance/publication, developing a tradition of academic writing in the native language.

Spirit of Pittsburgh Ballroom C

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

**Roundtable Leaders:** Valeria Evdash, Tyumen State University

Natalia Gunina, Tambov State University, Russian Federation

Ashley Squires, New Economic School, Moscow, Russia

*Community, Civic & Public*

**D.03 Social Justice & Deliberation: Decentering Celebrity Voices in Our Classrooms and Communities**

By centering performance-composition within expressive pedagogy, students can engage in deliberation and social justice efforts to address community concerns.

301

**Speakers:** Kristina Fennelly, Kutztown University, PA

Amanda Morris-D’Agostino, Kutztown University, PA

Patricia Pytleski, Kutztown University, PA



*Creative Writing*

**D.04 Ars Poetria: Strategies for Incorporating Poetry in the Composition Classroom**

This panel examines how linking poetry and composition benefits student interactions, revision and style, and learning environments. Attendees will develop strategies for their own teaching.

302

**Speakers:** John Belk, Southern Utah University, Cedar City  
Alyse Knorr, Regis University, Denver, CO  
Kate Partridge, University of Southern California, Los Angeles  
Carl Schlachte, University of North Carolina, Greensboro

*First-Year and Advanced Composition*

**D.05 BEAM[s] to Bridges: Collaborative Scaffolding of Research Skills in First-Year Writing**

This session illustrates how collaborations across departments empower students by encouraging them to become knowledge producers amid the cacophony of information in the new media landscape.

303

**Speakers:** Joan Clark, United States Coast Guard Academy Library, New London, CT  
Christopher La Casse, Hewitt Writing and Reading Center, United States Coast Guard Academy, New London, CT  
Mariette Ogg, United States Coast Guard Academy, New London, CT;  
Columbia University, New York, NY

*Community, Civic & Public*

**D.06 Paths to Feminist World-Making: Identifying Rhetorics That Address Systemic Sexism**

This panel examines feminist Twitter rhetorics and suggests active/performative responses for writing programs and beyond.

304

**Chair:** Krista Sarraf, Indiana University of Pennsylvania  
**Chair and Speaker:** Katherine Field Rothschild, Saint Mary's College of California, Moraga  
**Speaker:** Lauren Brentnell, Michigan State University, East Lansing

*Community, Civic & Public*

**D.07 Performing the Past, Present, and Future: Appalachian Rhetorics**

These brief talks invite the audience to explore what it means to perform Appalachian rhetorics in both the composition classroom and the public sphere.

305

**Chairs:** Sarah Morris, West Virginia University, Morgantown

Thomas Sura, West Virginia University, Morgantown

**Speakers:** Bhushan Aryal, West Virginia University, Morgantown, “Being Undisciplined: Embodied Rhetorical Performance and the 2018 West Virginia Teachers’ Strike”

Nancy Caronia, West Virginia University, Morgantown, “Teaching Archival Research: Home as Dreamscape, History, Place”

Jordan Carter, West Virginia University, Morgantown, “Reversing the Rhetoric and Disrupting the Stereotype of Appalachia”

*Writing Pedagogies and Processes*

**D.08 What Identities Got to Do With It: Digital Underlives, Masculine Anxiety, and Love as a Framework for Black Liberation**

These three presentations examine the various roles that identities play in teaching and learning writing.

306

**Chair:** Deryn Verity, Pennsylvania State University, University Park

**Speakers:** Andre Jones, Kean University, Union, NJ, “Black Misconceptions about Success and the ‘Fruity’ Performance of Academia”

Aaron Lanser, University of California, Davis, “Am I Behaving Correctly, or Misperforming? First-Generation Students and Digital Underlife in the Writing Classroom”

Elijah Simmons, Michigan State University, East Lansing, “What’s Da Price?”

*First-Year and Advanced Composition*

**D.09 Role-Playing Identities: Teaching Rhetorical Dexterity in the First-Year Writing Classroom and the Writing Center**

This panel showcases the agentic possibilities of role-play, scenario building, and dialogue to engage students and writing center tutors in first-year writing.

307

**Speakers:** Celeste Del Russo, Rowan University, Glassboro, NJ  
Marie Haughton Flocco, Rowan University, Glassboro, NJ  
Donna Mehalchick-Opal, Rowan University, Glassboro, NJ  
Catherine Romano, Rowan University, Glassboro, NJ

*First-Year and Advanced Composition*

**D.10 Interdisciplinary Collaboration and the Development and Integration of a First-Year Writing Open Access Textbook**

We problematize commercially published textbooks, discuss our development and integration of an OA FYW textbook, and share our experiences from various interdisciplinary perspectives.

310

**Chair and Speaker:** Melanie Gagich, Cleveland State University, OH,  
“Act 3: What the Open Access Textbook Creation Process Reveals  
about Pedagogy”

**Speakers:** Mandi Goodsett, Cleveland State University, OH, “Act I: Open  
Educational Resources as Collaborative and Pedagogical Tools”  
Justin Grogan-Myers, Cleveland State University, OH, “Act 2: Open  
Textbook Technology: Stacking Up against Traditional Textbooks”  
Emilie Zickel, Cleveland State University, OH, “Act 4: Student  
Experience and the OA Textbook”

*Information Technologies*

**D.11 Critical Approaches to Wikipedia-Based Education**

This roundtable explores critical approaches and reflections on using Wikipedia to teach writing, rhetoric, and language.

311

**Chair and Speaker:** Matthew Vetter, Indiana University of Pennsylvania

**Speakers:** Wenqi Cui, Indiana University of Pennsylvania  
Jialei Jiang, Indiana University of Pennsylvania  
Zeeshan Siddique, Indiana University of Pennsylvania  
Inggrit Tanasale, Indiana University of Pennsylvania  
Jiawei Xing, Indiana University of Pennsylvania

*Institutional and Professional*

**D.12 Target Practice: Interrogating Stories of Harassment**

This panel unpacks the implications and applications of harassment through four stories that represent particular methods of and responses to targeted attacks.

312

**Chair and Speaker:** Garrett Nichols, Bridgewater State University, MA, “‘Hang It Up’: Threats of Violence, Plausible Deniability, and University Acquiescence”

**Speakers:** Samantha Blackmon, Purdue University, West Lafayette, IN, “But You Can Just Turn the Computer Off, Right?: When the Threat Becomes ‘Real’”

Molly Campbell, University of New Hampshire, Durham, “‘Facebook Four’: A Post-Election Alt-Right Attack on Four Faculty”

Ersula Ore, Arizona State University, Tempe, “Police Violence and University Neutrality: Reflections from a Jaywalking Academic”

*Institutional and Professional*

**D.13 Spotlight Session: Performing Embodiment, Enacting a Field, Part 2: Studies in Writing and Rhetoric**

This panel provides an overview of what it means to develop a proposal, submit a manuscript, and publish with the Studies in Writing and Rhetoric book series.

315/316

**Speakers:** Collin Craig, St. John’s University, Queens, NY

C.C. Hendricks, Syracuse University, NY, “Beginning a Conversation with SWR”

Gavin Johnson, The Ohio State University, Columbus, “The Book(s) We Need: The Envie for Something Different”

Steve Parks, University of Virginia, Charlottesville

Staci Perryman-Clark, Western Michigan University, Kalamazoo,

“Fostering Relationships and Collaborations with Book Projects”

Tiffany Rousculp, Salt Lake City Community College, UT, “Publishing with SWR”

*First-Year and Advanced Composition*

**D.14 The Powerful Problem of Pedagogy: Impacts of Performativity on Graduate Student Instructors**

This roundtable considers the unique performance of graduate student instructors as they navigate their liminal spaces as students and teachers.

317/318

**Roundtable Leaders:** Rena Bradley, University of Houston, TX

Rachelle Joplin, University of Houston, TX

**Speakers:** Anthony Box, University of Houston, TX

Kyle Chalker, University of Houston, TX

Justin Dykes, University of Houston, TX

Abby Estill, University of Houston, TX

*History*

**D.15 Cautionary Tales: Using the Past to Predict Activist Futures**

How does public memory shape our imagined futures? We explore how communities revisit the past to comment on activist efforts in the present.

319

**Speakers:** Risa Applegarth, University of North Carolina, Greensboro

Laura Michael Brown, Iowa State University, Ames

Michelle Smith, Clemson University, SC

*Language*

**D.16 Do Instructors Have Rights to Their Own Language?**

Roundtable participants discuss how they have incorporated nonstandard language such as Appalachian dialects, African American Vernacular English, and Spanglish as topics of discussion in their teaching.

320

**Chair and Roundtable Leader:** Derek Handley, Lehigh University, Bethlehem, PA

**Respondents:** Jack Morales, Community College of Allegheny County, Pittsburgh, PA, “Spanglish in First-Year Writing”

Amanda Tennant, West Liberty University, WV, “Appalachian Dialects”

*Postsecondary Reading/Literacy*

**D.17 WORD! Preparing for Performance: An HSI-Funded Community-Based, Pre-College, Summer Critical Reading-to-Write Program**

Pedagogy and assessment of a Title V Hispanic-Serving Institutions project offering six weeks of critical reading-to-write instruction in communities across California prior to students' matriculation.

