

Preconvention Activities

Wednesday, March 24

REGISTRATION, 8:00 a.m.–7:00 p.m.

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

MEETING OF THE CCCC EXECUTIVE COMMITTEE

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

THE RESEARCH NETWORK FORUM

Henry B. Gonzalez Convention Center, Concourse Level, Room 217D
9:00 a.m.–5:00 p.m.

Executive Committee: Anthony Atkins, Ball State University, Muncie, IN

John Boe, University of California, Davis

Paul Butler, Syracuse University, NY

James Dubinsky, Virginia Tech, VA

Risa Gorelick, Monmouth University, SC

Emily J. Isaacs, Montclair State University, NJ

Kim Brian Lovejoy, Indiana University-Indianapolis

Nancy Myers, University of North Carolina, Greensboro

Ollie O. Oviedo, New Mexico State University, Portales

Don Pardlow, Floyd College, Lindale, GA

Rebecca Rickly, Texas Tech University, Lubbock

Bonita R. Selting, University of Central Arkansas, Little Rock

Catherine Smith, Syracuse University, NY

Mary Alice Trent-Williams, Oral Roberts University, Tulsa

Victor Vitanza, University of Texas, Austin

Carrie Wastal, University of San Diego, CA

Michael M. Williamson, Indiana University of Pennsylvania, Indiana, PA

Katherine Wills, Indiana University/Purdue University, Columbus, IN

Chair: Ollie O. Oviedo, Eastern New Mexico University, Portales

Co-Chairs: Risa P. Gorelick, Francis Marion University, Florence, SC

Collin Brooke, Syracuse University, NY

Databank and Web Site Coordinator: James M. Dubinsky, Virginia Polytechnic
Institute and State University, Blacksburg

Wednesday, 8:00 a.m.–5:00 p.m.

Discussion Leaders: Cynthia L. Selfe, Michigan Technological University, MI

Kristie Fleckenstein, Ball State University, Muncie, IN

Charles Bazerman, University of California, Santa Barbara

John Barber, The University of Texas at Dallas

Nahal Rodieck, University of Arizona, Tucson

John Boe, University of California, Davis

David Blakesley, Purdue University, West Lafayette, IN

Lynn Z. Bloom, University of Connecticut, Storrs

Stuart Brown, State University of New Mexico, Las Cruces

Cynthia Haynes, University of Texas at Dallas

Joe M. Hardin, Northwestern State University, Natchitoches, AL

Christina Haas, Kent State University, OH

Emily J. Isaacs, Montclair State University, NJ

Kim Brian Lovejoy, Indiana University-Indianapolis

Lisa McClure, Southern Illinois University, Carbondale

Nancy Myers, University of North Carolina, Greensboro

Ollie O. Oviedo, Eastern New Mexico University, Portales

Mike Palmquist, Colorado State University, Ft. Collins

Rebecca Rickly, Texas Tech University, Lubbock

Catherine Smith, Syracuse University, NY

Tony Silva, Purdue University, West Lafayette, IN

Peter Vandenberg, DePaul University, Oak Park, IL

Victor Vitanza, University of Texas, Austin

Michael M. Williamson, Indiana University at Pennsylvania, Indiana, PA

Janice R. Walker, Georgia Southern University, Statesboro

Dickie Selfe, Michigan Technological University, Houghton

Brian Huot, University of Louisville, KY

Risa P Gorelick, Monmouth University, Long Branch, NJ

Rise B. Axelrod, University of California, Riverside

Collin Brooke, Syracuse University, NY

Frank Farmer, The University of Kansas, Lawrence

Will Hochman, Branford, CT

Samantha Parkes, University of Kansas, Lawrence

Plenary Speakers: Dickie Selfe, Michigan Technological University, Houghton, MI,

“Research Possibilities in Computers and Composition Studies”

Cynthia L. Selfe, Michigan Technological University, Houghton, MI

Geoffrey Cross, University of Louisville, KY

Kristie Fleckenstein, Ball State University, Muncie, IN

Editors Roundtable: Dawn Formo, Purdue University, West Lafayette, IN, “The Writing Instructor”

Gregory Clark, Brigham Young University, Provo, UT, “Rhetoric Society Quarterly”

James Inman, University of South Florida, Tampa, “Kairos: A Journal of Rhetoric, Technology, and Pedagogy”

- Cynthia Selfe, Michigan Technological University, Houghton, “Computers and Composition”
- Gail Hawisher, University of Illinois, Urbana, “Computers and Composition”
- Mike Palmquist, Colorado State University, Fort Collins, CO, “Academic Writing”
- Joe Marshall Harding, Northwestern State University, Natchitoches, LA, “Composition Forum”
- Victor Vitanza, University of Texas Arlington, TX, “PTEL and PRE/TEXT”
- Tony Silva, Purdue University, West Lafayette, IN, “Journal of Second Language Writing”
- John Boe, University of California, Davis, “Writing on the Edge”
- David Blakesley, Purdue University, West Lafayette, IN, “The Writing Instructor”
- Theresa Enos, University of Arizona, Tucson, “Rhetoric Review”
- Doug Eyman, Kairos, Wilmington, NC, “Kairos: A Journal of Rhetoric, Technology, and Pedagogy”
- Dennis Lynch, Michigan Technological University, Houghton, “WPA: Writing Program Administration”
- Lynn Worsham, University of South Florida, Tampa, FL, JAC
- Kristie Fleckenstein, Ball State University, Muncie, IN, “Journal of the Assembly for Expanded Perspectives on Learning (JAEPL)”
- Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis, IN, “Journal of Teaching Writing”
- Ollie O. Oviedo, Eastern New Mexico University, Portales, NM, “Readerly/Writerly Texts: Essays on Literary, Composition, and Pedagogical Theory”
- Janice Walker, Georgia Southern University, Statesboro, “Readerly/Writerly Texts: Essays on Literary, Composition, and Pedagogical Theory”
- Carrie Leverenz, Texas Christian University, Fort Worth, TX, “Composition Studies”
- Will Hochman, Southern Connecticut State University, Branford
- Work-in-Progress Presenters:*** Don Pardlow, Floyd College, Rome, GA, “Creative Ways To Deal with the Grammar Problem”
- Joonna Smitherman Trapp, Northwestern College, Orange City, IA, “Female Oratory in the Antebellum South”
- Heidi D. Rosenberg, University of Wisconsin-Barron County, Barron County, WI, “‘What Do You Mean Here?’: Understanding How Students Interpret Written Comments”
- Matthew Nelson, University of Michigan-Ann Arbor, “Investigating Teachers’ Notions of ‘Best Writing’ as a Way of Understanding Students’ Transitions from Middle School to College”
- Ollie O. Oviedo, Eastern New Mexico University, Portales, “Composition and Literature: Sartre and What is Writing? ‘Why Write’”
- Lisa Langstraat, University of Southern Mississippi, Hattiesburg, “Victim Impact Statements as Community Literacy: Methods of Analyzing Emotion in Rhetoric”
- Gloria McMillan, Pima Community College, Tucson, AZ, “Team Translation as Interlingual Rhetorical Method”
- Nahal Rodieck, University of Arizona, Tucson, “The Writer in the Mirror”

Wednesday, 8:00 a.m.–5:00 p.m.

