

## SATURDAY, March 27

### REGISTRATION, 8:00 a.m.–2:30 p.m.

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

### Exhibits, 10:00 a.m.–2:00 p.m.

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

### TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS

7:00 a.m.–8:00 a.m.

Hyatt, Second Floor, Regency Ballroom 1

Admission is by advance registration only.

### TYCA FAME AND SHAME AWARDS

The awards acknowledge the best and worst mentions of the two-year college appearing in any media during the previous year. The award calls attention to unfair practices as well as gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, programs, and faculty.

*Winners are to be announced at the TYCA Breakfast*

#### Fame and Shame Award Committee:

**Chair:** J. Sterling Warner, Evergreen Valley College, CA  
Mike Matthews, Tarrant County College, NW Campus, TX  
Barbara Cooper, Howard Community College, MD  
Gwen Gresham, North Arkansas College, AR  
Janet Henderson, Bergen Community College, NJ  
Don Holt, Lansing Community College, MI  
Sharon Mitchler, Centralia College, WA

#### Previous Award Winners:

##### Fame Winners

2003 Tracey Wong Briggs of *USA Today*  
2002 Willard Scott of the *NBC Today Show*  
2001 Black Issues in Higher Education, August 17, 2000, “Special Report:  
Community Colleges: Storied Success”

### **Shame Winners**

- 2003 Heald College  
2002 March 7, 2002, episode of *ER*  
2001 Hope Reeves, *New York Times Magazine*, December 17, 2000, “Lives: Evening the Score”

## **THE OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES**

The awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college career, and personal goals.

*Winners are to be announced at the TYCA Breakfast.*

### **Outstanding Programs Award Committee:**

*Chair:* Jay Wootten, Kent State University, OH  
Sheldon Wrice, Community and Technical College, University of Akron, OH  
Sharon Mitchler, Centralia College, WA  
Gwen Gresham, North Arkansas College, AR  
Linda Isles Jones, Greenville Technical College, SC

### **Previous Award Winners:**

- 2003 **Category 1: Reaching Across Borders**  
The English Language Institute: Dealing with the Growing Demand for Language Competence  
Howard Community College, Columbia, MD
- Category 2: Fostering Student Achievement**  
NOVA Gold: Building Skills for Success  
Northern Virginia Community College—Woodbridge Campus, Woodbridge, VA
- Category 3: Enhancing Developmental English**  
Consortium for Innovative Instruction: Aligning Writing Instruction in Secondary and Postsecondary Institutions  
Tidewater Community College, Norfolk, VA
- Category 4: Promoting Technology-Based Instruction**  
Man and the Machine: An Active Learning Paradigm  
Community College of Rhode Island, Warwick, RI

Saturday, 8:00–9:15 a.m.

## **ANNUAL BUSINESS MEETING**

**8:00 a.m.–9:15 a.m.**

*Chair:* Kathleen Blake Yancey, Clemson University, SC

*Associate Chair:* Doug Hesse, Illinois State University, Normal

*Assistant Chair:* Judith Wootten, Kent State University, Salem, OH

*Past Chair:* Shirley Wilson Logan, University of Maryland, College Park

*Secretary:* Carol Rutz, Carleton College, Northfield, MN

*CCC Editor:* Marilyn M. Cooper, Michigan Technological University, Houghton

*CCCC Executive Secretary/Treasurer:* Kent Williamson, NCTE, Urbana, IL

*CCCC Parliamentarian:* Erika Lindemann, University of North Carolina, Chapel Hill

### **Established Rules for Conduct of the Annual Business Meeting**

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of 75 members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the Chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the Basic Rules for the Handling of Resolutions. Such motions, if passed, will be broadcast to the members not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. *Sturgis's Standard Code of Parliamentary Procedure* applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least 10 members.

### **Procedural Rules Proposed for Adoption at the Annual Business Meeting**

In discussion of resolutions and all other items of business except sense-of-the-house motions:

- a. Three minutes will be allowed for each speaker each time.
- b. No one may speak a second time on a subject until all who wish to speak have been heard.

- c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the Chair may ask the house to move immediately to a vote in order to expedite the business.
- d. Discussion will be limited to no more than 15 minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in 10-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than 10 minutes; this time may be extended in six-minute increments by consent of the body.
- f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

- a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the Chair in three copies *before* the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
- b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
- c. Speakers on sense-of-the-house motions shall be limited to 2 minutes each, except by dispensation of the Chair.
- d. Discussion of sense-of-the-house motions shall be limited to 10 minutes, except by dispensation of the Chair.

### **Basic Rules for the Handling of Resolutions at the Annual Business Meeting**

1. A call for Resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the Chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. At the open meeting, the discussion of the resolutions will be in the sequence in which the resolutions were distributed earlier that day. The Resolutions Committee will also have two closed meetings: the first before the open meeting to review resolutions already submitted and to prepare for the open meeting, and the second after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the committee will read the resolved portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. *In order to be considered, sense-of-the-house motions must be presented in writing (three copies) to the Chair of the Annual Business Meeting before the adoption of the agenda.*

## M Sessions

9:30 a.m.–10:45 a.m.

### *Featured Session*

#### **Claudio Sanchez: Experiences in—and Perspectives on—the Education Beat**

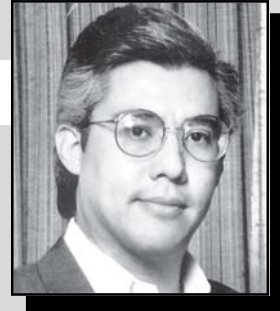
Henry B. Gonzalez Convention Center,  
Concourse Level, Room 217A

*Chair:* M. Jimmie Killingsworth, Texas A&M  
University, College Station

**Claudio Sanchez** is Education Correspondent for National Public Radio (NPR). While at NPR and as a freelance reporter for public broadcasting, he has written and produced award-winning work on local and national issues. Most notably, he has received the prestigious Alfred I. DuPont–Columbia University “Silver Baton.”

As a broadcast journalist, Sanchez has produced and hosted public affairs programming for both Spanish- and English-speaking audiences. While working along the U.S.–Mexico border, he helped create an international network of journalists, covering the politics of migration and immigration, culture, and economic development.

A former elementary and middle school teacher, translator, and editor, Sanchez today focuses on the “three p’s” of education reform: politics, policy, and pedagogy. In recent months, for example, he has reported on private-school vouchers, the No Child Left Behind Act, and the consequences of state-budget shortfalls on higher education. He is a native of Nogales, Mexico, and a graduate of Northern Arizona University, with graduate studies at the University of Arizona–Tucson.



Claudio Sanchez



*Composition Programs*

**M.01 What Makes WAC Work:**

**Reflections On Writing Across The Curriculum**

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

**Chair:** Susan McLeod, University of California, Santa Barbara

**Presenters:** Toby Fulwiler, University of Vermont, Burlington, “Faculty Writing and Empathy for Students”

Carol Holder, California State University, Channel Islands, “Instructional Innovation and the Evolution of WAC”

Chris Anson, North Carolina State University, Raleigh, “From Writing to Communication: WAC on the Move”

Art Young, Clemson University, SC, “Creative Response Across the Curriculum”

Donna Reiss, Tidewater Community College, Virginia Beach, VA, “WAC in a Wired World: Electronic Composing and Communicating throughout the Curriculum”

**Respondents:** Randall Freisinger, Michigan Technological University, Houghton

Susan McLeod, University of California, Santa Barbara, “Assignment Design Across the Curriculum”

*Institutional and Professional*

**M.02 Complicating Discursive Values In Cross-Disciplinary Work**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Brent Faber, Clarkson University, Potsdam, NY

**Presenters:** Brent Faber, Clarkson University, Potsdam, NY, “Complicating Discursive Values in Cross-Disciplinary Work”

Maureen Mathison, University of Utah, Salt Lake City, “Cross-Disciplinary Collaboration as Cultural Work”

Mara Berkland, North Central Illinois University, Naperville, “Cross-Disciplinary Collaboration as Cultural Work”

Rebecca DaPra, University of Utah, Salt Lake City, “Gendering Collaboration”

Linn Bekins, San Diego State University, CA, “Directing Growth in a Scientific Writing Program with Community and Corporate Partnerships”

*Language*

**M.03 New Directions In ESL/EFL Research**

Hyatt, Third Floor, Llano

**Chair:** Yufeng Zhang, Purdue University, West Lafayette, IN

**Presenters:** Ming-Tzu Liao, Southern Illinois University, Carbondale, “Students’ Responses to Teachers’ Commentary and the Relationship between the Responses and Writing Proficiency in EFL Classrooms”

Yufeng Zhang, Purdue University, West Lafayette, IN, “Composition Studies and Second Language Writing: Broadening Each Other’s Perspective”

*Creative Writing*

**M.04 The Proustian Thematic:  
Compositional Catharsis, Fiction, and Poetry**

Hyatt, Third Floor, Nueces Room

*Chair:* Chad Pearson, University of Texas at Dallas

*Presenters:* Timothy Kindy, University of Texas at Dallas

Chad Pearson, University of Texas at Dallas

James Enelow, The University of Texas at Dallas

*Professional and Technical Writing*

**M.05 New Ways Of Making Service-Learning Matter in Technical and Professional Communication**

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

*Chair:* Melody Bowdon, University of Central Florida, Orlando

*Presenters:* Blake Scott, University of Central Florida, Orlando, “Enhancing Service-Learning Approaches to Technical Communication with Cultural Studies”

Melody Bowdon, University of Central Florida, Orlando, “Creating a Virtual Community through Web-Based Service Learning”

James M. Dubinsky, Virginia Technological University, Blacksburg, “Looking beyond Service to Social Change: The Potential of Community-Based Research”

*Professional and Technical Writing*

**M.06 Preparing Professional Writing Students to Critically Engage Service-Learning Projects**

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

*Chair:* Amy Kimme Hea, University of Arizona, Tucson

*Presenters:* Amy Kimme Hea, University of Arizona, Tucson, “What’s at Stake? Strategies for Developing Stakeholder Relationships in Service-Learning Projects”

Melinda Turnley, New Mexico State University, Las Cruces, “The Importance of Critical Approaches to Technology in Service-Learning Projects”

Teena A.M. Carnegie, Eastern Washington University, Cheney, “The Challenges of Reconfiguring Classroom Behaviors in Service-Learning Pedagogy”

Sue Smith, University of Arizona, Tucson, “Service Learning and Document Design: A Conversation between Modernism and Postmodernism”



*History*

**M.07 Studying Ancient Eastern/Near Eastern Rhetoric:  
Why/How and What Does It Tell Us?**

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

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

**Presenters:** Carol Lipson, Syracuse University, PA, “When Text Is Not Just Text”

Arabella Lyon, State University of New York, Buffalo, “Links between Globalization and Alternative Rhetorics”

Roberta Binkley, Arizona State University, Phoenix, “An Alternative Literacy: Ancient Mesopotamian Rhetoric?”

