Graduate Research Network 2013

In Memoriam

Dr. Genevieve Critel

1980-2012

Parlor Press
EQUIPMENT FOR LIVING

New Titles of Interest

New Media Theory Series, edited by Byron Hawk

Mics, Cameras, Symbolic Action: Audio-Visual Rhetoric for Writing Teachers by Bump Halbritter
Avatar Emergency by Gregory L. Ulmer
Ready to Wear: A Rhetoric of Wearable Computers and Reality-Shifting Media by Isabel Pedersen
The Available Means of Persuasion: Mapping a Theory and Pedagogy of Multimodal Public Rhetoric by David M. Sheridan, Jim Ridolfo, and Anthony J. Michel

Visual Rhetoric Series, edited by Marguerite Helmers

Locating Visual-Material Rhetorics: The Map, the Mill, and the GPS by Amy D. Propen [2012]

Coming Down the Road . . .

Writing Posthumanism, Posthuman Writing, edited by Sid Dobrin; contributors include Lyn Worsham, Diane Davis, Michelle Ballif, Kate Birdsall, Julie Drew, Sean Morey, Jeff Rice, Jim Ridolfo, Byron Hawk, Chris Lindgren, Andrew Mara, Melissa Littlefield, Kyle Jensen, Kristie Fleckenstein, and Bruce Clark.
A Rhetoric for Writing Program Administrators, edited by Rita Malenczyk; a compendium of leading scholars and WPAs on everything under the sun, bound to be every WPA's bedside companion and must-reading for every WPA wannabe.
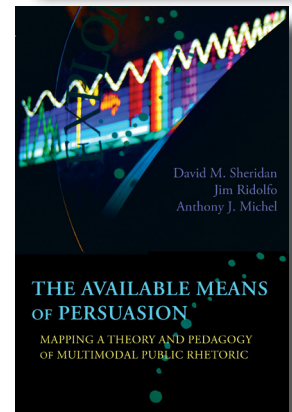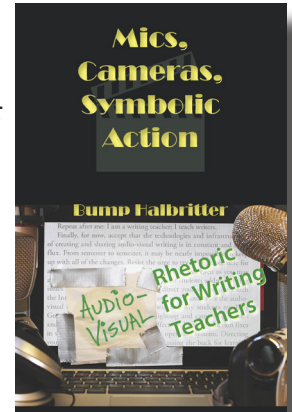
News

The entire Parlor Press catalog will be out in ePub, iPad, and Kindle format in 2013. Some titles will be released on the iBook platform as well, most with embedded video, audio, and more sensory symbolic action.

Watch for innovative integration of social reading platforms (Social Book, Book2Look) and distribution/affiliate technologies (ReKiosk), and more as we roll on.
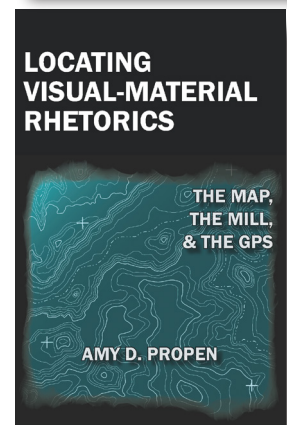
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2013 Graduate Research Network

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2013 Graduate Research Network Schedule

FROSTBURG STATE UNIVERSITY, FROSTBURG MD

9:00 – 9:30 am   GRN Opening Remarks

9:30 – 11:45 am   Roundtable Discussions

11:45 am – 1:00 pm   Lunch – Chesapeake Dining Hall

1:00 - 1:30 pm   Awards and Announcements

1:30 – 3:30 pm   GRN Job/Professionalization Workshop

3:30 – 4 pm   Closing Remarks

Presenters and Abstracts

Maha Alawdat, Indiana University of Pennsylvania

The Implementation of ePortfolios to Support Learning in a Four-Year Education Program in Western Pennsylvania

Using ePortfolios is one of the technologies that motivates and fosters students to become the center of their learning. Using ePortfolios aids learners to view themselves from another perspective while developing their writing and shaping their self-image within online learning. This qualitative study with a case study approach, therefore, explores the implementation of ePortfolios in a four-year education program in Western Pennsylvania to support learning in general and writing in particular as away to let their voices heard by wider audience.

This in-progress work aims to explore the implementation of ePortfolios Education program where the use of ePortfolio assists with assessment and learning. Interwoven with this overarching purpose is exploring how the Education program sustains the development of ePortfolios as a vehicle to support assessment (Barrett, 2006; Cambridge, 2010; and Yancey, 2001, 2009), and how using ePortfolios changes the faculty pedagogical practices in the writing classroom. These purposes also feed into the ultimate goal of supporting student learning by exploring the ways in which implementing ePortfolios supports students' needs and interests. The study will explore the rationales and roles of using ePortfolios to enhance learners writing and develop their self-image as potential writers in the digital era.

Timothy Amidon, University of Rhode Island

Firefighters' Multimodal Literacy Practices

"Firefighters' Multimodal Literacy Practices" is an ongoing dissertation project (with current institutional and IRB approval) that aims to document and analyze the ways that a group of technical communicators (firefighters) utilize multimodal literacies in order to construct and communication knowledge in situations of risk. This project hopes to contribute knowledge to the fields of rhetoric and technical communication by examining the ways firefighters leverage a full array of semiotic resources as technical communicators and rhetorical actors within the contexts of controlled, live-fire training exercises held at a municipal live-fire training facility. Most notably, this study builds on portions of Beverly Sauer's *The Rhetoric of Risk* (2003) which examined the relationships between discursive and embodied ways of knowing.

Maria Ananyeva, Indiana University of Pennsylvania

"Blogfolios" and their Role in the Development of Research Projects in an Advanced Academic Literacy class for ESL students

Many dynamic approaches in facilitating language learning have recently emerged due to computer technology. Podcasting, interactive imaging, slide shows, e-portfolios, and blogs are just a few examples of technologies that have established a strong presence in ESL classrooms. The presenter will focus on "blogfolios" or online blogs, organized in the form of an electronic portfolio (e-portfolio), containing interactive images, podcasts, and online weblog conversations. This presentation is an exploration of a blogfolio as a tool for research development and presentation in an Advanced EAP (English for Academic Purposes) classroom. This presentation covers elements of blogfolios and the impact of blogfolios on designing, conducting, and presenting research projects.

Susan Antlitz, South University Online

An Infinite Vortex: Further Along the Composer's Path

> At last year's GRN, my project Wild Writing: Creative Process and Multimodal Invention explored some of my ideas for developing a Composition card deck that combines images and descriptions, and could be used as a tool for writers to reflectively as part of the invention process. Over the past year, I've developed a series of paintings accompanied by brief descriptions. The working title, An Infinite Vortex: Images of Composing Processes Inspired by the Natural World, draws on the theme of the vortex to represent "the swirl of experiences and juxtapositions out of which connections and creativity emerge. It represents the flow of life and ideas as they are generated and released into the world to be shared, and is also a metaphor for our connection to our deepest selves, to the rest of the universe, and to what most inspires and motivates us." Currently, the vortex series contains 16 images, and I've been developing the project into a web-text.

Dawn Armfield, University of Minnesota

Remediating the Postcard

> The very act of remediation takes a familiar medium and changes it in ways that creates not only something new, but something visceral and connected to how we understand the world while also stretching that knowledge and understanding in different ways. Using Bolter and Grusin's theory of remediation (2000), I examine postcards from PostSecret.com through rhetorical analysis to define how ethos, habitus, and materiality are the functional apparatus of remediation in this case.

Kathleen Baldwin, University of Massachusetts, Amherst

Multimodal Assessment: What Do We Really Value

> My study is an open-ended inquiry designed to study a group of K-16 teacher-scholars who write on approaches to and criteria for assessing multimodal texts and who use multimodality in their teaching. My primary research question is: What is being valued in students' multimodal writing by the approaches to assessment being used and why? The goal of the study is to uncover what we really value in new media texts by mapping the field's current practices, including successes and challenges.

> I would primarily like feedback on the study design. I'm weighing two options and would like input on both. Additional questions include the following:
> 1. How can I better express the exigence for this study?
> 2. How can I clarify the purpose of the study as an open-ended inquiry to "collate," not to critique, especially as I attempt to recruit participants?
> 3. How can I better clarify the relationship between the artifacts I'm collecting?
> 4. What are some ways I can represent the data? (I plan to use data visualization, for example a word/tag cloud and Attride-Stirling's "thematic networks.")

Melanie Barker, Old Dominion University

Aesthetics and the Volkswagen Beetle

> I intend to look at how aesthetics is functioning in visual rhetoric through the example of the Volkswagen Beetle. Aesthetics has long been a clouded, vague school of thought that has in a sense been limited to the discussion of high European art and the avant-garde philosophy. Visual rhetoric as a field is concerned with design and usability, but

there is little discussion about aesthetic factoring into the rhetorical design. In addition, I am aligning myself with Dewey and Shusterman in exploring pragmatic aesthetics and how it can be applied in visual rhetoric. This new rhetorical aesthetic foundation will then be applied to the Volkswagen Beetle. I will explore the Volkswagen Beetle and the culture surrounding the Classic car as an example of how the aesthetic experience of the car influenced the visual rhetoric of the object.

