COMPUTERS & WRITING CONFERENCE 2019
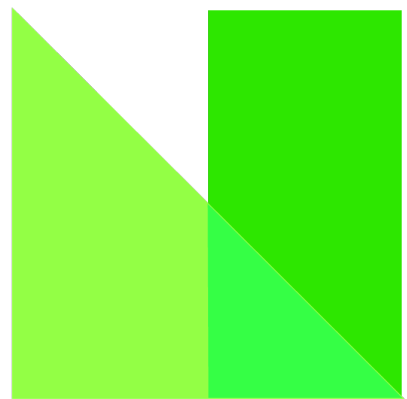# GRADUATE RESEARCH NETWORK

Michigan State University, East Lansing, MI
June 20, 2019

GRADUATE   RESEARCH   NETWORK

2019 GRADUATE RESEARCH NETWORK

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Donnie Johnson Sackey, University of Texas at Austin

GRN Coordinator Emerita
Janice Walker, Georgia Southern University

Afternoon Workshop Moderators
Patrick W. Berry, Syracuse University
Derek Van Ittersum, Kent State University

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Amber Buck, University of Alabama
Jordan Canzonetta, Lewis University
Keith Dorwick, University of Louisiana at Lafayette
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Erika Sparby, Illinois State University
Kyle Stedman, Rockford University
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Workshop Mentors (Afternoon Session)
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Patrick W. Berry, Syracuse University
Amber Buck, University of Alabama
Jordan Canzonetta, Lewis University
Carolina Dadas, Montclair State University
Brian Gaines, Clemson University
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Chris Mays, University of Nevada, Reno
Jen Michaels, Owens Corning
Dawn Opel, Michigan State University
Jason Palmeri, Miami University
Jim Purdy, Duquesne University
Shelley Rodrigo, University of Arizona
Kellie Sharp-Hoskins, New Mexico State University
Ryan Shepherd, Ohio University
Erika Sparby, Illinois State University
Kyle Stedman, Rockford University
Jason Tham, Texas Tech University
Bill Wolff, Saint Joseph's University
Derek Van Ittersum, Kent State University

GRN SCHEDULE

ALL GRN events are held in the Lincoln Room @ the Kellogg Center unless otherwise noted.

8:00 AM-6:00 PM   Registration (Entryway to Lincoln Room, Kellogg Center)

7:30-9:00 AM	Continental Breakfast
9:00-9:15 AM	Opening Remarks
9:15-11:45 AM	Roundtable Discussions
11:45-1:00 PM	Lunch
1:00-1:30 PM	Announcements & Prizes
1:30-3:45 PM	Professionalization Workshop
3:45-4:00 PM	Closing Remarks

6:00-8:00 PM   Opening Reception (East Patio, Kellogg Center; in case of rain: Big Ten A, Kellogg Center)

CONNECTING TO MSU'S WIRELESS NETWORK

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

SOCIAL MEDIA

Participants are encouraged to share their experience learning and networking at the GRN on social media, using #cwcon and #GRN hashtags. Please be considerate and obtain permission before posting pics/videos of others.

FRAGRANCE-FREE REQUEST

We request that participants accommodate the need for other participants to learn and work in a scent-free space. Please don't use or wear scented personal products (e.g., fragrances, colognes, lotions). Chemicals found in scented-products can harm the health of others in our GRN community.

QUIET ROOM

The Heritage Room in the Kellogg Center is the quiet room throughout the conference. Please use and respect it as such.

Whitney Jordan Adams, Clemson University
Digital and Dialogic Antiracist Pedagogy

> My current interest in computers and writing looks at the phenomenon of doxxing. The common use of hacking as a political and cultural phenomenon is of great importance, especially as it relates to my larger research involving the rhetorical construction of the American South. I consider division within the South, analyzing the way symbols and events work in tandem with problematic racist and "Confederate" ideology. Much of the rhetoric at play in the South is self-referential, promoting monologic forms of discourse. I seek to break this monologic discourse through dialogic ways of knowing, making, and doing; part of this dialogic pedagogy will be through the use of computers and writing. By combining the digital with anti-racist pedagogy, I hope to create a community within the first-year writing classroom that addresses racism and other exclusive ways of thinking. Future work includes implementing Wheatley's notion of the "disturbance" into the classroom to address hegemonic and institutional racism.

Christopher Barber, Ohio University
The Fallacy Enigma: The Place for Informal and Logical Fallacies in First-year Composition Pedagogy

> Despite scholars (Crosswhite; Bommarito) questioning the efficacy of teaching logical and informal fallacies in writing classrooms, worksheets and indexes pertaining to various forms of ineffective or illogical argumentation still permeate writing textbooks and composition pedagogies. This project endeavors to investigate existing arguments for the inclusion and discussion of informal and logical fallacies in writing classrooms, evaluate their effectiveness for the teaching of writing, argumentation, and rhetorical ethics, and propose alternative approaches and framings that may be more conducive to these pedagogical ends. This project also addresses the various methods through which fallacies have been taught, and will involve the collection and analysis of qualitative and quantitative data from active teaching associates and composition faculty to better understand how first-year composition instructors currently address (or avoid) fallacies in classroom spaces.