Richard Enos, Texas Christian University, Fort Worth, “The Art of Rhetoric at Rhodes: An Eastern Rival to the Athenian Representation of Classical Rhetoric”

*History*

**M.08 Curricular Histories and Disputes:  
Why Readings and Writings Matter**

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

**Chair:** Patrick Bruch, University of Minnesota, Minneapolis

**Presenters:** Lee Torda, Bridgewater State College, MA, “Teaching Before We Were Born: Archiving the Work of Writing Teachers”

Michele Ford, The University of Memphis, TN, “What Is Multicultural about English? A Historical Perspective”

Patrick Bruch, University of Minnesota, Minneapolis, “Busing, Bidialectalism, and Backlash: Writing Instruction and Racial Justice”

*Research*

**M.09 Research on Student Revision Revisited**

Hyatt, Third Floor, Pecan Room

**Chair:** Ellen Barton, Wayne State University, Detroit, MI

**Presenters:** Tobin Sterritt, Wayne State University, Detroit, MI, “Student Revision Reconsidered”

Linda Mercer Learman, Wayne State University, Detroit, MI, “Of Methods and Madness”

Kim Davis, Wayne State University, Detroit, MI, “Numbering Our Days”

Sandy Valensky, Wayne State University, Detroit, MI, “Revisiting the Teaching of Revision”

*Research*

**M.10 Research On Assessment: Matters of Difficulty, Perceptions of “Threat,” and Definitions of Development**

Hyatt, Third Floor, Chula Vista Boardroom

**Chair:** Ann Chenoweth, The University of Texas–Pan American, Edinburg

**Presenters:** Rosalind Horowitz, University of Texas, San Antonio, “Expository Text Styles: Developmental Effects on Reading Comprehension”

Mya Poe, University of Massachusetts-Amherst, “Writing Assessment: How Race Matters”

Ann Chenoweth, The University of Texas–Pan American, Edinburg, “Linguistic and Rhetorical Development in L2 Student Essays”

*Information Technologies*

**M.11 Complicating Designs: Materiality, Multimodality, and (Re)Mediating Practices**

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

**Chair:** Paul Prior, University of Illinois at Urbana-Champaign

**Presenters:** James Purdy, University of Illinois at Urbana-Champaign, “Matters of Practice: Representing the Production, Distribution, and Reception of Multimodality”

Joyce Walker, University of South Florida, St.Petersburg, “Matters of Practice: Representing the Production, Distribution, and Reception of Multimodality”

Jody Shipka, University of Illinois at Urbana-Champaign, “. . . because doing this allows me to do what doing that would not:’ Composition as Material, Personal, and Intellectual Negotiation”

Paul Prior, University of Illinois at Urbana-Champaign, “Remediating IO (A Web-Based Art Object): Multimodal Composing as Situated Activity”

*Composition Programs*

**M.12 (Re)Imagined Worlds: Global Landscapes and the Adult Learner**

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

**Chair:** Karen Carter, Oglethorpe University, Atlanta, GA

**Presenters:** Beatrice Quarshie Smith, Illinois State University, Normal, “Technoscapes, Autobiography, and the Adult Learner”

Angela Stalcup, Oglethorpe University, Atlanta, “Mediascapes, Embodiment, and the Adult Learner”

Anne Rosenthal, Oglethorpe University, Atlanta, “Ideoscapes, Human Rights Rhetoric, and the Adult Learner”

*Practices of Teaching Writing*

**M.13 Framing Matters: Visual Media and the Teaching of Writing**

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

*Chair:* Casey Hayes, University of Louisiana at Lafayette

*Presenters:* Maureen Daly Goggin, Arizona State University, Mesa,  
“Rhetoricizing the Visual: Visualizing the Verbal, Verbalizing the Visual”  
Frances Johnson, Texas A&M University-Corpus Christi, “Framing Matters:  
Visual Media and the Teaching of Writing”

Casey Hayes, University of Louisiana at Lafayette, “Framing Matters: Visual  
Media and the Teaching of Writing”

*Institutional and Professional*

**M.14 Beyond Traditional Arguments: Communitarianism versus  
Liberalism in the Defense of Composition Studies**

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

*Chair:* Joe Law, Wright State University, Dayton, OH

*Presenters:* Christina Murphy, Marshall University, Huntington, WV,  
“Composition Studies in a Communitarian Curriculum: How Composition  
Programs Can Be More Than (Merely) Service Courses and Service”  
Joe Law, Wright State University, Dayton, OH, “The Communitarian  
Initiative: Redefining Writing Programs as ‘Local Communities’”  
Lory Hawkes, DeVry University, Irving, TX, “Composition Studies within  
the For-Profit University: Redefining Technical Education as a Medium  
for Civic Knowledge and Participation”

*Institutional and Professional*

**M.15 Visible and Invisible Diversity: Activism, Advocacy, and Allies**

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

*Chair:* Ann E. Green, St. Joseph’s University, Philadelphia, PA

*Presenters:* Amy Winans, Susquehanna University, Selinsgrove, PA,  
“Invisible Intersections: Making Sense of Homophobia”  
Susan Naomi Bernstein, University of Houston-Downtown, “Diversity Work  
in Texas: Accountability Testing, Race, and Place”  
Thomas J. Brennan, St. Joseph’s University, Philadelphia, PA, “Performing  
Diversity: Art and Advocacy at a Religious Institution”

*Institutional and Professional*

**M.16 Rank Matters: Composition, Institutional Imagination, and Non-Tenure-Line Faculty Affairs**

Hyatt, Third Floor, Frio Room

**Chair:** Susan Marie Harrington, Indiana University/Purdue University, Indianapolis

**Presenters:** Anne Williams, Indiana University/Purdue University, Indianapolis, “If We Only Had Words: The Language Crisis and Non-Tenure-Track Faculty”

Wanda L. Worley, Indiana University/Purdue University, Indianapolis, “Full-Time, Non-Tenure-Line Faculty or Glorified Part-Timers with Health Benefits?”

Scott Weeden, Indiana University/Purdue University, Indianapolis, “Redefining Roles: New Opportunities for Those ‘Merely’ Interested in Teaching?”

Stephen L. Fox, Indiana University/Purdue University, Indianapolis, “Separate but Equal? Professional Expectations for Tenure-Line and Non-Tenure-Line Faculty”

Susan Marie Harrington, Indiana University/Purdue University, Indianapolis, “How Does Rank Matter in Writing Program Administration: Possibilities of Cross-Rank Collaboration”

*Institutional and Professional*

**M.17 Identity Politics:**

**Developing a Writing Major and Rethinking “English”**

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

**Chair:** Janice Tovey, East Carolina University, Greenville, NC

**Presenters:** Janice Tovey, East Carolina University, Greenville, NC, “Locating Writing in a Traditional English Department”

Laura Micciche, East Carolina University, Greenville, NC, “Making a Place for Writing”

Brent Henze, East Carolina University, Greenville, NC, “Institutional Boundary Maintenance and the Disciplines of English”

Wendy Sharer, East Carolina University, Greenville, NC, “Naming Matters: The Politics of Departmental Identity”

*Composition Programs*

**M.18 Making Composition Matter to Students and Institutions:  
The Role Of First-Year Writing In Creating Academic Citizens**

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

*Chair:* Amy Devitt, University of Kansas, Lawrence

*Presenters:* Elizabeth Rowse, Minnesota State University, Moorhead, “How Composition Courses in an Alternative Entry Program Prepares Academic Citizens”

Angela Jones, Mercyhurst College, Erie, PA, “The Institutional Function of a First-Year Research-Writing Course in Preparing Academic Citizens”

Anne Farmer, Allen County Community College, Iola, KS, “The Role of Writing Centers in Preparing Academic Citizens”

*Composition Programs*

**M.19 From Margin to Center: Gaining Citizenship in Academia through  
(and for) Writing-Center Studies**

Hyatt, Third Floor, Pecos Room

*Chair:* Debrah Huffman, Purdue University, Lafayette, IN

*Presenters:* Amy Ferdinandt, Purdue University, West Lafayette, IN, “The Center in Student Citizenship”

Jessica Clark, Purdue University, West Lafayette, IN, “The Center in Rhetoric and Composition Citizenship”

Debrah Huffman, Purdue University, West Lafayette, IN, “The Center in Institutional Citizenship”

Sarah Johnson, Purdue University, Lafayette, IN, “The Center in Community Citizenship”

*Composition Programs*

**M.20 Matters of Academic Discourse: Forging Change in Familiar Spaces**

Hyatt, Third Floor, Blanco Room

*Chair:* Linda Jordan Platt, La Roche College, Pittsburgh, PA

*Presenters:* Linda Jordan Platt, La Roche College, Pittsburgh, PA, “Composition as Apprenticeship: A Case Study”

Christine Abbott, La Roche College, Pittsburgh, PA, “Sparkling Creativity through Difference”

April Sikorski, University of Pittsburgh, PA, “Negotiating Discourses: Students’ Right to What?”

