## Conference Calendar: 2005 CCCC

### Wednesday, March 16, 2005
- **Registration and Information**: 8:00 a.m.– 7:00 p.m.
- **Full-Day Workshops**: 9:00 a.m.– 5:00 p.m.
- **Half-Day Workshops**: 9:00 a.m.–12:30 p.m.
- **Half-Day Workshops**: 1:30 p.m.– 5:00 p.m.
- **Newcomers Orientation**: 5:15 p.m.– 6:15 p.m.
- **Coalition of Women Scholars**: 7:00 p.m.– 8:30 p.m.
- **A Sessions**: 7:00 p.m.– 8:15 p.m.

### Thursday, March 17, 2005
- **Newcomers Coffee Hour**: 7:00 a.m.– 8:15 a.m.
- **Registration and Information**: 8:00 a.m.– 6:00 p.m.
- **Opening General Session**: 8:30 a.m.–10:00 a.m.
- **Exhibit Hall Open**: 10:00 a.m.– 6:00 p.m.
- **B Sessions**: 10:30 a.m.–11:45 a.m.
- **C Sessions**: 12:15 p.m.– 1:30 p.m.
- **D Sessions**: 1:45 p.m.– 3:00 p.m.
- **E Sessions**: 3:15 p.m.– 4:30 p.m.
- **F Sessions**: 4:45 p.m.– 6:00 p.m.
- **Special Interest Groups**: 6:30 p.m.– 7:30 p.m.
- **Humor Night**: 6:30 p.m.– 9:00 p.m.

### Friday, March 18, 2005
- **Registration and Information**: 8:00 a.m.– 5:00 p.m.
- **Exhibit Hall Open**: 9:00 a.m.– 5:00 p.m.
- **G Sessions**: 8:00 a.m.– 9:15 a.m.
- **H Sessions**: 9:30 a.m.–10:45 a.m.
- **I Sessions**: 11:00 a.m.–12:15 p.m.
- **J Sessions**: 12:30 p.m.– 1:45 p.m.
- **K Sessions**: 2:00 p.m.– 3:15 p.m.
- **L Sessions**: 3:30 p.m.– 4:45 p.m.
- **Awards Session and Reception**: 5:00 p.m.– 6:30 p.m.
- **TYCA Talks**: 6:30 p.m.– 7:30 p.m.
- **Special Interest Groups**: 6:30 p.m.– 7:30 p.m.
- **Poetry Forum**: 7:30 p.m.–10:30 p.m.
- **Rock ‘n’ Roll Dance**: 9:30 p.m.– midnight

### Saturday, March 19, 2005
- **Registration and Information**: 8:00 a.m.– 2:30 p.m.
- **Annual Business Meeting**: 8:00 a.m.– 9:15 a.m.
- **Exhibit Hall Open**: 10:00 a.m.– 2:00 p.m.
- **M Sessions**: 9:30 a.m.–10:45 a.m.
- **N Sessions**: 11:00 a.m.–12:15 p.m.
- **O Sessions**: 12:30 p.m.– 1:45 p.m.
- **Half-Day Workshops**: 2:00 p.m.– 5:30 p.m.
## Individual CCCC Program

The following form has been provided to assist attendees in planning their schedules for the 2005 Convention.

<table>
<thead>
<tr>
<th>Wednesday March 16, 2005</th>
<th>Thursday March 17, 2005</th>
<th>Friday March 18, 2005</th>
<th>Saturday March 19, 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 p.m. –8:15 p.m. Session A____</td>
<td>Opening General Session 8:30 a.m.–10:00 a.m.</td>
<td>General Session: Awards and Reception 5:00 p.m.–6:30 p.m.</td>
<td>Annual Business Meeting 8:00 a.m.–9:15 a.m.</td>
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<tr>
<td>10:30 a.m.–11:45 a.m. Session B____</td>
<td>8:00 a.m.–9:15 a.m. Session G____</td>
<td>9:30 a.m.–10:45 a.m. Session M____</td>
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<td>12:15 p.m.–1:30 p.m. Session C____</td>
<td>9:30 a.m.–10:45 a.m. Session H____</td>
<td>11:00 a.m.–12:15 p.m. Session N____</td>
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<tr>
<td>1:45 p.m.–3:00 p.m. Session D____</td>
<td>11:00 a.m.–12:15 p.m. Session I____</td>
<td>12:30 p.m.–1:45 p.m. Session O____</td>
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<tr>
<td>3:15 p.m.–4:30 p.m. Session E____</td>
<td>12:30 p.m.–1:45 p.m. Session J____</td>
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<td>4:45 p.m.–6:00 pm. Session F____</td>
<td>2:00 p.m.–3:15 p.m. Session K____</td>
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<td>6:30 p.m.–7:30 pm. Session TSIG____</td>
<td>6:30 p.m.–7:30 p.m. Session FSIG____</td>
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<td></td>
</tr>
</tbody>
</table>
Greetings from the 2005 Program Chair
About the CCCC Convention
General Information and Services
Committee Meetings
Wednesday Activities and Workshops
Convention Program, Wednesday, March 16
Convention Program, Thursday, March 17
Convention Program, Friday, March 18
General Session and CCCC Awards
Convention Program, Saturday, March 19
Saturday Workshops, March 19
Local Arrangements Committee
CCCCC Past Chairs
Exhibitors
Meeting Room Maps
Index of Participants

All photos courtesy of San Francisco Convention and Visitors Bureau
Cover design: Tom Jaczak

National Council of Teachers of English
1111 W. Kenyon Road, Urbana, Illinois 61801-1096
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Greetings from the 2005 PROGRAM CHAIR

I’m glad that we are here in San Francisco March 16–19 for the 26th Annual Conference on College Composition and Communication. I consider myself especially lucky to be program chair for a CCCC held in this magnificent city.

If you attended the NCTE Annual Convention held in San Francisco in November 2003, you might recall program chair Patty Stock’s multilingual divider pages in the program. They represented the major language groups in the city. I gloried in hearing so many languages as I walked from my hotel to the convention site. San Francisco challenges (and maybe surpasses) New York for cultural and linguistic diversity.

I was also intrigued by the gates I saw: the Golden Gate Bridge was visible from my 40th floor room; Chinatown’s famed gate stands sturdily at Clay and Grant Streets; and right downtown are many apartment buildings, restaurants, and stores, all with gated entries.

The theme for this conference came to mind then. I was struck by the contrast between the seemingly open atmosphere of the city and the gates. But I worried that the theme might be too hackneyed, that it might not inspire interesting or even new approaches to continuing issues. Such worries were dispelled as over 1500 panel and individual proposals rolled in. There’s still much to discuss, and there’s still work to be done to ensure access and create support for student success, these proposals said.

There’s no point in my talking about San Francisco. We all know that it is a wonderful city with open arms. We also know that it wasn’t always so. Right now, I think it is one of the most welcoming cities in the country in a state that is politically and socially more conservative.

Such political overtones only slightly affected the selection of conference presentations. Overall, the process went well. Wonderful experts served as online mentors for proposal writers. Over 60 colleagues at colleges and universities around the country read and rated the panel proposals, and some of them volunteered to read individual proposals in the largest cluster (101—Practices of Teaching Writing). A smaller group came together at NCTE headquarters in Urbana last June to rate other individual proposals and workshops. These folks put the individual proposals into panels and provided a title.

Were there glitches? Of course. When there are so many proposals and so many people involved, there are bound to be human errors. For the most part, the process
went smoothly, thanks primarily to NCTE Convention Manager Eileen Maley and Convention Director Jacqui Joseph-Biddle, and the many other NCTE staff members who helped. Program Assistant Deborah Long made dealing with the detail work that comes with planning a program manageable and even fun. This year we sent e-mail invitations for the first time, and judging from the response, it was successful. In fact, it was so successful that we had many more volunteers to chair sessions than we had sessions needing chairs.

The following pages will tell you more about some of the featured sessions and list concurrent sessions and events for you. I can tell you that members of the profession responded to many of the questions asked in the Call for Proposals. There are sessions about affirmative action issues, basic writing, mentoring new/diverse faculty, student success programs and initiatives, and cultural/linguistic differences.

New this year are nine conversation sessions at which discussion leaders ask attendees to talk about issues. The conversations are about adjunct issues, faculty and graduate student diversity, race in the classroom, lip service rather than real access, class and privilege, and instructor responses to student writing. Instead of hearing papers and being talked at, these sessions ask you to talk with other attendees. Each session has one or more conversation leaders. I hope that some of us are eager to discuss these issues. A good way to meet others with similar or opposed ideas, these conversations could easily lead to proposals for next year’s conference in Chicago.

Another new activity is the Parlor, “a role-playing, interactive carnivalesque, multimedia extravaganza” organized by David Blakesley. A large cast of characters, including those who attend this Burkeian parlor, will create a happening the likes of which CCCC has never seen. Come play the role of a “famous” rhetorician; or play yourself (especially if you ARE a famous rhetorician). The Parlor promises to be great fun at the end of a long day.

I’m also glad to tell you that we are participating in the 75th anniversary of the publication of The Maltese Falcon, Dashiell Hammett’s classic Sam Spade mystery. As part of this celebration, Hammett’s daughter Josephine Hammett will address us about her father’s life and work. Jo edited her father’s letters and wrote Dashiell Hammett: A Daughter Remembers. A session featuring writers influenced by Hammett is another part of this celebration. And if you don’t know it already, you can walk in Sam Spade’s footsteps around San Francisco without going far from our hotel. You can dine at John’s Grill, where Spade eats a dinner of chops and tomatoes, and you can walk along with him as he moves through the center of town. If you haven’t read The Maltese Falcon, it would be a nice read on the plane coming in. Hammett’s apartment at 891 Post Street, upon which he modeled Spade’s, will be dedicated as a National Literary Landmark on March 19. We’re invited to attend. An exhibit of Hammett memorabilia will be on display at the San Francisco Public Library during the conference.

If following Spade around isn’t enough, Janice Albert will provide a slide tour of Literary San Francisco on Thursday afternoon. She will prepare a walking guide to sites you might want to visit.
When I first came to CCCC in 1980 to present my dissertation research, I was petrified, especially when I saw that many of the audience members were my professors. No one I knew had presented at the C’s as a graduate student, but I have seen more and more students involved in CCCC presentations. I especially welcome students, both graduate and undergraduate, to the conference. And if you’ve not been here before either as a student or faculty member, please come to the newcomers’ events—they will be worth the time.

This conference has meant renewal and refreshment to me over all these years. Sometimes I “get more” from the hallway, restaurant, lounge sociology than I do from sessions. Sometimes the sessions give me more. Mostly, both aspects of the conference help me go back to the classroom with a stronger resolve and a more joyful mien. At this conference, we celebrate the 25th anniversary of the Conference on Basic Writing, the Scholars for the Dream, our Professional Equity Project attendees, and the first Tribal College Fellowship recipients. We celebrate ourselves and our students, the joys of language and literacy. Join us in these celebrations in San Francisco and share this joy.

Judith (Jay) Wootten
Kent State University
Program Chair
New to the Convention?

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

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

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

We look forward to meeting you in San Francisco.

—CCCCExecutive Committee

From the CCCC Mentoring Committee

With warm good wishes,

Paul M. Puccio, Chair	Lynn Troyka
Joseph Janangelo	Benjamin Wiley
Martha Marinara	Amanda Espinosa-Aguilar
Cynthia Selfe	Paul Hanstedt
Emily Issacs

We welcome everyone to the 2005 CCCC, but especially new members and attendees.

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

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

**Newcomers Orientation**

Exhibit Level, Exhibit Hall D, Room 1
5:15 p.m.–6:15 p.m.

Several long-time CCCC participants 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.

**About the CCCC Convention**

**Registration**

The Conference Registration Desk is in the Moscone Center/Hall D, and is open Wednesday, March 16, 8:00 a.m.–7:00 p.m.; Thursday, 8:00 a.m.–6:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; and Saturday, 8:00 a.m.–2:30 p.m. Those who ordered Convention Programs in advance may pick up a plastic name-badge holder at various locations near the Registration Desk. There is no need to stop at the Registration Desk. Those who preregistered and received a Program Coupon in the mail may pick up their Program at the Program Pick-up Counters at the Registration Desk. Replacement programs can be purchased at the Registration Center for $15.00. Replacement badges are available as well.

**Exhibits**

The exhibits are located in the Moscone Center/Hall D. Exhibit hours are Thursday, 10:00 a.m.–6:00 p.m., Friday, 9:00 a.m.–5:00 p.m., and Saturday, 10:00 a.m.–2:00 p.m.

**Local Committee Headquarters**

The headquarters for Local Committee Chair Sallyanne Fitzgerald and other members of the Local Arrangements Committee is the Conference Registration Desk.

**Location of Meeting Rooms**

All meetings of the 2005 CCCC are in the Moscone Center/Hall D.
Information for Attendees with Disabilities

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

Workshops

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

Opening General Session

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

Concurrent Sessions

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

Special Interest Groups and Caucuses

On both Thursday and Friday evenings, individuals who share common concerns and/or interests will meet in Special Interest Groups and Caucuses. For a complete listing of these groups, see pages 156–167, 257–267. You do not need to be a member of a SIG or caucus to attend.

CCCC 2005 Online

To find links to past versions of CCCC Online and to search the collection, visit http://archive.ncte.org/cccc/.
For this year, home (homepage, that is) is at http://www.ncte.org/profdev/conv/cccc/.
The NCTE/CCCC Mobile Technology Center
Computer Connection Presentations

Douglas Eyman, Computer Connection Coordinator
(eymandou@msu.edu)
Thursday, March 17
Friday, March 18

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

Thursday, March 16

10:30–11:00 Virginia Kuhn: “Peer Review: Multiple Digital Readings”
11:00–11:30 Joe Williams: “So You Want a Better Departmental Website? Considering Design and Content Management Issues.”
11:30–12:00 Cynthia Jeney: “Using Frames in FrontPage to Teach Literary Explication”
1:00–1:30 Mark Crane: “Content Management Systems and the Teaching of Technical Communications”
1:30–2:00 Liz Monske, Kristine Blair, Lanette Cadle, and Cheryl Hoy: “Computers and Composition Online”
2:00–2:30 Donna Reiss: “Online Autobiographies for Constructing Community and Introducing Rhetorical Concepts”
2:30–3:00 Christine Ross and David Vance: “Wireless Laptops on Every Desk in Every Writing Course: Faculty Development and Pedagogical Innovation”
3:00—3:30 Jim Ridolfo: “Content Management Systems and (Virtual) Grassroots Organizations”
3:00–4:00 Kendra Matko and Douglas Eyman: “Digital Rhetoric and Teaching the Digital Document Context”

Friday, March 18

10:30–11:00 Bridget F. Ruetenik: “Teaching MOO Composition as Living Archive”
11:00–11:30 Janice Leach: “Changing Visuals, Changing Arguments”
11:30–12:00 Tom Peele: “Visual Presenter in the Basic Writing Classroom”
1:30–2:00 Michael Kapper: “Computers are Important—Sure Wish We Had Some”
2:00–2:30 Susan Rogers: “Through the Eyes of Another: Text as Visual Representation”
2:30–3:00 Dickie Selfe: “Moodle: An Open-source Course Management System”
3:00–3:30 Ted Nellen: “Pushing and Pulling Technology into our K-12 Classrooms”
Feminist Forum

The Other “F” Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Successes

Exhibit Level, Exhibit Hall D, Room 17

9:00 a.m.–5:00 p.m.

This forum is sponsored by the Committee on the Status of Women in the Profession. Through panel and roundtable discussions from 28 presenters and discussants, the forum will explore privileged and marginalized feminisms in the context of success, including a look at how Affirmative Action affects feminism’s definitions and discourses in composition classrooms. The forum will begin with a brief introduction, a feminist poetry reading, and a presentation of the ugly backsides of affirmative action both in terms of anti-feminist backlash rhetorics and in terms of the reality that those who have benefited most from affirmative action policies are white women.

Chair: Marsha Millikin, Lansing Community College, Lansing, MI

Speakers: M. Lynda Ely, Texas A&M University, College Station; Barbara Smith, Tobi Jacobi, Colorado State University, Fort Collins; Amy Childers, North Georgia College and State University, Dahlonega; Heather Bruce, University of Montana, Missoula; Janine DeBaise, SUNY, Syracuse; Tara Der-yeghiayan, Western Illinois University, Macomb; Judy Hebb; Jane Hindman, San Diego State University, CA; Hallie Lemon, Western Illinois University, Macomb; Cheryl Johnson, University of Idaho, Moscow; Jayne Moneysmith, Kent State University–Stark Campus, Canton, OH; Pamela Martin, Georgia Southern University, Statesboro; Christine Trocheset; Sandy Tarabochia, Kathlene Winter; Kristina Koch, Western Illinois University, Macomb; Lana Carroll; Sally Chandler, Kean University, Union, NJ; Leslie Chilton, Arizona State University, Tempe; Pia Taavila, Gallaudet University, Washington, DC; Laraine Sommella, Quinsigamond Community College, Worcester, MA; Alice Robertson, Western Illinois University, Macomb; Janice Neuleib, Illinois State University, Normal; Tracy Ann Robinson, Oregon State University, Corvallis; Therese Trotochard, Western Illinois University, Macomb.
Women, Gender, and Civic Discourse  
(Sponsored by the Coalition of Women Scholars in the History of Rhetoric and Composition)

Exhibit Level, Room 133  
6:30 p.m.–8:30 p.m

Chair: Katherine H. Adams, Loyola University, New Orleans

Speakers at this caucus session will appear in a roundtable: each will speak for 8–10 minutes on women’s participation in civic discourse.

Janet Atwill, University of Tennessee, Knoxville, “Names and Practices of Honor in Civic Discourse.” By relying on a historical and theoretical perspective, this paper interrogates “honor” in relation to virtue, rhetoric, and the public/private opposition. Though honor in civic contexts has been identified with a male public sphere, it has heuristic potential for defining women’s relationships to civic discourse.

Joy Ritchie, University of Nebraska–Lincoln, “Reclaiming Anger as a Rhetorical Space for Women’s Agency.” In classical and contemporary conceptions of a public sphere, anger has been judged an illegitimate form of discourse, a violation of rational proceedings. Women’s anger has been particularly taboo. However, anger may function as an internal epistemology in response to injustice or oppression. It may also serve as a source of inspiration and as a catalyst for strategic action.

Gwendolyn Pough, University of Minnesota, Minneapolis, “Literacy, Commerce, and Civic Duty.” Contemporary book clubs are deeply connected to African American quests for literacy, racial uplift, and control over representations of the past. But this literacy practice also improves the market value of publishers, booksellers, and superstores. This paper questions issues of capitalism and commodification by asking how Black women navigate their positions as targets of the literary market.

Nan Johnson, The Ohio State University, Columbus, “No Women on the Fields of Gettysburg.” This presentation looks at the use of the Gettysburg address as the ideal genre of the commemorative sublime, a type of oratory that confers the status of the “honored” dead on those who have fallen in “the line of duty” on “hallowed ground.” It was the Gettysburg address that was recited at Ground Zero on the first anniversary of 9/11, a script that historically recognized the sacrificial and honorable deaths of men. This paper will argue that the discrete and individual identities of women are compromised when their deaths are defined within a rhetoric that does not represent or recognize their lives.

Joyce Middleton, St. John Fisher College, Rochester, NY, “Opposition Gone Wild.” Under a political leadership that exploits dualistic thinking and adversarial language, listening has become a major casualty, and, perhaps, so has our democracy. This paper analyzes three recent media events—the war on terrorism, on affirmative action, and on racial and gender diversity—to illustrate how teaching rhetorical listening promotes critical transformation, intervention, and honest conversations about democracy.
Research Network Forum
Exhibit Level, Room 132/133
9:00 a.m.–5:00 p.m.

The Research Network Forum provides an interactive setting for people from all sectors of composition studies, from graduate students beginning their first research ventures, to experienced scholars who wish to share current interests while guiding new researchers. As in past years, the Forum will have an Editors’ Roundtable representing some two dozen journals; work-in-progress presentations; over 30 prominent discussion leaders; and plenary speakers. This year’s plenary speakers are Cynthia L. Selfe, Gail Hawisher, Eleanor Kutz, and Keith Gilyard. Please consult the CCCC Convention Web site beginning in January 2005 for a complete list of discussion leaders and journal editors who plan to participate. The Research Network Forum, chaired by Risa E. Gorelick and Ollie O. Oviedo, is open to everyone registered for the convention.

THURSDAY’S SPECIAL EVENTS: March 17

Newcomers Coffee Hour 7:00–8:15 a.m.
Exhibit Level, Exhibit Hall D

This year, the CCCC Program is offering the Newcomers Breakfast Coffee Hour. All first-time attendees are invited to have complimentary continental breakfast before the Opening General Session.

Opening General Session, 8:30–10:00 a.m.
Exhibit Level, Room 134/135

At this session we honor both the 2005 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair’s address. Please join us.

Winners of the Travel Awards for 2005 are chosen by the Scholars Selection Committee, these scholars will all be first-time presenters at a CCCC Convention who have submitted extended abstracts of their proposals and who are members of groups historically underrepresented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latina and Latino Americans, and American Indians).
Scholars for the Dream Reception
Exhibit Level, Room 131
6:15 p.m.–7:15 p.m.

Everyone is invited.

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

Scholars for the Dream Travel Awards

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

2005 Scholars for the Dream Award Winners

Cedric D. Burrows, Miami University, Oxford, OH F.18
Linh Dich, University of Massachusetts, Amherst L.23
Robin Evans, Oklahoma State University, Stillwater L.02
Maisha T. Fisher, Emory University, Atlanta, GA J.21
Elisa Marie Norris, Syracuse University, NY G.23
Daisy Pignetti, University of South Florida, Tampa A.15
Eric Darnell Pritchard, University of Wisconsin–Madison G.15
Adina Sanchez-Garcia, University of Miami, FL G.33
Justin Schapp, Syracuse University, NY M.20
Robyn Tasaka, University of Hawaii at Manoa, Honolulu O.02
Previous Scholars for the Dream Award Winners

2004
JuliAnna Avila, University of California, Berkeley
Jeffrey Duncan-Andrade, University of California, Los Angeles
D. Ted Hall, Michigan State University, East Lansing
David Kirkland, Michigan State University, East Lansing
Melvete Melvin, Penn State University, State College
Rose Metts, Savannah State University, GA
Kelvin Monroe, Washington State University, Pullman
Spencer Salas, University of Georgia, Atlanta
Cecilia Solis-Sublette, Texas A&M University
Sandra Young, University of South Carolina, Columbia

2003
Jacqueline Brown, University of Louisville, KY
Carol Brochin Ceballos, Laredo Community College, TX
Rene Agustin De los Santos, University of California, Santa Barbara
Nichole Hamai, University of Hawaii, Honolulu
Jungmi Kim, Temple University, Philadelphia, PA
Seonjoo Moon, Temple University, Philadelphia, PA
Ken Rayes, University of New Orleans, LA
Eunsook Rhee, Temple University, Philadelphia, PA
Tonya Scott, Texas A&M University, Commerce
Lillie Whetten, New Mexico State University, Las Cruces

2002
Rachel Brooks-Rather, Carlos Evia, Haivan Hoang, Asao Inoue, Michelle Johnson,
Derek Landers, Hilary Owens, Patricia Trujillo, Piper Kendrix Williams, Margaret Wong

2001
Terry Carter, Rose Gubele, Daniel Justice, Rhea Estelle Lathan, Kim Lee, Meredith Lee,
Faye Spencer Maor, Kathleen McColley, Josye Sadler

2000
Aesha Adams, Christina Bell, Rebecca Cisneros, Annette Harris-Powell, Avis G. Hewitt,
Joseph Ng/Eng, Lisa Trevino Roy-Davis, Rebecca Small, Rhonda Robinson Thomas, Kendra Vaglienti
1999

1998
Fred Arroyo, Steve Chu, Sheldon George, Serena R. Huffman, Celestine W. Liu, Cedrick May, Elizabeth McHenry, Diana Elena Moran Molina, Luana Uluave, Linda Walking-Woman

1997
Cassandra J. Canada, Ginny Carney, Maria De Jesus Estrada, La Tisha Camille Fowlkes, Chikako D. Kumamoto, Cynthia McCollie-Lewis, Donald McCrary, Charlotte Simmonds-Hammons, A. Tyson Sims, Marion Okawa Sonomura

1996
Erika Aigner-Varoz, Victoria Cliett, Renita Duncan, Amanda Espinosa-Aguilar, Sandra M. Grayson, Terry Haynes, Joyce Raine Latora, Lynn A. Casmier-Paz, Gwendolyn Pough, K. Hyoejin Yoon

1995
Lena Ampadu, María C. M. de Guerrero, Phyllis Pearson Elmore, Carlton Floyd, Janice Gould, David Holmes, Terese Monberg, Shondel Nero, Pata Suyemoto, José L. Torres-Padilla

1994
Jennifer Barfield, Kisha Brown, José Irizarry, Susan Kimoto, Alison O. Lee, Michelle McIver-Bell, Natalia Apostolos Menendez, Malea Powell, Elaine Richardson, Patricia Joan Saunders

1993
Meta G. Carstaphen, Louise M. Connal, Evelyn Flores, Sharon Gamble, Lisa M. Gonsalves, Renee Moreno, Jeryl Prescott, George Q. Xu
Humor Night
Exhibit Level, Room 132
6:30–8:30 p.m.

Hard to believe it, but Humor Night will celebrate its twentieth anniversary at 4Cs in 2005. So to carnival, to festival, to celebration, no? We’ve assembled a number of Humor Night panelists past and present, including the original four—Hans Guth, Gabriele Rico, Scott Rice, and John Ruszkiewicz—and the current group—Bill Bridges, Anita Guynn, and Marvin Diogenes and Clyde Moneyhun, founders of the Composition Blues Band. Join us in a retrospective look at Humor Night, as each panelist will take a look back, perhaps even regaling you again with one of his or her favorite presentations.

FRIDAY’S SPECIAL EVENTS: March 18

General Session and CCCC Awards and Reception
Exhibit Level, Room 135B
5:00 p.m.–6:30 p.m.

At this session we announce the winners of The 2004 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in TETYC, and the Nell Ann Pickett Service Award. A reception follows. Please attend and honor your colleagues.

The Eighteenth Annual Poetry Forum
Exhibit Level, Room 130
7:30–10:30 p.m.

The Eighteenth Annual Poetry Forum: Exultation of Larks will be held on Friday, 7:30–10:30 p.m. This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion. Poet readers should contact Mary Minock (English Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, mminock@madonna.edu) if they have questions.
TYCA Talks
Exhibit Level, Room 123
6:30–7:30 p.m.

This special event brings together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.

San Francisco Rock ‘n’ Roll
Hilton
9:30 p.m.–midnight

CCCC isn’t CCCC without a little rockin’ and rollin’—and we’ll bring it again this year on Friday night. Bring your dancing shoes and leave your fussiness.

SATURDAY’S SPECIAL EVENTS: March 19

TYCA Annual Breakfast
Exhibit Level, Room 135B
7:00–8:00 a.m.

Tickets must be purchased in advance either with registration or at the TYCA booth in the exhibit hall.

Jim Berlin Memorial Run/Walk/Pub Crawl

The Tenth Run/Walk/Pub Crawl will occur on Saturday, March 19, followed by a gathering at a local pub. Relieve stress and mingle with colleagues while you jog through downtown San Francisco. Sign up and get directions and a tee shirt at the Convention Information Desk.
For three decades, Erika Lindemann has been an exemplary model of the scholar, teacher, and administrator in composition studies, enjoying a world-class reputation for intelligence, versatility, decency, and dedication to students, colleagues and the profession itself. Erika’s contributions as scholar, bibliographer, mentor, advocate and CCCC leader have been crucial in establishing the reputation of the field. She has encouraged the profession to set high standards for the teaching of college writing, both by insisting that excellent teaching must be grounded in our field’s histories and theories and by providing compositionists at all levels with the intellectual resources to achieve that excellence. Erika’s wide-ranging publications are classics. *A Rhetoric for Writing Teachers*, now in its fourth edition and often considered the “de facto Bible in our field,” has been required reading for thousands of compositionists since its publication. *An Introduction to Composition Studies* has guided legions of graduate students, its synthesis of theory and pedagogy, rhetoric and history, linguistics and composition critical to the development of future faculty. Her argument that writing classes should not focus on literature, published in a series of articles in *College English*, has influenced the direction of composition studies for over a decade. And the *Longmann and CCCC Bibliographies of Composition and Rhetoric*—thanks largely to Erika’s advocacy, now incorporated into the *MLA Bibliography*—not only have provided great support to researchers in composition and rhetoric, but authoritatively established the field’s scholarly integrity and reach. These works, like the scores of conference papers and invited addresses Erika has delivered on topics ranging from Basic Writing to Contemporary Rhetorical Theory, like the dozens of workshops she has conducted for high school teachers, workplace writers, and writing program administrators, are models of engaged scholarship. They animate Ernest Boyer’s call to reimagine the work of the academy, exemplifying the rich possibilities created by the scholarship of discovery, of application, of integration, and of teaching. With the 2005 Exemplar Award, we also celebrate Erika Lindemann’s outstanding teaching and distinguished record of service to her department and university, to the profession generally, and to CCCC in particular. Professor of English at the University of North Carolina at Chapel Hill, she has served as architect and director of UNC’s widely respected writing program for a remarkable 17 years, designing a Fellows program that is recognized throughout the country as a model of how to prepare graduate students to teach college composition. She has served as Associate Dean of the Graduate School and Interim Chair of the Department of Romance Languages and is described locally as a “hands-on administrator” and “the most professional, most respected professor on campus.” Her commitments to undergraduates, graduates and colleagues are reflected in such awards as the University of North Carolina Distinguished Teaching Award for Post-Baccalaureate Instruction, a Mentoring Award from the Association
of English Graduate Students, and the 2000 John Gerber 20th Century Leadership Award from CCCC. Erika’s many accomplishments also include her effective participation in key MLA, Council of Writing Program Administrators, NCTE, and CCCC committees. Venues as wide ranging as SAMLA, CEA, Written Communication, and the Journal of Basic Writing have benefited from her deep knowledge and gracious, forthright and zestful spirit. For many colleagues, though, it is in her role as CCCC and NCTE Parliamentarian for the last fifteen years—fifteen years—that Erika has most remarkably shaped and supported the profession, her good work again making possible the good work of others. As Parliamentarian, Erika provides encyclopedic knowledge of the organization, encourages democratic deliberations, ensures the effective use of time and expertise, and quietly advises generations of CCCC officers. In composition studies, we often talk about the importance of collaboration. Erika’s work is collaborative in the broadest sense, enabling us all to work together toward improving writing and writing pedagogy. For countless members of our profession, Erika has provided the knowledge and inspiration to willingly take up the work that needs to be done. Landmark scholar, pioneer program administrator, cherished mentor, visionary bibliographer, erudite parliamentarian, unparalleled CCCC leader, generous colleague: Although few will reach the mark of excellence she has set in her magnificent career, Erika Lindemann exemplifies a level of scholarship, teaching and service to which all professionals in composition studies can aspire.

Barbara Roswell
Chair, Exemplar Committee
Goucher College, Maryland

IN MEMORIAM

Louise Rosenblatt
Candace Spigelman
Stephen Witte
2005 Outstanding Teacher Award Winners

We need to acknowledge those who gain recognition for what they do in their classrooms. This year, all who acknowledged having received awards at their departments or institutions are listed below.

Elizabeth G. Allan    John Lovas
Chuck Anderson        Nancy Mack
Joyce Rain Anderson   Rita Malenczyk
Damian Baca           Michael Mendelson
Alan Blackstock      Katherine S. Miles
Kristine Blair       Cynthia Mitchell
Allan Cameron         Rashidah Jaami' Muhammad
Maggie Cecil          Katrina Powell
Angelique Davi       Mark Reynolds
David Dayton          Joy Ritchie
Christy Desmet       Lance Rivers
Debra Frank Dew       Alice Robertson
Rebecca Dingo         Mike Rose
Susan Dinitz          Lisa Roy-Davis
Russel Durst          Kathleen Russell-Hardin
Katherine Frank Dvorsky Cathy Sayer
Cheryl Glenn          James Schneider
Jane Greer             Gwen Gray Schwartz
Morgan Gresham        David Seitz
Linda Houston         Bradley Siebert
Teresa Kynell Hunt    Tony Silva
Harvey Kail           Ellen Strenski
Mike Keene            Pia Taavila
Carolyn Kinslow       Howard Tinberg
Laura Knighten        Roy Vallis
Andrienne Lamberti    Chris Warnick
Lynn Lewis            Margaret Weaver
John Leydens           Donald J. White
General Information and Services

CCCC Membership: Please Join Us!
Membership in the Conference on College Composition and Communication is open to all who teach or are interested in college composition and the first-year English course. The annual dues of $18.00 include a subscription to *College Composition and Communication*, a quarterly journal. Membership in NCTE ($40.00) is a prerequisite to joining CCCC. Student membership is available, at substantially reduced rates, to full-time students who are not engaged in a paid teaching position on more than a half-time basis. To join CCCC, or to obtain further information, please stop by the NCTE Publications Booth in the Exhibit Hall.

Audiovisual Equipment
Audiovisual equipment should have been ordered by March 1, 2005. Scheduling of equipment ordered by that date is handled by Pick’s Audio Visual, with offices in the Moscone Convention Center North.

Committee on Resolutions
An open meeting of the CCCC Committee on Resolutions, chaired by Christine Farris, will be held Thursday, March 17, 2005, 5:30–6:30 p.m. in Exhibit Level, Exhibit Hall D, Room 1.

Nominating Committee
An open meeting of the CCCC Nominating Committee, chaired by Paul M. Puccio, will be held on Thursday, March 17, 3:15–5:15 p.m., in Exhibit Level, Room 134 D.

Planning for Next Year’s CCCC Convention
Individuals interested in discussing program proposals for the 2006 CCCC Convention in Chicago, Illinois, Palmer House Hilton, March 22–25, 2006, are invited to meet with Aku Duku Anokye, 2006 Program Chair, at the CCCC Registration Desk, Exhibit Hall D, Friday, March 18, between 10:00 a.m. and noon.

Smoking
The Moscone has a smoke-free environment. No smoking is allowed in the Center.

Nonsexist Language
All CCCC/2005 program participants should use the official CCCC position statement and guidelines for nonsexist language at the convention.
Copying Service

Copying Service is available at the Moscone’s business center for a fee.

Emergencies

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

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

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

As you are escorted to your room for the first time by the hotel bell staff, check the location of the exit nearest your room. You should know exactly how many doors are between your room and the exit. You might have to crawl to this exit in a dark or smoke-filled corridor. If there is a fire alarm or warning call from the hotel management, don’t stop to gather personal belongings or work papers. Just get out as quickly as possible. Take your room key. You may find it necessary to retreat to your room. Before you open the door to the corridor, put your palm against it and touch the knob. If the door is cool, open it slowly, keeping your foot braced against the bottom. (This helps you slam the door shut if you discover fire or smoke outside.) If the door is hot, do not open it. Soak blankets or towels in water and pack them around the door.

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

CCCC Executive Committee
The Handlery Hotel, Union Square
Wednesday, March 16, 9:00 a.m.–5:00 p.m.
Chair: Doug Hesse

Committee on Assessment
Exhibit Level, Exhibit Hall D, Room 20
Thursday, March 17, 10:00 a.m.-12:00 p.m. (Closed)
Co-Chairs: Renee Betz, Summer Smith Taylor

Committee on Academic Quality
Exhibit Level, Room 134D
Friday, March 18, 2005, 2:00 p.m.–4:45 p.m. (Closed)
Chair: Rita Malenczyk

Community Literacy and Service-Learning Committee
Exhibit Level, Room 134C
Thursday, March 17, 4:45 p.m.–6:00 p.m.
Chair: Tom Deans

Committee on Disability Issues
Exhibit Level, Room 134D
Thursday, March 17, 10:30 a.m.–11:45 a.m. (Open)
Co-Chairs: Brenda Brueggemann, Cynthia Lewiecki-Wilson

Nominating Committee
Exhibit Level, Room 134D
Thursday, March 17, 3:15 p.m.–5:15 p.m. (Open)
Chair: Paul M. Puccio

Resolutions Committee
Exhibit Level, Exhibit Hall D, Room 1
Thursday, March 17, 5:30 p.m.–6:30 p.m. (Open) and 6:30 p.m.–7:30 p.m. (Closed)
Chair: Christine Farris

Committee on the Status of Women in the Profession
Exhibit Level, Room 134E
Friday, March 18, 7:30 a.m.–9:30 a.m. (Closed)
Chair: Heather E. Bruce

Committee on Higher Education
Exhibit Level, Exhibit Hall D, Room 1
Friday, March 18, 8:00 a.m.–9:15 a.m. (Closed)
Chair: Joyce Kinkead
Committee on the Major in Rhetoric and Composition
Exhibit Level, Room 134E
Friday, March 18, 2005, 2:00 p.m.–4:00 p.m. (Closed)
Chair: Susan McLeod

Public Policy Committee
Exhibit Level, Room 134C
Friday, March 18, 2:00 p.m.– 3:15 p.m. (Closed)
Chair: Dennis Baron

Nominating Committee
Exhibit Level, Room 134D
Friday, March 18, 8:00 a.m.–10:30 a.m. (Closed)
Chair: Paul M. Puccio

Committee on Diversity
Exhibit Level, Room 134C
Friday, March 18, 3:30 p.m.–4:45 p.m. (Closed)
Chair: Joyce Irene Middleton

Language Policy Committee
Exhibit Level, Room 134D
Saturday, March 19, 2:00 p.m.–4:00 p.m. (Closed)
Chair: Geneva Smitherman

Committee on Second Language Writing
Exhibit Level, Room 134D
Saturday, March 19, 9:30 a.m.–12:15 p.m. (Open)
Chair: Paul Kei Matsuda

TYCA Executive Committee
Exhibit Level, Room 133
Saturday, March 19, 9:00 a.m.–5:00 p.m.
Chair: Sharon Mitchler

Convention Concerns Committee
Exhibit Level, Exhibit Hall D, Room 20
Saturday, March 19, 12:00 p.m.–1:00 p.m.
Co-Chairs: Kathleen Blake Yancey, Doug Hesse

Committee on the Preparation of Teachers of Writing
Exhibit Level, Room 134E
Saturday, March 19, 9:30–11:30 a.m. (Closed)
Chair: Freddy Thomas
Featured Sessions

B – Working with American Indians: Making the Schoolroom a Homeroom; Greg Sarris
C – Writing Multimodalities within Literach and “Electracy”: A Conversation with Gregory Ulmer
D – Responding to Student Writing—A Longitudinal Perspective; Nancy Sommers
E – Writers, Pirates, Students, and Literacy: The work of 826 Valencia; Dave Eggers, Ninive Clements Calegari
F – Intellectual Property: Key Issues; Lawrence Lessig
G – The National Commission on Writing in America’s Families, Schools, and Colleges; Sarah Hudelson, Richard Sterling, Patricia Lambert Stock, Alan Heaps, Betty Pazmiño, Gail E. Hawisher
H – Breaking the Cycle of Hate: A Teacher’s Journey; Sondra Perl
I – The Maltese Falcon: Questions I Wish I had Asked My Father; Josephine Hammett
J – Taking the Long View: Observations from the Stanford Study of Writing in its 4th Year; Andrea Lunsford, Jenn Fishman, Erin Krampetz, Amrit Rao
K – Rethinking Ability, Literacy, and Achievement: Studies across Education, the Workplace, and the Community; Mike Rose, Mark Jury, Glenda Hull
L – The Rhetoric of Rememory: Archival Research among Researchers of Color; Victor Villanueva, Malea Powell, Gail Okawa

Selected Topic Guide to Concurrent Sessions

Adjunct and Contingent Faculty

C.07 More, Give Us More Adjunct Teachers: Some Divergent Views Conversations about Adjunct Faculty
F.14 Portfolio Assessment at an Open Admission Institution: Bridge or Barrier to Success? (TYCA Strand)
K.28 Organizing Tenured and Non-Tenure-Track Faculty on Contingent Faculty Issues
TSIG.07 Non-Tenure-Track Faculty Special Interest Group

Assessment

A.08 Communities of Practice: An Inter-Institutional Model for Writing Assessment
B.11 Move Over—We’ll Drive: Through the Golden (Flood) Gate of Assessment
B.29 Why College Composition Teachers Need to Know about Secondary Writing Assessments
C.03 Equal Access for Diverse Learners: Ensuring the Success of Marginally Prepared Students in the Standard Freshman Composition Sequence

C.11 Portfolio Assessment and Beyond: Crossroads, Possibilities and Limitations for the Next Generation of Writing Assessment

C.29 Composition as Gated Community?: Assessment and Gatekeeping in the Twenty-First Century

C.33 A Multimedia Look at How Students Gain Access to Careers in Professional Writing

D.08 Reassessing Writing Assessment: Imaginative Course Design, Active Learning, and Alternative Technologies

D.11 Pedagogy and Writing Assessment in California Universities: The Social Construction of a Great Divide

E.11 Academic Communities for Excellence: Ensuring Success for Under-Prepared Students

F.13 Writing Assessment for Design: Using Writing to Teach and Learn Engineering Design

F.14 Portfolio Assessment at an Open Admission Institution: Bridge or Barrier to Success? (TYCA Strand)

F.16 History and Methods of Writing Assessment

G.09 It’s All About Our Students’ Success: Coming Full Circle with FYW Assessment

G.12 In Pursuit of Portfolios

G.13 (Re)Placing Students Writing: Assessing our Gates of Access

H.04 Student Self-Assessment: Constructing Their Own Rubrics

I.16 Questioning What We Do: Assessing the Effectiveness of Teacher-Researcher Evaluation Portfolios and Learning Communities

I.32 “Servial of the Fittus”: Assessment, Placement, and Student Success in the Academic Jungle

I.37 Outcomes in Technical Writing

J.31 Consultation Session on Issues Related to Writing Assessment

K.07 Composing in the “Techno-Meritocracy”

L.21 WPA’s Build Bridges Too: The Rhetorical Value of Data, Reports, and Assessments

L.26 New CCCC Position Paper on Writing Assessment

M.14 Technology’s Role in Student Success: What Happens When Success and Access Is Decided by a Computer?

M.25 Implications for the First Year

M.26 Portfolios as Assessment and Learning Tools

N.20 Portfolios and Program Goals: Cans of Worms that Catch Big Fish

O.07 Ensuring Student Success: A Roundtable on Instructional Innovations at an HBCU in Transition

TSIG.22 Helping Students through the Gates: College and University Writing Assessment in the 21st Century
Basic Writing/Developmental English

A.07 Opening Gates between Disciplines: Composition, Communications, and Information Literacy Programs Working Together to Promote Student Success
A.14 Mending Gates: Reconfigurations of Access and Redrawn Paths to Student Success
B.02 Testing the Waters of Mainstreaming: Why We Did It and What We Found
C.03 Equal Access for Diverse Learners: Ensuring the Success of Marginally Prepared Students in the Standard Freshman Composition Sequence
C.08 The Ins and Outs of Online Writing Instruction
C.13 “Barbarians at the Gates”: Negotiating Student Placement into First-Year Composition
D.04 To Change or Not to Change: Pedagogies of Resistance, Peer Tutoring, and Service-Learning in Basic Writing
D.22 Research and Identity
E.05 Tutoring Basic Writing: When to Raise the Lower Order Concerns
E.11 Academic Communities for Excellence: Ensuring Success for Under-Prepared Students
F.06 Narratives in the Composition Class: Problems and Solutions
F.17 The Power of Unexpected Series: Linking Courses, Composition Theories, and Institutions to Create Mainstreamed Basic Writing Programs
G.01 Engaging Composition Students through Deep Learning Technology
G.11 Student Access, Student Choice, Student Success in First-Year Composition: A History, Description, and Evaluation of Guided Self-Placement at the University of Georgia
G.13 (Re)Placing Students Writing: Assessing our Gates of Access
H.02 Adjusting Our Concept of Service Learning: From Basic Writing Classes to Advanced Composition
H.05 Finding a Nexus Between Access and Grammar
H.31 Pedagogy, Politics, and Promise: The Conference on Basic Writing at 25
I.02 Privileging the Old or the New? The Impact of Choosing Reading Texts
I.03 When is Basic Writing not Basic Writing? Untangling Pedagogy and Assessment in the Small Liberal Arts Institution
I.11 Writing Studio Practice: Opening Places for “At-Risk” Students
I.16 Questioning What We Do: Assessing the Effectiveness of Teacher-Researcher Evaluation Portfolios and Learning Communities
I.17 Arts of Language: Ways to Use and Understand Speaking, Reading, and Writing
J.19 Cultural and Religious Conflict in the Contact Zone: Handling Multiple Viewpoints
K.08 Piecing Together the Puzzle of Access in the Developmental English Class: Selecting Texts, Reading Texts, Writing about Texts
K.13 Gateway to Writing, the Academy, and Beyond for Non-Traditional Adult Learners: Student Access and Success
K.16 “I’ll Show You Mine If You Show Me Yours”: How Integrating Curriculum Promotes Student Success
L.01 Keeping the Gate Open: Using Home Language, Ebonics and Basic Writer’s Language in the Classroom
L.10 Panning for Gold: Access Doesn’t Always Equal Success
M.02 Bridging the Divide between Basic Writers and the Academy: Golden Gate or Wobbly Log?
N.05 Mainstreaming Re-imagined: An Ensemble Performance
N.07 Creative Access for All and Academic Malice Towards None: Using Technology Creatively and Changing Academic Writing Considerably
O.08 Making Access Real: Learning Communities, Basic Writing, and Open Admissions

FSIG.17 Conference on Basic Writing Special Interest Group

Civic, Public, Community Writing and Service Learning

A.01 Changing the Process of Institutional Review Board Compliance
A.02 Every Composition Professional a De Facto ESL Composition Professional: Special Issues and Topics
C.12 Adapting Curricula to Promote Student and Instructor Success: Writing Their Way into a Diverse University
C.15 Activating Access: Social Movement Theory for the Composition Classroom
C.20 Political Pedagogies and Public Citizens: Writing Instruction, Students, and the Accessibility of Political Discourse
D.04 To Change or Not to Change: Pedagogies of Resistance, Peer Tutoring, and Service-Learning in Basic Writing
D.13 Taking Research/Writing Beyond the Campus: Community, Service, Ethnography
D.22 Research and Identity
E.20 Community, Complexity, Deliberation, and Mavericks: How Rhetoric Works (or Doesn’t) in “Real World” Contact Zones
G.01 Engaging Composition Students through Deep Learning Technology
G.04 “Welcome to the Ivory Tower”: New TAs, First Generation College Students, and Access to Academia
G.19 Street Talk: Rhetorics of Advocacy and Action in Public Writing
G.22 Year One at ‘City’ High: An Ethnography of Place-based Pedagogy in a College Prep Charter School
H.02 Adjusting Our Concept of Service Learning: From Basic Writing Classes to Advanced Composition
H.07 Writing for Action: Resistance, Power, and Activism
H.08 You, Me, Them: Risking Difference and Accessing Academia
H.17 Walking the City: Rhetorically Situated Learning and the Syntax of Service
H.37 Access to Professional Literacies and Technologies as Civic Discourse
I.05 Rhetoric, Media, and Politics: Classrooms as Contact Zones
I.18 Giving Voice to African American Males and to the Elderly
I.33 Addressing the Public, Assessing Ourselves: A New Disciplinary Framework for Rhetoric and Composition
J.09 The Ethics and Integration of Service-Learning: Resistance, Empowerment, and Responsibility
J.17 How Far Apart? Community Writers and the Academy
K.06 Re-imagining the Community: Service-Learning as Access in the Writing Classroom
L.13 Service Learning Problematized
M.07 The Heart of the Matter: Writing that Merges Personal Connections with a Public Audience
M.13 Public Writing at the Point of Need: A Senior-Level General Education Composition Course
M.18 “Escribiendo Expresiones de Liberación”: Theorizing Community-based Writing Programs as Access to Higher Education for Latina/o Youth
M.23 Community-based Writing: Directions for Research
N.17 Images of Resistance: Multimodal Rhetoric as Civic Intervention
N.18 Beyond Our Gates: Writing beyond the Writing Program
O.01 Confronting Others as a Rhetorical Heuristic to Build an Appreciation of Difference in Ourselves
TSIG.14 Service-learning Special Interest Group

Disabilities
A.09 Providing Access in the Writing Center: Specialized Tutor Training and Software
B.01 Working Hard for the Money: A Historical Examination of the Making of Literate and Productive Workers
C.19 Coming in the Front Door: The Rhetorics of Institutional Access for People with Disabilities
D.03 Critically Engaging Other(s): Pedagogical Encounters with Disability
D.07 Access and Ownership for Deaf Students and Those with Visual Spatial Disorders and Aphasia
D.26 Opening the Golden Gates through Digital Innovation: Expanding Access for Students with Disabilities
D.33 Travelers and Trespassers: Articulating Race, Family, and Illness in Nonfiction Narratives
E.14 Bridging the Writing Center to Disability Service Providers: Opening the Gates to Academic Access at the University of Hartford
E.23 Error-focused Instruction and Its Discontents
F.20 Translation Situations in Medicine and among Deaf People
F.27 Moving beyond Voice-as-Metaphor: New Technologies in Literacy and Composition Studies
G.06 Learning Disabilities: Subjects of and for Writing Classrooms
H.19 Enacting Social Justice: Discursive Spaces where Disabilities are Named, Accommodations Constructed, and Alliances Forged
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.23</td>
<td>Openings for Praxis: New Sites for Freirian Research</td>
</tr>
<tr>
<td>I.03</td>
<td>When is Basic Writing not Basic Writing? Untangling Pedagogy and Assessment in the Small Liberal Arts Institution</td>
</tr>
<tr>
<td>I.22</td>
<td>Normie Hegemony: Culture, Rhetoric, and True Life Adventures in the Land of the Neuro-typicals</td>
</tr>
<tr>
<td>K.30</td>
<td>“My Student Has Self-Identified, Now What Do I Do?”: Opening Gates to Ability</td>
</tr>
<tr>
<td>FSIG.20</td>
<td>Teachers of Writing for the Deaf and Hard of Hearing</td>
</tr>
</tbody>
</table>

**ESL and Generation 1.5**

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.03</td>
<td>From Here to There: Using Contrastive Linguistics to Teach ESL Writing</td>
</tr>
<tr>
<td>D.12</td>
<td>Concerning Diversity: The Role of the ESL Individual in the Writing Center</td>
</tr>
<tr>
<td>D.35</td>
<td>Improving Success in English as a Second Language through Puppetry, Poetry, and Contrastive Rhetoric</td>
</tr>
<tr>
<td>E.12</td>
<td>Serving “Generation 1.5” Immigrant ESL Students in College Composition Programs</td>
</tr>
<tr>
<td>E.23</td>
<td>Error-focused Instruction and Its Discontents</td>
</tr>
<tr>
<td>E.34</td>
<td>The Role of Second Language Writing Specialists in the Composition Program</td>
</tr>
<tr>
<td>F.08</td>
<td>With a Little Help from My Friends: Effective Uses of Peer Revising</td>
</tr>
<tr>
<td>G.31</td>
<td>Second Language Identity Construction in Multiple Settings</td>
</tr>
<tr>
<td>H.13</td>
<td>Access Granted to the Contact Zone: Theorizing Pedagogical Methods for Diverse Student Populations inside the Academic Gates</td>
</tr>
<tr>
<td>H.14</td>
<td>It’s Not Just Academic: Developing Successful Peer Review Practices Across Ideas, Values, and Cultures</td>
</tr>
<tr>
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</tr>
<tr>
<td>I.06</td>
<td>Empowering ESL Students through Argument, Cultural Criticism, and Peer Response</td>
</tr>
<tr>
<td>J.16</td>
<td>Familiar Problems in New Contexts: Sharing and Maintaining Literacy, Access, and Community</td>
</tr>
<tr>
<td>J.32</td>
<td>English Studies as Contexts for ESL-II</td>
</tr>
<tr>
<td>K.32</td>
<td>English Studies as Contexts for ESL-I</td>
</tr>
<tr>
<td>L.11</td>
<td>ESL and Second Language Students: Addressing Plagiarism, Using Tutoring Strategies, and Researching in the Writing Center</td>
</tr>
<tr>
<td>L.23</td>
<td>Institutional Authority, Leadership, and Power</td>
</tr>
<tr>
<td>L.24</td>
<td>Dialect Dilemmas</td>
</tr>
<tr>
<td>M.29</td>
<td>Life Histories, Case Studies: ESL</td>
</tr>
<tr>
<td>N.05</td>
<td>Mainstreaming Re-imagined: An Ensemble Performance</td>
</tr>
<tr>
<td>O.08</td>
<td>Making Access Real: Learning Communities, Basic Writing, and Open Admissions</td>
</tr>
<tr>
<td>TSIG.01</td>
<td>Should Graduate Programs in Rhetoric/Composition Include Training in Second Language Writing?</td>
</tr>
</tbody>
</table>
Feminism, Gender, Sexual Orientation

A.11 Fields of Vision: Imagery within Discourses of Gender and Ethnicity
A.12 Women’s Voices across Cultures: Creating a Contact Zone of Feminist Rhetoric

B.22 Age, Sexuality, and Orientation: Ideologies of Composition Studies
B.24 LGBT Discourse Communities and Digital Technologies in Diverse Contexts

C.22 Access to Public Speech: Defenses of Women’s Preaching by Women

D.05 Global Access: Teaching, Writing, and Playing in a Shrinking World

E.25 Cyborgs on Blackboard: Materialist Feminist Perspectives on Teaching Electronic Discourse
E.26 Bois, Bears, and Blogs: Accessing and Mainstreaming Gay Male Literacies

F.03 Queer/Transgendered Pedagogy and Creating Safe Spaces for Students

H.20 Words and Images: Experience and Literacy

I.23 Re-appropriating the Mirror: A Cross-Race Dialogue on Gender, Authority, and Reflexivity
I.24 Transnational Feminism: Rhetorical and Pedagogical Practices
I.26 Accessing Identities: Women’s Life-writings in the Progressive Period
I.27 Feminists Researching across Differences: Talking, Talking Back, and Listening to Whiteness
I.35 New Voices in Creative Nonfiction and Memoir
J.26 Gender, Ethics, and Liability: Access and Autonomous Software Agents on the Internet
J.29 Feminist Writing Program Administration: Why Bother?

K.22 Ecologies of Rhetorical Appeals
K.23 “Seeing” Visual Rhetoric through Studies of Practice

L.03 Addressing Gender Issues: Whose Theory Should We Use?

M.10 Feminist Ethics: Reframing Risk and Trust in the Writing Classroom
M.17 Gender, Cognition, Tactility: Hands-on Theories of Rhetoric
M.18 Escribiendo Expresiones de Liberación: Theorizing Community-based Writing Programs as Access to Higher Education for Latina/o Youth
M.22 19th Century Northern Women’s Rhetorics of Gender, Class, and Work

N.14 Inspiration from Gerda Lerner for Composition and Rhetoric: Rhetorical History, Pragmatism, Writing as Activism, and Pedagogy
N.21 Visual Rhetorics

O.12 Theorizing What Genre Can Do
O.14 Hearing Voices: Historical Reclamations of Feminist, Rhetorical Agency
O.18 Reconstructing Professional Identities within Institutional Cultures

TSIG.24 Queer Caucus
Feminist Forum—Women, Gender, and Civic Discourse
Studies in Writing and Rhetoric Authors

PSIG.1 Affirming Action: A Roundtable by the Progressive SIG/Caucus Coalition (PSCC) and the CCCC Diversity Committee

A.11 Fields of Vision: Imagery within Discourses of Gender and Ethnicity

B.28 The History and Future of Composition: Reflections of Past CCCC Chairs
Anne Ruggles Gere – Writing Groups (1987)

C.02 New Research from Studies in Writing and Rhetoric Authors: Revising Access to the Academic

C.07 More, Give Us More Adjunct Teachers: Some Divergent Views
Richard Freed – Variables of Composition (with Glenn J. Broadhead, 1986)

E.27 The Many Dimensions of Access in a Digital World

E.37 Spirituality and Civic Engagement: Intersections of Public and Private Rhetorics
Gesa Kirsch – Women Writing the Academy (1993)

F.24 New Research from SWR Authors: Rhetoric, Archives, and Access
Stephen Carr, Jean Ferguson Carr, Lucille Schultz – Archives of Instruction: Rhetorics, Readers, and Composition Textbooks (Anticipated Spring 2005)

F.33 Enlisting Speech for Writing in the Diverse Classroom
Arnetha Ball – Literacies Unleashed: Reimagining the Possibilities for African-American Students in the Composition Classroom (Anticipated Fall 2005)

F.37 A Tribute to Steve Witte
Mike Rose – Writer’s Block (1983)

TSIG.25 Keeping the Flame Alive: Celebrating the Life, and Continuing the Work, of James Moffett
TSIG.27 Rhetoric and Christian Tradition
Anne Ruggles Gere – Writing Groups (1987)

H.28 Diverse Perspectives on Access and Success: Reflections on Three Longitudinal Writing Studies

J.01 Accessing Asian American Rhetoric(s): Locations, Movements, Actions

J.13 There’s Something about the Personal
David Wallace – Mutuality in the Rhetoric and Composition Classroom (with Helen Ewald, 2000)

J.24 Best Practices: Three Perspectives
David Foster – The Achievement of Autonomy: Learning/Writing in Two Cultures (Anticipated Spring 2006)

Featured Rethinking Ability, Literacy, and Achievement: Studies Across Education, Session K the Workplace, and the Community
Mike Rose – Writer’s Block (1983)

K.23 “Seeing” Visual Rhetoric through Studies of Practice
Anne Ruggles Gere – Writing Groups (1987)

L.29 The Rhetoric of Rememory: Archival Research among Researchers of Color
Victor Villanueva – From Intention to Practice: Considerations of Language Diversity in the Classroom (with Geneva Smitherman, 2003)

FSIG.06 Busting Chops and Bar Talk: Working-Class Discourses from the Inside
Mike Rose – Writer’s Block (1983)

Two-Year College Faculty

A.01 Accessing Success: Assignments that Promote Student Success in the Urban Community College
A.18 A Question of Quality: Standards and Access
B.27 Access through Rural Community College: Unique Concerns for Faculty
B.31 Journals and Diaries: Accessing Our Own Language and Finding a Voice
C.05 NCTE/NCA Collaboration
C.06 Multiliterate Students, Multimodal Lifeworlds
C.08 The Ins and Outs of Online Writing Instruction
C.09 Reconciling the Two Sides in the Grammar War
C.27 The New Collegiality: Circulating Ideas about Writing and Teaching
C.30 Is the Sky Falling? (TYCA Strand)
C.34 Connecting Access to Student Success: The Community College as the Golden Gate
D.22 Research and Identity
E.02 Teaching Argumentation in Online and Hybrid Composition Classes
E.09 I’m Successful; I Published: The Electronic Portfolio
E.31 Getting from There to Here: Addressing the Needs of a Diverse Student Population
E.32 Preparing to Teach in a Two-Year College
F.02 Bridging Rhetorical Gaps Where Religions Matter
F.03 Queer/Transgendered Pedagogy and Creating Safe Spaces for Students
F.05 (Mis)Perceptions of Plagiarism
F.11 Re-defining Success in Argumentative Writing: Helping Students Find Their Voice in Open-access Universities
F.14 Portfolio Assessment at an Open Admission Institution: Bridge or Barrier to Success?
F.32 Composition and Distance Learning: The Most Successful Failure of Two-Year Colleges?
G.02 Visual Rhetoric/Visual Literacies: Accessing the Image in Writing Curricula (TYCA Strand)
G.12 In Pursuit of Portfolios
H.06 Addressing Affirmative Action in Diverse and Non-Ethnically Diverse Classrooms
H.27 Mending Walls, Unlocking Gates: Research and Reflection on the Shifting Roles of the Two-Year College
H.28 Diverse Perspectives on Access and Success: Reflections on Three Longitudinal Writing Studies
H.38 Texts and Contexts in Technical Communication
H.39 The Portraits of Composition Research Study: Design, Findings, and Implications
I.02 Privileging the Old or the New? The Impact of Choosing Reading Texts
I.12 Transforming the Lives of the Disadvantaged: Finding Their Own Voice (TYCA Strand)
I.16 Questioning What We Do: Assessing the Effectiveness of Teacher-Researcher Evaluation Portfolios and Learning Communities
I.22 Normie Hegemony: Culture, Rhetoric, and True Life Adventures in the Land of the Neuro-typicals
I.25 Creating a Profession: The Evolution of the Two-Year College English Teacher
I.31 Interdisciplinary Issues, Interdisciplinary Writing
I.38 CCCC Research Initiative Part I
J.07 Access, Success, and Recess: Re-playing the College Game
J.27 Department Leadership: The Gateway for Faculty and Student Success at Two-Year Institutions
K.02 Access and Excess: When Composition Theory and Composition Load Collide
K.03 Applying Ethnography, Irony, and Sophistic Rhetoric to Popular Culture
K.08 Piecing Together the Puzzle of Access in the Developmental English Class: Selecting Texts, Reading Texts, Writing about Texts
K.35 CCCC Research Initiative Part II
L.01 Keeping the Gate Open: Using Home Language, Ebonics and Basic Writer’s Language in the Classroom

36
M.02  Bridging the Divide Between Basic Writers and the Academy: Golden Gate or Wobbly Log?
N.04  “Now that there is not much racism in our society. . .”: Reading and Writing Race in the Composition Classroom
N.07  Creative Access for All and Academic Malice Towards None: Using Technology Creatively and Changing Academic Writing Considerably
N.15  Rhetorical Provocations: From Jim Crow to Affirmative Action
O.03  Helping Non-Traditional Students Claim Their Education
O.04  Opening the Gates of Academia: Approaches to Promoting Student Success at the Community College
O.05  Access, Privilege, Place, and Confessional Culture in the Composition Classroom
O.18  Reconstructing Professional Identities within Institutional Cultures

**Friday, 6:30–7:30 TYCA Talks**
**Saturday, 7:00–8:00 a.m. TYCA Breakfast (tickets must be purchased in advance with CCCC registration or at the TYCA Booth in the Exhibit Hall area)**

**WAC/WID**

B.14  Philosophies, Surveys, and Curriculum Workshops for WAC
C.10  How Do We Know when Writing Courses Have Succeeded?: Is WAC Essential to Produce Effective Senior Writing?
D.20  Peer Review and Conferencing: Three Retrospectives
D.31  Negotiating Academic Literacies: The Experiences of Linguistically Diverse Writers across the Curriculum
E.13  Cognitive Access to Student Success: Motivating the Transfer of Composition Knowledge across the Curriculum and into the Workplace
E.28  Error-focused Instruction and Its Discontents
F.04  Learning from Our Students and Each Other: Ways to Teach Writing across the Disciplines
F.10  Teaching Transferable Writing Skills in First-Year Composition
F.15  With the Rebirth of WAC, Who Teaches Writing?: A Survey and Three Case Studies
G.24  Multimedia Online Cases to Connect FYC and Courses in the Disciplines: Role Playing in Multiple Perspectives across Multiple Courses
G.27  Increasing Access and Success in the Physical and Biological Sciences: What’s Writing Got to Do with It?
H.24  Troping Across the Curriculum: Resisting Strategies of Access in WAC and Writing Centers
I.31  Interdisciplinary Issues, Interdisciplinary Writing
I.27  Feminists Researching across Differences: Talking, Talking Back, and Listening to Whiteness
J.08  Student Access to University Discourse: Writing in the Disciplines, Dialogic Metalanguage, and Hybrid Discourse
J.32  English Studies as Context for ESL-II
Access to Health Care through Writing
Defining Success in WAC: Assessing a WI Course Requirement at a Research I University
“We Would NEVER do that in My Discipline!”: Accessing Contact Zones through an Interdisciplinary Writing Group
WPA’s Build Bridges Too: The Rhetorical Value of Data, Reports, and Assessments
Moving beyond Contact: Conversation as Inquiry, Invention, and Initiative in WAC and Beyond
Portfolios and Program Goals: Cans of Worms that Catch Big Fish
Calls to Work, Occupational Inquiry, and Discipline-Specific Writing in the New Vocationalism
WAC, WID, and Writing Instruction: Creating Cross-Disciplinary Opportunities in FYC, WI, and Beyond
National Network of Writing-across-the-Curriculum Programs

Writing Centers/Tutoring

Providing Access in the Writing Center: Specialized Tutor Training and Software
International Blogging: Research on Cross-Cultural Tutor Training
Integrating the Writing/Learning Center: A Synergy that Provides Access and Success to Students at All Levels
Designing Tutor Education to Address Issues of Access and Diversity
What Research Tells Us about Writing Center Directors and Student-Tutor Interactions
(Inter)face to Face: Technology and Tutorials
To Change or Not to Change: Pedagogies of Resistance, Peer Tutoring, and Service-Learning in Basic Writing
Writing Center Tutor Training: Observing Facial Expressions, Understanding Diversity, Maintaining Confidentiality
Tutoring Basic Writing: When to Raise the Lower Order Concerns
Bridging the Writing Center to Disability Service Providers: Opening the Gates to Academic Access at the University of Hartford
Teaching Across the Curriculum: Faculty Liaisons in a Tutoring Center
Troping Across the Curriculum: Resisting Strategies of Access in WAC and Writing Centers
OWLS, MOOS, and the Social Order
Tricksters, Fishermen, and Others: The Changing Faces of Tutoring
Talking in the Center/Teaching in the Classroom
Seeing Writing Programs as a Sites of Inquiry
At Play in the Fields of the Word: Creating Spaces for Radical Play in Writing Classrooms and Centers
The Writing Center as Space
Access and Collaboration in the Digital Classroom
Feminist Writing Program Administration: Why Bother?
K.15 Opening the Doors: Building a Mobile Writing Center for an Open-Access Online University
L.11 ESL and Second Language Students: Addressing Plagiarism, Using Tutoring Strategies, and Researching in the Writing Center
L.15 The Ecology of Literacy: An “Environmentally Sound” Relationship between Theory and Practice in the Composition Classroom
M.14 Technology’s Role in Student Success: What Happens When Success and Access Is Decided by a Computer?
M.15 Let’s Hear it from Them: First-generation and Underrepresented Students Discuss Factors for Success in a Student Support Service Program with Peer-tutoring and Peer-advising
N.08 Forging a Community/University Literacy Center: Whose Interests? Whose Needs?
O.10 Assessing Success: A Holistic Approach to Writing Center Research and Pedagogy

TSIG 17 Fun in the Writing Center: An Interactive Exploration

Cluster Guide to Concurrent Sessions

Note: The number of sessions in each cluster is proportional to the number of proposals submitted in each cluster.

