Since 1949, the Conference on College Composition and Communication (CCCC) has provided a forum for those responsible for teaching composition and communication skills at the college level, both in undergraduate and graduate programs. CCCC sponsors a convention every spring where more than 3,000 faculty from across the nation come to converse, share, network, and learn about issues that influence the scholarship and teaching of composition. Several members of the Department of English contributed to the 2017 meeting hosted in Portland, March 15-18, 2017.

Keith Grant-Davie, Associate Professor, presented “Enacting a Community of Inquiry Framework for Asynchronous Discussion Forums in Online Classes” on a panel that examined outcomes of implanting high-impact practices, writing-intensive activities, and community-based learning in online writing environments. Grant-Davie is known widely for his work in online education, particularly for two volumes, the most recent being Online Education 2.0: Evolving, Adapting, and Reinventing Online Technical Education.

Jessica Rivera-Mueller, Assistant Professor, who teaches English Education courses, contributed “Learning to Question through Reflexive Inquiry: An Aim for Writing Teacher Education.” Rivera-Mueller joined the faculty in 2016.

Three graduate students organized and presented a panel on “Epistemological Play and Cultivating Impactful Relationships through Gamification of Learning in the Classroom, Campus, and Communities.” Speakers included Sherena Huntsman, “Playing with Service-Learning and Community Partnerships”; Jennifer Scucchi, “Playing Well with Others in the Composition Classroom”; and Bethany Shirley, “Interdisciplinary Research and the Academic Playground.”

Andrew Hillen was featured on a panel that used classical and canonical criticism in rhetoric and composition to explore disciplinary ways of knowing, presenting his essay, “A Historical Example of How Language Defines Disciplinary Genres Disciplinarity and Identity.”

Susan Andersen and Lezlie Christensen Branum, Lecturers in the Department of English served as facilitators in a session “Where’s the Mentor Here? Creating a Culture of Mentoring in the New University and Beyond.” Professor Joyce Kinkead presented at the Writing Program Administration (WPA) consultant-evaluators orientation; she is also a member of CCCC Committee on Undergraduate Research, which has recently developed a position statement for the organization.

CCCC members have charted new courses in the teaching and scholarship of composition and rhetoric, helping to shape professional practices. The organization supports a wide range of research on composition, communication, and rhetoric and also acts as an advocate for language and literacy education nationally and internationally.