

## HALF-DAY WEDNESDAY WORKSHOPS

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

**Morning: 9:00 a.m.–12:30 p.m.**

### **MW.1 Survival Strategies: An Introduction to Administration in Composition**

LaSalle 1, Seventh Floor

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

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

**Chair:** Sheryl Fontaine, California State University, Fullerton

**Discussion Leaders:** Sheryl Fontaine, California State University, Fullerton  
Cheryl Smith, California State University, Sacramento  
Charles Schuster, University of Wisconsin–Milwaukee  
Irvin Peckham, Louisiana State University, Baton Rouge

## **MW.2 Teaching Ethnographic Writing: Relevance, Resources, and Reflections**

LaSalle 2, Seventh Floor

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

*Chair:* Kory Ching, University of Illinois at Urbana-Champaign

*Facilitators:* Amy Wan, University of Illinois at Urbana-Champaign

Kim Hensley Owens, University of Illinois at Urbana-Champaign

Jessica Bannon, University of Illinois at Urbana-Champaign

Kevin Roozen, Auburn University, AL

Derek Van Ittersum, University of Illinois at Urbana-Champaign

Kory Ching, University of Illinois at Urbana-Champaign

## **MW.3 Building a Teaching Community: Finding Productive Differences in Common Syllabi**

Private Dining Room 9, Third Floor

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

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

*Chair:* Malkiel Choseed, University of Pittsburgh, PA

*Facilitators:* Brenda Whitney, University of Pittsburgh, PA

Chris Warnick, University of Pittsburgh, PA

Jennifer Lee, University of Pittsburgh, PA

## **MW.4 Reading New Media**

### **Clark 5, Seventh Floor**

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

**Chair:** Anne Frances Wysocki, Michigan Technological University, Houghton

**Discussion Leaders:** Kristen Arola, Michigan Technological University, Houghton

Moe Folk, Michigan Technological University, Houghton

Karen Springsteen, Michigan Technological University, Houghton

Scott Lloyd DeWitt, The Ohio State University, Columbus

Susan Delagrangé, The Ohio State University at Mansfield

Ben McCorkle, The Ohio State University at Marion

Jason Palmeri, The Ohio State University, Columbus

Catherine Braun, The Ohio State University at Marion

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

### **Burnham 4, Seventh Floor**

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

(con’t)

Wednesday, 9:00 a.m.–12:30 p.m.

Presenter 1 will review the CCCC Statement on Second Language Writing and Writers to initiate discussion and to provide a framework for the workshop.

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

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

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

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

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

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

Wabash, Third Floor

This workshop focuses specifically on the use of blogs for various types of classroom purposes. While CCCC attendees hear about blogs everywhere and many CCCC sessions deal with them, this workshop is the only one that will introduce participants to blogs at the ground floor level. Participants will be taught what a blog is, shown how to start their own blogs, and engage in a simulated classroom assignment that incorporates blogs. Afterward, they will discuss their simulation experience, along with the pros and cons of blogging for enhancing teaching and learning. Following this discussion, three sets of presenters will form discussion clusters among which the participants will rotate every 15 minutes. Presenters one, two, and three will discuss ways they use blogs in the classroom effectively for specific

kinds of classes (e.g., ESL, First-Year Composition, Technical Writing, Creative Writing, Literature ). Presenters four, five, and six will discuss what not to do when using blogs with classes. Presenters seven, eight, and nine will discuss how to handle procedural, privacy, and evaluation issues when students blog for class requirements. After meeting with cluster presenters, participants and presenters will reconvene as a whole to discuss best practices and address remaining questions. Each participant will leave with a blog they have started, a list of blog mentors they can contact for help, and plenty of handouts for ideas on how to use blogs in the classroom, as well as what not to do.

**Chair:** Wendy Warren Austin, Edinboro University of Pennsylvania

**Speakers:** Wendy Warren Austin, Edinboro University of Pennsylvania  
Elizabeth Rodacker-Borgens, Union College, Lincoln, NE, “Ways to Use Blogs in Specific Classes”

Jennifer Bay, Purdue University, West Lafayette, IN, “Ways to Use Blogs in Specific Classes”

Scott Rogers, Weber State University, Ogden, UT, “Ways to Use Blogs in Specific Classes”

Rebecca Flannagan, Francis Marion University, Florence, SC, “What Not to Do With Blogs”

Jeff White, University of Alaska, Anchorage, “What Not to Do With Blogs”  
Barclay Barrios, Florida Atlantic University, Boca Raton, “What Not to Do With Blogs”

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

Montrose 1, Seventh Floor

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

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

**Chair:** Jay Dolmage, Miami University of Ohio, Oxford

(con’t)

Wednesday, 9:00 a.m.–12:30 p.m.

