THURSDAY, 8:00 a.m.–10:00 a.m.

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

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

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

Opening General Session

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

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

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

Scholars for the Dream Travel Award Committee:

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

To increase the participation of traditionally underrepresented groups—African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino and Latina Americans, and American Indians—CCCC has established the Scholars for the Dream Travel Award. The awards celebrate the scholarly contributions of first-time presenters at CCCC who are members of these groups. By providing some funding for these scholars to travel to the Conference and to share their work with us, we hope to make the term “underrepresented” past history.

Presentation of the Exemplar Award

This award is presented to a person who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.
Erika Lindeman, winner of the 2005 CCCC Exemplar Award, will speak.

Exemplar Award Committee:

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

Previous Award Winners:

2004 Jacqueline Jones Royster
2003 Win Horner
2002 Art Young
2001 Lynn Q. Troyka
2000 Murial Harris
1999 Geneva Smitherman
1998 Janice Lauer
1997 Ann E. Berthoff
1996 Edward P. J. Corbett
1995 James L. Kinneavy
1994 Andrea Lunsford
1993 Richard Ohmann
1992 Janet Emig
1991 Richard Lloyd-Jones
Who Owns Writing?

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

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

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

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

My question is messier than the us of composition studies versus the them beyond. There is the us and them of composition, rhetoric, creative writing, technical communication—and now graphic design and digital media. Within composition studies itself we contest pedagogies and perspectives: what genres should we teach and why, for example? We debate in the name of helping students and writers, yes, but for other interests, too.

Ownership means commodities for selling, access for granting. Jay Wootten called our attention to gates in San Francisco that block as well as gates that beckon. We ought to ask not only which gates others are building in the world today but also which kinds we are building ourselves, and why.
Thursday, 8:00–10:00 a.m.

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

10:30 a.m.–11:45 a.m.

Featured Session

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

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

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

History

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

Exhibit Level, Exhibit Hall D, Room 7

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

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

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

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

Practices of Teaching Writing

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

Exhibit Level, Room 112

Chair: Bruce Horner, University of Wisconsin-Milwaukee

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

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

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

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

Practices of Teaching Writing

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

Exhibit Level, Exhibit Hall D, Room 8

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

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

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

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

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

Practices of Teaching Writing

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

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

Practices of Teaching Writing

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

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

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

Practices of Teaching Writing

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

Practices of Teaching Writing

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

Practices of Teaching Writing

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

Composition Programs

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

Composition Programs

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

**Composition Programs**

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

Exhibit Level, Exhibit Hall D, Room 2  
*Chair:* John Alberti, Northern Kentucky University  
*Presenters:* Leanne Warshauer, Suffolk County Community College, Selden, NY, “Results of 2004 WAC Program Survey”  
Paul Anderson, Miami University, Oxford, OH, “Through the Gates: Increasing a WAC Program’s Impact with Project-Focused Initiatives”  
Shawna L. Rushford, Miami University, Oxford, OH, “Through the Gates: Increasing a WAC Program’s Impact with Project-Focused Initiatives”

**Theory**

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

Exhibit Level, Exhibit Hall D, Room 4  
*Chair:* Maria Polski, East-West University, Chicago, IL  
*Presenters:* Maria Polski, East-West University, Chicago, IL, “Genre and Agency: The Theory of Yuri Rozhdestvensky”  
Lawrence Gorman, East-West University, Chicago, IL, “Criteria for Defining and Describing Communicative Genres”  
Ellen McManus, Dominican University, River Forest, IL, “Genre and the Cyber-Savvy Student”

**Theory**

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

Exhibit Level, Room 130  
*Chair:* Kate Brown, University of Louisville, KY  
*Presenters:* Deborah Coxwell-Teague, Florida State University, Tallahassee, “Bishop and Writing Program Administration: Example, Leader, and Advocate”  
Jay Szczepanski, Florida State University, Tallahassee, “Accessible Stylistic Strategies: Wendy Bishop, Winston Weathers, and Alternate Style”  
Kate Brown, University of Louisville, KY, “Bishop’s Ethnographic Research: Outsider Access into the Composition Classroom”  
Amy Hodges Hamilton, Florida State University, Tallahassee, “A Teaching Life: The Ongoing Accessibility of Bishop’s Scholarship”
Thursday, 10:30–11:45 a.m.

**Theory**

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

Exhibit Level, Room 120

*Chair:* Victor Villanueva, Washington State University, Pullman

*Presenters:* Francisco Noe Tamayo-Rico, Washington State University, Pullman, “A Latino’s First CCC: On ‘Compassionate’ Erasure”


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

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**Theory**

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

Exhibit Level, Room 113

*Chair:* Susan Allen, Greenville Technical College, SC

*Presenters:* Kevin Porter, University of Texas at Arlington, “Finding a Space from Which to Write: The Argumentum ab Ignorantiam”

Jennifer Griffith, University of Wisconsin-Madison, “Writing Relations: Ethical Demands and Student Success in the First-Year Writing Classroom”

Virginia Chappell, Marquette University, Milwaukee, WI, “Positions, Interests, and the Heart of the Matter: Opening Up the Study of Argument with Insights from the Practice of Conflict Resolution”

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**Theory**


Exhibit Level, Exhibit Hall D, Room 5

*Chair:* Claude Hurlbert, Indiana University of Pennsylvania

*Presenters:* Christopher Garcia, Indiana University of Pennsylvania, “Literacy from Without: Postcolonialism, the World Bank and Guam”

Anestine Hector-Mason, Indiana University of Pennsylvania, “Reading, Writing, or Eating: UNESCO’s ‘Success’ in the West Indies”


Thursday, 10:30–11:45 a.m.

History

B.20 Thinking through Practice: Reconsidering Historiographic Access to Rhetoric and Composition
Exhibit Level, Exhibit Hall D, Room 14
Chair: Judith Szerdahelyi, Western Kentucky University, Bowling Green
Presenters: Lisa Ede, Oregon State University, Corvallis, “Thinking through Practice: Some Introductory Comments and Examples”
Cheryl Glenn, Pennsylvania State University, University Park, “Practice Makes Practice: Accessing Histories of Rhetoric”
Jessica Enoch, University of New Hampshire, Durham, “Thinking through the Practice (and Problems) of Historiography: Jovita Idar and Marta Peña’s Access to Composition’s History”
Respondent: Anita Helle, Oregon State University, Corvallis, “Access, Practice, and Location”

B.21 The Viability of ‘The Rhetorical Tradition’
Exhibit Level, Exhibit Hall D, Room 13
Chair: Janet Atwill, University of Tennessee, Knoxville
Presenters: Leah Ceccarelli, University of Washington, Seattle, “The Ends of Rhetoric Revisited”
Thomas J. Kinney, University of Arizona, Tucson, “Civic Humanism, A Post-Mortem”
Michael Halloran, Rensselaer Polytechnic Institute, Troy, NY
Steve Mailloux

Research

B.22 Age, Sexuality, and Orientation: Ideologies of Composition Studies
Exhibit Level, Exhibit Hall D, Room 16
Chair: Andrea Betancourt, New Mexico State University
Presenters: Darci Thoune, University of Louisville, KY, “Age and Instructor Identity: A Case Study”
Mary Thompson, University at Buffalo, NY “Unpacking Digital ‘Texts’: Fanfiction and Adolescent Girls”
John Hudson, University of Illinois at Urbana-Champaign, “Queer Omissions: Lesbian-Gay-Bisexual-Transgender-Queer (LGBTQ) Student Perspectives on LGBTQ Representation in Composition Readers”
Information Technologies

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

Exhibit Level, Room 122

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

Presenters: Douglas Eyman, Michigan State University, East Lansing, “Migratory and Ephemeral: Locating, Evaluating, and Contextualizing Online Sources”
Colleen A. Reilly, University of North Carolina at Wilmington, “Works Cited and Usability: Relocating Electronic Sources”
James P. Purdy, University of Illinois at Urbana-Champaign, “Practices of Online Research and Citation: A Case Study”
Joyce R. Walker, University of South Florida, St. Petersburg, “Practices of Online Research and Citation: A Case Study”

Information Technologies

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

Exhibit Level, Room 123

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

Serkan Gorkemli, Purdue University, West Lafayette, IN, “Turkish LesBiGay Students’ Participation in Queer Student Discourse Communities through Yahoo! Groups”
Julie Estep, Michigan Technological University, Houghton, “Queer Cyborgs in Christian Space: A Longitudinal Study”

Information Technologies

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

Exhibit Level, Room 110

Chair: Cindy Selfe, Michigan Technological University, Houghton

Presenters: John Barber, University of Texas at Dallas
Laura Gray, Rogers State University, Claremore, OK
Dene Grigar, Texas Woman’s University, Denton
Thursday, 10:30–11:45 a.m.

**Information Technologies**

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

Exhibit Level, Room 124

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

**Institutional and Professional**

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

Exhibit Level, Exhibit Hall D, Room 3

*Chair:* Witt Salley, North Arkansas College, Harrison, AR  
*Presenters:* Sharon Mitchler, Centralia College, WA, “Open Access: Guess Who’s Coming to Class”  
Eric Bateman, San Juan College, Farmington, NM, “The Language of the City and the Country: Cultural Hierarchies and Asymmetrical Relationships”  
Gerri Dobbins, Gaston College, Dallas, NC, “From Cotton Mill to College Classroom: Helping Non-traditional Students Make the Transition”  
Joann Yost, Bethal University, St. Paul, MN, “Private Liberal Arts vs. Rural Community College Writers: Topics, Attitudes, Quality”

**Institutional and Professional**

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

Exhibit Level, Room 133

*Chair:* Deborah H. Holdstein, Governors State University, University Park, IL  
*Plenary Presenters:* Anne Ruggles Gere, University of Michigan, Ann Arbor, “Around 1993”  
Keith Gilyard, Pennsylvania State University, University Park  
Lester Faigley, University of Texas, Austin, “Teaching Writing during the Decline of Public Higher Education”  
Andrea Lunsford, Stanford University, CA, “Reflections on Our History and Future”
Donald McQuade, University of California, Berkeley
Nell Ann Pickett, Hinds Community College, Raymond, MS

Respondents: Duane Roen, Arizona State University, Tempe, “Writing about the CCCC Chairs’ Addresses”
Deborah H. Holdstein, Governors State University, University Park, IL, “Tradition and Innovation”

Institutional and Professional

B.29 Why College Composition Teachers Need to Know about Secondary Writing Assessments
Exhibit Level, Room 131

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

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

Creative Writing

B.31 Journals and Diaries: Accessing Our Own Language and Finding a Voice
Exhibit Level, Room 111

Chair: Karen Uehling, Boise State University, ID

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

Professional and Technical Writing

B.32 Visual Rhetoric in the History of Professional Communication

Exhibit Level, Room 121

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

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

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

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

C Sessions

12:15 p.m.–1:30 p.m.

