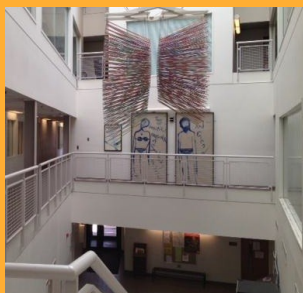


Rhetoric and Writing Notes



Fall 2013

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BG Conference: 21st Century Englishes

On October 19, 2013, graduate students of the Rhetoric and Writing department hosted their first Midwest graduate student conference: *21st Century Englishes*. As noted in the call for papers, "This conference [offered] graduate students the opportunity to explore Englishes through themes of diversity, difference, transition, resistance, and redefinition by exploring the new discourses and new realities of English, as well as how these are resituated in the traditional idea of 'English.'"

From zombie film analysis to voice capture technology to fat studies, presentation topics explored the ways in which our field embraces change, diversity, and new definitions of literacy. The wide range of topics throughout the day's events illustrated the conference's goal of exploring the changing definition of "English" in a world being defined by globalization and technological innovation.

Presenter and PhD student April Conway notes, "I enjoyed presenting with the other women on my panel and seeing how our disparate topics, though beneath a common umbrella of literacy, came together in ways more nuanced than I would have anticipated." So while each panel or presentation expanded our notions of the diversity of our field, they all strived

towards the common objective of (re)defining what it means to be a scholar of *21st Century Englishes*.

Panelists came from all over the country to share their research and growing definitions, with representatives from Purdue University, California State University, Ohio University, St. Cloud State University, Bowling Green State University, Eastern Kentucky University, Indiana University of Pennsylvania, University of Toledo, University of Cincinnati, University of Memphis, and the College of Mount St. Joseph.

ciation to the people who helped to make the conference possible:

Co-Committee organizers: Heather Trahan, Laural Adams, Megan Adams, Estee Beck, and Ken Hayes for their dedication and organization. The **Central Advisory Committee** and the **Department of English at BGSU** for funding. The **professors of Rhetoric and Writing:** Kristine Blair, Lee Nickoson, Andrea Riley-Mukavetz, and Sue Carter Wood for their support. **Conference photographers:** Megan Adams and April Conway for their time and collaboration in attending each panel. And **registration coordinator** Shirley Faulkner-Springfield for her time and patience in making the registration process smooth for all guests and presenters.

Social Media

With a steady turn out for each panel, conference attendees even had the option to follow along with a Twitter hashtag (#bgsucon13). This allowed attendees to engage with multiple concurrent panels and share their reactions to topics.



Conference Site: Business Administration Building.

Conference Organizers

The day's events were kicked off by opening remarks from PhD student and co-committee member Estee Beck and Professor Kristine Blair, who welcomed guests and showed their appre-

Professor Lee Nickoson elaborates, "The conference organizers did a wonderful job putting everything into place. Discussions were lively and yet the overall conference vibe was relaxed. I enjoyed following the conference Twitter hashtag, too, as a way of experiencing those presentations I wasn't able to attend live."



PhD Student Craig Olsen (2011) delivers his presentation: "Image Memes: The New Comics?"



PhD student April Conway (2012) delivers her presentation: "Re-conceptualizing 'English': Literacies Bridging the Humanities & Sciences."

"Engage 'new media' inventively, contextually, critically, and humbly...in collaboration with social movements for justice and equity."
—Keynote address

BG Conference continued

Keynote Speaker

The keynote speaker for the conference was Dr. Jason Palmeri, Assistant Professor of English and Director of College Composition at Miami University. He is also the author of *Remixing Composition: A History of Multimodal Writing Pedagogy* (2012) as well as numerous articles on digital pedagogy in edited collections and journals like *Computers and Composition* (2010) and *Technical Communication Quarterly* (2006).

His presentation, "Literacy Crises, Then and Now: The Multimodal, Multilingual Past, Present, and Future of English Studies," focused on the ways in which media have impacted the teaching of English throughout the twentieth century.

Including details on his current project with Ben McCorkle, Assistant Professor of English at Ohio State University Marion, Palmeri took the audience through his methods of a distant reading of *English Journal* as he looked for responses to "technological crisis" between the years 1912-1970. He then included his findings of a close reading of *English*

Journal during the 1960s and 70s.

