

Wednesday, April 6

Pre-convention Workshops, Events, and Meetings

Room and Location Names

Sessions are located in both the George R. Brown Convention Center and the Hilton Americas - Houston using the abbreviations GRB and Hilton.

Research Network Forum

Hilton Ballroom of the Americas Salon A–B, Level Two

9:00 a.m.–5:00 p.m.

Co-Chairs: Gina M. Merys, Creighton University, Omaha, NE

Risa P. Gorelick, College of St. Elizabeth, Morristown, NJ

The Research Network Forum, founded in 1987, is a preconvention forum which provides an opportunity for established researchers, new researchers, and graduate students to discuss their current projects and receive mentoring from colleagues in the discipline. The forum is free to CCCC convention registrants. As in past years, RNF 2016 features morning plenary addresses focusing on “Writing Strategies for Action,” the 2016 CCCC theme. During roundtable discussions, Work-in-Progress Presenters (WiPPs) at any stage of research and any position in the composition/rhetoric field (graduate student, junior faculty, tenured faculty, administrator, and/or independent scholar) are grouped by thematic clusters where they discuss their current projects. Discussion Leaders (DLs) lead the thematic roundtables and mentor WiPPs; this role is key to the RNF. Participants also include editors of printed and online composition/rhetoric publications (journals, edited collections, and book series), who discuss publishing opportunities for completed works-in-progress in an open, roundtable format.

International Researchers’ Consortium Business Meeting

GRB, Room 361BE, Level Three

5:15 PM–6:15 PM

Co-Chairs: Christiane Donahue, Dartmouth and Université de Lille III

Cynthia Gannett, Fairfield University

Annual business meeting; all are welcome.

Consortium of Doctoral Programs in Rhetoric and Composition

GRB Room 351B, Level Three
1:30 p.m.–5:00 p.m.

Chair: Kristine Blair, Bowling Green State University

The Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC), which represents more than 70 universities, meets every year in conjunction with CCCC. The CDPRC links doctoral education with the discipline, with members from the MA and undergraduate SIGS, and with local and national issues. In 2016, the CDPRC will offer a two-part forum that begins with a featured discussion topic and concludes with a business meeting, both of which are open events. This year's topic is a panel presentation focused on best practices for preparing doctoral candidates for multiple, flexible career paths in the academy and beyond, including two-year college teaching, assuming administrative responsibilities, serving diverse student populations, and training for non-academic positions. After a series of short presentations from doctoral program faculty and student representatives, the interactive dialogue will focus on the possibilities and constraints of preparing graduates for such future roles and responsibilities. The business meeting agenda includes reports from Consortium officers, election of new officers, planning for the 2017 meeting, and developing initiatives for maintaining connections with stakeholder groups. Graduate students are encouraged to attend both parts of the forum.

Qualitative Research Network Forum

Hilton Grand Ballroom L, Level Four
1:30 p.m.–5:00 p.m.

Co-Chairs: Gwen Gorzelsky, Wayne State University
Kevin Roozen, Auburn University

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

Poet-to-Poet Wednesday Event

Hilton Room 327

1:30 p.m.–5:00 p.m.

Co-Chairs: Mary Minock, Madonna University

Katherine Durham Oldmixon, Huston-Tillotson University

Join the Wednesday afternoon Poet-to-Poet event. Bring ten copies of one or two pages of original poetry in progress for insightful and constructive feedback. This workshop is not limited to readers at the Friday Exultation of Larks. There is no fee for the workshop. We particularly welcome CCCC member poets who are novices.

Intellectual Property in Composition Studies

Hilton Ballroom of the Americas Salon C, Level Two

2:00 p.m.–5:30 p.m.

Co-Chairs: Timothy R. Amidon, University of Rhode Island

James P. Purdy, Duquesne University, Pittsburgh

From remix, YouTube take-down notices, and the chilling of free speech to international free trade agreements, net neutrality, and open-access publishing, the high-stakes intellectual property issues for our field seem to be ever proliferating. This year we encourage teachers, researchers, students, editors, publishers, and writing program administrators concerned with the ownership and authorship of intellectual property to join the Caucus on Intellectual Property and Composition and Communication Studies (CCCC-IP) by attending our annual meeting. As the public and open counterpart of the CCCC Committee on Intellectual Property, the CCCC-IP has a twenty-year tradition of pragmatic and action-oriented meetings. Caucus participants create action plans, develop lobbying strategies, mentor junior scholars and graduate students, and produce documents for political, professional, and pedagogical use. This year attendees will contribute to roundtables designed to respond to four areas of timely concern: (1) emergent legislative and legal developments, including a breakout group that will explore the implications of the recent Hathitrust Digital Library and Georgia State University cases; (2) IP advocacy and outreach within CCCC/NCTE; (3) best practices regarding pedagogical approaches; and (4) a table where attendees can share stories about how IP issues have impacted the work they do as teachers, researchers, and citizens. Following the roundtable workshops, participants reconvene to share their plans and recommendations for future action.

Rhetoricians for Peace: Political Literacy for First-Year Students SIG

Hilton Ballroom of the Americas, Salon C

6:00 p.m.–8:00 p.m.

Chair: Heather Bruce, University of Montana, Missoula

Rhetoricians for Peace is dedicated to public activism and political literacy for the purpose of advancing peace and equity in the world. For this year's session, we will debate the best ways to translate this mission into pedagogical practice for the first-year composition classroom. Some voices in the field feel that political advocacy does not belong in the first-year classroom, that such pedagogy intimidates and even indoctrinates students while taking the focus off writing. We feel this characterization of our aims is inaccurate and serves a political purpose of quietism and political ignorance. Our panelists will discuss units drawn from their classrooms to discuss the pro and cons of pedagogical practices as seemingly diverse as critical pedagogy, concentrating on logic and clarity, activism, and unearthing propaganda in source materials. Each panelist will give an overview of his or her unit and provide materials for participants. With our participants, we will discuss the efficacy of each unit and through a debate of any ethical or pedagogical considerations, we will separate our projects from the caricatures of them present in current literature. Moreover, we will clearly show the need in today's world for this type of teaching for first-year students.

Newcomers' Orientation

Hilton Ballroom of the Americas, Salon F, Level Two

6:30 p.m.–8:30 p.m.

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

Master's Degree Consortium of Writing Studies Specialists

Hilton Grand Ballroom L, Level Four

6:30 p.m.–8:30 p.m.

