a new kind of professional resource

take 20
Teaching Writing

a film by
Todd Taylor

a film by teachers, for teachers

Bedford/St. Martin's
CONFERENCE CALENDAR: 2007 CCCC

Wednesday, March 21, 2007
Registration and Information 8:00 a.m.– 7:00 p.m.
Select Meetings and Other Events various times
Full-Day Workshops 9:00 a.m.– 5:00 p.m.
Half-Day Workshops 9:00 a.m.–12:30 p.m.
Half-Day Workshops 1:30 p.m.– 5:00 p.m.
Newcomers’ Orientation 5:15 p.m.– 6:15 p.m.

Thursday, March 22, 2007
Newcomers’ Coffee Hour 7:00 a.m.– 8:15 a.m.
Registration and Information 8:00 a.m.– 6:00 p.m.
Opening General Session 8:30 a.m.– 10:00 a.m.
Exhibit Hall Open 10:00 a.m.– 6:00 p.m.
A Sessions 10:30 a.m.– 11:45 a.m.
B Sessions 12:15 p.m.– 1:30 p.m.
C Sessions 1:45 p.m.– 3:00 p.m.
D Sessions 3:15 p.m.– 4:30 p.m.
E Sessions 4:45 p.m.– 6:00 p.m.
Special Interest Groups 6:30 p.m.– 7:30 p.m.
Humor Night 8:00 p.m.–7:30 p.m.

Friday, March 23, 2007
Registration and Information 8:00 a.m.– 5:00 p.m.
Exhibit Hall Open 9:00 a.m.– 5:00 p.m.
F Sessions 8:00 a.m.– 9:15 a.m.
G Sessions 9:30 a.m.– 10:45 a.m.
H Sessions 11:00 a.m.– 12:15 p.m.
I Sessions 12:30 p.m.– 1:45 p.m.
J Sessions 2:00 p.m.– 3:15 p.m.
K Sessions 3:30 p.m.– 4:45 p.m.
Awards/Recognition Reception 5:00 p.m.– 6:30 p.m.
TYCA Talks 6:00 p.m.– 7:00 p.m.
Special Interest Groups 6:30 p.m.– 7:30 p.m.
Poetry Forum 7:30 p.m.– 10:30 p.m.
Rock ‘n’ Roll Dance 9:30 p.m.– 1:00 a.m.

Saturday, March 24, 2007
Registration and Information 8:00 a.m.– 4:00 p.m.
Exhibit Hall Open 10:00 a.m.– 2:00 p.m.
Town Hall Meeting 8:00 a.m.– 9:15 a.m.
L Sessions 9:30 a.m.– 10:45 a.m.
M Sessions 11:00 a.m.– 12:15 p.m.
N Sessions 12:30 p.m.– 1:45 p.m.
O Sessions 2:00 p.m.– 3:15 p.m.
P Sessions 3:30 p.m.– 4:45 p.m.

CCCC CONVENTION, NEW YORK 07
The following form has been provided to assist attendees in planning their schedules for the 2007 Convention.

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<td>Town Hall Meeting 8:00 a.m.–9:15 a.m.</td>
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Conference on College Composition and Communication
March 21–24, 2007
Hilton New York
New York, New York

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Cover design: Tom Jaczak

National Council of Teachers of English
1111 W. Kenyon Road, Urbana, Illinois 61801-1096
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GOINGS ON ABOUT THE CONVENTION

REPRESENTING IDENTITIES

Anything that matters is here. Anything that will continue to matter in the next several thousand years will continue to be here. Approaching in the distance is the child you were some years ago. See her laughing as she chases a white butterfly.

—Joy Harjo,
“Anything That Matters”

“Anything that matters” is in New York City—now that you have arrived. I welcome you—long-established members and newcomers alike, from every state in the union and from twenty countries outside of the USA—as you reconnect with old friends, meet new ones, and reignite the scholarly and personal conversations that constitute the 58th Annual Convention of the Conference on College Composition and Communication.

“Representing Identities,” the theme of our 2007 convention, asks us to consider identities as they are constructed through reading, writing, speaking, listening, and silence. Where better to consider this question than in New York City, where 8.1 million people represent over 170 national origins and speak over 160 languages and countless dialects? Where better to investigate identities based on culture, ethnicity, race, sexuality, or ability? Where better to interrogate the identities we ascribe to our students and to probe our own identities as teachers, students, researchers, and historians? After all, “anything that matters” is now here.

As we converge on Manhattan, please take some time to introduce yourself to the newcomers, whom you’ll recognize by their yellow ribbons. Take time, too, to welcome the international scholars on our program, whom you’ll recognize by their burgundy ribbons (and the affiliation on their name tags). If you can possibly spare a session, please use that session to attend one of their presentations. After all, every major figure at our convention was once a first-time attendee. These scholars offer fresh perspectives that inspire our field to reflect on its theories and practices—and its international influences. And this year, since all the workshops and most other optional activities are being held on Wednesday, we have three full days, Thursday through Saturday, to attend concurrent and featured sessions, make connections, and enjoy one another in one of the world’s most stimulating cities.

When you look through this year’s convention program of 560-plus panels, you’ll find a great selection of sessions with a North American focus and an impressive
number of sessions that take an international stance. You’ll
discern some professional trends (consideration of elec-
tronic media, of equity, and of the content of composition
itself) and discover a rich array of coalitions, caucuses,
consortiums, forums, workshops, alliances, SIGs, and
special events—gatherings that demonstrate the ways
identities create solidarity and often-fruitful dissonance.
Thanks to Prentice Hall, we have four meeting rooms
supplied with internet access. In addition, you’ll find two
sessions designed specifically for a constituency crucial
to the continued good health of our membership: graduate
students. Gail Hawisher and Jack Selzer have put together
“A Conversation with and for Graduate Students,” a two-
part session, with Friday’s session devoted to “Developing
Professionally While in Grad School” and Saturday’s
session to “The Job Market.”

The featured speakers and featured sessions will also
“Represent Identities” (see below for biographical and
session details). Dorothy Allison, Joy Harjo, and Lee
Marmon—all award-winning artists and influential
intellects—are this year’s featured speakers. They will
launch our convention with their Thursday presentations.
A prolific writer and tireless activist, the gifted Allison will
speak directly to our convention theme with a talk entitled
“Who I Am, and Who I Think I Am.” Harjo and Marmon,
a special event sponsored by Bedford/St. Martin’s, will
deliver a joint multimedia presentation of their writings,
photographs, and music, making for a session that will
be sure to enrich anyone’s idea of identities.

Over the course of three days, our convention will also
showcase the intellectual work of CCCC members, with
featured sessions of our own internationally known rhetoricians, dedicated mentors,
insightful researchers, and long-admired teacher-scholars. Two featured sessions,
however, include guests. Distinguished Chair in Rhetoric and Humane Letters at the
University of Cape Town, South Africa, J. Philippe-Joseph Salazar will speak to us
on “False Ethos and the Lost Honour of Rhetoric,” and Lambda award-winning poet
Robin Becker, Professor of English at The Pennsylvania State University, will read
from her work in a session entitled, “Jewish? Lesbian? Poet? Professor?” (Below is
a description of all of the featured sessions.)

And, of course, we have New York City itself, which you’ll be able to enjoy to the
fullest thanks to the work of the Local Arrangements Committee, chaired by the inde-
fatigable Paul Puccio. Paul’s letter to you all (below) will provide even more details.

Stacey Sheriff, conference assistant, and I have worked hard to put this convention
together. We’ve done it—but not without a good deal of help. The proposal review-
ers, the NCTE staff, Stacey, and I have planned and organized the convention, that’s
for sure. But all of you make the convention. Every one of your proposals helped me to give shape to what is our 58th annual Convention of the Conference on College Composition and Communication. Thanks for all your help.

I cannot wait to greet you and to join you in shaping and celebrating the identities of our organization!

Cheryl Glenn
The Pennsylvania State University, University Park
2007 CCCC Program Chair
ACKNOWLEDGMENTS

Stacey and I want to thank Eileen Maley, Jacqui Joseph-Biddle, Kristen McGowan, Kent Williamson, Tom Jaczak, Jacelyn Friedrich, Whitney Myers Madden, the CCCC officers, Jon Olson, Tim Arner, and Penn State students Erica Franko, Dana Haagen, Mary Inks, Matthew Marusek, Bethanie Orban, Hannah Ryan, Michelle Smith, Rebecca Wilson Lundin, and Matthew Weiss.

STAGE I REVIEWERS

Linda Adler-Kasner          Paul Matsuda
Michelle Ballif            Carol Mattingly
Charles Bazerman           Jaime Armin Mejía
Elizabeth Britt            Libby Miles
Vicki Tolar Burton         Susan Miller
Dominic Delli Carpini      Susan Miller-Cochran
Locke Carter               Danielle Mitchell
Elizabeth Chiseri-Strater  Sharon Mitchler
Greg Colomb                Renee Moreno
Marilyn M. Cooper          Peter Leslie Mortensen
Beth Daniell               Roxanne Mountford
Sid Dobrin                 Joan Mullin
Jane L. Donawerth          Gerald Nelms
Suellyn Duffey             Hans Ostrum
Lisa Ede                   Mike Palmquist
Janet Eldred               James Porter
Joseph Eng                 Gwendolyn Pough
Lester Faigley             Malea Powell
Tom Fox                    Donna Reiss
Gregory Glau               Nedra Reynolds
Barbara Gleason            Shirley Rose
Melissa Goldthwaite        Carol Rutz
Roger Graves               Eileen Schell
Kay Halasek                Barbara Schneider
William Hart-Davidson      Stuart Selber
Gail E. Hawisher           Wendy Sharer
Barbara Heffron            Tony Silva
Anne Herrington            Nancy Sommers
John Heyda                 Howard Tinberg
Charlotte Hogg             Victor J. Vitanza
Susan Jarratt              Scott Wible
Susan Kates                Morris Young
Dennis Lynch
STAGE II REVIEWERS

Charles Bazerman, University of California Santa Barbara
Diane Davis, The University of Texas at Austin
Sheryl Fontaine, California State University, Fullerton
Catherine Hobbs, The University of Oklahoma, Norman
Neil Lerner, Massachusetts Institute of Technology, Cambridge
Jaime Mejía, Southwest Texas State University, San Marcos
Eva Payne, Chemeketa Community College, Salem, OR
Paul Puccio, Bloomfield College, New Jersey
Stacey Sheriff, The Pennsylvania State University, University Park
Freddy Thomas, Virginia State University

THANKS

CCCC would like to thank the following 2007 sponsors for their support.

Pearson-Prentice Hall
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NYC & Company-the Convention & Visitors Bureau
FIRST TIME TO THE CONVENTION?

With pleasure, the CCCC Newcomers’ Orientation Committee welcomes all of you to the 2007 CCCC Convention, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this conference. (These events and their locations are listed in the Special Events schedules in the Convention Program.)

On Wednesday, from 5:15–6:15 p.m., New York Suite, Fourth Floor, our committee will host a brief Orientation Session. We will discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention’s many events, and how to meet others. We also look forward to meeting you at the Newcomers’ Coffee on Thursday from 7:00–8:15 a.m., Trianon Ballroom, Third Floor—a congenial start to the first full day of activities.

Throughout the conference, members of this Committee and other CCCC members will be available in a “Newcomers’ Station” to answer questions, chat about the conference, talk about our shared interests, learn about your work, and discuss how CCCC can support you. Committee members will also 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,

Joe Janangelo, Loyola University, Chicago, IL, Chair, Newcomers’ Committee
Amanda Espinosa-Aquilar, Washington State University, Pullman
Paul Hanstedt, Roanoke University, VA
Emily Isaacs, Montclair State University, NJ
Martha Marinara, University of Central Florida, Orlando
Paul M. Puccio, Bloomfield College, NJ
Cynthia Selfe, Ohio State University, Columbus
Lynn Troyka, The City University of New York
Ben Wiley, St. Petersbourg College, FL
LOCAL ARRANGEMENTS

On behalf of the Local Arrangements Committee, I extend a welcome to all of you. Many people have committed their talents and energies to making this convention intellectually rewarding, professionally valuable, and socially pleasurable. We will be on hand throughout the convention to extend more personal hospitality, to answer questions and offer advice, and to help you feel at home in a city that all of us on the Committee find endlessly exciting and curiously lovable.

The Local Arrangements Committee has assembled a rich list of New York’s services as well as historical, cultural, and entertainment attractions. This compilation, which is available at the Local Arrangements Committee Headquarters at the Conference Registration Desk, includes activities for children.

Enjoy the convention—and New York!
Paul Puccio, Bloomfield College, NJ, Local Arrangements Committee Chair
Marth LaBare, Bloomfield College, NJ, Information
Lynn Quitman Troyka, The City College of New York, Registration
Barbara Gleason, The City College of New York, Exhibits
Erec Smith, Drew University, Madison, NJ, James Berlin Walk/Run
Mark McBeth, John Jay College of Criminal Justice, New York, NY

ABOUT THE CCCC CONVENTION

CCCC Membership: Please Join Us!
Membership in the Conference on College Composition and Communication is open to all who teach or are interested in college composition and the first-year English course. The annual dues of $25.00 include a subscription to College Composition and Communication, a quarterly journal. Membership in NCTE ($40.00) is a prerequisite to joining CCCC. Student membership is available, at substantially reduced rates, to full-time students who are not engaged in a paid teaching position on more than a half-time basis. To join CCCC, or to obtain further information, please stop by the NCTE Publications Booth in the Exhibit Hall.

Registration
The Conference Registration Desk is in the Hilton New York, Second Floor, and is open Wednesday, March 21, 8:00 a.m.–7:00 p.m.; Thursday, 8:00 a.m.–6:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; and, Saturday, 8:00 a.m.–4:00 p.m. Those who ordered a Convention Program in advance may pick up a plastic name-badge holder at various locations near the Registration Desk. There is no need to stop at the Registration Desk. Those who preregistered and received a Program Coupon in the mail may pick up their Program at the Program Pick-up Counters at the Registration Desk. For replacement name badges (free) and/or replacement program books (at $10), preregistrants should inquire at the Replacement Counter.
Exhibits
The exhibits are located in the Hilton New York, Exhibit Hall, Third Floor. Exhibit hours are Thursday, 10:00 a.m.–6:00 p.m., Friday, 9:00 a.m.–5:00 p.m., and Saturday, 10:00 a.m.–2:00 p.m.

Location of Meeting Rooms
All meetings of the 2007 CCCC are in the Hilton New York.

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

Information for Attendees with Infants or Small Children
Parents who bring young children to our convention deserve a quiet place to tend to the needs of those children (and of themselves). This year, we have made special arrangements with the Hilton to provide diaper-changing and nursing/feeding space in the convention hotel, which you can find on the 3rd floor, between the Petite and Trianon Ballrooms. On a related note, the Local Arrangements Committee has listed activities especially for children, which is available to you at the Local Arrangements Committee Headquarters.

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

Opening General Session, Thursday 8:30 a.m.–10:00 a.m.
The CCCC Convention’s Opening General Session is one of two opportunities for convention participants to meet as a group. This session, featuring the Chair’s address by Akua Duku Anokye, will be held in the Grand Ballroom, Third Floor.
Concurrent Sessions
Most of the meetings of the CCCC Convention occur in the concurrent sessions held on Thursday, Friday, and Saturday. Each session on the program was highly regarded by teams of CCCC reviewers. All concurrent sessions run for 75 minutes and are of two kinds: 1) panels, featuring two to four speakers who deliver 15–20-minute presentations and then respond to questions from the audience; 2) roundtables, where several panelists make brief presentations, respond to each other, and then respond to questions from the audience.

Special Interest Groups/Business Meetings and Caucuses
On Thursday and Friday evenings, individuals who share common concerns and/or interests will meet in Special Interest Groups and Caucuses. For a complete listing of these groups, see pages 141–144 and 229–232.

The NCTE/CCCC Mobile Technology Center

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

CCCC 2007 Online
To find links to past versions of CCCC Online and to search the collection, visit http://archive.ncte.org/cccc/. For this year, home (homepage, that is) is at http://www.ncte.org/cccc/conv.
GENERAL INFORMATION
AND
SERVICES

Audiovisual Equipment
Second Floor Promenade
Audiovisual equipment ordered by the February 9, 2007 deadline is handled by Pick’s A.V., with offices in the Hilton New York.

Committee on Resolutions
An open meeting of the CCCC Committee on Resolutions, chaired by Freddy Thomas, will be held Thursday, March 22, 5:30–6:30 p.m. (open) 6:30–7:30 p.m. (closed) in Concourse H, Concourse Level.

Nominating Committee
An open meeting of the CCCC Nominating Committee, chaired by Rebecca Moore Howard, will be held on Thursday, March 22, 10:00 a.m.–Noon, in the Green Room, Fourth Floor.

Planning for Next Year’s CCCC Convention
Individuals interested in discussing program proposals for the 2008 CCCC Convention in New Orleans, April 2-5, are invited to meet with Charles Bazerman, 2008 Program Chair, at the CCCC Registration Desk, Hilton New York, Friday, March 23, between 10:00 a.m. and noon.

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

Nonsexist Language
All CCCC/2007 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their conventions.

Copying Service and Shipping
CCCC cannot provide onsite duplicating service. However, the Hilton Business Center is located on the Second Floor.
Emergencies

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

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

Fire Safety. Although hotel fires are rare, the Executive Committee has asked that convention participants be given complete advice on what to do in case of fire in their hotel. Hotels are equipped with a variety of fire-protection devices—smoke alarms, sprinklers, fire-retardant materials—but none of them is designed to put out fires. They merely contain a fire, impeding its growth and progress long enough to permit the fire department to arrive on the scene. Fire safety in a hotel ultimately depends on the hotel staff’s prompt response to reports of fire or smoke. Most hotel staff will verify the presence of a reported fire before summoning the fire department. To report a fire, call the hotel operator and give your name, location, and the location of the suspected fire. Depending on the circumstances, some fire-safety consultants recommend that after you have called the hotel operator, you also call the local fire department: dial 911. This step will result in the fire department coming to the hotel even as the hotel staff is verifying your report of the fire. You hazard a false alarm on the one hand; on the other, you may be responsible for bringing the fire quickly under control because you have bypassed the hotel’s verification procedure. Apart from reporting a suspected fire, you should be aware of various precautions to be taken for your own safety in the event of a fire. A summary of some recommended precautions follows:

As you are escorted to your room for the first time by the hotel bell staff, check the location of the exit nearest your room. You should know exactly how many doors are between your room and the exit. You might have to crawl to this exit in a dark or smoke-filled corridor. If there’s a fire alarm or warning call from the hotel management, don’t stop to gather personal belongings or work papers. Just get out as quickly as possible. Take your room key. You may find it necessary to retreat to your room. Before you open the door to the corridor, put your palm against it and touch the knob. If the door is cool, open it slowly, keeping your foot braced against the bottom. (This helps you slam the door shut if you discover fire or smoke outside.) If the door is hot, do not open it. Soak blankets or towels in water and pack them around the door.

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

WEDNESDAY’S SPECIAL EVENTS:
March 21

Feminist Workshop 2007, sponsored by CCCC Committee on the Status of Women in the Profession:
What is the State of Feminism at the CCCC?

Beekman Parlor, Second Floor
March 21, 9:00 a.m.–5:00 p.m.

This half-day Wednesday event will focus on the realities of women’s lives in academia. We have had a Feminist Workshop at the CCCC for the last 16 years. In some years our numbers have been smaller, partly because of good things: many of us have been elected to serve on CCCC governance committees, but we are also concerned that some of us have not been able to come because of reduced funding or limited resources. This year we want to ask: “What is the state of feminism at the CCCC?” bell hooks comments, “Feminism as a movement no longer exists; we may know individuals who are feminists, but the movement which existed to support and agitate in the way that it had in the past doesn’t exist.” We plan to explore this sobering thought, and will look at the material and working conditions of our lives as women to see if they really improved so much that we no longer need to gather as feminists at the CCCC. Our hypothesis is that the issues still exist on our campuses and in our lives. This will be the 17th Feminist Workshop.

Presentations will be grouped by the following themes:
1. Working Conditions of Women in the Academy
2. Material Conditions of Women’s Lives
3. Contra-power Harassment: Working for Change
4. Feminist Composition and Rhetoric Scholarship

NCTE/NCATE Reviewers Training
Mercury Rotunda, Second Floor
9:00 a.m.–5:00 p.m.
Consortium of Doctoral Programs in Rhetoric and Composition
Concourse D, Concourse Level
March 21, 1:30 p.m.–5:00 p.m.

The Consortium of Doctoral Programs in Rhetoric and Composition, comprising representatives of some seventy institutions, has met for more than 15 years at CCCC. CCCC is the natural home for the group’s annual meeting since our interests in graduate education are intricately bound with the organization’s. The first part of this year’s program will be a workshop themed around the connections between the many different kinds of programs that mark our field. The discussion will be led by representatives from several universities who will provide brief opening statements or talking points. Our intention is to provide a forum to generate a dialogue among people involved in both establishing and maintaining graduate programs in order to better understand our many professional identities.

Those whose programs will be participating on the program include colleagues from Eastern Carolina University, Michigan State University, Ohio State University, North Carolina State University, Michigan Technological University, and Purdue University. Participation from other universities is also welcome.

The second part of the Caucus will be the business meeting of the Consortium and will focus on organizational aspects along with the outcome of the Consortium’s proposal to the National Research Council (NRC).

Intellectual Property in Composition Studies
Gramercy B, Second Floor
March 21, 2:00 p.m.–5:30 p.m.

Intellectual Property rights must balance the needs of authors and other creators with the needs of a more general public. These rights rely on continually evolving identities, for stakeholders must negotiate and renegotiate what counts as an individual or collective mode of production, who or what may claim ownership over intellectual work, and who or what may disseminate it. Such negotiations have taken on a strident tone this year, as universities (e.g., University of Kansas, the University of California system) have initiated new models of institutional sponsorship for faculty scholarship, and as plagiarism cases continue to make the headlines.

Since 1994, the IP Caucus has sponsored a pre-conference meeting to discuss intellectual property issues related to teaching and research. This year, the Cochairs will present on the latest developments of the open-access initiative, considering how the shift to university repository systems and the creation of openly available multimedia archives are reshaping work by faculty, students, and the public. Their presentation will set the stage for the workshop’s activities. Participants will meet in roundtables covering a range of issues, from legal to pedagogical. Roundtable speakers will provide 6–8 minute overviews of their topics, and participants will then create action plans, write letters, develop lobbying strategies, and produce documents for political, professional, and pedagogical use. At the end of the workshop, participants will reconvene to share their plans and recommendations for future action.
Poet-to-Poet Wednesday Event
Concourse C, Concourse Level
March 21, 1:30 p.m.–5:00 p.m.

Bring 10 copies of one or two pages of original poetry in progress for insightful and constructive feedback. This event is not limited to readers at the Exultation of Larks. We particularly welcome CCCC member poets who are novices.

Research Network Forum
Grand Ballroom West, Third Floor
March 21, 9:00 a.m.–5:00 p.m.

In keeping with the 2007 Conference theme, the Research Network Forum responds to Cheryl Glenn’s call to “take advantage of the diversity that invigorates our field.” The Research Network Forum was founded 20 years ago by leaders in the field so that a wide range of researchers could assemble to discuss their work that invariably “span[s] institutional boundaries, linguistic backgrounds, demographic markers, and professional experiences” while also extending over “the discursive features of reading, writing, speaking, listening, and silence.” The RNF provides opportunities for scholars at various stages of their professional careers to meet together and have meaningful conversations about their work. Indeed, it has been the site of the start of many productive professional relationships and collaborations. Each participant leaves the RNF with a richer understanding of how identity shapes the ways in which we begin our research, and how our research often confounds and goes beyond our preconceived notions of the identities of others as well as those of ourselves. Please celebrate RNF’s 20th anniversary with us!

Plenary Speakers include Charles Bazerman, Ollie Oviedo, Ann Ruggles Gere, and Catherine Smith.

Qualitative Research Network
Mercury Ballroom, Third Floor
March 21, 1:30 p.m.–5:00 p.m.

Cochairs: Seth Kahn, West Chester University, and Heidi McKee, Miami University
Keynote Speakers: Beverly Moss, Ohio State University, “Researcher-Participant Relations: Preparing Researchers for Examining Issues of Ethics, Power, Reciprocity and Diversity.” Rebecca Rickly, Texas Technical University, “Methodology Matters: How Prepared Are We to Make Knowledge in Our Fields?”

The Qualitative Research Network (QRN) goals are to foster discussion of qualitative research issues and to offer mentoring and support to qualitative researchers at all levels of experience and working in diverse areas within the college and composition community. The QRN consists of two components: (1) the first hour of keynote addresses and discussion (this year’s topic is graduate research education), and (2) the rest of the workshop for research roundtables where novice and veteran researchers present work-in-progress for group discussion.
Newcomers’ Orientation
New York Suite, Fourth Floor
March 21, 5:15 p.m.–6:15 p.m.

Consortium of MA Programs in Writing
Concourse B, Concourse Level
March 21, 6:30 p.m.–8:30 p.m.

Cochairs: Heidi Estrem, Seth Kahn, Barbara Gleason, Jennifer Beech, Peter Vandenberg

This new consortium seeks to create a space for conversation among those who teach in, administer, or are interested in designing M.A. programs in writing studies. M.A. programs (those either fully or partially focused on composition and rhetoric) that are independent of Ph.D. programs serve a variety of needs for local student populations, needs that are often distinct from M.A. programs that feed Ph.D. programs in rhetoric and composition. We envision collaborating on issues that will help us gain national perspectives on issues particular to M.A.-only institutions. This first meeting will serve to initiate projects and provide contacts for further research and program development.

The Future of the History of Rhetoric and Composition
(Sponsored by the Coalition of Women Scholars in the History of Rhetoric and Composition)
Concourse A, Concourse Level
March 21, 6:30 p.m.–8:30 p.m.

Chair: Lynee Gaillet Lewis, Georgia State University, Atlanta

Keynote Speakers: Linda Ferreira-Buckley, University of Texas at Austin, “Archival Research and the Construction of Women’s Histories”
Kate Adams, Loyola University, New Orleans, LA, “A Future for Pedagogical Research: The ‘So What’ Question”
Bo Wang, California State University, Fresno, “Generating a Dialogue between East and West: Research in Asian Rhetoric”
Mary Hocks, Georgia State University, Atlanta “The Future Becomes the History of Writing Technologies”

The last few decades have seen remarkable advances in historical scholarship by and about women, as scholars researched the history of rhetorical practice, pedagogy, and theory. In this presentation, the methodologies used in recent historical scholarship will be reviewed by briefly examining the benefits (and limitations) of each. Then types of archives—and the attendant methodologies needed to make full use of them—we have not yet fully explored will be considered. By making use of these, we can continue to advance the historical scholarship on women and girls, both in the Americas and on other continents.
THURSDAY’S SPECIAL EVENTS:

MARCH 22

Newcomers’ Coffee Hour
Trianon Ballroom, Third Floor
All first-time attendees are invited to have complimentary continental breakfast before the Opening General Session.
7:00 a.m.–8:15 a.m.

Opening Session
Grand Ballroom, Third Floor
8:30 a.m.–10:00 a.m.
At this session we honor both the 2007 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair’s address. Please join us.

Featured Speakers
Joy Harjo and Lee Marmon,
Sponsored by Bedford/St. Martin’s and Dorothy Allison
Grand Ballroom East, Third Floor

Scholars for the Dream Reception
East Ballroom Foyer
6:15 p.m.–7:15 p.m.
Everyone is invited.
Winners of the Scholars for the Dream Travel Awards (announced in the Opening General Session) are chosen by a Selection Committee. All are first-time presenters at the CCCC Convention and are selected on the basis of the extended abstracts of their proposals that each submitted. All are members of groups historically underrepresented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians).
2007 Scholars for the Dream Award Winners

Maria Bibbs, University of Wisconsin-Madison: M.14
Tamika L. Carey, Syracuse University, New York: O.11
Korina Jocson, Stanford University, California: E.29
Donna King, The Pennsylvania State University, State College: A.20
Lydia Balderamos Loskot, New Mexico State University, Las Cruces: N.12
Barbara Castillo Noyes, University of Texas at Arlington: F.21
Sung Ohm, Ohio University, Athens: L.29
Ryan Masaaki Omizo, University of Hawaii at Manoa: K.25
Debbie A. Reese, University of Illinois at Urbana-Champaign: P.24
Kimberly Thomas, Indiana University of Pennsylvania: F.05

Previous Scholars for the Dream Award Winners

2006
Timothy J. Brown, Kevin Browne, Rachel Carrales, Elizabeth Imende, Kendall Leon, Jolivette Mecenas, Soncerey Montgomery, Iris Ruiz, Paul Velazquez, Han Yu

2005

2004
JuliAnna Avila, Jeffrey Duncan-Andrade, D. Ted Hall, David Kirkland, Melvette Melvin, Rose Metts, Kelvin Monroe, Spencer Salas, Cecilia Solis-Sublette, Sandra Young

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

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

2001
Terry Carter, Rose Gubele, Daniel Justice, Rhea Estelle Lathan, Kim Lee, Meredith Lee, Kathleen McColley, Josye Sadler, Faye Spencer Maor

2000
Aesha Adams, Christina Bell, Rebecca Cisneros, Lisa Trevino Roy-Davis, Avis G. Hewitt, Joseph Ng/Eng, Annette Harris-Powell, Rebecca Small, Rhonda Robinson Thomas, Kendra Vaglienti
Humor Night
Sutton North, Second Floor
Thursday, March 22, 8:00 p.m.–10:00 p.m.

“Reinventing Identities”. As we work to represent who we are, we sometimes have to reinvent who we are, as do our students. This year’s Humor Night panel will explore this theme: Just who do we think we are? “Presenting . . . Teachers/Students in Pop Culture,” “Reinventing Identities: A Glance Backward and Forward in the Comp Game,” “Reinventing Humor Night: Looking for New Blood and Fresh Meat,” and the Composition Blues Band comprise the presentations. Presenters: Anita Guyun, Gabrielle Rico, Marvin Diogenes, Clyde Moneyhun, Bill Bridges, Ron Lunsford.
FRIDAY’S SPECIAL EVENTS:

MARCH 23

A Conversation with and for Graduate Students: “Developing Professionally While in Grad School”
2:00 p.m.–3:15 p.m., Trianon Ballroom, Third Floor
Chair: Jack Selzer  The Pennsylvania State University, University Park
Speakers: Gail Hawisher, University of Illinois at Urbana-Champaign
Jacqueline Jones Royster, The Ohio State University, Columbus
Marilyn Cooper, Michigan Technological University, Houghton
Andrea Lunsford, Stanford University, CA
Blake Scott, University of Central Florida, Orlando

Awards/Recognition Reception
Trianon Ballroom, Third Floor
5:00 p.m.–6:30 p.m.
At this reception we announce the winners of the 2007 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in TETYC, and the Nell Ann Pickett Service Award. Past CCCC chairs and distinguished guests will be recognized. A reception follows. Please attend and honor your colleagues.

TYCA Talks
Gramercy B, Second Floor
Friday, March 23, 6:00 p.m.–7:00 p.m.
This special event brings together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.
The Twentieth Annual Poetry Forum
Concourse G, Concourse Level
Friday, March 23, 7:30 p.m.–10:30 p.m.

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

Rock ‘n’ Roll
Trianon Ballroom, Third Floor
9:30 p.m. – 1:00 a.m.

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

Sponsored by McGraw Hill

SATURDAY’S SPECIAL EVENTS:
March 24

TYCA Annual Breakfast
Grand Ballroom West, Third Floor
7:00 a.m.–8:00 a.m.

This lively annual event presents TYCA’s Outstanding Programs in English Awards and the Fame and Shame Awards for media reference to two-year colleges. Come, break muffins, eat a hot breakfast, and talk with convivial two-year college faculty and other boosters. National TYCA is a national coalition of the seven TYCA Regional Conferences, each of which has retained its separate identity. Because this breakfast is partially supported by donations from book publishers, educational software companies, and many textbook authors who teach at two-year colleges, the cost per person is only $25.00. Tickets should have been ordered in advance. You can check at the Registration Desk, Second Floor, to see if any tickets are still available.
Town Hall Meeting  
Trianon Ballroom, Third Floor  
8:00 a.m.–9:15 a.m.

The CCCC annual business meeting happens at 8:00 a.m. Saturday. It’s open to all CCCC members, and as veterans of that meeting well know, there is inevitably a lively exchange on crucial issues.

A Conversation with and for Graduate Students:  
“The Job Market”  
12:30 p.m.–1:45 p.m., Trianon Ballroom, Third Floor  
Chair: Gail Hawisher, University of Illinois Urbana-Champaign IL  
Speakers: Debbie Hawhee, University of Illinois, Urbana-Champaign IL  
Heidi McKee, Miami University, Oxford, OH  
Cynthia Selfe, The Ohio State University, Miami  
Jack Selzer, Penn State University, University Park

Jim Berlin Memorial Run/Walk/Pub Crawl  
In many ways, the work and pleasure that we share at CCCC bears witness to the vision of Jim Berlin—a vision of engaged citizenship and shared responsibility. As we discuss the many identities that define us personally, politically, and professionally; as we imagine pedagogies that empower students while also reminding them of the trust placed in them as members of a democratic society; as we reflect on the intricate relationships between literacy and authority, between teaching and politics, between theory and practice; and as we greet one another in warm friendship and collegiality—we keep Jim Berlin’s spirit alive among us.

