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M.20 Democratizing Medical Data, Writing the Body

11—Research

A.20 Writing Assessment and Research Methodologies
A.21 Literacy in Motion: Researching and Teaching Multiliteracies across Scenes of Writing
A.22 Responding to Student Writers: Productively Situating Responses to Students and Their Writing
A.23 Inventing the Field: Researcher Identity, Dissertations, and Metaphors for Invention
B.28 Research on Responding and Document Assessment
B.29 The Genre Project: An Interim Research Report on Genres in FYC and the Potential for Transfer
B.30 Risks and Rewards of Teaching Information Literacy: Suggestions from the LILAC Project
B.31 Big Data and FYC: Assessing Student Motivation, Composing Styles, and Peer Review
B.32 Reflecting on Representation, Positionality, and Identity in Research
C.29 Memory, Materiality, Media: Re-Composing Unknowable Pasts
C.30 No Answers Barred: A (F)risky Roundtable on Teacher/Administrator Status and Student Learning
C.31 Risks and Rewards of Participant Engagement in Health Communication Research Design
D.29 Complicating Transfer
D.30 A Look Inside: A Three-Pronged Research Approach to First-Year College Writing
Poster Session D  Composing Certainty: Ethical Advantages of a Nonmodern Approach to Pharmaceutical Communication Design
Poster Session D  Risky Business: Legislation, Audience, and Public Discourse
E.25 Transparency in Research: Messiness, Rigor, and Ethics in the Conduct of Writing Research
E.26 New Directions for Disability-Studies Research: Using Mixed Methods to Appeal to Wider Audiences in Higher Education
E.27 The Risks and Rewards of a Large-scale Data Project: Results from the WPA Census
E.28 Researching Genre Change: Methods and Their Consequences
E.29 Research/Approaches
E.44 Risks, Writing, and Recursive Learning: The Role of Writing’s Threshold Concepts in Navigating “Risky” Transitions
Poster Session E  Grammar Checkers and Prescriptivism
F.26 The Risks and Returns of “Quick and Responsive” Research in Literacy Studies
F.27 From Peer Tutor to Peer Tutor-Researcher: Placing Tutor Research at the Center
F.28 Promoting Rhetorical Knowledge in Writing Instruction: Empirical Studies and Suggestions
F.29 Describing Our Research and Imagining Collaborative, Distributive Scholarship: Preservation or Disintegration?
F.30 Theory and Practice of Archival Research
F.31 Revealing the Thinking and Composing Processes of Writers
F.32 Marginalized Identity, Civic Activity, and Data-Based Understanding
G.26 Embracing the Anxiety of Influence in Writing Studies Research
G.27 Current Trends in Latin American Writing Studies: Challenges and Opportunities
G.28 How We Do It: Demystifying Research Methods in Writing Studies
G.29 Student Writing across Campus
H.25 Always Bet on Black: The Rewards of Including HBCUs in Conversations about Race and Writing
H.26 Risks and Rewards of Circulation Studies
H.27 Transfer of Learning and Constructive Metacognition: A Taxonomy of Metacognition for Writing Studies
H.28 At Any Cost: The Rhetoric of Educational Access, Student Poverty, and First-Year Writing
H.29 Creating Self-Sufficient Writers through Peer Response and Writing Consultation
Poster Session H Reflecting on the Digital Archive: Online Writing Courses and Dynamic Feedback
Poster Session H Remixing Process Research: The Risks and Rewards of Multi-modal Composition
Poster Session H Writing eScience: Using Data Science Tools to Study Networked Writing Ecologies
I.28 Recursive Online Spaces
I.29 Networks for Research: Building Infrastructures to Support Empirical Research at #4C15 and Beyond
I.30 Writing in Our Discipline: The Composing Process of Faculty Writers
I.31 Social Constructions and (Mis)Representations: Women in the Media
Poster Session I Poaching Tumblr: Fandom, Remixing, and Rhetorical Delivery
J.29 Innovative Methodologies for Unusual Archival Projects
J.30 Big Data and Deep Data: Disrupting Educational Grand Narratives of Student Writing Development and Success
J.31 Non-Human Actors, Human Authors, and Transfer: ANT for Understanding Literate Practice
J.32 Taking Risks in Feminist Methods and Methodologies: A Roundtable Discussion
Poster Session J Preliminary Insights into the Usability of Instructor Response
Poster Session J The Meaningful Writing Project Poster: Findings from Students and Faculty
Poster Session J The Risks and Rewards of Studying Students’ Engagement with Sources
Poster Session J Transition Talk: Navigating Risk in Writing Transitions
K.26 A Theory of Ethics for Writing Assessment: Risk and Reward for Civil Rights, Program Assessment, and Large Scale Testing
K.27 Minding the Screen: Innovations and Limitations of Neuropsychology in the Composition Classroom
K.28 Think-Tank for Newcomers—Developing Papers and Sessions for CCCC 2016
Poster Session K Applying Flipped Classroom Pedagogy to Teaching Engineering Communication: Preliminary Results from a Chemical Engineering Laboratory Course
Poster Session K Keywords in Threshold Concepts: Time-Binding and Methodologizing Disciplinary Lexicon
Poster Session K Rhetorical Knowledge and Course Delivery: A Comparison of Expectations and Outcomes
Poster Session K Understanding the Risks and Rewards of Multi-Institutional Research
Poster Session K  “You are No Longer Children”: A Study of Faculty Perceptions of Undergraduate Writing Abilities across the Disciplines
L.18 Transfer and Student Agency: The Risk and Rewards of Negotiation
L.19 Medical Imaging and Images: The Visual Culture of Healthcare
L.20 Acquiring a Scholar’s Voice: Findings from Two Student Corpora
M.21 The Risks and Rewards of Transnational Digital Research: Methodological Challenges and Maneuvers
M.22 Writing on the Same Page: Exploring Digital Collaboration with Student Co-Researchers
M.23 Minor, Middle, Major: Zooming In and Out on Writing Assessment Research

