Wednesday, 9:00 a.m.–12:30 p.m.

HALF-DAY WEDNESDAY WORKSHOPS

Note: Each workshop has an enrollment limit of 50. These workshops are designed for maximal interaction between leaders and registrants. In fairness to those who have paid an additional fee (separate from the convention registration fee) for the special experience these workshops offer, no one can be admitted for a workshop once its registration limit has been reached.

Morning: 9:00 a.m.–12:30 p.m.

MW.1 Disability and Access: Enabling the People, Technologies, and Spaces of Composition

Exhibit Level, Exhibit Hall D, Room 111

Thinking about access through a disability studies perspective means re-envisioning the physical and conceptual dimensions of relationships, spaces, practices, and technologies. Workshop leaders will stimulate conversations and activities focused on making composition and rhetoric studies accessible for students and teachers with disabilities. Workshop participants will collaboratively generate issues, questions, and new directions for access in university settings.

Participants will choose from three interactive roundtables—PEOPLE, TECHNOLOGIES, and SPACES. Each roundtable will be offered twice. Participants will reflect upon the roundtable discussions. Having visited each roundtable, the respondent will share her notes and ask participants to “write back” more commentary on poster boards. These boards will be displayed during the conference. The concluding session will also be a time to plan action for this and future conferences.

Chairs: Rita Rich, The Ohio State University, Columbus
Stephanie Kerschbaum, University of Wisconsin–Madison
Brenda Brueggemann, The Ohio State University, Columbus
Cynthia Lewiecki-Wilson, Miami University, Oxford, OH

Discussion Leaders: Michael Salvo, Purdue University, West Lafayette, IN
Margaret Price, Spelman College, Atlanta, GA
Pushpa Parekh, Spelman College, Atlanta, GA
Jay Dolmage, Miami University, Oxford, OH
Kristen Lindgren, Haverford College, PA
Paige Franklin, Gallaudet University, Washington, D.C.
Tonya Stremlau, Gallaudet University, Washington, D.C.
Rita Rich, The Ohio State University, Columbus
Stephanie Kerschbaum, University of Wisconsin-Madison
Amy Vidali, University of Washington, Seattle
Brenda Jo Brueggemann, The Ohio State University, Columbus

Respondant: Cynthia Lewiecki-Wilson, Miami University, Oxford, OH
MW.2 Blog On!: Accessing Public Audiences through Weblogs
Exhibit Level, Room 110

A blog, short for “Web log,” is a powerful and flexible tool for electronic composition that can function as an online journal, knowledge management tool, community of argument, and more. Because most blog services are free, easy to use, and accessible from any web-connected computer, they have exploded in popularity, providing anyone with web access the opportunity to be heard in a world-wide public forum. Yet they also provide a unique opportunity for situating our students’ writing in a global conversation previously unconsidered. This half-day workshop will give an overview of blogging and the specifics of using blogs in the classroom. Participants will leave the workshop with a sense of the potential of blogs for academics, a set of printed materials, and a blog of their own.

Chairs: Meredith A. Love, Francis Marion University, Florence, SC
Stephanie Holink, University of New Mexico, Albuquerque

Presenters: Lisa Spangenberg, UCLA, Los Angeles, CA
Jeff White, University of Alaska, Anchorage
Barclay Barrios, Rutgers University, New Brunswick, NJ
George Pullman, Georgia State University, Atlanta
Jennifer Bay, Purdue University, West Lafayette, IN
Wendy Warren Austin, Edinboro University of Pennsylvania
Scott T. Rogers, Weber State University, Ogden, UT
Beckie Flannagan, Francis Marion University, Florence, SC
Randolph Cauthen, Bloomsburg University, PA
Jeff Ward, University of Arkansas at Little Rock
Wednesday, 9:00 a.m.–12:30 p.m.

**MW.3 Working With Generation 1.5 in College Composition**
Exhibit Level, Room 124

In recent decades, college composition and basic writing instructors have seen increasing numbers of “generation 1.5” immigrant students—those students who fall somewhere between the categories of “native English speaker” and “ESL.” Such students typically have arrived in the U.S. at a young age, learned English in informal settings, and received all of their education in U.S. schools. As a result, they do not perceive themselves as English language learners and they resist placement into ESL courses. However, in their academic writing, they demonstrate many grammatical and rhetorical difficulties typical of more recently arrived ESL students. They also tend to demonstrate grammatical and rhetorical features of U.S. “non-standard dialect” speakers. College writing instructors struggle to find appropriate ways to assist these generation 1.5 students with academic language development, as well as revision, editing, and proofreading.

This workshop will help instructors develop strategies for working with these students. After an overview of the experiences, characteristics, and educational needs that generation 1.5 students bring to college writing classrooms, participants will break into small groups, each with an assigned practical application task. Handouts will include syllabi, writing prompts, samples of student writing, teaching suggestions, and an extensive bibliography.

*Chair:* Mark Roberge, San Francisco State University, CA

*Presenter:* Mark Roberge, San Francisco State University, CA

**MW.4 Every Composition Professional a De Facto ESL Composition Professional: Foundations**
Exhibit Level, Exhibit Hall D, Room 4

Although the primary audience for this workshop is anyone working with ESL writers who does not have a strong background in ESL theory and research, the workshop is also a good foundation for more advanced considerations of second language writing and writers that might occur throughout the conference. The workshop will provide an overview of the CCCC Statement on Second Language Writing and Writers to initiate discussion about how and why participants’ institutions deviate from these guidelines and to provide a frame for the workshop. Presenters will discuss how we identify ESL writers, how we assess them, where we place them, and how we can adapt our instruction to accommodate ESL learners in our classrooms. Small group discussions will reflect on the contextual needs and concerns of each participant, before reconvening as a larger group to summarize our conversations and resulting ideas.

