



CALL FOR PAPERS 2024

Rocky Mountain Modern Language Association

Deadline for Abstracts: April 1, 2024

Conference Dates: October 10-12, 2024

Conference Location: Las Vegas, Nevada

- **Quick tip:** To find a specific session or session chairperson quickly, use Control Find (Control F) and type in the name.
- **Individual Session Listings with Chair Contact Information**—contact session chairs directly for descriptions, detailed CFPs, and questions about specific panels. EMAIL Abstracts to session chair directly.
- **For changes to this CFP, write to RMMLA Executive Director Joy Landeira at the University of Wyoming:** rmmla@uwyo.edu

Asian Studies

Asia and Its Diaspora, Creative Work. *Mali Subbiah*, Weber State University
msubbiah@weber.edu Asia is well known for its enormous output of fiction, poetry, creative nonfiction, and film. We invite creative writers to submit their works in any genre. Please note that due to time constraints, each author will be allowed no more than 20 minutes to present their work.

Asia and Its Diaspora, Critical Analysis. *Russell Burrows*, Weber State University.
rburrows@weber.edu The panel invites papers on any topic representing Asian/Asian origin writers in any genre.

Asian Comparative Literature and Film

Yueming Li, University of California, San Diego, yul282@ucsd.edu

Asian Drama and Performance *Dou Miao*, Washington University, St. Louis, doumiao@wustl.edu

Chinese Literature and Film since 1900 *Sijia Yao*, Soka University, syao@soka.edu

Chinese Literature Before 1900. *Chao Ling*, The City University of Hong Kong,
chaoling@cityu.edu.hk

Chinese Poetry *Giuseppa Tamburello*, University of Palermo, Italy. Giuseppa.tamburello@unipa.it

Classical Studies

Interpretation and Influence of Greek Myths. *Victor Castellani*, University of Denver.
vcastell@du.edu.

British Studies

Charles Dickens: Derivatives and Dickens. *Elisabeth Kinsey*, University of Denver
elisabethkinsey@gmail.com Submit your papers regarding derivatives and Dickens. From Barbara Kingsolver's re-imagining of David Copperfield, Damon Copperhead...to the Royal Shakespeare Company's 1988 performance of Nicolas Nickleby. Any kind of derivation of Dickens is welcome or any interpretation of the theme of derivatives and Dickens (ie: re-imaginings, re-do's, and interpretations). If you have authored a re-imagined Dickens portrait, that could be a fun addition!

English Eighteenth-Century Literature. *Chair to be determined.* Send abstracts to rmmla@unyo.edu

English Literature since 1900. *Krista Rascoe*, Tarrant County College. krista.rascoe@tccd.edu
Description: This panel seeks papers that explore all aspects of English literature of the twentieth century to present, namely proposals that look at Trans-Atlantic artists and/or works by those whose English territory residency influenced their art since 1900.

English Nineteenth-Century Literature. *Michael Hatch*, Arizona State University.
mphatch@asu.edu.

English Seventeenth-Century Literature. *Robert Eggleston*, University of British Columbia, Okanagan Campus. robert.eggleston@ubc.ca

Irish Studies. *Marshall Johnson*, Limestone University. mljohnson@limestone.edu. **Description:** *Borders often present obstacles to creating a home, and intersectionality often involves discussions of how one navigates a variety of complex identities. Seeking Irish literature and culture papers themed around ideas of self and home particularly turn of 20th-21st century.*

Mary Shelley. *Chair to be determined.* Send abstracts to rmmla@unyo.edu

Middle English. rmmla@unyo.edu

Old English. *Jim Buckingham*, Independent Scholar, wibuck50@gmail.com

Owen Barfield & the Evolution of Consciousness. *Peter Fields*, Midwestern State University,
peter.fields@msutexas.edu

Romanticism. *Michelina Nelson-Olivieri*. University of Denver, Michelina.Olivieri@du.edu

Shakespeare. *Jennifer Topale*, University of Denver. Jennifer.topale@du.edu

Travel Writing. *Sofia Lago*, Cooper Union for the Advancement of Science and Art.
Lago.sofie@gmail.com **Description:** This panel invites proposals written in English about travel writing from any period around the world.