- Martha D. Patton, University of Missouri-Columbia, “Text Analysis of Professor Response and Student Revision in Civil Engineering”
- Stella Thompson, Prairie View A&M University, Houston, TX, “A Place To Write”
- Catherine Gabor, Texas Christian University, Fort Worth, “Judith Sargent Murray: Feminist Rhetorician”
- Risa P. Gorelick, Monmouth University, NJ, “The Rhetoric of Rejection: What Rejection Letters Say about the Academic Job Market in English”
- Scott Phillips, Texas Tech University, Wolforth, TX, “The Fractal Grammar Hypothesis: Complexity Science and Composition Pedagogy”
- Judith Szerdahelyi, Western Kentucky University, Bowling Green, KY, “Distance Learning in Close-Up: Reflections on Assessing Teaching and Learning”
- William Fitzgerald, University of Maryland, College Park, “Models of Professional Work in Professional Writing Pedagogy”
- Kristin Walker, Tennessee Technological University, Cookeville, “Connecting Academic and Workplace Writing Contexts in the Online Business Communication Course”
- Andrea Luna, Lyndon State College, VT, “Presenting Self in the Self-Placement Process”
- Roxanne Kirkwood, Texas Woman’s University, Denton, “Just Because You Have a Brain Injury Doesn’t Mean You Can’t... ‘Analyzing the Practice of Dismissing Identity Markers as Excuse’”
- Stephanie L. Kerschbaum, University of Wisconsin-Madison, WI, “Attending to Difference: Becoming Audiences for One Another”
- Paul Butler, Syracuse University, NY, “Out of Style: Reinventing a Pedagogy of Style for Composition”
- Mary Alice Trent-Williams, Oral Roberts University, Tulsa, OK, “Making Ethical Sense: Hallelujah in the Boardroom, Courtroom, Schoolroom, and Churchroom”
- Kristen Hauck, University of Texas at Dallas, “Nietzsche’s Metaphors”
- Christine Hilger, University of Texas at Dallas, “Rhetoric, MOOs, and ‘The Seventh Stone’”
- Randall McClure, Minnesota State University, Mankato, “Peer Assessment in the Training of Teaching Assistants: Reporting on Year One”
- Denise Stodola, Kettering University, Flint, MI, “What Modern Teachers Can Learn from Medieval Rhetoric”
- Debra Bailin, Lyndon State College, Montpelier, VT, “Motivation and Identity in Basic Writing Tutorials”
- William Broussard, University of Arizona, Tucson, “(Im)Possible Lives? College Writing for College Athletes”
- Kevin Eric De Pew, Purdue University, West Lafayette, IN, “International Teaching Assistants as Cyborgs: The Rhetorical Strategies of Composing the Body in the Computer-Mediated Classroom”

- Douglas Downs, University of Utah, Salt Lake City, “Teaching About Writing through Student Research on Writing in First-Year Composition”
- Delores Duboise, Texas Tech University, Lubbock, “Intersections of Native American Ethnic Background in Anglo-Euro-Identified Persons: Legitimate Claims and Illegitimate Appropriation”
- Richard Halsey, Indiana University of Pennsylvania, “Through Students’ Eyes: What Writing Teachers Need to Know”
- Katherine H. Adams, Loyola University of New Orleans, “The Visual and Verbal Rhetoric of Suffrage”
- Sonja L. Andrus, Texas A&M University, Commerce, “Service Learning in Composition: Navigating Difference in the Classroom, Learning in the Community”
- Anthony Atkins, Ball State University, Muncie, In, “Teacher-Training, Literacy, and Technology: The State of Rhetoric and Composition Graduate Programs”
- Eileen Baland, University of Texas at Dallas, “Love, Truth, Beauty: Frederick Turner’s Redefinition of the Arts and Humanities”
- Anne G. Berggren, University of Michigan, Ann Arbor, “Thesis Statements and Student Writing”
- Edith S. Burford, University of Phoenix, “Investigating the Reasons University Students in South Central United States Have to Retake First Year Composition”
- Geoffrey Clogg, Northwestern State University, “Bloggin’ Molly”
- Thomas G. Ferstle, University of Texas at Dallas, “Evaluation and Assessment of Freshman Year Multi-Modal Compositions”
- Angela Gonzalez, Texas Christian University, Fort Worth, “Reading Behind the Lines: The Development of Literacy and Politics of Editing in The Bondwoman’s Narrative”
- Serkan Gorkemli, Purdue University, West Lafayette, “The Turkish Collegiate Queer Population’s Access to the Internet: Bilingual Online Forums and the Formation of Queer Identity and Community”
- Lydia Balderamos Loskot, New Mexico State University, Las Cruces, “Critical Literacy: Implications for Belizean Women”
- Paula Mathieu, Boston College, MA, “Tactics of Hope: Assessing the Public Turn in Composition”
- Mindi McMann, University of Kansas, “Autoethnography: A Pedagogical Exploration of Discovery and Self-Representation”
- Samantha Parkes, University of Kansas, Lawrence, “All Things Must Pass Away: The Rhetoric of Dying”
- Barbara Schneider, University of Toledo, OH, “Making Private Bodies Public”
- Lisa St. Ledger, University of Kansas, Eudora, “Autoethnography and the Rhetoric of Recover”
- Luana Uluave, University of Illinois at Chicago, “Writing Instruction in the New Context of the Educating Corporation and the Corporatized University”

HALF-DAY WEDNESDAY WORKSHOPS

Note: Each workshop has an enrollment limit. These workshops are designed for maximal interaction between leaders and registrants. In fairness to those who have paid an additional fee (separate from the convention registration fee) for the special experience these workshops offer, no one can be admitted for a workshop once its registration limit has been reached.

Morning: 9:00 a.m.–12:30 p.m.

MW.1 U. BLOG: A PRACTICAL INTRODUCTION TO USING WEBLOGS FOR THE CLASSROOM AND RESEARCH

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

A blog, or “Web log,” is a powerful and flexible tool for electronic composition that can function as an online journal, knowledge management tool, community of argument, and more. Because the most popular blog services are free, easy-to-use, and accessible from any Web-connected computer, the facilitators of this workshop feel that blogs have unique potential as robust tools for making composition matter. This workshop introduces participants to blogging, including the concept, tools involved, and classroom applications.

Chair: Barclay Barrios, Rutgers, the State University of New Jersey, New Brunswick

Facilitators: George Pullman, Georgia State University, Atlanta, GA

Wendy Austin, Edinboro University of Pennsylvania

Stephanie Holinka, University of New Mexico, Albuquerque

Meredith Love, Francis Marion University, Oxford, OH

Jeff White, University of Alaska, Anchorage

Lisa Spangenberg, University of California at Los Angeles

Annie Olson, LeTourneau University, Longview, TX

Randolph Cauthen, Bloomsburg University, PA

Jennifer Bay, Purdue University, West Lafayette, IN

Krista Kennedy, University of Arkansas at Little Rock, AR

Scott Rogers, Oklahoma State University, Stillwater

MW.2 MENTORING MATTERS:

A “BEST PRACTICES” WORKSHOP FOR MENTORS OF COMPOSITION INSTRUCTORS AND TEACHING ASSISTANTS

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

Through a brief whole-group discussion and a series of break-out sessions, workshop participants discuss, evaluate, and plan for improving their program’s mentoring practices. Participants rotate through three of the following six stations: Mentoring Adjuncts and Lecturers, Institutional

Constituencies That Affect Mentoring, Mentoring Programs Expanding or in Transition, Peer Mentoring, Mentoring in an M.A.-Only Program, and Mentoring TAs Across the Curriculum. Station leaders come from a range of institutions (small colleges, regional universities, urban universities, and Research I universities) and backgrounds (WPsAs, lecturers, TAs). Leaders provide “maps” of their school’s mentoring program, copies of syllabi for mentoring courses, and/or other program materials. Participants and leaders assist one another in planning specific developments in mentoring programs at their institutions.