Featured Session

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

Exhibit Level, Room 135A

Gregory Ulmer, Professor of English at the University of Florida

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

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

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

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

Practices of Teaching Writing

C.02 New Research from Studies in Writing and Rhetoric
Authors: Revising Access to the Academic
Exhibit Level, Exhibit Hall D, Room 4
Chair: Bruce Ballenger, Boise State University, ID
Presenters: Nick Tingle, University of California, Santa Barbara, “Academic Writing: Conformity and Conflict”

Practices of Teaching Writing

C.03 Equal Access for Diverse Learners: Ensuring the Success of Marginally Prepared Students in the Standard Freshman Composition Sequence
Exhibit Level, Room 123
Chair: Gordon Thomas, University of Idaho, Moscow
Presenters: Marcia Kmetz, University of Idaho, Moscow, “Writing for the ‘Real World’: Increasing Writing Competence through Intrinsic Motivation”
Rick Kmetz, University of Idaho, Moscow, “A Collection of Voices, an Audience of One: Viewing Assessment through a Diversified Lens”
Barbara Cooper, University of Idaho, Moscow, “A Variety of Measures: Providing Students with an Awareness of Their Own Success”

Practices of Teaching Writing

C.04 Emotional Access: Resistance and Control and Teaching for Critical Literacy
Exhibit Level, Exhibit Hall D, Room 8
Chair: Lisa Langstraat, Colorado State University, Fort Collins
Presenters: Gwen Gorzelsky, Wayne State University, Detroit, MI, “Rethinking Resistance: Reworking Control in Critical Literacy”
Nancy Mack, Wright State University, Dayton, OH, “Wondering about Language: Giving up Control to Get to Theory”
Julie Lindquist, Michigan State University, East Lansing, “Beyond Pedagogies of Critique: Engaging the Contradictions of Strategic Empathy”
David Seitz, Wright State University, Dayton, OH, “Control in Students’ Work Memoirs: A Developmental View of Critical Writing”
C.05  NCTE/NCA Collaboration
Exhibit Level, Exhibit Hall D, Room 19
Chair: Sharon Mitchler, Centralia College, Olympia, WA
Presenters:  Isa Engleberg, Prince George’s Community College, Largo, MD
Marilyn Valentino, Lorain County Community College, Elyria, OH, Past chair, TYCA
David Brodary, Sinclair Community College, Dayton, OH
Raymond ‘Bud’ Zeuschner, California Poly State University, San Luis Obispo
Paul Bodmer, National Council of Teachers of English, Urbana, IL

Practices of Teaching Writing

C.06  Multiliterate Students, Multimodal Lifeworlds
Exhibit Level, Room 120
Chair: Kathryn Valentine, New Mexico State University, Las Cruces
Presenters:  Tim Fountaine, St. Cloud State University, MN, “Visual Literacy and Writing Matters: A Response to the New London Group”
Julia Romberger, East Carolina University, Greenville, NC, “A New Standard Literacy? Microsoft, Multimodal Literacies, and Discursive Demands”
Royal Bonde-Griggs, University of Wisconsin-Milwaukee, “A Curriculum Awaiting Diversity: Multimodal Learners in a Two-Year College”
Aimee Mapes, University of Iowa, Iowa City, “It’s Common Sense: Lives Not Imagined in Making the Most of College”

Practices of Teaching Writing

C.07  More, Give Us More Adjunct Teachers: Some Divergent Views
Exhibit Level, Exhibit Hall D, Room 16
Chair: Richard Freed, Eastern Kentucky University, Richmond
Presenters:  Richard Freed, Eastern Kentucky University, Richmond, “Adjunct Faculty: A Statewide Perspective”
Kevin Rahimzadeh, Eastern Kentucky University, Richmond, “Adjunct Faculty: A Departmental Perspective”
Leah Bayens, Eastern Kentucky University, Richmond, “Adjunct Faculty: A Part-Time Teacher’s Perspective”
Thursday, 12:15–1:30 p.m.

Practices of Teaching Writing

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

Chair: Lena Ampadu, Towson University, Baltimore, MD

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

Practices of Teaching Writing

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

Chair: Carolyn Anderson, University of Louisiana at Lafayette

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

Composition Programs

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

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

Presenters: Mary Boyle, Midland Lutheran College, Fremont, NE
Susan Wood, Midland Lutheran College, Fremont, NE
Patricia Trautrimas, Midland Lutheran College, Fremont, NE
Composition Programs

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

Exhibit Level, Room 132

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

Composition Programs

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

Exhibit Level, Room 114

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

Composition Programs

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

Exhibit Level, Room 113

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

Cynthia Martin, James Madison University, Harrisonburg, VA, “The What Behind the How: Understanding the Urge to Assess”
Susan Young, LaGuardia Community College, CUNY, Long Island City, NY, “Open Admissions, Not Open Standards”
Patricia Burnes, University of Maine, Orono, “Self-Placement: A Viable Solution?”

Composition Programs

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

Exhibit Level, Room 110

Chair: Sarah Arroyo, Long Beach State, CA

Deborah Reese Armstrong, Atlantic State University, Savannah, GA, “Writing Centers and Tutor/Student Dependency”
Beth Rapp Young, University of Central Florida, Orlando, “Cooling Down the Hot Spots: Assessing Writing Center Consultations as They Happen”

Theory

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

Exhibit Level, Room 112

Chair: Sharon Stevens, University of Arizona, Tucson

Presenters: Jim Bowman, University of Arizona, Tucson, “Writing Practices in the Public Sphere: Tapping Democratic Potential in the Composition Classroom”
Patricia Malesh, University of Arizona, Tucson, “Alternative Rhetorics as Access: Social Movement Rhetoric in the Composition Classroom”
Thursday, 12:15–1:30 p.m.

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

Theory

C.16 Defining Terms of Work in U.S. College Composition
Exhibit Level, Room 111
Chair: Bruce Horner, University of Wisconsin, Milwaukee
Presenters: Thomas Miller, University of Arizona, Tucson, “Is It Critical To Be Pragmatic?”
John Trimbur, Worcester Polytechnic Institute, MA, “Coalition of the Willing: Dartmouth and the Postwar Anglo-American Language Alliance”

Theory

C.17 Emotional Economies in Literacy Sponsorship
Exhibit Level, Exhibit Hall D, Room 11
Chair: Alice Gillam, University of Wisconsin-Milwaukee
Presenters: Donna Strickland, University of Missouri, Columbia, “Feeling Literate: The Emotional Education of Clerical Workers”

Theory

C.18 Kairos and the Rhetoric of Timely Interventions
Exhibit Level, Exhibit Hall D, Room 3
Chair: Cori Brewster, Washington State University, Pullman
Presenters: Deidre Harrison, Sonoma State University, Rohnert Park, CA, “Imagined Citizen: Rhetoric and Re-defining the Nation in Catherine Carswell’s The Life of Robert Burns”
Michael Harker, University of Oklahoma, Norman, “The Ethics of Argument: Rereading Kairos in a Timely Fashion”
Thursday, 12:15–1:30 p.m.

Theory

C.19 Coming in the Front Door: The Rhetorics of Institutional Access for People with Disabilities
Exhibit Level, Room 131
Chair: Amy Vidali, University of Washington, Seattle
Presenters: Stephanie Kerschbaum, University of Wisconsin-Madison, “The Invisibility of Disability in Diversity Rhetorics: Implications for Access”
Amy Vidali, University of Washington, Seattle, “Accessing the University, Denying Disabled Identity: Admissions Essays by Students with Disabilities”
Jay Dolmage, Miami University, Oxford, OH, “Composing Space: Disabling and Enabling Metaphors”

Theory

C.20 Political Pedagogies and Public Citizens: Writing Instruction, Students, and the Accessibility of Political Discourse
Exhibit Level, Room 124
Chair: Jennifer Trainor, University of Pittsburgh, PA
Chris Warnick, University of Pittsburgh, PA, “We Are A.C.: Student Journal Writing as Political Discourse in the University of Pittsburgh’s Alternative Curriculum Program”
Amy Borden, University of Pittsburgh, PA, “Choosing to Engage: How Might the Writing Classroom Be a Space for Contemporary Political Discussion?”
Tara Lockhart, University of Pittsburgh, PA, “Accessing History: Political Discourse as Ongoing Negotiation”

History

C.21 Holding the Pen: Writings Produced by Internees in Japanese-American Concentration Camps in World War II
Exhibit Level, Exhibit Hall D, Room 10
Chair: Gail Y. Okawa, Youngstown State University, OH
Heather Richards, California State University, Chico, “Hanging My Hat in
Thursday, 12:15–1:30 p.m.

Manzanar: A Study of How Japanese Writers Used Writing to Re-create Subject Positions in the Manzanar Free Press”

History

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

History

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

Language

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

**Information Technologies**

**C.25 Sustainable Technological Change: Teaching, Professional Development, and Institution Engagement**
Exhibit Level, Room 121

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

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

**Information Technologies**

**C.26 (Inter)face to Face: Technology and Tutorials**
Exhibit Level, Exhibit Hall D, Room 6

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

**Information Technologies**

**C.27 The New Collegiality: Circulating Ideas about Writing and Teaching on Weblogs**
Exhibit Level, Room 122

*Chair:* John Lovas, De Anza College, Cupertino, CA  
Thursday, 12:15–1:30 p.m.