321

**Speakers:** Mark Baker, University of California, Santa Cruz  
Robin King, University of California, Santa Cruz  
Sarah-Hope Parmeter, University of California, Santa Cruz

*Professional and Technical Writing*

**D.18 Cultivating Scientific Literacy: Performing Science in New and Traditional Genres**

*Sponsored by the Writing and STEM Standing Group*

This panel explores a number of ways in which rhetoric and composition contribute to the formation of science literacy.

323

**Chair and Speaker:** Michael Zerbe, York College of Pennsylvania  
**Speakers:** Maryam Alikhani, Teachers College, Columbia University, New York, NY  
Benjamin Breyer, Barnard College, New York, NY  
Gwendolynne Reid, Oxford College of Emory University, GA

*Research*

**D.19 Performing Research Roles: Inviting Messiness into a Graduate Research Design Course**

By engaging graduate students in a collaborative research project, this panel argues that the messiness of research processes offers a challenging, but rewarding, learning experience.

324

**Chair:** Pamela Takayoshi, Kent State University, OH  
**Speakers:** Derek Van Ittersum, Kent State University, OH, "Designing a Collaborative Research Course"  
Yvonne Lee, Kent State University, OH, "Aligning Disparate Interests in a Collaborative Research Course"  
Sheila McQuaid, Kent State University, OH, "Navigating Uncertainty in a Collaborative Research Project"  
David Nickell, Kent State University, OH, "Learning New Research Modes in a Collaborative Research Project"

*Theory*

**D.20 Composing at Scale: Dilations of Space, Time, and Body**

This panel explores ways of composing that consider the body, its environments, space, and time that are not static but dynamic and scalar.

325

**Chair and Respondent:** Sid Dobrin, University of Florida, Gainesville

**Speakers:** Al Harahap, University of Arizona, Tucson

Jordan Hayes, University of Pittsburgh, PA

Toma Peiu, University of Colorado Boulder

Nelesi Rodriguez, University of Pittsburgh, PA

*Theory*

**D.21 Performing Faith-Based Ontologies and Epistemologies**

This panel explores the intersections between performative speech acts, justice, and faith-based performance in writing studies.

326

**Speakers:** Tiffany DeRewal, Temple University, Philadelphia, PA

Andrew Kopp, Rowan University, Glassboro, NJ

Jeffrey Maxson, Rowan University, Glassboro, NJ

*Theory*

**D.22 Performing Metis Rhetorics in Rhetoric and Composition**

*Sponsored by the Standing Group for Disability Studies*

Speakers apply disability rhetoric to explore the performance of metis rhetoric in different areas of rhet/comp work: scholarly writing, teaching rhetoric, and student self-advocacy.

327

**Speakers:** Drew Holladay, University of Maryland, Baltimore County

Sean Kamperman, The Ohio State University, Columbus

Hilary Selznick, Western Michigan University, Kalamazoo

Tara Wood, University of Northern Colorado, Greeley

**Respondent:** Jay Dolmage, University of Waterloo, Ontario, Canada

*Writing Pedagogies and Processes*

**D.23 Autoethnography in and beyond the Classroom:  
Multimodal Performances of Self**

This panel performs the pedagogical potential of multimodal autoethnographic composition that positions students and teachers as co-creators of knowledge about self, society, and rhetoric.

328

**Speakers:** Nic Contreras, The University of Utah, Salt Lake City  
Joy Pierce, The University of Utah, Salt Lake City, “Autoethnography”  
Christie Toth, The University of Utah, Salt Lake City  
**Performer:** Joanne Castillo, The University of Utah, Salt Lake City  
**Respondent:** Charissa Che, The University of Utah, Salt Lake City

*Writing Pedagogies and Processes*

**D.24 I Brought My Body to Class, Now What? Using Performance Rhetoric and Disruption as Epistemological Tools to Redefine the Body in the Classrooms**

Classroom knowledge is gathered and performed through the body. This panel highlights the use of performed and embodied experiences that question assumptions of normed bodies.

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**Chair and Performer:** Cana Itchuaqiyak, Utah State University, Logan  
**Performers:** Sherena Huntsman, Utah State University, Logan  
Carrie Ann Johnson, Iowa State University, Ames

*Writing Pedagogies and Processes*

**D.25 Performative STEM: Disrupting Student Expectations about Disciplinary Writing**

Exploring performative and multimodal pedagogical approaches to disrupt STEM students’ conceptions of persona and performances of expertise.

330

**Chair:** Amy Carleton, Massachusetts Institute of Technology, Cambridge  
**Speakers:** Cecelia A. Musselman, Northeastern University, Boston, MA  
Rebecca Thorndike-Breeze, Massachusetts Institute of Technology, Cambridge

*Writing Pedagogies and Processes*

**D.26 Re-Envisioning Peer Response in Four Acts**

This panel re-envisioning peer response as performative. Speakers will explore the ways action and performance can create a more inclusive and engaged composition classroom.

333

**Chair and Speaker:** Amanda Hobmeier, University of Southern California, Los Angeles  
**Speakers:** Tamara Black, University of Southern California, Los Angeles  
Daniel Dissinger, University of Southern California, Los Angeles  
Amber Foster, University of Southern California, Los Angeles



*Writing Pedagogies and Processes*

**D.27 Is Sharing Caring? Staging Transparency across Classroom and Campus Spaces**

Investigating the degrees to which teachers perform transparency, and why, against a backdrop of surveillance and resistance in higher education.

334

**Speakers:** Laura Aull, Wake Forest University, Winston-Salem, NC

Joshua Daniel-Wariya, Oklahoma State University-Stillwater

Karen L. Kopelson, University of Louisville, KY

Lynn Lewis, Oklahoma State University-Stillwater

Kristopher Lotier, Hofstra University, Hempstead, NY

James Chase Sanchez, Middlebury College, VT

Anne Wheeler, Springfield College, MA

**Respondent:** Daniel Richards, Old Dominion University, Norfolk, VA

*Writing Programs*

**D.28 Dynamic Literacies: English as a Living Language in Transnational Writing Programs**

We explore three transnational writing program projects from Asia, the Middle East, and Latin America that examine the experiences of students, faculty, and community members.

335

**Chair and Speaker:** Susan Meyers, Seattle University, WA

**Speakers:** James Austin, Central Connecticut State University, New

Britain, “Intra-national Students in Egypt: Tenuous Performances of Social Action through Genre & Literacy”

Katherine Silvester, Indiana University Bloomington, “Living English and the Making of Language Futures”

*Writing Programs*

**D.29 Unpacking Diversity Work across the Institution: Sustaining Archival Activism**

This panel offers multiple perspectives on “archival activism” as a strategy for writing programs to engage in antiracist action in collaboration with student activists.

336

**Speakers:** Linh Dich, Miami University, Oxford, OH

Anita Long, Miami University, Oxford, OH

Kyle Larson, Miami University, Oxford, OH

Jason Palmeri, Miami University, Oxford, OH

*Community, Civic & Public*

**D.30 Breaking Barriers, Breaking Silences: Performing Feminist Activism**

International refugees and victims of sexual abuse perform activism through literate practices.

338

**Chair:** Leslie Salas, Embry Riddle Aeronautical University, Daytona Beach, FL

**Speakers:** Sweta Baniya, Purdue University, West Lafayette, IN, “#RageAgainstRape: Nepali Women’s Performance of Local Digital Actions against the National Silence on Rape”

Tika Lamsal, University of San Francisco, CA, “Refugee Literacies in Motion: Recreating Translingual Spaces and Transnational Identities”

Maria Lombard, Northwestern University in Qatar, “Crossing Borders: Performance-Rhetoric in the Narratives of Displaced Mothers”

*Community, Civic & Public*

**D.31 Say It Like It Is: Performances of Participatory Rhetorics**

Panelists situate participatory rhetoric in a variety of places and spaces.

401

**Chair:** Megan Busch, University of South Carolina, North Charleston

**Speakers:** Melinda Myers, Wayne State University, Detroit, MI, “Rethinking Activist-Oriented Rhetorical Methodologies of Institutional Critique in Light of the Flint Water Crisis”

Joshua Rea, University of South Florida, Tampa, “Lived Performances: The Rhetoric of Inhabitation in Steeltown, USA”

Jamie Remillard, Worcester State University, MA, “From Squatters to Scientists to Stewards: Remixing Expertise and Participation to Reshape Public Engagement”

*First-Year and Advanced Composition*

**D.32 Act Woke: Staging a Cultural Performance Access and Rhetorical Theory**

This panel discusses cultural rhetorics inappropriate genre perspectives fostering a culture of access in writing classrooms.

402

**Chair:** Glen Southergill, Montana Tech, Butte

**Speakers:** Jill McKay Chrobak, Michigan State University, East Lansing, “Stay Woke: Performing Cultural Rhetorics in First-Year Writing”

*continued on next page*

Carrie Dickison, Wichita State University, KS, “Fostering a Culture of Access in the Online Writing Classroom”

Yu Tian, University of Arizona, Tucson, “‘Not just a cultural issue’: Exploring Chinese ESL Students’ Inappropriate Textual-Borrowing from Genre Perspective”

*First-Year and Advanced Composition*

**D.33 Multilingual Learners’ Developing Identities as Writers through Reflection, Response, and Self-Assessment**

This session focuses on pedagogical writing strategies that promote multilingual learners’ growth as writers in a variety of writing assignments and classroom activities.

