Young Rhetoricians’ Conference

The Challenge of Change

21-23 June 2018
Monterey Tides Hotel, Monterey, CA
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Welcome Address 10:00-10:30

The challenge of change for the YRC
Pt Cabrillo
How has the YRC changed this year, besides the online registration? What challenges have we faced and what challenges are ongoing? What’s working well? Our new president explains the updates and how they affect you. The YRC is lucky to have so many people willing to volunteer to keep the YRC going. Come meet the new board and find out the ways you might participate. The address will allow ample time for questions and answers.

Kelly A. Harrison
San Jose State University
Stanford University

Plenary Session 1: 10:30-12:00

Using Joseph Harris’s Moves to ‘Rewrite’ Our Teaching Practices
Pt Cabrillo
There are striking similarities between the practices writers and teachers follow in revising what they have written or taught. For the past five summers, Teacher Consultants in the San Jose Area Writing Project have been examining recently taught lessons through the lens of the four “moves” Joseph Harris recommends for revising critical essays. In similar fashion, following a short introduction to the Harris moves, participants in this opening session will engage collaboratively in “rewriting” one recently taught lesson. The session will conclude by viewing and discussing videotapes of beginning teachers engaged in these same “rewriting” practices.

Jonathan Lovell
San Jose State University

Moderator:
Sheridan Blau, Teachers College Columbia University

Beach Barbeque: 12:00-1:20
On the Beach Deck
Tickets included with registration
Concurrent Session A: 1:30-3:00

Teaching as a Corroborative Effort
Pt Cabrillo

Variations on Peer Review in the College Writing Classroom
Writing teachers know that peer review benefits both writers and reviewers, but students often aren’t sure how to give effective feedback and aren’t always convinced that it’s worth the time. We will share some of our experiments with peer review to keep the activity fresh and engaging in our writing classrooms, including read-alouds, reader-centric rubrics, and collaborative peer comments. Participants will share their own experiences with peer review and brainstorm possible modifications for their classrooms.

Julia Schulte  
University of San Francisco  
San Francisco State University

Maree Caput  
University of San Francisco  
Berkeley City College

Teaching the Three E’s, Social Equity, Environment, and Economics, of Sustainability: Mapping Learning Outcomes to Assignments Using a Case Study Approach
This presentation reports on several case study essay writing modules, which focus on understanding the perspectives of various stakeholders involved in controversial environmental issues. The modules were tested in various English and Information literacy courses at the lower division level, and will become the building blocks of a course designed to meet Institutional Learning Outcomes in information literacy for Area E (Lifelong Learning) General Education and the Sustainability Overlay at CSU East Bay. The presenter will demonstrate how assignments can be designed around environmental case studies.

Sharon Radcliff  
CSU East Bay

Letters From the Heart: Connecting College Students with At-Risk Youngsters via Community-Engaged Scholarship
Discuss ways to get to know your students better through interesting writing assignments that reach back into childhood memories.
Remembering the adults who helped them in their lives often inspires college students to want to “give back” by becoming writing friends (pen pals) with at-risk children in their new neighborhoods. Their writing improves, as their desire to make a good impression on the youngsters and their hearts open as they make new friends.

Pam Gingold
UC Merced

Moderator
Angie Kirk, El Camino College

Writing Our Way into Discovery
Pt Alones

Writing to Disconnect: Creating a Course that Encourages Students to Unplug
This presentation offers insights and particularly effective student writing samples from “Youth Identity in a Networked Culture,” a UC Santa Cruz composition class. The presentation includes prompts that generated this powerful student writing, and addresses how the composition classroom—with its emphasis on critical reading, awareness of audience, rhetorical devices, and writing to discover one’s own identity—has functioned as a laboratory in which students have produced revealing and self-aware writing about their online identities.

Lindsay Knisely
UC Santa Cruz

Congratulations Graduate! Now, Thank Your First-Year Composition Professor
Since First-Year students face the obstacle of transitioning to university, which often attributes to high attrition rates, I propose that students, faculty, and the university benefit when First-Year Composition assignments encourage students to discover their academic identity, interests, opportunities, and campus resources in the context of composition studies. I will present curricular options for writing (and speaking) professors that integrate both low- and high-stakes assignments to help students create their academic identity and achieve success.

