22nd Penn State Conference on Rhetoric and Composition

Rhetoric and Writing across Language Boundaries

July 10–12, 2011

The Nittany Lion Inn | State College, Pennsylvania

Greetings from the Conference Chair

Welcome to Happy Valley! It is a pleasure to host you at Penn State for another of our stimulating gatherings on rhetoric and composition. Over the years, the conference has earned respect for highlighting critical issues in the field and bringing together some of the leading scholars in the profession to engage with them.

In this year's conference, the 22nd in our series, we focus on multilingualism in writing and rhetoric. A host of social and technological developments have made it important for us revisit language issues in writing, crossing the disciplinary separation of linguistics from English. We are called upon to tackle some of the new challenges in our field by drawing from all our available scholarly resources. Practitioners in rhetoric, composition, linguistics, and education increasingly recognize that communication today involves an engagement with multiple languages and literacies. This realization has been motivated by developments in globalization, new media technology, and postcolonial perspectives, all trends in the field that have called attention to the transnational flow of people and texts and to the hybridity of language itself. Practitioners now acknowledge that developing proficiency solely in Standardized Written English is inadequate for contemporary communicative needs, whether for native speaker or ESL students. They also realize that judging the competencies of second language writers and rhetors according to native English speaker norms fails to do justice to the rich resources multilinguals bring to communication. Research, too, requires a new footing, as we are compelled to redefine writing practice, rhetorical values, academic genres, and the very identity of the text.

It is clear that these concerns are widely shared in the profession. Our theme "Rhetoric and Writing across Language Boundaries" generated a record number of submissions from international and local scholars, constituting roughly equal numbers of faculty members and graduate students. After a careful review, we have accepted 120 papers for presentation. The proposals take our theme in unexpected new directions. We will hear discussions on Kenneth Burke, hip hop, revitalizing Native American languages, Arizona's new immigration legislation, urban rhetorics in Detroit, caste in India, new scripts for IM'ing in the Arab world, ethnicity in developing countries, and the cultural and pedagogical importance of metaphor. These presentations will help develop a multifaceted perspective on multilingualism, take stock of our emerging insights on communication and, hopefully, lead to a new consensus on pedagogical practices and research directions. The many respected senior scholars in our field who have agreed to serve as featured and plenary speakers will no doubt share from their current research to further this collective enterprise.

I hope we have designed a schedule that provides space for networking, relaxation, entertainment, and intellectual forays in the conference. To take stock of the emerging themes and track the trajectory of our thinking during our three days together, I have scheduled an "open mic" session for our closing. I hope to especially consider the possibility that we might need a new statement on multilingualism to contest the monolingual discourses and practices that dominate our field.

It has been a privilege to organize and direct this conference. The job has been made easy and enjoyable thanks to the support of so many at Penn State. I am thankful to my colleagues in the English Department who offered advice, graduate students who helped with the organization, diverse departments and institutes which contributed resources, publishers who sponsored various features, and the College of Liberal Arts for its continued commitment to this conference.

Suresh Canagarajah
Chair, 22nd Penn State Conference on Rhetoric and Composition
Edwin Erle Sparks Professor
Departments of Applied Linguistics and English
Penn State University

Acknowledgments

Without the commitment and generosity of many, this conference would not have been possible. The conference planners would especially like to acknowledge the following individuals and groups for their contributions to the conference.

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Conference Schedule

Sunday, July 10

11:00 -1:00 Registration, Rotunda

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6:30 – 7:30 Banquet, Terrace

7:30 - 8:30 Rhetoric Performance, Terrace
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Tuesday, July 12

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- **Christiane Donahue,** *Dartmouth College,* Negotiation, translinguality, and cross-cultural writing research in a new composition era
- **Paul Kei Matsuda,** *Arizona State University,* The politics of knowledge making across borders: The case of writing researchers in Taiwan
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12:30 – 1:30 Buffet Lunch, Faculty Staff Club

1:45 – 3:00 Open Mic Discussion and Closing Remarks, Faculty Staff Club

Featured Speakers

Charles Bazerman, Sunday, July 10, 1:00 – 2:15, Assembly Room

Global and local communicative networks of knowledge and action

Globalization is often associated with the flow of information or knowledge. Knowledge is created for, inscribed and stored within, calculated upon, and accessed and applied from particular kinds of documents, or genres, which then circulate in specific activity systems. As literacy becomes the knowledge and calculative infrastructure of social institutions, relationships, and actions, we come to live our lives in a built symbolic environment.

The activity systems within which knowledge flows are complexly organized, finely structured, and deeply variegated. The meaning and functions of knowledge even within a single system are varied depending on participant interests, roles, and positions. Movement of knowledge across systems is far from automatic, requiring translation and repurposing, often consciously done. This is the case even between different specialties in related sciences in the same language and even more between different institutions, such as science and the law within a single language and society. Language, social, and national differences can make the variety of knowledge and its uses even greater, along with barriers to common knowledge.

The broad spread of knowledge and common orientations to that knowledge is a result of active communicative work. Yet there are many groups and individuals with interests in engaging within and esting others in extended activity systems and common knowledge, as well as moving knowledge across major activity systems. These may range from scientists with a variety of first languages seeking to engage in common inquiries to entertainment and tourist industries wanting to extend markets, from governmental agencies and NGOs attempting to solve regional and global problems to investment bankers wanting to coordinate and profit from increasingly integrated economies.

Awareness of complexity of the genre-mediated activity networks serves as corrective to flattening models of the universality of information and the homogenizing effect of globalization, and such awareness points to sites of communicative action by which shared knowledge may be accomplished and resisted. It also provides a perspective from which to understand the resources and dilemmas posed by communication and cooperation in a multi-lingual, multicultural, digitally-linked world. Finally it provides a way to reflect on the growth of knowledge about writing.

Charles Bazerman, professor of education at the University of California, Santa Barbara, has had a long interest in scientific and academic writing dating back to his 1981 textbook *The Informed Writer: Using Sources in the Disciplines,* a highly-cited 1981 paper "What Written Knowledge Does," and a 1988 study *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science.* This interest in academic and scientific writing led him to investigate genre theory, activity theory, knowledge formation and its social presence, intertextuality, and their relation to rhetoric, evident in his many publications since then.

Beginning with his consultancies at the National University of Singapore in 1982 and his visiting professorship there in 1985 and 1986, his work has become increasingly attentive to the writing needs of universities and knowledge communities in different countries, and the complexities of language issues in global production and communication of knowledge. Since then he has worked with universities in Nepal, China, Hong Kong, Mexico, Colombia, Chile, Brazil, the European Union, and elsewhere.

He has also become an advocate for the global advancement of research on writing through editing the recent *Handbook of Research on Writing,* working as the international liaison for the Brazil-based International Symposium on Genre Studies (SIGET), and founding and organizing the Writing Research Across Borders conference, which is becoming the basis for a new international organization for writing research.

Damián Baca, Monday, July 11, 9:50 – 11:05, Assembly Room

Teaching English otherwise: Latinidad, border thinking, and global coloniality

Rhetoric & Composition studies as an academic project is a reproduction of particular forms of global colonialism and Western triumphalism, "from Ancient Greece to Modern America." The intellectual contributions of Latinidad—the expansive continuum of Latina and Latino cultures—can intervene in this East-to-West global trajectory through border thinking, a dynamic rhetorical strategy employed in Gloria Anzaldúa's Borderlands/La Frontera that works to disrupt dichotomous rationality. This subversive strategy involves a broader horizon of teaching, speaking, and writing in English that requires taking seriously the epistemic insights that emerge from the colonial periphery. Border thinking is precisely a

critical response to the Western premise that there is one sole epistemic and linguistic tradition from which to achieve "progress," intellectual maturity, and critical agency. Thus, my main points here are three: 1) a border thinking epistemic perspective requires a broader historical body of thought than simply the unilinear developmental line Greece>Rome>Europe>U.S. (Hellenism, Occidentalism, Eurocentrism, Global Capitalism); 2) a truly universal border thinking perspective cannot be based on an abstract universal (one particular that promotes itself as universal global design), but would be the result of dialogue between diverse critical epistemic, ethical, and political projects, towards a plurality of cultural and economic possibilities; and 3) "teaching English Otherwise" would require taking seriously the living experiences & knowledges from the Global South, thinking from and with subalternized spaces and bodies. In opposition to the vanguard history of the West, the legacies of Latinidad invite us to create new literacies, new pedagogies, new histories, and new possibilities for the 21st century.

Damián Baca earned his doctorate in composition and cultural rhetoric from Syracuse University in 2006. He is assistant professor in the departments of English and Mexican American/Raza Studies at the University of Arizona, where he teaches comparative technologies of writing, American Indian rhetoric, Latina/o literature, rhetoric in Mesoamerica and colonial Mexico, globalization, and ancestral literacy. Baca is lead editor of *Rhetorics of the Americas: 3114 BCE to 2012 CE* with Victor Villanueva, and author of *Mestiz@ Scripts, Digital Migrations, and the Territories of Writing* (Palgrave Macmillan). He is especially interested in theorizing with, against, and beyond inherited patterns of thinking that emerged in Western Europe under capitalism. As a recipient of the NCTE Cultivating New Voices among Scholars of Color Research Foundation and the Ronald E. McNair Postbaccalaureate Achievement Program, Baca is committed to mentoring students of underserved populations as they prepare to enter the professoriate. Additional information is available at www.u.arizona.edu/~damian

Marilyn M. Cooper, Tuesday, July 12, 11:00 – 12:15, Assembly Room

Language is not

In what sense does language exist? Davidson argues that it is not a code: "there is no such thing as a language . . . We must give up the idea of a clearly defined shared structure which language-users acquire and then apply to cases" (107). Makoni and Pennycook observe that languages are not discrete systems but rather inventions underpinned by "an ideology of languages as separable and enumerable categories" (138), and Pennycook argues instead for language practices, which he defines as "a set of activities dynamically integrated across physical, social, mental and moral worlds" (130). But language practices are not discrete nor univocal either, as Pennycook realizes: he argues that viewing languages "in terms of local language practices" draws our attention "to the doing of language in particular localities" (71), which include not just particular social projects but also cultural values and physical features. Nor, I argue, are languages resources, as Trimbur almost recognizes in his characterization of "styling": "an exercise of semiotic agency that draws on the available resources of representation . . . that samples and mixes semiotic elements, whose meanings are not precoded but rather activated through stylistic practice" (119-20). Language exists as what Merleau-Ponty calls primordial expression: "the primary operation which first constitutes signs as signs, makes that which is expressed dwell in them, . . . implants a meaning in that which did not have one, and thus — far from exhausting itself in the instant at which it occurs — inaugurates an order and founds an institution or a tradition" (67). We need to recognize that writers are continually constituting language as they write. These "intuitive strategies" do not "come from a vacuum in the brain" (Canagarajah 173) but neither are they conscious reworkings of pre-existing resources or resistances to pre-existing practices. Rather they are creations that emerge as writers negotiate their performative intentions within rhetorical situations.

Marilyn M. Cooper is a professor of humanities at Michigan Technological University, where she teaches courses in grammar, editing, composition studies, and writing pedagogy. She is a past editor of *College Composition and Communication* and (with Diana George and Dennis Lynch) winner of the Braddock Award in 1998. She is the co-author (with Michael Holzman) of *Writing as Social Action* and has published articles in *College English, JAC, TCQ, Computers and Composition,* and *CCC.* Her work focuses on understanding writing as an embodied interaction with other beings and environments. Writing is as much a biological as a cultural practice: the practices that are writing emerge as people respond to others and to their world; they are not the product of minds somehow separated from bodies nor of technical or linguistic abilities.

Christiane Donahue, Tuesday, July 12, 11:00 – 12:15, Assembly Room

Negotiation, translinguality, and cross-cultural writing research in a new composition era
For decades, monolingual understandings of language and reified features of cultural difference have dominated writing research discourses; the methods of analysis in effect have tended to support seeing languages and cultures as discrete boundaried entities. With the development of a translingual framework, we accept languages and rhetorics as fluid, shifting, dynamic, heterogeneous and hybrid; we can no longer imagine the earlier models as sufficient for our research about student writing. This new framework inspires us to revisit our cross-cultural methods of analysis of student writing. My presentation will focus on exploring some of these methodological changes. I will argue specifically that we must adopt new tools for analyzing the range and complexity of students' negotiating movements. The tools themselves must be drawn from cross-cultural contexts and must allow students' linguistic-discursive negotiations to be captured in multi-layered complex detail. Three such tools will be highlighted: F. François' concepts of *"reprise-modification"* and *"orientation"* (broad concepts that can be operationalized in multiple concrete ways) and M.L. Pratt's well-known types of literate arts. These three tools proved highly productive in previous monolingual French and English cross-cultural analyses that exposed rich shared negotiating movements among university students from two countries, but focused on each as a discrete context for comparison. My current work reexamines the initial studies from a translingual vantage point to question both my own assumptions and broader contrastive assumptions, while arguing that the methods shaped by these cross-cultural analyses can, because of their own hybrid, fluid, dynamic nature, serve to further our research approaches in a new linguistic era in composition.

Christiane Donahue is the director of the Institute for Writing and Rhetoric at Dartmouth College. Donahue has been working since the early 1990s to transform this country's understanding of the depth and breadth of work on higher education writing in France and the value to composition and rhetoric of European writing research traditions. She completed her doctorate at l'Université de Paris under the direction of Frédéric François, noted for his work extending Bakhtin/Volosinov's analytic framing of the utterance.
Combining French functional linguistics and discourse analysis with composition-rhetoric scholarship, Donahue's research interests include cross-cultural and cross-disciplinary analysis, pluringuality and internationalization, genre study, and the development of multi-method research approaches drawn from European and United States traditions. She is a member of the Théodile-CIREL research laboratory at l'Université de Lille III, the European COST "Learning to Write Effectively" network, and an Agence National de Recherches project on university literacies. In the United States, she focuses on cross-disciplinary and cross-cultural studies of undergraduate student writing.

Bruce Horner and Min-Zhan Lu, Monday, July 11, 11:15 – 12:15, Assembly Room

Translingual literacy and the production of difference
We promote translingual literacy as a way to foreground writers' agency in meaning making, and their need, desire, and efforts to re-negotiate asymmetrical power relations along linguistic as well as social, historical, cultural lines (Horner et al., "Language Difference"; Horner and Lu, "Resisting Monolingualism"; Lu, "Metaphors"; Lu and Horner, "Composing"). However, to persuade teachers and researchers of the validity of a pedagogy advancing translingual literacy for ostensibly English monolingual students and for first-year writing programs, we need to reconceptualize language difference to include recognition of difference in what appears to be the "same" or mere "repetition" (Pennycook, *Language*). This requires a shift in reading practices from a focus on glossodiversity to semiodiversity, and a view of language as a dynamic process rather than a self-evident, pre-existing entity, with language and its users understood as mutually constitutive. Such a shift enables us to recognize writerly agency not only in writers' seeming deviations from linguistic norms but also in their "imitation" of standardized forms and meanings, for both represent active engagement in the formation and transformation of language, identity, social relations, and worlds. We use our initial representation of students' effort to revise a non-standardized form, "can able to" (Lu, "Professing") and the critical reception given that representation, to illustrate the ways in which approaching "imitation" or 'repetition" in terms of semiodiversity, and hence as also about difference, might advance our efforts to promote translingual literacy.

Bruce Horner is Endowed Chair in Rhetoric and Composition at the University of Louisville, where he teaches courses in composition, composition theory and pedagogy, and literacy studies. His books include *Terms of Work for Composition: A Materialist Critique*, winner of the W. Ross Winterowd Award for composition theory; *Cross-Language Relations in Composition* (Southern Illinois University Press), co-edited with Min-Zhan Lu and Paul Kei Matsuda; and, co-authored with

Min-Zhan Lu, *Representing the "Other": Basic Writers and the Teaching of Basic Writing and Writing Conventions.* "English Only and U.S. College Composition," an essay he co-authored with John Trimbur, is the recipient of the Richard Braddock Award. His recent work examines the implications of scholarship on world Englishes and English as a lingua franca for the teaching of writing.

Min-Zhan Lu is a professor of English and University Scholar at the University of Louisville. Her work focuses on the constructive uses of cultural dissonance in the teaching and learning of writing and on theories and practices of life writing as social acts. Her books include *Shanghai Quartet: The Crossings of Four Women of China* (Duquesne University Press), a work of creative nonfiction; *Comp Tales* (Longman), co-edited with Richard Haswell; and, with Bruce Horner, *Representing the "Other": Basic Writers and the Teaching of Basic Writing* (NCTE) and *Writing Conventions* (Penguin Academics). Her work is frequently cited, and has been reprinted both in general readers and in such scholarly collections as *Feminism and Composition, Landmark Essays in Basic Writing,* and *Landmark Essays on Writing Processes.* She has received the Richard Braddock Award and the Mina Shaughnessy Award for her essays.

Theresa Lillis and Mary Jane Curry, Tuesday, July 12, 9:50 – 10:50, Assembly Room

The politics of location in academic text production: resources and consequences

   Whilst the Eghtenment ideology of science has long been critiqued across the human sciences for failing to engage with the situated nature of knowledge making, it continues to exert a powerful influence over the routine evaluation practices surrounding academic publication. It does so in part by construing language as a transparent medium of communication rather than as an integral aspect of knowledge construction and distribution and by backgrounding the value currently attached to one specific resource, English. Eghtentment ideology ensures that locality of place and of language, both 'real' and 'imagined', often remain hidden in both formal and informal systems of evaluation, as well as in debates around academic publishing practices. Yet locality is highly consequential for global knowledge production and distribution.

   In this presentation we will draw on both quantitative and qualitative data to explore the significance of locality in and for academic journal publishing: quantitative data is collated from a range of available statistics on global scientific article publishing; qualitative data come from the small but increasing number of ethnographic studies on multilingual scholars working and writing on the 'periphery', including our longitudinal text-oriented ethnographic study in four national contexts- Hungary, Slovakia, Spain and Portugal (Lillis & Curry, 2010). We will use these data to illustrate specific ways in which locality impacts on academic journal publishing, including the ideologies embedded in evaluation and reward criteria in scholars' local contexts as well as those enacted in English-medium centre journal evaluation practices.

Theresa Lillis is a senior lecturer in the Centre for Language and Communication at Open University. Lillis has taught English as a second language at primary, secondary, adult, and higher education levels, as well as — her current main teaching responsibility — designing university courses in applied and social linguistics. Her principal research areas are the academic writing and literacy practices of students and professional scholars; currently, she is researching writing in social work education and practice. What unites her research areas is an interest in the politics of access and participation in socially privileged literacy practices. She is author of Student Writing: Access, Regulation, and Desire (Routledge, 2001) and co-author of a number of books, including Academic Writing in a Global Context: The politics and practices of publishing in English (Routledge, 2010), and A Dictionary of Sociolinguistics (Edinburgh University Press, 2004). She has co-edited a number of books including Re-Designing English (Routledge, 2007), and Why Writing Matters (Benjamins 2009) and has published in journals such as Language and Education, Written Communication, TESOL Quarterly, International Journal of Applied Linguistis, and Journal of Applied Linguistics.

Mary Jane Curry is associate professor in the Department of Teaching, Curriculum, and Change at the Margaret Warner Graduate School of Education and Human Development, University of Rochester, New York, and founding director of the Warner School's Writing Support Services. She was previously a research fellow in academic literacy at the Open University, United Kingdom. Earlier in her career she taught English to speakers of other languages in Boston; Madison, Wisconsin; and Costa Rica after working for eight years as a book and publications editor. She conducts qualitative research on the role of academic literacy/ies in access to various points of entry into higher education, from immigrant and "non-traditional" community college students to multilingual scholars writing for publication. Since 2001 she has been collaborating with Theresa Lillis on the Professional Academic Writing in a Global Context project. In a new project she is investigating engineers' writing for publication.

Shirley Wilson Logan, Monday, July 11, 4:00 – 5:15, Assembly Room

"Making a long story short": Multiple approaches to language instruction

"Yiimimangaliso: The Mysteries," the 2001 South African interpretation of the medieval Chester plays, offers one model for the blending of languages and cultures through performance. In the drama actors speak in several languages, including English, Xhosa, Tswana, Afrikaans, Zulu and Latin. With the blending of these languages, the play depicts an abridged version of the Chester cycle. Given that the South African and English audiences were familiar with these Biblical stories, language variations were less of a challenge and may have allowed them a closer connection to the narratives. Such intentional blending of languages to reflect the many spoken by the performers and in the performance settings is just one of many linguistic variations we seem to be addressing or readdressing these days as we explore more fluid notions of languages. The 1974 CCCC position statement "Students' Right to Their Own Language," focused on recognition and incorporation of the many dialects of English, spoken and written, as a right rather than as an attempt to do away with the perceived standard. Along with SRTOL have come other calls to support a broader, less contained view of the many Englishes spoken and written throughout the country and around the world, as well as an openness to learning other languages. One way to group such issues is as follows:

- Accepting and incorporating various dialects of English in writing classrooms;
- Paying more attention to how the teaching of writing and speaking changes in our global community where English is spoken, written, and blended with other languages;
- Promoting the teaching of languages other than English; and
- Developing teachers' language proficiency and ability to accommodate linguistically diverse classes.

Selected scenes from "The Mysteries" will serve as inspiration for exploring these matters.

Shirley Wilson Logan is professor of English at the University of Maryland, where she teaches courses in composition theory, the history of rhetoric, and nineteenth-century African American rhetoric. She serves as director of writing programs and chair of the Campus Writing Board and has held various professional positions including chair of the Conference on College Composition and Communication (CCCC) and the Alliance of Rhetoric Societies. Her current research interests are black women's rhetoric, sites of rhetorical education, and pre-twentieth-century African American literacy practices. She is also co-editor with Cheryl Glenn of the Southern Illinois University Press series *Studies in Rhetorics and Feminisms*.

Arabella Lyon, Monday, July 11, 9:50-11:05, Assembly Room

Beyond similitude: Recognizing cultural rhetorics on their own terms

I.A. Richards questions whether we can understand and translate works from different traditions, arguing that we may only read our own concepts in them. Lu Xing suggests we might work to develop "a language of ambiguous similitude." Mao LuMing approaches comparative rhetoric dialogically with thick description. All of these scholars note the problems of translation and standpoint which always trouble comparative rhetorics. In this paper, I show the importance of using the language of the original work and approaching key terms through their genealogies. While this approach does not and cannot recover the other culture, the work of historical placement and accurate vocabulary get us closer to a rational reconstruction and even a transformative rhetoric (Radhakrishnan).

This paper then examines ancient Chinese conceptions of *shi* (position or disposition) and *wuwei* (nonaction) and demonstrates how they are different than similar Western rhetorical concepts and so can broaden Western understandings. Given the short time for presentation, I focus on the paradoxical wuwei tracing it through the *Analects*, the *Daodejing*, and *HanFeZi*. Uke shi, which has ambiguous similitude to Western concepts such as *kairos* and the rhetorical situation, wuwei forces us to think about the rhetorical effects of "that which is not action" and hence broaden rhetoric beyond persuasion, identification, or trope and instead to conceive it as an *opening* of happenstance, ambiguity, and unconsciousness. In this frame of comparative understanding, wuwei potentially restructures and transforms the questions of Western rhetoric.

Arabella Lyon is an associate professor of English at SUNY—Buffalo. Lyon is the author of the Ross Winterowd Award–winning *Intentions: Negotiated, Contested, and Ignored* (Penn State University Press, 1998) and the manuscript : "Deliberative Acts: Democracy, Rhetoric, and Rights." She is co-editing, with Lester Olson, a special issue of Rhetoric Society Quarterly, "Human Rights Rhetoric: Traditions of Testifying and Witnessing" (forthcoming 2011). Her recent articles in *Philosophy and Rhetoric, College Composition and Communication,* and *College English* focus on understanding

cultural differences in political discourses. Her work on rhetorical representation and cultural difference has been supported by a Fulbright year at Sichuan University in China, three NEH awards, and a year of teaching in Singapore as part of SUNY–Buffalo's commitment to international education. In summer 2010 she taught at Capital Normal University in Beijing, Huazhong University of Science and Technology in Wuhan, and the middle school attached to Huazhong University.

LuMing Mao, Monday, July 11, 9:50-11:05, Assembly Room

Redefining indigenous rhetorics: From places of origin to interdependence-in-difference
As the current stage of globalization continues to enact new forms and meanings for indigenous rhetorics, the following questions become front and center. What are indigenous rhetorics of the twenty-first century? What forms do such rhetorics take and under what conditions? What is the relationship between the spread of English and the rise of indigenous rhetorics? To what extent do indigenous rhetorics remain tethered to where they originated? Or have their new forms and meanings already de-coupled them from their places of origin and aligned them with discursive practices outside their traditions?

