



YOUNG RHETORICIANS' CONFERENCE

www.youngrhetoriciansconference.com

PROGRAM 2014



CROSSFIRES: VOICES OF INNOVATION AND STANDARDIZATION

Thursday—June 26, 2014

8:00-5:00

(Points Lobby)

REGISTRATION/COFFEE

Registration: Rebecca Hewett (California State University, Bakersfield)

CSUB Unit "Post-Baccalaureate" Quarter Units

Coordinator: Rebecca Hewett (California State University, Bakersfield)

8:00-5:00

(Captain's Table)

BOOK *Publishers include*

EXHIBITION: Bedford/St. Martins, Wadsworth/Houghton Mifflin/Cengage, Maple Press, McGraw-Hill, Pearson/Prentice-Hall

8:00-9:30

(Pt. Alones)

PRE-GENERAL SESSION ROUNDTABLE/WORKSHOP

I WAS SO MUCH OLDER THEN (I'M YOUNGER THAN THAT NOW):

REALIGNING VISIONS—ACCOMMODATING CHANGE

Moderator: Kathleen Hudson (Schreiner University, TX)

Creating a Shift in the Institutional Culture of Writing

This presentation aims to make an argument for the incorporation of creative writing in the First Year Composition classroom by examining the benefits of blurred boundaries between composition writing and creative writing.

Presenter: Sandra Lambert (CSU Stanislaus)

On Consideration of Disclosure in Academic Writing

Personal narrative, if introduced to a student with care, can be a wonderful avenue for critical thought and in academic writing. The classroom environment and the teacher's communication are essential components to make the transition from theory to practice a smooth one.

Presenter: Alyx Steensma (CSU Stanislaus)

Dislocating the Sage: Efficacy and Confidence in Peer Review Workshops

In a recent study on the efficacy of peer workshops at CSU, Stanislaus that followed a focus group of four undergraduate students through the peer review process, less than half of all student feedback elicited a revision on behalf of the student author. These findings are a preface for a discussion on how the quality of feedback and revision facilitated by peer workshops might be improved via the incorporation of Student Writing Partnerships.

Presenter: Helen Arguelles Gudino (California State University, Stanislaus)

Connecting High School and College Students Through Writing

This presentation aims to describe a unique project in which first-year composition students have corresponded with high school freshman through an exchange of traditional hand-written letters.

Presenter: Michal Reznizki (U.C. Davis)

Respondent: Elaine Alarcon-Totten (Oxnard College)

10:30-12:00
(Pt. Cabrillo)

**GENERAL SESSION I: *JUST GIVE ME A REASON:*
INNOVATION VS. STANDARDIZATION**

Moderator: Sheridan Blau (Teachers College, Columbia University)

Living on the Edge: Writers as Metacognitive Revisors

This presentation will entail a mini-workshop on revision as metacognition, demonstrating three applications of a single strategic principle for showing students how to interrogate their own texts and their own thinking in a way that will enable them to read and revise their writing productively. Smith will demonstrate an exercise that includes, from a basic writing class, student examples of writing in the margins that reveal how basic writers can proficiently discuss and write about complicated ideas when they are the products of metacognitive reflections about revision choices in response to their teacher's comments.

Presenter: Cheryl Hogue Smith (Kingsborough Community College)

Conversations: Reflecting, Responding, Revising

Callahan will demonstrate how, in a graduate-level course on teaching writing, the traditional process whereby an instructor comments on student work and students follow explicit directions for revising their work underwent a spontaneous transformation into a digital dialogical conversation. This dialogue invites students to reflect and respond to questions and provocations about their work, rather than just fixing mechanics and following directions for revision, allowing them to experience revision as less of a compulsion and more of a conversation, while presenting them with a potential model of dialogical commentary in their future teaching of writing to their secondary students.

Presenter: Nicole Callahan (Teacher's College, Columbia University)

Respondent: Michael Dinielli (Chaffey College)

Respondent: Angie Kirk (El Camino College)

12:00-1:20

BEACH BARBECUE

(On the Beach Deck) (Costs covered by YRC conference registration fee)

Thursday—June 26, 2014

AFTERNOON SESSIONS—FIRST SERIES: 1:30-3:00

WORKSHOP #1: *REACH OUT (I'LL BE THERE):*

(Pt. Cabrillo)

FACULTY LEADERSHIP AND HIGHER EDUCATION

Moderator: Martha Hardin (Evergreen Valley College)

Insanity or Opportunity? Motives for Faculty Leadership

Why do we do it? Why do we say "yes" to faculty and professional leadership positions and what sustains us? What happens when the work is not defined or documented? When a shrinking number of colleagues are available to assist? How to guard against losing our mind? If you've been in a position of leadership, or are thinking about it, these and other questions may be on your mind and will be examined in the context of this presenter's experience.

