

Conference Calendar: 2004 CCCC

Wednesday, March 24, 2004

Registration and Information	8:00 a.m.– 7:00 p.m.
Full-Day Workshops	9:00 a.m.– 5:00 p.m.
Half-Day Workshops	9:00 a.m.–12:30 p.m.
Half-Day Workshops	1:30 p.m.– 5:00 p.m.
Newcomers Orientation	5:15 p.m.– 6:15 p.m.
A Sessions	7:00 p.m.– 8:15 p.m.

Thursday, March 25, 2004

Newcomers Coffee Hour	7:00 a.m.– 8:15 a.m.
Registration and Information	8:00 a.m.– 6:00 p.m.
Opening General Session	8:30 a.m.–10:00 a.m.
Exhibit Hall Open	10:00 a.m.– 6:00 p.m.
B Sessions	10:30 a.m.–11:45 a.m.
C Sessions	12:15 p.m.– 1:30 p.m.
D Sessions	1:45 p.m.– 3:00 p.m.
E Sessions	3:15 p.m.– 4:30 p.m.
F Sessions	4:45 p.m.– 6:00 p.m.
Special Interest Groups	6:30 p.m.– 7:30 p.m.
Humor Night	8:00 p.m.– 9:30 p.m.

Friday, March 26, 2004

Registration and Information	8:00 a.m.– 5:00 p.m.
Exhibit Hall Open	9:00 a.m.– 5:00 p.m.
G Sessions	8:00 a.m.– 9:15 a.m.
H Sessions	9:30 a.m.–10:45 a.m.
I Sessions	11:00 a.m.–12:15 p.m.
J Sessions	12:30 p.m.– 1:45 p.m.
K Sessions	2:00 p.m.– 3:15 p.m.
L Sessions	3:30 p.m.– 4:45 p.m.
Awards Session and Reception	5:00 p.m.– 6:30 p.m.
TYCA Talks	6:30 p.m.– 7:30 p.m.
Special Interest Groups	6:30 p.m.– 7:30 p.m.
Poetry Forum	7:30 p.m.–10:30 p.m.
Rock 'n' Roll Dance	9:30 p.m.– midnight

Saturday, March 27, 2004

Registration and Information	8:00 a.m.– 2:30 p.m.
Annual Business Meeting	8:00 a.m.– 9:15 a.m.
Exhibit Hall Open	10:00 a.m.– 2:00 p.m.
M Sessions	9:30 a.m.–10:45 a.m.
N Sessions	11:00 a.m.–12:15 p.m.
O Sessions	12:30 p.m.– 1:45 p.m.
Half-Day Workshops	2:00 p.m.– 5:30 p.m.

Individual CCCC Program

The following form has been provided to assist attendees in planning their schedules for the 2004 Convention.

Wednesday March 24, 2004	Thursday March 25, 2004	Friday March 26, 2004	Saturday March 27, 2004
7:00 p.m. -8:15 p.m. Session A____	Opening General Session 8:30 a.m.-10:00 a.m.	General Session: Awards and Reception 5:00 p.m.-6:30 p.m.	Annual Business Meeting 8:00 a.m.-9:15 a.m.
	10:30 a.m.-11:45 a.m. Session B____	8:00 a.m.-9:15 a.m. Session G____	9:30 a.m.-10:45 a.m. Session M____
	12:15 p.m.-1:30 p.m. Session C____	9:30 a.m.-10:45 a.m. Session H____	11:00 a.m.-12:15 p.m. Session N____
	1:45 p.m.-3:00 p.m. Session D____	11:00 a.m.-12:15 p.m. Session I____	12:30 p.m.-1:45 p.m. Session O____
	3:15 p.m.-4:30 p.m. Session E____	12:30 p.m.-1:45 p.m. Session J____	
	4:45 p.m.-6:00 pm. Session F____	2:00 p.m.-3:15 p.m. Session K____	
		3:30 p.m.-4:45 p.m. Session L____	
	6:30 p.m.-7:30 pm. Session TSIG____	6:30 p.m.-7:30 p.m. Session FSIG.____	



Fifty-Fifth Annual Convention
Conference on College Composition and Communication
March 24–27, 2004
Henry B. Gonzalez Convention Center
and San Antonio Hyatt
San Antonio, Texas

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National Council of Teachers of English
1111 W. Kenyon Road, Urbana, Illinois 61801-1096

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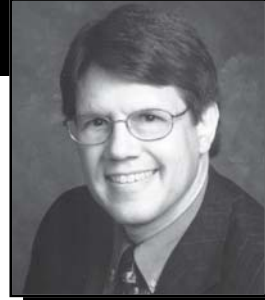
Nominating Committee

Joyce Irene Middleton, Chair, St. John Fisher College, Rochester, NY
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Gail Y. Okawa, Youngstown State University, Youngstown, OH
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Greetings from the 2004 PROGRAM CHAIR



Doug Hesse

Greetings

Welcome to San Antonio and the 55th annual meeting of the Conference on College Composition and Communication!

My greetings come on behalf of all who built this meeting: proposal writers, reviewers, planners, and workers both local and national. Your gathering at this place, now, revitalizes each of us, in discussions crucial for our students, our field, and the literate practices of our society.

When I chose the conference theme fourteen months ago, I hoped it would perturb some comfortable assumptions. The past year's professional and political events reinforce that impulse. I'd hoped that we might treat our scholarship and practices not only as smart exchanges among ourselves but also as vital transactions with a world often not in our meetings, except by implication. How might we matter to students, citizens, and institutions—and still, of course, ourselves?

As you will see in the pages that follow, we'll surely grapple with that tough question, beginning with the keynote address. Kathleen Blake Yancey, in "Made Not Only in Words: Composition in a New Key," juxtaposes the recent release of several critical national reports, many drafted without our expertise, with the recent emergence of discursive practices that function largely outside schools, as "an underground economy of composition and communication."

Hundreds of speakers will join Kathleen's issues and others equally compelling. We are, this week, 502 concurrent sessions, 13 featured sessions, 35 workshops, 51 special interest groups and caucuses, and over a dozen special events, all in a program chosen from three times as many proposals. We teach in two- and four-year colleges, universities, and high schools, in every state and several countries. We are historians and theorists, writers technical and creative, rhetoricians, administrators, tutors, researchers, first-timers and veterans who first came 40 years ago. (I think most pointedly of Wayne Booth and Ken Macrorie, both on this program.) We will conduct business in committees, caucuses, and the Saturday morning business meeting, to which everyone is heartily invited.

Of course, the formal program is only part of us. We are constituted as much by exhibits, receptions, and lobby talk, by ideas generated and connections made in plazas, parties, coffee shops, and dance halls, along the river and streets of San Antonio, whose histories, languages, and people harbingers an American future. It's good to be here.

Dedication

Since we last gathered, 1960 Chair Glenn Leggett passed away, as did John Gerber, our first chair and founder. Jix Lloyd-Jones remembers him in the pages of this Program. Closer to our organizational heart is the passing of Wendy Bishop, 2001 CCCC Chair, whom we will remember and celebrate in the final session Thursday afternoon. What is best in this program I dedicate to our memories of Wendy.

Acknowledgments



Lori Ostergaard



Sue Hum



Linda Woodson

Lori Ostergaard has been the ideal program assistant: articulate, creative, independent, poised, flawlessly responsible, and, perhaps most importantly, willing and able to tell me when enough is enough. Someday she'll likely write a paragraph like this one about her own assistant.

Sue Hum and Linda Woodson have been more than gracious hosts, though that is plenty enough. They've done the hard and vital local work—things impossible not only for me but even the august NCTE staff—accomplishing everything with timely good cheer. Thanks to the very fine local committee that Sue and Linda gathered: Carlos Salinas, Carol Ann Britt, Camille Langston, Drew Loewe, and Judith Gardner. Together, they've opened San Antonio's doors—and streets and river—in ways that will simply delight us all.

Our colleagues at NCTE did the kind of heavy lifting without which a meeting of this scope would fail to budge. Kent Williamson's leadership was superb, as always, and Paul Bodmer and Kristen McGowan provided timely information. Sue Gallivan handled countless details with aplomb, and Tom Jaczak and the rest of the NCTE design and publications folks were splendid. Jacqui Joseph-Biddle and Eileen Maley shared their unparalleled experience and expertise, along with joyful lunches at the best Mexican cafe in Urbana: a sort of Texas training. They solved every problem and remained unflappable despite my best efforts to flap them. I valued every minute of the days (literally) we spent on the phone, and Eileen, especially, has my endless gratitude.