Chairs: Heidi Estrem, Eastern Michigan University, Ypsilanti
E. Shelley Reid, Oklahoma State University, Stillwater

Facilitators: Chidsey Dickson, Christopher Newport University, Newport News, VA

Laurie Cubbison, Radford University, VA

Donald Bushman, University of North Carolina at Wilmington

Allison Brimmer, University of South Florida, Tampa

Trixie G. Smith, Middle Tennessee State University, Murfreesboro

Allison D. Smith, Middle Tennessee State University, Murfreesboro

Kelly Peterson, Chemeketa Community College, Salem, OR

Deborah Coxwell Teague, Florida State University, Tallahassee

Joseph Eng, Eastern Washington University, Cheney, WA

Virginia Draper, University of California, Santa Cruz

MW.3 PIXELS, PAINTS, AND OPERATING TABLES: EXPERIMENTAL WRITING WORKSHOPS AND THE FIRST-YEAR WRITING PROGRAM

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

Experimental Writing Workshops offer non-English majors an opportunity to continue developing their writing beyond FYC and their instructors’ opportunities to test out innovative ideas and techniques. Students in these classes are given the opportunity to further develop their rhetorical practices and to “experiment” with writing. This workshop opens with a discussion about the development and administration of the workshops. Then the focus shifts to pedagogy with the facilitators explaining different experimental course approaches.

Chair: Peggy Woods, University of Massachusetts-Amherst

Facilitators: Lauren Rosenberg, University of Massachusetts-Amherst

Susan Johnson, University of Massachusetts-Amherst

Heidi McKee, University of Massachusetts-Amherst

Jennifer DiGrazia, University of Massachusetts-Amherst

Brian Houle, University of Massachusetts-Amherst

Michael Edwards, University of Massachusetts-Amherst

Marcia Curtis, University of Massachusetts-Amherst

Peggy Woods, University of Massachusetts-Amherst

MW.4 THE PEACEABLE CLASSROOM REVISITED

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

This workshop explores the relationship between nonviolent pedagogies and composition, examining what it might mean to create a peaceable classroom and to teach irenic discourses. The facilitators wish to examine how, in a world too often characterized by violence and injustice, composition teachers may discover peaceable solutions through classroom practices, by examining classroom definitions and strategies, student/teacher interactions, nonconfrontational argumentation, nonviolent communication, and rhetorical listening.

Chair: Alan Meyers, Harry S. Truman College, Chicago, IL

Facilitators: Louise Rodriguez Connal, Harry S. Truman College, Chicago, IL
Duane Roen, Arizona State University, Tempe, AZ

Kami Day, Johnson County Community College, Lawrence, KS

Frankie Condon, St. Cloud State University, MN

Yue Liu, Harry S. Truman College, Chicago, IL

Zan Goncalves, University of Massachusetts, Amherst

MW.5 DESIGNING AND DEVELOPING PREPARING FUTURE FACULTY PROGRAMS

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

Traditionally, graduate student training has focused on preparation for academic careers at research-oriented institutions, but the facilitators of this workshop argue that in addition to providing graduate students with a solid foundation in research, graduate education also should encourage them to critically examine all areas of their scholarship to include instruction, administrative experience, and civic and institutional services. The faculty members and graduate students facilitating this workshop discuss the development of a Preparing Future Faculty Program.

Chair: Susan Kay Miller, Mesa Community College, AZ

Facilitators: Paul Bodmer, National Council of Teachers of English,
Urbana, IL

Gregory Giberson, University of South Florida, Tampa

Patricia Harkin, University of Illinois at Chicago

George Kennedy, Washington State University, Pullman

Susan Lowry, Antelope Valley Community College, Lancaster, CA

Susan Kay Miller, Mesa Community College, AZ

Bridget O'Rourke, Elmhurst College, IL

Shelley Rodrigo, Mesa Community College, AZ

Duane Roen, Arizona State University, Tempe

**MW.6 WORKING WITH SECOND LANGUAGE WRITERS:
DEMOGRAPHICS, ASSESSMENT, PLACEMENT, AND INSTRUCTION**

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

As enrollment by international students increases in both two- and four-year institutions of higher education, people with varying levels of second language (L2) expertise often are called on to work with second language writers in their classrooms or programs. This interactive workshop provides an overview of four underlying issues encountered by professionals when they work with these students: 1) Who are second language writers? 2) How do we assess their writing? 3) Where do we place them? and 4) How do we best address their needs in the classroom? Following brief presentations on each topic, workshop participants have an opportunity to consider how these issues take shape in their own institutional contexts.

Chairs: Deborah Crusan, Wright State University, Dayton, OH
Jessie Moore Kapper, Purdue University, West Lafayette, IN

Facilitators: Tony Silva, Purdue University, West Lafayette, IN
Paul Kei Matsuda, University of New Hampshire, Durham

ALL-DAY WEDNESDAY WORKSHOPS

9:00 a.m.–5:00 p.m.

**W.1 THEORY TO EXEMPLARY PRACTICE AND PROGRAMS FROM THE
TWO-YEAR COLLEGE (TYCA-SPONSORED)**

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

This TYCA-sponsored workshop addresses theory-to-practice in composition, assessment, and online courses. Facilitators also address constructing students as citizens through advocacy and student preparation for and success in the two-year college classroom.

Chair: Linda Houston, The Ohio State University, Wooster, OH

Facilitators: Xiao Wang, Broward Community College, Davie, FL
Larry McDoniel, St. Louis Community College, MO
Chris Jennings, Tidewater Community College, Virginia Beach, VA
Linda Houston, The Ohio State University, Wooster
Michelle Navarre Cleary, Oliver-Harvey College, Chicago, IL
Jane Wagoner, Wright College, Chicago, IL
Kip Strasma, Illinois Central College, East Peoria, IL
Rodney Keller, Brigham Young University-Idaho, Rexburg
Jacqueline Pena, Northern Essex Community College, Haverhill, MA

W.2 LINEAGE AND LEGACY: TO KNOW OUR TEACHING SELVES— ANNUAL WORKSHOP OF THE ASSEMBLY FOR EXPANDED PERSPECTIVES ON LEARNING

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

Powerful ideas radiate through the years like hot coals, as do powerful personalities and influential pedagogical practices. This workshop focuses on the intersections of the vectors where teachers and ideas conspire to shape academic life, with particular attention to the support and resistance that educators receive for the tacit traditions they bring to their teaching work. Participants and facilitators examine the constructions of their teaching and writing selves by examining mentoring relationships, institutional affiliations, and the genealogy of our discipline.

Chair: Bruce Novak, University of Chicago, IL

Facilitators: Chris Anderson, Oregon State University, Corvallis
Bruce Ballenger, Boise State University, ID

Stephen Newton, William Patterson University, Wayne, NJ

Juanita Smart, Clarion University of Pennsylvania

Richard Lane, Clarion University of Pennsylvania

Nan Phifer, University of Oregon, Eugene

Keith Duffy, Penn State Capital College, Schuylkill Haven, PA

Robert Holderer, Edinboro University, PA

Christopher McCarrick, Clarion University of Pennsylvania

Alexander Thompson, University of Louisville, KY

Frankie Condon, St. Cloud State University, MN

W.3 COMPOSITION AT/OF THE CENTER

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

“Composition at/of the Center” is an interactive workshop that explores the dynamic relationship between composition and writing centers, as well as the multifaceted composition of writing centers. Facilitators and participants consider composition at/of the writing center during sessions that incorporate four perspectives: writing centers’ ability to address the needs of composition programs; writing centers as sites of ongoing pre- and para-professional development; writing centers as a nexus of composition theory; and writing centers as sites of groundbreaking work in the teaching of special-needs students.