101—Practices of Teaching Writing

A.01 Accessing Success: Assignments that Promote Student Success in the Urban Community College
A.02 Places, Spaces, and Selves: Writing as Local Action
A.03 Just Grading, Just Writing: Exploring Student Perceptions about Fairness
A.04 Social Scenarios: Motivating Students to Perform at a Higher Level
A.05 Internationalizing the Classroom: Contrastive Rhetoric in Composition Instruction
B.02 Testing the Waters of Mainstreaming: Why We Did It and What We Found
B.03 From Here to There: Using Contrastive Linguistics to Teach ESL Writing
B.04 (Re)composing Access: Reading War, Technology, and Difference at a Military School
B.05 International Blogging: Research on Cross-Cultural Tutor Training
B.06 Alternative Rhetorics for the Non-Elite: Thinking Outside Aristotle’s Box
B.07 Clash Between Correctness and Error: Access Denied
B.08 A Debate about Choosing Representational Texts
B.09 International Insights on Teaching Composition
B.10 Integrating the Writing/Learning Center: A Synergy that Provides Access and Success to Students at All Levels
C.02 New Research from Studies in Writing and Rhetoric Authors: Revising Access to the Academic
C.03 Equal Access for Diverse Learners: Ensuring the Success of Marginally Prepared Students in the Standard Freshman Composition Sequence
C.04 Emotional Access: Resistance and Control and Teaching for Critical Literacy
C.06 Multiliterate Students, Multimodal Lifeworlds
C.07 More, Give Us More Adjunct Teachers: Some Divergent Views
C.08 The Ins and Outs of Online Writing Instruction
C.09 Reconciling the Two Sides in the Grammar War
C.34 Connecting Access to Student Success: The Community College as the Golden Gate
D.01 Responding to Student Writing
D.02 Drawing Relationships: Teaching the Visual; Teaching Writing
D.03 Critically Engaging Other(s): Pedagogical Encounters with Disability
D.04 To Change or Not to Change: Pedagogies of Resistance, Peer Tutoring, and Service-Learning in Basic Writing
D.05 Global Access: Teaching, Writing, and Playing in a Shrinking World
D.06 Challenging the College Game: The Role of Respect and Responsibility in Liberatory Education
D.07 Access and Ownership for Deaf Students and Those with Visual Spatial Disorders and Aphasia
D.08 Reassessing Writing Assessment: Imaginative Course Design, Active Learning, and Alternative Technologies
D.10 Accessing Reading: Creativity and Risk in the Reading Process
D.35 Improving Success in English as a Second Language through Puppetry, Poetry, and Contrastive Rhetoric
D.36 Class and Privilege: Miami of Ohio’s Portfolios, Thinking, and Honors Composition
E.02 Teaching Argumentation in Online and Hybrid Composition Classes
E.03 Simulation Games in the Composition Classroom: Helping All Levels of Students Connect Reading and Writing
E.04 Personal Writing: Laying the Groundwork for Access
E.05 Tutoring Basic Writing: When to Raise the Lower Order Concerns
E.06 Empathy in the Contact Zone: Producing Polydiscursive Writing in a First-Year Humanities Course
E.07 Predictable Patterns of Wartime Rhetoric: Composition as Rhetorical Democracy
E.08 Teaching Writing in Technological Contact Zones: Negotiating Access and Relationships
E.09 I’m Successful; I Published: The Electronic Portfolio
E.10 The Rhetoric of Instructors’ End Comments to Student Writing
F.02 Bridging Rhetorical Gaps Where Religions Matter
F.03 Queer/Transgendered Pedagogy and Creating Safe Spaces for Students
F.04 Learning from Our Students and Each Other: Ways to Teach Writing across the Disciplines
F.05 (Mis)Perceptions of Plagiarism
F.06 Narratives in the Composition Class: Problems and Solutions
F.07 Responding to Student Writing in Open, Nonviolent, and Constructive Ways
F.08 With a Little Help from My Friends: Effective Uses of Peer Revising
F.09 Opening the Gates of Grammar and Usage: The History of the Grammar Controversy and Teaching Usage Effectively
F.10 Teaching Transferable Writing Skills in First-Year Composition
F.11 Re-defining Success in Argumentative Writing: Helping Students Find Their Voice in Open-access Universities
F.12 Accessing the Ruins: Questions of Value, Promise, and Epistemology in a Post-cultural University
F.13 Writing Assessment for Design: Using Writing to Teach and Learn Engineering Design
F.37 A Tribute to Steve Witte
G.01 Engaging Composition Students through Deep Learning Technology
G.02 Visual Rhetoric/Visual Literacies: Accessing the Image in Writing Curricula (TYCA Strand)
G.03 E-Learning Spaces Where No One is Excluded and No One Is Safe
G.04 “Welcome to the Ivory Tower”: New TAs, First Generation College Students, and Access to Academia
G.05 Disconnect between Student and Teacher Perceptions about Literacy, Grammar, and Student Comments
G.06 Learning Disabilities: Subjects of and for Writing Classrooms
G.07 Teaching Analysis and Argumentation through Accessible Assignments
G.08 New Problems from a New Generation of Students
H.02 Adjusting Our Concept of Service Learning: From Basic Writing Classes to Advanced Composition
H.03 Strategies for Advanced Writing Courses
H.04 Student Self-Assessment: Constructing Their Own Rubrics
H.05 Finding a Nexus between Access and Grammar
H.06 Addressing Affirmative Action in Diverse and Non-Ethnically Diverse Classrooms
H.07 Writing for Action: Resistance, Power, and Activism
H.08 You, Me, Them: Risking Difference and Accessing Academia
H.09 Embodied Power Dynamics in Critical Composition Work
H.10 The Golden Rule—A Golden Gate or Brick Wall in the Composition Classroom?—Exploring the Intersect of Religion/Spirituality in Discourse Theory and Pedagogy
H.11 Ten Years After the Lindemann/Tate Debate: Literature, Composition, and Cultural Studies
H.12 Writing from and for Reading: The Challenge of Difficult Texts
H.13 Access Granted to the Contact Zone: Theorizing Pedagogical Methods for Diverse Student Populations inside the Academic Gates
H.14 It’s Not Just Academic: Developing Successful Peer Review Practices Across Ideas, Values, and Cultures
H.15 First-Year Seminars: One Small College Examines the Effectiveness of Theme-Based Writing Courses
I.01 Tricksters, Fishermen, and Others: The Changing Faces of Tutoring
I.02 Privileging the Old or the New? The Impact of Choosing Reading Texts
I.03 When is Basic Writing not Basic Writing? Untangling Pedagogy and Assessment in the Small Liberal Arts Institution
I.04 Toward a Nomenclature of Style: Modal Use in Freshman Writing
I.05 Rhetoric, Media, and Politics: Classrooms as Contact Zones  
I.06 Empowering ESL Students through Argument, Cultural Criticism, and Peer Response  
I.07 Expecting Errors: Language and Stereotyping  
I.08 Questioning Mainstream Approaches to Teaching Composition  
I.09 Improving Access: Exchanging instead of Responding  
I.10 Anglo Teachers/Non-Anglo Students: Negotiating Cultural Literacies in the Composition Classroom  
I.11 Writing Studio Practice: Opening Places for “At-Risk” Students  
I.12 Transforming the Lives of the Disadvantaged: Finding Their Own Voice (TYCA Strand)  
I.13 Multi-sensory and Hip-Hop Pedagogies: Access to Engagement  
I.14 Opening the Golden Gates? A Debate on Video Conferencing, Access, and Student Success  
J.02 Making Research Matter  
J.03 Analog Asynchronicity: Competing Philosophies of Composition  
J.04 Class Matters  
J.05 Looking Backward, Looking Forward: Knowledge Transfer across the Curriculum  
J.06 At Play in the Fields of the Word: Creating Spaces for Radical Play in Writing Classrooms and Centers  
J.07 Access, Success, and Recess: Re-playing the College Game  
J.08 Student Access to University Discourse: Writing in the Disciplines, Dialogic Metalanguage, and Hybrid Discourse  
J.09 The Ethics and Integration of Service-Learning: Resistance, Empowerment, and Responsibility  
J.10 What about Writing in the English Methods Course? Creating a Space for Teachers to Write and for Writers to Teach  
J.11 Writing Teachers Writing New Media  
J.12 Advanced Composition Toolbox to Access: Integrating Genre, Discourse Analysis, and Ethnography  
J.13 There’s Something about the Personal  
K.02 Access and Excess: When Composition Theory and Composition Load Collide  
K.03 Applying Ethnography, Irony, and Sophistic Rhetoric to Popular Culture  
K.04 Situated Writing: The University as Place  
K.05 Integrating and Expanding Home Language to Empower Students in the College Classroom  
K.06 Re-imagining the Community: Service-Learning as Access in the Writing Classroom  
K.07 Composing in the “Techno-Meritocracy”  
K.08 Piecing Together the Puzzle of Access in the Developmental English Class: Selecting Texts, Reading Texts, Writing about Texts  
K.09 Educating Successful Writers/Rhetors: Project-, Problem-, and Client-Based Pedagogies in the Writing Classroom  
K.10 Reconsidering Collaborative Learning
K.11 Tools for Revising Our Own Teaching Practices: How Approaches to Universal Design in Teaching can Enhance Deep Learning
K.12 Access beyond the Gates: Establishing Contact Zones Using Native American and African American Rhetorics in the Classroom
K.13 Gateway to Writing, the Academy, and Beyond for Non-traditional Adult Learners: Student Access and Success
K.20 Rethinking Competencies in Linguistically Diverse Composition Courses
K.24 Open Wide the Gates: Accessing College Composition from High School Classrooms
L.01 Keeping the Gate Open: Using Home Language, Ebonics and Basic Writer’s Language in the Classroom
L.02 Online Instruction and Minority Students: Strategies for Success in Writing
L.03 Addressing Gender Issues: Whose Theory Should We Use?
L.04 Software and Its Problems and Benefits in Writing Classrooms
L.05 The Trials and Triumphs of Textbook Publishing: The View from Authors, Publishers, and Reviewers
L.06 A Collection of Collaborators: Four Views of Collaboration from Inside and Outside the Academy
L.07 Ethnography of the University
L.08 In Defense of Difficulty: Fostering Student Engagement with Complicated Texts
L.09 Intersections and Impact of Incorporating Speaking in the Composition Classroom
L.10 Panning for Gold: Access Doesn’t Always Equal Success
M.02 Bridging the Divide between Basic Writers and the Academy: Golden Gate or Wobbly Log?
M.03 Recharge the Remote: Channeling Student Literacies Using Multigenre Assignments
M.04 Can We Teach Voice?
M.05 Circumscribing the Limits of Academic and Professional Writing
M.06 Study Abroad: Students Opening Doors for Students
M.07 The Heart of the Mattering: Writing that Merges Personal Connections with a Public Audience
M.08 Taking the Low Road: Popular Culture and the Writing Classroom
M.09 Environmental Affirmation: (Re)Writing Agency and Access through Ecocomposition
M.10 Feminist Ethics: Reframing Risk and Trust in the Writing Classroom
M.11 As We Shape Space so Space Shapes Us: Critical Geography and Place-Based Literacies in Composition
M.12 Nurturing Nascent Naysayers in a Yes-Man’s Land: Encouraging Risk in Homogenous Cultures
N.01 Multimedia Approaches to Teaching and Using Technology in Writing Classes
N.03 Home Words: City Writing
N.04 “Now that there is not much racism in our society. . .”: Reading and Writing Race in the Composition Classroom
N.05 Mainstreaming Re-imagined: An Ensemble Performance
N.06 Access to Authority (Rhetorical and Otherwise) in the Composition Classroom
N.07 Creative Access for All and Academic Malice Towards None: Using Technology Creatively and Changing Academic Writing Considerably
N.15 Rhetorical Provocations: From Jim Crow to Affirmative Action
O.01 Confronting Others as a Rhetorical Heuristic to Build an Appreciation of Difference in Ourselves
O.02 Negotiating Identities in the 21st Century Classroom
O.03 Helping Non-Traditional Students Claim Their Education
O.04 Opening the Gates of Academia: Approaches to Promoting Student Success at the Community College
O.05 Access, Privilege, Place, and Confessional Culture in the Composition Classroom
O.06 Stanford’s “How I Write” Project: Creating a Writing Community

102—Composition Programs

A.06 Gateways to Success for Basic Writers: Alternatives to Basic Writing Courses at the Small College
A.07 Opening Gates between Disciplines: Composition, Communications, and Information Literacy Programs Working Together to Promote Student Success
A.08 Communities of Practice: An Inter-Institutional Model for Writing Assessment
A.09 Providing Access in the Writing Center: Specialized Tutor Training and Software
B.11 Move Over—We’ll Drive: Through the Golden (Flood) Gate of Assessment
B.12 Designing Tutor Education to Address Issues of Access and Diversity
B.14 Philosophies, Surveys, and Curriculum Workshops for WAC
C.10 How Do We Know when Writing Courses Have Succeeded? Is WAC Essential to Produce Effective Senior Writing?
C.11 Portfolio Assessment and Beyond: Crossroads, Possibilities and Limitations for the Next Generation of Writing Assessment
C.12 Adapting Curricula to Promote Student and Instructor Success: Writing Their Way into a Diverse University
C.13 “Barbarians at the Gates”: Negotiating Student Placement into First-Year Composition
C.14 What Research Tells Us about Writing Center Directors and Student-Tutor Interactions
D.11 Pedagogy and Writing Assessment in California Universities: The Social Construction of a Great Divide
D.12 Concerning Diversity: The Role of the ESL Individual in the Writing Center
D.13 Taking Research/Writing Beyond the Campus: Community, Service, Ethnography
D.14 Case Study: Creating a Collaboratively Written Custom Textbook for First-Year Writing Courses
D.15 Writing Center Tutor Training: Observing Facial Expressions, Understanding Diversity, Maintaining Confidentiality
E.01 Writers, Pirates, Students, and Literacy: The Work of 826 Valencia
E.11 Academic Communities for Excellence: Ensuring Success for Under-Prepared Students
E.12 Serving “Generation 1.5” Immigrant ESL Students in College Composition Programs
E.13 Cognitive Access to Student Success: Motivating the Transfer of Composition Knowledge across the Curriculum and into the Workplace
E.14 Bridging the Writing Center to Disability Service Providers: Opening the Gates to Academic Access at the University of Hartford
E.15 How Students Develop as Writers: New Roles for Success
E.16 Bridging Contexts and Disciplines: ‘Engineering’ an Engineering School’s Writing Manual
F.14 Portfolio Assessment at an Open Admission Institution: Bridge or Barrier to Success? (TYCA Strand)
F.15 With the Rebirth of WAC, Who Teaches Writing? A Survey and Three Case Studies
F.16 History and Methods of Writing Assessment
F.17 The Power of Unexpected Series: Linking Courses, Composition Theories, and Institutions to Create Mainstreamed Basic Writing Programs
F.08 TYCA Talks (Friday night 6–7 p.m.) (TYCA STRAND)
F.14 National Network of Writing-across-the-Curriculum Programs
G.09 It’s All About Our Students’ Success: Coming Full Circle with FYW Assessment
G.11 Student Access, Student Choice, Student Success in First-Year Composition: A History, Description, and Evaluation of Guided Self-Placement at the University of Georgia
G.12 In Pursuit of Portfolios
G.13 (Re)Placing Students Writing: Assessing our Gates of Access
H.16 Figuring It Out as We Go: Finding a Place for the Writing Program and Finding Our Places In It
H.17 Walking the City: Rhetorically Situated Learning and the Syntax of Service
H.18 Writing Opportunity: Administrative, Historical, and Pedagogical Aspects of Teaching EOP Students
H.19 Enacting Social Justice: Discursive Spaces where Disabilities are Named, Accommodations Constructed, and Alliances Forged
I.15 Talking in the Center/Teaching in the Classroom
I.16 Questioning What We Do: Assessing the Effectiveness of Teacher-Researcher Evaluation Portfolios and Learning Communities
I.17 Arts of Language: Ways to Use and Understand Speaking, Reading, and Writing
I.18 Giving Voice to African American Males and to the Elderly
I.19 Seeing Writing Programs as a Sites of Inquiry
J.14 The Writing Center as Space
J.15 Rhetoric as Nonviolent Action: Designs for the Writing Program
J.16 Familiar Problems in New Contexts: Sharing and Maintaining Literacy, Access, and Community
J.17 How Far Apart? Community Writers and the Academy
K.14 Defining Success in WAC: Assessing a WI Course Requirement at a Research I University
K.15 Opening the Doors: Building a Mobile Writing Center for an Open-access Online University
K.16 “I’ll Show You Mine If You Show Me Yours”: How Integrating Curriculum Promotes Student Success
K.17 Putting a Face on AIDS in Africa: Creating a Rhetoric of Hope
K.18 Arguing the End of Composition Studies
L.11 ESL and Second Language Students: Addressing Plagiarism, Using Tutoring Strategies, and Researching in the Writing Center
L.12 Faceless, Placeless Success: Questioning the Move toward Nationally Normed Outcomes of Composition Classes
L.13 Service Learning Problematized
L.26 New CCCC Position Paper on Writing Assessment
L.27 Access in the New University: Building Coalitions in a Writing Program
M.13 Public Writing at the Point of Need: A Senior-Level General Education Composition Course
M.14 Technology’s Role in Student Success: What Happens when Success and Access Is Decided by a Computer?
M.15 First-Generation and Underrepresented Discuss Factors for Success in a Student Support Service Program with Peer-Tutoring and Peer-Advising
M.16 Diversity in Kansas?: The Challenges of Implementing a Diversity/Writing Component at a Large Public University
N.08 Forging a Community/University Literacy Center: Whose Interests? Whose Needs?
N.09 Teachers Against the Ropes: Wrestling the New Media Nerve Hold
N.10 Redefining Success via/and Affirming the Discipline: FYC as Intro to Writing Studies
O.07 Ensuring Student Success: A Roundtable on Instructional Innovations at an HBCU in Transition
O.08 Making Access Real: Learning Communities, Basic Writing, and Open Admissions
O.09 Calls to Work, Occupational Inquiry, and Discipline-Specific Writing in the New Vocationalism
O.10 Assessing Success: A Holistic Approach to Writing Center Research and Pedagogy

103—Theory

A.10 Epistemologies of the Visual
A.11 Fields of Vision: Imagery within Discourses of Gender and Ethnicity
A.12 Women’s Voices across Cultures: Creating a Contact Zone of Feminist Rhetoric
A.13 Academic Vernaculars: Rearticulating Vernacularity and Rethinking Pedagogy and Student Success
B.15 Opening and Closing the Gate
B.16 Accessing Bishop: A Reflection on Wendy Bishop’s Contribution to the Composition Community and the Continued Importance of Her Work
B.17 Enriching Ourselves with Personal, Visual, and Historical Latina/o Rhetorics
B.18 Starting Points: Ignorance and Ethics
B.19 Affirming Access or Securing the Gates?: UNESCO, the World Bank, the IMF, and the Globalization of Literacy
C.01 Writing Multimodalities within Literacy and “Electracy”: A Conversation with Gregory Ulmer
C.15 Activating Access: Social Movement Theory for the Composition Classroom
C.16 Defining Terms of Work in U.S. College Composition
C.17 Emotional Economies in Literacy Sponsorship
C.18 Kairos and the Rhetoric of Timely Interventions
C.19 Coming in the Front Door: The Rhetorics of Institutional Access for People with Disabilities
C.20 Political Pedagogies and Public Citizens: Writing Instruction, Students, and the Accessibility of Political Discourse
D.16 Cultivating Success through Reflection: Sites for Learning and Resistance
D.17 Engaging the Disengaged: Backlash Discourse in the Writing Classroom
D.18 Constructing Literacies: Fortune Cookies, Markets, and the Denial of Context
D.19 Interrogating and Interrupting Systems of Belief
E.17 Rhetorical Power and Public Personalities
E.18 Elements of Narrative: Coherence, Psychology, and Ethical Leadership
E.19 Teaching Intersections: Reading and Writing, Language and Literacy
E.20 Community, Complexity, Deliberation, and Mavericks: How Rhetoric Works (or Doesn’t) in “Real World” Contact Zones
E.37 Spirituality and Civic Engagement: Intersections of Public and Private Rhetorics
F.18 Rhetorics of Affirmative Action: Three Cases
F.19 Literacies of the Moment: From the Radical to the Reactionary
F.20 Translation Situations in Medicine and among Deaf People
F.21 Since Style Is a Woman . . .
F.22 Mainstream for Sale: The Appearance of Margins in Visual Media
G.14 Desire, Disruption, Discipline: Writing Program Administration as Spectacle
G.15 (Re) Affirmative (Pro) Action: Breaking Models of Composition
G.16 Adult Learners at the Threshold: Turning Access into Agency
G.17 Models of Writing: 3-D Cube, Rhizomatics, and Multiple Intelligences
G.18 Theory Wars, Post Theory or Theory in the Diaspora: Exiling Theory outside the Walls of Composition and Rhetoric
G.19 Street Talk: Rhetorics of Advocacy and Action in Public Writing
H.20 Words and Images: Experience and Literacy
H.21 Embracing Diversity, Enlarging Community
H.22 Managerial Logic, Access, and Student Performance: The Political Economy of Pedagogy
H.23 Openings for Praxis: New Sites for Freirian Research
H.24 Troping Across the Curriculum: Resisting Strategies of Access in WAC and Writing Centers
I.20 Rereadings of Vir Bonus, Lady Rhetoric/Autochthony, and Lacan’s Subject-Supposed-to-Know
I.21 Epistemological Models: Three Critiques
I.22 Normie Hegemony: Culture, Rhetoric, and True Life Adventures in the Land of the Neuro-typicals
I.23 Re-appropriating the Mirror: A Cross-Race Dialogue on Gender, Authority, and Reflexivity
I.24 Transnational Feminism: Rhetorical and Pedagogical Practices
J.01 Accessing Asian American Rhetoric(s): Locations, Movements, Actions
J.18 Rhetoric and Literacy in Political Reform
J.19 Cultural and Religious Conflict in the Contact Zone: Handling Multiple Viewpoints
J.20 The Whole Truth and Nothing but the Truth: Testimony and the Construction of Political Truths
J.21 Racial Representations in Urban Communities, Spoken Word Venues, and Popular Culture: Toward a Redefinition of Public Spaces and Pedagogies
K.19 Enactment: The Student as Agent of Destiny
K.21 Terms of Contact Redefined: Comparative Rhetoric beyond the Aristotelian Paradigm
K.22 Ecologies of Rhetorical Appeals
K.23 “Seeing” Visual Rhetoric through Studies of Practice
L.14 From the Golden Gate to the Pearly Gate: Teaching Writing in Religious/Conservative Environments
L.15 The Ecology of Literacy: An “Environmentally Sound” Relationship between Theory and Practice in the Composition Classroom
L.16 Re-reading Bakhtin for Democratic Possibility
L.17 New Rhetorics of Working-Class Consciousness
L.28 “Hughes’ Dream Harlem” and the African American Literary Tradition: A Film Screening
M.17 Gender, Cognition, Tactility: Hands-on Theories of Rhetoric
M.18 “Escribiendo Expresiones de Liberación”: Theorizing Community-based Writing Programs as Access to Higher Education for Latina/o Youth
M.19 Adaptive Rhetorics: Moving Figures Across Lyric, Film, and Video Art
M.20 Indigenous Rhetoric: Speaking to Power without Saying a Word
M.21 Educational Extremes: Pedagogical Hope and Educational Violence
N.11 Race and the Rhetorics of Access
N.12 Theorizing Audience: Making Decisions, Laughing Out Loud
N.13 The “Nature” of Environmental Arguments: Waterways, Subsistence, and the Value of a Good Map
N.14 Inspiration from Gerda Lerner for Composition and Rhetoric: Rhetorical History, Pragmatism, Writing as Activism, and Pedagogy
O.11 Silence, Power, and the Limits of Literacy
O.12 Theorizing What Genre Can Do
O.13 Theories of Teaching and Mentoring: Faculty and Students of Color Doing the Cultural Bump (sponsored by the Latina/Latino Caucus)
O.14 Hearing Voices: Historical Reclamations of Feminist, Rhetorical Agency

104—History

A.14 Mending Gates: Reconfigurations of Access and Redrawn Paths to Student Success
B.01 Working Hard for the Money: A Historical Examination of the Making of Literate and Productive Workers
B.20 Thinking Through Practice: Reconsidering Historiographic Access to Rhetoric and Composition
B.21 The Viability of “the Rhetorical Tradition”
C.21 Holding the Pen: Writings Produced by Internees in Japanese-American Concentration Camps in World War Two
C.22 Access to Public Speech: Defenses of Women’s Preaching by Women
C.23 Writing Technologies in Early Modern England
D.20 Peer Review and Conferencing: Three Retrospectives
D.21 The Limits of Literacy: Reading Histories of “Transcendent” Literacy
E.21 Rhetoric of Three Political Movements
E.22 Recovering Rhetorics of African-American Political Agency
F.23 John Monro at Harvard, Miles, and Tougaloo: Three Careers or One Vision?
F.24 New Research from SWR Authors: Rhetoric, Archives, and Access
G.20 Technology, Literacy, Citizenship: The Rhetoric of Access in Contemporary Social Movements
G.21 Oral Histories: Theory/Practice/Publishing
H.25 Rhetoric and Social Change: Scottish and Irish Origins and Influences
H.26 Alternative Ancient Rhetorics: Looking Outside the Paradigm of Ancient Rhetorics
I.25 Creating a Profession: The Evolution of the Two-Year College English Teacher
I.26 Accessing Identities: Women’s Life-writings in the Progressive Period
J.22 Politics and Palimpsests: Higher Education, Race and Class, and Histories of Writing Instruction in the Deep South
L.18 The Cost of Good Intentions: Educational Interventions
M.22 19th Century Northern Women’s Rhetorics of Gender, Class, and Work
O.15 Reconsidering Three Moments in Rhetorical History

105—Research

A.01 Changing the Process of Institutional Review Board Compliance
B.22 Age, Sexuality, and Orientation: Ideologies of Composition Studies
D.22 Research and Identity
E.23 Error-focused Instruction and Its Discontents
F.25 Rethinking the Barriers to “Access” in High School and Beyond: Moving Past Debates about Race as a Factor in College Attendance and Success
G.22 Year One at ‘City’ High: An Ethnography of Place-based Pedagogy in a College Prep Charter School
G.23 Rapping Down the Gate: Black Women and Hip-Hop
H.27 Mending Walls, Unlocking Gates: Research and Reflection on the Shifting Roles of the Two-Year College (TYCA Strand)
H.28 Diverse Perspectives on Access and Success: Reflections on Three Longitudinal Writing Studies
H.39 The Portraits of Composition Research Study: Design, Findings, and Implications
I.27 Feminists Researching across Differences: Talking, Talking Back, and Listening to Whiteness
J.24 Best Practices: Three Perspectives
J.36 Taking the Long View: Observations from the Stanford Study of Writing in its 4th Year
K.25 Researching Rhetorically: Conceptualizing and Teaching Research
L.19 Defining Access and Success: The Discourse of Medical Research in Everyday Texts and Contexts
L.29 The Rhetoric of Rememory: Archival Research among Researchers of Color
M.23 Community-based Writing: Directions for Research
N.16 Race Qualified and Quantified
O.16 Multi-modal and Hyper-realistic: Diverse Forms of Representation

106—Information Technologies

A.15 Public, Private, Political: Social Theories and Blogging Practices
A.16 Access and Opportunity: Contrasting Perceptions of Distance Learning Faculty
B.23 Research-based Recommendations for Evaluating and Citing Electronic Sources
B.24 LGBT Discourse Communities and Digital Technologies in Diverse Contexts
B.25 Media Rhetoric and the Analysis of Texts: A Case Study Using Written, Auditory, and Kinetic Rhetorics to Analyze Martin Luther King, Jr.’s “I Have a Dream” Speech
B.26 Evaluating Academic Weblogs: Using Empirical Data to Assess Pedagogy and Student Achievement
C.25 Sustainable Technological Change: Teaching, Professional Development, and Institution Engagement
C.26 (Inter)face to Face: Technology and Tutorials
C.27 The New Collegiality: Circulating Ideas about Writing and Teaching on Weblogs
D.23 Why Napster Matters: File Sharing, Ownership, and New Digital Ethics
D.24 The Aftermath of Access: From Critical to Creative Computer Literacies
D.25 Accessing Heuristics for Multi-modal Web Compositions: Rethinking Invention, Sound, and Interactivity
E.24 Access and Success: Adopting and Adapting Content Managements Systems for Use in Writing Programs
E.25 Cyborgs on Blackboard: Materialist Feminist Perspectives on Teaching Electronic Discourse
E.26 Bois, Bears, and Blogs: Accessing and Mainstreaming Gay Male Literacies
E.27 The Many Dimensions of Access in a Digital World
F.26 Information Literacy: Instruction, Assessment, and Concerns
F.27 Moving beyond Voice-as-Metaphor: New Technologies in Literacy and Composition Studies
F.28 Digital Controversies
G.24 Multimedia Online Cases to Connect FYC and Courses in the Disciplines: Role Playing in Multiple Perspectives across Multiple Courses
G.25 Blogging
H.29 OWLS, MOOS, and the Social Order
H.30 Owning Knowledge: New Intersections of Intellectual Property, Technology, and Academia
I.28 Preparing for a “Society of the Spectacle”: Gaming and Literacies
I.29 Refiguring Emergent Media: Student Rhetorical Agency, Digital Composing, and Multimedia Production
J.25 Access and Collaboration in the Digital Classroom
J.26 Gender, Ethics, and Liability: Access and Autonomous Software Agents on the Internet
K.26 Hybridity and Information Technologies
K.27 Expanding the “Contact Zone” to Cyberspace: Three Pedagogical Applications for Weblogs
L.20 Exploring Online Communities
M.24 Composing Images, Creating Texts: A Conversation about Incorporating Multimodality into the Composition Classroom
N.17 Images of Resistance: Multimodal Rhetoric as Civic Intervention
O.17 Interfacing and Composition Pedagogy: From Surfing to Hacking

107—Institutional and Professional

A.17 Preparing Students and Faculty for Success in the Multi-modal World
A.18 A Question of Quality: Standards and Access
B.27 Access through Rural Community College: Unique Concerns for Faculty (TYCA Strand)
B.28 The History and Future of Composition: Reflections of Past CCCC Chairs
B.29 Why College Composition Teachers Need to Know about Secondary Writing Assessments
C.28 The New SAT Writing Section: Perils and Possibilities
C.29 Composition as Gated Community?: Assessment and Gatekeeping in the Twenty-First Century
C.30 Is the Sky Falling? (TYCA Strand)
CN.4 Conversations about the Lip Service of Access
D.09 Affirmative Action and the Challenge of Diversity
D.26 Opening the Golden Gates through Digital Innovation: Expanding Access for Students with Disabilities
D.27 Talkin’ bout My Generation: First Ph.D.’s in Composition and Access to the Discipline
D.28 (Dis)placed by Technology: Access-orienting Our Institutions and Pedagogies
D.29 New Directions for Mentoring Graduate Students
D.30 Planning and Hosting Small Conferences Without Going Broke (TYCA Strand)
E.28 Issues in Proprietary and for-Profit Writing Programs
E.29 Myths of Access: Exploring Documented and Undocumented Identity in the Classroom
E.30 The Untold Story: How Race Affects the Relationships between Supervisors, Teachers, and Students
E.31 Getting from There to Here: Addressing the Needs of a Diverse Student Population
E.32 Preparing to Teach in a Two-Year College (TYCA STRAND)
E.38 Writers All Around Us
F.01 Intellectual Property: Key Issues
F.29 The Prospects and Politics of Book Publishing in Rhetoric and Composition
F.30 Turning, Returning, and Interning with CCC: Insights on the Discourse of Our Field
F.31 Present Curricular Practices and Future Directions for the Ph.D. in Rhetoric/Composition
F.32 Composition and Distance Learning: The Most Successful Failure of Two-Year Colleges?
G.6 Teaching across the Curriculum: Faculty Liaisons in a Tutoring Center
G.7 Increasing Access and Success in the Physical and Biological Sciences: What’s Writing Got to Do with It?
G.28 Crises in English Education: The Importance of Context
G.30 Standardization in English Studies: Resisting the Normalizing Gaze
H.31 Pedagogy, Politics, and Promise: The Conference on Basic Writing at 25
H.32 What Goes When Something’s Gotta Give?: How Material Conditions (Ought to) Change Teaching
H.33 Evaluating Teachers: The Public and the Private
H.34 Trained in Composition: Teaching Literature, Film, and Culture
I.30 Location, Location, Location: Writing Programs and Institutional Space
I.31 Interdisciplinary Issues, Interdisciplinary Writing
I.32 “Serival of the Fittus”: Assessment, Placement, and Student Success in the Academic Jungle
I.33 Addressing the Public, Assessing Ourselves: A New Disciplinary Framework for Rhetoric and Composition
J.27 Department Leadership: The Gateway for Faculty and Student Success at Two-Year Institutions
J.28 Professional Development: Three Contexts
J.29 Feminist Writing Program Administration: Why Bother?
J.30 Affirming Our Unity in Writing: Composition, Creative Writing, Journalism, and Professional Writing in a Holistic Writing Major
J.31 Consultation Session on Issues Related to Writing Assessment
K.28 Organizing Tenured and Non-Tenure-Track Faculty on Contingent Faculty Issues
K.29 “We Would NEVER do that in My Discipline!”: Accessing Contact Zones through an Interdisciplinary Writing Group
K.30 “My Student Has Self-Identified, Now What Do I Do?”: Opening Gates to Ability
K.31 Affirmative Acts: Ethical Consensus on the Common Good
L.21 WPAs Build Bridges Too: The Rhetorical Value of Data, Reports, and Assessments
L.22 Lost Ethics in the English Classroom
L.23 Institutional Authority, Leadership, and Power
L.30 How Are We Teaching Teachers to be Teachers?
M.25 Implications for the First Year
M.26 Portfolios as Assessment and Learning Tools
M.27 Moving beyond Contact: Conversation as Inquiry, Invention, and Initiative in WAC and Beyond
N.18 Beyond Our Gates: Writing beyond the Writing Program
N.19 The Economics of Plagiarism and Authorship
N.20 Portfolios and Program Goals: Cans of Worms that Catch Big Fish
O.18 Reconstructing Professional Identities within Institutional Cultures
O.19 WAC, WID, and Writing Instruction: Creating Cross-Disciplinary Opportunities in FYC, WI, and Beyond
O.20 “The Gilded Six Bits”: Validating and Invalidating African American Language in our Classes and Institutions

108—Language

A.02 Every Composition Professional a De Facto ESL Composition Professional: Special Issues and Topics
C.24 Using Hip-Hop Language and Literacy Practices to Help Students
C.31 From Gatekeepers to Gate-Openers: Teacher Education and Language Diversity
D.31 Negotiating Academic Literacies: The Experiences of Linguistically Diverse Writers across the Curriculum
D.32 Re-writing Discoursal Identities
E.33 Inviting Language Diversity in Writing: Getting It Done in the Classroom, in the Writing Program, and across Campus
E.34 The Role of Second Language Writing Specialists in the Composition Program
F.33 Enlisting Speech for Writing in the Diverse Classroom
F.34 Literate Practices/Language Practices: What Do We Really Know about Our Students?
G.31 Second Language Identity Construction in Multiple Settings
H.35 Readin’, Writin’, and Measurin’: What’s Grammar Got to do With It?
I.34 Writing Black: Engaging African American Oral Language Style in the Language of Writing
J.32 English Studies as Contexts for ESL-II
K.32 English Studies as Contexts for ESL-I
L.24 Dialect Dilemmas
M.28 Issues of Language Rights
M.29 Life Histories, Case Studies; ESL

109—Creative Writing

B.31 Journals and Diaries: Accessing Our Own Language and Finding a Voice
C.32 The Art of Teaching the Art of the Personal Essay
D.33 Travelers and Trespassers: Articulating Race, Family, and Illness in Nonfiction Narratives
E.35 Writer’s Roundtables: Making Composition Interdisciplinary through Creative Writing
F.35 Accessing the “I” in Creative Writing: Three Perspectives on Constructing Identity in the Workshop
G.32 Creative Writing: Its Place in the Curriculum
H.36 Creative Writing: Ads, Travel Writing, and Poetry Slams
I.35 New Voices in Creative Nonfiction and Memoir
J.33 Writing, Reading, and Teaching Place-based Nonfiction

110—Professional and Technical Writing

B.32 Visual Rhetoric in the History of Professional Communication
C.33 A Multimedia Look at How Students Gain Access to Careers in Professional Writing
E.36 Breaking Down the Law: Bringing Legal Writing into the Composition Class
F.36 Personal Statements for Med School: A Site for Opening Professional Access
G.33 Building Bridges: Facilitating Student Access to the Business Community through Analysis of Audience
G.34 New Competencies in Technical Communication
H.37 Access to Professional Literacies and Technologies as Civic Discourse
H.38 Texts and Contexts in Technical Communication
I.36 The Rhetoric of Scientific Accommodations Revisited
I.37 Outcomes in Technical Writing
J.34 Enacting Values: Genre, Plagiarism, Decorum
J.35 Access to Health Care through Writing
K.33 Writing Teachers as Consultants in Business and Government: How to Prepare for, Identify, and Successfully Apply for Positions
K.34 Moving Away from Text: Improving Students’ Access to Meaning
L.25 Controversies in Business Writing
M.30 Does Science Matter?
N.21 Visual Rhetorics
O.21 Rhetoric and Corporate Production
Preconvention Activities

Wednesday, March 16

REGISTRATION, 8:00 a.m.–7:00 p.m.
Exhibit Level, Exhibit Hall D

MEETING OF THE CCCC EXECUTIVE COMMITTEE
The Handlery Hotel, Union Square
9:00 a.m.–5:00 p.m.

THE RESEARCH NETWORK FORUM
Exhibit Level, Room 132/133
9:00 a.m.–5:00 p.m.

Chair: Risa P. Gorelick, Monmouth University, West Long Branch, NJ
Co-Chair: Ollie O. Oviedo, Eastern New Mexico University, Portales
Discussion Leaders: Anthony T. Atkins, Northwestern State University, Natchitoches, LA
Rise B. Axelrod, University of California, Riverside
Charles Bazerman, University of California, Santa Barbara
Kristine Blair, Bowling Green State University, OH
David Blakesley, Purdue University, West Lafayette, IN
Lynn Bloom, University of Connecticut, Storrs
Collin Brooke, Syracuse University, NY
Ronald Brooks, Western Oregon University, Monmouth, “Red Scare Rhetorics: The Effects of McCarthyism on Composition and Literature Courses During the Early Cold War Period”
Stuart Brown, State University of New Mexico, Las Cruces
Paul Butler, Montclair State University, NJ
Joseph ‘Rocky’ Colavito, Northwestern State University, Natchitoches, LA
Keith Gilyard, Pennsylvania State University, University Park
Greg Glau, Arizona State University, Tempe
Risa P. Gorelick, Monmouth University, West Long Branch, NJ
Joe Marshall Hardin, Western Kentucky University, Bowling Green
Gail Hawisher, University of Illinois, Urbana-Champaign, “Becoming Literate in the 21st Century”
Will Hochman, Southern Connecticut State University, New Haven
Eleanor Kutz, University of Massachusetts–Boston, “Studying Discourse”
Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis
Wednesday, 9:00 a.m.–5:00 p.m.

Barry Maid, Arizona State University, Mesa
Lisa J. McClure, Southern Illinois University, Carbondale
Nancy Myers, University of North Carolina–Greensboro
Ollie O. Oviedo, Eastern New Mexico University, Portales
Rebecca Rickly, Texas Tech University, “Thinking Through Research”
Lance Rivers, Lake Superior State University, Sault Ste. Marie, MI
Duane Roen, Arizona State University, Mesa
Elsa Rogers, International College, Fort Myers, FL, “Plagiarism and the Adult Learner,” erozers@internationalcollege.edu
Cynthia L. Selfe, Michigan Technological University, Houghton
Dickie Selfe, Michigan Technological University, Houghton
Catherine F. Smith, East Carolina University, Greenville
Mary Alice Trent-Williams, Oral Roberts University, Tulsa, OK, “Composition, Ethics, and Computers”
Anne Trubek, Oberlin College, OH
Peter Vandenberg, DePaul University, Chicago, IL
Janice R. Walker, Georgia Southern University, Statesboro
Carrie Wastal, Muir College Writing Program, San Diego, CA
Katherine V. Wills, Indiana University, Columbus, IN
Adrian Wurr, University of North Carolina–Greensboro

Editor’s Roundtable: Kristine Blair, Bowling Green State University, OH, “Computers and Composition Online”
David Blakesley, Purdue University, West Lafayette, IN, “The Writing Instructor”
John Boe, University of California–Davis, “Writing on the Edge”
Elizabeth Brockman, Central Michigan University, “Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture”
Theresa Enos, University of Arizona, Tuscon, “Rhetoric Review”
Kristie Fleckenstein, Ball State University, Muncie, IN, “Journal for the Assembly for Expanded Perspectives on Learning (JAEP)”
Dawn Formo, Editor: The Writing Instructor, “The Writing Instructor”
Ann George, Texas Christian University, Fort Worth, “Composition Studies”
Greg Glau, Arizona State University, Tempe, “WPA: Writing Program Administration”
Risa P. Gorelick, Monmouth University, West Long Branch, NJ, “Book Series on Research Forums”
Joe Marshall Hardin, Western Kentucky University, Bowling Green, “Composition Forum”
Gail Hawisher, University of Illinois, Urbana-Champaign, “Computers and Composition”
Byron Hawk, George Mason University, Fairfax, VA, “Enculturation: A Journal of Rhetoric, Writing, and Culture”
Cynthia Haynes, “PTEL”
Will Hochman, Southern Connecticut State University, New Haven, “Reviewing CCCC in ‘Across the Disciplines’”
William Lalicker, West Chester University, PA, “Basic Writing E-Journal”
Carrie Leverenz, Texas Christian University, Fort Worth, “Composition Studies”
Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis, “Journal of Teaching Writing”
Barry Maid, Arizona State University, Mesa, “WPA: Writing Program Administration”
Ollie O. Oviedo, Eastern New Mexico University, Portales, “Readerly/Writerly Texts”
Duane Roen, Arizona State University, Mesa, “Writing Program Administration Journal”
Barbara Roswell, Goucher College, Towson, MD, “Reflections: A Journal of Writing, Service Learning and Community Literacy”
Cynthia L. Selfe, Michigan Technological University, Houghton, “Computers & Composition”
Tony Silva, Purdue University, West Lafayette, IN, “Journal of Second Language Writing”
Victor Vitanza, University of Texas–Arlington, “PRE/TEXT”
Janice R. Walker, Georgia Southern University, Statesboro, “Readerly/Writerly Texts On-Line and Book Series on Research Forums”
Lynn Worsham, “JAC”

Executive Committee: Paul Butler, Montclair State University, Upper Montclair, NJ
Catherine Smith, East Carolina University, Greenville
Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis
Vincent Casaregola, St. Louis University, MO, Co-Proposal Writer
Gina Merys Mahaffey, St. Louis University, MO, Co-Proposal Writer
Carolyn J. Pastel Anderson, University of Louisiana–Lafayette, Coordinator and Secretary
Janice Walker, Georgia Southern University, Statesboro, Graduate Research Network Liaison
Lisa J. McClure, Southern Illinois University, Carbondale, Plenary Coordinator
Carrie Wastal, University of California–San Diego, Journal Editor Coordinator
Mary Alice Trent-Williams, Oral Roberts University, Tulsa, OK, Survey Coordinator
Risa P. Gorelick, Monmouth University, West Long Branch, NJ
Ollie O. Oviedo, Eastern New Mexico University, Portales
Deanya Lattimore, Syracuse University, NY, Data Bank and Web Site Coordinator
Anthony T. Atkins, Northwestern State University, Natchitoches, LA, Publicist
Katherine V. Wills, Indiana University Purdue University, Columbus, IN, Assistant Publicist

Past Chair/Past Work-in-Progress Coordinator: Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis
Wednesday, 9:00 a.m.–5:00 p.m.

**Plenary Presenters:** Gail Hawisher, University of Illinois, Urbana-Champaign, “Becoming Literate in the 21st Century”
Keith Gilyard, Pennsylvania State University, University Park
Eleanor Kutz, University of Massachusetts–Boston, “Studying Discourse in Communities and Classrooms”
Cynthia Selfe, Michigan Technological University, Houghton, “Multimodality and Composition Studies”

**Work-in-Progress Presenters:**
Matthew Abraham, University of Tennessee at Knoxville, “The Rhetoric of Academic Controversy: Discussing the Israel-Palestine Conflict on American Campuses”
Kathy Albertson, Georgia Southern University, Statesboro, “College Students’ Perceptions of Academic Literacy during Their First Term”
Carolyn J. Pastel Anderson, University of Louisiana at Lafayette, “Shaping Composition Performances: How ‘Motive’ Sets the Stage”
Anthony T. Atkins, Northwestern State University, Natchitoches, LA, “Institutional Mission Statements and Technology Training: The Link Between Vision and Reality”
Samantha Blackmon, Purdue University, West Lafayette, IN, “Racing Toward Representation: An Understanding of Racial Representation”
Mary Beth Breland, Hannibal-LaGrange College, MO, “Developing Christian Scholars”
Ronald Brooks, Western Oregon University, Monmouth, “The Implications of Red Scare Politics for Early Cold War Writing Instruction”
Linda Buchanan, Kettering University, Flint, MI, “Bodily Rhetorics”
Matthew Bunce, Michigan Technological University, Houghton, “A Study of the Community and Digital Literacy Practices of Learning-Disabled Students”
Peter Elbow, University of Massachusetts–Amherst, “Enlisting Speech for Writing: Towards a More Inclusive Literacy”
Jessica Enoch, University of New Hampshire, Durham, “Building a Place for a Woman to Teach: How the Nineteenth-Century Classroom Became a Domestic Space”
Rick Evans, Cornell University, Ithaca, NY, “Reflexive Literacy: A ‘Breakthrough into Performance’”
William T. FitzGerald, University of Maryland, Baltimore, “Science Writing: Practice, Pedagogy and Curricular Development”
Risa P. Gorelick, Monmouth University, Long Branch, NJ, “A Celebration of Scholars: The Role of Research Forums to the Field of Composition/Rhetoric Scholarship”
Mei-ching Ho, Arizona State University, Tempe, “‘Is it all about online literacy?’: Hypertexts in ESL Websites”
Hannah Holbrook, California State University, San Bernardino, “The Unprofessed Pedagogy: Are We Post-Process Yet?”
Jennifer Johnson, California State University, Northridge, “Contrasts and Connections: A Genealogical Approach to Tracing Paradigms in the Field”
Wednesday, 9:00 a.m.–5:00 p.m.


Teresa Kramer, Southern Illinois University, Carbondale, “Service-Learning and Student Choice”

Diane Langlois, Louisiana State University at Eunice, “Using Media (From the Weather Channel to Infomercials) as Models of Rhetoric for Students Who Resist Reading Assignments”

Deanya Lattimore, Syracuse University, NY, “This Is Not a Text: Limits of Reader Software Applications for Textual Scholars”

Gina Merys Mahaffey, St. Louis University, MO, “Equivalent Importance and Knowledge Making: Literacy and Classroom Power”

Randall McClure, Minnesota State University, Mankato, “Peer Mentoring in the Training of TAs”

Gloria McMillan, Pima College, Tucson, AZ, “National Adjunct Writing Faculty Survey 2004 (Year 2 of 5)”

Michael Moghtader, James Madison University, Harrisonburg, VA, “Making English-Studies Pedagogy Matter Beyond”

Charles Murillo, California State University, San Bernardino, “Chicana/o Street Textuality and Pedagogy: Teen Angels en la Clase”

David Nentwick, Syracuse University, NY, “Between Two Worlds: English Composition in Quebec and the Globalization of English”

Ollie O. Oviedo, Eastern New Mexico University, Portales, “Digital Tools in Composition Studies”

Donald Pardlow, Floyd College, Rome, GA, “How the Word Processor Complicates Freshman Composition Students’ Development of Communicative Performance”

K. J. Peters, Loyola Marymount University, Los Angeles, CA, “I Downloaded My Personal Experience: Baudrillard and Paper Mills”

Roxanne Pilat, Lewis University, Romeoville, IL, “The Writer’s Spiral: A Source of Creativity for a Genre of One”


Elsa Rogers, International College, Fort Myers, FL, “Plagiarism and the Adult Learner”

Heather E. Rosso, Syracuse University, NY, “From Internet to In the Woods—Ethnography in the Mountains of Colorado”

Wendy B. Sharer, East Carolina University, Greenville, NC, “Reconsidering the Gatekeeper: Exploring Connections between Composition and Retention”

Catherine Smith, East Carolina University, Greenville, NC, “Civic, Public, and Community as Keywords”

Cathy Spidell, University of Akron, OH, “Educating to Transform: Going to Class on Class”

W. Kurt Stavenhagen, Syracuse University, NY, “Stephen Covey and Ben Franklin: The Rhetorical Use of Aphorisms in Selling Success”
Wednesday, 9:00 a.m.–5:00 p.m.

Sharon Stevens, University of Arizona, Tucson, “Assessing Instructional Technologies and Strategic Planning in Writing Programs”

Mark Sutton, Kean University, Union, NJ, “Analysis of Characteristics, Attitudes, and Learning Strategies of Students Enrolled in ENG 1033 and 1034”

Mary Alice Trent-Williams, Oral Roberts University, Tulsa, OK, “Ethics: the Golden Gate (Rule) of Opportunity”

Marcy Trianosky, Hollins University, Roanoke, VA, “Complex Conversations: Analyzing Writing Center Interactions in a Women’s University”

Anne Trubek, Oberlin College, OH, “Bringing Materiality to Life: Research Methods in Composition”

Gloria Ulloa-Caceres, Southern Illinois University at Carbondale, “From Translating into Composing in English: ESL Computer-Based Instruction”

Janice R. Walker, Georgia Southern University, Statesboro, “Proposing a New Book Series”

John Paul Walter, St. Louis University, MO, “Notes from the Walter J. Ong Archive”

Vicky Cobb Westacott, Alfred University, NY, “The Gender Gap in the Transition from High School to College Writing”

Scott Wible, Pennsylvania State University, University Park, “A Patriot’s Right to Foreign Languages: Contextualizing the Defense Department’s Post-9/11 ‘National Language Agenda’”

John Wittman, University of Texas-Pan American, Edinburg, “Beyond Community Models: Thoughts Toward ‘Communitarian Literacy’”


Mary Wright, Christopher Newport University, Newport News, VA, “Effective Web Writing for Today’s Internet Authors”

Paul Butler, Montclair State University, Syracuse, NY, “Style and the Public Intellectual: Reclaiming Stylistic Agency for Composition Studies”

The Other “F” Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success

Exhibit Level, Exhibit Hall D, Room 17
9:00 a.m. – 5:00 p.m.

Chair: Marsha Millikin, Lansing Community College, MI


Tara Der-yeghiayan, Western Illinois University, Macomb, “Dodging the House Party: Survival Tactics and Classroom Strategies for the Young Composition Instructor”

Jane E. Hindman, San Diego State University, CA, “Privileging Feminist Teaching and Enhancing Student Access: Tools for Revising Instructional Assessment Practices”

Hallie Lemon, Western Illinois University, Monmouth, “The Jungle Is Still Out There: Male and Female Students Respond to Paglia”

Cheryl L. Johnson, University of Idaho, Moscow, “Out of the Margins: Empowering Female Writers in the Composition Classroom”

Jayne A. Moneysmith, Kent State University, Stark Campus, Canton, OH, “Out of the Margins: Empowering Female Writers in the Composition Classroom”

Pamela L. Martin, Georgia Southern University, Statesboro, “Ethical Dilemmas of a Feminist Educator in Responding to Students’ Writing: The Personal Narrative Essay and the Consequences of Disclosure”

Christine M. Trochesset, Western Illinois University, Canton, “Writing Like a Girl”


Leslie Chilton, Tempe, AZ, “Issues with the Tutor-Client Relationship”

Pia Taavila, Gallaudet University, Washington, D.C., “Poetry or Tenure?: Getting Creative Work Recognized”

Alice Robertson, Western Illinois University, Macomb, “Contact Zone/Combat Zone?: Feminist Teachers in Today’s Classrooms”

Barbara Smith, College of Mount Saint Vincent, Riverdale, NY, “Support Services for Affirmative Action Students: A Feminist Perspective”

Tobi Jacobi, Colorado State University, Fort Collins, “Zines as Feminist Space”

Amy A. Childers, North Georgia College and State University, Dahlonega, “Mean Girls: Female Aggression and Resistance in the Classroom”

Kathy Balderson, Western Illinois University, Macomb, “Dragging the Guys In: Reading Deborah Tannen’s *YJDU* to Keep Them Coming Back for More”

Sally Chandler, Kean University, Union, NJ, “Precisely because ‘Feminisms’ No Longer Appear to be a Stable Notion”

Janice Neuleib, Illinois State University, Normal, “The Age Gap and How to Cross It”

Tracy Ann Robinson, Oregon State University, Corvallis, “Enhancing the WI Experience Through Upfront Self-Evaluation and Goal Setting”

L. Therese Trotochard, Western Illinois University, Macomb, “Resistance to Feminist Theory in the Classroom”

M. Lynda Ely, Texas A&M University, College Station, “Community College Syndrome: An Illness of Underachievement”
HALF-DAY WEDNESDAY WORKSHOPS

Note: Each workshop has an enrollment limit of 50. 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 Disability and Access: Enabling the People, Technologies, and Spaces of Composition

Exhibit Level, Exhibit Hall D, Room 111

Thinking about access through a disability studies perspective means re-envisioning the physical and conceptual dimensions of relationships, spaces, practices, and technologies. Workshop leaders will stimulate conversations and activities focused on making composition and rhetoric studies accessible for students and teachers with disabilities. Workshop participants will collaboratively generate issues, questions, and new directions for access in university settings.

Participants will choose from three interactive roundtables—PEOPLE, TECHNOLOGIES, and SPACES. Each roundtable will be offered twice. Participants will reflect upon the roundtable discussions. Having visited each roundtable, the respondent will share her notes and ask participants to “write back” more commentary on poster boards. These boards will be displayed during the conference. The concluding session will also be a time to plan action for this and future conferences.

Chairs: Rita Rich, The Ohio State University, Columbus
Stephanie Kerschbaum, University of Wisconsin–Madison
Brenda Brueggemann, The Ohio State University, Columbus
Cynthia Lewiecki-Wilson, Miami University, Oxford, OH

Discussion Leaders: Michael Salvo, Purdue University, West Lafayette, IN
Margaret Price, Spelman College, Atlanta, GA
Pushpa Parekh, Spelman College, Atlanta, GA
Jay Dolmage, Miami University, Oxford, OH
Kristen Lindgren, Haverford College, PA
Paige Franklin, Gallaudet University, Washington, D.C.
Tonya Stremlau, Gallaudet University, Washington, D.C.
Rita Rich, The Ohio State University, Columbus
Stephanie Kerschbaum, University of Wisconsin-Madison
Amy Vidal, University of Washington, Seattle
Brenda Jo Brueggemann, The Ohio State University, Columbus

Respondant: Cynthia Lewiecki-Wilson, Miami University, Oxford, OH
**MW.2 Blog On!: Accessing Public Audiences through Weblogs**

Exhibit Level, Room 110

A blog, short for “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 most blog services are free, easy to use, and accessible from any web-connected computer, they have exploded in popularity, providing anyone with web access the opportunity to be heard in a world-wide public forum. Yet they also provide a unique opportunity for situating our students’ writing in a global conversation previously unconsidered. This half-day workshop will give an overview of blogging and the specifics of using blogs in the classroom. Participants will leave the workshop with a sense of the potential of blogs for academics, a set of printed materials, and a blog of their own.

**Chairs:** Meredith A. Love, Francis Marion University, Florence, SC  
Stephanie Holink, University of New Mexico, Albuquerque

**Presenters:** Lisa Spangenberg, UCLA, Los Angeles, CA  
Jeff White, University of Alaska, Anchorage  
Barclay Barrios, Rutgers University, New Brunswick, NJ  
George Pullman, Georgia State University, Atlanta  
Jennifer Bay, Purdue University, West Lafayette, IN  
Wendy Warren Austin, Edinboro University of Pennsylvania  
Scott T. Rogers, Weber State University, Ogden, UT  
Beckie Flannagan, Francis Marion University, Florence, SC  
Randolph Cauthen, Bloomsburg University, PA  
Jeff Ward, University of Arkansas at Little Rock
MW.3  Working With Generation 1.5 in College Composition  
Exhibit Level, Room 124

In recent decades, college composition and basic writing instructors have seen increasing numbers of “generation 1.5” immigrant students—those students who fall somewhere between the categories of “native English speaker” and “ESL.” Such students typically have arrived in the U.S. at a young age, learned English in informal settings, and received all of their education in U.S. schools. As a result, they do not perceive themselves as English language learners and they resist placement into ESL courses. However, in their academic writing, they demonstrate many grammatical and rhetorical difficulties typical of more recently arrived ESL students. They also tend to demonstrate grammatical and rhetorical features of U.S. “non-standard dialect” speakers. College writing instructors struggle to find appropriate ways to assist these generation 1.5 students with academic language development, as well as revision, editing, and proofreading.

This workshop will help instructors develop strategies for working with these students. After an overview of the experiences, characteristics, and educational needs that generation 1.5 students bring to college writing classrooms, participants will break into small groups, each with an assigned practical application task. Handouts will include syllabi, writing prompts, samples of student writing, teaching suggestions, and an extensive bibliography.

Chair: Mark Roberge, San Francisco State University, CA  
Presenter: Mark Roberge, San Francisco State University, CA

MW.4  Every Composition Professional a De Facto ESL  
Composition Professional: Foundations
Exhibit Level, Exhibit Hall D, Room 4

Although the primary audience for this workshop is anyone working with ESL writers who does not have a strong background in ESL theory and research, the workshop is also a good foundation for more advanced considerations of second language writing and writers that might occur throughout the conference. The workshop will provide an overview of the CCCC Statement on Second Language Writing and Writers to initiate discussion about how and why participants’ institutions deviate from these guidelines and to provide a frame for the workshop. Presenters will discuss how we identify ESL writers, how we assess them, where we place them, and how we can adapt our instruction to accommodate ESL learners in our classrooms. Small group discussions will reflect on the contextual needs and concerns of each participant, before reconvening as a larger group to summarize our conversations and resulting ideas.
Wednesday, 9:00 a.m.–5:00 p.m.

**Chairs:** Kate Mangelsdorf, University of Texas–El Paso
Jay Jordan, Penn State University, State College, PA

**Speakers:** Paul Kei Matsuda, University of New Hampshire, Durham, “CCCC Statement on Second Language Writers and Writing”
Jay Jordan, Penn State University, State College, PA
Deborah Crusan, Wright State University, Springfield, OH
Colleen Brice, Grand Valley State University, Allendale, MI
Gwen Gray Schwartz, University of Arizona, Tucson
Chitralekha Duttagupta, Arizona State University, Tempe

### 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)**

**Exhibit Level, Room 130**

This workshop showcases exemplary practices and programs in the two-year college classroom. Facilitators will discuss the impact of cultural literacy in our visual society, suggestions for creative writing projects, methods to engage developmental students, including student assessment, criteria for student performance and WAC. Instead of asking “What will I do on Monday?,” participants will return home with ideas and lessons that will engage their students in the learning process.

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

**Presenters:** Sterling Warner, Evergreen Valley College, San Jose, CA
Brenda Cardenas, Wright College, Chicago, IL
Al Zucha, Lee College, Baytown, TX
Linda Houston, The Ohio State University, Wooster
Shaun Reno, St. Louis Community College at Meramec, Kirkwood, MO
Alexis Nelson, Spokane Falls Community College, WA
Jan Swinton, Spokane Falls Community College, WA
Larry McDoniel, St. Louis Community College at Meramec, Kirkwood, MO
Jacqueline Pena, Northern Essex Community College, Haverhill, MA
Wednesday, 9:00 a.m.–5:00 p.m.

W.2 **Language Diversity in the Composition Classroom**
(Sponsored by Language Policy Committee; American Indian, Asian/Asian American, Black, and Latina/Latino Caucuses; Second Language Writing Committee; SIG on Language, Linguistics and Writing)

Exhibit Level, Exhibit Hall D, Room 14

CCCC is known for “Students’ Right to Their Own Language,” “National Language Policy,” and “Statement on Second Language Writing and Writers.” However, experienced professionals have expressed concern about the teaching practices and lack of academic preparation in language diversity of college composition instructors. This workshop focuses on linguistically diverse writers. After a brief introduction, participants will move into five Breakout Groups, run concurrently for 90 minutes, focusing on the language and literacy education of 1) African American, 2) American Indian, 3) Asian/Asian American, 4) Latino/a, and 5) White mainstream and non-mainstream students. Each participant will select 4 of the 5 Breakout Groups, participating in 2 in the morning session, 2 in the afternoon session.

**Chair:** Geneva Smitherman, Michigan State University, East Lansing

**Facilitators:** Rashidah Muhammad, Governors State University, University Park, IL
Terry Carter, Southern Polytechnic State University, Marietta, GA
Denise Troutman, Michigan State University, East Lansing
Elaine Richardson, Pennsylvania State University, State College
Malea Powell, Michigan State University, East Lansing
Joyce Rain Anderson, Massasoit Community College, Brockton, MA
Angela M. Haas, Michigan State University, Bowling Green
Paul Kei Matsuda, University of New Hampshire, Durham
Victor Villanueva, Washington State University, Pullman
Gail Okawa, Youngstown State University, OH
Cristina Kirklighter, Texas A&M, Corpus-Christi
Susan Miller, Mesa Community College, Gold Canyon, AZ
Michelle Hall Kells, University of New Mexico, Bryan
Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis, IN
C. Jan Swearingen, Texas A&M University, Bryan
Arthur Palacas, University of Akron, OH
LuMing Mao, Miami University, Hamilton, OH
Nancy Linh Karls, University of Colorado–Denver
Haivan V. Hoang, University of Massachusetts, Amherst
Eleanor Kutz, University of Massachusetts–Boston
MaryAnn K. Crawford, Central Michigan University, Mt. Pleasant
Katherine K. Sohn, Pikeville College, KY
W.3 Models for Student Success: Learning from Award-Winning Basic Writing Programs
(Sponsored by the Conference on Basic Writing)
Exhibit Level, Exhibit Hall D, Room 9

This workshop will examine two model basic writing programs—recent winners of the Conference on Basic Writing’s “Award for Innovation”—and will help participants adapt these programs’ winning ways to the site-specific needs of their own institutions as they work to maximize basic writing student success. Participants will engage in small group discussions, reading and reflection, and role-playing. Materials for setting course goals, designing written and oral assignments, and applying assessment rubrics will be provided. All bibliographical, scholarly, and pedagogical materials will be freely shared so that participants will acquire a significant package of resources for use at their home institutions. Model program principles will be explored in reflective discussions conducted by Conference on Basic Writing leaders from across the country and from a diverse range of two-year, four-year, and graduate institutions.

Chairs: William Lalicker, West Chester University, PA
Thomas Reynolds, University of Minnesota, Minneapolis

Discussion Leaders:
Kathleen A. Baca, Dona Ana Branch Community College, Las Cruces, NM
Greg Glau, Arizona State University, Tempe
Rick Branscomb, Salem State College, MA
Susan Naomi Bernstein, University of Cincinnati, OH
Linda Adler-Kassner, Eastern Michigan University, Ypsilanti
Alan Meyers, Harry S. Truman College, Chicago, IL
Gerri McNenny, Chapman University, Orange, CA
Karen Uehling, Boise State University, ID
Sallyanne H. Fitzgerald, Napa Valley College, CA
Carolyn Young, University of Wyoming, Laramie
Kelly Belanger, University of Wyoming, Laramie
April Heaney, University of Wyoming, Laramie
Joyce Stewart, University of Wyoming, Laramie
Patty Baldwin, San Francisco State University, CA
Karen Wong, Skyline College, San Bruno, CA
Amy Storniaulo, San Francisco State University, CA
Sherry Suisman, San Francisco State University, CA
Helen Gillotte-Tropp, San Francisco State University, CA
Sugie Goen, San Francisco State University, CA
Jen Levinson, San Francisco State University, CA
Amy Love, San Francisco State University, CA
Shannon Pries, San Francisco State University, CA
Mark Spinrad, San Francisco State University, CA
Wednesday, 9:00 a.m.–5:00 p.m.

**W.4  Starting/Restarting/Continuing WAC/WID: Program Models, Strategies, and Innovations**

Exhibit Level, Room 123

This workshop is divided into short presentations and small group working sessions. The presentations are “Starting/Restarting WAC: Finding Your Allies,” “The Roles of Writing in WAC,” “ECAC: Technologies for Writing/Speaking,” “Models of WAC/WID Program Assessment,” “Building WAC/WID Oversight Committees,” “WID at the University of Delaware,” “Writing Fellows and Linked Courses,” “CAC: Writing and Speaking across the Curriculum,” and “WAC Lite, Distance-Learning, and Guides in the Disciplines.” Breakout groups discuss these topics and others related to them.

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

*Speakers/Discussion Leaders:* Chris Anson, North Carolina State University, Raleigh
Stephen Bernhardt, University of Delaware, Newark
Susan McLeod, University of California–Santa Barbara
Donna Reiss, Tidewater Community College, Virginia Beach, VA
Margot Soven, La Salle University, Philadelphia, PA
Chris Thaiss, George Mason University, Fairfax, VA
Vicki Tolar Burton, Oregon State University, Corvallis
Marty Townsend, University of Missouri–Columbia
Terri Zawacki, George Mason University, Fairfax, VA

*Discussion Leaders:* Pamela Childers, The McCallie School, Chattanooga, TN
Cinthia Gannett, Loyola College in Maryland, Baltimore
Joan Mullin, University of Toledo, OH
Kate Tirabassi, University of New Hampshire, Durham
Art Young, Clemson University, SC

**W.5  The Writing Center: Gateway to Diversity**

Exhibit Level, Exhibit Hall D, Room 5

The Writing Center: Gateway to Diversity takes as its focus the role of the writing center in affirming the presence and assuring the success of diverse students—in particular, underrepresented and at-risk groups. The workshop asks: How do writing centers act as gateways to the university experience for these students? What can writing centers contribute to our knowledge of these students’ ways of thinking, learning, writing? How do we know that writing centers help these students succeed? And, finally, what is the relationship between affirmative action and the writing center: How do we as a discipline construct and value the term?

*Chairs:* Joseph Zeppetello, Marist College, Poughkeepsie, NY
Brenda Tuberville, University of Texas at Tyler
Wednesday, 9:00 a.m.–5:00 p.m.

Speakers: Tiffany Rouscullp, Salt Lake City Community College, UT
Clint Gardner, Salt Lake City Community College, UT
Tammy Conard-Salvo, Purdue University, West Lafayette, IN
Linda S. Bergmann, Purdue University, West Lafayette, IN
Jingfang Ren, Purdue University, West Lafayette, IN
Derek Boczkowski, Columbia College, Chicago, IL
Beth Burmester, Georgia State University, Atlanta
Serkan Gorkemli, Purdue University, West Lafayette, IN
Deborah Burns, Merrimack College, North Andover, MA
Kathleen Shine Cain, Merrimack College, North Andover, MA
Michael Rossi, Merrimack College, North Andover, MA
Gilda Teixido Kelsy, University of Delaware, Newark
Teagan Decker, University of Washington, Seattle
Jenny Halpin, University of Washington, Seattle
Steven Corbett, University of Washington, Seattle

Brad Peters, Northern Illinois University, DeKalb
Shanti Bruce, Indiana University of Pennsylvania
Candace Stewart, Ohio University, Athens
Paul Shovlin, Ohio University, Athens
Talinn Tiller, Ohio University, Athens
Carol Haviland, California State University–San Bernardino
Al DeCiccio, Rivier College, Nashua, NH
Kelly Shea, Seton Hall, South Orange, NJ
Carolyn Kinslow, Cameron University, Lawton, OK
Judy Arzt, St. Joseph College, West Hartford, CT
Scott Miller, Sonoma State, Rohnert Park, CA
Kevin Dvorak, Indiana University of Pennsylvania
Sandee McGlaun, North Georgia College, Dahlonega, GA
Jessica Dur, Sonoma State University, Rohnert Park, CA
Elena J. P. Marts, St. Joseph’s College, Suffolk, NY
Anthea Andrade, Georgia State University, Atlanta
Tanya Cochran, Georgia State University, Atlanta
Beth Godbee, Georgia State University, Atlanta
Cindy Sheffield Michaels, Georgia State University, Atlanta
Corey Green, Georgia State University, Atlanta
Amy Martin, Pace University, Pleasantville, NY
Denise Stephenson, Mira Costa College, Oceanside, CA
Lisa Johnson, Washington State University, Pullman
Kathleen J. Klompien, California State University, Los Angeles
Edmund Jones, Seton Hall University, South Orange, NJ
Chad Verbais, Southern Illinois University, Edwardsville
Katherine M. Schmidt, Western Oregon University, Monmouth
Maggie Cecil, California State University, San Bernardino
Wednesday, 9:00 a.m.–5:00 p.m.

W.6  **Assessing the Ineffable**
(Sponsored by the Assembly for Expanded Perspectives on Learning)

Exhibit Level, Exhibit Hall D, Room 7

Composition has entered an age of departmental, programmatic and institutional accountability: assessment has arrived. Assessment show great promise. For example, we will have more opportunities to generate reflective practice, to understand course and program effectiveness, and for composition to manage its own accountability. These promises, however, are obviated by the fact that much of what we value in student writing is “ineffable.” What are the methods by which we might assess critical thinking, style, emotional and moral intelligence, or values? What are the implications of assessing such phenomena?

Workshop participants will negotiate the tensions among the “ineffable” theories, philosophies and practices in the teaching of writing, and the more “effable” (or pragmatic) demands of assessment. They will explore ways to make assessments fit what they believe is important about writing as well as serve the needs of various stakeholders.

*Chairs:* Christopher McCarrick, Clarion University of Pennsylvania
Bruce Novak, Northern Illinois University, DeKalb
Stan Scott, University of Maine

*Keynote Speaker:* William Condon, Washington State University, Pullman, “A Construct Must be Present in Order to be Assessed.”
John Wafer, University of Miami, FL
Tracey Johnson, Clarion University, PA
Kia Jane Richmond, Northern Michigan University, Marquette
Janet Alsup, Purdue University, West Lafayette, IN
Bruce Novak, Northern Illinois University, DeKalb
Libby Falk Jones, Berea College, KY
Pamela Ward, Catholic University of America, Washington, D.C.
Nan Phifer, University of Oregon, Eugene
Matthew Kilian McCurrie, Columbia College, Chicago, IL
HALF-DAY WEDNESDAY WORKSHOPS

Afternoon: 1:30 p.m.–5:00 p.m.

AW.01 Changing the Process of Institutional Review Board Compliance

Exhibit Level, Room 110

Established by the Code of Federal Regulations, Institutional Review Boards (IRBs) are charged with reviewing all research proposals and with ensuring that research participants are treated ethically and responsibly. While we support the need for compliance with IRBs, we are concerned about the biomedical paradigms that structure most IRBs (see Anderson 1996; Anderson, 1998; McKee, 2003; Mountford, 1998; Takayoshi & Powell, 2003). Because this bias affects what types of research questions get asked, what methodologies get used, and what studies get approved (and thus conducted), it is essential that we researchers in composition and rhetoric become aware of and get involved with the IRB process at our own institutions to change the potentially problematic ways IRB procedures position researchers in the humanities and social sciences.

Thus, this half-day workshop will focus on strategies for changing the processes of IRB compliance. The format for the workshop will be a combination of presentations and roundtable discussion sessions. The three facilitators have been active in changing IRB policies at their home institutions and currently serve on our institution’s IRB.

Pre-registered participants will be asked to supply particular information about their IRB, which will be shared with all participants during the workshop along with bibliographic information that situates the study of IRBs in a national context.

Chair: Heidi McKee, University of Massachusetts, Amherst

Presenters: Michelle Eble, East Carolina University, Greenville, NC
Heidi McKee, University of Massachusetts, Amherst
Peter Mortensen, University of Illinois, Urbana-Champaign
AW.02 Every Composition Professional a De Facto ESL Composition Professional: Special Issues and Topics

Exhibit Level, Exhibit Hall D, Room 4

This workshop provides participants an opportunity to engage in several focused small-group discussions and activities on topics that best address their individual needs. The workshop will begin with a brief overview of each topic. Presenter 1 will review the CCCC Statement on Second Language Writing and Writers to initiate discussion and to provide a framework for the workshop. We will then hold two 40-minute breakout sessions, during which participants will choose a table according to the topic they want to learn more about. Topics include tutoring the second language writer, definitions of competence in ESL student writing, ESL students in high schools, tutor training, educating faculty about ESL writing, and generation 1.5.

Chairs: Kate Mangelsdorf, University of Texas–El Paso
Michelle Cox, University of New Hampshire, Durham
Christina M. Ortmeier-Hooper, University of New Hampshire, Durham

Presenters: Paul Kei Matsuda, University of New Hampshire, Durham
Gita DasBender, Seton Hall University, Maplewood, NJ
Gigi Taylor, Purdue University, West Lafayette, IN
Barbara Kroll, California State University, Northridge
Jill Swavely, Temple University, Philadelphia, PA
Gladys V. Scott, Northwest Regional Educational Laboratory, Portland, OR
Christina M. Ortmeier-Hooper, University of New Hampshire, Derry
Bob Weissberg, New Mexico State University, Las Cruces
Gail Shuck, Boise State University, ID
Kate Mangelsdorf, University of Texas–El Paso
Susan Naomi Bernstein, University of Houston–Downtown, TX

AW.03 Practicing What We Teach: Applying the Golden Rule to Help Marginalized Students Access the “Academy”

Exhibit Level, Room 131

How can we best reach those students in the back row who are disengaged with traditional writing pedagogies? We encourage students to consider the complexities of audience, purpose, and occasion when they write. As writing teachers, we should do the same: Think of our students as an audience with complex educational needs. Using this principle, the workshop facilitators will offer participants holistic, entertaining ways of engaging students in the analytical and higher-order thinking skills in basic-writing, creative-nonfiction, advanced-composition, and technical-writing classrooms. Facilitators will share six 30-minute activities that encourage
AW.04 Working with the Media to Shape Public Policy
(Sponsored by the CCCC Committee on Public Policy)

Exhibit Level, Exhibit Hall D, Room 19

This workshop will engage participants in the development of a message framework for use in communicating with the media and other audiences about the teaching of writing. Participants will receive guidelines for and comments about working with the media. They also will do hands-on work creating, discussing, and reacting to messages that can help them talk about their work and its importance to key audiences. Participants will leave the workshop knowing how to work more effectively with a variety of media to affect coverage of writing- and literacy-related topics.

Facilitator: John McDonald is owner and president of Stone’s Throw Strategic Communications. He has helped clients from the National Writing Project to the Los Angeles Public Schools communicate with key audiences and to make members of the news media more aware of the research and actions of his clients on important policy issues. A former television news reporter, McDonald has also long been involved with politics, working as deputy press secretary to California’s former Lieutenant Governor Leo McCarthy and for Tom Bradley’s campaign for governor of California.

Chair: Shirley K. Rose, Purdue University, West Lafayette, IN
Discussion Leaders: Linda Adler-Kasner, Eastern Michigan University, Ypsilanti
Darsie Bowden, DePaul University, Chicago, IL
Dean Hinnen, University of Texas at Arlington
Douglas Downs, University of Utah, Salt Lake City
Dominic DelliCarpini, York College of Pennsylvania
Linda Bergmann, Purdue University, West Lafayette, IN
Eli Goldblatt, Temple University, Philadelphia, PA

Facilitator: Shirley K. Rose, Purdue University, West Lafayette, IN
Peggy O’Neill, Loyola University in Maryland, Baltimore
Wednesday, 1:30–5:00 p.m.

**AW.05 Latino/as In/On Composition: Teacher and Scholar Preparation**  
(Sponsored by the Latina/Latino Caucus)

Exhibit Level, Exhibit Hall D, Room 3

This workshop provides opportunities for pre-service, junior and mid-career faculty to exchange ideas, receive feedback on work in progress and obtain mentoring for professional development and publication venues. Participants will become acquainted with recent and cutting edge scholarship relating to Latino/as in/on Composition and thereby better prepare themselves for their own research and writing in the field. Participants will be actively involved by writing, discussing in small and large groups, and by receiving and giving feedback on work in progress (participants will be clustered together for intensive writing workshop).

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

**Facilitators:** Cecilia Rodriguez Milanes, University of Central Florida, Orlando  
Lisa Roy-Davis, Collin County Community College, Plano, TX  
Luisa Rodriguez Connal, University of Detroit Mercy, MI  
Maria Franquiz, University of Texas at San Antonio  
Ahimsa Timoteo Bodhran, Michigan State University, East Lansing  
Renee Moreno, University of California–Northridge

**AW.06 War Is Peace, Freedom Is Slavery, Ignorance Is Strength: Rhetoricians for Peace in Orwellian Times**  
(Sponsored by Rhetoricians for Peace)

Exhibit Level, Room 111

The highly successful 2004 RFP workshop concluded with the initiation of a project: generating a read/teach-in of George Orwell’s classic novel *1984* across the country in the fall of 2004. The “1984+20 Project” was enthusiastically taken up by NCTE, which is now sponsoring it. The 2005 Rhetoricians for Peace workshop at CCCC aims to continue the conversation (while warmly welcoming newcomers to it), bringing together teachers of writing and rhetoric who feel, as Orwell did, that politics—including the political discourse that persuades a nation to go to war—is inseparable from language. Participants will reflect on the 1984+20 Project and its applications for future work. Presenters will open with 1–2 minute “starters” (that is, each will offer a very brief statement connecting the Orwellian lessons of the year to contemporary issues framing classroom debate and pedagogical quandaries); subsequent breakout groups will allow for focused discussion, with maximum individual participation, building upon these statements; and these will be followed by an hour-long full-group discussion. The last twenty minutes of the workshop will be devoted to networking and planning for future events.
Chair: Harriet Malinowitz, Long Island University, Brooklyn, NY
Presenters: Marsha Lee Baker, Western Carolina University, Cullowhee, NC
Marlia E. Banning, Kent State University, Kent, OH
Charles Bazerman, University of California, Santa Barbara, CA
Beth Carroll, Appalachian State University, Todd, NC
John Duffy, University of Notre Dame, IN
Lindsay Ellis, University of Michigan, Ann Arbor
Gae Lyn Henderson, University of Utah, Highland
Kitty Geisler, Michigan State University, East Lansing
Tom Huckin, University of Utah, Salt Lake City
Bronwyn Jones, Northwestern Michigan College, Traverse City, MI
Seth Kahn, West Chester University, PA
Don Lazere, University of Tennessee, Knoxville
Luisa Rodriguez Connal, University of Detroit Mercy, MI
Anne Richards, Kennesaw State University, GA
Alice Trupe, Bridgewater College, Mount Solon, VA
Christopher Wilkey, Northern Kentucky University, Highland Heights
William DeGenaro, Miami University, Hamilton, OH
Mary Ann Cain, Indiana University Purdue University, Fort Wayne
Heather Bruce, University of Montana, Missoula
Wednesday, 1:00–6:15 p.m.

Special Events

CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION

Exhibit Level, Room 124
1:30 p.m.–5:00 p.m.

Chair: Stuart C. Brown, New Mexico State University, Las Cruces
Presenters: Louise Wetherbee Phelps, Syracuse University, NY, “Report on the Visibility Project in Rhetoric and Composition”
Stuart C. Brown, New Mexico State University, Las Cruces, “Exploring and Enhancing Relationships Between MA and PHD Programs in Rhetoric and Composition”
Theresa Enos, University of Arizona, Tucson, “Exploring and Enhancing Relationships Between MA and PHD Programs in Rhetoric and Composition”

Newcomers Orientation

Exhibit Level, Exhibit Hall D, Room 1
5:15 p.m.–6:15 p.m.

The Mentoring Committee welcomes all of you to the 2005 CCCC, but we extend a special welcome to new CCCC members and attendees. We hope that you find your conference experience fulfilling and exciting. All of us are committed to helping you enjoy CCCC meetings, make the most of your conference experience, and discover the connections between this organization and the work you do in your classrooms and departments. We have planned a number of events that we hope will help you enjoy this Conference, especially if you are new to it. We look forward to having you join us in this session, and at the Newcomers Coffee on Thursday. We look forward to answering questions, chatting about the conference, talking about our shared interests, learning about your work, and discussing how this conference can support that work. Less formally, members of the Mentoring Committee will be present throughout the conference—we’ll have specially marked badges—always ready to listen to your concerns, help you with your questions, and begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

With warm good wishes from the Mentoring Committee:

Chair: Paul M. Puccio
Joseph Janangelo
Martha Marinara
Cynthia Selfe
Lynn Troyka
Benjamin Wiley
Amanda Espinosa-Aguilar
Paul Hanstedt
Emily Isaacs
Women, Gender, and Civic Discourse
(Sponsored by the Coalition of Women Scholars in the History of Rhetoric and Composition)
Exhibit Level, Room 133
6:30 p.m.–8:30 p.m.

Chair: Katherine H. Adams, Loyola University, New Orleans, LA
Presenters: Janet M. Atwill, University of Tennessee, Knoxville, “Honor and Civic Discourse”
Joy Ritchie, University of Nebraska—Lincoln, “Reclaiming Anger as a Rhetorical Space for Women’s Agency”
Gwendolyn Pough, Syracuse University, NY, “Literacy, Commerce, and Civic Duty: Black Women’s Book Clubs”
Nan Johnson, The Ohio State University, Columbus, “No Women on the Fields of Gettysburg: Gendered Memorials and Civil Discourse”

PSIG.1 Affirming Action: A Roundtable by the Progressive SIG/Caucus Coalition (PSCC) and the CCCC Diversity Committee
Exhibit Level, Room 132
8:00 p.m.–10:00 p.m.

Chair: Steve Parks, The Writing Program, Syracuse University, NY
Presenters: Harriet Malinowitz, Long Island University, Brooklyn, “Rhetoricians For Peace: Working at CCCC”
Damian Baca, Michigan State University, East Lansing, “Composition’s Labor Politics and U.S. Latinidad”
Scott Lyons, Syracuse University, NY, “Indians at the C & R Ranch”
Akua Duku Anokye, Arizona State University, West Phoenix, “African-American Politics at CCCC”
James McDonald, University of Louisiana at Lafayette, “Non Tenure Track Issues at CCCC”
Morris Young, Miami University, Oxford, OH, “Composing Asian American Rhetoric”
Luisa Rodriguez Connal, University of Detroit-Mercy, MI, “Bringing Latino/a Issues to CCCC’s”
Sessions

A Sessions

7:00 p.m.–8:15 p.m.

Practices of Writing

A.01 Accessing Success: Assignments that Promote Student Success in the Urban Community College (TYCA Strand)
Exhibit Level, Room 120

Chair: Michelle Navarre Cleary, Olive-Harvey College, Chicago City Colleges, Chicago, IL

Presenters:
- Brenda Cardenas, Wright College, Chicago City Colleges, Chicago, IL “Accessing Memory: Creative Pre-Writing Exercises in the Composition Classroom”
- Judith Hanley, Wright College, Chicago City Colleges, Chicago, IL, “Rooftop Reflections”
- Barbara Brown, Olive-Harvey College, Chicago City Colleges, Chicago, IL “Flipping the Script: How Does the Instructor’s Role Change in Online Classroom Discussions?”
- Rosemary Jackson, Kennedy-King College, Chicago City Colleges, Chicago, IL, “Helping Our Communities: Writing Persuasive Letters to Politicians”

Practices of Writing

A.02 Places, Spaces, and Selves: Writing as Local Action
Exhibit Level, Exhibit Hall D, Room 2

Chair: Daniel Collins, Manhattan College, Riverdale, NY

Presenters:
- L. Hill Taylor, Jr., UNC–Chapel Hill, “Composition as the Virtual: Spaces and Places of the Corporeal”
Wednesday, 7:00–8:15 p.m.

Practices of Writing

A.03 Just Grading, Just Writing: Exploring Student Perceptions About Fairness
Exhibit Level, Room 122

Chair: Alison Russell, Xavier University, Cincinnati, OH

Presenters: Christina Fisanick, Xavier University, Cincinnati, OH, “Just Give Me the ‘A’ I Know I Deserve’: Student and Teacher Perceptions of Writing Ability in the First-Year Honors Course”
Marlene Miner, University of Cincinnati, Raymond Walters College, Cincinnati, OH, “Just Tell Me What You Want’: Perceptions of Power and Fair Practices in First-Year Writing Courses”
Alison Russell, Xavier University, Cincinnati, OH, “I Just Can’t Help This Writer’: Training Tutors to Avoid the Blame Game”

Practices of Teaching Writing

A.04 Social Scenarios: Motivating Students to Perform at a Higher Level
Exhibit Level, Room 113

Chair: Jennifer Flinn, State Fair Community College, Sedalia, MO

Presenters: Heidi Skurat Harris, Ball State University, Muncie, IN, “Using Student-Designed Scenarios to Encourage Students As Experts”
Barrie Talbott, Southwest Missouri State, University of Springfield, MO, “Missouri Using Student-Designed Social Scenarios to Empower Student Learning”
Lynn Quitman Troyka, Queensborough Community College, New York, NY, “Using Social Scenarios to Benefit Student Achievement”
George Jensen, University of Arkansas at Little Rock, “Encouraging Tolerance through Social Scenarios”

Practices of Teaching Writing

A.05 Internationalizing the Classroom: Contrastive Rhetoric in Composition Instruction
Exhibit Level, Exhibit Hall D, Room 5

Chair: M. Todd Harper, Kennesaw State University, GA

Presenters: Ulla Connor, Indiana University–Purdue University, Indianapolis, “Cross-cultural Aspects of Writing as an Activity”
M. Todd Harper, Kennesaw State University, GA, “Mirroring East and West: International Visual Rhetoric in the Composition Classroom”
Katarina Gephardt, Kennesaw State University, GA, “Translation to Composition: Contrastive Rhetoric in My Academic Building”
Wednesday, 7:00–8:15 p.m.

