



2017

YRCA

Young Rhetoricians' Conference
Composition and Rhetoric Program

Examining Expediency
Advocating Excellence

"There's a crack in everything; that's how the light gets in."
- Leonard Cohen, *Anthem*

June 22 - June 24

Monterey Tides Hotel ~ Monterey, California



YOUNG
RHETORICIANS'
CONFERENCE
PROGRAM 2017



EXAMINING EXPEDIENCY, ADVOCATING EXCELLENCE

8:00-5:00

(Points Lobby)

REGISTRATION/COFFEE

REGISTRATION: Rebecca Penrose (California State University, Bakersfield)

CSUB Unit "Post-Baccalaureate" Semester Units

Coordinator: Rebecca Penrose (California State University, Bakersfield)

Coffee Compliments of Cengage Publishing

8:00-5:00

(Captain's Table)

BOOK EXHIBITION:

Publishers include

Bedford/St. Martins, Cengage/Wadsworth/Houghton Mifflin,

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

10:00-11:30

(Pt. Cabrillo)

THURSDAY GENERAL SESSION I:

**THEME-BASED WRITING COURSES IN A "WRITING ABOUT WRITING" AGE:
INTRODUCTION AND OVERVIEW**

Theme-based Writing Courses in a "Writing about Writing" Age: Introduction and Overview

Presenter/Moderator: Derede Arthur (UC Santa Cruz)

In an era where "writing about writing" (WAW) and "skills transfer" are all the craze, what role can theme-based writing courses play in more effectively teaching students skills that will transfer across disciplines, assignments and contexts? In what ways are themed classes better able to promote student success, especially among first-year or "developmental" writers? Conversely, what can go wrong in theme-based courses, and are some types of themes more engaging for students, or more helpful in facilitating transfer, than others? While panelists will broadly discuss the major rationale behind each approach (theme-based vs. WAW), each of them will demonstrate the value and importance of a theme-based approach in building engagement, critical thinking, collaborative learning, and intellectual community among students. Panelists will open a conversation about what WAW proponents can learn from writing-about-a-theme advocates and vice versa, and to consider where each falls on the "expediency vs excellence" continuum.

What "First Year Experience" Can Teach "First Year Writing"

Presenter: Emily Murai (UC Santa Cruz)

In this presentation, I look at the intersection of the "first-year experience" (FYE) (often considered the domain of college advisers) with "first-year writing" (FYW) to understand how elements of each can build on and strengthen each other. I will review theories of both fields and offer practical pedagogical suggestions around incorporating aspects of FYE into FYW, noting that such an approach may benefit first-year students, particularly vulnerable student populations, such as first-generation college students or students from under-resourced backgrounds. I will look examine the role of "self-efficacy" in student success (i.e., growth mindset, grit, resilience) and suggest ways to build more factors of self-efficacy both directly and indirectly into a first-year writing curriculum.

How Theme-Based Writing Courses Can Benefit International Students

Presenter: Sarah Michals (UC Santa Cruz)

International students come to us with a need for not only language assistance but also guidance in what learning looks like in an American context. Theme-based writing courses allow instructors to support them in both of these ways; taking a theme-based approach, as opposed to a WAW approach, offers international students more transferrable skills that speak to their unique needs and personal goals. Additionally, theme-based courses allow more opportunity for international students to build on their existing strengths, including content knowledge and multimodality. I will show that theme-based writing courses may also offer instructors the chance to escape the deficit mentality that we often bring to our work with international students and, instead, embrace a strengths-based perspective, which benefits both our students and us.

How Theme-based Courses Foster Collaborative Learning and Creative Problem Solving Skills

Presenter: Carol Lena Figueiredo (UC Santa Cruz)

Theme based courses help students, particularly marginalized students, engage deeply with meaningful content or a field of study. Through a theme-based approach, students gain social and inquiry skills that prepare underrepresented students for advanced academic discourse communities by demonstrating the process of making rich connections across a theme or major.

Respondent: Andy Troup (California State University, Bakersfield)

Respondent: Huma Saleem (Evergreen Valley College)

Respondent: Mandana Mosendanagan (San Jose State University)

12:00-1:20

(On the Beach Deck)

BEACH BARBECUE

Beach Barbecue Costs Covered by your

YRC conference registration fee!

