Friday, March 15 Special Events and Meetings

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

Mentoring@Cs Breakfast Spirit of Pittsburgh Ballroom C 7:30–8:30 a.m.

Mentoring@Cs' central goal is to forge informal mentoring relationships between newcomers and veterans in the field. The Writing Program Administration Graduate Organization (WPA-GO) and the CCCC Graduate Student Standing Group partner to match mentees and mentors based on specific research, teaching, and professionalization interests, put them in email contact with one another, and encourage them to meet and chat at the conference.

Annual Meeting of CCCC Feminist Caucus

Sponsored by the CCCC Feminist Caucus **307**

11:00 a.m.-12:15 p.m.

The Feminist Caucus advocates for issues of feminist concern in the profession. At the annual meeting, we report on recent activity and set yearly goals. *Caucus Chairs:* Holly Hassel, North Dakota State University, Fargo Kate Pantelides, Middle Tennessee State University, Murfreesboro

Planning for Next Year's CCCC Convention CCCC Registration Desk 2:00–3:00 p.m.

Individuals interested in discussing program proposals for the 2020 CCCC Annual Convention in Milwaukee, WI, March 24–28, are invited to meet Julie Lindquist, 2020 Program Chair, in the registration area.

CCCC Annual Business Meeting/Town Hall Spirit of Pittsburgh Ballroom B 4:45–6:00 p.m.

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CCCC Awards Presentation Spirit of Pittsburgh Ballroom B 6:10–7:20 p.m.

AA and Al-Anon Meeting Space

AA, 412 Al-Anon, 413 8:00-10:00 p.m.

Meeting space is set aside for those who desire to have an AA or Al-Anon meeting.

Pittsburgh Cultural Event Spirit of Pittsburgh Ballroom A 7:30 p.m.–12:00 a.m.

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F Sessions: 8:00–9:15 a.m.

Institutional and Professional

F.01 Toward a New "Professionalism" in Writing Teacher Preparation

How can we perform pedagogies that invite our students into more expansive, ethical understandings of what it means to teach and write "professionally"?

Spirit of Pittsburgh Ballroom A

Roundtable Leaders: Lesley Bartlett, Iowa State University, Ames Jessica Rivera-Mueller, Utah State University, Logan Brandon Sams, Iowa State University, Ames

Community, Civic & Public

F.02 Spotlight Session: Performing the Rhetorics of Indigenous Sovereignty: Reclaiming and Subverting the Narrative of Reconciliation

This panel will examine the radical rhetorics of Indigenous activism as a reciprocal and subversive performation response to the official rhetorics of Reconciliation in Canada.

Spirit of Pittsburgh Sallroom B/C

Speakers: Marisa Benjamin, University of Waterloo, Ontario, Canada Christopher Martin, University of Waterloo, Ontario, Canada Željka Stanivuk, University of Waterloo, Ontario, Canada Christin Taylor, University of Waterloo, Ontario, Canada

Basic Writing

F.03 Performing Knowledge in Composition: Developing a Voice in the Developmental Classroom

This panel will discuss Zane State College's efforts to help our underprepared Appalachian students find their voice and performance potential in the developmental writing classroom.

301

Speakers: Kayla Wise Buckey, Zane State College, Zanesville, OH Angela Hendershot, Zane State College, Zanesville, OH Senti Longkumer, Zane State College, Zanesville, OH

Community, Civic & Public

F.04 Buttressing the Common Good: Performing and Resisting Rhetorical Citizenship

This panel performs a critical contest between the generative potential of citizenship rhetoric as a classroom resource and citizenship's essential exclusionary function in teaching composition.

302

Chair: Howard Tinberg, Bristol Community College, Fall River, MA Speakers: Diane Quaglia Beltran, Clemson University, SC Melissa Hannah, North Carolina State University, Raleigh Adam Hubrig, University of Nebraska, Lincoln Trevor Sprague, University of Wisconsin-Milwaukee

Community, Civic & Public

F.05 Performance and Conflict: Interrogating Patriotism, Trauma, Military Service, and War

Speakers examine performance-composition about war, terrorism, and military service across visual, textual, and embodied art and activism.

303

Chair: Lauren Rosenberg, New Mexico State University, Las Cruces Speakers: Corrine Hinton, Texas A&M University-Texarkana Cathrine Hoekstra, John A. Logan College, Carterville, IL Sheeba Varkey, St. John's University, New York, NY Micah Wright, University of Texas at San Antonio

Community, Civic & Public

F.06 Performing UndocuActivist: Qualitative Narratives of College-Age Immigrants

Qualitative researchers and undocuactivists interrogate the plural dimensions of performing undocuactivist during these dire political times.

304

Speakers: Sara P. Alvarez, Queens College, CUNY Glenn Hutchinson, Florida International University, Miami, "The Writing Classroom: An Ally Space with Undocumented Students"

Daniela Pila, University at Albany, SUNY, "Noncitizen Filipinos and Invisibility in the Immigration Rights Movement"

Respondents: Angie Kim, New York, NY, "What This Work Means to US: UndocuActivists Speak Up and Resist"

Marco Saavedra, New York, NY, "What This Work Means to US: UndocuActivists Speak Up and Resist"

Community, Civic & Public

F.07 Writing the Wrongs of Systemic Issues: Food Systems Rhetoric and Action Research

This panel discusses community-based research on food systems, exploring how rhetoric and composition theories can help us navigate systemic problems to produce change.

305

Speakers: Alex Helberg, Carnegie Mellon University, Pittsburgh, PA
Mike Pennell, University of Kentucky, Lexington, "'Needy but Not Needy Enough': Gathering Food Insecurity Data on a University Campus"
Veronica House, University of Colorado Boulder, "Local Food Literacy as a Community Writing Practice"

First-Year and Advanced Composition

F.08 Creating Place: Transfer as Performance

This session describes ways of supporting students documenting their own learning as they perform expert in curricular models that support positive writing learning transfer.

306

Chair: Amber Nicole Pfannenstiel, Millersville University, PA *Speakers:* Justin Mando, Millersville University, PA Michele Santamaria, Millersville University, PA

First-Year and Advanced Composition

F.09 Making Space for Student Voices with ePortfolios and Grade Contracts

Grade contracts and ePortfolios create a safe environment for performance and play in FYC, opening space for disenfranchised students.

307

Chair and Speaker: Dominic Ashby, Eastern Kentucky University, Richmond

Speakers: Margaret Frozena, Eastern Kentucky University, Richmond James F. McClure, Eastern Kentucky University, Richmond

First-Year and Advanced Composition

F.10 Stage, Page & Engage: Cross-Campus Collaboration in a First-Year Integrated Communication Classroom

This panel explores using cross-campus partnerships to develop high-impact courses that ensure students develop the multimodal communication skills required today.

308

Speakers: Nikki Harken, University of Northern Iowa, Cedar Falls Rachel Morgan, University of Northern Iowa, Cedar Falls Debra Young, University of Northern Iowa, Cedar Falls

History

F.11 Looking Back, Looking Forward: Performing Writing Assessment Ghosts of Educational Measurement—Past, Present, and Yet to Come

The speakers will show up, show out, practice, and theorize a historical overview of past, present, and future developments in writing and performance assessment.

309

Chair and Speaker: Doug Baldwin, Educational Testing Service
Speakers: Dave Escoffery, Educational Testing Service, "Into the Details: Woke Administrative Design in Performing Writing Assessment"
Devon Tomasulo, Educational Testing Service, "Acting Out: Old and Gold Innovations in Performing Wring Assessment"
Respondent: Alice Horning, Oakland University, Rochester, MI

Institutional and Professional

F.12 After the Multimodal Turn

This panel explores how discourses surrounding multimodality affect composition as both a discipline and force for institutional change.

310

Chair: Tara Roeder, St. John's University, New York, NY Speakers: Beth Brunk-Chavez, The University of Texas at El Paso Derek Owens, St. John's University, New York, NY Pegeen Reichert Powell, Columbia College Chicago, IL Respondent: Bruce Horner, University of Louisville, KY

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Institutional and Professional

F.13 Valuing Teaching Performances in Composition

We discuss ways to value the work of scholarly teaching within institutional structures through an online repository, revised promotion policies, and personal journeys.

311

Speakers: Andre Buchenot, Indiana University–Purdue University Indianapolis

Steve Fox, Indiana University–Purdue University Indianapolis Darrell Nickolson, Indiana University Purdue University, Indianapolis Debbie Oesch-Minor, Indiana University–Purdue University Indianapolis Aimee Zoeller, Indiana University Purdue University, Columbus

Professional and Technical Writing

F.14 Student Inclusion toward More Representative Diversity in College Writing Courses

Educates on the benefits of including underrepresented minorities as classroom UTAs in order to increase: 1) teaching diversity, and 2) student enthusiasm with peer-to-peer learning paradigm.

312

Speakers: Robin M. Earnest, University of Maryland, College ParkPatrick Nelson, University of Maryland, College ParkDorothy Phaire, University of the District of Columbia, and University of Maryland

F.15 Spotlight Session: On African American Rhetoric

Sponsored by the Black Caucus

This Black Caucus–featured panel illuminates historical and contemporary African American rhetorical forms and outlines future directions in African American rhetorical studies.

315/316

Chair: David Green, Howard University, Washington, DC *Speakers:* Adam Banks, Stanford University, CA Keith Gilyard, Penn State University, State College

History

F.16 Spotlight Session: Feminist Archival Research: Performance, Ethics, and Remixing the Past

Building on established feminist research and methodologies, this roundtable explores new questions about how we perform the complexities and ethical dimensions of feminist historiographic research.

317/318

Speakers: Tobi Jacobi, Colorado State University, Fort Collins, "Ribbon Girls, Cottage Matrons, and Parole Letters: A Feminist Reads the 1915 Annual Report from the New York State Training School for Girls"

Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, "Performing Lila: Remixing a Life in Prison Teaching and Archival Materials from the New York State Training School for Girls"

Reva Sias, California State University, Fresno, "Myrtilla Miner's School for Colored Girls: Searching for Literacy Practices and Discourses of Free Colored Women at the First African American Normal School"

Jennie Vaughn, Gannon University, Erie, PA, "Cookbooks, Archives, and Responsible Rhetorical Action: Performing Feminist Archival Research with an Ethic of Hope and Care"

Respondent: Jessica Enoch, University of Maryland, College Park

Institutional and Professional

F.17 Doctoral Student Take Back: Students Present Themselves to The Field

The Consortium of Doctoral Programs in Rhetoric and Composition has invited doctoral students to teach the field about their experiences.

319

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

Chair: Madelyn Tucker Pawlowski, University of Arizona, Tucson Speakers: Jessie Borgman, Texas Tech University, Lubbock Jennifer Courtney, The University of Utah, Salt Lake City Elise Green, Longwood University, Farmville, VA Eric Anthony House, University of Arizona, Tucson Patrick Love, Purdue University, West Lafayette, IN Rachael Lussos, George Mason University, Fairfax, VA Cat Mahaffey, University of North Carolina, Charlotte Cecilia D. Shelton, East Carolina University, Greenville, NC

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Language

F.18 Performing Ethos: Faculty and Students Negotiate Diverse Identities and "White Space" in the Two-Year College

This panel examines teacher influence on student performance and perceptions of "white space" in the two-year college.

320

Speakers: Kofi Adisa, Howard Community College, Columbia, MD Jeffrey Moore, Howard Community College, Columbia, MD Laura Yoo, Howard Community College, Columbia, MD

Research

F.19 Religious Literacies and (Re)Formation of the Self

This panel shows how religious literacy practices demand and sustain complex negotiations of individual and communal identities.

321

Speakers: Nathan Fredrickson, University of California, Santa Barbara Kyle Piscioniere, University of Massachusetts Amherst Sarah Stetson, University of Massachusetts Amherst

Theory

F.20 Cultural Rhetorical Performance Pedagogy

This panel focuses on the discursive and performative play of culture in hip hop, dub poetry, and the classroom.

323

Chair and Speaker: Brian Stone, Indiana State University, Terre Haute Speakers: Brian Redmond, Azusa, CA, "Reggae, Hip Hop, and Performance of Caribbean Poetry"

Ruby Villarruel, Cal Poly Pomona, "Multimodal Performance and Hip-Hop Pedagogy"

Theory

F.21 Performing Political Economies: Rhetorical Ecologies and Circulation Studies in Late Capitalism

When rhetorical circulation performs the neoliberal values it seemingly challenges, rhetorical actors can resist through embodied performance.

324

Chair and Speaker: Donna Lecourt, University of Massachusetts Amherst Speakers: Rebecca Dingo, University of Massachusetts Amherst Kelin Loe, University of Massachusetts Amherst

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Writing Pedagogies and Processes

F.22 Comic Books in College Classrooms: Developing Multimodal Literacy through Composing/Performing Graphic Narratives

Presenters will discuss the place of comics in composition studies with presentations and audience-participation activities.

325

Speakers: Andrew Bourelle, University of New Mexico, Albuquerque Melisa Garcia, University of New Mexico, Albuquerque Erick Martinez, University of New Mexico, Albuquerque Jo Anna Nevada, University of New Mexico, Albuquerque Misty Thomas, University of New Mexico, Albuquerque

Writing Pedagogies and Processes

F.23 Inventing Hi- and Lo-Tech Rhetorical Performances

Each presentation examines a particular dimension and specific technology of performance and engagement: sketching and attention, online teaching and identification, video and environment.

326

Speakers: Steven Krause, Eastern Michigan University, Ypsilanti Kristen Moore, University at Buffalo, SUNY Alex Reid, University at Buffalo, SUNY

Writing Pedagogies and Processes

F.24 Performing and Transforming Equity in and around the Composition Classroom

Modeled on their two-year college HSI, panelists will discuss strategies for creating equity—institutionally, programmatically, and pedagogically—inviting participants to apply to their own contexts.

327

Chair and Speaker: Travis Margoni, Yakima Valley College, WA Speakers: Carolyn Calhoon-Dillahunt, Yakima Valley College, WA Mark Fuzie, Yakima Valley College, WA Brian Patterson, Yakima Valley College, WA

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Writing Pedagogies and Processes

F.25 Responding to Racism in the Writing Classroom, the Writing Center, and through WAC: From Thoughtful Inaction toward Purposeful Performances

By examining specific incidents in college and high school classrooms and a writing center, we identify causes of thoughtful inaction in the face of racism.

328

Speakers: Joseph Courchesne, Holyoke High School, MA Jennifer DiGrazia, Westfield State University, MA Paige Hermansen, Westfield State University, MA Ashley Linnehan, Westfield State University, MA Catherine Savini, Westfield State University, MA

Writing Pedagogies and Processes

F.26 The Performativity of Contemplative Terms

This roundtable explores the tension between the terms used in and around contemplative pedagogy including mindfulness, meditation, reflection, metacognition, well-being, and spirituality.

329

Speakers: Stacey Cochran, University of Arizona, Tucson, "Writing and Happiness: From Habits of Mind to Well-Being Theory"

Libby Falk Jones, Berea College, KY, "Performing Contemplation: Connecting Intellect and Spirit in Writing and Knowing"

Peter Khost, Stony Brook University, NY, "Alienating Ambivalence: Why and How I Avoid the Term Mindfulness Even While I (Try to) Practice, Study, and Promote It"

Jacquelyne Kibler, University of Arizona, Tucson

Susan Miller-Cochran, University of Arizona, Tucson, "Reflective Practice, Stress Reduction, and Self-Efficacy in Graduate School"

Michael Pfister, Arizona State University, Phoenix, "Mind Playing Tricks on Me: Mindfulness, Race, and Class in America"

Respondent: Kathleen Blake Yancey, Florida State University, Tallahassee

Writing Programs

F.27 Go Figure: Performing Graphical Operations in Everyday Administrative Contexts

This panel addresses how data-driven, graphical program operations may assist WPAs in performing agentive actions in everyday contexts.

330

Speakers: Logan Bearden, Eastern Michigan University, Ypsilanti, "Graphical Curricular Representations"

Rachel Gramer, Eastern Michigan University, Ypsilanti

Derek Mueller, Virginia Tech, Blacksburg, "Re-humanizing Spreadsheet Cell Q19"

Kate Pantelides, Middle Tennessee State University, Murfreesboro, "Like So Many Maps Underfoot: A Celebration of Student Writing Floorplan as WPA Occluded Genre"

Writing Programs

F.28 WPAs, Everyday Politics, and Performativity: From How-to's and What-if's to Now What?

Speakers interrogate the positionality of the WPA identity as performative, intersectional, cross-disciplinary, and institutionally contingent, exploring how (il)legible markers confound privilege and marginality.

333

Chair and Speaker: Harry Denny, Purdue University, West Lafayette, IN Speakers: Neisha-Anne Green, American University, Washington, DC Robert Mundy, Pace University, New York, NY Anna Rita Napoleone, University of Massachusetts Amherst

Community, Civic & Public

F.29 Can You Hear Me Now?

Panelists engage forms of listening for facilitating performances of social justice.

334

Chair: Kristina Fennelly, Kutztown University, PA
 Speakers: Brad Herzog, Saginaw Valley State University, University
 Center, MI, "Peas in a Pod(cast): Using Performative Rhetoric and
 Composition to Transform Public Discourse through Podcasting"
 Christine Jeansonne, Louisiana State University and Agricultural and
 Mechanical College, Baton Rouge, "Call-Out Culture in Intersectional

Feminism: Listening as a Rhetorical Tool for the Resistance"

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Rebecca Lorimer Leonard, University of Massachusetts Amherst, "The Rules of the Road: Performing Mobile Literacies on and off Campus" Danielle Pappo, University of Massachusetts Amherst, "The Rules of the Road: Performing Mobile Literacies on and off Campus"

Community, Civic & Public

F.30 Speaking Out, Hearing Out

Panelists analyze queer and gendered public-facing rhetorical venues.

335

Chair: Brandon Erby, Penn State University, State CollegeSpeakers: Christiane Boehr, University of Cincinnati, OH, "Out-Performing Silences: Applied Empathy in Gendered Communal Writing"

Allison Bohn, Oakland University, Rochester, MI, "What's the T: How RuPaul's *Drag Race* Has Shaped America's View on Drag Queens" Rachel Lewis, Northeastern University, Boston, MA, "Gender/Queer Literacies, Community Writing, and the Politics of Mass Incarceration"

First-Year and Advanced Composition

F.31 Author Networks and University Nodes

Our session combines interests in dual credit, rubrics, and authorial voice to suggest interconnection and co-performance.

336

Chair: Sarah Marsh, American University, Washington, DC
Speakers: Suzanne Lane, Massachusetts Institute of Technology,
Cambridge, "Generative Rubrics: A Tool to Combine Instruction,
Detailed Feedback, and Research"
Kim Moreland, University of North Texas, Denton, "Tracing Ourselves:
Authorial Voice in the Network"

First-Year and Advanced Composition

F.32 Pedagogical Possibilities for L2 Learners in Composition: Transferable Skills, Lexical Bundles, Accelerated Models, and ePortfolios

This session shares various pedagogical approaches to support L2 learners as they prepare for and transition into undergraduate writing courses.

338

Speakers: Teresa Cusumao, Lehigh University, Bethlehem, PA, "Inspired Writing: ePortfolios and Multilingual Writers"

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Ling-I Huang, Penn State University, State College, "Lexical Bundles in First-Year ESL Academic Writing"

Amy Lipke, University of Houston, TX, "Academic Writing as a Second Language: Every First-Year Writer Is an L2 Learner"

Elena Reiss, Lehigh University, Bethlehem, PA, "Inspired Writing: ePortfolios and Multilingual Writers"

Marta Shcherbakova, College of Lake County, Grayslake, IL,
"Accelerated Learning Program: What Works for English Language
Learners?"

History

F.33 Crossing Boundaries and Constructing Liminal Spaces

This panel explores how parody of queer protests, museum archaeology, and Civil War women's combat discourse all create liminal spaces of rhetorical performance.

