Graduate Research Network 2017

Research Formative Feedback and Analytics with Eli Review

Eli Review is an app that turns the classroom into a studio where instructors can see students engaged in more practice, more feedback, and more revision. In this case, more equals better—*better feedback, better writing, better writers.*

Authentic Records of Learning

To improve learning, instructors need to see how students are working and how they are thinking. Eli Review gives you two ways to do this: (1) comments learners give other writers and (2) revision plans writers make for themselves. Eli Review provides a window on the frequency and intensity of students' engagement in giving, receiving, and using feedback to revise.

Research Underway with Eli Review Data

- **How Low-Stakes Practice Predicts High-Stakes** Performance — Giving helpful feedback improves writing.
- **How Praise and Critique Affect learning** — Students trained to offer praise or critique revise differently.
- **Early Alert Indicators** — Disengaged reviewers tend to struggle as writers and may fail.
- **How Commenting Influences Revision** — Engaged reviewers with strong revision plans revise more.
- **Discipline-Based Thinking** — Reviewers' uptake of discipline-specific language from the review task indicates how well they are tuned into key skills and predicts how helpful those comments are to writers.
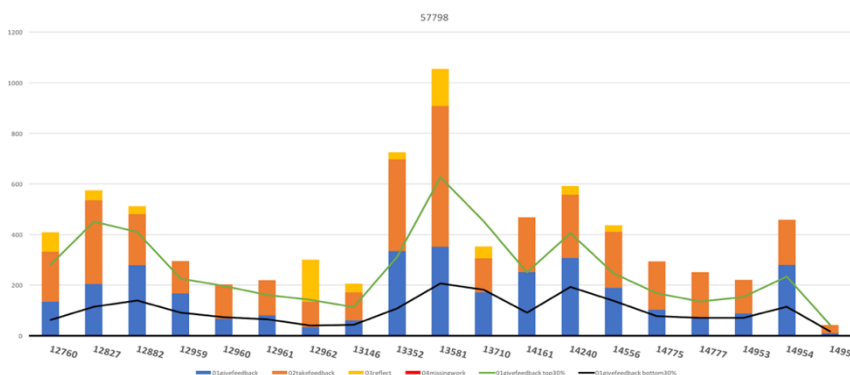
Example Research Question:
Is this student practicing enough to improve?

This chart shows one student's word count in giving (blue), getting (orange), and using (yellow) feedback over 19 reviews. Because giving feedback drives the most learning, the trend lines compare this reviewer's intensity (blue) with the top/bottom 30%.

Conclusion: The student's consistent intensity predicts improvement.

What data does Eli Review capture?

- Student drafts
- Quantitative peer feedback on instructor-designed prompt
- Comments (words, word count, helpfulness rating, instructor endorsement, whether added to revision plan)
- Prioritization of and reflections on those comments in revision plans
- Instructor feedback in revision plans
- Engagement analytics within and across review tasks

You and your students own your Eli Review data. You can download & analyze it to suit your needs and those of your students. Eli Review offers a number of built-in export options but we can work with you to develop custom queries to solve specific research questions.

Supporting Researchers

We want to be your research partners. We can work with you to develop innovative metrics using data from drafts, feedback, and revision plans to improve teaching and learning within individual courses, across departments, and across institutions. With better formative data, instructors can guide students in better feedback and better revision.

Contact **Melissa Meeks**, our director of professional development, at melissa@elireview.com to see how Eli can help drive your research agenda.

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Research Network Forum

MARCH 14, 2018
RESEARCH NETWORK FORUM @ CCCC
Kansas City, Missouri

CALL FOR PROPOSALS

The **31st Annual RNF** includes:

- **Discussion Leaders,** national senior researchers and scholars, mentor Work-in-Progress Presenters
- **Work-in-Progress Presenters** share research in **8-10 minute presentations** at Thematic Roundtables
- **Editors** discuss how to get research published
- **Networking** opportunities for all who attend

RNF is **FREE** for those registered for CCCC. **You can appear on the RNF Program** *and* **have a speaking role at CCCC.**

- If you are unable to commit to the entire day, please make sure you indicate your availability for the AM or PM session.
- RNF meets the same time as ATTW, IWCA & other various CCCC workshops. Please do not double-book!
- RNF is **not** set up for co-presenters. Please submit individual Work-in-Progress Presentation proposals.
- If a department is sending multiple graduate students, please send faculty Discussion Leaders to RNF who will work with people from other programs.

http://researchnetworkforum.org

Proposals accepted August 15 – October 31, 2017.

Participate as any of the following:

Work-in-Progress Presenter [WiPP]

Roundtable Discussion Leader [DL]

Editors' Roundtable [Editor]

Risa P. Gorelick & Carrie Wastal, RNF Co-Chairs

Questions? Email rnfchairs@gmail.com

2017 Graduate Research Network Schedule

AMU Multipurpose Room North

7:30 am – 5:00 pm	Conference Registration, Davis Lobby A
9:00 – 9:30 am	GRN Opening Remarks
9:30 – 11:45 am	Roundtable Discussions
11:45 am – 1:00 pm	Box Lunch – Pick up in AMU Multipurpose Room South
1:00 – 1:20 pm	Awards and Announcements
1:20 –3:00 pm	GRN Job/Professionalization Workshop
3:00 pm	Closing Remarks
5:30 – 7:30 pm	C&W Opening Reception, Carruther's Backyard (Tent)

Instructions to connect to Wireless Network:
1. Connect to wireless network: ufindlay-guest
2. Open browser
3. Provide requested information
4. Accept terms of use
5. Click "Register" for username and password (good for 24 hours)

Other Useful Information:
Quiet Room – Davis 2232, open 8am–5pm
Lactation Room – Davis 2233, open 8am–5pm
Creative Connection – Davis Lobby A, open 2–5pm

GEORGIA INTERNATIONAL CONFERENCE ON iNFORMATION LITERACY

Join us for the opportunity to share research and best methods related to teaching, learning, and assessing essential lifelong learning skills!
Don't miss out on our workshops, webinars and round table discussions!

Benefits of Attending

- Obtain best-practices for developing information literacy skills in K-12 students, postsecondary students, and lifelong learners of any age.
- Network with others who share an interest and expertise in information literacy.
- Practical ideas you can apply in your own setting.
- Share reports of research related to information literacy.
- Participate in the global information movement.

Who Should Attend

- University, school, and public librarians.
- School teachers and faculty in any discipline.
- International scholars and practitioners.
- Students preparing for careers in K-20 teaching, media or library.