English-Postcolonial Studies

Caribbean Literature and the Diáspora. *Lovia Mondésir*, Tufts University. lovmond@gmail.com

English-US & Canadian Studies

American Literature after 1900. *Kreg Abshire* University of Denver. kregabshire@gmail.com

American Nineteenth Century Literature. *Michael Pringle*, Gonzaga University.
pringle@gonzaga.edu

Early American Literature. *Doreen Saar*, Drexel University, saarda@drexel.edu

Hemingway. *Raluca Comanelea*, University of Nevada, Las Vegas. Raluca.comanelea@unlv.edu
Explore Hemingway's world: the American West, the Caribbean, Spain, Paris, Italy, Africa, and Asia. Scholars might pursue Hemingway's fiction, nonfiction, journalism, literary and cultural commentary, thematics and stylistics, or other pertinent aspects related to Hemingway's oeuvre and those of his critics and literary relationships.

Jewish American Literature. *Ezra Cappell*, The College of Charleston. cappelle@cofc.edu

Society for the Study of Southern Literature (SSSL). *Chair to be determined. Send abstracts to rmmla@unwo.edu* **Description:** *This panel welcomes papers exploring how changing the interpretive frameworks we use to analyze southern literature allows us to, perhaps, read it differently.*

Southern Literature. *Mimi Gladstein*. University of Texas at El Paso. mgladstein@utep.edu

Western, Southwestern, Chicano, Mexican American, and Native American Literature.
Priscilla Falcon, University of Northern Colorado, Department of Hispanic Studies, Greeley, CO 80639; 970-351-1267; Priscilla.Falcon@unco.edu

Film Studies

Film (Open Topic). *Mimi Gladstein*. University of Texas at El Paso. mgladstein@utep.edu

French-Francophone Studies

E.M. Cioran's French and Romanian Oeuvre: Ses Contemporains et ses Amis (His Contemporaries and His Friendships). *Sergio Glajar*, University of Texas, Austin.
Sergio.glajar@utexas.edu **Description:** *Welcomes critical approaches to Cioran's French and Romanian works, life and friendships, in French or in English.*

Francophone Literature of Africa and the Caribbean. *Ismael Ichola*, University of Colorado.
ismael.ichola@colorado.edu. **Description:** *Welcomes proposals of 250 words on topics of Francophone literatures of Africa and the Caribbean. Topics may include, but are not limited to family dynamics in Africa and the Caribbean, migrating subjects of Africa and the Caribbean, negotiations of gender, class and sexualities in Africa and the Caribbean.*

French Cultural and Literary Theory. *Hervé Tchumkam*, Southern Methodist University, 3200 Dyer Street, 309 Clements Hall, Dallas, TX 77525-0236 htchumkam@mail.smu.edu

French Literature before 1800. *Florent Rethore*. University of Colorado, Boulder.
Florent.rethore@colorado.edu.
Description: *Welcomes abstracts of 50 to 100 words for open topics on Medieval, Renaissance and 18th Century literature.*

French Literature since 1800: Writing Trauma *E. Nicole Meyer*, Augusta University. nimeyer@augusta.edu. Welcomes proposals of 250 words on Writing Trauma. Can be related to prose, poetry, film and comics.

RMMLA Poets Read their Works in French. *E. Nicole Meyer*, Augusta University. NIMEYER@augusta.edu

Women in French Sessions are listed in Special Topics

Gender Studies

Women's Voices in Poetry: Space and Spatiality in American and British Women's Poetry. *Heidi Laudien*, Manhattan University. heidi.laudien@manhattan.edu **Description:** *Space, spatiality and liminality from the concrete to the metaphorical. Possible topics: gendered, performative, heteronormative, theorized, maternal, urban, eco-poetic, feminine Esriture, digital, feminist, radical, silenced, and racialized spaces.*

General Topics

Literature and Religion. *Sylvia Newman*, Weber State University. snewman@weber.edu *How is religion as a whole or the religion of characters and/or authors approached and dealt with in literature? What religious influences are at play in a work? What are challenges for the religious writer and/or religious reader?*

Literature and Science. *Miguel Lopez*, University of New Mexico miglopez@unm.edu

Literature and Time. *Chair to be determined. Send abstracts to* rmmla@unwo.edu

Literature for Children and Young Adults. *Victoria Wolff*. University of Western Ontario. vwolff@uwo.ca

Mystery and Detective Film and Fiction. *Paula Farca*, Colorado School of Mines pfarca@mines.edu.

Narratology. *Marshall Johnson*, Limestone University. mljohnson@limestone.edu.