**Speakers:** Cynthia Lewiecki-Wilson, Miami University of Ohio, Oxford, “Dis/Ability”

Scott Lunsford, University of Texas El Paso, “Dis/Ability”

Margaret Price, Spellman College, Atlanta, GA, “Dis/Ability”

Amy Vidali, University of Washington, Seattle, “Disability Research”

Brenda Brueggeman, The Ohio State University, Columbus, “Disability Research”

Patricia Dunn, SUNY Stony Brook, NY, “Disability In, Across, and Beyond the Curriculum”

Marian Lupo, The Ohio State University, Columbus, “Disability In, Across, and Beyond the Curriculum”

Wendy Chrisman, The Ohio State University, Columbus, “Disability In, Across, and Beyond the Curriculum”

**Respondent:** Heather Stuart, Miami University of Ohio, Oxford

## **MW.8 Community: The Result of Cross-Institutional Collaboration**

Salon 10, Third Floor

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

**Co-Chairs:** Siobhan Wright, Carroll Community College, Westminster, MD  
Brian Huot, Kent State University, OH

Nancy Shapiro, University System of Maryland, Adelphia

**Facilitators:** Brian Huot, Kent State University, OH, “Building Community through Statewide Curriculum Alignment: The Story of Maryland’s ‘C’ Standard”

Nancy Shapiro, University System of Maryland, Adelphia, “Building Community through Statewide Curriculum Alignment: The Story of Maryland’s ‘C’ Standard”

Carol Joseph, The Community College of Baltimore County, Catonsville, MD, “Conversations: Inspiring Innovation in the Composition Classroom”

Sharon Walsh, Wor-Wic Community College, Salisbury, MD, “Writing Sample Prompts: Defining Curriculum Values”

Siobhan Wright, Carroll Community College, Westminster, MD, “What Does ‘Outcomes Assessment’ Mean at Your School?”

## **MW.9 College Ready: A 12th Grade Course to Prepare Students for Reading and Writing Rhetorically in College**

### **Salon 3, Third Floor**

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

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

**Chair:** Alison Warriner, California State University, East Bay

**Speakers:** John Edlund, California State Polytechnic University, Pomona, “Talking to the Powers: The Rhetoric and Politics of Making a Difference in Statewide Literacy Education”

Roberta J. Ching, California State University, Pomona, “A Sample Assignment to Foster Critical Reading, Writing, and Thinking”

Kim Flachmann, California State University, Sacramento, “The Master Template and Its Origins”

Alison Warriner, California State University, East Bay, “The Remaining Modules and the Whole-Year Course”

Mary-Kay Harrington, California Polytechnic State University, San Luis Obispo, “Designing a Module for a Full-Length Expository Text”

Mira-Lisa Katz, California State University, Pomona, “It changes how Students think about Themselves: Teachers’ and Students’ Responses to a Year-Long Rhetorical Reading and Writing Course”

Jennifer Fletcher, Buena Park High School, CA, “Rhetoric for High School Students: A Classroom Teacher’s Perspective”

## ALL-DAY WEDNESDAY WORKSHOPS

9:00 a.m.–5:00 p.m.

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

Clark 7, Seventh Floor

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

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

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

**Chair:** Geneva Smitherman, Michigan State University, East Lansing

**Facilitators:** Terry Carter, Southern Polytechnic State University, Marietta, GA

Rashidah J. Muhammad, Governors State University, University Park, IL

Elaine Richardson, Penn State University, University Park

Denise Troutman, Michigan State University, East Lansing

Itzcoatl T. Meztli, Slippery Rock University, PA

Jaime A. Mejia, Texas State University, San Marcos, TX

Luisa Rodriguez Connal, University of Detroit-Mercy



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

## **W.2 Reading to Write: Teaching Argument in Writing Workshops**

Private Dining Room 7, Third Floor

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

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

Linda Brodkey, University of California, San Diego

**Discussion Leaders:** John Herschel, University of California, San Diego

Iris Ruiz, University of California, San Diego

Madeleine Picciotto, University of California, San Diego

Sabrina Starnaman, University of California, San Diego

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

Salon 11, Third Floor

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

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

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

**Facilitators:** Doug Downs, Utah Valley State College, Orem

Dominic Dell’Icarpini, York College of Pennsylvania

Peggy O’Neill, Loyola College in Maryland, Baltimore

Dean Hinnen, University of Texas at Arlington

Darsie Bowden, DePaul University, Chicago, IL

Linda Adler-Kassner, Eastern Michigan University, Ypsilanti

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

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

Private Dining Room 16, Fifth Floor

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

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

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

The second initiative presents a method of evaluating student success in these classes. Students are required to produce a portfolio at the end of the term. Each portfolio is read and evaluated by at least three teachers (including full-time and adjunct faculty). This process also includes a mid-term morning session that involves adjuncts in evaluating papers and setting standards.

