



Rhetoric and Writing Notes

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Blair Named Chair of CDPRC

Dr. Kristine Blair has been promoted to Chair of the Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC). The CDPRC is an advocacy group for doctoral education in the profession. Their primary concerns include program assessment and partnering with other groups concerned about the job market and placement for PhDs in the field of rhetoric and composition.

Formed in 1993, the CDPRC sought participants who saw the Consortium "as a research-oriented coalition of doctoral programs in Rhetoric and Composition." At their initial meeting at the Conference on College Composition and Communication (CCCC) in 1994, they declared that their purposes were to:

- facilitate the exchange of research by faculty and graduate students through online posting of dissertations and faculty research projects, including historical, theoretical, interpretive, and empirical studies
- provide mutual support of each other's programs in terms of ideas, needs, and problem areas, e.g.
 1. developing graduate curricula, faculty resources, and library holdings
 2. dealing with course and dissertation loads, promotion, and tenure
 3. admitting and supporting graduate students, both financially and academically
 4. guiding students in job placement
 5. building relationships within

English departments and with other disciplines

- create a listserv to enable online exchange among members of the Consortium and a Home Page
- establish Rhetoric and Composition categories in the Dissertation Abstracts International and to work for inclusion of the discipline of Rhetoric and Composition in academic societies. (CDPRC, About page)



Dr. Kristine Blair

The CDPRC also has standing group status with the CCCC. This status has allowed them to have an annual meeting the Wednesday of the CCCC's convention, where the CDPRC officers and representatives from the programs who were able to make the conference conduct business planning. As a "standing group" at the CCCC, the CDPRC also has a slate of presentations. This year's presentations were organized by Blair and included a focus on digital and multimodal scholarship. Finally, this status affords the CDPRC with a sponsored panel. At the 2014 CCCC, Blair

presented "Whose Responsibility is It, Anyway? Preparing Future Faculty in Rhetoric and Composition" as part of this panel with Amy Kimme Hea and Joyce Neff.

Blair has been a member of the CDPRC for five years and originally got involved because she was "very invested in graduate education." She spent two years in the CDPRC as the assistant chair and another two years as the associate chair. As the chair, Blair will be in charge of preparing the paperwork for the CDPRC's standing Wednesday meeting at the CCCC and setting up the CDPRC presentation at the CCCC. She is also responsible for running an election for standing, at-large members whose roles are to promote the CDPRC and make it visible.

Her plans for this year include communicating with the CCCC's leadership to discuss sustaining and preserving an archive of the profession. And she will also be working on migrating the CDPRC website onto a blog-based interface in order to make managing the interface easier for future leadership of the CDPRC. Her plans for this coming year also involve mapping the profession, looking at questions like *where are composition and rhetoric graduate students going once they graduate, what kinds of jobs are they taking, and what kinds of programs are they entering?*

Blair explains that, "not a lot of people know about the consortium, and the thing is they think it's kind of a closed group." She also notes that with these new changes, "What we

Blair Named Chair of CDPRC (cont.)

want to do is get the message out that the consortium is for everyone. It's for graduate faculty regardless of whether they're a representative or not. . . It is for graduate students to share their perspectives, learn about the initiatives of the consortium, and to sustain it."

Blair's main goal as chair these next two years is to find ways to get graduate students involved. She explains, "I want other graduate students...to be invested because we need people to assume those responsibilities of sustaining conversation about graduate education in the field

and how it maybe needs to shift."

For more information on the CDPRC and its mission, check out the following link: http://www.cws.illinois.edu/programs/rc_consortium/index.html

Baird Honored at CCCC

At the 2014 Conference on College Composition and Communication, PhD student Pauline Baird (2012) was honored with the Scholars for the Dream Award. Inspired to apply by faculty member Andrea Riley-Mukavetz, Pauline set out to complete the extended application, which required a three to five page abstract of her submitted proposal.

When asked about this process, Pauline noted how different it was to write for an award because it asked for more information than the original proposal did: "I had to look at my conference proposal in a very different way because this one called for, *what is it you are working on?* It asked about pedagogical implications, timeliness, [and] theory."

Up to ten Scholars for the Dream Awards are given to "emerging scholars" from "historically underrepresented groups." The selection committee "considers originality of research, significance of pedagogical or theoretical contribution to the field, and potential for larger, subsequent projects." Notable recipients from past years include Malea Powell (1994), Janice Gould (1995), and Gwendolyn Pough (1996).