Narratology – Horror. *Arin Tooker*, Weber State University. arintooker@weber.edu

Queer Studies. *Colin Carman*, Colorado Mesa University. ccarman@coloradomesa.edu. **Description:** *How is intersectionality expressed or suppressed among literature and/or media representations of LGBTQIA individuals? Critical analyses of literature and media (adult, young adults' and children's) are welcome, as are empirical and theoretical methods. Contact session chair for detailed CFP.*

Science Fiction Literature and Film. *Chrysta Carson Wilson*, University of New Mexico. camcw@unm.edu

Germanic Studies

Austrian Studies Association. *Walter Tschacher*. Chapman University. tschacher@chapman.edu

German Literature before 1900. *Albrecht Classen*, University of Arizona, aclassen@arizona.edu

German Literature since 1900. *Ralph Buechler*, University of Nevada, Las Vegas.
Ralph.buechler@unlv.edu

RMMLA Poets Read their Works in German. Louise Stoehr, Stephen F Austin State University.
lstoehr@sfasu.edu

Linguistics

American Dialect Society (ADS). *Felice Coles*, University of Mississippi; 662-915-7702;
fcoles@olemiss.edu

English Linguistics. *Susan McKay*, Weber State University; 801-626-6251; smckay@weber.edu

General and Applied Linguistics. *Dallin Oaks*, Brigham Young University. Dallin_oaks@byu.edu

Romance Linguistics. *Angela Helmer*, University of South Dakota. angela.helmer@usd.edu

TESOL and Second Language Acquisition. *Michael Raines*, University of Mississippi; 662-915-1492; mcraines@olemiss.edu

Other Foreign Language Studies

Romania's Contributions to International Heritage. *Irina Armianu*, University of Texas, Rio Grande Valley, Irina.armianu@utrgv.edu.

Pedagogy

Beyond the Frontier: First Year Composition. *Jill Dahlman*. California Northstate University.
jilldahlman@yahoo.com

Practical Approaches to Teaching Language. *LaVona Reeves*. Eastern Washington University.
lreeves@ewu.edu

Practical Approaches to Teaching Literature. *Elizabeth Anderman*, University of Colorado, Boulder. Elizabeth.anderman@colorado.edu **Description:** Talks on any aspect of the session topic are welcome: models, tips, strategies for teaching literature (English, American, world, other). Come share what's working in your classroom.

Teaching English Composition. *Alan Blackstock*, Utah State University alan.blackstock@usu.edu
Description: Panel will engage a range of questions related to teaching writing and proposals on any aspect of topic are welcome. 250 word abstracts and brief bio due.

Technology and Distance Education. *Debilyn Kinzler*. Claremont Graduate University, Claremont, California. Debilyn.Kinzler@cgu.edu **Description:** Theme fosters a growth mindset. While the focus of the panel is on technology, the theme of the panel is all-inclusive and incorporates both face-to-face curricula as well as fully-online strategies. Welcomes presentations that establish a pedagogical process to inclusivity through technology or distance education to incorporating hybrid lessons in college composition, literature, ESL or college-level reading practices.

Spanish & Portuguese Studies

Asociación Internacional de Literatura Femenina Hispánica (AILFH). *Guadalupe Pérez-Anzaldo*, University of Missouri. perezgu@missouri.edu

Luso-Brazilian Language and Literature. *Katia Bezerra*, University of Arizona, kbezerra@arizona.edu

New Spanish/Latin American Cinema—Latin American. *Chair to be determined. Send abstracts to* rmmla@unryo.edu

New Spanish/Latin American Cinema ---Mexican American / Latino Film in the USA. *Elia Hatfield*, Lamar University, Beaumont, Texas. chatfield@lamar.edu

New Spanish/Latin American Cinema ---Spanish Peninsular. *Sandra Ortiz Valencia*, University of Colorado - Boulder. Sandra.OrtizValencia@colorado.edu

Peninsular Spanish Literature. *Judit Palencia Gutiérrez*, California State University, Fullerton, jpalenciagutierrez@fullerton.edu

Prisma crítico de literatura hispanoamericana contemporánea. *María del Mar López Cabrales*. Colorado State University. cabrales@colostate.edu

RMMLA Poets Read Their Works in Spanish. *Felipe Fiuza*, East Tennessee State University. fiuzaf@mail.etsu.edu

Spanish for Specific Purposes. "Español para propósitos específicos" *Eduardo Caro Melendez*, Camelback High School. eduardocarome@gamil.com

Special Topics

Benito Pérez Galdós. *Robert L. Colvin*, Brigham Young University. colvinr@byui.edu *Seeking papers regarding the impact of Benito Pérez Galdós in Spanish literature and culture. General topics of interests will be considered but a particular preference will be given to papers that focus on the centennial of his death (2020) and the wave of Galdós-related cultural events and books stemming from it.*

Discuss with a Scientist – Writing in STEM. *Rosemary I. Effiong*, California Northstate University, College of Health Sciences. Rosemary.effiong@cnsu.edu

Flipping the Classroom in Language and Literature Courses. *Louise Stoebr*, 2911 Dogwood, Nacogdoches, TX 75965; 936-468-2167; lstoehr@sfasu.edu.

