

FRIDAY, March 26

REGISTRATION 8:00 a.m.– 5:00 p.m.

Henry B. Gonzalez Convention Center, East Registration Area,
Street Level

EXHIBITS 9:00 a.m.–5:00 p.m.

Henry B. Gonzalez Convention Center, Exhibit Hall C, Street Level

G Sessions

8:00 a.m.–9:15 a.m.

Featured Session

Reading Matters

Hyatt, Second Floor,
Regency Ballroom West

Chair: Mariolina Salvatori, University of Pittsburg, PA

Attention to reading and to literacy has diminished significantly within the field of composition studies. In the late 1980s and early 1990s, reading or literacy appeared as topic categories in CCCC conference programs, and numerous sessions and papers dealt directly with the process of reading, relationships between reading and writing, and discussions of reading theories from other fields. In recent years, reading and literacy have been eliminated as topic categories, and the number of sessions and papers devoted to reading has diminished. The field's journals also have included far fewer articles on reading or literacy. Flynn, Harkin, and Schweickart explore the eclipse of reading and why composition studies cannot afford to continue this trend.

Elizabeth A. Flynn is Professor of Humanities at Michigan Technological University. She is author of *Feminism beyond Modernism*, founding editor of the journal *Reader*, and coeditor, with Patrocínio P. Schweickart, of *Gender and Reading* and *Reading Sites: Social Difference and Reader Response* (MLA, forthcoming). She has had grants from the National Science Foundation, the Whirlpool Foundation, and the Michigan Council for the Humanities.



Elizabeth A. Flynn



Patricia Harkin

Patricia Harkin teaches in the Department of Communication at the University of Illinois, Chicago. She has chaired the College Section of NCTE and served on the Executive Committee of CCCC. Currently, she is at work on two projects: a book that connects composition studies with Birmingham School articulation theory, and a study of John Quincy Adams’s *Lectures on Rhetoric and Oratory*. She is the author of *Acts of Reading* and the coeditor of *Contending with Words*.

Patrocínio P. Schweickart is Professor of English and Women’s Studies at Purdue University. She is coeditor, with Elizabeth A. Flynn, of *Gender and Reading*, with whom she also will soon publish *Reading Sites*. Her other publications include *Reading Ourselves: Toward a Feminist Theory of Reading*; *Engendering Critical Discourse*; *Reading, Teaching, and the Ethic of Care*; and *What Are We Doing? What Do We Want? Who Are We? Comprehending the Subject of Feminism*.

Theory

G.01 Present Bodies, Absent Bodies, Perfect Bodies

Hyatt, Third Floor, Frio Room

Chair: Staci Shultz, Boston College, Chestnut Hill, MA

Presenters: Joseph Jeyaraj, Baylor University, Waco, TX, “Jacques Lacan and Socially Epistemic Pedagogy: Reintroducing the ‘Rea’” and Reconsidering the ‘Imaginary’”

Martin Ley, College of Lake County, Grayslake, IL, “The Problem of Lacan in the Subject in Rhetoric and Composition: A Sublime Matter of Commitment”

Staci Shultz, Boston College, Chestnut Hill, MA, “The Weight of Their Words: Why Composition and Issues of Place Matter for Students Who Suffer From Disordered Eating”

Institutional and Professional

**G.02 Changing Documents, Changing Programs:
Practicing Rhetorical Reform**

Hyatt, Third Floor, Pecan Room

Chair: Jeffrey Galin, Florida Atlantic University, Boca Raton

Presenters: Virginia Crisco, University of Nebraska-Lincoln, “Institutionalizing Equity: Writing Race Into the First-Year Composition Handbook”

Maria Montaperto, University of Nebraska-Lincoln, “Institutionalizing Equity: Writing Race Into the First-Year Composition Handbook”

Tarez Graban, Purdue University, West Lafayette, IN, “Beyond Goals, Means, and Outcomes: Curricular Reflection and Change”

Kathleen Ryan, West Virginia University, Morgantown, “Curricular Reform: Revising a Course Guide as an Art of Intervention and Invention”

Friday, 8:00–9:15 a.m.

Institutional and Professional

G.03 Making Composition Matter in the Scholarship of Teaching

Henry B. Gonzalez Convention Center, Concourse Level,
Room 206B

Chair: Debbie Minter, University of Nebraska-Lincoln

Presenters: Shari Stenberg, Creighton University, Omaha, NE, “Teaching the Scholarship of Teaching as Revision”

Darby Arant, Creighton University, Omaha, NE, “The Learning Portfolio”

Katie Hupp Stahlnecker, Metropolitan Community College, Omaha, NE, “Making a Plug for Pedagogy: Dialogue in and about the Writing Center”

Amy Goodburn, University of Nebraska-Lincoln, NE, “Curricular (Re)Vision and the Scholarship of Teaching”

Debbie Minter, University of Nebraska-Lincoln, “Curricular (Re)Vision and the Scholarship of Teaching”

Institutional and Professional

G.04 Closing The Teaching-Learning Loop:

Making Writing Program Assessment Matter

Henry B. Gonzalez Convention Center, Concourse Level,
Room 210B

Chair: Dawn Rodrigues, Albany College of Pharmacy, NY

Presenters: Raymond Rodrigues, Skidmore College, Saratoga Springs, NY, “Creating a Culture of Evidence through Writing Assessment”

Teresa Murden, University of Texas at Brownsville, “Transforming Faculty through Professional Development and Critical Inquiry”

Dawn Rodrigues, University of Texas at Brownsville, “Integrating Assessment and Program Development”

Composition Programs

G.05 Working Across the Curriculum:

New Approaches and Communications

Hyatt, Third Floor, Blanco Room

Chair: Maxine Long, Genesee Community College, Livonia, NY

Presenters: Nancy Myers, University of North Carolina, Greensboro, “History Matters: Drawing on Classical Rhetoric for WAC Faculty Training”

Esther DiMarzio, Kishwaukee Community College, Malta, IL, “Composition Matters Across the Curriculum”

Maxine Long, Genesee Community College, Livonia, NY, “The Assignment Was Harder Than We Thought: Lessons Learned While Writing Model Research Papers in the Disciplines”

Practices of Teaching Writing

G.06 Shaping A New Generation of Teachers of Writing through International Collaboration

Hyatt, Second Floor, Regency Ballroom 3

Chair: Pamela B. Childers, The McCallie School, Chattanooga, TN

Presenters: Gerd Braeuer, Emory University, Atlanta, GA, “Developing a Trans-European Teacher Training Program . . . High School Writing and Reading Centers”

Ingrid Stassen, University of Nijmegen, The Netherlands, “Text Feedback via E-Chat: Collaboration between College and High School Students”

Antonia Hornung, Università degli Studi di Modena e Reggio, Modena, Italy, “Écriture Automatique in the Teaching of L2-Writing in College and High School”

Practices of Teaching Writing

G.07 Where Does Invention Go after First-Year Composition?

Henry B. Gonzalez Convention Center, Concourse Level, Room 213B

Chair: William Wright, Mesa State College, Grand Junction, CO

Presenters: Kurt Haas, Mesa State College, Grand Junction, CO, “Invention and Technology in Literature Courses”

Barry Laga, Mesa State College, Grand Junction, CO, “Invention and Heuristics in Critical Theory Courses”

Julie Barak, Mesa State College, Grand Junction, CO, “Invention and Content in Ethnic Studies Courses”

William Wright, Mesa State College, Grand Junction, CO, “Invention and Training in Composition Theory Courses”

Practices of Teaching Writing

G.08 The Student Writer as Critic and Consumer: Why Do We Get What We Get When We Ask Students What They Think?

Henry B. Gonzalez Convention Center, Concourse Level, Room 213A

Chair: Elizabeth Hatmaker, Illinois State University, Normal, IL

Presenters: Carol Kountz, Grand Valley State University, Allendale, MI, “Following the Threads into the Labyrinth of the Discussion Board”

Dauvan Mulally, Grand Valley State University, Allendale, MI, “On-the-Job Training: Applying Workplace Criticism Models to Student Feedback”

Scott Herstad, Grand Valley State University, Allendale, MI, “‘Two Thumbs Way Up for a Great Class’: Student Evaluations, Self-Reflection, and the Society of the Spectacle”

Kirsti Sandy, Keene State College, NH, “‘Make Your Essay Count!’: Reading ‘College Help’ Sites

Elizabeth Hatmaker, Illinois State University, Normal, IL, “‘You’re Writing for Results, Not a Pulitzer’: Fundraising and the Goals of College Writing”

Practices of Teaching Writing

G.09 Caught In The Crossfire:

Advocating for Composition in a Military Institution

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212A

Chair: Richard Flinn, Naval Academy Preparatory School, Newport, RI

Presenters: Richard Flinn, Naval Academy Preparatory School, Newport, RI, “A Tension on Deck: The Call of Composition in a Military School”
Robert Biral, Naval Academy Preparatory School, Newport, RI, “Mission Possible: (Re)Composing Leadership and Literacy as a Site of Composition”

Michael O’Hara, University of Rhode Island, Kingston, “Writing at Mach One: The Value of Composition in the Classroom and the Cockpit”

Theo Greenblatt, University of Rhode Island, Kingston, “Bending the Rules of Engagement: Negotiating Portfolios in a Military Classroom”

Practices of Teaching Writing

G.10 Scientific Research and Writing in the Composition Classroom

Hyatt, Third Floor, Nueces Room

Chair: Cary Moskowitz, Duke University, Durham, NC

Presenters: Michelle Sidler, Auburn University, AL, “Making Science Matter: Teaching Biotechnology and Research-Praxis in Composition”
Roger Solberg, Edinboro University, PA, “Why Loren Eiseley Matters: The Personal Essay as Nexus of Science and Spirit”

David Kellogg, Duke University, Durham, NC, “Primary Scientific Literature in the First-Year Writing Class: A Call for Equal Treatment”

Cary Moskowitz, Duke University, Durham, NC, “Primary Scientific Literature in the First-Year Writing Class: A Call for Equal Treatment”

Practices of Teaching Writing

G.11 Making Composition Matter:

Nontraditional Students And The Research Paper

Henry B. Gonzalez Convention Center, Concourse Level,
Room 216A

Chair: Juliette Schaefer, Ohio Dominican University, Columbus

Presenters: Juliette Schaefer, Ohio Dominican University, Columbus, “Creating Collaborative Learning Communities: Technology, Adult Students, and the Portfolio-Style Research Paper”

Sarah Moreman, Sul Ross State University, Rio Grande College, Del Rio, TX, “Lives Not Lived Wholly in English: Making Research Matter to Adult Hispanic Students”

Walter Kokernot, Ohio Dominican University, Columbus, “Can the Ancient’s Elocutio Rescue the Modern Research Paper?”

Practices of Teaching Writing

G.12 Writing-Center Collaborations, Literature Reviews, and Building Confidence in First-Year Composition

Hyatt, Third Floor, Regency Ballroom 1

Chair: Deirdre Carney, Louisiana State University, Baton Rouge

Presenters: Ross Chodan, Texas Christian University, Fort Worth, “Texas an Argument for Collaborative Training”

Harrison Carpenter, University of Colorado, Boulder, “Matters of Genre in First-Year Composition: Literature Reviews to Encourage Critical Inquiry”

Angela Buchanan, University of Colorado, Boulder, “Matters of Genre in First-Year Composition: Literature Reviews to Encourage Critical Inquiry”

Composition Programs

**G.13 The New Scene of Writing:
Designing an Oral, Visual, and Textual Curriculum**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

Chair: Corinne Arraez, Stanford University, CA

Presenters: Corinne Arraez, Stanford University, CA, “Teaching Multiliteracies: An Exploration of Assignment Design and Assessment”

John Tinker, Stanford University, CA, “The Writing Center and Multimedia Curriculum Development”

Wendy Goldberg, Stanford University, CA, “Teaching Writing as Performance: The Writing Center and New Orality”

Carolyn Ross, Stanford University, CA, “The Discourse of Community: Expanding the Scene of Community-Based Writing”

Doree Allen, Stanford University, CA, “The Discourse of Community: Expanding the Scene of Community-Based Writing”

Information Technologies

G.14 Transforming Our Teaching: The Difference Online Writing Makes

Henry B. Gonzalez Convention Center, Concourse Level,
Room 207A

Chair: Monika Gross, Bowie State University, MD

Presenters: Jennifer Novak, The University of Minnesota, St. Paul, “Defining Online Learning: The “Breakdown” of Traditional Education”

Maureen Fitzpatrick, Johnson County Community College, Overland Park, KS, “Making Chaos: Combining Narrative, Interactive Media, and Instruction”

Eliot Rendleman, University of Nevada, Reno, “Making Sophistic Theories of Composition Matter for Hypertextual Public Discourse”

Information Technologies

G.15 Making Technology Matter:

Extending Writing-Center Pedagogy to Uses Of Technology

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217C

Chair: Lester Faigley, University of Texas, Austin

Presenters: Robert Wellborn, University of Texas, Austin
Lawrence Ross, Pennsylvania State University, State College
Shawn Rice, University of Texas, Austin

Research

G.16 Computer-Aided Rhetorical Analysis of Electronic Archives

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214C

Chair: Cheryl Geisler, Rensselaer Polytechnic Institute, Troy, NY

Presenters: David Kaufer, Carnegie Mellon University, Pittsburgh, PA, “The
Language Theory Underlying Computer-Aided Rhetorical Analysis”

Pantelis Vlachos, Carnegie Mellon University, Pittsburgh, PA, “The Statistical
Foundations of Computer-Aided Rhetorical Analysis”

Cheryl Geisler, Rensselaer Polytechnic Institute, Troy, NY, “ Computer-Aided
Rhetorical Analysis of the Genre of the Tech Review”

Roland Hsu, Stanford University, Palo Alto, CA, “Computer-Aided Rhetoric
Analysis of Student Writing in the Stanford Study of Writing”

Peter Cramer, Carnegie Mellon University, Pittsburgh, PA, “Computer-Aided
Rhetoric Analysis of Journalistic Reports in the Brooklyn Museum
Controversy”

History

G.17 Iconography: Lady Rhetoric and Images of the Suffragettes

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212B

Chair: Lori Mumpower, University of Central Florida, Orlando

Presenters: Lisa Suter, Miami University, Oxford, OH, “When Rhetoric
Was a Woman: The Medieval Iconography of the Lady Rhetoric”

Ernest Enchelmayer, Troy State University, AL, “Rhetorical Iconography:
Making the Visual Matter”

Lori Mumpower, University of Central Florida, Orlando, “The Violent
Suffragette: Counter-Images of Suffragettes in the Public Literary Sphere”

Institutional and Professional

G.18 It's a Two-Way Street: Faculty Mentoring Graduate Students of Color in Composition and Rhetoric Programs

Henry B. Gonzalez Convention Center, Concourse Level,
Room 210A

Chair: Nancy Thompson, University of South Carolina, Columbia

Presenters: Terry Carter, Southern Polytechnic State University, Marietta, GA, “Reciprocal and Cross-Cultural Mentoring: Understanding the Role of African American Academic Identity in Graduate Education”

Sandra Young, Allen University, Columbia, SC, “Tracking a Common Pedagogy: Bridging the Gap Between Research Universities’ and HBCUs’ Composition Programs”

Christy Friend, University of South Carolina, Columbia, “Unfamiliar Ground: Toward a Model of Cross-cultural Graduate Student Mentoring”

Rose Metts, Savannah State University, GA, “Unfamiliar Ground: Toward a Model of Cross-Cultural Graduate Student Mentoring”

Language

**G.19 A Smattering of Technology:
Technological Literacy of NNES Students and Teachers**

Hyatt, Third Floor, Llano Room

Chair: Joseph Wenig, Purdue University, West Lafayette, IN

Presenters: Joseph Wenig, Purdue University, West Lafayette, IN, “Fitting a Square Peg in a Round Hole: NNES Students’ Technological Literacy in a Noncomputer Classroom”

Xiaoye You, Purdue University, West Lafayette, IN, “When Life Hands You Lemons . . . The Subversive Use of Computer Literacy in ESL Writing Classes”

Mingyan Hong, Purdue University, West Lafayette, IN, “A Digital Olive Branch: Technological Literacy as a Communicative Link between NNES Instructors and NES Students”

Creative Writing

G.20 The Wonders of Wandering: Alternative Pedagogies and The Teaching of Writing

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

Chair: Megan Fulwiler, The College of Saint Rose, Albany, NY

Presenters: Megan Fulwiler, The College of Saint Rose, Albany, NY, “Poets of Their Own Affairs’: (Re)figuring Identity and Agency in Autobiographical Writing”

Sonia Bernstein, University of Rhode Island, Kingston, “Actor, Agent, and Author: Engaging the Dramatic Text”

Stephanie Paterson, California State University at Stanislaus, Stockton, CA, “Snack Thoughts vs. the Prepared Mind: Teaching Photo Essays”

Jeanna Fox, California State University at Stanislaus, Stockton, CA

Professional and Technical Writing

G.21 Medical Matters: Rhetoric and Technology in the SARS Case, Nursing, and Website Design

Henry B. Gonzalez Convention Center, Concourse Level, Room 217B

Chair: Paul Casey, Bowling Green State University, OH

Presenters: Gwendolyn Gong, Chinese University of Hong Kong, Shatin, “The Rhetoric of SARS: Ethical Implications of Hong Kong’s Public-Health Campaign”

Sam Dragga, Texas Tech University, Lubbock, “The Rhetoric of SARS: Ethical Implications of Hong Kong’s Public-Health Campaign”

Sandi Reynolds, Texas Woman’s University, Denton, “Changing the Face of Nursing: Teaching Writing to First-Year Nursing Students”

Hou Shouzhao, Purdue University, West Lafayette, IN, “Rhetoric Evaluation of a Women-Related Medical Web Site”

Hui Zeng, Oklahoma State University, Stillwater, “Rhetorical Analysis of a Women-related Medical Website”



Professional and Technical Writing

G.22 Pedagogical Concerns in the Teaching of Professional and Technical Writing

Hyatt, Third Floor, Chula Vista Room

Chair: Pamela Herring, The University of Texas at Brownsville

Presenters: Janice Hewitt, Rice University, Houston, TX, “Writing Skills Matter to Native and Non-native Graduate Students: Teaching Commonalities”

Mary Morse, Rider University, Lawrenceville, NJ, “Arts Reviewing as an English Writing Course”

Elizabeth Giddens, Kennesaw State University, GA, “Metacognitive Knowledge: What It Means to Professional Writing Students and Why It Matters to Their Teachers”

Composition Programs

G.23 Re-Seeing, Navigating, And Collaborating: Writing Centers Matter

Henry B. Gonzalez Convention Center, Concourse Level, Room 206A

Chair: Birgitta Ramsey, Southeastern Louisiana University, Hammond

Presenters: Sue Dinitz, University of Vermont, Burlington, “Collaborative Online Tutoring: Avoiding a Contradiction in Terms”

Donna Sewell, Valdosta State University, GA, “Navigating the Minefield: Emotional Matters in Writing Centers”

Leah Cassorla, University of South Florida, Tampa, “Navigating the Minefield: Emotional Matters in Writing Centers”

Birgitta Ramsey, Southeastern Louisiana University, Hammond, “Re-Seeing the Writing Center”

Composition Programs

G.24 A Cornerstone That Matters: Composition and Peer Tutoring

Henry B. Gonzalez Convention Center, River Level, Room 006A

Chair: Heidi McKee, University of Massachusetts, Amherst

Presenters: Heidi McKee, University of Massachusetts, Amherst, “Composition and Peer Tutoring: The Peer Tutor”

Michael Mattison, Boise State University, ID, “Composition and Peer Tutoring: The Tutee”

Linda Shamoon, University of Rhode Island, Kingston, “Composition and Peer Tutoring: WAC”

Tom Batt, Husson College, Bangor, ME, “Composition and Peer Tutoring: The Institution”

Composition Programs

G.25 Making Technology Matter in Writing Centers

Henry B. Gonzalez Convention Center, River Level, Room 006B

Chair: Susan Lang, Texas Tech University, Lubbock

Presenters: Joseph Howe, Texas Tech University, Lubbock, “Courseware and the Changing Role of Writing Centers”

Loretto Jones, Texas Tech University, Lubbock, “Creative Writing Tutorials Online: Analysis and Guidelines”

Kathleen Gillis, Texas Tech University, Lubbock, “Surveying Client Feedback Concerning Online Tutorials: Exploring E-Tutorial Environments”

Susan Lang, Texas Tech University, Lubbock

Theory

G.26 Mapping Rhetorical Boundaries: Kairos, Style, and Epistemology

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

Chair: Laura McGrath, The University of Georgia, Athens

Presenters: Jefferey Taylor, Metropolitan State College of Denver, CO, “Synthetic Tensions: Kenneth Burke’s Pentad Meets Mary Douglas’s Grid/Group Cosmology”

Charles Murillo, California State University, San Bernardino, “William Samuel Howell, Ramon Saldivar, and the Cheeky Cholo Doctrine of Style”

Jai Hee Cho, California State University, Fullerton, “Kairos of Pathos: An Educated Appeal in East Asian Rhetoric”

Theory

G.27 Activist Rhetorics

Henry B. Gonzalez Convention Center, Concourse Level, Room 217A

Chair: Catherine Gouge, West Virginia University, Morgantown

Presenters: Marlia Banning, Kent State University, OH, “Truth Floats: The Shifting Public and Epistemological Terrain of Reflexivity”

David Sherman, California State University, Dominguez Hills, “How Making Matters: Re-configuring Composition Spaces through Contemporary Visual Art Modalities and Tactics”

Mary Hocks, Georgia State University, Atlanta, “Composing Cyberfeminism as Digital Activist Rhetoric”

G.28 Advocating The Writing Major within Three Different Institutional Contexts

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214B

Chairs: Mark Schaub, Grand Valley State University, Allendale, MI
Stuart Selber, Penn State University, University Park

Presenters: Stuart Selber, Penn State University, University Park, “Advocating the Writing Major within Three Different Institutional Contexts”
Kate Latterell, Penn State, Altoona, “Developing Writing Programs in a Small-College Setting”

Jeff Grabill, Michigan State University, East Lansing, “The Writing Major as Institutional Argument”

Mark Schaub, Grand Valley State University, Allendale, MI, “Integrating Creative and Professional Writing in a Single Degree”

G.29 Rhetoricians as Top Administrators: Negotiating the Politics of the New University

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

Chair: William Covino, Florida Atlantic University, Boca Raton

Presenters: Barbara Couture, Washington State University, Pullman
William Covino, Florida Atlantic University, Boca Raton
Reed Way Dasenbrock, University of New Mexico, Albuquerque
Elaine Maimon, Arizona State University West, Phoenix
Jasper Neel, Southern Methodist University, Dallas, TX
Thomas Kent, Utah State University, Logan



H Sessions

9:30 a.m.–10:45 a.m.

