

2019

COMPUTERS AND WRITING

MISSION CRITICAL: CENTERING ETHICAL CHALLENGES



MICHIGAN STATE UNIVERSITY

MISSION CRITICAL: Centering Ethical Challenges

June 20-22, 2019

Michigan State University

East Lansing, Michigan

Table of Contents

Welcome Letter	3
Land Acknowledgement	4
Conference Information	
Schedule at a Glance	5
Conference Best Practices and Expectations	6
Conference Information	7–9
Kellogg Center Map	10
Town Hall, Keynotes, and Session Information	
Friday, June 21 (Sessions A, B, C, D)	11–45
Saturday, June 22 (Sessions E, F, G, H)	46–83
Thanks and Index	
Thanks and Acknowledgements	85–87
Participant Index	88–92
Ads and Sponsors	

Note: for a Lansing/East Lansing dining guide and for menus for Friday lunch, Friday banquet, and Saturday lunch, please see the "Dining" area of the conference website: https://candwcon.org/2019/



Welcome to Michigan State University!

On behalf of the College of Arts & Letters; the Department of Writing, Rhetoric, and American Cultures; and the Rhetoric and Writing Graduate Program, we are delighted to welcome you to East Lansing for the 35th Computers & Writing Conference.

Our goal is to spend time together as scholars, students, community members, activists, and humans to explore the ways digital tools, technologies, and spaces have shaped and continue to shape the work we do as writing studies scholars.

Our theme for the 2019 C&W conference is Mission Critical: Centering Ethical Challenges in Computers and Writing. A few questions that we focused on as we worked to shape the conference and that we hope you will consider during your time at C&W 2019 include:

- How—or how not—are the spaces in which we work, write, and create equitable and accessible? Usable and humane?
- How can we best consider design practices and styles from an ethical vantage point, especially attending to cultural and social influences and effects?
- What can we adopt, approach, translate, or situate in terms of ethics when working at intersection(s) between allied areas of inquiry such as digital humanities, technical and professional writing, cultural rhetorics, etc.?
- How can we best address emergent ethical considerations as they arise with new technologies, programs, code, and more (related to, for instance, surveillance technologies, big data)?
- How and in what ways can we be ethics-oriented activists and advocates in our institutions, our classrooms, and our scholarships?

We are thrilled you are here—welcome to Computers & Writing 2019!



Bill, Kristin, Shannon, and Dànielle

Land Acknowledgement

We collectively acknowledge that Michigan State University occupies the ancestral, traditional, and contemporary Lands of the Anishinaabeg—Three Fires Confederacy of Ojibwe, Odawa, and Potawatomi peoples. In particular, the University resides on Land ceded in the 1819 Treaty of Saginaw. We recognize, support, and advocate for the sovereignty of Michigan's twelve federally-recognized Indian nations, for historic Indigenous communities in Michigan, for Indigenous individuals and communities who live here now, and for those who were forcibly removed from their Homelands. By offering this Land Acknowledgement, we affirm Indigenous sovereignty and will work to hold Michigan State University more accountable to the needs of American Indian and Indigenous peoples.

Land Acknowledgements are a Responsibility

We respect the desire to recognize the ancestral, traditional, and contemporary stewards of the Land. However, we ask that when offering a Land Acknowledgement, remember that these Acknowledgements must be preceded by relationships with living Indigenous people, communities, and nations. This declaration must then be followed with ongoing commitments to these same communities. Land Acknowledgements are a responsibility.

Information provided by
AMERICAN INDIAN and INDIGENOUS STUDIES
NKWEJONG, ANISHINAABEWAKI

For the extended MSU land acknowledgement, and for more information about the American Indian and Indigenous Studies Program at MSU, visit http://aisp.msu.edu/

Schedule at a Glance

all conference sessions, keynotes, and meals will be held at the Kellogg Center

Thursday, June 20

9:00am–5:00pm	Graduate Research Network
6:00–8:00pm	Opening Reception

Friday, June 21

8:00–9:15am	Conference Welcome and Town Hall
9:30–10:45am	Concurrent Sessions A
11:00am–12:15pm	Concurrent Sessions B
12:30–2:15pm	Lunch and Keynote
2:30–3:45pm	Concurrent Sessions C
4:00–5:15pm	Concurrent Sessions D
6:30–8:30pm	Awards Banquet
9:00–11:00pm	Bowling at Spare Time

Saturday, June 22

9:00–10:15am	Concurrent Sessions E
10:30–11:45am	Concurrent Sessions F
12:00–1:45pm	Lunch and Keynote
2:00–3:15pm	Concurrent Sessions G
3:30–4:45pm	Concurrent Sessions H
5:00–6:00pm	7Cs Committee Open Meeting

Registration and Help Desk

Conference registration and help is available in the Lincoln Room entryway in the Kellogg Center. Registration will be open from 8:00am until 6:00pm on Thursday; 7:00am until 5:00pm on Friday; and 7:30am until noon on Saturday. After noon on Saturday, someone will be available at the registration desk if you have any questions or need any help, but registration will be closed after noon on Saturday.

Conference Best Practices and Expectations

We ask that all participants:

- treat everyone with respect and consideration
- communicate openly and thoughtfully with others and being considerate of multiple views and opinions
- be respectful and mindful in your critique of ideas
- be mindful of your surroundings and of your fellow participants
- be comfortable with people moving, standing, stretching, as they need be
- provide a content warning before you begin your presentation if you are presenting potentially problematic or triggering content (verbal or visual)

Unacceptable behaviors include:

- harassment and intimidation, including any verbal, written, or physical conduct designed to threaten, intimidate, or coerce another delegate, conference organizers, or staff
- discrimination based on gender or gender identity, sexual orientation, age, disability, physical appearance, body size, race, religion, national origin, or culture
- physical or verbal abuse of any attendee, speaker, volunteer, exhibitor, staff member, service provider or other meeting guest
- disrespectful disruption of presentations

We invite all participants to report any potentially problematic or unacceptable behavior to the conference hosts (Bill, Kristin, Shannon, and Dànielle) or at the registration table. Computers & Writing is a conference and a community; we will take all complaints and reports seriously and deal with them as best we can.

Adapted from Brett Favaro et al. (2016). Your science conference should have a code of conduct. Marine Conservation and Sustainability. https://doi.org/10.3389/fmars.2016.00103

Conference Information



Kellogg Center Ground and First Floor Maps

Please see the following pages for Kellogg Center maps.

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Information Table

Two tables are available in the Lincoln Room entryway for conference goers to share announcements, flyers, calls for proposals/papers/webtexts, etc.

Exhibitors

Exhibitor tables are located in the Lincoln Room.

Connecting to MSU's Wireless Network

Everyone can join MSU's wireless network without an MSU NetID: the Wi-Fi network (SSID) MSUnet Guest or MSUnet Guest 3.0. Complete information about MSU's wireless connections is available at https://tech.msu.edu/network/wireless/

Breaks

Breaks will be in the Lincoln Room.

Parking

Parking is available for an hourly or daily fee in the Kellogg Center parking structure. (If you are staying at the Kellogg Center Hotel, your parking is free.) Parking is also available in Ramp 7, off of Harrison Road, about a half-mile south of the Kellogg Center.

Photo/Video Policy

We have not arranged for professional photography or video capture at the conference. Participants are encouraged to share photos and videos via the #cwcon and #cwcon2019 hashtags and on the Computers & Writing 2019 Facebook page. Please be considerate of your colleagues, and be sure to obtain permission from anyone who is identifiable in a photo or video before posting.



Fragrance-Free Request

We respectfully request that attendees not use or wear strongly scented personal products (e.g., fragrances, colognes, lotions) during the conference.

Quiet Room

The Heritage Room in the Kellogg Center will be a quiet room for the duration of the conference. Please use and respect it as such.

Meeting Room

Room 110 of the Kellogg Center will be available for small groups if a meeting space is desired/needed. The room is first-come, first-served. We do ask that if you need a meeting space for longer than 45 minutes to an hour, please see a conference host or check at registration and we'll try to accommodate you.

Restrooms

Men's and women's restrooms are located on the ground and main floors of the Kellogg Center. A gender-neutral restroom is located on the ground floor. Please see the Kellogg Center floorplans in the program for specific restroom locations.

Coffee Shops and Convenience Stores within Walking Distance

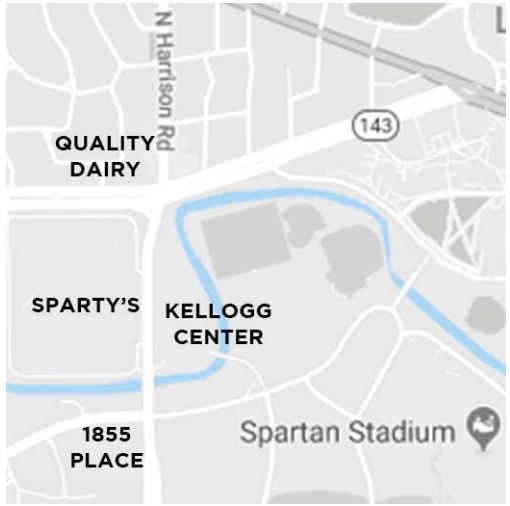
Sparty's is located on the first floor of Brody Hall, right across Harrison from the Kellogg Center. Sparty's offers brewed coffee and espresso drinks, and some snacks and sundries. Hours are 7:00am until 6:00pm Monday through Friday, and 10:00am until 6:00pm on Saturday and Sunday.

Quality Dairy is a Lansing-area staple; QD stores feature fresh donuts, brewed coffee, all sorts of snacks and other drinks, and basic convenience store items. The location closest to the Kellogg Center is just north of the Kellogg Center, at the corner of Harrison and Michigan Ave. QD is open 24/7.

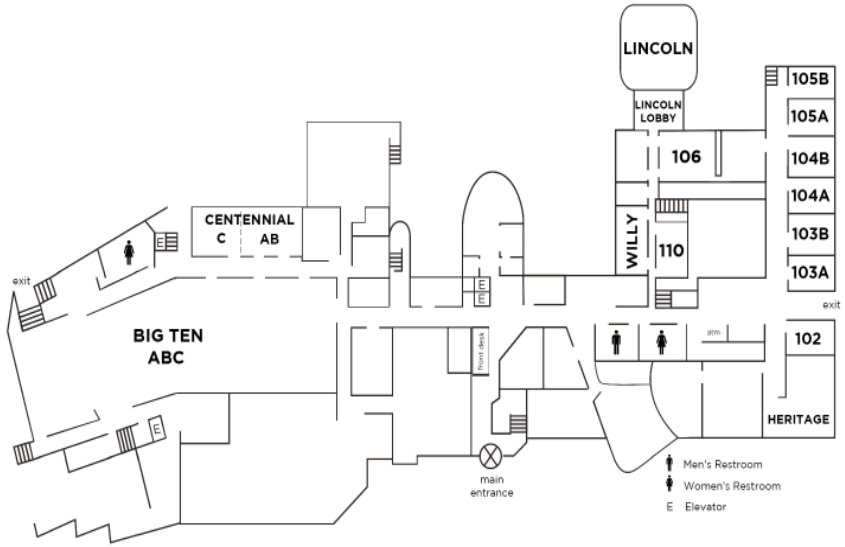
1855 Place offers a Starbucks and a Sparty's Market, which is a well-stocked convenience store. Starbucks and Sparty's Market are open from 7:00am until 9:00pm daily.

Note: for a Lansing/East Lansing dining guide and for menus for Friday lunch, Friday banquet, and Saturday lunch, please see the "Dining" area of the conference web site (https://candwcon.org/2019/).

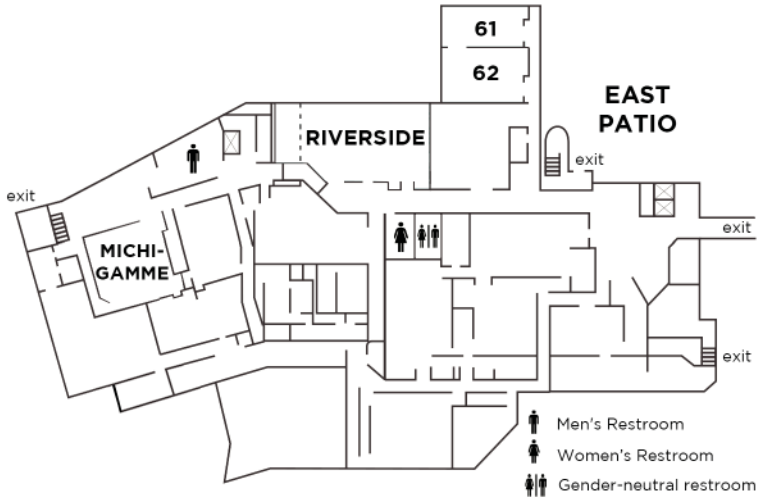
Coffee Shops and Convenience Store Map



Kellogg Center FIRST FLOOR Map



Kellogg Center GROUND FLOOR Map



Opening Session and Town Hall

Friday, June 21

8:00–9:15am

Computers & Writing: Past, Present(s), Futures: From T-Shirts and Conference Programs to Email and Chat Transcripts—Tracing our Identity and Considering Our Ethical Orientations and Obligations

Big 10 A and B

Kristin Arola, Marcia Bost, Michael Day, Dànielle Nicole DeVoss, Ashley Hall, Bill Hart-Davidson, Shannon Kelly, Jennifer Marlow, and James Purdy

Who are we as a discipline, and more particularly, who are we as a community that comes together at the yearly Computers & Writing Conference? What can the artifacts of our 37-year history tell us about our identities, not only in our common themes, but also in our points of divergence and specialization? What are our pasts, present(s), and possible futures? How do we sustain the process of collecting and digitally archiving our history, and how do we preserve and disseminate our archives? In this opening session and town hall, we'll share experiences, archives, materials, and ephemera to revisit the conference's past, consider the conference's present(s), and imagine the conference's futures. We'll also offer some ethical considerations to shape our considerations and our Computers & Writing 2019 experiences.

Break

9:15–9:30am

A Sessions

Friday, June 21

9:30–10:45am

A.1: Identifying and Enacting Values and Best Practices for Blended/Hybrid Writing Courses

106 | *Roundtable*

Barb Gerber, Casey Miles, Catalina Bartlett, Hillery Glasby, Jill Chrobak, Kristen Heine, Sarah Prielipp, and Michael Ristich

Much of the scholarship concerning hybrid/blended learning has yet to examine its application in classroom settings. Consequently, many of the principles spelled out in the literature have yet to be tested in the classroom. As a group of faculty tasked with facilitating a shift to hybrid/blended first-year writing courses, we will drawing on a series of surveys and reflections, elaborating on the local context at MSU, and offering examples from our courses. We will invite participants to discuss the challenges and affordances of hybrid writing courses, specifically around questions of labor, student-engagement, departmental values, and learning outcomes.

A.2: Pre-Designed Online Courses: the Good, Bad, and Ugly

61 | *Panel*

Shelley Rodrigo, Chvonne Parker, and Catrina Mitchum

As long as First-Year Composition remains an almost universally required course, writing programs will continue to design, develop, and deliver online writing (OW) courses to meet the growing demand of online undergraduate degree programs. All of the issues surrounding FYC and writing programs also transfer to online offerings, including considerations about curricular alignment, professional development, retention, and assessment. One of the ways writing programs have managed online writing programs is by implementing pre-designed courses (PDCs)—long the standard in for-profit institutions, are becoming more common in non-profit, private, and state institutions. Presenters in this panel will explore the good, bad, and ugly of using PDCs in online writing programs.

A.3: Experience Design, Experience Ethics: Critical Encounters with Projects and Stakeholders

102 | *Panel*

Bill Williamson, Steve Benninghoff, and Scott Kowalewski

User experience is mission critical for information design. However, the range of professional and disciplinary mores that contribute to (and thus impact) related it make it difficult to articulate and enact a coherent ethical framework for this work. Rhetorical conceptions of usability studies as a reflective, iterative, engaged process for interacting with and understanding end users exists, but the challenge to adequately, accurately, and respectfully represent and respond to the different (and at times disparate) value commitments of stakeholders for any given project is complex and messy. The speakers in this session will investigate the intersection of UX, experience architecture, audience analysis, and professional ethics to explore how professionals might engage systematically and responsibly in information design.

A.4: Recentering and Reconceiving Digital Literacies

Centennial AB | *Panel*

“Decentering the Classroom, Recentering Space: How and Why We Must Reconsider Students Locations in Online First-Year Writing Courses,” Lauren Salisbury

“The Space of GroupMe and Its Literacy Practices at Ohio University,” Quang Ly

“Reconceiving Digital Literacy: Students Reading and Writing Practices in Digital Spaces,” Heather Listhartke

Salisbury will argue that, as online enrollment at public and private non-profit institutions rises, instructors and WPAs must better understand how and why students learn online, and proposes practical methods for instructors to challenge students to move beyond comfortable and familiar spaces for writing while acknowledging students locatedness using threshold concepts. Ly will present on a study of GroupMe as a site of composing, using an online survey and interviews to examine student metacognition as they compose messages in a group messaging app. Listhartke will focus on how

digital spaces have changed student perceptions of reading and writing, and how that perception has affected their processes in digital spaces by comparing recent studies of reading and writing both print and digital texts.

