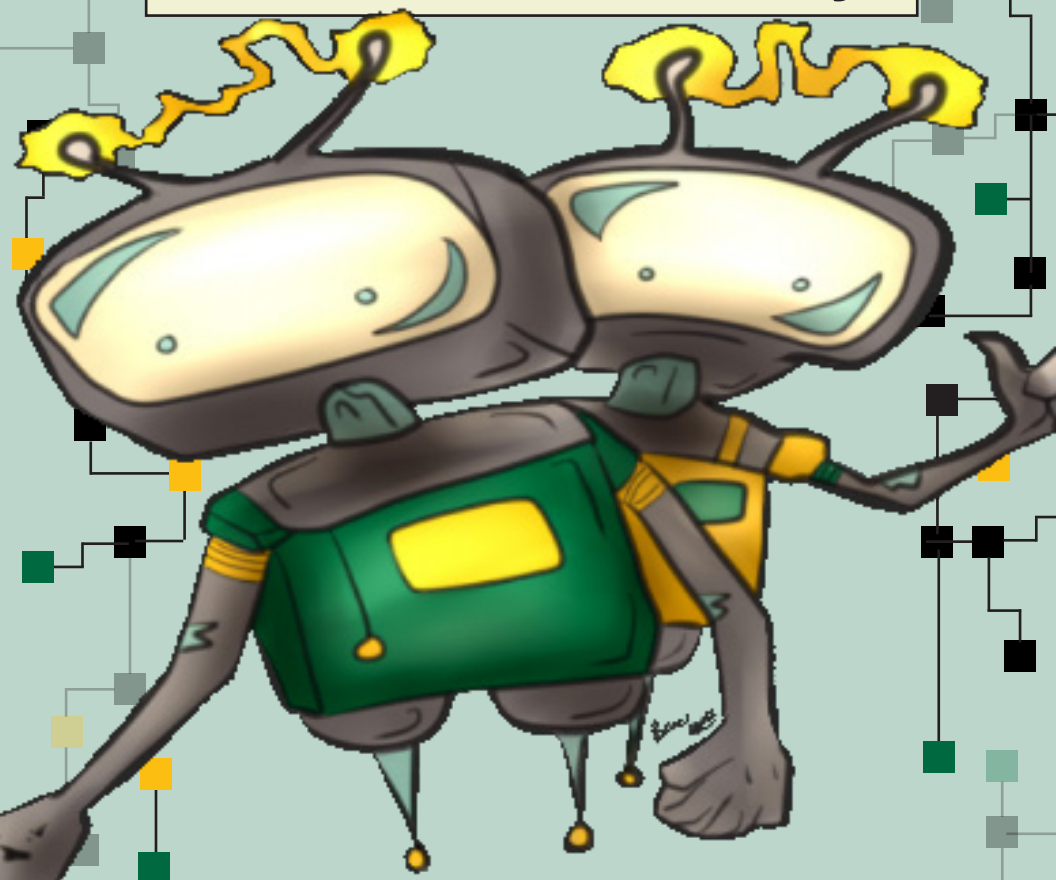
Computers & Writing 2018

Digital Phronesis

Culture/Code/Play



May 24th - May 27th, 2018

GEORGE MASON UNIVERSITY

Digital Phronesis: Culture/Code/Play

May 24-May 27 2018, George Mason University
4400 University Drive, Fairfax, VA 22030

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Welcome to Mason!



On behalf of the Writing and Rhetoric programs at GMU, the department of English, the University Libraries, and the conference planning committee, I am delighted to welcome you to Mason for the 34th Computers and Writing Conference. Our goal is to bring together our scholars, students, and community members to continue our exploration writing, computers, (both defined quite broadly) and the possibilities and challenges of brining these technologies together.

Our aim this year is to provide an exhiliarting and accessible conference, and as I worked on the program I found that I wanted to attend *all* of the sessions. I hope that you will find the offerings equally engaging and exciting.

I want to particularly thank a few people who were instrumental in putting on the show this year: Jen Ware and Ashley Hall once again provided excellent support with the C&W website; Matt Green served as our coordinator of volunteers; Beth Caravella designed the "happy robots" logo and program layout; and Rachael Lussos contributed both design expertise (those great boxes!) and also an excess of logistical support and organizational skill.

Here's to you, Computers and Writing #34!

Douglas Eyman, 2018 C&W Conference Chair

Schedule At A Glance

Thursday May 24th	
9:00 am - 12:00 pm	Morning Workshop Sessions (Fenwick & Johnson Center)
12:00 pm - 1:00 pm	Lunch @ The MIX
1:00 pm - 4:00 pm	Afternoon Workshop Sessions (Fenwick & Johnson Center)
5:00 pm - 7:00 pm	Opening Reception & Digital Showcase @ The MIX
Friday May 25th	
9:00 am - 10:15 am	Concurrent Sessions A (Fenwick & JC)
10:30 am - 11:45 am	Concurrent Sessions B (Fenwick & JC)
12:00 pm - 2:00 pm	Keynote & Lunch (Dewberry/Bistro, JC)
2:15 pm - 3:30 pm	Concurrent Sessions C (Fenwick & JC)
3:45 pm - 5:00 pm	Concurrent Sessions D (Fenwick & JC)
6:00 pm - 8:00 pm	Awards Banquet (Dewberry/Bistro, JC)
8:30 pm - 11:30 pm	Bowling!
Saturday May 26th	
9:00 am - 10:15 am	Concurrent Sessions E (Fenwick & JC)
10:30 am - 11:45 am	Concurrent Sessions F (Fenwick & JC)
12:00 pm - 2:00 pm	Keynote & Lunch (Dewberry/Bistro, JC)
2:15 pm - 3:30 pm	Concurrent Sessions G (Fenwick & JC)
3:45 pm - 5:00 pm	Concurrent Sessions H (Fenwick & JC)
5:15 pm - 6:30 pm	Poster Session
Sunday May 27th	
9:00 am - 10:15 am	Concurrent Sessions I (Fenwick & JC)
10:30 am - 11:45 am	Concurrent Sessions J (Fenwick & JC)
12:00 pm - 1:00 pm	Lunch & 7C Meeting (JC-Dewberry)

Conference Information

Registration & Help Desk

On Thursday, the Registration Desk will be located in the MIX; Friday-Sunday Registration will be in the Dewberry Hall lobby, on the bottom level of the Johnson Center (JC). Our volunteers are happy to help and answer questions; just let us know if you need assistance.

Exhibitors

Exhibitors are located in on the third floor of the Johnson Center, Friday-Sunday. Coffee breaks will also be served in this area on Friday and Saturday from 3-4pm. Exhibitor's hours will be from 9am to 5pm on Friday and Saturday, with optional hours on Sunday from 9am to noon.

Parking

Free parking for the conference is available in the Rappahanock River Parking Deck on levels one and two of the general parking area (do not park in the visitor parking area - look for "C&W Parking" signs). No pass is required.

Anti-Harassment Policy

All confernece attendees agree to create a safe atmosphere both during conference events and after hours on campus, in housing, and around town. Harassment based on gender, sexuality, race, size, ability, or age is strictly prohibited. Concerns should be directed to the Registration desk, or to one of the conference ambassadors staying in the dorms.

Photo/Video Policy

We have not arranged for photography or videography at the conference, but participants are encouraged to share photos and videos via the #cwcon and #cwcon18 hashtags. Please be considerate of your colleagues in attendance and be sure to obtain permission from anyone who is identifiable/in focus before posting.

Fragrance-Free Request

In order to ensure that all of our participants feel welcomed and supported, we respectfully request that attendees not use scented personal products (such as fragrances, colognes, and lotions) while attending the conference.

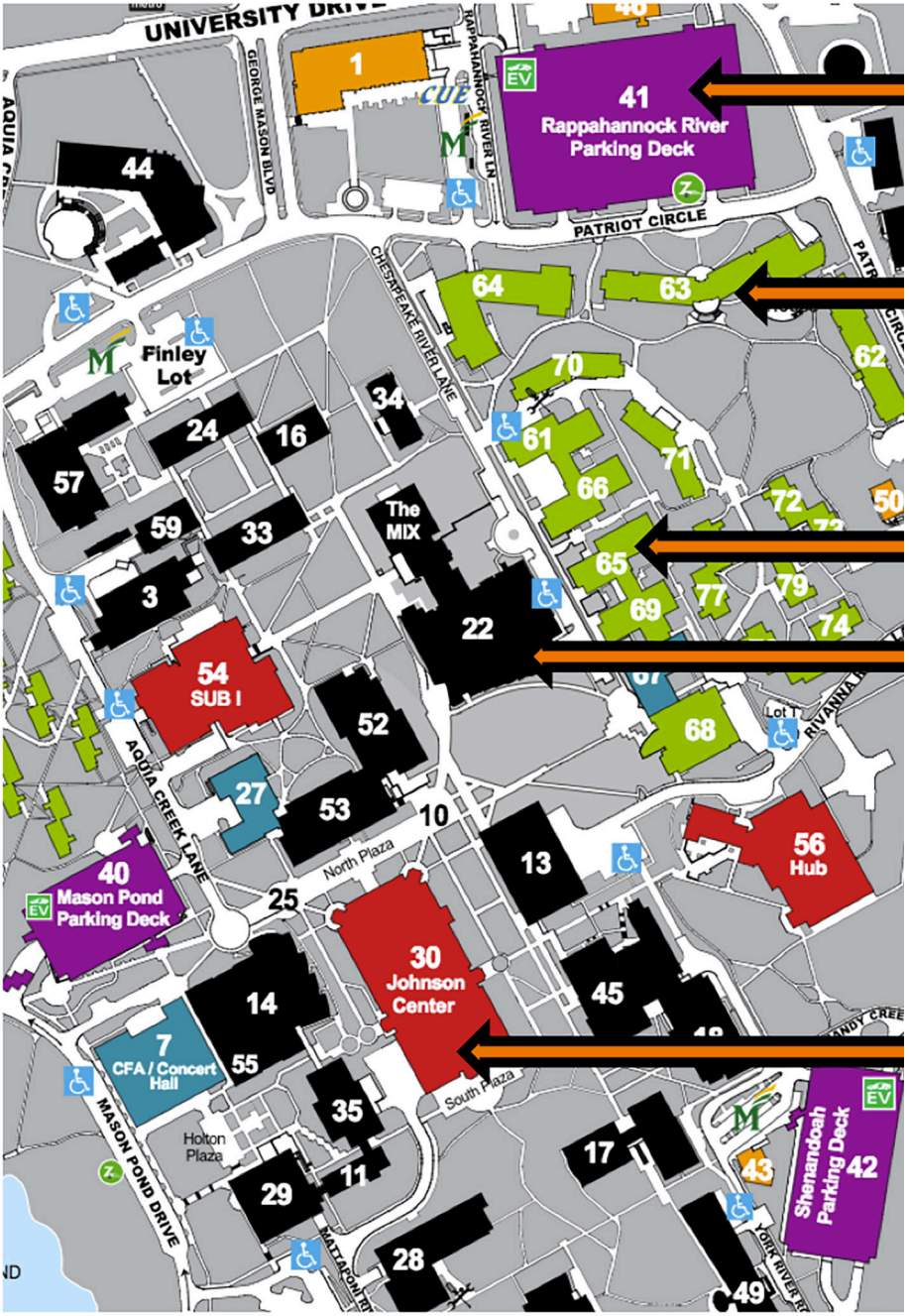
Quiet Room

Fenwick 5003 is our designated quiet room, but it is also used as a quiet reading room by the library community at large.

Mason Wi-Fi

1. On your device, select MASON as your wireless network
2. Go to your Web browser and enter itsservices.gmu.edu
3. The self-registration portal will appear
4. Click on Create an Account and enter your information to complete self-registration

The authentication system will assign a username and password. Guests can also connect to the wired network via active jacks in the residence halls, classrooms, and public areas around campus.


UNIVERSITY DRIVE
GEORGE MASON BLVD
RAPPAHANNOCK RIVER LN
1
CUE
41
Rappahannock River Parking Deck
PATRIOT CIRCLE
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CHESAPEAKE RIVER LANE
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Finley Lot
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The MIX
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SUB I
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Lot I
RIVANNA
AQUIA CREEK LANE
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Hub
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Mason Pond Parking Deck
North Plaza
13
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30
Johnson Center
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14
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CFA / Concert Hall
55
South Plaza
35
Holton Plaza
MASON POND DRIVE
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Shenandoah Parking Deck
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YORK RIVER



