

Chair: Linda Adler-Kassner, *Because Writing is Never Just Writing*, Chair's Address

Nicole Warwick, Wednesday, 9:00 a.m.–12:30 p.m. *Assessing Multimodal Writing: Cultivating Course Contract Pedagogies for Emerging Composition Medias*. A participatory workshop that explores theories and cultivates pedagogies for contract-based assessment of new media composition projects.

Robert Speiser, Graduate Student Work in Progress presentation at Research Network Forum.

Chelsea Brandwein and Erika Carlos, Undergraduate Students and Raab Writing Fellows, "The All Worked Up Project: Writing the Lives of Working College Students" Undergraduate Researcher Poster Session

Alyssa Foot, Thursday, 10:30 – 11:45 a.m. Undergraduate Student and Raab Writing Fellow "The Kaleidoscope Project," Undergraduate Researcher Poster Session

Karen Lunsford, Thursday, 10:30–11:45 a.m. *Precarious Positions: Research Praxis and Knowledge Making across Contexts* Sponsored by the Consortium of Doctoral Programs in Rhetoric and Composition Standing Group The panel examines knowledge-making and research praxis across different institutional constructs, researcher positions, and career trajectories.

Doug Bradley, Thursday, 10:30–11:45 a.m. Session Chair, *Civic Discourse and Activist Rhetorics from the Perspective of Underrepresented Groups*

Madeleine Sorapure, Thursday, 10:30–11:45 a.m. "Designed to Explore" *The Rhetorical Potential of Visual Confusion* Four panelists examine how overly functional approaches to information graphics obscure their communicative and pedagogical potential.

Bob Samuels, Thursday, 10:30–11:45 a.m. "Contingent Labor, Writing Studies, and Writing about Writing" *What Is Writing Studies Made of? Tackling questions of structures and boundaries of the field: presenters explore disciplinary futures growing out of earlier alliances.*

Patricia Fancher, Thursday, 10:30–11:45 a.m. "Building Alliances in Webspaces" *Designing while Feminist: Composing an Inclusive Practice of Digital Design*

Interdisciplinary scholars and media makers apply intersectional feminist rhetoric to negotiate an inclusive rhetoric of digital design.

Susan McLeod (Chair) Charles Bazerman (Respondent) Thursday, 12:15–1:30 p.m. Cultivating Capacity in Open-Access Publishing: The Next 20 Years of the WAC Clearinghouse This panel will reflect on developments in open-access publishing over the past 20 years and consider promising directions for the next 20.

Kevin Moore, Thursday, 3:15–4:30 p.m. “Creativity and Ethics in the Engineering Writing Classroom” The Creative Capacities of Writing Studies Explores creativity in peripheral writing studies contexts, including STEM, autobiography, ethnography, and creative writing pedagogy.

Kenny Smith, Thursday, 3:15–4:30 p.m. “How to Write with Statistics: Cultivating a Better Understanding of Science in the FYC Classroom” “Implications of WAC: Sites of Writing Education for and in Scientific Majors and Programs” Presenters discuss interdisciplinary awareness in First-Year Composition.

Christopher Dean, Thursday, 4:45–6:00 p.m. “Blogging to Cultivate Expert-Novices” Researching Multimodal Writing Assignments This session presents research about multimodal writing assignments, exploring how sound, image, video, and blogging impact student learning.

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Jennifer K. Johnson (Chair) Rhetoric and Disability: Neurodiversity, Communication Practices, and Self-Advocacy Panelists discuss the rhetorical affordances offered by the communicative practices of neurodiverse and disabled communities.

James Donelan Friday, 9:30–10:45 a.m. “The Intrusive Instructor and the Nosy Neighbor: Online Peer Review, Process, and Student Resistance” Finding Leverage Points to Cultivate More Engagement in Online Feedback and Revision This panel identifies new ways teachers can describe peer commenting, overcome student resistance, monitor effort, and value contributions.

Ti Wu, Graduate Student. Friday, 11:00 a.m.–12:15 p.m. “International Students’ Perceptions about Their Writing Experience in an American University” Language, Learning, and Literacy in the Classroom and the Community This

panel explores the intersections of classrooms and communities for multilingual students and English language learners.

Erika I-Tremblay, Friday, 11:00 a.m.–12:15 p.m. Graduate Student “Development of Writing Centers in Japan” Writing Centers across the Globe Speakers offer views of writing centers across the globe.

Charlyne Sarmiento, Graduate Student, Friday, 12:30–1:45 p.m. “Tracing Writing Development in the Lab: Understanding the Role of Writing in Undergraduate Students’ Enculturation into the Sciences” Tracking and Tracing Effective Pedagogies in Technical Communication Panelists explore various pedagogical strategies that they deem helpful to technical communication instructors.

Michelle Grue, Scholars for the Dream recipient. Graduate Student, Friday, 12:30–1:45 p.m. “Cultivating Empowerment by Changing the Narrative of Black Women in Academia” Doing What It Takes: Toward Meaningful Cultivation of Learning Spaces Panelists challenge narratives about African American women, repositioning agency in critical pedagogies.

Sarah Hirsch, Friday, 3:30–4:45 p.m. “Decoding the ‘X’: The Intersection of Visual Rhetoric and Materiality in Post-Katrina New Orleans” Visual Spaces, Physical Places, and Social Action These panelists engage how space, place, bodies, and visual rhetorics shape identities, history, and social action.

Kara Mae Brown, Jennifer K. Johnson, Nicole Warwick, Saturday, 12:15–1:30 p.m. Researching Meaningful Feedback in Assessment Ecologies This panel will present research results focused on what students perceive as meaningful feedback in regards to their writing.

Kathryn Baillargeon, Saturday, 12:15–1:30 p.m. “‘So, I’m Not the Only One?’: Writing, Reflection, and Peer Socialization in Dissertation Boot Camps” The Stakes Are High: Cultivating Identity via Graduate Student Writing Graduate students form identities writing multiple high-stakes genres, from their first terms in school through the dissertation.