A.5: Making Memes that Work for Change: A Hands-on Exploration of Political Messages and Political Participation

Riverside | *Mini Workshop*



Traci Gardner

Political messages in the news and on social media timelines frequently borrow from the strategies of familiar Internet memes. The rhetorical choice of memes for political messages enables their authors to respond pointedly to issues that affect them, as political memes work to persuade, to engage, and to move the public to action, all as the authors work to communicate their views of the possibilities for the future. In this mini-workshop, participants will talk about reasons to incorporate political memes in the writing classroom, review examples and assignments, explore simple tools to make memes, and create their own memes using these tools.

A.6: Accessibility, Inclusivity, Interfaces: The Ethics of Scaffolding Student Learning with Digital Technologies

62 | *Roundtable*

Felicita Arzu Carmichael, Roger Chao, Crystal VanKooten, Josephine Walwema, and Megan Schoen

This roundtable explores the ethics of scaffolding student learning and engagement through and with digital technologies, particularly focusing on the topic of accessibility. We aim to challenge our assumptions about what it means to have an accessible and inclusive classroom and to reflect on the kinds of literacies and interactions we privilege based on the tools, technologies, and interfaces we use and ask students to use.

A.7: Accessing and Composing Bodies of Knowledge: Examining Process and Possibility through the Scar Tissue Archives

Willy | *Panel*

Ashley Fox, Ashley Hall, Christina Puntasecca, and Spencer Rowland

At the 2017 Computers & Writing Conference, Janine Butler called upon members of our field to "think about how we can continue to promote and encourage more minorities as well as multilingualism in our studies and in our scholarship and in our field in general." In this panel, we explore the potentials of marginalized forms of discourse and processes as a method for building and sustaining a more capacious, ethical, and community-grounded body of scholars. We take up, as an object of analysis, the "first draft" of Scar Tissue, an interactive installation first presented to the rhetoric and writing community at CCCC 2019. We use an interdisciplinary approach to identify, analyze, and engage questions of access, archives, and dominant discourses within multimodal composition through lenses of posthuman composing practices, and trauma sound, (dis)ability, and queer studies within rhetoric and writing.

A.8: Catching Em All: Interdisciplinary Game Studies Research and Publication

Centennial C | *Roundtable*

Jamie Henthorn, Cody Mejeur, Kristopher Purzycki, Wendi Sierra, and Jason Tham

This roundtable will use the recent publication of *The Pokemon Go Phenomenon: Essays on Public Play in Contested Spaces* as an invitation to discuss the process of publishing as rhetoricians in game studies. Authors and editors who worked on the book will discuss what they learned about writing and editing in an interdisciplinary field from a rhetorical perspective. We will discuss both the continuing need to validate the study of casual games and why digital rhetoricians are great candidates for interdisciplinary work. Ultimately, however, we intend that this conversation surrounding a collection on one game will help us to discuss and maybe even plan future game studies projects to emerge from the Computers & Writing Community.

A.9: Big Data and Composition: Multiscopic Reflections

Michigamme | Panel

Laura Aull, Chen Chen, Derek Mueller, Andrew Kulak, and Benjamin Miller

Modeling and reflecting on the research made possible by high-capacity data storage and computation, the four presenters on this panel provide a range of perspectives in response to a shared question: What is our responsibility, and what is the potential, in harnessing big-data methods as composition researchers, teachers, and administrators? Specific projects include analysis of genre signals in Directed Self-Placement essays, with implications for crafting assignment language; of subject areas and rhetorical function across 25 years of WPA-L; of the "always-on" spread of time commitments across the months and years of an academic career; and of the challenges in keeping big data archives and algorithms secure and accountable to our ongoing ethical commitments.

A.10: Selfies, Community, and the Post-human

103A | Panel

"An Electrate Model for Community-Based Learning," James Beasley

"Selfies on The Edge," Bonnie Kyburz

"Organic and Electric Components: The Posthuman Feedback Loop," Joel Bergholtz

Beasley will discuss the ways in which most community-based learning models suggest an interaction between student and community, followed by a reflection by the student on that engagement, and argue for how exchanging literacy for electracy reverses this dynamic. Kyburz will suggest that despite deaths associated with selfie praxis, we might avoid rhetorics of shame, instead valuing how selfie praxis illuminates the high personal stakes of self-expression. Bergholtz will position Facebook users as posthuman systems that simultaneously exist as components of a larger system (Facebook) within a still larger system (the Internet).

A.11: Misinformation, Circulation, and Fake News

103B | Panel

"'Fake News' and Critical Thinking: or, What do the failing low-enrollment Humanities have to do with TRUTH anyway? Sad!" Dennis Jerz

"Ethos on Twitter: Kevin Kruse, Dinesh D'Souza and the Rhetorical Appeal of Fake Academics," Megan Von Bergen

"An Analysis of Twitter Trolls and the 2016 Presidential Election," Andrew Moos

Jerz will discuss what we, as educators who specialize in rhetoric and technology, do about the spread of fake news by exploring responses to fake news, revealing possibilities, and offering opportunities for taking an intellectual inventory of our own biases." Von Bergen will focus on how misinformation spreads on Twitter through the rhetorical choices of users who may be described as "fake academics"—users whose discursive practices mimic intellectual discourse without actually being intellectual. Moos will examine how several troll accounts handed over by Twitter to congress worked to create division and spread misinformation amongst users during the 2016 U.S. presidential election, with a focus on how the authors of these accounts established and maintained credibility.

A.12: Collecting, Critiquing, and Contextualizing Multimodality

104A | Panel

"From School to School: Transferring Multimodality," Laurel Peace

"Multimodal Compositions: A Response for Social Justice Projects," Susan Fletcher

"Toward Increasing Inclusion in and Access to the Multimodal Composition Community: Collecting, Critiquing, and Contextualizing Pedagogical Approaches and Resources," Elkie Burnside and Rachael Ryerson

Peace will draw upon the work of Jody Shipka to fill the gap between multimodal composition characterized by digital products and course objectives and multimodal composition that can be used and taught in secondary education writing environments with low or limited technology. Fletcher will explore social justice and cultural competency inclusion in first-year writing to argue for multimodal compositions as projects that can respond to social justice with a

focus on ethical considerations in rhetorical choices. Burnside and Ryerson will share initial findings of an ongoing, critical, historical examination of multimodal composition pedagogy within the field of writing studies, including a snapshot of the ongoing research process, initial findings, early critical categories, and potential organization and distribution methods.

A.13: Surveillance, Pedagogy, and Ethics

104B | *Panel*

"Renegotiating the Privacy Ethics of Digital Genealogical Databases: An Intersectional Analysis of Technology, Criminality, and DNA," Charles Woods

"A Problematic Ethos: Dark Patterns, User Agreements, and Technological Expediency," Lindsey Kim

Woods will argue that the intersection of DNA-as-evidence and digital genealogical databases changes the way we think about the triangulation of technology, genetics, and criminality. Kim will situate and analyze "dark patterns" as a point of departure to explore the ethos of the genre of User Agreements. Young will share a pedagogy of pop culture superheroes designed to engage students in learning about surveillance and its impact on the writer.

A.14: Histories and Methodologies in Digital and Cultural Spaces

105A | *Panel*

"Digital Rhetorical Reading as Remedy to Digital Toxic Masculinity," Rory Lee

"Digital Memory: Historiographic Practice and Curated Virtual Archive," Lee Hibbard

"Digital Embodiment: Toward a Cultural Rhetorics Practice of Online Research," Autumn Laws

Lee will argue that the historical study and practice of rhetoric as polemic encourages hegemonic masculinity, and as a result, hegemonic masculinity is reflected in the design of and rhetorical activity within social media platforms such as Facebook and Twitter. Hibbard will use feminist historiography in archival practice to consider an ethical middle ground between forgetting digitized memories

and preserving a totality of information, considering what physical and digital archives can learn from each other. Laws will propose a cultural rhetorics-informed methodology for addressing that and how our embodied identities affect our online experiences.

A.15: Writing Publics: Agency, Persuasion, and Pedagogies

105B | *Panel*

"How Students learn ownership through the use of photovoice," Abir Ward

"Embodiment, Risk, and Agency: Public Writing in the Composition Classroom," Rochelle Gold

"Emerging Practices of Networked Mass Persuasion: Implications for Public Writing Pedagogy," Dan Ehrenfeld

Ward will present on a 2018 project in which a group of photojournalism students at the American University of Beirut (AUB) co-created meaning and constructed a communal image through the photographs they took for an academic reader compiled by the Communication Skills Program at AUB. Gold will explore how writing instructors might develop inclusive assignments and pedagogical strategies that take into account the threats, harassment, and bullying that people from marginalized communities often face when writing online. Ehrenfeld will examine practices of networked mass persuasion characterized by two tendencies: 1) a tendency to privilege presence, amplification, and coordination over direct appeals to ideology, and 2) a tendency to compose with the algorithmic, data-driven circulation channels of the social web in mind.

Break

10:45am–11:00am



B Sessions

Friday, June 21
11:00am–12:15pm

B.1: Multimodal and Social Media Activism

104A | *Panel*

"Creating Inclusive and Socially Responsible Digital Texts in an Era of "Fake News" Barbi Smyser-Fauble

"The Alt-Left Boogeyman: Information Economics and the Emergence of 'Antifa" Alisha Karabinus and Patrick Love

"Can Watching Violence on YouTube Be Ethical?" Emily Tarvin

Smyser-Fauble will help educators better prepare students to compose informationally and socio-culturally responsible digital texts for social networking platforms in an era of "fake news" where the lines between fact and fiction are blurred by those in positions of socio-political power. Karabinus and Love will utilize data from social media mainstream media and alternative narrative sources to begin charting the rise, circulation, and velocity of the notion of a thuggish antifa rising in response to the alt-right. Tarvin will explore whether violent and graphic imagery on YouTube can have ethical viewership.

B.2: Access, Reflection, and Metadiscourse in Digital Literacies

103B | *Panel*

"From Monovocality to Multivocality: Writing About Writing as a Multi-Teacher Pedagogy," Savanna Conner

"A Feminist Rhetorical Approach to Wikipedia-based Teaching in First-Year Composition," Jialei Jiang

"Get Us Bodied: Experiments in Hybridity as Access in Crip/Queer/Crazy Bodies at the City College of New York," Andréa Stella and Jesse Rice-Evans

Conner will analyze the ways in which writing about writing (WAW) pedagogy is often counteracted by being taught in single-teacher

classrooms, which may feature conflicting ideas, but those ideas are curated by a single instructor. Conner will offer a social-media model for teaching WAW. Jiang will report on a qualitative study exploring the efficacy of applying a feminist rhetorical framework in Wikipedia-based first-year composition classrooms, addressing both challenges and opportunities. Stella and Rice-Evans will explore tensions emergent in hybrid teaching, course development as ongoing collaborative exploration of access, and embodied femme teaching as rhetorical praxis in a digital space, and will argue that access as mandatory for ethical pedagogy has revealed the need for flexibility, forgiveness, and affirmation as crucial pedagogical elements.

B.3: Graduate Students and Digital Pedagogy

61 | *Panel*

"Universal (Re)design of Digital Classrooms Through a Spirit of Flexibility," Kristin Bennett

"Preparing a New Generation: Digital Literacies in Graduate Education," Ryan P. Shepherd

Bennett will examine the complex relationship between digital spaces and disability by presenting students' embodied experiences with digital spaces in conversation with disability rhetoric to illustrate the necessity of validating and incorporating user feedback in the ongoing (re)design of digital classrooms. Shepherd will suggest approaches for teaching courses in digital literacies at the graduate level by addressing curricula pedagogy and learning transfer.

B.4: We're All in This (Story) Together: Surrealist Games and Collaborative Storytelling

Willy | *Mini Workshop*

Laura Okkema and Eric Murnane

This mini-workshop encourages participants to create a collaborative artifact in a short timeframe. The operating principle here is that group productivity in a digital space can not only be productive but also create a whole more inclusive and compelling than the sum of the individual contributions. Participants will be introduced to

a digital adaptation of surrealist games and then implement them in a collaborative setting, working to brainstorm and produce new content. Drawing on the principles of surrealism, especially the notion that an unexpected spark can lead to productive creativity, facilitators will challenge participants to generate ideas as a group. The initial outcomes will be unstructured, but additional revision will occur during the workshop. At the conclusion of this workshop, facilitators and presenters are encouraged to share the outcome of their productivity.

B.5: Encouraging Multimodal Revision through Engaging Pedagogical Frameworks

62 | *Panel*

Samuel Stinson, Jon Stansell, Garrett Cummins, and Sean Whelan

The focus on revision in composition within our collective professional ethos has been challenged, though still present in our collective rhetoric and ethics. Yet, multimodal projects may complicate the saving, retrieval, access, and revision of composition materials, which may cause students to become reluctant to revise. Panelists respond to this revision reluctance through design principles from visualization theory, careful balancing of explanations among complex visuals, tabletop RPGs and wargames, and criteria-based assessment focusing on revision as providing students a basis for project development throughout assignment life-cycles.

B.6: Multimodal Teaching as an Ethical Responsibility: The Impact of a Digital Composition Lab on Student Learning and Instructor Pedagogy

Centennial C | *Panel*

Dundee Lackey, James Fraley, and Justin Cook



As the means of production, distribution, and composition have merged, the capability to critically author and consume multimodal texts has become increasingly necessary. Accordingly, scholars of rhetoric and composition have long recognized that what literacy, writing, and, "writing tools" mean has shifted, yet computer labs

are generally designed for the machines, with their layout determined by ease of networking, rather than by consideration of their pedagogically driven, process based uses by the people who teach, learn, and create in these spaces. Further, our labs rarely offer industry-standard hardware and software sufficient to help our students develop the skills they will need in their academic, personal, professional, and civic lives. If the duty of the university is to prepare students for literate work across these domains, integration of multimodal, rhetorically-based frameworks, spaces, and tools for composition are the only ethical response.

B.7: Negotiating Ethics of Participatory Investigation in True Crime Podcasts

Michigamme | *Panel*

Charles Woods, Courtney Cox, and Devon Ralston

According to Edison Research, 73 million people in the U.S. regularly listen to podcasts, with true crime stories proving to be one of the most popular subjects for podcasters to address. Yet, despite (or because of) their prevalence in our culture, investigating true crime podcasts as teachers and researchers invites intersectional concerns of ethics regarding this medium. Our panel presentation turns up the volume on the complex activity system of these podcasts as both genre and medium, considering ethics, narratology, and pedagogy. This unique genre provides an opportunity for both narratological analysis and multimodal composing in the college classroom. Yet, in studying true crime podcasts, we must consider ethics adjacent to activism and visibility, as well as the potential for this digital genre as remix.

B.8: Scholar–Teacher–Coder: The Labor of Digital Literacy in the Computer Writing Environment

104B | *Panel*

Elliott Kuecker, Hayden Benson, Mikaela LaFave, and Joshua King

Upon discovering home-spun computation and composition manuals, guide books, and theoretical investigations of word processing

and digital writing environments from the 1980s, we realized these handmade booklets don't fit with our commonplace notions of digital writing technology. We took this as an ethical imperative to historicize the human elements of these digital technologies, especially as it relates to the labor of the coder, teacher, and student. We will present on the surprising paradoxes about the nature of digital writing environments and labor, reminding the audience that the most, "innovative" creations begin with few resources, and our origin point of home-spun computation books are evidence of that. Our panel uses a distinctive set of texts on computers and composition to study the ethics of teaching, coding, and writing labor.

B.9: User/Body Rhetorics: Adaptive Strategies for Networked Embodiment

105A | *Panel*

Jason Crider, Natalie Goodman, and Storm Pilloff

Within digital networks, there are unrivaled potentials for embodied access and circulation. However, as Anne Frances Wysocki reminds us, new forms of embodiment also mean new rhetorical and ethical considerations. Recently, such considerations have turned to the tension between users ability to maintain bodily autonomy and how bodies are co-opted for commercial and surveillance purposes. Given these tensions, this panel offers four case studies borrowing from Jay Dolmage's use of metis; as a rhetorical concept, metis provides a framework for developing adaptive strategies that allow for the cultivation of more equitable bodies in networked situations. Additionally, metis offers an opportunity to understand how user/bodies are always co-authors of such spaces, and both are mutually reconstituted in the encounter.

B.10: Centering Ethics in a Platformized World: The Challenges and Possibilities of Living and Working with Social Media

105B | *Panel*

Bridget Gelms, Dustin Edwards, and Brandy Dieterle

This panel considers social media ethics from governmental, corporate, and scholarly vantage points with attention to responsibility

and accountability. Collectively, this panel advocates for literacies and practices that promote a rigorous ethic and transparency of platform infrastructures, responses to misinformation, and scholarly research on social media. Speaker 1 considers how platforms are intertwined with state-sanctioned operations by examining a Facebook data center and its relationship to the government. Speaker 2 examines social media companies responses to misinformation, arguing they intend to pacify rather than meaningfully address the problem. Speaker 3 proposes approaching social media research with an ethic of care due to the embodied nature of social media particularly when the persons being studied are from minority or vulnerable populations. Attendees will leave the panel with a sense of what they can do as citizens, users, and researchers to cultivate critical literacies of social media platforms.

B.11: Explanation Points: Writing and Publishing in Computers and Writing

106 | *Roundtable*

Amber Buck, Dànielle Nicole DeVoss, Doug Eyman, John Gallagher, Naomi Silver, and Jim Ridolfo

In 1997, Gary Olsen and Todd Taylor's produced *Publishing in Rhetoric and Composition*. The publication landscape has changed a great deal since 1997. The field itself is dramatically more diverse, and the field is now, indeed, fields, with a variety of foci: digital rhetoric, social media analysis, circulation studies, as well as emergent attention to archiving and curation theory, computational rhetorics, and more. Presenters will share advice related to doing the work of researching, writing, and publishing in rhetoric and composition studies—specifically in the subfield of computers and writing, including addressing developing draft materials; seeking feedback; being, at once and across projects, writer/author, composer, designer, editor, coder, programmer, and more; navigating editorial feedback; and doing technorhetorical work in the fairly constantly changing context of digital tools and technologies.