But perhaps the most congenial celebration of his spirit is the Memorial Run/Walk/Pub Crawl on Saturday. Come and hit the streets, stretch your legs, move amidst the stimulating activity of New York City, share a drink with friends—and think of Jim. With good cheer and even greater wisdom, he would have seen the city with a special clarity; let’s aim for that clarity as we experience the city, this time in his name.—Paul Puccio, Local Arrangements Chair
We honor Peter Elbow, Professor of English Emeritus at the University of Massachusetts Amherst, as an exemplary teacher, scholar, and servant to our profession. He wanted to be a teacher by the time he finished high school, and he always has been and continues to be an extraordinary teacher, in spite of the title of his first—and still immensely popular—book, *Writing Without Teachers* (1973). He has taught us all, elementary school teachers to dissertation directors, to practice what we preach: to write as we’re teaching writing, to share our work, to teach our students to share theirs, to find our voices, to hear our students’ voices, to believe as well as to think.

His own writing has, so far, resulted in six single-authored books—including *Writing With Power* (1982), *Embracing Contraries: Explorations in Learning and Teaching* (1986), and *Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing* (2000)—four co-authored books, four anthologies, and roughly one hundred essays, articles, and reviews.

Professor Elbow has previously been awarded the CCCC’s Richard Braddock Award for “Shifting Relationships Between Speech and Writing” (1986), the *Rhetoric Review* best essay of the year for “The War Between Reading and Writing—and How to End It” (1993), and the James N. Britton Award, given by the NCTE Conference on English Education, for *Everyone Can Write* (2002). In 2001, the NCTE gave him the James R. Squire Award “for his transforming influence and lasting intellectual contribution to the English Profession.” He has served the profession not only through his writing and his conference presentations, but also through a lifetime of service on editorial boards, including those for *PRE/TEXT, JAC, Journal of Basic Writing, Educational Assessment, Transformations,* and *Assessing Writing.* He was elected to serve on MLA committees from 1984–1992 and on the CCC Executive Committee 1994-1997.

Anyone who has taken a course from Peter Elbow, been in a workshop he led, or asked a question at a conference talk he gave has experienced his great generosity of mind and spirit. He listens. He responds carefully, respecting opposing perspectives, embracing contraries.

In 2007, we affirm our deep gratitude to Professor Peter Elbow for a lifetime of exemplary service, scholarship, and teaching in the field of composition.
IN MEMORIAM

TERESA KYNELL HUNT
MICHELLE KENDRICK
RICHARD LARSON
DONALD M. MURRAY

2007 Outstanding Teacher Award Winners

We need to acknowledge those who gain recognition for what they do in their classrooms. This year, all who acknowledged having received awards at their departments or institutions are listed below.

Allen Brizee  Alison A. Knoblauch
Collin Brooke  Colby H. Kullman
Shanti Bruce  Bonnie Kyburz
Paul Cook  David Lydic
Martha A.K. Diede  Cecilia Rodríguez Milanés
Emily Joan Dowd  Laurie Morrison
Maureen Daly Goggin  Walter Nelson
Jane Greer  Niki Nolles
Sarah A Innerst-Peterson  Deborah Normand
Steven Katz  Shawn Steinhart
Liz Kleinfeld  Stacia Watkins
SESSIONS PRESENTED
BY
TWO-YEAR COLLEGE FACULTY

Workshops

AW 10 Producing Scholarship for TETYC

Concurrent Sessions Presented by Two-Year College Faculty

A 25 Locating the Scholar among the Grading Stacks: A Response to the TYCA document “Research and Scholarship in the Two-Year College”
B 19 Miles to Go: A Journey toward Developmental Writing and Freshman Composition Course Assessments
B 21 Welcome—Here’s your Nametag: Interrogating, Negotiating and I.D-ing in Academia
B 22 Raising the Bar for Teachers and Students: Cultivating Writerly Identities at the Two-Year College
B 26 Teacher, Student, Research: Shifting Identities in the Learning-Centered Community College
D 35 Decoding Hyphenated Identities
F 24 We Two—You, Me Talk on This Page: How Non-Traditional Students Respond to Teacher Comments
H 03 Visualizing the South: Remembering Race on a Mostly White Campus
H 08 Re-Presenting Two-Year College Academic Identities: Effective Practices for Meeting Multiple Expectations in Assessment, Teaching With Technologies, and WAC
I 22 Constructing Program Identity at a Community College
K 11 The Multiple Identities of Two-Year Colleges
K 24 Multiple Responsibilities, Multiple Identities: I Teach College English . . . Sort Of
K 33 Representing Identities: Service-Learning to Re-p resent Identities in Two-Year Colleges
L 12 Myths and Reality: The Relationship of Teaching Conditions and the Academic Identity of Two-Year College Teacher-Scholars
N 11 Preparing to Teach in a Two-Year College
O 20 Creating Space for Silence: Interdisciplinary Contemplations on Identity

Friday Special Interest Groups

TYCA TALKS (Friday night 6-7 p.m.)

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COMMITTEE MEETINGS

CCCC Executive Committee
Tuesday, March 20, Orientation 6:00 p.m.–8:30 p.m.
Wednesday, March 21, 7:30 a.m.–5:00 p.m.
Rendezvous Trianon, Third Floor
Chair: Akua Duku Anokye

Committee on Assessment
Friday, March 23, 10:00 a.m.–Noon (Closed)
Concourse F, Concourse Level
Co-Chairs: Renee Betz and Summer Smith Taylor

Committee on Computers in Composition and Communication
Thursday, March 22, 4:30–6:30 p.m. (Closed)
Concourse F, Concourse Level
Co-Chairs: Cheryl Ball and Michael Day

Convention Concerns Committee
Saturday, March 24, Noon–1:00 p.m.
Concourse H, Concourse Level
Co-Chairs: Akua Duku Anokye and Jay Wootten

Committee on Disability Issues
Thursday, March 22, 10:30–11:45 a.m.
Concourse F, Concourse Level
Chair: Cynthia Lewiecki-Wilson

Committee on Diversity
Thursday, March 22, 3:30–4:45 p.m. (Open)
Friday, March 23, 3:30–4:45 p.m. (Closed)
Green Room, Fourth Floor
Chair: Joyce Irene Middleton

Committee on Higher Education
Friday, March 23, 8:00–9:15 a.m. (Closed)
Concourse F, Concourse Level
Chair: Joyce Kinkead
Committee on Intellectual Property
Thursday, March 22, 1:45–3:45 p.m. (Closed)
Concourse F, Concourse Level
Chair: John Logie

Committee on Technical and Scientific Communication
Thursday, March 22, 4:45–6:15 p.m.
Green Room, Fourth Floor
Chair: Deborah C. Andrews

Language Policy Committee
Saturday, March 24, 2:00–4:00 p.m.
Concourse H, Concourse Level
Chair: Geneva Smitherman

Committee on the Major in Rhetoric and Composition
Friday, March 23, 2:00–4:00 p.m. (Closed)
Concourse H, Concourse Level
Chair: Susan McLeod

Newcomers’ Orientation Committee
Thursday, March 22, 3:15–4:30 p.m. (Closed)
Concourse H, Concourse Level
Interim Chair: Joseph Janangelo

Nominating Committee
Thursday, March 22, 10:00 a.m.–Noon (open)
Green Room, Fourth Floor
Chair: Rebecca Moore Howard

Committee on the Preparation of Teachers of Writing
Friday, March 23, 9:30–11:30 a.m. (Closed)
Green Room, Fourth Floor
Chair: Freddy Thomas

Research Committee
Friday, March 23, 2:00–3:00 p.m. (Closed)
3:00 – 4:00 p.m. (Open)
Concourse F, Concourse Level
Resolutions Committee
Thursday, March 22, 5:30–6:30 p.m. (Open)
6:30–7:30 p.m. (Closed)
Concourse H, Concourse Level
Chair: Freddy Thomas

Committee on the Roles of Faculty Status and Teaching Conditions in Academic Quality
Friday, March 23, 10:00–11:30 a.m. (Closed)
Concourse H, Concourse Level
Chair: Jennifer Beech

Committee on Second Language Writing
Saturday, March 24, 9:00 a.m.–Noon
Concourse H, Concourse Level
Co-chairs: Paul Kei Matsuda and Susan Miller-Cochran

Committee on the Status of Women in the Profession
Thursday, March 22, 7:00 a.m.–8:15 a.m., (Closed)
Concourse H, Concourse Level
Chair: Heather E. Bruce

TETYC Editorial Board
Friday, March 23, 7:30–8:30 a.m.
Concourse H, Concourse Level

TYCA Executive Committee
Saturday, March 24, 9:00 a.m.–5:00 p.m.
Concourse F, Concourse Level
INDEX OF CONCURRENT SESSIONS

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

101—Practices of Teaching Writing

A.09 The Liberian Civil War and the Writing Classroom
A.12 Selling Ideas or Selling Out? Negotiating Identities in the Writing of Composition Textbooks
A.14 Reclaiming the Craft of Composition
A.15 The Composition of Identities in the Small Liberal Arts College: Experiments in Reconstructing First-Year Seminars
A.19 Reperceiving Peer Review
A.27 Writing Across Genres: Letters, Exposition, and Autoethnography
A.35 Revisiting and Revising: Benefits of Using the 6+1 Trait Method in Undergraduate Writing Program Assessment

B.01 My Teacher Is What?!?!: Students’ Construction, Resistance, and (Mis)Perception of Teacher Identities
B.08 Decisions and Revisions: Comp(osing/eting) Identities in Military Student Writing
B.10 Multimodal Composing and the Challenge of Assessment
B.18 Sayin’ it Loud from an Inside Voice: Diversity Represents
B.21 Welcome—Here’s Your Nametag: Interrogating, Negotiating and I.D-ing in Academia
B.22 Raising the Bar for Teachers and Students: Cultivating Writerly Identities at the Two-Year College
B.24 Addressing Student Identities in Creating Shared Online Materials to Teach the Research Paper
B.35 Graphic Novels: Cross-Cultural Sites for Identity, Identification, and Critical Engagement

C.01 Rhetorical Grammar and the Construction of a Writer’s Identity
C.06 When Students Are “True Believers”: Critical Thinking and Identities of Ideology
C.12 Identity and Higher Literacy: Theories of Literacy, Stories of Learning
C.14 Situated Student Writing and Basic Composition
C.21 Rationalizing, Supporting, and Assessing Digital Literacies in the Composition Classroom
C.23 Representing Chicano and Chicana Identities in Rhetoric and Composition Studies
C.25 Writing Multiple, Contingent Identities in Cross-National Settings
C.31 Women’s Voices and Rhetorical Pedagogies
C.35 Writing Bodies: Integrating (Dis)Ability into the Composition Classroom
D.03 Twenty-First Century Collaborative Pedagogy: Transcultural, Transnational, and Digital Identities
D.06 By Audio, Email, Appointment: Shaping Our Identities as Readers
D.08 Ten Thousand New Reasons For Never Adopting a Composition Textbook
D.18 Students Becoming Scholars: Redefining Student/Teacher Identities in the Composition Classroom
D.22 Locating Rhetorical Agency in Classrooms: Opening Up Spaces from Which to Write, Speak, and Act
D.23 “Who Are You? Who Am I? Who are We?” Identity Formation and Expectations: Programs, Teachers, and Students Work Recursively for Student Success
D.29 Claiming Identity in the Composition Classroom: Blackness, Whiteness, and Brownness
D.35 Decoding Hyphenated Identities (TYCA STRAND)
E.01 Writing Teacher Education Thirty Years After “Balancing Theory and Practice in the Training of Writing Teachers”
E.03 Approaches to Essay and Argument: Teaching “Moves” vs. Teaching Writers
E.12 Students with Disabilities: Creating Accommodations and Inclusion within the Composition Classroom
E.13 Conflicting Identities: Obstacles and Opportunities
E.18 Confronting Our Own Invisibility: The Rhetorical Dilemmas of Invisible Minorities Teaching Literacy in Urban Educational Settings
E.20 Plagiarism: ESL and Deaf Students
E.35 Two Alternative Identities in the Classroom: Hip Hop and African American Homiletics
F.03 First-year Honors Composition: The Other Margin of College Composition
F.14 Speaking for Ourselves: Undergraduates Talk about Writing
F.22 The Power of Ethnographic Research: Investing Basic Writing Students in Research-Based Composition
F.23 Collaborating on a Literature-and-Composition Course About Genre
F.24 We Two—You, Me Talk on This Page: How Non-Traditional Students Respond to Teacher Comments
F.25 Grammatical Errors and Identity: The Connections Between Cognitive Practices, Student Voices, and the Creative Process
F.27 But We’re ________, Not Writers: Re-imagining Collective Identity in the Classroom
F.28 Student Identity and Rhetorical Agency: Classroom Strategies Beyond “Edvfads”
F.29 Evaluative and Response Techniques for Inspiring and Encouraging Student Writing
F.32 Interrogating Theory and Practices with ESL and Writing
F.35 First-Year Composition and the Writing-Research Gap
G.07 Many Voices, One Work: Multigenre Texts and the Construction of Identity
G.12 Building Professional Identity Through Story: A Cross-Disciplinary Collaboration
G.15 Who Am I and Why Am I Here?: Success Strategies for Responding to Diverse Identities at a Metropolitan University
G.18 Rehearsing Ethos: Performing as Writers, Readers, and Speakers
G.19 Re-presenting Hegemony, Re-imagining Student Identities
G.23 Debility and Expectation vs. Ability and Preparation: A Skills-Based Approach to Teaching Under-Prepared Students to Write
G.24 Writing and Overcoming: How Writing Adds Important Perspectives on Healing Others
G.35 Basic Economics: The Logical, Pathetic, and Ethical Identities of Basic Writing
H.06 Gray Hair in the Front Row, Cabbie in the Back: What Writing Teachers Need to Know about Adult Learners
H.15 Identity and Intertextuality: Using Literature as a Vehicle for Students’ Exploration of Their Own Textual Identities
H.16 Does Student Success + Composition Add Up?: Retention Matters in First-Year Writing(?)
H.20 Re-Visioning the Identity of Instructor Comments: Scaling Writing Concerns in Electronic Environments
H.22 Multiple Collaboration, Multiple Literacies: A Tale of Three Campuses
H.25 Re-presenting Language Identities in Jamaican Composition Classrooms
H.26 Practicing Silence in the Writing Classroom
H.27 Tools for the Writing Classroom—Exercises in Propaganda, Humor, and Critical Thinking
H.34 Crossing Borders: Reconsidering Freire’s Legacy
H.35 Bridging the Personal and the Academic: Intersecting Identities in the College Discourse Community
I.13 Constructing Identity in the Multicultural Classroom: Pedagogies and Practices for Negotiating the Personal and Academic Self
I.18 The New Media and the New Essay: Opportunities for Teaching Writing
I.19 The Self-Identity of Basic Writers: Reading and Writing the Academy
I.23 Revealing our Identities: External Portfolio Assessment in the First-Year Writing Classroom
I.26 Negotiating Student Voice in First Year Composition: Listening, Seeing, Speaking, and Writing
I.27 Understanding the Transition to First-Year Composition through Research, Writing, and Crime Scenes
I.28 Religious Identities and Personal Beliefs in Composition Class
I.35 New Identities, New Approaches in WAC/WID
J.10 “So What?”: The Impact of Formulaic Writing on First Year College Composition
J.12 Authenticity, Representation, and Public Selves
J.19 Should Professor Procrustes Teach Comp? On Preserving Integrity, Identities, and Authenticity in the Age of Accountability
J.21 I Love the Eighties: How Pedagogical Conversations from the 1980’s Continue to Shape Our Professional Identities
J.22 Visual Culture and Technical Communication: Case Studies in Identity Construction
J.23 Representing Identities: Rhetorical Analysis as the Means of (Re)Crafting Student Identities
J.30 Advancing the Multiliteracy of ESL/EFL Students
J.31 “That’s Not Writing!”: Problems of Identity and Definition in Cross-Media and Cross-Disciplinary Teaching
J.33 Hold That Thought: Sustained Writing Projects and Identity Development
J.35 Identity in Contemporary Community: Alternatives in Assessment, Cyberspace, and Rhetoric
K.12 Improv/ed Writing: Performance and the Play of Composition
K.15 Rhetorical Identities: (Re-)Identifying Identity
K.23 Do Students REALLY Change Their Minds in Composition Courses?
K.24 Multiple Responsibilities, Multiple Identities: I Teach College English...Sort Of
K.30 Teaching for Morality and Social Justice
K.32 Hidden Outcomes and Identity: An Assessment Plan for Measuring Unplanned and Unpredictable Learning
L.01 Uncovering Identity through Dynamic Criteria Mapping
L.21 Feminism, Composition and Pedagogy
L.22 Taboo Teaching: Race, Authority and Evil in the College Classroom
L.23 Policing Plagiarism: Teaching Composition in an Electronic Age
L.24 Representation of Identity in First-Year Composition Syllabi
M.17 Talking and Walking through Academic Differences: Exploring Pedagogical Practices for Adult and Basic Writers
M.18 Pictures, Images, and Abu Ghraib: The Rhetoric of Visuals For Writing Practices and Instruction
M.19 Contending with the Rhetoric of Gendered Discursive Representations
M.20 Critical Appraisals of Race Identifications in Composition
M.21 Connecting to Students’ Personal Identities in Composition Classrooms: Autobiography, Cinema, and Street Novels
M.22 Beyond the Narrative and Case Study: Representing Student Identities in the Composition Classroom
N.08 Visual Composition: A Changing Professional Identity
N.13 Giving Way, Here and There
N.19 Genre and Cultural Action–Ethnography, Argument, and Journals
N.20 Writing is Risky Business: Inmate Writers and Community Dissent
N.21 Responding to Student Writing: Teacher Identities and Student Reactions
N.22 Peers and Portfolios—Responding to Student Writing
N.32 Re-representing the Writing Center’s Identity
N.33 Blackness, Whiteness, Language, and Identity Construction
O.13 I, Netizen: What is a Netizen, and Why Should We Care?
O.24 Renegotiating Identities in First-Year Writing Courses: Learning Contracts and Library Literacy
O.25 Making Diversity a Resource in the Composition Classroom
O.26 Disrupting the Norm: Re-presenting Resistors, Athletes and the Marginalized
O.27 Representing Writers: New Research on College Writing
O.34 Constructing Identity through Visual Rhetoric
P.13 Negotiating the Divide: Translations and Transitions between Multimodal Texts and Academic Discourse in the Composition Classroom
P.16 Rhetorical Scientific Plays and Students’ Identities
P.17 The Uses of Grammar in Identity Constructions
P.18 Rethinking Basic Writing: Pedagogies of Inclusion and Success
P.31 Engaging Student and Teacher Responses
P.32 Perspectives on the Writing-Intensive Classroom

102—Composition Programs

A.01 Institutional Forces as Shapers of Identity
A.04 Creating Community and Representing Identities at a Large FYC Program: Using New Tools in New Ways
A.17 From the Margins to the Center: ESL Students Challenge the Identity of First-Year Writing
A.21 The Proposed CCC Statement on the Preparation of Teachers of Writing
B.05 Mouth Wide Shut: The Silencing and Voicing of Feminine Identity
B.13 Person, Place, or Thing: Identity, Physical Space, Definition, and Boundaries in Studios
B.14 Online Identities and the Evolving Roles of Writing Centers
B.16 A Study of High Stakes Testing Practices: The City University of New York and Beyond
B.19 Miles to Go: A Journey Toward Developmental Writing and Freshman Composition Course Assessments
C.04 (Star) Charting Our Program’s Identity: One Writing Program Assessment’s Design, Implementation, and Outcomes
C.11 The Role of Discourse Communities in the Composition Classroom at the United States Military Academy
C.16 TA’s as WPA’s Negotiating Student and Administrators’ Identities
C.18 Student Identity, Student Community: The First Essays Project
D.05 Changing Identities: Undergraduate Degree Programs and the Future of the Discipline
D.10 Rural Literacies from Appalachia to the Plains: Identities in Formation
D.13 Beyond IMHO: Composing an Expert Identity through Information Literacy, Communications, and First-Year Writing
D.19 The Subject(s) of Composition: Institutional, Disciplinary, and Pedagogical Identities
D.27 Writing Centers as Sites of Service-Learning
E.04 Memoir and Prior Learning Narrative Writing in Programs for Adults
E.10 How to Create Your Own Composition Program in a Few Simple Steps: A User’s Guide
E.15 This, That, and “The Other”: The Hybrid Identities of Writing Centers Situated in Learning Centers
E.16 Generative Assessment: Three Models for Learning from our Programs
F.13 From the Academy to the Community and Back Again, or, From the Paper to the Pavement
F.15 What Did You Expect? Reports on Student and Faculty Expectations of Writing Instruction
F.19 Chasing Identity: Cautionary-Encouragement Tales from an Independent Writing Program
G.04 The Identity of the National Writing Project through Different Lenses
G.09 Composing Ourselves: The Dialectics of Identity in a Transitional Writing Program
G.11 Only the Lonely: Constructing Professional Compositionist Identities at Small Institutions
G.22 Dear Co-Authors: Epistolary Revelations of Five Writing Center Directors
G.32 Hitting the Long Ball: Striving for Process-Oriented Training of Interdisciplinary Writing Teachers
H.07 Tutors Without Borders: Advanced Composition Course for Pre-service Teachers with Online Tutor Outreach to Middle School Students
H.11 Re-Assessing Writing Center Assumptions: Best Practices, Best Tutors, Best Texts
H.14 Identities in Opposition: Can a Fragmented Writing Program Transform the System?
H.23 WAC Undercover: How Writing Fellows Influence Faculty in the Sciences
I.02 Negotiating Identities: A Good Deal for both Students and Institutions
I.05 “Illegal” Crossings: Challenging the Academy’s Ambivalence Toward “Under Served” and Basic Writing Students
I.11 Re-Membering Rhetoric: University of Oregon’s New Program in Writing, Speaking, and Critical Reasoning
I.16 Administrative Identities and Working Conditions
I.22 Constructing Program Identity at a Community College
J.08 Shaping Institutional Identities: Collaborative Reflection for Learning, Teaching and Assessment
J.20 Selling Ourselves: What Writing Centers Should Know about Marketing
J.27 The Evolution of Learning Communities
K.09 Yours, Mine and Ours: Raising Self-Awareness about Uses of Source Material
K.13 Exploring Identities: Developing an Integrative Composition Capstone
K.16 Learning Identities: The Writing Classroom as Site for Transformation and Self-Actualization
K.20 On Getting What You Asked For: Consequences and Compromises of Institutionalizing a Mainstreaming Pilot Project
K.33 Representing Identities: Service-Learning to Re-present Identities in Two-Year Colleges (TYCA STRAND)
L.08 WAC Student Identities: Disciplinary, Analytical-Empathetic, or Advocatory?
L.13 Identifying, or Being Identified, as “At-Risk”: Ways Basic Writers and First-Graders Forge Academic Identities Through a Service-Learning Partnership Course
L.25 Exploration of Self and Community the Post-Katrina Classroom
L.33 The WPA Writing Center Role and Creating Tutor Identities
L.34 Innovations and Improvements in WPA
M.12 Pedagogical Memory and the Transferability of Knowledge
M.28 High Stakes Assessment of Faculty, Students, and Programs
M.29 Where the Bloody Hell Are We? Subverting and Resisting the Dominant Discourse through Hip Hop, Oral Tradition, and Online Texts
M.33 Student Selves and Transformation in the Writing Classroom
N.16 The Authority of Appropriation: Representing Identities through Re-Presenting Text
N.23 Using Portfolios to Shape Students Identities in the Classroom and the University
N.30 Usable Literacies: Rhetoric and Composition, (dis)Ability Studies, and Course (re)Design
O.20 Creating Space for Silence: Interdisciplinary Contemplations on Identity
O.28 Using Audio-Visual and Computer Technology in Tutor Training
O.29 Assigning and Assessing Student Writing Across the Curriculum
P.14 Presenting and Representing Multiple Identities in First-Year Writing Programs
P.19 Creating Space: (Re)Locating Writing Centers and Tutors
P.20 Linguistic and Cultural Frame Works in the Classroom and in the Writing Center
P.30 Cultures of Writing and Writing Instruction: Toward Expressing Identity in an International Context

103—Theory

A.06 Parody and Pedagogy: Encouraging the Playful Power of Oppositional Identity in Critical Writing
A.26 The Impact of Learning English on Deaf Identity
A.28 V for Virtual and Visual Rhetorics
A.29 Lacanian Readings: On Agency, Desire, and Love
A.30 Refiguring Burkean Rhetoric
A.31 Other Rhetorics: Tatoos, Cookbooks, Graffiti, and Post-Rock
B.09 “Dude! Where’s My Voice?” Language, Identity, and the Working-Class Writing Instructor
B.29 Illness, Disability, and the Composed Body
B.30 3 C’s: Capitalism, Commodification, and Consumerism
B.31 Digital Identities, Simulated Spaces, and Technological Performativities
B.32 Placing and Erasing the Queer
C.20 From Exclusion to Inclusion: Mapping U.S. Rhetorics of Hybridity and Difference
C.30 African American Identity in the Teaching of Writing
C.34 Making Rhetoric Work in and for Social Movements
D.01 Making a Place for Latino/a Students/Writers/Researchers
D.07 25 Years of Reading and Misreading Orality and Literacy
D.12 Speaking the Body: Marginalized Identities and Performative Rhetorics
D.30 Post 9-11 Political Rhetoric: War, Comedy, and Hillary
| E.26 | Invisible, Stigmatized, Gifted, Warring: Representations of Autistic Identities |
| E.29 | Re-thinking Voice(s) |
| E.30 | Feminist Theory and Women’s Self Representation |
| E.31 | Mapping Identities |
| E.34 | ‘Structure, Sign, and Play’: Serious Design à la Derrida Forty Years After |
| F.02 | Virtual Compositionist Version 1.1 |
| F.04 | The Forgotten Canon: Memory in the 21st Century |
| F.05 | (Un)Masking “Identity”: Cross-Cultural Reflections on Lived Experience |
| F.20 | Pacific Islander Rhetorics: Language, Nationhood, and De/colonization |
| F.34 | Autism, Representation, and Identity |
| G.10 | Black Sheep, Poachers, and Border Americans: Literacy Acquisition, Motivation, and Identity |
| G.13 | Pragmatism and Self-Reflexive Literature |
| G.17 | The End of Identity: Reclaiming Identities through Language, Culture, and Style |
| G.21 | Tarrying with Context: Ideology, Identity, and Disciplinarity Beyond Representation |
| H.03 | Visualizing the South: Remembering Race on a Mostly White Campus |
| H.09 | Braiding Identities: Researcher, Teacher, Citizen |
| H.17 | Re-Imagining Possibilities of Identity: Genre, Subjectivity, and Agency in the Classroom |
| H.24 | (Re)Negotiating Identity – Nostalgia, the “Bad Writer,” and Moving On(line) |
| H.33 | Whiteness Theory and Critical Race Studies in the Composition Classroom |
| I.01 | (Un)Covering Identities: Theorizing the Construction, Resistance, and Interplay of Minority Identities in a Majority Academy and World |
| I.03 | Genres as Invitations into Academic Identities |
| I.06 | The One, the Many, the None: Identity in Classical Antiquity, Modernity, and Postmodernity |
| I.21 | How Language Shapes Patients’ Identities |
| I.25 | Can the Subaltern Speak, Please? |
| J.05 | The Academy of Belief: Theoretical, Rhetorical, and Pedagogical Frameworks for Engaging Faith |
| J.13 | Hybridity and Liminality: Institutional, Pedagogical, and Conceptual Possibilities |
| K.01 | At the Intersections: Rhetoric and Cultural Studies as Situated Practice |
| K.03 | Representing Identity in Disciplinary Rhetorics |
| K.08 | Found in the Funhouse: Writing, Agency, and the Representation of Academic Identities |
| K.17 | A Couple of White Chicks Sitting Around Talking: Race and Gender Awareness Narratives in Teaching, Writing, and Teaching Writing |
| K.31 | Situating Ethos: The Body, the Personal, and Invention |
| L.02 | Writing Bodies: Discursive Constructions of Disability, Health, Profession, and Public |
| L.06 | Food, Film, and Free Stuff: Collective Identity in the 21st Century |
Rhetoric, Embodiment, and the Ethics of Identity
The Challenges of Shared Public Identities
Critical Thinking on Literacy and Social Justice
Writing the Readerly Self, Reading the Writerly Self: Pedagogies of Inspiration and Identification
Identity Inscription Ideology
The Visual Rhetoric of Ethnic Identity
“Why It’s [Not] All About Me”: Email as (Mis)Leading Antecedent Genre
Being Persons Together and Critical Understanding: Wayne C. Booth’s Ethics of Fiction and a Pedagogy of Assent
Alternative Approaches to Argument and Reasoning
Transnational Identifications: Rhetorical and Pedagogical Practices
Performing Identity and the Pedagogy of the Spectator
Examining Theory in Practice: Compositionists’ Identities amidst Professionalization and Scholarship
Kairotic Making and Un-Making of Identity
Topologies of Writing, Rhetorics of Place
Genre, Language, and Identity: Multiple Perspectives on the Study and Teaching of Genre
Agency & Identity: Personal & Civic
(De)Composing Identity: Ecofeminists, Postfeminists, and Dead White Men
Rhetorics of the New Racism and Religious Intolerance
Visual Constructions and Disciplinary Identity
Rhetoric as Global Capital: (Re)Conceptualizing Neoliberal Appropriations of Transnational Language Practices
Pedagogic Violence and Emotions of (Self-)Assessment: Anger, Mortification, Shame
Composition, Civic Responsibilities, and Situated Identities: Historical, Theoretical, and Pedagogical Perspectives on Teaching for Citizenship
Public Polemics and Language Use

104—History

Rhetorical Failure: Theory, Cultural Constraints, and Dis/identification
Influential Men in 20th Century Academic Rhetoric
Inventing Identity: Opening Spaces for Women in Pre-Modern and Early Modern Discourse
The History of Technical Communication: Rhetoric, Voice, Identity
Manipulating Minds, Bodies, and Souls: The Role of Historical Texts in Identity Representation
Alternative Sites for Women’s Antebellum and Post-Bellum Education in Rhetoric and Composition
Tracking Literacy: Deconstructing Discursive Representations of “Marginalized” Learners in the 20th Century
Writing in the 1960s and Today: Identity in Times of Crisis
D.04 Representing Identities through the Archives: Exploring New and Previously Overlooked Sources
D.16 Archival Representations: Constructions of Audience
D.34 Heroines, Heroes, and Hermeneutics: (Re)presenting Personas, Rhetorics, and Narratives from the Civil Rights Movement
E.06 Women, the Public Sphere, and Social Change: A New Ethos of Activism
E.17 Left Identities: Education for Democracy in U.S. Labor Schools
E.32 Influential Women in the 20th Century Workplace
F.09 Women’s Identities and the Uses of Literacy: Three 19th-Century Cases
F.11 Re-identifying the Rhetor: Contesting Ancient Representations of Identity
F.16 Speaking Back: Identity and Rhetorical Agency in Three Historical Contexts
G.03 Re-Presenting Marginalized Women of the Nineteenth and Early Twentieth Centuries
G.06 The Rhetoric of Recovery: Reconstructing Palestinian History Before 1948
H.04 Representing Identities in Religious Discourses: Proclamation, Silence, and Social Responsibility
H.10 Posing for Sovereignty in Public Places: Indigenous Agencies and the Problem of Identity
I.09 Plain Styles and Rhetorical Identity in Renaissance England: Lollards, Jesuits, and New Scientists
I.29 Efficiency, Industry, and Mechanics in Writing at the Turn of the 20th Century
J.01 Embodied Evidence: Reconstructing Women Writers’ Identities from Archival Records
J.11 Disciplinary Identities and English Studies: Borderlines, Trespassers, and Frontier Marches
J.16 1963: The Origin of Modern Composition, Part 1
K.05 Ida B. Wells and Margaret Fuller as Embedded Reporters: Pragmatic Action for Peace
K.18 Rewriting Revolution: Toward a Radical Literacies/Composition Studies for Puerto Rican, African American, and Caribbean Students
K.26 Women’s Rhetorical Identities Across History
L.14 Lines in the Sand: Ethos, Identity, and Argument in Defining and Crossing Social, Cultural, and Disciplinary Borders
L.29 Discriminatory Institutions and Resistant Identities
L.30 Crises, Conflicts, and Literacy Ideologies
M.03 Fashioning Identity in 19th century Women’s Rhetoric and Rhetorical Theory
M.11 Conspicuous Identities: Disposition, Declamation, Imitation, and Arts of Character in Ancient Rhetorical Education
M.14 Nommo: Literacy, the Word, and Intersections with African American Political, Religious, and Spiritual Identity
N.10 1963: The Origin of Modern Composition, Part 2
N.18 Locating Identities in Oral History: Theory, Praxis, and Outcomes
N.25 Cultures and Emergings Rhetorics Over Four Millennia
O.05 James Slevin and the Work of Composition
O.23 Constituting Identity in the 19th, 20th, and 21st Centuries
O.33 Rhetoric and Representation
P.22 Changing Ideologies and Practices in Composition
P.23 Diaries, Scrapbooks, Needlework, and Family Collections