401

Speakers: Cory Geraths, Wabash College, Crawfordsville, IN, "Composing a Queer Pittsburgh: Performing Rhetorical Archaeology at the Andy Warhol Museum"

Kate Litterer, University of Massachusetts Amherst, "'Cruisin' Down the Boulevard'": Parody as Queer Rhetorical Protest"

Katherine Musick, Middle Tennessee State University, Murfreesboro, "Forgotten 'Brothers' in Arms: Recovering Civil War Women's Combat Discourse"

Information Technologies

F.34 Performance-Rhetoric in Digital Contexts

This panel critically analyzes the political implications, the bodies' relationship to the digital, and the pedagogy of forgetting as rhetorics of performance.

402

Chair: Madelyn Fox-Defago, Southern Illinois University, Carbondale Speakers: Melissa Bianchi, Nova Southeastern University, Pembroke Pines, FL, "Twitch Plays, Twitch Writes: Rhetoric and Composition in Streaming Games Live"

Stuart Selber, Penn State University, State College, "Performing Institutional Engagement in Technological Contexts"

Sarah Welsh, The University of Texas at Austin, "The Performance of Forgetting (Student Work)"

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Postsecondary Reading/Literacy

F.35 Examining, Modeling, Coming of Age: Literacy Narratives across Contexts

Speakers will explore how literacy narratives can be performed for inclusive learning across contexts and over time.

403

Chair: Mara Holt, Ohio University, Athens

Speakers: Katie Brooks, Virginia Tech, Blacksburg, "Modeling Identity in Appalachia: Performativity and Identification in the Literacy Narratives of Appalachian Teachers"

Quanisha Charles, Jefferson Community & Technical College, Louisville, KY, "Examining Social (In)justices through Literacy Narratives in a Community College Multilingual Writing Course"

Doug Hall, Georgia State University, Atlanta, "Coming of Age in the Era of Acceleration: Rethinking Literacy Narratives as Pedagogies of Lifelong Learning"

Michael Harker, Georgia State University, Atlanta, "Coming of Age in the Era of Acceleration: Rethinking Literacy Narratives as Pedagogies of Lifelong Learning"

Research

F.36 Genre Breakstep: Pausing on Audience and Form

Our research engages genre resistance and its consequences for audience, writing assignments, and feedback.

404

Chair: Kathy Wills, Indiana University–Purdue University Columbus *Speakers:* Bryan Kopp, University of Wisconsin-La Crosse, "Talking Back: Writing Assignments, Genre, and Performativity"

Sara Doan, University of Wisconsin-Milwaukee, "Performing Feedback: Tensions between Instructors' Pedagogical Goals and Methods"

Mary Morgan, University at Albany, SUNY, "Writing for Multiple Audiences in First-Year Composition"

Theory

F.37 Performance-Technology: Typography, Calligraphy, Data

Speakers demonstrate sites and unexplored rhetorical means for social justice.

405

Chair: Christine Denecker, The University of Findlay, OH
 Speakers: Valerie Hanson, Thomas Jefferson University, Philadelphia, PA,
 "Performing Data, Visualizing Inclusivity: Developing a Performative Rhetoric of Information Visualizations"

Walter Iriarte, Elizabeth City State University, NC, "Drone Writing: Calligraphic Performance as Symbolic Action, or What Can Drones Teach Us about Multimodal Composition?"

Amber Jenkins, Elizabeth City State University, NC, "Drone Writing: Calligraphic Performance as Symbolic Action, or What Can Drones Teach Us about Multimodal Composition?"

Keon Pettiway, Eastern Michigan University, Ypsilanti, "Typecasting Blackness: Performative Racial Rhetorics of Typography"

Research

F.38 Spotlight Session: Where's the Love? The Exclusionary Performance of Citation Practices

This presentation asks the question: What rhetorical role does the exclusion of POC from works cited perform if citations demonstrate affect, courtship, and power?

406

Speakers: Perla Luna, Santa Clara University, CA Cruz Medina, Santa Clara University, CA Enrique Reynoso, University of Wisconsin, Platteville

First-Year and Advanced Composition

F.39 Spotlight Session: If We're Going to Be Transgressive, Let's Go All the Way ;): Risk-Taking and Performance Across the Writing Curriculum

Teaching students and instructors to engage systems of power through performance-composition at the margins of traditional writing pedagogy.

407

Chair: Stella Wang, University of Rochester, NY
Speakers: Denise Malloy, University of Rochester, NY
Karl Mohn, University of Rochester, NY
Rachel O'Donnell, University of Rochester, NY
Kate Phillips, University of Rochester, NY

Writing Pedagogies and Processes

F.40 Beneath the Gaze: Surveillance and Community in Digital Discourse and the Online Writing Classroom

In this session, panelists explore disciplinary identity, community, and surveillance in digital and online writing environments including the writing center.

408

Chair: Deidre Garriott, Virginia Military Institute, Lexington City Speakers: Lindsey Kim, University of South Carolina, Columbia, "Surveillance, Shame, and Silence: Online Discourse and the Composition Classroom"

Beatrice Mendez Newman, The University of Texas Rio Grande Valley, Edinburg, "Strutting upon the Cyber Stage: Performing in Online Writing and Teaching"

Chelsea Swick-Higgins, Kent State University, OH, "OWCs and Community: How Instructors Facilitate Community through Performance"

Sarah Young, University of Arizona, Tucson, "Performing Surveillance Pedagogy in a Writing Studies World: Go Ahead and Take My Picture, Google"

Writing Pedagogies and Processes

F.41 Improving Performance in the Teaching of Writing

From matters of transfer to improvisation, panelists explore performative pedagogies for the improvement of student learning.

409

Chair: Jennifer LeMesurier, Colgate University, Hamilton, NY
 Speakers: Cory Chamberlain, University of New Hampshire, Durham, "Improving to Improve Performance in the Composition Classroom"
 Maggie Goss, Carnegie Mellon University, Pittsburgh, PA, "Performing Learning Objectives: Strategies for Improving Student Learning and Writing Transfer"

Jessica Harrell, Carnegie Mellon University, Pittsburgh, PA, "Performing Learning Objectives: Strategies for Improving Student Learning and Writing Transfer"

Ellery Sills, Minnesota State University Moorhead, "Performing Sensemaking in Multimodal Assessment: A Call to Improvisational Practice" Writing Pedagogies and Processes

F.42 Performing Teaching and Performative Learning: Improvisation, Virtuosity, and Composing

Panelists explore and improvise to help students develop writing skills. Podcasts as course text, teacher as improviser, and biography as tools/resources to influence first-year writing.

410

Chair: Ashley Murphy, Lehigh University, Bethlehem, PASpeakers: Lisa Bailey, University of South Carolina, Columbia, "The Teacher as Virtuoso, or, Performance-Pedagogy"

Curry Kennedy, Penn State University, State College, "Performing Wonder; Or, How I Composed a Podcast for Students in Composition"

Chris Kreiser, Slippery Rock University, PA, "You Can't Make This Stuff Up: Communities of Improvisers within a First-Year Writing Classroom"

Erin Laverick, Concordia University Chicago, River Forest, IL, "Who Tells Your Story? Using *Hamilton* to Teach Rhetorical Conventions and Writing Skills"

Writing Programs

F.43 Alliance, Authority, and the Power of Partnerships

This panel locates alliance and authority within and across writing programs.

411

Chair: Justin Nicholes, University of Wisconsin-Stout

Speakers: Steven Accardi, College of DuPage, Glen Ellyn, IL, "Valuing Community Colleges as Sites to Build and Sustain Reciprocal IWPs Partnerships"

Jessica Higgins, High Point University, NC, "Constructing Authority: Student-Created Podcasting in the Writing Classroom"

Christopher Iverson, University of Connecticut, Storrs, "Explicit Instruction toward a Tactical Approach to Service-Learning"

Manako Yabe, University of Illinois at Chicago, "The Journey of a Deaf Translingual Tutor"

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Writing Programs

F.44 The Antiracist Agency of Writing Centers and Writing Programs

Our work coalesces accounts of antiracist agency in writing centers and writing programs.

412

Chair: Mariette Ogg, United States Coast Guard Academy; Columbia University

Speakers: William Donohue, Lincoln University, PA, "Keep Ya Head Up: Time to Start Listening"

Jennifer Hitchcock, J. Sargeant Reynolds Community College, Richmond, VA, "Teaching Code-Meshing to Give Composition Students Greater Agency and a Deeper Understanding of the Situatedness of Writing"

Janel McCloskey, Drexel University, Philadelphia, PA, "The Hats We Wear: Performing Antiracist Pedagogy in the Writing Center"

Kendra Mitchell, Florida A&M University, Tallahassee, "'African American' Anglophone Caribbean Writers in a Historically Black University (HBU) Writing Center"

Community, Civic & Public

F.45 Valuing Spiritual Practice and Themes in Rhetorically Infused Classes

Sponsored by the Assembly for Expanded Perspectives on Learning Standing Group

Explore embodied, spiritual, musical, and collaborative practices for reconnecting with ourselves, our students, and each other.

414

Chair and Speaker: Joonna Smitherman Trapp, Emory University, Atlanta, GA

Speakers: Nate Mickelson, Guttman College, CUNY Jill Morris, Frostburg State University, MD Mari Ramler, Tennessee Tech University, Cookeville

G Sessions: 9:30–10:45 a.m.

Professional and Technical Writing

G.01 She Blinded Me with Science Writing: Experiments in Science Communication Performances

This panel explores experiments in science writing pedagogy and practice, highlighting activities that speak to performance communication, emphasizing complexities of author and audience identities.

Spirit of Pittsburgh Ballroom A

Chair: Anne Zanzucchi, University of California, Merced Speakers: Heather Devrick, University of California, Merced Catherine Koehler, University of California, Merced Andrea Mele, University of California, Merced David Samper, University of California, Merced

Community, Civic & Public

G.02 Spotlight Session: With Unapologetic Pride: A Performance of Disruptive Narrations of Marginalized Graduate Students in the Academy

Due to the onslaught of "woke" allies and media, this panel seeks to destabilize the dominant discourse and reclaim their experiences through personal narratives.

Spirit of Pittsburgh Ballroom B/C

Chair: Rhea Estelle Lathan, Florida State University, Tallahassee
Speakers: Liana Clarke, Florida State University, Tallahassee, "Digital Spaces"

Eric Pitman, Illinois State University, Normal, "Queer Theory" Teigha VanHester, Illinois State University, Normal

Community, Civic & Public

G.03 Performing Engaged Research in the First Decade of the Post-9/11 GI Bill: Creative and Critical Work with Veterans' Communities on and off Campus

Sponsored by the Writing with Former, Current, and Future Members of the Military CCCC Standing Group

We share insights and materials from 10 years of engaged research with veterans, inviting audience members to share insights from their community literacy projects.

Chair and Speaker: Sue Doe, Colorado State University, Fort Collins,
"A Veteran Writing Workshop Collaboration with the Public Library—Part 2"

Speakers: Sheri Anderson, Colorado State University, Fort Collins, "The Veterans' Imprint on the Land Grant U—Physical and Programmatic"

Ross Atkinson, Colorado State University, Fort Collins, "Strength-Based Pedagogy from a Vet's Point of View"

Erin Davis, US Army and Colorado State University, Fort Collins, "Genre and Military Literacies"

Ann Diaz, Colorado State University, Fort Collins, "Bridging the Military-Civilian Gap via the American Legion"

Lisa Langstraat, Colorado State University, Fort Collins, "A Veteran Writing Workshop Collaboration with the Public Library"

Respondent: Eli Goldblatt, Temple University, Philadelphia, PA

Community, Civic & Public

G.04 Community Writing and Publishing: Politics, Memory, and Spatial Performance over Time

This panel examines historical and contemporary scenes of writing through archival research, community writing and publishing, and rhetorical recovery of social movement history.

302

Chair and Speaker: Shannon Carter, Texas A&M University-Commerce Speakers: Vani Kannan, Lehman College, CUNY Deborah Mutnick, Long Island University, Brooklyn, NY

Community, Civic & Public

G.05 Performance-Rhetorics of the Anthropocene: Composing New Forms of Political Ecology

An interactive workshop engaging attendees in the creation and promotion of alternative forms of discourse that might address the pressing challenges of global climate change.

303

Chair and Speaker: Russell Mayo, University of Illinois at Chicago Speakers: Daniel Barton, University of Illinois at Chicago Kathleen Blackburn, University of Illinois at Chicago Casey Corcoran, University of Illinois at Chicago Mark Schoenknecht, University of Illinois at Chicago

Community, Civic & Public

G.06 Public Memory at the Intersections: Performances of Gendered Memorial Practice, Production, and Pedagogy in Four Keys

This panel examines public memorials to consider how gender, culture, and power animate public memorial performances and pedagogy.

304

Speakers: Sonia Arellano, University of Central Florida, Orlando Katie Bramlett, University of Maryland, College Park Jessica Enoch, University of Maryland, College Park Joanna Sanchez-Avila, The University of Arizona, Tucson

Creative Writing

G.07 Composing Literacy Narratives: Creative Nonfiction in Three Acts

In literacy narratives, three veteran teachers/scholars reflect on how a teaching and writing life can be lived, composed, and performed.

305

Chair: Bronwyn Williams, University of Louisville, KY *Speakers:* Chris Anson, North Carolina State University, Raleigh Nancy Sommers, Harvard University, Cambridge, MA Howard Tinberg, Bristol Community College, Fall River, MA

First-Year and Advanced Composition

G.09 Mega-Composition: Performing Teaching and Writing by Delivering First-Year Writing as a Large Lecture

Panel on piloting FYW as a large lecture; shares rationale, issues, experiences, and results from pilots of these courses.

307

Chair and Speaker: Michael J. Faris, Texas Tech University, Lubbock Speakers: William Brown, Texas Tech University, Lubbock Callie F. Kostelich, Texas Tech University, Lubbock Monica Norris, Texas Tech University, Lubbock Katie Sanchez, Texas Tech University, Lubbock

First-Year and Advanced Composition

G.10 The Ethics of Assessment: Practitioner Research and Evidence-Based Pedagogy

This panel explores the ethics of grading student work and assessing the grading of faculty through the lens of an ongoing research project at USC.

308

Chair: Daniel Pecchenino, University of Southern California, Los AngelesSpeakers: Jennifer Bankard, University of Southern California, Los Angeles

Jeffrey Chisum, University of Southern California, Los Angeles

History

G.11 Performing Subjects: Linda Brodkey [Then and Now], Near and Far

Exploring continued relevance of Linda Brodkey's (1945–2018) work for the field of rhetoric and composition. History, remix, and application.

309

Chair and Speaker: Jacqueline Rhodes, Michigan State University, East Lansing

Speakers: Mary Boland, California State University, San Bernardino Bump Halbritter, Michigan State University, East Lansing Julie Lindquist, Michigan State University, East Lansing

Institutional and Professional

G.12 If We Can Teach What We Are: Performative Roles and Identities in Contingent Writing Faculty

Contingent faculty from a northeastern university explore the sites of tension and opportunities for agency that their polymorphic roles create in their academic institution.

310

Speakers: Heather Connors, Kean University, Union, NJ Nikki Dreste, Kean University, Union, NJ Christina Mastroeni, Kean University, Union, NJ Maria Miranda, Kean University, Union, NJ Lisa Sisler, Kean University, Union, NJ Shayla Ward, Kean University, Union, NJ

Institutional and Professional

G.13 What's It All Worth? The Politics of Values and Valuation in Higher Education

This panel employs a diversity of methodologies to explore how competing systems of values and valuations shape English departments, writing instruction, and rhetorical education.

311

Chair and Speaker: Zachary Beare, North Carolina State University, Raleigh

Speakers: Paige Hermansen, Westfield State University, MA Jasmine Lee, California State University, San Bernardino Marcus Meade, University of Virginia, Charlottesville

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Research

G.14 Counter-Performances in the Archives

Panel explores decolonial, feminist, queer, and pedagogical approaches to countering the archive's performances of power.

312

Chair and Speaker: Pamela VanHaitsma, Penn State University, University Park

Speakers: Jeff Nagel, Penn State University, University Park, "Post-Queer Archives: Affect and Loss in the Jack Nichols Papers"

Ashley Rea, Penn State University, University Park, "Archival Listening: Mary Margaret McBride's Performance of a Sonic Feminist Rhetoric"

Haley Schneider, Penn State University, University Park, "Archival Utopias: Locating Sites of Counter-Performance in the United Nations Archives"

Emily Smith, Penn State University, State College, "Teach History the Way It Really Was': Archival Deliberation, Rhetorical Education, and the American Bicentennial"

Writing Programs

G.15 Spotlight Session: Playing the Field/Playing in the Dark: Race, Gender, and Performance Rhetorics of Inclusion and Community-Engaged Scholarship

Roundtable leaders encourage a conversation about confidence and the stamina necessary to engage in performance-rhetorics in the midst of calls for community-engaged scholarship.

315/316

Roundtable Leaders: Jen Almjeld, James Madison University, Harrisonburg, VA Angela Crow, James Madison University, Harrisonburg, VA Peggy O'Neill, Loyola University Maryland, Baltimore Annette Powell, Bellarmine University, Louisville, KY

Research

G.16 Spotlight Session: Methods for Emerging Researchers in Rhetoric and Composition

This roundtable investigates how emerging scholars perform research methods. Speakers include ten emerging scholars; an established scholar and expert in research methodologies offers a response.

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Chair and Roundtable Leader: Erin Kathleen Bahl, Kennesaw State University, GA

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Chad Iwertz, The Ohio State University, Columbus

Speakers: Paige Davis Arrington, Georgia State University, Atlanta

Sarah E. Austin, Texas Tech University, Lubbock

Lourdes Fernandez, George Mason University, Fairfax, VA

Sherena Huntsman, Utah State University, Logan

Ashanka Kumari, University of Louisville, KY

Jens Lloyd, Drew University, Madison, NJ

Noel Thistle Tague, University of Pittsburgh, PA

Respondents: Heather Falconer, Curry College, Milton, MA

Christa Teston, The Ohio State University, Columbus

Institutional and Professional

G.17 Fifty Years of WAC: Where Have We Been? Where Are We Going?

Sponsored by the WAC Standing Group

Four groups of scholars discuss how we can continue to make and remake WAC: veteran WAC scholars; mid-career scholars; early career scholars; and graduate students.

319

Standing Group Chair: Jeffrey Galin, Florida Atlantic University, Boca Raton

Speakers: Elaine Maimon, Governors State University, University Park, II

Joan Mullin, University of North Carolina, Charlotte

Mike Palmquist, Colorado State University, Fort Collins

Rich Rice, Texas Tech University, Lubbock

Alisa Russell, University of Kansas, Lawrence

Respondents: Pamela Childers, The McCallie School, Chattanooga, TN

David Russell, Iowa State University, Ames

Language

G.18 Contesting the Politics of Language: Performing Pushback Responses

Panelists will act out various scenarios of resistance, hesitation, and outright conflict that they regularly face as political teachers, administrators, and researchers.

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Performers: Nicole Gonzales Howell, University of San Francisco, CA Kate Navickas, Cornell University, Ithaca, NY Rachael Shapiro, Rowan University, Glassboro, NJ Missy Watson, City College of New York, CUNY

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Research

G.19 South and Southeast Asian Resistance Rhetorics

How have rhetors in South and Southeast Asian Muslim-majority nations negotiated conflicting rhetorical demands as they perform resistance?

321

Chair: Keith Lloyd, Kent State University at Stark, North Canton, OH *Speakers:* Gregory Coles, Penn State University, State College Amber Engelson, Massachusetts College of Liberal Arts, North Adams

Theory

G.20 Disaster Artists: Celebrating the Possibilities of Poorly Shot Footage and Badly Made Videos for Rhetoric and Composition

We inquire into "bad" film and video production from scholarly, editorial, and pedagogical perspectives.

323

Chair and Speaker: Alexandra Hidalgo, Michigan State University, East Lansing, "In Defense of Grain and Pixelation: The Gift of Low Definition Video"

Speakers: Bahareh Alaei, Mt. San Jacinto College, CA, "In Defense of Low Production: Assessing Bad Student Videos"

Sarah Arroyo, California State University, Long Beach, "In Defense of Low Production: Assessing Bad Student Videos"

Crystal VanKooten, Oakland University, Rochester, MI, "In Defense of Sad Violins: Looking beyond Video 'Errors' for Learning"

Theory

G.21 Performing the Embodied Work of Transnational Literacy

This panel examines the ways that the body acts as a site for transnational meaning-making and offers the corporeal means to perform particular literate identities.