Co-Chairs: Rebecca Jackson, Texas State University, San Marcos

Eric Leake, Texas State University, San Marcos

The annual meeting of the Master's Degree Consortium of Writing Studies Specialists is open to everyone interested in the issues facing MA/MS programs. The Consortium serves as a clearinghouse and advocacy network to strengthen programs, support the development of new programs, share resources, and promote the value of the Master's degree. Its areas of focus include programmatic development as well as the educational experiences and opportunities available to Master's students. The Consortium's agenda and minutes from previous annual meetings are available at www.mdcwss.com.

Performing Feminist Action: Microworkshops and Mentoring Tables Hosted by the Coalition of Women Scholars in the History of Rhetoric and Composition

Hilton Ballroom of the Americas, Salon A, Level Two
6:30–8:30 p.m.

Chair: Jenn Fishman, Marquette University, Milwaukee

The Coalition of Women Scholars in the History of Rhetoric and Composition Wednesday night session will begin with an Action Hour featuring a dozen concurrent short, interactive lessons in old and new ways of performing feminist activism. In the spirit of building and maintaining coalitions, the Action Hour roster includes microworkshops sponsored by the Asian and Asian American Caucus, the Black Caucus, the Latin@ Caucus, and the Disability Studies SIG. Together, we invite all conference-goers to join us for not only Action Hour but also for the mentoring tables that will follow (topics and mentors TBA). In addition, we will celebrate the recipient of the 2016 the Winifred Bryan Horner Outstanding Book Award.

CCCC/TYCA 2016 Public Image of Two-Year Colleges: TYCA Fame Award

Hilton Grand Ballroom B, Level Four
6:30–8:30 p.m.

Chair: Samantha Krag, Fullerton College

The TYCA Fame Award serves to publicly acknowledge the best positive mention of the two-year college appearing in any media during the previous year. The award gives credit to those reporters, writers, filmmakers and others who seek out and publicize exemplary students, faculty, programs, campuses, and/or recognize the two-year college system. The 2015 TYCA Fame award went to John Tierney for “When a Community College Transforms a City,” which appeared in *The Atlantic*, October 29, 2014. Honorable mention went to Tom Hanks, actor, producer, and director, for “I Owe It All to Community College: Tom Hanks on His Two Years at Chabot College” published in *The New York Times*, January 14, 2015.

Half-Day Wednesday Workshops

Morning: 9:00 a.m.–12:30 p.m.

12-Writing Pedagogies and Processes

MW.01 Plagiarism as an Educational Opportunity: Research-Based Responding to Student Plagiarizing

This interactive, research-based workshop addresses the complexities of plagiarism and responding to student plagiarism.

GRB Room 351E, Level Three

Speakers: Robert Yagelski, SUNY-Albany
Gerald Nelms, Wright State University
Carole Papper, Hofstra University
Scott Leonard, Youngstown State University
Valerie Seiling Jacobs, Columbia University

11-Research

MW.02 Voices of Undergraduate Research: Frameworks for Learning through Action

Faculty, administrators, and students will discuss frameworks, engage in reflection, and access resources for supporting student research.

GRB Room 351B, Level Three

Speakers: Angela Glotfelter, Miami University of Ohio
Brynn Kairis, Rutgers University-Camden
Jessie Moore, Elon University
Megan Schoettler, Miami University of Ohio

12-Writing Pedagogies and Processes

MW.03 Multimodal Research in the Writing Class Teaching Infographics to Help Students Construct Data-Driven Arguments

The basics of infographic design and how to build them into your multimodal research assignments to enhance students' data-driven arguments.

GRB Room 340B, Level Three

Speakers: Jamie S. Albert, University of Cincinnati Blue Ash College
Sonja Andrus, University of Cincinnati Blue Ash College
Robert Murdock, University of Cincinnati Blue Ash College

1-First-Year and Advanced Composition

MW.04 Repurposing Assessment: Valuing Student Actions via Course Contracts

An opportunity to explore and begin designing course contracts with experienced teacher-scholars.

Hilton Ballroom of the Americas Salon C, Level Two

Co-Chairs: Rebecca Powell, University of Southern Mississippi, Hattiesburg

Joyce Inman, University of Southern Mississippi, Hattiesburg

Discussion Leaders: Emily Martin, University of Southern Mississippi, Hattiesburg

Olivia Bushardt, University of Southern Mississippi, Hattiesburg

Kelli Sellers, University of Southern Mississippi, Hattiesburg

Erin Boade, University of Southern Mississippi, Hattiesburg

Missy Wallace, University of Southern Mississippi, Hattiesburg

Allison Tharp, The University of Southern Mississippi, Hattiesburg

Respondents: Asao Inoue, University of Washington Tacoma

Jane Danielewicz, University of North Carolina Chapel Hill

Peter Elbow, University of Massachusetts, Amherst

12-Writing Pedagogies and Processes

MW.05 Composing Comics: Theory and Practice for Writing Teachers

Our workshop offers participants an introduction to comics theory and practice with a wide range of applications for the writing classroom.

GRB Room 360AD, Level Three

Speakers: Henry Kirby, Virginia Military Institute

Gabe Sealy-Morris, Johnson C. Smith University

Susan Kirtley, Portland State University

Kathryn Comer, Barry University

Dale Jacobs, University of Windsor

Molly Scanlon, Nova Southeastern University

Hannah Dickinson, Hobart and William Smith Colleges

Steven Engel, Marygrove College

14-Writing Programs

MW.06 Consulting for Writing Programs: Developing Effective Practices

Participants share principles of good practice for consulting work ranging from curriculum development workshops to formal program review.

Hilton Grand Ballroom L, Level Four

Co-Chairs: Shirley Rose, Arizona State University

Deborah H. Holdstein, Columbia College Chicago

Speakers: Duane Roen, Arizona State University, “Figuring the Business End of Consulting”

Irwin Weiser, Purdue University, “The Rhetorical Art of Consulting, Part II: The Writing Program Reviewer as Evaluator”

Lil Brannon, University of North Carolina, Charlotte, “Preparing for a Consultancy: Doing Your Homework then Going with the Flow”

Deborah H. Holdstein, Columbia College Chicago, “Synthesizing, Clarifying, and Reconciling Presenters’ Perspectives”

Martha Townsend, University of Missouri, “Following Up: When Does the Consultation End?”