Presenter: Perri Gallagher (Ohlone College)

The Leadership Learning Curve

Some faculty leadership positions seem to be quite clearly defined on paper in some sort of written "contract," but what responsibilities or roles linger between the lines, defying a clear definition? How do faculty leaders prepare for and deal with these unexpected demands? This session will examine the true tales of a department coordinator, the things I thought I was prepared for based on the position "contract," what I did not expect, and what I have learned about both the position and myself as a result.

Presenter: Tina Ramsey (Yuba College)

Community in 3D: Collegial Relations beyond the Department

What happens when adjuncts make the jump to a full-time position? Besides the obvious financial and other practical benefits that come with a full-time position is the opportunity to step into a supportive professional community that can enhance our role as educators. It's not just about the teaching anymore—as the full-time experience allows for more engagement, not only with our students, but with our fellow faculty and administrators, as well. The journey from adjunct to faculty leader can take any number of circuitous routes and can provide much rewarding and sometimes unexpected growth—if we are willing to stay open to opportunities for involvement along the way.

Presenter: Rachel Sherman (Ohlone College)

Respondent: Andy Troup (CSU Bakersfield)

**WORKSHOP #2: *A CHANGE WILL DO YOU GOOD:*
(Pt. Pinos) **INNOVATION, IMAGINATION, AND COMPOSITION****

Moderator: Martha Henning (Portland Community College)

Negotiating the Big Other: Re-imagining Composition Theory Through Lacan

This will be a mash-up of Zappa, Aristotle, Gorgias and Lacan leading to a playful unsettling of some established rhetorical concepts.

Presenter: John Edlund (Cal Poly Pomona)

The Spice of Life—A New Approach to Teaching the Narrative Essay

This is an innovative and unique approach for the instruction of a composition classroom standard—the Narrative essay. It demonstrates my attempt to implement the use of the arts—music, art, and other modes of artistic expression—as well as discuss my successes and failures in execution

Presenter: Stan Porter (UC Merced/Modesto Community College)

21st Century Lessons: From Cellular Noise to Dark Energy

In this brief presentation, I will discuss five lessons I have learned from teaching Composition, Literature, and Creative Writing in the 21st Century: XXL-LMS, Classroom Assessor, Cellular Noise, A Lamarckian Reading, and Dark Energy.

Presenter: Mike Barrett (Moberly Area Community College, MO)

Respondent: Simone Billings (Santa Clara University)

**WORKSHOP #3: *GET OFF OF MY CLOUD:*
(Pt. Alones) **SOCIAL NETWORKING, GAMING, AND THE COLLEGE CLASSROOM****

Moderator: Tino de Guevara (Cabrillo College/Evergreen Valley College)

Always Checked In: Using the Convenience of Facebook (and Social Media) to Keep Students from Checking Out

We are currently fighting a losing battle for our students' attention. Our opponent is social media. Students somehow don't have time to read their syllabus or check the course website for assignment handouts, but they have plenty of time to update their Facebook status and play a quick game of Dragon City, Flappy Birds, or Zombie Lane. It's time for us to pick up a new weapon.

Presenter: Rebecca Hewett (California State University, Bakersfield)

Total Pwnage: The Pedagogy and Practice of Writing about Games

This presentation will discuss how to teach students to write about games. In particular, it will emphasize writing about the experience of playing games, which is an often overlooked aspect in essays about this topic.

Presenter: Paul Humann (Cabrillo College)

Sorry, The Princess Is in Another Castle:

Tension, Gamers, and the Tension with Gamer Girls

In this presentation, I will start with a story about my 1A class and how I taught sexism in online gaming: (1) beginning with a brief outline of the lesson, (2) discussing the initial reaction of women and male gamers, and (3) concluding with some best practices when teaching sexism in gaming culture.

Presenter: Renee Nelson (De Anza College)

Respondent: David Clemens (Monterey Peninsula College)

Thursday—June 26, 2014

AFTERNOON SESSIONS—SECOND SERIES: 3:30-5:00

WORKSHOP #4: *GROOVIN' UP SLOWLY: LEARNING TEAMS AND FACULTY COLLABORATION*

(Pt. Cabrillo)

Moderator: Marion Wronsky (De Anza College)

***“Come Together”:* The Learning Team Model for Faculty Collaboration**

The learning team model promotes faculty collegiality and collaboration while enhancing student success. Presenters will explain the 7-step model, share their experiences and observations on the process, and describe a few of the teaching materials developed by various teams.

Presenter: Sara Blake (El Camino College)

***“Come Together Right Now”:* Hands On Collaborative Activity**

This workshop continues with Blake and Breckheimer. Participants in the session will all receive a copy of the 7-step workbook and be given a chance to work through the first few steps of a project to get a feel for the process.