The "senior" CCCC officers fledged me on the wings of their masterful collective experience. John Lovas, Shirley Logan, Kathleen Yancey, Joyce Neff, and Marilyn Cooper: I'm appreciatively humbled. Thanks, Erika Lindemann.

Again this year, several of the savviest scholars, leaders, and teachers in our field provided online coaching for proposal drafts. Over 70 people received personal feedback from Wendy Bishop, Rick Gebhardt, Paula Gillespie, Cheryl Glenn, Joseph Harris, Brian Huot, David Jolliffe, Judy Kirkpatrick, Ken Lindblom, John Lovas, Barry Maid, Paul Matsuda, Georgia Newman, Cindy Selfe, Tony Silva, or Martha Townsend.

Two expert reviewers read each submission. Generously providing expertise at Stage I were Linda Adler-Kassner, Tom Amorose, Chris Anson, Nancy Barron, Charles Bazerman, Wendy Bishop, Deborah Brandt, Lee Brasseur, Brenda Brueggemann, Deany Cheramie, Bill Condon, Marilyn Cooper, Nancy DeJoy, Scott Lloyd DeWitt, Ronda Dively, Sid Dobrin, Patricia Donahue, Suellynn Duffey, Patricia Dunn, Amanda Espinosa-Aguilar, Sheryl Fontaine, Tom Fox, Richard Fulkerson, Richard Gebhardt, Eli Goldblatt, Roger Graves, Jeanne Gunner, Carolyn Handa, Paul Hanstedt, Gail Hawisher, Anne Herrington, Will Hochman, Susan Jarratt, Richard Jenseth, Jim Kalmbach, Carrie Leverenz, Scott Lyons, Sue McLeod, Hans Ostrom, Mike Palmquist, Paul Puccio, Donna Reiss, Nedra Reynolds, Keith Rhodes, Duane Roen, Stephen Ruffus, Carol Rutz, Raul Sanchez, Pearl Saunders, Stuart Selber, Beatrice Smith, Kip Strasma, Jeff Sommers, Kurt Spellmeyer, Bonnie Sunstein, Howard Tinberg, David L. Wallace, Irwin Weiser, Kathleen Ethel Welch, Demetrice Worley, Sheldon Wrice, Anne Frances Wysocki, and Morris Young.

Stage II Reviewers met three days in Urbana to read, rate, combine, title, and counsel. Thanks to Catherine Hobbs, Sue Hum, Jaime Mejia, Peter Mortensen, Lori Ostergaard, Kate Ronald, Freddy Thomas, Sterling Warner, and Jay Wootten.

I thank Ron Fortune and the English Department at Illinois State University for providing assistantship funding and Jan Shane, Associate Provost, for cheerful tolerance when I needed to turn my professional gaze away from Normal. My staff and colleagues in the Center for the Advancement of Teaching provided practical and intellectual support, as did students and faculty friends at Illinois State.

Kathi Yancey has been as much friend and confidant as mentor. Thank you, dear one, for every idea, encouragement, reality check, family story, hopeful thought, and 6 a.m. e-mail.

Dearest have been Monica, Andrew, and Paige, who learned even at night to dial Dad's office phone first. And Becky, whose support beyond any decent expectation is matched only by her talents and my love.

Commencement

In some American city each spring I learn new things, make new friends, join new efforts. Each meeting renews my belief in the work we do. This week, here, I look forward to meeting you.

Doug Hesse
Illinois State University
Program Chair

New to the Convention?

You are invited to attend all of the many events offered at your convention:

- * Opening General Session and Awards Session
- * Concurrent Sessions
- * CCCC Annual Business Meeting
- * Special Interest Groups (SIGs), Caucuses, and Special Events
- * Committee Meetings
- * Exhibits
- * Social Events

We encourage you to participate in a variety of these occasions to meet colleagues and become active in the organization. The welcome from the Mentoring Committee, below, describes several opportunities for people new to the convention. We warmly invite you to talk with Local Arrangements and Executive Committee members, identifiable by ribbons on their name tags, if you have questions or observations about the Convention.

We look forward to meeting you in San Antonio.

—CCCC Executive Committee

From the CCCC Mentoring Committee

We welcome everyone to the 2004 CCCC, but especially new members and attendees.

We have planned several events that we hope will help you enjoy this conference. Even if this is not your first year attending CCCC, please know that you are welcome at these events, especially if you still have questions about making the most of the conference, if you are returning after a few years away, or if you're a CCCC regular who would like to meet and greet new people.

On Wednesday, from 5:15–6:15 p.m., some long-time CCCC participants will host a brief **Orientation Session**, at which we will discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention's many events, and how to meet others. We also look forward to meeting you at the **Newcomers Coffee** on Thursday from 7:00–8:15 a.m.—a congenial start to the first full day of activities. For the location of these events, please see the Special Events schedules for Wednesday and Thursday. Throughout the conference, members of this Committee and other CCCC members will be available in a "Mentoring Station" to answer questions, chat about the conference, talk about our shared interests, learn about your work, and discuss how CCCC can support you. Members of the Mentoring Committee will be present throughout the conference—we'll have specially marked badges—always ready to listen to your concerns, help you with your questions, and begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

With warm good wishes,

Suellynn Duffey

Paul Hanstedt

Emily Isaacs

Lois Powers

Paul M. Puccio, Chair

Lynn Quitman Troyka

Victor Villanueva

Wendy Sue Bishop

Wendy Bishop, 53rd Chair of the Conference on College Composition and Communication, writer, mother, teacher, wife, leader, and friend, passed away November 21, 2003, of leukemia. Following is an excerpt from a poem she wrote about the 2000 convention in Minneapolis; the complete work (published in *CCC* 53:2 (Dec 2001): 332–34) has wonderfully perceptive footnotes for each line. Wendy was program chair of the Minneapolis meeting.



Wendy Sue Bishop

My Convention Poem

My convention poem has elevator eyelids and a concierge's phone ringing without remorse all night.

My convention poem flaunts its badges and free samples in the face of a chaffing dish lobby breakfast bar with sad fruit baskets and scorched coffee urns.

My convention poem busts at the heart-seams when the crowd likes its paper even if they didn't attend, didn't listen, didn't seem to quite understand.

My convention poem goes down on its knees at the exhibit hall trampled by a pod of discount purchasers and last day pack-aways.

My convention poem is an expectant handshake and wink late night lobby dark where the unsayable is finally said and concerns are translated into conversations of sudden community.

My convention poem is the swimming pool seen from the 24th floor going down fast on an outside vertigo elevator, the red eye strange city sunset, the looming awake by the rain-misted non-opening window of a barely inhabited room where the insufficient hair dryer and Mr. Coffee sing hey, diddle diddle to the waning moon together.

My convention poem is a good idea tucked in my pocket like a business card, is that break in city traffic when I rush across without crosswalk, suddenly outside, and see all this simply as part of my life, like the moment faces reflect out of a grand ballroom mirrored wall like memory or a piece of familiar luggage settling into the held luggage area for one last long day until shaken into the maw of a departing taxi.

My convention poem is a beehive an ant colony a home that has spread its architectural wings to the greatest excess, is a myth is a role a role a roll a delight a fresh and stale breath, is a heart breaker a home breaker a career maker a sob and a snooze, is a galvanizing detour into another phrase of my life.

My convention poem packs up and never goes home—is always already at home—in the exhibit hall when writing teachers give way to tile setters, tile to computer programming, programming to dentists, parochial to medical, law to athletics, and the tides of the world and turns of the hotel corridors tell us that our conferences will continue to go in and out and ebb and flow with or without us while we return to the reliable ground floors of our everyday lives.

—Wendy Bishop

About the CCCC Convention

Registration

The Conference Registration Desk is in the Henry B. Gonzalez Convention Center, East Registration Area, Street Level and is open Wednesday, March 24, 8:00 a.m.–7:00 p.m.; Thursday, 8:00 a.m.–6:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; and, Saturday, 8:00 a.m.–2:30 p.m. Those who ordered *Convention Programs* in advance may pick up a plastic name-badge holder at various locations near the Registration Desk. There is no need to stop at the Registration Desk. Those who preregistered and received a Program Coupon in the mail may pick up their *Program* at the *Program Pick-up Counters* at the Registration Desk. For replacement name badges and/or replacement program books (at \$10), preregistrants should inquire at the Replacement Counter.

Exhibits

The exhibits are located in the Henry B. Gonzalez Convention Center, Exhibit Hall C, Street Level. Exhibit hours are Thursday, 10:00 a.m.–6:00 p.m., Friday, 9:00 a.m.–5:00 p.m., and Saturday, 10:00 a.m.–2:00 p.m.