*Chair:* Mark Roberge, San Francisco State University, CA

*Presenter:* Mark Roberge, San Francisco State University, CA
Chairs: Kate Mangelsdorf, University of Texas–El Paso
Jay Jordan, Penn State University, State College, PA

Speakers: Paul Kei Matsuda, University of New Hampshire, Durham, “CCCC Statement on Second Language Writers and Writing”
Jay Jordan, Penn State University, State College, PA
Deborah Crusan, Wright State University, Springfield, OH
Colleen Brice, Grand Valley State University, Allendale, MI
Gwen Gray Schwartz, University of Arizona, Tucson
Chitralekha Duttagupta, Arizona State University, Tempe

ALL-DAY WEDNESDAY WORKSHOPS

9:00 a.m.–5:00 p.m.

W.1 Theory to Exemplary Practice and Programs from the Two-Year College (TYCA Sponsored)
Exhibit Level, Room 130
This workshop showcases exemplary practices and programs in the two-year college classroom. Facilitators will discuss the impact of cultural literacy in our visual society, suggestions for creative writing projects, methods to engage developmental students, including student assessment, criteria for student performance and WAC. Instead of asking “What will I do on Monday?,” participants will return home with ideas and lessons that will engage their students in the learning process.

Chair: Jane Wagoner, Wright College, Chicago, IL
Presenters: Sterling Warner, Evergreen Valley College, San Jose, CA
Brenda Cardenas, Wright College, Chicago, IL
Al Zucha, Lee College, Baytown, TX
Linda Houston, The Ohio State University, Wooster
Shaun Reno, St. Louis Community College at Meramec, Kirkwood, MO
Alexis Nelson, Spokane Falls Community College, WA
Jan Swinton, Spokane Falls Community College, WA
Larry McDoniel, St. Louis Community College at Meramec, Kirkwood, MO
Jacqueline Pena, Northern Essex Community College, Haverhill, MA
Wednesday, 9:00 a.m.–5:00 p.m.

W.2  Language Diversity in the Composition Classroom
(Sponsored by Language Policy Committee; American Indian, Asian/Asian American, Black, and Latina/Latino Caucuses; Second Language Writing Committee; SIG on Language, Linguistics and Writing)

Exhibit Level, Exhibit Hall D, Room 14

CCCC is known for “Students’ Right to Their Own Language,” “National Language Policy,” and “Statement on Second Language Writing and Writers.” However, experienced professionals have expressed concern about the teaching practices and lack of academic preparation in language diversity of college composition instructors. This workshop focuses on linguistically diverse writers. After a brief introduction, participants will move into five Breakout Groups, run concurrently for 90 minutes, focusing on the language and literacy education of 1) African American, 2) American Indian, 3) Asian/Asian American, 4) Latino/a, and 5) White mainstream and non-mainstream students. Each participant will select 4 of the 5 Breakout Groups, participating in 2 in the morning session, 2 in the afternoon session.

Chair: Geneva Smitherman, Michigan State University, East Lansing
Facilitators: Rashidah Muhammad, Governors State University, University Park, IL
Terry Carter, Southern Polytechnic State University, Marietta, GA
Denise Troutman, Michigan State University, East Lansing
Elaine Richardson, Pennsylvania State University, State College
Malea Powell, Michigan State University, East Lansing
Joyce Rain Anderson, Massasoit Community College, Brockton, MA
Angela M. Haas, Michigan State University, Bowling Green
Paul Kei Matsuda, University of New Hampshire, Durham
Victor Villanueva, Washington State University, Pullman
Gail Okawa, Youngstown State University, OH
Cristina Kirklighter, Texas A&M, Corpus-Christi
Susan Miller, Mesa Community College, Gold Canyon, AZ
Michelle Hall Kells, University of New Mexico, Bryan
Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis, IN
C. Jan Swearingen, Texas A&M University, Bryan
Arthur Palacas, University of Akron, OH
LuuMing Mao, Miami University, Hamilton, OH
Nancy Linh Karls, University of Colorado–Denver
Haivan V. Hoang, University of Massachusetts, Amherst
Eleanor Kutz, University of Massachusetts–Boston
MaryAnn K. Crawford, Central Michigan University, Mt. Pleasant
Katherine K. Sohn, Pikeville College, KY
Wednesday, 9:00 a.m.–5:00 p.m.

W.3 Models for Student Success: Learning from Award-Winning Basic Writing Programs (Sponsored by the Conference on Basic Writing)
Exhibit Level, Exhibit Hall D, Room 9

This workshop will examine two model basic writing programs—recent winners of the Conference on Basic Writing’s “Award for Innovation”—and will help participants adapt these programs’ winning ways to the site-specific needs of their own institutions as they work to maximize basic writing student success. Participants will engage in small group discussions, reading and reflection, and role-playing. Materials for setting course goals, designing written and oral assignments, and applying assessment rubrics will be provided. All bibliographical, scholarly, and pedagogical materials will be freely shared so that participants will acquire a significant package of resources for use at their home institutions. Model program principles will be explored in reflective discussions conducted by Conference on Basic Writing leaders from across the country and from a diverse range of two-year, four-year, and graduate institutions.