What he found was a distinction between production-based activities with media (i.e., students using technology to compose) and reception-based activities with media (i.e., students being taught how to analyze media and/or media serving as a tool for instructor teaching or assessment practices). And while these reception-based discussions seemed to peak during the late 1930s and early 1940s, reception continued to rise until 1970, whereas production became less and less of a discussion point in *English Journal*.

This data led to his three conclusions that "The field has been largely receptive to 'new media' BUT media technologies have often been positioned as support for literary reading and alphabetic writing," "Media reception has predominated over production BUT production has often been emphasized when media are new (and more so with audio than visual media)," and finally, "Media 'literacies have lifespans' (Haywisher and Selfe) BUT *film* has surprisingly strong persistence."

Palmeri then ended his presentation with three calls to action based on his research: "Collaborate with K-12 educators in transforming normative/popular understandings of 'English' as a discipline (embracing both technological and linguistic diversity)," "Practice code meshing (Canagarajah; Young) and vernacular multimodal composition in our teaching and *our* scholarship," and "Engage

'new media' inventively, contextually, critically, and *humbly*...in collaboration with social movements for justice and equity."

Final Remarks

The conference received warm reception from those who attended, making it a successful pilot for what the department hopes will be a recurring event in the future. PhD student and co-committee organizer Estee Beck remarks:

"While I experienced several moments of enjoyment while planning this conference for a year with my co-chairs and colleagues, Heather Trahan, Laural Adams, Megan Adams, and Ken Hayes, the honor of sitting and listening to the rich and diverse research projects from several graduate student colleagues, both near and far, occurred on the conference day. Because of the generous funding from the Department of English, the mentorship from Kristine Blair, and the hard work of so many contributors, I had the pleasure of listening to contributions that spoke to the expansive nature of the field of English through projects that worked with affect, affordances, comics, voice capture technology, and sexuality and discourse, among many others. The diversity in the presentations, for me, reflects the range of intellectual work that English Studies offers so many, but also the nature of collaborative exchanges that those in this field kindly contributes."

For more details on the conference, check out the conference blog: <http://21stcenturyenglishes.wordpress.com/>



Jason Palmeri delivers his keynote address.

First Year Cohort

Six students entered the Rhetoric and Writing program this fall. Their backgrounds in rhetoric, technical writing, and the teaching of English offered a strong complement to the program. And as their biographies indicate, they came prepared with a variety of skills and experience. The faculty and returning Rhetoric and Writing students welcome the cohort to the program and look forward to working with them over the next few years.

Shelly Danko

From the Buckeye State, Shelly is a proud Falcon as she earned her BA in Middle Childhood Education with specialties in ELA, reading, and social studies and her MA in Curriculum and Teaching both from Bowling Green State University. Shelly taught 7th grade English for six years and is once again enjoying her time in academia.

Caleb James

Caleb is a first-year PhD student at BGSU. He received a BA and MA in Professional and Technical Writing from the University of Arkansas at Little Rock. This year, he will be searching for research interests that go beyond his appreciation for the works of Isocrates. In his spare time, and sometimes during class, Caleb enjoys playing chess and telling bad jokes. However, his passion is Googling how to do something that a mechanic would overcharge to do for him. He's certain mechanics use Google, too.

Adam Kuchta

After earning his BA in English and MEd in Education Teach-

ing & Learning at The Ohio State University, Adam worked as a high school English teacher before eventually pursuing his MA in Composition and Rhetoric at Wright State. Adam's research interests include the intersection of family cultures and notions of class-based literacies, critical pedagogy, the rhetoric of digital AFOL (Adult Fans of LEGO) communities, and graduate assistant instructor training. Adam's spare time is divided between multiple forms of gaming, socializing with his family and friends, and watching popular television shows.

Brianna Mauk

Originally from Florence, KY, Brianna is a first-year PhD student in Rhetoric & Writing. She completed her B.A. in Technical Writing from Eastern Kentucky University and her M.A. in Rhetoric & Composition from Ohio University. Brianna's research interests are multimodal composition, social networking in the composition classroom, and learning new digital tools for teaching. Her website can be found at <http://twitterconversation.weebly.com>. In her plethora of free time, Brianna enjoys keeping up with trashy reality TV, cooking, spending time with friends, and playing with her pug Bruno.