Local Committee Headquarters

The headquarters for Local Committee Chairs, Sue Hum and Linda Woodson, and other members of the Local Arrangements Committee is the Conference Registration Desk.

Location of Meeting Rooms

All meetings of the 2004 CCCC are in the Henry B. Gonzalez Convention Center and the Hyatt.

Information for Attendees with Disabilities

CCCC is committed to making arrangements that allow all of its members to participate in the convention. To this end, information for attendees with disabilities was included in the program invitations, in the preview, and online, and we invited those who needed accommodations to contact us by late January. We have made wheelchair space available in meeting rooms, will provide assistance traveling between the headquarters hotel and the convention center, and have arranged sign language interpreting. We also provided all speakers and session chairs with guidelines that will make sessions more accessible to all convention participants. These arrangements have resulted in conversations between the Program Chair, NCTE staff, the CCCC Committee on Disability Issues in Composition and Communication, and disability studies specialists at the University of Illinois and other professional associations.

Workshops

Held on the Wednesday preceding and the Saturday afternoon following the concurrent sessions, full-day and half-day workshops provide an opportunity for extended time and interaction focused on a particular topic or issue. Each workshop has an enrollment limit, and participants pay an additional fee (separate from the convention registration fee) to enroll. Workshops are run by CCCC members whose proposals have been accepted by CCCC reviewers.

Opening General Session

The CCCC Convention's Opening General Session is one of two opportunities for convention participants to meet as a group. This session features the Chair's address by Kathleen Blake Yancey.

Concurrent Sessions

Most of the meetings of the CCCC Convention occur in the concurrent sessions held on Wednesday evening, Thursday, Friday, and Saturday. Each session on the program was highly regarded by teams of CCCC reviewers. All concurrent sessions run for 75 minutes and are of two kinds: 1) **panels**, featuring two to four speakers who deliver 15–20-minute presentations and then respond to questions from the audience; 2) **roundtables**, where several panelists make brief presentations, respond to each other, and then respond to questions from the audience.

Two-Year College Strand

The Convention will feature a special strand designed especially for CCCC members who teach at two-year colleges. The strand will feature sessions, workshops, and a breakfast on Saturday morning. See pages 249–251 for information about these activities.

Special Interest Groups and Caucuses

On both Thursday and Friday evenings, individuals who share common concerns and/or interests will meet in Special Interest Groups and Caucuses. For a complete listing of these groups, see pages 151–160, 246–254.

CCCC 2004 Online

Todd Taylor, University of North Carolina at Chapel Hill, will organize the live netcasting of selected sessions.

To find links to past versions of CCCC Online and to search the collection, visit <http://archive.ncte.org/cccc/>.

For this year, home visit <http://www.ncte.org/profdev/conv/cccc04/>.

The NCTE/CCCC Mobile Technology Center Computer Connection Presentations

Douglas Eyman, Computer Connection Coordinator

(eymand@msu.edu)

Thursday, March 25

Friday, March 26

Sponsored by the CCCC Committee on Computers and Composition, the CCCC Computer Connection offers presentations on new software and technologies for teaching composition and literature, computer-facilitated classroom practices, best practices for teaching online, new technology resources, and electronic journals. The Computer Connection takes place at the NCTE/CCCC Mobile Technology Center, which is located in the Exhibit Hall. Information about current and past presentations is available at <http://www.msu.edu/~eymandou/cc/>.

Thursday, March 25

- | | |
|-------------|--|
| 10:30–11:00 | Michael Carlson Kapper, Jennifer M. Consilio: “A Composition Course in Four Easy DVDs, or, Multimedia Content Distribution” |
| 11:00–12:00 | “Working with Markup: New Perspectives on Reading and Writing with EMMA” |
| 11:00–11:30 | Robert Cummings: “The Machine as Reader: How (and Why) to Put Coding at the Heart of the Composition Classroom” |
| 11:30–12:00 | Christy Desmet: “Parsing Poetry with XML: Database versus Text in the Poetics of Markup” |
| 1:00–1:30 | Huiling Ding: “The Use of the Electronic-Portfolio in Writing Classrooms: A Developmental Approach” |
| 1:30–2:00 | Dennis Jerz: “Forced Blogging: Students’ Emotional Investment in Their Academic Weblogs” |
| 2:00–2:30 | Gina Merys Mahaffey, Kathleen St. Peters, and John Paul Walter: “Using Comment in the Composition and Literature Classroom” |
| 2:30–3:00 | Mike Palmquist: “The Writing Studio” |
| 3:00–4:00 | “Bigger, Better, Badder than Blogs...Drupal Is Here” |
| 3:00–3:30 | Charlie Lowe and Jeff White: “Introducing Drupal as a Course Management System: Classroom Applications of the Tool That Drives Kairosnews.org” |
| 3:30–4:00 | Jeff White: “Using Flash Communications Server in Distance Education” |
| 4:00–4:30 | Peter England: “The Scarlet ‘W’ Takes Notes: Establishing a Data Narrative for a Writing Center” |

Friday, March 26

- 10:30–11:00 Matt Forester, Daisy Pignetti, and Anne K. Jones: “Blogs as Professional and Pedagogical Tools”
- 11:00–11:30 Cynthia Jeney: “If the Apocalypse Comes, E-mail Me: Online Distance Education and the Buffy Paradigm”
- 11:30–12:00 Lennie Irvin: “MOO as a Platform for E-Portfolios”
- 1:00–1:30 David Sheridan: “Multimedia Composing in the Writing Classroom: Contributions from the Writing (Multiliteracy) Center”
- 1:30–2:00 Tarez Graban, Alexis Ramsey, Jonikka Charlton, and Colin Charlton: “Rhetoric and Composition eTexts”
- 2:00–2:30 Robert Samuels: “Electronic Classrooms and the Possibility of a Democratic Educational Environment”
- 2:30–3:00 Liz Monske and Kristine L. Blair: “*Computers and Composition Online*”
- 3:00–3:30 Donna Reiss: “Instant Hypertext: Language Links for Learning”
- 3:30–4:00 Kendra Matko: “Teaching Documentation in Composition: The Role of Online Bibliography Creation Tools”
- 4:00–4:30 Margie Monforton: “Teaching Technology as Concept, Not as Tool”



Special Events

WEDNESDAY'S SPECIAL EVENTS: March 24

Consortium of Doctoral Programs in Rhetoric and Composition

Henry B. Gonzalez Convention Center, Concourse Level, Room 218
1:00–4:00 p.m.

CCCC Caucus on Intellectual Property and Composition/ Communication Studies: Celebrating Ten Years of CCCC-IP

Henry B. Gonzalez Convention Center, Concourse Level, Room 217C
1:30–5:00 p.m.

In celebration of the tenth anniversary of the CCCC-IP Caucus, a distinguished panel of academic leaders in intellectual property will open the Caucus session with “Intellectual Property Then and Now: Reflections on the First Decade of Scholarship on Intellectual Property Issues in Composition.” Andrea Lunsford, Jim Porter, Tyanna Harrington, Laura Gurak, Libby Miles, Johndan Johnson-Eilola, John Logie, and Candace Spigelman will discuss their work.

This session will continue by featuring an overview of IP issues for newcomers, special reports from representatives of the CCCC-IP Committee, international affairs, and various intellectual property working groups. Caucus participants will meet in small action groups to address such legislative and academic topics as copyright and fair use, multimedia and the public domain, university IP policies, faculty work-for-hire, authorship and plagiarism, distance education, and others. Working groups at the Caucus meeting construct usable resource materials for colleges and universities across the country, statements for publication, and Sense of House Motions to bring to the CCCC Business Meeting for action. Working groups are facilitated by table leaders and assistant Chairs, who lend their expertise to table actions and report to the groups at the close of the session.

This session is open to everyone.