The final initiative concerns the college-wide attempts to address writing across the curriculum. Last semester, instructors in 27 different classes in all subject areas supplied copies of one writing assignment, along with copies of all the papers students submitted in response to the assignment. Groups of at least eight faculty members evaluated the assignment and then graded the papers in light of the assignment. This term, the process will be repeated with an eye toward helping faculty refine their assignments.

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

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

In this interactive workshop, participants will engage in small and large group discussions and activities focused on:

1. The needs of Basic Writer’s in non-Basic Writing courses
2. Developing Writer’s Communities through the Academy Model
3. ePortfolio as a reflective tool
4. The increasing role of integrated learning within colleges and universities and possibilities for revitalized approaches to Basic Writing
5. Approaches to interdisciplinary collaboration and institutional professional development models

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

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

**Chairs:** Kathleen Baca, Dona Ana Branch Community College, Las Cruces, NM

Susan Naomi Bernstein, University of Cincinnati, OH

**Discussion Leaders:** William B. Lalicker, West Chester University, PA

Greg Glau, Arizona State University, Tempe

Alan Meyers, Harry S. Truman College, Chicago, IL

Laura Gray-Rosendale, Northern Arizona University, Flagstaff

J. Elizabeth Clark, LaGuardia Community College–CUNY, Long Island City, NY

**Speakers:** Gail Green-Anderson, LaGuardia Community College–CUNY, Long Island

Yue Liu, Harry S. Truman College, Chicago, IL, “Reading, Writing, and Evaluation: Basic Writing Initiatives at Harry S. Truman College”

## **W.5 Theory to Exemplary Practices and Programs from the Two-Year Colleges (TYCA Sponsored)**

LaSalle 5, Seventh Floor

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

**Chair:** Jane Wagoner, Wright College, Chicago, IL

**Speakers:** Esther DiMarzio, Kishwaukee Community College, Malta, IL, “Active Learning through Group Work”

Marsha Millikin, Lansing Community College, MI, “Assessment-based Border Talk: Portfolio Versus External”

Colleen Hazen, Montana State University, Great Falls College of Technology, MT, “Artography: Art with a Personal Touch!”

Elizabeth A. Butts, Delaware County Community College, Media, PA, “Strategies for Motivating the Resistant Writing Student”

Sonja L. Andrus, Collin County Community College District, McKinney, TX, “‘Hi! I’m from Theorytowne. So glad to be here!’ (Incredibly cold splash!) Going in with Open Eyes Isn’t Always What We Think It is.”

Sarah Bowman, Wright College, Chicago, IL, “Redefining the Adjunct Experience: Transitioning to Full-Time Employment”

Karla Brown, Hawkeye Community College, Waterloo, IA, “Building a Network of Colleagues: The Iowa English Round Table”

Sue Peters, East Central College, Union, MO, “Promises, Pitfalls, and Next Steps: Encouraging Participation in English Activities Beyond the Classroom”

Linda Barro, East Central College, Union, MO, “Promises, Pitfalls, and Next Steps: Encouraging Participation in English Activities Beyond the Classroom”

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

Salon 12, Third Floor

Beginning with the buildup to the 2003 war in Iraq, Rhetoricians for Peace has debated the ways that teachers of writing and rhetoric can promote critical understanding of, and interventions in, the national and global public spheres. In our two highly successful prior CCCC workshops, we examined

the place of rhetoric in the face of conflict—particularly as rhetoric is taught and exercised in writing classes and writing programs. We aim this year to take a close look at the art of propaganda—its history, its contemporary manifestations, its relationship to rhetoric as we know it (and don't want to know it) and, ultimately, its relationship to what we do in our classrooms.

**Chair:** Harriet Malinowitz, Long Island University, Brooklyn, NY

**Speakers:** Charles Bazerman, University of California at Santa Barbara

Matthew Abraham, University of Tennessee, Knoxville

Debbie Williams, Abilene Christian University, TX

Heather Bruce, University of Montana, Missoula

Melissa Hasbrook, Michigan State University, East Lansing

William Thelin, University of Akron, OH

Barbara Lutz, University of Delaware, Newark

Gae Lyn Henderson, University of Utah, Salt Lake City

Donald Lazere, University of Tennessee, Knoxville

Tom Huckin, University of Utah, Salt Lake City

Teresa Knudsen, Spokane Community College, WA

Karyn Hollis, Villanova University, PA

## **W.7 The Writing Center: Building Communities, Forming Coalitions, Advocating Change**

Parlor H, Sixth Floor

This all-day workshop brings writing center practitioners together to address issues involving community, coalitions, and advocacy in tangible and progressive ways. Participants will engage in small group workshops that will take place in five 65-minute increments. Each increment will include three concurrent workshops.

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

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

1:25-2:30 “The Other Three Cs: Coalitions, Communities, and Concessions in Writing Center Identity” will lead participants in investigating tensions that emerge between a writing center’s need to build coalitions and

(con’t)

need for independence. “The Writing Center as Community Member: Developing Collaborative Relationships in the University” will workshop practical ways to build mutually beneficial relationships with other programs and departments. “Faculty-Tutor Conflicts: What is a Director to Do?” will involve participants in investigating how faculty complaints can be used to build inter-departmental coalitions.