Jeffrey Condran, La Roche College, Pittsburgh, PA, “Discourse Scaffolding: Constructing Compromise”

*Theory*

**M.21 Rhetorics of Concerned Citizenship**

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

**Chair:** Jennifer Richardson, Washington State University, Vancouver

**Presenters:** Melissa Blum, Stanford University, Palo Alto, CA, “The Word on the Street: Public Discourse and the Voice of Welfare”

Karin McClinton Robbins, Rhetorical Strategies (Self-Owned Business),  
Poolesville, MD, “How To Kill a Bill in Seven Days: The Death of Pari-  
Mutuel Betting in Virginia”

Jennifer Richardson, Washington State University, Vancouver, “Celebrity and  
Consubstantiality at the Texas Beef v. Oprah Winfrey Trial”

*Theory*

**M.22 Making Theory Matter: Practices of Citizenship**

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

**Chair:** Thomas Rickert, Purdue University, West Lafayette, IN

**Presenters:** Daniel Smith, Penn State University, University Park, “Affect  
and the Matter of Citizenship”

Mike Pennell, Purdue University, West Lafayette, IN, “‘You’re All Transients’:  
Work and the University in the ‘New’ Economy”

*Theory*

**M.23 Rhetoric/Race/Nation**

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

**Chair:** Vandana Gavaskar, The Ohio State University, Columbus

**Presenters:** Aneil Rallin, California State University, San Marcos, “‘Good  
Citizenship’ and ‘Good Writing’: The Ideology of Writing Handbooks”

Jill Swiencicki, California State University, Chico, “. . . Her Shrill Shilling  
of Herself’: Arundhati Roy and the Politics of Style”

Ian Barnard, California State University, Northridge, “Making South African  
Soaps and Sitcoms Matter: Lessons for Literacy Education in the U.S.”

*Theory*

**M.24 Genre and Transferability:  
Beyond the First-Year Composition Course**

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

**Chair:** Meredith Lee, University of Washington, Seattle

**Presenters:** Melanie Kill, University of Washington, Seattle, “Transferring Selves into Students: Uptakes and Mis(up)takes in the First-Year Composition Classroom”

Catherine McDonald, Western Washington University, Bellingham, “But Do They Learn How To Write?: The Question of Transferability and a Genre-Based Approach to Writing Instruction”

Meredith Lee, University of Washington, Seattle, “Genre as Cultural Action”

*Theory*

**M.25 Worldly Selves: Theorizing the Promise—and Limits—of Memoir**

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

**Chair:** Beth Daniell, Clemson University, SC

**Presenters:** Carrie Shively Leverenz, Texas Christian University, Fort Worth, “Theorizing the Personal; Personalizing Theory”

Janet Carey Eldred, University of Kentucky, Lexington, “Composition: The Social Potential of Composing Selves”

Bess Fox, University of Kentucky, Lexington, “Outing Ourselves/Others: The Personal as Activism, the Personal as Threat”

Peter Mortensen, University of Illinois, Champaign-Urbana, “Remembering Illiteracy: Encountering and Surpassing the Limits of Memoir”

*Practices of Teaching Writing*

**M.26 Bridging Cultural Divides with Writing over War and Other Conflicts**

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

**Chair:** Gregory Skutches, DeSales University, Center Valley, PA

**Presenters:** Shanti Bruce, Indiana University of Pennsylvania, “Making Composition Matter in a Global Society: Practical Strategies for Introducing (Multi)cultural Studies into the Composition Classroom”

Karen Fitts, West Chester University, PA, “Composing the War: Making Ideology Matter in WRT 204”

Gregory Skutches, DeSales University, Center Valley, PA, “American War Stories and Pedagogical Conflicts: Sensitizing Students to a Bellicose History from Wounded Knee to Baghdad”

*Practices of Teaching Writing*

**M.27 Issues and Innovations with Graduate Student Teachers and Teaching**

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

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

**Presenters:** Jessica Restaino, Temple University, Philadelphia, PA, “First-Semester Matters: New Teachers, New Grad Students, and the Juggling Act”  
Gian Pagnucci, Indiana University of Pennsylvania, “Lessons Planned, Lessons Learned: Students Designing Writing Topics for Teachers”  
Nicholas Mauriello, Spelman College, Atlanta, GA, “Lessons Planned, Lessons Learned: Students Designing Writing Topics for Teachers”  
Jennifer Clary-Lemon, Arizona State University, Tempe, “Research as Praxis, Service, and Social Action: A Disciplinary Move (Back?) into an Ethic of Care”

*Practices of Teaching Writing*

**M.28 Developmental Writers: Online, Across The Curriculum, in Transformation**

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

**Chair:** Tracey Baker, University of Alabama at Birmingham

**Presenters:** Linda J. Stine, Lincoln University, PA, “The Best of Both Worlds: Teaching Basic Writers in a Hybrid Face-to-Face and Online Environment”  
Erika Scheurer, University of St. Thomas, St. Paul, MN, “Making Composition Matter to Basic- Writing Students”  
Tracey Baker, University of Alabama at Birmingham, “Students’ Perspectives: Is Developmental Writing”

*Practices of Teaching Writing*

**M.29 Problematizing Computers and Composition**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Julie Robinson, University of Northern Colorado, Greeley

**Presenters:** Dwedor Ford, University of Arkansas at Little Rock, “Computers and Composition in English Studies: Attitudes and Issues Concerning Writing Teachers and Writing-Program Administrators”  
Kip Strasma, Illinois Central College, East Peoria, “A Matter of Absence and Presence: Instructional Identity in Web-Delivered Courses”  
Julie Robinson, University of Northern Colorado, Greeley, “Foundations for Writing About Literacy: Instructional Technology as Sand, Pebbles, Clay, and between a Rock and a Hard Place”



*Practices of Teaching Writing*

**M.30 Using Concepts from Classical Rhetoric in the Postmodern Composition Classroom**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Kate Kessler, James Madison University, Harrisonburg, VA

**Presenters:** Rhonda Kyncl, University of Oklahoma, Norman, “Political Rhetoric in the Classroom: From Isocrates to Althusser”

Nicole Munday, Salisbury University, MD, “From Problem-Posing to Praxis: Students Reclaiming Their Public Voices”

Kate Kessler, James Madison University, Harrisonburg, VA, “Re-envisaging Delivery: Making Composition Matter”

*Practices of Teaching Writing*

**M.31 Critical Theory, Critical Thinking, and The Writing Classroom**

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

**Chair:** Michael Keller, South Dakota State University, Brookings

**Presenters:** Thom Cullen, Eastern Michigan University, Ypsilanti, “Phenomenological Analysis and Rhetoric: PAR for the (Writing) Course”

Rochelle Harris, University of Nebraska-Lincoln, NE, “The Interpretive ‘I’: When Critical Studies, Creative Nonfiction, and Composition Studies Intersect”

Michael Keller, South Dakota State University, Brookings, “Helping Consumers Become Citizens: Using Adorno’s Critique of the Culture Industry in the Composition Classroom”

*Practices of Teaching Writing*

**M.32 New Pedagogies for First-Year Writing**

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

**Chair:** Diane Koehnecke, Webster University, St. Louis, MO

**Presenters:** Richard Johnson, Kirkwood Community College, Iowa City, IA, “Query and Clearness: Quaker Traditions and the Teaching of Writing”

Deborah (Dee) James, University of North Carolina-Asheville, “Teaching Writing, Teaching Ethnography: Making Composition Matter to Students”

Sharon Harrison, California State University at San Marcos, “Identity—Modeling the Language of Diversity by Shaking Your Family Tree”

*Practices of Teaching Writing*

**M.33 Best Practices for Countering Procrastination, Apathy, and Possibility**

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

**Chair:** Gayle Mercer, Southwest Missouri State University, Springfield

**Presenters:** Yvonne Merrill, University of Arizona, Tucson, “What Peer Preceptors Say About Writing and Learning”

Gina Claywell, Murray State University, KY, “Composition Doesn’t Matter: Combating Academic Apathy and Aliteracy”

Gayle Mercer, Southwest Missouri State University, Springfield, “Playing the Blame Game: Passivity, Apathy, and Student Responsibility in the Revision Process”

*Practices of Teaching Writing*

**M.34 Dealing With Dissent, Anger, and Trauma in the Writing Classroom**

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

**Chair:** Janis Haswell, Texas A&M University-Corpus Christi

**Presenters:** Diann L. Baecker, Virginia State University, Petersburg, “‘Can You Hear Me Now, Ms. Monster?’: Harnessing the Anger of Basic Writers”

Janis Haswell, Texas A&M University-Corpus Christi, “Trauma and Writing: Addressing Contemporary Events in the English Classroom”

*Practices of Teaching Writing*

**M.35 Music, Creative Juxtapositions, and Performance Art In Composition Classes**

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

**Chair:** Joe Hardin, Northwestern State University of Louisiana, Natchitoches

**Presenters:** Ronald DePeter, Salem College, Winston Salem, NC, “Music, Creative Juxtapositions, and Performance Art in Composition Classes”

Joe Hardin, Northwestern State University of Louisiana, Natchitoches, “Composition in One Key: Theme and Variations on Teaching Writing to Music Majors”

## N Sessions

11:00 a.m.–12:15 p.m.

### Featured Session

#### Some Things That Matter about Digital New Media for Composition

Hyatt, Second Floor, Regency Ballroom West

**Chair:** Scott Lloyd DeWitt, The Ohio State University  
The speakers featured in this panel explain that, “As composition expands with new media, we’re interested in what the expansion makes (potentially) visible: emergent possibilities in the forms and logics of new media compositions, the particular materialities of such works and the interactions they solicit or stage, and the pedagogies for and the processes of their composition. We’ve each learned through teaching digital texts that we must learn from our students as they produce and analyze new media compositions, drawing on the multimedia literacies that they often bring to class. The new media work of students, thus, provides us with occasions for performing and understanding the limits of software, the spatial and temporal shapes of ‘good form’ in writing and new media, and the composition of readers and writers in the texts we produce.”

**Anne Frances Wysocki** teaches in the undergraduate Science and Technical Communication and graduate Rhetoric and Technical Communication programs at Michigan Technological University. With Dennis Lynch, she is developing a textbook, *Compose/Design/Advocate: A Rhetoric for Integrating Written, Visual, and Oral Communication*; she is lead author (with Geoffrey Sirc, Johndan Johnson-Eilola and Cindy Selfe) of *Opening > New Media > Writing*.