Chairs: William Lalicker, West Chester University, PA
Thomas Reynolds, University of Minnesota, Minneapolis

Discussion Leaders: Kathleen A. Baca, Dona Ana Branch Community College, Las Cruces, NM
Greg Glau, Arizona State University, Tempe
Rick Branscomb, Salem State College, MA
Susan Naomi Bernstein, University of Cincinnati, OH
Linda Adler-Kassner, Eastern Michigan University, Ypsilanti
Alan Meyers, Harry S. Truman College, Chicago, IL
Gerri McNenny, Chapman University, Orange, CA
Karen Uehling, Boise State University, ID
Sallyanne H. Fitzgerald, Napa Valley College, CA
Carolyn Young, University of Wyoming, Laramie
Kelly Belanger, University of Wyoming, Laramie
April Heaney, University of Wyoming, Laramie
Joyce Stewart, University of Wyoming, Laramie
Patty Baldwin, San Francisco State University, CA
Karen Wong, Skyline College, San Bruno, CA
Amy Storniaulo, San Francisco State University, CA
Sherry Suisman, San Francisco State University, CA
Helen Gillotte-Tropp, San Francisco State University, CA
Sugie Goen, San Francisco State University, CA
Jen Levinson, San Francisco State University, CA
Amy Love, San Francisco State University, CA
Shannon Pries, San Francisco State University, CA
Mark Spinrad, San Francisco State University, CA
Wednesday, 9:00 a.m.–5:00 p.m.

**W.4 Starting/Restarting/Continuing WAC/WID: Program Models, Strategies, and Innovations**

*Exhibit Level, Room 123*

This workshop is divided into short presentations and small group working sessions. The presentations are “Starting/Restarting WAC: Finding Your Allies,” “The Roles of Writing in WAC,” “ECAC: Technologies for Writing/Speaking,” “Models of WAC/WID Program Assessment,” “Building WAC/WID Oversight Committees,” “WID at the University of Delaware,” “Writing Fellows and Linked Courses,” “CAC: Writing and Speaking across the Curriculum,” and “WAC Lite, Distance-Learning, and Guides in the Disciplines.” Breakout groups discuss these topics and others related to them.

**Chair:** Chris Thaiss, George Mason University, Fairfax, VA  
**Speakers/Discussion Leaders:** Chris Anson, North Carolina State University, Raleigh  
Stephen Bernhardt, University of Delaware, Newark  
Susan McLeod, University of California–Santa Barbara  
Donna Reiss, Tidewater Community College, Virginia Beach, VA  
Margot Soven, La Salle University, Philadelphia, PA  
Chris Thaiss, George Mason University, Fairfax, VA  
Vicki Tolar Burton, Oregon State University, Corvallis  
Marty Townsend, University of Missouri–Columbia  
Terri Zawacki, George Mason University, Fairfax, VA  
**Discussion Leaders:** Pamela Childers, The McCallie School, Chattanooga, TN  
Cinthia Gannett, Loyola College in Maryland, Baltimore  
Joan Mullin, University of Toledo, OH  
Kate Tirabassi, University of New Hampshire, Durham  
Art Young, Clemson University, SC

**W.5 The Writing Center: Gateway to Diversity**

*Exhibit Level, Exhibit Hall D, Room 5*

The Writing Center: Gateway to Diversity takes as its focus the role of the writing center in affirming the presence and assuring the success of diverse students—in particular, underrepresented and at-risk groups. The workshop asks: How do writing centers act as gateways to the university experience for these students? What can writing centers contribute to our knowledge of these students’ ways of thinking, learning, writing? How do we know that writing centers help these students succeed? And, finally, what is the relationship between affirmative action and the writing center: How do we as a discipline construct and value the term?

**Chairs:** Joseph Zeppetello, Marist College, Poughkeepsie, NY  
Brenda Tuberville, University of Texas at Tyler
Wednesday, 9:00 a.m.–5:00 p.m.

Speakers: Tiffany Rouscullp, Salt Lake City Community College, UT
Clint Gardner, Salt Lake City Community College, UT
Tammy Conard-Salvo, Purdue University, West Lafayette, IN
Linda S. Bergmann, Purdue University, West Lafayette, IN
Jingfang Ren, Purdue University, West Lafayette, IN
Derek Boczkowski, Columbia College, Chicago, IL
Beth Burmester, Georgia State University, Atlanta
Serkan Gorkemli, Purdue University, West Lafayette, IN
Deborah Burns, Merrimack College, North Andover, MA
Kathleen Shine Cain, Merrimack College, North Andover, MA
Michael Rossi, Merrimack College, North Andover, MA
Gilda Teixido Kelsy, University of Delaware, Newark
Teagan Decker, University of Washington, Seattle
Jenny Halpin, University of Washington, Seattle
Steven Corbett, University of Washington, Seattle
Brad Peters, Northern Illinois University, DeKalb
Shanti Bruce, Indiana University of Pennsylvania
Candace Stewart, Ohio University, Athens
Paul Shovlin, Ohio University, Athens
Talinn Tiller, Ohio University, Athens
Carol Haviland, California State University–San Bernardino
Al DeCiccio, Rivier College, Nashua, NH
Kelly Shea, Seton Hall, South Orange, NJ
Carolyn Kinslow, Cameron University, Lawton, OK
Judy Arzt, St. Joseph College, West Hartford, CT
Scott Miller, Sonoma State, Rohnert Park, CA
Kevin Dvorak, Indiana University of Pennsylvania
Sandee McGlaun, North Georgia College, Dahlonega, GA
Jessica Dur, Sonoma State University, Rohnert Park, CA
Elena J. P. Marts, St. Joseph’s College, Suffolk, NY
Anthea Andrade, Georgia State University, Atlanta
Tanya Cochran, Georgia State University, Atlanta
Beth Godbee, Georgia State University, Atlanta
Cindy Sheffield Michaels, Georgia State University, Atlanta
Corey Green, Georgia State University, Atlanta
Amy Martin, Pace University, Pleasantville, NY
Denise Stephenson, Mira Costa College, Oceanside, CA
Lisa Johnson, Washington State University, Pullman
Kathleen J. Klompien, California State University, Los Angeles
Edmund Jones, Seton Hall University, South Orange, NJ
Chad Verbais, Southern Illinois University, Edwardsville
Katherine M. Schmidt, Western Oregon University, Monmouth
Maggie Cecil, California State University, San Bernardino
Wednesday, 9:00 a.m.–5:00 p.m.