105—Research

A.16 Still Fighting After All These Years?: Reflections on Jane Tompkins’ “Fighting Words”
A.33 Teachers Perceiving Students
B.06 Identifying, Documenting, and Understanding the Effects of What We Do: A Comparative Discussion of Longitudinal Research Questions, Methods, and Outcomes
B.11 Visualizing Writing Processes: Writing as Coordination of Culture and Technology
C.15 Contact-Zone Rhetorics
C.22 Student Personae: How Social Science Inquiry Methods Can Empower Academic Identity
D.11 The Nitty Gritty of the Research Moment: Three Interview Based Studies of College Writing
D.14 “How I learned to …”: Non-native Students Invent the American University
D.20 “Creative Tensions and Coordinated Efforts”: Composition Teachers and Librarians in Collaboration
E.09 Labor of Love: Research as a Lived Process
E.21 “If I Could Take All My Parts with Me”: Representing Black Queer Identities in Composition and Rhetoric
E.33 Research in Tutoring and Conferencing
F.07 Transforming Methodologies: Rewriting Identities and Histories “in the Spaces Left”
G.05 Re-Searching and Re-Presenting: Constructing our Profession/our Professional Identities
G.26 Assessing Special Pedagogies
H.05 Assessing Freshman Composition and WAC Programs: Three Studies of Student Writing
H.08 “Re-Presenting Two-Year College Academic Identities: Effective Practices for Meeting Multiple Expectations in Assessment, Teaching with Technologies, and WAC
H.19 Community, Culture, and the Writing ‘I’: Student Identity and Community-Based Learning
I.14 Our Uses of Student Writing: Thinking Critically About Composition Scholarship

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I.20 Rooted in Place, Rooted in Self: Students and Academics Making Sense of Positionality
I.33 The Call of Research: A Longitudinal View of Writing Development
J.17 The Portraits of Composition Study—Focus Interview Design, Results, and Data Triangulation
J.25 Grounded Theory in Practice
K.19 When Categories Fail Us: Disciplinary Identities, Cross-Disciplinary Research, and Personal Commitment
K.27 Undergraduates as Researchers
L.12 Myths and Reality: The Relationship of Teaching Conditions and the Academic Identity of Two-Year College Teacher-Scholars
L.31 Development of Student Thought and Identity in Undergraduate Writing
M.02 Interrogating Research Methodologies: Toward a New Paradigm of Writing Center Research
M.25 Reading Identities Rhetorically
N.26 Identities and Interactions of Second Language Writers
N.27 Researching Knowledge and Perceptions of Online Writing
O.04 Placing Identity: Lessons from a Longitudinal Study of Writing
O.11 Daring to be Powerful: Representing Raced and Gendered Identities through Reading, Writing, and Speaking
P.07 Re-visioning Revision in First-year Composition
P.12 Representing Agency: (Re)Writing Community Identities through Critical Ethnography
P.24 Research on Cultures of Writing
P.34 Identity, Ethnography, and Literacy Biographies

106—Information Technologies

A.22 Composing Identity: The Role of Genre, Narrative, and Multimodality in Community-Based Multimedia Projects
A.23 Forging a Scholarly and Professional Identity Online: Blogging as Discovery and Externalization of Self
A.24 E-Merging Identities
B.04 Globalism, Identities, and Digital Literacies
B.28 Public, Private, and Digital Self: An Examination of Professional Identity
B.33 Online Communities and Their Literacy Practices: FLOSS, EverQuest, and Madden Football
C.26 Textual Transgressions Online: Plagiarism and Fraud in Weblogs and Wikis
C.28 Me, Myself, & I: Examining Identity in the Blogosphere
C.29 Composing Identity Part II: Representing Cultures through Multimodal Narratives
C.32 Cyber Self-Fashioning: The Opportunities and Limits of Constructing Identities Through Information Technologies
D.25 Representing Writing
D.26 Technological Re-Presentations of Identities: Interactivity, Visual Rhetoric, and the Use of New Media in Rhetoric and Composition
D.31 Instant Messaging and Other Outside Literacies: Bridging the Gap between Informal and Formal Literacies
E.23 Writing for the Love of It: Identity in Online Fan Discourses
E.24 Documenting Identities for Developers and Users in 3-D, Online, and Paper-based Design Projects
E.27 CriticalWriter@virtual_classroom.self: Fragmenting Teacher/Student Identities in Cyberspace
F.01 Immersive Research and Experiential Writing in SecondLife: The Impact of 3D Worlds, Alternate Identities and Collaborative Activities in Composition
F.06 old + old = new: Writing Multimedia, Remixed Culture, Remixed Identity
F.18 Representing Real and Virtual Identities: Designing Interactive Technologies around Multiple Personae
F.30 The Construction of Self in Online Environments: Helping Students Create and Understand the Virtual Realm
G.02 Identifying the Writer as Re-mixer: Rearticulating “Writing” in New Media
G.14 Writing One’s Self: Shaping Identity in Virtual Space
G.27 Identity Construction in Multimedia Classroom Projects
G.28 Technological Writing Tools: From Imitation to Speech Recognition to Automated Writing Aides
H.21 Open Source Is Ready and Waiting for Composition
H.29 Subjectivities in Computer Gaming: From Video to Virtual Reality Simulations
H.30 Reconfiguring Identity: Software Licensing Course Management, and Programmer’s Discourse
I.08 When Student Experts Remix the Discipline: New Media in the Composition Classroom
I.31 Rhetorical Agility and Online Identity
J.24 Assuming Digital Identities: Pedagogical and Theoretical Convergences with Writing Practices
J.26 Studies of Blogging in Composition Classrooms
K.04 Manifesting Self in the ESL Classroom: Innovation and Inquiry through Integrated Technologies
K.21 Staging Identities: Reshaping the Sites of Digital Writing
L.05 BCNU in OurSpace: Identity & Community in CMC
L.09 Bodily Functions: Complicating Online Authorship and Constructions of Identity
L.17 Gender, Heteronormativity, and Scripted (Re)Presentation on Facebook.com
L.32 Emerging Technologies in the Classroom: Online Comics, Digital Storytelling and iTunes University
M.13 High Hopes: New Media, New Identities for Writing Programs
M.26 Emerging Technologies and Virtual Values: Understanding Teachers’ and Students’ Online Experiences
M.27 Writing in the Technological Matrix: Electronic Typography, Interface Design and the Rhetoric of the “Imalgorithm”
M.34 New Directions at the Intersection of Rhetoric and Technology
N.02 Composing in Cyberspace: Launching, Revising, and Maintaining Quality in the Online First-Year Writing Course
N.09 Complicating Teachers’ and Writers’ Identities: Writing and Responding in Online Spaces
N.28 Research on Online Discourse: Constructing Professional Identity and Negotiating Collaborative Projects
O.07 Creating Wireless Identities and Literacy in Higher Education: How Emerging Technology Changes Institutional, Programmatic, and Classroom Roles
O.08 “Drawing” Identities: How Students, Teachers, and Administrators Redesign Expectations and Themselves through Tablet PC Technology
O.19 Editing Identities: Writing Literate Lives in Digital Documentary Audio and Video
P.05 Negotiating Cyber Faces for Social Spaces: Constructions of Individuals Inside Online Communities

107—Institutional and Professional

A.07 WAC and Quantitative Reasoning: Curricular Breadth, Improved Learning, and Innovative Assessment
A.20 Expanding “Officialized” Representations of Identity in Disciplinary, Institutional, and National Settings
A.25 Locating the Scholar among the Grading Stacks: A Response to the TYCA Document “Research and Scholarship in the Two-Year College”
B.15 Connect: Bridging Institutional Identities
B.23 Taking IP to Class: Representations of “Fair Use” in Composition Scholarship & Pedagogy
B.26 Teacher, Student, Research: Shifting Identities in The Learning-Centered Community College
B.27 (Writing Uncertainty) Quantification: English + Engineering = Innovative Collaboration
C.05 Higher Education and the Pedagogies of Exclusion: Revisiting Bloom and Hirsch Twenty Years Later
C.09 Digital Studio as Method: Articulating Programmatic, Professional, and Institutional Identities within English Studies
C.24 Serving Two Masters: Assessing Analytical Writing in Theory and Practice
C.27 Illegal Aliens or Guest Workers?: Reflections on the Identify, Status, and Role of the Writing Teacher in the WID Classroom
D.02 Inventing Scholarly Identity: Rhetorical, Imaginative, and Personal Gestures
D.24 Metaconferential Orthodoxy: Practicing What We Preach; or Paradigms of Professional Identities
D.28 Moving from Descriptive to Inferential/Experimental Research Methodologies in the Writing Center: An Interdisciplinary Effort
E.07 Doing the Right Thing: Representations of Academic, Activist, and Queer Identities
E.22 Theorizing Institutional Resistance: Contesting Racist Conceptions of Minority Students’ Language and Literacy Abilities
E.25 How Strong Programs with National Identities Fail
E.28 Constructing the Professional Identities of Literacy Educators Beyond the Classroom: The Rhetorics of Institutional Accreditation, Higher Education Policy Reform, and Writing Assessment Technologies
F.21 The Visible Dissertation: The Anatomy of Academic Identity
F.26 “Telling It Like It Is”: Teaching Anxiety in Composition Studies
F.33 Making Rhetoric and Composition Visible: Our Professional Identities
G.16 Alternatives to Current Institutional and National Writing Assessments
G.29 Embracing and Changing Administrative Identities
G.30 Inter-mural and Intra-mural Identities
H.02 How Queer Can Writing Program Administration Be? New Research from the Field
H.13 Remediating Heterotopic Spaces Online: New Mandates, Technologies, and Cyberinfrastructures that are Changing the Way We Work
H.31 Talk the Talk: Pedagogical, Disciplinary, and Professional Language
I.04 Establishing Identity through an Independent Department of Writing and Rhetoric
I.07 Beyond the Disciplinary Division: Preparing Pre-Service Teachers to Work with Second-Language Writers in the Composition Classroom
I.24 Making the Grad: Graduate Student Writing and Professionalization
I.30 Creating Ourselves as Readers, Students, and Teachers
J.02 How to Get Published in TETYC (or at least improve your chances) (TYCA STRAND)
J.04 Why Did We Do It?: Reshaping Our Identities as University Administrators
J.06 Representing Unity: Organizing and Rhetorizing Academic Labor Identities
J.14 Locating Academic Identities: Is Circumstance Destiny for Women?
J.15 Reliability and Writing Assessment Revisited
K.02 Endowments: How to Get, Keep, and Work Them
K.06 Voicing Unheard Identities: Common Concerns in Speech Communication, Literature, Women’s Studies, and Rhetoric Classes
K.11 The Multiple Identities of Two-Year Colleges
K.14 Like the Anthropologist on Mars: What Do the Everyday Artifacts of Composition Teaching Reveal About Us?
L.03 “It’s All Your Fault”: Who’s Really to Blame for the “Literacy Crisis”?
L.11 The Future of the Scholarly Book in Composition, Rhetorical, and Literacy Studies
L.15 The Impact of Open-Source E-Portfolios on Program Assessment, Collaboration, and Identity
L.18 New Trend in Graduate-Level Programs: Courses in the Teaching of Basic Writing
M.05 “Marketing the Mind”: Challenging the New Corporate Identity of the Professoriate
M.06 What’s your major? The New Major in Rhetoric and Writing Studies
M.15 Redefining Identity at the Community College
N.06 Administering Identities: Composition and Postsecondary Leadership
N.11 Preparing to Teach in a Two-Year College (TYCA STRAND)
N.29 Assessment: Meeting the Mark of Continual Improvement
O.09 Negotiating Digital and Traditional Literacies in Methods Classes: Preparing Future English Teachers for Teaching Writing
O.15 Working out the WPA Identity: Views from the Tenure Track
O.17 Refactoring Identities in a Culture of Assessment: Rhetorical and Technical Approaches to Program Review and Development
O.18 Digital Portfolios: Retaining Identity in an Institutional Context
P.02 Identifying the Public Classroom through Labor, Politics and Literacy
P.08 Developing IWCA Policy for Writing Center Assessment
P.10 Mapping Organizational Identity / Inciting Organizational Change
P.26 The Social and Economic Impact of Cutting Remediation Courses

108—Language

A.13 Latinas na Luta!: The Spirit of Our Foremothers and the (Re)Vision of USAmerica
B.03 Interpreting Second Language Writers’ Identities: Designations, Complications, and Implications
C.10 (De)Composing Language Prejudice: Challenging Stigmatizers, Marginalizers, and Standardizers
D.09 “I am my language”: Representing and Misrepresenting Deaf Writers
E.05 Grad(ual) Becoming: On Graduate Student Identities
F.10 Individually and Institutionally Constructed Language Identities: Lessons from Multilingual Students
F.17 Language, Identities, and The Contact Zone: Indigenous, Post-Colonial, and Post-Communist Voices
G.20 Not Just L2: Re-Presenting the Latino Student at Hispanic Serving Institutions in South Texas–A Study of Literate and Language Practices
G.25 Voices and Images of the Women of War
H.28 Learning in Second Languages: French, Gullah, and Ainu
I.32 The Power of the People’s Language and the Culture of Literacy
L.26 Language Conflicts? African American Vernacular English, Standard English and Students Rights to Their Own Texts
M.23 Perpetuating Language Unity at the Risk of Division
N.24 Constructing Interpretations of Who We Are: Deaf Interpreters, Workplace, and Homeless Literacies
O.32 New Research on International and ESL Language Use
P.21 Crossing Literacy and Language Borders
109—Creative Writing

A.08 Emerging from the Comp/Rhet Shadows: Public Identities for Creative Writing in the Twenty-First Century
B.25 Healing and Transgression: Exploding Identity Genres
C.33 The Literature of Everyday Life: Teaching Creative Writing and Screen Plays with History and the Obscure
D.17 Rhetoric and Identity in the Work of Three Poets: James Dickey, Marie Howe, and Wendy Bishop
E.14 Narrative Histories of the Self: Questioning the Scholar, the Student, and the Teacher
F.08 Mistaken Identities and Creative Breakthroughs: Writing Our Way to the Deeper Story
H.18 Placing the Academy: Academic Landscapes, Academic Identities
I.15 Pupils or Proteges: Shaping Identities in Composition and Creative Writing
J.28 Reaching Beyond Ourselves: Research and Performance in Creative Writing
J.34 Representing Identities in Nonfiction
K.28 Traveling Through Time: Chronicling Our Own Lives and Others’
L.04 Secret Identities Unmasked: Composition Meets Creative Nonfiction Face to Face
M.30 Making Connections: Memoir and Fictional Fathers
N.14 The Foreign Mirror: Writing about Reflections and Reflecting about Representation
O.21 “Transgressive” Pedagogies and Fluid Identities: Creative Composition across Cultures
P.11 Collaborative Identities: Understanding Teacher Identity Formation through Story Sharing

110—Professional and Technical Writing

A.05 Representing Diseases, Representing Cultures
B.34 Studying Communication Patterns of Science/Engineering Professionals
C.17 Writer, Manager, Consultant
D.21 Audience Identity, Agency, and Information Design: Professional and Personal Implications for Communicating Health-Related Information
E.02 Redesigning an OWL: Usability Testing for Writing Centers
F.31 Identity Representation: Gendered, Professional, and Self-Published
G.01 It’s More than “Just the Facts, Ma’am”: Use of Story to Enhance Identity in Social Science, Technical, and Business Writing
G.31 Recording the Invisible Identity: The Rhetoric of Mental Health, Diabetes, and Touch
H.01 Teachers & Trainers: How Academic Identities Cross Over to the Workplace, and Back
H.32 Social Benefits and Social Barriers: Studies of Identity Perception among Professional Writers, Cross-Cultural Speakers, and Students of Color
I.12 Writing a Scholarly Identity: Disciplinary Identities, Discursive Cultures, and Rhetorical Agency
J.03 Informed Consent in Medical Research Trials: Rhetorical Analyses of Physicians, Patients, and Donors
K.29 Preparing Students to Communicate as Professionals through Grant Writing, Engineering Design, and “Reality-Based” Approaches
L.07 Communities of Practice Theory and Identity Construction in Science and Engineering Courses
L.16 Representing Identity in Narratives of Risk
M.31 Workplace Identity Construction through Email, Performance Appraisals, and Play
N.04 Representing Biology: Teaching Writing Within Biological Sciences
O.03 Teaching Professional Writing in the PRC, Negotiating the Cultural Barriers
P.09 (Re)Presenting Toulmin

111—Community, Civic, & Public

A.02 Writing the Dissonance: Using Collaborative Texts to Enhance Service Learning
A.10 Representing Literate Identities in Urban America
A.34 Religious Rhetorics: Insiders and Outsiders
B.07 Writing with the City: Community Writing Centers and Public Libraries
B.12 Community Literacy: Rhetorically Centered Public Action
C.03 Representing Victims in the Legal System: Identities, Rhetorics and Ethics
C.07 New Directions in WAC: Representation and Community Practice
C.13 Transnational Rhetorics and Pedagogies
D.15 (Re)Presenting Threshold People: Negotiating Liminal Identities in Community Writing
D.32 Placed-based Writing
D.33 Diversity, International Culture, and Teaching Writing
E.08 In Search of Oral Histories: Representations of Self in Community
E.11 Disrupting Identities Through Service-Learning
E.19 Composing Citizens
F.12 Cultivating the Global Citizen: Transcultural Encounters in Human Rights Discourse
G.08 Writing to be Whole Again: Narrating Disability, Illness and Trauma
G.33 unseenamerica: Creating a National Network to Document Working Class Identity
H.12 The Rhetoric and Politics of Public Information: Fostering Informed Publics
I.10 Trans-National Rhetoric: Queering Heteronormative Stated Identities
I.17 Are We There Yet? Or: Telling Myths of Multiculturalism to South Florida’s “Black” Caribbean Communities
J.07 Reconciling Representing Identity With Fostering Civic Literacy
J.09 Teaching Writing and Civic Life: The Emergence of the Split Identity
Forging Community Identities through Service Learning: The Complicated National and International Conversations in an Era of Immigration, Gentrification, and Migration

Linking School and Community

The Lives that Live Here: Borderland Literacies of the Visual, Traditional, and Technological Types

Taking Place: Representing Claims to Contested Space

Inventing the Public Sphere: Negotiating Identities, Ideologies, and Ethics in New Media Rhetorics

Internationalizing Audience and Topics: A Pilot Collaborative Project with Franciscans International: Making Research and Writing Real

Using the Documentary Arts to Foster Identity: A Youth Magazine Reaches Out to Community

Seizing Social Movements in the Public Turn

Crafting Rhetorical Space: Public Discourse and the Forging of Complex Identities

Service Learning Pedagogies

Becoming an On-Line Citizen: Three Case Studies in Rhetorical Education and Civic Identity

Rhetorical Communities: Cultural Analysis of Five Situated Communities

Writing and Literacy for Social Action: Highlander Learning Circles, Prison Writing Mentorships, and Community Building through Artists Now!

The Odyssey Project: Teaching Humanities in the Community

New Writing by SWR Authors: Rural Identities and the Politics of Sustainability

Escape from Flatland: Towards a Multi-Dimensional Identity

Critical Views of Cultural Discourses

Engaging Middle Eastern Identities

Rhetorics/Fractured Landscapes and Common Ground

Public Rhetoric and Writing

**International Perspectives**

You are encouraged to attend the following panels that include scholars from international institutions.


Still Fighting After All These Years?: Reflections on Jane Tompkins’ “Fighting Words”

Transnational Rhetorics and Pedagogies

The Literature of Everyday Life: Teaching Creative Writing and Screen Plays with History and the Obscure

Re-thinking Voice(s)

Double Trouble: Misunderstanding Chinese Rhetorics
F.10  Individually and Institutionally Constructed Language Identities: Lessons from Multilingual Students
F.20  Pacific Islander Rhetorics: Language, Nationhood, and De/colonization
F.32  Interrogating Theory and Practices with ESL and Writing
H.25  Re-presenting Language Identities in Jamaican Composition Classrooms
I.10  Trans-National Rhetoric: Queering Heteronormative Stated Identities
I.12  Writing a Scholarly Identity: Disciplinary Identities, Discursive Cultures, and Rhetorical Agency
I.32  The Power of the People’s Language and the Culture of Literacy
J.00  False Identities and the Lost Honour of Rhetoric
J.18  Forging Community Identities through Service Learning: The Complicated National and International Conversations in an Era of Immigration, Gentrification, and Migration
J.25  Grounded Theory in Practice
J.30  Advancing the Multiliteracy of ESL/EFL Students
K.29  Preparing Students to Communicate as Professionals through Grant Writing, Engineering Design, and ‘Reality-Based’ Approaches
L.04  Secret Identities Unmasked: Composition Meets Creative Nonfiction Face to Face
L.29  Discriminatory Institutions and Resistant Identities
M.04  The Visual Rhetoric of Ethnic Identity
M.10  Crafting Rhetorical Space: Public Discourse and the Forging of Complex Identities
M.29  Where the Bloody Hell Are We? Subverting and Resisting the Dominant Discourse through Hip Hop, Oral Tradition, and Online Text
O.12  Genre, Language, and Identity: Multiple Perspectives on the Study and Teaching of Genre
O.16  Escape from Flatland: Towards a Multi-Dimensional Identity
O.29  Assigning and Assessing Student Writing Across the Curriculum
P.01  Visual Constructions and Disciplinary Identity
P.06  Composition, Civic Responsibilities, and Situated Identities: Historical, Theoretical, and Pedagogical Perspectives on Teaching for Citizenship
P.09  (Re)Presenting Toulmin
P.32  Perspectives on the Writing-Intensive Classroom
P.34  Identity, Ethnography, and Literacy Biographies
PRECONVENTION ACTIVITIES

WEDNESDAY, MARCH 21

REGISTRATION, 8:00 a.m.–7:00 p.m.
Hilton New York, Second Floor

MEETING OF THE CCCC EXECUTIVE COMMITTEE
Rendezvous Trianon, Third Floor 9:00 a.m.–5:00 p.m.

Feminist Workshop 2007, sponsored by CCCC Committee on the Status of Women in the Profession: What is the state of Feminism at the CCCC?
Beekman Parlor, Second Floor
March 21, 9:00 a.m.–5:00 p.m.

NCTE/NCATE Reviewers Training
Mercury Rotunda, Second Floor
9:00 a.m.–5:00 p.m.

THE RESEARCH NETWORK FORUM
Grand Ballroom West, Third Floor
9:00 a.m.–5:00 p.m.
Chair: Risa P. Gorelick, Monmouth University, West Long Branch, NJ
Executive Committee: Risa P. Gorelick, Monmouth University, West Long Branch, NJ
Ollie Oviedo, Eastern New Mexico University, Portales
Deanya Lattimore, Syracuse University, NY
Paul Butler, University of Nevada, Reno
Christine Norris, University of Nevada, Reno
Anthony T. Atkins, University of North Carolina at Wilmington
Katherine V. Wills, Indiana University-Purdue University, Columbus
Carolyn J. Pastel Anderson, University of Louisiana at Lafayette
Janice R. Walker, Georgia Southern University, Statesboro
Lisa J. McClure, Southern Illinois University, Carbondale
Brad Lucas, Texas Christian University, Fort Worth
Gina M. Merys, Creighton University, Omaha, NE
ATTW MEETING
9:00 a.m.–5:00 p.m.
Trianon Ballroom, Second Floor

CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION
Concourse D, Concourse Level
March 21, 1:30 p.m.–5:00 p.m.

Poet-to-Poet Wednesday Event
Concourse C, Concourse Level
March 21, 1:30 p.m.–5:00 p.m.

Qualitative Research Network
Mercury Ballroom, Third Floor
March 21, 1:30 p.m.–5:00 p.m.

Intellectual Property in Composition Studies
Gramercy B, Second Floor
March 21, 2:00 p.m.–5:30 p.m.

Newcomers’ Orientation
New York Suite, Fourth Floor
March 21, 5:15 p.m.–6:15 p.m.

FSIG.12 Public Image of Two-year Colleges: Fame and Shame Awards
Concourse E, Concourse Level
March 21, 6:30 p.m.–7:30 p.m.

Consortium of MA Programs in Writing
Concourse B, Concourse Level
March 21, 6:30 p.m.–8:30 p.m.
Wednesday, 6:30 p.m.–10:30 p.m.

The Future of the History of Rhetoric and Composition
(Sponsored by the Coalition of Women Scholars in the History of Rhetoric and Composition)
March 21, 6:30 p.m.–8:30 p.m.
Concourse A, Concourse Level

AA MEETING
Concourse E, Concourse Level
8:30 p.m.–10:30 p.m.

ALANON MEETING
Concourse C, Concourse Level
8:30 p.m.–10:30 p.m.
HALF-DAY WEDNESDAY WORKSHOPS

Note: Each workshop has an enrollment limit as shown. These workshops are 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 Empowering Students to Self-Evaluate and Revise by Sideshadowing Response to Writing
Nassau B, Second Floor
Chair: Nancy Welch, University of Vermont, Burlington
Facilitators: Vivette Milson-Whyte, The University of Arizona, Tucson
Katia Mello Vieira, The University of Arizona, Tucson

MW.2 Changing the Frame: Developing the National Conversation on Writing with the WPA Network for Media Action
Nassau A, Second Floor
Chair: Linda Adler-Kassner, Eastern Michigan University, Ypsilanti
Co-Chair: Dominic DelliCarpini, York College of Pennsylvania
Facilitators: Peter Vandenberg, DePaul University, Chicago, IL
Darsie Bowden, DePaul University, Chicago, IL
Linda Bergmann, Purdue University, West Lafayette, IN
Cynthia Selfe, The Ohio State University, Columbus
Peggy O’Neill, Loyola College in Maryland, Baltimore
Doug Downs, Utah Valley State College, Orem

MW.3 Electronic Written, Aural, & Visual Expressions (E-WAVE): Students’ Compositions/Teachers’ Pedagogies
Morgan Suite, Second Floor
Chair: Dickie Selfe, The Ohio State University, Columbus
Moe Folk, Michigan Technological University, Houghton, “Collaborative Multimodality”
(con’t)
Shawn Apostel, Michigan Technological University, Houghton, “I-Search . . . We-Find: Written, Aural, and Visual Arguments for Discovering Problems and Proposing Solutions”

Mary Hocks, The Georgia State University, Atlanta, “Digital Documentary and Community Research in Student Compositions”

Heather Eaton, Daytona Beach Community College, FL, “Visual Autoethnography”


Stuart Selber, The Pennsylvania State University, University Park, “Prototyping Websites in the Disciplines and in Service Learning Projects”

H. Lewis Ulman, The Ohio State University, Columbus, “Use of Electronic Editions for a Critical, Comparison of Print/Digital Texts: XML/XSL Transformations”

Thomas Del, The Ohio State University, Columbus, “Textual Editing of the Valentine Peers Letters”

Karla Saari Kitalong, University of Central Florida, Orlando, “Using Visual Autoethnography to Theorize Visual Culture”

Joe Essid, University of Richmond, VA, “My Road Trip: A Multi-genre, Experiential Writing Project”

Susan Delagrange, The Ohio State University, Mansfield, “Investigating Diversity through Video Podcasts”

Will Hochman, Southern Connecticut State University, Branford, “How Lois Found Her Groove; Hypertexting the Pedagogy and Practice of a New Teacher”

Cheryl Ball, Utah State University, Logan, “Digital Narratives”

Michelle Comstock, University of Colorado at Denver, “Multimedia Documentary: Problematising Gender, Race, and Nationality”

Catherine Braun, The Ohio State University at Marion, “Audioethnographies in FYC”

Dickie Selfe, The Ohio State University, Columbus, “Journalistic Electronics: Cell Phones, Blogs, and Images”

MW.4 Second Language Identities: Bridging the Institutional Gap (Part I)

Concourse G, Concourse Level

Co-Chairs: Kate Mangelsdorf, University of Texas at El Paso

Fify Juliana, The Arizona State University-Tempe

Speakers: Paul Kei Matsuda, University of New Hampshire, Durham, “The CCCC Statement on Second Language Writing and Writers”

Gail Shuck, Boise State University, ID, “Institutional Structures and L2 Students”

Carol Severino, University of Iowa, Iowa City, “Trouble-shooting Assignments for Cultural Bias”

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Wednesday, 9:00 a.m.–12:30 p.m.

Diana Becket, University of Cincinnati, OH, “Placement Practices and Generating Assignments for L2 Students”
Isabel Baca, University of Texas at El Paso, “TX Service Learning and L2 Writers”
Myshie Pagel, University of Texas at El Paso, “TX Service Learning and L2 Writers”

**MW.5  From Composition to Prof & Tech Writing: New and Traditional Methods for Teaching Professional Writing Courses**

Bryant Suite, Second Floor

*Chair:* Karen Schnakenberg, Carnegie Mellon, Pittsburgh, PA

*Discussion Leaders:* Kathryn Northcut, University of Missouri-Rolla
Sandy Dorley, Conestoga College, Kitchener, Ontario, Canada
Steve Benninghoff, Eastern Michigan University, Ypsilanti
Michael R. Moore, Michigan Technological University, Houghton
Meg Morgan, University of North Carolina at Charlotte

*Speakers:* Dan Riordan, University of Wisconsin-Stout, Menomonie, “New Approaches: Minimalist Teaching and Its Role in Professional Writing Courses”
Nancy Allen, Eastern Michigan University, Ypsilanti, “New Approaches: Methods for Integrating Visual Communication into Print-centered Courses”

**MW.6  Re-presenting a Pedagogy for Ebonics: Valuing African American Student Identity in the Composition Classroom**

Gramercy A, Second Floor

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

*Facilitators:* Elaine Richardson, The Pennsylvania State University, University Park
Terry Carter, Southern Polytechnic State University, Marietta, GA
Rashidah J. Muhammad, Governors State University, University Park, IL
Denise Troutman, Michigan State University, East Lansing
Gwendolyn Pough, Michigan State University, East Lansing
David Kirkland, New York University, New York City
Austin Jackson, Michigan State University, East Lansing
Raven Jones, Michigan State University, East Lansing
Wednesday, 9:00 a.m.–5:00 p.m.

ALL-DAY WEDNESDAY WORKSHOPS

9:00 A.M.–5:00 P.M.

W.1 Service Learning, Community Literacy, and Civic Engagement: Developing Teaching and Research (sponsored by the Service Learning and Community Literacy SIG)

West Ballroom Foyer, Third Floor

Chair: Amy Rupiper Taggart, North Dakota State University, Fargo

Facilitators: B. Cole Bennett, Abilene Christian University, TX, “Serving the University while Serving the Community: The Role of Ideology in Institutional Support and Integration”
Deborah Bertsch, Columbus State Community College, OH, “Working without a Net: Doing Service Learning without Institutional Support”
Cathy Sayer, Wright State University, Dayton, OH, “Working without a Net: Doing Service Learning without Institutional Support”
Melody Bowdon, University of Central Florida, Orlando, “Critical Issues in Developing a Research Plan beyond the Classroom”
Susan Cronin, Syracuse University, NY, “Writing about Community to Prepare to Work with/in the Community”
Angelique Davi, Bentley College, Waltham, MA, “Making Race, Class, and Gender Matter”
Tom Deans, University of Connecticut, Storrs, “Getting Started Writing for and with the Community”
Cheryl Hofstetter Duffy, Fort Hays State University, Hays, KS, “Don’t Do What I Did: Ideas for Maximizing Early Success”
Phyllis Hastings, Saginaw Valley State University, University Center, MI, “Prison Literacy and Writing Projects”
H. Brooke Hessler, Oklahoma City University, Oklahoma City, “Assessing Your Program or Project I”
Glenn Hutchinson, University of North Carolina at Charlotte, “Making Race, Class, and Gender Matter”
Tobi Jacobi, Colorado State University, Fort Collins, “Prison Literacy & Writing Projects”
Robert Davis, Eastern Oregon University, La Grande, “Developing a Culture of Service”
Teresa Joy Kramer, Central Washington University, Ellensburg, “Campus & Community Collaborations”
Nancy L. Nester, Roger Williams University, Bristol, RI, “Writing about Community to Prepare to Work with/in the Community”
Barbara Roswell, Goucher College, Baltimore, MD, “From Pedagogy to Inquiry”
Mark Shadle, Eastern Oregon University, La Grande, “National Service Learning Projects”
Wednesday, 9:00 a.m.–5:00 p.m.

W.2 The Conference on Basic Writing Preconference, “Local Conditions/Global Concerns: Basic Writing on the 30th Anniversary of Mina Shaughnessy’s Errors and Expectations”
Petit Trianon, Third Floor

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

Discussion Leaders: Tom Reynolds, University of Minnesota, MN
Asma Amanat, The City College of the City University of New York, Brooklyn
Michael Burns, The City College of the City University of New York, Brooklyn
Adrienne Costello, The City College of the City University of New York, Brooklyn
Toni D’Onofrio, The City College of the City University of New York, Brooklyn
Michelle Joseph, The City College of the City University of New York, Brooklyn
Reabeka King, The City College of the City University of New York, Brooklyn
John Lyons, The City College of the City University of New York, Brooklyn
Mark Sparrow, The City College of the City University of New York, Brooklyn
Peter Dow, Adams Community College, Baltimore County, MD
Hannah Ashley, West Chester University, PA
Shannon Carter, Texas A&M University-Commerce
Greg Glau, Arizona State University, Tempe
Barbara Gleason, City College of New York, New York
Laura Gray-Rosendale, Northern Arizona University, Flagstaff
William B. Lalicker, West Chester University, PA
Alan Meyers, Harry S. Truman College, Chicago, IL
Marcia Ribble, University of Cincinnati, OH

Speakers: Rebecca Mlynarczyk, Kingsborough Community College, Brooklyn, NY
Jane Maher, Nassau Community College, Garden City, NY
Eileen Ferretti, Kingsborough Community College, Brooklyn, NY
Marcia Babbitt, Kingsborough Community College, Brooklyn, NY
Ronna J. Levy, Kingsborough Community College, Brooklyn, NY
Maria Scordaras, Kingsborough Community College, Brooklyn, NY
Kate Garretson, Kingsborough Community College, Brooklyn, NY

W.3 Healing the Split between Grammar and Writing: Rhetorical Focused Grammar
Sutton Center, Second Floor

Chair: Deborah Rossen-Knill, University of Rochester, NY
Speakers: Deborah Rossen-Knill, University of Rochester, NY
Craig Hancock, University at Albany, NY
Loretta Gray, Central Washington University, Ellensburg
Cornelia Paraskevas, Western Oregon University, Monmouth
Martha Kolln, The Pennsylvania State University, University Park, (Retired)
W.4  Feminist Workshop 2007 (sponsored by CCCC Committee on the Status of Women in the Profession) What is the State of Feminism?