Chair: Candace Spigelman, Penn State Berks-Lehigh Valley College, Reading, PA

Presenters: John Logie, University of Minnesota, St. Paul, MN

Judy Arzt, St. Joseph College, West Hartford, CT

Wendy Warren Austin, Edinboro University of Pennsylvania

Linda S. Bergmann, Purdue University, West Lafayette, IN

Barbara Bird, Taylor University, Upland, IN

Jeffrey R. Galin, Florida Atlantic University, Boca Raton, FL

Gwendolyn Gong, Chinese University, Shantin, NT Hong Kong

Laura Gurak, University of Minnesota, St. Paul

Carol Peterson Haviland, California State University, San Bernardino, CA
TyAnna Herrington, Georgia Institute of Technology, Atlanta, GA
Suzanne Harper, Penn State, State College, PA
Laurie A. Johnson, University of Minnesota, St. Paul
Johndan Johnson-Eilola, Clarkson University, Potsdam, NY
Charles Lowe, Florida State University, Tallahassee
Andrea A. Lunsford, Stanford University, CA
Karen Lunsford, University of California, Santa Barbara
Lisa Maruca, Wayne State University, Oxford, MI
Libby Miles, University of Rhode Island, Kingston
Michael Moore, Michigan Technological University, Houghton
James E. Porter, Michigan State University, East Lansing
Clancy Ratliff, University of Minnesota, St. Paul
Jessica Reyman, University of Minnesota, St. Paul

Newcomers Orientation

Henry B. Gonzalez Convention Center, Concourse Level, Room 207A
5:15 p.m. –6:15 p.m.

Several long-time CCCC participants, led by the CCCC Mentoring Committee, host an **Orientation Session**, at which we discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention's many events, and how to meet others. The session is open to all who are interested.

Alternative Histories Matter

(Sponsored by the Coalition of Women Scholars in the History of Rhetoric and Composition)

Henry B. Gonzalez Convention Center, Concourse Level, Room 217A
7:00–8:30 p.m.

Chair: Joyce Irene Middleton, St. John Fisher College, Rochester, NY

Presenters: Gwendolyn Pough, University of Minnesota, Minneapolis, MN, "Revising the Black Public Sphere: Black Women's Contributions"

Malea Powell, Michigan State University, East Lansing, MI, "Not Just NDN Herstory: Teaching American Indian Women's Rhetorical Traditions"

Haivan Hoang, The Ohio State University, Columbus, OH, "Histories by and/or about Asian American Women Rhetors, Collaborative Constructions"

Brenda Jo Brueggemann, The Ohio State University, Columbus, OH, "Deaf, She Wrote"

Cindy Selfe, Michigan Technological University, Houghton, MI, "Women in the History of Technology"

THURSDAY'S SPECIAL EVENTS: March 25

Newcomers Coffee Hour 7:00–8:15 a.m.

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

All first-time attendees are invited to have complimentary continental breakfast before the Opening General Session. Come and meet CCCC Leaders.

Opening General Session, 8:30–10:00 a.m.

Henry B. Gonzalez Convention Center, Street Level, Theatre

At this session we honor both the 2004 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair's address. Please join us.

Her Words and Ours: A Celebration of the Life of Wendy Bishop

Henry B. Gonzalez Convention Center, Concourse Level, Room 217D
4:00–6:00 p.m.

Chairs: Kathleen Blake Yancey, Clemson, and Doug Hesse, Illinois State

Presenters: Lisa Albrecht, John Boe, Marilyn Cooper, Keith Gilyard, Carrie Leverenz, John Lovas, Joyce Neff, Hans Ostrom, Libby Rankin, Michael Spooner, David Starkey, Deborah Coxwell Teague, Lad Tobin, Victor Villanueva, Shirley Wilson Logan, Pavel Zemliansky.

Everyone is invited.

Scholars for the Dream Reception

Hyatt, Second Floor, Regency Ballroom 1
6:15–7:15 p.m.

Everyone is invited.

Winners of the Scholars for the Dream Travel Awards (announced in the Opening General Session) are chosen by a Selection Committee. All are first-time presenters at a CCCC Convention and are selected on the basis of the extended abstracts of their proposals that each submitted. All are members of groups historically underrepresented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians).

James Sledd: A Memorial Tribute

Hyatt, Third Floor, Chula Vista Room

6:30–7:30 p.m.

Chair: Richard Freed, Eastern Kentucky University, Lexington

Presenters: Ralph Voss, University of Alabama, Birmingham, AL

Andrew Sledd, Austin, TX

Geneva Smitherman, Michigan State University, East Lansing

Humor Night

Hyatt, Second Floor, Regency Ballroom 3

8:00–9:30 p.m.

"Awwww Hawwww! It's 'T' for Texas!"

What better place for us to convene Humor Night in Texas than in Old San Antone? Folks who visit San Antonio and, by extension, the Lone Star State frequently return home with a sense of awe at the vastness of the landscape. Humor Night celebrates that vastness with a veritable potpourri of approaches to things humorous, including observations on Texas music, cuisine, sports, and politics. We also offer the musical stylings of the Composition Blues Band, a shadowy group of misfit compositionists fronted by Marvin Diogenes and Clyde Moneyhun and devoted to rediscovering and reilluminating the historical connections of rhetoric, composition, rock, and blues.

FRIDAY'S SPECIAL EVENTS: March 26

General Session, CCCC Awards and Reception

Hyatt, Second Floor, Regency Ballroom West

5:00–6:30 p.m.

At this session we announce the winners of The 2003 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in *TETYC*, and the Nell Ann Pickett Service Award. A reception follows. Please attend and honor your colleagues.

TYCA Talks

Hyatt, Third Floor, Chula Vista Room

6:30–7:30 p.m.

The purpose of this special event is to bring together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of

the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.

The Seventeenth Annual Poetry Forum

Hyatt, Third Floor, Blanco Room

7:30–10:30 p.m.

The Seventeenth Annual Poetry Forum: Exultation of Larks will be held on Friday, 7:30–10:30 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. Poet readers should contact Mary Minock (English Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, mminnock@madonna.edu) if they have questions.

San Antonio Rock 'n' Roll

Hyatt, Second Floor, Regency Ballroom

9:30 p.m.–midnight

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.

SATURDAY'S SPECIAL EVENTS: March 27

TYCA Annual Breakfast

Hyatt, Second Floor, Regency Ballroom 1

7:00–8:00 a.m.

Jim Berlin Memorial Run/Walk/Pub Crawl

The Tenth Run/Walk/Pub Crawl will occur on Saturday, March 27, followed by a gathering at a local pub. Relieve stress and mingle with colleagues while you jog through downtown San Antonio. Sign up and get directions and a tee shirt at the Convention Information Desk.

Two-Year College English Association Highlights

- * TYCA Talks
- * TYCA Annual Breakfast

Scholars for the Dream Travel Awards

The Conference on College Composition and Communication is proud to sponsor the Scholars for the Dream Travel Awards to encourage scholarship by historically underrepresented groups. These groups include African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino and Latina Americans, and American Indians—persons whose presence and whose contributions are central to the full realization of our professional goals. CCCC offers up to 10 travel awards to emerging scholars, sponsors a breakfast for all award winners, and gives a one-year membership in NCTE and CCCC. The Awards Selection Committee considers originality of research, significance of pedagogical or theoretical contributions to the field, and potential for larger, subsequent projects. Scholars for the Dream will be identified Thursday morning during the Opening General Session.

2004 Scholars for the Dream Award Winners

JuliAnna Avila, University of California, Berkeley O.16
Jeffrey Duncan-Andrade, University of California, Los Angeles J.17
D. Ted Hall, Michigan State University, East Lansing I.10
David Kirkland, Michigan State University, East Lansing I.10
Melvette Melvin, Penn State University, State College E.29
Rose Metts, Savannah State University, GA G.18
Kelvin Monroe, Washington State University, Pullman L.34
Spencer Salas, University of Georgia, Atlanta O.22
Cecilia Solis-Sublette, Texas A&M University B.17
Sandra Young, Allen University, Columbia, SC G.18

Previous Scholars for the Dream Award Winners

2003

Jacqueline Brown, University of Louisville, KY
Carol Brochin Ceballos, Laredo Community College, TX
Rene Agustin De los Santos, University of California, Santa Barbara
Nichole Hamai, University of Hawaii, Honolulu
Jungmi Kim, Temple University, Philadelphia, PA
Seonjoo Moon, Temple University, Philadelphia, PA
Ken Rayes, University of New Orleans, LA
Eunsook Rhee, Temple University, Philadelphia, PA
Tonya Scott, Texas A&M University, Commerce
Lillie Whetten, New Mexico State University, Las Cruces

2002

Haivan Hoang, The Ohio State University, Columbus
Carlos Evia, Texas Tech University, Lubbock
Michelle Johnson, Claremont Graduate University, CA
Asao Inoue, Washington State University, Pullman
Patricia Trujillo, University of Nebraska, Lincoln
Hilary Owens, California State University, Chico
Derek Landers, Cincinnati State College, OH
Piper Kendrix Williams, Rutgers University, New Brunswick, NJ
Rachel Brooks-Rather, Ohio University, Athens
Margaret Wong, Quinsagamond Community College, Marlborough, MA