Jolie Goorjian
San Francisco State University

“Practical Crossovers:” A Creative Approach to Literacy Narrative Pedagogy
“Practical Crossovers” attempts to merge narrative and literacy theory by approaching the composition of literacy narratives as though in a creative writing workshop, as a site of negotiation rather than prescription.
Students in this hypothetical workshop, grounded in composition theory concerning the translingual turn, would reflect on their own language acquisition and use landmark literacy narratives as models to view their language differences as invaluable tools to success in the classroom.

Nina Batt  
Loyola Marymount University

Oscar King IV  
Loyola Marymount University

Moderator:  
Joseph McCarty, Stanford University

Researching with a Strategy

Tracing Change Through the Archive
This session will describe two projects that situate composition students as novice scholars through archival research. Blending discussions of theory and practice, the session will explore the challenges and benefits of engaging composition students in archival research. Participants in the talk can expect to leave with sample assignments, concrete examples, detailed nuts and bolts recommendations for implementing archival projects in composition classes, and rich discussions of some theoretical models with which to frame those projects.

Christopher Potts  
CSU Dominguez Hills

Katrina Sire  
University of La Verne

Charting a Course: Navigating the Archives with First-Year Writers
This session engages participants in a conversation about how we enter and transit the oceans of archives our students navigate while engaged in research for ubiquitous end-of-term research papers as first-year writers. As part of an ongoing study aimed at developing a first-year writing course in which students engage an institution and larger military branch’s text/material archives, it draws on recent scholarship (Norcia, 2007; Ritter, 2009; Scholes, 2011; and Hayden, 2015) and collaboration with input from departments (Library, Writing Center, History, and English/World Languages) across campus to offer a theoretical rationale for charting a clear course to support students’ entry into the oft-murky waters of large digital and text-based archives. Finally, it offers practical tools for how we can guide our students to critically consider and articulate the contexts in which we ask them to operate.

Mariette Ogg  
United States Coast Guard Academy
Counting Women’s Memory: Digital Humanities and the Role of Numbers in the Work of Remembering Sarah Winchester and Her House

In this session, the presenters use feminist historiography alongside data visualization tools such as Voyant to analyze a corpus of archival newspaper articles in order to understand how the public memory of Sarah Winchester and her famous “mystery house” became attached to themes of mysticism, seclusion, haunting, and insanity over the course of her lifetime and beyond.

Amy Lueck
Santa Clara University

Moderator:
Rebecca Penrose, CSU Bakersfield

Concurrent Session B: 3:30-5:00

A Change Is Gonna Come
Pt Cabrillo

“A Change Would Do You Good”: Podcast Assignments in First-Year Sequence and Argumentation Classes

Simone Billings
Santa Clara University

“Reach Out, I’ll Be There”: Creating an Online Tutoring Program for San Jose State University

Maria Judnick
Santa Clara University

“The Magical Mystery Tour”: From the Investigative Research Essay to the Multimodal Project

Robin Tremblay-McGaw
Santa Clara University

“The Dangling Conversation”: Fostering Collaborative and Constructive Discussion in Online Writing Classes

J.P. Lacrampe
Santa Clara University

Social Media, Remediated: Using Video Essays to Teach Technology in First-Year Writing

Maggie Levantovskaya
Santa Clara University

We’re All in This Together: Using Wikis for Collaborative Analysis and Research in First-Year Writing

Maura Tarnoff
Santa Clara University

Using an Online Course to Prepare Students for Academic Research Writing

Jacquelyn Hendricks
Santa Clara University

In this roundtable, participants will speak for 5-7 minutes apiece about the challenges they have faced or are facing in the College Composition
classroom. Our discussions will highlight the diversity of experiments, many of them multimodal (and online), with new assignments for the traditional classroom that make use of technology. We will then open the conversation up for comments and questions. We hope for a lively conversation with the audience as well!

**Moderator:** Michael Lasley, Santa Clara University

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**Overcoming Barriers: No Victims Here**

_Overcomin’g Barriers: No Victims Here_  
Pt Alones

**Diversifying Curricula in High School English Classrooms, Bringing Forth New Literature Empowering Hispanic Students**

This individual presentation examines a case study as well as some personal narrative to demonstrate the absence of cultural consciousness across Central Valley high school classrooms. It is important for educators to acknowledge that minorities, in this case Hispanics, often come from primary discourses where they are limited by socioeconomic issues, which include poverty and racism. By acknowledging the funds of knowledge students have, educators can empower students' voices through diversifying “standard English” and bringing forth new literature that connects more with students of color.