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Keynote Speaker: Cheryl Ball

Director of the Digital Publishing Institute for the University Libraries at West Virginia University. and co-principal investigator on a $1m Andrew W. Mellon Foundation grant to build an open-source academic publishing platform for print and multimedia scholarship, called Vega.

Featured Speakers include: Social Media Superstars!

Andy Plemmons,
School Library Media Specialist

Dr. Joyce Valenza
Assistant Professor

Presenters and Abstracts

Thomas Ballard, Iowa State University

Meme as a Rhetorical Concept for Digital Media Genres

> Internet memes have been studied from a variety of scholarly perspectives now, and defining the phenomenon in terms of rhetoric yields an opportunity to add a new rhetorical concept to the canon. This dissertation study seeks to explore the various genres and media of Internet memes from several rhetorical lenses and in a variety of contexts to establish this wide-reaching communication phenomenon as a rhetorical concept. Multimodal features will be explored through visual rhetoric, and the viral spread and rapid codification of certain genres considered through memetic and digital rhetoric frameworks. The goals of the study are to better understand how digital media genres are spread and become typified as well as to consider what such communication acts might mean for multimodal communication pedagogy. Memes are complicated, multilayered genres that rely on remix and cultural awareness; they are also products of Web 2.0 values, and likely here to stay in some shape or form. Defining meme as a rhetorical concept will lay ground for digital rhetoricians to continue exploring such complex genres.

Julie Bates, Millikin University/Illinois State University

Toward an Interventionary Rhetoric

> My dissertation project studies the ways community activists work to intervene in specific cases of environmental risk affecting their communities. I analyze a number of cases of environmental intervention in which members of marginalized, at-risk communities communicate via multiple modes, assembling their fellow community members to act on their own behalf. These community members enact what I call an interventionary rhetoric, which honors their embodied, cultural, and scientific knowledges and intersectional identities.

> I am nearing completion of my first draft of my dissertation and am interested in feedback on my current project. Additionally, I would be interested in ideas for:

> 1. how I might extend or complicate this project after my dissertation is completed.
> 2. venues for publication for components of my dissertation research.

Matthew Beale, Old Dominion University

Mechanics of Cooperation: Rhetorics of Game Design in Technical Communication

> My current research project applies scholarship on collaboration and project management to the design, construction, and testing of a game to teach technical and professional communication (TPC) students agile project management. Using principles of game design, the project seeks to teach students the agile method of project management, which, despite demonstrable benefits, has been under-researched by our field and under-utilized in the technical communication classroom. Much of the writing that our students will do in their future careers will be collaborative in nature, but we often overlook strategies to help them organize that collaboration and how collaborative writing differs from individual writing.

> My GRN presentation will include a prototype of the game I am developing and ask colleagues to provide feedback on both the mechanics of the game and the educational value. Receiving feedback on the effectiveness of the game will be useful for iterating on the project and articulating the underlying theoretical framework. The fields of composition studies and technical communication will benefit from this project by gaining a wider understanding of how games—a technical medium in their own right—can be used as an application method for technical and pedagogical practices for students and practitioners.

Phil Bratta, Michigan State University

Afternoon Session Only

Michael Blancato, The Ohio State University

Exploring Peer Response in Digital Space: An Analysis of Student Feedback in an Online Peer Review Platform

Most research on peer review engages with students as instructor proxy, exploring how well students can replicate the moves that instructors make when responding to writing. In this collaborative research project, we seek to interrogate this common convention. Rather than studying how students can serve as proxies for instructors, we wonder what instructors can learn from peer writing feedback interactions. Our site for data gathering is an online peer review platform built by faculty, graduate students, and programmers at Ohio State University. As former administrators for the online hybrid courses which used Writers Exchange (WEx), we wondered how students respond to one another within this new digital context. Our curiosity led us to examine the work of 25 second year writing students enrolled in five online-hybrid course sections at Ohio State University. Using an inductive approach derived from grounded theory (Haas and Farkas; Glaser), we analyze peer reviews from these students to determine a taxonomy of salient features that characterize online peer review interactions within this context. In this work-in-progress, we analyze the moves students make in WEx in order to better inform how we prepare students to workshop writing and how we ourselves offer feedback to students.

Kristin Bone, University of Alabama

Accessibility Training in Composition Classes

For my dissertation, I am creating a training program for composition teachers. This program will help teachers transition their classrooms from being accommodation-based to instead being focused more on accessibility. Teachers will be provided with practical tools (such as dyslexic friendly formatting, ways to structure classes, and multimodal techniques) and conceptual tools (sensitivity and cultural training) in order to best meet the needs of their students. After the initial pilot of approximately ten instructors, I will then follow these teachers throughout the year, conducting interviews and gathering survey data. Based on the data collected, I will then modify the pilot in preparation for more extensive implementation throughout the department.

Jess Boykin, Arizona State University

Unfinished Work: Civil Rights Rhetoric on Twitter

Journalists and scholars have analyzed Twitter as a tool for organizing social movements; however, less research has focused on how Twitter functions as a tool for public memory. The temporal nature of tweets and the diversity of users suggests Twitter could present new possibilities in public memory. This paper will look at the responses on Twitter to the grand jury decision involving Darren Wilson in Ferguson on November 24, 2015. Those grieving over the injustice surrounding Michael Brown's death, those organizing protests, and those raising awareness and stirring anger and sadness in the online community all went to Twitter; what they wrote there is telling of how public memory will inform society in an increasingly digital era. Twitter users frequently represented the rhetoric of Martin Luther King, Jr. and Malcolm X through memes and videos, comparing their dated rhetoric to present events and conjecturing about how those leaders would respond to the events in Ferguson. Utilizing social network site and public memory scholarship, this paper will discuss how Twitter users used civil rights rhetoric to inspire contemporary action, as well as how Twitter has potential to change the way contemporary society remembers civil rights leaders.

Antonio Byrd, University of Wisconsin-Madison

Re-Imagining the Other: Middle Class and Capitalist Values in Black Girls Code and Yes We Code Narratives

> This project looks at initiatives to democratize computing science education as social movements and explores their consequences (Prendergast 2003). Drawing from and speaking to theory on persuasion and social movements (Stewart, Denton, and Smith 2012), culture of power (Delpit 1988), and critical technological literacy (Warnick 2002; Selfe 1999), I suggest we might also define social movements as groups that partner with dominant institutions to change the status quo. How do these partnerships shape persuasive tactics and revise end goals in ways that maintain the status quo at the sacrifice of the movement's target audience needs? Black Girls Code and Yes We Code are part of a computing for everyone movement (Guzdial 2015) that teaches low-income underrepresented youth programming language. Characterizing narratives as containers of social values, I do a rhetorical analysis of the narratives Black Girls Code and Yes We Code use to attract investors. These code camps claim that their training programs will assist in social upward mobility yet suggest that they will indirectly teach students of color middle class and capitalist values to assuage white fear of the Other. This idea suggests students may become trained knowledge workers but the structures of inequality that perpetuate poverty will remain.