**Madeleine Sorapure** is a lecturer in the Writing Program at the University of California at Santa Barbara. Her most recent publication is an article on online diary writing that appeared in a special volume of *Biography*. She also has published articles in *Kairos* and *Computers and Composition*, and she is coauthor of *Common Culture: Reading and Writing about American Popular Culture*, currently in its fourth edition.

A faculty member of the Writing, Rhetoric, and American Cultures Department at Michigan State University, **Ellen Cushman** has published in *The Struggle and Tools*, *CCC*, *RTE*, and *College English*. She is also writing a review chapter on family and community literacies for *Research on Written Composition 1983–2003*, edited by Peter Smagorinsky.



Anne Frances Wysocki



Madeleine Sorapure



Ellen Cushman

*Creative Writing*

**N.01 Pick It Up! Creatively Challenging Institutionalized Writing**

Hyatt, Third Floor, Frio Room

**Chair:** Laurel Black, Indiana University of Pennsylvania

**Presenters:** Judith Villa, Indiana University of Pennsylvania  
Rosalee Stilwell, Indiana University of Pennsylvania

*Institutional and Professional*

**N.03 Creating Communities of Inquiry**

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

**Chair:** Eleanor Kutz, University of Massachusetts, Boston

**Presenters:** Eleanor Kutz, University of Massachusetts, Boston, “Beyond  
Ethnographic Inquiry in Writing Classrooms: Using What We’ve Learned  
To Support Collaborative Inquiry Across Institutions”

*Institutional and Professional*

**N.04 Taking Basic Writing Seriously**

Hyatt, Third Floor, Blanco Room

**Chair:** Alice Gillam, University of Wisconsin-Milwaukee

**Presenters:** Susan Lowry, Antelope Valley College, Lancaster, CA, “Taking  
the Program Seriously: How We Begin, Progress, and End”

Robert Lundergan, Fullerton College, CA, “Taking Policy-Making Seriously:  
How the Political Shapes the Programmatic and the Personal”

Liana Odracic, University of Wisconsin-Milwaukee, “Taking Pedagogy  
Seriously: Revealing Ourselves as Basic Writers in the Classroom”

*Institutional and Professional*

**N.05 Road Trip! Collaborative “Roadshows” Defy Budget Ax, Take  
Comp to the Streets**

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

**Chair:** Alison Warriner, California State University, Hayward

**Presenters:** Alison Warriner, California State University, Hayward, “Road  
Trip! Collaborative Roadshows Defy Budget Ax, Take Comp to the Streets”

Mike Rovasio, California State University, Hayward, “Driving off the Cliff:  
Addressing Formulaic Thinking, Reading, and Writing in the High Schools”

Margaret Tomlinson Rustick, California State University, Hayward, “Who  
Packed the Bologna? Taking Grammar on the Road”

*Practices of Teaching Writing*

**N.06 Composing Cultures:**

**ESL Students in the Center and the Classroom**

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

**Chair:** Michele Moragne e Silva, St. Edward's University, Austin, TX

**Presenters:** Lei Zhang, Texas Woman's University, Denton, "This Ain't Just an Apple: Teaching American Culture through Advertising-Image Analysis in an ESL Composition Classroom"

Teresa Kramer, Southern Illinois University-Carbondale, "Treating ESL Writers with Respect: Reflective Tutoring Makes True Peers"

Michele Moragne e Silva, St. Edward's University, Austin, TX, "No Quick Fix: Plagiarism and the International Student"

*Composition Programs*

**N.07 Learning Communities, Writing Centers, and Real-World Composition**

Hyatt, Third Floor, Llano Room

**Chair:** Marlene Hess, Davenport University, Grand Rapids, MI

**Presenters:** Peggy Jolly, University of Alabama at Birmingham, "Learning Communities: Efficacy of Alternative Models"

Lori Hughes, Texas Tech University, Lubbock, "An Exploration of Specific Writing-Center Methodology(s) for Business and Professional Writing Students"

Marlene Hess, Davenport University, Grand Rapids, MI, "Making Composition Matter through Real-World Writing"

*Composition Programs*

**N.08 Community Matters:**

**Composing Lives within the City, School, and Environment**

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

**Chair:** Tom Deans, Haverford University, PA

**Presenters:** Linda Holt, Belmont University, Nashville, TN, "Community Matters: Acting as 'Sponsors' of Literacy in an After-School Program"

Sandra Hutchins, Belmont University, Nashville, TN, "Community Matters: Taking It to the Streets"

Robbie Pinter, Belmont University, Nashville, TN, "Community Matters: Green Writing for Individual and Group Change"

*Composition Programs*

**N.09 Roundtable Discussion: Beyond Our Walls:  
Writing Centers Working Across Disciplines**

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

*Chair:* Ellen Crowell, University of Texas-Austin

*Presenters:* Rebecca Wilcox, University of Texas-Austin, “Writing Centers and English Departments: Optimizing Connections”

Janice Fernheimer, University of Texas-Austin, “Writing Consultations: Liberal Arts Imperialism?”

Ellen Crowell, University of Texas-Austin, “The Writing Center outside the Humanities”

*Composition Programs*

**N.10 Writing-Center Intersections with ESL Writing, Writers, and Programs**

Hyatt, Third Floor, Nueces Room

*Chair:* Jessie Moore Kapper, Purdue University, West Lafayette, IN

*Presenters:* Deborah Rankin, Purdue University, West Lafayette, IN, “The Imaginary Gap: Narrative and Theory in Writing Center ESL Literature”

Lu Liu, Purdue University, West Lafayette, IN, “Much More to Writing Than Grammar: The Importance of Writing-Center Orientation Programs for ESL Students”

Jessie Moore Kapper, Purdue University, West Lafayette, IN, “Models of Intersection: Writing Centers and ESL Writing Programs”

*Practices of Teaching Writing*

**N.11 Art and Artifact:  
Writing About Art, Visual Text, and Cultural Artifacts**

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

*Chair:* Susan Tully, Belmont University, Nashville, TN

*Presenters:* Andrea Stover, Belmont University, Nashville, TN, “Connecting the Art of Writing with Writing About Art”

Valerie Reimers, Southwestern Oklahoma State University, Weatherford, “First-Year Composition with Visual Texts: Concepts of Looking and Looking Again”

Susan Tully, Belmont University, Nashville, TN, “How Lincoln Ruined Everything by Inventing Thanksgiving”

*Composition Programs*

**N.13 Occasions of Urgency: And Permission to Write as if It Matters**

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

**Chair:** Deborah Dee James, University of North Carolina, Asheville

**Presenters:** Jane Stephens, High Point University, NC, “Putting a Face on  
AIDS in Africa”

Jean Corey, Lee University, Cleveland, TN, “What Women Want”

Iris Chapman, Elon University, NC, “Compositionist as Script Writer”

*Composition Programs*

**N.14 South Texas Matters: Re-Envisioning Ourselves as Writers,  
Teachers, and Community Citizens**

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

**Chair:** Cristina Kirklighter, Texas A&M-Corpus Christi

**Presenters:** Cristina Kirklighter, Texas A&M-Corpus Christi, “Researching,  
Writing, and Teaching beyond the Classroom: South Texas Graduate  
Students as University and Community Leaders”

Stacy Wyatt, Tomball College, TX, “Reaching for the Stars: Inviting and  
Teaching an Inspirational Author for South Texas Future Citizens”

*Professional and Technical Writing*

**N.15 A Woman’s Place in a Mixed-Gendered Technical Writing Team**

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

**Chair:** Dorothy Winsor, Iowa State University, Ames

**Presenters:** Joanna Wolfe, University of Louisville, KY, “‘Leaders’ and  
‘Secretaries’: Women’s and Men’s Definitions of Team Roles”

Kara Poe Alexander, University of Louisville, KY, “A Woman’s Place in a  
Mixed-Gendered Technical Writing Team”

Elizabeth Powell, University of Louisville, KY, “Attempts To Change the  
Status Quo”

*Professional and Technical Writing*

**N.16 Making Metaphors Matter in Rhetoric and Professional Communication**

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

**Chair:** M. Jimmie Killingsworth, Texas A&M University, College Station

**Presenters:** M. Jimmie Killingsworth, Texas A&M University, College Station, “Maps and Towers: Metaphors and Myths in Studies of Ecological Discourse”  
Matt Sherwood, Texas A&M University, College Station, “Bridges, Conduits, and Machines: Conceptual Metaphors in Technical Communication”  
Ken Baake, Texas Tech University, Lubbock, “Metaphor Harmonics: Using Music Theory To Explain How Metaphor Constitutes Knowledge in Science”

*Theory*

**N.17 Whiteness in Radical Pedagogy: Narratives of Co-Optation, Resistance, and Possibility**

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

**Chair:** Min-Zhan Lu, University of Wisconsin, Milwaukee

**Presenters:** Micah Taylor Robertson, Ohio University, Athens, “Stories That Don’t Speak: Students of Color and Narrative Fear in Classrooms of ‘Invisible Privilege’”  
Ian Marshall, William Paterson University, Wayne, NJ, “Multiculturalism and ‘The White Problem’ in Our Institutions”  
Wendy Ryden, Long Island University, Brookville, NY, “The Creativity of Whiteness: Racialized Subjectivity in Creative Nonfiction”  
Melissa Hasbrook, Michigan State University, East Lansing, “Teaching from the Margins: Whiteness and Student Resistance”

*History*

**N.18 History Matters: Writing in/an Institution from Normal School To University**

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

**Chairs:** Suellynn Duffey, Georgia Southern University, Statesboro  
Susan Jarratt, University of California, Irvine

**Presenters:** Karen Powers-Stubbs, Georgia Southern University, Statesboro, “History Matters: Writing the Normal School Past”  
Mark Richardson, Georgia Southern University, Statesboro, “History Matters: Writing the Public Face of First-Year Composition in Georgia”  
Suellynn Duffey, Georgia Southern University, Statesboro, “History Matters: Basic Writing and the Institution”



