



# YOUNG RHETORICIANS' CONFERENCE

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## PROGRAM 2015



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### ***“BLINDED BY THE LIGHT”: REFLECTIONS AND INSIGHTS***

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**Thursday—June 25, 2015**

**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

**8:00-9:00**

*(Pt. Alones)*

**PRE-GENERAL SESSION ROUNDTABLE/WORKSHOP I**

**FOSTERING RESILIENCE, PERSISTENCE, AND  
SELF-REFLECTION IN TODAY’S STUDENTS**

**Moderator/Presenter:** Hetty Yelland (Hartnell College)

*This interactive workshop shares findings from a multi-campus, cross-disciplinary collaboration designed to improve student retention and success at three Hispanic-Serving Institutions in California. This session showcases: a collection of lessons designed to engage and retain first-year students, particularly those students who face significant challenges on the path toward degree completion.*

**Presenter:** Jennifer Fletcher (CSU Monterey Bay)

**Presenter:** Adela Najarro (Cabrillo College)

**Presenter:** Hetty Yelland (Hartnell College)

**Respondent:** Mara Lee Grayson (Columbia, Long Island University, CUNY)

**9:00-10:15**

*(Pt. Alones)*

**PRE-GENERAL SESSION ROUNDTABLE/WORKSHOP II:**

**SCAFFOLDING SHORT TEXTS FOR WRITING**

**Moderator:** HeeJung Kim (McGraw-Hill/Educational Media)

***Creating ERWC-style Reading/Writing Micro-modules.”***

*The Expository Reading and Writing Course (ERWC) is a popular CSU program for 12th grade, currently offered in more than half of the high schools in California, has been shown to significantly improve college readiness. A typical ERWC module goes from pre-reading to proofreading, scaffolding everything in-between. However, ERWC modules tend to be long, thorough and complex. In this workshop, participants will learn to apply ERWC practices in a smaller format suitable for a wide variety of classrooms and teaching situations, from middle school to college. John Edlund will work with expository groups in this workshop*

**Presenter:** John R. Edlund (Cal State Polytechnic University, Pomona)

***The ERWC: Teaching Literary Texts Rhetorically***

*Within this ERWC session, Speaker/facilitator, Jennifer Fletcher will work closely with literature groups "Teaching Literary Texts Rhetorically" on texts provided.*

**Presenter:** Jennifer Fletcher (CSU Monterey Bay)

**Respondent:** David Swartz (Monterey High School)

**10:30-12:00**

*(Pt. Cabrillo)*

**GENERAL SESSION I: EMBODIED PEDAGOGY: INCORPORATING BODY  
AND MIND WITHIN THE WRITING CLASSROOM**

**Moderator:** Kathleen Hudson (Schreiner University, TX)

*This panel explores connections among mindfulness, meditation, compassion, and yoga with writing pedagogy as a way to help our students deeply engage as writers, readers, and thinkers. Our goal, then, as composition instructors is to help our students pay careful attention to all texts, as well as to the world, using their minds, bodies, and their breath as a way to strengthen their writing, their voices, and their sense of self, that they can develop in the classroom and then transfer beyond the classroom, enriching their ability to think critically and engage with the world around them.*

***"Contemplative Practices as an Antidote to Distraction in the Writing Classroom"***

*Peter Huk addresses practices he has developed over the past few years to encourage students to seek value in and identify the potential of transfer of reflective exercises into their personal and professional lives. The point is not to battle distractive elements in the classroom, but rather to treat distraction in a critical and reflective way.*

**Presenter:** Peter Huk (UC Santa Barbara)

***"Inhale Compassion, Exhale Writing: The Utilization of Mindful Breathing as a Platform for Self-Compassion within the Writing Classroom"***

*By offering a contemplative classroom atmosphere of "1st person learning" (as opposed to a formalist approach), reflection becomes a foundational element for meaning-making. Through the implementation of mindful breathing and self-compassion, Emily Beals proposes that students can develop their critical writing and reading abilities in a safe arena of exploration that boosts their confidence while achieving the learning outcomes provided by the academy.*