Candace Chambers, University of Alabama

Want to Take a Selfie with Me? Using Selfies in the Freshman Composition Classroom

> My current pedagogical work in the field of computers and writing involves the exploration of how self-portraits or selfies can be used in the first-year composition classroom. Since many students experience writing anxieties, I constructed the Selfie Activity as a way to help freshman students express their identities as they related to writing. The Selfie Activity, rooted in the Photovoice methodology, was designed to help freshman composition students begin to see themselves as contributors in academic writing environments.

> For the activity, the students responded to one of four guided questions, which centered on their identities as writers. Their responses were in the form of selfies, accompanied by a short response, which described their choice behind the taking of the photo and how it related to their writing habits. The Selfie Activity support theories of representation, communication, and most importantly, identity. By allowing the students to inform me of their writing habits and identities, the Selfie Activity became a springboard for the direction of the semester as students were able to use relevant, familiar mediums of photography and composing to enter into an atmosphere of writing.

Jill Chrobak, Oakland University

The Wonderful World of Moodle: How Multimodal Assignments Foster Collaboration and Civic Engagement in First-Year and Business Writing

> The purpose of this presentation is: 1) To provide examples of what multi-modal assignments on Moodle have proven successful in improving student attitudes and engagement with in-class and online collaboration; 2) To prove that teaching in labs and/or with technology increases generative collaborations in the classroom and online; 3) To evidence how in-class and online collaboration strategies can work to establish connections in the larger community; and 4) To discuss how first year and business writing instructors can use courseware like Moodle to develop robust, ethical and collegial spaces where students can form alliances with each other and the community.

David Coad, University of California, Davis

Social Media Pedagogies: A Qualitative Study of FYC Courses

> Social media is taking an increasingly impactful role in the pedagogies of many first-year composition instructors (Vie, 2008; Kimme Hea 2014; Vie & Walls, 2015). But what kinds of purposes and functions are these social media taking on in FYC? How do instructors wield these tools to achieve student learning, engage students, and achieve their particular pedagogical goals? This in-progress qualitative study will seek to answer some of these questions through

in-depth qualitative analysis of 32 qualitative questionnaires, and three case studies of instructors and their students involving interview and artifact analysis. This project-in-progress will benefit from insights into the nature of social media pedagogies as well as understanding regarding the application of qualitative methodologies.

Jathan Day, University of Michigan

Testing the Rhetoric of Access in Course Management Systems

This paper proposes to analyze the rhetoric course management system (CMS) companies employ to promote features of accessibility against direct investigations of these features within the CMSs themselves. Looking through the lenses of disability studies and online pedagogy, this paper will examine features of Canvas, CTools, and Blackboard. Some of the current guiding questions for this paper include: (1) How do companies that create these CMSs communicate about features' accessibility? (2) What do they not say about them? (3) How many ways do they communicate about features' accessibility (e.g., in different spaces or for different purposes)? (4) To what extent do companies' rhetorical moves get taken up or shifted by institutions that use their CMSs? (5) What does a close investigation of these features reveal about the rhetoric used to promote access? As learning in online spaces continues to take root, and because learners typically have no control over the features that are offered in these learning environments, it is important to have conversations about the difference between what CMS companies claim about "accessible" features and to what extent these features are accessible.

Carleigh DeAngelis, East Carolina University

Rhetorics of Conspiracy and Control

In this project I am examining the ways in which communities both online and off develop insular cultures which influence their members' ways of understanding and interacting with information. This phenomenon is evident in the recent controversies surrounding fake news in the political arena, but also surfaces in countless other instances that are marked by groups of people determining what counts as facts and credibility based on the rhetorical markers of the culture with which they identify. For my dissertation, I am thinking of focusing on a particular fake news item, UFO conspiracy culture, and weight loss/pseudo-health rhetorics as separate sites of analysis that illustrate this concept. Because it is now not only impossible, but counterproductive, to attempt to disassociate online and offline activities and because so much of what we might term cultural or political engagement happens in digital spaces, the formatting and interface of these forums plays a role in the development of the cultures that form and exist in them. I would like to take these factors into account in my study as well.

Brandy Dieterle, University of Central Florida

Developing a Critical Ethic of Care for Social Media Research

This research is a part of my dissertation project that uses queer rhetoric as a frame for studying gender performances on Instagram. For this chapter, I am interrogating research ethics as it relates to social media research. At my institution, the Institutional Review Board viewed my research as exempt. However, as a scholar, I believe researchers should not only be concerned with their institution's guiding principles for research. Instead, when conducting embodied research of this nature, researchers should adopt critical ethical practices discussed in this chapter that draw from the AoIR Ethics Working Committee and Heidi McKee and James Porter's book *The Ethics of Internet Research*.

Lisa Dooley, Illinois State University

A Call to Decolonize Assessment

Assessment is complicit in colonization; there is violence done to bodies as they are managed. My work focuses on the intersections of decolonial theory, assessment, rhetorics of race and disability, and biopolitics. Grounded in the writing-intensive Tech Comm and Composition courses that I teach, my work calls for a decolonization of

assessment practices. Drawing from scholarship across multiple disciplines [Sandoval (2000); Arola & Wysocki (2017); Haas (2012); Inoue (2009; 2012); Adboka (2013; 2014); Perez (1999); Driskill (2010); Anzaldua (2013); Scott (2004); Crenshaw (1995); Tuhiwai Smith (2012); Dolmage (2012; 2014); Foucault; Yergeau et al. (2013); Cushman (2016)], my current work compels me to develop a decolonial methodology and to utilize it to problematize assessments of fitness, ideologies of normativity, ability, standardization, and racialized power and hegemony while working in the field of Rhet/Comp/Tech/Comm. As I articulate my argument for why this work must be done, my current questions include: How has decolonial as methodology been previously articulated in RCTC? What conversations are taking place in RCTC about decolonization? And what other work exists that doesn't use the term "decolonial" but still does this work?