Featured Session

On Literacy Past, Present, and Future: A Conversation with Deborah Brandt and Harvey J. Graff

Hyatt, Second Floor,
Regency Ballroom West



Deborah Brandt

Chair: Patricia Lambert Stock, Michigan State University

Composition scholar Deborah Brandt and social historian Harvey J. Graff join a public conversation on the problematics of literacy. Together they hope to promote a more sustained and integrated exploration and critique of the place of reading and writing. Bring your thoughts about the following questions:

What is the state of play between practices of literacy and talk about them? How do matters of discourse and ideology shape practices? What are the limits of current conceptualizations of “literacy practices” and their relationship to other media and contexts? What parts do different disciplines’ constructions of literacy play?

“Literacies” or “literacy”? What’s wrong with these terms and the conceptualizations on which they stand? Where are the distinctions, the gaps, and connections? What implications follow?

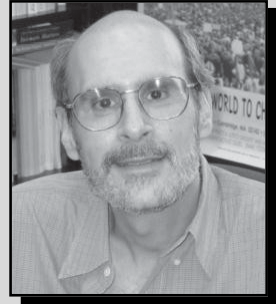
What are the New Literacy Myths? What is the relationship to the social, cultural, economic, and political changes of the late twentieth and early twenty-first centuries? For example, what do they have to do with developments that go by the names of “New Economy,” “postmodern,” “postindustrial,” “multicultural,” “multimedia,” and “global”?

How has our own teaching been affected by our understandings of literacy? How are these understandings reflected in what we teach, as well as our priorities, objectives, and strategies? How does teaching influence what we research?

What is happening to relationships between reading and writing today? Are there ways to approach the study of literacy that can reduce or reconfigure a long-standing dichotomy between the two?

Deborah Brandt is Professor of English at the University of Wisconsin-Madison, where she also has been principal investigator with the National Research Center on English Learning and Achievement. Her book *Literacy in American Lives* (Cambridge) won both the prestigious Grawemeyer Award in Education and the MLA Mina Shaughnessy Prize. Her earlier book, *Literacy as Involvement* (Southern Illinois), won the David H. Russell Award.

Harvey J. Graff is Professor of History; member of the faculty for the Ph.D. Program in Culture, Literacy, and Language, and in English, and the faculty in Public Administration at The University of Texas at San Antonio. He is noted internationally for his research on the history of literacy (including *The Literacy Myth: Literacy and Social Structure in the Nineteenth-Century City*; *The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society*; *The Labyrinths of Literacy*).



Harvey J. Graff

Composition Programs

H.01 Composing a Community: The History Of WAC In Higher Education

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217D

Chair: Chris Thaiss, George Mason University, Fairfax, VA

Presenters: Elaine Maimon, Arizona State University, Phoenix, “It Takes a Campus To Teach a Writer”

Margot Soven, La Salle University, Philadelphia, PA, “Redefining the WAC Community: The University of Chicago Institute on Writing and Critical Thinking”

Susan McLeod, University of California-Santa Barbara, “The Beginnings of a Statewide WAC Community”

Practices of Teaching Writing

H.02 Why Don't We Just Study “English?”:

Composition As Orientation to Higher Learning

Hyatt, Third Floor, Frio Room

Chair: David Carithers, University of North Carolina at Greensboro

Presenters: David Carithers, University of North Carolina at Greensboro, “A Good Person Speaking”

Joseph Wagner, University of North Carolina at Greensboro, “Participate—It’s for Your Own Good”

Rod Spellman, University of North Carolina at Greensboro, “Gauging Our Influence”

Temeka Carter, University of North Carolina at Greensboro, “The Democratic Composition Classroom”

Elizabeth Vogel, University of North Carolina at Greensboro, “Can You Feel It?: The Effect of Emotions on Our Students”

Composition Programs

H.03 Passing the Buck: Attitudes, Assumptions, and Policies Impeding WAC Efforts in Universities, Colleges, and High Schools

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212A

Chair: Patricia Dunn, Stony Brook University, NY

Presenters: Michael G. Boyd, Metamora High School, IL, “Why Is It So Difficult To Write Across High School Curricula?”

Mary Adams, Lincoln College, Normal, IL, “A Tradition of Complaint”

Valerie L. Perry, Eureka College, IL, “They Can’t Write If They Can’t Think! Exploring Assumptions about Student Writing”

Patricia Dunn, Stony Brook University, NY, “How Commonplace Assumptions about ‘Writing’ Impede Writing Reform”

Composition Programs

H.04 Community-Based Writing Collaborations That Matter: Critical Moments On and Off the Page

Henry B. Gonzalez Convention Center, Concourse Level,
Room 206A

Chair: Barbara Roswell, Goucher College, Baltimore, MD

Presenters: Risa Gorelick, Monmouth University, Long Branch, NJ, “Creating, Recognizing, and Amplifying Critical Moments in Textual Practice”

Barbara Roswell, Goucher College, Baltimore, MD, “Reflection in/on Research: Critical Moments for a Faculty Participant”

Glenn Hutchinson, University of North Carolina-Charlotte, “Home Matters: Critical Moments in a Dialogue between University Classroom and Homeless Shelter”

Composition Programs

H.05 Writing Across The Curriculum In First-Year Composition: The Matter Of The First-Year Seminar

Henry B. Gonzalez Convention Center, River Level, Room 006A

Chair: Gretchen Flesher Moon, Willamette University, Salem, OR

Presenters: Deborah Davis Schlacks, University of Wisconsin-Superior, “Trying Out First-Year Seminars at a Small, Public Liberal Arts College: A Progress Report”

Paul Miller, Davidson College, NC, “Wangling and Workshops: Sustaining a WAC First-Year Writing Course at a Liberal Arts College”

Gretchen Flesher Moon, Willamette University, Salem, OR, “The Mature First-Year Seminar: Assessment and Agreement Across the Curriculum”

Theory

**H.06 In The Classroom and Beyond: Re-Presenting Chinese “Bian”/
Rhetorical Experiences on Their Own Terms**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

Chair: Jan Swearingen, Texas A&M University, College Station

Presenters: LuMing Mao, Miami University, Oxford, OH, “What Makes Chinese ‘Indirect,’ and to Whom: Illustrating Correlative Thinking”

Rick Walts, Miami University, Oxford, OH, “Cultural Sensibilities and Pedagogical Practices: Interpreting Chinese Rhetoric in the North American Classroom”

Tim Smith, Miami University, Oxford, OH, “A Look at the Implications Surrounding Zhuangzi, both Then and Now”

Theory

**H.07 Who’s Afraid of Argument?
Negotiating Authority and Voice in the 101 Classroom**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 206B

Chair: David Gold, University of Michigan-Dearborn

Presenters: David Gold, University of Michigan-Dearborn, “When Good Arguments Go Bad: Authority and Ambiguity in the Composition Classroom”

Patricia Roberts-Miller, University of Texas at Austin, “When Women Argue: Fear of the B Word”

Warren Rochelle, Mary Washington College, Fredericksburg, VA, “Making Student Ideas Matter: Ethnography as Argument”

Theory

H.08 Writing and Healing: Illness, Suffering, and Writing That Matters

Henry B. Gonzalez Convention Center, River Level, Room 006B

Chair: Jason Tougaw, Princeton University, NJ

Presenters: Ann Jurecic, Princeton University, NJ, “Writing and Compassion: A Case Study”

Jason Tougaw, Princeton University, NJ, “Healing Aesthetics”

Rachel McLaughlin, Rutgers University, New Brunswick, NJ, “Writing as Self-Medication: Electronic Illness Narratives”

Friday, 9:30–10:45 a.m.

Practices of Teaching Writing

H.09 Storytelling, Curriculum Development, and Change

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214B

Chair: Richard Fulkerson, Texas A&M University

Presenters: Shirley Rose, Purdue University, West Lafayette, IN,
“Composition Matters across the Campus: An Inclusive Model of
Curriculum Development as Storytelling”

Janice Neuleib, Illinois State University, Normal, “Rhetoric Versus Argument:
What’s a WPA to Do?”

Shane Borrowman, Gonzaga University, Spokane, WA, “Autonomy,
Consistency, and Coherence in a Writing Program Staffed by Adjuncts”

Theory

H.10 Reading, Writing, and Rhetoric in Religious Traditions

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor

Presenters: Beth Daniell, University of Alabama, Tuscaloosa, “Ways of
Reading: Traditional and Postmodern”

Thomas Amorose, Seattle Pacific University, WA, “Repairing the Damage
Done to Public Christianity by Its ‘Theology of Rhetoric’”

David Jolliffe, DePaul University, Chicago, IL, “Embracing Uncertainty: A
Sample Lesson on Ethos for College Composition”

Elizabeth Vander Lei, Calvin College, Grand Rapids, MI, “Embracing
Particularity: A Sample Lesson on Pathos for College Composition”

Information Technologies

H.11 Weblogs:

Exploring Contexts, Community, Collaboration, and Practice

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217B

Chair: Samantha Blackmon, Purdue University, West Lafayette, IN

Presenters: Samantha Blackmon, Purdue University, West Lafayette, IN
Terra Williams, Florida State University, Tallahassee, “Community and
Individual Weblogs: The ‘Write’ Combination for Composition Classes”

Charles Lowe, Florida State University, Tallahassee, “Weblogs as a Personal
Knowledge Publishing Tool for Scholars and Practitioners”

Clancy Ratliff, University of Minnesota, St. Paul, “Whose Voices Get Heard?
Gender Politics in the Blogosphere”

Practices of Teaching Writing

H.12 Engaging Technologies, Engaging Pedagogies

Hyatt, Third Floor, Chula Vista Room

Chair: Anthony Atkins, Ball State University, Muncie, IN

Presenters: Susan Perry, Texas Woman's University, Denton, "Cutting-Edge Construction of a Successful eWriting Course"

Harryette Brown, Eastfield College, Mesquite, TX, "Using Video Effectively in Multimedia and Distance-Learning Courses: What We Can Learn from Narratology Theory"

Danette Paul, Brigham Young University, Provo, UT, "How Does Composition Matter to Women Writing Instructors: A Study of Motivation"

Anthony Atkins, Ball State University, Muncie, IN, "Technology Training for Graduate Students in Rhetoric and Composition Programs"

Institutional and Professional

H.13 National Writing Project Sites and Community Advocacy

Henry B. Gonzalez Convention Center, Concourse Level, Room 213A

Chair: Elyse Eidman-Aadahl, National Writing Project, Berkeley, CA

Presenters: Robert Brooke, University of Nebraska-Lincoln, "Nebraska Rural Institutes and Community Advocacy"

Marjorie Roemer, Rhode Island College, Providence, "Working in the Public Sphere: NWP in the Schools"

Sarah Robbins, Kennesaw State University, GA, "The 'Keeping and Creating' American Communities Project"

Institutional and Professional

H.14 Making Composition Matter: One Independent Writing Program's Journey to Independence and Respect

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

Chair: Kenneth Wright, James Madison University, Harrisonburg, VA

Presenters: Kurt Schick, James Madison University, Harrisonburg, VA, "Historical Perspectives on Independent Writing Programs"

Kenneth Wright, James Madison University, Harrisonburg, VA, "Exploring Institutional Resistance to Equal Academic Status for Writing Programs and for the First-Year Course"

Shelley Aley, James Madison University, Harrisonburg, VA, "Exploring the Future of First-Year and Advanced Composition in the Independent Writing Program: Reconnecting Composition Curricula after the Split from English at James Madison University"

Friday, 9:30–10:45 a.m.

Theory

H.15 Making Composition Matter in Words, Maps, and Metaphors

Henry B. Gonzalez Convention Center, Concourse Level,
Room 210B

Chair: Teresa Gibson, The University of Texas at Brownsville

Presenters: Ellen McManus, Dominican University, River Forest, IL, “Making ‘Composition’ Matter: Finding the Right Words for What We Do”
Marni Presnall, University of Massachusetts, Amherst, “Mapping Composition: Identifying Slips into Spatialization to Allow for Emergent Knowledge”
Ken Autrey, Francis Marion University, Florence, SC, “The Contact Zone: Case Study of a Metaphor”

Institutional and Professional

H.16 Uneven Landscapes: Perceptions of Literacy, Class, and Diversity

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212B

Chair: Arthur Palacas, University of Akron, OH

Presenters: Shannon Carter, Texas A&M University-Commerce, “The Writing Center Goes to Jail: Composition Matters in a Prison Literacy Program”
Irvin Peckham, Louisiana State University, Baton Rouge, “The WPA and Social Class: Struggling for Distinction in First-Year Writing”
Arthur Palacas, University of Akron, OH, “Saying Yes to Linguistic-Cultural Minorities in Affirmative Action and Open Enrollment Colleges and Universities: Educating the University”

Practices of Teaching Writing

H.17 Balancing Student Interest And Course Objectives: Toward a Tradition of Visual Technology in the Composition Classroom

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

Chair: Meg Morgan, University of North Carolina at Charlotte

Presenters: Sarah Hallenbeck, University of North Carolina at Charlotte
Julie Stephenson, University of North Carolina at Charlotte
Erin Lanahan, University of North Carolina at Charlotte

Institutional and Professional

H.18 Mothers, Mentors, And Invisible Teachers: Making Composition Teachers Matter, Or How Did Adjunct Become A Noun?

Henry B. Gonzalez Convention Center, Concourse Level,
Room 210A

Chair: Dominic Delli Carpini, York College of Pennsylvania

Presenters: Stuart Stelly, York College of Pennsylvania

Nancy Marter, York College and Penn State, Harrisburg, “Teaching Composition with a Soft Touch: Mothers and Mentors”

Catherine Rosenkrans, York College of Pennsylvania, “Teaching Composition with a Soft Touch: Mothers and Mentors”

Edward Veit, York College of Pennsylvania, “Adjunct, or Is the Professor Half-Full or Half-Empty?”

Barbara Solymos, York College of Pennsylvania, “But Will We Get a Contract in the Fall”

Cyndy Phillips, York College/Gettysburg College/Harris York/Gettysburg, PA, “Building a Team: “Adjuncts’ Top-Ten Wish List”

Language

H.19 Bilingual Composition

Henry B. Gonzalez Convention Center, Concourse Level, Room 218

Chair: Amanda Espinosa-Aguilar, Washington State University, Pullman

Presenters: Isis Artze-Vega, University of Miami, FL, “Envisioning Bilingual Composition and Its Outcomes”

Belkys Torres, University of Miami, FL, “Using Bilingual Readings in the Composition Class”

Elizabeth Doud, University of Miami, FL, “The Practice of Written Bilingualism”

Creative Writing

**H.20 Situating Creative Writing:
The Art And Craft Of Creative-Writing Pedagogy**

Hyatt, Third Floor, Llano Room

Chair: Joel Isenberg, Oklahoma State University, Stillwater

Presenters: Joel Isenberg, Oklahoma State University, Stillwater, “More Than a Hobby: A Utilitarian Look at Creative-Writing Classes”

Michael McCamley, Oklahoma State University, Stillwater, “Reading Students, Students Reading: (A)lterity Habits Among Creative Writing Students at Oklahoma State University”

Friday, 9:30–10:45 a.m.

Professional and Technical Writing

H.21 Teaching Scientific Writing: Beyond the Research Article

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217C

Chair: Philippa Benson, Conservation International, Washington, DC

Presenters: Ann Penrose, North Carolina State University, Raleigh, “Standard Operating Procedures and the Virtue of Applied Genres”

Steven Katz, North Carolina State University, Raleigh, “Reading (Values) Between the Lines: Teaching the Research Proposal”

Michael Carter, North Carolina State University, Raleigh, “LabWrite: Helping Students Write Better Lab Reports in Laboratory Settings”

Respondent: Carolyn Miller, North Carolina State University, Raleigh

Professional and Technical Writing

H.22 Discrepant Rhetoric:

Uses Of Analogies in the Construction of Illness

Hyatt, Third Floor, Pecos Room

Chair: Henrietta Shirk, Montana Tech of the University of Montana, Butte

Presenters: Howard Smith, Montana Tech of The University of Montana, Butte, “‘The Scourge That Won’t Go Away’: The Plague”

Henrietta Shirk, Montana Tech of the University of Montana, Butte, “The Menacing Secret Agent: SARS”

History

H.23 Don’t Mess with Texas:

Accounts of Early 20th-Century Literacy Sponsorship

Henry B. Gonzalez Convention Center, River Level, Room 006C

Chair: Cassandra Parente, Texas Christian University, Fort Worth

Presenters: Loren Loving, Texas Christian University, Fort Worth, “Every School Should Be a Character Factory”

Cassandra Parente, Texas Christian University, Fort Worth, “Stabilizing the Hierarchy: Creating ‘Better’ Citizenship through Literacy”

Erin Sagerson, Texas Christian University, Fort Worth, “In/Visibility: Secrecy, Women, and Literacy”

History

**H.24 Through the Looking Glass:
19th-Century Changes In Composition Theory and Praxis**

Hyatt, Third Floor, Pecan Room

Chair: Karen Rowe, Bowling Green State University, OH

Presenters: Christine Cucciarre, Bowling Green State University, OH, “The Seeds of Change in Composition Theory, Praxis, and Writing Across the Curriculum”

Heather Fester, Bowling Green State University, OH, “A Looking Glass for the Mind: Illustrations as Reflections of the Child in 19th-Century American Elementary Textbooks”

Ramona Duncel, Bowling Green State University, OH, “The Shifting Agenda: A Consideration of Writing Prompts from 1865–1925”

Karen Rowe, Bowling Green State University, OH, “Which Thousand Words? Picture Prompts in College Textbooks”

History

H.25 19th-Century Women Rhetoricians and Rhetorical Advice

Henry B. Gonzalez Convention Center, River Level, Room 006D

Chair: Christa J. Downer, Texas Woman’s University, Arlington

Presenters: Amy M. Dooley, Texas Christian University, Fort Worth, “Maria Edgeworth as Female Rhetorician—and Nineteenth-Century Expressionist”

Edwina Helton, Indiana University East, Richmond, “Constructions of Literacy in Nineteenth-Century Etiquette Manuals”

Rita Malencyk, Eastern Connecticut State University, Willimantic, “Truth-Telling Margins: Domestic Agency in the Writings of Fanny Fern”

Research

**H.26 Papa Don’t Rap:
Identity, Counterstories, and Hip-Hop Hermeneutics**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

Chair: Austin Jackson, Michigan State University, East Lansing

Presenters: Liz Rohan, University of Michigan-Dearborn, “Dads, Dating, and Other Stories from the Family Trunk: Composition as a Personal Matter”

Rebecca Jackson, Texas State University, San Marcos, “Resisting Institutional Narratives: Students’ Counterstories of Writing in the University”

Austin Jackson, Michigan State University, East Lansing, “Hip-Hop Hermeneutics: Rap Music and Teaching for Social Justice”

Friday, 9:30–10:45 a.m.

Institutional and Professional

H.27 Does CCCC Matter? A Critique and a Call for Change

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217A

Chair: Derek Owens, St. John's University, Queens, NY

Presenters: Derek Owens, St. John's University, Queens, NY, "The CCCC
Footprint: An Environmental Impact Statement"

C. Mark Hurlbert, Indiana University of Pennsylvania, "Comic (?) Interlude:
A Parody of an All-Too-Typical CCCC Paper"

Robert Yagelski, State University of New York at Albany, "A Conference
Radically Out of Sync with Its Historical Moment"

Theory

H.28 Taking the Visual Further: Research and Theory

Henry B. Gonzalez Convention Center, Concourse Level,
Room 207A

Chair: Mary Hocks, Georgia State University, Atlanta

Presenters: Tracy Volz, Rice University, Houston, TX, "A Pilot Study on
the Criteria Used to Evaluate Technical Posters"

Mary Williams, Clemson University, SC, "Visual Literacy in the First-Year
Writing Course: A Case Study"

Susan Hilligoss, Clemson University, SC, "A Matter of Course: Toward
Advanced Studies in Visual Rhetoric"

Practices of Teaching Writing

H.29 Making the Implicit, Explicit:

Helping Students Take Control Of Their Success

Hyatt, Third Floor, Nueces

Chair: Patty Baldwin, San Francisco State University, CA

Presenters: Amy Stornaiuolo, San Francisco State University, CA, "Just
Tell Me What To Do, So I Can Figure It Out for Myself "

Whitney Clay, San Francisco State University, CA, "Oh, You Mean
Somebody's Going to Read My Paper?"