THURSDAY JUNE 22, 2017

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

WORKSHOP #1:

(Pt. Cabrillo)

“REACHING FOR THE SKY JUST TO SURRENDER” :

THE ENVIRONMENT AND CLIMATE NARRATIVES IN COLLEGE COMPOSITION

Moderator: Mandana Mosendanagan (San Jose State University)

“Stormy Weather”: *(Re)writing the Climate Narrative in College Classrooms*

Presenter: Steven Mentor (Evergreen Valley College)

*This session will ask not only how to teach climate in our composition and critical thinking classrooms, but also how to sustain student engagement with this crucial issue of the 21st Century across the curriculum. Using two texts as examples (Naomi Klein’s *This Changes Everything*, and Bill McKibben’s *Eaarth*), we’ll look at how instructors can address the effect of climate narratives on students: shock, the many faces of denial, anger, paralysis, despair, and active engagement. Finally, we’ll talk about how to select and stage texts of all kinds across the curriculum, so that students can leave our colleges ready to be active climate leaders in their respective communities.*

YRC Presentations-Roundtables 2017

Using Environmental Themes in the Freshman Composition Classroom and Beyond

Presenter: Rachel Sherman (Ohlone College)

Green campuses are springing up all over, as sustainable building design takes flight, incorporating environmentally friendly features from blue jeans in the walls, to rubber in the carpets— from solar fields on the hillside, to geothermal coils beneath our feet. How have instructors of literature and composition incorporated environmental features into their classroom readings and assignments over the last two decades? Using the New York Times Environment section, as well as classic and contemporary texts, Sherman will show how one can build a greenhouse for the budding inquiry of students, inspire them to branch out to studies in related fields, and consider their own ecological footprints in their day to day lives. This workshop will introduce a variety of readings, films, activities, and assignments and provide a blueprint for designing your own garden of inquiry.

Respondent: Andy Troup (California State University, Bakersfield)

WORKSHOP #2: (Pt. Pinos)

“BLIZARD OF ICE”:

REDEFINING ACCESS, ALLEGING TRANSPARENCY, ADVOCATING CHANGE

Moderator: Amy Flachmann, (CSU Bakersfield)

The Aftermath of No Child Left Behind:

Advocating Excellence while Inheriting Irrevocable Damage

Presenter: Ondine Gage (CSU Monterey)

Snap shots of data collected in a middle school English Language Arts context in 2008 and 2010 are contrasted with 2017 college students' experiences with writing to consider long-term policy ramifications on college students who grew up under NCLB policy mandates. Adopting a signature assignments approach to written communication, the presenter considers approaches to navigating the irrevocable damage of writing instruction under NCLB.

"Is This What You Wanted?":

Teaching Literature and Literary Theory in the Ashes of Postmodernism"

Presenter: Eric Moberg (Menlo College, USF, Diablo Valley College)

What is literature? What does it mean? Who cares? Why and how do we teach literature and literary theory at the college and university level to mostly non-majors? How do we justify the class to taxpayers and the citizenry in the age of social media? Can humanities instruction offer an antidote to the poison of fake-news? This presentation examines such questions and offers some insights.

Respondent: Sabrina L. Nelson (Berkeley City College)

Respondent: Brice Particelli (Pace University, NY)

WORKSHOP #3: (Pt. Alones)

“ARE YOUR LESSONS DONE?":

COMPOSITION, COMMUNITY, CRITICAL THOUGHT

Moderator: Robin Hahn (Evergreen Valley College)

"Sprinkling Stardust":

Encouraging Critical Thinking Through the Use of Multimodal Online Projects

Presenter: Tina Ramsey (Yuba College)

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.

"Pathetic Interference: A Discussion of Essay Topics in Navigation of Critical Thought, Salient Social Issues, and Positive Citizenship"

Presenter: Joseph Alan McCarty (Stanford University)

While students ponder what essay topics to address, instructors ponder what sorts of topics to encourage. (Permit? Require?) Should we use the writing course to help students see themselves as relevant participants in salient social issues, or will inflamed emotions and passionate political positions hinder the acquisition of composition knowledge? What are the longer term consequences of those decisions?

"I Don't Know What I Think!" Helping Students Organize and Outline Their Thoughts

Presenter: Kelly Harrison (San Jose State University)

Clustering, brainstorming, freewriting, and talking about an assignment are useful starting points for writing a paper, but how do students move from ideas to written work? Teaching students organizational patterns and outlining is an excellent strategy to bridge the gap, especially for longer papers, researched writing, and group assignments. Learn techniques that work for beginning writers to graduate students.

Respondent: Lana Strickland (Evergreen Valley College)

Respondent: Gina Gibbs (California State University, Chico)

THURSDAY JUNE 22, 2017

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

WORKSHOP #4:

(Pt. Cabrillo)

"LET IT GO":

ACHIEVING BOTH EXPEDIENCY AND EXCELLENCE IN TEACHING AND TRANSITIONS

Moderator/ Presenter: Simone J. Billings (Santa Clara University)

Presenter: Maria Judnick (Santa Clara University)

Presenter: JP Lacrampe (Santa Clara University)

Presenter: Michael Lasley (Santa Clara University)

Presenter: Robert Michalski (Santa Clara University)

A Round Table format, this session offers brief remarks (5-10 minutes) by 5 speakers on transitions that affect instructors and students: stepping into and out of administrative assignments, beginning or seeing the end of academic careers, moving from adjunct to continuing faculty, and of course working with students as they move from high school to post-secondary learning. The audience will then be invited to discuss with the panelists and each other those sub-topics or other "transition" topics they might have as together we explore how to achieve both expediency and excellence in teaching and transitions.