Kristin Bennett, Arizona State University
Digital and Technical Communication and Disability Studies

> Technical communication is generally concerned with action-oriented, "efficient and effective" practicality (Miller 61) motivated by a social "ethic of expediency" (Katz 185), or the valuing of "rationality, efficiency, speed, productivity and power" (194). While technical communicators are motivated by efficient practicality, their work likewise shapes such norms through the documents they construct and the habits that these documents promote. Technical communication dictates the action of those in an organization by constructing, reifying, and naturalizing distinctions between normality and deviance, as well as ability and disability. Building on the work of scholars like Palmeri, Grabill, and Simmons, my project investigates interfaces of care and safety specifically on college campuses to determine how: concepts of safety are constructed through technical communication in digital spaces both

on and off campus; different constructions influence the habits, identities, and citizenship of individuals in these environments. By examining discourses of safety through the lens of disability studies, I challenge practical objectivity and encourage technical communicators to think critically about the political and social implications of their work.

Stephen Boakye, University of Texas at El Paso
Digital Literacy in First-Year Composition: Could There Be Standards for Freshman Transnational Students?

This study investigates the level of digital literacy proficiency that transnational students bring into the First-year Composition (FYC) classroom. It proceeds against the backdrop that there are no available standards to test the readiness of transnational students to enroll in technology-oriented courses at the college level. This situation potentially impacts adversely on students' general success and in particular courses like FYC. The present study therefore attempts to account for the digital skills brought into the FYC class by transnational students from the so-called third world countries and how FYC students from developing countries can be scaffolded when undertaking digital projects.

Kelsey Burroughs, East Carolina University
Queering Technical and Professional Communication through Video Games

Queering workplaces and professions happens all the time, although we might not realize it! If we take a narrow definition of Queer or Queerness (one focusing solely on the aspects of Queer that denote sexuality or gender identity), we miss out on so much that the term Queer has to offer. It is the nature of Queerness, after all, to go against the grain and to defy definitions. Thus, I believe that any time we make the places that we work or the ways that we work or how we interact with fellow members of society new or different, we are in some ways Queering those interactions/places. In my on-going work, I am exploring the way video game scholars suggest that professionals can use games or gaming concepts in the workplace as both training tools and as stress-relief tools to re-imagine the workplace.

Dan Comi, University of Kansas
Composing (Counter) Circulations

This project-in-progress explores the ways in which communities compose circulation through DIY network infrastructures. Communities in rural and urban areas in the United States struggle as "digital deserts," where infrastructure does not exist, or is not currently invested in by major telecommunication companies. I provide case studies of communities who craft their own infrastructure in order to communicate and get connected to the Internet and argue that these communities can be understood as counterpublics, thus highlighting the ways in which publics (& counterpublics) are created and sustained by infrastructure. This project expands beyond a smaller pilot study, needs further theoretical grounding and methodological development as I work to contribute to existing conversations in circulation studies, public rhetorics, and digital rhetorics.

Justin Cook, Texas Women's University
Necrorhetorics in the Digital Age: The Problem of Agency in Online Memorialization Practices

When we memorialize our dead we, perhaps accidentally, re-identify our loved ones. This project explores the myriad ways that online memorialization practices have complimented

and complicated mourning. I then connect those findings with rhetorical action studies to ascertain potentialities in terms of agency for the corpse reflected in these digital spaces. Specifically, I dissect social media postings of memories of the deceased as well as semiotic coding used on memorial pages. This is one part of a larger project that seeks to help the corpse achieve agency based on its own material action, independent of semiotic constructions of agency that have been for so long read onto the corpse.

Courtney Cox, Illinois State University
Crisis Communications as Embodied Commitment: A Discursive-Rhetorical Analysis of the Role of Text Message Safety Alerts

> When disaster strikes on college campuses, precise university crisis communications are imperative to student safety. Mediums such as text messages, email listservs, and social media can support more efficient communication during crisis, increasing the likelihood of dialogue between crisis communicators and those in crisis. Effective university crisis communicators must negotiate campus digital literacies, consider power differentials pertaining to access and accessibility, and develop creative strategies to cut through the constant buzz of networked communication. To propose a revisionary investigation of crisis communication text messages, I will review existing literature in technical communication, propose an interdisciplinary framework that I have coined as embodied critical discourse analysis, and then implement this approach as a case study of my own academic institution as I investigate the ways in which communicative technologies constrain and afford the rhetorical trajectory of crisis messages.