**W.6 Assessing the Ineffable**
(Sponsored by the Assembly for Expanded Perspectives on Learning)

Exhibit Level, Exhibit Hall D, Room 7

Composition has entered an age of departmental, programmatic and institutional accountability: assessment has arrived. Assessment show great promise. For example, we will have more opportunities to generate reflective practice, to understand course and program effectiveness, and for composition to manage its own accountability. These promises, however, are obviated by the fact that much of what we value in student writing is “ineffable.” What are the methods by which we might assess critical thinking, style, emotional and moral intelligence, or values? What are the implications of assessing such phenomena?

Workshop participants will negotiate the tensions among the “ineffable” theories, philosophies and practices in the teaching of writing, and the more “effable” (or pragmatic) demands of assessment. They will explore ways to make assessments fit what they believe is important about writing as well as serve the needs of various stakeholders.

**Chairs:** Christopher McCarrick, Clarion University of Pennsylvania
Bruce Novak, Northern Illinois University, DeKalb
Stan Scott, University of Maine

**Keynote Speaker:** William Condon, Washington State University, Pullman,
“A Construct Must be Present in Order to be Assessed.”
John Wafer, University of Miami, FL
Tracey Johnson, Clarion University, PA
Kia Jane Richmond, Northern Michigan University, Marquette
Janet Alsup, Purdue University, West Lafayette, IN
Bruce Novak, Northern Illinois University, DeKalb
Libby Falk Jones, Berea College, KY
Pamela Ward, Catholic University of America, Washington, D.C.
Nan Phifer, University of Oregon, Eugene
Matthew Kilian McCurrie, Columbia College, Chicago, IL
HALF-DAY WEDNESDAY WORKSHOPS

Afternoon: 1:30 p.m.–5:00 p.m.

AW.01 Changing the Process of Institutional Review Board Compliance
Exhibit Level, Room 110

Established by the Code of Federal Regulations, Institutional Review Boards (IRBs) are charged with reviewing all research proposals and with ensuring that research participants are treated ethically and responsibly. While we support the need for compliance with IRBs, we are concerned about the biomedical paradigms that structure most IRBs (see Anderson 1996; Anderson, 1998; McKee, 2003; Mountford, 1998; Takayoshi & Powell, 2003). Because this bias affects what types of research questions get asked, what methodologies get used, and what studies get approved (and thus conducted), it is essential that we researchers in composition and rhetoric become aware of and get involved with the IRB process at our own institutions to change the potentially problematic ways IRB procedures position researchers in the humanities and social sciences.

Thus, this half-day workshop will focus on strategies for changing the processes of IRB compliance. The format for the workshop will be a combination of presentations and roundtable discussion sessions. The three facilitators have been active in changing IRB policies at their home institutions and currently serve on our institution’s IRB.

Pre-registered participants will be asked to supply particular information about their IRB, which will be shared with all participants during the workshop along with bibliographic information that situates the study of IRBs in a national context.

Chair: Heidi McKee, University of Massachusetts, Amherst
Presenters: Michelle Eble, East Carolina University, Greenville, NC
Heidi McKee, University of Massachusetts, Amherst
Peter Mortensen, University of Illinois, Urbana-Champaign
AW.02 Every Composition Professional a De Facto ESL Composition Professional: Special Issues and Topics

Exhibit Level, Exhibit Hall D, Room 4

This workshop provides participants an opportunity to engage in several focused small-group discussions and activities on topics that best address their individual needs. The workshop will begin with a brief overview of each topic. Presenter 1 will review the CCCC Statement on Second Language Writing and Writers to initiate discussion and to provide a framework for the workshop. We will then hold two 40-minute breakout sessions, during which participants will choose a table according to the topic they want to learn more about. Topics include tutoring the second language writer, definitions of competence in ESL student writing, ESL students in high schools, tutor training, educating faculty about ESL writing, and generation 1.5.