*Research*

**N.19 Using Quantitative Research to Understand What Matters to Faculty And Students**

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

**Chair:** Summer Smith Taylor, Clemson University, SC

**Presenters:** Edmund Jones, Seton Hall University, South Orange, NJ,  
“What Teachers Believe and How Students Learn in First-Year Writing  
Classrooms ”

Joanne Addison, University of Colorado-Denver, “Using Empirical Research  
To Understand What Matters”

Summer Smith Taylor, Clemson University, SC, “Bridging Studies of  
Response and Revision: A Study of Faculty Response and Student  
“Revision in Engineering”

*Practices of Teaching Writing*

**N.20 Questions of Audience: From Universal to Particular**

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

**Chair:** Maria Clayton, Middle Tennessee State University, Murfreesboro

**Presenters:** Margaret Morgan, University of Central Arkansas, Conway,  
“Does the Universal Audience Really Matter?”

Donald Daiker, Miami University, Oxford, OH, “The ‘Keeper’ Letter in a  
Writing Portfolio: Mattering beyond the Classroom”

Maria Clayton, Middle Tennessee State University, Murfreesboro, “Who Is  
Ever Going To Read This? Making Composition Matter”

*Practices of Teaching Writing*

**N.21 Using Images to Stimulate Critical Thinking and Writing**

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

**Chair:** Matthew Hill, Michigan Technological University, Houghton

**Presenters:** Greta Anderson, Kirkwood Community College, Cedar Rapids,  
IA, “Using Art to Promote Writing that Matters”

Tim Fountaine, St. Cloud State University, MN, “Renovating the Personal:  
Exploring Relationships between Still Photography and Memory”

Matthew Hill, Michigan Technological University, Houghton, “Bombing  
Rhetoric and the Composing of Violence”

*Practices of Teaching Writing*

**N.22 Interrogating Textual Constructions of Femininity**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Diane Hart, California State University, Chico

**Presenters:** Jennifer Courtney, Purdue University, West Lafayette, IN,

“Feminism, Politics, and Housework: The Rhetoric of the Home as Civic Discourse”

Amy Koerber, Texas Tech University, Lubbock, “The Battle of the Breast: Reading the 21st-Century Breastfeeding Body”

Diane Hart, California State University, Chico, “If You Bite It, Write It: The Function of Writing in the Weight Watchers’ Program”

*Information Technologies*

**N.23 Extending Human Relations across Virtual And National Boundaries: Case Studies of Two Technological Systems**

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

**Chair:** Cynthia Selfe, Michigan Technological University, Houghton

**Presenters:** David Overbey, Kent State University, OH, “Establishing e-Credibility: Problems in Building Relations in Web Environments”

Kenneth Marunowski, Kent State University, OH, “The Euro: A Model of Communication for the 21st Century”

Christina Haas, Kent State University, OH, “Relations across Distance: Building Common Ground in Everyday Literacy Events”

*Practices of Teaching Writing*

**N.24 At the Crossroads: The Wpa as Bridge Builder**

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

**Chair:** Kelly Ritter, Southern Connecticut State University, New Haven

**Presenters:** Eric Martin, Governors State University, University Park, IL, “What Matters on the 3rd Floor: Observations of a WAC Director Turned Assistant Provost”

Susan Schorn, University of Texas-Austin, “We’re All in This Together: Coordinating Practical Support for Writing Instructors Across Disciplines”

Kelli Custer, Indiana University of Pennsylvania, “The WPA in the EMO: In the Middle of the Educational Management Organization”

Kelly Ritter, Southern Connecticut State University, New Haven, “Taking the Show on the Road: Making WPA Work Matter through Institutional Outreach”

*Institutional and Professional*

**N.25 Linking Courses/Projects/Service Learning in Technical Writing, Human Ecology, Biological Engineering**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Deborah Normand, Louisiana State University, Baton Rouge

**Presenters:** Deborah Normand, Louisiana State University, Baton Rouge  
Marybeth Lima, Louisiana State University, Baton Rouge

*Theory*

**N.26 Eye-Ing Visual Representations:  
Liberation, Consubstantiality, and Identifications**

Hyatt, Third Floor, Pecan Room

**Chair:** Charles Hill, University of Wisconsin, Oshkosh

**Presenters:** Lei Lani Michel, University of Washington–Seattle, “Principal Target: Visual Rhetoric of ‘Liberation’ and Loss”

Lou Thompson, Texas Woman’s University, Denton, “Identification, Consubstantiality, and Agency in the Documentaries of Errol Morris”

Charles Hill, University of Wisconsin, Oshkosh, “Rhetoric and Reality in Image and Story”

*Theory*

**N.27 (Re)Locating Disciplinary Discourses:  
Complications, Transfer, and Desire**

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

**Chair:** Rolf Norgaard, University of Colorado at Boulder

**Presenters:** Lew Caccia Jr., Kent State University, Hubbard, OH, “What Is Academic Writing? Complications of Disciplinarity and Discourse Features”

Tosh Tachino, Iowa State University, Ames, “When a Historian Writes a Lab Report: Transfer in Academic Writing”

Rolf Norgaard, University of Colorado at Boulder, “Kairos, Desire, and ‘Happenings Composition’”

*Theory*

**N.28 How Autobiography Makes Composition Matter:  
Reconceiving Author-Itly in Writing Pedagogy**

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

**Chair:** Karen Paley, Rhode Island College, Providence

**Presenters:** Jane Hindman, San Diego State University, CA, “Agency, Authority, and Autobiography”

Amy Robillard, Syracuse University, NY, “Making Composition Material: Autobiography and the Circulation of Writing”

Diane Freedman, University of New Hampshire, Durham, “Autobiography as Pedagogy: Crossing Selves”

*Practices of Teaching Writing*

**N.29 Approaches To Critical Thinking And Invention**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Steven Reagles, Bethany Lutheran College, Mankato, MN

**Presenters:** Mary Anderson, Washington State University, Pullman, “Beyond Evaluation: The Critical Thinking Rubric as Teaching Tool”

Gabrielle Regney, Curry College, Milton, MA, “‘Do We /They Need to Know That?’—Fostering Critical Thinking in Composition”

Steven Reagles, Bethany Lutheran College, Mankato, MN, “‘Poetry on the Warpath’: Using McLuhan’s ‘Probe’ as Critical Writing Heuristic”

*Practices of Teaching Writing*

**N.30 Service Learning: Methods And Impact**

Hyatt, Third Floor, Pecos Room

**Chair:** Donald McCrary, Long Island University, Brooklyn, NY

**Presenters:** Mike Land, Assumption College, Worcester, MA, “I’s Wide Shut? How Journalism, Creative Nonfiction, and Service Learning Enhance ‘Self-Authoring’ Identity—Even as It Removes The Self ”

Donald McCrary, Long Island University, Brooklyn, NY, “Home and School Revisited: Service Learning and Other-Literate Students”

*Practices of Teaching Writing*

**N.31 Alternative Approaches to Literacies: Cultivating Community**

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

**Chair:** Virginia Perdue, Indiana University of Pennsylvania

**Presenters:** Mary Buchinger Bodwell, Massachusetts College of Pharmacy and Health, Boston, “Professors in the Liberal Arts Are from Venus; Students in Professional Schools Are from Mars: A Role of Inquiry in the College Classroom”

Rebecca Borah, University College, University of Cincinnati, OH, “Gagged, Bound, and Burned: Using Harry Potter to Introduce Censorship Issues”

Virginia Perdue, Indiana University of Pennsylvania, “A Rhetoric of Play: Using Humor To ‘Make Composition Matter’”

Saturday, 11:00 a.m.–12:15 p.m.

*Practices of Teaching Writing*

**N.32 Medical Matters: Narratives of Emergency First-Responders, Healing, and Disability**

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

*Chair:* Stuart C. Brown, New Mexico State University, Las Cruces

*Presenters:* James C. Wilson, University of Cincinnati, OH, “Writing About Disability: Teaching Teachers, Science, and Medical Writers”

Charles Anderson, University of Arkansas at Little Rock, “Composing Selves: In Search of Healing Narrative”

Stuart C. Brown, New Mexico State University, Las Cruces, “The Rhetorical Uses of Narrative by Emergency First-Responders”

**N.33 Ken Macrorie:**

**Exploring His Long-Running and Long-Lasting Contribution**

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

*Chair:* Peter Elbow, University of Massachusetts, Amherst

*Presenters:* Patricia McGonegal, University of Vermont, Burlington, “The Truth and the Tower”

Miles A. Myers, Institute for Research on Teaching and Learning, Oakland, CA, “Ken Macrorie and the 1970s Bust-Out”

Peter Stillman, Charlotteville, NY, “A Piano Lesson with Macrorie”

*Respondents:* Chris Burnham, New Mexico State University, Las Cruces

Tom Newkirk, University of New Hampshire, Durham

Ken Macrorie, Las Cruces, NM



## O Sessions

12:30 p.m.–1:45 p.m.