B.12: Living in a Google Docs World: Interviews with Students Who Rock Docs

Centennial AB | *Panel*

Jenae Cohn, John Peterson, and Norah Fahim

The Google Docs platform is so accessible that it's likely at this point more students have used Google Docs than have not. Our two-year, IRB approved study dives into what students report about their writing and learning and how they think and feel as they move between platforms. Looking at both collaborative and individual uses of Google Docs, we explore how students perceive teachers as authority figures and surveillers who intervene in their writing, as well as how they make choices about collaborating and using writing platforms.

B.13: Critical Play: Questioning Positive Affect in Digital Spaces

102 | *Panel*

Kevin Rutherford, Elizabeth Saur, and Kati Fargo Ahern

Computers & Writing has historically considered developments in production using digital affordances from a positive standpoint. While it is certainly not our mission to discredit our field's optimism or relationship to pedagogy as playful and open to opportunities/possibilities, this panel intends to question why student textual production should assume positive affect. Much like Harris critique of "community" and the assumptions that the positive notion of community held for composition teachers, we explore the assumed, "positive play potential" encoded within experiences with digital environments. We do so in the context of game studies, media literacies, and sonic rhetoric. We invite audience members to take part in performative presentations that play against the presupposed notion of positive affect or "playful" experience.

B.14: Aggression, Harassment, and Ethical Obligations

Riverside | *Panel*

"Facing Down Harassment in Digitally Embodied Scholarship," Megan McIntyre

"Toward a Theory of Digital Aggression and Memetic Screens," Erika Sparby

"Parkland: A Case Study of Social Media as Weapon and Resistance," Sara Strasser

McIntyre will describe the ways in which multimodal digital work requires us to share more than our words, thoughts, and ideas, which—for women and people of color—this can mean facing target digital harassment. Sparby will describe the ways in which memes can serve as loci of digital aggression that silence voices and prevents productive dialog. Strasser will look at the shifts in news circulation following the fake news epidemic of 2016 by examining the use of social media surrounding the school shooting in Parkland, FL.

Break

12:15–12:30pm





Lunch and Keynote: Joy Robinson

Saturday, June 22

12:30pm–2:15pm

Big 10 A and B

"Researching Collaboratively: Teachers, Teams, and Technology"

At an early age, we are encouraged to collaborate; we share wooden blocks, exchange colored crayons, and learn how to play together. But, by the time we reach college, our collaborations are fraught with difficulty and struggle. In industry, research, and sometimes in teaching, workers are required to operate in groups to complete large tasks or tackle wicked problems—complex, situated, ill-defined issues with an indeterminate scope. Some of our most significant human accomplishments (for example, DNA mapping and the Internet) would not be possible without interdisciplinary teams of engineers, architects, humanists, doctors, scientists, and others. This talk focuses on collaboration in our digital age including how we as academics talk about, demonstrate, and teach collaboration in our classrooms; what we as researchers might need to know and understand about the digital tools that shape and inform our writing; and what industry could learn about teaming and how to foster and nurture teams. I call for more collaboration across the aisle, so to say, in the academy and beyond, removing the silos that have shaped our field's history and restricted our scholarship. As a field of intersections among Technical Communication, Business Communication, Rhetoric and Composition, Communication, and English, we need 21st-century ways to work, share, and foster agency both as consumers and designers of, and for, the digital tools of today. By "standing on the shoulders of giants," we can do and say more, but to reach further, we need to share and collaborate.

C Sessions

Friday, June 21

2:30–3:45pm

C.1: Digital Technologies That Extend and Transfer Beyond the Classroom: Sketching, Virtual Reality, Social Networking, and Online Learning

103A | Panel

Travis Hein, Morgan McDougall, Emma Guthrie, Ann von Mehren, and Neil Baird

As instructors, it is also important that we continue developing our knowledge of computer technology and tools to make sure that our courses are accomplishing the most that they can; whether that means integrating assistive technology, teaching for transfer, or supporting online civic engagement. This panel focuses on how digital technologies may be used to help instructors reach beyond the constraints of a classroom space in an effort to accommodate all students, including those with learning disabilities and those in non-traditional learning spaces.

C.2: Writing Program Administration and Curriculum Design

104A | Panel

"Looking Back and Moving Forward: A Study of Digital Technology in FYC Curriculum and Writing Program Design," Rebecca Petitti

"Tracing the Outline of Our Identity: Writing Program Technologist's Emergence as a Community of Practice," Julia Romberger

"Centering Technological Spaces in an 1890 Land Grant HBCU First-Year Writing Program," Ken Hayes

Petitti will look at programmatic engagement with research on first-year composition and digital technology in tandem with WPA Outcomes Statements (OS) to articulate what conditions allow for bringing scholarship into application. Romberger will draw on the concept of communities of practice to trace the evolution of Writing Program Technologists as members of a discrete community of

practice. Hayes will share a student-centered technology survey in the context of current steps and difficulties in improving technological access for the English Program's FYC courses at Central State University, an 1890 land grant HBCU.

C.3: Feminisms and Rhetorics in Liminal Spaces

104B | Panel

"Dirty Computers: Cams, Kink, Porn, and Liminal–Material Rhetorical Research Spaces," Kathleen Baldwin

"Funny Feminism: Women and Satire in New Media," Abbie Levesque

"Hurricane at the Library: Drag Queen Story Time and the Use of Online Spaces as Political Weapon," Keith Dorwick

Baldwin will encourage the computers and writing community to explore and learn from liminal–material rhetorical spaces—the vast, shifting, intertextual spaces and identities embodied in between the dichotomies and binaries of the post-feminist/pro-feminist/anti-feminist/anti-censorship/pro-porn/empowerment/exploitation previously studied. Levesque will explore the ways a YouTuber, Jahkara J. Smith, utilizes new media genres and platforms in her makeup parody videos to create a "funny feminism" that opens new possibilities for feminist envisioning via satire. Dorwick will describe the e-protests that resulted when his university's fraternity for gay and bisexual men volunteered at a local public library through a member in drag reading a queer-affirming picture book.

C.4: Teaching Visual Texts and Communication

105A | Panel

"How Can We See What We Can't See? Perceptions, Preconceptions, and Visual Communication," John Jones

"Reflecting on Threshold Concepts: Using Video to Gauge Student Understanding in an Online Writing Course," Laura Edwards

"Visual Essays: Media Ecology, and Interdisciplinarity," Jacob Boccio

Jones will investigate the role of perception and intuition in visual communication, addressing the difficulties presented by convincing

a viewer to accept new visual information, including information that may be seen by a viewer to be counter-intuitive or counter-hegemonic. Edwards will share findings from a study spanning three semesters of an online first year writing course focused on threshold concepts in writing and engaging students in reflecting in a digital environment while struggling with difficult concepts. Boccio will explore the ways in which scholars and media practitioners can visually communicate critiques and analyses to audiences within academic, mainstream, and subcultural groups by suggesting interdisciplinary scholarship and pedagogy that intersects discipline-specific visual practices.

C.5: Possibilities and Limitations of Gaming Pedagogies

105B | Panel

"When It All Goes Sideways: Adjusting and Adapting In Gaming Pedagogy Courses," Jennifer Justice

"Making Games in First Year Writing," Megan Tyler

"A Theory of Concentricity: Magic Circles, Nepantla and the Worlds They Unlock," Greyson Sanders

Justice will discuss the technical and ethical pitfalls of gaming pedagogy as a means of highlighting the professional practices and resources at our disposal when things go sideways. Tyler will look at the outcomes of asking students to write text-based games in a first-year composition course and explore creating a first-year writing curriculum where students engage with games not just as players but as designers and rhetors. Sanders will explore games as platforms for subversive narratives that may allow someone within dominant narratives to better understand the multiple realities and perspectives in which we all exist.

Session C.6: Protest, Resistance, and Digital Space

Centennial AB | Panel

"Meme and Redeem: Native American Resistance in an Online World," Noah Patton

"Accounting for Affects in Digital Activist Composition," Kefaya Diab

"Sorry I'm Not Sorry: Using Disruptive Digital Narrative to Foster Student's Writer–Researcher Identity," Teigha Mae VanHester

Patton will argue for memes as a valuable tool for Native Americans to protest colonialism, discussing the ways and reasons this platform of protest, which coordinates directly with the inherent nature of Native American humor, is a way for marginalized communities to speak out. Diab will share a video essay that theorizes the role of affect resulting from ecologies of digital composition in pushing revolutionary actions forward. VanHester will utilize theoretical frameworks in digital rhetorics and Afrofuturist feminism to highlight possible pedagogical implications instructors can utilize to help students facilitate and embody disruptive digital identities and narratives.

C.7: Designing Multimodality in Writing Classrooms

102 | *Panel*

"From Tags and Selectors to Critical Scripting: Discourse and Genre in the Web Design Classroom," Eric Murnane

"Multimodal and Multilingual Composing in First-Year Writing Courses: [Name of Web-Based Archive]," Jeroen Gevers, Kati Paul, and Shelley Staples

"Making Movies/Making Knowledge: Redesigning a Film Seminar to Include Film Production," Catherine Braun

Murnane will outline a framework for using discourse analysis and genre theory as a means to facilitate student learning in the web design classroom, making an argument that students can learn web scripting as an overt act of composition with literacies, genres, and context. Gevers, Paul, and Staples will discuss multimodal student assignments in a web-based archive that aims to support teachers and researchers in multimodal meaning-making and cross-linguistic genre analysis. Braun will focus on one way to redress the analysis vs. production rift by incorporating movie-making into a traditionally analysis-centered film course in an English department.

C.8: Designing Multimodality in Writing Classrooms

61 | *Panel*

Chris Mays, Julie Jung, and Kellie Sharp-Hoskins

Grounded in the premise that rhetorical emergence is fundamental to understanding and responding to the complexity and ethical challenges of (computers and) writing, this panel examines how transformations of writing across various media and modes create new possibilities for emergent rhetorical effects, both in and out of the classroom. More specifically, by tracking the emergent rhetorical effects of institutional email lists, multimodal writing assignments, and multimodal assessment practices, panelists will shift attention from what emerges in writing (as discrete, as legitimate, as valuable) to how it emerges through embodied practices, interfacing literacies, power asymmetries, and scalar hierarchies. Each presentation theorizes the affordances of writing transformations by drawing on specific examples to illustrate possibilities for shifting emergent rhetorical effects.

C.9: The Digital Studies 101 Website: Developing and Using An Ethical Un-Textbook

Michigamme | *Panel*

Zach Whalen, Lee Skallerup Bessette, and Brenta Blevins

This panel presentation addresses ethical motivations, benefits, and issues raised by our university's development, rationale, and uses of a common, free, open educational website in lieu of a physical textbook for a Digital Studies 101 curriculum. In describing the development and uses of our Digital Studies 101 website, we address the ethical priorities, pedagogical benefits, and programmatic opportunities for the digital studies program by describing the programmatic history and impetus for the initial development of the Digital Studies 101 website; presenting on continuing development, instructor use, and pedagogical implications of the website; and addressing student use of the website.



C.10: Ethics in 240 Characters or Less: Social Media's Past, Present, and Future

103B | Panel

Anshare Antoine, Emily LaPadura, and L. Corinne Jones

People within and outside of the academy increasingly develop complex and intersectional literacies on social media. While these multimodal spaces offer expanded expressive capacities to rhetors, offering new ways to develop identity and challenge the status quo, social media presents ethical challenges. Our panel seeks to explore the past, present, and future of some of these ethical challenges. We hope to give audiences an understanding of the trajectory of ethical social media use both within and outside of the classroom and to offer solutions to ensure safe and socially responsive equity, access, and inclusion.

C.11: Listening for the Overtones: Readings, Transcripts, and Interviews in Soundwriting Classrooms

62 | Panel

Kyle D. Stedman, Philip Choong, and Courtney Danforth

Listening poses both ethical and practical challenges for contemporary writing teachers. This panel on various forms of listening emerges from four speakers who have incorporated sonic texts in their courses. Together, we offer frank self-analyses of our own successes and failures as writing teachers, coupled with theory-driven case studies and practical strategies for teaching listening in writing classrooms. We're also inspired by the physical/aural concept of "overtones"—the collection of subtle tones that are sounded when any note is played or sung, but which are only audible in certain circumstances. To experience overtones, you have to listen for them. To that end, we'll engage with the audience in ways that go beyond traditional "talking at" conference experiences, asking them to listen with us, even to the overtone-like subtleties of teaching practice that aren't always immediately apparent.

C.12: The Multifaceted-Nature of Access in Online Learning Environments

106 | Roundtable

Abigail Oakley, Allison Hutchison, Beck Wise, Kristin Bennett, and Lauren Salisbury

Roundtable panelists will engage in a conversation about how instructors, students, and online learning environments interact and intersect with accessibility, widely defined. This panel uses as its starting point the assumption that online learning environments are inherently more accessible, a belief rooted in an instrumental view of technology (Haas, 1996). After offering related research as well as individual experiences related to these issues, panelists will invite the audience to pose questions about how to negotiate various interfaces as it relates to accessibility and brainstorm solutions to issues related to disability, course design, teacher training, and students lived experiences. Participants and panelists will collaborate on a Google Doc intended to collect and distribute resources related to accessibility in online learning environments.

C.13: Designing Inclusive Futures: Black Feminist Design(s) as Ethical Practice in Administration, Pedagogy, and Research

Centennial C | Panel

Floyd Pouncil, Constance Haywood, and Nicholas Sanders

Using Black feminist theory as a point of departure, this panel offers three interlocking discussions to explore how Black feminism can work as a liberatory design framework that centers Black women and, in turn, creates opportunities for designing against oppression by interrupting historically white narratives about design. The speakers on this panel, then, bring Black women's intellectual traditions to bear on "design"—conceived here to include documents, programs, pedagogies, and research—and will examine, theorize, and strategize possibilities for Black feminist praxis in arenas of Writing Program Administration, writing pedagogy, and research and citational practices in digital spaces.

C.14: Remix the Conference: Creating Community through Audio Collage

Willy | Mini Workshop

Ben Harley

Building on contemporary research on sound and remix, this workshop invites participants to create audio collages of the Computers and Writing community to better understand and articulate its diverse commitments, goals, and problems. This workshop asks composers to work with sounds to rethink both their understanding of and their relationship with their own community. Participants will first record their voices and then upload them to a shared Google Drive folder. Once each participant has uploaded at least one audio file, they will each download all of the files and arrange them in a way that they believe says something meaningful and important about the group and its members. Prompts and instructions will be provided for those unsure of how to begin, but participants will be invited to eschew these parameters, if they believe they have something more authentic, important, or productive to say.

C.15: Digital Machiavels: Ethically Fostering 21st Century Digital Pedagogy through 20th Century Admin

Riverside | Mini Workshop

Megan Mize, Jamie Henthorn, and Shelley Rodrigo

How do administrators effectively and ethically foster emerging practices of technology integration into colleagues' pedagogy? Although digital advocates can train and support others, the reality is that in many instances, they are not the individuals implementing such strategies on a daily basis. This workshop considers how those tasked with fostering digital practices in composition courses might bridge the gap between scholarship and practice within a 20th-century, largely print-influenced, administrative framework, with colleagues often proficient in previously dominant modes of communication, organization, and collaboration. This session will explore the obstacles to such efforts, such as ethical concerns, emotional labor, funding, and more.

Break

3:45–4:00pm

D Sessions

Friday, June 21

4:00–5:15pm

D.1: Publishing and Editing

103A | Panel

"Assessing Equity and Access in Zero Textbook Cost Writing Courses at the Community College," Teryl Sands

"Technofeminist Editorial Mentoring and the Future of Digital Scholarly Publication," Kristine Blair

"The Politics of Institutional Change in Computers and Composition and Journal of Basic Writing: Implications for Graduate Teaching," Lynn Reid

Sands will share a research study exploring student success in community college writing courses leveraging the use of Open Educational Resources (OER) instead of requiring students to purchase expensive textbook or publisher materials. Blair will focus on the intersection of feminist theory and pedagogy and digital, multimodal composing processes to promote technofeminist editorial mentoring. Reid will examine descriptions of institutional stakeholders (deans, administrators, colleagues in other departments, writing center directors, etc.) in narratives about the politics of institutional change in the *Journal of Basic Writing* and *Computers and Composition* from 1995–2015.

D.2: Community Activism

105B | Panel

"Sexual Pedagogies in Digital Spaces: Community-Based Participatory Design For HIV/AIDS Education," McKinley Green

"Access and Equity in Data-Driven Food Justice Decision-Making," Dawn Opel and Donnie Sackey

"YouTube Algorithms and Migrants' Voice: Network Visualization for 'Democracy Handbook with Bassem Youssef' Episodes," Daria Sinyagovskaya and Sahar Eissa

Green will describe his experiences working with a Minneapolis-based nonprofit that provides case management and education services for young people living with HIV/AIDS, specifically to address how the nonprofit's clients use mobile technologies as part of their healthcare management. Opel and Sackey will introduce a case study to explore data-driven approaches to food security decision-making, and how these approaches create unintended consequences that deserve scrutiny. Eissa will analyze "Democracy Handbook with Bassem Youssef" videos and investigate how YouTube algorithms use video labels and descriptions to place the videos among different categories and channels for different target audiences.