In this paper I seek to address these questions. I characterize indigenous rhetorics as rhetorics of hybridity borne of a creative process where the "syntax" of the indigenous and the "idioms" of the metropolis join hands and where the indigenous past is brought back to intervene in the postcolonial and global present. I suggest that indigenous rhetorics contest and rupture such binaries as dominance and resistance, identification and division, and being and becoming. I argue that such rhetorics are marked by interdependence-in-difference that seeks to transcend differences and hierarchies and to foreground the situated and the specific. Further, indigenous rhetorics, by directly participating in the linguistic contact zones of our time, have redrawn the boundary between self and other and between global and local.

I use the rhetoric of cultural nationalism in contemporary China as an example to illustrate how the rhetoric of cultural nationalism draws on *both* Confucian and other native ideologies *and* global capitalistic discourses to present a viable alternative to the bankrupt ideology of the recent past and to form new alliances that in turn challenge its own tradition.

Luming Mao is a professor of English and the director of Asian/Asian-American Studies at Miami University. Mao's teaching and research center on Asian/Asian American rhetoric, Chinese rhetoric, comparative rhetoric, and writing in multilingual contact zones. He is author of Reading Chinese Fortune Cookie: The Making of Chinese American Rhetoric and co-editor, with Morris Young, of Representations: Doing Asian American Rhetoric, recipient of honorable mention for the 2009 Mina P. Shaughnessy Award. He is also co-editor, with C. Jan Swearingen, of Comparative Rhetorical Studies in the New Contact Zone: Chinese Rhetoric Reimagined, a special symposium in the June 2008 issue of College Composition and Communication, as well as guest editor of Studying Chinese Rhetoric in the Twenty-first Century, a March 2010 special issue of College English. He is winner of the 2007 Richard Ohmann Award. He is currently working on a book project, Searching for a Tertium Quid: Studying Chinese Rhetoric in the Present, and serving as a co-editor of the Norton Anthology of Rhetoric and Writing.

Paul Kei Matsuda, Tuesday, July 12, 11:00 – 12:15, Assembly Room

The politics of knowledge making across borders: The case of writing researchers in Taiwan
In this paper, I will explore some of the issues that researchers from non-English-dominant contexts are facing as they seek to participate in the global knowledge economy. In recent years, universities from around the world are seeking to improve their international standing. One of the key moves in this direction has been to increase research output in international venues. The imperative to publish may have encouraged new innovations and exchange of insights across borders. At the same time, it also seems to have fueled the tendency to seek international publication for its own sake, undermining the real goal of research and publication--the advancement of knowledge. I will explore this issue by examining the case of Taiwan. In so doing, I hope to provide an awareness of the challenges that writing researchers from traditionally marginalized contexts face as writing researchers seek to expand the scope of their work beyond the traditional borders.

Paul Kei Matsuda is associate professor of English at Arizona State University, where he works closely with doctoral and master's students in applied linguistics, rhetoric and composition, and TESOL. He is co-founding chair of the Symposium on Second Language Writing and editor of the Parlor Press Series on Second Language Writing. He also served as the

founding chair of the CCCC Committee on Second Language Writing. Paul has published widely on topics related to language, writing, rhetoric, identity and technology in various edited collections and in journals such as *College Composition and Communication, College English, English for Specific Purposes, Journal of Basic Writing, Journal of Second Language Writing,* and *Written Communication.* He has given plenary, keynote, and featured talks as well as invited lectures and workshops at a wide variety of conferences and institutions in Hong Kong, Japan, Malaysia, Mexico, Spain, Taiwan, Thailand, and throughout the United States.

Carolyn R. Miller, Sunday, July 10, 5:05 – 6:20, Assembly Room

Exploring genres in cultural contact zones
      Genre study is a transnational phenomenon, with active research groups in Australia, Canada, Brazil, Norway, Denmark, Switzerland, France, the U.S. and elsewhere. But as situated, semi-stabilized linguistic products, as bearers of social convention and ideologies, can genres be transnational, translinguistic, or transcultural? This question has become salient with the proliferation and circulation of new digital genres that seem to defy being situated or stabilized. To explore this question, we might learn from the study of genres across time, as they evolve and obsolesce, live and die, in response to changing historical circumstances, cultural conventions, technologies, and social needs. Alasdair Fowler's discussion of "the life and death of literary forms" provides one model of diachronic adaptation over time that can be used to think about synchronic adaptation across cultures and languages. Two periods of discursive proliferation have seen particular interest in genres and the theory of genres: the Renaissance and the current era. Both of these periods were times of cultural and technological change, and it is these similarities that invite a comparative inquiry into the role of genre and genre change in these two eras. This paper explores the Renaissance debates over the authority of genres, the possibility of genre change, and the problem of mixing genres with an eye to understanding genre circulation and function in a rapidly changing cosmopolitan culture in which genres transcended their situations and helped produce a unified European culture, even as multiple vernacular languages became more powerful. The paper will conclude with suggestions for investigating the role of genre in a globalized media culture.

Carolyn R. Miller is SAS Institute Distinguished Professor of Rhetoric and Technical Communication at North Carolina State University, where she teaches graduate and undergraduate courses in rhetoric and technical writing for the Department of English and the interdisciplinary doctoral program in communication, rhetoric, and digital media. She is a past president of the Rhetoric Society of America, currently serves as editor of its journal, *Rhetoric Society Quarterly,* and was named a Fellow of the Society in 2010. Her publications have appeared in journals such as *Argumentation, College English, the Journal of Business and Technical Communication, the Quarterly Journal of Speech, Rhetorica,* and *Rhetoric Society Quarterly,* as well as in many edited volumes. Three of these publications have won awards from the National Council of Teachers of English. She has recently lectured in Brazil, Norway, Canada, and Denmark. Her research interests are in digital rhetoric, rhetorical theory, genre theory, and the rhetoric of science and technology. She is currently working on a web development project to serve as a scholar networking site for genre researchers across disciplines and around the world.

Vivette Milson-Whyte, Tuesday, July 12, 11:00 – 12:15, Assembly Room

Code meshing in classrooms: Some socio-political and pedagogical implications
      As increasing numbers of multilingual students populate (or are acknowledged in) US classrooms, rhetoric and composition scholars and administrators continue to propose and consider pedagogical approaches and strategies to enable students to engage with their various linguistic communities. A. Suresh Canagarajah, Min-Zhan Lu, Vershawn Young and others suggest pedagogical changes that could draw on the rhetorical practices of these students. Specifically, Canagarajah proposes that code meshing, a common strategy amongst multilinguals, can serve as a pedagogical tool that invites students to incorporate new codes into the boundaries of dominant texts. Canagarajah joins Young who advocates for code meshing as a classroom practice. Young opines that the differences between what he calls White English Vernacular and Black English Vernacular are exaggerated, resulting in pedagogies that yield limited numbers of African Americans who master the standard language. To address this problem, Young proposes that educators allow African American students to use "a thorough, seamless mixture" of their vernacular and the standard – that is, to code mesh – as happens in everyday language use. Drawing specifically on common experiences of Jamaicans, I will consider some socio-political and pedagogical implications of inviting students to code mesh in classes. I will focus on desires to render texts transparent, on comfort in leading a "naturalized" life of double consciousness, and on difficulties arising from lack of

what Canagarajah calls "the rhetorical strategies of switching." In addressing these points, I hope to indicate potential challenges to code meshing as a pedagogical strategy and useful responses to them.

Vivette Milson-Whyte is a lecturer (assistant professor) in the Department of Language, Linguistics, and Philosophy at The University of the West Indies, Mona, in her homeland of Jamaica. She has also taught at the secondary and postsecondary levels in France, Martinique, and the United States. She completed doctoral work in Rhetoric, Composition, and the Teaching of English at the University of Arizona between 2004 and 2008 while on a Fulbright scholarship in the United States. In her dissertation she explored ways in which "the myth of transience" (Mike Rose) and what she calls the rhetoric of transparent disciplinarity hinder the linguistic and writing development of minoritized students, yet can be transcended.

Anita Pandey, Monday, July 11, 4:00 – 5:15, Assembly Room

When "second" comes first--हिंदी to the eye?: Sociolinguistic hybridity in professional writing today
          This paper examines sociolinguistic hybridity in the professional writing of selected multilinguals. Today, many so-called "second language" writers are English-dominant. In fact, a growing number are literate in just English, yet fluent in more than one language. How the languages they speak, understand, read, and/or write influence their (e-)written exchanges is the focus of this session. Research gaps in the field of "Intercultural Rhetoric" are first identified, and directions for research pertaining to multilingual writing outlined. As demonstrated, multilingual writing is vast and complex, and best decoded using a comprehensive linguistic account—one that runs the gamut, from phonology (a focus on language-specific sounds), through syntax, discourse analysis and pragmatics (norms of politeness and appropriate language use). The STEPS framework (Pandey, 2010, 2009), which stands for *Structure, Theme(s), Etiquette, Purpose*, and *Style*, is outlined, and its applicability to multilingual writing illustrated. E-exchanges between multidialectal/multilingual writers in the Outer Circle (Kachru, 2005) and monolingual readers in the U.S. are the primary data analyzed.
          This paper calls for carefully contextualized studies of *multilingual writing acts*. Greater (e)writing fluidity or accommodation in the written realm is advocated, alongside comprehensive and globally applicable analyses. As is argued, to understand the reason multilinguals write the way they do, one must be familiar with language contact phenomena, including the concepts of *borrowing, code-mixing/code-switching,* and *language change/hybridity.* One must also venture into the source languages, both spoken and written versions—to unravel the message(s) that are stated and implied. Key questions that necessitate investigation are outlined and investigated, including:
- Who is a multilingual writer, and what are her/his expectations of the role of writing?
- (How) is multilinguality communicated in written English?

The paper ends by calling for research on the nexus of multilinguality and multimodality in (e)writing, as well as more sociolinguistically representative corpora.

Anita Pandey is coordinator of professional and technical communication, and professor of linguistics in the Department of English and Language Arts at Morgan State University. Her research interests include transdisciplinary linguistics, dual language and literacy development, and intralinguistic communication/professional Indian communication. Born and raised in a bilingual home in Africa, she developed an interest in language(s) early on. She picked up Hindi, English, Yoruba, Hausa, and Nigerian Pidgin in her childhood, and learned French and Spanish as a teenager — primarily from children. Her research monograph, *The Child Language Teacher: Intergenerational Language and Literary Enhancement* (Central Institute of Indian Languages) advocates a child-facilitated approach to language and literacy. She earned her doctorate in linguistics from the University of Illinois at Urbana-Champaign. She holds two master's degrees (the first in Teaching English to Speakers of Other Languages), and is associate editor of the *Journal of English as an International Language,* and guest editor of two forthcoming issues of the *International Journal of Communication.* Her forthcoming book is titled *Essential Linguistics for Early Childhood Practitioners P-3* (Teachers College Press, Columbia University).

Iswari Pandey, Monday, July 11, 4:00 – 5:15, Assembly Room

Re-mediating a global English: Language Boundaries and Cultural Politics
          It is nothing new for multilinguals to cross language boundaries or mesh codes. However, not all languages operate in a neutral space. Nor are they learned and taught the same way. For example, English is not only an "official" language in postcolonial India, however ironic that may sound, it is also the language of a neoliberal economy as it is everywhere else. Crossing the English language divide, then, assumes special significance as both the government and

marginalized communities see English as a tool for economic opportunity. These views are most clearly reflected in the government funding of "remedial English coaching classes" at national universities, where a dalit student organization also runs its own version of "remedial" English classes informally. In my talk, I discuss the strategies that these students and teachers use to negotiate language boundaries and that should be of interest to literacy educators elsewhere.

My presentation draws on a large-scale qualitative study in which I look at the diffusion of English through formal (school/university) and informal gateways in South Asia to identify and problematize the "global" nature of English. In particular, I focus on the teaching and learning of university level "remedial" English designed for Scheduled Castes and Scheduled Tribes (SCs/STs), who often come from non-English medium schools/colleges and are admitted under affirmative action policy. I then juxtapose this instruction with a similar class organized by Bahujan Students Front, a dalit student organization. The "remedial" English is articulated in ways that are both different from and similar to the political, institutional, and curricular practices surrounding basic, remedial, and even "regular" composition classes in the 20th century US.

Iswari Pandey is an assistant professor of writing and rhetoric at Syracuse University, where he teaches courses in literacy studies, cross-cultural and "global" rhetorics, research methodology, writing/technologies, and South Asian studies. He is currently finalizing a book manuscript, *Literacies of Migrations,* while also working on his second book, *Re-Mediating a Global English: Caste, Class, Nation.* He has won several awards for his research, including Senior Research Fellowship (nine months) from the National Endowment for the Humanities and the American Institute of Indian Studies, Ford Foundation, etc. He has published journal articles and book chapters on ethics of representation, transnational cultures and literacies, multimodal compositions, teaching writing, and English studies, among others.

Mya Poe, Sunday, July 10, 5:05 – 6:20, Assembly Room

A research agenda for the study of multilingual lab contexts

More than three decades ago, Bruno Latour and Steve Woolgar's *Laboratory Life: The Construction of Scientific Facts* (1979) offered researchers a landmark ethnographic study of the workings of a scientific laboratory. Since *Lab Life,* ethnographic studies of lab spaces have been commonplace in sociological studies of science (Sismondo 2010). Although lab studies are not entirely uncommon in Writing Studies (Blakeslee, 2001), few researchers have focused specifically on the multilingual, international aspects of contemporary lab spaces and how the internationalization of scientific participation shapes the writing development of students. In this talk, I draw on findings from a three-year study of graduate students in MIT biomedical engineering labs to suggest how we might go about understanding writing development within multilingual, international laboratory contexts. Such a research agenda would not only consider existing research on international technical communication (Adams et al., 1999; Thatcher, 2006; Paretti et al., 2007) but also the role of literacy brokers (Lillis & Curry, 2010), the development of genre knowledge (Tardy, 2009), and how technological changes in science impact the ways that scientists communicate (Poe & Opperman, 2009). Such a research agenda holds the potential to extend our understanding of writing development in communities of practice.

Mya Poe is an assistant professor of English at Penn State. Formerly, she was director of technical communication at MIT, where for ten years she worked with faculty across the curriculum to integrate writing and speaking in undergraduate and graduate science and engineering courses. Her research focuses on issues of race, internationalization, and professional identity in the development and assessment of writing abilities. In *Learning to Communicate in Science and Engineering: Case Studies From MIT* (MIT Press, 2010), Mya and her colleagues studied how college students learn disciplinary writing expectations, including the importance of teamwork, quantitative arguments, and mentoring in that process. In some of her recent research, she has looked at the impact of racial stereotypes in writing assessments and the significance of mentoring in the development of scientific writing abilities for international students. She is currently working on an edited collection with Asao Inoue, titled *Race in Writing Assessment,* and a single-authored book, *The Consequences of Assessment: Race and College Writing Development.*

Jon Reyhner, Monday, July 11, 4:00 – 5:15, Assembly Room

Confronting the wounds of colonialism through words

This presentation examines the history of colonialism and cultural genocide against the Indigenous peoples and current efforts to revitalize their cultures with a focus on messages both oral and written given and received by them. Indigenous cultures were at best romanticized in literature or at worse described as savage with nothing worth passing on

to future generations. Their cultures largely went largely unexamined except by anthropologists who often presented nuanced views of Indigenous peoples in their fiction and non-fiction work. An upsurge of Indigenous authorship began in the United States coincident with the Civil Rights Movement led by N. Scott Momaday, Vine Deloria, Jr., and other American Indian writers. Today, Sherman Alexie in his novel *The Absolutely True Diary of a Part-Time Indian* has a non-Indian reservation teacher tell the main character, "That's how we were taught to teach you. We were supposed to kill the Indian to save the child…. We were supposed to make you give up being Indian. Your songs and stories and language and dancing. Everything. We weren't trying to kill Indian people. We were trying to kill Indian culture." His advice, and Alexie's, is to leave the reservation with its poor schools and poverty. Alexie writes in English and confronts the necessity to become educated and deal with life today, however Indigenous peoples find strength to confront the modern world in their traditional cultures. Dr. Evangeline Parsons Yazzie found, "Elder Navajos want to pass on their knowledge and wisdom to the younger generation…. Today the younger generation does not know the language and is unable to accept the words of wisdom." She concludes, "The use of the native tongue is like therapy, specific native words express love and caring. Knowing the language presents one with a strong self-identity, a culture with which to identify, and a sense of wellness." Some of the strength of these healing words become lost in translation and efforts are being made around the world to maintain, revitalize and pass on to future generations Indigenous languages and the wisdom they contain.

Jon Reyhner is a professor of education at Northern Arizona University. He also taught at Montana State University — Billings. Before that he taught junior high school for four years in the Navajo Nation and was a school administrator for ten years in Indian schools in Arizona, Montana, and New Mexico. He served as a commissioned author for the U.S. Government's Indian Nations at Risk Task Force and co-authored a research review for the Government's American Indian/Alaska Native Research Group. He has written extensively on American Indian education and indigenous language revitalization, including co-authoring *Language and Literacy Teaching for Indigenous Education* and *American Indian Education: A History*. He co-chaired the fourth and eighth Annual stabilizing Indigenous Languages symposia at Northern Arizona University in 1997 and 2001. He currently coordinates the Symposia Steering Committee. He has also edited a column on issues in indigenous education for the magazine of the National Association for Bilingual Education for more than twenty years.

John Scenters-Zapico, Sunday, July 10, 5:05 – 6:20, Assembly Room

The rhetoric of multilingual literacy sponsorship

This presentation looks at literacy narratives as one way of coming to understand the effects we have on each other's lives through our literate activities, values, and encounters. It will be useful for attendees interested in understanding literacies and their acquisition from first hand accounts from a multilingual community. In my talk, I will discuss the forms and complications of literacy
sponsorship I observed from a three-year ethnographic study of over 200 bilingual Latino/a participants born between 1920-2001 from the U.S.-Mexico borderlands. Because of the constant two-way border crossings, the findings complicate present notions of literacy sponsorship, types of sponsors and their motives, types of participants and their motives, and the role of place, or gateways, in how these individuals influence each other. Using a Sponsorship Taxonomy, I will highlight some commonly understood notions of sponsorship, and at the same time bring in additional forms that surfaced from my own research. To begin, literacy types will be divided into Traditional and Electronic Literacy Sponsorships in order to situate their similarities and differences. Second, four forms of sponsorship, Direct, Indirect, Motivator, and Self, will be explained and participant examples from the research will highlight them. And third, the final form derives from the latter forms and includes Financial, Psychological, and Physical sponsorships. Last, drawing from the Sponsorship Taxonomy and research presently
underway, I will focus on two significant issues: 1. The effects of positive and negative literacy sponsorship experiences on participants, and 2. The role of electronic literacies in the low wage workplace.

John Scenters-Zapico is an associate professor of rhetoric and writing studies at the University of Texas at El Paso. His research examines traditional and electronic literacies, and how they are learned, practiced, and taught in the broader social contexts of school, home, community, and work. His five-year ethnographic study on border literacies is reported in his book, *Generaciones' Narratives: Traditional and Electronic Literacy Practices on the U.S.-Mexico Borderlands* (2010), and a chapter reporting the data from the Generaciones' project, "Los Puentes Stories: The Rhetorical Realities of Electronic Literacy Sponsors and Gateways on the U.S.-Mexico Border from 1920–2001" is in *Rhetorics of the Americas: 3114 BCE to 2012 CE* (2010).

He has two projects underway. One is an edited collection looking at the role of positive and negative literacy sponsorship within the context of social, cultural, and geographic borders. The other is an ethnographic study examining the role of literacy sponsors, and electronic literacy instruction in the minimum wage workplace. His work appears in places such as *Rhetoric Society Quarterly, American Indian Quarterly, Rhetoric Review,* and *Computers and Composition.*

John Trimbur, Sunday, July 10, 5:05 – 6:20, Assembly Room

Grassroots literacy and the written record: Asbestos activism in Kuruman, South Africa

      The Asbestos Interest Group (AIG) in Kuruman, South Africa, is a community-based organization founded in 2001, with the mission of raising awareness about the dangers of asbestos and advocating for better health care, compensation for asbestos-related disease sufferers, and the rehabilitation of former mines, dumps, roads, and buildings contaminated with asbestos in the Northern Cape and North West provinces, one of the historical centers of asbestos mining for over a century in South Africa before the industry was closed in the late 1990s. For this paper, I will fill in briefly needed background about asbestos mining, the dangers of exposure to asbestos, and the work of the AIG. The main focus of the paper will concentrate on how the grassroots literacy of the AIG has interacted with the written record of the state, the courts, academic research, the health care system, and so on. The term "grassroots literacy," of course, comes from Jan Blommaert's designation of sub-elite literacies in Africa and their restricted semiotic mobility. The term is useful in the case of the AIG to see its literacy practices not just as the result of Bantu education for social inferiority in the apartheid era but also as an ongoing part of the uneven distribution of semiotic resources that produces inequality in the world system. The term is useful as well to highlight how the AIG has negotiated the boundaries between grassroots organizing and the dominant transnational literacy regime. The line of analysis is two-fold, showing, on one hand, how the written record of multinational mining companies, the state, and the medical establishment rendered asbestos contamination virtually invisible for nearly a century; and, on the other hand, how the AIG's grassroots literacy, such as text messaging, village meetings, hand-drawn maps, and household surveys, enabled it, in effect, to enhance its semiotic mobility and to make the legacy of asbestos mining visible by forming alliances with lawyers, state officials, medical professionals, and academics.

John Trimbur is professor of writing, literature and publishing and director of the First-Year Writing Program at Emerson College. He has published widely on writing theory, and has won a number of awards, including the Richard Braddock Award (with Bruce Horner), the James L. Kinneavy Award, the National Writing Center Outstanding Article Award, and the College Composition and Communication Outstanding Book Award. He has been a Visiting Professor at the University of Cape Town in South Africa, where he works with a community organization of asbestos activists in the Northern Cape. He has also published three textbooks: *The Call to Write, Reading Culture,* and *A Short Guide to Writing About Chemistry.* A collection of his work, *Solidarity or Service: Essays on U.S. College Composition,* is forthcoming.

Morris Young, Monday, July 11, 9:50-11:05, Assembly Room

Neither Asian nor American?: The creolization of Asian American rhetoric

      The emergence of Asian American rhetoric as an area of study remains one of contestation and collaboration. In this era of "individual rights" and uncivic discourse, scholarship that focuses on the rhetorical practices of a specific community shaped by experiences such as racism, linguistic discrimination, anti-immigrant policies, or even the denial of U.S. citizenship is contested, even dismissed, for its seeming inability to contribute to color-blind Truth and Knowledge. However, understood as part of a collaboration among the range of American, even global, communities a theory of Asian American rhetoric can contribute to understanding how a people is both producer of and produced by rhetoric.

      In this presentation, I will reflect on the development of Asian American rhetoric and look toward the connections that may be made with existing rhetorical traditions and emerging rhetorical theory. In this sense, Asian American rhetoric might be understood as a creole discourse, moving beyond the exigencies of protest or resistance required in a moment of crisis and toward the sustained and stable critique of injury to Asian Americans.

Morris Young is director of English 100, professor of English, and faculty affiliate in Asian American Studies at the University of Wisconsin - Madison. He was formerly a faculty member at Miami University in Oxford, Ohio. His research and teaching focus on composition and rhetoric, literacy studies, and Asian American literature and culture. His essays and reviews have appeared in *College English, Journal of Basic Writing, Amerasia, Composition Forum,* and he has contributed chapters to many edited collections including *The Literacy Connection* (1999); *Personal Effects: The Social*

Character of Scholarly Writing (2001); *East Main Street: Asian American Popular Culture* (2005); *Women and Literacy: Local and Global Inquiries for a New Century* (2007); and *The SAGE Handbook of Rhetorical Studies* (2008). His book, *Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship* (2004) received the 2004 W. Ross Winterowd Award and the 2006 Outstanding Book Award from the Conference on College Composition and Communication. With LuMing Mao he has edited *Representations: Doing Asian American Rhetoric* (2008), recipient of honorable mention for the 2009 Mina P. Shaughnessy Award from the Modern Language Association of America.