Presenter: Debra Breckheimer (El Camino College)

Respondent: Meg O'Rourke (Chaffey College and Fullerton College)

WORKSHOP #5: *EVERYDAY PEOPLE:*

(Pt. Pinos)

COMMUNITY SERVICE, GUARDIAN SCHOLARS, AND ACADEMIC DEVELOPMENT

Moderator: Susan Johnson (Mt. Antonio College)

Serving the Story: Service as Stimulus for Narrative (and Vice Versa)

This year the Young Rhetoricians Conference itself becomes part of just such a service travel narrative—Monterey will service as an approximate midpoint in my approximately 8,000-mile community service road trip. On this odyssey, I plan to visit a wide variety of settings and agencies, telling the stories of those who have had service play a major role in their lives, even as I'm doing some volunteering at many of the sites myself.

Presenter: Mike Land (Assumption College, MA)

International Service-Learning as Literacy Development in the Field of Composition

This presentation focuses on literacy development within international service-learning composition courses.

Presenter: Ravyn McKee (Indiana University of Pennsylvania)

Designing a College Level Writing Class for Foster Youth

Foster youth in college have remained an invisible population and have not received the attention that they deserve, especially in the area of critically thinking through their past, present, and potential for a future. Partly to blame are the stereotyping and the stigma attached to their status and ironically perpetuated by the Social Services system meant to support their development into productive adulthood. Another issue, and one which characterizes this particular disadvantaged student group more than any other, is that of attachment or Attachment Disorder. My presentation provides a forum in which to discuss the role of attachment and other emotional issues in the classroom.

Presenter: Peter Huk (University of California, Santa Barbara)

Respondent: Michelle Garcia (Evergreen Valley College)

Respondent: Carmen Ana Carrasquillo (San Diego Miramar College)

WORKSHOP #6: *INSIDE OUT: FROM THE COUCH TO THE ACADEMY*
(Pt. Alones)

Moderator: Nahareen Rahim (Evergreen Valley College)

From Memory to Memoirs

YRC founder, Hans Guth, discusses the significance of writing outside the academy—especially memoirs. In so doing, he brings to life the contemporary quotation, “As long the alternative requires batteries, writing (and memories) will be relevant.

Presenter: Hans Guth (Santa Clara University)

Academic Reading and Writing:

Experiments and Challenges to Learning Authentic Intellectual Discourse

This presentation will entail a hands-on experiment in unpacking, exploring, writing about, and discussing a significant historical document, while noticing and describing the habits of mind and discourse that need to be learned and activated for successful literate participation in an academic community. The session will then turn to an inquiry into the nature of academic discourse and the ways and reasons why students may resist and feel incapable of the moves that identify participating members of an academic community.

Presenter: Sheridan Blau (Teachers College, Columbia University)

Respondent: Roohi Vora (San Jose State University)

Respondent: Paul Bator (Stanford University)

5:15-6:30

(Fireside
Lounge)

**“MIDNIGHT COCKTAIL”: NO HOST COCKTAIL FORUM FOR
ADJUNCT ENGLISH INSTRUCTORS AND GRADUATE STUDENTS**

Moderator: Andy Troup (California State University, Bakersfield)

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Maple Press, McGraw-Hill, Pearson/Prentice-Hall

8:00-9:30

(Pt. Alones)

FRIDAY MORNING PRE-GENERAL SESSION WORKSHOP

BLURRED LINES:

DISCUSSIONS, RELATIONSHIPS, AND CONTROVERSIES IN THE CLASSROOM

Moderator: Renee Nelson (De Anza College)

Putting the Horse Back in Front:

The Importance of Building Relationships Before Providing Instruction

This presentation deals with why it is a necessity for students and teachers to have a vested interest in each other. It will provide strategies to utilize in hopes of teaching educators how to be “liked” so that they can get the most out of their students, and the students can get the most out of their education.

Presenter: Brett Ashmun (CSU Stanislaus)

Discussions:

Murky Misconceptions about Classroom Discussion as an Instructional Strategy

The infrequent use of discussion, separate from the many recitation wannabe strategies out there, is largely because discussion is, for many, the unknown.

Presenter: Shelly Hesse (California State University Stanislaus)

Somebody Blew Up America:

Amiri Baraka and Poetry of Resistance

Extraordinary media attention fell on a poem mentioning the events of 9/11, resulting in a Supreme Court case over the removal of Amiri Baraka from the post of New Jersey Poet Laureate. My presentation would study reaction to the 9/11 poem of Amiri Baraka, “Somebody Blew Up America.” The World Trade Center towers represented the financial capital of the U. S., if not the world Baraka’s poem posits controversial theories about who might have been behind the incidents of 9/11, and recites a litany of historical neocolonial oppression in America, thereby attempting to frame the events of 12 years ago within a larger perspective.