Jen Levinson, San Francisco State University, CA, "To Count and Be Counted:
Negotiation as Literate Action"

Patty Baldwin, San Francisco State University, CA, "Recognizing Academic
Customs: The Crucial Step toward Self-Advocacy"

Practices of Teaching Writing

H.30 Stories That Matter: Using Narrative to Stir Things Up in the Multicultural Classroom

Henry B. Gonzalez Convention Center, Concourse Level,
Room 213B

Chair: Mark Noe, University of Texas-Pan American, Edinburg, TX

Presenters: Mark Noe, University of Texas-Pan American, Edinburg, TX,
“Narrative as Rhizome: Institutional Culture and the Multicultural Student”

Robert Affelt, University of Texas-Pan American, Edinburg, TX,
“Constructing the Person in a Multicultural Classroom”

Rene Saldana, University of Texas-Pan American, Edinburg, TX, “Su-num-twee/
Listen to Me: My Place/Space in Narrative”

Practices of Teaching Writing

H.31 Practices for Energizing Basic Writing

Henry B. Gonzalez Convention Center, Concourse Level,
Room 216A

Chair: Lucia Cherciu, Dutchess Community College/SUNY, Poughkeepsie

Presenters: James Wilson, LaGuardia Community College/CUNY, Long
Island City, “Online Activism: The Basic Writer and Community Impact”

Lucia Cherciu, Dutchess Community College/SUNY, Poughkeepsie, ““Did
We Do Anything Last Time?: Blackboard Strategies for Energizing Basic
Writing”

Nancy Corbett, Maysville Community College, KY, “Promoting Fluency in
the Basic-Writing Classroom”

Practices of Teaching Writing

**H.32 Disrupting Conventions:
Making Originality Matter in Academic Writing**

Hyatt, Third Floor, Blanco Room

Chair: Tiane Donahue, University of Maine-Farmington

Presenters: Lynn Dornink, Northeastern University, Boston, MA

Kalo Clarke, Northeastern University, Boston, MA

Tiane Donahue, University of Maine-Farmington

Friday, 9:30–10:45 a.m.

Practices of Teaching Writing

H.33 Composing Others/Composing Selves: The Ethnographic Essay

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214C

Chair: Bruce Ballenger, Boise State University, ID

Presenters: Donna Qualley, Western Washington University, Bellingham,
“The Ethnographic Stance: A Rhetorical and Ethical Enabling”

Elizabeth Chiseri-Strater, University of North Carolina, Greensboro,
“Fieldwork: Things Are Not What They Seem”

Bonnie Sunstein, University of Iowa, Iowa City, “Defining the Ethnographic
Essay”

Practices of Teaching Writing

**H.34 Active Engagement in Education and Writing:
Theory and Practice, Teachers and Students**

Hyatt, Second Floor, Regency Ballroom 1

Chair: Susan Popham, University of Memphis, TN

Presenters: Vickie Hester, Texas Tech University, Lubbock, “Unpacking
the Metaphors in Our Theories and Practices”

Susan Popham, University of Memphis, TN, “Teaching as Active
Engagement”

Buzz Pounds, Lewis University, Romeoville, IL, “Student Self-Assessment
and Teacher Reflection”

Practices of Teaching Writing

H.35 Making Students’ Views Of Composition Matter

Henry B. Gonzalez Convention Center, Concourse Level,
Room 207B

Chair: Beth Hoger, Western Michigan University, Kalamazoo

Presenters: Ed Nagelhout, Indiana University/Purdue University,
Indianapolis, “Exchange Matters in Circulation: Students, Teachers, and
Mediated Action”

Beth Hoger, Western Michigan University, Kalamazoo, “Composition Matters
in Student/Teacher Feedback Interaction”

Trish Jenkins, University of Alaska-Anchorage, “‘Emails of Inquiry’ as a
Path to Writing Expertise”

Practices of Teaching Writing

H.36 Class, Cultures, and Learning Styles

Hyatt, Second Floor, Regency Ballroom 3

Chair: Edward Heckler, University of Texas-Pan American, McAllen

Presenters: Deborah Long, Mount Union College, Alliance, OH, “Getting the ‘A’ for Effort: Class Values and the Writing Process”

Amy Patrick, University of Minnesota, St. Paul, “Effects of Cultural Background on Learning Style and Implications for College Writing Instruction”

Jim Zebroski, Capital University, Columbus, OH, “Social Class Matters in Freshman Composition: A Critique of the Hegemonic Theories”



I Sessions

11:00 a.m. –12:15 p.m.

Featured Session

Once and Future Rhetoric/Composition

Henry B. Gonzalez Convention Center,
Concourse Level, Room 217A

Chair: Richard Miller, Rutgers University

In 2004 it seems fair to say that rhetoric and composition have achieved “disciplinary status” within “English.” At the same time, a “split” between rhetoric and composition has appeared, and proposals for abolishing the required composition course, which has historically served as the seedbed for rhetoric and composition, have been advanced. Indeed, calls for a rethinking of graduate and undergraduate education have been made both inside and outside of the academy.

These developments suggest that we in rhetoric and composition may be approaching another watershed moment. At the very least, we are approaching a time when rhetoric and composition should be thinking hard about itself and its relation to the institutions of higher learning in which it has been struggling to take a place for the last years. This session examines the identity of rhetoric and composition from historical, cultural, and theoretical perspectives, and argues that such reflection could make it possible for our discipline to advance powerful proposals about the purpose and shape of higher education in the United States.

Tilly Warnock is currently Director of the Writing Program and a member of the graduate program in Rhetoric, Composition, and Teaching of English at the University of Arizona, which she has served extensively at program, department, and university levels. Her interest in English departments and the places of rhetoric and composition in the academy began at the University of Wyoming, where she directed the Writing Center, codirected the Writing Project, and directed an NEH-funded Statewide Humanities Leadership Project for high school administrators and teachers. Her publications include “Making Do, Making Believe, and Making Sense: Burkean Magic and the Essence of English Departments,” included in *English as a Discipline or, Is There a Plot in This Play?*

Thomas Miller teaches and administers the Writing Program at the University of Arizona. His *The Formation of College English: Rhetoric and Belles Lettres in the British Cultural Provinces* (1997) was a cowinner of the Mina Shaughnessy Award. Selected writings and courses are available at <http://>



Tilly Warnock



Thomas Miller

www.gened.arizona.edu/tmiller/default.html. At least two weeks before CCCC, this Web site will include data on the national survey of English majors that will be discussed in the session. This survey was undertaken with the research assistance of Vance Neil.

John Warnock graduated from the New York University School of Law. In 1970 he started teaching at the University of Wyoming, and in 1991, he and Tilly Warnock moved to the University of Arizona, where he worked with the University Composition Board and directed the Ph.D. program in Rhetoric, Composition, and the Teaching of English. He has taught for the Bread Loaf School of English since 1991. His works include *Representing Reality: Readings in Literary Nonfiction* and *Effective Writing: A Handbook with Stories for Lawyers*.



John Warnock

Practices of Teaching Writing

I.01 Merging Ideals and Realities: Students, Accountability, and the Practice of Teaching Composition

Hyatt, Third Floor, Frio Room

Chair: Beth Maxfield, Blinn College, Brenham, TX

Presenters: Beth Maxfield, Blinn College, Brenham, TX

Mandy Kallus, Blinn College, Brenham, TX, “Humanities Faculty and Accountability: Making Composition Matter to Preservice Teachers”

Amelia Keel, Blinn College, Brenham, TX, “Merging Ideals and Realities: Practical Methodology for the Teaching of Composition”

Institutional and Professional

I.02 High-Stakes Writing Assessment in Secondary Schools: Implications for College Composition

Henry B. Gonzalez Convention Center, Concourse Level, Room 214A

Chair: Michael Williamson, Indiana University of Pennsylvania

Presenters: John Dunn, Jr., Indiana University of Pennsylvania, “The Historical Context for High-Stakes Writing Assessment”

Peggy O’Neill, Loyola College, Baltimore, MD, “A Study of the Impact of State-Mandated, High-Stakes Secondary Writing Assessments”

Sandra Murphy, University of California Davis, “Consequences of State-Mandated Writing Assessments for High School Teachers and Curricula”

Brian Huot, University of Louisville, KY, “Consequences of High-Stakes High School Writing Assessments for College Composition Programs”

Language

I.03 Writing and Cultural “Difference”

Hyatt, Third Floor, Pecan

Chair: Catherine Schryer, University of Waterloo, Ontario, Canada

Presenters: Janet Giltrow, University of British Columbia, Vancouver, Canada, “Citation and Cultural ‘Difference’”

Rob Oliver, Institute of Education, University of London, United Kingdom, “Studying Difference in Student Writing: Quotation from Literary Texts”

Yaying Zhang, University College of the Cariboo, Kamloops, British Columbia, Canada, “Constructing ‘Global English,’ Positioning Non-Native Speakers”

Creative Writing

I.04 Women Writing Teachers Reading Creative Nonfiction

Henry B. Gonzalez Convention Center, Concourse Level, Room 214B

Chair: Eileen Schell, Syracuse University, NY

Presenters: Bronwyn Jones, Northwestern Michigan College, Traverse City, “Hearing Voices: One Woman’s Awakening to America’s Mental-Health Crisis”

Kim van Alkemade, Shippensburg University, PA, “Women Writing Teachers Reading Creative Nonfiction”

Harriet Malinowitz, Long Island University, Brooklyn, “Women Writing Teachers Reading Creative Nonfiction”

Practices of Teaching Writing

I.05 Theories and Varied Sites for Visual Rhetoric

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

Chair: Lee Brasseur, Illinois State University, Normal

Presenters: Eva Brumberger, Virginia Tech, Blacksburg

Lee Brasseur, Illinois State University, Normal, “Rosalind Franklin and Florence Nightingale: Visual Rhetoricians”

Susan Booker, Longwood University, Farmville, VA, “Looking Behind to Move Ahead: Visual Rhetorics of Landscape Restoration”

Professional and Technical Writing

I.06 Academic Medical Rhetoric Matters: Institutional Research

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217C

Chair: Tom Waldrep, Medical University of South Carolina, Charleston

Presenters: Shannon Richards-Slaughter, Medical University of South Carolina, Charleston, “Context and Scope of Academic Medical Rhetoric at a Medical Institution”

Jennie Ariail, Medical University of South Carolina, Charleston, “Writing Assigned: Writing Skills Valued”

Tom Waldrep, Medical University of South Carolina, Charleston, “Providing a Center: Injecting the Writing-Center Model into a Medical University”

Theory

I.07 Ethos Matters: Composing Identities in the Professions

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214C

Chair: Tom G. Smith, Medical University of South Carolina, Charleston

Presenters: Elisabeth M. Alford, Technological University-Columbia, SC, “Genre-Enacted: Learning the Lines, Practicing Roles, Realizing Professional Ethos”

Tom G. Smith, Medical University of South Carolina, Charleston, “Grants Matter: Acquiring Genre Knowledge in the Health Professions”

Nancy Thompson, University of South Carolina, Columbia, “The Matter of Gesture and Graphics as Genre”

History

**I.08 They Made Composition Matter:
Writing Program Administrators Before 1976**

Hyatt, Third Floor, Llano Room

Chair: Kathleen Hunter, The College of St. Elizabeth, Morristown, NJ

Presenters: Jill Rudy, Brigham Young University, Provo, UT, “Composition Matters in Higher Education: Stith Thompason, Harvard University, and the Meritocracy of Composition Administration”

Lisa Mastrangelo, The College of St. Elizabeth, Morristown, NJ, “Making Composition Matter: A Community of Nineteenth-Century Female Administrators”

Suzanne Bordelon, San Diego State University, CA, “Perpetuating a Vassar Legacy: Socially Conscious Women Teaching Writing”

History

I.09 Mid-20th-Century Rhetorics of War and Citizenship

Henry B. Gonzalez Convention Center, River Level, Room 006A

Chair: Anna Tripp, California State University, Northridge

Presenters: Deborah Williams, Temple University, Philadelphia, PA, “Rhetorics of Citizenship: Composition and the ‘National Interest’ in Early Cold War America”

Heather Richards, California State University, Chico, “Coercive Sponsorship: The Rhetorics of Assimilation and Resistance in the Manzanar Internment Camp”

William Cahill, Rutgers University, New Brunswick, NJ, “A Historical Study of Kenneth Burke’s Influence on Educational Theory”

Research

I.10 Critical Language Pedagogy

Hyatt, Second Floor, Regency Ballroom 3

Chair: Geneva Smitherman, Michigan State University, East Lansing

Presenters: David Kirkland, Michigan State University, East Lansing, “‘We Real Cool:’ The Development of Alternative Composition Practices through the Discourse of Cool”

Austin Jackson, Michigan State University, East Lansing, “Critical Language Pedagogy: Rap, Hip Hop, and African American Literacy”

Darryl Hall, Michigan State University, East Lansing, “‘Check the Techniq’: Using Hip-Hop Web Sites to Facilitate Literacy Writing Instruction in an Urban School Setting”

Research

I.11 The Peer-Tutor Alumni Research Project:

Former Tutors Assess The Experience of Writing-Center Work

Henry B. Gonzalez Convention Center, Concourse Level,
Room 207A

Chair: Julie Nelson Christoph, University of Puget Sound, Tacoma, WA

Presenters: Paula Gillespie, Marquette University, Milwaukee, WI, “The Tutor Alumni Research Project: The Marquette Experience”

Harvey Kail, University of Maine, Orono, “The Peer-Tutor Alumni Research Project: Former Tutors Assess the Experience of Writing-Center Work”

Bradley T. Hughes, University of Wisconsin-Madison, “The Tutor Research Project: The Madison Experience”

Theory

**I.12 Composition and Communication in An Age of Design:
Theoretical Issues in Visual Rhetoric**

Hyatt, Second Floor, Regency Ballroom West

Chair: Marilyn Cooper, Michigan Technological University, Houghton

Presenters: Lester Faigley, University of Texas at Austin, “Rhetoric/Design/
Sustainability”

Alison Perry, University of Texas at Austin, “Re-visioning the Towers: Post-
9/11 Representations of the World Trade Center”

Diana George, Michigan Technological University, Houghton, “In the Gutter/
between the Lines: Students Address a Word/Image Gap”

Respondent: John Trimbur, Worcester Polytechnic Institute, MA

Information Technologies

**I.13 Team Teaching, Owling, and the Evaluation of Online Composition
Courses**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 213B

Chair: Diane Albertini, Dixie State College of Utah, St. George

Presenters: David Mair, University of Oklahoma, Norman, “Evaluating the
Online Composition Course”

Phillip Marzluf, Kansas State University, Manhattan, “Evaluating the Online
Composition Course”

Dawn Formo, California State University, San Marcos, “‘I Don’t Write. I
Write Poems’: OWLing Girls Define Writing and Writers”

Heidi Kozlowski, San Jose City College, CA, “Online Composition Buffet:
Distance Learning and Team Teaching”

Institutional and Professional

**I.14 They’re Here for the Duration:
Exploring the Ways Contingent Faculty Shape Composition**

Henry B. Gonzalez Convention Center, River Level, Room 006B

Chair: Ellen Schendel, Grand Valley State University, Allendale, MI

Presenters: Ellen Schendel, Grand Valley State University, Allendale, MI,
“What Makes Contingent Faculty Contingent? A Rhetorical Analysis of
CCCC and AAUP Position Statements on Non-Tenure-Track Faculty”

Camille Newton, University of Louisville, KY, “Rocks and Hard Places:
WPAs, Contingent Faculty, and Ethical Dilemmas”

Pam Priolo, Grand Valley State University, Allendale, MI, “That Dog Won’t
Hunt: Teaching without Tenure in a Tenure Kind of World”

Institutional and Professional

I.15 Bridging the Gap:

Elementary and High School English to College Writing

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

Chair: Linda Uhlenkott, Great Basin College, Elko, NE

Presenters: Linda Uhlenkott, Great Basin College, Elko, NE, “Bridging the Gap: Beginnings”

Joy Redfern, Great Basin College, Elko, NE, “Connecting Reading to Writing”

Janice Kempster, Great Basin College, Elko, NE, “Looking Forward: Implications for Developmental Writing”

Institutional and Professional

I.16 A Place Where Composition Matters:

Non-Tenure-Track Transformations at One University

Hyatt, Third Floor, Nueces Room

Chair: Saralinda Blanning, Wright State University, Dayton, OH

Presenters: Saralinda Blanning, Wright State University, Dayton, OH, “A Landscape: Photographs and Interviews from Past and Present”

James Sayer, Wright State University, Dayton, OH, “A Policy: Administrating Change for Non-Tenure-Track Faculty”

Beth Klaisner, Wright State University, Dayton, OH, “An Accident: The Story of One Non-Tenure-Track Career”

Composition Programs

I.17 Time Has Come Today: Examining Learning-Center Practices

Henry B. Gonzalez Convention Center, Concourse Level, Room 210B

Chair: Julie Clark Simon, Southern Utah University, Cedar City, UT

Presenters: Tammy Conard-Salvo, Purdue University, West Lafayette, IN, “Composing Relationships between Writing Centers and English Departments: Analysis of a Survey”

Alice Horning, Oakland University, Rochester, MI, “Creating a Writing Center: A Successful Research Plan To Make Writing Matter on a Campus”

Julie Clark Simon, Southern Utah University, Cedar City, UT, “Materializing ‘Modest Interventions’ in the Feminist Writing Center”

Practices of Teaching Writing

I.18 Tied To The Mast? The Alluring Sights and Sounds of Technology

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217B

Chair: Joanna Gibson, Texas A&M University, College Station

Presenters: Scott Warnock, Penn State Berks-Lehigh Valley, Fogelsville
Carol Rossini, Regis University, Denver, CO
Rich Rice, Texas Tech University, Lubbock
Nick Carbone, Bedford/St. Martin's, Boston, MA, "Technology Matters, But
Teaching Matters More"

Composition Programs

**I.19 Speak Up and Talk Back!: A Panel of College Students and
Community Partners Reflect upon Their Written Collaboration**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212B

Chair: Catherine Gabor, Texas Christian University, Fort Worth

Presenters: Michael Maxvill, Texas Christian University, Fort Worth, "Speak
Up and Talk Back!: A Panel of College Students and Community Partners
Reflect Upon Their Written Collaboration"

Composition Programs

**I.20 Literacy Matters:
In the Hollers, in the Bush, and Across The Great Divide**

Hyatt, Third Floor, Pecos Room

Chair: Tracy Santa, U.S. Airforce Academy, Colorado Springs, CO

Presenters: Katherine Sohn, Pikeville College, "Composition Matters:
Mountain Women's Literacy Practices"
Elizabeth Graber, University of Alaska, Homer
Tracy Santa, U.S. Airforce Academy, Colorado Springs, CO, "Eastern
European Writers/American Institutions: Perspectives from Eastern
European Graduate Assistants in American Research Universities"

Composition Programs

I.21 Inventing Tradition:

Revitalizing Institutional and Programmatic Histories

Henry B. Gonzalez Convention Center, Concourse Level,
Room 213A

Chair: John Duffy, University of Notre Dame, IN

Presenters: Lois Agnew, Rockford College, IL, “Composition and the Liberal Arts: Revitalizing History”

Stephen Ferruci, Eastern Connecticut State University, Willimantic, “Writing a Sustainable History: Mapping Writing-Center Ethos That Matters”

Susan DeRosa, Eastern Connecticut State University, Willimantic, CT, “Writing a Sustainable History: Mapping Writing-Center Ethos That Matters”

Susan Fay, Marymount University, Arlington, VA, “General Education in the Composition Classroom: Timelines and Technology Meet Reading and Writing”

Composition Programs

I.22 Making Composition Matter: Literacy, Privacy, and Community

Hyatt, Third Floor, Chula Vista Room

Chair: Mary Erica Zimmer, Louisiana State University, Baton Rouge

Presenters: David Alan Sapp, Fairfield University, CT, “Composing an Essay, Composing a Life: Making Composition Matter in Undergraduate Education”

Roberta Harvey, Rowan University, Glassboro, NJ, “Information Literacy and the Democratization of Knowledge: Composition for the Information Age”

Theory

I.23 Writing Peace: Beyond the Trope of Advocacy

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214D

Chair: Rosa Eberly, Penn State University, University Park

Presenters: Cynthia Haynes, University of Texas at Dallas, “When Peace Is in Style”

Victor J. Vitanza, University of Texas at Arlington, “The Irreparable”

Diane Davis, University of Texas at Austin, “Writing (as) Peace”

Theory

**I.24 Race/Gender Matters:
Black Women, Rhetoric, Composition, And Pedagogy**

Hyatt, Second Floor, Regency Ballroom 1

Chair: Rashidah Muhammad, Governors State University, University Park, IL

Presenters: Lena Ampadu, Towson University, Baltimore, MD, “Womanism and the African American Rhetorical Tradition”

Elaine Richardson, Pennsylvania State University, State College, “African American Girls Constructing Discourse on Rap and Hip-Hop”

Gwendolyn Pough, University of Minnesota, Minneapolis, “Will It Matter?: Black Feminist Pedagogy and the Composition Classroom”

Theory

I.25 The Roles of Memory, Space, and Representation in the Public Sphere

Henry B. Gonzalez Convention Center, Concourse Level, Room 210A

Chair: Carl Herndl, Iowa State University, Ames, IA

Presenters: Kathryn Weiss, Kent State University, OH, “Reconciling Epideictic and Material Rhetorics: Commemorative Displays at the Kent State Memorial”

John Ackerman, Kent State University, OH, “Vernacular Architecture and Vernacular Rhetoric”

Onur Azeri, Kent State University, OH, “From the University to the Seat-Back Pocket: Domains of Institutional Knowledge and the Rhetoric of a Mundane Artifact”

Theory

I.26 Taking the Boot out of Bootcamp?: Advocacy, Loyalty, and Authority in the Training of First-Year Teachers

Henry B. Gonzalez Convention Center, Concourse Level, Room 218

Chair: Jennifer Lee, University of Pittsburgh, PA

Presenters: Jennifer Lee, University of Pittsburgh, PA, “Anchored and Set Adrift: The Tension Between Theory and Practice in the Training of First-Year Teachers”