324

Speakers: Yu-Kyung Kang, Gonzaga University, Spokane, WA Eileen Lagman, University of Colorado Boulder Kaia Simon, University of Wisconsin-Eau Claire Respondent: Amy Wan, Queens College, CUNY

Writing Pedagogies and Processes

G.22 Concrete Jungle Where Dreams Are Made: Multimodal Performance-Composition in New York City

Speakers' presentations will be grounded in our pedagogical practices

with performativity at CUNY's newest and most innovative experiential campus, Guttman Community College.

325

Speakers: Nicola Blake, Guttman Community College, CUNY Jane Hindman, Guttman Community College, CUNY, "Embodying Professional Literacy: First-Year Students Performing Stories and Proposing Solutions"

Charles Jordan, Guttman Community College, CUNY, "On the Intellectual Stage: Crafting Identity through the Performance of Critical Theory"

Writing Pedagogies and Processes

G.23 Investigating Voice-Based and Rhetorical-Grammar-Based Approaches to Teaching Flow in Writing

Presents results from a mixed-method study comparing voice-based and rhetorical-grammar approaches to teaching flow in writing.

326

Chair: Deborah Rossen-Knill, University of Rochester, NY, "Flow in Writing"

Speakers: Matthew Bayne, University of Rochester, NY, "Flow in Writing"

Dev Crasta, University of Rochester, NY, "Flow in Writing" Whitney Gegg-Harrison, University of Rochester, NY, "Flow in Writing" Katherine Schaefer, University of Rochester, NY, "Flow in Writing"

Writing Pedagogies and Processes

G.24 Performing Composition in the Hip-Hop Classroom

Examples of how we can use hip-hop pedagogies in our classrooms to assist other educators who also want to expand their own pedagogical practices.

327

Chair and Speaker: Danny Rodriguez, Texas Christian University, Fort Worth, "Hip-Hop Pedagogy: Big K.R.I.T., Counterargument, and Performative Rhetoric"

Speakers: Jason Helms, Texas Christian University, Fort Worth, "Be Humble: Antiracist Hip-Hop Pedagogies for White Teachers"
Micah-Jade Coleman Stanback, Texas Christian University, Fort Worth, "Remixing Black Feminism: Rhetorically Analyzing Rap Narratives"

Writing Pedagogies and Processes

G.25 Re-Writing, Re-Reading, and Re-Searching: Performing Indigenous Agency and Practice through Story

This panel explores Kanaka 'Ōiwi (Native Hawai'ian) stories as embodied performances that inform writing and research to spur resistance to colonial discourse.

328

Chair and Speaker: Lauren K. K. Nishimura, University of Hawai'i at Mānoa

Speakers: Wyatt Nainoa Souza, University of Hawai'i at Mānoa Isaac Wang, Purdue University, West Lafayette, IN

Writing Pedagogies and Processes

G.26 How Do You WAW? Enacting Writing about Writing Pedagogies: Which One, What Is Your Goal, and by What Should Your Performance Be Measured?

Roundtable on WAW courses and the axiology that underlies them. Presenters and audience will discuss the diversity of values evident in different approaches to WAW.

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Speakers: Christina Grant

Leigh Graziano

Samantha Looker-Koenigs, University of Wisconsin, Oshkosh Samuel Stinson, Shepherd University, Shepherdstown, WV Jessica L. Ulmer, Midlands Technical College, West Columbia, SC John Whicker, Fontbonne University, St. Louis, MO

Writing Programs

G.27 Imagining, Performing, and Sustaining WAC through Writing Fellows Programs

Extending from "whole systems" approaches (Cox et al., 2018), we examine how WAC stakeholders perform, embody, and sustain writing studies praxis through intentional partnerships.

330

Speakers: Rebecca Martini, Salem State University, MA Tanya Rodrigue, Salem State University, MA Jonathan Rylander, University of Wisconsin-Eau Claire Travis Webster, Pace University, New York, NY

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Writing Pedagogies and Processes

G.28 Performing Feminist Writing Pedagogies in 21st-Century Classrooms

Panelists will share challenges in enacting feminist writing pedagogy, then pose questions to room for whole-group problem-solving and discussion. 333

Chair: Holly Hassel, North Dakota State University, Fargo
Speakers: Heather Brook Adams, University of North Carolina,
Greensboro, "Toward Practical Models of Intersectional Pedagogy"
David Gold, University of Michigan, Ann Arbor, "Making Wikipedia Safe for Feminist Writing Pedagogy"

Charlotte Hogg, Texas Christian University, Fort Worth, "Performing Feminist Pedagogies (Subtly): Accounting for Institutional Precarity" Jennifer Mallette, Boise State University, ID, "Making Feminism Visible in Technical Communication"

Shari Stenberg, University of Nebraska, Lincoln, "Feminist Pedagogy, Testimony, and the #MeToo Movement"

Karrieann Soto Vega, University of Kentucky, Lexington, "Feminist-Oriented Multimodal Composition"

Community, Civic & Public

G.29 Class, Race, and the Rhetorical Work of Words and Memes

This panel will explore constructions and performances of class and race across media and communities.

334

Chair: Toma Peiu, University of Colorado Boulder
Speakers: Jennifer Marciniak, Southwestern University, Georgetown,
TX, "'But My Clipboard Says You Are Doing It Wrong': Memes,
Performance-Rhetoric, and Academic Resistance in Online Oil and Gas
Worker Communities"

Lindsay Rose Russell, University of Illinois at Urbana-Champaign, "Dictionary Shade: Merriam-Webster in a Social Media Age"
Phyllis Ryder, George Washington University, Washington, DC, "Performing Whiteness: Zero-Sum Racism, Racial Bribes & the 2016 Election"

Community, Civic & Public

G.30 Speaking Up: Performances of Reciprocity and Inspiration

Panelists situate performances of civic engagement as opportunities for learning and growth.

335

Chair: Lauren Woolbright, Alma College, MI

Speakers: Charisse Iglesias, University of Arizona, Tucson, "Performing the Linguistic Contact Zone of Institutional Values and Service-Learning"

John Silvestro, Slippery Rock University, PA, "Public Pedagogy in Public: Expanding Public Rhetoric Pedagogies through a Case Study of a Public Pedagogy"

Christina Taheri, Penn State University, University Park, "'Now, do y'all think we can do this as a family?': Elevation and the Performative Rhetoric of Alex King and D'Angelo McDade's March for Our Lives Speeches"

Creative Writing

G.31 Three Ripples on Performance: Across Authorship, Transgenre, and Dramatism

Our panel seeks to account for performance qualities of transgenre composing, audience-authorship, and Burke's pentad.

336

Chair: Lane Davey, University of Hawai'i at Mānoa

Speakers: Gemma Cooper-Novack, Syracuse University, NY, "How Critical Audience Shapes Authorship: The Resuscitation of the Author"

Kristin LaFollette, Bowling Green State University, OH, "The Queer Art of Writing: (Re)Imagining Scholarship and Pedagogy through Transgenre Composing"

Valerie Vancza, Suffolk University, Boston, MA, "Upstage Center in Class to Backstage Right in Conference: Pentadic Writing Performances Unmasked"

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First-Year and Advanced Composition

G.32 Perform That! Actions in Peer Review, Multimodal Composing, Research, and Algorithms

This session focuses on incorporating action and movements into teaching strategies that will allow students to learn in innovative ways that can then be transferred to future classes and their personal and professional lives.

338

Chair: Linda Macri, University of Maryland, College Park

Speakers: Kate Ganski, University of Wisconsin-Milwaukee, "Rethinking How We Teach Research in Performance-Composition"

Sarah Haak, Ohio University, Athens, "Collaborative Teaching as Performance-Composition"

Claire Lutkewitte, Nova Southeastern University, Fort Lauderdale, FL, "A Focus on 'Why?': Performing Writing through Teaching and Peer Review"

Andrew Pinkerton, Ohio University, Athens, "Collaborative Teaching as Performance-Composition"

Shevaun Watson, University of Wisconsin-Milwaukee, "Rethinking How We Teach Research in Performance-Composition"

History

G.33 Historical Explorations of Equity through Civic, Political, and Pedagogical Practices

This panel examines historical moments of change by looking at specific case studies, illustrations, and events.

401

Chair: Amy Quan, Ithaca College, NY

Speakers: Ian Golding, University of Cincinnati, OH, "Drawing Civic Identity: How Illustrations Shaped 19th-Century America"

Sasha Maceira, The Graduate Center, CUNY, "Make Art, Not War: SEEKing Out Rhetorical Histories and Racial Bias in Performance Pedagogy at CUNY"

Dorell Thomas, Columbia University Teachers College, New York, NY, "Ripe for Research: The Interest in Vernacular Black English as a Problem"

Henrietta Wood, University of Missouri, Kansas City, "Performing Civil Rights: Eleanor Roosevelt's Body Rhetoric for Racial Equality"

Institutional and Professional

G.34 Missions, Scripts, and Maps: Performing Institutions

The artifacts and repertoires of institutional identity (i.e., branding) at two-year colleges invite contradictory performances—of dwelling, of placelessness, of pathways—for students and faculty.

402

Chair: Patrick Thomas, University of Dayton, OH

Speakers: Tristin Hooker, The University of Texas at Austin, "Where Do I Start: Performing Mission in the Community College"

Caitlin Larracey, University of Delaware, Newark, "Institutional Scripts: Being on the Pathway between a Two- to Four-Year Institution"

Maggie Shelledy, University of Texas Rio Grande Valley, Brownsville, "Mapping Multiliteracies: The Role of First-Year Writing at an Emergent B3 University"

Language

G.35 Exoticized Performances, Transnational Identities

This session presents a series of case studies on transnational and multilingual students.

403

Chair: Gita DasBender, New York University, New York, NY Speakers: Rajwan Alshareefy, Indiana University of Pennsylvania, "Academic Writing and the Perceived Transnational Identities: A Transnational Perspective on International Doctoral Students' High-Stakes Writing Experiences"

Titcha Ho, Indiana University of Pennsylvania and SUNY-Albany, "Fake It Till You Make It: A Qualitative Study of Undergraduate International Students' Experiences as TAs in the ESL Composition Classroom" Shauna Wight, Dixie State University, St. George, UT, "Multilingual

Students' Exoticized Performances in Gatekeeping Writing"

Theory

G.36 Cripping, Reimagining, (De)composing: Performing Agency

Panelists offer strategies for reclaiming and performing agency in scenes of work and play.

404

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Chair: Cynthia Mwenja, University of Montevallo, AL
Speakers: Rhiannon Goad, The University of Texas at Austin, "The Habitual: How Writers with Disabilities Reimagine the Writing Desk"
Cody Jackson, Texas Christian University, Fort Worth, "(De)Composing on the Edge(s) of Rhetoricity: Neurodivergence, the ADHD Bodymind, and a Relational Self"

Theory

G.37 Spotlight Session: After Plato: Performing Ethical **Theories and Practices**

Six rhetorical scholars draw upon diverse traditions—feminist, Confucian, transnational, classical, and virtue-based—to address questions of how to perform ethics in scholarship and teaching.

406

Chair and Speaker: John Duffy, University of Notre Dame, IN, "The Common Tongue: Virtues of Ethical Difference"

Speakers: Lois Agnew, Syracuse University, NY

Rasha Diab, The University of Texas at Austin, "Transnational Perspectives on Ethics"

Gesa Kirsch, Bentley University, Waltham, MA, "Ethics and Action: Feminist Perspectives on Facing the Grand Challenges of Our Times"

Jacqueline Jones Royster, Georgia Institute of Technology, Atlanta, "Ethics and Action: Feminist Perspectives on Facing the Grand Challenges of Our Times"

Bo Wang, California State University, Fresno, "Ethics and Confucian Rhetoric"

First-Year and Advanced Composition

Spotlight Session: Teaching and Learning from the G.38 Student in the Trump Hat: Positioning Storytelling and Story-listening at the Heart of the Rural FYC Classroom

Our divisive political climate demands that we revive the role of the personal story as the most powerful agent of social progress.

407

Speakers: Erinn Metcalf, University of Central Missouri, Warrensburg Melody Niesen, Northland Pioneer College, Show Low, AZ Chelsea Everly Orman, University of Central Missouri, Warrensburg

Writing Pedagogies and Processes

G.39 Bread and Roses: Work, Art, and Social Justice in Community College Writing Classrooms and Beyond

This panel explores empathy and inclusivity as vital components of contemporary writing pedagogies.

408

Chair: Shuv Raj Rana Bhat, The University of Texas at El Paso **Speakers:** Thomas Geary, Tidewater Community College, Norfolk, VA, "Compassionate Pedagogy: Cultivating Community College Writers through Understanding"

continued on next page

CCCC CONVENTION, PITTSBURGH 2019 197 Layne Gordon, University of Louisville, KY, "Learning and Earning in the Neoliberal University: Student-Workers' Lived Realities and Performances of Mobile Identities"

June Locco, Community College of Baltimore County, MD, "Performative Voices in First-Year Writing"

Writing Pedagogies and Processes

G.40 Interface: Disability, Access, Pedagogy

This panel explores disability rhetorics across a range of critical approaches.

409

Speakers: Megan J. Bardolph, Penn State New Kensington, "Investigating Disability Rhetorics in an Undergraduate Rhetorical Theory Course"

Savannah Block, University of Illinois at Urbana-Champaign, "Measuring Mobile App UX through Workflow Usability"

Heather Listhartke, Miami University, Oxford, OH, "Using Technology for/with Students to Consider Audience through Disability and Antiracist Lens in the FYC"

Adam Robinson, Penn State New Kensington, "Investigating Disability Rhetorics in an Undergraduate Rhetorical Theory Course"

Writing Pedagogies and Processes

G.41 Performing the Profession: Student/Faculty Collaborations and Faculty Development

This panel expands current ideas about WAC faculty development and advanced students as co-creators of writing and rhetoric instruction.

410

Chair: Michele Ninacs, Buffalo State College, SUNY

Speakers: Ashley Holmes, Georgia State University, Atlanta, "Performing and Partnering with Students in Teaching and Learning"

Alison Lukowski, University of Wisconsin–Stout, "Programmatic Assessment, Undergraduate Raters, and Learning to Perform the Profession"

Lacey Wootton, American University, Washington, DC, "Strategic Novices: Transfer of Learning and WAC Faculty Development"

Writing Pedagogies and Processes

G.42 What We Make of You: Student Writers and Writing Feedback

In this panel, presenters explore the impact of feedback on student writers and student writing.

411

Chair: Doug Kulchar, Penn State University, State College
Speakers: Sarah Blazer, Fashion Institute of Technology, SUNY, "Subtle Moves, Dramatic Potential"

Bruce Bowles, Texas A&M University-Central Texas, Killeen, "The 'Third Person' in the Tutorial: Tutors' and Students' Performances Interpreting Faculty Commentary in Writing Center Consultations" Jean-Paul Nadeau, Bristol Community College, Fall River, MA, "Performing Response"

Writing Programs

G.43 Rethinking Performance, Placement, and Development within and across Writing Programs

This panel examines three different approaches to understanding student placement and writing support.

412

Chair: Geoffrey Clegg, Midwestern State University, Wichita Falls, TX Speakers: Kristine Johnson, Calvin College, Grand Rapids, MI, "Placement as Performance-Rhetoric: Factors in Directed Self-Placement"

Jennifer Kontny, Mount Mary University, Milwaukee, WI, "Writing with Numbers: Inhabiting the Role of 'Institutional Researcher' to Enact Equitable Placement Policies in FYC"

Adrienne Redding, Western Michigan University, Kalamazoo, "The First-Year-Writing Intensive: Student Success and Persistence through Student/Faculty Partnership and Conversation"

Language

G.44 Language Awareness, Opening Spaces, and Challenging Conventions

This session explores critical pedagogy, linguistic freedom, and student agency.

413

Speakers: Shenika Hankerson, University of Maryland, College Park, "'The World Has to Stop Discriminating against African American Language': Critical Language Awareness and Its Impact on the Writing Attitudes and Writing Self-Efficacy of African American Language Learners in English Composition"

Matt Homer, Virginia Tech, Blacksburg, "Reconsidering English Diversity as Praxis"

John Mason, EOP, "Widening the Classroom Dialect"

Debbie Morrison, University at Albany, SUNY, "Letting in the Creole Heritage"

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Research

G.45 A Dialogue on Mentorship and Methodology

This panel investigates the relationship between mentorship and methodology by discussing three innovative research projects with responses from the mentors who supported their development.

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Speakers: Leigh Gruwell, Auburn University, AL

Charles Lesh, Auburn University, AL

Jessica Pauszek, Texas A&M University-Commerce

Respondents: Chris Gallagher, Northeastern University, Boston, MA

Heidi McKee, Miami University, Oxford, OH

H Sessions: 11:00 a.m.–12:15 p.m.

Poster Sessions

David L. Lawrence Convention Center: Third Floor West Hallway

Writing Pedagogies and Processes

Drawing Parallels on the Writing Process: A Comparison between the Methods of Octavia Butler and First-Year Writing

This poster demonstrates the writing process of Octavia Butler and how her process is similar to and different from methods taught in first-year writing.

Speaker: Lauren Connolly, Lewis-Clark State College, Lewiston, ID

Writing Pedagogies and Processes

Situated, Embodied, and Emotive: Deliberative Dialogue and Threshold Concepts in Composition

Our poster aligns deliberative pedagogy with threshold concepts in composition, engaging the audience in deliberative practice demonstrated through dialogic, embodied, literate, and visual modes.

Performers: Tim Doherty, Rivier University, Nashua, NH Zan Walker-Goncalves, Franklin Pierce University, Rindge, NH

Institutional and Professional

Optional Observation Exchanges: An Invitation to the Teaching Performance

Composition instructors want to reflect on and discuss their teaching. How do optional observation exchanges that emphasize formative rather than evaluative feedback help facilitate that?

Speakers: Sarah Abbett, California State University–East Bay, Hayward Chris Blood, California State University–East Bay, Hayward Mary D'Alleva, California State University–East Bay, Hayward Sarah Nielsen, California State University–East Bay, Hayward Michelle St. George, California State University–East Bay, Hayward

Performing Authority: Mapping a Collaborative Pedagogy of Research and Writing

A pedagogical network map of assignments supporting students as authoritative writers, created in collaboration by library and comp faculty.

Speakers: Veronica Bielat, Wayne State University Library System, Detroit, MI Ruth Boeder, Wayne State University, Detroit, MI

Professional and Technical Writing

Performing Engineering: A Transfer-Based Study of Early-Career Engineers' Writing Practices

This poster presentation shares results from an interdisciplinary, CCCC-sponsored project that focuses on the transfer of writing skills from college engineering seniors to early career engineers.

Speaker: Wendy Olson, Washington State University, Pullman

Postsecondary Reading/Literacy

Digital Divides and Literacy Learning: A Metaphor Analysis of Developmental College Students' and Teachers' Conceptualizations of Technology

A research study aimed at discovering the conceptualizations developmental college students and college instructors have about technology and how this may influence the teaching/learning transaction.

Speaker: Laurie Bauer, University of Cincinnati Blue Ash College, OH

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Professional and Technical Writing

H.01 Performance as Advocacy, Education, and Action: Health and Medical Education

Performing advocacy, education, and action in public health, medical education, and healthcare systems.

Spirit of Pittsburgh Ballroom A

Chair and Speaker: Amy Flick, Kent State University, OH, "Performing Advocacy in Harm Reduction Policy Work and Risk Communication" Speakers: Diana Awad Scrocco, Youngstown State University, OH,

"Performance-Rhetoric in Internal Medicine Residency Education" Krista White, Kent State University, OH

Community, Civic & Public

H.02 Rhetorical Negotiations in the Performance of Health, Medicine, and Disability

This roundtable takes up performative rhetorical negotiations in issues such as police officer crisis intervention training, FDA public hearings, infertility, psychogenic conditions, and rare illnesses.

301

Speakers: Cathryn Molloy, James Madison University, Harrisonburg, VA Maria Novotny, University of Wisconsin-Oshkosh Tori Thompson Peters, University of Wisconsin-Madison Caelyn Randall, University of Wisconsin-Madison Caitlin Ray, University of Louisville, KY

Community, Civic & Public

H.03 A Rhetoric of Straddling: Strategic and Tactical Moments in Community Writing and Community Literacy Centers

A study of community literacy centers as spaces for performing antiracist rhetoric and cultivating environments for inquiry and social change in pedagogical and institutional practices.