Chris Anson, North Carolina State University, “Making Consulting Work Visible without Revealing Confidential Information”

Michelle Cox, Cornell University, “The Rhetorical Art of Consulting, Part I: The Workshop Leader as Advocate”

Carol Rutz, Carleton College, “Attention to Audience: Places to Go and People to See”

Shirley Rose, Arizona State University, “Welcome and Introductions; Goal Setting for the Workshop”

12-Writing Pedagogies and Processes

MW.07 Taking Action with Student Retention and Success: An OWI “Student Matters” Workshop

Student guest respondents and a survey ground participant learning and activities about student needs for OWI.

Hilton Ballroom of the Americas Salon E, Level Two

Chair: Beth Hewett, Defend & Publish

Speakers: Lourdes Spurlock, Old Dominion University, “A Student’s Perspective”

Heidi Harris, University of Arkansas at Little Rock, “Preparing for an OWC”

Wendy McCloud, University of Arkansas Little Rock, “A Student’s Perspective”

Diana Gasiewski, Drexel University, “A Student’s Perspective”

Beth Hewett, Defend & Publish, “Providing Necessary Support Components for OWCs”

Jason Snart, College of DuPage, Glen Ellyn, IL, “Developing a Working ‘Community’ for OWCs”

Discussion Leaders: Diane Martinez, Western Carolina University
Leslie Olsen, Bellevue University
Kevin Eric DePew, Old Dominion University
Scott Warnock, Drexel University

12-Writing Pedagogies and Processes

MW.08 Active Support for Radical Pedagogies: The Postpedagogical Movement, Project-Based, Multigenre, and Multimodal Approaches

This workshop provides support for radical pedagogies, naming, building, and sustaining the postpedagogical movement in composition.

Hilton Ballroom of the Americas Salon D, Level Two

Co-Chairs: Jacqueline Preston, Utah Valley University, Salt Lake City, “Active Support for Radical Pedagogies: The Postpedagogical Movement, Project-Based, Multigenre, and Multimodal Approaches”

Nancy Mack, Wright State University, “Active Support for Radical Pedagogies: The Postpedagogical Movement, Project-Based, Multigenre, and Multimodal Approaches”

Speakers: Melody Wise, Glenville State College, “Project-Based, Multimodal Approaches to Improving Literacy in Secondary and College Classrooms”

Nathalie Virgintino, St. John’s University, “Studio and Art-Based Pedagogies in the Writing Class Learning through Making”

Robyn Tierney, New Mexico State University, “Moved to Write: Along Personal and Sociocultural Affective Sites”

Brian Stone, Huston Tillotson University, “Critical Hiphop Rhetoric Pedagogy”

Tara Roeder, St. John’s University, “Jamming the Smooth Operations of the Normal and the Ordinary: Resisting the Politics of Cohesion”

Jacqueline Preston, Utah Valley University, Salt Lake City, “It Began with Affection and Took Flight: The Ethical and Political Undercurrent Supporting Postpedagogical Approaches to Writing”

Matthew Pavesich, Georgetown University, “Make a Thing, We Told Them”

Derek Owens, St. John’s University, “Promoting, Showcasing, Flaunting: Highlighting the Multimodal Work Being Done by Our Students and Colleagues”

Nancy Mack, Wright State University, “Academic Identity Formation: Critical Narratives of Future Identities”

Adam Koehler, Manhattan College, “Finding Unity in Diversity: Toward a Radical Assessment”

continued on next page

- Kefaya Diab, New Mexico State University, “Filmmaking as Transformative Critical Pedagogy: Can We Actually Change the World”
Roseanne Gatto, St. John’s University
Katherine Hanzalik, Clemson University, “Transmedia Activism: A Post-Pedagogy for Parity”
Rik Hunter, University of Tennessee at Chattanooga, “Multimodal Collaborative Group Work: (Anxious) Active and Social Learning”
Jayne Moneysmith, Kent State University at Stark, “Mentoring Innovation: Providing and Seeking Mentorship for Radical Pedagogical Approaches”
Matthew Tougas, Louisiana State University, “Composing Disruption: Moving from Analysis to Action”
Deborah Coxwell-Teague, Florida State University, “Revitalizing and Reinventing a Composition Program”
Amanda Wray, University of North Carolina, Asheville, “Developing Rhetorical Frames for Inclusivity: Community Engaged Service in FYW”

12-Writing Pedagogies and Processes

MW.09 But I Don’t Know What to Say: Peer Review as a Tool to Help Students Effectively Join the Conversation

This workshop will walk participants through four different peer review models for in-class and online review.

Hilton Room 329, Level Three

Speakers: Travis Holt, Liberty University, “Text as Image: ‘Seeing’ What We’re Writing”

Elise Green, Longwood University, “Grillz and Spillz: Using Pop Culture”

Ramona Myers, Liberty University, “Fighting Perceptions of ‘The Blind Leading the Blind’ Using Stations”

Brian Harrell, University of Akron, “Online Peer Reviewing”

11-Research

MW.10 Basics of Coding: Analyzing Data and Reporting Findings

This half-day workshop is designed to help researchers overcome challenges they may encounter when they code language data.

Hilton Room 330, Level Three

Speakers: Jordan Smith, Iowa State University

Karen Lunsford, University of California, Santa Barbara, “Basics of Coding: Analyzing Data and Reporting Findings”

Jo Mackiewicz, Iowa State University, “Basics of Coding: Analyzing Data and Reporting Findings”

13-Theory

MW.12 Reading Workshop: Pedagogies, Processes, Purposes, Practices

This workshop explores ways to integrate reading instruction in composition courses.

Hilton Room 327, Level Three

Chair: Kelly Whitney, New Mexico State University

Speakers: Nancy A. Benson, University of Massachusetts, Dartmouth

Karen Shea, Johnson & Wales University

Mais Al-Khateeb, New Mexico State University

3-Community, Civic & Public

MW.13 Disrupting the Cycle of Mass Incarceration: What Can Writing Really Do?

What sort of action can writing teachers take to disrupt the cycle of mass incarceration?