Vershawn Ashanti Young, Monday, July 11, 7:30 - 8:30, Terrace

Rhetoric while black: The failure of code-switching as linguistic performance
It is often assumed that African American English is restricted to poor, working-class communities. Yet recent sociolinguistic research suggests that middle class African Americans who have achieved economic success regularly use African American English in public settings (e.g. Weldon 2004, Nguyen 2006). These findings contradict prevailing pedagogies and language ideologies that promote code-switching as an appropriate communicative approach for African Americans, whereby they are encouraged to speak African American English at home and in communities and Standard English in public. This approach assumes that control of Standard English will open doors for poor minority children and afford them economic opportunity. However, research on the social psychology of language has found that linguistic prejudice is largely based on social prejudice and is independent from actual linguistic structures. This chapter discusses the problem of code switching and its failure to address the real problems of communication.
This paper analyzes a number of experiments in which white listeners are told that they are listening to a minority speaker even though they are actually listening to a white speaker of Standard English (see Faught 2006). These studies have found that the listeners "hear" non-standard English in these cases (even though the same voice will be judged as "Standard" when the listener believes the speaker to be white). The paper concludes that the acquisition of Standard English cannot eradicate prejudiced views of an individual's speech or writing because negative evaluations of the language of African Americans are not based on the actual form of their speech. By reproducing negative evaluations of African American English as "inappropriate" or "ineffective" in public settings, the code-switching approach reproduces the forms of prejudice that prevent economic success for minorities.

Vershawn Ashanti Young is an associate professor of English in the Division of Writing, Rhetoric and Digital Media at the University of Kentucky. Young is a performance artist, writer, and scholar. He performs his solo-show, *Ghetto Memories,* which is adapted from his first monograph, *Your Average Nigga: Performing Race, Literacy, and Masculinity* (Wayne State University Press 2007), at small theatres and college campuses across the nation. He is also editor of *From Bourgeois to Boojie: Black Middle-Class Performances* (forthcoming, Wayne State 2011) and co-editor of *Code Meshing as World English: Policy, Pedagogy, Performance* (forthcoming, NCTE 2011). He is completing two books, *The New Equality: White People, Obama, and the End of Racism,* and *Other People's English,* which promotes code meshing over code switching in K–college language arts instruction. He serves as an associate professor in the division of writing, rhetoric, and digital media at the University of Kentucky.

Presenter Abstracts

Matthew Abraham, *DePaul University*
Vernacular rhetoric, uptake, and democratic deliberation—everyday talk on Israel-Palestine

In his important and brilliant book Vernacular Voices: Rhetorics of Publics and Public Spheres, Gerard Hauser uses the concept of "vernacular rhetoric" to argue that we can best understand larger cultural artifacts such as discursive structures by looking at the day-to-day interactions between citizens when they come together in the polis. These vernacular rhetorical exchanges reveal the social skin around certain contemporary issues, alerting us to how citizens think and feel about certain hot-button concerns. Unfortunately, in the context of discussing the Israel-Palestine conflict, the charge of anti-Semitism prevents the very conditions of possibility for having an open and democratic deliberation.

Instead of looking at the political structures informing why we talk about the Israel-Palestine conflict in the ways we do, I propose to look instead at the day-to-day conversations about Israel-Palestine that take place amongst friends, family members, and colleagues. This vernacular rhetoric, which is of course conditioned by larger discursive structures such as Zionism, Judaism, anti-Semitism, and imperialism, is shaped largely by "up takes," associations we make between words and images; these associations, however, are often historically inaccurate and ideologically loaded.

I will explore how the concepts of vernacular rhetoric and uptake can lead us to develop more productive and reflective deliberative models for debating claims about the Israel-Palestine conflict. Finally, I will discuss the pedagogical implications of examining a contemporary issue in this way.

Pelin Akinci Akkurt, *TOBB University of Economics and Technology*
A case study on assessing pragmatic awareness of Turkish EFL learners via speech act set of complaints: A cross-cultural pragmatic perspective

Globalization has touched our lives diminishing borders of the countries even the continents. Our lives turned out to be much more cross-cultural than ever. A foreigner in your town doesn't mean someone "out of this world" anymore. On the other hand, it is still not warranted that even greeting each other in a daily life situation will be the same due to the fact that such communication devices can be arbitrary in different cultures and different settings. It is an obvious fact that target culture experience may very often lead to the failure of communication without cultural communication. To teach a language the students' attention should be drawn mostly to use of language rather than only dealing with grammatical structures. Since the situations in which mutual misunderstandings occur due to lack of communicative competence are supposed to be weird rather than grammatical ones, we should raise their pragmatic awareness. The main objective of this study is to assess students' competency in using speech acts set of complaints from the aspect of cross-cultural pragmatics. Native speakers of English n=80 considered as the control group and Turkish EFL learners n=100 were compared from the aspect of the choice of complaint strategies. The findings are interpreted statistically and verbally. The study elicited judgments of appropriateness of various complaint formulations in two different situations the context of one of which is formal and the other informal. The findings from this study indicate that aspects of complaints may cause difficulties for TEFL learners. This study suggests the need to raise their pragmatic awareness of Turkish EFL learners regarding the use of complaint strategies in particular contexts.

Ghadah Al Morshedi, *Penn State University*
Comparative analysis of motion events in Arabic, English and Persian

This paper is a comparative analysis of English, Arabic and Persian expressions of motion events using narratives which were elicited from speakers of these languages with Chafe's (1975) *Pear film*. The data consist of 60 elicited oral narratives in Arabic, English and Persian. The analysis is based on Talmy (1991, 2000) and focuses on motion events as viewed through Talmy's S- and V- framed typology. Based on this typology, V-framed languages contain a large inventory of verbs in which the path of motion is incorporated into the verb (*yenzel,* 'to descend'). In S-framed languages path of motion is expressed through path satellites, typically in the form of a preposition or adverbial (to go down'). S-framed languages contain added "space" for information such as manner. S-framed languages, therefore, tend to have robust inventories of manner of motion expressions (climb). In V-framed languages, such expressions are typically depicted through adverbials (in dancing). As noted by Feiz (2007), who collected the Persian narratives for this study, Persian exhibits features of both S- and V- framing. English is more straightforwardly S- framed, while Arabic is more straightforwardly V- framed. The results reflect similarities and differences in how the three languages native speakers conceptualize manner of motion and path. I present evidence concerning how native speakers of Arabic express manner and path in English narratives. Arabic L1 speakers find manner expressions challenging. In conclusion, a set of pedagogical materials designed to help Arabic L1 speakers conceptualize and express manner of motion in English writing.

Ali Mohammad Al-Shehri, *Al-Bah University, Saudi Arabia*
How culture affects language learning

Learning another language requires an understanding of the culture behind it. I believe that learning a language without submerging yourself in the culture is clearly difficult. Therefore, many people who go abroad to live, study or work want to adept or at least adjust to the local culture.

In recent studies, the focus on culture has been an inspirable part of any language acquisition. The issue of mastering a second language is not only the awareness of all linguistics aspects, but also the full understanding of the culture of that language. In today's world, one cannot claim himself or herself as good in specific language, unless he/she delves deeply into that language and understands the cultural intricacies of that language. One general example that highlights the importance of the culture is in studying a foreign language is the different concept of gratuity in Saudi Arabia an America: tipping is something that is not only legal in the US, but it is also indication of appreciation and good treatment, while in Saudi Arabia it is not only not accepted, but it is also considered by many people as an insult. I will emphasize the link between language acquisitions and culture in this case study.

This paper reports on a case study of a Saudi Arabian student's English language learning experiences in his home country and in the U.S.A. Specifically, the study aims to examine the ways in which the student's cultural background and his knowledge or ignorance of the target language culture affects his language learning.

Steven Alvarez, *Queens College—City University of New York*
Brokering the immigrant bargain: Negotiating language, power, and identity in Mexican and Mexican-American families

This presentation examines how language-minority immigrant parents learning the dominant language attempt to sponsor their children's education and literacy development in the dominant language despite their own monolingual competence. While language-minority parents gain enormously by having bilingual children for translation services in day-to-day practice, these same parents also find themselves in weak positions to cultivate bilingualism for themselves or for their children. Thus, they are unable to be of much help to their children with schoolwork in English. Language constraints, cultural unfamiliarity, and work commitments limit immigrant parent involvement with their children's teachers' expectations. Indeed, language minority parents can fail to assist their children with school activities, especially in text-based academic literacy in English which schooling typically assigns. In such circumstances, I argue, Mexican-American immigrant families turn to extended support networks and "sponsorship" strategies to compensate for their own literacy limitations in social practice. According to literacy scholar Deborah Brandt, sponsors lend their resources to those they sponsor, but they also stand to gain from cultivating literacy successes, materially or symbolically. In the spheres of the families under study here, sponsors are largely Anglo-language institutions whose formal status raises cultural barriers limiting immigrant access to them. This presentation examines how a grassroots social welfare organization brokered the sponsorship of dominant literacy, and thereby culturally accommodated immigrant families while also encouraging their assimilation into the dominant language. The organization's sponsorship of family literacy iterates New Literacy notions of literacy as a social practice shaped by and for specific cultural contexts.

Libby Anthony, *Virginia Tech*
Multilingual identity formation: A case study from the speaker's perspective

While scholars have recently begun to examine the complexities of identity construction for multilingual speakers (see Reinventing Identities in Second Language Writing, for example), we still know very little about how multilingual speakers themselves understand and feel about the processes involved and the resultant identities. In this paper, I offer a case study of how one multilingual speaker expresses her selfhood as a student and English language learner through the terms she chooses to describe herself. My study of Amira, an Egyptian student studying Composition in the U.S., shows how multilingual individuals both accommodate and resist common macro-level descriptors, such as ESL (English as a Second Language), EFL (English as a Foreign Language), and ELL (English Language Learner), in their identity formation, how these identities are constantly in flux and evolve over time, and how the identities of multilinguals are complex hybrids that are being endlessly negotiated. For instance, Amira speaks Arabic as her "first" language (in terms of the traditional definitions of a speaker's "first," "home" or "native" dialect). However, through the language she uses to represent her identity as an English language learner, Amira indicates that she considers English to be her first language – a statement that complicates the delineations and categories commonly placed upon multilingual English speakers. This presentation will conclude by exploring the pedagogical implications of such an expanded, student-centered understanding of multilingual identity formation.

Nancy Bou Ayash, *University of Louisville*
Explorations of the workings of language: Negotiating language difference through new media in FYC

The past two decades have witnessed a heightened interest in new media and a concurrent scholarly attention to developing suitable methods of implementing such technological tools in educational settings. A key question recurrently asked by practitioners remains: how do we best use new media technology to offer students opportunities for negotiating cultural and linguistic differences as multimodal texts are being authored, published, read, and exchanged amidst the internationalness of emerging virtual literacy environments?

Embracing recent calls for translingual work in rhetoric and composition that invites the "interaction among languages, within languages, and across language practices" as represented by Horner et al. (2011, p. 303), this paper describes pedagogical practices aligned with the multicultural, multilingual, and multimodal communication realities of our students who increasingly live, think, and compose in a globalized society where Englishes are "a way of life" and amidst the fluidity of languages and language varieties. More specifically, this pedagogy of dissonance which addresses language in a different light and complicates scenes of thinking, reading, composing, and publishing on the Web encourages prolonged explorations and reflections among FYC students about how language works and does not work in a multilingual US and deep critical engagement with translingual texts composed by what Min-Zhan Lu describes as Master Designers. Through drawing concrete examples from classroom interactions and student multimodal compositions in newly emerging technological environments such as course wikis and blogs, I intend to illustrate how monolingual and multilingual students in a freshman composition classroom at an American metropolitan university constructively grappled and negotiated their way through language and cultural barriers to produce meaning with authenticity.

Dany Badran, *Lebanese American University, Lebanon*
Rhetoric as reflection of democratic tendencies in the Arab world

The prominent role of rhetoric in participatory democracies has been established since Aristotle's systematization of the art and practice of rhetoric and the oratory. In fact, the right to full, rhetorically-oriented participation in political life was what distinguished citizens from non-citizens in democratic Athens (Cohen, 2004: 24). More interesting is the inversely proportional, almost mutually exclusive, relationship between the influence rhetoric on the one hand and autocratic and theocratic states on the other. For example, Vickers (1990) traces the history of the discipline, showing how rhetoric and by extension democracy virtually disappeared in the Middle Ages. Finally, and in specific reference to Arabic, Koch (1983) elaborates by claiming that 'the dominant mode of argumentation in hierarchical societies, where truths are not matters for individual decision' is what she terms 'presentation' (55), i.e. 'the tendency to persuade and be persuaded by form, elegance, repetition' (56) while 'in a democracy, there is room for doubt about the truth, and thus for proof' (55). This paper attempts to test the relationship between the type of rhetoric and argumentation dominant in the Arab world and the notion of democracy. It takes as a case-study two groups of university students from a more open, religiously diverse, cosmopolitan (and by extension more democratic) republic like Lebanon and another from the more uniform, purely Islamic (and less democratic) monarchy like the Kingdom of Saudi Arabia. By analyzing English-written argumentative essays of native Arab students, this paper seeks to uncover possible differences in the rhetorical approaches of the two groups. Consequently, conclusions are derived regarding both the possible projection of argumentative patterns from Arabic to English as well as whether potential differences in rhetorical strategies correspond with the level of cultural exposure and democratic tendencies of the two countries.

Lamiyah Bahrainwala, *Michigan State University*
3ngleezy: how current digital-talk in the Middle East embodies Bedouin rhetoric

I am investigating a digital-script in use by young Arabs in the United Arab Emirates. Frustrated by English-only keypads/boards, they devised a method of texting that conveys the orality of Arabic, the visuals of the Arabic alphabet, and the aesthetics of Arab-Islamic symmetrical art. Initially, they transcribed Arabic words to English, so مرحبا became marhaba (hello) in a text message. But sound, alphabet, and meaning from a different language forced into an English script can create cognitive anxiety, so users began guiding the 'mind's tongue' with the insertion of Arabic-alphabet-like symbols into English transcriptions.

These symbols are numbers. A '3' resembles the Arabic character 'aain' (ع), and a '7' resembles the character 'haah' (ح). Now, young Arabs routinely type mar7aba (hello), ya3ni (I mean), t3am (food), and 7ala (you're welcome) in digital messages to guide the reader's eye and ear, and extend the boundaries of both Arabic and English script. They call this script 3ngleezy (pronounced 'engleezy'). Though newer cell phones do offer an Arabic-language option, the all-Arabic script is rarely used for any communication other than advertising and official text messages. This indicates that some sort of protocol is in place, that 3ngleezy encodes a unique social meaning.

My research investigates 3ngleezy through two lenses: a cultural-rhetorical lens, to examine how Islamic patterning and Bedouin orality manifest in this script; and a social-rhetorical lens to examine the social rules governing the use and perceptions of 3ngleezy by users.

Leila Bahrami, *University of Isfahan, Iran* **Mansoor Tavakoli**, *University of Isfahan, Iran*, and **Zahra Amirian**, *University of Isfahan, Iran*
Investigating frequency, appropriacy and diversity in the development of interactive metadiscourse resources in the writings of Iranian EFL learners: A process-base approach to writing

The current study aimed to investigate the development of interactive metadiscourse resources (IMRs) during a process-based writing course. The use of IMRs in terms of frequency, appropriacy, and diversity were analyzed throughout drafting, revising, and editing stages. Furthermore, learners' perception was investigated to find out how confident they felt as they were writing and rewriting the drafts. Given the purpose of the study, 63 male and female EFL learners took an Oxford Placement Test (OPT) and based on the OPT results, 30 intermediate EFL learners were chosen to participate in this study. During the period of one semester, argumentative topics of students' interest and need were assigned to the participants to write about them. Each participant submitted three drafts on a topic, the first draft, the draft after revising and the draft after editing within two weeks. Word counts and Chi-square test revealed significant change in the frequency of IMRs from the first drafts to the final drafts of students' writings. According to expert judgments, in final drafts, students used IMRs more appropriately, but the diversity of use didn't change significantly. Moreover, analysis of the data collected during the interviews revealed that most of the students felt more confident in the use of IMRs at the end of the course. The results of this study not only can increase our understanding of writing process, but also can provide more effective instruction models for developing the appropriacy of metadiscourse use in L2 writing.

April Baker-Bell, *Michigan State University*
Beyond the contexts of our discipline: Creating a space for K-12 teachers in rhetoric and composition

Although there has been more than 50 years of research completed on African American Language (AAL), there appears to be a disjunction between disciplinary conversation and classroom practices. While scholars in rhetoric and composition are calling for the study of cross-language relations, some K-12 teachers—even at this late hour in history—are still unable to view AAL in a larger system of language learning. The fact that a child communicating in AAL can walk into an English classroom in the United States and be corrected, belittled, degraded, misdiagnosed, underrespected and underassisted demonstrates that not all of our K-12 counterparts are on board with our disciplinary discourses and pedagogical practices. This paper will summarize the findings from interviews and surveys conducted with English teachers and administrators at Detroit area schools. The findings indicate that: 1) AAL challenged the literacy conventions expected in these settings, 2) teachers were using unproductive, outdated methods to address the language needs of AAL speaking students, and 3) AAL was hardly ever discussed during departmental meetings, despite its large concern in the classrooms. Further, this paper seeks to open up a discussion about how rhetoric and composition can create a space where the conversations in our discipline, including those in the above presentations, can reach more K-12 teachers.

John Belk, *Penn State University*
"I can write poetry?!": Creative writing and translingual pedagogy

Building from the recent call to and definition of a translingual approach to writing education in College English, it becomes increasingly pressing to consider in detail exactly what a translingual curriculum might include (as well as what it might not). One area of English Studies that can provide rich pedagogical innovations for translingual advocates is creative writing. While arguably undertheorized compared to rhetoric and composition, creative writing pedagogy nonetheless offers unique approaches to language use that fall in line with the expressed goals of a still-forming translingual pedagogy. In particular, both creative writing and translingual pedagogies account for linguistic heterogeneity by privileging, if not requiring, negotiation on the part of the audience.

Specifically, this paper will examine the potential benefits of incorporating strands of current creative writing pedagogy into translingual writing instruction. How does creative writing open spaces for multilingual writers in English? Furthermore, what safeguards might be necessary for multilingual writers to ensure they communicate with the wider world of English speakers? To answer these questions, I theorize the role of "creativity" in translingual writing spaces, considering recent work on what a translingual approach to writing might look like and where creative writing might fit. I then offer a potential outline of what a "creative" translingual pedagogy might look like.

Ronald J. Boben, *Penn State University*
The American university as contact zone: Language socialization and non-native speaker writing, the influence of social interaction with native speakers

Non-native English speaking undergraduates represent an ever-increasing population in American colleges and universities. These learners come from vastly divergent backgrounds, and have different needs both social and academic, from their native-speaking peers. Institutions of higher education continue to experiment with various programs to assist these learners with their socialization into American academic life, including attempts to support their English writing. This study looks at two students from a freshman ESL composition class at a large university in the northeastern United States. It first quantifies their day-to-day spoken language use in the American university community by means of a spreadsheet questionnaire. Further, using a combination of surveys, interviews, coursework writings, and email correspondences as a database, the study analyzes what influences the quantity and diversity of their interactions with English native speakers have on their writing. An objective of the study is to offer information to help inform ESL program designers to create and implement resources to assist students in making the best, most enjoyable use of their time at American universities, enhance their English writing skills and ultimately further their life goals.

Tinatin Bolkvadze, *Tbilisi Ivane Javakhishvili State University, Georgia*
The balance of foreign languages in contemporary Georgia

Naturally bordering with Europe by means of the Black Sea, Georgia, owing to the Ottoman Empire, had had to endure Asia's economic and cultural space for several centuries and, later, to adhere to Russia and, together with that country, to receive through the Baltic Sea what it could naturally receive through the Black Sea. Due to that, Georgia could not succeed in joining the part of the humankind which had gathered around the Atlantic. The Soviet Empire, as a globalized world, did it best to make Russian penetrate everyday social and cultural lives of very Soviet citizen, and thus influence their thoughts.

Presently, Georgia walks on its own in the globalized world, aspires to enter globalized political and military organizations, however, the legacy of the past Soviet globalized space makes it retreat. In such circumstances, Georgian citizens stand in front of the choice of foreign languages. The paper deals with the issue of the balance of foreign languages in contemporary Georgia and of the political and economic factors influencing their choices.

Gretchen Busl, *University of Notre Dame*
The ideal reader: Increasing student's multicultural competence through engagement with multilingual texts

The "implied reader" indicates the hypothetical reader to which any given text addresses itself. An "ideal reader" is that reader who has the particular knowledge, experience, and mind-set that allow the text to reach its fullest effect. A multilingual text presupposes an ideal reader who is as familiar with each language and culture represented as the text's author. This functions to alienate (at least in part) readers who know only one language. This paper takes as its example the hybrid text DICTEE by Korean American artist Theresa Hak Kyung Cha, written in English, French, and Korean. DICTEE explores the concept of a multilingual, immigrant identity through poetry, prose, and images. One of her main metaphors is the body as a text that must be read; she is "read" as Korean in America, as American (or Not-Korean) in Korea. Just as the meaning of a text is created by the reader, based on his or her own point of view, the identity of any given person is formed by the bias of the Other confronting him or her. As readers, we can, and should, learn to engage with multilingual texts, even if we are unable to reconcile foreign languages with a meaning significant to our own experience. Similarly, we can learn to interact more meaningfully with multiethnic persons if we understand how our own schemata affect our "reading" of their (and our own) Otherness. This paper explores ways in which teaching the multilingual text DICTEE, along with theories of the implied and ideal reader, can increase students' multicultural competence.

Nkechi M. Christopher, *University of Ibadan, Nigeria*
English in the world, the world in English

The urgency to teach English language arts appropriately in some ESL/EFL situations is hampered by poor availability of resources, among other issues; but this limitation does not prevent its adoption as a medium of communication or learning. Thus, students' exercise in academic English literacy in their countries of origin may be limited by suboptimal instructional practices and exposure to near-native varieties, just as English course titles could suggest more than what curriculums actually offer. Moreover, qualifying international examinations may be incapable of assessing rhetoric and composition skills required in academic writing. Therefore, to mainstream students of multilingual backgrounds into academic programmes in English international institutions, it is imperative to consider their English learning backgrounds and assess their competence level in Standardized Written English. The practice of reassessing

students on admission and designing appropriate remedial academic literacies programmes to groom students well-suited for academic programmes and the workplace is a panacea to linguistic ineptitude. Nonetheless, while grammar is particularly essential, communicative competences that permit creative introduction of L1 literary devices in lucid and vigorous writing is a worthy learning outcome target. Hybridity of language will enrich the language of globalization, making English a more effective communication resource. An accommodating elder will attract many followers; but then, a broken tooth destroys the beauty of a laugh.

Erica Cirillo-McCarthy, *University of Arizona*
Kij and yo di "codemeshing" an kreyol?: Travelling through gates and hoops in a multilingual writing classroom
In "The Place for World Englishes in Composition: Pluralization Continued," Canagarajah clarifies that code mixing implies mixing or "borrowing in a single lexical item," whereas code meshing expands that to include rhetorical strategies located within different languages and cultures (614). Furthermore, Young argues in Your Average Nigga: Performing Race, Literacy and Masculinity that most of us code mesh already, weaving between vernacular and standard language structures and each structure's rhetorical strategies (142). This paper looks to code meshing as an inclusionary way to address the plurality of students: the multivocal, multilingual, and multidialectical as it discusses the author's experience teaching Haitian students in a preparatory, non-credit writing course at a south Florida community college. According to Konczal and Haller, south Florida Haitian immigrants face three layers of "otherness" when they arrive in the U.S.: their race/ethnicity, their language (Kreyol), and their immigrant status (170). Konczal and Haller's study highlight the challenges black immigrants face regarding available paths to engage the dominant culture, including English proficiency. The concept of "proficiency" as it manifests in preparatory courses and FYC reifies the false dichotomy of valuing school language (read: English) over home language, as well as potentially reifying the Haitian students' perceived "otherness." Instead, working from Canagarajah and Young's definition of code meshing, the author argues for careful consideration of code meshing in the classroom in order to create the space for students and instructors to negotiate the home/school linguistic dichotomy and the ways in which language and identity are indelibly linked.

Lance Cummings, *Miami University of Ohio*
"The Roberts method" and the rhetoric of the YMCA immigrant classroom: Examining the belletristic
legacy in the teaching of English
Though many scholars in recent years have examined the monolinguistic roots of teaching English (Canagarajah 1999, Horner and Trimbur 2002; Matsuda 2003), the historical relationship between composition pedagogy and applied linguistics has been left relatively uninterrogated--mapped out as these two fields are within current disciplinary boundaries. In this presentation, I will rhetorically analyze a teacher's guide written by Peter Roberts, the Special Secretary of Immigration Affairs of the YMCA in the early 20th Century. The "Roberts Method" was used extensively in many urban centers and aggressively promoted by manufacturers like the Ford Motor Company.
Through this close reading, I will show how pre-professional second language instruction created a paternalized relationship between teacher and student, reifying political and ethnic power dynamics inherent in the Belletristic ideology of the Nation-State. After examining several letters written by immigrant students in service of the YMCA, I will show how these ideologies were both reinforced and contested within immigrant writing. In doing so, I would like to pose these questions: How might these troubling assumptions within Belletristic rhetoric still impact the formulation of second language writing today? Are there spaces in the second language writing classroom in which students can contest such ideologies?
As the field of Rhetoric and Composition continues to recognize "that communication today involves an engagement with multiple languages and literacies," examining how classroom pedagogies and subjectivities are impacted by tacit historical ties across disciplines will become increasingly important in finding diverse and new ways of understanding the English classroom.