Respondent: Joseph Alan McCarty (Stanford University)

WORKSHOP #5:

(Pt. Pinos)

"DIAMONDS IN THE MINE":

CULTIVATING CREATIVITY, ENCOURAGING RESOURCEFULNESS

Making Poetry Enjoyable for All Composition Students

Moderator: Tobey Kaplan (Laney College)

Presenter: Yvette Abelow (Evergreen Valley College)

Presenter: Huma Saleem (Evergreen Valley College)

Have you ever told students that your class that it will be studying poetry only to be dismayed by student groans and apathy? Or, have you ever mentioned the word poetry to students and elicited anxious expressions? We will share our approaches that are intended to make poetry enjoyable for all students in your composition courses.

YRC Presentations-Roundtables 2017

"No Moon to Keep Her Armor Bright": Illuminating Cadence with the Help of Stars

Presenter: Nicholas Goodwin (San Jose City College/Evergreen Valley College)

How do we communicate cadence and its value to our students when there is so much outside noise? If you have ever struggled with teaching meter, rhythm, or enjambment to your students, this presentation will show you how a poet's ear is one of her greatest assets, and what some famous poets think about sound and sense. Join us for a discussion from the poet's perspective, with an activity and advice as to how to help your students deal with poems.

Respondent: Roohi Vora (San Jose State University)

WORKSHOP #6: (Pt. Alones)

"AVALANCHE":

CONFRONTING COUNTERFEIT TRUTHS WITH CRITICAL THINKING & VERIFIABLE FACTS

Moderator: Jody Millward (Santa Barbara City College)

Critically Thinking Our Way Through Social Media

Presenter: Sabrina L. Nelson (Berkeley City College)

This brief slideshow and discussion will provide instructors and their students with tools, tips, and suggestions to combat the influx of curious circumstances, inconceivable information, and alternative facts that have overtaken our social media feeds. Be prepared to Tweet the Truth!

Did You Like That?: Awakening in the Wake of Fake News and Self-Selected Feeds

Presenter: Jeremiah Henry (California State University, Fresno)

In the aftermath of what many Young Rhetoricians would characterize as a surprising—or, perhaps more accurately, a shocking outcome in the 2016 presidential election, there has risen in my view an urgent need to examine closely how we and our students encounter, consume, and respond to texts in a 21st century context. This interactive workshop aims to explore that context and to point at a variety of its problems and challenges: self-selected newsfeeds, targeted-ads, clickbait, fake news, and human proclivity toward confirmation bias among those challenges. Within this context, I invite Young Rhetoricians to this workshop to collaborate and share ideas about how we as composition teachers can help our students navigate this rhetorical quagmire and urge them toward evidence-based inquiry, logic, and reason.

Updating the Art of Evaluation

Presenter: Perri Gallagher (Ohlone College)

According to 2016 Stanford based research on evaluating Information online: " Overall, young people's ability to reason about the information on the Internet can be summed up in one word: bleak." As an instructor of freshman composition and critical thinking courses, I am concerned about this finding. Researchers concluded that "Many of the materials on web credibility were state-of-the-art in 1999" which means it's time to rethink how we teach research and source evaluation. Collaboration with librarians and rewriting the lab unit devoted to this topic are just two starting points to be considered and discussed.

Respondent: Eric Narveson (Evergreen Valley College)

Respondent: Tina Ramsey (Yuba College)

5:15-6:30

(Fireside
Lounge)

"HALLELUJAH":

ADJUNCT ENGLISH INSTRUCTORS & GRADUATE STUDENTS

NO HOST COCKTAIL FORUM

Moderator: Andy Troup (California State University, Bakersfield)

Friday—June 23, 2017

8:00-5:00

(Points Lobby)

REGISTRATION/COFFEE

Registration: Rebecca Penrose (California State University, Bakersfield)

CSUB Unit “Post-Baccalaureate” Quarter Units

Coordinator: Rebecca Penrose (CSU, Bakersfield)

Coffee Compliments Cengage 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. Cabrillo)

FRIDAY PRE GENERAL SESSION II: “HEROES IN THE SEAWEED”:

RETHINKING EVER EVOLVING TEACHING APPROACHES TO COLLEGE COMPOSITION

Moderator: Arturo Heredia (Stanford University)

From “Rubber-Stamping” to Effective Commenting:

Re-thinking the Instructor Response Process through Nancy Sommers’

“Responding to Student Writing”

