Johnstone SYMPOSIUM

RESEARCH SYMPOSIUM ON DISCOURSE ANALYSIS, FEATURING PROFESSOR BARBARA JOHNSTONE'S PH.D. STUDENTS - NOW SUCCESSFUL ACADEMICS AND RESEARCHERS, AND WELL ESTABLISHED SCHOLARS.

5.23.18
GSIA Building (Tepper) Posner Hall, 1st floor Rachel Mellon Walton Room (A-34)
JENNIFER ANDRUS ('09)
ASSOCIATE PROFESSOR OF WRITING AND RHETORIC STUDIES,
UNIVERSITY OF UTAH

Jennifer Andrus is an Associate professor of Writing and Rhetoric Studies at the University of Utah, where she teaches courses on rhetorical theory, discourse analysis, legal rhetoric, and gender & rhetoric. Her research for the last decade has been on domestic violence and the Anglo-American law of evidence. She has written numerous articles and a book entitled Entextualizing Domestic Violence, which was published by Oxford University Press in 2015. In addition to her scholarly duties, Dr. Andrus serves on two Utah Courts committees and is a founding board member of the charitable foundation, Fight Against Domestic Violence, both of which allow her to move her scholarly interests into real world investments. Dr. Andrus is also the mother of three very cool kids.

Current project: I have just received IRB approval for my next project, which will look at interactions between domestic violence victims and police officers. The project aims at better understanding the presuppositions, assumptions, values, and ideologies that both parties bring with them when they interact.

DAN BAUMGARDT ('12)
ASSISTANT PROFESSOR OF ENGLISH,
UNIVERSITY OF WISCONSIN - WHITewater

I teach in the Professional Writing and Publishing program at UW - Whitewater and will be a tenured professor starting Fall 2018. I teach a core course sequence on editing. I also developed an upper-level course in writing for science majors. My areas of interest are science writing, style, and grammar.

Current project: I am currently working on a project that looks at how professional editors navigate grammar and usage. This question stems from my experience teaching a course called Manuscript Editing, in which professional writing students learn to apply stylistic and grammatical principles as they (mainly) copyedit texts for publication. I'm excited about this project because (a) due in part to the rise of digital media, the norms for standard English are shifting and being interpreted differently by authoritative style guides and (b) there is little research looking specifically at the nature of editorial decision-making in the copy-editing stage as it negotiates these shifts. Ultimately, I hope that insights from research on these changes and how editors navigate them could be used to design effective exercises and assignments within courses on editing.
NEETA BHASIN ('07)
ASSISTANT PROFESSOR,
AUSTIN PEAY STATE UNIVERSITY

Neeta Bhasin received her PhD in English in 2007 from Carnegie Mellon University in Pittsburgh, Pennsylvania. She is currently an assistant professor and coordinator of the first year writing program in the department of Languages and Literature at Austin Peay State University in Clarksville, Tennessee. Her areas of specialization include discourse analysis, sociolinguistics, and rhetorical studies.

Her research and teaching interests focus on the intersections of language and identity, with special emphasis on immigrant and diasporic identities, the relationship between language and culture, race and ethnic studies, and nationalisms. Additional interests coalesce around immigrant literature, intercultural communication, world Englishes, globalization studies, and popular culture. After a successful pedagogical collaboration with an immigrant and refugee rights organization in Nashville, Tennessee, Neeta is hoping to venture beyond the confines of academia to engage with more urgent and real-world challenges.

Current project: I’m currently working on a paper about the ways immigrants negotiate racial and ethnic categories in the United States. America’s distinct and largely implicit system of racial identification is one of many complex institutions that newly arrived immigrants must navigate. This paper will provide a microscopic view of an immigrant family’s repertoire of rhetorical resources that recast the ideologies of race, ethnicity, gender, and class in their daily interactions. Particularly, I focus on identification strategies based on the projection of self and the expression of membership in groups and communities. Drawing on interviews and ethnographic observation, I examine how an extended family of Indian immigrants running its businesses in an African-American neighborhood in Pittsburgh, PA deploy identity expressions drawn from national, ethnic, and racial categorization schemes. My exploration illustrates the dynamic, contingent, and rhetorical nature of identity formation, a process in which the members of the family negotiate the categories of race, nation, and ethnicity, depending on the exigencies and the purposes of the social interactions they find themselves in. My project is situated at the intersection of rhetorical studies, narrative theory, and interactional sociolinguistics. It supplements postcolonialists’ problematizing of nation, race, and community on the level of institutional ideology with an account of how ‘cultural politics’ is played out in the everyday narratives of immigrants.

