THURSDAY, March 23

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

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

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

Opening General Session

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

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

- **Scholars for the Dream—2006 Recipients:**

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

• Scholars for the Dream Committee

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

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

Presentation of the Exemplar Award

This award is presented to a person who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.
David Bartholomae, winner of the 2006 CCCC Exemplar Award, will speak.

Exemplar Award Committee:

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

Previous Award Winners:

2005 Erika Lindemann
2004 Jacqueline Jones Royster
2003 Win Horner
2002 Art Young
2001 Lynn Q. Troyka
2000 Murial Harris
1999 Geneva Smitherman
1998 Janice Lauer
1997 Ann E. Berthoff
1996 Edward P. J. Corbett
1995 James L. Kinneavy
1994 Andrea Lunsford
1993 Richard Ohmann
1992 Janet Emig
1991 Richard Lloyd-Jones

Judith "Jay" Wootten

Thursday, 8:30 a.m.–10:00 a.m.

Grand Ballroom, Fourth Floor

Chair's Address:

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

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

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

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

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

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

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

I think of us renaming and refocusing composition studies and the teaching of writing as turning our one-eyed horse into the fences. When we do refocus, though, some other aspect of the universe of discourse is lost. When we succumb to the allure of the novel, we might well leave behind some important aspects of our "undiminished" field.

And who do we fence out when we refocus? Whom have we already left behind as we ride our hobby horses of technology and multimodal literacy? Who is leaning against the heavy dark? Do we want them to be steadied by it? These are some of the questions and issues I plan to explore with you in my address.

Judith A. (Jay) Wootten is assistant professor of English in the Regional Campuses of Kent State University, where she has taught since 1982, the year she completed her Ph.D. at Case Western Reserve University. Her primary professional interest is in pedagogical methods that enhance first generation college students' success in and commitment to college. Wootten served as the fourth chair of the National Two-Year College English Association (TYCA), has been active in TYCA-MW, and has presented at many national conferences about pedagogical issues. She lives in Salem, Ohio, with her husband and three dogs, and she has written two dog-training manuals for the Youngstown All-Breed Training Club, where she currently trains dogs and handlers for dog agility competition.

Photo credit–Ray F. Hillstrom, Jr.

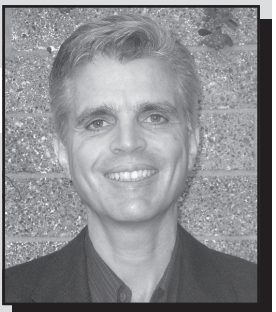
A Sessions

10:30 a.m.–11:45 a.m.

Featured Session

The First Two Years: Spaces for Change

Monroe Ballroom, Sixth Floor



Jeffrey Andelora

Lynn Troyka

To say that the first two college years, or the first year, is crucial for success, understates the obvious. In spite of that, the tradition in American higher education has been to say that some students are "cut out" for college, and some are not. It is not unusual, even now that we know better, for many colleges tacitly to allow certain courses to be "weeding out" courses, separating "college material" students from those others.

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

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

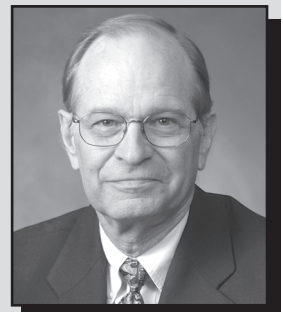
Participants in this roundtable would like to open further the discussion of what we will need to do in the coming century to create the spaces for change to help all students succeed in college.

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

Lynn Quitman Troyka is Professor of English Emerita at Queensborough Community College of the City University of New York (CUNY). She is now

Adjunct Professor in the Graduate Program in Language and Literacy at the City College (CCNY) of CUNY. She was the first Chair of National TYCA. She was also Chair of CCCC and of the College Section of NCTE. She received the 2001 CCCC Exemplar Award, the highest award for scholarship, teaching, and service.

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



Paul Bodmer

Georgia Newman

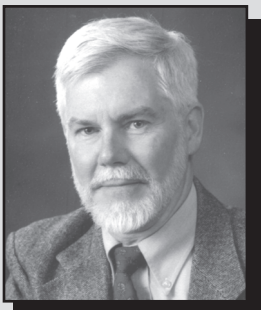
Paul Bodmer, formerly on the English faculty at Bismarck State College, was the chair of the National Two-Year College Council in its transition to TYCA. He served as the first Past Chair of TYCA. He was Associate Executive Director of the National Council of Teachers of English from 2000 to 2005. Currently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

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

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

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

cross-discipline, cross-level, and cross- institutional efforts are needed to foster this type of research?

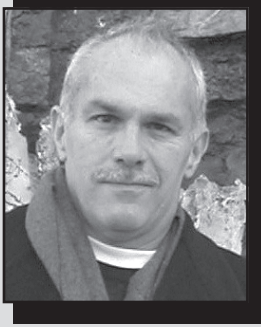


Frank Madden

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

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

Judith "Jay" Wootten



Ben Wiley

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

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

Ben R. Wiley, formerly Professor in Honors Interdisciplinary Studies Program at St. Petersburg College, continues at the University of South Florida/Tampa as Director of the Florida Consortium/Cambridge Summer Schools statewide program. Active in TYCA-Southeast (REC, conference local arrangements chair,

editor, representative to NTCC), CCCC (executive board, Winter Workshop co-chair, Pickett Award), and TYCA-National (3rd national chair).

Whose Space Is It? Christof in *The Truman Show* observes, "We accept the reality of the world with which we are presented." Yes and no. How have the multiple realities of the first two years of college created change and space, for student and faculty alike?

Computer Connection

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

Online Composition

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

Practices of Teaching Writing

A.02 Focusing Beyond Stereotypes

Montrose 1, Seventh Floor

Chair:

Speakers: Michael Pemberton, Georgia Southern University, Statesboro, "Japanazis, Jungle Girls, and Jubilee: Using Comic Books to Deconstruct Cultural Stereotypes"

Dwedor Ford, Clayton College and State University, Morrow, GA, "Broadening the Middle Spaces to Include the African Student"

Charles Murillo, California State University, San Bernardino, "Chicano Literature, Street Textuality, and Pedagogy: 'Gangster Comp Theory'"

Practices of Teaching Writing

A.03 Building Connections through Cross-Cultural Exploration

Montrose 3, Seventh Floor

Chair: Bruce Degi, Metropolitan State College of Denver, CO

Presenters: Haixia Lan, University of Wisconsin–La Crosse, "Teaching Writing: Reflection, Connection with Readers, and Cross-cultural Understanding"

Steve Accardi, DePaul University, Chicago, IL, "Too Many Cooks in the Kitchen: Creating a Multiliteracy Approach for Today's Multicultural Writing Course"

Bruce Degi, Metropolitan State College of Denver, CO, "Crossing the Empty Spaces in Freshman Composition: A Cultural Study of the Japanese American and Japanese Canadian Internment Experience of WWII"

Bethany Davila, DePaul University, Chicago, IL, "Too Many Cooks in the Kitchen: Creating a Multiliteracy Approach for Today's Multicultural Writing Course"

Practices of Teaching Writing

A.04 "Who Am I Now?": Negotiating Multiple Identities as a Writing Teacher

Burnham 2, Seventh Floor

Chair: Julie Myatt, University of Louisville, KY

Speakers: Julie Myatt, University of Louisville, KY, "Voices from the Stairwell: Contingent Faculty Define Themselves through Their Stories"

James Romesburg, University of Louisville, KY, "A Mirror to My Self: Working-Class Academics and Their Student Peers"

Linda Torok, University of Louisville, KY, "Who Do They Think I Am?: Personally Speaking about Race and Gender"

Practices of Teaching Writing

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

Burnham 1, Seventh Floor

Chair: Joanna Wolfe, University of Louisville, KY

Speakers: Laura Wilder, SUNY, Albany, NY, "What Are the Special Topoi of Literary Analysis?"

Alanna Frost, University of Louisville, KY, "The Special Topoi as Inventional Strategies: Teaching Thesis Development with the Special Topoi"

Karen Kopelson, University of Louisville, KY, "The Special Topoi as Inroads to Critical Theory"

Joanna Wolfe, University of Louisville, KY, "The Conventions' Debates: Situating the Special Topoi within Writing Across the Curriculum Controversies"

Practices of Teaching Writing

A.06 The Place of Religion in the Writing Classroom

Dearborn 1, Seventh Floor

Chair :Katie Mills, Occidental College, Los Angeles, CA

Speakers: Shannon Carter, Texas A&M University–Commerce, "The Prison, the Post Office, and the Evangelical Church: What Vernacular Literacies Have to Teach Us about Academic Ones"

Suhail Islam, Nazareth College of Rochester, NY, "Creating the 'Middle Ground': Understanding South Asian Islamic Literature and Media in a Context of 'Civilizational Encounter'"

Nicholas Hart, Arizona State University, Tempe, "Seminary Rhetoric"

Practices of Teaching Writing

A.07 Building Identity through Writing

Clark 5, Seventh Floor

Chair: Carol Bollin, Western Illinois University, Macomb, IL

Speakers: Linda Holt, Belmont University, Nashville, TN, "Introducing Undergraduates to Writing Theory: A Confluence of Culture and Identity"

Christine Lilian Turczyn, Dutchess Community College, Poughkeepsie, NY, "Poetry as Identity"

Practices of Teaching Writing

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

Dearborn 2, Seventh Floor

Chair: John Stoval, Chicago, IL

Speakers: Shannon Walters, The Pennsylvania State University, University Park, "Exercises in Translation: The Feminist Rhetoric and Pedagogy of Temple Grandin"

Pegeen Reichert Powell, Aurora University, IL, " Student Writers Confront the Ideology of Intensive Mothering"

Gabrielle Regney, Curry College, Milton, MA, "We've Created a Monster: Collaborating through Abjection"

Nancy Young, Curry College, Milton, MA, "We've Created a Monster: Collaborating through Abjection"

Practices of Teaching Writing

A.09 Developing Students' Metacognitive Skills

Parlor G, Sixth Floor

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

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

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

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

Composition Programs

A.10 The Individual, The Institution, and The Community: Three Sites for Service-Learning

Parlor H, Sixth Floor

Chair: Mary French, University of Texas at Arlington

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

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

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

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

Composition Programs

A.11 How to Succeed in Literacy: Conventions and Contexts

Crystal, Third Floor

Chair: Julie Fenlon, Joliet Junior College, IL

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

Christopher Worthman, DePaul University, Chicago, IL, "Women's Experiences and Perspectives of Literacy in Different Adult Education Contexts"

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

William Carpenter, Chapman University, Orange, CA, "Understanding the Literacy Habits of Successful Students"

Composition Programs

A.12 Tutor Contributions to Writing Centers

Burnham 4, Seventh Floor

Chair: Lee Tesdell, Minnesota State University–Mankato

Speakers: Karen Keaton Jackson, North Carolina Central University, Durham, "Writing Teachers, Writing Tutors: Forging Alliances to Help Increase Retention Rates for Students of Color"

Susan Dinitz, University of Vermont, Burlington, "Tutors Constructing Knowledge: Handouts Revisited"

Jean Kiedaisch, University of Vermont, Burlington, "Tutors Constructing Knowledge: Handouts Revisited"

Tisha Turk, University of Minnesota – Morris, "Writing in Contexts: Institutional Assumptions about Disciplinary Expertise"

Composition Programs

A.13 Preparing Dick and Jane: Success From K through College

LaSalle 2, Seventh Floor

Chair: Kristen Bivens, Western Illinois University, Macomb

Speakers: Kelly Anthony, Ozarks Technical Community College, Springfield, MO, "Dear Dick and Jane: Building Partnerships in Learning while Creating a Writing Community that Extends beyond the Composition Classroom"

Michelle Trim, Lander University, Greenwood, SC, "Mind the Gap: Ethically Balancing Student [Under]-Preparedness with Institutional Expectations for Growth and Retention"

Janice Chernekoff, Kutztown University of Pennsylvania, "Bridging the Gap between the University and 'Underprepared' Students through Directed Self-Placement and the 'Stretch Model' of Composition"

Composition Programs

A.14 Composing Ourselves for the Academic Community

Montrose 7, Seventh Floor

Chair: Laura Holliday, Richmond, VA

Speakers: Cynthia Martin, James Madison University, Harrisonburg, VA, "Serving the Greater Good (and Ourselves): Independent Writing Programs and Service to the University Community"

Mary Wislocki, Seton Hall University, South Orange, NJ, "Writing Center Mission Statements Are Something Else: Elite Discourse, Academic Ideology, and the Problem of Writing Center History"

Patricia Weiland, Zayed University, Abu Dhabi & Dubai United Arab Emirates, "Developing Majors Faculty in the Teaching of Writing"

Composition Programs

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

LaSalle 5, Seventh Floor

Chair: Cornelia Paraskevas, Western Oregon University, Monmouth

Speakers: M. Elizabeth (Betsy) Sargent, University of Alberta, Edmonton, Canada, "Developing the Writing Skills Inventory: Reflective Practice as Measurable Outcome in FYC"

Lahoucine Ouzgane, University of Alberta, Edmonton, Canada, "Early WSI Findings on Student Writing Behaviors and Metacognition"

Cornelia Paraskevas, Western Oregon University, Monmouth, "Where Do We Go from Here?—Improving the WSI as a Research and Teaching Tool"

Respondent: Pat Belanoff, SUNY Stony Brook, NY

Theory

A.16 Roles for "Identity" in Research on Literacy and Writing

Salon 4, Third Floor

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

Speakers: Octavio Pimentel, Texas State University, San Marcos, "Working within Identity: 'Mexicanismo' as an Informing Concept in Literacy Research"

Mary Sefranek, Teachers College, Columbia University, NY, "Working through Identity: The Performance of Self in Narrative Writing"

Raúl Sánchez, University of Florida, Gainesville, "Working without Identity: Possible Futures for Literacy and Writing Studies"

Theory

A.17 Theory and Practice: Memory, Assessment, and Cognitive Rhetorics in the Composition Classroom

Salon 3, Third Floor

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

Speakers: Stephen Adkison, Idaho State University, Pocatello, "Toward a New Cognitive Rhetoric: Neural Studies and Learning Theory in Composition"

Asao Inoue, Washington State University, Pullman, "Building a Space for Criticality through a Rhetoric of Assessment"

Rosalyn Collings Eves, Penn State University, University Park, "Constructing Community: Memory, Rhetoric, and Composition Praxis"

Theory

A.18 Narrative, Argument, and Resistance: Theory in Practice

Salon 10, Third Floor

Chair: Vicky Westacott, Alfred University, NY

Speakers: Ann Updike, Miami University, Oxford, OH, "The Art of Resistance: Autoethnography as Resistance in the Ledger Art of Nineteenth-Century Plains Indian Prisoners at Fort Marion"

Bernie Miller, Eastern Michigan University, Ypsilanti, "The Ancient One and Kennewick Man: Toulmin's Warrant in Red and White"

Gwendolyn Gong, The Chinese University of Hong Kong, Shatin, "In Search of a Space: Research on Mississippi Chinese World War II Veterans' Stories"

Theory

A.19 Critical Theories for Questioning and Building Community

Salon 6, Third Floor

Chair: Kimberly Thomas, Indiana University of Pennsylvania

Speakers: Meagan Rodgers, University of New Hampshire, Durham, "Using Contract Theory to Understand Race in Composition Classrooms"

Melanie Kill, University of Washington, Seattle, "Challenging Communication to Build Community: Exploring the Power and Politics of Uptake"

Joseph Zeppetello, Marist College, Poughkeepsie, NY, "Freire, Fusion, and the Challenge of Neoliberalism"

History

A.20 CCCC as Touchstone: Pedagogy, Methodology, and Loss

Salon 9, Third Floor

Chair: Cherry Honeycutt, California State University, Fullerton

Speakers: Greg Giberson, Salisbury University, MD, "Preparing New Teachers and CCCC: A Critical History"

Carolyn Ostrander, Syracuse University, NY, "Toward Methodological Pluralism: Octalog and Beyond"

Matthew Ortoleva, University of Rhode Island, Kingston, "What Happened to Communication? Recapturing the Lost C in the CCCC's Ideal"

Bryna Siegel, University of Rhode Island, Kingston, "The Trajectory of Personal Experience Writing and its Future in Composition Studies"

History

A.21 Transcending Doctrine: Alternative Models of Literacy

Salon 5, Third Floor

Chair: Stacia Watkins, Middle Tennessee State University, Murfreesboro

Speakers: Mary Fiorenza, University of Wisconsin–Madison, "Brenda Ueland's 20th-Century Writing Life: A Biographical Response to Composition Questions"

Penelope Smith, Gannon University, Erie, PA, "Moving into the Center Spaces: Quiltmaking as 'Effective Literacy' for Women"

Debra Knutson, Shawnee State University, Portsmouth, OH, "Holmes' Schooling: Building Culture through a Women's Literary Club"

Kristen Welch, University of Arizona, Tucson, "Intersections between Rhetoric, 21st-Century Pentecostal Holiness Women Preachers, and Feminism"

Research

A.22 Improving First Year Composition: Stories from Three Research Projects

Salon 11, Third Floor

Chair: Rochelle Warren, University of Mary Washington, Fredericksburg, VA

Speakers: Linda Stewart, Kennesaw State University, GA, "Picturing 'Something Else' for First-Year Composition: Re-searching the Landscape"

Kevin Garrison, Texas Tech University, Lubbock, "Text-to-Speech Software: Bridging the Gap between Visuality and Sound"

Ashleigh Davis, Texas A&M University–Corpus Christi, "Building New Center Spaces for Expressivist Pedagogy"

Research

A.23 Classroom Inquiries

Salon 7, Third Floor

Chair: Whitney Myers Madden

Speakers: Kathleen Moore, University of California, Riverside, "Formats for Writing Assignments: Building Communities of Understanding"

Elizabeth Rorschach, City College New York, "Attempting Classroom Inquiry in a Nervous Academy"

David Grant, University of Wisconsin–Madison, "Building Sustainable Literacies: An Empirical Study in Ecocomposition"

Research

A.24 Socializing Discourses

Salon 12, Third Floor

Chair: Deborah J. Crusan, Wright Sate University, Dayton, OH

Speakers: Phillip Marzluf, Kansas State University, Manhattan, "The Socialization of Home Schooled Students in Academic Discourse"

Tosh Tachino, Iowa State University, Ames, "Coalition of the Willing?: Rhetorical Approach to Public Understanding of Science"

Lisa Davidson McGradyc, Purdue University, West Lafayette, IN, "The Joy of Cooking: Fostering Coalitions between Researchers and Participants"

Patti Hanlon-Baker, Stanford University, CA, "Competing Discourses, Competing Agendas: Investigating Pregnancy and Birth Narratives"

Information Technologies

A.25 Network Literacies: First-Year Composition Instruction for the Digital 21st Century

Wabash, Third Floor

Chair: Mary Godwin, Purdue University, West Lafayette, IN

Speakeres: Alice D'Amore, Purdue University, West Lafayette, IN

Mary Godwin, Purdue University, West Lafayette, IN

Marc C. Santos, Purdue University, West Lafayette, IN

Jason Buchanan, Purdue University, West Lafayette, IN

Information Technologies

A.26 Fostering Critical Literacy in a Multi-modal, Multi-media World

Parlor E, Sixth Floor

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

Speakers: Julia Romberger, Old Dominion University, Norfolk, VA, "Multimodal Pedagogy: Definitions, Heuristics, Assignments"

Donna Kain, East Carolina University, Greenville, NC, "Sounding the Depths: Developing Criteria for Assessing Multimedia Artifacts and Tools"

Jennifer Maher, Northern Illinois University, De Kalb, IL, "Coding Democracy through Software Narratives: Identity-Building in the Information Age"

Institutional and Professional

A.27 Educating Teachers—and Students

Salon 2, Third Floor

Chair: George Cooper, University of Michigan, Ann Arbor

Speakers: Cassandra Kircher, Elon University, NC, "Teaching without License: Overcoming Challenges and Adopting Strategies when Lacking a Degree in Composition and Rhetoric"

Janet Myers, Elon University, NC, "Teaching without License: Overcoming Challenges and Adopting Strategies when Lacking a Degree in Composition and Rhetoric"

Elaine E. Whitaker, University of Alabama at Birmingham, "Diverse Coalitions in the Composition Classroom"

Beth Buyserie, Washington State University, Pullman, "Building Community in the Classroom through Programmatic Portfolio Training: Easing TA and Student Fears"

Institutional and Professional

A.28 Composition in Context

Salon 1, Third Floor

Chair: Lou Ethel Roliston, Indiana University of Pennsylvania

Speakers: Jim Warren, University of Texas at Austin, "Literary Studies and Writing in the Disciplines: Building Better Relations"

Scott Harshbarger, Hofstra University, Hempstead, NY, "Composition and Composition: Teaching Writing to Music Students in a First-Year Interdisciplinary Program"

D'Arcy Randall, University of Texas, Austin, "Writing Ethics into the Engineering Curriculum"

Christy Moore, University of Texas, Austin, "Writing Ethics into the Engineering Curriculum"

Institutional and Professional

A.29 Composing Coalitions

Private Dining Room 8, Third Floor

Chair: Lacey Wootton-Don, American University, Washington D.C.