Matthew Beale, Old Dominion University

Learning to Learn Game Pilot Study

Matthew Beale and Megan McKittrick will discuss both student and faculty responses to a series of learning modules that they have developed for future use in an academic skills development game for undergraduates of all levels. Learning skills and behaviors, such as time management, note-taking, and participation, are often overlooked in post-secondary coursework, yet this oversight may prove detrimental to students, even those who are not labeled underprepared or remedial. For this IRB-approved mixed methods study, we employed a convergent parallel design, collecting survey responses from students and interviewing select faculty for more exploratory responses. Our goal for this project was to determine whether or not the modules we developed for this pilot study should remain in future versions of our Learning to Learn game. A secondary purpose of this study is to evaluate student and faculty attitudes toward several multimedia modules for learning skills in order to evaluate their efficacy.

Matthew Beale will discuss the faculty response data that was gathered using a mixed-methods, explanatory sequential design. The data demonstrates an overall positive response from our faculty participants, but also a need for us to carefully consider how the modules are framed for faculty.

Joel Beatty, Michigan Technological University

Digital Color as an Agent of Meaning: Approaches to Digital Color Tools in the Multimodal Classroom

How do writers process color in the act of writing? What happens when a digital communicator enters a digital writing space that always defaults to a white background and black text? Where and when are the rhetorical and semiotic choices regarding color realized in the multimodal composition process? In this presentation, I draw upon observations of color and color vision, from the arts, humanities and sciences (Kristeva, 1980; Taussig, 2009; Pastoureau, 2009; Changizi, 2010) to confront the representational possibilities and constraints of the word processor (Kress,2010; Derrida, 2005) and its set of digital color tools.

Estee Beck, Bowling Green State University

New Media Methodologies

In 2009, Grant Keith proposed a new methodology for research about mobile technologies termed technography. Using ethnography and actor-network theory, Keith develops the methodology to account for research about human and machine interaction. Earlier, Dànielle Nicole DeVoss and Heidi McKee edited a collection, *Digital Writing Research*, with focus on research methodologies. With several volumes in rhetoric and composition regarding research methods and methodologies, my proposed article addresses, on the whole, New Media methodologies that might include technography, activity theory, actor-network theory, cultural historical activity theory, cyberfeminism, and critical theory. Since this is an early conception of an idea, I am looking for generative feedback on the viability and interest in such a project.

Beth Bensen-Barber, Old Dominion University/J. Sargeant Reynolds Community College

The Question of Multimodal Composing: Doing Things with Texts for the Twenty-first Century Academic Discourse Community

My dissertation will question whether instructors and students are consciously considering the writing and research processes—from invention to delivery—when composing multimodal texts. By studying multimodal arguments composed by first-year composition students, using a mixed methods approach (qualitative and quantitative, with a theoretical approach that employs Grounded Theory), I hope to find out how the act of composing in new media alters or mimics conventional composing and research processes. Additionally, I hope to evaluate perceptions and acceptance of composing in modes other than alphabetic texts in the academic discourse community. One of the more influential texts to have an impact on this discussion is David Bartholomae's (1985/2002) "Inventing the University." Bartholomae presents an argument that pertains to print texts and largely to basic writers. Writers must situate themselves so that they are able to visualize both the writer and the reader. A re-reading of "Inventing the University" prompts a number of questions about how to define the academic discourse community and academic literacies in an educational environment that welcomes and encourages producing in a digital medium that extends beyond the printed, written word. While I do not have definitive answers to these questions at this time, it is my intent to discuss the potential research options available for conducting a study on multimodal composing and theorize about how perceptions of multimodal composing have evolved within the academic discourse community.

Christina Bethel, East Carolina University

Improving Educator Professional Development Through Living World Games

James Gee (2007) argues that "through good game design we can leverage deeper and deeper learning….[and] one way… to deliver good learning in schools and workplaces would, indeed, be via games or game-like technologies" (215), and Zielke et al (2008) illustrate that "living world" games are valuable tools for teaching culture (51). By analyzing Wenger's (2000) concept of boundaries in communities of practice and Zielke et al's concept of the living world game in the context of Gee's argument, I am exploring ways to build interdisciplinary and intercollegiate partnerships in order to create a new genre of living world video games, campus simulators, that will improve professional development through immersive play.

To determine what and how we can learn about a campus through these campus simulators, I plan to conduct virtual ethnographies of existing popular living world games like Grand Theft Auto IV. Using the findings, combined with ethnographic data gathered from a partner educational institution, I will explain how, by developing and continually updating a living world game in which faculty members could experience a virtual semester, educational institutions could more effectively acculturate educators to the institution's values, norms, and practices.

Moushumi Biswas, University of Texas at El Paso

Repurposing Digital Technology for Business/Professional Writing

This paper examines how the exigency of professional text production, particularly documents such as professional profiles and resumes, influences the relationship between human and computers at a social media interface such as LinkedIn. A close examination of a random selection of LinkedIn profiles (with the creators' permission) shows how the virtual space necessitates re-conceptualizing of the rhetorical situation. The focus of this study is on the design, functionalities and usability of the LinkedIn interface to see how they shape the meaning of information and impact the user's approach to meaning-making. This study also brings to light how online text production for professional purposes involves the learning of new literacies that arise from a complicit relationship between human and

machine/technology. The idea is to address the fact that new media literacies – and a critical awareness of Web 2.0 affordances – are a necessity for 21st century students as they prepare to join online professional networks such as LinkedIn. Thus, this paper traces the emergence of a whole new area of scholarship involving reframing of the rhetor, audience and rhetorical situation in the age of paperless professional communication.

Marcia Bost, Georgia Sate University

Imagining What Comes Next: A Strategy for the 21st Century

My dissertation will suggest that Imagining as a strategy that could be the answer to "what's next." As a generative strategy, Imagining could provide students with the cognitive skills to discover solutions to future challenges that cannot even be envisioned now. This strategy is particularly important for online learning where the teacher and students may meet each other only through their words and must imagine each other. In addition to writing an often-quoted definition of Imagination, Coleridge suggested four ways of seeking knowledge which may be useful in achieving a balance of diversity. I would like to get feedback on the research survey I am preparing to explore the following research questions: Do the four strategies for making/ finding/ learning knowledge posited by Coleridge exist? What is their relationship as used within the discourse community of Christian faith? How are these strategies, which form a basis for Coleridge's theory of Imagination, articulated in online spaces?

Leslie Bradshaw, University of Massachusetts, Amherst

Writing the "Self" on the Web: Attention, Circulation, and Subjectivity

The identities of online writers circulate within communicative capitalism and attention-structures, which Cultural Studies scholars tell us operate as ruling ideologies on the Web. In this project, I hope to consider how these ideologies effect writers' online presentation of identity in order to reconsider scholarship which focuses largely on expressions of multiple subjectivity. Unlike Richard Lanham, who sees the attention economy as an opportunity for intervention on behalf of scholars of rhetoric and style, I am most concerned with the way shifting notions of value due to attention impact individual writers' presentation of self and the ways such presentations are able to accrue value capable of attracting attention.

In my dissertation, I investigate how subject formation and textual selves function for writers who are already highly read and considered successful in their field through case studies of several well-known food blogs. By considering Jodi Dean's theory of the celebrity mode of subjectivization, I explore the ways attention serves as an interpellative mechanism for and upon online writers. By discovering what kinds of "selves" have been successful in attracting readership, we can learn what choices and subject positions are likely to succeed amidst the ideological contexts of the Web.

Kristin Cornelius, California State University Northridge

Afternoon Session Only

Lance Cummings, Miami University of Ohio

Hacking the Online Classroom: Re-articulating Pedagogical Usability

As the university relies more on technological spaces for administration and learning, scholars are exploring the complexities of pedagogical usability (Hadjerrouit 2012; Schneider 2005), which can be broadly applied to all classroom spaces, especially when "hacking spaces" or re-tooling already present spaces for unintended uses (Walls, Schpieray, DeVoss 2009). What happens when the composition classroom moves into new online spaces not necessarily created for teaching writing, like Blackboard and Google+. What design, interface, or spacial elements are conducive to the collaborative work of the writing classroom? How can those elements be rearranged or repurposed to create the kind of "users" we expect, whether instructor or student?

This article will use research from four pilot online writing courses to discuss how both students and instructors participate in the design and use of online spaces—particularly Google+. Using information from screenshots, surveys, and focus group discussions, this paper will discuss how instructors sought to re-articulate these networked spaces through interactions with students' own use, blurring the lines between designer/user and teacher/student. Designing an online classroom through the lens of participatory design and dialogic usability (Spinuzzi 2005; Salvo 2001; Sun 2012) can "hack" these spaces into a co-constructed writing environment that makes an effective online writing classroom possible. As the university develops new models of online education, reflecting on how we use these spaces, whether as instructors or students, can help better inform the design of the online writing classroom.

Seth Davis, Syracuse University

Reading Shade: Writing a Gay African American Rhetoric

My research is at the intersection of literacy and performance studies, with a particular focus on how social media and multimedia representation might help us explicate how the practice of throwing shade is a legitimate rhetorical practice relevant to the field of composition and rhetoric. Following Adam Banks, I argue that we need to include African American rhetorical traditions as part of the study of rhetoric and writing. I also argue, following Jonathan Alexander, for the recovery of a queer rhetoric of discursive practices to speak back to power. My research brings together these two research trajectories to explore the concept of "the read": by this, I mean the art of verbal insult as described by legendary drag and ballroom performer Dorian Corey in the 1991 film *Paris is Burning*. In this way, reading becomes an embodied act—a performance, most commonly enacted by African American gay men in the form of the dozens or throwing shade designed to illicit laughs and reverence for the speaker. The study of this embodied rhetorical act provides students with insight into how critical thinking, audience analysis play a role in composing outside of the composition classroom. Along with these scholars, I'm also interested in how multimedia productions might help explicate these practices. Too often, the field has neglected issues of embodiment, how both verbal and nonverbal actions, and this has compromised our understandings of literate practices. I see literacy as embodied and performative, and this is especially important when studying the literate practices of African American gay men.

