## Conference Calendar: 2006 CCCC

### Wednesday, March 22, 2006
- Registration and Information: 8:00 a.m.– 7:00 p.m.
- Select Meetings, Caucuses, and Other Events: various times
- Full-Day Workshops: 9:00 a.m.– 5:00 p.m.
- Half-Day Workshops: 9:00 a.m.–12:30 p.m.
- Half-Day Workshops: 1:30 p.m.– 5:00 p.m.
- Newcomer’s Orientation: 5:15 p.m.– 6:15 p.m.
- Coalition of Women Scholars: 6:30 p.m.– 7:30 p.m.
- Special Interest Groups: 6:30 p.m.– 7:30 p.m.
- ES Sessions: 7:00 p.m.– 8:15 p.m.

### Thursday, March 23, 2006
- Newcomers’ Coffee Hour: 7:00 a.m.– 8:15 a.m.
- Registration and Information: 8:00 a.m.– 6:00 p.m.
- Opening General Session: 8:30 a.m.–10:00 a.m.
- Exhibit Hall Open: 10:00 a.m.– 6:00 p.m.
- A Sessions: 10:30 a.m.–11:45 a.m.
- B Sessions: 12:15 p.m.– 1:30 p.m.
- C Sessions: 1:45 p.m.– 3:00 p.m.
- D Sessions: 3:15 p.m.– 4:30 p.m.
- E Sessions: 4:45 p.m.– 6:00 p.m.
- Special Interest Groups: 6:30 p.m.– 7:30 p.m.
- Local Writers Workshop: 6:30 p.m.– 8:30 p.m.
- Humor Night: 7:30 p.m.– 9:00 p.m.

### Friday, March 24, 2006
- Registration and Information: 8:00 a.m.– 5:00 p.m.
- Exhibit Hall Open: 9:00 a.m.– 5:00 p.m.
- F Sessions: 8:00 a.m.– 9:15 a.m.
- G Sessions: 9:30 a.m.–10:45 a.m.
- Distinguished Guest Speaker: 11:00 a.m.–12:15 p.m.
- H Sessions: 12:30 p.m.– 1:45 p.m.
- I Sessions: 2:00 p.m.– 3:15 p.m.
- J Sessions: 3:30 p.m.– 4:45 p.m.
- Awards/Retirement Reception: 5:00 p.m.– 6:30 p.m.
- TYCA Talks: 6:30 p.m.– 7:30 p.m.
- Special Interest Groups: 6:30 p.m.– 7:30 p.m.
- Tribute for Geneva Smitherman: 6:30 p.m.–12:00 a.m.
- Poetry Forum: 7:30 p.m.–10:30 p.m.
- Rock ‘n’ Roll Dance: 9:30 p.m.– 1:00 a.m.

### Saturday, March 25, 2006
- Registration and Information: 8:00 a.m.– 2:30 p.m.
- Exhibit Hall Open: 10:00 a.m.– 2:00 p.m.
- Annual Business Meeting: 8:00 a.m.– 9:15 a.m.
- K Sessions: 9:30 a.m.–10:45 a.m.
- L Sessions: 11:00 a.m.–12:15 p.m.
- M Sessions: 12:30 p.m.– 1:45 p.m.
- Half-Day Workshops: 2:00 p.m.– 5:30 p.m.
- Working Class Walking Tour of Chicago: Literary and Rhetorical Sites of Interest: 12:00 p.m.– 3:00 p.m.
# Individual CCCC Program

The following form has been provided to assist attendees in planning their schedules for the 2006 Convention.

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<th>Thursday March 23, 2006</th>
<th>Friday March 24, 2006</th>
<th>Saturday March 25, 2006</th>
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<tbody>
<tr>
<td>7:00 p.m.–8:15 p.m.</td>
<td>Opening General Session</td>
<td>Awards Retirement Reception</td>
<td>Annual Business Meeting</td>
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<td>Session ES____</td>
<td>8:30 a.m.–10:00 a.m.</td>
<td>5:00 p.m.–6:30 p.m.</td>
<td>8:00 a.m.–9:15 a.m.</td>
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<td>6:30 p.m.–7:30 p.m.</td>
<td>10:30 a.m.–11:45 a.m.</td>
<td>8:00 a.m.–9:15 a.m.</td>
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<td>Session WSIG.____</td>
<td>Session A____</td>
<td>Session F____</td>
<td>Session K____</td>
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<td>12:15 p.m.–1:30 p.m.</td>
<td>9:30 a.m.–10:45 a.m.</td>
<td>11:00 a.m.–12:15 p.m.</td>
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<td>Session B____</td>
<td>Session G____</td>
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<tr>
<td>1:45 p.m.–3:00 p.m.</td>
<td>Distinguished Guest Speaker</td>
<td>11:00 a.m.</td>
<td>12:30 p.m.–1:45 p.m.</td>
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<td>Session C____</td>
<td>12:30 p.m.–1:45 p.m.</td>
<td>Session M____</td>
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<tr>
<td>3:15 p.m.–4:30 p.m.</td>
<td>12:30 p.m.–1:45 p.m.</td>
<td>Session H____</td>
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<tr>
<td>Session D____</td>
<td>2:00 p.m.–3:15 p.m.</td>
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<td>4:45 p.m.–6:00 p.m.</td>
<td>3:00 p.m.–4:45 p.m.</td>
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<td>Session E____</td>
<td>6:30 p.m.–7:30 p.m.</td>
<td>6:30 p.m.–7:30 p.m.</td>
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<td>TSIG.____</td>
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<tr>
<td>Other Events</td>
<td>Other Events</td>
<td>Other Events</td>
<td>Other Events</td>
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Cover design: Tom Jaczak

National Council of Teachers of English
1111 W. Kenyon Road, Urbana, Illinois 61801-1096
CCCC Officers
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Libby Miles, University of Rhode Island, Kingston
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Tony Silva, Purdue University, West Lafayette, IN
Jeff Sommers, Miami University, Middletown, OH
Elizabeth Vander Lei, Calvin College, Grand Rapids, MI
Morris Young, Miami University, Oxford, OH

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Gwendolyn D. Pough, Chair, Syracuse University, NY
Jennifer Beech, University of Tennessee, Chattanooga
Paul Heilker, Virginia Tech, Blacksburg
Douglas D. Hesse, ex officio, Illinois State University, Normal
Jody Millward, Santa Barbara City College, CA
Charles Schuster, University of Wisconsin–Milwaukee
Kathleen Blake Yancey, ex officio, Florida State University, Tallahassee

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Nancy Welch, University of Vermont, Burlington
Smokey Wilson, Laney College, Oakland, CA
Greetings from the 2006 PROGRAM CHAIR

Akua Duku Anokye
Arizona State University, Phoenix

“I give you Chicago. It is not London and Harvard. It is not Paris and buttermilk. It is American in every chitling and sparerib. It is alive from snout to tail.”

H. L. Mencken

Love it or hate it, Chicago is the epitome of an American space in which its people must struggle for their place through forging community, culture and coalitions. What better place for our profession to meet, to discuss, to collaborate, to kibbutz, to parlay, to hobnob, to recall, in meeting rooms, in coffee shops, in workshops, in networks, in jazz clubs, in museums, in banquets, on tours, on marathons, on panels? Chicago is the “Windy City” and we are gathering to affect the “winds of change” through academic, civic, private, and public discourses.

In the call for proposals, I asked that you address the following questions:

• How do rhetoric and composition and communications professionals engage in common interests that foster coalitions within our disciplines?
• How do we work in the middle spaces with integrity and conviction to clearly and loudly address the literacy needs of a diverse society?
• If our research makes a difference, then how do we make sure we are heard outside of our own safe spaces?
• What do we do as teachers to cross spaces and affect curriculum and national policy?
• What responsibility must we take for addressing the polemics of a “No Child Left Behind” policy?
• What is the content of composition whether private or public, academic or personal?

You will find that you rose to the occasion in record numbers having submitted 1738 proposals leading to a soaring 604 panels, workshops, forums, SIGs, and networks, on topics ranging from rhetoric—war and peace, Hurricane Katrina, spirituality, the body as site for learning, hip-hop, mentoring, race, ethics, disease and disability, celebrations, and tributes. Our program will highlight past achievements and future plans for two-year colleges, writing centers and programs, research and theory, pedagogy, technologies, assessment, professional growth, private and public work to name a few. With all of this activity it is clear that we “are” at the center of many issues that affect our lives, and we “are” giving students the opportunity to be engaged in making change through their rhetorical practices both in the academic and public sectors.

We are examining what it means to be in that center space. We are finding that we are “in the eye of the storm;” we are dedicated to building new critical ways of
thinking; we are researching the most essential ways of knowing and communicating. Our spaces are those places where we are concentrating on assessment, on multimedia texts, on cultural history, on administration and administrators, on empirical research, on working conditions, on identity, politics, and pedagogy. We are “where it’s at.”

In the following pages you will see our mission is confirmed and affirmed. From the panels to the special interest groups and caucuses, workshops, business meetings, tributes, and featured guests, we explore our impact on the center and the margins too. Join me in thanking our generous colleagues and the wondrous NCTE staff for making this all possible. From the coaches who gave of their time to assist applicants in their quest for the very best proposals, to the many who reviewed proposals in both Stage I and II during hectic end of semester activities or precious days during the summer in Urbana, I thank you. Without the gentle nudge of Eileen Maley, always ready with the answer and prepared to take the weight, the work would flounder. Who can neglect to thank Jacqui Biddle rushing through the spaces with sharp eyes and quick mind? Not I. In fact, the NCTE staff makes all our lives so much better, that thanking them for being at the core of our work could never be enough. However, thanks to Kristen McGowan for continued support; Tom Jaczak for his magnificent rendering of the program cover; and Kent Williamson for his unflappable leadership. Thanks to Joe Janangelo, Local Arrangements Chair and the committee for all the hard work and caring support they have and will give in the coming months. They know “my kind of town, Chicago is” and you will too from their fine guidance. Thanks to Doug Hesse and Kathi Yancey and Deb Holdstein and Freddie Thomas for their continued support. Lastly, thanks to Jennifer Clary-Lemon, my assistant and rock.

So let the show begin. See you in Chicago.

Akua Duku Anokye
Arizona State University
2006 CCCC Program Chair
Local Arrangements Committee

Room Arrangements: Jon Mann, DePaul University
Registration: Rashidah Muhammad, Governor State University, University Park, IL
Exhibits: Peter Vandenberg, DePaul University
Information, Hospitality, Special Events (James Berlin Walk/Run): Darise Bowden, DePaul University, Joe Janangelo, Loyola University, Chicago
Working Class Walking Tour of Chicago: Gloria McMillan

New to the Convention?

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

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

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

We look forward to meeting you in Chicago.

—CCCC Executive Committee

From the CCCC Newcomers’ Orientation Committee

We welcome everyone to the 2006 CCCC, but especially new members and attendees.

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

On Wednesday, from 5:15–6:15 p.m., some long-time CCCC participants will host a brief Orientation Session, at which we will discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention’s many events, and how to meet others. We also look forward to meeting you at the Newcomers’ Coffee on Thursday from 7:00–8:15 a.m.—a congenial start to the first full day of activities. For the location of these events, please see the Special Events schedules for Wednesday and Thursday. Throughout the conference,
members of this Committee and other CCCC members will be available in a “Newcomers’ Station” to answer questions, chat about the conference, talk about our shared interests, learn about your work, and discuss how CCCC can support you. Members of the Newcomers’ Orientation 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,
Paul M. Puccio, Chair
Amanda Espinosa-Aguilar
Paul Hanstedt
Emily Isaacs
Joseph Janangelo
Martha Marinara
Cynthia Selfe
Lynn Troyka
Ben Wiley

About the CCCC Convention

Registration
The Conference Registration Desk is in the Palmer House Hilton, Exhibit Hall, Fourth Floor and is open Wednesday, March 22, 8:00 a.m.–7:00 p.m.; Thursday, 8:00 a.m.–6:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; and, Saturday, 8:00 a.m.–2:30 p.m. Those who ordered a Convention Program in advance may pick up a plastic name-badge holder at various locations near the Registration Desk. There is no need to stop at the Registration Desk. Those who preregistered and received a Program Coupon in the mail may pick up their Program at the Program Pick-up Counters at the Registration Desk. For replacement name badges (free) and/or replacement program books (at $15), preregistrants should inquire at the Replacement Counter.

Exhibits
The exhibits are located in the Palmer House Hilton, Exhibit Hall, Fourth Floor. Exhibit hours are Thursday, 10:00 a.m.–6:00 p.m., Friday, 9:00 a.m.–5:00 p.m., and Saturday, 10:00 a.m.–2:00 p.m.

Bring-a-Book @ CCCC Project
This project spearheaded by William Macauley, features members bringing books to be distributed to well deserving schools, institutions, or organizations. This year, in recognition of the extreme need of victims of Hurricane Katrina, the books will be donated to sites identified in New Orleans. Please bring books and drop them at the registration desk, upper exhibit hall, fourth floor.
Local Committee Headquarters
The headquarters for Local Committee Chair Joe Janangelo and other members of the Local Arrangements Committee is the Conference Registration Desk.

Location of Meeting Rooms
All meetings of the 2006 CCCC are in the Palmer House Hilton.

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

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

Opening General Session
The CCCC Convention’s Opening General Session is one of two opportunities for convention participants to meet as a group. This session features the Chair’s address by Judith “Jay” Wootten.

Concurrent Sessions
Most of the meetings of the CCCC Convention occur in the concurrent sessions held on Wednesday evening, Thursday, Friday, and Saturday. Each session on the program was highly regarded by teams of CCCC reviewers. All concurrent sessions run for 75 minutes and are of two kinds: 1) panels, featuring two to four speakers who deliver 15–20-minute presentations and then respond to questions from the audience; 2) roundtables, where several panelists make brief presentations, respond to each other, and then respond to questions from the audience.
Special Interest Groups and Caucuses
On Wednesday, Thursday, and Friday evenings, individuals who share common concerns and/or interests will meet in Special Interest Groups and Caucuses. For a complete listing of these groups, see pages 84, 179 and 271.

CCCC 2006 Online
To find links to past versions of CCCC Online and to search the collection, visit http://archive.ncte.org/cccc/.
For this year, home (homepage, that is) is at http://www.ncte.org/profdev/conv/cccc06/.

The NCTE/CCCC Mobile Technology Center
Computer Connection Presentations

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

Thursday, March 23

A Session
10:30 a.m.–11:45 a.m.
Online Composition
Composition and Communication in Online Literature Classes
  Donna Reiss
The Colors of Composition: Clicking Your Way to Strong Writing
  Pamela Bourgeois and Lisa Riccomini

B Session
12:15 p.m.–1:30 p.m.
Content Management Systems and Open Source Tools
Content Management in the Wild: Alternatives to Corporate Courseware
  Mark Crane
Design, Development, and Implementation of the Plone CMS in Educational Settings
  Joseph John Williams

C Session
1:45 p.m.–3:00 p.m.
Knowledge Distribution and Delivery
Rhetorical Delivery & The Economics of Networked Distribution: A New Approach
  Jim Ridolfo
Mirror, Mirror on the Web: The Evolution of CCC Online
  Collin Brooke and Derek Mueller
D Session
3:15 p.m.–4:30 p.m.
Remediation and Multimedia Composing
Composing Multimedia: Usability and Remediation
  Colleen Reilly
“Leeroy Jenkins!” Gaming and Visual Argumentation
  Andréa Davis

E Session
4:45 p.m.–6:00 p.m.
Writing Centers and Digital Composition
The Writing Center as a Location for Change: The Role of the Writing Center in Bridging the Gap between Formal and Informal Writing via the Use of Technology
  Kate Pantelides, Tom Brandt, Sarah Wells Shivers, Sofia Reed, Venu Amar, and Mitch Phillips

Friday, March 24

G Session
9:30 a.m.–10:45 a.m.
Dialogic Learning through Electronic Communication
Dear Student: Regarding your Recent Post to the Class Discussion Board . . .: Directing and Re-directing Online Students’ Threaded Discussion Posts
  Terra Williams and Kathy Ashman
Socratic Blogging: Developing Argumentation Skills through Blogs
  Kelli Rae Carter

H Session
12:30 p.m.–1:45 p.m.
Collaboration in Online Writing Spaces
Collaborative Writing the WIKI Way
  Matt Barton, Lanette Cadle, Elizabeth A. Monske
Writing Outside (and Inside) the Margins: Adapting Bedford/St. Martin’s Comment to Enable True Collaborative Writing Experiences
  Stewart Whittemore

I Session
2:00 p.m.–3:15 p.m.
The Institutional and the Digital in Local Contexts
Developing a Local Digital Culture: A Grassroots Initiative
  Gina Merys and John Walter
We Can Do It! Technology Administration in the Humanities
  Julie K. Chisholm
Thirty Minutes to Better Web Accessibility
  Bradley Dilger
J Session
3:30 p.m.– 4:45 p.m.
Electronic Portfolios and Open Source Tools
Online ePortfolio: Space for Community Building in Writing Classrooms
  *Huiling Ding*
Open Source Opens Knowledge in ePortfolio and Course Tools
  *Judi Kirkpatrick*
Representing Product, Process, and Context in a Visual ePortfolio
  *Douglas Eyman and Grace Bernhardt*

Saturday, March 25

L Sessions
11:00 a.m.–12:15 p.m.
Content Management Systems for Teaching and Learning
Pros and Cons of Course Management Systems from Faculty and TA Perspectives
  *Michael Carlson Kapper, Jennifer M. Consilio, and Jessica E. Clements*

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

WEDNESDAY’S SPECIAL EVENTS: March 22

Composition in Feminist Center Spaces: Feminist Composition Instructors Building Community, Culture, Coalitions (Sponsored by the CCCC Committee on the Status of Women in the Profession)
Private Dining Room 17, Fifth Floor
9:00 a.m. – 1:00 p.m.

Research Network Forum
Red Lacquer Room, Fourth Floor
9:00 a.m. – 5:00 p.m.

Newcomers’ Orientation
Private Dining Room 18, Fifth Floor
5:15 p.m. – 6:15 p.m.
Several long-time CCCC participants host an Orientation Session, at which we discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention’s many events, and how to meet others. The session is open to all who are interested.

From a Coalition of Women Scholars: A How-To Guide to Writing and Publishing (Sponsored by the Coalition of Women Scholars in the History of Rhetoric and Composition)
Crystal Room, Third Floor
7:00 p.m. – 8:30 p.m.
THURSDAY’S SPECIAL EVENTS: March 23

Newcomers’ Coffee Hour 7:00 a.m.–8:15 a.m.
Private Dining Room 18, Fifth Floor
This year, the CCCC Program is offering the Newcomers’ Breakfast Coffee Hour. All first-time attendees are invited to have complimentary continental breakfast before the Opening General Session.

Opening General Session, 8:30 a.m.–10:00 a.m.
Grand Ballroom, Fourth Floor
At this session we honor both the 2006 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair’s address. Please join us.

Winners of the Travel Awards for 2006 are chosen by the Scholars Selection Committee. These scholars will all be first-time presenters at a CCCC Convention who have submitted extended abstracts of their proposals and who are members of groups historically underrepresented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians).

Scholars for the Dream Reception
Red Lacquer Room, Fourth Floor
6:15 p.m.–7:15 p.m.
Everyone is invited.

Winners of the Scholars for the Dream Travel Awards (announced in the Opening General Session) are chosen by a Selection Committee. All are first-time presenters at a CCCC Convention and are selected on the basis of the extended abstracts of their proposals that each submitted. All are members of groups historically underrepresented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians).

2006 Scholars for the Dream Award Winners
Timothy J. Brown, West Chester University, Pennsylvania, H. 02
Kevin Browne, The Pennsylvania State University, University Park, G. 32
Rachel Carrales, University of Texas at San Antonio, K. 36
Elizabeth Imende, High Point University, North Carolina, B. 36
Kendall Leon, Michigan State University, East Lansing, C. 15
Jolivette Mecenas, University of Hawaii at Manoa, F. 05
Soncerey Montgomery, Winston-Salem State University, North Carolina, C. 17
Previous Scholars for the Dream Award Winners

2005
Cedric D. Burrows, Miami University, Oxford, OH
Linh Dich, University of Massachusetts, Amherst
Robin Evans, Oklahoma State University, Stillwater
Maisha T. Fisher, Emory University, Atlanta, GA
Elisa Marie Norris, Syracuse University, NY
Daisy Pignetti, University of South Florida, Tampa
Eric Darnell Pritchard, University of Wisconsin-Madison
Adina Sanchez-Garcia, University of Miami, FL
Justin Schapp, Syracuse University, NY
Robyn Tasaka, University of Hawaii at Manoa, Honolulu

2004
JuliAnna Avila, University of California, Berkeley
Jeffrey Duncan-Andrade, University of California, Los Angeles
D. Ted Hall, Michigan State University, East Lansing
David Kirkland, Michigan State University, East Lansing
Melvette Melvin, Penn State University, State College
Rose Metts, Savannah State University, GA
Kelvin Monroe, Washington State University, Pullman
Spencer Salas, University of Georgia, Atlanta
Cecilia Solis-Sublette, Texas A&M University
Sandra Young, University of South Carolina, Columbia

2003
Jacqueline Brown, Carol Brochin Ceballos, Rene Agustin De los Santos, Nichole Haai, Jungmi Kim, Seonjoo Moon, Ken Rayes, Eunsook Rhee, Tonya Scott, Lillie Whetten

2002
Haivan Hoang, Carlos Evia, Michelle Johnson, Asao Inoue, Patricia Trujillo, Hilary Owens, Derek Landers, Piper Kendrix Williams, Rachel Brooks-Rather, Margaret Wong

2001
Terry Carter, Rose Gubele, Daniel Justice, Rhea Estelle Lathan, Kim Lee, Meredith Lee, Kathleen McColley, Josye Sadler, Faye Spencer Maor
2000
Aesha Adams, Christina Bell, Rebecca Cisneros, Lisa Trevino Roy-Davis, Avis G. Hewitt, Joseph Ng/Eng, Annette Harris-Powell, Rebecca Small, Rhonda Robinson Thomas, Kendra Vaglienti

1999

1998
Fred Arroyo, Steve Chu, Sheldon George, Serena R. Huffman, Celestine W. Liu, Cedrick May, Elizabeth McHenry, Diana Elena Moran Molina, Luana Uluave, Linda Walking-Woman

1997
Cassandra J. Canada, Ginny Carney, Maria De Jesus Estrada, La Tisha Camille Fowlkes, Chikako D. Kumamoto, Cynthia McCollie-Lewis, Donald McCrory, Charlotte Simmonds-Hammons, A. Tyson Sims, Marion Okawa Sonomura

1996
Erika Aigner-Varoz, Victoria Cliett, Renita Duncan, Amanda Espinosa-Aguilar, Sandra M. Grayson, Terry Haynes, Joyce Raine Latora, Lynn A. Casmier-Paz, Gwendolyn Pough, K. Hyoejin Yoon

1995
Lena Ampadu, María C. M. de Guerrero, Phyllis Pearson Elmore, Carlton Floyd, Janice Gould, David Holmes, Terese Monberg, Shondel Nero, Pata Suyemoto, José L. Torres-Padilla

1994
Jennifer Barfield, Kisha Brown, José Irizarry, Susan Kimoto, Alison O. Lee, Michelle McIver-Bell, Natalie Apostolos Menendez, Malea Powell, Elaine Richardson, Patricia Joan Saunders

1993
Meta G. Carstaphen, Louise M. Connal, Evelyn Flores, Sharon Gamble, Lisa M. Gonsalves, Renee Moreno, Jeryl Prescott, George Q. Xu
Local Writers Workshop: Neighborhood Writing Alliance
PDR 18, Fifth Floor
6:30 p.m.–8:30 p.m.
Evelyn Delgado, NWA, Chicago, IL
Selected local writers who participate in the Neighborhood Writing Alliance, a community organization that runs adult writing workshops in Chicago, including Young Chicago Authors will read at an open mic event. Everyone is invited to read from their works.

Humor Night
Crystal Room, Third Floor
7:30 p.m.–9:00 p.m.

FRIDAY’S SPECIAL EVENTS: March 24

Awards/Retirement Reception
Empire Ballroom, Lobby Level
5:00 p.m.–6:30 p.m.
At this session we announce the winners of The 2006 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in TETYC, and the Nell Ann Pickett Service Award. A reception follows. Please attend and honor your colleagues.

TYCA Talks
Dearborn 3, Seventh Floor
6:30 p.m.–7:30 p.m.
The purpose of this special event is to bring together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.

Signifyin’ Mama: A Tribute to Geneva Smitherman
Red Lacquer Room
7:00 p.m.–12:00 a.m.
A tribute and reception to acknowledge the significant accomplishments and leadership of Geneva Smitherman will include a panel, live music, a guest spoken word artist, party and books by Dr. G., including her newest Word From the Mother. Refreshments will be served.
The Nineteenth Annual Poetry Forum
Private Dining Room 5, Third Floor
7:30 p.m.–10:30 p.m.

The Nineteenth Annual Poetry Forum: Exultation of Larks will be held on Friday, 7:30 p.m.–10:30 p.m. This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion. Poet readers should contact Mary Minock (English Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, mminnock@madonna.edu) if they have questions.

Chicago Rock ‘n’ Roll
Monroe Ballroom, Sixth Floor
9:30 p.m.–1:00 a.m.

CCCC isn’t CCCC without a little rockin’ and rollin’—and we’ll bring it again this year on Friday night. Bring your dancing shoes and leave your fussiness. Sponsored by McGraw Hill.

SATURDAY’S SPECIAL EVENTS: March 25

TYCA Annual Breakfast
Red Lacquer Room, Fourth Floor
7:00 a.m.–8:00 a.m.

Jim Berlin Memorial Run/Walk/Pub Crawl
The Eleventh Run/Walk/Pub Crawl will occur on Saturday, March 25, followed by a gathering at a local pub. Relieve stress and mingle with colleagues while you jog through downtown Chicago. Sign up and get directions and a tee shirt at the Convention Information Desk.

Working Class Walking Tour of Chicago
Meet in the Lobby at Noon
This tour features literary and rhetorical sites of interest in the area surrounding the Palmer House and will end at the Russian Tea Room where perhaps we can lift a toast to The Jungle by Upton Sinclair, which celebrates its 100th anniversary of publication in 2006.

Two-Year College English Association Highlights
  * TYCA Talks
  * TYCA Annual Breakfast
David Bartholomae, Chair and Professor of English at The University of Pittsburgh has enthusiastically and energetically developed a career in academe, which began with and continues to include teaching and research. His scholarly contributions to the field of Rhetoric and Composition have exemplified the ideals valued by our profession. Bartholomae’s career as a scholar-educator has been marked by a series of noteworthy achievements beyond teaching. Recently (Dec. 2005), he was awarded MLA’s 25th annual Mina P. Shaughnessy Prize for his book Writing on the Margins: Essays on Composition and Teaching. In 1988 he served as Chair of the Conference on College Composition and Communication, and later in 1997 he was elected to a 5-year term as a member of The MLA Executive Council. David Bartholomae has published eight books including one that is in its seventh edition. His scholarly articles, presentations and grants are not only numerous; they have also been and continue to be enormously influential in our field. In all respects, David Bartholomae is an exemplar to the academy and to the members of our profession alike.
2006 Outstanding Teacher Award Winners

We need to acknowledge those who gain recognition for what they do in their classrooms. Below are listed those for whom we are aware of receiving awards at their departments or institutions.

Matthew Abraham, University of Tennessee at Knoxville
Stephen Adkison, Idaho State University, Pocatello
Janet Alsup, Purdue University, West Lafayette, IN
Deborah C. Andrews, University of Delaware
James Beasley, DePaul University
Suzanne Bordelon, San Diego State University, CA
Ann Brady, Michigan Technological University, Houghton
Angela S. Buchanan, University of Colorado at Boulder
Jo Ann Buck, Guilford Technical Community College
Amy Clark, University of Virginia College, Wise
Kelli Cargile Cook, Utah State University
Angelic Cricchio, California State University, Monterey Bay
Bruce J. Degi, Metropolitan State College
Whitney Douglas, University of Nebraska-Lincoln
Virginia Norris Exton, Utah State University, Utah Basin
Sonia Feder-Lewis, St. Mary’s University of Minnesota, Twin Cities
Dawn Formo, California State University, San Marcos
Catherine Fox, St. Cloud State University, MN
Richard Fulkerson, Texas A&M University-Commerce
Anne Ellen Geller, Clark University, Worcester, MA
Tom Glass, Purdue University, West Lafayette, IN
Lanette Grate, University of Central Arkansas
Anne-Marie Hall, University of Arizona, Tucson
Kristine Hansen, Brigham Young University
Amy C. Kimme Hea, University of Arizona
Barbara Heifferon, Clemson University, SC
Sandra Jamieson, Drew University, Madison, NJ
Mary M. Juzwik, Michigan State University, East Lansing
James Kalmbach, Illinois State University, Normal
Michelle Hall Kells, University of New Mexico, Albuquerque
Tom Kerr
Gordon Koestler
Bonnie Lenore Kyburz
Claire C. Lamonica, Illinois State University, Normal
Eileen Landis-Groom, Embry-Riddle Aeronautical University
Dennis Lynch, Michigan Technological University, Houghton
April Mann, University of Miami, FL
Eric Mason, University of South Florida, Tampa
Sharon Mitchler, Centralia College, Centralia, WA
Julie Moore, Green River Community College
Michael R. Moore, Michigan Technological University, Houghton
Lucie Moussu, Purdue University, West Lafayette, IN
Rashidah Muhammad, Governors State University, University Park, IL
Deni Naffziger
Darin Payne, University of Hawaii, Honolulu
Victoria Rakowski, Western Michigan University
Krista Ratcliffe, Marquette University, Milwaukee, WI
Elizabeth K. Rodacker, Union College, Lincoln, NE
Mike Rose, University of California-Los Angeles
Blake Scott, University of Central Florida, Orlando
James E. Seitz
Carol J. Severino, University of Iowa, Iowa City
Tony Silva, Purdue University, West Lafayette, IN
Jessica Singer
Dianne J. Smith, University of South Florida, Tampa
Jane Stephens, High Point University
Karl Stolley, Purdue University, West Lafayette, IN
Binod Sundararajan, Rensselaer Polytechnic Institute, Troy, NY
Doug Sweet, Chapman University College, Irvine, CA
Christine Turczyn, Dutchess Community College
Marilyn Valentino, Lorain County Community College
Cynthia Yeager, Hocking College Perry Campus, New Lexington, OH
Joseph Zeppetello, Marist College
Sessions Presented by Two-Year College Faculty

Workshops
W.5 Theory to Exemplary Practices and Programs from the Two-Year College
SW.7 Sharing Your Ideas with the Profession: Drafting NCTE/CCCC Proposals, Turning Presentations into Articles

TYCA Talks
Friday, 6:00 p.m.–7:00 p.m.

Concurrent Sessions Presented by Two-Year College Faculty
ES.1 Aligning the Maligned: Can the Center Hold?
ES.7 Collaborative Teaching in Cyberspace: A Freshman Composition Project
A.01 The First Two Years: Spaces for Change
B.43 Creating Learning Community across the Curriculum — A Two-Year College Portrait
D.22 Assessment, WAC, Teaching Technologies, and Working Conditions
E.04 Shifting Centers: Is This a Private Fight or Can Anyone Join?
F.07 Critical Reflection in the Center Space: Helping Generation Y Make Meaning from Melange
G.08 Composing a Collaborator: The Place for Writing in a Military Education
H.34 Pass It On: Baby Boomer Faculty Share Their Experience
I.10 Collaboration, Community, and Continuity: Building Campus Culture
I.35 Composing the Community’s College: Civic Engagement
J.02 Invisible Papers, Invisible Challenges: Coaching College Writers with AD/HD
J.03 Composing in Marginal Spaces: How Non-Traditional Students Respond to Teacher Feedback
J.32 Led by Theory, Bound by Practice: Building Community From the Center of the Academic Border Town
K.01 Initiating, Structuring, and Maintaining a Learning Community in the Composition Classroom
K.25 Preparing to Teach in a Two-Year College
M.06 Beyond ‘Adversarial’: Community Voices and Student Voices Converge on “Civil Liberties” in the Composition Classroom
General Information and Services

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

Audiovisual Equipment
Audiovisual equipment should have been ordered by February 9, 2006. Scheduling of equipment ordered by that date is handled by Pick’s A.V., with offices in the Palmer House Hilton.

Committee on Resolutions
An open meeting of the CCCC Committee on Resolutions, chaired by Chris Anson, will be held Thursday, March 23, 5:30–6:30 p.m. in Sandburg 3, Seventh Floor.

Nominating Committee
An open meeting of the CCCC Nominating Committee, chaired by Gwendolyn D. Pough, will be held on Thursday, March 23, 10:30 a.m.–12:30 p.m., in Sandburg 2, Seventh Floor.

TWO-YEAR COLLEGE SATURDAY PROGRAM
Sponsored by the Two-Year College English Association (TYCA)

Two-Year College English Association Annual Breakfast
Red Lacquer Room, Fourth Floor
7:00 a.m.–8:00 a.m.
Admission is by advanced registration only.

K.01 Initiating, Structuring, and Maintaining a Learning Community in the Composition Classroom
K.25 Preparing to Teach in a Two-Year College
M.06 Beyond ‘Adversarial’: Community Voices and Student
SW.7 Sharing Your Ideas with the Profession: Drafting NCTE/CCCC Proposals, Turning Presentations into Articles
Planning for Next Year’s CCCC Convention

Individuals interested in discussing program proposals for the 2007 CCCC Convention in New York, March 21–24, are invited to meet with Cheryl Glenn, 2007 Program Chair, at the CCCC Registration Desk, Palmer House Hilton, Registration Desk, Friday, March 24, between 10:00 a.m. and noon.

Smoking

The Hilton has a smoke-free environment. No smoking is allowed in the hotel.

Nonsexist Language

All CCCC/2006 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their conventions.

Copying Service

CCCC cannot provide onsite duplicating service.

Emergencies

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

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

Fire Safety. Although hotel fires are rare, the Executive Committee has asked that convention participants be given complete advice on what to do in case of fire in their hotel. Hotels are equipped with a variety of fire-protection devices—smoke alarms, sprinklers, fire-retardant materials—but none of them is designed to put out fires. They merely contain a fire, impeding its growth and progress long enough to permit the fire department to arrive on the scene. Fire safety in a hotel ultimately depends on the hotel staff’s prompt response to reports of fire or smoke. Most hotel staffs will verify the presence of a reported fire before summoning the fire department. To report a fire, call the hotel operator and give your name, location, and the location of the suspected fire. Depending on the circumstances, some fire-safety consultants recommend that after you have called the hotel operator, you also call the local fire department: dial 911. This step will result in the fire department coming to the hotel even as the hotel staff is verifying your report of the fire. You hazard a false alarm on the one hand; on the other, you may be responsible for bringing the fire quickly under control because you have bypassed the hotel’s verification procedure. Apart from reporting a suspected fire, you should be aware of various precautions to be taken for your own safety in the event of a fire. A summary of some recommended precautions follows:
As you are escorted to your room for the first time by the hotel bell staff, check the location of the exit nearest your room. You should know exactly how many doors are between your room and the exit. You might have to crawl to this exit in a dark or smoke-filled corridor. If there’s a fire alarm or warning call from the hotel management, don’t stop to gather personal belongings or work papers. Just get out as quickly as possible. *Take your room key.* You may find it necessary to retreat to your room. Before you open the door to the corridor, put your palm against it and touch the knob. If the door is cool, open it slowly, keeping your foot braced against the bottom. (This helps you slam the door shut if you discover fire or smoke outside.) *If the door is hot, do not open it.* Soak blankets or towels in water and pack them around the door.

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

CCCC Executive Committee
Parlor F, Sixth Floor
Wednesday, March 22, 7:30 a.m.–5:00 p.m.
(Orientation from 7:30–8:45 and meeting from 9:00–5:00)
Chair: Jay Wootten

Committee on Academic Quality
Sandburg 5, Seventh Floor
Friday, March 24, 2006, 2:00 p.m.–4:45 p.m. (Closed Meeting)
Chair: Rita Malenczyk

Committee on Assessment
Sandburg 8, Seventh Floor
Thursday, March 23, 2006, 10:00 a.m.–noon (Closed)
Montrose 3, Seventh Floor
Friday, March 24, 2006, 10:00 a.m.–noon (Closed)
Co-Chairs: Renee Betz and Summer Smith Taylor

Convention Concerns Committee
Salon 4, Third Floor
Saturday, March 25, 2006, noon–1 p.m.
Co-Chairs: Doug Hesse and Jay Wootten

Committee on Disability Issues
Sandburg 5, Seventh Floor
Thursday, March 23, 2006, 10:30 a.m.–11:45 a.m. (Open)
Co-Chairs: Brenda Brueggemann and Cynthia Lewiecki-Wilson

Committee on Higher Education
Sandburg 5, Seventh Floor
Friday, March 24, 2006, 8:00 a.m.–9:15 a.m. (Closed)
Chair: Joyce Kinkead

Committee on Intellectual Property
Sandburg 4, Seventh Floor
Thursday, March 23, 2006, 1:45 p.m.–3:45 p.m. (Closed)
Chair: John Logie
Language Policy Committee
Sandburg 5, Seventh Floor
Saturday, March 25, 2006, 2:00 p.m.–4:00 p.m. (Open)
Chair: Geneva Smitherman

Committee on the Major in Rhetoric and Composition
Sandburg 8, Seventh Floor
Friday, March 24, 2006, 2:00 p.m.–4:00 p.m. (Closed)
Chair: Susan McLeod

Newcomers’ Orientation Committee
(Formerly the Mentoring Committee)
Sandburg 8, Seventh Floor
Friday, March 24, 2006, 8:00 a.m.–9:15 a.m. (Closed)
Chair: Paul M. Puccio

Nominating Committee
Sandburg 2, Seventh Floor
Thursday, March 23, 2006, 10:30 a.m.–12:30 p.m. (Open)
Friday, March 24, 2006, 1:00 p.m.–3:30 p.m. (Closed)
Chair: Gwendolyn D. Pough

Online Resource Committee
Montrose 2, Seventh Floor
Friday, March 24, 2006, 3:30 p.m.–4:30 p.m. (Open)
Chair: Danielle DeVoss

Committee on the Preparation of Teachers of Writing
Sandburg 3, Seventh Floor
Saturday, March 25, 2006, 9:30 a.m.–11:30 a.m. (Closed)
Chair: Freddy Thomas

Public Policy Committee
Montrose 2, Seventh Floor
Friday, March 24, 2006, 1:00 p.m.–3:00 p.m. (Closed)
Chair: Dennis Baron

Research Committee
Sandburg 3, Seventh Floor
Friday, March 24, 2006, 2:00 p.m.–4:00 p.m. (Closed)
Chair: Chuck Bazerman
Resolutions Committee
Sandburg 3, Seventh Floor
Thursday, March 23, 2006, 5:30 p.m.–6:30 p.m. (Open) and 6:30 p.m.–7:30 p.m. (Closed)
Chair: Chris Anson

Committee on Second Language Writing
Cresthill, Third Floor
Saturday, March 25, 2006, 9:30 a.m.–12:15 p.m. (Open)
Co-chairs: Paul Kei Matsuda and Susan Kay Miller-Cochran

Committee on the Status of Women in the Profession
Sandburg 2, Seventh Floor
Friday, March 24, 2006, 7:30 a.m.–9:00 a.m. (Closed)
Chair: Heather E. Bruce

Committee on Diversity
Montrose 3, Seventh Floor
Friday, March 24, 2006, 3:00 p.m.–4:45 p.m. (Closed)
Chair: Joyce Irene Middleton
Topic Index to Featured Sessions and Concurrent Sessions

Selected Topic Guide to Concurrent Sessions

Assessment

A.15  The Content of Comp: Assessing FYC Outcomes, Metacognition and Reflective Practice with a Writing Skills Inventory
A.17  Theory and Practice: Memory, Assessment, and Cognitive Rhetorics in the Composition Classroom
C.08  Assessment in Context
C.28  Building Community on Campus for OCD/Asperger’s/NLD Composition Students: Assessment and Collaboration
D.10  Renegotiating Program-Wide Portfolio Assessment: Building Community through Assessment
D.13  Automated Essay Grading in the Sociology Classroom: Finding Common Ground
D.22  Assessment, WAC, Teaching Technologies, and Working Conditions (TYCA Strand)
D.23  Disciplinary Cross-Talk: Assessing Writing in a Technical University
E.02  College Board Standards for College Success in Writing
E.03  Closing the Gap between Process and Product: Building Bridges with Assessment Rubrics
E.29  Assessing the Middle: Rising Junior Assessment in Project GASPE
E.30  Centering WAC at CUNY: Assessing CUNY’s WAC Initiatives
F.09  Keeping it Local: How Not to Let (Assessment) Kick Us in the Behind
F.10  An Assessment of Our Own: Experiences of Using a National Online Essay Evaluation to Create Institution-Specific Assessments
G.09  The Impact of the SAT Writing Test on Composition: A Review of the NCTE Task Force Report
G.12  Building a Culture of Assessment: ‘Dynamic Criteria Mapping’ toward Contextually-Sound Rubrics
H.09  Using Assessment Data to Strengthen Links between Information Literacy and Writing in First Year History and Composition Courses
H.11  Where History, Theory, and Context Converge: What WPAs Need to Know about the Culture of Assessment
H.26  In Search of Meaning: A Community Model for Program Assessment
I.28  How Assessment Can Promote WAC and Faculty Development: A Coalition of Administration and Faculty
J.09  CONNECT: Building Coalitions for Common Outcomes in First-Year English at Five Colleges
J.10  Building Assessment Communities: Using Empirically Derived Findings to Promote a Constructivist Assessment Agenda
J.20  Assessment, Impact, and Consumption: Is Education a Business?
K.09 Nor med and Criterion-Referenced: A Collaborative Approach to Assessing Writing
K.35 Navigating the Middle Passage between the Academy and the Workplace: Problem Solving, Professionalization, and Assessment
L.02 Sentences, Ethical Readers, and Automatic Essay Scoring (AES) in Evaluating Writing
L.20 Assessment and Community Engagement: New Views of the Academic (and the Academy) as Citizen-Scholar
L.22 Making Writing Assessments Fair: General Principles and Specific Applications in Multiple-Choice and Constructed-Response Tests
M.09 Building Community through Writing Program Assessment

Basic Writing/Developmental English

B.03 What to Do Next: Strategies for Helping Underprepared Students
E.08 Mainstreaming Basic Writing: Addressing Institutional Goals and Student Needs
F.26 Writing in the Center (for Access and Transition): Guaranteeing a Space for Basic Writing and Open Access
G.02 Give the Basic Writers Some: Incorporating Digital Media into a Basic Writing Curriculum
G.03 Basic Writing Goes Public
H.24 Can We Talk? Creating a Coalition that Serves Students Outside the Center

Disabilities

B.38 Patient No More: Autobiographical-Rhetorical Approaches to Disease and Disability
C.28 Building Community on Campus for OCD/Asperger’s/NLD Composition Students: Assessment and Collaboration
D.15 Working with Students with Intellectual Disabilities, the Emerging Civil Rights Issue of Academia: Composition Teachers
D.19 Inventing [DIS]topia: Rhetorics of Un[DIS]ciplined Agency
D.39 Building Classroom Culture with OCD/Asperger’s/NLD Composition Students: Case Studies and Strategies
H.03 Not by Accident: Doing Something about Suffering
H.22 Universal Design for Learning (UDL) in the Writing Classroom: Making Learning Accessible to All Students
I.21 Conversational Analysis of Three Tutoring Sessions Involving Disability, Gender, and Second Language
J.02 Invisible Papers, Invisible Challenges: Coaching College Writers with AD/HD
J.16 Mobilizing Intersections of Difference in Composition Research, Teaching, and Activism
L.22 Making Writing Assessments Fair: General Principles and Specific Applications in Multiple-Choice and Constructed-Response Tests
M.7 But There Aren’t Any Disabled Students in My Class
ESL and Generation 1.5

A.31 Coming to Terms: Implications of Labeling Practices for Second-Language Writers
A.05 Working toward Inclusive Pedagogy: Special Issues and Topics in Second Language Writing—Part II
B.42 American Academic Writing for ESL Graduate Students in Technical Fields
C.31 Creating a Common Space for Native and Nonnative English Speakers in Composition
E.11 Preparing New Graduate Teaching Assistants and Tutors: Critical Pedagogy, Second Language Writing, and Rhetorical Tutoring
E.38 Consultation Session on Issues Related to Second Language Writing
G.34 Multiliteracies and Multimodalities: L2 Writers in Context
H.24 Can We Talk? Creating a Coalition that Serves Students outside the Center
I.21 Conversational Analysis of Three Tutoring Sessions Involving Disability, Gender, and Second Language
K.03 When “The Middle” Is a Chasm: Where and How Shall We Meet?
K.10 Second Language Writing Curriculum Design: A Case Study
M.5 Working Toward Inclusive Pedagogy: Responding to and Assessing Second Language Writing—Part I

Feminism, Gender, Sexual Orientation

C.15 Forces Shaping Stylistic Clarity and Gender in Writing
C.16 Theories of Gender Construction: From the 19th Century to Contemporary Times
C.18 Alternative Rhetorics: Postcolonial, Race, Womanist
C.30 The Academy’s Stepdaughter: Female Adjuncts in University English Departments
CW.1 From a Coalition of Women Scholars: A How-To Guide to Writing and Publishing
F.01 Centering Peace: Theorizing Pedagogies for Rhetorical Action
F.17 Bi-Silent, Tri-Silent, Am Made Dual/Duel, Trebled/Troubled, Base/Bass and Impacted Silences: Towards a History of the Rhetoric of Silence
F.19 Lost in the Archives: Women’s Elusive Academic History at the First University in the NW Territories and the Nation’s First Private Historically Black College
G.17 Disappearing Feminists and Academic Paradigms: A Roundtable Discussion on Negotiating the Middle Space between Labels and Lived Experiences
G.19 Growing to the Fullness of Our Humanity: Theorizing the Personal, Personalizing the Theoretical in Teaching Composition
G.21 Composing Community, Revising Traditions: Women’s Rhetorics for Social Change, 1860-1940
G.40 Daring to Dialogue: Sharing Feminist Literacies Across Academic and Non-Profit Contexts
G.42 Using Silence, the Emotions, and Re/presentation to Build Community
G.43 Queering the Composition Classroom
H.17 Feminist History of Rhetoric: Religion, Conduct, and Science
H.18 The Un-Common Reader: Women Essayists and the Canon
H.20 Catching Sense: “AfroFeminist” Rhetorics of Education, Literacy, and Motherhood/(ing)
H.33 Wanting In/Wanting Out: (A)cross Spaces and the Binary Politics of Identity
I.15 Female Voices, Feminist Discourses, and Masculine Space: Perspectives on Being Heard in the Culture and in the Classroom
I.21 Conversational Analysis of Three Tutoring Sessions Involving Disability, Gender, and Second Language
I.23 Women of the Information Age: Cross-Generational and Cross-Cultural Reflections
I.33 The Hope of Literacy and Women Outside the West
J.11 What’s Queer about Writing Program Administration? New Research from the Field
J.14 Rhetorica ad Feminiam: Feminist Rhetoric and Rhetorical Tradition
J.16 Mobilizing Intersections of Difference in Composition Research, Teaching, and Activism
K.15 Bodily Discourse in Composition Pedagogies: Emergent Materiality in the Classroom
K.16 The Character of “History” in Feminist Rhetorical Studies
M.15 Mentoring Center Stage: The Role of Mentoring in Building the Composition Community
M.17 Persuading Women, Women Persuading: Problematics of Persuasion in Medical Research
FSIG.08 Building Community to Sustain Ourselves: Women’s Stories of Connection, Reflection, and Professional Success

Two-Year College

A.01 TYCA: Past, Present, and Future
A.08 Sharing Your Ideas with the Profession: Drafting NCTE/CCCC Proposals, Turning Presentations into Articles
B.43 Creating Learning Community across the Curriculum —A Two-Year College Portrait
D.22 Assessment, WAC, Teaching Technologies, and Working Conditions
E.04 Shifting Centers: Is This a Private Fight or Can Anyone Join?
E.43 Cyber Teaching in the Center Spaces
ES.1 Aligning the Maligned: Can the Center Hold?
ES.7 Collaborative Teaching in Cyberspace: A Freshman Composition Project
F.07 Critical Reflection in the Center Space: Helping Generation Y make Meaning from Melange
G.29 A Call for Creative Collaborations and Border Crossings: Preparing Faculty to Teach in Two-Year Colleges
H.34 Pass It On: Baby Boomer Faculty Share Their Experience
I.10 Collaboration, Community, and Continuity: Building Campus Culture through Learning Communities
I.35 Composing the Community’s College: Civic Engagement and the Two-Year College Writing Program
J.03 Composing in Marginal Spaces: How Non-Traditional Students Respond to Teacher Feedback
J.32 Led by Theory, Bound by Practice: Building Community from the Center of the Academic Border Town
K.01 Initiating, Structuring, and Maintaining a Learning Community in the Composition Classroom
K.25 Preparing to Teach in a Two-Year College (TYCA STRAND)
M.06 TYCA Strand: Beyond “Adversarial”: Community Voices and Student Voices Converge on “Civil Liberties” in the Composition Classroom

Writing Centers

A.12 Tutor Contributions to Writing Centers
A.35 The Writing Center in Institutional Context
B.08 How Writing Centers Respond to Writers’ Needs
B.12 Location Location Location: Tales of Writing Center Space
D.32 Benchmarking or Getting Benched: A Critical Exploration of Differences among Writing Centers
F.22 Building a State-Wide Online Writing Center Community: Successes and Challenges
G.10 Starting with the Reader, Building from the Center: Exploring A New Role for the Reader and Writer in the Writing Center and Writing Program
G.14 Changing Identity: De-Centering the Writing Center
H.08 Chatting in the Center: An Investigation of the Current Uses and Potential of Synchronous Chat in the Writing Center
H.10 Lost (and Found) in Translation: Writing Centers as Sites of Translation and Translation Study
I.12 Retheorizing Writing Center Practice: What Other Disciplines Can Teach Us about Conferencing
I.26 Creating a Campus Culture with Writing at its Center: A Cultural Evolution in Four Acts
J.06 Trading (Center) Spaces: Writing Centers in Multidisciplinary Settings
L.05 Writing Centers: Building Coalitions across Campus and across Communities

Race, Ethnicity, and Culture

A.03 Building Connections through Cross-Cultural Exploration
A.32 From Hip-Hop to Spanglish: Creating Diverse Linguistic Spaces
A.38 Building Literacy Bridges between the Academic and Immigrant Communities
A.40 Making Room for Culture in the Composition Classroom
A.06 Latino/as Writing and Mentoring (sponsored by the Latino Caucus)
B.06 Negotiating Student Resistance: Identifications within U.S. and International Communities
Marginalized Voices Building Community and Coalitions: Service Learning with Non-Traditional Students

Cross-cultural Rhetorics: Then and Now

Race, Rhetoric and the Digital Divide: From Digital Writing to Blogging

Chinese Rhetoric as Writing Tradition: Re-conceptualizing Its History and Practice

Creating a Rhetoric of Engagement: Lessons Learned from Students Writing about AIDS in Africa

Marginalized Voices, Disenfranchised Communities, and Pedagogies of Difference: Questioning Culture and Building Coalitions in the Classroom

Confronting Racism and Classism

Forging Alliances: Community Activism and Social Justice in First-Year Composition

Frames that Define Us: Therapy, Rhetoric, and Diversity

Classroom and Race Issues for Building Community

Alternative Rhetorics: Postcolonial, Race, Womanist

Culture, Environment, Ability: How Narrative Shapes Past and Present

Pedagogical Considerations for Teaching Language Cross-Culturally

Cultures of Adult Learners: Contributions to the Academy

Economies of Culture and Composition

Tales from the U.S.-Mexico Borderlands: Cultural Ecologies, Technology Gateways, and Sponsors of Literacies

Linguistic Diversity and White Non-Mainstream Students

Center(s) and Margin(s): The Institution and Minority Rhetoric(s)

Bringing Chicano/a Studies into the Center of Rhetoric and Composition Studies

Martin Luther King, Abraham Heschel, Malcolm X Speak: Religious Roots of Civil Rights Rhetoric

Lessons from History: The African American Voice

Everybody Sing Freedom: Invention, Intervention, and African-American Music

Allying against Institutional Racism: Teaching about Whiteness in Predominantly White Institutions

Realizing the Global Responsibilities of U.S. Composition: Inhabiting and Enacting Radical Pedagogies

Studying Indigenous Rhetorics: Methodology, Ethics, and Practice

Language Brokering as Border Crossing: Refiguring Rhetorical Spaces

Composing Embodied Rhetorical Spaces: A Presentation in Several Voices

Creating Communities from Contentious Cultures

The Discursive Spaces of Globalization: Returning the Centrality of Place in a Post-Multicultural World

Bi-Silent, Tri-Silent, Am Made Dual/Duel, Trebled/Troubled, Base/Bass and Impacted Silences: Towards a History of the Rhetoric of Silence

Lost in the Archives: Women’s Elusive Academic History at the First University in the NW Territories and the Nation’s First Private Historically Black College
F.24 Re-framing the Classroom Culture: Teacher Training and Diversity
F.27 The Challenges of Understanding Culture, (Re-)Building Community, and Forming Temporary Coalitions through Ethnographic Inquiry
F.32 New Research from Studies in Writing and Rhetoric Authors: Diversity and Literacy Practices in Community and Classroom
F.35 Whiteness and (In)Difference: Wrestling with the Color-line in Composition Studies
G.01 The Faces We Wear: Mixedblood Identity and Public Space
G.32 Englishes Spoken Here: Building Spaces for Language Diversity in Our Classrooms and Our Communities
G.41 Writing across Communities: A Cultural Ecology of Language, Learning, and Literacy
H.07 Composing Borderlands: Helping Students Negotiate Academic Personas
H.20 Catching Sense: “AfroFeminist” Rhetorics of Education, Literacy, and Motherhood/(ing)
H.36 Migrant Literacy in the Age of Supermodernity
I.04 Weaving from the Center Space: New Patterns from the Warp and Woof of Globalism, Native American Rhetorics and Propaganda Analysis
I.05 Moving Grief to Center Stage: How Students and Teachers Meet Death, Rape, Slavery, and the Holocaust
I.17 Cultural Collisions/Cultural Connections: Minding the Gaps in the Academic Underground
I.29 SRTOL in the 21st Century: Pedagogical and Political Reconsiderations in FYC
J.08 The Gatekeeper No More: Using the Composition Curriculum to Foster Critical Understanding of Campus Cultures
J.16 Mobilizing Intersections of Difference in Composition Research, Teaching, and Activism
J.22 Singing, Preaching, and Teaching in a Strange Land: Composing Community and Building Coalitions through African American Religious Language and Literacy Practices
J.31 Marked Citizens in Marginal Spaces: Class Constructions in Diverse Communities
K.02 Keeping Class in the Classroom: The Impact of Socio-Economic Class on Academic Discourse
K.03 When “The Middle” Is a Chasm: Where and How Shall We Meet?
K.12 Handling Our Own Baggage: The Influence of Class on Working-Class Writing Instructors
K.18 Research for New Visions: A Conversation about Black Scholarship
K.38 Building Student Consciousness: Establishing a Premise of Effective Strategies which Set an Environment for Student Initiated Learning
L.06 Teaching Identities: Class/Race/Gender as In(visible) differences in the First-Year Writing Classroom
L.14 Rhetoric, Literature and the Contemporary Black Experience
M.01 The HSI Space: Situating Hispanic Serving Institutions and Students in the Culture of College Writing
M.02 An Intersection of Cultures: Thinking Outside the Box
M.10 Knowing Your Place: Film, Social Class, and Literacy
M.12 New Perspectives on Social Class in Composition and Rhetoric: Putting Class at the Center of Writing
M.18 Reconsidering Diversity: Examining Diversity Classes and Their Impact on Student Populations
M.24 Collective, Perspective, and Privilege: Examining Diverse Student Cultures
M.27 Composing in the Borderlands: A Tribute to Gloria Anzaldua
E.45 Disturbing the Peace: Hip-Hop as Theory, Politics, and Pedagogy

**Activist Rhetorics**

A.29 Composing Coalitions
A.39 Film, Print, and Physical Embodiment: Working through Binaries and Towards Rhetorical Activism
B.29 Connecting the Dots: Promoting University-Wide Collaboration for Socially-Engaged Communication
B.35 Creating the Radical Center: Addressing Politics, Publics, and Pedagogies
B.36 Creating a Rhetoric of Engagement: Lessons Learned from Students Writing about AIDS in Africa
C.01 On the Margins of Citizenship: Tests, Texts, and Spaces in the (re)Making of Literate Americans
C.11 Forging Alliances: Community Activism and Social Justice in First-Year Composition
C.14 Compassion, Forgiveness and Human Rights: Theories of Rhetorical Inquiry
C.38 From Casinos to Prison: Connecting Labor to Literacy
C.39 Service Learning and Learning Communities: Connecting Lives to Social Change
D.16 Rhetorics for Building Coalitions and Unifying Communities: Jane Addams, Isocrates, Martin Luther King, Jr., and Michel Foucault
D.37 Learning in a Combat Environment
E.18 Advocacy and the Artistic Proofs: Locating Composition’s Center Spaces through Rhetorical Theory
E.19 Realizing the Global Responsibilities of U.S. Composition: Inhabiting and Enacting Radical Pedagogies
E.41 Wars with Words: Rhetorical Strategies for the Justification of War
E.42 Activist Literacies: Building Movements with Adult Literacy Education
F.01 Centering Peace: Theorizing Pedagogies for Rhetorical Action
F.12 Teachable Trajectories: From Interruption to Activism
F.25 Rage against the (Composition) Machine: Making a Difference in Academia
Decentering Democracy: How Citizens and Communities Write Civic Webpages

New Writing by SWR Authors: Rural Community Activism as Rhetorical Coalition Building

The Activism(s) of Rhetoric: Rethinking Rhetorical Theory as Activist Practice

Writing against the Public: Alternative Models of Civic Discourse

Rhetorics of Conscientious Objection: How Do We Teach Writing so that People Stop Killing Each Other?

Literacy Activism in Public Spaces: Partnerships with Community Publishing and Arts

Labor Power: Reclaiming Marxism as a Guide to (Rhetorical) Action

The End(s) of Student Rights: Uses and Abuses of Public Discourse

Towards a Progressive Politic in High School English Classrooms in Chicago

Conference on Compartmentalization, Categorization, and Caricaturization: Re-Theming CCCC

Class and Contingent Faculty

“Who Am I Now?”: Negotiating Multiple Identities as a Writing Teacher

Class Offerings: Examinations of Non-Academic Literacy Sites and the Role of Class in the Identity of the Academic

The Academy’s Stepdaughter: Female Adjuncts in University English Departments

Professional Development for Adjunct Faculty: Encouraging Part-Timers to be Reflective Practitioners

Shifting Centers: Is This a Private Fight or Can Anyone Join?

Composition Teaching Practices, for Adjuncts, by Adjuncts

Rhetoric at Work: Lessons Learned from a University Strike

Common Ground: Creating Successful Professional/Student Communities with Part-time Faculty

Cultural Collisions/Cultural Connections: Minding the Gaps in the Academic Underground

Coalitions, Communities, and Spaces that Authorize Composition’s Work(ers)

When Expediency Upends Ideal: Working Conditions and Community

Space Management: Teachers on the Road, Hip-Hop Adjuncts, and Pub Storytellers

When the Center Cannot Hold: The Binary Culture of Adjuncts

Revamping Academic Traditions That Structure Faculty Work and Faculty Careers

Making CCCC More Useful and Accessible to Contingent Faculty
Cluster Guide to Concurrent Sessions

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

101— Practices of Teaching Writing

ES.6 Center Spaces in the Basic Integrated Reading/Writing Classroom: Utilizing *Invisible Man*, by Ralph Ellison, to Explore Identity, History, and Culture
ES.7 Collaborative Teaching in Cyberspace: A Freshman Composition Project
ES.8 Creating Communities from Contentious Cultures
ES.9 Centered Beings: Reaching Out and Within Through the Spiritual Side of Writing
A.02 Focusing beyond Stereotypes
A.03 Building Connections through Cross-Cultural Exploration
A.04 “Who Am I Now?”: Negotiating Multiple Identities as a Writing Teacher
A.05 Building Coalitions between Rhetoric, WAC, and Literature: Using Special Topoi to Introduce Students to the Work of Literary Analysis
A.06 The Place of Religion in The Writing Classroom
A.07 Building Identity through Writing
A.08 The Body as a Site for Learning and Writing
A.09 Developing Students’ Metacognitive Skills
A.40 Making Room for Culture in the Composition Classroom
A.41 Mediating WAC: Collaborating across Difference, Building Trust
B.02 Movement as a Catalyst to Writing
B.03 What To Do Next: Strategies for Helping Underprepared Students
B.04 Technologizing the Word
B.05 Integrating Media and Pop Culture into the Writing Classroom
B.06 Negotiating Student Resistance: Identifications within U.S. and International Communities
B.07 Whose Needs Are Being Served? Code-Switching, Opposition, and Dissonant Discourse
B.08 How Writing Centers Respond to Writers’ Needs
B.37 Entering Public Discourses: Situating Students as Authors
B.44 From Project Management to Service Learning: Professional, Visual and Liberal
B.45 Decentered, Recentered: Writing in Katrina’s Wake
C.02 Marginalized Voices, Disenfranchised Communities, and Pedagogies of Difference: Questioning Culture and Building Coalitions in the Classroom
C.03 Confronting Racism and Classism
C.04 Ethics, Academic Integrity and Plagiarism
C.05 (Re)Inventing, (Re)Creating, and (Re)Naming in the Writing Classroom
C.06 Using Genre to Help Students Envision Themselves as Writers
C.07 Mystic Writing: Tao and Zen in the Classroom
C.08 Assessment in Context
C.42 Building Community/Drawing on Community: Three Approaches to Theme-Based Courses
C.45 Teaching Difficulty: Theory and Enactments
D.02 Fiction Weds Expository Prose: Creative Nonfiction in the College Classroom
D.03 The Practice of Revision and the Revision of Practice: Three Stories of Teacher Change
D.04 Technologically-Rich, Multimodal Composing: Have We Bridged the Digital Divide?
D.05 How Minds Matter: Some Lessons of Cognitive Science for Writing Pedagogy
D.06 Wireless Computer Use in a Freshmen Learning Community
D.07 Bringing Students In From The Cold: Creating “Insiders” – and Better Writers – through Discourse Community Writing Projects
D.08 Alternative Rhetorics in a Global Age: Making and Breaking the Center Space for “Nation” in College Composition
D.09 More than Meets the Eye: Composition and Comics
D.39 Building Classroom Culture with OCD/Asperger’s/NLD Composition Students: Case Studies and Strategies
D.41 Bringing Chicano/a Studies into the Center of Rhetoric and Composition Studies
D.45 Gaining Voice(s): Student Feedback on Writing Courses about Writing
D.46 Lessons from History: The African American Voice
E.02 College Board Standards for College Success in Writing
E.03 Closing the Gap Between Process and Product: Building Bridges with Assessment Rubrics
E.04 Shifting Centers: Is This a Private Fight or Can Anyone Join?
E.05 The Students We Hate: How to Keep Problem Students from Destroying the Classroom Community
E.06 Composition Teaching Practices, for Adjuncts, by Adjuncts
E.07 Easing the Transition: Creating Communities for Transfer Students
E.08 Mainstreaming Basic Writing: Addressing Institutional Goals and Student Needs
E.09 Personal, Contrapuntal, and Teacherless Pedagogies
E.44 Comp and Circumstance: Writing Assignments Across English Departments
F.02 “Praise the Lord and Pass the Legislation”: Teaching Critical Analysis of Persuasion and Identification in the Discourse of Religious and Political Leaders
F.03 How Other Disciplines Nourish Composition
F.04 Re-Inventing the Media Classroom: Pedagogy, Ethics, and Public Computers in the Class Space
F.05 The Discursive Spaces of Globalization: Returning the Centrality of Place in a Post-Multicultural World
F.06 Making Authority Visible: Re-Centering the Student in the Composition Classroom
F.07 Critical Reflection in the Center Space: Helping Generation Y Make Meaning from Melange
F.16 Conference on Basic Writing Special Interest Group
G.02 Give the Basic Writers Some: Incorporating Digital Media into a Basic Writing Curriculum
G.03 Basic Writing Goes Public
G.04 Rewriting the Image: Teaching Visual Representations of History and Nature in First-Year Composition
G.05 Writing and the Word: Religion in Composition Spaces
G.06 Using Personal Experience and Personalities in the Writing Classroom
G.07 Self-Authoring By Design: Writing to Create Contexts for Learning in Engineering
G.08 Composing a Collaborator: The Place for Writing in a Military Education
G.09 The Impact of the SAT Writing Test on Composition: A Review of the NCTE Task Force Report
G.44 Multimodal Discourse in Pedagogical Theory and Practice: Crossing the Boundaries between Visual, Oral, and Written Rhetoric
H.01 No Students Left Behind: Writing and the Secretary of Education’s Commission on the Future of Higher Education
H.02 Contrastive Rhetoric for Intercultural Competence: Lessons from African American Oral Rhetoric, African American Women’s Writing
H.03 Not by Accident: Doing Something about Suffering
H.04 Inside and Outside the University Classroom: What the (Dis)Connections Tell Us
H.05 Triumph or Disaster: Building Community Through Teacher Response
H.06 Composing in the Center Spaces: Community Literacy in Freshman Composition Courses
H.07 Composing Borderlands: Helping Students Negotiate Academic Personas
H.16 Interrogating Our Research: Questioning the Good Idea
H.35 Putting Theory into Practice: New Approaches to Discourse Communities as a Foundation for Writing
I.02 Crossing the Library/Classroom Border: Narratives of Truth and Consequences in Information Literacy Instruction
I.03 Ethics Matters in Composition: School Sucks, Rate My Professors, and the Ethics of Caring—Less
I.04 Weaving from the Center Space: New Patterns from the Warp and Woof of Globalism, Native American Rhetorics and Propaganda Analysis
I.05 Moving Grief to Center Stage: How Students and Teachers Meet Death, Rape, Slavery, and the Holocaust
I.06 Getting Out of the Garrett: Creating Communities within Departments — What Can We Learn from Each Other?
I.07 New Perspectives on Personal Writing: The Personal as Communal, Connected, and Political
J.02 Invisible Papers, Invisible Challenges: Coaching College Writers with AD/HD
J.03 Composing in Marginal Spaces: How Non-Traditional Students Respond to Teacher Feedback
J.04 Pedagogy in the Center Space: Building a Student-Centered Learning Community
J.05 Imagining a Transformed Reality: On the Web, Over the Airwaves, Around the Globe
J.06 Trading (Center) Spaces: Writing Centers in Multidisciplinary Settings
J.07 That’s Old News: Using Archives to Highlight Rhetorical Diversity in the Teaching of Composition
J.20 Assessment, Impact, and Consumption: Is Education a Business?
J.33 The Course That Dare Not Speak Its Name
J.34 From the Margins to the Center: Four Approaches to Connecting Reading and Writing
K.01 Initiating, Structuring, and Maintaining a Learning Community in the Composition Classroom
K.02 Keeping Class in the Classroom: The Impact of Socio-Economic Class on Academic Discourse
K.03 When “The Middle” Is a Chasm: Where and How Shall We Meet?
K.04 Building a Writing Community through Grammar Instruction
K.05 Helping the Center Hold: Problem-Based Learning in the Composition Classroom
K.06 Coalitions, Communities, and Spaces that Authorize Composition’s Work(ers)
K.29 Language Learning and Identity
K.35 Navigating the Middle Passage between the Academy and the Workplace: Problem Solving, Professionalization, and Assessment
K.36 Getting Personal: The Place for Students’ Stories in the Composition Classroom
L.01 When Expediency Upends Ideal: Working Conditions and Community
L.02 Sentences, Ethical Readers, and Automatic Essay Scoring (AES) in Evaluating Writing
L.03 Visual Rhetoric: Bridging the Gap between Theory and Practice
L.04 New Media, New Curricula
L.05 Writing Centers: Building Coalitions Across Campus and Across Communities
L.06 Teaching Identities: Class/Race/Gender as In-visible) differences in the First-Year Writing Classroom
L.07 Space Management: Teachers on the Road, Hip-Hop Adjuncts, and Pub Storytellers
L.08 WAC/WID and Composition Requirements: Engaging Different Frameworks
L.19 Multimedia, Composing, and Community
L.26 Narrative and Voice: A Springboard for Fluency in Writing
M.01 The HSI Space: Situating Hispanic Serving Institutions and Students in the Culture of College Writing
M.02 An Intersection of Cultures: Thinking outside the Box
M.03 Citizenship in Wisconsin: A Roundtable Discussion of a Collaborative State-wide English 101 Course
M.04 Negotiating the Personal: Middle Voices and Deploying an Appealing Self
M.05 Public and Private Spaces-People-Discourses
M.06 TYCA Strand: Beyond “Adversaria”: Community Voices and Student Voices Converge on “Civil Liberties” in the Composition Classroom
M.24 Collective, Perspective, and Privilege: Examining Diverse Student Cultures
M.25 Commissions, Mandates, Controversies
M.26 Conference on Compartmentalization, Categorization, and Caricaturization: Re-Theming CCCC

102—Composition Programs

A.10 The Individual, The Institution, and The Community: Three Sites for Service-Learning
A.11 How to Succeed in Literacy: Conventions and Contexts
A.12 Tutor Contributions to Writing Centers
A.13 Preparing Dick and Jane: Success From K through College
A.14 Composing Ourselves for the Academic Community
A.15 The Content of Comp: Assessing FYC Outcomes, Metacognition and Reflective Practice with a Writing Skills Inventory
B.09 Marginalized Voices Building Community and Coalitions: Service Learning with Non-Traditional Students
B.10 Compromises and Stalemates: Is Composition Centered in Learning Communities?
B.11 Writing Program Administration Database-Style: Knowledge Management and the End of Traditional Composition Studies
B.12 Location Location Location: Tales of Writing Center Space
B.43 Creating Learning Community across the Curriculum —A Two-Year College Portrait
C.10 Preparing For Our Careers—Pre-Service Courses and Mentorship
C.11 Forging Alliances: Community Activism and Social Justice in First-Year Composition
C.12 Writing Campus Culture
C.13 Frames that Define Us: Therapy, Rhetoric, and Diversity
D.10 Renegotiating Program-Wide Portfolio Assessment: Building Community Through Assessment
D.11 Convergence and Change: Re-Crafting a Composition Program from Two Semesters to One
D.13 Automated Essay Grading in the Sociology Classroom: Finding Common Ground
D.14 Writing at The Center
D.44 Dual-Enrollment and Its Impact on Composition Programs
E.10 Dynamic Criteria Mapping in Action: Reports from the Field
E.11 Preparing New Graduate Teaching Assistants and Tutors: Critical Pedagogy, Second Language Writing, and Rhetorical Tutoring
E.12 All ying Against Institutional Racism: Teaching about Whiteness in Predominantly White Institutions
E.13 Writing History: Finding Place and Cyberspace in an Undergraduate Cross-Disciplinary Learning Community
E.14 Beyond the Writing Program Culture: Making “My” Community “Our” Community
F.08 Vertical Writing: Going through the Institutional Woodchipper in Fargo
F.09 Keeping It Local: How Not To Let (Ass)essment Kick Us in the Behind
F.10 An Assessment of Our Own: Experiences of Using a National Online Essay Evaluation to Create Institution-Specific Assessments
F.11 WAC in the New Millennium: A Campus-Wide Survey of Attitudes and Practices
G.10 Starting with the Reader, Building from the Center: Exploring A New Role for the Reader and Writer in the Writing Center and Writing
G.11 Barbarians at the Gate: Four Non-English Professors Reflect on Teaching Writing
G.12 Building a Culture of Assessment: “Dynamic Criteria Mapping” toward Contextually-Sound Rubrics
G.13 What Happens in Comp Stays in Comp? Linguistic Indeterminacy and the Artifacts of Composition
G.14 Changing Identity: De-Centering the Writing Center
H.08 Chatting in the Center: An Investigation of the Current Uses and Potential of Synchronous Chat in the Writing Center
H.09 Using Assessment Data to Strengthen Links Between Information Literacy and Writing in First Year History and Composition Courses
H.10 Lost (and Found) in Translation: Writing Centers as Sites of Translation and Translation Study
H.11 Where History, Theory, and Context Converge: What WPAs Need to Know about the Culture of Assessment
I.08 The Lehigh University First-Year Writing Program: Conceived in Cultural Studies; Shaped by Personal Writing
I.09 Common Ground: Creating Successful Professional/Student Communities with Part-Time Faculty
I.10 Collaboration, Community, and Continuity: Building Campus Culture through Learning Communities
I.11 Coalition of the Willing? Composition, Gen Ed and the Disciplines
I.12 Retheorizing Writing Center Practice: What Other Disciplines Can Teach Us About Conferencing
J.08 The Gatekeeper No More: Using the Composition Curriculum to Foster Critical Understanding of Campus Cultures
J.09 CONNECT: Building Coalitions for Common Outcomes in First-Year English at Five Colleges
J.10 Building Assessment Communities: Using Empirically Derived Findings to Promote a Constructivist Assessment Agenda
J.11 What’s Queer about Writing Program Administration? New Research from the Field
J.12 Creating Community with the Online Writing Studio
K.07 Grade Expectations: A Report on Cross-Disciplinary Collaboration
K.08 Curricular Coalitions: Building Intellectual Community across Academic Programs
K.09 Normed and Criterion-Referenced: A Collaborative Approach to Assessing Writing
K.10 Second Language Writing Curriculum Design: A Case Study
K.11 Come Back, 4th “C”!: Writing, Rhetoric, and Communication across the Curriculum
L.09 Building Bridges between Communities and Curricula: Service Learning Initiatives in Professional Writing Programs
M.07 Building a Community of Trust: Encouraging Academic Integrity
M.08 What’s the Value of the Service in Service Learning? Agency, Student, and Faculty Perspectives
M.09 Building Community through Writing Program Assessment

103—Theory

A.16 Roles for “Identity” in Research on Literacy and Writing
A.17 Theory and Practice: Memory, Assessment, and Cognitive Rhetorics in the Composition Classroom
A.18 Narrative, Argument and Resistance: Theory in Practice
A.19 Critical Theories for Questioning and Building Community
A.42 What Can the Mouth and the Ear Teach Us About Good Writing?
A.43 Naturalized Discourses and Critical Discourse Analysis: The Penis, Terror-Talk, and First-Year Composition
B.13 Cross-Cultural Rhetorics: Then and Now
B.14 Burke, God, Rhetoricity: Theories of Rhetoric
B.15 Rhetoric in the Electronic Age: New Media, Visual Rhetoric and Electronic Kairos
B.16 Race, Rhetoric and the Digital Divide: From Digital Writing to Blogging
B.17 Literacy Narratives Using Images and Theories to Build Community
B.39 Rhetoric and the Question of Palestine
B.40 Decentering the Center: Creating Spaces for Teachers and Students in Scholarly Conversations
B.41 Emotional Labor: The Work of Teaching
C.01 On the Margins of Citizenship: Tests, Texts, and Spaces in the (re)Making of Literate Americans
C.14 Compassion, Forgiveness and Human Rights: Theories of Rhetorical Inquiry
C.15 Forces Shaping Stylistic Clarity and Gender in Writing
C.16 Theories of Gender Construction: From the 19th Century to Contemporary Times
C.17 Classroom and Race Issues for Building Community
C.18 Alternative Rhetorics: Postcolonial, Race, Womanist
C.43 Plagiarism of Property or as Place: Why Students Don’t Differentiate between Voice and Occupying a Place
D.15 Working with Students with Intellectual Disabilities, the Emerging Civil Rights Issue of Academia: Composition Teachers Combine a Spirit of Advocacy with Accountability for LD Students in our Writing Classroom

D.16 Rhetorics for Building Coalitions and Unifying Communities: Jane Addams, Isocrates, Martin Luther King, Jr., and Michel Foucault

D.17 Silently Literate: Composing a Composition across the Global/Local Nexus

D.18 Betwixt and Between: Three Mediations of Social Practice, Theory, and Teaching

D.19 Inventing [DIS]topia: Rhetorics of Un[DIS]ciplined Agency

E.15 Writing on the Electronic Frontier

E.16 The Workshop of Filthy Composition: Plagiarism, Paraphrase, and the Rights of (Re)production.