**Chairs:** Kate Mangelsdorf, University of Texas–El Paso
Michelle Cox, University of New Hampshire, Durham
Christina M. Ortmeier-Hooper, University of New Hampshire, Durham

**Presenters:** Paul Kei Matsuda, University of New Hampshire, Durham
Gita DasBender, Seton Hall University, Maplewood, NJ
Gigi Taylor, Purdue University, West Lafayette, IN
Barbara Kroll, California State University, Northridge
Jill Swavely, Temple University, Philadelphia, PA
Gladys V. Scott, Northwest Regional Educational Laboratory, Portland, OR
Christina M. Ortmeier-Hooper, University of New Hampshire, Derry
Bob Weissberg, New Mexico State University, Las Cruces
Gail Shuck, Boise State University, ID
Kate Mangelsdorf, University of Texas–El Paso
Susan Naomi Bernstein, University of Houston–Downtown, TX

AW.03 Practicing What We Teach: Applying the Golden Rule to Help Marginalized Students Access the “Academy”

Exhibit Level, Room 131

How can we best reach those students in the back row who are disengaged with traditional writing pedagogies? We encourage students to consider the complexities of audience, purpose, and occasion when they write. As writing teachers, we should do the same: Think of our students as an audience with complex educational needs. Using this principle, the workshop facilitators will offer participants holistic, entertaining ways of engaging students in the analytical and higher-order thinking skills in basic-writing, creative-nonfiction, advanced-composition, and technical-writing classrooms. Facilitators will share six 30-minute activities that encourage
AW.04 Working with the Media to Shape Public Policy
(Sponsored by the CCCC Committee on Public Policy)
Exhibit Level, Exhibit Hall D, Room 19

This workshop will engage participants in the development of a message framework for use in communicating with the media and other audiences about the teaching of writing. Participants will receive guidelines for and comments about working with the media. They will also do hands-on work creating, discussing, and reacting to messages that can help them talk about their work and its importance to key audiences. Participants will leave the workshop knowing how to work more effectively with a variety of media to affect coverage of writing- and literacy-related topics.

Facilitator: John McDonald is owner and president of Stone’s Throw Strategic Communications. He has helped clients from the National Writing Project to the Los Angeles Public Schools communicate with key audiences and to make members of the news media more aware of the research and actions of his clients on important policy issues. A former television news reporter, McDonald has also long been involved with politics, working as deputy press secretary to California’s former Lieutenant Governor Leo McCarthy and for Tom Bradley’s campaign for governor of California.

Chair: Shirley K. Rose, Purdue University, West Lafayette, IN
Discussion Leaders: Linda Adler-Kasner, Eastern Michigan University, Ypsilanti
Darsie Bowden, DePaul University, Chicago, IL
Dean Hinnen, University of Texas at Arlington
Douglas Downs, University of Utah, Salt Lake City
Dominic DelliCarpini, York College of Pennsylvania
Linda Bergmann, Purdue University, West Lafayette, IN
Eli Goldblatt, Temple University, Philadelphia, PA
Facilitator: Shirley K. Rose, Purdue University, West Lafayette, IN
Peggy O’Neill, Loyola University in Maryland, Baltimore

students to become active in their learning. Each facilitator will bring sample assignments and activities to help participants create new assignments and to use the ones demonstrated in the workshop.

Chair: Witt Salley, North Arkansas College, Harrison
Facilitators: Casey Reid, Metropolitan Community Colleges, Kansas City, MO
Jennifer Flinn, Ozarks Technical Community College, Springfield, MO
Lori Feyh, Southwest Missouri State University, Springfield
Leslie Richardson, Ozarks Technical Community College, Springfield, MO
Barrie Talbott, Southwest Missouri State University, Springfield
Heidi Skurat Harris, Ball State University, Muncie, IN

Wednesday, 1:30–5:00 p.m.
AW.05 Latino/as In/On Composition: Teacher and Scholar Preparation  
(Sponsored by the Latina/Latino Caucus)  
Exhibit Level, Exhibit Hall D, Room 3  
This workshop provides opportunities for pre-service, junior and mid-career faculty to exchange ideas, receive feedback on work in progress and obtain mentoring for professional development and publication venues. Participants will become acquainted with recent and cutting edge scholarship relating to Latino/as in/on Composition and thereby better prepare themselves for their own research and writing in the field. Participants will be actively involved by writing, discussing in small and large groups, and by receiving and giving feedback on work in progress (participants will be clustered together for intensive writing workshop).  
Chair: Cecilia Rodriguez Milanes, University of Central Florida, Orlando  
Facilitators: Cecilia Rodriguez Milanes, University of Central Florida, Orlando  
Lisa Roy-Davis, Collin County Community College, Plano, TX  
Luisa Rodriguez Connal, University of Detroit Mercy, MI  
Maria Franquiz, University of Texas at San Antonio  
Ahimsa Timoteo Bodhran, Michigan State University, East Lansing  
Renee Moreno, University of California–Northridge  