Beekman Parlor, Second Floor

Chair: Susan K. Hahn, DePauw University, Greencastle, IN

Speakers: Pia Taavila, Galludet University, Fredricksburg, VA, “Poetry Reading”
Kathleen R. Winter, University of Maryland, Eastern Shore, Princess Anne, MD, “Maybe a Hieroglyph for ‘Scream’: Revisiting Adrienne Rich and Tillie Olsen”
Amy M. Patrick, Western Illinois University, Macomb, IL, “Women, Environmental Justice, and the Rhetoric of Sustainability”
Alice Robertson, Western Illinois University, Macomb, IL, “Empowerment or ‘Overpowerment’?: An Examination of the Alarming Rise in Student/Teacher Conflicts”
Jody Millward, Santa Barbara City College, CA, “What Does Visibility Hide?”
Kris Peleg, Century College, White Bear Lake, MN, “We do online courses so we do not have to work [with] other people’: Considering Community in Online Women’s Studies Courses”
Hildy Miller, Portland State University, OR, “Reinvigorating Feminism by Reclaiming Past Feminist Paradigms”
Charlene Spearen, University of South Carolina, Columbia, “Mary O’Malley: Feminist Rhetoric of Poetry”
Jayne Moneysmith, Kent State, Stark, Canton, OH, “Mentoring throughout One’s Career”
Cindy Moore, Eastern Kentucky University, Richmond, “Change from Within: The Good That Happens when Feminist Compositionists become Upper-Level Administrators”
Andrea Adolph, Kent State, Stark, Canton, OH, “An SMC Teaches Composition”
Margaret Stahr, University of Pittsburgh, PA, “One-on-one: Mentoring as a Form of Feminism”
Sara Gerend, Purdue University, North Central, Westville, IN, “Telling Stories: Professional Women and the Necessity of Narrative”
Susan Hahn, DePaul University, Greencastle, IN, “Seventeen Years at the Feminist Workshop”
Violet A. Dutcher, Eastern Mennonite University, Harrisonburg, VA, “The Composition Classroom: Sites of Feminist Transformation”
W.5 Representing Writing Center Identities
Sutton South, Second Floor

Chairs: Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL
       Kevin Dvorak, Indiana University of Pennsylvania

Speakers: Alison Brown, University of California, Santa Barbara, “Navigating Informational Literacies: Training Tutors in Multi-Modal Genres of Composition”
Sheryl Cavales Doolan, Santa Rosa Junior College, CA, “Navigating Information Literacies: Training Tutors in Multi-Modal Genres of Composition”
Kathleen Shine Cain, Merrimack College, North Andover, MA, “Negotiating Writing Center/Centre Identity Across Cultures”
Jonathan Worley, St. Mary’s University College, Belfast, Northern Ireland, United Kingdom, “Negotiating Writing Center/Centre Identity Across Cultures”
Steven J. Corbett, University of Washington, Seattle, “Mixing Identities, Blurring Genres: Working with Less-Prepared Writers, On Location”
Harry Denny, St. John’s University, Staten Island, NY, “Facing the Center: Theorizing Identity Politics in Writing Center Staff Education and Practice”
Paula Gillespie, Marquette University, Milwaukee, WI, “Facing the Center: Theorizing Identity Politics in Writing Center Staff Education and Practice”
Carol Mattingly, University of Louisville, KY, “Facing the Center: Theorizing Identity Politics in Writing Center Staff Education and Practice”
Diane Dowdey, Sam Houston State University, Huntsville, TX, “Teacher or Editor? Tutor Identity Negotiation in the Writing Center”
Frances Crawford Fennessy, Sam Houston State University, Huntsville, TX, “Teacher or Editor? Tutor Identity Negotiation in the Writing Center”
Steve Kaminczak, Sam Houston State University, Huntsville, TX, “Teacher or Editor? Tutor Identity Negotiation in the Writing Center”
Anne Ellen Geller, Clark University, Worcester, MA, “Writing Center Administrator: Leader, Shemeader”
Michele Eodice, University of Oklahoma, Norman, “Writing Center Administrator: Leader, Shemeader”
Wendy Goldberg, Stanford University, CA, “Center Stage: The Writing Center as Performance Space”
Takeo Rivera, Stanford University, CA, “Center Stage: The Writing Center as Performance Space”
William Von Hoene, Stanford University, CA, “Center Stage: The Writing Center as Performance Space”

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

John Tinker, Stanford University, CA, “Center Stage: The Writing Center as Performance Space”
Rachel Greil, Kennesaw State University, GA, “Mediator, Confessor, or Spy: Ethical Dilemmas in Writing Center Identity”
Mary Lou Odom, Kennesaw State University, GA, “Mediator, Confessor, or Spy: Ethical Dilemmas in Writing Center Identity”
Muriel Harris, Purdue University, West Lafayette, IN, “Online Tutoring: Creating New Writing Center Identities”
Ilene Rubenstein, California State University, Northridge, “Online Tutoring: Creating New Writing Center Identities”
Carol Peterson Haviland, California State University, San Bernardino, “What Do We See/What Do Others See? Recognizing Our Identities”
Z. Z. Lehmberg, Northern Michigan University, Marquette, “Creating Harmony between Felt-Self and Perceived-Self”
Bob Marrs, Coe College, Cedar Rapids, IA, “Personal Tutor/Consultant Identities and the Benefits/Challenges of Freedom”
Gen Oroszvay, Coe College, Cedar Rapids, IA, “Personal Tutor/Consultant Identities and the Benefits/Challenges of Freedom”
Katherine Roger, Coe College, Cedar Rapids, IA, “Personal Tutor/Consultant Identities and the Benefits/Challenges of Freedom”
Catie Steinman, Coe College, Cedar Rapids, IA, “Personal Tutor/Consultant Identities and the Benefits/Challenges of Freedom”
Benjamin Franta, Coe College, Cedar Rapids, IA, “Personal Tutor/Consultant Identities and the Benefits/Challenges of Freedom”
Leigh Hofer, Coe College, Cedar Rapids, IA, “Personal Tutor/Consultant Identities and the Benefits/Challenges of Freedom”
Scott L. Miller, Sonoma State University, Rohnert Park, CA, “Shapeshifting: Creative Play in Tutor Training”
Sandee McGlaun, Roanoke College, Salem, VA, “Shapeshifting: Creative Play in Tutor Training”
Young-Kyung Min, University of Illinois at Urbana-Champaign, “Negotiating International Identities in the Writing Center”
Melissa Tombro, University of Illinois at Urbana-Champaign, “Negotiating International Identities in the Writing Center”
Helena Hall, University of Illinois at Urbana-Champaign, “Negotiating International Identities in the Writing Center”
Yu-Kyung Kang, University of Illinois at Urbana-Champaign, “Negotiating International Identities in the Writing Center”
Tiffany Rousculp, Salt Lake Community College, UT, “What’s in a Name? Revising Writing Center Identity for Learner Accessibility”
Melissa Helquist, Salt Lake Community College, UT, “What’s in a Name? Revising Writing Center Identity for Learner Accessibility”
Vicki Russell, Duke University, Durham, NC, “A Room with a View: Promoting a Writing Center(ed) Identity”
Tammy Conard-Salvo, Purdue University, West Lafayette, IN, “Creating
a ‘Tipping Point’: Using Images and Words to Represent the Writing Center’s Internal and Public Identity”
Linda S. Bergmann, Purdue University, West Lafayette, IN, “Creating a ‘Tipping Point’: Using Images and Words to Represent the Writing Center’s Internal and Public Identity”
Kristine Johnson, Purdue University, West Lafayette, IN, “Creating a ‘Tipping Point’: Using Images and Words to Represent the Writing Center’s Internal and Public Identity”
Joy Santee, Purdue University, West Lafayette, IN, “Creating a ‘Tipping Point’: Using Images and Words to Represent the Writing Center’s Internal and Public Identity”
Jodi Wagner, Purdue University, West Lafayette, IN, “Creating a ‘Tipping Point’: Using Images and Words to Represent the Writing Center’s Internal and Public Identity”
Evelyn Jaffe Schreiber, The George Washington University, Washington, DC, “Challenging Tutor Identity: Tutoring Faculty in the Writing Center”
Allison Smith, Yeshiva University, New York, NY, “Role-Playing Multiple Identities”
Lauren Fitzgerald, Yeshiva University, New York, NY, “Role-Playing Multiple Identities”
Eric Rosenblum, Yeshiva University, New York, NY, “Role-Playing Multiple Identities”
Liesl Schwabe, Yeshiva University, New York, NY, “Role-Playing Multiple Identities”
June Yang, Yeshiva University, New York, NY, “Role-Playing Multiple Identities”
Helen Szymanski, College of DuPage, Glen Ellyn, IL, “Forging a New Identity: Initiating a New Peer Tutoring Paradigm for Both the Writing Center AND Reading Center”
Mary Anderson, College of DuPage, Glen Ellyn, IL, “Forging a New Identity: Initiating a New Peer Tutoring Paradigm for Both the Writing Center AND Reading Center”
Marcy Trianosky, Hollins University, Roanoke, VA, “Feminist Frameworks: Identity and Representation in Writing Center Research”
Beth Godbee, University of Wisconsin-Madison, WI, “Feminist Frameworks: Identity and Representation in Writing Center Research”
Tanya Cochran, Union College, Lincoln, NE, “Feminist Frameworks: Identity and Representation in Writing Center Research”
Sherri Winans, Whatcom Community College, Bellingham, WA, “Yes, I Went to a Community College”
Katie Chugg, Fairhaven College, Bellingham, WA, “Yes, I Went to a Community College”
Lydia Nelson, Columbia University in New York City, “Yes, I Went to a Community College”
Lauren Hansey-Butler, University of Washington in Seattle, WA, “Yes, I Went to a Community College”
(con’t)
Wednesday, 9:00 a.m.–5:00 p.m.

Mary Wislocki, Seton Hall University, South Orange, NJ, “‘Dreams and Play’: Working with Writing Center Archives”
Rebecca Fraser, Empire State College/The State University of New York, Saratoga Springs, NY, “‘Dreams and Play’: Working with Writing Center Archives”

W.6 Comfort and Discomfort in the Writing Classroom: A Day of Inquiry and Experience
Murray Hill A, Second Floor
Chair: Irene Papoulis, Trinity College, Hartford, CT
Speakers: Sondra Perl, Lehman College, The City University of New York, “Conveying the Ineffable: Language, Genre, and Discomfort in Memoir”
Nathaniel Teich, University of Oregon, Eugene, “Creating Comfort Zones for Personal Engagement and Writing in Content Area Courses”
Nan Phifer, University of Oregon, Eugene, “Writing to Make Spiritual Space”
Libby Falk Jones, Berea College, KY, “‘Don’t Try To Avoid the Rocks’: Grappling with Discomfort in Our Teaching Lives”
Mike Heller, Roanoke College, Salem, VA, “‘Don’t Try To Avoid the Rocks’: Grappling with Discomfort in Our Teaching Lives”
Wendy Ryden, Long Island University, Brookville, NY, “Comfort, Discomfort, and Teaching Strategies”
Johannah Rodgers, The City University of New York, “Comfort, Discomfort, and Teaching Strategies”
Isabel Grayson, The City University of New York, “Comfort, Discomfort, and Teaching Strategies”
Bob Lazaroff, Nassau Community College, NY, “Comfort, Discomfort, and Teaching Strategies”

W.7 This is Bigger than Poetry: Multicultural, Contemporary Poetry and Critical Literacy
New York Suite, Fourth Floor
Chair: Raina Leon, University of North Carolina at Chapel Hill

W.8 Should Teachers Take Sides in Political Controversies? Justifications, Methods, and Ethical Boundaries
Sutton North, Second Floor
Chair: Mary Jean Braun, University of West Florida, Pensacola
Discussion Leaders: Mary Ann Cain, Indiana University-Purdue University, Fort Wayne
Thomas Huckin, University of Utah, Salt Lake City
**Speakers:**

Kathy Wolfe, Nebraska Wesleyan University, Lincoln, “An Historical Perspective on Politics in the Classroom”

Teresa Grettano, Illinois State University, Normal, “An Historical Perspective on Politics in the Classroom”

Jessica Ketcham Weber, Louisiana State University, Baton Rouge, LA, “Citizen-based Pedagogy: Using Local Issues to Discuss National Politics in the Classroom”

Dan Fraizer, Springfield College, MA, “Classroom Assignments on the Iraq War”

Ira Shor, The City University of New York, Grad School, “Can Education Be Neutral? FYC Is Always Already ‘Political’”

Paula Mathieu, Boston College, MA, “Pedagogy in a ‘Writing for Social Change’ Course”

Seth Kahn, West Chester University, PA, “‘Radical’ Doesn’t Always Mean ‘Partisan’”

Marsha Lee Baker, Western Carolina University, Cullowhee, NC, “Transforming Political Dichotomies through Listening”

Teddi Fishman, Clemson University, SC, “Student Blogs on Political Controversies”

Mary Jean Braun, University of West Florida, Pensacola, “Critique of the Notion of ‘The Neutral Teacher’”

Gae Lyn Henderson, University of Utah, Salt Lake City, “Globalized Ethics in Expository Writing: A Complexitarian Model”

Marlia Banning, Kent State University, OH, “A Commitment to the Public Commons Means Taking Sides”

Donald Lazere, University of Tennessee, Knoxville, “Evaluating Bias in Research Sources as a Means of Teaching about Partisanship”

Matthew Abraham, DePaul University, Chicago, IL, “Teaching Political Controversy in a Time of Crisis: Intellectuals and the State”

Donna Kain, East Carolina University, Greenville, NC, “Teaching Conflicts in Professional Writing Courses”

Cathy Spidell, University of Akron, OH, “From the Personal to the Political in Student-Generated Writing”

William H. Thelin, University of Akron, OH, “From the Personal to the Political in Student-Generated Writing”

Patricia Roberts-Miller, University of Texas at Austin, “Perspectives from Communications and Social Psychology on Addressing Political Bias in the Classroom”
Wednesday, 1:30 p.m.–5:00 p.m.

HALF-DAY WEDNESDAY WORKSHOPS

AFTERNOON: 1:30 P.M.–5:00 P.M.

AW.01 Thinking Partners, Thinking Partnerships: Building Library/Writing Program Collaboration
Morgan Suite, Second Floor
Chair: Brian O’Sullivan, St. Mary’s College of Maryland
Speakers: Brian O’Sullivan, St. Mary’s College of Maryland
Pamela Bedore, University of Connecticut-Avery Point, Groton
Isabel Kaplan, University of Rochester, NY
Ann Marshall, University of Rochester, NY
Shirley Ricker, University of Rochester, NY
Celia Rabinowitz, St. Mary’s College of Maryland
Shelley Roseman, University of Connecticut-Stamford
Diane Harvey, University of Maryland, College Park
Ben Click, St. Mary’s College of Maryland

AW.02 Dynamic Criteria Mapping in Action: Growing Evaluative Community Locally and Organically
Clinton Suite, Second Floor
Chair: Bob Broad, Illinois State University, Normal
Speakers: Jane Detweiler, University of Nevada, Reno, “Using DCM to Evaluate a Writing Program in its General Education Context”
Heidi Estrem, Boise State University, Boise, ID, “Mapping Community Values for First-Year Writing”
Barry Alford, Mid-Michigan Community College, Mt. Pleasant, “Meta-Assessment and DCM: When the Whole Institution Is Involved”
Scott Weeden, Indiana University-Purdue University, Indianapolis, “So What Is This?: Helping Faculty Make Sense of the Value of Dynamic Criteria Mapping When for Them, a Rubric Is Just Fine”
Eric Stalions, Bowling Green State University, OH, “Using DCM to Study the Rhetorical Values of Placement Evaluators”
Joel Haefner, Illinois Wesleyan University, Bloomington, IL, “Pedagogical Development, Curricular Revision, and Consensus: DCM at Work”
Douglas Walls, Michigan State University, East Lansing, “Validity Theory and DCM: How Each Builds the Other”
Susan Marie Harrington, Indiana University-Purdue University, Indianapolis, “DCM as a Way of Life: Integrating Assessment into the Life of a Program”
Linda Adler-Kassner, Eastern Michigan University, MI, “Mapping Community Values for First-Year Writing”
Jane Detweiler, University of Nevada, Reno, “Keeping it Personal: Using DCM to Shape”
AW.03 Second Language Identities: Special Issues and Topics
Gibson Suite, Second Floor
Co-Chairs: Kate Mangelsdorf, University of Texas at El Paso
Gita DasBender, Seton Hall University, South Orange, NJ
Steve Simpson, University of New Hampshire, Durham
Speakers: Paul Kei Matsuda, University of New Hampshire, Durham, “The CCCC Statement on Second Language Writing and Writers”
Gita DasBender, Seton Hall University, South Orange, NJ, “Responding to Student Language Writing”
Matt Schneider, San Francisco State University, CA, “Double-Duty Pedagogy for the ‘L1’ Classroom”
Kathryn Nielsen-Dube, Merrimack College, North Andover, MA, “The Writing Center Responds: Training Tutors and Fellows”
Erin Knoche, Laverick University of Findlay, OH, “Making Use of Classroom Space”
Fify Juliana, Arizona State University, Tempe, “L2 Writers Writing in(to) the Academy”
Kate Mangelsdorf, University of Texas at El Paso, “Course Goals for L2 (and Other) Writing Classrooms”

AW.04 Re-presenting a Pedagogy for Ebonics: Valuing African American Student Identity in the Composition Classroom
Gramercy A, Second Floor
Chair: Geneva Smitherman, Michigan State University, East Lansing
Facilitators: Elaine Richardson, The Pennsylvania State University, University Park
Rashidah Jaami Muhammad, Governors State University, University Park
Denise Troutman, Michigan State University, East Lansing
Terry Carter, Southern Polytechnic State University, Marietta, GA
Victoria Cliett, Henry Ford Community College, Dearborn, MI
Gwendolyn Pough, Syracuse University, NY
David Kirkland, New York University, NY
Austin Jackson, Michigan State University, East Lansing

AW.05 Across the Drafts: Responding to Student Writing
Concourse G, Concourse Level
Chair: Nancy Sommers, Harvard University, Cambridge, MA
Discussion Leaders: David Bartholomae, University of Pittsburgh, PA
Jean Ferguson Carr, University of Pittsburgh, PA
Christine McQuade, Queens College, The City University of New York
Howard Tinberg, Bristol Community College, Fall River, MA
Nicole B. Wallack, Columbia University, New York, NY
Jennifer Locke Whetham, Green River Community College, Auburn, WA
Terry Myers Zawacki, George Mason University, Fairfax, VA
Wednesday, 9:00 a.m.–5:00 p.m.

**AW.06 The Inner Life and Teaching:**
*A Workshop for Women Teachers in the Academy*
Nassau B, Second Floor

*Chair:* Jan Schmidt, State University of New York at New Paltz  
*Speaker:* Judith Dorney, State University of New York at New Paltz

**AW.07 Theoretically Prepared**
Nassau A, Second Floor

*Chair:* Melissa Ianetta, University of Delaware, Newark  
*Speakers:* Melissa Ianetta, University of Delaware, Newark, “The (Seven-year) Audition: On the Market / On the Job”  
E. Shelley Reid, George Mason University, Fairfax, VA, “The (Seven-year) Audition: On the Market / On the Job”  
Iain Crawford, College of Wooster, OH, “How to Win Friends and Influence People While Really, Really Trying”  
Tara Pauliny, University of Wisconsin-Oshkosh, “How to Win Friends and Influence People While Really, Really Trying”  
Randall McClure, Minnesota State University, Mankato, “Digital Learning: What APAs Need to Know”

**AW.08 Identifying the Artifacts among Us:**
*Exploring Possibilities in Researching and Building Local and National Archival Collections*
Murray Hill B, Second Floor

*Chair:* John C. Brereton, The Boston Athenaeum, MA  
*Co-Chair:* Robert A. Schwengler, University of Rhode Island, Kingston, “Collecting Actions: A Recursive Version of History”  
*Moderator:* Katherine E. Tirabassi, University of New Hampshire, Durham, “Breakout C—Composing Writing Archives”  
*Participant:* Michelle Niestepski, University of Rhode Island, Kingston  
*Speakers:* Lynn Z. Bloom, University of Connecticut, Storrs, “Stalking the Wild Archives: Identifying and Building Collections”  
Barbara L’Epplattenier, University of Arkansas, Little Rock, “Developing a Methodological Ethos in Archive Research”  
Shirley K. Rose, Purdue University, West Lafayette, IN, “Best Practices in the Archives: What Can We Learn from Doing?”  
Lucille M. Schultz, University of Cincinnati, OH, “Archival Research: Its Distinctive Pleasures and Difficulties”  
O. Brian Kaufman, University of Rhode Island, Kingston
AW.09 Latino/a Literacies, Research and Mentoring

Bryant Suite, Second Floor

Chair: Cecilia Rodriguez Milanes, University of Central Florida, Orlando
Co-Chair: Ivonne Lamazares, University of Central Florida, Orlando
Facilitators: Dora Ramirez-Dhoore, Boise State University, ID
Elena Perez-Mirabal, Miami Dade College, FL
Damian Baca, Michigan State University, East Lansing
Itzi Meztli, Slippery Rock University, PA, “The Memoir vs. Jimmy Santiago Baca’s A Place to Stand: Authenticity vs. Incredulity”
Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing
Iris D. Ruiz, University of California, San Diego
Cristina Kirklighter, Texas A&M Corpus Christi, TX
Lisa Roy-Davis, Collin County Community College, Plano, TX
Luisa Rodriguez Connal, Arizona State University, Glendale, AZ

AW.10 Producing Scholarship for TETYC (TYCA STRAND)

Concourse E, Concourse Level

Chair: Kip Strasma, Illinois Central College, East Peoria
Speakers: Frank Madden, The State University of New York/Westchester Community College, Valhalla, NY
Mark Reynolds, Jefferson Davis Community College, Brewton, AL
Jeff Sommers, Miami University, Middletown, OH
Kip Strasma, Illinois Central College, East Peoria
THURSDAY, MARCH 22

Newcomers’ Coffee Hour, 7:00 a.m.–8:15 a.m.
Trianon Ballroom, Third Floor

REGISTRATION, 8:00 a.m.–6:00 p.m.
Second Floor

EXHIBITS, 10:00 a.m.–6:00 p.m.
Third Floor

Nominating Committee
Green Room, Fourth Floor
10:00 a.m.–Noon

OPENING GENERAL SESSION

8:30 A.M.–10:00 A.M.
GRAND BALLROOM, THIRD FLOOR

Presiding: Cheryl Glenn, Program Chair/CCCC Associate Chair, The Pennsylvania State University, University Park
Greetings: Paul Puccio, Local Arrangements Chair, Bloomfield College, NJ
Joanne Yatvin, NCTE President, California State University, Northridge
Eric Bateman, San Juan College, Farmington, NM

• Scholars for the Dream—2007 Recipients
  Maria Bibbs, University of Wisconsin-Madison
  Tamika L. Carey, Syracuse University, New York
  Korina Jocson, Stanford University, California
  Donna King, The Pennsylvania State University, University Park
  Lydia Balderamos Loskot, New Mexico State University, Las Cruces
  Barbara Castillo Noyes, University of Texas at Arlington
  Sung Ohm, Ohio University, Athens
  Ryan Masaaki Omizo, University of Hawaii at Manoa
  Debbie A. Reese, University of Illinois at Urbana-Champaign
  Kimberly Thomas, Indiana University of Pennsylvania
• **Scholars for the Dream Travel Award Committee**

*Chair:* David Holmes, Pepperdine University, Malibu, CA
Fred Arroyo, St. Louis University, MO
Joseph Eng, Eastern Washington University, Cheney
David E. Kirkland, New York University
Adina Sanchez-Garcia, University of Miami, Coral Gables, FL

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.

• **Chairs’ Memorial Scholarship—2007 Recipients**

Celeste Del Russo, University of New Orleans, Louisiana
Spencer Salas, University of Georgia, Athens
Lee Shenandoah Vasquez, University of Oklahoma, Norman
Richard LeMoine Wright, University of Illinois at Chicago

• **Chairs’ Memorial Scholarship Award Committee**

*Chair:* Stuart C. Brown, New Mexico State University, Las Cruces
Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge
Anne Ruggles Gere, University of Michigan, Ann Arbor
Mike Matthews, Tarrant County College NW Campus, Fort Worth, TX
Clyde Moneyhun, Stanford University, CA

**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.

Peter Elbow, winner of the 2007 CCCC Exemplar Award, will speak.

**Exemplar Award Committee**

*Chair:* Gretchen Flesher Moon, Willamette University, Salem, OR
Erika Lindemann, University of North Carolina, Chapel Hill
Libby Miles, University of Rhode Island, Kingston
David Smit, Kansas State University, Manhattan
Lynn Troyka, Queensborough Community College, (emerita), Bayside, NY
Thursday, 7:00 a.m.–6:00 p.m.

**Previous Award Winners:**
2006 David Bartholomae
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
Chair’s Address:

Voices: The Company We Keep

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

The tradition of the Chair’s Address weighs heavily on my mind as I’m sure all Associate Chairs before me can attest. Not only are we approaching our 60th year anniversary in 2009, but we are approximating goals and objectives long ago dreamed of by so many thoughtful leaders from the past. The reflection that the Chair’s Address invites is frankly exhilarating and ominous. We have grown from study, research, and civic engagement to an organization that is home to thousands including everyone from graduate students to emeriti, from community college to university faculty, from public to private institutions. Each brings its own set of writing and scholarship concerns. Whether we are concerned with the content of rhetoric, or assessment, or any range of academic questions, we rely on one another to maintain our balance. It is no mistake that my theme for the 2006 conference was about “Composition in the Center Spaces: Building Community, Culture, and Coalitions,” just as our conference theme for this 2007 event, so ably planned by our colleague Cheryl Glenn, is “Representing Identities.” We care about whom we are, whom we represent, whom we want to become, and with whom we keep company.

During the 2006 program in Chicago I interviewed our colleagues to learn what brought them to CCCC, what kept them coming back, and what they’d like to see us do or be in the future. Their voices have led me to examine “The Company We Keep.”

Akua Duku Anokye is Associate Professor of Africana Language, Literature, and Culture at Arizona State University where she is director of First Year Composition for the West campus. As a sociolinguist and folklorist specializing in orality and literacy in the African Diaspora, she is author of essays and articles on African American rhetoric and composition, folklore and linguistic scholarship concentrating on Zora Neale Hurston, storytelling, Ghanaian religion and dance as rhetorical modes of expression, as well as Ebonics. Among her publications are essays “Oral Connections to Literacy” in Journal of Basic Writing (1994), “Private Thoughts, Public Voices:
Letters from Zora Neale Hurston” in *Women: A Cultural Review* (1996), “Centering the Margins: Language and Learning Styles for Composition 2000” in *Attending to the Margins* (2000), and “Go Back and Fetch It: A Method for Decoding Text” in *The Subject Is Reading* (2000). Her book, *Get It Together: Readings about African American Life* (2003), is an anthology of interdisciplinary readings that provide historical context for issues in the African American Experience. Dr. Anokye has received grants for her work in Ghana, West Africa on Nana Esi, a female deity who serves as an archetype for African Diaspora women writers and activists. Recent research deals with the rhetoric of community mothers as community activists. Most recently she has been awarded a grant to collect oral histories of African Americans in El Mirage, a suburb of Phoenix, and is working on developing a Center for Arizona Oral History and Ethnography.
A Sessions

10:30 a.m.–11:45 a.m.

Featured Session

Joy Harjo and Lee Marmon, a special event sponsored by Bedford/St. Martin’s

Grand Ballroom East, Third Floor

Joy Harjo
Born in Tulsa, Oklahoma (1951), Joy Harjo is a multitalented artist of the Mvskoke/Creek nation. Internationally known for her poetry, performances, writing, music, and film, Harjo has published seven books of acclaimed poetry, including She Had Some Horses, In Made Love and War, The Woman Who Fell from the Sky, and How We Became Human. Her poetry awards include the Arrell Gibson Lifetime Achievement Award, Oklahoma Book Awards (2003), The American Indian Festival of Words Author Award (from the Tulsa City County Library), the 2000 Western Literature Association Distinguished Achievement Award, Lila Wallace-Reader’s Digest Award (1998), the 1997 New Mexico Governor’s Award for Excellence in the Arts, the Lifetime Achievement Award from the Native Writers Circle of the Americas, and the William Carlos Williams Award from the Poetry Society of America. Harjo coedited an anthology of contemporary Native women’s writing, Reinventing the Enemy’s Language: Native Women’s Writing of North America, which was pronounced one of the Best Books of 1997 by the London Observer. She wrote the award-winning children’s book, The Good Luck Cat, and contributed poetic prose to photographs by Stephen Strom in Secrets from the Center of the World.

In her inaugural music CD, Letter from the End of the 20th Century, which she coproduced, Harjo is featured as a poet and saxophone player. The album was honored by the First Americans for the Arts for Outstanding Musical Achievement and called by Pulse Magazine the “best dub poetry album recorded...
in North America.” Her recently released second album, *Native Joy for Real*, crosses over many genres and has been praised for its daring brilliance. Harjo’s other accomplishments include coproducer and talent of the music video *Eagle Song*, which was nominated for best music video at the American Indian Film Festival in 2002, a festival that awarded Harjo the Eagle Spirit Achievement Award that same year.

Harjo’s influence is international as well as deeply national. She has performed internationally, from the Arctic Circle in Norway at the Riddu Riddu Festival, to Madras, India, and to the Ford Theater in Los Angeles. She has been featured on Bill Moyers’s series, *The Power of the Word*, and will be featured in Spring 2007 on a new Garrison Keillor show. Harjo was also the narrator for the Turner *The Native Americans* series as well as the narrator for the Emmy award-winning show, *Navajo Code Talkers*, for *National Geographic*. She has served on the National Council of the Arts and is currently the Joseph M. Russo Professor of Creative Writing at the University of New Mexico. When she is not teaching and performing, Harjo lives in Honolulu, Hawaii, where she is a member of the Hui Nalu Canoe Club.

**Lee Marmon**

My first camera was a 2½ x 3¼ Speed Graphic, which I bought after returning to the reservation from my stint in the army. I had a hard time learning to use this first camera, learning primarily from books, trial and error, and endless hours in the darkroom.—Lee Marmon, in a note accompanying his 1986 portfolio of Laguna tribal portraits, *Laguna Ha’ Ma Ha*

Highly acclaimed photographer Lee Marmon, internationally known for his distinguished portraits of elders of the Laguna and Acoma tribes, was born in 1925 on Laguna Pueblo in New Mexico. Known as the “blue-eyed Indian,” Marmon has been photographing the Southwest since 1947, when he returned home from the army, bought his first camera, and began photographing just about everything in sight, including, in 1954, a tribal elder wearing a traditional headband, traditional jewelry, and a pair of high-top sneakers. The shot, titled “White Man’s Moccasins,” quickly became Marmon’s signature photograph. “White Man’s Moccasins” has been reproduced and published worldwide on T-shirts, nightshirts, calendars, and posters.

Impressed by the work of Edward Curtis, Adam Vroman, and William Henry Jackson, Marmon chose early on to focus on the tribal leaders and the old people of the pueblos. Marmon’s portfolio, thousands of black-and-white images, has become a rare visual chronicle of the last generation of Native Americans to live by their traditional ways and values. Marmon gathered together the best of that portfolio for his award-winning book of photography, *The Pueblo Imagination*, which was voted Best Art Book of the Year 2005 by the Mountains and Plains Booksellers’ Association and received the First Place Award from the Independent Online Publishers. The 159-page book breaks new ground with its multidimensional showcase of Native American culture, talent, and history,
weaving together some of Marmon’s finest portraiture and landscapes with the prose and poetry of his eldest daughter, Leslie Marmon Silko, and the poetry of Joy Harjo and Simon Ortiz.

Marmon’s artistic life has included a good deal of travel and attention, yet he has maintained a steady connection to his roots. From the late 1960s to 1983, Marmon lived and worked in California, where he served as official photographer for the Bob Hope Desert Classic. His images have appeared in various publications, including the *London Times*, the *New York Times*, and *Time Magazine*. In 1992, he won an ADDY Award for contributing to the Peabody Award-winning PBS-TV documentary, *Surviving Columbus*. In 2006, Marmon was commissioned by the Washington, D.C.-based National American Indian Housing Council to promote with photographs the Council’s efforts to give Native American families access to quality, modern housing. That same year, Marmon was honored with a prestigious SWAIA (Southwest Association of Indian Arts) Lifetime Achievement Award, along with potter Grace Medicine Flower (Santa Clara Pueblo), painter RC Gorman (Navajo), and bead-quill worker Joyce Growing Thunder Fogarty (Assiniboine Sioux). SWAIA sponsors Santa Fe’s internationally renowned annual Santa Fe Indian Market.