D.3: En(Act)ion: Bridging the Graduate School Digital Divide

106 | *Panel*

Jan Rune Holmevik, Shauna Chung, Stephen Quigley, and Tia Dumas

This presentation relates an innovative graduate digital literacy program where students utilize digital technologies as a conduit through which they engage their personal and professional identities. Developed by a team of graduate school administrators, professors, and PhD students, this program seeks to promote inclusive networks and provide students with access to and awareness of technologies on campus that will link these identities to communities within and without academia.

D.4: New Ethical Frameworks for Researching Digital Aggression

Michigamme | *Panel*

Leigh Gruwell, Jessica Reyman, Dustin Edwards, and Erika Sparby

Each speaker on this panel provides frameworks for new ethical approaches to researching digital aggression. Because digital aggression is an articulation of content and behaviors among human rhetors and technological agents across spaces and communities, research approaches and methodologies must be based on the particular circumstances of each case while taking care to acknowledge and address the unique challenges of studying harmful rhetoric and hostile spaces. Each presentation addresses a different ethical issue presented in researching digital aggression: why (and how) researchers need to address circulation, challenges to feminist methodologies, representation of research participants, and researcher self-care and safety.

D.5: (Re)Discover Zoom: The "Meeting" Tool That Can Humanize Your Teaching

Willy | *Mini Workshop*

Rachael Jordan

We are constantly striving to make our online teaching presence more human, more accessible, and more effective. One way many educators have done this is to use multiple screencasting and video making tools. Although many of our writing classes are activity based, with a focus on active learning, writing and revision, and peer review, there is still a need to show our students the human behind their prompts and activities. In this hands-on workshop, participants will learn about how to use Zoom for a variety of purposes as another tool to help humanize online and hybrid/blended classes. The facilitator will both show examples of her past successes (and missteps) as well as provide activities to start practicing with the tool on your own. Zoom accounts include a free version, so it would be useful to sign up for one before attending.

D.6: Braiding the Ludic Interknit: Creating Intermediate-Level Composition Games in Twine

Centennial AB | *Mini Workshop*

Samuel Stinson

This mini-workshop for the Twine programming platform is designed to be a presenter- and self-guided sandbox gamified experience in which participants review beginning-level operations before learning and practice using intermediate-level operations. Participants then discuss and analyze several example programs to assist in designing their own complex digital texts and stories. The presenter will direct participants to set personal goals for the sandbox session and to complete self-selected design quests/prompts for further practicing newly acquired intermediate operations. Participants are encouraged to reuse and adapt these materials to further build their own students' Twine multimodal literacy.

D.7: International Activism

Centennial C | *Panel*

"Engaging the (re)Authentic: Material and Sense Rhetorics in Virtual Archeology," D'An Knowles Ball

"Developing Avatar Ethos in Mixed Reality Protests," Brenta Blevins

"Digitizing Non-Western Himalayan Epistemologies in Rhetoric and Composition: A Kirat-Yakthung Case," Marohang Limbu

Ball will explore the compositional and rhetorical implications of authenticity employed in the development and experience of a Neolithic Turkish settlement regenerated in fully immersive multisensory virtual reality. Blevins will describe the ways in which recent protesters in Spain, France, and South Korea employed Mixed Reality, a medium that combines virtual elements with material objects and surroundings when their physical protests were banned. Limbu will describe how digital writing and composing (can) happen in local and global contexts when digital technologies or cloud spaces are exploited, and how we (in our field) can better utilize them (digital technologies/tools and cloud spaces) to engage diverse student body and/or historically marginalized cultural-linguistic-and geo-political voices/spaces (within classrooms and beyond).

D.8: Spinning Recordings On and Off the Bus

62 | *Panel*

Geoffrey Carter, Ron Brooks, Robert Leston, and Sherrin Frances

Our title of "being on the (school) bus" refers, paradoxically, to the infamous Further Bus piloted by counter-culture icons Neal Cassady and Ken Kesey, whereas being "off the bus" signals a more pragmatic arrival at a school setting that is nevertheless open to 1960s-style happenings like Geoff Sirc, Ken Macrorie, and Civil Rights figures like Malcolm X. This panel will spin recording artifacts from current classrooms and from 1950–1960s culture that will showcase the pragmatic and performative capacity of recording one s approach to writing.



D.9: TLDR: What Do Those Technology Privacy Statements REALLY Say?

61 | *Panel*

Cat Mahaffey, Shelley Rodrigo, and Christine I. McClure

Active learning in online writing courses often takes advantage of, many times requires, third-party web tools and applications (Purdy 2010; Rodrigo 2013; Sorapure 2010); but, do we know if/how those technologies impact students' digital footprints? How are the various digital applications that students use in online courses protecting students' privacy and other data? To start dialogue on the topic of privacy and digital learning applications, this panel will explore FERPA and theories of privacy, as well as conduct both rhetorical and user-centered design analyses of privacy statements from commonly used digital learning tools.

D.10: Critiquing Institutional Narratives

103B | *Panel*

Panel"Intersections of Everyday Praxis and Neoliberal Institutional Discourse," Abigail Oakley

"Constructing an Ethical Core: Centering Teachers Interpretations of Automated Assessment and the (In)flexibility of State Standards," J. W. Hammond

"You Want It Done Right? Do It Yourself: Publishing a Digital Textbook to Engage Students," Laural Adams

Oakley will discuss an institutional ethnography conducted at a large southwestern university, focusing on online teaching and interviews with graduate teaching associates, staff, and faculty about their work experiences. Hammond will address the surprisingly little research exploring classroom teacher beliefs about the ethical significance of state standards and large-scale automated assessment, drawing on qualitative interview data to show that teachers rhetorically (re)interpret the meaning of large-scale standards and automated assessment in ways that align with local values and needs. Adams will discuss the process of publishing a tutorial-based, writing-intensive textbook designed to overcome challenges in digital learning environments that plague digital textbooks, including student poor cognitive processing, reduced effort, cheating, lack of fit with curricular goals, and student disengagement.

D.11: Continuing the Conversation: Navigating Inclusivity and Vulnerability in Online Listservs and Digital Spaces

Riverside | *Roundtable*

Mandy Olejnik, Ashanka Kumari, Emily LaPadura, Kyllikki Rytov, Cara Messina, and Katelyn Lusher

The roundtable facilitators invite participants to reflect on the ways in which they engage in digital, professional communication in writing studies, focusing primarily on professional listservs and social media. Specifically, we will think about the ways we can improve digital spaces to make the experience more inclusive and sensitive to members needs, inspired by the WPA-L threads on the subject in October 2018. By briefly sharing their own experiences in such digital communications, leading full and small group discussions, and providing materials for participants to draw and write out their ideas, the facilitators will encourage participants to brainstorm ways they can operate within—and sometimes against—their own positionalities and vulnerabilities to participate meaningfully in professional digital communications in the field. In the end, our goal is to foster and generate a discussion that helps participants move forward with ideas to challenge some of the ways in which marginalized groups are further driven into silence or have their experiences dismissed by those in power.

D.12: Deep Ethics in Pedagogy

104A | *Panel*

"Supporting Development and Success: Conceptualizing and Prototyping a Student-Centered Professional Development System," Derek Hanson and Philippe Meister

"Considering Student Risk: Instructor Responsibilities and the Ethics of Offering Online Assignment," Tina Arduini

"Design Thinking Toward Writing Community," John Monberg

Hanson and Meister will share recent efforts to conceptualize and prototype CourseLink, including comparison to related tools (e.g., resumes, eportfolios, transcripts) and related systems (e.g., Course Signals, Mapworks), and creating interactive artifacts. Arduini will cover the responsibilities of instructors who assign digital compositions through an analysis of student projects, in-class discussion topics, and alternative assignment guidelines. Monberg will describe

ways in which a design thinking framework and related techniques can be incorporated into classrooms.

D.13: Critical Data Literacies

104B | *Panel*

"The Computing of Rhetorical Profiles in Human–Machine Email Collaborations," Alan Knowles

"Learning to Read Again: Introducing Undergraduates to Critical Distant Reading, Machine Analysis, and Data in Humanities Writing," Trevor Hoag

"Go Small: Cultivating Data Literacy in the Writing Classroom," Madeleine Sorapure

Knowles will consider the ethical implications of the data collection required for Google's Smart Reply and Smart Compose machine-learning algorithms to become personalized to individual users over time. Hoag will focus on teaching undergraduate students to perform textual analyses through "distant" or "machine" reading in the context of an introductory digital studies/digital writing course. Sorapure will situate small data as likely to be more effective and to align well with other key learning outcomes, arguing that the data literacy we pursue is closer to critical literacy than it is to statistical literacy.

D.14: Rhetorics of Gaming, Modding, and Colonialism

105A | *Panel*

"Understanding Playthings as Material-Semiotic Actors; or, A Postmortem on Bulge Lab," Michael DeAnda

"It's Raining Chickens!: Introducing Students to Modding through Minecraft: Education Edition," Christopher Stuart

"No Flag, No Country: the Procedural Rhetoric of Colonialism in Europa Universalis IV," Kirk Lundblade

DeAnda will discuss how puzzle and narrative designs in Bulge Lab—a web-based Alternate Reality Game (ARG) that comments on masculinity, body image, and viruses—requires continued investigation between play and material-semiotic actors of social media sites. Stuart will explore how to get humanities majors to engage with technical skill by introducing coding with Minecraft: Education

Edition. Lundblade will argue for how historical simulation games (such as the Civilization, Total War, and Europa Universalis franchises) serve as powerful methods of learning history and address how their complex procedural rhetorics advance arguments about historical determinism, colonialism, and representation.

D.15: Working with the DRC toward a Digital Ethics Manifesto

102 | Mini Workshop

Anne Gere, Naomi Silver, Adrienne Raw, Lauren Garskie, Angela Glotfelter, Whitney James, Jialei Jiang, Jason Tham, and Katie Walk-up

How can writing scholars and teachers understand and apply digital ethics? This mini-workshop will encourage the audience to deliberate on the challenges of digital rhetoric and its intersections with the field's ideals, embodiments, and literacies. We will walk away with a manifesto on digital ethics, a document that will guide our scholarship, pedagogy, and social justice practices. Conversations about digital ethics are imperative because teacher–scholars increasingly find themselves and their students navigating questions of equity and access in digital spaces. At the end of the workshop, groups will collaborate to articulate a statement of principles in the form of a manifesto for research and pedagogy that will, ideally, help such spaces become centers of critique, learning, and possibility.

Awards Banquet

Friday, June 21

6:30–8:30pm

Big 10 A and B

BOWLING

Friday, June 21

9:00–11:00pm

Following long-standing C&W tradition, there will be bowling on Friday night after the awards banquet! We'll be at Spare Time in Lansing 9:00–11:00pm. We have our very own private lanes, and bowling (shoes, balls, lanes) will be free.

There will be a cash bar (96-ounce beers are Spare Time's specialty, and they have a huuuuge list of draft beers) and food is available to order.

Spare Time is located at **3101 E Grand River Ave** in Lansing, MI 48912, about a mile and a half from the Kellogg Center. This is not a walkable distance because of traffic and lack of pedestrian-friendly walk ways. We strongly suggest carpooling or taking an Uber or Lyft.



E Sessions

Saturday, June 22

9:00–10:15am

E.1: Resources and Access

103A | *Panel*

"25 Years a Participant: Bidding Goodbye to the Internet Gift Economy," Michael Salvo

"Translingual Online Tutoring," Manako Yabe and Philip Hayek

"Writing Boot Camps for Developmental Writers: A Pilot Study," Daniel Ruefman

Salvo will articulate an ethics of abundance over violent scarcity using the first Online Writing Lab as a representative example of a post-capitalist cooperative order. Yabe and Hayek will share the story of a hearing editor and deaf writer meeting together over the course of nine months to work on editing a doctoral dissertation, and describe the different cultures, languages, and communication technologies they navigated. Ruefman will describe a summer writing bootcamp program as an early intervention strategy for developmental writing students when, in 2015, the University of Wisconsin–Stout was under pressure by UW System to reduce its demand for non-credit bearing, developmental writing courses.

E.2: Planners and Journals as Multimodal Technologies of Disability Access

104A | *Panel*

Esther Grace Witte, Neil Simpkins, and Brenna Swift

Our panel explores planners and journals as objects of writing that create a multimodal environment allowing disabled writers to access writing as an identity. While often thought of as a solely "paper" technology, planners and journals have emerged as a complex system comprised of digital and paper writing tools. The speakers will explore disabled writers experience with planners and academic writing, the cultural rhetorics of bullet journaling for writers with

mental disabilities, and the pedagogical use of journaling in first-year composition classrooms. The speakers argue that planning and journaling should be taken as a form of multimodal writing in their own right and incorporated into composition pedagogy as a practice of disability access.

E.3: Building Sustainable Digital Spaces: Student and Faculty Collaborations on Editing Digital Publications

104B | *Panel*

Alexandra Hidalgo, Jessica Gibbons, and Megan Elias

This panel discusses strategies for building ethical and sustainable editorial teams for digital publications by fostering collaboration between faculty, graduate, and undergraduate students. We draw from our work on the digital publication "agnés films: supporting women and feminist filmmakers," which publishes pieces about women behind the camera and argue that the strategies we offer are applicable to other kinds of publications beyond film, such as peer-reviewed scholarly journals, literary journals, magazines, blogs, and news publications, among others. Not only do we discuss the editorial process from multiple perspectives, but we also cover strategies for funding and sustaining these ventures.

E.4: Toward Healthy Representation and Practices in Online Gaming Spaces

105A | *Panel*

"Tumblr Fans Perceptions of Character Diversity in the Dishonored Video Games," Danielle Hart

"ARTIFICE X: A Meta-Modern, Game Theory Approach to Creative-Worldbuilding and Queer-Becoming(s)," Eric Pitman

"Tracing Fan Uptakes with Computational Text Analysis," Cara Marta Messina

Hart will discuss fan perceptions—gathered through a survey of more than one thousand players—of the latest game in the Dishonored franchise, Death of the Outsider (2017), which introduced a queer, black, disabled protagonist named Billie Lurk. Pitman will

present and explore Artifice X: v. 1.0, a queer, meta-modern, creative writing pedagogy model that examines networks of collaboration, communication, identity, self-exploration, world-building, and other community practices via a table-top game. Messina will investigate fan fiction uptake of Legend of Korra (TLoK), a Nickelodeon children's show in which the main character is a bisexual woman of color who subverts more traditional narratives around race, gender, and sexuality.

E.5: Ethics in Teaching Tech Writing

105B | Panel

"Tech Writing Email Scenarios as Scenes of Social Justice," Steven Hopkins

"The Dragonfly Project: Teaching Ethics in Technical Writing Courses through Case Study Method," Bhushan Aryal

"Technical writing at the intersection of networked narratives and medical guidelines," Emi Stuemke

Hopkins will suggest ways, to develop "soft skills" among tech comm students, students can respond to email scenarios in which their empathy for the email recipients is paramount above all other considerations. Aryal will discuss teaching ethics in an undergraduate technical writing class, specifically using Google's DragonFly Project as a case and exploring the pedagogical value of using the case study method for teaching ethics. Stuemke will argue that technical and professional communication students must develop nuanced fluency in the networks of digital communication that shape client and user information needs, and explore methods that invite students to consider the concept of medical citizenship.

E.6: Reimagining our "Mission": Research, Pedagogy, and Assessment in Service of Social Justice

Centennial C | Panel

Lisa Dooley, Sarah Warren-Riley, Julie Bates, and Oriana Gilson

This panel advocates for a reimagining of the mission of computers and writing teacher–scholars. Particularly, we argue for innovative, inclusive approaches to scholarship, pedagogy, and assessment practices inside and outside the classroom that make apparent, are

attuned to, and learn from marginalized perspectives and bodies. The speakers each draw on case studies to highlight different possibilities for ethical engagement with underrepresented and vulnerable bodies in research, teaching, and assessment. Driven by their pedagogical commitments, the speakers will offer a variety of approaches to engaging with social justice work within the computer mediated classroom.

E.7: The Circulation of Algorithmic Capital in Social Media Responses to Institutional Rhetorics

61 | Panel

Aaron Geiger, Mike Edwards, and Kathryn Manis

Three presenters converge at the intersection of algorithmic capital, rhetoric, and social media engagement. Panelist 1 proposes a model for the ethical quantitative examination of the circulation of human labor and material and algorithmic capital at the large-scale intersection of social media and institutional economics in the context of writing studies. Looking directly at coding-as-writing, Panelist 2 examines the ethical implications of planning vs. artistic experimentalism during the creation and publication of social media bots. Disruption, obfuscation, and remix serve a collective good, even when labeled negatively as " unethical." Concluding the panel, Panelist 3 analyzes the rhetorical influence of the female soldiers and bodies as their likenesses and images are circulated among social media used as rhetorical agents of action and justification. This research is presented through a perspective of circulation studies and global feminism. Through these three perspectives, this panel hopes to foster dialogue and discussion about the shifting perspectives of ethics, ownership, authorship, and algorithmic capital.

E.8: Ethical Interactions: Access, AI, and Experience Architecture

102 | Panel

Michael Ristich

This panel seeks to examine the ethical roles of accessibility, AI, and experience architecture by discussing the ethical implications inherent in writing code; interrogating the ways the techne of ma-

chine learning is dramatically different from the outcomes we think they will follow, thus manipulating the intended outcomes of use and confusing the roles of ethical digital citizenry; and by illuminating how three paradigms—disruption, design-thinking, and experience architecture (XA)—might expand our understanding of and approaches to AI in rhetoric and composition. Taken together, we offer various perspectives on the methods and practices of ethical interactions in contemporary digital spaces.