E.17 Theory in the Classroom: Complexity, Reader-Response, and Narrative as Critical Practice

E.18 Advocacy and the Artistic Proofs: Locating Composition’s Center Spaces Through Rhetorical Theory

E.19 Realizing the Global Responsibilities of U.S. Composition: Inhabiting and Enacting Radical Pedagogies

E.45 Disturbing the Peace: Hip-Hop as Theory, Politics, and Pedagogy

E.02 To Know Our Students: Crossing Teacher-Student Difference by Refocusing our Critical Lens

E.03 Crossing Media Spaces

E.04 Reconciling Binaries: Sustaining Community in Educational Contexts

E.05 “Visual” Discourse Communities: Are They Special?

F.01 Centering Peace: Theorizing Pedagogies for Rhetorical Action

F.12 Teachable Trajectories: From Interruption to Activism

F.13 Framing Visual Rhetoric: Uncomfortable Questions and Uneasy Coalitions

F.14 Re-creating the Teacher: The Post-Postmodern Classroom and a Rhetorically Centered Approach

F.15 The Rhetorics of Identification; Or, Me and You and You and Me, So Happy Together?

F.16 Making the Case for Imagination in Critical English Studies

G.15 Composing in the Borderlands: A Tribute to Gloria Anzaldua

G.16 Risk Theory and Literacy Studies

G.17 Disappearing Feminists and Academic Paradigms: A Roundtable Discussion on Negotiating the Middle Space between Labels and Lived Experiences

G.18 Relations, Locations, Positions: Post-Process Theory for Writing Teachers

G.19 “Growing to the Fullness of Our Humanity”: Theorizing the Personal, Personalizing the Theoretical in Teaching Composition

G.42 Using Silence, the Emotions, and Re/presentation to Build Community

G.43 Queering the Composition Classroom

H.12 Revisiting Kairos: Three Case Studies on the Rhetorical Management of Risk

H.13 Inventing Heuristic Pedagogies for Communities of Affect, Myth, and Movement

H.14 Composition Takes Place
H.15 Authentic Arguments: Information Literacy and Case Studies in FYC
H.36 Migrant Literacy in the Age of Supermodernity
I.13 Designing Rhetorics: A Response to the New London Group on Design, Literacy, and Learning through New Media
I.14 Rethinking Argument: Activity, Affect, and Habitus
I.15 Female Voices, Feminist Discourses, and Masculine Space: Perspectives on Being Heard in the Culture and in the Classroom
I.16 Burkean Notions of Mind, Body, Individuals, and Culture
I.17 Cultural Collisions/Cultural Connections: Minding the Gaps in the Academic Underground
I.36 Using Genre Theory to Explore Power, Ideology, and the Generic Subject in the University
J.13 Bringing Techne Front and Center: Examining the Materials of the Art of Writing
J.14 Rhetorica ad Feminiam: Feminist Rhetoric and Rhetorical Tradition
J.15 Relating and Separating: Using Rhetoric to Rethink Public Spheres
J.16 Mobilizing Intersections of Difference in Composition Research, Teaching, and Activism
J.17 The Emotional Work of Composition
K.12 Handling Our Own Baggage: The Influence of Class on Working-Class Writing Instructors
K.13 Labor Power: Reclaiming Marxism as a Guide to (Rhetorical) Action
K.14 Ideological Literacies and Illiteracies
K.15 Bodily Discourse in Composition Pedagogies: Emergent Materiality in the Classroom
K.38 Building Student Consciousness: Establishing a Premise of Effective Strategies which Set a Environment for Student Initiated Learning
L.10 Towards a Progressive Politic in High School English Classrooms in Chicago
L.12 Rhetorics of Reception: Three Cases from Popular Culture
L.13 Interrogating the Rhetorics of War: Kenneth Burke Meets Gladwell, Dewey, and George W. Bush
L.14 Rhetoric, Literature and the Contemporary Black Experience
L.27 The Real World Classroom: Bridging Public and Private Discourses in Composition Studies
M.10 Knowing Your Place: Film, Social Class, and Literacy
M.11 The Invitations of Genre: Dialogue, Desire, and Versions of the “I”
M.12 New Perspectives on Social Class in Composition and Rhetoric: Putting Class at the Center of Writing
M.13 Living Together as Fools: A Critical Pedagogy of Personal Narrative

104—History

A.20 CCCC as Touchstone: Pedagogy, Methodology, and Loss
A.21 Transcending Doctrine: Alternative Models of Literacy
B.18 Literacy and Pedagogical Strategies: 1876-1929
B.19 Re/reading Our Professional Texts
C.19 Jane Addams: Intellect and Influence
C.20 From Vernacular to Global: What’s Become of English?
D.21 Literacy, Ideology, and Oppression
E.20 Neglected Notables: Hallie Quinn Brown, Meridel Le Sueur, and Richard S. Beal
E.21 The History of the Future of Writing — Part One
E.42 Activist Literacies: Building Movements with Adult Literacy Education
F.17 Bi-silent, Tri-Silent, Am Made Dual/Duel, Trebled/Troubled, Base/Bass and Impacted Silences: Towards a History of the Rhetorics of Silence
F.18 Theorizing Oral Histories: The Interviewer, the Interviewee, and the Text
G.20 The History of the Future of Writing—Part Two
G.21 Composing Community, Revising Traditions: Women’s Rhetorics for Social Change, 1860-1940
H.17 Feminist History of Rhetoric: Religion, Conduct, and Science
H.18 The Un-Common Reader: Women Essayists and the Canon
I.18 Centering Science Writing in History and Culture
I.19 Lines in the Dust: Writing across Boundaries to Compose a Community Archive
J.18 Genre in the History of Technical and Professional Communication
J.19 Time, Memory, and the Telling Legacies of Richard Lloyd-Jones
K.16 The Character of “History” in Feminist Rhetorical Studies
K.17 Working from the Center Space Out: Reimagining Methodologies of Archival Research
L.15 From Crisis to Panacea to Chaos to Dissensus to....
L.16 William E. Coles, Jr.: Writing and the Teaching of Writing
M.14 Besides Athens: Other Ancient Rhetorics
M.15 Mentoring Center Stage: The Role of Mentoring in Building the Composition Community
M.16 Composition’s Roots in English Education: Revising Our Histories

105—Research

ES.1 Aligning the Maligned: Can the Center Hold?
A.22 Improving First-Year Composition: Stories from Three Research Projects
A.23 Classroom Inquiries
A.24 Socializing Discourses
A.45 Class Offerings: Examinations of Non-Academic Literacy Sites and the Role of Class in the Identity of the Academic
B.20 Ethics and Authority in Classroom-Based Research
B.21 Composing Storied Spaces: Four Generations of Composition Teachers Reflect on Two Decades of Conducting Narrative Writing Research
B.23 Longitudinal Studies: Tales from the Field
C.21 Inviting Ourselves In: Employing Collaborative Methodologies to Explore Student Underlife
C.22 Students as Researchers
D.22 Assessment, WAC, Teaching Technologies, and Working Conditions
D.23 Disciplinary Cross-Talk: Assessing Writing in a Technical University
D.24 Tales from the U.S.-Mexico Borderlands: Cultural Ecologies, Technology Gateways, and Sponsors of Literacies
E.22 Research in Composition: Are We on the Right Track?
E.23 Studying Indigenous Rhetorics: Methodology, Ethics, and Practice
E.24 Making Technology Real: Three Studies in the Rhetorical Constitution of Technologies
F.19 Lost in the Archives: Women’s Elusive Academic History at the First University in the NW Territories and the Nation’s First Private Historically Black College
F.20 College Writing: How Students Navigate among a Community of Scholars
F.21 Ongoing Research on Professional Writers’ Perceptions of Success: Identifying Key Cognitive and Affective Habits of Mind
G.23 Mediating Genres: Examining Antecedent Genres as Discursive Resources in Academic and Public Spheres
G.24 Tracing Trajectories, Handling Heterogeneity: Sociohistoric Perspectives of Literate Space
H.19 What Do Students Take With Them? Three Empirical Investigations of Knowledge Transfer From Writing Courses
H.20 Catching Sense: “AfroFeminist” Rhetorics of Education, Literacy, and Motherhood(ing)
I.20 Bridging Spaces between K-12 and College, Research and Practice
I.21 Conversational Analysis of Three Tutoring Sessions Involving Disability, Gender, and Second Language
I.22 Student Field Research as Literate Action
J.21 The Perception and Effects of Error: Exploring Hidden Spaces
J.22 Singing, Preaching, and Teaching in a Strange Land: Composing Community and Building Coalitions through African American Religious Language and Literacy Practices
J.35 Larceny, Literacy, and Legal Consequences: Another Look at Plagiarism
K.18 Research for New Visions: A Conversation about Black Scholarship
K.19 Walking Together within the Academic Culture: Mentoring to Build Community and Coalitions
K.20 Collaborating Across Institutions: A Roundtable on Future Longitudinal Writing Research
K.39 What’s the Matter? Belief, Authority, and Identity Bridging Multiple Literacies
L.17 What They Bring and What They Drop: Considerations of Transfer in College Writing
L.18 The Portraits of Composition Study: Focus Interview Design, Results, and Data Triangulation
M.17 Persuading Women, Women Persuading: Problematics of Persuasion in Medical Research
M.18 Reconsidering Diversity: Examining Diversity Classes and Their Impact on Student Populations
M.19 Ethnographic Pedagogies: Doing Literacy Work at the Edges of Institutional Culture

106—Information Technologies

A.25 Network Literacies: First-Year Composition Instruction for the Digital 21st Century
A.26 Fostering Critical Literacy in a Multi-modal, Multi-media World
B.22 Writing in Electronic Spaces: Blogs and the Writing Classroom
B.24 Critical-Consciousness in Digital Writing: The Visual, the Law, and Access
C.23 Ethnography in the Digital Age
C.24 Picture This...: Visual Literacies from Zine to Virtual Responses
C.41 Composing from the Center of the Frame: Digital Media in the Composition Classroom
D.25 Technology, Play and Pedagogy: Video Gaming and New Literacies
D.26 What Does Blogging Do? Weblogs, Change, and Middle Spaces
D.27 iPod Therefore I am: Digital Music and Community in the Writing Classroom
E.25 Building Identity and Community Online
E.26 E-Portfolios and Composition
E.43 Cyber Teaching in the Center Spaces
F.22 Building a State-Wide Online Writing Center Community: Successes and Challenges
G.25 The Grokster Decision and its Implications
G.26 Benefits of Organizing an Online Faculty Coalition
G.27 What Technology Doesn’t Bridge: Communication Gaps
H.21 Changing Literacies/Changing Mindsets: Communicating across Digital Difference
H.22 Universal Design for Learning (UDL) in the Writing Classroom: Making Learning Accessible to All Students
I.23 Women of the Information Age: Cross-Generational and Cross-Cultural Reflections
I.24 Rights, Fights, and Sites: Composition Research Caught in the Middle of Intellectual Property Debates over Digital Resources
J.23 Developing Digital Literacies for Youth and Senior Citizens: University and Community Partnerships
K.21 Collaborative Online Communities
K.22 Moving Between Somewhere Specific and Nowhere in Particular
K.23 From Panel to Gallery: Twelve Digital Writings, One Installation

107—Institutional and Professional

A.01 The First Two Years: Space for Change
A.27 Educating Teachers—and Students
A.28 Composition in Context
A.29 Composing Coalitions
A.30 Publish, Plagiarize, and/or Perish?
A.35 The Writing Center in Institutional Context
A.44 WAC Entrepreneurs in the School of Business: Negotiating Disciplinary, Gendered, and Pedagogical Spaces
A.46 Generating Mentors in Composition: Beyond the Great Chain of Being
B.01 Uneasy Alliances: CCCC, AWP, and the Ideology of Coalition Building
B.25 The “Service Course” and the (De-)Valuing of Composition: A Plea for Collaborative Endorsement of Writing Courses
B.26 Building a Culture of Writing: Student, Faculty, and Administrative Collaborations
B.27 New Lenses, New Spaces for Cross-Institutional Coalitions: An Appeal to Enlightened Self-Interest
B.28 Loyalty Oaths and Academic Freedom in the 21st-Century University: Historical, Rhetorical, and Pedagogical Perspectives
B.29 Connecting the Dots: Promoting University-Wide Collaboration for Socially-Engaged Communication
B.30 Working in the Middle Spaces: WPAs as Advocates for Writing
C.25 Exploring the Spaces of Composition
C.26 Independently Healthy, Wealthy, and Wise: Evolution Within a Free-Standing Writing Program
C.27 Student Journals as Middle Ground: Is There a There There?
C.28 Building Community on Campus for OCD/Asperger's/NLD Composition Students: Assessment and Collaboration
C.29 Claiming Our Moment: Constructing a Writing Major
C.30 The Academy’s Stepdaughter: Female Adjuncts in University English Departments
D.28 Pathways of Student Learning in First-Year Writing Seminars: Results from the Princeton Study of Writing
D.29 “Middle Spaces”: A New Model-in-Progress for Split Positions in Writing Program Administration
D.30 The Faces and Spaces of Mentoring
D.31 Professional Development for Adjunct Faculty: Encouraging Part-Timers to be Reflective Practitioners
D.32 Benchmarking or Getting Benched: A Critical Exploration of Differences among Writing Centers
E.27 Linking Learning Communities at a Small College: The Writing Program, Undergraduate Research, and Honors
E.28 Why Plagiarism Makes Sense in the Digital Age: Copying, Remixing, and Composing
E.29 Assessing the Middle: Rising Junior Assessment in Project GASPE
E.30 Centering WAC at CUNY: Assessing CUNY’s WAC Initiatives
E.31 Tentative Reconstitutions in Higher Ed Institutions: Writing Studio Experiences and Other Thirdspace Excursions
E.38 Consultation Session on Issues Related to Second Language Writing
Needs, Wants, and Demands: Developing New Approaches to Mentoring in the Wake of Curricular Change

Re-framing the Classroom Culture: Teacher Training and Diversity

Rage against the (Composition) Machine: Making a Difference in Academia

Writing in the Center (for Access and Transition): Guaranteeing a Space for Basic Writing and Open Access

The Challenges of Understanding Culture, (Re-) Building Community, and Forming Temporary Coalitions through Ethnographic Inquiry

Does Cross-training Cross the Line?: Library-Composition Coalitions

A Call for Creative Collaborations and Border Crossings: Preparing Faculty to Teach in Two-Year Colleges (TYCA STRAND)

Plagiarism and Community

Composing Critique: Critical Literacy and Institutional Critique as Writing Pedagogy

Size Matters and We Can Prove It: Retention, Success, and Smaller First-Year Writing Classes

Herding Cats: Faculty, the Teaching of Writing, and the Problem of Rhet/Comp Expertise

Can We Talk? Creating a Coalition that Serves Students outside the Center

Rhetoric at Work: Lessons Learned from a University Strike

In Search of Meaning: A Community Model for Program Assessment

Pass It On: Baby Boomer Faculty Share Their Experience

Same Shit, Different Year? The Absence of Disciplinary Memory at 4Cs

Creating a Campus Culture with Writing at its Center: A Cultural Evolution in Four Acts

Babelfish: A Faculty Writing Project Translates Composition to Campus Classrooms

How Assessment Can Promote WAC and Faculty Development: A Coalition of Administration and Faculty

What We Want/They Want: Negotiating What Counts as Good Writing in an Age of Accountability

Contextual and Collective Strategies for Early-Career Writing Program Administrators: An Inter-Institutional Roundtable Discussion with Campus Administrators

Developing and Sustaining University-Secondary Collaboration

The 5 Cs: Composition at the Center of Community, Culture, & Coalition

Led by Theory, Bound by Practice: Building Community from the Center of the Academic Border Town

Forging Alliances: Toward a New Positioning on TA Training

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

So I’m a Professor, Now What?: How Junior Faculty Negotiate Survival and Success in Composition Studies

Changing Places: Writing, Teaching, and Tutoring Across Institutional Positions

The End(s) of Student Rights: Uses and Abuses of Public Discourse

Directed Self-Placement and the Liberal Arts
Assessment and Community Engagement: New Views of the Academic (and the Academy) as Citizen-Scholar

Making Writing Assessments Fair: General Principles and Specific Applications in Multiple-Choice and Constructed-Response Tests

When the Center Cannot Hold: The Binary Culture of Adjuncts

Revamping Academic Traditions that Structure Faculty Work and Faculty Careers

The Centrality of Orality: The Conference Paper as a Site of Mediation for Scholarship, Teaching, and Public Performance

108—Language

Coming to Terms: Implications of Labeling Practices for Second-Language Writers

From Hip-Hop to Spanglish: Creating Diverse Linguistic Spaces

Chinese Rhetoric as Writing Tradition: Re-conceptualizing its History and Practice

American Academic Writing for ESL Graduate Students in Technical Fields

Creating a Common Space for Native and Nonnative English Speakers in Composition

Culture, Environment, Ability: How Narrative Shapes Past and Present

Pedagogical Considerations for Teaching Language Cross-Culturally

Linguistic Diversity and White Non-Mainstream Students

Center(s) and Margin(s): The Institution and Minority Rhetoric(s)

Language Brokering as Border Crossing: Refiguring Rhetorical Spaces

Embodying Literacies in FYC

Linguists and Writing Teachers Collaborate: Building a New Public Grammar

Englishes Spoken Here: Building Spaces for Language Diversity in Our Classrooms and Our Communities

Multiliteracies and Multimodalities: L2 Writers in Context

The Tropes of War

SRTOL in the 21st Century: Pedagogical and Political Reconsiderations in FYC

Assessing Grammars: Connecting Voices across Instruction, Learning and Evaluation

109—Creative Writing

Blaring Disciplines, Building Communities

Personal Narratives and Journal Writing

Patient No More: Autobiographical-Rhetorical Approaches to Disease and Disability

Something about Poetry Building Communities

Experimental Texts, Accidental Truths
E.34 The Workshop as Center Space: Articulating a (More) Creative Writing Pedagogy

F.30 Mapping the Personal Essay: The Interrogated Self, the Investigated World

G.35 Sharing Stories, Sharing Lives: Using the Memoir to Build Community in the Writing Classroom

H.28 The Fifth Genre: Creative Writing with (Audio) Technology

I.30 In a Different Voice: Writing Research as Creative Nonfiction

J.29 Seeking Commonalities, Confronting Differences: Towards Productive Connections between Composition Studies and Creative Writing

L.21 The Greased Pig: A Working Vocabulary for Creative Nonfiction

110—Professional and Technical Writing

A.34 The Writerly Contexts of Science and Engineering

B.33 Building Technical and Professional Writing Programs

C.35 Writing Without the Academy

C.36 Using Crisis Communication to Motivate Students and Enhance Learning

D.36 Coalitions and Contexts for Professional Writing

E.35 Professional Communication: Resence and Absence

E.36 Executing Speech: Language and Law in Capital Trials

F.31 Cultural Change in WAC/CAC Communities: Addressing Tensions and Forming Coalitions in a Research University

G.36 Realigning Public Opinion through Effective Scientific Proposals and Websites

H.29 Forging New Alliances between Science and the Humanities: Medicine, Mentoring, and Composition

I.31 Handle with Care: Problems with Metaphors and Word Meanings in Communicating Environmental Risks

J.30 Centering on Storyboards: The Formation of Practical Intellectual Coalitions within a Professional Community

K.30 The Coyote-Trickster Afield: Toward a Responsible Figuration of the Postmodern Technical Communicator

L.24 Generic Spaces: Case Studies of How Genres Frame Possibilities for Communication, Technological Innovation, and Learning

M.23 (Dis)locating Professional Writing: The Dialectic of Place in the Classroom, Workplace, Community

111—Community, Civic, & Public

A.36 Balancing Space and Place: Opening the Doors to Civic Engagement

A.37 Regional (Lack of) Agency: Contact Zones within Local Communities

A.38 Building Literacy Bridges between the Academic and Immigrant Communities

A.39 Film, Print, and Physical Embodiment: Working through Binaries and towards Rhetorical Activism

B.35 Creating the Radical Center: Addressing Politics, Publics, and Pedagogies
B.36 Creating a Rhetoric of Engagement: Lessons Learned from Students Writing about AIDS in Africa
C.37 Cultures of Adult Learners: Contributions to the Academy
C.38 From Casinos to Prison: Connecting Labor to Literacy
C.39 Service Learning and Learning Communities: Connecting Lives to Social Change
C.40 Who Sponsors the Sponsors?: Reassessing Global Literacies
D.37 Learning in a Combat Environment
D.38 Meeting Places: Service Learning Projects in the Writing Class
D.40 Composition International: Globalism in the Center
D.42 Martin Luther King, Abraham Heschel, Malcolm X Speak: Religious Roots of Civil Rights Rhetoric
D.43 Our Legacies: Who We Are, Where We’re From: Building Community through Storytelling and Legacy Writing
E.01 Everybody Sing Freedom: Invention, Intervention, and African-American Music
E.37 Communities in Conversation: What Makes Community Writing?
E.39 From Self to Community: Strategies for Initiating Writers into Critical Consciousness
E.40 Building a Community Writing Center
E.41 Wars with Words: Rhetorical Strategies for the Justification of War
F.32 New Research from Studies in Writing and Rhetoric Authors: Diversity and Literacy Practices in Community and Classroom
F.33 Urban Meets Rural: Finding a Center Space through Contact Zones
F.34 Conflict, Collaboration, and Change: Coalition-Building in the Service-Learning Classroom
F.35 Whiteness and (In)Difference: Wrestling with the Color-line in Composition Studies
G.01 The Faces We Wear: Mixedblood Identity and Public Space
G.37 Writing and Reciprocity: Building Coalitions through University/Community Partnerships
G.38 Decentering Democracy: How Citizens and Communities Write Civic Webpages
G.39 New Writing by SWR Authors: Rural Community Activism as Rhetorical Coalition Building
G.40 Daring to Dialogue: Sharing Feminist Literacies across Academic and Non-Profit Contexts
G.41 Writing across Communities: A Cultural Ecology of Language, Learning, and Literacy
G.46 Texts in Political Contexts: Writing for School
H.30 The Activism(s) of Rhetoric: Rethinking Rhetorical Theory as Activist Practice
H.31 Writing against the Public: Alternative Models of Civic Discourse
H.33  Wanting In/Wanting Out: (A)cross Spaces and the Binary Politics of Identity
H.1  Sound Bytes and Other Annoyances We Have Known
I.32  Rhetorics of Conscientious Objection: How Do We Teach Writing So That People Stop Killing Each Other?
I.33  The Hope of Literacy and Women outside the West
I.34  Literacy Activism in Public Spaces: Partnerships with Community Publishing and Arts
I.35  Composing the Community’s College: Civic Engagement and the Two-Year College Writing Program
J.31  Marked Citizens in Marginal Spaces: Class Constructions in Diverse Communities
K.31  Investigating the Role of Public Health Rhetoric in Communities and Coalitions
K.32  Building Community, Culture, and Coalitions One Story at a Time: Remembering Why We Value “The Personal”
K.33  Writing More or Less: New Directions in Mass Literacy
K.34  Exploring Literacy through College-High School Partnerships and Dialogues
L.25  The Skills of Citizenship: Challenges for Writing Teachers and Administrators
Preconvention Activities

Wednesday, March 22

REGISTRATION, 8:00 a.m.–7:00 p.m.
Palmer House Hilton, Exhibit Hall, Fourth Floor

MEETING OF THE CCCC EXECUTIVE COMMITTEE
9:00 a.m.–5:00 p.m.
Parlor F, Sixth Floor

THE RESEARCH NETWORK FORUM
Red Lacquer Room, Fourth Floor
9:00 a.m.–5:00 p.m.

Chair: Risa P. Gorelick, Monmouth University, West Long Branch, NJ
Discussion Leaders: Ollie Oviedo, Eastern New Mexico University, Portales
Lisa J. McClure, Southern Illinois University, Carbondale
Carrie Wastal, Soka University of America, Aliso Viejo, CA
Paul Butler, Montclair State University, NJ
Janice R. Walker, Georgia Southern University, Statesboro
Anthony T. Atkins, University of North Carolina at Wilmington
Katherine V. Will, Indiana University-Columbus, Nashville, IN
Janet Eldred, University of Kentucky, Lexington
Joyce Magnotto Neff, Old Dominion University, Norfolk, VA
Lance Rivers, Lake Superior State University, Sault Ste. Marie, MI
Victor J. Vitanza, Clemson University, SC
Randall McClure, Minnesota State University, Mankato
Gloria McMillan, Pima College, Tucson, AZ
Deborah Martinson, Occidental College, Los Angeles, CA
Deborah Brown, University of Central Oklahoma, Edmond
Carole Clark Papper, Ball State University, Muncie, IN
Thomas Moriarty, Salisbury University, MD
Donna Strickland, University of Missouri-Columbia
Kim Brian Lovejoy, Indiana University/Purdue University
William J. Macauley, Jr., The College of Wooster, OH
Adrian Wurr, University of North Carolina, Greensboro
Cynthia Selfe, Ohio State University, Columbus
Bronwyn T. Williams, University of Louisville, KY
Brad E. Lucas, Texas Christian University, Fort Worth
Margaret M. Strain, The University of Dayton, OH
Kathleen Welch, University of Oklahoma, Norman
Matthew Abraham, University of Tennessee, Knoxville
Charles Bazerman, University of California at Santa Barbara
Jennifer Beech, University of Tennessee, Chattanooga
David Blakesley, Purdue University, West Lafayette, IN
Lynn Z. Bloom, University of Connecticut, Storrs
John Boe, University of California, Davis
Collin Brooke, Syracuse University, NY
Ronald Brooks, Oklahoma State University, Stillwater
Stuart C. Brown, New Mexico State University, Las Cruces
Elizabeth Chiseri-Strater, University of North Carolina, Greensboro
Keith Dorwick, The University of Louisiana at Lafayette
Chitralekha Duttagupta, Arizona State University, Tempe
Christa Ehmann, Smarthinking, Inc., Washington, D.C.
Keith Gilyard, Pennsylvania State University, University Park
Greg Glau, Arizona State University, Tempe
Joe Marshall Hardin, Western Kentucky University, Bowling Green
Beth L. Hewett, Pennsylvania State University, University Park
Will Hochman, Southern Connecticut State University, New Haven
Eleanor Kutz, University of Massachusetts, Boston
Bonnie Kyburz, Utah Valley State College, Oren
Lisa Lebduska, Wheaton College, Norton, MA
M. Wade Mahon, University of Wisconsin-Stevens Point
Barry Maid, Arizona State University, Mesa
Mike Palmquist, Colorado State University, Fort Collins
Rebecca Rickly, Texas Tech University, Lubbock
Duane Roen, Arizona State University, Mesa
Barbara Roswell, Goucher College, Baltimore, MD
Dickie Selfe, The Ohio State University, Columbus
Trixie G. Smith, Middle Tennessee State University, Murfreesboro
Cathy Spidell, University of Akron, OH
Mark Sutton, Kean University, Union, NJ

Editors Roundtable: Douglas Eyman, Michigan State University, East Lansing
Dawn Formo, California State University–San Marcos
Joe Hardin, Northwestern State University, Natchitoches, LA
Byron Hawk, George Mason University, Fairfax, VA
Will Hockman
William Thelin, University of Akron, OH
Risa P. Gorelick, Monmouth University, West Long Branch, NJ
Ollie Oviedo, Eastern New Mexico University, Portales
Janice R. Walker, Georgia Southern University, Statesboro
Victor J. Vitanza, Clemson University, SC
William J. Macauley, Jr., The College of Wooster, OH

(con’t)
Wednesday, 9:00 a.m.–5:00 p.m.

Adrian Wurr, University of North Carolina, Greensboro
Kim Brian Lovejoy, Indiana University/Purdue University
David Blakesley, Purdue University, West Lafayette, IN

Executive Committee: Risa P. Gorelick, Monmouth University, West Long Branch, NJ, Chair
Ollie Oviedo, Eastern New Mexico University, Portales, Past Chair
M. Deanya Lattimore, Syracuse University, NY, Website/Database Coordinator
Paul Butler, Montclair State University, NJ, Work-in-Progress Coordinator
Carolyn J. Pastel Anderson, University of Louisiana at Lafayette
Janice R. Walker, Georgia Southern University, Statesboro, Graduate Research Network Liaison
Anthony T. Atkins, University of North Carolina at Wilmington, Publicist
Lisa J. McClure, Southern Illinois University, Carbondale, Plenary Coordinator
Katherine V. Wills, Indiana University-Columbus, Assistant Publicist
Vincent Casaregola, St. Louis University, MO, Co-Proposal Writer
Gina Merys, St. Louis University, MO, Co-Proposal Writer

Plenary Presenters: Bronwyn T. Williams, University of Louisville, KY, “Shimmering Words and Flickering Images: Researching Popular Culture and Literacy”
Brad E. Lucas, Texas Christian University, Fort Worth, “The Rhetoric and Composition Sound Archives”
Margaret M. Strain, The University of Dayton, OH, “The Rhetoric and Composition Sound Archives”
Kathleen Welch, University of Oklahoma, Norman
Ollie Oviedo, Eastern New Mexico University, Portales, “Computers and Writing: Digital Tools in Composition Studies”

M. Deanya Lattimore, Syracuse University, NY, “The MPAA vs. Its Customers: A Conversational Analysis”
Carolyn J. Pastel Anderson, University of Louisiana, Lafayette, “Writing Performances and Performing Writing”
Ollie Oviedo, Eastern New Mexico University, Portales, “Computers and Writing: Digital Tools in Composition Studies”
Anthony T. Atkins, University of North Carolina, Wilmington, “Digital Rhetoric and Local Community: Teaching Technical Writing as Service Learning”
Steven Price, Monmouth College, IL, “Motivation and First-Year Writing: Part I”
Kerri Jordan, Mississippi College, Clinton, “Motivation and First-Year Writing: Part II”
Bill Endres, Arizona State University, Tempe, “The Rhetoric of Decorative Art: The Structuring Structure of Interlace”
John Wittman, University of Texas-Pan American, Edinburg, “Beyond Remediation: Fast-tracking Basic Writers”
Wednesday, 9:00 a.m.–5:00 p.m.

Lee Nickoson-Massey, Elon University, NC, “A Comprehensive Survey on Writing And/As Response”
Patricia T. Price, Georgia Southern University, Statesboro, “Writing Place”
Teresa Joy Kramer, Central Washington University, Ellensburg, “Writing Centers Seen through the Lens of Service-Learning”
Barbara D’Angelo, Arizona State University, Mesa, “Assessing Student Learning through Program Outcomes”
Tara Lockhart, University of Pittsburgh, PA, “Coming and Going with Style: Reading and Writing with Brooks and Warren”
James P. Beasley, DePaul University, Chicago, IL, “Composition at the University of Chicago, 1949–1959: Archives from the College”
Gina Merys, St. Louis University, MO, “Teaching Freedom: The De-colonized Classroom, Empowerment, and First-Year Writing”
Deborah Long, Kent State University, OH, “Developing Expertise in On-the-Job Training”
Donald Pardlow, Georgia Highlands College, Cartersville, “Making Composition More Multicultural for the Internet Age”
Steve Accardi, University of Arizona, Tucson, “Play, Writing: How Stanislavski’s Method for Actors Can Inform Composition Theory”
Malkiel Choseed, Onondaga Community College/University of Pittsburgh, “Representations of Pedagogy and the Formation of Advanced Academic English”
Peggy L. Richards, The University of Akron, OH, “Teaching with Technology: How Changing Practices Affect Adjunct Faculty, Students, and Student Writing”
Janice R. Walker, Georgia Southern University, Statesboro, “What I (Wish I Had) Learned in Graduate School”
Brenda Glascott, University of Pittsburgh, PA, “The Ends of Literacy Education: Religion and Writing for the Public”
Caroline Dadas, DePaul University, Chicago, IL, “Negotiating Creative Writing in the Rhetoric and Composition Classroom”
Mark Sutton, Kean University, Union, NJ, “A Comparative Study of Attitudes, Goals, Benefits, and Motivations of Full and Part-Time Faculty for Learning to Teach Digital Literacy”
A. D. Waldron, Southern Illinois University, Carbondale, IL, “The Evolution of a Field: Rhetoric and Composition and the Process of Self-Definition”
Chris Warnick, University of Pittsburgh, PA, “Personal Writing, Public Discourse, and 1960s-era Student Writing”
William Carney, Texas Tech University, Lubbock, “Tacit Knowledge Transmission and the Training of Instructors in a Hybrid Delivery System”
Yingqin Liu, Texas Tech University, Lubbock, “Rhetorical Patterns in Contemporary Chinese and English Argumentation: A Constrastive/Comparative Study”
Scott Cooper, DePaul University, Chicago, IL, “Institutionalization of Whiteness”
John Paul Walter, Saint Louis University, MO, “The Orality-Literacy Debate and Academic Error”

(con’t)
Wednesday, 9:00 a.m.–5:00 p.m.

John C. Brereton, Calderwood Writing Initiative, Boston Athenaeum, MA, “The First Empirical Research in College Composition”
Sally Chandler, Kean University, Union, NJ, “Digital Literacies and Professional Development for Composition (and that means Part-time) Instructors”
Karl Stolley, Purdue University, West Lafayette, IN, “An Art of Emergent Visual Rhetoric”
Randall McClure, Minnesota State University, Mankato, MN, “New-Media Texts and Today’s Students: (Com)posers or Consumers?”
Stella Thompson, Prairie View A&M University, TX, “Teaching Writing with Your Mouth Closed”
Bess Fox, University of Kentucky, Lexington, “Bodies of Authority in Composition”
Michael Charlton, University of Oklahoma, Norman, “Critical Visual Literacy and Technical Writing”
Elisabeth LoFaro, University of South Florida, Tampa, “International Rhetoric and the American Dream as It Pertains to the Writing Classroom”
Judy Spector, Indiana University/Purdue University, Indianapolis, “Discovering Identity through Writing”
Brandi L. Smith, Indiana University, Columbus, “A Study in Safety: Gay, Lesbian, Bisexual, and Transgender Groups in American High School Writing”
HALF-DAY WEDNESDAY WORKSHOPS

Note: Each workshop has an enrollment limit of 50 unless otherwise shown. These workshops have been 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 Survival Strategies: An Introduction to Administration in Composition
LaSalle 1, Seventh Floor

To be in Composition is, nearly always, to be involved in administration. While faculty in other disciplines are likely to focus all of their attention on teaching and scholarship, in Composition, teaching, research and scholarship may be said to meet in administration. In this middle space, where the work of administration must be done, Compositionists apply their knowledge, solve problems, create curricula, manage budgets, and build communities and coalitions. In this workshop, after defining administrative work as a middle space, we will present a series of case studies and role-playing exercises that explore a variety of issues, from training tutors and teaching assistants, to designing portfolio programs, running writing centers, creating meaningful assessment, negotiating with the dean, and implementing WAC programs.

The workshop is designed to help current and prospective WPAs, both faculty and advanced graduate students, to cope with the complexities, challenges, and rewards of administration in Composition. It will be interactive, offering writing and discussion activities that will encourage participants to focus in on the various needs or potential needs of their particular situations. In addition, the four workshop leaders (along with one or two additional guest speakers) will offer insights resulting from years of diverse experience in different administrative roles at different kinds of institutions. Participants will leave this workshop with a grounded understanding of the challenges and potentials of administrative work.

Chair: Sheryl Fontaine, California State University, Fullerton
Discussion Leaders: Sheryl Fontaine, California State University, Fullerton
Cheryl Smith, California State University, Sacramento
Charles Schuster, University of Wisconsin–Milwaukee
Irvin Peckham, Louisiana State University, Baton Rouge
MW.2 Teaching Ethnographic Writing: Relevance, Resources, and Reflections
LaSalle 2, Seventh Floor

Many college composition instructors are either supplementing or eschewing more traditional writing assignments by teaching their students both how to conduct ethnographic field research and how to represent their fieldwork in ethnographic essays. Ethnography promises to involve students in the discovery and dissemination of new knowledge, and it asks them to employ writing in the process of investigating and understanding people’s lived experiences. But are we ready to send students out into the field? This workshop will use participant-centered activities to consider how ethnographic writing fits into composition courses, what resources we have for teaching it, and how instructors might scaffold their students’ ethnographic research and writing.

Chair: Kory Ching, University of Illinois at Urbana-Champaign
Facilitators: Amy Wan, University of Illinois at Urbana-Champaign
Kim Hensley Owens, University of Illinois at Urbana-Champaign
Jessica Bannon, University of Illinois at Urbana-Champaign
Kevin Roozen, Auburn University, AL
Derek Van Ittersum, University of Illinois at Urbana-Champaign
Kory Ching, University of Illinois at Urbana-Champaign

MW.3 Building a Teaching Community: Finding Productive Differences in Common Syllabi
Private Dining Room 9, Third Floor

In this workshop, participants will have the opportunity to compare and study sample common syllabi—used by new teachers in an introductory composition course—and to consider: 1) not only how implicit pedagogies might best be articulated to new teachers, but more importantly 2) how conflicts between a common syllabus and individual teachers’ approaches might serve as sites of productive pedagogical reflection.

This workshop is designed for teachers and administrators interested in the mentoring, training, and orientation of new teachers—including graduate students and junior faculty—using common curricula and assignments. The workshop will offer strategies to help participants identify and articulate the implicit ideas and pedagogies often found in common curricula, as well as the particular challenges or difficulties these may pose for new teachers. The workshop will culminate in participants’ designing a brief workshop for new teachers. Facilitators will provide sample syllabi and assignments gathered from a variety of institutions.

Chair: Malkiel Choseed, University of Pittsburgh, PA
Facilitators: Brenda Whitney, University of Pittsburgh, PA
Chris Warnick, University of Pittsburgh, PA
Jennifer Lee, University of Pittsburgh, PA
MW.4 Reading New Media

Clark 5, Seventh Floor

We have designed a workshop for teachers who are interested in developing their abilities in reading new media texts, which will allow them to teach analysis and production of these kinds of compositions to their students. In this hands-on, interactive workshop, we will work with participants to practice a range of interpretative approaches—approaches coming out of visual culture, rhetoric, cultural studies, semiotics, identity/gender/race studies, art history, film theory, sound design, and performance studies—on a span of both print and digital new media texts. Our goal is to help participants understand how these lenses—most developing out of alphabetic literacies—can be applied to non-alphabetic aspects of texts. We are also interested in applying these schemes to a variety of developing genres to expand the complexity of reading and composing new media texts. This workshop will help participants consider which of these approaches (or combination of approaches) best fit within their current strategies and contexts for helping students both read and compose texts, so that as teachers, they can develop concrete steps for using these different approaches in their classrooms.

Chair: Anne Frances Wysocki, Michigan Technological University, Houghton
Discussion Leaders: Kristen Arola, Michigan Technological University, Houghton
Moe Folk, Michigan Technological University, Houghton
Karen Springsteen, Michigan Technological University, Houghton
Scott Lloyd DeWitt, The Ohio State University, Columbus
Susan Delagrange, The Ohio State University at Mansfield
Ben McCorkle, The Ohio State University at Marion
Jason Palmeri, The Ohio State University, Columbus
Catherine Braun, The Ohio State University at Marion

MW.5 Working toward Inclusive Pedagogy: Responding to and Assessing Second Language Writing – Part I

Burnham 4, Seventh Floor

This workshop is intended to provide a common basis of practices and understandings that will lead into the afternoon workshop, “Working toward Inclusive Pedagogy: Special Issues and Topics in Second Language Writing.” It will engage participants in working directly with actual samples of text produced by second language writers. Workshop facilitators will also provide information about related foundational issues, such as different writing patterns for international and US resident students, and connections between assessment and placement. Participants will be encouraged to share their own developing strategies, especially as they relate to their specific student populations.

(con’t)
Presenter 1 will review the CCCC Statement on Second Language Writing and Writers to initiate discussion and to provide a framework for the workshop.

Presenters 2 and 3, in a session title, “The Problem of Error Identification and Rubric Creation in Second Language Writing Assessment,” will focus on perceived similarities and differences between basic writers’ errors and second language writers’ errors. After an activity that points out the difficulties of error identification, participants will list criteria they used to discover the differences and if these criteria actually match their perception of errors. Finally, in groups, participants will discuss criteria-building and rubric creation and will develop their own rubrics.

Presenter 4, in a session title, “Clarifying Academic Writing Expectations,” will focus on making academic language explicit to first and second language writers using a systemic functional linguistics approach. Using examples of writing, the presenter will describe the linguistic features of academic writing and show how these features can be made explicit to students in order to enhance their writing development.

Presenter 5, in a session title, “Responding across the Curriculum,” will discuss the importance of (and complexities associated with) taking disciplinary differences into account when responding to and assessing student writing. Participants will read, respond to, and discuss essays written for a humanities course and a computer information sciences course.

Co-Chairs: Kate Mangelsdorf, University of Texas–El Paso
Jay Jordan, Pennsylvania State University, University Park
Fify Juliana, Arizona State University, Tempe

Speakers: Paul Kei Matsuda, University of New Hampshire, Durham
Deborah Crusan, Wright State University, Dayton, OH
Gita DasBender, Seton Hall University, South Orange, NJ
Silvia Pessoa, Carnegie Mellon University, Pittsburgh, PA

MW.6 Blogging for Teaching and Learning: The Basics and Beyond

Wabash, Third Floor

This workshop focuses specifically on the use of blogs for various types of classroom purposes. While CCCC attendees hear about blogs everywhere and many CCCC sessions deal with them, this workshop is the only one that will introduce participants to blogs at the ground floor level. Participants will be taught what a blog is, shown how to start their own blogs, and engage in a simulated classroom assignment that incorporates blogs. Afterward, they will discuss their simulation experience, along with the pros and cons of blogging for enhancing teaching and learning. Following this discussion, three sets of presenters will form discussion clusters among which the participants will rotate every 15 minutes. Presenters one, two, and three will discuss ways they use blogs in the classroom effectively for specific
kinds of classes (e.g., ESL, First-Year Composition, Technical Writing, Creative Writing, Literature ). Presenters four, five, and six will discuss what not to do when using blogs with classes. Presenters seven, eight, and nine will discuss how to handle procedural, privacy, and evaluation issues when students blog for class requirements. After meeting with cluster presenters, participants and presenters will reconvene as a whole to discuss best practices and address remaining questions. Each participant will leave with a blog they have started, a list of blog mentors they can contact for help, and plenty of handouts for ideas on how to use blogs in the classroom, as well as what not to do.

Chair: Wendy Warren Austin, Edinboro University of Pennsylvania

Speakers:
- Wendy Warren Austin, Edinboro University of Pennsylvania, “Ways to Use Blogs in Specific Classes”
- Elizabeth Rodacker-Borgens, Union College, Lincoln, NE, “Ways to Use Blogs in Specific Classes”
- Jennifer Bay, Purdue University, West Lafayette, IN, “Ways to Use Blogs in Specific Classes”
- Scott Rogers, Weber State University, Ogden, UT, “Ways to Use Blogs in Specific Classes”
- Rebecca Flannagan, Francis Marion University, Florence, SC, “What Not to Do With Blogs”
- Jeff White, University of Alaska, Anchorage, “What Not to Do With Blogs”
- Barclay Barrios, Florida Atlantic University, Boca Raton, “What Not to Do With Blogs”

MW.7 “But There Aren’t any Disabled Students in My Class.”

Montrose 1, Seventh Floor

This workshop hopes to move far beyond this common assumption about the conditional role of disability in composition. The community of Disability Studies scholars working within composition will use this workshop as an invitation to bring disability to the center of the Chicago CCC Convention. This workshop provides an inviting space for exploring the connections between Disability Studies and composition; it provides a place from which participants might reach out and build coalitions; and it emphasizes that affirming disability is essential to all that we do as teachers and scholars.

Moving disability out of the margins and into the center in this way not only responds to the history of exclusion that people with disabilities have experienced, it also recognizes that disability is central to human experience and our experience as embodied subjects in the classroom, exploding the idea that “there aren’t any disabled students in my class.”

Chair: Jay Dolmage, Miami University of Ohio, Oxford

(con’t)
Wednesday, 9:00 a.m.–12:30 p.m.

Speakers: Cynthia Lewiecki-Wilson, Miami University of Ohio, Oxford, “Dis/Ability”
Scott Lunsford, University of Texas El Paso, “Dis/Ability”
Margaret Price, Spellman College, Atlanta, GA, “Dis/Ability”
Amy Vidali, University of Washington, Seattle, “Disability Research”
Brenda Brueggeman, The Ohio State University, Columbus, “Disability Research”
Patricia Dunn, SUNY Stony Brook, NY, “Disability In, Across, and Beyond the Curriculum”
Marian Lupo, The Ohio State University, Columbus, “Disability In, Across, and Beyond the Curriculum”
Wendy Chrisman, The Ohio State University, Columbus, “Disability In, Across, and Beyond the Curriculum”

Respondent: Heather Stuart, Miami University of Ohio, Oxford

MW.8 Community: The Result of Cross-Institutional Collaboration
Salon 10, Third Floor

According to the Joint Task Force on Student Learning (1998), “People collaborate when the job they face is too big, is too urgent, or requires too much knowledge for one person or group to do alone” (qtd. in Shapiro and Levine 110–111). In an era of outcomes assessment and K–16 curriculum alignment, composition faculty need to collaborate more than ever. The jobs are too big, too urgent, and require too much knowledge to go it alone. Participants in this workshop will begin the process of building partnerships and addressing some of the issues we face as writing teachers and program administrators.

Co-Chairs: Siobhan Wright, Carroll Community College, Westminster, MD
Brian Huot, Kent State University, OH
Nancy Shapiro, University System of Maryland, Adelphia

Facilitators: Brian Huot, Kent State University, OH, “Building Community through Statewide Curriculum Alignment: The Story of Maryland’s ‘C’ Standard”
Nancy Shapiro, University System of Maryland, Adelphia, “Building Community through Statewide Curriculum Alignment: The Story of Maryland’s ‘C’ Standard”
Carol Joseph, The Community College of Baltimore County, Catonsville, MD, “Conversations: Inspiring Innovation in the Composition Classroom”
Sharon Walsh, Wor-Wic Community College, Salisbury, MD, “Writing Sample Prompts: Defining Curriculum Values”
Siobhan Wright, Carroll Community College, Westminster, MD, “What Does ‘Outcomes Assessment’ Mean at Your School?”
MW.9 College Ready: A 12th Grade Course to Prepare Students for Reading and Writing Rhetorically in College

Salon 3, Third Floor

From work on a statewide task force (composed of high school and college teachers along with Department of Education professionals) to improve articulation between high schools and college, these workshop conveners created a 12th grade course in Reading and Writing Expository Prose (not an AP course). This course has now been approved by the state, and the presenters are conducting teacher-training workshops statewide. The course provides a template for helping students read, comprehend, use, and respond to nonfiction texts. It is accompanied by assignment sequences for teachers, handouts for students, supplementary materials, and statements of theoretical background and pedagogical philosophy.

The presenters will suggest how to select texts using accessible, timely, and engaging materials from newspapers, magazines, and contemporary literature. They will show how to develop lessons to teach critical reading and writing and will provide models and materials for how to teach students to annotate and to summarize a text accurately and respond to it thoughtfully. They will also provide guidance in constructing discussion questions that require students to identify important ideas, draw inferences and conclusions, detect underlying assumptions, recognize word meanings in context, and respond to tone and connotation. These skills prepare students not only for our state standards test, but also for the SAT and many placement tests throughout the nation, as well as for the reading and writing assignments in their college courses.

Chair: Alison Warriner, California State University, East Bay

Speakers: John Edlund, California State Polytechnic University, Pomona, “Talking to the Powers: The Rhetoric and Politics of Making a Difference in Statewide Literacy Education”
Roberta J. Ching, California State University, Pomona, “A Sample Assignment to Foster Critical Reading, Writing, and Thinking”
Kim Flachmann, California State University, Sacramento, “The Master Template and Its Origins”
Alison Warriner, California State University, East Bay, “The Remaining Modules and the Whole-Year Course”
Mary-Kay Harrington, California Polytechnic State University, San Luis Obispo, “Designing a Module for a Full-Length Expository Text”
Mira-Lisa Katz, California State University, Pomona, “It changes how Students think about Themselves: Teachers’ and Students’ Responses to a Year-Long Rhetorical Reading and Writing Course”
Jennifer Fletcher, Buena Park High School, CA, “Rhetoric for High School Students: A Classroom Teacher’s Perspective”
ALL-DAY WEDNESDAY WORKSHOPS

9:00 a.m.–5:00 p.m.

W.1 Race, Space and Place: Language, Identity and Students of Color in the Composition Classroom

Clark 7, Seventh Floor

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 lack of knowledge and lack of academic preparation in language diversity of college composition instructors. As well, there are often gaps in knowledge and (mis)assumptions about the language and identity of students of Color among instructors of Color themselves. A brief introduction will be followed by an interactive discussion about language and identity in four ethno linguistic groups: African American, American Indian/Native, Asian/Asian American, and Latino/a. Each session will run for approximately 75 minutes, with two in the morning and two in the afternoon. There will be a closing session in which workshop participants and facilitators will synthesize the information gleaned from the workshop. After the workshop, CCC’s Language Policy Committee will compile the presentation materials into a booklet or other form of publication for broader dissemination.

The interactive discussions will be organized according to the following format: 1) presentation of foundational information, assumptions about language and identity, issues central to the group, and list of sources for further in-depth study; this part of each discussion will employ power points, overheads, and video and audiotapes and will run for approximately 15 minutes; 2) copies of student writing samples for workshop participants and facilitators to discuss and analyze. The bulk of time for each group discussion will be spent on this part of the presentation; 3) discussion of implications of language and identity issues in the writing classroom and proposals for helping writing instructors.

SPONSORS: Language Policy Committee, American Indian, Asian/Asian American, Black, and Latino Caucuses.

Chair: Geneva Smitherman, Michigan State University, East Lansing
Facilitators: Terry Carter, Southern Polytechnic State University, Marietta, GA
Rashidah J. Muhammad, Governors State University, University Park, IL
Elaine Richardson, Penn State University, University Park
Denise Troutman, Michigan State University, East Lansing
Itzcotl T. Meztli, Slippery Rock University, PA
Jaime A. Mejia, Texas State University, San Marcos, TX
Luisa Rodriguez Connal, University of Detroit-Mercy
W.2 Reading to Write: Teaching Argument in Writing Workshops

Private Dining Room 7, Third Floor

This workshop focuses on ways to realize courses on argumentation that forefront writing. From a set of written arguments on a given topic, people can design any number of courses on argumentation. This workshop suggests one approach to teaching students to write arguments that is based on the approach and terminology developed by Steven Toulmin. We will discuss ways to conduct writing workshops that teach students to analyze the structure of arguments and, the more difficult task, to construct their own arguments. The workshop will include discussions of curriculum, course design, assignments, pedagogy, and student papers. Examples from courses on Controversial Science, the Law, and History will be used to illustrate various approaches to teaching argument. We will emphasize the sociality of writing and forefront the importance of considering the scene and context when designing writing courses.

Co-Chairs: Holly Bauer, University of California, San Diego
Linda Brodkey, University of California, San Diego

Discussion Leaders: John Herschel, University of California, San Diego
Iris Ruiz, University of California, San Diego
Madeleine Picciotto, University of California, San Diego
Sabrina Starnaman, University of California, San Diego

Damian Baca, Michigan State University, East Lansing
Bo Wang, California State University-Fresno
Christine Faith Law, University of California-Santa Barbara
Fify Juliana, Arizona State University, Tempe
Joyce Rain Anderson, Massasoit Community College, Brockton, MA
Qwo-Li Driskill, Michigan State University, East Lansing
Malea Powell, Michigan State University, East Lansing
Mindy Morgan, Michigan State University, East Lansing
Ellen Cushman, Michigan State University, East Lansing
Angela M. Haas, Michigan State University, East Lansing
Wednesday, 9:00 a.m.–5:00 p.m.

**W.3 Writing for Public Policy: Media Messages and Grants**

Salon 11, Third Floor

Co-sponsored by the CCCC Public Policy Committee and the WPA Network for Media Action, this workshop features advice and practice for writing documents that can influence public policy, extending the media workshop the committees sponsored at CCCC 2005.

Activities will focus on two main types of documents—grants and public media messages (e.g., op ed pieces, letters to the editor, message frameworks)—that can contribute to the public’s understanding, discussion, and decisions surrounding important issues of literacy.

**Chair:** Eli Goldblatt, Temple University, Philadelphia, PA

**Facilitators:** Doug Downs, Utah Valley State College, Orem
Dominic DelliCarpini, York College of Pennsylvania
Peggy O’Neill, Loyola College in Maryland, Baltimore
Dean Hinnen, University of Texas at Arlington
Darsie Bowden, DePaul University, Chicago, IL
Linda Adler-Kassner, Eastern Michigan University, Ypsilanti

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**W.4 The Conference on Basic Writing Preconference**

“Creating Access with Basic Writing: Successful Programs at Community Colleges”

Private Dining Room 16, Fifth Floor

CBW brings two community colleges to the forefront for this workshop. Faculty groups will engage participants in discussion of access and transformation, sharing their initiatives in learning communities, linked reading and writing, WAC, and assessment.

The morning session, titled “Reading, Writing, and Evaluation: Basic Writing Initiatives at Harry S. Truman College,” includes both teachers and administrators. They will share the Communications Department response to the urgent need to integrate reading and writing—and to make process a central component of the curriculum—not only in developmental courses but also throughout the curriculum. The presentation will address three initiatives.

The first initiative combines writing and reading classes into a single course at several different levels (with separate courses for ESL and developmental students). Each separate course carries six hours of credit. The courses, called “integrated WSL” or “integrated communication studies,” base their curricula on intensive reading and writing in response to reading.

The second initiative presents a method of evaluating student success in these classes. Students are required to produce a portfolio at the end of the term. Each portfolio is read and evaluated by at least three teachers (including full-time and adjunct faculty). This process also includes a mid-term morning session that involves adjuncts in evaluating papers and setting standards.
The final initiative concerns the college-wide attempts to address writing across the curriculum. Last semester, instructors in 27 different classes in all subject areas supplied copies of one writing assignment, along with copies of all the papers students submitted in response to the assignment. Groups of at least eight faculty members evaluated the assignment and then graded the papers in light of the assignment. This term, the process will be repeated with an eye toward helping faculty refine their assignments.

The afternoon session is titled “Building Community in Basic Writing: LaGuardia Community College’s First Year Experience Academies.” This interactive half-day workshop will examine the basic writing program component of the First Year Experience Academies at LaGuardia Community College, an urban two-year college within a large city university system.

The First Year Academies successfully transformed Basic Writing from a high-stakes testing-focused course to a course offering students a rigorous and contextualized intellectual experience by linking Basic Writing to content courses in the major and to the college’s new ePortfolio system.

In this interactive workshop, participants will engage in small and large group discussions and activities focused on:
1. The needs of Basic Writer’s in non-Basic Writing courses
2. Developing Writer’s Communities through the Academy Model
3. ePortfolio as a reflective tool
4. The increasing role of integrated learning within colleges and universities and possibilities for revitalized approaches to Basic Writing
5. Approaches to interdisciplinary collaboration and institutional professional development models

Participants will receive materials to help them in engage in interdisciplinary development of basic writing courses including sample professional development models, syllabi, written assignments, ePortfolio assignments, and assessment tools.

After each of the two presentations, time will be planned so participants can exchange ideas, discuss issues at their institutions, and brainstorm assignments or ideas for courses with the conference on basic writing board members serving as discussion leaders.

**Chairs:** Kathleen Baca, Dona Ana Branch Community College, Las Cruces, NM
Susan Naomi Bernstein, University of Cincinnati, OH

**Discussion Leaders:** William B. Lalicker, West Chester University, PA
Greg Glau, Arizona State University, Tempe
Alan Meyers, Harry S. Truman College, Chicago, IL
Laura Gray-Rosendale, Northern Arizona University, Flagstaff
J. Elizabeth Clark, LaGuardia Community College–CUNY, Long Island City, NY

**Speakers:** Gail Green-Anderson, LaGuardia Community College–CUNY, Long Island
Yue Liu, Harry S. Truman College, Chicago, IL, “Reading, Writing, and Evaluation: Basic Writing Initiatives at Harry S. Truman College”
W.5  Theory to Exemplary Practices and Programs from the Two-Year Colleges (TYCA Sponsored)

LaSalle 5, Seventh Floor

This workshop deals with exemplary programs and practices in the two-year college classroom. Facilitators will discuss reaching out to other colleagues and the community, motivating resistant composition students, active learning through group work and assessment of student work, and making the transition from adjunct to full-time faculty. Participants will return home with student-centered lessons and adjuncts will gain valuable insights. Part I. Exemplary Practices – Collaboration and Assessment in the Center Spaces, Part II. Exemplary Practice – Success in the Writing Classroom, Part III. Exemplary Practices – Changing Spaces: The Transition to Full-Time Employment, Part IV. Exemplary Practices – Building Links with Colleagues and the Community.

Chair: Jane Wagoner, Wright College, Chicago, IL

Speakers:
- Esther DiMarzio, Kishwaukee Community College, Malta, IL, “Active Learning through Group Work”
- Marsha Millikin, Lansing Community College, MI, “Assessment-based Border Talk: Portfolio Versus External”
- Colleen Hazen, Montana State University, Great Falls College of Technology, MT, “Artography: Art with a Personal Touch!”
- Elizabeth A. Butts, Delaware County Community College, Media, PA, “Strategies for Motivating the Resistant Writing Student”
- Sonja L. Andrus, Collin County Community College District, McKinney, TX, “Hi! I’m from Theorytowne. So glad to be here!” (Incredibly cold splash!) Going in with Open Eyes Isn’t Always What We Think It is.”
- Sarah Bowman, Wright College, Chicago, IL, “Redefining the Adjunct Experience: Transitioning to Full-Time Employment”
- Karla Brown, Hawkeye Community College, Waterloo, IA, “Building a Network of Colleagues: The Iowa English Round Table”
- Sue Peters, East Central College, Union, MO, “Promises, Pitfalls, and Next Steps: Encouraging Participation in English Activities Beyond the Classroom”
- Linda Barro, East Central College, Union, MO, “Promises, Pitfalls, and Next Steps: Encouraging Participation in English Activities Beyond the Classroom”

W.6  Teaching Rhetorics of the Public Sphere: Focus on Propaganda

Salon 12, Third Floor

Beginning with the buildup to the 2003 war in Iraq, Rhetoricians for Peace has debated the ways that teachers of writing and rhetoric can promote critical understanding of, and interventions in, the national and global public spheres. In our two highly successful prior CCCC workshops, we examined
the place of rhetoric in the face of conflict—particularly as rhetoric is taught and exercised in writing classes and writing programs. We aim this year to take a close look at the art of propaganda—its history, its contemporary manifestations, its relationship to rhetoric as we know it (and don’t want to know it) and, ultimately, its relationship to what we do in our classrooms.  

**Chair:** Harriet Malinowitz, Long Island University, Brooklyn, NY  
**Speakers:** Charles Bazerman, University of California at Santa Barbara  
Matthew Abraham, University of Tennessee, Knoxville  
Debbie Williams, Abiline Christian University, TX  
Heather Bruce, University of Montana, Missoula  
Melissa Hasbrook, Michigan State University, East Lansing  
William Thelin, University of Akron, OH  
Barbara Lutz, University of Delaware, Newark  
Gae Lyn Henderson, University of Utah, Salt Lake City  
Donald Lazere, University of Tennessee, Knoxville  
Tom Huckin, University of Utah, Salt Lake City  
Teresa Knudsen, Spokane Community College, WA  
Karyn Hollis, Villanova University, PA

**W.7 The Writing Center: Building Communities, Forming Coalitions, Advocating Change**  
Parlor H, Sixth Floor  
This all-day workshop brings writing center practitioners together to address issues involving community, coalitions, and advocacy in tangible and progressive ways. Participants will engage in small group workshops that will take place in five 65-minute increments. Each increment will include three concurrent workshops.

9:35-10:40 “Resisting Racism” will workshop hands-on tools for recognizing and resisting racism and white privilege in writing centers. “Mission (I’m)Possible?: Responding to WAC Needs Without Shortchanging WC Identity” will engage participants in discussions about institutional pressures to provide WAC/WID expertise. “Building Community through Writer Feedback” will show how writer feedback can build valuable communal ties between tutors.

10:50-11:55 “Making Room at Our Table(s): Forming Coalitions with Disability Support Services and EFL” will engage participants in activities designed to build alliances with student tutoring services. “Building Professional Tutor Community” will workshop four principles designed to develop strong professional relationships. “Click/Clique/Clash of Tutors: (Re)building Community in the Writing Center” will involve participants in activities designed to (de)construct the benefits of writing center cliques.

1:25-2:30 “The Other Three Cs: Coalitions, Communities, and Concessions in Writing Center Identity” will lead participants in investigating tensions that emerge between a writing center’s need to build coalitions and (con’t)
need for independence. “The Writing Center as Community Member: Developing Collaborative Relationships in the University” will workshop practical ways to build mutually beneficial relationships with other programs and departments. “Faculty-Tutor Conflicts: What is a Director to Do?” will involve participants in investigating how faculty complaints can be used to build inter-departmental coalitions.

2:40-3:45 “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves” will involve participants in activities that build community among tutors who live competitive, conflict-filled lives. “Extending the Writing Community: ESL Writers and The Writing Center” will workshop ways to extend and improve tutoring practices to meet the needs of ESL writers. “The Center that Plays Together...” will engage participants in writing games designed to build writing communities.

3:55-5:00 “Passing the Pen: Introducing Students to the Not-So-Secret Community of Writers” will involve participants in activities writing centers can use to introduce basic writers to larger writing communities. “Using Technology to Build a Writing Center(ed) Community” will workshop activities that use data management technology to enhance tutoring sessions. “Everyday People” will engage participants in activities that uncover how tutors make sense of the worlds they know and make every day.

Chairs: Shanti Bruce, Indiana University of Pennsylvania
Brenda Tuberville, University of Texas – Tyler

Speakers: Anne Geller, Clark University, Worcester, MA, “Resisting Racism”
Meg Carroll, Rhode Island College, Providence, “Everyday People”
Lauren Fitzgerald, Yeshiva University, New York, “Building Community through Writer Feedback”
Allison Smith, Yeshiva University, New York, “Building Community through Writer Feedback”
Beth Godbee, University of Wisconsin-Madison, “Click/Clique/Clash of Tutors: (Re)building Community in the Writing Center”
Carol Peterson Haviland, California State University, San Bernardino, “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves”
Z. Z. Lehmberg, Northern Michigan University, Marquette, “Faculty-Tutor Conflicts: What is a Director to Do?”
Amanda Irwin Wilkins, Princeton University, NJ, “Using Technology to Building a Writing Center(ed) Community”
Dara Rosman Regaignon, Pomona College, Pomona, CA, “Using Technology to Build a Writing Center”
Sherri Winans, Whatcom Community College, Bellingham, WA, “The Center that Plays Together . . .”
Roberta Kjesrud, Western Washington University, Bellingham, “The Center that Plays Together . . .”
Michael Roman, California State University, San Bernardino, “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves”
Chloe A. DeLosReyes, California State University, San Bernardino, “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves”
Paule Chau, California State University, San Bernardino, “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves”
Robert Cedillo, California State University, San Bernardino, “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves”
Brenée McDole, California State University, San Bernardino, “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves”
Barbara Bird, Taylor University, Upland, IN, “Building Professional Tutor Community”
Megan Hughes, Purdue University, West Lafayette, IN, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”
Jingfang Ren, Purdue University, West Lafayette, IN, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”
Tammy Conard-Solvo, Purdue University, West Lafayette, IN, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”
Linda Bergmann, Purdue University, West Lafayette, IN, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”
Huiling Ding, Purdue University, West Lafayette, IN, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”
Jessica Clark, Christopher Newport University, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”
Serkan Gorkemli, Stanford University, CA, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”

W.8 The Spirituality of Uncertainty: Making Leaps of Faith in Critical Thinking and Critical Pedagogy
Salon 2, Third Floor

Inquiry begins with a leap of faith, a dreadful, hopeful step from what has been observed and tested, the foundation of what is known, into the subliminal realm of probability and uncertainty. In *Fire in the Mind: Faith, Science and the Search for Order*, George Johnson creates a striking image: humans huddle on this tiny planet, shining our flashlights out into the darkness, seeking answers. Any inquiry, any search for answers, rests on a (foundational?) belief that the universe and the phenomena it contains are comprehensible at all.

(con’t)
Participants will explore the need for “leaps of faith” in critical education—that is, of understanding the world as a continuing series of posed rather than solved problems, as Freire says. What role does uncertainty play in literacy classrooms? What “leaps of faith” inform our teaching? What leaps should we expect students to make? How might we encourage hope over fear in an uncertain learning space? Given current professional imperatives toward quantification and assessment of the observed and known, how might we legitimate the role of uncertainty in our institutions?

**Chair:** Christopher McCarrick, Clarion University, PA  
**Keynote:** Kathleen Blake Yancey, Florida State University, Tallahassee  
**Discussion Leaders:** Libby Falk Jones, Berea College, KY  
Jane E. Hindman, San Diego State University, CA  
**Speakers:** Elizabeth (Betsy) Sargent, University of Alberta, Edmonton, Canada, “‘Look at the Unknown!’: Personal Knowledge and the Leap to Discovery”  
Bradley Siebert, Washburn University, Topeka, KS, “Creativity in the Face of Mystery: Helping Students Contribute to the Humane in Life”  
Pamela Ward, Catholic University of America, Washington, D.C., “Revelations and Poetic Play in the Writing Classroom”  
Janet Alsup, Purdue University, West Lafayette, IN, “New Literacies as Critical Literacies: Electronic Composing as an Anti-Hegemonic Method”  
Helen Walker, Messiah College, Grantham, PA, “Job # 1 for Hope over Fear”

### HALF-DAY WEDNESDAY WORKSHOPS

**Afternoon: 1:30 p.m.–5:00 p.m.**

**AW.01 Working in the Middle: A Workshop for New, Experienced, and Prospective WPAs**  
LaSalle 1, Seventh Floor  
Because WPAs serve many constituencies—students, instructors, other administrators and faculty, to name a few—we face the challenge of using our time and energies as effectively and efficiently as possible. To do so, we must understand our position in relationship to these other stakeholders, and we must know who we need to have access to and how our interactions with them can enable us to develop writing programs that contribute to the academic and personal success of our most important constituents—students.

In this interactive workshop, four experienced WPAs (who have been variously Directors of First-Year Writing, Directors of Composition,
Directors of Basic Writing, Directors of Writing Center, mentors to new instructors, participants in WAC/WID implementation committees) from very diverse institutions (land grant Research, urban Research, mid-size public comprehensive, small private liberal arts) will engage participants in several kinds of activities designed to help them gain better access to the people in and information at their institutions that can help them with their work and enable them to contribute to the work of others across the institution.

**Chair:** Irwin Weiser, Purdue University, West Lafayette, IN

**Facilitators:** Jennifer Morrison, Niagara University, Lewiston, New York
Tracey Baker, University of Alabama–Birmingham
Karen Bishop, Morris Elmhurst College, IL
Irwin Weiser, Purdue University, West Lafayette, IN

**AW.03 Fostering and Sustaining a Community and Culture of Digital Writing**

Private Dining Room 9, Third Floor

Increasingly, writing takes place in computer-mediated, networked environments and is distributed within and across networked spaces—on web sites, under the visible surface of the Internet on peer-to-peer systems, within blogs, and across other digital environments. In these spaces, multiple sign technologies (e.g., images, voice and other sounds, music, video, print, graphics) produce artifacts that can be networked, interactive, and hyperlinked in ways that foster interactivity and transcend time. Given this, the shape of writing itself has changed; composing means weaving “traditional” (certainly older) media (like text, graphics, and audio) with, through, and for computer interfaces (DeWitt, Grabill, Takayoshi).

Consequently, teaching, learning, and research within these environments requires a framework that recognizes and appreciates the ways in which writing has changed shape and the ways in which rhetorical practices can best be fostered in digital spaces. In this workshop, facilitators and participants will engage with and develop a framework that emphasizes community, critical engagement, and practical applications as key tools for understanding, analyzing, and producing digital compositions.

**Chair:** Douglas Eyman, Michigan State University, East Lansing

**Discussion Leaders:** Dânielle Nicole DeVoss, Michigan State University, East Lansing
R. Joy Durding, Michigan State University, East Lansing
Angela M. Haas, Michigan State University, East Lansing
Stephanie Sheffield, Michigan State University, East Lansing
Martine Courant Rife, Michigan State University, East Lansing
Suzanne Kesler Rumsey, Michigan State University, East Lansing
Douglas Eyman, Michigan State University, East Lansing
AW.04 Theoretically Prepared: From the Job Market through the First Years as an Assistant Professor Administrator

Private Dining Room 8, Third Floor

Across writing studies, there has been a great deal of attention paid to the difficulties of writing program administration. And yet, there has been scant assistance for the many graduate students who, every year, apply for positions and then begin working in the profession as assistant professor administrators (APAs) leading composition programs, writing centers, and technical writing programs. This hands-on workshop addresses that deficit by offering participants the opportunity both to examine the challenges facing APAs and to explore a range of career-development strategies. Embracing both the theoretical frameworks that inform our professional choices and the day-to-day activities that result from these administrative philosophies, the five interactive presentations in this workshop prepare graduate students and junior faculty members for these uniquely challenging positions.