Now in his early eighties, Marmon continues to work as a professional photographer. At his studio in Laguna, he personally develops and signs his black-and-white enlargement prints from their original negatives for the pleasure of historians, art collectors, museums, and Western culture devotees worldwide.

Harjo and Marmon will be signing their books and posters in the Bedford/St. Martin’s booth area immediately following their joint presentation.

**Composition/Writing Programs**

**A.01 Institutional Forces as Shapers of Identity**

**Holland Suite, Fourth Floor**

**Chair:** Michelle Trim, Lander University, SC

**Speakers:** Joanna Castner, University of Central Arkansas, Conway, “From Techne to Identity: A Theoretical Framework for Ways Institutional Forces Can Shape Identity”

Rebecca Ingalls, University of Tampa, FL, “‘She Taught Me More than I Thought She Would’: Resisting the Dumbing-Down and Reconstructing the ‘Rank’ of Basic Writing”

Anne Meade Stockdell-Giesler, University of Tampa, FL, “Voice and Identity: Putting First-Year Writing in its Place”

Tracy Ann Morse, University of Tampa, FL, “What does Physical Space Suggest about Our Perceptions of Who We Serve?”

Mike Donnelly, University of Tampa, FL, “Glimmers of Hope, Moments of Despair: Reflections of an Untenured WPA”
Thursday, 10:30–11:45 a.m.

Community, Civic & Public

A.02 Writing the Dissonance: Using Collaborative Texts to Enhance Service Learning
Midtown Suite, Fourth Floor
Chair: Jerry Shannon, University of Minnesota, Minneapolis
Speakers: Christine Howell, Metropolitan Community College-Penn Valley, Kansas City, MO
Kristin Cory, University of Minnesota, Minneapolis
Renee DeLong, University of Minnesota, Minneapolis
Amy Lee, University of Minnesota, Minneapolis
Jerry Shannon, University of Minnesota, Minneapolis

Research

Morgan Suite, Second Floor
Chair: Don Jones, University of Hartford, CT
Tosh Tachino, Iowa State University, Ames, “The Genres of a Murder Trial: the Circulation of Discourse and Knowledge in the Sophonow Case”

Composition/Writing Programs

A.04 Creating Community and Representing Identities at a Large FYC Program: Using New Tools in New Ways
Gramercy B, Second Floor
Chair: Matt Barton, St. Cloud State University, MN
Speakers: Donna Hanak, University of South Florida, Tampa
Kim Murray, University of South Florida, Tampa, “Using Flashlight Survey Tool and Sharepoint to Facilitate Program Identity”
Joe Moxley, University of South Florida, Tampa, FL
Professional and Technical Writing

A.05 Representing Diseases, Representing Cultures
Gramercy A, Second Floor

Chair: Lucia Chericiu, Dutchess Community College, Poughkeepsie, NY

Speakers: Huiling Ding, Purdue University, Lafayette, IN, “Media’s Construction of the SARS-China Relationship”
Abby Wilkerson, George Washington University, D.C., “The Big Tent: Constructions of ‘The Obesity Epidemic’ and the USA on the World Stage”
Barbara Heifferon, Clemson University, SC, “Mutating Viruses, Mutating Languages, Mutating Cultures”

Theory

A.06 Parody and Pedagogy: Encouraging the Playful Power of Oppositional Identity in Critical Writing
Concourse E, Concourse Level

Chair: David Seitz, Wright State University, Dayton, OH

Speakers: Patricia Harkin, University of Illinois at Chicago, “We are all Jon Stewart: Constructing Identity through Fake News”
Nancy Mack, Wright State University, Dayton, OH, “Politicized Representations of the Field: Using Parody to Question all Positions”
Bill Bicknell, Wright State University, Dayton, OH, “Thinking Through Parody: Diverting a Disciplinary Identity”

Institutional and Professional

A.07 WAC and Quantitative Reasoning: Curricular Breadth, Improved Learning, and Innovative Assessment
Mercury Ballroom, Third Floor

Chair: Carol Rutz, Carleton College, Northfield, MN

Speakers: Carol Rutz, Carleton College, Northfield, MN, “Colonizing a Writing Portfolio for Evidence of Quantitative Reasoning”
John Bean, Seattle University, WA, “Arguing With Numbers: How a WAC Program Can Promote Quantitative Literacy across the Curriculum”
Scott Bierman, Carleton College, Northfield, MN, “Some Principles for Curricular Innovation: The Cases of WAC and QR”
Thursday, 10:30–11:45 a.m.

Creative Writing

A.08 Emerging from the Comp/Rhet Shadows: Public Identities for Creative Writing in the Twenty-First Century
Rendezvous Trianon, Third Floor

Chair: Kelly Ritter, Southern Connecticut State University, New Haven
Speakers: Patrick Bizzaro, East Carolina University, Greenville, “(Decom)positioning Creative Writing: Imitation, Modeling, and Originality in the Creative Writing and Composition Classrooms”
Tim Mayers, Millersville University, PA, “Legends, Lore, and So Much More: A Brief History (and Future) of Creative Writing Studies”
Stephanie Vanderslice, University of Central Arkansas, Conway, “Strange Bedfellows? Making the Case for Creative Writing by Connecting with Public Initiatives”

Practices of Teaching Writing

A.09 The Liberian Civil War and the Writing Classroom
Concourse D, Concourse Level

Chair: Karen Surman Paley, Rhode Island College, Providence
Speakers: Claudine Griggs, Rhode Island College, Providence, “Beyond ‘The Big Game’ and ‘My Most Serious Prom Disaster’”
Karen Surman Paley, Rhode Island College, Providence, “Civil War or Sports Riots: The Efficacy of Peer Review in the International Classroom”

Community, Civic & Public

A.10 Representing Literate Identities in Urban America
Concourse B, Concourse Level

Chair: Joe Salvatore, The New School, NY
Speakers: Maisha Fisher, Emory University, Atlanta, GA, “Defining and Redefining Proficiency: The Politics of Bronxonics and Literacy Learning”
Valerie Kinloch, Teachers College, Columbia University, New York City, NY, “The Politics of Place, the Struggle for Rights: Youth Representations of Community, Art, and Activism in Harlem”

History

A.11 Rhetorical Failure: Theory, Cultural Constraints, and Dis/identification
Lincoln Suite, Fourth Floor

Chair: Stacey Sheriff, The Pennsylvania State University, University Park
Thursday, 10:30–11:45 a.m.

Speakers: Stacey Sheriff, The Pennsylvania State University, University Park, “Theorizing Rhetorical Failure”
Rosalyn Collings Eves, The Pennsylvania State University, University Park, “Prejudice and Persuasion: The Rhetorical (Dis)Identification of Eliza R. Snow”

Practices of Teaching Writing

A.12 Selling Ideas or Selling Out?: Negotiating Identities in the Writing of Composition Textbooks
Petit Trianon, Third Floor
Chair: Bette Kirschstein, Pace University, Pleasantville, NY
Speakers: Leonard Rosen, Bentley College, Waltham, MA, “Why I Write Textbooks, Not Journal Articles”
Robert Yagelski, State University of New York at Albany, “Textbook Writing as Scholarly Inquiry: Selling Ideas or Selling Out?”
Bruce Ballenger, Boise State University, ID, “Leading or Lagging?: Composition Textbooks and the Evolution of the Discipline”
Michelle Payne, Boise State University, ID, “Textbook Choice as an Instrument of a Writing Program’s Identity”

Language

A.13 Latinas na Luta!: The Spirit of Our Foremothers and the (Re)Vision of USAmerica
Clinton Suite, Second Floor
Chair: Sara B. Knight, Appalachian State University, Boone, NC
Speakers: Kate Elizabeth Vieira, University of Wisconsin-Madison, “Fado for Fall River: Azorean-American Women’s Rhetorical Inheritance”
Charles Murillo, Riverside Community College, CA, “La Nueva Voz del Barrio Chicano: Chicana/o Literature, Composition Studies—No Cholo Left Behind”

Practices of Teaching Writing

A.14 Reclaiming the Craft of Composition
East Suite, Fourth Floor
Chair: Bennett Rafoth, Indiana University of Pennsylvania
Speakers: John Rohrkemper, Elizabethtown College, PA, “The Austere Art: The Playwright and the Craft of Writing”
Matt Willen, Elizabethtown College, PA, “Composing as Craft”
Bennett Rafoth, Indiana University of Pennsylvania, “Composing the Mind at Work”
Thursday, 10:30–11:45 a.m.

**Practices of Teaching Writing**

**A.15 The Composition of Identities in the Small Liberal Arts College: Experiments in Reconstructing First-Year Seminars**
Gibson Suite, Second Floor

*Chair:* Carol D. Bollin, Western Illinois University, Macomb

*Speakers:* Alice Trupe, Bridgewater College of Virginia, “Reading and Writing Academic Identities: Reflective Writing, Reading, and Academic Discourse in an FYC/FYS Learning Community”
Robert Marrs, Coe College, Cedar Rapids, IA, “FYS Portfolios and the Paradoxes of Freedom in a WAC Program”
George Meese, Eckerd College, St. Petersburg, FL, “Composing Identities: Who Is in our Classroom when Frosh Seminar goes Global and Multi-Media?”

**Research**

**A.16 Still Fighting after All These Years?: Reflections on Jane Tompkins’ “Fighting Words”**
Bryant Suite, Second Floor

*Chair:* Patricia Dyer, Widener University, Chester, PA

*Speakers:* Laura Micciche, University of Cincinnati, OH, “A ‘Better Way to Live’?: On Composition’s Metonymic Tendencies”
Dale Jacobs, University of Windsor, Ontario, Canada, “Communal Words: Hospitality and the Critical Essay”
Gary Weissman, University of Cincinnati, OH, “Anonymity and Violence”
Donna Strickland, University of Missouri, Columbia, “Argument Hope”

**Composition/Writing Programs**

**A.17 From the Margins to the Center: ESL Students Challenge the Identity of First-Year Writing**
Mercury Rotunda, Third Floor

*Chair:* Julie Groesch, Texas A&M University, Bryan

*Speakers:* Christine Palumbo-DeSimone, Temple University, Philadelphia, PA, “Measuring Identities: Assessment as a Force for Change”
Jill Swavely, Temple University, Philadelphia, PA, “Curricular Identities: Revising ESL Writing Syllabi”
A.18 Making the Invisible Visible: Empowering Mixed Identity Voices as Compositionists
New York Suite, Fourth Floor

Chair: Warren G. Rochelle, University of Mary Washington, Frederic, VA
Speakers: Octavio Pimental, Texas State University, San Marcos, “The Diverse Voices of HR 47 Protests: Working against the Grain of a Latino/a Monolithic Culture"
Goncalves Zan Meyer, Franklin Pierce College, Greenfield, MA, “Queerly Mixed Identity and Coalition Politics”
Cristina Kirklighter, Texas A&M University– Corpus Christi, “Validating Mixed Identity Students in the Classroom”
Elaine Alarcon Totten, Oxnard College in Ventura County, Camarillo, CA, “Empowering the Multiracial Identity in a Multiracial Setting: A Personal Narrative”

Practices of Teaching Writing
A.19 Reperceiving Peer Review
Sutton North, Second Floor

Chair: Ann Blakeslee, Eastern Michigan University, Ypsilanti
Speakers: Davida Charney, University of Texas at Austin, “How and How Helpfully Do Peers Comment on Student Writing?”
Necia Werner, Carnegie Mellon University, Pittsburgh, PA, “Genre, Ideology, and Values: Analysis of a Scientific Peer Review Controversy”
Christine Neuwirth, Carnegie Mellon University, Pittsburgh, PA, “Peer Review: Differences in Student and Professional Strategies”

Institutional and Professional
A.20 Expanding “Officialized” Representations of Identity in Disciplinary, Institutional, and National Settings”
Regent Parlor, Second Floor

Chair: René Augustín De los Santos, University of California, Santa Barbara
Speakers: Scott Wible, West Virginia University, Morgantown, “Representing Policy Work in Academic Life”
Donna Ruth King, The Pennsylvania State University, University Park, “Re-thinking ‘Officialized’ Representations of Teachers’ Racial and Cultural Identities”
René Augustín De los Santos, University of California, Santa Barbara, “(Re)Fashioning the Past: The Rhetoric of Transparency in Contemporary México”
Composition/Writing Programs

A.21 The Proposed CCCC Statement on the Preparation of Teachers of Writing

Beekman Parlor, Second Floor

Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: Joe Hardin, Western Kentucky University, Bowling Green, KY
Freddy Thomas, Virginia State University, Petersburg
E. Shelley Reid, George Mason University, Fairfax, VA

Information Technologies

A.22 Composing Identity: The Role of Genre, Narrative, and Multimodality in Community-Based Multimedia Projects

Harlem Suite, Fourth Floor

Chair: Lynn Chrenka, Ferris State University, Big Rapids, MI
Speakers: Julia Jasken, McDaniel College, Westminster, MD, “Generic Disruption and Community Impact: Thinking through the Self”
Jennifer Sheppard, New Mexico State University, Las Cruces, “Multimodal Identity: The Challenges of Attending to Representation through Design, Rhetoric, Technology, and Story”
Jennifer Cervantes, New Mexico State University, Las Cruces, “Composing Identity through Audio Narratives”
Polina Chemishanova, New Mexico State University, Las Cruces, “Composing Identity through Audio Narratives”

Information Technologies

A.23 Forging a Scholarly and Professional Identity Online: Blogging as Discovery and Externalization of Self

West Ballroom Foyer, Third Floor

Chair: Jack Blum, University of Southern California, Los Angeles
Speakers: Geoffrey Middlebrook, University of Southern California, Los Angeles, “Using Blogs to Establish ‘Partial Publics’: A Forum for Developing Disciplinary and Professional Identity”
Sandra Ross, University of Southern California, Los Angeles, “Homeboys, Schoolboys, Phat Girls and Barbies: Negotiating Academic Identity in the Basic Writing Classroom”
LauraAnne Caroll-Adler, University of Southern California, Los Angeles, “My Academic Space: Fashioning a Scholarly Identity on the Internet”
Information Technologies

A.24  E-Merging Identities
Concourse A, Concourse Level
Chair: Christopher McCarrick, Clarion University, PA
Speakers: Christine Lutz, Clarion University, PA
         Rich Lane, Clarion University, PA
         Christopher McCarrick, Clarion University, PA

Institutional and Professional

A.25  Locating the Scholar among the Grading Stacks:
A Response to the TYCA Document “Research and Scholarship in the Two-Year College”
Sutton South, Second Floor
Chair: Nell Ann Pickett, Hinds Community College, Raymond, MS
Speakers: Joanna Howard, Montgomery College, Rockville, MD, “On the Map: Using Wayfaring and Writing to Develop a Community of Students”
         Patti Smith, Jones County Junior College, Ellisville, MS, “Critical Literacy for Critical Times: Using Integrated Reading and Writing Assignments to Support the Development of Strategies for Lifelong Learning”
         Bradley Bleck, Spokane Falls Community College, WA, “Engaging Scholars and Scholarship in the Blogosphere”
         Sharon Gerald, Jones County Junior College, Ellisville, MS, “Quilting on Paper: Oral History and the Student Writer-Researcher”

Theory

A.26  The Impact of Learning English on Deaf Identity
Murray Hill A, Second Floor
Chair: Michael Byrne, Long Island University, NY
         Jane Nickerson, Gallaudet University, Washington, D.C., “Helping Freshmen Discover and Shape Their Identities”
         Marcia B. Bordman, Gallaudet University, Washington, D.C., “Writing as a Way of Honing Thought and Expressing Identity”
         David Pancost, Gallaudet University, Washington, D.C., “Assessments of Students and Programs over Time”
Thursday, 10:30–11:45 a.m.

*Practices of Teaching Writing*

**A.27 Writing Across Genres: Letters, Exposition, and Autoethnography**

Hudson Suite, Fourth Floor

*Chair:* Janice Chernekoff, Kutztown University of Pennsylvania

*Speakers:* Stephanie Merz, University of Arizona, Tucson, “Letter-Writing in the Military: Identity Transformation and Assimilation”

Paul King, Rutgers University, New Brunswick, NJ, “Cultural Identities: A Series of Assignments for Expository Writing”

Janice Chernekoff, Kutztown University of Pennsylvania, “Apprehending Our Own and Others’ Literacy Identities through Autoethnography”

*Theory*

**A.28 V for Virtual and Visual Rhetorics**

Murray Hill B, Second Floor

*Chair:* Pamela Kincheloe, Rochester Institute of Technology, NY

*Speakers:* Gary Thompson, Saginaw Valley State University, University Center, MI, “Visual Rhetoric through Comics”

Barclay Barrios, Florida Atlantic University, Boca Raton, “The Visual Arguments of Secrets, the Secrets of Visual Arguments: Postsecret and Pedagogy”

*Theory*

**A.29 Lacanian Readings: On Agency, Desire, and Love**

Grand Ballroom West, Third Floor

*Chair:* Sam DeKay, St. John’s University, New York, NY


Martin Ley, College of Lake County, Grayslake, IL, “Ethos, Cunning and Desire in the Contact Zone”

Sandie Friedman, George Washington University, Washington, D.C., “‘A Nervous Eye’: On Transference-Love and Transformation in the Writing Classroom”

*Theory*

**A.30 Refiguring Burkean Rhetoric**

Concourse C, Concourse Level

*Chair:* Scott Rogers, University of Louisville, KY

*Speakers:* Drew Loewe, Texas Christian University, Fort Worth, “Taking Action in the Face of Annihilation: Burke’s ‘Comic Circle’ as a Way Out of the Shared Rhetorical Topoi of Bush and bin Laden”
Michelle Smith, The Pennsylvania State University, University Park, “The Pentad as Linguistic Ontology: Original Essence or New Development?”
Laura Rutland, Gannon University, Erie, PA, “Kenneth Burke and The End of Faith: Religious Identity and Rhetoric in the Age of Terrorism”

**Theory**

**A.31 Other Rhetorics: Tatoos, Cookbooks, Graffiti, and Post-Rock**
Nassau A, Second Floor

*Chair:* Dorinda Fox, Arizona State University, Mesa

*Speakers:* Regina Clemens Fox, Arizona State University, Tempe, “Narrating and Communicating in Rhetorical Flesh”
Adam Koehler, University of Wisconsin-Madison, “Making a Scene: Spaces of Affect and the Erasure of Language in Sigur Rós”
Scot Barnett, University of Wisconsin-Madison, “Making a Scene: Spaces of Affect and the Erasure of Language in Sigur Rós”
Doreen Piano, University of New Orleans, LA, “Graffiti as Crisis Rhetoric: New Orleanians Writing (and Fighting) Back after the Flood”
Joyce Malek, University of Cincinnati, OH, “We Are What We Eat: Cookbooks, Memory, and Identity”

**History**

**A.32 Influential Men in 20th Century Academic Rhetoric**
Concourse G, Concourse Level

*Chair:* John Miles, University of New Mexico, Albuquerque, NM

*Speakers:* William Cahill, Rutgers University/Edison High School, New Brunswick/Edison, NJ, “Lane Cooper’s Genteel Modernism”
William FitzGerald, Rutgers University, Camden, NJ, “The Rhetoric of Wayne Booth: Performing (and Remembering) a Rhetorical Life”
Kevin Brooks, North Dakota State University, Fargo, “Re-Presenting Marshall McLuhan”

**Research**

**A.33 Teachers Perceiving Students**
Nassau B, Second Floor

*Chair:* Whitney Madden Myers, University of New Mexico, Albuquerque

*Speakers:* Kara Poe Alexander, Baylor University, Waco, TX, “Reading Stories: Instructor Responses to Master Literacy Narratives of Students”
Diane Kelly-Riley, Washington State University–Pullman, “Who and What Counts: A Validity Inquiry into Minority Students’ Performances in a Large-Scale Writing Portfolio Assessment”
Thursday, 10:30–11:45 a.m.

Community, Civic & Public

A.34 Religious Rhetorics: Insiders and Outsiders
Sutton Center, Second Floor

Chair: Val Perry, Eureka College, IL

Speakers: Heping Zhao, California State University, Fullerton, “Rhetorical Elements of the Inscribed Couplets in Mt Wutai’s Buddhist Temples”
Michael Kapper, Capital University, Columbus, OH, “‘Here I Stand’: Professing Composition in the Tradition of Lutheran Higher Education”
Val Perry, Eureka College, IL, “‘Hi, My Name Is…’: Or, How a Secular Rhetorician Finds an Identity in a Twelve-Step Recovery Program”

Practices of Teaching Writing

A.35 Revisiting and Revising: Benefits of Using the 6+ Trait Method in Undergraduate Writing Program Assessment
Madison Suite, Second Floor

Chair: Tara Pauliny, University of Wisconsin-Oshkosh

Speakers: Marguerite Helmers, University of Wisconsin-Oshkosh, “Adopting the 6+ Traits for College Writing Assessment”
Charles Hill, University of Wisconsin-Oshkosh, “Evaluating and Revising the 6+ Traits for College Writing”
Tara Pauliny, University of Wisconsin-Oshkosh, “Profit and Loss: Results of Using the 6+ Traits”
B Sessions

12:15 P.M.–1:30 P.M.

Featured Session

“Who I Am, and Who I Think I Am”
Dorothy Allison

Grand Ballroom East,
Third Floor

Chair: Cheryl Glenn, The Pennsylvania State University, University Park

I’m only supposed to tell one story at a time, one story. Every writing course I ever heard of said the same thing. Take one story, follow it through, beginning, middle, end. I don’t do that. I never do.

Behind the story I tell is the one I don’t.
Behind the story you hear is the one I wish I could make you hear.

—Dorothy Allison, from Two or Three Things I Know For Sure

Called “one of the finest writers of her generation” by the Boston Globe and “simply stunning” by the New York Times Book Review, Dorothy Allison was born in Greenville, South Carolina (1949), the first of a fifteen-year-old unwed mother who worked as a waitress. Now living in Northern California with her partner, Alix, and her teenage son, Wolf Michael, Allison describes herself as a feminist, a working-class story teller, a Southern expatriate, a sometime poet, and a happily born-again Californian.

The first member of her family to graduate from high school, Allison attended Florida Presbyterian College on a National Merit Scholarship and in 1979, studied anthropology at the New School for Social Research.

Bastard Out of Carolina, Allison’s first novel, was one of five finalists for the 1992 National Book Award. It went on to win both the Ferro Grumley award, a Bay Area Book Reviewers Award for fiction, and an American Library Association (ALA) Award for Lesbian and Gay Writing. Bastard became a best-selling novel—and an award-winning movie, directed by Angelica Huston. The novel has been translated into more than a dozen languages.

Allison’s second novel, the critically acclaimed Cavedweller, was a New York Times bestseller and a NYT Notable Book of the Year, finalist for the Lillian
Smith Prize, an ALA prize, and the 1998 Lambda Literary Award for fiction. Adapted for the stage by Kate Moira Ryan, the play was directed by Michael Greif and featured music by Hedwig composer, Stephen Trask. In 2003, Lisa Cholendenko directed a movie version featuring Kyra Sedwick.

A chapbook of Allison’s performance work, *Two or Three Things I Know for Sure* (1995), was selected as a notable book of the year by the New York Times Book Review and translated into a short documentary by Tina DiFeliciantonio and Jane Wagner. The documentary entitled *Two or Three Things and Nothing for Sure* took prizes at the Aspen and Toronto film festivals, and premiered on PBS in the summer of 1998 as part of the acclaimed POV series.


In addition to her own writing, Allison is committed to the larger profession. In 1998, Allison founded The Independent Spirit Award, a prize given each year to an individual whose work with small presses and independent bookstores has helped to sustain that enterprise. The award, administered by the Astraea Foundation, is designed to encourage the people and institutions that are so vital to supporting new writers and to introducing readers to works that might otherwise go unheard and unread. Allison is a member of the board of PEN International. She also serves on the advisory board of the National Coalition Against Censorship and Feminists for Free Expression, as well as the advisory board of the James Tiptree, Jr. Memorial Award, a prize which is presented annually to a science fiction or fantasy work that explores and expands on contemporary ideas of gender.

Dorothy Allison will be a writer in residence at Emory University in Atlanta, Georgia, Spring 2008. A novel, *She Who Is*, is forthcoming from Riverhead.

Ms. Allison will be signing books in the Penguin booth (#31) immediately following her reading.
Practices of Teaching Writing

B.01 My Teacher Is What?!?!: Students’ Construction, Resistance, and (Mis)Perception of Teacher Identities
Hudson Suite, Fourth Floor

Chair: Beth Lynne Ritter-Guth, Lehigh Carbon Community College, Schneck, PA

History

B.02 Inventing Identity: Opening Spaces for Women in Pre-Modern and Early Modern Discourse
Bryant Suite, Second Floor

Chair: Lindsay Sloan Illich, Texas A&M University, College Station
Speakers: Brad Herzog, Southern Arkansas University, Magnolia, “Mnemonic Fabrications of Identity: Medieval Memory Arts and the Composition of Julian of Norwich’s ‘Showings’”
Rebecca Smith, University of Texas at San Antonio, “Reinventing the Gendered Self: Reconsidering the Rhetoric of Identity in Gertrude the Great’s ‘Spiritual Exercises’”
Neli Gogovska, University of Texas at San Antonio, “‘Be my owne woman’: Lady Arbella Stuart’s Epistolary Self”

Language

B.03 Cultures of Writing and Writing Instruction: Toward Expressing Identity in an International Context
Sutton North, Second Floor

Chair: Marie Secor, The Pennsylvania State University, University Park
Speakers: Dilek Tokay, Sabanci University, Istanbul, Turkey, “Preparing a Professional Identity at Sabanci University’s Writing Center”
Ann Mott, American University in Paris, France

Information Technologies

B.04 Globalism, Identities, and Digital Literacies
Sutton South, Second Floor

Chair: Marilyn Cooper, Michigan Technological University, Houghton
Speakers: Gail E. Hawisher, University of Illinois, Urbana-Champaign, “Redesigning Global Literacies in the 21st Century”
Dene Grigar, Washington State University, Vancouver, “The Telebody: Case Studies of the Intersection of Globalism, Identity, and Technology in the Media Arts”
Cynthia Selfe, The Ohio State University, Columbus, “Literacies, Identities, and Families in Global Context”
Thursday, 12:15–1:30 p.m.

**Composition/Writing Programs**

**B.05  Mouth Wide Shut: The Silencing and Voicing of Feminine Identity**
Sutton Center, Second Floor

*Chair:* Brad Peters, Northern Illinois University, DeKalb

*Speakers:* Roger Thompson, Virginia Military Institute, Lexington, “Nineteenth-Century Rhetoric and Composition Handbooks: Condemnation of the Feminine”
Joonna Trapp, Northwestern College, Orange City, IA, “The Dramatics of Female Identity Formation: Writing and Theater”
D. Alexis Hart, Virginia Military Institute, Lexington, “Identity (and) Politics: Gendered Writing Online and in the Classroom”
Brad Peters, Northern Illinois University, DeKalb, IL, “Representing Disability and Sexuality: Eloquent Silences”

**Research**

**B.06  Identifying, Documenting, and Understanding the Effects of What We Do: A Comparative Discussion of Longitudinal Research Questions, Methods, and Outcomes**
Regent Parlor, Second Floor

*Chair:* Lucille McCarthy, University of Maryland, Baltimore County, Baltimore

*Speakers:* Sally Barr Ebest, University of Missouri, St. Louis, “Changing the Way We Teach: The Role of Longitudinal Research in Improving TAs’ Teaching”
Christiane Donahue, University of Maine at Farmington, “Beyond Self-Report: Longitudinal Research and Text Analysis”
Stephen Wilhoit, University of Dayton, OH, “But What Do They Write after They Leave My Class? A Longitudinal Study of College Writing Requirements Across the Curriculum”

**Community, Civic & Public**

**B.07  Writing with the City: Community Writing Centers and Public Libraries**
Mercury Ballroom, Third Floor

*Chair:* Tiffany Rousculp, Salt Lake Community College, UT

*Speakers:* Julie Wilson, University of North Carolina at Chapel Hill, “Not Like School”
Melissa Tedrowe, University of Wisconsin–Madison, “Intersection of Community Writing Assistance Programs and Libraries”
Melissa Helquist, Salt Lake Community College, UT, “Moving to the Public Space”
Practices of Teaching Writing

B.08 Decisions and Revisions: Comp(osing/eting) Identities in Military Student Writing

Harlem Suite, Fourth Floor

Chair: Beth Ritter Jorgensen, Simpson College, Indianola, IA
Speakers: Robert Biral, University of Vermont, Burlington, “Covering Our Faces: (Re)presenting Identities in Digital Spaces”
Theo Greenblatt, University of Rhode Island, Kingston, “Trying to be the ‘Knight’: Reading and Writing Manliness in the Military”
Richard Flinn, Naval Academy Preparatory School, Newport, RI, “About Face: Alternating Persona in Military Student Writing”

Theory


Concourse C, Concourse Level

Chair: Jill Dahlman, Honolulu, HI
Speakers: Leonard Podis, Oberlin College, OH, “The F-Word, Dick and Jane, and the Quest for Identity, or What’s a Nice Jewish . . .?”
Samantha Sansevere, University of Arizona, Tucson, AZ, “Bi-Epistemia and the Language of Class”
Nick Tingle, University of California, Santa Barbara, “It’s alright (sic), ma. I’m only crying”
JoAnne Podis, Ursuline College, Shaker Heights, OH, “Bohemian Rhapsody”

Practices of Teaching Writing

B.10 Multimodal Composing and the Challenge of Assessment

Nassau A, Second Floor

Chair: Dickie Selfe, The Ohio State University, Columbus
Speakers: Susan Delagrange, The Ohio State University, Columbus
Catherine Braun, The Ohio State University, Columbus
Ben McCorkle, The Ohio State University, Columbus
Thursday, 12:15–1:30 p.m.

**Research**

**B.11 Visualizing Writing Processes: Writing as Coordination of Culture and Technology**  
West Ballroom Foyer, Second Floor  
*Chair:* Stewart Whittemore, Michigan State University, East Lansing  
*Speakers:*  
William Hart-Davidson, Michigan State University, East Lansing, “Using Time-Use Diaries to Study the Composing Process”  
Julie Lindquist, Michigan State University, East Lansing, “Communication and Emotion Work in Changing Institutional Cultures”

**Community, Civic & Public**

**B.12 Community Literacy: Rhetorically Centered Public Action**  
Murray Hill B, Second Floor  
*Chair:* Myshie Pagel, University of Texas at El Paso  
*Speakers:*  
Linda Flower, Carnegie Mellon University, Pittsburgh, PA, “Creating Local Publics / Speaking with Counterpublic Force”  
Lorraine Higgins, Worcester Polytechnic Institute, MA  
Elenore Long, Bay Path College, Longmeadow, MA, “Rethinking Identity Construction as a Public, Rhetorical Act”  
*Respondent:* David Coogan, Virginia Commonwealth University, Richmond

**Composition/Writing Programs**

**B.13 Person, Place, or Thing: Identity, Physical Space, Definition, and Boundaries in Studios**  
Trianon Ballroom, Third Floor  
*Chair:* Mary Margaret McGuire, Antelope Valley College, Lancaster, CA  
*Speakers:*  
Gwendolyn N. Hale, Fisk University, Murfreesboro, TN, “What Counts as Studio Pedagogy and What Does Not?”

**Composition/Writing Programs**

**B.14 Online Identities and the Evolving Roles of Writing Centers**  
Grammercy A, Second Floor  
*Chair:* Ron Scheer, University of Southern California, Los Angeles
Thursday, 12:15–1:30 p.m.

**Speakers:** Ilene Rubenstein, California State University, Northridge, “How Can I Know What I Mean until I See What I Say? The Rhetoric of Visual Communication in the Synchronous Online Writing Center”
Doug Dangler, Ohio State University, Columbus, “Different Kinds of Tutoring, Different Kinds of Clients: Discovering Online and Face-to-Face Identities”
Cheryl Hawkinson, University of Mary Washington, Fredericksburg, VA, “Non-traditional Students: The Changing Identity of Higher Education and the Writing Center”
Muriel Harris, Purdue University, West Lafayette, IN, “Differentiating the Identities of Online and Face-to-Face Tutoring”

**Institutional and Professional**

**B.15 Connect: Bridging Institutional Identities**
Lincoln Suite, Fourth Floor
**Chair:** Michael Olendzenski, Cape Cod Community College, West Barnstable, MA
**Speakers:** Margaret Norris, Massasoit Community College, Brockton, MA, “Finding Their Way: Writing as the Bridge between the Associate and the Baccalaureate Degrees”
Evelyn Pezzulich, Bridgewater State College, MA, “Crossing the Bridge: The Plight of the Transfer Student”
Patricia White, University of Massachusetts, Dartmouth, “Connecting Identities and Creating Instructor Resources”
Linda Cohen, Massasoit Community College, and Bridgewater State, Brockton, MA, “Adjunct-aposing Positions: Building Bridges for Part-Time Faculty”
J. Thomas Grady, Bristol Community College, Fall River, MA, “Identity Talk Back: Can Connect Work for You?”

**Composition/Writing Programs**

**B.16 A Study of High Stakes Testing Practices: The City University of New York and Beyond**
New York Suite, Fourth Floor
**Chair:** Marisa Klages, LaGuardia Community College, Long Island, NY
**Speakers:** J. Elizabeth Clark, LaGuardia Community College, Long Island, NY
Gordon Tapper, LaGuardia Community College, Long Island, NY
Heidi Johnsen, LaGuardia Community College, Long Island, NY
Gail Green-Anderson, LaGuardia Community College, Long Island, NY
Lenore Beaky, LaGuardia Community College, Long Island, NY
Thursday, 12:15–1:30 p.m.

