

## General Information and Services

### **CCCC Membership: Please Join Us!**

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

### **Audiovisual Equipment**

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

### **Committee on Resolutions**

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

### **Nominating Committee**

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

### **Planning for Next Year's CCCC Convention**

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

### **Smoking**

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

### **Nonsexist Language**

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

## Copying Service

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

## Emergencies

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

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

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

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

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

# Committee Meetings

## **CCCC Executive Committee**

The Handlery Hotel, Union Square  
Wednesday, March 16, 9:00 a.m.–5:00 p.m.

*Chair:* Doug Hesse

## **Committee on Assessment**

Exhibit Level, Exhibit Hall D, Room 20  
Thursday, March 17, 10:00 a.m.–12:00 p.m. (Closed)

*Co-Chairs:* Renee Betz, Summer Smith Taylor

## **Committee on Academic Quality**

Exhibit Level, Room 134D  
Friday, March 18, 2005, 2:00 p.m.–4:45 p.m. (Closed)

*Chair:* Rita Malenczyk

## **Community Literacy and Service-Learning Committee**

Exhibit Level, Room 134C  
Thursday, March 17, 4:45 p.m.–6:00 p.m.

*Chair:* Tom Deans

## **Committee on Disability Issues**

Exhibit Level, Room 134D  
Thursday, March 17, 10:30 a.m.–11:45 a.m. (Open)

*Co-Chairs:* Brenda Brueggemann, Cynthia Lewiecki-Wilson

## **Nominating Committee**

Exhibit Level, Room 134D  
Thursday, March 17, 3:15 p.m.–5:15 p.m. (Open)

*Chair:* Paul M. Puccio

## **Resolutions Committee**

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

*Chair:* Christine Farris

## **Committee on the Status of Women in the Profession**

Exhibit Level, Room 134E  
Friday, March 18, 7:30 a.m.–9:30 a.m. (Closed)

*Chair:* Heather E. Bruce

## **Committee on Higher Education**

Exhibit Level, Exhibit Hall D, Room 1  
Friday, March 18, 8:00 a.m.–9:15 a.m. (Closed)

*Chair:* Joyce Kinhead

## **Committee on the Major in Rhetoric and Composition**

Exhibit Level, Room 134E

Friday, March 18, 2005, 2:00 p.m.–4:00 p.m. (Closed)

*Chair:* Susan McLeod

## **Public Policy Committee**

Exhibit Level, Room 134C

Friday, March 18, 2:00 p.m.– 3:15 p.m. (Closed)

*Chair:* Dennis Baron

## **Nominating Committee**

Exhibit Level, Room 134D

Friday, March 18, 8:00 a.m.–10:30 a.m. (Closed)

*Chair:* Paul M. Puccio

## **Committee on Diversity**

Exhibit Level, Room 134C

Friday, March 18, 3:30 p.m.–4:45 p.m. (Closed)

*Chair:* Joyce Irene Middleton

## **Language Policy Committee**

Exhibit Level, Room 134D

Saturday, March 19, 2:00 p.m.–4:00 p.m. (Closed)

*Chair:* Geneva Smitherman

## **Committee on Second Language Writing**

Exhibit Level, Room 134D

Saturday, March 19, 9:30 a.m.–12:15 p.m. (Open)

*Chair:* Paul Kei Matsuda

## **TYCA Executive Committee**

Exhibit Level, Room 133

Saturday, March 19, 9:00 a.m.–5:00 p.m.

*Chair:* Sharon Mitchler

## **Convention Concerns Committee**

Exhibit Level, Exhibit Hall D, Room 20

Saturday, March 19, 12:00 p.m.–1:00 p.m.

*Co-Chairs:* Kathleen Blake Yancey, Doug Hesse

## **Committee on the Preparation of Teachers of Writing**

Exhibit Level, Room 134E

Saturday, March 19, 9:30–11:30 a.m. (Closed)

*Chair:* Freddy Thomas

# Topic Index to Featured Sessions and Concurrent Sessions

## Featured Sessions

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

## Selected Topic Guide to Concurrent Sessions

### Adjunct and Contingent Faculty

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

### Assessment

- A.08 Communities of Practice: An Inter-Institutional Model for Writing Assessment
- B.11 Move Over—We’ll Drive: Through the Golden (Flood) Gate of Assessment
- B.29 Why College Composition Teachers Need to Know about Secondary Writing Assessments

- C.03 Equal Access for Diverse Learners: Ensuring the Success of Marginally Prepared Students in the Standard Freshman Composition Sequence
- C.11 Portfolio Assessment and Beyond: Crossroads, Possibilities and Limitations for the Next Generation of Writing Assessment
- C.29 Composition as Gated Community?: Assessment and Gatekeeping in the Twenty-First Century
- C.33 A Multimedia Look at How Students Gain Access to Careers in Professional Writing
- D.08 Reassessing Writing Assessment: Imaginative Course Design, Active Learning, and Alternative Technologies
- D.11 Pedagogy and Writing Assessment in California Universities: The Social Construction of a Great Divide
- E.11 Academic Communities for Excellence: Ensuring Success for Under-Prepared Students
- F.13 Writing Assessment for Design: Using Writing to Teach and Learn Engineering Design
- F.14 Portfolio Assessment at an Open Admission Institution: Bridge or Barrier to Success? (TYCA Strand)
- F.16 History and Methods of Writing Assessment
- G.09 It's All About Our Students' Success: Coming Full Circle with FYW Assessment
- G.12 In Pursuit of Portfolios
- G.13 (Re)Placing Students Writing: Assessing our Gates of Access
- H.04 Student Self-Assessment: Constructing Their Own Rubrics
- I.16 Questioning What We Do: Assessing the Effectiveness of Teacher-Researcher Evaluation Portfolios and Learning Communities
- I.32 "Servial of the Fittus": Assessment, Placement, and Student Success in the Academic Jungle
- I.37 Outcomes in Technical Writing
- J.31 Consultation Session on Issues Related to Writing Assessment
- K.07 Composing in the "Techno-Meritocracy"
- L.21 WPA's Build Bridges Too: The Rhetorical Value of Data, Reports, and Assessments
- L.26 New CCCC Position Paper on Writing Assessment
- M.14 Technology's Role in Student Success: What Happens When Success and Access Is Decided by a Computer?
- M.25 Implications for the First Year
- M.26 Portfolios as Assessment and Learning Tools
- N.20 Portfolios and Program Goals: Cans of Worms that Catch Big Fish
- O.07 Ensuring Student Success: A Roundtable on Instructional Innovations at an HBCU in Transition
- TSIG.22 Helping Students through the Gates: College and University Writing Assessment in the 21<sup>st</sup> Century

## Basic Writing/Developmental English

- A.07 Opening Gates between Disciplines: Composition, Communications, and Information Literacy Programs Working Together to Promote Student Success
- A.14 Mending Gates: Reconfigurations of Access and Redrawn Paths to Student Success
- B.02 Testing the Waters of Mainstreaming: Why We Did It and What We Found
- C.03 Equal Access for Diverse Learners: Ensuring the Success of Marginally Prepared Students in the Standard Freshman Composition Sequence
- C.08 The Ins and Outs of Online Writing Instruction
- C.13 “Barbarians at the Gates”: Negotiating Student Placement into First-Year Composition
- D.04 To Change or Not to Change: Pedagogies of Resistance, Peer Tutoring, and Service-Learning in Basic Writing
- D.22 Research and Identity
- E.05 Tutoring Basic Writing: When to Raise the Lower Order Concerns
- E.11 Academic Communities for Excellence: Ensuring Success for Under-Prepared Students
- F.06 Narratives in the Composition Class: Problems and Solutions
- F.17 The Power of Unexpected Series: Linking Courses, Composition Theories, and Institutions to Create Mainstreamed Basic Writing Programs
- G.01 Engaging Composition Students through Deep Learning Technology
- G.11 Student Access, Student Choice, Student Success in First-Year Composition: A History, Description, and Evaluation of Guided Self-Placement at the University of Georgia
- G.13 (Re)Placing Students Writing: Assessing our Gates of Access
- H.02 Adjusting Our Concept of Service Learning: From Basic Writing Classes to Advanced Composition
- H.05 Finding a Nexus Between Access and Grammar
- H.31 Pedagogy, Politics, and Promise: The Conference on Basic Writing at 25
- I.02 Privileging the Old or the New? The Impact of Choosing Reading Texts
- I.03 When is Basic Writing not Basic Writing? Untangling Pedagogy and Assessment in the Small Liberal Arts Institution
- I.11 Writing Studio Practice: Opening Places for “At-Risk” Students
- I.16 Questioning What We Do: Assessing the Effectiveness of Teacher-Researcher Evaluation Portfolios and Learning Communities
- I.17 Arts of Language: Ways to Use and Understand Speaking, Reading, and Writing
- J.19 Cultural and Religious Conflict in the Contact Zone: Handling Multiple Viewpoints
- K.08 Piecing Together the Puzzle of Access in the Developmental English Class: Selecting Texts, Reading Texts, Writing about Texts
- K.13 Gateway to Writing, the Academy, and Beyond for Non-Traditional Adult Learners: Student Access and Success