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Chair and Speaker: Michael Dimmick, University of Houston-Downtown, TX

Speakers: Lauren Chaney, Texas State University, San Marcos Dagmar Scharold, University of Houston-Downtown, TX

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Community, Civic & Public

H.04 Performativity across Contexts and Communities: Setting the Stage for Knowing, Doing, and Learning

This panel explores performances of students, politicians, farmers, and language learners across time and space, while showing the pedagogical and curricular value of these performances.

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Chair and Speaker: Ellen Cushman, Northeastern University, Boston, MA Speakers: Jonathan Osborne, Northeastern University, Boston, MA Laura Proszak, Northeastern University, Boston, MA Eric Sepenoski, Northeastern University, Boston, MA

Community, Civic & Public

H.05 Remaking Spaces through Critical Performances

This panel brings together performative rhetorics, bodies, and spaces to discuss methods for addressing social issues, inequalities, and injustices.

304

Speakers: Phil Bratta, Oklahoma State University-Stillwater Christina V. Cedillo, University of Houston-Clear Lake, TX Danielle Donelson, Pfeiffer University, Misenheimer, NC André Habet, Syracuse University, NY

First-Year and Advanced Composition

H.06 Composing the First-Year Experience: Performance-Based Writing Projects for Personal, Intellectual, and Social Success

This panel will explore the role of performance-based experiences in supporting the academic and social needs of first-year students at elite institutions.

305

Speakers: Cecilia Lucero, University of Notre Dame, IN Erin McLaughlin, University of Notre Dame, IN Nicole MacLaughlin, University of Notre Dame, IN

Information Technologies

H.07 Demystifying Algorithmic Performance: Able-ism, Pandering, and Hacking in Digital Environments

This panel explores the ethics of how writers perform in digital environments, and the role that algorithms play in extending or constraining those performative activities.

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204

Speakers: Aaron Beveridge, University of North Carolina at Greensboro Sergio Figueiredo, Kennesaw State University, GA John Gallagher, University of Illinois at Urbana-Champaign Steve Holmes, George Mason University, Fairfax, VA

First-Year and Advanced Composition

H.08 Mindful Frauds: Rethinking Impostor Syndrome through Critical Race Theory, Gender Studies, and Disability Studies

Panelists offer autoethnographic accounts for how educators at all levels of experience can mindfully embrace the impostor syndrome in the classroom and beyond.

307

Speakers: Hillary Degner, The Ohio State University, Columbus Stephanie Reynolds, Schoolcraft College, Livonia, MI Ariel Seay, Wayne State University, Detroit, MI

First-Year and Advanced Composition

H.09 The First-Year Writing Classroom and Beyond: Performance, Authority, and Activism

In this panel, we demonstrate how students can develop and perform critical literacies through relationships and projects that facilitate social activism and engagement.

308

Chair: Jill Darling, University of Michigan, Dearborn
Speakers: David Boeving, Eastern Michigan University, Ypsilanti
Thom Foy, University of Michigan, Dearborn
Amy Keesling, University of Michigan, Dearborn
Alicia Schaeffer, University of Michigan, Dearborn

History

H.10 Setting the Stage for Our Disciplinary Legacy: (Self) Archivization as Sociohistorical Performance

This panel addresses the conundrums of losing archival papers in the field yet looks at how technology could assist in its accessibility and circulation.

309

Chair: Mark McBeth, John Jay College & CUNY Grad Center
 Chair and Speaker: Jon Stansell, Belmont College, St. Clairsville, OH
 Speakers: Andrew Lucchesi, Western Washington University, Bellingham, "Archival History"

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Institutional and Professional

H.11 Lives STILL on the Boundary

This panel celebrates, through critical engagement, the 30th anniversary of the publication of Mike Rose's *Lives on the Boundary*.

310

Chair and Speaker: Jonathan Alexander, University of California, Irvine Speakers: Ryan Skinnell, San Jose State University, CA, "I Didn't Know How Else to Get It Right": Lives on the Boundary as an Invitation to Public Intellectualism"

David Wallace, California State University, Long Beach, "Lives on Many Boundaries: Underpreparation and Intersectionality"

Institutional and Professional

H.12 Writing Education in SLAC Contexts: Performance & Talkback

Join us to talk about SLAC writing education, including curricula, pedagogies, research, policies, and practices that highlight writing as a liberal art.

311

Chair: Jenn Fishman, Marquette University, Milwaukee, WI Speakers: Thomas Burkdall, Occidental College, Los Angeles, CA, "Valuing the Writing Center Session"

George Cusack, Carleton College, Northfield, MN, "Seeding Reflective Writing as Performance Across the Curriculum"

Ghada Gherwash, Colby College, Waterville, ME, "Engaging First-Year Students across Cultures"

Meridith McCarroll, Bowdoin College, Brunswick, ME, "Piloting the Writing Studio"

Shawna Shapiro, Middlebury College, VT, "Paradoxes of Writing Program Identity"

Stacey Sheriff, Colby College, Waterville, ME, "Developing Rhetorical Awareness of/and Disciplinary Writing"

Kara Wittman, Pomona College, Claremont, CA, "A Liberal Art?"

Marion Wolfe, Kenyon College, Gambier, OH, "Training Undergraduate Writing Center Consultants"

Respondents: Bruce Kovanen, University of Illinois at Urbana-Champaign Allison Kranek, University of Illinois at Urbana-Champaign

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Research

H.13 Creating Inclusive Composition Practices: Researching the International Student Experience

We focus on creating an inclusive academic and social environment for international students through the access points of the writing center and foundational composition courses.

312

Chair and Speaker: Joseph Cheatle, Michigan State University, East Lansing

Speakers: Peter De Costa, Michigan State University, East Lansing Jongbong Lee, Michigan State University, East Lansing Wendy Li, Michigan State University, East Lansing Hima Rawal, Michigan State University, East Lansing Myeongeun Son, Michigan State University, East Lansing Sonya Wang, Michigan State University, East Lansing

Writing Pedagogies and Processes

H.14 Spotlight Session: Anxiety and Authenticity, Possibilities and Risks: What Really Happens in a Performance-Based Classroom?

This roundtable and app-assisted audience discussion raises questions about performance-rhetoric/composition, authenticity, and how it can be framed in terms of rhetorical history and classroom practice.

315/316

Chair and Roundtable Leader: Meredith Love, Francis Marion University, Florence, SC

Roundtable Leaders: Lindsey Banister, Francis Marion University, Florence, SC

Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo

Theory

H.15 Spotlight Session: Disruptive Performances of Latinx Border Crossings in Art and Popular Culture

Exploring performances of Latinidad in film and community and performance arts, speakers sketch out possible futures for the study of Latinx literacies widely construed.

317/318

Speakers: Ana Milena Ribero, Oregon State University, Corvallis José Manuel Cortez, University of Oregon, Eugene Dora Ramirez, Boise State University, ID

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Institutional and Professional

H.16 MA Students Performing as Professionals: The Classroom, the Writing Center, and Beyond

Sponsored by the Master's Degree Consortium of Writing Studies Specialists (MDCWSS)

We consider how MA programs provide opportunities for performancerhetoric/composition in terms of curriculum and research paths.

319

Speakers: Nicole Caswell, East Carolina University, Greenville, NC Susan Murphy, Texas A&M University–Corpus Christi Jim Zimmerman, James Madison University, Harrisonburg, VA

Language

H.17 Fostering Transnational Dispositions in Online Pedagogical Spaces

This panel will feature three presentations that explore the opportunities and challenges in cultivating students' transnational disposition in online pedagogical spaces.

320

Speakers: Xinqiang Li, Michigan State University, East Lansing June Yichun Liu, National Chengchi University, Taipei, Taiwan, "Performing Japanese Manga, Meshing English and Chinese: The Affordances of Facebook for Teaching ESL Writing"

Yufeng Zhang, Millersville University, PA, "Juggling Monolingual and Translingual Dispositions: Preservice Teachers in a Cross-Border Writing Activity"

Respondent: Xiaoye You, Penn State University, University Park

Research

H.18 The Come Up: Adapting Narrative Analysis to Explore and Teach Issues of Racism through Digital Media

This panel invites participants to explore layers of oppression through narrative means. Autoethnographic alongside careful ethnography will reveal patterns and lived experience of interviewees.

321

Chair and Speaker: Amanda Harris, Wright State University, Dayton, OH Speakers: Tarik Woods, Wright State University, Dayton, OH Damian Henderson, Wright State University, Dayton, OH

208

Theory

H.19 Dual Identities within the Classroom

Aspects of performance within composition classrooms that are taken for granted, such as the performances of instructors, discourse(s), and of veterans transitioning to college.

323

Speakers: Chris Borntrager, University of Arkansas, Fayetteville Coty Darst, University of Arkansas, Fayetteville Taylor Weeks, University of Arkansas, Fayetteville

Theory

H.20 Resuscitating Recognitions through Decolonial, Apparent, Feminist Performances

This panel models how recognition might be given new life and new possibilities through decolonial, apparent, feminist performances that resuscitate recognition in scholarship and teaching.

324

Chair: Kellie Sharp-Hoskins, New Mexico State University, Las Cruces Speakers: Kelly Medina-Lopez, California State University, Monterey Bay

Kelly Whitney, Ohio State University, Mansfield

Writing Pedagogies and Processes

H.21 Contingent Composition: Sonic Performance and Embodied Pedagogies

The panel examines performance pedagogy through sound art and the ways the artwork, performers, listeners, sound waves, and room enact contingency as composition.

325

Speaker: Byron Hawk, University of South Carolina, Los Angeles Greg Stuart, University of South Carolina, Columbia

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H.22 Laughter, Play, and Song: Integrating Orality, Aurality, and Multimodality of Performance-Rhetorics in the Composition Classroom

Considering writing across a spectrum of oral, aural, and digital techniques, this panel explores pedagogies that help teachers integrate multimodal performance-rhetorics in the classroom.

326

Chair and Performer: Steven Katz, Clemson University, SC *Speakers:* Daniel Frank, Clemson University, SC

Eric Hamilton, Clemson University, SC, "Stand Up for Writing! Incorporating Humor in the FYC Classroom for Rhetorical Performance and Engagement"

David Measel, Clemson University, SC, "Music, Rhythm, and Rhetoric: A Theme of Effective Communication"

Writing Pedagogies and Processes

H.23 Performing Feedback and Revision: Feedbacking Drafts, Drafting with Feedback, and the Role of Draft Ratings

Reports on a study of students' and instructors' understandings of instructor feedback and ratings on drafts being revised for portfolios.

327

Chair and Speaker: Doug Downs, Montana State University, Bozeman, "Why to Go Ungraded: Graded Writing as a Conceptual Barrier to Writing Maturity"

Speakers: Julie Christen, University of Arizona, Tucson, "Teaching Revision by Teaching Feedback: Considerations for First-Year Composition"

Jacob Henan, Montana State University, Bozeman, "Feedbacking with Ratings: Meeting Students' Grading Expectations while Fostering Student Revision"

Writing Pedagogies and Processes

H.24 Role-Playing Social Justice: A Game That Is a Panel

This panel uses audience participation and tabletop roleplaying performance to explore themes of inter-contextuality and social justice.

328

Chair and Speaker: Matthew Green, George Mason University, Fairfax, VA

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Speakers: Richard Bennett, George Mason University, Fairfax, VA Sarah Dwyer, Texas A&M University, College Station Jennifer Hartshorn, Old Dominion University, Norfolk, VA Scott Reed, Georgia Gwinnett College, Lawrenceville Wendi Sierra, St. John Fisher College, Rochester, NY Josh Wood, Clemson University, SC

Research

H.25 Participating in Academic Literate Worlds: Conceptions, Experiences, and Tensions of Writing in Chilean Higher Education

Sponsored by the Transnational Composition Group
With a focus on Chilean higher education, this panel presents findings on
the conceptions, experiences, and tensions faced by academic writers in
different settings.

329

Special Interest Group Chair: Thomas Lavelle, Stockholm School of Economics

Speakers: Mary Jane Curry, University of Rochester, NY Theresa Lillis, Open University, Sheffield, United Kingdom Frederico Navarro, Universidad de O'Higgins, Rancagua, Chile Natalia A. Ávila Reyes, Pontificia Universidad Católica de Chile

Writing Programs

H.26 Investigating Student Dispositions: Results from an Ongoing Writing Program Research Initiative at the University of Tennessee

This panel seeks to extend research on dispositions and writing by reporting on the results from ongoing writing program research at the University of Tennessee.

330

Chair and Speaker: Jeff Ringer, University of Tennessee, Knoxville Speakers: Holland Prior, University of Tennessee, Knoxville Allie Sockwell, University of Tennessee, Knoxville Paige Walker, University of Tennessee, Knoxville

Writing Programs

H.27 Writing Fellows as Agents of Transfer: Training in Threshold Concepts to Support Campus-Wide Sites of Writing

Writing fellows and tutors, trained in writing studies theories of threshold concepts and transfer, develop their own professional identities and support campus-wide sites of writing.

333

Speakers: Lauren Fink, University of California, Davis Meg Mikovits, Moravian College, Bethlehem, PA Julie Prebel, Occidental College, Los Angeles, CA Lisa Sperber, University of California, Davis

Community, Civic & Public

H.28 Disaster Rhetorics

Panelists highlight performances of rhetorical action in scenes of environmental crisis.

334

Chair: Kevin Brock, University of South Carolina, Columbia
Speakers: Liz Cozby, Texas Woman's University, Denton, "Synapses of a Different System: How Hurricane Harvey Created Multiple Rhetorical Neurotransmitters and Crafted Diverse Modes of Community Action"
Soyeon Lee, University of Houston, TX, "Writing (in) a Flooded City: Enacting Georhetorical Performance by Undertaking Oral History in an FYW Class"
Lisa Phillips, Texas Tech University, Lubbock, "Performing Embodied

Community, Civic & Public

H.29 Taking It to the Streets: Strategies for Effective Community Engagement

Action in Environmental Injustice Zones"

Panelists present models for community engagement.

335

Chair: Brenda Glascott, Portland State University, OR
Speakers: Brian Fallon, Fashion Institute of Technology, SUNY,
"Engaging 'People on the Move': Writing Center Pedagogy Performed Publicly"

Brian Gogan, Western Michigan University, Kalamazoo, "Keeping on the Public Good: A Frame Analysis of 100+ Campus Civic Action Plan Performance-Compositions"

212

- Trisha Nardone, Lehigh University, Bethlehem, PA, "Communities as Agents of Social Change: Facilitating Town and Gown Collaboration with Communal Memoirs"
- Claire Silva, Lehigh University, Bethlehem, PA, "Communities as Agents of Social Change: Facilitating Town and Gown Collaboration with Communal Memoirs"

First-Year and Advanced Composition

H.30 Centering on Student Identities of Culture and Language through Activist Pedagogies of Possibility

This session details generative writing pedagogies that build on composition students' cultural knowledge, language, and social justice concerns in the classroom, and through collaboration with local high schools.

336

Chair: Ashok Bhusal, The University of Texas at El Paso Speakers: Brandy Dieterle, University of Central Florida, Orlando, "Exploring Our 'Identity Kits': Studying the Rhetorically Situated and Performative Nature of Writing in First-Year Writing"

Judith Fourzan, The University of Texas at El Paso, "Argument in Action: FYC Frontier Fiesta: Student Showcase"

Eunjeong Lee, Queens College, New York, NY, "Building Translingual Disposition Ground Up: The Performativity of Translingual Practices for Ecological Change"

Cheryl Siemers, Kenai Peninsula College, AK, "Utilizing the English Composition Classroom for Alaska Native Language Revitalization: A Place-Engaged Service-Learning Approach"

First-Year and Advanced Composition

H.31 Performing Pedagogical Constellation: ANT, Assault, and Ephemeral Rhetorics

This panel underscores three interrelated pedagogies whose theoretical premises mirror contemporary disciplinary concerns.

338

Speakers: Christopher Barber, Ohio University, Athens, "Mapping Their Worlds: The Case for Latourian Writing as a Means of Imbuing Composition Threshold Concepts in College Writing Classrooms"Kathrin Kottemann, Adams State University, Alamosa, CO, "Missoula and Rape Culture in the First-Year Writing Classroom"

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History

H.32 Examining Activist Performances through Key African American Figures

This session focuses on two key historical figures and one key modern figure making history as situated examples of rhetorical activism.

401

Chair: Patricia Poblete, Henderson State University, Arkadelphia, AR
 Speakers: Lindsey Spring, The Citadel, Charleston, SC, "Activist
 Performance-Rhetoric: The Life and Work of Septima Poinsette Clark"
 Lexi Walston, Texas Christian University, Fort Worth, "More Than the

Female Booker T. Washington: A Pentadic Analysis of Mary McLeod Bethune"

Colleen Wilkowski, Arizona State University, Scottsdale, "Kendrick Lamar's 'Alright' as African American Jeremiad"

Institutional and Professional

H.33 Performing in the Liminal Space of Contingency

This panel explores the high-stakes performances contingency demands of writing faculty across institutional and geographical contexts.

402

Chair: Craig Wynne, Hampton University, VA

Speakers: Kazia Estrada, Northwest Vista College, San Antonio, TX, "Advocating for Adjunct Rights: The Need for Equality between Full-Time and Adjunct Instructors"

Laura Petersen, Northwest Vista College, San Antonio, TX, "Advocating for Adjunct Rights: The Need for Equality between Full-Time and Adjunct Instructors"

Nick Sanders, Michigan State University, East Lansing, "Wearing Too Many Masks: A Contingent Instructor's Habitus across Multiple Instructional Sites"

Robin Snead, University of North Carolina at Pembroke, "Performing 'Otherness': The Liminality of the Non-Tenure-Track PhD"

Language

H.34 Expanding the Boundaries and Translanguaging Possible Selves: Negotiating Dialectal Differences and Word Choices

This session will explore how language practices reveal the constraints and possibilities of language ideologies situated across academic and familial discourse communities.

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Speakers: Lavinia Hirsu, University of Glasgow, United Kingdom, "Translanguaging and the Performance of Language Metaphors in Dynamic Contexts"

Brenda Tyrrell, Miami University, Oxford, OH, "Word Choice in the Writing Center"

Gary Vaughn, University of Cincinnati, OH, "'Yonder Comes the Kid and His Poke': Language Performance from Family to the Classroom"

Sally Zacharias, University of Glasgow, United Kingdom,

"Translanguaging and the Performance of Language Metaphors in Dynamic Contexts"

Research

H.35 How a Discipline Performs: Studies in Dissertations, Mentoring, and Teacher Identity

Our panel situates disciplinary performance/the performances of disciplinary identities for doctoral education and first-year writing instructors.

404

Chair: Lisa Konigsberg, West Chester University, PA

Speakers: Daniel Bommarito, Bowling Green State University, OH, "Cross-Language Research, Writing, and Situated Problem-Solving: A Qualitative Study of Collaborative Doctoral Mentoring"

Benjamin Miller, University of Pittsburgh, PA, "Performing Commitment when the Ground Keeps Shifting: Doctoral Research in Composition/Rhetoric"

Justina Rompogren, North Seattle College, WA, "The 'Plausibility' of Performance: A Case Study of How Disciplinary Backgrounds Inform Composition Instructors' Identity Positioning in the Classroom"

Theory

H.36 Performativities: Piety, Comedy, and Gradualism

Panelists discuss ideas and applications of performativity from argument to comedy.

405

Chair: DeAnna Rivera, University of Southern California, Los Angeles Speakers: Eryn Johnson, Indiana University, Bloomington, "Toward a Comic Critical Hermeneutic Speaker"

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H.37 Martial Arts Movements and Pedagogical Applications: Bodily Performance in Composition

Sponsored by the Martial Arts and Composition-Rhetoric Special Interest Group

An interactive panel presentation featuring practitioners from a wide range of martial arts using bodily movement exercises to approach challenges in teaching writing.