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

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

**Chairs:** Shanti Bruce, Indiana University of Pennsylvania

Brenda Tuberville, University of Texas – Tyler

**Speakers:** Anne Geller, Clark University, Worcester, MA, “Resisting Racism”

Meg Carroll, Rhode Island College, Providence, “Everyday People”

Lauren Fitzgerald, Yeshiva University, New York, “Building Community through Writer Feedback”

Allison Smith, Yeshiva University, New York, “Building Community through Writer Feedback”

Beth Godbee, University of Wisconsin-Madison, “Click/Clique/Clash of Tutors: (Re)building Community in the Writing Center”

Carol Peterson Haviland, California State University, San Bernardino, “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves”

Z. Z. Lehmberg, Northern Michigan University, Marquette, “Faculty-Tutor Conflicts: What is a Director to Do?”

Amanda Irwin Wilkins, Princeton University, NJ, “Using Technology to Building a Writing Center(ed) Community”

Dara Rossman Regaignon, Pomona College, Pomona, CA, “Using Technology to Build a Writing Center”

Sherri Winans, Whatcom Community College, Bellingham, WA, “The Center that Plays Together . . .”

Roberta Kjesrud, Western Washington University, Bellingham, “The Center that Plays Together . . .”

Michael Roman, California State University, San Bernardino, “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves”

- Chloe A. DeLosReyes, California State University, San Bernardino, “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves”
- Paule Chau, California State University, San Bernardino, “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves”
- Robert Cedillo, California State University, San Bernardino, “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves”
- Brenee McDole, California State University, San Bernardino, “Tutors Building Community Out of Conflict and Chaos: Starting with Ourselves”
- Barbara Bird, Taylor University, Upland, IN, “Building Professional Tutor Community”
- Megan Hughes, Purdue University, West Lafayette, IN, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”
- Jingfang Ren, Purdue University, West Lafayette, IN, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”
- Tammy Conard-Salvo, Purdue University, West Lafayette, IN, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”
- Linda Bergmann, Purdue University, West Lafayette, IN, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”
- Huiling Ding, Purdue University, West Lafayette, IN, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”
- Jessica Clark, Christopher Newport University, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”
- Serkan Gorkemli, Stanford University, CA, “The Writing Center as Community Member: Developing Collaborative Relationships in the University”

## **W.8 The Spirituality of Uncertainty: Making Leaps of Faith in Critical Thinking and Critical Pedagogy**

### **Salon 2, Third Floor**

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

(con’t)

Wednesday, 1:30–5:00 p.m.

Participants will explore the need for “leaps of faith” in critical education—that is, of understanding the world as a continuing series of posed rather than solved problems, as Freire says. What role does uncertainty play in literacy classrooms? What “leaps of faith” inform our teaching? What leaps should we expect students to make? How might we encourage hope over fear in an uncertain learning space? Given current professional imperatives toward quantification and assessment of the observed and known, how might we legitimate the role of uncertainty in our institutions?

**Chair:** Christopher McCarrick, Clarion University, PA

**Keynote:** Kathleen Blake Yancey, Florida State University, Tallahassee

**Discussion Leaders:** Libby Falk Jones, Berea College, KY

Jane E. Hindman, San Diego State University, CA

**Speakers:** Elizabeth (Betsy) Sargent, University of Alberta, Edmonton, Canada, “‘Look at the Unknown!’: Personal Knowledge and the Leap to Discovery”

Bradley Siebert, Washburn University, Topeka, KS, “Creativity in the Face of Mystery: Helping Students Contribute to the Humane in Life”

Geri DeLuca, Brooklyn College, Brooklyn, NY, “Headstands, Writing, and the Rhetoric of Self-Acceptance”

Pamela Ward, Catholic University of America, Washington, D.C., “Revelations and Poetic Play in the Writing Classroom”

Janet Alsup, Purdue University, West Lafayette, IN, “New Literacies as Critical Literacies: Electronic Composing as an Anti-Hegemonic Method”

Helen Walker, Messiah College, Grantham, PA, “Job # 1 for Hope over Fear”

## HALF-DAY WEDNESDAY WORKSHOPS

**Afternoon: 1:30 p.m.–5:00 p.m.**

### **AW.01 Working in the Middle: A Workshop for New, Experienced, and Prospective WPAs**

LaSalle 1, Seventh Floor

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

In this interactive workshop, four experienced WPAs (who have been variously Directors of First-Year Writing, Directors of Composition,