Presenter: Sandra Cruz (CSU Stanislaus)

While the rules of writing should not be completely disregarded, instructors comments need to be specific to their students’ needs as writers by explicitly stating how necessary changes can improve their skills as writers. As Sommers’ also states, instructors need to create a connection between classroom activities and the comments made in students work. As a first-year composition instructor, Sandra Cruz implemented exercises that are specific to the writing needs of her students by having them visualize and participate in the commenting process. Such activities include: annotating academic articles in class, and going over surface and global issues found in students rough drafts. In combining these activities with her student specific comments, she has seen her students improve their skills as writers and critical thinkers. In this interactive session, Cruz will further expand on the commenting process, and explore methods that can be used to turn this process into a more effective practice for students and instructors.

Using Critical Incidents for Successful Transfer

Presenter: Misty Lawrenson (California State University, Fresno)

One crucial aspect to understand when teaching for transfer is what Yancey et al. (2014) term “critical incidents.” As students navigate through their prior knowledge while learning new information they will undoubtedly encounter a critical incident. It is imperative for instructors to first be aware of the phenomenon and second understand how they can help their students recognize the incident and grow from the experience. My presentation will discuss “critical incident” as presented by Yancey et al. (2014), and further explained (albeit in different terms) by Hayes et al. (2016). Drawing upon my experiences in the classroom with First Year Composition students, as well as current transfer theory, I will emphasize the importance of guiding students through these incidents by using reflections and explicit teaching.

Respondent: Sravani Banerjee (Evergreen Valley College)

10:00-11:30

(Pt. Cabrillo)

FRIDAY GENERAL SESSION II: “EVERYBODY KNOWS THE DICE ARE LOADED”:

VOICES NAVIGATING GENUINE STUDENT SUCCESS TO SHAPING DATA

Moderator: Sterling Warner (Evergreen Valley College)

YRC Presentations-Roundtables 2017

In Their Own Words: What Professors (and others) Can Do to Encourage Student Success

Presenter: Carmen Carrasquillo (San Diego Miramar College)

This presentation focuses on the voices of students themselves: Their perspectives about the opportunities and obstacles they encounter in college. This research project revealed how relationships and other institutional factors play a role in mediating students' experiences and successful persistence. I will share a poetic transcription method and the stories of low-income, high-achieving, diverse students who have navigated institutional barriers to their success. Students cite interactions with institutional agents (perceived professorial attitudes and teaching practices) as encouraging them to persist and to succeed. Students of color identified socio-political realities, such as immigration status and experiences with racism, as barriers to their success.

"The Window": Students Speak—Oral History and Storytelling in the Classroom

Presenter: Michelle Blair (San Jose City College)

San Jose City College Professor of English Michelle Blair will discuss the genesis and technique of her completed sabbatical project, Students Speak: True Stories from SJCC, a collection of first-person narratives from community college students. Student readings and roundtable discussion about storytelling in the classroom and across curriculum will follow.

Ethnographic self-analysis, Social Justice, and the Composition Classroom

Presenter: Rodrigo Gomez (San Diego Miramar College)

Too often in today's social landscape, division plays an influential role in how we interpret and interact with each other. Race, gender, sex, class status, nationality, religious affiliation, or even political beliefs have become devices for drawing distinction and division amongst ourselves. Ethnographic self-analysis, however, can effectively show students that their individual experiences and prior knowledge are valuable in the composition classroom, and that they share much common ground with individuals from diverse backgrounds, cultures, and ethnicities. It allows students to analyze themselves and others more critically, helps them consider how their identity is interrelated to the larger social landscape, and demands that they validate diverse perspectives on common social issues by bridging the gap between "self" and "other."

Respondent: Simone Billings (Santa Clara University)

Respondent: Mike Land (Assumption College, Massachusetts)

11:30-12:00

2017 YRC Rhetorician of the Year Award Presentation

(Pt. Cabrillo)

2017 YRC

Rhetorician of the Year:

CHRIS M. ANSON

(North Carolina State University)



CHRIS M. ANSON, the 2017 YRC Rhetorician of the Year, Chris Anson is a Distinguished University Professor and Director of the Campus Writing and Speaking Program at North Carolina State University, where he teaches graduate and undergraduate courses in language, composition, and literacy and works with faculty across the disciplines to enhance writing and speaking instruction. He has published fifteen books and over 120 articles and book chapters relating to writing and has spoken widely across the U.S. and in 30 other countries. He serves on the editorial boards of seven peer-reviewed journals. He has received numerous teaching awards and has participated in over \$2 million in grants. He is Past Chair of the Conference on College Composition and Communication and Past President of the Council of Writing Program Administrators, and he was recently elected to the Steering Committee of the International Society for the Advancement of Writing Research. His full C.V. is at www.ansonica.net

