



ACKNOWLEDGING COLLABORATION

Rhetoric and Writing Notes

Spring 2013

IN THIS ISSUE

Fostering Collaboration

The members of the Rhetoric and Writing program have a long history of fostering collaboration among and across cohorts as well with faculty members. Working with others for a common professional outcome is one of the several strengths those within the program acknowledge and demonstrate both within and outside classrooms. Over the past academic year, especially throughout this Winter/Spring, collaborative work has been a welcome and noticeable theme that has inspired countless projects from classroom work as Megan Adams, Pauline Baird, Aimee Taylor, April Conway (standing), and Tiffany Richmond so artfully demonstrate in the above photograph, or through collaborating on conference panels and publications.

Collaboration Leading to Publication

Last fall, one such collaboration led to publication. Some members of Lee Nickoson's graduate-level Research Methods class, along with a member from one of Lee's undergraduate courses volunteered to review the digitally-born book, *Transnational Literate Lives in Digital Times for Scholar Electric*. Tasking sections of the book, based

upon interests and technological strengths, review collaborators Megan Adams, Nick Baca, Kerry Fial, Mariana Grohowski, Ken Hayes, Lee Nickoson, and Craig Olsen created a unified voice within the review.

Collaboration for Conferences

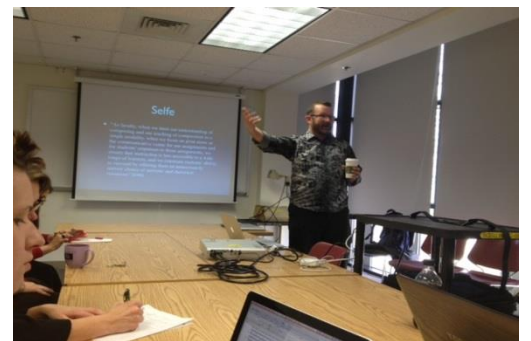
This spring, another collaboration produced a fruitful panel presentation at 4Cs. Amanda Athon and Martha Schaffer, along with panel chair Lee Nickoson, collaborated on a panel talk, "Making the Personal Public: Storytelling as Academic Discourse in College Composition." Amanda discussed acts of storytelling in the basic writing classroom, and Martha examined activity theory and theoretical frameworks for storytelling in the writing classroom. Both panelists argued that assigning acts of storytelling and personal writing, though challenging, could make for a richer, more authentic writing environment. The Council on Basic Writing highlighted the panel in their guide to basic writing at 4Cs. [cont'd 2]



Dissertation Defenses

Several members of the Rhetoric and Writing program defended their dissertation during the winter months.

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Visiting Scholar: Dr. Jonathan Alexander

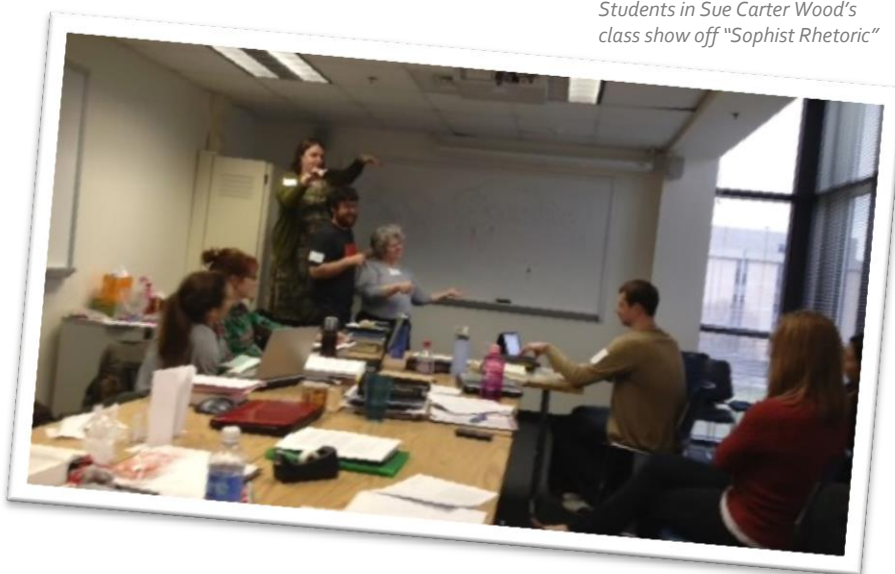
Members of the Rhetoric and Writing program welcomed Dr. Jonathan Alexander in April.