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

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

*Facilitators:* Jennifer Morrison, Niagara University, Lewiston, New York

Tracey Baker, University of Alabama–Birmingham

Karen Bishop, Morris Elmhurst College, IL

Irwin Weiser, Purdue University, West Lafayette, IN

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

Private Dining Room 9, Third Floor

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

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

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

*Discussion Leaders:* Dànienne Nicole DeVoss, Michigan State University, East Lansing

R. Joy Durdin, Michigan State University, East Lansing

Angela M. Haas, Michigan State University, East Lansing

Stephanie Sheffield, Michigan State University, East Lansing

Martine Courant Rife, Michigan State University, East Lansing

Suzanne Kesler Rumsey, Michigan State University, East Lansing

Douglas Eyman, Michigan State University, East Lansing

## **AW.04 Theoretically Prepared: From the Job Market through the First Years as an Assistant Professor Administrator**

Private Dining Room 8, Third Floor

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

**Chair:** Melissa Ianetta, University of Delaware, Newark

**Discussion Leaders:** Melissa Ianetta, University of Delaware, Newark  
Iain Crawford, College of Wooster, OH

Tara Pauliny, University of Wisconsin-Oshkosh, “The Queer Potential of APA Work”

Nancy Linh Karls, University of Wisconsin-Madison

E. Shelley Reid, George Mason University, Fairfax, VA

Lori Alden Ostergaard, Illinois State University, Normal

Denise Tillery, University of Las Vegas–Nevada

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

Burnham 4, Seventh Floor

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

**Chairs:** Kate Mangelsdorf, University of Texas–El Paso

Michelle Cox, University of New Hampshire, Durham

Laurel Reinking, Purdue University, West Lafayette, IN

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

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

LaSalle 2, Seventh Floor

The purpose of this workshop is to provide opportunities for pre-service, junior and mid-career faculty to exchange ideas, receive feedback on work in progress and obtain mentoring for professional development and publication venues. The first half of the workshop will focus on a discussion of significant scholarship relating to Latino/as in/on Composition to better prepare themselves for their own research and writing in the field. In the second half of the workshop, participants will divide up along groups of interest including, for instance, the following: beginning assistant professor concerns, community college teaching, creative writing and dissertation writing.

**Chairs:** Ivonne Lamazares, University of Central Florida, Orlando

Cecilia Rodríguez Milanés, University of Central Florida, Orlando

**Facilitators:** Lisa Roy-Davis, Collin County Community College, Plano, TX

Dora Ramirez-Dhoore, New Mexico Highlands University, Las Vegas, NM

Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing

Patricia Trujillo, University of Texas at San Antonio

Itzcoatl Tlaloc Meztli, Slippery Rock University, PA, “A Chicano’s Critique of the ‘Impurity Metaphor’ of Richard Rodríguez’s *Brown: The Last Discovery of America*”

Elena Perez-Mirabal, Miami Dade College, North Campus, FL

Luisa Rodriguez Connal, University of Detroit, Mercy

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

Wabash, Third Floor

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

*Chair:* Carl Whithaus, Old Dominion University, Norfolk, VA

*Speakers:* Chris Anson, North Carolina State University, Cary  
Bill Condon, Washington State University, Pullman  
Patricia Freitag Ericsson, Washington State University, Pullman  
Anne Herrington, University of Massachusetts, Amherst  
Charlie Moran, University of Massachusetts, Amherst  
Beth Ann Rothermel, Westfield State College, MA

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

Montrose 1, Seventh Floor

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

*Chair:* Derek Owens, St. John’s University, Queens, NY

- Discussion Leaders:** Derek Owens, St. John’s University, Queens, NY  
Deborah Mutnick, Long Island University, Brooklyn, NY, “Neoliberalism and the Ideology of ‘the End’”  
Geoffrey Sirc, University of Minnesota, Minneapolis, “CCCC 2006 Mixtape”  
Claude Hurlbert, Indiana University of Pennsylvania, “(Still) Waiting to Begin: Re-thinking the Rethinking, Re-tooling, Revising, Re-assessing, Re-examining, and Re-ality of ‘Our’ Work”  
Joel Kuszai, Cornell University, Ithaca, NY, “Dissolving Clouds with the Imagination: Factory School Learning and Production Collective”  
Roseanne Gatto, Indiana University of Pennsylvania, “Resisting Neutrality in Post-Everything”  
Thomas Rickert, Purdue University, West Lafayette, IN, “The Three E’s: Efficiency, Excellence, and Experimentation”  
Michael Stancliff, Arizona State University, West Phoenix, “Post-Public Composition”  
Nancy Mack, Wright State University, Dayton, OH, “Post-Genre, Post-Tenure, Post-Standardized Testing”

## Special Events

### Feminist Forum

#### **Composition in Feminist Center Spaces: Feminist Composition Instructors Building Community, Culture, Coalitions (Sponsored by the CCCC Committee on the Status of Women in the Profession)**

9:00 a.m.–1:00 p.m.