Chairs: Joseph Zeppetello, Marist College, Poughkeepsie, NY

Luke Niller, University of Texas at Tyler

Facilitators: Katherine Wills, Indiana University and Purdue at Columbus, IN
Stephanie Hopkins, New York University, NY

Sally Stratakis-Allen, New York University, NY

Jayne Thompson, Widener University, Chester, PA

Bob Marrs, Coe College, Cedar Rapids, IA

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

Elaine Hays, St. Joseph's College, West Hartford, CT
Nancy Linh Karls, University of Colorado, Denver
Helen Snively, Harvard Graduate School of Education, Cambridge, MA
Nita Danko, Purdue University, West Lafayette, IN
Michael Pemberton, Georgia Southern University, Statesboro
Evelyn Jaffe Schreiber, The George Washington University, Washington, DC
Rebecca Day, Indiana University of Pennsylvania
Jennifer Ritter, University of Alaska, Anchorage
Susan Waller, Widener University, Chester, PA
Patricia Dyer, Widener University, Chester, PA
Susan Warren, Widener University, Chester, PA
Lauren Fitzgerald, Yeshiva University, New York, NY
T. Kenny Fountain, Yeshiva University, New York, NY
Gillian Steinberg, Yeshiva University, New York, NY
Deborah H. Burns, Merrimack College, North Andover, MA
Kathleen Cain, Merrimack College, North Andover, MA
Michael Rossi, Merrimack College, North Andover, MA
John Tinker, Stanford University, CA
Wendy Goldberg, Stanford University, CA
Brad Peters, Northern Illinois University, DeKalb, IL
Neal Lerner, Massachusetts Institute of Technology, Cambridge
Diane Dowdey, Sam Houston University, Huntsville, TX
Patricia Delamer, The University of Dayton, OH
Stephen Wilhoit, University of Dayton, OH
Anne Ellen Geller, Clark University, Worcester, MA
Mark Letcher, The Ohio State University, Columbus, OH
James Inman, University of South Florida, Tampa
E. Stone Shiflet, University of South Florida, Tampa
Marcy Trianosky, Hollins University, Roanoke, VA
Carol Peterson Haviland, California State University at San Bernardino, CA
Leslie Colern-Mulz, California State University at San Bernardino, CA
Nicole Khoury, California State University at San Bernardino, CA
Maggie Cecil, California State University at San Bernardino, CA
Joanne Maestre, California State University at San Bernardino, CA
Leigh Ryan, University of Maryland, College Park
Lisa Zimmerelli, University of Maryland, College Park
Linda Bergmann, Purdue University, West Lafayette, IN
Jessica Clark, Purdue University, West Lafayette, IN
Amy Ferdinandt, Purdue University, West Lafayette, IN
Serkan Gorkemli, Purdue University, West Lafayette, IN
Debrah Huffman, Purdue University, West Lafayette, IN
Sarah Johnson, Purdue University, West Lafayette, IN
Lu Liu, Purdue University, West Lafayette, IN
Deb Rankin, Purdue University, West Lafayette, IN
Laurel Reinking, Purdue University, West Lafayette, IN
Gigi Taylor, Purdue University, West Lafayette, IN
Melissa Nicholas, Penn State Berks-LeHigh Valley, Fogelsville, PA

W.4 MAKING BASIC WRITING MATTER: METHODOLOGIES FOR US ALL
Henry B. Gonzalez Convention Center, Concourse Level,
Room 214D

This workshop, sponsored by the Conference on Basic Writing, consists of six segments in which some of the premier theorists and practitioners in basic writing provide perspectives designed to teach more effectively a diverse range of our basic writing students. Facilitators address the needs of adult learners in urban communities; demonstrate how pedagogical simulations may provide practical literacy experiences; examine ways of applying the connection between reading and writing to reach students in an open-admissions, predominantly Hispanic-serving university; demonstrate Berthoffian approaches to harnessing imagination to strengthen the writing style of basic writers; consider strategies for making tacit knowledge of literacy tasks explicit; and explore student motivation and resistance.

Chairs: William Lalicker, West Chester University, PA

Thomas Reynolds, University of Minnesota, Minneapolis

Facilitators: Barbara Gleason, City College, City University of New York

Lynn Quitman Troyka, Queensborough Community College, CUNY

Susan Naomi Bernstein, University of Houston-Downtown, TX

Keith Rhodes, Maple Woods Community College, Kansas City, MO

Karen Uehling, Boise State University, ID

Elizabeth Butts, Delaware County Community College, Media, PA

Bonne August, Kingsborough Community College, Brooklyn, NY

Kathleen A. Baca, Dona Ana Branch Community College, Las Cruces, NM

Sallyanne H. Fitzgerald, Napa Valley College, CA

Greg Glau, Arizona State University, Tempe

Susanmarie Harrington, Indiana University-Purdue University, Indianapolis

Gerri McNenny, Chapman University, Orange, CA

W.5 BECOMING AN ACADEMIC ADMINISTRATOR:
MATTERS THAT MATTER

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

This workshop brings together practical know-how, theoretical sources, and research outcomes to help participants understand what it takes to succeed as administrators. We will discuss:

- Duties, responsibilities, attitudes, demeanor, and risks
- Vitae development, reviewing CV's and letters that participants bring to the workshop
- Management styles, delegation, collaboration
- Networking, interpersonal communication, dealing with authority
- Moving from teaching to administration

- “Self-care” and balance—the need for support from family and friends
- Resources: ACE, the Bryn Mawr Project and the use of “leadership coaches”

We role-play and discuss scenarios in this interactive workshop. Leaders are currently administrators in higher education: WPAs, Directors, Chairs, and Deans.

Chair: Meg Morgan, UNC Charlotte

Facilitators: Lori Baker, Southwest State University, Marshall, MN

Linda Calendrillo, Valdosta State University, GA

Teresa Henning, Purdue North Central, Westville, IN

Jennie Dautermann, Miami University, Oxford, OH

Meg Morgan, UNC Charlotte

W.6 MAKING ASSESSMENT WORK: A CONSULTATION AND WORKSHOP **Henry B. Gonzalez Convention Center, Concourse Level, Room 208**

This workshop provides participants with the opportunity to work through assessment issues relevant to their own institutional needs. To that end, a group of people with a wide range of experience in assessment theory and practice—both writing assessment and the more general issues of assessing learning outcomes to promote improvements in curricula and instruction—lead discussions and gives one-on-one consulting advice to workshop participants.

Chair: Matt Smith, University of Saint Francis, Fort Wayne, IN

Facilitators: Brian Huot, University of Louisville, KY

John Bean, Seattle University, WA

Bob Broad, Illinois State University, Normal

Tom Clemens, Heartland Community College, Normal, IL

Lynn Sykes, College of Dupage, IL

Ellen Schendel, Grand Valley State University, Grand Rapids, MI

Kathryn Fitzgerald, Utah State University, Logan

Gary Sue Goodman, University of California, Davis

Matt Smith, University of Saint Francis, Fort Wayne, IN

W.7 FEMINISM? WOMANISM? GENDER STUDIES? WHERE ARE WE NOW AND HOW DO WE MATTER? **Henry B. Gonzalez Convention Center, Concourse Level, Room 217A**

This workshop examines how feminists “matter” in various sites, and how their descriptions of themselves continue to change, whether by personal choice or as dictated by changing curriculums. Facilitators examine difficulties that may be encountered as we attempt to do the work required of composition instructors in academic environments. Those difficulties, they argue, implicate how we define our work in the classroom, with our

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colleagues, with organizations that earn our affiliations, and within the relationships we have with those who are not affiliated with the academy.