12—First Year Composition

A.24 Better Breathers Are Better Learners
A.25 Breaking Down Barriers: Risks and Rewards of Redesigning FYC Curriculum for the Multilingual Reality
A.26 Taking Risks in Teaching Politics and Ethics in FYC
A.27 Game On: Games and Gamification in First-Year Composition
B.33 Staying Rooted in Composition While Branching out to STEM
B.34 Living with Vampires: The Discourse of Disciplinarity in First-Year Composition
B.35 Getting to Step 2: Pushing Beyond a Skills-Based Approach to Critical Reading in FYC
B.36 Engaged Students, Engaging Writing
B.37 Risk into Reward: Enacting Translingual, Transcultural Pedagogies among Diverse Student Learners
C.32 Translingual Practice: Rethinking, Responding, Enacting
C.33 Starting Again: Re-Imagining the Role of FY Writing in the General Education Curriculum
C.34 Rhetorics of Doubt and Students of Faith: Risking Engagement with Skeptical Readers
C.35 Common Core State Standards, Meet the Framework for Success in Postsecondary Writing: A Risky, Rewarding Tale of Course Re-Design
C.36 Connecting STEM to FYC
C.37 Teaching Academic Writing to Non-Native English Speakers: Netalanguage, Formulas, and Feedback
D.31 Issues in Dual Enrollment: Rigor, Credentials, Pedagogies, Transitions
D.32 Testing Metacognition: The Risks and Rewards of Reflecting on Revision Practices
D.33 Process, Plagiarism, and Pedagogy: Exploring the Benefits of Sampling for Composition Studies
D.34 Approaches to Teaching L2 Writers in First Year Writing and ESL Composition Courses
D.35 Risky Writing and Rewarding Pedagogies
Poster Session D  Hospitable Course Design and Student Diversity: Reading and Writing about War in the FYC Classroom
E.30  Information Literacy Learning in First-Year Writing: Perspectives from National and Campus Research
E.31  Comfortable but out of Your Comfort Zone: Creating Risky and Rewarding Pedagogical and Material Safe Spaces in First-Year Composition
E.32  High-Tech, Low-Tech, No-Tech?: Divergent Implementations of Technology and the Risks and Rewards for Student Writing
E.33  Rethinking Course Design for First-Year Composition
E.34  The Politics and Pragmatics of Space, Place, and Location in First-Year Composition