41. Rappahanock River Parking Deck - C&W Parking

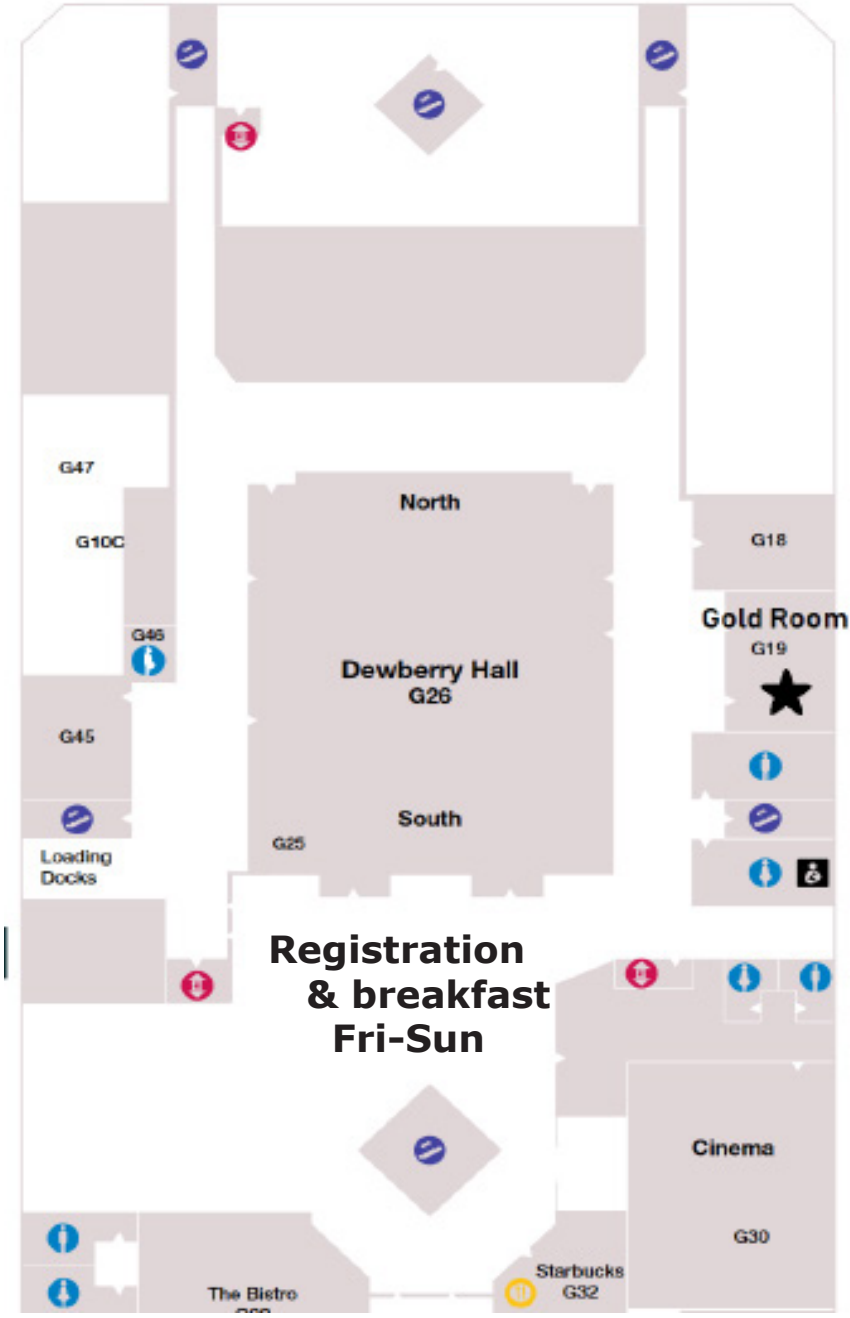
63. Hampton Roads - Conference Dorms

65. Piedmont Hall - Pick Up Dorm Keycard Here

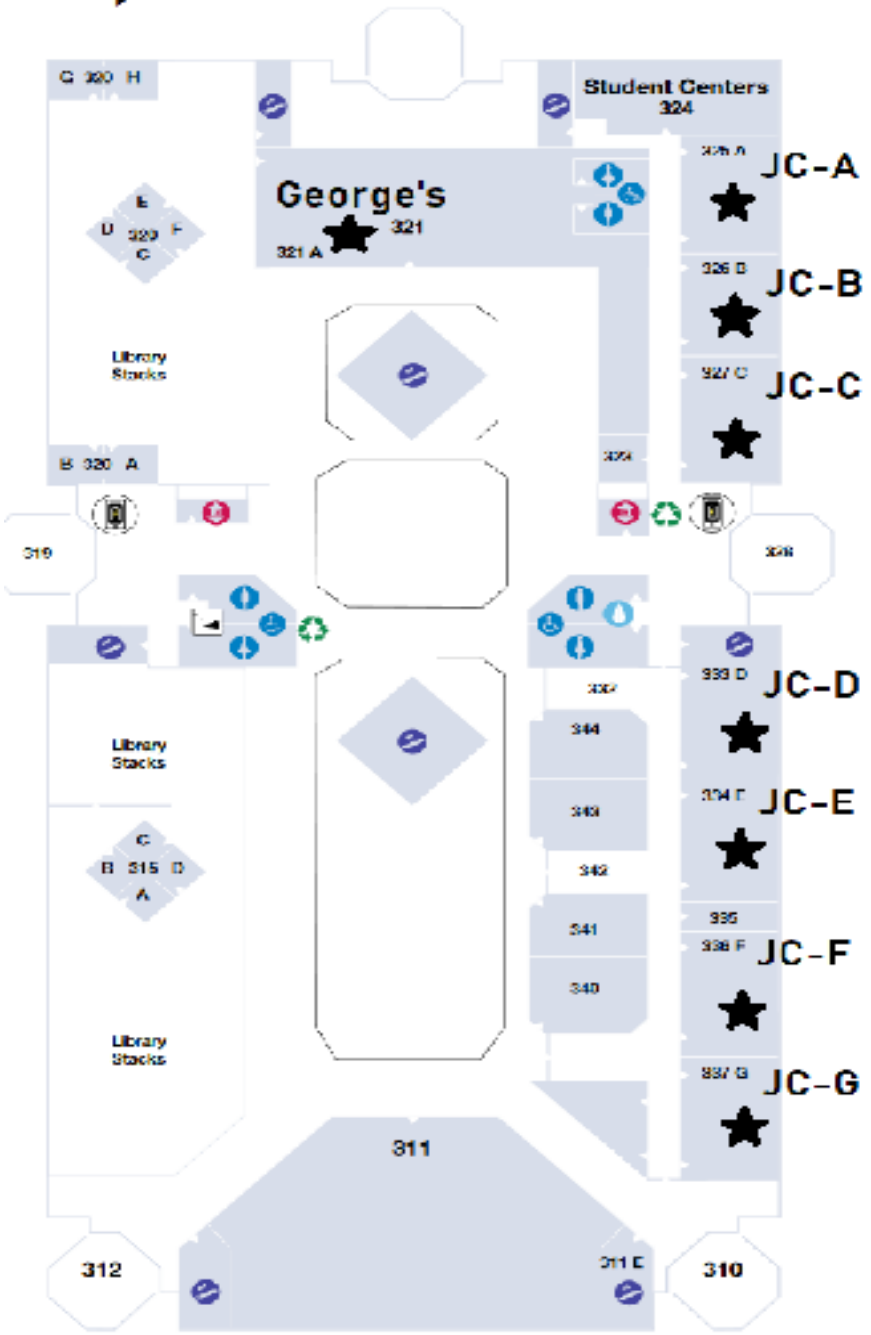
22. Fenwick Library and The MIX - GRN, Thursday Registration and work-shops; Fri-Sun sessions in Fenwick

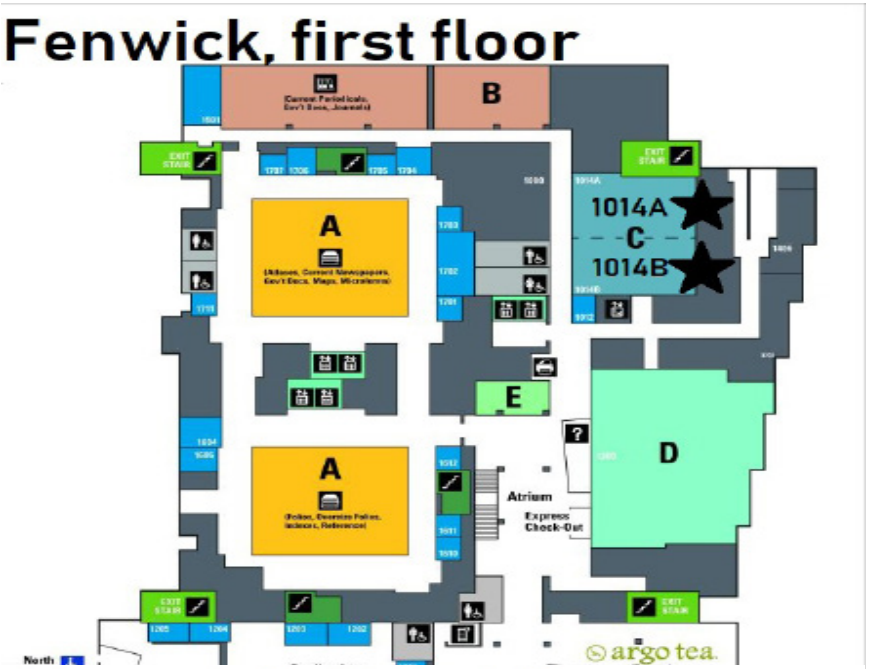
30. Johnson Center (the JC) - Fri-Sun Registration, sessions, posters, keynotes, and banquet

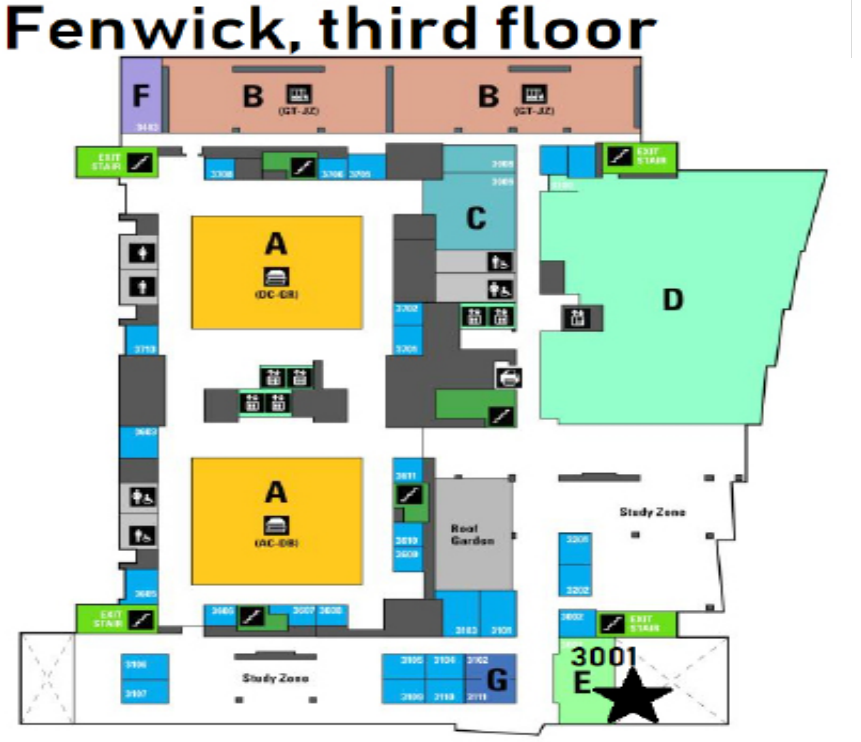
JC, ground floor



JC, third floor




Fenwick, first floor
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1014A
C
1014B
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Atrium
Express
Check-Out
argo tea.
North


Fenwick, third floor
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B
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(DC-DR)
A
(DC-DR)
Real
Garden
Study Zone
Study Zone
3001
E
G

Fenwick, fourth floor



Local Food & Drink

Here are some of the conference planning committee's local favorite spots for food and drink around Fairfax. We'll post a larger list of crowd-sourced recommendations to the conference website (http://candwcon.org/2018/dining)

On Campus

Argo Tea in the lobby of Fenwick Library will be open 8-4 on Thursday and Friday.

University Mall

University Mall is just south of campus on the other side of Braddock Road. The main watering hole for faculty is Oh George! - Fat Tuesday is a dive bar, and there is also a decent grocery store (Giant).

Downtown Fairfax

Downtown Fairfax is about a mile from campus and is a 20 minute walk--just followUniversity Blvd north. All of these restaurants are in a three block area downtown:

21 Great American Bistro - Upscale American
The Auld Shebeen - Irish Pub
Bollywood Bistro - Indian
Courtyard Thai - Thai
EastWind - Vietnamese/Pho
Eerkin's Uyghur Cuisine - Uyghur/Chinese/Turkish
French Quarter Brasserie - New Orleans
High Side - Craft Beer & Asian Street Food
Hamrock's - American
Natalie's Baguette - French
Sister's Thai - Thai
The Wine House - Upscale American

Pre-Conference Workshops
Thursday, May 24th

Graduate Research Network

The Mix | 9:00 am - 4:00 pm
Janice Walker & Angela Haas

Roundtable discussions provide an ideal setting share research with colleagues of similar interests. Coversations are facilitated by discussion leaders and work at any stage of completion, from conceptualization to publication, is welcome.
Note: Please see GRN Program for a detailed list of events.

Morning Workshops

~~MW.1 A Call to Action: Digital Rhetoric with Nonprofits~~ (Canceled)-

Fenwick 1014A | 9:00 am - 12:00 pm
Aimée Knight, John J. Silvestro, Bill Wolff

This workshop features several models to involve academic courses with local nonprofits and community-based organizations via digital projects. Workshop participants are guided through the process of designing and developing their own project or assignment that responds to community-identified needs.

~~MW.2 PhronesisMOO: A Computers & Writing Conference Creative Community~~ (Canceled)

Fenwick 1014B | 9:00 am - 12:00 pm
Kristopher Purzycki & Geoffrey Gimse

Following in the footsteps of past community spaces such as the Technorhetoric Bar and Grill on MediaMOO and Haynes and Holmevik's LinguaMOO, this workshop will focus on creating PhronesisMOO, a new multi-user domain (MUD) to be released to the C&W community.

MW.3 Creating 3D Games with the (Free, Open-source) Blender Game Engine

Fenwick 4010 | 9:00 am - 12:00 pm
Dennis Jerz

Using the free, open-source Blender Game Engine, participants will alter the default mechanics of simple arcade and maze games into an explicitly rhetorical digital artifact in order to examine the pedagogically useful ways this exercise can provide students with rhetorical mindfulness.

MW.4 Creating/Revising Digital Project Assignments to Facilitate Writing Transfer

Fenwick 3001 | 9:00 am - 12:00 pm
Crystal Fodrey & Meg Mikovits

This workshop explores the relationship between multimodal, digital assignments and teaching for transfer. Participants are asked to come prepared with a current or potential multimodal assignment that they will work with to collaboratively (re)envision assignments to incorporate transfer-facilitating practices.

MW.5 Evocative Objects Workshop: Re-imagining the Possibilities of Material Objects and Multimodal Composing

Fenwick 1014B | 9:00 am - 12:00 pm
Jody Shipka & Jason Markins

By composing complex 3D (analog) object-texts, participants can re-frame the tendency in the field to associate multimodality with digital media or visual-verbal 2D object-texts. By doing so, participants challenge the assumption that these 3D object-texts are arhetorical or purely expressive instead of valuable scholarly, academic artefacts.