**Manuel Alfaro**  
CSU Fresno

**Challenges to the Foundations of SAE: Alternative Approaches**

This presentation examines the English variety known as Standard American English (SAE), which is often viewed as a cultural artifact that is unchanging and this idea needs to be destabilized. It also discusses the foundations of SAE in the United States and how they are rooted in assimilation of indigenous populations and social control, rather than social mobility and “proper” speech as some claim. Finally, this presentation discusses the application of these concepts at Los Angeles Valley College where tutors tailor their pedagogy to embrace an inclusive point of view using concepts like Code Switching, Translation, and Collaboration as more effective teaching tools for writing students than grammar correction alone.

**Colette C. Meade**  
CSU Northridge

**Moderator:** Tom McNamara, CSU Fresno
Sharpening Our Pens: Preparation for the Poetry Café

Mining Your Own Work
Given the crushing load of a community college professor, finding time for writing is difficult. But mining your own work provides a ready vehicle for utilizing an hour here and there to cultivate something new. From Virginia Woolf to Ron Rash, writers have expanded their short stories into novels. Woolf's "Mrs. Dalloway on Bond Street," 1923, evolved into the novel Mrs. Dalloway; Eudora Welty's short story, "The Optimist's Daughter," 1969, became her Pulitzer-winning novel by the same name; and Ron Rash's short story "Serena" became his 2008 novel Serena. Such writers set the example. Whether the project is turning a short story into a novel, a screenplay into a stage play or flash fiction into poetry, this workshop will offer hands on experience of how to reshape your existent work into a new genre. (Please bring a copy of the creative piece you want to transform.)

Chella Courington
Santa Barbara City College

Moderator: Tobey Kaplan, Chabot College & Laney College

Adjunct Instructors & Graduate Students: 5:15-6:30
No host cocktail forum in the Fireside Lounge
Moderators: Amanda Reyes, Cerritos College
Andy Troup, CSU Bakersfield

NEW! Night Owl Session: 7:30-9:00pm
Write! Creative writing in action
In this session, we’ll provide creative writing prompts and lead you through writing activities. Write a poem or flash narrative to read at the Friday creative writing open mic.

Chella Courington
Santa Barbara City College
**Plenary Session 2: 8:30-10:00**

**Discourse Typology and the Demands of Writing**

This presentation will be conducted as a series of hands-on experiments, designed to uncover the thinking and writing skills required by different types of writing and the demands of academic discourse. The workshop will yield a framework for planning and implementing a course or writing program organized to teach students how to produce writing at every level of discourse and for a variety of academic and non-academic audiences. Participants will also undergo a participatory experience that will enable them to measure and evaluate the cognitive, affective, and linguistic demands of any writing assignment they might want to require of their students.

**Sheridan Blau**  
Teachers College Columbia University

**Moderator:**  
Cheryl Hogue Smith, Kingsborough Community College, CUNY

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**Concurrent Session C: 10:15-11:45**

**Bringing the Best Version of Yourself**

**Pt Cabrillo**

**Talents of Teachers: How Both Introverts and Extroverts Can Survive and Thrive**

Is the perception that extroverts are better suited to teaching than introverts true? In this session I will explore the experience of the introverted teacher, discuss tips to avoid burnout and to help students avoid burnout. Participants will be guided in finding where they fall on the introvert-extrovert spectrum and in analyzing how that affects their teaching, job-related stress and job satisfaction.

**Perri Gallagher**  
Ohlone College

**What’s Your Philosophy? Write a Memorable and Empowering Teaching Philosophy Statement**

Most educators have a set of beliefs and principles about teaching and learning that guide our strategies and practices. However, the process of concisely articulating one’s philosophy in a one- or two-page statement can be surprisingly daunting. In this hands-on workshop, we’ll discuss
specifc: benefits, challenges, content, balance, and the links between our statements and portfolios. Focused exercises throughout will help us to build frameworks for statements we can be proud of. Please bring laptops/tablets if possible.