Speakers: Susan Weinstein, Louisiana State University, Baton Rouge, "A Modest Proposal: Building a College Composition/English Education Coalition"

John Dunn, Indiana University of Pennsylvania, "Giving Voice to Our Coalitions: The Role of NCTE/CCCC Position Statements in Shaping the Professional Identity of Composition Studies and Their Implications for Current Education Policy Reform Initiatives"

Gloria McMillan, Pima College, Tucson, AZ, "Does Academic Quality Suffer with Adjunct Staffing? Answers from the National Adjunct Writing Faculty Survey"

Institutional and Professional

A.30 Publish, Plagiarize, and/or Perish?

Private Dining Room 7, Third Floor

Chair: Lila Harper, Centeral Washington University, Ellensburg

Speakers: Lila Harper, Central Washington University, Ellensburg, "What We Can Learn about Plagiarism from Master's Theses"

Joel Bloch, Ohio State University, Columbus, "Blogging about Plagiarism: Dealing with the Problems of Generation 1.5 Students in an Academic Classroom"

Mike Palmquist, Colorado State University, Fort Collins, "Beyond Twentieth-Century Paradigms for Scholarly Publishing"

Language

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

Private Dining Room 9, Third Floor

Chair: Paul Kei Matsuda, University of New Hampshire, Durham

Speakers: Paul Kei Matsuda, University of New Hampshire, Durham, "ESL, Generation 1.5, or Perhaps Something Else?: Contending with Words"

Diane Belcher, Georgia State University, Atlanta, "Identifying Themselves: The Self-Constructed Linguistic and Cultural Identities of Community College Multilingual Writers"

Barbara Jean Hall, Georgia Perimeter College, Atlanta, "Identifying Themselves: The Self-Constructed Linguistic and Cultural Identities of Community College Multilingual Writers"

Shondel Nero, St. John's University, Queens, NY, "Linguistic Identities, Attitudes, and Writing Assessment"

Language

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

Private Dining Room 6, Third Floor

Chair: Wanda L. Worley, Indiana University-Purdue University, Lafayette, Indianapolis

Speakers: Jill McKay, Michigan State University, East Lansing, "Who Gave Y'all a Ghetto Pass?: Upper Middle Class White Male Appropriation of Black Language and Hip-Hop Culture"

Denise Valdes-Doty, Syracuse University, NY, "Language Purity in Composition Studies: The Erasure of Spanglish"

Marcelle Haddix, Boston College, Chestnut Hill, MA, "Language, Ethnicity, and Autobiography: The Culture and Language Identity Work of Preservice Teachers"

Renee Griffiths, Miami University, Oxford, OH, "Shattering the Mosaic: Language Capital and Overcoming the Binary of Canada's Official Languages"

Creative Writing

A.33 Blaring Disciplines, Building Communities

Private Dining Room 4, Third Floor

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

Speakers: Jason Wirtz, Michigan State University, East Lansing, "Bridging the Academic-Narrative Divide"

Lynn Burley, University of Central Arkansas, Conway, "Across Spaces: The Linguistic Component in Creative Writing"

Holly Bittner, Moore College of Art & Design, Philadelphia, PA, "And the Plot Disappears: Dismantling the Disciplines through Creative Writing"

Professional and Technical Writing

A.34 The Writerly Contexts of Science and Engineering

Clark 7, Seventh Floor

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

Speakers: Katherine S. Miles, Iowa State University, Ames, "Reconciling Einstein and the Humanities: The Natural Laws of Physics and New Media Research"

Marie C. Paretti, Virginia Tech, Blacksburg, "Collaboration on the Inside: Building a Humanistic Engineering Communications Curriculum"

Marjorie Rush Hovde, Indiana University-Purdue University, Indianapolis, IN, "Persuasive International Engineering Communication: Results of a Workplace Study"

Institutional and Professional

A.35 The Writing Center in Institutional Context

Private Dining Room 5, Third Floor

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

Speakers: Howard Tinberg, Bristol Community College, Fall River, MA, "Managing Institutional Change from the Center: The Material Work of a Community College Writing Center"

Rebecca Taylor, Gustavus Adolphus College, Saint Peter, MN, "Writing Centers and Diversity Center Partnerships: An Emerging Case Study"

Tammy Conard-Salvo, Purdue University, West Lafayette, IN, "Multimedia in the Writing Center: Visual Rhetoric and Tutor Training"

Community, Civic, & Public

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

Private Dining Room 17, Fifth Floor

Chair: Kimberly Harrison, Florida International University, Miami

Speakers: Sean Conrey, Purdue University, West Lafayette, IN, "Remodeling the Winchester Mansion: Balancing Space and Place"

Linda Macri, University of Maryland, College Park, "Civic Engagement in English 101: How We Are Doing It"

Thomas Moriarty, Salisbury University, MD, "Building Better Communities at Home: A Case Study in the Rhetoric of Local Civic Engagement"

Community, Civic, & Public

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

Private Dining Room 16, Fifth Floor

Chair: John Stovall, Norridge, IL

Speakers: Keith Dorwick, The University of Louisiana at Lafayette, "Dancing with HIV: Creating Theater around a Community Based Writing Group"

Cody Daigle, Independent Scholar, Lafayette, LA, "Dancing with HIV: Creating Theater around a Community-Based Writing Group"

Elizabeth Catanese, University of South Carolina, Columbia, "Revisiting Contact Zone Communities: Bringing George Wallace, Martin Luther King, and Malcolm X back into the Southern Composition Classroom"

Community, Civic, & Public

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

Cresthill Room, Third Floor

Chair: Mahmoud Amer

Speakers: Katy Southern, University of Wisconsin–Madison, "Building a 'Patriotic' Community: Propaganda and the Americanization Movement in American Public Libraries"

Amy Dayton, University of Alabama, Tuscaloosa, "Gold-Bearing Trees: Literacy and the Non-Native Speaker in the Public Sphere"

Iswari Pandey, University of Louisville, KY, "The 'Other' Compositions: Writing Bridges between the Academic and Immigrant Communities"

Community, Civic, & Public

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

Parlor F, Sixth Floor

Chair:

Speakers: Michael McLeod, Michigan State University, East Lansing, "Rhetoric of the 'Top Ten' Recognizing Colonial Discourse in Popular Film"

Cynthia Ryan, University of Alabama at Birmingham, "Community-Building Strategies in African American Women's Magazines"

Kristie Fleckenstein, Ball State University, Muncie, IN, "Dressed, Pressed, and Ready to Protest: The Visual Habit of Display and Embodied Social Action"

Practices of Teaching Writing

A.40 Making Room for Culture in the Composition Classroom

Dearborn 3, Seventh Floor

Chair: Charlene Hirschi, Utah State University, Logan

Speakers: Amy Baird, Utah State University, Logan, "Racism Doesn't Exist Anymore: 'Unpacking' the Reality of Racism"

Sherilynn Moody-Bouwhuis, Utah State University, Logan, "Inquiring Minds Need to Write: Creating Spaces for Writing with Cultural Myths"

Charlene Hirschi, Utah State University, Logan, "Making Room for Culture: Folklore in the Writing Classroom"

Practices of Teaching Writing

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

Parlor A, Sixth Floor

Chair: Susan McLeod, The University of California at Santa Barbara

Speakers: Sharon Stevens, Massey University, Palmerston, North Manawatu, Canada, "Writing through Social Conflict: Locating Writing Classes in Cross-Institutional Politics"

Erik Juergensmeyer, The University of Arizona, Tucson, "Transforming Curriculums: Using Mediation for Interdepartmental Collaboration"

Lisa Emerson, Massey University, Palmerston, North Manawatu, Canada "Acting Collectively: Teacher Action Research in the Science Class"

Theory

A.42 What Can the Mouth and the Ear Teach Us about Good Writing?

Parlor C, Sixth Floor

Chair: Peter Elbow, University of Massachusetts–Amherst
Speaker: Peter Elbow, University of Massachusetts–Amherst, "Enlisting Two Kinds of Speaking for Writing"
T. R. Johnson, Tulane University, New Orleans, LA, "Play It by Ear"
Arthur Palacas, University of Akron, OH, "What Can the Mouth and the Ear Tell Us about Grammar"

Theory

A.43 Naturalized Discourses and Critical Discourse Analysis: The Penis, Terror-Talk, and First-Year Composition

Parlor D, Sixth Floor

Chair: Cynthia Wolf, California State University, Chico
Speakers: Sarah Pape, California State University, Chico, "'Register Your Penis': Using Critical Discourse Analysis to Uncover Gender Conflict"
Laura Van Dyke, California State University, Chico, "Terror Talk: Analyzing Government Discourses of Fear"
Phillip Coppock, California State University, Chico, "A Ghost in the First-Year Composition Machine: Using Critical Discourse Analysis to Reveal Erasures of Professional Expertise"

Institutional and Professional

A.44 WAC Entrepreneurs in the School of Business: Negotiating Disciplinary, Gendered, and Pedagogical Spaces

LaSalle 1, Seventh Floor

Chair: Kate Ronald, Miami University, Oxford, OH
Speakers: Lisa Shaver, Miami University, Oxford, OH
Cristy Beemer, Miami University, Oxford, OH
Sarah Bowles, Miami University, Oxford, OH

Research

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

Clark 10, Seventh Floor

Chair: Charlotte Hogg, Texas Christian University, Fort Worth

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

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

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

Institutional and Professional

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

LaSalle 3, Seventh Floor

Chair: Mara Holt, Ohio University, Athens

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

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

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

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

Salon 8, Third Floor

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

B Sessions

Deborah Tannen

12:15 p.m.–1:30 p.m.

Featured Speaker

Arguing in Private and Public: Mothers, Daughters, and All the Rest

Red Lacquer Room, Fourth Floor

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

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

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

Prepare yourselves for an insightful discussion about talking and negotiating in public and in private with Deborah Tannen.

Computer Connection

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

Content Management Systems and Open Source Tools

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

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

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

Clark 10, Seventh Floor

Chair: Tim Mayers, Millersville University of Pennsylvania

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

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

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

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

Practices of Teaching Writing

B.02 Movement as a Catalyst to Writing

Salon 7, Third Floor

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

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

Jennifer Schulz, Seattle University, WA, "The Pedagogy of 'Pointing:' Play, Dialogue, and Experience in the Writing Classroom"

Barry Kroll, Lehigh University, Bethlehem, PA, "Arguing with Adversaries: Aiki Rhetoric as an Art of Peace"

Practices of Teaching Writing

B.03 What To Do Next: Strategies for Helping Underprepared Students

Private Dining Room 16, Fifth Floor

Chair: Emily Donnelli, Park University, MO

Speakers: Michael Keller, South Dakota State University, Brookings, "Content vs. Context: Composition within the University"

Christina Saidy, California State University, Northridge, "You Can Always Get What You Want?: The Concept of a Secondary University Writing Continuum"

Linda Rubel, Rochester Institute of Technology, NY, "Erasing the Middle Space: Abandoning Basic Writers"

Eileen Biser, Rochester Institute of Technology, NY, "Erasing the Middle Space: Abandoning Basic Writers"

Rose Marie Toscano, Rochester Institute of Technology, NY, "Erasing the Middle Space: Abandoning Basic Writers"

Practices of Teaching Writing

B.04 Technologizing the Word

Salon 11, Third Floor

Chair: Gail Corso, Neumann College, Aston, PA

Speakers: Bump Halbritter, Stanford University, CA, "RePlacing Silence: Writing to be Heard"

Chad Wickman, Kent State University, OH, "Is There Writing in This Class?: How Instructors Discuss Writing in a Digital Age"

Mei-ching Ho, Arizona State University, Tempe, "The Realities of Hybrid and Online ESL Writing Classrooms"

Practices of Teaching Writing

B.05 Integrating Media and Pop Culture into the Writing Classroom

Salon 10, Third Floor

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

Speakers: Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo, "Ending the Quarantine: Rhetoricizing Media in the Face of Resistance"

Mark Pepper, California State University, Sacramento, "Who Was That Naked Guy Who Won the First Survivor Anyway?: The Disposability of Pop Culture and Its Effects on the Process and Product Mentalities of First-Year College Writers"

John Levine, University of California, Berkeley, "Hollywood Meets Public Policy in the Center: The 9/11 Commission Report in the Composition Classroom"

Practices of Teaching Writing

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

Salon 12, Third Floor

Chair: John Cullick, Northern Kentucky University, Highland Heights

Speakers: Wendy Wolters, The Ohio State University, Columbus, "Identificatory Pedagogy: Recognizing Student Resistance"

Kris Ratcliffe, Marquette University, Milwaukee, WI, "Listening Pedagogically: Engaging Student Resistance via Identification, Disidentification, and Non-Identification"

Elizabeth Flynn, Michigan Technological University, Houghton, "International Perspectives on Student Resistance"

Practices of Teaching Writing

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

Salon 9, Third Floor

Chair: Kris Peleg, Century College, White Bear Lake, MN

Speakers: Laura Greenfield, The George Washington University, Washington, D.C., "Dissonant Discourses: Engaging Students in Conversation about the Politics of Home Languages and Standard English"

Heather Herrera, New York University, NY, "Code-Switch This: Altering the Alternative Discourse, Ethnolinguistically Diverse Students Response to Progressive Composition Ideology"

Subarna Banerjee, Temple University, Philadelphia, PA, "Examining Opposition: A Study of Counterarguments in ESL Composition Classes"

Practices of Teaching Writing

B.08 How Writing Centers Respond to Writers' Needs

Private Dining Room 9, Third Floor

Chair: Kathleen Maloney, San Antonio, TX

Speakers: Deborah Burns, Merrimack College, North Andover, MA, "Taking Care of Business: The Writing Center as a Site of Curricular Reform"

Mary Zdrojkowski, Eastern Michigan University, Ypsilanti, "Laughing Matters in Writing Centers"

Kim Pennesi, Seton Hill University, Greensburg, PA, "'Let Them Do Research!':Two Uncommon Approaches to Teaching Research in a First Year Writing Course"

Laura Patterson, Seton Hill University, Greensburg, PA, "'Let Them Do Research!': Two Uncommon Approaches to Teaching Research in a First-Year Writing Course"

Composition Programs

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

Private Dining Room 4, Third Floor

Chair: Ann Green, Saint Joseph's University, Philadelphia, PA
Speakers: Sheila Stein, Third Way Center, Denver, CO
Catherine Gabor, California State University at Sacramento

Composition Programs

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

Private Dining Room 5, Third Floor

Chair: Karen Dwyer, Arizona State University, Tempe
Speakers: Michael Callaway, Arizona State University, Tempe, "Who Has Time for Community?: Working within and around Disciplinarity"
Karen Dwyer, Arizona State University, Tempe, "Who Has Time for Community?: Working within and around Disciplinarity"
Lauren Yena, Arizona State University, Tempe, "Fostering Interdisciplinary Literacy in Learning Communities: Faculty and Student Perspectives"

Composition Programs

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

Salon 2, Third Floor

Chair: Fred Kemp, Texas Tech University, Lubbock
Speakers: Fred Kemp, Texas Tech University, Lubbock, "Writing Program Administration Database-Style: Articulated Program Dynamics"
Rebecca Rickly, Texas Tech University, Lubbock, "Writing Program Administration Database-Style: Adaptive Integration"
Rich Rice, Texas Tech University, Lubbock, "Writing Program Administration Database-Style: Hybridized Administrative Strategies"

Composition Programs

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

Private Dining Room 7, Third Floor

Chair: Valerie Vancza, University of Rhode Island, Kingston

Speakers: Deborah DePiero, University of Rhode Island, Kingston, "Students as Cultural Outsiders in the Writing Center"

Sonia Bernstein, University of Rhode Island, Kingston, "Building Bridges on the Margins"

Valerie Vancza, University of Rhode Island, Kingston, "The Tutoring Session: Reading between the Lines"