406

Speakers: John Guelcher, Ventura College, CA
Danny Iberri-Shea, Colorado State University, Pueblo
Trevor Meyer, Northwest Missouri State University, Maryville
Greer Murphy, Claremont Graduate University, CA
Ernest Stromberg, California State University, Monterey Bay

First-Year and Advanced Composition

H.38 Spotlight Session: First-Year Writing Program Redesign to Facilitate Engagement and Retention of Resident Multilingual Writers

The presenters outline a multilayered approach to writing program redesign with a goal of enhancing success of multilingual student writers.

407

Speakers: Ming Fang, Florida International University, Miami Christine Gregory, Florida International University, Miami Kimberly Harrison, Florida International University, Miami Cayce Wicks, Florida International University, Miami

Writing Pedagogies and Processes

H.39 Busting Out(loud): Teaching/Performing Writing to Be Heard

This panel puts emphasis on the spoken work of writing. It busts the myth that writing is only meant to be read by performing with the audience how writing is composed and heard.

408

Chair: Mary De Nora, Texas Tech University, Lubbock
Speakers: Lane Fletcher, Houston Community College, TX, "Flying Words: A Pedagogy of (un)Fettered Writing"
Donna Qualley, Western Washington University, Bellingham, "Open Letters Live! Performances That Keep on Keeping on"
Amy Quan, Ithaca College, NY, "Spoken Words"

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H.40 Learning with and from Our Bodies: Our Bodies as Rhetoric

This session explores how bodies function rhetorically in classroom and writing practices, in ePortfolio reflective writing, and in student athletes' physical movements and creation of language.

409

Chair: Elizabeth Baddour, independent scholar

Speakers: Mark Brantner, National University of Singapore, "Embodied Reflections in ePortfolios: Toward a Typology"

Suellynn Duffey, University of Missouri-St. Louis, "Our Bodies, Now: How Language and Learning Act"

Samantha Riley, University of New Hampshire, Dover, "Embodied Rhetoric as Multimodal Composing"

Writing Pedagogies and Processes

H.41 Performing What We Profess: Responding to and Grading What Matters

Panelists explore how to radically rethink some fundamental assumptions about grading and peer review.

410

Chair: Sommer Marie Sterud, Kent State University, OH

Speakers: Susanmarie Harrington, University of Vermont, Burlington,

"Peer Review's Impact on Teacher Performance"

Elizabeth Parfitt, Penn State University, State College, "The 10% Participation Grade: Shifting the Paradigm through Rhetorical Listening"

Shelley Reid, George Mason University, Fairfax, VA, "Grading for Transfer"

Writing Programs

H.42 Differentiating Institution Types, Defining Curricula

This panel accounts for matters affecting the shape and continuation of writing programs.

411

Speakers: Meghan Dykema, Florida State University, Tallahassee,

"Performing Assessment, Performing Composition: Defining Writing for Institutional Assessment and Accreditation"

Mark Kjellman, Saint Paul College, MN, "Statement 3.0 and the Need for Horizontal Writing Curricula"

Michael Neal, Florida State University, Tallahassee, "Performing College Writing Instruction at Different Institutional Types"

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Theory

H.43 Performing America

Panelists will inquire into rhetorical performance across American cultural locations.

413

Chair: Hannah Rule, University of South Carolina, ColumbiaSpeakers: Brian McNely, University of Kentucky, Lexington, "Aesthetic Rhetorics: 'This is America,' 'Flight from the City'"

Brandy Scalise, University of Kentucky, Lexington, "Both Christian and Progressive: Applying Rhetorical Genre Studies to the Religious Blogosphere"

Sara Webb-Sunderhaus, Miami University, Oxford, OH, "Thank God I'm a Country Boy: Literacy, Masculinity, and Christianity in Appalachia"

Community, Civic & Public

H.44 Intergenerational CounterNarratives and Composition

This panel reports on three qualitative studies of performative intergenerational literacy practices.

414

Speakers: Maggie Black, Southern Illinois University, Edwardsville, "Out-of-School Literacy"

Christopher Castillo, University of Wisconsin-Madison Pamela Jones, New York University, NY, "Out-of-School Literacy"

Writing Pedagogies and Processes

H.45 Instructor's Performance of Self in Student Composition Feedback

Seeks to explore the ways an instructor's self-presence in writing feedback extends, challenges, complicates, informs, and signifies on the actorpresence created in the classroom.

415

Chair and Speaker: Michael McGinnis, The University of Alabama in Huntsville

Julie Naviaux, The University of Alabama in Huntsville *Speakers:* Andrea Holliger, Lone Star College–CyFair, TX Ramona Hyman, Oakwood University, Huntsville, AL Adrienne Jankens, Wayne State University, Detroit, MI Billie Tadros, University of Scranton, PA

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History

H.46 Spotlight Session: Our Liberation Wasn't Never Gon' Be Televised . . . Black News Ain't Fake

We use oral histories and archival research grounded in methodological and theoretical frameworks derived from inside Black communities.

Spirit of Pittsburgh Ballroom B

Speakers: Khirsten Echols, University of Pittsburgh, PA, "Tougaloo Students Got Something to Say: Exploring Tougaloo's 1969 Harambee as Institutional Narrative"

Brandon Erby, Penn State University, State College Rhea Estelle Lathan, Florida State University, Tallahassee

I Sessions: 12:30–1:45 p.m.

Institutional and Professional

I.01 "Performing" Academic-ness as Graduate Students in Composition and Rhetoric

This roundtable facilitates discussion on the "performance" of graduate students in composition and rhetoric as they navigate academia.

Spirit of Pittsburgh Ballroom B

Chair and Roundtable Leader: Mandy Olejnik, Miami University, Oxford, OH

Roundtable Leaders: Maryana Boatenreiter, Miami University, Oxford, OH

Kaydra Bui, Miami University, Oxford, OH

Basic Writing

I.02 Transliteracy from the Ground Up: (Re)performing Research, Classroom Practice, and Program Reform

Moving from empirical research to pedagogy to programmatic reform, this panel traces how diverse students from two-year and urban-serving colleges embody dynamic, transliterate practices.

301

Chair and Speaker: Anthony Warnke, Green River College, Auburn, WA Speakers: Melissa Atienza, University of Washington, Tacoma Alison Cardinal, University of Washington, Tacoma Kirsten Higgins, Green River College, Auburn, WA Aliyah Jones, University of Washington, Tacoma

Community, Civic & Public

I.03 Connecting the Campus, the Gateway Arch, and Ferguson: Localizing Public Memory toward Complex Civic Engagement

This panel discusses the possibilities and challenges of studying and teaching rhetorics of public memory in St. Louis, Missouri—and beyond.

302

Chair and Speaker: Lauren Obermark, University of Missouri-St. Louis Jennifer Gruenloh, University of Missouri-St. Louis Benjamin Luczak, Indiana University, Bloomington

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Community, Civic & Public

I.04 Performing Arabness and Muslimness in Liminal Spaces

This panel's presenters investigate the performance of Arabness or Muslimness in their own work as researchers, teachers, and rhetoricians.

303

Speakers: Lama Alharbi, Indiana University of Pennsylvania Tamara Issak, St. John's University, New York, NY Lana Oweidat, Goucher College, Baltimore, MD

Community, Civic & Public

I.05 Re-Mapping Community Understandings of Literacy, Humanity, and the Incarcerated through Performance

Following public performances of inmate writing by undergraduate student speakers, this panel discusses what and how barriers were broken among community stakeholders.

304

Speakers: Bonné de Blas, Kent State University, OH Christopher Dum, Kent State University, OH Halle Neiderman, Kent State University, OH

First-Year and Advanced Composition

I.06 Composition for Professional Development: Performance-Rhetoric beyond the Classroom

A panel on transforming FYC with professional development to empower students to invent, perform, and create meaning and action.

305

Speakers: Aiko Harris, Eastern Washington University, Cheney Max Hohner, Eastern Washington University, Cheney Carlos Munoz, Eastern Washington University, Cheney

Information Technologies

I.07 Embodiment, Performance, and Environment(s) in TechComm and RhetComp

Four studies address how material environments make room for bodies and minds even as various forms of embodiment constitute physical and digital spaces.

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Chair: Kerry Banazek, New Mexico State University, Las Cruces

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Speakers: Jay Dolmage, University of Waterloo, Ontario, Canada Stephanie Kerschbaum, University of Delaware, Newark Aimée Morrison, University of Waterloo, Ontario, Canada Donnie Sackey, The University of Texas at Austin Fernando Sanchez, University of St. Thomas, Saint Paul, MN

First-Year and Advanced Composition

I.08 New and Emerging Research on Dual Enrollment: Stakeholder Perspectives and Policy Approaches

This panel highlights new and emerging research on dual enrollment in college composition. After brief papers, each speaker will pose questions inviting discussion.

307

Speakers: Tyler Branson, University of Toledo, OH Jerrice Donelson, Michigan State University, East Lansing Erin Scott-Stewart, Louisiana State University, Baton Rouge Michael Stancliff, Arizona State University, Tempe

First-Year and Advanced Composition

I.09 The Great American Writing Show: First-Year Composition Performances through *The Great British Baking Show*

The Great British Baking Show as a metaphor for FYC skills and performances.

308

Speakers: Matthew Kelly, The University of Texas at Tyler Tara Propper, The University of Texas at Tyler Mark Sidey, The University of Texas at Tyler Emily Standridge, The University of Texas at Tyler

History

I.10 The Performance of Womanhood: The Reception of 19th-Century Advice for Women

This panel analyzes the reception of nineteenth-century advice for women, illustrating the audience's role in rhetorical effectiveness.

309

Speakers: Katherine Adams, Loyola University, New Orleans, LA Suzanne Bordelon, San Diego State University, CA Carolyn Skinner, The Ohio State University, Columbus

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Institutional and Professional

I.11 Naming What We Don't Know: Composition Studies' Performance of Expertise

Three scholars in the fields of composition and applied linguistics discuss the overlap and limits of expertise across the two fields.

310

Speakers: Meaghan Brewer, Pace University, New York, NY Kristen di Gennaro, Pace University, New York, NY Kung-Wan Philip Choong, Pace University, New York, NY Respondent: Paul Kei Matsuda, Arizona State University, Tempe

Postsecondary Reading/Literacy

I.12 Performing Textual Engagement: Teaching Reading from Developmental to Honors FYC

This interactive panel advocates for a greater emphasis on reading in composition classrooms and offers specific reading pedagogies to employ from developmental through honors FYC.

311

 Speakers: Michelle Brazier, Raritan Valley Community College, Branchburg, NJ
 Jessica Darkenwald-DeCola, Raritan Valley Community College, Branchburg, NJ

Alexa Offenhauer, Raritan Valley Community College, Branchburg, NJ

Research

I.13 Digital Bodies, Digital Disability: Performing Health Online

Relying on rhetorics of health and medicine, and disability studies, this panel will explore the ways health and disability are performed in online spaces.

312

Speakers: Rebecca Hudgins, The Ohio State University, Columbus L. Corinne Jones, University of Central Florida, Orlando Emily Mattern, Northeast Ohio Medical University, Rootstown, OH Elizabeth Miller, The Ohio State University, Columbus

Theory

I.14 Spotlight Session: More Than Mere Words: Silence, Representation, Listening

The panelists will explore the powerful, often metalinguistic work rhetoric performs through purposeful silence, intentional listening, and nonverbal representations.

315/316

Chair: Jacqueline Jones Royster, Georgia Institute of Technology, Atlanta *Speakers:* Cheryl Glenn, Penn State University, University Park,

"Delivering Silence: More Than Mere Words"

Shirley Logan, University of Maryland, College Park

Kris Ratcliffe, Arizona State University, Tempe, "Rhetorical Listening across Political Affiliations"

Respondent: Andrea Abernethy Lunsford, Stanford University, CA

Community, Civic & Public

I.15 Inside/Out: A Conversation about Prison Pedagogy

This roundtable will explore Inside/Out Prison Exchange Program courses at four universities involving several different prison populations.

317/318

Chair and Roundtable Leader: Ann Green, St. Joseph's University, Philadelphia, PA

Roundtable Leaders: Norman Conti, Duquesne University, Pittsburgh, PA Cory Holding, University of Pittsburgh, PA

Daneryl Weber, SUNY Sullivan

Grace Wetzel, St. Joseph's University, Philadelphia, PA

Institutional and Professional

I.16 Performing Disciplinary Identity through Undergraduate Degree Programs in Independent Writing Programs/ Departments

Independent writing departments/programs will articulate strategies for stakeholder enlistment in undergraduate degree program development.

319

Chair and Speaker: Rebekka Anderson, University of California, Davis Speakers: Vanessa Calkins, University of Central Florida, Orlando Catherine Forsa, Roger Williams University, Bristol, RI Brian Hendrickson, Roger Williams University, Bristol, RI Laurie A. Pinkert, University of Central Florida, Orlando

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Meaghan Rand, University of North Carolina, Charlotte Dahliani Reynolds, Roger Williams University, Bristol, RI Adele Richardson, University of Central Florida, Orlando Janice Rieman, University of North Carolina, Charlotte Ashlyn Walden, University of North Carolina, Charlotte

Writing Pedagogies and Processes

I.17 Bodily Intelligence: Assigning and Assessing Performance in the Writing Classroom

Our panel considers the ways embodied pedagogies foster community and encourage not only cerebral knowledge but also the metis or practical knowledge of the body.

320

Chair: Deborah Coxwell-Teague, Florida State University, Tallahassee
Speaker: Sarah Blomeley, Belmont University, Nashville, TN, "Let's Just Sing Our Song while We're Together': Delivery and Performance in the Rhetoric of Country Music"

Amy Hodges Hamilton, Belmont University, Nashville, TN, "Moving from Trauma to Healing in the First-Year Writing Classroom"

Bonnie Smith-Whitehouse, Belmont University, Nashville, TN, "Walking the Walk: Embodied Performance in the Polis, in Pedagogy, and in the Popular Press"

Performer: Meg Scott-Copses, College of Charleston, SC, "Writing the Dance: Final Performances in Choreographic Composition"

Research

I.18 The Data of Performance: Using the National Census of Writing to Explore the Lore of Labor

The panel examines how data from the National Census of Writing can challenge disciplinary lore about labor conditions in the field.

321

Speakers: Brandon Fralix, Bloomfield College, NJ Jill Gladstein, Swarthmore College, PA Michael McCamley, University of Delaware, Newark Theory

I.19 Indicators of Value, Property, Separation, and Assessment of Performance: Four Applications of Marx for Composition Theory and Pedagogy

Perspectives on pedagogy, place, technology, history, and race demonstrate how Marx's theories of value and political economy demand renewed attention in composition studies.

323

Speakers: Mike Edwards, Washington State University, Pullman Elle Fournier, Washington State University, Pullman Lacy Hope, Washington State University, Pullman Landon Roper, Washington State University, Pullman

Theory

I.20 Speculative Performativity: Fostering Rupture, Disorientation, and Imagination

This panel theorizes performativity within a speculative/material feminist framework in order to imagine generative classroom practices that foster a rupture from discursive norms.

324

Chair: Jacqueline Rhodes, Michigan State University, East Lansing *Speakers:* Rebecca Conklin, Michigan State University, East Lansing Derek Tanios Imad Mkhaiel, Michigan State University, East Lansing Tania de Sostoa-McCue, Michigan State University, East Lansing

Writing Pedagogies and Processes

I.21 Craft in the Classroom: Critical Making- and Crafting-Oriented Pedagogies

Learn about pedagogies of making and crafting, which perform a variety of rhetorical functions, and create your own material compositions.

325

Chair: Frank Farmer, University of Kansas, Lawrence *Speakers:* Marilee Brooks-Gillies, Indiana University–Purdue University

Indianapolis

Moriah Kirdy, University of Pittsburgh, PA Danielle Koupf, Wake Forest University, Winston-Salem, NC Martha Webber, California State University, Fullerton

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I.22 Learning and/as Performance: Expanding Disciplines, Threshold Concepts, and Boundaries

This session presents a series of invitations to systematically consider questions associated with boundaries in/and the teaching and learning of writing.

326

Speakers: Linda Adler-Kassner, University of California, Santa Barbara Heidi Estrem, Boise State University, ID
Rebecca Nowacek, Marquette University, Milwaukee, WI
Dawn Shepherd, Boise State University, ID
Elizabeth Wardle, Miami University, Oxford, OH

Writing Pedagogies and Processes

I.23 Performing Games/Performing Composition: Playing, Imagining, and Creating Embodied Rhetorics in the Writing Classroom

Games are ethical spaces of performative rhetoric that encourage active engagement of writers and teachers similar to the relationship between player and designer.

327

Chair and Speaker: Richard Colby, University of Denver, CO Speakers: Elizabeth Caravella, George Mason University, Fairfax, VA Rebekah Shultz Colby, University of Denver, CO Kristopher Purzycki, University of Wisconsin-Milwaukee

Writing Pedagogies and Processes

I.24 Rupturing, Relating, and Reconciling (Under-) Representation through Rhetorical Analysis of Performance Narratives

This session explores how students can interact with narratives—spoken word, songs, and dance—to analyze and share cultures and identities.

328

Chair: Wendy Olson, Washington State University, Pullman *Speakers:* Jessie Padilla, Washington State University, Pullman Sherwin Sales, Washington State University, Pullman Tabitha Espina Velasco, Washington State University, Pullman

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I.25 Performing Empathetic Rhetoric: Narrative of the Social Conscious

Sponsored by the Cognition and Writing Standing Group
These presentations describe pedagogies about performing empathy in
different genres and multimodally to engage social justice and compassion
intra-culturally and inter-culturally.

329

Standing Group Chair: Patricia Portanova, Northern Essex Community College, Haverhill, MA

Speakers: Danielle French, Kent State University, OH Molly Fuller, Kent State University, OH Uma Krishnan, Kent State University, OH Dirk Remley, Kent State University, OH

Writing Programs

I.26 Performance Anxiety: Dual Credit from Top to Bottom

This panel addresses the challenges and opportunities of offering dualcredit courses to local high schools.

330

Speakers: Richard Morris, Parkland College, Champaign, IL Patricia VerStrat, Parkland College, Champaign, IL Ruijie Zhao, Parkland College, Champaign, IL

Writing Programs

I.27 Acquiring Rhetorical Skills to Perform Assessment for Varied Audiences

Discussion of legislative effects on course placement practices, programmatic assessment findings, and opportunities to reinvigorate rhetorical performances in assessment materials.

333

Speakers: Bryna Siegel Finer, Indiana University of Pennsylvania Katie Miller, independent scholar Emily Wender, Indiana University of Pennsylvania

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Community, Civic & Public

I.28 Disruptive Rhetorics: Bringing People Together for Socially Just Literate Action

Panelists offer strategies for complicating traditional social and political narratives.

334

Chair: Titcha Ho, Indiana University of Pennsylvania and SUNY-Albany Speakers: Will Penman, Princeton University, NJ, "Get ya cousin': The Participatory Creation of a Community Literacy Group for Performing Antiracist Rhetoric"

Joseph Bartolotta, Hofstra University, Hempstead, NY, "'Think Pictures First, for They Are More Important Than the News': Performing Language, Education, and the Image in a 1930s Labor Union"

Community, Civic & Public

I.29 The Writing on the Wall: Performances of Community Building in Public Spaces

Panelists consider ways community is performed and built by way of public art and cultural expression.

335

Chair: Cristen Fitzpatrick, St. John's University, New York, NY Speakers: Jocelyn Amevuvor, Pennsylvania State University, University Park, "Bathroom Revelations: Understanding a Campus's Climate by Analyzing Laternalia Linguistic Landscapes"

Roger Chao, Oakland University, Rochester, MI, "Performing Detroit's Resurgence through Local Art and Fashion"

Gregory Hafer, Indiana University of Pennsylvania, "Bathroom Revelations: Understanding a Campus's Climate by Analyzing Laternalia Linguistic Landscapes"

Stephanie Mahnke, Michigan State University, East Lansing, "The Sites/ Sights of Cultural Performance: An Example of Filipinx Ideology in Place" First-Year and Advanced Composition

I.30 Composition Revised! Performative Pedagogies of Agency, Empathy, Engagement, and Movement

This session considers ways that composition classes can be revised through performative pedagogies that connect students to emotions, movement, and action in their writing.

336

Chair: Michele Zugnoni, University of California, Davis

Speakers: Sandie Friedman, George Washington University, Washington, DC, "Students against Innovation?"