Chair: Melissa Ianetta, University of Delaware, Newark

Discussion Leaders: Melissa Ianetta, University of Delaware, Newark
Iain Crawford, College of Wooster, OH
Tara Pauliny, University of Wisconsin-Oshkosh, “The Queer Potential of APA Work”
Nancy Linh Karls, University of Wisconsin-Madison
E. Shelley Reid, George Mason University, Fairfax, VA
Lori Alden Ostergaard, Illinois State University, Normal
Denise Tillery, University of Las Vegas–Nevada

AW.05 Working toward Inclusive Pedagogy: Special Issues and Topics in Second Language Writing—Part II

Burnham 4, Seventh Floor

Designed to build on the morning workshop “Working toward Inclusive Pedagogy: Responding to and Assessing Second Language Writing,” this afternoon workshop allows participants to explore special issues and topics related to second language writing. The idea for the theme, “Working toward Inclusive Pedagogy,” emerged from our experiences during CCCC 2005, where we noticed more interest in second language writing, especially, as one workshop participant put it, in “changing institutions to be more accessible/friendly/supportive of ESL students.” We feel that a great place to start this kind of change is pedagogy—within the classroom, in the writing center, and across the curriculum.

Chairs: Kate Mangelsdorf, University of Texas-El Paso
Michelle Cox, University of New Hampshire, Durham
Laurel Reinking, Purdue University, West Lafayette, IN
**Speakers:** Paul Kei Matsuda, University of New Hampshire, Durham
Subarna Banerjee, Temple University, Philadelphia, PA
Yu (Ruby) Qin, Syracuse University, “Visual Rhetoric and Second Language Writing”
Kathryn Nielsen Dube, Merrimack College, Plaistow, NH, “Writing Fellows and Beyond: Meeting the Needs of L2 Writers across Campus”
Jessie Moore, Kapper Elon University, NC, “Writing Fellows and Beyond: Meeting the Needs of L2 Writers across Campus”
Christine Tardy, DePaul University, Chicago, IL, “Textual Borrowing, Textual Ownership, and Peer Review”
Marcia Z. Buell, University of Illinois, Urbana-Champaign
Carol Severino, University of Iowa, North Liberty, IA
Suzanne Blum Malley, Columbia College, Chicago, IL
Joleen Hanson, University of New Hampshire, Durham
Steve Simpson, University of New Hampshire, Durham
Gigi Taylor, Purdue University, West Lafayette, IN

**AW.06 Latino/as Writing and Mentoring (sponsored by the Latino Caucus)**

LaSalle 2, Seventh Floor

The purpose of this workshop is to provide 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. The first half of the workshop will focus on a discussion of significant scholarship relating to Latino/as in/on Composition to better prepare themselves for their own research and writing in the field. In the second half of the workshop, participants will divide up along groups of interest including, for instance, the following: beginning assistant professor concerns, community college teaching, creative writing and dissertation writing.

**Chairs:** Ivonne Lamazares, University of Central Florida, Orlando
Cecilia Rodríguez Milanés, University of Central Florida, Orlando

**Facilitators:** Lisa Roy-Davis, Collin County Community College, Plano, TX
Dora Ramirez-Dhoore, New Mexico Highlands University, Las Vegas, NM
Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing
Patricia Trujillo, University of Texas at San Antonio
Itzcoatl Tlaloc Meztli, Slippery Rock University, PA, “A Chicano’s Critique of the ‘Impurity Metaphor’ of Richard Rodriguez’s *Brown: The Last Discovery of America*”

Elena Perez-Miralbal, Miami Dade College, North Campus, FL
Luisa Rodriguez Connal, University of Detroit, Mercy
Wednesday, 1:30–5:00 p.m.

AW.07 Automated Evaluation of Writing: Software as Reader/Grader/Responder to Student Writing

Wabash, Third Floor

This half-day workshop helps build a knowledge base by exploring how different types of software designed to read and evaluate student writing work, or in some cases, do not work. Presenters will discuss (1) Criterion (including e-rater, c-rater), (2) Holt Online Essay Scoring, (3) Intelligent Essay Assessor (IEA/LSA), and (4) WritePlacer Plus. Participants will have the chance to work with these programs, evaluate the marketing claims made by the developers of the software, discuss the ways in which these programs work on a practical level, and examine the implications of these software packages in light of position statements by CCCC, WPA, and NCTE on computers as “readers” and evaluators of student writing. We will also consider the possible value of these programs for formative assessments within a course context as well as summative assessments.

Chair: Carl Whitthaus, Old Dominion University, Norfolk, VA
Speakers: Chris Anson, North Carolina State University, Cary
Bill Condon, Washington State University, Pullman
Patricia Freitag Ericsson, Washington State University, Pullman
Anne Herrington, University of Massachusetts, Amherst
Charlie Moran, University of Massachusetts, Amherst
Beth Ann Rothermel, Westfield State College, MA

AW.09 Teaching after the End: Rethinking Our Work in a Post-9/11, Post-Theory, Post-Discipline, Post-(Fill-in-the-Blank) World

Montrose 1, Seventh Floor

This workshop explores what it might mean to teach “post”—after 9/11, after the much heralded “death” of theory, after calls for an end to disciplinarity, after the recent decline of the Democratic party. It also discusses what it means to teach “in the midst,” as in the midst of higher education increasingly compromised by corporate interests, in landscapes where rampant environmental crises are here to stay, where we and our students are working more hours than ever before with less leisure time and eroding job security, and where neoconservative and fundamentalist values assert themselves with startling efficacy. With these crises also come exciting new shifts: the proliferation of new voices in the academy (women, working class, ethnic minority, international) as well as compositional forms (remixing, mash-ups, visual and DJ poetics, new media hybrids, homegrown and found forms). Such utopian and dystopian preoccupations, fears, and fetishes will be the focus of conversations in this workshop that asks: what might all this mean for those of us teaching writing, cultural studies, and theory?

Chair: Derek Owens, St. John’s University, Queens, NY
Discussion Leaders: Derek Owens, St. John’s University, Queens, NY
Deborah Mutnick, Long Island University, Brooklyn, NY, “Neoliberalism and the Ideology of ‘the End’”
Geoffrey Sirc, University of Minnesota, Minneapolis, “CCCC 2006 Mixtape”
Roseanne Gatto, Indiana University of Pennsylvania, “Resisting Neutrality in Post-Everything”
Thomas Rickert, Purdue University, West Lafayette, IN, “The Three E’s: Efficiency, Excellence, and Experimentation”
Michael Stancliff, Arizona State University, West Phoenix, “Post-Public Composition”
Nancy Mack, Wright State University, Dayton, OH, “Post-Genre, Post-Tenure, Post-Standardized Testing”

Special Events

Feminist Forum
Composition in Feminist Center Spaces: Feminist Composition Instructors Building Community, Culture, Coalitions
(Sponsored by the CCCC Committee on the Status of Women in the Profession)
9:00 a.m.–1:00 p.m.
Private Dining Room 17, Fifth Floor
In the 16th Annual Feminist Workshop, presenters will tell stories of women and men teaching as feminists: conflicts in teaching; contra-power harassment; tenure and promotion issues; researching her/stories, especially of the civil rights movement; and working conditions for non-tenured teachers.
Co-Chairs: Hallie S. Lemon, Western Illinois University, Macomb
Janice Neuleib, Illinois State University, Normal
Speakers: Pia Taavila, Gallaudet University, Washington, D.C., “Poetry Reading”
Lynn Z. Bloom, University of Connecticut, Storrs, “Academic Essays and the Vertical Pronoun”
Susan K. Hahn, DePauw University, Greencastle, IN, “Here We Go Again”
Hallie S. Lemon, Western Illinois University, Macomb, A ‘Permanent Temp’s’ Swan Song: The Story of a Nontenured Career in Academia”
(con’t)
Wednesday, 1:30–5:00 p.m.

Judith Hebb, Atlanta Christian College, GA, “Feminist Composition Instructors Deconstructing Community: One WPA’s Story”
Maurine Magliocco, Illinois Federation of Teachers, Springfield, “The Language of Angry Academic Mail: A Faculty Union President Writes (Fights) Back”
Kathleen O’Donnell-Brown, Western Illinois University, Macomb, “Developing a Community in an Online Composition Course”
Jayne A. Moneysmith, Kent State University, Stark Campus, Cuyahoga Falls, OH, “Mommy Grades Papers: My Secret Life as a Mother in Academia”
Alice Robertson, Western Illinois University, Macomb, “Real Writing in the Real World”
Kathleen R. Winter, University of Maryland Eastern Shore, Princess Anne, MD, “Full-time Faculty and Adjunct Faculty: Using Our (Limited) Power to Take a Stand”
Janice Neuleib, Illinois State University, Normal, “Forearmed is Forewarned: What Graduating Graduate Women Need to Know”
Heather Bruce, University of Montana, Missoula, Chair of the CCCC Committee on the Status of Women in the Profession

CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION
1:30 p.m.–5:00 p.m.
Salon 3, Third Floor

This forum is intended to generate a dialogue among people teaching at both MA and PhD programs in order to better understand the issues affecting programs, but also to foster more productive relationships. The “conversation” will be led by representatives from both types of programs who will provide brief opening statements or “talking points.”

Chair: Stuart C. Brown, New Mexico State University, Las Cruces
Presenters: Kate Mangelsdorf, University of Texas at El Paso, “Disciplinary Maturation and the Thorny Issue of Identity”
Helen Foster, University of Texas at El Paso, “Disciplinary Maturation and the Thorny Issue of Identity”
Heidi Estrem, Eastern Michigan University, Ypsilanti, “Innovation and Growth in MA Programs”
Barbara Gleason, City College of New York, CUNY, “MA Programs’ Role in Preparing Future Teachers of Nontraditional Students”
Newcomers’ Orientation
5:15 p.m.–6:15 p.m.
Private Dining Room 18, Fifth Floor

The Newcomers’ Orientation Committee welcomes all of you to the 2006 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 Newcomers’ Orientation 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 Newcomers’ Orientation Committee:

Chair: Paul M. Puccio
Amanda Espinosa-Aguilar
Paul Hanstedt
Emily Isaacs
Joseph Janangelo

“From a Coalition of Women Scholars: A How-To Guide to Writing and Publishing”
(Sponsored by the Coalition of Women Scholars in the History of Rhetoric and Composition)
6:30 p.m.–8:30 p.m.
Crystal Room, Third Floor

Participants will consider various issues involved in writing and publishing research studies. Their talks will draw the audience’s attention to journal and book publishing as well as to projects concerning literacy, the history of rhetoric, linguistics, and ethnography. In the second hour, coalition members will lead small-group mentoring sessions focusing further on publication and other professional topics.

Chair: Katherine H. Adams, Loyola University, New Orleans, LA
Presenters: Jenn Fishman, University of Tennessee, Knoxville, “Audience(s) Addressed: Writing Historical Rhetoric Research”
Carol Mattingly, University of Louisville, KY, “The Changing Place(ment) of Women’s Rhetoric in Rhetoric and Composition Journals”
Geneva Smitherman, Michigan State University, East Lansing, “Gittin Published While Writin in Yo Own Linguistic Thang”
Sondra Perl, Lehman College, CUNY, Bronx, NY, “Writing the ‘New Ethnography’: The Role of Creative Nonfiction in Composition Scholarship”
Wednesday, 6:30–7:30 p.m.

Special Interest Groups

6:30 p.m.–7:30 p.m.

WSIG.1  WPA Network for Media Action SIG
Dearborn 3, Seventh Floor
Chair: Linda Adler-Kassner, Eastern Michigan University, Ypsilanti
Speakers: Doug Downs, Utah Valley State College, Orem
Linda Bergmann, Purdue University, West Lafayette, IN
Darsie Bowden, DePaul University, Chicago, IL
Dominic DelliCarpini, York College of Pennsylvania
Susan M. Harrington, Indiana University–Purdue University, Indianapolis
Dean Hinnen, University of Texas at Arlington

WSIG.2  The United States-Israel-Palestine
Moved to Thursday, 6:30 p.m.
Salon 4, Third Floor
Chair: Matthew Abraham, University of Tennessee at Knoxville

WSIG.3  1UP: Perspectives from Scholars/Practitioners of Video Games
Clark 5, Seventh Floor
Chair: Scott G. Reed, University of Georgia, Athens
Speakers: Alice J. Robison, University of Wisconsin-Madison, “What Videogame Designers Can Teach Writing Instructors”
Matthew S. S. Johnson, Indiana University-Bloomington, “Revisiting Rivalry: Computer Game Competition as Invention Strategy”
Stella Thompson, Prairie View A&M University, TX
Matthew D. Barton, St. Cloud State University, MN

WSIG.4  Critical Pedagogies: Academic and Non-Academic Histories
Private Dining Room 5, Third Floor
Chair: Stephen Schneider, Pennsylvania State University, University Park
Discussion Leaders: Jonathan Hunt, Santa Clara University, CA
Jennifer Trainor, Santa Clara University, CA
Dale Jacobs, University of Windsor, Ontario, Canada
Tracy Hamler Carrick, Colby College, Waterville, ME
WSIG.5  Research Report on The Public Image of Two-Year Colleges: Hallmarks of Fame and Shame
Private Dining Room 6, Third Floor
Chair: Sterling Warner, Evergreen Valley College, San Jose, CA
Speakers: Mike Matthews, Tarrant County College, NW Campus, Fort Worth, TX
Barbara Cooper, Howard Community College, Colombia, MD
Janet Henderson, Bergen Community College, Paramus, NJ
Don Holt, Lansing Community College, MI
Bill Swanson, South Puget Sound Community College, Olympia, WA
Gwen Gresham, North Arkansas College, Harrison

WSIG.6  Ain’t I a Rhetorician?: Raising the Respectability Rating for Creative Nonfiction Dissertations
Private Dining Room 9
Chair: Celest Martin, University of Rhode Island, Wakefield

WSIG.7  The Subject is Writing: FYC as an Introduction to Writing Studies
Private Dining Room 4, Third Floor
Chair: M. Elizabeth (Betsy) Sargent, University of Alberta, Edmonton, Canada
Speakers: Candace Stewart, Ohio University, Athens, “We Start with Plato”
Doug Downs, Utah Valley State College, Orem, “Was It Worth It? Student Performance in Writing about Writing”
Elizabeth Wardle, University of Dayton, OH, “What Would an FYC About Writing Studies Look Like?”
Derek Ng, University of Toronto, Ontario, Canada, “What Would Students Read and Write in Such a Course?”
Andrew Mataya, University of Alberta, Edmonton, Canada, “What Would Students Read and Write in Such a Course?”
Dayna Ottens, Kent State University, OH, “What Training Would Such FYC Instructors Need to Have?”
M. Elizabeth (Betsy) Sargent, University of Alberta, Edmonton, Canada, “What Texts and Tests Would Work in Such a Course?”

WSIG.8  Graduate Studies in Comp/Rhet and Two-Year Colleges: Necessary Connections
Salon 1, Third Floor
Chairs: Michael Kuhne, Minneapolis Community and Technical College, MN
Kathleen Devore, Minneapolis Community and Technical College, MN
Wednesday, 6:30–7:30 p.m.

**WSIG.9 Renewal: Building a Coalition of Engaged Scholars**  
(6:30-8:30 pm)  
Montrose 1, Seventh Floor

*Chair:* Luisa Rodriguez, University of Detroit Mercy, MI, Opening Remarks: Developing Coalitions

*Speakers:* Harriet Malinowitz, Long Island University, NY, “Presenter, Rachel Corrie Award for Courage in the Teaching of Writing”  
Jonathan Alexander, University of Cincinnati, OH, “Building Activist Coalitions”  
Nancy Linh Karls, University of Colorado at Denver, “Building Coalitions”  
Steve Parks, Syracuse University, NY, “Building Consensus”

**WSIG.10 Students Reading Computers and Computers Reading Students: Can Computers Teach and Assess Literacy Skills?**

Wabash Room, Third Floor

*Chair:* Diana Bell, University of Alabama in Huntsville

*Speakers:* Jody Jones Stennis, University of Alabama in Huntsville, “Reading on the Internet: A Framework for Analyzing Learn-to-Read and Online Storybooks”  
Amy Bates, University of Alabama in Huntsville, “Computer-aided Writing Assessment: A Question of Validity”

**WSIG.11 Making CCCC More Useful and Accessible to Contingent Faculty**

Clark 10, Seventh Floor

*Chair:* Laurie Delaney, Kent State University, Stark Campus, Canton, OH

*Speakers:* Laurie Delaney, Kent State University, Stark Campus, Canton, OH  
Heather Julien, University of Louisville, KY  
Patricia Murphy, Arizona State University, Tempe  
Sherry Robertson, Arizona State University, Tempe  
Jonathan Hunt, Santa Clara University, CA  
Renee Major, Louisiana State University, Baton Rouge, “Mentoring Non-tenure Track Faculty”  
Tisha Slabaugh, Arizona State University, Tempe  
Mary Tobin, Rice University, Houston, TX  
Darlene Hollon, Northern Kentucky University, Highland Heights  
Tina Whittle, Georgia Southern University, Statesboro  
Deborah Normand, Louisiana State University, Baton Rouge  
Bob Samuels, University of California, Los Angeles  
Marc Bousquet, Santa Clara University, CA
Wednesday, 7:00–8:15 p.m.

Sessions

ES Sessions

7:00 p.m.–8:15 p.m.

Research

ES.1 Aligning the Maligned: Can the Center Hold?
Dearborn 2, Seventh Floor
Chair: Jeanne McDonald, Waubonsee Community College, Sugar Grove, IL
Speakers: Sarah Quirk, Waubonsee Community College, Sugar Grove, IL, “Aligning the Maligned: Can the Center Hold?”
Jayne Higgins, Rockford College, Rockford, IL, “Aligning the Maligned: Can the Center Hold?”

Theory

ES.2 To Know Our Students: Crossing Teacher-Student Difference by Refocusing our Critical Lens
Dearborn 1, Seventh Floor
Chair: Mary V. Battle, University of Memphis, TN
Speakers: Angela Glover, University of Kansas, Lawrence
Katie Stahlhecker, Metropolitan Community College, Omaha, NE
Brett Mertins, Metropolitan Community College, Omaha, NE
Sana Amoura-Patterson, Metropolitan Community College, Omaha, NE
Steven Lovett, University of Nebraska–Lincoln

Theory

ES.3 Crossing Media Spaces
Burnham 4, Seventh Floor
Chair: Sohui Lee, Stanford University, CA
Speakers: Corinne Arraez, Stanford University, CA, “Argument and Delivery: New Media’s Impact on the Culture of the Academic Argument”
Laura Roman, Stanford University, CA, “Teaching Writing and Oral Rhetoric Through Music: Rhetorics of Music in Film”
Wednesday, 7:00–8:15 p.m.

Theory

ES.4 Reconciling Binaries: Sustaining Community in Educational Contexts
Salon 2, Third Floor

Chair: Lisa Beckelhimer, University of Cincinnati, OH
Speakers: Laurence Jose, Michigan Technological University, Houghton, “Communicative Competence: Using Language to Reach Each Other”
Anne Mareck, Michigan Technological University, Houghton, “Identity and Difference: Effects of Anonymity on Community Cohesion”
Cynthia Weber, Michigan Technological University, Houghton, “Hope for a Humanistic Community”

ES.5 ‘Visual’ Discourse Communities: Are They Special?
Montrose 7, Seventh Floor

Chair: Steve Benninghoff, Eastern Michigan University, Ypsilanti
Speakers: Nancy Allen, Eastern Michigan University, Ypsilanti, “Visual Discourse Communities: Are They Special?”
Pamela Lawrie, Eastern Michigan University, Ypsilanti, “Visual Communication in Classical Ballet and Modern Dance: Convention vs. Invention”
Elaine Wisniewski, Eastern Michigan University, Ypsilanti, “Analysis of Visual Communication within a Symphony Orchestra”

Practices of Teaching Writing

ES.6 Center Spaces in the Basic Integrated Reading/Writing Classroom: Utilizing Invisible Man, by Ralph Ellison, to Explore Identity, History, and Culture
LaSalle 5, Seventh Floor

Chair: Helen Gillotte-Tropp, San Francisco State University, CA
Speakers: Johnathan Fisher, San Francisco State University, CA, “Theoretical Background: Integrated Reading/Writing and Invisible Man as Center Spaces”
Helen Gillotte-Tropp, San Francisco State University, CA, “Scaffolding Invisible Man for Basic Writing Students: The Center of the Curriculum”
Joan Wong, San Francisco State University, CA, “Tying Together Diverse Textual and Student Narratives Through Invisible Man”
Practices of Teaching Writing

ES.7 Collaborative Teaching in Cyberspace: A Freshman Composition Project
Clark 7, Seventh Floor

Chair: Craig Lewis, Everett Community College, WA
Speakers: Lolly Smith, Everett Community College, WA
Ann Harrington, Everett Community College, WA
Marcia Huntington, Everett Community College, WA
Phebe Shen, Everett Community College, WA

Practices of Teaching Writing

ES.8 Creating Communities from Contentious Cultures
LaSalle 3, Seventh Floor

Chair: Susan Romano, University of New Mexico, Albuquerque
Speakers: Rachel Harmon, University of New Mexico, Albuquerque, “Holistic Composition: Creating a Space for the Holy in the Secular Composition Class”
Katie Walkiewicz, University of New Mexico, Albuquerque, “Christianity in the Classroom: Negotiating Competing Rhetorical Modes”
Virgil Mathes, University of New Mexico, Albuquerque, “On the Borderlands of Binary States: Can Red and Blue Make Green?”

Practices of Teaching Writing

ES.9 Centered Beings: Reaching Out and Within through the Spiritual Side of Writing
LaSalle 1, Seventh Floor

AA MEETING
Dearborn 1, Seventh Floor
8:30 p.m.–10:30 p.m.

ALANON MEETING
Dearborn 3, Seventh Floor
8:30 p.m.–10:30 p.m.
THURSDAY, March 23

REGISTRATION, 8:00 a.m.–6:00 p.m.
Upper Exhibit Hall, Fourth Floor

EXHIBITS, 10:00 a.m.–6:00 p.m.
Upper Exhibit Hall, Fourth Floor

Newcomers’ Coffee Hour, 7:00 a.m.–8:15 a.m.
Private Dining Room 18, Fifth Floor

Opening General Session

8:30 a.m.–10:00 a.m.
Grand Ballroom, Fourth Floor

Presiding: Akua Doku Anokye, Program Chair/CCCCC Associate Chair, Arizona State University, Tempe
Greetings: Joe Janangelo, Local Arrangements Chair, Loyola University, Chicago, IL
Kyoko Sato, NCTE President, California State University, Northridge
Sharon Mitchler, Centralia College, WA

• Scholars for the Dream—2006 Recipients:
  Timothy J. Brown, West Chester University, Pennsylvania
  Kevin Browne, The Pennsylvania State University, University Park
  Rachel Carrales, University of Texas at San Antonio
  Elizabeth Imende, High Point University, North Carolina
  Kendall Leon, Michigan State University, East Lansing
  Jolivette Mecenas, University of Hawaii at Manoa
  Soncerey Montgomery, Winston-Salem State University, North Carolina
  Iris Ruiz, University of California, San Diego
  Paul Velazquez, Texas State University–San Marcos
  Han Yu, Illinois State University, Normal
• Scholars for the Dream Committee

Chair: Joyce Rain Anderson, Massasoit Community College, Brockton, MA
Lena Ampadu, Towson University, Baltimore, MD
Joseph Eng, Eastern Washington University, Cheney
Amanda Espinosa-Aguilar, Washington State University, Pullman
Donald McCrary, Long Island University-Brooklyn, NY

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 Awards. 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.

David Bartholomae, winner of the 2006 CCCC Exemplar Award, will speak.

Exemplar Award Committee:

Chair: Sheldon Wrice, University of Akron Community and Technical College, OH
Jane Danielawicz, University of North Carolina, Chapel Hill
Libby Miles, University of Rhode Island, Kingston
Gretchen Flesher Moon, Willamette University, Salem, OR
David Smit, Kansas State University, Manhattan

Previous Award Winners:

2005 Erika Lindemann
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
Thursday, 8:30–10:00 a.m.

Chair’s Address:

Judith “Jay” Wootten
“Riding a One-Eyed Horse”: Reining In and Fencing Out

Henry Taylor’s poem “Riding a One-Eyed Horse” has served as a metaphor of our profession for me since I first came across it in the late 1970s.

One side of his world is always missing.
You may give it a casual wave of the hand
Or rub it with your shoulder as you pass,
But nothing on his blind side ever happens.

Hundreds of trees slip past him into darkness,
Drifting into a hollow hemisphere
Whose sounds you will have to try to explain.
Your legs will tell him not to be afraid

if you learn never to lie. Do not forget
to turn his head and let what comes come seen:
he will jump the fences he has to if you swing
toward them from the side that he can see

and hold his good eye straight. The heavy dark
will stay beside you always; let him learn
to lean against it. It will steady him
and see you safely through undiminished fields.

As the horse here has, literally, a blind side, the rider must make adjustments, turning the horse so its seeing side can make sense of the world. When the horse is turned, it can focus on what is there. However, when the horse is turned to the seeing side, another part of its field becomes blind, is lost, is potentially dangerous.

I think of us renaming and refocusing composition studies and the teaching of writing as turning our one-eyed horse into the fences. When we do refocus, though, some other aspect of the universe of discourse is lost. When we succumb to the allure of the novel, we might well leave behind some important aspects of our “undiminished” field.
And who do we fence out when we refocus? Whom have we already left behind as we ride our hobby horses of technology and multimodal literacy? Who is leaning against the heavy dark? Do we want them to be steadied by it? These are some of the questions and issues I plan to explore with you in my address.

Judith A. (Jay) Wootten is assistant professor of English in the Regional Campuses of Kent State University, where she has taught since 1982, the year she completed her Ph.D. at Case Western Reserve University. Her primary professional interest is in pedagogical methods that enhance first generation college students’ success in and commitment to college. Wootten served as the fourth chair of the National Two-Year College English Association (TYCA), has been active in TYCA-MW, and has presented at many national conferences about pedagogical issues. She lives in Salem, Ohio, with her husband and three dogs, and she has written two dog-training manuals for the Youngstown All-Breed Training Club, where she currently trains dogs and handlers for dog agility competition.
To say that the first two college years, or the first year, is crucial for success, understates the obvious. In spite of that, the tradition in American higher education has been to say that some students are “cut out” for college, and some are not. It is not unusual, even now that we know better, for many colleges tacitly to allow certain courses to be “weeding out” courses, separating “college material” students from those others.

Two-year colleges have made a significant difference in addressing that issue. For the past half century, faculty at two-year colleges have developed instructional methods and practices to transform what were previously described as “non-college” students into college success stories. CCCC/NCTE was instrumental in creating space for two-year college English faculty to develop regional associations where they could work with each other in developing the pedagogies for student success. From that space came the national Two-Year College English Association (TYCA) united with the regional TYCA associations.

Two-year colleges have also made space for students. Providing multiple levels of developmental courses, special offices for student assistance, and faculty committed to addressing student needs has all helped us see that focusing on success for all entering students changes the space of the undergraduate experience and curriculum.

Participants in this roundtable would like to open further the discussion of what we will need to do in the coming century to create the spaces for change to help all students succeed in college.

Jeff Andelora teaches composition and literature at Mesa Community College. His recent dissertation, a history of The Two-Year College English Association (TYCA), chronicles the efforts of two-year college English faculty to forge a professional identity. He is particularly interested in the research and scholarship agenda for two-year college faculty and in seeing his daughters safely through their teenage years.

Lynn Quitman Troyka is Professor of English Emerita at Queensborough Community College of the City University of New York (CUNY). She is now
Adjunct Professor in the Graduate Program in Language and Literacy at the City College (CCNY) of CUNY. She was the first Chair of National TYCA. She was also Chair of CCCC and of the College Section of NCTE. She received the 2001 CCCC Exemplar Award, the highest award for scholarship, teaching, and service.

Pushing the Edges of the Envelope: CCCC/68—my first convention, when one session covered two-year colleges. Fast forward to CCCC/06. Harmony, euphony, friendships, and a couple of adventures.

Paul Bodmer, formerly on the English faculty at Bismarck State College, was the chair of the National Two-Year College Council in its transition to TYCA. He served as the first Past Chair of TYCA. He was Associate Executive Director of the National Council of Teachers of English from 2000 to 2005. Currently he is Senior Program Officer for Higher Education in the Washington, DC Office of NCTE.

Two-Year College and Lower-Division Faculty: Centering the Space in the Academy: As national attention increasingly focuses on college success, ensuring that success means identifying and supporting the unique work of transitioning students into academic work. The work of CCCC, NCTE, and TYCA in creating space for English faculty serves as a model for other disciplines and challenges all of us to address the needs of faculty for academic success for all of our students.

Georgia Newman, emerita of Polk Community College, Winter Haven, FL, is a veteran of two-year college teaching with experience also at the University of South Florida (Tampa) and, most recently, at Georgia College & State University (Milledgeville). As 2000–2001 chair of national TYCA and partner in an NCTE university grant to prepare future faculty, Dr. Newman initiated the TYCA project that culminated in Professional Guidelines for Faculty Preparing to Teach in Two-Year Colleges. Her work with “border crossings” across institutional lines gives impetus for her remarks in today’s roundtable discussion.

Preparing Future Faculty: Historically, there has been a chasm between graduate preparation in English and the actualities of teaching in the first two years of college, where educators must specialize in general studies. The two-year college, with its particular focus on adult learners, can provide especially fertile ground for new research on generalist curriculum and pedagogy and the sorts of spaces desirable to accommodate long-term student success. But what spaces must be created within graduate programs themselves to allow future faculty to see the exciting potential of teaching in the first two years? And what sorts of
cross-discipline, cross-level, and cross-institutional efforts are needed to foster this type of research?

**Frank Madden** is Professor and Chair of English at SUNY Westchester Community College. He is an NYU PhD and is a former chair of the NCTE College Section and TYCA. He has received the Nell Ann Pickett Service Award and the SUNY Chancellor’s Award for both Teaching and for Scholarship. He has authored 3 textbooks and numerous articles and chapters. He chaired the NCTE/TYCA Committee on the Two-Year College Teacher-Scholar.

**Research and Scholarship:** Those of us who teach in the first two years of college have “teaching intensive” schedules with little time or encouragement for the kind of research and scholarship that our colleagues who teach upper division or graduate courses pursue. But good teaching requires teacher-scholars whose work is informed by reflective practice and the best theoretical approaches. Research and scholarship are pre-requisites and co-requisites for effective teaching—yet the “space” provided for scholarly development of faculty in lower division programs is woefully inadequate. How do we change this culture and provide more space for faculty members to define themselves as teacher-scholars? How do we compel administrators and personnel committees to reward and sustain the practice of scholarship in the first two years?

**Judith “Jay” Wootten,** has taught for the Kent State University Regional Campuses since 1982. She holds the Ph.D. from Case Western Reserve University and the BA and MA from Cleveland State University. Her particular interest is teaching writing and academic survival skills to first generation and non-traditionally aged students.

**First-Generation Students:** Many students enrolling in two-year colleges are the first generation in their families to attempt higher education. Whether they are fresh from high school or trying to find a career, they lack some of the savvy students with college-educated parents have. What are some specific ways we can improve their chances for success in the academy?

**Ben R. Wiley,** formerly Professor in Honors Interdisciplinary Studies Program at St. Petersburg College, continues at the University of South Florida/Tampa as Director of the Florida Consortium/Cambridge Summer Schools statewide program. Active in TYCA-Southeast (REC, conference local arrangements chair,
Whose Space Is It? Christof in *The Truman Show* observes, “We accept the reality of the world with which we are presented.” Yes and no. How have the multiple realities of the first two years of college created change and space, for student and faculty alike?

**Computer Connection**
10:30-11:45 a.m.
Upper Exhibit Hall, Fourth Floor

**Online Composition**
Composition and Communication in Online Literature Classes
Donna Reiss
The Colors of Composition: Clicking Your Way to Strong Writing
Pamela Bourgeois and Lisa Riccomini

*Practices of Teaching Writing*

**A.02 Focusing Beyond Stereotypes**
Montrose 1, Seventh Floor

**Chair:**

**Speakers:** Michael Pemberton, Georgia Southern University, Statesboro,
“Japanazis, Jungle Girls, and Jubilee: Using Comic Books to Deconstruct Cultural Stereotypes”
Dwedor Ford, Clayton College and State University, Morrow, GA,
“Broadening the Middle Spaces to Include the African Student”
Charles Murillo, California State University, San Bernardino, “Chicano Literature, Street Textuality, and Pedagogy: ‘Gangster Comp Theory’”
Thursday, 10:30–11:45 a.m.

**Practices of Teaching Writing**

**A.03 Building Connections through Cross-Cultural Exploration**

Montrose 3, Seventh Floor

*Chair:* Bruce Degi, Metropolitan State College of Denver, CO  
*Presenters:* Haixia Lan, University of Wisconsin–La Crosse, “Teaching Writing: Reflection, Connection with Readers, and Cross-cultural Understanding”  
Steve Accardi, DePaul University, Chicago, IL, “Too Many Cooks in the Kitchen: Creating a Multiliteracy Approach for Today’s Multicultural Writing Course”  
Bruce Degi, Metropolitan State College of Denver, CO, “Crossing the Empty Spaces in Freshman Composition: A Cultural Study of the Japanese American and Japanese Canadian Internment Experience of WWII”  
Bethany Davila, DePaul University, Chicago, IL, “Too Many Cooks in the Kitchen: Creating a Multiliteracy Approach for Today’s Multicultural Writing Course”

**Practices of Teaching Writing**

**A.04 “Who Am I Now?”:**

*Negotiating Multiple Identities as a Writing Teacher*

Burnham 2, Seventh Floor

*Chair:* Julie Myatt, University of Louisville, KY  
*Speakers:* Julie Myatt, University of Louisville, KY, “Voices from the Stairwell: Contingent Faculty Define Themselves through Their Stories”  
James Romesburg, University of Louisville, KY, “A Mirror to My Self: Working-Class Academics and Their Student Peers”  
Linda Torok, University of Louisville, KY, “Who Do They Think I Am?: Personally Speaking about Race and Gender”

**Practices of Teaching Writing**

**A.05 Building Coalitions between Rhetoric, WAC, and Literature: Using Special Topoi to Introduce Students to the Work of Literary Analysis**

Burnham 1, Seventh Floor

*Chair:* Joanna Wolfe, University of Louisville, KY  
*Speakers:* Laura Wilder, SUNY, Albany, NY, “What Are the Special Topoi of Literary Analysis?”  
Alanna Frost, University of Louisville, KY, “The Special Topoi as Inventional Strategies: Teaching Thesis Development with the Special Topoi”  
Karen Kopelson, University of Louisville, KY, “The Special Topoi as Inroads to Critical Theory”
Joanna Wolfe, University of Louisville, KY, “The Conventions’ Debates: Situating the Special Topoi within Writing Across the Curriculum Controversies”

**Practices of Teaching Writing**

**A.06 The Place of Religion in the Writing Classroom**

Dearborn 1, Seventh Floor

*Chair:* Katie Mills, Occidental College, Los Angeles, CA  
*Speakers:* Shannon Carter, Texas A&M University–Commerce, “The Prison, the Post Office, and the Evangelical Church: What Vernacular Literacies Have to Teach Us about Academic Ones”  
Suhail Islam, Nazareth College of Rochester, NY, “Creating the ‘Middle Ground’: Understanding South Asian Islamic Literature and Media in a Context of ‘Civilizational Encounter’”  
Nicholas Hart, Arizona State University, Tempe, “Seminary Rhetoric”

**Practices of Teaching Writing**

**A.07 Building Identity through Writing**

Clark 5, Seventh Floor

*Chair:* Carol Bollin, Western Illinois University, Macomb, IL  
*Speakers:* Linda Holt, Belmont University, Nashville, TN, “Introducing Undergraduates to Writing Theory: A Confluence of Culture and Identity”  
Christine Lilian Turczyn, Dutchess Community College, Poughkeepsie, NY, “Poetry as Identity”

**Practices of Teaching Writing**

**A.08 The Body as a Site for Learning and Writing**

Dearborn 2, Seventh Floor

*Chair:* John Stoval, Chicago, IL  
Pegeen Reichert Powell, Aurora University, IL, “Student Writers Confront the Ideology of Intensive Mothering”  
Gabrielle Regney, Curry College, Milton, MA, “We’ve Created a Monster: Collaborating through Abjection”  
Nancy Young, Curry College, Milton, MA, “We’ve Created a Monster: Collaborating through Abjection”
Thursday, 10:30–11:45 a.m.

**Practices of Teaching Writing**

**A.09 Developing Students’ Metacognitive Skills**
Parlor G, Sixth Floor

*Chair:* Phillip Troutman, George Washington University, D.C.

*Speakers:* Raina Garrett, Appalachian State University, Boone, NC, “On the Border of Literacy/Illiteracy: Basic Writers, Metacognition, and Authority”

Bradley Smith, Illinois State University, Normal, “Building Community around Difference: Dialogue about Learning and Knowledge in the College Composition Classroom”

Nancy Nester, Roger Williams University, Bristol, RI, “From the Margins to the Center: Situating Response in the Curriculum”

**Composition Programs**

**A.10 The Individual, The Institution, and The Community: Three Sites for Service-Learning**
Parlor H, Sixth Floor

*Chair:* Mary French, University of Texas at Arlington

*Speakers:* Mary French, University of Texas at Arlington, “Assessing Students’ Development as Reflective Practitioners in a Service-Learning Technical Communication Class: A Case Study”

Walt Turner, Bethany College, WV, “Taming the Shrew: Opportunities & Challenges from Institutionalizing Service-Learning”

Dianna Winslow, Syracuse University, NY, “Building Community with Multiple Centers: Inward and Outward Gestures of Service-Learning and Community Engagement Scholarship in Composition”

Renee Love, Lander University, Greenwood, SC, “Service-Learning Creates New Alliances for Rebuilding the University from Within”

**Composition Programs**

**A.11 How to Succeed in Literacy: Conventions and Contexts**
Crystal, Third Floor

*Chair:* Julie Fenlon, Joliet Junior College, IL

*Speakers:* Ann Penrose, North Carolina State University, Raleigh, “Rhetoric and Composition Out of Sync? A Call for More Attention to Academic Discourse”

Christopher Worthman, DePaul University, Chicago, IL, “Women’s Experiences and Perspectives of Literacy in Different Adult Education Contexts”

Bianca Falbo, Lafayette College, Easton, PA, “Understanding the Literacy Habits of Successful Students”

William Carpenter, Chapman University, Orange, CA, “Understanding the Literacy Habits of Successful Students”
Composition Programs

A.12 Tutor Contributions to Writing Centers
Burnham 4, Seventh Floor

Chair: Lee Tesdell, Minnesota State University–Mankato
Speakers: Karen Keaton Jackson, North Carolina Central University, Durham, “Writing Teachers, Writing Tutors: Forging Alliances to Help Increase Retention Rates for Students of Color”
Susan Dinitz, University of Vermont, Burlington, “Tutors Constructing Knowledge: Handouts Revisited”
Jean Kiedaisch, University of Vermont, Burlington, “Tutors Constructing Knowledge: Handouts Revisited”
Tisha Turk, University of Minnesota – Morris, “Writing in Contexts: Institutional Assumptions about Disciplinary Expertise”

Composition Programs

A.13 Preparing Dick and Jane: Success From K through College
LaSalle 2, Seventh Floor

Chair: Kristen Bivens, Western Illinois University, Macomb
Speakers: Kelly Anthony, Ozarks Technical Community College, Springfield, MO, “Dear Dick and Jane: Building Partnerships in Learning while Creating a Writing Community that Extends beyond the Composition Classroom”
Michelle Trim, Lander University, Greenwood, SC, “Mind the Gap: Ethically Balancing Student [Under]-Preparedness with Institutional Expectations for Growth and Retention”
Janice Chernekoff, Kutztown University of Pennsylvania, “Bridging the Gap between the University and ‘Underprepared’ Students through Directed Self-Placement and the ‘Stretch Model’ of Composition”

Composition Programs

A.14 Composing Ourselves for the Academic Community
Montrose 7, Seventh Floor

Chair: Laura Holliday, Richmond, VA
Speakers: Cynthia Martin, James Madison University, Harrisonburg, VA, “Serving the Greater Good (and Ourselves): Independent Writing Programs and Service to the University Community”
Mary Wislocki, Seton Hall University, South Orange, NJ, “Writing Center Mission Statements Are Something Else: Elite Discourse, Academic Ideology, and the Problem of Writing Center History”
Patricia Weiland, Zayed University, Abu Dhabi & Dubai United Arab Emirates, “Developing Majors Faculty in the Teaching of Writing”
Thursday, 10:30–11:45 a.m.

**Composition Programs**

**A.15  The Content of Comp:**
**Assessing FYC Outcomes, Metacognition and Reflective Practice with a Writing Skills Inventory**
LaSalle 5, Seventh Floor

*Chair:* Cornelia Paraskevas, Western Oregon University, Monmouth

*Speakers:*
- M. Elizabeth (Betsy) Sargent, University of Alberta, Edmonton, Canada, “Developing the Writing Skills Inventory: Reflective Practice as Measurable Outcome in FYC”
- Lahoucine Ouzgane, University of Alberta, Edmonton, Canada, “Early WSI Findings on Student Writing Behaviors and Metacognition”
- Cornelia Paraskevas, Western Oregon University, Monmouth, “Where Do We Go from Here?—Improving the WSI as a Research and Teaching Tool”

*Respondent:* Pat Belanoff, SUNY Stony Brook, NY

**Theory**

**A.16  Roles for “Identity” in Research on Literacy and Writing**
Salon 4, Third Floor

*Chair:* Amanda Espinosa-Aguilar, Washington State University, Pullman

*Speakers:*
- Octavio Pimentel, Texas State University, San Marcos, “Working within Identity: ‘Mexicanismo’ as an Informing Concept in Literacy Research”
- Mary Sefranek, Teachers College, Columbia University, NY, “Working through Identity: The Performance of Self in Narrative Writing”
- Raúl Sánchez, University of Florida, Gainesville, “Working without Identity: Possible Futures for Literacy and Writing Studies”

**Theory**

**A.17  Theory and Practice: Memory, Assessment, and Cognitive Rhetorics in the Composition Classroom**
Salon 3, Third Floor

*Chair:* Asso B. Inoue, Southern Illinois University, Edwardsville

*Speakers:*
- Asao Inoue, Washington State University, Pullman, “Building a Space for Criticality through a Rhetoric of Assessment”
- Rosalyn Collings Eves, Penn State University, University Park, “Constructing Community: Memory, Rhetoric, and Composition Praxis”
Theory

A.18 Narrative, Argument, and Resistance: Theory in Practice
Salon 10, Third Floor
Chair: Vicky Westacott, Alfred University, NY
Bernie Miller, Eastern Michigan University, Ypsilanti, “The Ancient One and Kennewick Man: Toulmin’s Warrant in Red and White”
Gwendolyn Gong, The Chinese University of Hong Kong, Shatin, “In Search of a Space: Research on Mississippi Chinese World War II Veterans’ Stories”

Theory

A.19 Critical Theories for Questioning and Building Community
Salon 6, Third Floor
Chair: Kimberly Thomas, Indiana University of Pennsylvania
Speakers: Meagan Rodgers, University of New Hampshire, Durham, “Using Contract Theory to Understand Race in Composition Classrooms”
Melanie Kill, University of Washington, Seattle, “Challenging Communication to Build Community: Exploring the Power and Politics of Uptake”
Joseph Zeppetello, Marist College, Poughkeepsie, NY, “Freire, Fusion, and the Challenge of Neoliberalism”

History

A.20 CCCC as Touchstone: Pedagogy, Methodology, and Loss
Salon 9, Third Floor
Chair: Cherry Honeycutt, California State University, Fullerton
Speakers: Greg Giberson, Salisbury University, MD, “Preparing New Teachers and CCCC: A Critical History”
Carolyn Ostrander, Syracuse University, NY, “Toward Methodological Pluralism: Octalog and Beyond”
Matthew Ortoleva, University of Rhode Island, Kingston, “What Happened to Communication? Recapturing the Lost C in the CCCC’s Ideal”
Bryna Siegel, University of Rhode Island, Kingston, “The Trajectory of Personal Experience Writing and its Future in Composition Studies”
Thursday, 10:30–11:45 a.m.

History

A.21 Transcending Doctrine: Alternative Models of Literacy
Salon 5, Third Floor
Chair: Stacia Watkins, Middle Tennessee State University, Murfreesboro
Speakers: Mary Fiorenza, University of Wisconsin–Madison, “Brenda Ueland’s 20th-Century Writing Life: A Biographical Response to Composition Questions”
Penelope Smith, Gannon University, Erie, PA, “Moving into the Center Spaces: Quiltmaking as ‘Effective Literacy’ for Women”
Debra Knutson, Shawnee State University, Portsmouth, OH, “Holmes’ Schooling: Building Culture through a Women’s Literary Club”
Kristen Welch, University of Arizona, Tucson, “Intersections between Rhetoric, 21st-Century Pentecostal Holiness Women Preachers, and Feminism”

Research

A.22 Improving First Year Composition: Stories from Three Research Projects
Salon 11, Third Floor
Chair: Rochelle Warren, University of Mary Washington, Fredericksburg, VA
Speakers: Linda Stewart, Kennesaw State University, GA, “Picturing ‘Something Else’ for First-Year Composition: Re-searching the Landscape”
Kevin Garrison, Texas Tech University, Lubbock, “Text-to-Speech Software: Bridging the Gap between Visuality and Sound”
Ashleigh Davis, Texas A&M University–Corpus Christi, “Building New Center Spaces for Expressivist Pedagogy”

Research

A.23 Classroom Inquiries
Salon 7, Third Floor
Chair: Whitney Myers Madden
Speakers: Kathleen Moore, University of California, Riverside, “Formats for Writing Assignments: Building Communities of Understanding”
Elizabeth Rorschach, City College New York, “Attempting Classroom Inquiry in a Nervous Academy”
David Grant, University of Wisconsin–Madison, “Building Sustainable Literacies: An Empirical Study in Ecocomposition”
Thursday, 10:30–11:45 a.m.

Research

A.24 Socializing Discourses
Salon 12, Third Floor
Chair: Deborah J. Crusan, Wright State University, Dayton, OH
Speakers: Phillip Marzluf, Kansas State University, Manhattan, “The Socialization of Home Schooled Students in Academic Discourse”
Tosh Tachino, Iowa State University, Ames, “Coalition of the Willing?: Rhetorical Approach to Public Understanding of Science”
Lisa Davidson McGradyc, Purdue University, West Lafayette, IN, “The Joy of Cooking: Fostering Coalitions between Researchers and Participants”
Patti Hanlon-Baker, Stanford University, CA, “Competing Discourses, Competing Agendas: Investigating Pregnancy and Birth Narratives”

Information Technologies

A.25 Network Literacies: First-Year Composition Instruction for the Digital 21st Century
Wabash, Third Floor
Chair: Mary Godwin, Purdue University, West Lafayette, IN
Speakers: Alice D’Amore, Purdue University, West Lafayette, IN
Mary Godwin, Purdue University, West Lafayette, IN
Marc C. Santos, Purdue University, West Lafayette, IN
Jason Buchanan, Purdue University, West Lafayette, IN

Information Technologies

A.26 Fostering Critical Literacy in a Multi-modal, Multi-media World
Parlor E, Sixth Floor
Chair: Michael Salvo, Purdue University, West Lafayette, IN
Speakers: Julia Romberger, Old Dominion University, Norfolk, VA, “Multimodal Pedagogy: Definitions, Heuristics, Assignments”
Donna Kain, East Carolina University, Greenville, NC, “Sounding the Depths: Developing Criteria for Assessing Multimedia Artifacts and Tools”
Jennifer Maher, Northern Illinois University, De Kalb, IL, “Coding Democracy through Software Narratives: Identity-Building in the Information Age”
Thursday, 10:30–11:45 a.m.

_Institutional and Professional_

**A.27 Educating Teachers—and Students**

_Salon 2, Third Floor_

**Chair:** George Cooper, University of Michigan, Ann Arbor  
**Speakers:** Cassandra Kircher, Elon University, NC, “Teaching without License: Overcoming Challenges and Adopting Strategies when Lacking a Degree in Composition and Rhetoric”  
Janet Myers, Elon University, NC, “Teaching without License: Overcoming Challenges and Adopting Strategies when Lacking a Degree in Composition and Rhetoric”  
Elaine E. Whitaker, University of Alabama at Birmingham, “Diverse Coalitions in the Composition Classroom”  
Beth Buysere, Washington State University, Pullman, “Building Community in the Classroom through Programmatic Portfolio Training: Easing TA and Student Fears”

**Institutional and Professional**

**A.28 Composition in Context**

_Salon 1, Third Floor_

**Chair:** Lou Ethel Roliston, Indiana University of Pennsylvania  
**Speakers:** Jim Warren, University of Texas at Austin, “Literary Studies and Writing in the Disciplines: Building Better Relations”  
Scott Harshbarger, Hofstra University, Hempstead, NY, “Composition and Composition: Teaching Writing to Music Students in a First-Year Interdisciplinary Program”  
D’Arcy Randall, University of Texas, Austin, “Writing Ethics into the Engineering Curriculum”  
Christy Moore, University of Texas, Austin, “Writing Ethics into the Engineering Curriculum”

**Institutional and Professional**

**A.29 Composing Coalitions**

_Private Dining Room 8, Third Floor_

**Chair:** Lacey Wootton-Don, American University, Washington D.C.  
**Speakers:** Susan Weinstein, Louisiana State University, Baton Rouge, “A Modest Proposal: Building a College Composition/English Education Coalition”  
Gloria McMillan, Pima College, Tucson, AZ, “Does Academic Quality Suffer with Adjunct Staffing? Answers from the National Adjunct Writing Faculty Survey”
Institutional and Professional

A.30 Publish, Plagiarize, and/or Perish?
Private Dining Room 7, Third Floor
Chair: Lila Harper, Central Washington University, Ellensburg
Speakers: Lila Harper, Central Washington University, Ellensburg, “What We Can Learn about Plagiarism from Master’s Theses”
Joel Bloch, Ohio State University, Columbus, “Blogging about Plagiarism: Dealing with the Problems of Generation 1.5 Students in an Academic Classroom”
Mike Palmquist, Colorado State University, Fort Collins, “Beyond Twentieth-Century Paradigms for Scholarly Publishing”

Language

A.31 Coming to Terms: Implications of Labeling Practices for Second-Language Writers
Private Dining Room 9, Third Floor
Chair: Paul Kei Matsuda, University of New Hampshire, Durham
Speakers: Paul Kei Matsuda, University of New Hampshire, Durham, “ESL, Generation 1.5, or Perhaps Something Else?: Contending with Words”
Diane Belcher, Georgia State University, Atlanta, “Identifying Themselves: The Self-Constructed Linguistic and Cultural Identities of Community College Multilingual Writers”
Barbara Jean Hall, Georgia Perimeter College, Atlanta, “Identifying Themselves: The Self-Constructed Linguistic and Cultural Identities of Community College Multilingual Writers”
Shondel Nero, St. John’s University, Queens, NY, “Linguistic Identities, Attitudes, and Writing Assessment”

Language

A.32 From Hip-Hop to Spanglish: Creating Diverse Linguistic Spaces
Private Dining Room 6, Third Floor
Chair: Wanda L. Worley, Indiana University-Purdue University, Lafayette, Indianapolis
Speakers: Jill McKay, Michigan State University, East Lansing, “Who Gave Y’all a Ghetto Pass?: Upper Middle Class White Male Appropriation of Black Language and Hip-Hop Culture”
Denise Valdes-Doty, Syracuse University, NY, “Language Purity in Composition Studies: The Erasure of Spanglish”
Renee Griffiths, Miami University, Oxford, OH, “Shattering the Mosaic: Language Capital and Overcoming the Binary of Canada’s Official Languages”

Thursday, 10:30–11:45 a.m.
Thursday, 10:30–11:45 a.m.

**Creative Writing**

**A.33 Blaring Disciplines, Building Communities**
Private Dining Room 4, Third Floor

*Chair:* James Allen, College of DuPage, Glen Ellyn, IL

*Speakers:*
- Jason Wirtz, Michigan State University, East Lansing, “Bridging the Academic-Narrative Divide”
- Lynn Burley, University of Central Arkansas, Conway, “Across Spaces: The Linguistic Component in Creative Writing”
- Holly Bittner, Moore College of Art & Design, Philadelphia, PA, “And the Plot Disappears: Dismantling the Disciplines through Creative Writing”

**Professional and Technical Writing**

**A.34 The Writerly Contexts of Science and Engineering**
Clark 7, Seventh Floor

*Chair:* Irene L. Clark, California State University, Northridge

*Speakers:*
- Katherine S. Miles, Iowa State University, Ames, “Reconciling Einstein and the Humanities: The Natural Laws of Physics and New Media Research”
- Marjorie Rush Hovde, Indiana University-Purdue University, Indianapolis, IN, “Persuasive International Engineering Communication: Results of a Workplace Study”

**Institutional and Professional**

**A.35 The Writing Center in Institutional Context**
Private Dining Room 5, Third Floor

*Chair:* Tammy Conard-Salvo, Purdue University, West Lafayette, IN

*Speakers:*
- Howard Tinberg, Bristol Community College, Fall River, MA, “Managing Institutional Change from the Center: The Material Work of a Community College Writing Center”
- Rebecca Taylor, Gustavus Adolphus College, Saint Peter, MN, “Writing Centers and Diversity Center Partnerships: An Emerging Case Study”
- Tammy Conard-Salvo, Purdue University, West Lafayette, IN, “Multimedia in the Writing Center: Visual Rhetoric and Tutor Training”
Community, Civic, & Public

A.36 Balancing Space and Place: Opening the Doors to Civic Engagement

Private Dining Room 17, Fifth Floor

Chair: Kimberly Harrison, Florida International University, Miami

Speakers: Sean Conrey, Purdue University, West Lafayette, IN, “Remodeling the Winchester Mansion: Balancing Space and Place”
Linda Macri, University of Maryland, College Park, “Civic Engagement in English 101: How We Are Doing It”
Thomas Moriarty, Salisbury University, MD, “Building Better Communities at Home: A Case Study in the Rhetoric of Local Civic Engagement”

Community, Civic, & Public

A.37 Regional (Lack of) Agency: Contact Zones within Local Communities

Private Dining Room 16, Fifth Floor

Chair: John Stovall, Norridge, IL

Speakers: Keith Dorwick, The University of Louisiana at Lafayette, “Dancing with HIV: Creating Theater around a Community Based Writing Group”
Cody Daigle, Independent Scholar, Lafayette, LA, “Dancing with HIV: Creating Theater around a Community-Based Writing Group”
Elizabeth Catanese, University of South Carolina, Columbia, “Revisiting Contact Zone Communities: Bringing George Wallace, Martin Luther King, and Malcolm X back into the Southern Composition Classroom”

Community, Civic, & Public

A.38 Building Literacy Bridges between the Academic and Immigrant Communities

Cresthill Room, Third Floor

Chair: Mahmoud Amer

Amy Dayton, University of Alabama, Tuscaloosa, “Gold-Bearing Trees: Literacy and the Non-Native Speaker in the Public Sphere”
Iswari Pandey, University of Louisville, KY, “The ‘Other’ Compositions: Writing Bridges between the Academic and Immigrant Communities”
Thursday, 10:30–11:45 a.m.

Community, Civic, & Public

A.39 Film, Print, and Physical Embodiment: Working through Binaries and towards Rhetorical Activism
Parlor F, Sixth Floor

Chair:
Speakers: Michael McLeod, Michigan State University, East Lansing, “Rhetoric of the ‘Top Ten’ Recognizing Colonial Discourse in Popular Film”
Cynthia Ryan, University of Alabama at Birmingham, “Community-Building Strategies in African American Women’s Magazines”
Kristie Fleckenstein, Ball State University, Muncie, IN, “Dressed, Pressed, and Ready to Protest: The Visual Habit of Display and Embodied Social Action”

Practices of Teaching Writing

A.40 Making Room for Culture in the Composition Classroom
Dearborn 3, Seventh Floor

Chair: Charlene Hirschi, Utah State University, Logan
Speakers: Amy Baird, Utah State University, Logan, “Racism Doesn’t Exist Anymore: ‘Unpacking’ the Reality of Racism”
Sherilynn Moody-Bouwhuis, Utah State University, Logan, “Inquiring Minds Need to Write: Creating Spaces for Writing with Cultural Myths”
Charlene Hirschi, Utah State University, Logan, “Making Room for Culture: Folklore in the Writing Classroom”

Practices of Teaching Writing

A.41 Mediating WAC: Collaborating across Difference, Building Trust
Parlor A, Sixth Floor

Chair: Susan McLeod, The University of California at Santa Barbara
Speakers: Sharon Stevens, Massey University, Palmerston, North Manawatu, Canada, “Writing through Social Conflict: Locating Writing Classes in Cross-Institutional Politics”
Lisa Emerson, Massey University, Palmerston, North Manawatu, Canada, “Acting Collectively: Teacher Action Research in the Science Class”
Theory

A.42  What Can the Mouth and the Ear Teach Us about Good Writing?
Parlor C, Sixth Floor
Chair: Peter Elbow, University of Massachusetts–Amherst
Speaker: Peter Elbow, University of Massachusetts–Amherst, “Enlisting Two Kinds of Speaking for Writing”
T. R. Johnson, Tulane University, New Orleans, LA, “Play It by Ear”
Arthur Palacas, University of Akron, OH, “What Can the Mouth and the Ear Tell Us about Grammar”

Theory

A.43 Naturalized Discourses and Critical Discourse Analysis: The Penis, Terror-Talk, and First-Year Composition
Parlor D, Sixth Floor
Chair: Cynthia Wolf, California State University, Chico
Speakers: Sarah Pape, California State University, Chico, “‘Register Your Penis’: Using Critical Discourse Analysis to Uncover Gender Conflict”
Laura Van Dyke, California State University, Chico, “Terror Talk: Analyzing Government Discourses of Fear”
Phillip Coppock, California State University, Chico, “A Ghost in the First-Year Composition Machine: Using Critical Discourse Analysis to Reveal Erasures of Professional Expertise”

Institutional and Professional

A.44 WAC Entrepreneurs in the School of Business: Negotiating Disciplinary, Gendered, and Pedagogical Spaces
LaSalle 1, Seventh Floor
Chair: Kate Ronald, Miami University, Oxford, OH
Speakers: Lisa Shaver, Miami University, Oxford, OH
Cristy Beemer, Miami University, Oxford, OH
Sarah Bowles, Miami University, Oxford, OH
Thursday, 10:30–11:45 a.m.

Research

A.45 Class Offerings: Examinations of Non-Academic Literacy Sites and the Role of Class in the Identity of the Academic

Clark 10, Seventh Floor

Chair: Charlotte Hogg, Texas Christian University, Fort Worth

Speakers: Stacia Neeley, Texas Wesleyan University, Fort Worth, “Writing from the Knuckles: Hybrid Social Class Positioning as Invocation in the Comp Class”

I. Moriah McCracken, Texas Christian University, Fort Worth, “Head, Heart, Health, and Hands: Literacy Practices in the Overlooked ‘H’ of 4-H Clubs”

Cassandra Parente, Texas Christian University, Fort Worth, “Lacking Literacy or Controlling Culture?: Literacy Resistance as Identity Assurance in Italian-American Immigrant Communities”

Institutional and Professional

A.46 Generating Mentors in Composition: Beyond the Great Chain of Being

LaSalle 3, Seventh Floor

Chair: Mara Holt, Ohio University, Athens

Speakers: Laura Micciche, University of Cincinnati, OH, “Generating Mentors in Composition: Beyond the Great Chain of Being”

Michelle Gibson, University of Cincinnati, OH, “Generating Mentors in Composition: Beyond the Great Chain of Being”

Mara Holt, Ohio University, Athens, “Generating Mentors in Composition: Beyond the Great Chain of Being”

A.47 Review of a Draft Test Framework for NAEP Writing

Salon 8, Third Floor

Chair: Rosanne Cook, ACT Inc., Iowa City, IA
B Sessions

12:15 p.m.–1:30 p.m.

Featured Speaker
Arguing in Private and Public: Mothers, Daughters, and All the Rest
Red Lacquer Room, Fourth Floor

Deborah Tannen

Building community and coalitions is a fundamental object for CCCC success in the coming years. In keeping with this year’s theme, Deborah Tannen will talk about the need to move away from approaching everything as a battle between two sides. Drawing on her book The Argument Culture, she will discuss why she believes agonistic arguments have a corrosive effect on us all while they degrade public discourse and fail to increase knowledge and understanding. Tannen addresses diversity in this talk by suggesting that tendencies to approach issues and interactions in an agonistic spirit way by culture, an insight that we can join our students in exploring. She will share some of her students’ writings on arguments and relate them to conversations between mothers and daughters—the subject of her latest book You’re Wearing THAT?: Understanding Mothers and Daughters in Conversation.

Deborah Tannen is best known as the author of You Just Don’t Understand, which was on The New York Times Best Seller list for over three years including eight months as No. 1, and has been translated into 29 languages. It was also on best seller lists in Brazil, Canada, England, Germany, Holland, and Hong Kong. This is the book that brought gender differences in communication style to the forefront of public awareness. Her book, Talking from 9 to 5: Women and Men at Work, a New York Times Business Best Seller, does for the workplace what the earlier book did for women and men talking at home. Her book, The Argument Culture, received the Common Ground Book Award.

Dr. Tannen is on the linguistics department faculty at Georgetown University, where she is one of only two in the College of Arts and Sciences who hold the distinguished rank of University Professor. She has lectured all over the world and gives her audiences a new framework for understanding what happens in conversations both in the workplace and at home. In addition to her linguistic research and writing, Dr. Tannen has published poetry, short stories, and personal essays. Her first play, “An Act of Devotion,” is included in The Best American Short Plays: 1993–1994. It was produced, together with her play “Sisters,” by Horizons Theatre in Arlington, Virginia in 1995.

Prepare yourselves for an insightful discussion about talking and negotiating in public and in private with Deborah Tannen.
Thursday, 12:15–1:30 p.m.

**Computer Connection**

12:15-1:30 PM  
Upper Exhibit Hall, Fourth Floor

**Content Management Systems and Open Source Tools**

Content Management in the Wild: Alternatives to Corporate Courseware  
Mark Crane

Design, Development, and Implementation of the Plone CMS in Educational Settings  
Joseph John Williams

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**B.01 Uneasy Alliances:**  
**CCCC, AWP, and the Ideology of Coalition Building**

Clark 10, Seventh Floor

*Chair:* Tim Mayers, Millersville University of Pennsylvania

Paul Kameen, University of Pittsburgh, PA, “Writing Inside the Lines: How Writers Get Divided Up in a Culture of Specialism”

Patric Bizzaro, East Carolina University, Greenville, NC, “Representations of Creative Writing in CCCC and AWP: What’s Teachable and What’s Not?”

Steve Westbrook, University of La Verne, CA, “Restricted Radicals and Isolated Subjects: Examining the Ideological Apparatuses of AWP and CCCC”

Tim Mayers, Millersville University of Pennsylvania, “Bridges and Barriers: CCCC, AWP, and the Difficult Road to Reform in English Studies”

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**Practices of Teaching Writing**

**B.02 Movement as a Catalyst to Writing**

Salon 7, Third Floor

*Chair:* Cynthia Bair Van Dam, American University, Washington, D.C.

*Speakers:* Chris Kreiser, Slippery Rock University, PA, “Communities of Improvisers Then and Now: Classical Rhetoric, Modern Dance, and What They Teach Us about Developing Student Voice”

Jennifer Schulz, Seattle University, WA, “The Pedagogy of ‘Pointing:’ Play, Dialogue, and Experience in the Writing Classroom”

Barry Kroll, Lehigh University, Bethlehem, PA, “Arguing with Adversaries: Aiki Rhetoric as an Art of Peace”
Practices of Teaching Writing

B.03 What To Do Next: Strategies for Helping Underprepared Students
Private Dining Room 16, Fifth Floor

Chair: Emily Donnelli, Park University, MO

Speakers:
- Michael Keller, South Dakota State University, Brookings, “Content vs. Context: Composition within the University”
- Christina Saidy, California State University, Northridge, “You Can Always Get What You Want?: The Concept of a Secondary University Writing Continuum”
- Linda Rubel, Rochester Institute of Technology, NY, “Erasing the Middle Space: Abandoning Basic Writers”
- Eileen Biser, Rochester Institute of Technology, NY, “Erasing the Middle Space: Abandoning Basic Writers”
- Rose Marie Toscano, Rochester Institute of Technology, NY, “Erasing the Middle Space: Abandoning Basic Writers”

Practices of Teaching Writing

B.04 Technologizing the Word
Salon 11, Third Floor

Chair: Gail Corso, Neumann College, Aston, PA

Speakers:
- Bump Halbritter, Stanford University, CA, “RePlacing Silence: Writing to be Heard”
- Chad Wickman, Kent State University, OH, “Is There Writing in This Class?: How Instructors Discuss Writing in a Digital Age”
- Mei-ching Ho, Arizona State University, Tempe, “The Realities of Hybrid and Online ESL Writing Classrooms”

Practices of Teaching Writing

B.05 Integrating Media and Pop Culture into the Writing Classroom
Salon 10, Third Floor

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

Speakers:
- Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo, “Ending the Quarantine: Rhetoricizing Media in the Face of Resistance”
- Mark Pepper, California State University, Sacramento, “Who Was That Naked Guy Who Won the First Survivor Anyway?: The Disposability of Pop Culture and Its Effects on the Process and Product Mentalities of First-Year College Writers”
Thursday, 12:15–1:30 p.m.

Practices of Teaching Writing

B.06 Negotiating Student Resistance: Identifications within U.S. and International Communities

Salon 12, Third Floor

Chair: John Cullick, Northern Kentucky University, Highland Heights  
Speakers: Wendy Wolters, The Ohio State University, Columbus, “Identificatory Pedagogy: Recognizing Student Resistance”  
Kris Ratcliffe, Marquette University, Milwaukee, WI, “Listening Pedagogically: Engaging Student Resistance via Identification, Disidentification, and Non-Identification”  
Elizabeth Flynn, Michigan Technological University, Houghton, “International Perspectives on Student Resistance”

Practices of Teaching Writing

B.07 Whose Needs Are Being Served? Code-Switching, Opposition, and Dissonant Discourse

Salon 9, Third Floor

Chair: Kris Peleg, Century College, White Bear Lake, MN  
Heather Herrera, New York University, NY, “Code-Switch This: Altering the Alternative Discourse, Ethnolinguistically Diverse Students Response to Progressive Composition Ideology”  
Subarna Banerjee, Temple University, Philadelphia, PA, “Examining Opposition: A Study of Counterarguments in ESL Composition Classes”

Practices of Teaching Writing

B.08 How Writing Centers Respond to Writers’ Needs

Private Dining Room 9, Third Floor

Chair: Kathleen Maloney, San Antonio, TX  
Speakers: Deborah Burns, Merrimack College, North Andover, MA, “Taking Care of Business: The Writing Center as a Site of Curricular Reform”  
Mary Zdrojkowski, Eastern Michigan University, Ypsilanti, “Laughing Matters in Writing Centers”  
Kim Pennesi, Seton Hill University, Greensburg, PA, “‘Let Them Do Research!’: Two Uncommon Approaches to Teaching Research in a First Year Writing Course”  
Laura Patterson, Seton Hill University, Greensburg, PA, “‘Let Them Do Research!’: Two Uncommon Approaches to Teaching Research in a First-Year Writing Course”
Composition Programs

B.09 Marginalized Voices Building Community and Coalitions: Service Learning with Non-Traditional Students

Private Dining Room 4, Third Floor
Chair: Ann Green, Saint Joseph’s University, Philadelphia, PA
Speakers: Sheila Stein, Third Way Center, Denver, CO
Catherine Gabor, California State University at Sacramento

Composition Programs

B.10 Compromises and Stalemates: Is Composition Centered in Learning Communities?

Private Dining Room 5, Third Floor
Chair: Karen Dwyer, Arizona State University, Tempe
Speakers: Michael Callaway, Arizona State University, Tempe, “Who Has Time for Community?: Working within and around Disciplinarity”
Karen Dwyer, Arizona State University, Tempe, “Who Has Time for Community?: Working within and around Disciplinarity”
Lauren Yena, Arizona State University, Tempe, “Fostering Interdisciplinary Literacy in Learning Communities: Faculty and Student Perspectives”

Composition Programs

B.11 Writing Program Administration Database-Style: Knowledge Management and the End of Traditional Composition Studies

Salon 2, Third Floor
Chair: Fred Kemp, Texas Tech University, Lubbock
Speakers: Fred Kemp, Texas Tech University, Lubbock, “Writing Program Administration Database-Style: Articulated Program Dynamics”
Rebecca Rickly, Texas Tech University, Lubbock, “Writing Program Administration Database-Style: Adaptive Integration”
Rich Rice, Texas Tech University, Lubbock, “Writing Program Administration Database-Style: Hybridized Administrative Strategies”
Thursday, 12:15-1:30 p.m.

**Composition Programs**

**B.12 Location, Location, Location:**
*Tales of Writing Center Space*

Private Dining Room 7, Third Floor

*Chair:* Valerie Vancza, University of Rhode Island, Kingston

*Speakers:*
- Deborah DePiero, University of Rhode Island, Kingston, “Students as Cultural Outsiders in the Writing Center”
- Sonia Bernstein, University of Rhode Island, Kingston, “Building Bridges on the Margins”
- Valerie Vancza, University of Rhode Island, Kingston, “The Tutoring Session: Reading between the Lines”

**Theory**

**B.13 Cross-cultural Rhetorics: Then and Now**

Burnham 1, Seventh Floor

*Chair:* Jamie Thornton, Texas Christian University, Fort Worth

*Speakers:*
- Bryce Christensen, Southern Utah University, Cedar City, “When Confucius Meets Simone de Beauvoir: Confronting the Problematics of Multiculturalism”
- Mark Noe, University of Texas Pan American, Edinburg, “Stand and Deliver: Declamatory Rhetoric in the Multicultural Classroom”
- Lisa Thornhill, University of Washington, Seattle, “Cultural Studies & the Classroom: Possibilities and Problematics of Utilizing Cultural Studies and Its Texts in the Classroom”

**Theory**

**B.14 Burke, God, Rhetoricity: Theories of Rhetoric**

Montrose 1, Seventh Floor

*Chair:* Frank Rosen, Kent State University, OH

*Speakers:*
- Bradley Siebert, Washburn University, Topeka, KS, “God – ‘God’ – God-talk: Kaufman’s Invitation to the Conversation Post-Theology”
- Christine Iwanicki, Western Illinois University, Macomb, IL, “The Center Cannot Hold: Kenneth Burke at the Intersection of God and Language”
- Frank Rosen, Kent State University, OH, “The Conceptualization of Rhetoricity”

**Theory**

**B.15 Rhetoric in the Electronic Age:**

*New Media, Visual Rhetoric, and Electronic Kairos*

Wabash, Third Floor

*Chair:* Mary Rigsby, University of Mary Washington, Fredericksburg, VA
Thursday, 12:15–1:30 p.m.

**Speakers:** Rebekka Andersen, University of Wisconsin–Milwaukee, “Teaching Visual Rhetoric as a Critical Reading Practice”
Gary Thompson, Saginaw Valley State University, University Center, MI, “Paper Title: Electronic Kairos”
Lei Lani Michel, University of Washington, Seattle, “Rhizome Whithering: New Metaphors for New Media”

**Theory**

**B.16 Race, Rhetoric, and the Digital Divide: From Digital Writing to Blogging**
Burnham 4, Seventh Floor

*Chair:* Peggy Jolly, University of Alabama at Birmingham

*Speakers:* Trish Marback, Wayne State University, Detroit, MI, “Blogging a Material Rhetoric of the Self”
Elisa Norris, Syracuse University, NY, “Black Keystrokes, Black Bodies: Race and Gender Construction in the Blogosphere”
Serkan Gorkemli, Stanford University, CA, “Transforming the Rhetoric of ‘Access’ in Digital Writing Research”

**Theory**

**B.17 Literacy Narratives Using Images and Theories to Build Community**
Crystal, Third Floor

*Chair:* Nancy Ramirez, Pima College, Tucson, AZ

*Speakers:* Chari Hema, California State University, Los Angeles, “Literacy, Fundamentalism, and Secularism: Reading Fiction as Insurgency and Writing Non-Fiction as Survival”
Michele Petrucci, Indiana University of Pennsylvania, “Collage Literacy and Textual Landscapes: Blending Text and Images in the Classroom”
Fred Arroyo, Saint Louis University, MO, “Literacy Narratives: The Creation of a Middle Space”

**History**

**B.18 Literacy and Pedagogical Strategies: 1876–1929**
Private Dining Room 8, Third Floor

*Chair:* William Marderness, SUNY, Stony Brook

*Speakers:* Holly Middleton, University of Pittsburgh, PA, “‘A Most Dignified and Independent Life’: Representing Farmers in an 1876 ‘Composition and English Literature’ Course”
Jane Greer, University of Missouri–Kansas City, MO, “‘Write as You Fight’: The Pedagogical Strategies of the Working Woman, 1929–1935”
Thursday, 12:15–1:30 p.m.