Ellen Cushman, *Michigan State University*
ᏣᎳᎩ ᏣᎳᎩ: The evolution of writing in Sequoyan
Drawing on five years of ethnohistorical research, this paper overviews the evolution of the Cherokee writing system (ᏣᎳᎩ ᏣᎳᎩ) from script, to print, to digital forms. It opens with a brief history of Sequoyah's invention featuring archival reproductions of the manuscript and print versions, offering a glimpse into the instrumental workings of the writing system. The instrumentality of the syllabary in manuscript form may have contributed to the rapid dissemination of the written form at its first introduction. The print arrangement standardized by missionary Samuel Worcester bent the manuscript form of Sequoyan to the orthographic rules of the Roman alphabet, thus obscuring the instrumental logics of the original script. Despite this, Cherokees printed millions of pages of literature with samples

revealed here. Sequoyan often printed alongside English facilitated the tribe's continued cultural and national perseverance during the social upheavals of removals and displacements. With the advent of 20th century writing technologies, the Cherokee writing system has become digitally remediated, with samples of Cherolish appearing on Facebook and Sequoyan offered by the tribe. As such it continues to serve important linguistic, cultural, and historical functions for the modern Cherokee Nation.

In other words, Cherokees have a long history of bringing unique strategies to textual production, conceptualizing writing quite differently from the alphabetic norm in order to accommodate the Cherokee language and develop hybrid codes.

William DeGenaro, *The American University of Beirut*
Literacy narratives across boundaries

Dearborn, Michigan, U.S.A., contains the largest Arab diaspora community in the Western world and has become a bicultural and bilingual city, a cosmopolitan site in the midst of the rust belt. Beirut, Lebanon, has for centuries been a place where the "east" and "west" have intersected and coexisted. During the Fall, 2010, two writing courses at Universities in the two respective cities linked up via Skype, Facebook, and email, so that students in the courses could interview one another about literate practices and write literacy narratives about overseas peer-partners. Some students in Dearborn expressed surprise that their peer-partners in Beirut consumed western popular culture while students in Beirut were surprised to learn that so many Arab-Americans in Dearborn wore the hijab and spoke Arabic not only in their homes but in Dearborn's public spheres as well. Students also learned about differences between higher education systems in the two respective cultures. Most importantly, though, the students explored issues like multilingualism, westernization of the Mideast, globalization, immigration, reading habits, technology uses, and academic writing conventions through a contrastive lens, conducting inquiry into cultural dimensions of literacy. In my presentation, I will report on this classroom project, share examples of student writing, and argue for the pedagogical value of cross-cultural inquiry in writing classes.

Wei Deng, *Wuhan University, China*
Poetical nature of Chinese language and writing in Chinese

Linguistic Turn of 20th century western philosophy endowed people with new understandings about language. One of the most influential statements was made by Martin Heidegger, "People inhabit the earth poetically" through language. Some scholars believe that one big difference between western languages and Chinese language is that the latter implies more poetical intelligence. Poetical intelligence is first a kind of creative intelligence. Chinese language has very close connection with this kind of intelligence. Because though it has a very long history, Chinese language is not chained that much by grammar and logic as western languages do. It is the feature of poetic that gives Chinese language more flexibility, which is embodied in Chinese writing strikingly. The viewpoint that Chinese language is primitive unenlightened and has no grammar rules is obviously wrong.

Giambattista Vico Wilhelm von Humboldt and some other wester linguists' theories are integrated with some Chinese linguists, such as Wang Li Shi Yuzhi and Shen Xiaolong's opinions in analyzing and examining origin and features of Chinese language's poetical nature and its influence in Chinese writing. From the point view of some Western writers and poets, compared with hypotactic Chinese language, paratactic western languages has become prison house that chains their subject consciousness and creativity. In Humboldt's opinion, as a language that is not so bound to formal grammar, Chinese language can has direct and strong affect on people's spirit. So, if we want to grasp languages' essence profoundly and use it well in communication, we'd better be aware of culture's prescriptive role in language form and constructional commensuration between languages and national ethos.

Kevin Eric DePew, *Old Dominion University*
Rhetoric & efficiency: Or how I learned to stop worrying and love the inefficiencies of multilingualism

While second language writing and multiligual writing scholarship alludes to "efficiency's" influence on the institutional decisions that challenge multilingual students' progress through academia's literacy education, "efficiency" is rarely identified as the problem's foundation. This speaker argues that "efficiency" offers a useful lens for examining understanding the problem's complexity and for making arguments to develop and implement sound pedagogical practices that help multilingual students. To this end the speaker will define the rhetoric of efficiency (i.e., the cultural commonplace that efficient outcomes are always desirable) and efficient rhetoric (i.e., an ideal communication in which the transfer of ideas from one individual's mind to another's produces the least expenditure of energy or resources).

In writing studies, the rhetoric of efficiency is often evident in the decisions about such issues as course sizes, the writing courses offered to disparately prepared students, student placement, who gets hired to teach the courses, how

these faculty are prepared for specific courses, how they are compensated, textbooks selection, the available student resources to supplement writing instruction, the expectations for students' texts, and how instructors will be expected to assess students' work. The resulting decisions often strongly influence how "inefficient" rhetorics—often associated with multilingual writers—are addressed in the writing program and classroom. After theorizing these two concepts, the speaker will demonstrate how to use them for identifying specific "gaps" and "fissures" within the writing program (Porter et al, 2000) and discuss how these concepts can help us, when we then make policy arguments, connect to institutional stakeholders' values.

Mike Edwards, *National Military Academy of Afghanistan*
When the language of global capitalism is not its own: English-only and world-English instruction in Afghanistan
        Recent scholarship on language difference in the global influence of composition has offered a strong critique of the hegemonic role of transnational "fast capitalism" in that influence. Such scholarship acknowledges the challenges associated with ethnic difference and usefully analyzes the complications associated with language difference within and outside the U.S., but has failed to acknowledge the implications of economic difference: there is more than one form of capitalism. This presentation examines the economic assumptions underpinning the critique of a monolithic "fast capitalism" from the perspective of an extended project in Afghanistan mentoring English instructors and developing a college-level English-language writing instruction curriculum. There exist significant challenges involved in developing curricular goals for instruction in spoken and written English for purposes both pragmatic and egalitarian (e.g., using English as a bridge language to foster national unity and reduce ethnic violence among Pashtuns, Hazaras, Tajiks, Uzbeks, and others) in a country with 14% literacy, where thirty years under Soviet and Taliban rule has created a need to literally invent the university. This presentation demonstrates how one such challenge must involve calling into question composition's assumptions about the intersections of market-based economics and language instruction, and in response to that critique offers a proposal for a language of economic heterogeneity in composition scholarship.

Andy Engel, *Wayne State University*
"I remember when all this was trees": Examining cross-modal languages through Banksy's Detroit graffiti
        In the summer of 2010, the street artist Banksy created a number of graffiti pieces in Detroit. One piece in particular has sparked controversy not because of its defacement of private property but because of its removal for preservation. In this case, the entire section of a cinderblock wall on which the piece was painted was removed from the derelict site of the old Packard Manufacturing Plant. The artist's (in)famous anonymity and one reputation combined with the artifact itself, the controversy surrounding it, and its subsequent physical dis/re-location provide a rich site for exploring the intersection of three urban modalities: the physical, the digital, and the rhetorical.
        Situating this discussion on the urban and post-industrial context of Detroit, and on the Banksy piece in particular, this paper argues that the singular and separate languages used to examine urban situations are no longer sufficient to understand the multimodal constitution of cities. The privileging of what Kress and Van Leeuwen call "monomodal" languages needs to be rethought as this approach predetermines the perspectives, questions, and outcomes that urban inhabitants can generate. Drawing on work by Selber, Kress and Van Leeuwen, and Fleming, this paper will argue that in order to examine the colliding modes within an urban context we must develop strategies for sharing languages between them. This sharing allows us to explore how cross-modal languages can be used to productively hybridize modes without reductively collapsing one mode into another, while also preserving distinctions that remain useful for agents that are constantly moving between them.

Edward Alan English, *University of Oklahoma*
Left behind: Rethinking ways to empower resident ESL students in the composition classrooms
        Despite great scholarship that has explored challenges resident ESL face in universities (Matsuda, 2008; Leki, 1999; Harklau, Losey, Siegal, 1999), little work has been offered that, using an overarching framework of rhetoric and pedagogical theory, gives a variety of possible solutions to help eliminate difficulties resident ESL might face in composition classrooms. Using a theoretical framework drawn from other theorists (Berlin, 1988; Shore, 1987; Friere, 1970), I argue that many common practices in university composition programs, such as unfair placement procedures and the prevalent use of composition textbooks which almost exclusively prize a Western view of rhetoric, prevent resident ESL students from having a dialogical, supportive and understanding relationship to other students and instructors.
        After highlighting many of the central problems resident ESL students face in university composition programs, I use a variety of possible solutions, collected from a range of scholars, theorists and teachers to respond to questions such as: In what ways could composition instructors use the experiences of resident ESL students as valuable assets to the

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classroom? Also, how could composition instructors set up classroom dynamics where resident ESL students are more likely to feel supported?

Some of the suggestions I give include having instructors allow students to shape the curriculum by bringing in texts they are familiar with to serve the classroom as tools for rhetorical analysis, and having instructors create healthy "contact zones" (Pratt, 1991) between students to give a richer perspective of rhetoric and writing.
All the proposals are given in the hope that they might begin to offer a collection of feasible ways teachers and administrators can improve conditions and empower resident ESL students while simultaneously having a reciprocal value for mainstream, native English speaking students.

Harley Ferris, *University of Louisville*
To sound American: Perceptions of accent and error across the disciplines

In 1972, CCCC affirmed students' rights to their own language (SRTOL). While most educators would agree that non-native English speakers (NNES) should be encouraged to speak, think and write in their own voices and with their own identities, educators simultaneously recognize the practical implications of teaching every student, regardless of background, to speak, think and write "conventionally," what Vershawn Young calls "White English Vernacular." The result is a pedagogy trapped in conflicting ideologies, leaving teachers feeling hypocritical and helpless as they attempt to affirm students' identities while preparing them for entering academic discourse. In particular, First-Year Composition (FYC) programs must discern how best to prepare the NNES population for writing across a range of disciplines and the various challenges and biases NNES students will face from their future professors. Despite the best efforts of many English 101 and 102 professors, FYC programs have come under a great deal of scrutiny in recent years for failing to prepare students—native and NNES alike—for discipline-specific academic writing.

To better understand how FYC can prepare NNES students for the rest of their college careers, this study undertakes a literature review of Writing in the Disciplines research focused specifically on perceptions of accent and error in disciplines outside English. Discovering how NNES students will be received outside of the English department, in fields where SRTOL holds less sway, will allow professors and administrators to engage in critical dialogue regarding the role and pedagogy of FYC as it relates to the NNES community.

Tim Green, *University of Michigan*
'Generation 1.5' in first-year composition: Research and scholarly construction

Speaker 1 will explain the origin and rationale for this research, including an overview of the theoretical literature on Generation 1.5 writers in postsecondary contexts, especially in the context of writing placement. The project was begun in response to recent calls for Composition scholars to "engage in research to better understand the experiences and needs of Generation 1.5 students" (Schwartz 2004) and in response to the increasing language and cultural diversity of the student body at our university. As research has shown, students grouped into the contested category of 'Generation 1.5' often challenge writing program paradigms by bringing diverse language experiences, competencies, and needs into first-year writing classrooms. At our university, an ongoing revision of our Directed Self-Placement (DSP) program first drew attention to subgroups of students whose experiences did not seem to fit into the existing categories of writing placement. In addition, conversations among instructors and administrators revealed an emerging sense that there was a group of multilingual students in the university's first-year writing courses whose instructional needs were not well-known and were possibly not being met. Finally, initial efforts to identify the students revealed that many of our students did not fit the typical profiles found in the existing literature on Generation 1.5. The goal of this project, then, became to fill this gap by gathering information not just about who our Generation 1.5 students are, but also to assemble a picture of their learning experiences during first-year writing courses in our local context.

Sarah Arva Grosik, *Temple University*
ESL without shame: A first-year writing program approach to educating university-level English language learners

This study aims to examine student perceptions of the instructional program that one four-year institution has implemented in order to address the needs of its English language learners (ELLs). Twenty-one ELL undergraduate students at a major public university were interviewed in order to investigate their experiences with the ESL sections of the first-year writing program. These interviews revealed that ELLs at this institution were satisfied with their placement in the ESL first-year writing courses and did not feel as though a stigma was attached to that placement. There seem to be two key factors in the ELLs' positive perception of their ESL placement. The first factor is that the ESL courses were credit-bearing and considered to be full equivalents of the university's non-ESL first-year writing courses. Therefore, the ELLs did not have to take any extra courses or pay extra tuition because of their ELL status. The second factor is that the rationale

for this policy and its advantages were thoroughly communicated to the ELLs through their advisors and first-year writing instructors. The students thus understood that they were not being penalized for being ELLs and they might in fact be benefiting from smaller class sizes and more individualized attention from their writing teachers. The results of this study suggest that institutional climates and policies, in particular ESL requirements, can have a tremendous impact on ELLs' engagement and self-identity in college.

Joleen Hanson, *University of Wisconsin – Stout*
Moving out of the monolingual comfort zone in to the multilingual world

Writing classrooms can be places where monolingual U.S. students learn strategies for moving out of their comfort zone and functioning in a multilingual world. While building on the rhetorical resources of multilingual students is crucial to moving away from an "English Only" orientation in composition teaching and scholarship, this presentation will argue for the complementary need to expand our expectations of monolingual students.

Despite the multilingualism of the U.S. population, many U.S. residents perceive their environment as "English Only" due to self-segregation and to what Bawarshi has described as "learned inclinations" that can prevent them from noticing the varieties of English that they do encounter. Many students enter college believing that reading or writing in a language other than Standard English is both unnecessary and too difficult. However, technology such as internet-based translation software may be a tool that can help to dispel the notion that native speaker proficiency in a language is needed before it can be used.

This presentation will describe an investigation of student awareness of and attitudes toward using one translation to derive meaning from writing in languages other than English. The research focused on 35 students at a four-year state university in a small Midwestern city. Students' interest in using an one translator was mixed, however most of the study participants reported that they would be ukely to use an one translator to support academic work because they could not rely on the accuracy of the translation.

Alissa Hartig, *Penn State University*
Legal discourse in the contact zone: Reevaluating the needs of international law students

More and more international lawyers who receive their initial legal training in their home countries are deciding to complete an LL.M. (Master of Laws) degree abroad. A major component of the textbooks used in these LL.M. programs is writing instruction designed to teach the major legal genres and norms of the host country. This study considers this focus in the materials used in one such LL.M. program in a large public university in the United States. While the lawyers in this program have diverse professional goals and needs for English, these course materials stress the mastery of U.S. norms. Although such a focus may be useful for those who plan to work in the United States, this study critically examines whether it is necessarily relevant to students' needs and goals. Many of these lawyers, who come from across Europe, Asia, and the Caribbean, plan to work in international contexts in which emergent forms of English may be more relevant than U.S. standards, and the ability to negotiate professional discourses and develop a sensitivity to shifting expectations in the contact zone (Pratt, 2002) may be more important than specialized genre knowledge. At the same time, the demands of the current program and the bar exam present a highly normative immediate context. This study considers how these factors should be taken into account in assessing student needs.

Mary Hedengren, *University of Texas at Austin*
Multilingual tutors in the writing center

As the educational institutions we serve include a more linguistically diverse population, writing centers have begun to acknowledge that multilingual writers approach the writing process with strategies that may complicate received writing center wisdom. While bastions of the discipline like the Longman's and Bedford's handbooks now acknowledge the strategies our multilingual tutees use, scholars like Harry Denny and Nancy Grimm have begun to ask us to listen to multilingual writing center tutors.

Seeking to hear the voices of those tutors, I've interviewed and conducted focus groups with multilingual tutors at the University of Texas at Austin's Undergraduate Writing Center. Through this research, writing program administrators can begin to see both how multilingual tutors may approach the tutoring session with additional perspectives and strategies, and also how tutors who generally "have always negotiated more than one language and more than one dialect, one culture, and one identity" (Grimm 2009) can provide powerful insights into tutoring college writing, itself often a new language, dialect, culture and identity even for monolingual tutees. After all, A. Suresh Canagarajah reminds us that "a bilingual person's competence is not simply the sum of two discrete monolingual competences added together" (2006). Ignoring multilingual tutors denies the reality of our increasingly diverse campuses and obscures potential sites of knowledge.

Too often writing center practice and training of tutors assumes a monolingual tutor that only encounters multilingual students as tutees, as others. This research will resituate multilingual students as coworkers and colleagues, fellow tutors with valuable experience. While I will resist implying that multilingual tutors have an obligation or even expectation of eghtening monolingual tutors and WPAs, these interviews and focus groups will let their voices be heard and encourage those of us who work in writing centers to complicate our perhaps monolingual assumptions about those who tutor.

Stephanie Hedge, *Ball State University*
"About yourself in 140 characters": Negotiating ethos in the collapse of the private/public binary
In her 2009 talk "Social Media is here to Stay... Now What?" danah boyd discusses the ways social media and network effects are "reshaping publics." This presentation explores these shifted dynamics through what boyd calls "collapsed contexts" and the "blurring of public and private" norms (p. 7), particularly in the ways users navigate between public and private identities in social media spaces. This presentation explores the ways that users of social media construct and enact identity through the creation of a lived ethos across varied social media spaces to account for the collapses between public and private. boyd points out that appropriate behaviors are dictated through contexts, and that social media restructuring "brings all of these contexts crashing into one another" (7). This in turn contributes to the ways that social media challenges the binary between "public" and "private" where personal thoughts/ conversations/interactions are negotiated in the public sphere. I look at three different twitter and Facebook users and the ways their lived and cyber-identities are negotiated across media spaces and into meat space - focusing particularly on the ways their digital communication leads to meat-space consequences. Porter (2009) uses the metaphor of a cyborg to explore the ways human communication has become increasingly mediated through digital technologies (213). I investigate here the ways that the collapse of contexts between notions of public and private space give rise to a complex cyborg identity that is constructed and lived across different social media spaces, and this presentation uncovers some of the dynamics of constructing a workable ethos in digital communications.

Laura A. Hennessey, *University of South Florida*
Accessing the center through the interface: Emerging new media for the subaltern
As the world moves toward a more globalized society, the roles of education and technology must follow suit. In the West, we see technology impacting our educational systems, which in turn impacts our economy, government and political sphere. A common misconception in the West is that developing nations have neither the infrastructure nor means to match the technological boon the West enjoys, however, I will argue in this presentation that in the case of some developing countries in South Asia - notably India and Pakistan - the role of technology is growing and strengthening the educational resources of the country, which in turn influence the political and economic forces in control.
Withstanding critique of network power limitations, the use and impact of technology directly influences the prospects of subordinate classes, specifically in the instance of mobile networking short message service (SMS) being utilized in Pakistan's rural regions. In this presentation, I will evaluate and apply the theoretical work of Gayatri Spivak's postcolonial subaltern analysis and Colin Brooke's rhetorical new media canon to demonstrate a global reorientation of rhetorical pedagogical methods. This work will further to call on contemporary applications of mobile networking and explore the potential for transnational educational development through these technologies.

Carra Leah Hood, *Richard Stockton College of New Jersey*
Is escrito en Español writing?
My presentation will address an aspect of the question: "How should our assessment rubrics, rhetorical norms, and writing standards be revised to accommodate language diversity?" In particular, I will look at the ways in which writing across the curriculum (WAC) programs, specifically those designed to provide writing instruction only in English, might begin incorporating courses in the writing of languages other than English – and the value of doing so.
This issue was raised in the writing program where I work when a teacher of advanced Spanish composition applied for writing-intensive designation for his course. The debates voiced by writing program and foreign language faculty ranged from historical ones (writing courses have always been taught in English at this school) to institutional ones (writing courses serve the university by providing English-language literacy transferable to the writing work in students' major courses) to more emotional ones about the value of Spanish as a world language, about the writing program's elevation of English-language literacy above that of Spanish-language literacy, and about the exclusion of all non-English language courses from the WAC program. Strong arguments were made for all of these positions.
Ultimately, the teacher received writing-intensive designation for his advanced Spanish composition course. Although it took a year of meetings to accomplish that, the result was broader, more globally-aware understanding of

writing, acknowledgment of the multilingual roles of text production and sharing, and recognition of professors' and students' transliterate fluency.

Gaines Hubbell, *Rensselaer Polytechnic Institute*
Commonplaces *ad bellum purificandum:* **Insights from Burke's notes on Aristotle**
 In the middle of Kenneth Burke's personal notes on Aristotle kept at his home in New Jersey, Burke sets his concept of merger and division as the "equivalent" to Aristotle's commonplace of degree of magnitude. In these notes, Burke terms merger and division "commonplaces." The connection made between merger and division and the degree of magnitude as equivalent commonplaces clarifies the conceptual growth, evolution, and cohesion of Burke's rhetorical theory as a single approach to rhetoric built gradually from his early works in the 1930s through *A Rhetoric of Motives* and later. Moreover, this connection strengthens an interpretation of Burke that argues for a rhetoric employed in the purification of war—a mutual understanding and agreement—rather than in agonistic debate. Following Michael Leff's discussion of Aristotelian and Ciceronian commonplaces, commonplaces are inventional tools that set the foundation for the argumentative process. Viewing Burke's notes on merger and division as commonplaces in light of Leff's work allows for a greater systemization and application of his rhetorical theory that would be similar to the systemization and applicability of those agonistic theories descending from the Aristotelian tradition.

Jonathan Hunt, *Stanford University*
The rhetorical career of Karl Yoneda: Rhetoric, discipline and area
 Activist rhetor Karl Yoneda (1906-1999) was a longshoreman by trade—he called himself "an ordinary working stiff"—yet he was also a prolific writer: a journalist, poet, radioman, memoirist, historian, and pamphleteer who saw his primary work as political activism. Yoneda's personal migrations, his multilingual and international cultural production, and his devotion to a global political project have caused him to fall between the cracks of the modern disciplines.
 The fact that our disciplinary structures mirror nation-states and geopolitical regions—rather than the internationalism of the proletarian culture that Yoneda called home—makes it very difficult to study Yoneda's cultural production. His first language was Japanese, and he characterized his writing in English as "Japaenglish." The majority of his published work was written in Japanese and much of it was published in Japan, but as a US citizen, he's not considered a Japanese writer and is unknown to East Asianists. In the US, some labor historians and Asian-Americanists are familiar with his "Japaenglish" work, but the bulk of his writing, in Japanese, is inaccessible to most of them. The monolingualism and eurocentrism of US scholars is only a part of the picture. The disciplinary boundaries condemn his work to obscurity: his writing is not "literary" by any existing standard, and his peripatetic, multilingual trajectory exceeds any one "area" of area studies. The field(s) of rhetoric offer a way to account for Yoneda's work, not only in its transnational, multilingual character, but in its discursive purpose: to change the world.

Curt K. Hutchison, *Leeward Community College*
Increasing graduate learners' genre awareness through task
 Task-based language teaching (TBLT) encourages inductive learning through exposure to authentic language acts and the performance of sequenced tasks that gradually become more authentic. Assessment is based on learners' performance of an authentic final task that simulates the target language act as closely as possible. The current study presents research into the effects of a TBLT-based module designed to enhance graduate-level learners' noticing and use of the rhetorical moves found in research article literature reviews (LRs) as described by Swales (1990) and others. LRs are language acts grounded in specific genre conventions related to the presentation, selection, and ordering of sources. Communicative task sequences were introduced to two sections of a graduate-level EAP writing course, with a focus on research article introductions in general and LRs in particular. To increase noticing of LR conventions, the tasks required learners to engage in extensive genre analysis of authentic and modified literature reviews. In addition, the task sequences included learner interaction and problem-solving tasks, peer response, brief group presentations, teacher-led focus on form sessions, and learner-produced LRs. Student and instructor surveys and interviews and analyses of student writing indicate the TBLT approach had a positive effect on learners' noticing of the features of LRs was well as on their incorporation of the standard rhetoric, structure, and conventions of LRs into their own writing. In addition to the study's findings, this presentation will include brief overviews of relevant theoretical frameworks as well as samples of the major tasks in the sequence.