Award Presented by Sterling Warner (Evergreen Valley College)

YRC
RHETORICIAN OF THE YEAR
EMERITI & EMERITAE: 1988-2017

Chris M. Anson	2017
Chitra Banerjee Divakaruni	2016
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

12:00-1:20
(La Grande)

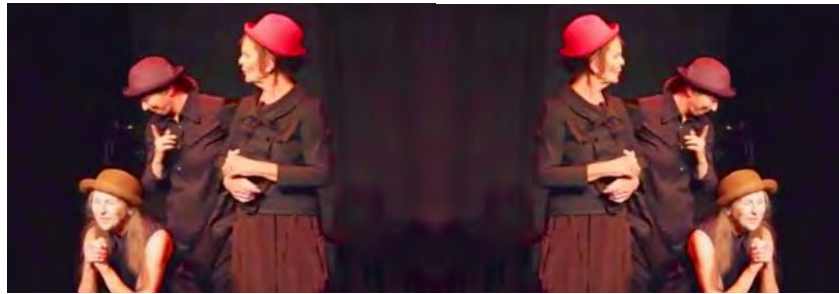
FRIDAY LUNCHEON
(Costs Covered by Registration Fees)

YRC LUNCHEON EVENT 2017:

NAN BUSSE, PEGGY DECOURSEY, CINDY WEBSTER

In

"A sentence is inside itself...or Waiting for Gertrude"



3 women, 3 hats, 3 stools and an accordion rummage around in the words of Gertrude Stein and Samuel Beckett. Using movement, music and text, the players build a temporal monument to Oakland's favorite daughter and one of Dublin's favorite sons. *"A sentence is inside itself... or Waiting for Gertrude"* combines obscurity with enlightenment and proves Stein's statement that "It is always a mistake to be plain spoken." Created by Nan Busse, performing with Peggy DeCoursey and Cindy Webster, who also composed the music (including the hit song, "Suppose There's a Pigeon"!). With help from producer/promoter Tobey Kaplan.

Luncheon Event Host:

Kathleen Hudson (Schreiner University)

FRIDAY JUNE 23, 2017

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

WORKSHOP #7:
(Pt. Cabrillo)

"WHO BY FIRE": CONTROVERSIAL SUBJECTS AND COLLEGE COMPOSITION

Moderator: Bruce Henderson (Fullerton College)

Teaching Smart News Consumerism to Students Who Don't Consume News

Presenter: Katie Oesau (Yuba College – Marysville)

Talking about media bias seems more important than ever, especially in this current political climate. Still, how might one teach students about smart news consumerism if they don't consume news? Katie Oesau will share personal difficulties with this issue in her presentation, and some ways she edited her course curriculum to work with this group of students. This presentation will be an open forum for educators to share their ideas on how to teach smart connective-ness when students are (or feel) disconnected as well as to explore how student may consume more news than they think.

Dinosaurs, Dragons, and Unicorns: A Rhetorical Genre Analysis of the Creation Museum

Presenter: Brice Particelli (Pace University, NY)

The Creation Museum was built with \$27 million of public and private money as an educational facility built on a literal, biblical understanding of a 6,000-year-old Earth in which unicorns and adolescent T-Rexes boarded Noah's Ark together a few thousand years ago. Utilizing concepts from Rhetorical Genre Analysis, this presentation considers how the structures, expectations, and rhetorical strategies linked to genre shape viewers understanding and encourage belief in "alternative facts." That is, it will explore why, "despite its open denial of well-supported and non-controversial scientific foundations, this Museum compels people."

"Who by Brave Assent...Who by Accident":

Addressing Controversial, Provocative Subjects in the Composition Classroom

Presenter: Avantika Rohatgi (San Jose State University)

Presenter: Roohi Vora (San Jose State University/EVC)

Contrary to what some may believe—particularly in view of "safe zones" that protect the rights of extremist ideology in a classroom—controversial and difficult subjects like global human rights (which many narcissistic selfie-loving millennial find unbearable) can be taught successfully in a college composition course. Avantika Rohatgi pioneered and piloted such an English 1B (the second course in composition at San Jose State University); she and her colleague, Roohi Vora, will explain multiple strategies in effectively dealing with controversial subjects pursuant to writing assignments.

Respondent: JP Lacrampe (Santa Clara University)

WORKSHOP #8:

(Pt. Pinos)

READ ABOUT, WRITE ABOUT, WALK ABOUT:

COMPOSING IN ENGLISH AND THE ARTS

Moderator: Rebecca Penrose (California State University, Bakersfield)

Presenter: Cheryl Hogue Smith (Kingsborough Community College)

Presenter: Sheridan Blau (Teachers' College, Columbia University, NY)

This 90-minute presentation will be (1) a workshop about the role a multimodal project can play in helping struggling students become successful writers and (2) a demonstration of a lesson for students in the parallel processes of viewing art and reading literature and the connections between writing about art and literature.

