General Information and Services

CCCC 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
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 Normed 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.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
B.09 Marginalized Voices Building Community and Coalitions: Service Learning with Non-Traditional Students
B.13 Cross-cultural Rhetorics: Then and Now
B.16 Race, Rhetoric and the Digital Divide: From Digital Writing to Blogging
B.31 Chinese Rhetoric as Writing Tradition: Re-conceptualizing Its History and Practice
B.36 Creating a Rhetoric of Engagement: Lessons Learned from Students Writing about AIDS in Africa
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.11 Forging Alliances: Community Activism and Social Justice in First-Year Composition
C.13 Frames that Define Us: Therapy, Rhetoric, and Diversity
C.17 Classroom and Race Issues for Building Community
C.18 Alternative Rhetorics: Postcolonial, Race, Womanist
C.32 Culture, Environment, Ability: How Narrative Shapes Past and Present
C.33 Pedagogical Considerations for Teaching Language Cross-Culturally
C.37 Cultures of Adult Learners: Contributions to the Academy
D.20 Economies of Culture and Composition
D.24 Tales from the U.S.-Mexico Borderlands: Cultural Ecologies, Technology Gateways, and Sponsors of Literacies
D.33 Linguistic Diversity and White Non-Mainstream Students
D.34 Center(s) and Margin(s): The Institution and Minority Rhetoric(s)
D.41 Bringing Chicano/a Studies into the Center of Rhetoric and Composition Studies
D.42 Martin Luther King, Abraham Heschel, Malcolm X Speak: Religious Roots of Civil Rights Rhetoric
D.46 Lessons from History: The African American Voice
E.01 Everybody Sing Freedom: Invention, Intervention, and African-American Music
E.12 Allyng against Institutional Racism: Teaching about Whiteness in Predominantly White Institutions
E.19 Realizing the Global Responsibilities of U.S. Composition: Inhabiting and Enacting Radical Pedagogies
E.23 Studying Indigenous Rhetorics: Methodology, Ethics, and Practice
E.32 Language Brokering as Border Crossing: Refiguring Rhetorical Spaces
E.33 Composing Embodied Rhetorical Spaces: A Presentation in Several Voices
E.38 Creating Communities from Contentious Cultures
F.05 The Discursive Spaces of Globalization: Returning the Centrality of Place in a Post-Multicultural World
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
Re-framing the Classroom Culture: Teacher Training and Diversity
The Challenges of Understanding Culture, (Re-)Building Community, and Forming Temporary Coalitions through Ethnographic Inquiry
New Research from Studies in Writing and Rhetoric Authors: Diversity and Literacy Practices in Community and Classroom
Whiteness and (In)Difference: Wrestling with the Color-line in Composition Studies
The Faces We Wear: Mixedblood Identity and Public Space
Englishes Spoken Here: Building Spaces for Language Diversity in Our Classrooms and Our Communities
Writing across Communities: A Cultural Ecology of Language, Learning, and Literacy
Composing Borderlands: Helping Students Negotiate Academic Personas
Catching Sense: “AfroFeminist” Rhetorics of Education, Literacy, and Motherhood/(ing)
Migrant Literacy in the Age of Supermodernity
Weaving from the Center Space: New Patterns from the Warp and Woof of Globalism, Native American Rhetorics and Propaganda Analysis
Moving Grief to Center Stage: How Students and Teachers Meet Death, Rape, Slavery, and the Holocaust
Cultural Collisions/Cultural Connections: Minding the Gaps in the Academic Underground
SRTOL in the 21st Century: Pedagogical and Political Reconsiderations in FYC
The Gatekeeper No More: Using the Composition Curriculum to Foster Critical Understanding of Campus Cultures
Mobilizing Intersections of Difference in Composition Research, Teaching, and Activism
Singing, Preaching, and Teaching in a Strange Land: Composing Community and Building Coalitions through African American Religious Language and Literacy Practices
Marked Citizens in Marginal Spaces: Class Constructions in Diverse Communities
Keeping Class in the Classroom: The Impact of Socio-Economic Class on Academic Discourse
When “The Middle” Is a Chasm: Where and How Shall We Meet?
Handling Our Own Baggage: The Influence of Class on Working-Class Writing Instructors
Research for New Visions: A Conversation about Black Scholarship
Building Student Consciousness: Establishing a Premise of Effective Strategies which Set an Environment for Student Initiated Learning
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
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
H.30 The Activism(s) of Rhetoric: Rethinking Rhetorical Theory as Activist Practice
H.31 Writing against the Public: Alternative Models of Civic Discourse
I.32 Rhetorics of Conscientious Objection: How Do We Teach Writing so that People Stop Killing Each Other?
I.34 Literacy Activism in Public Spaces: Partnerships with Community Publishing and Arts
K.13 Labor Power: Reclaiming Marxism as a Guide to (Rhetorical) Action
K.28 The End(s) of Student Rights: Uses and Abuses of Public Discourse
L.10 Towards a Progressive Politic in High School English Classrooms in Chicago
M.26 Conference on Compartmentalization, Categorization, and Caricaturization: Re-Theming CCCC