Malkiel Choseed, University of Pittsburgh, PA, “Common Syllabi and the Construction of Pedagogy”

Emily Bauman, University of Pittsburgh, PA, “Why Didn’t They Identify with Us?: What Makes Teaching Teaching Different”

Brenda Whitney, University of Pittsburgh, PA, “Mentors: Benevolent Fools or Goddesses of War”

Practices of Teaching Writing

I.27 The Rondo Project:

Integrating Community-Based Learning through Oral Histories

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

Chair: David Hudson, Hamline University, St. Paul, MN

Presenters: Veena Deo, Hamline University, St. Paul, MN

Alice Moorhead, Hamline University, St. Paul, MN

David Hudson, Hamline University, St. Paul, MN, “The Class”

Practices of Teaching Writing

I.28 Making Each Voice Matter: Teaching Strategies for the Speaking-Intensive Composition Course

Henry B. Gonzalez Convention Center, Concourse Level, Room 216A

Chair: Hepzibah Roskelly, University of North Carolina at Greensboro

Presenters: Amy Spangler Gerald, University of North Carolina at Greensboro, “Voices That Matter: Using Women’s Rhetoric(s) in the Speaking-Intensive Composition Course”

Shannon Stewart, Coastal Carolina University, Wilmington, NC, “A Man Walks into a Bar...: Using Humor for Empowerment in the Speaking-Intensive Composition Course”

Pam Whitfield, University of North Carolina at Greensboro, “Getting to the Heart of the Matter: Using Emotion as a Teaching Tool in the Speaking-Intensive Composition Course”

Practices of Teaching Writing

I.29 There Is a Text in This Class

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

Chair: Jonathan Silverman, Pace University, New York, NY

Presenters: Greg Barnhisel, Duquesne University, Pittsburgh, PA, “Media Conglomerates, Textbook Publishers, and Composition Teachers: Changes in the Era of Deregulation”

Dean Rader, University of San Francisco, CA, “Making the Textbook Matter: Students, Professors, Texts, Writing”

Jonathan Silverman, Pace University, New York, NY, “We Are Not Our Textbooks”

Practices of Teaching Writing

I.30 Rhetoric and the Teaching of Writing in 2004

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

Chair: Jacqueline Jones Royster, The Ohio State University, Columbus

Presenters: Nan Johnson, The Ohio State University, Columbus, “Rhetoric at CCC and Beyond: 1984–2004”

Wendy Hesford, The Ohio State University, Columbus, “Performing (Dis)Identifications: Visual Rhetoric and First-Year Composition”

Susan Delagrange, The Ohio State University, Columbus, “Re-Mediating Rhetorical Practice”

Edgar Singleton, The Ohio State University, Columbus, “Hypertext as a Rhetorical Lens for Reading ‘Static’ Texts”

Practices of Teaching Writing

1.31 Resident Aliens: Teaching Students and Colleagues What “Composition” Means

Henry B. Gonzalez Convention Center, Concourse Level, Room 212A

Chair: Pamela Johnston, Texas Lutheran University, Seguin

Presenters: Beth Barry, Texas Lutheran University, Seguin, “Local Customs: How ‘Composition’ Differs From ‘English’”

Carolyn Austin, Texas Lutheran University, Seguin, “Learning the Language: Helping Faculty from Other Disciplines Learn What It Means To Teach Writing”

Pamela Johnston, Texas Lutheran University, Seguin, “Citizen Student: Writing a Bridge to The ‘Real’ World”

Practices of Teaching Writing

1.32 Making Research Matter: Working toward Critical Research Writing through a New Composition Curriculum

Henry B. Gonzalez Convention Center, Concourse Level, Room 206A

Chair: Juanita Comfort, West Chester University, PA

Presenters: Linda Huff, West Chester University, PA, “Recovering the ‘I’ in Research Writing: The Integration of the Personal and the Informational in ‘Critical Writing: Introduction to Inquiry’”

Juanita Comfort, West Chester University, PA, “The Essayistic Turn: Creating Greater Agency for Student Research Writers in ‘Critical Writing: Approaches to Popular Culture’”

Victoria Tischio, West Chester University, PA, “Re-Vising the Text/Re-Imagining Research: Resituating Student Writers as Responsible and Invested Literate Subjects in ‘Critical Writing’”

Hyojin Yoon, West Chester University, PA, “Re-Vising the Text/Re-Imagining Research: Resituating Student Writers as Responsible and Invested Literate Subjects in ‘Critical Writing: The Multidisciplinary Imagination’”

Practices of Teaching Writing

I.33 If It Ain't Broke, Fix It Up: Finding New Ways to Tweak Traditional Ideas in the Writing Center and Writing Classroom

Hyatt, Third Floor, Blanco Room

Chair: Leslie Richardson, Southwest Missouri State University, Springfield

Presenters: Leslie Richardson, Southwest Missouri State University, Springfield, “‘They’re Gonna Do it Anyway!’: A New Metaphor for the Writing Center”

Trenton Tubbs, Ozarks Technical Community College, Springfield, MO, “Rechecking Grammar Check: What Can the Grammar Checker Do for Us and Our Students?”

Practices of Teaching Writing

I.34 Negotiating the Self in Academic Discourse

Hyatt, Second Floor, Regency Ballroom 2

Chair: Sandra Tarlin, Syracuse, NY

Presenters: Sandra Tarlin, Syracuse, NY, “Narrative/Discourse/and Ethical Refutation—Pedagogical Borderlands”

Jane Creighton, University of Houston—Downtown, TX, “Voicing Authority: The Negotiation of Self and History in the Composition Classroom”

Valerie Kinloch, Teachers College, Columbia University, New York, NY, “In Search of a Dwelling Place: Confronting Personal Experiences and Teaching of Writing”

Practices of Teaching Writing

I.35 Style: Grammar and Imitation

Henry B. Gonzalez Convention Center, Concourse Level, Room 206B

Chair: Jeffrey Carroll, University of Hawaii at Manoa, Honolulu

Presenters: Jaime Armin Mejia, Southwest Texas State University, San Marcos, “Using Grammar To Teach Stylistics Rhetorically”

Michael Hennessy, Southwest Texas State University, San Marcos, “Quintilian and Queneau: Imitation and the Pedagogy of Style”

Jeffrey Carroll, University of Hawaii at Manoa, Honolulu, “Rethinking Imitation: Lessons from Black American Culture”

Practices of Teaching Writing

I.36 (Re)Constructing Academic Spaces for Differently-Abled Students

Henry B. Gonzalez Convention Center, River Level, Room 006C

Chair: Annmarie Guzy, University of South Alabama, Mobile

Presenters: Cynthia Lewiecki-Wilson, Miami University, Oxford, OH, “Disability (Difference) Matters: Disability Studies in Two Composition Classrooms”

Jay Dolmage, Miami University, Oxford, OH, “Disability (Difference) Matters: Disability Studies in Two Composition Classrooms”

Michael Salvo, Purdue University, West Lafayette, IN, “Designing for Differently-Abled Bodies: Single-Sourcing Access to Information”

Annmarie Guzy, University of South Alabama, Mobile, “Composition Matters in Honors Education”

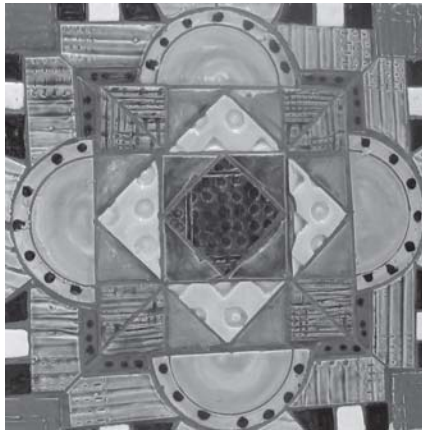
Creative Writing

I.37 A Reading by Jimmy Santiago Baca

Henry B. Gonzalez Convention Center, River Level, Room 006D

Chair: Steve Parks, Temple University, Philadelphia, PA

Presenters: Jimmy Santiago Baca



J Sessions

12:30 p.m.–1:45 p.m.

Featured Session

Basic Writers, Working-Class and Marginalized Students: How To Make Writing Count

Henry B. Gonzalez Convention Center,
Concourse Level, Room 217A

Chair: Toni Ortner, Norwalk Community College
Who are basic writers, working-class, and other marginalized students? What motivates them and how do they come to an understanding of the value of writing for their future success—in college and in their careers? Sallyanne Fitzgerald profiles basic writers at a community college and surveys the types of writing courses offered at that college, and others like it in California, to draw a picture of basic writing in a state where part of the community college mission is to serve basic-writing students. She then discusses the future of these writers.

Abigayle Phillips explores how basic writers are evaluated against a code of instructor expectations and judged by how well they fit the acceptable academic parameters. She discusses the hegemonic nature of these practices in terms of silenced student “selves” and oppressive classroom practices.

Making coursework relevant to students begins with an understanding of the students’ goals and needs. Michael W. Gos identifies two motivations for attending college, common among working-class students, and discusses how to channel those motivations to help students understand the importance of writing in reaching their goals. Certain aspects of composition theory are particularly useful in this process.

Michael W. Gos is the Director of Technical Communication Programs at Lee College in Baytown, Texas. He currently serves as the president of the Two-Year College English Association’s Southwest region. He has recently authored *Unwelcome Guests: Helping Working-Class Students to Succeed in College and Beyond*. The May 2003 issue of the *Nontraditional Students Report* featured an interview with him. He is also the editor of *Communicating Technical Information in an International Environment: Issues of Theory, Practice, and Pedagogy*, forthcoming from ATTW.

Abigayle Phillips is an adjunct English instructor at Sinclair Community College in Dayton, Ohio, where she teaches freshman composition and research courses.



Michael W. Gos



Abigayle Phillips

Her research interests include marginalized student populations, student essentialization, and student empowerment in the classroom. Her teaching interests include fundamentals of English composition, the writing process, and research writing. She is currently developing an instructor workshop focused on exchanging ideas and techniques that encourage diverse and underrepresented populations of students to actively participate in classroom activities.



Sallyanne H. Fitzgerald

Sallyanne H. Fitzgerald is vice president of instruction at Napa Valley College and the California representative to TYCA. She has taught in community colleges in Missouri and California. She was associate editor for *Mainstreaming Basic Writers: Politics and Pedagogies of Access*, and a previous CCCC presentation will appear with others from her session in the *Journal of Basic Writing*. She chaired several national basic-writing conferences and served as cochair for the Conference on Basic Writing, a CCCC Special Interest Group.

Practices of Teaching Writing

J.01 The Legacies of Burke, Steiner, and Wittgenstein

Hyatt, Third Floor, Frio Room

Chair: Raymond Mazurek, Penn State University, Reading, PA

Presenters: William Cahill, Rutgers University, New Brunswick, NJ, “A Historical Study of Kenneth Burke’s Influence on Educational Theory”

Doug Sweet, Chapman University, Irvine, CA, “Re(dis)covering George Steiner: Epistemological Pluralities and Material Production”

Christine Iwanicki, Western Illinois University, Macomb, “Smuggling an Alien across the Border: The Lessons of Wittgenstein for Rhetorical Pedagogy and Theory”

Institutional and Professional

J.02 You’re So Paranoid You Probably Think This Session’s about You: Rooting out Paranoia in the Profession

Henry B. Gonzalez Convention Center, Concourse Level, Room 210B

Chair: Charles Schuster, University of Wisconsin, Milwaukee

Presenters: Virginia Kuhn, University of Wisconsin, Milwaukee, “The Plagiarism Police”

Alice Gillam, University of Wisconsin, Milwaukee, “Better Paranoid than Complicit”

Piper Murray, University of Colorado, Boulder, “Beyond the Paranoia Principle: Discovering the Hidden Pleasures of Professional Development”

Friday, 12:30–1:45 p.m.

Institutional and Professional

J.03 Academic Freedom and Writing Programs

Henry B. Gonzalez Convention Center, Concourse Level,
Room 206B

Chair: Kerry Walk, Princeton University, NJ

Presenters: Edward M. White, University of Arizona, Tucson, “Academic Freedom: Definition by Personal Narrative”

Kerry Walk, Princeton University, NJ, “Writing-Program Teaching: Necessary Limits on Autonomy?”

Alfred E. Guy Jr., Johns Hopkins University, Baltimore, MD, “Balancing Freedom and Agency with Graduate Student Teachers”

Language

J.04 What’s “New” about a New Public Grammar for Writing?

A Multiperspectival Outline

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

Chair: Jeff Wiemelt, Southeastern Louisiana University, Hammond

Presenters: Craig Hancock, SUNY-Albany, “New Public Grammar and the Sentence”

Johanna Rubba, Cal Poly State University, San Luis Obispo, “New Public Grammar and Textuality”

Jeff Wiemelt, Southeastern Louisiana University, Hammond, “New Public Grammar and Discourse”

Professional and Technical Writing

J.06 “Do This, Don’t Do That, Can’t You Read the Sign?” Or Perceptions of Visual Communications: Moving from Consumption to Production of Designed Texts

Hyatt, Third Floor, Nueces Room

Chair: Jeanne McDonald, Waubonsee Community College, Sugar Grove, IL

Presenters: Sarah Quirk, Waubonsee Community College, Sugar Grove, IL
Jeanne McDonald, Waubonsee Community College, Sugar Grove, IL

Professional and Technical Writing

J.07 Rhetorics of the U.S./Mexico Border

Henry B. Gonzalez Convention Center, Concourse Level,
Room 006A

Chair: Matthew McCool, New Mexico State University, Las Cruces

Presenters: Matthew McCool, New Mexico State University, Las Cruces,
Elizabeth Fricke, New Mexico State University, Las Cruces
Andrea Betancourt, New Mexico State University, Las Cruces

Theory

J.08 Questioning Ecologies, Managing Locations

Henry B. Gonzalez Convention Center, Concourse Level,
Room 213B

Chair: Ronald Heckelman, Montgomery College, Conroe, TX

Presenters: Scott Stevens, Western Washington University, Bellingham,
“Locating the Matter in Composition: The New Rhetorical Ecology”

Heidi Stevenson, Indiana University of Pennsylvania, “Ecocomposition:
Limited Theory or Meta-pedagogy?”

Ronald Heckelman, Montgomery College, Conroe, TX, “Frederic Remington,
the Frontier, and the Managerial Impulse within American Rhetoric and
Composition Theory”

Theory

J.09 Three Provocations: Ignorance, Ridicule, and Laughter

Henry B. Gonzalez Convention Center, Concourse Level,
Room 006B

Chair: Marian Salwierak, St. Gregory’s University, Shawnee, OK

Presenters: Marvin Diogenes, Stanford University, CA, “Purposeful
Laughter: Toward a Rhetoric of Comic Appeals”

Kevin Porter, University of Texas at Arlington, “Opening a Space from Which
to Speak: The Argumentum ad Ignorantiam”

Theory

**J.10 Dialogic Debates: Investigating the Uses of Polyphony,
Consensus, and Nonviolence**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212B

Chair: Thereisa Coleman, Texas Tech University, Lubbock

Presenters: Sharon Stevens, University of Arizona, Tucson, “Epistemic
Rhetoric in the Writing Classroom”

Helen Fox, University of Michigan, Ann Arbor, “Writing What’s True: A
Rhetoric of Peace with Justice”

Theory

J.11 Toward Privatized Pedagogy: A Postmodern Teaching Strategy

Henry B. Gonzalez Convention Center, Concourse Level,
Room 210A

Chair: Diana Bell, University of Alabama in Huntsville

Presenters: Ronald Strickland, Illinois State University, Normal, “Privilege
and Privatization”

Becky Nugent, Governor’s State University, University Park, IL

Diana Bell, University of Alabama in Huntsville

Theory

**J.12 From Grammar Police to Guardians of the Ivory Tower:
Examining the Assumptions Behind “Policing The Academy”**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 213A

Chair: Teresa (Teddi) Fishman, Clemson University, SC

Presenters: Teresa (Teddi) Fishman, Clemson University, SC

Morgan Gresham, Clemson University, SC

Roxanne Kirkwood, Texas Woman’s University, Denton

Composition Programs

**J.13 Dancing in the Streets: Alternative Approaches to Composition
Outside the Classroom**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

Chair: Carolyn J. Pastel Anderson, University of Louisiana at Lafayette

Presenters: Catherine McClure, Rowan Cabarrus Community College,

Charlotte, NC, “Writing behind Bars: An Alternative Writing Classroom”

Karen Keaton, Wayne State University, Detroit, MI, “Marginal Existence,

Marginal Acceptance: Why Race Matters for Compositionists of Color in
the Urban Service-Learning Context”

Kelly Secovnie, University of Kansas, Lawrence, “Resisting the Word:
Women Writing Recovery”

Composition Programs

**J.14 Students Becoming Citizens:
How Composition Matters in Community Connections**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 207A

Chair: Larry McDoniel, St. Louis Community College, MO

Presenters: Win Loria, J. Sargeant Reynolds Community College, Richmond,

VA, “Students Becoming Citizens: Advocacy Translated into Writing”

Chris Jennings, Tidewater Community College, Virginia Beach, VA,

“Advocating for High School Students: Preparing for College Writing”

Linda Houston, The Ohio State University, Wooster, “Students Becoming
Citizens: Using Service Learning as a Metacognitive Assessment in a
Composition Class”

Practices of Teaching Writing

J.15 Boredom

Hyatt, Third Floor, Pecan Room

Chair: Kathleen J. Ryan, West Virginia University, Morgantown

Presenters: Jackie Grutsch McKinney, Ball State University, Muncie, IN, “Examining Composition Classroom Design”

Rebecca Jones, University of Texas Pan American, Edinburg, “‘Bring in the Clowns’: Delivering Instruction in the College Classroom”

Beth Carroll, Appalachian State University, Boone, NC, “I’m So Bored with the USA, But What Can I Do?: The Meaning of Boredom in the Writing Class”

Elizabeth Howells, Armstrong Atlantic State University, Savannah, GA, “Talking the Talk and Not Walking the Walk: Alternatives to the Boring Presentation”

Practices of Teaching Writing

J.16 Wicked Wiki Rhetoric: How Fast, How Far

Hyatt, Second Floor, Regency Ballroom 3

Chair: James Inman, University of South Florida, Tampa

Presenters: Joe Moxley, University of South Florida, Tampa, “Wicked and Not So Wicked Wikis”

Matt Barton, University of Tampa, FL, “The Wiki as a Panopticon”

M.C. Morgan, Bemidji State University, MN, “Notes toward a Rhetoric of Wiki”

Mike Palmquist, Colorado State University, Fort Collins, “WAC(Y) [Writing Across the Curriculum] Wikis”

Practices of Teaching Writing

J.17 Writing the Word and the World:

Critical Textual Production in a Critical Research Seminar

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212A

Chair: Jeffrey Duncan-Andrade, University of California, Los Angeles

Presenters: Ernest Morrell, Michigan State University, East Lansing, “Critical and Digital: New Media and Textual Production in a Critical Research Seminar”

Stacie Tate, Michigan State University, East Lansing, “Critical Literacy in Practice: Learning from a Critical Research Seminar”

Jeffrey Duncan-Andrade, University of California, Los Angeles, “Critical Culturally-Relevant Pedagogy as a Pathway to Meaningful Writing for Urban High School Students”

Friday, 12:30–1:45 p.m.