AW.06 War Is Peace, Freedom Is Slavery, Ignorance Is Strength: Rhetoricians for Peace in Orwellian Times  
(Sponsored by Rhetoricians for Peace)  
Exhibit Level, Room 111  
The highly successful 2004 RFP workshop concluded with the initiation of a project: generating a read/teach-in of George Orwell’s classic novel 1984 across the country in the fall of 2004. The “1984+20 Project” was enthusiastically taken up by NCTE, which is now sponsoring it. The 2005 Rhetoricians for Peace workshop at CCCC aims to continue the conversation (while warmly welcoming newcomers to it), bringing together teachers of writing and rhetoric who feel, as Orwell did, that politics—including the political discourse that persuades a nation to go to war—is inseparable from language. Participants will reflect on the 1984+20 Project and its applications for future work. Presenters will open with 1–2 minute “starters” (that is, each will offer a very brief statement connecting the Orwellian lessons of the year to contemporary issues framing classroom debate and pedagogical quandaries); subsequent breakout groups will allow for focused discussion, with maximum individual participation, building upon these statements; and these will be followed by an hour-long full-group discussion. The last twenty minutes of the workshop will be devoted to networking and planning for future events.
Chair: Harriet Malinowitz, Long Island University, Brooklyn, NY
Presenters: Marsha Lee Baker, Western Carolina University, Cullowhee, NC
   Marlia E. Banning, Kent State University, Kent, OH
   Charles Bazerman, University of California, Santa Barbara, CA
   Beth Carroll, Appalachian State University, Todd, NC
   John Duffy, University of Notre Dame, IN
   Lindsay Ellis, University of Michigan, Ann Arbor
   Gae Lyn Henderson, University of Utah, Highland
   Kitty Geisler, Michigan State University, East Lansing
   Tom Huckin, University of Utah, Salt Lake City
   Bronwyn Jones, Northwestern Michigan College, Traverse City, MI
   Seth Kahn, West Chester University, PA
   Don Lazere, University of Tennessee, Knoxville
   Luisa Rodriguez Connal, University of Detroit Mercy, MI
   Anne Richards, Kennesaw State University, GA
   Alice Trupe, Bridgewater College, Mount Solon, VA
   Christopher Wilkey, Northern Kentucky University, Highland Heights
   William DeGenaro, Miami University, Hamilton, OH
   Mary Ann Cain, Indiana University Purdue University, Fort Wayne
   Heather Bruce, University of Montana, Missoula
Wednesday, 1:00–6:15 p.m.

Special Events

CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION

Exhibit Level, Room 124
1:30 p.m.–5:00 p.m.

Chair: Stuart C. Brown, New Mexico State University, Las Cruces
Presenters: Louise Wetherbee Phelps, Syracuse University, NY, “Report on the Visibility Project in Rhetoric and Composition”
Stuart C. Brown, New Mexico State University, Las Cruces, “Exploring and Enhancing Relationships Between MA and PHD Programs in Rhetoric and Composition”
Theresa Enos, University of Arizona, Tucson, “Exploring and Enhancing Relationships Between MA and PHD Programs in Rhetoric and Composition”

Newcomers Orientation

Exhibit Level, Exhibit Hall D, Room 1
5:15 p.m.–6:15 p.m.

The Mentoring Committee welcomes all of you to the 2005 CCCC, but we extend a special welcome to new CCCC members and attendees. We hope that you find your conference experience fulfilling and exciting. All of us are committed to helping you enjoy CCCC meetings, make the most of your conference experience, and discover the connections between this organization and the work you do in your classrooms and departments. We have planned a number of events that we hope will help you enjoy this Conference, especially if you are new to it. We look forward to having you join us in this session, and at the Newcomers Coffee on Thursday. We look forward to answering questions, chatting about the conference, talking about our shared interests, learning about your work, and discussing how this conference can support that work. Less formally, members of the Mentoring Committee will be present throughout the conference—we’ll have specially marked badges—always ready to listen to your concerns, help you with your questions, and begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

With warm good wishes from the Mentoring Committee:

Chair: Paul M. Puccio
Joseph Janangelo
Martha Marinara
Cynthia Selfe
Lynn Troyka
Benjamin Wiley
Amanda Espinosa-Aguilar
Paul Hanstedt
Emily Isaacs
Wednesday, 1:00–10:00 p.m.

**Women, Gender, and Civic Discourse**
(Sponsored by the Coalition of Women Scholars in the History of Rhetoric and Composition)
Exhibit Level, Room 133
6:30 p.m.–8:30 p.m.

*Chair:* Katherine H. Adams, Loyola University, New Orleans, LA

*Presenters:* Janet M. Atwill, University of Tennessee, Knoxville, “Honor and Civic Discourse”
Joy Ritchie, University of Nebraska—Lincoln, “Reclaiming Anger as a Rhetorical Space for Women’s Agency”
Gwendolyn Pough, Syracuse University, NY, “Literacy, Commerce, and Civic Duty: Black Women’s Book Clubs”
Nan Johnson, The Ohio State University, Columbus, “No Women on the Fields of Gettysburg: Gendered Memorials and Civil Discourse”


**PSIG.1 Affirming Action: A Roundtable by the Progressive SIG/Caucus Coalition (PSCC) and the CCCC Diversity Committee**
Exhibit Level, Room 132
8:00 p.m.–10:00 p.m.

*Chair:* Steve Parks, The Writing Program, Syracuse University, NY

*Presenters:* Harriet Malinowitz, Long Island University, Brooklyn, “Rhetoricians For Peace: Working at CCCC”
Damian Baca, Michigan State University, East Lansing, “Composition’s Labor Politics and U.S. Latinidad”
Scott Lyons, Syracuse University, NY, “Indians at the C & R Ranch”
Akua Duku Anokye, Arizona State University, West Phoenix, “African-American Politics at CCCC”
James McDonald, University of Louisiana at Lafayette, “Non Tenure Track Issues at CCCC”
Morris Young, Miami University, Oxford, OH, “Composing Asian American Rhetoric”
Luisa Rodriguez Connal, University of Detroit-Mercy, MI, “Bringing Latino/a Issues to CCCC’s”
Wednesday, 7:00–8:15 p.m.

Sessions

A Sessions

7:00 p.m.–8:15 p.m.