Presenter: Bruce Henderson (Fullerton College)

Respondent: Adam Bessie (Diablo Valley College)

9:45-11:30
(Pt. Cabrillo)

GENERAL SESSION II: ***WAKE ME UP: CRITICAL THINKING,
VISUAL LITERACY, AND SOCIAL JUSTICE***

Moderator: Sterling Warner (Evergreen Valley College)

Cracker Juan, Tupac, and the Navajo Nation:

Thinking, Writing, and Social Action

A curriculum that reflects students’ lives can engage students, sharpen critical thinking skills, and increase writing self-efficacy. Teaching critical thinking by focusing on the theme of social activism provides opportunities for students to learn about voice in writing. As students deconstruct texts and images, they focus on the connection between voice and power. A series of critical thinking activities leads to student presentations of their own visual arguments for social justice. A digital safe house provides the stage for students’ developing critical awareness as they seek to use what they learn in ways that impact their lives and the lives of others.

Presenter: Carmen Ana Carrasquillo (San Diego Miramar College)

Framing Class in the Classroom: Is the Media Affecting Our Teaching?

This presentation explores media representations of social class and the inadvertent affect media framing has on our community college students, classrooms, and institutions.

Presenter: Katie Hudson (Contra Costa College)

Teaching Tattoos:

Visual Literacy, Argument, and Personal Story from the Skin We Ink

Tattoos are often not only an expression of one’s identity and an act of storytelling, but also a critique of the world. This presentation will show how and why I teach students to read and analyze tattoos. I engage students to “read” these images in an effort to: (1) introduce how to rhetorically analyze images, (2) help students see the images around them (or on them) as social arguments, and (3) to engage students in the process of storytelling—both visually and textually, as they then write the story that their own tattoos tell, or of one they would get.

Presenter: Jaime Stock Joseph (De Anza College)

Respondent: Arturo Heredia (Stanford University)

11:30-12:00
(Pt. Cabrillo)

2014 YRC Rhetorician of the Year Award Presentation

2014 YRC Rhetorician of the Year: ADAM L. BANKS

(University of Kentucky)



Born and raised in Cleveland, Ohio, and educated in the Cleveland Public Schools, **Adam Banks, the 2014 YRC Rhetorician of the Year**, received his BA in English from Cleveland State University, and his MA and PhD both in English from Penn State University. Professor Banks is currently Professor of Writing, Rhetoric, and Digital Studies (WRD) at the University of Kentucky, where he teaches courses in African American Rhetoric, digital rhetorics, community literacy, and rhetoric and composition theory. He is also the Director of WRD for 2013-14.

Previously, Dr. Banks has been Associate Professor of Writing and Rhetoric in Syracuse University's Writing Program. He is the author of the award-winning *Race, Rhetoric, and Technology: Searching for Higher Ground*, a book challenging teachers and scholars in writing and technology fields to explore the depths of Black traditions more thoroughly and calling African Americans to make technology a central area for struggle. Southern Illinois University Press released his second book, *Digital Griots: African American Rhetoric in a Multimedia Age*, in its Writing and Rhetoric series.

Dr. Banks spent Fall 2011 as a Visiting Scholar in Comparative Media Studies at MIT, where he is beginning work on a new book reexamining the "Talking Book" literacy trope for our current digital age. During the Spring 2010 semester, he served as Langston Hughes Visiting Professor of English at the University of Kansas, where he taught courses on African-American rhetoric, new media, and technologies.

All in all, Dr. Banks sees community work as deeply connected to his growth as a teacher and intellectual, and has developed and delivered several projects in Lexington linking African American rhetorical traditions to current realities and futuristic visions for activism and community building. Banks served as Assistant CCCC Chair and program planner for the 2014 CCCC conference in Indianapolis, and will Chair the CCCC in 2015 in Tampa.

Award Presented by Sterling Warner
(Evergreen Valley College)

12:00-1:20
(La Grande)

FRIDAY LUNCHEON
(Costs Covered by Registration Fees)

YRC LUNCHEON SPEAKER:
FEATURING
Oscar Villalon

Oscar Villalon is the managing editor of ZYZZYVA, a San Francisco literary journal celebrating its 30th anniversary in 2015. The former book editor at the *San Francisco Chronicle* and a former board member of the National Book Critics Circle, he has had his work appear in such publications as *The Believer*, *Black Clock*, *The Los Angeles Times*, *VQR*, and *NPR.org*. He currently lives with his family in San Francisco.

Luncheon Speaker Host:
Kathleen Hudson (Schreiner University)

FRIDAY JUNE 27, 2014

AFTERNOON SESSIONS—FIRST SERIES: 1:30-3:00

WORKSHOP #7: *DO I WANNA KNOW?:*
(Pt. Cabrillo)

MEASUREMENTS, ASSESSMENTS, AND SLOS

Moderator: Sharon Radcliff (Ohlone College)

GE Assessment: Pleasing Administration Without Killing Your Faculty

The English department at San Jose State University has implemented a new GE assessment program. Many faculty see assessment as additional work without compensation. How can you meet the needs of administration? How can you mitigate workload? Can you do these and get reliable results?