**History**

**B.19 Re/reading Our Professional Texts**
Parlor E, Sixth Floor

*Chair:* Tracy Duckart, Humboldt State University, Arcata, CA

*Speakers:* Roxanne Spray, University of South Carolina, Columbia, “Lessons from History: The Role of Metacognition in Early African American Literary Societies”

Nancy Myers, University of North Carolina at Greensboro, “The Writing Teacher’s Sourcebook: The Communities and Cultures of a Pedagogical Discipline”


**Research**

**B.20 Ethics and Authority in Classroom-Based Research**
Dearborn 3, Seventh Floor

*Chair:* Janet Bean, University of Akron, OH

*Speakers:* Janet Bean, University of Akron, OH, “Building an Ethic of Collaboration in a Research Methodologies Seminar”

Lauren Garcia-Duplain, University of Akron, OH, “Unstable Authority: Being a Researcher, Teacher, and Student”

Heather Hoffman, Michigan Technological University, Houghton, “Power Plays and Dialogic Collaboration: A Participant-Observer’s Perspective”

Lance Svehla, University of Akron, OH, “The Authority of the Neophyte: Getting My Graduate Students’ Research Published”

**Research**

**B.21 Composing Storied Spaces: Four Generations of Composition Teachers Reflect on Two Decades of Conducting Narrative Writing Research**
Salon 6, Third Floor

*Chair:* Patricia Lambert Stock, Michigan State University, East Lansing

*Speakers:* Gian Pagnucci, Indiana University of Pennsylvania

David Schaufsma, University of Illinois at Chicago

Robert Wallace, West Virginia State University, Institute
Information Technologies

B.22 Writing in Electronic Spaces: Blogs and the Writing Classroom
Parlor H, Sixth Floor

Chair: George Diamond, Moravian University, Bethlehem, PA
Speakers: Quinn Warnick, Iowa State University, Ames, “Are You Talking to Me?: How Academic Weblogs RemEDIATE Human Conversation in the Composition Classroom”
Margaret Ervin, West Chester University, PA, “A Blog of One’s Own: Student Perceptions of ‘Private’ and ‘Public’ in Cyberspace”
Fred Johnson, Ball State University, Muncie, IN, “From the ‘Long Tail’ to the Center: How Blogging and the Internet Make Little Things Big”

Research

B.23 Longitudinal Studies: Tales from the Field
Dearborn 1, Seventh Floor

Chair: Deborah Brandt, University of Wisconsin, Madison
Speakers: Anne Herrington, University of Massachusetts, Amherst, “Challenges in Longitudinal Case Studies”
Anne Beaufort, Stony Brook University, NY, “From Theory to Research and Back Again”
Nancy Sommers, Harvard University, Cambridge, MA, “Following 400 Students: Methodological and Logistical Challenges”
Respondent: Andrea Lunsford, Stanford University, CA, “The Stanford Study of Writing, Year 5”

Information Technologies

B.24 Critical-consciousness in Digital Writing: The Visual, the Law, and Access
Clark 7, Seventh Floor

Chair: Douglas Eyman, Michigan State University, East Lansing
Martine Courant Rife, Michigan State University, East Lansing, “Did They Really Sue the Student? What Your Students Need to Know about the Law of Public Writing”
Amy C. Diehl, Michigan State University, East Lansing, “Beyond Just Being: How to Construct Useful Digital Compositions”
Thursday, 12:15–1:30 p.m.

Institutional and Professional

B.25 The “Service Course” and the (De-)Valuing of Composition: A Plea for Collaborative Endorsement of Writing Courses

Parlor A, Sixth Floor

Chair: Jane Fife, Western Kentucky University, Bowling Green
Speakers: Judith Szerdhelyi, Western Kentucky University, Bowling Green,
“This course has nothing to do with my major and really couldn’t help me with my career goals’: Student Attitudes toward General Education Writing Courses”
Jane Fife, Western Kentucky University, Bowling Green, “Complicating Campus Perceptions of Writing”
David MacWilliams, Adams State College, Alamosa, CO, “Accreditation, Composition, and the Campus Community”

Institutional and Professional

B.26 Building a Culture of Writing: Student, Faculty, and Administrative Collaborations

LaSalle 1, Seventh Floor

Chair: Lance Massey, Elon University, NC
Speakers: Paula Rosinski, Elon University, NC, “Collaboration, Negotiation, and Authority: A New WPA Negotiates a Position at a Medium-Sized University”
Lee Nickeson-Massey, Elon University, NC, “Taking Action Online: Promoting a (New?) Culture of Engaged Writing through Online Tutoring”

Institutional and Professional

B.27 New Lenses, New Spaces for Cross-Institutional Coalitions: An Appeal to Enlightened Self-Interest

Montrose 7, Seventh Floor

Chair: Peter Gray, Queensborough Community College – CUNY, Bayside, NY
Speakers: Eric Turley, University of Nebraska, Lincoln, “The National Writing Project and the Accountability Agenda: Imagining New Cross-Institutional Coalitions”
Chris Gallagher, University of Nebraska, Lincoln, “Nebraska’s Pre-K–16 Experiment: Toward Cross-Institutional Colleagueship”
Peter Gray, Queensborough Community College – CUNY, Bayside, NY, “Looking Both Ways in New York City Cross-Institutional Alliances”
Respondent: Lil Brannon, University of North Carolina, Charlotte
**Institutional and Professional**

**B.28 Loyalty Oaths and Academic Freedom in the 21st-Century University: Historical, Rhetorical, and Pedagogical Perspectives**

LaSalle 2, Seventh Floor

*Chair:* M. Karen Powers-Stubbs, Georgia Southern University, Statesboro

*Speakers:* Catherine Chaput, Georgia Southern University, Statesboro, “Haven’t We Been There Before?: Histories of Academic Dissension in the American University”

M. Karen Powers-Stubbs, Georgia Southern University, Statesboro, “‘Are You Now or Have You Ever Been...?’: Loyalty Oaths and the Suppression of Academic Freedom”

Tina Whittle, Georgia Southern University, Statesboro, “Fighting Words: Teaching Free Speech Controversies in the Composition Classroom”

**Institutional and Professional**

**B.29 Connecting the Dots: Promoting University-Wide Collaboration for Socially-Engaged Communication**

Salon 3, Third Floor

*Speakers:* Sarah Liggett, Louisiana State University, Baton Rouge

Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge

Deborah B. Normand, Louisiana State University, Baton Rouge

**Institutional and Professional**

**B.30 Working in the Middle Spaces: WPAs as Advocates for Writing**

Salon 8, Seventh Floor

*Chair:* Irwin Weiser, Purdue University, West Lafayette, IN

*Speakers:* Karen Bishop Morris, Elmhurst College, IL, “From the Middle: Political Lessons for WPAs and Reasons for Staying There”

Tracey Baker, University of Alabama–Birmingham, “‘Yes, and. . .’ and ‘Yes, but. . .’: Institutional Politics of Assessment and Saying ‘No’”

Jennifer Morrison, Niagara University, Lewiston, NY, “Lost in Translation: Information Literacy Outcomes Assessment”

Irwin Weiser, Purdue University, West Lafayette, IN, “Mapping Institutional Spaces”
Thursday, 12:15–1:30 p.m.

Language

B.31 Chinese Rhetoric as Writing Tradition: Re-conceptualizing Its History and Practice

Burnham 2, Seventh Floor

Chair: C. Jan Swearingen, Texas A&M University, College Station

Speakers: Hui Wu, University of Central Arkansas, Conway, “Chinese Rhetoric as a Tradition of Writing Instruction”
C. Jan Swearingen, Texas A&M University, College Station, “Living in a Parallel Universe”
Xiaoye You, Penn State University, University Park, PA, “Multimodality of Ritual Symbols and Social Transformations: Confucian Rhetoric and Composition”
Bo Wang, California State University, Fresno, “Writing as Connecting Minds: Bing Xin’s Lyrical Essays in the Early Twentieth Century”
Lu Liu, Purdue University, West Lafayette, IN, “‘Logic’ in Chinese Composition: Unpacking the Linear-Spiral Binary”
LuMing Mao, Miami University, Oxford, OH, “The ‘Yin-Yang’ Discourse: From Dualism to Complementarity”

Creative Writing

B.32 Personal Narratives and Journal Writing

Parlor G, Sixth Floor

Chair: Nancy Hill McClary, Columbus, OH

Speakers: Terry Carter, Southern Polytechnic State University, Marietta, GA, “Creative Composition and Opening up New Spaces: Reflections on Meaningful Ways of Writing about Literature”
Lisa Bailey, University of Kansas, Lawrence, “The Personal Essay: Power and Ideology, Applying Current Rhetorical Genre Theory”
Claire Shulman, Columbia College, Chicago, “STRONG VOICES! STRONG WRITING! A Journal Session of a Prose Forms Class”

Professional and Technical Writing

B.33 Building Technical and Professional Writing Programs

Private Dining Room 18, Fifth Floor

Chair: Nicole Madison, Texas Tech University, Lubbock

Speakers: Kirk St. Amant, Texas Tech University, Lubbock, “Merging Program Review with Program Development: A Perspective on the Role of Professional Societies in the Development of New Programs”
Kaye Adkins, Missouri Western State University, St. Joseph, “Low Impact Program Development: Using Your Available Resources to Start a Professional Writing Program”
Community, Civic, & Public


Clark 5, Seventh Floor

Chair: Spencer Schaffner, University of Illinois, Urbana-Champaign

Speakers: Andrew Moss, California Polytechnic, Pomona, “The Student Bill of Rights: Teachable Moments in an Era of the New McCarthyism”

Bonnie Kyburz, Utah Valley State College, Orem, “‘Documenting’ a Genre/Coalition for Progressive Resistance”

Community, Civic, & Public

B.35 Creating the Radical Center: Addressing Politics, Publics, and Pedagogies

Parlor F, Sixth Floor

Chair: Joanna Castner, University of Tampa, FL

Speakers: Joanna Castner, University of Tampa, FL, “Where Do We Go From Here? Addressing Charges of Misuse of the Classroom for Partisan Ends”

Anne Stockdell-Giesler, University of Tampa, FL, “Straddling the Fault Line: Trying to Create Intellectual Community in an Increasingly Isolationist Culture”

Mike Donnelly, University of Tampa, FL, “Service Learning and Civic Rhetoric: Engaging Students in the Community”
Thursday, 12:15–1:30 p.m.

**Community, Civic, & Public**

**B.36 Creating a Rhetoric of Engagement: Lessons Learned from Students Writing about AIDS in Africa**

Dearborn 2, Seventh Floor

*Chair:* Jane Stephens, High Point University, NC

*Speakers:* Jean Corey, Lee University, Cleveland, TN, “Developing a Rhetoric of Engagement”

Elizabeth Imende, High Point University, NC, “Writers as Elders: Carrying Meaning to the Center”

Jane Stephens, High Point University, NC, “Terms of Engagement: In Kenya and in the US”

**Practices of Teaching Writing**

**B.37 Entering Public Discourses: Situating Students as Authors**

Private Dining Room 17, Fifth Floor


Christine Neuwirth, Carnegie Mellon University, Pittsburgh, PA, “Allowing Students to Become Authors: What Patterns of Complication Can We See?”

**Creative Writing**

**B.38 Patient No More: Autobiographical-Rhetorical Approaches to Disease and Disability**

LaSalle 3, Seventh Floor

*Chair:* Lynn Z. Bloom, University of Connecticut, Storrs

*Speakers:* Brenda Jo Brueggemann, Ohio State University, Columbus, “Writing Mabel: A Rhetorical Exchange with ‘Ma Bell’”

Laura Gray-Rosendale, Flagstaff, AZ, “My Cancer, Myself: Some Musings on Identity”

Cindy Linden, Syracuse, NY, “Chronic Pain . . . ‘Sufferer’, ‘Victim’, ‘Patient’?: A Dramatic Exegesis of (F)Actual Events”
Thursday, 12:15–1:30 p.m.

Theory

B.39 Rhetoric and the Question of Palestine
Salon 1, Third Floor

Chair: Matthew Abraham, University of Tennessee, Knoxville
Speakers: Harriet Malinowitz, Long Island University, Brooklyn, NY, “The Use of Ethos in Jewish Post-Zionist and Anti-Occupation Writing”
Melissa Hasbrook, Michigan State University, East Lansing, “Why Writing Palestine Ruptures the Un-Memory of the U.S.A.”
Respondent: Anis Bawarshi, University of Washington, Seattle

Theory

B.40 Decentering the Center: Creating Spaces for Teachers and Students in Scholarly Conversations
Parlor C, Sixth Floor

Chair: Min-Zhan Lu, University of Wisconsin–Milwaukee
Speakers: Nancy DeJoy, Binghamton University, NY
Lisa Ede, Oregon State University, Corvallis, “Decentering the Center: Reconsidering Scholarly Practices of Representing Teachers
Respondent: Bruce Horner, University of Wisconsin–Milwaukee

Theory

B.41 Emotional Labor: The Work of Teaching
Parlor D, Sixth Floor

Chair: Devon Cook, Boise State University, ID
Speakers: Darrell Fike, Valdosta State University, GA, “It’s Written on Their Faces: The Rhetoric of Empathy”
Devan Cook, Boise State University, ID, “The Value of Mutual Respect: What We Learn from Student Complaints”
Stephanie Cox, Boise State University, ID, “Critical/Care: Judgment, Empathy, and Teacher Burnout”

Language

B.42 American Academic Writing for ESL Graduate Students in Technical Fields
LaSalle 5, Seventh Floor

Chair: Heather Bigley, University of Houston, TX
Speakers: Heather Bigley, University of Houston, TX, “Room to Grow? Writing Needs in a Technical College”
Elena Poltavtchenko, University of Houston, TX, “Experiences of ESL Graduate Students and Their Instructor”
Jennifer Shade Wilson, University of Houston, TX, “Designing a Course for Graduate-level ESL Technical Writers”
Thursday, 12:15–1:30 p.m.

Composition Programs

B.43 Creating Learning Community across the Curriculum — A Two-Year College Portrait
Private Dining Room 6, Third Floor
Chair: Duane Roen, Arizona State University, Tempe
Speakers: Xiao Wang, Broward Community College, Fort Lauderdale, FL
            Trish Joyce, Broward Community College, Fort Lauderdale, FL
            Patrick Ellingham, Broward Community College, Fort Lauderdale, FL

Practices of Teaching Writing

B.44 From Project Management to Service Learning: Professional, Visual, and Liberal
Salon 4, Third Floor
Chair: Kenneth M. Gillam, University of Southern Indiana, Evansville
Speakers: Jane Nesmith, Coe College, Cedar Rapids, IA, “Liberal Arts and Practical Learning: Using Service Learning to Cross the Space in a Professional Writing Class”
Trixie Smith, Middle Tennessee State University, Murfreesboro, “Adopting Personas and Building Ethos: Analyzing Discourse Communities for Service Learning Projects in the Professional Writing Class”

Practices of Teaching Writing

B.45 Decentered, Recentered: Writing in Katrina’s Wake
Salon 5, Third Floor
Chair: Kim C. McDonald, University of New Orleans, LA
Speaker: Kim C. McDonald, University of New Orleans, LA “Order (?) Out of Chaos: Designing an Online Freshman Composition Program in 30 Days or Less”
David Rutledge, University of New Orleans, LA, “Making Katrina Subject, Giving Writers Voice”
Gabrielle Gautreaux, University of New Orleans, LA, “It Takes a Disaster: Finally, Writing Across the Curriculum”
Inge Fink, University of New Orleans, LA, “There Are No Animal Crackers in Cyberspace: Resurrecting a Writing Center in Post-Katrina New Orleans”
Ellen Barker, Texas A&M International University, “Observing Colleagues in Crisis: A New Definition of Distance Learning”
Melissa Nicolas, University of Louisiana, Lafayette, “Keeping Us in Our Place: Women and the Academy”
C Sessions

1:45 p.m.–3:00 p.m.

Featured Session

On the Margins of Citizenship: Tests, Texts, and Spaces in the (re)Making of Literate Americans

Salon 12, Third Floor

How does the idea of literacy operate rhetorically in the (re)making of U.S. citizens? This panel focuses specifically on the laws and public policies about the rights and requirements of citizenship that are fraught with language of exclusion. Amy Wan explores the remaking of immigrants into the “good citizen” in “The Good Citizen in Progress: Literacy and Productivity in Citizenship Training, 1894–1930,” examining discourses in legislative deliberations culled from the U.S. Congressional Records and locally produced texts from Americanization programs. Such discourses, she maintains, continue to (re)create class, racial, and gender barriers to U.S. citizenship, both legal and cultural. Morris Young’s “Rhetorical Ex/In-clusions: Reimagining the Rhetorical Space of the Asiatic Barred Zone” examines legal challenges to exclusionary practices and focuses on arguments for inclusion by Asian plaintiffs, as they begin to construct identity and create claims to both juridical and cultural citizenship. In “Left Behind: The ‘High Stakes’ of (il)Literacy in the 21st Century,” Connie Kendall focuses on the conceptual and legal connections between authorized use(s) of public language, legitimacy, and access in high-stakes standardized tests of literacy. She reflects on the historical tendency of these connections to lead to worlds wherein a single test score simultaneously explains and determines who can be justifiably “left behind.” Kendall suggests new ways of theorizing the meaning and effects of recent federal interventions into the public schools via high-stakes testing policies.

Peter Mortensen, Chair—is Associate Professor of English at the University of Illinois at Urbana–Champaign, where he is Director of Rhetoric, Co-Director of the Ethnography of the University Cross-Campus Initiative, and a core affiliate of the Center for Writing Studies. He is co-author of Imagining Rhetoric: Composing Women of the Early United States (Pitt, 2002), and co-editor of Women and Literacy: Local and Global Inquiries for a New Century (Erlbaum, forthcoming) and Ethics and Representation in Qualitative Studies of Literacy (NCTE, 1996). He is completing a book on the rhetoric of illiteracy in U.S. journalistic, bureaucratic, and literary discourse at the turn of the twentieth century, and is collaborating on a book-length ethnography co-authored by an interdisciplinary team of undergraduate, graduate, and faculty researchers that studied UIUC’s Brown v. Board of Education Jubilee Commemoration in 2003–4.
Amy J. Wan is a PhD candidate in the Center for Writing Studies and Department of English at the University of Illinois at Urbana-Champaign where she has taught freshman writing and upper level courses on the rhetoric of food and creative non-fiction and has served as the Assistant Director for the Academic Writing Program. Her dissertation, Producing Good Citizens: Literacy and Citizenship in Anxious Times, studies the credentialing role of literacy for immigrants and workers in times of economic change by examining worker education and Americanization programs against the development of writing classes at public universities in the early 20th century. Other research interests include historiography, rhetorical theory, and creative non-fiction. She has published in Radical Teacher and The Massachusetts Review.


Connie Kendall is an Assistant Professor in the Department of English at the University of Kentucky, where she teaches undergraduate writing courses and a graduate seminar in composition theory and pedagogy. Her research interests include pragmatism, rhetorical theory, and the history and politics of literacy testing. Dr. Kendall’s recent work appears in Rhetorical Agendas: Political, Ethical, Spiritual (Erlbaum, 2006) and The Literacy Standard (Hampton, in press).
Her current project is a book manuscript, *Navigating a Nation: Second Wave Immigration and the Reckoning of Literacy*, which examines the sociopolitical contexts and consequences of “high-stakes” literacy testing at the turn of the 20th century.

**Chair:** Peter Mortensen, University of Illinois at Urbana-Champaign  
**Speakers:** Amy Wan, University of Illinois at Urbana-Champaign, “The Good Citizen in Progress: Literacy and Productivity in Citizenship Training, 1894-1930”  
Morris Young, Miami University, Oxford, OH, “Rhetorical Ex/In-clusions: Reimagining the Rhetorical Space of the Asiatic Barred Zone”  
Connie Kendall, University of Kentucky, Lexington, “Left Behind: The ‘High Stakes’ of (il)Literacy in the 21st Century”  
**Respondent:** Peter Mortensen, University of Illinois at Urbana-Champaign

**Computer Connection**
Upper Exhibit Hall, Fourth Floor  
1:45-3:00 p.m.

Knowledge Distribution and Delivery  
Rhetorical Delivery & The Economics of Networked Distribution: A New Approach  
Jim Ridolfo  
Mirror, Mirror on the Web: The Evolution of CCC Online  
Collin Brooke and Derek Mueller

**Practices of Teaching Writing**

**C.02 Marginalized Voices, Disenfranchised Communities, and Pedagogies of Difference: Questioning Culture and Building Coalitions in the Classroom**
Salon 2, Third Floor  
**Chair:** Danielle Mitchell, Penn State Fayette, Uniontown, PA  
**Speakers:** Lindal Buchanan, Kettering University, Flint, MI, “Speech Games: Marginalization and Delivery”  
Danika Brown, University of Texas, Pan American, Edinburg, “The Stories They Tell: Regional Identities, Cultural Constructions, and Critical Rhetoric in First-Year Composition”  
Danielle Mitchell, Penn State University Fayette, Uniontown, PA, “A Queer Community, Indeed: Revising Subjectivity, Building Coalitions, and Interrogating the Discourse of Cultural Values in a Rural, Two-Year College”  
Jessica Enoch, University of New Hampshire, Durham, “Getting Past ‘Feminists vs. Frats’: Building a Campus Community by Engaging Date-Rape Debates”
Thursday, 1:45–3:00 p.m.

Practices of Teaching Writing

C.03 Confronting Racism and Classism
Parlor F, Sixth Floor
Chair: Maureen Fitzpatrick, Johnson County Community College, Overland Park, KS
Brenda Boudreau, McKendree College, Lebanon, IL, “Teaching in the Dark: Confronting Racism and Classism through the Personal Narrative”
Angelique Davi, Bentley College, Waltham, MA, “The Contractual Admissions Composition Classroom: Race and Basic Writing”

Practices of Teaching Writing

C.04 Ethics, Academic Integrity, and Plagiarism
Montrose 1, Seventh Floor
Chair: Cary Moskovitz, Duke University, Durham, NC
Speakers: Steven Youra, California Institute of Technology, Pasadena, “Plagiarism Across the Curriculum: Who Owns This Text?”
Kim Ballard, Western Michigan University, Kalamazoo, “Stereotypes in Administrative and Instructor Decisions about Students’ Academic Integrity and Writing Instruction”
Faydra Womble, Fayetteville State University, NC, “(Un)Virtuous Writing: Community Ethics in College Composition”

Practices of Teaching Writing

C.05 (Re)Inventing, (Re)Creating, and (Re)Naming in the Writing Classroom
Parlor G, Sixth Floor
Chair: Mary Koral, Eastern Michigan University, Ypsilanti
Speakers: Sara Webb-Sunderhaus, Ohio State University, Columbus,“(Re)Inventing the University: Appalachian Students Composing Community in the Composition Classroom”
Nina Murakami, Arizona State University, Tempe, “Cultural Negotiation and the Indigenous Student: Creating the ‘Third Cultural Reality’ of the Writing Class”
Mary Koral, Eastern Michigan University, Ypsilanti, “Found Reading and Writing/Students Claiming and Naming”
Thursday, 1:45–3:00 p.m.

Practices of Teaching Writing

C.06 Using Genre to Help Students Envision Themselves as Writers
Parlor H, Sixth Floor

Scott Whiddon, Louisiana State University, Baton Rouge, “From Cellblock to Center: Literacy, Identity, and the Angolite”

Practices of Teaching Writing

C.07 Mystic Writing: Tao and Zen in the Classroom
Private Dining Room 4, Third Floor

Chair: Catherine Schuler

Speakers: Barbara Gordon, Elon University, NC, “Much Ado about Nothing: Teaching Zen Writing and Rhetoric”
Gina Briefs-Elgin, New Mexico Highlands University, Santa Fe, “Lessons with the Mystics: Refreshing Our Vision at Mid-Career”

Practices of Teaching Writing

C.08 Assessment in Context
Salon 11, Third Floor

Chair: Diana Bell, University of Alabama–Huntsville

Speakers: Vicki Hester, Texas Tech University, Lubbock, “Contextual and Acontextual Practices of Assessment and Response: Can We Embrace Contraries?”
Drew M. Loewe, Texas Christian University, Fort Worth, “What Are We Doing when We Teach and Assess Argument?”
Sharynn Etheridge-Logan, Tennessee State University, Nashville, “Re-Claiming African American College Students Left Behind: A Case Study in Progress on the Use of Portfolio-Based Writing Assessment at the Intersection of Teaching and Learning”

Composition Programs

Burnham 2, Seventh Floor

Chair: Kristi Serrano, Texas Christian University, Fort Worth

Speakers: Dan Bauer, Georgia College & State University, Milledgeville, “‘The Marriage of Heaven and Hell’: Uniting Textual and Process Pedagogies”
Peter M. Carriere, Georgia College & State University, Milledgeville, “‘The Marriage of Heaven and Hell’: Uniting Textual and Process Pedagogies”
Kristi Serrano, Texas Christian University, Fort Worth, “Using the Heuristics of the Progymnasmata Across the Curriculum”
Thursday, 1:45–3:00 p.m.

*Composition Programs*

**C.10 Preparing for Our Careers—Pre-Service Courses and Mentorship**
Burnham 1, Seventh Floor

*Chair:* Emily Isaacs, Montclair State University, Upper Montclair, NJ

*Speakers:* Emily Isaacs, Montclair State University, Upper Montclair, NJ,

“‘Book Learning’ vs ‘Hands-on Learning’: Teaching Pre-Service Teacher Education Students How to Teach Writing”

Tom Pace, John Carroll University, University Heights, OH, “Reaching Out: Graduate Education and the Resistance to Composition Pedagogy”

*Composition Programs*

**C.11 Forging Alliances: Community Activism and Social Justice in First-Year Composition**
Salon 1, Third Floor

*Chair:* Anne-Marie Hall, University of Arizona, Tucson

*Speakers:* Anna Varley, University of Arizona, Tucson, “Building Community Bridges: Composition Student Mentors”
Kelly Myers, University of Arizona, Tucson, “Critical Community Literacy in the Basic Writing Classroom”
Shelley Hawthorne, University of Arizona, Tucson, “Speaking Out: Seeking Involvement in the Community”
Katie Johnson, University of Arizona, Tucson, “Creating Communities of Support for Underrepresented Students”

*Composition Programs*

**C.12 Writing Campus Culture**
Burnham 4, Seventh Floor

*Chair:* David Bartholomae, University of Pittsburgh, PA

*Speakers:* Ann Blakeslee, Eastern Michigan University, Ypsilanti, “Turning Resistance to Enthusiasm: Fostering a Campus Culture that Supports Writing”
Jane Cogie, Southern Illinois University, Carbondale, “The Challenges of Building Community through Writing Center Outreach Work”
Elizabeth Matway, University of Pittsburgh, PA, “The Other Faculty: What Professors Really Say about Writing in Their Disciplines”

*Composition Programs*

**C.13 Frames that Define Us: Therapy, Rhetoric, and Diversity**
Parlor C, Sixth Floor

*Chair:* Chidsey Dickson, Lynchburg College, VA
Thursday, 1:45–3:00 p.m.

**Speakers:** Russell Sprinkle, The University of Toledo, OH, “‘We’re Writing Instructors, Not Therapists...’ Oh Yeah?...”
Kay Mooy, University of Texas at El Paso, “The Rhetorical Context of a GED Preparatory Program”
Margaret Himley, Syracuse University, NY, “Putting ‘Diversity’ to Work in FYC”

**Theory**

**C.14 Compassion, Forgiveness and Human Rights: Theories of Rhetorical Inquiry**
Private Dining Room 16, Fifth Floor

*Chair:* Cheryl Lyda, Idaho State University, Pocatello

*Speakers:* Matthew Newcomb, Pennsylvania State University, University Park, “Composing Compassion: Hannah Arendt, Michael Ignatieff, and Writing about Suffering”
Don Kraemer, California State Polytechnic University, Pomona, “A Rhetoric of Forgiveness: Refusing Binary Reconciliation”

**Theory**

**C.15 Forces Shaping Stylistic Clarity and Gender in Writing**
Private Dining Room 17, Fifth Floor

*Chair:* Billie Jones, Shippensburg University, PA

*Speakers:* Bess Fox, University of Kentucky, Lexington, “Bodies of Authority in Composition”
Kendall Leon, Michigan State University, East Lansing, “Style,Inc: The Privatization of Literacy and the Politics of Plainness”
Ian Barnard, California State University, Northridge, “Against Clarity as a Criterion of Effective Writing”

**Theory**

**C.16 Theories of Gender Construction: From the 19th Century to Contemporary Times**
Salon 10, Third Floor

*Chair:* Judith Fourzan, University of Texas, El Paso

*Speakers:* Andrea Cleaves, Bowling Green State University, OH, “‘Mr.’ Jack-in-the-Box: How 19th Century Conduct and Etiquette Books Packaged American Manhood”
Ronit Sarig, California State University, Northridge, “From The Coquette to The Rules – How Has Relationship Advice to Women Changed, if at All?”
Michael Michaud, University of New Hampshire, Durham, “Making Gender More Visible: Merging Men’s Studies and Composition”
Thursday, 1:45–3:00 p.m.

Theory

C.17 Classroom and Race Issues for Building Community
Salon 3, Third Floor

Chair: Mary Alexandra Rojas, Teachers College, Columbia University, New York

Speakers: Soncerey L. Montgomery, Winston-Salem State University, NC, “Looking through the Window: An Examination of African American Students’ Perceptions about Ethnic Identity Development and Educational Experiences”


Mary Alexandra Rojas, Teachers College, Columbia University, New York, “Creating Latino/a Identities with High School English Literature Selections”

Theory

C.18 Alternative Rhetorics: Postcolonial, Race, Womanist
Private Dining Room 5, Third Floor

Chair: Brenda Tuberville, University of Texas, Tyler

Speakers: Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing, “The Womanist Rhetorics of Pan-Indigeneity: Cherríe Moraga’s Decolonial Protocols”

Erika Spohrer, Eckerd College, St. Petersburg, FL, “Becoming Extra-Textual: Celebrity Discourse and Paul Robeson’s Political Transformation”

Mariam Durrani, University of New Mexico, Albuquerque, “Postcolonial Texts in Composition Studies: Finding Practical Pedagogical Use of Postcolonial Theory”

History

C.19 Jane Addams: Intellect and Influence
Private Dining Room 7, Third Floor

Chair: Diane Chin, University of Illinois at Chicago

Speakers: Lanette Grate, University of Central Arkansas, Conway, “Jane Addams: Pacifism and the Cultural Other”

Melissa Fiesta, California State University, Long Beach, “Unsettling Jane Addams’s Settlement (House) Rhetoric”

Glenda Jones, University of Illinois at Chicago, “The Rhetoric of Sexuality: Jane Addams and Mary Rozet Smith”
History

C.20 From Vernacular to Global: What's Become of English?
Private Dining Room 9, Third Floor

Chair: Allison Denman Holland, University of Arkansas at Little Rock
M. Wade Mahon, University of Wisconsin–Stevens Point, “The Other 18th-Century Elocutionists: Watts, Fordyce, Gentleman, Barrie, and the Role of Elocution in the Development of English Literature”
Patrick Ryan, Texas A&M University–Texarkana, “Thomas Wilson’s Arte of Rhetorique and Elizabethan Community”

Research

C.21 Inviting Ourselves In: Employing Collaborative Methodologies to Explore Student Underlife
Salon 8, Third Floor

Chair: Nicole Kraemer Munday, Salisbury University, MD
Speakers: Nicole Kraemer Munday, Salisbury University, MD, “Peer Response in a Freshman Residence Hall: Collecting Data with the Help of Student Recorders”
Helen Dalphonse, Salisbury University, MD, “The Challenges and Opportunities of Student/Teacher Collaborative Research”
Megan Vicchio, Salisbury University, MD, “‘Can You Hear Me Now?’: Enhancing the Student/Teacher Connection through Collaborative Research”

Research

C.22 Students as Researchers
Private Dining Room 8, Third Floor

Z. Z. Lehmberg, Northern Michigan University, Marquette, “In Their Own Words: A Case Study of Emerging Rhetoric Literacy”
Laurie Grobman, Penn State University, University Park, “Undergraduate Research in the Center Space: The Work of Young Scholars in Writing—Undergraduate Research in Writing and Rhetoric”

Thursday, 1:45–3:00 p.m.
Thursday, 1:45–3:00 p.m.

**Information Technologies**

**C.23 Ethnography in the Digital Age**
LaSalle 5, Seventh Floor

*Chair:* Anna Purnell, Madison Area Technical College, WI

*Speakers:* Margaret Gonzales, University of Illinois at Chicago, “The Other Side of the Digital Divide: An Ethnographic Study of a Working Class, Minority Community on the Southeast Side of Chicago”

Dana Cammack, Montclair State University, NJ, “Lectio Technologia: An Ethnographic Study of the Literacy and Technology Practices Using a Multimedia Study Environment in a College Course”


**Information Technologies**

**C.24 Picture This. . . : Visual Literacies from Zine to Virtual Responses**
Clark 7, Seventh Floor

*Speakers:* Scott Warnock, Drexel University, Philadelphia, PA, “Virtual Responses: Using Video Capture Software for Asynchronous as Writing Feedback”

Valerie Hanson, Philadelphia University, Philadelphia, PA, “‘Is This a Picture or a Database?’ Building Critical Visual Literacy Strategies for Informatic Images”

Jeffrey Maxson, Rowan University, Glassboro, NJ, “Establishing Ethos through Design: ‘Street Cred’ in Online Riotgrrrl Zines”

**Institutional and Professional**

**C.25 Exploring the Spaces of Composition**
Dearborn 3, Seventh Floor

*Chair:* Janice Walker, Georgia Southern University, Statesboro


Pamela Martin, Georgia Southern University, Statesboro, “Culture in the Classroom: Building Communities through Power Relations”

Janice Walker, Georgia Southern University, Statesboro, “From Junior Faculty to Tenure in Three Easy Lessons”

Beverly Moss, The Ohio State University, Columbus, “Community Outreach, University Agendas, and Conflicting Discourses of Interest”
Institutional and Professional

C.26 Independently Healthy, Wealthy, and Wise: Evolution within a Freestanding Writing Program
Parlor E, Sixth Floor
Chair: Donna Nelson-Beene, Bowling Green State University, OH
Speakers: Abigail Cloud, Bowling Green State University, OH, “Building Community: Faculty Development in a Newly-Designed Composition Program”
Amy Rybak, Bowling Green State University, OH, “Building Culture: It’s All about Portfolio Assessment”
Carol O’Shea, Bowling Green State University, OH, “Building a Coalition: A Learning Outcomes Assessment Project”

Institutional and Professional

C.27 Student Journals as Middle Ground: Is There a There There?
Dearborn 2, Seventh Floor
Chair: Geoffrey Sauer, Iowa State University, Ames
Speakers: Karen Gulbrandsen, Iowa State University, Ames, “Excavating the Middle Ground”
Matthew Search, Iowa State University, Ames
Geoffrey Sauer, Iowa State University, Ames
Thursday, 1:45–3:00 p.m.

**Institutional and Professional**

**C.28 Building Community on Campus for OCD/Asperger’s/NLD Composition Students: Assessment and Collaboration**

Dearborn 1, Seventh Floor

*Chair:* Lynda Walsh, New Mexico Institute of Mining and Technology, Socorro

*Speakers:* Cheryl Olman, University of Minnesota, MN, “Pervasive Developmental Disorders as They Relate to Reading, Writing, and Socialization in the Composition Classroom: A Functional MRI Assessment”

Katherine Wills, Indiana University-Purdue University, Indianapolis, “Classroom Politics of Autism Syndrome Disorder”

April Mann, University of Miami, Coral Gables, FL, “The Structure of Accommodation: Asperger’s Syndrome in the Writing Center”

Marcia Ribble, University of Cincinnati, OH, “Basic Writing Students with Autism in the Composition Classroom”

Stephen Cormany, University of Cincinnati, OH, “Basic Writing Students with Autism in the Composition Classroom”

Brandi L. Smith, Indiana University Columbus, IN, “Classroom Politics of Autism Syndrome Disorder”

Judith Spector, Indiana University-Purdue University, Indianapolis, “Classroom Politics of Autism Syndrome Disorder”

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**C.29 Claiming Our Moment: Constructing a Writing Major**

Clark 5, Seventh Floor

*Chair:* Nedra Reynolds, University of Rhode Island, Kingston

*Speakers:* Nedra Reynolds, University of Rhode Island, Kingston, “Habits of Mind: Memory and the Writing Major”

Jeremiah Dyehouse, University of Rhode Island, Kingston, “Ethos and Information in a New Key”

Libby Miles, University of Rhode Island, Kingston, “Circulation and the Writing Major: Rhetorical Designs, Structural Change, and Institutional Action”

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**C.30 The Academy’s Stepdaughter: Female Adjuncts in University English Departments**

Crystal Room, Third Floor

*Chair:* Elizabeth Kelly, Western Carolina University, Cullowhee, NC

*Speakers:* Elizabeth Kelly, Western Carolina University, Cullowhee, NC, “Standing on the Edge: Issues Concerning Female Contingent Faculty in Composition Programs”
Thursday, 1:45–3:00 p.m.

Elisabeth Aiken, St. Leo University, FL, “Use of Gender-based Topics in the Classroom: News from the Front”
Elizabeth Reese, Western Carolina University, Cullowhee, NC, “Perceptions: Survey Results of First Year Composition Students”
Beth Keefauver, Western Carolina University, Cullowhee, NC, “‘Between a rock and a hard place’: Female NTTF Negotiating Pedagogy, Power, and Identity”

Language

C.31 Creating a Common Space for Native and Nonnative English Speakers in Composition

Private Dining Room 18, Fifth Floor

Chair: Margaret Rustick, California State University, East Bay, Hayward
Speakers: Margaret Rustick, California State University, East Bay, Hayward, “Conversing across the Fence”
Sarah Nielsen, California State University, East Bay, Hayward, “Conversing across the Fence”
Kimberly Costino, California State University, San Bernardino, “Exploring the Disciplinary Ideologies in Linguistics and Composition: Why We Do the Things We Do (and What Our Students Think about It)”
Sunny Hyon, California State University, San Bernardino, “Exploring the Disciplinary Ideologies in Linguistics and Composition: Why We Do the Things We Do (and What Our Students Think about It)”

Language

C.32 Culture, Environment, Ability: How Narrative Shapes Past and Present

LaSalle 2, Seventh Floor

Chair: Brian Lewis, Century College, White Bear Lake, MN
Speakers: David Marquard, University of Nevada, Reno, “What the Past Can Tell Us about the Present: An Analysis of Narratives from Established Working Class Academics and Narratives from Working-Class Graduate Comp/Rhet Students”
Steven J. Corbett, University of Washington, Seattle, “Environmental (and Audience) Friendliness: Where Ecocriticism, Literature, and Rhetoric Meet”
John Duffy, University of Notre Dame, IN, “Not So Much a Dragon, Not So Far as Mars: Toward a Rhetoric of Autism”
Thursday, 1:45–3:00 p.m.

Language

C.33 Pedagogical Considerations for Teaching Language Cross-Culturally

LaSalle 1, Seventh Floor

Speakers: Julia Morrissey, Kennesaw State University, GA, “Using ESL Composition to Create Cross-Cultural Center Spaces Where Writing Can Flourish”
Barbara Monroe, Washington State University, Pullman, “A Yakama Way of Knowing: A Study in Contrastive Rhetoric”
Ed Jones, Seton Hall University, South Orange, NJ, “The Role of Self-Beliefs in Immigrant/ESL Students’ Success in First-Year Writing Classes”

Creative Writing

C.34 Something about Poetry-Building Communities

Montrose 7, Seventh Floor

Chair: Christopher Ervin, University of South Dakota, Vermillion
Speakers: John Rodriguez, CUNY Graduate School & University Center, NY, “When We Was Boys: The Ethnography of a Teen Poetry Program”
Adrienne Cassel, Sinclair Community College, Dayton, OH, “Beyond the Red Wheelbarrow: Writing about Intercultural Poets and Poetry”
Jennifer Richardson, University of Hawai’i – Hilo, “Building Community in Creative Writing Pedagogy: The Living Poets Project”

Professional and Technical Writing

C.35 Writing without the Academy

Parlor D, Sixth Floor

Chair: Dionne Feliz, Oakwood College, Huntsville, AL
Speakers: Mike Duncan, University of Memphis, TN, “The Rhetoric of Termination Letters”
Melody Bowdon, University of Central Florida, Orlando, “Professional Writing in the Nonprofit Sector”
Mark Smith, Valdosta State University, GA, “Legal Writing Made Easy: Enthymeme, Induction, and Kairos Exemplified”

Professional and Technical Writing

C.36 Using Crisis Communication to Motivate Students and Enhance Learning

Clark 10, Seventh Floor

Chair: Deborah Andrews, University of Delaware, Newark
Speakers: Deborah Andrews, University of Delaware, Newark, “‘We’re in Deep Trouble’: Crises in a Media Society”
John Jebb, University of Delaware, Newark, “Responding to Crises on the Web: Case Studies in Academic Athletics”
Melinda Knight, George Washington University, Washington, D.C., “Crafting an Organization’s Image and Reputation”

**Community, Civic, & Public**

C.37 **Cultures of Adult Learners: Contributions to the Academy**
Salon 9, Third Floor
*Chair:* Huatong Sun, Grand Valley State University, Allendale, MI
*Speakers:* Harvey Kail, University of Maine, Orono, “Situated in the Center: The Peer Writing Tutor Alumni Research Project”
Cathy Leaker, Empire State College, Hauppuage, NY, “Writing Out the Triple Margins: Centering Adult Writers in Composition Policy and Practice”
Amy Clark, The University of Virginia’s College at Wise, “We Are Our Mothers’ Words: The Vernacular Literacy Practices of Three Generations of Central Appalachian Women”

C.38 **From Casinos to Prison: Connecting Labor to Literacy**
Salon 4, Third Floor
*Chair:* Ilene Rubenstein, California State University, Northridge
*Speakers:* Jeffrey Jablonski, University of Nevada, Las Vegas, “The Resort-Casino: A Case Study of Community and Workplace Literacy in a Service Economy”
Meghan Bacino, Michigan State University, East Lansing, “Writing as a Social Act: What Working Class Writers Can Teach Us about Identity, Community, and Non-mainstream Ways of Knowing”
Dalyn Luedtke, University of Arizona, Tucson, “Detained Literacy: Inmates and the GED”

C.39 **Service Learning and Learning Communities: Connecting Lives to Social Change**
Salon 5, Third Floor
*Chair:* Janet Lucas, Peninsula College, Port Angeles, WA
*Speakers:* Catherine Fox, St. Cloud State University, MN, “From Surviving to Thriving: Connecting Lives to Social Change through First-Year Experience Learning Communities”
Tracy Ore, St. Cloud State University, MN, “From Surviving to Thriving: Connecting Lives to Social Change through First-Year Experience Learning Communities”
David Coogan, Virginia Commonwealth University, Richmond, “Community Organizing in Rhet/Comp: Building Frameworks for Social Change”
Thursday, 1:45–3:00 p.m.

*Community, Civic, & Public*

**C.40 Who Sponsors the Sponsors?: Reassessing Global Literacies**

*Salon 6, Third Floor*

*Chair:* Jennie Nelson, Ohio University, Athens  
*Speakers:*  
Richard Zumkhawala-Cook, Shippensburg University, PA, “The World Banking Model of Education: Composition and the Literacy of Globalization”  
Sarah Yoder, Texas Christian University, Fort Worth, “Narrations of Literacy: Reassessing Literacy through Wales’ Bilingual Policy Debates”  

**Information Technologies**

**C.41 Composing from the Center of the Frame: Digital Media in the Composition Classroom**

*Wabash Room, Third Floor*

*Chair:* Marcy Bauman, Lansing Community College, MI  
*Speakers:*  
Marcy Bauman, Lansing Community College, MI, “Fifteen Minutes of Fame”  
Leslie Farris, Lansing Community College, MI, “Integrating Student-Generated Media into Discussion Materials”  
Dedria Humphries, Lansing Community College, MI, “A Self-Image in Search of a Voice”

**Practices of Teaching Writing**

**C.42 Building Community/Drawing on Community: Three Approaches to Theme-Based Courses**

*LaSalle 3, Seventh Floor*

*Speakers:*  
Anita Guynn, University of North Carolina, Pembroke, “Thinking the Unthinkable in First-Year Comp”  
Virginia Jones, University of North Carolina, Pembroke, “Studying Gender Communications with Adapted Ethnographic Assignments”  
Kim Gunter, University of North Carolina, Pembroke, “Queering Classroom Communities through Themed Courses”
Theory

C.43 Plagiarism of Property or as Place: Why Students Don’t Differentiate between Voice and Occupying a Place

Private Dining Room 6, Third Floor

Chair: K. J. Peters, Loyola Marymount University, Los Angeles, CA
Speakers: Petra Taylor, Loyola Marymount University, Los Angeles, CA, “Plagiarism as Simulacrum”
Christine Dvornik, Loyola Marymount University, Los Angeles, CA, “The Pedagogical Architecture of the University”
Deanna Drew, Loyola Marymount University, Los Angeles, CA, “Plagiarism Occupies the Universities’ Place”
Jennifer Belichesky, Loyola Marymount University, Los Angeles, CA, “Displacing Gender and the Place of Plagiarism”

C.44 Reviewing Manuscript Submissions for COLLEGE COMPOSITION AND COMMUNICATION and COLLEGE ENGLISH

Salon 7, Third Floor

Chair: John Schilb, Indiana University, Bloomington
Discussion Leader: John Schilb, Indiana University, Bloomington

Practices of Teaching Writing

C.45 Teaching Difficulty: Theory and Enactments

Parlor A, Sixth Floor

Chair: Mariolina Salvatori, University of Pittsburgh, PA
Speakers: Mariolina Salvatori, University of Pittsburgh, PA, “Difficult Theory”
Patricia Donahue, Lafayette College, Easton, PA, “The Difficult Classroom: Intersections of Reading and Writing in First-Year Composition”
Sheridan Blau, University of California, Santa Barbara, CA, “Teaching Authentic Academic Writing in College Literature Classes: Genre Theory in Practice in a Classroom Community”
Dale Bauer, University of Illinois, Urbana-Champaign, “Responding to Difficulty”
Thursday, 3:15–4:30 p.m.

D Sessions

3:15 p.m.–4:30 p.m.

Featured Session

Changing the World through Words and Deeds

Crystal Room, Third Floor

Mardge Hillary Cohen, MD is a trailblazer in treating women with HIV, the virus that causes AIDS. She is an advocate for women who have no voice. In the spring of 1994, as most of the world—including the United States—watched, “never again” happened again. More than 800,000 men, women, and children in Rwanda were bludgeoned, stabbed, blown up, burned alive, shot, strangled, drowned, and hacked to death in 100 days of premeditated madness. During this time men infected with HIV raped countless numbers of women. Now, 11 years later, many of the women who survived the abuse are dying of AIDS. For them, the genocide continues, a sort of “murder on the installment plan.” Dr. Mardge Cohen has been traveling between Chicago and Kigali to set up an HIV clinic and a research project that tracks the disease in women tormented by the restless ghosts of genocide. “We deserted this country once,” Cohen says. “We shouldn’t do it again.” Dr. Cohen joins us to share her important story of activism, caring, and advocacy for the voiceless.

Mardge H. Cohen is a Senior Physician at Stroger (Cook County) Hospital in Chicago. Dr. Cohen has been the Director of Women’s HIV Research since 2000. She has also been the Principal Investigator for the Women’s Interagency HIV Study Chicago Consortium since 1994, and is currently Principal Investigator of the Chicago site of the Centers for Disease Control multi-site study, “Mother Infant Rapid Intervention at Delivery.” She has been Co-Investigator for the Cook County Hospital Community Program Clinical Research on AIDS and the Subunit of the Women Infant Transmission Study since 1990 and 1991, respectively. Dr. Cohen is the founder and former director of the Women and Children HIV program at Cook County Hospital, a program she founded in 1988, with the help of Robert Wood Johnson funding in 1989 and Ryan White Title IV support in 1993. The program has grown to serve more than 1,200 women, partners, and children with HIV infection. She is the author of dozens of publications, is the recipient of the Ron Sable Activist Award from the Crossroads Fund Chicago, was named Advocate of the Year by the AIDS Legal Council of Chicago, and recognized as the Service Provider of the Year by the AIDS Foundation of Chicago. Join Dr. Cohen as she shares her life’s work, and her story of public engagement and responsibility.
Computer Connection
Upper Exhibit Hall, Fourth Floor
3:15-4:30 p.m.

Remediation and Multimedia Composing
Composing Multimedia: Usability and Remediation
Colleen Reilly
“Leeroy Jenkins!” Gaming and Visual Argumentation
Andréa Davis

Practices of Teaching Writing
D.02 Fiction Weds Expository Prose: Creative Nonfiction in the College Classroom
Burnham 4, Seventh Floor
Chair: Deborah Noonan, University of South Florida, Tampa
Speakers: Deborah Noonan, University of South Florida, Tampa, “Fiction Is the Answer, Research Is the Question”
Susan Boerckel, University of South Florida, Tampa, “Stream of Consciousness and Student Writers”
Dianne Smith, University of South Florida, Tampa, “The Pedagogy of Creative Writing in the Composition Classroom”

Practices of Teaching Writing
D.03 The Practice of Revision and the Revision of Practice: Three Stories of Teacher Change
Burnham 2, Seventh Floor
Chair: Thomas Batt, Maine Maritime Academy, Castine
Speakers: Thomas Batt, Maine Maritime Academy, Castine, “The Practice of Revision and the Revision of Practice: Three Stories of Teacher Change”
Eileen Donovan-Kranz, Boston College, Chestnut Hill, MA, “The Practice of Revision and the Revision of Practice: Three Stories of Teacher Change”
Leon Raikes, Husson College, Bangor, ME, “The Practice of Revision and the Revision of Practice: Three Stories of Teacher Change”
Thursday, 3:15–4:30 p.m.

Practices of Teaching Writing

D.04 Technologically-Rich, Multimodal Composing: Have We Bridged the Digital Divide?

Wabash Room, Third Floor

Chair: Margaret Shaw, Kent State University, OH

Speakers: Margaret Shaw, Kent State University, OH, “How—or Should We—Bridge the Digital Divide: Some Concerns about Multi-Modal Composing in First-Year Composition Classes”

Bev Neiderman, Kent State University, OH, “Successful Multi-Modal Assignments: Adapting the Work of a Computer Classroom to a Non-Digital Environment”

Geraldine Winter, Kent State University, OH, “Eliminating the Struggle between the Technical and the Textual: Teaching Appropriate Software before Making a Multi-Modal Assignment”

Marilyn Seguin, Kent State University, OH, “Bridging the Digital Divide: Using Collaborative Technology Tools Effectively in the Composition Classroom”

Practices of Teaching Writing

D.05 How Minds Matter: Some Lessons of Cognitive Science for Writing Pedagogy

Private Dining Room 5, Third Floor

Chair: Greg Colomb, University of Virginia, Charlottesville

Speakers: Joseph Bizup, Columbia University, New York, NY, “Recovering an Intentional Stance: From Natural Kinds to Artifacts in Compositon Pedagogy”

Philip Eubanks, Northern Illinois University, De Kalb, “What Kind of Thing Is Writing?: How Folks Figure the Category Writing”

Greg Colomb, University of Virginia, Charlottesville, “Cognitive Salience: Why Some Advice Matters More than Other”

Practices of Teaching Writing

D.06 Wireless Computer Use in a Freshman Learning Community

Burnham 1, Seventh Floor

Chair: Susan Popham, University of Memphis, TN

Speakers: Susan Popham, University of Memphis, TN, “Activity Theory, Wireless Laptops, and Learning Communities: Community Engagement and Complex Objects”

Donna Daulton, University of Memphis, TN, “DISC Personality Inventory and Technology Uses”

Joseph Jones, University of Memphis, TN, “Perceptions of Writing and Technology”
Thursday, 3:15–4:30 p.m.

Practices of Teaching Writing

D.07 Bringing Students In from the Cold: Creating “Insiders” – and Better Writers – through Discourse Community Writing Projects
Clark 7, Seventh Floor
Chair: MaryAnn Crawford, Central Michigan University, Mt. Pleasant
Speakers: Lori Rogers, Central Michigan University, Mt. Pleasant, “Student Discourses as Classroom Resources”
John Dinan, Central Michigan University, Mt. Pleasant, “Out from Behind Theory: Getting a Discourse-Community Analysis Assignment to Actually Work”
Christina Montgomery, Central Michigan University, Mt. Pleasant, “Using Discourse Analysis to Demystify Academic Communities”

Practices of Teaching Writing

D.08 Alternative Rhetorics in a Global Age: Making and Breaking the Center Space for “Nation” in College Composition
Parlor G, Sixth Floor
Chair: Kenneth Lindblom, Stony Brook University (SUNY), NY
Speakers: James Bowman, University of Arizona, Tucson
Jennifer deWinter, University of Arizona, Tucson, “Exploring a Rhetoric of Dependence: Writing Selves into Communities”
Daniel Griffin, University of Arizona, Tucson, “Rhetoric Beyond City-States and Nation-States: Returning to Sophistic Rhetorics”

Practices of Teaching Writing

D.09 More than Meets the Eye: Composition and Comics
Salon 7, Third Floor
Chair: John Trimbur, Worcester Polytechnic Institute, MA
Speakers: Diana George, Virginia Tech, Blacksburg, “Gutter Work: The Spaces of Writing”
Marilyn Cooper, Michigan Technological University, Houghton, “Comics Seriously”
Peter Schiff, Northern Kentucky University, Ft. Thomas, “Beware the Rough Draft Avenger! Comic Books as Models for Advanced Revision and Editing”
Thursday, 3:15–4:30 p.m.

Composition Programs

D.10 Renegotiating Program-wide Portfolio Assessment: Building Community through Assessment

Private Dining Room 16, Fifth Floor

Chair: Kelly Kinney, University of Notre Dame, South Bend, IN
Speakers: Kelly Kinney, University of Notre Dame, South Bend, IN, “A New WPA, a New Assessment Program”
Connie Mick, University of Notre Dame, South Bend, IN, “Perspective of a Seasoned Administrator”
Kim Orlijan, University of Notre Dame, South Bend, IN, “Hesitations with Revising Assessment Model”
Diane Persin, University of Notre Dame, South Bend, IN, “Perspective of a Graduate Student WPA and FYC Instructor”

Composition Programs

D.11 Convergence and Change: Re-Crafting a Composition Program from Two Semesters to One

Salon 1, Third Floor

Chair: Deborah James, University of North Carolina, Asheville
Speakers: Mary Alm, University of North Carolina, Asheville, “The Dancer or the Dance: Negotiating with the Campus”
Jim Driggers, University of North Carolina, Asheville, “Emergence of the Pod-People: Forging Community through Change”
Lorena Russell, University of North Carolina, Asheville, “Shape Shifting in the Composition Classroom”
Eileen Crowe, University of North Carolina, Asheville, “Saving Isaac: Creating Space for Personal Writing”

Composition Programs

D.12 Going Public with Writing: The Writing Center, the Coffee House, the Web

LaSalle 5, Seventh Floor

Chair: Sheila Kennedy, Lewis University, Romeoville, IL
Speakers: Sheila Kennedy, Lewis University, Romeoville, IL, “When Writing Center Tutors Go Public”
Buzz Pounds, Lewis University, Romeoville, IL, “The Public Space of Creative Writing”
Christopher Wielgos, Lewis University, Romeoville, IL, “Going Public with My College Career: Web Portfolios and the Prospect of Public Assessment of Student Achievement”
Composition Programs

D.13 Automated Essay Grading in the Sociology Classroom: Finding Common Ground
Parlor D, Sixth Floor
Chair: Bill Condon, Washington State University, Pullman
Speakers: Martha Townsend, University of Missouri–Columbia, “The WAC Director’s Perspective”
Edward Brent, University of Missouri–Columbia, MO, “The Professor/Software Developer’s Perspective”
Respondent: Kathleen Bell, University of Central Florida, Orlando

Composition Programs

D.14 Writing at the Center
Private Dining Room 4, Third Floor
Chair: Carol Nelson-Burns, University of Toledo, OH
Speaker: Josh Wilson, University of Toledo, OH, “At the Writing Center: A Qualitative Review of Tutoring Summaries and What They Reveal about the Tutoring Process”
Elizabeth Stockham, University of Toledo, OH, “Conversation and Composition: Cultural Nuances and Language Competencies”
Michael Brooks, University of Toledo, OH, “Continuing the Conversation: tutoring at the eWriting Center—Lessons to be Learned”
Sara Yaklin, University of Toledo, OH, “The Next Generation: Training the Teachers, Training the Tutors—How and When to Tech Them to do What”

Theory

D.15 Working with Students with Intellectual Disabilities, the Emerging Civil Rights Issue of Academia: Composition Teachers Combine a Spirit of Advocacy with Accountability for LD Students in Our Writing Classrooms
Salon 6, Third Floor
Chair: Joanna Johnson, University of Miami, FL
Presenters: Zach Hickman, University of Miami, FL, “Ensuring Intellectual Access to the Process: The Coalition between Learning Disabled Students and Project-Based Writing”
Respondent: Patricia A. Dunn, Stony Brook University, New York
Thursday, 3:15–4:30 p.m.

Theory

D.16 Rhetorics for Building Coalitions and Unifying Communities: Jane Addams, Socrates, Martin Luther King, Jr., and Michel Foucault

Salon 5, Third Floor

Chair: Patricia Suzanne Sullivan, Shippensburg University, PA

Speakers: Robert Danisch, Concordia University, Montreal, Quebec, Canada, “Jane Addams’ Inclusive Rhetoric: Articulating the Collective Voice of Multicultural Democracies”
John Poulakos, University of Pittsburgh, PA, “Literacies for the Common Good: Isocratean Rhetoric in the Service of Unity”
Patricia Suzanne Sullivan, Northeastern University, Boston, MA, “Models, Theories, and Pedagogies for Revising Commonsense to Create New Center Spaces and Coalitions: Martin Luther King, Jr., Michel Foucault, and Commonplace Notebooks”

Theory

D.17 Silently Literate: Composing a Composition Across the Global/Local Nexus

Salon 4, Third Floor

Chair: Christopher Garcia, Indiana University of Pennsylvania

Speakers: Massaer Paye, Indiana University of Pennsylvania, “Ways of Knowing, Languages for Knowing: Internalizing Our Invisibility”
Ikuko Fujiwara, Indiana University of Pennsylvania, “Defining and Refining: Realizing Both Global and Local Knowledge”
Christopher Garcia, Indiana University of Pennsylvania

Theory

D.18 Betwixt and Between: Three Mediations of Social Practice, Theory, and Teaching

Private Dining Room 17, Fifth Floor

Chair: Jean Nienkamp, Indiana University of Pennsylvania

Speakers: Jean Nienkamp, Indiana University of Pennsylvania, “Between Absolutism and Relativism: The Role of Rhetoric in Public Ethical Debates”
Thursday, 3:15–4:30 p.m.

**Theory**

**D.19 Inventing [DIS]topia: Rhetorics of Un[DIS]ciplined Agency**  
Salon 8, Third Floor

*Chair:* Marian Lupo, The Ohio State University, Columbus  
*Speakers:* Wendy Chrisman, The Ohio State University, Columbus, “[DIS]gusting and [DIS]placing: [DIS]ordering the [DIS]ability Hierarchy in Higher Education and Beyond”  
Michael Sasso, The Ohio State University, Columbus, “[DIS]representations of [UN]reasonably Accommodated Selves: Self-Advocacy and the Composition of Competence by People with Psychiatric Disabilities”  
Marian Lupo, The Ohio State University, Columbus, “‘And then they stuck the wires to my head’: [DIS]identification, [DIS]association, and [DIS]integration of the Ego as Rhetorical Interventions”

**History**

**D.20 Economies of Culture and Composition**  
Private Dining Room 6, Third Floor

*Chair:* Jeremy Solomons, SUNY, Stony Brook  
*Speakers:* Jennifer Campbell, Auburn University, AL, “A Tale of Two Centers: The History of Popular Culture Studies and Cultural Studies in Composition Scholarship and Pedagogy”  
Christine Norris, University of Nevada, Reno, “From Julia to Martha: The Rhetoric of the Domestic Diva”

**History**

**D.21 Literacy, Ideology, and Oppression**  
Private Dining Room 7, Third Floor

*Chair:* Jessica Restaino, Montclair State University, NJ  
*Speakers:* Iklim Goksel, University of Illinois at Chicago, “On Literacy and the Kemalist Rhetorics of 1928”  
Daiva Markelis, Eastern Illinois University, Charleston, “The Monk’s Dispute with the Rabbi: Litvaks, Lithuanians, and Literacy in Early Twentieth-Century Lithuania”  
Susan Romano, University of New Mexico, Albuquerque, “Rhetoric in Mexico: Pluralizing the Conditions of Rhetorical Agency”
Thursday, 3:15–4:30 p.m.

Research

D.22 Assessment, WAC, Teaching Technologies, and Working Conditions” (TYCA Strand)

Salon 2, Third Floor

Chair: Jody Millward, Santa Barbara City College, CA

Speakers: Jody Millward, Santa Barbara City College, CA, “Measuring Spaces: Designing a National Survey Project; Interpreting the Data on Assessment Programs and Practices”
Patrick Sullivan, Manchester Community College, CT, “Crossing Spaces: What the TYCA National Survey Tells Us about WAC, WID, and Writing Centers”
Lois Powers, Fullerton College, CA, “The TYCA National Survey: Investigating Links between Teaching Conditions and Two-Year College Pedagogy and Programs”

Research

D.23 Disciplinary Cross-Talk: Assessing Writing in a Technical University

LaSalle 3, Seventh Floor

Chair: Mya Poe, Massachusetts Institute of Technology, Cambridge

Speakers: Rebecca Faery, Massachusetts Institute of Technology, Cambridge, “Assessment: Who, Me?”
Andrea Walsh, Massachusetts Institute of Technology, Cambridge, “Multiple Angles on Student Learning in Writing Courses”
Dexter Ang, Massachusetts Institute of Technology, Cambridge, “Perspectives of a Student Participant”

Respondent: Mya Poe, Massachusetts Institute of Technology, Cambridge

Research

D.24 Tales from the U.S.–Mexico Borderlands: Cultural Ecologies, Technology Gateways, and Sponsors of Literacies

LaSalle 1, Seventh Floor

Chair: John Scenters-Zapico, University of Texas at El Paso

Speakers: Lucia Dura, University of Texas at El Paso
Teresa Quezada, University of Texas at El Paso
Information Technologies

D.25 Technology, Play and Pedagogy: Video Gaming and New Literacies
LaSalle 2, Seventh Floor

Chair: John Alberti, Northern Kentucky University, Highland Heights

Speakers: Matthew S. S. Johnson, Indiana University, Bloomington, “Communities in Playspace: Writing and Democracy in Online Gaming Sites”

Erin Smith, Michigan Technological University, Houghton, “Semiotic Domains Reloaded: Literacy and Localization in Video Games”

Alice J. Robison, University of Wisconsin–Madison, “Videogame Design as a Writing Process”

Information Technologies

D.26 What Does Blogging Do? Weblogs, Change, and Middle Spaces
Salon 11, Third Floor

Speakers: Clancy Ratliff, University of Minnesota, St. Paul, “Coalition-Building on Weblogs: Negotiating Innovation and Access in Writing Pedagogy”

Jonathan Goodwin, Georgia Institute of Technology, Atlanta, “Blogging and Scholarly Publication: Some Thoughts on Access and Mediation”

Liza Potts, Rensselaer Polytechnic Institute, Troy, NY, “Conversation and Gatekeeping: Blog Comments and the Classroom Community”

Information Technologies

D.27 iPod Therefore I Am: Digital Music and Community in the Writing Classroom
Salon 12, Third Floor

Chair: Joyce Malek, University of Cincinnati, OH

Speakers: Vicki Russell, Duke University, Durham, NC, “iPod Therefore I Am: Building Community in the Writing Center through Audio Technology”

Steven Krause, Eastern Michigan University, Ypsilanti, “Broadcast Composition: Using Podcasts to Build Community and Connections in Online Writing Classes”
Thursday, 3:15–4:30 p.m.

_Institutional and Professional_

**D.28 Pathways of Student Learning in First-Year Writing Seminars: Results from the Princeton Study of Writing**

Parlor E, Sixth Floor

*Chair:* Kerry Walk, Princeton University, NJ  
*Speakers:* Ann Jurecic, Rutgers University, New Brunswick, NJ  
Dara Rossman Regaignon, Pomona College, Claremont, CA  
Soo La Kim, Princeton University, NJ  
Sandie Friedman, George Washington University, Washington, D.C.  
Anne Caswell Klein, Princeton University, NJ  
Judith A. Swan, Princeton University, NJ

**D.29 “Middle Spaces”: A New Model-in-Progress for Split Positions in Writing Program Administration**

Dearborn 3, Seventh Floor

*Chair:* Scott Campbell, University of Connecticut, Waterbury  
*Speakers:* Scott Campbell, University of Connecticut, Waterbury, “Research Won? Finding a Place for Pedagogy at a Large University”  
Thomas Recchio, University of Connecticut, Storrs, “We All Do Rhetoric, After All”  
Kathleen Tonry, Notre Dame University, South Bend, IN, “Split Positions and Split Histories: A Medievalist’s Writing Center”

**D.30 The Faces and Spaces of Mentoring**

Clark 5, Seventh Floor

*Chair:* Emily Isaacs, Montclair State University, NJ  
*Speakers:* Suzanne Kesler Rumsey, Michigan State University, East Lansing, “Mentoring and Heritage: Creating an Interdependence between Generations”  
Paul M. Puccio, Bloomfield College, NJ, “CCCC as a ‘Center Space’”  
Lynn Quitman Troyka, Queensborough Community College, New York, NY, “Starting Early, Starting Small: Establishing Mentoring Networks”  
Amanda Espinosa-Aguilar, Washington State University, Pullman, “Mentoring for Publication”  
Joe Janangelo, Loyola University, Chicago, “Mentoring Diversity”
Institutional and Professional

D.31 Professional Development for Adjunct Faculty: Encouraging Part-Timers to Be Reflective Practitioners

Parlor H, Sixth Floor

Chair: Jennifer Stewart, Indiana University-Purdue University, Fort Wayne
Speakers: Jennifer Stewart, Indiana University-Purdue University, Fort Wayne
Karol Dehr, Indiana University-Purdue University, Fort Wayne
Mark Sidey, Indiana University-Purdue University, Fort Wayne

Institutional and Professional

D.32 Benchmarking or Getting Benched: A Critical Exploration of Differences among Writing Centers

Private Dining Room 9, Third Floor

Chair: Lori Salem, Temple University, Philadelphia, PA
Speakers: Bradley Hughes, University of Wisconsin–Madison, “Setting the Stage: The Scope and Nature of Differences among Writing Centers”
Lori Salem, Temple University, Philadelphia, PA, “Setting of Benchmarks: An Analytical Comparison of Ten Writing Centers”
Joyce Kinkead, Utah State University, Logan, “Creating a Data Dashboard”

Language

D.33 Linguistic Diversity and White Non-Mainstream Students

Montrose 1, Seventh Floor

Co-Chairs: Mary Ann K. Crawford, Central Michigan University, Mt. Pleasant
Peter Elbow, University of Massachusetts, Amherst
Speakers: Katherine K. Sohn, Pikeville College, KY, “Appalachian Dialect in the Classroom”
Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis, “Multiple Ways of Saying What You Mean”
Eleanor Kutz, University of Massachusetts, Boston, “Beyond ‘Mystic River’: Exploring the Discourses of White, Working-Class Boston”
Thursday, 3:15–4:30 p.m.

Language

D.34 Center(s) and Margin(s): The Institution and Minority Rhetoric(s)
Montrose 7, Seventh Floor

Chair: Samantha Blackmon, Purdue University, West Lafayette, IN
Speakers: Juliette Ludeker, Purdue University, West Lafayette, IN, “Aren’t you happy with what you have?: Legitimacy and the Institution”
Terri Jackson Wallace, Purdue University, West Lafayette, IN, “From Slavery to the Schoolhouse: The Progression of Oppression and the Minority Student’s Identity”
Elyssa Tardif, Purdue University, West Lafayette, IN, “The Process of Empowerment: Minority Parents and the Institution”
Bethany Miller, Purdue University, West Lafayette, IN, “Writing the Self into Existence: Slave Narratives and Educational Autobiographies”
Paul Lynch, Purdue University, West Lafayette, IN, “From Sidewalk U to Vermont Street al Bloque: Situation in Hybrid Discourse”
Samantha Blackmon, Purdue University, West Lafayette, IN, “From Sidewalk U to Vermont Street al Bloque: Situation in Hybrid Discourse”

Creative Writing

D.35 Experimental Texts, Accidental Truths
Parlor A, Sixth Floor

Chair: Sherrie Gradin, Ohio University, Athens
Speakers: Jenny Dunning, Ohio University, Athens, “Montaigne’s Accidental Truths: Toward a History of Digression in the Essay”
Guy Shebat, Youngstown State University, Athens, OH, “The Visual and the Verbal Side by Side: Experiments with Multimodal Texts”
Candace Stewart, Ohio University, Athens, “Language, Mutations, and the Creative Impulse”

Professional and Technical Writing

D.36 Coalitions and Contexts for Professional Writing
Salon 3, Third Floor

Chair: Mary Kay Crouch, California State University, Fullerton
Speakers: Aaron Toscano, University of Louisville, KY, “Coalition of the Unwilling: Privileging False Communities in the Professional Writing Classroom”
Carlos Evia, Virginia Tech, Blacksburg, “Contextualize, Reuse, Draft, Test, and Deliver! Teaching Professional Writing to International Graduate Students”
Community, Civic, & Public

D.37 Learning in a Combat Environment
Salon 9, Third Floor
Chair: Les Knotts, United States Military Academy, West Point, NY
Speakers: Zoltan Krompecher, United States Military Academy, West Point, NY, “Learning in a Combat Environment”
Lubna Abduljabar, Baghdad University Women’s College, Baghdad, Iraq, “Learning in a Combat Environment”

Community, Civic, & Public

D.38 Meeting Places:
Service Learning Projects in the Writing Class
Salon 10, Third Floor
Chair: Bianca Falbo, Lafayette College, Easton, PA
Speakers: Beth Seetch, Lafayette College, Easton, PA, “Is It ‘Something New, Different, and Real?’ Service in the Required Composition Course”
David Kimmel, Heidelberg College, Tiffin, OH, “Meeting in the Middle (School): A Collaborative Service-Learning Project”
Sandra Kimmel, Fremont Middle School, OH, “Meeting in the Middle (School): A Collaborative Service-Learning Project”

Practices of Teaching Writing

D.39 Building Classroom Culture with OCD/Asperger’s/NLD Composition Students: Case Studies and Strategies
Dearborn 1, Seventh Floor
Speakers: Ellen Taber, Kennesaw State University, GA, “The Student in the Shadows: Asperger’s Syndrome and the Composition Classroom”
Teresa Taber-Doughty, Purdue University, West Lafayette, IN, “The Student in the Shadows”
Lorraine Genetti, Regent University, Virginia Beach, VA, “Making Better Teachers and Learners of Us All: Asperger’s Syndrome and Nonverbal Learning Disorders in the Composition Classroom”
Kim Freeman, Schenectady County Community College, NY, “Curbing the Enthusiasm? The Challenges of Helping Students with Asperger’s Syndrome in the Composition Classroom”

Thursday, 3:15–4:30 p.m.
Thursday, 3:15–4:30 p.m.