Dustin Edwards, University of Central Florida

Afternoon Session Only

Theresa (Tess) Evans, Miami University

Experience versus Experiment: The Search for the Laws of Persuasion

By the beginning of the twentieth century, common-sense principles had become inadequate as a basis for managing mass discourse. In 1901, advertising practitioners and experimental psychologists joined forces to discover the "fixed" laws of persuasion, guided by Alexander Bain's theory of association. Psychologist Walter Dill Scott was a key figure in the movement. The advertising men hoped his "laws of association and suggestion" could establish reliable methods for creating advertisements and thus legitimize advertising as a profession. Applied psychologists hoped that successful application of psychological theories to business interests would establish psychology as a science. Resistance came from ad men who advocated common sense and psychologists who believed the role of science was to discover knowledge, not to apply it. The effort advanced theories of visual rhetoric, but association psychology was dismissed from cognitive psychology because it could not establish an empirical basis for study: Introspective processes exist but cannot be observed. The advertising industry turned to measuring and predicting behavior, a practice that has been refined as technology has advanced, from tracking the behavior of groups to tracking individuals. The implications are that the power to measure existing reality provides greater power to influence that reality through persuasive discourse.

Jennifer Falcon, University of Texas at El Paso

Multimodal Composition in First-Year Composition Courses

This dissertation attempts to use work in digital rhetoric, procedural rhetoric, and the concept of electracy as a theoretical framework for the various pedagogical practices and assignments that aim to build digital literacies of students in composition classrooms. These three provide a framework to approach the role of technology in the lives of students inside and outside the classroom. Each provides the student with an opportunity to develop multiliteracies, but question their relationship with technology (digital rhetoric), explore their role as users of technology (procedural rhetoric), and the participatory nature of composition (electracy). Students, as users of technology need to understand how the technology can change them, but also how they can change it. Knowing how to use a platform effectively also includes understanding its role beyond completing a task/assignment. Students must be able to think critically about the impact of the technology, how using it changes them, and how they change it.

Oriana Gilson, Illinois State University

Embodiment and Rhetorics of Efficiency

My dissertation project aims to bring together radical feminisms and disability studies to examine the way in which institutional (as defined by Grabill and Simmons) policies engage rhetorics of efficiency. I am particularly interested in

how policy discourse addresses (or obscures) relationships between the varied embodied experiences of different publics. By examining instances in which rhetorics of efficiency downplay tensions between (and possibly within) various bodies, I consider a way forward when what is best for one body works against that which is best for another. Bringing together Erin Frost's definition of efficiency that focuses foremost on effects on human lives (19) with Jay Dolmage's concept of the extraordinary body, I propose a rethinking of efficiency that begins with extraordinary bodies rather than standardized bodies and considers effects in terms of bodies both individually and in relationship to one another. Currently, I am considering efficiency in relation to teacher practice as it is understood and taken up within various fields of English Studies, and how technology (email, course management systems, social media) is complicit in constructs of "good"/efficient teacher practice. I seek advice on refining/narrowing my framework, resources, and/or possible case studies to consider as I move forward with the dissertation process.

David Giovagnoli, Illinois State University

Moving Rhetorical Genre Studies Beyond First-Year Composition

This project will examine the affordances and limitations of implementing a rhetorical genre studies pedagogy developed for first-year composition in other settings within an English Studies department. Specifically, this research will investigate a.) the experiences of graduate students who have been trained to use this pedagogy in first-year composition once they have left the writing program and are teaching other major and general education coursework and b.) student outcomes and instructional design considerations in the researcher's own first-year composition course, English Studies-model language in the humanities general education course, and advanced composition course. While it seems axiomatic that all writing-centered courses would attend to genre at least in tacit ways, this research will investigate the benefits of making explicit genre studies moves not only in first-year composition but also in major and general education courses to enhance transfer, with possible implications for a vertically-integrated writing across the curriculum/writing in the disciplines model.

McKinley Green, The University of Minnesota-Twin Cities

Mobile Technologies in First-Year Writing Classrooms

This presentation describes a study that investigates students' uses of mobile technologies in writing classrooms. Current scholarly conversations about classroom cell phone use center on distraction or disruption narratives, premised on the notion that interaction with mobile devices necessarily prevents students from productively engaging in course activities. This principle informs general discussions about mobile devices in higher education classrooms (e.g., Mandell, 2015) and research that circulates in such academic disciplines as psychology and education (e.g., Campbell, 2006; Fox et al., 2009).

To work toward a more nuanced view of students' cell phone uses in writing classrooms, the presenter designed and distributed surveys to 150 students enrolled in first-year writing classes and conducted follow-up interviews with 10 of those students. Using this data, this presentation hopes to question narratives that construe students' unmediated interaction with mobile devices as unproductive. Further, this presentation will consider questions about the networked nature of the first-year composition classrooms and the ways in which instructors mediate, perceive, and evaluate students' relationship with mobile technologies. Lastly, this study avoids viewing students as a homogenous group, instead considering ways in which language history, access to digital technology, and background influence individual students' interactions with mobile devices.

Daniel Hocutt, Old Dominion University

Rhetoric of Algorithms: Tracing Agency

This project seeks to trace rhetorical agency in algorithm-mediated digital experiences like online search. Using a post-human framework where agency emerges among assemblages of human and non-human entities (Bennett, 2010; Brown, 2014), this projects seeks to trace rhetorical agency along a continuum between humans and algorithms during the research process. Given that search algorithms represent highly valuable trade secrets, little direct access to the indexing, selecting, and ordering activity of such algorithms is available for study. This problem is largely one of

methods: How do we study the activity of algorithms when those algorithms are inaccessible for study, both in their creation and function? This presentation offers unorthodox methods of study for algorithmic activity, including search engine optimization (SEO), literacy narratives (Selfe & Hawisher, 2004), and identity surveillance (Beck, 2015), then asks respondents to suggest other traditional and nontraditional methods that might apply to this study.

Lacy Hope, Washington State University

The Facebook Manifesto: Complicating the Democratic Notions of Digital Spaces in 21st Century SNS Political Communication

> When social networking sites (SNS), specifically Facebook, established their presence in online communication, the notion of e-democracy was challenged as the continued and growing use of manifesto-like language on these digital spaces prompted hostility and othering rather than civil discourse among users. It's important, then, to analyze the language of political discussions on SNS and how that language negatively influences the nature of civil, political discourse. This research wants to examine the ways political discourse occurs on SNS and how those conversations reflect a genre of digital manifestoes utilizing fundamentalist rhetoric that deter productive dialogues concerning various social and political issues. While the Internet, and consequently SNS, may, on the surface, present itself as a tool for challenging the hegemonic rhetoric of traditional political discussion platforms, it also functions as a space for users of differing ideologies to present micro manifestoes that other those of differing perspectives to, as Cass Sunstein has noted, reinforce previously established ideological beliefs. By analyzing both past and current political discussions occurring on Facebook pages, this research will contribute to the ongoing conversation concerning the role SNS play in challenging the established notions of e-democracy and a civil digital space.