**Institutional and Professional**

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

*Chair:* Kathleen Yancey, Clemson University, SC

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

**Institutional and Professional**

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

*Chair:* Brian Huot, Kent State University, OH

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

**Institutional and Professional**

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

*Chair:* Chris Jennings, Tidewater Community College, Virginia Beach, VA

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

Language

C.31 From Gatekeepers to Gate-Openers: Teacher Education and Language Diversity
Exhibit Level, Exhibit Hall D, Room 5

Chair: Chris Drew, Temple University, Philadelphia, PA
Presenters: Jonna Gilfus, Syracuse University, NY, “(Un)easy access: Preservice Secondary Education Teachers’ Reflections on Language Difference”
Jennifer Merriman, Pennsylvania State University, University Park, “The Unspoken Class Problem in Introductory Composition”
Chris Drew, Temple University, Philadelphia, PA, “An Autoethographic Examination of the Effects of Race in a ‘Raceless’ Classroom”

Creative Writing

C.32 The Art of Teaching the Art of the Personal Essay
Exhibit Level, Exhibit Hall D, Room 9

Chair: Richard Johnson, Kirkwood Community College, Iowa City, IA
Presenters: Megan Knight, University of Iowa, Iowa City
Richard Johnson, Kirkwood Community College, Iowa City, IA

Professional and Technical Writing

C.33 A Multimedia Look at How Students Gain Access to Careers in Professional Writing
Exhibit Level, Room 130

Chairs: Susan M. Hunter, Kennesaw State University, GA
Laura McGrath, Kennesaw State University, GA
Presenters: Elizabeth Giddens, Kennesaw State University, GA, “How Students Gain Access to Careers in Professional Writing”
Susan M. Hunter, Kennesaw State University, GA, “How Students Gain Access to Careers in Professional Writing”
Margaret Bennett Walters, Kennesaw State University, GA, “How Students Gain Access to Careers in Professional Writing”
Practices of Teaching Writing

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

Exhibit Level, Exhibit Hall D, Room 14

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

Presenters:
- Andrea Shanklin, Howard Community College, Columbia, MD, “When the Gate Swings Open but No One Walks Through: Finding Themselves in the College Environment”
- Linda Wiley, Howard Community College, Columbia, MD, “Lost in Transition: Designing Writing Classes to Assist First-Year Students in Finding Themselves in the College Environment”
- Susan Frankel, Howard Community College, Columbia, MD, “Building Community: Increasing Success by Linking Developmental Reading and Writing”
- Barbara Cooper, Howard Community College, Columbia, MD, “The AD/HD Student and College Composition: Unlocking the Gate”

CONVERSATIONS

Conversations about Adjunct Issues

Exhibit Level, Exhibit Hall D, Room 1

Presenters:
- Tricia J. V. Bugajski, Rogers State University, Claremore, OK, “Teaching the Marginalized from the Margins: The Connections Forged Between Marginalized Students and Adjunct Instructors”
- Gloria McMillan, Pima Community College, Tucson, AZ, “Conversations about Adjunct Issues”
D Sessions
1:45 p.m.–3:00 p.m.

Featured Session
Across the Drafts:
Responding to Student Writing—A Longitudinal Perspective

Exhibit Level, Room 135A

Nancy Sommers, Harvard University

Chair: David Bartholomae

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

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

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

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

Practices of Teaching Writing

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

Practices of Teaching Writing

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

*Practices of Teaching Writing*

**D.05 Global Access: Teaching, Writing, and Playing in a Shrinking World**
Exhibit Level, Exhibit Hall D, Room 11

*Chair:* Darin Payne, University of Hawaii at Manoa

*Presenters:* Darin Payne, University of Hawaii at Manoa, “Pedagogy of the Globalized: Toward a New Era in Writing Instruction”
Daphne Desser, University of Hawaii at Manoa, “‘Hapa’ and Proud of It: Feminist Authority in the Writing Classroom in the Most Ethnically Diverse Area off our Continent”
Ken McAllister, University of Arizona, Tucson, “Playing Games at the End of History”

**Practices of Teaching Writing**

**D.06 Challenging the College Game: The Role of Respect and Responsibility in Liberatory Education**
Exhibit Level, Room 113

*Chair:* Ann Dobyns, University of Denver, CO

*Presenters:* Ann Dobyns, University of Denver, CO, “Agency and Ethos”
Gloria Farler, University of Denver, CO, “Kairos and Decorum”

**Practices of Teaching Writing**

**D.07 Access and Ownership for Deaf Students and Those with Visual Spatial Disorders and Aphasia**
Exhibit Level, Exhibit Hall D, Room 8

*Chair:* Heather Barrack, Hudson County Community College, Jersey City, NJ

*Presenters:* Kathleen Wood, Gallaudet University, Washington, D.C., “Deaf Writers Owning the Writing Community”
Marcia Ribble, University of Cincinnati, OH, “Opening the Golden Gates: An Issue of Access for Older Adults with Aphasia”
Practices of Teaching Writing

D.08 Reassessing Writing Assessment: Imaginative Course Design, Active Learning, and Alternative Technologies
Exhibit Level, Room 123
Chair: Andrea Herrmann, University of Arkansas at Little Rock
Presenters: Dwedor Ford, University of Arkansas at Little Rock, “Persuasive Writing: Threaded Assignments and Holistic Assessment”
Cheryl Harris, University of Arkansas at Little Rock, “Assessment and the Accommodation of Individual Learning Styles”
Andrea Herrmann, University of Arkansas at Little Rock, “‘Look, Ma, No Hands’: Using Voice-Activated Software and Audio Technologies to Respond to Student Writing”

Institutional and Professional

D.09 Affirmative Action and the Challenge of Diversity
Exhibit Level, Room 134B
Chair: Joyce Irene Middleton, Saint John’s Fischer College, Rochester, NY
Presenters: Catherine Prendergast, University of Illinois at Urbana-Champaign, “Twenty-Three Years and Counting: An Agenda for the Future”
Evan Watkins, University of California at Davis, “From Wrong to Obsolete: Negative Critiques of Affirmative Action”

Practices of Teaching Writing

D.10 Accessing Reading: Creativity and Risk in the Reading Process
Exhibit Level, Room 132
Chair: Heidi Estrem, Eastern Michigan University, Ypsilanti,
Presenters: Linda Adler-Kassner, Eastern Michigan University, Ypsilanti, “Reading Questions, Questioning Reading”
Heidi Estrem, Eastern Michigan University, Ypsilanti
Susan Marie Harrington, Indiana University Purdue University, Indianapolis, “Accessing Faculty as Teachers of Reading”
Claire Woods, University of South Australia, Stirling, “Engaging Writing, Engaging Reading”
Thursday, 1:45–3:00 p.m.

**Composition Programs**

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

Exhibit Level, Exhibit Hall D, Room 14

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

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

Exhibit Level, Exhibit Hall D, Room 9

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

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

Exhibit Level, Exhibit Hall D, Room 19

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

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

Exhibit Level, Exhibit Hall D, Room 18

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

Composition Programs

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

Exhibit Level, Exhibit Hall D, Room 6

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

**Theory**

**D.16 Cultivating Success Through Reflection: Sites for Learning and Resistance**

Exhibit Level, Room 134A

*Chair:* Joonna Trapp, Northwestern College, Orange City, IA

*Presenters:*

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

**D.17 Engaging the Disengaged: Backlash Discourse in the Writing Classroom**

Exhibit Level, Exhibit Hall D, Room 4

*Chair:* Andrea Greenbaum, Barry University, Miami Shores, Florida

*Presenters:*

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

**D.18 Constructing Literacies: Fortune Cookies, Markets, and the Denial of Context**

Exhibit Level, Room 122

*Chair:* Sheila Carter-Todd, Virginia Tech, Blacksburg

*Presenters:*

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

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

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

**History**

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

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

**History**

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

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

Research

D.22 Research and Identity
Exhibit Level, Room 112

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

Information Technologies

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

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

Information Technologies

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

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

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

Exhibit Level, Exhibit Hall D, Room 3

Chair: Anne Frances Wysocki, Michigan Technological University, Houghton

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

Institutional and Professional

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

Exhibit Level, Exhibit Hall D, Room 10

Chair: Christina Murphy, Marshall University, Huntington, WV

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

Institutional and Professional

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

Exhibit Level, Room 131

Chair: Tom Fox, California State University, Chico

Presenters: Sheryl Fontaine, California State University, Fullerton, “You Just Need to Educate the Department about Composition”
Cherryl Smith, California State University, Sacramento, “Inventing the Ph.D. in Composition”
Deborah H. Holdstein, Governors State University, University Park, IL, “Wandering between Two Worlds, One Dead, the Other Powerless to be Born”
Institutional and Professional

D.28 (Dis)placed by Technology: 
Access-orizing Our Institutions and Pedagogies

Exhibit Level, Room 124

Chair: Jill Arola, Michigan Technological University, Houghton

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

Institutional and Professional

D.29 New Directions for Mentoring Graduate Students

Exhibit Level, Exhibit Hall D, Room 12

Chair: Kathleen Bell, University of Central Florida, Orlando

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

Institutional and Professional

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

Exhibit Level, Room 125

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

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

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

Exhibit Level, Room 110

*Chair:* Eleanor Kutz, University of Massachusetts, Boston

*Presenters:* Eleanor Kutz, University of Massachusetts, Boston, “Students’ Investigations of Discourse Competence Across Academic Communities”

Vivian Zamel, University of Massachusetts, Boston, “Learning across the Curriculum: Through Students’ Eyes”

Maureen McDonough-Kolb, New York University, NY, “Negotiating Multiple Linguistic Demands when Writing within the Academic Community”

Bernadette W. Penceal, New York University, NY, “Negotiating Multiple Linguistic Demands When Writing within the Academic Community”

Shoba Bandi-Rao, New York University, NY, “Negotiating the Multiple Linguistic Demands of Writing within the Academic Community”

**Language**

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

Exhibit Level, Exhibit Hall D, Room 15

*Chair:* Min-Zhan Lu, University of Wisconsin-Milwaukee

*Presenters:* Marilyn M. Cooper, Michigan Technological University, Houghton, “The Project of Primary Identities”

Roz Ivanic, Lancaster University, UK, “Writing and Being Written: How Literacy Practices, Genres, and Discourses Construct Identities”

Bruce Horner, University of Wisconsin-Milwaukee, “The Social and the Personal in Discoursal Identities”

**Creative Writing**

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

Exhibit Level, Room 120

*Chair:* M. Elizabeth Sargent, University of Alberta, Edmonton, Canada, “Travelers and Trespassers: Articulating Race, Family and Illness in Nonfiction Narratives”

*Presenters:* Elizabeth Robertson, Drake University, Des Moines, IA, “Tilling Ground that is Not Ours: Traversing Racial and National Boundaries”

Catherine Taylor, Drake University, Des Moines, IA, “In Search of Voice: Truth and Reconciliation in South Africa”

Nancy K. Barry, Luther College, Decorah, IA, “Revising the Body: Inside the Cancer Classroom”
Thursday, 1:45–3:00 p.m.