403

**Chair:** Mary Helen O’Connor, Georgia State University Perimeter College, Clarkston

**Speakers:** Cynthia DeRoma, Yale University, New Haven, CT, “Performing Proficiency—What Really Matters to Second-Language Writers in Their Own Words”

Carrie Kilfoil, University of Indianapolis, IN, “Performing Multilingualism in First-Year Composition: Postmonolingual Responses to Students’ Right to Their Own Language”

Sharareh Taghizadeh Vahed, Purdue University, West Lafayette, IN, “Legitimate Peripheral Participation in the Act of Reflective Writing: An Ethnography of Second-Language Writers in Mainstream College Composition”

*History*

**D.34 Ancient Rhetorical Traditions as Models for Modern Day Rhetorical Performance**

This session explores Greek and other rhetorical traditions as a lens for understanding modern rhetorical practices

404

**Chair:** Axel Gonzalez, independent scholar

**Speakers:** Elizabeth Baddour, independent scholar, “Throwing Shade on Propriety: Signifyin’ ‘Belonging’ from Belletrism to Code-Meshing”

Brent Chappelow, University of Southern California, Los Angeles, “Rhetorical Performance, Audience, and Cultural Memories: A Historical Case Study of Performance-Rhetoric”

Tetyana Zhyvotovska, The University of Texas at El Paso, “Rhetoricity of Performance: Cultural and Performative Aspects of Ancient Texts”

*Institutional and Professional*

**D.35 Documenting Performances, Performing Documents**

Professional genres—from the job application and advising note to the grant proposal and the course evaluation—organize our performances and relations.

405

**Chair:** Sheila Carter-Tod, Virginia Tech University, Blacksburg

**Speakers:** Chris Blankenship, Salt Lake Community College, Salt Lake City, UT, “Performing Professorship in Community College Job Applications”

Emily Carson, Villanova University, PA, “Performing Scholarship: Faculty Writers and the Challenge of the Grant Proposal”

Meagon Clarkson-Guyll, University of Arkansas, Fayetteville, “The Genre of the Advising Note”

Jessie Szalay, Salt Lake Community College, Salt Lake City, UT, “Performing Professorship in Community College Job Applications”

Soha Youssef, Thomas Jefferson University, Philadelphia, PA, “‘The Instructor Speaks the English Language Clearly (yes/no)’: Marginalizing Rhetoric on End-of-Semester Course Evaluations”

*Community, Civic & Public*

**D.36 Spotlight Session: Black Disruptive Rhetorics: The Novel, the Public Sphere, and the Classroom**

This panel is designed to spark conversations about Black disruptive rhetorics and their potential as a rhetorical force in civic deliberation.

406

**Chair and Speaker:** Mudiwa Pettus, Penn State University, State College

**Speakers:** D’Angelo Bridges, Penn State University, State College  
Brandon Erby, Penn State University, State College, “Mamie Till and the Emmett Till Players”

Gabriel Green, Penn State University, State College, “Slam Poetry and Rhetorical Fluidity: Toni Morrison and Imaginative Rhetorical Ethnography”

*Language*

**D.37 Spotlight Session: Power and Performance in Translingual Academic Writing**

Responding to critiques of translingual writing and code-meshing, this panel presents performative strategies for negotiations of power in academic literacy.

407

**Chair:** Suresh Canagarajah, Penn State University, University Park

**Speakers:** Valeriya Minakova, Penn State University, State College

Naseh Nasrollahy, Penn State University, State College

Guadalupe Rincon, Penn State University, State College

**Respondent:** Ashley Rea, Penn State University, University Park

*Language*

**D.38 The Performative Possibilities of Language**

This session will explore centering linguistic repertoires as a rhetorical practice of place making in the composition class.

408

**Speakers:** Lindsey Albracht, The Graduate Center, CUNY,

“Translanguaging Across (and outside of) the Curriculum: Participatory Action Research as Performance-Methodology in Cultivating a Translingual Orientation”

Adrienne Jones Daly, University of Rhode Island, South Kingstown,

“Performing Our Language Beliefs in the Classroom”

Deirdre Vinyard, University of Washington, Bothell, “Performance,

Language, and Difference: The Long, Long Road”

Afrin Zeenat, Richland College, Dallas, TX, “Performing Code-Meshing in a Composition Class”

*Professional and Technical Writing*

**D.39 Role-Play Across the Disciplines**

We sketch multidisciplinary role performance pedagogies in the health sciences and writing center.

409

**Chair:** Sandra Eckard, East Stroudsburg University, PA

**Speakers:** Melissa Bender, University of California, Davis, “The Rhetoric of Rehearsal: Performing Medical Ethics and Professionalism in the Multiple Mini Interview”

Linda Macri, University of Maryland, College Park, “Supporting Graduate Students as They Perform Their Disciplines in Multiple Modes”  
Tim Giles, Georgia Southern University, Statesboro, “Role-Playing Scenarios for the Writing Classroom”

*Theory*

**D.40 Complicating Writing**

Panelists look to less frequently explored genres and practices of writing to reconceptualize writing theory and practice.

410

**Chair:** Kimberly Wieser, University of Oklahoma, Norman

**Speakers:** Joshua Abboud, University of Kentucky, Lexington, “Small Writing: Practice of Memory and Compression of Thought”

Matthew Halm, North Carolina State University, Raleigh, “Terms for a Post-Representational and Ecological Orientation toward Theorizing Writing”

Dara Regaignon, New York University, NY, “Anxious Time”

*Writing Pedagogies and Processes*

**D.41 Assess This! Performing Translingual and Antiracist Assessment**

This session focuses on antiracist writing assessment in a first-year composition course, a cross-institutional collaboration, and affect and accessibility in a writing center.

412

**Chair:** Antonio Byrd, University of Wisconsin-Madison

**Speakers:** Marguerite Daisy Atterbury, The Graduate Center, CUNY, “‘Diving into the Wreck’: Locating Performance in Antiracist Writing Assessment—A Case Study in Intra-classroom Collaboration at CUNY”

Whitney Lew James, Texas Christian University, Fort Worth, “Enacting Translingual, Antiracist Writing Assessment: Reflections on and Implications of an Empirical Self-Study”

Maxine Krenzel, Graduate Center, CUNY, “‘Diving into the Wreck’: Locating Performance in Antiracist Writing Assessment—A Case Study in Intra-classroom Collaboration at CUNY”

*Writing Pedagogies and Processes*

**D.42 Genre: Convention, Performance, Inspiration**

This panel highlights research, tips, and plans for how both undergraduates and graduate students can learn to accommodate various genres as well as how to develop new modes of genre knowledge.

413

**Chair:** Amy Zenger, American University of Beirut

**Speakers:** Mason Pellegrini, Purdue University, West Lafayette, IN, “Illuminating Genre Conventions: Analysis of the CARS Model across Skill Levels”

Christina Rowell, Kent State University, OH, “Sketching, Making, Sewing, Hacking: Fashion Design Composing Processes as Performances of Inspiration”

Kevin G. Smith, University of Virginia, Charlottesville, “Making Shared Genre Knowledge: A Digital Approach to Collaboration in Genre Pedagogy”

*Writing Pedagogies and Processes*

**D.43 Performing Englishes: Language Ideology and Multilingual Teachers in the Writing Classroom**

From language ideology to linguistic performance to collaboration, these panelists explore performative pedagogies in multilingual contexts.

414

**Chair:** Zhaozhe Wang, Purdue University, West Lafayette, IN

**Speakers:** Marcela Hebbard, The University of Texas Rio Grande Valley, McAllen, “Performative Collaboration: Transgressing Disciplinary and Linguistic Boundaries in FYW and SHL Classes”

Yanina Hernandez, The University of Texas Rio Grande Valley, Edinburg, “Performative Collaboration: Transgressing Disciplinary and Linguistic Boundaries in FYW and SHL Classes”

N. Claire Jackson, University of Louisville, KY, “Performing Institutional Critique in FYC: Students’ Examination of Programmatic Language Ideologies”

*Writing Programs*

**D.44 Agency, Conflict, and Change: Writing Centers in Flux**

Our presentations bring together perspectives on the dynamic, shifting, and performative dimensions of writing centers.

415

**Chair:** Joseph Bartolotta, Hofstra University, Hempstead, NY

**Speakers:** Megan Keaton, Pfeiffer University, Misenheimer, NC,

“Expanding Undergraduate Writing Center Tutor Agency”

Jo Mackiewicz, Iowa State University, Ames, “Writing Center Talk over Time: A Corpus-Driven Analysis”

Jody Swilky, Drake University, Des Moines, IA, “Conflicts in Writing and Performance: What Tutors in Training Claim They Do and What They Actually Do”

*Writing Pedagogies and Processes*

**D.45 “Coming in from the Cold”: Linguistic Freedom Will Warm Your Soul**

From assimilationist to transformational perspectives, panelists explore code-meshing and translingualism in the writing classroom.