**Presenter:** Emily Beals (California State University, Fresno)

***"Learning Language and Rhetoric through Mindfulness Practices—Peace by Peace."***

*Jeremiah Henry seeks euphony between what he teaches and how he teaches. As language is the means through which we reach peace, as suggested by Kenneth Burke, we ought to teach and learn language likewise through peace, and Jeremiah sees mindfulness practices as a viable option to this end.*

**Presenter:** Jeremiah Henry (California State University, Fresno)

**Respondent:** Mary Ann Locke (Evergreen Valley College)

**Respondent:** Setarch Tabrizi (American River College)

**12:00-1:20**

*(On the Beach Deck)*

**BEACH BARBECUE**

*Beach Barbecue Costs covered by your  
YRC conference registration fee!*

**WORKSHOP #1: “YOU’VE GOT IT”:**  
*(Pt. Cabrillo)* **SUPPORTING AND REINFORCING STUDENT SUCCESS**

**Moderator:** (Tina Ramsey (Yuba College))

***“Is This How You Feel?”: Connecting Emotions and Mindsets***

*How can we move away from venting about students and toward helpful emotional work on issues like plagiarism? How do students sense our perceptions and expectations? How can we build the trust necessary to stay in a growth mindset and allow students to do the same? What are the signs that we are slipping into a fixed mindset? Most importantly, what is the connection between our emotions and our mindset? This presentation will explore all of these questions.*

**Presenter:** Elizabeth “Grace” Armstrong (Butte Community College)

***It's Going to be a Bit of a Bumpy Landing:  
Teaching Composition and Rhetoric in the Middle East***

*As Western educators increasingly work overseas and have overseas students in their US classrooms, they reconsider ways to communicate with diverse international students and learning situations. My presentation offers a reflection of what I have learned over the past year, teaching students—all female (segregated by gender)—including Muslim, Arab, and ESL speakers, in the Middle East (UAE).*

**Presenter:** Dave Ramsey (Zayed University)

***“Out in the Street”: ‘Academic’ Writing and Student Language in Our Classroom.***

*“Students’ Right to Their Own Language,” a CCCCs resolution states that students should be supported in their own dialects in the classroom. Might reading the memoir, *Fresh off the Boat* by chef and comedian, Eddie Huang—who uses a very distinct writing voice most would consider “rough” or “slang” be honored and valued within the academic realm? Fellow educators will respond to questions posed to students: What is “academic” writing? Does Eddie Huang’s book have value in the classroom? Should students’ own language and dialect be honored in the classroom, and if so, how?*

**Presenter:** Katie Hudson (Contra Costa College)

**Respondent:** Huma Saleem (Evergreen Valley College)

**Respondent:** David Clemens (Monterey Peninsula College)

**WORKSHOP #2: “MAGIC”:**  
*(Pt. Pinos)* **FROM KEEPING LITERATURE ALIVE TO CLASSROOM GAMIFICATION**

**Moderator:** Mandana Mosendanagan (San Jose State University/EVC)

***“The Power of Image and Text: Graphic Novels as an Educational Medium”***

*“The presence of graphic novels in the college classroom is a growing trend in academia that shows no signs of slowing down. A recent study at CSU, Stanislaus tracked the use of graphic novels in courses ranging from first-year composition to multiple senior seminar courses. One of the primary concerns of this research is to determine if using the graphic novel format in academia is a valid approach to teaching”.*

**Presenter:** Mario Montes (California State University, Stanislaus)

***Cabinet of Wonders: Multi-modal Un-essay and Slaughterhouse Five***

*Using current chora, loose talk, and box logic composition theories, we will break down a multi-modal “cabinet of wonder essay” assignment based on *Slaughterhouse Five* from the teacher’s perspective and then reconstruct it for students—actually assigning it to attendees. Working in small groups, the audience, will complete a rough version of the assignment using materials we provide, view and discuss results, address how the assignment conforms to course SLOs, show how it will be graded, as well as the critical thinking, reading, and writing skills it employs.*

**Presenter:** Chris Page (El Camino College)

**Presenter:** Kevin Parker (California State University, Long Beach)

***The Class Is a Game and All the Students Merely Players:  
Ways to (Lightly) Gamify the Classroom.***

*In this presentation, I will provide a brief introduction to gamification and provide various ways teachers can incorporate game mechanics into a lesson plan to build community, enhance participation, and engage the gamer in all of us.*

