

Preconvention Activities

Wednesday, March 16

REGISTRATION, 8:00 a.m.–7:00 p.m.

Exhibit Level, Exhibit Hall D

MEETING OF THE CCCC EXECUTIVE COMMITTEE

The Handlery Hotel, Union Square

9:00 a.m.–5:00 p.m.

THE RESEARCH NETWORK FORUM

Exhibit Level, Room 132/133

9:00 a.m.–5:00 p.m.

Chair: Risa P. Gorelick, Monmouth University, West Long Branch, NJ

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

Discussion Leaders: Anthony T. Atkins, Northwestern State University, Natchitoches, LA

Rise B. Axelrod, University of California, Riverside

Charles Bazerman, University of California, Santa Barbara

Kristine Blair, Bowling Green State University, OH

David Blakesley, Purdue University, West Lafayette, IN

Lynn Bloom, University of Connecticut, Storrs

Collin Brooke, Syracuse University, NY

Ronald Brooks, Western Oregon University, Monmouth, “Red Scare Rhetorics: The Effects of McCarthyism on Composition and Literature Courses During the Early Cold War Period”

Stuart Brown, State University of New Mexico, Las Cruces

Paul Butler, Montclair State University, NJ

Joseph ‘Rocky’ Colavito, Northwestern State University, Natchitoches, LA

Keith Gilyard, Pennsylvania State University, University Park

Greg Glau, Arizona State University, Tempe

Risa P. Gorelick, Monmouth University, West Long Branch, NJ

Joe Marshall Hardin, Western Kentucky University, Bowling Green

Gail Hawisher, University of Illinois, Urbana-Champaign, “Becoming Literate in the 21st Century”

Will Hochman, Southern Connecticut State University, New Haven

Eleanor Kutz, University of Massachusetts–Boston, “Studying Discourse”

Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis

Wednesday, 9:00 a.m.–5:00 p.m.

Barry Maid, Arizona State University, Mesa
Lisa J. McClure, Southern Illinois University, Carbondale
Nancy Myers, University of North Carolina–Greensboro
Ollie O. Oviedo, Eastern New Mexico University, Portales
Rebecca Rickly, Texas Tech University, “Thinking Through Research”
Lance Rivers, Lake Superior State University, Sault Ste. Marie, MI
Duane Roen, Arizona State University, Mesa
Elsa Rogers, International College, Fort Myers, FL, “Plagiarism and the Adult Learner,” erogers@internationalcollege.edu
Cynthia L. Selfe, Michigan Technological University, Houghton
Dickie Selfe, Michigan Technological University, Houghton
Catherine F. Smith, East Carolina University, Greenville
Mary Alice Trent-Williams, Oral Roberts University, Tulsa, OK, “Composition, Ethics, and Computers”
Anne Trubek, Oberlin College, OH
Peter Vandenberg, DePaul University, Chicago, IL
Janice R. Walker, Georgia Southern University, Statesboro
Carrie Wastal, Muir College Writing Program, San Diego, CA
Katherine V. Wills, Indiana University, Columbus, IN
Adrian Wurr, University of North Carolina–Greensboro
Editor’s Roundtable: Kristine Blair, Bowling Green State University, OH, “Computers and Composition Online”
David Blakesley, Purdue University, West Lafayette, IN, “The Writing Instructor”
John Boe, University of California–Davis, “Writing on the Edge”
Elizabeth Brockman, Central Michigan University, “Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture”
Darren Chiang-Schultheiss, Fullerton College, CA, “Inside English: Journal of the English Council of California Two-Year Colleges”
Theresa Enos, University of Arizona, Tuscon, “Rhetoric Review”
Doug Eyman, Kairos, “A Journal of Rhetoric, Technology, and Pedagogy”
Kristie Fleckenstein, Ball State University, Muncie, IN, “Journal for the Assembly for Expanded Perspectives on Learning (JAEPL)”
Dawn Formo, Editor: The Writing Instructor, “The Writing Instructor”
Ann George, Texas Christian University, Fort Worth, “Composition Studies”
Greg Glau, Arizona State University, Tempe, “WPA: Writing Program Administration”
Risa P. Gorelick, Monmouth University, West Long Branch, NJ, “Book Series on Research Forums”
Joe Marshall Hardin, Western Kentucky University, Bowling Green, “Composition Forum”
Gail Hawisher, University of Illinois, Urbana-Champaign, “Computers and Composition”
Byron Hawk, George Mason University, Fairfax, VA, “Enculturation: A Journal of Rhetoric, Writing, and Culture”