Katrina Dunbar, Illinois State University

Reclaiming Free-Writing in Computer Mediated Technical Writing Classrooms

There is value in using free-writing as a means of guiding students through the process of digitally composing technical documents. I argue that the future of free writing lies in the technologically-rich technical communication classroom. Technical writing classes introduce students to new writing genres, and oftentimes, technical writing is high in stakes, especially when associated with deadlines in real workplace writing contexts. I believe that free-writing lowers the stakes for students writing in new genres because their thoughts are able to flow freely. Warnock and Kahn (2007) support this claim, as they agree that forms of expressive/exploratory writing— like free-writing—are beneficial for technical writing students. Other research that links free-writing to the technical writing classroom is limited; hence, my argument to reclaim free-writing in the technical writing classroom is a necessary one and one that can be facilitated in other digital rhetoric and writing classrooms.

Ultimately, I will argue that all of these benefits that have been widely evident in academic writing courses can be successfully transferred to the technical writing classroom, where I argue that an additional benefit can be acquired: Because free-writing is not assessed for grading purposes, it lowers the stakes for this writing activity.

Laura Ewing, University of South Florida

#networkedglobe: Making the Pedagogical Connection Between Social Media and International Technical Communication

In order to function in a global business marketplace, practitioners of technical communication must acquire the skills to work effectively with diverse cultures, enabling them to build relationships that can foster shared professional objectives. Technical writing is currently considering theories regarding how social media transforms business communication practices and how professional communication is employed across cultures. What has not yet been considered, however, is how social media might shape our understanding of technical communication on a global scale.

This dissertation project proposes to study how non-Western technical communication practitioners (specifically those in Japan) utilize social media as a professional tool, and compare these observations to American technical communication syllabi and textbooks. This case study addresses the following research questions: How do Japanese technical communicators use social media in professional contexts? How do social media impact the professional environment in Japan? How can American students be prepared to function within the international market, considering the High and Low Cultural nuances of social media relationships? The goal of this case study is to examine digital international technical communication in order to make recommendations for cross-cultural curricular implementation.

Chris Friend, University of Central Florida

Delivery Mode of Hybrid FYC Courses

For my dissertation research, I have followed two instructors who each taught face-to-face and mixed-mode versions of our 1101 course, which is an Intro to Writing Studies, follows the WAW approach, and is heavily outcomes-driven. I have collected teacher and student interviews, student survey responses, and portfolio assessment data. My questions for the GRN would be about publication: which outlets would be most interested in hearing about which aspects of this project? My degree program is interdisciplinary, so I've struggled with identifying the nuances of the rhet/comp conversations. Status as of writing this proposal: Finishing portfolio assessment.

Merideth Garcia, University of Michigan

Multimedia Composition in Theory and Practice

In the interest of preparing students for the technology and composition demands of college, current literacy standards for high school students invariably include references to comprehending and composing multimedia texts. In the absence of specific educational goals and assessment measures for multimedia texts, the task of integrating technology into classroom literacy activities has been broadly interpreted. This project will trace the rhetorical positioning of the term "multimedia" in practitioner and academic journals, examining how teachers and scholars define "multimedia," how they justify its place in the curriculum, and how they implement pedagogical changes that attempt to support the development of multimedia literacies.

This "digital turn" in language arts pedagogy presents a number of questions about the connection between theories

of new media literacy and the institutional constraints and practices of secondary classrooms, including how multimedia projects may prepare students for college and careers, how much multimedia experience students might reasonably be expected to have or to learn, which disciplines will take responsibility for teaching multimedia skills, how multimedia composing is similar to or different from written composition and how and why it might be thoughtfully/productively included in the secondary ELA curriculum.

Oriana Gatta, Georgia State University

DMPA: The Digital Media Program Archive

To better understand what and how digital media is being taught at the undergraduate level, I constructed the Digital Media Program Archive (digitalmediaprogramarchive.wordpress.com), the first publicly available listing of humanities-based, undergraduate, digital media degree-granting programs. In addition to posting individual links to program websites, I read through program and course information on each of these sites to identify key terms, which I then used to tag the individual program entries. In total, I identified 394 distinct terms, which can be broken down into four categories of reference: 1) types of media and subjects studied and/or produced, 2) the academic disciplines in which this work occurs, 3) the physical spaces in which this work occurs, and 4) the learning objectives of this work. That the first and fourth categories were the most and least used categories of reference, respectively, suggests an uneven prioritization of digital media's "what" over its "how." I would love feedback from the GRN on the archive's use-value and potential publication venues.

Risa P. Gorelick, Research Network Forum

Walking the Tightrope: The Wyoming Resolution's Failure to Impact Composition/Rhetoric Research Networks

As Chair/Co-Chair of the Research Network Forum since 1995 and as an Executive Committee member of the Graduate Research Network for the past 10 years, I have seen many scholars—from graduate students through luminaries—share their latest research in the field of composition/rhetoric. Looking through past programs offers an interesting lens into the postsecondary teaching of writing. What is missing, however, from the research topics presented at these annual research networks is discussion within the field that align (or fail to align) with topics in the *Statement of Principles and Standards for the Postsecondary Teaching of Writing* (hereafter the Statement). After pursing RNF's archives of past works-in-progress presenters along with our list of well published researchers who served often multiple years as discussion leaders, one sees a "Who's Who" list of distinguished members of the composition/rhetoric field. And while some discussion leaders have tackled the important work of exploring how the Statement has impacted labor practices and working conditions, few have come to RNF to speak directly about the job market, either from the position of search committee members or from those who were on the market. Despite offering thousands of research projects over the last two decades, RNF & GRN presenters have generally stayed away from any research on labor practices and working conditions, particularly data-driven research and analysis on principles and standards outlined in the Statement. This project looks into the reason(s) why the Wyoming Resolution failed to impact researchers at these forums.

Mariana Grohowski, Bowling Green University

Public Absences, Private Presences: A Study of the Digitally-Mediated Communication Practices of Servicewomen and Female Veterans

This study was conceived and executed using the theoretical lens of cyberfeminism (Gajjala; Hocks; Wilding) and concurrent transformative mixed methods survey procedures (Creswell). The definition of cyberfeminism has been a topic of debate since its inception, but for the purposes of my research, cyberfeminism was used as an epistemology

or theoretical framework, which fostered a series of research questions and methods for conducting my research study of the digitally-mediated communication practices of servicewomen and female veterans. Through electronic survey research survey that engaged concurrent transformative mixed methods I collected participant responses that helped me to understand how servicewomen and female veterans are using digitally-communicated technologies. This research is important for computers and writing teacher-scholars who are facing an influx of student veterans on college campuses around the nation, to better understand if digital-communication is empowering or disempowering for marginalized yet emerging populations of students.

Lauren Rae Hall, University of Pittsburgh

A History of Composition and Programmed Instruction

In this project, I examine behaviorist pedagogical theories of the mid-twentieth century, looking specifically at college writing teachers' use of behaviorist-influenced educational technologies. I analyze the public and professional discourse surrounding teaching machines and programmed instruction textbooks as well as the programs themselves, tying the work of psychologists, entrepreneurs, and writing instructors in the 1960s to current attempts at mass education, including MOOCs. This project brings to light the narratives of both teaching and mechanization that surrounded the first-year writing classroom in the then burgeoning field of composition. Served by the work of historian Kelly Ritter and by programmed instruction theorists and proponents like B. F. Skinner and Kenneth Rothwell, this project offers an image of a time, not unlike now, when mechanizing teaching was on the minds of teachers and students alike.

Angela Harrison, Old Dominion University

"My Doctor Told Me I Have HPV, Now What?": Communication in HuffPost Live

Aside from social networking, scholarship on health communication has addressed information sharing on sites such as web health pages, online support groups, YouTube, FaceBook, Wikipedia, blogs, podcasts, and discussion boards (Cline & Haynes, 2001; Mclean, Richards, & Wardman, 2007; Jessen, 2008). While the practices and trends of sharing health information have been examined in all of these types of spaces, HuffPost Live is a new kind of space that combines the elements of web pages, live broadcasting, and chat rooms. This study examines a HuffPost live session on the topic of HPV. Though the interface of HuffPost Live contains several types of media, the content analysis was performed on the chat only, in order to identify any patterns and practices that were present among participants. These patterns can be accounted for in a rhetorical analysis of the interface. Carnegie's (2009) heuristics of multi-directionality and manipulability were used in order to measure the levels of interactivity in the space. The findings were that the interface is quite effective at facilitating conversation and a sense of community, and such an interface model can be considered when wanting to open up health-related conversations and dialogue online.