E.9: Community Formation in Streaming and Vlogging

103B | Panel

"Who Watches the Watchers?: Twitch and the Ethics of Playing Games Online," Wilfredo Flores

"Accessibility in Game Design," Kimberly Jenerette

"Bougie Beauty: Class, Authenticity, and Identity in YouTube s Beauty Vlogger Subculture," Anna Barritt

"A Toxic-free Oasis in Online Games: Culturally Tolerant Players or Superficial Understandings?" Rebecca Carino

Flores will focus on a research project of streaming video games on Twitch for an audience of queer gamers, addressing the use of public data on an online platform, considering online personas as real people through cultural rhetorics methods, and situating the ethical tensions between Twitch's platform rhetorics and community formation. Jenerette will analyze the ways in which people with physical impairments are able to (through their own means or through means provided by designers) claim a sense of agency in virtual spaces through video games. Barritt will explore, through a participatory culture lens, how YouTube beauty vloggers Jaclyn Hill and Jeffree Star rhetorically curate their public online identity as it pertains to class. Carino will explore the culturally empathetic traits that might be fostered in online game interactions, and whether or not these traits are authentic or misconstrued.

E.10: Digital Resistance to Reproductive Injustice

Riverside | Mini Workshop

Sharon Yam, Bethany Johnson, Marika Seigel, Lori De Hertogh, Maria Novotny, and Erin Frost

This workshop responds to exigent reproductive injustices by highlighting the digital means whereby everyday people can and do resist. We seek to demonstrate how digital resistance can bridge public cultures and rhetorical and theory-based work on reproductive justice. We focus on utilizing multimodality to respond to contemporary reproductive threats and/or capture these threats in action. We draw from the diverse experiences of five reproductive justice activists to offer various rhetorical, theoretical, and community-based models for engaging in/doing reproductive justice in digital contexts. First, we ground the idea of digital resistance to reproductive injustice in our various experiences. Second, we facilitate a session in which participants will build upon this model by imagining and workshopping a digital intervention they can actively make toward community organizing, consciousness raising, and reproductive justice.

E.11: Unity 3D Game Spaces for Beginners

Willy | Mini Workshop

Dennis Jerz

The workshop will introduce participants to the free, built-in, no-coding-necessary tools for designing and interacting with 3D spaces in the Unity Game Engine. New game developers can use the templates and prefabs in Unity to create game-like artifacts that subsist within and gesture towards the richer conventions of gaming. Unity contains friendly features to enable non-coders to create and explore a customized environment, personalizing such world elements as light, textures, gravity, momentum, friction, hills and valleys; interacting with prefabricated drop-in environmental details such as water and trees; and avatars and vehicles pre-programmed according to the conventions of common 3D game genres. Unlike drag-and-drop content creation tools like Scratch or Google Sites, Unity is not a simplified sandbox environment that caters only to beginners. Working with Unity is a good way to learn computer coding literacy issues such as managing assets, versioning, and object-oriented thinking.



E.12: 3,000 Podcasts a Year: Teaching and Administering New Media Composition in a First-Year Writing Program

Michigamme | Roundtable

Michael Faris, Callie Kostelich, Tanner Walsh, Sierra Sinor, Michelle Flahive, and Leah Heilig

This roundtable shares our experiences designing, implementing, and teaching a podcast episode as a required new-media assignment across our entire first-year writing program. This implementation ultimately equated to over 50 instructors teaching podcasts to over 3,000 students in the 2018–2019 academic year (the year the podcast assignment was introduced for the whole program). Each presenter provides a 5–8-minute talk about their experiences teaching podcasts in the program. Presenters start with the rationale for this specific new media assignment and concerns around TA preparation from an administrator s perspective and then turn to more specific teaching experiences focusing on students research questions in a post-truth era challenges as a first-year TA issues around teaching with technology in a low-tech classroom, teaching academic discourse through podcasts, and accessibility. The roundtable will end with a discussion with the audience about the challenges and opportunities of requiring a new media assignment across an entire program.

E.13: Remix Ethics and Access

62 | Panel

"Beyond Remix and Open Access: Ethical Lenses for Making Intellectual Property Decisions," James Purdy and Karen Lunsford

"Gatekeeping Remix: Fandom Spaces and Identity Politics," Brittany Larsen

Purdy and Lunsford will report on national survey and interview data to suggest that calls to embrace remix and open access cannot be the exclusive ethical lenses we use in making intellectual property (IP) decisions for digital productions. Larsen will interrogate how identities are constructed in different online spaces, specifically attending to odemtotu remix, where marginalized groups in particular insert themselves into exclusive spaces by reinterpreting existing work (e.g., fandoms).

E.14: Poster Presentation

Lincoln | Poster

"Uncovering Tacit Knowledge: Digital Tools and the Discourse-Based Interview," Neil Baird and Bradley Dilger

Lee Odell, Dixie Goswami, and Anne Herrington (1983) created the discourse-based interview (DBI) to explore tacit knowledge: the practical, implicit, incompletely articulated knowledge which guides writing choices (Polyani, 1958), often as values shared among communities (Swales, 2004). Writing researchers engage DBIs by reviewing relevant texts to identify important writing choices, then asking participants to consider and discuss alternatives. Our review of recent scholarship employing the DBI has revealed a range of approaches to developing questions and conducting interviews, many using technology not available in 1983: screencasting (Swarts, 2009); electronic comparisons of texts (Olinger, 2014); and computer-based corpus linguistics (Lancaster, 2016). Thirty-five years after Odell et al. wrote, we ask: how has the DBI changed? How and why it is still widely used? What is its future? How can digital tools improve its accuracy and effectiveness? In this poster presentation, we share methods for conducting DBIs which engage digital tools in question formation, to stimulate recall in participants, or to facilitate data collection and/or analysis. We present relevant changes in thinking about tacit knowledge, offer concrete examples of tools used for DBIs, and map other parts of this methodological project.

E.14: Poster Presentation

Lincoln | Poster

"A Fake News Curriculum: Shifts in Pedagogy Since the 2016 Presidential Election" Sara Strasser

From Trump's unprecedented use of Twitter to Facebook's fake news epidemic to Russia's use of Twitter bots in the 2016 presidential election, social media has been weaponized in an effort to alter the content of political information circulating in society and allow fake news to infiltrate our news ecosystem. Due to this infiltration we are, at the current moment, experiencing a crisis of truth and fact. People are questioning not only what information they can trust, but also the sources from which they get their information. This is especially true when it comes to politics and political information. In response, pedagogical practices have been altered to combat fake news, make students more aware of how receiving information, and

analyze this current trend. This poster presentation examines the different pedagogical and curricular changes that have occurred since the invasion of fake news and the issues that instructors are still facing in a post-truth era.

E.14: Poster Presentation

Lincoln | *Poster*

"Student Perceptions of "Good" Online Student Characteristics" Catrina Mitchum and Shelley Rodrigo

Many students that enroll in online courses often do so because they are short on time due to responsibilities outside of their educational pursuits (Fike & Fike, 2008; Barnes & Piland, 2010; Torres, Gross & Dadashova, 2010; Mamisheishvili & Deggs, 2013; Morris & Finnegan, 2009; Rovai, 2003). However, it's not clear how this lack of time is addressed once those students enroll in an online class (or two, or three). In the fall of 2018, the online writing program research team at a large university in the southwest conducted a programmatic assessment. This presentation will share the results of asking students in that assessment to identify characteristics of a "good" online student before and after they took a fully online first-year writing sequence and compare those results to student success (as defined by grade in the course) in order to understand how our understanding and students' understanding of time available and the time it takes to practice literacy are impacting student success.

E.14: Poster Presentation

Lincoln | *Poster*

"The Tea: Social Media Service-Learning, and Student-Generated Collaborative Writing," Courtney Werner

The author studied the digital collaboration techniques used by students across ten sections of service-learning based first-year composition. These sections are both service courses for the university and for the larger urban community the university is a part of, making the work of FYC integral to a larger metropolitan community (Grabill & Gaillet, 2002; Kraemer, 2012; Leon & Sura, 2013), and students work on service-based projects with community partners to explore social justice within the community. Building on Moore,

et al.'s (2016) work on students' use digital technologies, the author asked students to report on their most-used digital collaboration software to compose collaborative service-learning projects. Students were asked to explain what software they found most and least beneficial, with room for open-ended responses. The author found students primarily use social media and the Google suite to collaborate, but the technologies used depend on project type and product. Unlike studies focusing on how faculty use social media for instruction (Moore et al., 2016; Mina, 2017) or assist students in owning and collaborating on digital platforms (Anson & Miller-Cochran, 2009), this poster approaches students' preferences for collaborative technologies, ultimately describing the rich contexts of student-led, student-generated extracurricular writing activities.

E.14: Poster Presentation

Lincoln | *Poster*

"MediaWiki hosting of Rhetoric Texts," Mark Crane

For this poster session I will report on my attempt to create an online digital archive of creative commons and/or public domain rhetoric texts using a Wikimedia installation. While teaching Introduction to Rhetoric, I found myself looking for open source versions of historical rhetoric texts. Many of those sources were difficult to use, poorly formatted, oddly paginated or hard to access. Some were available in expensive textbooks. After manually preparing many texts that semester, I decided to create a simple open access ebook for future courses—a single repository of texts would be more efficient and useful. MediaWiki allows students to select individual texts and combine them in EPUB format, making the resulting ebook available on multiple platforms. I will also describe my efforts to learn enough Python to scrub the files for MediaWiki hosting. Finally, the poster will address the institutional wrangling required to make this all happen.

E.14: Poster Presentation

Lincoln | *Poster*

"Designing Blended First-Year Composition for Access and Equity," Stacey Beauregard and Rachael Jordan

Our poster will present reflections on the pilot of a blended First-Year Stretch Composition course at CSU Channel Islands, a four-

year, public, Hispanic-Serving Institution. To help address issues of access, equity, and success in first-year Composition, we are exploring a blended form of First-Year Stretch Composition, where students take the first semester face-to-face and the second semester as a blended learning course. Drawing on research on access, equity, and user-centered design, our poster will offer reflections, strategies, and discussion of the digital tools used in multiple spring 2019 offerings from two different professors. Our goal is to reflect on how moving to a blended format can improve equity and access and create more opportunities to meet students' individual needs.. Our aim is that the blended format will give us more one-on-one time with our students in order to conference; make more explicit writing as a process in which revision should be a large component; offer our students more flexibility for outside responsibilities; and still maintain the rigor of a lower-division GE course.

E.14: Poster Presentation

Lincoln | *Poster*

"A Genre-based Online System for Writing Assessment, Research, and Feedback," Andreas Karatsolis and Suzanne Lane

This presentation will introduce a new online system for writing assessment that combines holistic and traits-based scoring, which can be used for writing placement, grading of course work, outcomes assessment, and longitudinal research. Unlike other writing assessment systems designed to work at scale, this system relies on human evaluation and assesses authentic genres, while providing detailed analytics and data visualization of students' rhetorical abilities. The core of the system are "generative rubrics." These genre-specific developmental rubrics identify discrete rhetorical moves of a genre, and describe levels of accomplishment for each move. Many rhetorical moves (such as "identifying a research gap" or "defining key concepts") are common across multiple genres, and our generative rubrics are refined to the level of the stases and topoi that underlie different rhetorical moves. Consequently, with these generative rubrics we can compare performance across multiple genres, at a fine-grained level. The system thus allows us to assess how these very specific traits change in students' writing over time. When faculty use this system as part of their regular commenting and grading, they generate an enormous amount of data about student writing development, which can be used for outcomes assessment and longitudinal research of student writing development.

E.14: Poster Presentation

Lincoln | *Poster*

"Super Seducer: Microcosm of Social Gender Exchanges and Potential for Reinforcement Via Microaggressions," Ruth Jasperse

Poster presentation of a rhetorical analysis of Richard La Ruina's Super Seducer and Super Seducer 2 and responses from critics and a sample of new players. These titles function as a microcosm of social and power exchange between genders in the West. Analysis examines the frequency of microaggressions in these games and in turn their potential to normalize and reinforce gender stereotypes, along with the potential further reinforcement of full-motion video gameplay rather than sprites or text. Insights from study could be applied to successful respectful navigation of social exchanges with the opposite sex.

E.14: Poster Presentation

Lincoln | *Poster*

"#ENG101ASU: Creating Teacherly Ethos on Instagram," Eric Brown and Savanna Conner

While Compositionists have worked extensively to help students reflect upon rhetorical action in their own social media practices (e.g. Buck, 2015; Carlson, 2018; Sparby, 2017), little attention has been paid to the fact that teachers themselves are also social media users. Teachers can, like students, employ social media spaces and practices towards rhetorical goals. This poster showcases the authors' attempts to take advantage of their own social media literacies in their classrooms: two separate Instagram Communities, in which four FYC courses circulated ideas over the course of a semester. Because social media literacy practices are vast and varied, the poster focuses on one in particular: the construction of self—or, in terms of the classroom, teacherly ethos—in the Instagram Communities. The poster, first, explains and visually exemplifies how the authors employed social media tools—like bitmojis, hashtags, memes, stories, and filters—to cultivate playful relationships with students as well as to model Instagram rhetorical action. It, second, showcases triumphs and failures as they manifested in students' Instagram posts. It, finally, displays students' feedback about the Instagram Communities, towards the goal of continuously studying actual student social media experiences and, of course, improving future iterations of the Instagram Communities.

E.14: Poster Presentation

Lincoln | *Poster*

"Managing the Team to Manage the Project," Joy Robinson and Lisa Dusenberry

Effective collaboration is a key skill that both industry and educators want students to develop from their planned classroom group work. Professional work is increasingly dominated by team development (and increasingly distributed and distance team development) whether they are large open source projects, like Red Hat, GitHub, Wikipedia—or massive science projects, for example, CERN laboratory, the International space station, Human Genome Project—crowdsourced science projects, for example, Fold it, Polymath, Galaxy Zoo, Setilive (Franzoni & Sauermann, 2014)—or business and industry collaborative initiatives, for example Microsoft + Toyota: smart energy consumption, Coca-Cola and Heinz: sustainable containers (Turiera & Cros, 2013), Bitcoin: cryptocurrency ("Satoshi Nakamoto," 2018), or USB Type-C development (Weintrop & Wilensky, 2017) to name a few. While team projects have become a standard offering in many writing courses (especially in technical and professional writing), we do not often question how we teach team projects. Instead, we think of collaboration as an experiential skill, one students should just pick up as they work together. As instructors, we have the opportunity to create an intervention by spending time teaching students to manage the team as well as the project. Our poster tackles the question, How do we teach teaming?

E.14: Poster Presentation

Lincoln | *Poster*

"Digital Humanities for Diversity and Inclusion," Kelli Gill

As digital humanities (DH) research continues to grow, campuses across America are forming collectives in order to better use technology to address humanities questions. This poster presentation explores how DH collectives can be used to address goals of diversity and inclusion. The case study presented in this research comes from the speaker's own university which is in the process of transitioning their informal DH group to a formal university-sponsored club. Through this transition, this research seeks to answer how DH groups can practice and form technical skills while serving

the department which sponsors them. This poster will outline how their DH group has used digital methods to advocate for graduate student needs and diversity initiatives. Such examples include: learning data analysis methods to pinpoint areas of improvement for diversity in course syllabi; creating data visualizations to present graduate student surveys to department administration; and using digital archives to collect stories about historical acts of violence in the university.

E.14: Poster Presentation

Lincoln | *Poster*

"Bulge Lab: Design Research and Playtesting," Michael DeAnda

Bulge Lab is an Alternate Reality Game (ARG) played across a series of web-based platforms and, through narrative elements, comments on masculinity, body image and viruses. The story centers around a gay Latino struggling to negotiate his body image while keeping his werewolf virus in-check. I developed this ARG from a survey I conducted with over 1,200 men who have sex with men about their gender identity, body image, and gaming habits. This design research heavily influenced the decisions I made while designing and iterating the game. In this poster, I map my design research and discuss how this influenced my design decisions. After discussing my findings from the survey, I discuss my use of social media and web platforms in developing my ARG. Here, I discuss how my puzzle and narrative designs required understanding digital literacies of social media sites I conclude with a postmortem, a reflective practice on the design experience. My postmortem included the positive and negatives of my development experience, offering this to other designers and researchers. I will have an iPad to demonstrate the experience of the game.



E.14: Poster Presentation

Lincoln | *Poster*

"Contextualizing Writing Feedback in Digital Spaces: Students Perceptions of Screencasts in Distance Technical Writing Courses," Amber Lancaster

Using screencasts to provide writing feedback is a relatively new trend in writing fields. The screencast offers a contextualized reading experience, emphasizing revisions by showing and telling and

by embodying commentary. The screencast becomes visual and verbal evidence, justifying suggested revisions in writing projects. In distance writing classes, specifically, some scholars have suggested that writing feedback is "received more positively in the richer media of audio-visual screencasting and this [strategy] may encourage emotions more conducive to receiving and processing feedback," but perhaps even more important for inclusion and access, instructional screencasts "help to socialize students within the learning context by giving them a sense of belonging to the community." Another study has claimed that using screencasts to teach distance writing courses offers a kind of "liveliness" to engage with students, enhancing a student's access to knowledge and enriching the learning experience. This poster presents findings from a three-year study on students' perceptions of screencast writing feedback in distance technical writing courses. Survey and focus group results show students favor screencast feedback over other forms of writing feedback (i.e., rubric scores, holistic commentary, in-text comments with track changes, or hand-written comments).