Professional and Technical Writing


Exhibit Level, Exhibit Hall D, Room 5

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

Presenters: Julie Staggers, Purdue University, West Lafayette, IN, “Information Architecture as Description: Mapping the Cultural Space of a Nuclear Community”

Meredith Zoetewey, Purdue University, West Lafayette, IN, “Information Architecture as Design: Situating the Wireless Classroom”

Kate Agena, Purdue University, West Lafayette, IN, “Information Architecture as Process: Documenting Power in the Workplace”

Practices of Teaching Writing

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

Exhibit Level, Exhibit Hall D, Room 13

Presenters: Brian Hahn, California State University, San Bernardino, CA, “Advancing Second Language Literacy through the Use of Puppetry”

Diana S. Lu, Pace University, Brooklyn, NY, “Facilitating ESL Students’ Access to Their Second Language through Writing Original Poetry”

David Beach, George Mason University, Fairfax, VA, “L2 to L1.x: Guiding All Students to Successful Discourse Practices”

Practices of Teaching Writing

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

Exhibit Level, Exhibit Hall D, Room 7

Chair: Angela Buchanan, University of Colorado at Boulder

Presenters: David Marado, Miami University, Oxford, OH, “The Miami University Portfolio Program: Building Bridges but to Whom?”

Kenneth Wright, James Madison University, Harrisonburg, VA, “Teaching the Privileged to Think”

Jaime Lynn Longo, Temple University, Philadelphia, PA, “Access and Challenge: Determining Success for Honors and Basic Writers”
CONVERSATION

Conversations about Faculty and Graduate Student Diversity Issues
Exhibit Level, Exhibit Hall D, Room 1
Presenters: Baotong Gu, Georgia State University, Atlanta
            Amanda Espinosa-Aguilar, Washington State University, Pullman

Conversations about the Digital Divide
Exhibit Level, Exhibit Hall D, Room 20
Presenters: Kirk St. Amant, Texas Tech University, Lubbock
            Jody Murray, Washington State University, Tri-Cities, Richland
            Annette Powell, University of Louisville, Kentucky
E Sessions

3:15 p.m.–4:30 p.m.

Featured Session

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

Exhibit Level, Room 135A

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

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

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

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

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

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

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

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

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

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

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

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

*Exhibit Level, Room 120*

*Chair:* Patricia P. Buckler, Purdue University North Central, Westville, IN  
*Presenters:* Theresa Flynn, Pepperdine University, Malibu, CA,  
“Ethnography and the Virtual Landscape: An Interdisciplinary Approach to Teaching Writing using Online Communities”  
Louise Bown, Salt Lake Community College, Salt Lake City, UT, “Student Access and Success at Salt Lake Community College: Marketing Schemes and Political Maneuvers that Thwart Student Success”
 Practices of Teaching Writing

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

Chair: Thomas Burkdall, Occidental College, Los Angeles, CA

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

Practices of Teaching Writing

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

Chair: Irene Clark, California State University, Northridge

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

Practices of Teaching Writing

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

Chair: Paul Mooney, Texas A&M University–Commerce

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

*Practices of Teaching Writing*

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

Exhibit Level, Exhibit Hall D, Room 5

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

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

Exhibit Level, Exhibit Hall D, Room 9

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

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

Exhibit Level, Room 122

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

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

Exhibit Level, Exhibit Hall D, Room 15

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

Composition Programs

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

Exhibit Level, Room 134A

Chair: Susan McLeod, University of California, Santa Barbara

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

Composition Programs

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

Exhibit Level, Exhibit Hall D, Room 3

Chair: Mark Roberge, San Francisco State University, CA

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

Composition Programs

E.13 Cognitive Access to Student Success: Motivating the Transfer of Composition Knowledge Across the Curriculum and into the Workplace
Exhibit Level, Exhibit Hall D, Room 12
Chair: Gerald Nelms, Southern Illinois University, Carbondale
Presenters: Gerald Nelms, Southern Illinois University, Carbondale, “Motivating Knowledge Transfer from First-Year Composition to Writing-intensive Courses”
Missy Nieveen-Phegley, Southern Illinois University, Carbondale, “The Interplay of Motivation, Knowledge Transfer, and Technology in Student Writing”
Evon Hawkins, Southern Illinois University, Carbondale, “The Transfer of Knowledge from Technical Communications to the Workplace”

Composition Programs

E.14 Bridging the Writing Center to Disability Service Providers: Opening the Gates to Academic Access at the University of Hartford
Exhibit Level, Room 110
Chair: Patricia Morelli, University of Hartford, West Hartford, CT
Presenters: E. Lynne Golden, University of Hartford, West Hartford, CT
Wendy Millstein, University of Hartford, West Hartford, CT
Kevin Lamkins, University of Hartford, West Hartford, CT

Composition Programs

E.15 How Students Develop as Writers: New Roles for Success
Exhibit Level, Exhibit Hall D, Room 20
Chair: Karen Lunsford, University of California, Santa Barbara
Presenters: Jessica Singer, University of California, Santa Barbara, “Latino Writers and the Role of Literacy Sponsorship”
Cissy Ross, University of California, Santa Barbara, “A Manifesto Against Racism: A Case Study”
Sarah Boggs, University of California, Santa Barbara, “It’s Real Scholarly Work: Students Becoming Insiders”
Paul Rogers, University of California, Santa Barbara, “But That’s Not Writing: Science and Technology Students Writing across the Curriculum”
Composition Programs

E.16 Bridging Contexts and Disciplines:
‘Engineering’ an Engineering School’s Writing Manual

Exhibit Level, Exhibit Hall D, Room 8

Chair: Lindal Buchanan, Kettering University, Flint, MI
Presenters: Elizabeth Campbell, Kettering University, Flint, MI, “Establishing the Context”
Denise Stodola, Kettering University, Flint, MI, “Unpacking the Problem”
Lindal Buchanan, Kettering University, Flint, MI, “Unveiling the Solution”
Corine Coniglio, Kettering University, Flint, MI, “Evaluating the Results”

Theory

E.17 Rhetorical Power and Public Personalities

Exhibit Level, Exhibit Hall D, Room 18

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

Theory

E.18 Elements of Narrative:
Coherence, Psychology, and Ethical Leadership

Exhibit Level, Exhibit Hall D, Room 10

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

Theory

E.19 Teaching Intersections:
Reading and Writing, Language and Literacy
Exhibit Level, Room 111
Chair: Patricia Donahue, Lafayette College, Easton, PA
Presenters: David Bleich, University of Rochester, NY, “Teaching Intersections: Reading and Writing in the History of the University”
Mariolina Salvatori, University of Pittsburgh, PA, “Reading and Writing in Composition Studies”

Theory

E.20 Community, Complexity, Deliberation, and Mavericks:
How Rhetoric Works (or Doesn’t) in “Real World”
Contact Zones
Exhibit Level, Room 121
Chair: Theresa Enos, University of Arizona, Tucson
Presenters: Erik Juergensmeyer, University of Arizona, Tucson, “Productive Communication: Community Structures for Social Gain”
Brian Jackson, University of Arizona, Tucson, “Democratic Faith, Deliberation, and Size: How We Might Not Need Rhetoric or Rhetoricians after All”
C. McKenzie, University of Arizona, Tucson, “Maverick Ethos: Suggestions for a Total New Rhetoric

History

E.21 Rhetoric of Three Political Movements
Exhibit Level, Exhibit Hall D, Room 7
Chair: Jia-Yi Cheng-Levine, University of Houston–Downtown, TX
Presenters: Alexandra Sartor, University of California, Irvine, “Rhetoricizing the Dead: The Epitaphios Logos in Euripides’ Suppliant Women and the Silence of Contemporary Mourning”
Paul Walker, Arizona State University, Tempe, “The Escalation of Quantified History in American Political Campaigns”
Ronald Brooks, Western Oregon University, Monmouth, “The Writing is the Thinking: An Investigation of Herbert Weisinger’s ‘A Subject for Freshman [Sic] Composition’”
History

E.22 Recovering Rhetorics of African American Political Agency

Exhibit Level, Exhibit Hall D, Room 16

Chair: Frederick De Naples, Bronx Community College, NY

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

Research

E.23 Error-focused Instruction and Its Discontents

Exhibit Level, Room 133

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

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

Information Technologies

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

Exhibit Level, Room 112

Chair: Tracy Bridgeford, University of Nebraska at Omaha

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

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

Information Technologies

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

Information Technologies

E.27 The Many Dimensions of Access in a Digital World
Exhibit Level, Room 134B
Chair: Heidi McKee, University of Massachusetts, Amherst
Gail Hawisher, University of Illinois, Urbana-Champaign, “Thinking about Gaming: The Problem of Gender”
Cynthia Selfe, Michigan Technological University, Houghton, “Integrating Multimodality into Composition Classes”
Institutional and Professional

E.28 Issues in Proprietary and for-Profit Writing Programs
Exhibit Level, Room 124

Chair: Mary Lee Donahue, Rowan University, Glassboro, NJ

Presenters: Tabetha Adkins, University of Louisville, KY, “Liberal Arts Education and the Problem of Proprietary Schools Curricula”
James Schneider, DeVry University, Fort Washington, PA, “Communication across the Curriculum: Re-framing WAC at a Private Business and Technology University”
Kristy Hodson, California State Polytechnic University, Pomona, “Keeping the Golden Gates Open and Resisting the Golden Handshake: An Argument Against Removing Developmental Writing Courses from Four-year Universities”

Institutional and Professional

E.29 Myths of Access: Exploring Documented and Undocumented Identity in the Classroom
Exhibit Level, Room 125

Chair: Susan Ghiaiciuc, James Madison University, Harrisonburg, VA

Presenters: Lisa Schick, Harrisonburg City Public Schools, VA, “No Child Left Behind?: Expectations vs. Reality”
Silvia Romero, Shenandoah Valley Migrant Education Program/JMU, Harrisonburg, VA, “The Realities of Undocumented Students”
Susan Ghiaiciuc, James Madison University, Harrisonburg, VA, “Migrating Texts”

Institutional and Professional

E.30 The Untold Story: How Race Affects the Relationships between Supervisors, Teachers, and Students
Exhibit Level, Room 132

Chair: Lisa Chao-Wen Chen, Boston College, Chestnut Hill, MA

Presenters: Lisa Chao-Wen Chen, Boston College, Chestnut Hill, MA
Allan Cameron, Boston College, Chestnut Hill, MA
Ba-UI Paul Chung, Boston College, Chestnut Hill, MA
Thursday, 3:15–4:30 p.m.