- K.16 “I’ll Show You Mine If You Show Me Yours”: How Integrating Curriculum Promotes Student Success
- L.01 Keeping the Gate Open: Using Home Language, Ebonics and Basic Writer’s Language in the Classroom
- L.10 Panning for Gold: Access Doesn’t Always Equal Success
- M.02 Bridging the Divide between Basic Writers and the Academy: Golden Gate or Wobbly Log?
- N.05 Mainstreaming Re-imagined: An Ensemble Performance
- N.07 Creative Access for All and Academic Malice Towards None: Using Technology Creatively and Changing Academic Writing Considerably
- O.08 Making Access Real: Learning Communities, Basic Writing, and Open Admissions
- FSIG.17 Conference on Basic Writing Special Interest Group

### **Civic, Public, Community Writing and Service Learning**

- A.01 Changing the Process of Institutional Review Board Compliance
- A.02 Every Composition Professional a De Facto ESL Composition Professional: Special Issues and Topics
- C.12 Adapting Curricula to Promote Student and Instructor Success: Writing Their Way into a Diverse University
- C.15 Activating Access: Social Movement Theory for the Composition Classroom
- C.20 Political Pedagogies and Public Citizens: Writing Instruction, Students, and the Accessibility of Political Discourse
- D.04 To Change or Not to Change: Pedagogies of Resistance, Peer Tutoring, and Service-Learning in Basic Writing
- D.13 Taking Research/Writing Beyond the Campus: Community, Service, Ethnography
- D.22 Research and Identity
- E.20 Community, Complexity, Deliberation, and Mavericks: How Rhetoric Works (or Doesn’t) in “Real World” Contact Zones
- G.01 Engaging Composition Students through Deep Learning Technology
- G.04 “Welcome to the Ivory Tower”: New TAs, First Generation College Students, and Access to Academia
- G.19 Street Talk: Rhetorics of Advocacy and Action in Public Writing
- G.22 Year One at ‘City’ High: An Ethnography of Place-based Pedagogy in a College Prep Charter School
- H.02 Adjusting Our Concept of Service Learning: From Basic Writing Classes to Advanced Composition
- H.07 Writing for Action: Resistance, Power, and Activism
- H.08 You, Me, Them: Risking Difference and Accessing Academia
- H.17 Walking the City: Rhetorically Situated Learning and the Syntax of Service
- H.37 Access to Professional Literacies and Technologies as Civic Discourse
- I.05 Rhetoric, Media, and Politics: Classrooms as Contact Zones
- I.18 Giving Voice to African American Males and to the Elderly

- I.33 Addressing the Public, Assessing Ourselves: A New Disciplinary Framework for Rhetoric and Composition
- J.09 The Ethics and Integration of Service-Learning: Resistance, Empowerment, and Responsibility
- J.17 How Far Apart? Community Writers and the Academy
- K.06 Re-imagining the Community: Service-Learning as Access in the Writing Classroom
- L.13 Service Learning Problemized
- M.07 The Heart of the Matter: Writing that Merges Personal Connections with a Public Audience
- M.13 Public Writing at the Point of Need: A Senior-Level General Education Composition Course
- M.18 “Escribiendo Expresiones de Liberación”: Theorizing Community-based Writing Programs as Access to Higher Education for Latina/o Youth
- M.23 Community-based Writing: Directions for Research
- N.17 Images of Resistance: Multimodal Rhetoric as Civic Intervention
- N.18 Beyond Our Gates: Writing beyond the Writing Program
- O.01 Confronting Others as a Rhetorical Heuristic to Build an Appreciation of Difference in Ourselves
- TSIG.14 Service-learning Special Interest Group

### **Disabilities**

- A.09 Providing Access in the Writing Center: Specialized Tutor Training and Software
- B.01 Working Hard for the Money: A Historical Examination of the Making of Literate and Productive Workers
- C.19 Coming in the Front Door: The Rhetorics of Institutional Access for People with Disabilities
- D.03 Critically Engaging Other(s): Pedagogical Encounters with Disability
- D.07 Access and Ownership for Deaf Students and Those with Visual Spatial Disorders and Aphasia
- D.26 Opening the Golden Gates through Digital Innovation: Expanding Access for Students with Disabilities
- D.33 Travelers and Trespassers: Articulating Race, Family, and Illness in Nonfiction Narratives
- E.14 Bridging the Writing Center to Disability Service Providers: Opening the Gates to Academic Access at the University of Hartford
- E.23 Error-focused Instruction and Its Discontents
- F.20 Translation Situations in Medicine and among Deaf People
- F.27 Moving beyond Voice-as-Metaphor: New Technologies in Literacy and Composition Studies
- G.06 Learning Disabilities: Subjects of and for Writing Classrooms
- H.19 Enacting Social Justice: Discursive Spaces where Disabilities are Named, Accommodations Constructed, and Alliances Forged

- H.23 Openings for Praxis: New Sites for Freirian Research
- I.03 When is Basic Writing not Basic Writing? Untangling Pedagogy and Assessment in the Small Liberal Arts Institution
- I.22 Normie Hegemony: Culture, Rhetoric, and True Life Adventures in the Land of the Neuro-typicals
- K.30 “My Student Has Self-Identified, Now What Do I Do?”: Opening Gates to Ability
- FSIG.20 Teachers of Writing for the Deaf and Hard of Hearing

### **ESL and Generation 1.5**

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

## **Feminism, Gender, Sexual Orientation**

- A.11 Fields of Vision: Imagery within Discourses of Gender and Ethnicity
- A.12 Women's Voices across Cultures: Creating a Contact Zone of Feminist Rhetoric
- B.22 Age, Sexuality, and Orientation: Ideologies of Composition Studies
- B.24 LGBT Discourse Communities and Digital Technologies in Diverse Contexts
- C.22 Access to Public Speech: Defenses of Women's Preaching by Women
- D.05 Global Access: Teaching, Writing, and Playing in a Shrinking World
- E.25 Cyborgs on Blackboard: Materialist Feminist Perspectives on Teaching Electronic Discourse
- E.26 Bois, Bears, and Blogs: Accessing and Mainstreaming Gay Male Literacies
- F.03 Queer/Transgendered Pedagogy and Creating Safe Spaces for Students
- H.03 Strategies for Advanced Writing Courses
- H.20 Words and Images: Experience and Literacy
- I.23 Re-appropriating the Mirror: A Cross-Race Dialogue on Gender, Authority, and Reflexivity
- I.24 Transnational Feminism: Rhetorical and Pedagogical Practices
- I.26 Accessing Identities: Women's Life-writings in the Progressive Period
- I.27 Feminists Researching across Differences: Talking, Talking Back, and Listening to Whiteness
- I.35 New Voices in Creative Nonfiction and Memoir
- J.26 Gender, Ethics, and Liability: Access and Autonomous Software Agents on the Internet
- J.29 Feminist Writing Program Administration: Why Bother?
- K.22 Ecologies of Rhetorical Appeals
- K.23 "Seeing" Visual Rhetoric through Studies of Practice
- L.03 Addressing Gender Issues: Whose Theory Should We Use?
- M.10 Feminist Ethics: Reframing Risk and Trust in the Writing Classroom
- M.17 Gender, Cognition, Tactility: Hands-on Theories of Rhetoric
- M.18 Escribiendo Expresiones de Liberación: Theorizing Community-based Writing Programs as Access to Higher Education for Latina/o Youth
- M.22 19th Century Northern Women's Rhetorics of Gender, Class, and Work
- N.14 Inspiration from Gerda Lerner for Composition and Rhetoric: Rhetorical History, Pragmatism, Writing as Activism, and Pedagogy
- N.21 Visual Rhetorics
- O.12 Theorizing What Genre Can Do
- O.14 Hearing Voices: Historical Reclamations of Feminist, Rhetorical Agency
- O.18 Reconstructing Professional Identities within Institutional Cultures
- TSIG.24 Queer Caucus
- Feminist Forum—Women, Gender, and Civic Discourse