*Practices of Teaching Writing*

### 0.01 Using Narrative Strategies to Teach Writing

Hyatt, Third Floor, Nueces Room

**Chair:** Jim Sundeen, University of Nebraska, Lincoln

**Presenters:** Donna Dunbar-Odom, Texas A&M University, Commerce, “Metaphors We Write By: Students’ and Teachers’ Narratives of Higher Literacy”

Molly Moran, University of Georgia, Athens, “How Writing About My Sister’s Murder Helped Me To Make Composition Matter for My Basic-Writing Students”

Jim Sundeen, University of Nebraska, Lincoln, “Using the Narrative Textbook in the First-Year Composition Classroom”

*Practices of Teaching Writing*

### 0.02 Preparing Citizens by Developing Rhetorical Awareness

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

**Chair:** Ernest Stromberg, California State University, Monterey Bay Seaside

**Presenters:** Amanda Brown, Syracuse University, NY, “Civic Writing: Strategizing Practical Research and Analysis of the Geographies of Issues”

Jeannette Garceau, Washington State University, Pullman, “Knowing Thyself in the World: Encouraging Rhetorical Awareness of Audience and Context”

Tony Zaragoza, Washington State University, Pullman, “Knowing Thyself in the World: Encouraging Rhetorical Awareness of Audience and Context”

Ernest Stromberg, California State University, Monterey Bay Seaside, “Individual Proposal: Writing Power to the People: Teaching Rhetoric through Social Movements”

*Practices of Teaching Writing*

### 0.03 Fleeing the Ivory Tower: Alternative Sites for Teaching Writing

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

**Chair:** Phyllis Hastings, Saginaw Valley State University, University Center, MI

**Presenters:** Katherine Hall, Roger Williams University, Bristol, RI, “Composition Mattered to Displaced Garment-Worker Women”

Laura Rogers, Albany College of Pharmacy, NY, “Finding Our Way from Within: How Composition Matters to Inmates and Instructor in a Prison Writing Class”

Phyllis Hastings, Saginaw Valley State University, University Center, MI, “Inside the Razor Wire but off the Radar Screen: Teaching Comp To Make a Difference without Letting On”

Saturday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

### **0.04 Civic Writing and Citizenship through Composition**

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

**Chair:** Michael Donnelly, Temple University, Philadelphia, PA

**Presenters:** Molly Voorheis, Syracuse University, NY, “Civic Writing: Strategies for Choosing Class Readings for Concepts, Frames, and Genres”  
Lindee Owens, University of Central Florida, Orlando, “Writers and Rights: Connecting Composition and Citizenship to Arguments from the Supreme Court”

Michael Donnelly, Temple University, Philadelphia, PA, “‘This Is Stupid. You Can’t Do Anything about Racism Anyway.’ Composition and the Public Use(lessness) of Argumentation”

*Practices of Teaching Writing*

### **0.05 Transitions from High School to College**

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

**Chair:** Lawrence Baines, University of Toledo, OH

**Presenters:** Donna Binns, Eastern Illinois University, Charleston, “Making Writing-to-Learn Matter in the Transition from High School to College”  
Vicky Westacott, Alfred University, NY, “Jocks in the Academy: Mainstream Resistance to Becoming ‘People Like Us’”

Lawrence Baines, University of Toledo, OH, “From Fallow to Fertile Ground”

*Practices of Teaching Writing*

### **0.06 Civic Action and Literacy in Writing on War and Peace**

Hyatt, Third Floor, Blanco Room

**Chair:** Stephanie Dickey, Wright State University, Dayton, OH

**Presenters:** Justin Vidovic, Wayne State University, Detroit, MI, “REexamining Civic Action: Critical Pedagogy and Whole Language during Time of Protest”

Ronald Brooks, University of Oklahoma, Norman, “Peace Rhetoric in the Composition Classroom”

Stephanie Dickey, Wright State University, Dayton, OH, “The Language of War, A/K/A Semantic Shock and Awe”

*Practices of Teaching Writing*

**0.07 Computer-Mediated Composition:**

**Online Writing Instruction and Students' Critical Thinking**

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

**Chair:** Lara Whelan, Berry College, Mount Berry, GA

**Presenters:** Stuart Barbier, Delta College, University Center, MI, "An Analysis of Two Freshman Composition Curricula: Computer-Mediated Multimedia CD-ROMs with Online Components versus Traditional Textbooks"  
Ellen Johnson, Berry College, Rome, GA, "Online Classrooms and Student Citizenship: A Comparative Study of Student Discourse in Online and Face-to-Face Discussion"

Beth Hewett, Pennsylvania State University, Uniontown, "Whether and How Students Use Online Writing Instruction (OWI)"

Lara Whelan, Berry College, Mount Berry, GA, "Online Classrooms and Student Citizenship: A Comparative Study of Student Discourse in Online and Face-to-Face Discussion"

*Practices of Teaching Writing*

**0.08 Natural and Scientific Issues Concerning the Place of Writing**

Hyatt, Third Floor, Frio Room

**Chair:** Michael Konsmo, Montana State University, Bozeman

**Presenters:** Erik Turkman, Stanford University, CA, "Physics and Rhetoric: The Composition of Matter, the Matter of Composition"

Robert Marrs, Coe College, Cedar Rapids, IA, "Emergent Behavior in the Academy: The Connected Lives of Ants, Cities, and Writing Centers"

Matt Hall, Coe College, Cedar Rapids, IA, "Emergent Behavior in the Academy: The Connected Lives of Ants, Cities, and Writing Centers";

Kathryn McBride, Coe College, Cedar Rapids, IA, "Emergent Behavior in the Academy: The Connected Lives of Ants, Cities, and Writing Centers";

Hannah Ross-Suits, Coe College, Cedar Rapids, IA, "Emergent Behavior in the Academy: The Connected Lives of Ants, Cities, and Writing Centers"

Michael Konsmo, Montana State University, Bozeman, "Genesis in Place of Exodus"



*Composition Programs*

**0.09 Returning Students and the Matter of Composition**

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

**Chair:** Barbara Gleason, Center for Worker Education, Brooklyn, NY

**Presenters:** Barbara Gleason, Center for Worker Education, Brooklyn, NY,

“Writing Our Life Stories: Autobiographical Writing and the Returning Adult”

Patricia Fox, National Writing Project, Tallahassee, FL, “How Composition

Matters to the Returning Adult Woman and Why That Should Matter to Us”

Kimme Nuckles, Baker College, Auburn Hills, MI, “The Older Adult Student

Matters to the Composition Classroom”

Connie Harrison, Baker College, Auburn Hills, MI, “Making Subject Matter:

Compatible Strategies for the Physiology of Aging Adult Learners”

*Composition Programs*

**0.10 Making the First Year Matter:**

**Content Connections, Power(Lessness), and Service Learning  
in a First-Year Experience Program**

Hyatt, Third Floor, Llano Room

**Chair:** Tracy Duckart, Humboldt State University, Arcata, CA

**Presenters:** Jolien Olsen, Humboldt State University, Arcata, CA,

“Community Matters: The First Step Begins in a Redwood Tree”

Tracy Duckart, Humboldt State University, Arcata, CA, “Writing toward

Citizenship: Encountering Community through a Multidisciplinary

Service-Learning Project”

Barbara Goldberg, Humboldt State University, Arcata, CA, “Inside/Outside:

Mainstreaming and Supporting Underprepared Students in FYC Courses

in a First-Year Experience Program”

David Stacey, Humboldt State University, Arcata, CA, “Using FYE Programs

To Help Make Composition Matter in the Institution”



*Theory*

**0.11 Is Class Dead?**

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

**Chair:** Micah Taylor Robertson, Ohio University, Athens

**Presenters:** Barry Alford, Mid-Michigan Community College, Mt. Pleasant,  
“Cutting Class: The Problematic Use of Class in Comp/Rhetoric”

Jennifer Seibel Trainor, University of Pittsburgh, PA, “My Parents Don’t  
Want Me to Go to College: Literacy and Life Goals in a Suburban All-White  
High School”

Ira Shor, City University of NY Graduate School, Brooklyn, “Class Lives!  
Social-Class Identity Is Useful for Writing Instruction, Research, and Civic  
Action”

*Theory*

**0.12 Why “Where” Matters: Composition and The Public Sphere**

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

**Chair:** Elizabeth Ervin, University of North Carolina at Wilmington

**Presenters:** Christian Weisser, Florida Atlantic University, Boca Raton, “New  
Visions of the Public Sphere”

Christopher Keller, University of Hawaii at Hilo, “Locating Composition  
and Intellectual Work in Public Spaces”

Elizabeth Ervin, University of North Carolina at Wilmington, “Colonizing  
the Public?”

*Theory*

**0.14 Theorizing Virtual Performances through the History of Rhetoric**

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

**Chair:** Charles Sheaffer, University of Minnesota, Minneapolis

**Presenters:** Karl Stolley, Purdue University, West Lafayette, IN, “Dis-/Re-  
emBodying the Cyberrhetor: Encountering Action in Online Visual Design  
Performance”

Beth Jorgensen, Iowa State University, Des Moines, IA, “Neo-Protagorean  
Argument and Democratic Virtue”

Charles Sheaffer, University of Minnesota, Minneapolis, “Democratic  
Articulation and Digital-Age Exposition”

*Research*

**0.15 Composing the Critical Self:**

**Students Writing, Resisting, and Reinventing Identity**

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

*Chair:* Mary Reda, City University of New York, Staten Island

*Presenters:* Kim Costino, California State University, San Bernardino  
Sunny Hyon, California State University, San Bernardino, “ESL? It Just  
Wasn’t for Me”

Barbara Little Liu, Eastern Connecticut State University, Tolland, “Student  
Self-Definition in Directed Self-Placement”

Mary Reda, College of Staten Island, NY, “Taking a Leap of Faith?: Speaking,  
Silence, and.....”

Susan Kirtley, Western Oregon University, Monmouth, “From Technophobe  
to Tech-Savvy: Reinventing the Self through Computer-Literacy Narratives”

*Creative Writing*

**0.16 Raising the Stakes and Unfastening the Stays:**

**Encouraging Structural Reshaping in Nonfiction Writing**

Hyatt, Third Floor, Pecos Room

*Chair:* Deborah Martinson, Occidental College, Los Angeles, CA

*Presenters:* Erin M. Pushman, Limestone College, Gaffney, SC, “Raising  
the Stakes, Wearing Many Masks: Making Writing Matter through  
Composing from a Space between the Classroom and the Drama”

JuliAnna Avila, University of California, Berkeley, “‘Every Poem Talks to  
Me’: Twenty-Seven Lessons in a High School Reading Class”

Deborah Martinson, Occidental College, Los Angeles, CA, “Unfastening  
the Stays: New Shapes for Creative Nonfiction”

*Practices of Teaching Writing*

**0.17 Making Personal Narratives Matter**

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

*Chair:* Marilyn Davis, Johnson and Wales University, Providence, RI

*Presenters:* Edward Lotto, Lehigh University, Bethlehem, PA, “Why the  
Personal Matters: Contradictions in Our Theory and Practice of Personal  
Writing”

Mary Cayton, Miami University, Oxford, OH, “‘I-Knowledge’: What Kind  
of Knowledge Does Personal Experience Provide?”