Theory

B.13 Cross-cultural Rhetorics: Then and Now

Burnham 1, Seventh Floor

Chair: Jamie Thornton, Texas Christian University, Fort Worth

Speakers: Bryce Christensen, Southern Utah University, Cedar City, "When Confucius Meets Simone de Beauvoir: Confronting the Problematics of Multiculturalism"

Mark Noe, University of Texas Pan American, Edinburg, "Stand and Deliver: Declamatory Rhetoric in the Multicultural Classroom"

Lisa Thornhill, University of Washington, Seattle, "Cultural Studies & the Classroom: Possibilities and Problematics of Utilizing Cultural Studies and Its Texts in the Classroom"

Theory

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

Montrose 1, Seventh Floor

Chair: Frank Rosen, Kent State University, OH

Speakers: Bradley Siebert, Washburn University, Topeka, KS, "God – 'God' – God-talk: Kaufman's Invitation to the Conversation Post-Theology"

Christine Iwanicki, Western Illinois University, Macomb, IL, "'The Center Cannot Hold': Kenneth Burke at the Intersection of God and Language"

Frank Rosen, Kent State University, OH, "The Conceptualization of Rhetoricity"

Theory

B.15 Rhetoric in the Electronic Age: New Media, Visual Rhetoric, and Electronic Kairos

Wabash, Third Floor

Chair: Mary Rigsby, University of Mary Washington, Fredericksburg, VA

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

Theory

B.16 Race, Rhetoric, and the Digital Divide: From Digital Writing to Blogging

Burnham 4, Seventh Floor

Chair: Peggy Jolly, University of Alabama at Birmingham
Speakers: Trish Marback, Wayne State University, Detroit, MI, "Blogging a Material Rhetoric of the Self"
Elisa Norris, Syracuse University, NY, "Black Keystrokes, Black Bodies: Race and Gender Construction in the Blogosphere"
Serkan Gorkemli, Stanford University, CA, "Transforming the Rhetoric of 'Access' in Digital Writing Research"

Theory

B.17 Literacy Narratives Using Images and Theories to Build Community

Crystal, Third Floor

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

History

B.18 Literacy and Pedagogical Strategies: 1876–1929

Private Dining Room 8, Third Floor

Chair: William Marderness, SUNY, Stony Brook
Speakers: Holly Middleton, University of Pittsburgh, PA, "'A Most Dignified and Independent Life': Representing Farmers in an 1876 'Composition and English Literature' Course"
Robert Fay, Landmark College, Putney, VT, "Charting the Course for the Future: The Reorganization Movement in English Teaching, 1910–1917"
Jane Greer, University of Missouri–Kansas City, MO, "'Write as You Fight': The Pedagogical Strategies of the Working Woman, 1929–1935"

History

B.19 Re/reading Our Professional Texts

Parlor E, Sixth Floor

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

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

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

Jeff Ringer, University of New Hampshire, Durham, "Towards a Community of . . . Faith? WWII, *College English*, and Religious Discourse"

Research

B.20 Ethics and Authority in Classroom-Based Research

Dearborn 3, Seventh Floor

Chair: Janet Bean, University of Akron, OH

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

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

Heather Hoffman, Michigan Technological University, Houghton, "Power Plays and Dialogic Collaboration: A Participant-Observer's Perspective"

Lance Svehla, University of Akron, OH, "The Authority of the Neophyte: Getting My Graduate Students' Research Published"

Research

B.21 Composing Storied Spaces: Four Generations of Composition Teachers Reflect on Two Decades of Conducting Narrative Writing Research

Salon 6, Third Floor

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

Speakers: Gian Pagnucci, Indiana University of Pennsylvania

David Schaafsma, University of Illinois at Chicago

Robert Wallace, West Virginia State University, Institute

Information Technologies

B.22 Writing in Electronic Spaces: Blogs and the Writing Classroom

Parlor H, Sixth Floor

Chair: George Diamond, Moravian University, Bethlehem, PA

Speakers: Quinn Warnick, Iowa State University, Ames, "Are You Talking to Me?: How Academic Weblogs Remediate Human Conversation in the Composition Classroom"

Margaret Ervin, West Chester University, PA, "A Blog of One's Own: Student Perceptions of 'Private' and 'Public' in Cyberspace"

Fred Johnson, Ball State University, Muncie, IN, "From the 'Long Tail' to the Center: How Blogging and the Internet Make Little Things Big"

Research

B.23 Longitudinal Studies: Tales from the Field

Dearborn 1, Seventh Floor

Chair: Deborah Brandt, University of Wisconsin, Madison

Speakers: Anne Herrington, University of Massachusetts, Amherst, "Challenges in Longitudinal Case Studies"

Anne Beaufort, Stony Brook University, NY, "From Theory to Research and Back Again"

Nancy Sommers, Harvard University, Cambridge, MA, "Following 400 Students: Methodological and Logistical Challenges"

Respondent: Andrea Lunsford, Stanford University, CA, "The Stanford Study of Writing, Year 5"

Information Technologies

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

Clark 7, Seventh Floor

Chair: Douglas Eyman, Michigan State University, East Lansing

Speakers: Kendra L. Matko, Michigan State University, East Lansing, "Have Your Colors Done: Critical, Rhetorical, and Functional Literacies as Design Issues in Electronic Publishing"

Martine Courant Rife, Michigan State University, East Lansing, "Did They Really Sue the Student? What Your Students Need to Know about the Law of Public Writing"

Amy C. Diehl, Michigan State University, East Lansing, "Beyond Just Being: How to Construct Useful Digital Compositions"

Institutional and Professional

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

Parlor A, Sixth Floor

Chair: Jane Fife, Western Kentucky University, Bowling Green

Speakers: Judith Szerdahelyi, Western Kentucky University, Bowling Green, "'This course has nothing to do with my major and really couldn't help me with my career goals': Student Attitudes toward General Education Writing Courses"

Jane Fife, Western Kentucky University, Bowling Green, "Complicating Campus Perceptions of Writing"

David MacWilliams, Adams State College, Alamosa, CO, "Accreditation, Composition, and the Campus Community"

Institutional and Professional

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

LaSalle 1, Seventh Floor

Chair: Lance Massey, Elon University, NC

Speakers: Paula Rosinski, Elon University, NC, "Collaboration, Negotiation, and Authority: A New WPA Negotiates a Position at a Medium-Sized University"

Lee Nickoson-Massey, Elon University, NC, "Taking Action Online: Promoting a (New?) Culture of Engaged Writing through Online Tutoring"

Institutional and Professional

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

Montrose 7, Seventh Floor

Chair: Peter Gray, Queensborough Community College – CUNY, Bayside, NY

Speakers: Eric Turley, University of Nebraska, Lincoln, "The National Writing Project and the Accountability Agenda: Imagining New Cross-Institutional Coalitions"

Chris Gallagher, University of Nebraska, Lincoln, "Nebraska's Pre-K–16 Experiment: Toward Cross-Institutional Colleagueship"

Peter Gray, Queensborough Community College – CUNY, Bayside, NY, "Looking Both Ways in New York City Cross-Institutional Alliances"

Respondent: Lil Brannon, University of North Carolina, Charlotte

Institutional and Professional

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

LaSalle 2, Seventh Floor

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

Speakers: Catherine Chaput, Georgia Southern University, Statesboro, "Haven't We Been There Before?: Histories of Academic Dissension in the American University"

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

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

Institutional and Professional

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

Salon 3, Third Floor

Speakers: Sarah Liggett, Louisiana State University, Baton Rouge

Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge

Deborah B. Normand, Louisiana State University, Baton Rouge

Institutional and Professional

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

Salon 8, Seventh Floor

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

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

Tracey Baker, University of Alabama–Birmingham, "'Yes, and. . .' and 'Yes, but. . .': Institutional Politics of Assessment and Saying 'No'"

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

Irwin Weiser, Purdue University, West Lafayette, IN, "Mapping Institutional Spaces"

Language

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

Burnham 2, Seventh Floor

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

Speakers: Hui Wu, University of Central Arkansas, Conway, "Chinese Rhetoric as a Tradition of Writing Instruction"

C. Jan Swearingen, Texas A&M University, College Station, "Living in a Parallel Universe"

Xiaoye You, Penn State University, University Park, PA, "Multimodality of Ritual Symbols and Social Transformations: Confucian Rhetoric and Composition"

Bo Wang, California State University, Fresno, "Writing as Connecting Minds: Bing Xin's Lyrical Essays in the Early Twentieth Century"

Lu Liu, Purdue University, West Lafayette, IN, "'Logic' in Chinese Composition: Unpacking the Linear-Spiral Binary"

LuMing Mao, Miami University, Oxford, OH, "The 'Yin-Yang' Discourse: From Dualism to Complementarity"

Creative Writing

B.32 Personal Narratives and Journal Writing

Parlor G, Sixth Floor

Chair: Nancy Hill McClary, Columbus, OH

Speakers: Terry Carter, Southern Polytechnic State University, Marietta, GA, "Creative Composition and Opening up New Spaces: Reflections on Meaningful Ways of Writing about Literature"

Lisa Bailey, University of Kansas, Lawrence, "The Personal Essay: Power and Ideology, Applying Current Rhetorical Genre Theory"

Claire Shulman, Columbia College, Chicago, "STRONG VOICES! STRONG WRITING! A Journal Session of a Prose Forms Class"

Professional and Technical Writing

B.33 Building Technical and Professional Writing Programs

Private Dining Room 18, Fifth Floor

Chair: Nicole Madison, Texas Tech University, Lubbock

Speakers: Kirk St. Amant, Texas Tech University, Lubbock, "Merging Program Review with Program Development: A Perspective on the Role of Professional Societies in the Development of New Programs"

Kaye Adkins, Missouri Western State University, St. Joseph, "Low Impact Program Development: Using Your Available Resources to Start a Professional Writing Program"

Aimee Whiteside, University of Minnesota, Minneapolis/St. Paul, "Knowledge, Skills, and the Technical Communication Curriculum: Helping Students Successfully Transition into the Profession"

Tim Giles, Georgia Southern University, Statesboro, "A Developing Program Develops Relations with Industry"

Sharon James McGee, Southern Illinois University–Edwardsville, "When Money Talks, People Listen: Building Coalitions to Change Culture, or Using External Funding to Help Create a Technical Writing Program"

David Franke, State University New York, Cortland, "How to Destroy a Well-Wrought Curriculum"

Community, Civic, & Public

B.34 McCarthyism, Scapegoating, and Progressive Resistance: New Tensions, New Visions

Clark 5, Seventh Floor

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

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

Bonnie Kyburz, Utah Valley State College, Orem, "'Documenting' a Genre/ Coalition for Progressive Resistance"

Community, Civic, & Public

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

Parlor F, Sixth Floor

Chair: Joanna Castner, University of Tampa, FL

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

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

Mike Donnelly, University of Tampa, FL, "Service Learning and Civic Rhetoric: Engaging Students in the Community"

Community, Civic, & Public

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

Dearborn 2, Seventh Floor

Chair: Jane Stephens, High Point University, NC

Speakers: Jean Corey, Lee University, Cleveland, TN, "Developing a Rhetoric of Engagement"

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

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

Practices of Teaching Writing

B.37 Entering Public Discourses: Situating Students as Authors

Private Dining Room 17, Fifth Floor

Speakers: Davida Charney, University of Texas at Austin, "Genres of Public Discourse: The State of the 'State of the Issue' Paper"

Cheryl Geisler, Rensselaer Polytechnic Institute, Troy, NY, "New Concepts of Rhetorical Agency: Teaching the 'State of the Issue' Paper"

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

Creative Writing

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

LaSalle 3, Seventh Floor

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

Speakers: Brenda Jo Brueggemann, Ohio State University, Columbus, "Writing Mabel: A Rhetorical Exchange with 'Ma Bell'"

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

Cindy Linden, Syracuse, NY, "Chronic Pain . . . 'Sufferer', 'Victim', 'Patient'?: A Dramatic Exegesis of (F)Actual Events"

Theory

B.39 Rhetoric and the Question of Palestine

Salon 1, Third Floor

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

Theory

B.40 Decentering the Center: Creating Spaces for Teachers and Students in Scholarly Conversations

Parlor C, Sixth Floor

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

Theory

B.41 Emotional Labor: The Work of Teaching

Parlor D, Sixth Floor

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

Language

B.42 American Academic Writing for ESL Graduate Students in Technical Fields

LaSalle 5, Seventh Floor

Chair: Heather Bigley, University of Houston, TX
Speakers: Heather Bigley, University of Houston, TX, "Room to Grow? Writing Needs in a Technical College"
Elena Poltavtchenko, University of Houston, TX, "Experiences of ESL Graduate Students and Their Instructor"
Jennifer Shade Wilson, University of Houston, TX, "Designing a Course for Graduate-level ESL Technical Writers"

Composition Programs

B.43 Creating Learning Community across the Curriculum — A Two-Year College Portrait

Private Dining Room 6, Third Floor

Chair: Duane Roen, Arizona State University, Tempe
Speakers: Xiao Wang, Broward Community College, Fort Lauderdale, FL
Trish Joyce, Broward Community College, Fort Lauderdale, FL
Patrick Ellingham, Broward Community College, Fort Lauderdale, FL

Practices of Teaching Writing

B.44 From Project Management to Service Learning: Professional, Visual, and Liberal

Salon 4, Third Floor

Chair: Kenneth M. Gillam, University of Southern Indiana, Evansville
Speakers: Jane Nesmith, Coe College, Cedar Rapids, IA, "Liberal Arts and Practical Learning: Using Service Learning to Cross the Space in a Professional Writing Class"
Trixie Smith, Middle Tennessee State University, Murfreesboro, "Adopting Personas and Building Ethos: Analyzing Discourse Communities for Service Learning Projects in the Professional Writing Class"

Practices of Teaching Writing

B.45 Decentered, Recentered: Writing in Katrina's Wake

Salon 5, Third Floor

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

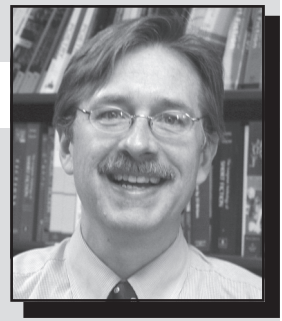
C Sessions

1:45 p.m.–3:00 p.m.

Featured Session

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

Salon 12, Third Floor



Peter Mortenson
University of Illinois
at Urbana-Champaign

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

Peter Mortensen, Chair—is Associate Professor of English at the University of Illinois at Urbana–Champaign, where he is Director of Rhetoric, Co-Director of the Ethnography of the University Cross-Campus Initiative, and a core affiliate of the Center for Writing Studies. He is co-author of *Imagining Rhetoric: Composing Women of the Early United States* (Pitt, 2002), and co-editor of *Women and Literacy: Local and Global Inquiries for a New Century* (Erlbaum, forthcoming) and *Ethics and Representation in Qualitative Studies of Literacy* (NCTE, 1996). He is completing a book on the rhetoric of illiteracy in U.S. journalistic, bureaucratic, and literary discourse at the turn of the twentieth century, and is collaborating on a book-length ethnography co-authored by an interdisciplinary team of undergraduate, graduate, and faculty researchers that studied UIUC's *Brown v. Board of Education* Jubilee Commemoration in 2003–4.

Amy Wan
University of Illinois
at Urbana-Champaign

Amy J. Wan is a PhD candidate in the Center for Writing Studies and Department of English at the University of Illinois at Urbana-Champaign where she has taught freshman writing and upper level courses on the rhetoric of food and creative non-fiction and has served as the Assistant Director for the Academic Writing Program. Her dissertation, *Producing Good Citizens: Literacy and Citizenship in Anxious Times*, studies the credentialing role of literacy for immigrants and workers in times of economic change by examining worker education and Americanization programs against the development of writing classes at public universities in the early 20th century. Other research interests include historiography, rhetorical theory, and creative non-fiction. She has published in *Radical Teacher* and *The Massachusetts Review*.

Morris Young
Miami University
Oxford, OH

Morris Young is associate professor of English and faculty affiliate in American Studies at Miami University in Oxford, Ohio, where he teaches courses in composition and rhetoric, literacy studies, and Asian American literature. His essays and reviews have appeared in *College English, Journal of Basic Writing, Amerasia,* and *Composition Forum*. He has also contributed chapters to edited collections including *The Literacy Connection* (Hampton, 1999), *Personal Effects: The Social Character of Scholarly Writing* (Utah State UP, 2001), *East Main Street: Asian American Popular Culture* (New York UP, 2005), *Service-Learning in Higher Education: Critical Issues and Directions* (Palgrave, 2005), *Poetry and Pedagogy* (Palgrave, 2006), and *Women and Literacy: Inquiries for a New Century* (NCTE/LEA, forthcoming). His book, *Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship* (Southern Illinois UP, 2004) received the 2004 W. Ross Winterowd Award from *JAC* and the Association of Teachers of Advanced Composition.

Connie Kendall
University of Kentucky
Lexington

Connie Kendall is an Assistant Professor in the Department of English at the University of Kentucky, where she teaches undergraduate writing courses and a graduate seminar in composition theory and pedagogy. Her research interests include pragmatism, rhetorical theory, and the history and politics of literacy testing. Dr. Kendall's recent work appears in *Rhetorical Agendas: Political, Ethical, Spiritual* (Erlbaum, 2006) and *The Literacy Standard* (Hampton, in press).

Her current project is a book manuscript, *Navigating a Nation: Second Wave Immigration and the Reckoning of Literacy*, which examines the sociopolitical contexts and consequences of "high-stakes" literacy testing at the turn of the 20th century.

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

Computer Connection

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

Knowledge Distribution and Delivery

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

Practices of Teaching Writing

C.02 Marginalized Voices, Disenfranchised Communities, and Pedagogies of Difference: Questioning Culture and Building Coalitions in the Classroom

Salon 2, Third Floor

Chair: Danielle Mitchell, Penn State Fayette, Uniontown, PA
Speakers: Lindal Buchanan, Kettering University, Flint, MI, "Speech Games: Marginalization and Delivery"
Danika Brown, University of Texas, Pan American, Edinburg, "The Stories They Tell: Regional Identities, Cultural Constructions, and Critical Rhetoric in First-Year Composition"
Danielle Mitchell, Penn State University Fayette, Uniontown, PA, "A Queer Community, Indeed: Revising Subjectivity, Building Coalitions, and Interrogating the Discourse of Cultural Values in a Rural, Two-Year College"
Jessica Enoch, University of New Hampshire, Durham, "Getting Past 'Feminists vs. Frats': Building a Campus Community by Engaging Date-Rape Debates"

Practices of Teaching Writing

C.03 Confronting Racism and Classism

Parlor F, Sixth Floor

Chair: Maureen Fitzpatrick, Johnson County Community College, Overland Park, KS

Brenda Boudreau, McKendree College, Lebanon, IL, "Teaching in the Dark: Confronting Racism and Classism through the Personal Narrative"

Angelique Davi, Bentley College, Waltham, MA, "The Contractual Admissions Composition Classroom: Race and Basic Writing"

Practices of Teaching Writing

C.04 Ethics, Academic Integrity, and Plagiarism

Montrose 1, Seventh Floor

Chair: Cary Moskovitz, Duke University, Durham, NC

Speakers: Steven Youra, California Institute of Technology, Pasadena, "Plagiarism Across the Curriculum: Who Owns This Text?"

