

## THURSDAY, March 25

### REGISTRATION, 8:00 a.m.–6:00 p.m.

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

### EXHIBITS, 10:00 a.m.–6:00 p.m.

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

### Newcomers Coffee Hour, 7:00 a.m.–8:15 a.m.

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

## Opening General Session

### 8:30 a.m.–10:00 a.m.

Henry B. Gonzalez Convention Center, Theatre, Street Level

**Presiding:** Doug Hesse, Program Chair/CCCC Associate Chair, Illinois State University, Normal, IL

**Greetings:** Sue Hum and Linda Woodson, Local Arrangements Chairs, University of Texas at San Antonio

Greetings from the NCTE Executive Committee: Patricia Lambert Stock, Michigan State University, East Lansing, NCTE President

Greetings from the Chair of TYCA: Jody Millward, Santa Barbara City College, CA

### • Scholars for the Dream—2004 Recipients:

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

- **Scholars for the Dream Committee**

*Chair:* Elaine Richardson, Penn State University, University Park  
Wilson Chen, UCLA Writing Programs, Los Angeles, CA  
Joseph Janangelo, Loyola University, Chicago, IL  
Malea Powell, Michigan State University, East Lansing  
Chester Pryor, Montgomery College, Germantown, MD  
Carlos Salina, University of Texas-San Antonio

To increase the participation of traditionally underrepresented groups—African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino and Latina Americans, and American Indians—CCCC has established the Scholars for the Dream Travel Awards. The awards celebrate the scholarly contributions of first-time presenters at CCCC who are members of these groups. By providing some funding for these scholars to travel to the Conference and to share their work with us, we hope to make the term “underrepresented” past history.

### **Presentation of the Exemplar Award**

This award is presented to a person who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.

Jacqueline Jones Royster, winner of the 2004 CCCC Exemplar Award, will speak.

### **Exemplar Award Committee:**

*Chair:* Stephen Ruffus, Salt Lake Community College, Salt Lake City, UT  
Joyce Irene Middleton, St. John Fisher College, Rochester, NY  
Barbara Roswell, Goucher College, Towson, MD  
John Selzer, Penn State University, University Park  
Jan Swearingen, Texas A&M University, College Station

### **Previous Award Winners:**

2003 Win Horner  
2002 Art Young  
2001 Lynn Q. Troyka  
2000 Murial Harris  
1999 Geneva Smitherman  
1998 Janice Lauer  
1997 Ann E. Berthoff  
1996 Edward P. J. Corbett  
1995 James L. Kinneavy  
1994 Andrea Lunsford  
1993 Richard Ohmann  
1992 Janet Emig  
1991 Richard Lloyd-Jones



Kathleen Blake Yancey

**Thursday, 8:00 a.m.–10:00 a.m.**  
**Chair's Address:**

**Kathleen Blake Yancey,**  
**“Made Not Only in Words:  
Composition in a New Key”**

In 2003, we witnessed a number of reports on the writing of America's students, all of them sounding the same note. The College Board-sponsored National Commission on Writing urged the country to increase its attention to writing in high schools and colleges. The

ACT reported its survey research showing that college faculty teach grammar, not composing. The NAEP reported that America's twelfth graders—some of whom through AP and dual enrollment programs are *de facto* college students—write at an unacceptable level. Collectively, these formal accounts—composed largely *without* our assistance—paint a portrait of writing that is print-based and largely unsatisfactory.

Simultaneously, James Gee documented new genres of literacy that children acquire through playing video games. In *Smart Mobs*, Howard Rheingold chronicled the use of multiple, interacting telecommunication devices by people around the world who want to gather immediately, who seek new kinds of social and political interaction, and for whom multitasking seems completely normalized. Roz Helderman in *The Washington Post* identified instant messaging as the teenager's preferred communicative mode. Readers note their book preferences on Amazon.com's Listmania and then provide commentary on blogs and wiki's. Inside school, students in first-year composition create in digital portfolios new multimedia representations documenting, connecting, and synthesizing their learning across and beyond campus. Collectively, these formal accounts paint a portrait of digital writing as an underground economy of composition and communication, one functioning largely outside of school, and one whose success is measured by the social goals people meet day in, day out.

Together, these disparate accounts compose a cumulative picture of writing at odds with itself. Likewise, they beg a fundamental question: As we move into the twenty-first century, what do (and what will) we mean by composing?

Kathleen Blake Yancey is R. Roy Pearce Professor of Professional Communication at Clemson University, where she teaches and directs the Roy and Marnie Pearce Center for Professional Communication and the Class of 1941 Studio for Student Communication. She is the author, editor, or coeditor of over 40 chapters and the referee of articles and seven books: *Portfolios in the Writing Classroom* (1992), *Voices on Voice* (1994), *Assessing Writing Across the Curriculum* (1997), *Reflection in the Writing Classroom* (1998), *Self-Assessment and Development in Writing* (2000),

*Situating Portfolios* (1997), and *Electronic Portfolios* (2001). As Immediate Past President of The Council of Writing Program Administrators, she co-founded the journal *Assessing Writing* and coedited it for 7 years; she guest-edited the *Computers and Composition* issue focused on electronic portfolios. In 2002, she founded the Clemson Digital Portfolio Institutes. If there is a theme in her work, it's the learning among teachers and students that is fostered through the reflective activities of both print and digital portfolios.



## B Sessions

10:30 a.m.–11:45 a.m.

### Featured Session

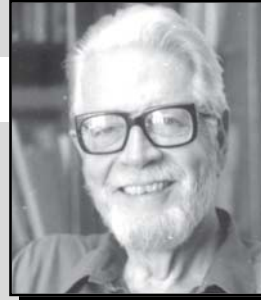
**Henry B. Gonzalez Convention Center,**  
Concourse Level, Room 217A  
Rhetoric and War

**Chair:** Andrea Lunsford, Stanford University, CA  
The War in Iraq has raised troubling questions concerning rhetoric. Is war the defeat of defensible rhetoric? Is war the result, at least in part, of bad rhetoric? Is war an extension of rhetoric by other means? How does war affect discourse and intellectual inquiry in an open society? What are the distinctions between rhetoric and propaganda? What are the ways in which consent is cultivated or manipulated? How is dissent sustained during war? What roles does the press, television, popular culture, and the university play in shaping debate?

**Wayne Booth** is the George M. Pullman Distinguished Service Professor Emeritus in English at the University of Chicago, where he also served as Dean of the College. His work includes several books among which are *The Rhetoric of Fiction*, *A Rhetoric of Irony*, *Modern Dogma and the Rhetoric of Assent*, and *Critical Understanding: The Powers and Limits of Pluralism*. He is a past president of the MLA. Booth's awards include Guggenheim, Rockefeller, Ford, and NEH Fellowships.

**Jacqueline Jones Royster**, Professor of English and Interim Dean of the College of Humanities at The Ohio State University, has authored numerous articles and books in literacy studies and women's studies, including: *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells-Barnett*; *Traces of a Stream: Literacy and Social Change among African American Women*; *Critical Inquiries*; and *Profiles of Ohio Women, 1803–2003*. Her awards include the CCCC Braddock Award and the MLA Mina P. Shaughnessy Prize.

**Joyce Irene Middleton** is Associate Professor of English at St. John Fisher College in Rochester, New York. She is editor of *Of Color: African American Literature* (2004), and she has published essays in *Innovations in African-American Rhetoric* (2004); *College English*; *Cultural Studies*; *Journal of Advanced Composition*;



Wayne Booth



Jacqueline Jones Royster



Joyce Irene Middleton

*New Essays on Song of Solomon; and the Women's Review of Books.* She was awarded a position in the 2001 NEH Summer Institute for Black Film Studies.

**Hilton Obenzinger** is Associate Director for Undergraduate Research Programs for Honors Writing and a lecturer in the English Department at Stanford. His books cross genres of poetry, fiction, criticism, and history, including *American Palestine: Melville, Twain, and the Holy Land Mania; Cannibal Elio and the Lost Histories of San Francisco; and New York on Fire.* His work, *This Passover or the Next I Will Never Be in Jerusalem*, received the Before Columbus American Book Award.



Hilton Obenzinger

### *Research*

#### **B.01 Literacy Strategies that Promote or Constrain the Development of Latina/o Cultural Citizenship**

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

**Chair:** Maria E. Franquiz, The University of Texas at San Antonio

**Presenters:** Carol Brochin-Ceballos, The University of Texas at San Antonio, “Developing Cultural Citizenship through Writing”

Lisa Cortez Walden, The University of Texas at San Antonio, “Eyes of Encinal: Media Literacy in a Borderlands Context”

Maria E. Franquiz, The University of Texas at San Antonio, “Developing Latino Cultural Citizenship through Art: Casa de la Esperanza”

### *History*

#### **B.02 Learning Our Lessons: Composition Matters in the History of Indian Residential Schools**

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

**Chair:** Virgil Mathes, University of New Mexico, Albuquerque

**Presenters:** Susan Romano, University of New Mexico, Albuquerque, “The Transculturation of Enclosure: Schooling for Mesoamerican Girls In Pre- and Post-Conquest Mexico”

Stephen Brandon, University of New Mexico, Albuquerque, “Wishing To Write: Catherine Brown, Early Cherokee Literacy Education, and the Indian Boarding School Movement”

Joyce Rain Anderson, Massasoit Community College, Brockton, MA, “I Point To Myself; What Do I See: Reflections of Indian Boarding School Education”

*History*

**B.03 The Matter Of Burke**

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

*Chair:* Debra Hawhee, University of Illinois, Urbana

*Presenters:* Debra Hawhee, University of Illinois, Urbana, IL, “Kenneth Burke’s Chemical Theory of Rhetoric”

Jeff Pruchnic, Penn State University, State College, PA, “Rhetoric, Cybernetics, and the Work of the Body in Burke’s Body of Work”

Jodie Nicotra, Penn State University, State College, PA, “Burke, the Body, and Evolution”

*History*

**B.04 Progressive Era Traditions of Literacy Possibilities**

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

*Chair:* Carol Mohrbacher, St. Cloud State University, MN

*Presenters:* Amy Dayton, University of Arizona, Tucson, “Histories of Community Literacy: Immigrants’ Writing and the Rhetoric of Americanization”

Jane Greer, University of Missouri, Kansas City, “Clips and Snips of Past Traditions and New Possibilities: The School Scrapbooks of Young Women in the Progressive Era”

Marjan A. van Schaik, Millersville University, PA, “‘The Meaning Does Not Exist for Us Apart from the Words’: Style in Student Writing at Bryn Mawr College, Circa 1915”

Kay Halasek, The Ohio State University, Columbus, “Taking It to the Streets: Composition in the Public Sphere”

*Practices of Teaching Writing*

**B.05 Rhetorical Risks: Cross-Cultural Research Methods**

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

*Chair:* Yuet-Sim D. Chiang, University of California-Berkeley

*Presenters:* Serkan Gorkemli, Purdue University, West Lafayette, IN, “Rhetorical Risks: Cross-cultural Research Methods”

Robert Brown, University of Texas at Austin, “Rhetorical Risks: Cross-Cultural Research Methods”

Debra Journet, University of Louisville, KY, “Literacy Learning in Romania: A Cross-Cultural Study in Comparative Pedagogy”

Yuet-Sim D. Chiang, University of California-Berkeley, “Lives (Not) Lived Wholly in English?: How English Matters to Linguistic Minorities”

*Information Technologies*

**B.06 The 'Edge Of Chaos':  
Complexity and Emergence in Networked Composition**

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

**Chair:** Joseph John Williams, Syracuse University, NY

**Presenters:** Joddy Murray, Washington State University, Richland, WA, "At the Edge of Chaos: Ineffability and Nondiscursive Invention in Multimedia Composition"

Joseph John Williams, Syracuse University, NY, "The Moment of Publicity: Writing in Networked Culture"

Michael Lasley, Syracuse University, NY, "The Emergence of Resistance through Networked Ritual"

*Information Technologies*

**B.07 Teaching The Blog**

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

**Chair:** Cynthia Cox, Belmont University, Nashville, TN

**Presenters:** Sarah Jane Sloane, Colorado State University, Fort Collins, "Blog Is My Co-Pilot: Blogs in a Graduate Classroom"

Cynthia Cox, Belmont University, Nashville, TN, "Blogging and the First-Year Composition Classroom"

Bonnie Smith, Belmont University, Nashville, TN, "All Along the Blogwatch Tower"

**Respondent:** Lisa Langstraat, Colorado State University, Denver

*Institutional and Professional*

**B.08 Writing Program Administration in the Context of General  
Education Programs:  
Negotiating the Agenda of the Liberal Arts Institution**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203B

**Chair:** Paul Hanstedt, Roanoke College, VA

**Presenters:** Nancy Barry, Luther College, Decorah, IA, "The Pedagogical Economy of Common Handbooks and Campus-Wide Writing Resources at the Small College"

Paul Hanstedt, Roanoke College, VA, "The Insider/Outsider Paradox: Negotiating Intra-/Interdepartmental Politics at a Small College"

Paula Garrett, Millsaps College, Jackson, MS, "The Rug under Which More Faculty Development is Swept: The Small-School WPA and 'Other' Faculty Development"



*Institutional and Professional*

**B.09 National Standards; Local Conditions: The Politics and Practicalities Of Britain's National Literacy Strategy**

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

**Chair:** Stephen Dilks, University of Missouri-Kansas City

**Presenter:** Stephen Dilks, University of Missouri-Kansas City, “Applying Britain’s NLS in Kansas City”

*Institutional and Professional*

**B.10 Underfunded Universities and Unfunded Mandates: The Effect of State Politics on Writing Program Administration**

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

**Chair:** Laurie Cubbison, Radford University, VA

**Presenters:** Laurie Cubbison, Radford University, VA, “Avoiding the T-word (Taxes): Crisis Rhetoric and Public Higher Education”

Steve Brown, University of Nevada-Las Vegas, NV, “The Politics of Remediation: Toward a Self-Funding Module”

Cynthia Moore, St. Cloud State University, MN, “What Can Assessment Mean in Tough Budget Times?”

*Institutional and Professional*

**B.11 Making Conference Ideas Matter beyond The Conference: Reviewing The CCCC In “Academic.Writing”**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Mike Palmquist, Colorado State University, Fort Collins

**Presenters:** Will Hochman, Southern Connecticut State University, New Haven, “From Presentation to Criticism and Back Again: Cycles of Reviewing the CCCC”

Chris Dean, Southern Connecticut State University, New Haven, “The Logistics and Ethic of Making Reviews Matter: Beer, Circuits, and Composition”

Diane Masiello, The University of Tampa, FL, “Critiquing the Profession Becomes Us: How Reviewing the CCCC Presentations Opens the Field”

**Respondent:** Jonathan Alexander, University of Cincinnati, OH

*Institutional and Professional*

**B.12 Compliance Matters: Defining and Articulating Writing (Programs) in Institutional Settings**

Hyatt, Third Floor, Pecos Room

**Chair:** Chris Fosen, California State University, Chico

**Presenters:** Chris Fosen, California State University, Chico, “‘Compliance Is Not Optional’: Teacher Praxis, General Education, and the Governance of Writing”

David Martins, California State University, Chico, “‘What’s the Matter with Composition?’: First-Year Composition’s Image (and Space) Problem”

Phil Coppock, California State University, Chico, “Swimming Upstream: The Struggle against Institutional Definitions of Writing in a University Writing Center”

*Practices of Teaching Writing*

**B.13 Research in English as a Second Language**

Hyatt, Third Floor, Llano Room

**Chair:** Kristen Hauck, University of Texas at Dallas

**Presenters:** Tony Silva, Purdue University, West Lafayette, IN, “Toward an Empirically-Based Model of Second Language Writing”

Cate Almon, Northampton Community College, Bethlehem, PA, “(Co)Constructing Identities While Engaging In Short Stories”

*Language*

**B.14 Styling for Freedom: Composition and Literacy Pedagogies, Policies, and Practices**

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

**Chair:** Shannon Walters, Penn State University, State College, PA

**Presenters:** Cara Williams, Penn State University, State College, PA, “The Liberatory Pedagogical Approaches of Black Women: ‘The Subaltern Speaks’ through the Written Word”

Scott Wible, Penn State University, State College, PA, “The Issue of ‘Competence’ in Students’ Right-Era Composition Texts”

Shannon Walters, Penn State University, State College, PA, “Truth Talking: How African American Females Speak Against Sexual Stereotypes”

*Creative Writing*

**B.15 This Is (Not) Just to Say:**

**Public “Lore” and the Future of Creative Writing**

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

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

*Presenters:* Stephen Armstrong, Florida State University, Tallahassee, “Box Office Poison: The Influence of Writers in Films on Writers (In Graduate Programs)”

Michelle Cross, SUNY-Buffalo, “Writing in Public: Popular Pedagogies of Creative Writing”

*Professional and Technical Writing*

**B.16 Using Activity Theory to Articulate Connections between Classroom, Writing Center, and Workplace**

Hyatt, Second Floor, Regency Ballroom 3

*Chair:* Elizabeth Wardle, University of Dayton, OH

*Presenters:* David Russell, Iowa State University, Ames, “Activity Theory and Its Implications for Writing Instruction”

R. Mark Hall, California State University, Chico, “Activity Theory in the Writing Center”

Donna Kain, Clarkson University, Potsdam, NY, “Teaching and Learning How Documents Do Things: Genre and Activity Theory in the Rhetoric Classroom”

Elizabeth Wardle, University of Dayton, OH, “‘Writing Is Hard, but Tools I Understand’: Activity Theory for Teaching Writing to Students in Technical Majors”

*Professional and Technical Writing*

**B.17 Strategies for Promoting Intercultural Communication in Technical and Online Mediated Discourses**

Hyatt, Third Floor, Blanco Room

*Chair:* Bruce Maylath, University of Wisconsin-Stout

*Presenters:* Michelle Kells, Texas A&M University, College Station, “‘What’s Culture Got To Do with It?’: A Cultural Ecology Approach to Teaching Technical Writing”

Cecilia J. Solia-Sublette, The Ohio State University, Columbus, “Swimming Upstream: Negotiating Student Resistance to Intercultural Communication in the Technical Writing Classroom”

Diana Cardenas, Texas A&M University-Corpus Christi, “An Ethnography of Communication in the Technical Writing Classroom and Global Work Sites”

Dagmar Corrigan, University of Houston-Downtown, TX, “Polyphonous Identities in Computer-Mediated Communication”

Molly Johnson, University of Houston-Downtown, TX, “An Ethnocentric Dilemma in Professional Writing: What We Publish, What We Teach”