**Presenter:** Renee Nelson (De Anza College)

**Respondent:** Monica Villanueva (Evergreen Valley College)

**WORKSHOP #3: “NO RETREAT...NO SURRENDER”:**

*(Pt. Alones)*

**SOCIAL MEDIA, RHETORIC, AND COMPOSITION**

**Moderator:** Bruce Henderson (Fullerton College)

***Blinded by Binary Perceptions:***

***Reflections on Multimodality as Pedagogy, Project, and Process***

*Questions regarding perception, design, implementation and outcome are necessary. However, the space that occurs before and during this thought process is worth highlighting. The speaker will show how important it is for the word itself to be de-constructed even further and critically reflect and analyze the utilization of multimodality as pedagogy, project, and process as a way of shedding light on the multifaceted capability of multimodality in the composition classroom.*

**Presenter:** Amanda Reyes (CSU, Dominguez Hills)

***“More Pride”: Multi-Modal Public Rhetoric and Campus Community Building through the Composition Classroom***

*The researcher will reflect on the process of developing, implementing, and assessing a multimodal public rhetoric project. The researcher will suggest that such projects foster in students a social imagination, agency, and a heightened awareness of the environments, media, and processes that give rise to powerful compositions.*

**Presenter:** Christopher Potts (CSU, Dominguez Hills)

***Social Media and Composition: Learning Rhetorical Techniques with Technology***

**Presenter:** Michelle B. Weiss (CSU, Dominguez Hills)

*The use of technology and social media has significantly increased over the past ten years. Though the demographics of this escalation vary, it is evident that college students in particular are rapidly adopting a tech-based lifestyle. The speaker will argue that digital activities will allow students to see beyond the illumination of their device’s screen to understand how social media can be a collaborative and effective tool in education.*

**Respondent:** Robin Hahn (Evergreen Valley College)

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**Thursday—June 25, 2015**

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

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**WORKSHOP #4: READING TO LEARN:**

*(Pt. Cabrillo)*

**TRANSACTIONS WITH LITERARY AND NON-LITERARY TEXTS**

**Moderator:** Kim Flachmann (California State University, Bakersfield)

*Current reading theories treat literary and informational reading as two ends of a spectrum of stances that Rosenblatt calls “aesthetic” and “efferent.” This session will present hands-on experiments and research results demonstrating that a “literary” or “aesthetic” approach to texts is required for all reading experiences that lead to learning.*

**Presenter:** Sheridan Blau (Teacher’s College, Columbia University)

**Presenter:** Cheryl Hogue Smith (Kingsborough Community College)

**Respondent:** Debra Breckheimer (El Camino College)

**WORKSHOP #5: MANDATORY TUTORING IN COMPOSITION COURSES:  
(Pt. Pinos) REFLECTIONS ON A CSU BAKERSFIELD RESEARCH PROJECT**

**Moderator:** Andy Troup (California State University, Bakersfield)

*In this interactive session, presenters will share findings from California State University, Bakersfield's study on Mandatory tutoring in Composition Classes, and then open things up for discussion.*

**Presenter:** Jessica Wojtysiak (California State University, Bakersfield)

**Presenter:** Jeff Eagan (California State University, Bakersfield)

**Presenter:** Kim Collins (California State University, Bakersfield)

**Respondent:** Kyra Mello (Yuba College)

**WORKSHOP #6: "DREAM BABY DREAM":  
(Pt. Alones) CREATIVITY IN A WORLD OF MEASUREMENT**

**Moderator:** Sterling Warner (Evergreen Valley College)

**Compositions and Compost: Digging those Dreams of Ordinary and Extraordinary Ingredients from Memory and Imagination**

*The creative writing process emerges from texts, visuals, and artifacts. This session offer a sampler of exercises and model poems—strategies to develop your own bag of tricks /exercises for students*

**Presenter:** Tobey Kaplan (Merritt College/Laney College)

**"Composition, Cognition, and Creativity"**

*Moberg and Kobylarz seek what lies at the intersection of composition, cognition, creativity, and community: is there room in 21st century higher education for a humanities and liberal arts approach to composition based on the student writers' quest for forms and contexts that inspires meaningful intellectual expression?*