Lisa Dooley, Illinois State University
Decolonizing Assessment: Witnessing, Disrupting, and Reimagining Assessment in Rhetoric, Composition, and Technical Communication

> My dissertation brings together critical race, disability, and decolonial studies to problematize historic and ongoing assessment practices that sponsor neocolonialism. As part of this project I intervene in colonizing assessment practices by reimaging assessment practices that enact nonviolent and socially-just assessment. As I continue my work on this project, I am attending the GRN to solicit project feedback.

Kelli Gill, Texas Christian University
Teaching Writing through Games

> This publication is in an early stage. It is a pedagogy-based article based on my experiences teaching an introductory game studies course. The course understands games as both a form of writing (programming) which can be used to critique and as an object of study. The article shares assignments, learning goals, and provides examples of games (interactive fiction using Inform7 and Twine). I am very new to game studies and programming and would appreciate feedback from scholars more familiar with the subfield. I would additionally appreciate any advice on creating a multimodal project intended for an online publisher.

Angela Glotfelter, Miami University
Defining a social justice approach for studying algorithms

> Following Jones, Moore, and Walton's (2016) call for "a more focused study of the ways inclusivity has emerged in [TPC] and the strategies/approaches that can usefully extend the

pursuit of inclusivity" (212), my project will argue that public relevance algorithms are changing paradigms for how we think about social justice in relation to rhetorical macroterms like audience, access, and agency. In making relevance political (Gillespie 2014) and by deciding that certain content and users are relevant, public relevance algorithms also make other content and users irrelevant. While pragmatism and efficiency have often been dominant frameworks in TPC, Jones et al. (2016) calls for the incorporation of social justice frameworks into the field. In response, by examining how algorithms are changing how we think about rhetorical macroterms like audience, access, and agency, this project will describe a social-justice oriented framework for examining algorithmic impacts in TPC.

Patrick Graham, University of Houston-Downtown
"Nice to See You:" The Effect of Webcam Use During a Tutoring Screencast on Instructor Presence

Studies show that when students in online courses perceive the instructor to be present, they learn more, are motivated to participate in class, and complete assignments to the best of their abilities. When writing tutors give asynchronous feedback on assignments in the form of screencasts, they can include a recording of their faces. In spite of all the existing research that shows audiovisual modalities to be effective ways to tutor, there remains a gap and little is said about asynchronous screencasts in which the instructor can be seen and heard, and how they affect instructor presence and students' motivation and engagement in the learning process. Hypothesis: A screencast in which the tutor is seen will increase instructor presence, which will increase students' engagement, motivation and performance, when compared with a screencast in which the tutor is not seen.

Emma Lee Guthrie, Bowling Green State University
Using and Removing Masks: Combatting Academic Imposter Phenomenon through Social Media

Self-efficacy has a large impact on students' writing practices. High self-efficacy reflects students' understanding of the skills they can offer. Students with low self-efficacy have difficulty with motivation, performance outcomes, and healthcare (mental and physical). A lack of self-efficacy is often called imposter syndrome or imposter phenomenon (Clance & Imes; Clance). From a pilot study conducted in fall of 2019, I found a strong correlation between imposter phenomenon and graduate student writing practices. In the sphere of social media, students write honestly about imposter phenomenon, or a lack of self-efficacy. On the other hand, students' academic personas—often pertaining to writing tasks—mask insecurities. According to Clance & Imes' research, group therapy is the best way to combat imposter phenomenon. If students are being honest about their low self-efficacy on social media sites, could these sites and interactions be harnessed as a tool to combat imposter phenomenon, and encourage honesty in academic work as well?

Eric Hamilton, Clemson University
In/Forming a Wild Practice: The Dis/connected E-State of Classical Rhetorics in a Post-Structural C/age

This project seeks to re/turn and revalue the Greek definition of ethos to better understand how the discipline(s) of rhetorics have since been demarcated, and, in turn, domesticated throughout its histories. It becomes paramount to review with fresh perspectives classical rhetorics, and Quintilian becomes an excellent bridge to analyze the initial transitionary

period within the field. Many of the institutional systems of organization that Quintilian supported have direct links to Aristotelian formulations still enacted today. Our current disciplinary constructions also have many direct ties going back to the pre-Socratics that were grappled with and translated with ripples still experienced today. It is imperative to keep Quintilian relevant, particularly his theories surrounding ethics within rhetorics, in order for our field to begin closing the gap between the rhetorical abilities and virtuous character of students, teachers, and outside practitioners of rhetorics (i.e., everyone).