Presenter: Kelly Harrison (San Jose State University)

SLO Dancing: Making SLO Assessment Sensible, Meaningful and Easy

With many competing theories of how SLO assessment should happen, it can be difficult to find a workable solution for your department and courses. This presentation will cover a successful model that assesses multiple course SLOs at once using an assessment tool already a part of the course.

Presenter: Kevin Degnan (El Camino College)

“Tell Me Why”: Test Measurement, Assessment, and Evaluation in Education—

OR Dark Shadows: Assess the Assessors’ Assessment Assessing the Assessed...

Why must instructors engage in test measurements beyond their own classrooms? Who presumes that instructors need SLOs to make meaningful, ongoing evaluation of effective methods of delivering material to students? Who benefits qualitative and quantitative data—the product of various assessment tools? This presentation invites a collaborative discussion of professionals’ love/hate feelings towards SLOs and may answer many questions about the relevance of SLOs and the emphasis on assessment tools in education.

Presenter: Abdie Tabrizi (Evergreen Valley College)

Presenter/

Respondent: Amy Leonard (De Anza College, Language Arts SLO Rep.)

Respondent: Rachel Sherman (Ohlone College)

**WORKSHOP #8: WHAT'S GOIN' ON?:
BASIC SKILLS 2014**

(Pt. Pinos)

Moderator: Ward Shimizu (Evergreen Valley College)

Theorizing Our Wor[|]ds:

Basic Writers Exploring Cultural Events Through Theoretical Lenses

Basic writers are often perceived as incapable due to weaker skills. This perception is a strongly misunderstood attitude towards students who in actuality need challenging curriculum in order for them to have a meaningful opportunity for progression. This workshop displays how literary theory could have a role in the developmental classroom. Using theory as a means of reading the world, students gain a multi-dimensional view of it; an important quality within higher orders of critical thinking. Literary theory becomes an explorative tool, one in which students "try-on."

Presenter: Margot M. DeSalvo (Kingsborough Community College, CUNY)

***Reconciling Reading with New Literacy Studies:
Shareability and Constraint***

Despite the enduring currency of New Literacy Studies' framing of reading in terms of a socially naïve cognitivism, Compositionists are seeing a marked rise in scholarly interest in reading. How might one participate in reading's resurgence—as either a teacher or scholar—without perpetuating cognitivist assumptions that figure reading as an essentially individual and technical skill, rather than a socially constructed literary practice of ideological consequence?

Presenter: Jordan Hayes (Foothill College, College of San Mateo)

***Power of Process: Finally a Digital Reading/Writing Program for Us Social
Cognitivists...and, Okay, Other People Too***

Skilled readers and writers know when to apply strategies that help them comprehend texts. Are your students skilled readers and writers? With this new digital program, they might be. I will discuss authentic reading assessment for student learning outcome assessment, the program's theoretical framework and research base, and finally, how Power of Process can contribute to instructor training programs in integrated reading and writing.

Presenter: Suzanne Gates (El Camino College)

Respondent: Sravani Banerjee (Evergreen Valley College)

WORKSHOP #9: PAPER GANGSTA: PUBLISHING TIPS FOR TEACHER/STUDENT-WRITERS

(Pt. Alones)

Moderator: Ted Chiles (Writer/ Emeritus English Professor)

Publishing Strategies from Blog to Book

This session will offer advice on publishing for the teacher-writer. Participants can expect to gain ideas for realizing a successful publishing life and will have the opportunity to ask questions and exchange ideas. Author/Professor Kathleen Hudson, will discuss her publishing process.

Presenter: Kathleen Hudson (Schreiner University)

The Last Word: Accepting Literary Submissions

Oscar Villaron will discuss and answer questions of the review process at Zyzzyva (a small literary journal in San Francisco) and other journals.

Presenter: Oscar Villaron (Managing Editor: ZYZZYVA)

College Magazines—Student Writers, Reviewers, Editors

Chella Courington, a poet/fiction writer and teacher, will discuss her chapbook and college literary journal process from submissions to editing and, finally, publication.

Presenter: Chella Courington (Santa Barbara City College)

Respondent: Cecilia Hernandez (Evergreen Valley College)

Respondent: Marianne Rogoff (California College of the Arts)

Respondent: Taylor Sezen (Evergreen Valley College)

FRIDAY JUNE 27, 2014

AFTERNOON SESSIONS—SECOND SERIES: 3:30-5:00

WORKSHOP #10: *EVERYTHING IS AWESOME:*

(Pt. Cabrillo)

EFFECTIVE TEACHING PRACTICES—REAL STUDENT SUCCESS

Moderator: Ted Brett (Gavilan College)

Linking Literature to Life: Exploring Moral Dilemmas in The Ramayan

This session will explore the universality of the human experience across the centuries and across diverse cultures, focusing specifically on how the moral dilemmas in The Ramayan are similar to the moral dilemmas we face today, more than 2000 years later.