Afternoon Workshops

AW.1 Learning Aurasma (Augmented Reality App) to Engage with Place, Play, and Practice

Fenwick 1014A | 1:00 pm - 4:00 pm
April Conway & Thomas Javier Castillo

Participants will work with augmented reality (AR) software (Aurasma) to create site-specific multimedia compositions. Participants should bring an iOS or Android phone or connected device and should plan to download the Aurasma AR app beforehand.

AW.2 Building User-Experience (UX) Research Centers

Fenwick 4010 | 1:00 pm - 4:00 pm
Laura Gonzales, Ann Shivers-McNair, Candice Lanius, Joy Robinson

Workshop leaders explore the role that user-experience (UX) research centers can play in a university setting. Participants discuss the practicalities of developing UX research centers on campus in order to promote relationships between these centers and universities, communities, and industries.

AW.3 Sparking Creativity: Digital Literacies for Your Invention-Based Composition Course

Fenwick 1014B | 1:00 pm - 4:00 pm
Jan Rune Holmevik, Amy Patterson, Chelsea Slack, Eric Hamilton, Shauna Chung, Shelly Lloyd, Victoria Houser

Participants receive hands-on experience with Adobe Spark and Behance, learning how to use these creative tools to transform their composition courses into unique invention-based learning experiences.

AW.4 Weaving Nonlinear Tales: Constructing Ludic Narratives with Twine 2.x

Fenwick 4008 | 1:00 pm - 4:00 pm
Anastasia Salter, Eric Murnane, Laura Moeller

Participants learn techniques for crafting nonlinear experiences using Twine, a beginner-friendly platform for creating interative narrative games with an emphasis on translating design patterns into play. Participants are encouraged to bring a Mac or PC to complete their designs.

AW.5 Zork's Revenge: The Return of Interactive Texts to Writing Courses

Fenwick 4008 | 1:00 pm - 4:00 pm
Daniel Frank, Christopher Wyatt, Lauren Woolbright, Daniel Cox

Through playing examples of interactive fiction games and then learning how to use the tools to make them, participants create a basic interactive work, learning strategies for incorporating interactive fiction in assignments and curriculum for their own courses and writing programs.

NB: AW.4 and AW.5 Have Joined Forces and will both be in Fenwick 4008.

Opening Reception & Digital Project Showcase

The MIX | 5:00 pm - 7:00 pm

Enjoy hors d'ouvres and libations along with a showcase of projects developed at the first KairosCamp (summer 2017).

Douglas Eyman, Showcase Chair

Erin Kathleen Bahl, Refracting Webtexts: Invention and Design in Composing Multimodal Scholarship

Chen Chen, #FOMO: Visualizing Disciplinary Lore on WPA-L

Patricia Fancher, Practice and Progress: Visualizing Community in America's Early Female Physicians

David Hochfelder, 40 Blocks, Thousands of Stories: Digitally Narrating Urban Renewal

Jen Justice & Wendi Sierra, Designing Scholarship: GradLife the RPG

Ben McCorkle & Jason Palmeri, Teaching with Television in *English Journal* Archives

Will Penman, Siri's Identity: How People on the Margins Use Parody YouTube Videos to Make Themselves Represented in AI

Mary P. Sheridan, Making Future Matters

Sarah Welsh, Delete this Article: Screenshots, Archives, and Digital Forgetting

Concurrent Session A
Friday, May 25th
9:00 am - 10:15 am

A.1 Playing with Multimodality in the Comp Classroom: An Assignment to Get the Process Started

Fenwick 1014B | Mini-Workshop
Dawn Mellinger

This mini-workshop is for instructors who want to contemporize their college classroom instruction using computer technology but don't know how or where to begin. Participants will develop a multimodal assignment and rubric.

A.2 Adventures in Phronetic Spaces: Graduate Students & Inter-institutional Horizontal Mentoring via Social Media Groups

Johnson Center A | Roundtable
Allegra Smith, Ashanka Kumari, Gavin Johnson, Christina Rowell, Kristie Ellison, Robin Farabedian

This roundtable reports and reflects on the horizontal mentoring experiences of participants in a PhD-student led Facebook group, including a content analysis of group posts that yields insights into the crowdsourcing practices, mentoring needs, networking opportunities, and knowledge circulation of participants.

A.3 Research as Play: Promoting Inquiry through Pedagogies of Play

JC-B | Roundtable
Trenia Napier, Courtnie Morin, Emily Hensley, Rachel Winter

The ACRL Framework for Information Literacy for Higher Education (2016) sees information literacy as a metaliteracy organized around six threshold concepts; one of these concepts, Research as Inquiry, can be used to situate research in theories and pedagogies of play.

A4. Twitter, #metoo, and Toxic Masculinity

Fenwick 4010 | Panel
#metoo: Resistance as a Mode of Attunement
Bryan Jones
The Risks and Opportunities of #MeToo
Caroline Dadas
It Reeks Like a Boy's Locker Room: Twitter's Digital Aphorisms and Toxic Masculinity
Rory Lee
Bryan Jones uses Bakhtin's concept of the carnivalesque to show how #metoo disrupts dominance through the violation of hierarchies; Caroline Dadas presents interview findings to show how marginalized populations use social media for consciousness-raising; and Rory Lee highlights the ways the tweet makes possible a digital manifestation of toxic masculinity.

A.5 Emotions, Bodies, Embodiment

Fenwick 3001 | Panel
Digital Composing (with) Bodies and Emotions: Revisiting 'Deep Embodiment'
Rich Shivener
XM: Enacting the QueerOS
Abbie Levesque
Meeting Students Where They Are: Building Personalized Digital Assessment Tools
Andrew Famiglietti & Robin Wharton

Rich Shivener argues for a deeper understanding of the practices and affective dimensions of digital scholarship; Abbie Levesque focuses on the implications of building a QueerOS in the form of an XML system for qualitative coding; and Andrew Famiglietti and Robin Wharton showcase software they developed to support their writing courses.

A.6 Cellphones and Selfies

Fenwick 4008 | Panel

Reclaiming My Time: Selfies as Ekphrastic Hope
Bonnie Kyburz

Writing for Mobile View: How Cellphones Encourage Students to Explore Metacognition and Flexibility
Catherine Forsa

Bonnie Kyburz describes selfies based on Mitchell's concept of "ekphrastic hope" and Catherine Forsa demonstrates how to foster flexibility and metacognition when students compose texts for cellphones' "mobile view."

A.7 Gaming and First-Year Composition

Fenwick 1014A | Panel

Using Video Games to Teach and Assess Audience and Revision in First-Year Composition
Kenton Howard

Harnessing Video Game Rhetoric
Greyson Sanders

The Game is Afoot: Learning to Play the Life of the Mind
Philip Choong & Sami Atassi

Kenton Howard shows a Composition I module he created based on the video game *Organ Trail*, a "retro zombie survival game"; Grayson Sanders explores the possibilities of video games as rhetoric, focusing on the "magic circle" of play; and Philip Choong and Sami Atassi describe their use of the social deduction game *The Resistance* in a composition course.

A.8 "Always in the Process of Becoming": Phronesis in/as Writing Studies Research

JC-C | Panel

Kelly Moreland, Lauren Garskie, Sara Austin

Located in their current research on TA preparation, feminist pedagogy, and informal writing spaces, the panelists share learning (and) experiences that shape our habits and values within both personal identities and research.

A.9 Creating a Culture of Accessible Teaching Practices

JC-D | Panel

Kirstin Bone, Melissa Green, Sara Maurice Whitver

Drawing on tenets of Universal Design for Learning and Universal Design for Instruction (UDL/UDI), this panel offers three inter-related case studies for creating a culture of accessible learning practices both within and in support of the composition classroom.

A.10 Methodology as Phronesis: Teaching and Learning Research as Embodied Practice

JC-E | Panel

How do I do Research, Again?: Phronetic Reflections on Co-teaching Methodology while Dissertating

Julie Lindquist

Research Is Hard: Making the Visible the Embodied Work of Learning Methodology

Les Hutchinson

Learning to Learn, and Learn Again: Reflections on Methodology, Pedagogy, and Collaboration

Maria Novotny

This panel considers how to teach and learn methodology as a practice of phronesis: 1) as researchers at different moments in our careers (one grad student writing a dissertation, one post-dissertation, and one senior faculty person); and 2) as collaborators in the development and delivery of a graduate research methodology course.

A.11 Planning for Change, Building in Redundancy: Preserving our C &W Archives

JC-F | Panel

Ashley Hall, James Purdy, Jennifer Marlow, Michael Day, Naomi Silver (Chair)

This panel focuses on our Computers and Writing community's efforts to recover, reconstruct, and re-vision the online archive of its thirty-five years of historical artifacts. We will describe archive, note what has been recovered, and ask for suggestions for reconstruction.

A.12 Teaching Phronesis: Scaffolding Knowledge Application and Ethical Judgement in Digital Spaces

JC-G | Panel

The Bait and Switch: Covert Research Assignments and Skills Transfer
Casey McArdle

Playing to Learn: Immersive Learning and Applied Knowledge
Kate Birdsall

Joining the Conversation: Reflection and Presentation
Kate Fedewa

Our exploration asks educators to help students develop and ethically apply "street smarts" as they work on projects in professional writing. Each speaker takes a specific verb as their focus, beginning with "research," moving through "play" and "transfer," and ending with "create."

A.13 You're Using What to Teach What?! When Unconventional Pedagogical Methods Actually Work

JC-239 | Panel

Memos, Messaging, and Mmmm, Brains!: An Apocalyptic Business Writing Course
Elkie Burnside

Hey What?! and HeLa: Race, Ethics, and Science Writing Pedagogy
Harley Ferris

From Anti-Suffrage Cartoons to Muslim Superheroines: Teaching Feminism through Comics
Rachael Ryerson

When instructors stumble upon ideas "so crazy they just might work," students and teachers alike can experience unexpected gains that more traditional, accepted practices fail to yield. This panel explores three instances in which teachers applied gamification, creative non-fiction, and comics respectively to challenging undergraduate content with positive results.

A.14 Social Justice Working Group

Johnson Center Gold Room | SIG
Kristin Arola, Samantha Blackmon, Kristine Blair, Angela Haas, Donnie Sackey, Emi Stuemke, Melanie Yergeau

The Social Justice Working Group seeks to foreground discussion of social justice in technology in order to build alliances while honoring differences. We extend special welcome to concerns and conversations surrounding the effects of schemes of normativity and tensions that arise along the axes of ability, identity, and access.

A.UGRS Undergraduate Research Symposium

George's @ the JC | Panel
Emoji's Effect on Digital Communication
Alexa Olah, Monmouth University
Brittany Cote, Monmouth University
Sarah Baker, Monmouth University

The increasing use of emojis, or small digital images used alongside or in place of text suggests that people are connecting to these images more personally than they are connecting with words alone. The panelists examine millennials' use of emojis and emojis' connection to millennials' unique childhoods, the similarity and representation of human facial features and expressions in emoji, and the role of visual communication, including emoji, infographics, concept maps, and infodoodles, in digital communication.

Concurrent Session B
Friday, May 25th
10:30 am - 11:45 am

B.1 Facilitating Undergraduate Research in the Humanities through the "Continuous Course Lab"

Fenwick 1014A | Mini-Workshop
Halcyon Lawrence, Sarah Lozier-Laiola

This workshop introduces the Continuous Course Lab (CCL) model, which integrates long-form humanities research projects directly into the learning outcome, assessment, and structure of an undergraduate course.

B.2 EnTwined Storytelling: Bringing Interactive Creative Nonfiction into the Classroom

Fenwick 4010 | Mini-Workshop
Eric Murnane, Laura Moeller

This mini-workshop invites participants to explore their own vulnerabilities by making interactive creative nonfiction using the open source tool Twine.

B.3 Behind the Scenes of Digital Aggression Research: Identity, Method, Action, and Self-Care

JC-A | Roundtable
Erika Sparby, Katherine DeLuca, Kristine Blair, Rachael Sullivan, Samantha Blackmon, Stephanie Weaver

We ask, What happens when a researcher has chosen to research hostile spaces—particularly spaces that are hostile to her own identity/ies? Each speaker has experience with social media (including violent anti-woman discourses, political campaign imagery, and alt-right narratives); gaming, sexuality, and safety; and/or developing research strategies that include productive action as a key component.

B.4 Western Democracy, Social Media, and Trolls: Where to Start

JC-B | Roundtable
Estee Beck, Liza Potts, Michael Trice, Douglas Walls

The 2016 election and the influence of both foreign powers and nonhuman composers have brought a series of challenges to western democracies. We discuss how digital rhetoricians and technical communicators must begin to leverage their expertise to understand and help shed light on these issues.

B.5 Riding as Writing: How Cycling Allows New Writing(s)

Fenwick 4008 | Panel
Bill Hart-Davidson, David Rieder, Drew Stowe, Lydia Wilkes

As digital technologies continue to develop they create new ways of creating meaning. By considering the ways that various technologies impact cycling we can also consider the ways that leisure, sport, health, and embodiment contribute to our ways of being in the world.

B.6 Teaching Coding/Writing Code

Fenwick 1014B | Panel
Pedacodegy: Toward Best Practices for Phronetic Coding Instruction in Postsecondary Education
Jim Nugent
Remediating Technologies, Remediating Writers: The Many Selves of Code-Writers
Elisa Finlay

Jim Nugent addresses coding in postsecondary education; and Elisa Findlay presents a qualitative study regarding the construction and remediation of the writerly self.

B.7 "Fail Fast, Fail Often:" Perspectives on Risk-Taking from Agile Methodology to the Writing Classroom

JC-C | Panel
Gamifying Experiences of Student "Failure" to Motivate Creativity and Innovation
Aaron Lanser
Teacher (Fear of) Failure: Teaching as Adaptation & Problem Solving
Mary Stewart
Defining Student Failure: Student and Faculty Perspectives on Digital Tools and Class Performance
Jenae Cohn

This panel applies the Agile Methodology of "fail fast, fail often" to digital writing classrooms: how do we make experiences of failure playful and in what ways do we apply playful pedagogies to institutionalize an acceptance of failure as a part of learning?