Practices of Writing

A.01 Accessing Success: Assignments that Promote Student Success in the Urban Community College (TYCA Strand)
Exhibit Level, Room 120

Chair: Michelle Navarre Cleary, Olive-Harvey College, Chicago City Colleges, Chicago, IL

Presenters: Brenda Cardenas, Wright College, Chicago City Colleges, Chicago, IL “Accessing Memory: Creative Pre-Writing Exercises in the Composition Classroom”
Judith Hanley, Wright College, Chicago City Colleges, Chicago, IL, “Rooftop Reflections”
Barbara Brown, Olive-Harvey College, Chicago City Colleges, Chicago, IL “Flipping the Script: How Does the Instructor’s Role Change in Online Classroom Discussions?”
Rosemary Jackson, Kennedy-King College, Chicago City Colleges, Chicago, IL, “Helping Our Communities: Writing Persuasive Letters to Politicians”

Practices of Writing

A.02 Places, Spaces, and Selves: Writing as Local Action
Exhibit Level, Exhibit Hall D, Room 2

Chair: Daniel Collins, Manhattan College, Riverdale, NY

L. Hill Taylor, Jr., UNC–Chapel Hill, “Composition as the Virtual: Spaces and Places of the Corporeal”
Wednesday, 7:00–8:15 p.m.

Practices of Writing
A.03 Just Grading, Just Writing: Exploring Student Perceptions About Fairness
Exhibit Level, Room 122

Chair: Alison Russell, Xavier University, Cincinnati, OH

Presenters: Christina Fisanick, Xavier University, Cincinnati, OH, “Just Give Me the ‘A’ I Know I Deserve’: Student and Teacher Perceptions of Writing Ability in the First-Year Honors Course”
Marlene Miner, University of Cincinnati, Raymond Walters College, Cincinnati, OH, “Just Tell Me What You Want’: Perceptions of Power and Fair Practices in First-Year Writing Courses”
Alison Russell, Xavier University, Cincinnati, OH, “I Just Can’t Help This Writer’: Training Tutors to Avoid the Blame Game”

Practices of Teaching Writing
A.04 Social Scenarios: Motivating Students to Perform at a Higher Level
Exhibit Level, Room 113

Chair: Jennifer Flinn, State Fair Community College, Sedalia, MO

Presenters: Heidi Skurat Harris, Ball State University, Muncie, IN, “Using Student-Designed Scenarios to Encourage Students As Experts”
Barrie Talbott, Southwest Missouri State, University of Springfield, MO, “Missouri Using Student-Designed Social Scenarios to Empower Student Learning”
Lynn Quitman Troyka, Queensborough Community College, New York, NY, “Using Social Scenarios to Benefit Student Achievement”
George Jensen, University of Arkansas at Little Rock, “Encouraging Tolerance through Social Scenarios”

Practices of Teaching Writing
A.05 Internationalizing the Classroom: Contrastive Rhetoric in Composition Instruction
Exhibit Level, Exhibit Hall D, Room 5

Chair: M. Todd Harper, Kennesaw State University, GA

Presenters: Ulla Connor, Indiana University–Purdue University, Indianapolis, “Cross-cultural Aspects of Writing as an Activity”
M. Todd Harper, Kennesaw State University, GA, “Mirroring East and West: International Visual Rhetoric in the Composition Classroom”
Katarina Gephardt, Kennesaw State University, GA, “Translation to Composition: Contrastive Rhetoric in My Academic Building”
Wednesday, 7:00–8:15 p.m.

**Composition Programs**

**A.06 Gateways to Success for Basic Writers: Alternatives to Basic Courses at the Small College**

Exhibit Level, Room 121

*Chair:* Alice Trupe, Bridgewater College, VA

*Presenters:* Kelly Lowe, Mount Union College, Alliance, OH, “Developing Developmental Writing: Campus Communities and the Teaching of Basic Writing”


Alice Trupe, Bridgewater College, VA, “Overcoming Barriers to Basic Writers’ Success in General Education Requirements without a Basic Writing Course”

**Composition Programs**

**A.07 Opening Gates between Disciplines: Composition, Communications, and Information Literacy Programs Working Together to Promote Student Success**

Exhibit Level, Exhibit Hall D, Room 6

*Chair:* Janice Neuleib, Illinois State University, Normal

*Presenters:* Claire Lamonica, Illinois State University, Normal, “Opening the Gates of FYC”

Steve Hunt, Illinois State University, Normal, “Opening the Gates of Basic Communication”

Chad Kahl, Illinois State University, Normal, “Opening the Gates of Information Literacy”

**Composition Programs**

**A.08 Communities of Practice: An Inter-Institutional Model for Writing Assessment**

Exhibit Level, Room 114

*Chair:* Stephen Berhardt, University of Delaware, Newark

*Presenters:* Neil Pagano, Columbia College, Chicago, IL, “Normed and Criterion-Referenced Assessment: The Results of an Inter-Institutional Assessment Project”

Stephen Berhardt, University of Delaware, Newark, “Communities of Practice: An Inter-Institutional Model for Writing Assessment”

Linda Rowland, Florida Gulf Coast University, Ft. Myers, “The Benefits of a Collaborative Assessment Approach”
Composition Programs

A.09 Providing Access in the Writing Center: Specialized Tutor Training and Software

Exhibit Level, Room 125

Chair: Sherry Robertson, Arizona State University, Tempe

Presenters: Sue Dinitz, University of Vermont, Burlington, “Changing Notions of Difference in the Writing Center”
Jean Kiedaisch, University of Vermont, Burlington, “Changing Notions of Difference in the Writing Center”
Benjamin Crosby, University of Utah, Salt Lake City, “Tutoring Deaf Writers”
Tammy Conard-Salvo, Purdue University, West Lafayette, IN, “Access in the Writing Center: Adaptive Technology for Everyday Use”