GRB Room 360BE, Level Three

Co-Chairs: Patrick Berry, Syracuse University

Laura Rogers, Albany College of Pharmacy and Health Sciences

Speakers: Daniel Cleary, Lorain County Community College, “The Northeast Ohio Community Outreach Project: An Overview”

Phyllis Hastings, Saginaw Valley State University, “Restorative Justice Principles in Action after Incarceration”

Tom Kerr, Ithaca College, “The Rhetorical Challenges of Reenvisioning Community for Two Writers Long on Death Row: An Editor’s Perspective”

Rex Veeder, St. Cloud State University, “Stemming the Tide-Interrupting the Flow of At-Risk Youth to Prisons”

Kathie Klarreich, Exchange for Change, “Reporting to Give Words Wings: The Intersection of Journalism and Prison Writing Programs”

Barbara Roswell, Goucher College, Towson, “Inviting the Writing Workshop into the Writing Class Creative-Academic Hybrids within and beyond Prison Walls”

Discussion Leaders: Cory Holding, University of Pittsburgh

Tobi Jacobi, Colorado State University, Fort Collins

Kimberly Drake, Scripps College

Wendy Hinshaw, Florida Atlantic University

6-Information Technologies

MW.14 Critical Soundplay: An Audio Composing Workshop

Come play with digital audio. We'll practice and discuss recording, editing, performance, ethics, file formats, and remix.

Hilton Room 336A, Level Three

Speakers: Kyle Stedman, Rockford University, "Remixing Copyrighted Music"

Steven Hammer, Saint Joseph's University, "Politics and (mal)Practices of Compression"

Erin Anderson, University of Massachusetts, "Voice Editing and Ethics"

Trisha Campbell, University of Pittsburgh, "Performing toward Rhetorical Empathy"

5-History

MW.15 Archives as Sites for Community Collaborations, Classroom Explorations, and Activism

This workshop offers strategies for building community connections through archives and incorporating archival research in the classroom.

GRB Room 360CF, Level Three

Co-Chairs: Katherine Tirabassi, Keene State College

Michelle Niestepski, Lasell College

Speakers: Suzanne Bordelon, San Diego State University

Shannon Carter, Texas A&M University-Commerce

Michael-John DePalma, Baylor University

Jessica Enoch, University of Maryland

David Gold, University of Michigan

Jenna Morton-Aiken, University of Rhode Island

Tarez Samra Graban, Florida State University

Robert Schwegler, University of Rhode Island

Wendy Hayden, Hunter College, CUNY

3-Community, Civic & Public

MW.16 Engaging the Global in the Teaching of Writing: Critical and Multiperspective Approaches

Facilitators from several countries will help participants share and discuss teaching activities/ideas on global and cross-cultural issues.

GRB Room 361BE, Level Three

Co-Chairs: Santosh Khadka, California State University, Northridge

Sara Alvarez, University of Louisville

Ligia Mihut, Barry Univeristy

Ghanashyam Sharma, Stony Brook University

Speakers: Suresh Canagarajah, Penn State University
Violeta Natera, Pontificia Universidad Javeriana Cali
Vanessa Kraemer Sohan, Florida International University
Joleen Hanson, University of Wisconsin-Stout
Andrés Gómez, Universidad de los Andes
Xiaoye You, The Pennsylvania State University
Keith Lloyd, Kent State University
Maha Bali, American University of Cairo
Lisa Arnold, North Dakota State University
Thomas Lavelle, Stockholm School of Economics
Tom Do, Concordia University Chicago
Samantha NeCamp, University of Cincinnati
Pearl Pang, Yonsei University, South Korea
Claudia Doroholschi, West University of Timisoara
Isvari Pandey, California State University, Northridge

2-Basic Writing

MW.17 Grammar, Grammars, and the Teaching of Grammar in the 21st Century

A workshop designed to help participants develop alternatives to traditional approaches to teaching grammar.

Hilton Room 336B, Level Three

Speakers: Susan Gabriel, Community College of Baltimore County
Peter Adams, Community College of Baltimore County

1-First-Year and Advanced Composition

MW.18 Tools, Not Rules: A Workshop in Progressive Grammar

Grammar is involved in the construction of meaning in all its manifestations and is best taught as a resource for agency.

Hilton, Room 337A, Level Three

Co-Chairs: Joseph Salvatore, The New School
Craig Hancock, University at Albany

Speakers: Joseph Salvatore, The New School, “Sentence as Shaper of Meaning”

Stella Wang, University of Rochester, “Corpus Studies of Personal Pronouns”

Craig Hancock, University at Albany, “Intonation and Punctuation”

Cornelia Paraskevas, Western Oregon University, “Thematic Development”

Deborah Rossen-Knill, University of Rochester, “A Language-Construction Approach to “Basic” Writing: Providing Feedback That Fosters Local/Global Meaning-Making”

Half-Day Wednesday Workshops

Afternoon 1:30–5:00 p.m.

12-Writing Pedagogies and Processes

AW.01 Strategic Action in Teaching against Plagiarism: Using Plagiarism Pedagogically

This workshop focuses on developing practical teaching strategies to help students learn how to engage with sources and avoid plagiarizing.

GRB Room 351E, Level Three

Speakers: Gerald Nelms, Wright State University
Robert Yagelski, University at Albany, SUNY
Valerie Seiling Jacobs, Columbia University
Carole Papper, Hofstra University
Scott Leonard, Youngstown State University

1-First-Year and Advanced Composition

AW.02 Generating WAC/WID/WIC/WEC Action Plans: Strategies for Advancing Writing through Faculty Development

Speakers provide heuristics for advancing writing vertically by designing WAC/WID/WIC/WEC faculty action plans across the disciplines.

GRB Room 340B, Level Three

Chair: Debra Frank Dew, Valparaiso University

Speakers: Cristyn Elder, University of New Mexico, “Increasing Success for Multilingual Writers in a WAC/WIC/WID Program”

Mike Michaud, Rhode Island College, Kingston, “New to Bean (but not to WAC)”

Christopher Basgier, University of North Dakota, “Building a Writing-Enriched Program”

Timothy Oleksiak, Bloomsburg University, “Creating New Infrastructure for WID Initiatives”

Debra Frank Dew, Valparaiso University, “Interdisciplinary Thresholds: WIC as Site for Vertical Transfer as Strategic Action”

Delys Snyder, Brigham Young University, “Transferring Writing Knowledge from Professors to Teaching Assistants”

William FitzGerald, Rutgers University at Camden, “Establishing Common Ground for Writing in General Education”

Joyce Malek, University of Cincinnati, “From Novice to Expert: A WEC Model for the Health Sciences and Beyond”

11-Research

AW.03 Undergraduate Students as Researchers: Maximizing the Mutual Benefits

This workshop offers frameworks and strategies for successfully engaging undergraduate students as researchers and collaborators.