Presenter: Sravani Banerjee (Evergreen Valley College)

Magic of Mehendi—The Henna Painting Ceremony:

Studying Process Analysis through Culture

This demonstration will transform your opinion of "how to" writing by showing a powerful human connection. The students are asked to brainstorm for topics related to their culture—processes they can teach the reader to duplicate in creative ways by giving both explicit directions and background information.

Presenter: Roohi Vora (San Jose State University)

Questioning the Questioner: Helping Students Ask the Right Question

How does one demystify the complexity of the English language in an ESL classroom? First and foremost, instructors need to equip students with the sort of learning tools that will foster their inquiry skills that enable them to think, reason, and ask meaningful questions.

Presenter: Helen Han (Evergreen Valley College)

Respondent: Hans Guth (The University of Santa Clara)

WORKSHOP #11: *ANOTHER PYRAMID:*

(Pt. Pinos)

EXPANDING LITERACY IN THE DEVELOPMENTAL COMPOSITION CLASSROOM

Moderator: Tobey Kaplan (Merritt/Laney)

This panel of mixed graduates, supplemental instructors, and a full-time lecturer will discuss the successes and challenges of incorporating multimodal literacy assignments in developmental composition courses. Through this discussion, participants will receive theoretical and practical resources they can use should they wish to assign various multimodal assignments.

Presenter: Amanda Reyes (California State Dominguez Hills)

Presenter: Ronald Farol (California State Dominguez Hills)

Presenter: Christopher Potts (California State Dominguez Hills)

Respondent: Suzanne Gates (El Camino College)

WORKSHOP #12: *KICKS JUST KEEP GETTING' HARDER TO FIND:*

(Pt. Alones)

TECHNOLOGIES, LEARNING TOOLS, AND STUDENT SUPPORT SYSTEMS 2014

Moderator: Michael Dinielli (Chaffey College)

Over, Under, Sideways, Down:

Flipped Classroom Strategies and Your Instructional Toolbox

This presentation invites participants to incorporate Flipped Classroom strategies into their instructional toolboxes without committing 100% to Flipped Classroom environments. Strategies and resources are provided. Benefits and drawbacks discussed. Participants are warmly welcomed to share their Flipped Classroom adventures, ideas, questions, and/or concerns.

Presenter: Melissa Utsler (Chaffey College)

MOOCS from a Community College Perspective

MOOCS have been in the spotlight in higher education, and their response hasn't always been positive. Do MOOCS have anything to offer community college learners? Boyd, a librarian, curriculum chair and SLO facilitator from Chaffey College offers up-close and personal experiences with MOOCS within the California community college arena to answer some questions.

Presenter: Marie Boyd (Chaffey College)

Multi-purpose Student Support: An Administration of Justice MOOC

Storm, an Administration of Justice faculty member from Hartnell College, created a multi-purpose MOOC to support students studying legal subjects, which served to remediate, to assess all ADJ course level SLOs, and to assess all ADJ program level learning outcomes.

Presenter: Lisa Storm (Hartnell College)

Real, Real Gone: Saving the Humanities by Leaving the System

Who needs college? Clemens will investigate how a DIY (Do It Yourself) MOOC can help recuperate the humanities. In particular, he will present the process he used to build a literature MOOC: "Introduction to Great Books."

Presenter: David Clemens (Monterey Peninsula College)

Respondent: Kelly Harrison (San Jose State University)

5:30-7:00

*(Fireside)
Lounge)*

YRC POETRY CAFÉ 2014

"WHEELS ON FIRE" — (DOES YOUR MEMORY SERVES YOU WELL?)

OPEN MICROPHONE

Emcee: Tobey Kaplan (Merritt/Laney)

Before dinner in Monterey, Pacific Grove, or Carmel, join us for an informal gathering around the Monterey Beach Resort Fireside for a creative respite and opportunity to share!

(Bring your original poetry or write some on site)

SATURDAY JUNE 28, 2014

8:00-12:00

(Points Lobby)

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CSUB Unit "Post-Baccalaureate" Quarter Units

Coordinator: Rebecca Hewett (California State University, Bakersfield)

Coffee Compliments of the YRC Advisory Board

8:30-10:00

(Pt. Cabrillo)

SATURDAY MORNING PRE-CUTTING EDGE SESSION

Moderator: Meg O'Rourke (Fullerton College and Chaffey College)

Accelerated Pathways: An Overview of new Accelerated English Programs and Classes in California Community Colleges

Since 2010 California Community Colleges have seen a large number of schools introducing accelerated programs in English. This presentation examines 1) The justification for the development of accelerated programs and classes, 2) Common features of these programs 3) Things we have learned thus far, and 4) Implications for the future.