## Studies in Writing and Rhetoric Authors

- PSIG.1 Affirming Action: A Roundtable by the Progressive SIG/Caucus Coalition (PSCC) and the CCCC Diversity Committee  
Morris Young – *Minor Re/Visions: Asian American Literacy Narrative as Rhetoric of Citizenship* (2004)
- A.11 Fields of Vision: Imagery within Discourses of Gender and Ethnicity  
Kristie Fleckenstein – *Embodied Literacies: Imageword and a Poetics of Teaching* (2003)
- B.28 The History and Future of Composition: Reflections of Past CCCC Chairs  
Anne Ruggles Gere – *Writing Groups* (1987)
- C.02 New Research from Studies in Writing and Rhetoric Authors: Revising Access to the Academic  
Nick Tingle – *Self-Recognition: The Psychoanalytic Dimensions of Writing Pedagogy* (2004)  
Julie Jung – *On the Borders of Belonging: Revisionary Rhetoric and Multigenre Texts* (Anticipated Spring 2005)
- C.07 More, Give Us More Adjunct Teachers: Some Divergent Views  
Richard Freed – *Variables of Composition* (with Glenn J. Broadhead, 1986)
- E.27 The Many Dimensions of Access in a Digital World  
Cynthia Selfe – *Technology and Literacy in the 21<sup>st</sup> Century: The Perils of Not Paying Attention* (1999)
- E.37 Spirituality and Civic Engagement: Intersections of Public and Private Rhetorics  
Gesa Kirsch – *Women Writing the Academy* (1993)
- F.24 New Research from SWR Authors: Rhetoric, Archives, and Access  
Stephen Carr, Jean Ferguson Carr, Lucille Schultz – *Archives of Instruction: Rhetorics, Readers, and Composition Textbooks* (Anticipated Spring 2005)  
Lucille Schultz – *The Young Composers: Composition's Beginnings in Nineteenth-Century Schools* (1999)  
Zan Goncalves – *Performing Specific Identities: Social Action, Sexuality, and the Politics of Ethos* (Anticipated Fall 2005)  
Kathy Sohn – *Whistlin' and Crowin' Women of Appalachia: Literacy Practices Since College* (Anticipated Spring 2006)
- F.33 Enlisting Speech for Writing in the Diverse Classroom  
Arnetha Ball – *Literacies Unleashed: Reimagining the Possibilities for African-American Students in the Composition Classroom* (Anticipated Fall 2005)
- F.37 A Tribute to Steve Witte  
Mike Rose – *Writer's Block* (1983)
- TSIG.25 Keeping the Flame Alive: Celebrating the Life, and Continuing the Work, of James Moffett  
Kristie Fleckenstein – *Embodied Literacies: Imageword and a Poetics of Teaching* (2003)

- TSIG.27 Rhetoric and Christian Tradition  
 Anne Ruggles Gere – *Writing Groups* (1987)  
 Beth Daniell – *A Communion of Friendship: Literacy, Spiritual Practice, and Women in Recovery* (2003)
- H.28 Diverse Perspectives on Access and Success: Reflections on Three Longitudinal Writing Studies  
 Lee Ann Carroll – *Rehearsing New Roles: How College Students Develop as Writers* (2002)
- J.01 Accessing Asian American Rhetoric(s): Locations, Movements, Actions  
 Morris Young – *Minor Re/Visions: Asian American Literacy Narrative as Rhetoric of Citizenship* (2004)
- J.13 There’s Something about the Personal  
 David Wallace – *Mutuality in the Rhetoric and Composition Classroom* (with Helen Ewald, 2000)
- J.24 Best Practices: Three Perspectives  
 David Foster – *The Achievement of Autonomy: Learning/Writing in Two Cultures* (Anticipated Spring 2006)
- Featured Session K Rethinking Ability, Literacy, and Achievement: Studies Across Education, the Workplace, and the Community  
 Mike Rose – *Writer’s Block* (1983)
- K.23 “Seeing” Visual Rhetoric through Studies of Practice  
 Anne Ruggles Gere – *Writing Groups* (1987)
- L.29 The Rhetoric of Rememory: Archival Research among Researchers of Color  
 Victor Villanueva – *From Intention to Practice: Considerations of Language Diversity in the Classroom* (with Geneva Smitherman, 2003)
- FSIG.06 Busting Chops and Bar Talk: Working-Class Discourses from the Inside  
 Mike Rose – *Writer’s Block* (1983)

## Two-Year College Faculty

- A.01 Accessing Success: Assignments that Promote Student Success in the Urban Community College
- A.18 A Question of Quality: Standards and Access
- B.27 Access through Rural Community College: Unique Concerns for Faculty
- B.31 Journals and Diaries: Accessing Our Own Language and Finding a Voice
- C.05 NCTE/NCA Collaboration
- C.06 Multiliterate Students, Multimodal Lifeworlds
- C.08 The Ins and Outs of Online Writing Instruction
- C.09 Reconciling the Two Sides in the Grammar War
- C.27 The New Collegiality: Circulating Ideas about Writing and Teaching
- C.30 Is the Sky Falling? (TYCA Strand)
- C.34 Connecting Access to Student Success: The Community College as the Golden Gate
- D.22 Research and Identity
- E.02 Teaching Argumentation in Online and Hybrid Composition Classes
- E.09 I’m Successful; I Published: The Electronic Portfolio

- E.31 Getting from There to Here: Addressing the Needs of a Diverse Student Population
- E.32 Preparing to Teach in a Two-Year College
- F.02 Bridging Rhetorical Gaps Where Religions Matter
- F.03 Queer/Transgendered Pedagogy and Creating Safe Spaces for Students
- F.05 (Mis)Perceptions of Plagiarism
- F.11 Re-defining Success in Argumentative Writing: Helping Students Find Their Voice in Open-access Universities
- F.14 Portfolio Assessment at an Open Admission Institution: Bridge or Barrier to Success?
- F.32 Composition and Distance Learning: The Most Successful Failure of Two-Year Colleges?
- G.02 Visual Rhetoric/Visual Literacies: Accessing the Image in Writing Curricula (TYCA Strand)
- G.12 In Pursuit of Portfolios
- H.06 Addressing Affirmative Action in Diverse and Non-Ethnically Diverse Classrooms
- H.27 Mending Walls, Unlocking Gates: Research and Reflection on the Shifting Roles of the Two-Year College
- H.28 Diverse Perspectives on Access and Success: Reflections on Three Longitudinal Writing Studies
- H.38 Texts and Contexts in Technical Communication
- H.39 The Portraits of Composition Research Study: Design, Findings, and Implications
- I.02 Privileging the Old or the New? The Impact of Choosing Reading Texts
- I.12 Transforming the Lives of the Disadvantaged: Finding Their Own Voice (TYCA Strand)
- I.16 Questioning What We Do: Assessing the Effectiveness of Teacher-Researcher Evaluation Portfolios and Learning Communities
- I.22 Normie Hegemony: Culture, Rhetoric, and True Life Adventures in the Land of the Neuro-typicals
- I.25 Creating a Profession: The Evolution of the Two-Year College English Teacher
- I.31 Interdisciplinary Issues, Interdisciplinary Writing
- I.38 CCCC Research Initiative Part I
- J.07 Access, Success, and Recess: Re-playing the College Game
- J.27 Department Leadership: The Gateway for Faculty and Student Success at Two-Year Institutions
- K.02 Access and Excess: When Composition Theory and Composition Load Collide
- K.03 Applying Ethnography, Irony, and Sophistic Rhetoric to Popular Culture
- K.08 Piecing Together the Puzzle of Access in the Developmental English Class: Selecting Texts, Reading Texts, Writing about Texts
- K.35 CCCC Research Initiative Part II
- L.01 Keeping the Gate Open: Using Home Language, Ebonics and Basic Writer's Language in the Classroom