Community, Civic, & Public

D.40 Composition International: Globalism in the Center
Private Dining Room 8, Third Floor

Speakers: Joy Arbor, University of Nebraska–Lincoln, “Witnessing War and World Politics: A Short History of Compositions International Commitments”
Jan Fernheimer, University of Texas, Austin, “Composing Peace in the Writing Classroom: Listening Rhetoric and the Politics of the Middle East”
A. Suresh Canagarajah, Baruch College, New York, NY, “Understanding the Multilingual Literacy Competence”

Practices of Teaching Writing

D.41 Bringing Chicano/a Studies into the Center of Rhetoric and Composition Studies
Parlor C, Sixth Floor

Chair: Cheryl Glenn, Pennsylvania State University, State College
Speakers: Renee Moreno, California State University, Northridge, West Hills, “Teaching from the Margins: What Does Chicano/a Studies Teach Us about Rhetoric and Composition?”
Paul Velazquez, Texas State University, San Marcos, “Integrating Chicano Poet Raúl Salinas: A Rhetorical Appraisal for a Composition Studies Pedagogy”
Jaime Armin Mejía, Texas State University, San Marcos, “English’s ‘Other’: The Rhetorical Uses of Spanish in Chicano/a English Classes”

Community, Civic, & Public

D.42 Martin Luther King, Jr., Abraham Heschel, Malcolm X Speak: Religious Roots of Civil Rights Rhetoric
Cresthill Room, Third Floor

Chair: Kristine Johnson, Purdue University, West Lafayette, IN
Keith Miller, Arizona State University, Tempe, “Second Isaiah Lands in Washington, D.C.: Martin Luther King’s ‘I Have a Dream’ as Biblical Narrative and Hermeneutic”
Elizabeth Vander Lei, Calvin College, Grand Rapids, MI, “To Mecca and Back Again: The Evolving Rhetoric of Malcolm X”

Community, Civic, & Public

D.43 “Our Legacies: Who We Are, Where We’re From”: Building Community through Storytelling and Legacy Writing
Private Dining Room 18, Fifth Floor

Chair: Deborah Mutnick, Long Island University, Brooklyn, NY
Thursday, 3:15–4:30 p.m.

Speakers: Deborah Mutnick, Long Island University, Brooklyn, NY, “Dwelling Inside and Out”
Sophia Mavrogiannis, Long Island University, Brooklyn, NY, “Ghost Language”
Sarah Blazer, Long Island University, Brooklyn, NY, “Re-presenting Community: Oral History Texts”
Angela Koritsoglou, Antelope Valley College, Lancaster, CA, “‘Road Kill’: An Experience in Public Discourse”

Composition Programs

D.44 Dual-Enrollment and Its Impact on Composition Programs
Dearborn 2, Seventh Floor

Speakers: Tim Hacker, University of Tennessee at Martin, “Distance-Learning, Pedagogy, and Dual-Credit Composition”
Hugh Culick, Michigan Humanities Council, Lansing, “Dual-Enrollment in Michigan: Select Student Cohort Meets Strategies Based on Cultural Theorization”
Anna Culik, Michigan Humanities Council, Lansing, “Dual-Enrollment in Michigan: Select Student Cohort Meets Strategies Based on Cultural Theorization”
Cliff Toliver, Missouri Southern State University, Joplin, “Questions of Efficacy, Questions of Ethicality: A Review of Two English Dual-Enrollment Programs and College Composition”
Mary Lazar, Kent State University, Tuscarawas, New Philadelphia, OH, “The Increasing Significance of Dual-Enrollment Programs: A National Overview”

Practices of Teaching Writing

D.45 Gaining Voice(s):
Student Feedback on Writing Courses about Writing
Clark 10, Seventh Floor

Chair: Doug Downs, Utah Valley State College, Orem
Speakers: Doug Downs, Utah Valley State College, Orem
Andrew Loveless, Utah Valley State College, Orem
Trisha Nicole, Utah Valley State College, Orem

Practices of Teaching Writing

D.46 Lessons from History: The African American Voice
Parlor F, Sixth Floor

Chair: Kim Flachmann, California State University, Bakersfield
Speakers: Roxanne Spray, University of South Carolina, Columbia, “Lessons from History: The Role of Metacognition in Early African American Literary Societies”
Lena Ampadu, Towson University, Baltimore, MD, “Frederick Douglass and the Rhetoric of Masculinity”
E Sessions

4:45 p.m.–6:00 p.m.

Featured Session

Everybody Sing Freedom:
Invention, Intervention, and African-American Music

Monroe Ballroom, Sixth Floor

If music strikes a chord with you, this session is the key. It explores the ways in which African American music operates not only as an aesthetic, but also as a rhetorical and pedagogical agency. Focusing on the period of the Civil Rights movement, each presenter will explore the contribution that African American music – spirituals, blues, and soul – might make to discussions within the field of rhetoric and composition. Keith Gilyard begins with “We’re a Winner: Tragicomic Hope in the Critical Language Classroom.” Those familiar with Gilyard’s work will recognize the title as a reference to lyricists like Curtis Mayfield, who bridged musical forms and connected his musical experiments specifically to social activism. His presentation will explore select manifestations of tragicomic hope in African American music. In other words, Gilyard’s talk explores how music like Mayfield’s becomes a soundtrack for an educated citizenry, one either already assembled or, during turbulent times, in the process of rapidly developing. Stephen Schneider’s “We Shall Overcome: The Highlander Folk School, Music Education, and the Civil Rights Movement” explores music education at Highlander, and specifically investigates the ways that African American spirituals became a rhetorical agency—existing as a vehicle for cultural identity and memory—that helped to structure an emergent social movement. Lastly, the central claim of Adam Banks’ “Communities and Writing on the One: Beyond the Service Learning Model of Community Literacy” is that the relationships that endure between music from the Soul era and African American struggles provided a powerful basis for writing instruction as collective inquiry and action.

Come hear the mix of music, rhetoric, and activism fine tuned.

Keith D. Miller, chair—Keith D. Miller is the author of Voice of Deliverance: The Language of Martin Luther King, Jr, and It’s Sources and many scholarly essays in leading journals and collections. He is currently working on a book that will be titled Martin Luther King’s Biblical Epic: His Final and Greatest Speech. A former WPA, he is Professor of English at Arizona State University.

Keith Gilyard is Distinguished Professor of English at the Pennsylvania State University, University Park. He has served on the executive committees of the National Council of Teachers of English (NCTE), the Conference on English Education (CEE), and the Conference on College Composition and Communication (CCCC). In 2000, he served as chair of CCCC. Gilyard has
lectured widely on language, literature, and education. He also has read his poetry at numerous venues and was a featured writer on the award-winning Annenberg/CPB television series *The Expanding Canon.*


**Stephen Schneider** is a PhD Candidate in Rhetoric and Composition at the Pennsylvania State University, University Park. His dissertation, tentatively titled *Organic Classrooms: Rhetorical Education at the Highlander Folk School, 1932–1961,* explores the contributions of educational activism to emerging social movements. His other research interests include rhetorical theory, critical pedagogy, social movement studies, and the intersections between adult education and rhetoric. His article, “Freedom Schooling: Stokely Carmichael and Critical Rhetorical Education,” is forthcoming in *CCC.*

**Adam Banks** is Assistant Professor in the Writing Program at Syracuse University where he specializes in African American Rhetoric, Composition and Technical Communication. A graduate of Penn State University, Banks, book, *Race, Rhetoric, and Technology: Searching for Higher Ground* with Lawrence Erlbaum Associates, and NCTE 2006, is expected to be a classic in the field.

**Chair:** Keith Miller, Arizona State University, Tempe

**Speakers:** Keith Gilyard, Pennsylvania State University, University Park, “We’re a Winner: Tragicomic Hope in the Critical Language Classroom”

Stephen Schneider, Pennsylvania State University, University Park, “We Shall Overcome: The Highlander Folk School, Music Education and the Civil Rights Movement”

Adam Banks, Syracuse University, NY, “Communities and Writing on the One: Beyond the Service Learning Model of Community Literacy”
Thursday, 4:45–6:00 p.m.

**Computer Connection**
Upper Exhibit Hall, Fourth Floor
4:45-6:00 p.m.

**Writing Centers and Digital Composition**
The Writing Center as a Location for Change: The Role of the Writing Center in Bridging the Gap between Formal and Informal Writing via the Use of Technology
Kate Pantelides, Tom Brandt, Sarah Wells Shivers, Sofia Reed, Venu Amar, and Mitch Phillips

**Practices of Teaching Writing**

**E.02 College Board Standards for College Success in Writing**
Private Dining Room 9, Third Floor
*Chair:* Arthur VanderVeen, The College Board, New York, NY
*Speakers:* Arthur VanderVeen, The College Board, New York, NY, “College Board Standards for College Success in Writing”
Rebecca Sipe, Eastern Michigan University, Ypsilanti, “College Board, NCTE, and NWP: A National Conversation about Writing”
Jeanneine Jones, University of North Carolina, Charlotte, “From Standards to Instruction: Case Studies from North Carolina and the College Board”

**Practices of Teaching Writing**

**E.03 Closing the Gap between Process and Product: Building Bridges with Assessment Rubrics**
Salon 2, Third Floor
*Chair:* KC Culver, The University of Miami, Coral Gables, FL
Zachary Waggoner, Arizona State University, Tempe, “Assessing Our Own Assessment: The Rubric as a Tool for Self-Reflection”
Darrel Elmore, The University of Miami, Coral Gables, FL, “Blueprint for a Rubric: The Key Components of Assessment”

**Practices of Teaching Writing**

**E.04 Shifting Centers: Is This a Private Fight or Can Anyone Join?**
Private Dining Room 6, Third Floor
*Chair:* James Wright, Houston Community College, Southwest Houston, TX
**Speakers:** Lee Harrison, Houston Community College, Southwest Houston, TX, “M(other) Tongues: The Rhetorics of Class”

James Wright, Houston Community College, Southwest Houston, TX, “Who Ya Callin’ Metatextual: Class Politics and Class Rhetorics”

Alan Ainsworth, Houston Community College, Central Houston, TX, “So Outside the Margins as to Create a New Page”

Joe McDade, Houston Community College, Northeast Houston, TX, “Composition, Rhetoric, and the Thin Blue Line”

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**E.05 The Students We Hate: How to Keep Problem Students from Destroying the Classroom Community**

Private Dining Room 5, Third Floor

**Chair:** Hephzibah Roskelly, University of North Carolina at Greensboro

**Speakers:** Kathleen McEvoy, Washington & Jefferson College, Washington, PA, “‘Are you my momma?: Dealing with the Ducklings”

Pamela Whitfield, Rochester Community and Technical College, MN, “The Drama Queen (or King)”

Shannon C. Stewart, Coastal Carolina University, Conway, SC, “Princess Perfect and Her Know-It-All Court”

Amy S. Gerald, University of North Carolina at Charlotte, “Teacher Authority and the Male Resistor”

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**E.06 Composition Teaching Practices, for Adjuncts, by Adjuncts**

Private Dining Room 4, Third Floor

**Chair:** James McDonald, University of Louisiana at Lafayette

**Speakers:** Nancy McMahon, Madison Area Technical College, WI, “Fighting Chronic Adjunct Fatigue Syndrome”

Joan Grosse, Madison Area Technical College, WI, “Fighting Chronic Adjunct Wasting Disease”

Robert Samuels, University of California, Los Angeles, “Lessening the Load: Effective Grading and Conferencing”

Alyson Indrunas, Cascadia Community College/Everett Community College/North Seattle Community College, Seattle, WA, “One Lesson Plan, Four Different Campuses: Being A Freeway Flyer”

Dawnelle Jager, Syracuse University/SUNY, College of Environmental Science/Forestry, Syracuse, NY, “Parting the Private and State Seas: Survival of the Slickest”

**Respondent:** Kristy Starks-Winn, University of Tennessee at Chattanooga
Thursday, 4:45–6:00 p.m.

Practices of Teaching Writing

E.07 Easing the Transition: Creating Communities for Transfer Students

Parlor A, Sixth Floor
Chair: Bruce Beiderwell, University of California, Los Angeles
Presenters: Sandra Mano, University of California, Los Angeles, “Changing Hearts and Minds through Community Service”
Bonnie Lisle, University of California, Los Angeles, “Researching Education to Make Sense of Student Life”

Practices of Teaching Writing

E.08 Mainstreaming Basic Writing: Addressing Institutional Goals and Student Needs

Private Dining Room 17, Fifth Floor
Chair: Trixie G. Smith, Middle Tennessee State University, Murfreesboro
Speakers: Sheila Otto, Middle Tennessee State University, Murfreesboro, “Designing a Site-Specific Studio Course for Mainstreaming Basic Writing”
Crosby Hunt, Middle Tennessee State University, Murfreesboro, “Designing a Site-Specific Studio Course for Mainstreaming Basic Writing”
Victoria Smith Knierim, Middle Tennessee State University, Murfreesboro, “The Writers’ Studio: Creating a Safe Space for Beginning Writers”
Gwendolyn Hale, Middle Tennessee State University, Murfreesboro, “Oppression and Expectations: Mainstreaming and the Studio Approach”

Practices of Teaching Writing

E.09 Personal, Contrapuntal, and Teacherless Pedagogies

Private Dining Room 16, Fifth Floor
Speakers: Erika Nanes, University of Southern California, Los Angeles, “Contrapuntal Pedagogies: Dialogue and Dialogism in the First-Year Composition Classroom”
Danielle Hinrichs, University of Southern California, Los Angeles, “Contrapuntal Pedagogies: Dialogue and Dialogism in the First-Year Composition Classroom”
Gwenn Speck, Ball State University, Muncie, IN, “Toward a Personal Pedagogy: Liberating the Death Story”
Julie Gates, Angelo State University, San Angelo, TX, “Writing without Teachers and without Identity: The Coexistence of Expressivist and Postmodern Pedagogies in a Freshman WAC Classroom”
Composition Programs

E.10 Dynamic Criteria Mapping in Action: Reports from the Field
Salon 10, Third Floor
Chair: Michael Spooner, Utah State University Press, Logan
Speakers: Bob Broad, Illinois State University, Normal, “Dynamic Criteria Mapping in Action—Reports from the Field”
Joel Haefner, Illinois Wesleyan University, Bloomington, “Laying the Groundwork: Embedding DCM in Institutional Change”
Barry Alford, Mid-Michigan Community College, Mt. Pleasant, “DCM Meets Gen Ed: Writing Assessment Across the Curriculum”

Composition Programs

E.11 Preparing New Graduate Teaching Assistants and Tutors: Critical Pedagogy, Second Language Writing, and Rhetorical Tutoring
Salon 8, Third Floor
Chair: Duane Roen, Arizona State University–East Mesa
Speakers: Anne-Marie Hall, University of Arizona, Tucson, “Uncovering Stories, Finding Key Words: Creating Graduate TAs within a Movement for Social Change”
Kate Mangelsdorf, University of Texas–El Paso, “Integrating Second Language Writing Theories into TA and Tutor Preparation Programs”
Clyde Moneyhun, Stanford University, CA, “Rhetorical Tutor Training”

Composition Programs

E.12 Alling against Institutional Racism: Teaching about Whiteness in Predominantly White Institutions
Salon 7, Third Floor
Chair: Frankie Condon, St. Cloud State University, MN
Speakers: Frankie Condon, St. Cloud State University, MN, “Theory and Practice of Teaching White Awareness in the Writing Center and the Writing Classroom”
Margaret Carroll, Rhode Island College, Providence, “Writing Centers against Racism: Teaching White Awareness at a Comprehensive Public Institution”
Anne Ellen Geller, Clark University, Worcester, MA, “Writing Centers against Racism: Teaching White Awareness at a Private Research Institution”
Veeder Rex, St. Cloud State University, MN, “Temporary Harbors in the Contact Zone”
Thursday, 4:45–6:00 p.m.

Composition Programs

E.13 Writing History: Finding Place and Cyberspace in an Undergraduate Cross-Disciplinary Learning Community
Clark 5, Seventh Floor

Chair: Mary Gray, The University of Houston, TX
Speakers: Mary Gray, The University of Houston College of Education, TX
Sabrina Marsh, The University of Houston College of Education, TX

Composition Programs

E.14 Beyond the Writing Program Culture: Making “My” Community “Our” Community
Salon 11, Third Floor

Chair: Deborah Rossen-Knill, University of Rochester, NY
Speakers: Amy Fenstermaker, University of Rochester, NY, “Ready or Not, Here We Come: Transferring Skills from First-Year Writing to a Later Context”
Jennifer Douglas, University of Rochester, NY, “How Do Session Summaries Affect Perceptions of the Tutor’s Role?”
Deborah Rossen-Knill, University of Rochester, NY, “What Are Our Cultural Perceptions of Peer Interaction Activities?”
Tanya Bakhmetyeva, University of Rochester, NY, “Writing with Others: Promoting a Dialogic Classroom”

Theory

E.15 Writing on the Electronic Frontier
Salon 12, Third Floor

Chair: Jennifer Trainor, Santa Clara University, CA
Speakers: Alyssa O’Brien, Stanford University, CA, “Experimental E-Zines: Composition for the Community through Social Entrepreneurial Writing Projects”
Christine Alfano, Stanford University, CA, “Wikiworlds and Blogospheres: Collaborations and Conversations in Online Communities”
Theory

E.16 The Workshop of Filthy Composition: Plagiarism, Paraphrase, and the Rights of (Re)production
Salon 5, Third Floor
Chair: Edward Fristrom, St. Joseph’s University, Philadelphia, PA
Speakers: Deirdre McMahon, St. Joseph’s University, Philadelphia, PA, ‘‘Hideous Progeny’’ Come to Life: Gender, Patchwork Plagiarism, and Authority”
Jason Mezey, St. Joseph’s University, Philadelphia, PA, “Creating Our Own Monsters: Alienated Student Labor and the Decomposition of Academic Honesty”
Edward Fristrom, St. Joseph’s University, Philadelphia, PA, “Toward a Pedagogy of Plagiarism”

Theory

E.17 Theory in the Classroom: Complexity, Reader-Response, and Narrative as Critical Practice
Salon 6, Third Floor
Chair: William Klein, University of Missouri, St. Louis
Rebecca Mitchell, University of California, Santa Barbara, “The Reader-Response Response: Incorporating Theory in the Composition Classroom”
Stephanie Wade, Stony Brook University, NY, “To wage a war on totality”: Narrative as Critical Practice”

Theory

E.18 Advocacy and the Artistic Proofs: Locating Composition’s Center Spaces Through Rhetorical Theory
Private Dining Room 7, Third Floor
Chair: Christy Friend, University of South Carolina, Columbia
Speakers: Brooke Rollins, University of South Carolina, Columbia, “Ethos and Moral Character: Composing Ethical Proofs in the Center Spaces”
Brian Henderson, University of South Carolina, Columbia, “Remaining Between: Kenneth Burke, Eco-Logos, and the First-Year Writing Pedagogy”
Paul Cook, University of South Carolina, Columbia, “Forging a Pedagogy of Pathos in the Late Capitalist University”
Thursday, 4:45–6:00 p.m.

Theory

E.19 Realizing the Global Responsibilities of U.S. Composition: Inhabiting and Enacting Radical Pedagogies
Salon 1, Third Floor

Chair: Anis Bawarshi, University of Washington, Seattle
Cathryn Cabral, University of Washington, Seattle, “Using Composition Curricula to Uproot Linguistic Imperialism: Strategies for Constructing Critically Conscious Spaces”
Jennifer Halpin, University of Washington, Seattle, “Voices Outside the Safe Spaces: Will Students Exercise Sustainable Linguistic Awareness in the Global Community?”

History

E.20 Neglected Notables: Hallie Quinn Brown, Meridel Le Sueur, and Richard S. Beal
Clark 10, Seventh Floor

Chair: Kirsti Cole, Arizona State University, Tempe
Speakers: Sue Carter, Bowling Green State University, “Hallie Quinn Brown’s Homespun Heroines: Biographical Tropes by and for African American Women”
Carol Mohrbacher, St. Cloud State University, MN, “Metaphors from the Margins”

History

E.21 The History of the Future of Writing—Part One
LaSalle 5, Seventh Floor

Chair: Michelle Kendrick, Washington State University, Vancouver
Speakers: Michelle Kendrick, Washington State University, Vancouver, “Complexity and Simplicity”
Mary Hocks, Georgia State University, Atlanta, “Where are My Collaborators?”
Damian Baca-Espinosa, Michigan State University, East Lansing, “‘Color on Hard Surfaces’: Non-Western Definitions of Writing”
Research

E.22 Research in Composition: Are We on the Right Track?
Parlor F, Sixth Floor
Chair: Charles Bazerman, University of California–Santa Barbara
Speakers: Margot Soven, LaSalle University, PA, “WAC Research: A New Agenda”
Susan McLeod, University of California, Santa Barbara, “WAC Research: A New Agenda”
Lucille McCarthy, University of Maryland, Baltimore County, “Qualitative Research: Jousting with the Windmills of Science”

Research

E.23 Studying Indigenous Rhetorics: Methodology, Ethics, and Practice
Parlor G, Sixth Floor
Chair: Susan Ramono, University of New Mexico, Albuquerque
Speakers: Jim Burbank, University of New Mexico, Albuquerque, “The Sacred and the Secret: Pueblo Rhetorics of Protection and Power”
David Aglow, University of New Mexico, Albuquerque, “The Gods Must Be Sane: Amazonian Magical Rhetoric from a Participant’s Perspective”

Research

E.24 Making Technology Real: Three Studies in the Rhetorical Constitution of Technologies
Salon 3, Third Floor
Chair: Clay Spinuzzi, University of Texas at Austin
Speakers: Clay Spinuzzi, University of Texas at Austin, “Translating Universal Service: Shifting Arguments in Telecommunications Policy, 1907–2006”
Mark Zachry, Utah State University, Logan, “Composed Agents: The Role of Text in the Formation of Marketable Technologies”
Thursday, 4:45–6:00 p.m.

**Information Technologies**

**E.25 Building Identity and Community Online**
Parlor H, Sixth Floor

*Chair:* Melinda Yeomans, Carbondale, IL  
*Speakers:* Michele Polak, Miami University, Oxford, OH, “‘Why Am I Obsessed with the Stupid Facebook?’: Building Social Structures in a Campus-Wide Online Community and Beyond”  
Mary Elizabeth Sullivan, Kent State University, OH, “It’s all fun and gaming ‘til someone gets her eye poked out’: Collaboration and Conflict in Women’s Online Gaming Communities”  
Holly Hassel, University of Wisconsin-Marathon County, Wausau, “Collaborating in Cyberspace: Cross-institutionally Developing an Online First-Year Composition Resource”

**Information Technologies**

**E.26 E-Portfolios and Composition**
Wabash Room, Third Floor

*Chair:* Michelle Solomon, SUNY, Stony Brook, NY  
*Speakers:* Kay Halasek, Ohio State University, Columbus, “eResponse: Fostering Revision through ePortfolio Technologies”  

**Institutional and Professional**

**E.27 Linking Learning Communities at a Small College: The Writing Program, Undergraduate Research, and Honors**
Burnham 2, Seventh Floor

*Chair:* Christina McDonald, VMI, Lexington, VA  
*Speakers:* Robert McDonald, VMI, Lexington, VA, “Enabling and Valuing Collaborations for Integrative Learning: An Institutional Perspective”  
Emily Miller, VMI, Lexington, VA, “Moving Students’ Writing Out of the Classroom”  
Christina McDonald, VMI, Lexington, VA, “Centering Writing: Collaborations across Programs”

**Institutional and Professional**

**E.28 Why Plagiarism Makes Sense in the Digital Age: Copying, Remixing, and Composing**
Montrose 1, Seventh Floor

*Chair:* James Porter, Michigan State University, East Lansing  
*Speakers:* Catherine Latterell, Penn State University, Altoona, PA, “What Is Remix Culture?”
James Porter, Michigan State University, East Lansing, “Forget Plagiarism, Teach Filesharing and Fair Use”
Danielle Nicole DeVoss, Michigan State University, East Lansing, “Pastiche, Remix, the RIAA, and/in the Writing Classroom”
Johndan Johnson-Eilola, Clarkson University, Potsdam, NY, “Plagiarism, Originality, Assemblage”
Stuart Selber, Penn State University, University Park, PA, “Plagiarism, Originality, Assemblage”

Institutional and Professional

E.29 Assessing the Middle:
Rising Junior Assessment in Project GASPE
Parlor E, Sixth Floor
*Chair:* Mary Lee Donahue, Rowan University, Glassboro, NJ

E.30 Centering WAC at CUNY:
Assessing CUNY’s WAC Initiatives
Burnham 1, Seventh Floor
*Speakers:* Michael Cripps, York College, CUNY, Jamaica, NY, “Assessing Our Community: Common Ground and Difference”
Linda Stanley, Queensborough Community College, CUNY, Bayside, NY, “Taking an Inventory of WAC Faculty Development Assessment at CUNY”
Mary Soliday, City College of New York, CUNY, Bronx, NY, “Assessing Student Learning in CUNY WAC Programs”
Kate Garretson, Kingsborough Community College, CUNY, Brooklyn, NY, “Writing Fellows at CUNY”

Institutional and Professional

E.31 Tentative Reconstitutions in Higher Ed Institutions:
Writing Studio Experiences and Other Thirdspace Excursions
Crystal Room, Third Floor
*Chair:* Jacqueline Brice-Finch, Coppin State University, Baltimore, MD
*Speakers:* Nancy Thompson, University of South Carolina, Columbia, “Tentative Reconstitutions in Higher Ed Institutions: Writing Studio Experiences and Other Thirdspace Excursions”
Rhonda Grego, Benedict College, Columbia, SC, “Tentative Reconstitutions in Higher Ed Institutions: Writing Studio Experiences and Other Thirdspace Excursions”

Thursday, 4:45–6:00 p.m.
Thursday, 4:45–6:00 p.m.

**Language**

**E.32 Language Brokering as Border Crossing: Refiguring Rhetorical Spaces**

Montrose 7, Seventh Floor

*Chair:* Christine Heilman, College of Mount St. Joseph, Cincinnati, OH

*Speakers:* Catherine Mazak, University of Puerto Rico, Mayagüez, “Language Brokering as Border Crossing: English Literacy Practices in a Puerto Rican Community”

Marcy Tucker, University of Central Arkansas, Conway, “Inclusive Rhetoric: Writing to Be Read Outside the Safe Places”

Kristine Hansen, Brigham Young University, Provo, UT, “Crossing the Border into Standard Written English: What Works, What Doesn’t”

**Language**

**E.33 Composing Embodied Rhetorical Spaces: A Presentation in Several Voices**

Salon 4, Third Floor

*Chair:* Margaret Strain, University of Dayton, OH

*Speakers:* Andru Heckman, University of Dayton, OH, “Embodied Rhetoric and the Asian American Experience”

Robyn Reed, University of Dayton, OH, “Subject to Change: Discourses on Race, Identity, and Language”

Tanya Firestone, University of Dayton, OH, “Fashion, Form, and Fabric: A Feminist Response”

**Creative Writing**

**E.34 The Workshop as Center Space: Articulating a (More) Creative Writing Pedagogy**

Dearborn 3, Seventh Floor

*Chair:* Tamara Fish, University of Houston, TX

*Speakers:* Kate Schmitt, University of Houston, TX, “The Workshop as Center Space: Lessons from Rhet/Comp”

Jeanine Walker, University of Houston, TX “The Workshop as Center Space: The Role of Audience”

Darin Ciccotelli, University of Houston, TX, “The Workshop as Center Space: Demystification, Disruption, and the Role of Originality”
Professional and Technical Writing

**E.35 Professional Communication: Presence and Absence**
Parlor D, Sixth Floor

*Speakers:* Scott Jones, Indiana University, Kokomo, “Absent Friends: Finding Space for Professional Communication at CCCC”
Tim Peeples, Elon University, NC, “‘But I Can’t Picture It’: Visual Rhetoric, Deliberative Democracy, and Critical (Project/Publications) Management”
Angela Petit, College America Educational Services, Salt Lake City, UT, “Imagining Borders: The Professional Writing Program, the Non-Academic Sphere, and the Global Economy”

Professional and Technical Writing

**E.36 Executing Speech: Language and Law in Capital Trials**
Burnham 4, Seventh Floor

*Chair:* David Bleich, University of Rochester, NY
*Speakers:* Margaret Willard-Traub, Oakland University, Rochester, MI, “Material Witnessing: The Rhetoric of Contemporary Capital Mitigation”
Amy Smith, San Francisco State University, CA, “Misunderstanding Mitigation: Comprehension and Language in Capital Cases”
Emily Hughes, DePaul University College of Law, Chicago, IL, “Capital Litigation: The Ethical Limits of Language”
*Respondent:* David Bleich, University of Rochester, NY

Community, Civic, & Public

**E.37 Communities in Conversation: What Makes Community Writing?**
Private Dining Room 18, Fifth Floor

*Chair:* Annie Knepler, Journal of Ordinary Thought, Chicago, IL
*Speakers:* Linda Shohet, The Centre for Literacy, Dawson College, Montreal, Quebec, Canada, “Local Literacies and Community Writing: The Question of Sustainability”
Julie Parson-Nesbitt, Young Chicago Authors, Chicago, IL, “Never Mind What They’re Selling, It’s What You’re Buying: Creating Participants vs. Consumers”
Thursday, 4:45–6:00 p.m.

Institutional and Professional

E.38 Consultation Session on Issues Related to Second Language Writing

Dearborn 1, Seventh Floor

Chair: Deborah Crusan, Wright State University, Dayton, OH
Respondents: Diane Belcher, Georgia State University, Atlanta
Colleen Brice, Grand Valley State University, Allendale, MI
Christine Pearson, Casanave Teachers College, Columbia University, Tokyo, Japan
Ulla Connor, Indiana University-Purdue University, Indianapolis
Dana Ferris, California State University, Sacramento
Ann M. Johns, San Diego State University, CA
Ilona Leki, University of Tennessee, Knoxville
Paul Kei Matsuda, University of New Hampshire, Durham
Tony Silva, Purdue University, West Lafayette, IN
Margi Wald, University of California, Berkeley
Sara Cushing, Weigle Georgia State University, Atlanta
Jessica Williams, University of Illinois, Chicago
Carol Severino, University of Iowa, Iowa City

Community, Civic, & Public

E.39 From Self to Community: Strategies for Initiating Writers into Critical Consciousness

Private Dining Room 8, Third Floor

Chair: Kathleen Jernquist, United States Coast Guard Academy, New London, CT
Speakers: Kathleen Jernquist, United States Coast Guard Academy, New London, CT, “Introducing Writers to Their Multiplicity of Selves”
Jennifer Campbell, Roger Williams University, Bristol, RI, “Creating the Writer as Citizen Self”
Jenna Baddeley, Connecticut College, New London, CT, “Writing the Leader Self”

Community, Civic, & Public

E.40 Building a Community Writing Center

LaSalle 2, Seventh Floor

Chair: Tiffany Rousculp, Salt Lake City Community College, UT
Speakers: Julie Wilson, University of North Carolina at Chapel Hill
Dawn Fels, Indiana University of Pennsylvania
Melissa Tedrowe, University of Wisconsin at Madison
Community, Civic, & Public

E.41 Wars with Words: 
Rhetorical Strategies for the Justification of War
LaSalle 3, Seventh Floor

Chair: Vincent Casaregola, St. Louis University, MO
Speakers: Robert Blaskiewicz, St. Louis University, MO, “The Rhetoric of Enemy Making”
Patrick Mannix, Myers University, Cleveland, OH, “Appropriating the Apocalypse: The Rhetoric of Nuclear Disaster and the Selling of the Iraq War”
Vincent Casaregola, St. Louis University, MO, “‘Onward Christian Soldiers’: Crusading Rhetoric, American Exceptionalism, and the War on Terror”

History

E.42 Activist Literacies: 
Building Movements with Adult Literacy Education
LaSalle 1, Seventh Floor

Speakers: Julie Christoph, University of Puget Sound, Tacoma, WA, “‘I Know the Illiterates, and I Have Great Pity for Them’: Laubach Literacy International and the Construction of Adult Illiteracy”
Bryan Trabold, Transylvania University, Lexington, KY, “Critical Literacy in Apartheid South Africa: An Analysis of the New Nation’s Reading and Writing Lessons”
Respondent: Chris Gallagher, University of Nebraska, Lincoln

Information Technologies

E.43 Cyber Teaching in the Center Spaces
Clark 7, Seventh Floor

Chair: Jane Wagoner, Wright College, Chicago, IL
Speakers: Lisa Shoemaker, State Fair Community College, Sedalia, “Preparing for the Center Spaces: Lowering Attrition Rates through Assessing and Advising”
Michael Johanyak, The University of Akron, Summit College, OH, “Teaching in the Center Spaces: Innovative Scheduling and the Delivery of Multi-Modal Lessons”
Jane Wagoner, Wright College, Chicago, IL, “Sharing the Center Spaces: Creating a Sense of Community in the Virtual Classroom”
Thursday, 4:45–6:00 p.m.

_E.44 Practices of Teaching Writing_

**Comp and Circumstance:** Writing Assignments across English Departments

_Dearborn 2, Seventh Floor_

*Chair:* Cara Ogburn, University of Wisconsin–Milwaukee  
*Speakers:* Cara Ogburn, University of Wisconsin–Milwaukee, “Composition, Literature, and the ‘Other Arts’”  
Susan Kerns, University of Wisconsin–Milwaukee, “Compos(t)ing Non-FYC Courses: Regenerating Film Studies Curriculum Out of Composition Theory”  
Ruth Wollersheim, University of Wisconsin–Milwaukee, “Compos(t)ing Non-FYC Courses: Regenerating Film Studies Curriculum Out of Composition Theory”

**Theory**

_E.45 Disturbing the Peace: Hip Hop as Theory, Politics, and Pedagogy_

_Salon 9, Third Floor_

*Chair:* Timothy Strode, Nassau Community College, Garden City, NY  
*Speakers:* Timothy Strode, Nassau Community College, Garden City, NY, “Taken by Surprise: Levinas, Hip Hop, and the Composition Classroom”  
Michael Angelone, Cal State-Sacramento, “Hip Hop and the Racial Politics of Teaching”  
Tim Wood, Nassau Community College, Garden City, NY, “Hip Hop’s Pedagogy of Transgression”
Special Interest Groups

6:30 p.m.–7:30 p.m.

TSIG.01 Teaching Adult Writers in Diverse Contexts
Salon 3, Third Floor
Chair: Kimme Nuckles, Baker College, Auburn Hills, MI
Speakers: Kimme Nuckles, Baker College, Auburn Hills, MI, “The Community of Adult Learners in Composition”
Sandra Valensky, Baker College, Auburn Hills, MI, “The Culture of Basic Writing in the Adult Learner Community”
Barbara Gleason, City College, CUNY, New York City, “Building a Community of Adult Literacy”
Linda Brender, Macomb Community College, MI, “The Coalition of the Workplace and the Academy for Adult Learners”
Nancy McGee, Macomb Community College, MI
Sonia Feder-Lewis, Saint Mary’s University of Minnesota, “Perspectives on Student-Teacher Relationships in Adult Learner Oriented Composition Courses”
Christine Photinos, National University, San Diego, CA, “Adult Learners in Online Writing Classes”

TSIG.02 Wiki Rhetoricians SIG
Clark 7, Seventh Floor
Chair: Joe Moxley, University of South Florida, Tampa
Discussion Leaders: Michael Morgan, Bemidji State University, MN
Joe Moxley, University of South Florida, Tampa

TSIG.03 CCCC Chapter of the Kenneth Burke Society: Teaching with Burke
LaSalle 2, Seventh Floor
Chair: Elizabeth Weiser, Ohio State University, Newark
Speakers: Elizabeth Weiser, Ohio State University, Newark, “Using the Pentad for Argument Analysis and Conflict Resolution”
Billie Jones, Shippensburg University, PA, “Division: A Necessary Expression in the Equation of Community Building”
Wendy Hesford, Ohio State University, Columbus, “Traveling Identifications: Burke, Visual Rhetoric, & First-Year Writing”
Jason Waite, Rensselaer Polytechnic Institute, Troy, NY, “Internal Persuasion and the Writing Classroom”
Paul Casey, Occidental College, Los Angeles, CA, “Design and Desire: Teaching Intention to Writing Students”
Thursday, 6:30–7:30 p.m.

**TSIG.04 High School/College Articulation**

*Dearborn 1, Seventh Floor*

*Chair:* Christel Taylor, University of Wisconsin-Waukesha

*Speakers:*
- Debra S. Knutson, Shawnee State University, Portsmouth, OH, “The P.O.P. Culture: Helping Students in a ‘Postsecondary Options Program’ become Part of the College Community”
- Christel Taylor, University of Wisconsin-Waukesha, “What First-Year Experience Research Can Teach Us about Students’ Transitions as Writers”
- Eileen Bularzik, Illinois State University, Normal, “Using High School Professional Development Workshops to Promote Mutual Understanding”
- Katherine Frank Dvorsky, Colorado State University, Pueblo, “Fostering Communication and Collaboration through Dual-Credit Programs”
- Alan Blackstock, Utah State University, Uintah Basin, “Weapons of Mass Instruction: Teaching College English to High School Students via Interactive TV”
- Kimberly S. Dozier, College of the Desert, Palm Desert, CA, “Articulation as Continuum: Placing Composition in Context for Students”

**TSIG.05 Second Language Writing: A Focus for Faculty Development**

*Wabash, Third Floor*

*Speakers:*
- Carolyn Sterling-Deer, LaGuardia Community College, Long Island City, NY
- Jarek Michalonek, LaGuardia Community College, Long Island City, NY

**TSIG.06 Writing Center Theory and Practice: Key Issues**

*Burnham 4, Seventh Floor*

*Chair:* Clint Gardner, Salt Lake Community College, UT

*Discussion Leaders:*
- James Inman, University of Tennessee, Chattanooga
- Muriel Harris, Purdue University, West Lafayette, IN
- Jeanette Jordan, Glenbrook North High School, IL
- William Macauley, Mount Union College, Alliance, OH
- Ben Rafoth, Indiana University of Pennsylvania
- Clint Gardner, Salt Lake Community College, UT
- Pamela Childers, The McCallie School, Chattanooga, TN
Thursday, 6:30–7:30 p.m.

**TSIG.07**  Minding the Body, Embodying the Mind: Moving between Creative Writing and Composition

Parlor F, Sixth Floor

*Chair*: Mary Ann Cain, Indiana University-Purdue University, Fort Wayne

*Speakers*: Mary Ann Cain, Indiana University-Purdue University Fort Wayne, “Minding the Body, Embodying the Mind: Moving between Creative Writing and Composition”

Erin Pushman, Limestone College, Gaffney, SC, “Composing from the Toes Up”

Katherine Wills, Indiana University-Purdue University, Columbus, “‘Hot Eats Around the Corner and Sex in Their Pockets’: Chicago, the Visceral City”

Janine DeBaise, SUNY-ESF, Syracuse, “Drumbeat, Shimmy, Breath”

Judith Spector, Indiana University-Purdue University, Columbus, “Shopping in Chicago as Part of Writing a Life”

**TSIG.08**  Language, Linguistics, and Writing: What Should Teachers and Students Know about Language?

Salon 2, Third Floor

*Chair*: MaryAnn Crawford, Central Michigan University, Mount Pleasant

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

Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis

Craig Hancock, University at Albany, NY

Arthur Palacas, University of Akron, OH

Kathy Sohn, Pikeville College, KY, “Appalachian Language Awareness”

Martha Swearingen, UDC, Washington, DC

Luisa Rodriguez-Connal, University of Detroit, Mercy, MI

Peter Elbow, University of Massachusetts, Amherst
Thursday, 6:30–7:30 p.m.

**TSIG.09 Symposium on Rhetoric and Christian Tradition**

Salon 10, Third Floor

*Chair:* Elizabeth Vander Lei, Calvin College, Grand Rapids, MI  
*Speakers:* Priscilla Perkins, Roosevelt University, Chicago, IL, “Composition Teaching and Christian Tradition”  
Janene Lewis, University of Mary Hardin-Baylor, Belton, TX, “Composition Teaching and Christian Tradition”  
Shari Stenberg, Creighton University, Omaha, NE, “Critical Thinking and Christian Tradition”  
Mark Haas, Geneva College, Beaver Falls, PA, “Critical Thinking and Christian Tradition”  
Tara McIlmoil, North Carolina State University, Raleigh, “Critical Thinking and Christian Tradition”  
Joleen Hanson, University of New Hampshire, Durham, “Literacy Practices in Christian Tradition”  
Laurie A. Smith, St. Louis University, MO, “Literacy Practices in Christian Traditions”  
Tarez Samra Graban, Purdue University, West Lafayette, IN, “Rhetorical Practices in Christian Traditions”  
Bob Whipple, Creighton University, Omaha, NE, “Rhetorical Practices in Christian Traditions”  
Joonna Smitherman, Trapp Northwestern College, Orange City, IA, “Rhetorical Practices in Christian Traditions”  
Kilian McCurrie, Columbia College, Chicago, IL, “History of Rhetoric and Christian Tradition”  
Kristine Johnson, Purdue University, West Lafayette, IN, “History of Rhetoric and Christian Tradition”  
Chandra Lewis-Qualls, Abilene Christian University, TX, “Composition Teaching and Christian Tradition”  
Rose Metts, Savannah State University, GA, “Rhetorical Practices in Christian Traditions”  
Kristia Nora, Calvin College, Grand Rapids, MI

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**TSIG.10 Film, Television, and Visual Rhetoric Special Interest Group**

Parlor H, Sixth Floor

*Chair:* Donna Dunbar-Odom, Texas A&M University–Commerce  
*Facilitators:* Johanna Schmertz, University of Houston–Downtown, TX, “Theoretical Approaches to Using Media in the Writing Class”  
Gary Thompson, Saginaw Valley State University, University Center, MI, “Visual Argument in the Writing Class”
Thursday, 6:30–7:30 p.m.

Todd Heyden, Pace University, New York, NY, “The Pedagogy and Practice of Bringing Media into the Writing Classroom”

**TSIG.11 Special Interest Group: Composition/English Education Connections**

Dearborn 3, Seventh Floor

**Chairs:** Mark Letcher, University of Oklahoma, Norman
Elizabeth Brockman, Central Michigan University, Mt. Pleasant

**Speakers:**
Elizabeth Brockman, Central Michigan University, Mt. Pleasant, “Piloting a New Field Experience Placement: ENG 101”
Marcy Taylor, Central Michigan University, Mt. Pleasant, “Piloting a New Field Experience Placement: ENG 101”
Laura Grow, Central Michigan University, Mt. Pleasant, “Piloting a New Field Experience Placement: ENG 101”
Mary Rosalez, Central Michigan University, Mt. Pleasant, “Piloting a New Field Experience Placement: ENG 101”
Jennifer Trainor, Santa Clara University, CA, “Writing with Teachers: The Undergraduate Major, Teacher Education, and Composition Studies”
Kia Jane Richmond, Northern Michigan University, Marquette, “Teaching Writing to Teachers of K–12: Different Passions but Similar Goals”
Jonathan Bush, Western Michigan University, Kalamazoo, “But What About After They Leave the University? Writing Teacher Education for New Teachers”
Richard Gebhardt, Bowling Green State University, Findlay, OH, “Seeking Crossovers in Writing Teacher Courses”
Virginia Jones, University of North Carolina at Pembroke, “Toward a Worthwhile Partnership: One Writing Center’s Efforts for English Education Majors”
Steve Fox, Indiana University-Purdue University, Indianapolis, “Making Connections with the School of Education”
Jason Wirtz, Michigan State University, East Lansing, “Establishing an Ecology of English Education: The Interdisciplinary Nature of Our Field as Its Strength”
Karen Vocke, Western Michigan University, Kalamazoo, “Writing as Community: Creating an Optimal Learning Community for Migrant Farm Worker Children”
Patricia Dunn, Stony Brook University, NY, “Teaching Writing Teachers through Grammar Rants”
William Broz, University of Northern Iowa, Cedar Falls, “Fast Food Friday Night Ophelia’s: Book-Length Nonfiction Texts in First-Year Composition”
Rick Hansen, California State University, Fresno, “Teaching Is Writing: Refocusing the Pre-Service Student’s Literacy Orientation”

(con’t)
Thursday, 6:30–7:30 p.m.

Frances Johnson, Rowan University, Glassboro, NJ, “Valuing All Faculty Voices”
Kenneth Lindblom, Stony Brook University, NY, “The Post-9/11 Writing Teacher Educator”
Leah Zuidema, Michigan State University, East Lansing, “Bringing the Politics of Composition Education to Life for Preservice Teachers”

TSIG.13 Writing Centers and OWLs:
ESL Writing Instruction Outside of the Classroom
Salon 11, Third Floor

Chairs: Kevin Eric De Pew, Old Dominion University, Norfolk, VA
Susan K. Miller, Mesa Community College, AZ
Speakers: Paula Gillespie, Marquette University, Milwaukee, WI, “Putting Our Training to the Test: Preparing Tutors to Work with ESL Writers”
Sarah Rilling, Kent State University, Salem, OH, “Challenges of Tutoring Second Language Writers Online”
Respondent: Carol Severino, University of Iowa, Iowa City

TSIG.14 Community Literacy and Service-Learning
LaSalle 1, Seventh Floor

Chair: Cole Bennett, Abilene Christian University, TX
Speakers: Adrian Wurr, University of North Carolina, Greensboro
Jayne Moneysmith, Kent State University, Canton, OH
Tracy Hamler, Carrick Colby College, Waterville, ME
Teresa Kramer, Southern Illinois University, Carbondale
Deborah Bertsch, Columbus State Community College, OH
Cathy Sayer, Wright State University, Dayton, OH
Nancy Nester, Roger Williams University, Bristol, RI
Blake Scott, University of Central Florida, Casselberry
Amy Rupiper Taggart, North Dakota State University, Fargo
Cheryl Hoffstetter Duffy, Fort Hays State University, Hays, KS
Tobi Jacobí, Colorado State University, Fort Collins

TSIG.15 MFA SIG
Salon 12, Third Floor

Chair: Kendra Matko, Michigan State University, East Lansing
Speakers: Leonora Smith, Michigan State University, East Lansing, “Writing at an Artists’ Colony”
Jason Wirtz, Michigan State University, East Lansing, “Combining the Creative and the Academic”
Kendra Matko, Michigan State University, East Lansing, “Not of Two Minds: Creative Writing and Technical Communication”
Ahimsa Timoteo Bodhran, Michigan State University, East Lansing,
Thursday, 6:30–7:30 p.m.

“Decolonial Poetics, Ethnic Studies, and Multigenre/Multimedia/Multilingual Assignments in the Composition Classroom”

**TSIG.16 ATTW SIG: Building TW Courses & Programs**
Burnham 1, Seventh Floor
*Chair:* Karen Schnakenberg, Carnegie Mellon, Pittsburgh, PA  
*Speakers:* Mike Markel, Boise State University, ID, “What TC Students Want and What They Need”  
Michael Salvo, Purdue University, West Lafayette, IN, “TC Courses: Content, Focus, Resources”  
Kaye Adkins, Missouri Western State University, St. Joseph, “TC Programs in Mid-life Crisis”  
Carroll Nardone, Sam Houston State University, Huntsville, TX, “Program Development for Lone Rangers”  
David Sapp, Fairfield University, CT, “Program Development for Lone Rangers”  
Molly Johnson, University of Houston-Downtown, TX, “Developing & Maintaining Graduate Cultures”

**TSIG.17 Medical Rhetoricians**
Salon 1, Third Floor
*Chair:* Barbara Heifferon, Clemson University, SC  
*Speakers:* Barbara Heifferon, Clemson University, SC, “Hi-Tech Health Communication Programs”  
Mary Knatterud, University of Minnesota, Twin Cities, “Medical Rhetoric in a Teaching Hospital”

**TSIG.18 National Archives of Rhetoric and Composition**
Montrose 7, Seventh Floor
*Chair:* Robert Schwegler, University of Rhode Island, Kingston  
*Speakers:* John Brereton, The Boston Athenaeum, MA, “Designing an Archive”  
Cinthia Gannet, Loyola College of Maryland, Baltimore, “Gathering Materials: Steps in the Process”

**TSIG.20 EngiComm: Writing Across the Engineering Curriculum**
Parlor E, Sixth Floor
*Chair:* Julia Williams, Rose-Hulman Institute of Technology, Terre Haute, IN  
*Speakers:* Jon Leydens, Colorado School of Mines, Golden  
Steven Youra, California Institute of Technology, Pasadena  
Steve Bucher, University of Southern California, Los Angeles  
Robert Irish, University of Toronto, Ontario, Canada
Thursday, 6:15–10:00 p.m.

**TSIG.21  Writing for Reconciliation: Introducing a Summer Conference Featuring bell hooks**

*(A reception in honor of Assembly Founder Alice Brand will be held in a private home after the session)*

Private Dining Room 17, Fifth Floor

*Co-Chairs:* Bruce Novak, Northern Illinois University, De Kalb
Stan Scott, University of Maine at Presque Isle

*Speakers:* Libby Falk Jones, Berea College, KY
Alice Brand, SUNY, Brockport

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**THURSDAY EVENING SPECIAL EVENTS**

**Scholars for the Dream Reception**
Red Lacquer Room, Fourth Floor
6:15 p.m.–7:15 p.m.

*Chair:* Joyce Rain Anderson

**Local Writers Workshop: Neighborhood Writing Alliance**
Private Dining Room 18, Fifth Floor
6:30 p.m. –8:30 p.m.

**Humor Night**
Crystal Room, Third Floor
7:30 p.m.–9:00 p.m.

**Sound Bytes and Other Annoyances We Have Known**

*Chair:* Ronald F. Lunsford, University of North Carolina, Charlotte

*Speakers:*
- Anita Guynn, University of North Carolina, Pembroke, “See Kinky Run and Other Wonders”
- Gabriele Rico, San Jose State University, CA, “Turning Visual Grammar into a Coherent Student Essay”
- Bill Bridges, Sam Houston State University, Huntsville, TX, “The Philosophy of Life According to Merle, Loretta, and Conway: An Examination of the Encapsulating Line in Country and Western Music”
- Marvin Diogenes, Stanford University, CA, “CBB: Maximum Revision and Blues”
- Clyde Moneyhun, University of Delaware, Newark, “CBB: Maximum Revision and Blues”

**AA MEETING**
Dearborn 1, Seventh Floor
8:30 p.m.–10:30 p.m.

**ALANON MEETING**
Dearborn 3, Seventh Floor
8:30 p.m.–10:30 p.m.
Friday, March 26

REGISTRATION 8:00 a.m.–5:00 p.m.
Upper Exhibit Hall, Fourth Floor

EXHIBITS 9:00 a.m.–5:00 p.m.
Upper Exhibit Hall, Fourth Floor

F Sessions

8:00 a.m.–9:15 a.m.

Featured Session

Centering Peace: Theorizing Pedagogies for Rhetorical Action
Monroe Ballroom, Sixth Floor

Several years ago Washington Post columnist Colman McCarthy was invited to teach a writing course at an impoverished public school in Washington, D.C. His response—“I’d rather teach peace”—encapsulates the panel’s efforts to do both simultaneously. The panel examines ways rhetorical scholars may construct pedagogies of peace in composition classrooms. In “Peaceful Deconstruction: Students Writing about Rhetoric,” Gae Lyn Henderson discusses theoretical grounds on which compositionists can encourage students to write about peace. Marsha Lee Baker in “Centering Class Discussion Peaceably,” explores the value of practicing peacemaking rhetorics, as does Heather Bruce in “I’d Rather Teach Peace’: Feminist Peace Rhetorics in the Composition Classroom.” In “From War to Law, from Law to Negotiation: Changing Strategies for Peace in Politics and Argumentative Writing” presenter Lindsay Ellis weighs the worth of nonviolent alternatives for human communication and culture, as well as the costs of not considering those alternatives. These presenters explore “teaching peace” as integral parts of their development as writers, readers, and critical thinkers.

In The Peaceable Classroom, Mary Rose O’Reilley asks, “Is it possible to teach English so that people stop killing each other?” (9). This panel examines rhetorical possibilities for answering O’Reilley affirmatively.

Harriet Malinowitz is Professor of English at Long Island University, Brooklyn. For the past three years, she has been active in Rhetoricians for Peace; she has chaired the annual RFP workshop at CCCC and was the co-coordinator of NCTE’s 1984+20 Project (2004-05). She is also the founder and chair of the Rachel Corrie Award for Courage in the Teaching of Writing, conferred annually by the Progressive SIGS and Caucuses Coalition (PSCC) of CCCC. She has served on

Gae Lyn Henderson is a doctoral student and Assistant Director of the Writing Center at the University of Utah. Her areas of interest are feminist rhetoric and literacy. She has been active with CCCC for the past several years appearing on the Feminist Workshop. In addition she is a frequent panelist at conferences on rhetoric and literacy in Utah, and other western states.

Marsha Lee Baker is Associate Professor at Western Carolina University where she specializes in rhetoric and composition studies. Her scholarship often involves pacifism or pedagogy or both—for instance, in articles published by English Journal and Virginia English Bulletin, recent CCCC presentations and work-in-progress look at the rhetorics of war and peace. She is a member of Rhetoricians for Peace and the Carolinas Writing Program Administrators. In Spring 2000, she received the Chancellor’s Distinguished Teaching Award.

Lindsay Ellis at University of Michigan, Ann Arbor, has examined the rhetorical intersections of Alternative Dispute Resolution and Composition. Her recently completed dissertation offers a reading of arguments made in favor of international arbitration before World War I and demonstrates how genres of conflict management developed in the field of law can become useful methods of rhetorical discovery and arrangement.

Chair: Harriet Malinowitz, Long Island University, Brooklyn, NY

Speakers: Gae Lyn Henderson, University of Utah, Salt Lake City, “Peaceful Deconstruction: Students Writing about Rhetoric”
Marsha Lee Baker, Western Carolina University, Cullowhee, NC, “Centering Class Discussion Peaceably”
Heather Bruce, University of Montana, Missoula, “‘I’d Rather Teach Peace:’ Feminist Peace Rhetorics in the Composition Classroom”
Lindsay Ellis, University of Michigan, Ann Arbor, “From War to Law, From Law to Negotiation: Changing Strategies for Peace in Politics and Argumentative Writing.”
Friday, 8:00–9:15 a.m.

Practices of Teaching Writing

F.02 “Praise the Lord and Pass the Legislation”: Teaching Critical Analysis of Persuasion and Identification in the Discourse of Religious and Political Leaders

LaSalle 3, Seventh Floor

Chair: Laura Carroll, Abilene Christian University, TX

Speakers: Karen Jensen, University of the Incarnate Word, San Antonio, TX, “Good for the Goose: A Rhetorical Analysis of the Progressive Christian Movement”

Debbie Williams, Abilene Christian University, TX, “Mirror Images: Identification in the Discourse of Preachers and Politicians”

Practices of Teaching Writing

F.03 How Other Disciplines Nourish Composition

LaSalle 5, Seventh Floor

Chair: Emily Golson, University of Northern Colorado, Greeley

Speakers: Julie Garbus, University of Northern Colorado, Greeley, “Reconceiving Legal Literacy: Career Crossing from Court to Classroom”

Emily Golson, University of Northern Colorado, Greeley, “Crossing the Divide: Equating Math and Composition”

Jill Strand, University of Northern Colorado, Greeley, “Crossed Purposes: When Emotion Disciplines Composition”

Practices of Teaching Writing

F.04 Re-Inventing the Media Classroom: Pedagogy, Ethics, and Public Computers in the Class Space

Montrose 1, Seventh Floor

Speakers: Clay Arnold, University of Florida, Gainesville, “Re-Imagining Rhetorical Invention”

Sean Morey, University of Florida, Gainesville, “Technical Writing and the MOO: Possibilities for ‘Writing’ Communities”

Lindsey Collins, University of Florida, Gainesville, “Public Labs and Pedagogy: Turning Disadvantage into the Possibility for Invention”

Friday, 8:00–9:15 a.m.

*Practices of Teaching Writing*

**F.05 The Discursive Spaces of Globalization: Returning the Centrality of Place in a Post-Multicultural World**

LaSalle 2, Seventh Floor

*Chair:* Darin Payne, University of Hawai’i, Honolulu  
*Speakers:* Darin Payne, University of Hawai’i, Honolulu, “Globalization and Its Discursive Discontents”  
Georganne Nordstrom, University of Hawai’i, Honolulu, “There Is a Text in This Class and I Like it: Locating Place in the Writing Classroom”  
Jolivette Mecenas, University of Hawai’i, Honolulu, “Places, Proofs, and Dialects: Code-Switching as Rhetorical Action”

**F.06 Making Authority Visible: Re-Centering the Student in the Composition Classroom**

LaSalle 1, Seventh Floor

*Chair:* Amy Carpenter, University of Michigan, Ann Arbor  
*Speakers:* Heather Thomson, University of Michigan, Ann Arbor  
Michael Bunn, University of Michigan, Ann Arbor  
Amy Carpenter, University of Michigan, Ann Arbor

**F.07 Critical Reflection in the Center Space: Helping Generation Y Make Meaning from Melange**

Salon 1, Third Floor

*Chair:* Anneliese Homan, State Fair Community College, Sedalia, MO  
*Speakers:* Erin Kaufman, State Fair Community College, Sedalia, MO, “Critical Reflection in the Developmental English Classroom”  
Lisa Adams, State Fair Community College, Sedalia, MO, “Critical Reflection in the Discipline-Specific Composition Class”  
Anneliese Homan, State Fair Community College, Sedalia, MO, “Critical Reflection and Service Learning: Establishing aBaseline for Personal Growth”
Composition Programs

F.08 Vertical Writing: Going through the Institutional Woodchipper in Fargo
Dearborn 1, Seventh Floor

Chair: Dale Sullivan, North Dakota State University, Fargo
Speakers: Dale Sullivan, North Dakota State University, Fargo, “You Don’t Need That: Secret Meetings and Doctored Contracts”
Kevin Brooks, North Dakota State University, Fargo, “Chipping the Ice Off the Institutional Windshield: Coalition Building and Upper-level Course Development”
Jo Wana Cavins, North Dakota State University, Fargo, “I Suppose That’s Your Lecturer There in the Woodchipper?”
Amy Rupiper Taggart, North Dakota State University, Fargo, “And You Were with the Little Guy? Reinventing First-Year Writing (Again)”

Composition Programs

F.09 Keeping It Local: How Not To Let (Ass)essment Kick Us in the Behind
Dearborn 3, Seventh Floor

Chair: Cheryl Brown, Towson University, MD
Speakers: Cheryl Brown, Towson University, MD, “Intellectual Spaces Where Teacher and Student (and Text) Meet”
Sosha Stuckey, Towson University, MD, “Discovering Embedded Rubrics through Mimesis”
Beth Edelstein, Towson University, MD, “Looking at Assessment from Middle Space”

Composition Programs

F.10 An Assessment of Our Own: Experiences of Using a National Online Essay Evaluation to Create Institution-Specific Assessments
Clark 7, Seventh Floor

Chair: Mya Poe, Massachusetts Institute of Technology, Cambridge
Speakers: Marlene Miner, University of Cincinnati, OH, “Building Our Own Space(s) for Writing Placement Assessment”
Irvin Peckham, Louisiana State University, Baton Rouge, “Linking Student Achievement to Grade In(de)flation”
Les Perelman, Massachusetts Institute of Technology, Cambridge, “All Assessments Is Local!: Why We Don’t Want to Become the College Board”
Friday, 8:00–9:15 a.m.

**Composition Programs**

**F.11 WAC in the New Millennium: A Campus-Wide Survey of Attitudes and Practices**

Parlor A, Sixth Floor

**Chair:** Christy Desmet, University of Georgia, Athens

**Speakers:**
- Christy Desmet, University of Georgia, Athens, “What Came Before?”
- Parker Middleton, University of Georgia, Athens, “Constructing the Survey”
- Deborah Miller, University of Georgia, Athens, “What We Found: The Perspective of First-Year Composition”
- Christopher Hayes, University of Georgia, Athens, “What We Found: The Perspective of Academic Support Units”
- Michelle Ballif, University of Georgia, Athens, “What We Found: The Perspective of WIP (Writing Intensive Program)”

**Theory**

**F.12 Teachable Trajectories: From Interruption to Activism**

Clark 10, Seventh Floor

**Speakers:**
- Maria Montaperto, University of Nebraska–Lincoln, “The Language of Knowledge: Interruptions in Privilege and Form”
- Rochelle L. Harris, Central Michigan University, Mount Pleasant, “Radical Dislocations: From Critical Grief to Critical Action”
- Christine Stewart-Nunez, University of Nebraska–Lincoln, “Critical Anger: Moving from Venting to Invention”
- Virginia Crisco, California State University, Fresno, “Activist Literacy: Democratic Participation in Communities and Classrooms”

**Theory**

**F.13 Framing Visual Rhetoric: Uncomfortable Questions and Uneasy Coalitions**

Clark 5, Seventh Floor

**Chair:** Susan Hilligoss, Clemson University, SC

**Speakers:**
- Sean Williams, Clemson University, SC, “What Can Technical Communication Teach Composition Studies about Visual Rhetoric, and Why Should Compositionists Care?”
- Susan Hilligoss, Clemson University, SC, “What Can Composition Teach Technical Communication and Cultural Studies about Visual Rhetoric?”
- Stuart Bagwell, Clemson University, SC, “Can We Really Reframe the Verbal/Visual Binary (1)?”
- Laura Cunningham, Clemson University, SC, “Can We Really Reframe the Verbal/Visual Binary (2)?”
- Eric Rodgers, Clemson University, SC, “Reframing: A Video Regarding Visual Rhetoric”
Theory

F.14 Re-creating the Teacher: The Post-Postmodern Classroom and a Rhetorically Centered Approach
Salon 5, Third Floor
Speakers: Martine Tharp, University of New Mexico, Albuquerque, “Inheriting the Postmodern: Challenge in the Composition Classroom”
Bob Wyckof, Texas A&M University, College Station, “How to Teach oer What to Teach?: The Acquisition of Rhetorical Consciousness by Beginning Teachers”

Theory

F.15 The Rhetorics of Identification; Or, Me and You and You and Me, So Happy Together?
Parlor F, Sixth Floor
Chair: Tilly Warnock, University of Arizona, Tucson
Speakers: David Blakesley, Purdue University, West Lafayette, IN, “Mr. Spock Mind-Melds with Kenneth Burke, Out Pops a Theory of Identification as Mind Reading”
Thomas Rickert, Purdue University, West Lafayette, IN, “The Rhetorical Situation as Poker Match, or Identification at Play”
Diane Davis, University of Texas, Austin, “(Dis)Identification”

Theory

F.16 Making the Case for Imagination in Critical English Studies
Salon 2, Third Floor
Chair: Hyojein Yoon, West Chester University, PA
Speakers: Victoria Tischio, West Chester University, PA, “‘Dreaming the Dream of Liberation’: Critical Creativity and the Challenge of a Bifurcated English Curriculum”
Cherise Pollard, West Chester University, PA, “Putting the Dream into Action: Incorporating Radical Revision Into Re-search Writing Pedagogy”
Kirsten Culbertson, West Chester University, PA, “From Spectator to Problem Solver to Explorer: Changing Students’ View of Themselves as Knowledge Makers”
Hyojein Yoon, West Chester University, PA, “Moving Beyond the Classroom: Students as Public Intellectuals in the Cyberhood”
Friday, 8:00–9:15 a.m.

History

F.17 "Bi-silent, tri-silent, am made dual/duel, trebled/troubled, base/bass and impacted silences": Towards a History of the Rhetoric of Silence
Parlor E, Sixth Floor

Speakers: Collin Craig, Ohio University, Athens, “‘I’ll Talk If You Don’t Castrate Me’: History, Identity, and the Culture of Dialogic Engagement in the First-Year Writing Course”
Elly Williams, Ohio University, Athens, “When Good Women Lie: Histories, Silences, Truths in Family Memoir”
Steve Longfellow, Ohio University, Athens, “‘Why Do Women Loom So Large in the Fiction of Men?’: A History of Women’s Episodic Presence and Escape from Silence in the Textual Record of the West”

History

F.18 Theorizing Oral Histories: The Interviewer, the Interviewee, and the Text
Private Dining Room 6, Third Floor

Chair: Janice Lauer, Purdue University, West Lafayette, IN

Speakers: Brad Lucas, Texas Christian University, Fort Worth, “The Practice of Practices: Conversational Narratives and Views of the Interdialectic”
Margaret Morris, Purdue University, West Lafayette, IN, “Ongian Markers of the New Interview”
Margaret Strain, University of Dayton, OH, “Personal Narrative/Public Memory: Textual Dialogics and the Oral History Interview”

Research

F.19 Lost in the Archives: Women’s Elusive Academic History at the First University in the NW Territories and the Nation’s First Private Historically Black College
Private Dining Room 4, Third Floor

Chair: Candace Stewart, Ohio University, Athens

Speakers: Sherrie Gradin, Ohio University, Athens, “Politics in the Archives: Selection, Availability, Access”
Betty P. Pytlik, Ohio University, Athens, “Not Quite Lost, Not Quite Found: The Incomplete Literature of Women’s Literacy Experiences”
Rachel Brooks-Pannell, Ohio University, Athens, “The Difference Difference Makes: Archival Work and Women’s Literacy Experiences at an Historically Black College”
Research

F.20 College Writing: How Students Navigate among a Community of Scholars
Private Dining Room 5, Third Floor

Chair: Susan McLeod, University of California, Santa Barbara
Speakers: Cissy Ross, University of California, Santa Barbara, “Composition in Environmental Studies: What Motivates Students to Write for the Public?”
Paul Rogers, University of California, Santa Barbara, “College Curriculum and the Development of Writing Abilities: How, When, and What?”
Jessica Singer, University of California, Santa Barbara, “First Generation Latino College Writers: Writing as a Cultural Practice”
Sarah Hochstetler, University of California, Santa Barbara, “Writing to Learn: How Students Increase Understanding of the Engineering Major through a Technical Writing Course”

Research

F.21 Ongoing Research on Professional Writers’ Perceptions of Success: Identifying Key Cognitive and Affective Habits of Mind
Salon 3, Third Floor

Chair: Anne Beaufort, SUNY Stony Brook
Speakers: Susan Hunter, Clayton State University, Morrow, GA
Margaret Walters, Kennesaw State University, GA
Elizabeth Giddens, Kennesaw State University, GA
Respondents: Jennifer Cuthbertson, Southern Region Education Board, Atlanta, GA
Cliff Grammich, RAND, Santa Monica, CA

Information Technologies

F.22 Building a State-Wide Online Writing Center Community: Successes and Challenges
Private Dining Room 9, Third Floor

Chair: Kimberly Abels, University of North Carolina at Chapel Hill
Speakers: Vicki Behrens, University of North Carolina at Chapel Hill
Bill Wisser, University of North Carolina at Chapel Hill
Marcia Toms, North Carolina State University, Raleigh
Philip Adams, East Carolina University, Greenville
Friday, 8:00–9:15 a.m.

_Institutional and Professional_

**F.23 Needs, Wants, and Demands: Developing New Approaches to Mentoring in the Wake of Curricular Change**

Salon 10, Third Floor

*Chair:* Jonikka Charlton, University of Texas–Pan American, Edinburg

*Speakers:* Jonikka Charlton, University of Texas–Pan American, Edinburg, “Mentoring Resistance”
Colin Charlton, University of Texas–Pan American, Edinburg, “Mentoring Resistance”
Kristen Seas, Purdue University, West Lafayette, IN, “Beyond Mentoring: Assessing Our Own Needs as Graduate Instructors”
Alexis E. Ramsey, Purdue University, West Lafayette, IN, “Peer Mentoring: Building a Collaborative Online Instructors Network”

_Institutional and Professional_

**F.24 Re-framing the Classroom Culture: Teacher Training and Diversity**

Salon 9, Third Floor

*Chair:* Julie Brogno, Kansas State University, Manhattan
Deborah Murray, Kansas State University, Manhattan, “From Embattled to Empowered: Helping New Teachers Become Conscious of the Effects of Their Ethos”
Julie Brogno, Kansas State University, Manhattan, “The ‘Messy’ Practice of Teaching: GTAs and Diversity Writing”

_Institutional and Professional_

**F.25 Rage against the (Composition) Machine: Making a Difference in Academia**

Burnham 2, Seventh Floor

*Chair:* Claude Hurlbert, Indiana University of Pennsylvania

*Speakers:* Amy Lynch-Biniek, College Misericordia, Dallas, PA, “Risk and Innovation in Composition Pedagogy”
Lise Buranen, California State University, Los Angeles, “Regime Change Begins at Home: Composition Theory and Job Equity”
Mysti Rudd, Lamar State College, Port Arthur, TX, “Trickster/Earthdiver: A Way for Compositionists to Be in Academe”
Kathleen Klompien, California State University, “Making a Difference in the Center”
Institutional and Professional

F.26 Writing in the Center (for Access and Transition): Guaranteeing a Space for Basic Writing and Open Access
Salon 11, Third Floor
Chair: Rebecca Borah, University of Cincinnati, OH
Speakers: Stuart Blersch, University of Cincinnati, OH, “An Open and Shut Case: The Rise and Fall of UCollege”
Frank Davis, University of Cincinnati, OH, “Pie in the Sky: A New Design for Open Access and Basic Writing”
Marilyn Palkovacs, University of Cincinnati, OH, “Pinch Me, Please: A New Basic Writing Curriculum”
Rebecca Borah, University of Cincinnati, OH, “The Crystal Ball: Studies, Assessment, Directions”

Institutional and Professional

F.27 The Challenges of Understanding Culture, (Re-)Building Community, and Forming Temporary Coalitions through Ethnographic Inquiry
Salon 8, Third Floor
Chair: John Pell, University of North Carolina, Greensboro
Speakers: Donna Qualley, Western Washington University, Bellingham, “Understanding Pedagogical Cultures: How Veteran English Professors Think about Their Teaching”
Elizabeth Chiseri-Strater, University of North Carolina, Greensboro, “Rebuilding Student Community: Ways Students Talk about Having to Step Out of Their College Experience”
Bonnie Sunstein, University of Iowa, Iowa City, “Forming Temporary Coalitions: Collaborative Partners Discuss the Value of Provisional Research Relationships”

Language

F.28 Embodying Literacies in FYC
Wabash Room, Third Floor
Chair: Mary Jo Reiff, University of Tennessee, Knoxville
Speakers: Jenn Fishman, University of Tennessee, Knoxville
Bill Doyle, University of Tennessee, Knoxville
Amanda Watkins, University of Tennessee, Knoxville
Miya Abbott, University of Tennessee, Knoxville
Casie Fedukovich, University of Tennessee, Knoxville
Stacey Pigg, University of Tennessee, Knoxville
Respondent: Mary Jo Reiff, University of Tennessee, Knoxville
Friday, 8:00–9:15 a.m.

**Language**

**F.29 Linguists and Writing Teachers Collaborate:**
**Building a New Public Grammar**

Burnham 1, Seventh Floor

*Chair:* Craig Hancock, University at Albany, NY

*Speakers:*
- Jeff Wiemelt, Southern Louisiana University, Hammond, “Contextualizing New Public Grammar”
- Joan Livingston-Webber, Western Illinois University, Macomb, “Grammar Beyond the Classroom: Whose Rules?”
- Carolyn Kinslow, Cameron University, Lawton, OK, “Empowering Students through Meaning-Centered Language Awareness: Building a New Public Grammar in the Writing Center”
- Craig Hancock, University at Albany, NY, “Subject Function as a Window into Systemic Functional Grammar”

**Creative Writing**

**F.30 Mapping the Personal Essay:**
**The Interrogated Self, the Investigated World**

Parlor G, Sixth Floor

*Chair:* Chuck Anderson, University of Arkansas, Little Rock

*Speakers:*
- Will Jennings, University of Iowa, Iowa City, “Mapping Narratives of Implication”
- Leonora Smith, Michigan State University, East Lansing, “Evidence and the Lyric Self”
- Laura Julier, Michigan State University, East Lansing, “The Personal Is My Politic, but This Is Not an Essay”

**Professional and Technical Writing**

**F.31 Cultural Change in WAC/CAC Communities:**
**Addressing Tensions and Forming Coalitions in a Research University**

Salon 12, Third Floor

*Chair:* Rebecca Burnett, Iowa State University, Ames

*Speakers:*
- Linda Driskill, Rice University, Houston, TX, “Composing Communication-across-the Curriculum Communities through Collaboration”
- Sharon Gibson-Mainka, Rice University, Houston, TX, “Power of Cultural Familiarity”
- Rebecca Burnett, Iowa State University, Ames, “Encouraging WAC/CAC Research Communities and Coalitions”
- Mary Purugganan, Rice University, Houston, TX, “Crossing Boundaries between Rhetoric and Bioscience”
Community, Civic, & Public

F.32 New Research from Studies in Writing and Rhetoric: Authors: Diversity and Literacy Practices in Community and Classroom
Salon 4, Third Floor
Chair: Robert Brooke, University of Nebraska–Lincoln
Speakers: David Foster, Drake University, Des Moines, IA, “Building Authority as Writers: A Cross-National Perspective”
Zan Gonclaves, Franklin Pierce College, Rindge, NH, “Negotiating Multiplicities, Performing Identities, Crossing Rhetorical Contexts”
Arnetha Ball, Stanford University, CA, “African American Literacies Unleashed: Reflecting on Lessons of Co-Authorship”
Ted Lardner, Cleveland State University, OH, “African American Literacies Unleashed: Reflecting on Lessons of Co-Authorship”
Katherine Sohn, Pikeville College, KY, “Appalachian Mountain Women: Expressivist Writing and Voice”

Community, Civic, & Public

F.33 Urban Meets Rural: Finding a Center Space through Contact Zones
Private Dining Room 7, Third Floor
Chair: Beth Huber, Western Carolina University, Cullowhee, NC
Speakers: Henri Rix Wood, University of Missouri, Kansas City
Beth Huber, Western Carolina University, Cullowhee, NC
Respondent: Patricia Bizzell, College of the Holy Cross, Worcester, MA

Community, Civic, & Public

F.34 Conflict, Collaboration, and Change: Coalition-Building in the Service-Learning Classroom
Private Dining Room 8, Third Floor
Chair: Gwen Gorzelsky, Wayne State University, Detroit, MI
Speakers: Stephanie Hall-Sturgis, Wayne State University, Detroit, MI
LaWanda Dickens, Wayne State University, Detroit, MI
Thomas Trimble, Wayne State University, Detroit, MI
Kim Davis, Wayne State University, Detroit, MI
Friday, 8:00–9:15 a.m.