2001

Terry Carter, Rose Gubele, Daniel Justice, Rhea Estelle Lathan, Kim Lee, Meredith Lee, Kathleen McColley, Josye Sadler, Faye Spencer Maor

2000

Aesha Adams, Christina Bell, Rebecca Cisneros, Lisa Trevino Roy-Davis, Avis G. Hewitt, Joseph Ng/Eng, Annette Harris-Powell, Rebecca Small, Rhonda Robinson Thomas, Kendra Vaglianti

1999

Wilson C. Chen, Resa Crane Bizzaro, E. K. Daufin, Charmin Granger, Emily Porcincula Lawsin, Levita D. Mondie, Dora Ramirez, Kimberly A. Robinson, Gregory E. Rutledge, Mae Lombos Wlazlinski

1998

Fred Arroyo, Steve Chu, Sheldon George, Serena R. Huffman, Celestine W. Liu, Cedrick May, Elizabeth McHenry, Diana Elena Moran Molina, Luana Uluave, Linda Walking-Woman

1997

Cassandra J. Canada, Ginny Carney, Maria De Jesus Estrada, La Tisha Camille Fowlkes, Chikako D. Kumamoto, Cynthia McCollie-Lewis, Donald McCrary, Charlotte Simmonds-Hammons, A. Tyson Sims, Marion Okawa Sonomura

1996

Erika Aigner-Varoz, Victoria Cliett, Renita Duncan, Amanda Espinosa-Aguilar, Sandra M. Grayson, Terry Haynes, Joyce Raine Latora, Lynn A. Casmier-Paz, Gwendolyn Pough, K. Hyoejin Yoon

1995

Lena Ampadu, María C. M. de Guerrero, Phyllis Pearson Elmore, Carlton Floyd, Janice Gould, David Holmes, Terese Monberg, Shondel Nero, Pata Suyemoto, José L. Torres-Padilla

1994

Jennifer Barfield, Kisha Brown, José Irizarry, Susan Kimoto, Alison O. Lee, Michelle McIver-Bell, Natalia Apostolos Menendez, Malea Powell, Elaine Richardson, Patricia Joan Saunders

1993

Meta G. Carstaphen, Louise M. Connal, Evelyn Flores, Sharon Gamble, Lisa M. Gonsalves, Renee Moreno, Jeryl Prescott, George Q. Xu

2004 CCCC EXEMPLAR AWARD WINNER



Jacqueline Jones
Royster

Jacqueline Jones Royster, The Ohio State University, Columbus

In a 1990 speech given at the University of Minnesota, Jacqueline Jones Royster said this: “As the new century dawns, the whole academic enterprise is being challenged, in large part, based on who and what have been marginalized, and how and by what circumstances achievement has and has not been acknowledged, and on the contexts and circumstances of these processes. This contemporary scenario charges us with the task of transforming theoretical paradigms, curricula, and pedagogy in ways that will be insightful, inclusive, positive, and useful.” The scenario Royster outlines remains true today, as has her dedication to the task of transforming our work meaningfully. Her contributions to the ideals of scholarship, teaching, and service to the profession make her, in turn, an ideal recipient for the CCCC Exemplar Award. A clear indication of her importance to the field is her culminating work on 19 African American women writers, *Traces in the Stream: Literacy and Social Change among African American Women*, winner of MLA’s Mina P. Shaughnessy Book Award for 2001. Reviewers described it as “a call to acknowledge and to respect the depth of [these] African American women as rhetors of written discourse [that] challenges historians of rhetoric to rethink, reconceive, and reconfigure ... the history of the rhetorical traditions of the nineteenth century.” Also in 2001, Royster received the CCCC Richard Braddock Award for the article “History in the Spaces Left: African American Presence and Narratives of Composition Studies.” The standard for such scholarship is best expressed in Royster’s own words. For her, scholarship must reflect “careful analysis, acknowledgment of passionate attachments, attention to ethical action, and commitment to social responsibility.” Royster’s

scholarship extends from the broadly historical to the contemporary national scene. However, it is also located within her home state, where she has received the Ohio Pioneer in Education Award from the Ohio Humanities Council and the Distinguished Diversity Award from The Ohio State University, where she is Professor of English. In addition, 2003 saw the publication of her *Profiles of Ohio Women, 1803–2003*, produced for that state’s bicentennial. *Passionate attachments*. Perhaps that phrase most gives shape and resonance to Royster’s overall accomplishments. Royster’s contributions to teaching have been witnessed by many colleagues and former colleagues and well-documented by former students. As one attested, “All that I know about how to be an excellent teacher, an honest and critical researcher, an advisor, and a mentor . . . I learned from Jackie Royster.” Her service to the profession is possibly without parallel. She has been the CCCC Chair and Secretary and chaired the MLA Division on the Teaching of Writing. She has served on the boards of journals such as *CCC* and *College English*, and organizations such as the Alliance of Rhetorical Societies and the National Writing Project. In just the last few years, she has given roughly 70 workshops, papers, and lectures throughout the country. All this exposure has led people to characterize her with words such as *passionate, caring, generous, wise*. In every role she has assumed, she has made a difference. She says of herself: “I consider all of my work to be in the interest of excellence in teaching, learning, and cultural and cross-cultural expression.” We agree. And therefore, we are proud to extend the Exemplar Award for 2004 to Jacqueline Jones Royster.

Stephen Ruffus
Associate Professor of English
Salt Lake Community College
Chair, 2004 Exemplar Award Committee

In Memory of John Gerber

By Richard Lloyd-Jones

John Gerber, our founding chair, died June 26, 2003, at the age of 95. This a good time to recall his role in the founding of CCCC, to consider his later career, and to observe how it provides an example for us all.

In 1944 Gerber came to the University of Iowa with a brand-new Ph.D. in American literature from the University of Chicago. He was to develop and manage a newly created program in communication skills. The program was modeled loosely on a hurry-up curriculum at the Iowa Naval Pre-Flight School, but it also represented a political tug-of-war between English and speech as well as other powerful local interests. It also made theoretical sense to combine writing, speaking, reading, and listening in a single program. Gerber was to be the diplomatic initiator.

The assignment quickly became more complicated by the effect of the veterans’ readjustment act, the GI Bill. Elite colleges had opposed a provision in the bill to



John Gerber

encourage veterans to attend college, but many believed that only a few veterans would accept the benefit so colleges could soon go back to pre-war customs. In fact, the numbers were huge and colleges were never the same.

Gerber found that he had to create a new course in many sections, find many new and untrained teachers (the older tenured faculty hurried off to teach the advanced literature or speech courses then in demand), devise placement and exit examinations in writing and speech, and generally help faculty deal with a new kind of student.

As a result of his experience, he proposed a conference session for the 1948 NCTE Convention. It would deal with the practical problems of the newly expanded courses in composition and communication. The session was mobbed, for his problems were not unique, and the participants wouldn't quit talking until he promised to organize a separate meeting on the topics in the spring of 1949. Thus CCCC was born, and for the first 10 or 15 years its sessions concentrated on practical problems, and its journal primarily reported what had been discussed in the various sessions. Most of the topics still dominate freshman programs even though the solutions have changed, and there is now a much larger body of scholarly information to consider.

Gerber continued his interests in the practical problems of composition teaching even as his own career expanded. His was a major voice in the Basic Issues Conference, from which emerged the CEEB Institutes designed to improve high school teaching in English. The Institutes were based on a tripod, one leg of which was composition. Gerber evaluated the 20 trial institutes and then encouraged federal financing for similar programs. He also took part in the conference that emphasized the role of two-year colleges, became president of NCTE, chaired the committee that led to a restructuring of the Council better to serve a variety of needs, and was given an early version of the NCTE Distinguished Service Award. That is just a sample of his involvement in NCTE.

While he spent 18 years as chair of the department at Iowa, he served on the board of ADE and pressed the design of ADE seminars for helping department chairs learn their jobs and keep up with the field as a whole. He was president of MMLA and served on the executive board of MLA and kept up on his work in American Studies and American literature, especially on Mark Twain. At Iowa he created or encouraged programs in linguistics, comparative literature, creative writing, the International Writing Program, African American World Studies, Women's Studies, The Windhover hand press, among others, and served on about every major policy committee in the University. This is just a sample to suggest the breadth of his interests. He did not have much sympathy for those who sponsored academic snobbery. He saw composition as a part of the whole intellectual life; his last books were memoirs that tied up much of the American experience.