*Composition Programs*

**B.18 A Course In Orientation:**

**Place-Based Composition at a Big State School**

Hyatt, Third Floor, Pecan Room

**Chair:** Randall Roorda, University of Kentucky, Lexington

**Presenters:** Randall Roorda, University of Kentucky, Lexington, “Orientation as Keyword for the First-Year Experience”

Wesley Houp, University of Kentucky, Lexington, “An Assignment Sequence in Orientation: Writing the Way from Home to University”

Danny Mayer, University of Kentucky, Lexington, “Geography and Orientation: Participatory Research Methods and Rhetorics of Place”

Dina Smith, University of Kentucky, Lexington, “Developing and Disseminating a Course in Orientation”

Deborah Kirkman, University of Kentucky, Lexington, “Evaluating a Course in Orientation: Objectives and Outcomes”

Michael Benton, University of Kentucky, Lexington, “Implementing a Course in Orientation: The Mentoring Process”

*Composition Programs*

**B.19 Making a Difference: Three Ways Service Learning Can Serve the Composition Classroom**

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

**Chair:** Clyde Moneyhun, University of Delaware, Newark

**Presenters:** Clyde Moneyhun, University of Delaware, Newark, “Making a Difference: Three Ways Service Learning Can Serve the Composition Classroom”

Therese Rizzo, University of Delaware, Newark, “Serving Society: Social Issues in Action”

James Webner, University of Delaware, Newark, “The Cat in the Hat Teaches Comp: How To Write for the Community and Clean Up After Yourself”

Michelle Filling, University of Delaware, Newark, “The WRITE Link between Students and the Community”

Noreen Miller, University of Delaware, Newark, “Does It Matter? Reflection and Evaluation of Service Learning in the Composition Classroom”

*Composition Programs*

**B.20 Attaining Academic Citizenship: Composition for First-Generation Students**

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

**Chair:** Kaye Adkins, Missouri Western State College, St. Joseph

**Presenters:** Keith Rhodes, Missouri Western State College, St. Joseph, MO,  
“Attending Class: Non-Trads and Collegiate Citizenship”

Jeri Pollock, Moorpark College, CA, “The Things That Matter: Myself, My  
Family, My Neighborhood”

Marcia Ribble, Morehead State University, KY, “Chutzpah and Older Women  
Entering the College Classroom”

Kaye Adkins, Missouri Western State College, St. Joseph, “Placing Writing  
on Campus”

*Composition Programs*

**B.21 Making Composition Matter through the WPA Outcomes  
Statement: The OS as Transformative Policy**

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

**Chair:** Patricia Ericsson, Washington State University, Pullman

**Presenters:** Patricia Ericsson, Michigan Technological University, Hancock,  
“The OS as Public Policy Tool: The Argument”

Michael Day, Northern Illinois University, DeKalb, “Making the Most of  
the WPA Outcomes Statement in First-Year Composition”

Kelly Lowe, Mount Union College, Alliance, OH, “Using the OS as a Four-  
Year/All-College Measurement”

Lauren Sewell Ingraham, University of Tennessee at Chattanooga,  
“Transforming the OS into Expectations for Entering College Writers”

Claire Lamonica, Illinois State University, Normal, “The OS as an Articulation  
Vehicle”

*Theory*

**B.22 Emotion and Advocacy:  
How the Personal Helps Composition Matter**

Hyatt, Third Floor, Frio Room

**Chair:** Rob Oliver, Institute of Education, London, United Kingdom

**Presenters:** Jane Danielewicz, University of North Carolina, Chapel Hill,  
“Getting Personal To Go Public: Advocacy and Autobiographical Writing”

Irene Papoulis, Trinity College, Hartford, CT, “Nagging Emotions in the  
Writing Classroom: Fear, Anger, and Guilt as Obstacles to Advocacy”

Nathaniel Teich, University of Oregon, Eugene, “Mixing Genres for Empathic  
Dialogue and Argumentation”

*Theory*

**B.23 Style in the Diaspora of Composition: Theory And Practice**

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

**Chair:** Paul Butler, Syracuse University, NY

**Presenters:** Paul Butler, Syracuse University, NY, “Style as Design”

Tyra O’Bryan, Syracuse University, NY, “Style as Discourse”

James Allen Hall, University of Houston, TX, “The Gender of Style:  
Composing a Transsexual”

*Theory*

**B.24 Averting The New Theory Wars**

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

**Chair:** Donald Jones, University of Hartford, CT

**Presenters:** Donald Jones, University of Hartford, CT, “Averting the New  
Theory Wars”

Christopher Burnham, New Mexico State University, Las Cruces, “Discipline  
Talk: From Contention to Conversation”

Erica Reynolds, University of Arizona, Tucson, “Taxonomic Warfare: Seeking  
Conjunctural Solutions”

*Theory*

**B.25 Moving Composition Into the Public**

**Sphere: Making Civic Literacy Matter**

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

**Chair:** Michele Eodice, University of Kansas, Lawrence

**Presenters:** Amy Devitt, University of Kansas, Lawrence, “Genres That  
Matter: Mixing the Public, Personal, and Technical”

Emily Donnelly, University of Kansas, Lawrence, “Teaching an Academic  
Discourse That Matters”

Tiffany DeJaynes, University of Kansas, Lawrence, “Making Service  
Learning Matter”

*Theory*

**B.26 The Analysis of Influence: A New Generation of Compositionists  
Revisit Their Predecessors' Paradigms**

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

*Chair:* Jessica Yood, Lehman College, The City University of New York

*Presenters:* Jessica Yood, Lehman College, The City University of New York,  
“Process for a Post-Disciplinary World”

Mark McBeth, The City University of New York, “Mina’s Memoranda: ‘This  
Is Not an Interesting Memo, but It’s Important’”

Peter Gray, The City University of New York, “Ponsot and Process at the  
End of Open Admissions”

*Practices of Teaching Writing*

**B.27 “But I Thought That Was OK”: Plagiarism and the Changing  
Rules of the Computer Composition Classroom**

Hyatt, Third Floor, Nueces Room

*Chair:* Brad Thomas, Texas A&M University, College Station

*Presenters:* Brad Thomas, Texas A&M University, College Station, “How  
Plagiarism Came To Be Cheating: Plagiarism and Its Historical Relation  
to Technologies”

Rob Dornsife, Creighton University, Omaha, NE, “‘Yes, You Can Do That  
Now’: How Computer Composition Changes the Rules of Academic  
Writing”

Bob Whipple, Creighton University, Omaha, NE, “‘OK, Now What?’  
Deciding Which Rules To Keep and Which To Toss in the Multimediated  
Composition Class”

*Practices of Teaching Writing*

**B.28 Comfort Food: Nourishing Student Writing**

Hyatt, Third Floor, Chula Vista Room

*Chair:* Sharon Zraly, Culinary Institute of America, Hyde Park

*Presenters:* Sharon Zraly, Culinary Institute of America, Hyde Park, “Feeding  
Student Writers: Tapping the Creative Juices”

Kazim Ali, Culinary Institute of America, Hyde Park, “Nourishing Advanced  
Writers through Art, Citizenship and Context: Designing Essay  
Progressions That Engage Multiple Levels of Discourse”

Clair Mathey, Culinary Institute of America, Hyde Park, “Let Them Eat Cake:  
Using Drama and Film in the Classroom to Stir Up Critical Thinking and  
Interpretive Skills”

Vivian Cadbury, Culinary Institute of America, Hyde Park, “Visual Appetite:  
Teaching Composition through Image and Metaphor”

*Practices of Teaching Writing*

**B.29 Genre as Rhetorical Action**

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

**Chair:** Duan Roen, Arizona State University, Tempe

**Presenters:** Regina Clemens Fox, Arizona State University, Tempe,  
“Familiarizing Students with the Audience: A Genre Approach to Peer-  
Review Workshops”

Duane Roen, Arizona State University, Tempe, “Rhetorically Writing and  
Reading Researched Arguments”

Jennifer K. Johnson, California State University-Northridge, “Using Genre  
Theory in the Writing Center: Focusing on Function”

Lauren Yena, Arizona State University, Tempe, “Using Genre To Negotiate  
Differing Curricular Expectations”

*Practices of Teaching Writing*

**B.30 Good Writing Is Good Writing Is Good Writing?**

**Answers From Research With Faculty And Students On  
Expectations Across The Disciplines**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202A

**Chair:** Barbara Hamilton, Oakland University, Rochester, MI

**Presenters:** Christopher Thaiss, George Mason University, Fairfax, VA,  
“Faculty Talk: Implications of Interviews with WID Faculty for Teaching  
and Program Development”

Terry Zawacki, George Mason University, Fairfax, VA, “Students Talk Back:  
Implications of Student Surveys, and Focus Groups”

Megan Kelly, George Mason University, Fairfax, VA, “When ‘Departments’  
Talk: Results of Assessment Workshops in Diverse Disciplines”



*Practices of Teaching Writing*

**B.31 Advocating Multigenres for Writing, Teaching, Learning**

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

**Chair:** Linda Adler-Kassner, Eastern Michigan University, Ypsilanti

**Presenters:** Linda Adler-Kassner, Eastern Michigan University, Ypsilanti,  
“Multigenre Writing: Who, What, When, Where, and How”

Heidi Estrem, Eastern Michigan University, Ypsilanti, “Students’ Perceptions  
of Multigenre Writing”

Anne Aronson, Metropolitan State University, St. Paul, MN, “Creative and  
Professional Writers’ Responses to Student Multigenre Writing”

Laura Brady, West Virginia University, Morgantown, “Multigenre Writing  
and Rhetorical Knowledge”

Ann Blakeslee, Eastern Michigan University, Ypsilanti, “The Use of  
Multigenre Writing in First-Year Seminars”

*Practices of Teaching Writing*

**B.32 New Approaches to Research Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202B

**Chair:** Tim Taylor, St. Louis Community College at Meramec

**Presenters:** Tim Taylor, St. Louis Community College at Meramec, “The  
Research Paper as an Act of Citizenship—Possibilities and Pragmatism”

Lynda McNeil, University of Colorado, Boulder, “Navigating the Divide:  
The Research Essay as ‘Interlanguage’”

Sara Farris, University of Houston Downtown, TX, “Your Textbook Is in the  
Library; Go Find It”

*Practices of Teaching Writing*

**B.33 Compelling Confessions: Advocacy and the Politics of Personal  
Disclosure in the Composition Classroom**

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

**Chair:** Suzanne Diamond, Youngstown State University, OH

**Presenters:** Suzanne Diamond, Youngstown State University, OH, “Camping  
Confession: When Authenticity Narratives Ring False”

Paul G. Nagy, Clovis Community College, NM, “Trauma Pedagogy: The  
Personal-Crisis Narrative in a Post-Identity Context”

Kevin Ball, Youngstown State University, OH, “Incriminating Confessions:  
The Political Risks of Personal Disclosure”

K. J. Peters, Loyola Marymount University, Los Angeles, CA, “Rhetorical  
Topography and the Interrogative Classroom”

David Borkowski, William Paterson University, Wayne, NJ, “In the Shadow of the ‘Scholarship Boy’: Making a Case for ‘Nontraditional’ Working-Class Autobiographies”

Renee Schlueter, Kirkwood Community College, Cedar Rapids, IA, “Impersonal Disclosure: Online Confessional Strategies and the Resurrection of Social Context”

*Practices of Teaching Writing*

**B.34 Teaching Writing, Teaching Advocacy**

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

**Chair:** Margaret Willard-Traub, Oakland University, Rochester, MI

**Presenters:** Margaret Willard-Traub, Oakland University, Rochester, MI,  
“Curriculum Matters”

David Bleich, University of Rochester, Rochester, NY, “Access to Language”

Anne Ruggles Gere, University of Michigan, Ann Arbor, “Sentences Matter:  
The Syntax of Advocacy”

*Practices of Teaching Writing*

**B.35 Homosexuality and Christianity:**

**Making Tolerance Matter in Composition and Rhetoric**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Harriet Malinowitz, Long Island University, Brooklyn, NY

**Presenters:** Martha Marinara, University of Central Florida, Orlando, “Jesus and the Rhetoric of Exclusion: The Temporary H(e)aven of Identity Politics”

David Wallace, University of Central Florida, Orlando, “Beyond Tolerance: Negotiating Moral Imperatives and Inviting Confession”

Deany Cheramie, Xavier University of Louisiana, New Orleans, “‘To Put Ourselves on Hold Is To Cease To Exist as Ourselves’: A White Outsider Examines Her Place in an HBCU Writing Classroom”

*Practices of Teaching Writing*

**B.36 The Reconstruction of Our Fast-Food Nation**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203A

**Chair:** Karla Armbruster, Webster University, St. Louis, MO

**Presenters:** Hill Taylor, University of North Carolina, Chapel Hill, “Working the Ruins after the Clown”

Daniel Collins, Manhattan College, Riverdale, NY, “The Efficacy of Local Literacy”

Deborah Adelman, College of DuPage, Glen Ellyn, IL, “Food Matters: Mindlessness or Intentionality in Fast-Food Nation?”

## C Sessions

12:15 p.m.–1:30 p.m.

### Featured Session

#### A Reading by Sandra Cisneros

Hyatt, Second Floor, Regency Ballroom West

**Chair:** Cecilia Rodriguez Milanes, University of Central Florida, Orlando

**Sandra Cisneros** was born in Chicago in 1954, the third child and only daughter in a family of seven children. She studied at Loyola University of Chicago (B.A. English 1976) and the University of Iowa (M.F.A. creative writing 1978). Her books include a chapbook of poetry, *Bad Boys*; two full-length poetry books, *My Wicked, Wicked Ways* and *Loose Woman*; a collection of stories, *Woman Hollering Creek and Other Stories*; a children's book, *Hairs/Pelitos*; and two novels, *The House on Mango Street* and *Caramelo*.

*Caramelo* was selected as notable book of the year by several newspapers including *The New York Times*, the *Los Angeles Times*, the *San Francisco Chronicle*, the *Chicago Tribune*, and the *Seattle Times*. It also was nominated for the Orange Prize in England. *Caramelo* was selected by Louise Erdrich as the NBC *Today* show Book of the Month, and her works have been selected for One City/One Book projects in numerous communities including Los Angeles, Miami, Fort Worth, El Paso, and Milwaukee. *House on Mango Street* has sold over two million copies and is read in classrooms across the country.

*Woman Hollering Creek* was awarded the PEN Center West Award for Best Fiction of 1991, the Quality Paperback Book Club New Voices Award, the Anisfield-Wolf Book Award, and the Lannan Foundation Literary Award, among other honors. *Loose Woman* won the Mountains & Plains Booksellers Association's 1995 Regional Book Award in the poetry category.

Cisneros has received a MacArthur Foundation Fellowship, a Texas Medal of the Arts Award, an honorary Doctor of Humane Letters from Loyola University, Chicago, an honorary Doctor of Letters from the State University of New York at Purchase, two National Endowment of the Arts Fellowships for fiction and poetry, the Roberta Holloway Lectureship at the University of California, Berkeley, the Chicano Short Story Award from the University of Arizona, the Before Columbus American Book Award, the Texas Institute of Letters Dobie-Paisano Fellowship, and an Illinois Artists Grant.

Of herself, Cisneros notes, "In the past I worked as a teacher and counselor to high-school dropouts, as an artist-in-the-schools where I taught creative writing at every level except first grade and preschool, a college recruiter, an arts administrator, and as a visiting writer. . . . I currently earn my living by my pen. I live in San Antonio, Texas, in a violet house filled with many creatures, little and large."



Sandra Cisneros

*Composition Programs*

**C.01 Speaking and Writing/Communication and Composition**

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

**Chair:** Anne Frances Wysocki, Michigan Technological University,  
Houghton, MI

**Presenters:** Dennis Lynch, Michigan Technological University, Houghton,  
MI, “Speaking and Writing/Communication and Composition”  
Rosa Eberly, Penn State University, University Park, PA, “Speaking and  
Writing/Communication and Composition”

*Composition Programs*

**C.02 Communities, Place, and “Difference”:  
Advocacy And Service Learning**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203B

**Chairs:** Ann Green, Saint Joseph’s University, Philadelphia, PA  
Robert Yagelski, State University of New York, Albany

**Presenters:** Ann Green, Saint Joseph’s University, Philadelphia, PA, “Literacy  
and Community: Teaching ‘Culturally Relevant Pedagogy’”

Gail Hemmeter, Bryn Mawr College, PA, “Students Teaching Writing:  
Coming To Terms with Academic Discourses”

Tom Hemmeter, Arcadia University, Glenside, PA, “Cross-Institutional  
Advocacy: Making Space for College Service Learning in High School  
Writing Centers”

Jennifer Marshall, Lehigh University, Bethlehem, PA, “People and Place:  
Dialectical Relationships”

*Composition Programs*

**C.03 Picking up the Pieces:  
Doing WAC in the Ruins of a Formal WAC Program**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202A

**Chair:** Steve Sherwood, Texas Christian University, Fort Worth

**Presenters:** Cheryl Carithers, Texas Christian University, Fort Worth, “A  
Heuristic for Dysfunctional WAC Programs: Best and Worst Practices”

Billie Hara, Texas Christian University, Fort Worth, “Rising from the Ruins:  
The Cross-Institutional WAC Partnership”

Steve Sherwood, Texas Christian University, Fort Worth, “Making  
Composition Matter Across the Curriculum: The Writing Center’s Role”

*Composition Programs*

**C.04 Creating Student Citizens: Service Learning and Composition**

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

**Chair:** Mary Ellen Gomrad, University of Central Florida, Orlando

**Presenters:** Lynn McConnell Hepner, University of Central Florida, Orlando,  
“Negotiating Civic Responsibility Inside and Outside the Classroom:  
Introducing Students to Service Learning”

Patricia Angley, University of Central Florida, Orlando, “Advocates in the  
Community: Promoting Tolerance”

Mary Ellen Gomrad, University of Central Florida, Orlando, “Civic  
Participation: Academic Research and Service Learning”

*Composition Programs*

**C.05 Making Assessment Matter:**

**Revising Curricula, Pedagogies, Programs**

Hyatt, Third Floor, Pecos Room

**Chair:** Nancy Caddigan, Capital Community College, Hartford, CT

**Presenters:** Kurt Simonds, Capital Community College, Hartford, CT,  
“Making Assessment Matter: Revising Curricula”

Evelyn Farbman, Capital Community College, Hartford, CT, “Making  
Assessment Matter: Revising Pedagogies”