Lucy Johnson, Washington State University

Establishing a Theoretical Framework for Ancient and Contemporary Visual Rhetoric

> As we reflect on the rise of visual composing capabilities within digital platforms like the Japanese Unicode system of emoji, I seek to analyze both the form and content of these scripts and symbols alongside the visual compositions of the indigenous of the Southern Western Hemisphere during the contact-era with Columbus. More specifically, I seek to position the Mexican codices alongside the emoji as a way to explore the role of cultural rhetorics in conversations of colonization, literacy, and narrative. As such, this focus is the central trajectory of my dissertation, in which I would like to develop a stronger theoretical framework to help frame ancient and contemporary visual symbol use.

Elizabeth Jones, Illinois State University

Reflection, Cognition, Design Thinking, and Genre

> My dissertation will be putting reflection as a pedagogical mechanism in composition into conversation with current and historical perspectives on reflection in education and design. Scholars in both design education and developmental psychology explain different types of reflection in the context of cognition as applied in professional practice as well as in teaching and learning. A cognitively-based study of reflection and writing might explain things that the stage model of the writing process cannot account for in the moments pen is put to paper or fingers to keyboard. I also plan to study texts that have been identified as reflective in order to identify a potential set of characteristics of reflection in writing. M. Jimmie Killingsworth identifies several works in the area of ecology as reflective, but he also points out the way white characters are often privileged observers of nature while people of color are typically part of the background. Reflection, therefore, cannot be considered only in the context of cognitive processes, but also as a social construction, forcing us to carefully theorize its purpose in writing, rhetoric, and composition.

Mary Karcher

Academic Research and Social Software

> Based on the digital logic of association and pattern recognition, social software allows for alternative categorizations. Because these categorizations can be juxtaposed through random association, opportunities for innovative discoveries are substantial. Consequently, Social software shifts the grounds of research from proof to discovery.

Internet sites such as del.icio.us, Technorati, and Pinterest, which utilize social software, enable users to create their own databases of online information through tagging, a process that categorizes the information with user-defined keywords. These tags are then hyperlinked to the sites that have been similarly tagged by others, resulting in a network of hyperlinked information among which can be found the seeds of invention that can come from random association and juxtaposition.

Because many of our current research practices are fixed in a print tradition, the benefits of a juxtaposed, associative system have not been fully explored. Composition studies need to engage in a rhetorical analysis of Social software so as to exploit the opportunities such ways of researching can provide. I examine these types of Social software and demonstrate that they inspire new forms of analysis and discovery, as well as provide both the chance for new forms of online research, and new means of knowledge construction.

Gina Kruschek, East Carolina University

Stigma and Disclosure

In this early stage of my dissertation research project, I am making connections between stigma and the act of disclosure as it relates to potentially risky topics like diagnosing or revealing one's STI status, or one's stance on feminism in a workplace. The social media website Tumblr will be one research site (part of which I am presenting on at this conference), and I am looking for ideas for ethical ways of organizing a study that would allow direct access to human participants involved in the healthcare field. My research questions for this part of the dissertation will likely be something to do with how healthcare providers are trained to communicate with patients, especially about topics that are culturally stigmatized, and what communication strategies providers use when disclosing psychologically damaging diagnoses. I am also struggling with how to connect feminist disclosure to this part of the project.

Ashanka Kumari, University of Louisville

Graduate Study as a Literacy Practice

This qualitative, interview-and document-based study focuses on better understanding the perceptions of graduate students in composition and rhetoric toward: 1) understanding the goals of graduate study in the humanities, 2) the training and professionalizing process, and 3) how graduate students gain competency, or the literacy, of graduate study and the field towards jobs while balancing this work with their lives. To investigate these issues this semester, I did a small pilot study and focused specifically on the experiences and attitudes of three doctoral students in the English, Rhetoric and Composition program at the University of Louisville. Thus far, through interviews and a review of some graduate study handbooks (Semenza 2005; Anderson and Romano 2006; Casanave and Li 2008; Semenza and Sullivan 2015), I began to study how and what graduate students in Rhetoric and Composition 1) understand as the goals of their graduate study, 2) how they balance their professional goals with their personal lives, and 3) how they professionalize and work towards their degrees. This project is the beginning of what I hope to pursue for my dissertation project, and I would appreciate feedback as I now work to move forward to a larger, perhaps more interdisciplinary humanities study of graduate students.

Deanna Laurette, Wayne State University

Representations of Disability on Social Media-Communicating, Disclosing, Curating on Internet Support Boards

Internet based support groups for people with disabilities have grown in popularity as the Internet has become more widely available and accessible. Facebook has become home to several illness and disability related support groups. These support groups are unique spaces where social scientists and medical professionals have researched group interaction and its effects. Furthermore, these groups also provide unique spaces for group members to interact, connect with others, and share experiences. By utilizing research in the social sciences and medicine in concert with research in rhetoric and a series of interviews, I am exploring how and why members of Facebook support groups for the disabled communicate, how they represent themselves, and how they disclose, or find ways to not disclose, their

identities. More specifically, I discuss how the nature of Facebook forces support group members to practice Maria Knoll's (2014) concept of visual anonymity. I also discuss Bazrova's (2012) phenomenon of disclosure personalism, and how it influences the communicative and disclosure practices of group members. Disclosure practices and how non-disclosure leads to better communicative practices for some members are also discussed.

Autumn Laws, Michigan State University

Resistance With and Within Social Media Sites

Discussions about social media tend to focus on how online sites can be places for marginalized people to meet and share resources. While scholars tend to focus on how sites enable communication, emotional support, and a sharing of resources, this stance ignores how these sites are not designed for these purposes. We see this position as coming from the wrong starting point, following an optimistic approach where technology is meant to improve the world, and thus these sites are articulated as designed towards "noble" ends. For those who wish to build a community identity online but cannot risk doing so publicly (such as queer and/or disabled peoples), must retool these sites in ways that social media sites like Facebook and twitter often punish them for. These sites often demand its users to present a public persona that is also reflective of the identities where one dwells online. Our research is interested in how and why these communities built online must reshape social media websites to their own ends, in ways we see as actively resisting the sites themselves and the ideological ends rooted in the design of such sites as Facebook and Twitter.

Rachel Graham Lussos, George Mason University

Risk and Ethics in Multimodal Composition Assignments

The idea of teaching composition with a theme of activism, as a form of civic engagement, has been around for decades, and as online spaces increase access to public forums, it has become increasingly common for activist composition assignments to encourage or require a digital component. Despite the benefits of activist assignments—including the opportunity to analyze and compose for a "real" audience—and the benefits of digital media applications—including the pragmatic bonus of learning cutting-edge tools—there are at least two challenges associated with this approach to composition courses, one of which is well cited and the other is widely ignored. First, many composition teachers have cited student resistance to activist assignments, and secondly, assumptions that digital activism is an inherently safe activity are dangerously wrong, as demonstrated by threats made against feminist activists by members of an online anti-feminist movement known as #Gamergate. I argue that composition teachers have an ethical obligation to make known the risks of activist and online activities, while also helping students understand that the words and actions of a single person can and do bring about change.