Junghyun Hwag, *Southern Illinois University – Edwardsville* and **Joel Hardman,** *Southern Illinois University – Edwardsville*
Reading for meaning

This presentation will report on the results of a study that suggests a teacher should focus on meaning that multilingual students try to convey through their texts, by closely attending to their communicative intents and different social and cultural situations. Further, it argues that a teacher should play an active role in helping the students meaningfully engage in the enrichment of the academic discourse community. Reading is a social activity; therefore, multiple factors, including a reader's perception of a particular writer, cultural knowledge both parties share, and a power structure that a reader and writer are engaged in at the moment of reading, can influence the quality of one's understanding of another's text. Multilingual students' experiences with academic writing are presented, including how their writings have been understood by teachers. Specifically, we propose "negotiation of forms" as a strategy for dealing with a student's non-target-like grammar and awkward usage, which allows for the possibility that a seemingly erroneous form may contain a specific meaning that a student strives to deliver. Regarding the confusion or vagueness that teachers often face, the notion of "reading what is unwritten" is discussed, which highlights the role of cultural knowledge and expectation in one's reading process and critically reviews some features of "good writing," such as deductive reasoning and critical thinking. In the conclusion, we envision a teacher's role as an empathetic supporter that entails her extra effort to understand individual multilingual students' situations and a critical perspective on academic writing itself.

Maria Jerskey, *LaGuardia Community College, City University of New York*
The literacy brokers program: One local campus's efforts to support its multilingual faculty members' academic writing

The challenge and need to publish in English-medium journals for scholars in outer and expanding circle countries has been extensively documented. Inner circle scholars who are not native speakers of English face challenges too: Held to the same tenure criteria as their native English-speaking colleagues, multilingual faculty in the U.S. report that writing in English is a tremendous struggle.

Findings by Lillis and Curry (2010) indicate that a significant number of mediators—literacy brokers—are involved in the production of scholarly texts by multilingual faculty and influence the texts in different and important ways. These findings illustrate in broad terms the nature and extent of literacy brokering in English-medium publications and characterize and exemplify brokers' different orientations.

This paper, a case study of a "literacy brokers program," explores how the intentional development of an on-campus community of literacy brokers may be impacting the academic writing practices of multilingual faculty members and how the explicit resourcing of literacy brokers could expose and transform—on a local level—an academic writing culture populated by multilingual writers, but oriented toward monolingual readers/writers.
Text histories (the multiple iterations of a text and the "behind-the-scenes" interventions and support provided by literacy brokers) and interviews are used to identify and examine the writing practices employed by participating faculty members. The effects of such an intervention will be considered; pedagogical and political implications will be explored; and suggestions for other campus's implementations of similar programs will be made.

Raana Jilani, *Indiana University of Pennsylvania*
Blogging as resistance to Urdu-nationalism: A rhetorical analysis

Parameswaran and Whinston (2007) argue that emerging one communities are "facilitating organized human endeavor in fundamentally new ways". The example of such an one community is created around a blog, now established as a distinct genre. In his discussion on genre and power Schryer (2002) has used a Bakhtinian term chronotope to emphasize that every genre conveys space-time relations reflecting social beliefs regarding an action. Miller and Shepard (2002) conclude that blogs distinctively combine the personal and the public in a rhetorical form and as Seipp (September 2002) put it, have been cause to "one uprising". In a recent study, Hsu and Lin (2008) point out that blogger's intention to continue participation in a blog is influenced by social factors like community identification and their desire to be a part of a movement at a certain time. Therefore, in some contexts blogging can be characterized as a social action because bloggers "take account of the behavior of others and are thereby oriented in its course" (Secher, 1962).

This study present the case of blogging as asocial action by analyzing some public blogs (Gup-Shup Forum and Left Coaster) from Pakistan, that reveal a sentiment against Urdu nationalism growing in the educated class of the country. A rhetorical analysis of these blogs illuminate the fusion of bloggers' individual and shared ethnic identity rooted in the social and political history of the country.

Jay Jordan, *University of Utah*
www.engl.ish: Technical evolution and translingual activity on the world wide web

The World Wide Web is often viewed as an English-dominant medium. In fact, the Domain Name System, which translates natural-language website addresses to numeric codes that computer servers recognize, has until recently allowed top-level domains (".com," ".edu," etc.) to be typed only in American-standard characters, solidifying English's privileged position one.

But policy and technology changes have permitted the development of Web domains in languages that use non-Latin scripts, including Arabic and Chinese. Such "Internationalized Domain Names" (IDNs) promise more options for Web localization: website authors may now create web addresses using language scripts that are easier for potential users to search for and type. As IDNs proliferate, they potentially reduce the cost of language localization, challenging the dominance of English as an one lingua franca. However, more localization opportunities are not necessarily a tradeoff: instead of displacing English, IDNs may promote interlinguistic contact rather than competition among discrete codes.

I draw on theories of "affordance" as explored by Gunther Kress, Donald Norman, Paul Prior, and others; and also on Suresh Canagarajah's, Bruce Horner's, and Min-Zhan Lu's articulations of language "shuttling" and translingual rhetorics. I apply these concepts to emerging cases of IDN-enabled localization, arguing that the technical ability to feature more languages more prominently on websites is creating significant meshing among English and other, less web-prominent, codes.

Hüseyin Kafes, *Anadolu Üniversitesi, Turkey*
A contrastive study of the rhetorical organization of English and Turkish article abstracts

The main purpose of this study is to investigate to what extent there is a rhetorical variation (if there is any) between research article abstracts written by American academic writers for an international journal and those written in Turkish by Turkish speaking academic writers in the area of social sciences. This study presents a contrastive analysis of 40 article abstracts (20 by American academic writers and 20 by Turkish academic writers) published in English and Turkish. The purpose of the study was to ascertain whether these article abstracts, which were on the same issue but by authors from different cultural and linguistic backgrounds and addressing audiences from different cultural and linguistic backgrounds, employed the same rhetorical strategies to introduce the works presented. To this end, the generic units of these texts were analyzed. The analysis follows the Swalesian approach. The article abstracts written by American academic writers in English and by Turkish academic writers written and published in Turkish share a number of important rhetorical strategies. It appears that these abstracts conform closely to the M1–M2–M3 arrangement. On the whole, the rhetorical strategies shared by both groups in this section of the research articles outweigh the rhetorical strategies not so commonly employed. However, the abstracts written by Turkish speaking academic writers tend to underline their contribution to the field of study more. Discussions and implications related to the findings will be made in detail.

Madhav Kafle, *Penn State University*
Revising our teaching philosophy: An instance from L2 writing

Most of the studies on linguistic practices of multilinguals have treated their competence as comprising of separate compartments for each language(s) they speak. These studies give an impression that when multilinguals interact, including in writing, they use that compartmentalized knowledge as if it were a discrete set of rules in their heads. Various terminologies are used to refer to such practices including "two solitudes" (Cummins, 2008), "parallel monolingualism" (Heller, 1999), "bilingualism through monolinguals" (Swain,1983), "separate bilingualism" (Creese and Blackledge, 2008), and "two monolinguals in one body" (Gravelle, 1996), all of which are framed clearly from the monolingual norm. Pedagogic approaches based on monolingualism fall short simply because they do not reflect the daily linguistic behaviors of the multilinguals. Building on the recent advances in theoretical framework in multilingualism (Garcia, 2009; Blackledge and Creese, 2010), this presentation proposes an alternative pedagogical approach that treats languages fluid, unstable, and negotiable. Since writing rather than speaking has been supposed to be more homogeneous and uniform, I will use three graduate students' writing to show how that is always not the case. Further, following Horner et al. (2011), I will go on to show how even the "monolinguals" perform translingual practices. I will analyze the writings of students from three different cultures, i. e. American, Middle Eastern and Eastern Asian with the help of supplementary artifacts such as their course journals, progress reports, classroom observation reports, and peer feedbacks. These examples, I hope, will help us to make our teaching methods further critical and   practical.

Joy Karega, *University of Louisville*
". . .Whether they like it or not, we gonna use the word 'black power'": Transcultural literacy and black radical students, 1962-1975

Arguing against social, political, and institutional practices which link race, language, and identity in literacy education—practices which see academic languages and discourses as signifiers of "whiteness" and the means for class climbing and vernacular practices such as Black English (commonly thought of as broken English or slang) as signifiers of "blackness" and economic disadvantage –Vershawn Young proposes code-meshing, arguing for students' right to demonstrate the meshing of these languages in all forms of communication. In this paper, however, adopting, as Min Lu suggests, a "transcultural literacy" approach, focusing not so much on the kind of text produced, a code-meshed text or a text embodying the reproduction of so-called "standardized" forms of language and rhetoric, I will return to a period, 1962-1975, where there was heightened participation by African American students in black-led social movements and heightened interest among black students in complicating notions of the relationship between language, power, and racialized identity. I will begin by rhetorically analyzing these students activist extracurricular writing and how rhetorically they constructed and performed identity(s) in these texts. Situating this analysis within the context of historical research on the multiple and diverse agencies of this population of African American students, I will conclude by arguing for an approach which highlights the agency of African American student writers "no matter what utterances they produce" (Lu 287) and examines, theorizes, and assesses African American student writing in terms of their use of specific language and discourse practices, "given the specificity of the contexts, commitment, and consequences of their work" (Lu 290).

Stephanie L. Kerschbaum, *University of Delaware*
Markers of difference as a rhetorical resource for identity construction in the writing classroom

A significant contribution made by postcolonialism to writing studies has been the attention paid to hybridity as a means for understanding identity construction. Identities are now taken to be multiple, contingent, and emergent within contexts rather than stable, enduring concepts that move from place to place. However, despite the rich theoretical potential hybrid theories have for articulating complex sites for identity development in and around writing, enacting this potential within the university writing classroom is a significant challenge. Some scholars writing on identity, such as Donna LeCourt, have taken issue with the possibilities afforded to individuals for hybrid identities within academic discourse (e.g., Jarratt) and research within schools of education have revealed the powerful impact that others' ascriptions of identity onto individuals have for their writing and learning (Wortham). This paper takes up the question of how identity resources are deployed, taken up, and even contested by writers as they talk about their writing with others. More specifically, the paper draws from two peer-review conversations during a first-year writing classroom in order to show how individuals use "markers of difference" to construct identifications, project identity categories onto others, and challenge and resist undesirable ascriptions of identity.

Santosh Khadka, *Syracuse University*
Transnational composition framework/pedagogy for 21st century

The Contrastive rhetoricians and World Englishes scholars contend that composition across languages, cultures and nationalities differ structurally, rhetorically and stylistically. But this notion is seriously complicated by the forces of globalization. Triggered by the transnational movement of people and ideologies, heterogeneous composition styles and instructions from around the world are coming together and grappling in the US classroom prompting various reactions: homogenization, hybridization, active resistance and appropriation/ adaptation of composition styles and methods.

In other words, a complex transnational or cross-cultural scenario is facing Rhetoric and Composition in the US. No existing composition pedagogy or framework is able to account for and adequately respond to the needs of globalized, multilingual student body. A trilogue of WE, CR and globalization theories is necessary in order to formulate a transnational analytic that can provide a rationale for the transnational composition differences as well as the gradual transformation of composition processes and products around the world. In this conference, I want to discuss the following questions connected to such a potential framework/pedagogy:
1. How can we integrate scholarships in World Englishes, Contrastive Rhetoric and globalization to develop or conceptualize a comprehensive composition pedagogy or framework?
2. How will such a framework/pedagogy respond to the needs and situations of both domestic and transnational, multilingual students?
3. Why is such a framework even necessary for the composition pedagogy in 21st century?

Kacie Kiser, *Old Dominion University*
Writing program design for ESL writers

Research and scholarship in the field of second-language writing have suggested that multilingual students require different modes of instruction than their native English speaking peers within the composition classroom (Silva, 1994, Matsuda, 1996). However, these multilingual students are commonly marginalized in institutions' writing programs as writing program administrators (WPAs) and instructors often have limited knowledge and training in how to best accommodate these students or create a program that facilitates their unique learning needs. The speaker discusses how Porter et al.'s (2000) concept of institutional critique and Phelps' (2002) concept of institutional invention can provide WPAs with a foundation upon which they can initiate change within their writing programs to accommodate the unique learning needs of multilingual students.

Reinforcing the application of Porter et. al and Phelps' concepts, the speaker draws upon interview data collected for four individual case studies of university writing programs at universities that have considered multilingual writers, to various degrees, during programmatic design. The speaker analyzes how the WPAs in these case studies recognize the "gaps" and "fissures" referenced by Porter et al. and then assess how they might be used to initiate what Phelps' defines as institutional invention. In addition, the speaker illustrates how these case studies can serve as models to other WPAs who seek to rethink and restructure their writing programs in an effort to move their writing programs into a new era in which the student population is linguistically diverse, requiring new and different instructional strategies.

Aimee Krall-Lanoue, *Concordia University*
And yea I'm venting, but hey I'm writing isn't I

Although much work has been done on the problems of judging mutlilinguals in terms of a Standardized Written English and monolingual language practices, less work has been done on how these new findings might inform the ways we teach and understand writers who are both not proficient in Standardized Written English and not multilingual (in the traditional sense), i.e. Basic Writers. Through a reading of journals written by students in a basic writing course, I argue that many of the lessons of pluralingualism can be applied to the ways we work with basic writers, specifically the concepts of translanguaging, negotiating error, and the notion that it isn't what is being said (or miswritten) that is ultimately judged but whom is saying and writing it. The claim is often made that basic writers must first learn the rules before they can break the rules; what this paper will show is that students are, at an unprecedented level, not breaking the rules as much as avoiding the rules. Despite the common belief that basic writers are ignorant or oblivious of standardized writing conventions, they are, in fact, acutely aware of and circumscribed by standard written English so much that their strategy to produce conventional writing is to circumvent conventional writing. More often than not, this writing is also not unreadable or incomprehensible. What becomes clear, then, is that the attention and condemnation this writing draws to itself and its writers is not about a problem in meaning but a problem in conformity.

Chris Kreiser, *Slippery Rock University*
Many competencies, one communication: The sovereign and collaborating roles of strategy, voice and code in communicative competence

My presentation questions what constitutes communicative competency, exploring whether competency is achieved via a combination of elements such as rhetorical strategy, voice, and code or if these elements individually can constitute acceptable communicative competencies. As a case study for this question, I utilize my current semester's work at the Universidad de Cartagena, Colombia. Funded by a U.S. Fulbright Scholars' Grant, I am collaborating with the Universidad's English Language Program to design a curriculum that "achieves" communicative competency in English, as mandated by the Colombian Ministry of National Education's new *Programa Nacional de Bilinguismo 2004-2019*. I am also teaching a course on Performance Studies that explores language's working role in defining concepts (such as the concept of communicative competency). While communication can occur at the obvious layer of shared language, the less-obvious layers of strategy, voice and code complicate where communication can begin and be achieved. For example, while I am not fluent in the Spanish language and my students and colleagues are not fluent in the English language, we all possess individual competencies that are utilized improvisation-ly and collaboratively to achieve group communication. Our communications would not indicate language fluency as mandated by the Colombian government initiative, but these communications do utilize individual competencies working together to form meaning, a combination that destabilizes language's dominant role in communicative competency. My research suggests that while these communications are unique, they also model transferable pedagogical theories for teaching, achieving, and understanding the varied elements necessary for communicative competency.

Nate Kreuter, *Western Carolina University*
Translation savvy: Beyond rhetorical literacies and across languages
      The call for papers invites us to think about rhetorics and languages in contact, and across medial forms. Expanding upon one of Collin Gifford Brooke's arguments in *Lingua Fracta*, this paper argues that literacy does not adequately encompass the competencies required to rhetorically navigate new media interfaces, nor to cross language boundaries. Literacies are singular in languages (literate in English, or in French, or Mandarin), and in technologies or interfaces (literate in Windows, or CSS, or in Wordpress). But we cannot anticipate, with the new contacts between languages, and the proliferation of new media technologies, all of the languages/interfaces that student rhetors will one day need to master, nor in what combinations. This paper argues that we need to go beyond rhetorical literacies, to a concept that I call rhetorical savvy. If literacy is the ability to navigate a (as in singular) language or media and its rhetorical contingencies with competency, then savvy is the ability to recognize new, and to teach oneself new, literacies for new rhetorical interfaces, as they develop. The question is, can we teach this more elusive, more encompassing, but less defined quality of rhetorical savvy? I believe we can, and in the paper I propose a radical new rhetoric curriculum that seeks to teach rhetorical savvy through a combination of analytical, non-English, and technological instruction. At the core of such instruction would be a new trivium of rhetoric, new media, and language translation.

Tess Laidlaw, *University of Saskatchewan, Canada*
Travel between worlds: A Burkean approach to inter-disciplinary communication
      In the rhetorical tradition of Kenneth Burke, the human as "symbol-using (-making, -misusing) animal" (1966), makes prodigious use of the capacity of language for substitution and transformation. Such facility with symbols can create dramatic boundaries even among unilingual rhetors. Inter-disciplinary communication is the traversing of worldviews, as rhetors lack a shared "common sense," the foundation for enthymematic comprehension.
      A method infrequently employed by contemporary critics, Burke's analyses of clusters of terms and oppositions between terms, often referred to as cluster criticism, offers a unique perspective on worldviews across disciplinary, and perhaps even cultural and linguistic, boundaries. Cluster criticism re-conceptualizes texts, enabling critical distance. It renders purely linguistic constructions as motivated, and thus behavioral, phenomena—what Burke would label "action."
      This paper argues for the discerning application of cluster criticism to improve inter-disciplinary communication through a case study describing worldviews of individual journalist-rhetors. The media are considered (and even relied upon) by some to "translate" information across disciplinary boundaries. The World Health Organization, for example, views the media as a tool to translate specialized medical information into knowledge accessible by the lay public—to traverse, in effect, two boundaries (*Outbreak Communication*, 2005). Yet this study revealed that for journalists mediating a circumscribed event—the initial days of the 2009 H1N1 pandemic—reportage was highly interpretive. However, contrary to audience perceptions that the media exaggerated the threat, the majority of journalists studied conveyed the threat as low, as manageable, or both. Most also addressed the probable concerns of audiences at the time, illustrating a disconnect between the portrayal and perception of worldviews at the media/lay audience boundary.

Tika Lamsal, *University of Louisville*
"Go(ing) native": Composing transnational identities
      In "Cognition, Convention, and Certainty: What We Need to Know about Writing" Patricia Bizzell postulates that discourse analysis helps composition teachers offer students "an understanding of their school difficulties as the problems of a traveler to an unfamiliar country – yet a country in which it is possible to learn the language and manners and even 'go native' while still remembering the land from which one has come" (408). I see Bizzell's use of traveler metaphor as problematic because this approach only encourages students to imitate the mainstream academic discourse without offering them an opportunity to appropriate it for the benefit of their writing process and for the purpose of frontloading their home language and culture in their writing. Moreover, Bizzell's notion of traveler assumes only a US traveler in an unfamiliar country within the US, excluding a large number of transnational students in the US universities.
      Using the lens of postcolonial theory, I argue that international students' cultural backgrounds that shape their academic writing as well as their academic and professional developments should be recognized and valued as resources that teachers can understand and use towards helping international students overcome frustration and mimicry. In this presentation, I stress the need for a new model of teaching composition for minority, especially international, students that should be developed by encompassing the students' local linguistic, cultural, social, historical, and economic contexts to challenge the indoctrination of dominant academic practices. For this, we need to "fight for students' right to fashion an English that bears the burden of experiences delegitimized by English-only usages" (Lu 610). Drawing on the theories of Min-Zhan Lu, Homi K. Bhabha, and Suresh Canagarajah, I will explore some of the challenges that international students encounter as a result of being "othered" under the blanket term "ESL" students. I will then conclude my presentation by

stressing the need for negotiation, whereby the international students can assert their transnational identities and establish their authority in writing.

Lenore Langsdorf, *Southern Illinois University and University of Texas – San Antonio*
Making a place for cultural logics

The process of cognition entails losses.- Hans Blumenberg

We have all felt the mixture of discomfort and pleasure of experiencing what we cannot express; that is, what we cannot articulate in language. Those of us who are multilingual—either equipped with more than one natural (geographically-based) language, or more than one academic (disciplinary) language—have felt the limits of translation. To get across that gap between what we have seen and felt, and what can say, we may shift from exposition to description, from a particular geographic or disciplinary language to what we hope is a more comprehensible language. We wish to inform or persuade on the basis of our aesthetic or instrumentally provided evidence. Yet the evidence of our experience, which is provided by our senses alone or instrumentally aided and which we would like others to think about; to be informed and perhaps persuaded by, resists the resources available to us in our present discourse community.

The strategy I propose here for responding to this impasse relies upon Hans Blumenberg's observation that philosophy advocates a "preference for language's semantic relation to reality" that contrasts with "rhetoric's pragmatic conception of language." The former preference, I propose, is embedded in contemporary pedagogical strategies for organizing written texts. Blumenberg's exploration of the preconceptual dimension of experience suggests an alternative strategy that expands upon that semantic relation through reflexive attention to a writer's implicit relation to reality, as embedded in habitual patterns of reasoning.

Ken Lau, *University of Hong Kong*
Conceptualization of hybridity in placement genres

In response to the growing trend of professionalization of academic disciplines (Leydens, 2008), 'placement' or similar terms as internship has been widely integrated into the academic curriculum in many universities worldwide. Placement provides an intermediate platform where novices learn to become professionals through engaging in tasks central to the running of an institution. One major task the novices need to grapple with is writing. In social work placement, for instance, over 60% of the trainees' time is devoted to writing (Storey, Tsang, & Pao, 2003). Although writing may not account for such a significant proportion of the work in the placement of other fields, engaging in various writing activities is instrumental in sustaining and continuing the institutional practice.

Some of these placement writing tasks are constructed specifically for these novices and are characteristic of being hybrid in nature. On one hand, the tasks are contextualized within authentic professional settings; on the other hand, they are geared towards a pedagogical end and designed to allow novices to demonstrate 'knowledge'. In this presentation, I will conceptualize this hybrid genre with respect to three dimensions within the Community of Practice's framework (Lave & Wenger, 1991; Wenger 1998): socio-cognitive nature of activities, negotiated character of meaning and relational perspectives of knowledge co-construction. The conceptualization is based on the analysis of texts collected from four informants who undertook placement training in two distinct fields: physiotherapy and social work. Although the two fields have different epistemological bases, their placement genres share similarities in the construction.

Thomas Lavelle, *Stockholm School of Economics, Sweden,* and **Malin Sigvardson,** *Stockholm University, Sweden,*
Interpretive frames and value-added feedback for lingua franca writers: Five Swedish cases

This paper addresses written feedback to student writers in multi-lingual, higher-education environments. Specifically it explores contexts where English functions as an educational lingua franca and thus as the primary medium through which students and teachers negotiate a (partially) shared understanding of critical concepts such as (academic) success, progress and proficiency.

This exploration of feedback unfolds in its own local setting. We describe five distinct student groups (two undergraduate, three graduate or faculty in-service training) at three Swedish universities. Within and across these groups, lingua franca English plays a range of roles, written texts per se play a range of roles, and students' various languages and writing strategies (over 20 languages and 30 nationalities represented) interact both with English and Swedish norms as well as those from a range of disciplines.

This descriptive study of writing instruction in lingua franca, multi-lingual settings demonstrates, we argue, that writing teachers can offer feedback that adds value for any given student writer only it meets two conditions. First, its production and reception share an interpretive frame (for example, a "gatekeeper" frame, a "collaborator" frame, a "coach" frame or an "apprentice-journeyman" frame). Second, the frame in question is the product of negotiating

constitutive factors such as the student's educational agenda, the instructor's role within an institutional structure and relevant notions of rhetorical "conventions" and linguistic "correctness".

Donghong Liu, *Hauzhong Normal University, China*
Is explicit topic sentence necessary?
     The use of the topic sentence for an expository paragraph is "considered standard in the American educational system and most venues of writing" (Wikipedia). The discourse relation between the topic sentence and its supporting sentences is usually Generalization/Elaboration. Previous research shows that few Chinese learners of English wrote topic sentences for the paragraphs and it was the reader's responsibility to induce the topic sentence (i.e. implicit topic sentence). But this paper reveals a different result after an investigation --- most of the Chinese learners of English can produce topic sentences. However, it does not mean that they have acquired the English rhetorical competence. Instead, they do it only for the purpose of getting higher marks in the examinations and many of them still take a negative attitude to such framework of exposition which they think constrains their thought and debilitates the fluency. Moreover, rather than Generalization, implicit topic sentences and Cause-effect relation between each claim and the supporting sentences are still preferred, which are typical and popular in traditional Chinese writing. In view of that, we propose stopping stretching the learners to comply with the monolingual standard which should be revised to accommodate language diversity. To be specific, the exposition framework may not be so rigid and different ways to organize ideas should be encouraged.