Theory

A.10 Epistemologies of the Visual

Exhibit Level, Exhibit Hall D, Room 3

Chair: Laura Roman, Stanford University, Palo Alto, CA

Lei Lani Michel, University of Washington, Seattle, “The Visual Lapse: Search Engines and Image Subjectivity”

Theory

A.11 Fields of Vision: Imagery within Discourses of Gender and Ethnicity

Exhibit Level, Room 111

Chair: Linda Calendrillo, Valdosta State University, GA

Presenters: Kristie Fleckenstein, Ball State University, Muncie, IN, “Testifying: Seeing and Saying in World Making”
Catherine Hobbs, University of Oklahoma, Norman, “What Do Pictures Want (of Women)? Women and the Visual in the Age of Biocybernetics”
Sue Hum, University of Texas, San Antonio, “The Racialized Gaze: Authenticity and Universality in Disney’s Mulan”
Wednesday, 7:00–8:15 p.m.

Theory

A.12 Women’s Voices Across Cultures: Creating a Contact Zone of Feminist Rhetoric
Exhibit Level, Room 112
Chair: Roxanne Mountford, University of Arizona, Tucson
Presenters: Katia Vieira, University of Arizona, Tucson, “Gauchas: A Re-vision of Nineteenth-Century Southern Brazilian Women”
Nicole Quackenbush, University of Arizona, Tucson, “The ‘Manly’ Rhetoric of Martha Carey Thomas: Subverting Cultural Constructions of Gender in the Early Women’s Right Movement”
Bo Wang, University of Arizona, Tucson, “Lu Yin’s Rhetorical Practices in Early Twentieth-Century China”
Anna Varley, University of Arizona, Tucson, “Ugandan Women’s Rhetoric in the Face of HIV/AIDS”

A.13 Academic Vernaculars: Rearticulating Vernacularity and Rethinking Pedagogy and Student “Success”
Exhibit Level, Room 130
Chair: Elaine Richardson, Pennsylvania State University, University Park
Presenters: Erika Nanes, University of Southern California–Los Angeles, “Language Games in the Composition Classroom: Rethinking the Vernacular”
Wilson Chen, Benedictine University, Lisle, IL, “C. L. R. James, Cultural Studies, and Composition: Vernacular Knowledges and the Hybrid Spaces of Student Writing”
Kelvin Monroe, Washington State University, Pullman, “The Case of Infiltrating the Ivory Towers: Performative Vernaculars”

History

A.14 Mending Gates: Reconfigurations of Access and Redrawn Paths to Student Success
Exhibit Level, Room 131
Chair: Patricia J. McAlexander, University of Georgia, Athens
Presenters: George Otte, CUNY, New York, “CCNY: The Sun Setting Where It Rose”
Nicole Pepinster Greene, Xavier University of Louisiana, New Orleans, “Desegregation and Basic Writing in Louisiana: A Case Study”
Mary Kay Crouch, California State University, Fullerton, “Challenges All Along the Way: Fullerton’s ‘Way’ with Remediation”
Mindy Wright, The Ohio State University, Columbus, “Ohio State’s Writing Workshop—and What Came Before”
Linda Stine, Lincoln University, PA, “‘Basic’ Writers/‘Basic’ Technology: Challenges and Changes”
Information Technologies

A.15 Public, Private, Political:
Social Theories and Blogging Practices
Exhibit Level, Room 123

Chair: Kristine Blair, Bowling Green State University, OH
Presenters: Lanette Cadle, Bowling Green State University, OH, “Their Own Space: Adolescent Girls and the Personal Weblog”
Daisy Pignetti, University of South Florida, Tampa, “The Public (Blogo)Sphere: Civic Discourse and Grassroots Endeavors”
Clancy Ratliff, University of Minnesota, St. Paul, “The Parental Is Political: Gender, Punditry, and Weblogs”

Information Technologies

A.16 Access and Opportunity:
Contrasting Perceptions of Distance Learning Faculty
Exhibit Level, Room 124

Chair: Scott Warnock, Drexel University, Philadelphia, PA
Presenter: Susan Biro, Widener University, Chester, PA, “Access and Opportunity: Contrasting Perceptions of Distance-Learning Faculty”

Institutional and Professional

A.17 Preparing Students and Faculty for Success in the Multi-modal World
Exhibit Level, Room 110

Chair: Carol Mattingly, University of Louisville, KY
Presenters: Carolyn Skinner, University of Louisville, KY
Jo Ann Griffin, University of Louisville, KY
Anne-Marie Pedersen, University of Louisville, KY
Wednesday, 7:00–8:15 p.m.

**Institutional and Professional**

**A.18 A Question of Quality: Standards and Access**

Exhibit Level, Exhibit Hall D, Room 4

**Chair:** Paul Bator, Stanford University, CA

**Presenters:**
- Steven Varela, University of Texas, El Paso, “The University of Texas at El Paso: Access or Excellence?”
- Sarah Duerden, Arizona State University, Tempe, “Does Size Matter? Enrollment and the Composition Classroom”
- Christine Helfers, Arizona State University, Tempe, “Does Size Matter? Enrollment and the Composition Classroom”
- Jane de Leon, American River College, Sacramento, CA, “Should California Community Colleges Raise the Associate-level Graduation Requirement in English?”

**AA MEETING**

Exhibit Level, Room 134D

8:30 p.m.–10:30 p.m.

**ALANON MEETING**

Exhibit Level, Room 134C

8:30 p.m.–10:30 p.m.