Break

10:15–10:30am



F Sessions

Saturday, June 22

10:30–11:45am

F.1: Workflow Mapping

Riverside | *Mini Workshop*

Tim Lockridge and Derek Van Ittersum

This mini-workshop will introduce participants to workflow maps—a visual, spatial, and reflective means of analyzing how tools and technologies mediate a writer's process. We will use the workshop session to introduce participants to the concept of workflow mapping, lead them through a simple mapping exercise, and then use those maps to ask questions about new mediated possibilities for their writing processes.

F.2: Complicated Curriculum: Rhetorics and Ethics of Platform

Centennial C | *Panel*

Geoffrey Gimse, Daniel Hocutt, Kristopher Purzycki, and Megan Mize

As a community of scholars, the Computers & Writing Conference is primarily concerned with the pedagogical affordances of technology as well as the ethical considerations that emerge when fostering relationships—both our own and our students—with digital technology. As these technologies are increasingly subsumed into larger, networked platforms, these considerations often broach ethics and our responsibilities as educators to our students as well as one another. Panelists will each take on a different platform found in academic settings, extracting some of these ethical considerations, offering critique and evaluation, as well as promoting further discussion about the affordances of each. This panel echoes the critiques of Gillespie (2010) as well as Edwards and Gelms (2018) and argues for increased attention to the rhetorics of platform and the way they support capitalist agendas, while framing the discussion in light of our responsibilities as scholars and teachers.

F.3: Discovering, Understanding, and Transferring Literacies

102 | *Panel*

"Learning Transfer Across Digital-Mediated Writing Contexts," Wenqi Cui

"Student Reflections on Digital Literacy," Bremen Vance, Derek Hanson, Philippe Meister, and Samantha Cosgrove

"Digital Literacy in First-Year Composition: Could There Be Standards for Freshman Transnational Students?" Stephen Boakye

Cui will explore whether and how students apply and transfer their digital writing knowledge and schools from outside school to their classroom writing practice. Vance, Hanson, Meister, and Cosgrove will present and discuss findings from an analysis of student eportfolio reflections within a collection of first-year composition courses, drawing from literature on the value of student reflections and using writing analytics to better serve student writing. Boakye will investigate the level of digital literacy proficiency that transnational students bring into the first-year composition classroom in a context where there are no available standards to test the readiness of transnational students to enroll in technology-oriented courses at the college level.

F.4: Failure as Responsible Act: Relational Accountability in Community-based Computers and Writing Work

62 | *Panel*

Ben Lauren, Jeff Grabill, and Kristin Arola

Each panelist will tell a story of a digital project that " failed" because of unforeseen circumstances, but also focus on the conditions that demonstrate failure as ethically responsible. Specifically, we aim to identify the moment at which a community's stories were amplified through digital technology as our point of entry into a larger conversation about relational accountability and failure. As well, this panel will argue that we must embrace failure stories as part of relational accountability in computers and writing work, as a too-often overlooked method for deep learning and building community.

F.5: Making the User Experience Matter: Centering Narratives of Teaching and Learning in Online Writing Courses

61 | *Panel*

Casey McArdle, Jessie Borgman, and Jason Snart

A user-centered approach to distance education is critical; to explore this fundamental principle, the panel will introduce participants to the Online Writing Instruction Community (www.owicommunity.org), a web-based resource that offers research and resources related to blended/hybrid and online writing classes. We will focus particular attention on the Narratives Project: an ambitious endeavor in its early phases that seeks to collect, in audio/video interview format, a range of student and instructor ("user") narratives about the experience of learning and teaching online. The panel will present early work on the project and then will guide participants through structured discussion and planning so that they might contribute to the project.

F.6: Digital Die Cutters and Making Practices

Willy | *Panel*

"Because we Care: Critical Making and the Ethics of Design," Laura Okkema

"Beyond the Surface: The Rhetoric of Digital Die Cutters," David Sheridan

"¿Para ti que es diseñar?: Considering Culturally Implicated Design in the Classroom," Everardo Cuevas

Okkema will introduce a critical making project, The Deserters, a digital work of interactive fiction designed and coded in the open-source text game platform Twine to describe how the intersections of digital humanities and cultural rhetoric can engage multimodal methods of critical and creative making. Sheridan will apply the concepts of dimensionality, tactility, and kinesis to explore the rhetorical possibilities enabled by digital die cutters. Cuevas will share results of a pilot project based in family history and considers the ways design work can be overlooked, erased, and undervalued if cultural context isn't taken into consideration.

F.7: Understanding Expectations and Experiences of Online Writing and Tutoring

105B | *Panel*

"The Ethics of Email Tutoring: Effectiveness, Convenience, and Surveillance," Robyn Tasaka

"Online Collaborative Writing in Genre-Based Pedagogy," Jeroen Gevers

"Learning through Playing: Designing Writing Games for Online Writing Classes," Wei Cen

Tasaka will situate email tutoring as a necessity on a campus with 47% online courses and to explore the effectiveness of email tutoring in greater depth, sharing results of interviews with students who have used email tutoring to gain insight into writers thought processes. Gevers will present several small-group OCW projects that could enhance genre awareness among first-year writing students by encouraging them to examine the role of collaborative authorship in the production of genres like Wikipedia articles and research bibliographies. Cen will explore the ways in which online classes offer more flexibility while addressing the concern about limited student–student interaction by describing writing games to build interactive relationships between students and to engage students in writing practices.

F.8: Privacy, Participation, and Platform

Centennial AB | *Panel*

"The Cost of Data Privacy: Exploring Blockchain Social Media Platforms," Marcy Bock Eastley

"Burying Our Heads in the Cloud," Geoffrey Sauer

"Developing Critical Codes of Conduct: Using Privacy Policies to Teach Data Ethics," Christina Boyles

Eastley will ask what might happen if social media data mechanisms were removed and power was put completely in users' hands, addressing what might occur if centralized oversight and data mining are stripped away. Sauer will argue that questions of privacy are important and must be considered by instructors who use corporate cloud services in their pedagogies. Boyles will suggest that teaching

literacies associated with data privacy and security are crucial, and will outline the benefits and challenges of developing privacy policies for academic institutions and events.

F.9: Creative Heuristics: A Cascading Invention-Based Model for Learning in Digital Composition Environments

Michigamme | *Roundtable*

Cody Hunter, Jacob Richter, Kailan Sindelar, Sarah Richardson, Jessica Manuel, Aaron Settipane, and Jan Rune Holmevik

This roundtable discusses an invention-based, trickle-down method of learning that utilizes a concept known as "Creative Heuristics" that acts as a Greek muse for rhetorical invention in learning. "Creative Heuristics" was developed by Dr. Jan Rune Holmevik at Clemson University, and adopts a "teach-the-teacher" approach to graduate education that promises to deliver new and exciting learning outcomes both on the graduate and undergraduate levels where it is ultimately applied.

F.10: Ethics, Automation, and Algorithms

103A | *Panel*

"Critical Examination of Automated Essay Grading Software: Perceptions and Uses in Higher Education Classrooms," Joseph Spieles

"Algorithms, Ethics, and Surveillance in Higher Education: How Design in Educational and Learning Technologies Differs and Impacts Teaching Labor in Writing Classrooms," Jordan Canzonetta

"Documentary Production and Quandaries of Ethical Treatment of Sources," Santosh Khadka

Spieles will describe the ways in which we need to interrogate the tools and practices used in our classrooms, in particular automated essay grading software programs. Canzonetta will explore the ways in which educational and learning technologies (e.g., Turnitin, SafeAssign, Eli Review) deploy different design approaches for using algorithms to help teachers with pedagogical imperatives in their writing classrooms. Khadka will discuss student groups working on documentary projects and the quandaries they faced around the ethical treatment of sources.

F.11: Sound and Mediascapes

103B | *Panel*

"Why Media Studies Represents a Critical Addition to Composition's Still-Developing Relationship with Recorded Sound," Stan Harrison

"In This Space, No One Can Hear You Scream: The Problem of Audience for New Media Texts in Traditional Media Spaces," Michelle Davidson

"Dynamic Equivalence in Soundscapes: Scripts, Transcripts and Somewhere in Between," Jen Ware

Harrison will describe a media studies framework for the study and teaching of digital audio to help compositionists satisfy their need for cohesive frameworks in the area of recorded sound. Davidson will focus on the ethical implications of students presenting new media projects to audiences at student writing showcases sponsored by a FYC program in which most instructors assign only traditional academic texts and presentations. Ware will ask how and in what ways we transcribe sonic compositions, podcasts, audio and video stories, focusing on layout, design, form, placement, description and traditional scripting and transcription methods.

F.12: Hashtag Activism

104A | *Panel*

"Affect in Counterpublics: Writing for Social Justice," Salma Kalim

"#MeToo as a Disruptive Public," Caroline Dadas

"Armed with Emotion: Affective Activism in #MarchForOurLives Teacher Narratives," Kristi McDuffie

Kalim will theorize digital texts (hashtags, texts, and images) as sites of emotionality and argue for affect as produced via circulation (Ahmed), focusing on a counterpublic that arose as a response to the brutal rape and murder of a seven-year-old girl in Pakistan. Dadas will discuss how #MeToo's premise of speaking publicly about abuse and harassment represents an important feminist tactic, and describe results of a survey of 300 people to argue that the users of #MeToo are creating a new public through discussing their difficult experiences openly. Ames and McDuffie will situate teacher narratives in #MarchForOurLives in how their tweets reflect, reinforce, or resist the public discourse (and cultural sentiments) pertaining to education and educators.

F.13: Mobile Tech and Pedagogies

104B | *Panel*

"Inventing the Student Body: Retracing Electrified Learning," Jason Michálek

"Mobile Writing Processes in the Composition Classroom," Joel Schneier

"Modal Ambiguity: A Phenomenological Inquiry into Touch Screen Typing," Will Chesher

Michálek will expand the concept of electracy to theorize the role of post-pedagogical practices related to how personal technologies can function as safe spaces of student engagement. Current scholarship on multimodal pedagogy emphasizes incorporating electronic literacies from personal media to support curricular outcomes. Schneier will report on key findings of a study that examined writing processes on mobile devices through a virtual keyboard application that recorded key presses (i.e., keystroke logging); findings suggest that writing on mobile devices may involve distinctive revision practices. Chesher will argue that although touchscreens are typical in student composing practices, this does not mean students are equipped with tools to navigate the various modes of composing they use on a daily basis.

F.14: Content Design and Algorithms

105A | *Panel*

"How Content Creators Navigate the Effects of Algorithms on Their Work: Case Studies of Four Practitioners," Angela Glotfelter

"Contestable Content: A Case Study of Content Governance in Indonesia and its Interrelations with Content Creation and Management in an Indonesian Non-Profit," Kavita Surya

"Ethos in Election Technology Company Websites," Matthew Bridgewater

Glotfelter will explore how content creators are dealing with the effects of algorithms on their day to day work by reporting on case studies of four content creators in the midst of growing their presences on social media. Surya will argue that examining content governance is necessary for expanding understandings of content creation/management and sociocultural/ethical implications.

Bridgewater will describe a project that examined the strategies elections technology companies use to establish ethos to clients and stakeholders and suggests implications these strategies have on the constitutional discourse about voting, specifically by rhetorically analyzing the "About" pages of three elections technology companies.

F.15: Brains, Pains, and Shit

106 | Panel

"Unbound: Lifting Constraints and Promoting Inclusion in Writing Through Assistive and Augmentative Communication and Other Technologies," Margaret Moore

"Digital Stool: On Cripping Crap," Melanie Yergeau

"The Pedagogical Value of Pain in Anatomies of Writing," Vyshali Manivannan

"Using Interdisciplinary Understandings of Neurofeedback Discourses to Talk about and Appreciate Neurodiversity," Erin Schaefer

Moore will describe the ways in which technologies enable writers with and without disabilities to be included in the entire writing process, from brainstorming to the final draft, and even the creation of digital humanities projects and demonstrate how Assistive and Augmentative Communication devices and other modern technologies promote inclusion and accessibility in the writing field. Yergeau will examine the ways in which disabled people's feces function as object-metaphors online—to showcase abjectness and unworthiness, but also to carry radical possibility. Manivannan will describe somatic instruction, founded on the relationship between contemplation and uncomfortable internal noise, can foster critical–creative thinking and teach us that the body informs how we think and write. Schaefer will focus on interdisciplinarity and its importance in disrupting limiting discourses about the brain, neurofeedback, and neurodiversity.

Break

11:45am–12:00pm



Lunch and Keynote: Chris Gilliard

Saturday, June 22

12:00–1:45pm

Big 10 A and B

"Click Here If You Agree: Opting Out of Oppressive Systems"

What if the starting point for how and when technologies are deployed within the classroom were not centered around where that tech falls along plotted points of diversity of inclusion, but, whether said technology should be deployed at all? In the rush and the institutional push to embrace "technology," educators face an unfortunate set of choices where we (and here I mean the collective we of instructors, "users," instructional technologists…) are left to call for more accurate, diverse, and more inclusive systems rather than question the technology's use at all. This keynote will begin with a different view: that inclusion in oppressive systems is not the kind of inclusion we should be striving for. Our goal should be to re-set the criteria for making adoption decisions, and to re-envision our participation—or not—in these systems.

G Sessions

Saturday, June 22

2:00–3:15pm

G.1: Advanced Digital Pedagogies

103A | *Panel*

"Editing Others Stories: Fostering Critical Empathy in Digital Editing Pedagogy," Erin Kathleen Bahl

"Engaging in Vlogging Genres as Ethical Inquiry," Dana Comi

"Ethical Issues with Social Media and Big Data: Teaching our Students," Tracey Hayes

Bahl will present the results of an ongoing two-semester classroom study on digital editing pedagogy in an upper-level undergraduate professional editing course informed by discussions on the ethics and craft of editing other people's stories. Comi will propose a vlogging pedagogy for use in undergraduate writing courses—a pedagogy that engages students in exploration, critique, and production of a range of YouTube vlogging genres. Hayes will discuss data collected from a survey of students in a digital literacies course regarding their knowledge, understanding, and expectations of privacy on the Internet along with the collection and use of big data.

G.2: Writing Spaces, Digital Composing

105A | *Panel*

"Intrepid: The Exploratory Word Processor," Dashiel Carrera

"Strategies for Utilizing Technological Tools in Online Collaborative Writing," Ahdab Saaty

"Writing in the Clouds: We Are Not Alone. Ever. Not Anymore," John Logie

Carrera will demo Intrepid: The Exploratory Word Processor, developed to encourage users to be uninhibited and generative in their writing. Saaty will discuss wiki technology as a tool for a research study exploring how Saudi female TESOL graduate students co-construct a collaborative written text and how they interact to complete it. Logie will describe the ways in which the default settings for internetworked digital writing tools facilitate collaboration.

G.3: Alternative Digital Writing Spaces

105B | *Panel*

"Locating Threshold Concepts Through the Lens of Emojis in FYC," Carrie Tebeau

"Stephen Toulmin Takes a Selfie: Logical Reasoning in the Age of Instagram," Simone Sessolo

"Canvasing for Ethical Platforms: Learning Management Systems, Ideology, and the Writing Classroom," Eric Brown

"Assessing Digital Multimodal Projects in First-Year Composition," Ashok Bhusal

Tebeau will consider how emojis operate rhetorically and grammatically and how their usage parallels several writing threshold concepts; Tebeau will share potential emoji-related writing assignments. Sessolo will argue that selfies participate in a rhetorical exchange and describe a practice that instructs students on how to take selfies for deliberative purposes. Brown will address issues of in/exclusion, equity, and the development of student digital literacies through learning management systems by exploring Canvas and its ideological positions. Bhusal will argue that teacher training should focus on providing guidelines to instructors on how to effectively teach and assess digital multimodal texts by presenting an analysis of results received from interviews with current first year composition instructors at the University of Texas at El Paso.

G.4: Ethical Design, Community Knowledge, and Embodied Action

62 | *Panel*

Michael Trice, Donnie Sackey, and Lucy Johnson

This panel proceeds with the underlying premise that doing digital rhetoric calls upon community knowledge to understand communication design. From ethical image to information design to designing for participation, the speakers explore how communication is deeply impacted by the stakeholders that produce and repurpose knowledge within a given rhetorical situation.

G.5: What We Wish Authors and Editors Knew About Digital Publishing

106 | *Roundtable*

Cheryl Ball, Jeff Kuure, Sarah McKee, and Gwendolynne Reid

With backgrounds in university press publishing, graphic arts, and rhet/comp editorial-land, these speakers will discuss their current academic roles as administrative staff supporting the work of digital humanities-ish projects in different types of university settings: in a humanities center publishing arm, a library publishing house, and a departmental publishing unit. The speakers will present short talks that provide insight into the kinds of work these "alt-ac" positions take to show how digital publishing works from the perspective of editorial development, production/design, and technical infrastructure/sustainability—from those whose primary jobs are not authoring the content but helping the authors (and editors) make that content work for them and the venues they publish in. Tips that account for the rhetorical, functional, and critical work of digital media will be shared.