Marilyn Davis, Johnson and Wales University, Providence, RI, “Private  
Experience and Public Discourse: Students as Citizens of the World”

*Practices of Teaching Writing*

**0.18 Race and Difference, Globally and Locally**

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

**Chair:** Jia-Yi Cheng-Levine, University of Houston-Downtown, TX

**Presenters:** Carmen Kynard, Medgar Evers College, CUNY, Brooklyn, “‘One Race Superior and Another Inferior ... Is a War’: Reflections of Writing About War at a Black College, Freshman Compositions in the Black”

David Holmes, Pepperdine University, Malibu, CA, “Forgotten Voices and Future Visions: Civil Rights, Place, and Emancipatory Composition”

Jia-Yi Cheng-Levine, University of Houston-Downtown, TX, “Using Race in College Composition Classes”

*Institutional and Professional*

**0.19 The Challenges of Making Composition (with a Capital “C”) Matter in an English Department**

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

**Chair:** Susan Hunter, Kennesaw State University, GA

**Presenters:** Ruth Goldfine, Kennesaw State University, GA, “Composition Studies and the Computer Science/Information Science Major: The Rewards of Teaching to a Receptive Audience”

Margaret Walters, Kennesaw State University, GA, “Rhetoric, Cookery, and English Majors”

Susan Hunter, Kennesaw State University, GA, “From Gateway to Capstone: How a Composition Specialist Frames an English Studies Major”

*Institutional and Professional*

**0.20 Composing Intellectual Property: The Politics of Ownership and Attribution in Contemporary Academia**

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

**Chair:** Jim Porter, Michigan State University, East Lansing

**Presenters:** Candace Spigelman, Penn State, Berks-Lehigh Valley College, Reading, “Once I Publish, Is It Still Mine? Copyright, Convention, Courtesy”

John Logie, University of Minnesota, St. Paul, “Composing Intellectual Property: The Politics of Ownership and Attribution in Contemporary Academia”

Jeffrey R. Galin, Florida Atlantic University, Boca Raton, “On Your Rights: Know(ing) When Your University Can Claim Ownership of Your Work”

*Institutional and Professional*

**0.21 A Field Matures: Federal-Grant Funding as a Marker of Legitimacy**

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

**Chair:** Kate Mangelsdorf, University of Texas-El Paso

**Presenters:** Angela Petit, University of Texas-El Paso, “Slouching toward  
Legitimacy: Rhetoric and Composition and Access to NEH Funding”

Beth Brunk-Chavez, University of Texas-El Paso, “DOA at the DOE?  
Rhetoric and Composition Seek Legitimacy at the Department of Education”

Helen Foster, University of Texas-El Paso

*Institutional and Professional*

**0.22 Literacy, Distance Learning, and EFL: Breaking Down Barriers**

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

**Chair:** Spencer Salas, University of Georgia, Athens

**Presenters:** Debra Knutson, Shawnee State University, Portsmouth, OH,  
“Making Information Literacy Matter: An Interdisciplinary Approach”

Rise Smith, Dakota State University, Madison, SD, “Making Information  
Literacy Matter: An Interdisciplinary Approach”

Todd Quinn, Dakota State University, Madison, SD, “Making Information  
Literacy Matter: An Interdisciplinary Approach”

Spencer Salas, University of Georgia, Athens, “Finding and Refining  
Teachers’ Voices in Peru”

*Institutional and Professional*

**0.23 Basic Writing as We Know It:**

**How Institutional Settings Affect Our Teaching**

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

**Chair:** Linda White, Stephen F. Austin State University, Nacogdoches, TX

**Presenters:** Monica Busby, University of Louisiana at Lafayette,  
“(Re)defining Goals: A New Direction for Basic-Writing Courses”

Melissa Knous, Angelina College, Lufkin, TX, “Community-College Teacher/  
Administrator Expectations for Basic Writers”

Beverly Reed, Stephen F. Austin State University, Nacogdoches, TX,  
“Textbook Rhetoric: Basic Writing and the Dynamics of Text Selection”

Linda White, Stephen F. Austin State University, Nacogdoches, TX, “When  
Graduates of Remedial Programs Prepare to Become Teachers”

*Practices of Teaching Writing*

**0.24 ESL and EFL in the Writing Center**

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

**Chair:** Helena Hall, University of Illinois at Urbana-Champaign

**Presenters:** Deanna Rogers, University of North Carolina at Charlotte, “ESL Students and Deciphering What Matters in Composition: The Writing Center as Translator and Navigator”

Helena Hall, University of Illinois at Urbana-Champaign, “Struggle and Confusion: ESL Students in the Writing Center and in the Classroom”

*Professional and Technical Writing*

**0.25 Making the Disciplinary Landscape Matter:  
The Social/Critical Evolution of Professional Communication**

Hyatt, Third Floor, Pecan Room

**Chair:** Jamie Heiman, Iowa State University, Ames

**Presenters:** Jamie Heiman, Iowa State University, Ames, “A Critical Examination of the Contradictions in the Theories and Practices of Professional Communication Research: What Happened to the the ISO 9000 and Other ‘Instrumental’ Discourses?”

*Professional and Technical Writing*

**0.26 Disrupting Professional Writing**

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

**Chair:** Meredith Zoetewey, Purdue University, West Lafayette, IN

**Presenters:** Meredith Zoetewey, Purdue University, West Lafayette, IN, “Disrupting the Professional Writing Classroom”

Julie Staggers, Purdue University, West Lafayette, IN, “Disrupting Notions of Work/Place”

Michele Simmons, Miami University, Oxford, OH, “Disrupting Notions of Professional Writing Research”

*Composition Programs*

**O.27 WAC-Ed Out: Documenting What Works and Why**

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

**Chair:** Shawna Rushford, Miami University, Oxford, OH

**Presenters:** Paul Anderson, Miami University, Oxford, OH, “Advocating and Assessing Writing Across the Curriculum by Using Your Campus’s Data from the National Survey of Student Engagement”

Sharon James McGee, Southern Illinois University, Edwardsville, “Social Work and the Matter of Writing: A Case Study of Student Writing in the Discipline”

Kathleen Tunney, Southern Illinois University, Edwardsville, “Social Work and the Matter of Writing: A Case Study of Student Writing in the Discipline”

Gerald O’Brien, Southern Illinois University, Edwardsville, “Social Work and the Matter of Writing: A Case Study of Student Writing in the Discipline”

Rhoda Cairns, Miami University, Oxford, OH, “A Multiperspectival Study of a WAC Writing Associates Program Conducted in Conjunction with a Multidisciplinary Faculty Learning Community”

Shawna Rushford, Miami University, Oxford, OH, “A Multiperspectival Study of a WAC Writing Associates Program Conducted in Conjunction with a Multidisciplinary Faculty Learning Community”

Rebecca Fleming, Miami University, Oxford, OH, “Advocating and Assessing Writing Across the Curriculum by Using Your Campus’s Data from the National Survey of Student Engagement”

*Composition Programs*

**O.28 Assessing Writing Centers: From Pacman to Silence Sites**

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

**Chair:** Jane Cogie, Southern Illinois University at Carbondale

**Presenters:** Christine Ross, Quinnipiac University, Hamden, CT, “Mandated Assessment: The PacMan Defense (Maybe)”

Lori Salem, Temple University, Philadelphia, PA, “Silence and Data: Using Writing-Center Assessment To Reflect on a Cross-Institutional Writing Program”

Jane Cogie, Southern Illinois University at Carbondale, “Examining the Collaborative Potential of Nonparticipant Observer Studies of Writing-Center Sessions”

## SATURDAY HALF-DAY WORKSHOPS

2:00 p.m.–5:30 p.m.

*Institutional and Professional*

### **SW.01 Sharing Your Ideas with the Profession: Drafting NCTE/CCCC Proposals, Turning Presentations into Articles**

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

This workshop promotes the notion of the two-year college teacher/scholar. Facilitators provide practical advice and encouragement for two-year college teachers who wish to share their ideas and research through conference presentations and publications. Participants are asked to bring drafts of teaching ideas, programs, projects, and research. After the facilitators' presentations, facilitators and mentors from TYCA provide hands-on guidance for participants by helping to focus topics, reading their materials, and making suggestions for revising works for professional submissions.

**Chair:** Marilyn Valentino, Lorain County Community College, Elyria, OH  
**Presenters:** Marilyn Valentino, Lorain County Community College, Elyria, OH

Jody Millward, Santa Barbara City College, CA  
Frank Madden, SUNY Westchester Community College, Brewster  
Howard Tinberg, Bristol Community College, Fall River, MA

### **SW.02 Saturday Afternoon Exultation of Larks: Poet-to-Poet Workshop**

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

This workshop is an extension of the Friday Evening Annual Poetry Forum Reading. Bring 15 copies of one or two pages of original poetry in progress for insightful and constructive feedback. This workshop is not limited to readers at the Friday Evening Exultation of Larks. We particularly welcome CCCC member poets who are novices.

**Chair:** Mary Minock, Madonna University, Livonia, MI  
**Presenters:** Mary Minock, Madonna University, Livonia, MI  
Pia Seagrave, Gallaudet University, Washington, DC  
Kathleen Winter, University of Maryland, Princess Anne



*Information Technologies*

**SW.03 Making Pop Culture Matter:**

**Advocating for Digital Literacies as Student Literacies**

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

In an increasingly networked environment, many composition instructors have begun to utilize media/digital literacies. While there is a tendency to traditionalize assignments about visual literacies, to position students as consumers of texts and of cultural critiques by writers, scholars, and media critics, the facilitators of this workshop examine dynamic ways of working with visual literacies that position students as producers of those literacies. This workshop emphasizes interactive discussions about theories, textbooks, and digitalized assignments.