B.8 Multimodal Hip-Hop and Transforming Writing Studies

JC-E | Panel
Laquana Cooke, Regina Duthely, Todd Craig

Hip-hop's deployment of audio, alphabetic, and visual rhetorical strategies as an embodied composing practice should serve as a model for the radical possibilities of digital writing studies.

B.9 Playing wtih Twitter: The Practical Wisdom of Social Media Reserach

JC-F | Panel
Dan Anderson, Grant Glass, Desiree Dighton

This panel will consider how we might account for and reimagine the instability of data-based argument; how social media data relates with online and offline culture; and how this data might serve as an inventional resource for scholars, activists, and students.

B.10 Teaching Technology in Panem (or, How to Teach the Digital on an Analog Campus)

JC-G | Panel

Ethics of Accessibility and Video Game Pedagogy
Jen Justice
Phones Are Technically Computers Now, Right?
Patricia Poblete
But Students Can Gust Go to the Library?
Tiffany Carter

While the panel enjoys and employs video games, social media, and multiple-media projects in class, we also look askance at the underlying technological assumptions often made in the composition classroom and will offer a number of possible multimedia projects that instructors can use regardless of the technology available.

B.11 Both/And: Digital, Analog, and Physical Computing

JC-239 | Panel

From Design Thinking to Design Doing: Phronesis in Maker Pedagogy
Jason Tham
Analog Poiesis Meets Digital Phronesis: Crafting Texts that Intentionally Blur the Lines between Digital and Analog
Jason Markins
Understanding the Digital Through the Anti-Digital: Letterpress in Writing Research and Teaching
Devon Cook

In this panel, presenters re-evaluate the implications of design "thinking" and how we might theorize an improved, action-driven approach to innovation; discuss the materiality of composing circulation and the crafting of texts that intentionally blur the lines between digital and analog; and report on findings of a study of letterpress users composing practices with implications for research of writing via digital technologies.

B.12 Coding/Learning/Writing: A Cultural Digital Rhetorical Gathering

JC Gold Room | Panel

Coding Land Relationality in Thunderbird Strike
Elizabeth LaPensee

Learning Cherokee Online: Digital Survivance and Language Revitalization
Catheryn Jennings

Writing Culture: Powwow Bunnies and Rhetorical Velocity
Kristin Arola

Interrogating the coding and design of the video game Thunderbird Strike, the ways one learns a heritage language through digital spaces, and one Ojibwe woman's attempt to rhetorically intervene in a social media attack on her cultural claims, this panel shows how cultural and digital rhetoric can, and should, intersect with our theories, pedagogies, and practices.

B.13 Digital Archive of Literacy Narratives (DALN) Organizational Meeting

Fenwick 3001 | Panel

Ben McCorkle & Michael Harker

This organizational meeting, open to contributing partners, affiliates, and any other interested parties, will include a short presentation on the state of the Digital Archive of Literacy Narratives (DALN).

B.UGRS Undergraduate Research Symposium

George's @ the JC | Panel

Thought Processes Behind YouTube and its Composition Methods
Simon Cruz, Monmouth University

Digital Censorship in the Social Media World
FeiFei Ma, University of Maryland, Baltimore County

Keynote & Lunch
Friday, May 25th
12:00 pm - 2:00 pm

Dr. Elizabeth Losh

Hastag Feminism and Its Discontents

JC - Dewberry | Keynote



Celebration and criticism of so-called "hashtag feminism" rarely addresses the hashtag itself as an artifact or tries to locate its place in the history of information design. Although the story of the hashtag tends to be associated with Silicon Valley invention myths or power users like celebrities, the hashtag is actually the result of accreted sets of practices and invisible labor involving negotiating competing claims about identity, ownership, and naming conventions.

Elizabeth Losh is an Associate Professor of English and American Studies at William and Mary with a specialization in New Media Ecologies. Before coming to William and Mary, she directed the Culture, Art, and Technology Program at the University of California, San Diego. She is a core member and former co-facilitator of the feminist technology collective FemTechNet, which offers a Distributed Open Collaborative Course, a blogger for Digital Media and Learning Central, and part of the international organizing team of The Selfie Course. She currently serves on the Executive Council of the Modern Language Association.

Concurrent Session C
Friday, May 25th
2:15 pm - 3:30 pm

C.1 Electronics Composition: Paper-based Circuit Crafting and Physical-Digital Texts

Fenwick 1014A | Mini-Workshop
John Walter

This mini-workshop introduces paper-based circuit crafting as a form of material composition, detailing how paper-based circuit crafting has been and might be used in composition classrooms; participants will learn to craft three basic paper-based circuits of their own.

C.2 Feminist Methodologies That Engage Emergent Social Justice Issues in the Digital Writing Classroom

Fenwick 1014B | Mini-Workshop
Julie Bates, Sarah Warren-Riley, Lisa Phillips

Panelists present a case study arising from an of-the-moment social and environmental justice exigency; panelists will share potential pedagogical strategies for bringing the issue into the computer-mediated classroom. Participants will leave with ideas for in-class activities and research projects.

C.3 Writer/Designer: Making Multimodal Projects in Your Classes

Fenwick 4010 | Mini-Workshop
Cheryl Ball, Jennifer Sheppard, Kristin Arola

This session, part roundtable, part workshop, takes its exigence from the co-presenters' second edition of the textbook, *Writer/Designer: A Guide to Making Multimodal Projects*. Presenters will work with participants on areas of specific need in relation to the book's client- and process-based approaches.

C.4 Design Thinking and Game Design: A Productive Relationship for Writing Pedagogy?

JC-A | Roundtable
Sarah Lozier-Laiola, Joy Robinson, Laquana Cooke, Lisa Dusenberry

In this roundtable, we explore design thinking through gaming as a way to introduce ambiguity by considering the following questions: How do we define and interpret games design and development processes used in academic settings? How do we prepare the classroom space to support the design thinking activities through game development? What are the best ways to introduce the ambiguity required for design thinking through game development in the classroom? How do we infuse productive failure opportunities as an essential part of design thinking in the classroom?

C.5 Representing Diversity in Digital Research: Digital Feminist Ethics and Resisting Dominant Normatives

JC-Gold Room | Roundtable
Ashanka Kumari, Chris Lindgren, Kyle Larson, Les Hutchinson, Sweta Baniya

The speakers in this roundtable consider how their engaged practices of feminist ethics have come up against specific dominant normatives. Privileging the experiences of women of color, they question the embodied relationship they have with their research participants, and offer their methodological approaches for addressing ethical challenges that have surfaced through conducting their research in both digital and non-digital spaces.

C.6 Reading (and the) Interface

Fenwick 3001 | *Panel*

Guerilla Wondering: Language-Modifying Chrome Extensions to Hack the Interface of Web Reading
Elizabeth Chamberlain

Quantifying Reader Response: Towards a Mixed Reading of Media Experiences
John Murray

Social Annotation and Layered Readings in Composition
Michelle Sprouse

Elizabeth Chamberlain discusses writing a language-modifying extension to chrome; John Murray discusses the interplay of physiological signals and machine learning; and Michelle Sprouse discusses social annotation, primarily in the context of first-year composition.

C.7 Activism in Virtual Publics

Fenwick 4008 | *Panel*

Sex in Networked Publics
Sandra Nelson

Design Justice: Creating Change with Communities
Aimée Knight

Locating an Ethic of Dissent in the Virtual Town Hall
Kristina Fennelly

Sandra Nelson considers the ways Facebook and FetLife operate as contrasting digital publics through site policy and interface options; Aimée Knight explores how we can use a Design Justice Philosophy in our teaching and research; and Kristina Fennelly examines "argument culture" in social media forums like Facebook and Twitter.

C.8 "Translation Moments" as Phronesis in Classrooms and Communities

JC-B | Panel
Cristina Sanchez-Martin, Laura Gonzales, Elvira Carrizal-Dukes

Drawing on recent work that highlights the importance of linguistic diversity in technical communication and computers and composition, this panel situates the activities of translation as sites of innovation and rhetorical power.

C.9 Digital Citizenship at the Crossroads: Intersections between Phronesis, Classrooms, and the Internet

JC-C | Panel
Scott Caddy, James Neel, David DeVine, Ibrahim Alaswad

This panel addresses the integration of digital humanities and games theory into traditional and "hybrid" literature and composition classrooms.

C.10 Diversifying Digital Civics: Video Games, Participation, and Interface at Three Different Institutions

JC-D | Panel
Civic Rhetoric and Digital Participation: Civilizing Social Media One Class at a Time
Alice Henton
Designing Civic Interfaces to Reduce Online Harassment
John Gallagher
Across the Digital Divide: Civic and Rhetorical Agency in Digital Game Studies
Rebecca Tarsa

Our panel explores the intersection of civic engagement and student experience with a look at three different assignments taught at three different institutions. Each panelist discusses the challenges of situating civic rhetoric within a specific digital context.

C.11 Digital Rhetoric: Invention

JC-E | Panel
Practice Pataphysical: Rhetorical Invention and Find/Replace Technologies
Paul Muhlhauser
Software Libraries as Computational Topoi
Kevin Brock
Customizable Phronesis: The Making of Writing
Caleb Andrew Milligan

Paul Muhlhauser discusses how pataphysics, or the science of imaginary solutions, can be used for disruption and invention; Kevin Brock considers software libraries-as-topoi; and Caleb Andrew Milligan demonstrates a project to construct a personalized writing apparatus using Raspberry Pie.

C.12 Preaching What We Practice: How We Apply Our Artistic Selves to Our Writing Instruction

JC-F | Panel
Christopher Ritter, Patrick Johnson, Jim Haendiges

Speaker 1 shows how to use Microsoft OneNote to teach listening, reading, and writing skills; Speaker 2 will discuss how playing music contributes to teaching writing principles; and Speaker 3 will share how his experiences writing screenplays and comic scripts shape his conversations about writing with students, peer tutors, and faculty.

C.13 The Machine Rhetorics of Bots

JC-G | Panel
Praise and Blame of Social Media Bots: Rhetorical agency and ethics in the age of algorithms
Aaron Geiger
A Question of Phronesis: Does a Chatbot Talk to Itself?
Marcia Bost
Robot Writing Teachers: 3 Artifacts
Jimmy Butts

Aaron Geiger discusses bots and rhetorical agency between rhetors and technology; Macia Bost considers theories of digital agents' agency in the context of definitions set by sociologists Mustafa Emirbayer and Ann Mische; and Jimmy Butts demonstrates several approaches to algorithmic textual generation in the classroom.

C.14 Digital Phronesis and Technofeminism

JC-239 | Panel

~~Writing and Living in Digital Spaces: A Case Study of Saudi Females' Use of Social Media~~
~~*Manea Alharbi* (Cancelled)~~

Feminist Approaches to Digital Phronesis: Fostering Girls' Digital Literacies at Tech Camp
Carrie Gant

TechnoFeminist, Citizen, Activist Writer/Designer?
Dànielle Nicole DeVoss

Manea Alharbi presents findings from a case study of Saudi females' use of social media; Carrie Grant shares findings from a study conducted with a for-profit girls' technology camp; and Dànielle Nicole DeVoss discusses what a technofeminist, citizen, activist writer/designer might look like from rhetorical theory, design studies, and rhetoric and writing perspectives.

C.UGRS Undergraduate Research Symposium

George's @ the JC | Panel

Digital Videos as Required Writing Assignments in College-Level English Courses
Skyler Schack, Monmouth University

Usefulness of Discussion Boards in College Composition Courses
Charlee Helmstetter, Monmouth University

The Digital Humanities and How It Has Integrated Technology and Literature: A Clarification
Anthony Varlese, Monmouth University

Concurrent Session D
Friday, May 25th
3:45 pm - 5:00 pm

D.1 From Fake News to Predatory Journal Platforms: Reclaiming the Lost Art of Source Evaluation

Fenwick 1014A | Mini-Workshop
Norah Fahim, Chris Kamrath, Jenae Cohn

This workshop is designed to address the rise of two parallel phenomena affecting our students' research practices: Fake News and Predatory Journals

D.2 Between IRL and Digital Spaces: CUNY's CompComm Faculty Playfully Collaborating

JC-A | Roundtable
Andréa Stella, Anna Zeemont, Jesse Rice-Evans, Lindsey Albracht, Seth Graves

This roundtable will discuss how our organization—open to both graduate students, instructors, and writing program administrators—fostered a variety of cross-campus digital culture and digitally facilitated mentorship projects by informal structures of "practical wisdom" and peer mentorship.

D.3 Place/Interface: Situating Space as Ways of Knowing, Accessing, and Remembering

Fenwick 1014B | Panel
Krystin Gollihue, Ragan Glover-Rijkse, Mai Xiong

The first presenter examines the interactions between local and colonizing depictions of a World Heritage Site in Laos. The second presenter examines the gentrification of textile mills in central North Carolina.The final presentation examines issues of disability and mobility in rural spaces.

D.4 Institutional Infrastructure for Digital Writing

Fenwick 3001 | *Panel*
Infrastructure in the Contemporary University
Courtney Werner
City Tech's OpenLab as Digital Writing
Jill Belli
MOOCs Beyond the Dead: The Rapid Rise, Fall, and (Fuzzy) Future of Massive Online Open Courses
Steve Krause

Courtney Werner discusses changes in education since Devoss, Grabill, and Cushman's 2005 study "Infrastructure and Composing: the When of New-Media Writing"; Jill Belli reviews a taxonomy created for composing activities in OpenLab; and Steve Krause examines the rise and fall of Massive Online Open Courses.

D.5 The Phronesis of Teachers of Color: Intersectional Approaches to Technology in the Writing Classroom

Fenwick 4010 | *Panel*
From the top of the Dome: HipHop Pedagogical Sensibilities in the Writing Classroom
Victor Del Hierro
Making Way Outta No Way: Tapping on Students' Classroom Tactics to Enable a Pedagogy of Access in an HBCU
Esther Milu
Using Feminist Rhetorical Practices to Make and Keep Space: A Teacher of Color's Reflections on Developing "Counter-Courses"
Ronisha Browdy

In this panel, presenters discuss the complex pedagogical space of being a person of color in a classroom of students that is increasingly diverse. Each presenter will discuss examples of innovations built from the relationship between their embodied experience and their students in their writing classrooms.