Respondent: Mariette Ogg (U. S. Coast Guard Academy; Columbia University)

Respondent: Carol Lena Figueiredo (University of California, Santa Cruz)

WORKSHOP #9:

(Pt. Alones)

"WAITING FOR THE MIRACLE":

FOSTERING INNOVATION IN AN AGE OF CONFORMITY

Moderator: Nancy Tung (Evergreen Valley College)

Using Feedback as a Tool for Improving and Promoting Writing Center Services

Presenter: Michelle Hager (San Jose State University)

The San Jose State University Writing Center serves the entire campus community at a large public institution, and we work with students from all disciplines, at all grade levels, and during all phases of the writing process. We collect quantitative and qualitative feedback from many groups—including both our student employees and students and faculty who use our services—to help us improve our services and to prove our value to the greater university community. In this presentation, the presenter will share a sampling of the type of feedback received, discuss the challenges associated with this data collection, and talk about how the feedback is used to maintain high-quality services.

YRC Presentations-Roundtables 2017

Writing Center Voices for Student Success

Presenter: Sravani Banerjee (Evergreen Valley College)

Presenter: Huma Saleem (Evergreen Valley College)

Presenters will explain how Evergreen Valley College's Writing Center helps students hone basic skills revolving around the writing process. Though this nationally-recognized, award-winning model already boosts student success for basic writers, the presenters will share feedback from 2016/2017 student evaluations that can help all Writing Centers improve their services.

Respondent: Jacob Whitaker (California State University, Bakersfield)

FRIDAY JUNE 24, 2016

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

WORKSHOP #10:

(Pt. Cabrillo)

"THE FUTURE":

READING, WRITING, LEARNING RESOURCES, AND TEXTBOOKS

Moderator: Jeffrey Andelora (Mesa Community College, Arizona)

Reading into College Composition

Presenter: Mariette Ogg (U. S. Coast Guard Academy; Columbia University)

This presentation will offer an examination of text selection in college composition—or first-year writing (FYW)—courses. It will begin with an historical account of trends in readings assigned in FYW courses by firstly examining various—and often competing—[hi]stories of FYW courses in composition, and then move to consider FYW textbooks as telling artifacts from the college composition tradition. The presentation will also share findings from a multi-method qualitative study that used semi-structured interviews and document analysis to directly engage with first-year writing teachers. Additionally, it considers how students and teachers engage with assigned texts.

Connecting A Composition Program to the Campus & Community through a Common Reader Program

Presenter: Emerson Case (CSU Bakersfield)

This presentation will explore the origins and longitudinal development of California State University, Bakersfield's Common Reader Program, the Runner Reader Program, as it expanded beyond the boundaries of the Composition Program to successfully partner with numerous campus and community entities, including public libraries, area businesses, community organizations, and educational institutions ranging from the elementary to community college levels. The presentation also will consider how to develop more effective cross-campus relationships and how to improve town-gown relationships, as well as examine the value of a common read program in improving college-going rates and behaviors, ameliorating Composition remediation rates, and improving "high school to college" and "2-year college to 4-year college" articulation processes.

Three Mediums: Service Learning Creatively Tells the Stories of Refugees

Presenter: Mike Land (Assumption College, Massachusetts)

What do Service Learning Projects, Creative Writing, and Nonfiction Stories of Refugees have in common? A lot! By blending objectives and literary techniques inherent in each literary genre and instructional medium, one has an invigorating, refreshing vehicle for presenting a power narrative—"Stories of Refugees." Come prepared to ask questions and discuss how Service Learning can creatively convey such stories in particular and nonfiction topics in general.

Respondent: Carmen Carrasquillo (San Diego Miramar College)

Respondent: Sheridan Blau (Teachers' College, Columbia University, NY)

WORKSHOP #11:

(Pt. Pinos)

“FIRST WE TAKE MANHATTAN”:

ADVOCATING EFFECTIVE TEACHING/LEARNING PRACTICES

***“Guided by the Beauty of Our Weapons”:* Maintaining Student Motivation**

Presenter: Gina Gibbs (California State University, Chico)

Come learn some tips and tricks for keeping students motivated throughout the semester! Using community building, empathy, and the affective domain, this workshop aims to help instructors keep their retention rates high, even during difficult parts of the semester. . This session strives to encourage and promote maximum conversation. I will share some of my best practices and hope you will share some of your successes too!

***“Different Sides”:* New Technology & Learning Resources for Basic Skills & Beyond”**

Presenter: Leslie Rice (San Jose City College)

Leslie Rice, an ESL/ENG instructor at San Jose City College in San Jose, CA, will describe and demonstrate some new (or fairly new) resources she has used successfully in her ESL, Basic Skills, and College Lever composition courses. These include VoiceThread, Newsela, Grammarly, Hippocampus, and more. Handouts will be provided.