**Chair:** Vandana Gavaskar, The Ohio State University, Columbus

**Presenters:** Sue Lape, Columbus State Community College, OH

Pat Kedzierski, The Ohio State University, Columbus

Lucinda Kirk, The Ohio State University, Columbus

Martha Sims, The Ohio State University, Columbus

Sara Webb-Sunderhaus, The Ohio State University, Columbus

*Institutional and Professional*

**SW.04 Building a Community of Truth with Ideas from Parker Palmer:**

**An Alternative to Traditional Peer Review of Teaching**

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

Parker Palmer suggests that an open-door method for peer evaluation is a means to encourage effective and rich teaching that comes from the heart as well as to develop opportunities for professional growth. An open-door method calls for regular and unannounced visits to colleagues' classrooms, group meetings to discuss aspects of teaching, and the involvement of the student voice. This can lead to the creation of what Palmer calls a "community of truth," intent on constructing a passionate and collaborative culture of learning. Following guidelines we developed and field-tested, participants plan and develop a community of truth to use in their own institutions.

**Chair:** Susan Schiller, Central Michigan University, Mt. Pleasant

**Presenters:** Susan Schiller, Central Michigan University, Mt. Pleasant

Pamela Gates, Central Michigan University, Mt. Pleasant

Marcy Taylor, Central Michigan University, Mt. Pleasant

*Research*

**SW.05 Qualitative Research Network**

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

This workshop is designed by qualitative researchers for qualitative research as an opportunity for new and veteran researchers to network, discuss federal guidelines, explore issues of ethical concern, and receive feedback on their work. During the first hour of the workshop, facilitators discuss the promise of and issues involved with using the Internet to conduct research, while the second part of the workshop is devoted to research roundtables where participants can present their works in progress.

**Chairs:** Roxanne Mountford, University of Arizona, Tucson

Heidi McKee, University of Massachusetts, Amherst

**Presenters:** Gail Hawisher, University of Illinois at Urbana-Champaign

Cynthia Selfe, Michigan Technological University, Houghton

**Facilitator:** Seth Kahn, West Chester University, PA

*Composition Programs*

**SW.06 Best Assessment Practices in a Time of Budget Cuts**

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

This workshop revolves around the timely and practical theme of best assessment practices in a time of budget cuts, with each speaker and table leader assisting participants with finding solutions to their assessment and budget crises. Facilitators examine the relationship between funding and assessment, explain how to refine notions about assessment to develop new approaches, suggest practices for emphasizing classroom-based assessments, and discuss how to get faculty involved in restructuring writing assessment.

**Chair:** Renee Betz, Colloquium on Writing Assessment, Warrensburg, MO

**Presenters:** Brian Huot, University of Louisville, KY

Suzy Groden, Melrose High School, MA

Larry McDoniel, St. Louis Community College, MO

Nancy Blattner, Longwood University, CA

Jane Frick, Missouri Western State College, St. Joseph

Renee Betz, Colloquium on Writing Assessment, Warrensburg, MO

*Institutional and Professional*

**SW.07 Archive (V.): Composing a Writing Program History beyond the Annual Report**

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

In this workshop we provide a theoretical rationale for creating a writing archive, and consider the rewards and challenges of making archiving an important part of writing-program administration practice. The workshop time will be scheduled as follows: Part I: Narrative. Using story and image to describe the experience of composing a writing archive at the University of New Hampshire. Part II: Connections. Establishing the exigency for keeping an archive; discussing the connections between functioning university programs and archival projects. Part III: Workshopping. Discussing actual writing program artifacts in terms of their value to an archive; writing about local histories; considering ways of developing archival collections.

**Chair:** Katherine Tirabassi, University of New Hampshire, Durham

**Presenters:** Amy Zenger, University of New Hampshire, Durham

Cynthia Gannett, Loyola University, Baltimore, MD

Shirley K. Rose, Purdue University, West Lafayette, IN

John C. Brereton, Brandeis University, Waltham, MA

*Practices of Teaching Writing*

**SW.08 Instructor-Led Peer Conferences: An Alternate Approach to Peer-Response Groups and Collaborative Learning**

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

The time is right to reassess the purpose and effectiveness of peer-response groups in general, specific to reconsider the role of the instructor with respect to peer-response and collaborative learning pedagogies. This workshop provides an opportunity for pedagogical inquiry into Instructor-Led Peer Conferences (ILPC) as an alternative and/or supplement to student-only writing groups and serves three audiences: instructors who have used ILPCs; instructors who seek alternatives to student-only writing groups; and researchers, composition theorists, and writing-center tutors interested in collaborative-learning methodologies.

**Chair:** Michael Householder, Southern Methodist University, Dallas, TX

**Presenters:** Kory Ching, University of Illinois at Urbana-Champaign

Kathryn Evans, University of San Francisco, CA

Amy Wan, University of Illinois at Urbana-Champaign

*Composition Programs*

**SW.09 Problematic Portfolios: Assessing the Assessment**

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

With the emphasis on portfolios as a form of both formative and summative assessment at the student, course, and programmatic levels, it is important to question the way in which portfolios may both help and hinder student-writing processes and their teacher assessment of student work. Thus, this workshop problematizes the role of portfolios in a range of composition, language arts, and teacher professional-development contexts. Facilitators and participants consider the impact of standardization, format, design, and delivery.

**Chair:** Elizabeth A. Monske, Bowling Green State University, OH

**Presenters:** Elizabeth A. Monske, Bowling Green State University, OH  
Rebekah Shultz, Bowling Green State University, OH  
Amie Caroline Wolf, Bowling Green State University, OH  
Deborah M. Alvarez, Bowling Green State University, OH  
Kristine L. Blair, Bowling Green State University, OH  
Christopher S. Harris, Bowling Green State University, OH

*Practices of Teaching Writing*

**SW.10 Where Do We Begin: Providing Constructive Evaluation and Comments for Writers Facing Multiple Challenges**

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

Using student examples that illustrate difficult challenges in evaluating writing, participants develop guidelines for providing effective evaluation for several kinds of writing problems.

In the workshop, we present specific student papers that illustrate problem categories, work with participants in small groups to discuss ways of evaluating and commenting on the writing, and then work with the group as a whole to develop some general guidelines for addressing problem writing. Some problem categories include ESL and dialect errors, the “too personal” essay, and writing that offends (e.g., essays that focus on religion, politics, ethnicity, or other sensitive issues).

**Chair:** Janice Cooke, University of New Orleans, LA

**Presenters:** Janice Cooke, University of New Orleans, LA  
Kim McDonald, University of New Orleans, LA  
Inge Fink, University of New Orleans, LA  
Gabrielle Gautreaux, University of New Orleans, LA  
Ellen Barker, Georgia Perimeter College, Clarkston  
Linda De Roche, Wesley College, Dover, DE

Saturday, 2:00–5:30 p.m.

*Language*

**SW.11 Topics and Issues in Improving Instruction for Second Language Writers**

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

This workshop provides small-group activities regarding L2 writing issues and addresses five key topics: L2 assessment, training writing-center tutors, addressing GEN 1.5 needs, facilitating Li/L2 instructor collaboration, and adapting curricula. The workshop begins with overviews of each topic. The facilitators then lead “shifts” of approximately 30 minutes during which participants choose a topic table. They switch tables at the beginning of each new shift. As a complement to the Wednesday morning workshop, which addresses an audience who is new to teaching L2 writers, this workshop helps participants build on their knowledge of L2 writers. Because it addresses issues at the institutional level, classroom level, and one-on-one level, it will interest tutors, instructors, writing-center directors, and WPAs.

**Chairs:** Deborah Crusan, Wright State University, Dayton, OH  
Jill Swavely, Temple University, Philadelphia, PA

**Presenters:** Michelle Cox, University of New Hampshire, Durham  
Jay Jordan, The Pennsylvania State University, University Park  
Christina M. Ortmeier-Hooper, University of New Hampshire, Durham  
Ana Maria Preto-Bay, Brigham Young University, Provo, UT  
Carol Severino, University of Iowa, Iowa City  
Gail Shuck, Boise State University, ID  
Diana Beckett, University of Cincinnati, OH  
Adrian Wurr, University of North Carolina-Greensboro



## LOCAL ARRANGEMENTS COMMITTEE

**Information:** Carlos Salinas, University of Texas at San Antonio

**Room Arrangements:** Carol Ann Britt, San Antonio College

**Registration:** Camille Langston, St. Mary's University

**Exhibits:** Drew Loewe, Carlos Salinas, University of Texas at San Antonio

**Special Events (James Berlin Walk/Run):** Judith Gardner, University of Texas at San Antonio

## CCCC PAST CHAIRS

1949	John C. Gerber*	1977	Richard Lloyd-Jones
1950	John C. Gerber*	1978	Vivian I. Davis
1951	George S. Wykoff*	1979	William F. Irmscher
1952	Harold B. Allen*	1980	Frank D'Angelo
1953	Karl W. Dykema*	1981	Lynn Quitman Troyka
1954	T. A. Barnhart*	1982	James Lee Hill
1955	Jerome W. Archer	1983	Donald C. Stewart*
1956	Irwin Griggs*	1984	Rosentene B. Purnell
1957	Francis Shoemaker	1985	Maxine Hairston
1958	Robert E. Tuttle	1986	Lee Odell
1959	Albert R. Kitzhaber	1987	Miriam T. Chaplin
1960	Glen Leggett*	1988	David Bartholomae
1961	Erwin R. Steinberg	1989	Andrea A. Lunsford
1962	Francis E. Bowman	1990	Jane E. Peterson
1963	Priscilla Tyler*	1991	Donald McQuade
1964	Robert M. Gorrell	1992	William W. Cook
1965	Richard S. Beal*	1993	Anne Ruggles Gere
1966	Gordon Wilson*	1994	Lillian Bridwell-Bowles
1967	Richard Braddock*	1995	Jacqueline Jones Royster
1968	Dudley Bailey*	1996	Lester Faigley
1969	Wallace W. Douglas*	1997	Nell Ann Pickett
1970	Ronald E. Freeman*	1998	Cynthia L. Selfe
1971	Edward P. J. Corbett*	1999	Victor Villanueva, Jr.
1972	Elisabeth McPherson*	2000	Keith Gilyard
1973	James D. Barry*	2001	Wendy Bishop*
1974	Richard L. Larson	2002	John Lovas
1975	Lionel R. Sharp	2003	Shirley Wilson Logan
1976	Marianna W. Davis		*Deceased