Dear Colleagues,

Welcome to the Fourth Annual Cavalier Conference on Writing and Literature!

This conference evolved from a desire to share ideas among teachers of English at all levels: high schools, two-year colleges, and four-year universities. We are all working toward a common goal, and we encounter many of the same issues in our classrooms and institutions.

The topic of researching probably stirs up mixed emotions for both teachers and students. For many students, research is a dirty word because they worry about following correct MLA style, coming up with something fresh, and synthesizing their ideas with information from source material. But as English teachers, we know that without the agony of research, we wouldn’t have the joy of discovery. Research is foundational for everything we do: Teaching research, doing research, and sharing our research is what grounds us in our profession. Research is a bedrock component of critical thinking and drives both personal and institutional change.

Today, we have sessions that provide some insight into the kind of research that we do as teachers. We also have sessions focused on classroom activities to help students master the research process. At the end of today’s conference, we hope that you come away with some ideas that you can use in your own courses.

While you are here, we invite you to tour the campus and see what Johnson County Community College has to offer. Wander around and see the contemporary art collection at the Nerman Museum as well our other art installations.

We would be remiss if we didn’t recognize Keith Geekie, Professor Emeritus of English at Johnson County Community College, for proposing a regional English conference at the College and taking charge of the first three Cavalier Conferences. Though she retired from JCCC last year, her hard work and wonderful ideas still inspire the current conference committee.

Enjoy the day and thank you for joining the conversation.

Maureen Fitzpatrick    Jim McWard    Marilyn Senter
Beth Gulley             Ted Rollins    Matthew Schmeer
Nathan Jones
Doug Hesse is founding Executive Director of the Writing Program at the University of Denver and Professor of English. Currently he serves as Past President of the National Council of Teachers of English. He is author of more than 65 essays and co-author of four books, including Creating Nonfiction, co-authored with the writer Becky Bradway (Bedford/St. Martin’s) and the Simon and Schuster Handbook for Writers (with Lynn Troyka). He’s presented over 130 readings, talks, and conference papers, more than 35 of them as keynote speaker. His scholarly interests are creative nonfiction, writing pedagogy, the organization of writing programs, and national literacy efforts. The DU Writing Program has received the prestigious CCCC Certificate of Excellence. The University of Denver has named him University Distinguished Scholar, and in 2015, the Monterey Young Rhetoricians Conference named him Rhetorician of the Year. Hesse was founding coordinator of the Norman Mailer/NCTE National High School and College Writing Awards in Creative Nonfiction. A former Chair of the Conference on College Composition and Communication (CCCC), former President of the Council of Writing Program Administrators, former editor of WPA: Writing Program Administration, and former chair of the Executive Committee of the MLA Division on Teaching as a Profession, Hesse previously taught at Illinois State University. At Illinois State, where he received the University’s Outstanding Researcher Award and the Arts and Science Outstanding Teaching Award, he directed the Honors Program, the Center for the Advancement of Teaching, the graduate program in English studies, and the writing program. Hesse was happily educated in rural Iowa schools. His PhD is from The University of Iowa, where he wrote and wrote about nonfiction. He sings semi-professionally with the Colorado Symphony Orchestra Chorus and enjoys hiking and photography. He’s married to a writer and has three grown children, two of them successful journalists, one of them a successful cellist.
Schedule

Continental Breakfast  8-8:30 a.m.
Welcome            8:30-8:50 a.m.
Session 1           9-9:50 a.m.
Session 2           10-11:15 a.m.
Session 3           11:30 a.m.-12:20 p.m.
Luncheon & Keynote  12:30-2 p.m.
Closing Remarks     2-2:20 p.m.

Researching Conference
Organizing Committee

Maureen Fitzpatrick
Beth Gulley
Nathan Jones
Jim McWard
Ted Rollins
Matthew Schmeer
Marilyn Senter
Regnier Center Atrium
Continental Breakfast • 8-8:30 a.m.

RC 101 • Welcome 8:30-8:50 a.m.

Opening Remarks
by Dr. L. Michael “Mickey” McCloud
Vice President of Instruction,
Johnson County Community College

Session 1 • 9-9:50 a.m.

RC 155 Session 1A
Offensive Words from the Street: Re-searching Blasphemy, Cursing, Ethnic and Racial Slurs through Field Observation and Etymology
Charles Kovich, Rockhurst University

Most dictionaries contain less than one quarter of the 1.5 million words of English. “Dirty” and “disturbing” words are omitted because these are often “power” words that lead to anger or action. Students research the power of this language through linguistic field observation and follow-up research in historical dictionaries.

Researching a Single Word Using Mega Databases, News, Popular Culture
Daniel J. Martin, Rockhurst University

Using the tools of professional linguists, students probe a single word to uncover its use over time, its etymology, its multiple forms, its grammatical functions, and its role in culture. Use this research for writing assignments at any level and in multimodal formats from slide shows to podcasts to essays.
Session 1B

Infectious: How Research Outside the Classroom Informs My Teaching
Muffy Walter, Washburn University

A professor examines how research in disability studies and memoirs infects teaching style, course materials, and assignments. Looking at research outside the classroom, this presenter shares how students benefit from this work with more opportunities for engaging with language as power and gaining access to learning.