D.6 Experiments in Transductive Writing and Rhetoric with the Kinect

Fenwick 4008 | Panel

Matthew Halm, Steven Smith, David Rieder

This panel will present a series of experiments using the Kinect sensor to transduce the human body to create digital forms of writing and rhetoric.

D.7 A Polyphony of Voices, Images, and Methods: Designing and Enacting Today's Digital Writing Research

JC-B | Panel

Soundwriting as Research Method: Mediating Undergraduate Discourse Studies

Crystal VanKooten

A Methodology of Interdependence through Video as Method

Christina Rowell

Capturing a Dynamic Whole: Multimodal Methods for Mapping Composing Processes

Jennifer Buckner

Speaker one will explore soundwriting as research method through analysis of an undergraduate multimodal portfolio. Speaker two will examine the use of video within qualitative research as a tool for data collection, analysis, and presentation. Speaker three will discuss the use of video, audio, and screen capture technologies for collecting data on multimodal composing.

D.8 Engaging Pedagogies for Student Success in Undergraduate Service Courses

JC-C | Panel

Jill Heney, Debra Purdy, Heidi Naylor

This panel presents two studies on student participation and engagement: implications from an NSF-funded study of introductory technical and professional communication (TPC) courses as well as findings from a study of an online first-year writing course.

D.9 Digital Accessibility

JC-D | Panel
Course Management Systems as Sponsors of Accessibility
Jathan Day
Cripping Metadata
Melanie Yergeau
Digitizing the Writing Process through Assistive and Augmentative Communication Devices
Margaret Moore

Jathan Day repurposes Brandt's 1998 concept of literacy sponsorship to examine how course management systems postion and promote themselves as sponsors of accessibility; Melanie Yergeau argues that the classification schema of metadata may perpetuate stereotypes of disability; and Meg Moore demonstrates the full cycle of the writing process through assistive technologies.

D.10 On-the-Spot Assemblages: Moving Literacies Across Digital and Physical Spaces

JC-E | Panel
Literacy, Mobility, and Collaborative Writing on the 7 Train
Ana Cortes Lagos
Traveling Theories: WAC Meets Digital Rhetoric in a Transnational Learning Space
Brice Nordquist
Prison Circuits: To Discern, Learn, and Compose (or Connect)
Patrick Berry

Sharing a framework oriented to interdependencies of material, embodied, digital, and communicative mobilities (Sheller, 2014), this panel offers more nuanced accounts of knowing, learning, and practical wisdom as literate actors and artifacts are revised and re-coordinated across space, time, and media through a series of case studies extending across spheres of activity—from subways to cellblocks, from college classrooms in Chile to the streets of Harlem.

D.11 Interactive Fiction and Hypertexts: Experiences with "Text Adventure" Authoring Tools in Writing Courses

JC-F | Panel

Working Within the Space of Interactive Fiction: Passion, Authorship, and Remix
Daniel Frank

The Natural Accommodation of Interactive Fiction: How Text-Based Games Remove Barriers to Participation
Christopher Wyatt

Possibility and Play: Game Writing and Game Studies as Liberating Praxis
Morgan Read-Davidson

Quest with Class: Interactive Fictions and Diversity
Lauren Woolbright

Panelists discuss their experiences with using interactive fiction (IF) and hypertext authoring tools within writing courses and across the curriculum, offering suggestions for effective student projects.

D.12 The Phronesis of Social Media Research: Findings on Digital Discourse, Citizenship, and Ethics

JC-G | Panel

Findings on Social Media Use in Undergraduate Classrooms
Stephanie Vie

Social Media Composing for Digital Citizenship
Jennifer Miller

Studying Discourse Disruption through Hashtags: #OrlandoStrong and Digital Rhetoric
Bill Wolff

Archives, Bots, Fake Accounts, and the Emerging Ethical Complexities of Social Media Research
Nicholas DeArmas

Contemporary scholarship in writing studies has considered social media from various angles, including how it may be incorporated into the classroom and academia in general. This panel seeks to continue discussions of how social media serve as a viable and robust site for cultivating meaning and identification though practitioner and student research.

D.13 Preservation, Curation, and Researching in the Archives

JC-239 | *Panel*
Preserving Digital Scholarship: Variable Media Questionnaire Case Studies
John Walter
Unseen Anxieties: Uncovering Technology Tensions in a Hidden Archive
Ian Golding
Feminist Archiving as Phronesis: Archive of Our Own and Creating Space for Interactive Digital Curation
Lee Hibbard

This panel discusses preservation, curation, and the boundaries of digital archiving and curation processes. John Walter uses the Variable Media Questionnaire, a preservation heuristic developed by the Guggenheim and the Langlois Foundation for ephemeral and multimodal art; Ian Golding reexamines the history of technology within the 1990s composition class through a previously undiscovered cache of twenty year-old writing student portfolios; and Lee Hibbard describes feminist archiving as phronetic process, highlighting the work of the website Archive of Our Own (AO3).

D.14 Cs The Day Card Game Playtesting

Fenwick 4001 | Play
Wendi Sierra

Cs the Day: The Card Game pits players against each other to compete for tenure. Teach classes, serve on committees, and desperately try to get the right combination of cards to hit that holy grail of tenure: a monograph!
Note: play testing CtD: TCG will not grant you tenure at your home institution.

D.UGRS Undergraduate Research Symposium

George's @ the JC | Panel

3D Printing and the Importance of STEM and Humanities Collaboration in Utilizing Emerging Technological Capabilities
Madison Jewell, Wright State University

Exploring the Ethical Concerns of Brain-Computer Interface (BCI) and Transhumanism: A Choose-Your-Own-Adventure Webgame
Haley Shea Barfield, University of North Georgia

Awards Banquet
Friday, May 25th
6:00 pm - 8:00 pm

JC - Dewberry | Dinner and Awards

Join the Computers and Writing Community as we recognize the outstanding achievements in our field.

Awards and Announcements:

Hawisher and Selfe Caring for the Future Award

Kairos Awards

Computers and Composition Awards

Digital Rhetoric Collaborative Book Prize

7C Awards

Announcement of the 2019 Computers and Writing Conference!

Friday Night - Bowling! 8:30pm - Midnight

Bowl America
5615 Guinea Rd, Fairfax, VA 22032

Concurrent Session E
Saturday, May 26th
9:00 am - 10:15 am

E.1 Text Visualization Tools

Fenwick 1014A | Mini-Workshop
Madeleine Sorapure

This hands-on mini-workshop will introduce participants to a number of tools (most free) that allow them to analyze and visualize text in different ways. During the workshop, participants will be able to use the tools in order to visualize texts of their choosing.

E.2 Meaning-Making and Randomization in E-Poetry Machines

Fenwick 1014B | Mini-Workshop
Amanda Hill & Laura Moeller

This mini-workshop will begin with a discussion of two e-poetry projects, both of which piece together moments of coded pattern and randomness to create new digital poetic works, created by the facilitators. The workshop includes an interactive experiment where the audience members engage in the building of a new poem as if they were coded computer machines.

E.3 Digital Distribution and Programmatic Progression: An Examination of Ideology in a Badging Initiative

JC-A | Roundtable
Alan Reid, Becky Childs, Denise Paster, J. Daniel Hasty

Coastal Carolina University recently launched a digital badging program designed to support students as they enter the university setting as readers and writers. Four key contributors to this badging initiative highlight the ways this digital delivery system brings a theoretically driven philosophy of language to composition classes across our campus.

E.4 Teaching with Technology in Global Contexts

Fenwick 4010| Panel

International Students' Perceptions of Mediated P2P Review: Subjectivities and Experience

Douglas Walls & Nupoor Jalindre

Technology in the Teaching and Learning of FYC in Ghana

Stephen Boakye

Doug Walls and Nupoor Jalindre discuss the effectiveness of peer-review pedagogies in a tech comm course populated by international and native language learners; Stephen Boakye presents findings from a study of a Ghanaian university's Communicative Skills (FYC) program.

E.5 Prosumers: Fan Fiction and Wikipedia

Fenwick 3001 | Panel

Living & Writing Fandom: Affordances and Consequences of Fan Platforms

Rachel Atherton

The Pedagogical Benefits of Fanfiction: Assigning a Fanfiction Writing Project

Erika Romero

Why Wikipedia Matters to the Humanities

Melanie Kill

Rachel Atherton uses feminist and queer theories in an autoethnographic analysis of fanfiction; Erika Romero argues that instructors should include fan writing practices in the writing classes; and Melanie Kill suggests that Wikipedia could benefit from contributions of scholars in the humanities.

E.6 Strategies for Digital Advocacy, Access, and Empowerment

Fenwick 4008 | Panel

A Sign of Digital Embodiment in Online Videos
Janine Butler

#AcademicAbleism and the (In)Accessibility of Digital Writing
Allison Hitt

Embodied Experiences, Disembodied Compositions
Sushil K. Oswal

This panel examines how disabled users mark their embodied difference in digital spaces, which is not only embodied but also disabled in exciting and fruitful ways. As the panelists will illustrate, this disabling of the digital provides avenues for activism and advocacy that are accessible to divergent mindbodies.

E.7 User-Centered + Design

JC-B | Panel

Improving International Students' Experiences in Online Writing Courses: A User-Centered Approach to Culturally Responsive Interface and Instructional Design
Bethany Monea

Not Idiots Anymore: Users as Creative Innovators
Isidore Dorpenyo

Writing with Users in Mind: Multimodal Composition as Design Research
Will Kurlinkus

Bethany Monea proposes a research-based strategy for enhancing cross-cultural interface and instructional design; Isidore Dorpenyo examines the redesign of a biometric technology manual for use in Ghanian elections; and Will Kurlinkus draws on the field of design studies to describe a multimodal composition curriculum.

E.8 Abstract Transmediations: Transferable FYW Outcomes in the Digital Age

JC-C | Panel
Christopher Stuart, Brian Gaines, Victoria Houser, Jan Rune Holmevik

Clemson University's first-year composition (FYC) program conducted a pilot study means to test the viability of a fully digital writing course, exploring the implications of using creativity software, media theory, and traditional elements of argumentation.

E.9 Exploring Pedagogies for Synchronous Video Writing Instruction

JC-D | Panel
Collin Bjork, Kimberly Fahle, Shelley Rodrigo

Based on a combination of rhetorical theory, pedagogical research, and personal experiences, these presentations examine how pedagogues a) craft their digital teacherly ethos, b) select methods of discursive engagement, and c) assess the impact of synchronous participation.

E.10 Panel, Interrupted

JC-E | Panel
Sebastian Ivy, Amber Lee, Nathan DeProspo, Byron Hawk (Chair)

How does digital memory interrupt conceptions of human memory? How does the digital world interrupt power structures, sovereign forces, and conceptions of autonomy? How do processes of subjectivity function in digital economies? How do digital sonic compositions enable the creation and revision of collective identities? Working through these questions, the panel looks to theorize alternative ways of ethically composing and inhabiting the digital world.

E.11 Reading and Writing about Bodies and Technology: Imagining a Rhetorical Technofeminist Pedagogy

JC-F | Panel

Rhetorical Technofeminism in the First-Year Writing Class
Kaitlin Clinnin

Interdisciplinarity and Technofeminism: Teaching Fat Activism
Katherine DeLuca

Revising and Reenvisioning Classroom Practice from a Rhetorical Technofeminist Perspective
Katie Manthey

Building on work in intersectional, feminist rhetorics and technofeminism, this panel explores rhetorical technofeminism as a generative framework for praxis. Panelists will review their own classroom practices and experiences, connecting the theoretical concepts of rhetorical technofeminism to embodied, everyday praxis.

E.12 The Fallacies of Open: Participatory Design, Connected Learning, and The Pursuit of Radical Possibility

JC-G | Panel

Anna Smith, Christina Cantrill, Stephanie West-Puckett

The concept of "open" promises frictionless sharing of knowledge, knowledge pathways, and knowledge-making resources. Our analysis of emergent relationships in the National Writing Project's Making Learning Connected MOOC (CLMOOC) suggests, however, that the "open" in "open learning" is a fallacy.

E.13 Cs The Day Card Game & TextJam Playtesting

Fenwick 4001 | Play

Wendi Sierra, Dan Frank

Join Wendi and Dan as they seek playtesters for their C&W community-developed games.

E.14 Digital Literacies

JC-239 | Panel
Digital Literacy as a Spectrum: Institutional Responsibility for Digital Outcome Implementation
Jennifer Hewerdine
The Podcast Voyager: Launching A Podcast Literacy Probe
Matthew Jacobson
The Politics of Literacy Instruction in *Computers and Composition: An International Journal* 1990-2015
Lynn Reid

Jennifer Hewerdine argues that institutions that implement digital literacy outcomes or digital outcomes of any kind have an ethical imperative to ensure access, infrastructure, and faculty and staff training; Matthew Jacobson introduces and launches a cultural probe—a design studies data gathering method—to help build podcast literacies; and Lynn Reid presents a qualitative analysis of *Computers and Composition: An International Journal* focused on how scholarship in the journal has contributed to disciplinary expertise regarding the politics of literacy instruction in higher education.

E.UGRS Undergraduate Research Symposium

George's @ the JC | Panel
"Some Very Fine People On Both Sides": Unpacking Reddit's Reactions to Charlottesville
Anthony Saylor, University of Maryland, Baltimore County

Partisan Memes for Political Dreams: A Look at How the Left and Right Harness the Internet's Power
Ashley Brooks, University of North Georgia – Gainesville

Political Discourse on Twitter Around the Government Shutdown
Willa Murphy, University of Maryland, Baltimore County

Concurrent Session F
Saturday, May 26th
10:30 am - 11:45 am

F.1 Memes and r/NoSleep: Digital Reactions to the 2017 Election with Pedagogical Implications

Fenwick 1014A | Mini-Workshop
Rachel Winter & Emily Hensley

This interactive workshop will focus on the phronesis of Twitter and r/NoSleep users, who have combined their learned knowledge about the production and dissemination of digital media with their lived experience regarding the 2016/2017 elections in the US.