Institutional and Professional

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

Exhibit Level, Room 130

Chair: Bonnie Lisle, University of California–Los Angeles

Presenters: Sandra Mano, University of California–Los Angeles, “Partners in Transfer: An End-run around Affirmative Action Blockers”
George Gadda, University of California–Los Angeles, “Helping Diverse Transfer Students Adjust to University Work”
Gary Colombo, Los Angeles City College, CA, “The View from ‘There’: A Community College Perspective on Elite Admissions”

Institutional and Professional

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

Exhibit Level, Exhibit Hall D, Room 17

Chair: Gwen Gresham, North Arkansas College, Harrison

Presenters: Camille Ziolek, Oakland Community College, Farmington Hills, MI, “Positioning Yourself for a Job in a Two-Year College”
Sandy Starkey, Santa Barbara City College, CA, “Finding Job Opportunities”
Gwen Gresham, North Arkansas College, Harrison, “Preparing for the Interview”

Language

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

Exhibit Level, Room 123

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

Presenters: Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis, “Language Diversity in the Classroom”
Steve Fox, Indiana University Purdue University, Indianapolis, “Language Diversity in the Writing Program”
Kate Duffy, Indiana University Purdue University, Indianapolis, “Language Diversity across Campus”
Language

**E.34 The Role of Second Language Writing Specialists in the Composition Program**

Exhibit Level, Room 114

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

*Creative Writing*

**E.35 Writer's Roundtables: Making Composition Interdisciplinary through Creative Writing**

Exhibit Level, Exhibit Hall D, Room 4

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

*Professional and Technical Writing*

**E.36 Breaking Down the Law: Bringing Legal Writing into the Composition Class**

Exhibit Level, Exhibit Hall D, Room 2

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

Theory

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

Exhibit Level, Room 135B

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

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

Institutional and Professional

E.38 Writers All around Us

Exhibit Level, Room 131

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

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

CONVERSATIONS

Race and the Classroom

Exhibit Level, Exhibit Hall D, Room 1

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

4:45 p.m.–6:00 p.m.

Featured Session

Intellectual Property: Key Issues
Exhibit Level, Room 135A

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

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

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

His talk will focus on intellectual property issues.

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

*Practices of Teaching Writing*

**F.02 Bridging Rhetorical Gaps Where Religions Matter**

Exhibit Level, Room 133

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

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

Exhibit Level, Exhibit Hall D, Room 4

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

**F.04 Learning from Our Students and Each Other: Ways to Teach Writing across the Disciplines**

Exhibit Level, Room 123

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

**F.05 (Mis)Perceptions of Plagiarism**

Exhibit Level, Exhibit Hall D, Room 2

*Presenters:* Heather Rosso, Syracuse University, NY, “Beyond the Golden Gate—Getting Past the Plagiarism Gatekeeper”
Adrien Lowery, Azusa Pacific University, CA, “Bridging the Gap between Writers and Their Sources”
Nancy Wilson, California State University, San Bernardino, “The Perceptions of Intellectual Property and Plagiarism at Two- and Four-Year Colleges: Are We Near the Same Page?”

**Practices of Teaching Writing**

**F.06 Narratives in the Composition Class: Problems and Solutions**
Exhibit Level, Exhibit Hall D, Room 10

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

*Presenters:* Pamela Martin, Georgia Southern University, Statesboro, “Student Success through the Personal Narrative: Examining the Consequences of Disclosure”
Cindy Marsh, California State University, San Bernardino, “Bridging Bumpy Waters with Basic Writers: The Academic ‘I’”
Sandra Eckard, Frostburg State University, MD, “Between the Lines: Stories in the Composition Classroom”

**Practices of Teaching Writing**

**F.07 Responding to Student Writing in Open, Nonviolent, and Constructive Ways**
Exhibit Level, Room 135B

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

*Presenters:* David James, Hope College, Holland, MI, “Reducing Coercion in the Teaching of Writing: Adapting Nonviolent Communication (NVC) for Empathic Response to Student Writing”
Cynthia Ruthford, California State University, San Bernardino, “Keeping the Gates of Communication Open: Teacher and Students Responses”
Vicki Bott, University of Wisconsin–Milwaukee, “Constructing Feedback on Student Writing to Enhance Critical Thinking”

**Practices of Teaching Writing**

**F.08 With a Little Help from My Friends: Effective Uses of Peer Revising**
Exhibit Level, Room 134A

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

*Presenters:* Kim McDonald, University of New Orleans, LA, “Re-thinking Purpose and Design in Peer Review”
Ellen Barker, Texas A&M International University, Laredo, “Talking Writing: Peer Editing Approaches for Dual Language Writers”
David Rutledge, University of New Orleans, LA, “Writing about Writing: Peer Evaluations”
Thursday, 4:45–6:00 p.m.

*Practices of Teaching Writing*

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

*Exhibit Level, Room 113*

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

**Practices of Teaching Writing**

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

*Exhibit Level, Exhibit Hall D, Room 6*

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

**Practices of Teaching Writing**

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

*Exhibit Level, Room 112*

**Chair:** Gordon Thomas, University of Idaho, Moscow  
**Presenters:** Andrea Adolph, Kent State University, Stark Campus, Canton, OH, “Including the Voice of Experience in Academic Writing”  
Cheryl Johnson, University of Idaho, Moscow, “Multivoiced Arguments: Giving Students Access to Success”  
Jayne Moneysmith, Kent State University, Stark Campus, Canton, OH, “Surviving in the Contact Zone: Contending with Difference through Multivoiced Arguments”
Thursday, 4:45–6:00 p.m.

**Practices of Teaching Writing**

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

Exhibit Level, Exhibit Hall D, Room 18

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

**Practices of Teaching Writing**

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

Exhibit Level, Room 122

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

**Composition Programs**

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

Exhibit Level, Room 114

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

**Composition Programs**

**F.15** With the Rebirth of WAC, Who Teaches Writing?: A Survey and Three Case Studies

Exhibit Level, Exhibit Hall D, Room 15

*Chair:* Alfred E. Guy Jr., Yale University, New Haven, CT

*Presenters:* Alfred E. Guy Jr., Yale University, New Haven, CT, “Do Departmental Faculty Really Teach Writing?: A Taxonomy of WAC/WID Staffing Models”

Nicole B. Wallack, Columbia University, New York, NY, “Leading from the Back: Raising the Curricular Bar with a First-Year Comp Course”

Celia Bland, Bard College, Annandale-on-Hudson, NY, “Surreptitious Composition: Teaching Writing within the First-Year Seminar”

Heather Masri, New York University, NY, “Sharing Authority, or How to Make Writing Everyone’s Problem”

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**F.16** History and Methods of Writing Assessment

Exhibit Level, Room 110

*Chair:* Julie Dyke Ford, New Mexico Tech, Socorro

*Presenters:* John Paul McFeeley, Clarion University, PA, “The War of Devolution: Legal Precedents in High-stakes Assessment”

Norbert Elliot, New Jersey Institute of Technology, Newark, “Beyond Cut Scores: Portfolio Assessment in Program Evaluation”

Mark Williams, California State University, Long Beach, “Cultivating a Process-guided Rubric to Assess Student Writing about Culture”

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**F.17** The Power of Unexpected Series: Linking Courses, Composition Theories, and Institutions to Create Mainstreamed Basic Writing Programs

Exhibit Level, Room 124

*Chair:* Janene Lewis, University of Mary Hardin, Baylor, TX


Carolyn Young, University of Wyoming, Laramie, “Motivation and Critical Pedagogy: Melding Social and Cognitive Perspectives to Catalyze Student Writing”

Julie Clark Simon, Southern Utah University, Cedar City, “Institutional Mandate vs. Student Empowerment: Can the Gate Swing Both Ways?”

**Theory**

**F.18 Rhetorics of Affirmative Action: Three Cases**
Exhibit Level, Exhibit Hall D, Room 19

*Chair:* Megan Fulwiler, Albany, NY


Cedric Burrows, Miami University, Oxford, OH, “Teaching Civil Rights in the Age of Affirmative Action Backlash”

Virginia Anderson, Indiana University, Southeast New Albany, “Altruism and Rhetoric’s Open Hand: Models of Altruistic Motivation as Burkeian Identification”

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**F.19 Literacies of the Moment: From the Radical to the Reactionary**
Exhibit Level, Room 130

*Chair:* Wendy Goldberg, Stanford University, CA

*Presenters:* Kevin Mahoney, Kutztown University, PA, “Literacies for the Long Haul: Traditions of Radical Literacy Education for Access, Autonomy, and Democracy”

Julie Nelson Christoph, University of Puget Sound, Tacoma, WA, “Beyond ‘the Personal’: Reading and Writing the Personal in Impersonal Genres”

Marlia E. Banning, Kent State University, OH, “Making Access Material: Literacy in an Anti-critical Moment”

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**F.20 Translation Situations in Medicine and Among Deaf People**
Exhibit Level, Exhibit Hall D, Room 8

*Chair:* Heidi Stevenson, Northern Michigan University, Marquette

*Presenters:* James C. Wilson, University of Cincinnati, OH, “Narrative Medicine: Bridging the Gap between the Medical and Social Models of Disability?”

Catalina Florescu, Purdue University, West Lafayette, IN, “Defying Silence in Audre Lorde and Jo Spence”

Christine Law, University of California, Santa Barbara, “Magic in a Different World: Discourse between the Deaf and Hearing”
Thursday, 4:45–6:00 p.m.