Presenter: Jim Sauvé (City College of San Francisco)

Presenter: Michelle Simotas (City College of San Francisco)

Respondent: Debra Breckheimer (El Camino College)

10:15-11:45
(Pt. Cabrillo)

**CUTTING EDGE—GENERAL SESSION III: *WAITING FOR THE MIRACLE:*
STUDENT SUCCESS OR DATA DREAMERS?**

Moderator: Sara Blake (El Camino College)

When I Hear the Learned Astronomer I See Red

The Ten Commandments set a moral standard; the U.S. Constitution set a political standard; the Bar Exam sets a legal standard, but high school English standards are not grounded in any holistic view of the discipline. As a hybrid academic who has taught many years in both community colleges and public schools, my presentation looks at the horrors of standardized testing as well as the dreary state of the art today.

Presenter: Elaine Alarcon-Totten (Oxnard College)

Automated Teaching Machine:

A Graphic Discussion on the End of Human Teachers

Are human educators obsolete? This isn't a question of science fiction - indeed, computerized automation has come to community college, and is already replacing the work of real, human English teachers for a fraction of the cost. Join us for a vibrant discussion about the peril—and promise—of the Automated Teaching Machine.

Presenter: Adam Bessie (Diablo Valley College)

Presenter: Jason Carrick (Diablo Valley College)

5, 6, 7, 8, Time to Metacogitate?

Students' Rhetorical Questions and Questioning Student Rhetorics

Beginning with a brief overview of CCC research on the benefits of modeling and metacognition for apprentice writers, Jody Millward will provide examples sequencing these strategies to benefit students and faculty.

Presenter: Jody Millward (Santa Barbara City College)

Respondent: Rebecca Hewett (California State University, Bakersfield)

11:45-12:00

YRC 2014

Wrap-up & Raffle

Noon

Hotel Check-out Time (Courtesy of the Beach Resort, Monterey)



Check out all YRC Conference
Updates on the new
Young Rhetoricians' Conference
Website:

www.youngrhetoriciansconference.com



2015 Young Rhetoricians' Conference

Blinded by the Light: Reflections and Insights

Thursday, June 25 through Saturday, June 27, 2015

www.youngrhetoriciansconference.com

YRC 2015 Call for papers:

July 1, 2014 to April 15, 2015 (the sooner the better)

YRC RHETORICIAN OF THE YEAR EMERITI & EMERITAE: 1988-2014

Adam L. Banks	2014
Cynthia Selfe	2013
Sheridan Blau	2012
Howard Tinberg	2011
Lois Powers	2010
Cheryl Glenn	2009
Jody Millward	2008
Kim Flachmann	2007
John Lovas (Awarded Posthumously)	2006
Gabrielle Rico (YRC Co-founder)	2005
Hans P. Guth (YRC Co-founder)	2004
Tribute to Adjunct Instructors	2003
* * *	2002
All Rhetoricians Overlooked by the Academy	2001
Shirley Logan	2000
Victor Villanueva	1999
Nell Ann Pickett	1998
Winifred Bryan Horner	1997
Anne Ruggles Gere	1996
Sondra Perl	1995
Donald McQuade	1994
Lynn Quitman Troyka	1993
Peter Elbow	1992
Maxine Harrison	1991
Shirley Brice Heath	1990
Edward P. J. Corbett	1989
Bob Gorrell	1988



YRC

Call For Papers



THE YEAR-2015 YRC

MEETS JUNE 25-27, 2015 AT THE MONTEREY BEACH RESORT

to consider

COMPOSITION AND RHETORIC 2015:

BLINDED BY THE LIGHT: REFLECTIONS AND INSIGHTS

THE YOUNG RHETORICIANS' CONFERENCE on college rhetoric and composition, part conference and part retreat, invites reflection and welcomes your ideas for encouraging and enabling students' skills and passions relative to all aspects of discourse—cognitive, pragmatic, and artistic. Until April 15, 2015, we are accepting proposals for general and concurrent sessions. In keeping with the sense of the conference, please try to show interplay of theory and practice—not privileging the one to the other. You may submit a proposal for either a whole 90-minute session (two or more persons) or for a place in such a session.

Please focus your idea(s) and supporting material to read 250 words (one page). See form for required information. **Email as an attachment ONE copy of your proposal to Sterling Warner's email address jsterlingw@comcast.net.** He will forward materials to other members of the YRC workshop selection committee for 2015. Be sure to include your various means of contact: address(es), affiliation(s), phone(s), and email. We look forward to learning of your ideas!