**Sheree Kirby**  
San Jose State University

**Moderator:**  
Sravani Banerjee, Evergreen Valley College

### Profiting from Validation

#### Rhetoric and Its Abuses: Critical Reading for Fun and Profit
This workshop shows participants how to teach logical fallacies and rhetorical abuses through multi-modal advertisement projects. This project helps students discover their own critical and rhetorical power.

**Cheryl Hogue Smith**  
Kingsborough Community College, CUNY

#### Everybody Wants to Feel Like Somebody: Applying Mattering and Validation Theories to Promote Student Success
Many pieces are involved in solving the student departure puzzle, but the most important piece in the puzzle is the human interaction piece. One powerful way composition faculty members can impact student success is by communicating with students that they matter and are valued. This session provides practical and often simple strategies writing faculty can adopt in order to bring out the best in students and support them on their journey to course and degree completion.

**Kimberly G. Russell**  
West Kentucky Community and Technical College

#### Critical Reading: The Key to Student Success
Developing a mindset that engenders curiosity in students toward their academic tasks and results in academic success must start with structured, scaffolded reading skills. This workshop will introduce ten strategies that will help students learn how to read analytically and then apply the reading strategies to their own writing. Ultimately, these strategies will help students master the habits of mind they need to believe in themselves and succeed in college.

**Kim Flachmann**  
CSU Bakersfield

**Moderator:**  
Rebecca Penrose, CSU Bakersfield
Public Memory: Tensions and Transcendence
This presentation/activity/discussion will briefly introduce Aristotle’s concept of Public Memory, provide examples, explore its transcendent rhetorical potential—but also its varied interpretations. The audience will then participate in exploring and sharing public memories, but also the inherent tensions, contradictions and disagreements that they might create. Finally, the audience will explore principles or guidelines for broader inclusion of public memory in their classes, lectures, and course assignments.

Patrick McDonnell
University of San Francisco

Frederick Douglass Is (in Fact) Still Doing an Amazing Job in Our College Classrooms: Utilizing Frederick Douglass in First-Year Composition Courses
Cheap and affordable to purchase, The Narrative of the Life of Frederick Douglass is waiting to be utilized in First-Year Composition classrooms. What makes this text so valuable in FYC courses is it’s testament to the cognitive and identity-forming power that learning to develop one’s reading and writing has on any individual who takes up the challenge. Additionally, there is a great list of themes, texts, and assignments that work well with Douglass’s narrative.

Mario Montes
Modesto Junior College

“Baby Did a Bad, Bad Thing”? Capitalizing on Orality in the Writing Center
This reflective, interactive presentation will unite scholarship in writing center studies; medieval rhetoric/history; and African American studies in considering the roles of orator/actor and scribe in writing center sessions with three black men. Participants will have an opportunity to try techniques in order to better consider conclusions made by the presenter and to reflect on their own experiences, assumptions, and practice.

Crystal Mueller
University of Wisconsin Oshkosh

Moderator:
Emily Murai, UC Santa Cruz
FRIDAY LUNCHEON: 12:00-1:20
La Grande Conference Room
Ticket included in registration

RHETORICIAN OF THE YEAR
EMERITI & EMERITAE: 1988-2018

Andrea Lunsford 2018
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
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 Hairston 1991
Shirley Brice Heath 1990
Edward P. J. Corbett 1989
Bob Gorrell 1988
Dr. Andrea Lunsford is readily known nationally and internationally because of her leadership in the field. She has been Chair of the Conference on College Composition and Communication, and for the Modern Language Association, she has chaired its Division on Writing and been a member of its Executive Council.

Dr. Lunsford came through the ranks to those positions: she has taught at the high school and community college levels in Florida, been a Distinguished Professor of English and the Director of the Study and Teaching of English at The Ohio State University, has been the Director of the Program for Writing and Rhetoric at Stanford University, and is currently the Louise Hewlett Nixon Professor of English Emerita, Claude and Louise Rosenberg Jr. Fellow from Stanford and continues as faculty member for the Bread Loaf Graduate School of English faculty.