Mary Lourdes Silva, Ithaca College, NY, "Writing to Dance, Dancing to Write"

Zachary Wendler, Ferris State University, Big Rapids, MI, "A Blueprint for a Better Syllabus"

First-Year and Advanced Composition

I.31 Rethinking Legal Writing: Epistemologies, Performance Writing, and the Profession

This panel focuses on legal writing as a professional performance vital to contemporary professional writing instruction and composition studies.

338

Chair: Jennifer Mallette, Boise State University, ID

Speakers: Antonio Elefano, University of Southern California, Los Angeles, "Performing Professions: Legal Writing as Litmus Test for Prospective Attorneys"

Lisa Klotz, University of California, Davis, "Law's Malleability: Suspicions, Epistemology, Performance"

Richard Leebert, Mountain View College, Dallas, TX, "A Law-Based Approach to Reading and Writing Arguments: How Law School Taught Me How to Write"

History

I.32 Histories of Educational Practices and Their Impact on Marginalized People Groups

This panel explores the history of literacy and rhetorical instruction at minority-serving institutions.

401

Chair: Shakil Rabbi, Bowie State University, MD
Speakers: Joyce Rain Anderson, Bridgewater State University, MA,
"Becoming a Good Indian: From Boarding Schools to Wild West Shows"

230

Katherine Fredlund, University of Memphis, TN, "Performing Submission, Practicing Subversion: A History of Women's Rhetorical Education at Oberlin College"

Sue Mendelsohn, Columbia University, New York, NY, "Teaching Bodies: Performing Race in Jim Crow Colleges"

Information Technologies

I.33 Usability Individualized: Applications for Enhancing Human Performance

This panel explores aspects of human performance through application software that addresses obsessive-compulsive disorders, writing center tutoring, and grammar courseware.

402

Speakers: Tim Jensen, Oregon State University, Corvallis, "Massively Scale Personalized Pedagogy: Teaching Grammar with Adaptive Courseware"

Judy Sansom, Fort Hays State University, Hays, KS, "Dialogue Bots: Applying Technology in Writing Centers"

Jessica Shields, Fort Hays State University, Hays, KS, "Dialogue Bots: Applying Technology in Writing Centers"

Nathaniel Voeller, Penn State University, State College, "Analysis and Performance in Mobile Mental Health Apps for Obsessive-Compulsive Disorder"

Theory

I.34 Cultural Materials of Performance

Panelists explore material expressions and scenes of cultural performance. 404

Chair: Trevor Meyer, Northwest Missouri State University, MaryvilleSpeakers: Christopher Garland, Georgia Southern University, Statesboro,"Why This Monument Matters: Visual Rhetoric and the Performance of Black Revolution in the American South"

Sarah Hirsch, University of California, Santa Barbara, "Mardi Gras Indians and the Performance of Material Culture"

Doug Kulchar, Penn State University, State College, "We Have Fed You All a Thousand Years: Materialist Rhetorical Ecologies and the Industrial Workers of the World" Theory

I.35 Race This: Writing, Writing Studies, Writing Students

Speakers consider the challenges of theorizing and teaching writing in a culturally informed, inclusive way.

405

Chair: Andrea Janelle Dickens, Arizona State University, Mesa Speakers: Katherine Flowers, Mississippi State University, MS, "Raciolinguistics and Writing Studies"

Nancy Mack, Wright State University, Dayton, OH, "Identity's Problematic Performance: Narrative's Critical Potential for Marginalized Students"

Anna Zeemont, CUNY Graduate Center, "Writing about Whose Writing? Possibilities for a Culturally Responsive WAW Curriculum"

Theory

I.36 Spotlight Session: Performing Disability in Classrooms and Writing Centers

Disability scholars examine how disability can transform communicative norms in universities, classrooms, and writing centers.

406

Chair and Speaker: Meghann O'Leary, University of Illinois at Chicago Speakers: Muffy Walter, Washburn University, Topeka, KS Anne-Marie Womack, Tulane University, New Orleans, LA Manako Yabe, University of Illinois at Chicago

Writing Pedagogies and Processes

I.37 Comics and Performative Teaching/Writing

In this session, panelists explore storytelling and the crafting of comics in the performative writing classroom.

408

Chair: Mary Le Rouge, Kent State University, OH
Speaker: Jeffrey Kirchoff, Texas A&M University-Central Texas, Killeen,
"Don't Be Afraid of the Doodle: Comics as Performative Writing"
Shaofei Lu, Case Western Reserve University, Cleveland, OH,
"Advocating Educational Equity with Comics—Writing in Action and for Action"

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I.38 Literacy, Performativity, and Inclusive Pedagogy

This panel reconsiders the ways inclusivity is performed with respect to writing and writing center pedagogy.

409

Chair: Timothy Oleksiak, University of Massachusetts Boston
 Speaker: Summer Dickinson, Middle Tennessee State University,
 Murfreesboro, "On Literate Lives: Writing as Performing Lifelong
 Semiotic Activity"

Joshua Paiz, George Washington University, Washington, DC, "The L2 Writing Classroom as Performative Space: Possibilities and Challenges for LGBTQ+ Multilingual Learners"

Gabrielle Reed, Indiana University of Pennsylvania, "The L2 Writing Classroom as Performative Space: Possibilities and Challenges for LGBTQ+ Multilingual Learners"

Alisa Sanchez, University of Southern California, Los Angeles, "Emphasizing Performativity in Writing Pedagogy to Support Students from Underrepresented Backgrounds"

Olivia Wood, CUNY Graduate Center, "Performing Asynchronous Rhetorics of Welcome in the Writing Center"

Writing Pedagogies and Processes

I.39 Permaculture, Ecocomposition, and Science Writing

Panelists explore both performative pedagogies in the teaching of science writing and the value to student learning of performative writing as scaffolding for scientific research and writing.

410

Chair: Amanda Choutka, American University, Washington, DCSpeakers: Ian Ferris, Oregon State University, Corvallis, "Performing Permaculture: Ecological Activism as Compositional Praxis"

Allison Giannotti, University of New Hampshire, Durham, "Writing Science: An Experiential Investigation of Students' Post-Laboratory Responses"

Ashley Murphy, Lehigh University, Bethlehem, PA, "Scaffolding FYC Students to Research through Ecocomposition"

I.40 Why You Bein So Graphic: Engaging Spectacle Pushing Burke

This panel represents a mash-up of teaching graphic performance, graphic novels, and Burkean criticism in the writing classroom.

411

Chair: Kimberly Marquez, University of Arkansas, Fayetteville Speakers: James Anderson, Lander University, Greenwood, SC, "Mash-Ups and Mad Tea Parties: Re-Performing FYC through Revamped Literacies"

Laura Martin, Lander University, Greenwood, SC, "Mash-Ups and Mad Tea Parties: Re-Performing FYC through Revamped Literacies" Shawn Robinson, University of Wisconsin-Madison, "Promoting Academic Success through Graphic Novels"

Volnei Vasconcelos, New Mexico State University, Las Cruces, "Representative Anecdote, the Motives behind Our Dramatic Rhetorical Performances"

Writing Programs

I.41 Professional Development as Performance in Writing Program Administration

This panel discusses professional development instruction as a resource for addressing instructor WAC faculty resistance, instructor anxiety, and skill-and-drill.

412

Speakers: Amy Cicchino, Florida State University, Tallahassee, "Everybody Hates Comp: Home Training and Disciplinary Identity in Composition Instructor Professionalization"

GayLynn Crossley, Marian University, Indianapolis, IN, "Transformational Performance and Professional Development for WAC Faculty"

Morgan Hanson, University of Southern Indiana, Evansville, "Performance for Rehire: Mitigating Instructor Performance Anxiety by Revising Methods for Measuring Instructor Success"

Language

I.42 Getting Woke and Staying Woke: Reflective Approaches to Antiracist Dialectic Moves

Presenters explore ways we perpetuate racism in classrooms, ideologies, texts, personal expectations—and how we can make ourselves stop.

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Chair: Jocelyn Amevuvor, Pennsylvania State University, University Park Speakers: Sarah Hughes, University of Michigan, Ann Arbor Naitnaphit Limlamai, University of Michigan, Ann Arbor Adelay Elizabeth Witherite, University of Michigan, Ann Arbor Language

Community, Civic & Public

I.43 Intersectional Woke: Labor of Antiracism and Antisexism

Sponsored by the Labor Caucus

Feminist scholars approach gender through an intersectional lens where gender is considered as it intersects with race, ethnicity, citizenship, sexuality, age, and, significantly, labor.

414

Speakers: Rebecca Dingo, University of Massachusetts Amherst Dayna Goldstein, Texas A&M University-Texarkana Mitzi Jones, University of Arkansas, Fort Smith Rachel Riedner, George Washington University, Washington, DC Jennifer Wingard, University of Houston, TX

Writing Pedagogies and Processes

I.44 Is Breaking Bad? Creative Composing with Other People's Intellectual Property

Sponsored by the CCCC IP Caucus

Participants will practice strategic recomposing and theorize fair-use pedagogy and practice during an interactive session demystifying remix and intellectual property.

415

Chair: Danielle Nicole DeVoss, Michigan State University, East Lansing Speaker: Tim Amidon, Colorado State University, Fort Collins Performers: Lanette Cadle, Missouri State University, Springfield Kim Gainer, Radford University, VA Kyle Stedman, Rockford University, IL

Theory

I.45 Publics, Non-Publics, and Counterpublics

Speakers consider means for rhetorical action and social justice in publics and counterpublics.

403

Speakers: Genesis Barco, Auburn University, AL Lee Gullickson, North Dakota State University, Fargo Kristen Hill, Tuskegee University, AL

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IJ Session: 12:30–3:15 p.m.

Language

IJ.01 Spotlight Session: African American Language (AAL): Give It Propers and Put Some R-E-S-P-E-C-K on It!

Showcases new, cutting-edge research by Womanist scholars who are taking the study of AAL beyond quantitative sociolinguistics and narrow conceptions of systematic variation. Combining native-speaker competency with their research trajectory, these language scholars are charting a course for innovative, organic scholarship and pedagogy in Critical Black Language and Literacies Studies.

407

Chair and Speaker: Geneva Smitherman, Michigan State University, East Lansing, "(You Make Me Feel Like) A Natural Woman: The Evolution of Scholarship on AAL"

Speakers: Shenika Hankerson, University of Maryland, College Park, "Resistance, Power, and Liberation: How Critical Language Awareness Shapes AAL-Speaking Students' Experience in English Composition"

Sonja Lanehart, The University of Texas at San Antonio, "Who's Zooming Who? Gen Z on AAL and Identity"

Elaine Richardson, The Ohio State University, Columbus, "The Language and Literacies of the #BlackLivesMatter Movement"

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J Sessions: 2:00–3:15 p.m.

Institutional and Professional

J.01 Uncovering Constrained Professional Identities in Institutional Performances of Labor

Speakers will explore the performance-rhetoric generated from the tension-filled collision of embodied identities with professional constraints that prescribe particular labor expectations and performances.

Spirit of Pittsburgh Ballroom B

Roundtable Leaders: Leighann Dicks, University of Kansas, Lawrence Casey Keel, University of Kansas, Lawrence Sonya Lancaster, University of Kansas, Lawrence Charlesia McKinney, University of Kansas, Lawrence

Community, Civic & Public

J.02 Performing a Public Faith: Studying the Mundane, the Feminine, and the Digital

Sponsored by the Rhetoric and Religious Traditions Standing Group This panel examines how underrepresented voices—women, LGBTQ+persons, racialized groups—are encouraged to contribute to the performance of public faith through digital communities.

301

Chair: Michael-John DePalma, Baylor University, Waco, TX
Speakers: Shauna Chung, Clemson University, SC, "Broadcasting
Christianity: Inventing Discursive Space for Religious Dialogue on
YouTube"

Victoria Houser, Clemson University, SC, "A Language of Imminence: Using Digital Spaces to Unearth the Feminine within Rhetorics of Religion"

April O'Brien, Clemson University, SC, "'Mundane' Ripples in Evangelicalism: Antiracist Movements and LGBTQ Support in Contemporary Christian Discourse"

Community, Civic & Public

J.03 Crip-Queering Our Relations: Embodied Performance and/of the Everyday

We examine rhetorical scenes of embodied performances that bristle against norms and decorum, with specific focus on intersections among disability, queerness, and racialization.

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Chair and Speaker: Melanie Yergeau, University of Michigan, Ann Arbor Speakers: Olivia Ordonez, University of Michigan, Ann Arbor Kelly Wheeler, University of Michigan, Ann Arbor Esther Witte, University of Michigan, Ann Arbor

Community, Civic & Public

J.04 Performing Composition: Writing Poetry in Service to the Community

Service-learning requires students to explore systemic injustices, so we draw on formula poems, composing aloud together, and modeling the writing process while encouraging deep reflection.

303

Chair and Speaker: Amy Love, San Francisco State University, CA
Speakers: Jolie Goorjian, San Francisco State University, CA,
"Theoretical Backgrounds for Creative Reflection"
Jerome Schwab, San Francisco State University, CA, "Poems of Joy and Protest"

Community, Civic & Public

J.05 Stop, Collaborate, and Listen: Performing Public Rhetorics in a Digital Age

Digital technologies allow writers to invent new ways of performing public rhetoric as a place-based process that encourages us to stop, collaborate, and listen.

304

Chair and Speaker: Shannon Butts, University of Florida, Gainesville Speakers: Jacob Greene, Arizona State University, Tempe Scott Sundvall, University of Memphis, TN

Creative Writing

J.06 Performing the Subject in Experimental Compositions

Through interactive play, performance, and analysis, this panel explores what it means to perform the subject in experimental forms of composition.

305

Chair and Speaker: Laurie Gries, University of Colorado Boulder, "The Encountering Subject"

Speakers: John-Michael Rivera, University of Colorado Boulder, "The UNdocumented Subject"

Patricia Sullivan, University of Virginia, Charlottesville, "The Literate Subject (and Some Objects) in Action"

Paul Walker, Murray State University, KY, "The Ephemeral Subject"

First-Year and Advanced Composition

J.07 Directed Self-Placement: The Possibilities of Performance-Rhetoric/Composition

This session will discuss how Directed Self-Placement creates possibilities for students to construct and perform their subjectivities within and against localized institutional contexts.

306

Speakers: Angela Clark-Oates, California State University, Sacramento Karen Rowan, California State University, San Bernardino Aparna Sinha, California State University, Maritime Academy, Vallejo

First-Year and Advanced Composition

J.08 Performative Rhetoric and Popular Artifacts

This panel shares strategies for teaching visual argumentation in the composition class, drawing on material and visual rhetorical theories.

307

Speakers: Kristina Gutierrez, Lone Star College-Kingwood, TX Chelsey Patterson, Davis and Elkins College, Elkins, WV

First-Year and Advanced Composition

J.09 Validating, Lyric-ing, and Performing: The Value of a Hip-Hop Infused Curriculum in the First-Year Writing Classroom

This panel examines social media languaging and the deep structure of contemporary rap performance-composition to determine how a hip-hop culture-infused curriculum creates better writers.

308

Chair: Lana Reese, Texas Southern University, HoustonSpeakers: Michon Benson-Marsh, Texas Southern University, Houston,"Semiotics and Hip-Hop Culture"

Jennifer Julian, Texas Southern University, Houston, "Hip Hop and Performance Rhetoric"

Iris Lancaster, Texas Southern University, Houston, "Hip-Hop Culture and Pedagogy"

History

J.10 The Self on the Page: Dave Bartholomae and Pitt Composition

Celebrating the influence of Dave Bartholomae as he retires from a 40-year career at the University of Pittsburgh and as a leader of CCCC.

309

Chair: Bruce Horner, University of Louisville, KY
Speakers: Jean Ferguson Carr, University of Pittsburgh, PA, "Stories"
Joseph Harris, University of Delaware, Newark
Min-Zhan Lu, University of Louisville, KY, "Assignments"
Richard E. Miller, Rutgers University, New Brunswick, NJ, "Director"
Peter Wayne Moe, Seattle Pacific University, WA, "Block Quotations"
Stacey Waite, University of Nebraska, Lincoln, "The Queer Work of Composition"

Information Technologies

J.11 What's Social Media Got to Do with It? Students' Social Media Writing in and across Contexts

We present research from three qualitative studies exploring students' rhetorical performances on social media in and across academic and nonacademic contexts.

310

Speakers: Merideth Garcia, University of Wisconsin, La Crosse Anna Knutson, East Tennessee State University, Johnson City Aubrey Schiavone, University of Denver, CO Respondent: Stacey Pigg, North Carolina State University, Raleigh

Institutional and Professional

J.12 Performance in Professional Conferences: Examining Rhetorical Delivery in the Field of Rhetoric and Composition

Embracing performance-rhetoric in our conference presentations allows us to draw upon feminist/Black /Latinx/queer theories and move toward more engaged knowledge making.

311

Chair and Speaker: Michal Reznizki, University of San Francisco, CA, "Survey Analysis of Participant Performance in Academic Conferences"
 Speakers: Erica Cirillo-McCarthy, Middle Tennessee State University, Murfreesboro, "Delivery and Performance-Rhetoric in Relation to Conference Presentations"

Russell Kirkscey, Penn State University, Harrisburg

Research

J.13 Exploring Lifespan Writing Research Methods: Integrating Our Performed Epistemologies

Studying writing through the lifespan poses interesting methodological challenges. These panelists investigate the epistemological assumptions behind their methodological choices and discuss steps toward integrating them.

312

Chair: Anna Smith, Illinois State University, Normal *Speakers:* Ryan Dippre, University of Maine, Orono Apryl Poch, Duquesne University, Pittsburgh, PA Rachel Stumpf, Boston University, MA Matthew Zajic, University of Virginia, Charlottesville

Language

J.14 Spotlight Session: Dear White People . . . A Performance on Race and Language in Academia

This roundtable will feature a series of performances that reflect the speakers' embodied experiences and scholarly contributions toward discussions of race, language, and academia.

315/316

Chair: Sara P. Alvarez, Queens College, CUNY
Speakers: Steven Alvarez, St. John's University, New York, NY
Rachel Bloom-Pojar, University of Wisconsin-Milwaukee
Suban Nur Cooley, Michigan State University, East Lansing
David F. Green Jr., Howard University, Washington, DC
Shewonda Leger, Michigan State University, East Lansing
Anis Rahman, University of Wisconsin-Milwaukee

Community, Civic & Public

J.15 Live Expressions: From the Page to the Community and Back

This session presents a Pacific Islander community performance-rhetoric and composition. A live workshop will be conducted.

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Speaker: Arielle Lowe, University of Guam Workshop Facilitators: Kohaku Flynn, University of Guam Fu'una Sanz, University of Guam Kayle Tydingco, University of Guam

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Postsecondary Reading/Literacy

J.16 Things Fall Apart: The Role of Performance in Teaching and Learning Literacies

Our session explores performance before competence as a principle of literacy learning through audience examination of literacies inside and outside of academic discourse.

319

Chair and Speaker: Linda Jordan Platt, La Roche College, Pittsburgh, PA *Speakers:* Joanna Crammond, La Roche College, Pittsburgh, PA Jessica Ganni, La Roche College, Pittsburgh, PA

Institutional and Professional

J.17 Think Tank for Newcomers – Developing Papers and Sessions for CCCC 2020

Sponsored by the Newcomers' Orientation Committee
Newcomers will develop ideas for sessions for CCCC 2020 with help
from established scholars/teachers. The 2020 CCCC Convention chair will
be present.

320

Chairs: Michael Rifenburg, University of North Georgia, Dahlonega Christine Tulley, University of Findlay, OH
Speaker: Julie Lindquist, Michigan State University, East Lansing

Research

J.18 Tracing Embodied Trajectories of Semiotic Performance in the World: Four Case Studies of Literate Being and Becoming

Case studies of people's embodied semiotic performances with artifacts, languages, texts, images, and gestures shaping their extended historical trajectories of being and becoming.