Pauline nearly backed out of the application process since the eligibility requirements seemed to exclude her from participation. She explained, "I looked at the categories and thought, *I don't fit*. So, I thought about it, and talked to my family...and I decided, you know what, I worked too hard on that thing to just let it go. So I'm just going to write myself in. So I redesigned their form and wrote myself in. I made a category for me."



Pauline Baird

Pauline's presentation, "Using the Kindle to Engage in Conversational Rhetoric in the College Composition Classroom," featured a case study from her work with transitional composi-

tion students at the University of Guam. As she noted in her presentation abstract: "In this presentation, I build on the feminist theory of conversational rhetoric to reflect on the potential of an activity with students in a pre-college composition class. With this activity I show what conversational rhetoric looks like in the 21st century with use of the Amazon Kindle e-reader."

While at the conference, Pauline attended a variety of congratulatory activities, including a reception for award recipients, a pinning ceremony, breakfast with other award winners, and other meetings. Her presentation was also highlighted in the program so that others could easily identify award-winning presentations.

When asked to remark about the whole experience, Pauline stated, "It was good because I felt like it brought me closer to the kinds of things I can work on as scholarly avenues. . . or it can inform my dissertation."

For more information about the Scholars for the Dream Award and to see a list of past recipients, check out the following link <http://www.ncte.org/cccc/awards/scholarsforthedream>

*"With this activity
I show what
conversational
rhetoric looks like in
the 21st century with
use of the Amazon
Kindle e-reader"*

2014 BG Conference

The Rhetoric and Writing program at BGSU will once again host the “21st Century Englishes” Graduate Student Conference. Organized by BGSU students, this conference will highlight graduate student scholarship from across the country.

Keynote speaker will be Dr. Melanie Yergaeu, an assistant professor of English at the University of Michigan. Her academic interests include “digital media studies and disability studies, and, more specifically, what the neurodiversity movement has to teach us about learning, teaching, writing, difference, and being.” Yergaeu also “received the 2011 Hugh Burns Dissertation Award, and [is] currently working on a book project about autism and embodied authorship.”

Deadline for proposals is July 14, 2014, and the conference will be held on campus on October 4, 2014. There is also no fee to attend or present at this conference.

Here are some details from the CFP:

As the concept of “Englishes” evolves into the 21st century, issues of access evolve as well. Indeed, we must continually consider neurological, gender, race, language, technological skill, and socio-economic diversities, among many others, and the effects such diversities have on teacher, student, and citizen access to educational, professional and social opportunities. Thus, it is vital that graduate students craft their understanding of “Englishes” and the resulting issues of access, in order to create spaces where such opportunities are abundant for themselves and others.

Toward this aim, we welcome proposals that address how Englishes might manifest in theory, practice, and praxis; and how considerations and definitions of Englishes impact various forms of access. We are especially interested in explorations that defy or reconceptualize more traditional approaches to scholarship and teaching, and how changing landscapes affect disciplines such as literary studies, rhetoric and composition/writing, creative writing, TESOL, technical writing, and linguistics. We also encourage submissions that explore the conference themes through creative representations and readings, as well submissions that instruct others on the affordances of specific technologies in the Englishes.

Presentations may explore, but are not limited, to the following:

- What are Englishes and how might we (re)define them?
- How do conceptions of Englishes impact various forms of access in the 21st Century?
- How is English(es) pedagogy transforming (in) the 21st century?
- How might/are we facilitating collaboration across disciplinary boundaries?
- What new or non-traditional lines of thought in your particular field offer the potential to alter our idea of English(es) and how should we foster such potential?
- How do digital technologies [re]shape the Englishes in areas such as collaborative work, pedagogies, disciplinary scope, etc.? How might a media studies approach inform these areas? How should we as emerging scholars concern ourselves with the digital divide?
- What do literacies look like in the 21st century? In what ways are current literacies affecting or reshaping the various subfields of English?
- What are the methodologies, methods, theories, pedagogies, technologies, tools, policies, and people that drive the state of 21st century English?
- Do you have creative work (poetry, fiction, other) that addresses themes of diversity, difference, transition, resistance, or redefinition?