For this paper, I’m using the same ethnographic data I collected, particularly interviews, when I was working on my dissertation at CMU with Barbara Johnstone as my thesis advisor. I think it’s interesting that my findings resonate with what recent literature about immigration (e.g., Chimamanda Ngozi Adichie’s Americanah [2013], Akhil Sharma’s Family Life [2014], Dao Strom’s The Gentle order of Girls and Boys [2006]) highlights – the steep learning curve along with the more overt challenges like language and customs.
Dr. Martha Cheng is Associate Professor of Writing and Rhetoric in Rollins College's English Department. Her scholarship addresses the discursive formation of individual and communal identity in various contexts. She has authored articles in Argumentation, Rhetoric Society Quarterly, Rhetoric Review, The Journal of Argumentation in Context, and Relevant Rhetoric. Her recent work has investigated stance and context in celebrity and individual political apologies, while her current project studies the construction of historical fact in legislative apologies—collective government apologies written into law. At Rollins, she teaches classes in argument, style, visual rhetoric, classical and contemporary rhetoric, language and identity, introductory linguistics, and discourse analysis. Over the years at Rollins, she has directed the First-Year Writing Program, chaired the department, designed and initiated the Professional Writing Minor, and held several positions in faculty governance. In 2017, her teaching, scholarship, and service to the college were recognized with the Cornell Distinguished Faculty Award. Commencing fall of 2018 she will be elevated to Full Professor.

**Current project:** I am currently studying legislative apologies. An abstract follows:

"Official or collective governmental apologies for previously state-sanctioned practices have been of particular interest to scholars for their potential impact on reconciliation, redress to victims, and reaffirming or redefining of national identity. While this body of research offers rich understandings of various qualities of official apologies, little work has distinguished how different rhetorical contexts, including genre, may impact apologetic practices. Collective apology mostly includes speeches, but also published statements, as well as laws and resolutions. This project investigates the latter, legislative apologies, those that purportedly go beyond gesture and symbolism by becoming national law, and asks how they differ from non-legislative apologies.

Using discourse analysis, the project highlights a dominant feature of these apologies: the establishment of facts. That is, these texts take pains to chronicle, in great detail, the transgressions of the US government and to present these transgressions as undisputed fact. They do so by narrativizing events with rich historical detail through an objective stance created by the absence of both personal pronouns and modalized language. The historical facts are characterized as wrongs through the unambiguous evaluative language used throughout. By focusing on establishing the facticity of historical wrongs, these apologies do the important work of acknowledgment, which remedies one of the most pernicious and harmful dimensions of historical wrongs—denial."

I am excited about this project because such apologies have not been studied as a particular genre of apology and the particular texts I will study are not well known. This work has the potential to shed light on how different contexts affect apologetic practices. It also begs the question of the effectiveness of such apologies on victims and reconciliation.
DOUG CLOUD ('14)
ASSISTANT PROFESSOR OF ENGLISH,
COLORADO STATE UNIVERSITY

Doug Cloud is an Assistant Professor of Rhetoric and Composition in the Department of English at Colorado State University. His research focuses on the relationship between rhetoric, identity and social change across multiple domains: LGBTQ rights, climate change discourse, atheism and, most recently, white supremacy in the rhetoric of Donald Trump. His publications have appeared in Argumentation and Advocacy, Reflections, Written Communication, Journal of Contemporary Rhetoric and elsewhere.

Current project: This fall I will complete the first version of my study of changing representations of scientists in public deliberation surrounding climate change. I examine how disagreeing parties simultaneously criticize scientists for being “involved” (i.e. compromised by money, ideology or politics) and how this characterization might re-shape our understanding of the role of scientists and scientific expertise in public policy debate.

PETER CRAMER ('05)
ASSOCIATE PROFESSOR,
SIMON FRASER UNIVERSITY

Peter Cramer is an associate professor in the English Department at Simon Fraser University in Burnaby, BC. He is interested in the ways that writing and speaking contribute to our experience of situations and events, especially those associated with the rhetorical tradition and the study of argument. His 2011 book Controversy as News Discourse examines the role of journalists as participants who help to shape public controversy for readers.