<i>Sterling Warner</i> , YRC Chair English Department Evergreen Valley College 3095 Yerba Buena Road San Jose, CA 95135 (408) 807-7804 email: jsterlingw@comcast.net	<i>Sara Blake</i> , YRC Co-Chair Humanities Division El Camino College 16007 Crenshaw Blvd Torrance, CA 90506-0001 (310) 660-3593, ext. 3185 email: sblake@elcamino.edu	<i>Kathleen Hudson</i> , YRC Co-Chair Department of English, Schreiner University P.O. Box 291945 Kerrville, TX 78029-1945 Phone: (210) 367-3750 email: khudson@schreiner.edu
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Required Email Proposal Information

COMPOSITION AND RHETORIC 2015:
BLINDED BY THE LIGHT: REFLECTIONS AND INSIGHTS
www.youngrhetoriciansconference.com

YRC 2015 Proposal
(250 words or less in an EMAIL ATTACHMENT)

Name:

Affiliation:

Address:

Phone/s:

Email:

Proposal Title:

One or two sentence synopsis:
(for program in 2015)

Proposal/Abstract:
Two Hundred Fifty (250) word or less in an *email attachment*

Type of Proposal:
(e.g., entire session, place in session, collaborative session)

Additional Names & Institutions:
(Applicable when proposing entire sessions)

EQUIPMENT NEEDS FOR YRC 2015

Provided by the YRC Conference:

- LCD Projectors (provided)
- Screens (provided)
- Internet Access (provided)

Presenter Responsibility:

- Flip Charts (bring your own)
- Laptops (bring your own)
- Laptop/LCD connectors (bring your own)

For good measure, always bring a back-up (e.g. USB, DVD, or CD disk)

UPCOMING CONFERENCES/MEETINGS: 2014-2015

FALL 2014

CSU English Council ECCTYC (TYCA Pacific Coast)
English Council of California Two-Year Colleges (ECCTYC)
<http://www.ecctyc.org>

October 9-12, 2014
Bahia Hotel
998 West Mission Bay
San Diego, California 92840-4001

2014 NCTE (National Council of Teachers of English)
104th Annual Convention & Exposition
Story as the Landscape of Knowing
<http://www.ncte.org/annual>

November 20-23, 2014
Gaylord National Resort and
Convention Center
Washington, DC

SPRING 2015

Vancouver MLA 2015
130th Annual MLA Convention
Negotiating Sites of Memory
www.mla.org/convention

January 8-11, 2015
Vancouver
British Columbia

CATE 44th Annual State Conference
California Association of Teachers of English
www.cateweb.org/

February 20-22, 2015
DoubleTree San Jose
2050 Gateway Place
San Jose, California 95110

CCCC 65th Annual Convention
Risk and Reward
Tampa Convention Center
www.ncte.org/cccc/conv/

March 18–21, 2015
The Tampa Marriott Waterside
700 South Florida Avenue
Tampa, Florida

49th Annual TESOL Convention and Exhibit
conventions@tesol.org

March 25-28, 2014
Ontario, Canada

ECCTYC (TYCA Pacific Coast)
ECCTYC English Council Meeting
www.ecctyc.org

April 2015
Crowne Plaza Hotel
Burlingame, California

SUMMER 2015

31st Annual Young Rhetoricians' Conference
Composition and Rhetoric 2015:
Blinded by the Light: Reflections and Insights
youngrhetoriciansconference.com

June 25-27, 2015
Monterey Beach Resort
2600 Sand Dunes Dr.
Monterey, CA

Local YRC Dining Recommendations

from Dave Clemens

Monterey:

The Wild Plum

<http://thewildplumcafe.com/>

(breakfast and lunch, excellent but slow)

Montrio

<http://www.montrio.com/>

(dinner, downtown Monterey—excellent)

Café Fina

<http://www.cafefina.com/>

(lunch and dinner on Fisherman's Wharf)

1833

<http://www.restaurant1833.com/>

(dinner—James Beard New Restaurant of the Year Finalist—excellent and expensive, very popular, reserve now)

Pacific Grove:

Holly's Lighthouse Cafe

<http://www.hollyslighthousecafepacificgrove.com/>

(breakfast and lunch, downtown PG)

The Red House

<http://www.redhousecafe.com/>

(lunch, downtown PG))

The Fishwife

<http://www.fishwife.com/>

(dinner—excellent)

Passionfish

<http://www.passionfish.net/>

(dinner—excellent)

Fandango

http://fandangorestaurant.reachlocal.com/?scid=2489126&kw=17341429&pub_cr_id=23470636789

(lunch and dinner, downtown PG)

Carmel Valley:

Rio Grill

<http://www.riogrill.com/>

(lunch and dinner, excellent, mouth of Carmel Valley)

Café Rustica

<http://www.caferusticacarmel.com/>

(lunch, Carmel Valley Village—excellent, pleasant 20 minute drive down the valley)

NOTES: YRC 2014