**Theory**

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

**Theory**

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

**History**

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

**History**

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

F.25 Rethinking the Barriers to “Access” in High School and Beyond: Moving Past Debates about Race as a Factor in College Attendance and Success

Exhibit Level, Exhibit Hall D, Room 12

Chair: Amanda Godley, University of Pittsburgh, PA

Presenters: Amanda Godley, University of Pittsburgh, PA, “‘I Speak Proper Slang’: Grammar and Gatekeeping in a Predominantly African American Urban High School”

Jennifer Trainor, University of Pittsburgh, PA “‘I’m Just Not College Material’: White, Middle-class Students and Access to College”

Greta Vollmer, Sonoma State University, CA, “Developing an Academic Identity at the Intersection of Language, Culture, and Context”

Rose Gubele, Washington State University, Pullman, “On the Margins of Access: Generation 1.4 Students and Assessment”

Information Technologies

F.26 Information Literacy:
Instruction, Assessment, and Concerns

Exhibit Level, Exhibit Hall D, Room 3

Chair: Robert Koch, Gordon College, Barnesville, GA

Presenters: Crystal Bickford, Nichols College, Dudley, MA, “Text, Texts, and Hypertext: Defining Critical Thinking and Information Literacy”

Cynthia Hermanson, Medaille College, Buffalo, NY, “Critical Navigation: Surfing the Contact Zones of the Web, Student Research and Information Technology Literacy”

Robert Koch, Gordon College, Barnesville, GA, “Do Multiple Technologies Need Multiple Literacies?”

Information Technologies

F.27 Moving Beyond Voice-as-Metaphor:
New Technologies in Literacy and Composition Studies

Exhibit Level, Room 121

Chair: Jane Mikoni, Lebanon Valley College, Annville, PA

Presenters: Jessica Zacher, University of California, Berkeley, “Moving beyond Voice-as-Metaphor: New Technologies in Literacy and Composition Studies”

Sara Pace, Texas Woman’s University, Denton, “C-MOC and the Intersections of Disability, Process Theory, and Medium Studies”

Thursday, 4:45–6:00 p.m.

Information Technologies

F.28 Digital Controversies
Exhibit Level, Room 120

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

Presenters: Keith Gibson, Auburn University, AL, “The Place for the Computer Grader”
John Regan, Boston University, MA, “Nice Work if You Can Buy It: Exploring Web Essay Mills as High-end Retail Outlets”
Dennis Bennett, Oregon State University, Corvallis, “I’d Love to Change the World, but I Don’t Know What to Do: Ten Years after the Digital Revolution in Higher Education”

Institutional and Professional

F.29 The Prospects and Politics of Book Publishing in Rhetoric and Composition
Exhibit Level, Room 111

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

Presenters: David Blakesley, Purdue University and Parlor Press, West Lafayette, IN
Karl Kageff, Southern Illinois University Press, Carbondale
Dickson Musslewhite, Wadsorth, Boston, MA
Michael Spooner, Utah State University Press, Logan
Kurt Austin, National Council of Teachers of English, Urbana, IL

Institutional and Professional

F.30 Turning, Returning, and Interning with CCC: Insights on the Discourse of Our Field
Exhibit Level, Exhibit Hall D, Room 16

Chair: Marilyn M. Cooper, Michigan Technological University, Houghton

Presenters: Anne F. Mareck, Michigan Technological University, Houghton, “Discourse Reformation: The Anvil of Internship”
Erik A. Hayenga, Michigan Technological University, Houghton, “Language as Volcano, CCC as Lava”
Karen L. Springsteen, Michigan Technological University, Houghton, “Reading Habits and Expecting the Unacceptable”
Institutional and Professional

F.31 Present Curricular Practices and Future Directions for the Ph.D. in Rhetoric/Composition

Exhibit Level, Room 131

Chair: Theresa Enos, University of Arizona, Tucson

Presenters: Theresa Enos, University of Arizona, Tucson, “A Nationwide Survey of Rhetoric/Composition Graduate Curricula and Required Textbooks”
Stuart C. Brown, New Mexico State University, Las Cruces, “Making Square Pegs for Round Holes: The Inadequacy of Professionalization Practices by Ph.D. Programs in Rhetoric and Composition”
Susan Miller, University of Utah, Salt Lake City, “What if Literature becomes Rhetoric/Composition, or What if Rhetoric/Composition Ph.D. is Literary?”

Institutional and Professional

F.32 Composition and Distance Learning: The Most Successful Failure of Two-Year Colleges?

Exhibit Level, Exhibit Hall D, Room 14

Chair: Deborah Bertsch, Columbus State Community College, OH

Presenters: Joan Petrusky, Columbus State Community College, OH, “Open Access to Students’ Wallets? Online Student Retention, Institutional Priorities, and ‘Open Access’ Distance Learning in the Two-Year College”
Rita Rice, Columbus State Community College, OH, “Open Access to Students’ Wallets? Online Student Retention, Institutional Priorities, and ‘Open-Access’ Distance Learning in the Two-Year College”
Ann Elisabeth Palazzo, Columbus State Community College, OH, “Learning to Sink or Swim? Pedagogy, Technology, and Online Training for Composition Teachers”
Judith A. Anderson, Columbus State Community College, OH, “Where is She? The Online Teacher’s Struggle for Visibility, Collegiality, and Connection”
Virginia Kolberg Duym, Columbus State Community College, OH, “I’m Getting Paid How Much? Discounting the Workload and Compensation of Online Teachers”
Steve Abbott, Columbus State Community College, OH, “I’m Getting Paid How Much? Discounting the Workload and Compensation of Online Teachers”
Thursday, 4:45–6:00 p.m.

**Language**

**F.33 Enlisting Speech for Writing in the Diverse Classroom**  
Exhibit Level, Room 134B  
*Chair:* Lauren Rosenberg, University of Massachusetts, Amherst  
*Presenters:* Arnetha Ball, Stanford University, CA, “Literacies Unleashed in Classrooms with African American Students”  
Janet Bean, University of Akron, OH, “Can Free Speech Free Freewriting?”  
Peter Elbow, University of Massachusetts at Amherst, “Enlisting the Virtues of Speech for Writing”

**F.34 Literate Practices/Language Practices: What Do We Really Know about Our Students?**  
Exhibit Level, Room 132  
*Chair:* Susan Wolff Murphy, Texas A&M University–Corpus Christi  
*Presenters:* Isabel Araiza, Texas A&M University–Corpus Christi  
Susan Loudermilk, Texas A&M University–Corpus Christi  
Humberto Cardenas, Texas A&M University–Corpus Christi

**Creative Writing**

**F.35 Accessing the “I” in Creative Writing: Three Perspectives on Constructing Identity in the Workshop**  
Exhibit Level, Exhibit Hall D, Room 7  
*Chair:* Daniel Gallagher, Temple University, Philadelphia, PA  
*Presenters:* Quincy Scott Jones, Temple University/Arcadia University, Philadelphia, PA, “Good Eyes, Bad ‘I’s: Subjectivity, Diversity and the Critical/Creative Classroom”  
Daniel Gallagher, Temple University, Philadelphia, PA  
Professional and Technical Writing

F.36 Personal Statements for Med School: A Site for Opening Professional Access
Exhibit Level, Exhibit Hall D, Room 13
Chair: Ellen Barton, Wayne State University, Detroit, MI
Presenters: Thomas Huckin, University of Utah, Salt Lake City, “A Procedure for Analyzing Med School Personal Statements as a Genre”
Linn Bekins, San Diego State University, CA, “Joining Discursive Representations of Self and Symbolic Capital in the Personal Statement”
Robert Brown, University of Texas, Austin, “Evaluating Writing Center Consultations with Med School Applicants”

Practices of Teaching Writing

F.37 A Tribute to Steve Witte
Exhibit Level, Room 125
Chair: Melanie Sperling, University of California, Riverside
Presenters: Mike Rose, University of California, Los Angeles
Linda Flower, Carnegie Mellon, Pittsburgh, PA
Deborah Brandt, University of Wisconsin, Madison
Sarah W. Freedman, University of California, Berkeley
Melanie Sperling, University of California, Riverside
Nancy Sommers, Harvard University, Cambridge, MA
Special Interest Groups

6:30 p.m.–7:30 p.m.

Language

TSIG.01 Should Graduate Programs in Rhetoric/Composition Include Training in Second Language Writing?
Exhibit Level, Exhibit Hall D, Room 15

Chairs: Susan Kay Miller, Mesa Community College, AZ
Kevin Eric De Pew, Old Dominion University, Norfolk, VA
Maureen Daly Goggin, Arizona State University, Tempe, “Negotiating Disciplinary and Professional Boundaries: A Ph.D. Program in Rhetoric, Composition, and Linguistics”

Information Technologies

TSIG.02 Wiki Rhetoricians SIG
Exhibit Level, Room 111

Chair: Matthew Barton, University of South Florida, Tampa
Discussion Leaders: Ryah Meehan, University of South Florida, Tampa
Janice Walker, Georgia Southern University, Statesboro
Rich Rice, Texas Tech University, Lubbock
Richard Doyle, Pennsylvania State University, University Park

Institutional and Professional

TSIG.03 Special Interest Group: Composition/English Education Connections
Exhibit Level, Exhibit Hall D, Room 11

Chairs: Janet Alsup, Purdue University, West Lafayette, IN
Elizabeth Blackburn-Brockman, Central Michigan University, Mt. Pleasant
Mark Letcher, University of Oklahoma, Norman

Presenters: Jon S. Davies, University of Wisconsin–La Crosse, “Exploring Equity and Social Justice through Pre-service Teacher Autobiography”
Thursday, 6:30–7:30 p.m.

Pam Sutton, Union University, Jackson, TN, “Teaching in the Hall: Crossing Discipline Lines to Create Learning Opportunities”
Virginia Pompei Jones, University of North Carolina at Pembroke, “Moving to the Field from the Campus in the Methods Course”
Marilyn Wilson, Michigan State University, East Lansing, “Teaching Writing Assessment in English Education Programs: What More Can We Do?”
Lois Rosen, University of Michigan–Flint, “Teaching Writing Assessment in English Education Programs: What More Can We Do?”
Janet Swenson, Michigan State University, East Lansing, “Teachers Teaching Teachers about Visual Literacy”
Jimmy Guignard, University of Nevada–Reno, “The Possibilities of Performance for Student Writers”
Donald R. Stoll, Rowan University, Glassboro, NJ, “If You Build it, They Will Come: The New Jersey Writers’Association”
David P. Sherman, California State University, Dominguez Hills, Carson, “Multimodes, Multiliteracies”
Frances S. Johnson, Rowan University, Glassboro, NJ, “Writing Arts and Literacy: Crafting a Coordinate Major for Elementary Education Students”
Elizabeth Blackburn-Brockman, Central Michigan University, Mt. Pleasant, “Future Directions of English Education and Composition Collaboration”
Mark Letcher, University of Oklahoma, Norman, “Future Directions of English Education and Composition Collaboration”
Karen Vocke, Western Michigan University, Kalamazoo, “University/School Collaboration in Writing Methods Courses: Real Possibilities”
Leah Zuidema, Michigan State University, East Lansing, “What Happens in English Education Programs when Technical Writing Goes to High School?”
Rick Hansen, California State University, Fresno, “Teaching is Writing”

History

TSIG.04 American Society for the History of Rhetoric
Exhibit Level, Exhibit Hall D, Room 18

Chair: Janet M. Atwill, University of Tennessee, Knoxville
Presenters: Jenn Fishman, University of Tennessee, Knoxville, “Seeing, Naming, and Handling Histories of Rhetoric from New Perspectives”
Thursday, 6:30–7:30 p.m.