411

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

**Speakers:** Isaac Ewuoso, DePaul University, Chicago, IL, “Code-Meshing in First-Year Writing Assignments: From Theory to Practice”

Corey Greathouse, The University of Texas at San Antonio, “Creating Community: An Argument for the Inclusion of Code-Meshing in the College Writing Classroom”

Chelsea Fabian, Salisbury University, MD, “Performing Grammar as Style”

Peter Mayshle, Carnegie Mellon University, Pittsburgh, PA, “The Translingual Classroom as Performative Space: Notes of a New Filipino Immigrant Teacher-Scholar”

Brittany Wilson, Salisbury University, MD, “Performing Grammar as Style”



## E Sessions: 4:45–6:00 p.m.

### *Institutional and Professional*

#### **E.01    Rewriting the Script: Finding Empowerment within the Vulnerability of Evolving NTT Job Descriptions**

Interactive, productive roundtable that acknowledges the diversity and difficulty of evolving “scripts”/job descriptions for NTT writing studies positions, encouraging attendees to feel empowered in their roles.

Spirit of Pittsburgh Ballroom B

**Roundtable Leaders:** Alysa Robin Hantgan, Purchase College SUNY;

Concordia College New York; Pace University, New York, NY

Kim Fahle, York College of Pennsylvania

Denise Krane, Santa Clara University, CA

Leah Tremaglio, SANS Technology Institute

Maria Soriano Young, John Carroll University, University Heights, OH

### *Writing Programs*

#### **E.02    Social Justice in Action: A Consideration of Focused Supplemental Academic Support within Writing Programs for Former Foster Youth at Institutions of Higher Education**

A review of social justice programming in U.C. Riverside’s writing program through volunteer faculty mentoring of its former foster youth students.

Spirit of Pittsburgh Ballroom C

**Chair and Roundtable Leader:** Rory Moore, University of California, Riverside

**Roundtable Leaders:** Paul Beehler, University of California, Riverside  
Cassandra Van Zandt, University of California, Riverside

### *Basic Writing*

#### **E.03    International Students’ Persistence in First-Year Composition Courses**

Tinto (2017) called for a deeper understanding of students’ persistence. He proposed a model of three dimensions (sense of belonging, self-efficacy, and perceived value of curriculum).

301

**Speakers:** Abdullah Darwish, Indiana University of Pennsylvania

Islam Farag, Indiana University of Pennsylvania

Mohamed Yacoub, Indiana University of Pennsylvania

Omar Yacoub, Indiana University of Pennsylvania

*Community, Civic & Public*

**E.04 A Decade of Reaching Out: Ten Years of Bringing Student Communities Together**

This panel will present an innovative outreach program that has brought together first-generation college students and middle school classes for a decade.

302

**Speakers:** Christopher Dean, University of California, Santa Barbara  
Jennifer Johnson, University of California, Santa Barbara  
Robert Krut, University of California, Santa Barbara  
Kathy Patterson, University of California, Santa Barbara  
Kristin Storey, RJ Frank Intermediate School, Oxnard, CA  
Nicole Warwick, University of California, Santa Barbara

*First-Year and Advanced Composition*

**E.05 Collaborating—No, Really Collaborating—with FYC Students on Curriculum Design**

One WPA and five FYC students describe their collaborative design of a new writing curriculum, a curriculum that will be piloted in the coming semester.

303

**Speakers:** Kim Gunter, Fairfield University, CT  
Aicha Haller, Fairfield University, CT  
Meagan Morelli, Fairfield University, CT  
Cynthia Moyano, Fairfield University, CT  
Khalela Stevens, Fairfield University, CT  
Cristian Zuniga, Fairfield University, CT

*Community, Civic & Public*

**E.06 Pedagogies That Perform the Local: Student Place-Based Writings as Opposition to Authorized Narratives**

Place-based writing fosters the performance of local stories and thus cultivates literacies that challenge authorized narratives of place.

304

**Speakers:** Patrick Bahls, University of North Carolina, Asheville  
Rosanne Carlo, College of Staten Island, CUNY  
Susan DeRosa, Eastern Connecticut State University, Windham  
Adam Hubrig, University of Nebraska, Lincoln

*Community, Civic & Public*

**E.07 Performing Trust through Wise Mentorship**

Featuring a Pittsburgh-based nonprofit, this panel examines how trust, a key educational disposition for low-income students of color, can be cultivated through multi-institutional partnerships.

305

**Chair and Speaker:** Paul Feigenbaum, Florida International University, Miami

**Speakers:** Denise Jones, Youth Enrichment Services, Pittsburgh, PA  
Floyd Jones, West Virginia University, Morgantown  
Willie Knight, Youth Enrichment Services, Pittsburgh, PA  
Anesa Reed, Youth Enrichment Services, Pittsburgh, PA

*Community, Civic & Public*

**E.08 Writing for Freedom: Performing Suitability in Parole Board Hearings**

Panelists argue that the performance required of prisoners to the parole board enacts institutional and rhetorical constraints and also carves out spaces for resistance.

306

**Speakers:** Emily Artiano, University of Southern California, Los Angeles  
Stephanie Bower, University of Southern California, Los Angeles  
Mo  
William

*First-Year and Advanced Composition*

**E.09 Silence, Resilience, and Adaptation as Performative Responses in the Composition Classroom**

We examine responses to silence, resilience, and adaptation in the classroom, as well as performative responses to markers of difference such as location and language.

307

**Speakers:** Mavis Beckson, New Mexico State University, Las Cruces  
Natalie Taylor, New Mexico State University, Las Cruces  
Karen Trujillo, New Mexico State University, Las Cruces

*First-Year and Advanced Composition*

**E.10 Intersectionality, Identity, and Instruction: Problems and Perspectives from inside and beyond the Classroom**

*Sponsored by the Intersectionality in FYC SIG*

This panel will take up questions of intersectionality and identity in various academic and cultural spaces in the classroom and on campus.

310

**Chair and Speaker:** Mara Lee Grayson, California State University, Dominguez Hills

**Speakers:** Sophie Bell, St. John's University, New York, NY, “‘Your Grammar Is All Over the Place’: Translingualism and Intersectionality For Post-‘Language Rights’ Multilingual Student Writers”

Heather Falconer, Curry College, Milton, MA, “From Dissociation to Embodiment: The Influence of Mentor Pedagogy on the Discursive Identities of Women of Color in Science”

Iris Ruiz, University of California, Merced, “Intersectional and Historical Agency: The Black Panthers, Brown Berets, and Young Lords”

*Institutional and Professional*

## **E.11 Acting Normal: The Struggles of Neurodiverse Faculty and Students**

Panelists discuss the struggles of neurodiversity within our disciplines as teachers and students, compelled to act “normal” to survive.

311

**Chair and Speaker:** Christopher Wyatt, Slippery Rock University, PA

**Speakers:** Laurie Cubbison, Radford University, VA, “The Role of Executive Function in Student Success in First-Year Composition”  
Dayna Goldstein, Texas A&M University-Texarkana, “Neurodiverse Nomenclature Know-How”

Daniel Sansing, University of Cincinnati Blue Ash College, OH, “Responding Positively to Meltdowns on Campus”

*Institutional and Professional*

## **E.12 Testimonios: The Performance of First-Year Tenure-Track Faculty**

Through a series of *testimonios*, testimonies, this roundtable highlights the roles four newly graduated first-year tenure-track faculty had to play to be successful.

312

**Chair and Speaker:** Consuelo Salas, University of North Carolina at Charlotte

**Speakers:** Lizbett Tinoco, Texas A&M University, San Antonio  
Beau Pihlaja, Texas Tech University, Lubbock  
Santos Ramos, Grand Valley State University, Allendale, MI

*History*

**E.13 Performing Rhet/Comp for Fifty Years: A Roundtable of Senior Scholars**

315/316

**Chair:** Kathleen Blake Yancey, Florida State University, Tallahassee

**Speakers:** John Brereton, University of Massachusetts Boston

Judy Buchanan, National Writing Project

Cynthia Gannett, Fairfield University, CT, “Effacing and Facing History”

Donald McQuade, University of California, Berkeley, “A Grammar of Passages”

Rebecca Mlynarczyk, Kingsborough Community College, CUNY, “Basic Writing and Qualitative Research”

Sean Molloy, William Paterson University, Wayne, NJ

Richard Sterling, National Writing Project, “Writing Research: Value to K–12 Educators”

**Respondents:** Alice Horning, Oakland University, Rochester, MI

Katherine Tirabassi, Keene State College, NH

*Basic Writing*

**E.14 Reassessing Programs and Curricula via New Perspectives on Language, Identity, and Culture**

Speakers explore possibilities exposed by new looks at performance-rhetoric to rethink our approaches to writing curricula and writing programs.