321

Speakers: Steven Fraiberg, Michigan State University, East Lansing, "Welcome to the Cookout: Tracing Transliteracy Practices of a First-Year Writing Student across Social, Geographic, and Digital Landscapes"

Paul Prior, University of Illinois at Urbana-Champaign, "Being and Becoming with Fish: Tracing the Embodied Semiotic Practices of a Biologist across the Lifespan"

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Kevin Roozen, University of Central Florida, Orlando, "Tracing Semiotic Performance through the World: Understanding the Enduring Consequences of Acting with Inscriptions"

Anna Smith, Illinois State University, Normal, "Understanding Writers'
Developmental Pathways: Tracing Resonant Moments across Spans of
Time"

Theory

J.19 Leave No Woman Behind: Contradictions and Complications in the Rhetorics of Womanhood

This panel interactively explores the complications of rhetorics of womanhood and the conflicts inherent in imposed and self-assumed identities of women in academia.

323

Chair and Speaker: Brandie Bohney, Bowling Green State University, OH, "Mama Bear Goes to School: Rhetoric of Motherhood in the Academy"

Speakers: Renee Ann Drouin, Bowling Green State University, OH, "Play My Piece: The Rhetoric of Digital Games and Feminist Identities"

Bailey Poland, Bowling Green State University, OH, "A Rhetoric of Grief: Navigating Young Widowhood"

Tammie Southall, Bowling Green State University, OH, "Juggling Act: The Life of a PhD Student"

Lena Ziegler, Bowling Green State University, OH, "'I Thought You Were a Feminist!': Exploring Gendered Expectations of Sexuality and Feminism"

Theory

J.20 Stories Take Place: Performing Story as Practice, Pedagogy, Methodology, and Theory

This storied performance offers advice for using Indigenous rhetorics to make change in the everyday colonizing practices of the academy.

324

Speakers: Kristin Arola, Michigan State University, East Lansing Andrea Riley Mukavetz, Grand Valley State University, Allendale, MI Malea Powell, Michigan State University, East Lansing

Writing Pedagogies and Processes

J.21 Decolonizing Expectations of Student Performance in Multidisciplinary Writing Classrooms

This panel works to further explicate pedagogical methods to decolonize the teaching of college writing and communication to encourage openness to diverse perspectives on performance.

325

Speakers: Shivaun Corry, Duquesne University, Pittsburgh, PA Mark Gardner, Robert Morris University, Pittsburgh, PA Sarah Primeau, Wayne State University, Detroit, MI Autumn Redcross, Point Park University, Pittsburgh, PA Clare Russell, Wayne State University, Detroit, MI

Writing Pedagogies and Processes

J.22 Literacy and Pedagogy in an Age of Misinformation and Disinformation

We present scholarship from a forthcoming edited collection, providing innovative pedagogies informed by the quantitative, historical, and civic literacies necessary to productively engage mis/disinformation.

326

Chair and Speaker: Tara Lockhart, San Francisco State University, CA, "Theorizing Literacy in the Current Political Climate"

Speakers: Thomas Girshin, Ithaca College, NY, "Trump's University: Argument and Pedagogy in the 'Post-Fact Era'"

Angela Laflen, California State University, Sacramento, "Quantitative Literacy in the Composition Classroom: Using Infographics' Assignments to Teach Ethical and Effective Data Use"

Eric Leake, Texas State University, San Marcos, "Civic Literacies in Identifications, Permutations, and Circulations"

Tyrell Stewart-Harris, Ithaca College, NY, "Trump's University: Argument and Pedagogy in the 'Post-Fact Era'"

Writing Pedagogies and Processes

J.23 Performing Genres/Performing Activities: Studying Complexity and Practicing Pedagogy

This concurrent panel comments on the possibilities of understanding genres across disciplinary contexts by examining writers' performances in the navigation of genres and activity systems. It will be of particular salience for scholars interested in perspectives on design thinking pedagogy, rhetorical genre studies, visual rhetoric, and WAC/WID.

Chair and Speaker: Shakil Rabbi, Bowie State University, MD Speakers: Garrett Cummins, Ohio University, Athens Justin Rademaekers, West Chester University of Pennsylvania Scott Weedon, Texas Tech University, Lubbock

Writing Pedagogies and Processes

J.24 Soundscapes and Foley Sound: Community, Context, and Nonverbal Sonic Composition

This panel considers soundscape and Foley design pedagogies, in connection to community and to civic, institutional, or ecological contexts. 328

Speakers: Kati Fargo Ahern, Long Island University Post, Brookville, NY Amy Patterson, Clemson University, SC Jennifer Ware, Wright State University, Dayton, OH

Writing Programs

J.25 "Sustainability from the Start": WAC-in-Progress at Diverse Institutions

Interactive presentation where WPAs from diverse institutions invite the audience to discuss and critique recent efforts to launch, grow, and sustain inclusive WAC initiatives.

329

Speakers: Kendon Kurzer, University of California, Davis
Greer Murphy, Claremont Graduate University, CA
Katherine Daily O'Meara, Emporia State University, KS
Robyn Russo, Northern Virginia Community College, Springfield, and George Mason University, Fairfax, VA

Writing Programs

J.26 Performing Access in, through, and because of the Writing Center

This writing center panel argues for the importance of performing disability access in conferencing spaces, training, mentoring, and staff development.

330

Speakers: Leigh Elion, University of California, Santa Barbara Rachel Herzl-Betz, Nevada State College, Henderson Neil Simpkins, University of Wisconsin, Madison Brenna Swift, University of Wisconsin, Madison Respondent: Allison Hitt, University of Central Arkansas, Conway

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Writing Programs

J.27 Comp Classrooms as Operating Theaters: A Roundtable Discussing the Performance of Composition for Specific Majors and Interests

This roundtable will introduce three specific composition pedagogy models that aim to reintroduce performance as a central and productive element of writing instruction.

333

Chair and Roundtable Leader: Brian Harrell, University of Akron, OH Performers: Katie Stoynoff, University of Akron, OH Jennifer Young, University of Wisconsin, Green Bay

Community, Civic & Public

J.28 From Cosplay to Slam Poetry, the Show Must Go On Panelists offer a medley of bridging performances.

334

Speakers: Andrew Canino, Florida State University, Tallahassee,"Costumed Rhetorics: Cosplay, Performance, and New Media"Kristi Girdharry, Johnson & Wales, Providence, RI, "The Show MustGo On, Even If You Just Got the Script': Supporting First-GenerationStudents through Writing and Community Engagement"

Community, Civic & Public

J.29 What's in a Name? Let's Treat That as a Real Question

Panelists explore and expose intentional and unintentional consequences of self-help and activist rhetoric.

335

Chair: Jessica Shumake, University of Notre Dame, IN Speakers: Maria Gigante, Western Michigan University, Kalamazoo, "Performing Self-Healing: Rhetorics of Self-Help Discourse" Jaclyn Hilberg, University of Louisville, KY, "Freedom Is a Struggle': Students Performing Democratic Citizenship in the Mississippi Freedom Schools of 1964"

Laura Sparks, California State University, Chico, "Execute Justice, Not People': Rhetorical Delivery and the Digital Matter of Human Rights Activism"

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Creative Writing

J.30 Performing Social Justice Work of Gender, Race, and Identity in Creative Writing Pedagogy

This session focuses on interrogating issues of gender and race in creative writing pedagogy in order for students to explore how writing can both liberate and constrict formations of identity.

336

Chair: Bess Fox, Marymount University, Washington, DC

Speakers: Benjamin Hojem, University of Cincinnati, OH "Wi

Speakers: Benjamin Hojem, University of Cincinnati, OH, "Writing while Not White: The Racializing Influence of the Too-White Workshop"

Jennifer Moody, University of Wisconsin, Milwaukee, "The Power Clap: Performing Artistic Citizenship in the Introductory Creative Writing Classroom"

Ashley Tisdale, University of Florida, Gainesville, "Composing the Body: Ergodic Composition and Materiality"

First-Year and Advanced Composition

J.31 Spaces in Need of Activism: Tracing Global and Local Performances of Ethics and Education

This session examines the need for our field to respond to ethical issues in global and local institutions through pedagogies, actions, and research.

338

Chair: Ehren Pflugfelder, Oregon State University, Corvallis
Speakers: Felicita Arzu Carmichael, Oakland University, Rochester, MI,
"Studying Place in First-Year Writing: An Investigation into How Place Can Help Students in Hybrid and Online Courses Understand and Produce Meaning"

Monika Shehi, University of South Carolina Upstate, Spartanburg, "Examining the Intersection of Rhetoric and Composition in the Teaching of Aacademic Writing in Albanian Universities" Information Technologies

J.32 Creating Venues for Greater Accessibility

In this panel we examine technological approaches for creating greater accessibility in online environments.

401

Chair: Andre Jones, Kean University, Union, NJ

Speakers: Sharon Archey, Lindsey Wilson College, Columbia, KY, "Following the Peer Tutor Model: Using Theater Students as Performers in Videos for Online Courses"

Kelsey Cameron, University of Pittsburgh, PA, "Captioning as Performance: Writing with Streaming Video Platforms"

Lauren Salisbury, Bowling Green State University, OH, "The Role of Space and Place: How Students Perform Location in Online Writing Courses"

Hannah Stevens, North Dakota State University, Fargo, "'I couldn't upload, so I am attaching my paper to this email...': Usability in the First-Year Online Composition Classroom"

Erin Wais-Hennen, Lindsey Wilson College, Columbia, KY, "Following the Peer Tutor Model: Using Theater Students as Performers in Videos for Online Courses"

Institutional and Professional

J.33 Resisting (in) the Academy

How do we position ourselves within the academy to resist the academy at different intersections of identity?

402

Chair: Nick Marsellas, University of Pittsburgh, PA

Speakers: Christine Garcia, Eastern Connecticut State University, Windham, "Hoops, Heels, and Hooded Gowns: A Discussion of Fashion and the Professoriate"

Marybeth Poder, University of Akron, OH, "Performing Pregnancy and Motherhood in the Academy"

Madeline Shellgren, Michigan State University, East Lansing, "The Rhetorical Intervention of Resisting Disciplinarity"

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Professional and Technical Writing

J.34 Situating Performance: From Local to Global

This session will explore how subject position, workplace communication, and globalization inform discursive practices.

403

Chair: Jennifer Marciniak, Southwestern University, Georgetown, TX
Speakers: Megan Callow, University of Washington, Seattle, "Teachers'
Disciplinary Background and the Influence on Science Writing
Instruction"

Julie Dykema, University of Washington, Seattle, "Teachers' Disciplinary Background and the Influence on Science Writing Instruction"

Benjamin Lauren, Michigan State University, East Lansing, "Revisiting 'Process Paradigms in Design and Composition': Critical Composing and Project Management"

Iswari Pandey, California State University, Northridge, "Culturally Speaking: Performance in 'Global' Workplace Communication"

Research

J.35 Performing in the Open: Open Access and Visibility in Social Media Research

Our panel shares research on open access scholarship and a pair of social media platforms.

404

Speakers: Jill Belli, New York City College of Technology, CUNY, "Performing Public Writing: The Composing Community of City Tech's OpenLab"

Ethna Lay, Hofstra University, Hempstead, NY, "Staging the Self: A Study of Images of Student Writers on Invention Blogs"

Laura McGrath, Kennesaw State University, GA, "Achieving Visibility: Women Performing Age on Instagram"

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Theory

J.36 Performing (with) Symbols

Panelists explore rhetorical performances across digital and rhetorical locations.

405

Chair: Cristyn Elder, University of New Mexico, AlbuquerqueSpeakers: Brandee Easter, University of Wisconsin, Madison, "Make Code Hard Again: Performances of Mastery and Masculinity in Programming"

Jason Kalin, DePaul University, Chicago, IL, "Observational Drawings as Ambient Compositions"

Angela Mitchell, University of North Carolina, Charlotte, "Off the Wall: New Worlds Embodied in Graffiti and Street Art Performances"

Theory

J.37 Spotlight Session: Queer Listening as/is/and Critical Performance: Notes on Queer Rhetorics and Queer Composing

Provides theoretical and pedagogical resources for understanding queer listening as a rhetorical act and what it might mean for critical literacy and writing.

406

Speakers: Gavin Johnson, The Ohio State University, Columbus, "Rhetorical Foreplay"

Timothy Oleksiak, University of Massachusetts Boston, "Composing in a Sling: BDSM, Power, and Queer Rhetorics"

James Swider, Indiana University of Pennsylvania, "Non-Western Rhetorical Listening"

Writing Pedagogies and Processes

J.38 Composition Theory and Practice in Theme-Based Courses

Theme-based courses, podcasts that turn failed writing to writing success, and using acting theories to rehearse and produce academic writing are the foci of this panel.

408

Speakers: Nathaniel Deyo, University of Miami, FL, "Cary Grant or Marlon Brando? Using Film Performance to Theorize Composition Pedagogy"

Michal Horton, Texas Christian University, Fort Worth, "A Framework for Designing Theme Courses"

Phil Sandick, Georgetown University, Washington, DC, "Performances from The Failure Radio Hour"

Writing Pedagogies and Processes

J.39 Memory, Resilience, and Ethnodrama

Panelists explore the affective dimensions of performative pedagogies in the writing classroom.

409

Chair: Kristen Messer, Community College of Baltimore County, MD *Speakers:* Daniel Krack, Indiana University of Pennsylvania, "Composing and Performing Ethnodrama for Critical Understanding"

Daisy Miller, Hofstra University, Hempstead, NY, "Memorial Representation"

Robyn Tierney, New Mexico State University, Las Cruces, "Affective Investments: The Performance of Failure and Resilience in Composition"

Writing Pedagogies and Processes

J.40 Play, Perform, Engage! Pedagogical Explorations

Panelists explore personal rhetorical performance, using unconventional and distinctive rhetorical approaches to do social justice work. True-crime comedy, pop, and hip hop meet the composition classroom.

410

Chair: Michelle Szetela, Copper Hills High School, Jordan, UT Speakers: Philip Choong, Indiana University, Bloomington, "An Immersive Rhetorical Education: Is It Performance, Play, or Something Else?"

Carol DeGrasse, Southern Methodist University, Dallas, TX, "Writing and the World: Promoting Student Writing and Engagement through Video Performance"

Madelyn Fox-Defago, Southern Illinois University, Carbondale, "'Stay Sexy & Don't Get Murdered': How the Rhetoric of the *My Favorite Murder* Podcast Rethinks Social Norms and Serves as an Example of the Process Model of Composition"

Writing Programs

J.41 Identity Performance among Graduate Students and Teaching Assistants

This panel engages questions of identity complexity and the role interplay for TAs and graduate students.

411

Chair: Jennifer Johnson, University of California, Santa Barbara
 Speakers: Cassandra Book, Old Dominion University, Norfolk, VA & University of Louisville, KY, "Performance-Student, Performance-Teacher: Composition Teaching Assistants and Institutional Roles"

Meaghan Elliott Dittrich, University of New Hampshire, Durham, "Legitimizing the Grad Experience: Institutionalizing Transdisciplinary Graduate Student Communication Support"

Melissa Kinsella, Southern Illinois University, Carbondale, "The Rhetoric of Performing Identity: Graduate Student Navigation from Instructor to Tutor"

Jovana Milosavljevic-Ardeljan, University of New Hampshire, Durham, "Legitimizing the Grad Experience: Institutionalizing Transdisciplinary Graduate Student Communication Support"

Writing Programs

J.42 Writing Across the Curriculum Research as Performative Action

Explores the ways a performative understanding of WAC research can support program development in new, revamped, and existing programs in different institutional types.

412

Chair and Speaker: Christopher Basgier, Auburn University, AL
 Speakers: Crystal N. Fodrey, Moravian College, Bethlehem, PA, "Define Writing in Your Discipline': Qualitative Research Practices as Epistemological Acts within a Writing-Enriched Curriculum Initiative"

Chris Hassay, Moravian College, Bethlehem, PA, "'Define Writing in Your Discipline': Qualitative Research Practices as Epistemological Acts within a Writing-Enriched Curriculum Initiative"

Amber Simpson, Auburn University, AL, "Threshold Concepts and the Performance of Writing Pedagogy"

Respondent: Chris Anson, North Carolina State University, Raleigh

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Theory

J.43 Performing Care, Engaging Empathy

Panelists explore strategies for performing empathy and ethics of care.

413

Chair: Michael Harker, Georgia State University, Atlanta

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

"Toward a Methodology of the 'Hap' in Feminist Rhetorical Research"

James Daniel, University of Washington, Seattle, "(Over)work

Performance: Acceleration, Burnout, and the Role of Rhetoric and Composition"

Sharon Yam, University of Kentucky, Lexington, "Deliberative Empathy and Storytelling"

Community, Civic & Public

J.44 Women's Writing as Imperfect Labor: Poetic, Mindful, and Empathetic Practice

This panel argues for viewing writing as vital but imperfect labor. We perform emotional work by putting words to motherhood, trauma, and engaging "others."

414

Speakers: Lisa Blankenship, Baruch College, CUNY, "The Cost of Vulnerability"

Anna Floch-Arcello, University of Massachusetts Amherst, "'Your life is a poem': Writing through Motherhood"

Paula Mathieu, Boston College, Chestnut Hill, MA

Respondent: Jessica Restaino, Montclair State University, NJ

Writing Pedagogies and Processes

J.45 Unfixing the Script: Disciplines, Genres, and the Self in Writing Pedagogy

We examine three constraints upon the writing performances: disciplinary boundaries, genre conventions, and identity essentialism.

415

Chair and Performer: Eric Brown, Arizona State University, Tempe *Performers:* Savanna Conner, Arizona State University, Tempe Emily Robinson, Arizona State University, Tempe

Friday Special Interest Groups

3:30-4:30 p.m.

Community, Civic & Public

FSIG.01 CCCC Latinx Caucus Business Meeting

Sponsored by the CCCC Latinx Caucus
This is the business meeting for the CCCC Latinx Caucus.

301

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

Cruz Medina, Santa Clara University, CA

Community, Civic & Public

FSIG.02 Rhetoric and Religious Traditions Standing Group Business Meeting

Sponsored by the Rhetoric and Religious Traditions Standing Group The Rhetoric and Religious Traditions Standing Group aims to foster scholarship and teaching about religion, rhetoric, and composition.

302

Standing Group Chairs: Michael-John DePalma, Baylor University, Waco, TX

Paul Lynch, Saint Louis University, MO

John Pell, Whitworth University, Spokane, WA

Melody Pugh, United States Air Force Academy

Jeff Ringer, University of Tennessee, Knoxville

Heather Blain Vorhies, University of North Carolina at Charlotte

Community, Civic & Public

FSIG.03 The Writing with Former, Current, and Future Members of the Military Standing Group Business Meeting

Sponsored by the Writing with Former, Current, and Future Members of the Military Standing Group

The meeting allows members to conduct business and collaborate on new opportunities for research, pedagogy, and outreach.

304

Standing Group Chairs: Katt Blackwell-Starnes, Lamar University, Beaumont, TX

Corrine Hinton, Texas A&M University-Texarkana

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Writing Instruction

FSIG.04 CCCC Standing Group on Online Writing Instruction: Making the Virtual Present

Sponsored by the CCCC Standing Group on Online Writing Instruction This is the annual meeting of the CCCC Standing Group on Online 305

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

Information Technologies

FSIG.05 Council for Play and Game Studies Special Interest Group Meeting

Sponsored by the Council for Play and Game Studies SIG CPGS aims to provide scholars interested in play and game studies with opportunities to network and to share ideas and information. 308

Standing Group Chair: Lauren Woolbright, Alma College, MI

Institutional and Professional

FSIG.06 Black Caucus Business Meeting

Sponsored by the Black Caucus

Since its 1970 founding, the Black Caucus's mission is to enhance the professional welfare of English language arts professionals of African descent. Come and connect.

309

Chair: Elaine Richardson, The Ohio State University, Columbus *Speakers:* David Green, Howard University, Washington, DC Ersula Ore, Arizona State University, Tempe

Institutional and Professional

FSIG.07 SIG for Senior, Late-Career, and Retired Professionals in Rhet/Comp/Writing Studies

Sponsored by the SIG for Senior, Late-Career, and Retired Professionals in Rhet/Comp/Writing Studies
SIG attendees will discuss recent survey data about the academic lifecycle and plan next steps for representing its constituency.
319

Special Interest Group Chair: Joel Wingard, Moravian College, Bethlehem, PA

Respondent: Erika Lindemann, University of North Carolina, Chapel Hill

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Institutional and Professional

FSIG.08 Special Interest Group for Non-Native English-Speaking Writing Instructors

Sponsored by the SIG for Non-Native English-Speaking Writing Instructors

This SIG provides a forum for non-native English-speaking writing instructors to continue their conversations and to foster networking and collaboration.