Chairs: Amy Childers, North Georgia College and State University, Dahlonega

Nels Highberg, University of Hartford, CT

Pia Seagrave, Gallaudet University, Washington, DC

Melissa Nicolas, Penn State Lehigh Valley, Macungie

Catherine Braun, The Ohio State University, Columbus

Tria Wood, University of Houston, TX

Pamela Martin, Georgia Southern University, Statesboro

Kathleen R. Winter, University of Maryland, Eastern Shore

Bonnie Noonan, University of New Orleans, LA

M. Lynda Ely, Texas A&M University, College Station

Kimberly Alise, University of Illinois at Chicago

Gae Lyn Henderson, University of Utah, Provo

Cindy Moore, St. Cloud State University, MN

Sally Chandler, Kean University, Bloomfield Hills, MI

Naomi Greyser, University of California, Irvine

Barbara A. Smith, College of Mount Saint Vincent, Riverdale, NY

Laura Carroll, Abilene Christian University, TX

Carol Kountz, Grand Valley State University, MI

Patricia Brooke, Fontbonne University, St. Louis, MO

Mary P. Sheridan-Rabideau, Rutgers, The State University of New Jersey, Highland Park

Tobi Jacobi, Colorado State University, Fort Collins

Heather E. Bruce, University of Montana-Missoula, MT

Vandana Gavaskar, The Ohio State University, Columbus

Maurine Magliocco, Western Illinois University, Macomb, IL

Wendy Hesford, The Ohio State University, Columbus

Janice Neuleib, Illinois State University, Normal

Tonya Stremlau, Gallaudet University, Bethesda, MD

Rebecca Taylor, Gustavus Adolphus College, St. Peter, MN

Cynthia Lewiecki-Wilson, Miami University, Oxford, OH

Marsha Millikin, Texas A&M University at Commerce

Janine DeBaise, SUNY-ESF, Kirkville, NY

Alice Robertson, Western Illinois University, Macomb

Karen Jensen, Northwest Vista College, San Antonio, TX

Sara Webb-Sunderhaus, The Ohio State University, Columbus

Therese Trotochaud, Western Illinois University, Macomb

Hallie S. Lemon, Western Illinois University, Macomb

Gerald F. Luboff, County College of Morris, Randolph, NJ

HALF-DAY WEDNESDAY WORKSHOPS

Afternoon: 1:30 p.m.–5:00 p.m.

AW.01 CREATIVE IS CRITICAL: DESIGNING AND EVALUATING HYBRID, MULTIMEDIA, "POETIC," AND OTHER ALTERNATIVE WRITING ASSIGNMENTS

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

"The professional profit-driven world can never expend the time and effort necessary for pure experimentation. That's what school is for." (Michael Rock, *Émigré* 31, 1994) The aim of this workshop is to explore ways that the "creative" in "composition" classrooms and the "critical" in "creative writing" classes are undervalued and necessary, and to engage participants in dismantling the split (which has only solidified over the years) between "creative writing" and "composition." Discussions and presentations will consider three questions: Why: should alternative/creative assignments be encouraged? How: might they be introduced, assigned, incorporated into the classroom? What now?: when we're forced to grade this work? Participants will rotate among "work stations" at which they will produce and develop, write and experiment.

Chair: Laura Julier, Michigan State University, East Lansing

Facilitators: Jody Swilky, Drake University, Des Moines, IA

Leonora Smith, Michigan State University, East Lansing

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

Nancy Mack, Wright State University, Dayton, OH

Laura Julier, Michigan State University, East Lansing

Roseanne Gatto, Indiana University of PA

Ellen Cushman, Michigan State University, East Lansing

AW.02 VISUAL RHETORIC AND THE TEACHING OF COMPOSITION

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

The relatively new field of visual culture studies has gained significance in the last decade as scholars examine questions of representation and perception. While there is demonstrable interest in visual culture in composition courses, insufficient attention has been paid to the pedagogical strategies needed to develop students' skills in analyzing and creating visual arguments. Techniques used to teach students to read and write analytically have not proven to be the most effective methods for visual analysis. This half-day workshop offers pedagogical strategies and theoretical frameworks to help writing teachers address rhetorical elements, technological features, and social and historical factors that shape visual arguments. We engage participants in an analysis of a rich selection of visual texts and a range of

Wednesday, 1:30–5:00 p.m.

activities that bring concepts central to visual studies together with classical features of rhetorical analysis.

Chairs: Brenda Brueggemann, The Ohio State University, Columbus

Wendy Hesford, The Ohio State University, Columbus

Facilitators: Wendy Hesford, The Ohio State University, Columbus

Brenda Brueggemann, The Ohio State University, Columbus

Ben McCorkle, The Ohio State University, Columbus

Nancy Pine, The Ohio State University, Columbus

Wendy Wolter, The Ohio State University, Columbus

Amy Faenger, The Ohio State University, Columbus

AW.03 WORKING WITH ADULT WRITERS: CROSS-INSTITUTIONAL APPROACHES TO SERVING A GROWING DEMOGRAPHIC

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

Noting the recent dramatic shift in the demographic profiles of American college students, this workshop takes a cross-institutional approach to the ways we can effectively work with the returning adult student. Our presenters represent a broad range of institutions—public and private, open-admissions and selective, two-year and four-year colleges. We investigate (1) how adult peer tutors can serve as “mentors”; (2) the differences between adult and traditional-aged writers; (3) returning adult students as basic writers; (4) the adult ESL writer; (5) the impact of technology; (6) the value of autobiography; (7) the use of “journey” narratives to teach returning adult African American women students; (8) the importance of “writing” to adult students in general and the challenges that “academic” writing poses to them.

Chair: Herbert Shapiro, Empire State College, Rochester, NY

Facilitator: Barbara Gleason, City College of CUNY

AW.04 CULTURAL ARTIFACTS AND SOCIAL ACTIONS: EXPANDING THE ROLE OF RHETORICAL CRITICISM

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

Since the classical period, rhetoric has been a vibrant means of civic action, and in the current period, tools of rhetorical analysis have become a powerful strategy for encouraging civic engagement. For these reasons, rhetorical criticism merits more consideration in the composition classroom. This workshop addresses the following questions: How can we take rhetorical analysis beyond Neo-Aristotelian analyses of traditional “texts”? How can we provide students with more powerful, portable analytic tools that they

can use across other disciplines, inside and outside the academy? How can different types of rhetorical analysis serve as an impetus for social action? To demonstrate the spaciousness of rhetorical analysis, presenters focus on a variety of artifacts (film, leisure activities, institutional space, geography, Web sites) and applications by asking audience members to participate in generative activities involving their own classroom practices.

Chair: S. Michael Halloran, Rensselaer Polytechnic Institute, Troy, NY

Facilitators: Roxanne Mountford, University of Arizona, Tucson

Gregory Clark, Brigham Young University, Provo, UT

Tammie Kennedy, University of Arizona, Tucson

David Reamer, University of Arizona, Tucson

James Bowman, University of Arizona, Tucson

Holly Mandes, University of Arizona, Tucson

William Endres, University of Arizona, Tucson

AW.05 COMPOSITION IN CONTEXT: CHALLENGES OF CONTENT-BASED WRITING COURSES

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

How can teachers best integrate content and writing in courses whose dual, and sometimes competing, goals are to teach both academic writing and familiarity with a subject or discipline? How can institutions develop robust first-year writing programs that offer content-based courses? Representing writing programs with similar goals but different writing pedagogies and institutional contexts, we offer a variety of perspectives on the challenges of teaching and administering content-based writing courses. The workshop is of interest to anyone who teaches or administers such courses, whether in the context of traditional first-year writing programs or through WAC or WID programs. On the agenda are institutional challenges of developing a content-based writing program, syllabus and assignment design, and pedagogical strategies for integrating writing and content in class. Participants are asked to bring syllabi and assignments for critique.