Cynthia Haynes, “PTEL”

Will Hochman, Southern Connecticut State University, New Haven, “Reviewing CCCC in ‘Across the Disciplines’”

William Lalicker, West Chester University, PA, “Basic Writing E-Journal”

Carrie Leverenz, Texas Christian University, Fort Worth, “Composition Studies”

Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis, “Journal of Teaching Writing”

Barry Maid, Arizona State University, Mesa, “WPA: Writing Program Administration”

Ollie O. Oviedo, Eastern New Mexico University, Portales, “Readerly/Writerly Texts”

Duane Roen, Arizona State University, Mesa, “Writing Program Administration Journal”

Barbara Roswell, Goucher College, Towson, MD, “Reflections: A Journal of Writing, Service Learning and Community Literacy”

Cynthia L. Selfe, Michigan Technological University, Houghton, “Computers & Composition”

Tony Silva, Purdue University, West Lafayette, IN, “Journal of Second Language Writing”

Victor Vitanza, University of Texas–Arlington, “PRE/TEXT”

Janice R. Walker, Georgia Southern University, Statesboro, “Readerly/Writerly Texts On-Line and Book Series on Research Forums”

Lynn Worsham, “JAC”

Executive Committee: Paul Butler, Montclair State University, Upper Montclair, NJ

Catherine Smith, East Carolina University, Greenville

Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis

Vincent Casaregola, St. Louis University, MO, Co-Proposal Writer

Gina Merys Mahaffey, St. Louis University, MO, Co-Proposal Writer

Carolyn J. Pastel Anderson, University of Louisiana–Lafayette, Coordinator and Secretary

Janice Walker, Georgia Southern University, Statesboro, Graduate Research Network Liaison

Lisa J. McClure, Southern Illinois University, Carbondale, Plenary Coordinator

Carrie Wastal, University of California–San Diego, Journal Editor Coordinator

Mary Alice Trent-Williams, Oral Roberts University, Tulsa, OK, Survey Coordinator

Risa P. Gorelick, Monmouth University, West Long Branch, NJ

Ollie O. Oviedo, Eastern New Mexico University, Portales

Deanya Lattimore, Syracuse University, NY, Data Bank and Web Site Coordinator

Anthony T. Atkins, Northwestern State University, Natchitoches, LA, Publicist

Katherine V. Wills, Indiana University Purdue University, Columbus, IN, Assistant Publicist

Past Chair/Past Work-in-Progress Coordinator: Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis

Wednesday, 9:00 a.m.–5:00 p.m.

Plenary Presenters: Gail Hawisher, University of Illinois, Urbana-Champaign, “Becoming Literate in the 21st Century”

Keith Gilyard, Pennsylvania State University, University Park

Eleanor Kutz, University of Massachusetts–Boston, “Studying Discourse in Communities and Classrooms”

Cynthia Selfe, Michigan Technological University, Houghton, “Multimodality and Composition Studies”

Work-in-Progress Presenters: Matthew Abraham, University of Tennessee at Knoxville, “The Rhetoric of Academic Controversy: Discussing the Israel-Palestine Conflict on American Campuses”

Kathy Albertson, Georgia Southern University, Statesboro, “College Students’ Perceptions of Academic Literacy during Their First Term”

Carolyn J. Pastel Anderson, University of Louisiana at Lafayette, “Shaping Composition Performances: How ‘Motive’ Sets the Stage”