Hilton Room 332B, Level Three

Speakers: Crystal Bickford, Southern New Hampshire University
Melody Bowdon, University of Central Florida
Elizabeth Kleinfeld, Metropolitan State University of Denver
Lilian Mina, Miami University
Brett Morrison, University of Central Florida
Melissa Pompos, University of Central Florida
Michael Neal, Florida State University

3-Community, Civic & Public

AW.04 Writing Democracy 2016 | Documenting Our Place in History: The Political Turn, Part II

Writing Democracy 2016 revisits the idea of the “political turn” to develop writing strategies for action in classrooms and communities.

GRB Room 360AD, Level Three

Co-Chair: Shannon Carter, Texas A&M University-Commerce
Co-Chair: Deborah Mutnick, Long Island University
Tony Scott, Syracuse University, “Escaping the Crisis/Austerity
Cul-de-Sac in the Political Economy of Composition”

Respondents: Steve Parks, Syracuse University
Elenore Long, Arizona State University
Benjamin Kuebrich, Syracuse University
David Jolliffe, University of Arkansas
Veronica House, University of Colorado
Paul Feigenbaum, Florida International University
Carmen Kynard, St. John’s University
Kurt Spellmeyer, Rutgers University

7-Institutional and Professional

AW.05 Coming Together for Action: Multi-Level Institutional Support for Contingent Faculty

Institutions are morally obligated to support contingent faculty; the facilitators of this workshop offer some strategies for consideration.

Hilton Room 337B, Level Three

Speakers: Rose Gubele, University of Central Missouri, “Coming Together for Action: Multi-Level Institutional Support for Contingent Faculty”

Dorothy Arnett, University of Central Missouri

Daniel Schierenbeck, University of Central Missouri

Brenda Woods, University of Central Missouri

8-Taking Action

AW.06 Taking Action to Support Graduate Writers across the Curriculum

This workshop explores the needs of graduate writers, types of graduate writing support, and pedagogical approaches for graduate writing.

Hilton Room 337A, Level Three

Chair: Michelle Cox, Cornell University

Speakers: Talinn Phillips, Ohio University

Michelle Cox, Cornell University

Jenae Cohn, University of California, Davis

Daniel Moglen, University of California, Davis

Katya Fairbanks, Claremont Graduate University

6-Information Technologies

AW.07 Corpus-Based Approaches to Writing

This half-day workshop shows how corpus-based teaching and research help disrupt or confirm our intuitive notions about written texts.

Hilton Room 336B, Level Three

Speakers: Laura Aull, Wake Forest University

Zak Lancaster, Wake Forest University

Brian Ray, University of Nebraska at Kearney

Cameron Mozafari, University of Maryland

Daniel Kies, College of DuPage

Sandra Kies, Benedictine University

Sonja Launspach, Idaho State University

8-Taking Action

AW.08 Developing Practical Pedagogical Approaches for International L2 Writers in the Classroom and Beyond

The workshop focuses on initiating and developing supports for international students from inside and outside of the classroom.

Hilton Room 336A, Level Three

Co-Chair: Katherine Silvester, Indiana University

Speakers: Jennifer Eidum Zinchuk, Elon University

Mariya Tseptsura, University of New Mexico

Pisarn Bee Chamcharatsri, University of New Mexico

Greer Murphy, Woodbury University

Steve Simpson, New Mexico Tech

Norah Fahim, University of Washington

Paul Kei Matsuda, Arizona State University

12-Writing Pedagogies and Processes

AW.09 Working with Military-Affiliated Writers: Research and Practice for Composition Teachers, Scholars, and WPAs

Sharing and planning strategies for working with military-affiliated writers in writing intensive programs, courses, and research.

Hilton Room 333, Level Three

Chair: Mariana Grohowski, Massachusetts Maritime Academy

Speakers: Cassandra Branham, University of Central Florida

Catherine St. Pierre, Ohio State University / UPJ

Mark Blaauw-Hara, North Central Michigan College

Derek Handly, United States Naval Academy

April Cobos, Old Dominion University

Lisa Langstraat, Colorado State University

Sue Doe, Colorado State University

Jeannie Waller, University of Arkansas

Tara Hembrough, Southeastern Oklahoma State University

Katt Blackwell-Starnes, Lamar University

7-Institutional and Professional

AW.10 UDL 101: Accessibility, Pedagogy, and Praxis

This hands-on workshop teaches the why, what, and how of (re)designing accessible instructional materials.

Hilton Room 330, Level Three

Speakers: Andrea Beaudin, Texas Tech University

Angela Shaffer, Texas Tech University

Sean Zdenek, Texas Tech University

3-Community, Civic & Public

AW.11 Telling Stories, Writing Cultures: Using Indigenous Rhetorics in the Writing Classroom

This workshop will prepare participants to incorporate Indigenous rhetorical practices into composition classrooms.

Hilton Room 329, Level Three

Chair: Phill Alexander, Miami University

Speakers: Gail MacKay, University of Saskatchewan

Joyce Rain Anderson, Bridgewater State University

Ezekiel Choffel, Michigan State University

Sundy Watanabe, University of Utah

Yavanna Brownlee, Ohio University

Phill Alexander, Miami University

12-Writing Pedagogies and Processes

AW.12 Teaching Writing Abroad: Identifying Challenges and Opportunities

As study abroad gains momentum, what role should writing play in this high-impact practice?

GRB Room 360BE, Level Three

Speakers: Martha Townsend, University of Missouri

Katie Gindlesparger, Philadelphia University

Eli Goldblatt, Temple University

Linda Breslin, Southwestern Christian University, Bethany

Jim Bowman, St. John Fisher College

William Lalicker, West Chester University

7-Institutional and Professional

AW.13 First-Year Writing Assessment Strategies for General Education and Accreditation Expectations

This workshop prepares participants to assess first-year writing programs for general education and accreditation using best practices.

Hilton Ballroom of the Americas Salon E, Level Two

Chair: Amanda Morris, Kutztown University

Speakers: Kathy Hartman, Kutztown University, “IRB and Funding Facilitator”

Amanda Morris, Kutztown University, “Organizer/Best Practices and Artifact Assessment Facilitator”

Moe Folk, Kutztown University, “Local Rubric Design Facilitator”

Patricia Pytleski, Kutztown University, “Norming Facilitator”

Discussion Leaders: Robert Kilker, Kutztown University, “Artifact Assessment Discussion Leader”

Carissa Pokorny-Golden, Kutztown University, “Floating Discussion Leader”

Respondents: Amy Lynch-Binie, Kutztown University, “Coordinator of Composition”

Kevin Mahoney, Kutztown University, “Institutional Strategist”

9-Language

AW.14 Language and Lived Experience as Strategies for Writing and Coalition Building within a New Rhetoric of Difference

Multimedia, hands-on workshop to illuminate critical identity work among teachers and students as the basis for liberatory writing.