How Academic Libraries Support Writing Curriculum. *Sadie Davenport*, California Northstate University. Sadie.davenport@cnsu.edu *Librarians support writing with research tools and creative outlets that*

engage students with a range of writing skills within different applications. This special topic session could also allow presenters to discuss the relationship between faculty, students, and librarians. This will appeal to librarians and other educators.

Human Ties: Identity, Language and Memoir. *Shelli Rottschaefer*, Aquinas College and The University of New Mexico | rottsshe@aquinas.edu

Integrating Technology Tools in the Foreign Language Classroom. *Bénédicte Sobier*, bsohier@uwyo.edu. **Description:** *Welcomes proposals of 50-100 words in English on using technology innovations in the foreign language classroom. Prefer teaching-roundtable style presentations, rather than reading papers.*

Milton. *Jennifer Topale*, University of Denver. Jennifer.topale@du.edu *John Milton is mostly known for writing one of the greatest epics in English, Paradise Lost, but his shorter poems and treatises also contributed greatly to the political and religious conversations of the seventeenth century. The sphere of Milton's influence was not limited to his time period, but also shaped later periods, including the Romantics, who were fascinated with what they deemed a sympathetic portrayal of Satan. This panel seeks research investigating Milton's influences on not only his contemporary society, but the ways that he also affected later literary thought and culture. Of particular interest are papers that explore the way Milton's writings address nuanced ideas on religion, politics, divorce, and education, as well as reading him comparatively with female writers, such as Aemilia Lanyer, Margaret Cavendish, Aphra Behn, Mary Shelley, Christina Rossetti, and Virginia Woolf.*

Novelistic Traditions in/from the Global South: Comparative Perspectives. *Doaa Omran*, University of New Mexico. domran@unm.edu

Octave Mirbeau: Life and Fiction, Drama, Art Criticism and Friendships. *Frédéric Leveziel*., University of South Florida, St. Petersburg. fleveziel@usf.edu **Description:** *Welcomes proposals of 50 to 100 words on Mirbeau's Fiction, Drama, Art Criticism, and Friendships. Please send 50-100 word proposals in French or English. Please include name, affiliation, address, telephone, and email.*

On Literature and the Symbolism of Vocation. Literary vocation applauds the higher calling of a writer to tell a story a certain way and to construct meaning with words, or on that of a character to courageously navigate immediate circumstances and to pursue a vocation of faith or works. Scholars might pursue subtopics such as journalism in fiction, Gonzo journalism, and journalistic integrity in fiction (e.g., Hemingway, Tom Wolfe, Thompson); divine vocation and the sanctity of life in fiction (e.g. Milton), redefinition of a story's aesthetic purpose in fiction (e.g. Wilde), the urgency of a tale to be told in fiction or historical fiction (e.g. Ruta Sepetys, Salman Rushdie), immigrant or travel narratives. Please send a title and a 50- to 100-word proposal with presenter's name and academic affiliation to *Raluca Comanelea*, University of Nevada, Las Vegas. Raluca.comanelea@unlv.edu

Pedagogy. Communicative Strategies in the Italian Classroom. *Chris Picicci*. Colorado State University, Pueblo. chris.picicci@csupueblo.edu **Description:** *Session offers guidelines on producing and implementing proficiency-oriented activities in Italian language classes, including technology, online and flipped classrooms. Participants will discuss how to increase student participation and engagement through oral production, open-ended discourse, and communicative pedagogy. Submit 200-word abstract and brief biographical note.*

Representations of Migration. Danilo León, Colorado State University, Pueblo.

danilo.lenon.phd@gmail.com *Around the globe migration is an undeniably controversial socio-cultural phenomenon. People today, more than ever, are moving geographically and by doing so, they are provoking changes not only in their places of origin but also in their new host societies or nation-states. This panel invites presentations on contemporary literary texts, films or media that portray the experiences of immigrants and diasporas around the world. We welcome papers that analyze such texts from a gender/feminist/queer and/or postcolonial perspective. Moreover, we seek to discuss forms in which immigrants are being policed and/or how they have been and are being constructed as "Others." Junior scholars and graduate students are encouraged to submit their abstracts.*