**Presenter:** Eric Moberg (University of San Francisco)

**Presenter:** Philip Kobylarz (Santa Clara University)

**Respondent:** Jasmine Ambrosio (Evergreen Valley College)

**5:15-6:30**  
(Fireside  
Lounge)

**"WE TAKE CARE OF OUR OWN": NO HOST COCKTAIL FORUM FOR  
ADJUNCT ENGLISH INSTRUCTORS AND GRADUATE STUDENTS**

**Moderator:** Andy Troup (California State University, Bakersfield)

**Friday—June 26, 2015**

**8:00-5:00 REGISTRATION/COFFEE**  
(Points Lobby)

**Registration:** Rebecca Hewett (California State University, Bakersfield)

**CSUB Unit** "Post-Baccalaureate" Quarter Units

**Coordinator:** Rebecca Hewett (California State University, Bakersfield)

*Coffee Compliments of McGraw-Hill Publishing*

**8:00-5:00**  
(Captain's  
Table)

**BOOK EXHIBITION:**

*Publishers include*

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

**8:30-9:30**

(Pt. Pinos)

**FRIDAY MORNING PRE-GENERAL SESSION WORKSHOP I:**

**“YOU'RE THE ONE”: TUTOR ROLES IN TRANSITION**

**Moderator:** Sravani Banerjee (Evergreen Valley College)

***Connecting Composition and the Writing Center:***

***How Peer Tutoring Supports Writing Program Goals***

*The Writing Center at CSU, Stanislaus offers students multiple forms of tutoring to best meet their needs and support Writing Program student learning objectives. This presentation will consider the theoretical underpinnings of collaborative tutoring and ways that tutoring can support institutional and departmental student learning objectives, provide an overview of tutoring practices offered at the CSU, Stanislaus Writing Center, and offer survey data and interviews that focusing on student perceptions of writing after first-year composition coursework.*

**Presenter:** Andreas Mechsner (California State University, Stanislaus)

**Presenter:** Erika Schmidt (California State University, Stanislaus)

**Respondent:** Dave Ramsey (Zayed University)

**8:30-9:30**

(Pt. Alones)

**FRIDAY MORNING PRE-GENERAL SESSION WORKSHOP II:**

**“I’M ON FIRE”: IGNITING CRITICAL THINKING SKILLS**

**Moderator:** Perri Gallagher (Ohlone College)

***Building Critical Skills Through Technology Assisted Discussion***

*By looking at how one teacher conducts her in-class discussions and online discussions, my research intends to more closely examine how computer-supported collaborative learning can be used to improve student critical writing, reading, and thinking. I hope to find whether online discussions are and can be a continuation of the critical skills building that occurs in social discourse in the classroom.*

**Presenter:** Scott McDonald (California State University, Stanislaus)

***Beyond the Surface: How Does Using Student-Generated Questioning Strategies Develop Critical Thinking Skills in English Literature and Composition Students?***

Focusing on metacognition and metacognitive techniques, this workshop will allow participants to consider their own comprehension and questioning strategies. We will navigate our way through several difficult texts, consider the types of questions we ask, assess what our questions indicate about critical thinking, and demine ways we can apply this knowledge to our classroom practice.

**Presenter:** Berni Varela (Teachers College, Columbia University)

**Respondent:** Nicole Callahan (Teacher’s College, Columbia University)

**9:45-11:15**

(Pt. Cabrillo)

**GENERAL SESSION II:**

**“CUT LOOSE LIKE A DEUCE”:**

**REVVING UP WITH RHETORIC—ENACTING CHANGE**

**Moderator:** Sterling Warner (Evergreen Valley College)

***“Thunder Road”: Rolling with Accelerated College Level Composition Classes***

*Excel or accelerate —perhaps “that is the question.” Programs enabling students to hasten progress or development of basic skills have received accolades as well as some criticism. This workshop shall address neither. Rather, it will focus on the concept of acceleration with respect to college level writers, referencing sample lessons. Overall, it will demonstrate how acceleration can be a authentic, longitudinal learning vehicle for students to excel as writers as college writers, rather than simply completing two composition course a quickly as possible.*