All of these projects investigate the problem of discourse and place in different ways, asking about the relationships between rhetorical acts and the particular locations where they take place. I see these projects as opportunities to improve on and further develop the approach to controversy I attempted in my book by looking at new cases and domains and by engaging research communities beyond argumentation.
CHRIS EISENHART ('04)  
ASSOCIATE PROFESSOR / CHAIRPERSON,  
UNIVERSITY OF MASSACHUSETTS - DARTMOUTH

Chris Eisenhart is Associate Professor and—against Barbara's better advice—Chair of the English department at UMass Dartmouth, where he is fortunate to have outstanding students and colleagues. He teaches courses in style, rhetoric, discourse analysis, and science and technology writing. Since completing an undergraduate degree in creative writing and political theory, he alternated between work in technical communications and teaching English before pursuing his Ph.D. in Rhetoric at Carnegie Mellon, where he also completed a post-doctoral fellowship. Recent research has included work in news and political discourse.

Current project: My colleague Karen Gulbrandsen and I have just finished an assessment project tracing the history of our 30-year-old professional writing Master's program, to reframe its trajectory in terms of sustainability, which we've targeted for CPTSC. We are also working on an analysis of the Giving Pledge and its place in public discourse surrounding income inequality.

ERIC HANBURY ('15)  
CONSULTANT, ANALYST  
501(C3)SQUARED

Eric's entrance into academia wasn't for a career; it was to continue his nomadic studies in order to better approach the big chaotic question of "Huh?" While working at Berkeley (his alma mater) and auditing courses in linguistics, he read Barbara Johnstone's book, Discourse Analysis, and although he'd never heard of Carnegie Mellon before, ended up in da'Burgh. Burdened with a talent for synthesis and a strong case of intellectual ADHD, rhetoric at CMU was a difficult path. Yet, it was made easier by Barbara's willingness to grant him the space to meld social and moral psychological research and sociological theory with DA in order to think about propaganda and influence. It's something that he studies still. His work with Barbara yielded an ever-evolving framework that aids him in answering questions of 'huh?' on a daily, almost hourly basis - although the larger one continues to elude him. Currently in Pittsburgh, Eric works at a boutique management consulting firm in the non-profit sector but is looking to more into a more multi-national firm so he can travel more.

Current project: At the moment my employment isn't offering much that is exciting, but I have been studying behavioral economics, coding, and have returned to deep diving into propaganda and influence. Nothing that will produce a paper but exciting none the less.
Justin Mando's research focuses on the role of rhetorics of place in environmental discourse. He has written about public rhetoric on hydraulic fracturing, invasive Asian carp, and is currently working on more fish-related projects. He is also currently researching a theme-based model for Teaching for Transfer in the English composition classroom. Justin teaches science writing, environmental advocacy writing, and heads an interdisciplinary program on science writing at Millersville University of Pennsylvania. He works to give students experiences in the places on which they write, such as a recent kayak trip on the Susquehanna River. Justin gives many thanks to Barbara Johnstone for her guidance and support over the years, especially for co-authoring with him on his first published article.

**Current project:** For use in my composition classes, I have developed the "Tiny Ecology Project," which is a semester-long process of observation, writing, and reflection. This project asks students to select a small, often-overlooked outdoor place as the subject of their scrutiny. It may be a planter box outside their dorm, a tree in the quad, a small stream, or even the corner of a vacant lot. Students spend time in this place throughout the semester to investigate how their Tiny Ecology functions as an intersection of human and non-human interactions, historical events, economic development, environmentalism, and other forces. Most of all, students reflect on how the process of observing their place and selecting what's interesting about it mirrors the academic research and writing process. Their task at the end of the semester is to explain to the class why such an unassuming place should be valued. This allows them to explore arguments from uniqueness and representativeness among others, as well as the chance to tailor their writing to an actual audience.

I am particularly excited about this project because it connects my interests in rhetorics of place, environmental issues, and teaching composition. Students, as well, seem to like this project and truly learn about academic argument from their vantage point outside the classroom. I am still tweaking the project, but will soon start writing about this for academic audiences.

I also want to acknowledge that I am indebted to J. J. Cohen for the idea of the Tiny Ecology Project.
TOM MITCHELL ('13)
ASSOCIATE TEACHING PROFESSOR OF ENGLISH,
CARNEGIE MELLON UNIVERSITY IN QATAR

At CMU's Qatar campus, I teach first-year writing, professional writing, style, and discourse studies. I currently serve as the advisor to the minor in professional writing. My research focuses on L2 disciplinary writing. I am part of a research team that engages in interdisciplinary collaborations with CMUQ faculty to make valued language explicit to students and scaffold their academic literacy development.

