



YOUNG  
RHETORICIANS'  
CONFERENCE  
PROGRAM 2016



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**KLAATU BARADA NIKTO: PROMISE, POWER, PERSUASION**

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**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 BOOK EXHIBITION:**

*(Captain's  
Table)*

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

**8:00-9:30**

*(Pt. Pinos)*

**THURSDAY PRE-GENERAL SESSION:**

**"MIND IN ITS PUREST PLAY"—STRUCTURING THOUGHT IN WRITING**

**Moderator:** David Ramsey (Zayed University, UAE)

*This workshop will explore the challenges of teaching writers to "structure" their work, with a focus on developing organic and meaningful structure in expository writing about literature. The presenters will lead participants through an experience applying various techniques (including meditative writing, metacognitive reflection, and guided listening and responding) in an attempt to discover the structure of their thinking and the restructuring that may be necessary to communicate effectively with an audience.*

**Presenter:** Noah Gordon (Teachers College, Columbia University, NY)

**Presenter:** Andrew Rejan (Teachers College, Columbia University, NY)

**Respondent:** Jeremiah Henry (CSU Fresno)

**10:00-11:30 THURSDAY GENERAL SESSION I:**

*(Pt. Cabrillo)*

**"BLACKSTAR": VALUES, CULTURE, SERVICE —"IN THE CENTER OF IT ALL"**

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

***The Value of Teaching Value in Writing Exercises***

*Guiding students into contemplating values - their own, others', those imposed by institutions - prompts students to develop a stronger sense of dialogue as they rethink self, purpose, and audience. We ask students to reflect on their basic values arising from institutional affiliation, self-adaptation to cultural norms, and conscious value adoption. Then, we ask them to consider values embedded in discourse. The students' goal is to recognize their realities are as much created as they are creative agents of their values and realities. This presentation provides anecdotal situations of practice in first-year writing and writing for work oriented classrooms--considering theoretical viewpoints from studies on service learning and civic engagement.*

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

**Cultural Capital: Unpack it; Use it.**

*Understanding cultural capital can empower our students. In this session, Debra Breckheimer will explore what cultural capital is, its empowering impact, and how to integrate it into the classroom.*

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

**“Way Down In The Hole”: The Wire, CSL, and the Literature of Social Responsibility**

*How can the TV series The Wire shed light on a course that combines the academic approaches of sociology, literature, and Community Service Learning? How does each of those ways of seeing the world enrich the experiencing of the HBO series? Why does this presenter, and longtime CSL practitioner, like the results so much, he can't resist going back to it?*

**Presenter:** Mike Land (Assumption College, MA)

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

**12:00-1:20**

*(On the Beach Deck)*

**BEACH BARBECUE**

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

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**THURSDAY JUNE 23, 2016**

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

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**WORKSHOP #1: “HEROES”: CHAMPIONS OF COLLEGE COMPOSITION AND RHETORIC**

*(Pt. Cabrillo)*

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

**“Fame”: Roleplaying in the Composition Classroom**

*Game-based Learning is steadily strengthening its position in English and Communication. This speaker discusses a Game-based learning model that focuses on roleplaying in Composition classrooms and will help students develop rhetorical strengths and emotional/psychological strengths that indicate success in academia. Possibilities for future development include increasing student involvement in the community, developing students' abilities to write across the disciplines, and engaging students in academic learning through the enjoyment of subversive play.*

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

**Cooperative Learning: Conversations That Can Change Your Life**

*Conversations allow students to have some stewardship over their own learning, encouraging them to master the information they are receiving instead of simply remembering it. Through the presentation of empirical data, I will discuss the importance of conversing with students, allowing the things that matter to them form a relationship with the things they are somewhat obliged to know. Learning and teaching through conversation is a way to respond to the student question: What's in this for me?*

**Presenter:** Enjoli Flynn (Foothill College)

**Friendly Feedback: Building Student Confidence and Writing Skills**

*How can you provide students with feedback on their essays that is actually beneficial to them? Is there a way you can offer meaningful feedback without spending tedious time on each essay that you read? And, how can you ensure that students will actually read your comments and improve their writing in the future? We will explore all these questions by sharing effective strategies from research, experience, as well as findings from student surveys to boost both student confidence and student success with writing skills.*

**Presenter:** Yvette Abelow (Evergreen Valley College)

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

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

**WORKSHOP #2: POSITIONALITY AND (RE)PRESENTATION:**

(Pt. Pinos)