**Composition Programs**

**A.06 Gateways to Success for Basic Writers:**

*Alternatives to Basic Courses at the Small College*

Exhibit Level, Room 121

**Chair:** Alice Trupe, Bridgewater College, VA

**Presenters:**
- Kelly Lowe, Mount Union College, Alliance, OH, “Developing Developmental Writing: Campus Communities and the Teaching of Basic Writing”
- Alice Trupe, Bridgewater College, VA, “Overcoming Barriers to Basic Writers’ Success in General Education Requirements without a Basic Writing Course”

**Composition Programs**

**A.07 Opening Gates between Disciplines:**

*Composition, Communications, and Information Literacy Programs Working Together to Promote Student Success*

Exhibit Level, Exhibit Hall D, Room 6

**Chair:** Janice Neuleib, Illinois State University, Normal

**Presenters:**
- Claire Lamonica, Illinois State University, Normal, “Opening the Gates of FYC”
- Steve Hunt, Illinois State University, Normal, “Opening the Gates of Basic Communication”
- Chad Kahl, Illinois State University, Normal, “Opening the Gates of Information Literacy”

**Composition Programs**

**A.08 Communities of Practice:**

*An Inter-Institutional Model for Writing Assessment*

Exhibit Level, Room 114

**Chair:** Stephen Berhardt, University of Delaware, Newark

**Presenters:**
- Neil Pagano, Columbia College, Chicago, IL, “Normed and Criterion-Referenced Assessment: The Results of an Inter-Institutional Assessment Project”
- Stephen Berhardt, University of Delaware, Newark, “Communities of Practice: An Inter-Institutional Model for Writing Assessment”
Composition Programs

A.09 Providing Access in the Writing Center: Specialized Tutor Training and Software

Exhibit Level, Room 125

Chair: Sherry Robertson, Arizona State University, Tempe

Presenters: Sue Dinitz, University of Vermont, Burlington, “Changing Notions of Difference in the Writing Center”
Jean Kiedaisch, University of Vermont, Burlington, “Changing Notions of Difference in the Writing Center”
Benjamin Crosby, University of Utah, Salt Lake City, “Tutoring Deaf Writers”
Tammy Conard-Salvo, Purdue University, West Lafayette, IN, “Access in the Writing Center: Adaptive Technology for Everyday Use”

Theory

A.10 Epistemologies of the Visual

Exhibit Level, Exhibit Hall D, Room 3

Chair: Laura Roman, Stanford University, Palo Alto, CA

Lei Lani Michel, University of Washington, Seattle, “The Visual Lapse: Search Engines and Image Subjectivity”

Theory

A.11 Fields of Vision: Imagery within Discourses of Gender and Ethnicity

Exhibit Level, Room 111

Chair: Linda Calendrillo, Valdosta State University, GA

Presenters: Kristie Fleckenstein, Ball State University, Muncie, IN, “Testifying: Seeing and Saying in World Making”
Catherine Hobbs, University of Oklahoma, Norman, “What Do Pictures Want (of Women)?: Women and the Visual in the Age of Biocybernetics”
Sue Hum, University of Texas, San Antonio, “The Racialized Gaze: Authenticity and Universality in Disney’s Mulan”
Wednesday, 7:00–8:15 p.m.

**Theory**

**A.12 Women’s Voices Across Cultures: Creating a Contact Zone of Feminist Rhetoric**

Exhibit Level, Room 112

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

**Presenters:** Katia Vieira, University of Arizona, Tucson, “Gauchas: A Revision of Nineteenth-Century Southern Brazilian Women”

Nicole Quackenbush, University of Arizona, Tucson, “The ‘Manly’ Rhetoric of Martha Carey Thomas: Subverting Cultural Constructions of Gender in the Early Women’s Right Movement”

Bo Wang, University of Arizona, Tucson, “Lu Yin’s Rhetorical Practices in Early Twentieth-Century China”

Anna Varley, University of Arizona, Tucson, “Ugandan Women’s Rhetoric in the Face of HIV/AIDS”

**Theory**

**A.13 Academic Vernaculars: Rearticulating Vernacularity and Rethinking Pedagogy and Student “Success”**

Exhibit Level, Room 130

**Chair:** Elaine Richardson, Pennsylvania State University, University Park

**Presenters:** Erika Nanes, University of Southern California–Los Angeles, “Language Games in the Composition Classroom: Rethinking the Vernacular”

Wilson Chen, Benedictine University, Lisle, IL, “C. L. R. James, Cultural Studies, and Composition: Vernacular Knowledges and the Hybrid Spaces of Student Writing”

Kelvin Monroe, Washington State University, Pullman, “The Case of Infiltrating the Ivory Towers: Performative Vernaculars”

**History**

**A.14 Mending Gates: Reconfigurations of Access and Redrawn Paths to Student Success**

Exhibit Level, Room 131

**Chair:** Patricia J. McAlexander, University of Georgia, Athens

**Presenters:** George Otte, CUNY, New York, “CCNY: The Sun Setting Where It Rose”

Nicole Pepinster Greene, Xavier University of Louisiana, New Orleans, “Desegregation and Basic Writing in Louisiana: A Case Study”

Mary Kay Crouch, California State University, Fullerton, “Challenges Along the Way: Fullerton’s ‘Way’ with Remediation”

Mindy Wright, The Ohio State University, Columbus, “Ohio State’s Writing Workshop—and What Came Before”

Linda Stine, Lincoln University, PA, “‘Basic’ Writers/‘Basic’ Technology: Challenges and Changes”
Information Technologies

A.15 Public, Private, Political:
Social Theories and Blogging Practices

Exhibit Level, Room 123

Chair: Kristine Blair, Bowling Green State University, OH
Presenters: Lanette Cadle, Bowling Green State University, OH, “Their Own Space: Adolescent Girls and the Personal Weblog”
Daisy Pignetti, University of South Florida, Tampa, “The Public (Blogo)Sphere: Civic Discourse and Grassroots Endeavors”
Clancy Ratliff, University of Minnesota, St. Paul, “The Parental Is Political: Gender, Punditry, and Weblogs”

Information Technologies

A.16 Access and Opportunity:
Contrasting Perceptions of Distance Learning Faculty

Exhibit Level, Room 124

Chair: Scott Warnock, Drexel University, Philadelphia, PA
Presenter: Susan Biro, Widener University, Chester, PA, “Access and Opportunity: Contrasting Perceptions of Distance-Learning Faculty”

Institutional and Professional

A.17 Preparing Students and Faculty for Success in the Multimodal World

Exhibit Level, Room 110

Chair: Carol Mattingly, University of Louisville, KY
Presenters: Carolyn Skinner, University of Louisville, KY
Jo Ann Griffin, University of Louisville, KY
Anne-Marie Pedersen, University of Louisville, KY
Wednesday, 7:00–8:15 p.m.

Institutional and Professional

A.18 A Question of Quality: Standards and Access
Exhibit Level, Exhibit Hall D, Room 4

Chair: Paul Bator, Stanford University, CA

Presenters:
Steven Varela, University of Texas, El Paso, “The University of Texas at El Paso: Access or Excellence?”
Sarah Duerden, Arizona State University, Tempe, “Does Size Matter? Enrollment and the Composition Classroom”
Christine Helfers, Arizona State University, Tempe, “Does Size Matter? Enrollment and the Composition Classroom”
Jane de Leon, American River College, Sacramento, CA, “Should California Community Colleges Raise the Associate-level Graduation Requirement in English?”

AA MEETING
Exhibit Level, Room 134D
8:30 p.m.–10:30 p.m.

ALANON MEETING
Exhibit Level, Room 134C
8:30 p.m.–10:30 p.m.
THURSDAY, 8:00 a.m.–10:00 a.m.

REGISTRATION, 8:00 a.m. – 6:00 p.m.
Exhibit Level, Exhibit Hall D

Exhibits, 10:00 a.m. – 6:00 p.m.
Exhibit Level, Exhibit Hall D

Newcomers Coffee Hours, 7:00 a.m. – 8:15 a.m.
Exhibit Level, Exhibit Hall D

Opening General Session

8:30 a.m. – 10:00 a.m.
Exhibit Level, Room 134/135

Presiding: Judith (Jay) Wootten, Program Chair/CCCC Associate Chair, Kent State University, Salem, OH
Greetings: Sallyanne Fitzgerald, Local Arrangements Chair, Napa Valley College, CA
Greetings: Sharon Mitchler, Chair of TYCA

• Scholars for the Dream—2005 Recipients:
  Cedric D. Burrows, Miami University, Oxford, OH  F.18
  Linh Dich, University of Massachusetts, Amherst  I.23
  Robin Evans, Oklahoma State University, Stillwater  L.02
  Maisha T. Fisher, Emory University, Atlanta, GA  J.21
  Elisa Marie Norris, Syracuse University, NY  G.23
  Daisy Pignetti, University of South Florida, Tampa  A.15
  Eric Darnell Pritchard, University of Wisconsin-Madison  G.15
  Adina Sanchez-Garcia, University of Miami, FL  G.33
  Justin Schapp, Syracuse University, NY  M.20
  Robyn Tasaka, University of Hawaii at Manoa, Honolulu  O.02
Thursday, 8:00–10:00 a.m.

Scholars for the Dream Travel Award Committee:

Chair: Joyce Rain Anderson, Massasoit Community College, Brockton, MA
Amanda Espinosa-Aguilar, Washington State University, Pullman
David Holmes, Pepperdine University, Malibu, CA
Gwen Pough, Syracuse University, NY
Tony Silva, Purdue University, West Lafayette, IN

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 Award. 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.
Erika Lindeman, winner of the 2005 CCCC Exemplar Award, will speak.

Exemplar Award Committee:

Chair: Barbara Roswell, Goucher College, Towson, MD
Jane Danielawicz, University of North Carolina, Chapel Hill
Jack Selzer, Penn State University, University Park
Jan Swearingen, Texas A&M University, College Station
Sheldon Wrice, University of Akron Community and Technical College, OH

Previous Award Winners:

2004 Jacqueline Jones Royster
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
Chair’s Address:

Doug Hesse
Who Owns Writing?

I ask this crass question to refract, through a brittle lens, the current situation of writing, teachers, and students.

Student writing has become a surprisingly valuable commodity. There’s money to be made testing it, money to be made selling curricula and texts, money to be made teaching (though we might mourn how much), and money to be “wasted” on workers by employers who find their writing skills lacking. Clearly, who gets to declare, diagnose, and manage the purportedly dire state of writing in America is a matter of various interests.

Campus ownership issues are similarly provocative. Relatively small composition courses benefit institutions as well as students; they reduce average class sizes and thus help recruiting, retention, and rankings. Yet the price of smallness is often adjunct instruction. Further, while writing programs camp mainly in English departments, there is a lesser tradition of freestanding service units, and a newer prospect of fully vertical writing departments. How does it matter who owns writing in any given institution? CCCC members have long dreamed that professional knowledge and practice would buy the deed. And yet, as the example of medicine amply illustrates, professional status is hardly the only, or most powerful, controlling interest.

Most vital is an ultraviolet question: who owns the idea of writing? In her chair’s address last year, Kathi Yancey pointed out CCCC’s relative absence from national proclamations about writing—at the same time writing moves further from the five-paragraph theme and the spiral notebook. The primacy of grammar, of conventional forms, of students as slates equally blank—these stand as the idea of writing far more than do the primacy of invention, of rhetorical sensibility, of literacy richly complex.

My question is messier than the us of composition studies versus the them beyond. There is the us and them of composition, rhetoric, creative writing, technical communication—and now graphic design and digital media. Within composition studies itself we contest pedagogies and perspectives: what genres should we teach and why, for example? We debate in the name of helping students and writers, yes, but for other interests, too. Ownership means commodities for selling, access for granting. Jay Wootten called our attention to gates in San Francisco that block as well as gates that beckon. We ought to ask not only which gates others are building in the world today but also which kinds we are building ourselves, and why.
Thursday, 8:00–10:00 a.m.

**Douglas Dean Hesse** is Director of University Honors and Professor of English at Illinois State University, where he previously directed the writing program and the Center for the Advancement of Teaching. A graduate of the University of Iowa, he’s written over forty articles and book chapters, in journals such as *CCC, JAC, and WOE*, in books such as *In the Middle of the Middle West; The Private, the Public, and the Published; Writing Theory and Critical Theory; and Essays on the Essay*. He guest-edited an issue of *College English* devoted to creative nonfiction, is co-author (with Lynn Troyka) of *The Simon and Schuster Handbook for Writers*, is past president of the Council of Writing Program Administrators and past editor of *WPA: Writing Program Administration*. The arc of his work (on creative nonfiction, narrative rhetoric, and professional concerns) is to preserve complex understandings of writing and writers, especially among lay publics. He is married to the writer Becky Bradway and has three children.
B Sessions

10:30 a.m.–11:45 a.m.

Featured Session

Working with American Indians: Making the Schoolroom a Homeroom
Exhibit Level, Room 132

Greg Sarris received his Ph.D. in Modern Thought and Literature from Stanford University, where he was awarded the Walter Gore Award for excellence in teaching. He has published several books, including the widely anthologized collection of essays, Keeping Slug Woman Alive: A Holistic Approach to American Indian Texts (1993), and Grand Avenue (1994), an award-winning collection of short stories, which he adapted for an HBO miniseries of the same name and co-executive-produced with Robert Redford. His last novel, Watermelon Nights (1998), received rave reviews and was adapted for a play by the Santa Rosa Community College Theatre Arts Department. Greg has written plays for Pieces of the Quilt, Intersection Theatre, and the Mark Taper Forum. His latest play entitled Mission Indians, opened at the Intersection Theatre in San Francisco, February, 2002, and received the 2003 Bay Area Theatre Critics Award for Best Script.

Joyce Rain Anderson is currently the Writing and World Language Center Coordinator at Massasoit Community College, where she teaches English Composition, American and Ethnic Literature, and ESL courses. Prior to her appointment, she taught these same courses at the University of Massachusetts-Boston, where she received her B.A. and M.A. in English.
Thursday, 10:30–11:45 a.m.

**History**

**B.01 Working Hard for the Money: An Historical Examination of the Making of Literate and Productive Workers**

Exhibit Level, Exhibit Hall D, Room 7

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

*Presenters:* Elizabeth Baldrige, University of Illinois at Urbana-Champaign, “The Socially Incompetent: Learning Disabilities Defined in Relation to Work”

Amy Wan, University of Illinois at Urbana-Champaign, “Writing for Solidarity: Literacy Training and Labor Reform”

Janine Solberg, University of Illinois at Urbana-Champaign, “Not Just Another Pretty [Inter]face: Vocational Handbooks and Early 20th Century Women Office Workers”

**Practices of Teaching Writing**

**B.02 Testing the Waters of Mainstreaming: Why We Did It and What We Found**

Exhibit Level, Room 112

*Chair:* Bruce Horner, University of Wisconsin-Milwaukee

*Presenters:* Dylan Dryer, University of Wisconsin-Milwaukee, “‘Place’ as Noun and Verb: Figuring the ‘Companion’ Course to English 101”

Aimee Krall-Lanoue, University of Wisconsin-Milwaukee, “Reconstructing Basic Writers: How Access Informs Our Assumptions about Students’ Identities”

Lisa Riecks, University of Wisconsin-Milwaukee, “The Teacher or the Tutor? Fluid Identities of the 105 Instructor”

Katherine Malcolm, University of Wisconsin-Milwaukee, “Negotiating the ‘Basics’: Theory and Practice of Error in a Mainstream Course”

**Practices of Teaching Writing**

**B.03 From Here to There: Using Contrastive Linguistics to Teach ESL Writing**

Exhibit Level, Exhibit Hall D, Room 8

*Chair:* Marla Allegre, Allan Hancock College, Santa Maria, CA

*Presenters:* Michael Guista, Allan Hancock College, Santa Maria, CA, “From Here to There: Using Contrastive Linguistics to Teach ESL Writing”

Robert Senior, Allan Hancock College, Santa Maria, CA, “From Here to There: Using Contrastive Linguistics to Teach ESL Writing”
Practices of Teaching Writing

B.04  (Re)composing Access: Reading War, Technology, and Difference at a Military School
Exhibit Level, Exhibit Hall D, Room 12

Chair: Richard Flinn, Naval Academy Preparatory School, Newport, RI
Richard Flinn, Naval Academy Preparatory School, Newport, RI, “Affirming ‘Action’: Returning Veterans (Re)Write the Academy”
Robert Biral, Naval Academy Preparatory School, Newport, RI, “Outsourcing Literacy: Crossing the Digital Divide to Secure Access to Composition in a Military School”

Practices of Teaching Writing

B.05  International Blogging: Research on Cross-Cultural Tutor Training
Exhibit Level, Exhibit Hall D, Room 19

Chair: Harvey Kail, University of Maine, Orono
Presenters: Gerd Braeuer, University of Education in Freiburg, Germany, “Tutor Staff Development: The German Experience”
Paula Gillespie, Marquette University, Milwaukee, WI, “International Staff Development: The American Experience”
Amanda Henderson Escobedo, Marquette University, Milwaukee, WI, “International Blogging: The Student Experience”

Practices of Teaching Writing

B.06  Alternative Rhetorics for the Non-Elite: Thinking Outside Aristotle’s Box
Exhibit Level, Exhibit Hall D, Room 11

Chair: Charles Paine, University of New Mexico, Albuquerque
Presenters: Stephen Brandon, University of New Mexico, Albuquerque, “Reconsidering the Telos of Traditional Rhetoric: The Cherokee”
Richard Johnson-Sheehan, Purdue University, West Lafayette, IN, “Bringing Sophistic Pedagogy into the Composition and Professional Writing Classroom: Getting Beyond the Inherent Elitism of Neo-Aristotelian Rhetoric”
Paul Lynch, Purdue University, West Lafayette, IN, “English as a Subversive Activity: Metaphor in Freshman English”
Dana Harrington, Syracuse University, NY, “Alternative Histories of Rhetorical Pedagogy and the Prospects for Agency”
Charles Paine, University of New Mexico, Albuquerque, “Rhetoric as Immunity and the Pleasure of Rhetoric”
Thursday, 10:30–11:45 a.m.

*Practices of Teaching Writing*

**B.07 Clash Between Correctness and Error: Access Denied**
Exhibit Level, Exhibit Hall D, Room 6
*Chair:* Bob Schwegler, University of Rhode Island, Kingston
*Presenters:* Kathy Langston, Campbell University, Fort Bragg, NC, “Error Defined”
Valerie Vancza, University of Rhode Island, Kingston, “Grammatical System Divided”
Michelle Niestepski, University of Rhode Island, Kingston, “Contradictory Classroom Practices”
Susan Rashid Horn, University of Rhode Island, Kingston, “Why Does Error Matter?”

**B.08 A Debate about Choosing Representational Texts**
Exhibit Level, Room 125
*Chair:* Matthew Abraham, University of Tennessee, Knoxville
*Presenters:* William Broz, University of Northern Iowa, Cedar Falls, “Local Texts Affirm Local Students”
Barbara Schneider, University of Toledo, OH, “Educating Dispositions”

**B.09 International Insights on Teaching Composition**
Exhibit Level, Exhibit Hall D, Room 9
*Chair:* Michael Benton, University of Kentucky, Lexington
*Presenters:* Anne-Marie Hall, University of Arizona, Tucson, “Leyendas, Chistes, Fiestas, and Públicos Reales: What a Year in Mexico Taught Me about Latino Students’ Success in U.S. Classrooms”
Birgitta Ramsey, Southeastern Louisiana University, Hammond, “The Ambiguous Language of Democracy: A Contrastive Look at Composition in America and Sweden”
Ron DePeter, Salem College, Winston-Salem, NC, “The Bridge from Katmandu: Application of Straub’s Concept of Authoring to a Nepali First-Year Writer”

**B.10 Integrating the Writing/Learning Center: A Synergy that Provides Access and Success to Students at All Levels**
Exhibit Level, Exhibit Hall D, Room 15
*Chair:* Barbara Biasiolli, St. Mary’s University, San Antonio, TX
*Presenters:* Barbara Biasiolli, St. Mary’s University, San Antonio, TX, “Developing a Reading/Writing Curriculum for Pre-Med Students in an
Affirmative Action Program under the Direction of a Learning/Writing Center”
Lisa Sellers, St. Mary’s University, San Antonio, TX, “Infusing Critical Thinking into a Basic Writing Course through Interdisciplinary Portfolio Assessment in the Learning/Writing Center”
Melissa Scully, St. Mary’s University, San Antonio, TX, “Enhancing Training and Practice of Tutors for First-Year Composition through Combined Principles of Writing Center Theory and Supplemental Instruction in the Writing/Learning Center”

Composition Programs

B.11 Move Over—We’ll Drive: Through the Golden (Flood) Gate of Assessment
Exhibit Level, Room 114
Chair: Michael L. Keene, University of Tennessee, Knoxville
Presenters: Ralph Voss, University of Alabama, Tuscaloosa, “First-Time First-Year Composition Assessment at Alabama: A Pre-Emptive Strategy”
Katherine H. Adams, Loyola University, New Orleans, LA, “Moving to an Ongoing Assessment Model: Making It Work for Your Faculty and College”
Sharon James McGee, Southern Illinois University, Edwardsville, “Making a U-Turn: Driving Assessment Like We Mean It”
Carolyn Handa, University of Alabama, Tuscaloosa, “Making a U-Turn: Driving Assessment Like We Mean It”

Composition Programs

B.12 Designing Tutor Education to Address Issues of Access and Diversity
Exhibit Level, Exhibit Hall D, Room 18
Chair: Nancy M. Grimm, Michigan Technological University, Houghton
Presenters: Nancy M. Grimm, Michigan Technological University, Houghton, “Theorizing Tutor Education to Account for Diversity”
Meg Carroll, Rhode Island College, Providence, “Tutor Life Narratives as Access Points toward Understanding the ‘Other’”
Kathryn Valentine, New Mexico State University, Las Cruces, “‘Diversity’ and Tutor Education at a Hispanic-Serving Institution”
Bradley Hughes, University of Wisconsin-Madison, “Reflecting on Diversity from a Distance: The Perspective of Tutor Alumni”
Emily Hall, University of Wisconsin-Madison, “Examining the Construction of Whiteness in Tutor Training”
Thursday, 10:30–11:45 a.m.

**Composition Programs**

**B.14 Philosophies, Surveys, and Curriculum Workshops for WAC**

Exhibit Level, Exhibit Hall D, Room 2

*Chair:* John Alberti, Northern Kentucky University  
*Presenters:* Leanne Warshauer, Suffolk County Community College, Selden, NY, “Results of 2004 WAC Program Survey”  
Paul Anderson, Miami University, Oxford, OH, “Through the Gates: Increasing a WAC Program’s Impact with Project-Focused Initiatives”  
Shawna L. Rushford, Miami University, Oxford, OH, “Through the Gates: Increasing a WAC Program’s Impact with Project-Focused Initiatives”

**Theory**

**B.15 Opening and Closing the Gate**

Exhibit Level, Exhibit Hall D, Room 4

*Chair:* Maria Polski, East-West University, Chicago, IL  
*Presenters:* Maria Polski, East-West University, Chicago, IL, “Genre and Agency: The Theory of Yuri Rozhdestvensky”  
Lawrence Gorman, East-West University, Chicago, IL, “Criteria for Defining and Describing Communicative Genres”  
Ellen McManus, Dominican University, River Forest, IL, “Genre and the Cyber-Savvy Student”

**B.16 Accessing Bishop: A Reflection on Wendy Bishop’s Contribution to the Composition Community and the Continued Importance of Her Work**

Exhibit Level, Room 130

*Chair:* Kate Brown, University of Louisville, KY  
*Presenters:* Deborah Coxwell-Teague, Florida State University, Tallahassee, “Bishop and Writing Program Administration: Example, Leader, and Advocate”  
Jay Szczepanski, Florida State University, Tallahassee, “Accessible Stylistic Strategies: Wendy Bishop, Winston Weathers, and Alternate Style”  
Kate Brown, University of Louisville, KY, “Bishop’s Ethnographic Research: Outsider Access into the Composition Classroom”  
Amy Hodges Hamilton, Florida State University, Tallahassee, “A Teaching Life: The Ongoing Accessibility of Bishop’s Scholarship”
Thursday, 10:30–11:45 a.m.

**Theory**

**B.17 Enriching Ourselves with Personal, Visual, and Historical Latina/o Rhetorics**

Exhibit Level, Room 120

Chair: Victor Villanueva, Washington State University, Pullman

Jaime Armin Mejía, Texas State University-San Marcos, “Twice Colonized: Searching for Rhetorical Arts in Non-Colonized Places”

**Theory**

**B.18 Starting Points: Ignorance and Ethics**

Exhibit Level, Room 113

Chair: Susan Allen, Greenville Technical College, SC

Presenters: Kevin Porter, University of Texas at Arlington, “Finding a Space from Which to Write: The Argumentum ab Ignorantiam”
Jennifer Griffith, University of Wisconsin-Madison, “Writing Relations: Ethical Demands and Student Success in the First-Year Writing Classroom”
Virginia Chappell, Marquette University, Milwaukee, WI, “Positions, Interests, and the Heart of the Matter: Opening Up the Study of Argument with Insights from the Practice of Conflict Resolution”

**Theory**


Exhibit Level, Exhibit Hall D, Room 5

Chair: Claude Hurlbert, Indiana University of Pennsylvania

Presenters: Christopher Garcia, Indiana University of Pennsylvania, “Literacy from Without: Postcolonialism, the World Bank and Guam”
Anestine Hector-Mason, Indiana University of Pennsylvania, “Reading, Writing, or Eating: UNESCO’s ‘Success’ in the West Indies”
Thursday, 10:30–11:45 a.m.

History

B.20 Thinking through Practice: Reconsidering
Historiographic Access to Rhetoric and Composition

Exhibit Level, Exhibit Hall D, Room 14

Chair: Judith Szerdahelyi, Western Kentucky University, Bowling Green

Presenters: Lisa Ede, Oregon State University, Corvallis, “Thinking through Practice: Some Introductory Comments and Examples”
Cheryl Glenn, Pennsylvania State University, University Park, “Practice Makes Practice: Accessing Histories of Rhetoric”
Jessica Enoch, University of New Hampshire, Durham, “Thinking through the Practice (and Problems) of Historiography: Jovita Idar and Marta Peña’s Access to Composition’s History”

Respondent: Anita Helle, Oregon State University, Corvallis, “Access, Practice, and Location”

History

B.21 The Viability of ‘The Rhetorical Tradition’

Exhibit Level, Exhibit Hall D, Room 13

Chair: Janet Atwill, University of Tennessee, Knoxville

Presenters: Leah Ceccarelli, University of Washington, Seattle, “The Ends of Rhetoric Revisited”
Thomas J. Kinney, University of Arizona, Tucson, “Civic Humanism, A Post-Mortem”
Michael Halloran, Rensselaer Polytechnic Institute, Troy, NY
Steve Mailloux

Research

B.22 Age, Sexuality, and Orientation: Ideologies of Composition Studies

Exhibit Level, Exhibit Hall D, Room 16

Chair: Andrea Betancourt, New Mexico State University

Presenters: Darci Thoune, University of Louisville, KY, “Age and Instructor Identity: A Case Study”
Mary Thompson, University at Buffalo, NY “Unpacking Digital ‘Texts’: Fanfiction and Adolescent Girls”
John Hudson, University of Illinois at Urbana-Champaign, “Queer Omissions: Lesbian-Gay-Bisexual-Transgender-Queer (LGBTQ) Student Perspectives on LGBTQ Representation in Composition Readers”
Thursday, 10:30–11:45 a.m.

Information Technologies

B.23 Research-based Recommendations for Evaluating and Citing Electronic Sources

Exhibit Level, Room 122

Chair: Will Hochman, Southern Connecticut State University, New Haven

Presenters: Douglas Eyman, Michigan State University, East Lansing, “Migratory and Ephemeral: Locating, Evaluating, and Contextualizing Online Sources”

Colleen A. Reilly, University of North Carolina at Wilmington, “Works Cited and Usability: Relocating Electronic Sources”

James P. Purdy, University of Illinois at Urbana-Champaign, “Practices of Online Research and Citation: A Case Study”

Joyce R. Walker, University of South Florida, St. Petersburg, “Practices of Online Research and Citation: A Case Study”

Information Technologies

B.24 LGBT Discourse Communities and Digital Technologies in Diverse Contexts

Exhibit Level, Room 123

Chair: William P. Banks, East Carolina University, Greenville


Serkan Gorkemli, Purdue University, West Lafayette, IN, “Turkish LesBiGay Students’ Participation in Queer Student Discourse Communities through Yahoo! Groups”

Julie Estep, Michigan Technological University, Houghton, “Queer Cyborgs in Christian Space: A Longitudinal Study”

Information Technologies

B.25 Media Rhetoric and the Analysis of Texts: A Case Study Using Written, Auditory, and Kinetic Rhetorics to Analyze Martin Luther King, Jr.’s ‘I Have A Dream’ Speech

Exhibit Level, Room 110

Chair: Cindy Selfe, Michigan Technological University, Houghton

Presenters: John Barber, University of Texas at Dallas

Laura Gray, Rogers State University, Claremore, OK

Dene Grigar, Texas Woman’s University, Denton
Thursday, 10:30–11:45 a.m.

Information Technologies

B.26 Evaluating Academic Weblogs: Using Empirical Data to Assess Pedagogy and Student Achievement

Exhibit Level, Room 124

Chair: Dennis Jerz, Seton Hill University, Greensburg, PA

Presenters: Bradley Bleck, Spokane Falls Community College, WA, “What’s Learning Got to Do with It?: Students on Blogging”
Derek Mueller, Syracuse University, NY, “Ping! Re-Addressing Audience in the Blogosphere”
Anne Jones, University of South Florida, Tampa, “Shutting Doors, Opening Windows: The Teacher’s Effect on Classroom Blogging Communities”
Dennis Jerz, Seton Hill University, Greensburg, PA, “Discovering Metrics for Evaluating an Academic Weblog Community”

Institutional and Professional

B.27 Access through Rural Community College: Unique Concerns for Faculty (TYCA Strand)

Exhibit Level, Exhibit Hall D, Room 3

Chair: Witt Salley, North Arkansas College, Harrison, AR

Eric Bateman, San Juan College, Farmington, NM, “The Language of the City and the Country: Cultural Hierarchies and Asymmetrical Relationships”
Gerri Dobbins, Gaston College, Dallas, NC, “From Cotton Mill to College Classroom: Helping Non-traditional Students Make the Transition”
Joann Yost, Bethal University, St. Paul, MN, “Private Liberal Arts vs. Rural Community College Writers: Topics, Attitudes, Quality”

Institutional and Professional

B.28 The History and Future of Composition: Reflections of Past CCCC Chairs

Exhibit Level, Room 133

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

Plenary Presenters: Anne Ruggles Gere, University of Michigan, Ann Arbor, “Around 1993”
Keith Gilyard, Pennsylvania State University, University Park
Lester Faigley, University of Texas, Austin, “Teaching Writing during the Decline of Public Higher Education”
Andrea Lunsford, Stanford University, CA, “Reflections on Our History and Future”
Thursday, 10:30–11:45 a.m.

Donald McQuade, University of California, Berkeley  
Nell Ann Pickett, Hinds Community College, Raymond, MS  
Respondents: Duane Roen, Arizona State University, Tempe, “Writing about the CCCC Chairs’ Addresses”  
Deborah H. Holdstein, Governors State University, University Park, IL, “Tradition and Innovation”

Institutional and Professional

B.29 Why College Composition Teachers Need to Know about Secondary Writing Assessments

Exhibit Level, Room 131

Chair: Michael M. Williamson, Indiana University of Pennsylvania, “The Influence of Secondary Writing Assessment on the Teaching of College Writing”

Presenters: Brian Huot, Kent State University, Kent, OH, “The Power of Writing Assessments to Define Writing and Pedagogy”  
Sandra Murphy, University of California, Davis, “The Impact of Writing Assessments on High School Students, Teachers, and Curricula”  
Peggy O’Neill, Loyola College in Maryland, Baltimore, “The Consequences of Secondary Writing Assessments for College Students, Teachers, and Curricula”

Creative Writing

B.31 Journals and Diaries: Accessing Our Own Language and Finding a Voice

Exhibit Level, Room 111

Chair: Karen Uehling, Boise State University, ID  
Presenters: Sheila Bender, Pima Community College/Colorado Writer’s Conference, Tucson, AZ, “Journal Like the Pros”  
Steven Winn, San Francisco Chronicle, CA, “Turning Journal Entries into Published Prose”  
Sarah Dickerson, Grand Valley State University, Allendale, MI, “The Art of Journal Keeping: The Daybook as Creative Nonfiction”
Thursday, 10:30–11:45 a.m.

Professional and Technical Writing

B.32 Visual Rhetoric in the History of Professional Communication

Exhibit Level, Room 121

Chair: Mary Sue Garay, Louisiana State University, Baton Rouge

Presenters: Elizabeth Tebeaux, Texas A&M University, College Station, “The Evolution of Technical Writing: From Text to Visual Text in Applied Discourse”

Michael Moran, University of Georgia, Athens, “John White and the Development of English Ethnographic Illustration”

Teresa Kynell Hunt, Northern Michigan University, Marquette, “Visual Representation and Situational Context: Institutional Images from C.P. Wayne’s 1801 Elements of Fortification”

C Sessions

12:15 p.m.–1:30 p.m.

Featured Session

Writing Multimodalities within Literacy and “Electracy”:
A Conversation with Gregory Ulmer

Exhibit Level, Room 135A

Gregory Ulmer, Professor of English at the University of Florida

Moderator: Victor J. Vitanza, University of Texas at Arlington

Discussants: Cynthia Haynes, University of Texas at Dallas
D. Diane Davis, University of Texas at Austin
Lisa Coleman, Southern Oklahoma State University
Michael Jarrett, Pennsylvania State University

For the past three decades, Gregory Ulmer has been one of our most ingenious thinkers and researchers into “applied grammatology,” or a network-associational “writing,” for both literacy and “electracy.” In asking “What is academic discourse in the age of televisions and the Web?” and “What effects do the Web and the screen have on the printed page?”, Ulmer has sought answers by developing a new method of invention (heuretics) and new genres such as “Mystery” and the “Popcycle” —both of which are designed to help students and teachers of literature, film and video, and culture to understand how the mind works in the televisual age. The logic that he lays alongside that of deduction-induction-abduction is that of conduction, a logic proper to making electronic connections.

Ulmer has written five books on this new writing and co-authored several other books, most recently Electronic Monumentality: Consulting the Internet Memory; Internet Invention: From Literacy to Electracy; Heuretics: The Logic of Invention; Teletheory: Grammatology in the Age of Video; Applied Grammatology: Post(e)-Pedagogy from Jacques Derrida to Joseph Beuys. His latest book project, now under construction is “Miami Virtue: Psychogeography of the Virtual City.”
Thursday, 12:15–1:30 p.m.

*Practices of Teaching Writing*

**C.02 New Research from Studies in Writing and Rhetoric**

*Authors: Revising Access to the Academic*

Exhibit Level, Exhibit Hall D, Room 4

*Chair:* Bruce Ballenger, Boise State University, ID  
*Presenters:* Nick Tingle, University of California, Santa Barbara, “Academic Writing: Conformity and Conflict”  

*Practices of Teaching Writing*

**C.03 Equal Access for Diverse Learners: Ensuring the Success of Marginally Prepared Students in the Standard Freshman Composition Sequence**

Exhibit Level, Room 123

*Chair:* Gordon Thomas, University of Idaho, Moscow  
*Presenters:* Marcia Kmetz, University of Idaho, Moscow, “Writing for the ‘Real World’: Increasing Writing Competence through Intrinsic Motivation”  
Rick Kmetz, University of Idaho, Moscow, “A Collection of Voices, an Audience of One: Viewing Assessment through a Diversified Lens”  
Barbara Cooper, University of Idaho, Moscow, “A Variety of Measures: Providing Students with an Awareness of Their Own Success”

*Practices of Teaching Writing*

**C.04 Emotional Access: Resistance and Control and Teaching for Critical Literacy**

Exhibit Level, Exhibit Hall D, Room 8

*Chair:* Lisa Langstraat, Colorado State University, Fort Collins  
*Presenters:* Gwen Gorzelsky, Wayne State University, Detroit, MI, “Rethinking Resistance: Reworking Control in Critical Literacy”  
Nancy Mack, Wright State University, Dayton, OH, “Wondering about Language: Giving up Control to Get to Theory”  
Julie Lindquist, Michigan State University, East Lansing, “Beyond Pedagogies of Critique: Engaging the Contradictions of Strategic Empathy”  
David Seitz, Wright State University, Dayton, OH, “Control in Students’ Work Memoirs: A Developmental View of Critical Writing”
C.05 **NCTE/NCA Collaboration**
Exhibit Level, Exhibit Hall D, Room 19

*Chair:* Sharon Mitchler, Centralia College, Olympia, WA  
*Presenters:*  
Isa Engleberg, Prince George’s Community College, Largo, MD  
Marilyn Valentino, Lorain County Community College, Elyria, OH, Past chair, TYCA  
David Brodary, Sinclair Community College, Dayton, OH  
Raymond ‘Bud’ Zeuschner, California Poly State University, San Luis Obispo  
Paul Bodmer, National Council of Teachers of English, Urbana, IL

*Practices of Teaching Writing*

C.06 **Multiliterate Students, Multimodal Lifeworlds**
Exhibit Level, Room 120

*Chair:* Kathryn Valentine, New Mexico State University, Las Cruces  
*Presenters:*  
Tim Fountaine, St. Cloud State University, MN, “Visual Literacy and Writing Matters: A Response to the New London Group”  
Julia Romberger, East Carolina University, Greenville, NC, “A New Standard Literacy? Microsoft, Multimodal Literacies, and Discursive Demands”  
Royal Bonde-Griggs, University of Wisconsin-Milwaukee, “A Curriculum Awaiting Diversity: Multimodal Learners in a Two-Year College”  
Aimee Mapes, University of Iowa, Iowa City, “It’s Common Sense: Lives Not Imagined in Making the Most of College”

*Practices of Teaching Writing*

C.07 **More, Give Us More Adjunct Teachers: Some Divergent Views**
Exhibit Level, Exhibit Hall D, Room 16

*Chair:* Richard Freed, Eastern Kentucky University, Richmond  
*Presenters:*  
Richard Freed, Eastern Kentucky University, Richmond, “Adjunct Faculty: A Statewide Perspective”  
Kevin Rahimzadeh, Eastern Kentucky University, Richmond, “Adjunct Faculty: A Departmental Perspective”  
Leah Bayens, Eastern Kentucky University, Richmond, “Adjunct Faculty: A Part-Time Teacher’s Perspective”
Thursday, 12:15–1:30 p.m.

Practices of Teaching Writing

C.08 The Ins and Outs of Online Writing Instruction
Exhibit Level, Room 134B

Chair: Lena Ampadu, Towson University, Baltimore, MD

Presenters: Beth Hewett, Independent Scholar, Forest Hill, MD, “Enabling Student Success and Teacher Training through Effective Synchronous Online Writing Instruction”
Joseph Zeppetello, Marist College, Poughkeepsie, NY, “The Ins and Outs of Online Writing Instruction”
Thomas Reynolds, University of Minnesota, General College, Twin Cities, “Developing Technological Literacy in a Basic Writing Class”
Victoria Sarkisian, Marist College, Poughkeepsie, NY, “The Ins and Outs of Online Writing Instruction”

Practices of Teaching Writing

C.09 Reconciling the Two Sides in the Grammar War
Exhibit Level, Room 134A

Chair: Carolyn Anderson, University of Louisiana at Lafayette

Presenters: Sharon Robideaux, Grand Valley State University, Allendale, MI, “Rhetorical Grammar: A Key to the Golden Gate of Audience Receptivity”
Frances Crawford Fennessy, Sam Houston State University, Huntsville, TX, “Why Michael, Jose, LaShonda, Christopher, and Jennifer Don’t Know How to Edit: What Has Happened To America’s Future Grammarians?”

Composition Programs

C.10 How Do We Know when Writing Courses Have Succeeded?: Is WAC Essential to Produce Effective Senior Writing?
Exhibit Level, Exhibit Hall D, Room 17

Chair: Mary Boyle, Midland Lutheran College, Fremont, NE

Presenters: Mary Boyle, Midland Lutheran College, Fremont, NE
Susan Wood, Midland Lutheran College, Fremont, NE
Patricia Trautrimas, Midland Lutheran College, Fremont, NE
C.11 Portfolio Assessment and Beyond: Crossroads, Possibilities and Limitations for the Next Generation of Writing Assessment

Exhibit Level, Room 132

Chair: Joseph Harris, Duke University, Durham, NC

Presenters: Richard H. Haswell, Texas A&M–Corpus Christi, “Fighting Number with Number: How to Keep Writing Assessment with its Rightful Owners”
Kathryn Fitzgerald, Utah State University, Logan, “Writing Assessment: Building Bridges to Assessment Audiences”
Anne Beaufort, SUNY Stony Brook, NY, “Holistic versus Primary Trait Writing Assessment: A Case Study in Conceptualizing Appropriate Assessment Tools”
Harry Denny, SUNY Stony Brook, NY, “Holistic versus Primary Trait Writing Assessment: Results and Implications from a Case Study”

C.12 Adapting Curricula to Promote Student and Instructor Success: Writing Their Way into a Diverse University

Exhibit Level, Room 114

Chair: Jessie Moore Kapper, Elon University, Burlington, NC

Presenters: Jessie Moore Kapper, Elon University, Elon, NC, “Instructors Writing Their Way into a University Writing Curriculum”
Umme Al-wazedi, Purdue University, West Lafayette, IN, “Learning to Write about the Community, Writing to Learn about the Community”
Elizabeth Sailor Patton, Purdue University, West Lafayette, IN, “Writing Their Way Into the University and the World”
Thursday, 12:15–1:30 p.m.

**Composition Programs**

**C.13 ‘Barbarians at the Gates’: Negotiating Student Placement into First-Year Composition**

Exhibit Level, Room 113

*Chair:* Traci Pipkins, James Madison University, Harrisonburg, VA

*Presenters:* Traci Pipkins, James Madison University, Harrisonburg, VA, “The What Behind the How: Understanding the Urge to Assess”

Cynthia Martin, James Madison University, Harrisonburg, VA, “The What Behind the How: Understanding the Urge to Assess”


Susan Young, LaGuardia Community College, CUNY, Long Island City, NY, “Open Admissions, Not Open Standards”


Patricia Burnes, University of Maine, Orono, “Self-Placement: A Viable Solution?”

**Composition Programs**

**C.14 What Research Tells Us About Writing Center Directors and Student-Tutor Interactions**

Exhibit Level, Room 110

*Chair:* Sarah Arroyo, Long Beach State, CA


Deborah Reese Armstrong, Atlantic State University, Savannah, GA, “Writing Centers and Tutor/Student Dependency”

Beth Rapp Young, University of Central Florida, Orlando, “Cooling Down the Hot Spots: Assessing Writing Center Consultations as They Happen”

**Theory**

**C.15 Activating Access: Social Movement Theory for the Composition Classroom**

Exhibit Level, Room 112

*Chair:* Sharon Stevens, University of Arizona, Tucson

*Presenters:* Jim Bowman, University of Arizona, Tucson, “Writing Practices in the Public Sphere: Tapping Democratic Potential in the Composition Classroom”

Patricia Malesh, University of Arizona, Tucson, “Alternative Rhetorics as Access: Social Movement Rhetoric in the Composition Classroom”
Thursday, 12:15–1:30 p.m.

Sharon Stevens, University of Arizona, Tucson, “A Multi-System Rhetoric: Reviewing Disciplinary Assumptions from the Margins”

**Theory**

**C.16 Defining Terms of Work in U.S. College Composition**
Exhibit Level, Room 111

*Chair:* Bruce Horner, University of Wisconsin, Milwaukee  
*Presenters:* Thomas Miller, University of Arizona, Tucson, “Is It Critical To Be Pragmatic?”  
John Trimbur, Worcester Polytechnic Institute, MA, “Coalition of the Willing: Dartmouth and the Postwar Anglo-American Language Alliance”  

**Theory**

**C.17 Emotional Economies in Literacy Sponsorship**
Exhibit Level, Exhibit Hall D, Room 11

*Chair:* Alice Gillam, University of Wisconsin-Milwaukee  
*Presenters:* Donna Strickland, University of Missouri, Columbia, “Feeling Literate: The Emotional Education of Clerical Workers”  

**Theory**

**C.18 Kairos and the Rhetoric of Timely Interventions**
Exhibit Level, Exhibit Hall D, Room 3

*Chair:* Cori Brewster, Washington State University, Pullman  
*Presenters:* Deidre Harrison, Sonoma State University, Rohnert Park, CA, “Imagined Citizen: Rhetoric and Re-defining the Nation in Catherine Carswell’s *The Life of Robert Burns*”  
Michael Harker, University of Oklahoma, Norman, “The Ethics of Argument: Rereading Kairos in a Timely Fashion”
Thursday, 12:15–1:30 p.m.

**Theory**

**C.19 Coming in the Front Door: The Rhetorics of Institutional Access for People with Disabilities**

Exhibit Level, Room 131

*Chair:* Amy Vidali, University of Washington, Seattle

*Presenters:* Stephanie Kerschbaum, University of Wisconsin-Madison, “The Invisibility of Disability in Diversity Rhetorics: Implications for Access”

Amy Vidali, University of Washington, Seattle, “Accessing the University, Denying Disabled Identity: Admissions Essays by Students with Disabilities”

Jay Dolmage, Miami University, Oxford, OH, “Composing Space: Disabling and Enabling Metaphors”

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**C.20 Political Pedagogies and Public Citizens: Writing Instruction, Students, and the Accessibility of Political Discourse**

Exhibit Level, Room 124

*Chair:* Jennifer Trainor, University of Pittsburgh, PA

*Presenters:* Brenda Glascott, University of Pittsburgh, PA, “Beating Plowshares into Pens: Political Access in William Cobbett’s 1819 A Grammar of the English Language”

Chris Warnick, University of Pittsburgh, PA, “We Are A.C.: Student Journal Writing as Political Discourse in the University of Pittsburgh’s Alternative Curriculum Program”

Amy Borden, University of Pittsburgh, PA, “Choosing to Engage: How Might the Writing Classroom Be a Space for Contemporary Political Discussion?”

Tara Lockhart, University of Pittsburgh, PA, “Accessing History: Political Discourse as Ongoing Negotiation”

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**History**

**C.21 Holding the Pen: Writings Produced by Internees in Japanese-American Concentration Camps in World War II**

Exhibit Level, Exhibit Hall D, Room 10

*Chair:* Gail Y. Okawa, Youngstown State University, OH


Heather Richards, California State University, Chico, “‘Hanging My Hat in
Manzanar’: A Study of How Japanese Writers Used Writing to Re-create Subject Positions in the Manzanar Free Press”

History

C.22 Access to Public Speech:
Defenses of Women’s Preaching by Women
Exhibit Level, Exhibit Hall D, Room 12
Chair: Lisa Zimmerelli, University of Maryland, College Park
Presenters: Vickie Tolar Burton, Oregon State University, Corvallis, “From the Pulpit Steps: Mary Bosanquet’s Justification of Methodist Women’s Preaching”
Jane Donawerth, University of Maryland, College Park, “The Gift of Speech: Three Centuries of Women’s Defenses of Women’s Preaching”
Lisa Zimmerelli, University of Maryland, College Park, “What are you going to do in the world?: Politicizing Women’s Defenses of Women’s Preaching in Late Nineteenth-Century America”

History

C.23 Writing Technologies in Early Modern England
Exhibit Level, Exhibit Hall D, Room 18
Chair: Greg Barnhisel, Duquesne University, Pittsburgh, PA
Presenters: Webster Newbold, Ball State University, Muncie, IN, “Writing Instruction in Early Modern England”
Ryan Stark, Pennsylvania State, University Park, “On How the Inkhorn Controversies Shaped the English Language”
Robert Schwegler, University of Rhode Island, Kingston, “A Manuscript Technical Report from the Court of Elizabeth I”

Language

C.24 Using Hip-Hop Language and Literacy Practices to Help Students
Exhibit Level, Exhibit Hall D, Room 7
Chair: Charles Coleman, City University of New York
Presenters: Jon A. Yasin, Bergen Community College, Paramus, NJ, “Kickin’ It in the Writing Classroom”
Neal Howard, Simmons College, Boston, MA, “Hip-Hop, Language, and Culture as Therapeutic Intervention”
Maryam Rashada, California Institute for Clinical Social Work, Berkeley, “Keepin’ It Real: Healing with Hip-Hop”
Thursday, 12:15–1:30 p.m.

**Information Technologies**

**C.25 Sustainable Technological Change: Teaching, Professional Development, and Institution Engagement**

Exhibit Level, Room 121

*Chair:* Julie Estep, Michigan Technological University, Houghton  
*Presenters:* Marjorie Hebert, Michigan Technological University, Houghton  
Matthew Bunce, Michigan Technological University, Houghton  
Richard Selfe, Michigan Technological University, Houghton  

*Work-in-Progress-Coordinator:* Marjorie Hebert, Michigan Technological University, Houghton  
“Staying Afloat: Teaching and Learning Rapidly Changing Communications Technologies”

**Information Technologies**

**C.26 (Inter)face to Face: Technology and Tutorials**

Exhibit Level, Exhibit Hall D, Room 6

*Chair:* Doug Dangler, The Ohio State University, Columbus  
*Presenters:* Lisa Bell, Utah Valley State College, Orem, “Encouraging Access to Synchronous Tutorials”  
Peter England, Texas A&M University, College Station, “Cross-university Themes in OWCs”  
Doug Dangler, The Ohio State University, Columbus

**Information Technologies**

**C.27 The New Collegiality: Circulating Ideas about Writing and Teaching on Weblogs**

Exhibit Level, Room 122

*Chair:* John Lovas, De Anza College, Cupertino, CA  
Institutional and Professional

C.28 The New SAT Writing Section: Perils and Possibilities
Exhibit Level, Room 135 B

Chair: Kathleen Yancey, Clemson University, SC
Presenters: Edward M. White, University of Arizona, Tucson, “Catching Up to the 1970s”
Liz Hamp-Lyons, University of Hong Kong, “The ‘New’ SAT? International Perspectives”
Dennis Baron, University of Illinois, Urbana-Champaign, “The End of Writing as We Know It?”
Jonathan Lang, University of California, Berkeley

Institutional and Professional

C.29 Composition as Gated Community?: Assessment and Gatekeeping in the Twenty-First Century
Exhibit Level, Exhibit Hall D, Room 15

Chair: Brian Huot, Kent State University, OH
Presenters: John Dunn Jr., Indiana University of Pennsylvania, “The Gate-Keeping Function of Composition Courses: Changing Assumptions and Implications”
Anthony Edgington, University of Toledo, OH, “Do Our New Keys ‘Fit’?: Understanding the Problems and Potentials Behind New Placement Procedures”
Michael M. Williamson, Indiana University of Pennsylvania, “‘Why Does Everyone Hate Me?’ (The Professional and Ethical Dilemmas of Writing Assessment)”

Institutional and Professional

C.30 Is the Sky Falling? (TYCA Strand)
Exhibit Level, Exhibit Hall D, Room 13

Chair: Chris Jennings, Tidewater Community College, Virginia Beach, VA
Presenters: Gilchrist White, College of the Mainland, Texas City, TX, “Is It Really the Sky or Just an Acorn?”
Sallyanne H. Fitzgerald, Napa Valley College, CA, “As California goes, so goes the nation’: Fact or Reality in the Assessment Arena”
Chris Jennings, Tidewater Community College, Virginia Beach, VA, “Mandated State Assessments: Chicken Little’s Perspective”
Thursday, 12:15–1:30 p.m.

**Language**

**C.31 From Gatekeepers to Gate-Openers: Teacher Education and Language Diversity**

Exhibit Level, Exhibit Hall D, Room 5

*Chair:* Chris Drew, Temple University, Philadelphia, PA

*Presenters:* Jonna Gilfus, Syracuse University, NY, “(Un)easy access: Preservice Secondary Education Teachers’ Reflections on Language Difference”

Jennifer Merriman, Pennsylvania State University, University Park, “The Unspoken Class Problem in Introductory Composition”

Chris Drew, Temple University, Philadelphia, PA, “An Autoethographic Examination of the Effects of Race in a ‘Raceless’ Classroom”


**Creative Writing**

**C.32 The Art of Teaching the Art of the Personal Essay**

Exhibit Level, Exhibit Hall D, Room 9

*Chair:* Richard Johnson, Kirkwood Community College, Iowa City, IA

*Presenters:* Megan Knight, University of Iowa, Iowa City

Richard Johnson, Kirkwood Community College, Iowa City, IA

**Professional and Technical Writing**

**C.33 A Multimedia Look at How Students Gain Access to Careers in Professional Writing**

Exhibit Level, Room 130

*Chairs:* Susan M. Hunter, Kennesaw State University, GA

Laura McGrath, Kennesaw State University, GA

*Presenters:* Elizabeth Giddens, Kennesaw State University, GA, “How Students Gain Access to Careers in Professional Writing”

Susan M. Hunter, Kennesaw State University, GA, “How Students Gain Access to Careers in Professional Writing”

Margaret Bennett Walters, Kennesaw State University, GA, “How Students Gain Access to Careers in Professional Writing”
Practices of Teaching Writing

C.34 Connecting Access to Student Success: The Community College as the Golden Gate

Exhibit Level, Exhibit Hall D, Room 14

Chair: Andrea Shanklin, Howard Community College, Columbia, MD

Presenters: Andrea Shanklin, Howard Community College, Columbia, MD, “When the Gate Swings Open but No One Walks Through: Finding Themselves in the College Environment”

Linda Wiley, Howard Community College, Columbia, MD, “Lost in Transition: Designing Writing Classes to Assist First-Year Students in Finding Themselves in the College Environment”

Susan Frankel, Howard Community College, Columbia, MD, “Building Community: Increasing Success by Linking Developmental Reading and Writing”

Barbara Cooper, Howard Community College, Columbia, MD, “The AD/HD Student and College Composition: Unlocking the Gate”

CONVERSATIONS

Conversations about Adjunct Issues

Exhibit Level, Exhibit Hall D, Room 1

Presenters: Tricia J. V. Bugajski, Rogers State University, Claremore, OK, “Teaching the Marginalized from the Margins: The Connections Forged Between Marginalized Students and Adjunct Instructors”

Gloria McMillan, Pima Community College, Tucson, AZ, “Conversations about Adjunct Issues”
Across the Drafts: Responding to Student Writing—A Longitudinal Perspective

Exhibit Level, Room 135A

Nancy Sommers, Harvard University

Chair: David Bartholomae

“It must be tough looking at a very large stack of papers, but it is the most helpful part of the essay process because without a reader the whole process is diminished.”

“Feedback doesn’t need to be monumental. It just needs to say ‘I read your paper and here’s what I think.’”

In 1982, Nancy Sommers published her groundbreaking article “Responding to Student Writing” in *College Composition and Communication*. Sommers has now returned to the topic of feedback, this time examining the crucial role it plays in writing development. For four years, Sommers conducted a longitudinal study of writing at Harvard, following 400 students (25%) of the Class of 2001 through their undergraduate years to get a glimpse beyond the classroom, behind the page, and between the drafts. Feedback emerged as the hero and anti-hero of the Harvard study, powerful enough to convince students they could or couldn’t do the work in a given field, to push them toward or away from selecting their majors, and contributed, more than any other single factor, to their sense of academic belonging or alienation. As the students in Sommers’ study taught her, feedback is the most significant contribution an instructor can make to the education of a writer, and yet much feedback does not shape either the writing or the writer. Too many comments go unread because, as one student reported, “the feedback is written to the paper, not to the student.” At its worst, feedback gives students no hope in themselves as writers and leaves them confused, about both their strengths and their weaknesses. But at its best, feedback exposes students to the demands of a critical audience, and by doing so facilitates the transition from writing that is private and idiosyncratic to writing that is public and shared. Sommers will begin her presentation by showing a 15-minute film she made, featuring students and faculty talking about the challenges and rewards of giving and receiving feedback. Copies of the film *Across the Drafts: Students and Teachers Talk about Feedback* will be given to the audience after the presentation.
Thursday, 1:45–3:00 p.m.

*Practices of Teaching Writing*

**D.02 Drawing Relationships:**
*Teaching the Visual; Teaching Writing*
Exhibit Level, Room 135B
*Chair:* Margo Blythman, University of the Arts, London, UK
*Presenters:* Joan Mullin, University of Toledo, OH
Susan Orr, York St. John University, UK

**Practices of Teaching Writing**

**D.03 Critically Engaging Other(s):**
*Pedagogical Encounters with Disability*
Exhibit Level, Room 114
*Chair:* Deb Martin, Rowan University, Glassboro, NJ
*Presenters:*
Margaret Price, Spelman College, Atlanta, GA, “Taking It Personally: Some Thoughts on Critical Pedagogy, Disability, and Identity”
Cynthia Lewiecki-Wilson, Miami University, Oxford, OH, “Between Empathy and Resistance: Critical Thinking and Writing about Disability”
Deb Martin, Rowan University, Glassboro, NJ, “What’s Wrong with Normal?: Disability, Normalcy, and Social Justice”
Pushpa Parekh, Spelman College, Atlanta, GA, “Voices of Difference: Migration Narratives and Discourses of Disability”

**Practices of Teaching Writing**

**D.04 To Change or Not to Change: Pedagogies of Resistance, Peer Tutoring, and Service-Learning in Basic Writing**
Exhibit Level, Room 130
*Chair:* Mindy Wright, The Ohio State University, Columbus
*Presenters:*
Abby M. Dubisar, The Ohio State University, Columbus, “I Don’t Belong Here: Student Resistance to Placement in Basic Writing”
Dana Oswald, The Ohio State University, Columbus, “Helping Better or Getting Better Help: The Writing Tutor in the Basic Writing Classroom”
Nancy Pine, The Ohio State University, Columbus, “Negotiation and Reciprocity: An Ethnography of a Service-Learning Basic Writing Course”
Thursday, 1:45–3:00 p.m.

Practices of Teaching Writing

D.05 Global Access: Teaching, Writing, and Playing in a Shrinking World
Exhibit Level, Exhibit Hall D, Room 11
Chair: Darin Payne, University of Hawaii at Manoa
Presenters: Darin Payne, University of Hawaii at Manoa, “Pedagogy of the Globalized: Toward a New Era in Writing Instruction”
Daphne Desser, University of Hawaii at Manoa, “‘Hapa’ and Proud of It: Feminist Authority in the Writing Classroom in the Most Ethnically Diverse Area off our Continent”
Ken McAllister, University of Arizona, Tucson, “Playing Games at the End of History”

D.06 Challenging the College Game: The Role of Respect and Responsibility in Liberatory Education
Exhibit Level, Room 113
Chair: Ann Dobyns, University of Denver, CO
Presenters: Ann Dobyns, University of Denver, CO, “Agency and Ethos”
Gloria Farler, University of Denver, CO, “Kairos and Decorum”

Practices of Teaching Writing

D.07 Access and Ownership for Deaf Students and Those with Visual Spatial Disorders and Aphasia
Exhibit Level, Exhibit Hall D, Room 8
Chair: Heather Barrack, Hudson County Community College, Jersey City, NJ
Presenters: Kathleen Wood, Gallaudet University, Washington, D.C., “Deaf Writers Owning the Writing Community”
Marcia Ribble, University of Cincinnati, OH, “Opening the Golden Gates: An Issue of Access for Older Adults with Aphasia”
Thursday, 1:45–3:00 p.m.

Practices of Teaching Writing

D.08 Reassessing Writing Assessment: Imaginative Course Design, Active Learning, and Alternative Technologies

Exhibit Level, Room 123

Chair: Andrea Herrmann, University of Arkansas at Little Rock

Presenters: Dwedor Ford, University of Arkansas at Little Rock, “Persuasive Writing: threaded assignments and Holistic Assessment”
Cheryl Harris, University of Arkansas at Little Rock, “Assessment and the Accommodation of Individual Learning Styles”
Andrea Herrmann, University of Arkansas at Little Rock, “‘Look, Ma, No Hands’: Using Voice-Activated Software and Audio Technologies to Respond to Student Writing”

Institutional and Professional

D.09 Affirmative Action and the Challenge of Diversity

Exhibit Level, Room 134B

Chair: Joyce Irene Middleton, Saint John’s Fischer College, Rochester, NY

Presenters: Catherine Prendergast, University of Illinois at Urbana-Champaign, “Twenty-Three Years and Counting: An Agenda for the Future”
Evan Watkins, University of California at Davis, “From Wrong to Obsolete: Negative Critiques of Affirmative Action”

Practices of Teaching Writing

D.10 Accessing Reading: Creativity and Risk in the Reading Process

Exhibit Level, Room 132

Chair: Heidi Estrem, Eastern Michigan University, Ypsilanti

Presenters: Linda Adler-Kassner, Eastern Michigan University, Ypsilanti, “Reading Questions, Questioning Reading”
Heidi Estrem, Eastern Michigan University, Ypsilanti
Susan Marie Harrington, Indiana University Purdue University, Indianapolis, “Accessing Faculty as Teachers of Reading”
Claire Woods, University of South Australia, Stirling, “Engaging Writing, Engaging Reading”
Thursday, 1:45–3:00 p.m.

**Composition Programs**

**D.11 Pedagogy and Writing Assessment in California Universities: The Social Construction of a Great Divide**

Exhibit Level, Exhibit Hall D, Room 14

*Chair:* Linda Brodkey, University of California–San Diego  
*Presenters:* Holly Bauer, University of California–San Diego, “Institutionalizing ‘Good English’: Grammar Ideals, School Writing, and the University of California’s Examination in Subject A”  
Carrie Wastal, University of California–San Diego, “Terminating California’s Master Plan for Higher Education: Implications for Admissions, Assessment, and Academic Needs”  
Ellen Quandahl, San Diego State University, CA, “Between Assessment and Pedagogy: The Rhetoric of Competence in the California State System”

**Composition Programs**

**D.12 Concerning Diversity:**  
**The Role of the ESL Individual in the Writing Center**

Exhibit Level, Exhibit Hall D, Room 9

*Chair:* Kala Blankenship, Oklahoma State University, Stillwater  
*Presenters:* Polina Chemishanova, Oklahoma State University, Stillwater, “The ESL Assistant Director and the Contact Zone”  
Kala Blankenship, Oklahoma State University, Stillwater, “Strengthening the Center through Strategizing Diversity”  
Susan Griffin, San Jose State University, CA, “Redefining Our Work with Non-Native-English-Speaking Writers: Working with Immigrant Student Writers in the Writing Center”  
Elizabet Herman, Southern Illinois University, Carbondale, “Contemplative Approaches to Intercultural Tutoring”

**Composition Programs**

**D.13 Taking Research/Writing beyond the Campus: Community, Service, Ethnography**

Exhibit Level, Exhibit Hall D, Room 19

*Chair:* Allison Brimmer, University of South Florida, Tampa  
*Presenters:* Virginia Pompei Jones, University of North Carolina–Pembroke, “Taking Research/Writing beyond the Campus: Ethnography”  
Anita R. Guynn, University of North Carolina–Pembroke, “Beyond the Classroom—Service”  
Leslie Hossfeld, University of North Carolina–Pembroke, “Community-Based Research: Undergraduate Students and Participatory Social Action Campaigns”
**Composition Programs**

**D.14 Case Study: Creating a Collaboratively Written Custom Textbook for First-Year Writing Courses**

Exhibit Level, Exhibit Hall D, Room 18

*Chair:* Ellen Strenski, University of California, Irvine  
*Presenters:* Lynda Haas, University of California, Irvine, “The History of UC Irvine’s Student Guide”  
Laura Knighten, University of California, Irvine, “Getting Real-Life Experience: Participating in the Creation of a Custom Text-Book”  
Chris Harrison, University of California, Irvine, “Getting Real-Life Experience: Participating in the Creation of a Custom Text-Book”  
Andrew Tonkovich, University of California, Irvine, “Why I Do It: Contributing to the Writing Program as ‘Non-Senate Faculty’”  
Margaret Hesketh, University of California, Irvine, “Why I Do It: Contributing to the Writing Program as ‘Non-Senate Faculty’”  
Carla Copenhaven, University of California, Irvine  
*Respondent:* Jason Wohlstadter, University of California, Irvine, “Collaboratively Writing the Writing Course”

**Composition Programs**

**D.15 Writing Center Tutor Training: Observing Facial Expressions, Understanding Diversity, Maintaining Confidentiality**

Exhibit Level, Exhibit Hall D, Room 6

*Presenters:* Mary Murray, Cleveland State University, OH, “Using Micro Facial Expressions to Gauge Tutorial Decisions”  
Kim Ballard, Western Michigan University, Kalamazoo, “Affirming the Acts of Liberatory Learning In Writing Centers”  
Margaret Weaver, Southwest Missouri State University, Springfield, “Is FERPA an Accessible Gatekeeper for Faculty? (Disclosing Tutoring Forms in the Classroom)”
Thursday, 1:45–3:00 p.m.

Theory

D.16 Cultivating Success Through Reflection: Sites for Learning and Resistance
Exhibit Level, Room 134A

Chair: Joonna Trapp, Northwestern College, Orange City, IA
Presenters: Joonna Trapp, Northwestern College, Orange City, IA, “Reflection as Rhetorical Practice Made New Again”
Roger Thompson, Virginia Military Institute, Lexington, “Teaching Self-Reflection in the 19th Century: Elizabeth Peabody and the Imaginative Classroom”
Jonathan Ritz, University of Pittsburgh at Johnstown, PA, “Spiritual Reflection as Postmodern Writing Practice”
Amy Heckathorn, California State University, Sacramento, “Administration as Reflection and Resistance”
Paul Puccio, Bloomfield College, NJ, “The Post-Intellectual Classroom”

Theory

D.17 Engaging the Disengaged: Backlash Discourse in the Writing Classroom
Exhibit Level, Exhibit Hall D, Room 4

Chair: Andrea Greenbaum, Barry University, Miami Shores, Florida
Presenters: Cecilia J. Solis-Sublette, The Ohio State University, Columbus, “Re-restricting Access: Theorizing Student Backlash to the Multicultural Curricula”
Wendy Wolters, The Ohio State University, Columbus, “When Language Stops Speech: Meeting the Pedagogical Challenges of Backlash Rhetoric in the Writing Classroom.”
Deborah Kuzawa, The Ohio State University, Columbus, “Encounters of the Feminist Kind: Resistance to Feminism and Multiculturalism in the Composition Classroom”

Theory

D.18 Constructing Literacies: Fortune Cookies, Markets, and the Denial of Context
Exhibit Level, Room 122

Chair: Sheila Carter-Todd, Virginia Tech, Blacksburg
Presenters: Angela Crow, Georgia Southern University, Stateboro, “Promote Literacy: Eat More Fortune Cookies: Rethinking Literacy and Architecture for People in Poverty”
Kirk Branch, Montana State University, Bozeman, “Taken out of Context: Protecting Literacy from the World”
Scott Hendrix, Albion College, MI, “The Literacy Marketplace”
Theory

D.19 Interrogating and Interrupting Systems of Belief
Exhibit Level, Room 133

Chair: Pam Bougeois, California State University, Northridge
Presenters: Laurie A. Smith, St. Louis University, MO, “Accessing Faith-based Dialogue in the Composition Classroom”
J’Non Whitlark, Texas A&M University–Commerce, “‘These Graduate Students are Safe for Academic Consumption’: A Tradition of Homogenizing the Student of Composition”
Sheldon Walcher, University of Utah, Salt Lake City, “What We Talk about When We Talk about ‘Error’ (and What We Mean By It when We Don’t)”

History

D.20 Peer Review and Conferencing: Three Retrospectives
Exhibit Level, Exhibit Hall D, Room 2

Chair: Neal Lerner, Massachusetts Institute of Technology, Cambridge
Presenters: Harvey Kail, University of Maine, Orono, “Innovation as Repetition: The Brooklyn Plan Twenty-Five Years Later”
Kory Ching, University of Illinois at Urbana-Champaign, “Peer Response in the Composition Classroom: An Alternative Genealogy”
Neal Lerner, Massachusetts Institute of Technology, Cambridge, “The Teacher-Student Writing Conference and the Desire for Intimacy”

History

D.21 The Limits of Literacy:
Reading Histories of “Transcendent” Literacy
Exhibit Level, Exhibit Hall D, Room 17

Chair: Peter Mortensen, University of Illinois at Urbana-Champaign
Presenters: Ronald Pitcock, Texas Christian University, Fort Worth, “‘Blood’ + Gender = Civic Engagement: Formulaic Literacy in the Early 19th-century Choctaw Academy”
Dale Bauer, University of Illinois at Urbana-Champaign, “White Privilege and Middle-class Authority in the Late 19th Century”
Bess Fox, University of Kentucky, Lexington, “Gendered Authorship in Mid-20th-century Literary Journalism”
Thursday, 1:45–3:00 p.m.

Research

D.22 Research and Identity
Exhibit Level, Room 112

**Presenters:** Beverly B. Zimmerman, Brigham Young University, Provo, UT, “Living the ‘Lived Experience’: Ethnography as Reflexive Storytelling”
Sheila Otto, Middle Tennessee State University, Murfreesboro, “Writing and Identity: Examining the Social Construction of Identity in a Basic Writing Classroom”
Catherine Pavia, University of Massachusetts, Amherst, “Reflexivity in Ethnography: A Matter of Access, Voice, and Improved Methodology”

Information Technologies

D.23 Why Napster Matters: File Sharing, Ownership, and New Digital Ethics
Exhibit Level, Room 121

**Chair:** Johndan Johnson-Eilola, Clarkson University, Saint Regis Falls, NY
**Presenters:** Danielle Nicole DeVoss, Michigan State University, East Lansing, “The *Star Wars* Kid, Multimedia Pastiche, and Ownership”
Carrie Heeter, Michigan State University, “Student and Faculty Ownership of Ideas and Behavior in the Context of Online Learning”
Michael Moore, Michigan Technological University, Houghton, “Intellectual Property and Composition Pedagogy: Contexts for Research and Writing Activities”

Information Technologies

D.24 The Aftermath of Access: From Critical to Creative Computer Literacies
Exhibit Level, Room 111

**Chair:** Collin Brooke, Syracuse University, NY
**Presenters:** Jennifer Bay, Purdue University, Lafayette, IN, “Professionalizing Network Literacy”
Collin Brooke, Syracuse University, NY, “A-lists and Power Laws: The Dynamics of Network Celebrity”
David Rieder, North Carolina State University, Raleigh, “Loops, OOPs, and Curly Braces: ‘Cognizing’ Code as Writing”
Lori Bradley, University of North Texas, Denton, “Back Channel Surfing: Exposing the Underlife of Networked Technologies”
Thursday, 1:45–3:00 p.m.

Information Technologies

D.25 Accessing Heuristics for Multi-modal Web Compositions: Rethinking Invention, Sound, and Interactivity

Exhibit Level, Exhibit Hall D, Room 3

Chair: Anne Frances Wysocki, Michigan Technological University, Houghton
Presenters: Madeleine Sorapure, University of California, Santa Barbara, “Remixing Rhetoric”
Heidi McKee, University of Massachusetts, Amherst, “Hearing the Grass Grow: Integrating Sound”
Brian Houle, University of Massachusetts, Amherst, “Beyond Clicking: Developing Interactivity”

Institutional and Professional

D.26 Opening the Golden Gates through Digital Innovation: Expanding Access for Students with Disabilities

Exhibit Level, Exhibit Hall D, Room 10

Chair: Christina Murphy, Marshall University, Huntington, WV
Presenters: Lory Hawkes, DeVry University, Dallas, TX, “New Federal Initiatives for ‘Fair and Equivalent Access’: Universal Design as Educational Opportunity”
Christina Murphy, Marshall University, Huntington, WV, “Institutional Policies Re-examined: Creating Awareness to Restructure Educational Outcomes”
Joe Law, Wright State University, Dayton, OH, “Accommodation in Action: Repurposing Writing Programs as Outreach Environments”

Institutional and Professional

D.27 Talkin’ bout My Generation: First Ph.D.’s in Composition and Access to the Discipline

Exhibit Level, Room 131

Chair: Tom Fox, California State University, Chico
Presenters: Sheryl Fontaine, California State University, Fullerton, “You Just Need to Educate the Department about Composition”
Cherryl Smith, California State University, Sacramento, “Inventing the Ph.D. in Composition”
Deborah H. Holdstein, Governors State University, University Park, IL, “Wandering between Two Worlds, One Dead, the Other Powerless to be Born”
D.28 (Dis)placed by Technology: Access-orizing Our Institutions and Pedagogies

Exhibit Level, Room 124

Chair: Jill Arola, Michigan Technological University, Houghton

Presenters: Jill Arola, Michigan Technological University, Houghton, “More Than Access-ories: Underrepresented Student Narratives Mark the Web”
K. Alex Ilyasova, Michigan Technological University, Houghton, “After Access: What Happens When the Training is Over?”
Melissa Graham Meeks, University of North Carolina, Chapel Hill, “‘Who Does It and Why?’: A Graduate TA Tech-Training”
Connie Snyder Mick, University of Notre Dame, IN, “Interest, Investment, Instruction: Advocating Equity through Multimedia Composition”

D.29 New Directions for Mentoring Graduate Students

Exhibit Level, Exhibit Hall D, Room 12

Chair: Kathleen Bell, University of Central Florida, Orlando

Presenters: E. Shelley Reid, George Mason University, Fairfax, VA, “(How) Did We Help? Challenges in Assessing TA Peer Mentoring Programs”
Nicole Warwick, California State University, Northridge, “More Than an Anecdote: Teaching Those Who Teach”
Karen Rowan, SUNY–Albany, NY, “All the Best Intentions: Results from a National Study on Graduate Student Administrators in Writing Centers”

D.30 Planning and Hosting Small Conferences Without Going Broke (TYCA Strand)

Exhibit Level, Room 125

Chair: Alexis Nelson, Spokane Falls Community College, Spokane, WA

Presenters: Dana C. Elder, Eastern Washington University, Spokane
Brad Bleck, Spokane Falls Community College, Spokane, WA, “How to Make the Local Arrangements”
Holly Cullom, Portland Community College, Rock Creek, OR, “Building an Interest Catching and Substantive Conference”
**Language**

**D.31** Negotiating Academic Literacies: The Experiences of Linguistically Diverse Writers across the Curriculum

Exhibit Level, Room 110

*Chair:* Eleanor Kutz, University of Massachusetts, Boston  
*Presenters:* Eleanor Kutz, University of Massachusetts, Boston, “Students’ Investigations of Discourse Competence Across Academic Communities”  
Vivian Zamel, University of Massachusetts, Boston, “Learning across the Curriculum: Through Students’ Eyes”  
Maureen McDonough-Kolb, New York University, NY, “Negotiating Multiple Linguistic Demands when Writing within the Academic Community”  
Bernadette W. Penceal, New York University, NY, “Negotiating Multiple Linguistic Demands When Writing within the Academic Community”  
Shoba Bandi-Rao, New York University, NY, “Negotiating the Multiple Linguistic Demands of Writing within the Academic Community”

**Language**

**D.32** Re-writing Discoursal Identities

Exhibit Level, Exhibit Hall D, Room 15

*Chair:* Min-Zhan Lu, University of Wisconsin-Milwaukee  
*Presenters:* Marilyn M. Cooper, Michigan Technological University, Houghton, “The Project of Primary Identities”  
Roz Ivanic, Lancaster University, UK, “Writing and Being Written: How Literacy Practices, Genres, and Discourses Construct Identities”  
Bruce Horner, University of Wisconsin-Milwaukee, “The Social and the Personal in Discoursal Identities”

**Creative Writing**

**D.33** Travelers and Trespassers: Articulating Race, Family, and Illness in Nonfiction Narratives

Exhibit Level, Room 120

*Chair:* M. Elizabeth Sargent, University of Alberta, Edmonton, Canada, “Travelers and Trespassers: Articulating Race, Family and Illness in Nonfiction Narratives”  
*Presenters:* Elizabeth Robertson, Drake University, Des Moines, IA, “Tilling Ground that is Not Ours: Traversing Racial and National Boundaries”  
Catherine Taylor, Drake University, Des Moines, IA, “In Search of Voice: Truth and Reconciliation in South Africa”  
Nancy K. Barry, Luther College, Decorah, IA, “Revising the Body: Inside the Cancer Classroom”
Thursday, 1:45–3:00 p.m.