Francis Macarthy, Illinois State University

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

Recent developments in virtual and augmented technologies and realities have inspired a material turn in digital rhetoric studies. These contemporary tools of communication require a methodological framework that considers the social, cultural, economic, material, individual, and political implications. There now exists more than ever a need to recognize the potential of these novel or overlooked tools and methods of composition as well as an urgency to uncover the material and intellectual limitations presented by these same tools. Toward this necessity, I will develop a digital technofeminist methodology that recuperates existing techno- (at the intersections of technology and feminism) and cyber- (at the intersections of the internet and feminism) feminist theories to reveal the affordances and constraints of virtual and augmented reality technologies on our research and teaching, as well as our digital and material identities. I plan to establish the exigency for my proposed methodology in digital rhetoric studies, articulate the technofeminist influences on my methodological framework, outline the values and features of my framework through a variety of practical case studies, forecast how I plan to use this methodology in future projects, and explicate the overall affordances and limitations of a more open perspective of contemporary composition tools.

Vyshali Manivannan, Rutgers University

"Maybe she can be a feminist and still claim her own opinions?," or: How I learned to stop worrying because I accidentally counter-trolled (Town Hall 3)

I am a Sri Lankan-American queer disabled female scholar and writer who has written visibly and prolifically on 4chan. Unsurprisingly, I came up in a 2016 alt-right thread identifying academics worth targeting. At first, they believed I was an alt-right male based on my thorough understanding of their culture. Once they realized I wasn't male, they were compelled to rationalize my ability to occupy their world as well as the worlds of feminism and academia. While I remain "on the radar," I evaded harassment based on the same exceptionalist rhetoric that justifies harassing other female scholars (Ignatieff, 2005: 7; Calhoun, 2011). Drawing on previous research, if misogyny is the glue of affiliation in this culture (Manivannan, 2013), challenging it on its terms may more productively stymy harassment and generate the possibility for ideological transformation.

Jonathan McClintick, Michigan State University

Resistance With and Within Social Media Sites

Discussions about social media tend to focus on how online sites can be places for marginalized people to meet and share resources. While scholars tend to focus on how sites enable communication, emotional support, and a sharing of resources, this stance ignores how these sites are not designed for these purposes. We see this position as coming from the wrong starting point, following an optimistic approach where technology is meant to improve the world, and thus these sites are articulated as designed towards "noble" ends. For those who wish to build a community identity online but cannot risk doing so publicly (such as queer and/or disabled peoples), must retool these sites in ways that social media sites like Facebook and twitter often punish them for. These sites often demand its users to present a public persona that is also reflective of the identities where one dwells online. Our research is interested in how and why these communities built online must reshape social media websites to their own ends, in ways we see as actively resisting the sites themselves and the ideological ends rooted in the design of such sites as Facebook and Twitter.

Paula Miller, The Ohio State University

Exploring Peer Response in Digital Space: An Analysis of Student Feedback in an Online Peer Review Platform

Most research on peer review engages with students as instructor proxy, exploring how well students can replicate the moves that instructors make when responding to writing. In this collaborative research project, we seek to interrogate this common convention. Rather than studying how students can serve as proxies for instructors, we wonder what instructors can learn from peer writing feedback interactions. Our site for data gathering is an online peer review platform built by faculty, graduate students, and programmers at Ohio State University. As former administrators for the online hybrid courses which used Writers Exchange (WEx), we wondered how students respond to one another within this new digital context. Our curiosity led us to examine the work of 25 second year writing students enrolled in five online-hybrid course sections at Ohio State University. Using an inductive approach derived from grounded theory (Haas and Farkas; Glaser), we analyze peer reviews from these students to determine a taxonomy of salient features that characterize online peer review interactions within this context. In this work-in-progress, we analyze the moves students make in WEx in order to better inform how we prepare students to workshop writing and how we ourselves offer feedback to students.

Enrique Paz, Miami University

Negotiating Writer Identities in Academic Communities of Practice

Why might students identify as writers? Why might they reject that identity? How do students learn what it means to be a writer at all? While much research has asked how students' identities manifest in writing, influence the writing they do, or are explored through writing (Harrington and Curtis, 2000; Ivanic, 1998; LeCourt, 2010), little has recognized "writer" as its own identity that is defined contextually within each community. This project seeks to

know more about how these writer identities are defined, formed, and negotiated within academic communities of practice. Examining curricular and non-curricular spaces that place a significant emphasis on writing (3 majors with a developed writing scaffold, a creative writing student organization, and a writing center), this research employed focus group interviews and discourse-based individual interviews to understand how students understood what it means to be a writer, where and how they learned those definitions, and how those definitions affect their understanding of writing for professional or personal means.

Kristopher Purzycki, University of Wisconsin-Milwaukee

Incorporating the Digital Humanities into FYC

As a loosely-defined and occasionally contentious approach to information research and presentation, the digital humanities incorporate a gamut of data-driven approaches not often encountered in first year composition. During this past year, I have worked with the UWM Digital Humanities Lab in various capacities while teaching 200-level English courses. Eager to return to FYC in the Fall while maintaining my role at the Lab, I would like to explore various ways to imbue my course with various tools and techniques affiliated with DH.

As our focus in the Lab will be on digital storytelling next academic year, it seems like an excellent opportunity to explore how this overlaps with an introductory research and writing course. Using contemporary scholarship as a pedagogical base (Yancey 2009, Clark 2010; Froehlich and Froehlich 2013), I am currently designing a section that uses digital storytelling to guide students through the process of conducting academic research and using digital methods to compose and present their findings. I would very much like to review my in-progress course design with others who are interested in or have had success with using digital storytelling and digital humanities methods in their class.

Kristin Ravel, University of Wisconsin-Milwaukee

An Approach of Techno-Social Relationality: Ethics and Digital Multimodality in the Composition Classroom

My dissertation research considers the relationship of ethics, technology, and rhetoric through an approach of, what I am currently calling, techno-social relationality. Techno-social relationality bridges feminist definitions of ethics and responsibility with rhetorical practices focused on digital communication technology; more specifically, through this approach I hope to offer feminist rhetorical interventions to social media platforms that have been traditionally designed to value constant synchronous response, consumerism, efficiency, and quantity of web traffic. By building off of feminist and new media theory, techno-social relationality acknowledges that (1) technologies are embedded with values, norms, and patterns of use; (2) technologies have a role in structuring our relationships; (3) the values, norms, and patterns of use imbedded in technologies exceed our own experience with them; (4) any communication with technological tools is limited given the affordances of the medium; and (5) we may become self-reflexive, critical users that creatively transform our use of technologies toward more ethical use.