Current project: I am working as a part of research team that has a grant to study academic literacy development in Information Systems (IS). We spent the past year working with faculty in three classes and learning about three genres: the case analysis, the IS report, and the case development. These genres have not received much scholarly attention, so we have had to work closely with the faculty to understand assignment expectations, genre expectations (valued language and organizational features), and how to make the assignment guidelines more explicit to students. We are still doing discourse analytic work to understand these genres better, and I am particularly excited about taking a closer look at the language of description, analysis, and argument. These three discourse patterns are all important in IS writing, and I am seeking to better understand the answers to questions like: how can students can effectively blend description with analysis in these genres? what features of analytical writing are particular to these genres or IS, and what features are more widely applicable?

DOUG PHILLIPS ('16)
TEACHING ASSISTANT PROFESSOR OF ENGLISH,
WEST VIRGINIA UNIVERSITY

I currently teach in the Professional Writing and Editing program in the English department at West Virginia University, where I also act as a senior advisor. In the past two years, I have taught courses in technical writing, business and professional communication, and editing, both online and in-person. Recently, I have begun working with campus partners to integrate writing projects with the documentation needs of various campus offices. These projects are intended to help students work through challenges faced by technical writers as they design texts for multiple audiences and large-scale organizations. Ideally, this project will contribute to scholarship on technical writing pedagogy.

Current project: I have just started working with the university's Center for Service and Learning to expand the English department's course offerings, particularly within the Professional Writing and Editing program, and offer our students more hands-on and publicly-visible learning opportunities.
LOGAN SCHMIDT ('14)
SENIOR RESEARCH DEVELOPMENT OFFICER,
NORTHEASTERN UNIVERSITY

After working for an Android security developer as a technical writer, I entered the grant writing and research development field working for Tufts University and the Tufts CTSI. I taught faculty seminars on grant writing and grantsmanship strategies, finding funding, and strategies on responding to reviews, and I educated graduate students on similar topics. Now at Northeastern I work to develop long-term funding strategies, organize faculty affinity teams, manage internal grant programs and limited submissions, assemble red teams for internal grant review, and develop resources for the research community in addition to faculty education and grant project writing and management.

Current project: I'm working on developing a series of faculty seminars: the first is on responding to grant reviews in preparation for resubmission, and it involves leading faculty to analyze the reviews they've received using some elementary discourse analysis techniques. They categorize each reviewer's comments by review criteria impacted as well as whether it's positive or negative, and assess common points of critique. The series is planned to continue with writing groups and other more advanced and in-depth writing critique.

GARRETT STACK ('17)
ASSISTANT PROFESSOR OF ENGLISH,
FERRIS STATE UNIVERSITY

Garrett just completed his first year teaching rhetoric, composition, and technical writing at Ferris State University in Big Rapids, Michigan.

Current project: Currently, I am working on completing a paper with Dr. Justin Mando which focuses on Asian carp, proximization, and immigration. At Ferris, I am starting a new WAC project geared towards offering advanced writing courses to better serve the university's technical engineering student population.
I joined the communication department at the UofM in 2009. My research ties together my training in rhetoric and cognitive psychology within the field of discourse studies. Most of my research focuses on how discourse of and about science is used and understood in the context of social and political controversies—including stem cell research, global climate change, gender and cognition, and "reparative therapy" for homosexuality—and articles based on this research appear in the journals Communication Theory, Discourse & Society, International Journal of Science Education Part B, Science Communication, and Western Journal of Communication, as well as the edited volumes Rhetoric in Detail: Discourse Analyses of Rhetorical Talk & Text (John Benjamins, 2008) and Communication and Language Analysis in the Public Sphere (IGI Global, 2014). I use both qualitative and quantitative methods in my research and take a broadly social cognitive perspective on discourse and communication.

**Current project:** With colleagues in Mathematical Sciences and Engineering, I recently submitted a National Science Foundation grant proposal focusing on STEM identity, particularly among underrepresented students in STEM fields. If funded, we will be collecting discourse data from student journals, interviews, and focus groups. I'm also working on a project looking at populist political discourse from a social psychological perspective.

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**MARK THOMPSON (’13)**

**ASSISTANT PROFESSOR OF ENGLISH, DIRECTOR OF PROFESSIONAL & TECHNICAL WRITING**
SAN JOSE STATE UNIVERSITY

After years of working as a tech writer, I came to Carnegie Mellon for the MA in Rhetoric to build my credentials and then start my own company. However, I fell in love with rhetoric, stuck around for the PhD, and now I'm an associate professor in Silicon Valley. Any time my five-year-old kid starts acting California fancy, I remind her she was born in Pittsburgh.