History

B.17  The History of Technical Communication: Rhetoric, Voice, Identity
Nassau B, Second Floor

**Chair:** Molly Hurley, Moran University of Georgia, Athens
Elizabeth Tebeaux, Texas A&M University, College Station, “The Flowering of a Tradition—Form and Function of Technical Writing in the English Renaissance”
Michael Moran, University of Georgia, Athens, “Analytic Arrangement in Gilbert White’s *The Natural History of Selborne* (1788)”
Teresa Hunt, Northern Michigan University, Marquette, “Identity and the Curious Case of Engineering Writing at West Point”
Miles Kimball, Texas Tech University, Lubbock, “On the Normal Curve: Graphic Communication, Race, and Identity”

Practices of Teaching Writing

B.18  Sayin’ It Loud from an Inside Voice: Diversity Represents
Petit Trianon, Third Floor

**Chair:** Phyllis Dallas, Georgia Southern University, Statesboro

**Speakers:**
Julie E. Hudson, Huston-Tillotson University, Austin, TX, “Finding Common Ground, Making Space for Learning”
Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX, “En la casa, tambien: Latino/a Students Represent in an Afro-centric Composition Course”
Peter Caster, University of South Carolina, Spartanburg, “’Cuz I’m a White Man”—Teaching Race and Hip Hop”
Jennine Krueger, Huston-Tillotson University/Texas State University, Austin, “Keepin’ it Real in the Writing Center”

Composition/Writing Programs

B.19  Miles to Go: A Journey toward Developmental Writing and Freshman Composition Course Assessments
Rendezvous Trianon, Third Floor

**Chair:** Marivel Gonzales-Hernandez, Del Mar College, Corpus Christi , TX

**Speakers:**
Becky Flores, Del Mar College, Corpus Christi, TX, “The Gateway: Assessing Outcomes in Developmental English”
Susie Crowson, Del Mar College, Corpus Christi, TX, “The Mountain: Assessing Outcomes in First-Semester Freshman Composition”
Connie Gutierrez, Del Mar College, Corpus Christi, TX, “The Other Side of the Mountain: Assessing Outcomes in Second Semester Freshman Composition”
Thursday, 12:15–1:30 p.m.

**History**

**B.20** Manipulating Minds, Bodies, and Souls: The Role of Historical Texts in Identity Representation

Concourse D, Concourse Level

*Chair:* Heidi Rosenberg, University of Wisconsin-Barron County, Rice Lake, WI

*Speakers:* Lisa Shaver, University of Notre Dame, South Bend, IN, “Going-Toe-to-Toe with Godey’s Fashion Plates”

Sarah Bowles, Miami University, Oxford, OH, “‘To go out into the world and tell of the needs here’: Representing Appalachian Minds and Bodies”

Jen Cellio, Miami University, Oxford, OH, “‘You cannot have a garden, if you let the weeds overrun it’: Rhetorics of Reproduction and ‘Fitness’ in Margaret Sanger’s Writings”

**Practices of Teaching Writing**

**B.21** “Welcome—Here’s your Nametag: Interrogating, Negotiating and I.D-ing in Academia”

Morgan Suite, Second Floor

*Chair:* Andy Anderson, Johnson County Community College, Overland Park, KS

*Speakers:* Monica Hogan, Johnson County Community College, Overland Park, KS, “Know Thy Identity: Interrogating Basic Identity Assumptions about Community College Students”


Maureen Fitzpatrick, Johnson County Community College, Overland Park, KS, “Trading Student Identities for Employee I.D.s”

**Practices of Teaching Writing**

**B.22** Raising the Bar for Teachers and Students: Cultivating Writerly Identities at the Two-Year College

Midtown Suite, Fourth Floor

*Chair:* Jamie Sindell, Onondaga Community College, Syracuse, NY

*Speakers:* Nance Hahn, Onondaga Community College, Syracuse, NY, “Closing the Loop: Using Assessment to Inspire Curricular Change”

Malkiel Choseed, Onondaga Community College, Syracuse, NY, “At Extremes: Re-imagining Writing Workshops and Student Facility”

Jamie Sindell, Onondaga Community College, Syracuse, NY, “Service Learning: Merging Communities”

Stephen Pierson, Onondaga Community College, Syracuse, NY, “Answering Assessment”
Thursday, 12:15–1:30 p.m.

Institutional and Professional

B.23 Taking IP to Class: Representations of “Fair Use” in Composition Scholarship & Pedagogy
East Suite, Fourth Floor
Chair: Rob Lamm, Arkansas State University, Jonesboro
Sohui Lee, Stanford University, CA, “Copyright and Rhetorical Invention: Changing Scholarly Identity in the Age of Digital Reproduction”
Steve Westbrook, Cal State Fullerton, “Innovators or Outlaws: Constructions of Student Identity in New Media Handbooks”

Practices of Teaching Writing

B.24 Addressing Student Identities in Creating Shared Online Materials to Teach the Research Paper
Holland Suite, Fourth Floor
Chair: Janet Henderson, Bergen Community College, Paramus, NJ
Speakers: Dorothy Altman, Bergen Community College, Paramus, NJ, “Defining Student Identities and Needs”
Amarjit Kaur, Bergen Community College, Paramus, NJ, “Addressing Issues in Instructional Design”
Kelly Keane, Bergen Community College, Paramus, NJ, “Undertaking Assessment”

Creative Writing

B.25 Healing and Transgression: Exploding Identity Genres
Concourse B, Concourse Level
Chair: Trish Joyce, Broward Community College, Ft. Lauderdale, FL
Speakers: Mary Ellen Bertolini, Middlebury College, VT, “Writing and Healing: the Self and Others”
Catharine Wright, Middlebury College, VT, “Developing Writers for Social Change”
Kathy Skubikowski, Middlebury College, VT, “Hybrid Language, Hybrid Genres”
Thursday, 12:15–1:30 p.m.

Institutional and Professional

B.26 **Teacher, Student, Research: Shifting Identities in the Learning-Centered Community College**

Clinton Suite, Second Floor

*Chair:* Laraine Sommella, Quinsigamond Community College, Worcester, MA

*Speakers:* Krista Hiser, Kapi’olani Community College, Honolulu, HI, “Writing a Professional Identity: The Role of Research and Scholarship in the Two-Year College”
Reid Sunahara, Kapi’olani Community College, Honolulu, HI, “Negotiating the Third Space: Shifting Teacher Identities in the Basic Writing Classroom”
Raffaella Negretti Holland, Kapi’olani Community College, Honolulu, HI, “Evolving Student Identity in the Writing Classroom: Instruction of Self-regulation Strategies”

Institutional and Professional

B.27 **(Writing Uncertainty) Quantification: English + Engineering = Innovative Collaboration**

Concourse E, Concourse Level

*Chair:* Brandy Foster, Wright State University, Dayton, OH

*Speakers:* Tess Evans, Wright State University, Dayton, OH, “The Misunderstood Engineer: Identifying Structural Flaws in Communication Methods”
Brian Leingang, Wright State University, Dayton, OH, “Split Infinitives: The English Graduate in the Engineering Department.”
Brandy Foster, Wright State University, Dayton, OH, “Design Schema: Institutionalizing Cross-Disciplinary Collaboration”

Information Technologies

B.28 **Public, Private, and Digital Self: An Examination of Professional Identity**

Murray Hill A, Second Floor

*Chair:* Kristine Blair, Bowling Green State University, OH

*Speakers:* Matthew Barton, St. Cloud State University, MN, “Negotiating the Identity of New Media”
Lanette Cadle, Missouri State University, Springfield, “Playing in Traffic on the Info-Highway”
Elizabeth Monske, Louisiana Tech University, Ruston, “Taking the Online Identity to the Workplace, and I don’t mean phat2006@aol.com”
Kimberly Ortiz, Louisiana Tech University, Ruston, “Taking the Online Identity to the Workplace, and I don’t mean phat2006@aol.com”
Thursday, 12:15–1:30 p.m.

**Theory**

**B.29 Illness, Disability, and the Composed Body**
Mercury Rotunda, Third Floor

**Chair:** Florence Elizabeth Bacabac, Bowling Green State University, OH  
**Speakers:** Lizabeth Rand, Hampden-Sydney College, Farmville, VA, “The Creative Force of Words: An Analysis of Illness and Identity in Breast Cancer Narratives”  
Sara Pace, Lamar University, Beaumont, TX, “Constructing ‘Literate’ Identities: Exploring ‘Listening,’ ‘Writing,’ and ‘Speaking’ through the Lens of Disability Studies”  
Bess Fox, University of Kentucky, Lexington, “Embodied Pedagogies”

**Theory**

**B.30 3 C’s: Capitalism, Commodification, and Consumerism**
Concourse G, Concourse Level

**Chair:** Lonni Pearce, University of Colorado, Boulder  
**Speakers:** Michael Edwards, United States Military Academy, West Point, NY, “Identity as Economic Activity: Representing Class from the Wealth of Nations to the Wealth of Networks”  
Sean Murray, Binghamton University, NY, “Branding the Self: Composition Pedagogy and the Commodification of Identity”  
Lonni Pearce, University of Colorado, Boulder, “Making Change: The Rhetoric of ‘Socially Responsible’ Consumerism and the Activist Consumer”

**Theory**

**B.31 Digital Identities, Simulated Spaces, and Technological Performativities**
Concourse A, Concourse Level

**Chair:** Bob Whipple, Creighton University, Omaha, NE  
**Speakers:** Ty O’Bryan, Syracuse University, NY, “Do-It-Yourself: Punk Ethos and Digital Identities”  
David Sheridan, Michigan State University, East Lansing, “Identifying a Simulation: The Challenge of Creating ‘Contextually Valid Settings’ in the Writing Classroom”  
Eliot Rendleman, University of Nevada, Reno, “Technological Performativity: A Rhetorical Analysis of Student Identities, Instrumental Writing Technologies, and Technological Writing Systems”
Thursday, 12:15–1:30 p.m.

**Theory**

**B.32 Placing and Erasing the Queer**

Beekman Parlor, Second Floor

*Chair:* Gretchen Coulter, Western Washington University, Bellingham

*Speakers:* Aneil Rallin, Soka University, Aliso Viejo, CA, “Queer Is Not a Substitute for Gay/Lesbian, or Where Is the Queer in Queer Composition Studies?”

Patrick Finnessy, University of Illinois at Chicago, “Queer and Straight: The Experience of Sexual Minority Curriculum to Straight Male English Teachers”

Clifton Justice, Indiana University of Pennsylvania, “Between a Rock and a Hard Place: Coming Out in the Writing Classroom”

Erika Spohrer, Eckerd College, St. Petersburg, FL, “Mis-Representing Identities: *Brokeback Mountain*’s Reception and the Erasure of Gayness”

**Information Technologies**

**B.33 Online Communities and Their Literacy Practices: FLOSS, EverQuest, and Madden Football**

Gramercy B, Second Floor

*Chair:* Karen Culver, University of Miami, Coral Gables

*Speakers:* Laurie Johnson, University of Minnesota, St Paul, “Creative Identity: Women, Invention, Discovery, and Intellectual Property”

Brian Bailie, California State University, San Bernardino, “Dystopia Online: The (Re)Productive Rhetoric of ‘EverQuest’”

Phil Bickel, Miami University, Oxford, OH, “Why the Composition Classroom Should be More Like City Of Heroes: The Rhetorical Construction of Affinity Groups and Community Identity among Gamers”

**Professional and Technical Writing**

**B.34 Studying Communication Patterns of Science/Engineering Professionals**

Gibson Suite, Second Floor

*Chair:* Devon Hackelton, California State Polytechnic University, Pomona

*Speakers:* Sarah Read, University of Washington, Seattle, “Professional Lens Grinders, Private Philosophers: How Engineers Identify as Writers”


Brian McNely, University of Texas at El Paso, “‘Planning’ for Audience: Writing Practices and Financial Advisor Identity”
Thursday, 12:15–1:30 p.m.

*Practices of Teaching Writing*

**B.35  Graphic Novels: Cross-Cultural Sites for Identity, Identification, and Critical Engagement**

Madison Suite, Second Floor

*Chair:* Diana L. George, Virginia Poly-Technic University, Blacksburg

*Speakers:* Molly C. Hayenga, Michigan Technological University, Houghton, “In the Shadow of No Detail: Minimalism and Identification in Graphic Novels”

Rebecca Soderna, Michigan Technological University, Houghton, “No More Secret Identity: Giving Voice to Marginalized Students through Graphic Novels”

Erik A. Hayenga, Michigan Technological University, Houghton, “The Other ‘Story of a Childhood’: Teaching ‘Persepolis’ Critically”
C Sessions

1:45 p.m.–3:00 p.m.

Practices of Teaching Writing

C.01 Rhetorical Grammar and the Construction of a Writer’s Identity

Trianon Ballroom, Third Floor

Chair: Margaret Artman, Western Oregon University, Salem

Speakers:
- Cornelia Paraskevas, Western Oregon University, Salem, “Linguistic Principles and Writer Identity”
- Loretta Gray, Central Washington University, Ellensburg, “Formulaic Expressions: Scaffolding for Fluency”
- Martha Kolln, The Pennsylvania State University, University Park, “Metadiscourse: Enhancing the Writer’s Identity”

History

C.02 Alternative Sites for Women’s Antebellum and Post-Bellum Education in Rhetoric and Composition

Rendezvous Trianon, Third Floor

Chair: Jane Donawerth, University of Maryland, College Park

Speakers:
- Carol Mattingly, University of Louisville, KY, “Catholic Convent Schools in the Early U.S.”
- Ann Marie Mann Simpkins, The Ohio State University, Columbus, “Race, Gender, and Abolitionist Writing Instruction, 1810-1865”
- Catherine Hobbs, University of Oklahoma, Norman, “Expression, Oratory, and Public Speaking at Two Public Colleges for Women in the South”
- David Gold, California State University, Los Angeles, “Composition at Public Colleges for Women in the South”
### Community, Civic & Public

**C.03 Representing Victims in the Legal System: Identities, Rhetorics, and Ethics**

Murray Hill B, Second Floor

**Chair:** Lisa Langstraat, Colorado State University, Fort Collins

**Speakers:**
- Wendy Wolters, The Ohio State University, Columbus, “Reforming the Witness: Strategic Silences and Disclosures in Youth Offender Art and Writing”
- Lisa Langstraat, Colorado State University, Fort Collins, “On Teaching Victim Empathy to Juvenile Offenders: Rhetorics of Compassion and Victimhood in Contemporary Emotion Culture”

### Composition/Writing Programs

**C.04 (Star) Charting Our Program’s Identity: One Writing Program Assessment’s Design, Implementation, and Outcomes**

Sutton South, Second Floor

**Chair:** Jane Detweiler, University of Nevada, Reno

**Speakers:**
- Jane Detweiler, University of Nevada, Reno, “Interpreting Our Identity for External Audiences: Acting as the Designer-in-Chief and Advocate for the Program and its Assessment”
- Maureen McBride, University of Nevada, Reno, “Identifying with Assessment: Ongoing Discussions”
- Douglas Walls, Michigan State University, East Lansing, “‘Validate Us!’: Validity Theory Meets Programmatic Assessment Goals”
- Sarah Perrault, University of Nevada, Reno, “Translating Assessment Findings: Reporting to Different Audiences”

### Institutional and Professional

**C.05 Higher Education and the Pedagogies of Exclusion: Revisiting Bloom and Hirsch Twenty Years Later**

New York Suite, Fourth Floor

**Chair:** Robert Milde, Eastern Kentucky University, Richmond

**Speakers:**
- Adam Ellwanger, University of South Carolina, Columbia, “Bloom and His Detractors: The Academic Polemic and the Ethics of Education”
- Paul Cook, University of South Carolina, Columbia, “Revisiting Hirsch and Bloom: An Interrogation of Pedagogical Identity”
**Practices of Teaching Writing**

**C.06 When Students Are “True Believers”: Critical Thinking and Identities of Ideology**

Gibson Suite, Second Floor

*Chair:* Peter Elbow, University of Massachusetts, Amherst  
*Speakers:*  
LaRene Despain, University of Hawaii at Manoa, Honolulu, “Overcoming the Barrier of a ‘Basic Writing’ Identity: The Stretch Model”  
Kathleen Cassity, Hawaii Pacific University, Honolulu, “Negotiating through Freire’s Religious Roots”  
Elaine Leilani Madison, Hawaii Pacific University, Honolulu, “Negotiating Conflicting Identities: A Model for Nonviolent Classroom Communication”

**Community, Civic & Public**

**C.07 New Directions in WAC: Representation and Community Practice**

Grand Ballroom West, Third Floor

*Chair:* Susan McLeod, University of California, Santa Barbara  
*Speakers:*  
Michelle Kells, University of New Mexico, Albuquerque, “Revisioning WAC: Cultural Diversity, Agency, and Access”  
Leah Sneider, University of New Mexico, Albuquerque, “Forming Alliances: Models of Student Governance and Writing Across Communities”  
Charles Paine, University of New Mexico, Albuquerque, “WAC and Bridging the Gap”  
Bernadine Hernandez, University of New Mexico, Albuquerque, “WAC and Transcultural Transitions”  
Scott Sanders, University of New Mexico, Albuquerque, “Online WAC Communities”

**History**

**C.08 Tracking Literacy: Deconstructing Discursive Representations of “Marginalized” Learners in the 20th Century**

Mercury Ballroom, Third Floor

*Chair:* Peter Mortensen, University of Illinois at Urbana-Champaign  
*Speakers:*  
Amanda Cash, University of Illinois at Urbana-Champaign, “For Leisure or Democracy: The Policies and Purposes of Adult Education, 1925–1945”  
Jessica Bannon, University of Illinois at Urbana-Champaign, “Deficient Representations of Literacy Learners in Adult Education Policy”  
Patrick Berry, University of Illinois at Urbana-Champaign, “Revisiting Lives on the Boundary”
Thursday, 1:45–3:00 p.m.

Institutional and Professional

C.09 Digital Studio as Method: Articulating Programmatic, Professional, and Institutional Identities within English Studies
Nassau A, Second Floor
Chair: Justin Hodgson, Clemson University, SC
Speakers: Andrew Mara, North Dakota State University, Fargo, “Articulating Professional Identities: Constructing Disciplinarity from Professional Writing Exigencies”
Jude Edminster, Bowling Green State University, OH, “Challenging Institutional Assumptions about Knowledge Creation and Delivery”
Kristine Blair, Bowling Green State University, OH, “Negotiating Ideological Spaces among Programs in English Studies”

Language

C.10 (De)Composing Language Prejudice: Challenging Stigmatizers, Marginalizers, and Standardizers
Concourse E, Concourse Level
Chair: Mary Alice Trent, Oral Roberts University, Tulsa, OK
Speakers: Leah Zuidema, Michigan State University, East Lansing, “‘We Should Not Have to Adapt!’: Writing about Language Identities, Policies, and Politics”
Marilyn Wilson, Michigan State University, East Lansing, “Language and Identity Formation: Writing toward Understanding the Power of Language in Popular Culture and Media”
Karen Vocke, Western Michigan State University, Kalamazoo, “Writing into the Lives of Language Minority Youth: Reframing Our Own Language Critique”

Composition/Writing Programs

C.11 The Role of Discourse Communities in the Composition Classroom at the United States Military Academy
Concourse C, Concourse Level
Chair: Joseph Helminski, Oakland Community College, Waterford, MI
Speakers: LTC Lester Knotts, United States Military Academy, West Point, NY, “Discourse Community”
MAJ Trent Mills, United States Military Academy, West Point, NY, “Course Design”
MAJ Stephanie Bounds, United States Military Academy, West Point, NY, “Course Execution”
Practices of Teaching Writing

C.12  Identity and Higher Literacy: Theories of Literacy, Stories of Learning
Concourse G, Concourse Level

Chair: Donna Dunbar-Odom, Texas A&M University-Commerce
Speakers: Iris Johnson, Texas A&M University-Commerce, “Correction, Values, and Literacy Sponsors”
Brandi Davis-Westmoreland, Texas A&M University-Commerce, “Literacy among Twins: Reading and the Good Mother”
Elise Flanagan, Texas A&M University-Commerce “Identity Crisis: Literacy and a Sense of Self”
Donna Dunbar-Odom, Texas A&M University-Commerce, “Assumed Identities: Reflecting on Literacy Acquisition”

Community, Civic & Public

C.13  Transnational Rhetorics and Pedagogies
Concourse A, Concourse Level

Chair: Lester Faigley, The University of Texas at Austin
Vivette Milson-Whyte, The University of Arizona, Tucson, “Multilingualism, or Compelling English to Hear the Silence(d)?”
John Trimbur, Worcester Polytechnic Institute, MA, “Prompt Language and Asbestos Activism in South Africa”

Practices of Teaching Writing

C.14  Situated Student Writing and Basic Composition
Nassau B, Second Floor

Chair: Jennie Nelson, Ohio University, Athens
Speakers: Daisy Miller, Hofstra University, Hempstead, NY, “Writing the Professional Self: Westpoint”
Jennifer Rich, Hofstra University, Hempstead, NY, “Writing the Professional Self: The Hunter College School of Nursing”
Deirdre O’Leary, Tisch School of the Arts at New York University, “Writing the Professional Self: Tisch School of the Arts IActing”
Respondent: Lauren Kozol, Manhattanville College, Purchase, NY
Thursday, 1:45–3:00 p.m.

Research

C.15 Contact-Zone Rhetorics
Murray Hill A, Second Floor
Chair: Susan Romano, University of New Mexico, Albuquerque, NM
Speakers: Barry Thatcher, New Mexico State University, Las Cruces, “U.S.-Mexico Border Rhetorics”
Barbara Monroe, Washington State University-Pullman, “Real Indians Don’t Rap: Hip-Hop, Tradition, and Other Discursive Influences on the Reservation”
Helen Fox, University of Michigan, Ann Arbor, “White Privilege in a (kind of) Contact Zone”

Composition/Writing Programs

C.16 TA’s as WPA’s Negotiating Student and Administrator Identities
Mercury Rotunda, Third Floor
Chair: John F. Jebb, University of Delaware Newark
Speakers: Joel Worden, Golden-Beacon College, Bear, DE, “When to Go and What to See: Devising Standards for Classroom Visits”
Corey Taylor, University of Delaware, Newark, “Getting Buy-In for Teacher Training: Facilitating Group Therapy for New Teachers”
Melissa Sullivan, University of Delaware, Newark, “When and How to Intervene: Peer Intervention in Troubled Classrooms”

Professional and Technical Writing

C.17 Writer, Manager, Consultant
Harlem Suite, Fourth Floor
Chair: Connie Mick, University of Notre Dame, IN
Speakers: Steve Amidon, Indiana Purdue University, Fort Wayne, “Project Management for Professional Writers: Can this course be taught?”
Tim Krause, University of Wisconsin-Stevens Point, “A Personal Account of the Teaching and Practice of Project Management”
Stuart Blythe, Indiana University Purdue University, Fort Wayne, “Agency and Identity in a Protean Workplace”

Composition/Writing Programs

C.18 Student Identity, Student Community: The First Essays Project
Hudson Suite, Fourth Floor
Chair: Jan Bone, Roosevelt University, Schaumburg, IL
Thursday, 1:45–3:00 p.m.

History

C.19 Writing in the 1960s and Today: Identity in Times of Crisis
Midtown Suite, Fourth Floor

Chair: Jean Ferguson Carr, University of Pittsburgh, PA
Speakers: O. Brian Kaufman, University of Rhode Island, Providence, “Revisiting Aquarius: Teaching Writing in the Sixties and Today’s Parallel Problems”
Chris Warnick, College of Charleston, SC, “Sixties Student Memoirs and the Collective Identity of the Student Radical”
Jeff Simmons, Syracuse University, NY, “Activism and Archivism”

Theory

C.20 From Exclusion to Inclusion: Mapping U.S. Rhetorics of Hybridity and Difference
West Ballroom Foyer, Second Floor

Chair: Cynthia Lewiecki-Wilson, Miami University, Oxford, OH
Speakers: Jay Dolmage, West Virginia University, Morgantown, “Disabled upon Arrival: Difference as Defect”
Morris Young, Miami University, Oxford, OH, “Chinese, Japanese, All Mix Up: Hawai‘i as Creole Rhetorical Space”
LuMing Mao, Miami University, Oxford, OH, “Articulating Asian American Rhetoric: A Hybrid in the Making”

Practices of Teaching Writing

C.21 Rationalizing, Supporting, and Assessing Digital Literacies in the Composition Classroom
Gramercy B, Second Floor

Chair: Lou Ethel Roliston, Bergen Community College, Paramus, NJ
Speakers: Michael McLeod, Michigan State University, East Lansing, “Integrating Digital Literacy Technologies into Curricula”
Grace Bernhardt, Michigan State University, East Lansing, “Implementing Digital Technologies and Assignments into the Classroom”
Stephanie Sheffield, Michigan State University, East Lansing, “Approaches to Assessing and Evaluating Digital Compositions”
Thursday, 1:45–3:00 p.m.

**Research**

**C.22 Student Personae: How Social Science Inquiry Methods Can Empower Academic Identity**

Lincoln Suite, Fourth Floor

**Chair:** Margaret Marshall, University of Miami, Coral Gables, FL  
**Speakers:** Isis Artze-Vega, University of Miami, Coral Gables, FL, “Inquiry in the Composition Classroom and Teaching Qualitative Interviews”  
Joanna Johnson, University of Miami, Coral Gables, FL, “Ethical Research and Teaching Observations”  
John Wafer, University of Miami, Coral Gables, FL, “Writing Numbers: Teaching Students to Survey”

**Practices of Teaching Writing**

**C.23 Representing Chicano and Chicana Identities in Rhetoric and Composition Studies**

Clinton Suite, Second Floor

**Chair:** Jessica Enoch, The University of Pittsburgh, PA  
**Speakers:** Renee Moreno, California State University, Northridge, “What Narrative Teaches Us about Struggle and Movement”  
Paul Velazquez, Texas State University, San Marcos, “A National Language Policy: The Significance of ‘Mother Tongue’ Instruction in Bilingual Education”  
Iris Ruiz, University of California, San Diego, “Haciendo Caras in the Composition Classroom: Imposed and Posed Identities”

**Institutional and Professional**

**C.24 Serving Two Masters: Assessing Analytical Writing in Theory and Practice**

East Suite, Fourth Floor

**Chair:** Doug Baldwin, ETS, Princeton, NJ  
**Speakers:** Jennifer Bivens-Tatum, ETS, Princeton, NJ  
David Escoffery, ETS, Princeton, NJ, “Purpose and Audience: Designing and Redesigning Writing Assessments in a Changing World”  
Doug Baldwin, ETS, Princeton, NJ, “Lost in Translation: Global Notions of Intellectual Property (Plagiarism?) and Other Challenges in Developing, Implementing, and (Most Important) Scoring a High-Stakes, Graduate-Level Writing Assessment”
Thursday, 1:45–3:00 p.m.

**Practices of Teaching Writing**

**C.25** Writing Multiple, Contingent Identities in Cross-National Settings

Bryant Suite, Second Floor

Chair: Linda DiDesidero, University of Maryland, University College, Largo

Speakers: Yichun Liu, The Pennsylvania State University, University Park, “Contingent Identities in an EFL Writing Class in Taiwan”
Melinda Reichelt, University of Toledo, OH, “English Writing Instruction and Polish Students’ New Identities”
Yufeng Zhang, Millersville University, PA, “ESL Writers in the U.S.: Old Strategies vs. New Expectations”

**Information Technologies**

**C.26** Textual Transgressions Online: Plagiarism and Fraud in Weblogs and Wikis

Gramercy A, Second Floor

Chair: Collin Gifford Brooke, Syracuse University, NY, “Negotiating and Regulating Plagiarism in Everyday Blogging Practices”

Speakers: Clancy Ratliff, University of Minnesota, St. Paul, “Negotiating and Regulating Plagiarism in Everyday Blogging Practices”
Rebecca Moore Howard, Syracuse University, NY, “Troping Plagiarism in the Blogosphere”
Sandra Jamieson, Drew University, Madison, NJ, “Fraud Narratives and the Anxiety of Author(ity)lessness”

**Institutional and Professional**

**C.27** Illegal Aliens or Guest Workers?: Reflections on the Identity, Status, and Role of the Writing Teacher in the WID Classroom

Concourse D, Concourse Level

Chair: Michael Meinhardt, Syracuse University, NY

Speakers: Bill Wolff, Rowan University, Glassboro, NJ, “Welcome to the Big Apple: Geographical Space, Systems of Classification, and their Effects on Writing Instructor Identity”
Jennifer Courtney, Rowan University, Glassboro, NJ, “‘You Teach Engineers?’: Reconsidering Professional Identity and Instructional Goals in Multi- and Inter-disciplinary Writing Courses”
Roberta Harvey, Rowan University, Glassboro, NJ, “Beyond WID: Interpreting the Function of Writing as a Discipline in Interdisciplinary Writing Courses”
Thursday, 1:45–3:00 p.m.

Information Technologies

C.28  Me, Myself, & I: Examining Identity in the Blogosphere
Morgan Suite, Second Floor

Chair: Ian Marshall, William Paterson University, Wayne, NJ
Speakers: Hillary Robson, Middle Tennessee State University, Murfreesboro, “Me, Myself, & I: Examining Identity in the Blogosphere”
Tanya McLaughlin, Middle Tennessee State University, Murfreesboro, “Me, Myself, & I: Examining Identity in the Blogosphere”
Claire Bates, Middle Tennessee State University, Murfreesboro, “Using Blogging in the Composition Classroom to Teach Voice, Audience, and Feedback”
Samaa Gamie, University of Rhode Island, Kingston, “Constructing a Subaltern Digital Subjectivity: The Rhetorics of Two Arab Women Activist Groups on the Web”

Information Technologies

C.29  Composing Identity Part II: Representing Cultures through Multimodal Narratives
Concourse B, Concourse Level

Chair: Christopher Ford, New Mexico State University, Las Cruces
Speakers: Lisa Ramirez, New Mexico State University, Las Cruces
Rachel Gallagher, New Mexico State University, Las Cruces
Sadie Estrada, New Mexico State University, Las Cruces
Katie Retzinger, New Mexico State University, Las Cruces

Theory

C.30  African American Identity in the Teaching of Writing
Sutton Center, Second Floor

Chair: Danielle Boudreaux, Florida State University, Tallahassee
Rochelle Dail, The University of Alabama, Tuscaloosa, “Literacy Learning”
Joyce Stallworth, The University of Alabama, Tuscaloosa, “Multiculturalism”

Practices of Teaching Writing

C.31  Women’s Voices and Rhetorical Pedagogies
Sutton North, Second Floor

Chair: Deborah Coxwell-Teague, Florida State University, Tallahassee
Speakers: A. Abby Knoblauch, University of New Hampshire, Durham, “Toward a Feminist Rhetorical Pedagogy: Re-presenting Feminist Identity in the Writing Classroom”
Thursday, 1:45–3:00 p.m.

Sue Hum, The University of Texas at San Antonio, “Technology as Cultural Instrument: Performing Positions in Language”
Kate Lehnes, Lehigh University, Bethlehem, PA, “Crossing Academic Borders: Writing to Transgress”

Information Technologies

C.32 Cyber Self-Fashioning: The Opportunities and Limits of Constructing Identities through Information Technologies
Beekman Parlor, Second Floor
Chair: Virginia Kuhn, University of Southern California, Los Angeles
Alan Jozwiak, University of Cincinnati, OH, “Cyber Self-Fashioning: The Construction of Cyber Identity in the Online Composition Course”

Creative Writing

C.33 The Literature of Everyday Life: Teaching Creative Writing and Screen Plays with History and the Obscure
Petit Trianon, Third Floor
Chair: Ben McClelland, University of Mississippi, University
Speakers: Sandy Feinstein, The Pennsylvania State University, Berks, Reading, “Reconsidering The Creative Writing Classroom: Adapting (to) the Past”
Margaret Procter, University of Toronto, Ontario, Canada, “Creating History, Creating Selves: Research Papers and the Personal Perspective”
Betty L. Hart, The University of Southern Indiana, Evansville, “Reading and Writing Identity: From the Page to the Screen”

Theory

C.34 Making Rhetoric Work in and for Social Movements
Regent Parlor, Second Floor
Chair: Kim McDonald, University of New Orleans, LA
Speakers: Virginia Chappell, Marquette University, Milwaukee, WI, “Building Community Identity: Art as Rhetorical Tool in Post-Conflict West Africa”
Kendall Leon, Michigan State University, East Lansing, “‘We’ll crack no nuts until we’ve cracked Seligmann’: Emma Tenayuca, the 1938 Pecan Shellers Strike and the Discursive Moment’”
Thursday, 1:45–3:00 p.m.