Private Dining Room 17, Fifth Floor

In the 16th Annual Feminist Workshop, presenters will tell stories of women and men teaching as feminists: conflicts in teaching; contra-power harassment; tenure and promotion issues; researching her/stories, especially of the civil rights movement; and working conditions for non-tenured teachers.

**Co-Chairs:** Hallie S. Lemon, Western Illinois University, Macomb  
Janice Neuleib, Illinois State University, Normal

**Speakers:** Pia Taavila, Gallaudet University, Washington, D.C., “Poetry Reading”  
Lynn Z. Bloom, University of Connecticut, Storrs, “Academic Essays and the Vertical Pronoun”

Susan K. Hahn, DePauw University, Greencastle, IN, “Here We Go Again”  
Barbara Smith, College of Mount St. Vincent, Riverdale, NY, “Cultures of Academies: Who Stays, Who Goes, and Who Decides?”

Hallie S. Lemon, Western Illinois University, Macomb, A ‘Permanent Temp’s’ Swan Song: The Story of a Nontenured Career in Academia”

(con’t)

Wednesday, 1:30–5:00 p.m.

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

## **CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION**

1:30 p.m.–5:00 p.m.

Salon 3, Third Floor

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

**Chair:** Stuart C. Brown, New Mexico State University, Las Cruces

**Presenters:** Kate Mangelsdorf, University of Texas at El Paso, “Disciplinary Maturation and the Thorny Issue of Identity”

Helen Foster, University of Texas at El Paso, “Disciplinary Maturation and the Thorny Issue of Identity”

Heidi Estrem, Eastern Michigan University, Ypsilanti, “Innovation and Growth in MA Programs”

Barbara Gleason, City College of New York, CUNY, “MA Programs’ Role in Preparing Future Teachers of Nontraditional Students”

## **Newcomers' Orientation**

5:15 p.m.–6:15 p.m.

Private Dining Room 18, Fifth Floor

The Newcomers' Orientation Committee welcomes all of you to the 2006 CCCC, but we extend a special welcome to new CCCC members and attendees. We hope that you find your conference experience fulfilling and exciting. All of us are committed to helping you enjoy CCCC meetings, make the most of your conference experience, and discover the connections between this organization and the work you do in your classrooms and departments. We have planned a number of events that we hope will help you enjoy this Conference, especially if you are new to it. We look forward to having you join us in this session, and at the Newcomers' Coffee on Thursday. We look forward to answering questions, chatting about the conference, talking about our shared interests, learning about your work, and discussing how this conference can support that work. Less formally, members of the Newcomers' Orientation Committee will be present throughout the conference—we'll have specially marked badges—always ready to listen to your concerns, help you with your questions, and begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

With warm good wishes from the Newcomers' Orientation Committee:

**Chair:** Paul M. Puccio

Amanda Espinosa-Aguilar

Paul Hanstedt

Emily Isaacs

Joseph Janangelo

Martha Marinara

Cynthia Selfe

Lynn Troyka

Ben Wiley

## **“From a Coalition of Women Scholars:**

### **A How-To Guide to Writing and Publishing”**

**(Sponsored by the Coalition of Women Scholars in the History of Rhetoric and Composition)**

6:30 p.m.–8:30 p.m.

Crystal Room, Third Floor

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

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

**Presenters:** Jenn Fishman, University of Tennessee, Knoxville, “Audience(s) Addressed: Writing Historical Rhetoric Research”

Carol Mattingly, University of Louisville, KY, “The Changing Place(ment) of Women's Rhetoric in Rhetoric and Composition Journals”

Geneva Smitherman, Michigan State University, East Lansing, “Gittin Published While Writin in Yo Own Linguistic Thang”

Sondra Perl, Lehman College, CUNY, Bronx, NY, “Writing the ‘New Ethnography’: The Role of Creative Nonfiction in Composition Scholarship”

## Special Interest Groups

**6:30 p.m.–7:30 p.m.**

### **WSIG.1 WPA Network for Media Action SIG**

Dearborn 3, Seventh Floor

*Chair:* Linda Adler-Kassner, Eastern Michigan University, Ypsilanti

*Speakers:* Doug Downs, Utah Valley State College, Orem

Linda Bergmann, Purdue University, West Lafayette, IN

Darsie Bowden, DePaul University, Chicago, IL

Dominic DelliCarpini, York College of Pennsylvania

Susan M. Harrington, Indiana University–Purdue University,  
Indianapolis

Dean Hinnen, University of Texas at Arlington

### **WSIG.2 TheUnited States-Israel-Palestine**

**Moved to Thursday, 6:30 p.m.**

Salon 4, Third Floor

*Chair:* Matthew Abraham, University of Tennessee at Knoxville

### **WSIG.3 1UP: Perspectives from Scholars/Practitioners of Video Games**

Clark 5, Seventh Floor

*Chair:* Scott G. Reed, University of Georgia, Athens

*Speakers:* Alice J. Robison, University of Wisconsin-Madison, “What Videogame Designers Can Teach Writing Instructors”