Kim Ballard, Western Michigan University, Kalamazoo, "Stereotypes in Administrative and Instructor Decisions about Students' Academic Integrity and Writing Instruction"

Faydra Womble, Fayetteville State University, NC, "(Un)Virtuous Writing: Community Ethics in College Composition"

Practices of Teaching Writing

C.05 (Re)Inventing, (Re)Creating, and (Re)Naming in the Writing Classroom

Parlor G, Sixth Floor

Chair: Mary Koral, Eastern Michigan University, Ypsilanti

Speakers: Sara Webb-Sunderhaus, Ohio State University, Columbus, "(Re)Inventing the University: Appalachian Students Composing Community in the Composition Classroom"

Nina Murakami, Arizona State University, Tempe, "Cultural Negotiation and the Indigenous Student: Creating the 'Third Cultural Reality' of the Writing Class"

Mary Koral, Eastern Michigan University, Ypsilanti, "Found Reading and Writing/ Students Claiming and Naming"

Practices of Teaching Writing

C.06 Using Genre to Help Students Envision Themselves as Writers

Parlor H, Sixth Floor

Speakers: Lisa Bickmore, Salt Lake Community College, Salt Lake City, UT, "Writing 'Just on Paper': Genre, Exigency, Situation"

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

Practices of Teaching Writing

C.07 Mystic Writing: Tao and Zen in the Classroom

Private Dining Room 4, Third Floor

Chair: Catherine Schuler

Speakers: Barbara Gordon, Elon University, NC, "Much Ado about Nothing: Teaching Zen Writing and Rhetoric"

Gina Briefs-Elgin, New Mexico Highlands University, Santa Fe, "Lessons with the Mystics: Refreshing Our Vision at Mid-Career"

Practices of Teaching Writing

C.08 Assessment in Context

Salon 11, Third Floor

Chair: Diana Bell, University of Alabama–Huntsville

Speakers: Vicki Hester, Texas Tech University, Lubbock, "Contextual and Acontextual Practices of Assessment and Response: Can We Embrace Contraries?"

Drew M. Loewe, Texas Christian University, Fort Worth, "What Are We Doing when We Teach and Assess Argument?"

Sharynn Etheridge-Logan, Tennessee State University, Nashville, "Re-Claiming African American College Students Left Behind: A Case Study in Progress on the Use of Portfolio-Based Writing Assessment at the Intersection of Teaching and Learning"

Composition Programs

C.09 Post Process Theory and Classical Rhetoric: Looking Forward, Looking Backward

Burnham 2, Seventh Floor

Chair: Kristi Serrano, Texas Christian University, Fort Worth

Speakers: Dan Bauer, Georgia College & State University, Milledgeville, "'The Marriage of Heaven and Hell': Uniting Textual and Process Pedagogies"

Peter M. Carriere, Georgia College & State University, Milledgeville, "'The Marriage of Heaven and Hell': Uniting Textual and Process Pedagogies"

Kristi Serrano, Texas Christian University, Fort Worth, "Using the Heuristics of the Progymnasmata Across the Curriculum"

Composition Programs

C.10 Preparing for Our Careers—Pre-Service Courses and Mentorship

Burnham 1, Seventh Floor

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

Speakers: Emily Isaacs, Montclair State University, Upper Montclair, NJ, "'Book Learning' vs 'Hands-on Learning': Teaching Pre-Service Teacher Education Students How to Teach Writing"

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

Composition Programs

C.11 Forging Alliances: Community Activism and Social Justice in First-Year Composition

Salon 1, Third Floor

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

Speakers: Anna Varley, University of Arizona, Tucson, "Building Community Bridges: Composition Student Mentors"

Kelly Myers, University of Arizona, Tucson, "Critical Community Literacy in the Basic Writing Classroom"

Shelley Hawthorne, University of Arizona, Tucson, "Speaking Out: Seeking Involvement in the Community"

Katie Johnson, University of Arizona, Tucson, "Creating Communities of Support for Underrepresented Students"

Composition Programs

C.12 Writing Campus Culture

Burnham 4, Seventh Floor

Chair: David Bartholomae, University of Pittsburgh, PA

Speakers: Ann Blakeslee, Eastern Michigan University, Ypsilanti, "Turning Resistance to Enthusiasm: Fostering a Campus Culture that Supports Writing"

Jane Cogie, Southern Illinois University, Carbondale, "The Challenges of Building Community through Writing Center Outreach Work"

Elizabeth Matway, University of Pittsburgh, PA, "The Other Faculty: What Professors Really Say about Writing in Their Disciplines"

Composition Programs

C.13 Frames that Define Us: Therapy, Rhetoric, and Diversity

Parlor C, Sixth Floor

Chair: Chidsey Dickson, Lynchburg College, VA

Speakers: Russell Sprinkle, The University of Toledo, OH, "'We're Writing Instructors, Not Therapists...' Oh Yeah?..."

Kay Mooy, University of Texas at El Paso, "The Rhetorical Context of a GED Preparatory Program"

Margaret Himley, Syracuse University, NY, "Putting 'Diversity' to Work in FYC"

Theory

C.14 Compassion, Forgiveness and Human Rights: Theories of Rhetorical Inquiry

Private Dining Room 16, Fifth Floor

Chair: Cheryl Lyda, Idaho State University, Pocatello

Speakers: Matthew Newcomb, Pennsylvania State University, University Park, "Composing Compassion: Hannah Arendt, Michael Ignatieff, and Writing about Suffering"

Don Kraemer, California State Polytechnic University, Pomona, "A Rhetoric of Forgiveness: Refusing Binary Reconciliation"

Theory

C.15 Forces Shaping Stylistic Clarity and Gender in Writing

Private Dining Room 17, Fifth Floor

Chair: Billie Jones, Shippensburg University, PA

Speakers: Bess Fox, University of Kentucky, Lexington, "Bodies of Authority in Composition"

Kendall Leon, Michigan State University, East Lansing, "Style,Inc: The Privatization of Literacy and the Politics of Plainness"

Ian Barnard, California State University, Northridge, "Against Clarity as a Criterion of Effective Writing"

Theory

C.16 Theories of Gender Construction: From the 19th Century to Contemporary Times

Salon 10, Third Floor

Chair: Judith Fourzan, University of Texas, El Paso

Speakers: Andrea Cleaves, Bowling Green State University, OH, "'Mr.' Jack-in-the-Box: How 19th Century Conduct and Etiquette Books Packaged American Manhood"

Ronit Sarig, California State University, Northridge, "From The Coquette to The Rules – How Has Relationship Advice to Women Changed, if at All?"

Michael Michaud, University of New Hampshire, Durham, "Making Gender More Visible: Merging Men's Studies and Composition"

Theory

C.17 Classroom and Race Issues for Building Community

Salon 3, Third Floor

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

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

Hill Taylor, University of the District of Columbia, Washington, D.C., "Composition as the Spatial: Articulations of Blackness, Community, and Urban Revolution"

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

Theory

C.18 Alternative Rhetorics: Postcolonial, Race, Womanist

Private Dining Room 5, Third Floor

Chair: Brenda Tuberville, University of Texas, Tyler

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

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

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

History

C.19 Jane Addams: Intellect and Influence

Private Dining Room 7, Third Floor

Chair: Diane Chin, University of Illinois at Chicago

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

Melissa Fiesta, California State University, Long Beach, "Unsettling Jane Addams's Settlement (House) Rhetoric"

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

History

C.20 From Vernacular to Global: What's Become of English?

Private Dining Room 9, Third Floor

Chair: Allison Denman Holland, University of Arkansas at Little Rock

Speakers: William Condon, Washington State University, "The Case against Correctness: Fairness, Reality, and World Englishes"

M. Wade Mahon, University of Wisconsin–Stevens Point, "The Other 18th-Century Elocutionists: Watts, Fordyce, Gentleman, Barrie, and the Role of Elocution in the Development of English Literature"

Patrick Ryan, Texas A&M University–Texarkana, "Thomas Wilson's *Arte of Rhetorique* and Elizabethan Community"

Research

C.21 Inviting Ourselves In: Employing Collaborative Methodologies to Explore Student Underlife

Salon 8, Third Floor

Chair: Nicole Kraemer Munday, Salisbury University, MD

Speakers: Nicole Kraemer Munday, Salisbury University, MD, "Peer Response in a Freshman Residence Hall: Collecting Data with the Help of Student Recorders"

Helen Dalphonse, Salisbury University, MD, "The Challenges and Opportunities of Student/Teacher Collaborative Research"

Megan Vicchio, Salisbury University, MD, "'Can You Hear Me Now?': Enhancing the Student/Teacher Connection through Collaborative Research"

Research

C.22 Students as Researchers

Private Dining Room 8, Third Floor

Speakers: Christine Tulley, The University of Findlay, OH, "Researching and Publishing with Writing Students: Making the Process Work for Them, Making the Process Work for You"

Z. Z. Lehmberg, Northern Michigan University, Marquette, "In Their Own Words: A Case Study of Emerging Rhetoric Literacy"

Laurie Grobman, Penn State University, University Park, "Undergraduate Research in the Center Space: The Work of Young Scholars in Writing—Undergraduate Research in Writing and Rhetoric"

Information Technologies

C.23 Ethnography in the Digital Age

LaSalle 5, Seventh Floor

Chair: Anna Purnell, Madison Area Technical College, WI

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

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

Mark Mullen, The George Washington University, Washington, D.C., "Blood on the Plains: The Custer Autobiography Project"

Information Technologies

C.24 Picture This. . . : Visual Literacies from Zine to Virtual Responses

Clark 7, Seventh Floor

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

Valerie Hanson, Philadelphia University, Philadelphia, PA, "'Is This a Picture or a Database?' Building Critical Visual Literacy Strategies for Informatic Images"

Jeffrey Maxson, Rowan University, Glassboro, NJ, "Establishing Ethos through Design: 'Street Cred' in Online Riotgrrrl Zines"

Institutional and Professional

C.25 Exploring the Spaces of Composition

Dearborn 3, Seventh Floor

Chair: Janice Walker, Georgia Southern University, Statesboro

Speakers: Risa Gorelick, Monmouth University, West Long Branch, NJ, "The Rhetoric of Rejection: What Rejection Letters Say about the Academic Job Market in English Studies"

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

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

Beverly Moss, The Ohio State University, Columbus, "Community Outreach, University Agendas, and Conflicting Discourses of Interest"

Institutional and Professional

C.26 Independently Healthy, Wealthy, and Wise: Evolution within a Freestanding Writing Program

Parlor E, Sixth Floor

Chair: Donna Nelson-Beene, Bowling Green State University, OH

Speakers: Abigail Cloud, Bowling Green State University, OH, "Building Community: Faculty Development in a Newly-Designed Composition Program"

Amy Rybak, Bowling Green State University, OH, "Building Culture: It's All about Portfolio Assessment"

Carol O'Shea, Bowling Green State University, OH, "Building a Coalition: A Learning Outcomes Assessment Project"

Institutional and Professional

C.27 Student Journals as Middle Ground: Is There a There There?

Dearborn 2, Seventh Floor

Chair: Geoffrey Sauer, Iowa State University, Ames

Speakers: Karen Gulbrandsen, Iowa State University, Ames, "Excavating the Middle Ground"

Matthew Search, Iowa State University, Ames

Rob Glazebrook, Iowa State University, Ames, "Iowa Facilitating Conversations: 'Orange', Interface Design, and Electronic Discourse"

Geoffrey Sauer, Iowa State University, Ames

Photo credit–Mike Gustafson

Institutional and Professional

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

Dearborn 1, Seventh Floor

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

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

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

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

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

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

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

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

Institutional and Professional

C.29 Claiming Our Moment: Constructing a Writing Major

Clark 5, Seventh Floor

Chair: Nedra Reynolds, University of Rhode Island, Kingston

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

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

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

Institutional and Professional

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

Crystal Room, Third Floor

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

Speakers: Elizabeth Kelly, Western Carolina University, Cullowhee, NC, "Standing on the Edge: Issues Concerning Female Contingent Faculty in Composition Programs"

Elisabeth Aiken, St. Leo University, FL, "Use of Gender-based Topics in the Classroom: News from the Front"

Elizabeth Reese, Western Carolina University, Cullowhee, NC, "Perceptions: Survey Results of First Year Composition Students"

Beth Keefauver, Western Carolina University, Cullowhee, NC, "'Between a rock and a hard place': Female NTTF Negotiating Pedagogy, Power, and Identity"

Language

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

Private Dining Room 18, Fifth Floor

Chair: Margaret Rustick, California State University, East Bay, Hayward

Speakers: Margaret Rustick, California State University, East Bay, Hayward, "Conversing across the Fence"

Sarah Nielsen, California State University, East Bay, Hayward, "Conversing across the Fence"

Kimberly Costino, California State University, San Bernardino, "Exploring the Disciplinary Ideologies in Linguistics and Composition: Why We Do the Things We Do (and What Our Students Think about It)"

Sunny Hyon, California State University, San Bernardino, "Exploring the Disciplinary Ideologies in Linguistics and Composition: Why We Do the Things We Do (and What Our Students Think about It)"

Language

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

LaSalle 2, Seventh Floor

Chair: Brian Lewis, Century College, White Bear Lake, MN

Speakers: David Marquard, University of Nevada, Reno, "What the Past Can Tell Us about the Present: An Analysis of Narratives from Established Working Class Academics and Narratives from Working-Class Graduate Comp/Rhet Students"

Steven J. Corbett, University of Washington, Seattle, "Environmental (and Audience) Friendliness: Where Ecocriticism, Literature, and Rhetoric Meet"

John Duffy, University of Notre Dame, IN, "Not So Much a Dragon, Not So Far as Mars: Toward a Rhetoric of Autism"

Language

C.33 Pedagogical Considerations for Teaching Language Cross-Culturally

LaSalle 1, Seventh Floor

Speakers: Julia Morrissey, Kennesaw State University, GA, "Using ESL Composition to Create Cross-Cultural Center Spaces Where Writing Can Flourish"

Barbara Monroe, Washington State University, Pullman, "A Yakama Way of Knowing: A Study in Contrastive Rhetoric"

Ed Jones, Seton Hall University, South Orange, NJ, "The Role of Self-Beliefs in Immigrant/ESL Students' Success in First-Year Writing Classes"

Creative Writing

C.34 Something about Poetry-Building Communities

Montrose 7, Seventh Floor

Chair: Christopher Ervin, University of South Dakota, Vermillion

Speakers: John Rodriguez, CUNY Graduate School & University Center, NY, "When We Was Boys: The Ethnography of a Teen Poetry Program"

Adrienne Cassel, Sinclair Community College, Dayton, OH, "Beyond the Red Wheelbarrow: Writing about Intercultural Poets and Poetry"

Jennifer Richardson, University of Hawai'i – Hilo, "Building Community in Creative Writing Pedagogy: The Living Poets Project"

Professional and Technical Writing

C.35 Writing without the Academy

Parlor D, Sixth Floor

Chair: Dionne Feliz, Oakwood College, Huntsville, AL

Speakers: Mike Duncan, University of Memphis, TN, "The Rhetoric of Termination Letters"

Melody Bowdon, University of Central Florida, Orlando, "Professional Writing in the Nonprofit Sector"

Mark Smith, Valdosta State University, GA, "Legal Writing Made Easy: Enthymeme, Induction, and Kairos Exemplified"

Professional and Technical Writing

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

Clark 10, Seventh Floor

Chair: Deborah Andrews, University of Delaware, Newark

Speakers: Deborah Andrews, University of Delaware, Newark, "'We're in Deep Trouble': Crises in a Media Society"

John Jebb, University of Delaware, Newark, "Responding to Crises on the Web: Case Studies in Academic Athletics"
Melinda Knight, George Washington University, Washington, D.C., "Crafting an Organization's Image and Reputation"

Community, Civic, & Public

C.37 Cultures of Adult Learners: Contributions to the Academy

Salon 9, Third Floor

Chair: Huatong Sun, Grand Valley State University, Allendale, MI
Speakers: Harvey Kail, University of Maine, Orono, "Situated in the Center: The Peer Writing Tutor Alumni Research Project"
Cathy Leaker, Empire State College, Hauppuage, NY, "Writing Out the Triple Margins: Centering Adult Writers in Composition Policy and Practice"
Amy Clark, The University of Virginia's College at Wise, "We Are Our Mothers' Words: The Vernacular Literacy Practices of Three Generations of Central Appalachian Women"

Community, Civic, & Public

C.38 From Casinos to Prison: Connecting Labor to Literacy

Salon 4, Third Floor

Chair: Ilene Rubenstein, California State University, Northridge
Speakers: Jeffrey Jablonski, University of Nevada, Las Vegas, "The Resort-Casino: A Case Study of Community and Workplace Literacy in a Service Economy"
Meghan Bacino, Michigan State University, East Lansing, "Writing as a Social Act: What Working Class Writers Can Teach Us about Identity, Community, and Non-mainstream Ways of Knowing"
Dalyn Luedtke, University of Arizona, Tucson, "Detained Literacy: Inmates and the GED"

Community, Civic, & Public

C.39 Service Learning and Learning Communities: Connecting Lives to Social Change

Salon 5, Third Floor

Chair: Janet Lucas, Peninsula College, Port Angeles, WA
Speakers: Catherine Fox, St. Cloud State University, MN, "From Surviving to Thriving: Connecting Lives to Social Change through First-Year Experience Learning Communities"
Tracy Ore, St. Cloud State University, MN, "From Surviving to Thriving: Connecting Lives to Social Change through First-Year Experience Learning Communities"
David Coogan, Virginia Commonwealth University, Richmond, "Community Organizing in Rhet/Comp: Building Frameworks for Social Change"

Community, Civic, & Public

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

Salon 6, Third Floor

Chair: Jennie Nelson, Ohio University, Athens

Speakers: Richard Zumkhawala-Cook, Shippensburg University, PA, "The World Banking Model of Education: Composition and the Literacy of Globalization"

Sarah Yoder, Texas Christian University, Fort Worth, "Narrations of Literacy: Reassessing Literacy through Wales' Bilingual Policy Debates"

Mira Chieko Shimabukuro, University of Wisconsin–Madison, "Who Sponsors the Sponsors? Starbucks and the Invisible Hands in Literacy"

Information Technologies

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

Wabash Room, Third Floor

Chair: Marcy Bauman, Lansing Community College, MI

Speakers: Marcy Bauman, Lansing Community College, MI, "Fifteen Minutes of Fame"

Leslie Farris, Lansing Community College, MI, "Integrating Student-Generated Media into Discussion Materials"

Dedria Humphries, Lansing Community College, MI, "A Self-Image in Search of a Voice"

Practices of Teaching Writing

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

LaSalle 3, Seventh Floor

Speakers: Anita Guynn, University of North Carolina, Pembroke, "Thinking the Unthinkable in First-Year Comp"

Virginia Jones, University of North Carolina, Pembroke, "Studying Gender Communications with Adapted Ethnographic Assignments"

Kim Gunter, University of North Carolina, Pembroke, "Queering Classroom Communities through Themed Courses"

Theory

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

Private Dining Room 6, Third Floor

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

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

Salon 7, Third Floor

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

Practices of Teaching Writing

C.45 Teaching Difficulty: Theory and Enactments

Parlor A, Sixth Floor

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

D Sessions

3:15 p.m.–4:30 p.m.