Elmar Hashimov, Ball State University

Ad Hoc Genres in Video Game Development and Transmedia Storytelling Courses

Synthesizing perspectives in activity theory and genre theory (Russell, 2009; Spinuzzi, 2010, 2011), I apply a writing, activity, and genre research (WAGR) framework to explore the complex genre ecologies that emerge as digital and analog tools are simultaneously put to use. Drawing from studies of two experiential learning courses—a course in video game development and a course in transmedia storytelling—at a large Midwestern university, I share data that reveals the ways students move between and across at least three overlapping genre assemblages (course-level, discipline-specific, and individual). In fact, data suggests that students in the two courses frequently incorporate ad hoc genres into their workflow in order to negotiate expectations and genre norms of the broader genre assemblages.

In both courses, students are given specific objectives (creation of a video game, websites, e-book, etc.) but are often left to their own devices—often quite literally—to achieve those goals. For instance, a group of students might be asked to create a model of a game character but not necessarily instructed on which software or hardware tools to use, how to use those tools, or which other tools, resources, or people they may need. I focus on four specific cases from the two larger ethnographic studies to illustrate students' self-directed, adaptive development and use of situated genre ecologies to mediate their work, and discuss the implications for researchers and educators in computers and writing.

Tracey Hayes, Arizona State University

Twitter and the Public Sphere

I'm interested in how Twitter exists as a public and how different types of public discourse rhetorically function within Tweets. Specifically, how does this discourse form, create, or continue a public? How can logos, ethos, and pathos be effectively used within the concise and limited (140 characters) space of a Tweet? The goal of a tweet often includes a call to social action or a tweet may be used to inform the public or settle a disagreement. Unpacking tweets to analyze their goals can assist educators in understanding how to integrate these types of technologies and writing into the classroom.

Jessica Heffner, Kent State University

Academics Online: Professional/Public Writing

I am beginning my dissertation and have lots of research design questions. The evolution of the university as both a place of learning and a place of business has led to varying opinions on what it means to be professionalized as an academic. Many rely on writing to develop a professional ethos and they are doing this increasingly in digital environments not associated with the university or tenure systems. I am interested in the process of academics creating/writing their professional self. My study looks at academic communication online, from a critical perspective that seeks to understand the historical research of online communication with respect to social and professional relationships facilitated by writing. This study focuses on motivation, composition, digital ethos and reception. Digital writing is the connective thread through which individuals do personal and professional work. I will look to this thread to understand how academics learn to write digitally and how they use this writing in the beginnings of their careers. My major research questions are:

- What roles do online literate practices play in the professionalization of academics?
- What is the process of writing/composing for new academics in nonacademic spheres and in what ways does this writing affect them professionally?
- How are academics creating their digital ethos?

Jack Hennes, St. Cloud State University

Shutting Down HAL: Machine Assessment as a Catalyst for Change in the Composition Classroom

Robo-grading has encouraged a rash of debates among scholars of rhetoric and composition. Throughout the debate surrounding machine scoring and FYC, many have fallen guilty to the same dichotomies that we encourage our students to look beyond. The role of machine assessment of writing in FYC settings, however, is a vital area of inquiry, one that seeks a needed pedagogical perspective of technology as an extension of both the teacher's and student's ability instead of a barrier. Isocrates' academy was founded on a pedagogy of philosophia and an education centered on emulation. Using the EdX machine scoring program, writers receive rapid feedback, promoting a process

of apprenticeship as writers seek imitation of the teacher's wisdom so that they can become valuable and productive citizens in the digital democratic landscape. In this research project, I explore using the new EdX machine scoring software as a teaching tool, not to help assess writing, but to encourage students to test the scoring method of the program, reflect on its limitations and capability, and initiate conversations about the nature of writing and language. In turn, the machine scoring software serves a pedagogical purpose when the teacher encourages students to be critical of the machine itself, the ideology it represents, and reflect on their own writing process in relation to the power structures of assessment.

Jamie Henthorn, Old Dominion University

Getting Scholars Talking: Community and Conversation in Networked Knowledge Communities

I am beginning a research project on the ways that Networked Knowledge Communities (NKC) can gauge and encourage community involvement. I am using MediaCommons, of which I am currently the front-page editor, as a case study. I am interested in sharing what we have done so far to create community as well as discuss how and where academic conversation is happening. As more and more and more scholars take to the web and interact across universities, developing these NKCs into thriving communities will increase in importance. Some of the ways that I want to look at the project are considerations of the site as a medium, including its commenting platform and gatekeeping strategies. I also want to compare how topics presented by MediaCommons are responded to on the site compared to conversations on social media (Facebook and Twitter). Overall, we are seeing the most interaction on Twitter. I am looking for approaches to collecting data on the project as well as theorizing the ways that social media is being used.

Elizabeth Homan, University of Michigan

The Role of Mixed Methods Approaches in Analyses of Digital Networks

In recent years, scholars in the digital humanities have begun turning their attention to "big data" that can be gathered from online spaces where individuals produce digital writing, respond to other digital writers, and develop networks of affinity groups. My research questions how data gleaned from online spaces, such as Facebook, Twitter, Goodreads, and other online social media networks, can tell us more about the local lives of teachers and students who use these technologies. How do teachers' media networks shape the decisions they make about using technology in the classroom? How do teachers use social media to crowdsource planning or other tasks? How can we make "big data" smaller by comparing information from massive online networks to locally-driven decisions within schools, and in particular, within ELA writing classrooms? I will share preliminary findings from my dissertation research, which seeks to answer these questions in a mixed-methods case study with teachers at one Midwestern high school, and will seek feedback in response to the questions that have unfolded during the course of data collection.

Jessica Jorgenson, North Dakota State University

Issues of Site Identity and Authorship: Creative Writing and New Media

Creative Writing programs lack site identity within the academy, as discussed by Graeme Harper, in that these programs seldom are seen as stand alone programs by a university. For example, Creative Writing programs are often joined with English departments, literature departments, and so on. The question arises as to how to build a stronger site identity for Creative Writing programs. One way I propose we can do this is by joining New Media with Creative writing. In the recent issue of *College English*, Adam Koehler proposed such an idea, and his argument is something that I am building on for Creative Writing in the academy. By using New Media, not only can we do a lot of what Koehler suggests, but we can also build stronger site identity. I am also working on an argument that by linking New Media with Creative Writing, we can ask students to question platonic constructions of authorship, use glitch, or

failure, to talk about the composing process in online media, and use ideas of Kenneth Goldsmith with *Uncreative Writing* and Marjorie Perloff's *Unoriginal Genius.*

Emily Katseanes, New Mexico State University

Digitizing Invention: Using Multimodal Composing to Disrupt the Automated Pedagogy of First-Year Composition Writing Process

> I am working to use web-based technologies in the invention stage of composition, rather than the traditional appearance in delivery. Specifically, my project uses cartoon animation sites Dvolvr, GoAnimate and Xtranormal to help a first-year writing class engage with a form of generative, creative invention as they approach a print-focused research paper. My latest research has steered me more towards work informed via rhetoric (looking at the classical canon and postmodern interpretations of it) and away from a more composition-based, empirical approach, though, at the moment, I appear to be right in the middle.

Elizabeth Keller, Michigan State University

How Mentoring Matters to Writing Researchers: Feminist Assemblages of Writing, Professionalization and Leadership

> The summer of 2013 marks the end of my second year and/or the beginning of my third year as a PhD student at Michigan State University. The title of my abstract for the GRN is also the title of my presentation for the 2013 C&W conference. I've presented at other conferences about the intersections of writing, mentoring, professionalism, and media, and I'd like to use my time with the GRN to figure out the best ways to turn my conference presentations over the last two years into publications. It is also my intention that the research I've been doing over the last two years will help to situate my dissertation project (that will begin in the fall of 2013).

Sipai Klein, Clayton State University

Digital Architectonics: A Case Study of Educator-Designed Multimodal Texts

> Especially with the adoption of online education, contemporary meaning-making processes represent a shift in the way we not just deliver educational content but also the process by which we create learning experiences. That is why much scholarship has accumulated on the need for understanding how to compose digital multimodal texts for educational purposes. As Heba (1997) argues, educators will need to understand these texts not just as readers but as composers in order to prepare for the challenges of teaching in the future. As part of an effort to address this need, I researched the process of experienced educators who compose multimodal texts and that has led me to describe the multimodal composition process as a recursive process highlighting both essential aspects of earlier studies into writing as a process and contemporary research into digital communication practices. This presentation will discuss my findings that reveal that university educators make decisions that are best understood as an effort to redesign meaning from available meaning-making resources into new educational contexts. I provide a summary of my findings by addressing each of the six salient composing decisions that emerged in my analysis – planning, translating, reviewing, searching, selecting, and repurposing – and the resulting observation of their interaction.

Charlene Kwon, Temple University

Academic Technophobia: Digital Learning and Institutional Obstacles

> My initial investigations into the online writing classroom comprised of observing the transition of First Year Writing courses at Temple University into hybrid formats for classes taught the summer of 2013. I attended the initial

planning meetings for this transition to better understand the concrete processes of shifting writing pedagogy online. The basic issues of assessment, peer review, and content management were prominent during the meetings, but there was a lack of discussion about the institutional obstacles to teaching online classes: outdated and awkward content management systems, insufficient funding, the lack of integration of technology across the curriculum, and a general fear among faculty about digital learning. I would like to do more research on these obstacles to implementation, first by identifying what they might be and then ascertaining how they might be overcome.

Karen LaBonte, Teachers College, Columbia University

Reading #twittergate with Foucault: What Are the Implications for the Academic Subject, "English"?