Randall Harrell, Georgia State University
Temporal Ambivalence and the *Cherokee Phoenix*

> To understand the goal and purpose of the Cherokee Nation's national newspaper the *Cherokee Phoenix*, this presentation focuses on the ways that situating a spatial demise shows promise of national success and a temporality that outlasts the contemporary. To maintain national sovereignty, Elias Boudinott and later Elijah Hicks leverage the *Cherokee Phoenix* to cultivate a sense of nationhood that is not found solely within the boundaries of a homeland; instead, the Cherokee people begin to find their identity in cultural artifacts such as a communal newspaper and their newly developed and nationally-adopted written language. In the formation of both the Cherokee capitol of New Echota and its national newspaper, an orientation towards futurity begins to emanate outward into broader realms of held sentiments concerning the developing anxieties surrounding American identity while the *Cherokee Phoenix* purveys the perseverance necessary for lasting national sovereignty in the face of complete and apocalyptic destruction of the geographic space wherein the Cherokee cultural homelands reside.

Danielle Hart, Miami University
Temporalities of Mental Illness in Video Games

> This project investigates temporalities of mental illness in digital games. Disability studies scholar Alison Kafer speaks of "crip time" in *Feminist, Queer, Crip* to refer to the temporal experiences of disability and altered temporalities that are imposed on disabled people from others, such as through the narratives of unproductivity or hyperproductivity common in depictions of depression and ADHD. I analyze positive depictions of mental illness in video games such as Depression Quest and Elude, which engage with alternative temporalities of mental illness in a way that allows the player to experience them without stigma. I also examine games that engage with problematic depictions of mental illness, such as The Sims. Video games have the potential to uphold damaging stereotypes of mental illness, but many provide a counternarrative to these stereotypes, portraying potentials for positive crip futures that can include mental illness as a component.

Michael Hoffman, University of Michigan
Blogging from the Combat Zone

> I am interested in exploring why US military service members took up blogging during deployments to Iraq and Afghanistan, why the blogopshere was such a generative space for many of those writers, and what goals or motivations got them writing and kept them writing. I was one of those writers, and I believe that the participation in commentary on the war effort was both unique and meaningful in American history, and merits further consideration. I also believe that some of the features of blogging (e.g., blogrolls, comment

sections, and hyperlinks) fostered a sense of hypermediacy and community that was essential. Thus, I am currently trying to sort out conversations about the content of the blogs, the form and genre of the blogs, and the platforms used for blogging while thinking through how much (or little) of this might be squeezed into a dissertation.

Krystal Ingman, University of Findlay
Nonverbal Communication on the Net: Mitigating Misunderstanding through the Manipulation of Text and Images in Computer-Mediated Communication

> The disconnect between computer-mediated communication (CMC) and face-to-face (F2F) communication has been blamed on the absence of visual and physical nonverbal cues. As a result of the heavy lack of visual and physical interaction, previous research has deemed that F2F provides a richer environment for communication overall. Despite some claims suggesting CMC will never be as fluid nor as rich as F2F, communicating online through various modes such as emoticons, nonverbal vocalizations, memes, stickers, kaomoji, color, and video only enrich CMC. As internet users converse online using textual and visual means that resemble F2F nonverbal cues, emoticons, nonverbal vocalization, and memes serve as substitutes for F2F nonverbal communication in CMC contexts.

Lindsey Kim, University of South Carolina
A Problematic Ethos: Dark Patterns, User Agreements, and Technological Expediency

> This project uses the Norwegian Consumer Council's 2018 report on "dark patterns" as a point of departure to explore the ethos of the genre of User Agreements. I intend to illustrate how these documents build a problematic ethos based on trust and goodwill through performative transparency as well as consistent appeals to what Steven B. Katz terms an "ethic of expediency," where data collection is presented as a necessary means for creating quality user experiences. Ultimately, critical examination of the ethic that belies the rhetoric of these documents is an important step in constructing a new model for the genre.

Brittany Larsen, Illinois State University
Canon Wars: Navigating Disagreement over Canon in Fandom Spaces

> One issue looming over the digital sphere today is the increasing presence of online disagreements, and specifically, the growing hostility in these fights. In an effort to provide some insight into how specific communities navigate these disagreements, I examine fandom communities on Tumblr and how disagreement over different interpretations of fiction are explored in this space. Specifically, this segment explores how members use remix and subsequent discussion about said remix to make decisions about whose interpretations will be considered valid in the space and which should be dismissed. This work has broader implications in terms of whether legitimacy and validity are the main or only goal of disagreement in online spaces or if other work, such as community building, is being done by boundary making by community members.

Heather Listhartke, Miami University
Reconceiving Digital Literacy

> This is part of a larger project that looks at how students bring their previous reading and writing experiences to digital spaces and how we can potentially work with them to create effective strategies for reading and composing in digital spaces. For this piece, I'm interested

in studying how students approach reading and crafting in makerspaces. I'm just starting to think about this, but hoping to come up with ways to effectively research at my institution.