Revolutionizing Language Learning with AI: How Natural Language Processing and Machine Learning are Transforming Language Education. Jimoh Junior Braimoh, University of Mississippi. jbraimoh@go.olemiss.edu**RMMLA Poets Read their Works in English.** Lori Howe, University of Wyoming. lhowe@uwyo.edu**RMMLA Prose Authors Read their Works in English.** Raluca Comanelea, University of Nevada, Las Vegas. Raluca.comanelea@unlv.edu**Space and Spatiality.** Kelsey Flint-Martin, Midlands Technical College. flintmartink@midlandstech.edu

Spatiality and Geocriticism in Spanish and Latin American Literature. Juan Carlos Rozo Gálvez, Oklahoma State University. juancarlos.rozo@okstate.edu *Description: This panel will explore the ways in which certain literary works from Latin American and Spain have emphasized the spatial relationship between different subjects and the places they inhabit or perambulate. The literary (re)construction of social spaces and places such as the city or the countryside allows these literary works to engage in a geocritical inquiry regarding issues of land ownership and land-grabbing, dispossession and migration; issues that are crucial nowadays in most sociopolitical debates in Latin America.*

Teaching Less Commonly Taught Languages and Literatures: Pedagogies, Challenges, and Perspectives. Maria Mikolchak, St. Cloud State University, 720 4th Ave. South, St Cloud, MN 56301; 320-308-4141; mmikolchak@stcloudstate.edu

Description: This session will try to attract all those who teach world languages other than commonly taught ones (English, Spanish, French and German).

Teaching Tolkien in Tension between the Academy and the LOTR Films. Carol A. Leibiger, University of South Dakota, C.Leibiger@usd.edu.**Thomas Hardy.** Clay Daniel, University of Texas, Rio Grande Valley, clay.daniel@utrgv.edu.

Description: Any aspect about Thomas Hardy, novels or poetry, 19th or 20th century.

NOTE: Women in French sessions are open to all members of RMMLA.**RMMLA 2024 Women in French Panels**

For Women in French Sessions, please send a 250-300 word abstract in French or English, including presenter's academic affiliation and contact information, to one of the panel chairs listed below by

March 31, 2024. Please do not hesitate to contact Glen Fetzer, New Mexico State University (*Women in French* Representative) if you have any questions (gwfetzer@nmsu.edu)

Women in French I: Taking Risks in Francophone: Narratives of Selfhood

Adrienne Angelo, Auburn University, ama0002@auburn.edu. The proliferation of narratives of selfhood in contemporary culture attests to the liberating potential that writing affords as life-writers harness their texts to speak out and to voice their truth about lived experiences. Nonetheless, choosing to lay bare intimate stories of selfhood is not without its own set of risks. Some of these perils include reliving trauma in the process of writing it and facing pushback or even disapprobation when these accounts enter the public domain. In Contemporary Feminist Life-Writing: The New Audacity (2020), Jennifer Cooke writes that “[new] audacity writers are experimenters in life and in the art of telling it” (3). Cooke focuses on the positive and transformative nuances of “audacity,” recognizing this word as “a public challenge to conventions, characterised by boldness and a disregard for decorum, protocol, or moral restraints” (1-2). This panel aims to shed light on Francophone writers who take risks with regard to crafting and divulging their personal stories of selfhood in narratives that explore activism, agency, (non-normative) identities and desires, illness, or trauma. This panel also considers Francophone writers who boldly engage with formal experimentation in their stories of selfhood.

Women in French II: Hearing through the Hubbub: Noise and Silence in Francophone Literature and Culture

C.J. Gomolka, DePauw University, Nebraska, Lincoln, cjgomolka@depauw.edu. This year's RMMLA conference is being held in Las Vegas, Nevada where the lights and glamour of the strip draw over 30 million visitors per year. Often lost within all that noise are the individual stories, personal narratives, and life trajectories of those who come to take their chances in Sin city. This panel seeks to link Las Vegas and francophone literature and culture through the tropes of noise and silence. What do we gain by attending to the often nuanced interplay of noise and silence in francophone literature and culture? What can noisy narratives tell us about quieter stories? How might we understand noise differently when we center silence? How does silence help to frame noise? How does noise help to frame silence? Abstracts from any period of francophone literature and culture will be considered.