In September of 2012, a kerfuffle rumbled through "the" academic "community" on Twitter. The kerfuffle, dubbed "twittergate" by participants, began as an attendee at scholarly conference used Twitter to broadcast proceedings from a presentation. That practice, known as "live-Tweeting," became the object of scrutiny when a related question floated into the Twitter-stream: What are the ethics of live-tweeting at an academic conference? Over the course of several days, responses to the question grew heated, spilled into blogs, and eventually emerged as a topic in the *Chronicle of Higher Education.* Using Foucault's ideas about the constitution of the intellectual in a discursive regime, I am crafting a reading of a particular Twitter conversation that took place several days into #twittergate. I envision this as an interlude in my dissertation, one of several that I hope will illuminate different dimensions of the profound disruption afforded by Web-based communication, in particular, to conceptions of the academic subject known as English.

Claire Lauer, Arizona State University

12 Viewers Viewing: Establishing Models of Document Design Feedback in Composition and Professional Communication

This project is one in which I collected data from 12 top scholars in writing studies who I asked to comment on 12 visual design assignments in an effort to establish models of effective document design feedback where none has previously existed. We presented initial results at 4Cs and now I am considering a variety of directions to take my data analysis and contemplating a book-length presentation of the data. I am also looking to use the data to develop training materials for writing center tutors who may need guidance on how to help students with the document design and visual communication elements of their multimodal writing assignments. I would like to discuss what participants would be most interested in finding out more about in the data and what they would like me to explore more of as I proceed. A longer description of the project can be found at the 4Cs website: https://center.uoregon.edu/conferences/NCTE/20124C/program/search_results.php?text_search_value=Claire+L auer&text_search_bool=AND&orderby=DATE&Search=Search...

Dan Lawrence, Michigan Technological University

Aether and the Artgame: Toward a Pedagogy for the Rhetoric of Music

In my presentation I intend to conduct an analysis of the independent artgame Aether (McMillen & Glaiel 2008) and to derive some conclusions about the relationship between digital games, rhetoric, and music. I will reflect on my time as a teaching assistant in a small, hands-on, rhetorically focused upper-level "Introduction to Game Design" course at Michigan Technological University. From these observations and anecdotes, I intend to draw some conclusions about the pedagogy of game design and the pedagogy of composition. What is missing from the composition classroom is not only the dialogic, critical thinking atmosphere—which scholars since Freire have stressed over and over again—but the capacity for students to use critical design to recreate the world around them in a very actualized sort of neo-existentialism. This attitude of critical design can be fostered through game analysis—in

understanding procedural rhetoric (Bogost 2010)—as well as unmasking the silent but dangerous ideologies present in sound. If videogames can help us ask the question, "What should be the rules by which we live?", then a rhetoric of music can help us begin to decode the ideologies around us and begin to create anew the world we have so effortlessly mutilated.

Lehua Ledbetter, Michigan State University

Understanding YouTube's Beauty Community

This project explores the rhetorical tools and digital composing of women who participate in an online community known as YouTube's beauty community. The project uses qualitative research methods, including critical discourse analysis and interview methods, to better understand the nature of the beauty community and the ways in which participants use available tools and resources to construct and maintain the community. Furthermore, this project attempts to understand how women leverage and express the complexity of their identities via video in ways that subvert the dominant discourses of beauty and commercialism present in the community.

Francesco Levato, Illinois State University

"My Sunset Gun": A Multimedia, Cinépoetic Performance

"My Sunset Gun" is multimedia, cinépoetic performance of a differential text that exists simultaneously as a written poetic sequence, a poetry film, and a live performance. It utilizes the same software used by video jockeys to mix pre-existing video and audio sources with live video and audio streams of the reader/performer onstage. The result is a live collage of poetry, film, and music, unfolding in real time onstage. The poem itself is collaged from the novels *The Sorry Tale* by Patience Worth and *To Have and to Hold* by Mary Johnston. Patience Worth was an early 1900s writing prodigy who was celebrated for her novels, poetry, and prose. She was considered "A prolific charmer who was known for her flashy verbal stunts and quick wit," but, more interestingly, she was a ghost. Her writings, which would issue in a prolific stream, were actually channeled through Pearl Curran using a Ouija board. I found Worth while researching another project and became fascinated with the idea of the invocation of this spirit author, this disembodied voice given somewhat of a physicality through Pearl. I later found out that the name Patience Worth actually comes from a character in the novel *To Have and to Hold* by Mary Johnston which was published thirteen years before the appearance Patience Worth, the spirit writer. Thinking about this idea of disembodiment /invocation I thought it would be interesting to "invoke" Worth textually through weaving together language from Patience's own novel, *The Sorry Tale,* and language from Mary Johnston's novel, *To Have and to Hold,* where the character Patience Worth has her origins. The multimedia performance is an extension of the idea of invocation (with my own disembodiment image and voice serving as that being channeled) as well as a continuation of the exploration of unpacking my poetry films into more dynamic live presentations while maintaining my visual aesthetic. This process was begun when I was invited to collaborate on a live performance of my poetry film "Variations on Want" with composer Philip Glass. I envision the presentation being part performance and part Q&A/discussion of the process of translating textual productions into multimedia performances.

Amanda Licastro, Graduate Center, CUNY

The Writing Studies Tree: Coding Composition Genealogies

The Writing Studies Tree (writingstudiestree.org) - an online, crowdsourced database of academic genealogies in writing studies and related fields - is now coming into its third year of existence. Having presented this project with my team at CCCC12, CCCC13, WPA-Metro, THATcampNY, and DHWI, we now have over 1000 people and institutions in the tree (with over 2000 relationships between them), and we have an garnered enthusiastic interest

across the fields of writing studies and digital humanities. However, as a co-founder and manager of the WST, my purpose in attending the GRN at C&W is two-fold. First, I need guidance on how to translate this digital project into publication(s) for academic journals; more specifically, I would like to discuss what aspects of the project would interest editorial boards and readers and which journals would be the best venues for this work. And second, we are in need of funding for this project, so I would like to discuss grant writing strategies and funding opportunities. I will bring an article proposal and a copy of our NEH Digital Start-up grant application to review.

Vyshali Manivannan, Rutgers University School of Communication and Information

Lurk Moar: Conducting Research in Transgressive Internet Environments

Contemporary cyberethnography typically transpires in pseudonymous, reputation-based, normative forums—a dynamic vastly different from sites like 4chan that are frequently anonymous, unstable, anti-normative, and seemingly anarchic. These environments resist traditional cyberethnographic methods like identity disclosure, participant observation, and interviewing subjects. Given the cultural impact of such peripheral, transgressive sites, it is necessary to investigate appropriate methodological frameworks for such online subcultures, of which 4chan's Random - /b/ board is paradigmatic. The subversive ethos of /b/, which is especially antagonistic toward violators of anonymity, frustrates current cyberethnographic practices. Accordingly, I interrogate the practice of cyberethnography in transgressive spaces and argue that observing as a lurker—not a participant—is preferable in antagonistic, anti-normative spaces such as /b/. These environments must be studied on their own terms in order to obtain unbiased, reproducible data that accurately describes the spaces in question.

Megan McKittrick, Old Dominion University

Learning to Learn Game Pilot Study

Matthew Beale and Megan McKittrick will discuss both student and faculty responses to a series of learning modules that they have developed for future use in an academic skills development game for undergraduates of all levels. Learning skills and behaviors, such as time management, note-taking, and participation, are often overlooked in post-secondary coursework, yet this oversight may prove detrimental to students, even those who are not labeled underprepared or remedial. For this IRB-approved mixed methods study, we employed a convergent parallel design, collecting survey responses from students and interviewing select faculty for more exploratory responses. Our goal for this project was to determine whether or not the modules we developed for this pilot study should remain in future versions of our Learning to Learn game. A secondary purpose of this study is to evaluate student and faculty attitudes toward several multimedia modules for learning skills in order to evaluate their efficacy. Megan McKittrick will discuss findings from student opinion data collected using a mixed methods embedded design. These findings indicate a positive reaction to our modules overall, but point to a need for clearer connections between disciplines and contexts to enable greater transference of newly acquired skills.

Jen Michaels, The Ohio State University

Examining the Rhetoric of Crowdfunding

I'm brainstorming a research project about online crowdfunding campaigns through social media web sites such as Kickstarter.com. In crowdfunding campaigns, individuals or small groups solicit funds for large projects by soliciting relatively small fundraising pledges from the general public. I'm particularly interested in crowdfunding projects related to the digital humanities and composing technologies. Some draft research questions: 1. How might we characterize the multimodal composing of crowdfunding campaigns, which typically use a combination of video, image, and text? 2. How do successful crowdfunding projects recruit and maintain their network of funding

supporters? To ask that question another way, what are the defining rhetorical elements of a crowdfunding campaign? 3. What kinds of composing/collaboration/networking behaviors seem to support successful crowdfunding campaigns? 4. How do project funders participate in, extend, and modify the rhetoric and composition of a crowdfunding campaign? How might we study this extended network that supports a crowdfunding campaign? 5. How might crowdfunding be used within the computers and writing community to fund scholarly projects? How might crowdfunding be used in the classroom, either as a composition practice or a site for rhetorical analysis?