Jeffrey Moore

A native of Columbus, OH, Jeffrey earned his BA in English from The Ohio State University in 2003. He spent five years working in the financial services industry before returning to graduate school to earn his MA from the University of Dayton in Dayton, OH, in 2010. He has a certificate to teach



English as a second language from TESOL International, and spent four years teaching international students in the Intensive English Program at the University of Dayton. In addition, he taught a two-class writing sequence at Clark State Community College in Springfield, OH, for two years before deciding to pursue his education further at Bowling Green State University. His research interests include English as a second language, writing center administration, first-year writing programs, argumentation, and political and religious rhetoric. When not studying and or working, Jeffrey and his wife can be found in costume at various medieval and renaissance festivals across the Midwest.

Adam Sprague

Adam Sprague received his M.A. in Rhetoric and Composition from Washington State University and his B.A. in Communications and English from the University of Wisconsin-Stevens Point. Currently, he is pursuing his Ph.D. in Rhetoric and Writing at Bowling Green State University. His main research interests include English as a Second Language writers and their use of tech-

First-Year Cohort: Front row: Shelly Danko and Brianna Mauk. Back row: Adam Kuchta, Adam Sprague, Caleb James, and Jeffrey Moore.



*Language Diversity,
Mobile Multiliteracies,
Relationship Literacy,
Digital Surveillance,
Multimodal Literate
Practices, and
Assessing Potentiality*



First-Year Cohort continued

nology in writing classrooms, writing center administration, and the pros and cons of digital feedback methods. In his spare time he enjoys hiking, reading, writing, bowling,

tennis, golf, and spending as much time as possible with his wife, Tonia. Adam's fiction has been published online and in print publications such as: *365 Tomorrows Magazine*, 50-

Word Stories, *Scifia Magazine*, and *The WiFiles*. His textbook, *Got A Frame Work*, composed collaboratively with Lisa Johnson-Shull, is currently being reviewed for possible publication.

Dissertation Defenses & Graduate Lectures

The members of the Rhetoric and Writing program wish to congratulate those who defended their dissertations this fall:

Amanda Athon

"Fostering Language Diversity through Classroom-based Assessment Practices"

Matthew Bridgewater

"Writing in the Age of Mobile: Smartphone and Tablet Multiliteracies and their Implications for Writing as Process"

Heather Trahan

"Relationship Literacy and Polyamory: A Queer Approach"



East Hall 206: The site of most defenses and lectures.

We also congratulate those who delivered their graduate lectures this fall:

Estee Beck

"Rhetorical Forces of Computer Algorithms: Theorizing Ways Digital Surveillance Shapes Writers/Composers"

Mariana Grohowski

"The Multimodal Literate Practices of Female Military-Service Personnel"

And **Martha Schaffer**, who gave her graduate lecture, "Identity Chats: Affective Possibilities for Rhetoric & Writing: How We Might Self-Assess Potentiality in Composition," over the summer.

Highlighted Student Scholarship

Laural Adams (2010) had her paper, "It's Personal: Writing the Self into *Meaningful Work*" presented at the Feminisms & Rhetorics conference.

Estee Beck's (2011) interview, "Reflecting upon the Past, Sitting with the Present, and Charting our Future: Gail Hawisher and Cynthia Selfe Discuss-

ing the Community of Computers & Composition" was published in the 30th anniversary issue (30.4) of *Computers & Composition: An International Journal*. Her article, "The Invisible Digital Identity: Assemblages in Digital Networks" was accepted to *Computers & Composition: An International Journal*.

Additionally, **Estee's** (2011) collaborative chapter on graduate education with

Kristine Blair, **Lee Nickoson**, **Laural Adams** (2010), **Martha Schaffer** (2011), **Megan Adams** (2011), **Pauline Baird** (2012), and **April Conway** (2012) has been accepted for the book, *Graduate Writing Across the Disciplines: Identifying, Teaching, and Supporting*.

Estee Beck's (2011) paper, "Unveiling Our Invisible Digital Identities: An Analysis of Internet Surveillance" has been accepted by the *Conference on*

College Composition and Communication, for presentation in March, 2014, as well as her collaborative work with colleague **Megan Adams** (2011) on "Appropriation of Activity Systems of Elizabeth Cady Stanton and Fannie Barrier Williams," for presentation in May, 2014 at *Rhetoric Society of America*.