Practices of Teaching Writing

J.18 How To Read An Essay

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

Chair: Bruce Ballenger, Boise State University, ID

Presenters: Lad Tobin, Boston College, MA, “How To (Not) Read a Student Essay”

Bruce Ballenger, Boise State University, ID, “Reflection in the Essay: From Mountain to Sea and Back Again”

Michelle Payne, Boise State University, ID, “Reading the Body in the Confessional Essay”

Practices of Teaching Writing

J.19 Relocating The Composition Classroom: Demythologizing Notions Of The Thirteenth Grade

Hyatt, Third Floor, Blanco Room

Chair: James Wright, University of Houston, TX

Presenters: James Wright, University of Houston, TX, “Narratives of Resistance: Charging the Depoliticized Classroom”

Denea Stewart, University of Houston, TX, “Composing the Subject: The Disembodiment of Difference”

Chris Dunn, University of Houston, TX, “The Politics of Contraband: Redefining Text in the Composition Classroom”

Practices of Teaching Writing

J.20 Write ‘em Cowgirl: “Riding Herd” on the Rhetoric of Presidents And Place in the Classroom

Hyatt, Second Floor, Regency Ballroom 1

Chair: Carrie Leverenz, Texas Christian University, Fort Worth

Presenters: Ronald Pitcock, Texas Christian University, Fort Worth, “‘Tin Ears of Cultural Sensibilities’: How Texas Presidential Rhetoric Influences Composition”

Charlotte Hogg, Texas Christian University, Fort Worth, “Messin’ with Texas: Cowgirls Shape a Rhetoric of Place”

Stacia Neeley, Texas Wesleyan University, Fort Worth, “Farm-Girl Feminism: Teaching (and) Writing as a Cowgirl”

Practices of Teaching Writing

J.21 Forming Connections: High School and College Collaborations

Henry B. Gonzalez Convention Center, Concourse Level,
Room 216A

Chair: Marcia Muth, University of Colorado at Denver

Presenters: Mary Kay Crouch, California State University, Fullerton,
“Collaborating on Research with High School Teachers”

James Williams, Soka University, Aliso Viejo, “Program Administration and
Public-School Outreach”

Lyon Rathbun, Penn State, Worthington Scranton, PA, “Forming Cooperative
Alliances between College and High School Composition Teachers”

Composition Programs

J.22 Because Composition Matters:

Preparing Graduate Students in Rhetoric and Composition

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

Chair: Janice Walker, Georgia Southern University, Statesboro

Presenters: Linda Hanson, Ball State University, Muncie, IN, “Composition
Matters, Graduate Students Matter(s)”

Rebecca Rickly, Texas Tech University, Lubbock, “Publish or Perish:
Teaching Academic Survival Skills in Graduate Classes”

Janice Walker, Georgia Southern University, Statesboro, “Technology
Matters: Technological Expertise and Composition”

Sharon Cogdill, St. Cloud State University, MN, “Rethinking Threading: A
Rhetorical Discourse Analysis of Synchronous Discussion”

Composition Programs

J.23 More Than Basic Skills:

Rhetorical Designs For Reading And Writing Pedagogy

Hyatt, Third Floor, Chula Vista Room

Chair: Eleanor Latham, Central Oregon Community College and Oregon
State University, Bend

Presenters: Eleanor Latham, Central Oregon Community College and Oregon
State University, Bend, “More Than Basic Skills: Rhetorical Designs for
Reading and Writing Pedagogy”

Margaret Triplett, Central Oregon Community College, Bend, “More Than
Basic Skills: Rhetorical Designs for Reading and Writing Pedagogy”

Rise Quay, Central Oregon Community College and Illinois State University,
“More Than Basic Skills: Rhetorical Designs for Reading and
Writing Pedagogy”

Theory

**J.24 Popcorn Meets Pedagogy:
Movies, Literacy, and the Composition Classroom**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

Chair: Mary Hallet, Long Island University, Brooklyn, NY

Presenters: Bronwyn T. Williams, University of Louisville, KY, “The Stuff That Dreams Are Made Of: Movies, Literacy, and Everyday Life”

Amy Zenger, University of New Hampshire, Durham, “From Cinema to Classroom: What Students Learn about Literacy from Watching Movies”

History

**J.25 Returning to the “Return of Rhetoric”:
Why the 1960s and 1970s Matter Today**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214B

Chair: Tiane Donahue, University of Maine at Farmington

Presenters: James Comas, University of Missouri-Columbia, “The Revival of Rhetoric and the Rhetoric of Revival”

Susan V. Wall, Northeastern University, Boston, MA, “‘Courtship’ and ‘the Dance’: Kenneth Burke, Wayne Booth, and What Composition Has Learned (and Failed to Learn) about Reading from the ‘New Rhetorics’”

Stephen Sutherland, Harvard University, Cambridge, MA, “The Poetics of Writing Pedagogy: Making Composition Matter in English Studies”

History

J.26 African American Women Rhetors

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214A

Chair: Rhea Estelle Lathan, University of Wisconsin, Madison

Presenters: Kelly Mendiola, St. Edward’s University, Austin, TX, “Rhetoric and Composition outside the Academy: Amanda Berry Smith and the Methodist Rhetorical Tradition”

Rhea Estelle Lathan, University of Wisconsin, Madison, “‘Did You Know’: Ethel Asalea Johnson’s Rhetorical Campaign against Jim Crow”

Research

J.27 Compositions That Matter: Perspectives from Longitudinal Studies of Writing at Stanford, Laney College, and Berkeley Prep

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217B

Chair: Corinne Arraez, Stanford University, CA

Presenters: Jenn Fishman, Stanford University, CA, “Situating Longitudinal Studies of Writing”

Smokey Wilson, Laney College, Oakland, CA, “Who Gets To Say What Matters? Competing Goals for Students’ Writing”

Andrea Lunsford, Stanford University, CA, “‘What Matters Who Writes?’: Two Case Studies from the Stanford Study of Writing”

Information Technologies

J.28 From the Local to the Global: Technology, Literacy, and Civic Action

Henry B. Gonzalez Convention Center, Concourse Level,
Room 206A

Chair: Elizabeth Monske, Bowling Green State University, OH

Presenters: Judith Kirkpatrick, Kapi’olani Community College, Honolulu, HI, “Project-Based Learning: A Real-World Environment for Writing and Literature Courses”

Kristine Blair, Bowling Green State University, OH, “‘Paying Attention’ to Community Technological Literacy”

Susan Inouye, Kapi’olani Community College, Honolulu, HI, “Navigating and Negotiating the Virtual Global Community”

Information Technologies

J.29 How Technology Affects Students’ Understandings of Authoring

Henry B. Gonzalez Convention Center, Concourse Level,
Room 006C

Chair: Christine Hult, Utah State University, Logan

Presenter: Christine Hult, Utah State University, Logan, “The Changing Rhetoric of Online Writing”

Institutional and Professional

J.30 Challenges in Scoring High-Stakes Writing Assessments: Coping with Contrasting Response Modes, Score Drift, and Test Prep

Henry B. Gonzalez Convention Center, Concourse Level,
Room 006D

Chair: Doug Baldwin, ETS, Princeton, NJ

Presenters: Doug Baldwin, ETS, Princeton, NJ, “‘They Won’t Let Me Word Process!’ ‘But I Can’t Read Their Handwriting!’: Effects of Modes of Composition on Both Examinees and Scorers in High-Stakes Writing Assessments”

Jean Williams, ETS, Princeton, NJ, “‘Real’ Writing Under Standardized Test Constraints: Implementing and Scoring Graduate Admissions Writing Assessments”

Jennifer Bivens-Tatum, ETS, Princeton, NJ, “Preparing for Mediocrity: Test Preparation and the Validity of High-Stakes Standardized Writing Assessments”

Institutional and Professional

J.31 Public Perceptions about the Teaching of Writing and What to Do about Them

Henry B. Gonzalez Convention Center, Concourse Level, |
Room 214C

Chair: Jennifer Clary-Lemon, Arizona State University, Tempe

Presenters: Bill Bolin, Texas A&M Commerce, “Rhetorician Bites Dog: Media Theory and Public Perceptions of Educators”

Peter Vandenberg, DePaul University, Chicago, IL, “Perceptions of College Writing Instruction: The Public Speaks for Itself”

Darsie Bowden, DePaul University, Chicago, IL, “Changing Public Perceptions: Making What We Do Matter”

Respondent: Rebecca Moore Howard, Syracuse University, NY

Institutional and Professional

**J.32 How Composition Matters In The Schools:
A Dialogic Model for School–College Collaboration**

Hyatt, Third Floor, Pecos Room

Chair: Don Kraemer, California State Polytechnic University, Pomona

Presenters: Victor Okada, California State Polytechnic University, Pomona, “How Composition Matters at the Institutional Level—Dialogues Leading to a New Kind of Partnership”

Lucinda Boswell, La Puente High School, CA, “How Composition Matters at the Curricular Level—A View from the Schools”

Andrew Moss, California Polytechnic, Pomona, “How Composition Matters at the Curricular Level—Conversations on Literature and Composition”

Practices of Teaching Writing

J.33 Going Critical: Communication and Judgment in Instructor-Led Peer Conferences

Henry B. Gonzalez Convention Center, Concourse Level, Room 218

Chair: Kory Ching, University of Illinois at Urbana-Champaign

Presenters: Michael Householder, University of California, Irvine, “Everybody’s a Critic: A Case Study in How Students Refine Their Ability to Judge Writing”

Kathryn Evans, University of San Francisco, CA, “From Miscommunication to Meta-Communication in Instructor-Led Peer Conferences”

Kory Ching, University of Illinois at Urbana-Champaign, “Trading Places: The Circulation of Cultural Capital in Peer-Response Groups”

Practices of Teaching Writing

J.34 Making Composition Matter in a Litcomp Course

Henry B. Gonzalez Convention Center, Concourse Level, Room 217C

Chair: John Schilb, Indiana University, Bloomington

Presenters: Christine Farris, Indiana University, Bloomington, “Which Literature? What Subject(s)?”

Jennifer Salrin, Indiana University, Bloomington, “Teaching Composition and Teaching Litcomp: What’s the Common Ground?”

Johanna Frank, Cornell University, Ithaca, NY, “What Kinds of Class Discussion Promote Writing in Litcomp?”

JoEllen DeLucia, Indiana University, Bloomington, “Papers Involving ‘Close Reading’: What Moves Do Students Need to Learn and Practice?”

Matthew Brim, Indiana University, Bloomington, “Textual Comparison Papers: What Moves Do Students Need to Learn and Practice?”

Matthew Johnson, Indiana University, Bloomington, “How Can Informal ‘Microthemes’ Help Students Develop Interpretations?”

John Schilb, Indiana University, Bloomington, “How Do You Prevent Litcomp from Becoming Just Lit?”

Friday, 12:30–1:45 p.m.

Information Technologies

**J.35 Computing and Communicating Across Cultures and Generations:
Global Considerations**

Hyatt, Second Floor, Regency Ballroom West

Chair: Mary Sheridan-Rabideau, Rutgers University, New Brunswick, NJ

Presenters: Pamela Takayoshi, University of Louisville, KY, “Girl Talk Online”

Gail Hawisher, University of Illinois, Urbana-Champaign

Cynthia Selfe, Michigan Technological University, Houghton, “International Students and the Global Digital Divide”

Practices of Teaching Writing

J.36 Digging the Narrative Roots in the Composition Classroom

Henry B. Gonzalez Convention Center, Concourse Level,
Room 207B

Chair: Leta Sharp, University of Arizona, Tucson

Presenters: Leta Sharp, University of Arizona, Tucson, “Locating the Social in Me: The New Postmodern Feminist Expressivisms in the Writing Classroom”

Drew Kopp, University of Arizona, Tucson, “Strengths Borne of Failure: A Hermeneutic of the Personal Narrative”

Erik Ellis, University of Arizona, Tucson, “Inventing Identity: Generating Ethos in the Face of Ambivalence”



K Sessions

2:00 p.m.–3:15 p.m.

Featured Session

Gains and Losses: New Forms of Texts, Knowledge, and Learning

Hyatt, Second Floor,
Regency Ballroom West



Gunther Kress

Chair: Gail E. Hawisher, University of Illinois at Urbana-Champaign

Kress notes, “In so-called “literate societies,” conditions of communication have changed profoundly over the last two or three decades, are changing now, and will continue to do so for a while—and not only because of the impact of the new media. The much larger-level social, political, cultural and, above all, economic changes gathered up by the label “globalization” are in every way as potent and significant as are the technological means of textual production and dissemination. Whatever the case may be, the effects are clear enough: forms of texts are changing rapidly, and a major task is to attempt to understand what the changes mean and what their implications are likely to be in all sorts of different domains.”

His talk today sketches a part of that agenda. He examines what might be gained and what may be in danger of being lost when we move from representation through writing to representation through image, from (more) monomodal to multimodal texts, from linear to nonlinear modes of reading and writing, from interpretation to design, from the authoritative and stable text to the provisional and fluid text, from reading as interpretation to reading as design. In this, he touches on the connected issues of knowledge, learning, and conceptions of human agency.”

Gunther Kress is Professor of education/English at the Institute of Education, University of London. His question concerning the English curriculum in schools is: “What is it that English should be, and offer, in order to prepare young people for productive lives in their world?” He has a specific interest in the interrelations in contemporary texts of different modes of communication—writing, image, speech, music—and their effects on forms of learning and shapes of knowledge. He is interested in the changes—and their effects and consequences—brought by the shift in the major media of communication from the page to the screen.

Some of his recent books are: *Reading Images: The Grammar of Graphic Design*; *Multimodal Discourse: The Modes and Media of Contemporary Communication* (both with Theo van Leeuwen); *Before Writing: Rethinking the Paths to Literacy*; *Early Spelling: Between Convention and Creativity*; *Literacy in the New Media Age*; *Multimodal Teaching and Learning: The Rhetorics of the Science Classroom*; and, to be published in late 2003, *Multimodal Literacy*.

Friday, 2:00–3:15 p.m.

Practices of Teaching Writing

K.01 Scholarship in Practice and Historical Context

Henry B. Gonzalez Convention Center, Concourse Level,
Room 206A

Chair: Bradley Hammer, Duke University, Durham, NC

Presenters: Bradley Hammer, Duke University, Durham, NC, “Online Assessment, Student Texts, and the Voices of Undergraduate Writers”

Denise Comer, Duke University, Durham, NC, “Online Assessment, Student Texts, and the Voices of Undergraduate Writers”

Richard Haswell, Texas A&M University, Corpus Christi, “NCTE/CCCC’s War against Scholarship”

Professional and Technical Writing

K.02 Science, Authority, and Public Persuasion: The Uses of Scientific Evidence in Discourses of Public Advocacy

Hyatt, Second Floor, Regency Ballroom 3

Chair: Denise Tillery, Oklahoma State University, Stillwater

Presenters: Lacy Landrum, Oklahoma State University, Stillwater, “The Rhetoric of Drug Education Web Sites: Science with a Wink and a Smile”

Christine Harrell, Salt Lake Community College, UT, “Exploring the Anti-Intellectual Rhetoric of Creationism”

Denise Tillery, Oklahoma State University, Stillwater, “Radioactive Waste and Technical Doubts: Genre and Scientific Evidence about Nuclear Waste Sites”

Practices of Teaching Writing

K.03 “I Can’t Read,” Tina Whispered, Placing Her Gucci Bag on the Desk between Us: Defining the Categories of Race/Ethnicity, Class, and Gender in the Composition Classroom

Henry B. Gonzalez Convention Center, Concourse Level,
Room 213B

Chair: Anushiya Sivanarayanan, Southern Illinois University, Edwardsville

Presenters: Anushiya Sivanarayanan, Southern Illinois University, Edwardsville, “Problems in Identity Formation in the Composition Classroom”

Carla Drake-Walker, St. Louis Community College, MO

Chantay White-Williams, Southern Illinois University, Edwardsville, “‘I Can’t Read,’ Tina Whispered, Placing Her Gucci Bag on the Desk between Us: Defining the Categories of Race/Ethnicity, Class, and Gender in the Composition Classroom”

Practices of Teaching Writing

K.04 Composition Practices and Public Matters: Achieving and Assessing Public Awareness In and Out of the Classroom

Hyatt, Third Floor, Llano Room

Chair: Sharan L. Daniel, Stanford University, CA

Presenters: Arturo Heredia, Stanford University, CA, “Teaching Race and Ethnicity as Public and Private Issues”

Lisa Haefele, Stanford University, CA, “Scholar, Citizen, Advocate: Public Discourses in and out of the Classroom”

Sharan L. Daniel, Stanford University, CA, “Public and Professional Perceptions of How Composition Matters: A Rhetorical Comparison of News and Research Sources”

Practices of Teaching Writing

K.05 Service with a Smile: The Heart of the Matter

Henry B. Gonzalez Convention Center, Concourse Level,
Room 006A

Chair: Nancy Dessommes, Georgia Southern University, Statesboro

Presenters: Mary Marwitz, Georgia Southern University, Statesboro, “Shifting Priorities: From Far to Near”

Laura Milner, Georgia Southern University, Statesboro, “Teaching Writing: Called To Serve”

Nancy Dessommes, Georgia Southern University, Statesboro, “Reaching Other Disciplines: Beyond Essential Skills”

Practices of Teaching Writing

K.07 Lessons Learned from Online Commenting: Providing Effective Feedback to Students

Hyatt, Third Floor, Nueces Room

Chair: Natasha Matveeva, Texas Tech University, Lubbock

Presenters: Susan Youngblood, Texas Tech University, Lubbock, “Online Grading as a Process”

Yingqin Liu, Texas Tech University, Lubbock, “Increasing the Value of Online Instructional Feedback”

Natasha Matveeva, Texas Tech University, Lubbock, “Constructing Ethos When Grading Anonymously”

Practices of Teaching Writing

K.08 Writing on the Border

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214B

Chair: Carrie K. Wastal, University of California, San Diego

Presenters: Linda Brodkey, University of California, San Diego, “Preparing TAs To Teach Academic Argumentation”

John Herschel, University of California, San Diego, “Globalization, the Border, and Writing Pedagogy”

Holly Bauer, University of California, San Diego, “Writing Tijuana”

Practices of Teaching Writing

K.09 Sticking to the Storyline: Technology, Argument, and Identity

Henry B. Gonzalez Convention Center, Concourse Level,
Room 006B

Chair: Ron Scott, Walsh University, North Canton, OH

Presenters: Darin Payne, University of Hawaii, Honolulu, “Produced Positions: Composing Students in Course-Management Environments”

Dave Baxter, Walsh University, North Canton, OH, “A Case against Argument: The Evidence from the Summit of Bear Butte”

Ron Scott, Walsh University, North Canton, OH

Practices of Teaching Writing

**K.10 Asking Questions That Matter:
Problem-Based Learning And Writing Instruction**

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

Chair: Jeff Sommers, Miami University-Middletown, OH

Presenters: Ellenmarie Wahlrab, Miami University-Middletown, OH, “Asking Questions That Matter: Designing a Problem-Based Learning Composition Curriculum”

Jeff Sommers, Miami University-Middletown, OH, “Asking Questions That Matter: A Graduate Seminar on Writing Assessment”

Judi Hetrick, Miami University, Oxford, OH, “Asking Questions That Matter: Journalism Students Design Newspapers for Young Adults”

Information Technologies

K.11 What’s the Matter with Composition? Technology, Visual Rhetoric, and the Physical Arrangement of Texts

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217A

Chair: Catherine C. Braun, The Ohio State University, Columbus

Presenters: Ben McCorkle, The Ohio State University, Columbus, “What’s the Matter with Print?”

Douglas Dangler, The Ohio State University, Columbus, “What’s the Matter with IMs?”

Scott Lloyd DeWitt, The Ohio State University, Columbus, “What’s the Matter with New Media?”

Information Technologies

K.12 Information Technology: Cyberspace and Communities

Henry B. Gonzalez Convention Center, Concourse Level, Room 207A

Chair: Josephine Kelso, University of California-Berkeley

Presenters: Tim Lindgren, Boston College, Chestnut Hill, MA, “Technologies of Where: Fostering Place Literacy in Online Environments”

Randolph Cauthen, Bloomsburg University, PA, “Grassroots in Cyberia: The Anti-War Rhetorics of MoveOn.org, 2002–2003”

Bill Wolff, University of Texas at Austin, “Technology and Composition: How the Creation of a Computer Lab Changed Relationships within an English Department”

Institutional and Professional

K.13 The Temporary Nature of Composition Matters

Henry B. Gonzalez Convention Center, Concourse Level, Room 210B

Chair: Samantha Sansevere, DeVry College of Technology, New Brunswick, NJ

Presenters: Numsiri Kunakemakorn, Utah Valley State University, Provo

Kathleen Maloney, St. Mary’s University, San Antonio, TX

Holly McBee, Purdue University, West Lafayette, IN, “The Temporary Nature of Composition Matters: Teaching Composition in Grad School”

Institutional and Professional

K.14 The Subaltern Can Speak: Composition TAs in Mentoring Roles

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

Chair: Douglas Downs, University of Utah, Salt Lake City

Presenters: Dayna Ottens, Texas A&M University-Corpus Christi, “Connecting Subjects: Why Undergraduates Pursue Composition TAs as Mentors”

Douglas Downs, University of Utah, Salt Lake City, “Making Them Matter: Unsanctioned TA Mentoring of Undergraduates”

Deborah Poe, Western Washington University, Bellingham, “Inquiring Minds Want Mentors: A Model for TA Mentoring of New TAs”

Institutional and Professional

**K.15 The Future of Graduate Education in Rhetoric and Composition:
Challenges and Opportunities**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

Chair: Louise Wetherbee Phelps, Syracuse University, NY

Presenters: Louis Wetherbee Phelps, Syracuse University, NY, “Shaping the Future of Rhetoric and Composition through Its Graduate Programs”

James Porter, Michigan State University, East Lansing, “Where Should Graduate Rhetoric/Writing Programs Be Located?”

Judith Goleman, University of Massachusetts, Boston, “M.A. and Ph.D. Programs: Articulating the Connections between Degrees”

Samantha Blackmon, Purdue University, West Lafayette, IN, “Times They Are A ‘Changin’’: On Minorities in Rhetoric and Composition Programs”

C. Jan Swearingen, Texas A&M University, College Station, “Rhetoric, Literacy, and Composition in Multicultural Classrooms: Implications for Graduate Education”

Charles Bazerman, University of California, Santa Barbara, “The Ph.D. in Rhetoric and Composition as a Research Degree”

Deborah Brandt, University of Wisconsin, Madison, “Fielding Questions: The Ph.D. Prelim/Qualifying Exam in 2004”

Institutional and Professional

**K.16 Networking For Change:
Political and Cultural Contexts for the Teaching of Writing**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212B

Chair: Lynne Alvine, Indiana University of Pennsylvania

Presenters: Jaime Harker, University of Mississippi, Oxford, “Writing Across the Curriculum: Networking within and across Institutions in Mississippi”

Helen Sitler, Indiana University of Pennsylvania, “Gaining a Voice for Public School Teachers: Networking in Pennsylvania”

Mary Buckelew, West Chester University, PA, “Setting the Stage for Change: Understanding the Perceptions of ‘Effective Writing’ and ‘Effective Writing Instruction’ inside and outside the School House”

Institutional and Professional

**K.17 Making Identity Work Matter:
Strategies for Creating Change in Institutions**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 213A

Chair: Nancy Grimm, Michigan Technological University, Houghton

Presenters: Nancy Grimm, Michigan Technological University, Houghton, “Designs for Change: Supporting Imagination, Alignment, and Engagement”
Kathryn Valentine, New Mexico State University, Las Cruces, “Multimedia for Change: The Potentials and Pitfalls of Putting Student Narratives on the Web”

Jill Arola, Michigan Technological University, Houghton, “Exploring the Identity Label: Creating Opportunities for Transformative Dialogue”

Sylvia Matthews, Michigan Technological University, Houghton, “The Internationalization of American Campuses: Negotiating Accents and Identities through Cultural Exchange”

Lori Rogers, Michigan Technological University, Houghton, “Changing the Context: Linking Identity to New Designs for Learning”

Language

K.18 Teaching Generation 1.5 in the Classroom and the Center

Hyatt, Third Floor, Pecan

Chair: Diana Becket, University of Cincinnati, OH

Presenters: Gail Offen-Brown, University of California, Berkeley, “Generation 1.5 Enters Freshman Composition: A Mina Shaughnessy Moment”

Jane Stanley, University of California, Berkeley, “The ESL Specialist in the Comp Program: Mechanic, Medic, or Messiah?”