Dr. Mardge Cohen

Featured Session

Changing the World through Words and Deeds

Crystal Room, Third Floor

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

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

Computer Connection

Upper Exhibit Hall, Fourth Floor
3:15-4:30 p.m.

Remediation and Multimedia Composing

Composing Multimedia: Usability and Remediation
Colleen Reilly

"Leeroy Jenkins!" Gaming and Visual Argumentation
Andréa Davis

Practices of Teaching Writing

D.02 Fiction Weds Expository Prose: Creative Nonfiction in the College Classroom

Burnham 4, Seventh Floor

Chair: Deborah Noonan, University of South Florida, Tampa

Speakers: Deborah Noonan, University of South Florida, Tampa, "Fiction Is the Answer, Research Is the Question"

Susan Boerckel, University of South Florida, Tampa, "Stream of Consciousness and Student Writers"

Dianne Smith, University of South Florida, Tampa, "The Pedagogy of Creative Writing in the Composition Classroom"

Practices of Teaching Writing

D.03 The Practice of Revision and the Revision of Practice: Three Stories of Teacher Change

Burnham 2, Seventh Floor

Chair: Thomas Batt, Maine Maritime Academy, Castine

Speakers: Thomas Batt, Maine Maritime Academy, Castine, "The Practice of Revision and the Revision of Practice: Three Stories of Teacher Change"

Eileen Donovan-Kranz, Boston College, Chestnut Hill, MA, "The Practice of Revision and the Revision of Practice: Three Stories of Teacher Change"

Leon Raikes, Husson College, Bangor, ME, "The Practice of Revision and the Revision of Practice: Three Stories of Teacher Change"

Practices of Teaching Writing

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

Wabash Room, Third Floor

Chair: Margaret Shaw, Kent State University, OH

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

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

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

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

Practices of Teaching Writing

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

Private Dining Room 5, Third Floor

Chair: Greg Colomb, University of Virginia, Charlottesville

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

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

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

Practices of Teaching Writing

D.06 Wireless Computer Use in a Freshman Learning Community

Burnham 1, Seventh Floor

Chair: Susan Popham, University of Memphis, TN

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

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

Joseph Jones, University of Memphis, TN, "Perceptions of Writing and Technology"

Practices of Teaching Writing

D.07 Bringing Students In from the Cold: Creating "Insiders" – and Better Writers – through Discourse Community Writing Projects

Clark 7, Seventh Floor

Chair: MaryAnn Crawford, Central Michigan University, Mt. Pleasant

Speakers: Lori Rogers, Central Michigan University, Mt. Pleasant, "Student Discourses as Classroom Resources"

John Dinan, Central Michigan University, Mt. Pleasant, "Out from Behind Theory: Getting a Discourse-Community Analysis Assignment to Actually Work"

Christina Montgomery, Central Michigan University, Mt. Pleasant, "Using Discourse Analysis to Demystify Academic Communities"

Practices of Teaching Writing

D.08 Alternative Rhetorics in a Global Age: Making and Breaking the Center Space for "Nation" in College Composition

Parlor G, Sixth Floor

Chair: Kenneth Lindblom, Stony Brook University (SUNY), NY

Speakers: James Bowman, University of Arizona, Tucson

Jennifer deWinter, University of Arizona, Tucson, **"**Exploring a Rhetoric of Dependence: Writing Selves into Communities"

Daniel Griffin, University of Arizona, Tucson, "Rhetoric Beyond City-States and Nation-States: Returning to Sophistic Rhetorics"

Practices of Teaching Writing

D.09 More than Meets the Eye: Composition and Comics

Salon 7, Third Floor

Chair: John Trimbur, Worcester Polytechnic Institute, MA

Speakers: Diana George, Virginia Tech, Blacksburg, "Gutter Work: The Spaces of Writing"

Marilyn Cooper, Michigan Technological University, Houghton, "Comics Seriously"

Peter Schiff, Northern Kentucky University, Ft. Thomas, "Beware the Rough Draft Avenger! Comic Books as Models for Advanced Revision and Editing"

Composition Programs

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

Private Dining Room 16, Fifth Floor

Chair: Kelly Kinney, University of Notre Dame, South Bend, IN

Speakers: Kelly Kinney, University of Notre Dame, South Bend, IN, "A New WPA, a New Assessment Program"

Connie Mick, University of Notre Dame, South Bend, IN, "Perspective of a Seasoned Administrator"

Kim Orlijan, University of Notre Dame, South Bend, IN, "Hesitations with Revising Assessment Model"

Diane Persin, University of Notre Dame, South Bend, IN, "Perspective of a Graduate Student WPA and FYC Instructor"

Composition Programs

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

Salon 1, Third Floor

Chair: Deborah James, University of North Carolina, Asheville

Speakers: Mary Alm, University of North Carolina, Asheville, "The Dancer or the Dance: Negotiating with the Campus"

Jim Driggers, University of North Carolina, Asheville, "Emergence of the Pod-People: Forging Community through Change"

Lorena Russell, University of North Carolina, Asheville, "Shape Shifting in the Composition Classroom"

Eileen Crowe, University of North Carolina, Asheville, "Saving Isaac: Creating Space for Personal Writing"

Composition Programs

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

LaSalle 5, Seventh Floor

Chair: Sheila Kennedy, Lewis University, Romeoville, IL

Speakers: Sheila Kennedy, Lewis University, Romeoville, IL, "When Writing Center Tutors Go Public"

Buzz Pounds, Lewis University, Romeoville, IL, "The Public Space of Creative Writing"

Christopher Wielgos, Lewis University, Romeoville, IL, "Going Public with My College Career: Web Portfolios and the Prospect of Public Assessment of Student Achievement"

Composition Programs

D.13 Automated Essay Grading in the Sociology Classroom: Finding Common Ground

Parlor D, Sixth Floor

Chair: Bill Condon, Washington State University, Pullman

Speakers: Martha Townsend, University of Missouri–Columbia, "The WAC Director's Perspective"

Edward Brent, University of Missouri–Columbia, MO, "The Professor/ Software Developer's Perspective"

Respondent: Kathleen Bell, University of Central Florida, Orlando

Composition Programs

D.14 Writing at the Center

Private Dining Room 4, Third Floor

Chair: Carol Nelson-Burns, University of Toledo, OH

Speaker: Josh Wilson, University of Toledo, OH, "At the Writing Center: A Qualitative Review of Tutoring Summaries and What They Reveal about theTutoring Process"

Elizabeth Stockham, University of Toledo, OH, "Conversation and Composition: Cultural Nuances and Language Competencies"

Michael Brooks, University of Toledo, OH, "Continuing the Conversation: tutoring at the eWriting Center—Lessons to be Learned"

Sara Yaklin, University of Toledo, OH, "The Next Generation: Training the Teachers, Training the Tutors—How and When to Tech Them to do What"

Theory

D.15 Working with Students with Intellectual Disabilities, the Emerging Civil Rights Issue of Academia: Composition Teachers Combine a Spirit of Advocacy with Accountability for LD Students in Our Writing Classrooms

Salon 6, Third Floor

Chair: Joanna Johnson, University of Miami, FL

Presenters: Zach Hickman, University of Miami, FL, "Ensuring Intellectual Access to the Process: The Coalition between Learning Disabled Students and Project-Based Writing"

Respondent: Patricia A. Dunn, Stony Brook University, New York

Theory

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

Salon 5, Third Floor

Chair: Patricia Suzanne Sullivan, Shippensburg University, PA

Speakers: Robert Danisch, Concordia University, Montreal, Quebec, Canada, "Jane Addams' Inclusive Rhetoric: Articulating the Collective Voice of Multicultural Democracies"

John Poulakos, University of Pittsburgh, PA, "Literacies for the Common Good: Isocratean Rhetoric in the Service of Unity"

Patricia Suzanne Sullivan, Northeastern University, Boston, MA, "Models, Theories, and Pedagogies for Revising Commonsense to Create New Center Spaces and Coalitions: Martin Luther King, Jr., Michel Foucault, and Commonplace Notebooks"

Theory

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

Salon 4, Third Floor

Chair: Christopher Garcia, Indiana University of Pennsylvania

Speakers: Massaer Paye, Indiana University of Pennsylvania, "Ways of Knowing, Languages for Knowing: Internalizing Our Invisibility"

Ikuko Fujiwara, Indiana University of Pennsylvania, "Defining and Refining: Realizing Both Global and Local Knowledge"

Sharleen Santos-Bamba, University of Guam, Hagatna, "Silently Literate: The Impact of the Globalization of English on the Chamorros of Guam"

Christopher Garcia, Indiana University of Pennsylvania

Theory

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

Private Dining Room 17, Fifth Floor

Chair: Jean Nienkamp, Indiana University of Pennsylvania

Speakers: Jean Nienkamp, Indiana University of Pennsylvania, "Between Absolutism and Relativism: The Role of Rhetoric in Public Ethical Debates"

Richard Halsey, Indiana University of Pennsylvania, "Between Teaching and Learning: Students' Stories of Learning to Write"

Theory

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

Salon 8, Third Floor

Chair: Marian Lupo, The Ohio State University, Columbus

Speakers: Wendy Chrisman, The Ohio State University, Columbus, "[DIS]gusting and [DIS]placing: [DIS]ordering the [DIS]ability Hierarchy in Higher Education and Beyond"

Michael Sasso, The Ohio State University, Columbus, "[DIS]representations of [UN]reasonably Accommodated Selves: Self-Advocacy and the Composition of Competence by People with Psychiatric Disabilities"

Marian Lupo, The Ohio State University, Columbus, "'And then they stuck the wires to my head': [DIS]identification, [DIS]association, and [DIS]integration of the Ego as Rhetorical Interventions"

History

D.20 Economies of Culture and Composition

Private Dining Room 6, Third Floor

Chair: Jeremy Solomons, SUNY, Stony Brook

Speakers: Jennifer Campbell, Auburn University, AL, "A Tale of Two Centers: The History of Popular Culture Studies and Cultural Studies in Composition Scholarship and Pedagogy"

Christine Norris, University of Nevada, Reno, "From Julia to Martha: The Rhetoric of the Domestic Diva"

History

D.21 Literacy, Ideology, and Oppression

Private Dining Room 7, Third Floor

Chair: Jessica Restaino, Montclair State University, NJ

Speakers: Iklim Goksel, University of Illinois at Chicago, "On Literacy and the Kemalist Rhetorics of 1928"

Daiva Markelis, Eastern Illinois University, Charleston, "The Monk's Dispute with the Rabbi: Litvaks, Lithuanians, and Literacy in Early Twentieth-Century Lithuania"

Susan Romano, University of New Mexico, Albuquerque, "Rhetoric in Mexico: Pluralizing the Conditions of Rhetorical Agency"

Research

D.22 Assessment, WAC, Teaching Technologies, and Working Conditions" (TYCA Strand)

Salon 2, Third Floor

Chair: Jody Millward, Santa Barbara City College, CA

Speakers: Jody Millward, Santa Barbara City College, CA, "Measuring Spaces: Designing a National Survey Project; Interpreting the Data on Assessment Programs and Practices"

Leslie Roberts, Oakland Community College, Orchard Ridge Campus, Farmington Hills, MI, "What the TYCA National Survey Reveals about Composition in Computer Spaces: Investigating Links between Technical Support and Access and Computer Assisted Pedagogy"

Patrick Sullivan, Manchester Community College, CT, "Crossing Spaces: What the TYCA National Survey Tells Us about WAC, WID, and Writing Centers"

Lois Powers, Fullerton College, CA, "The TYCA National Survey: Investigating Links between Teaching Conditions and Two-Year College Pedagogy and Programs"

Research

D.23 Disciplinary Cross-Talk: Assessing Writing in a Technical University

LaSalle 3, Seventh Floor

Chair: Mya Poe, Massachusetts Institute of Technology, Cambridge

Speakers: Rebecca Faery, Massachusetts Institute of Technology, Cambridge, "Assessment: Who, Me?"

Andrea Walsh, Massachusetts Institute of Technology, Cambridge, "Multiple Angles on Student Learning in Writing Courses"

Dexter Ang, Massachusetts Institute of Technology, Cambridge, "Perspectives of a Student Participant"

Respondent: Mya Poe, Massachuetts Institute of Technology, Cambridge

Research

D.24 Tales from the U.S.–Mexico Borderlands: Cultural Ecologies, Technology Gateways, and Sponsors of Literacies

LaSalle 1, Seventh Floor

Chair: John Scenters-Zapico, University of Texas at El Paso

Speakers: Lucia Dura, University of Texas at El Paso

Teresa Quezada, University of Texas at El Paso

Information Technologies

D.25 Technology, Play and Pedagogy: Video Gaming and New Literacies

LaSalle 2, Seventh Floor

Chair: John Alberti, Northern Kentucky University, Highland Heights

Speakers: Matthew S. S. Johnson, Indiana University, Bloomington, "Communities in Playspace: Writing and Democracy in Online Gaming Sites"

Erin Smith, Michigan Technological University, Houghton, "Semiotic Domains Reloaded: Literacy and Localization in Video Games"

Alice J. Robison, University of Wisconsin–Madison, "Videogame Design as a Writing Process"

Information Technologies

D.26 What Does Blogging Do? Weblogs, Change, and Middle Spaces

Salon 11, Third Floor

Speakers: Clancy Ratliff, University of Minnesota, St. Paul, "Coalition-Building on Weblogs: Negotiating Innovation and Access in Writing Pedagogy"

Jonathan Goodwin, Georgia Institute of Technology, Atlanta, "Blogging and Scholarly Publication: Some Thoughts on Access and Mediation"

Liza Potts, Rensselaer Polytechnic Institute, Troy, NY, "Conversation and Gatekeeping: Blog Comments and the Classroom Community"

Information Technologies

D.27 iPod Therefore I Am: Digital Music and Community in the Writing Classroom

Salon 12, Third Floor

Chair: Joyce Malek, University of Cincinnati, OH

Speakers: Vicki Russell, Duke University, Durham, NC, "iPod Therefore I Am: Building Community in the Writing Center through Audio Technology"

Steven Krause, Eastern Michigan University, Ypsilanti, "Broadcast Composition: Using Podcasts to Build Community and Connections in Online Writing Classes"

Institutional and Professional

D.28 Pathways of Student Learning in First-Year Writing Seminars: Results from the Princeton Study of Writing

Parlor E, Sixth Floor

Chair: Kerry Walk, Princeton University, NJ
Speakers: Ann Jurecic, Rutgers University, New Brunswick, NJ
Dara Rossman Regaignon, Pomona College, Claremont, CA
Soo La Kim, Princeton University, NJ
Sandie Friedman, George Washington University, Washington, D.C.
Anne Caswell Klein, Princeton University, NJ
Judith A. Swan, Princeton University, NJ

Institutional and Professional

D.29 "Middle Spaces": A New Model-in-Progress for Split Positions in Writing Program Administration

Dearborn 3, Seventh Floor

Chair: Scott Campbell, University of Connecticut, Waterbury
Speakers: Scott Campbell, University of Connecticut, Waterbury, "Research Won? Finding a Place for Pedagogy at a Large University"
Thomas Recchio, University of Connecticut, Storrs, "We All Do Rhetoric, After All"
Kathleen Tonry, Notre Dame University, South Bend, IN, "Split Positions and Split Histories: A Medievalist's Writing Center"

Institutional and Professional

D.30 The Faces and Spaces of Mentoring

Clark 5, Seventh Floor

Chair: Emily Isaacs, Montclair State University, NJ
Speakers: Suzanne Kesler Rumsey, Michigan State University, East Lansing, "Mentoring and Heritage: Creating an Interdependence between Generations"
Paul M. Puccio, Bloomfield College, NJ, "CCCC as a 'Center Space'"
Lynn Quitman Troyka, Queensborough Community College, New York, NY, "Starting Early, Starting Small: Establishing Mentoring Networks"
Amanda Espinosa-Aguilar, Washington State University, Pullman, "Mentoring for Publication"
Joe Janangelo, Loyola University, Chicago, "Mentoring Diversity"

Institutional and Professional

D.31 Professional Development for Adjunct Faculty: Encouraging Part-Timers to Be Reflective Practitioners

Parlor H, Sixth Floor

Chair: Jennifer Stewart, Indiana University-Purdue University, Fort Wayne
Speakers: Jennifer Stewart, Indiana University-Purdue University, Fort Wayne
Karol Dehr, Indiana University-Purdue University, Fort Wayne
Mark Sidey, Indiana University-Purdue University, Fort Wayne

Institutional and Professional

D.32 Benchmarking or Getting Benched: A Critical Exploration of Differences among Writing Centers

Private Dining Room 9, Third Floor

Chair: Lori Salem, Temple University, Philadelphia, PA
Speakers: Bradley Hughes, University of Wisconsin–Madison, "Setting the Stage: The Scope and Nature of Differences among Writing Centers"
Lori Salem, Temple University, Philadelphia, PA, "Setting of Benchmarks: An Analytical Comparison of Ten Writing Centers"
Joyce Kinkead, Utah State University, Logan, "Creating a Data Dashboard"