G.6: Digital Audiences: Design, Theory, Research

Centennial AB | *Panel*

"Algorithmic Auras and Institutional Genre Analysis: A Case Study for Working Ethically with Big Data," Eric James Stephens

"The Work of Digital Writers after They Publish," John Gallagher

Stephens will re/frame the mechanical reproduction, aura, and an ethic of care to argue for an "algorithmic aura" to support an analysis of big data methodologies and discussion of ethical work with big data. Verhulsdonck will critique problematic behavioral design practices within the scope of user experience (UX). Gallagher will report on a study of 36 writers to extend the current conversation around circulation by arguing that digital writers have numerous responsibilities after they deliver their texts and as their texts circulate.



G.7: DALN Organizational Meeting

61 | *Panel*

Ben McCorkle, Michael Harker, and Kathryn Comer

This organizational meeting, open to contributing partners, affiliates, and any other interested parties, will include a short presentation on the state of the DALN. This presentation will be followed by solicitation of feedback about building and sustaining the DALN going forward, and it will conclude with an open discussion about collection event strategies, incorporation of the DALN in teaching and scholarship, and other topics.

G.8: Collaboration and Digital Activism for Social Change

102 | *Panel*

"Collaborative Activism and Mixed Media Design," Christopher Scheidler

"Online Activism and the Kiva Program: Creating Meaningful, Asynchronous Service Learning for Online Students," Jennifer Niester-Mika

"(Sub)mission(s) Possible: Practicing Ethical Journalism in Digital Space," Peter Brooks

Scheidler will highlight a sample of mixed media designed from an ongoing three-year collaboration with a rotating group of local youth activists and designers. Niester-Mika will explore questions and possibilities related to online classes that include service learning, drawing on the Kiva Program as case. Brooks will share how the Summerwind Simulation—a real-time, course-long, role-playing game—engages students as editors, writers, advertisers, marketers, and more.

G.9: Considering the Ethical: Using Digital Technologies in the Classroom

Michigamme | *Panel*

"Access Technologies and Ethics," Janine Butler

"Ethical Challenges of Virtual Collaboration: Peer Networks, Digital Technologies, and Multimodal Composing in an Online Technical Writing Course," Theresa Evans

"Writing Landfills: A Critical Technological Literacy Approach to Electronic Waste," Meg McGuire

Butler will discuss a course on the ethics of science and technology in society through an accessibility lens, reviewing course topics and considerations of ethics. Evans will focus on the intersections and ethical challenges of peer-to-peer learning and collaborative relationship-building for the online version of a technical-writing course. McGuire will consider the ethical implications of e-waste in computers and writing and how we can use Selfe's critical technological literacy to help students understand these issues.

G.10: Disruptive Experiences: Changing Approaches to What Matters Now

Centennial C | *Roundtable*

Estee Beck, Amber Buck, Douglas Walls, and Bill Wolff

In the past two years, global and political events have called on writing and rhetoric scholars to examine civic and digital rhetoric and its implications for contemporary public discourse. While the 2016 U.S. presidential election prompted many of these conversations, computers and writing scholars have been sounding the alarm about the implications of digital tools for writing and communication for quite some time, related to issues of privacy and surveillance, algorithms, platform design, and networked circulation. This roundtable will consider ethical implications for digital rhetoric and scholars responsibilities in researching, teaching, and contributing to public discourse. Through short lighting round talks and audience discussion, this roundtable will offer new approaches and solutions in calling for a change in digital rhetoric scholarship and activism.

G.11: Writing Queerness into Games and Gaming Culture

103B | *Panel*

Michael DeAnda, Cody Mejeur, Daniel Cox, and Elise Dixon

Although queer commentary and critique can disrupt and uncover the operations of power, further work in writing, designing, and playing queerness in gaming cultures and communities is needed to dismantle heteronormative structures and empower marginalized voices. To do so, this panel engages with games as they are commonly defined—as structured systems of play. In this panel, we articulate queerness from different experiences and center them as the focus of design and play. In starting from queerness, we push back on reifying already privileged bodies, narratives, and identities and instead explore how queer practices of research, writing, and design in games and digital spaces constitute a form of knowledge production, and are crucial to building and playing more socially just futures.

G.12: The Problem with Doxxing: Dirty Tricks in the Networked Age

104A | *Panel*

Whitney Jordan Adams, Brian Gaines, and Eric Hamilton

We will explore the current phenomenon of doxxing from several different, yet connected, rhetorical lenses, including exploring two sides of doxxing in order to better understand its rhetorical underpinning and framework; examining how opinion and the notions of praise and blame lie at the core of the practice of doxxing within our mediated society; and uncovering ways in which doxing functions as a form of journalism and attention grabbing mechanism in digital spaces. The focus will center around Reddit, a prominent site responsible for popularizing the term and one that serves as a budding location for emerging acts of doxing to spring from.

G.13: Exploring a Web-based Archive of Writing and Assignments

Riverside | *Mini Workshop*

Bradley Dilger, Emily Jones, Michelle McMullin, and Hadi Banat

Our team has developed the first web-based archive that links a repository of pedagogical materials with a corpus of student texts written in response to those assignments in first-year composition courses. This workshop will allow participants to explore the features of our platform for their own research and writing courses. A guided tour of our web interface will be followed with extensive individual work time supported by researchers. Participants will

learn to explore linguistic and rhetorical features of student writing, develop classroom activities or research plans, and explore other uses.

G.14: Ethics of Social Media Research and Teaching: Studying Online Communities

Willy | *Mini Workshop*

Rachel Winter, Emily Hensley, Courtnie Morin, and Trenia Napier

This workshop will discuss the evolving ethics of studying online communities using Reddit's r/NoSleep subreddit and AO3 as examples, as well as the ethics of asking students to engage in social media activities and research. Participants will be asked to develop assignments that incorporate ethical strategies for engaging students in social media research as well as rationale for these assignments, which workshop leaders hope will allow them to expand their consideration of ethics to their other pedagogical and scholarly work.

G.15: Developing Digital Literacies Inside and Outside of Classrooms

104B | *Panel*

Allegra Smith and Victoria Ruiz

As users enter and write within new digital contexts, they bring their previous experiences with technologies and texts to new situations, transferring and transforming their understandings. This panel examines three distinct applications of digital literacies and their ethical implications: what meta-literacies instructors use when commenting on student writing, how entrepreneurs construct their digital identities, and what influences shape technological access for older adults aged 60+.

Break

3:15–3:30pm

H Sessions

Saturday, June 22

3:30–4:45pm

H.1: Visual Storytelling on the Go: Innovative Mobile Workflows for Your Digitally Enabled Composition Course

Riverside | *Mini Workshop*

Sarah Richardson, Kailan Sindelar, Cody Hunter, Jacob Richter, Jan Rune Holmevik, Kristin Santa Maria, Aaron Settipane, and Jessica Manuel

This mini workshop is designed to give participants a productive hands-on experience with some of Adobe's mobile creativity tools: Spark, Premiere Rush, and Behance are powerful programs anyone can use to infuse creativity and invention into their composition courses. Drawing upon their expertise working at the intersection of composition, communication and creativity, the workshop instructors will help you think about how you can transform your composition course into a unique creativity driven and invention-based learning experience that will give your students valuable digital literacies to help ensure their success.

H.2: Pedagogies of Digital Rhetoric: Wikithons, Story-maps, Zombies and the Electronic Word

104B | *Panel*

Mai Nou Xiong, Laura Roberts, and Krystin Gollihue

This panel considers how teacher–scholars might ethically teach digital rhetoric without having a clear definition of what it is. Since the emergence of computers in classrooms, scholars have aimed to define what is "digital rhetoric" and how we can teach with it. Existing definitions expose the tensions that remain between re-purposing classical rhetorical concepts and adopting new ones. In these three presentations, we first discuss the history of these connections, and we ask what's at stake in our approaches to digital rhetoric. Collectively, we consider the ethics of pedagogy within these relations to untangle where we stand in the field of digital rhetoric.

H.3: The Matter of Systems of Power: Affective Interfaces, Embodiment, and Algorithmic Politics

105A | *Panel*

Brett Keegan, Jana Rosinski, Noah Wilson, and T. Passwater

To fully engage the ethical considerations of contemporary information technologies means attending to their digital materiality, not only examining the logics and norms written into their code but also the material a/effects that the various systems, processes, operations, and algorithms have on worlds that increasingly rely on them. We will: explore trans literacies for digital–cultural spaces not designed for their bodies, interactions or experiences; analyze online political engagement, framing it as a form of serious entertainment that blurs public/private and work/play; examine how the algorithms and surveillance that maintain our digital spaces influence our dwelling with each other; and look at feminist game design history to unobscure emotional and experiential affects/effects of un/intended design.

H.4: Specific Digital Tools in the Classroom

105B | *Panel*

"Using hypothes.is to Supplement Classroom Discussions about Reading," Jathan Day

"Tap to add a Snap!': Critically Composing Using SnapChat," Courtney Mauck

"Detours in the digital city: Place and Non-linear Composition," Elle Fournier

Day will explore how the social annotation tool hypothes.is can potentially supplement classroom discussions about reading by presenting annotations student participants made during group discussions in an argumentative writing course. Mauck will argue for composing with SnapChat in the first-year writing classroom, exploring affordances and constraints of using SnapChat and sharing examples of how SnapChat can foster critical digital literacy in the classroom by engaging in issues of place and surveillance. Fournier will respond to Ellen Cushman's call to decolonize digital archives through the contextual spheres of time and place by discussing the role of place in digital composition and examining how Scalar as a composing tool can reinforce writing and space.

H.5: Material Concerns: Composing with a Digital Die Cutter

Off-site in Snyder; transportation will be provided | *Mini Workshop*

"Material Concerns: Composing with a Digital Die Cutter" David Sheridan

This workshop will ask participants to explore the materiality of rhetoric by composing designs for a digital die cutter. Participants will be guided through the process of creating vector drawings in Adobe Illustrator and then cutting those designs with a digital die cutter. In the process, participants will explore a range of considerations related to material rhetoric, including shape, surface topography (texture), dimensionality, tactility, and kinesis.

H.6: Ethics and Social Media

102 | *Panel*

"Digital Gatekeepers and Rhetoric: Islamic Knowledge in America," Ali Rahman

"It's Under Your Name": Ethics, Agency, and Responsibility of Bots, a Case Study," Aaron Geiger

Rahman will describe a mixed-methods study that includes ethnographic work with Muslim American religious leaders and data mining from Islamic social media accounts and educational websites to shine light on claims of expertise in fields of knowledge. Geiger will question who is responsible when a social media bot commits a human crime by following a case study and exploring the distribution of rhetorical agency around authorship, ownership, ethics, and responsibility.

H.7: Digital and Ethical Challenges: Collaboration, Circulation, Religion

Willy | *Panel*

"#Ethical Scholarly Production through Open Digital Collaboration," Jeremy Tirrell

"Charting Viral-to-Slow and Regressive-to-Progressive: An Ethical Framework for Composing for Circulation," John J. Silvestro

"Ethical Challenges of Digital Technology and Religion," Elena Garcia and Erika Johnson

Tirrell will provide preliminary results from an examination of how Amazon's crowdsourced Mechanical Turk service rhetorically positions human labor within an attention economy, focusing on the open collaborative approaches of the two researchers. Silvestro will argue that digital circulation has become increasingly weaponized through doxing, bots, and the strategic re-circulation of posts and, thus, our pedagogy must prepare students to consider the effects of circulation. Garcia and Johnson will interrogate ethical responsibilities and ethical dilemmas related to using various digital technologies, and specifically the Internet, as a necessary part of coursework (and thus course completion) at a Mormon-dominant institution.

H.8: The Military Social Media Mission: The Ethical Implications of Praxis, Pedagogy, and Policy

62 | *Roundtable*

Jeffrey Turner, Cassandra Branham, Corrine Hinton, Mark Blaauw-Hara, and Bree McGregor

Speakers in this roundtable address connected issues related to digital communication technologies and military personnel by analyzing the appropriation of military cultural values and veteran identity in the #TakeaKnee and #IStand Twitter debates; arguing for humor as an important coping mechanism for military personnel; explaining the rationale for DOD social media policies and describes how the tension between good citizenship and professional service often manifests in service members' writing and discourse; presenting findings from a mixed-methods study examining the collaborative and community-building practices among service members; and addressing writing classrooms, describing how online video and text resources can stimulate writing-focused metacognition in student veteran populations, supporting connection-making between military and academic writing.



H.9: (In)visible Labor: Radical Professional Participation in Fraught Digital Spaces

61 | *Roundtable*

Andrew Kulak, Ashanka Kumari, Lydia Wilkes, Patricia Poblete, and Vyshali Manivannan

The uses and abuses of social media remain as gendered, racialized, and homo- and trans-phobic as they were in the early days of social media more than twenty years ago. As Cindy Selfe observed in 1999, the same old sexist, racist, colonialist "stuff" persists as the status quo, regardless of liberatory narratives attached to networked technologies (then) or hashtagged choruses repeatedly calling for change (now). From who live tweets conferences (including C&W) to who posts most often to WPA-L to how new members of the discipline become differentially enculturated and professionalized on social media platforms, this roundtable elucidates the dynamics of visible and invisible labor associated with social media uses and abuses through data analyses, case studies, and personal experiences. Speakers focus on social media uses and abuses in the context of rhetoric, composition, and writing studies, especially Computers & Writing and the #WPAlistservfeministrevolution.

H.10: Exploration, Play, and Construction with Digital Invention: Pedagogies, Problems, and Potential

Centennial C | *Panel*

Christopher Stuart, Daniel Frank, and Victoria Houser

Returning to Cushman et al.'s call that "teaching writing in digitally mediated spaces requires that we shift our approaches" (2005), this panel (re)considers how spaces of digital invention and exploration empower students. Such an approach involves risk, and opens up important questions: what is the role of a teacher in such dynamic, student-mediated spaces? How do we balance our ethical responsibility to hold rigorous course standards but still allow students a say in their own learning? In this panel, we present three pedagogical approaches to digital invention spaces that work to explore, unpack, and reflect on these questions.

H.11: Reconsidering the Digital in Community Engagement Projects: Producing Knowledge Ethically with Big Data

106 | Roundtable

Jennifer Bay, Ryan Murphy, Rachel Atherton, Sweta Baniya, and Shelton Weech

This roundtable explores how digital research and writing intersect with community-engagement projects by examining how big data and digital platforms can be harnessed for ethical engagement. This roundtable looks toward ways that we might better understand community engagement as an implicitly digital engagement that can account for both algorithmic and community-based knowledges. We highlight three approaches to a community engagement project with a local food bank, and, through these cases, demonstrate the possibilities and complications of teaching and researching with big data in community contexts.

H.12: Academic Analytics and Institutional Programs

103A | Panel

"Digital Spaces and Programmatic Response: The Example of an Independent Digital Studies Minor," Laurence José

"Ethical Learning Management: Problematizing Academic and Learning Analytics for Writing Pedagogy," Jason Tham

José will describes the rationale for a new minor in Digital Studies (DS) to illustrate a possible programmatic response to the ubiquity of technology in the private and professional sphere. Drawing from experience directing the minor and teaching its inaugural 3-credit capstone, the presenter will explore the challenges of establishing the disciplinary identity of a program devoid of a home infrastructure while also discussing the opportunities offered by the curriculum for creating spaces for new disciplinary alliances and pedagogical practices. Tham will analyze the current state of learning analytics as a means to position writing instructors as agents over our learning management system use and student success, providing a case study of his institution's transition to and use of Canvas and emphasizing critical uses and implications of LMS systems in writing pedagogy.

H.13: OWI Design for Interactivity in MASLOW, a Graduate Writing Support Project for International Students

103B | Panel

Cynthia Davidson, Soni Adhikari, Sara Santos, and Shyam Sharma

In developing Module-Based and Student-Centered Learning of Writing (MASLOW), we became aware of some challenges that the semi-public-outfacing, flexible online elements of the program posed given the complex networks that research on international graduate student writing support had found most effective. This presentation presents the results of further research into the question of how we can build encouragement for the interactivity into the course design/website in a manner that is attuned to our research and experience with international graduate students.

H.14: Teaching Professional Ethics in Undergraduate Writing and TPC Courses: Navigating the Challenge in a STEM-Driven Environment

104A | Panel

Jill Heney, Heidi Naylor, and Debra Purdy

An introduction to professional ethics is a focused learning objective in many service courses, including those in introductory technical and professional communication. Yet with limited time and the press of other learning objectives, a robust exploration of ethics during a student's college years may falter. In this panel presentation, we present research about challenges and strategies of teaching professional ethics in online and face-to-face courses. By sharing analysis of curriculum and data gathered from writing students, writing faculty, campus stakeholders, and employers, we offer considerations for enhancing the teaching and learning of professional ethics.



H.15: Foregrounding Ethics in Grant-funded Research: Interdisciplinary, Inter-institutionality, and Collaboration

Michigamme | *Roundtable*

Dawn Opel, Bradley Dilger, John Jones, Hadi Banat, Eric Rodriguez, and Michelle McMullin

This roundtable focuses on grant-funded research projects and the outcomes of utilizing digital spaces and tools to build infrastructures necessary for successful collaboration among researchers and across institutions. Our panelists will discuss, in 5-minute lighting talks, issues critical to supporting inter-institutional, community-engaged work: grant writing, interdisciplinarity, participant interaction, embodied practice, team building, and evaluating our practices through research. We will then invite roundtable attendees to join the conversation with questions, complications, and brainstorming opportunities for scholars engaged in, or hoping to build, interdisciplinary research initiatives at their institutions.



7Cs Committee Open Meeting

Saturday, June 22

5:00–6:00pm

106 | *Meeting*

The 7Cs Committee's invites you to our open meeting held at the end of this year's Computers and Writing Conference. Want to learn more about the 7Cs Committee? Interested in hosting a future Computers & Writing Conference? Looking to get more involved in the computers and writing community?