Community, Civic, & Public

F.35 Whiteness and (In)Difference: Wrestling with the Color-line in Composition Studies

Parlor H, Sixth Floor

Chair: Catherine Prendergast, University of Illinois at Urbana-Champaign

Speakers: Dana Nichols, University of Louisville, KY, “Administrative Silence: Resistance as Framework for Whiteness Studies”

Catherine Prendergast, University of Illinois at Urbana-Champaign, “For Whites Only?: Audience and Autobiography in Whiteness Studies”

Jennifer Trainor, Santa Clara University, CA, “Representing Racism in Ethnographic Studies of Whiteness”

Joyce Irene Middleton, East Carolina University, Greenville, NC, “‘Shifting the Gaze’: On Whiteness and the Rhetoric of Inclusion”

Photo credit–Vito Palmisano
Upon overhearing a conversation between two businessmen, Tim Wise angrily repeats their question, “Didn’t we get rid of those people years ago?” This question prompts Wise’s essay about the press’ treatment of Ward Churchill, who has been attacked for many things—including not being “Indian enough.” Degrees of blood quanta have affected enrollment of indigenous peoples for centuries, and such designations divide Native American nations, weakening their political, cultural, and rhetorical power. In Resa Crane Bizzaro’s talk “A Community of ‘Uppity Indians’: Binary Threads of Identity” she examines the issues of community and exclusion brought up by Wise and Marijo Moore, who notes that many Native peoples will be silenced by the political backlash against those who claim Indian heritage. She illustrates the problems of establishing an Indian identity with examples from her personal experience and that of her young son, calling for the development of more inclusionary practices for modern indigenous peoples. Joyce Rain Anderson’s “‘Funny You Don’t Look Like an Indian’: Measuring Mixedblood Identity” relates an experience from last year’s CCCC when “after presenting with my Indian colleagues about language reclamation to find our presentation was not heard (by other folks of color), we were attacked for looking ‘white.’” Anderson pointedly discusses the pervasiveness of the stereotype of the Indian, exploring the negative consequences of the images put forth by Disney, cartoons, movies, and Indian mascots. In exploring the concept of boid identity, in her own case white/Wampanoag, Anderson explores how Indian people find themselves vigilant simply by stepping outside their communities. Nicole Clark-Ramirez elaborates on this vigilance in her talk, “‘Should I just pass?’: Deciding Whether to Embrace or Reject Sexual and Ethnic Identity.” In her presentation, she tells the story of growing up and being “told I was ‘Spanish from Spain,’ which was difficult for others to understand considering my last name was ‘Clark.’” Clark-Ramirez discusses her own discomfort with stereotypes placed on latinos looking at the stereotypes placed on Hispanic peoples and how those differ depending on whether the person is “Spanish from Spain,” Cuban, Puerto Rican, etc. She also considers the negative side of “passing” in regards to ethnicity and sexuality exploring how the classroom is affected if a teacher decides to “pass.” Join this panel to sensitize yourselves to common experiences that divide us and affect our ability to deliver ethical pedagogy in the classroom.
Joyce Rain Anderson is the Writing Center Coordinator at Massasoit Community College in Massachusetts where she teaches English and ESL courses. Her dissertation explores a rhetoric of survivance in the early vernacular literacy of Massachusetts Indians. She has been presenting at CCCC since 1996, the year she won the Scholars for the Dream Award. As a founding member of the Caucus for American Indian Scholars and Scholarship, she chaired the caucus for three years. She has also taken an active interest in convention concerns and newcomer activities, particularly for those awarded dream scholarships. At home in Massachusetts, she serves on the board of trustees for the Brockton Neighborhood Health Center and actively participates as a member of the Massachusetts Center for Native American Awareness.

Angela Haas is a PhD student in the Rhetoric & Writing program at Michigan State University and is currently the editorial assistant of Studies in American Indian Literatures, a quarterly journal devoted to the study of American Indian writing. She is of mixed-blood Cherokee, German, and other European American ancestry. Her recent research includes the investigation of digital writing practices of women and American Indians and the cultural and political contexts that shape those practices, as evidenced by her publications in Computers & Composition, Computers & Composition Online, and the forthcoming edited collection of Webbing Cyberfeminist Practices. Pursuing a concentration in digital cultural rhetorics, her current research is concerned with revisioning the history of digital and visual rhetoric through the recovery of indigenous rhetorics.

Resa Crane Bizzaro is Assistant Professor at East Carolina University where she directs the Professional Writing Program at ECU’s Brody School of Medicine. She is the president of the CCCC Caucus for American Indian Scholars and Scholarship. Her research interests include Native American rhetorics and identity rhetorics. She has published articles in CCC and College English. Her most recent research focuses on the enrollment issues of Native Americans and their impact on nations’ politics. She also publishes essays on contemporary American writers. Bizzaro lives in Greenville, NC, with her husband, Patrick, and son, Antonio.
Nicole Clark-Ramirez has been teaching as an adjunct in the English department at Massasoit Community College, Emerson College, and Bridgewater State College for the past 5 years. She received her MFA in Creative Writing from Emerson College in early 2003. While completing her undergraduate degree, she worked for Boston Children’s Services (now the Home for Little Wanderers) in both the HSP and EpiC programs. HSP (Healthy, Strong, and Proud) was a Boston area HIV peer prevention group that targeted GLBTQs (gay, lesbian, bisexual, transgendered, questioning, and straight) youth. But EpiC was her main concern. EpiC (everyone person counts) was a very small group that traveled to urban area community centers and high schools to perform self-created presentations on anti-homophobia, anti-racism, and anti-violence for mostly at-risk youth of color.

Chair: Angela Haas Michigan State Universitym East Lansing

Speakers: Resa Crane Bizzaro, East Carolina University, Greenville, “A Community of ‘Uppity Indians’: Binary Threads of Identity”
Joyce Rain Anderson, Massasoit Community College, Brockton, MA, “‘Funny You Don’t Look Like an Indian’: Measuring Mixedblood Identity”
Nicole Clark-Ramirez, Massasoit Community College, Brockton, MA, “Should I just pass? : Deciding Whether to Embrace or Reject Sexual and Ethnic Identity

Featured Session

Composing for Common Spaces: A Roundtable on Civic Engagement in Composition and Beyond

Private Dining Room 18, Fifth Floor

This roundtable will show how composition studies is becoming central to the national work of restoring the civic mission of higher education and rebuilding the public spaces of democracy. Three composition instructors engaged in helping students find their public voices and identities will be joined by two national leaders in civic engagement and the “public work” theory of political action to discuss several inter-related projects. Audience members will be encouraged to tell stories of similar projects and work with roundtable participants to build stronger coalitions toward civic composition.

The roundtable will include the Director of the American Democracy Project, sponsored by the American Association of State Colleges and Universities, Campus Compact, and The New York Times, through which more than 200 colleges and universities are working to increase the civic involvement of their students. This presenter will suggest that by engaging this work, composition instructors can further help students experience the civic discourses they need to shape their communities, nations, and world.
The Director of the Center for Democracy and Citizenship, of The Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota, will follow with a discussion of composition instruction as public work, situated in the commons of civic discourses. This presenter will encourage audience members to support a new project called “Citizens Take the Lead” which envisions students developing the skills and confident sense of public self-hood needed to think beyond the manipulations of red/blue politics.

Two composition instructors, one also a service learning director, will then describe “Student Voice,” a collaborative national civic engagement project, which will allow first-year composition students from different universities to work together to explore public issues, such as “Hunger and Community Food Systems” or “Oil and the Alternatives.” Student Voice will include a comprehensive website, with many resources and discussion forums; national videoconferences with key experts on the issues being studied; and a summer institute for student leaders nationwide, held in different places each year.

Finally, a composition instructor known for working at the boundaries of traditional academic discourses and helping students gain richer senses of identity as they learn multiple discourses, will work with audience members to consider how to help students engage the public world while expanding their understandings of composition and senses of self. Even as we know the urgent need for an improved public work, the task remains helping individuals find the creative knowledge needed to write in common space.

To help this roundtable to become fully interactive, audience members and participants will work together on a public skills and issues inventory, which will outline some key areas for composition instructors to concentrate upon when teaching civic skills. The results of this inventory will not only help to frame the discussion of the session, but will be an important vehicle for speaking as a profession, and individuals, to leaders in the civic engagement and public work movements in higher education and the wider culture.

**Chair:** Robert Davis, Eastern Oregon University, La Grande

**Speakers:**
- George Mehaffy, American Association of State Colleges and Universities, Washington, D.C., “The American Democracy Project and Civic Discourse”
- Harry Boyte, Center for Democracy and Citizenship, Minneapolis, MN, “Citizens Take the Lead: A Project for Civic Skill Development”
- Mark Shadle, Eastern Oregon University, La Grande, “Student Voice: A National Composition Project for Civic Engagement”
- Robert Davis, Eastern Oregon University, La Grande, “Student Voice: A National Composition Project for Civic Engagement”
- Rebecca Luce-Kapler, Queen’s University, Kingston, Ontario, Canada, “The Subjunctive Cottage: Expanding Identity toward Public Discourse”
Computer Connection
Upper Exhibit Hall, Fourth Floor
9:30 a.m.-10:45 a.m.

Dialogic Learning through Electronic Communication
Dear Student: Regarding your Recent Post to the Class Discussion Board... Directing and Re-directing Online Students’ Threaded Discussion Posts
Terra Williams and Kathy Ashman
Socratic Blogging: Developing Argumentation Skills through Blogs
Kelli Rae Carte

Practices of Teaching Writing
G.02 Give the Basic Writers Some: Incorporating Digital Media into a Basic Writing Curriculum
Wabash Room, Third Floor
Chair: Mindy Wright, The Ohio State University, Columbus
Speakers: Catherine Braun, The Ohio State University at Marion
Ben McCorkle, The Ohio State University at Marion
Amie Wolf, The Ohio State University, Columbus

Practices of Teaching Writing
G.03 Basic Writing Goes Public
Dearborn 3, Seventh Floor
Chair: Elizabeth Caldwell, Ohio State University, Newark
Speakers: Shawna Green, Ohio State University, Newark,
Carrie Ann James, Urbana University, OH
Elizabeth Caldwell, Ohio State University, Newark
Friday, 9:30–10:45 a.m.

**Practices of Teaching Writing**

**G.04 Rewriting the Image: Teaching Visual Representations of History and Nature in First-Year Composition**

Private Dining Room 16, Fifth Floor

*Chair:* Christine Farris, Indiana University, Bloomington

*Speakers:* Christine Farris, Indiana University, Bloomington, “Historicize Me”

David Marshall, Indiana University, Bloomington, “Classroom as Darkroom: Developing History as Visual Rhetoric”

Chad Luck, Indiana University, Bloomington, “Classroom as Darkroom: Developing History as Visual Rhetoric”

Margaret Hermes, Indiana University, Bloomington, “Ready for Our Close-Up: Historicizing Film”

Lisa Ottum, Indiana University, Bloomington, “Bambi Denaturalized: Teaching with Media Representations of Animals”

Stefanie Bluemle, Indiana University, Bloomington, “Bambi Denaturalized: Teaching with Media Representations of Animals”

**Practices of Teaching Writing**

**G.05 Writing and the Word: Religion in Composition Spaces**

Clark 10, Seventh Floor

*Chair:* Traci Freeman, University of Colorado at Colorado Springs

*Speakers:* Traci Freeman, University of Colorado at Colorado Springs, “Can I Get a Witness: Teaching Composition from Berkeley to the Bible Belt”

Christopher LeCluyse, Southwestern University, Georgetown, TX, “Communities of the Word: Writing Centers and Monastic Scriptoria”

Sue Mendelsohn, St. Louis University, MO, “Integrating Ignatius: Constructing a Jesuit Writing Center”

**Practices of Teaching Writing**

**G.06 Using Personal Experience and Personalities in The Writing Classroom**

Parlor C, Sixth Floor

*Chair:* Theresa Joy Kramer

*Speakers:* Christine Fudge, The Citadel, Charleston, SC, “The Personality of Writing: Do Certain Personality Types Enjoy Greater Success in English 101?”

Eileen Landis-Groom, Embry-Riddle Aeronautical University, Prescott, AZ, “Tapping First-Year Students’ Potential through Travel Writing”

Kara Poe Alexander, University of Louisville, KY, “Heroes, Rebels, and Victims: Stories Students Tell in Literacy Narratives and Teachers’ Reactions to Them”
Practices of Teaching Writing

G.07  Self-Authoring by Design: Writing to Create Contexts for Learning in Engineering

Montrose 1, Seventh Floor

Chair: Chris Burnham, New Mexico State University, Las Cruces

Speakers: Chris Burnham, New Mexico State University, Las Cruces,
"Constructive-Developmental Pedagogy: Writing to Teach Engineering Design, Professional Practice, and Self-Authorship"
Michele Auzenne, New Mexico State University, Las Cruces, “Designing Rubrics to Re-Design the Engineering Lab”

Practices of Teaching Writing

G.08  Composing a Collaborator: The Place for Writing in a Military Education

LaSalle 2, Seventh Floor

Chair: Richard Flinn, Naval Academy Preparatory School, Newport, RI

Speakers: Robert Biral, Naval Academy Preparatory School, Newport, RI,
“Intimate Immensities: The Paradox of Middle Spaces in Composing Digital Coalitions in a Military School”
Richard Flinn, Naval Academy Preparatory School, Newport, RI, “Graffiti on the Palace Walls: Collaboration among Marines in Annapolis”

Practices of Teaching Writing

G.09  The Impact of the SAT Writing Test on Composition: A Review of the NCTE Task Force Report

Parlor F, Sixth Floor

Co-Chairs: Robert Yagelski, State University of New York at Albany
Kathleen Yancey, Florida State University, Tallahassee

Speakers: Jean Ketter, Grinnell College, IA, “Narrowing the Writing Curriculum: How the New SAT Affects the Composition Classroom”
Cathy Fleischer, Eastern Michigan University, Ypsilanti, “Unintended Consequences: More Than a College Admissions Test”
Robert Yagelski, State University of New York at Albany, “What is Good Writing? The SAT and Conceptions of Writing in Mainstream Education”
Friday, 9:30–10:45 a.m.

**Composition Programs**

**G.10 Starting with the Reader, Building from the Center:**
**Exploring a New Role for the Reader and Writer in the Writing Center and Writing Program**

Salon 4, Third Floor

*Chair:* Stephanie Roach, University of Michigan-Flint

*Speakers:* Scott Russell, University of Michigan-Flint
Jacob Blumner, University of Michigan-Flint, “Reading Strategies in the Writing Center, Writing Class, and Outside Academia”
Stephanie Roach, University of Michigan-Flint, “Programmatic Perspectives on Our Writing Center Pedagogy”

**Composition Programs**

**G.11 Barbarians at the Gate: Four Non-English Professors Reflect on Teaching Writing**

Salon 8, Third Floor

*Chair:* Paul Hanstedt, Roanoke College, Salem, VA

*Speakers:* Gary Hollis, Roanoke College, Salem, VA, “Writing, Chemistry, and Faculty Development: Theory vs. Practice”
Rachelle Ankney, Roanoke College, Salem, VA, “Writing and Mathematics: Using First-Year Writing as a Tool of Mathematical Thought”
Hans Zorn, Roanoke College, Salem, VA, “Writing and Philosophy: Using First-Year Writing to Teach Logic and Argument”
Gordon E. Marsh, Roanoke College, Salem, VA, “Writing and Music: Opening Ears and Minds through Writing about Music”

**Composition Programs**

**G.12 Building a Culture of Assessment: “Dynamic Criteria Mapping” toward Contextually-Sound Rubrics**

Salon 7, Third Floor

*Chair:* Jane Detweiler, University of Nevada, Reno

*Speakers:* Jane Detweiler, University of Nevada, Reno, “Mapping, Rubrics, and Numbers for Higher-Ups: Making it All Work”
Kara Moloney, University of Nevada, Reno, “Assessment? No Way! Communicating with Colleagues to Center Assessment in Teaching Practice”
Maureen McBride, University of Nevada, Reno, “Beyond Binaries: Creating an Assessment Culture”
Composition Programs

G.13 What Happens in Comp Stays in Comp? Linguistic Indeterminacy and the Artifacts of Composition
Salon 6, Third Floor
Chair: Chris Fosen, California State University, Chico
Speakers: Jill Swiencicki, California State University, Chico, “The Artifact of the Essay Assignment: Negotiating Meaning with Students”
David Martins, California State University, Chico, “The Artifact of the Scoring Rubric: How Students Understand and Put to Use Their Teachers’ Evaluative Tools”
Erik Armstrong, California State University, Chico, “An End of Worship: How Could Writing Workshops Stop Reifying Assignment Artifacts?”
Chris Fosen, California State University, Chico, “Reading as Students Would: The Institution of Context-Free Assessment Artifacts”

Composition Programs

G.14 Changing Identity: De-Centering the Writing Center
Salon 5, Third Floor
Speakers: Jessica Murray, Florida Atlantic University, Boca Raton
Anne Bosworth, Florida Atlantic University, Boca Raton
Erica Cirillo, Florida Atlantic University, Boca Raton

Theory

G.15 Composing in the Borderlands: A Tribute to Gloria Anzaldúa
Parlor D, Sixth Floor
Chair: Rachael Brumfield, California State University at Sacramento
Speakers: Aracelli Badilla, California State University at Sacramento
Christina Washington, California State University at Sacramento
Rachael Brumfield, California State University at Sacramento

Theory

G.16 Risk Theory and Literacy Studies
Parlor G, Sixth Floor
Chair: Angela Crow, Georgia Southern University, Statesboro
Speakers: Angela Crow, Georgia Southern University, Statesboro, “Risk Theory and Literacy Studies: Exploring Mental Models for Change”
Scott Hendrix, Albion College, MI, “Literacy Education: Imagined Risk and Real Risk”
Friday, 9:30–10:45 a.m.

Theory

G.17 Disappearing Feminists and Academic Paradigms: A Roundtable Discussion on Negotiating the Middle Space between Labels and Lived Experiences
Montrose 7, Seventh Floor

Chair: Eve Wiederhold, University of North Carolina at Greensboro

Speakers: Sara Littlejohn, University of North Carolina at Greensboro, “Recognizing the ‘Allegorical’ Hail of the Academy: Re-situating My Feminist Guilt”
Marlia Banning, Kent State University, OH, “Emotional Outbursts: Reflexive Practices and the Feminist Subject”
Brandy Grabow, University of North Carolina at Greensboro, “Triple Consciousness: Making Sense of My Three Feminist Selves”
Eve Wiederhold, University of North Carolina at Greensboro, “Feminism and Representational Fatigue: Refiguring the Politics of Visibility”

G.18 Relations, Locations, Positions: Post-Process Theory for Writing Teachers
Private Dining Room 17, Fifth Floor

Chair: Sue Hum, University of Texas at San Antonio

Speakers: Peter Vandenberg, DePaul University, Chicago, IL, “Theories of Relations: Genre, Literacy, and Discourse”
Jennifer Clary-Lemon, Arizona State University, Tempe, “Theories of Location: Materiality, Contact Zones, and Ecologies”
Sue Hum, University of Texas at San Antonio, “Theories of Position: Identity Politics, Textual Production, and Social Relations”

Respondent: Lisa Ede, Oregon State University, Corvallis

G.19 “Growing to the Fullness of Our Humanity”: Theorizing the Personal, Personalizing the Theoretical in Teaching Composition
Burnham 2, Seventh Floor

Chair: Anne Righton, Malone State University of New York at Potsdam

Speakers: Anne Righton, Malone State University of New York at Potsdam, “‘My Mama Done Told Me’: Revisioning the Theory and Practice of Vivian Davis, Marianna Davis, Elisabeth McPherson, and Priscilla Tyler”
Victoria Levitt, Malone State University of New York at Potsdam, “Toward a New Ethics of Voice: Contemporary Memoir and ‘Wounded Storytelling’ in the Writing Classroom”
Nancy Horan, SUNY Canton College of Technology, NY, “Breaching the Binary Barrier: Fusing Feminist and Critical Theory and Practice in the College Writing Classroom to Build Coalitions across Difference”

**History**

**G.20 The History of the Future of Writing—Part Two**

Private Dining Room 9, Third Floor

*Chair:* Michelle Kendrick, Washington State University, Vancouver  
*Speakers:* Laura Gurak, University of Minnesota, St. Paul, “Writing as Code, Code as Writing”  
Helen J. Burgess, Washington State University, Vancouver, “Whatever Happened to My Moo?”  
Michael Day, Northern Illinois University, De Kalb, “The History and Future of Machine Logic”

**History**

**G.21 Composing Community, Revising Traditions: Women’s Rhetorics for Social Change, 1860–1940**

Private Dining Room 8, Third Floor

*Chair:* Nan Johnson, The Ohio State University, Columbus  
*Speakers:* Abby Dubisar, Miami University, Oxford, OH, “Dear (M)other: Epistolary Discourse From the State Industrial Home for Negro Girls, Tipton, Missouri, 1930–1940”  
Amy Mecklenburg-Faenger, The Ohio State University, Columbus, “Scissors, Paste, and Social Change: Rhetorics of Suffrage Scrapbooks, 1897–1911”  
Kelly Bradbury, The Ohio State University, Columbus, “Speak for Yourself: 19th-Century Women Reformers and the American Lyceum”  
Kate White, The Ohio State University, Columbus, “From Oklahoma to Ohio: Revising the Rhetorical Strategies of Clubwomen and Suffragettes, 1885–1920”

**Research**

**G.23 Mediating Genres: Examining Antecedent Genres as Discursive Resources in Academic and Public Spheres**

Private Dining Room 4, Third Floor

*Chair:* Anis Bawarshi, University of Washington, Seattle  
*Speakers:* Anis Bawarshi, University of Washington, Seattle, “‘Uptake’ as Mediating Discursive-Ideological Space between Genres”  
Amy Devitt, University of Kansas, Lawrence, “First-Year Composition and Antecedent Genres”  
Mary Jo Reiff, University of Tennessee, Knoxville, “The Public Petition as Center Space between Critique and Change”  
Angela Jones, Western Kentucky University, Bowling Green, “E-mail in the Center Spaces of Genre, History, and Technology”
Friday, 9:30–10:45 a.m.

Research

G.24 Tracing Trajectories, Handling Heterogeneity: Sociohistoric Perspectives of Literate Space
Private Dining Room 5, Third Floor

Chair: Paul Prior, University of Illinois at Urbana-Champaign
Speakers:
- Kevin Roozen, Auburn University, AL, “From Journals to Journalism: Tracing Trajectories of Literate Development”
- Derek Van Ittersum, University of Illinois at Urbana-Champaign, “Hyperspace of the Mind: Computer Technology and the Remediation of Memory”
- Steve Fraiberg, University of Illinois at Urbana-Champaign, “Life Is No Kibbutz: English, Israel, and Globalization”
- Anna Min, University of Illinois at Urbana-Champaign, “Rethinking the Notion of Effective Writing Skills in an ESL Writing Program: A Sociohistoric Theory Analysis”

Information Technologies

G.25 The Grokster Decision and Its Implications
LaSalle 5, Seventh Floor

Chair: John Logie, University of Minnesota, St. Paul
Speakers:
- Jeffrey R. Galin, Florida Atlantic University, Boca Raton, “When Silence Breeds Silence: How the Outcome of MGM v. Grokster May Silence Students and Faculty”

Information Technologies

G.26 Benefits of Organizing an Online Faculty Coalition
Private Dining Room 7, Third Floor

Speakers:
- Andrew Green, University of Miami, FL
- Dorinda Fox, University of Phoenix, San Francisco, CA, “Benefits of Organizing and Online Faculty Coalition”

Information Technologies

G.27 What Technology Doesn’t Bridge: Communication Gaps
LaSalle 1, Seventh Floor

Speakers:
- Amy Stuber, Smarthinking, Inc., Washington, DC, “Potential Relationship between Artificial Intelligence and Human Adaptive Intelligence in the Writing Classroom: Can We Marry the Two?”
- Marc Pietrzykowski, Georgia State University, Atlanta, “Let Me Parse That for You: Mediating the Architects of New Media”
Institutional and Professional

G.28 Does Cross-training Cross the Line?: Library-Composition Coalitions
Salon 3, Third Floor
Chair: Brian O’Sullivan, St. Mary’s College of Maryland
Speakers: Shirley Ricker, University of Rochester, NY, “Are We Crossing the Line?: A Survey of Library/Writing Program Coalitions”
Isabel Kaplan, University of Rochester, NY, “Are We Crossing the Line?: A Survey of Library/Writing Program Collaboration”
Pamela Bedore, University of Connecticut, Avery Point, Groton, “Why Cross the Line?: Assessing the Impact of the Librarian-Tutor”
Brian O’Sullivan, St. Mary’s College of Maryland, “Talking over the Line: Diverging and Converging Perspectives on Student Research”

Institutional and Professional

G.29 A Call for Creative Collaborations and Border Crossings: Preparing Faculty to Teach in Two-Year Colleges
Parlor H, Sixth Floor
Chair: Georgia Newman, Professor Emerita, Polk Community College, Winter Haven, FL
Speakers: Howard Tinberg, Bristol Community College, Fall River, MA, “Shifting Sands of Academic Discourse: Mediating and Managing 2-Year, 4-Year Border Crossings”
JoAnn Buck, Guilford Technical Community College, Jamestown, NC, “Professional Guidelines for Faculty Preparing to Teach in Two-Year Colleges: 2-Year and 4-Year College/University Initiatives”
Sean Murphy, College of Lake County, Grayslake, IL, “Collaborative Preparation of Future Two-Year College Faculty”
Anne Clark Bartlett, DePaul University, Chicago, IL, “Collaborative Preparation of Future Two-Year College Faculty”

Institutional and Professional

G.30 Plagiarism and Community
Salon 2, Third Floor
Chair: Kelly Ritter, Southern Connecticut State University, New Haven
Lauren Fitzgerald, Yeshiva University, New York, NY, “The Plagiarism ‘Crisis’ as Opportunity for Community Building”
Robin S. Wharton, University of Georgia, Athens, “Community Standards, Not Ownership: Rethinking Plagiarism as Unfair Competition”
Friday, 9:30–10:45 a.m.

Institutional and Professional

**G.31 Composing Critique: Critical Literacy and Institutional Critique as Writing Pedagogy**

Salon 9, Third Floor

**Chair:** Angela Gonzalez, Texas Christian University, Fort Worth

**Speakers:**
- Angela Gonzalez, Texas Christian University, Fort Worth, “Literacy in Transition: Case Studies of Graduate Student Writers”
- Brian Fehler, Tarleton State University, Stephenville, TX, “Comp á la Mode: Patterns of Development and Critical Inquiry”
- Purna Banerjee, Millikin University, Decatur, IL, “The I/Eye: Composing and Critiquing Personal Narratives through the Lens of Hybridity”

Language

**G.32 Englishes Spoken Here: Building Spaces for Language Diversity in Our Classrooms and Our Communities**

LaSalle 3, Seventh Floor

**Chair:** Scott Wible, Penn State University, University Park

**Speakers:**
- Scott Wible, Penn State University, University Park, “PA Build Language Diversity, Not Bombs: Forming Coalitions to Shape the Defense Department’s ‘National Language Agenda’”
- Jenell Johnson, Penn State University, University Park, “English Not Spoken Here: Disability, Identification, and Abjection”
- Kevin A. Browne, Penn State University, University Park, “Mout’ Open: Exploring Issues of Caribbean Identity in the Composition Classroom”

Institutional and Professional

**G.33 Size Matters and We Can Prove It: Retention, Success, and Smaller First-Year Writing Classes**

Private Dining Room 6, Third Floor

**Chair:** Sarah Duerden, Arizona State University, Tempe

**Speakers:**
- Sarah Duerden, Arizona State University, Tempe
- Christine Helfers, Arizona State University, Tempe

Language

**G.34 Multiliteracies and Multimodalities: L2 Writers in Context**

Dearborn 1, Seventh Floor

**Chair:** Tony Silva, Purdue University, West Lafayette, IN

**Speakers:**
- Tim Fountaine, St. Cloud State University, MN, “Contemplating Multiliterate Students and Alternative Disciplinary Possibilities for Writing Centers”
- Kevin Eric DePew, Old Dominion University, Norfolk, VA, “Mainstream Composition Textbooks and the Labor of Multiliteracies”
Friday, 9:30–10:45 a.m.

Susan Miller-Cochran, Mesa Community College, AZ, “What We Know, What We Do, and What We Adopt: Revealing Assumptions in L2 Writing Textbooks”

Creative Writing

G.35 Sharing Stories, Sharing Lives: Using the Memoir to Build Community in the Writing Classroom

Dearborn 2, Seventh Floor

Chair: Sharon Robideaux, Grand Valley State University, Allendale, MI
Speakers: Michael T. Lueker, Our Lady of the Lake University, San Antonio, TX, “Sharing Disciplinary Spaces: Fostering Collaboration through Memoir”
Emma Ramey, Grand Valley State University, Allendale, MI, “Sharing Stories: The Sound of Memoir”
Sarah Dickerson, Grand Valley State University, Allendale, MI, “Creative Nonfiction and the Memoir: Bringing Joy Back into the Composition Classroom”
Sharon Robideaux, Grand Valley State University, Allendale, MI, “Sharing Stories, Sharing Lives: Using Memoir to Teach Audience”

Professional and Technical Writing

G.36 Realigning Public Opinion through Effective Scientific Proposals and Websites

Salon 12, Third Floor

Chair: Lacy Landrum, Oklahoma State University, Stillwater
Speakers: Candice McKee, University of Central Oklahoma, Edmond, “Kee Goodle Daw: INFCA Ideology and Hegemonic Politics”
Andrea Zachary, Oklahoma State University, Stillwater, “The Rhetoric of ‘Inhospitable Waste’”
Lacy Landrum, Oklahoma State University, Stillwater, “The Shifting War: Usability of Drug Education Websites”

Community, Civic, & Public

G.37 Writing and Reciprocity: Building Coalitions through University/Community Partnerships

Salon 11, Third Floor

Speakers: Candice Rai, University of Illinois at Chicago, “Foundations for Building Strong University-Community Partnerships”
Megan Marie, University of Illinois at Chicago, “Considering the Big Picture: Assessing Program Development”
Ann Feldman, University of Illinois at Chicago, “This Container Isn’t Big Enough: Working for Institutional Change”
**G.38 Decentering Democracy: How Citizens and Communities Write Civic Webpages**

**Salon 10, Third Floor**

**Chair:** Dennis Lynch, Michigan Technological University, Houghton  
**Speakers:** Anne Frances Wysocki, Michigan Technological University, Houghton, “Medium-sized Democracy: Learning about Web Design from What the Designs of City Websites Allow, Encourage, Discourage, Hide, Evade, or Celebrate”  
Michele Simmons, Miami University of Ohio, Oxford, “Designing Useful Information for Community Decision Making”  
Dundee Lackey, Michigan State University, East Lansing, “Inventing Communities”  
Jeff Grabill, Michigan State University, East Lansing, “Inventing Communities”

**Community, Civic, & Public**

**G.39 New Writing by SWR Authors: Rural Community Activism as Rhetorical Coalition Building**

**Salon 1, Third Floor**

**Chair:** Moriah McCracken, Texas Christian University, Forth Worth  
**Speakers:** Charlotte Hogg, Texas Christian University, Forth Worth, “Flyover Places as Center Spaces: Gender and Rural Literacies”  
Kim Donehower, University of North Dakota, Grand Forks, “Building Community through Literacy: The Case of One Rural North Dakota Town”  
Robert Brooke, University of Nebraska–Lincoln, “Voices of Future Citizens: Rural Nebraska Youth and Civic Participation”  

**Community, Civic, & Public**

**G.40 Daring to Dialogue: Sharing Feminist Literacies Across Academic and Non-Profit Contexts**

**Parlor E, Sixth Floor**

**Chair:** Shari Stenberg, Creighton University, Omaha, NE  
**Speakers:** Dana Kinzy, University of Nebraska–Lincoln, “Creating Coalitions through Intersecting Literacies”  
Whitney Douglas, University of Nebraska–Lincoln, “Centering on Convergent Conversations: Composition and Community”  
Joy Ritchie, University of Nebraska–Lincoln, “Cross-Cultural Transference: Reciprocal Learning Relationships”
G.41 Writing Across Communities: A Cultural Ecology of Language, Learning, and Literacy

Crystal Room, Third Floor

Chair: Michelle Kells, University of New Mexico, Albuquerque

Speakers:
- Michelle Kells, University of New Mexico, Albuquerque, “Writing Across Communities: Diversity, Deliberation, and the Discursive Possibilities of WAC”
- Carson Bennett, University of New Mexico, Albuquerque, “Writing the Web of Influence: Connecting Students to Their Cultural Environments through Ecocomposition”
- Dana Salvador, University of New Mexico, Albuquerque, “Demystifying the ESL Classroom”
- John Bess, University of New Mexico, Albuquerque, “Whose ‘I’ am I: Negotiating Constructed Identity in First Year Writers”
- Scott Rogers, University of New Mexico, Albuquerque, “Paroled from the Palace of Distraction: Deciphering Cultural Codes in the Composition Classroom”
- Beverly Army Gillen, University of New Mexico, Albuquerque, “Knowing Our Audience: Peer Reviewing among Diverse Students”
- Juan Guerra, University of Washington, Seattle, “Creating Pathways to Academic Literacy and Beyond: Situating the Personal, Professional, and Political”

Theory

G.42 Using Silence, the Emotions, and Re/presentation to Build Community

Burnham 1, Seventh Floor

Chair: Jaime Mejía, Texas State University, San Marcos

Speakers:
- Shirley Wilson Logan, University of Maryland, College Park, “Silencing or Giving Voice: The Rhetoric of Women in the Center Spaces”
- Andrea Dardello, Howard Community College, Columbia, MD, “Giving Voice to the Unspoken: The Impact of Emotions on Beginning Writers’ Work”
- Cheryl Glenn, Penn State University, University Park, “Using Silence to Foster Community, or Toward a Rhetoric of Coalition”
Friday, 9:30–10:45 a.m.

**Theory**

**G.43 Queering the Composition Classroom**

Clark 5, Seventh Floor

*Chair:* David Rogers, University of North Carolina at Greensboro  
*Speakers:* David Rogers, University of North Carolina at Greensboro, “A Queer Composition: Interrogating Heteronormativity in the Composition Classroom”  
Katie Guest, University of North Carolina at Greensboro, “Composing the New Gender Politics: Language as a Pathway to Freedom”  
Kevin Morrissette, University of Massachusetts at Boston, “Dismantling the Marriage Monolith: A Rogerian Approach to the Discussion of Gay Marriage in the Composition Classroom”

**Practices of Teaching Writing**

**G.44 Multimodal Discourse in Pedagogical Theory and Practice: Crossing the Boundaries between Visual, Oral, and Written Rhetoric**

Burnham 4, Seventh Floor

*Speakers:* Cassandra Peterson, Northern Illinois University, DeKalb, “Understanding Cognitive Flexibility Theory in Multimodal Learning”  
Brande Martin, Northern Illinois University, DeKalb, “Crossing Personal and Public Boundaries: Multimodal Discourse, Multiliterate Students”  
Patricia Lahorra, Northern Illinois University, DeKalb, “Visualization and Sequential Images: The WebBoard and Multicultural Storytelling”  

**Community, Civic, & Public**

**G.46 Texts in Political Contexts: Writing for School**

Parlor A, Sixth Floor

*Chair:* Eli Goldblatt, Temple University, Philadelphia, PA  
*Speakers:* Lucille Schultz, University of Cincinnati, OH, “Write Down Five Jokes about the War”  
Russel Durst, University of Cincinnati, OH, “One Pedagogy’s Nasty Fate and the Implications”  
Marjorie Roemer, Rhode Island College, Providence, “What Are the Tests Asking For?”
Distinguished Guest Speaker
Sponsored by Bedford/St. Martin’s

11:00 a.m.-12:15 p.m.

Monroe Ballroom, Sixth Floor
Building Community, Culture, Coalitions

Patricia J. Williams, author, law professor, and cultural commentator will address our theme “Building Community, Culture, Coalitions.” As Professor of Law at Columbia University School of Law, former consumer advocate and Deputy City Attorney for the City of Los Angeles, and staff attorney for the Western Center on Law and Poverty, Professor Williams has tremendous insights to share about how individuals and groups come to understand and practice good civic and social responsibility. Her talk will reflect her appreciation and support for multiculturalism and civil rights, demonstrating why her first book, *The Alchemy of Race and Rights*, was named one of the twenty-five best books of 1991 by the Voice Literary Supplement and one of the “feminist classics of the last twenty years” that “literally changed women’s lives,” by *Ms.* Magazine’s Twentieth Anniversary Edition. We are fortunate to have this recipient of the MacArthur foundation “Genius” grant speak to us on a subject near and dear to her heart.

**Patricia J. Williams** is a graduate of Wellesley College and Harvard Law School. She has served on faculties of the University of Wisconsin School of Law, Harvard University’s Women’s Studies Program, and the City University of New York Law School at Queen’s College. She has held fellowships at the School of Criticism and Theory at Dartmouth College, the Humanities Research Institute of the University of California at Irvine, and the Center for Advanced Study in the Behavioral Sciences at Stanford University. Professor Williams has appeared on a variety of radio and television shows and has been a keynote speaker at numerous conferences. She has also served as a consultant and coordinator for a variety of public interest lawsuits. She has appeared in a number of documentary films, including *That Rush!* which she wrote and narrated. Directed by British filmmaker Isaac Julian, this short study of American talk show hosts was featured as part of an installation at the Institute of Contemporary Art in London.


A dynamic speaker, brilliant lawyer, and prolific writer, we welcome Patricia J. Williams to CCCC in order to help center our thinking about our roles as teachers, community leaders, and activists. Professor Williams’ talk is sponsored by Bedford/St. Martin.
Friday, 12:30–1:45 p.m.

H Sessions

12:30 p.m. –1:45 p.m.

Featured Session

No Students Left Behind: Writing and the Secretary of Education’s Commission on the Future of Higher Education

Red Lacquer Room, Fourth Floor

On September 19, 2005, Secretary of Education’s Commission Margaret Spellings announced the formation of a new commission to study accountability in higher education. Called “A National Dialogue: The Secretary of Education’s Commission on the Future of Higher Education,” the commission began a national discussion with the goal of planning a comprehensive national strategy for postsecondary education. In addition to studying the affordability and accessibility of higher education, the commission wanted to examine how well colleges and universities prepare students to compete in the global economy. The commission hoped to build on the federal government’s No Child Left Behind initiative, which according to Spellings is creating more and more high school graduates who are ready for college. While disavowing a bigger role for the federal government in higher education, Secretary Spellings is determined “to make sure our higher education system continues to meet our nation’s needs for an educated and competitive workforce in the 21st century.”

In her speech, Spellings suggests that “unlike K–12 education, we don’t ask a lot of questions about what we’re getting for our investment in higher education.” The Associated Press reports that Spellings’ announcement “comes amid growing concerns that the relative independence of American colleges and universities, though a strength in many respects, can also be a disadvantage in competing with other countries” (Justin Pope, “Spellings Plans Look at Higher Education.” Associated Press, Sept. 19, 2005).

Given the explicit link between NCLB and the Commission on the Future of Higher Education, and the Secretary’s concern that higher education is not at present accountable to students, parents, and the federal government, this featured Roundtable will initiate a discussion of the Commission’s goals and how we in the writing studies community can provide input and commentary on the Commission’s work.

The Panlists, distinguished leaders in the fields of writing and reading will lead a provocative discussion to determine how we as a profession can influence this attempt to create a national literacy policy in ways that are effective and educationally sound.

Please engage in the important discussion with our colleagues.
Dennis Baron is professor of English and linguistics at the University of Illinois. He has written books on language reform, language and gender, the official English movement, and the history of English words and usage. His essays on language, literacy, and education have appeared in *The New York Times*, *The Washington Post*, *The Los Angeles Times*, *The Chicago Tribune*, *Education Week*, and *The Chronicle of Higher Education*, as well as in scholarly journals. He has served on NCTE’s Commission on Language and currently chairs its Committee on Public Doublespeak as well as CCCC’s Committee on Public Policy. He is currently writing a book on the history and impact of writing technologies.

Jackie Jones Royster Senior Vice Provost, Executive Dean for the Colleges of Arts and Sciences, and Professor of English at The Ohio State University, has authored numerous articles and books in literacy studies and women’s studies, including: *Southern Horrors and Other Writings: The anti-Lynching Campaign of Ida B. Wells-Barnett* (1997); *Traces of a Stream: Literacy and Social Change among African American Women* (2000); *Critical Inquiries* (2003); *Profiles of Ohio Women, 1803–2003* (2003); and a co-edited volume, *Calling Cards: Theory and Practice in the Study of Race, Gender, and Culture* (2005). In addition, she has filled various leadership roles in English professional organizations, including serving as chair of the Conference on College Composition and Communication and chair of the executive committee of the Modern Language Association’s Writing Division. Her awards include: the CCCC Braddock Award (2000); the state of Ohio’s Pioneer in Education Award (2000); the MLA Mina P. Shaughnessy Prize (2001); the Columbus YWCA Woman of Achievement Award (2004); and the CCCC Exemplar Award (2004).

Andrea Lunsford, Louise Hewlett Nixon Professor of English and Director of the Program in Writing and Rhetoric, joined the Stanford faculty in March, 2000. Prior to this appointment, Lunsford was Distinguished Professor of English at The Ohio State University where she served as Vice Chair of the Department of English, as Chair of the University Writing Board, and as Director of the Center for the Study and Teaching of Writing. Currently she is also a member of the faculty of the Bread Loaf School of English. Professor Lunsford’s scholarly interests include contemporary rhetorical theory; women and the history of rhetoric; collaboration and collaborative writing; current cultures of writing;
intellectual property and composing; style; and technologies of writing. She has written or coauthored fourteen books, including *The Everyday Writer: Essays on Classical Rhetoric and Modern Discourse; Singular Texts/Plural Authors: Perspectives on Collaborative Writing; and Reclaiming Rhetorica: Women in the History of Rhetoric*, as well as numerous chapters and articles. Her most recent books are *The St. Martin’s Handbook, 5th ed.*, and *Everything’s An Argument*, and she has contributed essays and chapters to numerous volumes related to composition and rhetoric. Professor Lunsford has conducted workshops on writing and program reviews at dozens of North American universities, served as Chair of the Conference on College Composition and Communication, as Chair of the Modern Language Association Division on Writing, and as a member of the MLA Executive Council.

**Randy Bomer** is Immediate Past President of NCTE and is on the faculty of Language and Literacy Studies at the University of Texas at Austin. He has also been on the faculties of Indiana University and the City University of New York, and he was Co-Director of the Teachers College Reading and Writing Project where he led a team of fifty teachers working in New York City schools, facilitating the growth of staff developers, as well as principals and teachers.

For two decades, Bomer has worked as a literacy consultant with K-12 teachers and administrators in districts all over the United States. Most of the time, his work involves helping teachers launch writing and reading workshops in their classrooms and teach effectively within those environments. Whether working with high school English teachers or primary teachers, Bomer demonstrates and coaches in classrooms, and also leads workshop, institutes, courses, and reflective conversations about ways of tailoring curriculum to the needs of individual students, helping them to grow toward increasingly sophisticated goals in reading and writing. Viewing teaching as a lifelong journey of learning, he thinks of professional development not as the installation of fixed programs, but rather as a continual deepening and enriching of repertoires of strategy and practice. Real professional growth for teachers, like development in other complex professions, involves practitioners becoming more knowledgeable and more discerning decision-makers.

Bomer has conducted research on professional development as well as on teaching and learning interactions in classrooms. He is the author of *Time for Meaning and For a Better World*, and he holds a Ph.D. from Columbia University.

**Chair:** Dennis Baron, University of Illinois, Urbana-Champaign

**Speakers:** Dennis Baron, University of Illinois, Urbana-Champaign
Jackie Jones Royster, Ohio State University, Columbus
Andrea Lunsford, Stanford University, CA
Randy Bomer, University of Texas at Austin
Computer Connection
Upper Exhibit Hall, Fourth Floor
12:30 p.m. – 1:45 p.m.
Collaboration in Online Writing Spaces
Collaborative Writing the WIKI Way
  Matt Barton, Lanette Cadle, Elizabeth A. Monske
Writing Outside (and Inside) the Margins: Adapting Bedford/St. Martin’s Comment
to Enable True Collaborative Writing Experiences
  Stewart Whittemore

Practices of Teaching Writing
H.02 Contrastive Rhetoric for Intercultural Competence:
Lessons from African American Oral Rhetoric, African
American Women’s Writing and Chinese Rhetoric
LaSalle 3, Seventh Floor
Chair: Gwendolyn Gong, Chinese University of Hong Kong, China
Speakers: Timothy Brown, West Chester University, PA, “African American
Rhetoric as Transformative Discourse”
Juanita Comfort, West Chester University, PA, “Imagining African American
Women Writing Self, Culture, and Knowledge into the Center Space of
Academic Discourses”
William Lalicker, West Chester University, PA, “Chinese Rhetorical
Traditions, Western Academic Discourse, and Transformation for
Intercultural Competence”

Practices of Teaching Writing
H.03 Not by Accident: Doing Something about Suffering
Salon 1, Third Floor
Chair: Lu Ellen Huntley, University of North Carolina, Wilmington
Speakers: Lu Ellen Huntley, University of North Carolina, Wilmington, “Seen
from a Scarred Landscape”
Kathleen Gould, University of North Carolina, Wilmington, “Touching Our
Richest Horror: Normalizing the Exceptional”
Joyce Hollingsworth, University of North Carolina, Wilmington, “Toward a
Literature Anthology for Body and Brain”
Friday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

**H.04 Inside and Outside the University Classroom: What the (Dis)Connections Tell Us**

Parlor G, Sixth Floor

*Chair:* Sarah Allen, University of South Carolina, Columbia  
*Speakers:* Sarah Allen, University of South Carolina, Columbia, “Inventing the ‘I’”  
Tish (Tyra) O’Bryan, Syracuse University, NY, “Reconceiving Audience when Our Pages Can Be Anywhere”  
Charlene Spearen, University of South Carolina, Columbia, “Emphasizing Art and Fact: Creative Writing in the Composition Classroom”  
Teggin Chamberlain, University of Georgia, Atlanta, “The Essay as a Form of Third Sophistic: How It Is and How It Could Be”

**Practices of Teaching Writing**

**H.05 Triumph or Disaster: Building Community Through Teacher Response**

LaSalle 5, Seventh Floor

*Chair:* Sandra Valensky, Baker College, Auburn Hills, MI  
*Speakers:* Kimme Nuckles, Baker College, Auburn Hills, MI, “Teachers’ Comments, Students’ Responses: Considering Age in the Composition Community”  
Susan Richardson, Macomb Community College, Clinton Township, MI, “Building Community in Cyberspace”  
Linda Brender, Macomb Community College, Clinton Township, MI, “Teacher Response: Saving Time While Improving Quality”

**Practices of Teaching Writing**

**H.06 Composing in the Center Spaces: Community Literacy in Freshman Composition Courses**

Montrose 1, Seventh Floor

*Chair:* Gordon Thomas, University of Idaho, Moscow  
*Speakers:* Rhiannon Nance, University of Idaho, Moscow, “Composing in the Center Spaces: The Parameters of Community Literacy”  
Shawna Andersen, University of Idaho, Moscow, “Composing in the Center Spaces: The Role of Community Literacy in the Freshman Composition Classroom”  
Melinda White, University of Idaho, Moscow, “Composing in the Center Spaces: Implementation of Community Literacy in Freshman Composition”
Practices of Teaching Writing

H.07 Composing Borderlands: Helping Students Negotiate Academic Personas
LaSalle 1, Seventh Floor

**Chair:** Julie Moore, Green River Community College, Auburn, WA

**Speakers:** Jennifer Whetham, Green River Community College, Auburn, WA, “Plotting the Territory of Creative Non-Fiction: Toward a Fusion Pedagogy”

Julie Moore, Green River Community College, Auburn, WA, “Composing Sentences in the Borderlands between Forms of Standard and Non-Standard English”

Vivette Beuster, Green River Community College, Auburn, WA, “Aligning Teacher and Student Academic Expectations in College Classrooms”

Composition Programs

H.08 Chatting in the Center: An Investigation of the Current Uses and Potential of Synchronous Chat in the Writing Center
Salon 3, Third Floor

**Chair:** Joanna Wolfe, University of Louisville, KY

**Speakers:** Roxana Cazan, University of Louisville, KY, “Emoticons in the Writing Center: A Reinvention of Coding Transcriptions”

Jo Ann Griffin, University of Louisville, KY, “Going the Distance: Writing Center Efforts to Bridge the Virtual Divide”

Kate Brown, University of Louisville, KY, “‘Can you hear me now?’: Synchronous Audio and File Sharing in the Virtual Writing Center”

Composition Programs

H.09 Using Assessment Data to Strengthen Links between Information Literacy and Writing in First Year History and Composition Courses
Salon 2, Third Floor

**Chair:** John Eliason, Philadelphia University, PA

**Speakers:** John Eliason, Philadelphia University, PA, “Dealing with the Data: Information Literacy Assessment in First Year Writing Courses”

Julie Kimmel, Philadelphia University, PA, “Integrating Information Literacy in Writing Assignments: Assessment in First Year History Courses”

Jordana Shane, Philadelphia University, PA, “Information Literacy and Writing Assessment: A Collaborative Model for Faculty and Librarians”
Friday, 12:30–1:45 p.m.

**Composition Programs**

**H.10** Lost (and Found) in Translation: Writing Centers as Sites of Translation and Translation Study

Burnham 4, Seventh Floor

*Chair:* Amy Zenger, American University of Beirut, Lebanon  
*Speakers:* Cinthia Gannett, Loyola College in Maryland, Baltimore  
Larry Tolbert, Loyola College in Maryland, Baltimore  
Mika Troutman, Loyola College in Maryland, Baltimore  
Jennifer Follett, Loyola College in Maryland, Baltimore  
Katherine Tirabassi, University of New Hampshire, Durham

**Composition Programs**

**H.11** Where History, Theory, and Context Converge: What WPAs Need to Know about the Culture of Assessment

Parlor F, Sixth Floor

*Chair:* Peggy O’Neill, Loyola College in Maryland, Baltimore  
*Speakers:* Cindy Moore, Eastern Kentucky University, Richmond, “What I Didn’t Know about Assessment Could Have Hurt Me”  
Peggy O’Neill, Loyola College in Maryland, Baltimore, “Histories, Theories, Contexts of Assessment: What All WPAs Need to Know”  
Brian Huot, Kent State University, OH, “Connecting History, Theory, Context: Building a Culture of Assessment”

**Theory**

**H.12** Revisiting Kairos: Three Case Studies on the Rhetorical Management of Risk

Parlor E, Sixth Floor

*Speakers:* Marika Seigel, Michigan Technological University, Houghton, “Threats to the Pregnant Lurked Everywhere: Risk, Urgency, and Prenatal Care”  
Jordynn Jack, University of North Carolina, Chapel Hill, “Timing the Untimely: Risk Management on the Manhattan Project”  
Blake Scott, University of Central Florida, Orlando, “Kairos and Unbounded Risk: The Pharmaceutical Industry’s Response to Bioterrorism”

**Theory**

**H.13** Inventing Heuristic Pedagogies for Communities of Affect, Myth, and Movement

Clark 5, Seventh Floor

*Chair:* Eric Mason, University of South Florida, Tampa  
*Speakers:* Carol Steen, University of Florida, Gainesville, “Pedagogy of Sense: Choragraphy as Affective Reasoning”
Friday, 12:30–1:45 p.m.

Jeremy Culler, State University of New York, Binghamton, “The Poetics of Mythological Formation: Heuretics as an Alternative Pedagogy”
Eric Mason, University of South Florida, Tampa, “The Dance of Heuretics: Inventing the Art of Parkour”

Theory

H.14 Composition Takes Place
LaSalle 2, Seventh Floor

Chair: Sid Dobrin, University of Florida, Gainesville
Speakers: Christopher Keller, University of Texas-Pan American, Edinburg, “Composition’s Places: Occupation, Possession, Power”
Sidney Dobrin, University of Florida, Gainesville, “The Occupation of Composition”
Jason McIntosh, University of Nebraska, Lincoln, “Constructing Location in Place-conscious Pedagogies”

Theory

H.15 Authentic Arguments: Information Literacy and Case Studies in FYC
Clark 7, Seventh Floor

Chair: Rebecca Moore Howard, Syracuse University, NY
Speakers: Rebecca Moore Howard, Syracuse University, NY, “Insufficient Information Anxiety: Rebuilding Pedagogy for Researched Arguments”
David R. Russell, Iowa State University, Ames, “Multimedia Case Studies in the First Year Curriculum: A Report on Students’ Use of Sources”
Tosh Tachino, Iowa State University, Ames, “Multimedia Case Studies in the First Year Curriculum: A Report on Students’ Use of Sources”
Sandra Jamieson, Drew University, Madison, NJ, “Argument as Ground, not Mode: Creating Opportunities for Nuanced Argument Using Information Literacy and Case Studies”

Practices of Teaching Writing

H.16 Interrogating Our Research: Questioning the Good Idea
Montrose 7, Seventh Floor

Chair: Richard Fulkerson, Texas A&M University–Commerce
Speakers: Dudley Reynolds, University of Houston, TX, “Questioning the Good Idea: An Empirical Investigation of Computer-Mediated Instruction in a Second Language Writing Classroom”
Kyung-Hee Bae, University of Houston, TX, “Questioning the Good Idea: An Empirical Investigation of Computer-Mediated Instruction in a Second Language Writing Classroom”
Kelli Custer, Indiana University of Pennsylvania, “When Researcher and Researched Co(a)llide: A Graduate Student Interviews CCCC’s Leaders”
Richard Fulkerson, Texas A&M University–Commerce, “Reading Our Qualitative Research Critically”
Friday, 12:30–1:45 p.m.

**History**

**H.17 Feminist History of Rhetoric: Religion, Conduct, and Science**
Dearborn 2, Seventh Floor

*Chair:* Patricia Bizzell, College of Holy Cross, Worcester, MA

*Speakers:* Vicki Tolar Burton, Oregon State University, Corvallis, “Fits, Friends, and Followers: Sources of Agency for Women’s Religions Rhetoric in the Long Eighteenth Century”

Jane Donawerth, University of Maryland, Landover, “Separate Spheres in Women’s Conduct Book Rhetoric”

Wendy Hayden, University of Maryland, College Park, “Women, Rhetoric, and the Nineteenth-Century Science of Sexuality”

**History**

**H.18 The Un-Common Reader: Women Essayists and the Canon**
Dearborn 1, Seventh Floor

*Chair:* John Brereton, Calderwood Writing Initiative, Boston Athenaeum, MA

*Speakers:* Jenny Spinner, St. Joseph’s University, Philadelphia, PA, “Shouts and Murmurs from the Margins: A History of Women Essayists”

Lynn Bloom, University of Connecticut, Storrs, “Women Writers in the Center: Canonical Women Essayists”

Linda Peterson, Yale University, New Haven, CT, “Still Marginal after All These Years? The Woman Essayist and Public Discourse”

**Research**

**H.19 What Do Students Take with Them? Three Empirical Investigations of Knowledge Transfer From Writing Courses**
Salon 4, Third Floor

*Chair:* Diane Donahue, University of Maine–Farmington

*Speakers:* Elizabeth Wardle, University of Dayton, OH, “Maybe You Can Take It with You: Can an Intro to Writing Studies Course Serve as Effective Boundary Practice?”

Catherine McDonald, Western Washington University, Bellingham, “Does This Go Anywhere?: Tracking the Transferability of Writing Instruction”

Beth Rapp Young, University of Central Florida, Orlando, “Looking Back: What Do Students Remember from Their Writing Courses?”
Research


Private Dining Room 16, Fifth Floor

Chair: Avon Connell-Cowell, New York City Department of Education, Bronx

Speakers: Carmen Kynard, Rutgers University, Newark, NJ, “‘I Carry the Eyes of Ida B. Wells’: ‘Traces of a Stream’ Amongst First-Year Black Females in College Composition”
Yolanda Sealey-Ruiz, Kingsborough Community College, CUNY, Brooklyn, NY, “This Woman’s Work: Exploring the Educational Narratives of African American Re-entry Mothers and Their Daughters”
Suzanne Carothers, New York University, NY, “Catching Sense’: Learning from Our Mothers to Be Black and Female”

Information Technologies

H.21 Changing Literacies/Changing Mindsets: Communicating across Digital Difference

Private Dining Room 9, Third Floor

Chair: Sally Chandler, Kean University, Union, NJ

Speakers: Joshua Burnett, Kean University, Union, NJ, “Differences between Insider and Newcomer Mindsets in Composition and Literacy Studies”
Sally Chandler, Kean University, Union, NJ, “What’s Different about Digital Difference?: Communicating across Differences in Technological Mindsets”

Information Technologies

H.22 Universal Design for Learning (UDL) in the Writing Classroom: Making Learning Accessible to All Students

Wabash Room, Third Floor

Chair: Jay Dolmage, Miami University of Ohio, Oxford

Speakers: Robbin Zeff, The George Washington University, Washington, D.C., “Making the Most of Assignment Instructions: A Case Study in Applying UDL Principles to a First-Year Writing Assignment”
Kristina Torres, The Ohio State University, Columbus, OH, “Universal Design for Learning: A New Paradigm for Teaching with Technology”
Andrea Scarpino, The Ohio State University, Columbus, OH, “FAME Modules: A New Online Resource to Improve the Quality of Education for Students with Disabilities”
Friday, 12:30–1:45 p.m.

**Institutional and Professional**

**H.23 Herding Cats: Faculty, the Teaching of Writing, and the Problem of Rhet/Comp Expertise**

Private Dining Room 5, Third Floor

*Chair:* Tom Hemmeter, Arcadia, Glenside, PA

*Speakers:* Faye Halpern, Haverford College, PA, “The Historical Problem of Rhetorical Expertise”

Gail Hemmeter, Bryn Mawr College, PA, “What Colleges Say about Themselves: Institutional Discourse and Faculty Development in Writing Programs”

Wini Wood, Wellesley College, MA, “Is Writing Interdepartmental or Interdisciplinary?”

**Institutional and Professional**

**H.24 Can We Talk? Creating a Coalition that Serves Students Outside the Center**

Private Dining Room 4, Third Floor

*Chair:* Susan Gardner, La Sierra University, Riverside, CA

*Speakers:* Rosalie Lynn, La Sierra University, Riverside, CA, “When Two Strikes Means You’re Out: Teaching Basic English in a High Stakes Program”

Juanita Singh, La Sierra University, Riverside, CA, “Opening the Door to an American Education: Restructuring the ESL Curriculum and Assessment”

Susan Gardner, La Sierra University, Riverside, CA, “Moving Students into the Center: Assessment Practices that Bridge the Gap”

**Institutional and Professional**

**H.25 Rhetoric at Work: Lessons Learned from a University Strike**

Private Dining Room 6, Third Floor

*Speakers:* Timothy Barnett, Northeastern Illinois University, Chicago, IL, “The Rhetoric of Solidarity in a University Strike”

Christopher Schroeder, Northeastern Illinois University, Chicago, IL, “Composing Competing Centers: Textual Representations and Public Spheres”

Vicki Byard, Northeastern Illinois University, Chicago, IL, “When Texts Don’t Work: How a University Strike Challenged Theories about Public Discourse”

Michael Hammond, Northeastern Illinois University, Chicago, IL, “Creating a Home for ‘Visiting’ Lecturers: Contract Language and the Working Conditions of Non-Tenure-Track Instructors”
Institutional and Professional

H.26 In Search of Meaning: A Community Model for Program Assessment
Salon 10, Third Floor
Chair: Norbert Elliot, New Jersey Institute of Technology, Newark
Speakers: Robert Lynch, New Jersey Institute of Technology, Newark, “Designing an Assessment Community: A Humanistic Rationale”
Carol Johnson, New Jersey Institute of Technology, Newark, “Analytic Scoring of Online Portfolios: Sustainable Assessment for the Technical Communication Service Course”
Robert Friedman, New Jersey Institute of Technology, Newark, “E-Learning and the Humanities: Negating the Empirical World”
Nancy W. Coppola, New Jersey Institute of Technology, Newark, “Assessing Graduate Writing in a Visual Age: Towards Core Competencies”

Language

H.27 The Tropes of War
Private Dining Room 17, Fifth Floor
Chair: Teresa Grettano, Illinois State University, Bloomington
Speakers: Jeff Schonberg, Angelo State University, San Angelo, TX, “Stars and Double-edged Swords: The Service [Wo]Man’s Rhetorics of Victimage and Exclusion”
Sushil K. Oswal, University of Hartford, West Hartford, CT, “Indo-Pakistani Rhetoric of the Nuclear Bomb and the Ties of Language, Customs, and Place”
Andrea Greenbaum, Barry University, Miami Shores, FL, “The Mother of All Tropes: Hyberbole and the Middle East”

Creative Writing

H.28 The Fifth Genre: Creative Writing with (Audio) Technology
Salon 12, Third Floor
Chair: Lisa Dush, University of Massachusetts, Amherst
Speakers: Lisa Dush, University of Massachusetts, Amherst, “The Aesthetics and Theory of Sound”
Casey Burton, University of Massachusetts, Amherst, “Music and Words: Intertextual Issues in Audio”
Michele Troy, Hillyer College–University of Hartford, West Hartford, CT, “Crafting for the Radio, Crafting for the Page”
Friday, 12:30–1:45 p.m.

Professional and Technical Writing

H.29 Forging New Alliances between Science and the Humanities: Medicine, Mentoring, and Composition
Salon 9, Third Floor

Chair: Sonya Borton, University of Louisville, KY
Speakers:
- Cynthia E. Britt, University of Louisville, KY, “Considering the Narrative in Narrative Medicine”
- Rene Prys, University of Louisville, KY, “Promoting Critical Thinking Skills through Writing in a Nursing Program”
- Sonya Borton, University of Louisville, KY, “Improving Retention Rates of Women & Minorities in Medical School through Mentoring”

Community, Civic, & Public

H.30 The Activism(s) of Rhetoric: Rethinking Rhetorical Theory as Activist Practice
Salon 11, Third Floor

Chair: Seth Kahn, West Chester University, PA
Speakers:
- Ellen Cushman, Michigan State University, East Lansing, “Gadugi: Where the Fire Burns”
- Matthew Abraham, University of Tennessee-Knoxville, “Activist Rhetorics, Activist Rhetoricians: What Are We Acting Toward?”
- Mary Jean (MJ) Braun, University of West Florida, Pensacola, “Activism as the Critique of Liberal Political Economy”
- Charles Bazerman, University of California at Santa Barbara, “An Activist Profession”

Community, Civic, & Public

H.31 Writing against the Public: Alternative Models of Civic Discourse
Burnham 2, Seventh Floor

Chair: Frank Farmer, University of Kansas, Lawrence
Speakers:
- Mary Juzwik, Michigan State University, East Lansing, “Notes Toward a Post-Critical Pedagogy”
- Janet Alsup, Purdue University, West Lafayette, IN, “Educational Discourse as Political Weapon”
- Michael Bernard-Donals, University of Wisconsin, Madison, “Writing against the Public”

Respondent: Julie Lindquist, Michigan State University, East Lansing
Friday, 12:30–1:45 p.m.

Community, Civic, & Public

Salon 7, Third Floor
Chair: Jane Fife, Western Kentucky University, Bowling Green
Speakers: Joe Hardin, Western Kentucky University, Bowling Green, “Defacing the Currency: Diogenes on the Daily Show”
Bill Lyons, University of Akron, OH
Julie Drew, University of Akron, OH

Community, Civic, & Public

H.33  Wanting In/Wanting Out: (A)Cross Spaces and the Binary Politics of Identity
Parlor H, Sixth Floor
Speakers: Julie Estep, Michigan Technological University, Houghton, “Have Code, Can’t Pass”
K. Alex Ilyasova, Michigan Technological University, Houghton, “Wanting Out: When the Personal is Political”
Karen Springsteen, Michigan Technological University, Houghton, “Out of Our Own, Into the Other”
Angelic Cricchio, California State University, Monterey Bay Seaside, “(Trans)gendered Language and Marked Space”

Institutional and Professional

H.34  Pass It On: Baby Boomer Faculty Share Their Experience
Private Dining Room 8, Third Floor
Speakers: Mark Reynolds, Jefferson Davis Community College, Brewton, AL, “Surviving for the Long Haul: How to Thrive for Thirty or More Years Teaching Composition”
Ellen Andrews Knodt, Penn State Abington, PA, “From the Age of Aquarius to Generations X and Y: Understanding Our Changing Student Population”
Friday, 12:30–1:45 p.m.

**Practices of Teaching Writing**

**H.35 Putting Theory into Practice: New Approaches to Discourse Communities as a Foundation for Writing**

Private Dining Room 18, Fifth Floor

*Chair:* David Seitz, Wright State University, Dayton, OH  
*Speakers:*  
Jacqueline Preston, Wright State University, Dayton, OH, “What’s Your Problem?: Academic Research and Writing within the Context of Social Movement”  
Tess Evans, Wright State University, Dayton, OH, “The Snob in All of Us: Research and Critical Analysis of Social Class”  
Jennifer Harmer, Wright State University, Dayton, OH, “Agriculture in a Modern Society: Research and Analysis of Community Dynamics”  
Chuck Holmes, Wright State University, Dayton, OH, “Merging Discourse Communities: Cyber-Culture in the Composition Classroom”  
Jacqueline Journeay, Wright State University, Dayton, OH, “Urban Legend or Veracity?: Issues of Language and Power”

**Theory**

**H.36 Migrant Literacy in the Age of Supermodernity**

Private Dining Room 7, Third Floor

*Chair:* David Hanauer, Indiana University of Pennsylvania  
*Speakers:*  
David Hanauer, Indiana University of Pennsylvania, “Non-Place Migrant Identity: Culture is Literacy”  
Rebecca Garvin, Indiana University of Pennsylvania, “Migrant Public Discourse: The Linguistic Landscape as a Measure of the Migrant Community”  
Ayelet Sasson, Indiana University of Pennsylvania, “Study Abroad: Israeli Students Literacy Experience in Professional Educational Programs”
I Sessions

2:00 p.m.–3:15 p.m.

Featured Guest Speaker

Mama’s Children Doin’ It Too

Red Lacquer Room, Fourth Floor

The life work of Geneva Smitherman has enabled both scholars of her own generation and those who followed. Young people of color have been empowered by her seminal book, *Talkin’ and Testifyin’* that led to appreciation and respect for the African American spoken and written word. The Hip-Hop generation is an obvious child of this movement. Speakers on this panel have made inroads to African American Language, culture, style, life, and hip-hop. These inroads are exemplified in their work from Gwen Pough’s paper “(Ac)Knowledge: Women, Hip-Hop, and That Often Forgotten Fifth Element,” to community hip-hop activist, April Silver’s *There’s Nothing Phenomenal about Hip-Hop: The New American Identity*, a historical perspective on the national and global impact of this cultural art form turned commercial machine. It makes a powerful statement on why we should not be surprised by its explosion on to mainstream media and culture. Smitherman’s love and passion for her extended community and her influence is apparent, including the surprise spoken word guest artist. They show us that “Mama’s Children Doin’ It Too.”


In 2004 Richardson received a Fulbright Fellowship at the University of the West Indies (UWI), Mona, Jamaica. The research she conducted in Jamaica concerned a comparative approach to the oral cultures of African Americans and African Jamaicans.

Gwendolyn D. Pough was born and raised in Paterson, New Jersey. She is currently an Associate Professor of Women’s Studies and Writing at Syracuse University. A 1996 recipient of the Scholar for the Dream Award, she has served on CCCC Executive Committee, was most recently elected to the CCCC
Nominating Committee, and will serve as chair of that body. Her research focuses on Black feminist theory and the public sphere with an emphasis on Black popular culture. She has written a book on women and hip-hop culture and is currently writing a book on the cultural and political impact of contemporary Black women’s book clubs and reading groups. She has also been known to write a little fiction and poetry as well including *I’m Gonna Make you Love Me*, March 2006, published by Genesis.

April R. Silver a cultural arts entrepreneur, writer, and activist is respected as an important “behind-the-scenes force whose work is critical to her generation.” Since her activism days at Howard University and as evidenced in her work now, April embodies the belief that culture can inspire and ultimately help transform our lives for the better.

Much of Ms. Silver’s work comes under the banner of AKILA WORKSONGS. As a multi-service arts and entertainment agency, AKILA WORKSONGS specializes in lecture management, public relations and media communication, and event management consulting. In its first year as a full-time/home-based operation, the company grossed nearly $100,000, a significant achievement for a company bound by principle, not profit. It is this path that has led her to work closely with such distinguished figures as Bill Cosby, Sean “P. Diddy” Combs, LL Cool J, Afrika Bambaattaa, KRS-One, Jessica Care Moore, Camille Yarbrough, Kevin Powell, Ras Baraka, and a host of other luminaries.

Silver’s dedication to the community and the cultural arts is evident in her volunteerism. Her active memberships have included the Black Family forum, International African Arts Festival, Brooklyn Arts Council, and the “Hip Hop Nation” Exhibit at the Brooklyn Museum of Art.

Join these women as they show the breadth and depth of Genevea Smitherman’s impact through performance of their own work.

**Chair:** Elaine Richardson, Penn State University

**Speakers:** Gwen Pough, Syracuse University, “(Ac)Knowledge: Women, Hip-Hop, and That Often Forgotten Fifth Element”

April Silver, AKILA Workshop, “There’s Nothing Phenomenal about Hip Hop: The New American Identity”
Featured Guest Speaker

Everyone of Us is a Country and a Culture unto Each Other

Monroe Ballroom, Sixth Floor

In an online interview in “Border Talk,” Dagoberto Gilb states, “Everyone of us is a country and a culture unto each other. It is the mark of American culture. Each of us has been negotiating this as soon as we notice consciousness. It’s about power, class, and color (Ay, ¡que chulo!”).” He will read from his works and engage the audience in a dialogue about life, culture, and the diverse experiences of living and being in the United States as a person of color.

Dagoberto Gilb teaches creative writing at Texas State University in San Marcos. He graduated from the University of California at Santa Barbara in Philosophy and Religious Studies, where he also earned a master’s degree in Religious Studies. Gilb made his living as a construction worker for sixteen years, twelve as a high-rise, journeyman carpenter and member of the United Brotherhood of Carpenters. Dagoberto Gilb’s most recent book is Gritos, an essay collection which was a finalist for the National Book Critics Circle Award for Criticism. He is also the author of Woodcuts of Women, The Last Known Residence of Mickey Acuña, and The Magic of Blood, which won the PEN/Hemingway Award and was a PEN Faulkner finalist. His work has appeared in a wide range of magazines, including The New Yorker, The Threepenny Review, Harper’s, GQ, and Latina.

Welcome Dagoberto Gilb to CCCC for the ride of your life with a real American hero as he reads from his works and talks with the audience.

Computer Connection

Upper Exhibit Hall, Fourth Floor
2:00 p.m. – 3:15 p.m.

The Institutional and the Digital in Local Contexts

Developing a Local Digital Culture: A Grassroots Initiative
   Gina Merys and John Walter

We Can Do It! Technology Administration in the Humanities
   Julie K. Chisholm

Thirty Minutes to Better Web Accessibility
   Bradley Dilger
Friday, 2:00–3:15 p.m.