Martha Schaffer (2011) presented her paper "Impact: Fostering Interaffectivity and Relationality in Feminist Writing Pedagogy" at the Feminisms & Rhetorics conference.

April Conway (2012) presented two papers. The first, "Emotions in Research," was presented at NWSA, and the second,

"Re-conceptualizing 'English': Literacies Bridging the Humanities & Sciences," was presented at the BG Conference: 21st-Century Englishes.

April Conway's (2012) poem "Miracle Valley" was also published in *Exegesis* in October 2013. And she published two CCC's reviews in *Kairos*, "F.10 Anti-Immigrant Discourse in the Media: Rhetorical Political Action for Gender Equality" and "L.27 Pulled from My Roots: The Public Work of Youth Performance in the Borderlands."

Pauline Baird (2012) presented her paper, "From Kindle to Fire: Burning Conversations," at NWSA.

Adam Kuchta (2013) will present the paper "Public Pedagogy, Collective Intelligence, and Digital Culture: Binocular Evaluation of Agency, Resistance, and Control in Electronic LEGO Fan Communities" at CCC's in March 2014.

Tina Arduini (2012) presented two papers. The first, "Game-Based Learning in the Composition Classroom," was presented at NWSA, and the second, "Game On: Gaming Literacy in the Composition Classroom," was presented at the BG Conference: 21st-Century Englishes.

Amy Wrobel (2012) presented the paper: "Fighting Fire with Fire: Cyberfeminism and Rape Culture" at NWSA.

Highlighted Faculty Scholarship

Sue Carter Wood presented "The New Woman of Color: At the 1893 World's Columbian Exposition and Beyond" in July at the International Society for the History of Rhetoric in Chicago.

Sue and alumna **Stacy Kastner** presented "The Rhetorical Practices of Mary Leslie Newton (1874-1944): A Multi-Layered Listening and Voicing Approach" at the Feminism(s) & Rhetoric(s) conference at Stanford in September.

Additionally, **Sue's** essay "The Emergence and Shaping of Ida B. Wells's Voice in Her Early Public Rhetoric" appeared this Fall in the book *Re/Framing Identifications*, edited by Michelle Ballif and published by Waveland Press.

Lee Nickoson is currently co-editing a special edition of *Feminist Teacher* on Campus-Community Partnerships with **Dr. Kris Blair**, Dr. Tobi Jacobi, and Dr. Mary P. Sheridan.

Lee also presented her paper, "Teaching 'Ways of Knowing' By Doing Together: Collaborative Review as Participatory Action Research" at the National Women's Studies Association Conference in November.

Andrea Riley-Mukavetz presented her paper "Taking Up Space: Indigenous Feminist Storying Practices as Historiography" on the panel *In Time and Space: How Em-*



East Hall: English Department Home

bodied Knowledge Makes and Sustains Feminist Projects at the National Women's Studies Association Conference in November.

Andrea also published a book review of Frankie Condon's "I Hope I Join the Band: Narrative, Affiliation, and Antiracist Rhetoric" in *Peitho* issue 15.2.

Kris Blair was a Featured Session Presenter at the South Atlantic Modern Language Association, Atlanta, GA, in November 2013, where she presented: "New Worlds of Publishing: Journals, Books, and the New Media Editor."

Kris was also an Invited Speaker/Workshop Leader ("Multimodal Literacies Across the Curriculum," and "Scholarly Futures: An Ecological Perspective") for students and faculty at Indiana University-Purdue University, Fort Wayne, in October 2013.

Kris also presented "TechnoFeminist Practices: Bridging the Gap Between Rhetorics and Realities," at the Feminisms and Rhetorics Conference at Stanford University in September 2013.

Additionally, **Kris** presented "Feminist Campus-Community Partnerships: Intersections and Interruptions in the Practices of Effecting Social Change," at the National Women's Studies Association Conference in Cincinnati, OH in November 2013.

Rhetoric and Writing Notes is a semi-annual newsletter of the Rhetoric & Writing program at Bowling Green State University.

All 28 issues are available at <http://www.bgsu.edu/departments/english/rcweb/page50967.html>

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