

Rhetoric and Composition

Spring 2016 Program Newsletter



Teaching for Transfer Roundtable: Three Generations of FSU Scholars



On a sunny Thursday afternoon in February, FSU students and faculty gathered for a roundtable on the transfer of writing knowledge and practice presented by five scholars that represent three generations of graduate study at FSU. As part of the Rhetoric and Composition speaker series, these scholars shared research from their Teach-

ing for Transfer (TFT) project, a set of research studies exploring how a given curriculum--the Teaching for Transfer curriculum--can facilitate the transfer of writing knowledge and practice. Defined simply, transfer is the ability to take what one knows and can do in one context and repurpose it appropriately for use in another. The project has spawned three articles and book chapters; an award winning book, *Writing across Contexts: Transfer, Composition, and Sites of Writing*, and countless conference workshops and presentations.

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These considerable contributions to the field were outlined by the scholars presenting the roundtable, all of whom are former and current members of the FSU Rhetoric and Composition graduate program.

The roundtable, facilitated by Rhetoric and Composition faculty member Kathleen Blake Yancey, consisted of three graduates of the PhD Program, Dr. Kara Taczak, Dr. Liane Robertson, and Dr. Matt Davis, and one current PhD candidate, Erin Workman. Dr. Taczak, who graduated in 2011, is a Teaching Assistant Professor of Writing at the University of Denver. Dr. Robertson, also a 2011 graduate, is an Assistant Professor of English at William Patterson University. Dr. Davis, who graduated in 2012, is an Assistant Professor of English at the University of Massachusetts, Boston. Finally, Erin Workman is completing her dissertation. Each of these scholars, as well as Dr. Yancey who has served as a major professor for all four, came to the Teaching for Transfer project because of a mutual interest in transfer and the shared context of the FSU Rhetoric and Composition graduate program.

The TFT project began as a collaboration among Dr. Yancey,

who was working to synthesize research on transfer, and Dr. Taczak and Dr. Robertson, who were both completing dissertations on transfer. In this first iteration of the TFT project, Dr. Taczak and Dr. Robertson focused their dissertations on parallel questions: Dr. Taczak explored the role of reflection in transfer, while Dr. Robertson looked at three versions of First Year Composition in order to determine which curricular approach was the most efficacious in facilitating transfer. In conducting this dissertation work, Dr. Taczak and Dr. Robertson created and piloted the Teaching for Transfer course for the FSU College Composition program, a writing course designed to help students transfer what they learn between contexts. It is a curriculum still taught at FSU. As they completed their dissertations, Dr.

Taczak and Dr. Robertson presented their work at conferences to standing-room-only audiences, and later Kara, Liane, and Dr. Yancey participated in the inter-institutional



transfer institute hosted by Elon University, which led to an article in *Composition Forum*. After graduating, Dr. Taczak and Dr. Robertson continued working with Dr. Yancey on transfer, publishing their award winning book *Writing across*

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oss Conexts and expanding the Teaching for Transfer project to explore how the TFT course could be transferred to other institutions with different composition programs and student populations. After the book's pub-

lication, Matt Davis and Erin Workman joined the project, expanding the TFT project to include four universities and two curricular sites: Dr. Davis and Dr. Robertson research transfer in upper-level courses at their universities, University of Massachusetts, Boston and William Patterson University respectively, while Dr. Taczak and Erin Workman research transfer in First Year Composition at the University of Denver and FSU respectively.

“Transfer” cont’d from p.1

The roundtable focused on this second, four-site version of the study, detailing both the results of their research and the ways in which the scholars’ FSU connections brought them to the project. The TFT project is now expanding to include nine sites: three community colleges and two additional uni-

versities. As the roundtable illustrated, the Teaching for Transfer project, a collaboration among three generations of FSU scholars, as well as the many publications and presentations born from it, continues to make a substantial contribution to the field.