317/318

**Chair:** Santosh Khadka, California State University, Northridge

**Speakers:** Joyce Inman, University of Southern Mississippi, Hattiesburg, “Making Performance Transparent: Rethinking Basic Writing Programming”

Joyce Meier, Michigan State University, East Lansing, “Centering Students’ Diverse Languages and Cultures in a Basic Writing Course”

Michelle Stevier-Johanson, Dickinson State University, ND, “Risk and Reward in a Rhetorics of Resistance-Based Basic Writing/ALP Course”

*History*

**E.15 Defying “THE” Rhetorical Tradition: A Multinational Performance of Rhetoric-Composition**

This panel will examine rhetorical texts across various national traditions and their implications for a multicultural and multinational performance of rhetorics in the writing classroom.

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**Chair:** Cheryl Glenn, Penn State University, University Park

**Speakers:** Moushumi Biswas, The University of Texas at El Paso,  
“Performing Rhetoric in Ancient India: A Study of Two Treatises by  
Manu and Chanakya”

Geoffrey Clegg, Midwestern State University, Wichita Falls, TX,  
“Uncovering Ethiopia’s Lost Rhetorical Heritage: Performance of  
Ethos in Zera Yacob’s *Treatise*”

Elif Guler, Longwood University, Farmville, VA, “Recovering Non-  
Western Principles of ‘How to Perform Rhetoric’ from Yusuf’s *Wisdom  
of Royal Glory*”

Xiaobo Belle Wang, Oxford College of Emory University, GA, “Unveiling  
the Performance of Deliberative Rhetoric in Huang Zongxi’s Letter,  
*Mingyi daifang lu* (1663)”

### *Language*

## **E.16 Performing Translingual Poetics in Composition Classrooms**

Our panel invites attendees to consider how composing and reading  
poetry helps learners perform artful code-meshing, cultivates rhetorical  
attunement, and reflects translingualism’s expressivist history.

320

**Chair and Speaker:** Katie Homar, North Carolina State University,  
Raleigh

**Speakers:** Marylou Gramm, University of Pittsburgh, PA  
Fang-Yu Liao, Indiana University of Pennsylvania  
Xiqiao (Sonja) Wang, Michigan State University, East Lansing

### *Writing Programs*

## **E.17 Preparing for Improv: Mapping Consultant Performance in Order to Improve the Consultant-Client Relationship**

Undergraduate writing consultants and their director explore the  
consultant-client improv duet in order to improve writing center training  
and development.

321

**Chair and Speaker:** Robert Koch, Merrimack College, North Andover,  
MA

**Speakers:** Caroline Bradley, Merrimack College, North Andover, MA,  
“Writing Centers, Undergraduate Research”

Melissa Lawson, Merrimack College, North Andover, MA, “Writing  
Centers, Undergraduate Research”

*Research*

**E.18 Advantages of Implementing an Embedded Mentorship Program in First-Year Composition**

This panel explores findings of an empirical study on a piloted embedded mentorship program in first-year composition and identifies benefits of adopting such a model.

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*Speakers:* Hannah Duran, California State University, Chico  
Kelsey King, California State University, Chico  
Keaton Kirkpatrick, California State University, Chico

*Research*

**E.19 Reconsidering Writing Development: A Longitudinal Exploration of Students' Conceptions and Performances of Writing across Modes and Genres**

Drawing from a multi-year longitudinal study, this panel explores what it means to think about writing “development” as performative and enacting diverse student experiences.

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*Chair:* Anne Ruggles Gere, University of Michigan, Ann Arbor  
*Speakers:* Zak Lancaster, Wake Forest University, Winston-Salem, NC  
Justine Post, Ohio Northern University, Ada  
Naomi Silver, University of Michigan, Ann Arbor

*Theory*

**E.20 Composing Wakanda: Performing Theory, Narrative, and Race**

This panel juxtaposes Christina Sharpe's (2016) “wake work” with the performance-rhetoric and performance-composition of the blockbuster film *Black Panther* (2018).

325

*Chair and Speaker:* Robert Randolph, North Carolina A&T State University, Greensboro  
*Speakers:* Erica Horhn, North Carolina A&T State University, Greensboro  
Hope Jackson, North Carolina A&T State University, Greensboro

*Theory*

**E.21 Performing Feminisms, Performing Design, Designing Feminist Composition**

Working from design studies, rhet/comp, and experience architecture, speakers will interrogate design and engage in developing, performing, and enacting feminist action.

326

**Speakers:** Danielle Nicole DeVoss, Michigan State University, East Lansing

Melissa Kaye Forbes, Gettysburg College, PA

Katie Manthey, Salem College, Winston-Salem, NC

Liza Potts, Michigan State University, East Lansing

*Theory*

**E.22 Queer Performance-Rhetorics of Consent, Naming, and Resistance**

*Sponsored by the Queer Caucus*

This panel takes up issues of queer consent, naming, and resistance as queer performance-rhetorics, embodied actions by and for LGBTQ2SIA+ identities and communities.

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**Chair and Speaker:** Becca Hayes, University of Missouri, Columbia

**Speakers:** Wilfredo Flores, Michigan State University, East Lansing

Kathleen Livingston, Michigan State University, East Lansing

*Writing Pedagogies and Processes*

**E.23 Identity, Disability, and Time: New Theoretical Orientations for Undergraduate Peer Review Performances**

This panel explores performances called for in peer review and proposes new critical theories for revitalizing peer review pedagogies.

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**Speakers:** Leslie Anglesey, University of Nevada, Reno

Mellisa Huffman, Angelo State University, San Angelo, TX

Benjamin Keating, Wake Forest University, Winston-Salem, NC

**Respondent:** Michelle LaFrance, George Mason University, Fairfax, VA



*Writing Pedagogies and Processes*

**E.24 Performing Allyship: Approaching Inclusive Praxis in FYW**

This panel shares assignments, assessments, and theoretical frameworks to help instructors best perform the role of ally to diverse groups of students.

330

**Speakers:** Stephanie Graves, Georgia State University, Atlanta

Meagan Malone, Georgia State University, Atlanta

Kristen Ruccio, Georgia State University, Atlanta

*Writing Pedagogies and Processes*

**E.25 Research, Writing, and Information Literacy: From Pre-formed to Performed Inquiry**

This panel asks how we can shift conceptions of research and information literacy from searches that support pre-formed ideas to work that performs situated inquiry.

333

**Chair:** Alexis Teagarden, University of Massachusetts Dartmouth

**Speakers:** Michael Carlozzi, independent researcher

Ana Cooke, Carnegie Mellon University, Pittsburgh, PA

Susan Tanner, Carnegie Mellon University, Pittsburgh, PA

*Writing Pedagogies and Processes*

**E.26 Style and the Future of Composition Studies**

This roundtable asserts that the reemergence of stylistic inquiry can be used dynamically to produce new insights for our discipline.

334

**Chair and Roundtable Leader:** Star Vanguri, Nova Southeastern University, Fort Lauderdale, FL

**Speakers:** William FitzGerald, Rutgers University, Camden, NJ

Rebecca Moore Howard, Syracuse University, NY

Andrea Olinger, University of Louisville, KY

**Respondent:** Brian Ray, University of Arkansas at Little Rock

*Writing Programs*

**E.27 Encountering Difference in “Liberal” California: Reports from an Inter-institutional Study of Diversity Learning in Required Writing Courses**

Inter-institutional assessment of diversity learning in FYW courses via artifacts and interviews contextualized by campus/regional culture.

335

**Speakers:** Tricia Serviss, University of California, Davis  
Meghan Sweeney, Saint Mary’s College of California, Moraga  
Julia Voss, Santa Clara University, CA

*Writing Programs*

**E.28 Ways of Writing: Performing Composition at Pitt**

A discussion of the role that the composition program at the University of Pittsburgh has played in the performance of composition at other institutions.

336

**Chair:** Stacey Waite, University of Nebraska, Lincoln  
**Speakers:** Steph Ceraso, University of Virginia, Charlottesville  
Ryan Smith Madan, Worcester Polytechnic Institute, MA  
James Seitz, University of Virginia, Charlottesville

*Community, Civic & Public*

**E.29 Building Bridges for Collaboration**

Panelists outline strategies for improving and sustaining socially just relationships. Presenter one addresses the problem of microaggressions in the college composition classroom. Presenter two shares results of student-planned protests relating to research. Presenter three discusses a self-funded community writing support program.

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**Chair:** Lara Hauer, Indiana University of Pennsylvania  
**Speakers:** Jeffrey Galin, Florida Atlantic University, Boca Raton, “How to Build a Sustainable Community Center for Writing with No University Support”  
Carolyn Marcille, Buffalo State College, NY, “My Only Audience Is a Rubric: How to Combine Social Justice and Public Performance in Composition”

*Community, Civic & Public*

**E.30 Speaking against Silence in Online Spaces**

Panelists engage a variety of online spaces where communities form and members speak out for social justice.

401

**Chair:** José Manuel Cortez, University of Oregon, Eugene

**Speakers:** Denise Landrum-Geyer, Southwestern Oklahoma State University, Weatherford, “Performing Curation as a Rhetorical Strategy in the Online Planner Community”

Deanna Laurette, Wayne State University, Detroit, MI, “Digital Bodies, ‘Real’ Connections: Curating, Disclosing, and Asserting Identity in Online Support Groups”

Catherine Wilcox, California State University, Chico, “Speaking against Silence: A Rhetorical Analysis of Social Media Activism against Domestic Violence in Christian Communities”

*First-Year and Advanced Composition*

**E.31 Acting Abilities or Acting Access**

This panel explores how students and teachers construct identities when performing negotiations between both visible and invisible disabilities.