**Presenter:** Liza Kramer (Evergreen Valley College)

***“Boulder on My Shoulder”: Education Reform in Penitentiaries***

*McCarty discusses a project that will seek out opportunities to connect prisons and their inmates with nearby institutions for higher education. The overall aim of the program is to provide avenues for transition and rehabilitation to criminal offenders who are seeking those opportunities. If people to want change their lives, those in the program will want to help them.*

**Presenter:** Joseph McCarty (Stanford University)



***“Crying Out for Consistency”:***

***Are Program Consistency and Academic Freedom Incompatible?***

*This presentation describes the El Camino College Writing Program Consistency Project and explains how something that grew out of a response to institutional mandates became a vehicle for ongoing faculty dialogue and meaningful curriculum change. The project breakthrough was a re-definition of the term “consistency” that assures consistency in product, while allowing for flexibility in methodology. Presenters will share their experiences as project facilitators at El Camino.*

**Presenter:** Debra Breckheimer (El Camino College)

**Presenter:** Sara Blake (El Camino College)

**Respondent:** Simone Billings (Santa Clara University)

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**11:30-12:00**

**2015 YRC Rhetorician of the Year Award Presentation**

*(Pt. Cabrillo)*

**2015 YRC  
Rhetorician  
of the  
Year:  
DOUG HESSE  
(University of Denver)**



**Doug Hesse** is Professor and founding Executive Director of Writing at the University of Denver, where he was named University Distinguished Scholar. Hesse is currently President-Elect of the National Council of Teachers of English. Previously, he chaired the Conference on College Composition and Communication, was President of the Council of Writing Program Administrators, and held leadership roles within MLA. He spent 20 years at Illinois State University, where he directed the writing program, the Center for the Advancement of Teaching, and the University Honors Program. Hesse's numerous articles and four co-authored books focus on creative nonfiction and the personal essay; on narrative, rhetoric, and *belles lettres*; and on professional issues in writing programs. He's been keynote or plenary speaker at some forty conferences, and he has consulted and completed program reviews at some fifty colleges and universities. His current projects include a longitudinal study of 60 undergraduate writers, archival work on the correspondence of the first astronomer at the University of Denver, a collection of personal essays, and a defense of journalism in composition studies. Hesse's PhD is from Iowa. He's an avid hiker and photographer, and he sings professionally with the Colorado Symphony Orchestra Chorus.

**Award Presented by  
Sterling Warner (Evergreen Valley College)  
Friday, June 26, 2015 from 11:30 to 12:00**

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**12:00-1:20**  
(La Grande)

**FRIDAY LUNCHEON**  
(Costs Covered by Registration Fees)

***YRC LUNCHEON SPEAKER:***  
***FEATURING***  
**Doug Hesse**  
(University of Denver)

A true renaissance man, Doug Hesse, this year's 2015 Rhetorician of the Year will also double at the featured, Friday Luncheon Speaker. In addition to his leadership roles and service to the English Profession in higher education, Hesse is an accomplished author, photographer, hiker, and professional singer with the Colorado Symphony Orchestra Chorus. Today he will present the relations between drafting and rehearsing, between composing and "composing," between publishing and performing, between singing and writing as alternatively solo and communal acts.

**Luncheon Speaker Host:**  
Kathleen Hudson (Schreiner University)

**FRIDAY JUNE 26, 2015**

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

**WORKSHOP #7: 50 SHADES OF STUDENT SUCCESS: INNOVATIVE WRITING CENTERS**  
(Pt. Cabrillo)

**Moderator:** Huma Saleem (Evergreen Valley College)

***"Reason to Believe": Integrated Writing Centers and Basic Skills Curriculum***

*In this interactive session, Banerjee will discuss the Evergreen Valley College Integrated Writing Center—a core component of its two developmental writing classes. She will explain how approaches and Writing Center activities complement the lecture part of its four unit courses and ensure that students in these classes engage in three hours of impromptu writing, revising, and peer editing each week—while focusing on one aspect of the writing process.*

**Presenter:** Sravani Banerjee (Evergreen Valley College)

***"All That Heaven Will Allow": Revisiting, Renewing the Writing Center***

*This presentation will highlight some of the different innovations employed at the Yuba College Writing Center. Currently, it is exploring possibilities for reaching out to its Distance Education students through online tutoring as well as the implementation of embedded tutoring using a modified Supplemental Instruction model.*