Lynn Reid, Indiana University of PA/FDU

Digital Literacies and Basic Writing: Negotiating Interfaces and Avoiding Overwhelm

During the 2016-2017 academic year, I experimented with Eli Review in my Basic Writing courses. While a number of students clearly benefited from having access to this online resource for peer review, teaching with Eli Review also reinforced my observations from previous semesters that many underprepared students struggle with the digital literacy and information literacy skills that are necessary in order to successfully navigate a new interface. This anecdotal experience is further reinforced by the results of a survey of first-year students that I conducted several years ago, which indicated that students who placed in our lowest-level developmental courses had significantly less experience with a variety of different technologies (blogging, Google Drive, creating and editing video files, etc.) than their more advanced counterparts. Taken together, this points to an opportunity to further explore how technology might be better integrated into our Basic Writing program so that students will have opportunities to build the skills that they need to negotiate the technological expectations of university life. In this session, I hope to brainstorm some ideas for curricular change, along with methods for capturing data for the purposes of future publication.

Jesse Rice-Evans, CUNY Grad Center, CCNY

Afternoon Session Only

Laura Rosche, Indiana University

Mediated Mindfulness: Exploring the Intersections of New Media Production and Contemplative Pedagogies

> This paper advocates for coupling contemplative pedagogies and new media production to assist students in developing awareness of their individual agency within the composition process as a strategy for improving writing. Building on the scholarship of Barbezat & Bush (2014), Langer (1989), Shipka (2011), Wysocki et al. (2004), among others, this paper argues that new media production helps facilitate mindfulness essential to contemplative writing practices. More specifically, the intersection of contemplative pedagogies and new media studies offers students the opportunity to become conscious of their agential capacities across media and contexts. New media scholars suggest that by decentralizing the essay and asking students to compose with different technologies, specifically those geared towards crafting mediated experiences, instructors can help students recognize writing as an enactment of agency (Wysocki et al., 2004). New media production cultivates self-awareness in ways similar to contemplative writing practices, and this paper hopes to demonstrate those connections further to help writing instructors, new media scholars, and contemplative pedagogues across the disciplines.

Christina Rowell, Kent State University

Composing Fashion Mood Boards

> My research revolves around the composing process of Fashion students when they construct mood boards. Mood boards are an inspiration document, which can either be digital or tactile, that is constructed to give off a particular vibe, mood, or persona of a fashion line or an article of clothing being designed. This research employs both screen capture and video to capture the fashion student's process in action in hopes to understand the complex rhetorical negotiations made during this process. I am particularly interested in the ways in which this composing process requires knowledge of design principles and elements as well as utilizes the rhetorical concepts of techne, arrangement, and delivery.

Matthew Sansbury, Georgia State University

Intermodality: The Interconnectivity of Multimodal Composition

> Discussions about multimodal composition often situate the spatial, gestural, aural, visual, and alphabetic modes as autonomous entities with scant, if any, references to their interconnectivity or interdependence; furthermore, multimodal writing pedagogies and scholarly texts frequently extract one of the modalities for individual consideration. In "The development of intermodal emotion perception from bodies and voices," Nicole Zieber and other psychologists suggest that intermodality shifts the focus away from modality-specific features and denotes a commonality of expression between different modalities (69); consequently, intermodality elucidates interactions among the modes of multimodal composition. Jacqueline Jones Royster and Gesa E. Kirsch, in Feminist Rhetorical Practices, recommend making new and different inquiries for listening to the multidimensional, multisensory voices already conversing across the many dividing lines of language (4); therefore, this project seeks to ask new questions in order to define and explore intermodality for applications in multimodal composition and hybrid pedagogy.

> Currently, these research questions guide my thinking: To what extent is there a commonality of expression between different modalities? How is intermodality an operative component of multimodality? Are there multimodality myths (like the literacy myth a la Harvey Graff)? What objects or sites of analysis are ideal for this kind of work?

Rich Shivener, University of Cincinnati

Feeling Digital Composing

In an informal discussion, I present my research trajectory regarding emotion studies and digital composing, two broad areas of interest that drive my dissertation project. At the GRN, I plan to discuss briefly my previous research as well as scholars (Gregg, Ahmed, Micciche, Edbauer, Papacharissi, etc.) who inspired my theoretical framework. Next, I plan to workshop my design for studying writers and their affective responses to conditions and materials that contribute to and impinge on their digital projects—from webtexts to book-length, digital-born works. By and large, my research looks to make visible emotions that emerge when we compose with code, screens, publics and more.

Jordan Smith, Iowa State University

The Words with Which We Reflect: A Study of the Language Used in Student ePortfolios

ePortfolios present an excellent opportunity for students to reflect on their learning experiences and to develop the metacognitive abilities necessary for real learning to take place in the communication classroom. In this panel, we take a closer look at the specific language used in students' reflections as written in their ISUComm ePortfolio end-of-semester projects. We hope through this analysis to shed light on how students reflect on their multimodal communication experiences and practices through both linguistic and rhetorical approaches. All three presentations are aimed at exploring the question, "What language do first-year composition students use as they reflect on their semester's work?"

In her corpus-based study of first-year college writing, Aull (2015) found that first-year writing students "tend to construct more boosted, wide-reaching claims" (p. 111) than authors of academic writing represented in the academic subcorpus of the Corpus of Contemporary American English (Davies, 2008). Aull's results are based on an investigation of student essays that are "designed to simulate evidence-based argumentative essays which require engagement with source texts and writing and revising over several days" (p. 53). This study attempts to build on Aull's work by shifting the focus from the argumentative essay to a different genre students are increasingly being asked produce: the self-reflection. As such, I present preliminary findings that show how students at a large Midwestern land-grant university use boosters and hedges in their reflective writing, and I discuss some potential implications of these findings.

Samuel Stinson, Ohio University

Assessing Multimodal Compositions

Much of composition assessment has hinged around the use of rubrics. Rubrics provide a means of evaluating student work by looking at student writing and performance. However, multimodal compositions pose interesting challenges to conventional rubric-based assessment. I am therefore interested in receiving feedback, as I develop the work of my dissertation, in assessing student multimodal work with and without the use of rubrics. My dissertation focuses on the creation of a games-based curriculum, which requires students to create multimodal assignments. How would you go about assessing this type of project? What advice would you have for adapting existing rubrics from monomodal, alphabetic assignments?