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Collaboration Continued

As Athon and Schaffer note, the presentation proposal originated as a discussion activity in Kris Blair's Publication in Rhetoric and Writing course, with the help and feedback of discussion members Shirley Faulkner-Springfield and Megan Adams. Both Martha and Amanda uploaded their presentation materials to the 4Cs web site so that others may view if they wish.

At the same conference, Mariana Grohowski, Lee Nickoson, and Dr. Mary P. Sheridan (University of Louisville), served as co-facilitators for Navigating Digital Spaces, a mentoring table at the 2013 Coalition of Women Scholars in the History of Rhetoric and Composition annual meeting in Las Vegas. Topics included strategies for positing digital scholarship as part of one's professional identity and finding community through participation in online spaces. BGSU Rhetoric & Writing colleagues Megan Adams, Estee Beck, Shirley Faulkner-Springfield, and Aimee Taylor also served as active participants in the table discussion. Visit Navigating Digital Spaces blog (<http://navigatingdigispaces.wordpress.com/>) to find out more about the discussion and add your voice to the conversation.



Students in Sue Carter Wood's class show off "Sophist Rhetoric"

Bridging from conference work, and focusing on collaborative review, members of Lee Nickoson's English 7800: Community Literacy served as proposal reviewers for a forthcoming special issue of Feminist Teacher of Feminist Campus-Community Partnerships: Intersections and Interruptions. Reviewers included Megan Adams, Tina Arduini, Nick Baca, Pauline Baird, Wei Cen, April Conway, Shirley Faulkner-Springfield, Mariana Grohowski, Nick Novosel, Craig Olsen, Tiffany Richmond, Aimee Taylor, and Amy Wrobel.

One of April Conway's poems is part of a collaboration between poets, musicians, dancers, and artists to be performed at the University of Arizona. The name is Copious Collaboration, and the web site is : <http://www.copiouscollaboration.org>

April and Tina Arduini collaborated on writing a panel abstract for PCA, and Pauline Baird helped with revisions. All three developed proposals for a panel at the National Women's Studies Association, and along with Amy Wrobel, their panel was accepted.

Dissertation Defenses and Spring Graduate Lectures

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

G. Bret Bowers, "Post-Literacy: Designing Writing Curricula around Emerging Literate Activities"

Alison Witte, "Preaching and Technology: A Study of Attitudes and Practices"

Kerri Hauman will defend her dissertation, "Community-Sponsored Literate Activity and Technofeminism: Ethnographic Inquiry of Feminizing" on Tuesday, May 21st



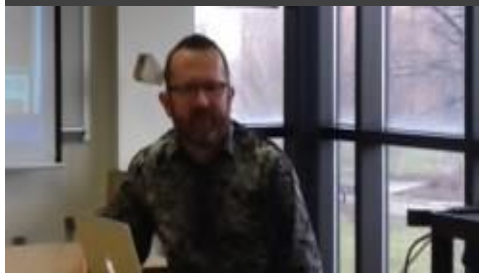
We also applaud those who gave their graduate lectures this spring:

Michael Salitrynski. "Teaching People, Not Writing: Civic Education & Critical Pedagogy in the Modern Multi-Modal Writing Classroom"

Laural Adams, "Habits of Mind in the Humanities: Cognitive Protocols in the Production of Knowledge and the Construction of Disciplinarity"

Kellan Deardorff will present his graduate lecture, "Re-Imagined Community: Academic and Public Discourses of Service, Democratic Education, Freedom" May 9th.