Chair: Kerry Walk, Princeton University, NJ

Facilitators: Katherine Gottschalk, Cornell University, Ithaca, NY

Joseph Harris, Duke University, Durham, NC

Gordon Harvey, Harvard University, Cambridge, MA

Keith Hjortshoj, Cornell University, Ithaca, NY

Ann Jurecic, Princeton University, NJ

Patricia Kain, Harvard University, Cambridge, MA

Kerry Walk, Princeton University, NJ

Elizabeth Abrams, University of California, Santa Cruz

AW.06 RHETORICIANS FOR PEACE

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

Rhetoricians for Peace sprang into existence during the buildup to the war in Iraq. This workshop invites others into discussions of the place of rhetoric in the face of conflict. What is the role of cultural relativism when war and peace are discussed in academic contests? What are and aren't appropriate practices for debating these issues in rhetoric and writing programs? What is the role of media literacy? What rhetorical strategies should rhetors use? The workshop has two sessions; each with four breakout groups. Participants will thus engage in two groups before reconvening to share and discuss ideas raised.

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

Facilitators: Marlia Banning, Kent State University, OH

Charles Bazerman, University of California-Santa Barbara, CA

Glenn Blalock, Texas A&M University, Corpus Christi

Heather Bruce, University of Montana, Missoula

Angela Buchanan, University of Colorado, Boulder

Mary Ann Cain, Indiana University/Purdue University, Fort Wayne

Randolph Cauthen, Bloomsburg University, Bloomsburg

John Duffy, University of Notre Dame, IN

Tom Huckin, University of Utah, Salt Lake City

Matthew Hill, Michigan Technological University, Houghton

Karyn Hollis, Villanova University, PA

Bronwyn Jones, Northwestern Michigan College, Traverse City

Seth Kahn, West Chester University, PA

Donna Kain, Clarkson University, Potsdam, NY

Gerri McNenny, Chapman University, Orange, CA

Corinne Miller, Miami University, Middletown, OH

Deborah Mutnick, Long Island University, Brooklyn, NY

Mya Poe, University of Massachusetts, Amherst

Anne Richards, Iowa State University, Ames

Luisa Rodriguez Connal, Harry S. Truman College, Chicago IL

Alice Trupe, Bridgewater College, Mount Solon, VA

Nancy Welch, University of Vermont, Burlington

**AW.07 MAPPING THE INSTITUTIONAL TERRAIN:
A WORKSHOP FOR NEW, EXPERIENCED, AND PROSPECTIVE WPAS**

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

This workshop engages current and prospective writing-program and writing-center administrators in activities designed to explore the importance of learning how one's institution is structured, whom to contact when questions or problems arise, and how developing this knowledge contributes to a WPA's success. Understanding this structure and developing good working relationships with people across the university connect writing-program administrators with other key players across the institution who often are invisible to faculty without administrative responsibility. The workshop leaders represent a range of institutions and administrative experience and bring varied perspectives on how one learns to navigate and negotiate effectively. We invite participants to discuss their own experiences in developing networks, thus contributing to our workshop product a list of strategies for effective WPA networking.

Chair: Irwin Weiser, Purdue University, West Lafayette, IN

Facilitators: Irwin Weiser, Purdue University, West Lafayette, IN
Karen Bishop, University of Southern Indiana, Evansville
Jennifer Morrison, Niagra University, Lewiston, NY
Tracey Baker, University of Alabama at Birmingham

**AW.08 IMPLEMENTING DIRECTED SELF-PLACEMENT:
OBSTACLES AND STRATEGIES**

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

This workshop helps participants discover the means to overcome institutional resistance to directed self-placement by offering practical methods for its implementation. Participants are encouraged to consider their own institutional contexts in developing and advocating for reforming placement strategies, and the facilitators offer advice for critical activities like identifying and recruiting essential programmatic, committee, and individual support for the effort, timing reform activities, and overcoming predictable objections. This workshop also addresses how to develop pilot programs to ensure that the new program works properly and how to make the transition to directed self-placement while still working with students who tested under the old system.

Chair: Becky Nugent, Governors State University, University Park, IL

Facilitators: Eric Martin, Governors State University, University Park, IL
Deborah Holdstein, Governors State University, University Park, IL

AW.09 EXPLORING MUTUAL EXPERIENCES TO CHANGE GLOBAL PRACTICES

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

Those of us working internationally can neither make assumptions about our colleagues' knowledge or philosophies of writing, nor can we impose our own culturally based academic idiosyncrasies upon each other. However, once we understand and respect cultural differences, we find we can work together on one constant: we cannot change students' writing practices unless we change the ways faculty assign, respond to and, most importantly, think about student writing. Thus, during this interactive workshop, faculty from several countries (Australia, Germany, The Netherlands, South Africa, the U.K., and the U.S.) examine the relationship between their writing centers/ programs and college faculty to create from mutual experiences new ways of changing practices. Participants learn about the contexts in the countries represented, ways of working with international colleagues, and new ways of strategizing the relationship with faculty within their own university writing cultures.

Chair: Joan Mullin, University of Toledo, OH

Facilitators: Vincent Boeschoten, University of Nijmegen, Nijmegen, The Netherlands

Gerd Braeuer, Emory/University of Freiburg, Atlanta, GA

Rose Richards, University of Stellenbosch, South Africa

Ingrid Stassen, University of Nijmegen, Nijmegen, The Netherlands

Margo Blythman, London College of Printing, England

Jan Skillen, University of Wollongong, Australia

Leigh Ryan, University of Maryland, College Park

AW.10 CLASSIN' UP THE JOINT: CLASS AS A CRITICAL TOOL IN HIGH SCHOOL, ACCESS, AND COLLEGE COMPOSITION

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

The importance of discussions of class can be obvious, but the applications of class can be more illusive in interrogating hegemony, investigating whiteness as a (too frequently invisible) default, or questioning the relationships between gender and power, just to name a few options. This workshop lays out socioeconomic class as a critical teaching paradigm, inviting participants to see what facilitators do with class in the classroom, to discuss why they (might) do that, to explore outcomes, and to explore how class can facilitate academic literacy/rhetorical skills. Each of the whole-group speakers presents a broader, theoretical discussion for consideration within the breakout sessions. The breakout sessions then look at applications

of class (often in relation to other interests) in specific high school, access/bridge, and college courses and programs.