402

**Chair:** Laura McGrath, Kennesaw State University, GA

**Speakers:** Alicia Clark-Barnes, University of New Hampshire, Durham, “Slopes, Ramps, and Stairs: The Role of Composition in Summer Bridge Programs”

Elizabeth Brewer Olson, Central Connecticut State University, New Britain, “Embedded Access: Using Course Structure to Benefit Students with Invisible Disabilities”

Myra Salcedo, University of Texas of the Permian Basin, “The Dance of Disability: When the Teacher Is the Performative ‘Text’”

*First-Year and Advanced Composition*

**E.32 Multimodal Remix Stage: Performing Translingual Power and Engagement in First-Year Writing**

This panel explores engagement initiatives and cultural performances that shake up traditional teaching and learning in composition classrooms.

403

**Speakers:** Elisabeth Gumnior, James Madison University, Harrisonburg, VA, “Baby Steps: Finding a Path toward Engagement and Activism in the First-Year Writing Course”

Suresh Lohani, The University of Texas at El Paso, “Performing Multimodal Remixes in Translingual Sites: The Need for Instructor-Institution Coalition in Rupturing the Existing Rhetoric Imbalance in the First Year”

Elizabeth Lopez, Georgia State University, Atlanta, “Watch Me Write: Collaborative Course Design and Performative Product in First-Year Writing”

Angela Morris, University of Memphis, TN, “Acculturate the Performance of Teaching: Managing Contentious Power Structures of Englishes as a Teaching Assistant”

*Information Technologies*

**E.33 Composing Realities in Digital Environments**

This session explores opportunities for students to construct mixed realities utilizing online resources.

404

**Chair:** Sara Wilder, University of Maryland, College Park

**Speakers:** Brenta Blevins, University of Mary Washington, Fredericksburg, VA, “Authoring Resistance through Augmented and Mixed Reality Composing”

Nicholas Hoffman, University at Buffalo, SUNY, “First-Year Composition on Discord”

Francis Macarthy, Illinois State University, Normal, “Breaching the Screen: A Digital Technofeminist Methodology for Virtual and Augmented Realities”

*Institutional and Professional*

**E.34 In Real Time: Rhythmic Positioning and Antiracist Transformations**

This panel offers new strategies for positioning and performing professional identity.

405

**Chair:** Megan Titus, Rider University, Lawrenceville, NJ

**Speakers:** Jennifer LeMesurier, Colgate University, Hamilton, NY, “Rhythmic Positioning, or How New Graduate TAs Perform Pedagogical Time”

Brittany Starr, University of Maryland, College Park, “Toward Antiracist Transformation in Composition: Starter Strategies for Interrogating Whiteness”

*Community, Civic & Public*

**E.35 Spotlight Session: Living in a White World: The “Otherness” of Black Lives**

This panel interrogates the internalization of ideological control through rhetorics of race. We explore resistance strategies ranging from protest to poetry.

406

**Chair and Speaker:** Hannah Watts, University of Waterloo, Ontario, Canada

**Speakers:** Christopher Cameron, University of Waterloo, Ontario, Canada  
Courtney Chambers, University of Waterloo, Ontario, Canada  
Jin Sol Kim, University of Waterloo, Ontario, Canada  
Christin Taylor, University of Waterloo, Ontario, Canada

*Research*

**E.36 Spotlight Session: Non-Native English-Speaking Writing Instructors’ (NNESWs) Teaching Performance in the Limelight: Perspectives, Perceptions, and Pedagogical Practices**

This session focuses on the perspectives, perceptions, and pedagogical practices of non-native English-speaking writing instructors’ teaching performance in the American composition classroom.

407

**Chair and Speaker:** Judith Szerdahelyi, Western Kentucky University, Bowling Green

**Speakers:** Maria Tsakova, Ivy Tech Community College, Fort Wayne, IN  
Lan Wang, West Virginia State University, Institute  
Tong Zhang, Indiana University of Pennsylvania

*Language*

**E.37 The Translingual Experience and the Rhetoric of (Racial) Microaggressions**

This panel explores language performance in the context of navigating microaggressions and the language debate.

408

**Speakers:** Triauna Carey, Bowling Green State University, OH, ““Wow, You Really Are Articulate!”: The Rhetoric of Microaggressions and the Performativity of Taking Up Space in the World of Academia”  
Bethany Davila, University of New Mexico, Albuquerque, “Perpetually Foreign, Perpetually Deficient, and Perpetually Privileged: Translingualism, Microaggressions, and Whiteness”

Florianne Jimenez, University of Massachusetts Amherst, “Postcolonial Language Ideology and Rhetoric and Composition”

Bruce Martin, Lone Star College-North Harris, Houston, TX, “Community College Writers’ Resistance to Performative Translingualism”

*Research*

**E.38 Beyond Classrooms, Across Disciplines: Where Ethics Perform**

This panel situates questions of ethics for teaching and across institutional locations.

409

**Speakers:** Wdasie Ayele, Concordia University Chicago, River Forest, IL, “No Child Left Behind, Including ESL Students”

Romeo Garcia, The University of Utah, Salt Lake City, “Beyond Oppositional Consciousness Politics and Pre-Commitments to Resistance: A Call for Transdisciplinary Work”

Corey Hamilton, Wayne State University, Detroit, MI, “Research as Performance: Performing Respectful, Responsible Scholarship for Students and Our Field”

*Theory*

**E.39 Composing Counterpublicly**

Panelists investigate experiences of marginalization and implications for classroom practice.

410

**Chair:** Dara Regaignon, New York University, NY

**Speakers:** Cassie Brownell, University of Toronto-Ontario Institute for Studies in Education, “From the Hands of Babes: What Postsecondary Scholars Can Learn from Children’s Multimodal Composing Practices”

Rachael Green-Howard, University of Delaware, Newark, “Women’s Queer Rhetorical Histories as Strategies in First-Year Writing”

Matt Sautman, Southern Illinois University, Edwardsville, “Dismantling the Great White Wall: Tactfully Situating the Classroom as a Counterpublic Space”

*Theory*

**E.40 Performing with(in) Digital Networks**

This session will discuss forms of embodied performance and play in networked environments.

411

**Chair:** Angela Bilia, The University of Akron, OH

**Speakers:** Kyle Bohunicky, University of Florida, Gainesville, “Game Composition: Writing with(in) Digital Games”

John Logie, University of Minnesota–Twin Cities, Minneapolis, “Repetition and Change: Exploring the Possibilities of Warholian Composition Strategies”

Adam Padgett, University of South Carolina, Columbia, “Performing a New Rhetorical Ethics in Digital Circulation and Reproduction: Embodied Authorships and Waning Ownerships”

*Writing Pedagogies and Processes*

**E.41 Be a Voice: Teaching Agency, Self-Advocacy, and Cultivation of Voice**

This panel examines agency in writing pedagogies through self-advocacy and cultivation of voice.

412

**Chair:** Michelle Kaschak, Penn State Lehigh Valley

**Speakers:** Maureen Fitzsimmons, University of California, Irvine, “Be a Voice, Not an Echo” —Einstein

Ryan Roderick, Husson University, Bangor, ME, “Integrating Self-Regulation into FYC Curricula: A Pedagogical Intervention and Its Effects on Transfer”

Bronwyn Williams, University of Louisville, KY, ““What Do They Want with Us?”” Politics, Culture, and Student Perceptions of Agency”

*Writing Pedagogies and Processes*

**E.42 Graduate Students as Teachers and Writers**

This panel ponders how graduate students perform as teachers, theorists, and pedagogical leaders in pursuit of diversity.

413

**Chair:** Rebecca Shelton, Murray State University, KY

**Speakers:** Lauren Hobson, Portland State University, OR, “Left Behind: Graduate Assistants in WAC”

Young Kyung Min, University of Colorado Boulder, “Performing Writing Pedagogy and Emerging Student Subjectivity: Disciplinary Socialization of Graduate Students as Writing Instructors”

Kathryn Perry, California State University, Los Angeles, “A Hospitable Performance: Graduate Writers Code-Mesh with Comp Theory at a Hispanic-Serving Institution”

*Writing Pedagogies and Processes*

**E.43 Performing Intersectionality in First-Year Composition: Queer Theory, Feminism, and Embodiments**

This session advocates using queer theory and feminism in first-year writing pedagogies for creating classroom communities of equity that explore social justice in collaborative and digital spaces.