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

**Friday, 6:30–7:30 TYCA Talks**

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

**WAC/WID**

- B.14 Philosophies, Surveys, and Curriculum Workshops for WAC
- C.10 How Do We Know when Writing Courses Have Succeeded?: Is WAC Essential to Produce Effective Senior Writing?
- D.20 Peer Review and Conferencing: Three Retrospectives
- D.31 Negotiating Academic Literacies: The Experiences of Linguistically Diverse Writers across the Curriculum
- E.13 Cognitive Access to Student Success: Motivating the Transfer of Composition Knowledge across the Curriculum and into the Workplace
- E.28 Error-focused Instruction and Its Discontents
- F.04 Learning from Our Students and Each Other: Ways to Teach Writing across the Disciplines
- F.10 Teaching Transferable Writing Skills in First-Year Composition
- F.15 With the Rebirth of WAC, Who Teaches Writing?: A Survey and Three Case Studies
- G.24 Multimedia Online Cases to Connect FYC and Courses in the Disciplines: Role Playing in Multiple Perspectives across Multiple Courses
- G.27 Increasing Access and Success in the Physical and Biological Sciences: What’s Writing Got to Do with It?
- H.24 Troping Across the Curriculum: Resisting Strategies of Access in WAC and Writing Centers
- I.31 Interdisciplinary Issues, Interdisciplinary Writing
- I.27 Feminists Researching across Differences: Talking, Talking Back, and Listening to Whiteness
- J.08 Student Access to University Discourse: Writing in the Disciplines, Dialogic Metalanguage, and Hybrid Discourse
- J.32 English Studies as Context for ESL-II

- J.35 Access to Health Care through Writing
- K.14 Defining Success in WAC: Assessing a WI Course Requirement at a Research I University
- K.29 “We Would NEVER do that in My Discipline!”: Accessing Contact Zones through an Interdisciplinary Writing Group
- L.21 WPA’s Build Bridges Too: The Rhetorical Value of Data, Reports, and Assessments
- M.27 Moving beyond Contact: Conversation as Inquiry, Invention, and Initiative in WAC and Beyond
- N.20 Portfolios and Program Goals: Cans of Worms that Catch Big Fish
- O.09 Calls to Work, Occupational Inquiry, and Discipline-Specific Writing in the New Vocationalism
- O.19 WAC, WID, and Writing Instruction: Creating Cross-Disciplinary Opportunities in FYC, WI, and Beyond
- FSIG.14 National Network of Writing-across-the-Curriculum Programs

### **Writing Centers/Tutoring**

- A.09 Providing Access in the Writing Center: Specialized Tutor Training and Software
- B.05 International Blogging: Research on Cross-Cultural Tutor Training
- B.10 Integrating the Writing/Learning Center: A Synergy that Provides Access and Success to Students at All Levels
- B.12 Designing Tutor Education to Address Issues of Access and Diversity
- C.14 What Research Tells Us about Writing Center Directors and Student-Tutor Interactions
- C.26 (Inter)face to Face: Technology and Tutorials
- D.04 To Change or Not to Change: Pedagogies of Resistance, Peer Tutoring, and Service-Learning in Basic Writing
- D.15 Writing Center Tutor Training: Observing Facial Expressions, Understanding Diversity, Maintaining Confidentiality
- E.05 Tutoring Basic Writing: When to Raise the Lower Order Concerns
- E.14 Bridging the Writing Center to Disability Service Providers: Opening the Gates to Academic Access at the University of Hartford
- G.26 Teaching Across the Curriculum: Faculty Liaisons in a Tutoring Center
- H.24 Troping Across the Curriculum: Resisting Strategies of Access in WAC and Writing Centers
- H.29 OWLS, MOOS, and the Social Order
- I.01 Tricksters, Fishermen, and Others: The Changing Faces of Tutoring
- I.15 Talking in the Center/Teaching in the Classroom
- I.19 Seeing Writing Programs as a Sites of Inquiry
- J.06 At Play in the Fields of the Word: Creating Spaces for Radical Play in Writing Classrooms and Centers
- J.14 The Writing Center as Space
- J.25 Access and Collaboration in the Digital Classroom
- J.29 Feminist Writing Program Administration: Why Bother?

- K.15 Opening the Doors: Building a Mobile Writing Center for an Open-Access Online University
- L.11 ESL and Second Language Students: Addressing Plagiarism, Using Tutoring Strategies, and Researching in the Writing Center
- L.15 The Ecology of Literacy: An “Environmentally Sound” Relationship between Theory and Practice in the Composition Classroom
- M.14 Technology’s Role in Student Success: What Happens When Success and Access Is Decided by a Computer?
- M.15 Let’s Hear it from Them: First-generation and Underrepresented Students Discuss Factors for Success in a Student Support Service Program with Peer-tutoring and Peer-advising
- N.08 Forging a Community/University Literacy Center: Whose Interests? Whose Needs?
- O.10 Assessing Success: A Holistic Approach to Writing Center Research and Pedagogy
- TSIG 17 Fun in the Writing Center: An Interactive Exploration

## Cluster Guide to Concurrent Sessions

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

### 101— Practices of Teaching Writing

- A.01 Accessing Success: Assignments that Promote Student Success in the Urban Community College
- A.02 Places, Spaces, and Selves: Writing as Local Action
- A.03 Just Grading, Just Writing: Exploring Student Perceptions about Fairness
- A.04 Social Scenarios: Motivating Students to Perform at a Higher Level
- A.05 Internationalizing the Classroom: Contrastive Rhetoric in Composition Instruction
- B.02 Testing the Waters of Mainstreaming: Why We Did It and What We Found
- B.03 From Here to There: Using Contrastive Linguistics to Teach ESL Writing
- B.04 (Re)composing Access: Reading War, Technology, and Difference at a Military School
- B.05 International Blogging: Research on Cross-Cultural Tutor Training
- B.06 Alternative Rhetorics for the Non-Elite: Thinking Outside Aristotle’s Box
- B.07 Clash Between Correctness and Error: Access Denied
- B.08 A Debate about Choosing Representational Texts
- B.09 International Insights on Teaching Composition
- B.10 Integrating the Writing/Learning Center: A Synergy that Provides Access and Success to Students at All Levels
- C.02 New Research from Studies in Writing and Rhetoric Authors: Revising Access to the Academic
- C.03 Equal Access for Diverse Learners: Ensuring the Success of Marginally Prepared Students in the Standard Freshman Composition Sequence