Chair: William J. Macauley, Jr., Mount Union College, Alliance, OH

Facilitators: Jennifer Trainor, University of Pittsburgh, PA

Anthony Petruzzi, Middleborough High School, MA

Irvin Peckham, Louisiana State University, Baton Rouge

Christine Heilman, College of Mount St. Joseph, Cincinnati, OH

Leo Parascondola, Bridge to College, CUNY

Steve Edgehouse, Indiana University of Pennsylvania

Cathy Spidell, University of Akron, OH

Micah Robertson, Ohio University, Athens

Jennifer Beech, University of Tennessee at Chattanooga

William Thelin, University of Akron, OH

Deb Long, Mount Union College, Alliance, OH

Marian Lupo, Columbus State Community College, OH

Ira Shor, CUNY, New York



Special Events

CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION

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

Chairs: Stuart C. Brown, New Mexico State University, Las Cruces, NM
Patricia Sullivan, Purdue University, West Lafayette, IN

Presenters: Louise Wetherbee Phelps, Syracuse University, NY, “Making Rhetoric and Composition Visible: Progress and Plans”

James E. Porter, Michigan State University, East Lansing, “Making Rhetoric and Composition Visible: Progress and Plans”

Theresa Enos, University of Arizona, Tucson, “To MLA or Not: Hiring Practices in Rhetoric and Composition under Scrutiny”

Stuart C. Brown, New Mexico State University, Las Cruces, “To MLA or Not: Hiring Practices in Rhetoric and Composition Under Scrutiny”

Ralph Voss, University of Alabama (Tuscaloosa), Birmingham, “Will Teach for Food: The Composition, Rhetoric, and English Studies Ph.D. at the University of Alabama”

Charles Bazerman, University of California Santa Barbara, “Building Relations with Feeder Schools”

Patricia Sullivan, Purdue University, West Lafayette, “The Globalization of Rhetoric and Composition: International Students in Doctoral Programs”

Institutional and Professional

CCCC CAUCUS ON INTELLECTUAL PROPERTY AND COMPOSITION/ COMMUNICATION STUDIES: CELEBRATING TEN YEARS OF CCCC-IP

Henry B. Gonzalez Convention Center, Concourse Level, Room 217C
1:00 p.m.–4:30 p.m.

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

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

Judy Arzt, Saint Joseph College, West Hartford, CT

Wendy Warren Austin, Edinboro University of Pennsylvania, Edinboro

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

Barbara Bird, Taylor University, Upland, IN



Jeffrey R. Galin, Florida Atlantic University, Boca Raton
Gwendolyn Gong, Chinese University, Hong Kong, Shantin
Laura Gurak, University of Minnesota, St. Paul
Carol Peterson Haviland, California State University, San Bernardino
TyAnna Herrington, Georgia Institute of Technology, Atlanta
Johndan Johnson-Eilola, Clarkson University, Potsdam, NY
Charles Lowe, Florida State University, Tallahassee
Andrea A. Lunsford, Stanford University, CA, “Distributed Argumentative Activity”
Karen Lunsford, University of California, Santa Barbara
Michael Moore, Michigan Technological University, Houghton
James E. Porter, Michigan State University, East Lansing
Clancy Ratliff, University of Minnesota, St. Paul

Newcomers Orientation

Henry B. Gonzalez Convention Center, Concourse Level, Room 207A
4:00 p.m.–5:00 p.m.

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

Alternative Histories Matter

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

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

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

Presenters: Gwendolyn Pough, University of Minnesota, Minneapolis, “Revising the Black Public Sphere: Black Women’s Contributions”

Malea Powell, Michigan State University, East Lansing, “Not Just NDN Herstory: Teaching American Indian Women’s Rhetorical Traditions”

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

Brenda Jo Brueggemann, The Ohio State University, Columbus, “Deaf, She Wrote”

Cindy Selfe, Michigan Technological University, Houghton, “Women in the History of Technology”

Sessions

A Sessions

7:00 p.m.–8:15 p.m.

Professional and Technical Writing

A.01 Divisions, Intersections, and Collaborations In English Studies

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

Chair: Mary Alice Trent-Williams, Oral Roberts University, Tulsa, OK

Presenters: Lydia Petersson, Mary Baldwin College, Staunton, VA, “‘Shall We Close the English Department?’ The Case for a Unified Front”

David Tietge, Monmouth University, West Long Branch, NJ, “Waiting for the Old Professor’s Home: Departmental Resistance to Full-Scale Rhetoric and Writing Programs”

Michael Moghtader, University of New Mexico, Albuquerque, NM, “Making Pedagogy Matter beyond the Disciplinary Level”

Institutional and Professional

A.02 Managing Composition Programs In Times Of Financial Stress

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

Chair: Elaine Fredericksen, University of Texas at El Paso

Presenters: Brenda Sloane, University of Texas at El Paso

Esther Al-Tabaa, University of Texas at El Paso

Steven Varela, University of Texas at El Paso

Institutional and Professional

A.03 Designer’s Challenge: Making Teacher-Preparation Courses Matter To Graduate Students

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

Chair: Joe Janangelo, Loyola University, Chicago, IL

Presenters: Joe Janangelo, Loyola University, Chicago, IL, “Accepting the Challenges”

Linda Bergmann, Purdue University, West Lafayette, IN, “The Writing Program as ‘Real World’: Putting Theory into Practice”

Kelly Belanger, University of Wyoming, Laramie, “‘Just in Time’ Pedagogy: Connecting with TA’s Values to Make Composition Methods Relevant in a Traditional English Department”

Donald Bushman, University of North Carolina, Wilmington, NC, “It’s All Creative Writing: Introducing Composition Theory and Pedagogy to MFA Students”

Stephen Wilhoit, University of Dayton, OH, “Making a Teaching Practicum Matter at a Comprehensive University”

Professional and Technical Writing

A.04 Integrating Web And Document Design Into Teaching

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

Chair: James Kalmbach, Illinois State University, Normal

Presenters: James Kalmbach, Illinois State University, Normal, “Making XML Matter in the Web-Authoring Classroom”

Jason Swarts, North Carolina State University, Raleigh, “Making ‘The Composition’ Matter: Document Design as Writing Practice”

Deanya Lattimore, Syracuse University, NY, “Composing the Internet: Writing the Third Information Transformation”

Information Technologies

A.05 Online Hybrid Courses Using University-Developed Software: Impetus For Cross-Curricular Collaboration

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

Chair: Judith Collins, Kansas State University-Salina

Presenters: Jung Oh, Kansas State University-Salina

Pedro Leite, Kansas State University-Salina

Judith Collins, Kansas State University-Salina

Professional and Technical Writing

A.06 Disciplines Outside Themselves: Medical Discourse In Academic And Popular Contexts

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

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

Presenters: Davida Charney, University of Texas at Austin, “The Rhetoric of Disciplinary Intersubjectivity”

Sue Wells, Temple University, Philadelphia, PA, “The Feminism of Technical and Colloquial Languages”

Ellen Barton, Wayne State University, Detroit, MI, “The Rhetoric of the ‘Good Death’”

Wednesday, 7:00–8:15 p.m.

Professional and Technical Writing

**A.07 Self-Reflection Matters: Becoming An Engineering Student,
Becoming An Engineer**

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

Chair: Julia Williams, Rose-Hulman Institute of Technology, Terre Haute, IN

Presenters: Sarah King, University of Toronto, Toronto, Ontario, Canada,
“Exorcising the Essay”

Alan Chong, University of Toronto, Ontario, Canada, “Exorcising the Essay:
Self-Reflection and Genre Shift”

Jane Freeman, University of Toronto, Ontario, Canada, “Conceptualizing
the Relationship between Communication and Engineering”

Brock MacDonald, University of Toronto, Ontario, Canada, “Writing After
It Hits the Fan: Coping with Workplace Genres Not Taught in School”

Theory

A.08 Conservative Public Discourse: Analysis And Intervention

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

Chair: Phillip Arrington, Eastern Michigan University, Ypsilanti

Presenters: Phillip Arrington, Eastern Michigan University, Ypsilanti,
“Composing Right to Left—Reflections on a Conservative Representation
of How Compositionists Think and Teach Writing”

JoAnn Pavletich, University of Houston-Downtown, TX, “Propaganda and
the Defeat of Rhetoric”

Theory

**A.09 Literacies And Matter: Real-World Relevance In The Classroom
And The Field Of Literacy Studies**

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

Chair: Peter Mortensen, University of Illinois, Champaign-Urbana

Presenters: Kirk Branch, Montana State University, Bozeman, “Real Things
in the Real World: The Construction of Relevance in Educational
Discourse”

Angela Crow, Georgia Southern University, Statesboro, “Body Literacies:
The Glories and Worries of Globalization and Technology”

Scott Hendrix, Albion College, MI, “Literacy Studies as an Agent of
Sustainable Change?”