Theresa DeVito, Capital Community College, Hartford, CT, “Making  
Assessment Matter: Revising Programs”

*Composition Programs*

**C.06 Making Writing Matter Across the Curriculum:**

**Editing Double Negatives**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203A

**Chair:** Marjorie Roemer, Rhode Island College, Providence

**Presenters:** Randy DeSimone, Rhode Island College, Providence, “Never  
Alone: Building Ownership of Writing Instruction”

Karen Paley, Rhode Island College, Providence, “‘Why Me?’ The Struggle  
To Reverse Negative Expectations of Student Writing”

Pierre Morenon, Rhode Island College, Providence, “Digging into Student  
Compositions: Archeologist Discovers Writing Is a Dirty Business”

*Professional and Technical Writing*

**C.07 Technical Writing Addressing Real-World Issues**

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

**Chairs:** Michelle Squitieri, University of California, Berkeley  
Victor Squitieri, University of California, Berkeley

**Presenters:** Pat Golemon, University of Houston-Downtown, TX,  
“Composition Matters: Acknowledging Differing Values and Learning  
Styles in the Teaching of Communication across Cultures”

Margaret Hundleby, University of Houston-Downtown, TX, “Composition  
Matters: Acknowledging Differing Values and Learning Styles in the  
Teaching of Communication across Cultures”

Pat Stephens Williams, University of Arkansas, Monticello, “Following the  
Trail through the Woods—Or Do Forestry Programs Care About  
Composition on Their Own Turf ”

Holly Littlefield, University of Minnesota, Minneapolis, “Corporate  
Communication: Megamedia Control for Image Branding”

*Professional and Technical Writing*

**C.08 Online Concerns in Teaching of Technical and Professional  
Writing**

Hyatt, Third Floor, Nueces Room

**Chair:** Holly McSpadden, Missouri Southern State College, Reed

**Presenters:** Jay Gordon, Youngstown State University, OH, “Access and  
Democracy in Online Discourse: A Technical and Professional Writing  
Perspective”

Michael Moore, Michigan Technological University, Houghton, “A Rhetoric  
of Usability: Humanities-Based Technology Pedagogy”

Steve Benninghoff, Eastern Michigan University, Ypsilanti, “The Problem  
of Process Awareness and Assessment-Making”

*Language*

**C.09 Writing in “Nonstandard” or Nonmainstream Varieties of English**

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

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

**Presenters:** Peter Elbow, University of Massachusetts, Amherst, “Should  
Students Write in Nonmainstream Varieties of English? Using Orality to  
Reframe the Question”

Robert Eddy, Washington State University, Pullman, “Writing about Malcolm  
X in ‘Nonstandard’ Dialects: Alternative Discourses and Alternative Futures”

Janet Bean, University of Akron, OH, “Investigating Voices of the Self: What  
African American Students Can Teach Us about the Languages of Home,  
Community, and School”

**Respondent:** Rhonda Grego, Benedict College, Columbia, SC

*Creative Writing*

**C.10 Writing and Teaching the Literatures of Food:  
Processes, Contexts, and Products**

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

**Chair:** Jane E. Hindman, San Diego State University, CA

**Presenters:** Lynn Z. Bloom, University of Connecticut, Storrs, “The (Dinner)  
Hours: Food Writing in/and the Academy”

Rosemary Winslow, The Catholic University of America, Washington, DC,  
“Recipes and Revolutions”

Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA, “On  
Consumption and Creation: Food Writing in the Classroom”

*Institutional and Professional*

**C.11 All Together Now:  
Making High School and College Collaborations Work**

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

**Chair:** Helane Adams, Miami University, Oxford, OH

**Presenters:** Joseph Jones, University of Arizona, Tucson, “Muted Voices:  
High School Teachers, Composition, and the College Imperative”

Kenneth Lindblom, Stony Brook University, NY, “Comp-Rhet Matters for  
Education! The Transformative Possibilities of a Graduate Rhetoric Course  
for Secondary Writing Teachers”

Kim Jaxon, UC, Berkeley, CA, “Research in Professional Development:  
Understanding Teacher Learning and Institutional Constraints in the  
National Writing Project”

*Institutional and Professional*

**C.12 Writing Across The Curriculum Effects on Professional  
Development: Programs, Individuals, and Concepts**

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

**Chair:** Anne Elrod, University of California, Santa Barbara

**Presenters:** Jessica Singer, University of California, Santa Barbara, “Still  
Dreaming after All These Years: Writing Across the Curriculum and the  
National Writing Project”

Tim Dewar, University of California, Santa Barbara, “When High School  
Teachers Go to College: Some Observations on Writing Across the  
Curriculum at Both Levels”

Anne Elrod, University of California, Santa Barbara, “Faculty Transformation  
and Writing Across the Curriculum: Toward a Conceptual Framework”

*Institutional and Professional*

**C.13 Preparing to Teach in a Two-Year College**

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

**Chair:** Judith (Jay) Wooten, Kent State University, Salem Campus, OH

**Presenters:** Leslie Roberts, Oakland Community College, Waterford, MI,  
“Positioning Yourself for a Job in a Two-Year College”

Sandy Starkey, Santa Barbara City College, CA, “Finding Job Opportunities”

Gwen Gresham, North Arkansas College, Harrison, “Preparing for the  
Interview”

*Institutional and Professional*

**C.14 Spinning Composition:**

**PR, Techno, and Business Matters in Composition Studies**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Bonnie Kyburz, Utah Valley State College, Orem

**Presenters:** Bonnie Kyburz, Utah Valley State College, Orem, “Composition  
(Ironically) Matters: Critiquing Media Events and/vs. the Seduction of  
Media Love”

Jeff Rice, University of Detroit, Mercy, “What Matters in Composition?  
TECHNO”

Bradley Dilger, Western Illinois University, Macomb, “Business—  
Composition”

*Institutional and Professional*

**C.15 Monster’s Ball: A New Generation’s Vision Of Composition’s Future**

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

**Chair:** Mary R. Boland, California State University, San Bernardino

**Presenters:** Mary R. Boland, California State University, San Bernardino,  
“Monster’s Ball: A New Generation’s Vision of Composition’s Future”

Jacqueline Rhodes, California State University, San Bernardino,  
“Comptortionists: Mentoring and Disciplining the Untenured WPA”

Jonathan Alexander, University of Cincinnati, OH, “It’s Alive! Composition  
and Interdisciplinarity”



*Information Technologies*

**C.16 Cross-Institutional Standards and Best Practices for the Teaching of English Online**

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

**Chair:** James Inman, University of South Florida, Tampa

**Presenters:** James Inman, University of South Florida, Tampa, “Standards and Best Practices for the Teaching of English Online: An Update from the NCTE College Forum’s Task Force on the Teaching of English Online”  
Leslie Perelman, MIT, Cambridge, “National Online Essay Evaluation Service: Embedding and Sharing Best Practices”

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

*Information Technologies*

**C.17 Greenlights or Gridlock? Mapping an Online Pedagogy**

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

**Chair:** Becky Jo McShane, Weber State University, Ogden, UT

**Presenters:** Sally Bishop Shigley, Weber State University, Ogden, UT, “Trials and Tribulations of Transferring to an Untested Medium”

Sylvia Newman, Weber State University, Ogden, UT, “Taking on the Classroom: New Takes on Online Pedagogy”

Prasanna Reddy, Weber State University, Ogden, UT, “Karmic Consequences of Class Design: Practical Approaches to Setting Up a Composition Class”

Becky Jo McShane, Weber State University, Ogden, UT, “The Hybrid Class: A Cure for the Cramps?”

*Research*

**C.18 The Problematics of Research on Narratives of Religious Belief and Sexual Orientation**

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

**Chair:** Beth Daniell, University of Alabama, Tuscaloosa

**Presenters:** Qing Zhang, University of Texas at Austin, “Only in America: When Sexuality and Spirituality Collide”

Amy Peebles, University of Texas at Austin, “‘Looking for Language’: Transformation and Renewal in Narratives of Ex-Gays and Ex-Ex-Gays”

Keith Walters, University of Texas at Austin, “Office Hours: Negotiating Research through Talk”

*Research*

**C.19 Communities Of Discourse from the Civic Center to the Jailhouse**

Hyatt, Third Floor, Chula Vista Room

**Chair:** Sandra Eckard, Frostburg State University, MD

**Presenters:** Kerrie Farkas, Millersville University, PA, “Civic Discourse and Civic Participation in a Community Setting”

John Walter, St. Louis University, MO, “Rethinking Threading: A Rhetorical Discourse Analysis of Synchronous Discussion”

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

Scott Whiddon, Louisiana State University, Baton Rouge, “Breaking into the Jailhouse—An Ethnographer’s First Steps”

*History*

**C.20 Aspects Of 18th- and 19th-Century British Rhetoric**

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

**Chair:** Dana Harrington, Syracuse University, NY

**Presenters:** Ryan Stark, Penn State University, University Park, “Mystics, Astrologers, and Cunning Women: On the Royal Society’s Plain-Style Mandate and Its Discontents in Restoration Rhetoric”

Dana Harrington, Syracuse University, NY, “Civilizing Spaces: Schools, Publics, and the Emergence of Working-Class Education, 1770–1850”

*History*

**C.21 Nations, Bodies, And Blood:  
The Consequences of Literacy in Hawai’i**

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

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

**Presenters:** Morris Young, Miami University, Oxford, OH, “Student, Citizen, Advocate, and the Institutionalizing of Henry Obookiah”

Daphne Desser, University of Hawai’i, Honolulu, “Bringing ‘The Word’ to Hawai’i: Reports from American Missionary Women”

Stuart Ching, Loyola Marymount University, Los Angeles, CA, “Body as Nation: Placement, Fracture, and Displacement of ‘Local’ in Mixed-Blood (Hapa) Writing of Hawai’i”

*Theory*

**C.22 Rhetorics of Maternity: Fertility, Childbirth, Adoption**

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

**Chair:** Witt Salley, Southwest Missouri State University, Springfield

**Presenters:** Beth Rapp Young, University of Central Florida, Orlando,  
“Perpetual Children and Invisible Mothers: The Rhetoric of Adoption  
Debates”

JoAnne Matson, University of Arkansas at Little Rock, “Fertile Grounds:  
The Rhetoric of Assisted Reproduction”

Kim Hensley, University of Illinois Urbana-Champaign, “Childbirth Myths:  
Literacy and Birthing Methods”

*Theory*

**C.23 Making Disabilities Matter: The Rhetoric Of Learning Disabilities**

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

**Chair:** Suhail Islam, Nazareth College, Rochester, NY

**Presenters:** Virginia Skinner-Linnenberg, Nazareth College, Rochester, NY  
Daniel Linnenberg, University of Rochester, NY

*Theory*

**C.24 Questioning Author(Ity)**

Hyatt, Third Floor, Frio Room

**Chair:** Rebecca Moore Howard, Syracuse University, NY

**Presenters:** Justin Bain, Syracuse University, NY, “Collaborators and  
Cheaters: Who’s Writing (in) the Center?”

Jonna Gilfus, Syracuse University, NY, “Thieves, Scribes, Apprentices, and  
Authors: Contradiction Enacted through Introductory Textbooks”

Mary Queen, Syracuse University, NY, “The Will to He: Gendering  
Authorship”

Susan Adams, Syracuse University, NY, “The Erotics of Authorship: Writers,  
Bodies, and the Materiality of Language”

Tracy Hamler Carrick, Colby College, Waterville, ME, “Spot Keeps Turning  
Up: E/quality in Authorship(s) and Pedagogy”

*Theory*

**C.25 Felt Sense: Body/Mind Knowing from Concept to Classroom**

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

**Chair:** Tom Newkirk, University of New Hampshire, Durham, NY

**Presenters:** Sondra Perl, Lehman College, Bronx, NY, “Felt Sense and Embodied Knowing”

M. Elizabeth Sargent, University of Alberta, Edmonton, Alberta, Canada, “Felt Sense in the Composition Classroom II”

Charles Schuster, University of Wisconsin-Milwaukee, “Beyond Analysis: Felt Sense and the Dialogics of the Essay”

**Respondent:** Patricia Sullivan, University of Colorado-Boulder

*Theory*

**C.26 Matter = Energy: The Dynamics of Collaborative Epistemology**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Peter Khost, Stony Brook University, NY

**Presenters:** Frank Gaughan, Hofstra University, Hempstead, NY, “E-Flirts;-) The Rhetoric of Courtly ‘Self’ Presentation”

David Hymen, CUNY Graduate Center, New York, NY, “Synesthetic Metaphors: Music and Sequential Narrative as Polyvocal Paradigms”

Bob Lazaroff, CUNY Graduate Center, New York, NY, “Synesthetic Metaphors: Music and Sequential Narrative as Polyvocal Paradigms”

Heather Palmer, Georgia State University, Atlanta, GA, “Desire Matters: The Rhetoric of Textual Being”

Ruth Summar, Georgia State University, Atlanta, GA, “Desire Matters: The Rhetoric of Textual Being”

Peter Khost, Stony Brook University, NY, “E-Flirts;-) The Rhetoric of Courtly ‘Self’ Presentation”

*Practices of Teaching Writing*

**C.27 Repositioning Students: Accessing Alternate Identities**

Hyatt, Third Floor, Blanco Room

**Chair:** Bronwyn T. Williams, University of Louisville, KY

**Presenters:** Rene Prys, University of Louisville, KY, “Computer Access: An Old Question and a New Identity”

Dana Nichols, University of Louisville, KY, “Queering Whiteness: New Student Subjectivities for a Critical Pedagogy”

Carolyn Skinner, University of Louisville, KY, “Playing the Game: Athletic Ways of Learning and Composition”

*Practices of Teaching Writing*

**C.28 The National Writing Project At 30:  
New Challenges, New Approaches**

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

**Chair:** Tom Fox, California State University, Chico

**Presenters:** Elyse Eidman-Aadahl, University of California, Berkeley,  
“Constructing Equity Work in the NWP”

Carol Tateishi, University of California, Berkeley, “No Greatness without  
Diversity:” Critical Conversations in the Bay Area Writing Project”

Judith Rodby, California State University, Chico, “Inquiry Connections:  
Connecting Youth and Community through Technology and Inquiry”

Siobhan Barrett, Chico High School, CA, “Inquiry Connections: Connecting  
Youth and Community through Technology and Inquiry”

*Practices of Teaching Writing*

**C.29 Making Multimedia Matter: Layering Knowledge, Ethos, And  
Literacies In The Composition Classroom**

Hyatt, Third Floor, Pecan Room

**Chair:** Kathleen Ethel Welch, University of Oklahoma, Norman

**Presenters:** Karen Jobe, University of Oklahoma, Norman, “Teaching in  
the Cinemargins with Film, Video, and Computers”

Marsha Keller, Oklahoma City University, Oklahoma City, OK, “Making  
Ethos Matter in the Cinemargins”

Benjamin Harris, University of Oklahoma, Norman, “Conscious Moves:  
Multimedia Literacies That Matter”

*Practices of Teaching Writing*

**C.30 In and Out of “Class”: Repositioning Ourselves and Our  
Discourses So That Literacy Matters**

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

**Chair:** Ira Shor, City of NY Graduate School, New York, NY

**Presenters:** William Macauley, Jr., Mount Union College, Alliance, OH,  
“Of Course, Discourse, and Recourse: Who Is Resisting What?”

Jennifer Beech, University of Tennessee at Chattanooga, “Student Activism,  
Community Literacy, and Class Privilege”

William Thelin, University of Akron, OH, “Honoring Class: Narrative and  
Resistance”

*Practices of Teaching Writing*

**C.31 Helping Students Write from Where They Live:  
Pedagogies of Space and Place**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202B

- Chair:** Carol Hayes, The George Washington University, Washington, DC  
**Presenters:** Jimmy Guignard, University of Nevada, Reno, “Consuming Spaces: Developmental Writers and the Construction of Place”  
Steven P. Salchak, The George Washington University, DC, “Using Place To Facilitate Student Entry into Academic Discourse”  
Carol Hayes, The George Washington University, DC, “Writing from the City: First-Year Students, Washington, DC, and the Pedagogy of Writing from Place”

*Practices of Teaching Writing*

**C.32 Understanding and Conflict in the “Contact Zone”**

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

- Chair:** Patricia Brennan, Clarkson College, Omaha, NE  
**Presenters:** Lori Smith Rios, Texas A&M-Commerce, “Making Contact Zones Matter: Grappling to Negotiate Understanding in Peer-Response Groups”  
Kathy Gehr, College of Charleston, SC, “Texts, Artifacts, and Literature: Teaching Conflict in Advanced Composition”  
Nichole Hamai, University of Hawaii at Manoa, Honolulu, “‘Pidgin’-Holed in the Contact Zone: A Study of Bidialectal First-Year Writers at the University of Hawaii at Manoa”

*Practices of Teaching Writing*

**C.33 All the World Is a Classroom: Online Partnering for Revision  
and Team Assignments at Community Colleges and  
Universities Here and Abroad**

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

- Chair:** Barbara Bell, Santa Barbara Community College, CA  
**Presenters:** Chella Courington, Santa Barbara City College, CA, “Online Partnering of the Community College and University: Revisionary Readers of Primary and Peer Texts”  
Suba Subbarao, Oakland Community College, Auburn Hills, MI, “All the World’s a Classroom: Using E-Pal Projects To Enhance Writing Classes from the US to France and Japan”

*Practices of Teaching Writing*

**C.34 Revising Writing Instruction: Rhetorical Solutions**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Lisa Baird, Texas Christian University, Fort Worth

**Presenters:** Lisa Baird, Texas Christian University, Fort Worth, TX, “Writing in the Field of Vision”

Purna Banerjee, Texas Christian University, Fort Worth, TX, “Teacher Subjectivity: Feminist Theories/Composition Pedagogy”

Brian Fehler, Texas Christian University, Fort Worth, TX, “New Rhetoric/ New Composition: Revisioning the Writing Class”

*Practices of Teaching Writing*

**C.35 Deception In The Classroom**

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

**Chair:** Gordon Harvey, Harvard University, Cambridge, MA

**Presenters:** Faye Halpern, Harvard University, Cambridge, MA, “Deception as a Pedagogical Tool”

Cassandra Horii, Harvard University, Cambridge, MA, “The Student’s Art of Deception”

Tom Jehn, Harvard University, Cambridge, MA, “Polite Deceptions about Academic Labor”

*Practices of Teaching Writing*

**C.36 Expanding the Composition of Learning Communities:  
Our Changing Roles As Interpreters of Culture**

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

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

**Presenters:** Sandra Barnhouse, Rowan Cabarrus Community College, Salisbury, NC, “Learning Together: American Literature II, American History II, and All That Jazz”

Sheldon Wrice, University of Akron, OH, “Piloting an African American Student Learning Community: Strategies for Implementation”

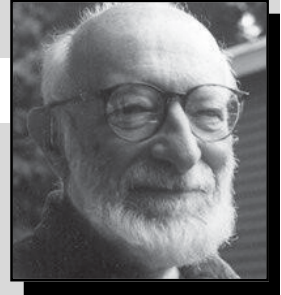
Deborah Wilson, Illinois Central College, East Peoria, “Nobody Here Is Innocent: Cultural Values, Pedagogical Ethics, and the Prison Classroom”

## D Sessions

1:45 p.m.–3:00 p.m.