Mark Mullen, The George Washington University, Washington, D.C.,  
“Designs on the Future: Student-Authored Game Design Documents in the First-Year Writing Class”

Matthew S. S. Johnson, Indiana University-Bloomington, “Revisiting Rivalry: Computer Game Competition as Invention Strategy”

Stella Thompson, Prairie View A&M University, TX

Matthew D. Barton, St. Cloud State University, MN

### **WSIG.4 Critical Pedagogies: Academic and Non-Academic Histories**

Private Dining Room 5, Third Floor

*Chair:* Stephen Schneider, Pennsylvania State University, University Park

*Discussion Leaders:* Jonathan Hunt, Santa Clara University, CA

Jennifer Trainor, Santa Clara University, CA

Dale Jacobs, University of Windsor, Ontario, Canada

Tracy Hamler Carrick, Colby College, Waterville, ME



**WSIG.5 Research Report on The Public Image of Two-Year Colleges: Hallmarks of Fame and Shame**

Private Dining Room 6, Third Floor

*Chair:* Sterling Warner, Evergreen Valley College, San Jose, CA

*Speakers:* Mike Matthews, Tarrant County College, NW Campus, Fort Worth, TX

Barbara Cooper, Howard Community College, Columbia, MD

Janet Henderson, Bergen Community College, Paramus, NJ

Don Holt, Lansing Community College, MI

Bill Swanson, South Puget Sound Community College, Olympia, WA

Gwen Gresham, North Arkansas College, Harrison

**WSIG.6 Ain't I a Rhetorician?: Raising the Respectability Rating for Creative Nonfiction Dissertations**

Private Dining Room 9

*Chair:* Celest Martin, University of Rhode Island, Wakefield

**WSIG.7 The Subject is Writing: FYC as an Introduction to Writing Studies**

Private Dining Room 4, Third Floor

*Chair:* M. Elizabeth (Betsy) Sargent, University of Alberta, Edmonton, Canada

*Speakers:* Candace Stewart, Ohio University, Athens, "We Start with Plato"

Doug Downs, Utah Valley State College, Orem, "Was It Worth It? Student Performance in Writing about Writing"

Elizabeth Wardle, University of Dayton, OH, "What Would an FYC About Writing Studies Look Like?"

Derek Ng, University of Toronto, Ontario, Canada, "What Would Students Read and Write in Such a Course?"

Andrew Mataya, University of Alberta, Edmonton, Canada, "What Would Students Read and Write in Such a Course?"

Dayna Ottens, Kent State University, OH, "What Training Would Such FYC Instructors Need to Have?"

M. Elizabeth (Betsy) Sargent, University of Alberta, Edmonton, Canada, "What Texts and Tests Would Work in Such a Course?"

**WSIG.8 Graduate Studies in Comp/Rhet and Two-Year Colleges: Necessary Connections**

Salon 1, Third Floor

*Chairs:* Michael Kuhne, Minneapolis Community and Technical College, MN

Kathleen Devore, Minneapolis Community and Technical College, MN

**WSIG.9 Renewal: Building a Coalition of Engaged Scholars  
(6:30-8:30 pm)**

Montrose 1, Seventh Floor

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

*Speakers:* Harriet Malinowitz, Long Island University, NY, “Presenter, Rachel Corrie Award for Courage in the Teaching of Writing”  
Jonathan Alexander, University of Cincinnati, OH, “Building Activist Coalitions”

Nancy Linh Karls, University of Colorado at Denver, “Building Coalitions”

Steve Parks, Syracuse University, NY, “Building Consensus”

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

Wabash Room, Third Floor

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

*Speakers:* Jody Jones Stennis, University of Alabama in Huntsville, “Reading on the Internet: A Framework for Analyzing Learn-to-Read and Online Storybooks”

Amy Bates, University of Alabama in Huntsville, “Computer-aided Writing Assessment: A Question of Validity”

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

Clark 10, Seventh Floor

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

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

Heather Julien, University of Louisville, KY

Patricia Murphy, Arizona State University, Tempe

Sherry Robertson, Arizona State University, Tempe

Jonathan Hunt, Santa Clara University, CA

Renee Major, Louisiana State University, Baton Rouge, “Mentoring Non-tenure Track Faculty”

Tisha Slabaugh, Arizona State University, Tempe

Mary Tobin, Rice University, Houston, TX

Darlene Hollon, Northern Kentucky University, Highland Heights

Tina Whittle, Georgia Southern University, Statesboro

Deborah Normand, Louisiana State University, Baton Rouge

Bob Samuels, University of California, Los Angeles

Marc Bousquet, Santa Clara University, CA

# Sessions

## ES Sessions

7:00 p.m.–8:15 p.m.