**Presenter:** Kyra Mello (Yuba College)

***A Student/Faculty Partnership—Cornerstone of an ESL Skills Lab***

*ESL students build efficient, effective learning strategies and reading/writing skills through Evergreen Valley College's ESL Writing Seminar. Therein, students engage in one-to-one student-teacher conferencing with an ESL instructor or an instructional assistant who provide in-depth, personalized feedback on student writing. The intensive "student/instructor" partnerships not only assist students in their ESL composition class, but it also prepares them for college-level writing assignments.*

**Presenter:** Lana Strickland (Evergreen Valley College)

**Respondent:** Isair Lopez (Evergreen Valley College)

**Respondent:** Andreas Mechsner (California State University, Stanislaus)



**WORKSHOP #8: MENTORS AND MENTOR TEXTS: LEARNING FROM MODELS**  
(Pt. Pinos)

**Moderator:** Ted Brett (Gavilan College)

***Seeing the Light: Exploring the Place of Periodical Studies in College Composition***

*From cartoons, poetry, short fiction, and advertisements published to the top, bottom, left, and right of reviews, political/social commentary, and other literature over the past nine decades—workshop participants' time with The New Yorker will underscore periodicals' socio-historical significance. Our guided engagement with The New Yorker will challenge us to think critically about the historical and cultural dimensions of English curriculum as we consider how periodicals enable our students to situate themselves, and the texts they examine, in history.*

**Presenter:** Marietta C. Ogg (United States Coast Guard Academy)

***Reader as Writer: Imitative Writing in the College Literature Classroom***

*Imitation has historically served to model for students the qualities of successful writing, as well as the processes by which such writing is created. Using a short section of verse from Milton's Paradise, this workshop will engage participants in a brief exercise in imitation, after which they will be invited to share their reflections on the experience. This exercise will model one approach to imitation and will be followed by a discussion of the pedagogical possibilities for imitative writing in literary studies.*

**Presenter:** Mara Lee Grayson (Columbia, Long Island University, CUNY)

**Respondent:** Jean Embree (Evergreen Valley College)

**WORKSHOP #9: "BRILLIANT DISGUISE": SLOs & ASSESSMENT—EFFICACY AGENT, OR DISTRACTION?**  
(Pt. Alones)

**Moderator:** Simone Billings (Santa Clara University)

***Rubrics and Transfer: Do Product Rubrics Interfere with the Transfer of Learning, and Might Process Rubrics Offer a Solution?***

*Presenters will consider assessment questions with an eye on how and why product rubrics are used in writing courses – and for institutional assessment purposes – and will discuss how students say they use and value rubrics. We will then outline how various process rubrics (specifically, student-developed and individualized process rubrics) can lead to metacognition and contribute to student learning.*

**Presenter:** Jill Goodman (Santa Clara University)

**Presenter:** Denise K. Krane (Santa Clara University)

***"Curriculum Compare and Contrast: Reflections and Insights of Developmental Writers"***

*Through a detailed questionnaire and survey, this presentation will take four students who completed two pre-transfer comp courses with the same instructor, interview them, gain insight from their perspective regarding the design of both courses, assessing effectiveness to their growth as writers.*

**Presenter:** Setarch Tabrizi (American River College)

**Respondent:** Perri Gallagher (Ohlone College)

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**FRIDAY JUNE 26, 2015**

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

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**WORKSHOP #10: "BORN TO RUN":**

(Pt. Cabrillo)

**CHASING TECHNOLOGY, ROUTING THE FUTURE**

**Moderator:** David Clemens (Monterey Peninsula College)

***Writing Studies and the VR Turn***

*The rhetorical possibilities of VR present opportunities to advance technologically-humanistic methods for appreciating, appropriating, and perhaps even creating, computer technologies which disseminate incredibly powerful virtual rhetoric. The speaker will examine critical/rhetorical strategies for creating an humanistic approach to information-seeking behaviors in of Virtual Reality (VR).*

**Presenter:** J. Ryan Briggs (California State University, Los Angeles)

***“Blending of Passions: Bridging the Gap between the Digital Student and Melville”***

The speaker will share how he incorporates the knowledge possessed by California State University, Dominguez Hills students, coupled with their wealth of life experience to create visual, aural and spatial projects that bridge the 19<sup>th</sup> century short story of Melville’s with their modern digital world. In turn, this might help shine light on how students are motivated and how we as educators can blend the various passions that motivate us.