INVITED TALK



Dr. Jonathan Alexander

Chancellor's Fellow, Professor of English, Education, and Women's Studies at University of California, Irvine



FAST FACTS

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The Rhetoric & Writing program houses two journals: *Computers and Composition* print, and *Computers and Composition Online*, both edited by Kristine Blair.

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There are four core faculty members of the program who all have a wide range of research and teaching interests thereby reflecting the diversity of the program.

FOR MORE INFORMATION

If you want to learn more about our program and graduates, please visit our website or

CONTACT:
Sue Carter Wood, Program Director



A Visiting Scholar Talks about Multimodal Rhetorics

by Nick Baca and Heather Trahan

On April 1, 2013 the Rhetoric and Writing community was honored to receive a special guest. Dr. Jonathan Alexander, Chancellor's Fellow, Professor of English, Education, and Women's Studies for the University of California, Irvine, and author of such books as *Literacy, Sexuality, Pedagogy: Theory and Practice for Composition Studies* and *Understanding Rhetoric: A Graphic Guide to Writing*, as well as numerous journal articles, visited our campus, first facilitating an incredible workshop entitled "On Multimodality: A Challenge to Composition Studies" and then delivering a very thoughtful, creative and engaging presentation, "The Rhetorical Affordances of Sound: Glenn Gould's Radio Documentaries."

During the morning workshop session, Alexander led a discussion that centered on and complicated the role of multimodal composition in the writing classroom. The session started out with the depiction of an undergraduate student's literacy narrative. Alexander noted that the video narrative seemed as though the student was a bit recalcitrant, and, as such, Alexander posited that the multimodal component of the assignment may have been somewhat contrived. This was contrasted with another narrative that was shown toward the end of the workshop. In this video, the student demonstrated a more engaging approach to understanding literacy and a more dexterous grasp of technology. Alexander stated that this was due in part to the structure of the course. Because there was the opportunity for students to study and grapple with learning technology throughout the entire term (rather than tacked on in the last few weeks of the course), the student was more

capable of creating meaning within that space. Ultimately, Alexander argued that more attention might be paid to rethinking how we utilize and teach multimodality in the classroom.

In the afternoon, many of us convened again in East Hall, hungry for more insights about multimodality. This well-attended second presentation drew heavily on Cynthia Selfe's important work on aurality, and presented creative approaches for working more "seriously" with sound in our scholarship as well as in our pedagogy. Through attending to the creative possibilities inherent in the radical musical compositions of Glenn Gould (one of the most famous pianists of the 20th century), new potentials for mixing, splicing, and breaking free from the constraints of the print form—at one point, Alexander commented that "our fetish for print is disabling students"—can breath new life into composition and rhetoric. He argued that our field should become more relevant to a broad range of intellectual interests. In a rather daring moment, he stated that rhet/comp can relinquish its over-focus on standard printed texts and, instead, "study the production of meaningfulness," as it takes into account important methods of meaning and communication, such as the composition, editing, and production of sound.

During both sessions, faculty and graduate students had the opportunity to interact with Alexander more formally as he answered their questions. There was also additional, more relaxed time for individual interaction, as excited volunteers escorted him to various meals, drove him around town, and met him for coffee and cocktails during the duration of his three-day visit to Bowling Green

Highlighted Student Scholarship, Awards, Publications

Laural Adams (2010), **Matthew Bridgewater** (2010), **Estee Beck** (2011), and **Dr. Bret Bowers** (University of Arkansas, Fort Smith) will present a panel, "The Organic Machine: How the Internet Enables Cognitive Ecosystems to Thrive or Die" and Computers and Writing in June.

Laural Adams (2010) presented a paper, "The New Mission Impossible: OER & Ecoliteracy as Modes of Resistance to the Corporatization of Higher Education" at 4Cs

Tina Arduini (2012) presented a paper, "The Final Frontier: The Rhetoric of Science-Fiction Westerns in the Borderlands videogame franchise" at PCA.