Benjamin Miller, CUNY Graduate Center

Knowledge-Makers in the Making: A Distant Reading of Dissertations

I'm studying doctoral dissertations in Composition/Rhetoric from 2001-2010 in order to better understand how our discipline makes and remakes itself: what, if anything, are the methods or subjects that bind us together as a coherent field? What are graduate students being trained to ask? My approach is a distant reading (cf. Moretti; also Mueller) of metadata for ~3,000 doctoral dissertations which I have acquired from the ProQuest Dissertations and Theses database. These metadata include controlled-vocabulary subject terms, folksonomic keywords chosen by the authors, titles, schools, advisors, degrees, page counts, years, and abstracts. I've also read each abstract to code each dissertation within a schema of 15 non-exclusive methodological tags. I hope the GRN can

1. suggest analyses that would be of interest to the research community: e.g. I'm already looking at clustered heat maps of average method-tag distribution, aggregated by school; what else should I aggregate by? What might be a good statistic to trace over time?
2. I'm also curious about what tools I should use to aid in analysis and presentation: e.g. if I'm using R, what packages ought I to know about? How best to represent the data visually and interactively?

Lillian Mina, Indiana University of Pennsylvania

Semiotic Discourse Analysis of Multilingual Students' Multimodal Texts

Research project: Analyzing multilingual students' (students whose first language is not English) multimodal texts about their technological literacy narratives in my English class.

Basic argument:

- Meanings vary according to the mode of expression being it verbal or visual (Kress & Leeuwen, 2006).
- Writing using images, sound, animation, and alphabetical text is drawing from different resources for representation of the writer within a specific culture (Luke, 2003). For international students, they represent themselves using all these tools combined or selectively to represent themselves and their literacy in a different culture they become embedded in.
- Students "display their multiple subject positions" as they use the elements of popular culture and media to produce their multimodal texts (Rogers et al., 2010, p. 299).

The *purpose* of this study is to understand how multilingual students represent themselves in their multimodal texts. *Tentative research question*: How do international, multilingual students represent themselves in multimodal texts they compose in an English class in an American university? Tentative theoretical framing: socio-culture theory of identity (Ivanič, 1998; McNamara, 1997; Norton, 2000) and visual culture theory (Rose, 2007; Kress & Leeuwen, 2006). *Suggested analytical scheme*: descriptive and cultural analysis of multimodal texts suggested originally by Rogers et al. (2010) for students' videos.

Megan Mize, Old Dominion University

A Desire to Task: Agency and Aesthetics in E-portfolio Software

> This presentation examines how workspaces within e-portfolio platforms appeal to students, instructors, and administrators differently. By analyzing the affordances of a process oriented platform vs. a regulated system, this presentation discusses the ways in which differing aesthetics and capabilities affect buy-in from individuals at all levels. Furthermore, the question of agency emerges, as some models may constrict the work being produced without and within the platform.

Vincent Morton, Jr., Frostburg State University

The Burgeoning Techno-Writer

> As a student looking to continue in my education in the field of writing, working knowledge of technology has become a necessity. During this session, I intend to present my modest progress in the field, speak on what students need from their departments to be taken seriously in the career fields of their dreams, and open the floor up for more an answer session than a question and answer session. I intend to make my sessions an open dialogue for the purpose of learning trade secrets and gaining experience and information about Techno-writing.

Carolyn Ostrander, Syracuse University

Broadbandification: ProfessionalTechnical Writing in Barns and Cars

> My writing class objected to a research assignment on digital Internet identities ("avatars and trolls"). One student raised a hand and explained, "But I don't use the internet." "So how," I asked, "do you communicate with other people and look up information?" "Oh," she responded cheerfully, "we do all that on our phones, not the Internet!" Her classmates nodded solemnly. Professional and technical writing is also transformed by the smartphone wave. A job as a traveling sales rep may now require facility with both internet searches and a variety of technical communication genres. Emails, online quoting and ordering, visual design, and savvy rhetorical appeals are shifting to match the new platform, but concerns over the finite nature of broadband signal ranges raise the question: what does a smartphone bubble in technological access mean for the future of education in technical literacies? This article considers several alternative scenarios and their possible effects on composition pedagogy.

Molly Parsons, University of Michigan

Affordances/Limitations of Video Composing

> I recently implemented a video composition unit in a first year writing classroom and this led me to consider how digital composing spaces support collaboration, interaction, and relation. The project made new connections possible, but, as my students' reflections revealed, also cordoned off more familiar (text-centric) paths. I hope shape these data and questions into a conference presentation. I am considering framing this presentation using Tara McPherson's idea of "modularity" or "lenticular logics" (McPherson 2012). For McPherson the "lenticular" is, primarily, "a covert racial logical," but more broadly, it's "a logic of the fragment or the chunk, a way of seeing the world as discrete modules or nodes…suppress[ing] relation and context" (2012). In other words, a 'lenticular logic' reduces connections—between people and between ideas—allowing only part of a whole to be visible at a time. It is in this latter sense that I *might* argue 'lenticular logics' shaped the video unit. In a presentation, I might ask: How do we capitalize on the connective affordances of digital composing? And, how do we support students (and instructors) in

the face of 'modularizing' forces like software limitations, imperfect pedagogical and technological know-how, accessibility issues, and copyright restrictions?

Chris Parsons, University of Michigan

Rhetorics of Online Space and Student Identity in New Media Classrooms

I'm working on a Web text that tries to do three things: a) convince high school and college English teachers that considering student gender identity when using increasingly common classroom technology like blogs and iMovie is worth it; b) use Jessica Enoch's idea of rhetorics of space to talk about how those technologies might be gendered based on the spaces themselves; c) propose some practicable approaches that teachers could use to surface identity- / stereotype-based barriers that students confront when using new media technologies. I'm looking for general impressions and feedback, scholarly voices I should probably know about (I have the beginnings of an annotated bibliography), and, maybe most helpful, ways I might craft and approach interviews with teachers and students about these issues.

Lynn Reid, Indiana University of Pennsylvania

A Metanarrative of C&W?

Does a metanarrative of the field of Computers and Writing exist? And if so, what purpose does it serve? This is a question that I will explore in my dissertation research in a comparative analysis of two scholarly fields: Computers and Writing and Basic Writing. Specifically, my project centers around an analysis of the flagship scholarly journals of both fields, *Computers and Composition* and *The Journal of Basic Writing*. As both Computers and Writing and Basic Writing have historically pushed against accepted boundaries of what "belongs" in a college composition classroom, my analysis will focus specifically on how narratives of individual experience in the classroom, as well as narratives of the broader field, are constructed to promote social change. I draw from sociological principles of narrative analysis, social movement theory, and organizational theory to frame the discussion. This project is in its earliest stages, so at the GRN I will be seeking feedback on a methodology for shaping my analysis of the journals.

Vincent Rhodes, Old Dominion University

Using Digital Backchannel to Build Community in Distance Learning

Distance learning course offerings continue to increase, but participating students can feel disconnected from their programs. This study explores the possibility of using digital backchannel (specifically social media) as a vehicle for fostering an increased sense of community. A sense of community is often taken for granted and rarely concretely defined. Thus, I propose a definition of online community in the English Studies, distance-learning context and examine collected data to determine whether a sense of community might exist, whether digital backchannel helped or hindered development (if a sense of community exists), and whether my proposed definition holds.

Danielle Roach, Old Dominion University

Digital Culture and Rhetoric, Game and Play Studies

Ardent fans of TV shows, movies, games, books, and all other sorts of cultural artifacts log countless hours writing and creating content (and indeed this is nothing new, but that activity has exploded with the help of the internet). Often, corporate owners of the brand appropriate this fan-generated content and integrate it into the shows, stories, and products that are then recirculated to consumers. Many scholars have lauded the rise of the "prosumer" (Toffler)

and "convergence culture" (Jenkins), but others have questioned whether these trends in fact merely mask the troubling realities of labor inherent in this cycle. To begin, who is doing work, and who is getting paid? Where is the value in all this "playbor," and who benefits (and loses) from its commodification? In addition, even the notion of the author becomes muddled. Who (or what) is the writer in this digital roundabout, and when does that matter? This project seeks to survey the history of playbor in fan communities and to investigate the realities of several existing sites of fan playbor in order to build a more complete picture of the circulation of writing and labor in these complex spaces.

Joy Robinson, IIT

Communication, Leadership, and Virtual Teams

Dissertation: Communication, Leadership and Virtual Teams. This quasi-experimental study examines team communication in an effort to understand the patterns of emergent leadership at work in self-managing virtual teams (SMVs) and how these patterns impact team performance. Teams are studied in the unique endgame milieu of World of Warcraft (WoW). While there is a wealth of communication research on leadership and the same on virtual teams, research into the leadership process of self-managing, virtual teams has only scratched the surface. In this regard, questions concerning how and when leader(s) emerge; the types of leadership patterns present in virtual teams; the roles effective leaders play; and ultimately how these roles inform team achievement still remain unanswered and to some degree, unexplored.

Jana Rosinski, Eastern Michigan University/Syracuse University

Technical Composition

In "A 'Compositionist Manifesto,'" (2010) Bruno Latour takes pause from the forward march of progress to call attention to what he deems "a subtle but radical transformation" in our conception of what it means to move toward the future. Mindful of Latour's notion of compositionism, I take interest in an alternative pedagogical and theoretical/methodological approach to composition that is in part a new vision for the future (looking forward to the not yet composed), but that also attends to what already exists (materials both object and semiotic) in rhetoric and composition. Envisioning composition as actor-network with an interest in material rhetoric troubles the artificial boundaries that separate "the mental and the material, the individual and the social aspects of people and things interacting physically and semiotically with other people and things" (Jody Shipka).
I advocate a turn toward what I call technical composition, an approach to the teaching of writing influenced by Latour, focusing our activity as craft that "takes up the task of building a common world...from utterly heterogeneous parts that will never make a whole, but at best a fragile, revisable, and diverse composite material."