We can do well to imitate his dedication to far-ranging intellectual and social interests, but we can also learn from his characteristic approaches to administration. He saw his job as making other people thrive. Needs had to be satisfied, and he found people to satisfy them; he could hear suggestions made by others and refine them and find support for them; he let people achieve and gave them credit even when it was his own efforts that had made achievement possible. He was a superb mediator and unifier. In that sense he was our founder and our chief exemplar.

2004 Outstanding Teacher Award Winners

We're pleased to recognize those who gain recognition for their teaching. This year, all who acknowledged having received awards at their departments or institutions are listed below.

Barry Alford
Phillip Arrington
Ken Baake
Jami Bartlett
Stephen Bernhardt
Laurel Black
Rebecca Sutherland Borah
Kate Brown
Angela Buchanan
Jennifer Bullis
Chris Burnham
Paul Butler
Don Daiker
Mare Davis
Rob Dornsife
Cheryl Hofstetter Duffy
Donna Dunbar-Odom
Kathy Evertz
Christy Friend
Ann George
Amy Gerald
Elizabeth Graber
Faye Halpern
Gary Layne Hatch
Elizabeth Hatmaker
Richard Hay
Amy Kimme Hea
Brenda Helmbrecht
H. Brooke Hessler
Richard Johnson

Joseph Jones
Connie Kendall
Jimmie Killingsworth
Adrienne Lamberti
Elizabeth Latosi-Sawin
Mark Letcher
Adela C. Licon
Maxine Long
Eric Mason
Maria Montaperto
Joddy Murray
Brian Nudelman
Lori Ostergaard
Ron Pitcock
Erin M. Pushman
Mary Queen
Teresa Redd
Jessica Restaino
Dan Riordan
Judith Rodby
Nahal Rodieck
James Sayer
John Pedro Schwartz
James Seitz
Michelle Sidler
Tony Silva
Jonna Trapp
Mary Alice Trent-Williams
Margaret Walters
Meredith Zoetewey

Sessions Presented by Two-Year College Faculty

FEATURED SESSION

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

WORKSHOPS

- MW.4 The Peaceable Classroom Revisited
MW.5 Designing and Developing Preparing Future Faculty Programs
W.1 Theory to Exemplary Practice and Programs from the Two-Year College (TYCA-Sponsored)
W.4 Making Basic Writing Matter: Methodologies for Us All
W.6 Making Assessment Work: A Consultation and Workshop
AW.10 Classin' Up the Joint: Class as a Critical Tool in High School, Access, and College Composition
SW.1 Sharing Your Ideas with the Profession: Drafting NCTE/CCCC Proposals, Turning Presentations into Articles (TYCA-Sponsored)
SW.6 Best Assessment Practices in a Time of Budget Cuts

Thursday Special Interest Groups

- Preparing Future Faculty: Past, Present, and Future
Does L2 Writer Mean Basic Writer? Placement and Pedagogy for ESL Students

TYCA TALKS

Friday, 6:00 p.m.-7:00 p.m.

Concurrent Sessions Presented by Two-Year College Faculty

- A.10 Toward an Epistemology of Nonviolence
A.14 Essays Read Differently: Conceptual and Rhetorical Differences in both Time and Space
A.17 Transformed into Practice: WAC, Toulmin, and Literacy Education
B.02 Learning Our Lessons: Composition Matters in the History of Indian Residential Schools
B.13 Research in English as a Second Language
B.32 New Approaches to Research Writing
B.33 Compelling Confessions: Advocacy and the Politics of Personal Disclosure in the Composition Classroom
C.05 Making Assessment Matter: Revising Curricula, Pedagogies, Programs

- C.13 Preparing To Teach in a Two-Year College
- C.33 All the World Is a Classroom: Online Partnering for Revision and Team Assignments at Community Colleges and Universities Here and Abroad
- C.36 Expanding the Composition of Learning Communities: Our Changing Roles as Interpreters of Culture
- D.04 Making Composition Matter: Authentic Assessment of Writing Across a Statewide System of Higher Education
- D.26 Reviving Rhetoric in the Two-Year College
- D.27 Technology Literacy Matters in Urban and Rural Environs
- D.33 Confronting Realities: Student Attitudes, Public Spheres, and Vampire
- D.35 Conjunctions and Disruptions: Institutional Crossroads
- E.13 Ways of Knowing: Writing-Center Outcomes as Politics, Pedagogy, and Theory
- E.14 How Electronic Assessment Programs Construct “Composition”
- E.18 Curiosity and the Community-College Writer: Addressing the Psychology of Writing
- E.22 The Dark Matters of Composition: Experiencing Service, Research, Global Citizenry, and Identities as Routes into Mystery
- G.03 Making Composition Matter
- G.05 Working Across the Curriculum: New Approaches and Communication
- G.14 Transforming Our Teaching: The Difference Online Writing Makes
- H.31 Practices for Energizing Basic Writing
- I.14 They’re Here for the Duration: Exploring the Ways Contingent Faculty Shape Composition
- I.33 “If It Ain’t Broke, Fix It Up”: Finding New Ways To Tweak Traditional Ideas in the Writing Center and Writing Classroom.
- 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
- J.14 Students Becoming Citizens: How Composition Matters in Community Connections (TYCA Strand)
- J.23 More Than Basic Skills: Rhetorical Designs for Reading and Writing Pedagogy
- J.28 From the Local to the Global: Technology, Literacy, and Civic Action
- K.02 Science, Authority, and Public Persuasion: The Uses of Scientific Evidence in Discourses of Public Advocacy
- K.22 The Public Image of Two-Year Colleges: Hallmarks of Fame and Shame
- L.07 Composition in Historically Black Colleges and at the Penn School for Newly Freed Slaves
- L.19 Transforming Barriers, Creating Possibilities, Advancing What Matters
- M.01 What Makes WAC Work: Reflections on Writing Across the Curriculum
- M.18 Making Composition Matter to Students and Institutions: The Role of First-Year Writing in Creating Academic Citizens
- M.32 New Pedagogies for First-Year Writing
- M.35 Music, Creative Juxtapositions, and Performance Art in Composition Classes
- N.21 Using Images to Stimulate Critical Thinking and Writing
- 0.11 Is Class Dead?

General Information and Services

CCCC Membership: Please Join Us!

Membership in the Conference on College Composition and Communication is open to all who teach or are interested in college composition and the first-year English course. The annual dues of \$25.00 includes a subscription to *College Composition and Communication*, a quarterly journal. Membership in NCTE (\$40.00) is a prerequisite to joining CCCC. Student membership is available, at substantially reduced rates, to full-time students who are not engaged in a paid teaching position on more than a half-time basis. To join CCCC, or to obtain further information, please stop by the NCTE Publications Booth in the Exhibit Hall.

Audiovisual Equipment

Audiovisual equipment should have been ordered by February 9, 2004. Scheduling of equipment ordered by that date is handled by Allied Vision, Inc., with offices in the Henry B. Gonzalez Convention Center and the Hyatt.

Committee on Resolutions

An open meeting of the CCCC Committee on Resolutions, chaired by Sandra Jamieson, will be held Thursday, March 25, 6:30–7:30 p.m. in the Henry B. Gonzalez Convention Center, Concourse Level, Room 216B.

Nominating Committee

An open meeting of the CCCC Nominating Committee, chaired by Joyce Irene Middleton, will be held on Thursday, March 24, 1:00–3:00 p.m., in the Henry B. Gonzalez Convention Center, Concourse Level, Room 216B.

TWO-YEAR COLLEGE SATURDAY PROGRAM

Sponsored by the Two-Year College English Association (TYCA)
Two-Year College English Association Annual Breakfast
Hyatt, Second Floor, Regency Ballroom 1
7:00–8:00 a.m.

Admission is by advanced registration only.

Planning for Next Year's CCCC Convention

Individuals interested in discussing program proposals for the 2005 CCCC Convention in San Francisco, California, March 16–19, are invited to meet with Jay Wootten, 2005 Program Chair, at the CCCC Registration Desk, Henry B. Gonzalez Convention Center, East Registration, Street Level, Friday, March 26, between 10:00 a.m. and Noon.

Smoking

The Hyatt and Henry B. Gonzalez Convention Center have a smoke-free environment. No smoking is allowed in either location.

Nonsexist Language

All CCCC/2004 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their conventions.

Copying Service

CCCC cannot provide onsite duplicating service.

Emergencies

To summon the fire department, the police, or an ambulance (for medical emergencies only), dial 911 and give the nature of the emergency, your location, and the telephone number you are calling from.