320

Special Interest Group Chairs: Chen Chen, Winthrop University, Rock Hill, SC

Tatjana Schell, independent scholar Judith Szerdahelyi, Western Kentucky University, Bowling Green

Professional and Technical Writing

FSIG.09 Writing and STEM Business Meeting

Sponsored by the Writing and STEM Standing Group
A group for people interested in teaching writing in and about
the STEM disciplines: Science, Technology, Engineering, and
Mathematics.

321

Standing Group Chairs: Jenn Mallette, Boise State University, ID Mya Poe, Northeastern University, Boston, MA Gwendolynne Reid, Oxford College of Emory University, GA Han Yu, Kansas State University, Manhattan Speaker: Gabriel Cutrufello, York College of Pennsylvania

Research

FSIG.10 Special Interest Group for Undergraduate Research in Writing Studies

Sponsored by the Special Interest Group for Undergraduate Research in Writing Studies

This SIG considers issues involved in the creation and administration of writing studies—focused research conducted by undergraduate students and dissemination of this work.

323

Speaker: Michael Zerbe, York College of Pennsylvania

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Theory

FSIG.11 Literacy Studies Special Interest Group

Sponsored by the Literacy Studies Special Interest Group
Join literacy studies scholars working in diverse contexts: composition/
writing studies, K–12 education, transnational settings, community
literacies/activism, workplace/professional literacies, and civic/
rhetorical discourses.

324

Speaker: Tara Lockhart, San Francisco State University, CA

Writing Pedagogies and Processes

FSIG.12 Adult Writers in Diverse Settings SIG

Sponsored by the Adult Learners in Diverse Settings Special Interest Group

We will dialogue on ways to engage diverse adult learners, empowering their rhetorical performances, allowing them to hear their voices and those of others.

325

Speaker: Sonia Feder-Lewis, Saint Mary's University, Twin Cities, MN

Writing Pedagogies and Processes

FSIG.13 Martial Arts and Composition-Rhetoric

Sponsored by the Martial Arts and Composition-Rhetoric Special Interest Group

This SIG offers a forum for instructors to explore connections between the practice of a martial art and the work of teaching composition.

326

Special Interest Group Chair: Trevor Meyer, Northwest Missouri State University, Maryville

Speakers: John Guelcher, Ventura College, CA Danny Iberri-Shea, Colorado State University, Pueblo Greer Murphy, Claremont Graduate University, CA Ernest Stromberg, California State University, Monterey Bay

Writing Pedagogies and Processes

FSIG.14 Writing about Writing Development Group Meeting

Sponsored by the Writing about Writing Development Special Interest Group

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The Writing about Writing meeting includes a business plenary and breakout groups for projects, proposals, and conversation about WAW research and pedagogy, following attendee interests.

327

Standing Group Chairs: Benjamin Miller, University of Pittsburgh, PA Andrea Olinger, University of Louisville, KY

Writing Programs

FSIG.15 Writing Assessment SIG

Sponsored by the Writing Assessment Special Interest Group The Writing Assessment SIG is a collaborative space for scholars across ranks, statuses, and areas of professional specialization to discuss program-level writing assessment.

328

Speaker: Katrina Miller, Indiana University of Pennsylvania

FSIG.16 American Indian Caucus Business Meeting

Sponsored by the American Indian Caucus
Business meeting for the American Indian Caucus.

329

Group Leaders: Resa Crane Bizzaro, Indiana University of Pennsylvania Lisa King, University of Tennessee, Knoxville Andrea Riley Mukavetz, Grand Valley State University, Allendale, MI

FSIG.17 Asian/Asian American Caucus Meeting

Sponsored by the Asian/Asian American Caucus
Business meeting for the Asian/Asian American Caucus.

330

Group Leaders: Iswari Pandey, California State University, Northridge Linh Dich, Miami University, Oxford, OH

FSIG.18 Queer Caucus Business Meeting

Sponsored by the Queer Caucus
Business meeting for the Queer Caucus.

333

Group Leaders: Ames Hawkins, Columbia College Chicago, IL Jacqueline Rhodes, Michigan State University, East Lansing

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Writing Pedagogies and Processes

FSIG.19 SIG Meeting: Association of Christians in Writing Centers (ACWC)

Sponsored by the Association of Christians in Writing Centers (ACWC) The Association of Christians in Writing Centers (ACWC) fosters pedagogical and scholarly collaborations among Christian practitioners in writing centers at a range of institutions.

334

Special Interest Group Chairs: Elmar Hashimov, Biola University, La Mirada, CA

Sarah Skripsky, Westmont College, Santa Barbara, CA

Writing Programs

FSIG.20 International Writing Centers Association Town Hall Meeting

Sponsored by the International Writing Centers Association
This session will be a meeting for members and potential members of
the International Writing Centers Association, an NCTE Assembly.

335

Chairs: Shareen Grogan, National University, La Jolla, CA Jackie Grutsch McKinney, Ball State University, Muncie, IN Speaker: John Nordlof, Eastern University, St. Davids, PA

Writing Programs

FSIG.21 Studio+

Sponsored by the Studio+ Special Interest Group

The Studio PLUS SIG works to help develop and sustain thirdspace learning environments and programs across a variety of educational contexts supporting student writers.

336

Chairs: Rhonda Grego, Midlands Technical College, West Columbia, SC

Mark Sutton, Midlands Technical College, West Columbia, SC

Writing Programs

FSIG.23 Writing Across the Curriculum Standing Group Business Meeting

Sponsored by the CCCC WAC Standing Group

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Join us for small-group discussions on topics related to WAC program administration, pedagogy, theory, and research, as well as future WAC Standing Group initiatives.

401

Standing Group Chairs: Christopher Basgier, Auburn University, AL Michelle Cox, Cornell University, Ithaca, NY Jeffrey Galin, Florida Atlantic University, Boca Raton

Writing Programs

FSIG.24 Writing Fellows SIG Annual Meeting

Sponsored by the Writing Fellows Special Interest Group Annual meeting of the Writing Fellows Special Interest Group.

402

Special Interest Group Chairs: Michelle Hager, San Jose State University, CA

FSIG.25 Graduate Student Standing Group: Job Market Workshop

Sponsored by the Graduate Student Standing Group Annual meeting of the Graduate Student Standing Group.

403

Group Leaders: Rachel McCabe, Indiana University, Bloomington Matthew Sansbury, Georgia State University, Atlanta

FSIG.26 International Researchers' Consortium Business Meeting

Sponsored by the International Researchers' Consortium

The IRC will hold its annual business meeting to welcome its members, review current projects, and make plans for future publications and workshops.

404

Group Leaders: Lance Cummings, University of North Carolina, Wilmington

Magnus Gustafsson, Chalmers University of Technology, Gothenberg, Sweden

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FSIG.27 Linguistics, Language, and Writing Standing Group Business Meeting

Sponsored by the Linguistics, Language, and Writing Standing Group This group examines how knowledge of language relates to learning and teaching writing.

408

Group Leaders: Laura Aull, Wake Forest University, Winston-Salem, NC

Angie McKinnon Carter, Utah Valley University, Orem Craig Hancock, University at Albany, SUNY Zak Lancaster, Wake Forest University, Winston-Salem, NC Cameron Mozafari, University of Maryland, College Park Deborah Rossen-Knill, University of Rochester, NY Stella Wang, University of Rochester, NY

FSIG.28 Master's Degree Consortium of Writing Studies Specialists Business Meeting

The Master's Degree Consortium of Writing Studies Specialists is open to everyone interested in the issues facing independent MA programs in rhetoric, composition, and writing

409

Group Leaders: Nicole Caswell, East Carolina University, Greenville, NC

Susan Murphy, Texas A&M University–Corpus Christi

Community, Civic & Public

FSIG.29 Sound SIG

Sponsored by the CCCC Sound Special Interest Group
The purpose of the Sound SIG is to support and contribute to the rapidly growing subfield of sound studies in rhetoric and composition.
303

Special Interest Group Chairs: Earl Brooks, University of Maryland, Baltimore CountyTravis Margoni, Yakima Valley College, WA

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Annual Business Meeting of the Conference on College Composition and Communication

David L. Lawrence Convention Center Spirit of Pittsburgh Ballroom B 4:45–6:00 p.m.

All members of and newcomers to CCCC are invited to attend and vote at the business meeting.

CCCC Chair: Asao B. Inoue, University of Washington Tacoma

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

CCCC Assistant Chair: Julie Lindquist, Michigan State University, East Lansing
CCCC Immediate Past Chair: Carolyn Calhoon-Dillahunt, Yakima Valley College,
WA

CCCC Secretary: Jessie L. Moore, Elon University, NC

CCCC Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE, Urbana, IL

CCCC Parliamentarian: Rochelle Rodrigo, University of Arizona, Tucson

Rules and Procedures for the Annual Business Meeting of the Conference on College Composition and Communication

Established Rules for Conduct of the Annual Business Meeting

- 1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
- 2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
- 3. Anyone wishing the floor should go to a microphone and give their name and institution when recognized by the chair.
- 4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
- 5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the "Basic Rules for the Handling of Resolutions." Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
- 6. Sturgis's Standard Code of Parliamentary Procedure applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
- 7. The Parliamentarian interprets the rules on parliamentary procedures.
- 8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of the-house motions:

- a. Three minutes will be allowed for each speaker each time.
- b. No one may speak a second time on a subject until all who wish to speak have been heard.

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- c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.
- d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
- f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

- a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
- b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
- c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
- d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

- 1. A call for resolutions will appear in the February issue of *College Composition* and *Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
- 2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

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Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the "resolved" portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their postconvention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.



CCCC Awards Presentation and Reception

Spirit of Pittsburgh Ballroom A 6:10–7:20 p.m.

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

At this reception we announce the recipients of the 2019 Outstanding Book Award, the James Berlin Memorial Outstanding Dissertation Award, the Braddock Award, the Award for best article in *TETYC*, and others. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: Tony Scott, Syracuse University, NY

T J Geiger, Baylor University, Waco, TX

Darin Jensen, Des Moines Area Community College, IA

Sharon Mitchler, Centralia College, WA Iris Ruiz, University of California, Merced

For a listing of previous Outstanding Book Award winners, please visit http://www.ncte.org/cccc/awards/oba.

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JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

Berlin Outstanding Dissertation Award Committee

Chair: Risa Gorelick, New Jersey Institute of Technology, Newark

David Gold, University of Michigan, Ann Arbor

Stephanie Kerschbaum, University of Delaware, Newark

Raúl Sánchez, University of Florida, Gainesville Shane Wood, University of Kansas, Lawrence

For a listing of previous Berlin Outstanding Dissertation Award winners, please visit http://www.ncte.org/cccc/awards/berlin.

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee

Chair: D. Alexis Hart, Allegheny College, Meadville, PA

Mariana Grohowski, Michigan Technological University, Houghton

Pamela Kincheloe, Rochester Institute of Technology, NY

Cruz Medina, Santa Clara University, CA

Brian Stone, Indiana State University, Terre Haute

For a listing of previous Braddock Award winners, please visit http://www.ncte.org/cccc/awards/braddock.

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Outstanding Dissertation Award in Technical Communication Committee

Chair: Russell Kirkscey, Penn State University, University Park

Claire Lutkewitte, Nova Southeastern University, Fort Lauderdale, FL

Ehren Pflugfelder, Oregon State University, Corvallis Octavio Pimentel, Texas State University, San Marcos

Jeff Rice, University of Kentucky, Lexington

For a listing of previous Outstanding Dissertation Award in Technical Communication winners, please visit http://www.ncte.org/cccc/awards/techcommdissertation.

TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

Technical and Scientific Communication Awards Committee

Chair: Jonathan Buehl, The Ohio State University, Columbus

Joseph Bartolotta, Hofstra University, Hempstead, NY

Geoffrey Clegg, Midwestern State University, Wichita Falls, TX

Michael J. Faris, Texas Tech University, Lubbock Erin Frost, East Carolina University, Greenville, NC Kirk St. Amant, Louisiana Tech University, Ruston

Joanna Wolfe, Carnegie Mellon University, Pittsburgh, PA

For a listing of previous Technical and Scientific Communication Award winners, please visit http://www.ncte.org/cccc/awards/techsci.

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WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to twenty writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

Writing Program Certificate of Excellence Committee

Chair: Susan Miller-Cochran, University of Arizona, Tucson

Steven Alvarez, St. John's University, New York, NY Genevieve Garcia de Mueller, Syracuse University, NY Clint Gardner, Salt Lake Community College, UT

Cheri Lemieux Spiegel, Northern Virginia Community College, Annandale

For a listing of previous Writing Program Certificate of Excellence winners, please visit http://www.ncte.org/cccc/awards/writingprogramcert.

CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

The program offers financial aid, two travel grants of \$1,250 each, to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. With this Fellowship, CCCC hopes to create new opportunities for Tribal College faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education.

Tribal College Faculty Fellowship Committee

Chair: Resa Crane Bizzaro, Indiana University of Pennsylvania Kenlea Pebbles, Michigan State University, East Lansing

Cindy Tekobbe, The University of Alabama, Tuscaloosa

For a listing of previous Tribal College Faculty Fellowship winners, please visit http://www.ncte.org/cccc/awards/tribalcollegefellow.

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2018–2019 CCCC RESEARCH INITIATIVE RECIPIENTS

"Disciplinarity and Transfer Ten Years Later: A Multi-institutional Investigation into Student Perceptions of Learning to Write"

Dana Lynn Driscoll, Indiana University of Pennsylvania Katherine Field-Rothschild, St. Mary's College Roger Powell, Buena Vista University Jennifer Wells, New College of Florida

"How do Rhetoric, Composition, and Writing Studies Faculty Engage Wikipedia? A Scaled Survey of Attitudes and Uses"

Alexandria Lockett, Spelman College, Atlanta, GA Matthew A. Vetter, Indiana University of Pennsylvania

"Building Sustainable Writing Across the Curriculum Programs"

Dan Melzer, University of California-Davis Michelle Cox, Cornell University, Ithaca, NY Jeffrey R. Galin, Florida Atlantic University, Boca Raton

"Electrate Ethnography: Observing and Testing the Composing Processes of Digital and Multimodal Writers"

Scott Sundvall, University of Memphis, TN Katherine Fredlund, University of Memphis, TN Elizabeth Lane, University of Memphis, TN William Duffy, University of Memphis, TN

"Teaching Research Differently: Assessing the Efficacy of An Information Literacy-Based Composition Course"

Shevaun E. Watson, University of Wisconsin-Milwaukee

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2018–2019 CCCC EMERGENT RESEARCH/ER AWARD RECIPIENTS

"Writing Knowledge Transfer from Basic Writing to Workplace Writing" Melissa Bugdal, Salisbury University, MD

"Making the English-Only Movement: Writing, Scaling, and Resisting Language Policy"

Katherine S. Flowers, Mississippi State University, Starkville

"An Ideology of Apologia: Hedging Racial Discourse in Scholarly Conceptions of Critical Pedagogy"

Mara Lee Grayson, California State University, Dominguez Hills

"Exploring Practice, Praxis, and Value in Professional Collaborative Writing in Rhetoric and Composition"

Jenna Morton-Aiken, Massachusetts Maritime Academy, Bourne Christina Santana, Worcester State University, MA

CCCC ADVANCEMENT OF KNOWLEDGE AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

Advancement of Knowledge Committee

Chair: Lee Nickoson, Bowling Green State University, OH Ruben Casas, California State University, Fresno Tara K. Wood, University of Northern Colorado, Greeley

For a listing of previous Advancement of Knowledge Award winners, please visit http://www.ncte.org/cccc/awards/advknowledge.

CCCC RESEARCH IMPACT AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

Research Impact Committee

Chair: Laurie Gries, University of Colorado Boulder

Dana Driscoll, Indiana University of Pennsylvania

Kara Taczak, University of Denver, CO

For a listing of previous Research Impact Award winners, please visit http://www.ncte.org/cccc/awards/researchimpact.

CCCC GLORIA ANZALDÚA RHETORICIAN AWARD

Established in 2013, this award supports graduate students or first-time presenters whose work participates in the making of meaning out of sexual and gender minority experiences with up to three \$750 awards for travel to the CCCC Convention.

Gloria Anzaldúa Rhetorician Award - 2019 Recipients

Wilfredo Flores, Michigan State University, East Lansing Alejandra I. Ramirez, University of Arizona, Tucson Marlene Galvan, University of Texas Rio Grande Valley

Gloria Anzaldúa Rhetorician Award Committee

Chair: Aja Y. Martinez, Syracuse University, NY

Christina Cedillo, University of Houston-Clear Lake, TX Katie Manthey, Salem College, Winston-Salem, NC Angela Rounsaville, University of Central Florida, Orlando

For a listing of previous Gloria Anzaldúa Rhetorician Award winners, please visit http://www.ncte.org/cccc/awards/anzaldua.

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CCCC LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP

Established in 2013, this award is presented annually to three works (one book, one article, and one dissertation) published within the past two years that best make queer interventions into the study of composition and rhetoric.

Lavender Rhetorics Award for Excellence in Queer Scholarship Committee

Chair: Collin Craig, St. John's University, Queens, NY

Matthew Cox, East Carolina University, Greenville, NC Susanmarie Harrington, University of Vermont, Burlington

G Patterson, Ball State University, Muncie, IN Don Unger, The University of Mississippi, Oxford

For a listing of previous Lavender Rhetorics Award for Excellence in Queer Scholarship winners, please visit http://www.ncte.org/cccc/awards/lavender.

CCCC STONEWALL SERVICE AWARD

Established in 2013, this award recognizes members of CCCC/NCTE who have consistently worked to improve the experiences of sexual and gender minorities within the organization and the profession.

Stonewall Service Award Committee

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

Jean Bessette, University of Vermont, Burlington Timothy Oleksiak, University of Massachusetts, Boston

For a listing of previous Stonewall Service Award winners, please visit http://www.ncte.org/cccc/awards/stonewall.

CCCC DISABILITY IN COLLEGE COMPOSITION TRAVEL AWARDS

Established in 2014, these awards recognize scholarship dedicated to improving knowledge about the intersections of disability with composition and rhetoric, the value of disability as a source of diversity, inclusive practices and the promotion of access, and the value of disability as a critical lens.

Disability in College Composition Travel Awards 2019 Recipients

Mary De Nora, Texas Tech University, Lubbock Rachel Donegan, Middle Tennessee State University, Murfreesboro Rachel Herzl-Betz, Nevada State College, Henderson Cody A. Jackson, Texas Christian University, Fort Worth Caitlin Ray, University of Louisville, KY Anne-Marie Womack, Tulane University, New Orleans, LA

Disability in College Composition Travel Awards Committee

Chair: Heidi Williams, Tennessee State University, Nashville
 Sylvia Basile, Midlands Technical College, Columbia, SC
 Mark Blaauw-Hara, North Central Michigan College, Petoskey
 Ashley Holmes, Georgia State University, Atlanta
 Tialitha Macklin, California State University, Sacramento

For a listing of previous Disability in College Composition Travel Awards recipients, please visit http://www.ncte.org/cccc/awards/disability.

THE MARK REYNOLDS *TETYC* BEST ARTICLE AWARD

The quarterly journal *Teaching English in the Two-Year College* selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

Best Article Award Committee

Chair: Mara Lee Grayson, California State University, Dominguez Hills Rebecca Fleming, Columbus State Community College, OH Robert Lazaroff, Nassau Community College, Garden City, NY Marlena Stanford, Salt Lake City Community College, UT

http://www2.ncte.org/awards/journal-article-awards/tyca-best-article/.



Pittsburgh Cultural EventDavid L. Lawrence Convention Center Spirit of Pittsburgh Ballroom A 7:30 p.m.-12:00 a.m.

The event will feature a live band and performances from Elaine Richardson and Christopher Henderson, music by DJ Todd Craig, dancing, and dinner and a cash bar.



Christopher Henderson



Elaine Richardson



Todd Craig

CCCC CONVENTION, PITTSBURGH 2019