Anthony T. Atkins, Northwestern State University, Natchitoches, LA, “Institutional Mission Statements and Technology Training: The Link Between Vision and Reality”

Samantha Blackmon, Purdue University, West Lafayette, IN, “Racing Toward Representation: An Understanding of Racial Representation”

Mary Beth Breland, Hannibal-LaGrange College, MO, “Developing Christian Scholars”

Ronald Brooks, Western Oregon University, Monmouth, “The Implications of Red Scare Politics for Early Cold War Writing Instruction”

Linda Buchanan, Kettering University, Flint, MI, “Bodily Rhetorics”

Matthew Bunce, Michigan Technological University, Houghton, “A Study of the Community and Digital Literacy Practices of Learning-Disabled Students”

Peter Elbow, University of Massachusetts–Amherst, “Enlisting Speech for Writing: Towards a More Inclusive Literacy”

Jessica Enoch, University of New Hampshire, Durham, “Building a Place for a Woman to Teach: How the Nineteenth-Century Classroom Became a Domestic Space”

Rick Evans, Cornell University, Ithaca, NY, “Reflexive Literacy: A ‘Breakthrough into Performance’”

William T. FitzGerald, University of Maryland, Baltimore, “Science Writing: Practice, Pedagogy and Curricular Development”

Chris Geyer, Syracuse University, NY, “The Rhetoric of Brown v. Board”

Risa P. Gorelick, Monmouth University, Long Branch, NJ, “A Celebration of Scholars: The Role of Research Forums to the Field of Composition/Rhetoric Scholarship”

Mei-ching Ho, Arizona State University, Tempe, “‘Is it all about online literacy?’: Hypertexts in ESL Websites”

Hannah Holbrook, California State University, San Bernardino, “The Unprofessed Pedagogy: Are We Post-Process Yet?”

Jennifer Johnson, California State University, Northridge, “Contrasts and Connections: A Genealogical Approach to Tracing Paradigms in the Field”

- Clifton Justice, Indiana University of Pennsylvania, “Foucault and Genre: Understanding Positions of Power in a Text”
- Teresa Kramer, Southern Illinois University, Carbondale, “Service-Learning and Student Choice”
- Diane Langlois, Louisiana State University at Eunice, “Using Media (From the Weather Channel to Infomercials) as Models of Rhetoric for Students Who Resist Reading Assignments”
- Deanya Lattimore, Syracuse University, NY, “This Is Not a Text: Limits of Reader Software Applications for Textual Scholars”
- Gina Merys Mahaffey, St. Louis University, MO, “Equivalent Importance and Knowledge Making: Literacy and Classroom Power”
- Randall McClure, Minnesota State University, Mankato, “Peer Mentoring in the Training of TAs”
- Gloria McMillan, Pima College, Tucson, AZ, “National Adjunct Writing Faculty Survey 2004 (Year 2 of 5)”
- Michael Moghtader, James Madison University, Harrisonburg, VA, “Making English-Studies Pedagogy Matter Beyond”
- Charles Murillo, California State University, San Bernardino, “Chicana/o Street Textuality and Pedagogy: Teen Angels en la Clase”
- David Nentwick, Syracuse University, NY, “Between Two Worlds: English Composition in Quebec and the Globalization of English”
- Ollie O. Oviedo, Eastern New Mexico University, Portales, “Digital Tools in Composition Studies”
- Donald Pardlow, Floyd College, Rome, GA, “How the Word Processor Complicates Freshman Composition Students’ Development of Communicative Performance”
- K. J. Peters, Loyola Marymount University, Los Angeles, CA, “I Downloaded My Personal Experience: Baudrillard and Paper Mills”
- Roxanne Pilat, Lewis University, Romeoville, IL, “The Writer’s Spiral: A Source of Creativity for a Genre of One”
- Meagan S. Rodgers, University of New Hampshire, Durham, “White Teacher: The Enormity of the Invisible”
- Elsa Rogers, International College, Fort Myers, FL, “Plagiarism and the Adult Learner”
- Heather E. Rosso, Syracuse University, NY, “From Internet to In the Woods—Ethnography in the Mountains of Colorado”
- Wendy B. Sharer, East Carolina University, Greenville, NC, “Reconsidering the Gate-Keeper: Exploring Connections between Composition and Retention”
- Catherine Smith, East Carolina University, Greenville, NC, “Civic, Public, and Community as Keywords”
- Cathy Spidell, University of Akron, OH, “Educating to Transform: Going to Class on Class”
- W. Kurt Stavenhagen, Syracuse University, NY, “Stephen Covey and Ben Franklin: The Rhetorical Use of Aphorisms in Selling Success”

