

Rhetoric and Composition



South Atlantic Modern Language Association

Rhetoric & Composition at SAMLA

More than ten rhetoric and composition faculty and students participated in the recent 2013 Conference of the South Atlantic Modern Language Association (SAMLA) held in Atlanta, GA, Nov. 8-10. With this year's theme, "Cultures, Contexts, Images, Texts: Making Meaning in Print, Digital, and Networked Worlds," the conference featured more than 280 panels and approximately 1000 participants from as close as Georgia State and as distant as Norway. In choosing this theme, current SAMLA president Kathleen Blake Yancey aimed "to bring into dialogue different kinds of texts that tap different modalities and are circulated in different media, so that we have a fuller conception of what textuality means and the ways we compose and how those compositions are read, reviewed, and appreciated." Contributions from our graduate students highlight their investment in this theme.

Current graduate students, Martha Canter, Christine Martorana, Kendra Mitchell, Josh Mehler, Jacob Craig and Bret Zawilski, and graduates Matt Davis

David Bedsole: "Though I understand SAMLA has not traditionally had a strong rhet/com presence, there were definitely interesting panels in our field being offered: Visual rhetoric, technology, etc. I live tweeted all of my panels, and several others did as well."

and Tony Ricks collaboratively presented "Inventing the Discipline: Interviews with Scholars in Rhetoric and Composition." As Martha explained, "We told a story, or a collection of stories about the field that no one has ever heard together this way before. Dr. Lynee Gaillet, who was

present in the audience as well as in the narrative, gave us great feedback, suggesting directions for our work. We are looking forward to turning our work into an article or a collection of articles for future publication." Jacob Craig also presented with Bruce Bowles and David Bedsole on the panel

Christine Martorana: "I had the unique experience of volunteering at the Digital Archive of Literacy Narratives booth. I helped people record their narratives and it was really fun to listen to individual experiences with literacy as well as difference conceptions of literacy. The narratives are available online and I am excited to see the project continue."

students' composing practices in Web 2.0, particularly the way that templates and other composing software influence student agency and creativity. Bret Zawilski also chaired the featured panel "New Worlds of Publishing: Journals, Books, and the New Media Editor," about which he said, "It was really enlightening to hear about the current direction of scholarly publication, especially the opportunities of 'born digital' texts and the possible benefits/pitfalls of open access models."

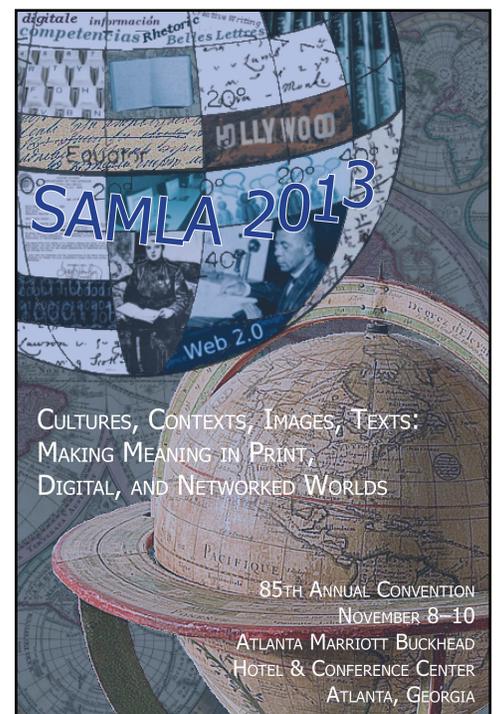
Dr. Yancey noted, "We had terrific attendance: over 200 more people attended than last year," and she thought the conference went

well. Several people told her how much they enjoyed it and how they planned to attend again. A special feature of the conference consisted of Dr. Yancey's Saturday luncheon Keynote Address. She addressed the changes in our reading and writing practices, "whether we are

Jacob Craig: "I was impressed by the diversity of panels at SAMLA, it was a pleasure to hear Katherine Hayles talk about her new project, and I was especially pleased with our program's turn out at the conference."

"Composing in Autopilot: Implications of Writing in Web 2.0." Bruce said that their panel was chiefly concerned with the implications of

reading a tweeted version of Pepys' diary or a blog incorporating video," changes that also require changes in how we teach. "The tectonic shifts accompanying these changes are challenging, to be sure," she said, "but they also provide opportunities for innovation." Finally, as Dr. Yancey pointed out, SAMLA is a valuable place not only to share cutting edge research but also to network. It provides an opportunity for graduates interested in finding an institutional home in the southeast to meet and talk with faculty from regional schools.