Katelyn Lusher, University of Cincinnati
"The Word on the Street": Streetvibes and Activist Circulation

In this presentation, I will discuss my ongoing work with *Streetvibes*, a Cincinnati street paper that has been in circulation since 1997. I am currently creating a digital archive for *Streetvibes* issues and hope to also include materials such as photos, flyers, and issues from an older street paper called *Voices*. The archive is full of rich activist rhetoric which I hope to analyze in future work. However, I would like to gather feedback on the best way to proceed with a focused dissertation topic based on this archive. Furthermore, I would appreciate advice on how to create an accessible interface for the digital archive.

Vyshali Manivannan, Pace University - Pleasantville
The Pedagogical Value of Pain in Anatomies of Writing

Ergonomic technologies like low-travel chiclet keyboards and trackpoint mice ostensibly promote self-care and maximize writing productivity by reducing writing-related pain. However, these technologies reinforce old attachments to ways of being and thinking in the classroom: that writing is a silent, stationary activity, estranged from somatic awareness despite the prolonged periods of discomfort it can create (Hensley Owens & Van Ittersum, 2013). Ergonomic accessories—and their attendant neoliberal discourse of productivity— posit a false equivalence between output and time spent sitting still and typing. Put differently, the longer you embody neutral typing posture, the less discomfort you allegedly experience and the more you consequently produce, transforming the onset of pain into a sign of excess productivity. This treats pain as a feature of the writing ecology, to be disregarded or rewarded. I recuperate pain as a pedagogical framework that promotes "bodymindful" (Price, 2014) writing, accounting for the ways in which the body and mind make meaning as a single entity (Rifenburg, 2018), making for an invigorating pedagogical tool in first-year writing.

Jessica S. Manuel, Clemson University
Rhetorics of Wonder: Reading and Writing with a Philosophical Imagination

The gripping lines of Walt Whitman's poem "So Long!" conjures up the image that language both lives and breathes, ready to pounce, like a lurking tiger: "It is I you hold, and who holds you, I spring from the pages into your arms…" Reading and writing with wonder is a process of recognizing the generative power of language to deliver hope. The stability we hope for is crucial to change and vital to community, resulting in important conventional thinking at the heart of writing with activism. What does it look like to embrace the energy of communication, connecting what Roland Barthes calls a "galaxy of signifiers," without an emphasis on certainty? After "the door opens and the tiger leaps," we learn to pursue knowledge as exploration and strive to think metaphorically, lest we be the tiger's lunch.

Courtney Mauck, Ohio University
Tap to Add a Snap!: Critically Composing Using Snapchat

This paper argues for the benefit of composing with Snapchat in the first-year writing classroom. Based on student projects, I explore the affordances and constraints of using

Snapchat (compared to other social media platforms) and offer examples of how Snapchat can foster critical digital literacy in the classroom by engaging in issues of place and surveillance. Finally, this paper uses theories of transfer to argue for the value of using Snapchat in the writing classroom to facilitate students' knowledge transfer.

Christine McClure, Embry-Riddle Aeronautical University
Designing the Educational Interface: Pedagogy, Affordance, and Constraints in Canvas

Learning Management Systems (LMSs) are a medium through which agents, such as online and hybrid instructors, can act, but they are also rhetorical agents of their own as platforms are designed in specific ways that induce and exclude pedagogical choices. LMSs' capabilities, tools, and (lack of) adaptability, individually and collectively, affect instructors' abilities to shape online learning environments for students. The affordances of the technology, and the constraints they highlight, affect instructors' abilities to design courses that allow students to achieve required outcomes in their courses. In fact, the affordances and constraints of Learning Management Systems, specifically Canvas, affect how the platform's educational interface can be designed, which in turn affects the application of instructors' pedagogy.

Jason Michálek, Indiana University
Inventing the Student Body: Retracing Electrified Learning

In this project, I theorize the role of post-pedagogical practices that allow teachers to gain classroom understanding of 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. Following scholarship by Arroyo that grapples with the new media ecology of student learning, I expand the concept of "electracy" to explore what can emerge when the classroom is used to co-construct electronic literacies in reverse—namely, to open a dialogue of applying curricular learning to personal use of technologies.

Ryan Murphy, Purdue University
Source Use and Citation in the Development of Research Habitus in a Graduate Cohort

How does the development of source selection and citational practice contribute to graduate students' development of research habitus, and how does this change and develop during over time? This mixed-methods research design proposes a 36 month-long study of a graduate student cohort to gain insight into this question by developing narrative inquiry through interviews and focus groups (Clandinin 2006, Jones 2016). These narratives will be understood alongside participant-provided writing samples which will be coded qualitatively (Saldana 2016) and by replicating the coding schema used in the Citation Project (Jamison and Howard 2013). No sustained research in writing studies appears to investigate the development of research habitus through source selection and citational practice in graduate students, and this study seeks to address that need.