Professional and Technical Writing


Exhibit Level, Exhibit Hall D, Room 5

Chair: Michael Salvo, Purdue University, West Lafayette, IN

Presenters: Julie Staggers, Purdue University, West Lafayette, IN, “Information Architecture as Description: Mapping the Cultural Space of a Nuclear Community”
Meredith Zoetewey, Purdue University, West Lafayette, IN, “Information Architecture as Design: Situating the Wireless Classroom”
Kate Agena, Purdue University, West Lafayette, IN, “Information Architecture as Process: Documenting Power in the Workplace”

Practices of Teaching Writing

D.35 Improving Success in English as a Second Language through Puppetry, Poetry, and Contrastive Rhetoric

Exhibit Level, Exhibit Hall D, Room 13

Presenters: Brian Hahn, California State University, San Bernardino, CA, “Advancing Second Language Literacy through the Use of Puppetry”
Diana S. Lu, Pace University, Brooklyn, NY, “Facilitating ESL Students’ Access to Their Second Language through Writing Original Poetry”
David Beach, George Mason University, Fairfax, VA, “L2 to L1.x: Guiding All Students to Successful Discourse Practices”

Practices of Teaching Writing

D.36 Class and Privilege: Miami of Ohio’s Portfolios, Thinking, and Honors Composition

Exhibit Level, Exhibit Hall D, Room 7

Chair: Angela Buchanan, University of Colorado at Boulder

Presenters: David Marado, Miami University, Oxford, OH, “The Miami University Portfolio Program: Building Bridges but to Whom?”
Kenneth Wright, James Madison University, Harrisonburg, VA, “Teaching the Privileged to Think”
Jaime Lynn Longo, Temple University, Philadelphia, PA, “Access and Challenge: Determining Success for Honors and Basic Writers”
CONVERSATION

Conversations about Faculty and Graduate Student Diversity Issues
Exhibit Level, Exhibit Hall D, Room 1

Presenters: Baotong Gù, Georgia State University, Atlanta
Amanda Espinosa-Aguilar, Washington State University, Pullman

Conversations about the Digital Divide
Exhibit Level, Exhibit Hall D, Room 20

Presenters: Kirk St. Amant, Texas Tech University, Lubbock
Jody Murray, Washington State University, Tri-Cities, Richland
Annette Powell, University of Louisville, Kentucky
E Sessions

3:15 p.m.–4:30 p.m.

Featured Session

Writers, Pirates, Students, and Literacy: The Work of 826 Valencia

Exhibit Level, Room 135A

Founded by author Dave Eggers, who continues to keep a regular schedule as a tutor, 826 Valencia Street, San Francisco, is a community literacy center fronted by a Pirate Supply Store in the warehouse district of San Francisco. 826 Valencia, which is affiliated with prestigious and cutting-edge McSweeney’s Publishers, won the 2003 NCTE Literacy Award. This panel will explain the work of the center and offer a model for similar literacy centers elsewhere.

Several factors contribute to the 826 Valencia’s success, not least of which is the active participation of hundreds of volunteer Bay Area writers, many of whom have national reputations. The result is serious tutoring pushed by the kinds of creative activity that engage thousands of students, many of them underadvantaged, publishing their writing and connecting them and their school to professional writers.

This connection flowers in several programs: (1) Free drop-in tutoring after school to help individual students with creative writing, expository writing, or English as a second language. (2) In-schools programs, whereby teachers provide the scope of the project, time, school and classroom location, and the Center sends as many tutors as needed. (3) Storytelling and bookmaking fieldtrips, in which school groups come to the center and, in the course of the afternoon, write and illustrate a book, which is printed and bound before they leave. (4) Meet an author sessions, in which students read a Bay Area writer’s work before coming to the center to meet him or her. (5) Basic journalism workshops. (6) Student publication workshops, including desktop publishing. Among its nationally circulated books of student writing are 826 Quarterly, a collection of writing from Bay Area students, including short stories, comics, poetry, and a play, and Talking Back, a series of essays about teaching and learning by students. Everything is free. 826 Valencia sponsors frequent readings by famous authors and occasional workshops for adults.

The entire operation is fronted, literally, by San Francisco’s only independent pirate supply store, offering a variety of goods, including lard, flags, eye patches, mops, glass eyes and the like. All proceeds go toward 826 Valencia. The point of explaining the Center’s work is to provide a complex model for literacy, one that combines professional writers and school children, the school and the community, imagination and exposition, all in the service of taking elementary, middle, and high-school children seriously as writers and makers of texts. It’s a model that merits emulating elsewhere.
Presenters in this session will include the founder of 826 Valencia, its current director, and student writers.

**Dave Eggers** grew up close to Chicago and attended the University of Illinois. He is the author of *A Heartbreaking Work of Staggering Genius*, *You Shall Know Our Velocity!,* and *How We Are Hungry*. In 1998, he founded McSweeney’s, an independent publishing house located in San Francisco that publishes books, a quarterly literary journal, *The Believer,* and a daily humor website. In 2002, Eggers opened 826 Valencia, a writing lab for young people located in the Mission District of San Francisco, where he teaches writing to high-school students and runs a summer publishing camp; there is now also an 826NYC in Brooklyn. With the help of his workshop students, Eggers edits a collection of fiction, essays, and journalism called *The Best American Nonrequired Reading.*

His fiction has appeared in *Zoetrope, Punk Planet,* and *The New Yorker*. He has recently written introductions to new editions of books by Edward Wallant, John Cheever, and Mark Twain, and is currently working on the biography of Dominic Arou, a refugee from the Sudan now living in Atlanta. Excerpts from this book have appeared in *The Believer.* A serial novel about electoral politics is currently appearing on *Salon.*

He writes regularly about art and music for magazines, including *Frieze, Blind Spot, Parkett,* and *Spin,* and his design work has been featured in many periodicals, including *Print* and *Eye,* and annuals, including *Area: 100 Graphic Designers* (Phaidon, 2003) and *Reinventing the Wheel* (2002, Princeton Architectural Press). In 2003, his designs for *McSweeney’s* were featured in the National Design Triennial at the Cooper-Hewitt National Design Museum, and in the California Design Biennial.

**Ninive Clements Calegari** is the Executive Director for 826 Valencia, a nonprofit writing center in the San Francisco’s Mission District. Named for its location, 826 Valencia has fruitfully offered thousands of Bay Area students opportunities to improve their writing in a variety of settings, including workshops, field trips, after-school tutoring, and students publications. Calegari is 826 Valencia’s first Director and was instrumental in creating the educational programs and ensuring the center’s financial viability. She serves on the board of directors, manages a staff of six people, and oversees a volunteer force of over 600 tutors.

Calegari is a veteran social studies teacher, teaching a wide variety of classes including economics, government, U.S. history, and world history. She was a
school reform coordinator with Bay Area School Reform Collaborative at Sir Francis Drake High School. There she led a research team looking into how the visual arts infused in the classroom can impact student learning. She was also the American Studies Program Coordinator and the Diversity Team Leader. She then joined Leadership High School, San Francisco’s first charter school, in its start-up phase. After one year she was elected by the faculty to represent the faculty on the school’s board of directors. Ninive also taught in Mexico, her mother’s homeland.

Calegari has a Bachelors degree from Middlebury College in Political Science with a minor in Studio Art. She also holds Masters in Teaching in Curriculum from Harvard University’s School of Education. While at Harvard, Calegari also received Massachusetts teaching credentials in social studies, studio art, and bilingual education.

**Douglas Dean Hesse** is Director of University Honors and Professor of English at Illinois State University, where he previously directed the writing program and the Center for the Advancement of Teaching. A graduate of the University of Iowa, he’s written over forty articles and book chapters.

**Practices of Teaching Writing**

**E.02 Teaching Argumentation in Online and Hybrid Composition Classes**

Exhibit Level, Room 120

Chair: Patricia P. Buckler, Purdue University North Central, Westville, IN

**Presenters:** Theresa Flynn, Pepperdine University, Malibu, CA, “Ethnography and the Virtual Landscape: An Interdisciplinary Approach to Teaching Writing using Online Communities”

Louise Bown, Salt Lake Community College, Salt Lake City, UT, “Student Access and Success at Salt Lake Community College: Marketing Schemes and Political Maneuvers that Thwart Student Success”
Practices of Teaching Writing

E.03 Simulation Games in the Composition Classroom: Helping All Levels of Students Connect Reading and Writing
Exhibit Level, Exhibit Hall D, Room 13

Chair: Thomas Burkdall, Occidental College, Los Angeles, CA
Presenters: Shaleen Brawn, Stanford University, CA, “Against Authenticity: Role-playing and Voice in the Composition Classroom”
Mary Battle, University of Memphis, TN, “Role-playing: A Strategy for Insightful Literacy”
Casey Gerhart, University of Wisconsin-Milwaukee, “Approximating Inside and Outside the Discourse: Role-playing in the Composition Classroom”
Ruth Wollersheim, University of Wisconsin-Milwaukee, “Approximating Inside and Outside the Discourse: Role-playing in the Composition Classroom”

Practices of Teaching Writing

E.04 Personal Writing: Laying the Groundwork for Access
Exhibit Level, Exhibit Hall D, Room 14

Chair: Irene Clark, California State University, Northridge
Presenters: Don Jones, University of Hartford, West Hartford, CT, “Access and Success through Experiential Writing (Individual Proposal)”
Laura Rogers, Albany College of Pharmacy, NY, “‘The Secret Souls of Criminals’: What Can We Learn From a Different Prison Teaching Story?”

Practices of Teaching Writing

E.05 Tutoring Basic Writing: When to Raise the Lower Order Concerns
Exhibit Level, Room 113

Chair: Paul Mooney, Texas A&M University–Commerce
Presenters: Jennifer Cooper, Texas A&M University–Commerce, “Tutoring Basic Writing: When to Raise the Lower Order Concerns”
Paul Mooney, Texas A&M University–Commerce, “Tutoring Basic Writing: When to Raise the Lower Order Concerns”
Jake Pichnarcik, Texas A&M University–Commerce, “Tutoring Basic Writing: When to Raise the Lower Order Concerns”
Thursday, 3:15–4:30 p.m.

**Practices of Teaching Writing**

**E.06 Empathy in the Contact Zone: Producing Polydiscursive Writing in a First-Year Humanities Course**

Exhibit Level, Exhibit Hall D, Room 5

*Chair:* Douglas Higbee, University of California, Irvine

Naomi Silver, University of Michigan, Ann Arbor, “Writing to Empathize: Dialogue and Community in a Cross-disciplinary Classroom”
Douglas Higbee, University of California, Irvine, “Assessment as Contact Zone”

**Practices of Teaching Writing**

**E.07 Predictable Patterns of Wartime Rhetoric: Composition as Rhetorical Democracy**

Exhibit Level, Exhibit Hall D, Room 9

*Presenters:* Donald Lazere, University of Tennessee, Knoxville, “Predictable Patterns of Propaganda”
Debbie Williams, Abilene Christian University, TX, “For God and Country: Re-thinking Religious Framing of Wartime Rhetoric”
Marsha Lee Baker, Western Carolina University, Cullowhee, NC, “War Eulogies as Misunderstandings of Occasion”

**Practices of Teaching Writing**

**E.08 Teaching Writing in Technological Contact Zones: Negotiating Access and Relationships**

Exhibit Level, Room 122

*Chair:* Kristin Walker, Tennessee Technological University, Cookeville

*Presenters:* Julie Myatt, University of Louisville, KY, “Reflecting on Technological Identity and the Contradictory Roles of Student/Teacher”
Anthony Baker, Tennessee Technological University, Cookeville, “Collaborative Writing, Identity, and Technology”
Kristin Walker, Tennessee Technological University, Cookeville, “Implications of Technology Tools in the Online Professional Communication Classroom: An Activity Theory Analysis”
Practices of Teaching Writing

E.10 The Rhetoric of Instructors’ End Comments to Student Writing

Exhibit Level, Exhibit Hall D, Room 15

Presenters: Heidi D. Rosenberg, University of Wisconsin–Barron County, Rice Lake, “Practicing What We Preach: Assessing the Audience of Student Readers”
Bradley Terebelo, Washington University, St. Louis, MO, “Revising the Endnote: The Progress of Process”
James Anderson, Johnson & Wales University, North Miami, FL, “Responding to Student Writing with a Professional Memo”

Composition Programs

E.11 Academic Communities for Excellence: Ensuring Success for Under-prepared Students

Exhibit Level, Room 134A

Chair: Susan McLeod, University of California, Santa Barbara
Presenters: Maureen Driscoll, University of California, Santa Barbara, “History and Background of ACE”
Robert Krut, University of California, Santa Barbara, “The ACE Curriculum and Infrastructure”
Craig Cotich, University of California, Santa Barbara, “Defining Student Success in ACE”

Composition Programs

E.12 Serving “Generation 1.5” Immigrant ESL Students in College Composition Programs

Exhibit Level, Exhibit Hall D, Room 3

Chair: Mark Roberge, San Francisco State University, CA
Presenters: Lisa Heyer, San Francisco State University, CA, “Serving ‘Generation 1.5’ Immigrant ESL Students in Mainstream Composition Programs”
Lisa Vicar, San Francisco State University, CA, “Serving ‘Generation 1.5’ Immigrant ESL Students in Mainstream Composition Programs”
Wendy Becktold, San Francisco State University, CA, “Serving ‘Generation 1.5’ Immigrant ESL Students in Mainstream Composition Programs”
Thursday, 3:15–4:30 p.m.

Composition Programs

E.13
Cognitive Access to Student Success: Motivating the Transfer of Composition Knowledge Across the Curriculum and into the Workplace

Exhibit Level, Exhibit Hall D, Room 12

Chair: Gerald Nelms, Southern Illinois University, Carbondale
Presenters: Gerald Nelms, Southern Illinois University, Carbondale, “Motivating Knowledge Transfer from First-Year Composition to Writing-intensive Courses”
Missy Nieveen-Phegley, Southern Illinois University, Carbondale, “The Interplay of Motivation, Knowledge Transfer, and Technology in Student Writing”
Evon Hawkins, Southern Illinois University, Carbondale, “The Transfer of Knowledge from Technical Communications to the Workplace”

Composition Programs

E.14
Bridging the Writing Center to Disability Service Providers: Opening the Gates to Academic Access at the University of Hartford

Exhibit Level, Room 110

Chair: Patricia Morelli, University of Hartford, West Hartford, CT
Presenters: E. Lynne Golden, University of Hartford, West Hartford, CT
Wendy Millstein, University of Hartford, West Hartford, CT
Kevin Lamkins, University of Hartford, West Hartford, CT

Composition Programs

E.15
How Students Develop as Writers: New Roles for Success

Exhibit Level, Exhibit Hall D, Room 20

Chair: Karen Lunsford, University of California, Santa Barbara
Presenters: Jessica Singer, University of California, Santa Barbara, “Latino Writers and the Role of Literacy Sponsorship”
Cissy Ross, University of California, Santa Barbara, “A Manifesto Against Racism: A Case Study”
Sarah Boggs, University of California, Santa Barbara, “It’s Real Scholarly Work: Students Becoming Insiders”
Paul Rogers, University of California, Santa Barbara, “But That’s Not Writing: Science and Technology Students Writing across the Curriculum”
Composition Programs

E.16 Bridging Contexts and Disciplines: ‘Engineering’ an Engineering School’s Writing Manual
Exhibit Level, Exhibit Hall D, Room 8
Chair: Lindal Buchanan, Kettering University, Flint, MI
Presenters: Elizabeth Campbell, Kettering University, Flint, MI, “Establishing the Context”
Denise Stodola, Kettering University, Flint, MI, “Unpacking the Problem”
Lindal Buchanan, Kettering University, Flint, MI, “Unveiling the Solution”
Corine Coniglio, Kettering University, Flint, MI, “Evaluating the Results”

Theory

E.17 Rhetorical Power and Public Personalities
Exhibit Level, Exhibit Hall D, Room 18
Chair: Shannon Carter, Texas A&M University–Commerce
Presenters: Jennifer Liethen Kunka, Francis Marion University, Florence, SC, “The Rhetoric of ‘Electability’: Media-generated Terminology, Middle-class Tastes, and the Culture of Fear”
Lisa Toner, Tri-State University, “Angola Indiana Student Bill of Rights, ‘Affirmative Action,’ and Power in Writing Instruction”
Jennifer Richardson, University of Hawaii at Hilo, “Burn the Witch!: Rhetorics and the Domestic Diva Defendant”

Theory

E.18 Elements of Narrative: Coherence, Psychology, and Ethical Leadership
Exhibit Level, Exhibit Hall D, Room 10
Chair: Cynthia Cox, Belmont University, Nashville, TN
Presenters: Greg Colomb, University of Virginia, Charlottesville, “Rethinking Coherence, Rethinking Texts”
Melissa Miles McCarter, Collin County Community College, Plano, TX, “Reading Bakhtin through Narrative Psychology and an Application of this Reading to the Composition Classroom”
Nadine Chapman, Whitworth College, Spokane, WA, “The Ethical Bond between Composition, Poetry, and Leadership”
Thursday, 3:15–4:30 p.m.

**Theory**

**E.19 Teaching Intersections:**
Reading and Writing, Language and Literacy

Exhibit Level, Room 111

*Chair:* Patricia Donahue, Lafayette College, Easton, PA

*Presenters:* David Bleich, University of Rochester, NY, “Teaching Intersections: Reading and Writing in the History of the University”

Mariolina Salvatori, University of Pittsburgh, PA, “Reading and Writing in Composition Studies”

**Theory**

**E.20 Community, Complexity, Deliberation, and Mavericks:**
How Rhetoric Works (or Doesn’t) in “Real World” Contact Zones

Exhibit Level, Room 121

*Chair:* Theresa Enos, University of Arizona, Tucson

*Presenters:* Erik Juergensmeyer, University of Arizona, Tucson, “Productive Communication: Community Structures for Social Gain”


Brian Jackson, University of Arizona, Tucson, “Democratic Faith, Deliberation, and Size: How We Might Not Need Rhetoric or Rhetoricians after All”

C. McKenzie, University of Arizona, Tucson, “Maverick Ethos: Suggestions for a Total New Rhetoric”

**History**

**E.21 Rhetoric of Three Political Movements**

Exhibit Level, Exhibit Hall D, Room 7

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

*Presenters:* Alexandra Sartor, University of California, Irvine, “Rhetoricizing the Dead: The Epitaphios Logos in Euripides’ Suppliant Women and the Silence of Contemporary Mourning”

Paul Walker, Arizona State University, Tempe, “The Escalation of Quantified History in American Political Campaigns”

Ronald Brooks, Western Oregon University, Monmouth, “The Writing is the Thinking: An Investigation of Herbert Weisinger’s ‘A Subject for Freshman [Sic] Composition’”
History

E.22 Recovering Rhetorics of African American Political Agency

Exhibit Level, Exhibit Hall D, Room 16

Chair: Frederick De Naples, Bronx Community College, NY

Presenters: Linda Bannister, Loyola Marymount University, Los Angeles, CA, “Recovering the Voices of Florida Turpentine ‘Slaves’: A Lost Rhetoric of Resistance”
James E. Hurd, Jr., Independent Scholar, Los Angeles, CA, “Recovering the Voices of Florida Turpentine ‘Slaves’: A Lost Rhetoric of Resistance”
Anne Meade Stockdell-Giesler, University of Tampa, FL, “Outsider Rhetoric: Slave Spirituals as Protest Songs”
Valerie K. Anderson, York College of the City University of New York, “African-American English Education from the 17th to 19th Centuries”

Research

E.23 Error-focused Instruction and Its Discontents

Exhibit Level, Room 133

Chair: George Diamond, Moravian College Institution, Bethlehem, PA

Presenters: Rachel Channon, University of Maryland, College Park, “Deaf English”
Barry R. Nowlin, University of South Alabama, Mobile, “Can Sentence-based Pedagogies Influence Students’ Writing Performance and Decrease Anxiety?”
Linda Spain, University of South Alabama, Mobile, “Can Sentence-based Pedagogies Influence Students’ Writing Performance and Decrease Anxiety?”

Information Technologies

E.24 Access and Success: Adopting and Adapting Content Managements Systems for Use in Writing Programs

Exhibit Level, Room 112

Chair: Tracy Bridgeford, University of Nebraska at Omaha

Presenters: J. D. Applen, University of Central Florida, Orlando, “CMSs in Writing Programs: Theoretical Foundations”
William Hart-Davidson, Michigan State University, East Lansing, “Should Your Program Have a CMS?: Supporting Writing Programs’ Curricular Pedagogical Goals with Content Management Applications”
Karla Saari Kitalong, University of Central Florida, Orlando, “Usability and CMSs: Particular Challenges for Writing Programs”
Thursday, 3:15–4:30 p.m.

**Information Technologies**

**E.25 Cyborgs on Blackboard: Materialist Feminist Perspectives on Teaching Electronic Discourse**
Exhibit Level, Exhibit Hall D, Room 19
*Chair:* Robert Johnson, Michigan Technological University, Houghton
*Presenters:* Bridget O’Rourke, Elmhurst College, IL, “Feminist Perspectives on Electronic Discourse”
Tina Kazan, Elmhurst College, IL, “Writing Selves: Embodiment, (Cyber)Texts and Virtual Blackboards”
Tom Nachtrab, Elmhurst College, IL, “Bring Our Bodies Back: Recorporealizing Human(e) Discourse”

**Information Technologies**

**E.26 Bois, Bears, and Blogs: Accessing and Mainstreaming Gay Male Literacies**
Exhibit Level, Exhibit Hall D, Room 6
*Chair:* William Banks, East Carolina University, Greenville, NC
Clifton Justice, California State University–Northridge, “Bear Speak: An Investigation into Discourse Communities and the Internet”
William Banks, East Carolina University, Greenville, NC, “Literacy Practices of Gay Boi Bloggers”

**Information Technologies**

**E.27 The Many Dimensions of Access in a Digital World**
Exhibit Level, Room 134B
*Chair:* Heidi McKee, University of Massachusetts, Amherst
*Presenters:* Amy Kimme Hea, University of Arizona, Tucson, “Going Wireless: Implications of Wireless Technologies and M-Learning Initiatives for Composition Teachers and Scholars”
Gail Hawisher, University of Illinois, Urbana-Champaign, “Thinking about Gaming: The Problem of Gender”
Cynthia Selfe, Michigan Technological University, Houghton, “Integrating Multimodality into Composition Classes”
Institutional and Professional

E.28 Issues in Proprietary and for-Profit Writing Programs
Exhibit Level, Room 124
Chair: Mary Lee Donahue, Rowan University, Glassboro, NJ
Presenters: Tabetha Adkins, University of Louisville, KY, “Liberal Arts Education and the Problem of Proprietary Schools Curricula”
James Schneider, DeVry University, Fort Washington, PA, “Communication across the Curriculum: Re-framing WAC at a Private Business and Technology University”
Kristy Hodson, California State Polytechnic University, Pomona, “Keeping the Golden Gates Open and Resisting the Golden Handshake: An Argument Against Removing Developmental Writing Courses from Four-year Universities”

Institutional and Professional

E.29 Myths of Access: Exploring Documented and Undocumented Identity in the Classroom
Exhibit Level, Room 125
Chair: Susan Ghiaiciuc, James Madison University, Harrisonburg, VA
Presenters: Lisa Schick, Harrisonburg City Public Schools, VA, “No Child Left Behind?: Expectations vs. Reality”
Silvia Romero, Shenandoah Valley Migrant Education Program/JMU, Harrisonburg, VA, “The Realities of Undocumented Students”
Susan Ghiaiciuc, James Madison University, Harrisonburg, VA, “Migrating Texts”

Institutional and Professional

E.30 The Untold Story: How Race Affects the Relationships between Supervisors, Teachers, and Students
Exhibit Level, Room 132
Chair: Lisa Chao-Wen Chen, Boston College, Chestnut Hill, MA
Presenters: Lisa Chao-Wen Chen, Boston College, Chestnut Hill, MA
Allan Cameron, Boston College, Chestnut Hill, MA
Ba-UI Paul Chung, Boston College, Chestnut Hill, MA
Thursday, 3:15–4:30 p.m.

**Institutional and Professional**

**E.31 Getting from There to Here:**
   **Addressing the Needs of a Diverse Student Population**

Exhibit Level, Room 130

*Chair:* Bonnie Lisle, University of California–Los Angeles

*Presenters:* Sandra Mano, University of California–Los Angeles, “Partners in Transfer: An End-run around Affirmative Action Blockers”

George Gadda, University of California–Los Angeles, “Helping Diverse Transfer Students Adjust to University Work”

Gary Colombo, Los Angeles City College, CA, “The View from ‘There’: A Community College Perspective on Elite Admissions”

**Institutional and Professional**

**E.32 Preparing to Teach in a Two-Year College (TYCA STRAND)**

Exhibit Level, Exhibit Hall D, Room 17

*Chair:* Gwen Gresham, North Arkansas College, Harrison

*Presenters:* Camille Ziolek, Oakland Community College, Farmington Hills, 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”

**Language**

**E.33 Inviting Language Diversity in Writing:**
   **Getting It Done in the Classroom, in the Writing Program, and across Campus**

Exhibit Level, Room 123

*Chair:* Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis

*Presenters:* Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis, “Language Diversity in the Classroom”

Steve Fox, Indiana University Purdue University, Indianapolis, “Language Diversity in the Writing Program”

Kate Duffy, Indiana University Purdue University, Indianapolis, “Language Diversity across Campus”
Language

E.34 The Role of Second Language Writing Specialists in the Composition Program
Exhibit Level, Room 114

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

Presenters: Lynn Goldstein, The Monterey Institute of International Studies, CA
Barbara Kroll, California State University, Northridge
Kate Mangelsdorf, University of Texas at El Paso
Paul Kei Matsuda, University of New Hampshire, Durham
Tony Silva, Purdue University, West Lafayette, IN

Creative Writing

E.35 Writer’s Roundtables: Making Composition Interdisciplinary through Creative Writing
Exhibit Level, Exhibit Hall D, Room 4

Chair: Buzz Pounds, Lewis University, Romeoville, IL

Presenters: Richard Prince, Lewis University, Romeville, IL, “Biography and the Writer’s Quest”
Buzz Pounds, Lewis University, Romeville, IL, “Writing Humor”
Christopher Wielgos, Lewis University, Romeville, IL, “Hypertext Theory and Creative Writing: Student Development of Virtual and Role-Playing Texts”
Nancy Workman, Lewis University, Romeoville, IL, “How the Assessment of Creative Writing Influences the Assessment of First-year Writing”

Professional and Technical Writing

E.36 Breaking Down the Law: Bringing Legal Writing into the Composition Class
Exhibit Level, Exhibit Hall D, Room 2

Chair: Nels Highberg, University of Hartford, West Hartford, CT

Presenters: Gary Garrison, Miami University, Oxford, OH, “Legal Writing: Historical and Contemporary Perspectives”
Nels Highberg, University of Hartford, West Hartford, CT, “Consensual Sex behind Closed Doors: Incorporating Law into the Composition Classroom”
Charlsye Smith Diaz, University of Hartford, West Hartford, CT, “Specificity in Writing: When Courts Decide Meaning One Word at a Time”
Thursday, 3:15–4:30 p.m.

**Theory**

**E.37  Spirituality and Civic Engagement: Intersections of Public and Private Rhetorics**

Exhibit Level, Room 135B

*Chairs:* Gesa E. Kirsch, Bentley College, Waltham, MA  
Peter Mortensen, University of Illinois at Urbana-Champaign  

*Presenters:* Patricia Bizzell, College of the Holy Cross, Worcester, MA,  
“Cultural Mixing in Al-Andalus”  
Bruce Herzberg, Bentley College, Waltham, MA, “Unethical Spirituality: The Gospel according to Mel”  
Gesa E. Kirsch, Bentley College, Waltham, MA,  “From Introspection to Action: Connecting Spirituality and Civic Engagement”  
Patricia Sullivan, University of Colorado, Boulder, “Narrative Ethics and the Cultural Imaginary”

**Institutional and Professional**

**E.38  Writers All around Us**

Exhibit Level, Room 131

*Chair:* Lucia Cherciu, Dutchess Community College, Poughkeepsie, NY  

*Presenters:* Janice Albert, Las Positas College, Livermore, CA

**CONVERSATIONS**

**Race and the Classroom**

Exhibit Level, Exhibit Hall D, Room 1

*Presenters:* Jack Taub, Kingsborough Community College, Somerset, NJ
F Sessions

4:45 p.m.–6:00 p.m.

Featured Session

Intellectual Property: Key Issues

Exhibit Level, Room 135A

Lawrence Lessig is a Professor of Law at Stanford Law School and a founder of the school’s Center for Internet and Society. Prior to joining the Stanford faculty, he was the Berkman Professor of Law at Harvard Law School. He was also a fellow at the Wisenschaftskolleg zu Berlin and a Professor at the University of Chicago Law School.

He is the author of The Future of Ideas and Code and Other Laws of Cyberspace, and he chairs the Creative Commons project, a resource for average people to use copyright laws as a method for ensuring the flow and use of texts, video, and music. He is a board member of the Electronic Frontier Foundation and the Center for the Public Domain, and he is a member of the Penn National Commission on Society, Culture, and the Community.

He holds a B.A. in economics and a B.S. in management from the University of Pennsylvania, an M.A. in philosophy from Cambridge, and a J.D. from Yale.

His talk will focus on intellectual property issues.

Recently named the Louise and Claude Rosenberg, Jr. Fellow in Undergraduate Education, Andrea Lunsford is Professor of English and Director of the Program in Writing and Rhetoric at Stanford University. She has designed and taught undergraduate and graduate courses in writing history and theory, rhetoric, literacy studies, and intellectual property. Before joining the Stanford faculty, Lunsford was Distinguished Professor of English and Director of the Center for the Study and Teaching of Writing at The Ohio State University. Currently also a member of the Bread Loaf School of English faculty, Professor Lunsford earned her B.A. and M.A. degrees from the University of Florida and completed her Ph.D. in English at the Ohio State University.
Thursday, 4:45–6:00 p.m.

Practices of Teaching Writing

F.02 Bridging Rhetorical Gaps Where Religions Matter
Exhibit Level, Room 133

Chair: Cheryl Duffy, Fort Hayes State University, Hays, KS
Presenter: Aesha Adams, Pennsylvania State University, University Park, “Accessing Pulpits, Podiums, and Power: Affirming African American Female Literacies in the Composition Classroom”

Practices of Teaching Writing

F.03 Queer/Transgendered Pedagogy and Creating Safe Spaces for Students
Exhibit Level, Exhibit Hall D, Room 4

Chair: Joe Janangelo, Loyola University, Chicago, IL
Presenters: Danielle Mitchell, Pennsylvania State University–Fayette Campus, Uniontown, “Commas, Quotes, and Confrontations: Queering Composition in a Rural College”
Hannah Furrow, Indiana University of Pennsylvania, “Creating a Safe Space for Lesbian and Gay Students in College Composition Classes”
Kay Siebler, Buena Vista University, Storm Lake, IA, “Transgendered Rhetorical Warriors: What Do Gender Politics Have to Do with First-Year Writing?”

Practices of Teaching Writing

F.04 Learning from Our Students and Each Other: Ways to Teach Writing across the Disciplines
Exhibit Level, Room 123

Chair: Diane Dowdey, Sam Houston State University, Huntsville, TX
Presenters: Elizabeth Curtin, Salisbury University, MD, “Introducing Students to Writing in the Disciplines: What Writing Teachers Can Learn from their Colleagues across the Campus”
Kathleen Russell-Hardin, University of California, Santa Barbara
Anthony Ellis, University of California, Santa Barbara, “Advanced Composition”
Michael Carter, North Carolina State University, Raleigh, “Writing to Learn in the Disciplines: A Qualitative Study of How Students Learn by Writing”

Practices of Teaching Writing

F.05 (Mis)Perceptions of Plagiarism
Exhibit Level, Exhibit Hall D, Room 2

Presenters: Heather Rosso, Syracuse University, NY, “Beyond the Golden Gate—Getting Past the Plagiarism Gatekeeper”
Thursday, 4:45–6:00 p.m.

Adrien Lowery, Azusa Pacific University, CA, “Bridging the Gap between Writers and Their Sources”

Nancy Wilson, California State University, San Bernardino, “The Perceptions of Intellectual Property and Plagiarism at Two- and Four-Year Colleges: Are We Near the Same Page?”

Practices of Teaching Writing

F.06 Narratives in the Composition Class: Problems and Solutions

Exhibit Level, Exhibit Hall D, Room 10

Chair: Kimberly Emmons, Case Western Reserve University, Cleveland, OH

Presenters: Pamela Martin, Georgia Southern University, Statesboro, “Student Success through the Personal Narrative: Examining the Consequences of Disclosure”

Cindy Marsh, California State University, San Bernardino, “Bridging Bumpy Waters with Basic Writers: The Academic ‘I’”

Sandra Eckard, Frostburg State University, MD, “Between the Lines: Stories in the Composition Classroom”

Practices of Teaching Writing

F.07 Responding to Student Writing in Open, Nonviolent, and Constructive Ways

Exhibit Level, Room 135B

Chair: Gerard Fondse, Calvin College, Grand Rapids, MI

Presenters: David James, Hope College, Holland, MI, “Reducing Coercion in the Teaching of Writing: Adapting Nonviolent Communication (NVC) for Empathic Response to Student Writing”

Cynthia Ruthford, California State University, San Bernardino, “Keeping the Gates of Communication Open: Teacher and Students Responses”

Vicki Bott, University of Wisconsin–Milwaukee, “Constructing Feedback on Student Writing to Enhance Critical Thinking”

Practices of Teaching Writing

F.08 With a Little Help from My Friends: Effective Uses of Peer Revising

Exhibit Level, Room 134A

Chair: Linda De Roche, Wesley College, Dover, DE

Presenters: Kim McDonald, University of New Orleans, LA, “Re-thinking Purpose and Design in Peer Review”

Ellen Barker, Texas A&M International University, Laredo, “Talking Writing: Peer Editing Approaches for Dual Language Writers”

David Rutledge, University of New Orleans, LA, “Writing about Writing: Peer Evaluations”
Thursday, 4:45–6:00 p.m.

*Practices of Teaching Writing*

**F.09 Opening the Gates of Grammar and Usage: The History of the Grammar Controversy and Teaching Usage Effectively**

*Exhibit Level, Room 113*

*Chair:* Susan Popham, University of Memphis, TN  
*Presenters:*  
- Jon Forbus, University of Memphis, TN, “How Not to Teach Grammar and Usage”  
- Mary Gwynne Millione, University of Memphis, TN, “Teaching Grammar and Usage Effectively”  
- Sharese Terrell Willis, University of Memphis, TN, “Programmatic Approaches to Grammar and Usage”

**Practices of Teaching Writing**

**F.10 Teaching Transferable Writing Skills in First-Year Composition**

*Exhibit Level, Exhibit Hall D, Room 6*

*Chair:* Soo La Kim, Princeton University, NJ  
*Presenters:*  
- Dara Rossman Regaignon, Princeton University, NJ, “Against the Grain: Teaching Analysis”  
- Kerry Walk, Princeton University, NJ, “Writing with Sources across the Disciplines”  
- Soo La Kim, Princeton University, NJ, “Teaching Students to Reflect on Writing”

**Practices of Teaching Writing**

**F.11 Re-defining Success in Argumentative Writing: Helping Students Find Their Voice in Open-access Universities**

*Exhibit Level, Room 112*

*Chair:* Gordon Thomas, University of Idaho, Moscow  
*Presenters:*  
- Andrea Adolph, Kent State University, Stark Campus, Canton, OH, “Including the Voice of Experience in Academic Writing”  
- Cheryl Johnson, University of Idaho, Moscow, “Multivoiced Arguments: Giving Students Access to Success”  
- Jayne Moneysmith, Kent State University, Stark Campus, Canton, OH, “Surviving in the Contact Zone: Contending with Difference through Multivoiced Arguments”
Practices of Teaching Writing

F.12 Accessing the Ruins: Questions of Value, Promise, and Epistemology in a Post-cultural University

Exhibit Level, Exhibit Hall D, Room 18

Chair: Colin Charlton, Purdue University, West Lafayette, IN

Presenters: Jonikka Charlton, Purdue University, West Lafayette, IN, “Bringing Questions of Value into First-Year Composition”
Geof Carter, Purdue University, West Lafayette, IN, “Promises, Promises: A Nietzschean View on Graduate Student Success”
Colin Charlton, Purdue University, West Lafayette, IN, “Becoming Writers in the Ruins”

Writing Assessment for Design: Using Writing to Teach and Learn Engineering Design

Exhibit Level, Room 122

Chair: Bill Bridges, Sam Houston State University, Huntsville, TX

Presenters: Christopher Burnham, New Mexico State University, Las Cruces, “Writing Assessment for Engineering Faculty Development”
Michele Auzenne, New Mexico State University, Las Cruces, “Rubrics, Rhetoric, and Successful Engineering Learning and Professional Practice”
Ricardo Jacquez, New Mexico State University, Las Cruces, “Resistance to Re-Designing the Engineering Curriculum”

Composition Programs

F.14 Portfolio Assessment at an Open Admission Institution: Bridge or Barrier to Success? (TYCA Strand)

Exhibit Level, Room 114

Chair: Howard Tinberg, Bristol Community College, Fall River, MA

Presenters: Debra Anderson, Bristol Community College, Fall River, MA, “Norming without Conforming: Coordinating a Portfolio Assessment Project when Faculty Participation is Voluntary”
J. Thomas Grady, Bristol Community College, Fall River, MA, “Enter at Your Own Risk: Participating in Departmental Portfolio Assessment and the (Growing) Pains of Self-reflection”
Michael Geary, Bristol Community College, Fall River, MA, “Keeping All the Doors Open: Maintaining an Honest Dialogue about Teaching between Full- and Part-time Faculty”
Karen Petit, Bristol Community College, Fall River, MA, “‘But I Thought I Was Passing’: How Students Respond to Departmental Portfolio Assessment”
Deborah Lawton, Bristol Community College, Fall River, MA, “A Portfolio Assessment Activity that Makes Us All Accountable”
Thursday, 4:45–6:00 p.m.

Composition Programs

F.15 With the Rebirth of WAC, Who Teaches Writing?: A Survey and Three Case Studies
Exhibit Level, Exhibit Hall D, Room 15
Chair: Alfred E. Guy Jr., Yale University, New Haven, CT
Presenters: Alfred E. Guy Jr., Yale University, New Haven, CT, “Do Departmental Faculty Really Teach Writing?: A Taxonomy of WAC/WID Staffing Models”
Nicole B. Wallack, Columbia University, New York, NY, “Leading from the Back: Raising the Curricular Bar with a First-Year Comp Course”
Celia Bland, Bard College, Annandale-on-Hudson, NY, “Surreptitious Composition: Teaching Writing within the First-Year Seminar”
Heather Masri, New York University, NY, “Sharing Authority, or How to Make Writing Everyone’s Problem”

Composition Programs

F.16 History and Methods of Writing Assessment
Exhibit Level, Room 110
Chair: Julie Dyke Ford, New Mexico Tech, Socorro
Presenters: John Paul McFeeley, Clarion University, PA, “The War of Devolution: Legal Precedents in High-stakes Assessment”
Norbert Elliot, New Jersey Institute of Technology, Newark, “Beyond Cut Scores: Portfolio Assessment in Program Evaluation”
Mark Williams, California State University, Long Beach, “Cultivating a Process-guided Rubric to Assess Student Writing about Culture”

Composition Programs

F.17 The Power of Unexpected Series: Linking Courses, Composition Theories, and Institutions to Create Mainstreamed Basic Writing Programs
Exhibit Level, Room 124
Chair: Janene Lewis, University of Mary Hardin, Baylor, TX
Carolyn Young, University of Wyoming, Laramie, “Motivation and Critical Pedagogy: Melding Social and Cognitive Perspectives to Catalyze Student Writing”
Julie Clark Simon, Southern Utah University, Cedar City, “Institutional Mandate vs. Student Empowerment: Can the Gate Swing Both Ways?”

Theory

F.18 Rhetorics of Affirmative Action: Three Cases
Exhibit Level, Exhibit Hall D, Room 19
Chair: Megan Fulwiler, Albany, NY
Cedric Burrows, Miami University, Oxford, OH, “Teaching Civil Rights in the Age of Affirmative Action Backlash”
Virginia Anderson, Indiana University, Southeast New Albany, “Altruism and Rhetoric’s Open Hand: Models of Altruistic Motivation as Burkeian Identification”

Theory

F.19 Literacies of the Moment: From the Radical to the Reactionary
Exhibit Level, Room 130
Chair: Wendy Goldberg, Stanford University, CA
Presenters: Kevin Mahoney, Kutztown University, PA, “Literacies for the Long Haul: Traditions of Radical Literacy Education for Access, Autonomy, and Democracy”
Julie Nelson Christoph, University of Puget Sound, Tacoma, WA, “Beyond ‘the Personal’: Reading and Writing the Personal in Impersonal Genres”
Marlia E. Banning, Kent State University, OH, “Making Access Material: Literacy in an Anti-critical Moment”

Theory

F.20 Translation Situations in Medicine and Among Deaf People
Exhibit Level, Exhibit Hall D, Room 8
Chair: Heidi Stevenson, Northern Michigan University, Marquette
Presenters: James C. Wilson, University of Cincinnati, OH, “Narrative Medicine: Bridging the Gap between the Medical and Social Models of Disability?”
Catalina Florescu, Purdue University, West Lafayette, IN, “Defying Silence in Audre Lorde and Jo Spence”
Christine Law, University of California, Santa Barbara, “Magic in a Different World: Discourse between the Deaf and Hearing”
Thursday, 4:45–6:00 p.m.

Theory

F.21 Since Style Is a Woman...
Exhibit Level, Exhibit Hall D, Room 11
Chair: Del Beaudry, Miami University, Oxford, OH
Presenters: Sean Stidd, Wayne State University, Detroit, MI
Del Beaudry, Miami University, Oxford, OH

Theory

F.22 Mainstream for Sale:
The Appearance of Margins in Visual Media
Exhibit Level, Exhibit Hall D, Room 5
Chair: Brennan Thomas, Bowling Green State University, OH
Presenters: Justin Felix, Bowling Green State University, OH, “Filmed in ‘Marginalized’ Vision”
Brennan Thomas, Bowling Green State University, OH, “For Just Three Easy Payments of $39.95…”
Thai Tran, Bowling Green State University, OH, “From Blindness to Site”

History

F.23 John Monro at Harvard, Miles, and Tougaloo:
Three Careers or One Vision?
Exhibit Level, Exhibit Hall D, Room 9
Chair: Toni-Lee Capossela, Stonehill College, Easton, MA
Presenters: Toni-Lee Capossela, Stonehill College, Easton, MA, “John Monro at Harvard: Editor, Teacher, Administrator”
Jeff Zorn, Santa Clara University, CA, “John Monro as WPA at Miles College”
Ken Autrey, Francis Marion University, Florence, SC, “John Monro and the Tougaloo College Writing Center”

History

F.24 New Research from SWR Authors:
Rhetoric, Archives, and Access
Exhibit Level, Exhibit Hall D, Room 17
Chair: Robert Brooke, University of Nebraska–Lincoln
Presenters: Stephen Carr, University of Pittsburgh, PA, “Archives of Instruction”
Jean Ferguson Carr, University of Pittsburgh, PA, “Archives of Instruction”
Lucille Schultz, University of Cincinnati, OH, “Archives of Instruction”
Zan Gonclaves, Franklin Pierce College, Rindge, NH, “Performing Identities: Sexuality and the Politics of Ethos”
Kathy Sohn, Pikeville College, KY, “Whistlin’ and Crowin’ Women of Appalachia: Literacy Practices since College”
Research

F.25 Rethinking the Barriers to “Access” in High School and Beyond: Moving Past Debates about Race as a Factor in College Attendance and Success
Exhibit Level, Exhibit Hall D, Room 12
Chair: Amanda Godley, University of Pittsburgh, PA
Presenters: Amanda Godley, University of Pittsburgh, PA, “‘I Speak Proper Slang’: Grammar and Gatekeeping in a Predominantly African American Urban High School”
Jennifer Trainor, University of Pittsburgh, PA, “‘I’m Just Not College Material’: White, Middle-class Students and Access to College”
Greta Vollmer, Sonoma State University, CA, “Developing an Academic Identity at the Intersection of Language, Culture, and Context”
Rose Gubele, Washington State University, Pullman, “On the Margins of Access: Generation 1.4 Students and Assessment”

Information Technologies

F.26 Information Literacy: Instruction, Assessment, and Concerns
Exhibit Level, Exhibit Hall D, Room 3
Chair: Robert Koch, Gordon College, Barnesville, GA
Presenters: Crystal Bickford, Nichols College, Dudley, MA, “Text, Texts, and Hypertext: Defining Critical Thinking and Information Literacy”
Cynthia Hermanson, Medaille College, Buffalo, NY, “Critical Navigation: Surfing the Contact Zones of the Web, Student Research and Information Technology Literacy”
Robert Koch, Gordon College, Barnesville, GA, “Do Multiple Technologies Need Multiple Literacies?”

Information Technologies

F.27 Moving Beyond Voice-as-Metaphor: New Technologies in Literacy and Composition Studies
Exhibit Level, Room 121
Chair: Jane Mikoni, Lebanon Valley College, Annville, PA
Presenters: Jessica Zacher, University of California, Berkeley, “Moving beyond Voice-as-Metaphor: New Technologies in Literacy and Composition Studies”
Sara Pace, Texas Woman’s University, Denton, “C-MOC and the Intersections of Disability, Process Theory, and Medium Studies”
Thursday, 4:45–6:00 p.m.

**Information Technologies**

**F.28 Digital Controversies**

Exhibit Level, Room 120

*Chair:* H. Brooke Hessler, Oklahoma City University, OK

*Presenters:* Keith Gibson, Auburn University, AL, “The Place for the Computer Grader”

John Regan, Boston University, MA, “Nice Work if You Can Buy It: Exploring Web Essay Mills as High-end Retail Outlets”

Dennis Bennett, Oregon State University, Corvallis, “I’d Love to Change the World, but I Don’t Know What to Do: Ten Years after the Digital Revolution in Higher Education”

**Institutional and Professional**

**F.29 The Prospects and Politics of Book Publishing in Rhetoric and Composition**

Exhibit Level, Room 111

*Chair:* David Blakesley, Purdue University and Parlor Press, West Lafayette, IN

*Presenters:* David Blakesley, Purdue University and Parlor Press, West Lafayette, IN

Karl Kageff, Southern Illinois University Press, Carbondale

Dickson Mussewhite, Wadsorth, Boston, MA

Michael Spooner, Utah State University Press, Logan

Kurt Austin, National Council of Teachers of English, Urbana, IL

**Institutional and Professional**

**F.30 Turning, Returning, and Interning with CCC: Insights on the Discourse of Our Field**

Exhibit Level, Exhibit Hall D, Room 16

*Chair:* Marilyn M. Cooper, Michigan Technological University, Houghton

*Presenters:* Anne F. Mareck, Michigan Technological University, Houghton, “Discourse Reformation: The Anvil of Internship”

Erik A. Hayenga, Michigan Technological University, Houghton, “Language as Volcano, CCC as Lava”

Karen L. Springsteen, Michigan Technological University, Houghton, “Reading Habits and Expecting the Unacceptable”
Institutional and Professional

F.31 Present Curricular Practices and Future Directions for the Ph.D. in Rhetoric/Composition

Exhibit Level, Room 131

Chair: Theresa Enos, University of Arizona, Tucson

Presenters: Theresa Enos, University of Arizona, Tucson, “A Nationwide Survey of Rhetoric/Composition Graduate Curricula and Required Textbooks”

Stuart C. Brown, New Mexico State University, Las Cruces, “Making Square Pegs for Round Holes: The Inadequacy of Professionalization Practices by Ph.D. Programs in Rhetoric and Composition”

Susan Miller, University of Utah, Salt Lake City, “What if Literature becomes Rhetoric/Composition, or What if Rhetoric/Composition Ph.D. is Literary?”

F.32 Composition and Distance Learning: The Most Successful Failure of Two-Year Colleges?

Exhibit Level, Exhibit Hall D, Room 14

Chair: Deborah Bertsch, Columbus State Community College, OH

Presenters: Joan Petrusky, Columbus State Community College, OH, “Open Access to Students’ Wallets? Online Student Retention, Institutional Priorities, and ‘Open Access’ Distance Learning in the Two-Year College”

Rita Rice, Columbus State Community College, OH, “Open Access to Students’ Wallets? Online Student Retention, Institutional Priorities, and ‘Open-Access’ Distance Learning in the Two-Year College”

Ann Elisabeth Palazzo, Columbus State Community College, OH, “Learning to Sink or Swim? Pedagogy, Technology, and Online Training for Composition Teachers”

Judith A. Anderson, Columbus State Community College, OH, “Where is She? The Online Teacher’s Struggle for Visibility, Collegiality, and Connection”

Virginia Kolberg Duym, Columbus State Community College, OH, “I’m Getting Paid How Much? Discounting the Workload and Compensation of Online Teachers”

Steve Abbott, Columbus State Community College, OH, “I’m Getting Paid How Much? Discounting the Workload and Compensation of Online Teachers”


Thursday, 4:45–6:00 p.m.

**Language**

**F.33 Enlisting Speech for Writing in the Diverse Classroom**
Exhibit Level, Room 134B

*Chair:* Lauren Rosenberg, University of Massachusetts, Amherst

*Presenters:* Arnetha Ball, Stanford University, CA, “Literacies Unleashed in Classrooms with African American Students”
Janet Bean, University of Akron, OH, “Can Free Speech Free Freewriting?”
Peter Elbow, University of Massachusetts at Amherst, “Enlisting the Virtues of Speech for Writing”

**Language**

**F.34 Literate Practices/Language Practices: What Do We Really Know about Our Students?**
Exhibit Level, Room 132

*Chair:* Susan Wolff Murphy, Texas A&M University–Corpus Christi

*Presenters:* Isabel Araiza, Texas A&M University–Corpus Christi
Susan Loudermilk, Texas A&M University–Corpus Christi
Humberto Cardenas, Texas A&M University–Corpus Christi

**Creative Writing**

**F.35 Accessing the “I” in Creative Writing: Three Perspectives on Constructing Identity in the Workshop**
Exhibit Level, Exhibit Hall D, Room 7

*Chair:* Daniel Gallagher, Temple University, Philadelphia, PA

*Presenters:* Quincy Scott Jones, Temple University/Arcadia University, Philadelphia, PA, “Good Eyes, Bad ‘I’s: Subjectivity, Diversity and the Critical/Creative Classroom”
Daniel Gallagher, Temple University, Philadelphia, PA
Professional and Technical Writing

F.36  Personal Statements for Med School: A Site for Opening Professional Access
Exhibit Level, Exhibit Hall D, Room 13

Chair: Ellen Barton, Wayne State University, Detroit, MI
Presenters: Thomas Huckin, University of Utah, Salt Lake City, “A Procedure for Analyzing Med School Personal Statements as a Genre”
Linn Bekins, San Diego State University, CA, “Joining Discursive Representations of Self and Symbolic Capital in the Personal Statement”
Robert Brown, University of Texas, Austin, “Evaluating Writing Center Consultations with Med School Applicants”

Practices of Teaching Writing

F.37  A Tribute to Steve Witte
Exhibit Level, Room 125

Chair: Melanie Sperling, University of California, Riverside
Presenters: Mike Rose, University of California, Los Angeles
Linda Flower, Carnegie Mellon, Pittsburgh, PA
Deborah Brandt, University of Wisconsin, Madison
Sarah W. Freedman, University of California, Berkeley
Melanie Sperling, University of California, Riverside
Nancy Sommers, Harvard University, Cambridge, MA
Thursday, 6:30–7:30 p.m.

Special Interest Groups

6:30 p.m.–7:30 p.m.

**Language**

**TSIG.01 Should Graduate Programs in Rhetoric/Composition Include Training in Second Language Writing?**

Exhibit Level, Exhibit Hall D, Room 15

**Chairs:** Susan Kay Miller, Mesa Community College, AZ
Kevin Eric De Pew, Old Dominion University, Norfolk, VA
Maureen Daly Goggin, Arizona State University, Tempe, “Negotiating Disciplinary and Professional Boundaries: A Ph.D. Program in Rhetoric, Composition, and Linguistics”


**Information Technologies**

**TSIG.02 Wiki Rhetoricians SIG**

Exhibit Level, Room 111

**Chair:** Matthew Barton, University of South Florida, Tampa

**Discussion Leaders:** Ryah Meehan, University of South Florida, Tampa
Janice Walker, Georgia Southern University, Statesboro
Rich Rice, Texas Tech University, Lubbock
Richard Doyle, Pennsylvania State University, University Park

**Institutional and Professional**

**TSIG.03 Special Interest Group: Composition/English Education Connections**

Exhibit Level, Exhibit Hall D, Room 11

**Chairs:** Janet Alsup, Purdue University, West Lafayette, IN
Elizabeth Blackburn-Brockman, Central Michigan University, Mt. Pleasant

Mark Letcher, University of Oklahoma, Norman

**Presenters:** Jon S. Davies, University of Wisconsin–La Crosse, “Exploring Equity and Social Justice through Pre-service Teacher Autobiography”
Thursday, 6:30–7:30 p.m.

Pam Sutton, Union University, Jackson, TN, “Teaching in the Hall: Crossing Discipline Lines to Create Learning Opportunities”
Virginia Pompei Jones, University of North Carolina at Pembroke, “Moving to the Field from the Campus in the Methods Course”
Marilyn Wilson, Michigan State University, East Lansing, “Teaching Writing Assessment in English Education Programs: What More Can We Do?”
Lois Rosen, University of Michigan–Flint, “Teaching Writing Assessment in English Education Programs: What More Can We Do?”
Janet Swenson, Michigan State University, East Lansing, “Teachers Teaching Teachers about Visual Literacy”
Jimmy Guignard, University of Nevada–Reno, “The Possibilities of Performance for Student Writers”
Donald R. Stoll, Rowan University, Glassboro, NJ, “If You Build it, They Will Come: The New Jersey Writers’ Association”
David P. Sherman, California State University, Dominguez Hills, Carson, “Multimodes, Multiliteracies”
Frances S. Johnson, Rowan University, Glassboro, NJ, “Writing Arts and Literacy: Crafting a Coordinate Major for Elementary Education Students”
Elizabeth Blackburn-Brockman, Central Michigan University, Mt. Pleasant, “Future Directions of English Education and Composition Collaboration”
Mark Letcher, University of Oklahoma, Norman, “Future Directions of English Education and Composition Collaboration”
Karen Vocke, Western Michigan University, Kalamazoo, “University/School Collaboration in Writing Methods Courses: Real Possibilities”
Leah Zuidema, Michigan State University, East Lansing, “What Happens in English Education Programs when Technical Writing Goes to High School?”
Rick Hansen, California State University, Fresno, “Teaching is Writing”

History

TSIG.04 American Society for the History of Rhetoric
Exhibit Level, Exhibit Hall D, Room 18

Chair: Janet M. Atwill, University of Tennessee, Knoxville
Presenters: Jenn Fishman, University of Tennessee, Knoxville, “Seeing, Naming, and Handling Histories of Rhetoric from New Perspectives”
Thursday, 6:30–7:30 p.m.

**Institutional and Professional**

**TSIG.05** Opening the Gates of Academe through Mentoring: How to Help Students and Colleagues Enter and Succeed

Exhibit Level, Exhibit Hall D, Room 6

*Chairs:* Cindy Moore, Eastern Kentucky University, Richmond
Heather Bruce, University of Montana, Missoula

*Presenters:* Morgan Gresham, Clemson University, SC, “Looking Back to See Forward: Mentoring and Academic Family Trees”
Roxanne Kirkwood, Texas Woman’s University, Denton, “Looking Back to See Forward: Mentoring and Academic Family Trees”
Cindy Moore, St. Cloud State University, MN, “Establishing a Collaborative Mentoring Program for Graduate Students”
Hildy Miller, Portland State University, OR, “Mentoring Graduate Students as the Work of the WPA”
Rosemary Winslow, Catholic University, Washington, D.C., “Collaborative Mentoring: A Tetralogue”
Pamela Ward, Catholic University, Washington, D.C., “Collaborative Mentoring: A Tetralogue”
Katherine Wilson, Catholic University, Washington, D.C., “Collaborative Mentoring: A Tetralogue”
Andrea Harbin, American University, Washington, D.C., “Collaborative Mentoring: A Tetralogue”
Karen Rowan, SUNY–Albany, NY, “Mentoring Graduate Student Administrators in a Feminized Field”
Margaret Strain, University of Dayton, OH, “Learning the Ropes: Mentoring the New Administrator”
Jane Detweiler, University of Nevada–Reno, “Mentoring and Contingent Faculty: Walking a Tightrope, Trying to Be Fair”

**TSIG.06** Film, Television, and Visual Rhetoric

Exhibit Level, Room 110

*Chair:* Paul Miller, Davidson College, NC

*Presenters:* Donna Dunbar-Odom, Texas A&M University–Commerce,
“Citizens of the World: Film and Globalization in the Writing Class”
Bronwyn T. Williams, University of Louisville, KY, “Film, Television, and Visual Rhetoric”
Gary Thompson, Saginaw Valley State University, University Center, MI, “Visual Rhetoric as Access to Rhetoric”
Johanna Schmertz, University of Houston–Downtown, TX
Todd Heyden, Pace University, New York City, NY, “Film and Writing Instruction”
Institutional and Professional

**TSIG.07** Non-Tenure-Track (NTT) Faculty Special Interest Group

Exhibit Level, Exhibit Hall D, Room 5

*Chair:* James McDonald, University of Louisiana at Lafayette

*Presenters:* Laurie Delaney, Kent State University, Stark Campus, Canton, OH, “Downsizing Writing Programs/Downsizing Writing Faculty”
Mary Tobin, Rice University, Houston, TX
Renee Major, Louisiana State University, Baton Rouge, “Pedagogy and Institutional Imperatives”
Sherry Robertson, Arizona State University, Tempe, “Keeping Teaching the Most Important Thing”
James McDonald, University of Louisiana at Lafayette, “CAP Committee Work in 2004–2005”

**TSIG.08** Affirming Authority/Affirming Actions: Junior Writing Program Administrator Contact Zones

Exhibit Level, Room 123

*Chair:* Debra Frank Dew, University of Colorado at Colorado Springs

*Presenters:* Kate Ryan, West Virginia University, Morgantown, “Claiming Authority, Delimiting Responsibility: Crafting Public Personas”
Rich Miller, Suffolk University, Boston, MA, “Eunoia Run Amok: The Problematic Figure of Goodwill in the JWPA Ethos”
Joseph S. Eng, Eastern Washington University, Cheney, “Reaffirming Authority as a Non-traditional WPA: Intertwining Positioning, Pedagogy, and Program Administration”
Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo, “Graduate Students Hearing Voices: (Mis)Recognition and (Re)Definition of the JWPA Identity”
Connie Kendall, Miami University, Oxford, OH, “Graduate Students Hearing Voices: (Mis)Recognition and (Re)Definition of the JWPA Identity”
Sandee McGlaun, North Georgia College and State University, Dahlonega, “Wanted or WANTED: Administering Writing Programs in the ‘Betweens’”
Debra Frank Dew, University of Colorado at Colorado Springs, “Smackin’ the Little Dog: JWPA Authority and the Return of the ‘Perfect Cheat’”
Thursday, 6:30–7:30 p.m.

Creative Writing

**TSIG.09 M.F.A. Special Interest Group**
Exhibit Level, Exhibit Hall D, Room 4

*Chair:* Kendra Matko, Michigan State University, East Lansing  
*Presenters:* Kendra Matko, Michigan State University, East Lansing,  
“Speaking as a Writer: The M.F.A. in the Rhetoric and Composition Ph.D. Program”  
Katherine Fischer, Clarke College, Dubuque, IA, “Renegade on the Loose: Reuniting English Departments with Their Creative Others”  
Will Hochman, Southern Connecticut State University, New Haven, “The Poem of the Essay”  
David Starkey, Santa Barbara City College, CA, “Teaching English in the Two-Year College with the M.F.A. as Terminal Degree”  
Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing, “In a Place of Bones: Race, Writing, Trauma, and Pedagogy”

**TSIG.10 Kenneth Burke Society Triennial Conference Preview**
Exhibit Level, Exhibit Hall D, Room 3

*Chair:* Jack Selzer, Pennsylvania State University, University Park

Institutional and Professional

**TSIG.11 How To Get Published in CCC: Meet the Editor and Editorial Board**
Exhibit Level, Room 122

*Chair:* Deborah Holdstein, Governors State University, University Park, IL  
*Editorial Board:* Arnetha Ball, Stanford University, CA  
Gill Creel, Minneapolis Community Technical College, MN  
Roz Ivanic, Lancaster University (UK)  
Scott Lyons, Leech Lake Tribal College/Syracuse University, NY  
LuMing Mao, Miami University, Oxford, OH  
Carolyn R. Miller, North Carolina State University, Raleigh  
Peter Mortensen, University of Illinois at Urbana–Champaign  
Nedra Reynolds, University of Rhode Island, Kingston  
John Trimbur, Worcester Polytechnic Institute, MA  
Victor Villanueva, Washington State University, Pullman  
Nancy Welch, University of Vermont, Burlington  
Smokey Wilson, Laney College, Oakland, CA
Thursday, 6:30–7:30 p.m.

Composition Programs

**TSIG.12** High School/College Articulation
Exhibit Level, Exhibit Hall D, Room 12

*Chair:* Kimberly Dozier, Hartnell College, Salinas, CA

*Presenters:* Debra Knutson, Shawnee State University, Portsmouth, OH, “Inflating Grades and Egos . . . and Other Results of Dual-credit Writing Programs”

Christel Taylor, University of Wisconsin–Waukesha, “Inflating Grades and Egos . . . and Other Results of Dual-credit Writing Programs”

Kimberly Dozier, Hartnell College, Salinas, CA, “‘I Just Read Stories’ and Other High School English Experiences”

Eileen Bularzik, Illinois State University, Normal, “Infiltrating Their Ranks: A College Professor Enters the High Schools”

**TSIG.13** National Archives of Composition and Rhetoric
Exhibit Level, Exhibit Hall D, Room 2

*Chair:* Robert Schwegler, University of Rhode Island, Kingston

*Presenters:* Christopher Ervin, University of South Dakota, Vermillion, “Archiving Writing Centers on the Web”

John Brereton, The Boston Athenaeum, MA, “Local and National: Encouraging Cooperation between Local Archives and the National Archives of Composition and Rhetoric”

Robert Schwegler, University of Rhode Island, Kingston, “Taking a Snapshot of Practices: Gathering Curricular Materials from Composition Programs”
Thursday, 6:30–7:30 p.m.

**Practices of Teaching Writing**

**TSIG.14 Service-learning Special Interest Group**

Exhibit Level, Exhibit Hall D, Room 13

*Chair:* Cole Bennett, Abilene Christian University, TX

*Presenters:* Cole Bennett, Abilene Christian University, TX
Adrian Wurr, University of North Carolina, Greensboro
Billie Hara, Texas Christian University, Fort Worth, “Service Learning in the Academy”
Tobi Jacobi, Colorado State University, Fort Collins
Glenn Hutchinson, University of North Carolina, Charlotte, “Service-learning: Entering a Conversation”
Blake Scott, University of Central Florida, Orlando, “Student-Driven Sustainability: Inviting Students into Institutional Service-learning Structures”
Kevin Moberly, University of Louisiana at Lafayette
Keith Dorwick, University of Louisiana at Lafayette, “Writing and Working for Change in the First-Year Composition Course”
Amy Rupiper Taggart, North Dakota State University, Fargo, “Creating Interdisciplinary Community Collaboratives”
Nancy Nester, Roger Williams University, Coventry, RI, “The Public Intellectual and the Campus Visit”
Cathy Sayer, Wright State University, Dayton, OH
Risa Gorelick, Monmouth University, West Long Branch, NJ
Barbara Roswell, Goucher College, Baltimore, MD, “Sustaining Community-Based Writing: The Role of Research”
H. Brooke Hessler, Oklahoma City University, OK

**Language**

**TSIG.15 Language, Linguistics, and Writing: Understanding Language, Teaching Writing**

Exhibit Level, Exhibit Hall D, Room 10

*Chair:* MaryAnn Crawford, Central Michigan University, Mt. Pleasant

*Presenters:* Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis
Arthur Palacas, University of Akron, OH
Eleanor Kutz, University of Massachusetts, Boston, “Understanding Language, Teaching Writing”
Peter Elbow, University of Massachusetts, Amherst, “What Can Speech Tell Us about Good Writing?”
**TSIG.16**  
**Methods Roundtables:**  
**Basics and Beyond in Technical Communication**

Exhibit Level, Room 134A

*Chair:* Karen R. Schnakenberg, Carnegie Mellon University, Pittsburgh, PA

*Presenters:*  
Lorraine Higgins, Worcester Polytechnic Institute, MA, “Teaching Ethics and the Discourse of Professionalism”  
Susan M. Katz, North Carolina State University, Raleigh, “Teaching Ethics and the Discourse of Professionalism”  
TyAnna Herrington, Georgia Institute of Technology, Atlanta, “The Challenge of Global Pedagogy”  
Kirk St. Amant, Texas Tech University, Lubbock, “Considering Culture in an Online Age”  
Lee S. Tesdell, Minnesota State University, Mankato, “Methods Roundtables: Basics and Beyond in Technical Communication”  
Becky Jo McShane, Weber State University, Ogden, UT, “Methods and Materials for Online Technical Writing Courses”  
David Marado, Miami University, Oxford, OH  
Harriet Napierkowski, University of Colorado at Colorado Springs, “Designing and Implementing Assessment Strategies”  
Molly K. Johnson, University of Houston–Downtown, TX, “Incorporating User Research and Usability in Introductory Courses”  
David Dayton, Southern Polytechnic State University, Silver Spring, MD, “Incorporating User Research and Usability in Introductory Courses”

**Practices of Teaching Writing**

**TSIG.17**  
**Fun in the Writing Center: An Interactive Exploration**

Exhibit Level, Exhibit Hall D, Room 14

*Chair:* James Inman, University of Tennessee, Chattanooga

*Presenters:*  
Dagmar Stuehrk Corrigan, University of Houston–Downtown, TX, “I Call Shot-Gun!: Writing Center Roadtrips”  
Lisa Zimmerelli, University of Maryland, College Park, “Games Tutors Play: Developing Writing Center Community”  
Chad Verbaiz, Southern Illinois University, Edwardsville, “Comp(ettion) in the Writing Center”  
Jill Pennington, Lansing Community College, MI, “Midnight Madness Portfolio Pandemonium’ at Lansing Community College: A Night of Chaos and Fun”  
Tim Miank, Lansing Community College, MI, “Midnight Madness Portfolio Pandemonium’ at Lansing Community College: A Night of Chaos and Fun”
Thursday, 6:30–7:30 p.m.

Professional and Technical Writing

TSIG.18 EngiComm: Writing across the Engineering Curriculum
Exhibit Level, Room 112
Chair: Julia Williams, Rose-Hulman Institute of Technology, Terre Haute, IN
Presenters: Steven Youra, California Institute of Technology, Pasadena
           Rob Irish, University of Toronto, Ontario, Canada
           Stephen Bucher, University of Southern California, Los Angeles
           Jon Leydens, Colorado School of Mines, Golden

Creative Writing

TSIG.19 Creative Writing: Opening the Golden Body, Using the Mind/Body Connection to Create Embodied Writing
Exhibit Level, Exhibit Hall D, Room 16
Chairs: Erin Pushman, Limestone College, Gaffney, SC
Presenters: Janine DeBaise, SUNY Environmental Science and Forestry (ESF), Syracuse, NY, “Dancing with Words”
           Erin Pushman, Limestone College, Gaffney, SC, “Word Swimming”
           Katherine Wills, Indiana University–Columbus, “Never Missing a ‘Beat’ Poet: A San Francisco Lyric Poem”
           Elizabeth Herman, Southern Illinois University at Carbondale, “Silent Meditation and Discourse Communities”
           Cathy McClure, Rowan Cabarrus Community College, Concord, NC, “The ‘Pose’ of Composing”
           Mary Ann Cain, Indiana University/Purdue University, Fort Wayne, “Moving Spaces: Body, Text, and Place”
           Marjorie Ford, Stanford University, CA, “Yogic Breathing, Postures, and Writing”

Composition Programs

TSIG.20 Teaching Adult Writers in Diverse Contexts
Exhibit Level, Room 124
Chairs: Linda Brender, Macomb Community College, Clinton Township, MI
Presenters: Kimme Nuckles, Baker College, Auburn Hills, MI, “Considering Age in Writing Courses with Adult Learners”
           Linda Brender, Macomb Community College, Clinton Township, MI, “Adult Learners Accessing Professional Writing”
           Camille Colatosti, Davenport University, Warren, MI, “Integrating
Writing and Communication in the Disciplines
Patricia Fox, National Writing Project, Tallahassee, FL, “Writing (that) Matters: Returning Adult Students and Alternative Academic Discourse”
Barbara Gleason, City College, City University of New York, NY
Connie Harrison, Baker College, Auburn Hills, MI, “Instructional Strategies with Adult Learners”
Herbert Shapiro, Empire State College of the SUNY, Rochester, NY
Sandra Valensky, Baker College, Auburn Hills, MI

Theory

TSIG.21 Rhetoric, Writing, and the Transcendent
Exhibit Level, Exhibit Hall D, Room 8
Chair: Bradley G. Siebert, Washburn University, Topeka, KS
Bradley G. Siebert, Washburn University, Topeka, KS, “Bio-Historicity as Kaufman’s Postmodern Theological Ground: A Burkean Analysis”
Hayes Hampton, University of South Carolina, Sumter, “Terministic Screams: Forbidden Texts and the Figuration of Chaos”

Composition Programs

TSIG.22 Helping Students through the Gates: College and University Writing Assessment in the 21st Century
Exhibit Level, Room 120
Chair: Dan Fraizer, Springfield College, MA
Presenters:
Judy Arzt, St. Joseph’s College, Bloomfield, CT, “Assessment and Writing across the Curriculum”
Chris Burnham, New Mexico State University, Las Cruces, “Using Assessment for Writing across the Curriculum Faculty Development”
Dan Fraizer, Springfield College, MA, “Student Perceptions of State-mandated Literacy Tests”
J. L. McClure, Kirkwood Community College, Iowa City, IA
Mark Sutton, Keen University, Westfield, NJ, “Avoiding the Black Dot: Fair Grading of Collaborative Writing”
Doug Baldwin, ETS, Princeton, NJ, “Technology and (an Imagined) Future of Writing Assessment”
Thursday, 6:30–7:30 p.m.

**TSIG.23 Medical Rhetoricians**  
Exhibit Level, Exhibit Hall D, Room 9  
*Chair:* Susan Popham, University of Memphis, TN  
*Presenters:* Barbara Heifferon, Clemson University, SC, “A History of the HIPAA Act”  
Linn Bekins, San Diego State University, CA, “Informed Consent”  
Michelle F. Eble, East Carolina University, Greenville, NC, “IRB Approval”  
Michelle Cox, University of New Hampshire, Durham, “Collaborative Research”  
Cinthia Gannett, Loyola College of Maryland, Baltimore, “Collaborative Research”

**TSIG.24 Queer Caucus**  
Exhibit Level, Room 121  
*Chair:* William P. Banks, East Carolina University, Greenville

**TSIG.25 Keeping the Flame Alive: Celebrating the Life, and Continuing the Work, of James Moffett**  
Exhibit Level, Exhibit Hall D, Room 17  
*Chair:* Bruce Novak, Northern Illinois University, DeKalb  
*Presenters:* Tom Newkirk, University of New Hampshire, Durham, “Moffett and Inner Speech”  
Kristie S. Fleckenstein, Ball State University, Muncie, IN, “Standing on the Shoulders of Giants: The Challenges and Rewards of Teaching with Moffett”
TSIG.27 Rhetoric and Christian Tradition

Exhibit Level, Room 114

Chair: Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

Discussion Leaders: Beth Daniell, Kennesaw State University, GA
Thomas Amorose, Seattle Pacific University, WA, “Rhetoric and Christian Tradition”
David Jolliffe, DePaul University, Chicago, IL, “Ethos and Composition: Being versus Becoming”
Anne Gere, University of Michigan, Ann Arbor, “Rhetoric and Christian Tradition”
Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

Presenters: Jennifer Santos, Arizona State University, Tempe, “Religious Plotlines and Critical Thinking”
Barbara Bird, Taylor University, Upland, IN, “Inquiry and Christian Faith: Can the Two Become One?”
Judith Hebb, Atlanta Christian College, GA, “Critical Thinking and Biblical Discernment”
David Braue, Palm Beach Atlantic University, FL, “‘Bad Faith’ to Good Faith: The Fiduciary Element in Critical Thinking”
Missy Nieveen Phegley, Southern Illinois University, Carbondale, “The Truth according to Whom?”
Keith Miller, Arizona State University, Tempe, “Martin Luther King, Jr.’s Biblical Narrative and Hermeneutic”
Gary Layne Hatch, Brigham Young University, Provo, UT, “Persuasion, Instruction, and the Holy Spirit in LDS Preaching”
Kristen Welch, University of Arizona, Tucson, “Women as Pentecostal Holiness Preachers”
Thursday, 6:15–8:30 p.m.

THURSDAY EVENING SPECIAL EVENTS

Scholars for the Dream Reception
Exhibit Level, Room 131
6:15 p.m.–7:15 p.m.
Co-Chairs: Amanda Espinosa-Aguilar and Malea Powell

Humor Night
Exhibit Level, Room 132
6:30 p.m.–8:30 p.m.
Are We Havin’ Fun Yet, or What? Twenty Years of Humor Night: A Celebration
Chair: Ronald. F. Lunsford, University of North Carolina at Charlotte
Presenters: Gabriele Rico, San Jose State University, CA, “When Images and Worlds Collide”
Anits R. Guynn, University of North Carolina at Pembroke, “It Was 20 Years Ago Today . . .”
Bill Bridges, Sam Houston State University, Huntsville, TX, “A Morally Instructive Tale of One Pilgrim’s Lack of Progress in Academe, or, The Dead White Guy’s Lament”
Marvin Diogenes, Stanford University, CA, “CBB: Maximum Revision and Blues”
Clyde Moneyhun, Stanford University, CA, “CBB: Maximum Revision and Blues”

AA
Exhibit Level, Room 134D
8:00 p.m.–10:00 p.m.

ALANON
Exhibit Level, Room 134C
8:00 p.m.–10:00 p.m.
FRIDAY, March 18

REGISTRATION 8:00 a.m.–5:00 p.m.
Exhibit Level, Exhibit Hall D

EXHIBITS 9:00 a.m.–5:00 p.m.
Exhibit Level, Exhibit Hall D

G Sessions

8:00 a.m.–9:15 a.m.