**EXPLORING THE NARRATIVE SELF IN CREATIVE NONFICTION**

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

*This workshop will explore the challenges of teaching writers to “structure” their work, with a focus on developing organic and meaningful structure in expository writing about literature. The presenters will lead participants through an experience applying various techniques (including meditative writing, metacognitive reflection, and guided listening and responding) in an attempt to discover the structure of their thinking and the restructuring that may be necessary to communicate effectively with an audience.*

**Presenter:** Mara Lee Grayson (Pace University, NYC)

**Presenter:** Rachel Golland (St. Thomas Aquinas College)

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

**WORKSHOP #3: “GOLDEN YEARS”:**

(Pt. Alones)

**LITERATURE ON THE ‘IRON THRONE’ OF COLLEGE CURRICULUM**

**Moderator:** Liza Krammer (Evergreen Valley College)

***The Literate Painting as an Antidote to Psychological Man and the Gravity of Our Own Time***

*This presentation features one artist's crusade to produce “art that thinks” in order to resist the nihilism infecting art, culture, politics, and education.*

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

***Misunderstanding Douglass’s ‘Narrative’ as a Story:***

***Conceptualizing His Work as Rhetorical Theory in Practice***

*Frederick Douglass’s voice emerged during the nineteenth century when black rhetoricians seemingly spoke silently or not at all in public spheres. This presentation argues that Douglass constructs the rhetoric of *My Bondage and My Freedom* to advocate for the abolishment of slavery. During his time as a slave, he acquires (and master) a discourse, and its discursive practices, well enough to appropriate it and use it for his rhetorical purposes. As such, his work should be conceptualized as rhetoric, not narrative and should be seen as a text that functions as theoretical space where we can begin to see a rhetorical tradition established by African American rhetors.*

**Presenter:** D’Angelo Bridges (CSU San Bernadino)

***Understanding Global Community and Identity through 21<sup>st</sup> Century Middle Eastern and South West Asian Literature***

*Literature offers a wonderful vehicle to teach students critical global issues such as universal human rights, religious pluralism, gender equity, women's education, arranged marriages, and cultural diversity, creating an environment that promotes global citizenship in a composition classroom. In this presentation, Roohi Vora will demonstrate how she applies Hosseini's *A Thousand Splendid Suns* and *The Kite Runner*, and Seraji's *Rooftops of Tehran*, to a class research paper assignment. Time permitting, she will share student epiphanies gleaned from research about these issues in the Middle East and South West Asia.*

**Presenter:** Roohi Vora (San Jose State University)

**Respondent:** Cynthia Mosqueda (El Camino College)

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**THURSDAY JUNE 23, 2016**

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

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**WORKSHOP #4: “WORD ON A WING”: TABOO LANGUAGE AS A RHETORICAL TOOL**

(Pt. Cabrillo)

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

***“F—able Forever”*: Amy Schumer’s Taboo Kairos and Profane Pathos**

*There are certain subjects that some people in our society still view as too taboo for discussion - whether it be controversial topics such as race, politics and religion, or rarely discussed topics such as gender inequality or human rights. By examining specific episodes of Inside Amy Schumer, we will see the rhetorical use of Kairos and Pathos in Schumer’s selection of recent news and issues that she then demonstrates in a comedic way to either call attention or for a desire of change*

**Presenter:** Kajsa Nelson (Utah Valley University)

***The Intersection of Profanity and War: How Fuck Could Save Your Life***

*When used intentionally and strategically, profanity is distinct from otherwise habitual and offhanded use of such language. When employed intentionally and strategically in war, profanity manifests in very specific ways: (1) profanity as distinction; (2) profanity as catharsis, and (3) profanity and winning wars, or profanity as a rhetorical strategy.*

**Presenter:** Colten Sponseller (Utah Valley University)

***Civility over Reality***

*Are "civility" and "collegiality" codes stifling dissent on campus and preventing accountability at the top? Is recent rhetoric demanding "civility" or "collegiality" a veiled attempt to enforce orthodoxy and censor dissent allowing administrators to abuse authority while avoiding accountability?*