“What is Work/Baby Don’t Hurt Me/Don’t Hurt Me No More”:

Practical Ideas & #the struggle is real Discussions regarding Adjunct Multimodal Assignments

Presenter: Amanda Nicole Reyes (California State University, Dominguez Hills)

Academia’s marbled-white castle has undergone major renovations. Corporate sponsorship and partnerships with local, national and international moguls have restructured the academic tower into the “educational intelligence complex.” Such an institution inherently creates a platform for expediency while advocating excellence. Composition adjuncts, specifically those working in low-socio-economic conditions, face the reality of fighting for a seat at the roundtable while fighting for the table itself to be reimagined—an issue addressed by this session. Reyes will provide insight into some of the practical ways composition instructors, specifically adjuncts, can teach multimodal writing in and out of the classroom while discussing some of the fiscal, emotional and institutional challenges in implementing activities and assignments that advocate individual and community excellence given the cloud of expediency that haunts us.

Respondent: Rachel Sherman (Ohlone College)

WORKSHOP #12:

(Pt. Alones)

“THE WIND, THE WIND IS BLOWING”: HECTIC LIVES—CREATIVE OUTLETS

Moderator: Michelle Blair (San Jose City College)

***“Stories of the Street”:* Flash Fiction Mirroring Real Life**

Presenter: Chella Courington (Santa Barbara City College)

People in general and professors in particular frequently have a secret desire to examine the creative side of themselves yet never seem to find time or space? In this workshop, Chella Courington will explore how and why flash fiction serves as the perfect “creative” genre for those writers with a crushing teaching load and/or overwhelming family/work related commitments.

***“Ballad of the Absent Mare”:* Creative Pedagogy, Brain Science, and Reflection**

Presenter: Kathleen Hudson (Schreiner University, Texas)

Belle Starr (aka Kathleen Hudson) rides again in this interactive workshop for reflection based on some research by David Eagleman (PBS special on the Brain) as well as her own mentors (Austin Kleon, Gabriele Rico, Natalie Goldberg). Herein, participants will write, respond and reflect. Come prepared to share as well at our evening YRC Poetry Café.

YRC Presentations-Roundtables 2017

Respondent: Tobey Kaplan (Merritt/Laney College)

Respondent: Nicholas Goodwin (San Jose City College/Evergreen Valley College)

Respondent: Roohi Vora (San Jose State University/EVC)

5:30-7:00

(Fireside
Lounge)

“BIRD ON THE WIRE”: YRC POETRY CAFÉ 2017

Emcee: Tobey Kaplan (Merritt/Laney College)

OPEN MICROPHONE!

*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, flash fiction, or write some on site)

9:30-11:30

(Pt. Alones)

SATURDAY MORNING CUTTING EDGE SESSION III: “ANTHEM”: PERSPECTIVES ON ACCELERATION, LONGITUDINAL LEARNING SKILLS, AND STUDENT SUCCESS

Moderator: Cheryl Hogue Smith (Kingsborough Community College, NY)

Accelerated Learning:

Looking at Current Events through the Kaleidoscope of Multiple Identities and Perspectives

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

Lately many community colleges have developed “accelerated” reading and writing courses to take the place of either one or two semesters of “basic” English. These accelerated courses are meant to prepare students, most of whom have either recently completed a program of ESL courses or have tested into the basic level from High School, for their first transfer level English class. Regardless of promising retention data, it remains unclear if students can really learn the skills necessary to succeed long-term in such a short time frame. This presentation will demonstrate one approach to integrating reading comprehension, writing, and critical thinking skills. Students explore articles, newscasts, interviews and photographs to deepen their understanding of the multiple ways (often influenced by cultural, religious, and/or political identity) of viewing the controversies; then, students summarize their ideas in a paper. Discussion of this approach will be encouraged through pair and share and audience participation.

“Villanelle For Our Time”: The Right to Fail Redux

Presenter: Bruce Henderson (Fullerton College)

Despite the mission of community college instructors in particular to help every student to succeed, in reality some will not do so in any given semester. We recognize many reasons why students can fall short of course expectations/outcomes: job demands; family situations leading to excessive absence; unexpected chronic illness; temporary homelessness; or in some cases, inadequate study skills. Rarely does it come down to an actual lack of ability to complete course requirements. Even if instructors decide to “purge” their rosters, for sound reasons, they must navigate student rights and college policies to legitimately drop underperforming students. This talk will review policies instructors can include in their course agreements to give them more flexibility in allowing some students to fail. In reality students can be better off withdrawing from a course and retaking it when they are better prepared to study or better situated in their personal lives. The right to fail can be a win-win for all concerned.

