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
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.
Saturday, 8:00–9:15 a.m.

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:*

*Speakers:* 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”
Saturday, 9:30–10:45 a.m.

**Practices of Teaching Writing**

**K.04 Building a Writing Community through Grammar Instruction**

Salon 7, Third Floor

*Cabinet*: 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

*Cabinet*: 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

*Cabinet*: 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”
Saturday, 9:30–10:45 a.m.

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
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”
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, “Afrafeminist 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, “E-illumination”
- 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”

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”

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’”

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”
Saturday, 9:30–10:45 a.m.

**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 MacDonald, California State University, Long Beach, “Dangerous Narratives: Uses of Narrative in Women’s Health News”  
Barbara Heifferon, 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”
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
Lee Odell, Rensselaer Polytechnic Institute, Troy, NY, “Assessing 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, “Placemnt, 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: Vorris 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”
Saturday, 11:00 a.m.–12:15 p.m.

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”
Saturday, 11:00 a.m.–12:15 p.m.

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 Mulitgenre, 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
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’”
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


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”

**Practices of Teaching Writing**

**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”

**Practices of Teaching Writing**

**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, Fennessey, 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”

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**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”

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**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

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**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”
Saturday, 2:00–5:30 p.m.

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”