Language

D.33 Linguistic Diversity and White Non-Mainstream Students

Montrose 1, Seventh Floor

Co-Chairs: Mary Ann K. Crawford, Central Michigan University, Mt. Pleasant
Peter Elbow, University of Massachusetts,Amherst
Speakers: Katherine K. Sohn, Pikeville College, KY, "Appalachian Dialect in the Classroom"
Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis, "Multiple Ways of Saying What You Mean"
Eleanor Kutz, University of Massachusetts, Boston, "Beyond 'Mystic River': Exploring the Discourses of White, Working-Class Boston"

Language

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

Montrose 7, Seventh Floor

Chair: Samantha Blackmon, Purdue University, West Lafayette, IN

Speakers: Juliette Ludeker, Purdue University, West Lafayette, IN, "'Aren't you happy with what you have?': Legitimacy and the Institution"

Terri Jackson Wallace, Purdue University, West Lafayette, IN, "From Slavery to the Schoolhouse: The Progression of Oppression and the Minority Student's Identity"

Elyssa Tardif, Purdue University, West Lafayette, IN, "The Process of Empowerment: Minority Parents and the Institution"

Bethany Miller, Purdue University, West Lafayette, IN, "Writing the Self into Existence: Slave Narratives and Educational Autobiographies"

Paul Lynch, Purdue University, West Lafayette, IN, "From Sidewalk U to Vermont Street al Bloque: Situation in Hybrid Discourse"

Samantha Blackmon, Purdue University, West Lafayette, IN, "From Sidewalk U to Vermont Street al Bloque: Situation in Hybrid Discourse"

Creative Writing

D.35 Experimental Texts, Accidental Truths

Parlor A, Sixth Floor

Chair: Sherrie Gradin, Ohio University, Athens

Speakers: Jenny Dunning, Ohio University, Athens, "Montaigne's Accidental Truths: Toward a History of Digression in the Essay"

Guy Shebat, Youngstown State University, Athens, OH, "The Visual and the Verbal Side by Side: Experiments with Multimodal Texts"

Candace Stewart, Ohio University, Athens, "Language, Mutations, and the Creative Impulse"

Professional and Technical Writing

D.36 Coalitions and Contexts for Professional Writing

Salon 3, Third Floor

Chair: Mary Kay Crouch, California State University, Fullerton

Speakers: Aaron Toscano, University of Louisville, KY, "Coalition of the Unwilling: Privileging False Communities in the Professional Writing Classroom"

Carlos Evia, Virginia Tech, Blacksburg, "Contextualize, Reuse, Draft, Test, and Deliver! Teaching Professional Writing to International Graduate Students"

Community, Civic, & Public

D.37 Learning in a Combat Environment

Salon 9, Third Floor

Chair: Les Knotts, United States Military Academy, West Point, NY

Speakers: Zoltan Krompecher, United States Military Academy, West Point, NY, "Learning in a Combat Environment"

Lubna Abduljabar, Baghdad University Women's College, Baghdad, Iraq, "Learning in a Combat Environment"

Community, Civic, & Public

D.38 Meeting Places: Service Learning Projects in the Writing Class

Salon 10, Third Floor

Chair: Bianca Falbo, Lafayette College, Easton, PA

Speakers: Beth Seetch, Lafayette College, Easton, PA, "Is It 'Something New, Different, and Real?' Service in the Required Composition Course"

David Kimmel, Heidelberg College, Tiffin, OH, "Meeting in the Middle (School): A Collaborative Service-Learning Project"

Sandra Kimmel, Fremont Middle School, OH, "Meeting in the Middle (School): A Collaborative Service-Learning Project"

Practices of Teaching Writing

D.39 Building Classroom Culture with OCD/Asperger's/NLD Composition Students: Case Studies and Strategies

Dearborn 1, Seventh Floor

Speakers: Ellen Taber, Kennesaw State University, GA, "The Student in the Shadows: Asperger's Syndrome and the Composition Classroom"

Teresa Taber-Doughty, Purdue University, West Lafayette, IN, "The Student in the Shadows"

Lorraine Genetti, Regent University, Virginia Beach, VA, "Making Better Teachers and Learners of Us All: Asperger's Syndrome and Nonverbal Learning Disorders in the Composition Classroom"

Kim Freeman, Schenectady County Community College, NY, "Curbing the Enthusiasm? The Challenges of Helping Students with Asperger's Syndrome in the Composition Classroom"

Community, Civic, & Public

D.40 Composition International: Globalism in the Center

Private Dining Room 8, Third Floor

Speakers: Joy Arbor, University of Nebraska–Lincoln, "Witnessing War and World Politics: A Short History of Compositions International Commitments"

Jan Fernheimer, University of Texas, Austin, "Composing Peace in the Writing Classroom: Listening Rhetoric and the Politics of the Middle East"

A. Suresh Canagarajah, Baruch College, New York, NY, "Understanding the Multilingual Literacy Competence"

Practices of Teaching Writing

D.41 Bringing Chicano/a Studies into the Center of Rhetoric and Composition Studies

Parlor C, Sixth Floor

Chair: Cheryl Glenn, Pennsylvania State University, State College

Speakers: Renee Moreno, California State University, Northridge, West Hills, "Teaching from the Margins: What Does Chicano/a Studies Teach Us about Rhetoric and Composition?"

Paul Velazquez, Texas State University, San Marcos, "Integrating Chicano Poet Raúl Salinas: A Rhetorical Appraisal for a Composition Studies Pedagogy"

Jaime Armin Mejía, Texas State University, San Marcos, "English's 'Other': The Rhetorical Uses of Spanish in Chicano/a English Classes"

Community, Civic, & Public

D.42 Martin Luther King, Jr., Abraham Heschel, Malcolm X Speak: Religious Roots of Civil Rights Rhetoric

Cresthill Room, Third Floor

Chair: Kristine Johnson, Purdue University, West Lafayette, IN

Speakers: Patricia Bizzell, College of the Holy Cross, Worcester, MA, "Jewish Religious Ideas in the Civil Rights Rhetoric of Abraham Joshua Heschel"

Keith Miller, Arizona State University, Tempe, "Second Isaiah Lands in Washington, D.C.: Martin Luther King's 'I Have a Dream' as Biblical Narrative and Hermeneutic"

Elizabeth Vander Lei, Calvin College, Grand Rapids, MI, "To Mecca and Back Again: The Evolving Rhetoric of Malcolm X"

Community, Civic, & Public

D.43 "Our Legacies: Who We Are, Where We're From": Building Community through Storytelling and Legacy Writing

Private Dining Room 18, Fifth Floor

Chair: Deborah Mutnick, Long Island University, Brooklyn, NY

Speakers: Deborah Mutnick, Long Island University, Brooklyn, NY, "Dwelling Inside and Out"
Sophia Mavrogiannis, Long Island University, Brooklyn, NY, "Ghost Language"
Sarah Blazer, Long Island University, Brooklyn, NY, "Re-presenting Community: Oral History Texts"
Angela Koritsoglou, Antelope Valley College, Lancaster, CA, "'Road Kill': An Experience in Public Discourse"

Composition Programs

D.44 Dual-Enrollment and Its Impact on Composition Programs

Dearborn 2, Seventh Floor

Speakers: Tim Hacker, University of Tennessee at Martin, "Distance-Learning, Pedagogy, and Dual-Credit Composition"
Hugh Culick, Michigan Humanities Council, Lansing, "Dual-Enrollment in Michigan: Select Student Cohort Meets Strategies Based on Cultural Theorization"
Anna Culik, Michigan Humanities Council, Lansing, "Dual-Enrollment in Michigan: Select Student Cohort Meets Strategies Based on Cultural Theorization"
Cliff Toliver, Missouri Southern State University, Joplin, "Questions of Efficacy, Questions of Ethicality:A Review of Two English Dual-Enrollment Programs and College Composition"
Mary Lazar, Kent State University, Tuscarawas, New Philadelphia, OH, "The Increasing Significance of Dual-Enrollment Programs: A National Overview"

Practices of Teaching Writing

D.45 Gaining Voice(s): Student Feedback on Writing Courses about Writing

Clark 10, Seventh Floor

Chair: Doug Downs, Utah Valley State College, Orem
Speakers: Doug Downs, Utah Valley State College, Orem
Andrew Loveless, Utah Valley State College, Orem
Trisha Nicole, Utah Valley State College, Orem

Practices of Teaching Writing

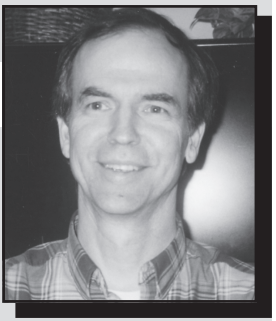
D.46 Lessons from History: The African American Voice

Parlor F, Sixth Floor

Chair: Kim Flachmann, California State University, Bakersfield
Speakers: Roxanne Spray, University of South Carolina, Columbia, "Lessons from History: The Role of Metacognition in Early African American Literary Societies"
Lena Ampadu, Towson University, Baltimore, MD, "Frederick Douglass and the Rhetoric of Masculinity"

E Sessions

4:45 p.m.–6:00 p.m.



Keith Miller

Featured Session

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

Monroe Ballroom, Sixth Floor

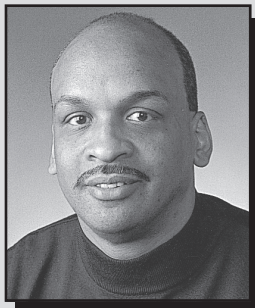
If music strikes a chord with you, this session is the key. It explores the ways in which African American music operates not only as an aesthetic, but also as a rhetorical and pedagogical agency. Focusing on the period of the Civil Rights movement, each presenter will explore the contribution that African American music – spirituals, blues, and soul – might make to discussions within the field of rhetoric and composition. Keith Gilyard begins with "We're a Winner: Tragicomic Hope in the Critical Language Classroom." Those familiar with Gilyard's work will recognize the title as a reference to lyricists like Curtis Mayfield, who bridged musical forms and connected his musical experiments specifically to social activism. His presentation will explore select manifestations of tragicomic hope in African American music. In other words, Gilyard's talk explores how music like Mayfield's becomes a soundtrack for an educated citizenry, one either already assembled or, during turbulent times, in the process of rapidly developing. Stephen Schneider's "We Shall Overcome: The Highlander Folk School, Music Education, and the Civil Rights Movement" explores music education at Highlander, and specifically investigates the ways that African American spirituals became a rhetorical agency—existing as a vehicle for cultural identity and memory—that helped to structure an emergent social movement. Lastly, the central claim of Adam Banks' "Communities and Writing on the One: Beyond the Service Learning Model of Community Literacy" is that the relationships that endure between music from the Soul era and African American struggles provided a powerful basis for writing instruction as collective inquiry and action.

Come hear the mix of music, rhetoric, and activism fine tuned.

Keith D. Miller, chair—Keith D. Miller is the author of *Voice of Deliverance: The Language of Martin Luther King, Jr., and It's Sources* and many scholarly essays in leading journals and collections. He is currently working on a book that will be titled *Martin Luther King's Biblical Epic: His Final and Greatest Speech.* A former WPA, he is Professor of English at Arizona State University.

Keith Gilyard is Distinguished Professor of English at the Pennsylvania State University, University Park. He has served on the executive committees of the National Council of Teachers of English (NCTE), the Conference on English Education (CEE), and the Conference on College Composition and Communication (CCCC). In 2000, he served as chair of CCCC. Gilyard has

lectured widely on language, literature, and education. He also has red his poetry at numerous venues and was a featured writer on the award-winning Annenberg/CPB television series *The Expanding Canon.*



Keith Gilyard

Author of numerous publications, Gilyard's books incluce *Voice of the Self: A Study of Language Competence* (1991), for which he received an American Book Award, *Let's Flip the Script, An African American Discourse on Language Literature, and Learning* (1996), and *Liberation Memories: The Rhetoric and Poetics of John Oliver Killers* (2003). In addition, he edited *Reflections on a Gift of Watermelon Pickle. . .And Other Modern Verse 2nd ed.* (with Stephen Dunning and others, 1995), *Spirit & Flame: An Anthology of Contemporary African American Poetry* (1997), *Race, Rhetoric, and Composition* (1999), *African American Literature* (with Anissa Wardi, 2004), and *Rhetoric and Ethnicity* (with Vorris Nunley, (2004). His poetry volumes include *American Forty* (1993), *Poemographies* (2001), and *How I Figure* (2003).

Stephen Schneider

Stephen Schneider is a Phd Candidate in Rhetoric and Composition at the Pennsylvania State University, University Park. His dissertation, tentatively titled *Organic Classrooms: Rhetorical Education at the Highlander Folk School, 1932–1961,* explores the contributions of educational activism to emerging social movements. His other research interests include rhetorical theory, critical pedagogy, social movement studies, and the intersections between adult education and rhetoric. His article, "Freedom Schooling: Stokely Carmichael and Critical Rhetorical Education," is forthcoming in *CCC*.

Adam Banks

Adam Banks is Assistant Professor in the Writing Program at Syracuse University where he specializes in African American Rhetoric, Composition and Technical Communication. A graduate of Penn State University, Banks, book, *Race, Rhetoric, and Technology: Searching for Higher Ground* with Lawrence Erlbaum Associates, and NCTE 2006, is expected to be a classic in the field.

Chair: Keith Miller, Arizona State University, Tempe

Speakers: Keith Gilyard, Pennsylvania State University, University Park, "We're a Winner: Tragicomic Hope in the Critical Language Classroom"

Stephen Schneider, Pennsylvania State University, University Park, "We Shall Overcome: The Highlander Folk School, Music Education and the Civil Rights Movement"

Adam Banks, Syracuse University, NY, "Communities and Writing on the One: Beyond the Service Learning Model of Community Literacy"

Computer Connection

Upper Exhibit Hall, Fourth Floor
4:45-6:00 p.m.

Writing Centers and Digital Composition

The Writing Center as a Location for Change: The Role of the Writing Center in Bridging the Gap between Formal and Informal Writing via the Use of Technology
Kate Pantelides, Tom Brandt, Sarah Wells Shivers, Sofia Reed, Venu Amar, and Mitch Phillips

Practices of Teaching Writing

E.02 College Board Standards for College Success in Writing

Private Dining Room 9, Third Floor

Chair: Arthur VanderVeen, The College Board, New York, NY

Speakers: Arthur VanderVeen, The College Board, New York, NY, "College Board Standards for College Success in Writing"

Rebecca Sipe, Eastern Michigan University, Ypsilanti, "College Board, NCTE, and NWP: A National Conversation about Writing"

Jeanneine Jones, University of North Carolina, Charlotte, "From Standards to Instruction: Case Studies from North Carolina and the College Board"

Practices of Teaching Writing

E.03 Closing the Gap between Process and Product: Building Bridges with Assessment Rubrics

Salon 2, Third Floor

Chair: KC Culver, The University of Miami, Coral Gables, FL

Speakers: Paul Conner, The University of Miami, Coral Gables, Florida, "Reconciling Product and Process: Constructing a Sound Theoretical Foundation for Creating Assessment Rubrics"

Zachary Waggoner, Arizona State University, Tempe, "Assessing Our Own Assessment: The Rubric as a Tool for Self-Reflection"

Darrel Elmore, The University of Miami, Coral Gables, FL, "Blueprint for a Rubric: The Key Components of Assessment"

Practices of Teaching Writing

E.04 Shifting Centers: Is This a Private Fight or Can Anyone Join?

Private Dining Room 6, Third Floor

Chair: James Wright, Houston Community College, Southwest Houston, TX

Speakers: Lee Harrison, Houston Community College, Southwest Houston, TX, "M(other) Tongues: The Rhetorics of Class"

James Wright, Houston Community College, Southwest Houston, TX, "Who Ya Callin' Metatextual: Class Politics and Class Rhetorics"

Alan Ainsworth, Houston Community College, Central Houston, TX, "So Outside the Margins as to Create a New Page"

Joe McDade, Houston Community College, Northeast Houston, TX, "Composition, Rhetoric, and the Thin Blue Line"

Practices of Teaching Writing

E.05 The Students We Hate: How to Keep Problem Students from Destroying the Classroom Community

Private Dining Room 5, Third Floor

Chair: Hephzibah Roskelly, University of North Carolina at Greensboro

Speakers: Kathleen McEvoy, Washington & Jefferson College, Washington, PA, "'Are you my momma?': Dealing with the Ducklings"

Pamela Whitfield, Rochester Community and Technical College, MN, "The Drama Queen (or King)"

Shannon C. Stewart, Coastal Carolina University, Conway, SC, "Princess Perfect and Her Know-It-All Court"

Amy S. Gerald, University of North Carolina at Charlotte, "Teacher Authority and the Male Resistor"

Practices of Teaching Writing

E.06 Composition Teaching Practices, for Adjuncts, by Adjuncts

Private Dining Room 4, Third Floor

Chair: James McDonald, University of Louisiana at Lafayette

Speakers: Nancy McMahon, Madison Area Technical College, WI, "Fighting Chronic Adjunct Fatigue Syndrome"

Joan Grosse, Madison Area Technical College, WI, "Fighting Chronic Adjunct Wasting Disease"

Robert Samuels, University of California, Los Angeles, "Lessening the Load: Effective Grading and Conferencing"

Alyson Indrunas, Cascadia Community College/Everett Community College/North Seattle Community College, Seattle, WA, "One Lesson Plan, Four Different Campuses: Being A Freeway Flyer"

Dawnelle Jager, Syracuse University/SUNY, College of Environmental Science/Forestry, Syracuse, NY, "Parting the Private and State Seas: Survival of the Slickest"

Respondent: Kristy Starks-Winn, University of Tennessee at Chattanooga

Practices of Teaching Writing

E.07 Easing the Transition: Creating Communities for Transfer Students

Parlor A, Sixth Floor

Chair: Bruce Beiderwell, University of California, Los Angeles

Presenters: Sandra Mano, University of California, Los Angeles, "Changing Hearts and Minds through Community Service"

Bonnie Lisle, University of California, Los Angeles, "Researching Education to Make Sense of Student Life"

Practices of Teaching Writing

E.08 Mainstreaming Basic Writing: Addressing Institutional Goals and Student Needs

Private Dining Room 17, Fifth Floor

Chair: Trixie G. Smith, Middle Tennessee State University, Murfreesboro

Speakers: Sheila Otto, Middle Tennessee State University, Murfreesboro, "Designing a Site-Specific Studio Course for Mainstreaming Basic Writing"

Crosby Hunt, Middle Tennessee State University, Murfreesboro, "Designing a Site-Specific Studio Course for Mainstreaming Basic Writing"