Medical and Dental. Most hotels can put you in touch with a doctor or dentist. Inquire at the hotel front desk or ask the hotel operator.

Fire Safety. Although hotel fires are rare, the Executive Committee has asked that convention participants be given complete advice on what to do in case of fire in their hotel. Hotels are equipped with a variety of fire-protection devices—smoke alarms, sprinklers, fire-retardant materials—but none of them is designed to put out fires. They merely contain a fire, impeding its growth and progress long enough to permit the fire department to arrive on the scene. Fire safety in a hotel ultimately depends on the hotel staff's prompt response to reports of fire or smoke. Most hotel staffs will verify the presence of a reported fire before summoning the fire department. To report a fire, call the hotel operator and give your name, location, and the location of the suspected fire. Depending on the circumstances, some fire-safety consultants recommend that after you have called the hotel operator, you also call the local fire department: dial 911. This step will result in the fire department coming to the hotel even as the hotel staff is verifying your report of the fire. You hazard a false alarm on the one hand; on the other, you may be responsible for bringing the fire quickly under control because you have bypassed the hotel's verification procedure. Apart from reporting a suspected fire, you should be aware of various precautions to be taken for your own safety in the event of a fire. A summary of some recommended precautions follows:

As you are escorted to your room for the first time by the hotel bell staff, check the location of the exit nearest your room. You should know exactly how many doors are between your room and the exit. You might have to crawl to this exit in a dark or smoke-filled corridor. If there's a fire alarm or warning call from the hotel management, don't stop to gather personal belongings or work papers. Just get out as quickly as possible. *Take your room key.* You may find it necessary to retreat to

your room. Before you open the door to the corridor, put your palm against it and touch the knob. If the door is cool, open it slowly, keeping your foot braced against the bottom. (This helps you slam the door shut if you discover fire or smoke outside.) *If the door is hot, do not open it.* Soak blankets or towels in water and pack them around the door.

If you must crawl to an exit door, stay close to the wall to avoid anyone running. If you can't leave your room, wait by the window to be rescued. Stay close to the floor to avoid breathing smoke. To increase ventilation, open or break the window (if you don't see smoke or flames rising past the window). Don't jump from the upper floors of a burning building. Wait for the firefighters to rescue you. Let them know you're there by waving towels or coats out the windows.



Committee Meetings

CCCC Executive Committee

Henry B. Gonzalez Convention Center, Room 204, Concourse Level
Wednesday, March 24, 9:00 a.m.–5:00 p.m.

Committee on Disability Issues

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B
Thursday, March 25, 10:15 a.m. –12:15 p.m.

Chair: Brenda Brueggemann

Nominating Committee

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B
Thursday, March 25, 1:00 p.m. –3:00 p.m. (Open)

Chair: Joyce Irene Middleton

Committee on Contingent, Adjunct, and Part-Time Faculty

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B
Thursday, March 25, 3:00 p.m.–5:00 p.m.

Co-Chairs: James C. McDonald and Laurie Delaney

Resolutions Committee

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B
Thursday, March 25, 5:30 p.m.–6:30 p.m. (Closed) and 6:30 p.m.–7:30 p.m. (Open)

Chair: Sandra Jamieson

Committee on the Status of Women in the Profession

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B
Friday, March 26, 7:00 a.m.–9:00 a.m.

Chair: Heather Bruce

Public Policy Committee

Henry B. Gonzalez Convention Center, Concourse Level, Room 214A
Friday, March 26, 8:00 a.m. –11:00 a.m.

Chair: Dennis Baron

Intellectual Property Committee

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B
Friday, March 26, 10:00 a.m.–12:00 p.m.

Chair: Johndan Johnson–Eilol

Nominating Committee

Henry B. Gonzalez Convention Center, Concourse Level, Room 214D
Friday, March 26, 8:30 a.m.–11:00 a.m. (Closed)

Chair: Joyce Irene Middleton

Committee on Diversity

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B
Friday, March 26, 3:00 p.m.–5:00 p.m.

Chair: Joyce Irene Middleton

Language Policy Committee

Henry B. Gonzalez Convention Center, Concourse Level, Room 218
Friday, March 26, 4:15 p.m.–6:15 p.m.

Hyatt, Third Floor, Nueces Room
Saturday, March 27, 4:15 p.m.–6:15 p.m.

Chair: Geneva Smitherman

Committee on Second Language Writing

Hyatt, Third Floor, Guadalupe Room
Saturday, March 27, 9:30 a.m.–12:15 p.m. (Open)

Chair: Paul Kei Matsuda

TYCA Executive Committee

Hyatt, Third Floor, Chula Vista Room
Saturday, March 27, 9:30 a.m.–5:00 p.m.

Convention Concerns Committee

Henry B. Gonzalez Convention Center, Concourse Level, Room 217D
Saturday, March 27, 12:00 p.m.–1:00 p.m.

Co-Chairs: Shirley Wilson Logan, Kathleen Blake Yancey

Topic Index to Featured Sessions and Concurrent Sessions

Featured Sessions

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- Session C “A Reading by Sandra Cisneros.”
- Session D “The Possibilities of Rhetoric, Composition, and English Studies: A Conversation with Robert Scholes.”
- Session E “Education in the Media.” Cheryl Fields, Sharon Jayson.
- Session F “Privat(ized) Writing: The Struggle for Rhetorical Space in a Post-Publicity Era.” Lil Brannon, Mary Ann Cain, Michelle Comstock, Nancy Welch.
- Session G “Reading Matters.” Elizabeth Flynn, Patricia Harkin, Patrocínio P. Schweikart.
- Session H “On Literacy, Past, Present, and Future: A Conversation with Deborah Brandt and Harvey J. Graff.”
- Session I “Once and Future Rhetoric/Composition.” Tilly Warnock, Thomas Miller, John Warnock.
- Session J “Basic Writers, Working Class and Marginalized Students: How to Make Writing Count.” Michael W. Gos, Abigayle Philips, Sallyanne H. Fitzgerald.
- Session K “Gains and Losses: New Forms of Texts, Knowledge, and Learning.” Gunther Kress.
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- A.02 Managing Composition Programs in Times of Financial Stress
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- A.21 Yours, Mine, and Ours: Collaborating on Textbook Matters
- B.08 Writing Program Administration in the Context of General Education Programs: Negotiating the Agenda of the Liberal Arts Institution
- B.09 National Standards; Local Conditions: The Politics and Practicalities of Britain's National Literacy Strategy
- B.10 Underfunded Universities and Unfunded Mandates: The Effect of State Politics on Writing Program Administration
- B.11 Making Conference Ideas Matter beyond the Conference: Reviewing the CCCC in 'Academic.Writing'
- B.12 Compliance Matters: Defining and Articulating Writing (Programs) in Institutional Settings
- C.11 All Together Now: Making High School and College Collaborations Work
- C.12 Writing Across the Curriculum Effects on Professional Development: Programs, Individuals, and Concepts
- C.13 Preparing To Teach in a Two-Year College
- C.14 Spinning Composition: PR, TECHNO and Business Matters in Composition Studies
- C.15 Monster's Ball: A New Generation's Vision of Composition's Future
- D.13 The Institution as Genre: Identity and the Politics of Affiliation
- D.32 From Boardrooms to Classrooms: Ties That Bind Students and Faculty to Bottom Lines, to Corporate Ledgers, to Counting Beans