- C.04 Emotional Access: Resistance and Control and Teaching for Critical Literacy
- C.06 Multiliterate Students, Multimodal Lifeworlds
- C.07 More, Give Us More Adjunct Teachers: Some Divergent Views
- C.08 The Ins and Outs of Online Writing Instruction
- C.09 Reconciling the Two Sides in the Grammar War
- C.34 Connecting Access to Student Success: The Community College as the Golden Gate
- D.01 Responding to Student Writing
- D.02 Drawing Relationships: Teaching the Visual; Teaching Writing
- D.03 Critically Engaging Other(s): Pedagogical Encounters with Disability
- D.04 To Change or Not to Change: Pedagogies of Resistance, Peer Tutoring, and Service-Learning in Basic Writing
- D.05 Global Access: Teaching, Writing, and Playing in a Shrinking World
- D.06 Challenging the College Game: The Role of Respect and Responsibility in Liberatory Education
- D.07 Access and Ownership for Deaf Students and Those with Visual Spatial Disorders and Aphasia
- D.08 Reassessing Writing Assessment: Imaginative Course Design, Active Learning, and Alternative Technologies
- D.10 Accessing Reading: Creativity and Risk in the Reading Process
- D.35 Improving Success in English as a Second Language through Puppetry, Poetry, and Contrastive Rhetoric
- D.36 Class and Privilege: Miami of Ohio's Portfolios, Thinking, and Honors Composition
- E.02 Teaching Argumentation in Online and Hybrid Composition Classes
- E.03 Simulation Games in the Composition Classroom: Helping All Levels of Students Connect Reading and Writing
- E.04 Personal Writing: Laying the Groundwork for Access
- E.05 Tutoring Basic Writing: When to Raise the Lower Order Concerns
- E.06 Empathy in the Contact Zone: Producing Polydiscursive Writing in a First-Year Humanities Course
- E.07 Predictable Patterns of Wartime Rhetoric: Composition as Rhetorical Democracy
- E.08 Teaching Writing in Technological Contact Zones: Negotiating Access and Relationships
- E.09 I'm Successful; I Published: The Electronic Portfolio
- E.10 The Rhetoric of Instructors' End Comments to Student Writing
- F.02 Bridging Rhetorical Gaps Where Religions Matter
- F.03 Queer/Transgendered Pedagogy and Creating Safe Spaces for Students
- F.04 Learning from Our Students and Each Other: Ways to Teach Writing across the Disciplines
- F.05 (Mis)Perceptions of Plagiarism
- F.06 Narratives in the Composition Class: Problems and Solutions
- F.07 Responding to Student Writing in Open, Nonviolent, and Constructive Ways
- F.08 With a Little Help from My Friends: Effective Uses of Peer Revising
- F.09 Opening the Gates of Grammar and Usage: The History of the Grammar Controversy and Teaching Usage Effectively

- F.10 Teaching Transferable Writing Skills in First-Year Composition
- F.11 Re-defining Success in Argumentative Writing: Helping Students Find Their Voice in Open-access Universities
- F.12 Accessing the Ruins: Questions of Value, Promise, and Epistemology in a Post-cultural University
- F.13 Writing Assessment for Design: Using Writing to Teach and Learn Engineering Design
- F.37 A Tribute to Steve Witte
- G.01 Engaging Composition Students through Deep Learning Technology
- G.02 Visual Rhetoric/Visual Literacies: Accessing the Image in Writing Curricula (TYCA Strand)
- G.03 E-Learning Spaces Where No One is Excluded and No One Is Safe
- G.04 “Welcome to the Ivory Tower”: New TAs, First Generation College Students, and Access to Academia
- G.05 Disconnect between Student and Teacher Perceptions about Literacy, Grammar, and Student Comments
- G.06 Learning Disabilities: Subjects of and for Writing Classrooms
- G.07 Teaching Analysis and Argumentation through Accessible Assignments
- G.08 New Problems from a New Generation of Students
- H.02 Adjusting Our Concept of Service Learning: From Basic Writing Classes to Advanced Composition
- H.03 Strategies for Advanced Writing Courses
- H.04 Student Self-Assessment: Constructing Their Own Rubrics
- H.05 Finding a Nexus between Access and Grammar
- H.06 Addressing Affirmative Action in Diverse and Non-Ethnically Diverse Classrooms
- H.07 Writing for Action: Resistance, Power, and Activism
- H.08 You, Me, Them: Risking Difference and Accessing Academia
- H.09 Embodied Power Dynamics in Critical Composition Work
- H.10 The Golden Rule—A Golden Gate or Brick Wall in the Composition Classroom?—Exploring the Intersect of Religion/Spirituality in Discourse Theory and Pedagogy
- H.11 Ten Years After the Lindemann/Tate Debate: Literature, Composition, and Cultural Studies
- H.12 Writing from and for Reading: The Challenge of Difficult Texts
- H.13 Access Granted to the Contact Zone: Theorizing Pedagogical Methods for Diverse Student Populations inside the Academic Gates
- H.14 It’s Not Just Academic: Developing Successful Peer Review Practices Across Ideas, Values, and Cultures
- H.15 First-Year Seminars: One Small College Examines the Effectiveness of Theme-Based Writing Courses
- I.01 Tricksters, Fishermen, and Others: The Changing Faces of Tutoring
- I.02 Privileging the Old or the New? The Impact of Choosing Reading Texts
- I.03 When is Basic Writing not Basic Writing? Untangling Pedagogy and Assessment in the Small Liberal Arts Institution
- I.04 Toward a Nomenclature of Style: Modal Use in Freshman Writing

- I.05 Rhetoric, Media, and Politics: Classrooms as Contact Zones
- I.06 Empowering ESL Students through Argument, Cultural Criticism, and Peer Response
- I.07 Expecting Errors: Language and Stereotyping
- I.08 Questioning Mainstream Approaches to Teaching Composition
- I.09 Improving Access: Exchanging instead of Responding
- I.10 Anglo Teachers/Non-Anglo Students: Negotiating Cultural Literacies in the Composition Classroom
- I.11 Writing Studio Practice: Opening Places for “At-Risk” Students
- I.12 Transforming the Lives of the Disadvantaged: Finding Their Own Voice (TYCA Strand)
- I.13 Multi-sensory and Hip-Hop Pedagogies: Access to Engagement
- I.14 Opening the Golden Gates? A Debate on Video Conferencing, Access, and Student Success
- J.02 Making Research Matter
- J.03 Analog Asynchronicity: Competing Philosophies of Composition
- J.04 Class Matters
- J.05 Looking Backward, Looking Forward: Knowledge Transfer across the Curriculum
- J.06 At Play in the Fields of the Word: Creating Spaces for Radical Play in Writing Classrooms and Centers
- J.07 Access, Success, and Recess: Re-playing the College Game
- J.08 Student Access to University Discourse: Writing in the Disciplines, Dialogic Metalanguage, and Hybrid Discourse
- J.09 The Ethics and Integration of Service-Learning: Resistance, Empowerment, and Responsibility
- J.10 What about Writing in the English Methods Course? Creating a Space for Teachers to Write and for Writers to Teach
- J.11 Writing Teachers Writing New Media
- J.12 Advanced Composition Toolbox to Access: Integrating Genre, Discourse Analysis, and Ethnography
- J.13 There’s Something about the Personal
- K.02 Access and Excess: When Composition Theory and Composition Load Collide
- K.03 Applying Ethnography, Irony, and Sophistic Rhetoric to Popular Culture
- K.04 Situated Writing: The University as Place
- K.05 Integrating and Expanding Home Language to Empower Students in the College Classroom
- K.06 Re-imagining the Community: Service-Learning as Access in the Writing Classroom
- K.07 Composing in the “Techno-Meritocracy”
- K.08 Piecing Together the Puzzle of Access in the Developmental English Class: Selecting Texts, Reading Texts, Writing about Texts
- K.09 Educating Successful Writers/Rhetors: Project-, Problem-, and Client-Based Pedagogies in the Writing Classroom
- K.10 Reconsidering Collaborative Learning