~~F.2 Developing Digital Humanities Programs within Existing English Departments~~ (Canceled)

Fenwick 1014B | Mini-Workshop
Stephanie Hedge

This workshop takes a programmatic approach to incorporating Digital Humanities courses and tracks into existing English programs, offering strategies for developing program goals, pitching DH to administrators and (sometimes) reluctant faculty, building strong courses and sequencing, and supporting faculty and student digital research.

F.3 Konsult: An Invention-Based Learning Model Sparked by Digital Creativity

JC-A | Roundtable
Jan Rune Holmevik, Amy Patterson, Chelsea Slack, Eric Hamilton, Shauna Chung, Shelley Lloyd, Victoria Houser

This roundtable focuses on Gregory Ulmer's concept of the Konsult, a new site of electrate learning that brings students into attunement with the disaster. Six Konsults will be presented and discussed from both a scholarly and a creative perspective.

F.4 Online Writing Instruction

Fenwick 4010 | Panel

Beer Deconstructed: Designing Short Weekly Writing Assignments in a Fully Online Beer and Brewing Course
Alex Rockey & Kem Saichaie

Compose, Design, Educate: Developing a Digital Rhetorics Themed Online Writing Course
Allegra Smith

Friends Don't Lie: Eleven, Why Fetishinzing Community In OWI Is Disingenuous, and What We Can Do About It
Kevin Eric DePew

Alex Rockey and Kem Saichaie share their experience in designing short, weekly, writing assignments for a fully online course; Allegra Smith traces the design and implementation of an online first-year composition course at an R1 institution; and Kevin Eric DePew discusses OWI Principle 11, and questions whether discussion board pedagogies foster communal engagement.

F.5 Agency, Resistance, and the Case Against Social Media

Fenwick 3001 | Panel

"The Truth Is [Not] Out There": Rethinking Student and Instructor Agency in the Age of Government Surveillance
David Maynard

Assembling the Phronetic Case Against Social Media
Stephen McElroy

Design and Usability Methods to Combat Fake News
Nupoor Jalindre

David Maynard suggests that despite technical advances such as end-to-end encryption, networked digital technology constitutes an alien frontier in which instructor and student agency remains tenuous; Stephen McElroy argues that it may be in your best interests, and in the best interests of us all, to delete your Facebook account; and Nupoor Jalindre presents methods for training technical communicators to employ visual design and user experience strategies to combat fake news.

F.6 Teaching with Social Media

Fenwick 4008 | Panel

Networking Outcomes: Implementing Social Networking Sites in the FYC Classroom
Joel Bergholtz

Simulating Facebook's Newsfeed for Public Writing Pedagogy
Daniel Libertz

Owning Your Digital Shadow: Students' Right to Their Own Data
Mike Edwards

Joel Bergholtz presents strategies for implementing Social Networking sites into the FYC classroom; Daniel Libertz argues that writing constraints produced by algorithms can become accessible topics for writing instruction by using a simulation; and Mike Edwards argues that in an educational environment increasingly dominated by digital dataveillance for economic gain, instructors must be mindful of their ethical obligations to protect students' right to their own data.

F.7 Adopt-Adapt-Create: Teaching Digital Archival Practice through Collaboration in Technical Communication

JC-B | Panel

Erin Brock Carlson, Michelle McMullin, Patricia Sullivan

This panel argues that archival practices should be explicitly discussed and taught in technical communication courses; we further contend that digital archives should be presented as interactive platforms with material implications for their creators and users, rather than as mere containers of artifacts. This dynamic and digitally rich approach to teaching archival practice allows students to make connections between project management, information architecture, data storage, and retrieval, as well as the rhetorical, ethical and inventive choices they make in technical communication.

F.8 Formal Learning Meets Embodied Experience in the Computer Mediated Classroom

JC-C | Panel
Oriana Gilson, Lisa Dooley, Sarah Warren-Riley

This panel highlights our experiences as doctoral students teaching technical communication for the first time in computer mediated classrooms predominantly populated by undergraduate IT majors.

F.9 Gameplay, Choice, and Ethos in Writing Classrooms

JC-D | Panel
Flip it, game it, play it, grade it: a harder, better, faster, stronger pedagogy for FYC
Emi Stuemke
Gameplay and Operational Constraints in Digital Storytelling
Rebekah Shultz Colby
Examining the Ethos Construction of Metis and Phronesis in Gameplay
Cody Reimer

This panel looks at the role of gameplay in foregrounding student choice in flipped and advanced writing courses.

F.10 Valuing the Practical Wisdom of Practitioners: How Workplace Writing Research Can Change Writing Instruction

JC-G | Panel
The Phronesis of Proposal Writing
Heidi Lawrence & Rachael Lussos
Archive of Workplace Writing Experiences: A Digital Audio Collection and Inquiry into Professional Writing Development
Brian Fitzpatrick & Jessica McCaughey

This panel reports on two multi-year studies that demonstrate how writing instructors can tap into the practical wisdom of workplace writers through qualitative research.

F.11 Remediating Recipes: Food and/as Lived Experience

JC-F | Panel

Inedible Rhetoric: On Kitchen Creativity and Food Crimes
Jody Shipka

Fixing Memory: Recipes as Code, Artifact, Phronesis
Devon Ralston

Maternal Phronesis: Coding Sensed Cultures in Kitchens
Brianne Radke

Following Barthes and others who have suggested that entire worlds are created by, present in, transformed and communicated through food, we are interested in exploring food as a kind of code and coding practice.

F.12 Pedagogy as Phronesis: Practical Heuristic Approaches to Teaching Composition

JC-E | Panel

Developmental Writing, Video Games, and Composition Pedagogy
Sean Whelan

Writing with Video Games in First-Year Writing
Samuel Stinson

Teaching Procedural Rhetoric and Visual Enthymeme in the Science Writing Class
Garrett Cummins

Teaching Creative Storytelling and Critical Argumentation through Heuristic Play
Jon Stansell

Games in the composition classroom are phronetic, interactive multimodal texts that encourage students to further grow as writers through project-based learning, based on learner investment and interest through heuristic approaches. The four approaches included in this panel presentation focus on developing game-like heuristic activities to teaching composition in the developmental, first-year, and science writing classrooms.

F.13 Pedagogies of Writing for the Web

JC-239 | *Panel*

Distributed Innovation: Teaching as Co-Learning in Writing for the Web
Elizabeth Davis

Replacing "Writing" with "Content" in the Web-Writing Course
Jason Stuart

The Promises and Perils of Digital Writing as a General Education Course
Santosh Khadka

This panel discusses distributed innovation in writing-for-the-web pedagogies.

F.14 Negotiating Digital Subjectivity, Privacy, and Data

JC-Gold Room | *Panel*

The Problem with "Practical Wisdom" Offered by (Digital) Intellectual Property Gatekeepers
Jim Purdy & Karen Lunsford

The Interface between the Learned and the Lived: Changing Perspective to Unflatten Meanings
Laurence Jose

Understanding Digital and Material Writing Contexts through Cognitive Niche Theory
Julia Romberger

Panelists discuss intellectual property laws and myths, challenging the fixed viewpoint, and material influences on writing practices.

F.UGRS Undergraduate Research Symposium

George's @ the JC | *Panel*

The Road Less Traveled: A Documentary Film
Ashly Merced, Stony Brook University

Rethinking Teaching: An Exploration of Technology as a Tool in Education
Amanda R. Harris, Wright State University

Communicative Writing through Multimodality
Katelyn Caiati, Monmouth University

Keynote & Lunch
Saturday, May 26th
12:00 pm - 2:00 pm

Dr. Samantha Blackmon
Racing Games: On Games, Race, and Community Building

JC - Dewberry | Keynote



Video games are an interactive medium. We engage with them on a personal and embodied level. This talk focuses on the role that race plays in and around the games community. By viewing video games through a race based or racialized lens we are better able to illuminate the ways that race governs/influences the experiences of people who play, teach, and create games. Here I look to and call for less traditional modes of scholarly interaction with games and the games community in an attempt to foster intersectionality and inclusion in our research and knowledge creation practices.

Samantha Blackmon is an Associate Professor of English - Rhetoric and Composition at Purdue University. Dr. Blackmon is the Editor of *NYMG Feminist Games Studies Journal*. Her research and teaching interests are in Minority Rhetoric and Digital Rhetorics. Her more recent research projects looks at identity, video games, and content creators. She is co-editor, with Cristina Kirklighter and Steve Parks, of *Listening to Our Elders: Working and Writing for Change* (USU Press, 2011), and has published widely in the journals and edited collections of composition, technical communication, and computers and writing.

Concurrent Session G
Saturday, May 26th
2:15 pm - 3:30 pm

G.1 Composing with Mobile Technologies

Fenwick 1014A | Mini-Workshop
Gavin Johnson, Laura Allen

In this mini-workshop, participants will consider the intersections of mobile technologies, composing practices, and identity. Our goal is to discuss, generate, and practice pedagogies that actively engage mobile technologies--and participants will also take out their mobile devices and compose with them.

G.2 The DRC as a Digital Rhetoric Playground: Writing in the Classroom, Writing in the World

Fenwick 1014B | Mini-Workshop
Adrienne Raw, Anne Gere, Brandee Easter, Carleigh Davis, Jason Tham, Kristin Ravel, Lauren Brentnell, Lauren Garskie, Naomi Silver

This mini-workshop will work towards finding new ways to play with the materials available on the Digital Rhetoric Collaborative (DRC). Attendees and facilitators will work in small groups to tinker with new ways in which DRC materials might help students bridge writing in the classroom and "out in the world."

G.3 Less Instructions, More Choice: Creating Assignments For All Students

Fenwick 4010 | Mini-Workshop
Claire Lutkewitte

Through hands-on activities, this mini-workshop will explore practical approaches to writing brief instructions and to helping students use such instructions to create meaningful writing projects.

G.4 Multimodal Assessment Genres: Helping Students to Research their Writing Practice

JC-A | Roundtable

Courtney Cox, Charles Woods, Joyce R. Walker, David Giovagnoli, Shane Combs

Panelists consider how "uptake activities" (types of textual productions that focus on documenting and articulating different kinds of learning) can be an essential aspect of visualizing and embedding our knowledge-making practices.

G.5 Multimodal Writing Platforms

Fenwick 3001 | Panel

The Word is Dead, Long Live the Word – Multimodal Communication in VR
Gareth Young

Breaching the Screen: A Digital Technofeminist Methodology for Virtual and Augmented Realities
Frank Macarthy

The Digital Sensorium: Considering the Senses in Design
Nathaniel Voeller

Panelists address multimodal writing through virtual reality texts-as-objects, augmented reality as a platform for technofeminist methodologies, and sensory composing through synesthesia and phantasia.

G.6 Rhetorical Play(ing): Contemplative Pedagogy, Experience Design, and the Cultivation of Virtue in Multimedia Composition

JC-F | Panel

Justin Hodgson, Eryn Johnson, Laura Rosche

The concept of play is a both metaphor and mode for thinking through key considerations in multimedia composition, particularly in relation to the classroom as an architectonic space of invention, and each panelist will adopt a different orientation to understanding how play can manifest in a variety of critical considerations for composition.

G.7 Public Writing Projects

Fenwick 4008 | Panel
Ecologies of Crowdsourcing a Digital Archive: Undergraduate Writing and Public Engagement
Katie Bramlett
An Online Undergraduate Research Journal to Demystify Academic Writing
Thomas Geary
Fieldnotes versus Travel Blog: Teaching live autoethnography to study abroad students
Elizabeth Ferguson

Panelists address modes of writing needed to successfully crowdsource diverse communities for a public event; the development process of an online journal for undergraduate academic writing; and students who use the method of live autoethnography during a study abroad experience to write fieldnotes.

G.8 Algorithmic Authorship

JC-B | Panel
Cultivating Metic Intelligence Among the Algorithmic Blackboxes of SEOs
Annette Vee
The Work of Art in the Age of Algorithmic Production
Steve Holmes
Computational Audiences and Media Manipulation
Timothy Laquintano

Human writers contend with computational and algorithmic writers in their vying for audience and content online. This panel addresses pressing questions about 21st century authorship online, with implications for how we prepare students to write in this brave new world.

G.9 How to Metamodern Your Classroom

JC-C | Panel

How to Avoid "Real" Text: Gist Reading and Writing
Paul Muhlhauser & Daniel Schafer

How to Awkward: Liminal Play in Conflicted Classroom
Robert Kachur

How to Donald Glover: The Transmedia Pedagogy of Because the Internet
Camden Ostrander

Metamodernity functions at the intersection between formal structures of learning and the deconstruction of the educational enterprise, where sincerity and irony are experienced simultaneously and not understood to be in conflict.

G.10 Inquiring Minds in Emerging Moments

JC-D | Panel

Inconceivable Encounters and Random Juxtapositions: On Composing Not Knowing
Daniel Anderson

Mixing, Machines, and Materials: On Performing Composing
Jody Shipka

We consider what might be gained from deploying inquiry to work not toward predefined outcomes and closure but toward opening possibilities for play.

G.11 Virtual Environing: Writing Ecologies with Mobile Media

JC-G | Panel
Jason Crider, Stephen Quigley, Shannon Butts, Jacob Greene

With more than half of all internet traffic flowing through mobile devices, digital texts are increasingly composed on the move. This panel explores the rhetorical affordances of mobile technologies through a discussion of four location-based digital writing projects.

G.12 Peer Response Rebooted: Perceptions and Challenges in Digital Environments

JC-E | Panel

It's Not a Competition: Using Technologically-Mediated Peer Feedback to Develop Community in Writing Classes
Kory Ching

From Google to Eli: Digital Peer Response Tools Mediate Writing Pedagogy
Stacy Wittstock

Perceptions Across Platforms: Students' Experiences with Peer Response in Digital Environments
Tialitha Macklin

Drawing both on classroom experience and a qualitative study of digital peer response, speakers on this panel explore some of the ways technology mediates peer feedback in writing courses.