Researching to Spark Connections: One Latina’s Search in the Archive of MANA’s Hermanitas
Dana Hoffmann, University of Missouri-Kansas City

Hoffmann shares her experience in finding a research subject that created a personal connection to archival material and sparked the desire to investigate and write about the MANA archive in the LaBudde Special Collections at the University of Missouri-Kansas City.

Session 1C

From Research Blog to Research Paper: Using Online Blogs to Develop Research Essays
Susan Satterfield, Metropolitan Community College – Longview

Using blogs to create a draft of the research paper allows students to develop their essay in manageable sections throughout the semester. Students respond to other student’s blogs, aiding in critical thinking and writing skills as well as promoting class participation and influences student procrastination.

Scaffolding the Research Requirement for Diverse Learners
Rachel L. Hyatt, Fort Hays State University

For all educators who have ever heard students say, “I hate research papers!” or for those who have said, “I hate TEACHING research papers!” after the students have left: come listen to and discuss three assignment design principles used to assist diverse learners with research assignments with an experienced English educator of middle-, high-, and college-level students.
RC 185 **Session 1D**
**Discipline-Specific Portfolios to Improve Student Writing**
Jennifer Forth, Johnson County Community College

This workshop will focus on how to build a discipline-specific portfolio into your curriculum and offer several short activities to use with your students to see how working specifically within one’s field of study can better prepare students for their future academic endeavors as well as future career goals.

RC 270 **Session 1E**
**Storytelling as Research: Research as Storytelling**
Janice Hodgkin, Johnson County Community College
Maureen Fitzpatrick, Johnson County Community College

This session explores writing stories beyond the personal narrative. Storytelling devices have become pervasive across disciplines to structure and provide meaning for data and observational research. Citing both examples of and recent studies on storytelling, we hope to expand the definition of and the utilization of story in the classroom.
Session 2A

Encouraging a Genuine Culture of Assessment through Action Research
Nathan Brian Jones, Johnson County Community College

Assessment is important because of its connection with institutional accreditation, yet faculty may resent its intrusion into our workload, curriculum design, and independence. This paper explores ways in which teacher action research may empower faculty to take control of assessment to make it relevant for professional growth.

Researching and Implementing “Teaching for Transfer” Pedagogy: How Can We Help Students to Apply Their Writing Knowledge/Practice across Contexts?
Ted Rollins, Johnson County Community College

What does research show about the extent to which students can “transfer” or apply their writing knowledge/practice from one context to another and how a “teaching for transfer” pedagogy might foster this type of connection-making? During this session participants will learn and reflect on how to implement relevant strategies.

Making Research Happen: Challenging the Belief Fortress
Dan Kulmala, Fort Hays State University

Beliefs blanket facts. Facts are jagged, uncomfortable, and challenging. Yet when engaging students in research, we shy away from challenging their beliefs. Attendees will gain the following: an understanding on how the brain processes information into knowledge; and a process for how to engage students in challenging their belief systems before following a research agenda.

Session 2B

Bridging the Gaps between High School and College Research and Writing
Katherine Daily O’Meara, Emporia State University
Nick Clohecy, Emporia State University
Kristin Schmidtlein, Emporia State University
Oksana Spindler, Emporia State University

For students, answering questions of audience and relevance isn’t always easy. Panelists will explore four strategies to expand students’ sense of audience and connect their work beyond the classroom. Specifically, panelists will demonstrate strategies for using blogs, YouTube, archival research, and traditional publication that showcase student writing.
RC 183  **Session 2C**  
**Librarians as Partners in the Research Process, From Assignment Creation to Completion**  
Jessica Tipton, Johnson County Community College  
Elaine Pelletier, Johnson County Community College  
What makes a successful research assignment? And how can librarians support faculty and students in the research process? Learn how librarians can assist in developing research assignments that utilize and encourage the use of library resources. We’ll explore the many resources and services available and talk about how to incorporate student research that engages, educates and helps to improve information literacy skills.

RC 185  **Session 2D**  
**How My Life As an English Professor Improved When I Accepted My Freshman Composition Students As Informed Consumers Rather Than As An Informed Electorate**  
John Franklin, Pittsburg State University  
Franklin explains how a change in topics from social issues to personal consumption enlivened the research paper writing process in his Freshman Composition course.

**A Perfect Alternative Research Assignment: Making Learning Applicable for Students’ Lives**  
Stormy Kelly, Kansas State University  
In this short paper-presentation, participants will be prepared and inspired to give a perfect alternative assignment for their students. Applying a student-centered approach creates the autonomy for students to develop personally and academically. Your students will appreciate this assignment much more than the traditional research paper.