*Featured Session*

### The Possibilities of Rhetoric, Composition, and English Studies: A Conversation with Robert Scholes



Robert Scholes

Hyatt, Second Floor, Regency Ballroom West

**Moderators:** Richard Fulkerson, Texas A&M University-Commerce, and Jeanne Gunner, Chapman University

For the past two decades, **Robert Scholes** has been one of our most perceptive scholars on the nature of reading and writing, on the relationships between rhetorical, literary, and writing studies, and on the implications of all this for teaching, curricula, and English departments. Scholes is Andrew W. Mellon Professor Humanities Emeritus at Brown University and current president of the Modern Language Association (MLA). He has written 12 books and coauthored six others, most recently *The Rise and Fall of English* and *The Crafty Reader* (both from Yale). *Textual Power* won the David H. Russell Award from NCTE and Mina Shaughnessy Prize from MLA. Among his other books are *The Nature of Narrative*; *The Fabulators*; *Elements of the Essay*; *Elements of Writing*; *Structuralism in Literature*; *Semiotics and Interpretation*; *In Search of James Joyce*; and *Protocols of Reading*. He has edited or coedited another 14 books.

Some of the journals that have published his essays are *Yale Review*, *Georgia Review*, *Shakespeare Quarterly*, *Arizona Quarterly*, *Studies in Bibliography*, *Sewanee Review*, *PMLA*, *James Joyce Quarterly*, *Shenandoah*, *Virginia Quarterly*, *New Literary History*, *TriQuarterly*, *Philological Quarterly*, *Quarterly Review of Film*, *Diacritics*, *Critical Inquiry*, *Iowa Review*, *College English*, *Salmagundi*, *English Education*, *Differences*, *Semiotica*, *American Journal of Semiotics*, and *Pedagogy*. Scholes's many academic honors and awards include the Francis A. March Award for Distinguished Service to the Profession of English, a Guggenheim Fellowship, and a Mellon Fellowship. He was named fellow of the American Academy of Arts and Sciences, served as president of Semiotic Society of America, and served previously on the MLA Executive Council.

This session is conducted as a conversation, with Scholes responding to questions about the nature and futures of reading and writing in the academy. There will be ample opportunities for questions from the audience.



*Composition Programs*

**D.01 Representations of Writing Across the Curriculum:  
Foreshadowing a New Era in Composition Instruction**

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

**Chair:** Patrick Bizzaro, East Carolina University, Greenville, NC

**Presenters:** James Kirkland, East Carolina University, Greenville, NC, “WAC  
in Professional Journals”

Pat Bizzaro, East Carolina University, Greenville, NC, “Representations of  
Writing Across the Curriculum in Textbooks

Resa Crane Bizzaro, East Carolina University, Greenville, NC, “WAC in  
Writing Intensive Course Syllabi”

Philip Adams, East Carolina University, Greenville, NC, “WAC Represented  
in OWLs”

*Theory*

**D.02 How Does Composition Matter?  
Attending (Again) to Student Writing**

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

**Chair:** James Seitz, University of Pittsburgh, PA

**Presenters:** James Seitz, University of Pittsburgh, PA, “Student Writing as  
Subject and Object”

Mariolina Salvatori, University of Pittsburgh, PA, “Reading Students, Reading  
with Students”

David Bartholomae, University of Pittsburgh, PA, “Student Writing as Student  
Writing”

*Composition Programs*

**D.03 How Online Tutoring Matters:  
Benefits of Technology for Students and Tutors**

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

**Chair:** Lee-Ann Kastman Breuch, University of Minnesota, St. Paul

**Presenters:** Lee-Ann Kastman Breuch, University of Minnesota, St. Paul,  
“Online Tutoring as Virtual Peer Review: Focusing Tutoring Response”

Merry Rendahl, University of Minnesota, St. Paul, “Benefits for Online  
Tutors”

Michelle Morley, University of Minnesota, Minneapolis, “Better Writers,  
not Better Papers: Do OWLs Work?”

*Composition Programs*

**D.04 Making Composition Matter: Authentic Assessment of Writing Across A Statewide System Of Higher Education**

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

**Chairs:** Kathryn Fitzgerald, Utah State University, Logan

Brian Huot, University of Louisville, KY

**Presenters:** Stephen Ruffus, Salt Lake Community College, UT, “Getting Started: Collaborative Decision-Making among Nine Writing Program Directors”

Melanie Larsen Jenkins, Snow College, Manti, UT, “Collecting the Data: What Happens On Campus at the Participating Institutions”

Kathryn R. Fitzgerald, Utah State University, Logan, “Evaluating the Writing: Developing Criteria, Training Raters, Organizing and Recording Data, Reporting the Results”

*Composition Programs*

**D.05 Making Composition Matter Again: Re-Inventing Writing Programs**

Hyatt, Third Floor, Frio Room

**Chair:** Jonathan Cullick, Northern Kentucky University, Highland Heights

**Presenters:** John Alberti, Northern Kentucky University, Highland Heights, “Reprogramming the Comp Program: Making Composition Matter Again”

Jonathan Cullick, Northern Kentucky University, Highland Heights, “Directing and Redirecting a Composition Program”

Chris Wilkey, Northern Kentucky University, Highland Heights, “Composing the Study of Literature as Public Intervention”

Angela Hesson, Northern Kentucky University, Highland Heights, “Making Adjuncts Matter: The Part-Timer’s Evolving Role”

*Creative Writing*

**D.06 Coming and Going: Pedagogies of Travel Writing**

Hyatt, Third Floor, Blanco Room

**Chair:** Twila Yates Papay, Rollins College, Altamonte Springs, FL

**Presenters:** Elizabeth Robertson, Drake University, Des Moines, IA, “Letters from Benin”

Eileen Landis-Groom, Embry-Riddle Aeronautical University, Prescott, AZ, “Teaching Nature and Travel Writing in an Aeronautical University”

Twila Yates Papay, Rollins College, Altamonte Springs, FL, “Romancing the Elephant: Reconstructing Travel Writing in an Age of Global Terror”

*Creative Writing*

**D.07 Poetry In Motion: Cultural Argument, Political Syntax, and Transformative Healing**

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

**Chair:** Althea Rhodes, University of Southern Indiana, Evansville

**Presenters:** Stephen Westbrook, SUNY-Albany, NY, “Poetic Persuasion: Teaching Poetry as Cultural Argument”

Lexi Rudnitsky, Columbia University, New York, “Syntacticism: Audre Lorde and the Politics of Syntax”

Mary Knatterud, University of Minnesota, Minneapolis, “A Medical Editor’s Rallying Cry: Remember the Poetry!”

*Practices of Teaching Writing*

**D.08 Composition at the Crossroads:  
Teaching Teachers in an Urban-University Writing Center**

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

**Chair:** Marjorie Chadwick, University of Houston Writing Center, TX

**Presenters:** Julie Chisholm, University of Houston Writing Center, TX, “Composition at the Crossroads: Entrepreneurial in the Contact Zone at a Large Urban-University Writing Center”

Steven Liparulo, University of Houston Writing Center, TX, “Composition at the Crossroads: Entrepreneurial in the Contact Zone at a Large Urban-University Writing Center”

Jenna Terry, University of Houston Writing Center, TX, “Composition at the Crossroads: Entrepreneurial in The Contact Zone at a Large Urban-University Writing Center”

Jennifer Wilson, University of Houston Writing Center, TX, “Composition at the Crossroads: Entrepreneurial in the Contact Zone at a Large Urban-University Writing Center”

*Practices of Teaching Writing*

**D.09 Lessons for Learning Diversity With Writing At Home And Abroad**

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

**Chair:** Tom William, University of Toronto, Ontario, Canada

**Presenters:** Yolanda Sealey-Ruiz, New York University, NY, “Pushed Back to Strength: The Journey Narratives of African American Female Reentry Students”

Elizabeth Herman, Southern Illinois University at Carbondale, “Dialogue on Difference: Writing in a Diverse University”

Dianna Rockwell, Southwestern Illinois College, Granite City, “‘I Never Thought About White Privilege Before’: Does Race Matter?”

*Practices of Teaching Writing*

**D.10 Community Matters: Their Citizenry and Boundaries**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202A

**Chair:** Billie Jones, Penn State Capital College, Schuylkill Haven

**Presenters:** W. Keith Duffy, Penn State Capital College, Schuylkill Haven,  
“Community, Spirituality, and the Writing Classroom”

Teresa Murden, University of Texas at Brownsville, TX, “Language and  
Community on the Border: Negotiating in the Contact Zone”

Billie Jones, Penn State Capital College, Schuylkill Haven, “Language and  
Community on the Border: Negotiating in the Contact Zone”

*Professional and Technical Writing*

**D.11 Writing Professionally for Wider Audiences**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Deborah Brown, University of Central Oklahoma, Edmond

**Presenters:** Pauline Uchmanowicz, State University of New York, New Paltz,  
“Vox Pop: Mass Media Matters”

Charles Paine, University of New Mexico, Albuquerque, “Going  
Entrepreneurial: Setting up a University Writing Service Center for  
Learning and Revenue”

Richard Johnson-Sheehan, University of New Mexico, Albuquerque, “Going  
Entrepreneurial: Setting up a University Writing Service Center for  
Learning and Revenue”

Eric Mason, University of South Florida, Tampa, “‘So You Want To Be a  
Technical Writer?’: Why Composition Matters to Online Gamers”

*Professional and Technical Writing*

**D.12 Service Learning Projects in Professional and Technical Writing**

Hyatt, Third Floor, Pecan Room

**Chair:** Cathy Sayer, Wright State University, Dayton, OH

**Presenters:** Robert McEachern, Southern Connecticut State University, New  
Haven, “‘Can Professional Writing Change the World?’: Making Service  
Learning Matter”

Baotong Gu, Georgia State University, Atlanta, “‘Would You Like Some  
Free Writing Service?’ Making Grant Writing Matter”

Mary Hutchinson, Penn State University, Fogelsville, “Connecting  
Composition and Work through Service Learning”

*Institutional and Professional*

**D.13 The Institution as Genre: Identity and the Politics of Affiliation**

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

**Chair:** Deborah H. Holdstein, Governors State University, University Park, IL

**Presenters:** Paul Puccio, York College of Pennsylvania and UC Berkeley, York, “The Elephant in the Room: The Perils of Institutional Affiliation”  
David Laurence, Modern Language Association, ADE, New York City, “Institutional Distinctions: More Similar Than Different or More Different Than Similar?”

Richard E. Miller, Rutgers University, New Brunswick, NJ, “Identity at the Institutional Interface: Writing an Institutional Autobiography”

Keith Gilyard, The Pennsylvania State University, University Park, PA, “Institutions, Elitism, and the Individual”

Deborah H. Holdstein, Governors State University, University Park, IL, “What They Said”

*Practices of Teaching Writing*

**D.14 Identity Politics, Difference, And Literacies**

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

**Chair:** Jodi Egerton, University of Texas at Austin

**Presenters:** Stanwood Walker, Queens College, CUNY, Flushing, “Identity Politics, Difference, and Literacies”

Amy Washburn, State University of New York at New Paltz, “Identity Politics, Difference, and Literacies”

Patricia Smith, Illinois State University, Normal, “Identity Politics, Difference, and Literacies”

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”

*Theory*

**D.15 Mainstream White Sponsorship Of African American Literacy: Representation, Reconfiguration, and Resistance**

Hyatt, Third Floor, Chula Vista Room

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

**Presenters:** Rashid Robinson, University of Illinois at Urbana-Champaign  
Steve Lamos, University of Illinois at Urbana-Champaign  
Kevin Roozen, University of Illinois at Urbana-Champaign

*Theory*

**D.16 Place, Politics, And Pedagogy: Where Composition Matters**

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

**Chair:** John Tassoni, Miami University-Middletown, OH

**Presenters:** Douglas Reichert Powell, Duke University, NC, “Bull City and Beyond: Teaching at the Intersection of Town and Gown”

Nedra Reynolds, University of Rhode Island, Kingston, “Shaped by Writing Where? Issues of Place and the Harvard Video”

John Mauk, Northwestern Michigan College, Traverse City, “Resistance in the New Geographies of Academia”

**Respondent:** Rich Heyman, University of Minnesota-Morris

*Theory*

**D.17 The Greeks And Their Techniques:**

**Is Classical Rhetoric Relevant to Our Classes?**

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

**Chair:** Tom Hunley, Western Kentucky University, Bowling Green

**Presenters:** Tom Hunley, Western Kentucky University, Bowling Green, “My Big Fat Greek Essay: Classically-Structured Deliberative Rhetoric in the Composition Classroom”

Sandra Giles, Abraham Baldwin College, Tifton, GA, “Generative Forms for Writing Prose: The Greeks Invented That Wheel”

Dale Rigby, Western Kentucky University, Bowling Green, KY, “Keep the Progyrnasmata out of the Red States: A Vituperation”

*Theory*

**D.18 Redefining the “Academic” in “Academic Writing”**

Hyatt, Third Floor, Llano Room

**Chair:** Sharon Robideaux, Grand Rapids Community College, MI

**Presenters:** Kelly Morris Roberts, University of North Carolina–Chapel Hill, “Autobiography as a Scaffold to Student Reflection: Creating Real Connections to Experience through Reflexive Compositions”

Kevin Moberly, University of Louisiana at Lafayette, “‘Is Voice Enough? Is Voice Possible?’ Questioning the Value of Voice as an Empowering Construct in the Composition Classroom”

*Theory*

**D.19 The Ethics of Practice**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Heather Bruce, University of Montana, Missoula

**Presenters:** Lisa Ede, Oregon State University, Corvallis, “Situating Composition: Composition Studies and the Politics of Location”

Anita Helle, Oregon State University, Corvallis, “Theorizing Teaching: Ethics of Practice and Narratives of the Teaching Life”

Cheryl Glenn, Penn State University, University Park, “Who Can Speak—and for Whom?”

*Theory*

**D.20 What’s the Matter of/with Composition?**

**Ecology And Complexity In Four Keys**

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

**Chair:** Lance Massey, University of Illinois at Urbana-Champaign

**Presenters:** Karen Lunsford, University of California-Santa Barbara, “Distributed Argumentative Activity: Redefining Argumentation Across the Curriculum”

Lance Massey, University of Illinois at Urbana-Champaign, “Using Complexity Theory To Bridge the Gap between Cognitive and Social Rhetorics”

Shannon R. Wooden, University of Southern Indiana, Evansville, “Materiality and ‘Multiculturalism’: Cultural Ecology and the Composition Classroom”

Ken Gillam, University of Southern Indiana, Evansville, “An Ecology of Revision: Cooperation, Chaos, and Stewardship”



*History*

**D.21 Making Our Own History Matter:  
Landmark Statements—Thirty Years Later**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202B

**Chair:** Paul Heilker, Virginia Tech, Blacksburg

**Presenters:** Teggin Chamberlain, University of Georgia, Athens, “Zoellner’s Behavioral Conditioning in the First-Year Writing Classroom”

Sarah Allen, University of South Carolina, SC, “When Theory Is Severed from Practice: Splinters of Exploratory Discourse”

Brooke Rollins, University of South Carolina, Columbia, “Of ‘Grammatology’ and Dead Letters: Composition’s Missed Encounter with Deconstruction”

Sheila Carter-Tod, Virginia Tech, Blacksburg, “The Students May Be Changing but the Issues Are Not: On Students’ Rights to Their Own Language”

*Research*

**D.22 Making Classroom Research on Writing Matter: Dialogic Report Forms, Discourse Communities, and Literacy Narratives**

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

**Chair:** Lucille McCarthy, University of Maryland, Baltimore

**Presenters:** Stephen M. Fishman, University of North Carolina, Charlotte, “Dialogic Research Report Forms: Representing Conflict in a Study of Underprepared Writers”

Lucille McCarthy, University of Maryland, Baltimore, “Dialogic Research Report Forms: Representing Conflict in a Study of Underprepared Writers”

Anne Beaufort, SUNY Stony Brook, NY, “Freshman Composition vs. Other Discourse Communities in the Academy: One Student’s Journey”

Tom Newkirk, University of New Hampshire, Durham, NH, “Literacy Narratives: The Attractions of Underlife”



*Practices of Teaching Writing*

**D.23 “Emily” Speaks, Composition Responds:  
Stereotyping Appalachian Students As (Ab)Normal**

Hyatt, Third Floor, Pecos Room

**Chair:** Beverly J. Moss, The Ohio State University, Columbus

**Presenters:** Sara Webb-Sunderhaus, The Ohio State University, Columbus, “That’s What ‘Friends’ Are For? The Case of an Appalachian Student”  
Marcie Reed, The Ohio State University, Columbus, “That’s What ‘Friends’ Are For? The Case of an Appalachian Student”

Nels P. Highberg, University of Hartford, CT, “‘And Their Parents Went to College!’: Web-Based Discussion Sites and Cross-Cultural Interaction”

*Practices of Teaching Writing*

**D.24 Mentoring Dissertations as Teaching Writing**

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

**Chair:** Jane Donawerth, University of Maryland, College Park, MD

**Presenters:** Shirley W. Logan, University of Maryland, College Park, “Preparing Dissertation Writers to Teach 101”

Marie Secor, Penn State University, University Park, PA, “Toward a Pedagogy of Inflection, Exile, and Phronesis”

Jane Donawerth, University of Maryland, College Park, MD, “Listening, Repeating, and Questioning: Language Acquisitions as a Model for Dissertation Mentoring”

Lillian Bridwell-Bowles, University of Minnesota, Minneapolis, “Teaching Graduate Composition: The Dissertation as ‘Real Writing’ and ‘Real Scholarship’”

Wendy Dasler Johnson, Washington State University, Vancouver, “Graduate Students Tell How to Support Their Projects”

Catherine Hobbs, University of Oklahoma, Norman, “Invention and Dissertation— Writing Stories”

*Practices of Teaching Writing*

**D.25 Faithful Pedagogies: Negotiating Spirituality in Composition**

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

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

**Presenters:** Rebecca Ingalls, University of Michigan, Ann Arbor, “Faithful Centers of Invention in Postmodern Practice”

Jill Lamberton, University of Michigan, Ann Arbor, “‘I Can’t Grade This’: Reading Faith in Students’ Essays”

Lindsay Ellis, University of Michigan, Ann Arbor, “Mediating Conflicts of Worldview”

Suzanne Spring, University of Michigan, Ann Arbor, “The Intellectual Work of Faith: Women Writers at Mount Holyoke Seminary”

*Practices of Teaching Writing*

**D.26 Reviving Rhetoric In The Two-Year College**

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

**Chair:** Lynn Quitman Troyka, Queensborough Community College (CUNY)

**Presenters:** Jeff Andelora, Mesa Community College, AZ, “Reviving Rhetoric through Revisiting First-Year Composition Outcomes”

Jonelle Moore, Mesa Community College, AZ, “Reviving Rhetoric through Community-Based Writing and Research”

Susan K. Miller, Mesa Community College, AZ, “Reviving Ancient Rhetorics in the Two-Year College”

Shelley Rodrigo, Mesa Community College, AZ, “Reviving Ancient Rhetorics in the Two-Year College”

*Practices of Teaching Writing*

**D.27 Technology Literacy Matters In Urban And Rural Environs**

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

**Chair:** : Linda R. Peckham, Lansing Community College, MI

**Presenters:** Sharon Mitchler, Centralia College, Olympia, WA, “City Mouse and Country Mouse: Has the Digital Divide Been Bridged?”