414

**Chair:** Steven Accardi, College of DuPage, Glen Ellyn, IL

**Speakers:** Alison McIntosh, University of Pittsburgh, PA, “Sustaining the Queer in FYC and Beyond”

Jesse Rice-Evans, The City College of New York, NY, “Get Us Bodied: Hybrid Adjuncting and Performance of the (Digitized) Queer Body at CCNY”

Robyn Rowley, Carnegie Mellon University, Pittsburgh, PA, “Re-conceptualizing Feminist Pedagogical Approaches for Affective Outcomes in the FYW Context”

Andréa Stella, The City College of New York, “Get Us Bodied: Hybrid Adjuncting and Performance of the (Digitized) Queer Body at CCNY”

*Writing Pedagogies and Processes*

**E.44 The Work Writing Does: Performative Pedagogy and Writing to Learn**

From writing to learn, to role playing for learning, to writing about literature, these panelists explore performative pedagogies in the writing classroom.

415

**Chair:** Matt McKinney, Texas A&M University, College Station

**Speakers:** Susanna Engbers, Kendall College of Art and Design of Ferris State University, Big Rapids, MI, “‘Let Me Grab My Shades’: Donning Alternative Critical Lenses as a Role-Playing Performance”

Christine Haskill, Kendall College of Art and Design of Ferris State University, Big Rapids, MI, “‘Let Me Grab My Shades’: Donning Alternative Critical Lenses as a Role-Playing Performance”

Lindsay Head, Florida International University, Miami, “Something Old, Something New, and Something Borrowed Too”

Heather Hill, Northwest Missouri State University, Maryville, “Writing about Writing at the Expense of Performance-Composition: A Cautionary Tale”

Richard Jewell, Inver Hills Community College, Grove Heights, MN, “Transform Literature Programs into a Writing Discipline”



*Community, Civic & Public*

**E.45 Spotlight Session: Exploring Local Activism: A Roundtable Workshop with Local Pittsburgh Activist Organizations**

This will be an interactive roundtable with local activist organizations that deal with issues in Pittsburgh related to rape crisis, prison outreach, and gay advocacy. Participants will be able to interact with activist leaders and brainstorm ideas for connecting with activist organizations in their own communities.

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***Roundtable Leaders:*** Julie Evans, Pittsburgh Action Against Rape (PAAR)

Jodi Lincoln, Book 'Em, Pittsburgh, PA

Lindsay Onufer, Gay For Good, Pittsburgh, PA

***Facilitators:*** Antonio Byrd, University of Wisconsin-Madison

Liz Lane, University of Memphis, TN

Don Unger, University of Mississippi, Oxford

# Thursday Special Interest Group Meetings

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6:30–7:30 p.m.

*Basic Writing*

**TSIG.01 Directed Self Placement Special Interest Group**

*Sponsored by the Directed Self Placement Special Interest Group*

This SIG offers a unique opportunity for those who lead or wish to lead Directed Self Placement efforts at schools, colleges, and universities.

302

**Chair:** Aparna Sinha, California State University, Maritime Academy, Vallejo

*Community, Civic & Public*

**TSIG.02 Community Writing and Public Rhetorics**

*Sponsored by the Community Writing and Public Rhetorics Special Interest Group*

This SIG provides ongoing collaborative space for participants to share projects, pedagogy, and research; to problem-solve; and to plan future initiatives (conference presentations, publications, etc.).

303

**Chairs:** Adam Hubrig, University of Nebraska, Lincoln

Connie Mick, University of Notre Dame, IN

**Speaker:** Joyce Meier, Michigan State University, East Lansing

*Community, Civic & Public*

**TSIG.03 Environmental Rhetoric and Advocacy Special Interest Group (SIG)**

*Sponsored by the Environmental Rhetoric and Advocacy Special Interest Group*

This SIG offers attendees a collective space within the CCCC community to collaborate on writing and advocacy efforts on the environment.

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**Special Interest Group Chair:** Kassia Krzus-Shaw, University of Wisconsin–Madison

*continued on next page*

**Speakers:** Matt Driscoll, Santa Clara University, CA  
Michael Geary, Bristol Community College, Fall River, MA  
Joshua Lenart, The University of Utah, Salt Lake City  
Dave Sumner, Linfield College, McMinnville, OR

*Community, Civic & Public*

#### **TSIG.04 Legal Writing and Rhetoric SIG**

*Sponsored by the Legal Writing and Rhetoric SIG*

The annual meeting of the Legal Writing and Rhetoric SIG. Conference attendees are invited to come share their pedagogy and scholarship with this growing group.

305

**Speaker:** Lindsay Head, Florida International University, Miami

*History*

#### **TSIG.05 National Archives of Composition and Rhetoric**

A meeting for scholars, researchers, and professionals interested in preserving the history of composition and rhetoric.

306

**Special Interest Group Chairs:** Jenna Morton-Aiken, Massachusetts  
Maritime Academy, Bourne  
Katherine Tirabassi, Keene State College, NH

*Institutional and Professional*

#### **TSIG.07 Labor Caucus Business Meeting**

*Sponsored by the Labor Caucus*

Open to all, this meeting offers a space to discuss labor, update members on the caucus's progress, and develop strategies for change.

310

**Caucus Chairs:** Geoffrey Clegg, Midwestern State University, Wichita  
Falls, TX  
Anicca Cox, Michigan State University, East Lansing  
Craig Crowder, University of Kentucky, Lexington  
Mitzi Jones, University of Arkansas, Fort Smith  
Seth Kahn, West Chester University, PA  
Andrew Kinney, The Ohio State University, Mansfield  
Rachel Riedner, George Washington University, Washington, DC

*Institutional and Professional*

**TSIG.08 Minority-Serving Institutions Special Interest Group**

*Sponsored by the Minority-Serving Institutions Special Interest Group*

This first-time SIG will promote dialogue among faculty members at minority-serving institutions.

311

***Special Interest Group Chairs:*** Bethany Davila, University of New Mexico, Albuquerque

Jason Evans, Prairie State College, Chicago Heights, IL

*Research*

**TSIG.09 The Future of Cognition and Writing Research**

*Sponsored by the Cognition and Writing Standing Group*

This year, the group will consider ongoing and future research in cognition and writing with presentations from Dylan Dryer, David Russell, and Airlie Rose.

312

***Chairs:*** Patricia Portanova, Northern Essex Community College, Haverhill, MA

Michael Rifenburg, University of North Georgia, Dahlonega

Duane Roen, Arizona State University, Tempe

*Institutional and Professional*

**TSIG.10 Women's Network SIG**

*Sponsored by the Feminist Caucus*

The goal of the session is to provide CCCC members with an opportunity and safe space to discuss the status of women in the field with respect to a variety of working conditions and issues related to gender and workplace equity.

315/316

***Speaker:*** Violet Dutcher, Eastern Mennonite University, Harrisonburg, VA

*Basic Writing*

**TSIG.11 Council of Basic Writing SIG: Collaboration, Community, Caucusing**

*Sponsored by the Council on Basic Writing*

This collaborative meeting will focus on how basic writing instructors can shape local and national policies regarding writing instruction.

317/318

**Special Interest Group Chairs:** Jason Evans, Prairie State College, Chicago Heights, IL

Leigh Jonaitis, Bergen Community College, Paramus, NJ

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

William Lalicker, West Chester University, PA

*Theory*

**TSIG.12 Kenneth Burke Society at CCCC**

*Sponsored by the Kenneth Burke Society*

A multimedia preview of previously unseen interview footage of Kenneth Burke; a walking tour of Burke's birthplace in Pittsburgh; discussion of standing group status.

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**Speaker:** Ethan Sproat, Utah Valley University, Orem

*Writing Pedagogies and Processes*

**TSIG.13 Teaching for Transfer: Adaptations and Multimodality**

We will focus on adaptations to the TFT curriculum in basic writing, first-year writing, advanced writing, and TA preparation, and on ways TFT supports multimodality.

320

**Chair:** Kathleen Blake Yancey, Florida State University, Tallahassee

*Writing Programs*

**TSIG.14 Dual Enrollment SIG**

*Sponsored by the Dual Enrollment Special Interest Group*

Dual Enrollment is changing the landscape of composition studies. The 2019 DE Studies SIG will provide a forum for discussing and understanding those changes.

321

**Chairs:** Christine Denecker, University of Findlay, OH  
Casie Moreland, Western Oregon University, Monmouth

*Writing Programs*

**TSIG.15 IWDPA Standing Group Business Meeting**

*Sponsored by the Independent Writing Departments and Programs Association*

Open business meeting for the IWDPA (Independent Writing Departments and Programs Association). All interested are welcome.

323

**Standing Group Chair:** Rebekka Anderson, University of California, Davis

**Respondent:** Abhijit Rao, Iowa State University, Ames

**TSIG.16 Creative Nonfiction Standing Group Business Meeting**

At our CNF Standing Group business meeting, we will award the annual Donald Murray Prize in Creative Nonfiction, which our group sponsors, along with Cengage Learning and Writing on the Edge, representatives of which are present at the meeting

324

**Group Leader:** Jenny Spinner, St. Joseph's University, Philadelphia, PA

*Community, Civic & Public*

**TSIG.17 Appalachian Rhetorics and Literacies SIG**

*Sponsored by the Appalachian Rhetorics and Literacies SIG*

Our meeting will open with a business meeting and conclude with opportunities for Appalachian rhetoric, composition, and literacy scholars to network, mentor, and collaborate.