*Practices of Teaching Writing*

**C.35 Writing Bodies: Integrating (Dis)Ability into the Composition Classroom**

Madison Suite, Second Floor

**Chair:** Julie Jung, Illinois State University, Normal

**Speakers:** Tammie Kennedy, University of Arizona, Tucson, “Complicating Diversity and Inequality Pedagogies: Incorporating Disability Studies into the First-Year Composition Classroom”
**Featured Session**

**The Crossroads of Ambiguity: The Ambivalence of Rhetoric and Composition toward Chicano/a Rhetorical Issues**

*Grand Ballroom East, Third Floor*

**Chair:** Keith Gilyard, The Pennsylvania State University, University Park

“If you come out of the safe house of your identity, . . . you’re gonna be in the crossroads of ambiguity. You can’t go back to the house you came out of, but out here in the middle where there is no house, in this crossroads of ambiguity, we might be able to get something really fascinating happening.”—Anna Deavere Smith. I want to run with Smith and suggest that our profession can “get something really fascinating happening” with Chicanas/os, who today represent the largest segment of the largest ethnic minority in the United States—Latinos. I shall describe and argue for strategies of uncovering the reasons for the ambiguity and for ways of eliminating the ambivalence that creates it within our profession.

Jaime Armin Mejía, Ph.D., teaches composition, grammar, Chicano/a Literature, and composition pedagogy at Texas State University, San Marcos. His scholarly work integrates Rhetoric and Composition Studies with Chicano/a Literary and Cultural Studies.

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**Theory**

**D.01 Making a Place for Latino/a Students/Writers/Researchers**

*Sutton South, Second Floor*

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

**Speakers:** Cecilia Rodriguez Milanes, University of Central Florida, Orlando, “Representing Latin@s—Pedagogy, Research and Mentoring”

Stephanie Gonzalez, University of Central Florida, Orlando, “Making a Place for Latino/a Writers and Students: Part 1”

Indiana de la Cruz, University of Central Florida, Orlando, “Making a Place for Latin@ Writers and Students, Part 2”
Thursday, 3:15–4:30 p.m.

_Institutional and Professional_

**D.02 Inventing Scholarly Identity: Rhetorical, Imaginative, and Personal Gestures**

Mercury Rotunda, Third Floor

*Chair:* Dianna Winslow, Syracuse University, NY  
*Speakers:* Carrie Cross Rodesiler, Michigan State University, East Lansing, “Is This Normal? What Just Happened?: Finding My Way into Composition Studies”  
Jason Wirtz, Michigan State University, East Lansing, “Writing through the Field: The Fiction Writer as Scholar”  
Suzanne Kesler Rumsey, Indiana University Purdue University, Fort Wayne, “Extending Hospitality: Heritage Literacies and Scholarly Identity”  
Laura Julier, Michigan State University, East Lansing, “Inventing Scholarly Identity: Narratives across the Field”

_Practices of Teaching Writing_

**D.03 Twenty-First Century Collaborative Pedagogy: Transcultural, Transnational, and Digital Identities**

Mercury Ballroom, Third Floor

*Chair:* Mara Holt, Ohio University, Athens  
*Speakers:* Harvey Kail, University of Maine at Orono  
Mara Holt, Ohio University, Athens, “Re-theorizing Student Identities through Transnational Perspectives on Collaboration”

_History_

**D.04 Representing Identities through the Archives: Exploring New and Previously Overlooked Sources**

Sutton North, Second Floor

*Chair:* Andrea Stover, Belmont University, Nashville, TN  
*Speakers:* Lynee Gaillet, Georgia State University, Atlanta, “Archival Survival: Teaching Students to Navigate Online Historical Research”  
Jacqueline Bacon, Independent Scholar, “To ‘Circulate Far and Near’: Freedom’s Journal as an Archival Source”  
Suzanne Bordelon, San Diego State University, CA, “Composing Student Identities: School Newspapers and Yearbooks as Archival Sources”
Thursday, 3:15–4:30 p.m.

Composition/Writing Programs

D.05 Changing Identities: Undergraduate Degree Programs and the Future of the Discipline
Sutton Center, Second Floor

Chair: Marsha Millikin, Lansing Community College, MI
Speakers: Dan Royer, Grand Valley State University, Allendale, MI, “Two Emphases, Single Vision: Creative and Professional Writers as Writing Majors”
Tom Moriarty, Salisbury University, MD, “Theorizing the Undergraduate Degree in Writing and Rhetoric”
Wallis May Andersen, Oakland University, Rochester, MI, “Struggling to (Re)Present an Identity: Institutional Status and Program Development”
Elizabeth Curtin, Salisbury University, MD, “From Service Curriculum to Degree Program: A History of the Writing and Rhetoric Concentration at a Regional Comprehensive University”
Celest Martin, University of Rhode Island, Kingston, “Twice Marginalized: Negotiating a Place for Creative Nonfiction in Writing Majors”
Greg Giberson, Salisbury University, MD, “The Undergraduate Major and the Future of Rhetoric and Composition”

Practices of Teaching Writing

D.06 By Audio, By Email, By Appointment: Shaping Our Identities as Readers
Concourse C, Concourse Level

Chair: Teresa Gibbons, Grand Valley State University, Allendale, MI
Speakers: Michael Mattison, Boise State University, ID, “Do You Hear What I Hear?”
Andrea Ascuena, University of Louisville, KY, “Twelve Consultants Responding”
Susan Kirtley, University of Massachusetts Lowell, “Back to the Future: Or How I Stopped Worrying and Learned to Love the Conference”

Theory

D.07 Twenty-Five Years of Reading and Misreading Orality and Literacy
Petit Trianon, Third Floor

Chair: John Walter, St. Louis University, MO
Speakers: Betty Rogers Youngkin, University of Dayton, OH, “Apologia Pro Libro Suo”
Catherine Quick, Texas A&M University-Corpus Christi, “Walter Ong and Adult Literacy Programs: An Assessment and Modest Proposal”
Gina M Merys, Creighton University, Omaha, NE, “The Vocality of Text: Orality and Literacy as Knowledge-Making Tool”
Thursday, 3:15–4:30 p.m.

*Practices of Teaching Writing*

**D.08 Ten Thousand New Reasons For Never Adopting a Composition Textbook**
Concourse E, Concourse Level

*Chair:* Michael Blitz, John Jay College of Criminal Justice, New York

*Speakers:*
- Claude Hurlbert, Indiana University of Pennsylvania, “First Reason: National Socialism, the Military, and The World Bank”
- Roseanne Gatto, Indiana University of Pennsylvania, “Third Reason: They Are So Disappointing”
- Derek Owens, St. John’s University, New York, NY, “Fourth Reason: The Ten Thousand Writing Projects Project—Creating a Sustainable Alternative to Textbook Consumption”

*Language*

**D.09 “I am my language”: Representing and Misrepresenting Deaf Writers**
Beekman Parlor, Second Floor

*Chair:* Rachel Riedner, The George Washington University, Washington, D.C.

*Speakers:*
- Linda Rubel, Rochester Institute of Technology, NY
- Rose Marie Toscano, Rochester Institute of Technology, NY
- Eileen Biser, Rochester Institute of Technology, NY

*Composition/Writing Programs*

**D.10 Rural Literacies from Appalachia to the Plains: Identities in Formation**
Hudson Suite, Fourth Floor

*Chair:* Kim Donehower, University of North Dakota, Grand Forks

*Speakers:*
- Sara Webb-Sunderhaus, Indiana Purdue University, Fort Wayne, “‘I Thought She Would Like It’: Appalachian Students’ Performance of Identity in the Composition Classroom”
- Jennifer Beech, University of Tennessee at Chattanooga, “Work Stories and the Formation of Rural, Working-Class Identity”
- Amy Clark, University of Virginia at Wise, “Reading and Writing the Rural: Literacy Learning in the ‘Margins of Awareness’”
- Katherine Sohn, Pikeville College, KY, “Rural Literacies and Maintaining Community Identity for Eastern Kentucky Women”
Research

D.11 The Nitty Gritty of the Research Moment: Three Interview based Studies of College Writing
Concourse A, Concourse Level
Chair: Charles Bazerman, University of California, Santa Barbara
Speakers: Jessie Singer, University of California, Santa Barbara, “Progress through the Struggle: An Interview based Study of Successful Latino/a College Writers”
Cissy Ross, University of California, Santa Barbara, “Environmental Studies Talks to Composition, but Who's Listening?”
Paul Rogers, University of California, Santa Barbara, “Enriching our Methodological Repertoire: Retrospective Interviews on Writing in Work and School”

Theory

D.12 Speaking the Body: Marginalized Identities and Performative Rhetorics
Nassau A, Second Floor
Chair: Jennifer Mitchell, SUNY Potsdam, NY
Speakers: Lisa Suter, Miami University, Oxford, OH, “‘We Must Not Say It in Words:’ Embodied Rhetorical Silence in the Nineteenth-Century Delsarte Performance”
Helane Adams Androne, Miami University, Middletown, OH, “Ritual Pedagogy: Using Performative Rhetoric in the Composition Classroom”
Cynthia Lewiecki-Wilson, Miami University, Oxford, OH, “Performativity and Disabled Bodies: The Terri Schiavo Case”

Composition/Writing Programs

D.13 Beyond IMHO: Composing an Expert Identity through Information Literacy, Communications, and First-Year Writing
Nassau B, Second Floor
Chair: Rebecca Jones, University of Tennessee at Chattanooga
Speakers: Susan Campbell, York College of Pennsylvania, “Nurturing the Expert Identity through Information Literacy”
Dominic DelliCarpini, York College of Pennsylvania, “Ethos and Expertise: Nurturing an Expert Identity through Civic Discourse”
Brian Furio, York College of Pennsylvania, “The 4th C as Expert Identity: Beyond the Speech Course to Human Communication”
Thursday, 3:15–4:30 p.m.

Research

D.14 “How I learned to . . .” Non-native Students Invent the American University
Concourse G, Concourse Level

Chair: Terry Myers Zawacki, George Mason University, Fairfax, VA
Speakers: Alex Antram, George Mason University, Fairfax, VA, “Conducting Human Subjects Research: Learning the Process, Learning from the Data”
Eiman Hajabbasi, George Mason University, Fairfax, VA, “Presenting the Stories, Re/Presenting Identities: What the Data Tell Us”
Anna Habib, George Mason University, Fairfax, VA, “An Informed Story: How a Multicultural/Multilingual Tutor-Teacher Reinvents the University”

Community, Civic & Public

D.15 (Re)Presenting Threshold People: Negotiating Liminal Identities in Community Writing
Concourse D, Concourse Level

Chair: Frank Farmer, University of Kansas, Lawrence
Speakers: Angela Glover, University of Kansas, Lawrence, “(W)Holes: The Quest for the Missing Piece”
Emily Bobo, University of Kansas, Lawrence, “(W)Holes: The Quest for the Missing Piece”
Mike Kelly, University of Nebraska-Lincoln, “Identity and Place-Conscious Education in the Community College”
Lesley Bartlett, University of Kansas, Lawrence, “(Re)Presenting Communitas at a Women’s Recovery Shelter”
Alicia Sutliff, University of Kansas, Lawrence, “(Re)Presenting Communitas at a Women’s Recovery Shelter”

History

D.16 Archival Representations: Constructions of Audience
Murray Hill A, Second Floor

Chair: Lucille Schultz, University of Cincinnati, OH
Speakers: Kate Tirabassi, University of New Hampshire, Durham, “Building a Writing Program Archive”
Wendy Sharer, East Carolina University, Greenville, NC, “Accounting for Personal Archives”
Shirley K. Rose, Purdue University, West Lafayette, IN, “Constructing Archive Users”
Lucille Schultz, University of Cincinnati, OH, “Re-constructing an Archival Collection”
Creative Writing

D.17 Rhetoric and Identity in the Work of Three Poets: James Dickey, Marie Howe, and Wendy Bishop

Regent Parlor, Second Floor

Chair: Meredith Love, Francis Marion University, Florence, SC
Speakers: Ken Autrey, Francis Marion University, Florence, SC, “James Dickey and the Poetry of Participation”
Chella Courington, Santa Barbara City College, CA, “Between Speaker and Hearer: The Rhetoric of Marie Howe’s Poetry”
David Starkey, Santa Barbara City College, CA, “Wendy Bishop: Poetry Everywhere”

Practices of Teaching Writing

D.18 Students Becoming Scholars: Redefining Student/Teacher Identities in the Composition Classroom

Murray Hill B, Second Floor

Chair: Doug Downs, Utah Valley State College, Orem
Speakers: Steele Campbell, Utah Valley State College, Orem, “Towards Un-Naming: Roles, Definitions, and Expectations in the Student/Teacher Binary”
Doug Downs, Utah Valley State College, Orem, “Not Another Marijuana Paper: Real Scholarship, Real Writing”
Trisha Nicole, Utah Valley State College, Orem, “Talking Back: Renaming Student Subjectivity”
Christa Albrecht-Crane, Utah Valley State College, Orem, “Of Hackers and Gift Cultures: Self-Governing Scholarship in the Composition Classroom”

Composition/Writing Programs

D.19 The Subject(s) of Composition: Institutional, Disciplinary, and Pedagogical Identities

Gibson Suite, Second Floor

Chair: Kevin Peters, Loyola Marymount University, Los Angeles, CA
Speakers: Kristen Seas, Purdue University, West Lafayette, IN, “Making Assumptions, Assuming Identities: Subjecting Students in the Composition Classroom”
Paul Lynch, Purdue University, West Lafayette, IN
Thursday, 3:15–4:30 p.m.

**Research**

**D.20** “Creative Tensions and Coordinated Efforts”: Composition Teachers and Librarians in Collaboration  
Clinton Suite, Second Floor  
*Chair:* Tara Eaton, West Virginia University, Morgantown  
*Speakers:* Laura Brady, West Virginia University, Morgantown, "Practices"  
Kelly Diamond, West Virginia University, Morgantown, "Environments"  
Nathalie Singh-Corcoran, West Virginia University, Morgantown, "Possibilities"  
Jo Ann Dadisman, West Virginia University, Morgantown, "Processes"

**Professional and Technical Writing**

**D.21** Audience Identity, Agency, and Information Design: Professional and Personal Implications for Communicating Health-Related Information  
Harlem Suite, Fourth Floor  
*Chair:* Jonathan DeYoung, Harrisburg Area Community College, VA  
*Speakers:* Russell Willerton, Boise State University, ID, "Audience Identity and Information Design: What Happens When Nursing is 'Incredibly Easy'?"  
Amy Koerber, Texas Tech University, Lubbock, "Patient Agency in the Context of Birth and Breastfeeding"  
Brian Still, Texas Tech University, Lubbock, "Forging Intersex Identities in Virtual Neighborhoods"

**Practices of Teaching Writing**

**D.22** Locating Rhetorical Agency in Classrooms: Opening Up Spaces from Which to Write, Speak, and Act  
New York Suite, Fourth Floor  
*Chair:* Anne Herrington, University of Massachusetts, Amherst  
*Speakers:* Julie Nelson Christoph, University of Puget Sound, Tacoma, WA, "‘I need to let myself shine through a little bit at times’: Invented Ethos in Student Writing"  
Stephanie Kerschbaum, Texas A&M University, College Station, “Writing and the Challenges of Identity: Negotiating Authority during Small-Group Peer Review”  
Mary Juzwik, Michigan State University, East Lansing, “Teaching Ethos Performed: The Moral Uses Of Oral Narrative in Classroom Interaction”  
*Respondent:* Anne Herrington, University of Massachusetts, Amherst
Thursday, 3:15–4:30 p.m.

**Practices of Teaching Writing**

**D.23 “Who Are You? Who Am I? Who are We?” Identity Formation and Expectations: Programs, Teachers, and Students Work Recursively for Student Success**

Bryant Suite, Second Floor  
*Chair:* Mais Al Qutami, Indiana University of Pennsylvania  
*Speakers:* Candace Penick, Texas A&M University–Corpus Christi; Ashleigh Davis, Texas A&M University–Corpus Christi; Nicole Green, Texas A&M University–Corpus Christi; Susan Wolff Murphy, Texas A&M University–Corpus Christi

**Institutional and Professional**

**D.24 Do You Practice What You Preach?: Metaconferential Orthodoxy, Professional Identities, and the “Conference” as Construct**

Trianon Ballroom, Third Floor  
*Chair:* Sarah Zurhellen, Appalachian State University, Boone, NC  
*Speakers:* Tonya Hassell, University of North Carolina at Greensboro, “Metaconferential Orthodoxy: Practicing What We Preach; or Paradigms of Professional Identities”  
Emily Lindner, Appalachian State University, Boone, NC, “Do You Practice What You Preach?: Metaconferential Orthodoxy Professional Identities, and the ‘Conference’ as Construct”  
Sarah Zurhellen, Appalachian State University, Boone, NC

**Information Technologies**

**D.25 Representing Writing**

Gramercy A, Second Floor  
*Chair:* James Porter, Michigan State University, East Lansing  
*Speakers:* Stuart Selber, The Pennsylvania State University, University Park, “Institutional Identities and Academic Computing”  
Johndan Johnson-Eilola, Clarkson University, Potsdam, NY, “Quotidian Texts: The Meaning of Writing with Everyday Objects”  
Catherine Latterell, The Pennsylvania State University, Altoona, “Loop, Sample, Remix: Identities in Composition”
Thursday, 3:15–4:30 p.m.

*Information Technologies*

**D.26 Technological Re-Presentations of Identities: Interactivity, Visual Rhetoric, and the Use of New Media in Rhetoric and Composition**

Morgan Suite, Second Floor

*Chair:* Clayann Gilliam Panetta, Christian Brothers University, Memphis, TN

*Speakers:* Anthony Atkins, University of North Carolina at Wilmington, “Teaching with New Media in the Classroom: Altering Identities of the Writing Instructor”

Michael Cripps, York College, The City University of New York, Jamaica, NY, “Code Switching, Hypertext Skins, and (Inter)Active Audiences: Using Cascading Stylesheets to Incorporate Visual Rhetoric in New Media Compositions”

Anthony Ellertson, University of Wisconsin, Stevens Point, “Articulating Identities: Using Multimodal Composing to Position the Reader/User”

Colleen Reilly, University of North Carolina at Wilmington, “Revisioning Editorial Processes and Roles through Wikis”

*Composition/Writing Programs*

**D.27 Writing Centers as Sites of Service-Learning**

Holland Suite, Fourth Floor

*Chair:* Larry Nichols, Seattle University, WA

*Speakers:* Teresa Joy Kramer, Central Washington University, Ellensburg

Michael Dickel, Macalester College, St. Paul, MN

Larry Nichols, Seattle University, WA

*Institutional and Professional*

**D.28 Moving from Descriptive to Inferential/Experimental Research Methodologies in the Writing Center: An Interdisciplinary Effort**

West Ballroom Foyer, Second Floor

*Chair:* John Marsaglia, Western Oregon University, Monmouth

*Speakers:* Katherine Schmidt, Western Oregon University, Monmouth

Joel Alexander, Western Oregon University, Monmouth, “The Merging of Cognitive Science and Writing Centers: A Substantive Application of Psychological Theory to Enhance the Writing Center”

John Marsaglia, Western Oregon University, Monmouth, “The Development of Technology to Streamline the Merging of Cognitive Science and Writing Centers”
Practices of Teaching Writing

D.29 Claiming Identity in the Composition Classroom: Blackness, Whiteness, and Brownness
Concourse B, Concourse Level

Chair: Asaad Al-Saleh, The University of Arkansas, Fayetteville
Speakers: Margaret A. McLaughlin, Georgia Southern University, Statesboro, “The Discourse of ‘Whiteness’ in the Evolution of One African-American Student’s Writing”
Cheryl Davis, Alaska Christian College/Kenai Peninsula College, Soldotna, “‘My Eskimo Name is Acapuk’: Claiming Identity in the Composition Classroom”
Billie Jones, Shippensburg University, PA, “Are We Really Who We Look (Write) Like? Re-presenting and Interpreting Identities”

Theory

D.30 Post 9-11 Political Rhetoric: War, Comedy, and Hillary
Lincoln Suite, Fourth Floor

Chair: Lei Lani Michel, University of Washington, Seattle
Speakers: Bryan Trabold, Suffolk University, Boston, MA, “Power, Exigence, and the War in Iraq: The Limitations of Contemporary Composition Textbooks”
Deepa Sitaraman, Shawnee State University, Portsmouth, OH, “Identifying Otherness or Othering Identity? Political Rhetoric, Identity, and the Diaspora in Post 9-11 United States”
Jennifer Richardson, University of Hawai’i – Hilo, “Colbert, Comedy, and the Commander in Chief: Reading the Rhetorics of Stephen Colbert’s White House Correspondents’ Dinner Speech”
Camille Langston, St. Mary’s University, San Antonio, TX, “Hillary Rodham Clinton and Silence as Rhetorical Strategy”

Information Technologies

D.31 Instant Messaging and Other Outside Literacies: Bridging the Gap between Informal and Formal Literacies
Gramercy B, Second Floor

Chair: Robbin Zeff, George Washington University, Washington, D.C.
Ann-Gee Lee, Bowling Green State University, OH, “Wanna chat?: Instant Messenger and Other Outside Literacies as Pedagogy beyond the Classroom”
Monica E. Bulger, University of California, Santa Barbara, “Technology in Action: Using Simulation Exercises in University Writing Instruction”
Norman Douglas, Bradley University of California, Santa Barbara, “Technology in Action: Using Simulation Exercises in University Writing Instruction”
Thursday, 3:15–4:30 p.m.

Community, Civic & Public

D.32 Placed-based Writing
Midtown Suite, Fourth Floor
Chair: David Marado, Miami University, Oxford, OH
Speakers: Deborah Kuzawa, Columbus State Community College, Columbus, OH, “‘Keepin’ It Real’: Urban Youth and Young Adults, Literacy, and Writing”
David Marado, Miami University, Oxford, OH, “Representing Spaces: Urban Exploration, Writing, and Identity Formation”

Community, Civic & Public

D.33 Diversity, International Culture, and Teaching Writing
East Suite, Fourth Floor
Chair: Irene Birkholz-Benter, College of DuPage, Elgin Community College, Glen Ellyn, IL
Speakers: Irene Birkholz-Benter, College of DuPage, Elgin Community College, Glen Ellyn, IL, “The Hot Zone—Ethical Implications—Lifting the Diversity Curtain – A Variety of European Perspectives on Higher Education”
Lorrie Carano, University of Missouri–Kansas City, “‘Separated by a Common Language’: Teaching British Culture in the American Classroom”

History

D.34 Heroines, Heroes, and Hermeneutics: (Re) presenting Personas, Rhetorics, and Narratives from the Civil Rights Movement
Rendezvous Trianon, Third Floor
Chair: Catherine Prendergast, University of Illinois at Urbana–Champaign
David Holmes, Pepperdine University, Malibu, CA, “(Re) masking the KKK: Fred Shuttlesworth’s Precept Hermeneutic and the African American Rhetorical Tradition of Critical Patriotism”
Practices of Teaching Writing

D.35 Decoding Hyphenated Identities

Madison Suite, Second Floor

Chair: Duane Roen, Arizona State University, Tempe

Speakers: Marilyn J. Valentino, Lorain County Community College, Elyria, OH, “Please Pass the Pasta OR Why Aren’t There More Italian Writers at the Table?”

Xiao Wang, Broward Community College, Ft. Lauderdale, FL, “Decoding the Chinese-American Identity in Composition II through Teaching Amy Tan’s Works”
Featured Session

The Global Economy and Class Identity: Three Teaching Scenarios

Grand Ballroom East, Third Floor

This session takes up the question of how to respond to the varying ways in which the students are positioned by the forces of a global economy. Often students feel they must use their years in college to acquire a set of marketable skills in order to find jobs as information workers in a knowledge economy. Global markets for textbooks can enforce a discursive homogeneity upon both teachers and students. And some students, far from being silenced or homogenized by their places in the global economy, occupy privileged positions within it. How might we urge such students—and teachers—to think more critically about their own positions of influence?

Min-Zhan Lu is Professor of English and University Scholar at the University of Louisville. Tom Fox is Field Director for the National Writing Project. Joe Harris directs the Duke University Writing Program. Bruce Horner holds the Endowed Chair in Rhetoric and Composition at the University of Louisville.

Chair: Bruce Horner, University of Louisville, KY
Thursday, 4:45–6:00 p.m.

Speakers: Min-Zhan Lu, University of Louisville, KY, “Rethinking How We Talk about Class: Teaching Writing in a Globalizing ‘Free Market’”
Tom Fox, California State University, Chico, “How Small Schools Resist Globalization”
Joseph Harris, Duke University, Durham, NC, “Duke Issue Spandex”

Respondent: Bruce Horner, University of Louisville, KY

Practices of Teaching Writing

E.01 Writing Teacher Education Thirty Years After “Balancing Theory and Practice in the Training of Writing Teachers”
Concourse E, Concourse Level
Chair: Heidi Estrem, Boise State University, ID
Speakers: Jonathan Bush, Western Michigan University, Kalamazoo, “Re-envisioning Gebhardt’s ‘Four Knowledges’ for 21st Century Writing Teacher Education”
Bill Broz, University of Northern Iowa, Cedar Falls, “Invitation vs. Assignment, Coaching vs. Teaching, Response vs. Correcting, Craft vs. Skills: Mediating Theory into Practice Through Metaphors”
Mark Letcher, University of Oklahoma, Norman, “Balancing and Border Crossing in Writing Teacher Education”
Elizabeth Brockman, Central Michigan University, Mt. Pleasant, “A ‘New Writing Teacher’ Crosses Institutional Boundaries: A Case Study”
Richard C. Gebhardt, Bowling Green State University, OH, “A Retrospective Response”

Professional and Technical Writing

E.02 Redesigning an OWL: Usability Testing for Writing Centers
Concourse G, Concourse Level
Chair: Michael Salvo, Purdue University, West Lafayette, IN
Speakers: Dana Driscoll, Purdue University, West Lafayette, IN, “OWL Usability Testing: Methodologies and Issues”
Morgan Sousa, Purdue University, West Lafayette, IN, “Preliminary Findings: Gendered Patterns of Searching and Learning”
Allen Brizee, Purdue University, West Lafayette, IN, “Extended Findings: User-Centered Theory for OWLs”
Tammy Conard-Salvo, Purdue University, West Lafayette, IN, “Grouping, Alignment, and ‘Wasted Space’: Prioritizing Users’ Feedback”

Respondent: Karl Stolley, Purdue University, West Lafayette, IN
Thursday, 4:45–6:00 p.m.

*Practices of Teaching Writing*

**E.03 Approaches to Essay and Argument: Teaching “Moves” vs. Teaching Writers**

Beekman Parlor, Second Floor

*Chair:* Nicole Wallack, Columbia University, New York, NY

*Speakers:* Cathy Birchkenstein-Graff, University of Illinois at Chicago, “Dare to Be Formulaic!”
Gerald Graff, University of Illinois at Chicago, “Dare to Be Formulaic!”
Gordon Harvey, Harvard University, Cambridge, MA, “The Myth of Skills”
Alfred E. Guy, Jr., Yale University, New Haven, CT, “Creating the Writer through Language, or How I Learned to Stop Worrying and Love Moves”

*Composition/Writing Programs*

**E.04 Memoir and Prior Learning Narrative Writing in Programs for Adults**

Murray Hill A, Second Floor

*Chair:* Kimme Nuckles, Baker College, Auburn Hills, MI

*Speakers:* Sandy Valensky, Baker College, Auburn Hills, MI, “Representing Life Experience as Academic Identity: Experiential Learning as Academic Achievement”
Kimme Nuckles, Baker College, Auburn Hills, MI, “Representing Life Experience as Academic Identity: How Students Use Writing to Support Academic Knowledge”
Barbara Gleason, City College of New York, The City University of New York, “Writing Memoir for Life Experience Credits at the CCNY Center for Worker Education”
Rosemarie Reyes, City College of New York, The City University of New York, “It’s Chinese to Me: A CCNY Center for Worker Education BA Graduate Reads from Her Memoir”

*Language*

**E.05 Grad(ual) Becoming: On Graduate Student Identities**

Lincoln Suite, Fourth Floor

*Chair:* Charmaine Cadeau, University at Albany, The State University of New York, Albany

*Speakers:* Robert Ficociello University at Albany, The State University of New York
Charmaine Cadeau University at Albany, The State University of New York, “That Don’t Sound Good: Working Class Dialect in the Writing Classroom”
Thursday, 4:45–6:00 p.m.

**History**

**E.06  Women, the Public Sphere, and Social Change: A New Ethos of Activism**

Petit Trianon, Third Floor

*Chair:* Krista Ratcliffe, Marquette University, Milwaukee, WI  
Barbara L’Eplattenier, University of Arkansas–Little Rock, “Twenty-five Percent of the Workforce: Women, Work, and Identity during the Progressive Era”  
Lisa Mastrangelo, College of St. Elizabeth, Morristown, NJ, “Hawks and Doves: Women’s Public Speaking Roles in World War I”  
*Respondent:* Jacqueline Bacon, Independent Scholar, San Diego, CA

**Institutional and Professional**

**E.07  Doing the Right Thing: Representations of Academic, Activist, and Queer Identities**

Holland Suite, Fourth Floor

*Chair:* Harry Denny, St. John’s University, Staten Island, NY  
*Speakers:* Kami Day Johnson, County Community College, Overland Park, KS, “A Dynamic of Shame and Identity: From Writing Teacher to Activist”  
Shaun Harris, Johnson County Community College, Overland Park, KS, “Students and the Academic Community: Re-writing LGBT Identity at a Conservative Community College”  
David L. Wallace, University of Central Florida, Orlando, “Getting our House in Order: The Erasure of Sexual Identity in College English”

**Community, Civic & Public**

**E.08  In Search of Oral Histories: Representations of Self in Community**

Harlem Suite, Fourth Floor

*Chair:* Judith Angona, Ocean County College, Toms River, NJ  
*Speakers:* Jeanette Watson Morris, East Carolina University, Greenville, NC, “Listening with a Purpose: Reflecting on Approaches to Transcribing Oral Histories”  
Judith Angona, Ocean County College, Toms River, NJ, “Composing as Transformation: Shaping Oral History Interviews for Presentation”  
Lisa Prothers, The State University of New York at Potsdam, “From Fact to Folklore”
Thursday, 4:45–6:00 p.m.

Research

E.09 Labor of Love: Research as a Lived Process
Rendezvous Trianon, Third Floor
Chair: David Gold, California State University, Los Angeles
Speakers: Gesa Kirsch, Bentley College, Waltham, MA, “Research and Creativity”
William DeGenaro, University of Michigan, Dearborn, “Getting Passionate, Writing about Family: Personal and Scholarly Identifications”
Liz Rohan, University of Michigan, Dearborn, “The Literate Inventory Assignment: Aligning Personal Identities with Scholastic and Professional Goals”
Stephanie Jeger, Bentley College, Waltham, MA, “Life is Beautiful: Identity, Family History, and the Holocaust”
Respondent: Paula Mathieu, Boston College, Chestnut Hill, MA

Composition/Writing Programs

E.10 How to Create Your Own Composition Program in a Few Simple Steps: A User’s Guide
Morgan Suite, Second Floor
Chair: Stacey Anderson, California State University, Channel Islands, Camarillo
Speakers: Stacey Anderson, California State University, Channel Islands, Camarillo, “How to Help Student Writers Identify Their Own Needs: Directed Self-Placement in First-Year Composition”
John Guelcher, California State University, Channel Islands, Camarillo, “How to Rethink the Dual Identities of Mentor and Judge: Holistic Team Scoring in First-Year Composition”
Kathleen Klompien, Indiana University Pennsylvania, “How to Redefine the Identity of the Classroom and the Community: Service Learning in First-Year Composition”

Community, Civic & Public

E.11 Disrupting Identities through Service-Learning
Grand Ballroom West, Third Floor
Chair: Sara Schupack, Contra Costa College, San Pablo, CA
Speakers: Diane Chin, University of Illinois at Chicago, “This Ain’t Your Daddy’s University, and Maybe It Never Was”
Megan Marie, University of Illinois at Chicago, “Learning to Serve a Profession? The Issues and Identities at Stake in a Capstone Course”
Ann Feldman, University of Illinois at Chicago, “Cracking the Mirror of Reflection”
E.12  Students with Disabilities: Creating Accommodations and Inclusion within the Composition Classroom  

Mercury Rotunda, Third Floor  

Chair: Dale Katherine Ireland, Las Positas College, Livermore, CA  

Speakers: Andrea Greenbaum, Barry University, Miami Shores, FL, “Nurturing Difference: The Autistic Student in Professional Writing Programs”  

Mashey Bernstein, University of California, Santa Barbara, “How I Learned to Hear in the World of the Deaf”  

Gillian Steinberg, Yeshiva University, New York, NY, “Outside the Box: The Revised Composition Classroom”  

Melody Wilson, Portland Community College, OR, “When One Door Closes: The Economics of Learning Disabilities in Adult Learners”  

Dale Katherine Ireland, Las Positas College, Livermore, CA, “Using Student Learning Outcomes to Create Inclusion for Learning Disabled Students in Composition Classes”

E.13  Conflicting Identities: Obstacles and Opportunities  

Concourse D, Concourse Level  

Chair: Virginia Draper, University of California Santa Cruz  

Speakers: William Marderness, Stony Brook University, NY, “Chinese Layered Narrative in the American Classroom?”  

Clare A. Frost, Stony Brook University, NY, “Putting the ‘I’ in Identities: A Teacher’s Reflection”  

Lauren Neefe, Stony Brook University, NY, “Choosing the Front of the Bus? Power, Risk, and Identity in Academic Writing”  

Virginia Draper, University of California Santa Cruz, “Conflicting Identities”

E.14  Narrative Histories of the Self: Questioning the Scholar, the Student, and the Teacher  

Clinton Suite, Second Floor  

Chair: John D. Alberti, Northern Kentucky University, Highland  

Speakers: William Breeze, Ohio University, Athens, “Constructing, Constructed, Constructive: Narrative Authenticity and the Academic Project”  

Carrie Oeding, Ohio University, Athens, “What if I Can’t Make Sense of It?: Reexaminining Narratives, Meaning, and Storytelling”  

John Borczon, Ohio University, Athens, “If the World Were the Size of a Basketball”
Thursday, 4:45–6:00 p.m.