Victoria Smith Knierim, Middle Tennessee State University, Murfreesboro, "The Writers' Studio: Creating a Safe Space for Beginning Writers"

Gwendolyn Hale, Middle Tennessee State University, Murfreesboro, "Oppression and Expectations: Mainstreaming and the Studio Approach"

Practices of Teaching Writing

E.09 Personal, Contrapuntal, and Teacherless Pedagogies

Private Dining Room 16, Fifth Floor

Speakers: Erika Nanes, University of Southern California, Los Angeles, "Contrapuntal Pedagogies: Dialogue and Dialogism in the First-Year Composition Classroom"

Danielle Hinrichs, University of Southern California, Los Angeles, "Contrapuntal Pedagogies: Dialogue and Dialogism in the First-Year Composition Classroom"

Gwenn Speck, Ball State University, Muncie, IN, "Toward a Personal Pedagogy: Liberating the Death Story"

Julie Gates, Angelo State University, San Angelo, TX, "Writing without Teachers and without Identity: The Coexistence of Expressivist and Postmodern Pedagogies in a Freshman WAC Classroom"

Composition Programs

E.10 Dynamic Criteria Mapping in Action: Reports from the Field

Salon 10, Third Floor

Chair: Michael Spooner, Utah State University Press, Logan

Speakers: Bob Broad, Illinois State University, Normal, "Dynamic Criteria Mapping in Action—Reports from the Field"

Joel Haefner, Illinois Wesleyan University, Bloomington, "Laying the Groundwork: Embedding DCM in Institutional Change"

Barry Alford, Mid-Michigan Community College, Mt. Pleasant, "DCM Meets Gen Ed: Writing Assessment Across the Curriculum"

Composition Programs

E.11 Preparing New Graduate Teaching Assistants and Tutors: Critical Pedagogy, Second Language Writing, and Rhetorical Tutoring

Salon 8, Third Floor

Chair: Duane Roen, Arizona State University–East Mesa

Speakers: Anne-Marie Hall, University of Arizona, Tucson, "Uncovering Stories, Finding Key Words: Creating Graduate TAs within a Movement for Social Change"

Kate Mangelsdorf, University of Texas–El Paso, "Integrating Second Language Writing Theories into TA and Tutor Preparation Programs"

Clyde Moneyhun, Stanford University, CA, "Rhetorical Tutor Training"

Composition Programs

E.12 Allying against Institutional Racism: Teaching about Whiteness in Predominantly White Institutions

Salon 7, Third Floor

Chair: Frankie Condon, St. Cloud State University, MN

Speakers: Frankie Condon, St. Cloud State University, MN, "Theory and Practice of Teaching White Awareness in the Writing Center and the Writing Classroom"

Margaret Carroll, Rhode Island College, Providence, "Writing Centers against Racism: Teaching White Awareness at a Comprehensive Public Institution"

Anne Ellen Geller, Clark University, Worcester, MA, "Writing Centers against Racism: Teaching White Awareness at a Private Research Institution"

Veeder Rex, St. Cloud State University, MN, "Temporary Harbors in the Contact Zone"

Composition Programs

E.13 Writing History: Finding Place and Cyberspace in an Undergraduate Cross-Disciplinary Learning Community

Clark 5, Seventh Floor

Chair: Mary Gray, The University of Houston, TX
Speakers: Mary Gray, The University of Houston College of Education, TX
Sabrina Marsh, The University of Houston College of Education, TX

Composition Programs

E.14 Beyond the Writing Program Culture: Making "My" Community "Our" Community

Salon 11, Third Floor

Chair: Deborah Rossen-Knill, University of Rochester, NY
Speakers: Amy Fenstermaker, University of Rochester, NY, "Ready or Not, Here We Come: Transferring Skills from First-Year Writing to a Later Context"
Jennifer Douglas, University of Rochester, NY, "How Do Session Summaries Affect Perceptions of the Tutor's Role?"
Deborah Rossen-Knill, University of Rochester, NY, "What Are Our Cultural Perceptions of Peer Interaction Activities?"
Tanya Bakhmetyeva, University of Rochester, NY, "Writing with Others: Promoting a Dialogic Classroom"

Theory

E.15 Writing on the Electronic Frontier

Salon 12, Third Floor

Chair: Jennifer Trainor, Santa Clara University, CA
Speakers: Alyssa O'Brien, Stanford University, CA, "Experimental E-Zines: Composition for the Community through Social Entrepreneurial Writing Projects"
Christine Alfano, Stanford University, CA, "Wikiworlds and Blogospheres: Collaborations and Conversations in Online Communities"

Theory

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

Salon 5, Third Floor

Chair: Edward Fristrom, St. Joseph's University, Philadelphia, PA

Speakers: Deirdre McMahon, St. Joseph's University, Philadelphia, PA, "'Hideous Progeny' Come to Life: Gender, Patchwork Plagiarism, and Authority"

Jason Mezey, St. Joseph's University, Philadelphia, PA, "Creating Our Own Monsters: Alienated Student Labor and the Decomposition of Academic Honesty"

Edward Fristrom, St. Joseph's University, Philadelphia, PA, "Toward a Pedagogy of Plagiarism"

Theory

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

Salon 6, Third Floor

Chair: William Klein, University of Missouri, St. Louis

Speakers: Lance Massey, Elon University, NC, "Complexity Theory in Composition: Making It Even More Interdisciplinary"

Rebecca Mitchell, University of California, Santa Barbara, "The Reader-Response Response: Incorporating Theory in the Composition Classroom"

Stephanie Wade, Stony Brook University, NY, "'To wage a war on totality': Narrative as Critical Practice"

Theory

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

Private Dining Room 7, Third Floor

Chair: Christy Friend, University of South Carolina, Columbia

Speakers: Brooke Rollins, University of South Carolina, Columbia, "Ethos and Moral Character: Composing Ethical Proofs in the Center Spaces"

Brian Henderson, University of South Carolina, Columbia, "Remaining Between: Kenneth Burke, Eco-Logos, and the First-Year Writing Pedagogy"

Paul Cook, University of South Carolina, Columbia, "Forging a Pedagogy of Pathos in the Late Capitalist University"

Theory

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

Salon 1, Third Floor

Chair: Anis Bawarshi, University of Washington, Seattle

Speakers: Rachel T. Goldberg, University of Washington, Seattle, "Living Theory and Global Responsibility: Reconciling the Theory-Praxis Polarity"

Cathryn Cabral, University of Washington, Seattle, "Using Composition Curricula to Uproot Linguistic Imperialism: Strategies for Constructing Critically Conscious Spaces"

Jennifer Halpin, University of Washington, Seattle, "Voices Outside the Safe Spaces: Will Students Exercise Sustainable Linguistic Awareness in the Global Community?"

History

E.20 Neglected Notables: Hallie Quinn Brown, Meridel Le Sueur, and Richard S. Beal

Clark 10, Seventh Floor

Chair: Kirsti Cole, Arizona State University, Tempe

Speakers: Sue Carter, Bowling Green State University, "Hallie Quinn Brown's Homespun Heroines: Biographical Tropes by and for African American Women"

Carol Mohrbacher, St. Cloud State University, MN, "Metaphors from the Margins"

O. Brian Kaufman, University of Rhode Island, Kingston, "Advocating Late-1960s Black Reader-Rhetorics: A Study of Richard S. Beal's Letters?"

History

E.21 The History of the Future of Writing— Part One

LaSalle 5, Seventh Floor

Chair: Michelle Kendrick, Washington State University, Vancouver

Speakers: Michelle Kendrick, Washington State University, Vancouver, "Complexity and Simplicity"

Mary Hocks, Georgia State University, Atlanta, "Where are My Collaborators?"

Damian Baca-Espinosa, Michigan State University, East Lansing, "'Color on Hard Surfaces': Non-Western Definitions of Writing"

Research

E.22 Research in Composition: Are We on the Right Track?

Parlor F, Sixth Floor

Chair: Charles Bazerman, University of California–Santa Barbara

Speakers: Margot Soven, LaSalle University, PA, "WAC Research: A New Agenda"

Susan McLeod, University of California, Santa Barbara, "WAC Research: A New Agenda"

Lucille McCarthy, University of Maryland, Baltimore County, "Qualitative Research: Jousting with the Windmills of Science"

Jaime Longo, Temple University, Philadelphia, PA, "Tracking Writing: Honors Writers, Basic Writers, and the Development of Argument"

Research

E.23 Studying Indigenous Rhetorics: Methodology, Ethics, and Practice

Parlor G, Sixth Floor

Chair: Susan Ramono, University of New Mexico, Albuquerque

Speakers: Jim Burbank, University of New Mexico, Albuquerque, "The Sacred and the Secret: Pueblo Rhetorics of Protection and Power"

David Aglow, University of New Mexico, Albuquerque, "The Gods Must Be Sane: Amazonian Magical Rhetoric from a Participant's Perspective"

Research

E.24 Making Technology Real: Three Studies in the Rhetorical Constitution of Technologies

Salon 3, Third Floor

Chair: Clay Spinuzzi, University of Texas at Austin

Speakers: Clay Spinuzzi, University of Texas at Austin, "Translating Universal Service: Shifting Arguments in Telecommunications Policy, 1907–2006"

Brenton Faber, Clarkson University, Potsdam, NY, "The Public Rhetoric of Nanotechnology: 1986–2005"

Mark Zachry, Utah State University, Logan, "Composed Agents: The Role of Text in the Formation of Marketable Technologies"

Information Technologies

E.25 Building Identity and Community Online

Parlor H, Sixth Floor

Chair: Melinda Yeomans, Carbondale, IL

Speakers: Michele Polak, Miami University, Oxford, OH, "'Why Am I Obsessed with the Stupid Facebook?': Building Social Structures in a Campus-Wide Online Community and Beyond"

Mary Elizabeth Sullivan, Kent State University, OH, "It's all fun and gaming 'til someone gets her eye poked out': Collaboration and Conflict in Women's Online Gaming Communities"

Holly Hassel, University of Wisconsin-Marathon County, Wausau, "Collaborating in Cyberspace: Cross-institutionally Developing an Online First-Year Composition Resource"

Information Technologies

E.26 E-Portfolios and Composition

Wabash Room, Third Floor

Chair: Michelle Solomon, SUNY, Stony Brook, NY

Speakers: Kay Halasek, Ohio State University, Columbus, "eResponse: Fostering Revision through ePortfolio Technologies"

Douglas Walls, University of Nevada, Reno, "Electronic Portfolios and First-Year Writing Programs: Who Is Using Them, Where, and Why?"

Institutional and Professional

E.27 Linking Learning Communities at a Small College: The Writing Program, Undergraduate Research, and Honors

Burnham 2, Seventh Floor

Chair: Christina McDonald, VMI, Lexington, VA

Speakers: Robert McDonald, VMI, Lexington, VA, "Enabling and Valuing Collaborations for Integrative Learning: An Institutional Perspective"

Emily Miller, VMI, Lexington, VA, "Moving Students' Writing Out of the Classroom"

Christina McDonald, VMI, Lexington, VA, "Centering Writing: Collaborations across Programs"

Institutional and Professional

E.28 Why Plagiarism Makes Sense in the Digital Age: Copying, Remixing, and Composing

Montrose 1, Seventh Floor

Chair: James Porter, Michigan State University, East Lansing

Speakers: Catherine Latterell, Penn State University, Altoona, PA, "What Is Remix Culture?"

James Porter, Michigan State University, East Lansing, "Forget Plagiarism, Teach Filesharing and Fair Use"
Dànielle Nicole DeVoss, Michigan State University, East Lansing, "Pastiche, Remix, the RIAA, and/in the Writing Classroom"
Johndan Johnson-Eilola, Clarkson University, Potsdam, NY, "Plagiarism, Originality, Assemblage"
Stuart Selber, Penn State University, University Park, PA, "Plagiarism, Originality, Assemblage"

Institutional and Professional

E.29 Assessing the Middle: Rising Junior Assessment in Project GASPE

Parlor E, Sixth Floor

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

Institutional and Professional

E.30 Centering WAC at CUNY: Assessing CUNY's WAC Initiatives

Burnham 1, Seventh Floor

Speakers: Michael Cripps, York College, CUNY, Jamaica, NY, "Assessing Our Community: Common Ground and Difference"
Linda Stanley, Queensborough Community College, CUNY, Bayside, NY, "Taking an Inventory of WAC Faculty Development Assessment at CUNY"
Mary Soliday, City College of New York, CUNY, Bronx, NY, "Assessing Student Learning in CUNY WAC Programs"
Kate Garretson, Kingsborough Community College, CUNY, Brooklyn, NY, "Writing Fellows at CUNY"

Institutional and Professional

E.31 Tentative Reconstitutions in Higher Ed Institutions: Writing Studio Experiences and Other Thirdspace Excursions

Crystal Room, Third Floor

Chair: Jacqueline Brice-Finch, Coppin State University, Baltimore, MD
Speakers: Nancy Thompson, University of South Carolina, Columbia, "Tentative Reconstitutions in Higher Ed Institutions: Writing Studio Experiences and Other Thirdspace Excursions"
Rhonda Grego, Benedict College, Columbia, SC, "Tentative Reconstitutions in Higher Ed Institutions: Writing Studio Experiences and Other Thirdspace Excursions"

Language

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

Montrose 7, Seventh Floor

Chair: Christine Heilman, College of Mount St. Joseph, Cincinnati, OH

Speakers: Catherine Mazak, University of Puerto Rico, Mayagüez, "Language Brokering as Border Crossing: English Literacy Practices in a Puerto Rican Community"

Marcy Tucker, University of Central Arkansas, Conway, "Inclusive Rhetoric: Writing to Be Read Outside the Safe Places"

Kristine Hansen, Brigham Young University, Provo, UT, "Crossing the Border into Standard Written English: What Works, What Doesn't"

Language

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

Salon 4, Third Floor

Chair: Margaret Strain, University of Dayton, OH

Speakers: Andru Heckman, University of Dayton, OH, "Embodied Rhetoric and the Asian American Experience"

Robyn Reed, University of Dayton, OH, "Subject to Change: Discourses on Race, Identity, and Language"

Tanya Firestone, University of Dayton, OH, "Fashion, Form, and Fabric: A Feminist Response"

Creative Writing

E.34 The Workshop as Center Space: Articulating a (More) Creative Writing Pedagogy

Dearborn 3, Seventh Floor

Chair: Tamara Fish, University of Houston, TX

Speakers: Kate Schmitt, University of Houston, TX, "The Workshop as Center Space: Lessons from Rhet/Comp"

Jeanine Walker, University of Houston, TX "The Workshop as Center Space:The Role of Audience"

Darin Ciccotelli, University of Houston, TX, "The Workshop as Center Space: Demystification, Disruption, and the Role of Originality"

Professional and Technical Writing

E.35 Professional Communication: Presence and Absence

Parlor D, Sixth Floor

Speakers: Scott Jones, Indiana University, Kokomo, "Absent Friends: Finding Space for Professional Communication at CCCC"

Tim Peeples, Elon University, NC, "'But I Can't Picture It': Visual Rhetoric, Deliberative Democracy, and Critical (Project/Publications) Management"

Angela Petit, College America Educational Services, Salt Lake City, UT, "Imagining Borders: The Professional Writing Program, the Non-Academic Sphere, and the Global Economy"

Professional and Technical Writing

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

Burnham 4, Seventh Floor

Chair: David Bleich, University of Rochester, NY

Speakers: Margaret Willard-Traub, Oakland University, Rochester, MI, "Material Witnessing: The Rhetoric of Contemporary Capital Mitigation"

Amy Smith, San Francisco State University, CA, "Misunderstanding Mitigation: Comprehension and Language in Capital Cases"

Emily Hughes, DePaul University College of Law, Chicago, IL, "Capital Litigation: The Ethical Limits of Language"

Respondent: David Bleich, University of Rochester, NY

Community, Civic, & Public

E.37 Communities in Conversation: What Makes Community Writing?

Private Dining Room 18, Fifth Floor

Chair: Annie Knepler, Journal of Ordinary Thought, Chicago, IL

Speakers: Linda Shohet, The Centre for Literacy, Dawson College, Montreal, Quebec, Canada, "Local Literacies and Community Writing: The Question of Sustainability"

Evelyn Delgado, Journal of Ordinary Thought, Chicago, IL, "Communities in Conversation: What Makes Community Writing?"