325

**Special Interest Group Chairs:** Emma Howes, Coastal Carolina University, Conway, SC

Travis Rountree, Indiana University East, Richmond

Sara Webb-Sunderhaus, Miami University, Oxford, OH

*Community, Civic & Public*

**TSIG.18 Arab/Muslim SIG**

This SIG invites scholars and teachers to engage in conversations about Arab and Muslim issues and identities.

326

**Special Interest Group Chairs:** Tamara Issak, St. John's University, New York, NY

Lana Oweidat, Goucher College, Baltimore, MD

*Community, Civic & Public*

**TSIG.19 Handcrafted Rhetorics SIG**

*Sponsored by the Handcrafted Rhetorics SIG*

The Handcrafted Rhetorics SIG is a chance for scholars, teachers, and community organizers to discuss the intersections among DIY craft, multimodality, making, and public composition.

327

***Special Interest Group Chairs:*** Marilee Brooks-Gillies, Indiana

University–Purdue University Indianapolis

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

Jason Luther, Rowan University, Glassboro, NJ

Kristin Prins, Cal-Poly Pomona

Kristin Ravel, University of Wisconsin-Milwaukee

*Community, Civic & Public*

**TSIG.20 Internship SIG Business Meeting**

*Sponsored by the Internship Special Interest Group*

The Internship Special Interest Group will discuss the important role that internships have come to play in our discipline.

328

***Group Leader:*** Dauvan Mulally, Grand Valley State University,

Allendale, MI

*Community, Civic & Public*

**TSIG.21 Standing Group for Disability Studies Business Meeting**

*Sponsored by the Disability Studies Standing Group*

This meeting provides the opportunity for anybody interested in disability studies and writing studies to learn more about and connect with our standing group.

The Disability Studies Standing Group is excited to welcome the Pittsburgh Center for Autistic Advocacy (PCAA) to our meeting. The PCAA will facilitate an interactive workshop titled, “Building Neurodivergent Culture: From Grassroots Organizing to the Profession.” The workshop will begin at 7:00 p.m., after standing group introductions and announcements.

329

***Chairs:*** Ruth Osorio, University of Maryland, College Park

Muffy Walter, Washburn University, Topeka, KS

*Community, Civic & Public*

**TSIG.22 Teaching in Prison: Pedagogy, Research, and Literacies Collective**

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

For CCCC members who teach (or want to teach) in prison or want to discuss issues of community literacy, service learning, or social justice.

330

**Speaker:** Kimberly Drake, Scripps College, Claremont, CA

*Creative Writing*

**TSIG.23 Creative Writing Standing Group Business Meeting: 2019**

*Sponsored by the Creative Writing Standing Group*

We explore ways in which the crafting of creative work can transform our research and practice as teachers, scholars, and writers.

333

**Standing Group Chairs:** Maryam Alikhani, Teachers College, Columbia University, New York, NY  
Jonathan Udelson, University of Louisville, KY

*First-Year and Advanced Composition*

**TSIG.24 Intersectional Approaches to First-Year Composition**

*Sponsored by the Intersectionality in FYC SIG*

This SIG meeting will create a much-needed space for explicit, inclusive, and productive conversation about intersectionality in first-year composition research, administration, and instruction.

334

**Special Interest Group Chairs:** Mara Lee Grayson, California State University, Dominguez Hills  
Iris Ruiz, University of California, Merced

*First-Year and Advanced Composition*

**TSIG.25 Stanislavski in the Writing Workshop**

*Sponsored by the Assembly for Expanded Perspectives on Learning*

To think of writing, of developing ideas and revising texts, the way certain actors prepare to play their parts—what might come of that?

335

**Group Leader:** Daniel Weinstein, Indiana University of Pennsylvania



*History*

**TSIG.26 “Rhetoric’s Histories, Theories, Pedagogies”: Rhetoric and CCCC**

*Sponsored by the Rhetoric’s Histories, Theories, Pedagogies Special Interest Group*

Established in 2013, the Rhetoric’s Histories, Theories, Pedagogies Special Interest Group provides opportunities for conversation about issues in rhetorical studies.

336

***Special Interest Group Chair:*** Lois Agnew, Syracuse University, NY

***Speakers:*** Jay Dolmage, University of Waterloo, Ontario, Canada

Susan Jarratt, University of California, Irvine

Thomas Miller, University of Arizona, Tucson

Gwendolyn Pough, Syracuse University, NY

Victor Vitanza, Clemson University, SC

*Institutional and Professional*

**TSIG.27 Singles SIG**

*Sponsored by the Singles SIG*

This group aims to discuss singlism, or marginalization of singles, as it relates to Rhetoric and Writing Studies.

338

***Speaker:*** Craig Wynne, Hampton University, VA

*Institutional and Professional*

**TSIG.28 Transnational Composition Group Meeting**

*Sponsored by the Transnational Composition Group*

Annual meeting of the Transnational Composition Group.

401

***Chair:*** Thomas Lavelle, Stockholm School of Economics

*Language*

**TSIG.29 Performative Grammar, Performative Sentences: Progressive Approaches to Grammar in the Writing Classroom**

This SIG will transform approaches to grammar from traditional to rhetorical, expanding our vocabularies to describe how language works, and how sentences are performed.

402

**Chair:** Joseph Salvatore, The New School, New York, NY

**Speaker:** Deborah Rossen-Knill, University of Rochester, NY

*Language*

**TSIG.30 Second Language Writing Standing Group Business Meeting**

*Sponsored by the Second Language Writing Standing Group*

A space for those interested in L2 writing to plan, network, and explore issues in research, pedagogy, and advocacy for multilingual students.

403

**Standing Group Chairs:** Eunjeong Lee, California State University, Monterey Bay

Brooke Schreiber, Baruch College, CUNY

Emily Simnitt, University of Oregon, Eugene

Missy Watson, City College of New York, CUNY

*Postsecondary Reading/Literacy*

**TSIG.32 The Role of Reading in Composition Studies**

This SIG is an opportunity to foster reading scholarship and to discuss effective ways to teach reading within the writing classroom.

405

**Chairs:** Michael Bunn, University of Southern California, Los Angeles

Ellen Carillo, University of Connecticut, Storrs

Debrah Huffman, Indiana University–Purdue University Fort Wayne

*Professional and Technical Writing*

**TSIG.33 A Proposal for a New Special Interest Group at CCCC Devoted to Workplace Writing**

*Sponsored by the Association of Business Communication*

Open to all, this meeting is meant to help advocate and explore scholarship related to workplace writing within business, professional, and/or technical writing courses.

406

**Special Interest Group Chair:** Geoffrey Clegg, Midwestern State University, Wichita Falls, TX

**Speakers:** William Christopher Brown, Midland College, TX

Kathryn Rentz, University of Cincinnati, OH

Crystal Shelnut, University of West Georgia, Carrollton

Kathy Wills, Indiana University–Purdue University Columbus

*Research*

**TSIG.34 Medical Rhetoric Standing Group Business Meeting**

*Sponsored by the Medical Rhetoric Standing Group*

Business meeting of the Medical Rhetoric Standing Group.

407

**Speaker:** Lisa Meloncon, University of South Florida, Tampa

*Research*

**TSIG.35 Non-Western/Global Rhetorics**

*Sponsored by the Global/Non-Western Rhetorics Special Interest Group*

Focused on including a global range of rhetorical theories, practices, and pedagogies.

408

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

Elif Guler, Longwood University, Farmville, VA

Nicole Khoury, University of Illinois at Chicago

Keith Lloyd, Kent State University at Stark, North Canton, OH

Adnan Salhi, Henry Ford College, Dearborn, MI

*Writing Pedagogies and Processes*

**TSIG.36 Contemplative Writing Pedagogies Special Interest Group**

This SIG offers a forum for discussion and support for best practices in mindfulness and contemplative writing pedagogies.

409

**Special Interest Group Chairs:** Emily Beals, Green River College, Auburn, WA

Jen Consilio, Lewis University, Romeoville, IL

Christy Wenger, Shepherd University, Shepherdstown, WV

Nadia Francine Zamin, Fairfield University, CT

**TSIG.37 Untenured WPA Standing Group Business Meeting**

*Sponsored by the Untenured WPA Standing Group*

The Untenured WPA standing group is dedicated to supporting WPAs who work without tenure in their administration, research, teaching, and personal lives.

410

**Group Leader:** Glenn Lester, Park University, Parkville, MO

*Research*

**TSIG.38 Writing through the Lifespan Special Interest Group**

Meeting to discuss updates on the “Writing through the Lifespan Collaboration,” consider innovations and insights in lifespan-oriented writing research, and begin collaborative lifespan research projects.

411

*Special Interest Group Chairs:* Talinn Phillips, Ohio University,  
Athens

Ryan Dippre, University of Maine, Orono

*Language*

**TSIG. 39 Working-Class Culture and Pedagogy Standing Group  
Annual Business Meeting**

*Sponsored by the Working-Class Culture and Pedagogy Standing  
Group*

We will elect new co-chairs and discuss working-class music.

404

*Standing Group Chairs:* Jennifer Beech, The University of Tennessee  
at Chattanooga

William Thelin, University of Akron, OH



**SPEAK CHILE!**