Wednesday, 9:00 a.m.–5:00 p.m.

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

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

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

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

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

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

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

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

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

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

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

Winifred J. Wood, Wellesley College, MA, “Critical Discourse Analysis and Situated Electronic Discourse”

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

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

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

Exhibit Level, Exhibit Hall D, Room 17

9:00 a.m. – 5:00 p.m.

Chair: Marsha Millikin, Lansing Community College, MI

Presenters: Heather E. Bruce, University of Montana, Missoula, “In Politics, Perception is Reality: Exploring Affirmative Action Rhetorics of Anti-Feminist Backlash”

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

Judy Hebb, Atlanta Christian College, GA, “Mestizaje Rhetoric for Access to Academia”

- Jane E. Hindman, San Diego State University, CA, “Privileging Feminist Teaching and Enhancing Student Access: Tools for Revising Instructional Assessment Practices”
- Hallie Lemon, Western Illinois University, Monmouth, “The Jungle Is Still Out There: Male and Female Students Respond to Paglia”
- Cheryl L. Johnson, University of Idaho, Moscow, “Out of the Margins: Empowering Female Writers in the Composition Classroom”
- Jayne A. Moneysmith, Kent State University, Stark Campus, Canton, OH, “Out of the Margins: Empowering Female Writers in the Composition Classroom”
- Pamela L. Martin, Georgia Southern University, Statesboro, “Ethical Dilemmas of a Feminist Educator in Responding to Students’ Writing: The Personal Narrative Essay and the Consequences of Disclosure”
- Christine M. Trochesset, Western Illinois University, Canton, “Writing Like a Girl!”
- Kathleen R. Winter, University of Maryland–Eastern Shore, Salisbury, “The Five-Year-and-Out Trick: How I Survived the Academic Games and Helped”
- Leslie Chilton, Tempe, AZ, “Issues with the Tutor-Client Relationship”
- Pia Taavila, Gallaudet University, Washington, D.C., “Poetry or Tenure?: Getting Creative Work Recognized”
- Alice Robertson, Western Illinois University, Macomb, “Contact Zone/Combat Zone?: Feminist Teachers in Today’s Classrooms”
- Barbara Smith, College of Mount Saint Vincent, Riverdale, NY, “Support Services for Affirmative Action Students: A Feminist Perspective”
- Tobi Jacobi, Colorado State University, Fort Collins, “Zines as Feminist Space”
- Amy A. Childers, North Georgia College and State University, Dahlonega, “Mean Girls: Female Aggression and Resistance in the Classroom”
- Kathy Balderson, Western Illinois University, Macomb, “Dragging the Guys In: Reading Deborah Tannen’s *YJDU* to Keep Them Coming Back for More”
- Sally Chandler, Kean University, Union, NJ, “Precisely because ‘Feminisms’ No Longer Appear to be a Stable Notion”
- Janice Neuleib, Illinois State University, Normal, “The Age Gap and How to Cross It”
- Tracy Ann Robinson, Oregon State University, Corvallis, “Enhancing the WI Experience Through Upfront Self-Evaluation and Goal Setting”
- L. Therese Trotochard, Western Illinois University, Macomb, “Resistance to Feminist Theory in the Classroom”
- M. Lynda Ely, Texas A&M University, College Station, “Community College Syndrome: An Illness of Underachievement”