Eric Bateman, Great Basin College, Winnemucca, NV, “When Technology Gets in the Way: Meeting the Needs of Students Learning Styles in the Rural, Multisite, Compressed Video Classroom”

Beth Wheeler, Northampton Community College, Stroudsburg, PA, “What Matters Most in Online Composition: Rediscovering the Instructor–Student Relationship”

*Practices of Teaching Writing*

**D.28 Making Texts Public: Students as Intellectual Citizens**

Hyatt, Third Floor, Nueces Room

**Chair:** Van Hillard, Duke University, Durham, NC

**Presenters:** Phillip Troutman, Duke University, Durham, NC, “Historic Stagville: Making Student Texts Part of Public History”

Julie Reynolds, Duke University, Durham, NC, “Communicating Science to the Public”

Anore Horton, Guilford College, Greensboro, NC, “The Essay Collection: Making Student Texts Academic, Authentic, and Public”

Michael Petit, Duke University, Durham, NC, “The Value of Publishing Student Work on the Web”

*Language*

**D.29 Learning To Do Graduate School: Multicultural Perspectives On Writing, Academic Enculturation, And Identity**

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

**Chair:** Paul Kei Matsuda, University of New Hampshire, Durham, NH

**Presenters:** Christine Pearson Casanave, Teachers College Columbia University, Tokyo, Japan “Learning Participatory Writing Practices in Graduate School: Some Perspective-Taking by a Mainstream Educator”

Xiaoming Li, Long Island University, Brooklyn, NY, “Repositioning with Texts: The ‘Tipping Point’ in My Disciplinary Enculturation”

Susana Gonzalez, Purdue University, West Lafayette, IN, “The Dissertation Genre as a Site of Contention”

Gergana Vitanova, University of Central Florida, Orlando, “Negotiating a Professional Identity in Graduate School as a Second Language Speaker”

William Burgos, Long Island University, Brooklyn, NY, “Marginality and Mestizaje in Graduate Education”

*Information Technologies*

**D.30 Techno-Texts And Electronic Environments: Matters of Digital Composition in Three San Antonio Classrooms**

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

**Chair:** Sue Hum, The University of Texas-San Antonio, TX

**Presenters:** Sue Hum, The University of Texas-San Antonio, TX, “Collaboration Matters, Matters of Collaboration: Southern and Hispanic Cyber-Communal Identities in a Material Classroom”

Margaret Batschelet, The University of Texas-San Antonio, “Can I Write with It?: Flash in the Writing Classroom”

Carlos Salinas, The University of Texas-San Antonio, “Configuring San Antonio: Multimedia Compositions in the Classroom and the Community”

*Information Technologies*

**D.31 "If a Tree Falls...":**

**The Impact of Online Publications on Writing Scholarship**

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

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

*Presenters:* Douglas Eyman, Michigan State University, East Lansing,  
"Crunchin' Numbers: Quantitative Methods for Measuring Disciplinary  
Relevance"

Colleen Reilly, University of North Carolina at Wilmington, NC, "Does the  
Data Belie the Rhetoric?: The Citation History of Online Scholarship in  
Print Publications"

Cheryl E. Ball, Michigan Technological University, Houghton, "Strong  
Stories in Digital Scholarship: How Time, Tenure, and Technology Impact  
New and Untenured New Media Faculty"

*Institutional and Professional*

**D.32 From Boardrooms to Classrooms: Ties That Bind Students and  
Faculty to Bottom Lines, to Corporate Ledgers, to Counting Beans**

Hyatt, Second Floor, Regency Ballroom 3

*Chair:* Miriam F. Williams, Texas Tech University, Lubbock

*Presenters:* Lulu C. H. Sun, University of Massachusetts, Dartmouth,  
"Composition Matters: Reinvigorating Reading, Writing, and Critical  
Thinking"

Maureen M. Hourigan, Kent State University, Trumbull, "Composition and  
the Academy: Of Million-Dollar Solutions"

Libby Allison, Texas State University, San Marcos, "Composition and  
Community: Embedding Service Learning as Advocacy in a Technical  
Writing Curriculum"

*Institutional and Professional*

**D.33 Confronting Realities:**

**Student Attitudes, Public Spheres, And Vampire Slayers**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203A

*Chair:* Leisa Belleau, University of Southern Indiana, Evansville

*Presenters:* Miles McCrimmon, J. Sargeant Reynolds Community College,  
Richmond, VA, "High School Students' Writing Attitudes: Implications  
for College Composition"

Cynthia Jeney, Missouri Western State College, St. Joseph, "Composition  
in the Public Sphere: Writing Instruction and the Buffy Syndrome"

Patricia Lynne, North Carolina State University, Raleigh, "K–12 Matters:  
The NCTE and IRA Standards, the No Child Left Behind Act, and  
Postsecondary Silence"

*Institutional and Professional*

**D.34 Theory as Shared Practice:  
Interdisciplinary Models for Teaching Composition**

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

**Chair:** Lori Alden Ostergaard, Illinois State University, Normal

**Presenters:** Jeff Jeske, Guilford College, Greensboro, NC, “Fusing Comp II and History”

Nancy Morrow, University of California, Davis, “Interdisciplinary Models for Research and Teaching in Composition”

Chris Gallagher, University of Nebraska-Lincoln, “Listening and Learning: Composition Theory as Shared Social Practice”

*Institutional and Professional*

**D.35 Conjunctions and Disruptions: Institutional Crossroads**

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

**Chair:** Irene Clark, California State University, Northridge

**Presenters:** Devon Hackelton, California State Polytechnic University, Pomona, “Adjunct Conjunction, What’s Our Function?”

Diane K. Olson, SUNY Albany, NY, “A Reversal of Influence: How Composition Studies Might Transform the ‘Institution’ of Cultural Studies”

Howard Tinberg, Bristol Community College, Fall River, MA, “The Limits of Articulation: The Two-Year College, the Public, and the Disrupted Life”

*Institutional and Professional*

**D.36 Writing Standards: Are They for Everyone?**

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

**Chair:** Dennis Baron, University of Illinois, Urbana-Champaign

**Presenters:** Dennis Baron, University of Illinois, Urbana-Champaign, “Standards: They’re Not for Everyone”

Nancy Shapiro, University System of Maryland, Adelphi, “Parting Veils: Demystifying Standards for High School and College Writing”

Bob Broad, Illinois State University, Normal, “Daddy, Where Do (Should) Standards Come From?”

Greg Colomb, University of Virginia, Charlottesville, “What a Standard Can and Can’t Measure”

## E Sessions

3:15 p.m.–4:30 p.m.

### *Featured Session*

#### **“Education in the Media”**

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

**Chair:** Dennis Baron, University of Illinois at Urbana-Champaign

Faculty and administrators in higher education traditionally have communicated mainly with one another, within a relatively circumscribed nest of discourse communities. We in composition studies have been no exception. In the past few years, however, we have come to recognize, albeit slowly, the vital importance of attending to how educational issues are presented to constituents beyond the academy. It behooves us, then, to understand the experiences and perspectives of people who directly communicate with such audiences. This session provides some of those insights, as two highly accomplished professionals from contrasting backgrounds explain facets of their own work, perhaps including how they develop story ideas, what educational issues they find compelling, what their working practices are, and what faculty might usefully know about higher education in/and the media. Given the complexity of even print journalism, not to mention radio, television, and the Internet, this session does not claim to “cover” all the relationships between education and the media. Instead, the session is designed to stimulate a conversation, with each presenter characterizing their work and offering some ideas, followed by ample discussion.

**Cheryl Fields** is Director of Public Affairs at the National Association of State Universities and Land Grant Colleges, which represents 214 public universities. She also serves as one of four Executive Editors of *Change* magazine, a publication of the American Association for Higher Education. Prior to joining NASULGC, Fields worked 29 years for *The Chronicle of Higher Education*, where her last position was as Associate Managing Editor for the Opinion pages. She revamped those pages to emphasize timely issues and public-policy concerns. At NASULGC, she directs the association’s publication and communication programs, producing a newsletter and several specialized publications, overseeing the association’s Web site, and handling media relations. Her group staffs the Council on University Relations and Development, which represents communications, marketing, and fund-raising professionals on member campuses.

**Sharon Jayson** was an award-winning staff reporter for the *Austin American-Statesman*, where she covered K–12 and higher education issues. She has worked extensively for print, television, and radio media as a reporter, producer, and anchor, including at KVUE-TV and KTBC-TV in Austin, at WFAA Radio in Dallas, and for the Texas State Network in Austin, where she served as Capitol Bureau Chief. Jayson has won the Knight Center Fellowship for Specialized Journalism and the Society of Professional Journalists “Project Sunshine Award” for efforts on behalf of open government. Previously the state chair of an open government advocacy group, Jayson is a longtime member of the Society of Professional Journalists and has served as the organization’s Austin Chapter president.

*Theory*

**E.01 How Composition Matters when Teaching Literature**

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

**Chair:** Claude Mark Hurlbert, Indiana University of Pennsylvania

**Presenters:** Kathleen Dudden Rowlands, Indiana University of Pennsylvania,  
“Stepping Out and Stepping In: What Composition Specialists Take from  
the Writing Classroom to the Literature Classroom”

Carole Bencich, Indiana University of Pennsylvania, “Inhabiting Limits:  
Teaching in the Rich Margins between Composition and Literature”

Lynn Z. Bloom, University of Connecticut, Ashford, “Inside(r) Writing”

*Language*

**E.02 Language Politics and Practices**

Hyatt, Third Floor, Pecan Room

**Chair:** Randall Roorda, Lexington, KY

**Presenters:** Schontal Moore, The University of the West Indies, Mona,  
Jamaica, “Multimedia, Composition, and the Creole Classroom”

Betsy Bowen, Fairfield University, CT, “Making Composition Matter in  
Russia: Initial Steps”

Richard Marback, Wayne State University, Detroit, MI, “Ubuntu as Rhetorical  
Construct in South Africa”

*Institutional and Professional*

**E.03 Audience Matters: Rhetorical Considerations when Implementing  
Digital Portfolios in Classrooms and Institutions**

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

**Chair:** Michael Neal, Clemson University, SC

**Presenters:** Donna Winchell, Clemson University, SC, “Audience Matters:  
Rhetorical Considerations when Implementing Digital Portfolios in  
Classrooms and Institutions”

Michael Neal, Clemson University, SC

*Institutional and Professional*

**E.04 Accounting, Assessment, and Improvement:  
Getting Past Good News to Benefit from the Bad**

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

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

**Presenters:** William Condon, Washington State University, Pullman, “Getting the Good News . . . As Far As It Goes”

Diane Kelly-Riley, Washington State University, Pullman, “It’s Not What We Thought: Implications for Co-exiting Writing and Critical Thinking Assessment Programs”

Jacquelyn Lauer-Glebov, Carleton College, Northfield, MN, “It Really Works: Assessment as Good News”

Carol Rutz, Carleton College, Northfield, MN, “Placement as an Ethical Bind: Useful Bad News”

*Institutional and Professional*

**E.05 Teaching with Technology: Designing, Using, Assessing, and Revising Technological Literacy Modules to Enhance Student Learning in the Writing Classroom**

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

**Chair:** Sibylle Gruber, Northern Arizona University, Flagstaff

**Presenters:** Nancy Barron, Northern Arizona University, Flagstaff, “Advocating Technological Literacy in Writing Courses: Institutional Support”

Peter Wegner, Northern Arizona University, AZ, “Implementing Technological Literacy: From Functional to Critical”

Sibylle Gruber, Northern Arizona University, Flagstaff, “Assessing the Value of Technological Literacy: Changing Perspectives”

*Institutional and Professional*

**E.06 Toward a Defensible Articulation of English Studies**

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

**Chair:** Lori Ostergaard, Illinois State University, Normal

**Presenters:** Lori Ostergaard, Illinois State University, Normal, “‘Everywhere and Nowhere’: Interrogating the Scenes Where We Work”

Jim Nugent, Michigan Technological University, Houghton, “Everything and Nothing: On the Implications of Not Defining English Studies”

Mike Martin, Bradley University, Peoria, IL, “Everyone and No One: On Generality in a Climate of Disciplinary Isolationism”



*Creative Writing*

**E.07 Academic Place Writing:**

**How Institutional Geographies Shape Professional Identity**

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

**Chair:** Jeffrey Buchanan, Youngstown State University, OH

**Presenters:** Jeffrey Buchanan, Youngstown State University, OH, “Academic Place Writing: How Institutional Geographies Shape Professional Identity”  
Rona Kaufman, Pacific Lutheran University, Tacoma, WA, “Academic Place Writing: How Institutional Geographies Shape Professional Identity”  
Jennifer Sinor, Utah State University, Logan, “Academic Place Writing: How Institutional Geographies Shape Professional Identity”

*Creative Writing*

**E.08 Ain't Misbehaving: Creating Writing Matters Too**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202A

**Chair:** Susanne Weil, Whittier College, CA

**Presenters:** Thomas Allbaugh, Azusa Pacific University, Alta Loma, CA, “The Relevance of Stephen King as Writing Teacher: On the Author as a Fiction in *OnWriting*”  
Jason Wirtz, Western Michigan University, Kalamazoo, MI, “Crossroads in Composition and Creative Writing: What Creative Writing Can Offer the Composition Classroom”  
David Starkey, University of California-Santa Barbara, “‘I’m Not Here for the Degree’: Adult Students Finding Community in the Two-Year College Creative Writing Class”

*Professional and Technical Writing*

**E.09 Practical Ethics and Wise Argument: Promoting Leadership by Strengthening the “Professional” in Professional Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202B

**Chair:** Linda LaDuc, SOM, University of Massachusetts, Amherst

**Presenters:** Holly Lawrence, University of Massachusetts, Amherst, “The Classic Isocratean First Step: Using Personal Writing To Identify Ethical Positions and Articulate Leadership Goals”  
Linda LaDuc, SOM, University of Massachusetts, Amherst, “Reactive Versus Proactive Writing: Proposal Writing as Professional Engagement with Real Audiences in Real Communities with Real Problems”

John Catalini, SOM, University of Massachusetts, Amherst, “Tell and Show: Using Business Communication Role-Playing to Create Graphic Scripts for Understanding Leadership”

Dina Friedman, University of Massachusetts, Amherst, “Using Reflective Writing To Build Cross-Cultural Awareness for Business Communication”

*Professional and Technical Writing*

**E.10 Making and Unmaking Organizational Order through Regulatory Texts**

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

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

**Presenters:** Carl Herndl, Iowa State University, Ames, “Shifting Agency: Agency, Kairos, and the Possibilities of Social Action”

Adele Licon, Iowa State University, Ames, “Shifting Agency: Agency, Kairos, and the Possibilities of Social Action”

Dorothy Winsor, Iowa State University, Ames, “Using Texts To Manage Continuity and Change in an Activity System”

Brenton Faber, Clarkson University, Potsdam, NY, “Beyond Narrative: Examining Organizations through Discourse Studies”

*Composition Programs*

**E.11 Does First-Year Composition Matter on the Eve of Graduation? An Attempt to Describe Fourth-Year Writing in Relation to First-Year Writing**

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

**Chair:** Patricia Trautrimas, Midland Lutheran College, Fremont, NE

**Presenters:** Mary Boyle, Midland Lutheran College, Fremont, NE

Susan H. Wood, Midland Lutheran College, Fremont, NE

Patricia Trautrimas, Midland Lutheran College, Fremont, NE

*Composition Programs*

**E.12 Whatever Happened to the Fourth C?:  
FYC, Speech Comm, And Programmatic Change**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Marvin Diogenes, Stanford University, CA

**Presenters:** Clyde Moneyhun, University of Delaware, Newark, “Foreign Relations: Achieving Detente between Composition Studies and Speech Communication”

David Dedo, Stamford University, Birmingham, AL, “Communication Arts at One University: A Five-Year Review”

Tony Lenz, Pennsylvania State University, State College, “Teaching Writing and Speaking in the ‘Learning Edge Academic Program:’ An Instructional Review”

Tim McGee, Philadelphia University, PA, “Reintegrating Speech and Writing: Rhetoric against the Grain”

*Composition Programs*

**E.13 Ways of Knowing:  
Writing-Center Outcomes as Politics, Pedagogy, and Theory**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203A

**Chair:** Jill Pennington, Lansing Community College, MI

**Presenters:** Mary Wislocki, New York University, NY, “Is There a Curriculum in the WC? The Use of Writing Program Outcomes in WC Research”

Joan Hawthorne, University of North Dakota, Grand Forks, “But Do They Use What They Learn? Using Surveys to Study Outcomes”

Roberta Kjesrud, Western Washington University, Bellingham, “Liking as a Way of Knowing: Identifying the Outcomes of Conferencing from Strengths”