**Presenter:** Eric Moberg (USF, SCU, CCSF, Menlo College, DVC)

**Respondent:** Darryl Thompson (El Camino College)

**WORKSHOP #5: “UNDER PRESSURE”:**

*(Pt. Pinos)*

**BURNOUT, THE TRAVELING INSTRUCTOR, THE ADJUNCT INSTRUCTOR, & THE WPA**

**Moderator:** Setareh Tabrizi (American River College)

*This round table session features several speakers who each will speak 5-8 minutes about the challenges we face and the solutions they’ve tried to mitigate adjunct instructor burnout. Then the panel will open up the topic to audience members to discuss and make suggestions of their own for their campuses.*

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

**Presenter:** Miah Jeffra (Santa Clara University)

**Presenter:** JP Lacrampe (Santa Clara University)

**Respondent:** Ondine Gage (California State University, Monterey Bay)

**WORKSHOP #6: “CHANGES”: ACADEMIC SUSTAINABILITY—STUDENT SUCCESS**

*(Pt. Alones)*

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

**A Discussion of Differing Domains:**

**Middle East and U.S. Military Composition Classrooms**

*This presentation will consider two quite different educational contexts – composition classrooms in the Middle East (at Zayed University, UAE) and on U.S. military bases overseas (in Japan -- addressing the effect and influence of professors’ positioning, in relation to previous educational experiences (an extension of my 2015 YRC presentation: “It’s Going to be a Bumpy Landing: Reflections on Successful University Teaching in the Middle East”). These considerations will be situated in various theoretical areas, including the “critical consciousness” and “banking” models of learning associated with Paulo Freire, cultural analysis, and ESL/EFL learning.*

**Presenter:** David Ramsey (Zayed University, UAE)

**Creating Access Through Exigency and Authenticity**

*This presentation will show how to create more access for students to academic writing by implementing exigency and authenticity into their writing encounters. Putting theory to practice, I will illustrate how a unit in a freshman composition class that involved exigency and authenticity created writing that was showed promise, power, and persuasion.*

**Presenter:** Gina Gibbs (CSU Chico, Butte College, Yuba College)

**Reading and Writing a Road Through Incarceration and to Reintegration**

*English 3002—Humanities Texts, Critical Skills—is a course modeled on Columbia's Core Curriculum, whose students include formerly incarcerated "Justice-in-Education Scholars," which equips students with critical tools for approaching, reading, and striving with literary and philosophical texts—ancient as well as modern. This presentation, using case studies and examples of student work, will demonstrate how the implementation of a strategic principle of teaching writing, adapted from Moffett and Blau, helped introduce this particular group of students to academic writing and academic discourse.*

**Presenter:** Nicole Callahan (Columbia University, NY)

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

<b>5:15-6:30</b> (Fireside Lounge)	<b>"SPACE ODDITY": NO HOST COCKTAIL FORUM FOR ADJUNCT ENGLISH INSTRUCTORS AND GRADUATE STUDENTS</b> <b>Moderator:</b> Rebecca Hewett (California State University, Bakersfield)
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**Friday—June 24, 2016**

<b>8:00-5:00</b> (Points Lobby)	<b>REGISTRATION/COFFEE</b> <b>Registration:</b> Rebecca Hewett (California State University, Bakersfield) <b>CSUB Unit</b> "Post-Baccalaureate" Quarter Units <b>Coordinator:</b> Rebecca Hewett (CSU, Bakersfield) <i>Coffee Compliments of McGraw-Hill Publishing</i>
<b>8:00-5:00</b> (Captain's Table)	<b>BOOK EXHIBITION:</b> <i>Publishers include</i> Bedford/St. Martins, Wadsworth/Houghton Mifflin/Cengage, Maple Press, McGraw-Hill, Pearson/Prentice-Hall