Hilton, Ballroom of the Americas Salon D, Level Two

Speakers: Rashidah Jaami` Muhammad, Governors State University, “African American Male Students in First-Year Writing Classes”

Isabel Baca, University of Texas at El Paso, “From Civil Rights to Students’ Right to Their Own Language to #BlackLivesMatter: Hip-hop Womanism and Hip-hopGirlFeminism”

Kim Brian Lovejoy, Indiana University Purdue University Indianapolis, “Multi-Level Strategies for Effecting Change in Teacher Knowledge and Attitudes Toward a New Rhetoric of Difference”

Elaine Richardson, The Ohio State University, “From Civil Rights to Students’ Right to Their Own Language to #BlackLivesMatter: Hip-hop Womanism and Hip-hopGirlFeminism”

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Geneva Smitherman, Michigan State University, “Theorizing for the
Twenty-First Century”

Qwo-Li Driskill, Oregon State University, “Linguistic Gendercide and
Indigenous Resistance”

Denise Troutman, Michigan State University, “Rhetoric/s of Difference”

Bonnie Williams, California State University Fullerton, “Designing
Co-Created Curriculum”

David Green, Howard University, “Designing Co-Created Curriculum”

Austin Jackson, Michigan State University, “Designing Co-Created
Curriculum”



All-Day Wednesday Workshops

9:00–5:00 p.m.

12-Writing Pedagogies and Processes

W.01 Mindful Writing: Taking Action toward a More Balanced Writing Life

This workshop offers participants direct experience in mindful writing strategies through meditation, yoga, and guided writing sessions.

Hilton Room 335A, Level Three

Co-Chairs: Maxwell Philbrook, University of Missouri
Jonathan Cisco, University of Missouri
Tara Pauliny, John Jay College/CUNY
Rebecca Dingo, University of Massachusetts
Amy Lannin, University of Missouri
Naomi Clark, Loras College
Jessica Philbrook, University of Missouri
Donna Strickland, University of Missouri

7-Institutional and Professional

W.02 Leadership in Action: A Workshop for Heads, Directors, WPAs, and Future Faculty Leaders

We will use research on institutional leadership and practical scenarios to help administrators develop their leadership skills.

Hilton Room 335B, Level Three

Co-Chairs: Susan Miller-Cochran, University of Arizona
Thomas P. Miller, University of Arizona
Discussion Leaders: Patti Wojahn, New Mexico State University
Ellen Cushman, Northeastern University
John Scenters-Zapico, California State University, Long Beach
Jane Detweiler, University of Nevada Reno
Joddy Murray, Texas Christian University

11-Research

**W.03 Responsible Action: International Higher Education
Writing Research Exchange**

Forty-two researchers from 28 countries share drafts in advance and have extended dialogue in small groups for deep exchange about writing research.

GRB Room 361CF, Level Three

Co-Chairs: Cinthia Gannett, Fairfield University

Christiane K. Donahue, Dartmouth and Université de Lille III, “Mapping Global Writing Studies”

Discussion Leaders: Olga Aksakalova, LaGuardia Community College, “Writing as Responsible Social Action in Post-Soviet Moscow”

Joe Moxley, University of South Florida, “Politeness, Criticism & Praise in Student Peer Reviews, a Cross-Cultural Analysis”

Asko Kauppinen, Malmö University, “Politeness, Criticism & Praise in Student Peer Reviews, a Cross-Cultural Analysis”

Magnus Gustafsson, Chalmers University of Technology, “Threshold Concepts for Testing Disciplinary Discourse Literacy”

Nuwar Mawlawi Diab, Lebanese American University, “Engagement, Error Revision, and Reflection: Tools to Reduce Students’ Lexical Errors”

Ann-Marie Eriksson, University of Gothenburg, “Investigating Academic Writing Assignments as Mediation Activity and Situated Practice: Taking the Participant Perspective as the Analytical Approach to Writing in the Disciplines at University”

Rebecca Dingo, University of Massachusetts

Jonathan Dueck, The George Washington University, “Mapping Global Writing Studies”

Anannya Dasgupta, Shiv Nadar University, “International Writing Partnerships and Pedagogy: An Exploratory Pilot between Shiv Nadar University and Duke University”

Denise Comer, Duke University, Raleigh, “International Writing Partnerships and Pedagogy: An Exploratory Pilot between Shiv Nadar University and Duke University”

Damian Finnegan, Malmö University, “Politeness, Criticism & Praise in Student Peer Reviews, a Cross-Cultural Analysis”

Estela Ene, Indiana University-Purdue University Indianapolis, “EFL Writing, Teacher Training, Students Needs and National Policy in Poland”

Lynne Ronesi, American University of Sharjah, “WID in an Introductory Major Course: Supporting Multilingual Chemical Engineering Students in the United Arab Emirates”

Brooke Ricker, Pennsylvania State University, “Negotiation of Pedagogies in EFL Writing Instruction in a Serbian University”

- María Errezuriz, Pontificia Universidad Católica de Chile, “Academic Writing Implicit Beliefs of Students and Initial Teaching Education Programme Preparers in Chile: Analysis of a Significant Relationship for the Development of Writing Skills”
- Beth Gulley, Johnson County Community College, “The American Composition I Course as an Extracurricular Activity for Chinese Students Who Are Studying at a Chinese University”
- Rachel Griffio, Community College of Allegheny County, “Recontextualizing Composition Studies: The Translingual Practices of Chinese Scholars Teaching in U.S. Universities (1987-2014)”
- Dyanne Escorcía, University of Poitiers, “Self-Regulation Strategies of Writing: A Key to Improve Academic Writing?”
- Zsuzsanna Reed, Central European University Budapest, “‘What Is of the Biggest Importance for this Particular Part of the Thesis and Chapters to Be, I Would Like to Attempt to Pursue My Task...’: Eastern European Students Writing History in English”
- Keith Comer, Victoria University of Wellington, “Wayfinding and Evaluating Grammar and Style Checking Applications in Composition Studies”
- Trista Rappert-McGetrick, Fulbright Ukraine, “The Rhetorical Structure of Research Article Introductions in Ukrainian and American Scholarly Journals”
- Karl-Heinz Pogner, Copenhagen Business School, “The Double Transition during the Master Thesis Project at a Business University: Becoming a (Peripheral) Member of the Academic and the Professional Discourse Community?”
- Violeta Molina-Natera, Pontificia Universidad Javeriana Cali-Colombia, “Content/Language Partnership in Teaching Disciplinary Contents through Reading and Writing”
- Majid Fatahipour, IAU Parand Branch, “Investigating the Predictors of Quality of Writing (in English) amongst EFL Skilled Writers in Iran and Comparing It with Native Skilled Writing”
- Gita DasBender, Seton Hall University, “English Writing Curriculum and Instruction at a Teacher Training College in Vietnam: Aligning with 2020 Project Goals”
- Tyler Evans-Tokaryk, University of Toronto Mississauga, “Academic Writing Instruction and the Discourse of English as an International Language (EIL): A Comparative Study of Canadian and South African Writing Centres”
- Andrea Scott, Pitzer College, “Far from the Margins: Theorizing the Disciplinary Histories of Writing Centers in Germany, Austria, and Switzerland”