Theory

A.10 Toward An Epistemology Of Nonviolence

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

Chair: Peggy Woods, University of Massachusetts, Amherst

Presenters: Kami Day, Johnson County Community College, Overland Park, KS, “Co-Writing and Peacemaking”

Frankie Condon, St. Cloud State University, MN, “Co-Writing and Peacemaking”

Zan Goncalves, University of Massachusetts, Amherst, “Composing Nonviolence”

Luisa Rodriquez Connal, Harry S. Truman College, Chicago, IL, “Spirit and Culture”

Respondent: Peter Elbow, University of Massachusetts, Amherst

Theory

A.11 Matters Of Performativity: Whiteness, Age, And Class

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

Chair: Hans Ostrom, University of Puget Sound, Tacoma, WA

Presenters: Hans Ostrom, University of Puget Sound, Tacoma, WA, “(New) Angles of Revision”

Darci Thoun, University of Louisville, KY, “Act Your Age: Age and Performativity in the Composition Classroom”

Matt Jackson, University of Utah, Salt Lake City, “Slippery When White: Subjectivity, Performativity, and Pedagogy”

Professional and Technical Writing

A.12 Grading And Responding To Student Texts

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

Chair: Nancy Nester, Roger Williams University, Bristol, RI

Presenters: Lee Nickoson-Massey, Elon University, NC, “Interrupting Writing Assessment: Transforming ‘Process’ in the Composition Classroom”

Mike Garcia, Washington State University, Pullman, “Self-Graded Writing Classrooms in Action: Helping Students Learn through Self-Evaluation”

Nancy Nester, Roger Williams University, Bristol, RI, “Civic-Minded but Awkwardly Constructed: Purpose and Perspective in the Written Response”

Professional and Technical Writing

A.13 Focus On Writing Teachers:

Issues Of Authority, Identity, Motivation, And Burnout

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

Chair: Margot Vance, Illinois Central College, East Peoria

Presenters: Greg Giberson, University of South Florida, Tampa, “Spaces for Contact: Teacher Identity and Authority in Emerging Teaching/Learning Spaces”

Sanford Tweedie, Rowan University, Glassboro, NJ, “Essaying the Classroom: Genre as Pedagogy”

Jill Wright, Illinois Central College, East Peoria, “Diligence and Disillusionment: Dealing with Composition Instruction in the Modern Institution”

Margot Vance, Illinois Central College, East Peoria, “Diligence and Disillusionment: Dealing with Composition Instruction in the Modern Institution”

Professional and Technical Writing

A.14 Essays Read Differently: Conceptual And Rhetorical Differences In Both Time And Space

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

Chair: Elizabeth Kleinfeld, Red Rocks Community College, Lakewood, CO

Presenters: Gita DasBender, Seton Hall University, South Orange, NJ, “Movement Matters: Developing Idea in the Essay”

Elizabeth Kleinfeld, Red Rocks Community College, Lakewood, CO, “‘Why Can’t Teachers Get Their Stories Straight?’: How Students Make Sense of Conflicting Pedagogies”

Kristine Potter, University of Wisconsin-Milwaukee, “Then and Now: Responding to Essays in 1966 and in 2004”

Albert Krahn, University of Wisconsin-Milwaukee, “Then and Now: Responding to Essays in 1966 and in 2004”

Professional and Technical Writing

A.15 Conferencing, Community Building, And Constructing Student Subjects

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

Chair: Christine Photinos, National University, San Diego, CA

Presenters: Valerie Vancza, University of Rhode Island, Kingston, “Writing Conferences Revisited: A Communication Exchange and Critique”

Christine Photinos, National University, San Diego, CA, “Community Building and Retention in Online Basic Writing Classes”

Professional and Technical Writing

A.16 Writing Across Borders:

Teaching ESL And Comparing Writing Pedagogies

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

Chair: Carlos Evia, Texas Tech University, Lubbock

Presenters: Wayne Robertson, Oregon State University, Corvallis, “Writing Across Borders: The Cultural Differences International Students Face in American Writing”

Carlos Evia, Texas Tech University, Lubbock, “Composition and Composing: Comparing the Teaching of Writing in American and Mexican Universities”

Professional and Technical Writing

A.17 Transformed Into Practice: Wac, Toulmin, And Literacy Education

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

Chair: Peter Goggin, Arizona State University, Tempe

Presenters: Stacie Hunt, Illinois State University, Normal, “Finding Intersections: Collaborating on WAC Assignments in the First-Year Composition Classroom”

Brad Bostian, Central Piedmont Community College, Charlotte, NC, “Arguing for Change: Student Voices beyond the Composition Classroom”

Peter Goggin, Arizona State University, Tempe, “Sustainable Development: Thinking Globally and Acting Locally in the Writing Classroom”

Composition Programs

A.19 Writing Programs As Philosophical Journeys:

From Lucretian Argument To Existential Consciousness

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

Chair: Irene Klosko, Holy Family University, Philadelphia, PA

Presenters: Kristen Welch, University of Arizona, Tucson, “Lucretian Lunacy and the Art of Resourceful Design: Professional Applications for Writing Across the Curriculum Pedagogy”

Peggy Johnson, Saint Mary’s University of Minnesota, Winona, “Existentialism in the Writing Center: Tutors’ Search for Meaning”

Irene Klosko, Holy Family University, Philadelphia, PA, “Uncovering Psychic Space: Writing Center as Ashram”

Wednesday, 7:00–8:15 p.m.

Composition Programs

**A.20 Bringing Composition Home:
Multiple Constituencies, Multiple Publics**

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

Chair: Beth Burmester, Georgia State University, Atlanta

Presenters: Rachel Key, Oklahoma State University, Stillwater, “Taking the College to the Student: Making Composition Matter on United States Navy Ships”

Jeanne Rose, Penn State Berks-Lehigh Valley College, Reading, “Making Composition Matter to New Constituencies: Involving Alumni in the Teaching of Writing”

Beth Burmester, Georgia State University, Atlanta, “Making Writing Centers Matter for Multiple Publics: Strategies to Expand Writing Center Theory and Practice through Advocacy and History”

Institutional and Professional

A.21 Yours, Mine, And Ours: Collaborating On Textbook Matters

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

Chair: Margaret Whitt, University of Denver, CO

Presenters: Ann Dobyns, University of Denver, CO, “Writing And”
Janet Bland, University of Denver, CO, “Talking Back”

Betsy Gwyn, University of Denver, CO, “Writing For”

Hillory Oakes, St. Lawrence University, Canton, NY, “Designing Companion Web Sites Textbooks”



CCCC CONVENTION
S A N A N T O N I O , T E X A S

Coalition of Progressive SIGs

PSI.1 Bushwacked: Queering Borders and Boundaries in the Lone Star State

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

8:00 p.m.–10:00 p.m.

Chair: Steve Parks, Temple University, Philadelphia, PA

Presenters: Steve Parks, Temple University, Philadelphia, PA, “Building on
Last Year: A Progress Report and Statement of Current Goals”

Jonathan Alexander, University of Cincinnati, OH, “Queering Borders”

Jimmy Santiago Baca, “The Lessons I’ve Learned or Representing Where I
Come From”

Respondent: Jane E. Hindman, San Diego, CA

AA MEETING

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

8:30 p.m.–10:30 p.m.

ALANON MEETING

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

8:30 p.m.–10:30 p.m.