Adrienne Raw, University of Michigan
Mediating Fan to Fandom: Social Roles of Discussion in Online Fan Spaces

Just as fan studies scholars engage in deep interrogation of the nature of fandom and fan participation, fans themselves are equally engaged in thoughtful commentary within their communities. Yet these fan discussions have received much less consideration than the

creative works that fans produce. In this project, I will extend current theorizing about discussion and discourse in online fan spaces by highlighting fans' perceptions of these discussions, gathered through qualitative survey and interview data. My work investigates the social roles of discussion in fandom as perceived by fans and interrogates what those perceptions suggest about fandom culture. I argue that fans perceive discussion as playing distinct roles in fandom and that these roles are embedded within the sociality of fandom and the concept of "fandom as community." Further, I investigate how fans' characterizations of discussion suggest that it also mediates the relationship between fan and fandom, influencing how fans perceive fandom, other fans, and themselves within fandom.

Jacob Richter, Clemson University
Trial Writing: Learning Ecologies, Network Writing, and the FYC Classroom

> Network composition initiatives in FYC classrooms nurture skills of literacy, civic action, multimedia experimentation, digital exploration, and rhetorical invention. My conjecture is that composition and rhetoric classrooms are capable nurturing empowered composers in digital, networked infospheres, vital for 21st century democratic participation. Social media spaces (Vie and Walls 2017) feature a multitude of rhetorical situations that a rhetor encounters, reacts to, and finally responds to with a variety of multimedia tools. These social media spaces are public, connected, and informal, differentiating them from much of the writing we do in composition and rhetoric classrooms. Rhetorics exist in rhetorical ecologies (Rice 2005) and network writing initiatives design occasions in which composition can be an opportunity for experimentation, for trial, and for discovery. These ecologies are foregrounded within networked writing on social media, which feature a circulating ecology of affects, performances, and events that allow us to more fully realize rhetoric as a public, ecological creation.

Kristin Santa Maria, Clemson University
Architecture Used to Represent Mental Health

> From literature to film and television, specific works of architecture have been used to represent the mental health of characters as well as shape the audience's perceptions of people portrayed as having mental health related issues. These places often hold a grip on the psyche of the characters within them and develop a rhetoric of their own. One theory I am exploring is Kenneth Burke's theory of identification and consubstantiality which can be applied to the characters within these stories that have mental health related issues. The audience can both relate and yet distance itself from the characters. I am interested in investigating how such places both support and work against common stereotypes regarding mental health.

Natalie Sanitago, Northern Illinois University
Immersion Rhetoric: Rhetorical Embodiment Through Virtual Reality

> My dissertation related project seeks to investigate how virtual reality (VR) environments act rhetorically. My research draws upon physiological and cyber psychological studies on "presence" (Riva, Mantovani, Capideville, Preziosa, Morganti, Villani, Gaggioli, Botella, Alcañiz, Diemer, Alpers, Peperkorn, Shiban, Mühlberger). Using data collected from these laboratory studies and reviews, I consider VR's applications in rhetorical studies, situating my argument within the context of theories articulated by Burke, Haraway, Hayles, Deleuze,

and Baudrillard. Presently, I'm gathering data from VR users either virtually or physically to determine if users' perceptions provide evidence of embodied rhetoric.

Matt Schering, Illinois State University
Digital Writing Assessment

The tools we used to teach composition in digital environments are constantly changing, but do our assessment practices follow suit? As technologies and social media monoliths rise and fall, instructors are faced with the difficult proposition of assessing these evolving ecologies. Though there is no panacea for digital writing assessment, throughout this presentation I will discuss how contract grading can be a useful method for these unique assignments. The learning outcomes that drive our courses need to be reflected in our assessment practices. Contract grading offers a unique opportunity for instructors to facilitate these learning objectives. Additionally, contract grading is also useful for issues of accessibility, given that students will come to class with different levels of experience with and access to technology.

Allegra Smith, Purdue University
(In)Experience(d) Architecture: A Study of Usability and Technical Communication for Older Adults

Older Americans represent the fastest growing segment of the country's population. In a decade, 20% of Americans will be over the age of 65. Despite the country's shifting age demographics—and consequent shift in technology user demographics—rhetoric and composition research fails to account for age as a component of identity. It is critical that digital rhetoricians practice accountability to a population traditionally underrepresented in disciplinary inquiry, as well as to a category of identity that is often overlooked in research across difference. I will present research that draws from interviews and task analysis observations conducted with 20 Americans belonging to the "oldest old" demographic (adults aged 75+), to address issues of web usability, accessibility, and aging. This work will provide a model for exploring the technical communication practices of older adults outside of school and work, taking into account age as a component of the diverse range of characteristics and identities that mediate users' experiences with digital interfaces.