Keith S. Lloyd, *Kent State University*
Being multi-*rhetorical* as well as multi-*lingual*
     Though most people recognize differences in language and culture, many assume that persuasive/argumentative patterns are relatively universal. Recent research in "comparative" rhetoric challenges this assumption (Oliver, Kennedy, Lipson and Binkley, Wang, Mao, Lloyd). Humans, no matter what culture, may argue similarly in terms of auditory and gestural patterns, yet subtle structural and procedural differences may remain hidden, even to trained scholars. *Rhetoric and writing across language barriers must then include complex understandings of cultural rhetorics.* Given that one in five people on the planet is from India, this is especially true of Indian rhetoric.
     Amartya Sen, in his book, *The Argumentative Indian,* affirms that a rich rhetorical debate tradition in India dates from the earliest times. In this context, Ancient Indians devised a rhetorical system—independent of Western traditions—called *Nyāya,* and its central argumentative approach, what Jonardon Ganeri calls the "*Nyāya* method," is used in India today as widely as Aristotle's in the West. Uke Aristotelian argument, based in interlocking claims and reasons, *Nyāya* combines claims and reasons with central analogies, causing Westerners historically to misinterpret arguments and to miss the sophistication of the Indian reasoning.
     This presentation provides a brief description of the *Nyāya* method while revealing its workings in several modern examples of casual and formal Indian arguments. The presentation has three goals: to enrich the attendee's understanding of Indian arguments; to provide a fuller interpretation of cross-cultural rhetoric; to stress the importance of studying the rhetorical methods, as well as the language, of other cultures.

Rebecca Lorimer, *University of Wisconsin – Madison*
Bilingual teachers as multilingual writers: Developing rhetorical attunement by moving across languages
     As civic spaces and college classrooms diversify, rhetoric and composition scholars have proposed "translingual writing" and "transcultural literacy" as theoretical paradigms for describing linguistic variety (Horner, Lu, Royster, Trimbur). These scholars have challenged the field to better interrogate what the "trans" element of multilingual writing can show us—how multilingual writers "bring," as if in suitcases, mobile language and rhetorical resources with them to their current writing practices (Bawarshi, Canagarajah).
     In this presentation, I foreground the "trans" qualities of mobile writing practices, showing how the literate and rhetorical practices honed in one language and geographic location appear in use in current U.S. writing contexts. The presentation describes three of 25 qualitative interviews conducted with immigrant women in the U.S. who work as bilingual teachers and have also recently returned to college. In interviews, these multilingual teacher-students explain how they use language, teaching, and writing strategies brought with them to the U.S. to develop literate identities and achieve certain rhetorical ends: gain admission to schools, find funding, succeed in their jobs, advocate for families and friends. This presentation shows how the movement between geographical and institutional sites, as well as between languages, produces a distinct multilingual rhetorical attunement. Ultimately, I attempt to not only engage in a more careful analysis of how writing practices travel between locations and languages, but also help complicate current understandings of the rhetorical resources multilingual immigrant writers use in new institutional settings.

Kristopher M. Lotier, *Penn State University*
Using the unusual metaphors: Metaphor, style, and critical L2 pedagogy

In his essay, "On Truth and Lying in an Extra-Moral Sense," Friedrich Nietzsche notes that to be truthful means "to use the usual metaphors." Nietzsche's argument reveals a common tendency to confuse standard usage with correctness. George Lakoff and Mark Johnson demonstrate that metaphors are not merely stylistic but also conceptual—structuring modes of thinking and interacting with the world. Along with Nietzsche, they indicate the metaphor is not *merely* a stylistic ornament but rather that it structures all language use. I further contend that metaphoric usages cannot be subjected to strict judgments of grammatical correctness or incorrectness. That is, metaphors are both stylistic and a-stylistic, both grammatical and a-grammatical.

This paper examines metaphoric statements in the writing of an L2 graduate student to show that "uncustomary metaphors" are not necessarily word choice "errors" in any substantive grammatical or stylistic sense. While compositionists often focus on the linguistic and grammatical character of metaphors, we must also recognize their value as conceptual apparatuses. I suggest that instructors think of these "wrong words" as new conceptual metaphors and let them teach us new ways of seeing and thinking.

Focusing on the usage of metaphors in L2 writing presents many benefits. Grammar is only a particular style of writing that uses the "plain style." A focus on styles in the L2 context may expose the arbitrary nature of these linguistic standards. Second, uke grammar, style provides a spectrum of evaluative terms. Third, the analysis of styles is more context-dependent than is that of grammatical usage, encouraging students to consider rhetorical concerns of audience, context, and agency. Finally, the presence or absence of a style is often determined by the kinds and degrees of deviations from a norm.

Amy Magnafichi Lucas, *Illinois State University*
Toward authentic multicultural student interaction in the secondary classroom: Reimagining the uses for intercultural rhetoric

From its beginnings with Kaplan's "Cultural Thought Patterns in Intercultural Education," to its current conceptions through the work of Ulla Connor, Ryuko Kubota, Ilona Leki and Paul Kei Matsuda, Intercultural Rhetoric seems to have centered on the same issues over time. The focus lingers on L1 interference in ESL writing, the relationship of the ESL student and the composition instructor, textual analysis, all in the confines of university level writing. Although Intercultural Rhetoric has had success in these areas of ESL composition, how might it be pushed beyond the walls of the university and the student/instructor relationship? How could it help dispel mythologies surrounding monolingualism, multilingualism and language acquisition amongst both English language learners and native English speakers? How could it create the opportunity for more authentic intercultural interaction between students?

This paper theorizes and offers possibilities for the uses of Intercultural Rhetoric in the secondary composition classroom space. By examining the current work in Intercultural Rhetoric, I look for ways in which Intercultural Rhetoric can break out of its current constructions to found intercultural student relationships in secondary composition classrooms in preparation for composition work in the university. I will then provide possible composition activities that would allow ESL and native English speaking students opportunities to discuss language construction, as well as meaning enhancement and corruption from multiple perspectives. Issues of translation, culturally constructed themes, and genre expectations are also addressed through an Intercultural Rhetoric lens.

Amy J. Lueck, *University of Louisville*
Rethinking expediency in FYC: Using closed captioning to interrogate language politics

This paper applies the understandings of language afforded by recent work on multi- and trans-linguality to the politics of language and literacy in Closed Captioning. Though often unnoticed by hearing viewers, Closed Captioning (CC) is an almost ubiquitously available feature of most television, film and media. This paper sees CC as constituting a significant site of language use and negotiation that yields useful comparisons and lessons for scholars of First Year Composition (FYC).

Seemingly constrained by the pressures of expediency—both in economic terms for the third-party vendors that produce captions and in terms of rapid readability of text on the screen—CC practices attempt standardization of language that tacitly supports conservative language policies aligned with Standard English and English Only. Similarly in FYC, expediency implicitly underwrites notions of standardization—for supposed ease of communication in English, towards preparing students for the job market within the constraints of a semester, etc. How might we reconsider the economies of writing in the "business" of teaching composition by looking at the business of captioning that also seems to require standardization and expediency?

This paper argues for the need to approach the policies and practices of both closed captioning and FYC as acts of interpretation and translation (aural-written, foreign or accented to English, etc.) that resist standardization. It presents Closed Captioning as another site for composition teachers and students interested in translingual literacy—and the value of negotiation, multiple resources—to investigate the challenges students encounter when composing in college.

Ludmila Makuchowska, *University of Wroclaw, Poland*
Geographies of power and difference: Hybridity in the plays of Christopher Marlowe

The aim of this paper is to explore hybrid languages and subjectivities in Christopher Marlowe's imagination of geography, as it is constructed in his plays. Geography developed in the sixteenth century from the more general cosmography into an autonomous scientific discipline, the knowledge of which constituted both a significant component of the Arts Curriculum at Oxford and Cambridge and an important requirement for a cultured gentleman embarking on a public career. The increasing value placed on geography in the sixteenth and seventeenth centuries can be attributed to multifaceted social and political transformations: the nascent ideology of colonial imperialism thriving among the governing elite, the nationalistic understructure of the expanding institutions of patronage and governorship, and the empowerment of the gentry along with a subsequent propagation of the philosophies of rationalism and mercantilism. With Western Europe replacing Jerusalem as the centre of the world, and with the blank continents of the two Americas offering themselves as potential colonies, the early modern geographical representation of the world was appropriated as a tool of political and educational control to reinforce the English sense of nationhood and co-create the narrative of unchallenged British supremacy. Although the rational narrative, governing early modern cartography, was dictated by empirical plausibility and imperialistic ambitions, the most widely published maps in the sixteenth century were still very much immersed in theological concerns. The most accomplished Renaissance mapmakers, Mercator, Ortelius, Münster, Hondius and Hakluyt endeavored to safeguard the geopolitics of the Christian empire not only by decorating the niches of stereographic space with religious marginalia, but also by employing in their atlases the compositional method of *periegesis* (reminiscent of the formal structure of meditational practices) in order to take the reader on a vicarious pilgrimage through the splendor of God's creation and encourage a devout contemplation of the planisphere. This blend of seemingly antonymous discourses, scientific, religious, and political, was often re-appropriated and subverted in the plays of Christopher Marlowe, in which Renaissance geography, its colonial rhetoric, scientific jargon, and metaphysical symbolism produces hybrid languages and identities.

Jennifer Maloy, *Montclair State University*
Enacting in-between spaces in the basic writing classroom: Generation 1.5 student texts in conversation with Theresa Hak Kyung Cha's *DICTEE*

This presentation will explore possibilities for Generation 1.5 and multilingual students to use their writing in the basic writing classroom to articulate and explore their lived linguistic realities. The speaker will begin by conceiving of what a multilingual basic writing classroom might look like by drawing upon current scholarship of compositionists such as Min-Zhan Lu and Paul Kei Matsuda, as well as the multigenre and multilingual work of Korean-American and Generation 1.5 writer Theresa Hak Kyung Cha.

In her book-length work, *DICTEE,* Cha critiques traditional language pedagogies of dictation and translation and provides a model of multilingual writing that creates a Generation 1.5 space where she is able to compose in between languages and cultures. The speaker will argue that composition instructors can use Cha's text to design multilingual curricula and writing assignments that give students spaces to explore a variety of languages and discourses as part of the work of basic writing.

The last part of this presentation will offer examples of student writing from the multilingual composition classroom the speaker has designed. The speaker will describe the ways in which the students she discusses, all of whom are Generation 1.5 writers like Cha, enact in-between spaces where they explore multiple languages and identities in their writing. She will demonstrate the ways in which her Generation 1.5 students make linguistic and rhetorical choices similar to those in Cha's text in order to articulate their lived linguistic realities. She also will reflect on the extent to which such in-between spaces in student writing encourage all students to gain multilingual agency in their texts and expand possibilities for academic inquiry.

Jason Maxwell, *Penn State University*
Meaning as constraint: hip-hop's asignifying rhetoric

Is it possible to think, talk, and write about hip hop music without listening to it? While this question might appear ridiculous at first glance, the recent publication of The Anthology of Rap suggests that contemporary criticism has become strangely comfortable with the prospect of engaging with this art form strictly through the written word. Released in the fall of 2010, The Anthology of Rap is 920-page tome of rap lyrics that has been hailed as a major event in the movement to legitimize hip hop within academic discourse. Indeed, the volume has received high praise from Henry Louis Gates, Nikki Giovanni, and Cornel West, with the latter calling it "an instant classic." Interestingly enough, the anthology and its proponents tacitly assume that hip hop can only be taken seriously if it conforms to the standards established by written forms of poetry. This paper argues that hip hop would be better understood as a form of avant-garde sound poetry that challenges the very values of representation and meaning that have long been used to discuss rap music. Accordingly, any future analysis of hip hop should embrace a new vocabulary that emphasizes hip hop's "asignifying" potentialities—that is, its capacity to produce interest, focus attention, and provoke through sheer sound itself.

Esther Milu, *Michigan State University*
"Sheng-nizing": Examining the Kenyan rhetorical strategy for communicating across language boundaries

In the age of linguistic pluralism and globalization, people from diverse cultural and linguistic backgrounds are increasingly being forced to interact and communicate in both formal and social contexts. In the absence of effective strategies to facilitate cross-cultural/linguistic communication, misunderstanding may occur and important transactions might not take place. Notable scholars in the field of Rhetoric and Writing have proposed code mixing, code switching and code meshing as effective tools that people can use to facilitate communication across language boundaries. In this paper, I propose to share a rhetorical strategy I refer to as "Sheg-nizing," coined from the Kenyan word Sheng. Sheng, defined by Kenyans as a linguistic method of mixing several languages in both speech and writing, has become a linguistic strategy that allows people to communicate in Kenya's diverse linguistic backgrounds. Using Kenyan Hip hop, I will to demonstrate how the concept of Sheng-nizing allows artists to not only mix local languages, but also step outside their linguistic boundaries to incorporate other languages like African American Language and Jamaican Creole in their compositions. In examining the complexity and fluidity of "Sheng-nizing", I will explore the strategy's rhetorical advantages by discussing ways in which it compares to earlier proposed strategies of code switching, code mixing and code meshing. In addition I will discuss other affordances it offer its users, and also show the applicability of the Shegni-zing pedagogy in FYW, particularly in teaching world Englishes.

Marilyn Mitchell, *Bond University, Australia*
The representation of tense in process diagrams

Process diagrams represent a sequence of change that may be organised spatially, chronologically, logically, or in some combination thereof. These diagrams are used to represent an enormous variety of material and may appear as step-by-step illustrated instructions (e.g. for installing an oven) and flowcharts (e.g. for explaining environmental processes). This paper describes how different visual techniques are used to represent *tense*, or change and movement, in process diagrams. The research should help those who are preparing process diagrams to make them clearer for users around the world. Since many diagrams are being prepared to cross international borders, it is more important than ever for them to be carefully made. The paper begins with a discussion of the visual representation of change and movement in the American Sign Language of the deaf (ASL). This language provides a useful starting point because the drawings are made carefully and are tied closely to specific meanings.

Alexander Mueller, *University of Massachusetts—Boston,* and **Tom Friedrich,** *SUNY – Plattsburgh*
Grotesque multilingualism: Male literacy in a globalized era

Mikhail Bakhtin suggests that the grotesque body is perpetually "in the act of becoming." This unfinished and dynamic corporeality characterizes male student writers, who often resist traditional models of composition instruction that encourage them to mimic formal models and promote a "standard" register as a shared ideal. Such a monolingual environment limits the diverse rhetorical and linguistic corpora available to multilingual students, whom we take to include not only L2 or marginalized dialect speakers, but also native English speakers whose multiple literacies go unrecognized in US English classrooms.

This presentation turns to student and teacher authored-texts to theorize multilingual males' "act[s] of becoming" within two contexts: one fan fiction and an undergraduate new media course and the compositions it assigned. Mueller documents how ELLs are increasingly contributing to fan fiction websites, within which contributors

revise and elaborate upon fan texts, ranging from manga to Harry Potter. He argues that these multilingual spaces have a long history that reaches back into the medieval classroom, in which students and teachers glossed and rewrote Aesopic fables, developing an expanding corpus that was produced in multiple languages. Friedrich describes an undergraduate new media course where an emphasis on cultivating an identity as an informed consumer-producer allowed male millenials to see, value, and extend their histories of creating digital texts. In this way, these participants came to see themselves as multilingual speakers, a stance that allowed them to claim ownership over the course and to create more inclusive pedagogies.

Brice Nordquist, *University of Louisville*
Translating expectations and desires in the movement from high school to college

In this presentation, I conduct a translingual (re)reading of students' movement from high school to college. Foregrounding concerns of individual agency and focusing on entering college students' situated efforts to negotiate the demands of concurrent and often conflicting contexts, investments, allegiances and ideologies, I argue for the need to move translingual theories of language teaching from the periphery to the center of composition studies. In addition to employing such theories to better understand and support linguistic diversity, translingual literacy studies can help us better understand the ways in which "language teaching is indelibly tied to translation and the diversity of meanings," to semiodiversity as well as glossodiversity (Pennycook 2010).

To help make this argument, this presentation reports the findings of ethnomethodological research I conducted in a public high school and public metropolitan university. Drawing upon analyses of student writing in secondary and post-secondary contexts; interviews with students concerning the connections between autobiographical, discoursal and prospective selves (Ivanič 1998) presented in these texts; and discussions of students' literacy histories and current literacy practices, I consider how texts produced, circulated and consumed in high school and college classrooms accommodate, resist, and/or reformulate past, present and anticipated future academic orders of discourse. In this way, I hope to demonstrate the manners in which translingual literacy studies might encourage students and teachers to reflect upon and own/disown the different voices present in their writing as they work together to investigate relationships between wordings and meanings in their texts.

Kyle Nuske, *Indiana University of Pennsylvania* and **Tomoko Oda,** *Indiana University of Pennsylvania*
A narrative case study of the collaborative design of an ESL writing course

Instructors from diverse cultural and linguistic backgrounds teach English cooperatively in a variety of contexts, including Asia, Europe, and North America. Several studies illuminate problematic aspects of collaborative teaching (Lin, 1999; Mahoney, 2004), while others consider exemplary cases of teacher collaboration and describe the instructional techniques of experienced practitioners (Carless & Walker, 2006; Tajino & Tajino, 2000). A common element of these studies is the centrality of the native/nonnative speaker distinction to the authors' characterizations of teaching partnerships. As a result, the conclusions drawn in these pieces often take the form of universalized, stereotypical depictions of what strengths and weaknesses the "native" and "nonnative" bring to the act of collaborative teaching. The authors seek to redress the tendency toward overgeneralization by presenting a self-reflective narrative about their process of negotiating the design of a college preparatory ESL writing course in the United States. The authors' collaboration is investigated qualitatively and represented as a unique process performed by agentive individuals rather than a practice carried out according to the abilities which reductive identity categories are presumed to entail. The authors consider how their own experiences as language teachers and learners shaped the values, perspectives, and goals which they brought to their process of collaboration. This process is characterized as a series of compromises between a "learner's position"—the sympathetic desire to minimize language learners' anxiety—and a "teacher's position"—the perceived need to present a realistic introduction to the culture and politics of the American academy.

Ebennezer Adebisi Olawuyi, *University of Ibadan, Nigeria*
Rhetorical perspectives of ethnic nationalities on the 2011 presidential election in Nigeria

Politics in Nigeria is significantly marked by its own complexities. Events, especially those from May 1999 to date, have further confirmed the dilemma of an ethnically polarised nation whose citizen's allegiance is first to their ethnic nationality rather than to the nation. As the nation prepares for another general election in April 2011, with the searchlight focused on the presidential election, the discourse of political rhetoric has been constructed along ethnic sentiments. This paper underscores the imperative of rhetorical perspectives in influencing or persuading people. This is against the background that President Goodluck Jonathan who is seeking re-election is perceived not to be eligible to contest based on the principle of rotation among the major ethnic groups. This paper highlights the intricate and intuitive nature of rhetorical perspective of the dominant ethnic nationalities as it addresses social truths that are created and

tested by these pressure groups in order to influence the formulation of social and political decisions as it affects the preferred candidate in the presidential election. Of particular interest in this paper is the interrogation of the resources available in, as well as employed by the dominant ethnic nationalities in the formulation of political narratives to articulate their aspirations. The paper concludes that because rhetoric is addressed to others, it gives reasons and justifications that they will understand and feel.

Christa J. Olson, *University of Wisconsin—Madison*
"Al siñur dirictur": Trans-scription, development, and the indigenous voice in 1930s Ecuador
It was perhaps inevitable that the field's recent turn toward the transnational and multilingual would renew conversations about the contact zone, giving us an opportunity to learn from our scholarly past. This time around, we are more wary of encounter, less willing to romanticize hybridity, and therefore more equipped to plumb those complex, contradictory, and often violent realms. In that spirit, this paper maps the contact zones of a perplexing little newspaper column —"Echoes from the Fields"– published in Quito in 1936. Expanding on historian Andrés Guerrero's concept of *trans-escritura* (trans-writing or trans-scription), which examines how Spanish-literate "ventriloquist" translators reproduced Indian-ness, the paper emphasizes the constitutive power of "speaking-for" and directs attention to the appropriation and displacement that pervade contact zones. The paper demonstrates how "Echoes," written phonetically in Kichwa-accented Spanish, simultaneously projects a docile indigenous author who supports elite policies for rural development and creates a satire of that author through readers' inevitable recognition of his implausibility as truly indigenous. Analyzing "Echoes" as an example of *trans-escritura*, the paper argues that the combination of sincerity and satire writes into being a peasantry amenable to the authority of elite Ecuadorian landowners and North American developmentalist strategies even in the face of active indigenous-led counter organizing. In this moment when composition and rhetoric scholars once again consider writing as multi-lingual, multi-contextual, and multiply traditioned, historical case studies like this one keep us mindful of the rhetorical imperialism that pervades contact zones and privileges the interventions of the trans-scribing ventriloquist.

Zsuzsanna Bacsa Palmer, *Old Dominion University*
Grading globally: An examination of factors influencing assessment standards and practices in globally networked learning environments
Aided by the technological affordances of the Internet and by the increasing popularity of one education, the number of global collaborative academic projects in Professional Writing and in Composition has greatly increased in recent years. Inevitably, these "Globally Networked Learning Environments" (GNLEs) bring together multilingual students with rich and diverse linguistic repertoires collaborating on assignments and often producing deliverables in English. Recent scholarship on GNLEs not only challenges old assumptions about intercultural communication, but also raises questions about the adequacy of old assessment methods based on Standard American English (Starke-Meyerring, 2010).

Combining research findings about one writing assessment practices (Avery et.al., 2005; Warnock, 2009), and about Business English as a lingua franca (Kankanranta and Planken, 2010; Pullin, 2010), this paper analyzes major factors relevant in the assessment of GNLEs and suggests using the theoretical framework of Cosmopolitanism (Hall, 2002; Canagarajah, 2010) when making decisions about assessment practices in the course design phase of creating GNLEs. In this framework, process-oriented pragmatic strategies are emphasized for successful communication in the contact zone created by global networks. Thus, when assessing student progress in GNLEs, the paper proposes a move away from solely evaluating products based on Standard American English toward a more process-oriented approach where creativity and negotiation of linguistic practices are highly valued. This can be assured by following a process oriented approach to collaborative writing as described in digital rhetoric circles (Lundin, 2008; Takayoshi, 1996) and by adopting some assessment methods currently used in teaching composition one (Warnock, 2009).

Deepak Pant, *Indiana University of Pennsylvania*
Designing composition curriculum and pedagogical practices to acknowledge multicultural rhetorical patterns for student empowerment and voice
As composition and writing teachers, we have come a long way from prescriptive, teacher-centered and authoritarian practices of education to the current practices based on process and post-process theories, which emphasize student-centeredness, voice, empowerment and diversity. In theory, we as composition teachers agree that our pedagogical strategies can incorporate practices that acknowledge student writers' life experiences, reflections and reactions to textual materials as part of learning and knowledge. But, in practice, our composition students are dictated by the agenda of the policy makers and instructors which emphasize on bringing only uniformity of thoughts, styles, approaches and even voices among the learners through the classroom practices and the materials we prescribe.

Multilingual students are at a much greater disadvantage because of this practice. Such students bring strategies of writing that are different than native English speaking students because of the transfer of their language background into their target language in linguistic and rhetorical levels. They conflict with the standardized rhetorical patterns that composition and writing courses demand mainly because these standards are based on native English speakers and do not acknowledge multilingual voices. The rhetorical strategies across languages, which Robert Kaplan had discussed in his contrastive rhetoric back in 1966, are full of resources which can enrich English language and literature. Policy makers and educators not only need to acknowledge these rhetorical differences across languages and cultures, they should also design writing curriculum and classroom practices which would encourage students to represent their cultural/ethnic identities through their personal stories without embarrassment.

Gloria Park, *Indiana University of Pennsylvania* and **Shannon Tanghe,** *Dankook University*
Raising awareness through pedagogy: A transnational praxis project
Recognizing the essentialness of engaging with multiple languages and literacies in today's globalized world, two teacher educators sought to promote teaching and rhetorical competence through a transnational praxis project. This presentation details the collaborative project, simultaneously implemented in two teaching universities: one in the mid-West US, and one in a suburb of Seoul, South Korea.
The transnational project was designed to raise awareness of intercultural competence issues in teacher education programs through working with multi-competent people from around the world, to integrate ways to challenge dominant ideologies pervasive in false perceptions of power and prestige in terms of ownership of English and "Standard" English, and to build collaborative practice ideas through the internationalizing of the curriculum to enhance students' learning and teaching within the sociocultural and sociopolitical contexts.
To facilitate the project, cooperative groups of two students each from the Korean and US universities were grouped together. Each set of partners read group-specific assigned reading material. Based on co-constructed understandings, students interacted with group members to create lessons, considering the rationale and modifications for separate contexts. Students cooperated primarily through written correspondence to explain main theoretical and conceptual points of the readings, while discussing connections and identifying pedagogical implications for specific educational settings.
This presentation seeks to highlight the teacher educators' journeys in developing and facilitating this collaborative transnational praxis project so that their students in turn, would co-construct knowledge in their own quest to bridge theory and practice in both rhetoric and teaching in their own contexts.