*Research*

### ES.1 **Aligning the Maligned: Can the Center Hold?**

Dearborn 2, Seventh Floor

*Chair:* Jeanne McDonald, Waubensee Community College, Sugar Grove, IL

*Speakers:* Sarah Quirk, Waubensee Community College, Sugar Grove, IL, “Aligning the Maligned: Can the Center Hold?”

Jayne Higgins, Rockford College, Rockford, IL, “Aligning the Maligned: Can the Center Hold?”

*Theory*

### ES.2 **To Know Our Students: Crossing Teacher-Student Difference by Refocusing our Critical Lens**

Dearborn 1, Seventh Floor

*Chair:* Mary V. Battle, University of Memphis, TN

*Speakers:* Angela Glover, University of Kansas, Lawrence  
Katie Stahlnecker, Metropolitan Community College, Omaha, NE  
Brett Mertins, Metropolitan Community College, Omaha, NE

Sana Amoura-Patterson, Metropolitan Community College, Omaha, NE  
Steven Lovett, University of Nebraska–Lincoln

*Theory*

### ES.3 **Crossing Media Spaces**

Burnham 4, Seventh Floor

*Chair:* Sohui Lee, Stanford University, CA

*Speakers:* Corinne Arraez, Stanford University, CA, “Argument and Delivery: New Media’s Impact on the Culture of the Academic Argument”

Laura Roman, Stanford University, CA, “Teaching Writing and Oral Rhetoric Through Music: Rhetorics of Music in Film”

*Theory*

**ES.4 Reconciling Binaries: Sustaining Community in Educational Contexts**

Salon 2, Third Floor

**Chair:** Lisa Beckelhimer, University of Cincinnati, OH

**Speakers:** Laurence Jose, Michigan Technological University, Houghton, “Communicative Competence: Using Language to Reach Each Other”  
Kathryn Nelson, Michigan Technological University, Houghton, “Work: Our Common Context”

Anne Mareck, Michigan Technological University, Houghton, “Identity and Difference: Effects of Anonymity on Community Cohesion”

Cynthia Weber, Michigan Technological University, Houghton, “Hope for a Humanistic Community”

*Theory*

**ES.5 ‘Visual’ Discourse Communities: Are They Special?**

Montrose 7, Seventh Floor

**Chair:** Steve Benninghoff, Eastern Michigan University, Ypsilanti

**Speakers:** Nancy Allen, Eastern Michigan University, Ypsilanti, “Visual Discourse Communities: Are They Special?”

Pamela Lawrie, Eastern Michigan University, Ypsilanti, “Visual Communication in Classical Ballet and Modern Dance: Convention vs. Invention”

Elaine Wisniewski, Eastern Michigan University, Ypsilanti, “Analysis of Visual Communication within a Symphony Orchestra”

Lisa Grimble, Eastern Michigan University, Ypsilanti, “Visual Language Analysis: Fast Food”

*Practices of Teaching Writing*

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

LaSalle 5, Seventh Floor

**Chair:** Helen Gillotte-Tropp, San Francisco State University, CA

**Speakers:** Johnathan Fisher, San Francisco State University, CA, “Theoretical Background: Integrated Reading/Writing and *Invisible Man* as Center Spaces”

Helen Gillotte-Tropp, San Francisco State University, CA, “Scaffolding *Invisible Man* for Basic Writing Students: The Center of the Curriculum”

Joan Wong, San Francisco State University, CA, “Tying Together Diverse Textual and Student Narratives Through *Invisible Man*”

*Practices of Teaching Writing*

**ES.7 Collaborative Teaching in Cyberspace:  
A Freshman Composition Project**

Clark 7, Seventh Floor

*Chair:* Craig Lewis, Everett Community College, WA

*Speakers:* Lolly Smith, Everett Community College, WA

Ann Harrington, Everett Community College, WA

Marcia Huntington, Everett Community College, WA

Phebe Shen, Everett Community College, WA

*Practices of Teaching Writing*

**ES.8 Creating Communities from Contentious Cultures**

LaSalle 3, Seventh Floor

*Chair:* Susan Romano, University of New Mexico, Albuquerque

*Speakers:* Rachel Harmon, University of New Mexico, Albuquerque,  
“Holistic Composition: Creating a Space for the Holy in the Secular  
Composition Class”

Katie Walkiewicz, University of New Mexico, Albuquerque, “Christianity  
in the Classroom: Negotiating Competing Rhetorical Modes”

Virgil Mathes, University of New Mexico, Albuquerque, “On the Borderlands  
of Binary States: Can Red and Blue Make Green?”

*Practices of Teaching Writing*

**ES.9 Centered Beings: Reaching Out and Within through the  
Spiritual Side of Writing**

LaSalle 1, Seventh Floor

**AA MEETING**

Dearborn 1, Seventh Floor

8:30 p.m.–10:30 p.m.

**ALANON MEETING**

Dearborn 3, Seventh Floor

8:30 p.m.–10:30 p.m.