**Presenter:** Toumik Asatoorian (CSU, Dominguez Hills)

***Homegrown Pedagogy in a Transnational Age***

*This presenter argues that by developing curriculum from local sources, the instructor and students offer a way to counteract forces which would render education an automated process delivered to an increasingly distant and alienated audience. Discussing pedagogy as a resistance discourse to the increasing standardization of the matter and manner of education delivery by generating homegrown content. The presentation will contextualize these practices in terms of cultural production.*

**Presenter:** Mike Barrett (Moberly Area Community College)

**Respondent:** Renee Nelson (De Anza College)

**WORKSHOP #11: “TOMORROW NEVER KNOWS”: FOSTERING THE CREATIVE IMPULSE**

*(Pt. Pinos)*

**Moderator:** Eric Moberg (University of San Francisco)

***“Born in the U.S.A.”: Beyond Traditional Creative Writing Assignments***

*Audience members will be invited to bring, recollect, or devise a particular creative writing prompt or activity to be shared, discussed, and possibly used interactively—time permitting.*

**Presenters:** All Session Attendees

***Creative Mashups: A Writer’s Guide to Community College Teaching***

*In the face of crushing workloads at community colleges, writer-teachers develop specific strategies for finding time to write, often using the classroom for inspiration by responding to the prompts and assignments they give their students. This panel discusses a range of approaches that result in published work, drawing on their own experience as well as methods offered by the audience.*

**Presenter:** Chella Courington (Santa Barbara City College)

**Presenter:** Kathleen Hudson (Schreiner University)

**Respondent:** Elaine Alarcon-Totten (Oxnard College)

**WORKSHOP #12: “LAND OF HOPES AND DREAMS”: MIND POSSIBILITIES**

*(Pt. Alones)*

**Moderator:** Martha Hardin (Evergreen Valley College)

***Reading Autobiographies as Opportunities for Metacognitive Awareness and Understanding Early Literacy Influences on Habits of Mind***

*Personal reading histories, or “reading autobiographies” can assist in fostering metacognitive awareness and trace early literacy experiences that can either hinder or develop a student’s will to forge through complex reading. In this workshop, we will practice writing our own reading autobiographies, and then engage in discussion about how the cognizance of our early literacy sponsorship promotes awareness of hindrances and contributions to habits of mind necessary for college reading.*

**Presenter:** Rachel Golland (Teacher’s College, Columbia University)

***Brainstorm:***

***Pathways and Perils of Applying Recent Brain Research in the Teaching of English***

*Does the application of brain research to the teaching of English parallel a desire for mechanical modeling of teaching and learning? In this workshop, educators will examine recent brain research alongside its application and brainstorm pathways and perils for relationships between recent brain-based research and the teaching of English.*

**Presenter:** Jennifer Conway (Teacher’s College, Columbia University)

***Memoirs of Mental Illness: Theme, Style, and Narrative Theory***

*Wildly read in the field of illness and disability narrative theory, the presenter will share findings showing what such theory could illuminate about memoirs of mental illness. Attendees will receive an annotated bibliography of memoirs, to consider using in composition classes. She will "booktalk" the best memoirs she found, as well as provide an overview of thematic and stylistic trends as well as rhetorical issues to discuss in the composition classroom.*