Poster Session E  Integration of an Embedded Librarian Function into an Online First-Year Composition Class: Risk-Taking and Success
F.33  #MultimodalFYC: The Peril and Purpose of Multimodality in First-Year Composition
F.34  Fostering Student Engagement through Multimodality in FYC
F.35  Dueling Forces in Dual Credit: The Risks and Rewards of Offering College Composition to High School Students
F.36  “Diving Into the Wreck” and Emerging Literate
F.37  Service-Learning Approaches in FYC
F.38  Learning through Collaboration: Approaches to Research, Peer Review, Workshops, and Rubrics
F.39  Getting Them Ready: Developing College Readiness through AP Courses, Partnerships, and Social Networks

Poster Session G  Teaching and Supporting Multimodal Composition via Campus Collaborations: When Instructors, Archivists, and Technologists Converge
G.30  Tweeting, Timelines, and Transfer: Opening the Composition Classroom to Students’ Social Media Literacies
G.31  Genre as Risk/Risk in Genre
G.32  Writing about Communication in the Disciplines (WACID): A Synthesis of Established Pedagogies
G.33  Risks and Rewards of Engaging Religion and Faith in FYC
G.34  Considering Subjectivity, Voice, and Sovereignty for FYC Students

Poster Session H  Transformational Pedagogies: The Risks and Rewards of Multimodal Composition in First-Year Composition
H.30  Risks and Rewards of Challenging the Homogenizing Narratives of “Student,” “Teacher,” and “Classroom”
H.31  Violating Student and Programmatic Expectations to Introduce Transferable Writing Strategies: The Risk and Reward of Adopting a Writing about Writing Approach
H.32  Pedagogy of the Oppressive: Responding Productively to Student Expressions of Privilege
H.33  Flipping First-Year Composition

Poster Session H  A Multimodal Research Essay: Curating Arguments With Storify
Poster Session H  Multimodal ≠ Multivocal: Crafting an Ethic of Inclusion as Critical Framing
Poster Session H  Peer Review as Genre: Multimodal Approaches for Developing Rhetorical Knowledge
I.32  Entering the Multiverse: Using Comics to Explore Multiliteracies, Multi-genres, Multimodality, and Multilingualism in the FYC Classroom
I.33  Rethinking and Fostering Transfer
I.34  Writing about Writing: Implications for Assessment, Transfer, and Disciplinarity
I.35  Cultivating Vulnerability in First-Year Composition
I.36  Digital Literacy in FYC: Overcoming the Risks
I.37  The Rewards of Reconsidering Placement and Access
Poster Session I  The Monstering of Diabetes: An Alternative Rhetorical Analysis
J.33  The High-Stakes Writing Classroom: Expectations, Risks, and Assessments
J.34  Student-Veterans, in Their Own Words: Results of a Longitudinal Research Project
J.35  So What? Teaching Students to Craft Compelling Arguments
J.36  Flipping the Hybrid First-Year Composition Classroom: Transforming Purpose, Roles, and Activities in Freshman Writing
J.37  A Bird in the Hand: Student Perceptions of the Risk of Multimodal Composition
J.38  Precarious or Progressive?: Creativity, Digital Epistemology, and Hip-Hop Rhetoric in an HBCU Composition Classroom
Poster Session J  The Role of Student Interest in First-Year Composition: Reaping Interconnected Rewards
Poster Session J  “Would you like some sarcasm with that?”: Risky Writing, the Guerrilla Girls, and the Writing Classroom
K.29  Taking Risks to Shift Paradigms of Writing Assignment Design
K.31  Primarily Curious: Using Archives to Stimulate Intellectual Curiosity in First-Year Composition
K.32  Supporting Student Writers: Veterans, At-Risk Students, and Students with ADHD
Poster Session K  I Write, therefore I Flourish?: Connecting Composition to Psychology Research and Initiatives
L.21  Examining, Valuing, and Applying Theories of Composition in FYC
L.22  Researching Controversy: The Rhetorics of Stereotyping, Protest, Art, and Apology
L.23  Intentions and Revisions: A Workshop in Responding to Student Writers
M.24  Transfer, Metacognition, and Revision: Teaching the Writing Process with Digital and Visual Technologies