G.13 Raced Spaces

JC-239 | Panel

Black Spaces: How Black Twitter Serves the Black Community as a Public Sphere
Liana Clarke

Raced Spaces: Embodied Marginality in Digital Contexts
Veronica Garrison-Joyner

Tweeting with Caution: The Risks and Possibilities of Black Women's Digital Literacy On Social Media
LaToya Sawyer

Liana Clarke introduces Black Twitter as a public sphere where users can implement change through creating discourse surrounding cultural and political issues and doxing (the act of calling someone out); Veronica Garrison-Joyner explores the cultural-historical situations that contribute to the formation of spaces, symbols, and communities marked by marginality within digital contexts; and LaToya Sawyer highlights prominent examples of backlash against Black women scholars for their critical tweets.

G.14 LOL - Humor and Composition

JC-Gold Room | Panel

The Dictionary Says What?: Irreverent Composition in the Classroom

Tracey Hayes

"Yo Momma is so Rhetorically Sensitive…": Engaging and Developing Students' Sense of "Good Humor"

Edrees Nawabi

Tracey Hayes examines the "irreverent composition" present within the Merriam Webster dictionary's tweets as a rhetorical method to define (and clarify language) as a response to the current Trump administration's misuse of words, suggesting that a study of how the dictionary uses a digital space to provide knowledge can determine how "irreverent composition" can be used within the classroom to teach students to participate in our democracy; Edrees Nawabi showcases two major course projects that use "good humor" to develop meta-linguistic awareness and rhetorical sensitivity.

Concurrent Session H
Saturday, May 26th
3:45 pm - 5:00 pm

H.1 The Politics of the Interface: Still at Play (or, how I learned to love it when we bomb)

Fenwick 1014B | Mini-Workshop
Molly Daniel, Morgan Gresham, Roxanne Aftanas

In this mini-workshop, presenters will describe ways that faculty members can incorporate undergraduate research using digital tools that connect students to real world problems they encounter in their non-school lives.

H.2 The GIF that Keeps on Giving: Assignment Design with Looped Animations

Fenwick 4010 | Mini-Workshop
Jamie Henthorn, Matthew Beale, Megan Mize

In this mini-workshop, we will introduce participants to pre-existing examples of GIF assignments we have used in courses, discuss avenues for pedagogical research, guide participants in the creation of new GIFs, and facilitate participants' efforts to design assignments that use GIFs.

H.3 Phronetic G-TAHs in a Frenetic World: Preparing Graduate Students for Future Teaching Responsibilities

JC-A | Roundtable
Alanna Frost, Haley Davis, Kylie Korsnack, Lee Hibbard, Charles Grimm

This panel brings together a seasoned WPA and a cohort of former graduate students whom she trained as composition teachers during their 2-year MA program; discussion will be grounded in reflection and analysis of texts from our time at UAH that have influenced our current teaching practices.

H.4 Designing Ethical Pedagogies of Play

Fenwick 1014A | Panel
Verbs of Play: Game Design Patterns and the Challenge of Feminist Gaming Instruction
Anastasia Salter
Video Games as Trolley Problem
Marc Santos
IRC IRL: Twitch Plays Pokemon and the Writing Class
Matthew Duncan

Anastasia Salter argues for more inclusive verbs of play; Marc Santos tracks how games force players to make a decision from terrible, seemingly impossible, choices; and Matthew Duncan explores the chat bot model of Twitch Plays Pokémon Red as a tool for writing pedagogy.

H.5 Multimodal Compositions

Fenwick 3001 | Panel
Multimodal Writing-to-Learn Across Disciplines
Paul Martin
But I thought this was a Composition Class!: Transforming Students' Composing Acts
Jeaneen Canfield
Destabilizing Standardized English and 'Speaking Back' through Multimodal Composition
Maryana Boatenreiter

Paul Martin shows how multimodal writing-to-learn allows students to play with a discipline's semiotic materials; Jeaneen Canfield analyzes students' resistance to a multimodal assignment; and Maryana Boatenreiter extends Christina Cedillo's "Multimodal Homeplaces" to align critical pedagogy with multimodal scholarship.

H.6 Digital Literacies and Digital Identities

Fenwick 4008 | Panel

SWIFT Participation: Hacking the Codes of Academic Writing
Peter Brooks

The Game of Expertise: Using Interactive Digital Learning Environments to Embody Professional and Novice Perspectives
Matthew Kelly

The Rebel Alliance: Analyzing Student Resistance in Digital Reflective Writing
Beth Caravella & Sarah Johnson

Peter Brooks introduces the SWIFT simulation, a semester-long role-playing game; Matthew Kelly has students create their own interactive learning environments using Minecraft; Beth Caravella and Sarah Johnson examine how students' use of "loopholes" illustrate their modifications of and resistance to expectations.

H.7 Bartholomae and Bogost in a Blender: Playing with New Definitions of Online Learning Environments

JC-B | Panel
Allison Hutchison, Andrew Kulak, Lauren Salisbury

This panel discusses online writing course (OWC) designers' responsibilities to space, place, and context.

H.8 Book Unbound: Collaborative Research on Digital Publication in the Humanities

JC-C | Panel
Naomi Silver, Adrienne Raw, Anne Gere, Melanie Yergeau

The Book Unbound project considers how to bring digital publication of humanities scholarship to a public, multi-layered audience, through the practical expertise of disciplinary experts from multiple fields working collaboratively on three in-progress humanities publications.

H.9 Access and Inclusion

JC-D | Panel

The Application of Rhetorical Listening in Digital Texts for Effective Interaction
Wenqi Cui

Metaphors We Click By: Unpacking Information Overload as Obesity Epidemic
Daniel Liddle

Reconstructing Access and Inclusion in Social Media
Barbi Smyser-Fauble

Wenqi Cui suggests applies concepts of circulation and rhetorical listening to multimodal assignments; Daniel Liddle explores comparisons between information literacy and nutritional literacy; and Barbi Smyser-Fauble argues that technical communicators should analyze how social media campaigns impact issues of socio-cultural access and inclusion.

H.10 Weaving Phronetic Threads: Feminist and Cultural Rhetorics Approaches to Professional Writing Curricula

JC-G | Panel

We Do Things Differently Here: Troubling Notions of "Professionalism" in Professional Writing
Katie Manthey

Localizing Professional Writing Curricula for Diverse Geographies and Economies
Lehua Ledbetter

Telling a Professional Writing Story: Building Relationships to Make Space for a New Curriculum
Maria Novotny

This panel offers multiple curricular approaches from three junior scholars trained in cultural rhetorics who have found themselves creating and implementing professional writing programs at starkly different institutions across the country.

H.11 Phronesis in Digital Spaces: Agency Shared among Humans & Technologies

JC-E | Panel

Daniel Hocutt, Megan McKittrick, Suzanne Sink

This panel presents three approaches to describing and enacting agency in digital environments: agency in online search as integrated across human activities and algorithmic procedures, agency in digital archives shared across archivist curation and website technologies, and agency in climate change games as enacted in play.

H.12 Composing Digital Public Writing Courses

JC-F | Panel

Specialized Media Tracks: A New Method for Teaching Public Digital Rhetoric

Drew Holladay

Risk Assessment: Public Writing, Student Autonomy and First-Year Composition

Sydney Bufkin

Drew Holladay discusses a multimedia writing course called Social Action and Digital Design; Sydney Bufkin describes the risks and rewwards of a Writing in Public course.

H.13 Digital Texts and eBooks

JC-239 | Panel

Virtual Dust on a Bookshelf: Abandoned Wikibooks by and for Writing Students

Christopher Wyatt

"What is the Use of a Book without Pictures or Conversation?" High-Resolution E-Books in Literary Research

Keith Dorwick

Christopher Wyatt investigates how the Wikibook "Professional and Technical Writing" offers an example of a student writing project intended to be self-sustaining that now collects virtual dust on the Wikibooks shelves; Keith Dorwick showcases fully digitized editions of illustrated children's classics.

H.14 Phronetic Understanding Through Affect: A Rhetorical Analysis of Affective Game Mechanics

JC-Gold Room | Panel

Opposing Squad Goals: Metanoic Reflection on Permadeath in the XCOM Series
Christopher Stuart

The MIDA Quest: Destiny 2, Game Objects, and Affective Community
Joshua Wood

Locativity, Effective Satire, and Player Affect within Filmic San Andreas
Alex Nielsen

Now We're Playing with Power: When Playful Affect meets Social Justice
Scott Reed

This panel aims to explore the rhetorical implications of affective gaming through an analysis of game mechanics within strategic squad-based games, shooters, role-playing games, and augmented reality. All of these games, though different in play, affect the player and community in similar ways. Presenters will explain affect through the use of mechanics such as fog of war and permadeath; loot and restraining group wisdom, satirical absurdity and interpolation; and jamming serious situations/games.

Poster Session
Saturday, May 26th
5:15 pm - 6:30 pm

George's @ the JC

Agency and Autonomous Monsters in the Age of Fake News
Mark Crane

Celebrities, Fans, and Queering Gender Norms: A Critical Examination of Lady Gaga's, Nicki Minaj's, and Fans' Use of Instagram
Brandy Dieterle

Keywords and Concepts in Technical and Professional Communication
Joy Robinson

Mobile Composition & Student Learning: Lessons from Writing in Place
Ashley Holmes

Phronesis and Pedagogy: Forms of Ethos in MMORPGs
Wendi Sierra & Douglas Eyman

Practically Human: What Makes Great Twitterbots
Moe Folk

Poster Session
Saturday, May 26th
5:15 pm - 6:30 pm

George's @ the JC

Retracing Blogging Experience as Digital Phronesis: Two Multi-cultural Microhistories
Sweta Baniya

What Pinball Teaches Us About Procedural Rhetoric
Ron Brooks

Changing the Rules of the Game: Reevaluating Terms of Service for Online Gaming
Lexie Scott (UGRS)

The Magic of Statistics: Revealing the Sorcerer's Secret
Evan Cypher (UGRS)

Procedural Ethos in Videogames
Rebecca Triplett (UGRS)

Concurrent Session I
Sunday, May 27th
9:00 am - 10:15 am

I.1 Using Clips of Video Games to Teach Rhetorical Concepts … Even if You're Not a Gamer

Fenwick 1014B | Mini-Workshop
Greyson Sanders, Jen Ware, Ashley Hall, Bradley Weng

Inspired by the 8-Bit Philosophy Series on YouTube, the goal of this workshop is to create a series of short videos that illustrate rhetorical concepts through video game play.

I.2 Unspooling Twine: Practical Game Design as Writing and Research Pedagogy

Fenwick 4010 | Mini-Workshop
Justin Schumaker & C. McAllister Williams
We will show how game design compliments existing writing pedagogy, introduce the digital game design tool Twine, have participants make their own Twine games, and brainstorm analog game design alternatives.

I.3 Working With Sound: Audiobook Projects, Podcasts, and Pedagogy

JC-G | Mini-Workshop
Amelia Chesley, Megan McIntyre, Patricia Poblete, Lauren Malone

The speakers and moderator discuss their questions, experience, and insights about audio recording for audiobooks, for podcasts, and in classrooms. In addition to participating in lively discussion, the audience will walk away from this session with suggested readings for further study, a list of online and accessible tools and resources, possible projects to bring to the classroom, and some first-hand experience in recording.

I.4 Post-Truth, Post-Trump: Reflecting on the Future of Web Literacies

JC-B | Roundtable

Jason Luther, Rachael Shapiro, Brett Keegan, Vyshali Manivannan, Kristin Ravel, Dustin Edwards, Bridget Gelms

This roundtable extends the field's reassessment of web literacies and public rhetoric in the wake of the 2016 election, exploring the personal and pedagogical methods by which we cultivate practical wisdom online in a "post-truth" age.

I.5 Bringing the Game Design Industry to the Writing Class

Fenwick 1014A | Panel

Doing Interactive Media and Game Development in International, Intercultural Contexts

Jennifer deWinter

Unity in the Classroom: Identity, Community, and Professionalization in Online Courses

D'An Knowles Ball & Jennifer Hartshorn

Jennifer deWinter shares her research on the global circulation of games, working with students in Sweden and Japan; D'An Knowles Ball and Jennifer Hartshorn explore the ways forums used by independent game developers can be examined as active models for knowledge sharing and professionalization in the classroom.

I.6 Locating Digital Writing Space

JC-D | Panel

Brenta Blevins, Lee Skallerup Bessette, Zach Whalen

This panel seeks to question and to complicate our understanding of what we mean with the term "digital space" by exploring three different sites within their university where 1) physical space demonstrates digital concepts, 2) the digital is overlaid onto physical space, and 3) students compose in a digital space of their own.

I.7 Circulation, Agency, Virality

Fenwick 3001 | Panel
Share This Presentation or Get 10 Days of Bad Luck: Developing Students' Critical Literacies for Digital Circulation
John J. Silvestro
The Rhetoric of Poppy: Deconstructing the Engagement of a Viral Pop Textual Series
Cynthia Davidson
What Can YouTube Teach us About Rhetorical Agency?
Matt Homer

John J. Silvestro introduces a project that engages students in self-examination of what they did and did not circulate to foster critical literacies of their participatory circulation practices; Cynthia Davidson considers the Poppy project as a series of multimodal texts that prompts writers to reflect on the nature of YouTube celebrity and its audience; and Matt Homer analyzes the demonetization of "non-advertiser friendly" YouTube videos.

I.8 Digital Rhetoric Research Methods

Fenwick 4008 | Panel
Accounting for How Things Work: An Approach to Using Procedural Rhetoric as Method
Lourdes Fernandez
Collecting Data on Distributed Work: A Video Game Developer Case Study
Matthew Green
Topic Modeling and/as Genre Study
Moriah Kirdy
Lourdes Fernandez describes the design and implementation of a coding schema informed by procedural rhetoric; Matthew Green reports on a pilot study designed to use the participants to collect data on workplace tools and environments that would be otherwise inaccessible; and Moriah Kirdy considers the Latent Dirichlet Allocation (LDA) topic modeling algorithm and its topic-first orientation to study blog posts about the bullet journal.