*Composition Programs*

**E.14 How Electronic Assessment Programs Construct “Composition”**

Hyatt, Second Floor, Regency Ballroom West

**Chair:** Charles Moran, University of Massachusetts-Amherst

**Presenters:** Anne Herrington, University of Massachusetts-Amherst, “The Brave New World of ‘Composition’”

Beth Ann Rothermel, Westfield State College, MA, “Computer-Supported or Computer-Driven Pedagogy: The Effects of Online Tutorials on the Writing Classroom”

Charles Moran, University of Massachusetts-Amherst, “Write Placer in Place: A Community College Case Study”

*Practices of Teaching Writing*

**E.15 Inventing the Sentence: Sense and Style**

Hyatt, Third Floor, Llano Room

**Chair:** Darrell Fike, Valdosta State University, GA

**Presenters:** Darrell Fike, Valdosta State University, GA, “The Plot Thickens: The Story of a Sentence”

Devan Cook, Boise State University, ID, “The Rhythm Method: Making Sentences Make Sense”

Mark Smith, Valdosta State University, GA, “Syntax and the Self: The Grammar of Ethos”

*Practices of Teaching Writing*

**E.16 Three Perspectives on Composition:**

**How Composition Matters within and outside Academia**

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

**Chair:** Pamela Childers, The McCallie School, Chattanooga, TN

**Presenters:** Michael Pemberton, Georgia Southern University, Statesboro, “Collecting (and Spreading) the Good Word . . . about Writing”

Glenda Conway, University of Montevallo, AL, “Making Composition Matter to Students”

Pamela Childers, The McCallie School, Chattanooga, TN, “Writing to the Max and More: Why Writing Matters to Us and Our Students”

*Practices of Teaching Writing*

**E.17 Some Days the Bear Gets You:**

**Using Cautionary Tales to Make Teaching and Writing Matter**

Hyatt, Third Floor, Chula Vista Room

**Chair:** Gary Hatch, Brigham Young University, Provo, UT

**Presenters:** Deborah Dean, Brigham Young University, Provo, UT, “Shaping Writing Behavior through Teachers’ Stories”

Penny Bird, Brigham Young University, Provo, UT, “Creating a Writing-Center Culture through Stories of Teaching”

Gary Hatch, Brigham Young University, Provo, UT, “Representing Teaching to New Instructors through Collected Stories of Teaching”

*Practices of Teaching Writing*

**E.19 Inquiry And Argument:**

**Tools for Individual Discovery, Analysis, and Growth**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203B

**Chair:** Tom Newkirk, University of New Hampshire, Durham

**Presenters:** Paul Saint-Amand, SUNY-Potsdam College, “Inquiry: The Hub  
in the Wheel of Democratic Spirit”

Barbara Krieger, SUNY-Potsdam College, “Inquiry, Argument, and the  
Process of Change”

Michael Basseches, Suffolk University, Boston, MA, “Dialectical Reasoning:  
A Tool for Engaging an Ever-Growing Community of Voices”

*Practices of Teaching Writing*

**E.20 Writing for Evaluation: Reflexivity in Student Writing**

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

**Chair:** Robert O’Brien Hokanson, Alverno College, Milwaukee, WI

**Presenters:** Amy Martin, Pace University, Pleasantville, NY, “Making  
Reflecting Matter: Using Graded Reflective Writings as a Means to  
Critique the Grading of Writing”

Olin Bjork, University of Texas at Austin, “Teaching Critical Hearing and  
Writing with Redundant Audio”

Monika Hogan, University of Massachusetts, Amherst, “Composing That  
Matters: Writing about Bodies in the First Year”

*Practices of Teaching Writing*

**E.21 Making Reading Matter: Engaging ESL and Developmental  
Students and Promoting Writing Proficiency**

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

**Chair:** Jane Wagoner, Wilbur Wright College, Chicago, IL

**Presenters:** Jane Wagoner, Wilbur Wright College, Chicago, IL, “Making  
Reading Matter: Engaging ESL and Developmental Students and  
Promoting Writing Proficiency”

Kim Knutson, Wilbur Wright College, Chicago, IL, “Cognitive Research on  
the Reading/Writing Connection”

Susan Grace, Wilbur Wright College, Chicago, IL, “Principles and Practices  
for Incorporating Reading into the Writing Classroom”

John Mintier, Wilbur Wright College, Chicago, IL, “The Internet as a Tool in  
Transforming Students into Readers and Writers”

Harriet Rosenman, Wilbur Wright College, Chicago, IL, “Making the  
Transition: ESL and Developmental Readers in Literature Classes”

*Practices of Teaching Writing*

**E.22 The Dark Matters of Composition: Experiencing Service, Research, Global Citizenry, and Identities as Routes into Mystery**

Hyatt, Third Floor, Frio Room

**Chair:** Sherri Winans, Whatcom Community College, Bellingham, WA

**Presenters:** Robert Davis, Eastern Oregon University, La Grande, OR, “Metamorphic Ambiguities: Combining Research, Internships, Community Service, and Study Abroad”

Nancy Knowles, Eastern Oregon University, La Grande, OR, “Real World as Murder Mystery: Volunteer Writing”

Mark Shadle, Eastern Oregon University, La Grande, “Behind the Veils of Self: Dreamtrip Multiwriting”

Jennifer Bullis, Whatcom Community College, Bellingham, WA, “Hybrid Forms of Experience: Certainty and Mystery in Poetic Essays”

*Practices of Teaching Writing*

**E.23 Composition With the Community: writing for Advocacy**

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

**Chair:** Mindy Wright, The Ohio State University, Columbus

**Presenters:** Shawna Green, The Ohio State University, Columbus, “Tutoring Adult Learners in Composition Skills”

Mindy Wright, The Ohio State University, Columbus, “Composition and Money Matters”

*Practices of Teaching Writing*

**E.24 Bending the Rules: When Basic Writers Leave College**

Hyatt, Third Floor, Blanco Room

**Chair:** Linda Rubel, Rochester Institute of Technology, NY

**Presenters:** Linda Rubel, Rochester Institute of Technology, NY

Rose Marie Toscano, Rochester Institute of Technology, NY

Eileen Biser, Rochester Institute of Technology, NY

*Theory*

**E.25 Reworlding Composition: Intersecting Indigenista, Indohispana/O, and Mexican American Literacies**

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

**Chair:** Jaime Armin Mejia, Southwest Texas State, San Marcos

**Presenters:** Dora Ramirez-Dhoore, University of Texas-Pan American, Edinburg, “Negotiating Rhetoric through Emma Perez’s ‘Strategic Essentialism’”

Damian Baca, Syracuse University, NY, “ReWorlding Composition: IndoHispana/o Literacies and Global Designs”

Patricia Trujillo, University of Texas, San Antonio, “It’s Been Four Hundred Years! Can’t They Speak English Yet?: Developing a Composition Mestizaje for Students Negotiating Multiple Languages”

*Theory*

**E.26 What’s the Matter with Whiteness?: On Seeing the Interface**

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

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

**Presenters:** Kathleen Ethel Welch, University of Oklahoma, Norman, “Who made Aristotle White?”

Krista Ratcliffe, Marquette University, Milwaukee, WI, “The Matter of Whiteness”

Laura Gurak, University of Minnesota, St. Paul, “Values of Whiteness and Other Features of Composing Technologies”

Michelle Kendrick, Washington State University, Vancouver, “Whiteness and Interface Design”

*Theory*

**E.27 Making Rhetoric Matter:  
The Classroom as Site for Cultural Critique and Production**

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

**Chair:** Janice Lauer, Purdue University, West Lafayette, IN

**Presenters:** Donald Lazere, University of Tennessee, Knoxville, “Academic Discourse as a Site of Civil Discourse and Cultural Critique”

Mary Jo Reiff, University of Tennessee, Knoxville, “Classrooms as Sites of Critique and Change”

Janet Atwill, University of Tennessee, Knoxville, “The Rhetorical Situation as a Site of Critique and Invention”

Anis Bawarshi, University of Washington, Seattle, “Genres as Sites of Invention”

*Theory*

**E.28 Making Bodies Matter:**

**Disability, Experience, and Accessing the Writing Classroom**

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

**Chair:** Brenda Jo Brueggemann, The Ohio State University, Columbus

**Presenters:** Amy Vidali, University of Washington, Seattle

Margaret Price, University of Massachusetts-Amherst

Wendy Chrisman, Ohio State University, Columbus

*Theory*

**E.29 Composing New Literacies**

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

**Chair:** Elaine Richardson, Pennsylvania State University, State College

**Presenters:** Aesha Adams, Pennsylvania State University, State College, “‘As the Spirit Gives Utterance’: Language and Literacy Practices of Black Women Preachers”

Rosalyn Collings, Pennsylvania State University, State College, “Cooking Up Stories, Composing Identities: The Black Family Reunion Cookbooks and African American Women’s Literacies”

Melvette Melvin, Pennsylvania State University, State College, “‘What Shall I Tell My Children Who Are Black’? Literacy, Achievement, and African American Children’s Literature”

*Practices of Teaching Writing*

**E.30 Women’s Political Rhetoric**

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

**Chair:** Brenda Aghahowa, Chicago State University, IL

**Presenters:** Heather Graves, DePaul University, Chicago, IL, “The Women’s Parliament: Political Oratory, Humor, and Persuasion”

Brenda Aghahowa, Chicago State University, IL, “Black Women’s Political Rhetoric and Metaphors of the Feminine”



*History*

**E.31 Composing Ancient Greek Rhetoric(s):  
Medicine, Sculpture, Romance, Comedy**

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

**Chair:** Michelle Ballif, The University of Georgia, Athens

**Presenters:** Ellen Quandahl, San Diego State University, CA, “Hippocrates,  
Medicine, and Rhetoric in the 5th Century”

Michelle Ballif, The University of Georgia, Athens, “The Rhetorical Text  
and/as the Beautiful Body”

Jeffrey Walker, Emory University, Atlanta, GA, “Mime, Comedy, Sophistry:  
Speculations on the Origins of Rhetoric”

Susan Jarratt, University of California at Irvine, “The De-Composition of  
Rhetoric in ‘Heliodorus Ethiopian’ Story”

*Practices of Teaching Writing*

**E.32 Writing in/for Film and Media Studies**

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

**Chair:** Kristy Hodson, California State Polytechnic University, Pomona

**Presenters:** David Smit, Kansas State University, Manhattan, “Writing about  
Film”

Brenda Helmbrecht, Miami University, Oxford, OH, “‘If I Could Drink It, I  
Would’: Confronting a Mediatized Addiction”

Catherine C. Braun, The Ohio State University, Columbus, “From Desk Set  
to Desktop: Web-Based Discussion and a Graduate Film-Studies Course”

*Information Technologies*

**E.33 Online Classes: The Focus Is On Students**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Susan Warren, Widener University, Chester, PA

**Presenters:** Bill Endres, University of Arizona, Tucson, “Rethinking What  
It Means to Compose: Effects of Students’ Use of New Multimedia  
Software on the Teaching of Writing”

Ellen Evans, Boston College, MA, “What Happens When Students Read  
and Compose Electronic Texts? Using Rosenblatt’s Transactional Theory  
of Reading to Examine Student”

Jeanne Villareno Po, Boston College, MA, “What Happens When Students  
Read and Compose Electronic Texts? Using Rosenblatt’s Transactional  
Theory of Reading to Examine Student”

Dylan Dryer, University of Wisconsin–Milwaukee, “Can the Online Student  
Speak?”

Keith Grant-Davie, Utah State University, Logan, “Online Students, Online  
Classes: Complicating the Labels”

*Information Technologies*

**E.34 Surfers, Cyber-Fans, and Netizens: Lands of the Lost Literacies**

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

**Chair:** Karl Stolley, Purdue University, West Lafayette, IN

**Presenters:** Bridget Fahey Ruetenik, Purdue University, West Lafayette, IN, “Scratching Our Heads: Confusion as Heuristic in Multimedia/ed Composing”

Patricia Sullivan, Purdue University, West Lafayette, IN, “Barbarians at the Gates: Teenage Fan Fiction on the Web”

Nicole Brown, Western Washington, Bellingham, “Why Are We Still Here, Creating Our Scene?: Pondering ‘Community’ and Other Common Metaphors Online”

*Research*

**E.35 No Student Left Unresearched: Facing Ethical, Methodological, and Theoretical Concerns When Researching K–12 Portfolio Writing**

Hyatt, Third Floor, Nueces Room

**Chair:** Christopher Ervin, University of Louisville, KY

**Presenters:** Katherine V. Wills, Indiana University/Purdue University, Columbus, IN, “First, Do No Harm: Ethical Considerations When Researching K–12 Minors and Their Writing”

Monica Luebke, University of Arkansas-Ft. Smith, “Truth and Consequences: What Students Can Tell Us about Portfolio Assessment”

Anthony Edgington, University of Louisville, KY, “Out of the Mouths of Babes: Understanding Current Validity Theory’s Relationship to K–12 Research”

*Institutional and Professional*

**E.36 Composition and English Education: Making Connections that Matter**

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

**Chair:** Kia Richmond, Northern Michigan University, Marquette

**Presenters:** Kia Richmond, Northern Michigan University, Marquette, “Using Composition Theory to Teach English Education: Considering Epistemology”

Jonathan Bush, Western Michigan University, Kalamazoo, “Theory and Practice in the Writing ‘Methods’ Course: Seeking a Balance”

Janet Alsop, Purdue University, West Lafayette, IN, “Preparing High School Students and Their Teachers: What Are the ‘Standards for Success?’”

Kilian McCurrie, Columbia College, Chicago, IL, “Using Writing to Promote Reflective Practice during Student Teaching”

## F Sessions

4:45 p.m.–6:00 p.m.

### *Featured Session*

### **Privat(ized) Writing: The Struggle for Rhetorical Space in a Post-Publicity Era**

Hyatt, Second Floor, Regency Ballroom West

**Chair:** Tom Kent, Utah State University, Logan

This roundtable extends the field's discussions about the problems of the personal by considering that the problem we and our students face is not that we have too little privacy but, increasingly, too much. Lil Brannon, Mary Ann Cain, Michelle Comstock, and Nancy Welch outline the impact of neo-liberal privatization and legislation on access to public space and public voice. They examine how some feminist rhetorics can be complicit in the privatization of writing. They also demonstrate how women rhetors simultaneously struggle to claim public space and refigure the rhetorical performances permitted in that space.

**Lil Brannon** teaches courses in writing and English education at the University of North Carolina at Charlotte. She has published with Cy Knoblauch *Critical Teaching and the Idea of Literacy* (Heinemann) and *Rhetorical Traditions and the Teaching of Writing* (Heinemann–Boynton/Cook).

**Mary Ann Cain** teaches courses in writing and writing pedagogy, rhetoric, and women's studies at Indiana University–Purdue University–Fort Wayne. Recent publications include an article in *College English* and book chapters in *A Way to Move: Rhetorics of Emotion and Composition Studies* and *Classroom Space(s) and Writing Instruction*.

**Michelle Comstock** teaches courses in rhetoric and multimedia at the University of Colorado at Denver. Her published work focuses on issues of embodiment, gender, and technology. Currently, she is co-writing a service-learning textbook, *Writing in Public*, and developing a book-length project on writing and spectatorship.

**Nancy Welch** teaches courses in writing, rhetoric, and women's studies at the University of Vermont. Her current book project has the working title *Living Room: Teaching Public Writing in a Post-Publicity Era*.



Lil Brannon



Mary Ann Cain



Michelle Comstock



Nancy Welch

*Creative Writing*

**F.01 Teaching and Writing the Nonfiction of Place**

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

**Chair:** Robert Root, Central Michigan University, Mt. Pleasant

**Presenters:** Robert Root, Central Michigan University, Mt. Pleasant,  
“Entering Place in Time and Text”

Elizabeth Latosi-Sawin, Missouri Western State College, St. Joseph, “Living  
and Writing in the Round”

Karen Uehling, Boise State University, ID, “The Flow of River Writing: A  
Nonfiction of Place”

*Professional and Technical Writing*

**F.02 Taking It Personally: Identity Matters In Workplace Writing**

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

**Chair:** Aaron Toscano, University of Louisville, KY

**Presenters:** Aaron Toscano, University of Louisville, KY, “Anecdotes and  
Office Space: One Instructor’s Incorporation of Personal Workplace  
History into the Professional Writing Class”

Rick Carpenter, University of Louisville, KY, “Making It Personal: Assertion  
of Individualistic Composing Strategies in Workplace Writing Practices”

Anne-Marie Pedersen, University of Louisville, KY, “(Mis)Guiding Students:  
Representations of Professional Writing in Online Career Guides”

*History*

**F.03 Making Other Conversations Matter:**

**Women’s Pragmatic Rhetoric On The Margins Of Power**

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

**Chair:** Kate Ronald, Miami University, Oxford, OH

**Presenters:** Dottie Broaddus, Arizona State University West, Phoenix,  
“Matters of Identity and Strategy Argument: Julia Ward Howe’s Pragmatic  
Rhetoric of Reform”

Hephzibah Roskelly, University of North Carolina-Greensboro, “Matters of  
Voice and Strategic Power: Alice James’s Pragmatic Rhetoric of Silence”

Kate Ronald, Miami University, Oxford, OH, “Matters of Influence and  
Strategic Action: Jane Addams’s Pragmatic Rhetoric of Work”

*Research*

**F.04 Rhetorical Treatments: Languages of Disease and the Composition of Public Health**

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

**Chair:** Kimberly Emmons, Case Western Reserve University, Cleveland, OH

**Presenters:** Barbara Heifferon, Clemson University, SC, “The New Smallpox: An Epidemic of Words?”

Cristina Bresch, University of Minnesota, St. Paul, “Psychopharmaceutical Advertising and Its Schizophrenic Audience”

Kimberly Emmons, Case Western Reserve University, Cleveland, OH, “Empowered Consumers? The Influence of Symptoms Lists for Depression”

*Theory*

**F.05 Cognition and Composition: Insights from Brain Research**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202A

**Chair:** Virginia Jones, University of North Carolina, Pembroke

**Presenters:** Paullett Golden, Texas A&M University-Commerce, “Bridging the Gap: Whether Writing, Learning, or Composing the Stages of Life, the Brain Matters”

Stephen Adkison, Idaho State University, Pocatello, “The Brain, Neural Connections, and Composition: Writing Pedagogies and Long-Term Learning Patterns”

Joseph Bizup, Columbia University, New York, NY, “Negotiated Teaching: Cognitive Rhetoric in a Constructionist World”