- D.33 Confronting Realities: Student Attitudes, Public Spheres, and Vampire Slayers
- D.34 Theory as Shared Practice: Interdisciplinary Models for Teaching Composition
- D.35 Conjunctions and Disruptions: Institutional Crossroads
- E.03 Writing Standards: Are They for Everyone?
- E.04 Accounting, Assessment, and Improvement: Getting Past Good News to Benefit from the Bad
- E.05 Teaching with Technology: Designing, Using, Assessing, and Revising Technological Literacy Modules to Enhance Student Learning in the Writing Classroom
- E.06 Toward a Defensible Articulation of English Studies
- E.36 Composition and English Education: Making Connections That Matter
- F.18 WAC, WID, and Writing Instruction: Making Composition Matter in the Disciplines
- F.19 Sustainable Studies: How Three Grant-Funded Collaborations Make Writing Matter in the Sciences
- F.20 Working Conditions = Learning Conditions: Graduate Employee Unions, Advocacy, and Making Composition Matter
- F.21 Economies of Composition
- F.22 Audience Matters: Rhetorical Considerations When Implementing Digital Portfolios in Classrooms and Institutions
- F.35 Composition and Its Publics
- G.02 Changing Documents, Changing Programs: Practicing Rhetorical Reform
- G.03 Making Composition Matter in the Scholarship of Teaching
- G.04 Closing the Teaching-Learning Loop: Making Writing-Program Assessment Matter
- G.18 It's a Two-Way Street: Faculty Mentoring Graduate Students of Color in Composition and Rhetoric Programs
- H.13 National Writing Project Sites and Community Advocacy
- H.14 Making Composition Matter: One Independent Writing Program's Journey to Independence and Respect
- H.16 Uneven Landscapes: Perceptions of Literacy, Class, and Diversity
- H.18 Mothers, Mentors, and Invisible Teachers: Making Composition Teachers Matter, or How Did Adjunct Become a Noun
- H.27 Does CCCC Matter? A Critique and a Call for Change
- I.02 High-stakes Writing Assessment in Secondary Schools: Implications for College Composition
- I.14 They're Here for the Duration: Exploring the Ways Contingent Faculty Shape Composition
- I.15 Bridging the Gap: Elementary and High School English to College Writing
- I.16 A Place Where Composition Matters: Non-Tenure Track Transformations at One University
- J.02 You're So Paranoid You Probably Think This Session's about You: Rooting Out Paranoia in the Profession
- J.03 Academic Freedom and Writing Programs

- J.30 Challenges in Scoring High-Stakes Writing Assessments: Coping with Contrasting Response Modes, Score Drift, and Test Prep
- J.31 Public Perceptions about the Teaching of Writing and What To Do about Them
- J.32 How Composition Matters in the Schools: A Dialogic Model for School-College Collaboration
- K.13 The Temporary Nature of Composition Matters
- K.14 The Subaltern Can Speak: Composition TAs in Mentoring Roles
- K.15 The Future of Graduate Education in Rhetoric and Composition: Challenges and Opportunities
- K.16 Networking for Change: Political and Cultural Contexts for the Teaching of Writing
- K.17 Making Identity-Work Matter: Strategies for Creating Change in Institutions
- K.37 Making Writing Assessment Matter
- L.11 Managerial Rhetorics and the Matter of Composition
- L.12 Scenes of Cross-Disciplinary Collaboration in the Composition Classroom and Beyond
- L.13 First-Year Writing: Institutional Battleground, Professional Behemoth, and Interdisciplinary Nexus
- L.15 Making Reading Matter: Literature, Rhetoric, and What Students Value in the Composition Classroom
- L.31 “Welcome to the Academy: May I Take Your Order?” Driving Through from One Corporation to Another
- L.36 Being a Writing Program Administrator: Stories from the Field
- M.02 Complicating Discursive Values in Cross-Disciplinary Work
- M.14 Beyond Traditional Arguments: Communitarianism versus Liberalism in the Defense of Composition Studies
- M.15 Visible and Invisible Diversity: Activism, Advocacy, and Allies
- M.16 Rank Matters: Composition, Institutional Imagination, and Non-Tenure Line Faculty Affairs
- M.17 Identity Politics: Developing a Writing Major and Rethinking “English”
- N.03 Creating Communities of Inquiry
- N.04 Taking Basic Writing Seriously
- N.05 Road Trip! Collaborative “Roadshows” Defy Budget Ax, Take Comp to the Streets
- N.25 Linking Courses/Projects/Service-Learning in Technical Writing, Human Ecology, Biological Engineering
- O.19 The Challenges of Making Composition (with a Capital “C”) Matter in an English Department
- O.20 Composing Intellectual Property: The Politics of Ownership and Attribution in Contemporary Academia
- O.21 A Field Matures: Federal-Grant Funding as a Marker of Legitimacy
- O.22 Literacy, Distance Learning, and EFL: Breaking Down Barriers
- O.23 Basic Writing As We Know It: How Institutional Settings Affect Our Teaching

108—Language

- B.14 Styling for Freedom: Composition and Literacy Pedagogies, Policies, and Practices
- C.09 Writing in “Nonstandard” or Nonmainstream Varieties of English
- D.29 Learning To Do Graduate School: Multicultural Perspectives on Writing, Academic Enculturation, and Identity
- E.02 Language Politics and Practices
- F.23 Second Language Writers in the Writing Center
- G.19 A sMattering of Technology: Technological Literacy of NNES Students and Teachers
- H.19 Bilingual Composition
- I.03 Writing and Cultural ‘Difference’
- J.04 What’s “New” about a New Public Grammar for Writing? A Multi-perspectival Outline
- K.18 Teaching Generation 1.5 in the Classroom and the Center
- M.03 New Directions in ESL/EFL Research

109—Creative Writing

- A.01 Creative Is Critical: Designing and Evaluating Hybrid, Multimedia, “Poetic,” and Other Alternative Writing Assignments
- B.05 This is (Not) Just to Say: Public “Lore” and the Future of Creative Writing
- C.10 Writing and Teaching the Literatures of Food: Processes, Contexts, and Products
- D.06 Coming and Going: Pedagogies of Travel Writing
- D.07 Poetry in Motion: Cultural Argument, Political Syntax, and Transformative Healing
- E.07 Academic Place Writing: How Institutional Geographies Shape Professional Identity
- E.08 Ain’t Misbehaving: Creating Writing Matters Too
- F.01 Teaching and Writing the Nonfiction of Place
- F.20 On Teaching Creative Nonfiction: Special Interest Group in Creative Nonfiction
- G.20 The Wonders of Wandering: Alternative Pedagogies and the Teaching of Writing
- H.20 Situating Creative Writing: The Art and Craft of Creative Writing Pedagogy
- I.04 Women Writing Teachers Reading Creative Nonfiction
- J.05 “The Basics” in Future Memory: Callaloo Writers on Composition and Their Work
- K.19 Reimagining the Self: Reflections on Identity in Composition
- L.02 Sustaining the Environment: Learning the Language of Nature
- M.04 The Proustian Thematic: Compositional Catharsis, Fiction, and Poetry
- N.01 Pick It Up! Creatively Challenging Institutionalized Writing
- O.16 Raising the Stakes and Unfastening the Stays: Encouraging Structural Reshaping in Nonfiction Writing

110—Professional and Technical Writing

- A.06 Disciplines Outside Themselves: Medical Discourse in Academic and Popular Contexts
- A.07 Self-Reflection Matters: Becoming an Engineering Student, Becoming an Engineer
- B.16 Using Activity Theory to Articulate Connections between Classroom, Writing Center, and Workplace
- B.17 Strategies for Promoting Intercultural Communication in Technical and Online Mediated Discourses
- C.07 Technical Writing Addressing Real-World Issues
- C.08 Online Concerns in Teaching of Technical and Professional Writing
- D.11 Writing Professionally for Wider Audiences
- D.12 Service-Learning Projects in Professional and Technical Writing
- E.09 Practical Ethics and Wise Argument: Promoting Leadership by Strengthening the “Professional” in Professional Writing
- E.10 Making and Unmaking Organizational Order through Regulatory Texts
- F.02 Taking It Personally: Identity Matters in Workplace Writing
- F.30 From Cultural Analysis to Critical Production: (Re)Writing Business Discourses Across the Curriculum
- G.21 Medical Matters: Rhetoric and Technology in the SARs Case, Nursing, and Web-Site Design
- G.22 Pedagogical Concerns in the Teaching of Professional and Technical Writing
- H.21 Teaching Scientific Writing: Beyond the Research Article
- H.22 Discrepant Rhetoric: Uses of Analogies in the Construction of Illness
- I.06 Academic Medical Rhetoric Matters: Institutional Research
- J.06 “Do this, Don’t Do That, Can’t You Read the Sign?” or Perceptions of Visual Communications: Moving from Consumption to Production
- J.07 Rhetorics of the U.S./Mexico Border
- K.02 Science, Authority, and Public Persuasion: The Uses of Scientific Evidence in Discourses of Public Advocacy
- K.20 Research Methodologies in the History of Professional and Technical Communication That Matter
- L.03 Different Dimensions in Technical Communication
- L.04 Motivating Business and Technical Writers in the Classroom and Beyond
- M.05 New Ways of Making Service-Learning Matter in Technical and Professional Communication
- M.06 Preparing Professional Writing Students to Critically Engage Service-Learning Projects
- N.15 A Woman’s Place in a Mixed-Gendered Technical Writing Team
- N.16 Making Metaphors Matter in Rhetoric and Professional Communication
- O.25 Making the Disciplinary Landscape Matter: The Social/Critical Evolution of Professional Communication
- O.26 Disrupting Professional Writing