Roy Shubhabrata, École Normale Supérieure de Lyon

An Adaptive Resource Management Framework for a Video on Demand System

Dynamic resource management has become an active area of research where efficient management of resources is of prime interest to both Cloud Providers and Cloud Users. We suggest a probabilistic resource management scheme for this purpose. Using a Video on Demand use case to justify our claims, we propose an analytical model inspired from standard epidemic model to represent sudden and intense workload variations. We develop an ad-hoc as well as Bayesian procedure to identify and calibrate the model parameters from a given workload trace. Our result suggests (in terms of statistical behaviors) that this model mimics a real VoD workload better than a simple Markov chain or MMPP process, upon proper calibration. Then we demonstrate that this model verifies a Large Deviation Principle (LDP) that statistically characterizes "buzz" events, which may cause workload overflow in the VoD context. We exploit the information obtained using the LDP for the proposed Video on Demand use-case for defining resource management policies (SLA). We believe our framework, comprising of the workload model, calibration procedure

and resource management policies can be adapted to different applications as-well and may be of some interest to all stakeholders in the emerging context of cloud networking.

Jennifer Sano-Franchini, Michigan State University

What Can Asian Eyelids Teach Us About Rhetoric and Writing?: A Culturally Reflexive Framework for Multimodal Representations of Bodies

Even as rhetoric and writing teachers are paying increased attention to multimodal composing in their research and in the classroom, we continue to need useful frameworks that guide students, writers, and researchers through thinking deeply about the rhetorical composition of race and bodies. By multimodal composing, I refer to the range of composing practices that take place across a variety of technologies that incorporate multiple modalities--visual images, sound, alphabetic text, and materiality. Furthermore, such frameworks that are attentive to race--among other identifiers--in representing bodies is particularly needed at this point in time, as we find ourselves in a moment of "post-racial" thinking, and at a point when access to the means of production have exponentially increased, though not evenly across race and class based difference. As many others have observed, it is commonplace now for both individuals and organizations small and large to use digital and social media to promote products, services, and ideas. Yet while access may have brought about greater digital literacy to an extent, it has not brought about greater literacy about the representation of people. From Alexandra Wallace ranting about Asians in the UCLA library on YouTube, to Twitter accounts like @OxfordAsians, MSU's Token Asian (@MSU_Asian_), and @OSU_Asian, to Sports Illustrated swimsuit spreads wherein people of color are featured as exotic props, it is clear that both individuals and organizations alike are not thinking about race in reflexive or sophisticated ways. From university departments and research initiatives to non-profit organizations to commercial businesses to presidential campaigns, organizations need writers who are prepared to do this kind of thinking when speaking on behalf of the organization. I will draw on my research on East Asian double eyelid surgery on YouTube in order to present a culturally reflexive framework for the analysis, production, and organization of multimodal representations of bodies. Ding and Savage (2013) have identified the importance of exploring "alternative conceptualization[s] of cultures and the 'intercultural' that moves beyond the nation-centric mindset and to investigate alternative approaches to straightforward application of cultural heuristics and cultural dimensions," and this project works toward this goal. Through this presentation, I hope to provide one example illustrating the impact of Asian American rhetoric on the discipline of rhetoric and composition at large.

LaToya Sawyer, Syracuse University

Don't Try to Play Me Out: Black Girls and Critical Play in Online Spaces

Digital spaces are significant sites of Hip-hop literacy because they allow performers to maintain greater control of production, marketing, and distribution (Richardson and Lewis) in the face of restrictive corporatized Hip-hop. Hip-hop literacies reflect Black girls' epistemologies and ontologies and are also forms of "critical play" (Flanagan). While these digital spaces still reflect the hegemonic elements of Hip-hop culture and larger society (Herring, Selfe and Selfe). Black girls can use Hip-hop literacy practices to create identities, exercise agency and navigate digital communities by drawing on their own topos and including "feminine" discourse (LeCourt). This literacy development is typically constrained in schools by preconceived notions about deficient digital literacy skills due to race and class (Powell; Selfe) and conflicting discourses within schools regarding digital technology use (Leander). In light of the challenges to Black girls' agency and the potential of play in that digital spaces may provide for Black girls to demonstrate more agency, I seek to answer the following questions: What elements of critical play (Flanagan) are present in digital literacy practices? How does critical play help construct digital identities that allow Black girls and other marginalized groups to demonstrate rhetorical agency?

Aubrey Schiavone, University of Michigan

Assessing Students' Juxtapositions of Text and Image

In this project, I will explore how composition instructors can better assess the effectivity of students' multimedia compositions, particularly their juxtapositions of image and text. I am especially interested in how best to study and assess these juxtapositions of image and text in video compositions and in multimedia blog posts for first-year composition courses as well as for upper-level courses in academic argumentation. In theorizing assessment for these juxtapositions of image and text, I will draw from computers and writing scholars including Cheryl Ball and Madeleine Sorapure. In addition to these scholars and approaches already articulated within the computers and writing field, I hope to make connections to relevant theories from the field of visual studies. Overall, I hope to address the question: What theories or terminologies from the field of visual studies might be useful alongside rhetorical terms for better assessing students' combinations of image and text?

Ryan Shepherd, Arizona State University

Facebook as Composition

The presenter has conducted 10 interviews with first-year composition students about their composing practices on Facebook. These interviews included 11 questions about links the students might see between FB and FYC as well as a "think aloud" session on Facebook. This research supplements previous research that the presenter conducted: a survey of FYC students about their Facebook composing practices. The hope is to get a more detailed view than the survey could provide. At this point in the process, the presenter needs help with certain aspects of the study: how best to transcribe interviews, how best to code the interviews, and how to effectively structure a journal article around qualitative interviews such as these.

Emily Simnitt, Indiana University of Pennsylvania/Boise State

Twitter and Multilingual Writers

My multilingual writing students from the Middle East are likely to be on Twitter, and I have used Twitter in a number of ways in class to encourage that literacy -- to post pictures of notes generated in class, as a space for in-class discussion, as a place to hold class (as a Twitter chat), as a way to communicate student learning at a student-run conference language, culture and identity. Up to this point, my Twitter use has been experimental; I'd like to make it more purposeful. I would like to design a study to help me investigate whether my use of Twitter is having the intended effects: to create class community, to get multilingual students writing more about academic topics, to make more public the work of composition.

Brent Simoneaux, North Carolina State University

Participatory Media, Literacy, and Southern Queer Identity

In this project, I examine the literacy practices of participatory media projects within southern queer communities. Since early 2013, I have worked on the editorial board of I Don't Do Boxes, a project that seeks to amplify queer stories from the south. A project of Elsewhere, a living museum in Greensboro, NC, I Don't Do Boxes acts as a multigenerational gathering space where participants can develop creative projects and publish them in both print and digital formats. In this way, I Don't Do Boxes becomes a space of convergence, a rich ecology of literacy development, itself a part of a larger ecology of literacy practices that take place both inside and outside of formal education. I am currently developing research methodologies that do not principally involve the "collection of data about [participants] that can be later analyzed. Rather they involve the production of meaning in participation with them through a shared activity in a shared space" (Pink, 2011). Through ethnographic research, I seek to understand how multimodal literacy is developed within the community, how agency is enacted through multimodal literacy (if at all), and how the community's literacy and agency are enmeshed within larger political, social, and material ecologies.

Barbi Smyser-Fauble, Illinois State University

The Technological "Ring:" One Construction of the "Right" Path to Motherhood to Rule Them All

> This work employs a feminist and disability studies framework to examine the mechanized processes and technologies that revise and complicate the "traditional" path to motherhood, perpetuating normalizing practices of an ableist culture. I posit that this revision process and medicalization of women's bodies as public texts (vessels) and problems (things) to be fixed further (normalize) the practice of silencing and reinforces the public's consent to practices of obeying dominant cultural perspectives. This presentation will commence with a discussion on how the representation and identity of women who choose to utilize reproductive technologies are presented through a variety of digital media, from the Web to the screen, and continue to be shaped by those within the technosphere (medical experts) as an open and accessible text (vessel) that invite the gaze and scrutiny of the public. Then an examination of how these identities/representations further establish expectations for conditioned ("good") behavioral responses to those currently and/or previously employing the use of reproductive technologies in their pursuit of motherhood will be explored. Ultimately, I will conclude with a call for a focus on "real inclusion," by identifying pedagogical practices that both incorporate and interrogate technologies in order to negate perpetuating notions of exclusion and marginalization.

Jennifer Stewart, Ball State University

Afternoon Session Only

Jason Tham, St. Cloud State University

The Politics of the Free Courseware: Rhetoric, Power, and Ideologies in MOOCs

> Hype around MOOCs, or massive open online courses, has grown stronger since a few professors at Stanford University designed a tuition-free course system, taught over the Web to hundreds of thousands of students. While the medium of learning still relies largely on lectures, MOOC certainly presents challenges in terms of the quality of the learning experience. Can learning be scaled up this much (think about a course taken by 400,000 students, taught by a team of five professors)? Do the current grading systems assess their students' understanding of the material accurately? And, oh, heaven forbid, does MOOC replicate the undesired banking model in learning? The shimmery hope is that MOOC will bring about change to education, tearing down the ivory towers and bringing the best educators in the world to those who are eager to learn. My thesis seeks to examine the current models of MOOCs and their providers by considering the rhetoric of MOOC technology, the power within the model, and its exercise on MOOC students.

