

# Rhetoric and Composition



## New RWC/Digital Studio Opens!

The new Reading Writing Center and Digital Studio at the newly renovated Johnston Building officially opened this Fall!

The new Reading Writing Center and Digital Studio, located in the basement of Johnston, represents an opportunity for the English department to expand its successful tutoring program and help make it accessible to more students on campus.

As Dr. Wells, latest addition to the Rhetoric and Composition program, and Director of the Reading-Writing Centers and Digital Studios observes, "It is an exciting time because clearly there is a need for the support,

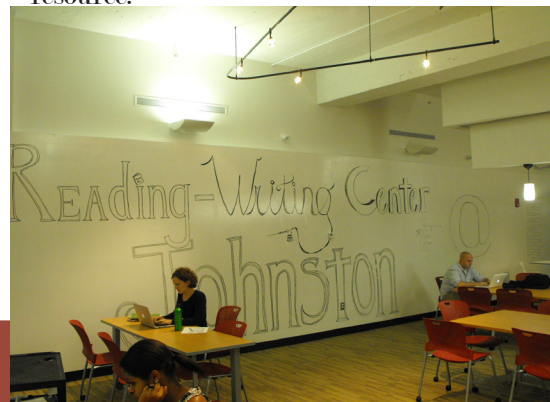
encouragement, and expertise our amazing tutors provide." In fact, these two new spaces have already translated in an tremendous increase in face-to-face tutoring time. Dr. Wells says that, "by adding new locations for both the RWC and DS in Johnston Ground, we have been able to double the amount of hours of tutoring we provide."

The new Digital Studio is equipped with four PC computers, four Apple computers, and two Eno Projection stations (one to a Mac, the other to a PC)— for a grand total of ten.

Rory Lee, Assistant Director to the Digital Studio, also sees these new

spaces as another great opportunity for teachers as well: "You could use this space to conduct a class or hold a workshop, and you'll have a Digital Studio tutor to assist you along the way if necessary."

Walk over to the Johnston Building and take advantage of this great resource!



"By adding new locations for both the RWC and DS in Johnston Ground, we have been able to double the amount of hours of tutoring we provide. In the first half of the semester, we had over 2,000 appointments."

### Jackie Jones Royster

In her talk, "Rhetorical Studies in a Time of Change," Dr. Royster reflected on her most pressing concern: navigating "the ways and means of rhetorical studies" in our current world that is "marked by some of the most critical challenges that humans have ever faced." Within this context, Royster asks: "What, then, in contemporary terms, is rhetorical studies? What have we learned from our scholarship so far that we can use to make the world a better place?" Royster suggests that we need to "reconfigure both the textual and contextual



reference points by which we see, understand and engage rhetoric and writing as performance and praxis." Ultimately, she argues, when we "foreground the complexities of change, human behavior and relationships" we can begin to formulate a more "fully rendered" framework for writing and rhetoric that is "dynamic rather than static." By observing these events "over time," we can better see the "similarities and dissimilarities, connections, overlaps, and disconnections. . . how language is used, how language practices are formed, shaped and valued."

## Congratulations go to:

**Kendra Mitchell** for the publication of her article "Restructuring Reconstruction: A Sociohistorical Perspective on a Digital Curriculum Initiative within a Southern Historically Black College or University (HBCU)" and for receiving the NCTE/CCCC Black Caucus Barksdale/Turner scholarship!

**Dr. Tony Rieks** on the successful defense of his dissertation, "Communal Belief and Textual Invention: An Ethnographic Analysis of First-Year College Students' Writing Processes

in a Living Learning Community."

**Natalie Szymanski and Rory Lee** for their recent wedding! Hooray for love!



## Student Spotlight: Emani Jerome

As a tutor in the Digital Studio, Rhetoric and Composition master's student Emani Jerome is very much at home. "I've always been really interested in all things technology," he says. Yet it was a specific experience as an FSU undergraduate that really piqued his interest in digital media and writing--a project in Dr. Neal's undergraduate creative non-fiction course. "At that time," he recalls, "I was doing Creative Writing as an undergrad and I hadn't really understood that there was the ability to compose digitally--like that was a viable thing. . .we were composing with computers and I thought that was kind of strange but I really liked it and embraced it." A first-generation college student himself, Emani is interested in



the experiences of first-generation college students with digital technology. His thesis looks at the attitudes and assumptions that these students have about digital literacy, and their experiences in digital classrooms--what skills they bring, what these classes offer these students, and what they take away from these experiences.

Ultimately, Emani wants to look at these experiences to better understand where these students are coming from and in order to develop pedagogy that can complement the skills these first-generation students already possess. As he nears the end of his degree, Emani says that he's "really looking forward to figuring out where to go from here" because he likes the options that are before him.

## Conferences

### Feminisms and Rhetorics

**Katherine Bridgman**

"Trinh Minh-ha's 'Interval' in the Protest Rhetoric(s) of Two Egyptian Women"

**Molly Daniel**

"Validating the Vernacular: Appalachian Identity in the Composition Classroom"

**Kristie Fleckenstein**

"Collaboration, Competition, and Close-Ups: The Intersecting Spheres of Frances Benjamin Johnston's \*Olympia\* Photographs"

**Rebecca Skinner**

"Journalists Pry Lid off Parlor: Print as a Medium of Delivery"

**SAMLA**

**Martha Canter**

"Soldiering Mothering: A Rhetorical Response to Post-9/11 Combat"

**Deborah Coxwell Teague**

"Is There a Place for Literature in a First-Year Composition Course?"

**Jennifer O'Malley**

"The Difference Key Terms Can Make: The Role of Genre, Context, Digitality, and Reflection in Advanced Writing"

**NCTE**

**Matt Davis**

"Multimodality, Student Work, and Undergraduate Writing Majors in a Digital World"

**Kristie Fleckenstein**

"Visualizing Literature: From Engagement to Interpretation through Images"

**Kendra Mitchell**

"The Historical Influences and Future Directions of the Black Caucus"

**Kathi Yancey**

"Then and Now: The Role of Teacher Response to Students and Their Writing"