Class and Contingent Faculty

A.04 “Who Am I Now?”: Negotiating Multiple Identities as a Writing Teacher
A.45 Class Offerings: Examinations of Non-Academic Literacy Sites and the Role of Class in the Identity of the Academic
C.30 The Academy’s Stepdaughter: Female Adjuncts in University English Departments
D.31 Professional Development for Adjunct Faculty: Encouraging Part-Timers to be Reflective Practitioners
E.04 Shifting Centers: Is This a Private Fight or Can Anyone Join?
E.06 Composition Teaching Practices, for Adjuncts, by Adjuncts
H.25 Rhetoric at Work: Lessons Learned from a University Strike
I.09 Common Ground: Creating Successful Professional/Student Communities with Part-time Faculty
I.17 Cultural Collisions/Cultural Connections: Minding the Gaps in the Academic Underground
K.06 Coalitions, Communities, and Spaces that Authorize Composition’s Work(ers)
L.01 When Expediency Upends Ideal: Working Conditions and Community
L.07 Space Management: Teachers on the Road, Hip-Hop Adjuncts, and Pub Storytellers
L.23 When the Center Cannot Hold: The Binary Culture of Adjuncts
M.21 Revamping Academic Traditions That Structure Faculty Work and Faculty Careers
WSIG.11 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 Anzaldúa

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 Heuretic 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
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

48
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 Thirddspace Excursions
E.38 Consultation Session on Issues Related to Second Language Writing
F.23 Needs, Wants, and Demands: Developing New Approaches to Mentoring in the Wake of Curricular Change
F.24 Re-framing the Classroom Culture: Teacher Training and Diversity
F.25 Rage against the (Composition) Machine: Making a Difference in Academia
F.26 Writing in the Center (for Access and Transition): Guaranteeing a Space for Basic Writing and Open Access
F.27 The Challenges of Understanding Culture, (Re-) Building Community, and Forming Temporary Coalitions through Ethnographic Inquiry
G.28 Does Cross-training Cross the Line?: Library-Composition Coalitions
G.29 A Call for Creative Collaborations and Border Crossings: Preparing Faculty to Teach in Two-Year Colleges (TYCA STRAND)
G.30 Plagiarism and Community
G.31 Composing Critique: Critical Literacy and Institutional Critique as Writing Pedagogy
G.33 Size Matters and We Can Prove It: Retention, Success, and Smaller First-Year Writing Classes
H.23 Herding Cats: Faculty, the Teaching of Writing, and the Problem of Rhet/Comp Expertise
H.24 Can We Talk? Creating a Coalition that Serves Students outside the Center
H.25 Rhetoric at Work: Lessons Learned from a University Strike
H.26 In Search of Meaning: A Community Model for Program Assessment
H.34 Pass It On: Baby Boomer Faculty Share Their Experience
I.25 Same Shit, Different Year? The Absence of Disciplinary Memory at 4Cs
I.26 Creating a Campus Culture with Writing at its Center: A Cultural Evolution in Four Acts
I.27 Babelfish: A Faculty Writing Project Translates Composition to Campus Classrooms
I.28 How Assessment Can Promote WAC and Faculty Development: A Coalition of Administration and Faculty
J.24 What We Want/They Want: Negotiating What Counts as Good Writing in an Age of Accountability
J.25 Contextual and Collective Strategies for Early-Career Writing Program Administrators: An Inter-Institutional Roundtable Discussion with Campus Administrators
J.26 Developing and Sustaining University-Secondary Collaboration
J.27 The 5 Cs: Composition at the Center of Community, Culture, & Coalition
J.32 Led by Theory, Bound by Practice: Building Community from the Center of the Academic Border Town
K.24 Forging Alliances: Toward a New Positioning on TA Training
K.25 Preparing to Teach in a Two-Year College (TYCA STRAND)
K.26 So I’m a Professor, Now What?: How Junior Faculty Negotiate Survival and Success in Composition Studies
K.27 Changing Places: Writing, Teaching, and Tutoring Across Institutional Positions
K.28 The End(s) of Student Rights: Uses and Abuses of Public Discourse
L.11 Directed Self-Placement and the Liberal Arts
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

L.23 When the Center Cannot Hold: The Binary Culture of Adjuncts

M.21 Revamping Academic Traditions that Structure Faculty Work and Faculty Careers

M.22 The Centrality of Orality: The Conference Paper as a Site of Mediation for Scholarship, Teaching, and Public Performance

108—Language

A.31 Coming to Terms: Implications of Labeling Practices for Second-Language Writers

A.32 From Hip-Hop to Spanglish: Creating Diverse Linguistic Spaces

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

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

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

C.33 Pedagogical Considerations for Teaching Language Cross-Culturally

D.33 Linguistic Diversity and White Non-Mainstream Students

D.34 Center(s) and Margin(s): The Institution and Minority Rhetoric(s)

E.32 Language Brokering as Border Crossing: Refiguring Rhetorical Spaces

E.33 Composing Embodied Rhetorical Spaces: A Presentation in Several Voices

F.28 Embodying Literacies in FYC

F.29 Linguists and Writing Teachers Collaborate: Building a New Public Grammar

G.32 Englishes Spoken Here: Building Spaces for Language Diversity in Our Classrooms and Our Communities

G.34 Multiliteracies and Multimodalities: L2 Writers in Context

H.27 The Tropes of War

I.29 SRTOL in the 21st Century: Pedagogical and Political Reconsiderations in FYC

J.28 Assessing Grammars: Connecting Voices across Instruction, Learning and Evaluation

109—Creative Writing

A.33 Blaring Disciplines, Building Communities

B.32 Personal Narratives and Journal Writing

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

C.34 Something about Poetry Building Communities

D.35 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: Presence 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
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

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