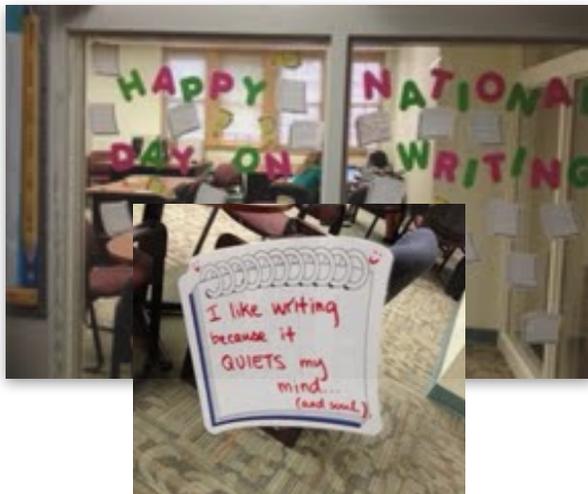


Jennifer Enoch is a first year Ph.D. student in Rhetoric and Composition and a Teaching Assistant in the First Year Composition Program. She graduated with both her M.A. and B.A. in English from Colorado State University-Pueblo, where she also taught composition and worked in the Graduate Writing Center. Her thesis research focused on the rhetorical potential of the self, specifically focusing on how the presentation - or creation - of a self in scholarly teaching narratives functions as a persuasive tool.

Jennifer said, "I claim that, in such narratives, it is common to establish a self - 'As a white, middle class, female instructor...' - as a way to delineate a position in relationship to students and account for ways that the self can influence observations about students. The use of such a statement allows the author to address issues of perspective or subjectivity and to uphold an ethic of transparency." Before joining us, Jennifer said that she and her mentor, Scott Gage (an FSU alum), primarily discussed what a strong, supportive community that she was joining, a fact that was apparent from the day that she arrived in Tallahassee. She said, "Scott encouraged me to take every opportunity that I could, to approach everything as a way to enrich my scholarship and to become a better teacher." Outside of academics, Jennifer co-leads her niece's Girl Scout Troop, finds inexplicable enjoyment in terrible movies, and hikes with her family's three huge dogs.

UP-COMING EVENTS:

- Dec. 5th: Rhet/Comp Holiday Party
Dr. Teague's house, 6:30 PM
- Dec. 6th: Department Holiday Party
The Southwood House, 5:30-7:30 PM
- Jan 3rd: General TA Spring Meeting
10:30 am
- Jan 3rd: Rhetoric and Composition
Spring Meeting 3:30-5:00 in WMS
RWC



Sarah Marshall is a first year M.A. student in Rhetoric and Composition. She graduated from Nyack College with her B.A. in English. After graduating, she worked a variety of full- and part-time jobs, ranging from a private tutor to an administrative assistant to the National Guard. Currently she is a tutor in the Reading-Writing Center, the Graduate Writing Center, and the Digital Studio. After she graduated with her B.A., she spent some



time exploring possible areas for research in English Literature, but then came to the realization that she is most inspired by questions that are regularly investigated by scholars in Rhetoric & Composition studies. While she finds almost all aspects of rhetoric and composition fascinating, her (current) areas of interest concern ethical issues surrounding the writing classroom, particularly power, identity, and writing assessment. She is also beginning to consider ways in which she can creatively integrate rhetorical theory and genre theory in the writing classroom. Some of her other interests include science fiction, cooking, biking/running/swimming, and most recently, anime. At the Rhet/Comp meeting in the beginning of the semester, she (and all of the other students) received two pieces of apparently contradictory advice: "embrace the rigor" and "make time for yourself." She has found this first semester of graduate work to be a delicate balancing act between these two tensions, a process of developing the ability to plunge headfirst into her studies while still making time for a walk on a crisp fall day.

In Celebration of the National Day on Writing--officially Sunday, October 20--Dr. Wells organized a variety of events on October 21 that invited students across campus to engage in writing and share their voices. There were places for students to write about their experiences, their writing, and why they write. The WMS RWC windows were covered with collected thoughts on variations of the question: "Why I write?"