**Practices of Teaching Writing**

I.02 **Crossing the Library/Classroom Border: Narratives of Truth and Consequences in Information Literacy Instruction**

Salon 2, Third Floor

*Chairs:* Judith Collins, Kansas State University at Salina
Gian Pagnucci, Indiana University of Pennsylvania

*Speakers:* Richard Theis, Indiana University of Pennsylvania,
Judith Collins, Kansas State University at Salina
Alysia Starkey, Kansas State University at Salina

**Practices of Teaching Writing**

I.03 **Ethics Matters in Composition: School Sucks, Rate My Professors, and the Ethics of Caring—Less**

Wabash Room, Third Floor

*Chair:* Carrie Leverenz, Texas Christian University, Fort Worth

Carrie Leverenz, Texas Christian University, Fort Worth, “The Ethics of Caring—Less”
Kelly Ritter, Southern Connecticut State University, New Haven, “RateMyProfessors.com and the Ethics of Public Evaluation in the First-Year Writing Classroom”

**Practices of Teaching Writing**

I.04 **Weaving from the Center Space: New Patterns from the Warp and Woof of Globalism, Native American Rhetorics and Propaganda Analysis**

Private Dining Room 7, Third Floor

*Chair:* Catherine Hobbs, University of Oklahoma, Norman

*Speakers:* Ron Brooks, Oklahoma State University, Oklahoma City, “Cynicism and the Science of Democracy: Uses and Abuses of Propaganda Analysis”
Karen Jobe, Oklahoma State University, Oklahoma City, “Building Global Community, Culture, and Coalitions by Working through Student Resistance”
Steven B. Sexton, University of Oklahoma, Norman, “Native Discourses and the Opportunities of Rhetorical Sovereignty”
Kyncl Rhonda, University of Oklahoma, Norman, “Navigating the Center Space: The Journey of One Creek Student and Teacher”
Practices of Teaching Writing

I.05 Moving Grief to Center Stage: How Students and Teachers Meet Death, Rape, Slavery, and the Holocaust

Private Dining Room 6, Third Floor

Chair: Aziza el-Shair, Georgia Southern University, Statesboro

Speakers: Laura Milner, Georgia Southern University, Statesboro, “Grief Goes Academic: Facing Death and Rape in a Writing and Healing Class”
Natifa Mustafa, Georgia Southern University, Statesboro, “A Journey Toward Healing: One Student’s Story of Losing Her Father to AIDS, Brother to Murder, and Ancestors to Slavery”
Zisca Burton, University of Miami, FL, “A Community of Survivors: The Holocaust and Slavery in Freshman Composition”

Practices of Teaching Writing

I.06 Getting Out of the Garret: Creating Communities within Departments—What Can We Learn from Each Other?

Private Dining Room 5, Third Floor

Speakers: Rebekah Shultz, Bowling Green State University, OH, “Kids in the Hall: What Composition Can Learn from Student Perceptions of Resistance”
Richard Colby, Bowling Green State University, OH, “The People under the Stairs: (De)modulating the Computer Specialist and Non-Specialist”
Christine Peters Cucciare, Bowling Green State University, OH, “Crossing the Hall: What Creative Writing Knows about Teaching Audience”

Practices of Teaching Writing

I.07 New Perspectives on Personal Writing: The Personal as Communal, Connected, and Political

Salon 10, Third Floor

Speakers: Sharon Gerald, Jones County Junior College, Ellisville, MS, “Voice, Community, and Social Leverage in Personal Writing”
Joanna Howard, Montgomery College, Rockville, MD, “Using Weblogs to Extend Classroom Conversations”
Michael Edwards, University of Massachusetts, Amherst, “Teaching Personal Writing as Political and Social”

Respondent: Peter Elbow, University of Massachusetts, Amherst
Friday, 2:00–3:15 p.m.

*Composition Programs*

**I.08 The Lehigh University First Year Writing Program: Conceived in Cultural Studies; Shaped by Personal Writing**

Salon 9, Third Floor

*Chair:* Edward Lotto, Lehigh University, Bethlehem, PA

*Speakers:* Kristina Fennelly, Lehigh University, Bethlehem, PA, “The Cultural Studies Program”

Brian Zaleski, Lehigh University, Bethlehem, PA, “Personal Writing in the Program”

Patty Pytleski, Lehigh University, Bethlehem, PA, “Variations on the Balance”

Edward Lotto, Lehigh University, Bethlehem, PA, “A Theoretical Justification for Using Personal Writing in a Cultural Studies Course”

*Composition Programs*

**I.09 Common Ground: Creating Successful Professional/Student Communities with Part-time Faculty**

Salon 8, Third Floor

*Chair:* Kim Haimes-Korn, Southern Polytechnic State University, Marietta, GA

*Speakers:* Jon Lindsay, Southern Polytechnic State University, Marietta, GA

Ann Parker, Southern Polytechnic State University, Marietta, GA

Mary Behrman, Emory University, Atlanta, GA

*Composition Programs*

**I.10 Collaboration, Community, and Continuity: Building Campus Culture through Learning Communities**

Salon 11, Third Floor

*Chair:* Karen Lubick, Antelope Valley College, Lancaster, CA

*Speakers:* Diane Flores-Kagan, Antelope Valley College, Lancaster, CA, “Where Writing Centers and Learning Communities Intersect”

Igor Marder, Antelope Valley College, Lancaster, CA, “Why GED Programs are Model Learning Communities”

Karen Lubick, Antelope Valley College, Lancaster, CA, “When Math and History Inform English Studies”

Donna Tantalo, Antelope Valley College, Lancaster, CA, “How Fire Technology Ignites Freshman Composition in a Learning Community”
Composition Programs

I.11 Coalition of the Willing?
Composition, Gen Ed and the Disciplines

Salon 4, Third Floor

Chair:
Speakers: Annalisa Castaldo, Widener University, Chester, PA
Alex Bove III, Community College of Philadelphia, PA, “Creative Writing/Creating Writing: The Place of Creative Writing Courses in General Education”
Janine Utell, Widener University, Chester, PA, “Authorizing the Center: The Work of the Writing Center in General Education”

Retheorizing Writing Center Practice: What Other Disciplines Can Teach Us about Conferencing

Salon 7, Third Floor

Chair: Joan Hawthorne, University of North Dakota, Grand Forks
Speakers: Joan Hawthorne, University of North Dakota, Grand Forks, “Learning from Psychology: Social Cognition Theory in the Writing Center”
Melissa Weintraub, Linn-Benton Community College, and Oregon State University, Corvallis, “Learning from Therapists: Reflective Listening as Writing Center Practice”
Peggy Johnson, St. Mary’s University, Winona, MN, “Learning from Social Justice Theory: Working in the Margins”

Designing Rhetorics:
A Response to the New London Group on Design, Literacy, and Learning through New Media

Salon 12, Third Floor

Chair: Patricia Dyer, Widener University, Chester, PA
Speakers: Ryan Moeller, Utah State University, Logan, “What Does Rhetoric Have to do with Design? A New Media Manifesto”
Brendan Riley, Columbia College, Chicago, IL, “Inventing Digital Rhetoric”
Friday, 2:00–3:15 p.m.

Theory

I.14 Rethinking Argument: Activity, Affect, and Habitus
Salon 5, Third Floor
Chair: Richard Fulkerson, Texas A&M University–Commerce
Speakers: Joddy Murray, Washington State University, Tri-Cities, Richland, WA, “Rethinking Argument: Activity, Affect, and Habitus”
Paul Butler, Montclair State University, NJ, “Ethos Undone: An Interactive Argument”
Edward Lessor, Colorado State University, Fort Collins, “Arguing in Class: Habitus, Audience, Voice”

Theory

I.15 Female Voices, Feminist Discourses, and Masculine Space: Perspectives on Being Heard in the Culture and in the Classroom
Burnham 4, Seventh Floor
Chair: William Breeze, Ohio University, Athens
Speakers: Robert Detmering, Ohio University, Athens, “Gloria Steinem vs. Gloria Ironbachs: Pop Culture Clashes in the Feminist Composition Classroom”
Laura Detmering, Ohio University, Athens, “De-Mystifying Silence: The Struggle to Create Equality in the Classroom”
William Breeze, Ohio University, Athens, “Did He Just Say ‘Pussy?’: Using A Feminist Discourse to De-silence the Composition Classroom”

Theory

I.16 Burkean Notions of Mind, Body, Individuals, and Culture
Clark 7, Seventh Floor
Chair: George Jensen, University of Arkansas at Little Rock
Speakers: George Jensen, University of Arkansas at Little Rock, “Burke’s Semiotics: Psyche, Body, and Sign”
Jason Waite, Rensselaer Polytechnic Institute, Troy, NY, “From Idea to Image—A World in the Making”
Jennifer King, Rensselaer Polytechnic Institute, Troy, NY, “‘Swinging Along’” for Identity and Community: The Enthymeme as Identification-Promoting Form on the Internet”

Theory

I.17 Cultural Collisions/Cultural Connections: Minding the Gaps in the Academic Underground
Salon 1, Third Floor
Chair: Meredith Lee, Honolulu Community College, HI
Meredith Lee, Honolulu Community College, HI, “Cultural Connections: Mending the Gaps in the Academic Underground”
Sonia Apgar Begert, Olympic College, Bremerton, WA, “Cultural Connections/Cultural Collisions: Minding the Gaps between Academia and the Underclass”

History

I.18 Centering Science Writing in History and Culture
Clark 5, Seventh Floor
Chair: Richard Morris, Parkland College, Champaign, IL
Speakers: Michelle Sidler, Auburn University, AL, “Project 2061: Literacy Campaigns in the Sciences”
Keith Gibson, Auburn University, AL, “Reading History: The Limits of Scientific Knowledge”

History

I.19 Lines in the Dust: Writing Across Boundaries to Compose a Community Archive
Private Dining Room 4, Third Floor
Chair: Shirley K. Rose, Purdue University, West Lafayette, IN
Speakers: Shirley K. Rose, Purdue University, West Lafayette, IN, “Raising Dust: Writing the Archives”
Kristina Bross, Purdue University, West Lafayette, IN, “Breathing in the Dust: Writing Inspired In and About Archives”
Susan Curtis, Purdue University, West Lafayette, IN, “When the Dust Settles: Writing Community from the Archives”

Research

I.20 Bridging Spaces between K–12 and College, Research and Practice
Private Dining Room 8, Third Floor
Speakers: Suzanne Null, University of California, Santa Barbara
Anne Whitney, University of California, Santa Barbara
Rosemary Cabe, University of California, Santa Barbara
Respondent: Paul LeMahieu, National Writing Project, Berkeley, CA
Friday, 2:00–3:15 p.m.

Research

I.21 Conversational Analysis of Three Tutoring Sessions Involving Disability, Gender, and Second Language
Parlor F, Sixth Floor
Chair: Michele Eodice, University of Kansas, Lawrence
Rebecca Day Babcock, University of Texas, Permian Basin, Odessa, “The Limits of Nondirective Tutoring with Writers Who Are Deaf and Learning Disabled”
Marcy Trianosky, Hollins University, Roanoke, VA, “The Value of Recurring Tutorials: Building Relationships between ESL Students and Writing Center Tutors”

Research

I.22 Student Field Research as Literate Action
Parlor G, Sixth Floor
Chair: Sharon Koelm, Purdue University, North Central, West Lafayette, IN
Speakers: Teresa Henning, Purdue University, North Central, West Lafayette, IN, “Into the Field: Using Interviews and Case Histories to Build Community”
Lisa Baird, Purdue University, North Central, Westville, IN, “Snapshots from the Field: Using Family Photos to Research Viewpoint”
Patricia Buckler, Purdue University, North Central, West Lafayette, IN, “The Field of the Past: Using Artifacts and Primary Sources to Create an Original History”

Information Technologies

I.23 Women of the Information Age: Cross-Generational and Cross-Cultural Reflections
Parlor H, Sixth Floor
Chair: Kristine Blair, Bowling Green State University, OH
Speakers: Lisa Gerrard, University of California, Los Angeles, “Women and Technology for the 21st Century”
Gail Hawisher, University of Illinois, Urbana-Champaign, “Global Feminist Encounters on the Internet”
Cynthia Selfe, The Ohio State University, Columbus, “Composing Women in the Digital Age”
Information Technologies

I.24 Rights, Fights, and Sites: Composition Research Caught in the Middle of Intellectual Property Debates over Digital Resources

Salon 3, Third Floor

Chair: Paul Rogers, University of California, Santa Barbara

Speakers: Stephanie Vie, University of Arizona, Tuscon, “The System’s Down: Research in the Uncertain Age of Peer-to-Peer Networking”
Brian Ballentine, Case Western Reserve University, Cleveland, OH, “Defense of Obfuscation: The Importance of Protecting Proprietary Code”
Barclay Barrios, Florida Atlantic University, Boca Raton, “EULA-gy for Property Rights: Students, Instructors, and Online Pedagogical Tools”
Karen Lunsford, University of California, Santa Barbara, “Conflating IP and Human Subjects Review: The Impact of Extra-Disciplinary Mandates on Composition Research”

Institutional and Professional

I.25 Same Shit, Different Year? The Absence of Disciplinary Memory at 4Cs

Montrose 7, Seventh Floor

Chair: Julie Jung, Illinois State University, Normal

Speakers: Julie Jung, Illinois State University, Normal, “Defining Echo Scholarship: Problems, Purposes, Potentials”
Maggie Werner, University of Arizona, Tucson, “Who Goes There? Demographics and the Discipline”
Valerie Perry, Eureka College, IL, “The ‘Ten Commandments’ of 4Cs: Implications and Prevarications”
Star Medzerian, University of Arizona, Tucson, “Working a Hybrid Field: The Rhet/Comp Gap Examined”

Institutional and Professional

I.26 Creating a Campus Culture with Writing at its Center: A Cultural Evolution in Four Acts

Crystal Room, Third Floor

Chair: Kirsti Sandy, Keene State College, NH

Speakers: Mark Long, Keene State College, NH, “The Writing Task Force to the Keene State College Campus: Commitment to Change”
Kirsti Sandy, Keene State College, NH, “Faculty to Faculty: The Calderwood Institute on the Teaching of Writing”
Phyllis Benay, Keene State College, NH, “Student to Student: Peer Tutors at the Center of a New Campus Culture”
Carolyn Fulford, University of Massachusetts, Amherst, “Faculty to Student: Transforming Pedagogy”
Friday, 2:00–3:15 p.m.

**Institutional and Professional**

**I.27** Babelfish: A Faculty Writing Project Translates Composition to Campus Classrooms

LaSalle 1, Seventh Floor

*Chair:* William Ahlschwede, University of Tennessee at Martin

*Speakers:* Margrethe Ahlschwede, The University of Tennessee at Martin, “‘I have to be a writing teacher, too?’ Translating Composition from Students to Faculty”

Darrell Ray, The University of Tennessee at Martin, “From Branches to Bridges: Growing Skills in the Classroom and Connections Across Campus”

Charles Bradshaw, The University of Tennessee at Martin, “Writing as a Liberal Art in a Public University: The University of Tennessee at Martin Interdisciplinary Writing Conference”

**Institutional and Professional**

**I.28** How Assessment Can Promote WAC and Faculty Development: A Coalition of Administration and Faculty

LaSalle 2, Seventh Floor

*Chair:* Carol Rutz, Carleton College, Northfield, MN

*Speakers:* Jacqulyn Lauer-Glebov, Carleton College, Northfield, MN, “Recombining WAC DNA to Create Something New”

Carol Rutz, Carleton College, Northfield, MN, “Recombining WAC DNA to Create Something New”

John Bean, Seattle University, WA, “Promoting WAC and WID through a Discourse Approach to University Outcomes Assessment”

**Language**

**I.29** SRTOL in the 21st Century: Pedagogical and Political Reconsiderations in FYC

LaSalle 3, Seventh Floor

*Chair:* Linda Brodkey, University of California, San Diego, La Jolla

*Speakers:* Francisco Noe Tamayo Rico, Washington State University, Pullman, “Home Languages and Transplanted Memorias: Rhetorical Narratives from a Mexitizon, Chicago, and South Texan”

Luisa Rodriguez Connal, University of Detroit, Mercy, MI, “Transcultural Rhetorics in a Diverse Landscape”

Iris Ruiz, University of California, San Diego, La Jolla, “Contact Zone or Border Pedagogy?”
Creative Writing

I.30 In a Different Voice: Writing Research as Creative Nonfiction

Private Dining Room 18, Fifth Floor

Chair: Mimi Schwartz, Richard Stockton College, Bronx, NY
Speakers: Sondra Perl, Lehman College, CUNY, Bronx, NY, “Writing with Voice: The Need for Creative Nonfiction in Dissertations”
Tim McCormack, New York University, NY, “Dopplers and Dopplegangers: The Overlapping Voices from the Basic Writing Classroom”
Emily Schnee, Queens College, New York, NY, “Revising our Educations: Memoirs of Adult Worker Education Students”
Beth Counihan, Queensborough Community College, New York, NY, “You Gotta Play Heavy to Win Big”
Karen S. Uehling, Boise State University, ID, “The Natural Connection between Research and Creative Nonfiction in Undergraduate Teaching”

Professional and Technical Writing

I.31 Handle With Care: Problems with Metaphors and Word Meanings in Communicating Environmental Risks

LaSalle 5, Seventh Floor

Chair: Ken Baake, Texas Tech University, Lubbock
Speakers: Ken Baake, Texas Tech University, Lubbock, “Metaphors in Ecology: Their Implications for Public Policy”
Susan Youngblood, Texas Tech University, Lubbock, “What Do We Mean by ‘Risk’? Using Perelman’s Concepts of Association and Dissociation to Understand Risk Communication in the Chemical Industry”
Charlotte Kaempf, IWG/University of Karlsruhe, Germany, “Metaphors in Water Resources Management: What Happens When They Cross Disciplines and Languages”

Community, Civic, & Public

I.32 Rhetorics of Conscientious Objection: How Do We Teach Writing so that People Stop Killing Each Other?

Burnham 1, Seventh Floor

Chair: Donald Lazere, University of Tennessee, Knoxville
Speakers: Nancy Linh Karls, University of Wisconsin–Madison, “Rhetorics of Conscientious Objection”
Christopher Dale, United States Air Force, “War of Words: Finding One’s Inner Peace”
Mike Heller, Roanoke College, VA, “The Urgency of the Contemplative”
Barbara Dixson, University of Wisconsin–Stevens Point, WI, “Composing the Roots of Peace with Pre-Service Teachers”
Friday, 2:00–3:15 p.m.

**Community, Civic, & Public**

**I.33 The Hope of Literacy and Women outside the West**

*Burnham 2, Seventh Floor*

**Chairs:** Peter Mortensen, University of Illinois, Urbana-Champaign
Beth Daniell, Kennesaw State University, Acworth, GA

**Speakers:**
- Peter Mortensen, University of Illinois, Urbana-Champaign, “The Space between the Literacy Myth and Literacy Hope”
- Beth Daniell, Kennesaw State University, Acworth, GA “The Space Between Literacy Myth and Literacy Hope”
- Catherine Hobbs, University of Oklahoma, Norman, “Issues in Global Women’s Literacy”
- Keith Walters, University of Texas at Austin, “The Seduction of Literacy: Educating Jewish Girls in Colonial Tunis”

**Community, Civic, & Public**

**I.34 Literacy Activism in Public Spaces: Partnerships with Community Publishing and Arts**

*Private Dining Room 9, Third Floor*

**Chair:** Diana George, Virginia Tech, Blacksburg

**Speakers:**
- Tiffany Rousculp, Salt Lake City Community College, UT, “DiverseCity Writing Series: How We Went from Community Outreach to Community-Owned Writing”
- Paula Mathieu, Boston College, Chestnut Hill, MA, “Lite: Lending Support to Independent Community Publishing Projects”
- Annie Knepler, University Illinois at Chicago, “Spreading the Word”
- Tobi Jacobi, Colorado State University, Fort Collins, “Toward a Global Coalition of Community Writing and Publishing”
- Eli Goldblatt, Temple University, Philadelphia, PA, “Community Arts and Literacy Network”
Community, Civic, & Public

I.35 Composing the Community’s College: Civic Engagement and the Two-Year College Writing Program

Montrose 1, Seventh Floor

Chair: Jerusha McClendon, Columbus State Community College, OH
Speakers: Kjirsten Goeller, Sinclair Community College, Dayton, OH, “Service Learning: A Developmental Writing Teacher’s Success Story”
Cindy Yeager, Hocking College, Perry Campus, New Lexington, OH, “Community Links: A Three-Way Collaboration for First Year Composition Students”
Deni Naffziger, Hocking College, Nelsonville, OH, “Common Thread: How the Arts Can Promote Inclusion within Communities”
Deborah Bertsch, Columbus State Community College, OH, “Migrations: Faculty Development through Community-Based Literacy Work”

Theory

I.36 Using Genre Theory to Explore Power, Ideology, and the Generic Subject in the University

Parlor A, Sixth Floor

Chair: Amy Devitt, University of Kansas, Lawrence
Speakers: Heather Bastian, University of Kansas, Lawrence, “Creating a Critical Generic Subject in the Writing Classroom”
Lesley Bartlett, University of Kansas, Lawrence, “Negotiating Ideologies of the First-Year Writing Assignment”
Catherine Betz, University of Kansas, Lawrence, “Understanding the Effects of Power on the Recommendation Letter”

Photo credit–Vito Palmisano
It is with great sadness that we remember former chairs of CCCC who passed away this year. To remember them, we are celebrating the lives of past chairs. Those participating are still active members of CCCC and continue important work by writing books, teaching graduate students, running research institutions, and are always available to guide present and future leaders. From chair Lynn Troyka’s unending spirit of collaboration and committee work, to Anne Ruggles Gere’s leadership with The James R. Squire Office of Policy Research in the English Language Arts, from the on-going research by William Cook, Dartmouth Professor of English and African American Studies and Israel Evans Professor of Oratory and *Balles Lettres* to Vivian I. Davis’ unbending leadership and tenacity in her work with basic literacy and GED preparation, we are still being made proud by their endeavors on the profession’s behalf. Whatever their stories, it is the story of our profession and its leaders.

Visit with our distinguished leaders as they remember deceased past chairs and they share with us their current passions.

**Lynn Troyka**, Chair, is Professor of English Emerita at Queensborough Community College of the City University of New York (CUNY). She is now Adjunct Professor in the Graduate Program in Language and Literacy at the City College (CCNY) of CUNY. She was the first Chair of National TYCA. She was also Chair of CCCC and of the College Section of NCTE. She received the 2001 CCCC Exemplar Award, the highest award for scholarship, teaching, and service.

**Anne Ruggles Gere** is Professor of English and Professor of Education at the University of Michigan where she co-directs the Joint Ph.D. Program in English and Education. She served as Chair of CCCC in 1993, and subsequently as president of NCTE. She is currently a member of MLA’s Executive Council and Director of NCTE’s Squire Office of Policy Research. Author of 10 books and over 50 articles, she is currently writing a book about the literacy practices of Native American women who taught in Indian boarding schools at the turn of the last century.
William Cook is Professor of English and African American Studies and Israel Evans Professor of Oratory and Bibles Lattres at Dartmouth. His passion is American poetry and drama, African American literature and oratory and oral interpretation. His current project deals with the relationship of African American literature to the rhetoric, thematics and narrative devices of classical literature. A second project is concerned with continuity and construction of African American oratory and preaching; their function as shaping structures for African American literature and discourse.

Vivian I. Davis is retired, but don’t tell her. Author of Portable Writing Lab, she has been an inspiration to CCCC members and a mentor for all seasons. In recognition of Dr. Vivian Davis’ ten years of service to Eastfield College as an outstanding educator, the African American Student Support Group (AASSG), in conjunction with the African-American Association (AAA), of Dallas County Community Colleges established a textbook scholarship in her honor. Dr. Davis served an an English/Developmental Writing Professor from 1985–1995. Chair of CCCC in 1978, she has devoted her life to the people for whom literacy is critical. Residing in Chicago, Illinois, she is still an active participant in CCCC and her community.

Chair: Lynn Troyka, Queensborough Community College, emerita
Speakers: Anne Ruggles Gere, University of Michigan, Ann Arbor
William H. Cook, Dartmouth, Hanover, NH
Vivian I. Davis, The Blue Gargoyle, Chicago, IL

Computer Connection
Upper Exhibit Hall, Fourth Floor
3:30 p.m. – 4:45 p.m.

Electronic Portfolios and Open Source Tools
Online E-portfolio: Space for Community Building in Writing Classrooms
Huiling Ding
Open Source Opens Knowledge in ePortfolio and Course Tools
Judi Kirkpatrick
Representing Product, Process, and Context in a Visual ePortfolio
Douglas Eyman, Grace Bernhardt
Friday, 3:30–4:45 p.m.

**Practices of Teaching Writing**

**J.02 Invisible Papers, Invisible Challenges:**
Coaching College Writers with AD/HD

Salon 8, Third Floor

*Chair:* Sara Glennon, Landmark College, Putney, VT

*Speakers:* Leslie Lewis, Landmark College, Putney, VT
Sara Glennon, Landmark College, Putney, VT

**Practices of Teaching Writing**

**J.03 Composing in Marginal Spaces: How Non-Traditional Students Respond to Teacher Feedback**

Private Dining Room 9, Third Floor

*Speakers:* Dodie Forrest, Yakima Valley Community College, WA, “Meeting at the Margins: How Basic Writers Respond to Teacher Comments”
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, Grandview Campus, Grandview, WA, “Meeting at the Margins: How Basic Writers Respond to Teacher Comments”
Ashlee Brand, South Texas College, McAllen, “Espacio del notaciones: Marginal Comments in the Generation 1.5 Classroom”
Steve Reynolds, College of the Siskiyous Weed, CA, “Teaching Dads and Grandmas How to Write: Marginal Comments as Dialogue between Adults”

**Practices of Teaching Writing**

**J.04 Pedagogy in the Center Space:**
Building a Student-Centered Learning Community

Salon 10, Third Floor

*Chair:* Lil Brannon, University of North Carolina at Charlotte

*Speakers:* Tara McIlmoil, North Carolina State University, Raleigh, “Pedagogy in the Center Space: Student-Led Lessons on Style”
Katherine A. Hagopian, North Carolina State University, Raleigh, “Rubrics and Model Papers: A Student-Centered Approach”
Ashley J. Holmes, Elon University, NC, “Pedagogy in the Center Space: Weblogs as Student Led Communities”

**Practices of Teaching Writing**

**J.05 Imagining a Transformed Reality:**
On the Web, Over the Airwaves, Around the Globe

Salon 1, Third Floor

*Chair:* Andrea Herrmann, University of Arkansas at Little Rock

*Speakers:* Betty Freeland, University of Arkansas at Little Rock, “The Rose-Colored Glasses Are Off: Students Provide a Clearer View of the Computer Classroom Community”
Friday, 3:30–4:45 p.m.

Andrea Herrmann, University of Arkansas at Little Rock, “‘This I Believe’: Students Join NPR’s National Writing Community”

Cheryl Harris, University of Arkansas at Little Rock, “The Holocaust and First Year Writing: Students Research a Position in the World Community”

Practices of Teaching Writing

J.06 Trading (Center) Spaces: Writing Centers in Multidisciplinary Settings
Salon 11, Third Floor

Chair: Cynthia Crimmins, York College of Pennsylvania

Speakers:
Sarah Dangelantonio, Franklin Pierce College, Rindge, NH, “On the Road Again”

Jennifer Staben, College of Lake County, Grayslake, IL, “Identity Challenges for the Community College Writing Center”

Maury Maryanow, Troy University, Montgomery, AL, “Parallel Spaces: Tutoring Writing in Different Locations”

Cynthia Crimmins, York College of Pennsylvania, “Why It Works: Writing Centers in Multidisciplinary Spaces”

Practices of Teaching Writing

J.07 That’s Old News: Using Archives to Highlight Rhetorical Diversity in the Teaching of Composition
Salon 4, Third Floor

Chair: Jeff Simmons, Syracuse University, NY

Speakers: Jeff Simmons, Syracuse University, NY
Jeanette Jeneault, Syracuse University, NY
Nance Hahn, Onondaga Community College, Syracuse, NY

Composition Programs

J.08 The Gatekeeper No More: Using the Composition Curriculum to Foster Critical Understanding of Campus Cultures
Salon 12, Third Floor

Chair: Wendy Sharer, East Carolina University, Greenville, NC

Speakers:
Wendy Sharer, East Carolina University, Greenville, NC, “Composition and Student Development: The Collaborative Curriculum”

Marinella Macri, East Carolina University, Greenville, NC, “The Collaborative Curriculum: An Instructor’s Perspective”

Debbie O’Neal, East Carolina University, Greenville, NC, “The Collaborative Curriculum: A Thematic Approach”

Al Smith, East Carolina University, Greenville, NC, “Student Development and Composition: The Collaborative Curriculum”
Friday, 3:30–4:45 p.m.

**Composition Programs**

**J.09 CONNECT: Building Coalitions for Common Outcomes in First Year English at Five Colleges**

Parlor H, Sixth Floor

*Chair:* Evelyn Pezzulich, Bridgewater State College, MA

*Speakers:* Michael Olendzenski, Cape Cod Community College, West Barnstable, MA, “Pulling Back the Curtain: How CONNECT Came To Be”

Richard Pepp, Massasoit Community College, Brockton, MA, “Breaking Bread and Barriers: Rubrics after Lunch”

Patricia White, University of Massachusetts, Dartmouth, “From Novice to Expert: Cross-Institutional Norming”

Linda Cohen, Massasoit Community College, Bridgewater, MA, “From Cs to Shining Cs: The Challenge to Continue the CONNECT Coalition”

J. Thomas Grady, Bristol Community College, Fairhaven, MA

**Composition Programs**

**J.10 Building Assessment Communities: Using Empirically Derived Findings to Promote a Constructivist Assessment Agenda**

Burnham 2, Seventh Floor

*Chair:* Kathryn R. Fitzgerald, Utah State University, Logan

*Speakers:* Kathryn R. Fitzgerald, Utah State University, Logan, “Building Coalitions Across Assessment Paradigms”

Lynn Langer Meeks, Utah State University, Logan, “Building Coalitions with Stakeholders through The Culture of Assessment”

H. Craig Peterson, Utah State University, “Empirical Assessment of Value Added in Introductory Writing”

**Composition Programs**

**J.11 What’s Queer about Writing Program Administration? New Research from the Field**

LaSalle 3, Seventh Floor

*Chair:* William Banks, East Carolina University, Greenville

*Speakers:* Martha Marinara, University of Central Florida, Orlando, “Invisible Sexuality: What Is ‘Cannonical GLBT’ in Composition Textbooks”

Jonathan Alexander, University of Cincinnati, OH

Samantha Blackmon, Purdue University, West Lafayette, IN

William Banks, East Carolina University, Greenville, NC
Composition Programs

**J.12 Creating Community with the Online Writing Studio**
Wabash Room, Third Floor

*Chair:* Mike Palmquist, Colorado State University, Fort Collins

*Speakers:* I-Lien Tsay, University of California, Irvine
Tracey Creech, University of California, Irvine
Peg Hesketh, University of California, Irvine
Lynda Haas, University of California, Irvine
Heather Tunender, University of California, Irvine
Loren Eason, University of California, Irvine

Theory

**J.13 Bringing Techne Front and Center: Examining the Materials of the Art of Writing**
Salon 2, Third Floor

*Chair:* Janice Lauer, Purdue University, West Lafayette, IN

*Speakers:* Pender Kelly, Purdue University, West Lafayette, IN, “Writing in Late Postmodernity: Contradictions of the Art”
Shaun Slattery, DePaul University, Chicago, IL, “The Tool Side of Techne: ‘Habits of Mind’ vs. ‘Habits of Mediation’”
Karl Stolley, Purdue University, West Lafayette, IN, “A Techne for Artful Choices in Digital Writing”

Theory

**J.14 Rhetorica ad Feminiam: Feminist Rhetoric and Rhetorical Tradition**
Montrose 1, Seventh Floor

*Chair:* Melissa Ianetta, University of Delaware, Newark

*Speakers:* Melissa Ianetta, University of Delaware, Newark, “‘She Must Be a Rare One’: Invention, Ella and the Impovisatrice Tradition”
Susan Delagrange, Ohio State University, Mansfield, “‘Tears Shed at an Anonymous Man’s Funeral’: Digital Wunderkammern, Feminist (re)Arrangement and Emodiment by Design”
Rebecca Dingo, University of Missouri, Columbia, “Memory and Delivery: Engendering Development in the World Bank”

*Respondent:* Nan Johnson, The Ohio State University, Columbus, “Rhetorica and Feminism: Feminist Rhetoric and the Rhetorical Tradition”
Friday, 3:30–4:45 p.m.

Theory

**J.15 Relating and Separating:**
**Using Rhetoric to Rethink Public Spheres**

Private Dining Room 16, Fifth Floor

*Chair:* Susan Jarratt, University of California, Irvine  
*Speakers:* Alexandra Sartor, University of California, Irvine, “Enfranchised by Silence: The Athenian Dokimasia”  
Katherine Mack, University of California, Irvine, “Defining the Political: Private and Public Truths in the New South Africa”  
Paul Dahlgren, University of California, Irvine, “Speaking Publicly: Rhetorical Dimensions of Arendt’s Public Realm”

Theory

**J.16 Mobilizing Intersections of Difference in Composition Research, Teaching, and Activism**

Burnham 4, Seventh Floor

*Chair:* Jacqueline Jones Royster, The Ohio State University, Columbus  
*Speakers:* Stephanie Kerschbaum, Texas A&M University, College Station, “Beyond Categorization: Using Markers of Difference to Enable Intersectional Analysis”  
Roxanne Mountford, University of Arizona, Tucson, “Vertigo in the Field: Difference and the Ethnography of Relation”  
Cynthia Lewiecki-Wilson, Miami University, Oxford, OH, “Intersecting Identities: Theories and Models of an Inclusive (Dis)Composition”  
Jay Dolmage, Miami University, Oxford, OH, “Intersecting Identities: Theories and Models of an Inclusive (Dis)Composition”  
William DeGenaro, University of Michigan, Dearborn, “Disability, Class, and ‘Million Dollar Baby’: The Possibility of Intersectionality”

Theory

**J.17 The Emotional Work of Composition**

LaSalle 2, Seventh Floor

*Chair:* Andrea Lunsford, Stanford University, CA  
*Speakers:* Jean Ferguson Carr, University of Pittsburgh, PA, “Moderating Feelings: 19th Century Literacy Textbooks and the Work of Emotion”  
John Peterson, Stanford University, CA, “The Economic Labor of Love: How We Negotiate Emotional Investments in Teaching and Learning”  
Susan Miller, University of Utah, Salt Lake City, “What Do We Feel when We Feel about Writing?”

*Respondent:* Melissa A. Goldthwaite, St. Joseph’s University, Philadelphia, PA
History

J.18 Genre in the History of Technical and Professional Communication

Private Dining Room 4, Third Floor

Chair: Teresa Hunt, Northern Michigan University, Marquette

Speakers: Elizabeth Tebeaux, Texas A&M University, College Station, “Medieval and Renaissance Instructions: The First Technical Writing in English”
Malcolm Richardson, Lousiana State University, Baton Rouge, LA, “Genre and Rhetoric in the City of London: A Case Study”
Michael Moran, University of Georgia, Athens, “Governor John White’s Lost Colony Report of 1587 as Apologia”
Miles Kimball, Texas Tech University, Lubbock, TX, “A Compleat Guide to the Idiot’s Manual: The History of a Sub-Genre”

History

J.19 Time, Memory, and the Telling Legacies of Richard Lloyd-Jones

Private Dining Room 5, Third Floor

Chair: Doug Hesse, Illinois State University, Normal

Speakers: Ellen Quandahl, San Diego State University, CA, “Rhetoric Is Techne in the History of American Pedagogy”
Kathleen Ethel Welch, University of Oklahoma, Norman, “A History of Writing Instruction in the University of Oklahoma Department of English since 1890: The Influence of Richard Lloyd-Jones”
Doug Hesse, Illinois State University, Normal, “C’s after Jix: A Thirty Year Retrospective”

Practices of Teaching Writing

J.20 Assessment, Impact, and Consumption: Is Education a Business?

Private Dining Room 6, Third Floor

Chair: Patricia Malesh, Tucson, AZ

Speakers: Jonathan Arnett, Texas Tech University, Lubbock, “I Assign Lots of Grades . . . But Am I Fair and Reliable?”
Steven Wexler, Rollins College, Winter Park, FL, “Conspicuous Consumption as Campus Culture”
Schontal Moore, University of the West Indies, Mona, Kingston, Jamaica, “Transforming Assessment: The Impact of Virtual Learning on College Composition”
Friday, 3:30–4:45 p.m.

**Research**

**J.21 The Perception and Effects of Error: Exploring Hidden Spaces**

Private Dining Room 18, Fifth Floor

*Chair:* Chris Anson, North Carolina State University, Raleigh

*Speakers:* Robert Schwegler, University of Rhode Island, Providence, “‘Her Eye Discourses’: Studying Written Errors by Looking at Eye Movements”

Chris Anson, North Carolina State University, Raleigh, “The Eyes Have It: Tracking the Psycholinguistic Effects of Errors in Writing”

Susan Rashid Horn, University of Rhode Island, Providence, “What’s Wrong and Who Cares?: A Study of Compositional Error”

**Research**

**J.22 Singing, Preaching, and Teaching in a Strange Land: Composing Community and Building Coalitions through African American Religious Language and Literacy Practices**

Private Dining Room 8, Third Floor

*Chair:* Gwendolyn Pough, Syracuse University, NY

*Speakers:* Eric Darnell Pritchard, University of Wisconsin–Madison, “Miss Hallie’s ‘Bits and Odds’: Hallie Quinn Brown, Culturally Relevant (Religious) Language Pedagogy, and Wilberforce University”


Aesha Adams, Penn State University, University Park, “Preaching the Lord’s Song: Black Women Preachers Composing Community”

**Information Technologies**

**J.23 Developing Digital Literacies for Youth and Senior Citizens: University and Community Partnerships**

LaSalle 5, Seventh Floor

*Chair:* Kristine Blair, Bowling Green State University, OH

*Speakers:* Heidi McKee, Miami University of Ohio, Oxford, “‘I’m now on the Internet all the time’: Researching Seniors’ Web Practices”

Kristine Blair, Bowling Green State University, OH, “Divisive Metaphors: Bridging the Gap between Digital Natives and Digital Immigrants”

Michelle Comstock, University of Colorado, Denver, “Writing within Distributed Networks: A Materialist Approach to Community Digital Media Literacy”
Institutional and Professional

J.24  What We Want/They Want: Negotiating What Counts as Good Writing in an Age of Accountability
Salon 6, Third Floor
Chair: Chris Thaiss, George Mason University, Fairfax, VA
Speakers: Carmen Werder, Western Washington University, Bellingham, “Portfolios: What They Tell Us and What They Tell Others”
Terry Zawacki, George Mason University, Fairfax, VA, “WAC Assessment: What We Want to Know; What Others Want to Hear”
Joan Mullin, University of Texas, Austin

Institutional and Professional

J.25  Contextual and Collective Strategies for Early-Career Writing Program Administrators: An Inter-Institutional Roundtable Discussion with Campus Administrators
Salon 5, Third Floor
Chair: Duane Roen, Arizona State University, East Mesa
Speakers: Michael Moore, Michigan Technological University, Houghton, “Creating Coalitions for Writing Programs: Composition and Collective Expertise”
Kim Gunter, University of North Carolina at Pembroke, “WPA Disciplinarity and Cultural Boundaries”
Lizbeth Bryant, Purdue University, Calumet, Hammond, IN, “What’s a WPA to Do?”
Lulu C. H. Sun, University of Massachusetts, Dartmouth, MA, “The 5 C’s of First Year English: Connections, Communications, Communities, Cultures, and Coalitions”
Respondent: Charles Schuster, University of Wisconsin, Milwaukee

Institutional and Professional

J.26  Developing and Sustaining University-Secondary Collaboration
Clark 7, Seventh Floor
Chair: Ann Johns, San Diego State University, CA
Speakers: Ann Johns, San Diego State University, CA, “Collaboration and Cultural Conflict in High School/University Partnerships”
Glen McClish, San Diego State University, CA, “Articulating High School and University Instruction: Teacher-to-Teacher Partnerships”
Marsha Zandi, Sweetwater Unified School District, Chula Vista, CA, “Developing a Bridging-to-College Writing Curriculum”
Liane Bryson, San Diego State University, CA, “Developing a Bridging-to-College Writing Curriculum”
Friday, 3:30–4:45 p.m.

Institutional and Professional

**J.27 The 5 Cs: Composition at the Center of Community, Culture, & Coalition**

Salon 9, Third Floor

*Chair:* Richard Grant, Columbia Union College, Takoma Park, MD

*Speakers:* Richard Grant, Columbia Union College, Takoma Park, MD, “From Writing Center to Writing as Center: Three Ways to Strengthen a Writing Program”

Susan Comilang, Columbia Union College, Takoma Park, MD, “Beyond the English Program: Using Writing to Build an Academic Coalition”

First Year Comp Contest Winner, Columbia Union College, Takoma Park, MD, “Writing as Action (or) How I Passed ENGL 101 and Exemplified My College Culture at the Same Time”

Language

**J.28 Assessing Grammars: Connecting Voices across Instruction, Learning and Evaluation**

Salon 7, Third Floor

*Chair:* Jon Yasin, Bergen County Community College, NJ

*Speakers:* Halima Toure, College of New Rochelle, New York, NY, “The Grammar Game: Attitudes and Expectations in Student Assessment”

Cynthia McCollie-Lewis, New Jersey City University, Jersey City, “Doing Grammar as Process Instruction”

Charles Coleman, York College/CUNY, Jamaica, NY, “Student Success Strategies”

Jon Yasin, Bergen County Community College, NJ, “Student Success Strategies”

Creative Writing

**J.29 Seeking Commonalities, Confronting Differences: Towards Productive Connections between Composition Studies and Creative Writing**

LaSalle 1, Seventh Floor

*Chair:* Jonathan Bush, Western Michigan University, Kalamazoo

*Speakers:* Sarah Rodlund, Western Michigan University, Kalamazoo, “Bringing Down The Wall Of Tradition: BuildingCoalitions of Learning through the Collaboration of Composition and Creative Writing”

Michelle E. Ringle-Barrett, Western Michigan University, Kalamazoo, “The Scholarly Personal Narrative as Middle Ground: Creative Writing as Scholarship in Composition Studies”

Jason Olsen, Western Michigan University, Kalamazoo, “Liberating the Writer from the Page: Exploring Publication Innovation as a Means of Service Learning in the College Writing Classroom”
Victoria Rakowski, Western Michigan University, Kalamazoo, “A Modest Proposal: Nurturing a Culture of Pedagogy among MFA Composition Teachers”

Professional and Technical Writing

J.30 Centering on Storyboards: The Formation of Practical Intellectual Coalitions within a Professional Community

Private Dining Room 7, Third Floor

Chair: Katherine Tiede, University of Toronto, Ontario, Canada
Speakers: Margaret Hundleby, University of Toronto, Ontario, Canada, “Gaining Community Competence: Storyboards for Capstone Design Reports”
Katherine Tiede, University of Toronto, Ontario, Canada, “Using Storyboarding to Engineer Genre”
Deborah Tihanyi, University of Toronto, Ontario, Canada, “Adapting Storyboarding Techniques for Performing Engineering Discourse”

Community, Civic, & Public

J.31 Marked Citizens in Marginal Spaces: Class Constructions in Diverse Communities

Parlor G, Sixth Floor

Chair: LuMing Mao, Miami University, Oxford, OH
Wioleta Fedeczko, Miami University, Oxford, OH, “Welcome to U.S.A. Citizenship: Cultural Identity within the Discourse of Naturalization”
Mandy Watts, Miami University, Oxford, OH, “If Rednecks Ran the Country: Class and the Confederate Flag”

Institutional and Professional

J.32 Led by Theory, Bound by Practice: Building Community from the Center of the Academic Border Town

Parlor F, Sixth Floor

Chair: Witt Salley, Ozarks Technical Community College, Springfield, MO
Speakers: Marsha Millikin, Lansing Community College, MI, “Assessment-based Border Talk: Portfolio versus External Assessment”
Sonja L. Andrus, Collin County Community College District, McKinney, TX, “What Happens when Mainstream Voices are Those Marginalized in the Border Towns?”
Friday, 3:30–4:45 p.m.

**Practices of Teaching Writing**

**J.33 The Course That Dare Not Speak Its Name**  
Parlor A, Sixth Floor  
*Chair:* Harrison Carpenter, University of Colorado at Boulder  
*Speakers:* Jane Elizabeth Dougherty, Southern Illinois University, Carbondale, IL, “The Course That Dare Not Speak Its Name”  
Angela Buchanan, University of Colorado at Boulder, “Self-Placement Tests in Practice”  
Michelle Albert, University of Colorado at Boulder, “Small Groups and ‘Anxious Writer’ Syndrome”

**Practices of Teaching Writing**

**J.34 From the Margins to the Center:**  
Four Approaches to Connecting Reading and Writing  
Crystal Room, Third Floor  
*Chair:* Elizabeth Vogel, University of North Carolina at Greensboro  
*Speakers:* Heidi Hanrahan, University of North Carolina at Greensboro, “‘That I Might Teach and Study to Some Purpose’: Lucy Larcom on Teaching and Writing”  
Rita Jones-Hyde, University of North Carolina at Greensboro, “Reading and Writing with The Princess Bride”  
Kari Warren, University of North Carolina at Greensboro, “From Eminem to Willie Nelson: Using Music to Create Community in the Composition Classroom”

**Research**

**J.35 Larceny, Literacy, and Legal Consequences:**  
Another Look at Plagiarism  
Montrose 7, Seventh Floor  
*Chair:* Claudia Ingram, University of Redlands, CA  
*Speakers:* Angelynn King, University of Redlands, CA, “Larceny and Illiteracy”  
Claudia Ingram, University of Redlands, CA, “Literacy vs. Larceny”  
Cynthia Merrill, Yale Law School, Pasadena, CA, “Larcenies and the Law”

**FSIG.02 Black Caucus Business Meeting**  
Salon 3, Third Floor  
*Chair:* Geneva Smitherman, Michigan State University, East Lansing
GENERAL SESSION AND CCCC AWARDS/Retirement Reception

5:00 p.m.–6:30 p.m.
Empire Ballroom, Lobby Level

Chair: Akua Duku Anokye

Reception honoring retirees immediately following, 6:00 p.m.–6:30 p.m.

AWARDS PRESENTATIONS

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee:

Chair: Peter Vandenberg, DePaul University, Chicago, IL
John Boe, University of California–Davis
Wendy Hesford, The Ohio State University, Columbus
Beatrice Quarshie-Smith, Illinois State University, Normal
Mary Jo Reiff, University of Tennessee, Knoxville

Previous Award Winners:


2004  Mary Soliday, *The Politics of Remediation: Institutional and Student Needs in Higher Education*

2003  Deborah Brandt, *Literacy in American Lives*
      Eileen Schell and Patricia Lambert Stock, *Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*

2002  Paul Kameen, *Writing/Teaching: Essays toward a Rhetoric of Pedagogy*

2001  Kay Halasek, *A Pedagogy of Possibility: Bakhtinian Perspectives on Composition Studies*

2000  Susan Miller, *Assuming the Positions: Cultural Pedagogy and the Politics of Commonplace Writing*, and Barbara Couture, *Toward a Phenomenological Rhetoric: Writing, Profession, and Altruism*

1999  Marilyn Sternglass, *Time to Know Them: A Longitudinal Study of Writing and Learning at the College Level*
Friday, 5:00–6:30 p.m.

1998 James A. Berlin, *Rhetorics, Poetics, and Cultures: Refiguring College English Studies*


1996 Susan Peck MacDonald, *Professional Academic Writing in the Humanities and Social Sciences*


1994 Lester Faigley, *Fragments of Rationality: Postmodernity and the Subject of Composition*

1993 Richard Bullock, John Trimbur, and Charles Schuster, Editors, *The Politics of Writing Instruction: Postsecondary*

1992 Susan Miller, *Textual Carnivals: The Politics of Composition, and Patricia Bizzell and Bruce Herzberg, The Rhetorical Tradition: Readings from Classical Times to the Present*

1991 Mike Rose, *Lives on the Boundary: The Struggles and Achievements of America’s Underprepared*

**JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD**

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

**Berlin Dissertation Award Committee:**

*Chair:* Mary Ann Cain, Indiana University–Purdue University, Fort Wayne
Samantha Blackmon, Purdue University, West Lafayette, IN
Kristie Fleckenstein, Ball State University, Muncie, IN
Christina Haas, Kent State University, OH
Jerry Nelms, Southern Illinois University, Carbondale

**Previous Award Winners:**

2005 Haivan Viet Hoang, “‘To Come Together and Create a Movement’: Solidarity Rhetoric in the Vietnamese American Coalition”

2004 Jessica Enoch, “Women’s Resistant Pedagogies in Turn-of-the-Century America; Lydia Maria, Child, Zitkala Sa, Jovita Idar, Marta Pena, and Leonor Villegas de Magnon”


2001 Katherine Kelleher Sohn, *Whistlin’ and Crowin’ Women of Appalachia: Literacy Development Since College*

2000 Elizabeth A. Miles, *Building Rhetorics of Production: An Institutional Critique of Composition Textbook Publishing*
1999  Chris Gallagher, *Composing Inquiry: Rethinking Progressive Pedagogy and Literacy*

1998  Jeffrey N. Maxson, *A Multimedia and Multivocality in a Basic Writing Classroom*

1997  Ellen Cushman, *The Struggle and the Tools: Oral and Literate Strategies in an Inner City Community*

1996  Amy M. Lee, *Visions and Revisions of Teaching Writing as a Critical Process*


1994  Harriet Malinowitz, “Lesbian and Gay Reality and the Writing Class”

1993  Marguerite Helmers, *The Constitution of Students: Genre and Representation in the Composition Testimonial*

1992  Susan Brown Carlton, “Poetic, Rhetoric, and Disciplinary Discourse”

**THE RICHARD BRADDOCK AWARD**

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

**Braddock Award Committee:**

*Chair:* Ellen Knodt, Penn State University, Abington

Kristie Fleckenstein, Ball State University, Muncie, IN

David Holmes, Pepperdine University, Malibu, CA

Margaret Shaw, Kent State University, OH

Jane Wagoner, Wright College, Chicago, IL

**Previous Award Winners:**


2003  Bruce Horner and John Trimbur, “English Only and U.S. College Composition,” *CCC*, June 2002

Friday, 5:00–6:30 p.m.

2001  James E. Porter, Patricia Sullivan, Stuart Blythe, Jeffrey T. Grabill, and Libby Miles
2000  Jacqueline Jones Royster and Jean C. Williams
1999  Catherine Prendergast
1998  (tie) Arnetha Ball and Ted Lardner, Dennis A. Lynch, Diana George, and Marilyn M. Cooper
1997  Ellen Cushman
1996  Mary N. Muchiri, Nshindi G. Mulamba, Greg Myers, and Deoscorous B. Ndoloi
1995  Cheryl Glenn
1994  Peter Mortensen and Gesa E. Kirsch
1993  Nancy Sommers
1992  Glynda Hull, Mike Rose, Kay Losey Fraser, and Marisa Castellano
1991  Glynda Hull and Mike Rose
1990  Joseph Harris
1989  Christina Haas and Linda Flower
1988  Robert Brooke
1987  Linda Flower, John R. Hayes, Linda Carey, Karen Schriver, and James Stratman
1986  Peter Elbow
1985  Lisa Ede and Andrea Lunsford
1984  Stephen P. Witte
1983  Nancy Sommers
1982  Robert J. Connors
1981  David Bartholomae
1980  Lee Odell
1979  Mary P. Hiatt
1978  Richard Gebhardt
1977  Frank D’Angelo and Glenn Matott
1976  James Corder
1975  Richard Braddock

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Chair: James Kalmbach, Illinois State University, Normal
       Baotong Gu, Georgia State University, Atlanta
       Carolyn Miller, North Carolina State University, Raleigh
       Michele Simmons, Miami University, Oxford, OH
       Rachel Spilka, University of Wisconsin–Milwaukee
Outstanding Dissertation in Technical Communication
Award Winners

2005  Huatong Sun
2004  Donna Kain
2003  Brent Henze
2003  Sandra Sterling Reynolds, Honorable Mention
2002  David Dayton
2002  Dave Clark, Honorable Mention
2001  Kenneth Baake
2000  Clay I. Spinuzzi
1999  Katherine Durack
1999  Brenda Camp Orbell, Honorable Mention
1999  Graham Smart, Honorable Mention

WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

Winter 2005 Writing Program Certificate of Excellence

Chair:  David Jolliffe, DePaul University, Chicago, IL
        Susanmarie Harrington, Indiana University–Purdue University, Indianapolis
        Meg Morgan, University of North Carolina, Charlotte
        Marty Townsend, University of Missouri, Columbia
        Sterling Warner, Evergreen Valley College, San Jose, CA

2005-2006 Writing Program Certificate of Excellence

Chair:  Marty Townsend, University of Missouri, Columbia
        Tina Good, Suffolk County Community College, Ammerman Campus, NY
        Susanmarie Harrington, Indiana University-Purdue University, Indianapolis
        Michael Pemberton, Georgia Southern University, Statesboro
        Dan Royer, Grand Valley State University, Allendale, MI
TRIBAL COLLEGE FACULTY FELLOWSHIP

In March 2003, the Conference on College Composition and Communication (CCCC), initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to four Tribal College Faculty Fellowships in the amount of $750 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as a teacher and what they teach at their tribal college, what their research interests are, and what they hope to gain from the experience of attending CCCC (how it could help in their teaching or research). A selection committee including American Indian Caucus members reviews applications for the Tribal College Faculty Fellowship. Fellowships are awarded based on overall quality of the application letter.

Tribal College Faculty Fellowship Selection Committee:
Chair: Joyce Rain Anderson, Massasoit Community College, Brockton, MA
Lena Ampadu, Towson University, Baltimore, MD
Joseph Eng, Eastern Washington University, Cheney
Amanda Espinosa-Aguilar, Washington State University, Pullman
Donald McCrary, Long Island University-Brooklyn, NY

BEST ARTICLE OF THE YEAR AWARD

The quarterly journal Teaching English in the Two-Year College selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression. Howard Tinberg, Editor of TETYC, to present the award.

Best Article of the Year Award Committee:
Chair: Carolyn Calhoon-Dillahunt, Yakima Community College, WA
Iris Gribble Neal, Eastern Washington University, WA
Alexis Nelson, Spokane Falls Community College, WA
Joanna Tardoni, Western Wyoming Community College, WY
### Previous Award Winners:

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<tr>
<th>Year</th>
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<td>2005</td>
<td>Jeff Andelora</td>
<td>1993</td>
<td>Betty Nelson</td>
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<td>2004</td>
<td>Jay Simmons and Timothy McLaughlin</td>
<td>1992</td>
<td>Dana L. Fox</td>
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<td>1991</td>
<td>Joseph F. Trimmer</td>
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<td>2003</td>
<td>Loretta Kasper</td>
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<td>Judith Rae Davis</td>
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<td>2002</td>
<td>Derek Soles</td>
<td>1989</td>
<td>Fred Stanley</td>
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<td>2001</td>
<td>Dana Elder</td>
<td>1988</td>
<td>Nadine Pierce and Paul Hunter</td>
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<td>2000</td>
<td>Richard C. Raymond</td>
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<td>1999</td>
<td>Kay Thurston</td>
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<td>Patricia Callaghan</td>
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<td>1997</td>
<td>Marilyn J. Valentino</td>
<td>1984</td>
<td>Marcia H. Edwards</td>
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<td>1996</td>
<td>Thomas Speer</td>
<td>1983</td>
<td>Tim McCracken and</td>
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<td>1994</td>
<td>Julia Ferganchick-Neufang</td>
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### NELL ANN PICKETT SERVICE AWARD

Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism.

#### Nell Ann Pickett Service Award Committee:

**Chair:** Georgia Newman, Professor Emerita, Polk Community College
Frank Madden, SUNY Westchester Community College, NY
Louise Bown, Salt Lake City Community College, UT

### Previous Award Winners:

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<th>Year</th>
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<td>2005</td>
<td>Howard Tinberg</td>
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<td>Betty Nelson</td>
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<td>2004</td>
<td>John Lovas, De Anza College, CA</td>
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<td>2003</td>
<td>Frank Madden, SUNY Westchester Community College, NY</td>
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<td>Joseph F. Trimmer</td>
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<td>2002</td>
<td>Ben Wiley, St. Petersburg Junior College, FL</td>
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<td>2001</td>
<td>Lois Powers, Fullerton College, CA</td>
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<td>Fred Stanley</td>
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<td>2000</td>
<td>Mark Reynolds, Jefferson Davis Community College, Brewton, AL</td>
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<td>Richard Raymond</td>
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<td>1999</td>
<td>Katherine E. Staples, Austin Community College, TX</td>
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<td>Patricia Callaghan</td>
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<td>1997</td>
<td>Paul Bodmer, Bismarck State College, ND</td>
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<td>Marcia H. Edwards</td>
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<td>1983</td>
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<td>W. Allen Ashby</td>
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Friday, 5:00–6:30 p.m.

1996 Elisabeth McPherson, Ridgefield, WA
1995 Lynn Quitman Troyka, Queensboro Community College, City University of New York
1994 Audrey Roth, Miami Dade Community College, FL
1993 Nell Ann Pickett, Hind Community College, Raymond, MS

CHAIRS’ MEMORIAL SCHOLARSHIP

To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of $750 each to help cover the costs of four graduate students who are presenting at the annual conference. Full-time graduate students whose presentations are selected through the regular peer review process are eligible to apply and are asked to submit a letter of application introducing themselves and articulating their plans for a career in composition studies; a copy of their accepted CCCC program proposal, and a brief curriculum vitae.

Chairs’ Memorial Scholarship Award Committee:

Chair: Marilyn Valentino, Lorain County Community College, Elyria, OH
Rebecca Burnett, Iowa State University, Ames
Stuart Brown, New Mexico State University, Las Cruces
Ann Gere, University of Michigan, Ann Arbor
Carol Mattingly, University of Louisville, KY
Margaret Price, Spellman College, Atlanta, GA

Photo credit–Hedrick Blessing
Special Interest Groups

6:30 p.m.–7:30 p.m.

FSIG.01  TYCA TALKS (TYCA STRAND Friday night 6–7 p.m.)
Dearborn 3, Seventh Floor
Chair: Sharon Mitchler, Centralia College, WA

FSIG.03  Latino Caucus Business Meeting
Salon 2, Third Floor
Chair: Cecilia Rodriguez Milanes, University of Central Florida, Orlando

FSIG.04  Asian/Asian American Caucus Business Meeting
Salon 1, Third Floor
Chair: Haivan Hoang, University of Massachusetts, Amherst

FSIG.05  American Indian Caucus Business Meeting
Salon 12, Third Floor
Chairs: Resa Crane Bizzaro, East Carolina University, Greenville, NC
Joyce Rain Anderson, Massasoit Community College, Brockton, MA
Malea Powell, Michigan State University, East Lansing

FSIG.06  Working-Class Culture and Pedagogy SIG
Salon 11, Third Floor
Chairs: Jennifer Beech, University of Tennessee at Chattanooga
William Thelin, University of Akron, OH, “Tapping Into Class for Teaching and Research”
Discussion Leaders: Jennifer Beech, University of Tennessee at Chattanooga
William Thelin, University of Akron, OH
Steve Edgehouse, Bowling Green State University, OH
Karyn Hollis, Villanova University, PA
Leo Parascondola, College Now, City University of New York
Micah Robertson, Ohio University, Athens
Cathy Spidell, University of Akron, OH
Marian Lupo, The Ohio State University, Columbus
Speaker: Irvin Peckham, Louisiana State University, Baton Rouge, “Working-Class Academics Traversing the Disciplines: Stories and Strategies”
Friday, 6:30–7:30 p.m.

FSIG.07 Creative Nonfiction Special Interest Group: Pedagogical Frames

Private Dining Room 9, Third Floor

Chairs: Melissa Goldthwaite, St. Joseph’s University, Philadelphia, PA
Jenny Spinner, St. Joseph’s University, Philadelphia, PA

Speakers: Valerie Smith, Quinnipiac University, Hamden, CT, “Introduction to Creative Nonfiction”
Libby Falk Jones, Berea College, KY, “Life Writing in General Studies: Word and Image”
Janet Carey, Eldred University of Kentucky, Lexington, “A Combined Undergrad/Graduate CNF Course”
John Boe, University of California, Davis, “Storytelling in a Writing for Teachers Course”
Melissa A. Goldthwaite, St. Joseph’s University, Philadelphia, PA, “Nature Writing”
Jinny Marting, University of Akron, OH, “The Message Unbottled”
Lynn Z. Bloom, University of Connecticut, Storrs, “Teaching the Genres of Creative Nonfiction”
Rebecca Blevins Faery, Massachusetts Institute of Technology, Cambridge, “Creative Nonfiction and Popular Culture”
Amy Hodges Hamilton, Vanderbilt University, Nashville, TN, “Writing and Healing”
Jenny Spinner, St. Joseph’s University, Philadelphia, PA, “Ethics”
Stephanie Roach, University of Michigan-Flint, “Appreciating Craft”
Pat C. Hoy II, New York University, “Reckoning: One Essay’s Form”

FSIG.08 Building Community to Sustain Ourselves: Women’s Stories of Connection, Reflection, and Professional Success

Clark 10, Seventh Floor

Chair: Heather Bruce, University of Montana, Missoula

Speakers: Roxanne Kirkwood, Marshall University, Huntington, WV, “What to Expect When You’re Expecting . . . To Get a Job”
Morgan Gresham, Clemson University, SC, “Is This the Mommy Track?: The Perils and Possibilities of Motherhood on the Tenure-Track”
Cindy Moore, Eastern Kentucky University, Richmond, “Re-Thinking Networking for Women”
FSIG.09 Meeting of the International Network of Writing-across-the Curriculum Programs
Parlor E, Sixth Floor
Chair: Chris Thaiss, George Mason University, Leesburg, VA
Consultants: Vicki Tolar Burton, Oregon State University, Corvallis
Pamela Childers, The McCallie School, Chattanooga, TN
Susan McLeod, University of California, Santa Barbara
David Russell, Iowa State University, Ames
Art Young, Clemson University, SC
Mary McMullen-Light, Longview Community College, Lee’s Summit, MO
Linda Shohet, The Centre for Literacy, Montreal, Quebec, Canada
Margot Soven, LaSalle University, Philadelphia, PA
Martha Townsend, University of Missouri, Columbia
Terry Myers Zawacki, George Mason University, Fairfax, VA

FSIG.10 Annual Meeting of the Association of Teachers of Advanced Composition
Parlor A, Sixth Floor
Chair: Lynn Worsham, Illinois State University, Normal, “Address from the Editor of JAC”

FSIG.11 Composition in the Small College/University
Dearborn 1, Seventh Floor
Chair: Gretchen Flesher Moon, Willamette University, Salem, OR
Co-Chairs: Paul Hanstedt, Roanoke College, VA
           David Sumner, Linfield College, McMinnville, OR

FSIG.12 Calling All Bloggers: The CCCC Blogging Special Interest Group
Clark 7, Seventh Floor
Co-Chairs: Michael Edwards, University of Massachusetts, Amherst
           Clancy Ratliff, University of Minnesota, St. Paul
Speakers: Steven Krause, Eastern Michigan University, Ypsilanti
Bradley Bleck, Spokane Falls Community College, WA
Charles Lowe, Purdue University, West Lafayette, IN
Derek Mueller, Syracuse University, NY
Terra Williams, Arizona State University, Tempe
Judy Arzt, St. Joseph College, West Hartford, CT
Daisy Pignetti, University of South Florida, Tampa
Samantha Blackmon, Purdue University, West Lafayette, IN
Scott Rogers, Weber State University, Ogden, UT
Jonathan Goodwin, Georgia Technological University, Atlanta
Quinn Warnick, Iowa State University, Ames
Joanna Howard, Montgomery College, Rockville, MD
FSIG.13  Teachers of Writing for the Deaf and Hard of Hearing  
Clark 5, Seventh Floor  
Chair: Jane Nickerson, Gallaudet University, Washington, D.C.  
Speakers: David Pancost, Gallaudet University, Washington D.C.,  
“‘Short’ Distance Education”  
Jane Nickerson, Gallaudet University, Washington, D.C., “Building Communities for Students in Linked Courses”  
Tracy Morse, University of Tampa, FL, “Seeing Grace: Religious Rhetoric in the Deaf Community”  

FSIG.14  Special Interest Group for Ecocomposition  
Salon 10, Third Floor  
Chair: Anthony Lioi, MIT, Cambridge, MA  
Speakers: Sidney Dobrin, University of Florida, Gainesville, “On Becoming Ecocomposition: Beyond the Classroom and into the Wild”  
Janine DeBaise, Syracuse University, NY, “Literature, Science, Community, and the Environment”  
David Grant, University of Wisconsin–Madison, “The Question of Research in Ecocomposition”  
Dorothy Shubow, Nelson University of Massachusetts–Boston, “Where Are the Indian Voices?”  
Clayton Jones, Dalton State College, GA, “The Impact of Ecocomposition on the Community College Environment”  
Michael Benton, Bluegrass College, Lexington, KY, “Intersections of Environmental Awareness and the Public Sphere”  
Christian Weiss, Florida Atlantic University, Jupiter, “Border Crossings: Exploring Ways to Integrate Ecocomposition into English Studies”
FSIG.15  The Rhetoric and Composition Sound Archives: Narrative Communities, Oral Cultures, and Historical Coalitions

Salon 3, Third Floor

Chair: Brad Lucas, Texas Christian University, Fort Worth
Margaret M. Strain, University of Dayton, OH

Speakers:
- Brad Lucas, Texas Christian University, Fort Worth, “Clearing Space for a Center: Copyright, Collection, and the RCSA”
- Margaret M. Strain, University of Dayton, OH, “Recognizing Oral Cultures: Field Work with Interviews and Oral Histories”
- Peter Vandenbarg, DePaul University, Chicago, IL, “Aural History: Multimedia and the Rhetoric and Composition Sound Archives”
- Martin Nystrand, University of Wisconsin–Madison, “Studying Composition Studies: The Uses of History in Navigating the Present”
- Jane Detweiler, University of Nevada, Reno, “There’s Talk and Then There’s ‘Talk’: Understanding Diverse Approaches to Collecting Evidence from Conversation”
- Catherine F. Smith, East Carolina University, Greenville, NC, “Oral History of Community Organizations”
- Katherine E. Tirabassi, University of New Hampshire, Durham, “Studying the Everyday Fabric of Writing Instruction: Oral Histories of 1940s Alumni at the University of New Hampshire”
- D. Alexis Hart, Virginia Military Institute, Lexington, “How Interviews Can Function to Build Community: A Novice Perspective”
- Jeanette W. Morris, East Carolina University, Greenville, NC, “Transcribing Interviews with Eastern North Carolina African American Elderly People”
- Donna Kain, East Carolina University, Greenville, NC, “Capturing and Characterizing Overlap in Multi-Person Discussions and Interviews”
- Stephanie Fleischer, University of Louisville, KY, “Current and Future Projects of the Writing Center Research Project”
- Julie Myatt, University of Louisville, KY, “Current and Future Projects of the Writing Center Research Project”
- Alexis Poe Davis, East Carolina University, Greenville, NC, “How Do I Spell That?: Fun With Transcription”
- Margaret S. Morris, Purdue University, West Lafayette, IN, “Editing Oral History: Reflexive Use of the Material Conditions and Exigencies of the Taped Interview”
- John Duffy, University of Notre Dame, South Bend, IN, “Oral Histories in Immigrant and Refugee Communities: Literacy, Affect, Power”
- Laurie Cubbison, Radford University, VA, “Institutional History as Oral History”
FSIG.16  Conference on Basic Writing Special Interest Group  
LaSalle 2, Seventh Floor  

*Chairs:* Kathleen Baca, Dona Ana Branch Community College, Las Cruces, NM  
Susan Naomi Bernstein, University of Cincinnati, OH  

*Discussion Leaders:* William B. Lalicker, West Chester University, PA  
Tom Reynolds, University of Minnesota, Minneapolis  
Greg Glau, Arizona State University, Tempe  
Shannon Carter, Texas A&M–Commerce  
Marcia Ribble, University of Cincinnati, OH  
Hannah Ashley, West Chester University, PA  
Peter Adams, Community College of Baltimore, MD  
Barbara Gleason, City College, New York  
Alan Meyers, Harry S. Truman College, Chicago, IL  
Sugie Goen-Salter, San Francisco State University, CA  
Laura Gray-Rosendale, Northern Arizona University, Flagstaff  

FSIG.17  Special Interest Group: Bakhtin, Vygotsky, Composition, and Rhetoric  
Parlor G, Sixth Floor  

*Chair:* Filipp Sapienza, Colorado University, Denver  

FSIG.18  Independent Writing Units  
Salon 4, Third Floor  

*Chair:* Barry Maid, Arizona State University, Mesa  

*Speakers:* Cindy Nahrwold, University of Arkansas at Little Rock, “The Status of Editing Instruction in Our Program”  
Barry Maid, Arizona State University, Mesa, “Majors, Minors, and Certificates”  

Friday, 6:30–7:30 p.m.
Friday, 6:30–7:30 p.m.

**FSIG.19 Intercollegiate E-Democracy Project**
Montrose 1, Seventh Floor

*Chair:* Beverly Wall, Trinity College, Hartford, CT

*Speakers:* Judy Arzt, St. Joseph College, West Hartford, CT, “Involving Graduate Students in IEDP”
Heidi McKee, Miami University, Oxford, OH, “Developing Deliberative Dialogue in Online Forums”
Robert Peltier, Trinity College, Hartford, CT, “New Medium, Same Old Story: Linear Narratives Online”
Elaine Whitaker, University of Alabama at Birmingham, “IEDP within Institutional QEP”
Anne Herbert, Bradley University, Peoria, IL, “Encouraging Informed Discussion/Debate on IEDP”
Philip Burns, Worcester State College, MA, “(Re)entering the Burkean Parlor”
April Heaney, University of Wyoming, Laramie, “Integrating the IEDP Into a Learning Community for At-Risk Students”

**FSIG.20 SIG for The Teaching and Mentoring of TAs and Instructors in Composition**
Parlor H, Sixth Floor

*Chair:* E. Shelley Reid, George Mason University, Fairfax, VA

*Speakers:* Claire Lamonica, Illinois State University, Normal, “Literacy Maps: A Bridge to Understanding Instructor Assumptions about Writing Instruction”
Brad Peters, Northern Illinois University, De Kalb, IL, “Encouraging Cross-Disciplinary TAs to Incorporate WAC”
Colin Keeney, University of Wyoming, Laramie, “Adapting to Change: MFA Students Create New Chapter in GTA Program”
Michael Knievel, University of Wyoming, Laramie, “Adapting to Change: MFA Students Create New Chapter in GTA Program”
Trixie G. Smith, Middle Tennessee State University, Murfreesboro, “Bravery in the Writing Center: Experimenting with New GSA Positions”
Rachel Robinson, Middle Tennessee State University, Murfreesboro, “Bravery in the Writing Center: Experimenting with New GSA Positions”
Laurel Taylor, Middle Tennessee State University, Murfreesboro, “Bravery in the Writing Center: Experimenting with New GSA Positions”
Tarez Samra Graban, Purdue University, West Lafayette, IN, “Pow-Wows, Focus Groups and Meet-Ups: Promoting a ‘Culture of Teaching’ From the Ground Up”
Keith Dorwick, University of Louisiana at Lafayette, “Founding a Community of Borrowers and Contributors: The University of...”
Friday, 6:30–7:30 p.m.