13—Theory

A.28  Felt Sense 2.0: Writing with the Body in a Digital World
A.29  Rhetorics of Augmented Reality
A.30 Queering the Ear: Queer Riffs on Rhetoric and Listening
A.31 After “The Epistemic Music of Rhetoric”: Risks and Rewards Teaching Non/Object(ive), Dis/Sonic, E/Lectronic, Re/Embodied Sounds
B.38 Centering Language Diversity: Innovations in Literacy Research
B.39 Risky, Risqué, and Relevant: Queer Epistemologies and Pedagogies in Writing Studies
B.40 New Conjugations of Gender and Genre: Investigations into Promiscuity, Anxiety, and Idiosyncrasy
B.41 Ambience, Innovation, Invention
B.42 Rhetoric in the Flesh: Embodiment Discourse
C.38 Memory and Innovation in Context: Resuscitating the Canon of Memoria
C.39 Locating, Resisting, and Disrupting Spaces of Composition: Queer Rhetorics’ Risks and Rewards
C.40 Risks, Rewards, and Speculative Thought
C.41 Theorizing Feminist Rhetorics: Professionalism, Invention, and Social Movements
D.36 Feminist Rhetoric and Pedagogy: Risks, Rewards, and (Sadly) Failures
D.37 Sensory Rhetorics: Bodily Experiences in Ambient Environments
D.38 The Rhetoric of Projection in/of Composition
D.39 Rhetorics and Ecologies of Scale: Composing across Environments and Disciplines
D.40 More than Meets the Eye: Rhetoric and Aesthetics
Poster Session D Writing Class: How Class-Based Culture Affects Student Experience in College Writing
E.35 Confronting Race in the Academy: Whiteness, Islamaphobia, and Academic Borderlands
E.36 Troubling Queer Visual Media: The Complex Rhetorical Implications of Queer Visuality in Mass Media
E.37 Writing in and beyond the Senior Year: Capstones and Internships
F.40 Risky Reward: The Question of Queer as Verb
F.41 (Un)Disciplining Discourses: Risky Representations of Black Gender and Sexuality in Public Culture
F.42 Affirmative Sustainability: Ecologic Thought and Action beyond the Rhetoric of Negation
G.36 Risky Disclosure: Mental Illness and Teachers of Writing
G.37 Queerly de/Composed: Bits, Bytes, and Bodies in Digital Spaces
G.38 Undermining Resistance: Rethinking the Risks of (ill)Literacy, Citizenship, and Disciplinarity
G.39 Cultural Politics of Space: From Swamps to Sprawl
H.35 Food and Feminism at Rhetoric’s Big Round Table
H.36 Re-Mapping Asian/Asian American Rhetoric: New Methodologies for Multimodality, Hybridity, and Rhetoricity
H.37 Embodiment at Risk: Neglected Bodies in Everyday Writing
H.38 Rewriting Comp/Rhet’s Narrative about Narrative
H.39 Rhetoric and Ethics: Revisiting History and Exploring New Pedagogies
H.40 Access and Activism: Literacy Myths, Affirmative Action, and Sex Testing
I.38 Rogerian at 45: What’s So Funny about Peace, Love, and Understanding?
I.39 The Risk and Promise of Relational Work
I.40 Writing from Y/Our Place
I.41 Witnessing Difficult Texts
Poster Session I Beyond Dichotomization: Agency and Third-Space in Personal Narratives of Mental Illness and Suffering
Poster Session I Mapping the Externalities of Literacy: Relationships of Literacy Exchange in the Filipino “Brain Drain”
Poster Session I Risking Responsibility: Putting the Tradition Back into the Rhetorical Tradition
J.39 Peer Review(ing) Complexity: Emerging Innovations at Multiple Levels of Scale
J.40 Risky Business, or the Rhetorical Possibilities of Disability Disclosure
J.41 Sense and Scentsability
K.33 W.R.I.S.K. –> Wide (Repeating) Image Signifiers of Kinema
K.34 Threshold Concepts: Risk, Reward, and Pre-liminal Variation
K.35 Writing Program Administration and the C’s Regime: Queering Leadership (Sponsored by the Queer Caucus)
K.37 The Future of Disability Studies in Composition and Rhetoric: Transforming Kairotic Spaces
K.38 Risky Relations and the Ethics of Identification
K.39 Plants, Animals, and Planets: Emerging Theories in Rhetorics of Science
L.24 Teaching Rhetorical Theory and Analysis: Risks and Rewards
L.25 Making and Doing: Multimodal Reading and Digital Compositions
M.25 Accommodating Access: The Theory, Practice, and Pitfalls of Accommodation in Composition and Beyond