- K.11 Tools for Revising Our Own Teaching Practices: How Approaches to Universal Design in Teaching can Enhance Deep Learning
- K.12 Access beyond the Gates: Establishing Contact Zones Using Native American and African American Rhetorics in the Classroom
- K.13 Gateway to Writing, the Academy, and Beyond for Non-traditional Adult Learners: Student Access and Success
- K.20 Rethinking Competencies in Linguistically Diverse Composition Courses
- K.24 Open Wide the Gates: Accessing College Composition from High School Classrooms
- L.01 Keeping the Gate Open: Using Home Language, Ebonics and Basic Writer's Language in the Classroom
- L.02 Online Instruction and Minority Students: Strategies for Success in Writing
- L.03 Addressing Gender Issues: Whose Theory Should We Use?
- L.04 Software and Its Problems and Benefits in Writing Classrooms
- L.05 The Trials and Triumphs of Textbook Publishing: The View from Authors, Publishers, and Reviewers
- L.06 A Collection of Collaborators: Four Views of Collaboration from Inside and Outside the Academy
- L.07 Ethnography of the University
- L.08 In Defense of Difficulty: Fostering Student Engagement with Complicated Texts
- L.09 Intersections and Impact of Incorporating Speaking in the Composition Classroom
- L.10 Panning for Gold: Access Doesn't Always Equal Success
- M.02 Bridging the Divide between Basic Writers and the Academy: Golden Gate or Wobbly Log?
- M.03 Recharge the Remote: Channeling Student Literacies Using Multigenre Assignments
- M.04 Can We Teach Voice?
- M.05 Circumscribing the Limits of Academic and Professional Writing
- M.06 Study Abroad: Students Opening Doors for Students
- M.07 The Heart of the Matter: Writing that Merges Personal Connections with a Public Audience
- M.08 Taking the Low Road: Popular Culture and the Writing Classroom
- M.09 Environmental Affirmation: (Re)Writing Agency and Access through Ecomposition
- M.10 Feminist Ethics: Reframing Risk and Trust in the Writing Classroom
- M.11 As We Shape Space so Space Shapes Us: Critical Geography and Place-Based Literacies in Composition
- M.12 Nurturing Nascent Naysayers in a Yes-Man's Land: Encouraging Risk in Homogenous Cultures
- N.01 Multimedia Approaches to Teaching and Using Technology in Writing Classes
- N.03 Home Words: City Writing
- N.04 "Now that there is not much racism in our society. . .": Reading and Writing Race in the Composition Classroom

- N.05 Mainstreaming Re-imagined: An Ensemble Performance
- N.06 Access to Authority (Rhetorical and Otherwise) in the Composition Classroom
- N.07 Creative Access for All and Academic Malice Towards None: Using Technology Creatively and Changing Academic Writing Considerably
- N.15 Rhetorical Provocations: From Jim Crow to Affirmative Action
- O.01 Confronting Others as a Rhetorical Heuristic to Build an Appreciation of Difference in Ourselves
- O.02 Negotiating Identities in the 21st Century Classroom
- O.03 Helping Non-Traditional Students Claim Their Education
- O.04 Opening the Gates of Academia: Approaches to Promoting Student Success at the Community College
- O.05 Access, Privilege, Place, and Confessional Culture in the Composition Classroom
- O.06 Stanford's "How I Write" Project: Creating a Writing Community

## **102—Composition Programs**

- A.06 Gateways to Success for Basic Writers: Alternatives to Basic Writing Courses at the Small College
- A.07 Opening Gates between Disciplines: Composition, Communications, and Information Literacy Programs Working Together to Promote Student Success
- A.08 Communities of Practice: An Inter-Institutional Model for Writing Assessment
- A.09 Providing Access in the Writing Center: Specialized Tutor Training and Software
- B.11 Move Over—We'll Drive: Through the Golden (Flood) Gate of Assessment
- B.12 Designing Tutor Education to Address Issues of Access and Diversity
- B.14 Philosophies, Surveys, and Curriculum Workshops for WAC
- C.10 How Do We Know when Writing Courses Have Succeeded? Is WAC Essential to Produce Effective Senior Writing?
- C.11 Portfolio Assessment and Beyond: Crossroads, Possibilities and Limitations for the Next Generation of Writing Assessment
- C.12 Adapting Curricula to Promote Student and Instructor Success: Writing Their Way into a Diverse University
- C.13 "Barbarians at the Gates": Negotiating Student Placement into First-Year Composition
- C.14 What Research Tells Us about Writing Center Directors and Student-Tutor Interactions
- D.11 Pedagogy and Writing Assessment in California Universities: The Social Construction of a Great Divide
- D.12 Concerning Diversity: The Role of the ESL Individual in the Writing Center
- D.13 Taking Research/Writing Beyond the Campus: Community, Service, Ethnography
- D.14 Case Study: Creating a Collaboratively Written Custom Textbook for First-Year Writing Courses

- D.15 Writing Center Tutor Training: Observing Facial Expressions, Understanding Diversity, Maintaining Confidentiality
- E.01 Writers, Pirates, Students, and Literacy: The Work of 826 Valencia
- E.11 Academic Communities for Excellence: Ensuring Success for Under-Prepared Students
- E.12 Serving “Generation 1.5” Immigrant ESL Students in College Composition Programs
- E.13 Cognitive Access to Student Success: Motivating the Transfer of Composition Knowledge across the Curriculum and into the Workplace
- E.14 Bridging the Writing Center to Disability Service Providers: Opening the Gates to Academic Access at the University of Hartford
- E.15 How Students Develop as Writers: New Roles for Success
- E.16 Bridging Contexts and Disciplines: ‘Engineering’ an Engineering School’s Writing Manual
- F.14 Portfolio Assessment at an Open Admission Institution: Bridge or Barrier to Success? (TYCA Strand)
- F.15 With the Rebirth of WAC, Who Teaches Writing? A Survey and Three Case Studies
- F.16 History and Methods of Writing Assessment
- F.17 The Power of Unexpected Series: Linking Courses, Composition Theories, and Institutions to Create Mainstreamed Basic Writing Programs
- F.08 TYCA Talks (Friday night 6–7 p.m.) (TYCA STRAND)
- F.14 National Network of Writing-across-the-Curriculum Programs
- G.09 It’s All About Our Students’ Success: Coming Full Circle with FYW Assessment
- G.10 A Future Without Gates: Theories, Practices, and Lessons of a Public School / University Service Learning Collaboration
- G.11 Student Access, Student Choice, Student Success in First-Year Composition: A History, Description, and Evaluation of Guided Self-Placement at the University of Georgia
- G.12 In Pursuit of Portfolios
- G.13 (Re)Placing Students Writing: Assessing our Gates of Access
- H.16 Figuring It Out as We Go: Finding a Place for the Writing Program and Finding Our Places In It
- H.17 Walking the City: Rhetorically Situated Learning and the Syntax of Service
- H.18 Writing Opportunity: Administrative, Historical, and Pedagogical Aspects of Teaching EOP Students
- H.19 Enacting Social Justice: Discursive Spaces where Disabilities are Named, Accommodations Constructed, and Alliances Forged
- I.15 Talking in the Center/Teaching in the Classroom
- I.16 Questioning What We Do: Assessing the Effectiveness of Teacher-Researcher Evaluation Portfolios and Learning Communities
- I.17 Arts of Language: Ways to Use and Understand Speaking, Reading, and Writing
- I.18 Giving Voice to African American Males and to the Elderly

- I.19 Seeing Writing Programs as a Sites of Inquiry
- J.14 The Writing Center as Space
- J.15 Rhetoric as Nonviolent Action: Designs for the Writing Program
- J.16 Familiar Problems in New Contexts: Sharing and Maintaining Literacy, Access, and Community
- J.17 How Far Apart? Community Writers and the Academy
- K.14 Defining Success in WAC: Assessing a WI Course Requirement at a Research I University
- K.15 Opening the Doors: Building a Mobile Writing Center for an Open-access Online University
- K.16 “I’ll Show You Mine If You Show Me Yours”: How Integrating Curriculum Promotes Student Success
- K.17 Putting a Face on AIDS in Africa: Creating a Rhetoric of Hope
- K.18 Arguing the End of Composition Studies
- L.11 ESL and Second Language Students: Addressing Plagiarism, Using Tutoring Strategies, and Researching in the Writing Center
- L.12 Faceless, Placeless Success: Questioning the Move toward Nationally Normed Outcomes of Composition Classes
- L.13 Service Learning Problematized
- L.26 New CCCC Position Paper on Writing Assessment
- L.27 Access in the New University: Building Coalitions in a Writing Program
- M.13 Public Writing at the Point of Need: A Senior-Level General Education Composition Course
- M.14 Technology’s Role in Student Success: What Happens when Success and Access Is Decided by a Computer?
- M.15 First-Generation and Underrepresented Discuss Factors for Success in a Student Support Service Program with Peer-Tutoring and Peer-Advising
- M.16 Diversity in Kansas?: The Challenges of Implementing a Diversity/Writing Component at a Large Public University
- N.08 Forging a Community/University Literacy Center: Whose Interests? Whose Needs?
- N.09 Teachers Against the Ropes: Wrestling the New Media Nerve Hold
- N.10 Redefining Success via/and Affirming the Discipline: FYC as Intro to Writing Studies
- O.07 Ensuring Student Success: A Roundtable on Instructional Innovations at an HBCU in Transition
- O.08 Making Access Real: Learning Communities, Basic Writing, and Open Admissions
- O.09 Calls to Work, Occupational Inquiry, and Discipline-Specific Writing in the New Vocationalism
- O.10 Assessing Success: A Holistic Approach to Writing Center Research and Pedagogy

