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).
Friday, 8:00–9:15 a.m.

**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”

**Practices of Teaching Writing**

**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”
Friday, 8:00–9:15 a.m.

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
Presenters: 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
Presenters: 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 Fallow, 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
Presenters: 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
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 Russell, 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”
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”
Friday, 8:00–9:15 a.m.

**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. McCarty, 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”
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”
H Sessions

9:30 a.m.–10:45 a.m.

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.

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**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

*Presenters:* Matt Adams, U.S. Air Force Academy, Colorado Springs, CO, “Cadets, Cocksureness, Contact Zones, Care: The Four C’s of Advanced Writing Instruction at the U.S. Air Force Academy”

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”
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”

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”

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 Haimes-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”
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


Michael Heller, Roanoke College, Salem, VA, “Becoming an Educated Person”

Virginia Stewart, Roanoke College, Salem, VA, “First-Year Seminars, Politics, and Media”

Bobbye 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”

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”

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”

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, “Habits 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 Eloquence: 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

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

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”
Joanna M. Tardoni, Western Wyoming Community College, Rock Springs, “Changes in Higher Ed: Key Challenges, Successful Programs, and Effective Practices of TYCA West”
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

          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”
Friday, 9:30–10:45 a.m.

**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” Michele Simmons, Miami University, Oxford, OH, “When Access is Not Enough: Understanding Literacy Practices for Using Civic Websites”

Professional and Technical Writing

H.38 Texts and Contexts in Technical Communication
Exhibit Level, Exhibit Hall D, Room 10
Chair: Kathleen Moore, San Ramone, 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

CONVERSATIONS

Conversations about the Lip Service of Access
Exhibit Level, Exhibit Hall D, Room 1
Presenter: Joyce Rain Anderson, Massasoit Community College, Brockton, MA
I Sessions

11:00 a.m. –12:15 p.m.

Featured Session

The Maltese Falcon: Questions I Wish I had Asked My Father

Exhibit Level, Room 135A

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”
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”

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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  
Bryce Christensen, Southern Utah University, Cedar City, “Speaking in Chorus with Ninety-Nine Spirits: Empowering International ESL Students as Cultural Critics”

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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”

**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”

**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
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
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”

Institutional and Professional

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”

Institutional and Professional

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. SWW 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.
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 ‘Uptaufted’ 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 Bakhmetyeva, 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”
Friday, 12:30–1:45 p.m.

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”
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”
Friday, 12:30–1:45 p.m.

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 Ariail, 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
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.
Friday, 2:00–3:15 p.m.

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”

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”

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”
Wiliam 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 Kynec, 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”
Friday, 2:00–3:15 p.m.

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”
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”
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
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

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”

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**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*

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**CONVERSATIONS**

*Conversations on Writing Anxiety, Fear, and Failure*  
Exhibit Level, Exhibit Hall D, Room 20

*Presenter:* Michele Pajer, Gonzaga University, Spokane, WA

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**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 Abrahant, 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”
Friday, 3:30–4:45 p.m.

*Practices of Teaching Writing*

**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”

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”

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”
Friday, 3:30–4:45 p.m.

Practices of Teaching Writing

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”

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 Diologies’ 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”
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”
Friday, 3:30–4:45 p.m.

**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?”
Rocky 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

*Chair:* Michael M. Williamson, Indiana University of Pennsylvania, “New CCCC Position Statement on Writing Assessment”

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*
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 Calhoon-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:**

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<tr>
<th>Year</th>
<th>Author(s)</th>
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<td>2004</td>
<td>Jay Simmons and Timothy McLaughlin</td>
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<td>Julia Ferganchick-Neufang</td>
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<td>1993</td>
<td>Betty Nelson</td>
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<td>Dana L. Fox</td>
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<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, Hinds 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.
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 Weisser, 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”
Friday, 6:30–7:30 p.m.

**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 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