

Rhetoric and Composition



Dr. Jennifer Wells: Spreading the Word

If you attended the 2009 4Cs in San Francisco and you took advantage of the Local Arrangements Committee's food guide to direct you to some great eats, you've got our very own Dr. Jennifer Wells to thank for that. "I wrote that--I took that job very seriously", she says, half-seriously. A foodie and local explorer, Dr. Wells, now located in Tallahassee, is the latest addition to FSU's Rhetoric and Composition program.

And one thing is obvious about Dr. Wells: the new head of FSU's Reading-Writing Centers (RWC) and Digital Studios (DS) works tirelessly and passionately at her job; her enthusiasm is infectious.



Case in point: during our meeting, she received a call from an undergraduate tutor setting up a RWC/DS travel-

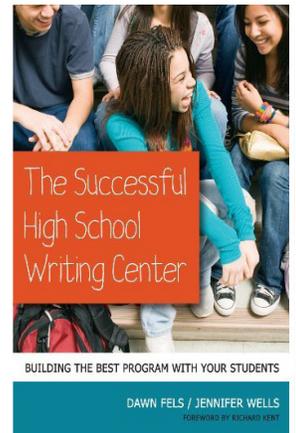
ing booth at FSU's Market Wednesdays. "I've got an undergraduate student doing an independent study who's been doing tables at Market Wednesday, and she's also doing a great job at promoting" Dr. Wells confides, with a note of pride for her student in her voice.

Certainly, promotion is crucial for the success of the RWC/DS. Community outreach and student partnerships serve as Dr. Wells' main focus. "You have to identify who these people are that you want to build partnerships with." As a result of her successful networking ef-

forts, Dr. Wells has been able to secure additional funds for the RWC/DS to pay undergraduate tutors and to promote the centers to the community. All told, in her very first semester here, student attendance at the centers has skyrocketed.

On top of all that, she recently published *The Successful High School Writing Center*, co-written with Dawn Fels, that draws on her experiences as a coordinator for Mercy High School's writing center. By focusing on the tremendous efforts of high school writing centers across the country, this book aims to demonstrate that there are great things occurring in these

often marginalized spaces: "We were definitely aware that there was so much more going on in high school writing centers than anyone really knows about." Again demonstrating her close working relationship with her tutors, a chapter was also co-written with students from her center. So all this leads to the inevitable question: "So when do you sleep?" "Well," she laughs, "very late."



Linda Flower

Dr. Linda Flower is a professor of rhetoric at Carnegie Mellon University. Motivated by the need for a more integrated social-cognitive approach to writing, Flower's recent research has focused on how writers construct negotiated meaning in the midst of conflicting internal and social voices. Concerned with the logic of the learner, Flower studied negotiated meaning making in school settings in which students learned new literate practices, and in inner city community settings in which teenagers and adults worked across cultural differences.



In her presentation, "Creating Controversy: A Working Theory of Community Engagement through Local Public Deliberation", Dr. Flower argues that if academics wish to exchange the mantel of "public intellectual" for the role of "community partner", we will need to develop more grounded, working theories of deliberation in local publics and methods to support it. She will argue that community think tanks, organized by students and teachers, might offer a place to test working theories of engagement in the local publics of a community or university.

Conferences

CCCC

Logan Bearden

Historicizing Multimodal Meaning Making

Katherine Bridgman

Passing Through the Textual Gateways of an Imagined Geography:

Basic Writing

Deborah Coxwell-Teague

An Examination of Composition Theory and Practice Circa 2012:

Composition as a Gateway to What?

Marion Crotty

Beyond Bennetton: The Ubiquitous But Unsophisticated Representation of Diversity in FYC Textbooks

Molly Daniel

Transitioning Voice: Situating the "I" in Academics

Matt Davis

Cutting/Moving/Singing/Drawing Through the Hype: Writing Actions and Activities in Multimodal Composing (workshop)

Kristie Fleckenstein

Can You Picture That? Visual Imagery at the Interface

Rhea Lathan

Legacies, Gateways, and the Future of Literacy Studies:

Respondent

Jennifer O' Malley

Mapping the Extracurriculum: Virtual Spaces as the New 'Kitchen Table' of Composition

Ruth Outland

Walking the Walk While Talking the Talk: Teaching Composition *As* Rhetoric

Elizabeth Powers

Early 20th Century Postcards of U.S. National Parks: Commercial & Vernacular Gateways to a Changed Environmental Imagination

Jennifer Wells

Formula to Function: WAW and Knowledge Transfer from High School to College

Kathi Yancey

Objects, the Vernacular, and Composing's Invention

RNF

Jason Custer, Christine Maddox, Rebecca Skinner

Computers and Writing

Matt Davis, Stephen McElroy, Leigh Graziano

The Available Means of Composing: Four Sites of Inquiry

Catherine DeLazzero

Using Postprocess Pedagogy to Support E-Portfolio Assessment

Christine Maddox

Believers and Followers: An Examination of the Digital and Virtual Identities of Starhawk

Josh Mehler

More than Information: Re-Thinking Networked Writing in a Digital Writing Classroom

Kendra Mitchell

Under Construction: HBCUSonline.com and the Future Implications of the Historically Black Institution

Michael Neal

Same Game, New Rules: Conflating Fair Use and File Sharing

Bret Zawilski

Remediating Identities: Digital Literacies and the (Re)invention of Multiliterate Voices

Natalie Szymanski and Rory Lee

To Wix or Not to Wix: Exploring the Interface and the Affordances of Wix.com's Website Creator

RSA Conference

Logan Bearden, Leigh Graziano, Josh Mehler

Spatial Epideictic: Material Rhetorics and Continuums of (Mis) Identification

Katie Bridgman

(Re)Framing the Interests of English Speakers: "We are all Khaled Said."

Kristie Fleckenstein

"To Guide Their Own Craft": Metaphors of Spatial Agency in Stanton's "The Solitude of Self"

Student Spotlight: Natalie Szymanski

Natalie Szymanski is a third-year PhD student and a WPA Assistant, and she couldn't be happier. "I love it! I like it because it's really connected to what I want to do. I want to work as a WPA, and so it's nice getting to see the larger structures that go on behind the scenes." Natalie also enjoys another bonus of her job: having conversations with and helping out other TAs. "Part of this assistantship is learning that there are a ton of different ways to teach composition effectively and being able to validate that in all the conversa-



tions I have." But dialoging with others in constructive ways has always been her strong suit. With years of experience working in the Digital Studio, Natalie is very comfortable helping others develop projects; this translates well as she helps other TAs develop lesson plans and incorporate digital technology into their pedagogy. In her free time, she cuddles her kittens, reads teen novels, enjoys flea-marketing, and dances around her apartment between prelim readings.