Diana Becket, University of Cincinnati, OH, “Generation 1-5, ESL Immigrants and Native Speakers: A Collaborative Response to Texts”

Creative Writing

K.19 Reimagining the Self: Reflections on Identity in Composition

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212A

Chair: Andrea Herrmann, University of Arkansas, Little Rock

Presenters: Chad Garrett, University of Arkansas, Little Rock, “Writing to Harmonize: Maintaining a Sense of Self on the Job”

Andrea Herrmann, University of Arkansas, Little Rock, “Writing To Transform: Writing about the Environment, Learning about the Self”

Cheryl Harris, University of Arkansas, Little Rock, “Writing To Preserve: Recording Oral Histories in a Retirement Home”

Professional and Technical Writing

K.20 Research Methodologies in the History of Professional and Technical Communication That Matter

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214A

Chair: Ann Blakeslee, Eastern Michigan University, Ypsilanti

Presenters: Elizabeth Tebeaux, Texas A&M University, College Station,
“Pillaging the Tombs: Methodological Approaches to Unearthing and
Identifying Technical Writing in Early Texts”

Teresa Kynell Hunt, Northern Michigan University, Marquette, “Historical
Methods for Technical Communication: Using Case Studies”

Malcolm Richardson, Louisiana State University, Baton Rouge, “Using Genre
Theory in Historical Analysis of Professional Writing”

Michael Moran, University of Georgia, Athens, “Rhetorical Approaches to
the History of Professional Communication”

Theory

K.21 Examining Linguistic, Cultural, and Rhetorical Identities

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217B

Chair: Randall Popken, Tarleton State University, Stephenville, TX

Presenters: Susan Fanning, York College, New York, NY, “Engaging and
Motivating the Linguistically Diverse Student”

Tonya Scott, Texas A&M University-Commerce, “Composition Studies at
an HBCU: A History of Value Amid a Wealth of Changes”

Janice Wolff, Saginaw Valley State University, University Center, MI,
“Writing Lessons: Risks and Rewards of Scholarly Collaboration”

Vanessa Marr, University of Michigan-Flint, “Lessons from the Borderlands:
Risky Writing and the Emergence of a Mestiza Negra”

Research

**K.22 The Public Image of Two-Year Colleges:
Hallmarks of Fame and Shame**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214D

Chair: Sterling Warner, Evergreen Valley College, San Jose, CA

Presenters: Mike Matthews, Tarrant County College, Fort Worth, TX

Barbara Cooper, Howard Community College, Columbia, MD

Gwen Gresham, North Arkansas College, Harrison

Janet Henderson, Bergen Community College, NJ

Dan Holt, Lansing Community College, MI

Sharon Mitchler, Centralia College, Olympia, WA

Theory

K.23 Reinventing Composition: What Does Spellmeyer’s “Arts of Living” Mean for Writing Instructors?

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214C

Chair: Ann Jurecic, Princeton University, NJ

Presenters: Elizabeth Hodges, Virginia Commonwealth University, Richmond, “Writing and Reading as Play, Technique, Creativity, and Expression”

Marilyn Cooper, Michigan Technological University, Houghton, “The View from the Heart of the North Woods, Where Theory Dwells”

Matthew Parfitt, Boston University, MA, “Academic Writing in the Age of Aquarius: What Would the New Academic Essay Look Like?”

Dawn Skorczewski, Emerson College, Boston, MA, “A WPA on the Front Lines: Reworking the Writing Program in a Communication Arts Institution”

Theory

**K.24 Rhetorics of Advocacy:
Asian Americans Composing Communal Memory**

Hyatt, Second Floor, Regency Ballroom 1

Chair: Terese Monberg, University of Kansas, Lawrence

Presenters: Gail Okawa, Youngstown State University, OH, “Surviving Captivity: Literacy and Cultural Memory among Japanese ‘Alien Enemies’ in U.S. Justice Department Concentration Camps, 1941–44”

Chikako Kumamoto, College of DuPage, Chicago, IL, “The Attestive Gaze: Japanese-American Internment Literature as Rhetoric of Epistemological Ascent”

Haivan Hoang, The Ohio State University, Columbus, “We Were There To Educate Them, We Were There To Educate the Community: Vietnamese American College Students Using Collective Memoir”

Terese Monberg, University of Kansas, Lawrence, “A Matter of Public Memory: Re-Forming Community-Based History and Advocacy”

History

**K.25 Basic Writing Far Afield:
The History of At-Risk Instruction at a Regional Campus**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

Chair: Moira Casey, Miami University-Middletown, OH

Presenters: John Tassoni, Miami University-Middletown, OH, “When it Matters: Disciplinary Trends in One Basic Writing Course”

William DeGenaro, Miami University-Hamilton, OH, “Basic Writing on Regional Campuses: Imperatives for Articulation”

John Heyda, Miami University-Middletown, OH, “Basic Writing and Regional Campus WPA Work”

Friday, 2:00–3:15 p.m.

History

K.26 Women's Oppositional Rhetorics

Henry B. Gonzalez Convention Center, Concourse Level,
Room 210A

Chair: Jennie Nelson, Ohio University, Athens

Presenters: Sandy Dolan, University of Oklahoma, Norman, “Re-Imagining Sappho’s Rhetoric: Oppositional Voices in the History of Rhetoric and Sexuality”

Cynthia Smith, Ohio University, Athens, “I’d Rather Be Your Whore Than Your Wife”

Susan Wyle, Stanford University, CA, “Women Outlaws, Women Prisoners: Dichotomies of Discourse”

Penny Smith, Gannon University, Erie, PA, “Making Civic Discourse Matter: Women, Quilts, and the Rhetoric of Three Social-Reform Movements”

Practices of Teaching Writing

K.27 Effacing Binaries:

Blurring the Boundaries of Speaking, Reading, and Writing in the Writing Center and the Computer-Mediated Classroom

Hyatt, Third Floor, Pecos Room

Chair: Steve Newton, William Paterson University, Wayne, NJ

Presenters: Steve Newton, William Paterson University, Wayne, NJ, “Voice in the Center: Recognition and Metaphor in Writing-Center Praxis”

Phoebe Jackson, William Paterson University, Wayne, NJ, “Integrating the Triad: The Cultures of Composition and Literature in the Computer Classroom”

Practices of Teaching Writing

K.28 Writing Difference

Hyatt, Second Floor, Frio Room

Chair: Jeffrey Maxson, Rowan University, Glassboro, NJ

Presenters: Betsy Langley, Rowan University, Glassboro, NJ, “Who Killed the Five-Paragraph Essay?”

William Menschner, Rowan University, Glassboro, NJ, “Writing Alt Pop”

Elizabeth Condal, Rowan University, Glassboro, NJ, “To Alt or Not To Alt”

Jennifer Hammond, Rowan University, Glassboro, NJ, “To Alt or Not To Alt”

Practices of Teaching Writing

K.29 Rethinking Plagiarism

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

Chair: Michael Given, Stephen F. Austin State University, Nacogdoches, TX

Presenters: Mary Lamb, Georgia State University, Atlanta, “Beyond Plagiarism: Feminist Rhetorical Literacy Practices for Composition”

Kurt Bouman, Indiana University, Purdue, PA, “Twice-Told Tales: What Students Say about Plagiarism”

Michael Given, Stephen F. Austin State University, Nacogdoches, TX, “Making Plagiarism Matter”

Composition Programs

K.30 Theoretically Centered?: Theorizing the Writing Center

Henry B. Gonzalez Convention Center, Concourse Level, Room 216A

Chair: Melissa Ianetta, Oklahoma State University, Stillwater

Presenters: Melissa Ianetta, Oklahoma State University, Stillwater, “Isocrates in the Writing Center: Administrative Paradigms from the History of Rhetoric”
Kala Blankenship, Oklahoma State University, Stillwater, “Tutor as Mediatrix”
Nancy Linh Karls, University of Colorado at Denver, “When Our Work Doesn’t Flow: Narratives of Enlightenment and Martyrdom in the Writing Center”

Composition Programs

K.31 Transferring Composition Knowledge Across Disciplines: Making Writing Instruction Matter

Henry B. Gonzalez Convention Center, Concourse Level, Room 006C

Chair: Stephen A. Bernhardt, University of Delaware, Newark

Presenters: Gerald Nelms, Southern Illinois University, Carbondale, “Why Knowledge Transfer Matters: An Introduction”
Ronda Leathers Dively, Southern Illinois University, Carbondale, “Transferring Knowledge from First-Year Composition to Writing-Intensive Courses: Exploring What Matters to Teachers and Students”
Julie Dyke Ford, New Mexico Institute of Mining and Technology, Socorro, “Learning, Connecting, and Applying: Technical Writing and the Transfer of Rhetorical Strategies”

Composition Programs

K.32 Is the Writing Classroom a “Level Playing Field?” Universal Design, Alternative Assistance Programs, and Metaphors That Construct Disability

Henry B. Gonzalez Convention Center, Concourse Level, Room 218

Chair: Karen Kuralt, University of Arkansas at Little Rock

Presenters: Karen Kuralt, University of Arkansas at Little Rock, “Designing a More Flexible Writing Course: The ‘Universal Design’ Model”
Betty Freeland, University of Arkansas at Little Rock, “Applying Universal Design to First-Year Composition”
Kimber Fendley, University of Arkansas at Little Rock, “Critiquing the Metaphors of Accommodation: Better Options for Constructing Disability”
Chris Hamel, University of Arizona, Tucson, “Critiquing the Metaphors of Accommodation: Better Options for Constructing Disability”

Theory

K.33 Writing “Outside”:

Ecocomposition and the Production of Difference

Hyatt, Third Floor, Chula Vista Room

Chair: Jeff White, University of Alaska, Anchorage

Presenters: Jeff White, University of Alaska, Anchorage, “ANWR, Alaskans, and the ‘Outside’ Menace”

Patrick Clauss, Butler University, Indianapolis, IN, “Writing from ‘Inside’ Out; Moving from ‘Outside’ In”

Tim Catalano, Marietta College, OH

Theory

K.34 A Habitable Space: The Future Of Composition Studies

Henry B. Gonzalez Convention Center, Concourse Level, Room 217C

Chair: Bruce McComiskey, University of Alabama at Birmingham

Presenters: David Blakesley, Purdue University, West Lafayette, IN, “Digital Spaces: The Future of Publishing in Composition Studies”

Bruce McComiskey, University of Alabama at Birmingham, “Theory Building: Constructing a Habitable Space for Composition Studies”

Deborah H. Holdstein, Governors State University, University Park, IL, “Two Compositionists, Three Opinions: Media Economies and Administrative Spaces of Conflict”

Respondent: Kathleen Blake Yancey, Clemson University, SC

Theory

K.35 Making Rural Literacy Matter

Henry B. Gonzalez Convention Center, Concourse Level, Room 006D

Chair: Charlotte Hogg, Texas Christian University, Fort Worth

Presenters: Kim Donehower, University of North Dakota, Grand Forks, “The Rhetorics of Rural Literacy, Or, Why Can’t They Be More Like Us?”

Adrienne Lamberti, Iowa State University, Ames, “Out/Standing in the Field: Code-Switching among Oppositional Discourses”

Eileen Schell, Syracuse University, NY, “The Rhetorics of the Farm Crisis: Agricultural Literacies and Illiteracies in a Globalized World”

Theory

K.36 Queer Matters in Rhetoric and Composition—Articulating Pedagogical, Theoretical, and Disciplinary Definitions

Henry B. Gonzalez Convention Center, Concourse Level, Room 206B

Chair: Tara Pauliny, University of Wisconsin, Oshkosh

Presenters: Allen Durgin, The Graduate Center, CUNY, “The Pleasure Class, Or, What Would Queer Composition Feel Like?”
Tara Pauliny, University of Wisconsin, Oshkosh, “Moving toward a Definition: Using Female-to-Male Drag to Queer Feminist Rhetorics”
Ardel Thomas, Stanford University, CA, “Queer in Class/Queer in the Community: Negotiating Writing Experiences in Academic and Community Settings”

Institutional and Professional

K.37 Making Writing Assessment Matter

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217D (2:00–4:45 p.m.)

Chair: Diane Kelly-Riley, Washington State University, Pullman

Note: Facilitators at this session will be available for consulting.

Consultants: Bill Condon, Washington State University, Pullman, “Online Communities, Rising Junior Portfolios, Faculty Development, Integrating Instruction with Programmatic Evaluation”

Carol Rutz, Carleton College, Northfield, MN, “Embracing Assessment at a Liberal Arts College”

Brian Huot, University of Louisville, KY, “Program, Validity, Reliability, Placement, Portfolios”

Robert O’Brien Hokanson, Alverno College, Milwaukee, WI, “Electronic Portfolios at a Liberal Arts College”

Dan Royer, Grand Valley State University, Grand Rapids, MI, “Alternative Instructional/Administrative Structures-Directed Self-Placement”

Carmen Werder, Western Washington University, Bellingham, “Turning Mandated Assessment into Faculty Development Opportunities”

Judy Arzt, St. Joseph College, West Hartford, CT, “Training Faculty as Portfolio Readers”

Marvin Diogenes, Stanford University, CA, “Using Assessment Information: Possibilities for Longitudinal Studies”

Bob Broad, Illinois State University, Normal, “Communal or Shared Writing Assessment”

Robin Jeffers, Bellevue Community College, WA, “Assessment for Community Colleges”

Sandra Murphy, University of California, Davis, “The Design of Writing Tasks for Writing Assessment; the Design of Portfolio Assessment Systems”

Richard Haswell, Texas A&M University, Corpus Christi, “Program Validation, Accreditation Review, Gain in Writing Expertise”

Susan Marie Harrington, Indiana University/Purdue University, Indianapolis, “Course and Program Assessment, Placement Testing”

Edward White, University of Arizona, Flagstaff, “Reconciling External and Internal Assessment Demands and Opportunities, Outcomes Assessment”

Peggy O’Neill, Loyola College of Maryland, Baltimore, “Reflection and Assessment”

Ellen Schendel, Grand Valley State University, Grand Rapids, MI, “Setting Up and Fine Tuning an Ongoing Program Assessment”

L Sessions

3:30 p.m.–4:45 p.m.

Featured Session

Cross-Language Relations in Composition

Henry B. Gonzalez Convention Center,
Concourse Level, Room 217A

Chair: Catherine Prendergast, University of Illinois,
Urbana-Champaign

This roundtable examines what teaching composition in North America does and might mean in the context of the current global hegemony of standardized U.S. English. The speakers critique specific ways in which composition has contributed to this hegemony through its role in maintaining distinctions between native and non-native languages, between standard and nonstandard Englishes, and between the disciplines of composition, TESOL, applied linguistics, sociolinguistics, language policy, and translation studies. The participants then identify specific sites and strategies by which we might contest these ways of understanding cross-language relations in our teaching and scholarship to redefine composition and invigorate its teaching for a multilingual world.

Suresh Canagarajah is Professor of English at Baruch College. Among his publications are *Resisting Linguistic Imperialism in English Teaching*, which won the MLA Mina P. Shaughnessy Award, and *A Geopolitics of Academic Writing*, which won the 2003 ATAC Gary Olson Award. His most recent book is *Critical Academic Writing and Multilingual Students*.

Bruce Horner is Professor of English and Director of Composition at the University of Wisconsin-Milwaukee. He is coeditor of *Key Terms in Popular Music and Culture*, author of *Terms of Work for Composition: A Materialist Critique*, and coauthor (with Min-Zhan Lu) of *Representing the “Other”: Basic Writers and the Teaching of Basic Writing*.

Min-Zhan Lu is Professor of English at the University of Wisconsin-Milwaukee. She is the author of *Shanghai Quartet: The Crossings of Four Women of China*, a memoir weaving her life with the lives of her mother, grandmother, and nanny. She is also coauthor of *Representing the “Other”: Basic Writers and the Teaching of Basic Writing*.



Suresh Canagarajah

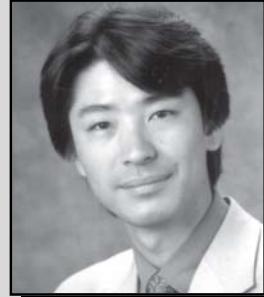


Bruce Horner



Min-Zhan Lu

Paul Kei Matsuda is Assistant Professor of English and Associate Director of Composition at the University of New Hampshire. He is coeditor of *Landmark Essays on ESL Writing; On Second Language Writing*; and a special issue of the *Journal of Second Language Writing*. He is editing a book tentatively entitled *Second Language Writing Research: Perspectives on the Process of Knowledge Construction*.



Paul Kei Matsuda

John Trimbur is Professor of English at Worcester Polytechnic Institute. Trimbur received the Braddock Award for “English Only and U.S. College Composition” (with Bruce Horner), and the JAC Kinneavy Award for “Agency and the Death of the Author.” He is coeditor of *The Politics of Writing Instruction: Postsecondary* for which he received the CCCC Outstanding Book Award.



John Trimbur

Practices of Teaching Writing

L.01 Matters Of Faith: Institutional Identity, Student Needs, and Composition At A Faith-Based University

Hyatt, Third Floor, Llano Room

Chair: Laura Carroll, Abilene Christian University, TX

Presenters: Laura Carroll, Abilene Christian University, TX, “Sacred Selections: Using Texts to Bridge Curricular and Institutional Goals”
William Carroll, Abilene Christian University, TX, “Basic Responsibilities: Diversity, Marginalization, and Faith”

B. Cole Bennett, Abilene Christian University, TX, “Service Learning: Coping with Administrative Support? And Resistance”

Creative Writing

L.02 Sustaining the Environment: Learning the Language of Nature

Hyatt, Third Floor, Chula Vista Room

Chair: Marcia Cassell, Virginia Intermont College, Bristol

Presenters: Mary Ellen Brown, Brevard College, NC, “Writing the Country: The Language of Place”

Marcia Cassell, Virginia Intermont College, Bristol, “Shaping the Place: The Language of Reflection”

Professional and Technical Writing

L.03 Different Dimensions in Technical Communication

Hyatt, Third Floor, Nueces Room

Chair: Wallis Andersen, Oakland University, Rochester, MI

Presenters: Jennifer Bowie, Texas Tech University, Lubbock, “Considering Relationships, Differences, and Boundaries: Expanding and Empowering Technical Communication by Adopting Feminist Approaches”

Sam DeKay, St. John’s University, New York, NY, “History of the Employment Resume in the United States: Implications for Teachers of Business and Technical Communications”

Lynne Cooke, University of North Texas, Denton, “Merging Usability Research, Pedagogy, and Practice in Technical Communication”

Professional and Technical Writing

L.04 Motivating Business and Technical Writers in the Classroom and Beyond

Henry B. Gonzalez Convention Center, Concourse Level, Room 006A

Chair: Michelle Eble, East Carolina University, Greenville, NC

Presenters: Michelle Eble, East Carolina University, Greenville, NC, “Composing the Civic Life: Public Literacy and Rhetorical Intervention”

Lynée Gaillet, Georgia State University, Atlanta, “Composing the Civic Life: Public Literacy and Rhetorical Intervention”

Rebecca Pope, Iowa State University, Ames, “Embracing the Everyday: A Workplace Communication Case Approach”

Janet Mizrahi, University of California, Santa Barbara, “Making It Matter: Getting Econ Students to ‘buy in’ Using the Business Plan Assignment”

Theory

**L.05 Alternative Authority and Authorship:
New Research from Studies in Writing and Rhetoric Authors**

Henry B. Gonzalez Convention Center, Concourse Level, Room 214D

Chair: David Wallace, University of Central Florida, Orlando

Presenters: Julie Jung, Illinois State University, Normal, “Disrupting English Subjects: Genre Migration and Disciplinary Revision”

Kristie Fleckenstein, Ball State University, Muncie, IN, “Writing as Alchemy: Visual Culture and the Antinomian Habit”

Nicholas Tingle, University of California, Santa Barbara, “Academic Writing as Self-Development”

Margaret Marshall, University of Miami, Coral Gables, FL, “Authority To Choose: Fit To Teach and To Speak”

History

L.06 A Century of Change: The Politics of First-Year Composition at the University of Wisconsin-Madison, 1900–2000

Henry B. Gonzalez Convention Center, Concourse Level,
Room 206A

Chair: David Fleming, University of Wisconsin-Madison

Presenters: Melanie Hoftyzer, University of Wisconsin-Madison,
“Composing Character: Writing Instruction at UW-Madison in the Early
20th Century”

David Grant, University of Wisconsin-Madison, “Active(ist) Learning:
Conflict and Withdrawal of First-Year Composition at UW-Madison”

Rasha Diab, University of Wisconsin-Madison, “Active(ist) Learning: Conflict
and Withdrawal of First-Year Composition at UW-Madison”

Matthew Pearson, University of Wisconsin-Madison, “Revising FYC at UW,
1975–1999: Responding to Research, Sociocultural Context, and
Institutional Change”

Kate Southern, University of Wisconsin-Madison, “Revising FYC at UW,
1975–1999: Responding to Research, Sociocultural Context, and
Institutional Change”

Corey David Mead, University of Wisconsin-Madison, “Composing
Character: Writing Instruction at UW-Madison in the Early 20th Century”

History

**L.07 Composition in Historically Black Colleges and at the Penn
School for Newly Freed Slaves**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 006B

Chair: Toni Lee Capossela, Stonehill College, Easton, MA

Presenters: Valerie K. Anderson, York College of the City University of New
York, “A View of English Education at a School for Newly Freed Slaves:
Penn School, 1862–1901”

