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## Greetings from the 2005 PROGRAM CHAIR



Judith (Jay) Wootten



Deb Long

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

If you attended the NCTE Annual Convention held in San Francisco in November 2003, you might recall program chair Patty Stock's multilingual

divider pages in the program. They represented the major language groups in the city. I gloried in hearing so many languages as I walked from my hotel to the convention site. San Francisco challenges (and maybe surpasses) New York for cultural and linguistic diversity.

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

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

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

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

Were there glitches? Of course. When there are so many proposals and so many people involved, there are bound to be human errors. For the most part, the process

went smoothly, thanks primarily to NCTE Convention Manager Eileen Maley and Convention Director Jacqui Joseph-Biddle, and the many other NCTE staff members who helped. Program Assistant Deborah Long made dealing with the detail work that comes with planning a program manageable and even fun. This year we sent e-mail invitations for the first time, and judging from the response, it was successful. In fact, it was so successful that we had many more volunteers to chair sessions than we had sessions needing chairs.

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

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

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

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

If following Spade around isn't enough, Janice Albert will provide a slide tour of Literary San Francisco on Thursday afternoon. She will prepare a walking guide to sites you might want to visit.

When I first came to CCCC in 1980 to present my dissertation research, I was petrified, especially when I saw that many of the audience members were my professors. No one I knew had presented at the C's as a graduate student, but I have seen more and more students involved in CCCC presentations. I especially welcome students, both graduate and undergraduate, to the conference. And if you've not been here before either as a student or faculty member, please come to the newcomers' events—they will be worth the time.

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

Judith (Jay) Wootten  
Kent State University  
Program Chair



## New to the Convention?

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

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

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

We look forward to meeting you in San Francisco.

—CCCC Executive Committee

### From the CCCC Mentoring Committee

With warm good wishes,

Paul M. Puccio, Chair  
Joseph Janangelo  
Martha Marinara  
Cynthia Selfe  
Emily Issacs

Lynn Troyka  
Benjamin Wiley  
Amanda Espinosa-Aguilar  
Paul Hanstedt

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

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

On Wednesday, from 5:15–6:15 p.m., some long-time CCCC participants will host a brief **Orientation Session**, at which we will discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention's many events, and how to meet others. We also look forward to meeting you at the **Newcomers Coffee** on Thursday from 7:00–8:15 a.m.—a congenial start to the first full day of activities. For the location of these events, please see the Special Events schedules for Wednesday and Thursday. Throughout the conference, members of this Committee and other CCCC members will be available in a "Mentoring Station" to answer questions, chat about the conference, talk about our shared interests, learn about your work, and discuss how CCCC can support you. Members of the Mentoring Committee will be present throughout the conference—we'll have specially marked badges—

always ready to listen to your concerns, help you with your questions, and begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us. People with Local Arrangements and Executive Committee ribbons will also welcome your questions.

## **Newcomers Orientation**

Exhibit Level, Exhibit Hall D, Room 1

5:15 p.m.–6:15 p.m.

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

## **About the CCCC Convention**

### **Registration**

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

### **Exhibits**

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

### **Local Committee Headquarters**

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

### **Location of Meeting Rooms**

All meetings of the 2005 CCCC are in the Moscone Center/Hall D.

## Information for Attendees with Disabilities

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

## Workshops

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

## Opening General Session

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

## Concurrent Sessions

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

## Special Interest Groups and Caucuses

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

## CCCC 2005 Online

To find links to past versions of CCCC Online and to search the collection, visit <http://archive.ncte.org/cccc/>.

For this year, home (homepage, that is) is at <http://www.ncte.org/profdev/conv/cccc/>.

## The NCTE/CCCC Mobile Technology Center Computer Connection Presentations

**Douglas Eyman, Computer Connection Coordinator**  
(eymandou@msu.edu)

**Thursday, March 17**

**Friday, March 18**

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

**Thursday, March 16**

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

**Friday, March 18**

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