Dr. Lunsford has been tapped to share her expertise throughout North America in workshops on writing and for program reviews at myriad universities. Her work spans from articles and chapters on rhetorical theory, women in rhetoric, collaboration, cultures of writing, style, the graphic novel, and technologies of writing to nineteen books that she has written or coauthored. Perhaps you’ve read the 2001 article in Diane Belcher and Alan Hirvela’s *Linking Literacies: Perspectives on L2 Reading-Writing Connections: “Lessons on Linking Literacies.”* Maybe you've used *Everything's an Argument* or *The Everyday Writer* or The St. Martin’s Handbook in your classes. In graduate school you may have read her chapter “Janet Emig’s ‘Writing as a Mode of Learning,’ ” in *Teaching Writing* edited by Christina R. McDonald and Robert L. McDonald.

And we have more to look forward to: She is currently the general editor of *The Norton Anthology of Rhetoric and Writing*, forthcoming.
Concurrent Session D: 1:30-3:00

Embracing Multimodal Tools and Instruction

Pt Cabrillo

Contextualizing an Ecology of College Readiness for Composition Courses: Transforming Students, Faculty & the Classroom One Challenge at a Time

This presentation will draw from Urie Bronfenbrenner’s human ecology theory to explore the conflicts and challenges students and faculty face by addressing the relationship(s) between college readiness, student attitudes towards writing and faculty perceptions of students/student writing. She will discuss how an ecology of college readiness can assist faculty recognize deficit models of teaching while developing curricula that has the potential to bridge disciplines, student support services and programs. The multimodal projects and activities developed for a service-learning and first year experience course will exemplify how an ecology of college readiness framework can transform students, faculty, and the writing classroom.

Amanda Reyes  
CSU Dominguez Hills; Cerritos College; Compton College; Long Beach City College

Visual Rhetoric: Celebrating Diversity

This presentation focuses on how students use visual rhetoric/multimodal methods in a composition class to communicate or construct an argument as they celebrate their cultural diversity. The project involves critical thinking skills as it broadens perspectives and challenges stereotypes promoting tolerance and greater cross-cultural understanding.

Sravani Banerjee  
Evergreen Valley College

Visual Rhetoric: Engaging Diverse, Multimodal Learners

In this presentation, I will share an idea for a group activity that appeals to multimodal learners. In mixed ability groups, students are asked to comprehend passages from Mitch Albom’s text Tuesdays with Morrie. Then, students watch a series of Super Bowl commercials in order to shape their own thoughts on culture and society.

Huma Saleem  
Evergreen Valley College

Moderator:

Christopher Potts, CSU Dominguez Hills
Discovering the Human Heart

Improving Students’ Relationship to Audience through Developing Their Empathetic Disposition toward Readers
Standard approaches to audience analysis can be productively supplemented by training students to develop an empathetic disposition toward readers. This presentation describes a layered and recursive approach to developing empathy for readers that carries over to the composing process. The approach includes a simple, modifiable start-of-class meditation (which will be demonstrated); a set of readings that addresses audience and style; and informal reflective activities.

Heather Shearer
UC Santa Cruz

Shifting Perspectives: Encouraging Creative Thinking in and out of Traditional Composition Genres
Encouraging creative thinking is hugely important in writing, as is expanding one’s awareness of the complexity and flexibility of rhetoric. In this workshop, the audience will participate in two exercises designed to shift the writer’s points of view, maybe just enough to feel more at ease with the creative process, no matter what the outcome.

Tiffany Lynn Wong
UC Santa Cruz
Clara Weygandt
UC Santa Cruz
Moderator:
Kathleen Hudson (Schreiner University)

Incorporating Technology for Nontraditional Learning Styles

Political Participation 2e: Roleplaying Mechanics in Curricular Design
This presentation will inquire into the potential overlap between tabletop RPG design and the curricular design of writing classrooms, with the intent of narrowing the gap between gaming pedagogy and our own professional understanding of “sound” writing instruction. The presentation will walk the audience through the setup and implementation of a game scenario pulled from past iterations of the game.

Scott McDonald
UC Merced
**Practice in the Use and Creation of Infographics**

This presentation will not only introduce the pedagogical fundamentals of infographics, but also provide an experiential learning opportunity for participants to create their own. Note: Participants should attend with a laptop (with Internet access); PowerPoint is also highly recommended.