CCCCs 2016 Graduate Student & Faculty Presentations



Logan Bearden “A Model for Multimodal Curricular Transformation”
Bruce Bowles “Taken Out of Context?: Examining the Influence of Context on Teachers’ Written Responses to Student Writing”
Amanda Brooks “The Effect of Prior Genre Knowledge on Student’s Self-Efficacy”
Andrew Burgess “What’s That Sound?: Toward a Multimodal Understanding of Music as Mode-In-Relation”
Martha McKay Canter “Rhetoric on a Slant: A Strategy for Women as Marginalized Rhetors”
Joe Cirio “The Affect of Assessment, Cueing Accountability through the Flows of Communities and Disciplines”
Jacob Craig “What Gives Shape to Writing Practices: Investigating How Composing Environments and Writing Technologies Shape Writers’ Practices over Time”
Jason Custer “More Modalities, More Problems: Establishing a Framework and Assessment Practices for Multimodal Composition Support Structures”
Meghan Dykema “Accountability, Assessment, Advocacy: Writing-Focused QEPs as Strategies for Action”
Kristie Fleckenstein “Synaesthetic Persuasion: Multimodal Activism as a Rhetoric of the Senses”
Tarez Graban “Teaching ‘Ubuntu’: Arguing for and about the Performances of African Women without the Native/Foreigner Distinction”
Heather Lang “Engaging Disability in the Writing Center”
Rhea Lathan and Brittney Boykins “History, Theory, Pedagogy, Action: Critical Approaches to African American Rhetorical Call and Response”
Jeanette Lehn “A Praxis for Critical Pedagogy”
Aimee Jones “Writing (Center) Strategies for Action for Underrepresented Populations.”
Travis Maynard “Copy, Combine, Transform: Assemblage in First-Year Composition”
Stephen McElroy “Greeting from Asbury Park”
Michael Neal “Undergraduate Inquiry: Archival Research as an Alternative to the Ubiquitous Research Paper”
Jeff Naftzinger “Composing Infrastructure: Programmatic Values and Their Effect on Digital Composition”
Ashley Rea “Digital Contemplative Composition: A Feminist Approach to Inquiry”
Kyllikki Rytov “Ethos Enacted: Communal Credibility”
Deborah Teague “Active Support for Radical Pedagogies”
Erin Workman “The Transfer of Transfer Project: Researching the Efficacy of Teaching for Transfer (TFT) in Four Courses and on Four Campuses”
Anna Worm “How We Feel about OWLS”
Kathleen Yancey “Requiring All the Available Resources: Designing the Visual into First-year Composition (FYC) Curricula and Programs”
Kathleen Yancey “The Other Half of Literacy: Creating the National Day on Writing in the Context of Policy-making”

Student Spotlights



Jeanette Lehn, a second-year PhD student, is the recipient of the Bryan Hall Teaching Award, a mentor for the College Composition Program, and a member of the WPA-GO Publications taskforce. Her previous research explored the use of visual rhetoric in the classroom. Jeanette’s current research centers on ethical teaching practices, and she seeks to develop a postmodern theory of critical pedagogy for teaching writing in a contemporary context, particularly in regards to issues of race and alterity during classroom instruction and in student writing. One key feature of her research is moving from models of critical pedagogy that focus on shared humanity towards models that help students cope with notions of cultural and epistemological difference. In addition to addressing issues of race and alterity in classroom instruction, in student writing, and within our disciplinary practices, Jeanette’s research aims to create heuristics for promoting critical thinking in students, to introduce students to the presence of ideology, and to encourage students to consider the possibility of multiple truths. Outside of teaching, Jeanette enjoys cooking, running, watching sketch comedy, and that first cup of coffee in the morning.



Tyreek Minor is a second-year MA student who received his BA in English from Florida State University. His thesis focuses on Hiphop literacies and the role of Hiphop and rap artists as rhetorical agents who utilize their space for subversive advocacy of non-normative masculinity, sexuality, and gender performance. This research examines an emergence of a rap and hiphop culture that displays and embodies non-normative sexuality, gender, and masculinity, inconspicuously, and uses literacy for both social action and affirmation. Tyreek’s teaching and pedagogical work focuses on much of the same. In teaching ENC 2135-Research Genre and Context, he and his students rhetorically analyze Hiphop and rap lyrics, stage performances and concerts, and public displays and appearances by rap artists in order to understand and make sense of the rhetorical work being done through the artists’ knowledge and literacy of the Hiphop landscape. Such analyses lead to discussions of literacy practices, African-American literacy and epistemologies, and visual rhetoric. Outside of academics, Tyreek composes short stories about a black teenager and his Korean best friend and enjoys African-America folklore, political cartoons, mentoring black male youth, and exploring his own Jamaican roots.