Nick Baca (2011) presented a paper, "Identity as a Methodology: Writing, Identity, Queer Theory, and Personal Websites" at 4Cs.

Estee Beck (2012)'s book review of *Cyberfeminism 2.0* was published in *Technoculture*, Issue 2.

Matthew Bridgewater (2010) and **Estee Beck** (2011)'s book review of *The Boy Kings: A Journey into the Heart of a Social Network* was published in *Computers in Composition Online*.

April Conway (2012) presented a paper, "How the Poet Wields the Gun: Place/Space, Violence, and National Identity in Cathy Park Hong's "Ballad of Our Jim." at PCA

Shirley Faulkner-Springfield (2011) was a member of the Council of Basic Writing's 2013 pre-conference workshop, "Basic Writing and Race—A Symposium." The title of her workshop was "Race, Language, and Access: Possible Futures of Basic Writing." In addition she gave a campus talk as an invited speaker on, "I Have a Dream": Black Life in America after Dr. King for Global Connections at BGSU in March.

Heather Trahan (2010)'s article, "Queers, Cupid's Arrow, and Contradictions in the Classroom: An Activity Theory Analysis" was published in *The Journal of the Assembly for Expanded Perspectives on Learning*, volume 18. In addition, she presented a paper, "Polyamory Across the Disciplines" at Being Undisciplined: An Interdisciplinary Graduate Conference at University of Cincinnati.

Highlighted Faculty Scholarship

Kris Blair, and alumna **Dr. Christine Denecker** (University of Findlay), and **Dr. Christine Tulley** (University of Findlay) published a chapter, "The Role of Narrative in Articulating the Relationship Between Feminism and Digital Literacy" in *Stories that Speak to Us*, edited by Scott DeWitt, Louis Ulman, and Cynthia Selfe, in *Computers and Composition Digital Press*.

In addition, **Kris Blair**, alumna **Dr. Katie Fredlund** (Indiana State University), **Kerri Hauman** (2009), **Em Hurford** (2009), **Stacy Kastner** (2009), and alumna **Dr. Alison Witte** published, "Cyberfeminists at Play: Lessons on Literacy and Activism from a Girls' Computer Camp" in *Feminist Teacher*.

Also, **Kris Blair**, **Carl Whithaus**, **Elyse Aidman-Eidhal**, **Will Hochman**, **Rebecca Rupert**, **Lanette Jimerson**, **Chuck Jurich**, and **Joe Wood** collaborated on a chapter,

"Developing Domains for Multimodal Writing Assessment: The Language of Evaluation, the Language of Instruction" for *Multimodal Assessment* edited by Heidi McKee and Dánielle DeVoss.

Lee Nickoson, and alumna **Dr. Suzan Aiken** (Saginaw Valley State University), alumna **Dr. Emily J. Beard** (Saginaw Valley State University), and **David McClure** (2007) collaborated on a forthcoming publication, "An Introduction to the Work (and Play) of Writing Studies Research Methods through Micro Study" in *College English Association*.

Lee Nickoson co-presented with **Dr. Mary P. Sheridan** on, "Renegotiating the Visibility and Value of Community-Based Research" at 4Cs.

Andrea Riley-Mukavetz presented with Marilee Brooks Gillies, Casie C. Cobos, Qwo-Li Driskill, Kendall Leon, Stacey Perryman-Clark, and Malea Powell, "Aristotle is Not Our Father: Conversations in Cultural Rhetorics" at MLA.

Andrea Riley-Mukavetz will present, "Weaving Baskets and Biting Birch Bark: Using Material Rhetorics to Develop an Indigenous Approach to Oral History" at the Native American and Indigenous Studies Association in June.

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

All 27 issues are available at <http://www.bgsu.edu/departments/english/rcweb/page50967.html>

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