Lafayette at Louisiana Digitized Teaching Resource Center”
Rachel Pere, University of Louisiana at Lafayette” Founding a Community of Borrowers and Contributors: The University of Lafayette at Louisiana Digitized Teaching Resource”
E. Samuel Geisler, University of Louisiana at Lafayette, “Founding a Community of Borrowers and Contributors: The University of Lafayette at Louisiana Digitized Teaching Resource”
David Yost, University of Louisiana at Lafayette, “Founding a Community of Borrowers and Contributors: The University of Lafayette at Louisiana Digitized Teaching Resource”
David Beach, George Mason University, Fairfax, VA, “Virtual Support for Instructors”
Mary Wright, Christopher Newport University, Newport News, VA, “The Times, They Are a Changin’ But the People, They Are Not”
Catherine Gabor, California State University, Sacramento, CA, “Mentoring a Program: Helping a Small TA Program Grow from Infancy”
Roxann Grant, Schmidt California State University, Sacramento, “Mentoring a Program: Helping a Small TA Program Grow from Infancy”
Kevin Ball, Youngstown State University, OH, “Welcome to the Discipline: The Role of Mentoring Relationships in TA ‘Training’”
Bonnie Kyburz, Utah Valley State College, Provo, “Professional Shadows: ‘Unofficial’ Mentors in the Development Scene”
Lynee Lewis, Gaillet Georgia State University, Atlanta, “A Model of Collaboration: Mentoring Writing Instructors in a Metropolitan Institution”
Michelle Eble, East Carolina University, Greenville, NC, “A Model of Collaboration: Mentoring Writing Instructors in a Metropolitan Institution”
Adina Sanchez-Garcia, University of Miami, Coral Gables, FL, “Teaching the Teachers, Teaching Ourselves”
Greg Giberson, Salisbury University, MD, “Teaching TAs to See beyond Their Classrooms: Impacts of Institutional and Professional Structures on the Teaching of Composition”
Joanna Johnson, University of Miami, Coral Gables, FL, “Teaching the Teachers, Teaching Ourselves”
Mary Lamb, Georgia State University, Atlanta, “Collaborative Faculty Leadership in Professional Development Communities at Georgia State University”
Marc Pietrzykowski, Georgia State University, Atlanta, “Collaborative Faculty Leadership in Professional Development Communities at Georgia State University”
Pamela Ward, Catholic University of America, Washington, D.C., “AFTER the Pedagogy Course: Shaping the Ongoing Teaching of Graduate Instructors in the Writing Program at Catholic University”
FSIG.21  The ‘5th C’ SIG
Salon 6, Third Floor
Chair: Michael Day, Northern Illinois University, DeKalb, IL

FSIG.22  From the Margin to the Cultural Center: Building WPA Studies for Our Administrative Future
Montrose 7, Seventh Floor
Chair: Debra Frank Dew, University of Colorado at Colorado Springs
Speakers: Alice Horning, Oakland University, Rochester, MI, “Ethical Preparation for WPA Work”
Connie Kendall, University of Kentucky, Lexington, “The Traffic in Composition: Notes on the ‘Political Economy’ of Writing Program Administration”
Suellynn Duffey, Georgia Southern University, Statesboro, “Stepping Outside English Studies”
Sandee McGalun, North Georgia College and State University, Dahlonega, “How Do We Know the Places We’ll Go?: Another Look”
Joseph S. Eng, Eastern Washington University, Spokane, “More Than Professionalizing: Situating Ethics, Multiculturalism, and Postmodernism in Graduate WPA Education”
Kate Ryan, University of Montana, Missoula, “GTAs as WPAs: Bridging the Gap between Scholarship and Service”
Cynthia Nearman, Guilford College, Greensboro, NC, “The Name of the Game Depends on the Team: Race, Class, Age, and Writing Faculty Colleagues”
Debra Frank Dew, University of Colorado at Colorado Springs, “Why a Graduate Emphasis in WPA Studies Matters”
Distinguishing Geneva Smitherman: A Tribute to Signifying Mama

Red Lacquer Room, Fourth Floor
7:00 p.m.–12:00 a.m.

Geneva Smitherman has carved a path and is a model scholar on many levels. First and foremost, she is a living testament to the talent and intellectual potential of “girls from da hood.” Born into a sharecropping rural southern Black Tennessee monolingual Ebonics speaking community, migrating north as a youngster to Chicago and Detroit, and then accelerating through the halls of academe, her story reflects a crucial episode of American history. Flunking the speech test for the teacher preparation program as a fifteen year-old college student is the best thing that could have happened to those of us who have benefited from her intellectual contributions. Going through speech therapy, learning how to play the game, and coming of age in the 60’s social movements propelled her into the battle for cultural-linguistic, education, and gender equity. Arguably the leading scholar on the language of African America, Dr. G (as she is lovingly called) has amassed a critical body of scholarship aimed at elevating the fields of linguistics, composition, rhetoric, and literacy education, among others. Further, her work has elevated African America as a whole. She is a scholar of the highest degree and this featured presentation will focus on the magnanimous contributions she has made to the aforementioned fields, to the cultivation of women scholars, scholars of color, and to her people.

The panel features Denise Troutman’s “A Signifyin(g) Mama: Geneva Smitherman and Black Women’s Language Practices,” in which she presents a sample of Smitherman’s signifyin(g) practices, locating them within Black women’s language traditions. Elaine Richardson’s “Been Doing This for Years: Geneva Smitherman as the Mother of Hybrid Academic Discourse,” examines Smitherman’s dynamic writing style and flow as a precursor to what we are now calling “hybrid academic discourses.” Smitherman pushed boundaries early in her career with her writing, paving the way for other scholarly language play and giving composition instructors models of how brilliantly it can be done. Rashidah Muhammad reports in “The Mother of Them All: The Importance of Geneva Smitherman in the Teaching of Language Arts,” “There is hardly a course I teach in which I don’t use her work. I teach a course on African American English. I gotta use her. I teach Major Black Authors. I use her. I teach the African Novel. I use her. I teach “Read & Rap: Literature for Young Adult Readers,” a course for pre-service teachers in order to make sure they are prepared to understand the language variations 21st century students bring to the secondary language arts classroom.” In “Speaking Truth to Power: A Marxist Analysis of the Work of Geneva Smitherman,” Austin Jackson demonstrates the critical role of African American rhetoric in disrupting unjust
ideologies and the power systems that support them representing one of the most urgent but under-examined aspects of the scholarship of Geneva Smitherman.

Let us show Dr. G what she means to the world of language and culture and CCCC.

**Keith Gilyard** is Distinguished Professor of English at Penn State University, University Park. He has served on the executive committees of the National Council of Teachers of English (NCTE), the Conference on English Education (CEE), and the Conference on College Composition and Communication (CCCC). In 2000, he served as chair of CCCC. Gilyard has lectured widely on language, literature, and education. He also has read his poetry at numerous venues and was a featured writer on the award-winning Annenberg/CPB television series *The Expanding Canon*.


**Denise Troutman** is Associate Professor of Writing, Rhetoric and American Cultures at Michigan State University and has a joint appointment in Linguistics. She is winner of the 2001–2002 Fulbright Award. Her teaching and research interests include developmental and first-year writing, language and society, discourse analysis, women and language, African American women’s discourse patterns, and African American English.


In 2004 Richardson received a Fulbright Fellowship at the University of the West Indies (UWI), Mona Jamaica. The research she conducted in Jamaica concerned a comparative approach to the oral cultures of African Americans and African Jamaicans.

Rashidah Jaami Muhammad is Professor of English and Secondary Education and Academic Coordinator of the English Programs at Governors State University in Illinois. Her interests include American and African American Literature, Student-Centered Education in Secondary Classrooms, English Education, African American English, Cultural Studies, and Ethnographic Poetry. A long time member of CCCC she is part of the Local Committee for this conference.

Austin Jackson is a third-year doctoral candidate in the African American and African Studies Program at Michigan State University. His research areas include African American Rhetoric, Composition, and Cultural Studies. Austin is a graduate of Norfolk State University (B.A., English) and Michigan State University (M.A., Critical Studies in the Teaching of English). He is a regular presenter at the Conference on College Composition and Communication, American Education Research Association, National Council of Teachers of English, and Michigan Council of Teachers of English. Austin has served as writing center coordinator for the Michigan State University athletic program, and is currently Graduate Student Coordinator of “My Brother’s Keeper” Program for at-risk Black males. He is co-author of several published articles on the use of Hip-Hop and African American Rhetoric to enhance student literacy and stimulate transformative social action.

Chair: Keith Gilyard, Penn State University, University Park

Speakers: Denise Troutman, Michigan State University, “A Signifyin(g) Mama: Geneva Smitherman and Black Women’s Language Practices”

Elaine Richardson, Penn State University, University Park, “Been Doing This for Years: Geneva Smitherman as the Mother of Hybrid Academic Discourse”

Rashidah Muhammad, Governors State University, “The Mother of Them All: The Importance of Geneva Smitherman in the Teaching of Language Arts”

FRIDAY NIGHT SPECIAL EVENTS

ROCK ‘n’ ROLL PARTY
9:30 p.m.–Midnight
Monroe Ballroom, Sixth Floor

CCCC isn’t CCCC without a little rockin’ and rollin’—and we’ll bring it again this year on Friday night. Bring your dancing shoes and leave your fussiness. Sponsored by McGraw-Hill.

The Nineteenth Anniversary of the Poetry Forum:
Exultation of Larks
Private Dining Room 5, Third Floor
7:30 p.m.–10:30 p.m.

This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion.

AA MEETING
Dearborn 1, Seventh Floor
8:30 p.m.–10:30 p.m.

ALANON MEETING
Dearborn 3, Seventh Floor
8:30 p.m.–10:30 p.m.
Saturday, 7:00–8:00 a.m.

SATURDAY, March 25

REGISTRATION, 8:00 a.m.–2:30 p.m.
Upper Exhibit Hall, Fourth Floor

Exhibits, 10:00 a.m.–2:00 p.m.
Upper Exhibit Hall, Fourth Floor

TWO-YEAR COLLEGE SATURDAY PROGRAM
Sponsored by the Two-Year College English Association (TYCA)

Two-Year College English Association Annual Breakfast
Red Lacquer Room, Fourth Floor
7:00 a.m.–8:00 a.m.
Admission by advanced registration only.

Saturday Sessions

M.06 Beyond ‘Adversarial’: Community Voices and Student

SW.7 Sharing Your Ideas with the Profession:
  Drafting NCTE/CCCC Proposals, Turning Presentations
  into Articles
TYCA FAME AND SHAME AWARDS
The awards acknowledge the best and worst mentions of the two-year college appearing in any media during the previous year. The award calls attention to unfair practices as well as gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, programs, and faculty.

Winners are to be announced at the TYCA Breakfast.

Fame and Shame Award Committee:
Chair: J. Sterling Warner, Evergreen Valley College, CA
Mike Matthews, Tarrant County College, NW Campus, TX
Barbara Cooper, Howard Community College, MD
Gwen Gresham, North Arkansas College, AR
Janet Henderson, Bergen Community College, NJ
Don Holt, Lansing Community College, MI
Sharon Mitchler, Centralia College, WA

Previous Award Winners:

Fame Winners
2005 Clint Eastwood, Million Dollar Baby
2004 Dr. Tahita Fulkerson, Fort Worth Star Telegram
2003 Tracey Wong Briggs of USA Today
2002 Willard Scott of the NBC Today Show

Shame Winners
2005 Jay Leno, NBC’s Tonight Show
2004 Dr. Jim Lee, Fort Worth Star Telegram
2003 Heald College
2002 March 7, 2002, episode of ER
Saturday, 7:00–8:00 a.m.

**Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Teachers and Colleges**

The awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals.

Winners are to be announced at the TYCA Breakfast.

**Outstanding Programs Award Committee:**

*Chair:* Jay Wootten, Kent State University, OH  
Sheldon Wrice, Community and Technical College, University of Akron, OH  
Sharon Mitchler, Centralia College, WA  
Gwen Gresham, North Arkansas College, AR  
Linda Isles Jones, Greenville Technical College, SC

**Previous Award Winners:**

**2005**  
**Category 1: Reaching Across Borders**  
*Award*  
Latin American and Latino Studies Program  
Wright College, Chicago, IL  
*Honorable Mention*  
Linked Class Program  
St. Louis Community College, Meramac, MO

*Category 2: Fostering Student Achievement*  
*Award*  
Developmental Math, English, and Reading Advocacy Center  
Northwest Vista College, San Antonio, TX

*Category 3: Enhancing Developmental English*  
*Award*  
ESL Credit Program  
Norwalk Community College, Norwalk, CT  
*Honorable Mention*  
Learning In Nurturing Communities (LINC) Program  
Brevard Community College, Cocoa, FL

*Category 4: Enhancing Literature and Cultural Arts*  
*Award*  
Travels through Literature Program  
Illinois Central College, East Peoria, IL  
*Honorable Mention*  
Mesa Literary Festival  
Mesa Community College, Mesa, AZ
ANNUAL BUSINESS MEETING
State Ballroom, Fourth Floor
8:00 a.m.–9:15 a.m.

Chair: Judith “Jay” Wootten, Kent State University, Salem, OH
Associate Chair: Akua Duku Anokye, Arizona State University, Phoenix
Assistant Chair: Cheryl Glenn, Penn State University, University Park
Past Chair: Doug Hesse, Illinois State University, Normal
Secretary: Carol Rutz, Carleton College, Northfield, MN
CCC Editor: Deborah H. Holdstein, Northern Illinois University, De Kalb
CCCC Executive Secretary/Treasurer: Kent Williamson, NCTE, Urbana, IL
CCCC Parliamentarian: Erika Lindemann, University of North Carolina, Chapel Hill

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the Chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. Sturgis’s Standard Code of Parliamentary Procedure applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:

a. Three minutes will be allowed for each speaker each time.
b. No one may speak a second time on a subject until all who wish to speak have been heard.

c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.

e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.

f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)

b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.

c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the Chair.

d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the Chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

1. A call for Resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.

2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.
Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.
Saturday, 9:30–10:45 a.m.

K Sessions

9:30 a.m.–10:45 a.m.

Practices of Teaching Writing

K.01 Initiating, Structuring, and Maintaining a Learning Community in the Composition Classroom

LaSalle 3, Seventh Floor

Chair: Eileen Ferretti, CUNY, Kingsborough Community College, Brooklyn, NY, “Initiating Students into the Learning Community: How the Composition Classroom Serves as a Middle Ground”

Ronna Levy, CUNY, Kingsborough Community College, (CUNY), Brooklyn, NY, “Structuring a Meaningful Community of Learners in the Composition Classroom”

Maria Scordaras, CUNY, Kingsborough Community College, Brooklyn, NY, “Maintaining a Learning Community within a Small Group Setting”

Practices of Teaching Writing

K.02 Keeping Class in the Classroom: The Impact of Socio-Economic Class on Academic Discourse

LaSalle 2, Seventh Floor

Chair: Laurie Dawson, Sonoma State University, Rohnert Park, CA

Speakers: Suzette Mizelle, Sonoma State University, Rohnert Park, CA
Sarah Baker, Sonoma State University, Rohnert Park, CA
Laurie Dawson, Sonoma State University, Rohnert Park, CA

Practices of Teaching Writing

K.03 When “The Middle” Is a Chasm: Where and How Shall We Meet?

LaSalle 1, Seventh Floor

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

Speakers: Robyn Tasaka, Michigan State University, Lansing, “First Generation Students and the Culture of Academic Writing”
Jill Dahlman, University of Hawaii at Manoa, Honolulu, “OWL as Tool for ESL Learners”
Kathleen Cassity, Hawaii Pacific University, Honolulu, “‘Blue’ Teachers, ‘Red’ Students, Purple Bruises?: Negotiating across Ideological Divides”
Practices of Teaching Writing

K.04 Building a Writing Community through Grammar Instruction
Salon 7, Third Floor
Chair: Milissa Riggs, University of Texas at Arlington
Speakers: Milissa Riggs, University of Texas at Arlington, “Centering Grammar in a First-Year Composition Community”
Nanette Wichman, Eastern Washington University, Cheney, “Intuition, Grammar, and Writing: Prometheus Restored”
Nicole Amare, University of South Alabama, Mobile, “Teaching Grammar as Style: Rethinking Grammar in the Writing Classroom”

Practices of Teaching Writing

K.05 Helping the Center Hold: Problem-Based Learning in the Composition Classroom
Private Dining Room 9, Third Floor
Chair: Ronald Hundemer, University of Cincinnati, OH
Speakers: Linda Mercer, University of Cincinnati, OH
Judith Sharp, University of Cincinnati, OH
William Zipfel, University of Cincinnati, OH
Ronald Hundemer, University of Cincinnati, OH

Practices of Teaching Writing

K.06 Coalitions, Communities, and Spaces that Authorize Composition’s Work(ers)
Parlor A, Sixth Floor
Chair: Mike Rose, University of California, Los Angeles
Speakers: William Thelin, University of Akron, OH, “Retention, Segregation, and the Formation of an Embedded Two-Year College: Reclaiming Community and Authority”
Jennifer Beech, University of Tennessee at Chattanooga, “Authorizing Pedagogy and Scholarship: Productive Teacher-Researcher Coalitions with Contingent Faculty”
Kristy Starks-Winn, University of Tennessee at Chattanooga, “Authorizing Pedagogy and Scholarship: Productive Teacher-Researcher Coalitions with Contingent Faculty”
William Macauley, The College of Wooster, OH, “Student, Study, Studére: The ‘New Studio’ and Provoking Active Learning in FYC and the Writing Center”
Saturday, 9:30–10:45 a.m.

**Composition Programs**

**K.07  Grade Expectations:**
**A Report on Cross-Disciplinary Collaboration**

Clark 5, Seventh Floor

*Chair:* Roger Gilles, Grand Valley State University, Allendale, MI  
*Speakers:* Roger Gilles, Grand Valley State University, Allendale, MI, “Making Good on the Promise of FYC Outcomes”  
Ellen Schendel, Grand Valley State University, Allendale, MI, “The Writing Center: Bridging the Gap between FYC and WID”  
Russell Rhoads, Grand Valley State University, Allendale, MI, “Using FYC Outcomes in Anthropology”

**Composition Programs**

**K.08  Curricular Coalitions: Building Intellectual Community across Academic Programs**

Burnham 1, Seventh Floor

*Chair:* James Seitz, University of Pittsburgh, PA  
*Speakers:* James Seitz, University of Pittsburgh, PA, “Composition and Beyond: Reaching Out to Other Academic Programs”  
Brenda Whitney, University of Pittsburgh, PA, “Beyond the Dutiful Essay: What Are We Afraid Of?”  
Jennifer Lee, University of Pittsburgh, PA, “Depth Is Hidden. Where?”  
Emily Bauman, University of Pittsburgh, PA, “Baadassss Prose: The Shape of the Thought”

**Composition Programs**

**K.09  Normed and Criterion-Referenced:**
**A Collaborative Approach to Assessing Writing**

Salon 3, Third Floor

*Chair:* Marsha Watson, University of Nebraska at Omaha  
*Speakers:* Neil Pagano, Columbia College, Chicago, IL, “Assessing Student Writing Collaboratively: The Process and the Results”  
Linda Rowland, Florida Gulf Coast University, Ft. Myers, “The Programmatic and Institutional Benefits for Collaboration in Assessment”  
Amy Heckathorn, California State University, Sacramento, “The Struggles and Benefits of Collaborative Work”  
Stephen Bernhardt, University of Delaware, Newark, “Outcomes of Inter-Institutional Writing Assessment”  
Marsha Watson, University of Nebraska at Omaha, “The Results of an Inter-Institutional Assessment Project”
Composition Programs

K.10 Second Language Writing Curriculum Design: A Case Study
Private Dining Room 6, Third Floor
Chair: Tony Silva, Purdue University, West Lafayette, IN
Speakers: Tony Silva, Purdue University, West Lafayette, IN
Brita Banitz, Purdue University, West Lafayette, IN
Tom Glass, Purdue University, West Lafayette, IN
Lucie Moussu, Purdue University, West Lafayette, IN
Robert Nelson, Purdue University, West Lafayette, IN
Elizabeth Patton, Purdue University, West Lafayette, IN
Yufeng Zhang, Purdue University, West Lafayette, IN

Composition Programs

K.11 Come Back, 4th ‘C’! : Writing, Rhetoric, and Communication across the Curriculum
Crystal Room, Third Floor
Chair: Hillory Oakes, St. Lawrence University, Canton, NY
Speakers: Hillory Oakes, St. Lawrence University, Canton, NY, “We Have a 4th ‘C’?: Reuniting Writing and Speaking in a University-Wide Program”
Traci Fordham-Hernandez, St. Lawrence University, Canton, NY, “Representing the 4th ‘C’: A Conversation between a Speech and a Paper”

Theory

K.12 Handling Our Own Baggage: The Influence of Class on Working-Class Writing Instructors
Montrose 7, Seventh Floor
Chair: Leonard Podis, Oberlin College, OH
Speakers: Nick Tingle, University of California, Santa Barbara, “Hating Students: A Case of Class Conflict”
Samantha Sansevere, University of Arizona, Tucson, “Living Tokenism: A Working-Class Teacher in the Middle-Class(ed) Room”
JoAnne Podis, Ursuline College, Pepper Pike, OH, “Until Mr. Right Comes Along: Social Mobility, Higher Education, and the Lure of Cultural Elitism”
Leonard Podis, Oberlin College, OH, “Is a Working-Class Hero Really Something to Be? Rediscovering Class Identity”
Saturday, 9:30–10:45 a.m.

**Theory**

**K.13 Labor Power: Reclaiming Marxism as a Guide to (Rhetorical) Action**

Parlor E, Sixth Floor

*Chair:* Jeffry Rice, University of Florida, Gainesville  
*Speakers:* Michael Vastola, University of Florida, Gainesville, “A (Class) History of Strategy and Struggle: Lessons from the Chicago Freedom Movement for the Composition Classroom”  
Beth Carroll, Appalachian State University, Boone, NC, “Language as (Labor) Power”  
Jeffry Rice, University of Florida, Gainesville, “Grounding Agency in/through/for a Revolutionary Pedagogy”  
Nancy Welch, University of Vermont, Burlington, “‘The Hard Line’: Rhetorical Lessons from Detroit’s League of Revolutionary Black Workers”

**Theory**

**K.14 Ideological Literacies and Illiteracies**

Dearborn 1, Seventh Floor

*Chair:* Doug Sweet, Chapman University, Irvine, CA  
*Speakers:* Jane Hindman, San Diego State University, CA, “The Wisdom of ‘Illiteracy’: Feminist Standpoint Theory in the Composition Classroom”  
Jeanne Gunner, Chapman University, Orange, CA, “Strategic Ideological Illiteracy”  
Doug Sweet, Chapman University, Orange, CA, “Ideological Literacy as Composition Praxis: Writing the Material”

**Theory**

**K.15 Bodily Discourse in Composition Pedagogies: Emergent Materiality in the Classroom**

Dearborn 2, Seventh Floor

*Chair:* Donna LeCourt, University of Massachusetts, Amherst  
*Speakers:* Donna LeCourt, University of Massachusetts, Amherst, “Performing Body in a Gender and Writing Class”  
Jennifer DiGrazia, Westfield State College, MA, “Queer Texts in Material Classroom Spaces”  
Marni Presnall, University of Massachusetts, Amherst, “Embodiment through Play in Writing Pedagogy”
Saturday, 9:30–10:45 a.m.

History

K.16 The Character of ‘History’ in Feminist Rhetorical Studies
Parlor H, Sixth Floor

Chair: Jami Carlacio, Cornell University, Ithaca, NY

Speakers: Alice Gillam, University of Wisconsin–Milwaukee, “Teaching Rhetorical History as Struggle”
Jami Carlacio, Cornell University, Ithaca, NY, “Mining the Past for Gold: Discovering the Lived Experience of African American Women”
Ann Marie Mann Simpkins, The Ohio State University, Columbus, “African American Feminist Historiography: Rhetorical Practices in an Antebellum Quaker Community”
S. Elizabeth Florian, University of Wisconsin–Milwaukee, “Christine de Pisan and the Quarrel of the Rose”

History

K.17 Working from the Center Space Out: Reimagining Methodologies of Archival Research

Dearborn 3, Seventh Floor

Chair: Kathleen Hunter, The College of St. Elizabeth, Morristown, NJ

Speakers: Barbara L’Eplattenier, University of Arkansas, Little Rock, “Revising the Ideological Stance: Rethinking Methodologies of Archival Research”
Suzanne Bordelon, San Diego State University, El Cajon, CA, “Getting Out from Under the Story: The Helen D. Lockwood Collection”
Lisa Mastrangelo, The College of St. Elizabeth, Morristown, NJ, “Building a Story from Pieces of Lives: Fragments from the University of Michigan”

Research

K.18 Research for New Visions: A Conversation about Black Scholarship

Salon 1, Third Floor

Speakers: Vivian Davis, The Blue Gargoyle (Basic Literacy School), Chicago, IL, “What We Choose to Study”
Saturday, 9:30–10:45 a.m.

Research

K.19 Walking Together within the Academic Culture: Mentoring to Build Community and Coalitions
Salon 6, Third Floor
Chair: Danette Paul, Brigham Young University, Provo, UT
Speakers: Beverly Zimmerman, Brigham Young University, Provo, UT, “Building Teacher/Student Relationships in the Classroom Community: Extending an Invitation for Mentoring”
Danette Paul, Brigham Young University, Provo, UT, “Walking Together within the Academic Culture: Mentoring to Build Community and Coalitions”

Research

K.20 Collaborating Across Institutions: A Roundtable on Future Longitudinal Writing Research
Private Dining Room 16, Fifth Floor
Chair: Jenn Fishman, University of Tennessee, Knoxville
Speakers: LeeAnn Carroll, Pepperdine University, Malibu, CA, “Collaborating across Institutions”
Smokey Wilson, Laney Community College, Oakland, CA, “Collaborating Across Institutions”
Sally Barr Ebest, University of Missouri–St. Louis, “Changing the Way We Teach: A Longitudinal Study of TAs Teaching”
Stephen Wilhoit, University of Dayton, OH, “Collaborating Across Institutions”
Karen Paley, Rhode Island College, Providence, “Collaboration Across Institutions”
Respondents: Doug Hesse, Illinois State University, Normal
Andrea Lunsford, Stanford University, Palo Alto, CA
Nancy Sommers, Harvard University, Cambridge, MA

Information Technologies

K.21 Collaborative Online Communities
Salon 2, Third Floor
Jeanne Marie Rose, Penn State, Berks, Reading, “When Communities Converge: Negotiating Corporate and Rhetorical Understandings of PowerPoint”
Holly Woodall, University of Alabama in Huntsville, “From Self to Community: Online Community-Writing Groups Redefine Sponsored Writing”
Information Technologies

K.22 Moving between Somewhere Specific and Nowhere in Particular

Salon 12, Third Floor

Chair: Amy Kimme Hea, University of Arizona, Tucson

Speakers: Loel Kim, The University of Memphis, TN, “Building Learning Communities Online?: A Profile of Technology Use in a First-Year Learning Community”

Melinda Turnley, New Mexico State University, Las Cruces, “Deterritorializing Classroom Spaces: Critically Considering Student Roles in Wireless Pedagogies”

Amy Kimme Hea, University of Arizona, Tucson, “Anywhere, Anytime Technologies: The Implications of Wireless and Mobile Teaching and Learning for Compositionists”

Jason Swarts, North Carolina State University, Raleigh, “Meaning between the Spaces: Creating Coherence with Mobile Information Technology”

Information Technologies

K.23 From Panel to Gallery: Twelve Digital Writings, One Installation

Wabash Room, Third Floor

Chair: Victor Vitanza, Clemson University, SC

Speakers: Sarah Arroyo, California State University, Long Beach, “Hands and Writing: A Digital Sample”

Jennifer Bay, Purdue University, West Lafayette, IN, “Writing Marys, or Pre-Vatican II Composition”

Geof Carter, Purdue University, West Lafayette, IN, “Temporary Plates”

Jenny Edbauer, Penn State University, State College, PA, “On Foot Composition”

Cynthia Haynes, IT University of Copenhagen, Denmark, “Modding God Mode in/as Serious Games”

Byron Hawk, George Mason University, Fredericksburg, VA, “Music as Method (Digital Culture Remix)”

Virginia Kuhn, University of Southern California, Los Angeles, “Ellumination”

Robert Leston, University of Texas at Arlington, “Remixing Vitanza’s ‘Critical Sub/Versions’”

Jeff Rice, Wayne State University, Detroit, MI, “Folksono(ME)”

Timothy Richardson, University of Texas at Arlington, “Close Reading”

Jim Sosnoski, University of Illinois, Chicago, “Works and Days”

Victor Vitanza, Clemson University, SC, “V.V.riting-Video with Slow and Quick Tics”
Saturday, 9:30–10:45 a.m.

Institutional and Professional

K.24 Forging Alliances: Toward a New Positioning on TA Training
Private Dining Room 18, Fifth Floor

Chair: John Warnock, University of Arizona, Tucson
Speakers: Michelle Niestepski, University of Rhode Island, Kingston, “Forging Alliances: Toward a New Positioning on TA Training”
Samaa Gamie, University of Rhode Island, Kingston, “Forging Alliances: Toward a New Positioning on TA Training”
Maha Baddar, University of Arizona, Tucson, “Forging Alliances: Toward a New Positioning on TA Training”

Institutional and Professional

K.25 Preparing to Teach in a Two-Year College
Private Dining Room 8, Third Floor

Chair: Gwen Gresham, North Arkansas College, Harrison
Speakers: Camille Ziolek, Oakland Community College, Ypsilanti, MI, “Positioning Yourself for a Job in a Two-Year College”
Tonya M. Scott, Houston Community College, TX, “Meandering the Middle Ground: Landing a Job at the Two-Year College”
Gwen Gresham, North Arkansas College, Harrison, “Preparing for the Interview”

Institutional and Professional

K.26 “So I’m a Professor, Now What?”: How Junior Faculty Negotiate Survival and Success in Composition Studies
Parlor G, Sixth Floor

Chair: Erica Frisicaro, University of St. Thomas, St. Paul, MN
Speakers: Margaret Artman, Western Oregon University, Monmouth, “Transition or Transformation: Entering the Profession”
Andrea Muldoon, University of Wisconsin–Stout, Menomonie, “Second-Year Composition Faculty and the Motivational Divide: Negotiating a Professional Identity on Your Own Terms”
Erica Frisicaro, University of St. Thomas, St. Paul, MN, “Hurdles, Hoops, and Hierarchies: Negotiating the Third-Year Review Process”
Institutional and Professional


Burnham 2, Seventh Floor

Chair: Carol Severino, University of Iowa, Iowa City

Speakers:
- Emily Hall, University of Wisconsin, Madison, “Inverting the University: Writing, Roles, and the Dynamics of Writing Fellow-Faculty Collaboration”
- Sophia Estante, University of Wisconsin, Madison, “Middle Ground: Re-thinking the Roles of Student and Tutor”
- Mary Trachsel, University of Iowa, Iowa City, “In My Mind and On the Page: Writing Phenomenology while Fellowing a Child Labor Class”
- Carol Severino, University of Iowa, Iowa City, “Lo Strano e Lo Staniero: Learning a Foreign Discipline, Language, and Literature”

Institutional and Professional

K.28 The End(s) of Student Rights: Uses and Abuses of Public Discourse

Private Dining Room 5, Third Floor

Chair: Daniel Mahala, University of Missouri–Kansas City

Speakers:
- Daniel Mahala, University of Missouri–Kansas City, “How Neoconservative Rights Discourse Proposes to Re-Map the Public Sphere, and What We Can Do about It”
- Jody Swilky, Drake University, Des Moines, IA, “How Neoconservative Rights Discourse Proposes to Re-Map the Public Sphere, and What We Can Do about It?”
- Lil Brannon, University of North Carolina, Charlotte, “‘Shall We Leave It to the Experts?’ Rethinking Academic Discourse and the Role of ‘Expertise’”
- Mary Ann Cain, Indiana University–Purdue University, Fort Wayne, “‘Shall We Leave It to the Experts?’ Rethinking Academic Discourse and the Role of ‘Expertise’”

Practices of Teaching Writing

K.29 Language Learning and Identity

Burnham 4, Seventh Floor

Chair: Staci Schultz

Speakers:
- Yu (Ruby) Qin, Syracuse University, NY, “Promoting Second Language Civic Literacy in Composition Studies”
- Marilyn Ricketts, University of the West Indies, Mona, Kingston, Jamaica, “Coalescing Culture, Community, and Academia: The Jamaican Experience”
Professional and Technical Writing

K.30 The Coyote-Trickster Afield: Toward a Responsible Figuration of the Postmodern Technical Communicator

Private Dining Room 4, Third Floor

Chair: Elizabeth Flynn, Michigan Technological University, Houghton
Speakers: Lori Ostergaard, Illinois State University, Normal, IL, “Just Awakening to Self-Consciousness”
Erik A. Hayenga, Michigan Technological University, Houghton, “Answering the Call of the Corn: Articulating the GMO Problematic”
Molly Hayenga, Michigan Technological University, Houghton, “Hutterites, Technical Communication, and Collaboration”
Jim Nugent, Michigan Technological University, Houghton, “Feminist Praxis in the Technical Communication Classroom”

Community, Civic, & Public

K.31 Investigating the Role of Public Health Rhetoric in Communities and Coalitions

Private Dining Room 7, Third Floor

Chair: Kimberly Emmons, Case Western Reserve University, Cleveland, OH
Speakers: Susan Peck MacDonal, California State University, Long Beach, “Dangerous Narratives: Uses of Narrative in Women’s Health News”
Barbara Heiffleron, Clemson University, SC, “Epidemics of Wrong Information in U.S. Public Health”
Kimberly Emmons, Case Western Reserve University, Cleveland, OH, “Health Newsletters and the Definition of Mental Illness”

Community, Civic, & Public

K.32 Building Community, Culture, and Coalitions One Story at a Time: Remembering Why We Value “The Personal”

Parlor F, Third Floor

Chair: Donna Kain, East Carolina University, Greenville
Joyce Joines Newman, East Carolina University, Greenville, NC, “Nothing Is Set in Stone: Community and the Hurricane Floyd Flood”
Catherine Smith, East Carolina University, Greenville, NC, “Who Knows What You Know? Individual Knowledge and Common Knowledge as Community Resources”
Community, Civic, & Public

K.33 Writing More or Less: New Directions in Mass Literacy
Clark 7, Seventh Floor
Chair: Deborah Brandt, University of Wisconsin–Madison
Speakers: Deborah Brandt, University of Wisconsin–Madison, “Writing More at Work”
Matthew Pearson, University of Wisconsin–Madison, “Writing Lessons from Basketball Fans: The Regulation of Writing in an Online Community”
Geoffrey Sirc, University of Minnesota, Twin Cities, MN, “Notes on Writing as Sculpture”

Community, Civic, & Public

K.34 Exploring Literacy through College–High School Partnerships and Dialogues
Salon 5, Third Floor
Chair: Anthony Edgington, University of Toledo, OH
Speakers: Anthony Edgington, University of Toledo, OH
Barbara Schneider, University of Toledo, OH

Practices of Teaching Writing

K.35 Navigating the Middle Passage between the Academy and the Workplace: Problem Solving, Professionalization, and Assessment
Montrose 1, Seventh Floor
Chair: James Kalmbach, Illinois State University, Normal
James Kalmbach, Illinois State University, Normal, “Using Activity Theory to Situate the Challenges We Face”
Marcea Seible, Illinois State University, Normal, “Professionalizing Spaces between the Classroom and Workplace”
Han Yu, Illinois State University, Normal, “Reassessing Classroom Assessment of Workplace Writing”

Practices of Teaching Writing

K.36 Getting Personal: The Place for Students’ Stories in the Composition Classroom
Salon 8, Third Floor
Chair: Meghan Monroe, Central Michigan University, Mt. Pleasant
Speakers: Meghan Monroe, Central Michigan University, Mt. Pleasant
Chad Johnson, Central Michigan University, Mt. Pleasant, “Writing Ourselves into the Story: Personal Writing and the Understanding of Literature”
Rachel Carrales, University of Texas at San Antonio, “Examining the Rhetoric of Self-Help: Cultural Studies in the Composition Classroom”
Saturday, 9:30–10:45 a.m.

**Theory**

**K.38 Building Student Consciousness:**
Establishing a Premise of Effective Strategies which Set an Environment for Student-Initiated Learning

Salon 10, Third Floor

*Chair:* Issac Hinojosa, Texas A&M University, Corpus Christi  
*Speakers:* Issac Hinojosa, Texas A&M University, Corpus Christi  
Candace Penick, Texas A&M University, Corpus Christi  
Kristina Gutierrez, Texas A&M University, Corpus Christi

**Research**

**K.39 What’s the Matter? Belief, Authority, and Identity Bridging Multiple Literacies**

Salon 11, Third Floor

*Chair:* C. Jan Swearingen, Texas A&M University, College Station  
*Speakers:* Julie Groesch, Texas A&M University, College Station, “Mirror Mirror”  
Brad Thomas, Texas A&M University, College Station, “Stocks and Bonds: Richards and Freire in Composing Communities,”  
Sarah Spring, Texas A&M University, College Station, “Seeing Is Believing: Visual Rhetorics as Literacy”

**K.40 How to Get Published in CCC (Or Improve Your Chances)**

Salon 9, Third Floor

*Chair:* Deborah Holdstein, Northern Illinois University, De Kalb
L Sessions

11:00 a.m.–12:15 p.m.

Computer Connection
Upper Exhibit Hall, Fourth Floor
11:00 a.m. – 12:15 p.m.

Content Management Systems for Teaching and Learning
Pros and Cons of Course Management Systems from Faculty and TA Perspectives
Michael Carlson Kapper, Jennifer M. Consilio, and Jessica E. Clements

Practices of Teaching Writing

L.01 When Expediency Upends Ideal:
Working Conditions and Community
Private Dining Room 8, Third Floor

Speakers: Patricia Jenkins, University of Alaska, Anchorage, “Working Conditions, Outcomes, and the WPA”
Ed Nagelhout, University of Nevada, Las Vegas, “Making Space for Mentoring: Working Conditions and the Classroom”
Elizabeth Hoger, Western Michigan University, Kalamazoo, “Mission Impossible: Reflection, Response, AND Community amid Contemporary Working Conditions”

Practices of Teaching Writing

L.02 Sentences, Ethical Readers, and Automatic Essay Scoring (AES) in Evaluating Writing
Parlor E, Sixth Floor

Chair: Kelly Sassi, University of Michigan, Ann Arbor
Speakers: Anne Ruggles Gere, University of Michigan, Ann Arbor, “Sentences in Writing Assessment”
Patricia Lynne, “The Ethics of Normed and Normal Readings”
Carl Whithaus, Old Dominion University, Norfolk, VA, “Bringing Together Automatic Essay Scoring (AES) Software and Electronic Portfolios”
Saturday, 11:00 a.m.–12:15 p.m.

**Practices of Teaching Writing**

**L.03 Visual Rhetoric:**
**Bridging the Gap between Theory and Practice**

Parlor H, Sixth Floor

*Chair:* Lee Odell, Rensselaer Polytechnic Institute, Troy, NY

*Speakers:*
- Susan Katz, North Carolina State University, Raleigh, “Defining ‘Visual Rhetoric’”

**Practices of Teaching Writing**

**L.04 New Media, New Curricula**

Salon 10, Third Floor

*Chair:* Anne Frances Wysocki, Michigan Technological University, Houghton

*Speakers:*
- Scott Lloyd DeWitt, The Ohio State University, Columbus
- Aaron McKain, The Ohio State University, Columbus
- Jason Palmeri, The Ohio State University, Columbus
- Cormac Slevin, The Ohio State University, Columbus

**Practices of Teaching Writing**

**L.05 Writing Centers: Building Coalitions across Campus and across Communities**

Salon 11, Third Floor

*Chair:* Clyde Moneyhun, Stanford University, CA

*Speakers:*
- John Tinker, Stanford University, CA
- Wendy Goldberg, Stanford University, CA

**Practices of Teaching Writing**

**L.06 Teaching Identities:**
**Class/Race/Gender as In(visible) Differences in the First-Year Writing Classroom**

Dearborn 3, Seventh Floor

*Chair:* Aimee Lanoue, University of Wisconsin–Milwaukee

*Speakers:*
- Aimee Lanoue, University of Wisconsin–Milwaukee, “Composing Class Narratives: Reading and Writing Practices”
- Shereen Inayatulla, University of Wisconsin–Milwaukee, “Un/scripting Race in Composition Pedagogy”
- André Buchenot, University of Wisconsin–Milwaukee, “Constructing Student/Teacher Identity in Writing Assignments”
Saturday, 11:00 a.m.–12:15 p.m.

**Practices of Teaching Writing**

**L.07 Space Management: Teachers on the Road, Hip-Hop Adjuncts, and Pub Storytellers**

Dearborn 1, Seventh Floor

*Chair:* Daniel Gallagher, Temple University, Philadelphia, PA

*Speakers:* Elizabeth G. Allan, Temple University, Philadelphia, PA, “The Triple-Voiced Adjunct: Finding a Middle Space while Teaching Writing on the Road”

Quincy Scott Jones, Temple University, Philadelphia, PA, “Traveling Hip-Hop Adjunct: Campus, Community, Identity”

**Practices of Teaching Writing**

**L.08 WAC/WID and Composition Requirements: Engaging Different Frameworks**

Salon 2, Third Floor

*Chair:* Caroline M. Cole, University of California, Berkeley

*Speakers:* David Leight, Reading Area Community College, PA, “Building Bridges: Writing across the Center Spaces between Community Colleges and Transfer Colleges”

Caroline M. Cole, University of California, Berkeley, “Don’t Know Much BioChemistry, Don’t Know Much Tau Methodology: A Framework for Helping Composition Students Read and Write across the Curriculum”

**Composition Programs**

**L.09 Building Bridges between Communities and Curricula: Service Learning Initiatives in Professional Writing Programs**

Salon 12, Third Floor

*Chair:* Jeffrey Grabill, Michigan State University, East Lansing

*Speakers:* Robert J. Bonk, Widener University, Chester, PA, “Chesteropoly: A Script for Chester’s Youth”

Janice Tovey, East Carolina University, Greenville, NC, “Learning and Community Outreach in a Graduate Program”

Rebecca Worley, University of Delaware, Newark, “Service Learning in the Business Communication Classroom”

Jeffrey Steichmann, Michigan State University, East Lansing, “A Vertically-Integrated Curriculum Approach to Service Learning”
Saturday, 11:00 a.m.–12:15 p.m.

**Theory**

L.10 **Towards a Progressive Politic in High School English Classrooms in Chicago**  
Private Dining Room 7, Third Floor  
*Chair:* Sarada Weber Jones, College Prep, Chicago, IL

Institutional and Professional

L.11 **Directed Self-Placement and the Liberal Arts**  
Montrose 1, Seventh Floor  
*Chair:* Rita Malenczyk, Eastern Connecticut State University, Willimantic  
*Speakers:* Kimberly Crone, Eastern Connecticut State University, Willimantic, “Placement, Remediation, and the Liberal Arts Mission”  
Rita Malenczyk, Eastern Connecticut State University, Willimantic, “Bringing Developmental Writers into the Fold”  
Barbara Little Liu, Eastern Connecticut State University, Willimantic, “Ethics and Directed Self-Placement”

**Theory**

L.12 **Rhetorics of Reception: Three Cases from Popular Culture**  
Private Dining Room 9, Third Floor  
*Chair:* Steven Mailloux, University of California, Irvine  
*Speakers:* V orris Nunley, University of California, Riverside, “Cuttin’ Politics and Shaping Consumption: A Reception Study of the Movie ‘Barbershop’”  
John Schilb, Indiana University, Bloomington, “The Arguments about ‘Million Dollar Baby’”

**Theory**

L.13 **Interrogating the Rhetorics of War: Kenneth Burke Meets Gladwell, Dewey, and George W. Bush**  
Salon 3, Third Floor  
*Chair:* David Blakesley, Purdue University, West Lafayette, IN  
Tilly Warnock, University of Arizona, Tucson, “Action/Motion in the Blink of an Eye: KB Meets Malcolm Gladwell”  
John Warnock, University of Arizona, Tucson, “Rhetoric for and against War”  
Nathalie Kuroiwa-Lewis, University of Arizona, Tucson, “Victimage and Catharsis in the Rhetoric of War”
Theory

L.14  Rhetoric, Literature, and the Contemporary Black Experience

Clark 5, Seventh Floor

Chair: Bridget Tsemo, University of Iowa, Iowa City
Speakers: Vershawn Young, University of Iowa, Iowa City, “Delayed Cartharsis and the Black Experience in August Wilson’s ‘King Hedley II’”
Bridget Harris Tsemo, University of Iowa, Iowa City, “Gwendolyn Brooks and the Darkening of Universality”
Aneeka Henderson, University of Illinois at Chicago, “Female Hip-Hop Artists as Social Actors”
Valerie Nyberg, University of Iowa, Iowa City, “The Changing Landscape of Black Women’s Rhetoric”

History

L.15  From Crisis to Panacea to Chaos to Dissensus to . . .

Private Dining Room 17, Fifth Floor

Chair: Bonnie Kyburz, Utah Valley State College, Provo
Speakers: Pat Belanoff, SUNY-Stony Brook, NY, “The Way It Was”
Jessica Yood, Lehman College, CUNY, New York, NY, “Present Process and the Road to Change in the Academe”
Tina Good, Suffolk County Community College, Seldon, NY, “The Way It Could Be”

History

L.16  William E. Coles, Jr: Writing and the Teaching of Writing

Private Dining Room 16, Fifth Floor

Chair: Bruce Horner, University of Wisconsin–Milwaukee
Speakers: Bruce Horner, University of Wisconsin–Milwaukee, “Coles’s ‘I’ as Teacher of Writing”
Judith Goleman, University of Massachusetts–Boston, “Composing Writing Teachers: There Is No Such Thing as Enough Experience”
Joseph Harris, Duke University, Durham, NC, “The Gorgon and the Governess: William Coles and Teaching Writing as Moral Education”
Respondent: Min Lu, University of Wisconsin–Milwaukee
Research

L.17 What They Bring and What They Drop: Considerations of Transfer in College Writing

Private Dining Room 4, Third Floor

Chair: Linda Bergmann, Purdue University, West Lafayette, IN
Speakers: Dominic DelliCarpini, York College of Pennsylvania, “What They Bring with Them to College”
Martha Patton, University of Missouri, Columbia, “What They Bring with Them to Engineering”
Linda Bergmann, Purdue University, West Lafayette, IN, “What We Bring to Considerations of Transfer”

Research

L.18 The Portraits of Composition Study: Focus Interview Design, Results, and Data Triangulation

Burnham 4, Seventh Floor

Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: Kathleen Blake Yancey, Florida State University, Tallahassee, “The Portraits Focus Interviews: Design Issues”
Morgan Gresham, Clemson University, SC, “How Comp Gets Taught: What Faculty Say”
Teddi Fishman, Clemson University, SC, “How Comp Gets Taught: What Students Say”
Summer Smith Taylor, Clemson University, SC, “The Portraits Study: Preliminary Findings from the Surveys and Interviews”
Deborah Coxwell Teague, Florida State University, Tallahassee

Practices of Teaching Writing

L.19 Multimedia, Composing, and Community

Wabash Room, Third Floor

Chair: Dean Rehberger, Michigan State University, East Lansing
Speakers: Carlos Salinas, The University of Texas–San Antonio, “UTSA Communicating, or—Notes and Progress on Building a Multimedia Community Forum on Literacy and Technology (and Other Ideas)”
Jeff White, University of Alaska, Anchorage, “Composing ‘Nature’ in WikiSpace”
Dean Rehberger, Michigan State University, East Lansing, “Media Matrix: Writing with Multimedia”
Michael Fegan, Michigan State University, Lansing, MI, “Media Matrix: Writing with Multimedia”
Institutional and Professional

L.20 Assessment and Community Engagement: New Views of the Academic (and the Academy) as Citizen-Scholar
Private Dining Room 6, Third Floor
Chair: Joe Law, Wright State University, Dayton, OH
Speakers: Joe Law, Wright State University, Dayton, OH, “Community Engagement Redefined: Assessment as Public Service”
Christina Murphy, Marshall University, Huntington, WV, “Community Knowledge: Interactive Values and New Structures of Opportunity”

Creative Writing

L.21 The Greased Pig: A Working Vocabulary for Creative Nonfiction
Salon 1, Third Floor
Chair: Richard Johnson, Kirkwood Community College, Iowa City, IA
Speakers: Linda Heal, University of Iowa, Iowa City
Megan Knight, University of Iowa, Iowa City

Institutional and Professional

L.22 Making Writing Assessments Fair: General Principles and Specific Applications in Multiple-Choice and Constructed-Response Tests
LaSalle 2, Seventh Floor
Chair: Doug Baldwin, ETS, Princeton, NJ
Speakers: Nora Odendahl, ETS, Princeton, NJ “Applying Fairness Standards to Writing Assessments”
Lois Frankel, ETS, Princeton, NJ, “Accessible High-Stakes Writing Assessments for Individuals with Visual Impairments”
Doug Baldwin, ETS, Princeton, NJ, “Cultural Imperialism, Hegemonic Discourse, and Scoring Rubrics: Developing a Writing Assessment in the Middle East”
Institutional and Professional

L.23 When the Center Cannot Hold: The Binary Culture of Adjuncts
LaSalle 1, Seventh Floor

Chair: Kevin Menton, California State Polytechnic University, Pomona, CA
Speakers: Kristy Hodson, California State Polytechnic University, Pomona, “Mere Anarchy: The Fear of Change and the Greater Fear of Not Changing”
Sarah Innerst-Peterson, California State Polytechnic University, Pomona, “The Blood-Dimmed Tide: The Greater Fear of Not Changing”
Kathleen Massey, California State Polytechnic University, Pomona, “Indignant Desert Birds: The Role of Secure Faculty”
Devon Hackelton, University of California, Riverside, “The Rough Beast: An Adjunct Blueprint for Equality”

Professional and Technical Writing

L.24 Generic Spaces: Case Studies of How Genres Frame Possibilities for Communication, Technological Innovation, and Learning
LaSalle 3, Seventh Floor

Chair: Tony Scott, The University of North Carolina at Charlotte
Speakers: Tony Scott, The University of North Carolina at Charlotte, “Assessment and Genre: Creating a Troubled Common Ground”
Lisa Meloncon, University of South Carolina, Columbia, “Inventing Genre: Appropriation, Accessibility, Action”
Beth Martin, University of North Carolina at Charlotte, “The Search for Longitude”

Community, Civic, & Public

L.25 The Skills of Citizenship: Challenges for Writing Teachers & Administrators
Burnham 2, Seventh Floor

Chair: Gil Harootunian, Syracuse University, NY
Speakers: Christina Madden, Syracuse University, NY, “Assessing Diversity Goals”
Steve Feikes, Syracuse University, NY, “Writing in a Democracy & Citizenship Course”
Susan Cronin, Syracuse University, NY, “Service Learning & Diversity Goals”
Gil Harootunian, Syracuse University, NY, “Diversity: Lessons from International Exchange”
Practices of Teaching Writing

L.26 Narrative and Voice: A Springboard for Fluency in Writing
Montrose 7, Seventh Floor
Chair: Marci Mitchell, South Texas College, McAllen, TX
Speakers: Marci Mitchell, South Texas College, McAllen, TX
Veronica Sandoval, South Texas College, Mission, TX

Theory

L.27 The Real World Classroom: Bridging Public and Private Discourses in Composition Studies
Burnham 1, Seventh Floor
Chair: Barbara Schneider, University of Toledo, OH
Speakers: Joseph Helminski, University of Toledo, OH, “Constructing Plagiarism: Masculine and Feminine Spheres of Rhetoric”
Michael Hill, University of Toledo, OH, “Apocalyptic Rhetoric in the Composition Classroom: Defending the Self and Community against Difference”

Photo credit–Ron Schramm
Saturday, 12:30–1:45 p.m.

Working Class Walking Tour of Chicago

Group will meet in the Lobby/Lobby Level
Noon – 3:00 p.m.
Gloria McMillan

This tour features literary and rhetorical sites of interest in the area surrounding the Palmer House and will end at the Russian Tea Time where perhaps we can lift a toast to *The Jungle* by Upton Sinclair, which celebrates its 100th anniversary of publication in 2006.

M Sessions

12:30 p.m.–1:45 p.m.

Practices of Teaching Writing

M.01 The HSI Space: Situating Hispanic Serving Institutions and Students in the Culture of College Writing
LaSalle 3, Seventh Floor

Chair: Cristina Kirklighter, Texas A&M University, Corpus Christi
Speakers: Beatrice Mendez Newman, University of Texas-Pan American, Edinburg, “Identity, Culture, and Voice in the HSI Composition Classroom”
Robert Affeldt, University of Texas-Pan American, Edinburg, “Narrating from the Ground Up: The Dialectics of Bodily Space in HSIs”
Isabel Baca, University of Texas–El Paso, “Bridging Borders through Community Writing: The HSI Student’s Writing Experience”

Practices of Teaching Writing

M.02 An Intersection of Cultures: Thinking Outside the Box
Salon 3, Third Floor

Chair: Patricia Morelli, University of Hartford, West Hartford, CT
Speakers: John Jablonski, Ferris State University, Big Rapids, MI, “An Intersection of Cultures: An American Teaching Technical Writing in Hungary”
Vincent Linares, University of Hawai’i, Maui Community College, Kahului, “Streaming across Communities and Cultures”
Patricia Morelli, University of Hartford, West Hartford, CT, “Teaching Rita: Composition Instruction “Outside the Box” for Hearing-impaired Students”
Saturday, 12:30–1:45 p.m.

**Practices of Teaching Writing**

*M.03 Citizenship in Wisconsin: A Roundtable Discussion of a Collaborative State-wide English 101 Course*

Private Dining Room 18, Fifth Floor

*Chair:* Christel Taylor, University of Wisconsin, Waukesha

*Speakers:* Christel Taylor, University of Wisconsin, Waukesha
Heidi Rosenberg, University of Wisconsin, Rice Lake
Judy Barisonzi, University of Wisconsin, Colleges Fond du Lac
John Pruitt, University of Wisconsin, Marshfield
Janet LaBrie, University of Wisconsin, Waukesha

*M.04 Negotiating the Personal: Middle Voices and Deploying an Appealing Self*

Burnham 1, Seventh Floor

*Chair:* Kilian McCurrie, Columbia College, Chicago, IL

*Speakers:* Ilene Crawford, Southern Connecticut State University, New Haven, “Cartographies: Composing and Deploying ‘Vietnam’ for Western Audiences”
Vi Dutcher, Kent State University-Stark Campus, Canton, OH, “Negotiating the Middle Voice: Mennonite Female Students Writing the Academy”
Kilian McCurrie, Columbia College, Chicago, IL, “The Rhetoric of Friendship: Connecting Personal Experience and Academic Literacy”

*M.05 Public and Private Spaces-People-Discourses*

Burnham 2, Seventh Floor

*Chair:* Ethna Lay, Hofstra University, Hempstead, NY

*Speakers:* Jane Nesmith, Coe College, Cedar Rapids, IA, “Liberal Arts and Practical Learning: Using Service Learning to Cross the Space in a Professional Writing Class”
Ethna Lay, Hofstra University, Hempstead, NY, “No Safe Spaces: First-Year Composition and Rhetorical Situations”
William Burns, University of Rhode Island, Kingston, “Public and Private Spaces-People-Discourses: The Trilectics of Public Writing, University Spaces, and Private Interests”
Saturday, 12:30–1:45 p.m.

**Practices of Teaching Writing**

**M.06** TYCA Strand: Beyond ‘Adversarial’: Community Voices and Student Voices Converge on ‘Civil Liberties’ in the Composition Classroom

Salon 2, Third Floor

*Speakers:* Gordon Koestler, Yakima Valley Community College, WA, “Beyond Adversarial: Community Voices and Student Voices Converge on ‘Civil Liberties’ in the Composition Classroom”

Sandra Schroeder, Yakima Valley Community College, WA, “Why Talk about Toulmin when We Have the Patriot Act to Discuss?”

**Composition Programs**

**M.07** Building a Community of Trust: Encouraging Academic Integrity

Salon 10, Third Floor

*Speakers:* Michelle Manning, University of North Carolina, Wilmington, “Encouraging Accountability: A Pilot Study of an Online Plagiarism Prevention Service”

Diana Ashe, University of North Carolina, Wilmington, “Encouraging or Policing?: The Implications of Online Plagiarism Prevention Services”

Richard Veit, University of North Carolina, Wilmington, “Fostering Integrity: The Honor Code in the Classroom”

Catherine Ross-Stroud, Cleveland State University, OH, “First Impressions: What High School Teaches Our Students about Plagiarism”

**Composition Programs**

**M.08** What’s the Value of the Service in Service Learning? Agency, Student, and Faculty Perspectives

Parlor F, Sixth Floor

*Chair:* Virginia Chappell, Marquette University, Milwaukee, WI

*Speakers:* Virginia Schrag, The Gathering, Milwaukee, WI, “‘We Have Some Socks to Give You. Do You Need Them?’ Why Service-Learning Projects Need Coordinated Planning”

Cathryn Molloy, University of Rhode Island, Kingston, “From Tutor to Teacher: The Lasting Impact of Discovering Racism”

Ann Green, Saint Joseph’s University, Philadelphia, PA, “Toward Sustainability: Long-Term Relationships among Service-Learners, Sites, and Faculty”

*Respondent:* Paula Mathieu, Boston College, Chestnut Hill, MA, “Double Vision: From Nonprofit Director to Faculty Member”
**Composition Programs**

**M.09 Building Community through Writing Program Assessment**

Salon 1, Third Floor

*Chair:* Linda Adler-Kassner, Eastern Michigan University, Ypsilanti

*Speakers:* Heidi Estrem, Eastern Michigan University, Ypsilanti
Claire Woods, University of South Australia, Magill, “Assessing the Multigenre, Multimodal Paper: Risks and Values Explored”
Susan M. Harrington, Indiana University-Purdue University, Indianapolis”
Scott Weeden, Indiana University-Purdue University, Indianapolis, “Representing the Center: Voices, Maps, or Rubrics?”

**Theory**

**M.10 Knowing Your Place: Film, Social Class, and Literacy**

Salon 11, Third Floor

*Chair:* Bronwyn T. Williams, University of Louisville, KY

*Speakers:* Amy A. Zenger, American University of Beirut, Lebanon, “‘Literacy Myths’ in the Movies”
Bronwyn T. Williams, University of Louisville, KY, “The Right Words at the Right Time: Literacy, Social Class, and the Performance of Self”
Mary Hallet, LIU-Brooklyn, NY, “Truth, Lies, and Literacy: Decoding the Documentary”

**Theory**

**M.11 The Invitations of Genre: Dialogue, Desire, and Versions of the “I”**

Montrose 7, Seventh Floor

*Speakers:* Rob Oliver, University of London, England, “Rethinking Genre Theory: Bakhtin and the Invitations of Genre”
Jane Danielewicz, University of North Carolina, Chapel Hill, “Genre and the Cultivation of Desire”
Saturday, 12:30–1:45 p.m.

**Theory**

**M.12** New Perspectives on Social Class in Composition and Rhetoric: Putting Class at the Center of Writing

Private Dining Room 16, Fifth Floor

*Chair:* James Zebroski, Capital University, Columbus, OH

*Speakers:* Amy Robillard, Illinois State University, Normal, “Humility, Immediacy, Necessity: Bourdieu and the Production of Authenticity in Working Class Narratives”

James Zebroski, Capital University, Columbus, OH, “Social Class as Discourse(s): Mapping the Landscape of Class in Composition and Rhetoric”

Nancy Mack, Wright State University, Dayton, OH, “Academic Identities and Answerable Texts: Constructing a Multigenre Dialogue”

**Theory**

**M.13** Living Together as Fools: A Critical Pedagogy of Personal Narrative

Parlor E, Sixth Floor

*Chair:* Elizabeth Weiser, Ohio State University, Newark

*Speakers:* Joseph Horak, Horak Family and Psychological Services, P.C., Grand Rapids, MI, “Shame and Writing: The Hidden Impact”

Debra Monroe, Texas State University, San Marcos, “Making the Personal Rhetorical: Creative Classroom Strategies”

Elizabeth Weiser, Ohio State University, Newark, “Beyond a Rhetoric of Shame: The Comic Corrective in Critical Composition”

**History**

**M.14** Besides Athens: Other Ancient Rhetorics

Private Dining Room 8, Third Floor

*Chair:* Carol Lipson, Syracuse University, NY

*Speakers:* Steven Katz, North Carolina State University, Raleigh, “The Ancient Rhetoric of the Hebrew Bible: The Obscure Object of Despair and Desire”

Arabella Lyon, State University of New York, Buffalo, “Powerful or Powerless: The Imagined Rhetor in Classical Athens and China”

Richard Enos, Texas Christian University, Fort Worth, “The Secret Writing of the Spartans”

Roberta Binkley, Arizona State University, Tempe, “Engendering the Role of Prophecy in the Ancient World”
History

M.15 **Mentoring Center Stage: The Role of Mentoring in Building the Composition Community**

Private Dining Room 7, Third Floor

*Chair:* Morgan Gresham, Clemson University, SC  
Rosemary Winslow, The Catholic University of America, Washington, D.C., “Figuring Dame Rhetoric in the GTA Course and Community”  
Michelle F. Eble, East Carolina University, Greenville, NC, “Relationships, Programs, & Stories: The State of Mentoring in Rhetoric and Composition”  
Lynée Lewis Gaillet, Georgia State University, Kennesaw, “Relationships, Programs, & Stories: The State of Mentoring in Rhetoric and Composition”

History

M.16 **Composition’s Roots in English Education: Revising Our Histories**

Private Dining Room 6, Third Floor

*Chair:* Patricia Stock, Michigan State University, East Lansing  
*Speakers:* Duane Roen, Arizona State University, Tempe, “Louise Rosenblatt’s Influence on Rhetoric and Composition”  
Charles Moran, University of Massachusetts, Amherst, “Education: the E-Word in English and (therefore?) in Composition Studies”

Research

M.17 **Persuading Women, Women Persuading: Problematics of Persuasion in Medical Research**

Montrose 1, Seventh Floor

*Chair:* Ellen Barton, Wayne State University, Detroit, MI  
*Speakers:* Ellen Barton, Wayne State University, Detroit, MI, “Persuading Women: Medical Research in Medical Encounters”  
Susan Wells, Temple University, Philadelphia, PA, “Women Persuading: Medical Research in Our Bodies, Ourselves”  
Judy Segal, University of British Columbia, Vancouver, Canada, “The Rhetoric of ‘Female Sexual Dysfunction’”
Saturday, 12:30–1:45 p.m.

Research

**M.18** Reconsidering Diversity: Examining Diversity Classes and Their Impact on Student Populations

Private Dining Room 5, Third Floor

*Chair:* Rose Gubele, Washington State University, Pullman

*Speakers:*
- Gwen Sullivan, Washington State University, Pullman, “Damage Control: How to Re-Write the Language of Diversity”
- James Haendiges, Washington State University, Pullman, “Multi-sensory Racism: The Many Facets of Hate Rhetoric on a College Campus”
- Todd Battistelli, Washington State University, Pullman, “Avoiding Exclusion: Speaking with Audiences of Privilege about Diversity”
- Rose Gubele, Washington State University, Pullman, “A Storying Space: Students of Color Tell Stories of Racism”

Research

**M.19** Ethnographic Pedagogies: Doing Literacy Work at the Edges of Institutional Culture

Wabash, Third Floor

*Chair:* Bonnie Sunstein, University of Iowa, Iowa City

*Speakers:*
- Lia Schultz, University of Iowa, Iowa City, “Archival Work: Linking History, Literacy, and Learning in Today’s Classroom”
- Aimee Mapes, University of Iowa, Iowa City, “Doing Academic Support Work: ‘At-Risk’ and on the Periphery”

Information Technologies

**M.20** Info-Ecology, Info-Architecture: Growing and Designing Rhetoric for Critical Technography

Private Dining Room 4, Third Floor

*Chair:* Mark Crane, Utah Valley State College, Orem

*Speakers:*
- Richard Selfe, The Ohio State University, Columbus, “Information Ecology: Theorizing Techno-Literate Sustainability”
- Michael Salvo, Purdue University, West Lafayette, IN, “Information Architecture: Designing Techno-Cultural Futures”
- Patricia Sullivan, Purdue University, West Lafayette, IN, “Narrating Technology: Metaphors for Application, Use, and Integration”

*Respondent:* Marilyn Cooper, Michigan Technological University, Houghton
Institutional and Professional

M.21 Revamping Academic Traditions that Structure Faculty Work and Faculty Careers

Private Dining Room 9, Third Floor

Chair: Louise Wetherbee Phelps, Syracuse University, NY
Speakers: Louise Wetherbee Phelps, Syracuse University, NY
Respondents: Malea Powell, Michigan State University, East Lansing
Christy Friend, University of South Carolina, Columbia
Nicole Pepinster Greene, Xavier University of Louisiana, New Orleans
Tim Peeples, Elon University, NC
Mary L. Tobin, Rice University, Houston, TX
Eli Goldblatt, Temple University, Philadelphia, PA

Institutional and Professional

M.22 The Centrality of Orality: The Conference Paper as a Site of Mediation for Scholarship, Teaching, and Public Performance

LaSalle 2, Seventh Floor

Chair: Ken Autrey, Francis Marion University, Florence, SC

Professional and Technical Writing

M.23 Dis/locating Professional Writing: The Dialectic of Place in the Classroom, Workplace, Community

Clark 7, Seventh Floor

Speakers: Meredith Zoetewey, Rose-Hulman Institute of Technology, Terre Haute, IN, “Mobile Writing Technologies and the Dis/location of the Computer Classroom”
Julie Staggers, University of Nevada, Las Vegas, “Rewriting Risk, Rethinking Failure in Technical Systems”
Michael Pennell, University of Rhode Island, Kingston, “Dislocated Literacy and Community Communication Ecologies”
Saturday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

**M.24 Collective, Perspective, and Privilege: Examining Diverse Student Cultures**

Salon 12, Third Floor

*Chair:* Keisha Green, Medgar Evers College, Brooklyn, NY

*Speakers:* Kate Kessler, James Madison University, Harrisonburg, VA, “Privilege And Perspective”
Cheryl Davis Kenai, Peninsula College/Alaska Christian College, Soldotna, AK, “Getting Out to Get (and Stay) In: Examining Service Learning, Retention, and Success for Rural Alaskan Native Students in a Two-year College”
Keisha Green, Medgar Evers College, Brooklyn, NY, “Free! Education: Using the Arts and Popular Culture to Liberate the Educational Experience and Promote Critical Literacy Skills”

**M.25 Commissions, Mandates, Controversies**

Parlor H, Sixth Floor

*Chair:* Jane Sarmiento Schwab, Yakima Valley Community College, WA

*Speakers:* Cynthia Jeney, Missouri Western State University, St. Joseph, MO, “The Hitchhiker’s Guide to Composition: Still Mostly Harmless?”
Felicia Mitchell, Emory and Henry College, VA, “No College Left Behind: Curriculum Reform in Public Education and College-level Writing Expectations”
Jane Sarmiento Schwab, Yakima Valley Community College, WA, “Latinas fight NCLB with Denise Chavez”

**M.26 Conference on Compartmentalization, Categorization, and Caricaturization: Re-Theming CCCC**

Clark 5, Seventh Floor

*Chair:* Roseanne Gatto, Indiana University of Pennsylvania

*Speakers:* April Sikorski, Indiana University of Pennsylvania, “Assessing Standardization: Writing a History of Progress?”
Daniel Collins, Manhattan College, Bronx, NY, “Final Vocabularies and Imagined Realities: Some Alternatives”
SATURDAY HALF-DAY WORKSHOPS

2:00 p.m.–5:30 p.m.

SW.01 Qualitative Research Network
Private Dining Room 17, Fifth Floor

Chairs: Heidi McKee, Miami University, Oxford, OH
Seth Kahn, West Chester University, PA

Facilitators: Kelly Belanger, Virginia Technical University
Eli Goldblatt, Temple University
Haivan Hoang, University of Massachusetts, Amherst
Jim Porter, Michigan State University

Participants: Patrick Berry, University of Illinois at Urbana-Champaign,
“Narrating Literacy: An Examination of Professors’ Autobiographies”
Jody A. Briones, Texas A&M University–Corpus Christi
Teagan Decker, University of Washington, Seattle, “Doing Oral History:
Questions of Ethics and Logistics”
Huiling Ding, Purdue University, West Lafayette, IN
Ronda Leathers Dively, Southern Illinois University, Carbondale
Melissa Faulkner, Miami University, Oxford, OH
Frances Crawford, Fensessy, Sam Houston State University, TX
Carolyn Fulford, University of Massachusetts, Amherst
Mike Garcia, University of New Hampshire
Cynthia R. Haller, York College, CUNY
Ellen Hendrix, Georgia Southern University, Statesboro, “A Long Row to
Hoe: Life and Literacy in the 21st-Century Rural South”
Rebecca Jackson, Texas State University
Kinsey McKinney, Central Arizona College
Anna Youngkyung Min, University of Illinois at Urbana-Champaign
Karen Mitchell, Miami University, Oxford, OH
Elizabeth Morley, University of Kentucky, Lexington, “Lives Under
Construction: A Study of the Academic Lives of College Students”
Gerald Nelms, Southern Illinois University, Carbondale
Lydia Petersson, Mary Baldwin College
Miranda Richards-Egger, University of Colorado at Denver
Julie Clark Simon, Southern Utah University
Kara Taczak, University of Akron, OH, “The Impact of Critical Pedagogy
on Open-admission Students”
Monica Torres, New Mexico State University, Las Cruces, “Quantifying
and/or Qualifying Racial Diversity: How Does Methodology Matter?”
Kathryn Valentine, New Mexico State University, Las Cruces, “Quantifying
and/or Qualifying Racial Diversity: How Does Methodology Matter?”
(con’t)
Saturday, 2:00–5:30 p.m.

Derek Van Ittersum, University of Illinois at Urbana-Champaign
John Wittman, University of Texas-Pan American

**Plenary Speakers:** Julie Lindquist, Michigan State University, Lansing, “Finding Class in the Field: A RetroSpeculative Dialogue”
David Seitz, Wright State University, Dayton, OH, “Finding Class in the Field: A RetroSpeculative Dialogue”

**SW.02 Using Style to Teach Invention:**
Reinvigorating the (Almost) Lost Arts of Copia, Imitation, and Dressing for Success

*Chair:* Ann George, Texas Christian University, Fort Worth
*Speakers:* Elizabeth Weiser, Ohio State University, Newark, “Try Again: Copia as Heuristic”
Ann George, Texas Christian University, Fort Worth, “Writing in Costume: You Are What You Wear”

**SW.03 We Did It; You Can, Too:**
Making the Transition into Online Teaching

*Chairs:* Kelli Cargile Cook, Utah State University, Logan
Keith Grant-Davie, Utah State University, Logan
*Speakers:* Linda Clemens, University of Minnesota, St. Paul
Kristin Walker, Tennessee Technological University, Cookeville
Angela Eaton, Texas Tech University, Lubbock
Rebecca Rickly, Texas Tech University, Lubbock

**SW.04 Intellectual Property in Composition Studies**

*Chair:* Karen J. Lunsford, University of California at Santa Barbara
*Speakers:* Clancy Ratliff, University of Minnesota, St. Paul, “Action Table 1: Creative Commons in the Academy”
Martine Courant Rife, Wide Research Center, Michigan State University, East Lansing, “Action Table 1: Creative Commons in the Academy”
Brian Ballentine, Case Western Reserve University, Cleveland, OH, “Action Table 2: IP and Writing for the Web”
Carol Peterson Haviland, California State University, San Bernardino, “Action Table 3: Pedagogical Implications of IP”
Linda Bergmann, Purdue University, West Lafayette, IN, “Action Table 3: Pedagogical Implications of IP”
Rebecca Moore Howard, Syracuse University, NY, “Table 4: Student Rights and Plagiarism Detection Services”
Sally Chandler, Kean University, Union, NJ, “Action Table 4: Student Rights and Plagiarism Detection Services”
Barclay Barrios, Florida Atlantic University, Boca Raton, “Action Table 6: End-User License Agreements (EULAs) and Implications for Researchers and Writing Program Administrators”

**SW.05 Poet-to-Poet Workshop**
LaSalle 3, Seventh Floor
*Chair:* Mary Minock, Madonna University, Livonia, MI
*Facilitators:* Pia Taavila, Gallaudet University, Washington, D.C.
Kathleen Winter, University of Maryland, Princess Anne

**SW.06 From Legitimate Peripheral to Full Participation: New Scholars Building Community through Inter-Institutional Collaboration**
LaSalle 1, Seventh Floor
*Facilitators:* David Grant, University of Wisconsin, Madison
Bill Doyle, University of Tennessee, Knoxville
Kelly Concannon, Syracuse University, NY

**SW.07 Sharing Your Ideas with the Profession: Drafting NCTE/CCCC Proposals, Turning Presentations into Articles**
Salon I, Third Floor
*Chair:* Marilyn Valentino, Lorain County Community College, Elyria, OH
*Speakers:* Marilyn Valentino, Lorain County Community College, Elyria, OH, “Writing the Proposal”
Frank Madden, SUNY/Westchester Community College, Valhalla, NY, “Key Considerations for Focusing Your Proposal”
Kip Strasma, Illinois Central College, East Peoria, IL, “Turning Your Scholarship into Articles for Publication”
Mark Reynolds, Jefferson Davis Community College, Brewton, AL, “From Cs Presentation to Journal Article”
Lynn Troyka, Queensborough Community College, (emerita), Bayside, NY, “Getting Published: How Much Should I Stand on the Shoulders of Others?”
Howard Tinberg, Bristol Community College, Fall River, MA, “Making the Scholarship Work for You When Crafting CCCCs Proposals”
## CCCC PAST CHAIRS

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<td>Judith “Jay” Wootten</td>
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*Deceased
2006 EXHIBITORS, Chicago, IL
March 22–25, 2006

Booth Numbers

Bedford-St Martin’s 26, 27, 28, 33, 34, 35
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ATTW
JAC
Rhetoric & Composition Journal Editors
Rhetoricians of Peace
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Letter–number combinations after names indicate sessions. Special Interest Groups on Thursday, 6:30 p.m.–7:30 p.m. and on Friday, 6:30 p.m.–7:30 p.m. are coded SG. Full-Day Workshops on Wednesday, 9:00 a.m.–5:00 p.m. are coded W; Half-Day Workshops on Wednesday, 1:30 p.m.–5:00 p.m. are coded MW, AW, and Half-Day Workshops on Saturday, 2:00 p.m.–5:30 p.m. are coded SW.

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