14—Writing Programs

A.32 Making Courses Talk to Each Other: Transfer of Learning from the First Year into the Disciplines
A.33 A Change for the Better: WAC/Writing Center Partnerships
A.34 Risking Word and Limb: Embodied Strategies in the Tutoring of Writing
B.43 “Making the Lifeless Living”: Style Pedagogy in the FYC Classroom, the Writing Center, and the Basic Writing Studio
B.44 Risking Writing Knowledge: Investigating Writing Transfer across the Curriculum and in the Disciplines
C.42 Enacting CCCC Position Statements: Risks and Rewards
C.43 Cohorts and Risk Management
C.44 International Writing Centers Association: The Teenage Years (Sponsored by the International Writing Centers Association)
D.41 106 State University Study of Writing Programming: Bird’s Eye View with Local Contextualization
D.42 Crafting a University-Wide General Education Writing Rubric: Taking on Thorny Public Practices in the Rose Garden

D.43 Out of Sight, Out of Mind: Weighing the Risks (and Rewards) of a Culturally Relevant HBU Writing Center

D.44 Digitizing WAC through Informatics, Games, and Engaging “Digital Humanities”

Poster Session D  Academic Posters or: How I Learned to Stop Worrying and Love the Outreach

E.38 New Ways of Looking Back as We Look Forward: Innovative Perspectives on Writing Assessment’s History and Future

E.39 Learning to See Learning: Assessing the Impacts of Service Learning in Writing Classes

E.40 Doubling Down on Academic Writing: Moving from a Second-Semester to a Second-Year Requirement

E.41 The Risk and Reward of Using Screencasting for Peer Review: A Multi-Institutional Pilot

E.42 Motivation, Values, and Rhetoric in the Writing Center

Poster Session E  Unruly Grammar and Difficult Knowledge: Writing through Evocative, Arts-Informed Inquiry

F.43 Assessment and The Writing Center

F.44 Risk and Reward within Writing Program Ecologies

G.40 Risks and Rewards in Writing Majors: A Roundtable Discussion

G.41 Visible Roots/Healthy Growth: A Model for Formative Assessment to Drive Sustainable Excellence in Writing Programs

G.42 Facing Identity Politics in Writing Centers: Everyday Work with Risk and Reward

G.43 Methods of Opening Access: Risks and Rewards

H.41 FYC Overhaul: The (Harsh) Realities of Radical Redesign

H.42 Innovating Global Classrooms: Transdisciplinary Approaches for Supporting Multilingual Student Success

H.43 Diving into the Wreck: Considering Linkages, Limitations, Perils, and Possibilities in the Deep Element where Discipline-Based Writing Intensive Courses and First-Year Composition Meet

H.44 Merging, Converging, and Collaborating: The Risks and Rewards of Re-Envisioning Writing Center Spaces

I.42 Evaluating Online Writing Instruction Programs: Whose Risks? Whose Rewards?

I.43 Tough Crowd: The Perils and Benefits of Proposing and Piloting a First-Year Composition Program in a Two-Year College

I.44 The Risks and Rewards of Rethinking Program Design and Instructor Training

J.42 Perspectives on Assessment: Reconsidering Students’ Roles and the Status of Assessment

J.43 Responding to the Local Challenges of Writing about Writing Curricula
J.44  Environmental Change, Empowering Dynamics, and Science Writing: Findings from a Writing Center’s Multi-Year Collaborations with Faculty in Fisheries Biology and Physics

Poster Session J  Opportunities for Learning: Understanding the Role of Resources in Tutoring Sessions

K.40 Risking Readiness: Resisting College-Readiness Reforms and (Re)Writing the Unprepared Student

K.41 “What do we talk about when we talk about good writing?”: WAW and P20 Transferability (Sponsored by Writing About Writing Development Group)

K.42 Understanding Writing Programs in a Global Context

L.26 Negotiating Values in Professional Writing Master’s Programs

M.26 The Hand That Feeds: Textbooks, Publishers, and Us