**103—Theory**

- A.10 Epistemologies of the Visual
- A.11 Fields of Vision: Imagery within Discourses of Gender and Ethnicity

- A.12 Women’s Voices across Cultures: Creating a Contact Zone of Feminist Rhetoric
- A.13 Academic Vernaculars: Rearticulating Vernacularity and Rethinking Pedagogy and Student Success
- B.15 Opening and Closing the Gate
- B.16 Accessing Bishop: A Reflection on Wendy Bishop’s Contribution to the Composition Community and the Continued Importance of Her Work
- B.17 Enriching Ourselves with Personal, Visual, and Historical Latina/o Rhetorics
- B.18 Starting Points: Ignorance and Ethics
- B.19 Affirming Access or Securing the Gates?: UNESCO, the World Bank, the IMF, and the Globalization of Literacy
- C.01 Writing Multimodalities within Literacy and “Electracy”: A Conversation with Gregory Ulmer
- C.15 Activating Access: Social Movement Theory for the Composition Classroom
- C.16 Defining Terms of Work in U.S. College Composition
- C.17 Emotional Economies in Literacy Sponsorship
- C.18 Kairos and the Rhetoric of Timely Interventions
- C.19 Coming in the Front Door: The Rhetorics of Institutional Access for People with Disabilities
- C.20 Political Pedagogies and Public Citizens: Writing Instruction, Students, and the Accessibility of Political Discourse
- D.16 Cultivating Success through Reflection: Sites for Learning and Resistance
- D.17 Engaging the Disengaged: Backlash Discourse in the Writing Classroom
- D.18 Constructing Literacies: Fortune Cookies, Markets, and the Denial of Context
- D.19 Interrogating and Interrupting Systems of Belief
- E.17 Rhetorical Power and Public Personalities
- E.18 Elements of Narrative: Coherence, Psychology, and Ethical Leadership
- E.19 Teaching Intersections: Reading and Writing, Language and Literacy
- E.20 Community, Complexity, Deliberation, and Mavericks: How Rhetoric Works (or Doesn’t) in “Real World” Contact Zones
- E.37 Spirituality and Civic Engagement: Intersections of Public and Private Rhetorics
- F.18 Rhetorics of Affirmative Action: Three Cases
- F.19 Literacies of the Moment: From the Radical to the Reactionary
- F.20 Translation Situations in Medicine and among Deaf People
- F.21 Since Style Is a Woman . . .
- F.22 Mainstream for Sale: The Appearance of Margins in Visual Media
- G.14 Desire, Disruption, Discipline: Writing Program Administration as Spectacle
- G.15 (Re) Affirmative (Pro) Action: Breaking Models of Composition
- G.16 Adult Learners at the Threshold: Turning Access into Agency
- G.17 Models of Writing: 3-D Cube, Rhizomatics, and Multiple Intelligences
- G.18 Theory Wars, Post Theory or Theory in the Diaspora: Exiling Theory outside the Walls of Composition and Rhetoric
- G.19 Street Talk: Rhetorics of Advocacy and Action in Public Writing
- H.20 Words and Images: Experience and Literacy
- H.21 Embracing Diversity, Enlarging Community

- H.22 Managerial Logic, Access, and Student Performance: The Political Economy of Pedagogy
- H.23 Openings for Praxis: New Sites for Freirian Research
- H.24 Troping Across the Curriculum: Resisting Strategies of Access in WAC and Writing Centers
- I.20 Rereadings of *Vir Bonus*, Lady Rhetoric/Autochthony, and Lacan's Subject-Supposed-to-Know
- I.21 Epistemological Models: Three Critiques
- I.22 Normie Hegemony: Culture, Rhetoric, and True Life Adventures in the Land of the Neuro-typicals
- I.23 Re-appropriating the Mirror: A Cross-Race Dialogue on Gender, Authority, and Reflexivity
- I.24 Transnational Feminism: Rhetorical and Pedagogical Practices
- J.01 Accessing Asian American Rhetoric(s): Locations, Movements, Actions
- J.18 Rhetoric and Literacy in Political Reform
- J.19 Cultural and Religious Conflict in the Contact Zone: Handling Multiple Viewpoints
- J.20 The Whole Truth and Nothing but the Truth: Testimony and the Construction of Political Truths
- J.21 Racial Representations in Urban Communities, Spoken Word Venues, and Popular Culture: Toward a Redefinition of Public Spaces and Pedagogies
- K.19 Enactment: The Student as Agent of Destiny
- K.21 Terms of Contact Redefined: Comparative Rhetoric beyond the Aristotelian Paradigm
- K.22 Ecologies of Rhetorical Appeals
- K.23 "Seeing" Visual Rhetoric through Studies of Practice
- L.14 From the Golden Gate to the Pearly Gate: Teaching Writing in Religious/Conservative Environments
- L.15 The Ecology of Literacy: An "Environmentally Sound" Relationship between Theory and Practice in the Composition Classroom
- L.16 Re-reading Bakhtin for Democratic Possibility
- L.17 New Rhetorics of Working-Class Consciousness
- L.28 "Hughes' Dream Harlem" and the African American Literary Tradition: A Film Screening
- M.17 Gender, Cognition, Tactility: Hands-on Theories of Rhetoric
- M.18 "Escribiendo Expresiones de Liberación": Theorizing Community-based Writing Programs as Access to Higher Education for Latina/o Youth
- M.19 Adaptive Rhetorics: Moving Figures Across Lyric, Film, and Video Art
- M.20 Indigenous Rhetoric: Speaking to Power without Saying a Word
- M.21 Educational Extremes: Pedagogical Hope and Educational Violence
- N.11 Race and the Rhetorics of Access
- N.12 Theorizing Audience: Making Decisions, Laughing Out Loud
- N.13 The "Nature" of Environmental Arguments: Waterways, Subsistence, and the Value of a Good Map
- N.14 Inspiration from Gerda Lerner for Composition and Rhetoric: Rhetorical History, Pragmatism, Writing as Activism, and Pedagogy
- O.11 Silence, Power, and the Limits of Literacy

- O.12 Theorizing What Genre Can Do
- O.13 Theories of Teaching and Mentoring: Faculty and Students of Color Doing the Cultural Bump (sponsored by the Latina/Latino Caucus)
- O.14 Hearing Voices: Historical Reclamations of Feminist, Rhetorical Agency

## 104—History

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

## 105—Research

- A.01 Changing the Process of Institutional Review Board Compliance
- B.22 Age, Sexuality, and Orientation: Ideologies of Composition Studies
- D.22 Research and Identity
- E.23 Error-focused Instruction and Its Discontents
- F.25 Rethinking the Barriers to “Access” in High School and Beyond: Moving Past Debates about Race as a Factor in College Attendance and Success

- G.22 Year One at ‘City’ High: An Ethnography of Place-based Pedagogy in a College Prep Charter School
- G.23 Rapping Down the Gate: Black Women and Hip-Hop
- H.27 Mending Walls, Unlocking Gates: Research and Reflection on the Shifting Roles of the Two-Year College (TYCA Strand)
- H.28 Diverse Perspectives on Access and Success: Reflections on Three Longitudinal Writing Studies
- H.39 The Portraits of Composition Research Study: Design, Findings, and Implications
- I.27 Feminists Researching across Differences: Talking, Talking Back, and Listening to Whiteness
- J.24 Best Practices: Three Perspectives
- J.36 Taking the Long View: Observations from the Stanford Study of Writing in its 4th Year
- K.25 Researching Rhetorically: Conceptualizing and Teaching Research
- L.19 Defining Access and Success: The Discourse of Medical Research in Everyday Texts and Contexts
- L.29 The Rhetoric of Rememory: Archival Research among Researchers of Color
- M.23 Community-based Writing: Directions for Research
- N.16 Race Qualified and Quantified
- O.16 Multi-modal and Hyper-realistic: Diverse Forms of Representation