*Practices of Teaching Writing*

**F.06 “Can You Hear Me Now?”:  
The Effects of Proximity on Class Discussion**

Hyatt, Third Floor, Nueces Room

**Chair:** Deborah Rossen-Knill, University of Rochester, NY

**Presenters:** Tina Giovanielli, University of Rochester, NY, “Warm Bodies: How Physical Proximity Alters in-class Discussion”

Brian O’Sullivan, University of Rochester, NY, “There Is Only There: The Shift of Proximity in Online Discussion”

Deborah Rossen-Knill, University of Rochester, NY, “How Proximity Affects Speaking Strategies and Social Dynamics of Discussion”

*Practices of Teaching Writing*

**F.07 Composing Activism: Queer Pedagogies for Diverse Classrooms**

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

**Chair:** Barclay Barrios, Rutgers University, New Brunswick, NJ

**Presenters:** Barclay Barrios, Rutgers University, New Brunswick, NJ, “The Queer Action Horizon: Imagining the Student as Political Actor”

Clifton Justice, California State University-Northridge, “Queer Theory and Composition: Something More Than Talk”

Brad Peters, Northern Illinois University, DeKalb, “Composing Queer Responses to Excitable Speech: A Pedagogy of LGBT Advocacy and Citizenship”

Diana Swanson, Northern Illinois University, DeKalb, “Composing Queer Responses to Excitable Speech: A Pedagogy of LGBT Advocacy and Citizenship”

Sushil Oswal, University of Hartford, West Hartford, CT, “Homophobic Projections toward the Alien Other: A Narrative of Challenged Preconceptions and Unfulfilled Expectations”

*Practices of Teaching Writing*

**F.08 Moving Beyond the Classroom:  
Innovative First-Year Writing Pedagogies**

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

**Chair:** Amy Hodges, Florida State University, Tallahassee

**Presenters:** Deborah Coxwell-Teague, Florida State University, Tallahassee, “Creating First-Year Writing Pedagogies That Matter”

Amy Hodges, Florida State University, Tallahassee, “Life and Loss Composed in a First-Year Writing Classroom”

Kate Brown, Florida State University, Tallahassee, “Teaching Students Common ‘Sense’: An Investigation of Multiple-Literacies Pedagogy”

Jay Szczepanski, Florida State University, Tallahassee, “Choose Your Own Adventure in the Twenty-First Century Writing Classroom”

**F.09 Returning to the Theme for English B:  
We Went Home and Wrote a Page**

Hyatt, Third Floor, Frio Room

**Chair:** Lin Prisbrey, Coe College, Cedar Rapids, IA

**Presenters:** Serena Beetner, Coe College, Cedar Rapids, IA

Andrea Olson, Coe College, Cedar Rapids, IA

Lisa Piskor, Coe College, Cedar Rapids, IA

Lin Prisbrey, Coe College, Cedar Rapids, IA

*Practices of Teaching Writing*

**F.10 It Takes a University to Raise a Good Writer: Making Composition Matter Beyond the Composition Classroom**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Rachelle Smith, Emporia State University, KS

**Presenters:** Sally Turner, Emporia State University, KS, “‘Get Me Rewrite!’—How Composition Matters to the Training of Journalists”

Susan Kendrick, Emporia State University, KS, “‘What’s the Matter Now?’: Employing Composition Skills in the Shakespeare Classroom”

Rachelle Smith, Emporia State University, KS, “Something To Talk About: Using Fundamental Composition Theory to Aid Colleagues in the Teaching of Writing”

*Theory*

**F.11 The Shifting Positions of Hermeneutics in Composition**

Hyatt, Third Floor, Blanco Room

**Chair:** Joe Hardin, Northwestern State University, Natchitoches, LA

**Presenters:** Max Shelton, Northwestern State University, Natchitoches, LA, “The Meaning of Hermeneutics: Exploring the Dynamic Dance between Critical Thought and Text”

James Darrin Campbell, Northwestern State University, Natchitoches, LA, “The Arena for Meaning-Making: The Role of Hermeneutics in the Composition Classroom”

Shane Padraic Erath, Northwestern State University, Natchitoches, LA, “The Tao of Hermeneutics: Showing Students ‘The Way’ of Expressing Meaning in Creative Works”

*Theory*

**F.12 Multigenre Theory: Some Applications and Interrogations**

Henry B. Gonzalez Convention Center, Concourse Level, Room 202B

**Chair:** Donald K. Pardlow, Floyd College, Rome, GA

**Presenters:** Julie Gates, Angelo State University, San Angelo, TX, “Using Multigenre Theory as a Foundation for Teaching Writing in the Disciplines”

Kathleen Geissler, Michigan State University, East Lansing, “Multigenre Writing and Views of Genre”

Rebecca Taylor, Gustavus Adolphus College, St. Peter, MN, “When Students Draw the Maps and Genre Drives the Bus: Matters of Form in Three Writing Classes”

*Theory*

**F.13 African American Interventions:  
Professional Development, Audience, and Social Class**

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

**Chair:** Mary P. Sheridan-Rabideau, Rutgers University, The State University of New Jersey, New Brunswick, NJ

**Presenters:** Coretta Pittman, Baylor University, Waco, TX, “Confessions of a Composer: Role Reversal and Professional Development”

Ilene Crawford, Southern Connecticut State University, New Haven, “‘A Grief of Distortions’: Black Materialist Feminist Theories of Audience”

Mary P. Sheridan-Rabideau, Rutgers University, The State University of New Jersey, New Brunswick, NJ, “Talking Back from the Booty: ‘Revolution,’ Social Action, and Compositions That Matter”

*Practices of Teaching Writing*

**F.14 Making Future Citizens through Service Learning**

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

**Chair:** Edith Baker, Bradley University, Peoria, IL

**Presenters:** Patricia Worrall, Gainesville College, GA, “‘But I’ve Lived Here All My Life’: Community, Culture, and Composition”

Lissa Holloway-Attaway, Georgia Institute of Technology, Atlanta, “But What Does It Really Matter to Me?: Community, Culture, and Composition”

Lisa McNair, Georgia Institute of Technology, Atlanta, “If Everyone Believes We Need Good Citizenship, What’s the Problem?”

*Practices of Teaching Writing*

**F.15 Academic English as a Foreign Language:  
Helping Students Crack the Code**

Hyatt, Third Floor, Llano Room

**Chair:** John Hyman, American University, Washington, DC

**Presenters:** Glenn Moomau, American University, Washington, DC, “Force or Discourse: The Place of Rhetoric in an Empire”

Cynthia Bair Van Dam, American University, Washington, DC, “Consenting Adults: Peer Grading by Consensus”

Lacey Wootton-Don, American University, Washington, DC, “Taking on the Trappings without Being Trapped: Boundary Exploration and Academic Writing”



*Information Technologies*

**F.16 Technologies of (Hyper)Textual Spaces**

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

**Chair:** George Diamond, Moravian College, Bethlehem, PA

**Presenters:** Robert Milde, Eastern Kentucky University, Richmond, KY,  
“How English Scholarship Can Shape the Futures of Hypertext and  
Hypermedia”

Dene Grigar, Texas Woman’s University, Denton, “A Theory for Online  
Archives of Print-Based Writing”

John Barber, University of Texas at Dallas, “A Theory for Online Archives  
of Print-Based Writing”

John Schwartz, University of Texas at Austin, “MOOseum Composition:  
Museums as Instruments of Identity-Formation and Cultural Politics”

*Information Technologies*

**F.17 Computer-Mediated Writing Instruction: Tools and Media**

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

**Chair:** Catherine Mikell, University of South Carolina, Columbia

**Presenters:** Lisa Meloncon Posner, University of South Carolina, Columbia,  
“‘You Say You Want a Revolution’: Rhetoric of Inquiry and (Re)Presenting  
Hypertext in the Writing Classroom”

Sarah E. Davidson, University of North Carolina at Charlotte, “‘You Say  
You Want a Revolution’: Rhetoric of Inquiry and [Re]Presenting Hypertext  
for the Writing Classroom”

Julia Romberger, Purdue University, West Lafayette, IN, “Interfacial  
Pedagogy: Teaching Students the Rhetoric of the Interface”

Carl Whithaus, Old Dominion University, Norfolk, VA, “Computational  
Linguistics and Composition: A Double Logic of Media and Tools?”

*Institutional and Professional*

**F.18 WAC, WID, and Writing Instruction:  
Making Composition Matter in the Disciplines**

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

**Chair:** Richard Miller, Rutgers University, New Brunswick, NJ

**Presenters:** Michael Cripps, Rutgers University, New Brunswick, NJ,  
“Seeding WAC: How TA Assignments in Composition Prepare Emerging  
Ph.D.s Across the Disciplines”

Joseph Harris, Duke University, Durham, NC, “Writing Outside the  
Disciplines, or, Thinking like a Program”

Martha Townsend, University of Missouri-Columbia, “WAC/WID TA Work  
as More Than Just Grading: How Do Cross-Disciplinary TAs Value  
Writing?”

*Institutional and Professional*

**F.19 Sustainable Studies: How Three Grant-Funded Collaborations Make Writing Matter in the Sciences**

Hyatt, Third Floor, Pecan Room

**Chair:** Christy Friend, University of South Carolina, Columbia

**Presenters:** Deaver Traywick, University of South Carolina, Columbia, “Full Partners: Institutionalizing MARSci Nationwide”

Sara McCorkendale, University of South Carolina, Columbia, “Engineering Effective Communication: Guiding the Research Communications Studio into the Future”

Kim Becnel, University of South Carolina, Columbia, “Writing the Environment: A Collaboration to Make Composition and the Environment Matter”

Jon C. Pope, University of South Carolina, Columbia, “Writing the Environment: A Collaboration to Make Composition and the Environment Matter”

*Institutional and Professional*

**F.20 Working Conditions = Learning Conditions: Graduate Employee Unions, Advocacy, and Making Composition Matter**

Henry B. Gonzalez Convention Center, Concourse Level, Room 203A

**Chair:** Kelly Kinney, Grand Valley State University, Allendale, MI

**Presenters:** April Herndon, Michigan State University, East Lansing, “A New Kind of Distance Learning? College Composition, Classroom Size, and Compromise”

Jennifer Nichols, Michigan State University, East Lansing, “Byting to Stay Alive: Intellectual Property Rights and the Factory-Farm Method of Composition”

Scott Henkel, Michigan State University, East Lansing, “The Eight-Hour Workday?: Negotiating Academic Work Time as a Graduate Employee”

*Institutional and Professional*

**F.21 Economies of Composition**

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

**Chair:** Robert Schwegler, University of Rhode Island, Kingston

**Presenters:** Joyce Neff, Old Dominion University, Norfolk, VA, “Political Economies of Composition”

Robert Schwegler, University of Rhode Island, Kingston, “Creating Faculty: The Habitus of English and the Habitus of Composition”

*Language*

**F.23 Second Language Writers in the Writing Center**

Hyatt, Third Floor, Chula Vista Room

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

**Presenters:** Gigi Taylor, Purdue University, West Lafayette, IN, “Examining the Writing Center ESL Tutorial Literature”

Laurel D. Reinking, Purdue University, West Lafayette, IN, “Investigating the Dynamics of the ESL Writing Tutorial”

*Composition Programs*

**F.24 Undergraduate Composition Matters**

Hyatt, Third Floor, Pecos Room

**Chair:** Karl Stolley, Purdue University, West Lafayette, IN

**Presenters:** Nancy DeJoy, Millikin University, Decatur, IL, “From Consumer to Participant: Recomposing Undergraduate Composition Students”

Katie Malcolm, University of Wisconsin-Milwaukee, “Transposing Undergraduate Literacy Work with Theories in Rhetoric and Composition”

Erica Friscaro, University of St. Thomas, Minneapolis, MN, “Students Shaping Discipline: Undergraduate Instruction and the Transformation of Professional Identities”

*Composition Programs*

**F.25 Students as Citizens: Developing and Assessing Models for Civic Engagement and College Writing**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Karyn Hollis, Villanova University, PA

**Presenters:** Tom Deans, Haverford College, PA, “Assessing Service-Learning and Writing Across Institutions”

Alexander Friedlander, Drexel University, Philadelphia, PA, “Evaluating the Importance of Curricular Change in Making Students Better Citizens”

William Lalicker, West Chester University, PA, “Making Service-Learning Matter for the Institution’s Mission”

**Respondent:** Charlie McCormick, Cabrini College, Wayne, PA

*Practices of Teaching Writing*

**F.26 Why Subject Matter Matters:  
The Cases of Science, Civics, and Literature**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203B

**Chair:** Michael Zerbe, York College of Pennsylvania

**Presenters:** Dominic Delli Carpini, York College of Pennsylvania, “Banning the Poet, from Plato to Pragmatism”

Owen Rogal, St. Ambrose University, Davenport, IA, “Discourse Communities that Matter”

Michael Delli Carpini, Annenberg School of Communication, University of Philadelphia, PA, “The Fourth C: Mass Communication as Subject Matter for Composition”

Michael Zerbe, York College of Pennsylvania, “Ducking the Dominant Discourse: Composition Studies and the Rhetoric of Science”

*Practices of Teaching Writing*

**F.27 “Facing History and Ourselves” in a Composition Course:  
The Transformative Possibilities of Connecting Holocaust  
Education and the Study of Literature**

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

**Chair:** Jan Zlotnik Schmidt, SUNY New Paltz, NY

**Presenters:** Jan Zlotnik Schmidt, SUNY New Paltz, NY, “The ‘Facing History’/Composition Connection”

Radmila Genyuk, SUNY New Paltz, NY, “Extending the Universe of Obligation”

Lynne Crockett, SUNY New Paltz, NY, “Connections to a Post 9/11 World”

*Practices of Teaching Writing*

**F.28 Teaching Research Writing: A Look Across Disciplines**

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

**Chair:** Kirk St. Amant, James Madison University, Harrisonburg, VA

**Presenters:** Pavel Zemliansky, James Madison University, Harrisonburg, VA, “The Current State of Research Writing Instruction in First-Year and Advanced Composition”

Kirk St. Amant, James Madison University, Harrisonburg, VA, “Research Writing, Globalization, and Intercultural Communication”

Helen Constantinides, University of Minnesota, St. Paul, “The Role of Research in Teaching Students the Realities of Industry and Business Environments”

*Practices of Teaching Writing*

**F.29 Between Sympathy and Surveillance: The Ethics of Mentoring Writing Instructors**

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

**Chair:** Mary Trachsel, University of Iowa, Iowa City

**Presenters:** Mary Trachsel, University of Iowa, Iowa City, “Panopticism or Just Paying Attention?”

Carol Severino, University of Iowa, Iowa City, “Age, Experience, Wisdom, and Folly: Complicating Good-Faith Mentoring Relationships”

Emily Hall, University of Wisconsin, Madison, “Mentoring and Monitoring: Coaching Writing Fellows as They Make Writing Matter in Courses Across the Curriculum”

Melissa Tedrowe, University of Wisconsin, Madison, “Because It Matters to Me: Indoctrination and Dissent in the Mentoring Relationship”

*Professional and Technical Writing*

**F.30 From Cultural Analysis to Critical Production:  
(Re)Writing Business Discourses Across the Curriculum**

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

**Chair:** Jason Palmeri, The Ohio State University, Columbus

**Presenters:** Jason Palmeri, The Ohio State University, Columbus, “Selling Social Responsibility: Persuasion, Agency, and Materiality in Critical Professional Writing Pedagogy”

Nancy Pine, The Ohio State University, Columbus, “Consuming Organizational Texts: Merging Visual Analysis and Critical Action”



*Composition Programs*

**F.31 Multiple Assessments:  
Portfolios, Writing Studios, and Primary Traits Rubrics**

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

**Chair:** Mary French, New Mexico State University, Las Cruces

**Presenters:** Kristine Kellejian, Washington State University, Pullman, “A View from the Foyer: Assessing the Writing Studio as Effective Teacher Training for New Teachers of College Composition”

David Zuzak, California University of Pennsylvania, “Anchoring Session Issues Using an Audience Awareness Scoring Rubric”

Tom McLaren, California University of Pennsylvania, “Anchoring Session Issues Using an Audience Awareness Scoring Rubric”

Mary French, New Mexico State University, Las Cruces, “Beyond Assessing Product and Process: Using a Structured Portfolio-Based Curriculum To Promote and Value Students’ Development as Learners, Thinkers, Citizens, and Future Professionals”

*Theory*

**F.33 (Re)Considering Disability**

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

**Chair:** Lance Weldy, Texas A&M University-Commerce

**Presenters:** Tanya Smith, University of Toledo, OH, “The Limitations of ‘Thinking Hearing’: The Crossroads of Composition Theory and Deaf Writers”

Nancy Reichert, Southern Polytechnic State University, Marietta, GA, “Of Cockroaches, Metamorphoses, and the Female Body: Identity Challenges for the Disabled Educator”

Deb Martin, Rowan University, Glassboro, NJ, “The De-Composing ADA Statement: Investigating Social and Pedagogical Attitudes in Composition Course Syllabi”



*Theory*

**F.34 Women's Literacies, Rhetorics, and Social Justice:  
Making Composition Matter in the Community**

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

**Chair:** Harriet Malinowitz, Long Island University, Brooklyn, NY

**Presenters:** Tom Kerr, Ithaca College, NY, "Between Ivy and Razor Wire:  
Corresponding with Women in Prison"

Joy Ritchie, University of Nebraska, Lincoln, "Women's Rhetorics and Social  
Action"

Heather Bruce, University of Montana, Missoula, "Composition Matters:  
Feminist Pedagogy for Peace and Social Justice"

*Institutional and Professional*

**F.35 Composition and Its Publics**

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

**Chair:** Rebecca Moore Howard, Syracuse University, NY

**Presenters:** Sandra Jamieson, Drew University, Madison, NJ, "Listening To  
and Learning From WAC Faculty Representations of Student Writers"

H. Brooke Hessler, Oklahoma City University, OK, "Branded: Student  
Writing as a Marketing Tool for Colleges"

**F.36 "Her Words and Ours:  
A Celebration of the Life of Wendy Bishop"**

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

**Chairs:** Kathleen Blake Yancey and Doug Hesse

**Leaders:** 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.

*Speakers will share memories of Wendy and read from her work. Participants  
will write, following one of Wendy's prompts, and talk in groups. All the  
words will be gathered for a lasting memorial.*

## Special Interest Groups

6:30 p.m.–7:30 p.m.