Dakoda Smith, University of Louisville
Deepfake Composition as Worldbuilding: Toward a Technofeminist Pedagogy of Consent

While critics panic about the state of political truth in the wake of deepfake videos, the present threat of image-based abuse is overshadowed. I address the common misconceptions about deepfakes—that they are a new problem, and that they pose a threat to credibility—before theorizing a technofeminist pedagogy of consent that would reframe the deepfake problem by attending to the realities that deepfake composers construct in their videos. A consent pedagogy would invite writing instructors to discuss digital consent with their students, make them aware of how consent can be violated online, and assist them in challenging the various forms of image-based abuse that they encounter.

Michelle Sprouse, University of Michigan
Sponsoring Social Annotation in First-Year Composition

I will share findings from the second iteration of my design-based research study (Anderson & Shattuck, 2012; Reinking & Bradley, 2008) of social annotation in first-year composition

that links social practice theories of literacy with technologically mediated social annotation practices. My study addresses how the human-to-human, material, and socio-historical sponsors of social annotation shape the ways students practice and reflect on their own annotation and broader literacy practices in first-year composition. I seek feedback on ways to trace and represent the social connections among students in their social annotations and classroom interactions. I also hope to discuss ways to understand how instructional design decisions shape those interactions and design revisions for the next iteration of my research.

Kathryn Van Zanen, University of Michigan
Necessary Risk: Digital Public Writing Pedagogy and the Demands of Civic Education

The risks and limitations of digital public writing are well-documented: online exposure can be risky for all students, and especially so for students representing marginalized identities. Instructors cannot ignore these concerns. But digital space is a preeminent site for activism and deliberative discourse, and students are already writing there. I contend that, in the case of digital public writing pedagogy, the problem is the call. Precisely because digital public writing is risky, teaching it is necessary. How can writing instructors respond to the risks of digital public writing? What kinds of conversations and scaffolds do digital public writing projects warrant? And how can we talk to our students about the ethical commitments that undergird the kinds of writing we ask them to do?

Kristin vanEyk, University of Michigan
Recording and Retelling the Stories of Minority Student Writers in Research

My dissertation project is a qualitative, interview-based study of 16 multilingual student writers. My research features these students' experiences of being multilingual in a first-year writing classroom, with a focus on how they use their linguistic incomes to navigate the writing process. For one of my dissertation chapters, I am writing about the ethics of recording and re-telling these students' stories. I would like to use the expertise and experiences of others at the GRN to help me think through the ethics of recording and re-telling the stories of others and how the recording technology impacts the study. I am also interested in others' perspectives regarding the ethics of interview protocols that seek to member-check the findings of the study, but also to member-check students' experiences as participants in an audio-recorded research study about their linguistic identities.

Teigha VanHester, Illinois State University
(re)claiming Epistemic Oppression: Horror, Humor, H.A.M.

The work being discussed is in direct relation to my dissertation where I intend to illuminate how Black millennials actively (re)claim their epistemic oppression through the intersectional use of humor, horror, and H.A.M. (Hard as a Motherfucker), a term synonymous to resilience. The chapters of my dissertation will look at Beyoncé and Jordan Peele, as well as key digital spaces for the Black aesthetic (Black Twitter, the Root, and GOAT). In presenting this work at GRN, I hope to gain insight into methodologies that could benefit this rhetorical work and the disruptive narrations therein and connect with colleagues on how these artifacts juxtapose the theory of Constitutive Rhetoric and bring about subjective reclamation, Black aesthetic, and rhetorical/pedagogical significance. With so many thoughts and ideas, having a space to collaborate and develop a successful road map with clear trajectory is the goal of this presentation.

Shelton Weech, Purdue University
Digital Rhetoric and Networks of Climatologists

> Seeking to incorporate scientific voices that are often underrepresented in discussions of climate change rhetoric, my study examines how the Tweets of a Purdue climatologist interact with the website of the Indiana Climate Change Impacts Assessment. Taking cues from research in digital archives, network research, and activity research, it looks at ways in which the digital texts present evidence of climate change to a public audience. Findings from the study revealed the tendency to emphasize both magnitude and relatability to a local Indiana audience, and the construction of a network of scientists, journalists, and communities working together to combat climate change.

Kelly Wheeler, University of Michigan
Bodies, Algorithms, and Propaganda: Who's Zoomin' Who?

> Bodies enact propaganda from creation, to constitution, to circulation, and because of how bodies enact propaganda, looking at how they function in these various positions gives us a better understanding of how propaganda operate in online spaces where constituents internalize and take the next step of ownership of these messages when they circulate the propaganda within their own social media circles. Their circulation of propaganda bolsters self-identity and furthers identity saliency, which reinforces and conversely impacts the algorithms that favor highly circulated texts. The question then becomes: Who's controlling whom and how?