Daniel Hendel De La O  
San Jose State University

William Butler-Paisley  
Portland Community College

Moderator:  
Abby Flachmann, CSU Bakersfield

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**CONCURRENT SESSION E: 3:30-5:00**

**Reaching the Millennials by Personalizing Assignments**  
Pt Cabrillo

**Rap, Rapport, and the Millennial Learner**

According to Cindy Price, Ed.D, the Millennials enjoy active learning methods, thus “less lecture, use of multimedia, collaborating with peers,” are proven to be effective. In this presentation, I demonstrate that by connecting to the current culture and offering the students something other than the mundane, one can establish a better rapport with the millennial learner.

Jane M. Wilson  
UC Merced

**Hypoc(risy)-Talks**

Hypoc-Talks is a two-part—essay and presentation—assignment that asks students to identify a negative personal behavior they wish to change and present evidence-based research arguing why they should stop behaving as such. My presentation will cover the process and rationale for the assignment. I will present some of my students’ work, such as topic choices, annotated bibs, and have copies of essays if anyone is interested to read them afterwards.

Maximilian Brichta  
CSU Northridge

Moderator:  
Amanda Reyes, CSU Dominguez Hills et al.
Walking the Talk: Critical Thinking as Foundation of the Writing Classroom

Critical Thinking: What Is It and How Do We Teach It?
First-year writing courses with research components are key moments to teach critical thinking. Yet ambiguity surrounding this term often translates into unclear pedagogies. In this presentation, I outline strategies to teach critical thinking systematically. I also discuss ways to scaffold these lessons into a literature review assignment that requires students to apply these skills. I bring relevant insights on the theme of higher education, while demonstrating how these strategies can be applied across disciplinary contexts.

Emily Murai
UC Santa Cruz

Critiquing What We Know: Using Critical University Studies to Engage—and Enrage—Student Writers
Using my own freshman comp course as “Exhibit A,” I argue that the perfect venue for motivating students to read between the lines, to think skeptically about the structures of power they encounter in their lives, and to understand writing as an instrument of analysis and transformation is a Freshman Writing course centered on the emerging field of Critical University Studies. My presentation walks the audience through the sequence of readings and assignments I’ve found most successful in promoting critical thinking and genuine excitement about writing—precisely by inviting students to interrogate, critique, and alter the specific practices and policies of their own college or university.

Derede Arthur
UC Santa Cruz

Critical Thinking in Action: Students as Ethnographic Researchers
I will describe how an ethnographic primary research project can be an ideal vehicle for engaging students in multilayered critical thought, particularly for students who have been historically disenfranchised from academic spaces. It will be shown that as students design, carry out, and compose their research projects, they are offered opportunities to analyze identities, critique systems, and shift power in ways that are often otherwise unavailable to them in the first-year classroom.

Sarah Michals
UC Santa Cruz

Moderator: Lisa Parham, San Jose State University
Brain Studies and Preparing for the Poetry Café  Pt Pinos

Creativity, the Brain, and Teaching Writing: A Practical Approach
Using the research of neuroscientist David Eagleman as a foundation, the workshop will present activities and theories on teaching writing. Hudson has been presenting workshops on creativity and the brain at the international literary conference in San Miguel de Allende, and she incorporates this research as well. How we create has been the subject of inquiry for centuries, and current neuroscience suggests that the brain creates before we have a conscious awareness of the act.

Kathleen Hudson  Schreiner University
Moderator:  Tobey Kaplan, Chabot College/Laney College

BIRD ON THE WIRE
CREATIVE WRITING CAFÉ
AT THE FIRESIDE LOUNGE
EMCEE: TOBEY KAPLAN (CHABOT COLLEGE/LANEY COLLEGE)
OPEN MICROPHONE!
BEFORE DINNER, JOIN US FOR AN INFORMAL GATHERING AROUND THE FIREPLACE FOR A CREATIVE READING.
BRING YOUR ORIGINAL POETRY OR FLASH FICTION/NONFICTION
Plenary Session 3: 9:30-11:30

Tackling the Uncomfortable: Addressing Authority, Perspective, and Past
Pt Cabrillo

The Loss of Community: Who Should Do Race, and Other Academic Conundra
Broad social change comprises numerous issues of varying salience. Discussions therein lend varying degrees of ethos to the authenticity of lived experience. But how should experience fit? Do we mean only the lived experience of they who need change, or do we consider change resistors? It’s one thing to say helmet policy should consider the experience of motorcyclists; quite another to say efforts to combat racial prejudice should consider the lived experience of racists.