Featured Session

The National Commission on Writing in America’s Families, Schools, and Colleges
Exhibit Level, Room 135A

In the fall of 2002, the National Commission on Writing began its work. Made up of leading educators, both administrators and teachers from K–16, the Commission’s work was guided by a four-person Advisory Board made up of Richard Sterling (Executive Director of the National Writing Project), David Bloome (former president of NCTE, Professor of English, The Ohio State University), Sarah Hudelson (Professor of Curriculum and Instruction, Arizona State University), and Jackie Jones Royster (Professor of English, The Ohio State University). The Commission was sponsored by the College Board.

In April 2003 the Commission issued its report. The Neglected R and its recommendations received considerable attention from the press and educators. It focused on the centrality of writing, the great work done by the writing community, and the importance of making this knowledge accessible to many more educators. However, it also stressed the need to improve our national performance in this critical area. The report made four recommendations: the nation, states, and localities should develop and implement a comprehensive writing agenda based on the extraordinary work of those in the writing field; more time should be spent on writing in and out of school; assessments should be aligned with standards and curriculum; the power of technology should be applied to solutions; and professional development in writing should become more widely available. The report was careful to point out that none of this could be done without additional resources and that changes had to fit into an already crowded educational agenda.
In order to turn words into action, the Commission decided to start a 3–5 year effort to help implement the recommendations. This effort includes some of the nation’s foremost educators, writing experts, and business people. It is being led by Bob Kerrey, former senator from Nebraska. During the first year, the Commission had three strategies: bring more attention to writing and its importance by issuing a second report to the nation; work with the federal government to increase funding for writing efforts; and hold six hearings to learn from educators (administrators and teachers), policymakers, and others how best to implement the report’s recommendations. Second-year strategies are now under consideration.

This session will be presented by past and present Commission members. It will review The Neglected R and its recommendations, report on progress made during the first year and a half of the implementation process, outline plans for years 2–4, and open the floor to recommendations, suggestions, and questions.

**Sara Hudelson** is a member of the faculty of the Division of Curriculum and Instruction, College of Education, Arizona State University, Tempe, Arizona. A former elementary bilingual and migrant education teacher, she received her Ph.D. in Curriculum and Instruction from the University of Texas at Austin, and she has been a teacher educator in Texas, Arizona, and Florida.

Her special area of interest is bilingual children’s first and second language literacy development, and she has published in journals such as *NABE Journal, TESOL Quarterly, TESOL Journal, Language Arts, Primary Voices* and *The Reading Teacher*. She has been active professionally in the National Council of Teachers of English and Teachers of English to Speakers of Other Languages (TESOL).

**Richard Sterling** is the Executive Director of the National Writing Project (NWP) and Adjunct Professor at the University of California, Berkeley, in the Graduate School of Education. Formerly he was the founder and director of the Institute for Literacy Studies at Lehman College, an Organized Research Unit at the City University of New York, and a member of the faculty at Lehman College. He was also founder and director of the New York City Writing Project and the New York City Mathematics Project, both of which are housed within the Institute for Literacy Studies.
During his tenure as Executive Director of the National Writing Project, the project has increased its annual funding from $2.4 million to $18 million. This expansion has resulted in a significant increase in services and resources to the 185 writing project sites housed in universities across the country. He has also overseen an increase in publications for teachers, new national research on the effectiveness of the project’s work, and a policy book written in 2003—Because Writing Matters—that discusses the importance of writing in schools and in the workplace. Since 2003, Mr. Sterling has chaired the Advisory Panel to the College Board’s National Commission on Writing for America’s Families, Schools, and Colleges.

Richard Sterling has lectured and presented papers at conferences and universities across the country and abroad. In 2003, he presented at the College Board’s Annual Conference in Atlanta, at the NCTE Conference in San Francisco, to faculty and students at the Chinese University of Hong Kong, and at Shantou University in Guang Dong province, PRC. He is a co-author of “The National Writing Project: Scaling Up and Scaling Down,” in Expanding the Reach of Reform: Perspectives from Leaders in the Scale-Up of Educational Reform (RAND, 2004, in press). He is currently working on projects for new teachers under a grant from the Stone Foundation and on issues of adolescent literacy under a grant from the Carnegie Corporation.

Patricia Lambert Stock is Professor of English; Professor of Writing, Rhetoric and American Cultures; and Adjunct Professor of Education at Michigan State University. Stock has also served as founding director of the Michigan State’s Writing Center and is co-founder of the Red Cedar Writing Project, Michigan State’s chapter of the National Writing Project. Before coming to Michigan State, Stock taught secondary school English in urban, suburban, and rural schools in New York and Michigan and was a faculty member in the English Composition Board and the Department of English at the University of Michigan and at Syracuse University where she was associate professor of English and associate director of the Syracuse Writing Program. Currently president of the National Council of Teachers of English, Stock has written books and articles about the teaching of writing, teacher research, the scholarship of teaching, writing centers, and contingent faculty in higher education. Her published work has been recognized with the James Britton Award (“The Function of Anecdote in Teacher Research”), the Richard A. Meade Award (The Dialogic Curriculum), the Janet Emig Award (“Toward a Theory of Genre in Teacher Research: Contributions from a Reflective Practitioner”), and the CCCC Outstanding Book Award (with Eileen E. Schell, Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education).
Alan Heaps is Vice President of the College Board where he is responsible for a series of projects including work on the Writing Commission. He has also worked at the Children’s Defense Fund and for the City of New York.

Betty Pazmiño has been a Spanish bilingual teacher for the past 24 years. She is also a teacher consultant for the Bay Area Writing Project and is presently on the National Writing Project’s English Language Learners Leadership Team. Betty recently received her Ph.D. in education from the University of California, Berkeley. Her areas of research interest include bilingual education and language policy, first and second language acquisition, and family literacy. She has presented in various conferences and is teaching a literacy course this fall for graduate students pursuing an elementary teaching credential at U. C. Berkeley. She is the mother of two children, both of whom attend public schools in San Francisco.

Gail E. Hawisher is Professor of English and founding Director of the Center for Writing Studies at the University of Illinois, Urbana-Champaign. Her published work includes several collections that have grown out of her interest in computers as new media for written and visual communication. These include the early, co-edited Critical Perspectives on Computers and Composition Instruction (1989), Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s (1991), and Re-Imagining Computers and Composition: Teaching and Research in the Virtual Age (1992). With Charles Moran, Paul LeBlanc, and Cynthia Selfe, she is also co-author of Computers and the Teaching of Writing In American Higher Education: A History (1996).

Her articles have appeared in College English, the English Journal, the Journal of Business and Technical Communication, Written Communication, and College Composition and Communication, among others. In addition, she has contributed several chapters to various anthologies, the most recent “Feminist Cyborgs on the World Wide Web,” which appears in Eloquent Images (MIT Press, 2003).

With Cynthia Selfe, she continues to edit the international journal, Computers and Composition. She is also co-editor, with Selfe, of Global Literacies and the World Wide Web (2000) and Passions, Pedagogies, and 21st Century Technologies,

In 2000, she was honored to receive the Robert Schneider Award for Outstanding Teaching and Service from the Department of English at the University of Illinois, Urbana-Champaign. In 2004, her university awarded her the Lynn M. Martin Award for Distinguished Women Faculty and the Campus Award for Excellence in Undergraduate Teaching.

**Practices of Teaching Writing**

**G.01 Engaging Composition Students through Deep Learning Technology**

Exhibit Level, Room 114

*Chair:* Margaret Shaw, Kent State University, OH  
*Presenters:* Margaret Shaw, Kent State University, OH, “The Art of Changing the Brain: Promoting Access to Learning through Deep Learning and Technology”  
Marilyn Seguin, Kent State University, OH, “Making Campus Connections: Engaging First-year Students in Community Building Activities”  
Geraldine Winter, Kent State University, OH, “Oral History Projects as Deep Learning Activities: Implications for the Basic Writer in a Stretch Course”  
Beverly Neiderman, Kent State University, OH, “Using WebQuest Activities to Engage Students in Deep Learning”

**G.02 Visual Rhetoric/Visual Literacies: Accessing the Image in Writing Curricula (TYCA Strand)**

Exhibit Level, Room 134A

*Chair:* Laura McGrath, Kennesaw State University, GA  
*Presenters:* Patricia Worrall, Gainesville College, GA, “Site/Sight/Insight: Incorporating Visual Literacy in the Composition Classroom”  
Lissa Holloway-Attaway, Georgia Institute of Technology, Atlanta, “Increasing the Field(s) of Vision: Writing, Ethnography, and Visual Resurrection”  
Lisa DuPree McNair, Georgia Institute of Technology, Atlanta, “Simple Site, Complex Sense: Easier Seen than Done”
Practices of Teaching Writing

G.03 E-Learning Spaces Where No One is Excluded and No One is Safe
Exhibit Level, Exhibit Hall D, Room 4

Chair: Kalo Clarke, Northeastern University, Boston, MA
Presenters: Kalo Clarke, Northeastern University, Boston, MA, “Self-Portraits Creating/Defusing E-Contact Zones”
Lynn Dornink, Northeastern University, Boston, MA, “Defusing the Contact Zone: Race, Class, Gender in E-Spaces”

Practices of Teaching Writing

G.04 “Welcome to the Ivory Tower”: New TAs, First Generation College Students, and Access to Academia
Exhibit Level, Exhibit Hall D, Room 17

Chair: Joe Wagner, University of North Carolina, Greensboro
Rod Spellman, University of North Carolina, Greensboro, “The Ethos of Age in the First-Year Composition Classroom”
Elizabeth Vogel, University of North Carolina, Greensboro, “Crossing Over: A New Yorker Discusses Race in a Southern Classroom”
David Carithers, University of North Carolina, Greensboro, “Whole-class Writing Workshops: Opening Academic Gates for First Generation College Students”
Temeka Carter, University of North Carolina, Greensboro, “Access to Community and Self: Service Learning and First Generation College Students in the Composition Class”

Practices of Teaching Writing

G.05 Disconnect between Student and Teacher Perceptions about Literacy, Grammar, and Student Comments
Exhibit Level, Room 113

Chair: Logan Greene, Eastern Washington University, Cheney
Presenters: AnnaMarie Hibble, San Francisco State University, CA, “Exploring the Chasm: A Study of Teachers’ Perceptions of and Practices in ‘Literacy’ in Comparison to Those of Their Students”
Christine Photinos, National University, San Diego, CA, “Grades, Grammar, and the Returning Student: Reconciling Traditional Expectations with Current Methodologies”
Deborah Campbell, Queens University of Charlotte, NC, “I Think She Said Something about Comma Splashes: What Students Remember about What We Say”
Practices of Teaching Writing

G.06 Learning Disabilities: Subjects of and for Writing Classrooms
Exhibit Level, Room 123

Chair: Ellen Hendrix, Georgia Southern University, Statesboro
Presenter: Janet Gebhart Auten, American University, Washington, D.C., “Behind the Mask: A Dialogue about Reading Students with Learning Disabilities”
Leah Johnson, American University, Washington, D.C., “Behind the Mask: A Dialogue about Reading Students with Learning Disabilities”
Melinda Erickson, University of California, Berkeley, “Unlocking a Gate: An Interdisciplinary Approach”
Celest Martin, University of Rhode Island, Kingston, “Writing about Disability: The Experiential and the Representational”

Practices of Teaching Writing

G.07 Teaching Analysis and Argumentation through Accessible Assignments
Exhibit Level, Room 124

Chair: Becky Hendrix, North Arkansas College, Harrison
Presenter: Maged El Komos, Trent University, Peterborough, Ontario, Canada, “A Part of Inclusiveness and Literacy: Argument and the Disciplines”
Leonard Podis, Oberlin College, OH, “Creating Accessible Assignments: Writing Teachers Writing for the Classroom Community”
JoAnne Podis, Ursuline College, Pepper Pike, OH, “Creating Accessible Assignments: Writing Teachers Writing for the Classroom Community”
Randall Fallows, University of California, Los Angeles, “Analyzing Our Words for Analysis”

Practices of Teaching Writing

G.08 New Problems from a New Generation of Students
Exhibit Level, Room 131

Chair: Linda Huff, West Chester University, PA
Presenter: Valerie Reimers, Southwestern Oklahoma State University, Weatherford, “Who Are These Students?”
Holly Hassel, University of Wisconsin, Marathon County, Wausau, “The Dea(r)th of Student Responsibility”
Jessica Lourey, Alexandria Technical College, MN, “The Dea(r)th of Student Responsibility”
Friday, 8:00–9:15 a.m.

Composition Programs

G.09 It’s All About Our Students’ Success: Coming Full Circle with FYW Assessment
Exhibit Level, Room 130
Chair: Earnest Cox, University of Arkansas at Little Rock
Presenters: Sally Crisp, University of Arkansas at Little Rock, “Assessment and Authority”
Allison Holland, University of Arkansas at Little Rock, “Using Statistics in Assessing FYW”
Michael Kleine, University of Arkansas at Little Rock, “Assessment, Focus Groups, and the IRB”
Huey Crisp, University of Arkansas at Little Rock, “Assessing FYW: Changes Beyond and Within the Program”

Composition Programs

G.11 Student Access, Student Choice, Student Success in First-Year Composition: A History, Description, and Evaluation of Guided Self-Placement at The University of Georgia
Exhibit Level, Exhibit Hall D, Room 15
Chair: Christopher Hayes, University of Georgia, Athens
Presenters: Christy Desmet, University of Georgia, Athens, “Stakeholder Perspectives: What Students, Parents, Teachers, and Administrators Think about Placement”
Deborah Miller, University of Georgia, Athens, “Re-Placements: How We Help Our Teaching Assistants and Adjuncts Identify and Advise Mis-placed Students in First-Year Composition at UGA”
Christopher Hayes, University of Georgia, Athens, “An Analysis of the Success of Guided Self-Placement at UGA”

Composition Programs

G.12 In Pursuit of Portfolios
Exhibit Level, Room 125
Chair: Brian Huot, Kent State University, OH
Presenters: Siobhan Wright, Carroll Community College, Westminster, MD
Jody Nusholtz, Carroll Community College, Westminster, MD
David Fell, Carroll Community College, Westminster, MD
Ruch Edward, Carroll Community College, Westminster, MD
Composition Programs

G.13  (Re)Placing Students’ Writing: Assessing our Gates of Access
Exhibit Level, Room 120
Chair: Edward M. White, University of Arizona, Tucson
Presenters: Jillian Toomey, University of Arizona, Tucson
Gwen Gray Schwartz, University of Arizona, Tucson
Tracy Ann Morse, University of Arizona, Tucson

Theory

G.14 Desire, Disruption, Discipline: Writing Program Administration as Spectacle
Exhibit Level, Room 110
Chair: Rachel Brooks-Rather, Ohio University, Athens
Presenters: Sherrie Gradin, Ohio University, Athens, “Discoursing Disruption: Competing Desires and the Disciplined WPA Body”
Kelly Kinney, University of Notre Dame, IN, “Activists or Managers?: WPA Adventures in Teaching Assistant Preparation”
Candace Stewart, Ohio University, Athens, “Training the Para-professional Body: Some Implications of Spectacle in WPA Work”

Theory

G.15 (Re) Affirmative (Pro) Action: Breaking Models of Composition
Exhibit Level, Exhibit Hall D, Room 9
Chair: Deborah Brandt, University of Wisconsin–Madison
Eric Pritchard, University of Wisconsin–Madison, “I’m Not the Boy You Want’: Rhetorical Constructions of Alternative Black Masculine Identity in the Prose Writing of James Baldwin”
Friday, 8:00–9:15 a.m.

*Theory*

**G.16 Adult Learners at the Threshold: Turning Access into Agency**

Exhibit Level, Exhibit Hall D, Room 14

**Presenters:** Beatrice Quarshie Smith, Illinois State University, Normal, “Agency in Adult Literacy Materials”
Anne Rosenthal, Oglethorpe University, Atlanta, GA, “Locating Agency in Human Rights Rhetoric”
Ron Strickland, Illinois State University, Normal, “Toward and Against the Market University”

**Theory**

**G.17 Models of Writing: 3-D Cube, Rhizomatics, and Multiple Intelligences**

Exhibit Level, Exhibit Hall D, Room 12

**Chair:** Timothy Hopp, Tri-State University, Angola, IN

**Presenters:** Mary Barnard Ray, University of Wisconsin Law School, Madison, “The Writing Cube: Composition Theory in 3-D”
Linda Breslin, American University in Cairo, Egypt, “Rhizomatics as Model for Student Interactive Writing”
Erik Turkman, Stanford University, CA, “Multiple Intelligence Theory and Rhetoric: Towards a Unified Theory of Intelligent Persuasion”

**Theory**

**G.18 Theory Wars, Post Theory or Theory in the Diaspora: Exiling Theory outside the Walls of Composition and Rhetoric**

Exhibit Level, Room 135B

**Chair:** James Zebroski, Capital University, Columbus, OH

**Presenters:** James Zebroski, Capital University, Columbus, OH, “Disciplinary Silencing: Social Class as Discourse in Composition and Rhetoric”
Paul Butler, Montclair State University, Upper Montclair, NJ, “Access, Assimilation, Knowledge: The Violence of Post-AIDS Discourse”
Michael Sicinski, University of California–Berkeley, “Aggressivity in David Bordwell; or, The Trouble with Post Theory”
Theory

G.19 Street Talk:
Rhetorics of Advocacy and Action in Public Writing
Exhibit Level, Exhibit Hall D, Room 2
Chair: Cynthia Selfe, Michigan Technological University, Houghton
Presenters: Paula Mathieu, Boston College, MA, “Local and Global Stories of Homelessness: Can Writing Respond to Hate?”
Diana George, Michigan Technological University, Houghton, “Working the Streets: Small Press Papers as Agents of Advocacy and Action”
Christopher Wilkey, Northern Kentucky University, Highland Heights, “Social Advocacy as Collective Response: A Rhetorical Strategy for Moving beyond the ‘Service’ in Service Learning”

History

G.20 Technology, Literacy, Citizenship:
The Rhetoric of Access in Contemporary Social Movements
Exhibit Level, Exhibit Hall D, Room 16
Chair: Stephen Schneider, Pennsylvania State University, University Park
Presenters: Adam Banks, Syracuse University, NY, “Between an Embrace and Damning Critique: The Black Left and the Problem of Technology Theory”
Stephen Schneider, Pennsylvania State University, University Park, “Writing Citizenship: Literacy Education, Access, and the Sea Islands Citizenship Schools”
Antonio Ceraso, Pennsylvania State University, University Park, “Copyleft, Collaboration, Composition; or, What the Free Software Movement Teaches Us about Access”

History

G.21 Oral Histories: Theory/Practice/Publishing
Exhibit Level, Exhibit Hall D, Room 13
Chairs: Janice Lauer, Purdue University, West Lafayette, IN
Sondra Perl, CUNY Graduate Center, Bronx, NY
Presenters: Margaret M. Strain, University of Dayton, OH, “Oral History Research as Rhetorical Practice”
Brad Lucas, Texas Christian University, Fort Worth, “Oral Histories and the Ethics of Access: Destroying Data, Losing the Story”
Eric Schroeder, University of California–Davis, “The Interview: The Editor’s Point of View”
Research

G.22 **Year One at ‘City’ High: An Ethnography of Place-based Pedagogy in a College Prep Charter School**

Exhibit Level, Room 112

*Chair:* Kimberly Helmer, University of Arizona, Tucson

*Presenters:* Eve Rifkin, Michigan State University/Lansing Community College, East Lansing, “Year One at ‘City’ High: An Ethnography of Place-based Pedagogy in a College Prep Charter School”

Carrie Brennan, City High School, Tucson, AZ, “Year One at ‘City’ High: An Ethnography of Place-based Pedagogy in a College Prep Charter School”

Research

G.23 **Rapping Down the Gate: Black Women and Hip-Hop**

Exhibit Level, Room 132

*Chair:* Aesha Adams, Pennsylvania State University, University Park

*Presenters:* Gwendolyn Pough, Syracuse University, NY, “Real Black Girls and Down Ass Chicks: Issues of Representation, Access, and Empowerment in Hip-Hop”

Elisa Norris, Syracuse University, NY, “Black Womanist Pedagogy and Critical Literacy through Hip-Hop”


Information Technologies

G.24 **Multimedia Online Cases to Connect FYC and Courses in the Disciplines: Role-Playing in Multiple Perspectives across Multiple Courses**

Exhibit Level, Room 111

*Chair:* David Russell, Iowa State University, Ames

*Presenters:* David Russsell, Iowa State University, Ames, “Introducing Multimedia Online Decision Cases”

Tom Bowers, Iowa State University, Ames, “The Genetics Case in FYC: Role-Playing and Genre in Argument”

Dave Fisher, Iowa State University, Ames, “The Genetics Case in a Senior Biotechnology Course: Teaching Ethical Argument in Science”
Friday, 8:00–9:15 a.m.

**Information Technologies**

**G.25 Blogging**
Exhibit Level, Room 122

*Chair:* Krista Karyn Hiser, University of Hawaii, Honolulu  
*Presenters:* Kathryn Evans, Bridgewater State College, MA, “Group Blogging as a Hybrid Genre: A Case Study of Revising Teaching”  
Valerie Smith, Quinnipiac University, Hamden, CT, “Blogging to Create Community”  
Fred Johnson, Ball State University, Muncie, IN, “Access at the Hubs: The Pedagogical Potential of ‘Weblogs’ and Other News Hubs”

**Institutional and Professional**

**G.26 Teaching Across the Curriculum: Faculty Liaisons in a Tutoring Center**
Exhibit Level, Exhibit Hall D, Room 6

*Chair:* Emily Nye, California State University, Hayward  
*Presenters:* Kevin Callahan, California State University, Hayward, “Math Informing Writing Informing Math”  
Jessica Weiss, California State University, Hayward, “Discover Your History Department”

**Institutional and Professional**

**G.27 Increasing Access and Success in the Physical and Biological Sciences: What’s Writing Got to Do with It?**
Exhibit Level, Exhibit Hall D, Room 10

*Presenters:* Don Rothman, University of California, Santa Cruz, “What Can We Learn From Faculty?”  
Virginia Draper, University of California, Santa Cruz, “What Can We Learn From Students?”  
Nancy Cox-Konopelski, University of California, Santa Cruz, “What Kinds of Support May Increase Access and Success in the Sciences?”

**Institutional and Professional**

**G.28 Crises in English Education: The Importance of Context**
Exhibit Level, Exhibit Hall D, Room 7

*Chair:* Sally Ebest, University of Missouri, St. Louis  
*Presenters:* Nathaniel Rivers, Purdue University, West Lafayette, IN, “Just the Facts?: A Rhetorical Look at a Victorian Cautionary Tale”  
Bruce McComiskey, University of Alabama at Birmingham, “Disciplinary Access: Composition in the Context of English Studies”  
Matt Pifer, Lake Superior State University, Sault Ste. Marie, MI, “The Corporate University: Re-imagining the Value of Exchange”
G.29 Outsourcing and Offshoring Writing Instruction: Strategies for Critical Intervention Co-sponsored by the CCCC Public Policy Committee and by the Academic Quality Committee

Exhibit Level, Room 133

Chair: Marian Lupo, The Ohio State University, Columbus

Presenters: Karen Thompson, Rutgers University, Piscataway, NJ, “Organizing against the Outsourcing of Writing Instruction: International Strategies for Change”
Steve Parks, Syracuse University, NY, “The Left’s Response to Outsourcing Writing Instruction: A Critique and Proposal for Change”
Eileen Schell, Syracuse University, NY, “Offshoring Writing Instruction: It Is Not as Far Away as You Might Think”

Institutional and Professional

G.30 Standardization in English Studies: Resisting the Normalizing Gaze

Exhibit Level, Exhibit Hall D, Room 5

Chair: Claude Hurlbert, Indiana University of Pennsylvania

Teresa L. Derrickson, Gonzaga University, Spokane, WA, “Information Technology: Resisting Normalization Online”

Language

G.31 Second Language Identity Construction in Multiple Settings

Exhibit Level, Exhibit Hall D, Room 11

Chair: Gail Shuck, Boise State University, ID

Presenters: Sarah J. McCarthey, University of Illinois, Urbana-Champaign, “Mandarin Speakers’ Identity Construction in L1 and L2”
Anna Young-kyung Min, University of Illinois, Urbana-Champaign, “Identity Development in ESL and Rhetoric Courses”
Marcia Z. Buell, University of Illinois, Urbana-Champaign, “Representations of Ethnicity in Application Essays”
Friday, 8:00–9:15 a.m.

Creative Writing

G.32 Creative Writing: Its Place in the Curriculum
Exhibit Level, Exhibit Hall D, Room 8
Chair: Erin Karper, Niagara University, NY
Presenters: Sarah Rodlund, Western Michigan University, Kalamazoo, “Opening Pathways of Expression: Creating Access to Writing through the Integration of Composition and Creative Writing Pedagogies”
Valerie Perry, Eureka College, IL, “But That’s How It Really Happened: Taking the Plunge into Creative Nonfiction”

Professional and Technical Writing

G.33 Building Bridges: Facilitating Student Access to the Business Community through Analysis of Audience
Exhibit Level, Exhibit Hall D, Room 18
Chair: John Wafer, University of Miami, Coral Gables, FL
Presenters: K. C. Culver, University of Miami, Coral Gables, FL, “Realizing Audience in Business Writing Assignments: Successfully Translating the Classroom into a World of Business”
Adina Sanchez-Garcia, University of Miami, Coral Gables, FL, “Gateway to Student Success: Bridging Miami, International Audiences, and Business Communication”
Candace Collins, University of Miami, Coral Gables, FL, “Professional Use of E-mail: An Authentic Business Medium to Help Students Envision Multiple Audiences”

Professional and Technical Writing

G.34 New Competencies in Technical Communication
Exhibit Level, Room 121
Chair: Kristy Starks-Winn, Rock Spring, GA
Jason Swarts, North Carolina State University, Raleigh, “Information Design for Small Screens”
Ryan Moeller, Utah State University, Logan, “Game On: Video Games Teach Technical Writing”
Featured Session

Breaking the Cycle of Hate: A Teacher’s Journey

Exhibit Level, Room 135A

Chair: Richard Sterling

Sondra Perl, Professor of English at Lehman College and the Graduate Center of the City University of New York, has been an important contributor to the field of composition since 1979 when she won the NCTE Promising Researcher Award for her study of the composing processes of basic writers. A co-founder and then co-director of the New York City Writing Project, she has been looking to understand the life of classrooms, her own and others’, for over 25 years. Her books include Through Teachers’ Eyes, Landmark Essays on Writing Process, and most recently Felt Sense: Writing with the Body.

Perl has received numerous honors, among them a Guggenheim Fellowship and the Carnegie Foundation for the Advancement of Teaching’s Award as New York State Professor of the Year. Sondra Perl is the first person in composition studies to receive this national recognition. At this year’s CCCC, she will be reading from her teaching memoir, On Austrian Soil: Teaching Those I Was Taught to Hate, which will be available in March 2005.

About her session, Perl writes:

In 1996, I journeyed into alien territory: Austria, Hitler’s birthplace, and the territory of my own hatred. In this talk, I will take listeners inside my classroom in Austria and show what occurred when I found myself teaching writing to teachers whose parents had been Nazis. My students, teachers themselves, preferred to bury their parents’ shameful past, but they began, through writing, to examine how their silences have masked and muddied their own moral stances. I began to explore how as a young, Jewish girl, I was taught to cast all Germans and Austrians as my enemies. Writing together, we discovered the power of dialogue to release us from the sway of lifelong prejudices.

Our understanding did not come easily; we struggled to find the words that allowed us to see each other. But ultimately, we realized that a writing classroom offers those willing to grapple with unsettling issues a new place to stand, a place where prejudice can wither and empathy can be nourished. There is no teacher’s guide for this journey: the road to understanding is rocky and full of pitfalls. But in this time of war when dialogue seems impossible and children are being taught
to hate their neighbors, there is no more pressing need than to discover what it takes to see beyond our own narrow frames of reference.

One teacher’s tale, the story I have to tell, nonetheless leads me to believe that writing teachers have a role to play in the creation of a just world, that a pedagogy of hope is not only possible but also essential.

Practices of Teaching Writing

H.02 Adjusting Our Concept of Service Learning: From Basic Writing Classes to Advanced Composition

Exhibit Level, Room 113

Chair: Lisa Kerr, Western New England College, Springfield, MA

Presenters: Mary Hutchinson, Pennsylvania State University, Fogelsville, “ServiSearch: Connecting Basic Writing Students with the Community”

Don Kraemer, California State Polytechnic University, Pomona, “Servant Class: Basic Writers and Service Learning”

Ernest Stromberg, California State University, Monterey Bay Seaside, “Service Learning, Social Justice, and the Teaching of Writing”

Practices of Teaching Writing

H.03 Strategies for Advanced Writing Courses

Exhibit Level, Room 123


Margaret Johnson, Idaho State University, Pocatello, “Advancing beyond Limits”

Practices of Teaching Writing

H.04 Student Self-Assessment: Constructing Their Own Rubrics

Exhibit Level, Exhibit Hall D, Room 17

Chair: Renee Major, Louisiana State University, Baton Rouge

Presenters: Asao Inoue, Washington State University, Pullman, “Community-based Assessment as a Framework for a Critical Pedagogy in the Writing Classroom”

Gita DasBender, Seton Hall University, South Orange, NJ, “‘Movement’ Toward Success: Developing and Assessing Rhetorical Forms in the Essay”

Mike Garcia, University of New Hampshire, Durham, “Rubrics Revised and Revived: Pulling the Broadsword from the Back of a Dying Genre”
Friday, 9:30–10:45 a.m.

Practices of Teaching Writing

H.05 Finding a Nexus Between Access and Grammar
Exhibit Level, Exhibit Hall D, Room 3

Chair: Mary S. MacNealy, University of Memphis, TN
Presenters: Craig Hancock, SUNY–Albany, NY, “Minimalist Grammar and Standard Punctuation: Clash of the Titans”
Jeff Wiemelt, Southeastern Louisiana University, Hammond, “Competing Discourses of Access: From Grammar to Grammaring”
Crystal McCage, Central Oregon Community College, Bend, “Noguchi in the Developmental Writing Class: Using a Writer’s Grammar to Empower Students”

Practices of Teaching Writing

H.06 Addressing Affirmative Action in Diverse and Non-ethnically Diverse Classrooms
Exhibit Level, Exhibit Hall D, Room 2

Chair: Lisa Hernandez, St. Edwards University, Austin, TX
Presenters: Jennifer Love, Lane Community College, Eugene, OR, “Creating Culturally-Attentive Conflict in a Non-ethnically Diverse Classroom”
Keith Lloyd, Kent State University–Stark Campus, North Canton, OH, “Exposing En-whitened Arguments for What They Are: An Interpretive Model that Causes Students to Consider their Motivations for Resisting Affirmative Action”
Eileen Donovan-Kranz, Boston College, Chestnut Hill, MA, “When One-third Does: Choosing to Write about Affirmative Action”

Practices of Teaching Writing

H.07 Writing for Action: Resistance, Power, and Activism
Exhibit Level, Room 135B

Presenters: Iklim Goksel, University of Illinois at Chicago, “Resistance, Silence, and Fear: Challenges in Teaching Writing as a Social Action”
Elizabeth Cone, Suffolk County Community College, Selden, NY, “Opening the Gates to Alternative Discourses: Discourse and Power in the First-Year Composition Classroom”
Linda Shamoon, University of Rhode Island, Kingston, “Affirmative Action and Public Writing: A Case Study in Activism and Memory”
Practices of Teaching Writing

H.08 You, Me, Them: Risking Difference and Accessing Academia
Exhibit Level, Room 112

Chair: James Wright, Houston Community College, TX
Presenters: Lee Harrison, Houston Community College, TX, “White Trash, Wimps, and Whores: The Discourse of Insults and Cultural Values”
James Wright, Houston Community College, Southwest Houston, TX, “(Working-Class) Work: Using the Composition Classroom to Suppose Other Subjects”
Alan Ainsworth, Houston Community College, Central Houston, TX, “What’s a Poor Composition Instructor to Do?: Expectations of What Students Learned Last”
Susan Goll, Houston Community College, Southwest Houston, TX, “Composing Civic Discourse: Reading-Writing Signs in a Diverse Democracy”

Practices of Teaching Writing

H.09 Embodied Power Dynamics in Critical Composition Work
Exhibit Level, Exhibit Hall D, Room 19

Chair: Suzette Henke, University of Louisville, KY
Presenters: Dana Nichols, University of Louisville, KY, “Narrating a Folk Psychology: Critical Whiteness Studies for a Critical Pedagogy”
Iswari Pandey, University of Louisville, KY, “Casting Race in English X”
Christopher Carter, University of Louisville, KY, “Critical Literacy and the Politics of Access”

Practices of Teaching Writing

H.10 The Golden Rule—A Golden Gate or Brick Wall in the Composition Classroom?—Exploring the Intersect of Religion/Spirituality in Discourse Theory and Pedagogy
Exhibit Level, Exhibit Hall D, Room 6

Chair: Rodney Keller, Brigham Young University–Idaho, Rexburg
Presenters: Georgia Newman, Polk Community College, Milledgeville, GA, “Listening to Political/Religious Text (and Context) in the Composition Classroom”
Darin Hammond, Brigham Young University–Idaho, Rexburg, “Responding to Religion: Facilitating a Spiritual Voice through Response and Revision in the Composition Classroom”
Rodney Keller, Brigham Young University–Idaho, Rexburg, “Company and Community: Spiritual Values in the Rhetoric of Business Writing”

Friday, 9:30–10:45 a.m.
Friday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**H.11 Ten Years after the Lindemann/Tate Debate: Literature, Composition, and Cultural Studies**

Exhibit Level, Room 131

*Chair:* Christine Farris, Indiana University, Bloomington

*Presenters:* Christine Farris, Indiana University, Bloomington, “What the Lindemann/Tate Debate Ignored”

Lori Robison, University of North Dakota, Grand Forks, “Literature, Composition, and Stephen Greenblatt’s ‘Cultural Poetics’”

Eric Wolfe, University of North Dakota, Grand Forks, “Literature, Composition, and Stephen Greenblatt’s ‘Cultural Poetics’”

Allison Berg, Michigan State University, East Lansing, “Integrating Literature and Writing beyond the English Department”

John Schilb, Indiana University, Bloomington, “Reconsidering the Lindemann/Tate Debate in a Visually-oriented Age”

*Practices of Teaching Writing*

**H.12 Writing from and for Reading: The Challenge of Difficult Texts**

Exhibit Level, Room 134A

*Chair:* Beverly Wall, Trinity College, Hartford, CT

*Presenters:* Sheridan Blau, University of California, Santa Barbara “Writing an Interpretive Community into Being: Situated Learning in the Literature Class”

Irene Papoulis, Trinity College, Hartford, CT, “Blocks to Access: Emotional Barriers to Reading Difficult Texts”

Jane Danielewicz, University of North Carolina, Chapel Hill, “Theoretical Texts as Scaffolds for Writing Autoethnography”

*Practices of Teaching Writing*

**H.13 Access Granted to the Contact Zone: Theorizing Pedagogical Methods for Diverse Student Populations inside the Academic Gates**

Exhibit Level, Exhibit Hall D, Room 13

*Chair:* Ann Parker, Southern Polytechnic State University, Marietta, GA

*Presenters:* Terry Carter, Southern Polytechnic State University, Marietta, GA, “Increasing Contact and Engagement: Reflections on how Hybrid Online Composition Courses Enhance Student Success”

Kim Haines-Korn, Southern Polytechnic State University, Marietta, GA, “Visualizing the Contact Zone: Bridging the Disciplinary Gap in the Composition Classroom”

Jeffrey Orr, Southern Polytechnic State University, Marietta, GA, “Assessing Accessibility: Making Contact in ESOL Composition Classroom”
Friday, 9:30–10:45 a.m.

**Practices of Teaching Writing**

**H.14 It’s Not Just Academic:** Developing Successful Peer Review Practices Across Ideas, Values, and Cultures

Exhibit Level, Exhibit Hall D, Room 7

*Chair:* John Hedgcock, Monterey Institute of International Studies, CA


Charles Cox, American University, Washington, D.C., Reading “It’s Not Just Academic: Developing Successful Peer Review Practices across Ideas, Values, and Cultures” by Angela M. Dadak

Robert Kohls, Monterey Institute of International Studies, CA, “It’s Not Just Academic: Developing Successful Peer Review Practices across Ideas, Values, and Cultures”

**Practices of Teaching Writing**

**H.15 First-Year Seminars: One Small College Examines the Effectiveness of Theme-Based Writing Courses**

Exhibit Level, Room 133

*Chair:* Heather Eaton, Daytona Beach Community College, FL

*Presenters:* Paul Hanstedt, Roanoke College, Salem, VA, “Finding a Personal Voice in Scholarly Work”

Michael Heller, Roanoke College, Salem, VA, “Becoming an Educated Person”

Virginia Stewart, Roanoke College, Salem, VA, “First-Year Seminars, Politics, and Media”

Bobbeye Au, Roanoke College, Salem, VA, “Theme-based Writing and Intentional Community”

**Composition Programs**

**H.16 Figuring It Out as We Go: Finding a Place for the Writing Program and Finding Our Places in It**

Exhibit Level, Exhibit Hall D, Room 9

*Chair:* Christopher Weaver, William Paterson University, Wayne, NJ

*Presenters:* Christopher Weaver, William Paterson University, Wayne, NJ, “When Is a Writing Program Not a Writing Program?”

Phoebe Jackson, William Paterson University, Wayne, NJ, “Negotiating the Cultures of Literature and Composition: Leading a Dual Life”

David Borkowski, William Paterson University, Wayne, NJ, “Confessions of a Non-gifted Working-class Academic”
Friday, 9:30–10:45 a.m.

Composition Programs

H.17 Walking the City: Rhetorically Situated Learning and the Syntax of Service
Exhibit Level, Room 122
Chair: Candice Rai, University of Illinois at Chicago
Presenters: Megan Marie, University of Illinois at Chicago, “‘Keeping it Real’: Historicizing First and Second Generations of Service-Learning”
Ann Feldman, University of Illinois at Chicago, “Ordinary Writing, not Ordinary Students”
Diane Chin, University of Illinois at Chicago, “Assessing Student Success in Service Learning”

Composition Programs

H.18 Writing Opportunity: Administrative, Historical, and Pedagogical Aspects of Teaching EOP Students
Exhibit Level, Exhibit Hall D, Room 5
Chair: Amy Reddinger, University of Washington, Seattle
Presenters: Amy Reddinger, University of Washington, Seattle, “When Race Was not an Issue: ‘Remedial’ Writing and the Language of Crisis”
Meredith Lee, University of Washington, Seattle, “Reading and Writing in a Stretch Model First-Year Composition Course”
Brooke Stafford, Creighton University, Omaha, NE, “EOP Writing Instructor Training and Support”
Brandy Parris, University of Washington, Seattle, “Building Relationships to Aid Retention of Underrepresented Students”

Composition Programs

H.19 Enacting Social Justice: Discursive Spaces where Disabilities are Named, Accommodations Constructed, and Alliances Forged
Exhibit Level, Room 120
Chairs: Elenore Long, Bay Path College, Longmeadow, MA
Jan Leo, Community House Learning and Technology Center, Pittsburgh, PA
Presenters: Wayne C. Peck, Community House Learning and Technology Center, Pittsburgh, PA, “Whole People, Full Lives: Community Literacy and Alternative Assistance Writing Programs”
Brenda Hardin, Bay Path College, Longmeadow, MA, “The Logic of Learners: Securing Assistance by Negotiating Accommodations”
Elenore Long, Bay Path College, Longmeadow, MA, “Practitioners-in-training: Replacing Assumptions of Power and Privilege”
Theory

H.20 Words and Images: Experience and Literacy
Exhibit Level, Exhibit Hall D, Room 20
Chair: Liz Kleinfeld, Red Rocks Community College, Lakewood, CA
Presenters: David Sherman, California State University at Dominguez Hills, Carson, “Into the Gap: Toward a Haptic Rhetoric of Word and Image”
Martine Rife, Lansing Community College and Michigan State University, Lansing, “The Black and White Truth about True (White) Womanhood”
Sylvia Church, University of Louisville, KY, “Literacy’s Conflicting Legacies: Empowerment and Constraint in Three Generations of Professional Women”

Theory

H.21 Embracing Diversity, Enlarging Community
Exhibit Level, Exhibit Hall D, Room 14
Chair: Patricia Dyer, Widener University, Chester, PA
Chris Fosen, California State University, Chico, “The Paradoxes of Private Space and Student Resistance in Writing Workshops”

Theory

H.22 Managerial Logic, Access, and Student Performance:
The Political Economy of Pedagogy
Exhibit Level, Exhibit Hall D, Room 8
Chair: Tony Scott, University of North Carolina at Charlotte
Presenters: Leo Parascondola, Lehman College, CUNY, Bronx, “Crossing the Remedial Bridge: Political Economy, Contingent Labor, and Differentiation Strategies in Higher Education”
Tony Scott, University of North Carolina at Charlotte, “Relearning First-Year Writing: Integrating Labor and Pedagogy in Composition.”
Laura Bartlett, The Ohio State University, Marion, “Negotiating the Intersection of Work and Higher Education: Labor, Literacy, and the Composition Classroom”
Friday, 9:30–10:45 a.m.

**Theory**

**H.23 Openings for Praxis: New Sites for Freirian Research**
Exhibit Level, Exhibit Hall D, Room 16

*Chair:* Sarah Pape, California State University, Chico  
*Presenters:* Sarah Pape, California State University, Chico, “Openings for Praxis: New Sites for Freirian Research”  
Chris Gullick, California State University, Chico, “Openings for Praxis: New Sites for Freirian Research”  
Katherine Frye, California State University, Chico, “Openings for Praxis: New Sites for Freirian Research”

**Theory**

**H.24 Troping Across the Curriculum: Resisting Strategies of Access in WAC and Writing Centers**
Exhibit Level, Exhibit Hall D, Room 15

*Chair:* James Inman, University of Tennessee–Chattanooga  
*Presenters:* Michelle Kells, University of New Mexico, Albuquerque, “Cultural Ecology and the Role of WAC in the Global University”  
Diana Cárdenas, Texas A&M University–Corpus Christi, “Habitats of Resistance: International Students in the Professional Writing Classroom”  
Susan Wolff Murphy, Texas A&M University–Corpus Christi, “Borderlands of Inclusion: How Are Writing Centers Serving First-generation Mexican American Students?”  
Dagmar Corrigan, University of Houston–Downtown, TX, “We’ve Built It but They Don’t Come: Synecdoche and Resistance to Online Writing”

**History**

**H.25 Rhetoric and Social Change: Scottish and Irish Origins and Influences**
Exhibit Level, Room 134C

*Chair:* Vincent Linares, University of Hawaii, Kahului  
*Presenters:* Lois Agnew, Syracuse University, NY, “Problems of Access in Changing Cultural Times”  
Barbara Bird, Taylor University, Upland, IN, “George Jardine’s ‘FYC’: Giving Students Access to the ‘Powers of Knowledge’”  
Wade Mahon, University of Wisconsin–Stevens Point, “Literacy, Technology, and Elocution: Parallels between 18th- and 21st-century Responses to Technological Change”
History

H.26 Alternative Ancient Rhetorics: Looking Outside the Paradigm of Ancient Rhetorics

Exhibit Level, Exhibit Hall D, Room 18

Chair: Carol Lipson, Syracuse University, NY

Presenters:
- Roberta Binkley, Arizona State University, Phoenix, “Rhetoric and the Ancient Mesopotamian Rhetorical Tradition of Disputations”
- Steven Katz, North Carolina State University, Raleigh, “Ancient Hebrew Rhetoric: Another Sophistic Tradition?”
- Carol Lipson, Syracuse University, NY, “The Rhetorical Culture of Memory in Ancient Egypt”

Research

H.27 Mending Walls, Unlocking Gates: Research and Reflection on the Shifting Roles of the Two-Year College (TYCA Strand)

Exhibit Level, Room 110

Chair: Jody Millward, Santa Barbara City College, CA

Presenters:
- Patrick Sullivan, Manchester Community College, Canterbury, CT, “Changes in Higher Ed: Key Challenges, Successful Programs, and Effective Practices of TYCA Northeast”
- Gregory Shafer, Mott Community College, Flint, MI, “Changes in Higher Ed: Key Challenges, Successful Programs, and Effective Practices of TYCA Midwest”
- David Lydic, Austin Community College, TX, “Changes in Higher Ed: Key Challenges, Successful Programs, and Effective Practices of TYCA Southwest”
- Eva Payne, Chemeketa Community College, Corvallis, OR, “Changes in Higher Ed: Key Challenges, Successful Programs, and Effective Practices of TYCA Pacific Northwest”
Friday, 9:30–10:45 a.m.

Research

H.28 Diverse Perspectives on Access and Success: Reflections on Three Longitudinal Writing Studies

Exhibit Level, Room 111

Chair: Jenn Fishman, University of Tennessee, Knoxville
Presenters: Kate Pantelides, Berkeley Preparatory High School, Tampa, FL
Victoria Bekiempis, Berkeley Preparatory High School, Tampa, FL, “Diverse Perspectives on Access and Success: The Second Year of the Berkeley Study of Writing”
Smokey Wilson, Laney Community College, Oakland, CA
Lee Ann Carroll, Pepperdine University, Los Angeles, CA, “Conclusions from a Longitudinal Study: Opening the Curriculum to Experiential Learning and Public Writing”

Information Technologies

H.29 OWLS, MOOS, and the Social Order

Ballroom, Room 124

Chair: Jeffrey Maxon, Rowan University, Glassboro, NJ
Presenters: Kimberly Robinson Neary, University of Southern California, Los Angeles, “‘I think I’m a writer, but…’: OWLing High School Girls’ Rhetorical Agency, Part I”
Dawn Formo, California State University, San Marcos, “‘I think I’m a writer, but…’: OWLing High School Girls’ Rhetorical Agency, Part II”
Bill Endres, University of Arizona, Tucson, “Power Dynamics and Collaboration in MOO Space: Let’s Try a Little Politeness Theory”

Information Technologies

H.30 Owning Knowledge: New Intersections of Intellectual Property, Technology, and Academia

Exhibit Level, Room 114

Chair: Clancy Ratliff, University of Minnesota, St. Paul
Presenters: Charles Lowe, Purdue University, West Lafayette, IN, “Open Source/Open Access as Social Constructionist Epistemology”
Krista Kennedy, University of Minnesota, St. Paul, “The Author and the Commons”
Michael Edwards, University of Massachusetts, Amherst, “How Much Should You Pay for a C+ Paper? The Production, Circulation, and Ownership of Student Writing”
Institutional and Professional

H.31 Pedagogy, Politics, and Promise: The Conference on Basic Writing at 25
Exhibit Level, Room 132

**Chairs:** William Lalicker, West Chester University, PA
Thomas Reynolds, University of Minnesota, Minneapolis

**Presenters:**
- Greg Glau, Arizona State University, Tempe, “The Conference on Basic Writing: Innovations for an Emerging Field”
- Gerri McNenny, Chapman University, Orange, CA, “Writing Our Students into Our Schools: Issues of Identity, Class, and Culture in Shaping the History of Basic Writing”
- Barbara Gleason, City College, City University of New York, “The Promise of Basic Writing: Political Work, Scholarship, and Graduate Education”

Institutional and Professional

H.32 What Goes When Something’s Gotta Give?: How Material Conditions (Ought to) Change Teaching
Exhibit Level, Room 130

**Chair:** Carrie Leverenz, Texas Christian University, Fort Worth

**Presenters:**
- Stacia Neeley, Texas Wesley University, Fort Worth, “Service as a Strategy for Self-Preservation”
- Lisa Kirby, North Carolina Wesleyan College, Rocky Mount, “One Hundred Twenty-Five Students and Counting”
- Catherine Gabor, California State University, Sacramento, “Graduate Student Mentoring, 4-4 Style”
- Carrie Leverenz, Texas Christian University, Fort Worth, “What Oughta Give”

Institutional and Professional

H.33 Evaluating Teachers: The Public and the Private
Exhibit Level, Exhibit Hall D, Room 11

**Chair:** Michael Moghtader, James Madison University, Harrisonburg, VA

**Presenters:**
- Staci Shultz, Boston College, Chestnut Hill, MA, “Kind, Fun, Cares about Her Students; Gives Too Much Work: What Evaluations Really Reveal about Student and Teacher Success”
- Catherine Braun, The Ohio State University, Columbus, “Digital Media and Discourses of Professional Evaluation in English/Writing Departments”
- James Trier, University of North Carolina at Chapel Hill, “‘Boston Public’ as a Pedagogical Text in English Education”
Institutional and Professional

H.34 Trained in Composition: Teaching Literature, Film, and Culture
Exhibit Level, Exhibit Hall D, Room 4
Chair: Aaron Krall, University of Wisconsin–Milwaukee
Presenters: Elizabeth Neiman, University of Wisconsin–Milwaukee, “Composition as Critical Reading: Recomposing the Literature Classroom”
Susan Kerns, University of Wisconsin–Milwaukee, “(De)Forming Film Studies: Composition Curriculum in the Film Classroom”
Aaron Krall, University of Wisconsin–Milwaukee, “Reading and Writing Modernism”

Language

H.35 Readin’, Writin’, and Measurin’: What’s Grammar Got to Do with It?
Exhibit Level, Room 134B
Chair: Jon Yasin, Bergen Community College, Paramus, NJ
Presenters: Cynthia McCollie-Lewis, New Jersey City University, Jersey City, “What the Grammar Handbook Don’t Do”
Halima Toure, CUNY–Hostos Community College, Bronx, NY, “Imparting Metaknowledge”

Creative Writing

H.36 Creative Writing: Ads, Travel Writing, and Poetry Slams
Exhibit Level, Room 125
Chair: Deborah Martinson, Occidental College, Los Angeles, CA
Presenters: Peter Kittle, California State University, Chico, “Smalltalk: Guerilla Discourse in Mini Cooper Advertising”
Twila Yates Papay, Rollins College, Winter Park, FL, “The Manatee, the Panther, and the Gopher Tortoise: Bringing Travel Writing Home to a Less Affluent Citizenry”
Stacy Miller, University of New Mexico, Albuquerque, “SLAM! Poetry-Empowering Discourse during Troubling Times: SLAM as Identity, Discourse, and Identity Artifact”

Professional and Technical Writing

H.37 Access to Professional Literacies and Technologies as Civic Discourse
Exhibit Level, Exhibit Hall D, Room 12
Chair: Michele Simmons, Miami University, Oxford, OH
**Presenters:** Stuart Blythe, Indiana University Purdue University, Fort Wayne, “Science Isn’t Half of It: Gaining Access to Brownfield’s Deliberation”
Jeffrey Grabill, Michigan State University, East Lansing, “‘We May Be Poor, But We Aren’t Stupid’: Citizen Science and/as Rhetorical Invention”

**Professional and Technical Writing**

**H.38 Texts and Contexts in Technical Communication**
Exhibit Level, Exhibit Hall D, Room 10

*Chair:* Kathleen Moore, San Ramon, CA

*Presenters:* Susanne Turner, University of Louisville, KY, “Crisis Communication in an Emerging Educational Institution: A Tale Told by Memos”
Linda Stallworth, Williams North Georgia College and State University, Dahlonega, “How Do We Know Who We Are until We See What We Say?”
Carolyn Rude, Virginia Tech, Blacksburg, “The Influence of Language in Social Change”

**Research**

**H.39 The Portraits of Composition Research Study: Design, Findings, and Implications**
Exhibit Level, Room 121

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

*Presenters:* Kathleen Blake Yancey, Clemson University, SC, “The Design of the Study”
Summer Smith Taylor, Clemson University, SC, “Trends and Patterns in Assessment”
Teddi Fishman, Clemson University, SC, “Trends and Patterns in Pedagogy”
Michael Neal, Clemson University, SC, “Teachers’ Perceptions of their Professional Identities”
Morgan Gresham, Clemson University, SC, “Trends and Patterns in the Use of Technology”

**CONVERSATIONS**

**Conversations about the Lip Service of Access**
Exhibit Level, Exhibit Hall D, Room 1

*Presenter:* Joyce Rain Anderson, Massasoit Community College, Brockton, MA
The Maltese Falcon: Questions I Wish I had Asked My Father

Jo Hammett was born four years before The Maltese Falcon was published, and her father was a continuing presence in her life over the next three and a half decades until his death in 1961. She speaks about him with the unmatchable authority of experience. In her remarks, Ms. Hammett will discuss what The Maltese Falcon means to her as a literary work, her difficulty separating Sam Spade and the narrator’s voice from her memories of her father, and the personal significance of the novel as a constant reminder of times past.

In 1996 Jo began to organize her collection of letters from her father and the newly acquired papers of her sister and mother. The result was publication of the Selected Letters of Dashiell Hammett, which she introduced. That book, in turn, stimulated the series of reminiscences that evolved into Dashiell Hammett: A Daughter Remembers. These tandem works have enabled her to communicate the man she remembers, the Hammett of fact, not fiction.

Ms. Hammett will be introduced by her daughter Julie Rivett, who recalls meeting her famous grandfather on Martha’s Vineyard the year before his death. Rivett and Richard Layman edited the Selected Letters and Dashiell Hammett: A Daughter Remembers. She also curated an exhibit for the San Francisco Public Library, Dashiell Hammett: A Life in Letters. Letters, photographs, publications, and memorabilia were displayed in a visual biography illustrating Hammett’s life from the days of his service in WWI though his death in 1961.

Practices of Teaching Writing

I.01 Tricksters, Fishermen, and Others: The Changing Faces of Tutoring

Exhibit Level, Exhibit Hall D, Room 12

Chair: Kathy Houff, Temple University, Philadelphia, PA
Presenters: Erec Smith, Drew University, Madison, NJ, “Trickster Pedagogy: A New Guiding Myth to Tutoring”
Friday, 11:00 a.m.–12:15 p.m.

Elizabeth Kimball, Temple University, Philadelphia, PA, “Knots in the Net of Literacy: A New Guiding Myth to Studenting”

**Practices of Teaching Writing**

I.02 **Privileging The Old or The New?: The Impact of Choosing Reading Texts**
Exhibit Level, Room 125

*Presenters:* Isabel Grayson, CUNY–The Graduate Center, NY, “De-privileging the Hard Literature: A Pedagogy of Powerlessness”
Michelle Brazier, Rutgers University, New Brunswick, NJ, “Points of Access, Points of Departure: A New Reader for Basic Composition at Rutgers”
Kathleen Murphey, Community College of Philadelphia, PA, “Using Canonical Literature to Create Contact Zones for Community College Students”

**Practices of Teaching Writing**

I.03 **When is Basic Writing not Basic Writing?: Untangling Pedagogy and Assessment in the Small Liberal Arts Institution**
Exhibit Level, Room 124

*Chair:* Marcy Trianosky, Hollins University, Roanoke, VA
*Presenters:* Marcy Trianosky, Hollins University, Roanoke, VA, “ESL Writers in the Basic Writing Classroom: Pedagogical Challenges in the Small Institution”
Sandra Jamieson, Drew University, Madison, NJ, “Mina Shaughnessy, Learning Disabilities, and Basic Writing: Placement or Pedagogy?”
Patrick J. Shaw, Lindsey Wilson College, Columbia, KY, “Skills and/or Knowledge: Assessing Basic Writers in the Liberal Arts Environment”

**Practices of Teaching Writing**

I.04 **Toward a Nomenclature of Style: Modal Use in Freshman Writing**
Exhibit Level, Room 122

*Chair:* William Carney, Texas Tech University, Lubbock
*Presenters:* Ryan Boettger, Texas Tech University, Lubbock, “Toward a Nomenclature of Style: Modal Use in Freshman Writing”
Laura Palmer, Texas Tech, Lubbock, “Toward a Nomenclature of Style: Modal Use in Freshman Writing”
Friday, 11:00 a.m.–12:15 p.m.

**Practices of Teaching Writing**

**I.05 Rhetoric, Media, and Politics: Classrooms as Contact Zones**

Exhibit Level, Room 132

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

**Presenters:**
- Debra Journet, University of Louisville, KY, “Write to Vote”
- Katie Mills, Occidental College, Los Angeles, CA, “Dude, Where’s My Voice? Michael Moore as Contact Zone between Civic Engagement and Scholarly Writing”
- Randall Spinks, DeVry University, North Brunswick, NJ, “Writing about Visual Rhetoric: The Kuleshov Effect in the Rhetorical Documentary Film”

**Practices of Teaching Writing**

**I.06 Empowering ESL Students through Argument, Cultural Criticism, and Peer Response**

Exhibit Level, Room 134C

**Chair:** Bob Mayberry, California State University, Channel Islands, Camarillo

**Presenters:**
- Bryce Christensen, Southern Utah University, Cedar City, “Speaking in Chorus with Ninety-Nine Spirits: Empowering International ESL Students as Cultural Critics”

**Practices of Teaching Writing**

**I.07 Expecting Errors: Language and Stereotyping**

Exhibit Level, Exhibit Hall D, Room 10

**Chair:** Andrew Moss, California State Polytechnic University, Pomona

**Presenters:**
- Julie S. Amberg, York College of Pennsylvania, “‘if IM’s ok, r u ok?’: Learning about Student Language Communities through Discourse Analysis”
- Deborah J. Vause, York College of Pennsylvania, “‘if IM’s ok, r u ok?’: Learning about Student Language Communities through Discourse Analysis”
- Larry Beason, University of South Alabama, Mobile, “Helping Teachers and Students Read Errors without Stereotyping”
- Jennifer Courtney, Rowan University, Glassboro, NJ, “Clean Like a Man: Persuasion and Gender Roles in Lifestyle Advice for Men”
Practices of Teaching Writing

I.08 Questioning Mainstream Approaches to Teaching Composition
Exhibit Level, Room 130

Chair: Margaret Morris, Purdue University, West Lafayette, IN

Presenters: Francesca Abbate, University of Wisconsin–Milwaukee, “Variations on a Theme: Environmentalism, Memoir, and Research Writing in the Urban Composition Classroom”

Cristina C. Kirklighter, Texas A&M, Corpus-Christi, “Closing the Faculty/Student Gaps: Teaching Writing at Hispanic-serving Institutions”

George Kennedy, Washington State University, Pullman, “The Key to the Golden Gate? Do Introductory Composition Courses Offer the Promise of Access and Success?”

Nancy P. McKee, Washington State University, Pullman, “The Key to the Golden Gate? Do Introductory Composition Courses Offer the Promise of Access and Success?”

Practices of Teaching Writing

I.09 Improving Access: Exchanging instead of Responding
Exhibit Level, Exhibit Hall D, Room 9

Chair: Ed Nagelhout, Indiana University Purdue University, Indianapolis

Presenters: Ed Nagelhout, Indiana University Purdue University, Indianapolis, “The Coaching Metaphor and an Exchange Model for Response”

Beth Hoger, Western Michigan University, Kalamazoo, “Reflection and Response: A Missed Exchange?”

Trish Jenkins, University of Alaska, Anchorage, “Documenting Exchange: Moving beyond Skills and Response”

Practices of Teaching Writing

I.10 Anglo Teachers/Non-Anglo Students: Negotiating Cultural Literacies in the Composition Classroom
Exhibit Level, Exhibit Hall D, Room 5

Chair: Mark Noe, University of Texas–Pan American, Edinburg

Presenters: Christopher Keller, University of Texas–Pan American, Edinburg, “(In)Accessible Literacies: Negotiating the Geographies of Identity”

Robert Affeldt, University of Texas–Pan American, Edinburg, “Writing in Foreign Places: Image-making and the Dialectics of Engagement”

Mark Noe, University of Texas–Pan American, Edinburg, “Negotiating Subject Positions: Academic Discourse as an Ethnic Culture”
Friday, 11:00 a.m.–12:15 p.m.

Practices of Teaching Writing

I.11 Writing Studio Practice:
Opening Places for “At-risk” Students

Exhibit Level, Exhibit Hall D, Room 18

Chair: John Heyda, Miami University, Middletown, OH

Presenters: Moira Casey, Miami University, Middletown, OH,
“Hemorrhaging Due Dates and Broken Sentences: The Problems of the
Triage Model in Writing Studio Courses”
John Tassoni, Miami University, Middletown, OH, “The Studio Studio:
Opening Staff Meetings to Studio Practice”
Ellenmarie Wahlrab, Miami University, Middletown, OH, “Opening to
Teaching: How the Studio Constructs the Instructor”

Practices of Teaching Writing

I.12 Transforming the Lives of the Disadvantaged:
Finding Their Own Voice (TYCA Strand)

Exhibit Level, Exhibit Hall D, Room 11

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

Presenters: Yolanda Sealey-Ruiz, New York University, NY, “Encouraging
African American Re-entry Women Students”
Toni Ortner, University of Connecticut, Storrs, “Using Real Stories to Help
Disadvantaged and Multicultural Students Find Their Voices”
Abigayle Phillips, Codman Academy, Dorchester, MA, “Combating
Classroom Kryptonite: Encouraging the Super Success of Marginalized
Students”

Practices of Teaching Writing

I.13 Multi-sensory and Hip-Hop Pedagogies:
Access to Engagement

Exhibit Level, Room 120

Chair: Cherri Porter, California State University, Sacramento

Presenters: Cherri Porter, California State University, Sacramento
Michael Angelone, California State University, Sacramento
Gwen Hutchinson, California State University, Sacramento
Yvonne Wagner, California State University, Sacramento
Practices of Teaching Writing

I.14 Opening the Golden Gates?
A Debate on Video Conferencing, Access, and Student Success

Exhibit Level, Room 111

Chair: Bob Mayberry, California State University, Channel Islands, Camarillo

Maureen Neal, Mesa State College, Grand Junction, CO, “Synchronous Video Conferencing: The Voice of Authority as Circus Performance”
Amy Rushneck, Mesa State College, Grand Junction, CO, “Using Synchronous Video Conferencing to Enhance Student Success”

Composition Programs

I.15 Talking in the Center/Teaching in the Classroom

Exhibit Level, Room 133

Chair: Melissa Ianetta, Oklahoma State University, Stillwater

Presenters: Melissa Ianetta, Oklahoma State University, Stillwater, “Beyond the Old Feeling: Surveying the Relationship(s) between Tutoring and Teaching”
Susan Pagnac, Des Moines Area Community College, Ankeny, IA, “Strange Dissonance: Authority, Identity, and the Writing Center as Site of TA Preparation”
Leigh Ryan, University of Maryland, College Park, “Teaching, Tutoring, and Critical Thinking”

Composition Programs

I.16 Questioning What We Do:
Assessing the Effectiveness of Teacher-Researcher Evaluation Portfolios and Learning Communities

Exhibit Level, Room 112

Presenters: Mary G. French, University of Texas at Arlington, “Teachers as Researchers and the Use of Responsive-constructivist Evaluation Methods to Define and Assess not only Student but Teacher Success”
Michael Mendelson, Iowa State University, Ames, “Faculty Collaboration in Learning Communities”
Susan Messina, Solano Community College, Fairfield, CA, “Creating Communities of Learners for Composition Success”
Friday, 11:00 a.m.–12:15 p.m.

**Composition Programs**

**I.17 Arts of Language: Ways to Use and Understand Speaking, Reading, and Writing**

Exhibit Level, Exhibit Hall D, Room 19

**Chair:** Edgar Moritz, Indiana University Purdue University, Fort Wayne

**Presenters:** Richard Sandler, John Burroughs School, St. Louis, MO, “Tradition as a Renovator: Using Folklore in the Writing Seminar”

Donna Dunbar-Odom, Texas A&M University–Commerce, “Selling Literacy: Oprah’s Models for Student Success”

Adrienne Lamberti, Simpson College, Indianola, IA, “A Golden Opportunity: Access, Private Colleges, and ‘Basic’ Writing Skills”

**Composition Programs**

**I.18 Giving Voice to African American Males and to the Elderly**

Exhibit Level, Exhibit Hall D, Room 6

**Chair:** Elizabeth Chiseri-Strater, University of North Carolina at Greensboro

**Presenters:** Krystia Nora, Indiana University of Pennsylvania, “Opening and Keeping Open the Doors of Writing for the Elderly”

Michelle Jackson, University of North Carolina at Greensboro, “African American Males Finding Voice through Service-learning”


Adrian Wurr, University of North Carolina at Greensboro, “African American Males Finding Voice through Service-learning”

**Composition Programs**

**I.19 Seeing Writing Programs as Sites of Inquiry**

Exhibit Level, Room 113

**Chair:** Cynthia Furr, Charlotte, NC

**Presenters:** Shirley K. Rose, Purdue University, West Lafayette, IN, “Uncovering a Writing Program’s History of Discovery”

Linda Bergmann, Purdue University, West Lafayette, IN, “Visions and Revisions of the Writing Center as a Site for Research”

Irwin Weiser, Purdue University, West Lafayette, IN, “What We Gain and What We Risk in Viewing Writing Programs as Sites of Inquiry”

**Theory**

**I.20 Rereadings of Vir Bonus, Lady Rhetoric/Autochthony, and Lacan’s Subject-Supposed-to-Know**

Exhibit Level, Exhibit Hall D, Room 4

**Chair:** Eric Mason, University of South Florida, Tampa
**Presenters:** D. Alexis Hart, Virginia Military Institute, Lexington, “Reconsidering the Classical Vir Bonus as a Hallmark of Student Success in Contemporary Composition Classrooms”

Bernie Miller, Eastern Michigan University, Milan, “Pandora, Lady Rhetoric, and the Myth of Autochthony in a Different Light”


**Theory**

I.21 **Epistemological Models: Three Critiques**
Exhibit Level, Room 131

*Chair:* Stephanie Paterson, California State University, Turlock

*Presenters:* Lara Varpio, University of Waterloo, Ontario, Canada, “Accessing Incommensurable Epistemologies: Applying the New Rhetoric to the Problem of Incommensurability in a Computational Fluid Dynamics Case Study”

Thomas Rickert, Purdue University, West Lafayette, IN, “Chora and Community in the Timaeus’ Tale of Two Cities”

Monica Robinson, Western Michigan University, Kalamazoo, “The Underhanded Charm of the Social Constructivist Possible”

**Theory**

I.22 **Normie Hegemony: Culture, Rhetoric, and True Life Adventures in the Land of the Neuro-typicals**
Exhibit Level, Exhibit Hall D, Room 15

*Chair:* Jean Kearns Miller, Washtenaw Community College, Ann Arbor, MI

*Presenters:* Jean Kearns Miller, Washtenaw Community College, Ann Arbor, MI, “The Culture, Rhetoric, and True Life Adventures of Autism”

Charles Avinger, Washtenaw Community College, Ann Arbor, MI, “The Culture, Rhetoric and True Life Adventures of Invisible Disability”


**Theory**

I.23 **Re-appropriating the Mirror: A Cross-Race Dialogue on Gender, Authority, and Reflexivity**
Exhibit Level, Room 114

*Presenters:* Linh Dich, University of Massachusetts–Amherst, “Cultural Broker: Beyond the Teacher Role”
Friday, 11:00 a.m.–12:15 p.m.

Theory

I.24 Transnational Feminism:
Rhetorical and Pedagogical Practices
Exhibit Level, Room 123

Chair: Min Zhan Lu, University of Wisconsin, Madison
Presenters: Susan Jarratt, University of California, Irvine, “Pathos Effects: Gender and the Regulation of Emotion in South Africa’s Truth and Reconciliation Hearings”
Rebecca Dingo, The Ohio State University, Columbus, “Visualizing Empowerment: The Emotional Rhetoric of Global Economic Access”

History

I.25 Creating a Profession:
The Evolution of the Two-Year College English Teacher
Exhibit Level, Room 134A

Chair: Mark Reynolds, Jefferson Davis Community College, Brewton, AL
Presenters: Sylvia A. Holladay-Hicks, Hillsborough Community College, Tampa, FL, “Creating the Profession of Two-Year College English Teacher”
Barbara Stout, Montgomery College–Rockville Campus, MD, “The Evolution of a Writing Program”
Elizabeth Nist Anoka, Ramsey Community College, Coon Rapids, MN, “Developing a Writing Philosophy”
Alan Meyers, Harry S. Truman College, Chicago, IL, “Coming of Age in ESL: Memoirs of a Reluctant Pioneer”
Ellen Andrews Knodt, Pennsylvania State University, Abington, “A New Paradigm: Preparing English Faculty for the First Two College Years”
Marilyn Smith Layton, North Seattle Community College, WA, “Lives Worth Fighting For: How Our Students Taught Us to Teach”
Respondent: Howard Tinberg, Bristol Community College, Fall River, MA

History

I.26 Accessing Identities:
Women’s Life-writings in the Progressive Period
Exhibit Level, Exhibit Hall D, Room 14

Chair: Henri Rix Wood, University of Missouri–Kansas City
Presenters: Amelia McDaniel, University of Missouri–Kansas City, “An Intersection of Contrasting Discourse Communities: The Mennonite Diaries of Margrethe and Anna Jansen, 1873–78”
Sandra Zerger, University of Missouri–Kansas City, “An Intersection of Contrasting Discourse Communities: The Mennonite Diaries of Margrethe and Anna Jansen, 1873–78”
Henri Rix Wood, University of Missouri–Kansas City, “The Page is a Stage: Dorothy Thompson’s Rhetorical Rehearsals of the ‘New Woman’”
Amy Mecklenburg-Faenger, The Ohio State University, Columbus, “Against ‘Literary Trifling’: The Construction of Ethos in Scrapbooks from Progressive-era Women’s Clubs”

Research

I.27 Feminists Researching across Differences: Talking, Talking Back, and Listening to Whiteness
Exhibit Level, Exhibit Hall D, Room 13
Chair: Beverly Moss, The Ohio State University, Columbus
Presenters: Tammie Kennedy, University of Arizona, Tucson, “Talking about How Whiteness Haunts Ethnography”
Roxanne Mountford, University of Arizona, Tucson, “Talking Back via an Ethnography of Relations”
Krista Ratcliffe, Marquette University, Milwaukee, WI, “Listening for Whiteness in Rhetoric and Composition Research”
Respondent: Jabiri Mahiri, University of California, Berkeley

Information Technologies

I.28 Preparing for a “Society of the Spectacle”: Gaming and Literacies
Exhibit Level, Exhibit Hall D, Room 16
Chair: Ronald Sudol, Oakland University, Rochester, MI
Presenters: Justin Young, University of Oklahoma, Norman, “Technological Literacy in a ‘Society of the Spectacle’”
Alice Robison, University of Wisconsin–Madison, “Videogaming as Co-design: Multiliteracies outside the College Writing Classroom”
Scott Jones, Indiana University, Kokomo, “Electronic Publishing and Empowerment: A Glass Half Empty and Half Full”

Information Technologies

I.29 Refiguring Emergent Media: Student Rhetorical Agency, Digital Composing, and Multimedia Production
Exhibit Level, Room 121
Chair: Melinda Turnley, New Mexico State University, Las Cruces
Presenters: Melinda Turnley, New Mexico State University, Las Cruces, “Transmissions and Transformations: The Pedagogical Potentials of a Mediological Method”
Jennifer Sheppard, New Mexico State University, Las Cruces, “Multimedia Composition as Technological, Social, and Exploratory Practice”
Gustav Verhulsdonck, New Mexico State University, Las Cruces, “The ‘Rhetorics of Play’: The Instructional Possibilities of Computer Games”
Friday, 11:00 a.m.–12:15 p.m.

Institutional and Professional

I.30 Location, Location, Location: Writing Programs and Institutional Space
Exhibit Level, Room 110
Chair: Julie Vedder, West Virginia University, Morgantown

Presenters: Catherine Gouge, West Virginia University, Morgantown, “Institutionalizing Writing: Politics/Pedagogy/Praxis”
Lu Rehling, San Francisco State University, CA, “What Matters Most: A Free-standing Professional Writing Program’s Institutional Fit”
Julie Vedder, West Virginia University, Morgantown, “Disciplined Interdisciplinarity: Challenges in Designing Professional Writing Programs”
Catherine Latterell, Pennsylvania State University, Altoona, “Small Colleges and Professional Writing Programs”

I.31 Interdisciplinary Issues, Interdisciplinary Writing
Exhibit Level, Exhibit Hall D, Room 7
Chair: Pamela S. Ward, Catholic University, Washington, D.C.

Presenters: John Eliason, Philadelphia University, PA, “WAC and Information Literacy: Collaborative Paths to Non-competitive Futures”
Julia Allen, Sonoma State University, Rohnert Park, CA, “Writing in Contested Zones”
Carol Denise Bork, Mercer County Community College, West Windsor, NJ, “Transferring Access and Success: The Art of Writing Interdisciplinarity across the Community College Curriculum”
Paula Swisher, Mercer County Community College, West Windsor, NJ, “Transferring Access and Success: The Art of Writing Interdisciplinarity across the Community College Curriculum”

I.32 “Servial of the Fittus”: Assessment, Placement, and Student Success in the Academic Jungle
Exhibit Level, Room 135B
Chair: Robert Lundergan, Fullerton College, CA

Presenters: Kathryn Barbour, Antelope Valley College, Lancaster, CA
Dorothy Williams, Antelope Valley College, Lancaster, CA
Susan Lowry, Antelope Valley College, Lancaster, CA
Institutional and Professional

I.33 Addressing the Public, Assessing Ourselves: A New Disciplinary Framework for Rhetoric and Composition

Exhibit Level, Room 134B

Chairs: John Ackerman, Kent State University, OH
David Coogan, Virginia Commonwealth University, Richmond

Presenters: Linda Flower, Carnegie Mellon University, Pittsburgh, PA, “The Place of Inquiry in Local Public Rhetoric”
David Coogan, Virginia Commonwealth University, Richmond, “A Materialist Rhetoric for Composition”
Carolyn R. Miller, North Carolina State University–Raleigh, “Rhetoric as the Art of Concealment: Implications for Disciplinary and Public Practice”
John Ackerman, Kent State University, OH, “Attaching the Body to Sign to Action in Neighborhood Rhetorics”
David Fleming, University of Wisconsin–Madison, “Putting on Our Janus Face: Why Addressing the Public Need Not Denigrate the Academic”

Language

I.34 Writing Black: Engaging African American Oral Language Style in the Language of Writing

Exhibit Level, Exhibit Hall D, Room 17

Chair: Arthur Palacas, University of Akron, OH

Presenters: Denise Troutman, Michigan State University, East Lansing, “Writing, Race, and Resistance in the Compositions of Ebonics”
Arthur Palacas, University of Akron, OH, “Direct Discourse Perspective in African American-English Nuanced Writing”

Creative Writing

I.35 New Voices in Creative Nonfiction and Memoir

Exhibit Level, Exhibit Hall D, Room 2

Presenters: Carol Ellis, Claremont Graduate University, CA, “The Student as Genre: Creative Nonfiction”
Itzi Meztli, Slippery Rock University, PA, “My Memoirs: De facto Segregation in South Texas”
Karyn Hollis, Villanova University, PA, “Women Editorialists: Rhetorical Strategies of Gender and Race”
Friday, 11:00 a.m.–12:15 p.m.

Professional and Technical Writing

I.36  The Rhetoric of Scientific Accommodations Revisited
Exhibit Level, Exhibit Hall D, Room 3
Chair: Jack Selzer, Pennsylvania State University, University Park
Presenters: Jeremiah Dyehouse, University of Rhode Island, Kingston, “Writing on the Walls: ‘Rhetorical Life’ in the Museum”
Marika Seigel, Pennsylvania State University, University Park, “Pregnant Science: Epideictic Rhetoric in the Pregnancy Handbook”
Jordynn Jack, Pennsylvania State University, University Park, “‘Alternative Possibilities’: Public Consultations on GMFs in Canada”

Professional and Technical Writing

I.37  Outcomes in Technical Writing
Exhibit Level, Exhibit Hall D, Room 8
Chair: Daniel Keller, University of Louisville, KY
Presenters: Norman Bradley, University of California, Santa Barbara, “Product-Based Writing Education for Engineers”
Jon Leydens, Colorado School of Mines, Golden, “Opening the Gates for Engineering Voices: Writing in the Disciplines and in the Professions from the Perspectives of Insiders”
Nancy W. Coppola, New Jersey Institute of Technology, Newark, “Writing Assessment: A Heuristic for Graduate Student Success”

I.38  CCCC Research Initiative Part I
Exhibit Level, Exhibit Hall D, Room 20
Chair: Kathleen Blake Yancey, Clemson University, SC

CONVERSATIONS

Conversations about Class and Privilege
Exhibit Level, Exhibit Hall D, Room 1
Presenters: Katherine Kessler, James Madison University, Harrisonburg, VA
Raymond Mazurek, Pennsylvania State University, Berks Campus, Reading
J Sessions

12:30 p.m.–1:45 p.m.