Hem Sharma Paudel, *University of Louisville*
Globalization and language difference: A mesodiscursive approach
With the rise of globalization and the resultant global connectedness and local diversities, there has been a growing concern about language difference in both written and oral communication. On the one hand, there has been an attempt in different ways to standardize the use of English for smooth communication; on the other hand, scholars are concerned about the hegemonic influence of the dominant variety of English and its instrumental use for serving the purposes of global capitalism. In this regard, despite attempting to resist the ideology behind "standard English," the major approaches to language difference—English as Lingua Franca (ELF), World Englishes (WE), and Defense of National Language (DNL)—still fail to offer a meaningful way to account for the value of language difference as they merely focus on form rather than meaning-making. This paper aims at offering an approach that attempts to avoid some of their pitfalls. The *mesodiscursive* approach that I propose, following A. Pennycook's (2010) notion of "language as a local practice," rejects both the approaches that assume fixity of language norms and the radical contingency of language use. In the space of mesodiscursivity, individuals struggle to maintain a position of inbetweenness, a position in which they are capable of maintaining the knowledge and awareness of different discourse practices. The major proposition of this paper is that the central goal of language education should be to promote diversity in meaning-making rather than mere bilingualism or multilingualism. I intend to extend and also complicate Bruce Horner et al.'s (2011) translingual approach and S. Canagarajah's (2006) World Englishes approach by introducing the notion of *mesodiscursivity*. I will also explore the implications of this approach to US composition theory and practice.

Carmen Pérez-Llantada, *University of Zaragoza, Spain*
Discoursal hybridity in L2 English writing: Issues of codification and pedagogical innovation
In postulating the fact that today's global village is incontestably multilingual and multicultural, this paper provides corpus-informed discussion on the way the rhetoric of science embeds certain culture-specific traits and intellectual styles that challenge the well-established foundations of Anglophone rhetoric. Combining the perspectives of

Aristotelian rhetoric and EAP genre studies (Ryan 1984, Aristóteles 1998, Gross 1998, Swales 2004, Allen 2007), this paper uses the *Spanish-English Research Article Corpus* (comprising L1 English, L2 English and L1 Spanish texts) to examine the case of epistemic markers, the latter defined as rhetorical resources that scholars utilize in their research articles to handle accepted opinions (*endoxa*), arguments (*logos*) and means of persuasion (*pistis*).

The analysis of a comprehensive taxonomy of epistemic markers shows fairly standardised practices concerning the overall expression of epistemicity in the L1 and L2 English texts. However, corpus data further indicate cross-cultural (L1 English/L2 English) variation in the writers' preferred linguistic items of epistemicity and in the rhetorical handling of epistemic markers at a discourse level. The Spanish scholars accommodate to the standard L1 English norms yet retain the reasoning patterns and argumentation strategies of their L1 Spanish in their L2 English texts—thus rendering a hybrid discourse.

In the light of the corpus findings, the paper discusses the potential effects that the emerging—still uncodified—"academic Englishes" (Mauranen et al. 2010) may have for an effective transmission of science and for the eventual acceptance for publication of the scholars' work. In view of this discussion, the paper formulates several pedagogical proposals for instructing multilingual writers in a 'publish *in English* or perish' world.

Anne Porter, *University of Michigan*
Listening to the voices of generation 1.5 writers: Implications of student interviews and essays
Speaker 3 will report on our qualitative analysis of Generation 1.5 student interview transcripts and their Directed Self-Placement (DSP) essays. This analysis involved an iterative, multi-stage process working from grounded theory. The first stage of this process involved conducting and transcribing fifteen semi-structured interviews, in which students who were identified as Generation 1.5 were asked to expand on their survey responses regarding their pre-college linguistic and educational backgrounds, their encounters with the DSP process, and their experiences in their first-year writing courses. To triangulate students' self-reports in the surveys and interviews, our research team additionally analyzed these students' DSP essays for key areas of strength and difficulty. We additionally compared these observations to the global areas that first year instructors identified as characteristic of multilingual students' writing. Our findings highlight not only the range and diversity of experiences that characterize this group we are labeling "Generation 1.5," but also the kinds of messages students in this group have received about their writing and how they understand themselves as writers. These students' self-reports also raise questions about the assumptions that writing instructors frequently make about this population of students. This presentation will foreground the voices of Generation 1.5 students, comparing students' own evaluations of their writing with those of instructors and researchers.

The panel will close with a brief discussion of the ways in which the findings of this study are being used to inform placement procedures, curriculum design, course offerings, and faculty training at our university. Additionally, we will discuss the implications of these findings for the larger body of composition scholarship and research on Generation 1.5 writers.

Ani Pujiastuti, *Ohio State University*
Welcome to the academic writing club: International students' initiation in to the US college composition
This paper addresses the international students' struggle of adjusting themselves into the US academic writing village. Academic writing is all but one component of the academic literacies that need to be developed in the U.S. higher education, which has become more multilingual and multicultural. Unfortunately, international students as multilingual writers are often placed in the 'outliers' cages, regardless of their specialized linguistic and cultural needs and strengths. Their unique characteristics as L2 writers have actually allowed them to use their linguistic and cultural capital to develop their academic literacies, and it is the teacher duty "to take the students' own explanations and orientations into account, situated in their own cultural and linguistic traditions" (Canagarajah, 2002, p. 13). To complete the international students' literacy struggle, Leki shares an analysis on "the negative legacy that the second language writing students and practitioners have inherited, and that they must live with" and which has become "as a (nearly) universally sanctioned institution in the U.S." (p. 59).

Rocio Quispe-Agnoli, *Michigan State University*
Understanding Inca literacy: Qellqay and Indian records and in early colonial Peru
This paper explores the dynamics between pre-Hispanic and early colonial indigenous narratives, their authors (amautas/poets, quipucamayos/cord keepers) and the Andean concept of "qellqay," which in early Spanish-Quechua dictionaries has been translated as different manifestations of graphic expressionism (writing, painting, engraving, embroidery, among others).

Specifically I discuss the relationship established between record-keeping and the development of knowledge in early indigenous societies that did not utilize writing systems like their western counterparts, but did use equivalent systems of graphic communication to construct historical narratives as well as to maintain high levels of administrative structure within a complex state. Accordingly, I discuss the scattered evidences of Andean record keeping in 16th and 17th century Spanish chronicles as well as accounts produced by Andean and Mestizo writers. Finally, I discuss the meaning of "qellqay" as an abstract concept that could be equivalent, but not exclusively, to Western writing.

Mike Rancourt, *Rensselaer Polytechnic Institute*
Neither evil nor stupid: *Attitudes* **at the roots of** *ad bellum purificandum*

As scholars such as Elizabeth Weiser and Jim Zappen argue, Kenneth Burke's project at least through his 1950 *A Rhetoric of Motives* was aimed at *ad bellum purificandum*, the purification of war. Much of his work, dating back even to the 1930s, examined the ways in which discourse could take the place of combat, saving not only the lives of the soldiers embroiled in battle but saving civilization as we know it from annihilation by nuclear war. This paper argues that concepts introduced in the 1937 text *Attitudes Toward History* provided the foundation upon which Burke could build his theory of *ad bellum purificandum*, that transcendence might be achieved through a shift away from the highly agonistic frames of rejection toward frames of acceptance which, while still corrective in nature, would come to promote and even enable the type of cooperative competition necessary for such transcendence. Whereas the comic frame of acceptance for Burke promoted humility and compassion, counting the opponent's misdeeds as mere mistakenness, the burlesque frame of rejection sought to banish, providing only a caricatured representation of the opponent, whose misdeeds are the result of evil or stupidity. Although scholarship has suggested that the burlesque has been successfully employed for positive ends in the past, the comic frame is better suited for the attitude necessary for Burke's vision of rhetorical transformation of the public sphere.

Brian Ray, *University of North Carolina – Greensboro*
A case for triangulation: Transnational rhetorics, language diversity, and post-process pedagogy

Scholarship in rhetoric and composition has made a compelling case for greater rhetorical diversity in college writing courses, and yet scholars have struggled to articulate a comprehensive pedagogy that fully realizes this goal (Canagarajah 2006; Horner and Lu 2007, Lyon 2010). As Suresh Canagarajah concludes in a 2006 CCC article, "I must confess that I am myself unsure how to practice what I preach" regarding the application of research in code-meshing and World Englishes. I propose that post-process pedagogies as articulated by scholars such as Sidney Dobrin (1999), Thomas Kent (1993), and Kevin J. Porter (2006) can assist in the development of teaching practices and philosophies that promote rhetorical and linguistic diversity.

Because post-process pedagogies resist the codification of language, their interpretative strategies can act as a resource to teachers and students in multilingual environments. Kent's adaptation of Donald Davidson's concept of passing and prior theories, for example, imagines communicative contexts in which certain linguistic codes cannot be privileged over others.

To illustrate my proposal, I suggest that Min-zhan Lu's often-cited exploration of the "can able to" structure in a student paper (1994) enacts a form of what Kent (via Davidson) identifies as "triangulation," a process through which interlocutors negotiate meaning and sign use. Lu's ethical justifications for the careful analysis of multilingual texts agree with post-process theory's pragmatic rejection of codes. Assignments and classroom discussions that flex students' interpretive abilities enable them to become both "responsible users of English" (Lu 2004) as well as effective communicators.

Derek Risse, *Wayne State University*
Humane literacies: The rhetoric of education and class in Detroit

The Detroit Zoo has long been a subject of intense political debate in Detroit. Tracing its roots to a collection of animals abandoned by a bankrupt circus in 1883, the Zoo remains a focal point of community disputes about funding and literacy. In February of 2006, amidst burgeoning budget deficits, the City Council shut down the Zoo's facilities in Royal Oak and Belle Isle. Less than a month later, in response to substantial public outcry, the Council reversed this decision, transferring control to the Detroit Zoological Society. During this same period, the Zoo expanded operations, opening the Madeleine Berman Academy for Humane Education. In an effort to "help people help animals," the Academy offers a variety of educational programs designed to "match the *various learning styles* of the community." Beyond the stated goal of helping to facilitate "humane" human-animal interaction, it is clear that the Zoo's ambitious educational initiatives are largely influenced by financial concerns; the Academy's interest in accommodating different "learning styles" shows us that efforts to appease class tensions are a key component of their literacy programs. The coupling of these two

discourses—one educational and the other economic—reveals much about how the Zoo interprets its mission in the community. This presentation will show that by framing its literacy objectives in economic terms we get a sense of the Zoo's interest in trying to accommodate a diverse community, while questioning whether or not this approach compromises their efforts to teach people how to be more humane.

Debbie Rowe, *York College and City University of New York*
The importance of reading aloud during revision: Recent research findings
   Several in the field of composition—from Shaughnessy and Bartholomae, to Prior to Elbow—have anecdotally written about the importance of writers reading their work aloud during the writing process. Based on findings from a recent study, this presentation gives a fresh, researched, perspective on the practice of reading aloud during revision. The study was done in response to the fact that there are now commonly available software programs, called text-to-speech programs, that can perform the reading aloud for its users. Should we teach today's writers to forgo reading aloud for themselves and embrace the technology, just as we have come to embrace word processing over handwriting? The findings from the study shed light on what would be lost and gained as a result of adopting this technology, and asks what kind of impact the technology could have for ESL writers who Joy M. Reid might describe as "ear" learners versus "eye" learners.

Dibyadyuti (Dibs) Roy, *West Virginia University*
Countering binaries, creating multilingual discourse: The ESL classroom as *nepantla* (borderland) for the female L2 immigrant learner
   In mapping spaces that embody within themselves the ability to create and sustain multilingual discourse, it becomes critical to acknowledge the importance of the ESL learning environment with its potential for assimilating transnational cultures while simultaneously destabilizing unequal power relations. However, theories of rhetoric and composition that formulate pedagogical practices in ESL classrooms have often been perceived as surging from and sustaining the Euro-American hegemony, with its emphasis on rigid norms and structure, essentially predisposing "the logical in place of intuitive thinking." (Lunsford 40)
   This premise of domination by the Euro-American hegemony becomes especially pertinent for the female immigrant student in the ESL classroom who has to negotiate racial as well as gender based discrimination "by virtue of her special cultural and linguistic situation" (Cochran 159), locating her as the *other* in the ESL environment. Significantly, in the above context, Gloria Anzaldua, the Latin Feminist Scholar argues that in the current global scenario there is "no such thing as the Other. The Other is in you. The Other is in me" (qtd. in Lunsford 47) espousing the need to move beyond the binary into the *nepantla* (borderland areas) where a neo-consciousness which she terms as *mestiza,* may arise.
   My paper adapts Anzaldua's framework to primarily understand how ESL classrooms can function as *borderland areas* for female L2 learners, through pedagogical practices that acknowledge and contextualize the presence of these often under-privileged ESL learners. I argue that by incorporating the lived experience of these learners in the classroom, a pluralistic ESL pedagogy can be envisioned which promotes multilingual exchange and dynamic modes of literacy.

Sarah Rude, *Penn State University*
"we / have to be the guerilla/ / fighters for our children's minds": Black power rhetorics of education
   My hope in this paper is to begin to glean lessons for contemporary public education by looking closely at independent education initiatives of the Black Power and Black Arts Movements of the 1960s and 1970s. My presentation will address the following questions:
- Beyond the obvious blights of racism and segregation, what deficits in mainstream education did these initiatives look to address or redress?
- To what extent are the schools' innovations dependent on their status as independent institutions?
- To what extent are the ways these schools celebrate and educate about culture replicable in a mainstream educational environment?
- How does the success of the initiatives relate to the direct connection of radical political activists as founders and teachers? What kinds of activism are appropriate for (or even allowed in) contemporary public classrooms?

   I look here to read history rhetorically to raise awareness about the kinds of innovative educational institutions generated by radical movements of the 1960s and 70s, and I intend for the presentation and discussion with audience members to generate insights about how to incorporate these lessons into best practices for diverse 21st century classrooms.

David Schwarzer, *Montclair State University,* and **Mary Fuchs,** *Montclair State University*
Teaching writing in globalized learning communities – from multilingualism to translingualism
The purpose of this paper is to revisit the role of the monolingual teacher in the multilingual and transnational learning communities of today. Traditional definitions of language and literacy are based on a more static view of their development. In the past, most people moved only a few times during their lifetime. The movement of immigrants and migrant populations between contiguous countries has been broadly studied. However, language and literacy development are still defined and based on a "de facto" monolingual/monocultural.

In order to better serve our multilingual and transnational students we must challenge the assumptions behind the traditional and self imposed compartmentalization of disciplinary knowledge (ESL – Foreign Language – Bilingual Ed – Multilingual Studies, etc.). Like a multiple edge iceberg represent in the appendix – at the surface level, all these different areas of expertise may look very different; but under the water level, they may share the same basic underlying philosophical base.

I will also argue that the definition of the phenomenon of study needs to be re-conceptualized under these new globalized circumstances. By redefining the phenomenon of study we may be able to create a new "third space" for all these experts to engage in a new kind of collaborative discourse.
Following is my own working definition of emergent translingual and transliteracy development I have been working on for the last several years: "The development of several languages and literacies in a dynamic and fluid way across the life span while moving back and forth between real and psychological national borders and transacting with different cultural identities within a unified self."
Practical applications for teachers and researchers will be provided.

Marika Seigel, *Michigan Tech University*
"'Sõida tasa üle silla' ['Drive slowly over the bridge']: Immigrant photo albums as sites of emergent hybrid rhetorics
My grandfather, now almost 92, and my grandmother, now almost 90, came/fled to the United States from Estonia more than sixty years ago, after World War II. Up until about ten years ago, my grandfather kept meticulous and elaborate photo albums. As a child I loved to look through them: The covers were worked leather or wooden with elaborate woodburnt designs (usually drawn from Estonian folk art). Pictures were carefully held in place with black picture corners on black pages with tissue paper dividers. Each picture was captioned in silver ink in my grandfather's meticulous cursive hand. These captions are sometimes in English and sometimes in Estonian, and sometimes in some fusion of the two languages.

In this presentation, I analyze my grandfather's albums as sites of what LuMing Mao has called "emergent hybrid rhetorics," as spaces in which two rhetorical traditions exist together, sometimes indifferently, sometimes harmoniously, sometimes in tension and conflict. I analyze when English is used and when Estonian is used, and how these languages and images contribute to a rhetorical construction of ethnic—and national—identity. I combine these analyses with information collected from interviews with my grandparents in which they discuss their encounters with photo albums in Estonia and in the United States and their own perceptions on language use in these albums. The presentation concludes with suggestions about how rhetorical artifacts such as these could be incorporated into the rhet/comp classroom.

Ghanashyam Sharma, *University of Louisville*
Epistemological crossroads: Writing practices of multilingual scholars in the academic disciplines
Recent reports by the Institute of International Education (2009-10) show that international doctoral students in US universities are beginning to exceed one third of the total population; in many disciplines, multilingual faculty and graduate students already outnumber their "native" counterparts. Among other things, such demographic shifts are making linguistic diversity the norm rather than exception in academic work. However, mainstream scholarship—as well as institutional policies and pedagogical practices—about language continues to assume monolingualism as the norm (Canagarajah, 1999; Horner & Trimbur, 2002): disregarding the productive interplay of different knowledge cultures that multilingual scholars bring into academic work, this tradition impels everyone in academe to strive for one, standard variety of "academic" English and to uphold only the Greco-Roman-Anglo-American epistemological worldview as legitimate (Baca, 2009). This tradition manifests, ironically enough, in the pedagogy of writing teachers who simultaneously "profess" to promote epistemological diversity (Lu, 1994) and see linguistic and rhetorical differences as problems to be eliminated (Horner & Lu, 2002). It also prevents researchers from recognizing those differences as indications of epistemological resources and richness (Canagarajah, 2007, 2009).

By using the data from a case study based dissertation on the writing practices of multilingual scholars in different disciplines in a large Midwestern research university, this paper will demonstrate how teachers and researchers of writing can, and should, treat language difference as the manifestation of rhetorical and epistemological

resources/richness. I will conclude by briefly describing a few important implications for future research on language difference within rhetoric and composition studies.

Cheryl L. Sheridan, *National Chengchi University, Taiwan*
Proposing an agency map for narrative research

Based on a sociocultural perspective, this presentation introduces a concept map, which can be used as a tool for narrative inquiry in order to analyze agency as individuals actually experience it. Biographical inquiry provides a unique platform from which to observe expressions of agency, and agency is frequently mentioned when border-crossers, searching for or establishing a new identity, describe their experiences. However, in many cases, the authors' intended meaning of agency is not explicitly stated and individuals' actions can appear as incongruous to expectations (Billett, 2008; Lantolf & Thorne, 2006).

Through a synthesis of definitions presented by scholars taking a sociocultural view, I describe agency as the capacity within an individual or among individuals to act, which is determined by one's ontology and that arises over time in a sociocultural context. This concept of agency guides the design of the agency map and subsequent narrative analyses. In order to test the agency map, two autobiographic narratives with analyses written by two multilingual language scholars about their language experiences and cultural encounters provide the data for this pilot study. Results show that the map can track agency based on pre-mediate and mediate conditions as well as inner and outer negotiations, and finally discern agentic moves that enable learning or the remaking of cultural practices. In addition, analysis confirms that agency is socioculturally derived. Both scholars in rhetoric and composition, and language students can use the map to better understand the important role of agency on individuals' identity development as they traverse multiple languages and cultures as described in auto- and biographical narrative or from their own experiences.

Debra L. Snyder, *Livingstone College*
Literacy and competency concerns at a historically black college: A remix of students' rights to their own language

As teachers of freshman composition at colleges and universities, students come to us in three broad categories: students who learn standard English as their native vernacular; students who learn and use a non-standard variety, and students who learn English as a second or other language. From its concept and inception, Students Rights' to Their Own Language (SRTOL) has become a paradox of race and understanding for how and what we teach in freshman composition. The word "Ebonics" can evoke the ire of many teachers or produce an array of jokes that stereotypes Black English Vernacular (BEV) as an inferior variety of dialect. Can we get over this issue of race and discuss how best to teach students who have lacked not so much ability, but resources that can elevate levels of literacy as well as improve financial and social stability? While many English teachers voted for the 1974 resolution on SRTOL, their votes may have also been a response to support civil rights, not just a resolution to support teacher sensitivity to students' feelings and their native vernacular. While support for SRTOL remains a noble aim, this proposal addresses the curriculum and policy changes needed to help students develop their writing abilities while complying with SRTOL.

Anthony Stagliano, *University of South Carolina*
Imago franco: Hybridizing words and images in the cultural contact zone of the internet

It seems commonplace now to point to the proliferation of new media, and especially social media codes, to show that our conceptions of language, media specificity, and communication are in question. What might be asked though, is not only if the internet is a "linguistic contact zone," in which several natural languages are in contact, but to join that question with another, perhaps older and more familiar one: what is happening to the long held boundary between word and image? Joining versions of these questions affords the opportunity to interrogate the purity of our natural languages and our culturally coded semiotics of visual images. I see in the internet, as contact zone, a place of greater hybridity than the question of language alone allows. In contact with each other in our new communication and creative spaces are not only the codes of our various home languages, but also the codes governing the interpretation and circulation of the visual images we use in the same spaces. The image and the word are hybridized in the internet at the same time multiple languages are. A site like YouTube, for instance, opens up a space where languages and images from different original cultures bleed together. Changing here, I argue, are the languages in contact with each other *and* the codes of visual interpretation within these languages that keep images and words separate, and govern local understandings of the image itself.

Marlena Stanford, *University of Colorado – Colorado Springs*
Working toward multilingual sensibility in a community- based adult English language classroom
Canagarajah has suggested that multilingual writers should be regarded as having "agency" in writing, rather than seen as limited by their multilingual status. Yet, community-based adult English language programs often privilege pedagogies that inscribe monolingual assumptions about language development and do not account for multilingual writers' valuable rhetorical positions. In this paper, I use critical and feminist pedagogical frameworks to critique monolingual privilege in a community-based adult English language program. I argue that, through pedagogies of reciprocity, teachers can value and become attentive to students' needs, desires, attitudes, and life contexts (Soliday) in order to establish the production of written texts as a reciprocal activity for all community literacy participants.

Specifically, I reflect on my own practice as a community adult English language teacher working to overcome monolingual privilege. Critical and feminist pedagogical frameworks suggest to me that, though I attempted to resist established monolingual assumptions in our class's writing activities, which included in class writing tasks and dialogue journaling, I actually re-inscribed those assumptions. In response to this realization, I use the above frameworks to theorize better classroom practices that might more effectively facilitate transformations of the language classroom in ways that would demonstrate a multilingual sensibility.

Nichole Stanford, *City University of New York*
Academic disobedience: Language prejudice and civil rights discourse
If linguicism, or language prejudice, is "a more sophisticated form of racism" (Skutnabb-Kangas), then the theories and strategies of the Civil Rights Movement may be appropriate for discussing alternatives to race and class inequality in academic language issues. Martin Luther King, Jr., often called on the ideas of civil disobedience from Henry Thoreau, non-retaliation from Ghandi, and forgiveness from Jesus to articulate his position: do not comply with unequal standards. Instead, he pushed for peaceful, mass noncompliance with sit-ins, boycotts, marches, and other protests.

The idea of compliance or mass consent is also important in Gramsci's theory of hegemony. An important fact about hegemony is that it is not monolithic, and it is not automatically reproduced. Hegemony is contested, negotiated, and produced in a new form every time it encounters a new idea, ethnic group, political act, and so on. Because hegemony is based on mass consent, it can be changed via mass dissent.

In this presentation, I'm imagining strategies for achieving greater equality in our standards, policies, and pedagogical practices, drawn from the theories and strategies of the Civil Rights Movement. I'll consider ways to resist collectively and individually—the academic parallels of Civil Rights actions.

Sarah Summers, *Penn State University*
"Dear Mr. President, I'm undocumented": Response to the DREAM act in the digital contact zone
The Development, Relief, and Education for Alien Minors (DREAM) Act proposes conditional permanent residency to undocumented migrants who meet criteria including high school graduation and completion of two years of service or university study. Despite being blocked by the Senate in December 2010, the DREAM Act remains a touchstone for debates about immigration reform, multilingual education, and citizenship. In addition to its political import, the DREAM Act also inspired students affected by the legislation to make their concerns public via blogs, sit-ins, speeches, and a variety of other media.