I.9 Interface and Embodiment: Connecting Composition through Multimodal Technologies

JC-C | Panel

It's an Apple: Digital Art Archives in the Age of Alternative Facts
Amanda Stevens

Gaming Intimacies: Relationships with the Embodied Player
Krystin Gollihue

Video Voice: Research as an Embodied Interface
Lacee Nisbett

This panel examines interface and embodiment through the personal, the communal, and the scholarly, describing digital art archives, the physical and mental intimacies formed through immersive video game play, and an analysis of the embodied learning experiences of makers.

I.10 Serious Games as Sites of Practicing Research

JC-F | Panel

The Amnesia Trope as Procedural Rhetoric: Scientific Research and Uncertainty in Frictional Games' Soma
Kenneth Smith

Positionality Challenges the Use of Research in Interactive Fiction Games
Lisa Dusenberry

Contextualizing Research Through Serious Game Design
Robert Terry

This panel investigates the intersection between research and playing/designing serious games. Presenters will discuss the procedural rhetoric and experience of research created by playing Soma, the influence the positionality of the programmer has on the presentation of research through games, and the ways writing interactive fiction contextualizes secondary research, creating an inquiry process of productive failure.

~~I.11 Building Frameworks for Coding, Writing, and Publishing a Digital Book~~ *(Cancelled)*

JC-239 | Panel
Kathie Gossett, Liza Potts

Building a digital book is a process in which the author must do the scholarly work of an extended article or monograph plus the application work of building a website, app, or other kind of interactive system to display the scholarship. Working in a Digital Humanities lab with strong backgrounds in user experience and digital scholarship, the team leaders will share their reasoning behind technology choices, their methods for managing processes, and their efforts in implementing the project.

Concurrent Session J
Sunday, May 27th
10:30 am - 11:45 am

J.1 Thinking with Machines: The Impact of Visualizing Sound on Composing

Fenwick 1014B | Mini-Workshop
Ben Lauren & Bill Hart-Davidson

In this interactive and participatory mini-workshop, we extend the results of an experimental project where we worked to understand how DAWs (Digital Audio Workstations) create visual metaphors that shape our perceptions and performances as writers of sound. Additionally, we will explore how sound visualization(s) support a kind of rhetorical cognition in which soundwriters must think with machines via interfaces that respond to how we biologically process sound.

J.2 Writing with File Versions

Fenwick 4010 | Mini-Workshop
Tim Lockridge & Derek Van Ittersum

Versioning offers one possible remedy to struggles with file management that we see many writers (students and colleagues) experience. We believe that once writers can abandon the stress of managing multiple files for versions (which prompts confusion about which file is the most up-to-date), they can engage in more free and innovative composing.

J.3 Multimedia Composition, Soundscapes, and Games

Fenwick 1014A | Panel

Turning Swords into Spigots: Embodied Multimodal Composition in Video Game Housing
Danielle Stambler

Playing with Soundscapes: Students' Use of Sonic Presence in Video Game Narratives
Kati Fargo Ahern

From Poetry to Sonic Perfection: A Case for Teaching Sound Production through Literary Adaptation
Stan Harrison

Danielle Stambler explores how Everquest 2 players go beyond simply placing a couch next to a fireplace as they use thousands of items per "house" to rhetorically invent and arrange rich multimodal texts; Kati Fargo Ahern repors on students' use of sound, auditory imagination, and sonic presence in 10 kinesthetic-based "emplaced" video game narratives; and Stan Harrison shows how teachers can scaffold their students' knowledge of audio production and sound art by having them select and adapt their favorite short poem for sound.

J.4 Workplaces and Digital Literacy

Fenwick 3001 | Panel

LinkedIn as a Phronetic Approach to Digital Literacy
Theresa Evans

Changing the Context: When the Classroom Becomes a Workplace
Randy Gonzales

Practical Workplace Preparation: Webfolio Assignments in the Intermediate Writing Classroom
Tina Arduini

Theresa Evans elaborates on a phronetic approach to composition instruction using LinkedIn; Randy Gonzales examines an upper-level professional writing course that uses a simulated B2B writing services company; and Tina Arduini addresses the use of webfolios as a practical digital writing assignment in the intermediate writing class.

J.5 Student Support Structures in Digital Learning Environments

Fenwick 4008 | Panel

Envisioning a Digital Learning Environment: A Space for Pedagogical Discovery and "Play"
Alex Rockey & Andy Jones

Constructing Identity/Creating Consubstantiality: How Community College Basic Writing Syllabi Communicate "We"
Erika Johnson

Writing Centers as Tech Support: Redesigning Tutor Training with the "Digital Divide" in Mind
Laura Edwards

Alex Rockey and Andy Jones explain how the digital learning environment (DLE) encourages innovative writing instruction; Erika Johnson uses Linguistic Inquiry Word Count(LIWC2015) to isolate the pronouns I, you, and we to analyze thousands of Basic Writing syllabi; and Laura Edwards shares the design of writing center tutor training which supports students in functional and rhetorical computer literacy.

J.6 Navigating Digital Communities

JC-B | Panel

Women, Community, and Healing: Cyberfeminist Activities on Reddit
Meg McGuire

What Reddit Can Teach Us about Discourse Communities
Ryan P. Shepherd

For High-knowledge Threats: A Placebo-Controlled Rhetorical Trial to Treat Aca-trolls
Vyshali Manivannan

Meg McGuire explores reddit as a space for cyberfeminist activities by analyzing a subreddit for Polycystic Ovarian Syndrome (PCOS); Ryan Shepherd demonstrates how students in FYC explore the communities represented in subreddits; and Vyshali Manivannan asks the audience to experiment with rhetorical strategies that anticipate and mimic troll tactics, as a means to combat them.

J.7 Mediated Identities in Networked Publics: Audiences, Affordances, and Activisms

JC-C | Panel

Filters and Finstas: Performing Authenticity and Managing Audience in Networked Publics
Amber Buck

Ill Affordances: Feminism, Facebook, and the Stakes of Digital Activism
Martha Webber

Open in Public, Hidden from Friends: Pregnancy Loss and Infertility Disclosure on Social Media
Melissa Forbes

"I'm Gay, Y'all!": Coming Out On Facebook in Rural Alabama
Jesse Cosper

In an environment where users are encouraged to make public disclosures about their personal lives and points of view, the "context collapse" of reducing multiple audiences to a single list of followers raises the stakes on those decisions. This panel brings together research on social media users' rhetorical practices in managing audience on different platforms to represent themselves.

J.8 Writing the Digital World in Multilingual Courses

JC-G | Panel

Attuning Multilingual Students to a Multimodal Context
Jennifer Warfel Juszkiewicz

Cinematic Composition and Multilingual Learners
Rachel McCabe

Advanced Expository Writing Goes Digital and Multilingual
Rebecca Ottman

Nearly one third of all international college students are from China; they are often underprepared for the wider US news media landscape and their role as digital agents within that landscape. This panel will offer three tested pedagogical strategies through which these students can be more attuned to and critical of such a landscape.

J.9 Negotiating Praxis, Phronesis, and Power through Usability Research and Consulting

JC-F | Panel

A Rhetorical Turn for Usability and User-Centered Design
Bill Williamson

From Consultant to Advocate through Usability Service-Learning
Steve Benninghoff

Cultivating Phronesis through Usability Research Centers
Scott Kowalewski

Our presentations will examine ways usability work can embody phronesis in actively engaging users, clients, and stakeholders in community-building. Faculty running a usability research center, or directing service projects in a graduate course, can assert roles performing civic engagement and as public intellectuals and community advocates.

J.8 Mediating Space through a Digital Lens: Using Digital Composing Tools within a Social Justice Pedagogy Framework

JC-D | Panel

Digital Dispositions: Cultivating a Social Justice-based Pedagogy to Pursue Equity in Technology Accessibility
Erin Dittmer

I'm on the Hunt/I'm After You: Using Geocache to Highlight Rhetorical Awareness
Bri Lafond

Re/Designing the Multimodal Composition Classroom: Pedagogy, Curriculum, and Access
Savannah Block

Youth-led Participatory Action Research (YPAR) in the Secondary Setting
Logan Middleton

This panel presentation explores intersections between space, multimodal composition, and social justice pedagogy.

Lunch and 7C Meeting
Sunday, May 27th
12:00 pm - 1:00 pm

JC - Dewberry Hall

As we wrap up the conference and look forward to next year's event, please join us for a final meal and conversation. The traditional end-of-conference 7C meeting will also take place starting at 12:15 in the Gold Room; anyone interested in hosting C&W or in working to support the C&W community is welcome to attend!

The After-Party

Anyone who finds themselves free after the conference is welcome to attend the "after-party" at Chez Doug: 4243 Berritt St. Fairfax VA. (About a 10 minute walk from the dorms). The party will start at 2pm!

Conference Reviewers

Megan Adams
Jen Almjel
Timothy Amidon
Shawn Apostel
Tina Arduini
Kristin Arola
Anthony Atkins
Deb Balzhiser
Will Banks
Estee Beck
Lee Skallerup Bessette
Christie Bogle
Catherine Braun
Kevin Brock
Elkie Burnside
Janine Butler
Jimmy Butts
David Coad
Tammy Conard-Salvo
Mark Crane
Matthew Davis
Victor Del Hierro
Elizabeth Ferguson
Lourdes Fernandez
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Steve Holmes
Chad E. Iwertz
Jim Kalmbach
Erin Karper
Aimée Knight
Lehua Ledbetter
Tim Lockridge
Rachael Lussos
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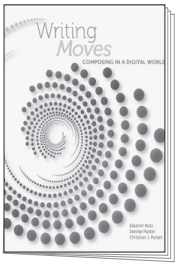
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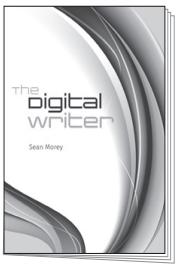
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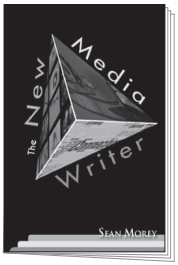
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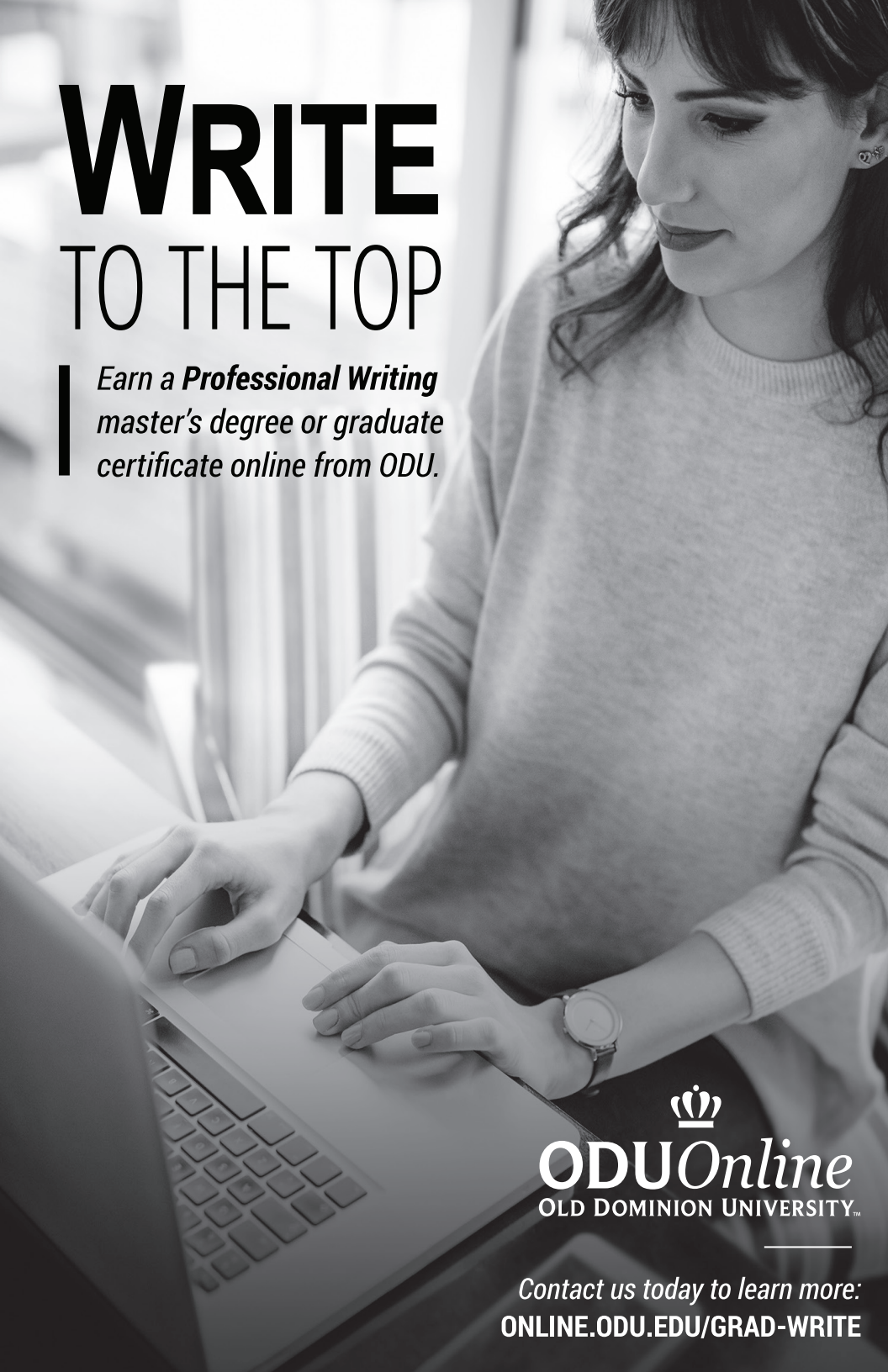
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