Featured Session

Taking the Long View: Observations from the Stanford Study of Writing in Its 4th Year

Exhibit Level, Room 135A

Chair: Marvin Diogenes

Additional Presenters:
Erin Krampetz, Stanford University
Amrit Rao, Stanford University
Anna Mumford, Stanford University

Recently named the Louise and Claude Rosenberg, Jr. Fellow in Undergraduate Education, Andrea Lunsford is Professor of English and Director of the Program in Writing and Rhetoric at Stanford University. She has designed and taught undergraduate and graduate courses in writing history and theory, rhetoric, literacy studies, and intellectual property. Before joining the Stanford faculty, Lunsford was Distinguished Professor of English and Director of the Center for the Study and Teaching of Writing at The Ohio State University. Currently also a member of the Bread Loaf School of English faculty, Professor Lunsford earned her B.A. and M.A. degrees from the University of Florida and completed her Ph.D. in English at The Ohio State University.

Professor Lunsford’s interests include rhetorical theory, gender and rhetoric, collaborative writing, cultures of writing, style, and technologies of writing. She has written or co-authored fourteen books, including Everything’s an Argument; The Everyday Writer; Essays on Classical Rhetoric and Modern Discourse; Singular Texts/Plural Authors: Perspectives on Collaborative Writing; and Reclaiming Rhetorica: Women in the History of Rhetoric, as well as numerous chapters and articles. Her most recent books include The St. Martin’s Handbook, 5th edition, and, with Lahoucine Ouzgane, Exploring Borderlands: Composition and Postcolonial Studies.

As we meet in San Francisco, the 190 undergraduate participants in the Stanford Study of Writing (SSW) will be preparing for their graduation. SSW both complements and extends existing longitudinal research that focused exclusively on college students’ academic writing (Sternglas, Carroll, Beauford, Sommers). By taking interest in all writing the Stanford Study’s 109 participants do, the Study details how the writing is changing and characterizes those differences
through a revised canon of student rhetoric. Four years of Study data reveal ways in which student writers are innovating in both new and conventional media and genres. With over 8,000 text submissions, the Study traces changes in students’ arguments, paragraphs, and sentence structures across multiple texts and media both in and out of class and over time. By the same token, the Study captures a wide-angle view of students’ writing styles. Further students’ writing and self-reports reveal how, over the college years, they have been using the multitude of resources available to them to gain access to personal and cultural memory, as well as disciplinary histories and procedures. In addition, regular interviews with a subgroup of participants yield detailed accounts of how, when, where, and why students see themselves as successful writers and rhetors.

Andrea Lunsford, SSW’s principal investigator, will introduce the panel and sum up the contributions SSW research makes to the field of rhetoric and composition.

Erin Krampetz, a graduate student in international education and a member of the study team, will present research about the differences between foreign and domestic student writing in terms of their in-class and self-sponsored writing across four years of the Study.

Jenn Fishman, a junior professor and member of the SSW research team, will explore the implications of the mediating effects of technology in writing, with particular focus on the influence of access on student achievement.

Amrit Rao, an undergraduate SSW participant, will describe his experiences as a college writer and an international student.

Anna Mumford, an undergraduate SSW participant, will discuss changes in her writing fluency in both academic and self-sponsored communication as a multilingual student.

Anna Cueni, an undergraduate SSW participant, will reflect on her writing experiences overseas and their impact on her writing.
Friday, 12:30–1:45 p.m.

**Theory**

**J.01 Accessing Asian American Rhetoric(s): Locations, Movements, Actions**

Exhibit Level, Room 134A

**Chair:** LuMing Mao, Miami University, Oxford, OH  
**Presenters:** Terese Monberg, University of Kansas, Lawrence, “Globalization and Its Metaphors: Locations for Asian American Rhetoric(s)”  
Morris Young, Miami University, Oxford, OH, “The Writing on the Wall: Angel Island as Asian American Rhetoric”  
Haivan Hoang, University of Massachusetts, Amherst, “The Metaphor of Rhetorical Movement in a Vietnamese American Student Performance”  
Stuart Ching, Loyola Marymount University, Los Angeles, CA, “Re-reading Race-and-Ethnicity Discourses in Composition Studies through Global Rhetorics of Asian Pacific America”

**Practices of Teaching Writing**

**J.02 Making Research Matter**

Exhibit Level, Exhibit Hall D, Room 4

**Chair:** Jennifer L. Bowie, Georgia State University, Atlanta  
**Presenters:** Anne Doyle, Bridgewater State College, MA, “Affirming Access to the Conversation: Students as Primary Researchers”  
Madeleine Picciotto, University of California, San Diego, La Jolla, “Halfway There: Second-semester Composition and Student Success”  
Benjamin R. Harris, Trinity University, San Antonio, TX, “Magic Rings, Golden Keys, and…Online Catalogs?: Considerations on ‘Open Sesame’ Research Instruction in the Composition Classroom”

**Practices of Teaching Writing**

**J.03 Analog Asynchronicity: Competing Philosophies of Composition**

Exhibit Level, Room 114

**Chair:** Jennie Nelson, Ohio University, Athens  
**Presenters:** Gerald Mulderig, DePaul University, Chicago, IL, “Thirty-Five Years after ‘Uptauted’ and ‘Rhetoric: Discovery and Change’—What We Have(n’t) Learned about Teaching Writing”  
Katherine Frank Dvorsky, Colorado State University-Pueblo, “Succeeding through Problem-solving in the Composition Classroom”  
Michael Stancliff, Arizona State University West, Phoenix, “Accessing Differences: Embracing Theoretical and Pedagogical Diversity in TA Training”  
Maureen Daley Goggin, Arizona State University, Tempe, “Accessing Differences: Embracing Theoretical and Pedagogical Diversity in TA Training”
Friday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

**J.04 Class Matters**
Exhibit Level, Room 113

*Chair:*

*Presenters:* Edward Lessor, Syracuse University, NY, “Negotiating Social Class in the ‘Post-class’ Writing Classroom”
Rachelle M. Smith, Emporia State University, KS, “White Trash Whitewash: Urban Working Class Students in the Academy”
Elkie Burnside, Emporia State University, KS, “Sunup to Sundown: Rural Working Class Students in the Academy”

**Practices of Teaching Writing**

**J.05 Looking Backward, Looking Forward: Knowledge Transfer across the Curriculum**
Exhibit Level, Room 124

*Chair:* Brian O’Sullivan, University of Rochester, NY

*Presenters:* April Miller, University of Rochester, NY, “Portable Knowledge: Transferring First-Year Composition Skills to Other Writing Contexts”
Tanya Bakhtyereva, University of Rochester, NY, “Questions before Answers: Teaching Transferable Invention Strategies in Freshman Composition”
Deborah Rossen-Knill, University of Rochester, NY
Brian O’Sullivan, University of Rochester, NY, “Breaking Rules, Breaking Barriers: Teaching Peer Tutors to Transfer Knowledge”
Pamela Bedore, University of Rochester, NY, “From Thinking in English to Thinking Academics: Knowledge Transfer in L2 Learning”

**Practices of Teaching Writing**

**J.06 At Play in the Fields of the Word: Creating Spaces for Radical Play in Writing Classrooms and Centers**
Exhibit Level, Room 130

*Chair:* Scott Miller, Sonoma State University, Rohnert Park, CA

*Presenters:* Scott Miller, Sonoma State University, Rohnert Park, CA, “At Play in the Fields of the Word”
Julie Reid, Sonoma State University, Rohnert Park, CA, “At Play in the Fields of the Word”
Sandee McGlaun, North Georgia State College and University, Dahlonega, “Lust Is a Linoleum Floor: Writing as Play, Playing to Write”
Kevin Dvorak, Indiana University of Pennsylvania, “Bring The Noise!: Making Productive Noise from the Center”
Shanti Bruce, Indiana University of Pennsylvania, “Creating Textual Carnivals: Bakhtinian Politics at Play in Composition”
Practices of Teaching Writing

J.07 Access, Success, and Recess: Re-playing the College Game
Exhibit Level, Exhibit Hall D, Room 6
Chair: Wendy Olson, Washington State University, Pullman
Presenters: Jennifer Bullis, Whatcom Community College, Bellingham, WA, “Play, Interplay, Subject-play: Multigenre Writing as Route of Access into Academic Discourse”
Sherri Winans, Whatcom Community College, Bellingham, WA, “Access, Success, and Recess: Re-playing the College Game”
Brian Patterson, Whatcom Community College, Bellingham, WA, “Access, Success, and Recess: Re-playing the College Game”

Practices of Teaching Writing

J.08 Student Access to University Discourse: Writing in the Disciplines, Dialogic Metalanguage, and Hybrid Discourse
Exhibit Level, Exhibit Hall D, Room 2
Chair: Dan Melzer, California State University, Sacramento
Presenters: Dan Melzer, California State University, Sacramento, “Discourse across the Disciplines”
Cathleen Snyder, California State University, Sacramento, “Gaining Entrance: A Pedagogy of the Rhetoric of Multiple Genres”
Janay Lovering, California State University, Sacramento, “Talking between Texts: Giving Students Access to Multiple Discourses”
Ann Michaels, California State University, Sacramento, “Entering the Conversation: Using Hybrid Discourses in the Composition Classroom”

Practices of Teaching Writing

J.09 The Ethics and Integration of Service-learning: Resistance, Empowerment, and Responsibility
Exhibit Level, Room 131
Chair: John Wittman, University of Texas-Pan American, Edinburg
Presenters: John Wittman, University of Texas-Pan American, Edinburg, “Is it SERVICE-learning or Service-LEARNING?”
Teresa Kramer, Southern Illinois University, Carbondale, “Ownership: Is It the Institution’s Project or the Student’s Learning?”
Michelle Trim, Lander University, Greenwood, SC, “Being Responsible to Community in Community-based Learning Courses”
Bonnie Smith, Belmont University, Nashville, TN, “Undergraduate Research and the CCCC Statement on Ethical Conduct”
Practices of Teaching Writing

J.10 What about Writing in the English Methods Course? Creating a Space for Teachers to Write and for Writers to Teach

Exhibit Level, Exhibit Hall D, Room 16

Chair: Amy Solinski, Michigan State University, East Lansing

Presenters: Jim Fredricksen, Michigan State University, East Lansing, “What is it a Writing Teacher Might Need to Know?”
Kathryn Schoon Tanis, Michigan State University, East Lansing, “The Ideological Stance of Pre-service Teachers toward Writing”
Amy Solinski, Michigan State University, East Lansing, “Broadening the Scope of Writing in an English Methods Course”

Practices of Teaching Writing

J.11 Writing Teachers Writing New Media

Exhibit Level, Room 123

Chair: Scott Lloyd DeWitt, The Ohio State University, Columbus

Presenters: Rita Rich, The Ohio State University, Columbus
Jason Palmeri, The Ohio State University, Columbus
Scott Lloyd DeWitt, The Ohio State University, Columbus

Practices of Teaching Writing

J.12 Advanced Composition Toolbox to Access: Integrating Genre, Discourse Analysis, and Ethnography

Exhibit Level, Exhibit Hall D, Room 19

Chair: Robin Murray, Eastern Illinois University, Charleston

Presenters: Donna Binns, Eastern Illinois University, Charleston, “Teaching Genre Awareness as Access in Advanced Composition”
Linda S. Coleman, Eastern Illinois University, Charleston, “A Professional and Public Writing Toolbox: Discourse Community Analysis in Advanced Composition Classes”

Practices of Teaching Writing

J.13 There’s Something about the Personal

Exhibit Level, Exhibit Hall D, Room 14

Chair: Robert Brooke, University of Nebraska, Lincoln

Presenters: Bruce Ballenger, Boise State University, ID, “There’s Another Voice in the Classroom: Getting Personal in a Textbook”
Wallace David, University of Central Florida, Orlando, “Dr. Wallace Should Bring a Couch to Class: The Therapeutic Uses of Writing”
Lad Tobin, Boston College, Chestnut Hill, MA, “It’s Not Personal; It’s Business: The Case for Autobiographical Scholarship”

Composition Programs

J.14 The Writing Center as Space
Exhibit Level, Exhibit Hall D, Room 7
Chair: Arlene Plevin, Seattle, WA
Presenters: Deborah DePiero, University of Rhode Island, Kingston, “Trading Spaces: Making Sense of Change”
Justin Bain, Westminster College, Salt Lake City, UT, “Dwelling in the Center: Writing Centers and Built Rhetorical Space”
Daiva Markelis, Eastern Illinois University, Charleston, “‘Why Don’t You Come Up and See Us Sometime’? Visual Representations of the Writing Center”

Composition Programs

J.15 Rhetoric as Nonviolent Action: Designs for the Writing Program
Exhibit Level, Exhibit Hall D, Room 13
Chair: Cara Crandall, Emerson College, Boston, MA
Presenters: Hugh English, Queens College, CUNY, Flushing, “The Writing Program as Site of Nonviolent Action”
Dawn Skorczewski, Emerson College, Boston, MA, “Nonviolence and Co-creativity in the Teacher Preparation Course”
Matthew Parfitt, Boston University, MA, “Rhetoric as Nonviolent Action: An Assignment Sequence”
T. R. Johnson, University of New Orleans, LA, “Violence in Reverse: Pleasure, Therapy, and the Poetics of Prose”

Composition Programs

J.16 Familiar Problems in New Contexts: Sharing and Maintaining Literacy, Access, and Community
Exhibit Level, Exhibit Hall D, Room 5
Chair: Morris Young, Miami University, Oxford, OH
Melissa Toomey, Miami University, Oxford, OH, “A Bridge Constructed by Adult ESL Writers: Gaining Access through Community Literacy”
Sarah Bowles, Miami University, Oxford, OH, “Go Tell It on the Mountain: Literacy Access and Sponsorship in Appalachia”
Friday, 12:30–1:45 p.m.

Theory

J.18 **Rhetoric and Literacy in Political Reform**
Exhibit Level, Exhibit Hall D, Room 9

*Chair:* Iris Ruiz, University of California, San Diego

*Presenters:* René De los Santos, University of California, Santa Barbara, “‘True Facts’ of the Nation: Mexico’s Rhetorical Management of Its 1938 Oil Expropriation”
Jai Hee Cho, California State University, Fullerton, “Reformulation of Reality: Political Juggling of Topics for Rhetorical Situations”
Steven Wexler, Rollins College, Winter Park, FL, “Literacy and Resistance in Postsocialist China”

Theory

J.19 **Cultural and Religious Conflict in the Contact Zone: Handling Multiple Viewpoints**
Exhibit Level, Room 120

*Chair:* Michelle Payne, Boise State University, ID

*Presenters:* Mary Ellen Ryder, Boise State University, ID, “Mental Spaces and Basic Writing”
Tom Peele, Boise State University, ID, “Belief Spaces and Basic Writing: Queer Space in the Contact Zone”
Michelle Payne, Boise State University, ID, “‘There’s a Belief in My Text!’: How Faith-centered Students Manage ‘Textual Belief Spaces’ in Their Essays”

Theory

J.20 **The Whole Truth and Nothing but the Truth: Testimony and the Construction of Political Truths**
Exhibit Level, Exhibit Hall D, Room 10

*Chair:* Susan C. Jarratt, University of California, Irvine

*Presenters:* Shevaun Watson, University of South Carolina, Columbia, “Habeas Corpus: Embodied Testimony in Slave Trials”
Katherine Mack, University of California, Irvine, “Productive Truths: Sophistic Rhetorical Theory and Truth Commissions”
**Theory**

**J.21 Racial Representations in Urban Communities, Spoken Word Venues, and Popular Culture: Toward a Redefinition of Public**

Exhibit Level, Room 132

*Chair:* Valerie Kinloch, Teachers College, New York, NY  
Maisha Fisher, Emory University, Atlanta, GA, “Africa habla a mí; Reconnecting the Diaspora and Beyond in Participatory Literacy Communities”  
Vorris Nunley, University of California, Riverside, “Soul for Sale: Barbershop, Public Pedagogy, and the Commodification of Race (Blackness)”

**History**

**J.22 Politics and Palimpsests: Higher Education, Race and Class, and Histories of Writing Instruction in the Deep South**

Exhibit Level, Exhibit Hall D, Room 15

*Chair:* Catherine Chaput, Georgia Southern University, Statesboro  
*Presenters:* Karen Powers-Stubbs, Georgia Southern University, Statesboro, “Writing Race and Class in Agricultural/Mechanical Schools in the Deep South, 1906–1924”  
Mark Richardson, Georgia Southern University, Statesboro, “Integration and Writing Programs at a Flagship University”  
Suellynn Duffey, Georgia Southern University, Statesboro, “Basic Writing: Changing Missions and Identities”

*Respondent:* Catherine Chaput, Georgia Southern University, Statesboro

**Research**

**J.24 Best Practices: Three Perspectives**

Exhibit Level, Room 125

*Presenters:* David Foster, Drake University, Des Moines, IA, “Connecting Authority and Voice in Writing”  
Donald Stoll, Rowan University, Glassboro, NJ, “Identifying Best Practices in Preparing High School Students for College-level Writing”  
Frances S. Johnson, Rowan University, Glassboro, NJ, “Assuring Student Success: Aligning Student Learning Goals to Pedagogical Practice”
Friday, 12:30–1:45 p.m.

**Information Technologies**

**J.25 Access and Collaboration in the Digital Classroom**
Exhibit Level, Room 135B

*Chair:* Marilyn Patton, De Anza College, Cupertino, CA  
Elizabeth Losh, University of California, Irvine, “Marginal or Liminal?: Updating Research on Electronic Communication and Spanish Language Students”  
Lynne M. Smelser, Michigan State University, Brighton, “Mental Access: Technology-enhanced Presence in the Writing Classroom”

**Information Technologies**

**J.26 Gender, Ethics, and Liability: Access and Autonomous Software Agents on the Internet**
Exhibit Level, Room 121

*Chair:* Frank Perez, Tarrant County College, Fort Worth, Texas  
*Presenters:* Sean Zdenek, Texas Tech University, Lubbock, “The Gendered Rhetoric of Software Agent Design”  
Tiffany Craft Portewig, Texas Tech University, Lubbock, “Software Agents and Interface Design: Considering Issues of Ethics and Liability”  
Dave Yeats, Texas Tech University, Lubbock, “Using IM Bots as Autonomous Help Agents”

**Institutional and Professional**

**J.27 Department Leadership: The Gateway for Faculty and Student Success at Two-Year Institutions**
Exhibit Level, Room 112

*Chair:* Jane Wagoner, Wright College, Chicago, IL  
*Presenters:* Jane Wagoner, Wright College, Chicago, IL, “Opening the Gates to the Academy: Building Bridges between Full-time and Adjunct Faculty”  
Leslie J. Roberts, Oakland Community College, Ann Arbor, MI, “Holding the Gates Open: Constructing a Positive Identity in Two-Year English Departments”
Institutional and Professional

J.28  Professional Development: Three Contexts
Exhibit Level, Room 111

Chair: Chet Pryor, Montgomery College, Rockville, MD
Presenters: Nancy Myers, University of North Carolina at Greensboro, “Accessing the Profession: Text as Teacher and Mentor in Composition Studies”
Deborah Tihanyi, University of Toronto, Ontario, Canada, “Building the Scholarship of Teaching in First-Year Technical Communication through Collaborative Self-Study Research”
Katherine Tiede, University of Toronto, Ontario, Canada, “Building the Scholarship of Teaching in First-Year Technical Communication through Collaborative Self-Study Research”
Kim Jaxon, University of California, Berkeley, “Lessons from a National Writing Project Site: Professional Development and Institutional Constraints”

Institutional and Professional

J.29  Feminist Writing Program Administration: Why Bother?
Exhibit Level, Room 110

Chair: Jackie Grutsch McKinney, Ball State University, Muncie, IN
Presenters: Beth Carroll, Appalachian State University, Boone, NC, “Power Tripping in the Writing Center”
Georgia Rhoades, Appalachian State University, Boone, NC, “Performance and the Feminist Administrator: Why Nobody Takes Me Seriously”

Institutional and Professional

J.30  Affirming Our Unity in Writing: Composition, Creative Writing, Journalism, and Professional Writing in a Holistic Writing
Exhibit Level, Room 122

Chair: Cheryl Wanko, West Chester University, PA
Presenters: William Lalicker, West Chester University, PA, “Composition’s Epistemologies and a Transformed Definition of Writing”
Chuck Bauerlein, West Chester University, PA, “Inverting Pyramids and Expectations: Composition, Literature, and Creativity in Journalism (Part I)”
John Hanson, West Chester University, PA, “Inverting Pyramids and Expectations: Composition, Literature, and Creativity in Journalism (Part II)”
Timothy Ray, West Chester University, PA, “Bridging the Gaps among Writing Emphases through Diverse Professional Experiences”
Deirdre Ray, Cheyney University, PA, “The W(hole)-istic Major: A Perspective and a Small Dilemma”
Friday, 12:30–1:45 p.m.

Institutional and Professional

J.31 Consultation Session on Issues Related to Writing Assessment

Exhibit Level, Exhibit Hall D, Room 12

Chair: Diane Kelly-Riley, Washington State University, Pullman

Carol Rutz, Carleton College, Northfield, MN, “Embracing Assessment at a Liberal Arts College”
David Howell, Milwaukee School of Engineering, Whitefish Bay, WI, “Real-time and Near-real-time Assessment by Combining Interpersonal and Virtual Environments”
Kathleen Blake Yancey, Clemson University, SC, “Electronic and Print Portfolios; Online Assessment; Integrating Instruction with Programmatic Evaluation: WAC/CAC/and Program Assessment”
Robert O’Brien Hokanson, Alverno College, Milwaukee, WI, “Electronic Portfolios at a Liberal Arts College”
Dan Royer, Grand Valley State University, Grand Rapids, MI, “Alternative Instructional/Administrative Structures—Directed Self-Placement”
Carmen Werder, Western Washington University, Bellingham, WA, “Assessment and Faculty Development, Course Portfolios, and Bringing Students into Assessment-Development Activities”
Judy Arzt, St. Joseph College, Bloomfield, CT, “Writing across the Curriculum and Assessment”
Sandra Murphy, University of California, Los Angeles, “The Design of Writing Tasks for Writing Assessment: The Design of Portfolio Assessment Systems”
Richard H. Haswell, Texas A&M University, Corpus Christi, “Program Validation, Accreditation Review, Gain in Writing Expertise”
Susan Marie Harrington, Indiana University-Purdue University, Indianapolis, “Course and Program Assessment, Placement Testing”
Edward M. White, University of Arizona, Flagstaff, “Reconciling External and Internal Assessment Demands and Opportunities, Outcomes Assessment”
Ellen Schendel, Grand Valley State University, Grand Rapids, MI, “Setting Up and Fine-Tuning an Ongoing Program Assessment”
Language

J.32 English Studies as Contexts for ESL-II
Exhibit Level, Exhibit Hall D, Room 11

Chair: Mary Rigsby, University of Maryland, Washington, Fredericksburg, VA

Presenters: Ethan Krase, Winona State University, MN, “Disciplinary Enculturation and ESL Graduate Students”
Betsy Bowen, Fairfield University, CT, “Writing in the Disciplines: An International Perspective”
Diana Becket, University of Cincinnati, OH, “Common Ground between L1 and L2 Students from Different Economic Backgrounds”

Creative Writing

J.33 Writing, Reading, and Teaching Place-based Nonfiction
Exhibit Level, Exhibit Hall D, Room 3

Chair: Daniel Mahala, University of Missouri-Kansas City

Presenters: Leonora Smith, Michigan State University, East Lansing, “Creating (Non)fiction: Excavating Histories of Place”
Laura Julier, Michigan State University, East Lansing, MI, “Creating (Non)fiction: Shaping/Mapping Stories of Place”
Jody Swilky, Drake University, Des Moines, IA, “Creating (Non)fiction: (Mis)representing Place”

Respondent: Daniel Mahala, University of Missouri-Kansas City, “Creative (Non)fiction: Pedagogical Possibilities and Political Implications of Place-based Writing”

Professional and Technical Writing

J.34 Enacting Values: Genre, Plagiarism, Decorum
Exhibit Level, Exhibit Hall D, Room 17

Chair: John Peterson, Stanford University, CA

Presenters: Ashley Williams, Rensselaer Polytechnic Institute, Troy, NY, “Doing Things with Documents: Examining the Role of Genre in the Multinational Workplace”
Christene Moore, University of Texas at Austin, “Plagiarism in Technical Writing Classes: Gatekeeping or Gateway?”
D’Arcy Randall, University of Texas at Austin, “Plagiarism in Technical Writing Classes: Gatekeeping or Gateway?”
Rebecca Pope-Ruark, Iowa State University, Ames, “Reawakening Decorum: Corporation as Civic Realm in Business Communication”
Friday, 12:30–1:45 p.m.

Professional and Technical Writing

J.35 Access to Health Care through Writing
Exhibit Level, Exhibit Hall D, Room 18

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

Presenters: Tom Waldrep, Medical University of South Carolina, Charleston,
“So What Do You Think?: Survey of Health Care Students’ Attitudes about Writing”
Jennie Ariaail, Medical University of South Carolina, Charleston, “The Acquisition of Writing Skill in Health Care: Case Studies of Two Students”
Tom Smith, Medical University of South Carolina, Charleston, “Gaining Access to Health Care Grants: Mentoring of Junior Faculty”
Adam Ellwanger, University of South Carolina, Columbia, “The Necessity of Accessible Discourse in a Discipline-specific Writing Center”

CONVERSATIONS

Conversations about Instructor Responses to Student Writing
Exhibit Level, Exhibit Hall D, Room 1

Presenters: Mary Margaret McGuire, Antelope Valley College, Lancaster, CA
Lynn McDonie, Antelope Valley College, Lancaster, CA
Thomas Batt, Husson College, Bangor, ME
Bobby Vasquez, University of Arizona, Tucson

Conversations about Distance Learning
Exhibit Level, Exhibit Hall D, Room 20

Presenters: Jane Blakelock, Wright State University, Dayton, OH
Lori Mumpower, University of Central Florida, Orlando
Robin Pulford, Michigan State University, East Lansing
Tracy Smith, Wright State University, Dayton, OH
Friday, 2:00–3:15 p.m.

K Sessions

2:00 p.m.–3:15 p.m.

Featured Session

Rethinking Ability, Literacy, and Achievement: Studies across Education, the Workplace, and the Community

Exhibit Level, Room 135A

Chair: Keith Gilyard

Over the past decade the presenters have been studying a range of worksites and formal and informal educational and training settings, and these studies have raised questions about many of the culture’s standard assumptions about language, literacy, cognition, and intelligence. Mark Jury has been studying blue collar and service workers, demonstrating the various cognitive demands of the work, including language and literacy. This research is then framed in larger questions about education, social class, and the models of intelligence that best fit with democratic theory. Glynda Hull has explored the potential of community settings as contexts for literacy learning among youth and adults, especially in the realm of multi-modal and multi-media composing. This research has investigated how alternative community learning spaces can be created that foreground the development of agency. Mike Rose has focused on understanding the ways that adolescents and adults negotiate critical transitions within and across sites such as families, peer groups, communities, workplaces, schools, and prisons. This work has tried to understand, for instance, how workers and would-be workers in places such as timber communities in the Pacific Northwest, de-industrialized small towns in upstate New York’s Leatherstocking Region, or state prisons re-imagine and re-invent themselves as workers, family, and community, and in turn, how schools might re-imagine themselves to meet the needs of a changed and changing populations.

The combined research involves a wide range of methods—from historical and ethnographic to cognitive process tracing and “design experiments”—and touches on a number of issues pertinent to the scene of the 2005 conference: shifting definitions of intellectual ability; the fruitfulness of what appear on the
surface to be flawed or failed performances; the creation of educational contexts across the age range, in which individuals can manifest their full potential; the role of democratic theory in conceptualizations of classrooms and education; and the development of public spaces for learning that increase our potential as teachers and students to contribute to more equitable and humane worlds.

**Mark Jury** (University of Albany) has focused on understanding the ways that adolescents and adults negotiate critical transitions within and across sites such as families, peer groups, communities, workplaces, schools, and prisons. This work has tried to understanding, for instance, how workers and would-be workers in places such as timber communities in the Pacific Northwest, de-industrialized small towns in upstate New York’s Leatherstocking Region, or state prisons re-imagine and re-invent themselves as workers, family, and community, and in turn, how schools might re-imagine themselves to meet the needs of a changed and changing populations.

**Glynda Hull** (University of California, Berkeley) has explored the potential of community settings as contexts for literacy learning among youth and adults, especially in the realm of multi-modal and multi-media composing. This research has investigated how alternative community learning spaces can be created that foreground the development of agency.

**Mike Rose** (University of California, Los Angeles) has been studying blue collar and service workers, demonstrating the various cognitive demands of the work, including language and literacy. This research is then framed in larger questions about education, social class, and the models of intelligence that best fit with democratic theory. The combined research involves a wide range of methods—from historical and ethnographic to cognitive process tracing and “design experiments”—and touches on a number of issues pertinent to the scene of the 2005 conference: shifting definitions of intellectual ability; the fruitfulness of what appear on the surface to be flawed or failed performances; the creation of educational contexts across the age range, in which individuals can manifest their full potential; the role of democratic theory in conceptualizations of classrooms and education; and the development of public spaces for learning that increase our potential as teachers and students to contribute to more equitable and humane worlds.
Practices of Teaching Writing

K.02 Access and Excess: When Composition Theory and Composition Load Collide (TYCA Strand)

Exhibit Level, Room 132

Chair: Sharon Mitchler, Centralia College, WA


Colleen Hazen, Montana State University, Great Falls, “Survival and Creativity vs. the Factory Approach in Two-Year Education”

Ruth Fairchild, Ridgewater College, Willmar, MN, “Drinking from the Firehose: Watering Down Standards and Drowning”


Jennifer Flinn, State Fair Community College, Sedalia, MO, “When Student Teachers Become Full-time Teachers: Making the Transition from 40 Students to 140 Students”

Practices of Teaching Writing

K.03 Applying Ethnography, Irony, and Sophistic Rhetoric to Popular Culture

Exhibit Level, Exhibit Hall D, Room 13

Chair: Patricia Rickett, Northern Illinois University, DeKalb

Presenters: Catherine Kroll, Sonoma State University, Rohnert Park, CA, “Gathering Places: Ethnography as a Way of Knowing”


Dorinda Fox, University of Central Florida, Orlando, “The Rhetoric of Lil’ Kim and Sportscenter: Student Content as the Contact Zone”

Practices of Teaching Writing

K.04 Situated Writing: The University as Place

Exhibit Level, Exhibit Hall D, Room 5

Chair: Dulivanette Onema, Community College of Philadelphia, PA

Presenters: Christy J. Zink, George Washington University, Washington, D.C., “Rupturing the Invisible Fence: Transgressive Educational Moments in the University’s Public Space”

William Burns, University of Rhode Island, Kingston, “Writing Our Eco-Systems: Experiences with a Place-based Pedagogy in a First-Year Writing Class”

Tracey Baker, University of Alabama at Birmingham, “‘When will you be in your room tomorrow?’: Struggling toward Academic Access”
Friday, 2:00–3:15 p.m.

**Practices of Teaching Writing**

**K.05 Integrating and Expanding Home Language to Empower Students in the College Classroom**

Exhibit Level, Room 123

*Chair:* Mary Joe Reiff, University of Tennessee, Knoxville  
*Presenters:* Schontal Moore, The University of the West Indies, Mona, Jamaica, “Bridging the Gap: Successfully Integrating Students’ Home Languages in the College Composition Classroom”  
Linda Jordan Platt, La Roche College, Pittsburgh, PA, “Grappling with Difficulty: Discourse, Social Class, and a Freshman Composition Course”  

**Practices of Teaching Writing**

**K.06 Re-imagining the Community: Service-Learning as Access in the Writing Classroom**

Exhibit Level, Exhibit Hall D, Room 17

*Chair:* Kerri McCanna, Boise State University, ID  
*Presenters:* Lana Kuchta, Boise State University, ID  
Kerri McCanna, Boise State University, ID, “Chalkboards or Blackboard: The Place of Technology in Service-Learning Composition Courses”  
Erin Whittig, Boise State University, ID  
Mandy Page, Boise State University, ID

**Practices of Teaching Writing**

**K.07 Composing in the ‘Techno-Meritocracy’**

Exhibit Level, Exhibit Hall D, Room 18

*Chair:* Kimberly De Vries, Massachusetts Institute of Technology, Cambridge  
*Presenters:* Mya Poe, Massachusetts Institute of Technology, Cambridge, “Writing Assessment, Inc.: What the Corporatization of Writing Assessment Means to Composition”  
Karen Boiko, Massachusetts Institute of Technology, Cambridge, “I’m a Bad Writer”  
Andrea Walsh, Massachusetts Institute of Technology, Cambridge, “The Globalized Writing Classroom”  
Anthony Lioi, Massachusetts Institute of Technology, Cambridge, “Dying to Know Again: The Problem of the Scientific Self in the Essayistic Classroom”
Practices of Teaching Writing

K.08 Piecing Together the Puzzle of Access in the Developmental English Class: Selecting Texts, Reading Texts, Writing about Text

Exhibit Level, Exhibit Hall D, Room 6

Chair: Ann Del Principe, Kingsborough Community College, New York

Vanessa Santaga, Kingsborough Community College, New York, “Opening the Door to Invention for Developmental Writing Students”

Practices of Teaching Writing

K.09 Educating Successful Writers/Rhetors: Project-, Problem-, and Client-Based Pedagogies in the Writing Classroom

Exhibit Level, Exhibit Hall D, Room 8

Chair: Paula Rosinski, Elon University, NC

Presenters: Tim Peeples, Elon University, NC, “When (Engaged-) Learning Is Not Enough: Re-defining ‘Successful’ Writers and Writing Instruction”
Lee Nickoson-Massey, Elon University, NC, “Accessing Student Writing in the Problem-based Classroom: Assessment as Opportunity”
Paula Rosinski, Elon University, NC, “Problem-based Learning & Digital Literacies in Freshman Composition”

Practices of Teaching Writing

K.10 Reconsidering Collaborative Learning

Exhibit Level, Room 112

Chair: Patricia Serviss, Loyola Marymount University, Los Angeles, CA

Presenters: Patricia Serviss, Loyola Marymount University, Los Angeles, CA, “Dueling Worlds: [De]Constructing the Bridge to the Academy”
Elise Geraghty, Loyola Marymount University, Los Angeles, CA, “Reconsidering Collaborative Learning”
Labina Ula, Loyola Marymount University, Los Angeles, CA, “Academic Advancement Program (AAP): Reconsidering Collaborative Learning”
Kathleen O’Leary-Lefferman, Loyola Marymount University, Los Angeles, CA, “Reconsidering Collaborative Learning”
Practices of Teaching Writing

K.11 Tools for Revising Our Own Teaching Practices: How Approaches to Universal Design in Teaching can Enhance Deep Learning

Exhibit Level, Room 124

Chair: Corinne Arraez, Stanford University, CA
Presenters: Corinne Arraez, Stanford University, CA, “Technology and Universal Design: Deep Learning as a Daily Practice”
Sohui Lee, Stanford University, CA, “Writing Competence vs. Performance: Revising our Teaching Goals in terms of Deep Learning Reception”
Robyn Dunbar, Stanford University, CA, “Deep Learning: Towards an Institutional Reform”

Practices of Teaching Writing

K.12 Access beyond the Gates: Establishing Contact Zones Using Native American and African American Rhetorics in the Classroom

Exhibit Level, Room 125

Chair: Karen Jobe, Oklahoma State University-Oklahoma City
Presenters: Rhonda Kyncl, University of Oklahoma, Norman, “Is Resistance Possible: Classroom Ideologies that Oppress”
Lee Vasquez, University of Oklahoma, Norman, “Native Knowledge-making and Internet Pedagogical Considerations”
Karen Jobe, Oklahoma State University-Oklahoma City, “Access for All: Dealing with Resistance in the Multicultural Classroom”

Practices of Teaching Writing

K.13 Gateway to Writing, the Academy, and Beyond for Non-traditional Adult Learners: Student Access and Success

Exhibit Level, Room 131

Chair: Ellen Barton, Wayne State University, Detroit, MI
Presenters: Sandra Valensky, Baker College, Auburn Hills, MI, “Basic Writers: Providing Access and the Possibility of Success for Older Non-traditional Students”
Kimme Nuckles, Baker College, Auburn Hills, MI, “Identity and Expectations of Older Adults in the Composition Classroom”
Linda Brender, Macomb Community College, MI, “Adult Learners Accessing Professional Writing”
Composition Programs

K.14 Defining Success in WAC: Assessing a WI Course Requirement at a Research I University
Exhibit Level, Exhibit Hall D, Room 15

Chair: Susan Jarratt, University of California, Irvine
Presenters: Francien Rohrbacher, University of California, Santa Barbara, “Students’ Perceptions about WI courses at a Research I University”
Sarah Hochstetler, University of California, Santa Barbara, “TAs’ Perceptions about WI Courses at a Research I University”

Composition Programs

K.15 Opening the Doors: Building a Mobile Writing Center for an Open-access Online University
Exhibit Level, Exhibit Hall D, Room 10

Chair: Carole Chabries, Capella University, Minneapolis, MN
Presenters: Neil Cunningham, Capella University, Minneapolis, MN, “The Objective Imagination”
Andrea Luna, Capella University, Minneapolis, MN, “Graduate Consumers: Setting the Agenda in the Writing Center Conference”
Richard Schreck, Capella University, Minneapolis, MN, “Second Language Writers on the Online University”
Stone Shiflet, Capella University, Minneapolis, MN, “Socrates Unleashed”

Composition Programs

K.16 ‘I’ll Show You Mine If You Show Me Yours’: How Integrating Curriculum Promotes Student Success
Exhibit Level, Exhibit Hall D, Room 3

Chair: Loren Barroca, College of San Mateo, CA
Presenters: James Carranza, College of San Mateo, CA, “Writing in the End Zone”
Teeka James, College of San Mateo, CA, “Writing in the End Zone”
Daniel Keller, College of San Mateo, CA, “Composition and the Sociological Imagination”
Jean Mach, College of San Mateo, CA, “Mathematics + English = A Formula for Student Success”
Composition Programs

K.17 Putting a Face on AIDS in Africa: Creating a Rhetoric of Hope
Exhibit Level, Exhibit Hall D, Room 12
Chair: Elizabeth Chiseri-Strater, University of North Carolina, Greensboro
Presenter: Jane Stephens, High Point University, NC

Composition Programs

K.18 Arguing the End of Composition Studies
Exhibit Level, Room 134A
Chair: Doug Hesse, Illinois State University, Normal
Presenters: David Smit, Kansas State University, Manhattan, “End #1: Writing across the Curriculum Plus”
Joseph Harris, Duke University, Durham, NC, “End #2: Ending Freshman Comp, Beginning First-Year Writing”
Daniel Royer, Grand Valley State University, Grand Rapids, MI, “End #3: Academic Writing and the Limits of First-Year Writing in a Four-Year Program”

Theory

K.19 Enactment: The Student as Agent of Destiny
Exhibit Level, Room 135B
Chair: JoAnn Pavletich, University of Houston-Downtown, TX
Presenters: Daniel Bender, Pace University, New York, NY, “Enactment: The Student as Agent of Destiny”
Michael Rosenfeld, Pace University, New York, NY, “Reacting, History, and Civic Engagement: Pedagogy in the Service of Students and Society”
Tom Henthorne, Pace University, New York, NY, “True Lies: Fact and Fiction in the Reacting Classroom”

Practices of Teaching Writing

K.20 Rethinking Competencies in Linguistically Diverse Composition Courses
Exhibit Level, Exhibit Hall D, Room 2
Chair: Bruce Horner, University of Wisconsin-Milwaukee
Presenters: Jay Jordan, Penn State University, University Park, PA, “From ‘Comp’ to Composition: Assumptions and Affirmations”
Gail Shuck, Boise State University, ID, “Multilingualism Takes Center Stage: A Student-run Conference on Language and Language Learning”
Margi Wald, University of California at Berkeley, “Learner Empowerment through Analyzing Text and Self”
Friday, 2:00–3:15 p.m.

Michelle Winn, University of California at Berkeley, “Learner Empowerment through Analyzing Text and Self”

Theory

K.21 Terms of Contact Redefined: Comparative Rhetoric beyond the Aristotelian Paradigm

Exhibit Level, Exhibit Hall D, Room 4

Chair: Pat Bizzell, College of the Holy Cross, Worcester, MA

Presenters: Xiaoming Li, Long Island University, Brooklyn Campus, Brooklyn, NY, “‘Opinion Writing’: A Non-Aristotelian Argument—or Is It Argument?”
Tim Smith, Miami University, Oxford, OH, “Performing Comparative Rhetoric Pedagogy in the Composition Classroom”
Lucy Lu, DePaul University, Chicago, IL, “Confucian Moralistic Rhetoric and Its Appropriation in Contemporary Chinese Political Contexts”
LuMing Mao, Miami University, Oxford, OH, “‘In Its Own Context’ and ‘On Its Own Terms’: Understanding Chinese Rhetorical Tradition Comparatively”

Theory

K.22 Ecologies of Rhetorical Appeals

Exhibit Level, Room 133

Chair: Jackie Pena, Northern Essex Community College, Haverhill, MA

Presenters: Amy Milakovic, Texas Christian University, Fort Worth, “Do You See What I See? Reflecting on Critical and Feminist-critical Pedagogies in Graduate Classrooms”
Amy Proeber, Texas Christian University, Fort Worth, TX, “Do You See What I See? Reflecting on Critical and Feminist-critical Pedagogies in Graduate Classrooms”

Theory

K.23 ‘Seeing’ Visual Rhetoric through Studies of Practice

Exhibit Level, Room 121

Chair: Kathleen Blake Yancey, Clemson University, SC

Presenters: Sarah Robbins, Kennesaw State University, GA, “Re-viewing Visual Rhetoric on Women’s Work”
Anne Ruggles Gere, University of Michigan, Ann Arbor, “Narratives of Repair: Visual Representations of American Indian Teachers”
Janet Swenson, Michigan State University, East Lansing, “The CAPITAL VOICES Project”
Friday, 2:00–3:15 p.m.

Practices of Teaching Writing

K.24 Open Wide the Gates: Accessing College Composition from High School Classrooms

Exhibit Level, Exhibit Hall D, Room 16

Facilitator: Virginia Exton, Utah State University-Uintah Basin, Vernal, UT

Presenters: Lynn Meeks, Utah State University, Logan, “Opening the Dialogue for Dual Enrollment Programs”
Darren Perkes, Sky View High School, Smithfield, UT, “Opening High Schools to College Composition Courses”
Virginia Exton, Utah State University-Uintah Basin, Vernal, UT, “Creating Learning Communities for Dual Enrollment Composition Courses”
Alan Blackstock, Utah State University, Roosevelt, “Strategies for Success in Administrating Dual Enrollment Programs”

Research

K.25 Researching Rhetorically: Conceptualizing and Teaching Research

Exhibit Level, Room 120

Chair: Patricia Sullivan, University of Colorado, Boulder

Presenters: Rebecca Rickly, Texas Tech University, Lubbock, “The Contact Zone: Required Research Methods Courses”
Clay Spinuzzi, University of Texas, Austin, “Networks, Not Categories: Understanding Research as Material Rhetoric”
Carole Clark Papper, Ball State University, Muncie, IN, “Creating Sustainable Scholars, Sustaining Creative Scholarship”

Information Technologies

K.26 Hybridity and Information Technologies

Exhibit Level, Room 110

Chair: Dayna Ottens, Texas A&M-Corpus Christi

Presenters: Marc C. Santos, Purdue University, West Lafayette, IN, “Righting Digital Textuality”
Keith Comer, Idaho State University, Pocatello, “The Hybrid Curriculum: Faculty Collaboration, TikiWikis, and Writing Programs”
Information Technologies

K.27 Expanding the ‘Contact Zone’ to Cyberspace: Three Pedagogical Applications for Weblogs

Exhibit Level, Room 111

Chair: Michael Keleher, Kennesaw State University, GA
Presenters: Michael Keleher, Kennesaw State University, GA
Michael Barnes, Stetson University, Deland, FL
Martha Thomas, University of South Carolina, Columbia

Institutional and Professional

K.28 Organizing Tenured and Non-Tenure-Track Faculty on Contingent Faculty Issues

Exhibit Level, Exhibit Hall D, Room 14

Chairs: James McDonald, University of Louisiana at Lafayette
        Laurie Delaney, Kent State University, Stark Campus, Canton, OH
Presenters: Chris Storer, De Anza College, Cupertino, CA, “Why Tenured Faculty Should Take on Contingent Faculty Issues”
            Teresa Knudsen, Spokane Community College, WA, “Back to Our Roots:
            Restoring Academic Ideals and Practices”
            Robert Samuels, UCLA, Los Angeles, CA, “A Call for A National Union of Non-Tenure-Track Faculty Teaching in America”

Institutional and Professional

K.29 “We would NEVER do that in my discipline!”: Accessing Contact Zones through an Interdisciplinary Writing Group

Exhibit Level, Room 122

Chair: Susan Gardner, La Sierra University, Riverside, CA
Presenters: Susan Gardner, La Sierra University, Riverside, CA
          Annemarie Hamlin, La Sierra University, Riverside, CA
          Anthea Hartig, La Sierra University, Riverside, CA
          Krista Motschiedler, La Sierra University, Riverside, CA
          Suzanne Mallery, La Sierra University, Riverside, CA
          Kendra Haloviak, La Sierra University, Riverside, CA
          Elissa Kido, La Sierra University, Riverside, CA
Friday, 2:00–3:15 p.m.

**Institutional and Professional**

**K.30 “My Student Has Self-Identified, Now What Do I Do?”: Opening Gates to Ability**
Exhibit Level, Exhibit Hall D, Room 9

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

**Institutional and Professional**

**K.31 Affirmative Acts: Ethical Consensus on the Common Good**
Exhibit Level, Exhibit Hall D, Room 7

*Chair:* Harriet Malinowitz, Long Island University, Brooklyn, NY
*Presenters:* Heather E. Bruce, University of Montana, Missoula, “Affirmative Acts: Backlash Anti-affirmative Action Doublespeak”

**Language**

**K.32 English Studies as Contexts for ESL-I**
Exhibit Level, Exhibit Hall D, Room 11

*Chair:* Jocelyn Ladner, Truman College, Chicago, IL
*Presenters:* Kathleen Skubikowski, Middlebury College, VT, “Using Weblogs as Contact Zones in an ESL Class”
Yu Qin, Syracuse University, NY “‘Social Harmony’ in ESL Writing: Chinese Students and the Debate over Critical Literacy”
Alan Hirvela, Ohio State University, Columbus, “ESL Writers and the Literature-Composition Debate”
Professional and Technical Writing

K.33 Writing Teachers as Consultants in Business and Government: How to Prepare for, Identify, and Successfully Apply for Positions
Exhibit Level, Exhibit Hall D, Room 19
Chair: Donald Samson, Radford University, VA
Presenters: William Rivers, University of South Carolina, Columbia, “How Does an Academically-trapped Professor Help Academically-oriented Graduate Students Learn about Technical Writing in Today’s Workplace?”
Rick Van Noy, Radford University, VA, “Writing Opportunities in the Architecture/Engineering Industry”
Don Samson, Radford University, VA, “Preparing for Work as a Writing Consultant in Business and Government”

Professional and Technical Writing

K.34 Moving Away from Text: Improving Students’ Access to Meaning
Exhibit Level, Room 114
Chair: Rebecca E. Burnett, Iowa State University, Ames
Presenters: Rebecca E. Burnett, Iowa State University, Ames, “Beyond the Familiar: Theoretical Frames for Multimodal Meaning-making”
Katherine S. Miles, Iowa State University, Ames, “Virtual Access: De-privileging Written Communication in a Digitally Immersive Environment”
Julie M. Zeleznik, University of Wisconsin-Stout, Menomonie, “Accessing Industry to Help Students Learn Multimodal Meaning-making”
Donna Kain, East Carolina University, Greenville, NC, “Double Vision: Writing Accessible Environments with Multimedia Tools”

K.35 CCCC Research Initiative Part II
Exhibit Level, Room 130
Chair: Kathleen Blake Yancey, Clemson University, SC
Friday, 2:00–3:15 p.m.

K.36 The Literary Influence of *The Maltese Falcon*: Writers Discuss Hammett’s Impact
Exhibit Level, Room 113

Chair: Richard Layman, Editor of the “Dictionary of Literary Biography, Volume 280: *The Maltese Falcon*”

Presenters: Joe Gores, Three-time Edgar Award-winning novelist, author of “Hammett” and Screenwriter for the film of the same name directed by Wim Wenders and produced by Francis Ford Coppola
Dick Lochte is the author of the award-winning *Sleeping Dog* (recently named one of the 100 Favorite Mysteries of the Century by the Independent Booksellers Association), the short story collection *Lucky Dog and Other Tales of Murder*, and the co-author, with attorney Christopher Darden, of several legal thrillers including *The Last Defense*
Walter Walker, San Francisco attorney and author of five novels including *A Dime to Dance By*
Rosemary Herbert, editor of the *Oxford Companion to Crime and Mystery Writing* and other key works in the field published by Oxford University Press, and book review editor for the Boston Herald

CONVERSATIONS

Conversations on Writing Anxiety, Fear, and Failure
Exhibit Level, Exhibit Hall D, Room 20

Presenter: Michele Pajer, Gonzaga University, Spokane, WA

P.1 The Parlor: A Role-playing, Interactive, Carnivalesque, Multimedia Extravaganza
Exhibit Level, Room 134B

Chair: David Blakesley, Purdue University, West Lafayette, IN
Facilitators: Catherine Amelia Shuler, Purdue University, West Lafayette, IN, Cast Member
Ernest Enchelmayer, Louisiana State University, Baton Rouge, Cinematographer
L Sessions

3:30 p.m.–4:45 p.m.

Featured Session

The Rhetoric of Rememory: Archival Research among Researchers of Color

Exhibit Level, Room 135A

We discuss the challenges of archival research when the subjects under study and the researchers are persons of color, becoming a rhetorical act of reclaiming a cultural memory or creating a rememory of our cultures.

Víctor Villanueva is Edward R. Meyer Distinguished Professor of Liberal Arts at Washington State University and Associate Dean. He’s a former chair of the Conference on College Composition and Communication, winner of the NCTE Russell Award, the CEE Meade Award, the Young Rhetoricians’ Rhetorician of the Year (1999), and other awards. He has published widely on matters of racism, rhetoric, and composition.

Malea Powell is a mixed-blood of Indiana Miami, Eastern Shawnee, and Euroamerican ancestry. She is Associate Professor of Writing, Rhetoric, and American Culture at Michigan State University where she is a faculty member in the Writing & Rhetoric program and the American Indian Studies program. Her current research focuses on the relationship between the rhetorics of survivance used by 19th-century American Indian intellectuals and contemporary indigenous material-cultural production, and has published essays in *CCCC*, *Paradoxa*, *Race, Rhetoric & Composition*, *AltDis*, and other essay collections. She is currently editor of *SAIL: Studies in American Indian Literatures*, a quarterly journal devoted to the study of American Indian writing, and is editor of *Of Color: Native American Literatures* (Prentice-Hall, forthcoming 2005).

David G. Holmes is Associate Professor of English and Director of English Composition at Pepperdine University. A former middle and high school teacher for seven years, he was also a writing consultant for Dominguez High School, Compton, California for two years. Awards include: Lily Fellowship for Civil
Rights Movement Research; Seaver Composition Fellowship Grant, Pepperdine University; and Scholars for the Dream, 1995. Recent publications include “Say What?—Rediscovering Hugh Blair and the Racialization of Language, Culture, and Pedagogy in 18th Century Rhetoric,” Calling Cards, Albany: State UP, 2005 (forthcoming); Revisiting Racialized Voice: African American Ethos in Language and Literature, Southern Illinois UP, 2004. One of his current projects explores civil rights mass meeting rhetoric. He is a frequent presenter at CCCC and a member of the Black Caucus.

Gail Okawa is Associate Professor of English, Youngstown State University, Ohio. Recently: Visiting Scholar, Center for Biographical Research, University of Hawai‘i at Manoa, 2002–03; and Scholar in Residence, Smithsonian Institution, Spring–Summer 2002.

Her current research focuses on the little-known language and literacy experiences of Japanese immigrants in U.S. Justice Department internment during World War II, the subject of a book-length study, and on which she has published “Letters to Our Forebears: Reconnecting Generations Through Writing” in English Journal, curated an exhibit at the UH-Manoa, and made presentations at the Smithsonian, ASA and CCCC annual conferences, and to various university and community audiences.

She has also published essays in various national journals (CCC, English Journal, Writing Center Journal) and collections on language, race, and pedagogy (e.g., Teaching Life Writing Texts (forthcoming); Language Diversity in the Classroom; Language Ideologies; Race, Rhetoric, and Composition; Ethnicity and the American Short Story; and Writing in Multicultural Settings).

She has chaired or served as a member of numerous committees in NCTE and CCCC, including the Language Policy Committee, Scholars for the Dream Award Committee, CCCC Executive Committee, and the nominating committees of both organizations; and has served on the editorial and advisory boards of CCC and English Journal, respectively.
Practices of Teaching Writing

L.01 Keeping the Gate Open: Using Home Language, Ebonics, and Basic Writer’s Language in the Classroom (TYCA Strand)

Exhibit Level, Room 134A

Chair: Isabel Baca, El Paso Community College, TX

Presenters: Isabel Baca, El Paso Community College, TX, “Bridging Basic Writers’ Language Perspectives and Attitudes to Their Writing Performance and Experience”
Xiao Wang, Broward Community College, FL, “Accommodating Freshman Student Home Languages in Narrative Essays and Student Success”

Practices of Teaching Writing

L.02 Online Instruction and Minority Students: Strategies for Success in Writing

Exhibit Level, Room 125

Chair: Kathleen Dudden Rowlands, California State University, Northridge

Presenters: Robin Evans, Oklahoma State University, Stillwater, “Computer-mediated Communication: A Voice for Invisible Students in a Hybrid Electronic Writing Classroom”
Carmen Kynard, Medgar Evers College of CUNY, Brooklyn, New York, “Blackboard Flava Flav-in and ‘Black Long Distance Writers’: The Afro-Digital Experiences of Online Discussion Boards in Freshman Comp”

Practices of Teaching Writing

L.03 Addressing Gender Issues: Whose Theory Should We Use?

Exhibit Level, Exhibit Hall D, Room 3

Chair: Ilene Rubenstein, California State University, Northridge

Presenters: Julie Bergan Abrahim, South Dakota State University, Brookings, “Riding the Fence, Leaning to the Left, and Bending over Backward: Awkward Positions in Teaching Gender Studies in the College Composition Classroom”
Andrea M. Bussell, Western Michigan University, Kalamazoo, “Matters of Speaking: Gender, Collaboration, and Authority in the Collaborative Learning Classroom”
Mike Michaud, University of New Hampshire, Durham, “‘So There I Was, My Thinking Exposed’: (Mis)Understanding Male Students in Comp 101”
L.04 Software and Its Problems and Benefits in Writing Classrooms

Exhibit Level, Room 121

Chair: Kelly Sassi, University of Michigan, Ann Arbor
Presenters: Peter N. Goggin, Arizona State University, Tempe, “Ham, Spam, and Gramophone Records: The Costs of Composition Technology Peripherals”
John M. Barrie, CEO, iParadigms, LLC, Oakland, CA, “The Educational Impact of Using a Plagiarism Prevention System”
Kevin Garrison, Texas Tech University, Lubbock, “Using Text-to-Speech Software to Facilitate Student Revision and Proofreading”

L.05 The Trials and Triumphs of Textbook Publishing: The View from Authors, Publishers, and Reviewers

Exhibit Level, Room 130

Chair: Marlene Martin, Monterey Peninsula College, Carmel, CA
Presenters: Gabrielle Rico, San Jose State University, Cupertino, CA
Jon Ford, College of Alameda, Palo Alto, CA
Marjorie Ford, Stanford University, CA
Maureen Girard, Monterey Peninsula College, Carmel, CA
Lisa Kimball, Houghton Mifflin, Boston, MA

L.06 A Collection of Collaborators: Four Views of Collaboration from Inside and Outside the Academy

Exhibit Level, Room 110

Chair: Christine Norris, University of Nevada, Reno
Presenters: Kara Moloney, University of Nevada, Reno, “Just Keep Moving Forward: Harnessing the Power of Collaboration Inside and Outside the Academy”
Seth Boyd, University of Nevada, Reno, “Using Collaborative Creative Authorship in First-Year Writing Classes”
David Gruber, Vanderbilt University, Nashville, TN, “Using Collaborative Creative Authorship in First-Year Writing Classes”
**Practices of Teaching Writing**

**L.07 Ethnography of the University**
Exhibit Level, Room 111

*Chair:* Amy Wan, University of Illinois at Urbana-Champaign

*Presenters:* Nancy Abelmann, University of Illinois at Urbana-Champaign, “Ethnography of the University: Archiving and Representing Student Research on the Institution”

Teresa Ramos, University of Illinois at Urbana-Champaign, “Ethnography of the University: Studying the Afterlife of Campus Conversations about the Brown Decision”

Peter Mortensen, University of Illinois at Urbana-Champaign, “Ethnography of the University: Developing a Cross-disciplinary, Inter-institutional Project”

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**Practices of Teaching Writing**

**L.08 In Defense of Difficulty: Fostering Student Engagement with Complicated Texts**
Exhibit Level, Exhibit Hall D, Room 15

*Chair:* KC Culver, University of Miami, Coral Gables, FL

*Presenters:* Benjamin Alsup, University of Miami, Coral Gables, FL, “In Over Our Heads: Composing the ‘Difficult Classroom’”

Zachary Hickman, University of Miami, Coral Gables, FL, “Spanning the Golden Gate: Developing the Writer’s Habits of Mind”

Martha Otis, University of Miami, Coral Gables, FL, “The Difficulties with Difficulty: Practical Obstacles to Complicating Our Classrooms”

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**Practices of Teaching Writing**

**L.09 Intersections and Impact of Incorporating Speaking in the Composition Classroom**
Exhibit Level, Exhibit Hall D, Room 11

*Chair:* Sonja Andrus, McKinney, TX

*Presenters:* Clyde Moneyhun, Stanford University, Palo Alto, CA, “Written Composition and Speech Communication: History, Disciplinarity, Pedagogy”

Rebecca de Wind Mattingly, University of Illinois at Chicago, “Opening the Rhetorical Gates: A New-Old Paradigm for First-Year Writing and Speaking”

L.10 Panning for Gold: Access Doesn’t Always Equal Success
Exhibit Level, Exhibit Hall D, Room 6

Chair: Donna Nelson-Beene, Bowling Green State University, OH, “Accessing a Gold Mine (and Not Getting the Shaft): Problematization of a Project for Doctoral Students”

Presenters: Heather Fester, Bowling Green State University, OH, “Testing the Gold in the Fire: Student Resistance in Developmental Writing Contexts”
Richard Colby, Bowling Green State University, OH, “In Search of Eldorado: Claim Jumping to Conclusions in Developmental Writing”
Rebekah Shultz, Bowling Green State University, OH, “Access Denied: Computer Literacy after the Boom”

Composition Programs

L.11 ESL and Second Language Students: Addressing Plagiarism, Using Tutoring Strategies, and Researching in the Writing Center
Exhibit Level, Exhibit Hall D, Room 19

Chair: Lisa Thornhill, University of Washington, Seattle

Presenters: Joel Bloch, The Ohio State University, Columbus, “Learning to Play the Game: The Teaching of Plagiarism in the L2 Composition Class”
Marjorie Keil, University of Akron, OH, “Access and Success: ESL Graduate Students Establishing Themselves as Authoritative Researchers in the Writing Center”
Jane Cogie, Southern Illinois University, Carbondale, “The Role of L2 Student Participation in Writing Center Sessions”

Composition Programs

L.12 Faceless, Placeless Success: Questioning the Move toward Nationally Normed Outcomes of Composition Classes
Exhibit Level, Room 131

Chair: Lisa J. McClure, Southern Illinois University, Carbondale

Presenters: Pat Belanoff, State University of New York at Stony Brook, “Outcomes through the Lens of WPA Outcomes: Politics and Posturing”
Gail Stygall, University of Washington, Seattle, “The View from the Top (Higher Education Policy Makers)”
Lori Salem, Temple University, Philadelphia, PA, “Questioning Expertise, or Conflicts among Different Professional Classes”
Anthony Petruzzi, University of Massachusetts, Boston, MA, “Combating Standardized Testing: A Text-based Model for Assessing Reading, Writing, and Thinking Proficiency”

Composition Programs

L.13 Service Learning Problematized
Exhibit Level, Room 135B
Chair: Jim Schaefer, Eastern Michigan University, Ypsilanti
Presenters: Jonathan Cullick, Northern Kentucky University, Highland Heights, “Teaching Composition through the Golden Gate of Philanthropy”
Mary Gormley, University of Rhode Island, Kingston, “Access or Excess? Finding and Losing a Space for Diversity in Service-Learning”
Angelique Davi, Bentley College, Waltham, MA, “The Intersections of Race and Ethnicity in the Service-learning Composition Classroom”

Theory

L.14 From the Golden Gate to the Pearly Gate: Teaching Writing in Religious/Conservative Environments
Exhibit Level, Exhibit Hall D, Room 16
Chair: Mary Beth Breland, Hannibal-LaGrange College, Hannibal, MO
Presenters: Rachel Reneslacis, Lee University, Cleveland, TN, “Women Must Keep Silent: Rhetorical Strategies of Conservative Christian Women”
Susan Rogers, Lee University, Cleveland, TN, “Worldview and Subjectivity: The Challenges of Integrating Academic Discourse and Religious Faith”

Theory

L.15 The Ecology of Literacy: An “Environmentally Sound” Relationship between Theory and Practice in the Composition Classroom
Exhibit Level, Exhibit Hall D, Room 9
Chair: Marcy Taylor, Central Michigan University, Mount Pleasant
Presenters: Lori Rogers, Michigan Technological University, Houghton, “The Ecology of Success: An Environmental Approach to Literacy-learning”
John Dinan, Central Michigan University, Mount Pleasant, “Cambourne’s Environmental Orientation: An Easy Sell to Students, A Tougher Sell to Teachers”
MaryAnn Crawford, Central Michigan University, Mount Pleasant, “Cambourne and Ecological Literacy: A Writing Center Perspective”
Friday, 3:30–4:45 p.m.

Theory

L.16 Re-reading Bakhtin for Democratic Possibility
Exhibit Level, Room 114
Chair: Janet Giltrow, University of British Columbia, Vancouver, Canada
Presenters: Robert Oliver, Institute of Education, University of London, United Kingdom, “Interdisciplinary Bakhtin: Revisiting the Notions of ‘Speech Genre’ and ‘Voice’”
Janet Giltrow, University of British Columbia, Vancouver, Canada, “Bakhtinian ‘Genre’ as Engine of Heteroglossia”
Katja Thieme, University of British Columbia, Vancouver, Canada, reading, “From Access to Intervention: Drawing on Bakhtin’s ‘Dialogue and Dialectics’ to Re-think Pedagogy and Textual Practices in (Student) Academic Writing” by Theresa M. Lillis, The Open University, UK

Theory

L.17 New Rhetorics of Working-class Consciousness
Exhibit Level, Exhibit Hall D, Room 14
Chair: Julie Lindquist, Michigan State University, East Lansing
Presenters: William DeGenaro, Miami University, Hamilton, OH, “Professing Class-conscious Rhetorics”
Catherine Chaput, Georgia Southern University, Statesboro, “The Rhetorics of Reality TV and the Politics of Working-class Identity”
Wendy Ryden, Long Island University, NY, “Bourgeois Realism, Working-class Kitsch, and the Rhetoric Class”
Lew Caccia, Kent State University, Salem, OH, “Workplace Risk Communication: Literate Practices within Rhetorical Frameworks”

History

L.18 The Cost of Good Intentions: Educational Interventions
Exhibit Level, Exhibit Hall D, Room 5
Chair: Susan Warren, Widener University, Chester, PA
Presenters: Kathryn Johnson, University of Arizona, Tucson, “When the College Came to Town: The Effects of the Circuit Chautauqua Tradition on Popular Perceptions of Education”
Alison Tracy, University of Puget Sound, Tacoma, WA, “The ‘Indian Burying Ground’ of Native Education: Access, Assimilation, Resistance”
Research

L.19 Defining Access and Success: The Discourse of Medical Research in Everyday Texts and Contexts
Exhibit Level, Room 123
Chair: Cynthia Ryan, University of Alabama at Birmingham
Presenters: Cynthia Ryan, University of Alabama at Birmingham, “Breast Cancer in Magazines”
Matthew Aldridge, Wayne State University, Detroit, MI, “Medical Research in the News”
Ellen Barton, Wayne State University, Detroit, MI, “Medical Research in Encounters”

Information Technologies

L.20 Exploring Online Communities
Exhibit Level, Room 120
Chair: Beth Godbee, Georgia State University, Atlanta
Presenters: Terra Williams, Arizona State University, Tempe, “Student Discussion of Assigned Reading in Online First-Year Writing Courses”
Michelle Sidler, Auburn University, AL, “Opening the Gates to Science: Emerging Scientific Communities and Internet Access”
Laurie Johnson, University of Minnesota, St. Paul, “Accessing Arguments over Peer-to-Peer: An Intercultural Look at Intellectual Property”

Institutional and Professional

L.21 WPAs Build Bridges Too: The Rhetorical Value of Data, Reports, and Assessments
Exhibit Level, Exhibit Hall D, Room 7
Chair: Mary Flores, Lewis-Clark State College, Lewiston, ID
Presenters: Gretchen Flesher Moon, Willamette University, Salem, OR, “What Faculty across the Curriculum Learn from Writing Assessments”
Gordon Thomas, University of Idaho, Moscow, “What Higher-Level Administrators Can Learn from Data Gathered, Arranged, and Presented by the WPA”
Mary Flores, Lewis-Clark State College, Lewiston, ID, “What Students Learn from Writing Assessments beyond First-Year Composition”
Friday, 3:30–4:45 p.m.

Institutional and Professional

L.22 Lost Ethics in the English Classroom
Exhibit Level, Exhibit Hall D, Room 13

Chair: Phillip Sipiora, University of South Florida, Tampa

Presenters: Gerald Lucas, Macon State College, GA, “Humanities at a Distance: Ethical Concerns about the Virtual English Classroom”
Merry G. Perry, West Chester University, PA, “Using Violent Video Games to Teach Ethics: A Cultural Studies Approach to Writing Instruction”
Phillip Sipiora, University of South Florida, Tampa, “The Ethics of the Encounter”

Institutional and Professional

L.23 Institutional Authority, Leadership, and Power
Exhibit Level, Room 113

Chair: Roy Vallis, University of California, Santa Barbara

Melissa Sara Smith, Southwest Missouri State University, Springfield, “Bridging the Gap between Students and Teachers: The Deconstruction/Reconstruction of A/author(ity) in the Classroom”
Sonya Lancaster, University of Kansas, KS, “Power over Contrapower Harassment: A Proposal for Non-native Teachers of Native Students”

Language

L.24 Dialect Dilemmas
Exhibit Level, Room 122

Chair: Kelli Custer, Indiana University of Pennsylvania

Presenters: Wayne Robertson, Oregon State University, Corvallis, “Writing with an Accent: Rethinking Pedagogy for International Students in U.S. Classrooms”
Barbara Gordon, Elon University, NC, “Dialect Dilemmas: A Cautionary Tale from a Contact Zone”
Felicia Mitchell, Emory and Henry College, VA, “Appalachian Dialects in the College Classroom: Linguistic Diversity and Sensitivity in the Classroom”
Professional and Technical Writing

L.25 Controversies in Business Writing
Exhibit Level, Exhibit Hall D, Room 12

Chair: Lulu Sun, University of Massachusetts, Dartmouth, North Dartmouth, WV

Presenters: Carolyn Sturgeon, West Virginia State University, VA, “Business Writing: Do Our Course Texts and Instruction Reflect Actual Workplace Performances and Expectations?”
Rodney Dick, Mount Union College, Alliance, OH, “The ‘Business’ of Writing in a Liberal Arts College: Accessing a ‘Middle Ground’”
Stevens Amidon, Indiana University-Purdue University, Fort Wayne, IN, “Writing the Learning Organization: A New Paradigm for the Business Writing Classroom”

Composition Programs

L.26 New CCCC Position Paper on Writing Assessment
Exhibit Level, Room 132


RT Betz, CWA, Warrensburg, MO, “What Would You Change in the Content or Format of the Position Statement?”
Larry McDoniel, St. Louis Community College, MO, “New CCCC Position Paper on Writing Assessment”
Tom Cameron, Olympic College, Bremerton, WA
Lisa McClure, Southern Illinois University, Carbondale

Composition Programs

L.27 Access in the New University: Building Coalitions in a Writing Program
Exhibit Level, Room 124

Chair: Patricia Murphy, Arizona State University, Tempe

Judith Van, Arizona State University, Tempe, “Access in the New University: Building Coalitions in a Writing Program”
Friday, 3:30–4:45 p.m.

Theory

L.28 ‘Hughes’ Dream Harlem’ and the African American Literary Tradition: A Film Screening
Exhibit Level, Room 112
Chair: Rahdi Taylor, California Newsreel, San Francisco, CA
Presenter: Rahdi Taylor, California Newsreel, San Francisco, CA, “Hughes Can Inspire First-person Composition by Your Young Writers”

Research

L.29 The Public Image of Two-Year Colleges: Hallmarks of Fame and Shame
Exhibit Level, Exhibit Hall D, Room 8
Chair: Sterling Warner, Evergreen Valley College, San Jose, CA
Presenters: Mike Matthews, Tarrant County College, Fort Worth, TX
Gwen Gresham, North Arkansas College, Harrison
Barbara Cooper, Howard Community College, Columbia, MD
Dan Holt, Lansing Community College, MI
Janet Henderson, Bergen Community College, Paramus, NJ

Institutional and Professional

L.30 How Are We Teaching Teachers to Be Teachers?
Exhibit Level, Exhibit Hall D, Room 2
Chair: Marjorie Roemer, Rhode Island College, Providence
Presenters: Russel Durst, University of Cincinnati, OH, “I Just Want My Students to Love Literature: Working with High School English Teachers on the Teaching of Writing”
Eli Goldblatt, Temple University, Philadelphia, PA, “Teachers Talking across the Levels: Developing a Common Vision of College Writing”
Marjorie Roemer, Rhode Island College, Providence, “Divergent Goals in Teacher Preparation Programs”
Tom Newkirk, University of New Hampshire, Durham

CONVERSATIONS

Conversation about Race and the Classroom
Exhibit Level, Exhibit Hall D, Room 1
Presenter: Jack Taub, Kingsborough Community College, Somerset, NJ
GENERAL SESSION AND CCCC AWARDS/Retirement Reception

5:00 p.m.–6:30 p.m.
Exhibit Level, Room 135B

Chair: Judith (Jay) Wootten

Reception honoring retirees immediately following, 6:00 p.m.–6:30 p.m.

AWARDS PRESENTATIONS

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee:

Chair: Gail Hawisher, University of Illinois at Urbana-Champaign
Lena Ampadu, Towson University, Baltimore, MD
Juan Guerra, University of Washington, Seattle
Brad Lucas, Texas Christian University, Fort Worth
David Starkey, Santa Barbara City College, CA

Previous Award Winners:

2004 Mary Soliday, The Politics of Remediation: Institutional and Student Needs in Higher Education
2003 Deborah Brandt, Literacy in American Lives
Eileen Schell and Patricia Lambert Stock, Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education
2002 Paul Kameen, Writing/Teaching: Essays toward a Rhetoric of Pedagogy
2001 Kay Halasek, A Pedagogy of Possibility: Bakhtinian Perspectives on Composition Studies
2000 Susan Miller, Assuming the Positions: Cultural Pedagogy and the Politics of Commonplace Writing, and Barbara Couture, Toward a Phenomenological Rhetoric: Writing, Profession, and Altruism
1999 Marilyn Sternglass, Time to Know Them: A Longitudinal Study of Writing and Learning at the College Level
Friday, 5:00–6:30 p.m.

1998  James A. Berlin, *Rhetorics, Poetics, and Cultures: Refiguring College English Studies*


1996  Susan Peck MacDonald, *Professional Academic Writing in the Humanities and Social Sciences*


1994  Lester Faigley, *Fragments of Rationality: Postmodernity and the Subject of Composition*

1993  Richard Bullock, John Trimbur, and Charles Schuster, Editors, *The Politics of Writing Instruction: Postsecondary*

1992  Susan Miller, *Textual Carnivals: The Politics of Composition, and Patricia Bizzell and Bruce Herzberg, The Rhetorical Tradition: Readings from Classical Times to the Present*

1991  Mike Rose, *Lives on the Boundary: The Struggles and Achievements of America’s Underprepared*

**JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD**

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

**Berlin Dissertation Award Committee:**

*Chair:* Louise Phelps, Syracuse University, NY
David Blakesley, Purdue University, West Lafayette, IN
Vivian Davis, Chicago, IL
Joseph Janangelo, Loyola University, Chicago, IL
Marty Townsend, University of Missouri, Columbia

**Previous Award Winners:**


2001  Katherine Kelleher Sohn, *Whistlin’ and Crowin’ Women of Appalachia: Literacy Development Since College*

2000  Elizabeth A. Miles, *Building Rhetorics of Production: An Institutional Critique of Composition Textbook Publishing*
1999  Chris Gallagher, *Composing Inquiry: Rethinking Progressive Pedagogy and Literacy*
1998  Jeffrey N. Maxson, *A Multimedia and Multivocality in a Basic Writing Classroom*
1997  Ellen Cushman, *The Struggle and the Tools: Oral and Literate Strategies in an Inner City Community*
1996  Amy M. Lee, *Visions and Revisions of Teaching Writing as a Critical Process*
1994  Harriet Malinowitz, “Lesbian and Gay Reality and the Writing Class”
1993  Marguerite Helmers, *The Constitution of Students: Genre and Representation in the Composition Testimonial*
1992  Susan Brown Carlton, “Poetic, Rhetoric, and Disciplinary Discourse”

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee:

*Chair:* Tom Miller, University of Arizona, Tucson
Sue Hum, University of Texas at San Antonio
Nedra Reynolds, University of Rhode Island, Kingston
Kip Strasma, Illinois Central College, Peoria
Bronwyn Williams, University of Louisville, KY

Previous Award Winners:

2003  Bruce Horner and John Trimbur, “English Only and U.S. College Composition,” June 2002
2001  James E. Porter, Patricia Sullivan, Stuart Blythe, Jeffrey T. Grabill, and Libby Miles
Friday, 5:00–6:30 p.m.