### *Institutional and Professional*

**TSI.01 CCCC-Caucus of Gay and Lesbian Professionals**

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

**Chair:** Deany Cheramie, Xavier University of Louisiana, New Orleans

**Presenter:** William Banks, Illinois State University, Normal

**TSI.02 How to Get Your Article Published in CCC**

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

**Chair:** Marilyn Cooper, Michigan Technological University, Houghton  
Deborah Holdstein, Governors State University, Chicago, IL

### *Composition Programs*

**TSI.03 Spoken Word: Performing Writing in the Center**

Hyatt, Third Floor, Blanco Room

**Chair:** Jon Olson, The Pennsylvania State University, University Park

**Presenters:** Wendy Goldberg, Stanford University, CA  
John Tinker, Stanford University, CA

### *Language*

**TSI.04 Special Interest Group on Language, Linguistics, and Writing:  
Sociolinguistics, Home Language, and Composition**

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

**Chair:** MaryAnn Crawford, Central Michigan University, Mt. Pleasant

**Presenters:** MaryAnn Crawford, Central Michigan University, Mt. Pleasant  
Kim Brian Lovejoy, Indiana University/Purdue University, Indianapolis  
Arthur Palacas, University of Akron, OH  
Eleanor Kutz, University of Massachusetts, Boston  
Peter Elbow, University of Massachusetts, Amherst



## **TSI.05 Rhetoric, Writing, and the Transcendent**

Hyatt, Third Floor, Frio Room

**Chair:** Bradley Siebert, Washburn University, Topeka, KS

**Presenters:** Georgia Newman, Georgia State College, Milledgeville, “Strategies for Honoring Religion(s) in the Composition Classroom”  
Rodney Keller, Brigham Young University, Provo, UT, “Shared Beliefs and Student-Centered Censorship: ‘This Book Offends Me’”

*Theory*

## **TSI.06 The CCC Chapter of the Kenneth Burke Society:**

**Kenneth Burke: New Scene, Emerging Acts**

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

**Chair:** Elizabeth Weiser, Texas Christian University, Fort Worth

**Presenters:** Ann George, Texas Christian University, Fort Worth, “Burkean Archives and Intertextuality”

Debra Hawhee, University of Illinois, Urbana-Champaign, “Burke and the Body”

Dana Anderson, Indiana University, Bloomington, “Burke and Identity”

Ellen Quandahl, San Diego State University, CA, “Retrospect and Prospect: Burke at the C’s after Theory”

David Blakesley, Purdue University, West Lafayette, IN, “Burke and Visual Literacy”

*Institutional and Professional*

## **TSI.07 Non-Tenure-Track (NTT) Faculty Special Interest Group**

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

**Chair:** Laurie Delaney, Kent State University, OH

**Presenter:** James McDonald, University of Louisiana at Lafayette, “Making Composition Teachers Matter: Advocating for Marginalized Faculty”

*Institutional and Professional*

## **TSI.08 Preparing Future Faculty: Past, Present, And Future**

Hyatt, Third Floor, Llano Room

**Chair:** George Kennedy, Washington State University, Pullman

**Presenters:** Carolyn Dalhoun-Dilahunt, Yakima Valley Community College, WA, “PFF’s Grand View at Grandview”

Susan Miller, Mesa Community College, AZ, “PFF at the Mesa”

Shelley Rodrigo, Mesa Community College, AZ, “Another at the Mesa”

*Language*

**TSI.09 Does L2 Writer Mean Basic Writer?:  
Placement and Pedagogy for ESL Students**

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

**Chairs:** Kevin Eric De Pew, University of Nevada, Las Vegas

Susan Kay Miller, Mesa Community College, AZ

**Presenters:** Susan Kay Miller, Mesa Community College, AZ, “Does L2  
Writer Mean Basic Writer?: Placement and Pedagogy for ESL Students”

Kate Mangelsdorf, University of Texas, El Paso, “Critical Literacy in the  
Multilingual and Basic Writing Classroom”

Sunny Hyon, California State University, San Bernardino, “Understanding  
ESL Students’ Perceptions of Basic Writing”

Kim Costino, California State University, San Bernardino, “Understanding  
ESL Students’ Perceptions of Basic Writing”

*Creative Writing*

**TSI.10 M.F.A. Special Interest Group**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203B

**Chairs:** David Starkey, University of California, Santa Barbara

Katherine Fischer, Clarke College, Dubuque, IA

**Presenters:** Katherine Fischer, Clarke College, Dubuque, IA, “Scouting  
for the Big Magilla: When Creative Writing Teachers Enter the World  
of NY Publishing”

David Starkey, University of California, Santa Barbara, CA, “The MFA  
and the Community”

Will Hochman, Southern Connecticut State University, New Haven,  
“Richard Hugo’s Crossover Pedagogy”

*History*

**TSI.11 National Archives of Composition and Rhetoric**

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

**Chair:** Robert Schwegler, University of Rhode Island, Kingston

**Presenters:** John Brereton, Brandeis University, Waltham, MA,  
“Constructing Local Archives”

Robert Schwegler, University of Rhode Island, Kingston, “Current Archives  
Project: Collecting Composition Syllabi”

Chris Ervin, University of Louisville, KY, “Digitizing the Writing Center  
Archives”

*Composition Programs*

**TSI.12 Teaching Adult Student Writers in Diverse Contexts**

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

**Chair:** Barbara Gleason, City College, City University of New York

**Presenters:** Kelly Belanger, University of Wyoming, Laramie

Patricia Fox, National Writing Project, Berkeley, CA

Kimme Nuckles, Baker College, Auburn Hills, MI

Camille Colatosti, Davenport University, Dearborn, MI

David Fleming, Davenport University, Dearborn, MI

Connie Harrison, Baker College, Auburn Hills, MI

Linda Brender, Macomb Community College, Clinton Township, MI,  
“Teaching Adult Student Writers in the Workplace”

Yolanda Sealey-Ruiz, New York University, NY, “Reading and Writing Their  
Lives: African American Reentry Women and Culturally Relevant  
Curriculum”

Sandra Valensky, Baker College, Auburn Hills, MI

Herbert Shapiro, Empire State College, SUNY, “Working with  
Nontraditional Students in a Nontraditional College”

*Professional and Technical Writing*

**TSI.13 Basics and Beyond in Teaching Technical Communication**

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

**Chair:**

**Presenters:** Karen Schnakenberg, Carnegie Mellon University, Pittsburgh,  
PA, “Textbooks and Materials for Teaching Technical Writing”

Amy Kimme Hea, University of Arizona, Tucson, “Teaching Introductory  
Principles of Rhetorical Web Design”

Melinda Turnley, University of Texas at Austin, “Teaching the Rhetoric of  
Web Design”

Jo Allen, North Carolina State University, Raleigh, “Assessment in Technical  
Communication”

Brenda Sims, University of North Texas, Denton, “Assessment in Technical  
Communication”

Ann Blakeslee, Eastern Michigan University, Ypsilanti, “Service Learning  
and Civic Literacy: Making Connections between Learning and Doing”

Jim Dubinsky, Virginia Tech, Blacksburg, “Service Learning and Civic  
Literacy: Making Connections between Learning and Doing”

Ann Jennings, University of Houston-Downtown, TX, “Successful  
Internship Programs”

*Institutional and Professional*

**TSI.14 High School/College Articulation**

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

**Chair:** Christel Taylor, University of Wisconsin, Waukesha

**Presenters:** Christel Taylor, University of Wisconsin, Waukesha  
Debra Knutson, Dakota State University, Madison, SD  
Eileen Bularzik, Illinois State University, Normal  
Kimberly S. Dozier, Hartnell College, Salinas, CA

*Professional and Technical Writing*

**TSI.15 Medical Rhetoricians**

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

**Chair:** Barbara Heifferon, Clemson University, SC

**Presenter:** Susan Popham, University of Memphis, TN, “Instructional Grants”

**Respondent:** Barbara Heifferon, Clemson University, SC

*Practices of Teaching Writing*

**TSI.16 Service Learning and Community Literacy SIG**

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

**Chair:** Cole Bennett, Abilene Christian University, TX

**Presenters:** Cole Bennett, Abilene Christian University, TX

Risa Gorelick, Monmouth College, Long Branch, NJ

Catherine Gabor, Texas Christian University, Ft. Worth

Cheryl Duffy, Fort Hays State University, Fort Hays, KS, “Service-Learning  
Discourse and Student Identities”

Amy Taggart, North Dakota State University, Fargo

Nancy Nester, Roger Williams University, Bristol, RI

Glenn Hutchinson, University of North Carolina, Charlotte

Walt Turner, Bethany College, WV, “Reverses and Rewards: Integrating  
Service Learning into a Curriculum”

Blake Scott, University of Central Florida, Orlando

Thursday, 6:30–7:30 p.m.

*Institutional and Professional*

**TSI.17 Education Caucus for Composition and Literacy at the University Level**

Hyatt, Third Floor, Pecos Room

**Chair:** Tom William, University of Toronto, Ontario, Canada

**Presenters:** Tom William, University of Toronto, Ontario, Canada, “For the Love of Composition Demystifying the Career Path of Education Scholars”

*Composition Programs*

**TSI.18 Directed Self-Placement and the Marginalized Student: Future Composition Matters**

Henry B. Gonzalez Convention Center, Concourse Level, Room 202B

**Chair:** Dan Royer, Grand Valley State University, Allendale, MI

**Presenters:** Dan Royer, Grand Valley State University, Allendale, MI, “Directed Self-Placement and the Marginalized Student: Future Composition Matters”

*Creative Writing*

**TSI.19 Taking a Walk That Matters: Writing Down the Body**

Henry B. Gonzalez Convention Center, Concourse Level, Room 202A

**Chair:** Erin M. Pushman, Limestone College, Gaffney, SC

**Presenters:** Erin M. Pushman, Limestone College, Gaffney, SC, “Writing Down the Body”

Janine DeBaise, SUNY- ESF, Syracuse, NY, “Birthing Words”

Tim Mayers, Millersville University, PA, “On a Poet’s Toes: Making Writing Matter”

Katherine V. Wills, Indiana University/Purdue University, Indianapolis

Mary Ann Cain, Indiana University/Purdue University, Indianapolis, “A Wise Woman Once Walked”

Cathy McClure, Rowan Cabarrus Community College, Charlotte, NC, “Contemplative Composition”

*Institutional and Professional*

**TSI.20 Junior Writing Program Administrators: Who Matters and Why?**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203A

**Chair:** Alice Horning, Oakland University, Rochester, MI

**Presenters:** Alice Horning, Oakland University, “Ethics and the JWPA”  
Richard Gebhardt, Bowling Green State University, Findlay, OH, “The  
Importance of JWPA Appointments for Junior Faculty and the Field”  
Bonnie Kyburz, Utah Valley State College, Provo, “Gender Matters: WPA  
Work and What I Learned from the ‘Bully Broads’”  
Debra Dew, University of Colorado at Colorado Springs, “Sundays Too:  
Does JWPA Labor Effectively Matter?”  
Connie Kendall, Miami University, Oxford, OH, “Graduate Students Hearing  
Voices: (Mis)Recognition and (Re)Definition of the JWPA Identity”  
Brenda Helmbrecht, Miami University, Oxford, OH, “Graduate Students  
Hearing Voices”  
Leilani Miller, University of Colorado at Colorado Springs, “Postcards  
from the Edge: Contributions of a WP(A)ssistant”

*Institutional and Professional*

**TSI.21 Mentoring Women in the Profession:  
New Models and Metaphors (Part I)**

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

**Chair:** Heather Bruce, University of Montana, Missoula

**Presenters:** Karen Rowan, SUNY-Albany, NY, “Mentor as Master,  
Mentor as Mother: Rethinking Metaphors for Mentorship”  
Jane Detweiler, University of Nevada, Reno, “Learning the Uses of Power:  
Mentoring While Being Mentored”  
Cindy Moore, St. Cloud State University, MN, “Beyond One-to-One: The  
Possibilities for Community Mentoring”  
Margrethe Ahlschwede, University of Tennessee, Martin, TN, “Teachers  
Mentoring Teachers: The West Tennessee Writing Project”

Thursday, 6:30–7:30 p.m.

*Practices of Teaching Writing*

**TSI.22 Film and Television in the Writing Class**

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

**Chair:** Johanna Schmertz, University of Houston-Downtown, TX

**Presenters:** Jennifer Riley Campbell, Auburn University, AL, “Silver Screen  
Cynicism and the Decline of Political Engagement”

Donna Dunbar-Odom, Texas A&M University-Commerce, “Animal House  
Literacy: First-Year Students’ Definitions of Critical Literacy”

Todd Heyden, Pace University, New York, NY, “‘PLAY Is the Thing’ . . . :  
Making Shakespeare Videos with College ESL Students”

Paul Miller, Davidson College, NC, “Adaptation: Writing, Media  
Technologies, and Meta-Categories”

Marsha Millikin, Texas A&M University-Commerce, “‘Let’s Play Hardball’:  
Teaching Concepts of Argumentation with Television and Film Clips”

Johanna Schmertz, University of Houston-Downtown, TX, “Film Literacy  
as Initiation into Academic Discourse”

Gary Thompson, Saginaw Valley State University, MI, “Freezing the Frame”

Bronwyn Williams, University of Louisville, KY, “‘I Know What I Like’:  
Dealing With Issues of Pleasure in Using Film and TV in the Writing  
Classroom”

*Institutional and Professional*

**TSI.23 National Writing Project Network**

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

**Chair:** Marjorie Roemer, Rhode Island College, Providence

**Presenters:** Robert Brooke, University of Nebraska, Lincoln

Elyse Eidman-Aadahl, University of California, Berkeley

Lizbeth A. Bryant, The Ohio State University, Mansfield

Charles Moran, University of Massachusetts, Amherst

Tom Fox, California State University, Chico

Sheridan Blau, University of California, Santa Barbara

*Theory*

**TSI.24 Working-Class Culture And Pedagogy**

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

**Chair:** Ira Shor, City University of New York, Brooklyn

**Presenters:** William Macauley, Mount Union College, Alliance, OH, “And the Class You Rode In On: Getting to Class through Inquiry”

Melissa Hasbrook, Michigan State University, Lansing, “This Class Eats! Latino Cooks, M & M’s, and Teaching Class through ‘Global Inquiry’”

Ira Shor, City University of New York, Brooklyn, “Implementing CCCC’s Labor Resolution: Next Steps in the Labor Crisis”

Gloria McMillan, University of Arizona, Tucson, “Update on the Adjunct Survey”

*Institutional and Professional*

**TSI.25 Special Interest Group:**

**English Education/Composition Connections**

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

**Chairs:** Jonathan Bush, Western Michigan University, Kalamazoo  
Janet Alsup, Purdue University, West Lafayette, IN

**Presenters:** Patricia Dunn, Stony Brook University, NY, “Creating a Graduate Program in Composition Exclusively for Middle and High School Teachers”

Kenneth Lindblom, Stony Brook University, NY, “Creating a Graduate Program in Composition Exclusively for Middle and High School Teachers”

Heidi Estrem, Eastern Michigan University, Ypsilanti, “Possibilities of Grammar: The Pedagogy of the Language Study Course”

Mark Letcher, The Ohio State University, Columbus, “Practice Meets Theory in the Methods Course”

Robert Rozema, Western Michigan University, Kalamazoo, “Writing the Composition Methods Course: Reflections on Choices, Pedagogy, and Curriculum”

Janet Alsup, Purdue University, West Lafayette, IN, “Speaking as a Teacher: Assignments That Facilitate Professional Identity Development of the Writing Teacher”

Elizabeth Blackburn-Brockman, Central Michigan University, Mt. Pleasant, “One Page or Two?: Resume Length Preference and Preservice English Teachers”

Don Stoll, Rowan University, Glassboro, NJ, “Shouting across the Gap: Venues Where College and High School Writing . . .”

*(Continued next page)*



Thursday, 6:30–7:30 p.m.

Jonathan Bush, Western Michigan University, Kalamazoo, “Extending the Realm of Research and Scholarly Publication in Writing Teacher Education”

Claire Lamonica, Illinois State University, Normal, “With One Foot in Each Camp, How Do I Keep My Balance?”

Kimme Nuckles, Baker College, Auburn, MI, “Beginning To Make the Subject Matter: Beginning an English Education Program”

Georgina Hill, Western Michigan University, Kalamazoo, “Defining Differences: Teaching Basic Writers with High School Teachers”

Jennifer Seibel-Trainor, University of Pittsburgh, PA, “Curricular Collaborations: Preparing English Majors for the Fifth Year”

Pam Sutton, Union University, Jackson, TN, “Prepping for Student Teaching: Collecting Your Wits and Wisdom”

Gita DasBender, Seton Hall University, South Orange, NJ, “Mentoring Matters: Organizing Teacher-Education Opportunities for Adjuncts within a Composition Program”

Jeanne LaHaie, Western Michigan University, Kalamazoo, “Inviting English Education Seniors into the Basic Writing Classroom; Problems and Possibilities”

## **TSI.26 James Sledd: A Memorial Tribute**

Hyatt, Third Floor, Pecan Room

*Chair:* Richard Freed, Eastern Kentucky University, Richmond

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

Andrew Sledd, Austin, TX

Geneva Smitherman, Michigan State University, East Lansing

## **TSI.27 Keeping Up Hope and Vision in Regressive, Repressive Times**

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

*Chairs:* Bruce Novak, University of Chicago, IL

Lucille McCarthy, University of Maryland, Baltimore

Stephen M. Fishman, University of North Carolina, Charlotte

## THURSDAY EVENING SPECIAL EVENTS

### Scholars for the Dream Reception

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

*Chair:* Elaine Richardson

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.

### Humor Night

Hyatt, Second Floor, Regency Ballroom 3, 8:00–9:30 p.m.

#### “Awwww Hawwww! It’s ‘T’ for Texas!”

*Chair:* Ronald L. Lunsford, UNC Charlotte Charlotte

**Presenters:** Gabriele Rico, San Jose State University, CA, “The Comedy in Language Chaos: Humorist, wenn man trotzdem lacht”

Bill Bridges, Sam Houston State University, Huntsville, TX, “It’s the Little Things”: A Texan’s Guide to Texas”

Marvin Diogenes, Stanford University, CA, “CBB: Maximum Revision and Blues”  
Clyde Moneyhun, University of Delaware, Newark, “CBB: Maximum Revision and Blues”

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.

#### AA

Hyatt, Third Floor, Nueces Room  
8:00 p.m.–10:00 p.m.

#### ALANON

Hyatt, Third Floor, Pecos Room  
8:00 p.m. –10:00 p.m.