RC 270  **Session 2E**  
**Intervening in a Disturbing Present: Public Memory Research as Activism**  
Jane Greer, University of Missouri-Kansas City  
Anne Crawford, University of Missouri-Kansas City  
Peyton Galloway, University of Missouri-Kansas City  
Megan Schwindler, University of Missouri-Kansas City  
Participants in this roundtable – a teacher and three students – will share their experiences in researching the history of rhetorical activism in Kansas City as they prepared an exhibit for CCC 2018. They will argue that such public memory work can be an important way to intervene in contemporary conflicts.
Session 3A

Research as Inspiration: Using the Google Newspaper Archive in the Creative Writing Classroom
Shannon Carriger, Lawrence High School

The Salina Journal reported the disappearance of four people from Falun, Kansas, on January 5, 1929. Where they went and why is anyone’s guess, but the premise makes for great short fiction. This workshop will explore the value of using the Google Newspaper Archive in the Creative Writing classroom.

Session 3B

Researching to Answer the Big Question: How Can We Be Sure Our Students Can Write Before They Graduate?
Cheryl Hofstetter Duffy, Fort Hays State University
James Austin, Fort Hays State University
Jason Harper, Fort Hays State University
Sharon Wilson, Fort Hays State University

Developing campus-wide learner outcomes for writing – and then finding a way to measure those – are two ways Fort Hays State University ensures graduates write proficiently by the time they graduate. This panel explores, especially, a persuasive-writing rubric that serves as a key piece of that institutional research committed to improving student writing.

Session 3C

Fearless Data: Learning and Transforming Research Through the Personal
Jane Blakeley, University of Missouri-Kansas City
Lerie Gabriel, University of Missouri-Kansas City
Kati Stunkard, University of Missouri-Kansas City

This panel will discuss two strategies to help students engage with data in the world: creating primary pseudo-study design and transforming traditional research into public art. These strategies underline an alternative way of thinking about research that allows students feel fearless when it comes to interpreting data.
RC 185  **Session 3D**

**How I Learned to Stop Counting and Love Assessment**  
Monica Hogan, Johnson County Community College  

This presentation offers a peek into how JCCC’s English Department went from just complying with assessment requirements to getting meaningful data by constructing mixed methods research studies. Specifically, this presentation will share how we collect and analyze qualitative data and how we move from analysis to discussion of results.

**Researching First-Year Students’ Revision Skills in Researched-Argumentative Essays**  
Linda McHenry, Fort Hays State University  

This presentation describes an ongoing assessment of student-learner outcomes for revising argumentative research essays. Students write revision suggestions for a mock draft essay. The assessment examines their suggestions for improving how the mock essay meets the assignment and grading rubric and their evaluation of the research and argument strategies.

RC 270  **Session 3E**

**The Facts of Fiction: Research for Creative Writing**  
Addison Lucchi, MidAmerica Nazarene University  

Research enlivens story, and facts enliven fiction. This presentation will discuss the many ways that research can help creative writers; then, it will discuss how to go about teaching research to creative writers in a way that will draw them in instead of pushing them away.

**If Our Own Research Is Crucial, How Do We Find Time to Fit It In? Strategies for Invigorating Your Scholarly Life Beyond and Within the Classroom**  
Andrea Broomfield, Johnson County Community College  

How does one initiate, research, write, and complete scholarly and creative projects when institutional demands swallow time and inspiration? This presentation offers some strategies, including ways to carve out time for research and writing, how to seek administrative support, how to create networks that can lead to publishing opportunities, and how to design course curriculum that both enhances and motivates one’s own work while enhancing students’ experiences with their research and academic writing.
Hare & Bell Award Recognition
Kathryn Byrne, Professor of English
Writing Center Director, Johnson County Community College

Keynote Introduction
Dr. L. Michael “Mickey” McCloud
Vice President of Instruction, Johnson County Community College

Keynote

Researching: Three Takes for Student Writers
Doug Hesse, University of Denver

If you ask chemists or anthropologists about doing research, chances are good they’ll tell about more than looking up published sources in a database. Library work will be part of their efforts, certainly, but there’s a primary element of collecting and analyzing information. Hesse’s talk will demonstrate how and why to engage student writers, even basic writers, in two kinds of primary research: archival scholarship (studying found texts and artifacts) and empirical scholarship (gathering and analyzing data). Of course, both types are more effective in combination with published sources, so some techniques that help students use sources will be demonstrated as well.
Mark Your Calendars for Next Year!

The Fifth Annual JCCC Cavalier Conference on Writing and Literature

Friday, April 12, 2019, at JCCC
Research(ing) Writing Cultures

Classrooms
Programs
Professions
Publics

• Information available at http://duwriting.org or writing@du.edu
• FREE registration to C’s members, includes meals and breaks
• Hotel and residence hall housing.

CCCC Regional Conference
The University of Denver
July 20-21, 2018