<b>8:00-9:30</b> (Pt. Pinos)	<b>FRIDAY PRE-GENERAL SESSION:</b> <b>ENCOURAGING ACADEMIC AGENCY IN ATHLETES</b> <b>Moderator:</b> Greg Rubinson (UCLA Writing Programs) <i>With the most NCAA Championships of any university in America, UCLA has more than its share of student athletes. As expected, many of them are far more comfortable on the field, gym or pool than in the classroom. Though many of these athletes have little experience with producing the high level of analytical writing that we expect, we have had quite a bit of success in giving them the confidence and ability to articulate and defend complex points of view, thus helping them to assimilate into the university as a whole.</i> <i>Randy Fallows will discuss how the practice of writing reflects the practice of learning a sport. Many students think of writing as a skill, one that can be mastered. Showing how he helps athletes to deconstruct this intimidating and false notion, he will guide the participants to list the habits that have made them proficient at a practice outside of academia, whether it be a sport or some other discipline, and then discuss how these compare with the habits that make them good at writing.</i> <b>Presenter:</b> Randy Fallows (UCLA Writing Programs)
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**Tamar Christensen** will demonstrate how she helps student athletes explore the messy confluence that is identity and find their voice in academia along the way. From the outfits we choose to put on every morning to our gender and ethnicity, Tamar asks her student athletes to scrutinize their own agency, or lack thereof, in the ways they are perceived by others. She will demonstrate by engaging participants in an activity that focuses on the ways in which assumptions and intentions both collide with and stem from the realities of our appearance.

**Presenter:** Tamar Christensen (UCLA Writing Programs)

**Bruce Beiderwell** will briefly engage participants in the reading of a puzzle poem in order to suggest 1) how collaborative work can facilitate problem solving; 2) how writing in varied forms contributes to productive discussion; 3) how summary and description can lead to analysis—or how answering a question can prompt rather than close discussion. He will then relate all to the teaching of students who are not accustomed to problem solving in a writing class. In addition, he will explain how such group activities bring athletes (who so often see themselves as operating separate from “regular” students) into full participation in the course.

**Presenter:** Bruce Beiderwell (UCLA Writing Programs)

**Respondent:** Sherry Gilbertson (Evergreen Valley College)

**10:00-11:30**

(Pt. Cabrillo)

**FRIDAY GENERAL SESSION II:**

**“REBEL, REBEL”—**

**POP CULTURE, PRIVILEGED PEDAGOGY COLLEGE COMPOSITION**

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

***Strung Out on Lasers and Slash Back Blazers:***

***Assigning Video Games as a Text in the Classroom***

*In this presentation, I will "turn around and face the strange" by legitimizing video games as a critical text for the 21-century student, as well as provide activities and lessons to help noobs (newbies) incorporate this dynamic, fun, and engaging alternative to traditional print based media.*

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

***From Absolute Beginners to Heroes: What Avatars Have to Teach Us***

***About Engagement and Agency in First Year Composition***

*This talk will explore the use of avatars or alternative personas in the first-year composition classroom. A brief review of current pedagogy and an ongoing case study will set the stage for an interactive activity in designing an avatar and reflecting on the process. Bring your smartphone, a notebook, and your imagination.*

**Presenter:** Sabrina Nelson (Berkeley City College)

***Bullet Train to Student Success:***

***Politics and Pedagogy Promote Privilege, Derail the Dispossessed***

*What is the price of a ticket on the 21<sup>st</sup>-Century “Bullet Train to Student Success”? Dual enrollment, common assessment, acceleration—key components of CA’s Student Success Initiative—have transformed curriculum and pedagogy in higher ed. What are the political causes and consequences of the paradigm?*

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

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

**Respondent:** Nicole Cuttler (West Valley College)

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

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

**2016 YRC Rhetorician of the Year Award Presentation**  
*Award Presented by Sterling Warner (Evergreen Valley College)*

**2016 YRC  
Rhetorician of the Year:  
CHITRA BANERJEE  
DIVAKARUNI**  
(University of Houston)



**Chitrallekha Banerjee Divakaruni**, was born in Kolkata (Calcutta), India. She received her B.A. from the University of Calcutta, her M.A. from Wright State University, and her Ph.D. from the University of California, Berkeley. She now lives in Texas, where she teaches at The University of Houston Creative Writing Program. Divakaruni is a co-founder and former president of *Maitri*, a helpline founded in 1991 for South Asian women dealing with domestic abuse. She also serves on the Houston board of Pratham, a non-profit organization working to bring literacy to disadvantaged Indian children. Divakaruni's work has been published in over 50 magazines and translated into 20 languages, including Dutch, Hebrew, Indonesian and Japanese. Her two latest volumes of poetry are *Black Candle* and *Leaving Yuba City*. Divakaruni's first collection of stories, *Arranged Marriage*, won an American Book Award, a PEN Josephine Miles Award, and a Bay Area Book Reviewers Award. Her major novels include *The Mistress of Spices*, *Sister of My Heart*, *Queen of Dream*, *Oleander Girl* and most recently, *Before We Visit the Goddess*.