**Current project:** I'm looking at the role of entextualization in institutional argumentation, specifically the strategic creation of evidence to support the dubious institutional mission of the Presidential Advisory Commission on Election Integrity. I'm mostly exited to move on from the House Committee on Un-American Activities, which I've been working on for the past 10 years.
Danielle Wetzel ('05)
Teaching Professor of English, Carnegie Mellon University

In my role as First-Year Writing Director and a Rhetoric Program faculty member, I continue to work with the best people in the world—our first-year undergrads and our PhD students. I teach first-year writing courses and the required pedagogy seminar for all PhD students in Rhetoric and in Literary and Cultural Studies. I am currently implementing a large curriculum revision that turns our undergraduate students toward comparative genre analysis as a tool for building flexible, transferable writing knowledge. I have been able to leverage some work I have done over the years with external organizations like the College Board and ETS in order to make the case for some of these revisions in the university.

The last few years at CMU have been the most collaborative and exciting I’ve ever experienced, both in terms of teaching and research. But even more importantly, I keep exceptionally busy reading the writing of my four daughters...when they let me see their texts, that is.

Current project: With my colleagues in the Rhetoric Program (Suguru Ishizaki, David Kaufer, Andreea Ritivoi, Necia Werner, Joanna Wolfe), we are building genre-based pedagogical approaches to use what we learn from corpus analysis to help students become aware of their own particular language choices and compositional decision making. CMU has recently been awarded a grant from the Mellon Foundation to pursue vertical integration across the curriculum for writing and communication skills in the Humanities—this is an intensely collaborative project, and that is probably why it excites me so much. What we believe about text for teaching textual awareness will be most likely challenged and reshaped as we interact with faculty across the disciplines. And another excitement element is that we will be able to use what we learn to refine the foundational writing courses at the 100 and 200 levels.

Sean Zdeneck ('01)
Associate Professor of Technical and Professional Writing, University of Delaware

Dr. Sean Zdenek is associate professor of technical and professional writing at the University of Delaware. His research interests include web accessibility, disability studies, sound studies, and rhetorical theory and criticism. Prior to joining the UD Department of English in 2017, Zdenek was a faculty member at Texas Tech University for fourteen years, where he taught undergraduate and graduate courses on a range of subjects, including rhetorical criticism and theory, disability studies, web accessibility, sound studies, multimodal composition, technical communication theory, and document design. Zdenek’s book, Reading Sounds: Closed-Captioned Media and Popular Culture (University of Chicago Press), received the 2017 best book award in technical or scientific communication from the Conference on College Composition and Communication.
Current project: I continue to be fascinated by the challenges of captioning and web accessibility, by how sounds are understood and communicated in writing, and how we can create accessible multimodal environments. Lately, I've been thinking lately about reading speed in captioning—e.g. how users make sense of texts under constraints of space and time and how speed can be measured and visualized. We usually talk about reading speed in terms of literacy development (K-12) but speed is a crucial variable in captioning. Eye tracking and data visualization are new areas of interest for me that, I want to argue, hold promise for rhetorically-minded accessibility scholars.

MATT ZEBROWSKI (’15)
DEVELOPMENT COMMUNICATIONS MANAGER,
STATE VOICES

Matthew G. Zebrowski is State Voices' Development Communications Manager. He works with national and state-based staff to tell the State Voices story. Prior to joining State Voices, Matthew pursued communications research in academia, where he studied marketing and branding at the overlap of the private and nonprofit sectors. He also co-founded a rhetoric and public affairs blog and worked as a college instructor, teaching courses in academic and business writing, literature, and rhetorical theory. Matthew holds a PhD in Rhetoric from Carnegie Mellon University, an MA in Linguistics from Temple University, and a BA in English from Wilkes University. He enjoys weightlifting, collecting punk albums and black t-shirts, and traveling the country in search of the most interesting pizza.

Current project: I currently work as communications staff at a nonprofit organization. Therefore, my job is to produce effective discourse, as opposed to researching it, so it is a bit of a shift from my time in CMU's English program.

Shortly before I came on board, my employer made a conscious decision to shift from a more support-based role (providing tools and resources to grassroots organizations nationwide) to a more public-facing one as a democracy reform organization. It has been slow going, but I am excited about the communications opportunities this provides me.

We recently launched a revamped website, which allows me to write short blog posts about goings on throughout our organization. Additionally, we are publishing newsletters semi-regularly. Currently, we are in the process of designing documents for our 10th anniversary fundraiser luncheon.

These different documents allow me to experiment with different genres of communications, all of which are new to me. It's exciting to be able to apply my skills of rhetorical analysis to actual document production and promote the work of an important progressive organization.