Joseph McCarty
Stanford University

Coming Out of Hiding: Giving Voices to the Marginalized through Revisionism
In the traditional canon of rhetoric, the voices of women, people of color, people with disabilities, and LGBTQ people are few and far between. In the traditional film canon, too, these voices have often been quieted and marginalized. By studying the recent wave of purposefully inclusive film remakes that seek to reclaim and retell these stories, we can increase our understanding of Revisionary Historiography and the place of Revisionism in Rhetoric as a whole.

Lisa Parham
San Jose State University

Critical Race Methodologies in the First-Year Writing Classroom: Creating Agency and Improving Student Engagement to Address the Marginalization of Latino/a Students
This presentation focuses on the theoretical framework of Critical Race Theory (CRT) and Latino/a Critical Theory (LatCrit) as a foundation for arguing for the need of cultural consciousness and the implementation of students’ funds of knowledge in the First-Year Writing Classroom in order to create agency and student engagement.

Guadalupe Remigio Ortega
CSU Fresno

Moderator:
Kim Flachmann, CSU Bakersfield

YRC Conference Wrap Up: 11:30-12:00
Pt Cabrillo

Advisory Board meeting: 12:30-1:30
YRC Executive Board

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Amanda Reyes  CSU Dominguez Hills et al.  Adjunct/Lecturer Rep
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<th>Time</th>
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<td>1:30-3:00</td>
<td>Thursday</td>
<td>Julie Schulte and Maree Capuut</td>
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<td>Sharon Radcliff</td>
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<td>Pam Gingold</td>
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<td>Lindsay Knisely</td>
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<td>Jolie Goorjian</td>
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<td>Nina Batt and Oscar King IV</td>
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<td>Christopher Potts and Katrina Sire</td>
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<td>Mariette Ogg</td>
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<td>Amy Lueck</td>
<td>Counting Women’s Memory</td>
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<td>3:30-5:00</td>
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<td>Simone Billings et al.</td>
<td>A Change Is Gonna Happen</td>
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<td>Manuel Alfaro</td>
<td>Diversifying Curricula in High School</td>
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<td>Colette Meade</td>
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<td>10:15-11:45</td>
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<td>Perri Gallagher</td>
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<td>Sheree Kirby</td>
<td>What’s Your Philosophy?</td>
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<td>Cheryl Hogue Smith</td>
<td>Rhetoric and Its Abuses</td>
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<td>Kimberly Russell</td>
<td>Everybody Wants to Feel Like Somebody</td>
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<td>Kim Flachmann</td>
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<td>Patrick McDonnell</td>
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<td>Mario Montes</td>
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<td>Crystal Mueller</td>
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<td>Contextualizing an Ecology of College Readiness</td>
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<td>Sravani Banerjee</td>
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<td>Huma Saleem</td>
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<td>Heather Shearer</td>
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<td>Tiffany Lynn Wong and Clara Weygandt</td>
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<td>Scott McDonald</td>
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<td>Daniel Hendel De La O and William Butler-Paisely</td>
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<td>Jane M. Wilson</td>
<td>Rap, Rapport, and the Millennial Learner</td>
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<td>Kathleen Hudson</td>
<td>Creativity, the Brain, and Teaching Writing</td>
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THE YOUNG RHETORICIANS’ CONFERENCE (YRC) welcomes your ideas for encouraging and enabling students in their reading, writing, and conversation (and in multi-modal productions) to function as active, creative contributors to the discourse of the classroom learning community. Proposals for workshops and presentations will be accepted until March 31, 2019.

In keeping with the tradition and spirit of the conference, we encourage proposals for sessions that are interactive and that show the interplay of theory and practice—not privileging one over the other. You may submit a proposal for a whole 90-minute session (typically for groups), for a 45-minute half session, or for a 30-minute individual presentation.

Apply online: www.youngrhetoriciansconference.com/cfp

All presenters must be registered by May 1, 2019 to be included on the program.