**Institutional and Professional**

**TSIG.05** Opening the Gates of Academe through Mentoring: How to Help Students and Colleagues Enter and Succeed

Exhibit Level, Exhibit Hall D, Room 6

*Chairs:* Cindy Moore, Eastern Kentucky University, Richmond
Heather Bruce, University of Montana, Missoula

*Presenters:* Morgan Gresham, Clemson University, SC, “Looking Back to See Forward: Mentoring and Academic Family Trees”
Roxanne Kirkwood, Texas Woman’s University, Denton, “Looking Back to See Forward: Mentoring and Academic Family Trees”
Cindy Moore, St. Cloud State University, MN, “Establishing a Collaborative Mentoring Program for Graduate Students”
Hildy Miller, Portland State University, OR, “Mentoring Graduate Students as the Work of the WPA”
Rosemary Winslow, Catholic University, Washington, D.C., “Collaborative Mentoring: A Tetralogue”
Pamela Ward, Catholic University, Washington, D.C., “Collaborative Mentoring: A Tetralogue”
Katherine Wilson, Catholic University, Washington, D.C., “Collaborative Mentoring: A Tetralogue”
Andrea Harbin, American University, Washington, D.C., “Collaborative Mentoring: A Tetralogue”
Karen Rowan, SUNY–Albany, NY, “Mentoring Graduate Student Administrators in a Feminized Field”
Margaret Strain, University of Dayton, OH, “Learning the Ropes: Mentoring the New Administrator”
Jane Detweiler, University of Nevada–Reno, “Mentoring and Contingent Faculty: Walking a Tightrope, Trying to Be Fair”

**TSIG.06** Film, Television, and Visual Rhetoric

Exhibit Level, Room 110

*Chair:* Paul Miller, Davidson College, NC

*Presenters:* Donna Dunbar-Odom, Texas A&M University–Commerce, “Citizens of the World: Film and Globalization in the Writing Class”
Bronwyn T. Williams, University of Louisville, KY, “Film, Television, and Visual Rhetoric”
Gary Thompson, Saginaw Valley State University, University Center, MI, “Visual Rhetoric as Access to Rhetoric”
Johanna Schmertz, University of Houston–Downtown, TX
Todd Heyden, Pace University, New York City, NY, “Film and Writing Instruction”
Institutional and Professional

TSIG.07 Non-Tenure-Track (NTT) Faculty Special Interest Group
Exhibit Level, Exhibit Hall D, Room 5
Chair: James McDonald, University of Louisiana at Lafayette
Presenters: Lauri Delaney, Kent State University, Stark Campus, Canton, OH, “Downsizing Writing Programs/Downsizing Writing Faculty”
Mary Tobin, Rice University, Houston, TX
Renee Major, Louisiana State University, Baton Rouge, “Pedagogy and Institutional Imperatives”
Sherry Robertson, Arizona State University, Tempe, “Keeping Teaching the Most Important Thing”
James McDonald, University of Louisiana at Lafayette, “CAP Committee Work in 2004–2005”

TSIG.08 Affirming Authority/Affirming Actions: Junior Writing Program Administrator Contact Zones
Exhibit Level, Room 123
Chair: Debra Frank Dew, University of Colorado at Colorado Springs
Presenters: Kate Ryan, West Virginia University, Morgantown, “Claiming Authority, Delimiting Responsibility: Crafting Public Personas”
Rich Miller, Suffolk University, Boston, MA, “Eunoia Run Amok: The Problematic Figure of Goodwill in the JWPA Ethos”
Joseph S. Eng, Eastern Washington University, Cheney, “Reaffirming Authority as a Non-traditional WPA: Intertwining Positioning, Pedagogy, and Program Administration”
Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo, “Graduate Students Hearing Voices: (Mis)Recognition and (Re)Definition of the JWPA Identity”
Connie Kendall, Miami University, Oxford, OH, “Graduate Students Hearing Voices: (Mis)Recognition and (Re)Definition of the JWPA Identity”
Sandee McGlaun, North Georgia College and State University, Dahlonega, “Wanted or WANTED: Administering Writing Programs in the ‘Between’”
Debra Frank Dew, University of Colorado at Colorado Springs, “Smackin’ the Little Dog: JWPA Authority and the Return of the ‘Perfect Cheat’”
Thursday, 6:30–7:30 p.m.

**Creative Writing**

**TSIG.09 M.F.A. Special Interest Group**
Exhibit Level, Exhibit Hall D, Room 4

*Chair:* Kendra Matko, Michigan State University, East Lansing

*Presenters:*
- Katherine Fischer, Clarke College, Dubuque, IA, “Renegade on the Loose: Reuniting English Departments with Their Creative Others”
- Will Hochman, Southern Connecticut State University, New Haven, “The Poem of the Essay”
- David Starkey, Santa Barbara City College, CA, “Teaching English in the Two-Year College with the M.F.A. as Terminal Degree”
- Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing, “In a Place of Bones: Race, Writing, Trauma, and Pedagogy”

**TSIG.10 Kenneth Burke Society Triennial Conference Preview**
Exhibit Level, Exhibit Hall D, Room 3

*Chair:* Jack Selzer, Pennsylvania State University, University Park

**Institutional and Professional**

**TSIG.11 How To Get Published in CCC: Meet the Editor and Editorial Board**
Exhibit Level, Room 122

*Chair:* Deborah Holdstein, Governors State University, University Park, IL

*Editorial Board:*
- Arnetha Ball, Stanford University, CA
- Gill Creel, Minneapolis Community Technical College, MN
- Roz Ivanic, Lancaster University (UK)
- Scott Lyons, Leech Lake Tribal College/Syracuse University, NY
- LuMing Mao, Miami University, Oxford, OH
- Carolyn R. Miller, North Carolina State University, Raleigh
- Peter Mortensen, University of Illinois at Urbana–Champaign
- Nedra Reynolds, University of Rhode Island, Kingston
- John Trimbur, Worcester Polytechnic Institute, MA
- Victor Villanueva, Washington State University, Pullman
- Nancy Welch, University of Vermont, Burlington
- Smokey Wilson, Laney College, Oakland, CA
Composition Programs

TSIG.12 High School/College Articulation
Exhibit Level, Exhibit Hall D, Room 12

Chair: Kimberly Dozier, Hartnell College, Salinas, CA

Presenters: Debra Knutson, Shawnee State University, Portsmouth, OH, “Inflating Grades and Egos . . . and Other Results of Dual-credit Writing Programs”
Christel Taylor, University of Wisconsin–Waukesha, “Inflating Grades and Egos . . . and Other Results of Dual-credit Writing Programs”
Kimberly Dozier, Hartnell College, Salinas, CA, “‘I Just Read Stories’ and Other High School English Experiences”
Eileen Bularzik, Illinois State University, Normal, “Infiltrating Their Ranks: A College Professor Enters the High Schools”

TSIG.13 National Archives of Composition and Rhetoric
Exhibit Level, Exhibit Hall D, Room 2

Chair: Robert Schwegler, University of Rhode Island, Kingston

Presenters: Christopher Ervin, University of South Dakota, Vermillion, “Archiving Writing Centers on the Web”
John Brereton, The Boston Athenaeum, MA, “Local and National: Encouraging Cooperation between Local Archives and the National Archives of Composition and Rhetoric”
Robert Schwegler, University of Rhode Island, Kingston, “Taking a Snapshot of Practices: Gathering Curricular Materials from Composition Programs”
Thursday, 6:30–7:30 p.m.

Practices of Teaching Writing

**TSIG.14 Service-learning Special Interest Group**  
Exhibit Level, Exhibit Hall D, Room 13  
Chair: Cole Bennett, Abilene Christian University, TX  
Presenters: Cole Bennett, Abilene Christian University, TX  
Adrian Wurr, University of North Carolina, Greensboro  
Billie Hara, Texas Christian University, Fort Worth, “Service Learning in the Academy”  
Tobi Jacobi, Colorado State University, Fort Collins  
Glenn Hutchinson, University of North Carolina, Charlotte, “Service-learning: Entering a Conversation”  
Blake Scott, University of Central Florida, Orlando, “Student-Driven Sustainability: Inviting Students into Institutional Service-learning Structures”  
Kevin Moberly, University of Louisiana at Lafayette  
Keith Dorwick, University of Louisiana at Lafayette, “Writing and Working for Change in the First-Year Composition Course”  
Amy Rupiper Taggart, North Dakota State University, Fargo, “Creating Interdisciplinary Community Collaboratives”  
Nancy Nester, Roger Williams University, Coventry, RI, “The Public Intellectual and the Campus Visit”  
Cathy Sayer, Wright State University, Dayton, OH  
Risa Gorelick, Monmouth University, West Long Branch, NJ  
Barbara Roswell, Goucher College, Baltimore, MD, “Sustaining Community-Based Writing: The Role of Research”  
H. Brooke Hessler, Oklahoma City University, OK  

Language

**TSIG.15 Language, Linguistics, and Writing:**  
Understanding Language, Teaching Writing  
Exhibit Level, Exhibit Hall D, Room 10  
Chair: MaryAnn Crawford, Central Michigan University, Mt. Pleasant  
Presenters: Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis  
Arthur Palacas, University of Akron, OH  
Eleanor Kutz, University of Massachusetts, Boston, “Understanding Language, Teaching Writing”  
Peter Elbow, University of Massachusetts, Amherst, “What Can Speech Tell Us about Good Writing?”
TSIG.16  **Methods Roundtables:**
**Basics and Beyond in Technical Communication**
Exhibit Level, Room 134A