William Hamilton, Jefferson Community College, Louisville, KY,
“Assessment and Pedagogy at Black Colleges: A History That Matters”

Toni Lee Capossela, Stonehill College, Easton, MA, “Earnest Democracy in
Action: The Writing Theory and Practice of John U. Monro”

Research

L.08 What Do We Fail To Ask?: Redefining Disabilities

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

Chair:

Presenters: Rebecca Day, Indiana University of Pennsylvania, “Tutoring Writing with Deaf College Students”

Gloria Monaghan, Wentworth Institute of Technology, Boston, MA, “High Achievers Who Are Really at Risk”

Richard Hay, University of Wisconsin-Milwaukee, “Understanding a Disability: The Use of Sign Language To Teach Literacy”

Information Technologies

L.09 Looking Beyond The Trinity: Audience, Purpose, And Context In Technologically Hypermediated Environments

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

Chair: James Porter, Michigan State University, East Lansing

Presenters: Stuart Selber, Penn State University, University Park, “The Rhetoric of/in Interface Design”

Johndan Johnson-Eilola, Clarkson University, Potsdam, NY, “Breakdown: Focus, Work, and Authorship in the Datacloud”

Clay Spinuzzi, The University of Texas at Austin, “Who Killed Rex? Tracing Texts through Three Kinds of Networks”

Information Technologies

L.10 Global and Local in Institutions and the World

Henry B. Gonzalez Convention Center, Concourse Level, Room 217C

Chair: Jeff Jablonski, University of Nevada Las Vegas

Presenters: Beth Kolko, University of Washington, Seattle, “How Rhetoric and Composition Scholarship Informs a National Science Foundation Project Examining Internet Use in Uzbekistan, and Why”

Dickie Selfe, Michigan Technological University, Houghton, “WAC, Technology, and Technological Activism”

Jeff Jablonski, University of Nevada Las Vegas, “‘Everybody’s Doing It’: Situating the Web Writing Course with Other Academic Units’ Web Courses”

Institutional and Professional

L.11 Managerial Rhetorics and the Matter of Composition

Henry B. Gonzalez Convention Center, Concourse Level,
Room 206B

Chair: Jeanne Gunner, Santa Clara University, CA

Presenters: Laura Bartlett, The Ohio State University, Marion, “Feminization and Composition’s Managerial Subject”

Donna Strickland, Southern Illinois University, Carbondale, “Pedagogic Violence and the Figure of the Resistant TA”

Matthew Garrison, Southern Illinois University, Carbondale, “The Will To Be Managed: Labor and Consumers in FYC”

Tony Scott, University of North Carolina-Charlotte, “Labor, Literacy, and Composition’s New Logic of Expediency”

Institutional and Professional

L.12 Scenes of Cross-Disciplinary Collaboration in the Composition Classroom and Beyond

Henry B. Gonzalez Convention Center, Concourse Level,
Room 210B

Chair: Julie Zeleznik, Rice University, Houston, TX

Presenters: Patricia Collins Harms, University of North Carolina, Chapel Hill, “Collaborating Across Disciplinary Lines, Rank, and Expertise: Results from a Case Study of Composition and Engineering”

Julie Zeleznik, Rice University, Houston, TX, “What Instructors Learned About Argument and Feedback from Cross-Disciplinary Collaboration”

Mary Purugganan, Rice University, Houston, TX, “Collaborating To Tech Data Representation and Visual Design: Results from a Pilot Communication Course for Bioscience Majors”

Institutional and Professional

L.13 First-Year Writing: Institutional Battleground, Professional Behemoth and Interdisciplinary Nexus

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212B

Chair: Lisa Dush, Northeastern University, Boston, MA

Presenters: Maureen Riddle, Northeastern University, Boston, MA, “First-Year Writing as Battleground in the War over the Role of the University in the Twenty-First Century”

Lisa Dush, Northeastern University, Boston, MA, “Composition = First-Year Writing Requirement?”

Mara Kozelsky, University of Rochester, NY, “Is There a ‘Transcendent Critical Thought?’ A Cross-Disciplinary Analysis”

Practices of Teaching Writing

L.14 Valuing Assessment and Assessing Our Values

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214A

Presenters: Kathy Evertz, University of Wyoming, Laramie, “Does Grading Matter?: The Silence of Pedagogy”

Jane Nelson, University of Wyoming, Laramie, “Does Grading Matter?: The Silence of Pedagogy”

Mark Wiley, California State University, Long Beach, “Assessment as Inquiry into What One Institution Values about Student Writing”

Institutional and Professional

L.15 Making Reading Matter: Literature, Rhetoric, and What Students Value in the Composition Classroom

Hyatt, Third Floor, Frio Room

Chair: Iris Ruiz, California State University, Fresno

Presenters: Jay Leech, California State University, Fresno, “Contexts for a Composition That ‘Matters’: Historicizing the Debates over ‘Literature in Composition’”

Rob Humphrey, California State University, Fresno, “Composition, Literary Criticism, and Creative Writing: The Impact of Competing Ideologies on Composition Programs”

Anthony Michel, California State University, Fresno, “Multiperspective Literature and Composition: Possibilities for Critical Reading and Writing”

Rick Hansen, California State University, Fresno, “Reading, Writing, and Administration: Strategies for Reading Literature in Composition”

Composition Programs

L.16 Assessment Matters: College Writing Assessments in and beyond the Writing Program

Henry B. Gonzalez Convention Center, Concourse Level,
Room 210A

Chair: Mary Flores, Lewis-Clark State College, Lewiston, ID

Presenters: David Kimmel, Heidelberg College, Tiffin, OH, “Not ‘Just Because We Have To’: General-Education Writing Assessment as Faculty Development”

Gail Shanley Corso, Neumann College, Aston, PA, “Writing Assessment within the Bigger Picture: Influence beyond FYC”

Mary Flores, Lewis-Clark State College, Lewiston, ID, “Making Writing Assessment Matter: Students, Faculty, Administrators”

Composition Programs

L.17 Whose Words Where? The Promises and Perils of Community Literacy Projects and Publications

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

Chair: Amy Rupiper Taggart, North Dakota State University, Fargo

Presenters: Paula Mathieu, Boston College, Chestnut Hill, MA, “Street Credibility vs. Market Viability: Publishing at Street Newspapers”

Tobi Jacobi, Colorado State University, Colorado Springs, “Exploitation or Activism? The Circulation of Incarcerated Women’s Writings”

Annie Knepler, University of Illinois, Chicago, “Circulating Stories: Exploring the Impact of Community Publishing”

Amy Rupiper Taggart, North Dakota State University, Fargo, “Reciprocity in Community Engagement? Children’s Writing as Public/Published Works”

Composition Programs

L.18 History, Heresy, and Hip-Hop

Henry B. Gonzalez Convention Center, Concourse Level, Room 216A

Chair: Martha Singer, Georgia State University, Atlanta

Presenters: Martha Singer, Georgia State University, Atlanta, “Connecting History, Models, and Classroom Response”

Carrie Vogler, Georgia State University, Atlanta, “‘Activism, Attackin’ the System’: Hip-Hop, Composition, and Community”

Matthew Garbett, Georgia State University, Atlanta, “Pedagogy, Pragmatics, and Power: New Way to Fight Old Systems”

Composition Programs

L.19 Transforming Barriers, Creating Possibilities, Advancing What Matters

Hyatt, Third Floor, Pecan Room

Chair: Alison Russell, Xavier University, Cincinnati, OH

Presenters: Pam Narney, Northern Virginia Community College, Woodbridge, “Transforming Possibilities by Removing Barriers to Success: Fostering Student Achievement by Using NOVA Gold—An Integrated Writing Program”

Alison Russell, Xavier University, Cincinnati, OH, “Tutoring Matters: The Effects of Writing Center Work on Peer-Tutors’ Lives”

Theory

L.20 Women Rhetors And Scholars: Carving Out Identities For Women

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

Chair: Debbie Minter, University of Nebraska-Lincoln

Presenters: Heather Camp, University of Nebraska-Lincoln, “Women Rhetors as Sponsors: Virginia Woolf and Three Guineas”

Renee McGill, University of Nebraska-Lincoln, “Living within and against ‘Mothering’ Identity”

Theory

L.21 Voices That Matter: Singing, Listening, and Silencing

Henry B. Gonzalez Convention Center, Concourse Level, Room 207B

Chair: Shevaun Watson, University of California, Irvine

Presenters: Jan Lindholm, Salem State College, MA, “‘Voices Found’: Women’s Rhetorical Contributions to Protestant Hymnody”

Brian Nudelman, University of Southern Mississippi, Hattiesburg, “Finding the Spaces To Listen: Imagining an Irenic Pedagogy for the Composition Classroom”

Shevaun Watson, University of California, Irvine, “Silence on the Stand: The Problematics of Rhetorical Silence and the Case of Denmark Vesey”

Theory

**L.22 (Re)Opening Doors to Liberating Spaces:
Three Approaches to Feminist Reading and Writing**

Hyatt, Second Floor, Regency Ballroom 1

Chair: Karen Warren, University of North Carolina at Greensboro

Presenters: Heidi Hanrahan, University of North Carolina at Greensboro, “Writing While Reading: Modern Commonplace Books as Feminist Spaces”

Karen Warren, University of North Carolina at Greensboro, “Creating Feminized Spaces and Readers: Book Clubs and Their Pedagogical Implications”

Dorothy Kuykendal, University of North Carolina at Greensboro, “Girls Who Read/Write Smut about Boys: Women and Online Slash Fan Fiction”

Theory

**L.23 Shifting Perspectives:
Empowering Composition Teachers, Tutors, and Students**

Henry B. Gonzalez Convention Center, Concourse Level, Room 207A

Chair: Sheridan Blau, University of California, Santa Barbara

- Presenters:** Amy Heckathorn, California State University, Sacramento, “Shifting Theory: Moving Future Teachers beyond Skills”
Sheryl Fontaine, California State University, Fullerton, “Shifting Purpose: What’s a Tutor Supposed To Do?”
Cherryl Smith, California State University, Sacramento, “Shifting Authority: Authorizing Student Writers in Academic Settings”

Theory

L.24 Composition and Rhetoric in the Age of Empire

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214B

Chair: Damian Baca, Syracuse University, NY

- Presenters:** Kevin Mahoney, Kutztown University, PA, “Space: Mapping Democratic Openings in Empire”
Richard Zumkhawala-Cook, Shippensburg University, PA, “Identity: Beyond Borders, Boundaries, and Hybridity”
Scott Lyons, Syracuse University, NY

Practices of Teaching Writing

**L.25 Developing a Nomenclature of Style:
Implications for First-Year Composition**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217B

Chair: Fred Kemp, Texas Tech University, Lubbock

- Presenters:** Fred Kemp, Texas Tech University, Lubbock
William Carney, Texas Tech University, Lubbock, “Developing a Nomenclature of Style: Implications for First-Year Composition”
Jonathan Arnett, Texas Tech University, Lubbock, “Developing a Nomenclature of Style: Implications for First-Year Composition”

Practices of Teaching Writing

L.26 Coming To Matter: Rethinking Production and Process in Media-Rich Composition Classrooms

Hyatt, Second Floor, Regency Ballroom 3

Chair: Erin Smith, Michigan Technological University, Houghton

- Presenters:** Jennifer Sheppard, Michigan Technological University, Houghton, “Just Because It Is Hands-On Doesn’t Mean It’s Not Intellectual: The Knowledge-Building Work of Multimedia Production Practices”
Kristin Arola, Michigan Technological University, Houghton, “Beyond the Code: (Re)valuing the Process in Production”
Erin Smith, Michigan Technological University, Houghton, “Composing or Content Development? The Place of Knowledge Management in the Composition Classroom”

Friday, 3:30–4:45 p.m.

Practices of Teaching Writing

L.27 Evaluator as Advocate: Grading Matters in Composition

Henry B. Gonzalez Convention Center, Concourse Level,
Room 213B

Chair: Kathy Houff, Temple University, Philadelphia, PA

Presenters: Parker Luchte, University of Georgia, Athens, “[T]he Insight To Edit Myself’: Perceptions of Value in Writing Intensive Survey Research”
Deborah Miller, University of Georgia, Athens, “Rubric as Ethos: Evaluation in First-Year Composition”

Kathy Houff, Temple University, Philadelphia, PA, “Evaluating the Distance(d) Learner: The Dangers and Delights of Disembodiment”

Practices of Teaching Writing

**L.28 “I’m Nobody! Who Are You?!”:
an Activist Approach to Teaching Audience**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 213A

Chair: Alexandra Babione, Southern Illinois University, Edwardsville

Presenters: Steve Moiles, Southern Illinois University, Edwardsville, “Using Message Board Intensive Web Sites To Teach Audience”

Alexandra Babione, Southern Illinois University, Edwardsville, “By Your Words, Ye Shall Be Known”

Nancy Ruff, Southern Illinois University, Edwardsville, “Audience.ORG”

Practices of Teaching Writing

L.29 Two Students Speak for Themselves

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214C

Chair: Todd Taylor, University of North Carolina, Chapel Hill

Presenters: David Angeles, University of North Carolina, Chapel Hill, “All That You Can’t Leave Behind: A Week in the Life of a Burmese Refugee Camp”

Erin Sullivan, University of North Carolina, Chapel Hill, “This House Is Home: The Mobile Gallery in San Antonio”

Practices of Teaching Writing

L.30 Group Writing Assignments in Online Classes

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212A

Chair: Helen Schwartz, Indiana University, Indianapolis

Presenters: Helen Schwartz, Indiana University, Indianapolis, “Collaborative Critique and Creation of Web Sites for Nonprofit Organizations”
Brian McDonald, Indiana University, Indianapolis, “Working Together Alone: Multipart Group Writing Projects in Shakespeare Online”

Institutional and Professional

**L.31 “Welcome to the Academy: May I Take Your Order?”
Driving through from One Corporation to Another**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 006C

Chair: Marguerite Helmers, University of Wisconsin-Oshkosh

Presenters: Fiona Glade, Washington State University, Pullman, “Motivated Genre: (De)contextualizing Our (In)Corporation”
John Eliason, Philadelphia University, PA, “The Silver Lining of the Corporate Cloud”

Irwin Weiser, Purdue University, West Lafayette, IN, “The Corporatization of Higher Education: A Department Head’s Perspective”

Amanda Espinosa-Aguilar, Washington State University, Pullman, “You Want a Degee with That?: A Junior Faculty Perspective”

Practices of Teaching Writing

L.32 Theories of Collaboration, Interactive Authorship, and Reader-Reader Writer Intersubjectivity

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

Chair: Barry Nowlin, University of South Alabama, Mobile

Presenters: Alyssa O’Brien, Stanford University, CA, “Interactive Authorship on Manuscript Progress: Collaborations, Conversations, and Classroom Dynamics”

Christine Alfano, Stanford University, CA, “Interactive Authorship on Manuscripts-in-Progress: Collaborations, Conversations, and Classroom Dynamics”

Katherine Fiorelli, Illinois State University, Normal, “Readerly, Writerly, and Arithmetic: Students Misreading Textual Spa”

Kelly Concannon, Syracuse University, NY, “Readerly, Writerly, and Arithmetic: Students Misreading Textual Spa”

Barry Nowlin, University of South Alabama, Mobile, “Does Cooperative Writing Enhance Motivation?”

Composition Programs

L.33 Composition Curriculum:

Designing, Implementing, and Sustaining What Matters

Hyatt, Third Floor, Blanco Room

Chair: Elizabeth Curtin, Salsbury University, MD

Presenters: David Nentwick, Syracuse University, NY, “Resistance as Response: Implications for Curriculum Design, Implementation, and Praxis”

Emily Isaacs, Montclair State University, Upper Montclair, NJ, “How Can Composition Protect Itself When Budget Cuts Come?”

Elizabeth Curtin, Salsbury University, MD, “Making Matter for Composing: Using Advanced Composition To Plan First-Year Composition Courses”

Theory

L.34 Recycling Hegemony through Popular Culture, Body Narratives, and ESL

Hyatt, Third Floor, Pecos Room

Chair: Rory Ong, Washington State University, Pullman

Presenters: Francisco Tamayo, Washington State University, Pullman, “Standardized English: Pushing Non-Native speakers of English To Recycle the Hegemony”

Jane Schwab, Washington State University, Pullman, “American Movies and the Hegemony of Pop Culture in the Philippines.”

Kelvin Monroe, Washington State University, Pullman, “The Compositional Cut: Event Wolves Racism/Asante Outside-Grammar Delpit”

Practices of Teaching Writing

L.35 Unmaking and Remaking the World: the Pedagogy of Identity

Henry B. Gonzalez Convention Center, Concourse Level, Room 006D

Chair: Bill Cook, Dartmouth College, Hanover, NH

Presenters: John Donaghy, Dartmouth College, Hanover, NH, “Dream and Interpretation: Hidden Discourses”

Terry Osborne, Dartmouth College, Hanover, NH, “‘Who Am I, Where Am I?’ Personal Ecology in First-Year Composition”

Shelby Grantham, Dartmouth College, Hanover, NH, “Race in the Ivory Tower: No More Uptight and Out of Sight”

Institutional and Professional

L.36 Being a Writing-Program Administrator: Stories from the Field

Hyatt, Second Floor, Regency Ballroom 2

Chair: Kathleen Blake Yancey, Clemson University, SC

Presenters: Nancy Sommers, Harvard University, Cambridge, MA, “The Case for Research: One Writing-Program Administrator’s Story”

Doug Hesse, Illinois State University, Normal, “Not Even Joint Custody: On Being an Ex-WPA”

John C. Brereton, Brandeis University, Brookline, MA, “Alone in a Brand-New Setting”

L.37 Marilyn Sternglass: A Memorial

Hyatt, Second Floor, Regency Ballroom West

Chairs: Deborah Brandt, University of Wisconsin-Madison

David Bleich, University of Rochester



GENERAL SESSION AND CCCC AWARDS/ Reception

5:00 p.m.–6:30 p.m.

Hyatt, Second Floor, Regency Ballroom West

Chair: Kathleen Blake Yancey, Clemson University, SC

Reception honoring winners and retirees immediately following, 6:00 p.m.-6:30 p.m.

AWARDS PRESENTATIONS

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee:

Chair: Cheryl Glenn, Penn State University, University Park
Stuart Brown, New Mexico State University, Las Cruces
Jaime Mejia, SW Texas State University, San Marcos
Lucille Schultz, University of Cincinnati, Ohio
Demetrice Worley, Bradley University, Peoria, Illinois

Previous Award Winners:

- 2003 Deborah Brandt, *Literacy in American Lives*
Eileen Schell and Patricia Lambert Stock, *Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*
- 2002 Paul Kameen, *Writing/Teaching: Essays toward a Rhetoric of Pedagogy*
- 2001 Kay Halasek, *A Pedagogy of Possibility: Bakhtinian Perspectives on Composition Studies*
- 2000 Susan Miller, *Assuming the Positions: Cultural Pedagogy and the Politics of Commonplace Writing*, and Barbara Couture, *Toward a Phenomenological Rhetoric: Writing, Profession, and Altruism*
- 1999 Marilyn Sternglass, *Time To Know Them: A Longitudinal Study of Writing and Learning at the College Level*
- 1998 James A. Berlin, *Rhetorics, Poetics, and Cultures: Refiguring College English Studies*
- 1997 John C. Brereton, *The Origins of Composition Studies in the American College, 1875–1925: A Documentary History*
- 1996 Susan Peck MacDonald, *Professional Academic Writing in the Humanities and Social Sciences*

- 1995 Thomas L. Kent, *Paralogic Rhetoric: A Theory of Communicative Interaction*
- 1994 Lester Faigley, *Fragments of Rationality: Postmodernity and the Subject of Composition*
- 1993 Richard Bullock, John Trimbur, and Charles Schuster, Editors, *The Politics of Writing Instruction: Postsecondary*
- 1992 Susan Miller, *Textual Carnivals: The Politics of Composition*, and Patricia Bizzell and Bruce Herzberg, *The Rhetorical Tradition: Readings from Classical Times to the Present*
- 1991 Mike Rose, *Lives on the Boundary: The Struggles and Achievements of America's Underprepared*

JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

Berlin Dissertation Award Committee:

- Chair:** Jane Donawerth, University of Maryland, College Park
Linda Isle Jones, Greenville Tech College, South Carolina
Paul Matsuda, University of New Hampshire, Durham
James McDonald, Louisiana University at Lafayette
Renee Moreno, California State University – Northridge

Previous Award Winners:

- 2003 Elizabeth Graber, University of Alaska, Anchorage, “Old Believer Women in a Postmodern World: Changing Literacy, Changing Lives.”
- 2002 Wendy B. Sharer, “Rhetoric, Reform, and Political Activism in U.S. Women’s Organizations, 1920–1930.”
- 2001 Katherine Kelleher Sohn, *Whistlin’ and Crowin’ Women of Appalachia: Literacy Development Since College*
- 2000 Elizabeth A. Miles, *Building Rhetorics of Production: An Institutional Critique of Composition Textbook Publishing*
- 1999 Chris Gallagher, *Composing Inquiry: Rethinking Progressive Pedagogy and Literacy*
- 1998 Jeffrey N. Maxson, *A Multimedia and Multivocality in a Basic Writing Classroom*
- 1997 Ellen Cushman, *The Struggle and the Tools: Oral and Literate Strategies in an Inner City Community*
- 1996 Amy M. Lee, *Visions and Revisions of Teaching Writing as a Critical Process*
- 1995 Margaret A. Syverson, “The Wealth of Reality: An Ecology of Composition”
- 1994 Harriet Malinowitz, “Lesbian and Gay Reality and the Writing Class”
- 1993 Marguerite Helmers, *The Constitution of Students: Genre and Representation in the Composition Testimonial*
- 1992 Susan Brown Carlton, “Poetic, Rhetoric, and Disciplinary Discourse”

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee:

Chair: Irwin Weiser, Purdue University, West Lafayette, Indiana
A. Duku Anokye, Arizona State University West, Phoenix
Resa Crane Bizarro, East Carolina University, Greenville, North Carolina
Tina Good, SUNY Suffolk, New York
Joseph Janangelo, Loyola University, Chicago, Illinois

Previous Award Winners:

2003 Bruce Horner and John Trimbur
2002 Kathryn Fitzgerald
2001 James E. Porter, Patricia Sullivan, Stuart Blythe, Jeffrey T. Grabill, and Libby Miles
2000 Jacqueline Jones Royster and Jean C. Williams
1999 Catherine Prendergast
1998 (tie) Arnetha Ball and Ted Lardner, Dennis A. Lynch, Diana George, and Marilyn M. Cooper
1997 Ellen Cushman
1996 Mary N. Muchiri, Nshindi G. Mulamba, Greg Myers, and Deoscorous B. Ndoloi
1995 Cheryl Glenn
1994 Peter Mortensen and Gesa E. Kirsch
1993 Nancy Sommers
1992 Glynda Hull, Mike Rose, Kay Losey Fraser, and Marisa Castellano
1991 Glynda Hull and Mike Rose
1990 Joseph Harris
1989 Christina Haas and Linda Flower
1988 Robert Brooke
1987 Linda Flower, John R. Hayes, Linda Carey, Karen Schriver, and James Stratman
1986 Peter Elbow
1985 Lisa Ede and Andrea Lunsford
1984 Stephen P. Witte
1983 Nancy Sommers
1982 Robert J. Connors
1981 David Bartholomae

- 1980 Lee Odell
- 1979 Mary P. Hiatt
- 1978 Richard Gebhardt
- 1977 Frank D'Angelo and Glenn Matott
- 1976 James Corder
- 1975 Richard Braddock

BEST ARTICLE OF THE YEAR AWARD

The quarterly journal *Teaching English in the Two-Year College* selects one article each calendar year for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

Howard Tinberg, editor of TETYC, is to present the award.