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

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

**YRC LUNCHEON SPEAKER FEATURING:**

**Andrew Lam**

*(Author, Journalist, NPR Commentator)*

Andrew Lam, born in Vietnam, came to the US in 1975 when 11 years old. He has a Master's in Fine Arts from San Francisco State University in creative writing, and a BA degree in biochemistry from UC Berkeley. He currently resides in San Francisco, where he was the associate editor for the Pacific News Service, a regular commentator for National Public Radio's "All Things Considered," and current editor at New American Media. His real love, however, is writing fiction. Lam won the Thomas Stock Award for Excellence in International Journalism (1991), a Rockefeller Fellowship (1992/93), and the Asian American Journalism Award for Commentary. Lam edited *Once upon a Dream ...: The Vietnamese-American Experience* (1995) with De Tran and Hai Dai Nguyen, and he wrote *Perfume Dreams: Reflections on the Vietnamese Diaspora* (2005), which won a PEN/Beyond Margins Award. Most recently, Lam published *East Eats West: Writing in Two Hemispheres* (2010). In 2012, Lam published *Birds of Paradise Lost*, a short story collection.



**Luncheon Speaker Host:**

Kathleen Hudson (Schreiner University)

**FRIDAY JUNE 24, 2016**

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

**WORKSHOP #7: “SOUND AND VISION”: AUDIO/VISUAL LITERACY—MEDIA RHETORIC**  
(Pt. Cabrillo)

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

***Make the Essay Dance before Me: Using Videos to Demonstrate Learning***

*As we face curriculum changes and ever-increasing class sizes, we have exciting opportunities to incorporate multimedia into our teaching and assessment. As we know, essays are not the only way to assess student knowledge and/or mastery of skills and subject matter, and many resources are easily accessible online and available for free. Please join this interactive panel that will introduce, demonstrate, and share a few ways to use videos as assignments and assessment tools.*

**Presenter:** Rebecca Hewett (CSU Bakersfield)

***“Ashes to Ashes, Funk to Funky”:* Reviving Audio/Visual Literacy in the Classroom**

*As English Professors seek out and use “effective/best teaching practices,” quite often, students bring unacknowledged literacies into English classrooms—which, if tapped, may serve as starting points for innovative methods to deliver material. In our data-driven era, genuine learning frequently takes a back seat to measurable outcomes. This presentation will examine “best instructional practices,” identify diverse learning styles, and consider possible ways to incorporate and “build” upon multiple “effective” teaching methodologies, by connecting them with student visual/cultural literacies.*

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

**Respondent:** JP Lacrampe (Santa Clara University)

**WORKSHOP #8: PROMISE, POWER, & PERSUASION:**  
(Pt. Pinos)

**REFRAMING STRATEGIES FOR EFFECTIVE LEADERS**

*This panel session plans to discuss strategies of what it takes to be an effective leader. Using strategies from Bolman and Deal’s (2013) *Reframing Organizations*, presenters will discuss strategies of reframing and how leaders can effectively reframe situations they are in to best benefit their circumstances and achieve the best outcome. Additionally, the presenters will share perspectives from an instructors’ and administrators’ point of view. Reframing gives instructors and administrators the tools for effective promise, power and persuasion in higher education.*

**Moderator:** Nicole Callahan (Columbia University, NY)

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

**Presenter:** Susan Lucyga (Sierra College)

**Presenter:** Susan Nisonger Olsen (American River College)

**Presenter:** Chandler Cooper (CSU Sacramento)

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

**WORKSHOP #9: “MAJOR TOM TO GROUND CONTROL”:**  
(Pt. Alones)

**GENUINE STUDENT SUCCESS THROUGH FACULTY DRIVEN WRITING CENTERS**

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

***“Let’s Dance!” Engaging with Students Through Collaboration with Wikipedia and the Writing Center***

*This presentation reports on the impact on students of their collaboration with the Wiki Education Foundation, and a writing tutor and technology assistant, both integrated into a two-unit information literacy course which included a Wikipedia writing assignment, an inquiry-based research paper and use of reflective journals. This presentation outlines innovative, high impact teaching strategies used in the required Information Literacy Course (LIBY1210) at California State University, East Bay.*

**Presenter:** Sharon Radcliff (CSU East Bay)



**Writing Center Pyramid: Constructing the Foundations of Basic Skills**

The presenters will explain how the Evergreen Valley College Writing Center helps students hone basic skills revolving around the writing process. Though this nationally-recognized model already boosts student success for developmental writers, the presenters will be curious to hear about the effective writing center practices of peer colleges and universities in hopes of reinforcing their structure even further.