*Chair:* Karen R. Schnakenberg, Carnegie Mellon University, Pittsburgh, PA

*Presenters:*
- Lorraine Higgins, Worcester Polytechnic Institute, MA, “Teaching Ethics and the Discourse of Professionalism”
- Susan M. Katz, North Carolina State University, Raleigh, “Teaching Ethics and the Discourse of Professionalism”
- TyAnna Herrington, Georgia Institute of Technology, Atlanta, “The Challenge of Global Pedagogy”
- Kirk St. Amant, Texas Tech University, Lubbock, “Considering Culture in an Online Age”
- Lee S. Tesdell, Minnesota State University, Mankato, “Methods Roundtables: Basics and Beyond in Technical Communication”
- Becky Jo McShane, Weber State University, Odgen, UT, “Methods and Materials for Online Technical Writing Courses”
- David Marado, Miami University, Oxford, OH
- Harriet Napierkowski, University of Colorado at Colorado Springs, “Designing and Implementing Assessment Strategies”
- Molly K. Johnson, University of Houston–Downtown, TX, “Incorporating User Research and Usability in Introductory Courses”
- David Dayton, Southern Polytechnic State University, Silver Spring, MD, “Incorporating User Research and Usability in Introductory Courses”

*Practices of Teaching Writing*

TSIG.17  **Fun in the Writing Center: An Interactive Exploration**
Exhibit Level, Exhibit Hall D, Room 14

*Chair:* James Inman, University of Tennessee, Chattanooga

*Presenters:*
- Dagmar Stuehrk Corrigan, University of Houston–Downtown, TX, “‘I Call Shot-Gun’: Writing Center Roadtrips”
- Lisa Zimmerelli, University of Maryland, College Park, “Games Tutors Play: Developing Writing Center Community”
- Chad Verbais, Southern Illinois University, Edwardsville, “Comp(etition) in the Writing Center”
- Jill Pennington, Lansing Community College, MI, “‘Midnight Madness Portfolio Pandemonium’ at Lansing Community College: A Night of Chaos and Fun”
- Tim Miank, Lansing Community College, MI, “‘Midnight Madness Portfolio Pandemonium’ at Lansing Community College: A Night of Chaos and Fun”
Thursday, 6:30–7:30 p.m.

**Professional and Technical Writing**

**TSIG.18 EngiComm:**

*Writing across the Engineering Curriculum*

Exhibit Level, Room 112

*Chair:* Julia Williams, Rose-Hulman Institute of Technology, Terre Haute, IN  
*Presenters:* Steven Youra, California Institute of Technology, Pasadena  
Rob Irish, University of Toronto, Ontario, Canada  
Stephen Bucher, University of Southern California, Los Angeles  
Jon Leydens, Colorado School of Mines, Golden

**Creative Writing**

**TSIG.19 Creative Writing:**

*Opening the Golden Body, Using the Mind/Body Connection to Create Embodied Writing*

Exhibit Level, Exhibit Hall D, Room 16

*Chairs:* Erin Pushman, Limestone College, Gaffney, SC  
*Presenters:* Janine DeBaise, SUNY Environmental Science and Forestry (ESF), Syracuse, NY, “Dancing with Words”  
Erin Pushman, Limestone College, Gaffney, SC, “Word Swimming”  
Katherine Wills, Indiana University–Columbus, “Never Missing a ‘Beat’ Poet: A San Francisco Lyric Poem”  
Elizabeth Herman, Southern Illinois University at Carbondale, “Silent Meditation and Discourse Communities”  
Cathy McClure, Rowan Cabarrus Community College, Concord, NC, “The ‘Pose’ of Composing”  
Mary Ann Cain, Indiana University/Purdue University, Fort Wayne, “Moving Spaces: Body, Text, and Place”  
Marjorie Ford, Stanford University, CA, “Yogic Breathing, Postures, and Writing”

**Composition Programs**

**TSIG.20 Teaching Adult Writers in Diverse Contexts**

Exhibit Level, Room 124

*Chairs:* Linda Brender, Macomb Community College, Clinton Township, MI  
*Presenters:* Kimme Nuckles, Baker College, Auburn Hills, MI, “Considering Age in Writing Courses with Adult Learners”  
Linda Brender, Macomb Community College, Clinton Township, MI, “Adult Learners Accessing Professional Writing”  
Camille Colatosti, Davenport University, Warren, MI, “Integrating
Thursday, 6:30–7:30 p.m.

Writing and Communication in the Disciplines”
Patricia Fox, National Writing Project, Tallahassee, FL, “Writing (that) Matters: Returning Adult Students and Alternative Academic Discourse”
Barbara Gleason, City College, City University of New York, NY
Connie Harrison, Baker College, Auburn Hills, MI, “Instructional Strategies with Adult Learners”
Herbert Shapiro, Empire State College of the SUNY, Rochester, NY
Sandra Valensky, Baker College, Auburn Hills, MI

Theory

TSIG.21 Rhetoric, Writing, and the Transcendent
Exhibit Level, Exhibit Hall D, Room 8
Chair: Bradley G. Siebert, Washburn University, Topeka, KS
Bradley G. Siebert, Washburn University, Topeka, KS, “Bio-Historicity as Kaufman’s Postmodern Theological Ground: A Burkean Analysis”
Hayes Hampton, University of South Carolina, Sumter, “Terministic Screams: Forbidden Texts and the Figuration of Chaos”

Composition Programs

TSIG.22 Helping Students through the Gates: College and University Writing Assessment in the 21st Century
Exhibit Level, Room 120
Chair: Dan Fraizer, Springfield College, MA
Presenters: Judy Arzt, St. Joseph’s College, Bloomfield, CT, “Assessment and Writing across the Curriculum”
Chris Burnham, New Mexico State University, Las Cruces, “Using Assessment for Writing across the Curriculum Faculty Development”
Dan Fraizer, Springfield College, MA, “Student Perceptions of State-mandated Literacy Tests”
J. L. McClure, Kirkwood Community College, Iowa City, IA
Mark Sutton, Keen University, Westfield, NJ, “Avoiding the Black Dot: Fair Grading of Collaborative Writing”
Doug Baldwin, ETS, Princeton, NJ, “Technology and (an Imagined) Future of Writing Assessment”
Thursday, 6:30–7:30 p.m.

**TSIG.23 Medical Rhetoricians**
Exhibit Level, Exhibit Hall D, Room 9
*Chair: Susan Popham, University of Memphis, TN*
*Presenters: Barbara Heifferon, Clemson University, SC, “A History of the HIPAA Act”*
Linn Bekins, San Diego State University, CA, “Informed Consent”
Michelle F. Eble, East Carolina University, Greenville, NC, “IRB Approval”
Michelle Cox, University of New Hampshire, Durham, “Collaborative Research”
Cinthia Gannett, Loyola College of Maryland, Baltimore, “Collaborative Research”

**TSIG.24 Queer Caucus**
Exhibit Level, Room 121
*Chair: William P. Banks, East Carolina University, Greenville*

**TSIG.25 Keeping the Flame Alive: Celebrating the Life, and Continuing the Work, of James Moffett**
Exhibit Level, Exhibit Hall D, Room 17
*Chair: Bruce Novak, Northern Illinois University, DeKalb*
*Presenters: Tom Newkirk, University of New Hampshire, Durham, “Moffett and Inner Speech”*
Kristie S. Fleckenstein, Ball State University, Muncie, IN, “Standing on the Shoulders of Giants: The Challenges and Rewards of Teaching with Moffett”
Theory

**TSIG.27 Rhetoric and Christian Tradition**

Exhibit Level, Room 114

**Chair:** Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

**Discussion Leaders:** Beth Daniell, Kennesaw State University, GA
Thomas Amorose, Seattle Pacific University, WA, “Rhetoric and Christian Tradition”
David Jolliffe, DePaul University, Chicago, IL, “Ethos and Composition: Being versus Becoming”
Anne Gere, University of Michigan, Ann Arbor, “Rhetoric and Christian Tradition”
Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

**Presenters:** Jennifer Santos, Arizona State University, Tempe, “Religious Plotlines and Critical Thinking”
Barbara Bird, Taylor University, Upland, IN, “Inquiry and Christian Faith: Can the Two Become One?”
Judith Hebb, Atlanta Christian College, GA, “Critical Thinking and Biblical Discernment”
David Braue, Palm Beach Atlantic University, FL, “‘Bad Faith’ to Good Faith: The Fiduciary Element in Critical Thinking”
Missy Nieveen Phegley, Southern Illinois University, Carbondale, “The Truth according to Whom?”
Keith Miller, Arizona State University, Tempe, “Martin Luther King, Jr.’s Biblical Narrative and Hermeneutic”
Gary Layne Hatch, Brigham Young University, Provo, UT, “Persuasion, Instruction, and the Holy Spirit in LDS Preaching”
Kristen Welch, University of Arizona, Tucson, “Women as Pentecostal Holiness Preachers”
THURSDAY EVENING SPECIAL EVENTS

Scholars for the Dream Reception
Exhibit Level, Room 131
6:15 p.m.–7:15 p.m.
Co-Chairs: Amanda Espinosa-Aguilar and Malea Powell

Humor Night
Exhibit Level, Room 132
6:30 p.m.–8:30 p.m.
Are We Havin’ Fun Yet, or What? Twenty Years of Humor Night: A Celebration
Chair: Ronald F. Lunsford, University of North Carolina at Charlotte
Presenters: Gabriele Rico, San Jose State University, CA, “When Images and Worlds Collide”
Anits R. Guynn, University of North Carolina at Pembroke, “It Was 20 Years Ago Today . . .”
Bill Bridges, Sam Houston State University, Huntsville, TX, “A Morally Instructive Tale of One Pilgrim’s Lack of Progress in Academe, or, The Dead White Guy’s Lament”
Marvin Diogenes, Stanford University, CA, “CBB: Maximum Revision and Blues”
Clyde Moneyhun, Stanford University, CA, “CBB: Maximum Revision and Blues”

AA
Exhibit Level, Room 134D
8:00 p.m.–10:00 p.m.

ALANON
Exhibit Level, Room 134C
8:00 p.m.–10:00 p.m.