2000 Jacqueline Jones Royster and Jean C. Williams
1999 Catherine Prendergast
1998 (tie) Arnetha Ball and Ted Lardner, Dennis A. Lynch, Diana George, and Marilyn M. Cooper
1997 Ellen Cushman
1996 Mary N. Muchiri, Nshindi G. Mulamba, Greg Myers, and Deoscorous B. Ndoloi
1995 Cheryl Glenn
1994 Peter Mortensen and Gesa E. Kirsch
1993 Nancy Sommers
1992 Glynda Hull, Mike Rose, Kay Losey Fraser, and Marisa Castellano
1991 Glynda Hull and Mike Rose
1990 Joseph Harris
1989 Christina Haas and Linda Flower
1988 Robert Brooke
1987 Linda Flower, John R. Hayes, Linda Carey, Karen Schriver, and James Stratman
1986 Peter Elbow
1985 Lisa Ede and Andrea Lunsford
1984 Stephen P. Witte
1983 Nancy Sommers
1982 Robert J. Connors
1981 David Bartholomae
1980 Lee Odell
1979 Mary P. Hiatt
1978 Richard Gebhardt
1977 Frank D’Angelo and Glenn Matott
1976 James Corder
1975 Richard Braddock

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Chair: Steve Bernhardt, University of Delaware, Newark
Teddi Fishman, Clemson University, SC
Jim Kalmbach, Illinois State University, Normal
Nell Ann Pickett, Hinds Community College, Retiree
Greg Wickliff, University of North Carolina, Charlotte
Outstanding Dissertation in Technical Communication Award Winners

2004  Donna Kain
2003  Brent Henze
2003  Sandra Sterling Reynolds, Honorable Mention
2002  David Dayton
2002  Dave Clark, Honorable Mention
2001  Kenneth Baake
2000  Clay I. Spinuzzi
1999  Katherine Durack
1999  Brenda Camp Orbell, Honorable Mention
1999  Graham Smart, Honorable Mention

WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

Fall 2004 Committee:

Chair:  Meg Morgan, University of North Carolina, Charlotte
        David Joliffe, DePaul University, Chicago, IL
        Joyce Kinkead, Utah State University, Logan
        Jody Millward, Santa Barbara City College, CA
        Freddy Thomas, Virginia State University, Petersburg

CCCC Tribal College Faculty Fellowship

In March 2003, the Conference on College Composition and Communication (CCCC), initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to four Tribal College Faculty Fellowships in the amount of $750 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as teachers and what they teach at their tribal college, what their research interests are, and what they hope to gain from the experience of attending CCCC (how it
could help in their teaching or research). A selection committee including American Indian Caucus members reviews applications for the Tribal College Faculty Fellowship. Fellowships are awarded based on overall quality of the application letter.

**BEST ARTICLE OF THE YEAR AWARD**

The quarterly journal *Teaching English in the Two-Year College* selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

Howard Tinberg, Editor of *TETYC*, to present the award.

**Best Article of the Year Award Committee:**

**Chair:** Carolyn Calhoun-Dillahunt, Yakima Community College, WA  
Iris Gribble Neal, Eastern Washington University, WA  
Alexis Nelson, Spokane Falls Community College, WA  
Joanna Tardoni, Western Wyoming Community College, WY

**Previous Award Winners:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Author(s)</th>
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<tbody>
<tr>
<td>2004</td>
<td>Jay Simmons and Timothy McLaughlin</td>
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<td>2003</td>
<td>Loretta Kasper</td>
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<td>2002</td>
<td>Derek Soles</td>
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<td>2001</td>
<td>Dana Elder</td>
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<td>2000</td>
<td>Richard C. Raymond</td>
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<td>1999</td>
<td>Kay Thurston</td>
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<td>1998</td>
<td>Smokey Wilson</td>
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<td>1997</td>
<td>Marilyn J. Valentino</td>
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<td>1996</td>
<td>Thomas Speer</td>
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<td>1995</td>
<td>William S. Robinson</td>
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<td>1994</td>
<td>Julia Ferganchick-Neufang</td>
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<td>1993</td>
<td>Betty Nelson</td>
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<td>1992</td>
<td>Dana L. Fox</td>
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<td>1991</td>
<td>Joseph F. Trimmer</td>
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<td>1990</td>
<td>Judith Rae Davis</td>
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<td>1989</td>
<td>Fred Stanley</td>
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<td>1988</td>
<td>Nadine Pierce and Paul Hunter</td>
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<td>1987</td>
<td>Richard Raymond</td>
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<td>1986</td>
<td>Patricia Callaghan</td>
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<td>1985</td>
<td>Sylvia A. Holladay</td>
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<td>1984</td>
<td>Marcia H. Edwards</td>
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<td>1983</td>
<td>Tim McCracken and W. Allen Ashby</td>
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<td>1982</td>
<td>Michael Adelstein</td>
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**Nell Ann Pickett Service Award**

Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism.

**Nell Ann Pickett Service Award Committee:**

**Chair:** John Lovas, De Anza College, CA  
Frank Madden, SUNY Westchester Community College, NY  
Louise Bown, Salt Lake City Community College, UT
Previous Award Winners:

2004  John Lovas, De Anza College, CA
2003  Frank Madden, SUNY Westchester Community College, NY
2002  Ben Wiley, St. Petersburg Junior College, FL
2001  Lois Powers, Fullerton College, CA
2000  Mark Reynolds, Jefferson Davis Community College, Brewton, AL
1999  Katherine E. Staples, Austin Community College, TX
1998  Charles Annal, New Hampshire Technical Institute, Concord
1997  Paul Bodmer, Bismarck State College, ND
1996  Elisabeth McPherson, Ridgefield, WA
1995  Lynn Quitman Troyka, Queensboro Community College, City University of New York
1994  Audrey Roth, Miami Dade Community College, FL
1993  Nell Ann Pickett, Hind Community College, Raymond, MS

Special Interest Groups

6:30 p.m.–7:30 p.m.

FSIG.01  American Indian Caucus Business Meeting
Exhibit Level, Exhibit Hall D, Room 1
Chairs: Joyce Rain Anderson, Massasoit Community College, Brockton, MA
Malea Powell, Michigan State University, East Lansing

FSIG.02  Asian/Asian American Caucus Business Meeting
Exhibit Level, Exhibit Hall D, Room 20
Chairs: Haivan Hoang
Nancy Linh Karls, University of Colorado, Denver

FSIG.03  Black Caucus Meeting
Exhibit Level, Exhibit Hall D, Room 111
Chair: Geneva Smitherman, Michigan State University, West Bloomfield
Friday, 6:30–7:30 p.m.

**FSIG.04** Latino Caucus Business Meeting  
Exhibit Level, Exhibit Hall D, Room 3  
*Chairs:* Cecilia Rodriguez Milanes, University of Central Florida, Orlando  
Bobbi Ciriza Houtchens, Arroyo Valley High School, San Bernardino, CA

**FSIG.05** Interest Group:  
Bakhtin, Vygotsky, Composition, and Rhetoric  
Exhibit Level, Exhibit Hall D, Room 12  
*Chair:* Filipp Sapienza, Colorado University-Denver  
*Presenters:* Filipp Sapienza, Colorado University-Denver, “What the Russian Third Renaissance Contributes to Contemporary Approaches to Rhetoric and Communication”  
Clay Spinuzzi, University of Texas, Austin, “‘And That’s How You Get Dialectics’: The Slippery Distinction between Dialogue and Dialectics”  
John Killoran, Colorado University-Denver, “Monologism, Dialogism, and Centripetal and Centrifugal Forces in the Web”

**Research**

**FSIG.06** Busting Chops and Bar Talk:  
Working-class Discourses from the Inside  
Exhibit Level, Exhibit Hall D, Room 15  
*Chairs:* Jennifer Beech, University of Tennessee, Chattanooga  
William Thelin, University of Akron, OH  
*Presenters:* Julie Lindquist, Michigan State University, East Lansing, “The Culture of Argument in a Working-class Bar”  
William Thelin, University of Akron, OH, “Busting Chops, Fantasy Sports, and Working-class Culture”  
John Tassoni, Miami University of Ohio, “Busting Chops, Fantasy Sports, and Working-class Culture”  
Mike Rose, University of California, Los Angeles, “The Mind at Work: Looking at Class through a Cognitive Lens”  
Gloria McMillan, Pima College, Tucson, AZ, “Update on Results of Adjunct Writing Faculty Survey”
Creative Writing

FSIG.07 Creative Nonfiction Assignments: Special Interest Group in Creative Nonfiction

Exhibit Level, Exhibit Hall D, Room 10

Chair: Melissa Goldthwaite, St. Joseph’s University, Philadelphia, PA
Jenny Spinner, Marymount University, Arlington, VA

Presenters: Rebecca Blevins Faery, Massachusetts Institute of Technology, Cambridge, “The Investigative Essay”
Janet Carey, Eldred University of Kentucky, Lexington, “Small Press Assignment”
John Boe, University of California-Davis, “My Cultures”
Jenny Spinner, Marymount University, Arlington, VA, “Telling It Like It Is”
Valerie Smit, Quinnipiac University, Hamden, CT, “Emotional Truth/Literal Truth”
Lynn Z. Bloom, University of Connecticut, Storrs, “Compression”
Melissa A. Goldthwaite, St. Joseph’s University, Philadelphia, PA, “Revision”

Composition Programs

FSIG.08 TYCA Talks
(Friday night 6:00 p.m.–7:00 p.m.) (TYCA STRAND)

Exhibit Level, Room 123

Chair: Sharon Mitchler, Centralia College, WA
Friday, 6:30–7:30 p.m.

History

FSIG.09 Oral Histories, Interviews, and the Voices in Between: Establishing the Rhetoric and Composition Sound Archives

Exhibit Level, Exhibit Hall D, Room 13

Chairs: Brad Lucas, Texas Christian University, Fort Worth
Margaret Strain, University of Dayton, OH

Presenters: Margaret Strain, University of Dayton, OH “Questions of Use: How the Sound Archives Can Contribute to the History of the Field”
Brad Lucas, Texas Christian University, Fort Worth, “Questions of Access: Considerations for Choosing a Location for the Sound Archives”
Sid Dobrin, University of Florida, Gainesville, “Scholarly Interviews”
Ron Pitcock, Texas Christian University, Fort Worth, “Oral Histories, Interviews, and the Voices in Between: Establishing the Rhetoric and Composition Sound Archives”
Eric James Schroeder, University of California, Davis, “California Archiving Oral Histories: From the Campus to the Library of Congress”
Peter Vandenberg, DePaul University, Chicago, IL, “Oral History and as Narrative”
Martin Nystrand, University of Wisconsin-Madison, “The Semiotics of Influence: Formative and Receptive Contexts”
Betty Rogers Youngkin, The University of Dayton, OH
John Duffy, University of Notre Dame, IN, “Archives without Writing: Oral Histories of New Refugees and Immigrant Groups”

Institutional and Professional

FSIG.10 Composition at the Small Liberal Arts College/University

Exhibit Level, Exhibit Hall D, Room 14

Presenters: Timothy Doherty, Rivier College, Nashua, NH, “Assessing the Small College Writing Program”
Patricia Donahue, Lafayette College, Easton, PA, “Assessing the Small College Writing Program”
Paul Hanstedt, Roanoke College, Salem, VA, “Assessing the Small College Writing Program”
Institutional and Professional

**FSIG.11 Independent Writing Units**
Exhibit Level, Exhibit Hall D, Room 7

*Chair:* Barry Maid, Arizona State University East, Mesa

*Presenters:* Lu Rehling, San Francisco State University, CA, “It Ain’t English”
Cynthia Nahrwold, University of Arkansas at Little Rock, “Dialectical Tensions in an Independent Writing Department’s Graduate Program”
Kitty Locker, The Ohio State University, Columbus, “Names and Places: Business, Technical, and Professional Communication”
Michael Keene, University of Tennessee, Knoxville, “Reconstituting Professional Writing in the 21st Century (Increasingly Deprofessionalized) University”
Barry Maid, Arizona State University East, Mesa, “What Do You Call It? And Where Do You Place It? What’s Best for Applied Writing Programs”

Information Technologies

**FSIG.13 Calling All Bloggers: The CCCC Blogging Special Interest Group**
Exhibit Level, Room 113

*Chairs:* Charles Lowe, Purdue University, West Lafayette, IN
Krista Kennedy, University of Minnesota, St. Paul

*Presenters:* Samantha Blackmon, Purdue University, West Lafayette, IN
Bradley Bleck, Spokane Falls Community College, WA
Dennis Jerz, Seton Hill University, Greensburg, PA
John Lovas, De Anza College, Cupertino, CA, “The Blog as a Site for Teacher Scholarship”
Derek Mueller, Syracuse University, NY
Daisy Pignetti, University of South Florida, Tampa
George Pullman, Georgia State University, Decatur
Clancy Ratliff, University of Minnesota, St. Paul
Rich Rice, Texas Tech University, Lubbock
Rita Rich, The Ohio State University, Columbus
Scott Rogers, Weber State University, Ogden, UT
Lesley Smith, George Mason University, Fairfax, VA
Jeff Ward, University of Minnesota, Twin Cities
Terra Williams, Arizona State University, Tempe
Friday, 6:30–7:30 p.m.

**Composition Programs**

**FSIG.14 National Network of Writing-across-the-Curriculum Programs**

Exhibit Level, Room 120

*Chair:* Chris Thaiss, George Mason University, Fairfax, VA  
*Presenters:* Vicki Tolar Burton, Oregon State University, Corvallis  
Teresa Redd, Howard University, Washington, DC  
Pamela Childers, The McCallie School, Chattanooga, TN  
Linda Shohet, The Centre for Literacy, Montreal, Quebec, Canada  
Susan McLeod, University of California, Santa Barbara  
Margot Soven, LaSalle University, Philadelphia, PA  
David Russell, Iowa State University, Ames  
Martha Townsend, University of Missouri, St. Louis

**FSIG.15 Accessing the Profession: The CCCC Graduate Student SIG**

Exhibit Level, Room 122

*Chairs:* Jenn Fishman, University of Tennessee, Knoxville  
Teresa Pellinen-Chavez, Stanford University, CA  
Sandy Anderson, University of Kansas, Lawrence

*Presenters:* Jenn Fishman, University of Tennessee, Knoxville, “On the Other Side: Reflections on the First Year after Graduate School”  
Teresa Pellinen-Chavez, Stanford University, CA, “Interdisciplinary Approaches to Writing and Rhetoric”  
Mike Garcia, University of New Hampshire, Durham, “Pop-Rhet: How Graduate-level Teachers Can Involve Undergrads in Real Rhetoric and Research”  
Erin Krampetz, Stanford University, CA, “Composition and Communication through Different Lenses and Languages: Technology and Bilingual Education”  
Katherine Mack, University of California, Irvine, “Bounding the Unboundable: What to Include on a Twentieth-Century Rhetorical Theory Examination List”  
Chris Philips, Stanford University, CA, “Using Books to Teach Writing Materially”  
Alexandra Sartor, University of California, Irvine, “In the Beginning: The Role of Graduate Students in a Growing Rhetoric and Composition Emphasis”  
Matthew Pearson, University of Wisconsin, Madison, “What Trumps What in Effective Dissertation Writing Groups? Content or Method?”
Practices of Teaching Writing

FSIG.17  Conference on Basic Writing Special Interest Group
Exhibit Level, Room 134A

Chair: William Lalicker, West Chester University, PA
Thomas Reynolds, University of Minnesota, Minneapolis

Executive Committee: Alan Meyers, Harry S. Truman College, Chicago, IL
Gerri McNenny, Chapman University, Orange, CA, “Writing Our Students into Our History”
Karen Uehling, Boise State University, ID
Sallyanne H. Fitzgerald, Napa Valley College, CA
Kathleen A. Baca, Dona Ana Branch Community College, Las Cruces, NM
Greg Glau, Arizona State University, Tempe
Rick Branscomb, Salem State College, MA
Susan Naomi Bernstein, University of Cincinnati, OH
Friday, 6:30–7:30 p.m.

**Institutional and Professional**

**FSIG.18  SIG for the Teaching and Mentoring of TAs and Instructors in Composition**

Exhibit Level, Exhibit Hall D, Room 2

**Chair:** E. Shelley Reid, George Mason University, Fairfax, VA

**Presenters:**
- Gary Sue Goodman, University of California, Davis, “Changing Roles: Changing Writing in the Disciplines”
- Sonia Maasik, University of California, Los Angeles, “Training TAs from across the Curriculum”
- Greg Giberson, Salisbury University, MD, “Developing Inter-Institutional Graduate Student Internships”
- Nicole Warwick, California State University, Northridge, “Negotiating Authority in TA and Mentor Relationships”
- Randall McClure, Minnesota State University, Mankato, “Collaborative TA Mentoring: Ideas for Expanding the Roles of Peer Mentors”
- Marti Singer, Georgia State University, Atlanta, “Professional Development Communities at Georgia State University”
- Mary Lamb, Georgia State University, Atlanta, “Professional Development Communities at Georgia State University”
- Lauren Sewell Ingraham, University of Tennessee at Chattanooga, “Funding Professional Development Programs in the Lean Years”
- Heidi Estrem, Eastern Michigan University, Ypsilanti, “From Evaluation to Professional Development: Mentoring among All Instructors of First-Year Writing”
- Linda Adler-Kassner, Eastern Michigan University, Ypsilanti, “From Evaluation to Professional Development: Mentoring among All Instructors of First-Year Writing”
- David Beach, George Mason University, Fairfax, VA, “Beyond the English Department Hallway: Virtual Support for Instructors”
- Pamela J. Monaco, University of Maryland, University College, Adelphi, “Mentoring and Coaching for Excellence Online”
- Kevin Ball, Youngstown State University, OH, “Preparing to Teach in the Trenches: The Mentor/Mentee Experience”
- Amy Flick, Youngstown State University, OH, “Preparing to Teach in the Trenches: The Mentor/Mentee Experience”
- Athena DiLullo, Youngstown State University, OH, “Preparing to Teach in the Trenches: The Mentor/Mentee Experience”
- Darsie Bowden, DePaul University, Chicago, IL, “Small Group Instructional Diagnosis: Enhancing Teaching and Learning”
- Sonya Lancaster, University of Kansas, Lawrence, “Fostering Community and Encouraging Pedagogical Engagement among Part-Time Instructors”
FSIG.19 The Future of Eco-Composition
Exhibit Level, Exhibit Hall D, Room 4

Chair: Sidney I. Dobrin, University of Florida, Gainesville
Presenters: Greg Jacob, Portland State University, OR, “Eco-composition—Seeking Epistemological Legitimacy”
Jeri Pollock, Moorpark College, CA, “Eco-Discourse and the Media”
Randall Roorda, University of Kentucky, Lexington, “Ecological English: Mending (Amending, Amen-ing) the Profession through Grass Roots”
Christopher Keller, University of Texas-Pan American, Edinburg, “The Rise of Place-based Composition Studies and the (Uncertain) Future of Eco-composition”
Anthony Lioi, Massachusetts Institute of Technology, Cambridge, “You’re a What? Undoing the Invisibility of Ecocriticism with the Ubiquity of Composition”
Amy Clary, University of Louisiana at Lafayette, “Conservative Climates: Eco-comp in Cajun Country”
Kaye Adkins, Missouri Western State College, St. Joseph, “When Environment Isn’t in the Course Title”
Sidney Dobrin, University of Florida, Gainesville, “It’s Not Easy Being a Green WPA”
Jody Swilky, Drake University, Des Moines, IA, “Getting Local: The Power Geometry of Place in Composition”
Dan Mahala, University of Missouri–Kansas City, “Getting Local: The Power Geometry of Place in Composition”
Dawnelle Jager, Syracuse University/SUNY, Syracuse, “Multi-media and Multi-genre Environmental Research Anthology”
Karen Powers-Stubbs, Georgia Southern University, Statesboro, “Climate Changes: Ecocomposition and the Politics of Surveillance”
Deborah Adelman, College of DuPage, Glen Ellyn, IL, “The Local as Gateway to the Global: Composition and Community-building”
Elizabeth Latosi-Sawin, Missouri Western State College, St. Joseph, “Appraising Environmental and Human Values”
Christian Weiss, Florida Atlantic University, Jupiter, “Writing as Ecology: Exploring the Environment(s) of Discourse”
Arlene Plevin, Seattle University, WA, “Ecocomposition and Ethics: Writing for a World that Matters”
FSIG.20 **Teachers of Writing for the Deaf and Hard of Hearing**  
Exhibit Level, Exhibit Hall D, Room 8  
**Chairs:** Tonya Stremlau, Gallaudet University, Washington D.C.  
Paige Franklin, Gallaudet University, Washington, D.C.  
**Presenters:** Marcia Bordman, Gallaudet University, Washington, D.C.,  
“Advanced ESL for Deaf Writers”  
David Pancost, Gallaudet University, Washington, D.C., “Career Writing”  
Stephanie Kerschbaum, University of Wisconsin–Madison,  
“Responding to One Deaf Student’s Needs: Rethinking Classroom Participation and Engagement”  
Leslie Rach, Gallaudet University, Washington, D.C., “Faculty Development and Writing Assessment for Interdisciplinary Courses”  
Lois Bragg, Gallaudet University, Washington, D.C., “A Deaf English Dialect?”  
Rachel Channon, University of Maryland, College Park, “A Deaf English Dialect?”  
Tonya Stremlau, Gallaudet University, Washington, D.C., “Deaf Writers: Reflecting on Language Learning and Use”

**Information Technologies**

FSIG.21 **Intercollegiate E-Democracy Project**  
Exhibit Level, Exhibit Hall D, Room 19  
**Chairs:** Beverly Wall, Trinity College, Hartford, CT  
Linda K. Shamoon, University of Rhode Island, Kingston  
**Presenters:** Judy Arzt, St. Joseph College, Bloomfield, CT, “Strategies for Engaging Students in IEDP”  
Heidi McKee, University of Massachusetts, Amherst, “Helping Students Shape and Develop Productive Online Discussions”  
Robert Peltier, Trinity College, Hartford, CT, “Dancing in the Dark: How Students Reveal Social Class across the Electronic Chasm”  
Elaine E. Whitaker, University of Alabama at Birmingham, “How IEDP Fosters Civility and Community”  
Theory

FSIG.22 Annual Meeting of the Association of Teachers of Advanced Composition
Exhibit Level, Exhibit Hall D, Room 18
Chair: Lynn Worsham, Illinois State University, Normal
Presenter: Eric Mason, University of South Florida, Tampa

Friday, 6:30–7:30 p.m.
Friday, 7:30–10:30 p.m.

FRIDAY NIGHT SPECIAL EVENTS

ROCK ‘n’ ROLL PARTY
Hilton Hotel
9:30 p.m.–Midnight
CCCC isn’t CCCC without a little rockin’ and rollin’—and we’ll bring it again this year on Friday night. Bring your dancing shoes and leave your fussiness.

The Thirteenth Anniversary of the Poetry Forum:
Exultation of Larks
Exhibit Level, Room 130
7:30 p.m.–10:30 p.m.
This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion.

AA
8:00 p.m.–10:00 p.m.
Exhibit Level, Room 134D

ALANON
8:00 p.m.–10:00 p.m.
Exhibit Level, Room 134C
SATURDAY, March 19

REGISTRATION, 8:00 a.m.–2:30 p.m.
Exhibit Level, Exhibit Hall D

Exhibits, 10:00 a.m.–2:00 p.m.
Exhibit Level, Exhibit Hall D

TWO-YEAR COLLEGE SATURDAY PROGRAM
SPONSORED BY THE TWO-YEAR COLLEGE ENGLISH ASSOCIATION (TYCA)

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS
7:00 a.m.–8:00 a.m.
Exhibit Level, Room 135B
Admission is by advance registration only.

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

Fame and Shame Award Committee:
Chair: J. Sterling Warner, Evergreen Valley College, CA
Mike Matthews, Tarrant County College, NW Campus, TX
Barbara Cooper, Howard Community College, MD
Gwen Gresham, North Arkansas College, AR
Janet Henderson, Bergen Community College, NJ
Don Holt, Lansing Community College, MI
Bill Swanson, South Puget Sound Community College, WA
Previous Award Winners:

Fame Winners
2004 Fort Worth Star Telegram
2003 Tracey Wong Briggs of USA Today
2002 Willard Scott of the NBC Today Show

Shame Winners
2004 Fort Worth Star Telegram
2003 Heald College
2002 March 7, 2002 episode of ER

The Diana Hacker TYCA Awards for Outstanding Programs in English for Two-Year Teachers and Colleges

Given annually to honor two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals. 2005 marks the first year of co-sponsorship of the award by Bedford/St. Martin’s in honor of Diana Hacker.

Outstanding Programs Award Committee:
Chair: Gwen Gresham, North Arkansas College, AR
Lois Powers, Fullerton College, CA
Linda Isles Jones, Greenville Technical College, SC
Sheldon Wrice, Community and Technical College, University of Akron, OH
Deborah Wilson, Illinois Central College, East Peoria

Previous Award Winners:
2004 Category 1: Reaching Across Borders
Honorable Mention:
Graduate Student Internship Program
College of Lake County, Grayslake, IL

Category 2: Fostering Student Achievement
Centralia College Writing Center
Centralia College, Centralia, WA

Category 3: Enhancing Literature and Cultural Arts
Honorable Mention:
Building Bridges between College and Community through Poetry
College of the Desert, Palm Desert, CA
ANNUAL BUSINESS MEETING
8:00 a.m.–9:15 a.m.
Exhibit Level, Room 131

Chair: Doug Hesse, Illinois State University, Normal
Associate Chair: Judith (Jay) Wootten, Kent State University, Salem, OH
Assistant Chair: Aku Duku Anoyke, Arizona State University West, Phoenix
Past Chair: Kathleen Blake Yancey, Clemson University, SC
Secretary: Carol Rutz, Carleton College, Northfield, MN
CCC Editor: Deborah Holdstein, Governors State University, University Park, IL
CCCC Executive Secretary/Treasurer: Kent Williamson, NCTE, Urbana, IL
CCCC Parliamentarian: Erika Lindemann, University of North Carolina, Chapel Hill

Established Rules for Conduct of the Annual Business Meeting

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

Procedural Rules Proposed for Adoption at the Annual Business Meeting

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

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

c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.

e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.

f. Amendments to amendments will not be accepted, in order to avoid confusion.

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

a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)

b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.

c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.

d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

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

1. A call for Resolutions will appear in the February issue of College Composition and Communication. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.

2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.
Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

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

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

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

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

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

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.
Saturday, 9:30–10:45 a.m.

M Sessions

9:30 a.m.–10:45 a.m.

_arg Practices of Teaching Writing_

M.02 Bridging the Divide between Basic Writers and the Academy: Golden Gate or Wobbly Log (TYCA Strand)
Exhibit Level, Room 130

*Chair:* Carolyn Calhoon-Dillahunt, Yakima Valley Community College, Grandview, WA

*Presenters:* Mark Fuzie, Yakima Valley Community College, Yakima, WA, “ESL/Generation1.5: How ‘Basic’ is Basic?”
Dodie Forrest, Yakima Valley Community College, Yakima, WA, “Bridges over Troubled Waters: Writing Centers and Learning Communities”
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, Grandview, WA
Sandra Schroeder, Yakima Valley Community College, Yakima, WA, “Enjoying the View from the Bridge: Practices in the Basic Writing Classroom”

_arg Practices of Teaching Writing_

M.03 Recharge the Remote: Channeling Student Literacies Using Multigenre Assignments
Exhibit Level, Room 111

*Chair:* Brande Martin, Northern Illinois University, De Kalb

*Presenters:* Karley Adney, Northern Illinois University, De Kalb “Patchwork Prose: Argumentative Multigenre Writing”
Brande Martin, Northern Illinois University, De Kalb, “Hypertext Arguments: Students’ Creative and Rhetorical Skills Merge”
Michael Day, Northern Illinois University, De Kalb, “Practical Logistics: Redefinitions, Assessment, and Transferability”

_arg Practices of Teaching Writing_

M.04 Can We Teach Voice?
Exhibit Level, Room 122

*Chair:* Kurt Schick, James Madison University, Harrisonburg, VA

*Presenters:* Jaqueline McLeod Rogers, The University of Winnipeg, Manitoba, Canada, “Making Narrative Theory and Practice Explicit: Toward Authorized Inquiry and Authentic Voice”
Donald McCrary, Long Island University, Brooklyn, “The Efficacy of Linguistic Hybridity: Embracing Multiple Discourses in the Writing Classroom”
Leah Schweitzer, High Point University, NC, “Accessing Voices: Why Composition Needs to Encourage Students to Explore Multiple Writing Roles”

Practices of Teaching Writing

M.05 Circumscribing the Limits of Academic and Professional Writing
Exhibit Level, Exhibit Hall D, Room 5

Chair: Brenda Tuberville, University of Texas-Tyler
Presenters: Tom Pace, John Carroll University, University Heights, OH, “Accessing the Disciplines: Rethinking Style in the Advanced Writing Classroom”
Chidsey Dickson, Lynchburg College, VA, “Inappropriate for the Classroom: ‘Sick Shit’ as (Dys/Dis)Functional Literacy?”
Catherine Schryer, University of Waterloo, Ontario, Canada, “Academic Writing as a Form of Professional Writing: A Rhetorical Genre Approach”

Practices of Teaching Writing

M.06 Study Abroad: Students Opening Doors for Students
Exhibit Level, Room 112

Chairs: Mark Dallas, East Georgia College, Swainsboro
Phyllis S. Dallas, Georgia Southern University, Statesboro
Presenters: Martha Hughes, East Georgia College, Swainsboro, “After Paris, Back to the Hog Farm? Study Abroad and Student Response Papers”
Mark Dallas, East Georgia College, Swainsboro, “People Like Me Can Study in Europe? Study Abroad and Learning Communities”
David Strickland, East Georgia College, Swainsboro, “What Do I Need To Do? Study Abroad as Academic Motivation”

Practices of Teaching Writing

M.07 The Heart of the Mattering: Writing that Merges Personal Connections with a Public Audience
Exhibit Level, Room 120

Chair: Jane Fife, Western Kentucky University, Bowling Green
Presenters: Jane Fife, Western Kentucky University, Bowling Green, “Can Writing Make a Difference? Student and Teacher Attitudes toward Public Writing”
Terry Elliott, Western Kentucky University, Bowling Green, “Weblogs in the Contact Zone”
Nancy Roberts, Western Kentucky University, Bowling Green, “Fiction, a Uniquely Personal Access to Public Discourse”
Practices of Teaching Writing

M.08 Taking the Low Road: Popular Culture and the Writing Classroom

Exhibit Level, Room 132

Chair: Mary Reda, College of Staten Island, NY

Presenters: Susan Kirtley, Western Oregon University, Monmouth, “Picture This: Visual Rhetoric and Popular Culture in the Classroom”
Mary Reda, College of Staten Island, NY, “Pop Goes the Classroom: College Students Writing about Pop Culture”
Kate Dionne, University of Massachusetts-Amherst, “‘We Don’t Need No Education’: Pop Culture Representations of School”

Practices of Teaching Writing

M.09 Environmental Affirmation: (Re)Writing Agency and Access through Ecocomposition

Exhibit Level, Exhibit Hall D, Room 15

Chairs: Guiseppe Getto, California State University-Fresno
Anthony Michel, California State University-Fresno

Presenters: Guiseppe Getto, California State University-Fresno, “Whose Story Is This?: Reading Class, Gender and Ethnicity Narratives in the Composition Classroom”
Stephen Leech, California State University-Fresno, “From Soul-Food to Sushi: Displacement, Assimilation, Transience, and the Writing Teacher”
Tanya Nichols, California State University-Fresno, “Environmental Education: Increasing Significance and Awareness through Ecocomposition”
Amber Folland, California State University-Fresno, “Context Is Everything: Ecocomposition in the Developmental/Remedial Classroom”

Practices of Teaching Writing

M.10 Feminist Ethics: Reframing Risk and Trust in the Writing Classroom

Exhibit Level, Exhibit Hall D, Room 13

Chair: Kami Day, SUNY Potsdam, NY, “Feminist Ethics: Reframing Risk and Trust in the Writing Classroom”

Presenters: Victoria Levitt, SUNY Potsdam, NY, “Listening: Self-Witnessing as Community-Building”
Jennifer Mitchell, SUNY Potsdam, NY, “Writing Centers Risking Institutional Change”
M.11 As We Shape Space, So Space Shapes Us: Critical Geography and Place-based Literacies in Composition

Exhibit Level, Room 123

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

Presenters: Michael Benton, University of Kentucky, Lexington, “Musings of a Political Discontent: An (Auto)Ethnographic Poetics for Restor(y)ing Place”
Danny Mayer, University of Kentucky, Lexington, “Global Kentucky: A Rhythmanalysis”
Roseanne Gatto, Indiana University of Pennsylvania, “Contrasting Tales of Displacement: Privileged White Squatters vs. At-risk Teenagers in Foster Care”
Tara Roeder, CUNY Manhattan, NY, “Alternatives to New Urbanism’s Fascist Strain”
Rebecca Ingalls, University of Michigan, Ann Arbor, “Reconstructing Writing Spaces: Student Spoken-word, ‘Containment,’ and the Discourse of ‘Mine’”
Ted Fristrom, St. Joseph’s University, Philadelphia, PA, “Turbulent Systems: The Emergence of Ecological Models in Composition Research”
Tim Lindgren, Boston College, Chestnut Hill, MA, “Writing as a Mobile Technology: Teaching Critical Place Literacy with Locative Media”

M.12 Nurturing Nascent Naysayers in a Yes-man’s Land: Encouraging Risk in Homogenous Cultures

Exhibit Level, Room 134B

Chair: Sue Bennett, Dixie State College of Utah, St. George

Presenters: Brad Barry, Dixie State College of Utah, St. George, “The Doubting Chicken or the Believing Egg?: Critical Thinking and Students’ Organization of Research”
Sue Bennett, Dixie State College of Utah, St. George, “Nurturing Nascent Naysayers in a Yes-Man’s Land: Encouraging Risk in Homogenous Cultures”
Diane Albertini, Dixie State College of Utah, St. George, “Utah Ameliorates Analysis Anxiety through Press Releases”
Composition Programs

M.13 Public Writing at the Point of Need: A Senior-level General Education Composition Course

Exhibit Level, Exhibit Hall D, Room 10

Chair: Susan L. Booker, Longwood University, Farmville, VA

Presenters: Jená Burges, Longwood University, Farmville, VA
Susan L. Booker, Longwood University, Farmville, VA
Heather G. Rust, Longwood University, Farmville, VA

Composition Programs

M.14 Technology’s Role in Student Success: What Happens When Success and Access Is Decided by a Computer?

Exhibit Level, Exhibit Hall D, Room 4

Chair: Patricia Ericsson, Washington State University, Pullman

Presenters: Patricia Ericsson, Washington State University, Pullman, “It’s Adding Up: Why We Need to Pay Attention to the Numbers”
Beth Ann Rothermel, Westfield State College, MA, “Teachers Advocating for a Responsible Use of Online Writing Tutorials”
Anne Herrington, University of Massachusetts, Amherst, “Questioning the Pitch”
Charlie Moran, University of Massachusetts, Amherst, “Adopting Computer Assessments: What Happens to Students and Teachers?”
Carl Whithaus, Old Dominion University, Norfolk, VA, “Valid Uses of Computer Assessments: Are There Possibilities?”
Chris Anson, North Carolina State University, Raleigh, “Good for Nothing? Productive Uses of Computers for the Analysis of Student Writing”
Composition Programs

M.15 Let's Hear it from Them: First-Generation and Underrepresented Students Discuss Factors of Their Success in College
Exhibit Level, Room 110
Chair: Cynthia Mitchell, University of Northern Colorado, Greeley
Presenters: Jerry Martinez, University of Northern Colorado, Greeley, “Factors Facilitating Academic Success for Ethnic Minority College Students”
Angela Gomez, University of Northern Colorado, Greeley, (Film), “Faceless Students: Constructing an Identity for First-generation College Students”
Jessica Gonzalez, University of Northern Colorado, Greeley, “Self Reported Mood of Single Parent Students in Higher Education Compared to Traditional Students”
Tara Garcia, University of Northern Colorado, Greeley, “A Former First-Generation College Student/High School English Teacher Traces Her Success”
Moderator: Cynthia Mitchell, “English and Student Support Curriculum In and Beyond the Classroom”

Composition Programs

M.16 Diversity in Kansas?: The Challenges of Implementing a Diversity/Writing Component at a Large Public University
Exhibit Level, Exhibit Hall D, Room 2
Chair: Deborah Murray, Kansas State University, Manhattan
Presenters: Phillip Marzluf, Kansas State University, Manhattan, “Refusing, Rejecting, and Reducing: The Implications of Student Resistance in the Composition-diversity Class”
Julie Brogno, Kansas State University, Manhattan, “Constructing a Safe Space within the Contact Zone for Novice Writers”
Deborah Murray, Kansas State University, Manhattan, “‘What Do I Do When Students Get Mad at Me?’: Preparing New GTAs for Diversity in the First-Year Writing Course”

Theory

M.17 Gender, Cognition, Tactility: Hands-on Theories of Rhetoric
Exhibit Level, Exhibit Hall D, Room 11
Chair: Peggy Johnson
Presenters: Don Bushman, University of North Carolina at Wilmington, “The Human Hand and Human Language Use”
Penelope Smith, Gannon University, Erie, PA, “The Visual Rhetoric of Reassurance: Women, Quilts, and the WCTU”
Saturday, 9:30–10:45 a.m.

**Theory**

**M.18** *Escribiendo Expresiones de Liberación: Theorizing Community-based Writing Programs as Access to Higher Education for Latina/o Youth*

Exhibit Level, Room 114

*Chair:* Malea Powell, Michigan State University, East Lansing  
*Presenters:* Dora Ramirez-Dhoore, University of Texas-Pan American, Edinburg, “The Center of Expectation: The Community Center as a Site of ‘Access’ to Higher Education”  
Lori Rodriguez, University of Texas at San Antonio, “Teaching Testimonio as Resistance: Engendering Empowerment for Young Women at the San Antonio Cultural Arts Center”  
Patricia Trujillo, University of Texas at San Antonio

**Theory**

**M.19** *Adaptive Rhetorics: Moving Figures across Lyric, Film, and Video Art*

Exhibit Level, Exhibit Hall D, Room 3

*Chair:* Molly Metherd, Saint Mary’s College of California, Moraga  
*Presenters:* Kristi Wilson, Stanford University, CA, “Medea’s Queer Afterlife in Pasolini’s Cinematic Adaptation”  
Phaedra Bell, Stanford University, CA, “Moving the Potato Off the Couch: Video Art’s Exhortation to Perform”  

**Theory**

**M.20** *Indigenous Rhetoric: Speaking to Power without Saying a Word*

Exhibit Level, Room 113

*Chair:* Jennifer Wingard, Syracuse University, NY  
*Presenters:* Justin Schapp, Syracuse University, NY, “‘Masters’ of the RES: ‘Rhetorical Events & Situations’”  
Gale Coskkan-Johnson, Syracuse University, NY “‘Us’ and ‘Them:’ Troubling the Pronouns of National Purity”
Theory

M.21 Educational Extremes: Pedagogical Hope and Educational Violence
Exhibit Level, Room 134A

Chair: Victor Villanueva, Washington State University, Pullman
Matthew Hill, Michigan Technological University, Houghton, “A Violence in Writing”
Cynthia Weber, Michigan Technological University, Houghton, “Intercultural Identity: Creating Space for Belonging”

History

M.22 19th Century Northern Women’s Rhetorics of Gender, Class, and Work
Exhibit Level, Exhibit Hall D, Room 14

Chair: Lynne Viti, Wellesley College, MA
Presenters: L. Jill Lamberton, University of Michigan, Ann Arbor, “‘A Duty to Do It if One Can’: Women’s Writing and Access to Elite Universities, 1870–1890”

Research

M.23 Community-based Writing: Directions for Research
Exhibit Level, Exhibit Hall D, Room 17

Chair: Barbara Roswell, Goucher College, Baltimore, MD
Nora Bacon, University of Nebraska, Omaha, “Service-learning Scholarship: Complicating the Critique”
Adrian Wurr, University of North Carolina, Greensboro, “Attention to Text: Making Student Writing Central to Community-based Writing Research”
Saturday, 9:30–10:45 a.m.

Information Technologies

**M.24 Composing Images, Creating Texts: A Conversation about Incorporating Multimodality into the Composition Classroom**

Exhibit Level, Room 124

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

**Presenters:** Kara Poe Alexander, University of Louisville, KY, “Endless Possibilities: Integrating Multimodal Assignments into the Classroom”

Rene Perri Prys, University of Louisville, KY, “Access and Trouble-shooting: Key Components of a Successful Multimodal Classroom”

Sonya Borton, University of Louisville, KY, “Critical Reflection: Workshopping, Revising, and Grading in the Multimodal Classroom”

Beth Powell, University of Louisville, KY, “Show and Tell: Sharing Multimodal Assignments and Student Projects”

Institutional and Professional

**M.25 Implications for the First Year**

Exhibit Level, Room 125

**Chair:** Karen Kopelson, University of Louisville, KY

**Presenters:** Laurie Hazard, Bryant College, Smithfield, RI, “First-Year Experience Programs, Learning Centers, and Writing Centers: Finding Common Ground”

Peggy Jolly, University of Alabama at Birmingham, “Why Do I Have to Take This Course since I Was My Class Valedictorian?”

Bonita Selting, University of Central Arkansas, Conway, “Advanced Placement Essay Courses: Access? or Class Markers?”

Institutional and Professional

**M.26 Portfolios as Assessment and Learning Tools**

Exhibit Level, Room 121

**Chair:** Gail Shanley, Neumann College, Aston, PA

**Presenters:** Joel Wingard, Moravian College, Bethlehem, PA, “A Junior-Year Writing Major Portfolio”

Robert O’Brien Hokanson, Alverno College, Milwaukee, WI, “Using a Digital Portfolio to Promote Active and Reflective Learning”

Lisa Lebduska, Wheaton College, Norton, MA, “Extending Student Learning beyond the Course: Portfolio Assessment of First-Year Seminar”

Barbara Ciccarelli, Neumann College, Aston, PA, “Moving beyond the Checklist: Unraveling the Clues behind Getting an ‘A’”
Institutional and Professional

**M.27 Moving Beyond Contact: Conversation as Inquiry, Invention, and Initiative in WAC and Beyond**

Exhibit Level, Exhibit Hall D, Room 19

*Chair:* Patrice Gray, Fitchburg State College, MA  
*Presenters:* Mercedes Elg, Western Washington University, Bellingham  
Carmen Werder, Western Washington University, Bellingham, “Dialogue Reconsidered: When WAC Meets the Scholarship of Teaching and Learning”

**Language**

**M.28 Issues of Language Rights**

Exhibit Level, Exhibit Hall D, Room 8

*Chair:* Victoria Tischio, West Chester University, PA  
*Presenters:* Darleen Ah Loy Chaminade, University of Honolulu, HI, “Hawaiian Immersion Program: A Barrier in Access to the First-Year Composition Classroom”  
Carole Raybourn, Morehouse College, Atlanta, GA, “Students’ Right to Their Own Language: What If They Don’t Want It?”  

**Language**

**M.29 Life Histories, Case Studies; ESL**

Exhibit Level, Exhibit Hall D, Room 7

*Chair:* Mimi Schwartz, Richard Stockton College of New Jersey, Pomona  
*Presenters:* Jingfang Ren, Purdue University, West Lafayette, IN, “First Encounter of the Academic Kind: A Case Study of Three ESL Writers Entering the World of Discipline-specific Writing in the U.S.”  
Cate Almon, Northampton Community College, Bethlehem, PA, “Forging a Voice in Academic Discourses: An ESL Case Study”  
Kelli Grady, University of Louisville, KY, “ESL Students’ Life Histories and the Complex Practices of Cultural Positioning”

**Professional and Technical Writing**

**M.30 Does Science Matter?**

Exhibit Level, Exhibit Hall D, Room 18

*Chair:* Tom Treffinger, Greenville Technical College, SC  
Mary Knatterud, University of Minnesota, St. Paul, “Closing the Gate on Reader- or Patient-hostile Terms in Medical Writing”  
Karen Griggs, Indiana University-Purdue University, Fort Wayne, “Cedar Creek Case Study: Access to Government Records”
Saturday, 11:00 a.m.–12:15 p.m.

N Sessions

11:00 a.m.–12:15 p.m.

*Practices of Teaching Writing*

**N.01 Multimedia Approaches to Teaching and Using Technology in Writing Classes**
Exhibit Level, Room 134A

*Presenters:* Scott (Bump) Halbritter, Stanford University, CA, “The Sound of Voice in Multimedia Composition”
Pavel Zemliansky, James Madison University, Harrisonburg, VA, “Gaining Access through Multimedia Writing: Two Case Studies”
Carole Creekmore, Georgia Perimeter College, Lawrenceville, “It’s All in the Presentation—Or Is It?”

*Practices of Teaching Writing*

**N.03 Home Words: City Writing**
Exhibit Level, Exhibit Hall D, Room 2

*Chair:* Jeff Rice, University of Detroit, Mercy, MI

*Presenters:* Jeff Rice, University of Detroit, Mercy, MI, “Writing Detroit”
Jenny Edbauer, University of Texas, Austin, “Writing on the Drag: Documentary as Street (Re)Search”
Geoffrey Sirc, University of Minnesota, Minneapolis, “Minneapolis/Combray”

*Practices of Teaching Writing*

**N.04 “Now that there is not much racism in our society . . .” : Reading and Writing Race in the Composition Classroom**
Exhibit Level, Room 134B

*Chair:* Anushiy Sivanarayanan, Southern Illinois University, Edwardsville

*Presenters:* Dianna Rockwell, Southwestern Illinois College, Granite City, “Being White and Poor: Writing on ‘White Privilege’”
Carla Walker, St. Louis Community College, Florissant Valley, MO, “Shifting Codes: Being Black and in Authority”
Seema Mukhi, Washington University, St.Louis, MO, “How Does ‘Academic Support’ Work in City Colleges?”
Saturday, 11:00 a.m.–12:15 p.m.

**Practices of Teaching Writing**

**N.05 Mainstreaming Re-imagined: An Ensemble Performance**
Exhibit Level, Exhibit Hall D, Room 4

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

*Presenters:* Dani Goldstein, University of Wisconsin–Milwaukee, “Performing the Paradox: Interrupting the Mainstream of Community in Composition”
Jodi Piwoni, University of Wisconsin–Milwaukee, “Locating Selves through Student Life Histories”
Rie Kumaki, University of Wisconsin–Milwaukee, “What about ESL?: Reimagining ESL Writing through Mainstreaming”
Cara Ogburn, University of Wisconsin–Milwaukee, “Performing Author-ity: Student Author-ship in the Composition Classroom”

**Practices of Teaching Writing**

**N.06 Access to Authority (Rhetorical and Otherwise) in the Composition Classroom**
Exhibit Level, Exhibit Hall D, Room 17

*Chairs:* M. Jimmie Killingsworth, Texas A&M University, College Station
Joanna B. Gibson, Texas A&M University, College Station

*Presenters:* Valerie Balester, Texas A&M University, College Station, “Traces of Students’ Own Language: Re-examining Plagiarism”
M. Jimmie Killingsworth, Texas A&M University, College Station, “A Question from the Bible Belt: What Do You Mean by Authority?”
Nick Lawrence, Texas A&M University, College Station, “Can We Get an Example?: Anxiety over Authority in the Comp Classroom”
Brad Thomas, Texas A&M University, College Station, “Can We Get an Example?: Anxiety over Authority in the Comp Classroom”
Practices of Teaching Writing

N.07 Creative Access for All and Academic Malice towards None: Using Technology Creatively and Changing Academic Writing
Exhibit Level, Room 110
Chair: Will Hochman, Southern Connecticut State University, New Haven
Presenters: Chris Dean, Southern Connecticut State University, New Haven, “Access to the Academic and the Creative: Writing Poetry with and for High School Students”
David Starkey, Santa Barbara City College, CA, “Creating (and Dispelling) Illusions of Academic Genre: Accessing Creativity in the Two-Year College Basic Writing Class”
Will Hochman, Southern Connecticut State University, New Haven, “Notes toward a Crossover Pedagogy: Fusing Creative Writing and Composition in First-Year Writing Instruction”
Kendra Matko, Michigan State University, Grand Rapids, “There’s a Story in My Beaker: Engaging the Creative to Distill the Critical”
Andy Piscitelle, Southern Connecticut State University, New Haven, “The Cinematography of Composition: Producing Oscar-winning Writers”

Composition Programs

N.08 Forging a Community/University Literacy Center: Whose Interests? Whose Needs?
Exhibit Level, Room 114
Chair: Lisa Langstraat, Colorado State University, Fort Collins
Presenters: Sarah Jane Sloane, Colorado State University, Fort Collins, “Theorizing Spaces, Rearticulating Places: New Dimensions of Writing Center/Literacy Center Partnerships”
Lisa Langstraat, Colorado State University, Fort Collins, “Respect, Humility, Wonder: Mediating Community/University Literacy Interests through the Principles of Restorative Justice”
Tobi Jacobi, Colorado State University, Fort Collins, “Rant, Rave, and Write: Zine Writing as Community Literacy”

Composition Programs

N.09 Teachers against the Ropes: Wrestling the New Media Nerve Hold
Exhibit Level, Room 113
Chair: Nick Carbone, Bedford/St. Martins, Boston, MA
Presenters: Cheryl Ball, Utah State University, Logan, “Throwing Teachers over the Ropes: The Status of New Media Pedagogy in Composition Studies”
Saturday, 11:00 a.m.–12:15 p.m.

Daniel Anderson, University of North Carolina–Chapel Hill, “Who’s Got Your Back?: Teaming up to Take on New Media”
Anthony Atkins, Ball State University, Muncie, IN, “New Teachers Caught in the Sleeper Hold: The Gap between TA Preparation and New Media Technologies”

Composition Programs

N.10 Redefining Success via/and Affirming the Discipline: FYC as Intro to Writing Studies
Exhibit Level, Room 124

Chair: Maureen Daly Goggin, Arizona State University, Tempe
Presenters: Elizabeth Wardle, University of Dayton, OH, “Contradiction and Constraint within the FYC Activity System: Why a Course about Writing Would Better Help Students and Teachers Succeed”
Debra Frank Dew, University of Colorado–Colorado Springs, “The Wind under Our Wings: Rhetoric and Writing Studies as Disciplinary Affirmation”
Fiona Glade, California State University–Sacramento, “Affirming Writing as Learning: Where Do We (All) Go from Here”
Douglas Downs, Utah Valley State College, Orem, “‘I Never Knew There Was So Much to Study about Writing’: FYC Curricula that Change Public Discourse about Writing Instruction”
Maureen Daly Goggin, Arizona State University, Tempe, “Accessing Differences: Embracing Theoretical and Pedagogical Diversity in TA Training”

Theory

N.11 Race and the Rhetorics of Access
Exhibit Level, Room 131

Chair: Jayne Thompson, Widener University, Chester, PA
Mark Garrett Longaker, University of Texas at Austin, “Valuing Access: Market Rhetoric and the Ebonics Debate”
Mary Boland, California State University–San Bernardino, “The Myth of Academic Discourse as Access”
Saturday, 11:00 a.m.–12:15 p.m.

Theory

N.12 Theorizing Audience: Making Decisions, Laughing Out Loud
Exhibit Level, Room 112
Chair: Rochelle Warren, University of Maryland, Washington, Fredericksburg, VA
Presenters: Jennifer Diamond, University of California–San Diego, La Jolla, “Peanut Butter and Gothic Jelly: Shirley Jackson and the Problem of ‘Serious Writing’”
Marvin Diogenes, Stanford University, CA, “Another Turn, Another Revolution: Current-Traditional Comic Rhetoric and the Rise of Boomer Humor”

Theory

N.13 The “Nature” of Environmental Arguments: Waterways, Subsistence, and the Value of a Good Map
Exhibit Level, Exhibit Hall D, Room 19
Chair: Jeff White, University of Alaska, Anchorage
Presenters: Jeff White, University of Alaska, Anchorage, “Subsistence through Persistence: Difficulties Defining ‘Subsistence’ in Western Terms”
Patrick Clauss, Butler University, Indianapolis, IN, “Mapping Meanings: Seeing Public Definitions as Visual Arguments”

Theory

N.14 Inspiration from Gerda Lerner for Composition and Rhetoric: Rhetorical History, Pragmatism, Writing as Activism, and Pedagogy
Exhibit Level, Exhibit Hall D, Room 6
Chair: Hephzibah Roskelly, University of North Carolina, Greensboro
Presenters: Kate Ryan, West Virginia University, Morgantown, OH, “Why Rhetoric Matters: Gerda Lerner as Rhetor and Rhetorical Historian”
Rebecca Jones, University of Texas–Pan American, Edinburg, “Pursuing Academic Activism: Experience, Pragmatism, and Action”
Mary Fiorenza, University of Wisconsin–Madison, “Where Are You Writing From? Who Are You Writing For?: Women, Family, and Ancestors in Histories of Literacy and Classroom Writing”
Christine Heilman, College of Mount St. Joseph, Cincinnati, OH, “Linking Social Class and Gender in the Academy: Applying the Tenets of Gerda Lerner in College Composition”
Practices of Teaching Writing

N.15 Rhetorical Provocations: 
From Jim Crow to Affirmative Action

Exhibit Level, Room 121

Chair: Fred White, Santa Clara University, CA

Presenters:
- Marsha Millikin, Lansing Community College, MI, “From an Eye for an Eye to Lynching Eroding White Morality: Making (Non) Sense of the Cultural Ethos of Lynching”
- Jamie Thornton, Texas Christian University, Fort Worth, “Who Is ‘The Disadvantaged’?”
- David Holmes, Pepperdine University, Malibu, CA, “Affirmative Reactions: Kennedy, King, Nixon, and the Origins of Color blind Rhetoric”

Research

N.16 Race Qualified and Quantified

Exhibit Level, Room 130

Chair: Optimism One, Modesto Junior College, Modesto, CA

Presenters:
- Richard Matzen, Utah Valley State College, Orem, “Individualistic and Collectivist Constructs in Student Papers and Student-Teacher Relations: A Matter of Perception?”
- Ed Jones, Seton Hall University, South Orange, NJ, “A Quantitative Perspective on Race and Class Issues in the Writing Classroom”
- Austin Jackson, Michigan State University, East Lansing, “‘Let’s Get Free’: African American Language, Discourse, and Rhetoric as Liberatory Pedagogy”

Information Technologies

N.17 Images of Resistance:
Multimodal Rhetoric as Civic Intervention

Exhibit Level, Room 135B

Chair: David Sheridan, Michigan State University, East Lansing

Presenters:
- David Sheridan, Michigan State University, East Lansing, “Picturing Us/Them: Theorizing Multimodal Civic Discourse”
- Jim Ridolfo, Michigan State University, East Lansing, “Looking For Delivery: Multimodal Civic Discourse and the Composition Classroom”
- John A. Dowell, Michigan State University, East Lansing, “No Screaming Permitted as the Rat Cage is Strapped to Your Face”
Institutional and Professional

N.18 Beyond Our Gates: Writing beyond the Writing Program
Exhibit Level, Room 111

**Presenters:** Matthew Pearson, University of Wisconsin, Madison, “Outside the Gates of the Urban University: Representing Urban Space in the Contact Zone of City University/Community Partnerships”
Ann Hilferty, Massachusetts College of Pharmacy and Health Sciences, Boston, “Focusing Dispersed Knowledge: The Six-Year Pharm.D. Program as Heuristic for Writing Programs”

Institutional and Professional

N.19 The Economics of Plagiarism and Authorship
Exhibit Level, Room 125

**Presenters:** Michele Eodice, University of Kansas, Lawrence, “Man Bites Dog: The Public, the Press, and Plagiarism”
Lauren Fitzgerald, Yeshiva University, New York, NY, “Mind Stealing: An Alternative to the Proprietary Model of Plagiarism”
Amy E. Robillard, Illinois State University, Normal, “The Circulation of the Student Author: Bourdieu’s Categories of Capital”

**Respondent:** Bruce Horner, University of Wisconsin, Milwaukee

Institutional and Professional

N.20 Portfolios and Program Goals: Cans of Worms that Catch Big Fish
Exhibit Level, Room 122

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

**Presenters:** Paula Garrett, Millsaps College, Jackson, MS, “Just Because You Got an ‘A’ Doesn’t Mean You’re a Proficient Writer: Negotiating Portfolio Assessment in Broader Conversations about Writing”
George Meese, Eckerd College, St. Petersburg, FL, “Everyone into the Pool: Portfolio Assessment that Includes All Writers”
Robert Marrs, Coe College, Cedar Rapids, IA, “Student Portfolios as Instruments of Faculty Development”
Paul Miller, Davidson College, NC, “Circuitous WAC: How Portfolios Can Dragoon, Develop, and Direct Writing Faculty”
Professional and Technical Writing

N.21 Visual Rhetorics
Exhibit Level, Room 132

Chair: Kristen Welch, University of Arizona, Tucson

Presenters: Geoffrey Cross, University of Louisville, KY, “‘The’ Female Vision: Does Gender Affect Verbal-Visual Collaboration?”
Eva Brumberger, Virginia Tech, Blacksburg, “Visual Communication across Cultures: What We Know, What We Need to Learn”
Andrea McKenzie, New York University, NY, “Illustrating Thought: The Power of Pictures”
O Sessions

12:30 p.m.–1:45 p.m.

Practices of Teaching Writing

O.01 Confronting Others as a Rhetorical Heuristic to Build an Appreciation of Difference in Ourselves

Exhibit Level, Room 112

Presenters: Mary Rist, St. Edward’s University, Austin, TX, “The Lost Art of Listening: Sequencing Writing Assignments to Emphasize Civilized Debate not Strong Argument”
Katherine L. Hall, Roger Williams University, Bristol, RI, “Access and Student Success through Writing about the United Nations”
Jennifer Jacovitch, University of Arizona, Tucson, “Rowling’s Rhetoric as Symbolic Action: Teaching *Harry Potter* with Issues of Race, Gender, Sexuality, and Institutional Power in the First-Year Composition Classroom”

Practices of Teaching Writing

O.02 Negotiating Identities in the 21st Century Classroom

Exhibit Level, Exhibit Hall D, Room 19

Chair: Daphne Desser, University of Hawaii, Honolulu

Presenters: Jill Dahlman, University of Hawaii at Manoa, Honolulu, “The HITS Classroom: An Avenue to Access”
Robyn Tasaka, University of Hawaii at Manoa, Honolulu, “Why Are you Talking?: Cultural Difference and Personal Writing”
Kathleen J. Cassity, University of Hawaii at Manoa, Honolulu, “Non-traditional Students and the Discourse of Lived Experience”

Practices of Teaching Writing

O.03 Helping Non-Traditional Students Claim Their Education

Exhibit Level, Exhibit Hall D, Room 6

Chair: Pam Whitfield, Rochester Community and Technical College, MN

Presenters: Amy S. Gerald, University of North Carolina at Greensboro, “Access to Education through Access to Each Other: Contact and Community among Evening Students”
Shannon Stewart, Coastal Carolina University, Myrtle Beach, SC, “Evening Degree Students: Overtime, Mortgages, Doctors’ Appointments, and English 101”
Pam Whitfield, Rochester Community and Technical College, Rochester, MN, “The Pedagogue’s Self-presentation and Student Accessibility”

**Practices of Teaching Writing**

**O.04 Opening the Gates of Academia: Approaches to Promoting Student Success at the Community College**

Exhibit Level, Room 121

*Chair:* Bonnie Borenstein, College of Marin, Kentfield, CA

*Presenters:* James Allen, College of DuPage, Glen Ellyn, IL, “Mecomtronics: Opening the Gates to a Technical Future”
Tammie Bob, College of DuPage, Glen Ellyn, IL, “Entering the Community of Scholars: The Dreaded Research Paper, Transformed”
Deborah Adelman, College of DuPage, Glen Ellyn, IL, “Making It Whole: Promoting Critical Literacy through Interdisciplinary Studies”
Helen Szymanski, College of DuPage, Glen Ellyn, IL, “The Writing Assistance Area”

**Practices of Teaching Writing**

**O.05 Access, Privilege, Place, and Confessional Culture in the Composition Classroom**

Exhibit Level, Room 130

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

*Presenters:* Suzanne Diamond, Youngstown State University, Canfield, OH, “Scripted Subjectivity: Self-Expressive Writing and Reader Affirmation”
K. J. Peters, Loyola Marymount University, Los Angeles, CA, “The Practice of Everyday Composition: Producing Freshman”
Renee Schlueter, Kirkwood Community College, Cedar Rapids, IA, “‘True Confessions’ or Lies I Make My Students Tell Me? Infusing Pluralistic Narrative Voices to Re-authenticate Expressive Writing”

**Practices of Teaching Writing**

**O.06 Stanford’s “How I Write” Project: Creating a Writing Community**

Exhibit Level, Room 110

*Chair:* Andrea Lunsford, Stanford University, CA

*Presenters:* Hilton Obenzinger, Stanford University, CA, “‘How I Write’ in Practice: Presentation and Video Excerpts”
Monique King, Stanford University, CA, “Undergraduates Respond to ‘‘How I Write’”
Kim Chu, Stanford University, CA, “Undergraduates Respond to ‘‘How I Write’”
Yamaguchi Lina, Stanford University, CA, “Interactive ‘How I Write’ on the Web”

*Respondent:* Alyssa O’Brien, Stanford University, CA
Saturday, 12:30–1:45 p.m.

*Composition Programs*

**O.07 Ensuring Student Success: A Roundtable on Instructional Innovations at an HBCU in Transition**

Exhibit Level, Room 111

*Chair:* Bob Bradley, Tennessee State University, Nashville

*Presenters:* Samantha Morgan-Curtis, Tennessee State University, Nashville, “Accessing Education: ‘The Pathway from Slavery to Freedom’”
Sharynn Etheridge-Logan, Tennessee State University, Nashville, “Measuring Writing Competence: A Portfolio-based Writing Assessment Model in a Historically Black University”
Clark Maddux, Tennessee State University, Nashville, “Developing Service Learning at TSU”

**Composition Programs**

**O.08 Making Access Real: Learning Communities, Basic Writing, and Open Admissions**

Exhibit Level, Room 125

*Chair:* Michelle Moosally, University of Houston–Downtown, TX

*Presenters:* Robin Davidson, University of Houston–Downtown, TX, “Access for Hispanic Americans: Concerns, Programs, and Funding”
Michelle Moosally, University of Houston–Downtown, TX, “Brothers and Sisters in Arms: Making the Case for Basic Writing in a Learners Community Program”

**Composition Programs**

**O.09 Calls to Work, Occupational Inquiry, and Discipline-specific Writing in the New Vocationalism**

Exhibit Level, Room 120

Angela Pettit, Texas Woman’s University, Denton, “Gatekeepers in Composition”
Composition Programs

O.10 Assessing Success: A Holistic Approach to Writing Center Research and Pedagogy

Exhibit Level, Exhibit Hall D, Room 12

Chair: James D. Williams, Soka University of America, Aliso Viejo, CA
Presenters: James D. Williams, Soka University of America, Aliso Viejo, CA, “‘Centered Research’: Reexamining Prevailing Methods”
Karen Bauman, Soka University of America, Aliso Viejo, CA, “Effects of Writing Center Tutoring on English-Language Learners”
Wendy Wright, Soka University of America, Aliso Viejo, CA, “Implementing a Parallel Pedagogy for English-Language Learners”

Theory

O.11 Silence, Power, and the Limits of Literacy

Exhibit Level, Exhibit Hall D, Room 15

Chair: Lauren Fitzgerald, Yeshiva University, New York, NY
Presenters: Cheryl Greene, Arizona State University, Tempe, “Contested Zones of Access: Silence Re/Defining the Limits of Speakable Classroom Discourse”
Kimberly Costino, California State University, San Bernardino, “Access Denied: Literacy as a Racializing Force in Public Discourses on Affirmative Action”

Theory

O.12 Theorizing What Genre Can Do

Exhibit Level, Exhibit Hall D, Room 8

Chair: Keith Hjortshof, Cornell University, Ithaca, NY
Ronit Sarig, California State University, Northridge, “Ten Easy Steps to . . . Everything—A Genre Analysis”
Saturday, 12:30–1:45 p.m.

Theory

O.13 Theories of Teaching and Mentoring: Faculty and Students of Color Doing the Cultural Bump (sponsored by the Latina/Latino Caucus)

Exhibit Level, Room 124

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

Presenters: Elena Perez-Mirabal, Miami Dade Community College, North Miami, FL, “Access, Mentoring, and Teaching at the Two-Year College”
Iris Belen, University of Central Florida, Orlando, “Arriving at the Golden Gates of Culture and Learning”
Melissa Lopez, University of Central Florida, Orlando, “A Changing Voice: Mentoring and Exposure to Cultural Pedagogy”
Ivonne Lamazares, University of Central Florida, Orlando, “Going beyond Academics: Mentoring Latina Students”

Theory

O.14 Hearing Voices: Historical Reclamations of Feminist, Rhetorical Agency

Exhibit Level, Room 114

Chair: Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge

Presenters: Hildy Miller, Portland State University, OR, “A Self by Any Other Name: Recovering Historical Voice(s)”
Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge, “A Self by Any Other Name: Recovering Historical Voice(s)”
Julia Dietrich, University of Louisville, KY, “The Sanctified Voice: One Rhetorical Persona for Women”
Cindy Moore, Eastern Kentucky University, Richmond, “The Necessity of Voice”

History

O.15 Reconsidering Three Moments in Rhetorical History

Exhibit Level, Exhibit Hall D, Room 18

Chair: Darlene Hollon, Northern Kentucky University, Highland Heights

Presenters: Brad Herzog, Southern Arkansas University, Magnolia, “St. Augustine, Franciscan Piety, and ‘The Book of Margery Kempe’: An ‘Affective’ Appropriation of Rhetoric and Authority”
Dennis Hall, University of Louisville, KY, “Edward Young’s ‘Conjectures on Original Composition (1759)’ and the Anxiety of Influence”
Margaret Procter, University of Toronto, Ontario, Canada, “English for the Rejected: An Account of David Holbrook’s Writing on Education”
Research

O.16 Multi-modal and Hyper-realistic: Diverse Forms of Representation
Exhibit Level, Exhibit Hall D, Room 2
Chair: Susan Johnson, University of Massachusetts, Amherst
Presenters: Patricia Webb, Arizona State University, Tempe, “Reconceptualizing Research in Computers and Composition”
Kenneth Marunowski, Kent State University, OH, “The Euro: An Ethnography of Inscription and Incorporation”

Information Technologies

O.17 Interfacing and Composition Pedagogy: From Surfing to Hacking
Exhibit Level, Exhibit Hall D, Room 4
Chair: Christy Desmet, University of Georgia, Athens
Presenters: Teggin Chamberlain, University of Georgia, Athens, “‘StudentWriting’: The Benefits and Limitations of Writing with Markup Languages”
Wesley Venus, University of Georgia, Athens, “Facing Up to Hyperreality of the Composition Classroom”
Scott G. Reed, University of Georgia, Athens, “Flow, Rupture, and Leaping: Spatiality and Composition Interfaces”

Institutional and Professional

O.18 Reconstructing Professional Identities within Institutional Cultures
Exhibit Level, Room 123
Chair: Bryan Jennewein, Creighton University, Omaha, NE
Presenters: Rita Malenczyk, Eastern Connecticut State University, Willimantic, “Don’t Try This at Home: On the WPA as Mouthpiece”
Jeffrey Andelora, Mesa Community College, AZ, “The Teacher/Scholar: Reconstructing Our Professional Identity in Two-Year Colleges”
Institutional and Professional

O.19 WAC, WID, and Writing Instruction: Creating Cross-disciplinary Opportunities in FYC, WI, and Beyond

Exhibit Level, Exhibit Hall D, Room 11

Chair: Joseph Harris, Duke University, Durham, NC

Presenters: Michael Cripps, CUNY–York College, Jamaica, “NY Seeding WAC: Interdisciplinary Writing Program Contributions to Writing across the Curriculum”
Cary Moskovitz, Duke University, Durham, NC, “WID On and Off Stage: Official vs. Working Documents in a WID Program”
Martha Townsend, University of Missouri, Columbia, “WAC/WID Program Review as Research Opportunity: Do TAs in the Disciplines Carry Their Work Forward?”

Institutional and Professional

O.20 “The Gilded Six Bits”: Validating and Invalidating African American Language in Our Classes and Institutions

Exhibit Level, Room 113

Chair: Lauren Sewell Ingraham, University of Tennessee at Chattanooga

Presenters: Lauren Sewell Ingraham, University of Tennessee at Chattanooga, “Validating AAVE through Directed Self-placement at a Regional University”
Natoria Kennell, University of Mississippi, University, “Using Student Support Services to Validate Students’ Home Languages and Write the University’s New Language”
Brenda Robertson, University of Mississippi, University, “Using Student Support Services to Validate Students’ Home Languages and Write the University’s New Language”
Dianne Bunch, Alcorn State University, MS, “Validating and Invalidating AAVE at HBCUs”
Janice Coleman, Alcorn State University, MS, “Validating and Invalidating AAVE at HBCUs”

Professional and Technical Writing

O.21 Rhetoric and Corporate Production

Exhibit Level, Exhibit Hall D, Room 10

Chair: Ardel Thomas, Stanford University, CA

Presenters: John Killoran, University of Colorado at Denver, “Value and the Art of Web Resume Maintenance”
Mike Markel, Boise State University, ID, “The Rhetoric of Misdirection in Corporate Privacy Statements”
SATURDAY HALF-DAY WORKSHOPS

2:00 p.m.–5:30 p.m.

Information Technologies

SW.01 Promoting Student Success with Digital Tools: Remediating Access
Exhibit Level, Room 125
Chair: Lanette Cadle, Bowling Green State University, OH
Presenters: Kristine Blair, Bowling Green State University, OH
Lanette Cadle, Bowling Green State University, OH
Andrew Mara, Bowling Green State University, OH
Jude Edminster, Bowling Green State University, OH
Elizabeth A. Monske, Louisiana Tech University, Ruston
Cheryl Hoy, Bowling Green State University, OH

SW.02 Saturday Afternoon Exultation of Larks: Poet-to-Poet Workshop
Exhibit Level, Room 123
Chairs: Mary Minock, Madonna University, Livonia, MI
Pia Taavila, Gallaudet University, Washington, D.C.
Kathleen Winter, University of Maryland, Eastern Shore, Princess Anne

Institutional and Professional

SW.03 Sharing Your Ideas with the Profession: Drafting NCTE/CCCC Proposals, Turning Presentations into Articles (TYCA Strand)
Exhibit Level, Room 124
Chair: Jody Millward, Santa Barbara City College, CA
Presenters: Harryette Brown, Eastfield College, Mesquite, TX
Frank Madden, SUNY–Westchester Community College, Valhalla, NY
Amy Cashulette Flagg, Aims Community College, Greeley, CO
Kip Straisma, Illinois Central College, East Peoria
Jody Millward, Santa Barbara City College, CA
Georgia A. Newman, Past Chair, TYCA, Milledgeville, GA
Saturday, 2:00–5:30 p.m.

Research

SW.04 Qualitative Research Network
Exhibit Level, Room 110
Chairs: Roxanne Mountford, University of Arizona, Tucson
Heidi McKee, University of Massachusetts, Amherst
Seth Kahn, West Chester University, PA
Facilitator: Haivan Hoang, University of Massachusetts, Amherst
Presenters: Jabari Mahiri, University of California, Berkeley
Tobi Jacobi, Colorado State University, Fort Collins

Language

SW.05 Beyond Clarity and Grace:
Grammar and Style for Writers and Teachers
Exhibit Level, Room 121
Chair: Janet Zepernick, York College of Pennsylvania
Discussion Leaders: Deborah Vause, York College of Pennsylvania
Julie S. Amberg, York College of Pennsylvania
Mike Zerbe, York College of Pennsylvania
Janet Zepernick, York College of Pennsylvania
Ann George, Texas Christian University, Fort Worth

Information Technologies

SW.06 Putting Your Writing Course Online
Exhibit Level, Room 111
Chair: Karen Kuralt, University of Arkansas at Little Rock
Discussion Leaders: Karen Kuralt, University of Arkansas at Little Rock
Matthew Forester, University of South Florida, Tampa
Chuck Anderson, University of Arkansas at Little Rock
Betty Freeland, University of Arkansas at Little Rock
Dwedor Ford, University of Arkansas at Little Rock
Barbara L’Eplattenier, University of Arkansas at Little Rock
Institutional and Professional

**SW.07 Intellectual Property in Composition Studies**

Exhibit Level, Room 131

*Chair:* Jeffrey Galin, Florida Atlantic University, Boca Raton

*Plenary Presenter:* Wendy Seltzer, Electronic Frontier Foundation, San Francisco, CA

*Presenters:* Charles Lowe, Purdue University, West Lafayette, IN
Jessica Reyman, University of Minnesota, St. Paul
Clancy Ratliff, University of Minnesota, St. Paul
Brian Ballentine, Case Western Reserve University, Cleveland, OH
Karen Lunsford, University of California, Santa Barbara
Wendy Warren Austin, Edinboro University of Pennsylvania
Robin Wharton, University of Georgia, Athens
Linda Bergmann, Purdue University, West Lafayette, IN
Carol Peterson Haviland, California State University, San Bernardino
Laurie Johnson, University of Minnesota, St. Paul
T. Kenny Fountain, University of Minnesota, Twin Cities, St. Paul
Lisa Maruca, Wayne State University, Detroit, MI
Sally Chandler, Kean University, Union, NJ
LOCAL ARRANGEMENTS COMMITTEE

Registration: Margaret Richer, California State University
Exhibits: Sterling Warner, Evergreen Valley College, San Jose
Hospitality: Janice Albert, Oakland, CA
Special Events: Sugie Goen and Jennifer Wells, San Francisco State University
Room Arrangements, Tom Hurley, Diablo Valley College

CCCC PAST CHAIRS

1949 John C. Gerber
1950 John C. Gerber
1951 George S. Wykoff*
1952 Harold B. Allen*
1953 Karl W. Dykema*
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1955 Jerome W. Archer
1956 Irwin Griggs*
1957 Francis Shoemaker
1958 Robert E. Tuttle
1959 Albert R. Kitzhaber
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1962 Francis E. Bowman
1963 Priscilla Tyler*
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1965 Richard S. Beal*
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1967 Richard Braddock*
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1969 Wallace W. Douglas*
1970 Ronald E. Freeman*
1971 Edward P. J. Corbett*
1972 Elisabeth McPherson*
1973 James D. Barry*
1974 Richard L. Larson
1975 Lionel R. Sharp
1976 Marianna W. Davis
1977 Richard Lloyd-Jones
1978 Vivian I. Davis
1979 William F. Irmscher
1980 Frank D’Angelo
1981 Lynn Quitman Troyka
1982 James Lee Hill
1983 Donald C. Stewart*
1984 Rosentene B. Purnell
1985 Maxine Hairston
1986 Lee Odell
1987 Miriam T. Chaplin
1988 David Bartholomae
1989 Andrea A. Lunsford
1990 Jane E. Peterson
1991 Donald McQuade
1992 William W. Cook
1993 Anne Ruggles Gere
1994 Lillian Bridwell-Bowles
1995 Jacqueline Jones Royster
1996 Lester Faigley
1997 Nell Ann Pickett
1998 Cynthia L. Selfe
1999 Victor Villanueva, Jr.
2000 Keith Gilyard
2001 Wendy Bishop*
2002 John Lovas
2003 Shirley Wilson Logan
2004 Kathleen Blake Yancey
*Deceased
**2005 EXHIBITORS, San Francisco, CA, Booth Numbers**

**March 16–19, 2005**

Bedford/St. Martin’s 306, 307, 308, 309, 310, 311
California Newsreel 314
Composition Studies 513
Elsevier 602
Hackett Publishing Co. 215
Hampton Press, Inc. 614
Hayden-McNeil Publishing 417
Houghton Mifflin Company 107, 109, 111
Lawrence Erlbaum Associates 210, 212
Longman Publishers 406, 407, 408, 409, 410, 411
McGraw-Hill Higher Education 401, 403, 500, 502
Merriam-Webster, Inc. 616
Modern Language Association 315, 317
Oxford University Press 415
Pearson Custom Publishing 412, 414
Penguin Academic Group 413
Prentice Hall 506, 508, 510, 512
Publishers Group West 214
Random House 606
Routledge Publishing 608
South-Western/Thomson Corporation 211
Southern Illinois University Press 507, 509
State University of New York Press 612
The Academic Skills Centre 316
The College Board 501
The Scholar’s Choice 416
Turnitin.com 217
TYCA 610
University of Michigan Press 313
University of Pittsburgh Press 312
Utah State University Press 503
W.W. Norton & Company/College 514
Wadsworth/Thomson Corporation 206, 207, 208, 209
Writing on the Edge 113

**TABLES**

ATTW
Academic Quality Committee
Adjunct Advocate
Rhetoric and Composition Journal Editors
Parlor Press
The Writing Instructor
Map of Hall D/Meeting Rooms
### INDEX OF PARTICIPANTS

Letter–number combinations after names indicate sessions. Special Interest Groups on Thursday, 6:30 p.m.–7:30 p.m. and on Friday, 6:30 p.m.–7:30 p.m. are coded SG. Full-Day Workshops on Wednesday, 9:00 a.m.–5:00 p.m. are coded W; Half-Day Workshops on Wednesday, 1:30 p.m.–5:00 p.m. are coded MW, AW, and Half-Day Workshops on Saturday, 2:00 p.m.–5:30 p.m. are coded SW.