Integrating Critical Reading, Writing, and Thinking for Success in College

Presenter: Kim Flachmann (CSU Bakersfield)

Critical reading, writing, and thinking are the heart and soul of college success because they are the foundation of academic literacy. In this session, I will suggest some ways to teach critical reading and writing through a variety of interactive activities that you can easily adapt to your own purposes and teaching styles. In the process, you will discover effective ways of making critical thinking a visible part of helping your students transfer these foundational skills to other courses across the curriculum.

“The Partisan”: Fake News, Faulty Data & Fast Tracking in Composition—Winners & Losers

Presenter: Jody Millward (Santa Barbara City College)

Years of budget cuts led to a backlog of students shut out of higher ed. The Student Success Act would cut costs and increase enrollment through fast-tracking students, acceleration and a statewide placement program fast tracked students. Research assessing the impact of this for students of color is at best thin, at worst misleading. More refined research will show us who is left behind.

Respondent: Kathleen Hudson (Schreiner University, Texas)

Respondent: Ted Brett (Gavilan College)

Respondent: Sandy K. Nguyen (Evergreen Valley College)

Respondent: Robert Michalski (Santa Clara University)

Respondent: Perri Gallagher (Ohlone College)

Respondent: Anthony Partridge (Evergreen Valley College)

Respondent: Rebecca Penrose (California State University, Bakersfield)

11:30-12:00

YRC CONFERENCE 2017 RAP UP:

Sterling Warner (Evergreen Valley College)

12:30-1:30

***YRC Advisory Board Working Luncheon (TBA):
Planning the Future of the YRC***



Check out all YRC Conference
Updates on the

Young Rhetoricians' Conference
Website:

www.youngrhetoriciansconference.com





YRC

Call For Proposals

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THE YEAR-2018 YRC
MEETS JUNE 22-24, 2017 AT THE MONTEREY TIDES

to consider

COMPOSITION AND RHETORIC 2018:

THE YOUNG RHETORICIANS' CONFERENCE (YRC) 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, 2018, we are accepting proposals for general and concurrent sessions. In keeping with the sense of the conference, please show interplay of theory and practice—not privileging 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. Also, send along a two to three place description of your presentation for the program.

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 the YRC Advisory Board's email address (TBA).**

We look forward to learning of your ideas!

YRC 2018 Proposal **(250 words or less in an EMAIL ATTACHMENT)**

Name: _____
Affiliation: _____
Address: _____
Phone/s: _____
Email: _____
Proposal Title: _____
One or two sentence synopsis (for the program 2018): _____
Proposal/Abstract: Two Hundred Fifty (250) word or less in an *email attachment*
Type of Proposal (e.g., entire session, place in session): _____
Additional Names & Institutions: _____

UPCOMING CONFERENCES/MEETINGS: 2017-2018

FALL 2017

TYCA Pacific Coast Conference 2017:
Inspiration, Innovation, Inclusion
Fall 2017 TYCA Conference/Board Meeting
Contact/Conference Chair: Carmen Jay
EcctycConference@gmail.com

October 20-21, 2017
San Diego Miramar College
10440 Black Mountain Road
San Diego, CA 92126-2999

2017 NCTE (National Council of Teachers of English)
107th Annual Convention & Exposition
The First Chapter
<http://www.ncte.org/annual>

November 16-19, 2017
America's Center Convention Complex
St. Louis, Missouri

SPRING 2018

MLA 2017—Philadelphia
133rd Annual MLA Convention
#States of Insecurity
<https://eventegg.com/mla-new-york-2018/>

January 4-7, 2018
(Venue TBA)
New York City

CATE 2018 Annual State Conference
California Association of Teachers of English
With Literacy and Justice for All
www.cateweb.org

March 9, 2018 – March 11, 2018
San Diego Town & Country Resort
500 Hotel Circle North
San Diego, CA 92108

2018 CCCC Annual Convention
Languaging, Laboring, and Transforming
<http://www.ncte.org/cccc/conv/call-2018>

March 14–17, 2018
Convention Center
Kansas City, Missouri

53rd Annual TESOL Convention and Exhibit
Sustaining Dialogues Across the TESOL Community
<http://www.tesol.org/convention2018>

March 27-30, 2018
Chicago, Illinois

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

April 2018
Crowne Plaza Hotel
Burlingame, California

SUMMER 2018

33rd Annual Young Rhetoricians' Conference
Composition and Rhetoric 2018:
Theme: TBA
www.youngrhetoriciansconference.com

June 21-23, 2018
Monterey Tides
2600 Sand Dunes Dr.
Monterey, California 93940-3838

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)

Tarpy's Roadhouse

<http://tarpys.com/>
(Lunch and dinner. Very good--same group as Montrio and Rio Grill)

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 2018A