Moria Torrington, Illinois State University

Databasing: Documenting and Assessing Students' Existing Literate Activities

> This discussion will focus on the design, uptake, and use of a literate activity database--an innovative tool that allows students to create and then use information about their own literate practices, while at the same time allowing for assessment of student learning in tutoring sessions. The creation of this student-driven database allows writers who visit the writing center to observe, collect, search, and index their literate activities so that they can connect new writing knowledge to their prior experiences, thus helping them to metacognitively take up and transfer their writing skills across different situations. Such a tool remains important to ongoing research that focuses on how writing centers and programs can best assess their efficacy while respecting writers' ownership of their own work as well as enacting their purpose of helping students become critical and conscientious writers and researchers.

Crystal VanKooten, University of Michigan

From Video to Prose and Back Again: Supporting Translation across Media

> This presentation draws on data from a qualitative research study conducted in two FYC classrooms in which the students composed both in prose and on video as part of the curriculum. The presenter will bring an excerpt of an interview with a student participant in which the student discusses what she learned through her video project and points out similarities between composing on video and composing prose essays. The presenter will then invite discussion of how the data speaks to the design of instruction. What is the role of the interview and of reflection in this student's learning? How might this student and others like her come to a deeper awareness of their learning when they compose with new media? How can instruction in audio-visual composing better support translation of skills and practices across media?

Kristen Vesely, University of Texas of the Permian Basin

Language Communities in an Eighth Grade ELA Gifted Class

> As an educator of gifted students I was intrigued by the concept of language communities in the classroom. It is beneficial for all teachers to be aware of these communities and their ability to foster and hinder learning, but how are these communities built in gifted classrooms, what do they look like, and what do the dynamics of a gifted classroom's community look like? These are the questions that I am looking to answer as I observe the language community of an eighth-grade classroom. Looking phenomenologically at one classroom, through the lens of sociolinguistic ethnographic case studies and using the tools of the Descriptive Analysis System, created by Green & Wallatt (1981), and discourse analysis, to identify a key component of language communities and student's learning I found that the teacher's power or authority of the topic of discussion directly relates to the level of communication in the classroom. As long as the source of knowledge is not present physically in the classroom, the students will speak out, but, once the teacher asserts her power as the authority on the topic, the communication shuts down.

Amanda Wall, University of Texas at Austin

Online Commenting as Media, Genre, and Public Discourse

> My dissertation presents online comment posts as culturally, politically, and rhetorically important sites for public discourse, and it examines how writers of comments interact with ideological technologies and rhetorical norms to engage with each other. Commenting systems are designed to value and promote particular kinds of discourse; I ask, what kinds of discourse are they and how do users submit, disrupt, or hack these values? My case study methodology brings together insights from media theory and rhetorical genre studies. Media-as-such have been studied by scholars like Lisa Gitelman, Lev Manovich, Marshall McLuhan, Jay David Bolter and Richard Grusin, while rhetorical genre studies have been carried out by scholars such as Carolyn Miller, David R. Russell, Amy Devitt, Aviva Freedman, and Clay Spinuzzi. These two conversations have not engaged with each other for multiple reasons, as I will show, but when we bring them together, we will be able to take a clearer, more holistic view of the ecology of commenting.

Stephanie West-Puckett, East Carolina University

Students, Teachers, Digital Writing and New Literacies in Connected Learning Classrooms

> Building on Henry Jenkins' frameworks for participatory cultures (2009), *Connected Learning Principles* (MacArthur, 2011) work to articulate how teachers and schools can design student learning experiences that harness the power of networked digital technologies to support learning. Based on learning principles that privilege student interest and

passion as well as peer networks for academic, economic, and social achievement, MacArthur is advocating for the design of learning spaces that position students as makers, collaborators, problem-solvers, and participants open digital networks. As this vision of connected classrooms grows alongside a national movement to demean and deprofessionalize teachers, however, we are left wondering about teachers' roles in connected learning environments. When documentaries like "Are Schools Enough?" circulate alongside new visions of school reform that imagine online, hyper-personalized content delivery mediated through machine-to-student interaction over human-to-human connection, we have to ask, what does it mean to be a teacher in a connected classroom? What roles does the teacher play? How are students and teachers positioned in regard to learning? And ultimately, do we still need teachers? This research attempts to provide some insight into these questions by documenting and analyzing narratives of student experience in a high school connected learning environment, co-designed and implemented by the researcher and a team of teachers in a high-needs public high school. By engaging students as youth ethnographers, we've collected Project Connect experience narratives, worked to identify students' new literacy practices, and are starting to conceptualize roles teachers are/are not playing in these environments. At GRN, I'd like to talk with others about refining our coding scheme to more accurately suss out what some of these new literacies might look like in student language and practice and hear what others think might be beneficial to read/consider in this work.

Hanhan Zhang, North Carolina State University

Using Social Media to Investigate Civic Engagement and Environmental Policy Change: The Transition from PM10 to PM2.5 in China

Authors Hanhan Zhang (presenter) and Huiling Ding examine the way China's official risk policy to monitor and control air pollution got transformed by Chinese celebrities' use of micro-blogging, the equivalent of Twitter in China, and the subsequent grassroots and media campaign to change the policy. These celebrities mobilized public resistance against authorities' refusal to monitor air pollution with particulate matter (PM2.5), a major cause of urban fog, in addition to the existing regulation for larger PM particles (PM10). We examine the full range of rhetorical strategies used by these celebrities to invoke official responses, extensive media coverage, and eventually the incorporation of PM 2.5 into national air quality policy. Presenting possible ways to trace cultural changes online and in print media, we will cover social media sampling and analysis and critical contextualized methodology (Ding, 2007; Ding, 2013). Using this combination of methodological approaches allows us to analyze key human and non-human actors; key transformational moments that eventually led to policy changes; large numbers of social media outputs; and interaction between grassroots, media, and institutional forces; and rhetorical strategies employed to open space for policy changes. This presentation will be useful for students and scholars interested in environmental rhetoric and/or policies, digital rhetoric, and social media research. Its focus on both methods and findings will help to illustrate how social media discourse is engaged in civic and political activities.

Jessica Shichi Zhang, Illinois State University

A Case Study of Louis Vuitton and Chinese Migrant Workers: The Role of Visual Rhetoric and Digital Technologies in Global Capitalism

> This article is a case study that studies how the success of global capitalism and consumerism is highly dependent upon visual rhetoric as well as the technologies that promotes visual rhetoric. We will examine the visual rhetoric revolving around a particular Louis Vuitton bag product and the people that craft these bags. This case study will focus on revealing (1) how visual rhetoric promoted by digital technology is capable of obscuring the materiality and physicality of many aspects within production, and (2) how we cannot rely on digital technology itself to promote global equality, even though it seems to connect people and augment multidirectional flows of visual cultures.

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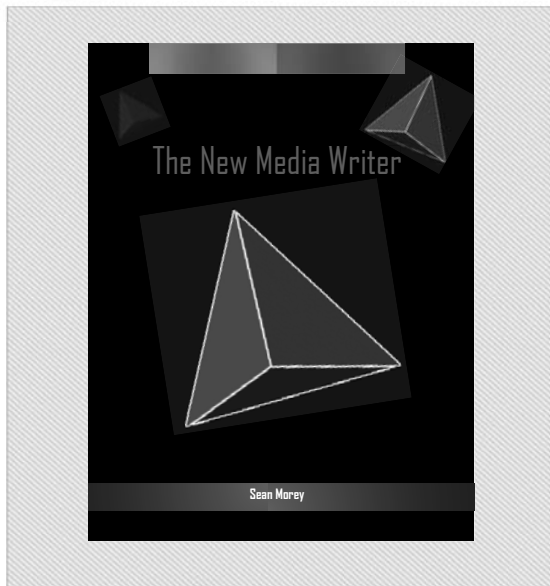
The New Media Writer
by Sean Morey

ISBN: 978-1-59871-636-8

The *New Media Writer* is an attempt to combine both the hermeneutical strengths found in other books on new media and visual studies as well as the pedagogical instruction to teach students how to make these texts for themselves. While students using this text probably won't receive recognition at a film festival or become the latest blogging sensation, they will begin to understand how to interpret, plan, compose, revise, and disseminate new media texts that can solve problems in their daily lives, whether its standing out on a job search by creating a video resume, making flyers to help find their lost pet, or creating an "iReport" for CNN to bring attention to an important cause in their community. While they will certainly be able to use these skills toward other writing courses in their university careers, this book looks beyond the university, to where students engage with media outside of the classroom.

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GRN PROFESSIONAL DEVELOPMENT WORKSHOP (AFTERNOON SESSION)

Moderators: Patrick W. Berry and Quinn Warnick

The Job Workshop is the afternoon session of the Graduate Research Network, held on Thursday, June 6. 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:

- Analyzing job announcements
- Preparing application materials
- 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"
- Negotiating job offers

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.

Our esteemed workshop mentors include:

- Dawn Armfield, Frostburg State University
- Kristin Arola, Washington State University
- Cheryl Ball, Illinois State University
- Kristine Blair, Bowling Green State University
- Kevin Brooks, North Dakota State University
- Jim Brown, University of Wisconsin–Madison
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