Please email proposals and questions to bgsu-con@gmail.com. And acceptance notices will be sent out mid-August. For more information regarding the conference and to access the full CFP, please visit the conference website at: <http://21stcenturyenglishes.wordpress.com/>



Business Administration Building:
The site of the 2013 21st Century Englishes Conference

Craig Truitt Olsen
"New at Barnes and Noble: An
Argument for More Public
Scholarship in Composition
and Rhetoric"



East Hall 206

Highlighted Student Scholarship

Shirley also presented at three conferences: “Listening to a Successful African American Male: Strengthening the High School-to-College Pipeline” at the African American Male Summit, “Telling Stories and Helping Under-Represented Students Gain Access to the Healthcare Profession” at the 5th Annual Graduate Conference at University of Cincinnati, and “Speaking Personally: An African American Female Griot

*Assessing Potentiality,
Semiotics, and
Modality Assessment
Digital Literacy in
Appalachia, Ethos of
African-American Male
Voices, Social
Networking Sites,
Public Scholarship*



Tells *HerStory Her Way*" at the Southwest Popular/American Culture Association.

Tina Arduini (2012) presented two papers: "Alternate Endings: Synthesizing Videogame Literacy and Fanfiction to Develop 21st-Century Literacies" at the CCCC and "Digital Echoes: Using Multimodal Assignments in the Composition Classroom to Help Students Establish Voice" at the PCA/ACA Conference.

Pauline Baird (2012) presented two papers: "Role Call: The Rhetoric of Guyanese Women in the 19th Century" at the 16th Annual Africana Conference and "Using the Kindle to Engage in Conversational Rhetoric in the College Composition Classroom" at the CCCC.

Pauline was also awarded the Scholars for the Dream Award at the CCCC (see page two of this newsletter).

April Conway (2012) published "Night and Steeple" in *Quarterly West*. **April** also presented two papers: "Digital Identity Representation and the Multi-

modal Open Letter" at the PCA/ACA conference and "Civic Rhetoric and Technology Literacies Effecting Change" at the CCCC.



East Hall: English Department Home

Adam Kuchta (2013) presented "Public Pedagogy, Collective Intelligence, and Digital Culture: Binocular Evaluation of Agency, Resistance, and Control in Electronic LEGO Fan Communities." at the CCCC.

Jeffrey Moore (2013) presented three papers: "Inclusivity, Economics and the Expanding 'Histories' of American Medieval and Renaissance Festivals and Faires" at the PCA/ACA National Confer-

ence; "Work In Progress: Business English and Video Composition: at the RNF at the CCCC; and "To Be, or Not To Be, for Verily I am Batman: From Shakespeare to Christopher Nolan, Film Adaptations as Cultural Lens," at the Ray Browne Conference on Cultural and Critical Studies.

Adam Sprague (2013) published a book review: "Back to School: Why Everyone Deserves a Second Chance at Education, An Argument for Democratizing Knowledge in America" in *The Basic Writing e-Journal*.

Adam also presented at two conferences: "Making Space for Semiotic Analyses of Visual Arguments in First-Year Composition" at University of Dayton Conference on *Finding our Places* and "Digital Feedbacking and Mobile Resources" at the CCCC.

Timothy Briggs (2014) presented the poster session "What Do You Want To Be When You Grow Up? Career Video Projects in First-Year Writing" at the CCCC.

Highlighted Faculty Scholarship

Andrea Riley-Mukavetz published the article, "Towards a Cultural Rhetorics Methodology: Making Research matter with multigenerational women from the Little Traverse bay Band" in the February issue of *Rhetoric, Professional Communication and Globalization*.

Andrea also presented the paper "Listening to Our Relations: Mapping Michigan Indian Rhetorical History" at the CCCC and co-authored a workshop titled "Teaching American Indian Rhetorics in all Rhetoric and Composition Classrooms" at the CCCC.

Kris Blair published the following articles: "Professional Development as

Shared Responsibility: A Response" in the Spring 2014 issue of *The Writing Instructor* and "Composing Change: The Role of Graduate Education in Sustaining a Digital Scholarly Future" in the Spring 2014 issue of *Composition Studies*.

Kris also presented "Whose Responsibility is It, Anyway? Preparing Future Faculty in Rhetoric and Composition" at the CCCC and "I'm a Feminist Writing Researcher, Now What?: Theorizing Civic Engagement as Writing Praxis" at the Writing Research Across Borders Conference along with **Lee Nickoson**, Liz Rohan, and Mary Sheridan.

Kris also skyped in as a plenary speaker at the 4th International Conference on Culture, English Language Teaching, and Literature at Soegi-japranata Catholic University, Indonesia.

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

All 29 issues are available at <http://www.bgsu.edu/arts-and-sciences/english/graduate-programs/phd-in-rhetoric-and-writing/newsletter.html>

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