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- Lance Cummings, University of North Carolina Wilmington, “Language Ideologies and Academic English in Pakistan”
- Jason Peters, Cal Poly San Luis Obispo, “The Cross-Border Archives of Composition”
- Simon Bell, Coventry University, “Les Mots Juste [sic]”
- Sabine Dengerscherz, University of Vienna, “Strategies for Professional Multilingual Writing”
- Wendy Kasap, Turkey, “Teaching Academic Writing to Altaic Learners”
- Najla Jarkas, American University of Beirut, “The Challenge of Writing in Context”
- Anna Wärnsby, Malmö University, “Politeness, Criticism & Praise in Student Peer Reviews, a Cross-Cultural Analysis”
- Steffen Guenzel, University of Central Florida, “Writing Practices and Pedagogy in Higher Education in Germany”
- Liliana Tolchinsky, Universitat de Barcelona, “Academic Writing as a Learning Tool: Writing to Learn”
- Roman Banzer, University of Liechtenstein, “Lecture, Notes, and Peer Feedback”
- Natalia Fullana, Universitat de Barcelona, “Academic Writing as a Learning Tool: Writing to Learn”
- Martin McMorro, Massey University, “Common Purpose? Collaborative Writing Development in a New Zealand University”
- Kirk St. Amant, East Carolina University, “Expanding Theories and Approaches to Researching Writing Practices in Global Contexts”
- Pavel Zemliansky, University of Central Florida, “Expanding Theories and Approaches to Researching Writing Practices in Global Contexts”
- Anne Nebel, Georgetown University SFSQ, “Empirical Investigations of Academic Writing and Its Development in the Context of Super-diversity”
- Chenchen Huang, Pennsylvania State University, “When a Billion Chinese Learn to Write in English: How China Has Shaped Composition Studies”
- Elisa Rosado, Universitat de Barcelona, “Academic Writing as a Learning Tool: Writing to Learn”
- Rachel Riedner, George Washington University, “Mapping Global Writing Studies”

8-Taking Action

W.04 Play as Activism: Using Game-Based Pedagogy to Build Structural Understanding, Foster Empathy, and Scaffold Change.

By playing and designing games for change, participants will learn how to produce learning outcomes from key concepts in game theory.

GRB Room 340A, Level Three

Speakers: Jessica Dambruch, Old Dominion University
Howard Fookman, Michigan State University
Kevin Moberly, Old Dominion University
Jill Morris, Frostburg State University
Lee Hibbard, University of Alabama in Huntsville
Sarah Dwyer, Valdosta State University
Rebekah Shultz Colby, University of Denver
Richard Colby, University of Denver
Kris Purzycki, University of Wisconsin-Milwaukee
Stephanie Vie, University of Central Florida
Jennifer deWinter, Worcester Polytechnic Institute
Anjali Pattanayak, University of Wisconsin-Platteville
Emily Bunner, University of North Carolina at Chapel Hill

2-Basic Writing

W.05 The Transformative Action of Basic Writing: The 2016 Council on Basic Writing Preconference Workshop

Exposing intersections between lives of students/instructors and institutions to argue for basic writing action that fosters social justice.

Hilton Room 335C, Level Three

Co-Chairs: Lynn Reid, Fairleigh Dickinson University, “The Action of Emerging Scholars”
Barbara Gleason, City College of New York, CUNY, “Diverse Needs and Talents: Acting on the Promise of BW”
Michael Hill, Henry Ford Community College, “Grasping the “Phenomenal Forms”: A Dialogue on Taking Action in Basic Writing”
Heidi Estrem, Boise State University, “CBW INNY Award Presentation: Taking Action beyond the Classroom”
Susan Naomi Bernstein, Arizona State University, Tempe, “Working with Labor in BW”
Michael Hill, Henry Ford Community College, “The Transformative Action of Basic Writing”
Lynn Reid, Fairleigh Dickinson University, “The Transformative Action of Basic Writing”

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- Speakers:** Anicca Cox, University of Massachusetts Dartmouth, “Working with Labor in BW”
- Long Chu, Writers in the Schools, “Creating Space for Writing as Activist Practice: Writing with WITS”
- Hope Parisi, Kingsborough Community College, CUNY, “Diverse Needs and Talents: Acting on the Promise of BW”
- Andrew Lucchesi, The Graduate Center, CUNY, “Diverse Needs and Talents: Acting on the Promise of BW”
- Shannon Carter, Texas A&M University-Commerce, “Grasping the “Phenomenal Forms”: A Dialogue on Taking Action in Basic Writing”
- Karen Uehling, Boise State University, “CBW INNY Award Presentation: Taking Action beyond the Classroom”
- Susan Naomi Bernstein, Arizona State University, Tempe, “Creating Space for Writing as Activist Practice: Writing with WITS”
- Christie Toth, University of Utah, “Diverse Needs and Talents: Acting on the Promise of BW”
- Jennifer Swartout, Heartland Community College, “Diverse Needs and Talents: Acting on the Promise of BW”
- Dawn Shepherd, Boise State University, “CBW INNY Award Presentation: Taking Action beyond the Classroom”
- Deborah Mutnick, Long Island University, “Grasping the “Phenomenal Forms”: A Dialogue on Taking Action in Basic Writing”
- Michelle LaFrance, George Mason University, “Working with Labor in BW”
- Heidi Estrem, Boise State University, “CBW INNY Award Presentation: Taking Action beyond the Classroom”

8-Taking Action

W.06 Supporting Innovation and Effecting Change at Two-Year Colleges and Open-Access Institutions

The session will provide strategies for teaching writing, program innovation, and effecting change at two-year and open-access institutions.