Heather Noel Turner, Michigan State University

Practices of Social Justice Research in Technical Communication

This study examines how researchers in technical and professional communication conduct research related to social justice. I identify components of social justice research, track the frequency of those components in conference presentations across a 10 year span, and map the geographical places where this work happens across the field of technical and professional communication. Using this macro view of work related to social justice as a heuristic, I present the practices of four researchers conducting social justice research to offer micro, localized approaches. I show how practices like advocacy and reciprocity are structured and generative component practices of their research. In addition, my findings suggest that advocacy and reciprocity are integral practices, not just methodologies, across every general stage of research. The data from 960 conference presentations and 4 semi-structured interviews with

technical communication researchers reveals that social justice researchers have radically reconceptualized traditional research models from bidirectional researcher-participant interaction, to a multidirectional model that considers the importance of local relations, linguistic diversity, programmatic design, and institutional bodies.

Karishma Verma, Illinois State University

Tracking #YesAllWomen Movement

This project will work to examine the social movement of #YesAllWomen and not only how it functions as a response to #NotAllMen, but also how it works to bring awareness and encourage others (particularly men) to bear witness to the misogyny and violence against women that occurs in everyday life. This project will also explore how reading tweets that testify through personal stories about harassment and discrimination can promote this concept of witnessing. The following are the guiding research questions for this project and social movement: 1) How does #YesAllWomen function as a transformation from #NotAllMen? 2) How do the tweets in the #YesAllWomen tag work to testify harassment and discrimination that women face? 3) What rhetorics are used in the #YesAllWomen tweets in order to encourage men to bear witness?

Jasmine Villa, University of Texas at El Paso

Re/Framing the Hispanic/Latino Non-Profit Identity

The purpose of this dissertation is to examine how the Hispanic/Latino identity within an organizational identity is rhetorically constructed by two Hispanic/Latino based non-profit organizations, Hispanics in Philanthropy (HIP) and Latinos in Tech and Social Media (LATISM). This dissertation study will not promote content from HIP and LATISM and will not advocate for one organizational identity to unify Hispanic/Latino based non-profit organizations. Rather, interviews and content from HIP's and LATISM's website and social media accounts (Twitter and Facebook) will be interpreted using actor-network theory (ANT) to examine how and why the Hispanic/Latino identity label is used within their organizational identity.

John Walter, George Mason University

Rhetoric of Metadata

As part of a larger project exploring digital curation as a rhetorical practice, in this work-in-progress presentation, I share some preliminary ideas about metadata for discovery and sensemaking to explore how digital rhetoricians and technical communicators can think about metadata for inventional purposes and creating meaning for others. Important to this the understanding of metadata as "a potentially informative object that describes another potentially informative object" (Pomerantz 2015), rather than the standard definition of "data about data." Thought of in this way, metadata's purpose is to help us make sense of complex information objects, and it is through this sense making that we construct meaning that metadata helps us construct meaning.

Sarah Warren-Riley, Illinois State University

Interrogating the Role of Digital/Social Media in Advocacy (Intended or Unintended)

Scholars have long argued that technologies are never neutral (Selfe & Selfe; Slack & Wise; Scott) while recently scholars in public rhetorics have argued for the importance of paying close attention to the role of mundane (everyday, seemingly inconsequential) texts in contributing to the shaping of overall society (Grabill; Rivers & Webber). Bridging this scholarship with research on social media (Dadurka & Pigg; Vie; Verzosa Hurley & Kimme Hea), my research into digital rhetorics, public rhetorics, technical communication, and advocacy has led me to interrogate the varied ways in which advocacy can be enacted in unintended ways. For example, considering how the uncritical "liking" and sharing of viral videos of "fixing" (celebrating medical intervention to restore sight, hearing, etc.) serve to reinforce problematic social narratives of non-normative bodies as "less than" and in need of repair. And yet, social media platforms have also become the prime sites of resistance to the reinforcement of many harmful

cultural and ideological values, as social justice minded individuals/groups call out the ways in which particular posts reinforce problematic views (racist, sexist, ablest, classist, heteronormative, or otherwise). I seek advice regarding additional ideas for case studies and/or resources as I further investigate this complex phenomenon.

Sara West, University of Arkansas

The Challenge of Anonymous and Ephemeral Social Media: Reflective Research Methodologies & Student-User Composing Practices

In my project, I explore how student-users compose in anonymous and/or ephemeral social media spaces, and how both composition and technical communication researchers can begin to navigate these spaces as well. My dissertation project builds from an earlier project in which I collected and analyzed data from the anonymous social media platform, Yik Yak (West, 2016). I expand my previous scholarly work by including user input to bridge some of the gaps that regularly occur when viewing a space from the position of "researcher" (Sullivan & Porter, 1997). In addition, I consider other anonymous and/or ephemeral platforms such as Whisper and Snapchat. I use a mixed-methods approach for data collection: first a survey of approximately 530 students and then a small collection of interviews. A more complex understanding of both research practices in these limiting spaces and current student-user practice holds implications for composition and communication fields by illuminating these spaces as sites for participatory design and showing the importance of user participation in our research practices.

Kelsey Worsham, University of Alabama

Service Learning Project for English 101

My proposed topic idea revolves around a service learning opportunity that I plan to make available for my EN 101 students this upcoming fall. By partnering with community members to share literacy narratives, my students will learn about ethics and community engagement while completing college-mandated paper requirements. I wish to have students engage with Shelton State Community College, Stillman College, Heritage Healthcare and Rehab, and the Tuscaloosa VAMC. During the GRN program it is my goal to share my project ideas while also asking for feedback on what I have completed thus far. This session will be invaluable to me further investigating how to combine my personal teaching philosophies with EN 101 standards.

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NOTES

GRADUATE RESEARCH NETWORK JOB WORKSHOP (AFTERNOON SESSION)

Moderators: Patrick W. Berry and Derek Van Ittersum

The Job Workshop is the afternoon session of the Graduate Research Network, held on Thursday, June 1. The event is free and open to anyone interested in getting advice about the job market and how to conduct an effective job search. Among other things, we will discuss the following topics:

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

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

Our esteemed workshop mentors include:

Kathleen Marie Baldwin, Georgia Southern University
Kerry Banazek, University of Pittsburgh
Patrick W. Berry, Syracuse University
Amber Buck, University of Alabama
Christina Cedillo, University of Houston, Clear Lake
Michael Day, Northern Illinois University
Danielle Nicole DeVoss, Michigan State
Linh Dich, Miami University
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