Have ideas and issues you think the 7Cs Committee or the computers and writing community should address? Come meet with representatives of the 7Cs Committee and other members of the computers and writing community at our open meeting!

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Participant Index

A

Adams, Laural 41
Adhikari, Soni 83
Antoine, Anshare 34
Arduini, Tina 42
Arola, Kristin 11, 62
Aryal, Bhushan 48
Arzu Carmichael, Felicita 14
Atherton, Rachel 82
Aull, Laura 16

B

Bahl, Erin Kathleen 70
Baird, Neil 29, 53
Baldwin, Kathleen 30
Ball, Cheryl 72
Banat, Hadi 75, 84
Baniya, Sweta 82
Barritt, Anna 50
Bartlett, Catalina 12
Bates, Julie 48
Bay, Jennifer 82
Beasley, James 16
Beauregard, Stacey 55
Beck, Estee 74
Bennett, Kristin 21, 35
Benninghoff, Steve 13
Benson, Hayden 23
Bergholtz, Joel 16
Bhusal, Ashok 71
Blaauw-Hara, Mark 80
Blair, Kristine 37
Blevins, Brenta 33, 40
Boakye, Stephen 62
Boccio, Jacob 30
Bock Eastley, Marcy 64
Borgman, Jessie 63
Bost, Marcia 11
Boyles, Christina 64
Branham, Cassandra 80
Braun, Catherine 32
Bridgewater, Matthew 67
Brooks, Peter 73
Brooks, Ron 40
Brown, Eric 57, 71
Buck, Amber 25, 74
Burnside, Elkie 17
Butler, Janine 73

C

Canzonetta, Jordan 65
Carino, Rebecca 50
Carrera, Dashiel 70
Carter, Geoffrey 40
Cen, Wei 64
Chao, Roger 14
Chen, Chen 16
Chesher, Will 67
Choong, Philip 34
Chrobak, Jill 12
Chung, Shauna 38
Cohn, Jenae 26
Comer, Kathryn 73
Comi, Dana 70
Conner, Savanna 20, 57
Cook, Justin 22
Cosgrove, Samantha 62
Cox, Courtney 23
Cox, Daniel 74
Crane, Mark 55
Crider, Jason 24
Cuevas, Everardo 63
Cui, Wenqi 62
Cummins, Garrett 22

D

Dadas, Caroline 66
Danforth, Courtney 34
Davidson, Cynthia 83

Davidson, Michelle 66
Day, Jathan 78
Day, Michael 11
De Hertogh, Lori 50
DeAnda, Michael 43, 59, 74
DeVoss, Dànielle Nicole 11, 25
Diab, Kefaya 31
Dieterle, Brandy 24
Dilger, Bradley 53, 75, 84
Dixon, Elise 74
Dooley, Lisa 48
Dorwick, Keith 30
Dumas, Tia 38
Dusenberry, Lisa 58

EF

Edwards, Dustin 24, 38
Edwards, Laura 30
Edwards, Mike 49
Ehrenfeld, Dan 19
Eissa, Sahar 37
Elias, Megan 47
Evans, Theresa 73
Eyman, Doug 25

Fahim, Norah 26
Fargo Ahern, Kati 26
Faris, Michael 52
Flahive, Michelle 52
Fletcher, Susan 17
Flores, Wilfredo 50
Fournier, Elle 78
Fox, Ashley 15
Fraley, James 22
Frances, Sherrin 40
Frank, Daniel 81
Frost, Erin 50

G

Gaines, Brian 75
Gallagher, John 25, 72
Garcia, Elena 80
Gardner, Traci 14
Garskie, Lauren 44
Geiger, Aaron 49, 79
Gelms, Bridget 24
Gerber, Barb 12
Gere, Anne 44
Gevers, Jeroen 32, 64
Gibbons, Jessica 47
Gill, Kelli 58
Gilliard, Chris 69
Gilson, Oriana 48
Gimse, Geoffrey 61
Glasby, Hillery 12
Glotfelter, Angela 44, 67
Gold, Rochelle 19
Gollihue, Krystin 77
Goodman, Natalie 24
Grabill, Jeff 62
Green, McKinley 37
Gruwell, Leigh 38
Guthrie, Emma 29

H

Hall, Ashley 11, 15
Hamilton, Eric 75
Hammond, J. W. 41
Hanson, Derek 42, 62
Harker, Michael 73
Harley, Ben 36
Harrison, Stan 66
Hart, Danielle 47
Hart-Davidson, Bill 11
Hayek, Philip 46
Hayes, Ken 29
Hayes, Tracey 70
Haywood, Constance 35
Heilig, Leah 52
Hein, Travis 29
Heine, Kristen 12
Heney, Jill 83
Hensley, Emily 76
Henthorn, Jamie 15, 36
Hibbard, Lee 18

Hidalgo, Alexandra 47
Hinton, Corrine 80
Hoag, Trevor 43
Hocutt, Daniel 61
Holmevik, Jan Rune 38, 65, 77
Hopkins, Steven 48
Houser, Victoria 81
Hunter, Cody 65, 77
Hutchison, Allison 35

JK

James, Whitney 44
Jasperse, Ruth 57
Jenerette, Kimberly 50
Jerz, Dennis 17, 51
Jiang, Jialei 20, 44
Johnson, Bethany 50
Johnson, Erika 80
Johnson, Lucy 71
Jones, Emily 75
Jones, John 30, 84
Jones, L. Corinne 34
Jordan Adams, Whitney 75
Jordan, Rachael 39, 55
José, Laurence 82
Jung, Julie 33
Justice, Jennifer 31

Karabinus, Alisha 20
Karatsolis, Andreas 56
Keegan, Brett 78
Kelly, Shannon 11
Khadka, Santosh 65
Kim, Lindsey 18
King, Joshua 23
Knowles Ball, D'An 40
Knowles, Alan 43
Kostelich, Callie 52
Kowalewski, Scott 13
Kuecker, Elliott 23
Kulak, Andrew 16, 81
Kumari, Ashanka 42, 81
Kuure, Jeff 72
Kyburz, Bonnie 16

L

Lackey, Dundee 22
LaFave, Mikaela 23
Lancaster, Amber 59
Lane, Suzanne 56
LaPadura, Emily 34, 42
Larsen, Brittany 52
Lauren, Ben 62
Laws, Autumn 18
Lee, Rory 18
Leston, Robert 40
Levesque, Abbie 30
Limbu, Marohang 40
Listhartke, Heather 13
Lockridge, Tim 61
Logie, John 70
Love, Patrick 20
Lundblade, Kirk 43
Lunsford, Karen 52
Lusher, Katelyn 42
Ly, Quang 13

MN

Mahaffey, Cat 41
Manis, Kathryn 49
Manivannan, Vyshali 68, 81
Manuel, Jessica 65, 77
Marlow, Jennifer 11
Mauck, Courtney 78
Mays, Chris 33
McArdle, Casey 63
McClure, Christine I. 41
McCorkle, Ben 73
McDougall, Morgan 29
McDuffie, Kristi 66
McGregor, Bree 80
McGuire, Meg 74
McIntyre, Megan 27
McKee, Sarah 72
McMullin, Michelle 75, 84
Meister, Philippe 42, 62

Mejeur, Cody 15, 74
Messina, Cara Marta 42, 47
Michálek, Jason 67
Miles, Casey 12
Miller, Benjamin 16
Mitchum, Catrina 12, 54
Mize, Megan 36, 61
Monberg, John 42
Moore, Margaret 68
Moos, Andrew 17
Morin, Courtnie 76
Mueller, Derek 16
Murnane, Eric 21, 32
Murphy, Ryan 82

Napier, Trenia 76
Naylor, Heidi 83
Niester-Mika, Jennifer 73
Novotny, Maria 50

OPQ

Oakley, Abigail 35, 41
Okkema, Laura 63
Olejnik, Mandy 42
Opel, Dawn 37, 84

Parker, Chvonne 12
Passwater, T. 78
Patton, Noah 31
Paul, Kati 32
Peace, Laurel 17
Peterson, John 26
Petitti, Rebecca 29
Pilloff, Storm 24
Pitman, Eric 47
Poblete, Patricia 81
Pouncil, Floyd 35
Prielipp, Sarah 12
Puntasecca, Christina 15
Purdy, Debra 83
Purdy, James 11, 52
Purzycki, Kristopher 15, 61

Quigley, Stephen

R

Rahman, Ali 79
Ralston, Devon 23
Raw, Adrienne 44
Reid, Gwendolynne 72
Reid, Lynn 37
Reyman, Jessica 38
Rice-Evans, Jesse 20
Richardson, Sarah 65, 77
Richter, Jacob 65, 77
Ridolfo, Jim 25
Ristich, Michael 12, 49
Roberts, Laura 77
Robinson, Joy 28, 58
Rodrigo, Shelley 12, 36, 41, 54
Rodriguez, Eric 84
Romberger, Julia 29
Rosinski, Jana 78
Rowland, Spencer 15
Ruefman, Daniel 46
Ruiz, Victoria 76
Rutherford, Kevin 26
Ryerson, Rachael 17
Rytov, Kyllikki 42

S

Saaty, Ahdab 70
Sackey, Donnie 37, 71
Salisbury, Lauren 13, 35
Salvo, Michael 46
Sanders, Greyson 31
Sanders, Nicholas 35
Sands, Teryl 37
Santa Maria, Kristin 77
Santos, Sara 83
Sauer, Geoffrey 64
Saur, Elizabeth 26
Schaefer, Erin 68
Scheidler, Christopher 73
Schneier, Joel 67
Schoen, Megan 14
Seigel, Marika 50
Sessolo, Simone 71

Settipane, Aaron 65, 77
Sharma, Shyam 83
Sharp-Hoskins, Kellie 33
Shepherd, Ryan P. 21
Sheridan, David 63, 79
Sierra, Wendi 15
Silver, Naomi 25, 44
Silvestro, John J. 79
Simpkins, Neil 46
Sindelar, Kailan 65, 77
Sinor, Sierra 52
Sinyagovskaya, Daria 37
Skallerup Bessette, Lee 33
Smith, Allegra 76
Smyser-Fauble, Barbi 20
Snart, Jason 63
Sorapure, Madeleine 43
Sparby, Erika 27, 38
Spieles, Joseph 65
Stansell, Jon 22
Staples, Shelley 32
Stedman, Kyle D. 34
Stella, Andréa 20
Stephens, Eric James 72
Stinson, Samuel 22, 39
Strasser, Sara 27, 53
Stuart, Christopher 43, 81
Stuemke, Emi 48
Surya, Kavita 67
Swift, Brenna 46

TVWXY

Tarvin, Emily 20
Tasaka, Robyn 64
Tebeau, Carrie 71
Tham, Jason 15, 44
Tirrell, Jeremy 79
Trice, Michael 71
Turner, Jeffrey 80
Tyler, Megan 31

Van Ittersum, Derek 61
Vance, Bremen 62
VanHester, Teigha Mae 32
VanKooten, Crystal 14
Von Bergen, Megan 17
von Mehren, Ann 29

Walkup, Katie 44
Walls, Douglas 76
Walsh, Tanner 52
Walwema, Josephine 14
Ward, Abir 19
Ware, Jen 66
Warren-Riley, Sarah 48
Weech, Shelton 82
Werner, Courtney 54
Whalen, Zach 33
Whelan, Sean 22
Wilkes, Lydia 81
Williamson, Bill 13
Wilson, Noah 78
Winter, Rachel 76
Wise, Beck 35
Witte, Esther Grace 46
Wolff, Bill 74
Woods, Charles 18, 23

Xiong, Mai Nou 77

Yabe, Manako 46
Yam, Sharon 50
Yergeau, Melanie 68



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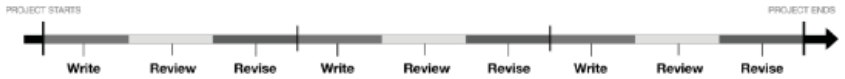
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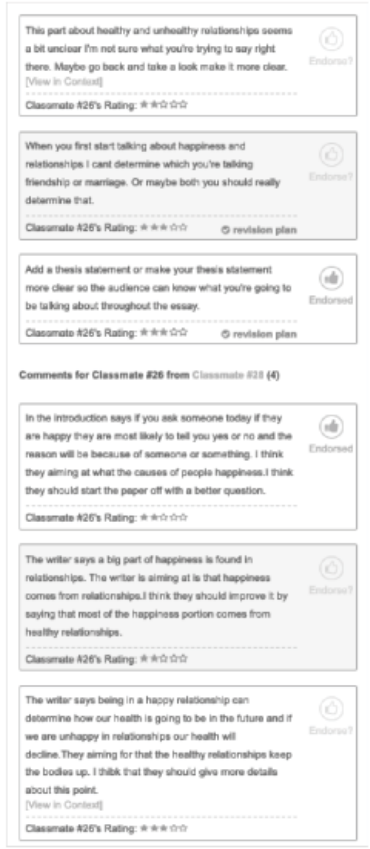
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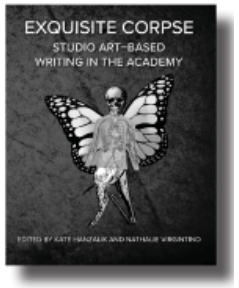
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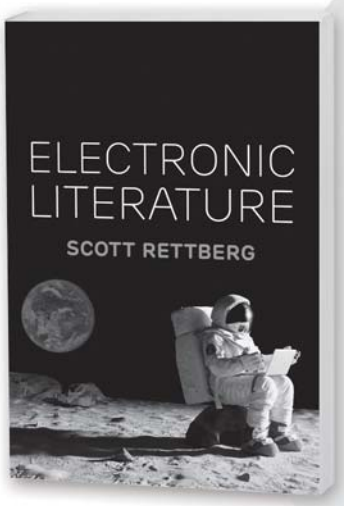
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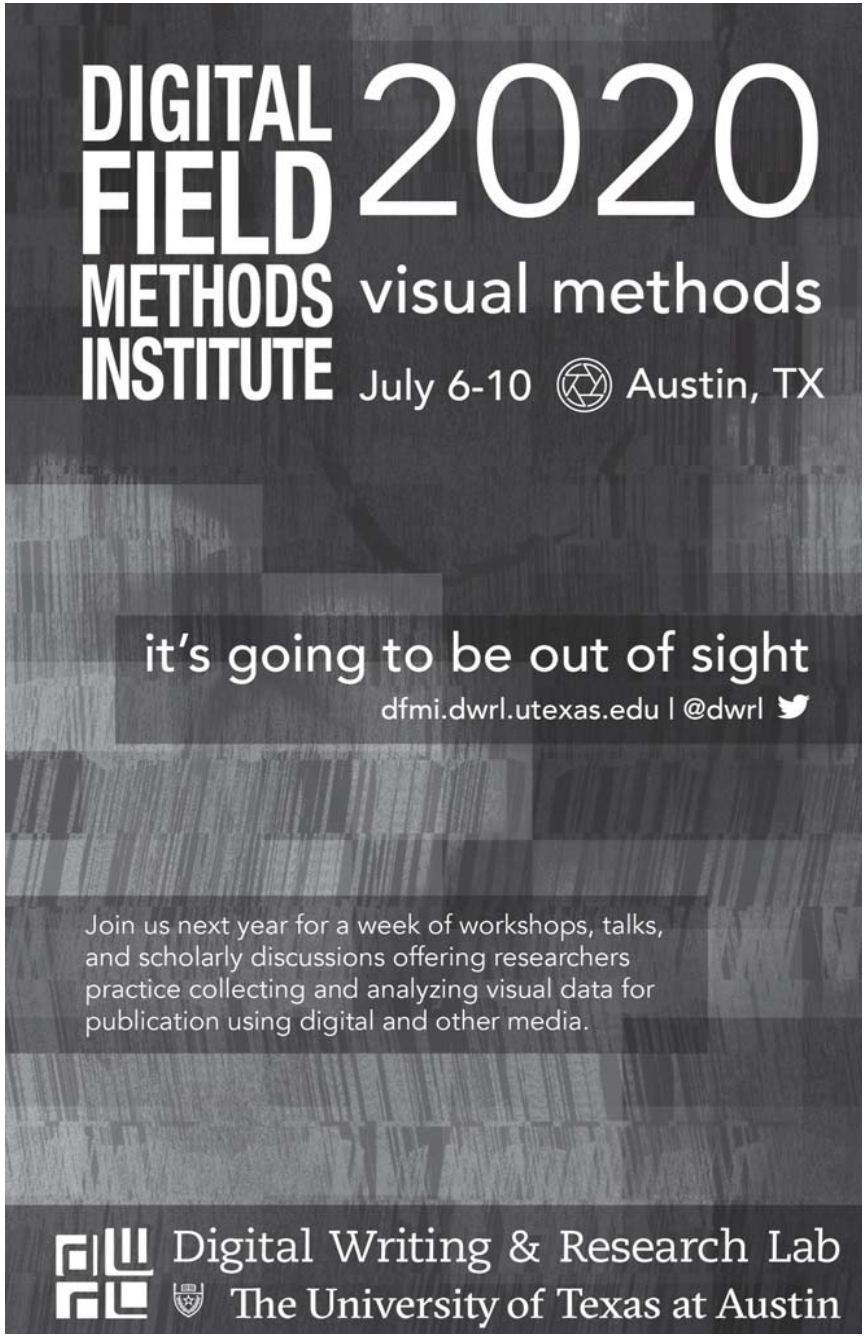
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