Hilton Room 338, Level Three

- Speakers:** Kristen Welch, Cochise College, “Building Frameworks for Collaborative Assessment Plans at Cochise College”
- O. Brian Kaufman, Quinebaug Valley Community College, “Combining Assessment and Instruction: Wearing Two Hats in the Writing Lab”
- Katie Kalish, University of Wisconsin Marathon County, “Effecting Change to Department Culture: Professional Development and Online Support”
- Jennifer Heinert, University of Wisconsin-Washington County, “Effecting Change to Department Culture: Professional Development and Online Support”

- Genie Giaimo, Bristol Community College, “Innovating while Growing a Community College Writing Center: Student-Directed Writing Center Research at Bristol Community College”
- Felicita Arzu Carmichael, New Mexico State University, “Introducing a New Online Writing Instruction Training and Professional Development Program at NMSU”
- Cheri Spiegel, Northern Virginia Community College, “Is there a Writing Program in This College NOW?”
- Joanne Giordano, University of Wisconsin Colleges, “Using Research to Develop Programs to Support Underprepared Students’ Transition to College Reading, Writing, and Learning”
- Christie Toth, University of Utah, “Rethinking ‘Class’: Poverty, Pedagogy, and Two-Year College Writing Programs”
- Brett Griffiths, University of Michigan, “Rethinking ‘Class’: Poverty, Pedagogy, and Two-Year College Writing Programs.”
- Cassandra Phillips, University of Wisconsin-Waukesha, “Using Research to Develop Programs to Support Underprepared Students’ Transition to College Reading, Writing, and Learning”
- Erin Doran, University of Texas at San Antonio, “Challenges and Opportunities of Faculty Responding to Integrated Reading and Writing at One Texas College”

7-Institutional and Professional

W.07 More Than Warm Bodies Needed: Who Is Qualified to Teach Writing and How Do We Know?

This workshop engages participants in discussions of expertise needed for teaching writing at all levels.

GRB Room 351A, Level Three

Discussion Leaders: J. Blake Scott, University of Central Florida
Betsy Verhoeven, Susquehanna University
Peggy O’Neill, Loyola University Maryland
E. Shelley Reid, George Mason University
Dominic DelliCarpini, York College of Pennsylvania
Steve Lamos, University of Colorado Boulder
Laura J. McCartan, Metropolitan State University
Tony Scott, Syracuse University
Elizabeth Wardle, University of Central Florida

8-Taking Action

W.08 A Workshop Sponsored by the Latin@ Caucus: Latin@s Taking Action in and out of the Academy

This daylong workshop seeks to help members of the Latin@ Caucus increase their participation in activist and scholarly forums.

GRB Room 351C, Level Three

Speakers: Consuelo Salas, University of Texas at El Paso
Raul Sanchez, University of Florida
Iris Ruiz, University of California Merced
Aja Martinez, Binghamton University, SUNY
Steven Alvarez, University of Kentucky
Sara Alvarez, University of Louisville
James Chase Sanchez, Texas Christian University
Cristina Ramirez, University of Arizona
Isabel Baca, University of Texas at El Paso
Kendall Leon, Portland State University
Alexandra Hidalgo, Michigan State University

4-Creative Writing

W.09 Writing Teachers Writing: Words in/as Action

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

GRB Room 351D, Level Three

Chair: Libby Falk Jones, Berea College
Speakers: Charles I. Schuster, University of Wisconsin-Milwaukee
Allison Schuette, Valparaiso University
Ann E. Green, Saint Joseph's University
Eberly Barnes, University of California San Diego
Melissa Goldthwaite, Saint Joseph's University
Santee McGlaun, Roanoke College
Irene Papoulis, Trinity College
Wendy Ryden, LIU-Post
Jacquelyne Kibler, Arizona State University
Jenny Spinner, Saint Joseph's University
Douglas Hesse, The University of Denver

12-Writing Pedagogies and Processes

W.10 Working Wikipedia: An Interdisciplinary Path to Taking Action

Contribute to the Wikipedia user community and design assignments that enhance learning, draw on archives, and challenge representation gaps.

GRB Room 351F, Level Three

Speakers: Greta Kuriger Suiter, Massachusetts Institute of Technology, “Incorporating Archival Resources”

Amanda Rust, Northeastern University, “Good Digital Citizenship”

Rebecca Thorndike-Breeze, Massachusetts Institute of Technology,

“Activism in Wikipedia: Working with Underrepresented Groups and Topics”

Jami Mathewson, Wiki Education Foundation

Cecelia A. Musselman, Northeastern University, “Critical Thinking in Action: Determining What and How to Contribute”

Amy Carleton, Massachusetts Institute of Technology, “Establishing Notability: Source Use in Wikipedia”

12-Writing Pedagogies and Processes

W.11 Moving from Pro Forma to Performa: Music and Performance in the Writing Classroom

Learn and practice a variety of performance and musical techniques for enhancing writing instruction and professional development.

Hilton Grand Ballroom A, Level Four

Chair: Peter Khost, Stony Brook University

Speakers: Peter Khost, Stony Brook University

Bob Lazaroff, Nassau Community College, SUNY

David Hyman, Lehman College, CUNY

Lauren Esposito, Marywood University

Shawn Garrett, Friends Academy

Nicole Galante, Stony Brook University

Faith Kurtyka, Creighton University

June Griffin, University of Nebraska-Lincoln

3-Community, Civic & Public

W.12 Feminist Workshop: Action through Care

This workshop will look at the concept of care, through a feminist lens, as it is applied at the intersections of home and institution.

Hilton Grand Ballroom B, Level Four

Co-Chairs: April Conway, Bowling Green State University

Lydia McDermott, Whitman College

Alison A. Lukowski, Christian Brothers University

Patty Wilde, University of New Hampshire

Jennifer Nish, American University of Beirut

Lauren Connolly, Lewis-Clark State College

Speakers: Kirsti Cole, Minnesota State University, Mankato

Amanda Greenwell, Central Connecticut State University

Cheryl Smith, Baruch College, CUNY

Elizabeth Baldrige, Illinois Central College

Krystia Nora, California University of Pennsylvania

Candace Epps-Robertson, Michigan State University

Sarah Prielipp, Michigan State University

Michelle Miley, Montana State University