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

**“Let Yourself Go”: Transitioning to Higher Education Through a Writing Center & WAC**

An MFA Nonfiction student, Writing Across the Curriculum Graduate Fellow at Saint Mary's College, and high school teacher, John Ellis will lead an interactive session on connecting university pedagogy with the needs of local high school students. He will relate his experiences learning and serving as a WAC Fellow while simultaneously raising the high school writing standards and instilling writing center and WAC pedagogy into his classes, among his fellow faculty, and across the institution at large, all to help students in their transition from secondary education into the university.

**Presenter:** John Ellis (Saint Mary's College)

**Respondent:** Beverly Pace (Evergreen Valley College)

**Respondent:** David Ramsey (Zayed University, Abu Dhabi)

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**FRIDAY JUNE 24, 2016**

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

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**WORKSHOP #10: “SUFFRAGETTE CITY”:**

(Pt. Cabrillo)

**A PANEL REFLECTS ON FULL-TIME ENGLISH/LANGUAGE ARTS HIRING PRACTICES**

What challenges face applicants for full-time English/Language Arts Positions at two and four-year colleges in California and beyond? In this workshop on hiring practices, each panelist will present information/tips/best practices for 5-10 minutes, and then we'll open the presentation up to questions from the audience. Tentative topics for panelists are tips to pass the machine screening process, filling out the application and getting references, preparing for interview questions, preparing the teaching demo, and preparing for the second interview. Bring along some questions of your own.

**Moderator:** Sabrina Nelson (Berkeley City College)

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

**Panelist:** Anne Argyriou (DeAnza College)

**Panelist:** Noe Torres (San Jose City College)

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

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

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

**Panelist:** Keitaro (Mike) Taguchi (Ohlone College)

**WORKSHOP #11: “DIAMOND DOGS”: CRITICAL THINKING, ANALYTICAL GEMS**

(Pt. Pinos)

**Moderator:** Tino de Guevara (Santa Barbara Business College)

***Putting Your Best Food Forward***

My session will describe and assess “hyper-focused” teaching curriculum—food—and explore it with attendees. Why? Food is a gateway topic connecting to politics, the environment, marketing, culture, and social class. Who shops at Whole Foods? Who eats fast food? What are health impacts of various food choices? How are our food preferences shaped? What is the impact of a meat-centered culture on the environment? Of shipping food around the country and the globe vs. eating more locally? Why have people in other countries resisted invasion by fast food?

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

**“Rubber Band”: Uniting Mind & Body in Writing Classrooms—A Mindfulness Practicum**

*In this segment, Jeremiah Henry offers several experiential demonstrations vis-à-vis incorporating mindfulness practices into the writing classroom and their underlying curricula. He does this primarily through mindful breathing and guided and introspective journaling. All such methods hold much promise and power in writing and rhetorical studies classrooms.*

**Presenter:** Jeremiah Henry (CSU Fresno)

**Presenter:** Emily Beals (CSU Fresno)

***Sprinkling Stardust:***

***Encouraging Critical Thinking Through the Use of Multimodal Online Projects***

*If you are weary of assigning the traditional research paper, come join this session to see how to sprinkle a little stardust in your classes. This session will focus on the use of online multimodal projects in critical thinking advanced composition courses. These projects were offered to students as an alternative to the traditional research paper in order to encourage not only critical thinking skills, but creativity and visual literacy as well.*

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

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

**WORKSHOP #12: “STARDUST”: CULTIVATING CREATIVITY, HONORING IMAGINATION**

*(Pt. Alones)*

**Moderator:** Mike Land (Assumption College)

***Theories of Creativity: An Interactive Writing Workshop***

*Using the theme of the YRC 2016 conference, “Promise, Power, & Persuasion,” Hudson will unveil theories of creativity and at the same time explain how to integrate the theories with the practice of writing in her presentation. She will refer to the research of David Eagleman, a neuroscientist who created a PBS series on *The Brain*, as one way of looking at the writing process and the brain on one hand, and research of Gabriele Rico’s brain research on the other, a co-founder of this conference. Participants will engage in various writing exercises as we go through the theories on creativity.*