By examining s series of one letters, this presentation seeks to value undocumented students' contributions as an essential part of the public discourse on immigration and citizenship. The "DREAM Now Series: Letters to Barack Obama" consists of sixteen letters written by undocumented young people from a variety of backgrounds. Published between July 19 and September 15, 2010 on Citizen Orange, a pro-migrant blog, the letters attempt to persuade readers of the value of passing the DREAM Act.

This paper extends Mary Louise Pratt's "Arts of the Contact Zone" to the digital sphere by arguing that the student-writers employ the literate arts of the contact zone—including autoethnography, imaginary dialogue, and vernacular expression—to shape public opinion in favor of the DREAM Act. The generic elements of the open letter coupled with the public deliberation enabled by the blogosphere create a virtual contact zone in which undocumented students can grapple with an audience of citizens over questions of citizenship, difference, and national identity. The rhetorical and linguistic choices found in these letters provide insight into the strategies necessary for meaningful public discourse on immigration that includes and values the voices of migrant populations.

Chatwara Suwannamai, *Arizona State University*
A study of multimodal literacies and multilingual repertoires among Karenni youth living in Arizona

On a daily basis, conversing with neighbors in Karen and Burmese, using Karenni with parents and siblings, chatting one in English, and reading Thai magazines are common activities among Karenni youth. In their teachers' perspectives, on the contrary, these teenagers come to school "lacking" and in dire need of "fixing" because of the assumptions (and the accompanying expectations) that most of these English language learners are low-literate and without the resources needed to establish social networks and productive lives in the new context. With a focus on the language learning and literacy practices prominent in home contexts that are underutilized in schools, this study illuminates how situated social practices shape the lived experiences of people on the front lines of globalization. The literacy practices of the newly-arrived youth, in fact, engage multiple languages, multiple modes, and multiple purposes.

In this particular presentation, I will show the inventory of languages, modes, and purposes practiced by these Karenni youth to enhance our understanding of how they employ their multimodal literacies and multilingual repertoires to navigate in a new context and develop social networks. The study also demonstrates the growing role of digital technologies in a wide range of local literacy practices that are influenced by globalization and transnationalism (or the accelerated flow of people, commodities, cultures, and ideas across national boundaries) and which are a product of local innovation, creativity, and improvisation. Uke traditional approaches to language socialization which assume language and culture pass on from caregivers to children; this study treats all age groups as active participants in the language socialization process (Aries, 1962; de la Piedra & Romo, 2003; Orellana, 2009) and view the linguistic choices that result in what has been called "everyday creativity" (Maybin & Swann, 2007; Swann & Maybin, 2007) to be collective, collaborative, contextualized, and contextualizing processes (Carter, 2007).

I expect the paper to be of great interest to educational researchers, policy makers, and teachers who are committed to rethinking what counts as literacy, for whom, in what contexts, and with what kinds of consequences. With increasing globalization and its counterparts – transmigration, diaspora, and pressures for standardization among the "newly arrived" – it is more important than ever to capture the nuanced ways in which students' existing and emerging linguistic resources can be used to foster learning, establish connections, and create increased access to wider range of social, economic and educational opportunities.

Nathanael Thacker, *Penn State University*
Rhetorical listening in e-contact zones: Cosmopolitan engagement with international newspapers

English versions of international news media form increasingly potent "contact zones" (Pratt, 2002) in which international audiences are not only exposed to new or alternative narratives, but must also choose how to interpret the relationships between international media and culture. Recently, for instance, in U.S media reports on the civil unrest in Egypt and Tunisia, *Al Jazeera* has been represented widely not as a transcultural force responding to the needs of a regional audience with shared interests and frustrations, but as a transnational, separate political entity that has united its audience through a simple and compelling narrative of oppressive, corrupt governance (Worth, 2011). In the U.S. and Canada, both the demand and availability of *Al Jazeera* as a cable channel have risen sharply (Wallace, 2011).

Although academics are generally committed to the goal of expanding opportunities for intercultural exchange and negotiation, the role of English version international news media in pedagogy remains uncertain: does exposure to competing narratives encourage cultural negotiation among student readers, or do the restrictive form of news reporting and the often complex relationships between media, state, and culture inhibit such negotiation? In an ongoing research project, the written and interview responses of twenty-five native English-speaking undergraduate students on their exposure to and comparison of English versions of three one newspapers—*Al Jazeera, The New York Times,* and *The China Daily News*—will be examined to provide a preliminary investigation into whether students interpret these contact zones through transnational, transcultural, cosmopolitan, or essentialist lenses.

Christie Toth, *University of Michigan*
Identifying generation 1.5 writers in a local context: Challenges and findings of survey data

Speaker 2 will recount some of the difficulties and successes we encountered when attempting to develop and implement a survey instrument to identify first-year Generation 1.5 writers at a large research university. The challenges we encountered during this process reflect the diversity of linguistic and educational experiences that students who might be considered Generation 1.5 bring to the classroom; remarkably, around 17% of the first-year students we surveyed met the research team's eventual definition of 'Generation 1.5.' Speaker 2 will also present the key findings from the student and instructor surveys:

1. The Generation 1.5 students' responses to survey items about their perceived areas of writing difficulty differed in significant ways from the responses of multilingual international students.

2. The Generation 1.5 students' responses differed significantly from both international students and monolingual English-speaking students in terms of the kinds of writing they reported doing in high school, as well as their experiences with the university's Directed Self-Placement (DSP) procedures.
3. There were several significant differences between students' perceptions of their own writing and the perceptions of their instructors.

Speaker 2 will also discuss the ways that these initial survey data were used to develop interview protocols to gather more in-depth information about Generation 1.5 students' language backgrounds, as well as their experiences with writing placement and instruction during their first semester at the university.

Kathleen Vacek, *University of North Dakota* and **Alice Lee,** *University of Macau*
Unlocking the composing strategies of multilingual writers: A pilot study with multilingual writing tutors

We present the results of a pilot study that combines two approaches to gathering data on the strategies multilingual speakers bring to rhetoric and writing. Identifying these strategies is a challenge because many writers are unable to describe their composing process. Canagarajah (2010) has found textual evidence of a multilingual writer's strategies of composing for different linguistic contexts, but an interview with the writer could not tie the textual evidence to a conscious composing process.

Some writers are better able to articulate their strategies than others, and one group with this ability is writing tutors. Because they gain extensive experience responding to texts and talking about writing strategies, we believe that writing tutors can express their own strategies better than other writers. Kail (2006) was one of the first to describe the gains writing tutors make as a result of tutoring, one of which was an increased understanding of the writing process.

Our participants are multilingual writing tutors who work at the university writing centers we direct in North Dakota and Macau. We use two approaches to gather information about their strategies: 1) we capture the composition process using a think-aloud protocol as the writers compose short texts in different languages, and 2) we record the writers' analysis of their own texts as they describe writing samples and the strategies used to compose them. The transcripts are analyzed for themes that help us understand the tutors' writing strategies. Our goal is to develop a method that harnesses tutors' insights to understand multilingual composing strategies.

Maria Volynsky, *Temple University*
Encoding of motion events in the two languages of Russian-English bilinguals

Nowadays it is widely accepted that bilinguals' languages do not exist in their mind as completely separate entities. On the contrary, a considerable amount of positive and negative transfer between them happens all the time. The present study attempted to understand how motion meanings and events are conceptualized and represented in respective languages of Russian-English bilinguals, to examine the unique strategies they bring along and to establish the cross-linguistic influence of the two languages used by them while accommodating hybrid conventions. Specifically, I analyzed conceptualization of motion events, encoding of manner, path and directionality of motion, and crosslinguistic influence in narratives elicited with the same nonverbal stimuli from 31 native speakers of Russian , 38 native speakers of English and 30 Russian-English bilinguals in their L1 Russian and L2 English. The findings show that lexicalization of motion is subject to L2 influence in these bilinguals, especially in the conceptualization of motion events and encoding of the manner of motion; the bilinguals' Russian narratives contained significantly fewer motion events and demonstrated decreased frequency and variety of encoding manner of motion than did L1 Russian participants' texts but not fewer than L1 English participants' stories. However, very little L1 effect on L2 was uncovered in how the bilingual participants encode motion. Qualitative analysis provided further insights into the bilinguals' distinctive strategies of encoding manner of motion as well as the nature of lexical preferences, suggesting that encoding of aspect and manner experience the most cross-linguistic influence in the bilinguals' narratives.

Amy J. Wan, *Queens College, City University of New York*
U.S. citizenship, multilingualism, and the vocational turn in higher education

Scholars in rhetoric and composition frequently, and often uncritically, tie literacy learning to citizenship. However, the increasing numbers of transcultural (and often multi-lingual) students in our classes call for critical attention to that commonplace. While legal status and multilingualism don't always go hand-in-hand, debates around immigration laws often reveal attitudes toward multilingual residents in the United States, particularly in this moment of heightened anxiety over immigration, education, and economic survival. In this paper, I examine the rhetoric of work, opportunity, and language in recent legislative battles that connect legal status to education such as those over the proposed DREAM Act. The DREAM Act would put into law the hotly debated assumption that people already able to perform citizenship through participation in education or the military should be put on the path to become legal citizens, thus measuring

citizenship potential through productivity. To better understand the knotty situation of some multilingual students, I connect these debates to recent trends in higher education like general education revisions and assessment, public deliberations about the goals and relevance of a college education, and what W. Norton Grubb and Marvin Lazerson have called the vocational turn in higher education. This presentation begins to untangle the fraught connections between literacy and citizenship, higher education as a work credential and as a citizen producer, and citizenship as social practices and as legal status. If universities wish to create global citizens, as strategic plans often state, I suggest that examining these connections and participating in critical conversations about what makes a citizen (legal and cultural) may help advocates in higher education create spaces and obtain resources for multilingual students.

Dongshuo Wang, *University of Manchester, UK,* **Jinghui Wang,** *Harbin University of Technology, China,* **Minjie Xing,** *University of Manchester, UK*
Metaphorical thinking in English and Chinese languages

This study examines how metaphors share similar patterns and variations in English and Chinese by analyzing the conceptual metaphors connected with human and bodily experiences. Both English and Chinese are rich in metaphors, and also share common conceptual metaphors. However, the theories of yin-yang and five elements from traditional Chinese medicine are epitome of the traditional Chinese culture whose influence still exists in metaphors as well as the language. The figurative language reflects conventional patterns of thought or worldview. It affects the way people associate certain qualities with creatures of objects, and those qualities arouse reactions or emotions. Both English and Chinese metaphors are cultural-loaded expressions, whose meaning has to be inferred through references to shared cultural knowledge. When interpreting the world around them, cultural representations of metaphor enable people to "off-load" some aspects of conceptual metaphor out into the cultural world. Both English and Chinese people hold particular attitudes towards conceptual knowledge, but the explanation for cross-cultural metaphorical meanings differs within different culture values and attitudes. People with only an outsider's knowledge of the source domain might not understand what is being alluded to. This suggests the source domain may vary from culture to culture. Some shared metaphors may even draw on the same source domain but differ in details across languages. Acknowledgement of culture plays a role in shaping embodiment and metaphorical thought. If used appropriately in the process of globalization, the awareness of metaphor usage in different languages interwoven with culture may benefit intercultural communication.

Ana Wetzl, *Indiana University of Pennsylvania and Youngstown State University*
Designing essay prompts for 1.5 students: Are we aware of the ethnocentric trap?

The present paper discusses how developmental writing instructors at an Ohio university design their essay prompts when they have students they identify as 1.5. The focus is particularly on instructors of older 1.5 students who, although proficient in English, have completed most of their pre-college education in another language. Twenty-five instructors were asked to complete a survey in which they answered questions about their interaction with 1.5 students in general and how they designed or modified their essays prompts when such students were part of their course. In addition to the survey, three instructors were interviewed and asked to discuss the essay diagnostic prompts the English Department had been using for the past five years with developmental students. The goal of the research was to assess whether the diagnostic prompts and the essay prompts designed by the individual instructors displayed any ethnocentric tendencies that would have prevented the 1.5 students from producing good quality writing.

The data from the survey revealed the instructors' eagerness to address the needs of their 1.5 students. At the same time, the instructors expressed their disbelief that it was necessary to modify their essay prompts when working with 1.5 students. The interviews further revealed that the instructors were not even aware that the essay prompts they designed could be difficult to respond to when 1.5 students were concerned because of their ethnocentric nature. Some prompts, for instance, required a certain familiarity with the American system of education with which older 1.5 students were not very familiar.

Scott Wible, *University of Maryland – College Park*
Rhetorical practices of global citizenship

One assumption guiding rhetoric and composition scholarship within the U.S. is that, in aiming to prepare students for contributing to civic life, rhetorical education and the conceptions of "citizenship" guiding it remain tied to the bounds of the nation-state. In this respect it focuses students' attention on local and national issues without reference to broader global dynamics, and it also asks them to imagine a monolingual audience that reads, writes, and speaks in English only. But as many school administrators, cultural commentators, politicians, business executives, and scholars themselves acknowledge, contemporary education instead must prepare students for professional and civic life in which they address environmental, economic, and social concerns that span nation-state borders. For rhetoric and

composition scholars, this new educational agenda would mean, as Wendy Hesford has argued, refocusing research and pedagogical efforts to examine "the global forces shaping individual lives and literate practices."

My presentation will combine these interests in civic engagement and globalization as I explore how citizens shape public discussions taking place in transnational contexts. Specifically, I will examine how individual activists and localized activist groups build and participate in transnational social movements. I will analyze micro-level rhetorical practices such as inventing, arranging, stylizing, and delivering texts that social activists draw on to negotiate meaning and build communities across lines of national, cultural, and linguistic difference. This presentation will also consider how analysis of these global literacy practices prompts scholars to reframe rhetoric and writing courses around issues of transnationalism, multiculturalism, and multilingualism.

Bonnie Williams, *Michigan State University*
Cross cultural composition: African American women's language in the one-to-one writing conference

Research in composition pedagogy describes one-to-one student-teacher writing conferences as having invaluable means to helping students become more skilled academic writers. Although writing conferences prove to be extremely useful, composition teachers and researchers continue to explore ways to improve these individual meetings. This paper reports the results of a study that examined the effects of cross-cultural communication on student engagement in one-to-one writing conferences with 4 African American female students. In addition, the study looked at the students' texts to determine how African American Women Language (AAWL) speakers negotiate and translate AAWL modes of discourse alongside conventional writing norms in a first year writing (FYW) course. The findings indicate that in most cases African American female participants were responsive to the instructor's performance of AAWL modes of discourse in conversation. Results also show that the instructor's experience and training in AAWL modes of discourse permits students to actively and openly participate in conversations about writing, and verbally clarify their written responses.

Shari Wolke, *Michigan State University*
The trouble and the tools: Jamaican Patois in the first year writing course and utilizing African American language pedagogies to teach for language justice

Sociolinguists have been describing the origins and history of Jamaican Patois since Cassidy and LePage began publishing their pioneering work on the language in the 1970's. Research describing the language and its Jamaican usage soon followed (Rickford, 1987, Alleyne, 1980, Wassink, 1999). However, little application to native Patois speakers in first year writing classrooms in the United States has materialized. Given the globalized vision that Universities are now attempting to foster, this is an inconsistency, as compositionists that we must address. While academics may be reluctant to learn and teach about a language that is most certainly a minority in most higher educational settings, the importance of attending to each individual student's needs, whether we are ever to encounter their particular situation in our courses or not, is not to be understated. Thus in order to facilitate the transition for Jamaican Patois speakers to first - year writing courses, instructors can rely on the years of research completed on African American Language in first- year composition settings. As both languages share West African language roots, similar rhetorical moves from the West African tradition can be found in AAL and Jamaican Patois. Therefore, this paper will attempt to apply the pedagogical tools for African American Language (AAL) speakers in first year writing courses to speakers of Jamaican Patois in American institutional contexts.

Dorothy Worden, *Penn State University*
Managing the contact zone in source writing: An L2 writer's shifts in orientation to his sources through the drafting process

Since its introduction by Pratt (2002), the concept of the contact zone as a space in which different cultures meet and grapple with one another has been often been applied to the composition classroom context. In addition to the potential contact zone between professors and students or students and peers, there is the potential for cross-cultural contact between student writers and the sources they incorporate in their writing. The use of sources in student papers through summary, paraphrase, and quotation, can be viewed as a unique expression of the contact zone in which students are enabled (and required) to set the terms of the contact by representing both their own voices and to take on the voices of their sources.

This study will examine a second language writing students' drafts of two essays using the same source text. Through a linguistic analysis of stance markers and following a contact zone perspective, the student's creation and management of the contact between himself and his source text will be discussed. The overall goal of this investigation is to enhance current understanding of students' source usage in order to create a more responsive and empowering

pedagogy that takes into account the complexity of source use in the contact zone even as it trains students to meet the source use expectations of their American university professors.

James P. Zappen, *Rensselaer Polytechnic Institute*
Kenneth Burke and George Herbert Mead: The war of words, relativity theory, and identification

Kenneth Burke's engagement in the literary and political controversies of the 1930s and 1940s—the war of words—and his attempts to synthesize multiple points of view are well documented in the scholarly literature. His radical revision of the rhetorical tradition is no less a product of its time. Burke credited Harold J. Laski and George Herbert Mead for bringing to his attention the concept of identification and cited Mead, in particular, for inspiring his long-term intellectual agenda. For Mead, identification was grounded in a social view of relativity theory and was both a process of associating individuals with social groups and a process of reconciling a diversity of individual perspectives. For Burke, identification, in its limited sense, is simply an effective means of persuasion, thus: "I was a farm boy myself," "It is not hard . . . to praise Athenians among Athenians," etc. In its broader sense, identification is not simply an attempt to find the available means of persuasion but an attempt to find mutual accommodations among multiple and competing acts of persuasion. In this broader sense, identification merges into transcendence as a dialectical attempt to develop generalizations that transcend "the bias of the competing rhetorical partisans." This broader view requires a radical shift of perspective for rhetoric itself, from rhetoric as a means of finding the available means of persuasion to rhetoric as a means of adjudicating among multiple and competing points of view—rhetoric as a means of negotiating, not exacerbating, the war of words.

Afrin Zeenat, *University of Arkansas and University of Dhaka, Bangladesh*
"Round and round in a widening gyre": Teaching Bengali speakers to write about literature

Teaching first year students or freshmen who begin their BA (Honors) in English Literature at the Department of English at the University of Dhaka is fraught with several obstacles. Foremost being the negligible writing experience of Bengali students prior to entering the University. In a setup that has privileged product over process, students usually memorize essays and Literature answers from a vast pool of questions provided by their high school English teachers. The quality of writing depended on how well they regurgitated these memorized answers in their exams. With the long-term goal of making second language English speakers accustomed to academic writing, not master it, a combination of writing tasks ranging from simple response papers to collaborative writing has helped these students overcome their initial reserve and enabled them to reach some level of independence in their writing. Since these students are a very homogeneous group with little to no exposure to any English Literature, they bring to the class a very dualist worldview that is prone to judging Western culture negatively. Therefore, in addition to teaching them to compose academic papers, the long-term goal of this course is also to pave way for a movement from their dualist worldview to a committed relativist worldview. The writing assignments relied on three pedagogical approaches: the expressive approach, the collaborative approach and the epistemic approach. A combination of these three pedagogical approaches helped these students to reach moderate success in their writing and enabled them to shed some of their cultural biases of western culture in their very first year of college.

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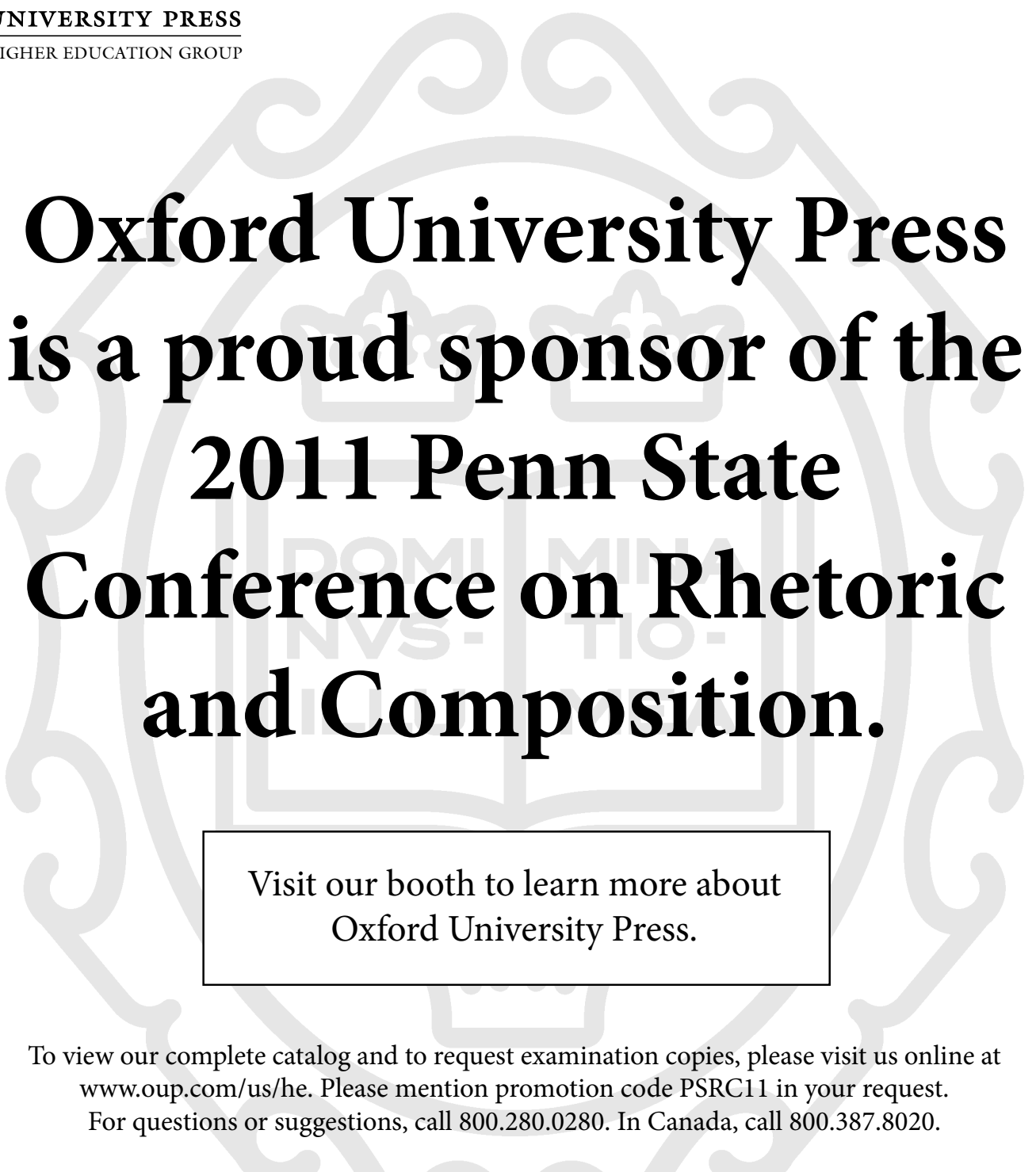*UNIVERSITY OF WISCONSIN MADISON*
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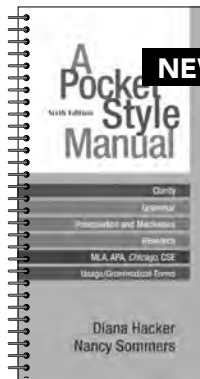
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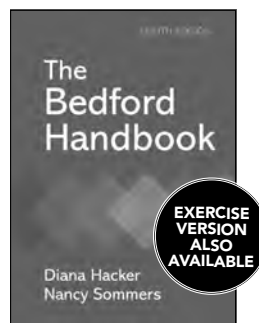

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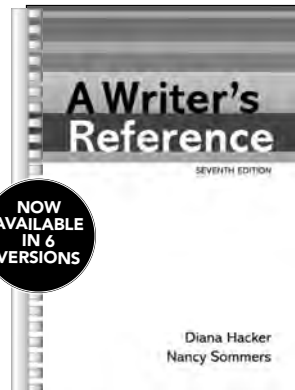
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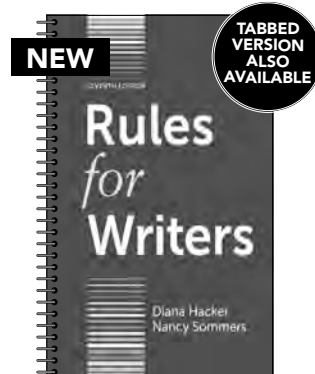
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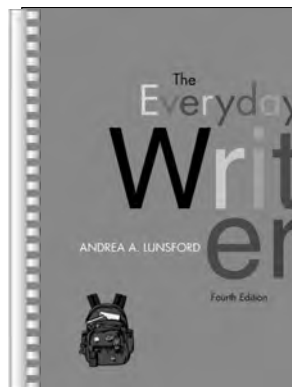
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