Women in French III: Teaching Women in French Roundtable: Integrating (or avoiding) Technology

Julia Frengs, University of jfrengs2@unl.edu. This panel seeks participants willing to share innovative teaching ideas for the French classroom at all levels. How can we engage students to learn about French and Francophone women writers using technology such as AI, virtual reality, or other technologies? How can we discourage students from using technologies in ways that are not productive to their learning? What are the challenges to both instruction and learning regarding technology in the classroom? Presentations/interactive discussions limited to 12 minutes. Participation in roundtable does not preclude presenting a paper at another RMMLA session. We encourage graduate student applications.

Women in French IV: Revisiting the Past: Women of the French-Speaking World

*Glenn Fetzer, New Mexico State University, gwfetzer@nmsu.edu. In 2018 Eric Dussert published an anthology titled *Cachées par la forêt: 138 femmes de lettres oubliées*. This panel expands on Dussert's list to give attention to women writers, artists, and personages in a variety of fields who have been overlooked, forgotten, or those whose contributions have been neglected.*

Women in French V: George Sand and her Successors in the Francophone World

Arline Cravens, Saint Louis University, arline.cravens@slu.edu and Courtney Sullivan, Washburn University, Courtney.sullivan@washburn.edu. This panel highlights George Sand and her influence on women writers in the Francophone world in during the nineteenth century and beyond. This panel grows out of a lively discussion at a

2023 RMMLA panel about George Sand and her influence on Louisiana writers such as Sidonie de la Houssaye. We welcome papers tying Sand's influence to female authors around the world who write in French.

Writing Trauma Survival. E.Nicole Meyer, Augusta University. NIMEYER@augusta.edu
Description: Session focuses on what we can learn about trauma, resiliency and the operations of social violence in literary texts. We invite scholars exploring and expanding our understanding of what it means to write trauma, and what can be gained through the processes of writing and reading.

Technical and Professional Communication

Association of Teachers of Technical Writing (ATTW) Business Meeting. Chair To Be Determined. Contact rmmla@unyo.edu **Description:** This session will include an ATTW business meeting and a planning session for next year's Technical and Professional Communication track.

Classroom Applications: Community-Engaged Learning Michael Knievel, University of Wyoming. mkniveau@uwyo.edu **Description:** This session welcomes papers that focus particularly on service-learning or that consider more broadly ways in which the community can be integrated into the classroom.

Classroom Applications: Online Teaching in Technical and Professional Communication. Andrea Hernandez Holm, University of Arizona, ahholm@arizona.edu **Description:** This discussion panel section will discuss new and innovative strategies used for teaching technical and professional communication online. Analyses of how theory and practical exigence intersect are especially welcome.

Forces of Change. Cassandra Stephens-Johnson; University of Nevada-Reno. 615-934-2311; c.stephensjohnson@gmail.com **Description:** Focuses on various forces of change: social, economic, political, and technological, and their impact on teaching and research in the humanities

The Workplace and Beyond. Chair to be determined. Contact rmmla@uwyo.edu

Theory/Criticism/Comparative Studies

Association for the Study of Literature and the Environment (ASLE) and Ecocriticism. Andrew Spencer, Dallas College. aspencer@dallascollege.edu

Comparative Literature (Non-Western/non-European Focus). Chair To Be Determined. Contact rmmla@unyo.edu

Comparative Literature (Open Topic). Carla Damiano, Eastern Michigan University, Ypsilanti, MI 48197, Tel: 734-487-0130; cdamiano@emich.edu

Rhetorical Criticism (Open Topic). Lauren M. Connolly. Lewis-Clark State College. lmconnolly@lcsc.edu

Rhetorical Theory. Andrea Bishop, Harding University, abishop5@harding.edu **Description:** This discussion panel session welcomes current research being conducted, courses in rhetorical theory and practice, or new theories in need of wider implementation.

Writing Programs

Writing across the Curriculum. *Brad Benz*, University of Denver, bradley.benz@du.edu. This panel focuses on Writing Across the Curriculum, broadly conceived. Possible paper topics include, but are not limited to, WAC/WID theory, WAC curriculum and assessment, professional development for and mentoring of WAC/WID faculty, writing intensive courses, writing centers, the role of writing centers and/or writing fellows/consultants in WAC/WID courses, and labor and administrative issues, among others

Writing Programs. *Mark Brenden*, University of Wisconsin, River Falls, mark.brenden@uwrf.edu