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

***“Wild is the Wind”: How to Write A Flash Novella***

*This interactive workshop will examine different theories of flash fiction and the strategies and techniques used to maximize the emotional impact of such short prose. We will briefly discuss such writers as Lydia Davis, Robert Olen Butler, and Jamaica Kincaid, and focus on the emerging genre of the flash novella. The workshop will begin and end with a ten-minute writing exercise.*

**Presenter:** Chella Courington (Santa Barbara CC)

***Tapping into Family and Culture as Personal Resources for Creative Composition***

*Discussion of writers such as Soto, Walker, Rodriguez, Rose and others inspire students to write about their family members, legacy heirlooms or artifacts, and their understanding of generational/cultural conflicts. Students are empowered to write from their own life experiences and reflect on the influences of family, culture, media and the society at large that has shaped their relationship to writing and academic achievement.*

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

**Respondent:** Pete Marcoux (El Camino College)

**Respondent:** Segen Gebrehiwet (Evergreen Valley College)

**Respondent:** Roohi Vora (San Jose State University)

**Respondent:** Robert Covington (Evergreen Valley College)

**5:30-7:00**

**YRC POETRY CAFÉ 2016**

(Fireside  
Lounge)

**“JUST FOR ONE DAY”:  
OPEN MICROPHONE**

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

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

**(Bring your original poetry or write some on site)**

**8:00-9:30**

**SATURDAY MORNING PRE-CUTTING EDGE SESSION II:**

(Pt. Cabrillo)

**“YOUNG AMERICANS”—POWERING UP**

**DISCIPLINARY DISCOURSE THROUGH METACOGNITIVE INQUIRY**

**Moderator:** Ondine Gage (California State University, Monterey Bay)

*This presentation will report on a study of metacognitive inquiry while acquiring disciplinary discourse. Sponsored through a Faculty Support Grant aimed at engaging students in course-work related research, five students and their professor will showcase preliminary findings examining the development of metacognitive strategies while participating in the CSU Graduate Writing Assessment Requirement (GWAR) or junior year GWAR designed for Liberal Studies majors writing within the discipline of Social Science.*

**Presenter:** Ondine Gage (California State University, Monterey Bay)

**Presenter:** Mary Rossi (California State University, Monterey Bay)

**Presenter:** Savanna Scharbrough (California State University, Monterey Bay)

**Presenter:** Julia Felice (California State University, Monterey Bay)

**Presenter:** Mirna Lopez (California State University, Monterey Bay)

**Presenter:** Federico Garcia (California State University, Monterey Bay)

**Respondent:** Noe Torres (San Jose City College)

**9:45-11:45**

**GENERAL SESSION III (THE CUTTING EDGE):**

(Pt. Cabrillo)

**“BLACK TIE WHITE NOISE”—**

**GLOBAL CIRCUITS...TESLA TEACHERS**

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

**“Talking ‘bout Monroe and Walking on Snow White”:  
Student Memes and Critical Thinking”**

*Memes are for more than entertainment. In an assignment inspired by the Global Critical Media Literacy Project, students in an online section of a critical thinking class were asked to generate a series of memes that made a specific argument about electronic privacy. Following peer feedback, they revised the memes and wrote an essay about the experience and resulting argument. Feedback overwhelmingly indicated that this was their favorite group project and that it taught them to see visual rhetoric in a whole new light.*

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

***“Velvet Goldmine”: Image Literacy***

*Imagery is becoming more prevalent in society and students need to learn how to describe images competently. We live in the age of the image. Describing 2D and 3D images is an important skill—a skill Chase will examine in her presentation. The ability to describe, analyze, interpret and make an aesthetic judgment of an image or a piece of art is image literacy. Critiquing art is a skill that goes beyond mere literary expression.*

**Presenter:** Joy Chase (Evergreen College)

***“Let’s Dance” with Google in the Classroom***

*In this workshop participants will learn how to use the collaborative features of Google Docs, Sheets, and Slides in their classrooms. Participants are encouraged to bring their own device to this session.*

**Presenter:** Peter Marcoux (El Camino)

**Presenter:** Darryl Thompson (El Camino College)

**Respondent:** Rebecca Hewett (CSU Bakersfield)

**11:45-12:00** **YRC CONFERENCE 2016 RAP UP:** Sterling Warner (Evergreen Valley College)