Noah Wilson, Syracuse University
Algorithmic Dwelling: Ethos as Deformance in Online Spaces

> I am interested in digital writing and rhetorical theory, specifically conceptions of ethos as an ecology. The larger question my project examines is the relationship between technology and ethos: how technology shapes ethos in addition to what role technologies such as algorithms have in what I am currently calling ethos ecologies. I see ethos as concerned with the dwelling spaces where we create our haunts and habits, which are then where we develop our "character." I argue that: we rely on this dwelling with others and contesting of ideas as a sort of mental shortcut, a worldview, to understand complex matters that we cannot "know" on our own; what establishes ethos with an audience are shared understandings of the world around us according to the norms, shared knowledge, and experiences of the communities we dwell within. Understanding ethos as something to make sense of complexity is a way for us to look into the breakdowns in civil and political discourse that have gained increased attention on online platforms like Facebook and YouTube.

Charles Woods, Illinois State University
Toward a Public Ethical Framework for Navigating Digital Genealogy Databases

> Whether the user is a student performing a school project, a parent searching out a child previously put up for adoption, a police agency uploading DNA to identify a criminal, or a health insurance company seeking additional data to set premiums, we must work to ensure users consider the literacies (Selber, 2004) needed to navigate these sites and use data ethically. My project initiates a multi-pronged ecological response which promotes more ethical outcomes for users of these sites by filling the gap between ethics and user action.

This response transforms practices on genealogical databases by enacting an ethical framework which fosters responsibility concerning consent at its core and I seek to expand research at the triangulation of big data, medical rhetoric, and consent. By extending collaborative discussions that promote intersectional resistance to marginalization and oppression, I work towards a public ethical framework for users building their identity, and the identity of others, on digital genealogical databases.

Manako Yabe, University of Illinois at Chicago
Toward a Public Ethical Framework for Navigating Digital Genealogy Databases

As Horner, Lu, Royster, and Trimbur (2011) explain, translingualism "sees difference in language not as a barrier to overcome or as a problem to manage, but as a resource for producing meaning in writing, speaking, reading, and listening" (303). I argue that including "signing" is an important addition to this statement. In addition, I offer Edbauer's (2005) rhetorical ecology approach, theorizing the ways that texts and discourses move through time and space through online tutoring. As a deaf tutee, I share my personal story about how my hearing editor and I have developed our own communication language that crosses different cultures, languages, and modes of communication through online tutoring sessions. I seek the best theoretical practice through a discussion of translingualism and rhetorical ecology, and to demonstrate how this form of these theoretical frameworks applies to my online tutoring experience. To end, audiences can see how translingualism and rhetorical ecology applies to online tutoring in writing centers. I believe that tutors should be aware that these theoretical frameworks can develop a new approach in online tutoring practices.

::: AFTERNOON SESSION :::
JOB WORKSHOP

Moderators: Patrick W. Berry and Derek Van Ittersum

The Job Workshop is the afternoon session of the Graduate Research Network, held on Thursday, June 20. The event is free and open to anyone interested in getting advice about the job market and how to conduct an effective job search. Among other things, we will discuss the following topics:

Preparing application materials
Navigating a multidisciplinary and alt-academic job search
Publishing research as a graduate student
Crafting a professional online identity
Preparing for phone, Skype, and MLA interviews
Preparing for campus visits and the "job talk"

The workshop will feature a few short presentations from individuals who have completed successful job searches, but the heart of the workshop will be a series of roundtable discussions, which will give you the chance to ask questions of faculty who have chaired search committees and hear stories from colleagues who have been on the job market in the past few years. If you would like to receive specific feedback on your job application materials (cover letters, CVs, research and teaching statements, etc.), you are welcome to bring those items to the workshop.

THANK YOU

Many thanks to those who presented your research with us today. Our thinking is enriched by your important work in the field and classroom.

We appreciate everyone who donated their time, labor, brill, and money to make the GRN a success this year—from the executive and travel grant committees to discussion leaders and Ride2CW riders, rollers, walkers, and donors. The GRN is possible because of you.

The **Ride2CW** donations raised this year funds the travels grants for graduate students and contingent faculty participating in #cwcon next year. That said, our deepest appreciation goes to those who contributed to Ride2CW 2018; your contributions are supporting 40+ presenters this year! A shout out to those who have already donated to Ride2CW 2019. We'll continue to accept donations through the remainder of the conference, and please consider participating the **50/50 raffle** and **auction** later in the conference to further support GRN travel grants for #cwcon2020.

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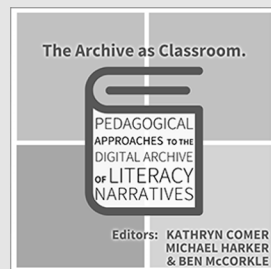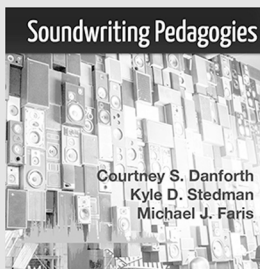
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