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Abbate, Francesca</td>
<td>I 08</td>
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<td>Coalition of Women Scholars, B 11</td>
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<td>FSIG 19</td>
</tr>
<tr>
<td>Adkins, Tabetha</td>
<td>E 28</td>
</tr>
<tr>
<td>Adler-Kassner, Linda</td>
<td>AW 04, D 10, FSIG 18, W 3</td>
</tr>
<tr>
<td>Adney, Karley</td>
<td>M 03</td>
</tr>
<tr>
<td>Adolph, Andrea</td>
<td>F 11</td>
</tr>
<tr>
<td>Affeldt, Robert</td>
<td>I 10</td>
</tr>
<tr>
<td>Agena, Kate</td>
<td>D 34</td>
</tr>
<tr>
<td>Agnew, Lois</td>
<td>H 25</td>
</tr>
<tr>
<td>Ah Loy, Darleen</td>
<td>M 28</td>
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<tr>
<td>Ainsworth, Alan</td>
<td>H 08</td>
</tr>
<tr>
<td>Al-wazedi, Umme</td>
<td>C 12</td>
</tr>
<tr>
<td>Albert, Janice</td>
<td>E 38</td>
</tr>
<tr>
<td>Albertini, Diane</td>
<td>M 12</td>
</tr>
<tr>
<td>Albertson, Kathy</td>
<td>Research</td>
</tr>
<tr>
<td>Aldridge, Matthew</td>
<td>L 19</td>
</tr>
<tr>
<td>Alexander, Jonathan</td>
<td>Affirming Action: A Roundtable by the Progressive SIG/Caucus Coalition</td>
</tr>
<tr>
<td>Poe, Kara Alexander</td>
<td>M 24</td>
</tr>
<tr>
<td>Allegre, Marla</td>
<td>B 03</td>
</tr>
<tr>
<td>Allen, James</td>
<td>O 04</td>
</tr>
<tr>
<td>Allen, Julia</td>
<td>I 31</td>
</tr>
<tr>
<td>Allen, Susan</td>
<td>B 18</td>
</tr>
<tr>
<td>Almon, Cate</td>
<td>M 29</td>
</tr>
<tr>
<td>Alsup, Benjamin</td>
<td>L 08</td>
</tr>
<tr>
<td>Alsup, Janet</td>
<td>TSIG 03</td>
</tr>
<tr>
<td>Amberg, Julie S.</td>
<td>I 07, SW 05</td>
</tr>
<tr>
<td>Amidon, Stevens</td>
<td>L 25</td>
</tr>
<tr>
<td>Amorose, Thomas</td>
<td>TSIG 27</td>
</tr>
<tr>
<td>Ampadu, Lena</td>
<td>C 08</td>
</tr>
<tr>
<td>Andelora, Jeffrey</td>
<td>O 18</td>
</tr>
<tr>
<td>Anderson, Carolyn J.</td>
<td>Research Network Forum, C 09</td>
</tr>
<tr>
<td>Anderson, Chuck</td>
<td>SW 06</td>
</tr>
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<td>Anderson, Daniel</td>
<td>N 09</td>
</tr>
<tr>
<td>Anderson, Debra</td>
<td>F 14</td>
</tr>
<tr>
<td>Anderson, Joyce Rain</td>
<td>B 30, Conversations (Friday, 9:30 a.m.), W 2</td>
</tr>
<tr>
<td>Anderson, Judith A.</td>
<td>F 32</td>
</tr>
<tr>
<td>Anderson, Paul</td>
<td>B 14</td>
</tr>
<tr>
<td>Anderson, Sandy</td>
<td>FSIG 15</td>
</tr>
<tr>
<td>Anderson, Valerie K.</td>
<td>E 22</td>
</tr>
<tr>
<td>Anderson, Virginia</td>
<td>F 18</td>
</tr>
<tr>
<td>Andrade, Anthea</td>
<td>W 5</td>
</tr>
<tr>
<td>Andrews, Don</td>
<td>H 27</td>
</tr>
<tr>
<td>Andrus, Sonja</td>
<td>L 09</td>
</tr>
<tr>
<td>Angelone, Michael</td>
<td>I 13</td>
</tr>
<tr>
<td>Anokye, Akua Duku</td>
<td>Affirming Action: A Roundtable by the Progressive SIG/Caucus Coalition and the CCCC Diversity Committee</td>
</tr>
<tr>
<td>Anson, Chris M.</td>
<td>M 14, W 4</td>
</tr>
<tr>
<td>Applen, J. D.</td>
<td>E 24</td>
</tr>
<tr>
<td>Araiza, Isabel</td>
<td>F 34</td>
</tr>
<tr>
<td>Ariail, Jennie</td>
<td>J 35</td>
</tr>
<tr>
<td>Armbruster, Karla</td>
<td>FSIG 19</td>
</tr>
<tr>
<td>Arola, Jill</td>
<td>D 28</td>
</tr>
<tr>
<td>Arraez, Corinne</td>
<td>K 11</td>
</tr>
<tr>
<td>Arroyo, Sarah</td>
<td>C 14</td>
</tr>
<tr>
<td>Arzt, Judy</td>
<td>TSIG 22, J 31, FSIG 21, W 5</td>
</tr>
<tr>
<td>Ashburn, Gwen McNeill</td>
<td>K 05</td>
</tr>
<tr>
<td>Atkins, Anthony</td>
<td>Research Network Forum, N 09</td>
</tr>
<tr>
<td>Atwill, Janet M.</td>
<td>Coalition of Women Scholars, B 21, TSIG 04</td>
</tr>
</tbody>
</table>
Au, Bobbye: H 15
August, Bonne: FSIG 17, W 3
Austin, Kurt: F 29
Austin, Wendy Warren: MW 2, SW 07
Auten, Janet Gebhart: G 06
Autrey, Ken: F 23
Auzenne, Michele: F 13
Avinger, Charles: I 22
Axelrod, Rise B.: Research

B

Baca, Damian: Affirming Action: A Roundtable by the Progressive SIG/Caucus Coalition (PSCC) and the CCCC Diversity Committee
Baca, Isabel: L 01
Baca, Kathleen A.: FSIG 17, W 3
Bacon, Nora: M 23
Bain, Justin: J 14
Baker, Anthony: E 08
Baker, Marsha Lee: AW 06, E 07
Baker, Tracey: K 04
Bakhmetyeva, Tanya: J 05
Balderston, Kathy: The Other “F” Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms
Baldrige, Elizabeth: B 01
Baldwin, Doug: TSIG 22
Baldwin, Patty: W 3
Baleser, Valerie: N 06
Ball, Arneatha: F 33, TSIG 11
Ball, Cheryl: N 09
Ball, Kevin: FSIG 18
Ballard, Kim: D 15
Ballenger, Bruce: C 02, J 13
Ballentine, Brian: SW 07
Bandi-Rao, Shoba: D 31
Banerjee, Subarna: I 06
Banks, Adam: G 20
Banks, William P.: B 24, E 26, TSIG 24
Banning, Marlia E.: AW 06, F 19
Bannister, Linda: E 22
Barber, John: B 25
Barbour, Kathryn: I 32
Barker, Ellen: F 08
Barnard, Barbara: K 03
Barnes, Michael: K 27
Barnett, Timothy: F 18
Barnhisel, Greg: C 23
Barron, Dennis: C 28
Barrack, Heather: D 07
Barrios, Barclay: MW 2, E 26
Barroca, Loren: K 16
Barrie, John M.: L 04
Barry, Brad: M 12
Barry, Nancy K.: D 33
Bartholomae, David: D 01
Bartlett, Laura: H 22
Barton, Ellen: F 36, K 13, L 19
Barton, Matthew: TSIG 02
Bateman, Eric: B 27
Bator, Paul: A 18
Batt, Thomas: Conversation (Friday, 12:30 p.m.)
Battle, Mary: E 03
Bauer, Dale: D 21
Bauer, Holly: D 11
Bauerlein, Chuck: J 30
Bauman, Karen: O 10
Bay, Jennifer: MW 2, D 24
Bayens, Leah: C 07
Bazerman, Charles: Research Network Forum, AW 06
Beach, David: D 35, FSIG 18
Bean, Janet: F 33
Beason, Larry: I 07
Beaudry, Del: F 21
Beaufort, Anne: C 11
Beaupre, Barbara: D 22
Becket, Diana: J 32
Becktold, Wendy: E 12
Bedore, Pamela: J 05
Beech, Jennifer: FSIG 06
Bekiempis, Victoria: H 28
Belanger, Kelly: W 3
Belanoff, Pat: L 12
Belen, Iris: O 13
Bell, Kathleen: D 29
Bell, Lisa: C 26
Bell, Phaedra: M 19
Bender, Daniel: K 19
Bender, Sheila: B 31
Bennett, Cole: TSIG 14
Bennett, Dennis: F 28
Bennett, Sue: M 12
Benton, Michael: B 09, M 11
Berg, Allison: H 11
Bergmann, Linda: SW 07, W 5
Berhardt, Stephen: A 08, W 4
Bernstein, Susan Naomi: AW 02, FSIG 17, W 3
Bertsch, Deborah: F 32
Betz, Renee: L 26
Biasiolli, Barbara: B 10
Bickford, Crystal: F 26
Binkley, Roberta: H 26
Binns, Donna: J 12
Biral, Robert: B 04
Bird, Barbara: H 25, TSIG 27
Biro, Susan: A 16
Bizzaro, Resa Crane: FSIG 01
Bizzell, Patricia: E 37, K 21
Blackburn-Brockman, Elizabeth: TSIG 03
Blackmon, Samantha: Research Network Forum, FSIG 13
Blackstock, Alan: K 24
Blair, Kristine: Research Network Forum, A 15, SW 01
Blakelock, Jane: Conversation (Friday, 12:30 p.m.)
Bland, Celia: F 15
Blankenship, Kala: D 12
Blau, Sheridan: H 12
Bleck, Bradley: B 26, D 30, FSIG 13
Bleich, David: E 19
Bloch, Joel: L 11
Bloom, Lynn Z.: Research Network Forum, FSIG 07
Blythe, Stuart: H 37
Blythman, Margo: D 02
Bob, Tammie: O 04
Boczkowski, Derek: W 5
Bodhrán, Ahimsa Timoteo: AW 05, H 21, TSIG 09
Bodmer, Paul: C 05
Boe, John: FSIG 07, Research Network Forum
Boettger, Ryan: I 04
Boggs, Sarah: E 15
Bokko, Karen: K 07
Boland, Mary: N 11
Bonde-Griggs, Royal: C 06
Booiker, Susan L.: M 13
Borden, Amy: C 20
Bordman, Marcia: FSIG 20
Borenstein, Bonnie: O 04
Bork, Carol Denise: I 31
Borkowski, David: H 16
Borton, Sonya: M 24
Bott, Vicki: F 07
Bougeois, Pam: D 19
Bowden, Darsie: AW 04, FSIG 18
Bowen, Betsy: J 32
Bowers, Tom: G 24
Bowie, Jennifer: J 02
Bowles, Sarah: J 16
Boman, Jim: C 15
Bown, Louise: E 02
Boyd, Seth: L 06
Boyle, Mary: C 10
Bradley, Bob: O 07
Bradley, Lori: D 24
Bradley, Norman: I 37
Braeuer, Gerd: B 05
Bragg, Lois: E 23, FSIG 20
Branch, Kirk: D 18
Brand, Ashlee: K 02
Brandon, Stephen: B 06
Brandt, Deborah: F 37, G 15
Branscomb, Rick: FSIG 17, W 3
Brauer, David: TSIG 27
Braun, Catherine: H 33
Brawn, Shaleen: E 03
Brazier, Michelle: I 02
Breland, Mary Beth: Research Network Forum, L 14
Breder, Linda: K 13, TSIG 20
Brennan, Carrie: G 22
Breton, John: TSIG 13
Breslin, Linda: G 17
Brewster, Cori: C 18
Brice, Colleen: MW 4
Bridgeford, Tracy: E 24
Bridges, Bill: F 13, Humor Night
Bridwell-Bowles, Lillian: O 14
Brimmer, Allison: D 13
Brock-Servais, Rhonda: M 13
Brockman, Elizabeth: Research Network Forum
Brodary, David: C 05
Brodkey, Linda: D 11
Brogno, Julie: M 16
Brooke, Collin: Research Network Forum, D 24
Brooke, Robert: F 24, J 13
Brooks, Ronald: Research Network Forum, E 21
Brooks-Rather, Rachel: G 14
Brown, Barbara: A 01
Brown, Harryette: SW 03
Brown, Kate: B 16
Brown, Robert: F 36
Brown, Stuart: Research
Network Forum, Consortium of Doctoral Programs in Rhetoric and Composition
Caucus, F 31
Broz, William: B 08
Bruce, Heather E.: AW 06, The Other “F” Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms, TSIG 05, K 31
Bruce, Shanti: J 06, W 5
Brueggemann, Brenda Jo: MW 1
Brumberger, Eva: N 21
Buchanan, Angela: D 36
Buchanan, Lindal: Research
Network Forum, E 16
Bucher, Stephen: TSIG 18
Buckler, Patricia P.: E 02
Buell, Marcia Z.: G 31
Bugajski, Tricia J. V.: Conversation (Thursday, 12:15 p.m.)
Bularzik, Eileen: TSIG 12
Bullis, Jennifer: J 07
Bunce, Matthew: Research
Network Forum, C 25
Bunch, Dianne: O 20
Burges, Jenä: M 13
Burkdall, Thomas: E 03
Burmester, Beth: W 5
Burnes, Patricia: C 13
Burnett, Rebecca E.: K 34
Burnham, Christopher: F 13, TSIG 22
Burns, Deborah: W 5
Burns, William: K 04
Burnside, Elkie: J 04
Burrows, Cedric: F 18
Burton, Vicki Tolar: W 4, C 22
Bushman, Don: M 17
Bussell, Andrea M.: L 03
Butler, Paul: G 18,
Research Network Forum

Caccia, Lew: L 17
Cadle, Lanette: A 15, SW 01
Cain, Kathleen Shine: W 5
Cain, Mary Ann: AW 06,
TSIG 19
Calegari, Ninive: E 01

Calendrillo, Linda: A 11
Calhoon-Dillahunty, Carolyn: M 02
Callahan, Kevin: G 26
Cameron, Allan: E 30
Cameron, Tom: L 26
Campbell, Deborah: G 05
Campbell, Elizabeth: E 16
Capossela, Toni-Lee: F 23
Carbone, Nick: N 09
Cardenas, Brenda: A 01, W 1
Cardenas, Humberto: F 34
Cárdenas, Diana: H 24
Carithers, David: G 04
Carney, William: I 04
Carpenter, Harrison: M 30
Carr, Jean Ferguson: F 24
Carr, Stephen: F 24
Carranza, James: K 16
Carroll, Beth: AW 06, J 29
Carroll, Lee Ann: H 28
Carroll, Meg: B 12
Carter, Christopher: H 09
Carter, Geof: F 12
Carter, Michael: F 04
Carter, Shannon: E 17
Carter, Temeka: G 04
Carter, Terry: H 13, W 2
Carter-Todd, Sheila: D 18
Casaregola, Vincent: Research
Network Forum
Casey, Moira: I 11
Cassity, Kathleen J.: O 02
Cauthen, Randolph: MW 2
Ceccarelli, Leah: B 21
Cerato, Antonio: G 20
Chabries, Carole: K 15
Chamberlain, Teggin: O 17
Chandler, Sally: The Other “F” Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms, SW 07
Channon, Rachel: E 23, FSIG 20
Chantrell, Claire: B 13
Chapman, Nadine: E 18
Chappell, Virginia: B 18
Chaput, Catherine: J 22, L 17
Charles, Casey: K 31
Charlton, Colin: F 12
Charlton, Jonikka: F 12
Chemeshanova, Polina: D 12
Chen, Lisa Chao-Wen: E 30
Chen, Wilson: A 13
Cheng-Levine, Jia-Yi: E 21
<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherciu, Lucia</td>
<td>E 38</td>
</tr>
<tr>
<td>Chiang-Schultheiss, Darren</td>
<td>Research Network Forum</td>
</tr>
<tr>
<td>Childers, Amy A.</td>
<td>The Other “F” Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms</td>
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<tr>
<td>Childers, Pamela B.</td>
<td>W 4</td>
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<tr>
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<td>The Other “F” Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms</td>
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<tr>
<td>Chin, Diane</td>
<td>H 17</td>
</tr>
<tr>
<td>Ching, Kory</td>
<td>D 20</td>
</tr>
<tr>
<td>Ching, Stuart</td>
<td>J 01</td>
</tr>
<tr>
<td>Chiseri-Strater, Elizabeth</td>
<td>I 18, K 17</td>
</tr>
<tr>
<td>Cho, Jai Hee</td>
<td>J 18</td>
</tr>
<tr>
<td>Christensen, Bryce</td>
<td>I 06</td>
</tr>
<tr>
<td>Christoph, Julie Nelson</td>
<td>F 19</td>
</tr>
<tr>
<td>Chung, Ba-Ul Paul</td>
<td>E 30</td>
</tr>
<tr>
<td>Church, Sylvia</td>
<td>H 20</td>
</tr>
<tr>
<td>Ciccarelli, Barbara</td>
<td>M 26</td>
</tr>
<tr>
<td>Clark, Irene</td>
<td>E 04</td>
</tr>
<tr>
<td>Clarke, Kaloo</td>
<td>G 03</td>
</tr>
<tr>
<td>Clary, Amy</td>
<td>FSIG 19</td>
</tr>
<tr>
<td>Claus, Patrick</td>
<td>N 13</td>
</tr>
<tr>
<td>Cleary, Michelle Navarre</td>
<td>A 01</td>
</tr>
<tr>
<td>Cochran, Tanya</td>
<td>W 5</td>
</tr>
<tr>
<td>Cogie, Jane</td>
<td>L 11</td>
</tr>
<tr>
<td>Colatosti, Camille</td>
<td>TSIG 20</td>
</tr>
<tr>
<td>Colavito, Joseph “Rocky”</td>
<td>Research Network Forum</td>
</tr>
<tr>
<td>Colby, Richard</td>
<td>L 10</td>
</tr>
<tr>
<td>Coleman, Charles</td>
<td>C 24, H 35</td>
</tr>
<tr>
<td>Coleman, Linda S.</td>
<td>J 12</td>
</tr>
<tr>
<td>Coleman, Lisa</td>
<td>C 01</td>
</tr>
<tr>
<td>Collins, Candace</td>
<td>G 33</td>
</tr>
<tr>
<td>Collins, Daniel</td>
<td>A 02</td>
</tr>
<tr>
<td>Colomb, Greg</td>
<td>E 18</td>
</tr>
<tr>
<td>Colombo, Gary</td>
<td>E 31</td>
</tr>
<tr>
<td>Comer, Keith</td>
<td>K 26</td>
</tr>
<tr>
<td>Conard-Salvo, Tammy</td>
<td>A 09, W 5</td>
</tr>
<tr>
<td>Condon, Bill</td>
<td>J 31, W 6</td>
</tr>
<tr>
<td>Condon, William</td>
<td>M 14</td>
</tr>
<tr>
<td>Cone, Elizabeth</td>
<td>H 07</td>
</tr>
<tr>
<td>Coniglio, Corine</td>
<td>E 16</td>
</tr>
<tr>
<td>Connal, Luisa Rodriguez</td>
<td>AW 05, AW 06, Affirming Action: A Roundtable by the Progressive Sig/Caucus Coalition</td>
</tr>
<tr>
<td>Connor, Ulla</td>
<td>A 05</td>
</tr>
<tr>
<td>Coogan, David</td>
<td>I 33</td>
</tr>
<tr>
<td>Cooper, Barbara</td>
<td>C 03, C 34, FSIG 16</td>
</tr>
<tr>
<td>Cooper, Jennifer</td>
<td>E 05</td>
</tr>
<tr>
<td>Cooper, Marilyn M.</td>
<td>D 32, F 30</td>
</tr>
<tr>
<td>Copenhaver, Carla</td>
<td>D 14</td>
</tr>
<tr>
<td>Coppola, Nancy W.</td>
<td>I 37</td>
</tr>
<tr>
<td>Corbett, Steven</td>
<td>W 5</td>
</tr>
<tr>
<td>Corrigan, Dagmar</td>
<td>H 24, TSIG 17</td>
</tr>
<tr>
<td>Corso, Gail Shanley</td>
<td>M 26</td>
</tr>
<tr>
<td>Coskan-Johnson, Gale</td>
<td>M 20</td>
</tr>
<tr>
<td>Costino, Kimberly</td>
<td>O 11</td>
</tr>
<tr>
<td>Cotich, Craig</td>
<td>E 11</td>
</tr>
<tr>
<td>Courtney, Jennifer</td>
<td>I 07</td>
</tr>
<tr>
<td>Cox, Charles</td>
<td>H 14</td>
</tr>
<tr>
<td>Cox, Cynthia</td>
<td>E 18</td>
</tr>
<tr>
<td>Cox, Earnest</td>
<td>G 09</td>
</tr>
<tr>
<td>Cox, Michelle</td>
<td>AW 02, TSIG 23</td>
</tr>
<tr>
<td>Cox-Konopelski, Nancy</td>
<td>G 27</td>
</tr>
<tr>
<td>Coxwell-Teague, Deborah</td>
<td>B 16</td>
</tr>
<tr>
<td>Crandall, Cara</td>
<td>J 15</td>
</tr>
<tr>
<td>Crawford, Ilene</td>
<td>C 17</td>
</tr>
<tr>
<td>Crawford, MaryAnn</td>
<td>TSIG 15, L 15, W 2</td>
</tr>
<tr>
<td>Creekmore, Carole</td>
<td>N 01</td>
</tr>
<tr>
<td>Cripps, Michael</td>
<td>O 19</td>
</tr>
<tr>
<td>Crisp, Huey</td>
<td>G 09</td>
</tr>
<tr>
<td>Crisp, Sally</td>
<td>G 09</td>
</tr>
<tr>
<td>Croake, Edith</td>
<td>I 22</td>
</tr>
<tr>
<td>Crosby, Benjamin</td>
<td>A 09</td>
</tr>
<tr>
<td>Cross, Geoffrey</td>
<td>N 21</td>
</tr>
<tr>
<td>Crouch, Mary Kay</td>
<td>A 14</td>
</tr>
<tr>
<td>Crow, Angela</td>
<td>D 18</td>
</tr>
<tr>
<td>Crusan, Deborah</td>
<td>MW 4</td>
</tr>
<tr>
<td>Culllick, Jonathan</td>
<td>L 13</td>
</tr>
<tr>
<td>Cullom, Holly</td>
<td>D 30</td>
</tr>
<tr>
<td>Culver, K. C.</td>
<td>G 33, L 08</td>
</tr>
<tr>
<td>Cunningham, Neil</td>
<td>K 15</td>
</tr>
<tr>
<td>Curtin, Elizabeth</td>
<td>F 04</td>
</tr>
<tr>
<td>Custer, Kelli</td>
<td>L 24</td>
</tr>
</tbody>
</table>

D

<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D’Errico, Jon</td>
<td>B 13</td>
</tr>
<tr>
<td>Dadak, Angela M.</td>
<td>H 14</td>
</tr>
<tr>
<td>Dahlman, Jill</td>
<td>O 02</td>
</tr>
<tr>
<td>Dallas, Mark</td>
<td>M 06</td>
</tr>
<tr>
<td>Dallas, Phyllis S.</td>
<td>M 06</td>
</tr>
<tr>
<td>Dangler, Doug</td>
<td>C 26</td>
</tr>
<tr>
<td>Danielewicz, Jane</td>
<td>H 12</td>
</tr>
<tr>
<td>Daniell, Beth</td>
<td>TSIG 27</td>
</tr>
<tr>
<td>DasBender, Gita</td>
<td>AW 02, H 04</td>
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371
Davidson, Robin: O 08
Davies, Jon S.: TSIG 03
Davis, Diane: C 01
Day, Kami: M 10
Day, Michael: M 03
Dayton, David: G 34, TSIG 16
de Leon, Jane: A 18
De los Santos, René: J 18
De Naples, Frederick: E 22
De Pew, Kevin Eric: TSIG 01
De Roche, Linda: F 08
De Vries, Kimberly: K 07
Dean, Chris: N 07
Deans, Thomas: M 23
DeBaise, Janine: TSIG 19
DeCiccio, Al: W 5
Decker, Teagan: W 5
DeGenaro, William: AW 06, L 17
Del Principe, Ann: K 08
Delaney, Laurie: K 28, TSIG 07
DellICarpini, Dominic: AW 04, O 09
Denny, Harry: C 11
DePiero, Ron: B 09
DePiero, Deborah: J 14
Der-yeghiyan, Tara: The Other “F” Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms
Derrickson, Teresa L.: G 30
Desmet, Christy: G 11, O 17
Desser, Daphne: D 05, O 02
Detweiler, Jane: FSIG 09, TSIG 05
DeVoss, Danielle Nicole: D 23
Dew, Debra Frank: TSIG 08, N 10
DeWitt, Scott Lloyd: J 11
Diamond, George: E 23
Diamond, Jennifer: N 12
Diamond, Suzanne: O 05
Diaz, Charlsye Smith: E 36
Dich, Linh: I 23
Dick, Rodney: L 25
Dickerson, Sarah: B 31
Dickson, Chidsey: M 05
Dietrich, Julia: O 14
DiHulio, Athena: FSIG 18
Dinan, John: L 15
Dingo, Rebecca: I 24
Diniz, Sue: A 09
Diogenes, Marvin: J 36, N 12, Humor Night
Dionne, Kate: M 08
DiPirro, Kevin: L 09
Dively, Ronda Leathers: E 13
Dobbins, Gerri: B 27
Dobrin, Sidney: FSIG 09
Dobyns, Ann: D 06
Dodie, Forrest: M 02
Doherty, Timothy: FSIG 10
Dolmage, Jay: MW 1, C 19
Donahue, Mary Lee: E 28
Donahue, Patricia: E 19, FSIG 10
Donawerth, Jane: C 22
Donovan-Kranz, Eileen: H 06
Dornan, Reade: TSIG 03
Dornink, Lynn: G 03
Dorwick, Keith: TSIG 14
Dowd, Diane: F 04
Dowell, John A: N 17
Downing, David: G 30
Downs, Douglas: AW 04, N 10
Doyle, Anne: J 02
Doyle, Richard: TSIG 02
Dozier, Kimberly: TSIG 12
Draper, Virginia: G 27
Drew, Chris: C 31
Driscoll, Maureen: E 11
Dryer, Dylan: B 02
Dubisar, Abby M.: D 04
Duerden, Sarah: A 18
Duffy, Suellen: J 22
Duffy, Cheryl: F 02
Duffy, John: AW 06, FSIG 09
Duffy, Kate: E 33
Duffy, Will: K 17
Dunbar, Robyn: K 11
Dunbar-Odom, Donna: I 17, TSIG 06
Dunn Jr., John: C 29
Dur, Jessica: W 5
Durst, Russel: L 30
Duttagupta, Chitralekha: MW 4
Duym, Virginia Kolberg: F 32
Dvorak, Kevin: J 06, W 5
dvorsky, Katherine Frank: J 03
Dyehouse, Jeremiah: I 36

E
Earling, Debra Magpie: K 31
Eaton, Heather: H 15
Ebest, Sally: G 28
Eble, Michelle F.: AW 01, TSIG 23
Eckard, Sandra: F 06
Edbauer, Jenny: N 03
Ede, Lisa: B 20

Dunn Jr., John: C 29
Dur, Jessica: W 5
Durst, Russel: L 30
Duttagupta, Chitralekha: MW 4
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Grady, Kelli: M 29
Gray, Laura: B 25
Gray, Patrice: M 27
Grayson, Isabel: I 02
Green, Corey: W 5
Greenbaum, Andrea: D 17
Greenblatt, Theo: B 04
Greene, Cheryl: O 11
Greene, Logan: G 05
Greene, Nicole: A 14
Gressham, Gwen: E 32, FSIG 16
Gressham, Morgan: TSIG 05, H 39
Griffin, Jo Ann: A 17
Griffin, Susan: D 12
Griffith, Jennifer: B 18
Grigar, Dene: B 25
Grigg, Karen: M 30
Grimm, Nancy M.: B 12
Grissold, Gary: C 14
Gruber, David: L 06
Gu, Baotong: Conversation
(Thursday, 1:45 p.m.)
Gubele, Rose: F 25
Guignard, Jimmy: TSIG 03
Guista, Michael: B 03
Gullick, Chris: H 23
Gunner, Jeanne: Research
Network Forum, C 17
Guy, Jr., Alfred E.: F 15
Guynn, Anita R.: D 13, Humor
Night
Haas, Angela M.: W 2
Haas, Lynda: D 14
Haddix, Marcelle: I 23
Hague, Kristin: I 14
Hahn, Brian: D 35
Haines-Korn, Kim: H 13
Halbritter, Scott (Bump): N 01
Haley, Elisabeth: E 04
Hall, Anne-Marie: B 09
Hall, Dennis: O 15
Hall, Emily: B 12
Hall, Katherine L.: O 01
Hallloran, Michael: B 21
Haloviak, Kendra: K 29
Halpin, Jenny: W 5
Hodges Hamilton, Amy: B 16
Hamlin, Annemarie: K 29
Hammond, Darin: H 10
Hamp-Lyons, Liz: C 28
Hampton, Hayes: TSIG 21
Hanauer, David: G 30
Hancock, Craig: H 05
Handa, Carolyn: B 11
Hanley, Judith: A 01
Hansen, Rick: TSIG 03
Hanson, John: J 30
Hanstedt, Paul: H 15, FSIG 10
Hara, Billie: TSIG 14
Harbin, Andrea: TSIG 05
Hardin, Brenda: H 19
Hardin, Joe Marshall: Research
Network Forum
Harker, Michael: C 18
Harper, M. Todd: A 05
Harrington, Dana: B 06
Harrington, Susan Marie: D 10, FSIG 17,
J 31
Harris, Benjamin R.: J 02
Harris, Cheryl: D 08
Harris, Heidi Skurat: AW 03, A 04
Harris, Joseph: C 11, K 18,
O 19
Harrison, Chris: D 14
Harrison, Connie: TSIG 20
Harrison, Deidre: C 18
Harrison, Lee: H 08
Hart, D. Alexis: I 20
Hart-Davidson, William: E 24
Hartig, Anthea: K 29
Hassel, Holly: G 08
Haswell, Richard H.: C 11, J 31
Hatch, Gary Layne: TSIG 27
Haviland, Carol Peterson: SW 07, W 5
Hawisher, Gail: Research
Network Forum, E 27, G 35
Hawk, Byron: Research
Network Forum
Hawkes, Lory: D 26
Hawkins, Eyon: E 13
Hayenga, Erik A.: F 30
Hayes, Christopher: G 11
Haynes, Cynthia: Research
Network Forum, C 01
Hazard, Laurie: M 25
Hazen, Colleen: K 02
Hea, Amy Kimme: E 27
Heaney, April: F 17, W 3
Hebb, Judith: Research
Word Revisited: Affirmative Action,
Privileged and Marginalized Feminisms,
Student and Instructor Success in
Composition Classrooms, A 06, TSIG 27
Hebert, Marjorie: C 25
Heckathorn, Amy: D 16
Hector-Mason, Anestine: B 19
Heifferon, Barbara: TSIG 23
Heilman, Christine: N 14
Helfers, Christine: A 18
Helle, Anita: B 20
Heller, Michael: H 15
Helmbrecht, Brenda: TSIG 08
Helmer, Kimberly: G 22
Henderson, Gae Lyn: AW 06
Henderson, Janet: FSIG 16
Hendrix, Ellen: G 06
Hendrix, Scott: D 18
Henke, Suzette: H 09
Henthorne, Tom: K 19
Hentrix, Becky: G 07
Herman, Elizabeth: D 12, TSIG 19
Hermann, Cynthia: F 26
Hernandez, Lisa: H 06
Herrington, Anne: M 14
Herrington, TyAnna: TSIG 16
Herrmann, Andrea: D 08
Herzberg, Bruce: E 37
Herzog, Brad: O 15
Hesketh, Margaret: D 14
Hesse, Doug: E 01, K 18
Hessler, H. Brooke: F 28, TSIG 14
Hewett, Beth: C 08
Heyda, John: I 11
Heyden, Todd: TSIG 06
Heyer, Lisa: E 12
Hibble, AnnaMarie: G 05
Hickman, Zachary: L 08
Higbee, Douglas: E 06
Higgins, Lorraine: TSIG 16
Highberg, Nels: E 36
Hilferty, Ann: N 18
Hill, Matthew: M 21
Hindman, Jane E.: The Other “F”
Word Revisited: Affirmative Action,
Privileged and Marginalized Feminisms,
Student and Instructor Success in
Composition Classrooms
Hinnen, Dean: AW 04
Hirvela, Alan: K 32
Hjortshof, Keith: O 12
Ho, Mei-ching: Research
Network Forum
Hoang, Haivan: W 2, FSIG 02,
J 01, SW 04
Hobbs, Catherine: A 11
Hochman, Will: Research
Network Forum, TSIG 09, B 23, N 07
Hochstetler, Sarah: K 14

Hodson, Kristy: E 28
Hoger, Beth: I 09
Hokanson, Robert O’Brien: J 31, M 26
Holbrook, Hannah: Research
Network Forum
Holladay-Hicks, Sylvia A: I 25
Holland, Allison: G 09
Hollis, Karyn: I 35
Hollon, Darlene: O 15
Holloway-Attaway, Lissa: G 02
Holmes, David G.: L 29, N 15
Holt, Dan: FSIG 16
Hopp, Timothy: G 17
Horn, Susan Rashid: B 07
Horner, Bruce: B 02, C 16,
D 32, K 20, N 19
Hossfeld, Leslie: D 13
Houff, Kathy: I 01
Houle, Brian: D 25
Houston, Linda: W 1
Houtchens, Bobbi Ciriza: FSIG 04
Howard, Joanna: C 27
Howard, Neal: C 24
Howell, David: J 31
Hoy, Cheryl: SW 01
Huckin, Thomas: AW 06, F 36
Hudelson, Sarah: G 35
Hudson, John: B 22
Huff, Linda: G 08
Hughes, Bradley: B 12
Hughes, Martha: M 06
Hull, Glynda: Featured
Speaker K
Hum, Sue: A 11
Hunt, Steve: A 07
Hunt, Teresa Kynell: B 32
Hunter, Susan M.: C 33
Huot, Brian: B 29, C 29,
G 12
Hurd, Jr., James E.: E 22
Hurlbert, Claude: B 19, G 30
Hussa, Jennifer: N 05
Hutchinson, Glenn: TSIG 14, I 13
Hutchinson, Mary: H 02

Ianetta, Melissa: I 15
Ilyasova, K. Alex: D 28
Ingalls, Rebecca: M 11
Ingraham, Lauren Sewell: FSIG 18, O 20
Inman, James: TSIG 17, H 24
Inoue, Asao B.: TSIG 22, H 04
Irish, Rob: TSIG 18
Islam, Suhail: K 30
Ivanic, Roz: D 32, TSIG 11
Iwanicki, Christine: O 12

Jablonski, Jeffrey: O 21
Jack, Jordynn: I 36
Jackson, Austin: N 16
Jackson, Brian: E 20
Jackson, Michelle: I 18
Jackson, Phoebe: H 16
Jacob, Greg: FSIG 19
Jacobi, Tobi: The Other “F”

Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms, TSIG 14, N 08, SW 04

Jaccovitch, Jennifer: O 01
Jaquez, Ricardo: F 13
Jager, Dwaynele: FSIG 19
James, David: F 07
James, Teeka: K 16
Jamieson, Sandra: I 03
Janangelo, Joe: F 03
Jarratt, Susan: I 24, J 20, K 14

Jarrett, Michael: C 01
Jaxon, Kim: J 28
Jenkins, Trish: I 09
Jennewein, Bryan: O 18
Jennings, Chris: C 30
Jensen, George: A 04
Jerz, Dennis: FSIG 13, B 26
Jobe, Karen: K 12
Johnson, Cheryl L.: The Other “F”

Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms, F 11
Johnson, Frances S.: TSIG 03, J 24
Johnson, Fred: G 25
Johnson, Jennifer: Network Forum

Johnson, Kathryn: L 18
Johnson, Laurie: L 20, SW 07
Johnson, Leah: G 06
Johnson, Lisa: W 5
Johnson, Margaret: H 03
Johnson, Molly K.: TSIG 16
Johnson, Nan: Coalition of Women Scholars

Johnson, Richard: C 32
Johnson, Robert: E 25
Johnson, Susan: O 16
Johnson, T. R.: J 15
Johnson, Tracey J.: W 6
Johnson-Sheehan, Richard: B 06
Jolliffe, David: TSIG 27
Jolly, Peggy: M 25
Jones, Anne: B 26
Jones, Billie: C 13
Jones, Bronwyn: AW 06
Jones, Don: E 04
Jones, Edmund: W 5, N 16
Jones, Libby Falk: W 6
Jones, Quincy Scott: F 35
Jones, Rebecca: N 14
Jones, Scott: I 28
Jordan, Jay: MW 4, K 20
Journert, Debra: I 05
Joyner, Patrick Kelly: H 14
Juergensmeyer, Erik: E 20
Julier, Laura: J 33
Jung, Julie: C 02
Jury, Mark: Featured

Speaker K
Justice, Clifton: Research Network Forum, E 26

Kageff, Karl: F 29
Kahl, Chad: A 07
Kahn, Seth: AW 06, SW 04
Kail, Harvey: B 05, D 20
Kain, Donna: K 34
Kapper, Jessie Moore: C 12
Karl, Nancy Linh: W 2, FSIG 02
Karper, Erin: G 32
Kates, Susan: L 18
Katz, Steven: H 26
Katz, Susan M.: TSIG 16
Kazan, Tina: E 25
Keene, Michael: B.11, FSIG 11
Keil, Marjorie: L 11
Keleher, Michael: K 27
Keller, Christopher: FSIG 19, I 10
Keller, Daniel: K 16
Keller, Rodney: H 10
Kells, Michelle Hall: W 2, H 24
Kelly, Belanger: F 17
Kelly-Riley, Diane: J 31
Kelsy, Gilda Teixido: W 5
Kendall, Connie: TSIG 08, M 28
Kendrick, Michelle: D 09
Kennedy, George: I 08
Kennedy, Krista: H 30, FSIG 13
Kennedy, Tammie: I 27
Kennell, Natoria: O 20
Kerns, Susan: H 34
Kerr, Lisa: H 02
Kerschbaum, Stephanie: C 19, FSIG 20, MW 1
Kessler, Katherine: Conversation (Friday, 11:00 a.m.)
Kido, Elissa: K 29
Killingsworth, M. Jimmie: N 06
Killoran, John: FSIG 05, O 21
Kim, Soo La: F 10
Kimball, Elizabeth: I 01
Kimball, Lisa: L 05
Kimball, Miles A.: B 32
Kinloch, Valerie: J 21
Kinney, Kelly: G 14
Kinney, Thomas J.: B 21
Kinslow, Carolyn: W 5
Kirby, Lisa: H 32
Kirklighter, Cristina C.: I 08, W 2
Kirkwood, Roxanne: TSIG 05
Kirsch, Gesa E.: E 37
Kirtley, Susan: M 08
Kitalong, Karla Saari: E 24
Kittle, Peter: H 36
Kleine, Michael: G 09
Kleinfield, Liz: H 20
Kloppien, Kathleen J.: W 5
Kmetz, Marcia: C 03
Kmetz, Rick: C 03
Knatterud, Mary: M 30
Knepler, Annie: J 17
Knight, Megan: C 32
Knighten, Laura: D 14
Knodt, Ellen Andrews: I 25
Knudsen, Teresa: K 28
Knutson, Debra: TSIG 12
Koch, Robert: F 26
Kohls, Robert: H 14
Koppelman, Robert: L 01
Kraemer, Don: H 02
Krall, Aaron: H 34
Krall-Lanoue, Aimee: B 02
Kramer, Teresa: Research
Network Forum, J 09
Krampetz, Erin: FSIG 15, J 36
Krase, Ethan: J 32
Krause, Steven: TSIG 09
Kroll, Barbara: AW 02, E 34
Kroll, Catherine: K 03
Krut, Robert: E 11
Kuchta, Lana: K 06

Kumaki, Rie: N 05
Kunka, Jennifer Liethen: E 17
Kuralt, Karen: SW 06
Kutz, Eleanor: Research
Network Forum, D 31, TSIG 15, W 2
Kuzawa, Deborah: D 17
Kynard, Carmen: L 02
Kyncl, Rhonda: K 12

L

L'Eplattenier, Barbara: FSIG 09, SW 06
Ladner, Jacelyn: K 32
Lalicker, William: Research
Network Forum, FSIG 17, H 31, J 30, W 3
Lamazares, Ivonne: O 13
Lamb, Mary: FSIG 18
Lamberti, Adrienne: I 17
Lamberton, L. Jill: M 22
Lamkins, Kevin: E 14
Lamonica, Claire: A 07
Lancaster, Sonya: FSIG 18, L 23
Lang, Jonathan: C 28
Langlois, Diane: Research
Network Forum
Langston, Kathy: B 07
Langstraat, Lisa: C 04, N 08
Larson, Dale: C 27
Lathan, Rhea: G 15
Latosi-Sawin, Elizabeth: FSIG 19
Latterell, Catherine: I 30
Lattimore, Deanya: Research
Network Forum
Lauer, Janice: G 21
Law, Christine: F 20
Law, Joe: D 26
Lawrence, Nick: N 06
Lawton, Deborah: F 14
Layton, Marilyn Smith: I 25
Lazere, Donald: AW 06, E 07
Lebduksa, Lisa: M 26
Lee, Meredith: H 18
Lee, Sohui: K 11
Leech, Stephen: M 09
Lemon, Hallie: The Other “F”
Word Revisited: Affirmative Action,
Privileged and Marginalized Feminisms,
Student and Instructor Success in
Composition Classrooms
Leo, Jan: H 19
Lerner, Neal: D 20
Lessig, Lawrence: F 01
<table>
<thead>
<tr>
<th>Name</th>
<th>Initials</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessor, Edward</td>
<td>J 04</td>
<td></td>
</tr>
<tr>
<td>Letcher, Mark</td>
<td>TSIG 03</td>
<td></td>
</tr>
<tr>
<td>Leverenz, Carrie</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Network Forum, H 32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levinson, Jen</td>
<td>W 3</td>
<td></td>
</tr>
<tr>
<td>Levitt, Victoria</td>
<td>M 10</td>
<td></td>
</tr>
<tr>
<td>Levy, Ronna</td>
<td>K 08</td>
<td></td>
</tr>
<tr>
<td>Lewiecki-Wilson, Cynthia</td>
<td>MW 1, D 03</td>
<td></td>
</tr>
<tr>
<td>Lewis, Brian</td>
<td>B 24</td>
<td></td>
</tr>
<tr>
<td>Lewis, Janene</td>
<td>F 17</td>
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</tr>
<tr>
<td>Leydens, Jon</td>
<td>TSIG 18, I 37</td>
<td></td>
</tr>
<tr>
<td>Li, Xiaoming</td>
<td>K 21</td>
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</tr>
<tr>
<td>Lina, Yamaguchi</td>
<td>O 06</td>
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<tr>
<td>Linares, Vincent</td>
<td>H 25</td>
<td></td>
</tr>
<tr>
<td>Lindgren, Kristin</td>
<td>MW 1</td>
<td></td>
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<tr>
<td>Lindgren, Tim</td>
<td>M 11</td>
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<td>Lindquist, Julie</td>
<td>C 04, FSIG 06, L 17</td>
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</tr>
<tr>
<td>Linnenberg, Daniel</td>
<td>K 30</td>
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<tr>
<td>Lioi, Anthony</td>
<td>K 07, FSIG 19</td>
<td></td>
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<tr>
<td>Lipson, Carol</td>
<td>H 26</td>
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<tr>
<td>Lisle, Bonnie</td>
<td>E 31</td>
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<tr>
<td>Lloyd, Keith</td>
<td>H 06</td>
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<tr>
<td>Locker, Kitty</td>
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<tr>
<td>Lockhart, Tara</td>
<td>C 20</td>
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<tr>
<td>Long, Eleneor</td>
<td>H 19</td>
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<tr>
<td>Longaker, Mark Garrett</td>
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<tr>
<td>Longo, Jaime Lynn</td>
<td>D 36</td>
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<td>Lopez, Melissa</td>
<td>O 13</td>
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<tr>
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<td>J 25</td>
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<td>C 27, FSIG 13</td>
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<td>H 30, FSIG 13, SW 07</td>
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<td>C 15</td>
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<td>AW 06, Affirming Action: A Roundtable by the Progressive Sig/Caucus Coalition, K 31</td>
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<td>Malory, Suzanne</td>
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<td>Malone, Anne Righton</td>
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<td>E 31</td>
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<td>W 2, J 01, K 21, TSIG 11</td>
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<td>Mapes, Aimee</td>
<td>C 06</td>
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<td>D 36, TSIG 16</td>
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<td>O 21</td>
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<td>Markelis, Daiva</td>
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<td>Marrs, Robert</td>
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<tr>
<td>Marsh, Cindy</td>
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</tr>
</tbody>
</table>

379
Martin, Amy: W 5
Martin, Brande: M 03
Martin, Celest: G 06
Martin, Cynthia: C 13
Martin, Deb: D 03
Martin, Marlene: L 05
Martin, Pamela L.: The Other “F”
Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms, F 06
Martinez, Jerry: M 15
Martinson, Deborah: H 36
Marts, Elena J. P.: W 5
Maruca, Lisa: SW 07
Marunowski, Kenneth: O 16
Marzluf, Phillip: M 16
Mason, Eric: I 20, FSIG 22
Masri, Heather: F 15
Mathieu, Paula: G 19
Matko, Kendra: TSIG 09, N 07
Matsuda, Paul Kei: MW 4, AW 02, E 34, W 2
Matthews, Mike: FSIG 16
Mattingly, Carol: A 17
Mattingly, Rebecca de Wind: L 09
Matzen, Richard: N 16
Maxon, Jeffrey: H 29
Mayberry, Bob: I 06, I 14
Mayer, Danny: M 11
Mazurek, Raymond: Conversation (Friday, 11:00 a.m.)
McAlexander, Patricia J.: A 14
McAllister, Ken: D 05
McBride, Maureen: L 06
McCage, Crystal: H 05
McCanna, Kerri: K 06
McCarrick, Christopher: W 6
McCarter, Melissa Miles: E 18
McCartney, Sarah J.: G 31
McCarthy, Barbara: L 23
McClure, Cathy: TSIG 19
McClure, J. L.: TSIG 22
McClure, Lisa J.: Research Network Forum, L 12
McClure, Randall: Research Network Forum
McCollie-Lewis, Cynthia: H 35
McComiskey, Bruce: G 28
McCray, Donald: M 04
McDaniel, Amelia: I 26
McDonald, James: Affirming Action: A Roundtable by the Progressive Sig/Caucus Coalition, TSIG 07, K 28
McDonald, Kim: F 08
McDone, Lynn: Conversation (Friday, 12:30 p.m.)
McDoniel, Lawrence: L 26, W 1
McDonough-Kolb, Maureen: D 31
McEvoy, Kathleen: O 03
McFeely, John Paul: F 16
McGee, Sharon James: B 11
McGlaun, Sandee: TSIG 08, J 06, W 5
McGrath, Laura: C 33, G 02
McGuire, Mary Margaret: Conversation (Friday, 12:30 p.m.)
McKee, Heidi: AW 01, FSIG 21, D 25, E 27, SW 04
McKee, Nancy: P 108
McKee, Andrea: N 21
McKee, C.: E 20
McKinney, Jackie Grutsch: J 29
McLeod, Susan: E 11, W 4
McManus, Ellen: B 15
McMillan, Gloria: Research Network Forum, Conversation (Thursday, 12:15 p.m.), FSIG 06
McNair, Lisa DuPree: G 02
McNenny, Gerri: H 31, FSIG 17, W 3
McQuade, Donald: B 28
McShane, Becky Jo: TSIG 16
Mecklenburg-Faenger, Amy: I 26
Meehan, Ryah: TSIG 02
Meeks, Lynn: K 24
Meeks, Melissa Graham: D 28
Meese, George: N 20
Mejia, Jaime Armin: B 17
Melzer, Dan: J 08
Mendelson, Michael: I 16
Merriman, Jennifer: C 31
Messina, Susan: I 16
Metherd, Molly: M 19
Meyers, Alan: I 25, FSIG 17, W 3
Mezeti, Itzi: I 35
Miank, Tim: TSIG 17
Michaels, Ann: J 08
Michaels, Cindy Sheffield: W 5
Michaud, Mike: L 03
Michel, Anthony: M 09
Michel, Lei Lani: A 10
Mick, Connie Snyder: D 28
Middleton, Joyce Irene: Coalition of Women Scholars, D 09
Milakovic, Amy: K 22
Milanes, Cecilia Rodriguez: AW 05, FSIG 04, O 13
Miles, Katherine S.: K 34
Miller, April: I 05
Miller, Bernie: I 20
Miller, Carolyn R.: I 33, TSIG 11
Miller, Deborah: G 11
Miller, Hildy: TSIG 05, O 14
Miller, Jean Kearns: I 22
Miller, Keith: TSIG 27
Miller, Paul: TSIG 06, N 20
Miller, Rich: TSIG 08
Miller, Scott: J 06, W 5
Miller, Stacy: H 36
Miller, Susan: F 31, W 2
Miller, Susan Kay: TSIG 01
Miller, Thomas: C 16
Millikin, Marsha: The Other “F” Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms, N 15
Millione, Mary Gwynne: F 09
Mills, Katie: I 05
Millstein, Wendy: E 14
Millward, Jody: H 27, SW 03
Min, Anna Young-kyung: G 31
Miner, Marlene: A 03
Minock, Mary: Poetry Forum, SW 02
Mitchell, Cynthia: M 15
Mitchell, Danielle: F 03
Mitchell, Felicia: L 24
Mitchell, Jennifer: M 10
Mitchler, Sharon: B 27, C 05, K 02, TSIG 08
Moerley, Kevin: TSIG 14
Moeller, Ryan: G 34
Mohtader, Michael: Network Forum, H 33
Mohrbacher, Carol: I 05
Moloney, Kara: L 06
Monaco, Pamela J.: FSIG 18
Monberg, Terese: J 01
Moneyhun, Clyde: Humor Night, L 09
Moneysmith, Jayne A.: The Other “F” Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms, F 11
Monroe, Kelvin: A 13
Monske, Elizabeth A.: SW 01
Moon, Gretchen Flesher: L 21
Mooney, Paul: E 05
Moore, Christene: J 34
Moore, Cindy: TSIG 05, O 14
Moore, Kathleen: H 38
Moore, Michael: D 23
Moore, Schontal: K 05
Moosally, Michelle: O 08
Moran, Charlie: M 14
Moran, Michael: B 32
Morelli, Patricia: E 14
Moreno, Renee: AW 05
Morgan-Curtis, Samantha: O 07
Moritz, Edgar: I 17
Morris, Margaret: I 08
Morse, Tracy Ann: G 13
Mortensen, Peter: AW 01, B 01, D 21, E 37, L 07, TSIG 11
Moskovitz, Cary: O 19
Mukhi, Seema: N 04
Mulderig, Gerald: J 03
Mullin, Joan: D 02, W 4
Mumford, Anna: J 36
Mumpower, Lori: Conversation (Friday, 12:30 p.m.)
Murillo, Charles: Research Network Forum
Murphey, Kathleen: I 02
Murphy, Christina: D 26
Murphy, Patricia: L 27
Murphy, Sandra: B 29, J 31
Murphy, Susan Wolff: F 34, H 24
Murray, Deborah: M 16
Murray, Joddy: Conversation (Thursday, 1:45 p.m.)
Murray, Mary: D 15
Murray, Robin: J 12
Musslewhite, Dickson: F 29
Myatt, Julie: E 08
Myers, Nancy: Research Network Forum, J 28
N
Nachtrab, Tom: E 25
Nagelhout, Ed: I 09
Nahrwold, Cynthia: FSIG 11
<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Nanes, Erika</td>
<td>A 13</td>
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<tr>
<td>Napierkowski, Harriet</td>
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<td>H 39</td>
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<td>H 29</td>
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<td>I 25</td>
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<td>One, Optimism</td>
<td>N 16</td>
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<td>Onema, Duliwanette</td>
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<td>Orr, Jeffrey</td>
<td>H 13</td>
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<td>N 11</td>
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<td>K 26</td>
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<td>Otto, Sheila</td>
<td>D 22</td>
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<td>Oviedo, Ollie O.</td>
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<td>Network Forum</td>
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<td>Owens, Derek</td>
<td>M 11</td>
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</tbody>
</table>
Ramsey, Birgitta: B 09
Randall, D’Arcy: J 34
Rashada, Maryam: C 24
Ratcliffe, Krista: I 27
Ratliff, Clancy: A 15, H 30, FSIG 13, SW 07
Ray, Deirdre: J 30
Ray, Mary Barnard: G 17
Ray, Timothy: J 30
Raybourn, Carole: M 28
Reda, Mary: M 08
Reddinger, Amy: H 18
Reed, Scott G.: O 17
Reese, Deborah: C 14
Reagionn, Dara Rossman: F 10
Regan, John: F 28
Rehling, Lu: I 30, FSIG 11
Reid, Casey: AW 03
Reid, E. Shelley: D 29, FSIG 18
Reid, Julie: J 06
Reiff, Mary Joe: K 05
Reilly, Colleen A.: B 23
Reimers, Valerie: G 08
Reiss, Donna: W 4
Ren, Jingfang: W 5, M 29
Re NESlaci s, Rachel: L 14
Reno, Shawn: W 1
Reyma n, Jessica: K 26, SW 07
Reynolds, Mark: I 25
Reynolds, Nedra: TSIG 11
Reynolds, Thomas: C 08, H 31, FSIG 17, W 3
Rhoeades, Georgia: J 29
Ribble, Marcia: D 07
Rice, Jeff: N 03
Rice, Rich: TSIG 02, FSIG 13
Rice, Rita: F 32
Rich, Rita: MW 1, J 11, FSIG 13
Richards, Anne: AW 06
Richards, Heather: C 21
Richardson, Elaine: A 13, G 23, W 2
Richardson, Jennifer: E 17
Richardson, Leslie: AW 03
Richardson, Mark: J 22
Richmond, Kia Jane: W 6
Rickert, Thomas: I 21
Rickett, Patricia: K 03
Rickly, Rebecca: Research
Network Forum, K 25
Rico, Gabrielle: L 05
Ridolfo, Jim: N 17
Riecks, Lisa: B 02
Rieder, David: D 24
Rife, Martinee: H 20
Rifkin, Eve: G 22
Rigsby, Mary: J 32
Rist, Mary: O 01
Ritchie, Joy: Coalition of Women Scholars
Ritz, Jonathan: D 16
Rivers, Lance: Research Network Forum
Rivers, Nathaniel: G 28
Rivers, William: K 33
Robbins, Sarah: K 23
Roberge, Mark: MW 3, E 12
Roberts, Leslie J.: J 27
Roberts, Nancy: M 07
Roberts-Miller, Patricia: E 07
Robertson, Alice: The Other “F" Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms
Robertson, Brenda: O 20
Robertson, Elizabeth: D 33
Robertson, Sherry: A 09, TSIG 07
Robertson, Wayne: L 24
Robideaux, Sharon: C 09
Robillard, Amy E.: N 19
Robinson, Monica: I 21
Robinson, Tracy Ann: The Other “F” Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms
Robison, Alice: I 28
Robison, Lori: H 11
Rockwell, Dianna: N 04
Rodgers, Meagan S.: Research Network Forum
Rodlund, Sarah: G 32
Rodriguez, Lori: M 18
Roeder, Tara: M 11
Romer, Marjorie: L 30
Roen, Duane: Research Network Forum, B 28, L 27
Rogers, Elsa: Research Network Forum
Rogers, Jaqueline McLeod: M 04
Rogers, Laura: E 04
Rogers, Lori: L 15
Rogers, Paul: E 15
Rogers, Scott: FSIG 13
Rogers, Scott T.: MW 2
Rogers, Susan: L 14
Rohrbacher, Francien: K 14
Roman, Laura: A 10
Romerger, Julia: C 06
Romero, Silvia: E 29
Roorda, Randall: FSIG 19
Rose, Mike: F 37, Featured Speaker K, FSIG 06
Rose, Shirley K.: AW 04, I 19
Rosemary, Jackson: A 01
Rosen, Lois: TSIG 03
Rosenberg, Heidi D.: E 10
Rosenfeld, Michael: K 19
Rosenthal, Anne: G 16
Rosinski, Paula: K 09
Roskelley, Hephzibah: N 14
Ross, Cissy: E 15
Rossen-Knill, Deborah: J 05
Rossi, Michael J.: W 5
Rosso, Heather: Research Network Forum, F 05
Rothermel, Beth Ann: M 14
Rothman, Don: G 27
Rousculp, Tiffany: W 5
Rowan, Karen: D 29, TSIG 05
Rowland, Linda: A 08
Rowlands, Kathleen Dudden: L 02
Roy-Davis, Lisa: AW 05
Royer, Daniel: J 31, K 18
Rubenstein, Ilene: L 03
Rude, Carolyn: H 38
Ruiz, Iris: J 18
Rushneck, Amy: I 14
Russell, Alison: A 03
Russell-Hardin, Kathleen: F 04
Russell, David: G 24
Ruthford, Cynthia: F 07
Rutledge, David: F 08
Rutz, Carol: J 31, N 20
Ryan, Cynthia: L 19
Ryan, Kate: TSIG 08, N 14
Ryan, Leigh: I 15
Ryden, Wendy: L 17
Ryder, Mary Ellen: J 19

Salem, Lori: L 12
Salley, Witt: AW 03, B 27, K.02
Salvatore, Joseph: C 09
Salvatori, Mariolina: E 19
Salvo, Michael: MW 1, D 34
Samson, Donald: K 33
Samuels, Robert: K 28
Sanchez-Garcia, Adina: G 33
Sandler, Richard: I 17
Sandra, Schroeder: M 02
Santaga, Vanessa: K 08
Santos, Jennifer: TSIG 27
Santos, Marc C.: K 26
Sapienza, Filipp: FSIG 05
Sargent, M. Elizabeth: D 33
Sarig, Ronit: O 12
Sarkisian, Victoria: C 08
Sarris, Greg: B 30
Sartor, Alexandra: E 21, FSIG 15
Sassi, Kelly: L 04
Sayer, Cathy: TSIG 14
Scenters-Zapico, John: B 17
Schapp, Justin: M 20
Schell, Eileen: G 29
Schendel, Ellen: J 31
Schick, Kurt: M 04
Schick, Lisa: E 29
Schilb, John: H 11
Schlueter, Renee: O 05
Schmertz, Johanna: TSIG 06
Schmidt, Katherine M.: W 5
Schnakenberg, Karen R.: TSIG 16
Schneider, Barbara: B 08
Schneider, James: E 28
Schneider, Stephen: G 20
Schreck, Richard: K 15
Schreiber, Evelyn Jaffe: W 5
Schroeder, Eric: G 21, FSIG 09
Schryer, Catherine: M 05
Schultz, Lucille: F 24
Schwartz, Gwen Gray: MW 4, G 13
Schwartz, Mimi: FSIG 07, M 29
Schwegler, Robert: B 07, C 23, TSIG 13
Schweitzer, Leah: M 04
Scott, Blake: TSIG 14
Scott, Glady's V.: AW 02
Scott, Tony: H 22
Scully, Melissa: B 10
Sealey-Ruiz, Yolanda: J 12
Seguin, Marilyn: G 01
Seigel, Marika: I 36
Seitz, David: C 04
Selfe, Cynthia: Research Network Forum, B 25, E 27, E 28, G 19, M 24
Selfe, Dickie: Research Network Forum, C 25
Sellers, Lisa: B 10
Selting, Bonita: M 25
Selzer, Wendy: SW 07
Selzer, Jack: TSIG 10, I 36
Senior, Robert: B 03
Serviss, Patricia: K 10
Shafer, Gregory: H 27
Shamoon, Linda: H 07, FSIG 21
Shankar, Tara: F 27
Shanklin, Andrea: C 34
Shapiro, Herbert: TSIG 20
Sharer, Wendy B.: Research Network Forum
Sharp, Leta McGaffey: G 32
Shafer, Gregory: H 27
Shelton, Jennifer: I 03
Shelton, Mary: W 5
Sheppard, Jennifer: I 29
Sherman, David: TSIG 03, H 20, N 17
Shifflet, Stone: K 15
Shovlin, Paul: W 5
Shuck, Gail: AW 02, G 31, K 20
Shuler, Catherine Amelia: The Parlor
Shultz, Rebekah: L 10
Shultz, Staci: H 33
Sicinski, Michael: G 18
Sidler, Michelle: L 20
Siebert, Bradley G.: TSIG 21
Siebler, Kay: F 03
Silva, Tony: Research Network Forum, E 34
Silver, Naomi: E 06
Simmons, Michele: H 37
Simon, Julie Clark: F 17
Singer, Jessica: E 15
Singer, Marti: FSIG 18
Sipiora, Phillip: L 22
Sirc, Geoffrey: N 03
Sivaranayanan, Anushiya: N 04
Skinner, Carolyn: A 17
Skinner-Linnenberg, Virginia: K 30
Skorczewski, Dawn: J 15
Skubikowski, Kathleen: K 32
Sloan, Sarah Jane: N 08
Smelser, Lynne M.: J 25
Smith, David: K 18
Smith, Barbara: The Other “F” Word Revisited: Affirmative Action, Privileged and Marginalized Feminisms, Student and Instructor Success in Composition Classrooms
Smith, Beatrice Quarshie: G 16
Smith, Bonnie: J 09
Smith, Catherine: Research Network Forum
Smith, Cherry: D 27
Smith, Eric: I 01
Smith, Laurie A.: D 19
Smith, Leonora: J 33
Smith, Lesley: FSIG 13
Smith, Melissa Sara: L 23
Smith, Penelope: M 17
Smith, Rachelle M.: J 04
Smith, Tim: K 21
Smith, Tom: J 35
Smith, Tracy: Conversation (Friday, 12:30 p.m.)
Smith, Valerie: G 25, FSIG 07
Smith, Geneva: FSIG 03, W 2
Snyder, Cathleen: J 08
Sohn, Katherine K.: F 24, W 2
Solberg, Janine: B 01
Sotinski, Amy: J 10
Solis-Sublette, Cecilia J.: D 17
Sommers, Nancy: D 01, F 37
Sorapure, Madeleine: D 25
Soven, Margot: W 4
Spain, Linda: E 23
Spangenberg, Lisa: MW 2
Spellman, Rod: G 04
Sperling, Melanie: F 37
Spidell, Cathy: Research Network Forum, AW 06
Spinks, Randall: I 05
Spinner, Jenny: FSIG 07
Spinrad, Mark: W 3
Spinuzzi, Clay: K 25, FSIG 05
Sporrer, Erika: J 25
Sprooner, Michael: F 29
Sprembole, Melissa: O 12
Springsteen, Karen L.: F 30
St. Amant, Kirk: TSIG 16, Conversation (Thursday, 1:45 p.m.)
Stafford, Brooke: H 18
Staggers, Julie: D 34
Stancliff, Michael: J 03
Stark, Ryan: C 23
Starkey, David: TSIG 09, N 07
Starkey, Sandy: E 32
Starks-Winn, Kristy: G 34
Stavenhagen, W. Kurt: Research Network Forum
Stephens, Jane: K 17
Stephenson, Denise: W 5
Sterling, Richard: G 35
Stevens, Sharon: Research Network Forum, C 15
Stevenson, Heidi: F 20
Stewart, Candace: G 14, W 5
Stewart, Joyce: F 17, W 3
Stewart, Shannon: O 03
Stewart, Virginia: H 15
Stidd, Sean: F 21
Stine, Linda: A 14
Stock, Patricia Lambert: G 35
Stockdell-Giesler, Anne Meade: E 22
Stodola, Denise: E 16
Stoll, Donald: TSIG 03, J 24
Storer, Chris: K 28
Stormiaulo, Amy: W 3
Stout, Barbara: I 25
Strain, Margaret: TSIG 05,
G 21, FSIG 09
Strasma, Kip: J 27, SW 03
Stremlau, Tonya: MW 1, FSIG 20
Strenski, Ellen: D 14
Strickland, David: M 06
Strickland, Donna: C 17
Strickland, Ron: G 16
Stromberg, Ernest: H 02
Sturgeon, Carolyn: L 25
Stygall, Gail: L 12
Sudol, Ronald: I 28
Suisman, Sherry: W 3
Sullivan, Patricia: E 37, K 25
Sullivan, Patrick: H 27
Sun, Lulu: L 25
Susan, Lowry: I 32
Sutton, Mark: Research
Network Forum, TSIG 22
Sutton, Pam: TSIG 03
Swarts, Jason: G 34
Swearingen, C. Jan: F 33, W 2
Swenson, Janet: K 23, TSIG 03
Swilky, Jody: J 33, FSIG 19
Swinton, Jan: W 1
Swisher, Paula: I 31
Szczepanski, Jay: B 16
Szerdahelyi, Judith: B 20
Szymanski, Helen: O 04

Taavila, Pia: The Other “F”
Word Revisited: Affirmative Action,
Privileged and Marginalized Feminisms,
Student and Instructor Success in
Composition Classrooms, Poetry Forum,
SW 02
Taggart, Amy Rupiper: TSIG 14
Talbott, Barrie: AW 03, A 04
Tamayo-Rico, Francisco Noe:
T
Tanis, Kathryn Schoon: J 10
Tardoni, Joanna M.: H 27
Tasaka, Robyn: O 02
Tassoni, John: I 11, FSIG 06
Taub, Jack:
(Thursday, 3:15 p.m.)
Taylor, Catherine: D 33
Taylor, Christel: TSIG 12
Taylor, Gigi: AW 02
Taylor, Marcy: L 15
Taylor, Rahdi: L 28
Taylor, Summer Smith: H 39
Taylor, Jr., L. Hill: A 02
Tebaux, Elizabeth: B 32
Terebelo, Bradley: E 10
Tesdell, Lee S.: TSIG 16
Thaiss, Chris: W 4, FSIG 14
Thelin, William: FSIG 06
Thomas, Ardell: O 21
Thomas, Brad: N 06
Thomas, Brennan: F 22
Thomas, Gordon: C 03, F 11,
L 21
Thomas, Martha: K 27
Thomas, Tamnis: O 08
Thompson, Gary: TSIG 06
Thompson, Karen: G 29
Thompson, Mary: B 22
Thompson, Roger: D 16
Thornhill, Lisa: L 11
Thornton, Jamie: N 15
Thoune, Darci: B 22
Tiede, Katherine: J 28
Thianny, Deborah: J 28
Tinberg, Howard: F 14, I 25
Tingle, Nick: C 02
Tirabassi, Katherine E.: W 4
Tischio, Victoria: M 28
Tobin, Ladd: J 13
Tobin, Mary: TSIG 07
Toner, Lisa: E 17
Tonkovich, Andrew: D 14
Toomey, Jillian: G 13
Toomey, Melissa: J 16
Toure, Halima: H 35
Townsend, Martha: W 4, O 19
Tracy, Alison: L 18
Trainor, Jennifer: C 20, F 25
Tran, Thai: F 22
Trapp, Joanna: D 16
Trautrimas, Patricia: C 10
Treffinger, Tom: M 30
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
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<td>Trim, Michelle</td>
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<td>Trimbur, John</td>
<td>C 16, TSIG 11</td>
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<td>Trupe, Alice</td>
<td>AW 06, A 06</td>
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<tr>
<td>Tschider, Charlotte</td>
<td>I 31</td>
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<td>Tuberville, Brenda</td>
<td>W 5, M 05</td>
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<tr>
<td>Turkman, Erik</td>
<td>G 17</td>
<td></td>
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<tr>
<td>Turner, Susanne</td>
<td>H 38</td>
<td></td>
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<tr>
<td>Turner, Walt</td>
<td>TSIG 14</td>
<td></td>
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<tr>
<td>Turnley, Melinda</td>
<td>I 29</td>
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<tr>
<td>Uehling, Karen</td>
<td>W 3, B 31, H 31, FSIG 17</td>
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<td>Ula, Labina</td>
<td>K 10</td>
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<td>Ulloa-Caceres, Gloria</td>
<td>Research Network Forum</td>
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<td>C 01</td>
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<td>Valensky, Sandra</td>
<td>TSIG 20, K 13</td>
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<td>Valentine, Kathryn</td>
<td>B 12, C 06</td>
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<td>Valentino, Marilyn</td>
<td>C 05, I 12</td>
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<td>Vallis, Roy</td>
<td>L 23</td>
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<tr>
<td>Van, Judith</td>
<td>L 27</td>
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<td>Van Noy, Rick</td>
<td>K 33</td>
<td></td>
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<tr>
<td>Vancza, Valerie</td>
<td>B 07</td>
<td></td>
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<tr>
<td>Vandenberg, Peter</td>
<td>Research Network Forum, FSIG 09</td>
<td></td>
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<tr>
<td>Vander Lei, Elizabeth</td>
<td>TSIG 27</td>
<td></td>
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<tr>
<td>VanderVeen, Arthur</td>
<td>C 28</td>
<td></td>
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<tr>
<td>Varela, Steven</td>
<td>A 18</td>
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<td>Varley, Anna</td>
<td>A 12</td>
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<tr>
<td>Warnick, Chris</td>
<td>C</td>
<td>20</td>
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<tr>
<td>Warnock, Scott</td>
<td>A</td>
<td>16</td>
</tr>
<tr>
<td>Warren, Craig</td>
<td>B</td>
<td>13</td>
</tr>
<tr>
<td>Warren, Rochelle</td>
<td>N</td>
<td>12</td>
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<tr>
<td>Warshauer, Leanne</td>
<td>B</td>
<td>14</td>
</tr>
<tr>
<td>Warwick, Nicole</td>
<td>D 29,</td>
<td>FSIG 18</td>
</tr>
<tr>
<td>Wastal, Carrie</td>
<td></td>
<td>Research</td>
</tr>
<tr>
<td>Watkins, James Ray</td>
<td>A</td>
<td>10</td>
</tr>
<tr>
<td>Watkins, Evan</td>
<td>D</td>
<td>09</td>
</tr>
<tr>
<td>Watson, Shevaun</td>
<td>J</td>
<td>20</td>
</tr>
<tr>
<td>Weaver, Christopher</td>
<td>H</td>
<td>16</td>
</tr>
<tr>
<td>Weaver, Margaret</td>
<td>D</td>
<td>15</td>
</tr>
<tr>
<td>Webb, Patricia</td>
<td>O</td>
<td>16</td>
</tr>
<tr>
<td>Weiner, Cynthia</td>
<td>M</td>
<td>21</td>
</tr>
<tr>
<td>Weinstein, Susan</td>
<td>J</td>
<td>17</td>
</tr>
<tr>
<td>Weiser, Irwin</td>
<td>I</td>
<td>19</td>
</tr>
<tr>
<td>Weiss, Jessica</td>
<td>G</td>
<td>26</td>
</tr>
<tr>
<td>Weissberg, Bob</td>
<td>AW</td>
<td>02</td>
</tr>
<tr>
<td>Weisser, Christian</td>
<td></td>
<td>FSIG 19</td>
</tr>
<tr>
<td>Welch, Kristen</td>
<td></td>
<td>TSIG 27, N 21</td>
</tr>
<tr>
<td>Welch, Nancy</td>
<td></td>
<td>TSIG 11</td>
</tr>
<tr>
<td>Werder, Carmen</td>
<td>J 31,</td>
<td>M 27</td>
</tr>
<tr>
<td>Wessling, Robert</td>
<td>M</td>
<td>19</td>
</tr>
<tr>
<td>Westcott, Vicky Cobb</td>
<td></td>
<td>Research</td>
</tr>
<tr>
<td>Westbrook, Stephen</td>
<td>A</td>
<td>10</td>
</tr>
<tr>
<td>Wexler, Steven</td>
<td>J</td>
<td>18</td>
</tr>
<tr>
<td>Wharton, Robin</td>
<td>SW</td>
<td>07</td>
</tr>
<tr>
<td>Whitaker, Elaine E.</td>
<td></td>
<td>FSIG 21</td>
</tr>
<tr>
<td>White, Edward M.</td>
<td>C 28,</td>
<td>G 13,</td>
</tr>
<tr>
<td></td>
<td>J 31</td>
<td></td>
</tr>
<tr>
<td>White, Fred</td>
<td>N</td>
<td>15</td>
</tr>
<tr>
<td>White, Gilchrist</td>
<td>C</td>
<td>30</td>
</tr>
<tr>
<td>White, Jeff</td>
<td></td>
<td>MW 2, N 13</td>
</tr>
<tr>
<td>Whitfield, Pam</td>
<td>O</td>
<td>03</td>
</tr>
<tr>
<td>Whithaus, Carl</td>
<td>M</td>
<td>14</td>
</tr>
<tr>
<td>Whitlark, J’Non</td>
<td>D</td>
<td>19</td>
</tr>
<tr>
<td>Whittig, Erin</td>
<td>K</td>
<td>06</td>
</tr>
<tr>
<td>Wible, Scott</td>
<td>C</td>
<td>31</td>
</tr>
<tr>
<td>Research Network Forum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wielgos, Christopher</td>
<td>E</td>
<td>35</td>
</tr>
<tr>
<td>Wiemelt, Jeff</td>
<td>H</td>
<td>05</td>
</tr>
<tr>
<td>Wiley, Linda</td>
<td>C</td>
<td>34</td>
</tr>
<tr>
<td>Wilkey, Christopher</td>
<td>AW</td>
<td>06, G 19</td>
</tr>
<tr>
<td>Williams, Ashley</td>
<td>J</td>
<td>34</td>
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Yancey, Kathleen: C 28, H 39, I 38, J 31, K 23, K 35
Yarbrough, Stephen: K 22
Yasin, Jon: C 24, H 35
Yeats, Dave: J 26
Yost, Joann: B 27
Young, Art: W 4
Young, Beth Rapp: C 14
Young, Carolyn: W 3, F 17
Young, Justin: I 28
Young, Morris: Affirming Action: A Roundtable by the Progressive Sig/Caucus Coalition, J 01, J 16
Young, Susan: C 13
Youngkin, Betty Rogers: FSIG 09
Youra, Steven: TSIG 18

Zacker, Jessica: F 27

Zambrano, Robert: FSIG 20
Zamel, Vivian: D 31
Zawacki, Terry Myers: W 4
Zdenek, Sean: J 26
Zebroski, James: G 18
Zeigler, Jim: E 06
Zeleznik, Julie M.: K 34
Zemliansky, Pavel: N 01
Zepernick, Janet: SW 05
Zepetello, Joseph: W 5, C 08
Zerbe, Mike: SW 05
Zerger, Sandra: I 26
Zeuschner, Raymond "Bud": C 05
Zimmerelli, Lisa: C 22, TSIG 17
Zimmerman, Beverly B.: D 22
Zink, Christy J.: K 04
Ziolek, Camille: E 32
Zotewey, Meredith: D 34
Zorn, Jeff: F 23
Zucha, Al: W 1
Zuidema, Leah: TSIG 03