## **106—Information Technologies**

- A.15 Public, Private, Political: Social Theories and Blogging Practices
- A.16 Access and Opportunity: Contrasting Perceptions of Distance Learning Faculty
- B.23 Research-based Recommendations for Evaluating and Citing Electronic Sources
- B.24 LGBT Discourse Communities and Digital Technologies in Diverse Contexts
- B.25 Media Rhetoric and the Analysis of Texts: A Case Study Using Written, Auditory, and Kinetic Rhetorics to Analyze Martin Luther King, Jr.’s “I Have a Dream” Speech
- B.26 Evaluating Academic Weblogs: Using Empirical Data to Assess Pedagogy and Student Achievement
- C.25 Sustainable Technological Change: Teaching, Professional Development, and Institution Engagement
- C.26 (Inter)face to Face: Technology and Tutorials
- C.27 The New Collegiality: Circulating Ideas about Writing and Teaching on Weblogs
- D.23 Why Napster Matters: File Sharing, Ownership, and New Digital Ethics
- D.24 The Aftermath of Access: From Critical to Creative Computer Literacies
- D.25 Accessing Heuristics for Multi-modal Web Compositions: Rethinking Invention, Sound, and Interactivity
- E.24 Access and Success: Adopting and Adapting Content Managements Systems for Use in Writing Programs

- E.25 Cyborgs on Blackboard: Materialist Feminist Perspectives on Teaching Electronic Discourse
- E.26 Bois, Bears, and Blogs: Accessing and Mainstreaming Gay Male Literacies
- E.27 The Many Dimensions of Access in a Digital World
- F.26 Information Literacy: Instruction, Assessment, and Concerns
- F.27 Moving beyond Voice-as-Metaphor: New Technologies in Literacy and Composition Studies
- F.28 Digital Controversies
- G.24 Multimedia Online Cases to Connect FYC and Courses in the Disciplines: Role Playing in Multiple Perspectives across Multiple Courses
- G.25 Blogging
- H.29 OWLS, MOOS, and the Social Order
- H.30 Owning Knowledge: New Intersections of Intellectual Property, Technology, and Academia
- I.28 Preparing for a “Society of the Spectacle”: Gaming and Literacies
- I.29 Refiguring Emergent Media: Student Rhetorical Agency, Digital Composing, and Multimedia Production
- J.25 Access and Collaboration in the Digital Classroom
- J.26 Gender, Ethics, and Liability: Access and Autonomous Software Agents on the Internet
- K.26 Hybridity and Information Technologies
- K.27 Expanding the “Contact Zone” to Cyberspace: Three Pedagogical Applications for Weblogs
- L.20 Exploring Online Communities
- M.24 Composing Images, Creating Texts: A Conversation about Incorporating Multimodality into the Composition Classroom
- N.17 Images of Resistance: Multimodal Rhetoric as Civic Intervention
- O.17 Interfacing and Composition Pedagogy: From Surfing to Hacking

### **107—Institutional and Professional**

- A.17 Preparing Students and Faculty for Success in the Multi-modal World
- A.18 A Question of Quality: Standards and Access
- B.27 Access through Rural Community College: Unique Concerns for Faculty (TYCA Strand)
- B.28 The History and Future of Composition: Reflections of Past CCCC Chairs
- B.29 Why College Composition Teachers Need to Know about Secondary Writing Assessments
- C.28 The New SAT Writing Section: Perils and Possibilities
- C.29 Composition as Gated Community?: Assessment and Gatekeeping in the Twenty-First Century
- C.30 Is the Sky Falling? (TYCA Strand)
- CN.4 Conversations about the Lip Service of Access
- D.09 Affirmative Action and the Challenge of Diversity
- D.26 Opening the Golden Gates through Digital Innovation: Expanding Access for Students with Disabilities

- D.27 Talkin 'bout My Generation: First Ph.D.'s in Composition and Access to the Discipline
- D.28 (Dis)placed by Technology: Access-orizing Our Institutions and Pedagogies
- D.29 New Directions for Mentoring Graduate Students
- D.30 Planning and Hosting Small Conferences Without Going Broke (TYCA Strand)
- E.28 Issues in Proprietary and for-Profit Writing Programs
- E.29 Myths of Access: Exploring Documented and Undocumented Identity in the Classroom
- E.30 The Untold Story: How Race Affects the Relationships between Supervisors, Teachers, and Students
- E.31 Getting from There to Here: Addressing the Needs of a Diverse Student Population
- E.32 Preparing to Teach in a Two-Year College (TYCA STRAND)
- E.38 Writers All Around Us
- F.01 Intellectual Property: Key Issues
- F.29 The Prospects and Politics of Book Publishing in Rhetoric and Composition
- F.30 Turning, Returning, and Interning with CCC: Insights on the Discourse of Our Field
- F.31 Present Curricular Practices and Future Directions for the Ph.D. in Rhetoric/Composition
- F.32 Composition and Distance Learning: The Most Successful Failure of Two-Year Colleges?
- G.6 Teaching across the Curriculum: Faculty Liaisons in a Tutoring Center
- G.7 Increasing Access and Success in the Physical and Biological Sciences: What's Writing Got to Do with It?
- G.28 Crises in English Education: The Importance of Context
- G.30 Standardization in English Studies: Resisting the Normalizing Gaze
- H.31 Pedagogy, Politics, and Promise: The Conference on Basic Writing at 25
- H.32 What Goes When Something's Gotta Give?: How Material Conditions (Ought to) Change Teaching
- H.33 Evaluating Teachers: The Public and the Private
- H.34 Trained in Composition: Teaching Literature, Film, and Culture
- I.30 Location, Location, Location: Writing Programs and Institutional Space
- I.31 Interdisciplinary Issues, Interdisciplinary Writing
- I.32 "Serival of the Fittus": Assessment, Placement, and Student Success in the Academic Jungle
- I.33 Addressing the Public, Assessing Ourselves: A New Disciplinary Framework for Rhetoric and Composition
- J.27 Department Leadership: The Gateway for Faculty and Student Success at Two-Year Institutions
- J.28 Professional Development: Three Contexts
- J.29 Feminist Writing Program Administration: Why Bother?
- J.30 Affirming Our Unity in Writing: Composition, Creative Writing, Journalism, and Professional Writing in a Holistic Writing Major
- J.31 Consultation Session on Issues Related to Writing Assessment

- K.28 Organizing Tenured and Non-Tenure-Track Faculty on Contingent Faculty Issues
- K.29 “We Would NEVER do that in My Discipline!”: Accessing Contact Zones through an Interdisciplinary Writing Group
- K.30 “My Student Has Self-Identified, Now What Do I Do?”: Opening Gates to Ability
- K.31 Affirmative Acts: Ethical Consensus on the Common Good
- L.21 WPAs Build Bridges Too: The Rhetorical Value of Data, Reports, and Assessments
- L.22 Lost Ethics in the English Classroom
- L.23 Institutional Authority, Leadership, and Power
- L.30 How Are We Teaching Teachers to be Teachers?
- M.25 Implications for the First Year
- M.26 Portfolios as Assessment and Learning Tools
- M.27 Moving beyond Contact: Conversation as Inquiry, Invention, and Initiative in WAC and Beyond
- N.18 Beyond Our Gates: Writing beyond the Writing Program
- N.19 The Economics of Plagiarism and Authorship
- N.20 Portfolios and Program Goals: Cans of Worms that Catch Big Fish
- O.18 Reconstructing Professional Identities within Institutional Cultures
- O.19 WAC, WID, and Writing Instruction: Creating Cross-Disciplinary Opportunities in FYC, WI, and Beyond
- O.20 “The Gilded Six Bits”: Validating and Invalidating African American Language in our Classes and Institutions

## **108—Language**

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

- J.32 English Studies as Contexts for ESL-II
- K.32 English Studies as Contexts for ESL-I
- L.24 Dialect Dilemmas
- M.28 Issues of Language Rights
- M.29 Life Histories, Case Studies; ESL

### **109—Creative Writing**

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

### **110—Professional and Technical Writing**

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