Julie Parson-Nesbitt, Young Chicago Authors, Chicago, IL, "Never Mind What They're Selling, It's What You're Buying: Creating Participants vs. Consumers"

Institutional and Professional

E.38 Consultation Session on Issues Related to Second Language Writing

Dearborn 1, Seventh Floor

Chair: Deborah Crusan, Wright State University, Dayton, OH
Respondents: Diane Belcher, Georgia State University, Atlanta
Colleen Brice, Grand Valley State University, Allendale, MI
Christine Pearson, Casanave Teachers College, Columbia University, Tokyo, Japan
Ulla Connor, Indiana University-Purdue University, Indianapolis
Dana Ferris, California State University, Sacramento
Ann M. Johns, San Diego State University, CA
Ilona Leki, University of Tennessee, Knoxville
Paul Kei Matsuda, University of New Hampshire, Durham
Tony Silva, Purdue University, West Lafayette, IN
Margi Wald, University of California, Berkeley
Sara Cushing, Weigle Georgia State University, Atlanta
Jessica Williams, University of Illinois, Chicago
Carol Severino, University of Iowa, Iowa City

Community, Civic, & Public

E.39 From Self to Community: Strategies for Initiating Writers into Critical Consciousness

Private Dining Room 8, Third Floor

Chair: Kathleen Jernquist, United States Coast Guard Academy, New London, CT
Speakers: Kathleen Jernquist, United States Coast Guard Academy, New London, CT," Introducing Writers to Their Multiplicity of Selves"
Jennifer Campbell, Roger Williams University, Bristol, RI, "Creating the Writer as Citizen Self"
Jenna Baddeley, Connecticut College, New London, CT, "Writing the Leader Self"

Community, Civic, & Public

E.40 Building a Community Writing Center

LaSalle 2, Seventh Floor

Chair: Tiffany Rousculp, Salt Lake City Community College, UT
Speakers: Julie Wilson, University of North Carolina at Chapel Hill
Dawn Fels, Indiana University of Pennsylvania
Melissa Tedrowe, University of Wisconsin at Madison

Community, Civic, & Public

E.41 Wars with Words: Rhetorical Strategies for the Justification of War

LaSalle 3, Seventh Floor

Chair: Vincent Casaregola, St. Louis University, MO

Speakers: Robert Blaskiewicz, St. Louis University, MO, "The Rhetoric of Enemy Making"

Patrick Mannix, Myers University, Cleveland, OH, "Appropriating the Apocalypse: The Rhetoric of Nuclear Disaster and the Selling of the Iraq War"

Vincent Casaregola, St. Louis University, MO, "'Onward Christian Soldiers': Crusading Rhetoric, American Exceptionalism, and the War on Terror"

History

E.42 Activist Literacies: Building Movements with Adult Literacy Education

LaSalle 1, Seventh Floor

Speakers: Julie Christoph, University of Puget Sound, Tacoma, WA, "'I Know the Illiterates, and I Have Great Pity for Them': Laubach Literacy International and the Construction of Adult Illiteracy"

Jonathan Hunt, Stanford University, CA, "Red Pedagogy: Education for Struggle in US Workers Schools"

Bryan Trabold, Transylvania University, Lexington, KY, "Critical Literacy in Apartheid South Africa: An Analysis of the New Nation's Reading and Writing Lessons"

Respondent: Chris Gallagher, University of Nebraska, Lincoln

Information Technologies

E.43 Cyber Teaching in the Center Spaces

Clark 7, Seventh Floor

Chair: Jane Wagoner, Wright College, Chicago, IL

Speakers: Lisa Shoemaker, State Fair Community College, Sedalia, "Preparing for the Center Spaces: Lowering Attrition Rates through Assessing and Advising"

Michael Johanyak, The University of Akron, Summit College, OH, "Teaching in the Center Spaces: Innovative Scheduling and the Delivery of Multi-Modal Lessons"

Jane Wagoner, Wright College, Chicago, IL, "Sharing the Center Spaces: Creating a Sense of Community in the Virtual Classroom"

Practices of Teaching Writing

E.44 Comp and Circumstance: Writing Assignments across English Departments

Dearborn 2, Seventh Floor

Chair: Cara Ogburn, University of Wisconsin–Milwaukee

Speakers: Cara Ogburn, University of Wisconsin–Milwaukee, "Composition, Literature, and the 'Other Arts'"

Susan Kerns, University of Wisconsin–Milwaukee, "Compos(t)ing Non-FYC Courses: Regenerating Film Studies Curriculum Out of Composition Theory"

Ruth Wollersheim, University of Wisconsin–Milwaukee, "Compos(t)ing Non-FYC Courses: Regenerating Film Studies Curriculum Out of Composition Theory"

Theory

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

Salon 9, Third Floor

Chair: Timothy Strode, Nassau Community College, Garden City, NY

Speakers: Timothy Strode, Nassau Community College, Garden City, NY, "Taken by Surprise: Levinas, Hip Hop, and the Composition Classroom"

Michael Angelone, Cal State-Sacramento, "Hip Hop and the Racial Politics of Teaching"

Tim Wood, Nassau Community College, Garden City, NY, "Hip Hop's Pedagogy of Transgression"

Special Interest Groups

6:30 p.m.–7:30 p.m.

TSIG.01 Teaching Adult Writers in Diverse Contexts

Salon 3, Third Floor

Chair: Kimme Nuckles, Baker College, Auburn Hills, MI
Speakers: Kimme Nuckles, Baker College, Auburn Hills, MI, "The Community of Adult Learners in Composition"
Sandra Valensky, Baker College, Auburn Hills, MI, " The Culture of Basic Writing in the Adult Learner Community"
Barbara Gleason, City College, CUNY, New York City, "Building a Community of Adult Literacy"
Linda Brender, Macomb Community College, MI, "The Coalition of the Workplace and the Academy for Adult Learners"
Nancy McGee, Macomb Community College, MI
Sonia Feder-Lewis, Saint Mary's University of Minnesota, "Perspectives on Student-Teacher Relationships in Adult Learner Oriented Compositon Courses"
Christine Photinos, National University, San Diego, CA, "Adult Learners in Online Writing Classes"

TSIG.02 Wiki Rhetoricians SIG

Clark 7, Seventh Floor

Chair: Joe Moxley, University of South Florida, Tampa
Discussion Leaders: Michael Morgan, Bemidji State University, MN
Joe Moxley, University of South Florida, Tampa

TSIG.03 CCCC Chapter of the Kenneth Burke Society: Teaching with Burke

LaSalle 2, Seventh Floor

Chair: Elizabeth Weiser, Ohio State University, Newark
Speakers: Elizabeth Weiser, Ohio State University, Newark, "Using the Pentad for Argument Analysis and Conflict Resolution"
Billie Jones, Shippensburg University, PA, "Division: A Necessary Expression in the Equation of Community Building"
Wendy Hesford, Ohio State University, Columbus, "Traveling Identifications: Burke, Visual Rhetoric, & First-Year Writing"
Jason Waite, Rensselaer Polytechnic Institute, Troy, NY, "Internal Persuasion and the Writing Classroom"
Paul Casey, Occidental College, Los Angeles, CA, "Design and Desire: Teaching Intention to Writing Students"

TSIG.04 High School/College Articulation

Dearborn 1, Seventh Floor

Chair: Christel Taylor, University of Wisconsin-Waukesha

Speakers: Debra S. Knutson, Shawnee State University, Portsmouth, OH, "The P.O.P. Culture: Helping Students in a 'Postsecondary Options Program' become Part of the College Community"

Christel Taylor, University of Wisconsin-Waukesha, "What First-Year Experience Research Can Teach Us about Students' Transitions as Writers"

Eileen Bularzik, Illinois State University, Normal, "Using High School Professional Development Workshops to Promote Mutual Understanding"

Katherine Frank Dvorsky, Colorado State University, Pueblo, "Fostering Communication and Collaboration through Dual-Credit Programs"

Alan Blackstock, Utah State University, Uintah Basin, "Weapons of Mass Instruction: Teaching College English to High School Students via Interactive TV"

Kimberly S. Dozier, College of the Desert, Palm Desert, CA, "Articulation as Continuum: Placing Compositon in Context for Students"

TSIG.05 Second Language Writing: A Focus for Faculty Development

Wabash, Third Floor

Speakers: Carolyn Sterling-Deer, LaGuardia Community College, Long Island City, NY

Jarek Michalonek, LaGuardia Community College, Long Island City, NY

TSIG.06 Writing Center Theory and Practice: Key Issues

Burnham 4, Seventh Floor

Chair: Clint Gardner, Salt Lake Community College, UT

Discussion Leaders: James Inman, University of Tennessee, Chattanooga

Muriel Harris, Purdue University, West Lafayette, IN

Jeanette Jordan, Glenbrook North High School, IL

William Macauley, Mount Union College, Alliance, OH

Ben Rafoth, Indiana University of Pennsylvania

Clint Gardner, Salt Lake Community College, UT

Pamela Childers, The McCallie School, Chattanooga, TN

TSIG.07 Minding the Body, Embodying the Mind: Moving between Creative Writing and Composition

Parlor F, Sixth Floor

Chair: Mary Ann Cain, Indiana University-Purdue University, Fort Wayne

Speakers: Mary Ann Cain, Indiana University-Purdue University Fort Wayne, "Minding the Body, Embodying the Mind: Moving between Creative Writing and Composition"

Erin Pushman, Limestone College, Gaffney, SC, "Composing from the Toes Up"

Katherine Wills, Indiana University-Purdue University, Columbus, "'Hot Eats Around the Corner and Sex in Their Pockets': Chicago, the Visceral City"

Janine DeBaise, SUNY-ESF, Syracuse, "Drumbeat, Shimmy, Breath"

Judith Spector, Indiana University-Purdue University, Columbus, "Shopping in Chicago as Part of Writing a Life"

TSIG.08 Language, Linguistics, and Writing: What Should Teachers and Students Know about Language?

Salon 2, Third Floor

Chair: MaryAnn Crawford, Central Michigan University, Mount Pleasant

Speakers: Eleanor Kutz, University of Massachusetts, Boston

Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis

Craig Hancock, University at Albany, NY

Arthur Palacas, University of Akron, OH

Kathy Sohn, Pikeville College, KY, "Appalachian Language Awareness"

Martha Swearingen, UDC, Washington, DC

Luisa Rodriguez-Connal, University of Detroit, Mercy, MI

Peter Elbow, University of Massachusetts, Amherst

TSIG.09 Symposium on Rhetoric and Christian Tradition

Salon 10, Third Floor

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

Speakers: Priscilla Perkins, Roosevelt University, Chicago, IL, "Composition Teaching and Christian Tradition"

Janene Lewis, University of Mary Hardin-Baylor, Belton, TX, "Composition Teaching and Christian Tradition"

Shari Stenberg, Creighton University, Omaha, NE, "Critical Thinking and Christian Tradition"

Judy Hebb, Atlanta Christian College, GA, "Critical Thought and Christian Tradition"

Mark Haas, Geneva College, Beaver Falls, PA, "Critical Thinking and Christian Tradition"

Tara McIlmoil, North Carolina State University, Raleigh, "Critical Thinking and Christian Tradition"

Suzanne Kesler Rumsey, Michigan State University, East Lansing, "Literacy Practices in Christian Traditions"

Joleen Hanson, University of New Hampshire, Durham, "Literacy Practices in Christian Tradition"

Laurie A. Smith, St. Louis University, MO, "Literacy Practices in Christian Traditions"

Tarez Samra Graban, Purdue University, West Lafayette, IN, "Rhetorical Practices in Christian Traditions"

Bob Whipple, Creighton University, Omaha, NE, "Rhetorical Practices in Christian Traditions"

Joonna Smitherman, Trapp Northwestern College, Orange City, IA, "Rhetorical Practices in Christian Traditions"

Kilian McCurrie, Columbia College, Chicago, IL, "History of Rhetoric and Christian Tradition"

Kristine Johnson, Purdue University, West Lafayette, IN, "History of Rhetoric and Christian Tradition"

Chandra Lewis-Qualls, Abilene Christian University, TX, "Composition Teaching and Christian Tradition"

Rose Metts, Savannah State University, GA, "Rhetorical Practices in Christian Traditions"

Kristia Nora, Calvin College, Grand Rapids, MI

TSIG.10 Film, Television, and Visual Rhetoric Special Interest Group

Parlor H, Sixth Floor

Chair: Donna Dunbar-Odom, Texas A&M University–Commerce

Facilitators: Johanna Schmertz, University of Houston–Downtown, TX, "Theoretical Approaches to Using Media in the Writing Class"

Gary Thompson, Saginaw Valley State University, University Center, MI, "Visual Argument in the Writing Class"

Todd Heyden, Pace University, New York, NY, "The Pedagogy and Practice of Bringing Media into the Writing Classroom"

TSIG.11 Special Interest Group: Composition/English Education Connections

Dearborn 3, Seventh Floor

Chairs: Mark Letcher, University of Oklahoma, Norman
Elizabeth Brockman, Central Michigan University, Mt. Pleasant

Speakers: Elizabeth Brockman, Central Michigan University, Mt. Pleasant, "Piloting a New Field Experience Placement: ENG 101"

Marcy Taylor, Central Michigan University, Mt. Pleasant, "Piloting a New Field Experience Placement: ENG 101"

Laura Grow, Central Michigan University, Mt. Pleasant, "Piloting a New Field Experience Placement: ENG 101"

Mary Rosalez, Central Michigan University, Mt. Pleasant, "Piloting a New Field Experience Placement: ENG 101"

Jennifer Trainor, Santa Clara University, CA, "Writing with Teachers: The Undergraduate Major, Teacher Education, and Composition Studies"

Kia Jane Richmond, Northern Michigan University, Marquette, "Teaching Writing to Teachers of K–12: Different Passions but Similar Goals"

Jonathan Bush, Western Michigan University, Kalamazoo, "But What About After They Leave the University? Writing Teacher Education for New Teachers"

Richard Gebhardt, Bowling Green State University, Findlay, OH, "Seeking Crossovers in Writing Teacher Courses"

Virginia Jones, University of North Carolina at Pembroke, "Toward a Worthwhile Partnership: One Writing Center's Efforts for English Education Majors"

Steve Fox, Indiana University-Purdue University, Indianapolis, "Making Connections with the School of Education"

Jason Wirtz, Michigan State University, East Lansing, "Establishing an Ecology of English Education: The Interdisciplinary Nature of Our Field as Its Strength"

Karen Vocke, Western Michigan University, Kalamazoo, "Writing as Community: Creating an Optimal Learning Community for Migrant Farm Worker Children"

Patricia Dunn, Stony Brook University, NY, "Teaching Writing Teachers through Grammar Rants"

William Broz, University of Northern Iowa, Cedar Falls, "Fast Food Friday Night Ophelia's: Book-Length Nonfiction Texts in First-Year Composition"

Rick Hansen, California State University, Fresno, "Teaching Is Writing: Refocusing the Pre-Service Student's Literacy Orientation"

(con't)

Frances Johnson, Rowan University, Glassboro, NJ, "Valuing All Faculty Voices"
Kenneth Lindblom, Stony Brook University, NY, "The Post-9/11 Writing Teacher Educator"
Leah Zuidema, Michigan State University, East Lansing, "Bringing the Politics of Composition Education to Life for Preservice Teachers"

TSIG.13 Writing Centers and OWLs: ESL Writing Instruction Outside of the Classroom

Salon 11, Third Floor

Chairs: Kevin Eric De Pew, Old Dominion University, Norfolk, VA
Susan K. Miller, Mesa Community College, AZ
Speakers: Paula Gillespie, Marquette University, Milwaukee, WI, "Putting Our Training to the Test: Preparing Tutors to Work with ESL Writers"
Sarah Rilling, Kent State University, Salem, OH, "Challenges of Tutoring Second Language Writers Online"
Respondent: Carol Severino, University of Iowa, Iowa City

TSIG.14 Community Literacy and Service-Learning

LaSalle 1, Seventh Floor

Chair: Cole Bennett, Abilene Christian University, TX
Speakers: Adrian Wurr, University of North Carolina, Greensboro
Jayne Moneysmith, Kent State University, Canton, OH
Tracy Hamler, Carrick Colby College, Waterville, ME
Teresa Kramer, Southern Illinois University, Carbondale
Deborah Bertsch, Columbus State Community College, OH
Cathy Sayer, Wright State University, Dayton, OH
Nancy Nester, Roger Williams University, Bristol, RI
Blake Scott, University of Central Florida, Casselberry
Amy Rupiper Taggart, North Dakota State University, Fargo
Cheryl Hoffstetter Duffy, Fort Hays State University, Hays, KS
Tobi Jacobi, Colorado State University, Fort Collins

TSIG.15 MFA SIG

Salon 12, Third Floor

Chair: Kendra Matko, Michigan State University, East Lansing
Speakers: Leonora Smith, Michigan State University, East Lansing, "Writing at an Artists' Colony"
Jason Wirtz, Michigan State University, East Lansing, "Combining the Creative and the Academic"
Kendra Matko, Michigan State University, East Lansing, "Not of Two Minds: Creative Writing and Technical Communication"
Ahimsa Timoteo Bodhran, Michigan State University, East Lansing,

"Decolonial Poetics, Ethnic Studies, and Multigenre/Multimedia/Multilingual Assignments in the Composition Classroom"

TSIG.16 ATTW SIG: Building TW Courses & Programs

Burnham 1, Seventh Floor

Chair: Karen Schnakenberg, Carnegie Mellon, Pittsburgh, PA

Speakers: Mike Markel, Boise State University, ID, "What TC Students Want and What They Need"

Michael Salvo, Purdue University, West Lafayette, IN, "TC Courses: Content, Focus, Resources"

Kaye Adkins, Missouri Western State University, St. Joseph, "TC Programs in Mid-life Crisis"

Carroll Nardone, Sam Houston State University, Huntsville, TX, "Program Development for Lone Rangers"

David Sapp, Fairfield University, CT, "Program Development for Lone Rangers"

Molly Johnson, University of Houston-Downtown, TX, "Developing & Maintaining Graduate Cultures"

TSIG.17 Medical Rhetoricians

Salon 1, Third Floor

Chair: Barbara Heifferon, Clemson University, SC

Speakers: Barbara Heifferon, Clemson University, SC, "Hi-Tech Health Communication Programs"

Mary Knatterud, University of Minnesota, Twin Cities, "Medical Rhetoric in a Teaching Hospital"

TSIG.18 National Archives of Rhetoric and Composition

Montrose 7, Seventh Floor

Chair: Robert Schwegler, University of Rhode Island, Kingston

Speakers: John Brereton, The Boston Athenaeum, MA, "Designing an Archive"

Cinthia Gannet, Loyola College of Maryland, Baltimore, "Gathering Materials: Steps in the Process"

TSIG.20 EngiComm: Writing Across the Engineering Curriculum

Parlor E, Sixth Floor

Chair: Julia Williams, Rose-Hulman Institute of Technology, Terre Haute, IN

Speakers: Jon Leydens, Colorado School of Mines, Golden

Steven Youra, California Institute of Technology, Pasadena

Steve Bucher, University of Southern California, Los Angeles

Robert Irish, University of Toronto, Ontario, Canada

TSIG.21 Writing for Reconciliation: Introducing a Summer Conference Featuring bell hooks

(A reception in honor of Assembly Founder Alice Brand will be held in a private home after the session)

Private Dining Room 17, Fifth Floor

Co-Chairs: Bruce Novak, Northern Illinois University, De Kalb
Stan Scott, University of Maine at Presque Isle
Speakers: Libby Falk Jones, Berea College, KY
Alice Brand, SUNY, Brockport

THURSDAY EVENING SPECIAL EVENTS

Scholars for the Dream Reception

Red Lacquer Room, Fourth Floor
6:15 p.m.–7:15 p.m.

Chair: Joyce Rain Anderson

Local Writers Workshop: Neighborhood Writing Alliance

Private Dining Room 18, Fifth Floor
6:30 p.m. –8:30 p.m.

Humor Night

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

Sound Bytes and Other Annoyances We Have Known

Chair: Ronald F. Lunsford, University of North Carolina, Charlotte
Speakers: Anita Guynn, University of North Carolina, Pembroke, "See Kinky Run and Other Wonders"
Gabriele Rico, San Jose State University, CA, "Turning Visual Grammar into a Coherent Student Essay"
Bill Bridges, Sam Houston State University, Huntsville, TX, "The Philosophy of Life According to Merle, Loretta, and Conway: An Examination of the Encapsulating Line in Country and Western Music"
Marvin Diogenes, Stanford University, CA, "CBB: Maximum Revision and Blues"
Clyde Moneyhun, University of Delaware, Newark, "CBB: Maximum Revision and Blues"

AA MEETING

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

ALANON MEETING

Dearborn 3, Seventh Floor
8:30 p.m.–10:30 p.m.