**Presenter:** Diane Scrofano (Moorpark College)

**Respondent:** Hans Guth (Santa Clara University/San Jose State University, Emeritus)

**5:30-7:00**

*(Fireside)*

*Lounge)*

**YRC POETRY CAFÉ 2015**

***"BRING ON THE NIGHT"***

**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 27, 2015**

**8:00-12:00**

*(Points Lobby)*

**REGISTRATION/COFFEE**

**Registration:** Rebecca Hewett (California State University, Bakersfield)

**CSUB Unit** "Post-Baccalaureate" Quarter Units

**Coordinator:** Rebecca Hewett (California State University, Bakersfield)

***Coffee Compliments of the YRC Advisory Board***

**8:00-9:00**

*(Pt. Cabrillo)*

**SATURDAY MORNING PRE-CUTTING EDGE SESSION I**

**CRITICAL TRANSITIONS:**

**ASSESSING WRITING ACROSS THE CURRICULUM**

**Moderator:** Joseph McCarty (CSU, Stanislaus/Stanford University)

*In this presentation the research team will introduce the assessment protocol used in a longitudinal research project, discuss the results of the rhetorical analysis and interviews, and explain the intervention protocol that was developed out of this research. Finally, the presenters will share its results of its research—including the development of an academic reading curriculum, a learning community, and a writing across the curriculum approach to first-year composition.*

**Presenter:** John Wittman (California State University, Stanislaus)

**Presenter:** Sandra Lambert (California State University, Stanislaus)

**Presenter:** Alyx Steensma (California State University, Stanislaus)

**Respondent:** Erika Schmidt (California State University, Stanislaus)

**9:15-10:15**  
(Pt. Cabrillo)

**SATURDAY MORNING PRE-CUTTING EDGE SESSION II**  
**WRITING YOUR WAY IN...TO THE COGITO**

**Moderator:** Cheryl Hogue Smith (Kingsborough Community College)  
*This presentation will demonstrate how a core humanities class in classical philosophical texts also became a class for the implementation of a strategic principle of teaching writing, adapted from Moffett and Blau, for introducing students to academic writing. This process enabled students to more realistically experience what it means to be contributing members of an academic community who write intellectually rigorous papers on highly abstract and difficult topics. It will focus on a case-study examination of the progress of two 19 year old students over a year of instruction.*

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

**Respondent:** Sheridan Blau (Teacher's College, Columbia University)

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

**GENERAL SESSION III: "57 CHANNELS (AND NOTHIN' ON)":**  
**(THE CUTTING EDGE) MEDIA AS TOOL—OR DIVERSION?**

**Moderator:** Jody Millward (Santa Barbara City College)

***Blinded by the Pixel Light: The Media-Free Day***

*This presentation will detail the assignment of a "media-free day" for first-year writing students. The assignment requires students to go for as much of a day as they can without watching TV, listening to the radio, using a smart phone, cruising the internet, using social media, listening to music, playing video games, reading books or magazines or otherwise accessing media. The presenter will share detailed suggestions for staging this assignment, report some surprising student responses, and offer resources for further media study to participants.*

**Presenter:** Bruce Henderson (Fullerton College)

***"Dethrone the Dictaphone": Using Images to Teach Alternative Perspectives, Argument, and Research***

*In this session, the presenter will compare two instructional methods used in four sections of a first year information literacy course requiring an argument and research paper. Instruction consisted of various group exercises, framed by the Toulmin and Walton methods, included an exploration of how infographics present and communicate information and data. Ultimately, the presenter will facilitate a discussion of the audience's use of argument instructional methods and use of images in instruction*

**Presenter:** Sharon Radcliff (California State University, East Bay)

***"Tickle Me Elmo: Document Cameras, Projectors, and the Composition Classroom"***

*In an effort to find creative, time-efficient, and student-friendly ways to demonstrate critical thinking, reading, and writing strategies, we continue to turn to technology. This presentation will consider the tools most commonly available to instructors—such as the Elmo document cameras—as well as ways to acquire more (without paying for them).*

**Presenter:** Rebecca Hewett (California State University, Bakersfield)

**Respondent:** Sara Blake (El Camino College)

**Respondent:** Kathleen Hudson (Schreiner University, TX)

**Respondent:** Sterling Warner (Evergreen Valley College)

**12:00-12:15**

**YRC 2014**

**Wrap-up & Raffle**

**12:30**

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



Check out all YRC Conference  
*Updates* on the  
Young Rhetoricians' Conference  
Website:  
[www.youngrhetoriciansconference.com](http://www.youngrhetoriciansconference.com)



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## **YRC RHETORICIAN OF THE YEAR EMERITI & EMERITAE: 1988-2015**

Douglas Hesse	2015
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

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# 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](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)