Best Article of the Year Award Committee:

Chair: Stasia Callan, Monroe Community College, NY
Carolyn Calhoun-Dillahunt, Yakima Community College, Grandview Campus, WA
Sharon Mitchler, Centralia College, WA

Previous Award Winners:

| | | | |
|------|---------------------------|------|-------------------------------------|
| 2003 | Loretta Kasper | 1991 | Joseph F. Trimmer |
| 2002 | Derek Soles | 1990 | Judith Rae Davis |
| 2001 | Dana Elder | 1989 | Fred Stanley |
| 2000 | Richard C. Raymond | 1988 | Nadine Pierce and Paul Hunter |
| 1999 | Kay Thurston | 1987 | Richard Raymond |
| 1998 | Smokey Wilson | 1986 | Patricia Callaghan |
| 1997 | Marilyn J. Valentino | 1985 | Sylvia A. Holladay |
| 1996 | Tom Speer | 1984 | Marcia H. Edwards |
| 1995 | William S. Robinson | 1983 | Tim McCracken and W. Allen Ashby |
| 1994 | Julia Ferganchick-Neufang | 1982 | Michael Adelstein |
| 1993 | Betty Nelson | | |
| 1992 | Dana L. Fox | | |

Friday, 6:30–7:30 p.m.

Nell Ann Pickett Service Award

The award is presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism.

This year's recipient of the Nell Ann Pickett Service Award is **John Lovas**, De Anza College, Cupertino, CA

Nell Ann Pickett Service Award Committee:

Chair: Frank Madden, SUNY Westchester Community College, NY
Ben Wiley, St. Petersburg Jr. College, FL
Louise Bown, Salt Lake Community College, UT

Previous Award Winners:

2003 Frank Madden, SUNY Westchester Community College, NY
2002 Ben Wiley, St. Petersburg Jr. College, FL
2001 Lois Powers, Fullerton College, CA
2000 Mark Reynolds, Jefferson Davis Community College, AL
1999 Katherine E. Staples, Austin Community College, TX
1998 Charles Annal, New Hampshire Technical Institute, Concord
1997 Paul Bodmer, Bismarck State College, ND
1996 Elisabeth McPherson, Ridgefield, WA
1995 Lynn Quitman Troyka, Queensboro Community College, City University of New York
1994 Audrey Roth, Miami Dade Community College, FL
1993 Nell Ann Pickett, Hind Community College, MS

Special Interest Groups

6:30 p.m.–7:30 p.m.

Institutional and Professional

FSI.01 Articulating the Rhetorics of Teaching, Research, and the Profession: Asian/Asian American Caucus

Henry B. Gonzalez Convention Center, Concourse Level,
Room 006C

Chair: LuMing Mao, Miami University, Oxford, OH

Presenters: Daphne Payne Desser, University of Hawaii, Honolulu

Hui Wu, University of Central Arkansas, Conway

Morris Young, Miami University, Oxford, OH

Terese Guinsatao Monberg, University of Kansas, Lawrence

FSI.02 LATINO/A CAUCUS BUSINESS MEETING

Henry B. Gonzalez Convention Center, Concourse Level,
Room 210A

Chairs: Cecilia Rodriguez Milanes, University of Central Florida, Orlando
Bobbi Ciriza Houtchens, Arroyo Valley High School, San Bernardino, CA

Practices of Teaching Writing

FSI.03 Annual Meeting of the Association of Teachers of Advanced Composition

Henry B. Gonzalez Convention Center, Concourse Level,
Room 207A

Chair: Lynn Worsham, University of South Florida, Tampa
Presenters: Gary Olson, University of South Florida, St. Petersburg
Eric Mason, University of South Florida, St. Petersburg

FSI.04 American Indian Caucus Business Meeting

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

Chair: Resa Crane Bizzaro, East Carolina University, Greenville, NC

FSI.05 Black Caucus Business Meeting

Henry B. Gonzalez Convention Center, Concourse Level,
Room 206B

Chair: Geneva Smitherman, Michigan State University, West Bloomfield

Composition Programs

FSI.06 Meeting of the National Network of Writing Across the Curriculum Programs

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214B

Chair: Chris Thaiss, George Mason University, Leesburg, VA
Presenters: Vicki Tolar Burton, Oregon State University, Corvallis
Pamela Childers, The McCallie School, Chattanooga, TN
Toby Fulwiler, University of Vermont, Burlington
Susan McLeod, University of California, Santa Barbara
David Russell, Iowa State University, Ames
Teresa M. Redd, Howard University, Washington, DC
Linda Shohet, Dawson College, Montreal, Quebec, Canada
Margot Soven, LaSalle University, Philadelphia, PA
Martha Townsend, University of Missouri, Columbia

Friday, 6:30–7:30 p.m.

Institutional and Professional

FSI.07 SIG On Working-Class and Pedagogy/Teaching

Hyatt, Third Floor, Blanco

Chair: Gloria McMillan, University of Arizona, Tucson

Practices of Teaching Writing

FSI.08 Environment, Advocacy, and the Teaching of Writing

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214D

Chair: Karla Armbruster, Webster University, St. Louis, MO

Presenters: Deborah Adelman, College of DuPage, Glen Ellyn, IL, “Writing for Sustainability, Service Learning, and a Community Garden”

Kaye Adkins, Missouri Western State College, St. Joseph, “Writing the Academic Environment”

Karla Armbruster, Webster University, St. Louis, MO, “The Ethics of Environmental Advocacy in the Classroom”

Terrell Dixon, University of Houston, TX, “Making Urban Nature Matter: Ecocomposition in the City”

Sidney Dobrin, University of Florida, Gainesville, “Beyond Green Matter: Ecocomposition, Advocacy, and Student Activism”

Andrea Herrmann, University of Arkansas at Little Rock, “Respecting Our Earth in a Literary Nonfiction Writing Course”

Anthony Lioi, Rutgers University, Highland Park, NJ, “The Student as Environmental Advocate and Critic: Using the Essay To Speak to a Public Audience”

Arlene Plevin, Cascadia Community College, Seattle, WA, “Other Disciplines and Environmental Advocacy: Writing between Two Classes”

Jeri Pollock, Moorpark College, CA, “Eco-Comp: Why We Do What We Do and How We Do It”

Randall Roorda, University of Kentucky, Lexington, “Turning the *Titanic* in Harbor: Place-Based Pedagogy in a Big-School Writing Program”

Kandi Tayebi, Sam Houston State University, Huntsville, TX, “From Deep East Texas to the Middle East: Exploring the Ecology of Place”

Institutional and Professional

**FSI.09 Mentoring Women in the Profession:
New Models and Metaphors (Part II)**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217B

Chair: Cindy Moore, St. Cloud State University, MN

Presenters: Rebecca Rickly, Texas Tech University, Lubbock, “Feminism, Mentoring, and Administration: Can Administrators Mentor in Feminist Ways?”

- Rosemary Winslow, Catholic University of America, Washington, DC, “Community Mentoring and the TA-Pedagogy Course”
Kathleen A. Boardman, University of Nevada, Reno, “Being Mentored: What New Teachers Can Do”
Anita Helle, Oregon State University, Corvallis, “Mentoring Early Career Women Faculty for Long-Term Career Trajectories”

Institutional and Professional

FSI.10 Composition at the Small Liberal Arts College/University

Henry B. Gonzalez Convention Center, Concourse Level,
Room 006A

Chairs: Gretchen Flesher Moon, Willamette University, Salem, OR
Dominic Delli Carpini, York College of Pennsylvania
Tom Amorose, Seattle Pacific University, WA
Paul Hanstedt, Roanoke College, VA

Institutional and Professional

FSI.11 The Teaching and Mentoring of TAs and Instructors in Composition

Henry B. Gonzalez Convention Center, Concourse Level,
Room 006B

Chair: E. Shelley Reid, Oklahoma State University, Stillwater
Presenters: Georgina Hill, Western Michigan University, Kalamazoo, “One for Two: A Plan for Mentoring and Accreditation Assessment”
Nicole Warwick, California State University, Northridge, “TA Authority: Navigating, Negotiating, and Staking Claims in the Field of Composition”
Marcy Tucker, University of Louisville, KY, “The XX-Files: Tales of Resistance to Female Authority”
Karen Ware, University of Louisville, KY, “The XX-Files: Tales of Resistance to Female Authority”
Ann Dobyms, University of Denver, CO, “Mentoring Hurdles: Overcoming Institutional Barriers”
Betsy Gwyn, University of Denver, CO, “Mentoring Hurdles: Overcoming Institutional Barriers”
Carol Clark Papper, Ball State University, Muncie, IN, “Sharing the Knowledge: Using Teaching Circles To Mentor TAs and Adjuncts”

Friday, 6:30–7:30 p.m.

Practices of Teaching Writing

FSI.12 Teachers of Writing for the Deaf and Hard of Hearing

Henry B. Gonzalez Convention Center, Concourse Level,
Room 006D

Chair: Tonya Stremmlau, Gallaudet University, Washington, DC

Presenters: Tonya Stremmlau, Gallaudet University, Washington, DC, “She Said, or She Signed?”

Robert Zambrano, Gallaudet University, Washington, DC, “Vocabulary and Grammar through Articles of Special Interest”

Professional and Technical Writing

FSI.13 Engicomm: Writing Across the Engineering Curriculum

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212A

Chair: Julia Williams, Rose-Hulman Institute of Technology, Terre Haute, IN

Presenters: Jon Leydens, Colorado School of Mines, Golden

Molly Johnson, University of Houston-Downtown, TX

Steven Youra, California Institute of Technology, Pasadena

Steve Bucher, University of Southern California, Los Angeles

Robert Irish, University of Toronto, Ontario, Canada

FSI.14 Teaching Writing In Canada

Hyatt, Third Floor, Pecan Room

Chair: Heather Graves, DePaul University, Chicago, IL

Presenters: Tom William, University of Toronto, Ontario, Canada, “Politics in K–12 and Undergraduate Composition”

Doug Brent, University of Calgary, Alberta, Canada, “WAC Resistance and How We May Have Created It”

Virginia Ryan, Memorial University, St. John’s, Newfoundland, Canada, “K–12 Writing and College-Level Expectations: Continuum or Great Divide”

Rhonda Schuller, University College of the Fraser Valley, Abbotsford, British Columbia, Canada, “Teaching Potent/ial Teachers of Writing”

Rachel Nash, University College of the Cariboo, Kamloops, British Columbia, Canada, “Making Room for Alternate Forms of Discourse in Canadian Writing Classrooms”

Will Garrett-Petts, University College of the Cariboo, Kamloops, British Columbia, Canada, “Making Room for Alternate Forms of Discourse in Canadian Writing Classrooms”

Tosh Tachino, Iowa State University, Ames, IA, “Rhetoric and Reality in the Writing Center”

Information Technologies

FSI.15 Intercollegiate E-Democracy Project

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214C

Chairs: Linda Shamoon, University of Rhode Island, Kingston
Beverly Wall, Trinity College, Hartford, CT

Presenters: Beverly Wall, Trinity College, Hartford, CT, “Where Do I
Begin? Help for New and Prospective Participants in the IEDP”

Linda Shamoon, University of Rhode Island, Kingston, “Opportunities for
Collaboration and Dialog among IEDP Instructors for Research and
Teaching”

Heidi McKee, University of Massachusetts, Amherst, “Opportunities for
Collaboration and Dialog among IEDP Instructors for Research and
Teaching”

Robert Pelletier, Trinity College Connecticut, Hartford, “Group Workshops
on IEDP: Integrating Collaborative Assignments into an Argumentative
Writing Course”

H. Brooke Hessler, Oklahoma City University, OK, “Lessons Learned: How
the IEDP Informs My Work in Web-Oriented Service Learning”

Judy Arzt, Saint Joseph College, Hartford, CT, “Crossing Cultural Boundaries
through Electronic Bulletin Boards”

Amy Rupiper Taggart, North Dakota State University, Fargo, “Expanding
Classroom and Culture: IEDP Reaches Remote Areas”

Carolyn Young, University of Wyoming, Laramie, “Helping Students Create
an Online Ethos (or an Ethos Online)”

Information Technologies

FSI.16 Calling All Bloggers:

Academic Bloggers Sharing Strategies and Resources

Henry B. Gonzalez Convention Center, Concourse Level,
Room 206A

Chair: Barclay Barrios, Rutgers University, New Brunswick, NJ

Presenters: Chris Fosen, California State University, Chico, “Blog Practices
for Academic Settings”

George Pullman, Georgia State University, Athens, “Blog Practices for
Academic Settings”

Jeff Ward, University of Arkansas at Little Rock, “Effective Tips for
Blogging”

Lisa Spangenberg, University of California at Los Angeles, “Blog Tools
and Services”

Ken Smith, Indiana University South Bend, “Blogs and Making
Composition Matter”

Stephanie Holinka, University of New Mexico, Albuquerque, “Blogs and
Making Composition Matter”

Friday, 6:30–7:30 p.m.

Institutional and Professional

FSI.17 Independent Writing Units

Henry B. Gonzalez Convention Center, Concourse Level,
Room 210B

Chair: Barry Maid, Arizona State University East, Mesa

Presenters: Eileen Meagher, University of Tennessee at Chattanooga,
“Building a Solid Base: The Challenge of Putting Students and Curriculum
First”

Twila Yates Papay, Rollins College, Winter Park, FL, “Where Should All
the Majors Go? Struggling over the Souls of Writers”

Barry Maid, Arizona State University East, Mesa, “What Happens to
Independent Units When Budgets Get Tight?”

FSI.18 Special Interest Group:

Bakhtin, Vygotsky, Composition, and Rhetoric

Hyatt, Third Floor, Nueces Room

Chair: James Zappen, Rensselaer Polytechnic Institute, Troy, NY

Presenters: Cheryl Geisler, Rensselaer Polytechnic Institute, Troy, NY,
“Text, Technology, and Time: Scouting the Perimeter of an Activity
Theoretic Perspective on Text”

Practices of Teaching Writing

FSI.19 Conference On Basic-Writing Special Interest Group

Henry B. Gonzalez Convention Center, Concourse Level,
Room 214A

Chairs: William Lalicker, West Chester University, PA

Thomas Reynolds, University of Minnesota, Minneapolis

Presenters: Kathleen Baca, Dona Ana Branch Community College, Las
Cruces, NM

Susan Naomi Bernstein, University of Houston-Downtown, TX

Bonne August, Kingsborough Community College, CUNY

Elizabeth Butts, Delaware County Community College, Newtown Square, PA

Sallyanne Fitzgerald, Napa Valley College, CA

Susanmarie Harrington, Indiana University/Purdue University, Indianapolis

Gerri McNenny, Chapman University, Orange, CA

Alan Meyers, Harry S. Truman College, Chicago, IL

Karen Uehling, Boise State University, ID

Greg Glau, Arizona State University, Tempe

Creative Writing

FSI.20 On Teaching Creative Nonfiction: Special Interest Group In Creative Nonfiction

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

Chair: John Boe, University of California, Davis

Presenters: Lynn Bloom, University of Connecticut, Ashford, “Truth— and Shades of Gray: Under What Conditions If Any Should Writers of Creative Nonfiction Not Tell the Truth, or the Whole Truth”

John Boe, University of California, Davis, “The Use of Writing Assignments in Teaching Creative Nonfiction”

Rebecca Faery, Massachusetts Institute of Technology, Cambridge, “Creative Nonfiction and/as Cultural Criticism”

Pat Hoy, New York University, NY, “Why the Familiar Essay Provides an Essential Foundation for Academic Writing”

Melissa Goldthwaite, Saint Joseph’s University, Springfield, PA, “Form: Methods of Organizing and Shaping Experience Artfully and with a Purpose”

Eric Schoeder, University of California, Davis, “The Use of Creative Nonfiction To Teach Context in a Range of Courses—from Technical Writing to Journalism”

Theory

FSI.22 Rhetoric And Christian Tradition

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

Chair: Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

Presenters: Jennifer Scott, Ohio University, Athens, “The Pilgrim and the Nun: Re-envisioning a Spirituality of Place in Annie Dillard’s *Holy the Firm*”

Leah Zuidema, Michigan State University, East Lansing, “Personal Matters: Equipping Students To Select/Construct Rhetorical Approaches”

Brad Peters, Northern Illinois University, DeKalb, “Julian of Norwich and the Composition of Women’s Spirituality”

Mark Hass, Geneva College, Beaver Falls, PA, “Beyond Foundationalism: Christian Alternatives in Rhetorical Theory”

Rebecca Schoenike Nowacek, Marquette University, Milwaukee, WI, “Religious Identity and Institutional Religious Culture”

Vicki Tolar Burton, Oregon State University, Corvallis, “John Wesley and Spiritual Literacy for the British Working-Classes”

Bradley G. Siebert, Washburn University, Topeka, KS, “Mennonite Lay Hermeneutics: A Faithful Social Epistemic”

Respondents: Anne Ruggles Gere, University of Michigan, Ann Arbor

Beth Daniell, University of Alabama, Tuscaloosa

David Jolliffe, DePaul University, Chicago, IL

Thomas Amorose, Seattle Pacific University, WA

Friday, 6:30–7:30 p.m.

Composition Programs

FSI.23 TYCA Talks

Hyatt, Third Floor, Chula Vista Room

Chair: Marilyn Valentino, Lorain County Community College, Elyria, OH

FSI.24 Poetry Forum: The Exultation of Larks

7:30 p.m.–10:30 p.m.

Hyatt, Third Floor, Blanco

Chair: Mary Minock, Donna University, Livonia, MI

Presenters: Kathleen R. Winter, University of Maryland, Princess Anne, MD
Pia Seagrave, Galludet University, Washington, DC

Research

**FSI.25 Graduate Rhetoric and Composition Matters:
An Inaugural Meeting of the Graduate Research Network's
Special Interest Group**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 212B

Chairs: Janice Walker, Georgia Southern University, Statesboro
Jenn Fishman, Stanford University, CA

Presenters: Matthew Pearson, University of Wisconsin, Madison, “New to
the Convention(s)?: Joining the Conversation of Composition and Rhetoric”
Katherine Mack, University of California, Irvine, “Building Bridges between
Rhetorical and Literary Analyses”

Darlene Dean, Arizona State University, Tempe, “Reading Rhetoric’s
Silences”

Laurel D. Reinking, Purdue University, West Lafayette, IN, “Contributions
that Count: Professionalizing Research in Rhetoric and Composition”

Kory Lawson Ching, University of Illinois at Urbana-Champaign, “IRBs,
Disciplines, and You: Questions and Strategies”

Teresa Pellinen-Chavez, Stanford University, CA, “Rhetoric Takes a
Vacation: Stories about Rhetoric and Cultural Studies”

**FSI.26 The Fifth C: Computers (Sponsored By The CCCC Committee
On Computers In Composition And Communication)**

Henry B. Gonzalez Convention Center, Concourse Level,
Room 217A

Chair: Michael Day, Northern Illinois University, DeKalb

FRIDAY NIGHT SPECIAL EVENTS

ROCK 'n' ROLL PARTY

Hyatt, Second Floor, Regency Ballroom

9:30 p.m.–1:00 a.m.

CCCC isn't CCCC without a little rockin' and rollin'—and we'll bring it again this year on Friday night, sponsored by friends of the Illinois State University Writing program. Bring your dancing shoes and leave your fussiness.

The Twelfth Anniversary of the Poetry Forum: Exultation of Larks

Hyatt, Third Floor, Blanco Room

7:30 p.m.–10:30 p.m.

This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion.

AA

8:00 p.m.–10:00 p.m.

Hyatt, Third Floor, Nueces Room

ALANON

8:00 p.m.–10:00 p.m.

Hyatt, Third Floor, Pecos Room