Composition/Writing Programs

E.15 This, That, and “The Other”: The Hybrid Identities of Writing Centers Situated in Learning Centers

Gibson Suite, Second Floor

Chair: Traci Freeman, University of Colorado, Colorado Springs

Speakers: Traci Freeman, University of Colorado, Colorado Springs, “Neither Fish nor Fowl: The Hybrid Identity of Writing Centers in Learning Centers”

Kendra Perry, New University, Wichita, KS, “‘I Contain Multitudes’: The Hybrid Identity of Writing Center Directors”

Marcia Toms, North Carolina State University, Raleigh, “The ‘Other’ Tutors: The Hybrid Identity of Writing Tutors”

Composition/Writing Programs

E.16 Generative Assessment: Three Models for Learning from our Programs

Murray Hill B, Second Floor

Chair: Carolyn Miller, North Carolina State University, Raleigh

Speakers: Ann Penrose, North Carolina State University, Raleigh, “Are We Teaching What We Think We Are? Generative Assessment of a First-Year Writing Program”

Roy Stamper, North Carolina State University, Raleigh, “Are We Teaching What We Think We Are? Generative Assessment of a First-Year Writing Program”

David Covington, North Carolina State University, Raleigh, “Faculty and Student Perceptions of Distance-Education versus Classroom Instruction in a Professional Writing Program”


History

E.17 Left Identities: Education for Democracy in U.S. Labor Schools

New York Suite, Fourth Floor

Chair: Jonathan Hunt, Stanford University, CA

Speakers: Marvin Gettleman, Brooklyn Polytechnic University, NY, “Patriotic Rhetoric: The Ideology of US Communist Education in the Popular Front Era”

Thomas Wirth, Binghamton University, The State University of New York, Binghamton, “Education for the Purposes of Democracy: Intellectuals and Workers at the Rand School of Social Science”
Jonathan Hunt, Stanford University, CA, “‘A School of a New Type’: Holland Roberts and the California Labor School”

Respondent: Jane Greer, University of Missouri-Kansas City

**Practices of Teaching Writing**

**E.18 Confronting Our Own Invisibility: The Rhetorical Dilemmas of Invisible Minorities Teaching Literacy in Urban Educational Settings**

Nassau B, Second Floor

Chair: Immaculee Harushimana, Lehman College/The City University of New York, Bronx

Speakers: Limor Pinhasi-Vittorio, Lehman College/The City University of New York, Bronx, “From Being a Majority in Israel to Being a Minority in the United States of America”

Immaculee Harushimana, Lehman College/The City University of New York, Bronx, “From Subordination to Invisibility: When Accent Supplants Educatedness . . .”

**Community, Civic & Public**

**E.19 Composing Citizens**

Sutton Center, Second Floor

Chair: Rosa Eberly, The Pennsylvania State University, University Park

Speakers: Jon Olson, The Pennsylvania State University, University Park, “Writing Tutors as Pedagogues in a Deliberative Democracy: Walking the Walk”

Rachel Patterson, The Pennsylvania State University, University Park, “Writing Tutors as Pedagogues in a Deliberative Democracy: Walking the Walk”

Sarah Talese Kane, Carnegie Mellon University, Pittsburgh, PA, “Listening Rhetoric and Participatory Democracy”

Rosa Eberly, The Pennsylvania State University, University Park, “Public Scholarship as a Space of Common Concerns”

**Practices of Teaching Writing**

**E.20 Plagiarism: ESL and Deaf Students**

Bryant Suite, Second Floor

Chair: Sybil Ishman, Rochester Institute of Technology, NY

Speakers: Sybil Ishman, Rochester Institute of Technology, NY

Maureen Barry, Rochester Institute of Technology, NY

Gail Rothman-Marshall, Rochester Institute of Technology, NY
Thursday, 4:45–6:00 p.m.

Research

**E.21** “If I Could Take All My Parts with Me”: Representing Black Queer Identities in Composition and Rhetoric

Hudson Suite, Fourth Floor

*Chair:* Gwendolyn D. Pough, Syracuse University, NY  
*Speakers:* Eric Darnell, Pritchard University of Wisconsin-Madison, “‘A Litany for Survival’: Black Queer Literacies”  
Kelly A. Rawson, Syracuse University, NY, “Crossing Out the White People: The Watermelon Woman’s Revision of Homonormative Queer History”  
Elisa Marie Norris, Syracuse University, NY, “Searching for Sakia: Considerations of Identity and Representation”

Institutional and Professional

**E.22** Theorizing Institutional Resistance: Contesting Racist Conceptions of Minority Students’ Language and Literacy Abilities

Nassau A, Second Floor

*Chair:* Steve Lamos, University of Colorado at Boulder  
*Speakers:* Rashid Robinson, University of Illinois at Urbana-Champaign  
Steve Lamos, University of Colorado at Boulder  
Kevin Roozen, Auburn University, AL, “The Art of Making Do: Resisting Institutional Representations of Literate Ability”

Information Technologies

**E.23** Writing for the Love of It: Identity in Online Fan Discourses

Gramercy B, Second Floor

*Chair:* Laurie Cubbison, Radford University, VA  
*Speakers:* Laurie Cubbison, Radford University, VA, “Playing with Other People’s Stories: Identity and Authorship in Fan Communities”  
Matthew Pearson, University of Wisconsin-Madison, “Screwing Things Up for Your Favorite Team?: Writing about Collegiate Sports Online”  
Kim Gainer, Radford University, VA, “Geoffrey Chaucer Hath a Blog (and an IPod, too): Author Appropriation in Web Logs”

Information Technologies

**E.24** Documenting Identities for Developers and Users in 3-D, Online, and Paper-based Design Projects

Concourse A, Concourse Level

*Chair:* Carlos Evia, Virginia Polytechnic Institute and State University, Blacksburg  
*Speakers:* James Ford, University of California, Santa Barbara, “Augmented Reality and Writing: Tapping into the User’s Perceptions”
Carlos Evia, Virginia Polytechnic Institute and State University, Blacksburg, “Reusing Website Design Knowledge through Rhetorical Claims”
Laura Palmer, Texas Tech, Lubbock, “User Identity in Information Design: Becoming a Designer of Print Communications”

**Institutional and Professional**

**E.25 How Strong Programs with National Identities Fail**
Trianon Ballroom, Third Floor

*Chair:* Chris Anson, North Carolina State University, Raleigh

*Co-Chair:* Joan Mullin, University of Texas at Austin

*Speakers:* Bill Condon, Washington State University, Pullman
Cinthia Gannett, Loyola College, Baltimore, MD
Pat Belanoff, Stony Brook University, NY
Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge, “Representation across the Curriculum: Professional, Institutional, Personal”
Martha Townsend, University of Missouri, Columbia

**Theory**

**E.26 Invisible, Stigmatized, Gifted, Warring: Representations of Autistic Identities**
Midtown Suite, Fourth Floor

*Chair:* Paul Heilker, Virginia Tech, Blacksburg

*Speakers:* Deirdre Mahoney, Northwestern Michigan College, Traverse City, “Cognitive Disability, Invisibility, and Representation: Stories Worth Telling”
April Mann, University of Miami, Coral Gables, FL, “Public Identities: Shifting Representations of Asperger’s Syndrome for Audiences On and Off the Autism Spectrum”

**Information Technologies**

**E.27 CriticalWriter@virtual_classroom.self: Fragmenting Teacher/Student Identities in Cyberspace**
Sutton South, Second Floor

*Chair:* Claire Lauer, Arizona State University–Polytechnic, Mesa

*Speakers:* Claire Lauer, Arizona State University–Polytechnic, Mesa, “Tinkering with Bricolage: Postmodern Identity Construction in the Composition Classroom”
Patricia Malesh, University of Colorado, Boulder, “What’s so Social about Social Networking Spaces?: Blogging Pedagogy and Peer-to-Peer Review”
Stephanie Vie, University of Arizona, Tucson, “The New Panopticon: MySpace, Facebook, and the Watchful I/Eye”
Thursday, 4:45–6:00 p.m.

Institutional and Professional

E.28 Constructing the Professional Identities of Literacy Educators beyond the Classroom: The Rhetorics of Institutional Accreditation, Higher Education Reform, and Writing Assessment Technologies

East Suite, Fourth Floor

Chair: J.S. Dunn, Jr., Indiana University of Pennsylvania

Speakers: Michael Williamson, Indiana University of Pennsylvania, “The Seduction of Leadership: Advertising Assessment to the Corporate University”


Theory

E.29 Re-thinking Voice(s)

West Ballroom Foyer, Second Floor

Chair: Eileen Donovan-Kranz, Boston College, Chestnut, MA

Speakers: Mary Scott, University of London, England, “Voicing the Text: Rethinking Assessment”

Gayle M. Mercer, University of Wisconsin-Whitewater, “Valuing Voices: Retaining Individualism While Acquiring New Voices”

Korina Jocson, Stanford University, CA, “Emerging Identities and Hybrid Literacies”

Theory

E.30 Feminist Theory and Women’s Self-Representation

Concourse B, Concourse Level

Chair: Katherine Miles, St. Edward’s University, Austin, TX


Logan Greene, Eastern Washington University, Cheney, “Coming to Goddess: The Construction of Identity in the Work of Hildegard of Bingen and Helene Cixous”

Katherine Miles, St. Edward’s University, Austin, TX, “Representing Virtual Reality: Rhetorical Situation and the Reality of Embodied Virtual Experiences”
Thursday, 4:45–6:00 p.m.

Theory

E.31 Mapping Identities
Sutton North, Second Floor

Chair: Chris Fosen, California State University, Chico
Speakers: Lou Thompson, Texas Woman’s University, Denton, “Red, Blue, or Purple: Defining Identities and the Map that Shaped the Election”
Suellynn Duffey, University of Missouri, St. Louis, “Listening in/to the South”
Chris Fosen, California State University, Chico, “Inside, Outside, Alongside? Paradoxes of Space in a Writing Workshop”

History

E.32 Influential Women in the 20th-Century Workplace
Regent Parlor, Second Floor

Chair: Eileen Kennedy, Hostos Community College/The City University of New York
Speakers: Ronald Pitcock, Texas Christian University, Fort Worth, “O’Connor’s Judicial Independence: A Rancher’s Daughter, Rhetorical Identities, and the Bench”
Norbert Elliot, New Jersey Institute of Technology, Newark, “Louise Rosenblatt, Identity, and New York: 1938”
Cynthia Britt, University of Louisville, KY, “Sponsorship and Silent Spring”

Research

E.33 Research in Tutoring and Conferencing
Mercury Ballroom, Third Floor

Chair: Michelle Solomon, Stony Brook University, NY
Speakers: Catherine Sacchi, The Ohio State University, Columbus, “Are You Talking to Me?: Personal Pronoun Use in Tutoring Across the Disciplines”
Kathryn Evans, Bridgewater State College, MA, “Exploring the Functions of Silence in Writing Conferences”
Beth Godbee, University of Wisconsin-Madison, “Power, Privilege, and Position in Conferencing: A Case Study of Community Literacy”
Thursday, 4:45–6:00 p.m.

Theory

E.34 “Structure, Sign, and Play”: Serious Design à la Derrida 40 Years After

Gramercy A, Second Floor

Chair: Cynthia Haynes, Clemson University, SC

Speakers:
Lebbeus Woods, Cooper Union School of Architecture, New York, NY, “Heterarchies of Urban Space (structure)”
Victor Vitanza, Clemson University, SC, “Design as Dasein (sign)”
Cynthia Haynes, Clemson University, SC, “Muddy Waters/Serious Games (play)”

Practices of Teaching Writing

E.35 Two Alternative Identities in the Classroom: Hip-Hop and African American Homiletics

Madison Suite, Second Floor

Chair: Charles Coleman, York College of the City University of New York, Jamaica, Queens

Speakers:
Jon Yasin, Bergen Community College, Paramus, NJ, “Hip Hop and Homiletics: Alternative Identities that Empower Students”
Gary Berke, Bergen Community College, Paramus, NJ, “Using Hip-Hop to Teach Grammar and Writing”
Kendra Fullwood, University of Kansas, Lawrence, “The Discourse African American Homiletics”
Thursday, 6:30–7:30 p.m.

SPECIAL INTEREST GROUPS

6:30 P.M.–7:30 P.M.

TSIG.01  Canadian Caucus
Concourse D, Concourse Level
Chair: Tosh Tachino, Iowa State University, Ames

TSIG.02  EngiComm: Writing Across the Engineering Curriculum
Concourse E, Concourse Level
Chair: Julia Williams, Rose-Hulman Institute of Technology, Terre-Haute, IN

TSIG.03  “5th C” SIG
Madison Suite, Second Floor
Chair: Michael Day, Northern Illinois University, DeKalb

TSIG.04  Proposed New CCCC Position Statement on Writing Assessment: Open Forum for Feedback
Morgan Suite, Second Floor
Chair: Renee Betz, Central Missouri State University, Warrensburg

TSIG.05  Association for the Study of Literature and Environment-CCCC SIG
Clinton Suite, Second Floor
Chair: Anthony Lioi, Massachusetts Institute of Technology, Cambridge

TSIG.06  The United States-Israel-Palestine Special Interest Group
Gibson Suite, Second Floor
Chair: Matthew Abraham, DePaul University, Chicago, IL

TSIG.07  Community-Based Service-Learning SIG
Hudson Suite, Fourth Floor
Chair: B. Cole Bennett, Abilene Christian University, TX
Thursday, 6:30–7:30 p.m.

TSIG.08  Teaching Adult Writers in Diverse Contexts  
Midtown Suite, Fourth Floor  
Chair: Kimme Nuckles, Baker College, Auburn Hills, MI

TSIG.09  Kenneth Burke Society  
Harlem Suite, Fourth Floor  
Chair: Elizabeth Weiser, The Ohio State University, Newark

TSIG.10  Progressive Special Interest Group and Caucuses Coalition  
Concourse B, Concourse Level  
Chair: Matthew Abraham, DePaul University, Chicago, IL

TSIG.11  1UP: Perspectives from Scholars/Practitioners of Video Games  
Holland Suite, Fourth Floor  
Co-Chairs: Matthew Barton, St. Cloud State University, MN  
Scott G. Reed, University of Georgia, Athens

TSIG.12  Second-Language Writers and Writing Program Administrators  
East Suite, Fourth Floor  
Co-Chairs: Susan Miller-Cochran, North Carolina State University, Raleigh  
Kevin Eric DePew, Old Dominion University, Norfolk, VA

TSIG.13  Composition at the Small College/University  
Lincoln Suite, Fourth Floor  
Chair: Gretchen Flesher Moon, Willamette University, Salem, OR

TSIG.14  SIG: Language, Linguistics, and Writing  
Mercury Rotunda, Third Floor  
Chair: MaryAnn Crawford, Central Michigan University, Mt. Pleasant

TSIG.15  Evaluating Creative Nonfiction  
Concourse C, Concourse Level  
Chair: Jenny Spinner, St. Joseph’s University, Philadelphia, PA
Thursday, 6:30–7:30 p.m.

**TSIG.16**  Conference on Basic Writing Special Interest Group  
Concourse A, Concourse Level  
*Chairs:* Kathleen Baca, Doña Ana Branch Community College, Las Cruces, NM  
Susan Naomi Bernstein, University of Cincinnati, OH

**TSIG.17**  English Education/Composition Connections  
Petit Trianon, Third Floor  
*Co-Chairs:* Elizabeth Brockman, Central Michigan University, Mt. Pleasant  
Mark Letcher, University of Oklahoma, Norman  
*Keynote:* Richard C. Gebhardt, Bowling Green State University, OH

**TSIG.18**  ATTW Tech Writing Mentoring SIG  
New York Suite, Fourth Floor  
*Chair:* Karen Schnakenberg, Carnegie Mellon University, Pittsburgh, PA

**TSIG.19**  FYC as an Introduction to Writing Studies  
Bryant Suite, Second Floor  
*Co-Chairs:* M. Elizabeth Sargent, University of Alberta, Edmonton, Canada  
Susan McLeod, University of California, Santa Barbara

**TSIG.20**  Film, Television, and Visual Rhetoric  
Concourse G, Concourse Level  
*Chair:* Gary Thompson, Saginaw Valley State University, University Center, MI

**TSIG.22**  National Archives of Composition and Rhetoric  
Gramercy B, Second Floor  
*Chair:* Robert Schwegler, University of Rhode Island, Kingston

**TSIG.23**  Committee on the Status of Women in the Profession  
Gramercy A, Second Floor  
*Chair:* Heather E. Bruce, University of Montana, Missoula

**TSIG.24**  Canon5, a graduate student organization  
Nassau B, Second Floor  
*Chair:* Matthew Pearson, University of Wisconsin–Madison
Thursday, 6:15–10:00 p.m.

**TSIG.25**  PCA @ CCCC
Murray Hill A, Second Floor
*Chair:* Michael Kapper, Capital University, Columbus, OH

**TSIG.26**  Rhetoric and Composition Sound Archives
Murray Hill B, Second Floor
*Co-Chairs:* Margaret Strain, University of Dayton, OH
Brad E. Lucas, Texas Christian University, Fort Worth

**TSIG.27**  Filipino (Mis)Representations: Implications for Writing Our Own Histories
Nassau A, Second Floor
*Chair:* Jane Sarmiento Schwab, Yakima Valley Community College, WA

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**THURSDAY EVENING EVENTS**

**Scholars for the Dream Reception**
Grand Ballroom Foyer, Third Floor
6:15 p.m.–7:15 p.m.

**Humor Night, “Reinventing Identities”**
Sutton North, Second Floor
8:00 p.m.–10:00 p.m.
*Chair:* Ron Lunsford, University of North Carolina at Charlotte
*Speakers:* Anita Guynn, University of North Carolina at Charlotte, “Presenting . . . Teachers/Students in Pop Culture”
Gabrielle Rico, San Jose State University, CA, “Reinventing Identities: A Glance Backward and Forward in the Comp Game”
Bill Bridges, Sam Houston State University, Huntsville, TX, “Reinventing Humor Night: New Blood and Fresh Meat”
Marvin Diogenes, Stanford University, CA, The Composition Blues Band
Clyde Moneyhun, Stanford University, CA, The Composition Blues Band

**AA**
Concourse E, Concourse Level
8:00 p.m.–10:00 p.m.

**ALANON**
Concourse C, Concourse Level
8:00 p.m.–10:00 p.m.
FRIDAY, MARCH 23

REGISTRATION 8:00 a.m.–5:00 p.m.
Second Floor

EXHIBITS 9:00 a.m.–5:00 p.m.
Exhibit Hall, Third Floor

A Conversation With and For Graduate Students:
“Developing Professionally While in Grad School”
2:00 p.m.-3:15 p.m., Trianon Ballroom
Chair: Jack Selzer, The Pennsylvania State University, University Park
Speakers: Gail Hawisher, University of Illinois at Urbana–Champaign
Jacqueline Jones Royster, The Ohio State University, Columbus
Marilyn Cooper, Michigan Technical University, Houghton
Andrea Lunsford, Stanford University, CA
Blake Scott, University of Central Florida, Orlando

NYC & Company—the Convention & Visitors Bureau
Imagine living in a world in which most things were said through the words of others, through what Westerners would think of as quotation and paraphrase. Add to that a high priority on thinking in pairs, of being able to see similarities and families of meaning among different ideas, images, and events. If we re-examine these Chinese rhetorical traditions and their present practices, we can better understand the habits of speaking, writing, and thinking that Chinese students bring with them to the composition classroom, and correct Westerners’ frequent misunderstandings of Chinese rhetoric today.

C. Jan Swearingen is Professor of English at Texas A&M University. Hui Wu is Associate Professor of Writing and Speech at the University of Central Arkansas. Xiaoye You is Assistant Professor at The Pennsylvania State University, and Lu Liu teaches in the Department of English of Peking University, People’s Republic of China.
Information Technologies

F.01 Immersive Research and Experiential Writing in SecondLife: The Impact of 3D Worlds, Alternate Identities and Collaborative Activities in Composition

Nassau A, Second Floor

Chair: Janine Reed, Stanford University, CA

Speakers: Sarah Robbins, Ball State University, Muncie, IN, “‘Rule #1: Don’t show up to class naked just because you can’: Immersion, Engagement and Ethos for Freshman Composition Writers Through SecondLife”

Bryan Carter, Central Missouri State University, Warrensburg, “‘Writing Your Second Life’: A Comparison Study of First Life Students and Second Life Writing”

Mark Bell, Ball State University, Muncie, IN, “‘This Is Your Second Life!’: Defining Identity Through Narrative in Digital Environments”

Theory

F.02 Virtual Compositionist Version 1.1

Bryant Suite, Second Floor

Chair: David R. Beach, George Mason University, Fairfax, VA

Speakers: Donna Evans, Washington State University-Pullman, “Constructing Text: A View of the Graduate Student/Teaching Assistant Through Soja’s Trialectic Lens”

Jared Anthony, Washington State University-Pullman, “Using RAD Research to Identify What it Means to be an Academic Newcomer”

James Haendiges, Washington State University-Pullman, “Teaching as an Escapist for Escapists: Finding Imagined Spaces to Construct the Imagined Writer”


Practices of Teaching Writing

F.03 First-year Honors Composition: the Other Margin of College Composition

Concourse E, Concourse Level

Chair: Martha LaBare, Bloomfield College, NJ

Speakers: C. McKenzie, University of Arizona, Tucson

Lisa Coleman, Southeastern Oklahoma State, Durant

Kimberly Helmer, University of Arizona, Tucson
Friday, 8:00–9:15 a.m.

Theory

**F.04**  The Forgotten Canon: Memory in the 21st Century
Morgan Suite, Second Floor

*Chair:* Margot Soven, LaSalle University, Philadelphia, PA  
*Speakers:* Angela Haas, Michigan State University, East Lansing, “On Material Rhetorics and the Canon of Memoria: Rethinking the History (and Future) of Rhetoric”  
Matthew Weiss, The Pennsylvania State University, University Park, “Ephemeral Monuments: The Physicality of Memory Technology”  
John Walter, St. Louis University, MO, “Social Memory Studies and The Canon of Memory”  
Julia Romberger, Old Dominion University, Norfolk, VA, “Teaching Students to Leave Breadcrumbs: The Canon of Memory Recaptured for Digital Rhetoric”  
Stewart Whittemore, Michigan State University, East Lansing, “Mnemonics as mediating texts: What the Ars Memoria Can Tell Us About Complex Knowledge Work”  
Kathie Gossett, University of Illinois at Urbana-Champaign, “Illuminating Memory: Imagines Agentes and ImageTexts”

**F.05**  (Un)Masking “Identity”: Cross-Cultural Reflections on Lived Experience
New York Suite, Fourth Floor

*Chair:* Kimberly Thomas, Indiana University of Pennsylvania  
*Speakers:* Mahmoud Amer, Indiana University of Pennsylvania, “ESL Students’ Identity and the Need for Indemnity: ‘I don’t take on a new identity. I hide mine under a mask’”  
Olubukola Salako, Indiana University of Pennsylvania, “(Un)Masking ‘Identity’: Using My Lived Experience To Teach Writing”  

Information Technologies

**F.06**  old + old = new: Writing Multimedia, Remixing Culture, Remixing Identity
Gramercy B, Second Floor

*Chair:* Danielle Nicole DeVoss, Michigan State University, East Lansing  
*Speakers:* Matt Penniman, Allen Neighborhood Center, Lansing, MI, “Remix in the Rust Belt: Mashed-up Multimedia for Communities and Cities”  
Roberto Reyes, Michigan State University, East Lansing, “Building the Digital Aztlan: The Construction of Chican@ Identity”  
Robyn Tasaka, Michigan State University, East Lansing, “The Ancient Art of Surfing: Perpetuating the Exotic on Hawai’i Club Websites”
Dundee Lackey, Michigan State University, East Lansing, “OK…but why?':
Writing Outside the Lines”
Andrea Davis, Michigan State University, East Lansing, “My Roots Are My
Rights-Take 2: Remixing the Remix”

Research

F.07 Transforming Methodologies:
Rewriting Identities and Histories “in the Spaces Left”
Murray Hill A, Second Floor
Chair: Malea Powell, Michigan State University, East Lansing
Speakers: Ellen Cushman, Michigan State University, East Lansing, “Writing
Cherokee History: Creating Representations with the Syllabary and New Media”
Terese Guinsatao Monberg, University of Kansas, Lawrence, “Listening for
Asian American Women’s Histories, Identities, and Rhetorical Legacies”
Haivan Hoang, University of Massachusetts-Amherst, “Recovering Alternative
Student Presses, Reading Asian American Identity”

Creative Writing

F.08 Mistaken Identities and Creative Breakthroughs:
Writing Our Way to the Deeper Story
Concourse G, Concourse Level
Chair: Laury Fischer, Diablo Valley College, Pleasant Hill, CA
Speakers: Marcia Goodman, Diablo Valley College, Pleasant Hill, CA, “Forming
Oneself on the Page”
Maureen Ellen O’Leary, Diablo Valley College, Pleasant Hill, CA, “A License
to Lie: Writing Against the Facts and Towards the Truth”
Gail Offen-Brown, University of California, Berkeley, “Food for Thought:
Whetting the Appetite for Writing”

History

F.09 Women’s Identities and the Uses of Literacy: Three 19th-Century Cases
Mercury Rotunda, Third Floor
Chair: Jean Ferguson Carr, University of Pittsburgh, PA
Speakers: Gretchen Flesher Moon, Willamette University, Salem, OR, “Resisting
Erasure on the Overland Trail: Women’s Diaries, 1845-1865”
Kathleen A. Welsch, Clarion University, PA, “A Pair of Pants of Her Own: The
Student Essay as Self-Defining Exercise for a Nontraditional ‘True Woman’ at a Mid-Western College in the 1850s”
Patrice Gray, Fitchburg State College, MA, “From the Washtub to the Classroom: Constructing Women’s Identities as Pupils and Teachers at Fitchburg Normal School, 1895-1910”
F.10  Individually and Institutionally Constructed Language Identities: Lessons from Multilingual Students
Petit Trianon, Third Floor
Chair: Paul Kei Matsuda, University of New Hampshire, Durham
Participants: Kate Mangelsdorf, University of Texas at El Paso
Fatima Badry, American University of Sharjah, United Arab Emirates
Helena Hall, University of Illinois at Urbana-Champaign
Barbara Britt-Hysell, Hamilton College, Clinton, NY
Gladys Scott, William Paterson University, Wayne, NJ
Gail Shuck, Boise State University, ID

F.11  Re-identifying the Rhetor: Contesting Ancient Representations of Identity
Mercury Ballroom, Third Floor
Chair: Katherine V. Wills, Indiana University-Purdue, Columbia
Speakers: Steven Katz, Clemson University, SC, “When Language is the Only Reality: Prophets, Rabbis, and Mystics as Rhetors in Jewish History”
Arabella Lyon, University at Buffalo, NY, “Following the Political Dao: Han Fei’s Rhetor and Identity Denied”
Carol Lipson, Syracuse University, NY, “Representing Identity in Ancient Egypt: The Genre of Tomb Autobiographies”

F.12  Cultivating the Global Citizen: Transcultural Encounters in Human Rights Discourse
Sutton Center, Second Floor
Chair: Ryan Skinnell, California State University, Northridge
Speakers: Anne Rosenthal, Oglethorpe University, Atlanta, GA, “The Rhetorics of Human Rights: Strategies for Political Critique”
Richard LeMoine, University of Illinois–Chicago, “Challenging Neutrality: Sign Language Interpreting and Multiple Identities in the Classroom”
Friday, 8:00–9:15 a.m.

Composition/Writing Programs

F.13 From the Academy to the Community and Back Again, or, From the Paper to the Pavement
Gibson Suite, Second Floor
Chair: Keith Perkins, Hudson County Community College, Jersey City, NJ
Speakers: Beth Edelstein, Towson University, MD, “From the Academy to the Community and Back Again, or, From the Paper to the Pavement”

Practices of Teaching Writing

F.14 Speaking for Ourselves: Undergraduates Talk about Writing
Clinton Suite, Second Floor
Chair: Lisa Mastrangelo, The College of St. Elizabeth, Morristown, NJ
Corinne Grant, The College of St. Elizabeth, Morristown, NJ, “What They Could Learn: Lessons From English to Other Disciplines”
Helen Sadiwynk, The College of St. Elizabeth, Morristown, NJ, “Student and Teacher roles in the Editing and Revision Process Explored: A Student’s Perspective”
Kerry Handerhan, “The Effects of Workshopping and Revision Exercises in the Writing Classroom”

Composition/Writing Programs

F.15 What Did You Expect? Reports on Student and Faculty Expectations of Writing Instruction
Midtown Suite, Fourth Floor
Chair: Anne Doyle, Bridgewater State College, MA
Speakers: Margaret Stahr, University of Pittsburgh, PA
Michael Sinowitz, DePauw University, Greencastle, IN
Susan Hahn, DePauw University, Greencastle, IN

History

F.16 Speaking Back: Identity and Rhetorical Agency in Three Historical Contexts
Holland Suite, Fourth Floor
Chair: Matthew Levy, University of Texas at Arlington
Speakers: Meredith Malburne, University of North Carolina at Chapel Hill, “Transforming Agency and Materialist Rhetoric”
Risa Applegarth, University of North Carolina at Chapel Hill, “Pedagogies and the Agency of Silence”
Sarah Hallenbeck, University of North Carolina at Chapel Hill, “Feminist Recovery and Rhetorical Agency”
Friday, 8:00–9:15 a.m.

**Language**

**F.17 Language, Identities, and The Contact Zone: Indigenous, Post-Colonial, and Post-Communist Voices**

Beekman Parlor, Second Floor

*Chair:* Karen Redfield, Madison Area Technical College, WI  
*Speakers:* Karen Redfield, Madison Area Technical College, WI  
Resa Crane Bizzaro, East Carolina University, Greenville, NC  
Amy Minett, Madison Area Technical College, WI, “‘Undercurrents’ and ‘Contact Zones’: Creative Writing, Linguistic Imperialism, and the Post-colonial Writing Center”

**Information Technologies**

**F.18 Representing Real and Virtual Identities: Designing Interactive Technologies around Multiple Personae**

Concourse B, Concourse Level

*Chair:* Michael Bunn, University of Michigan-Ann Arbor  
*Speakers:* Monika Smyczek, The University of Memphis, TN, “Capturing Adolescent Identity in Healthcare Video”  
Sarah Craig, The University of Memphis, TN, “A Lone Identity in a Public Sphere: Determining a Persona for an Intelligent Kiosk”

**Composition/Writing Programs**

**F.19 Chasing Identity: Cautionary-Encouragement Tales from an Independent Writing Program**

Hudson Suite, Fourth Floor

*Chair:* Dara Regaignon, Pomona College, Claremont, CA  
*Speakers:* Kenneth Wright, James Madison University, Harrisonburg, VA, “Independent Writing Program Faculty as Reluctant Heretics”  
Traci Pipkins, James Madison University, Harrisonburg, VA, “Building a Great Writing Minor in the Face of Institutional Factors that Undermine Stand-Alone Minors”  
Jim Zimmerman, James Madison University, Harrisonburg, VA, “A Major Dilemma”
Theory

F.20 Pacific Islander Rhetorics: Language, Nationhood, and De/colonization
East Suite, Fourth Floor

Chair: Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing
Speakers: Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing,
“Civil Rights, Human Rights: Haunani-Kay Trask’s Rhetorical Pivots as a
Sovereign Subject in a Settler State”
Michael Lujan Bevacqua, University of California, San Diego, “Things to Do
in Guam When You’re Dead”
Sharleen Q. Santos-Bamba, University of Guam, Hagatna, “Women on Guam:
The Politicization of Language, Literacy, and Identity”

Institutional and Professional

F.21 The Visible Dissertation: The Anatomy of Academic Identity
Lincoln Suite, Fourth Floor

Chair: Mary French, The University of Texas at Arlington
Speakers: Mary French, The University of Texas at Arlington, “Writing (Right)
‘In-Between’: The Dissertator as both Student and Professional Member
of the Academic Discourse Community”
Thomas Tutt, The University of Texas at Arlington, “A Trial by Fire: Rhetorical
and Practical Purposes of the Dissertation as Text and as Process”
Joseph Howe, The University of Texas at Arlington, “An Educational Model:
Identifying the Anatomy of Academic Representation”
Barbara Noyes, The University of Texas at Arlington, “The Good, The Bad,
The Academic: How Well Does Success at Writing the Dissertation Indicate
Success with Other Academic Writing?”

Practices of Teaching Writing

F.22 The Power of Ethnographic Research: Investing Basic
Writing Students in Research-based Composition
Rendezvous Trianon, Third Floor

Chair: Michael Knievel, University of Wyoming, Laramie
Speakers: Rick Fisher, University of Wyoming, Laramie
Joyce Stewart, University of Wyoming, Laramie, “Rationalizing and Sup-
porting Ethnographic Research in First-Year Writing: What’s at Stake for
At-Risk Writers?”
April Heaney, University of Wyoming, Laramie, “Ethnography and Critical
Thinking: Making Research Real, Making Research Public”
Michael Knievel, University of Wyoming, Laramie, “Rationalizing and Sup-
porting Ethnographic Research in First-Year Writing: What’s at Stake for
At-Risk Writers?”
Practices of Teaching Writing

F.23 Collaborating on a Literature-and-Composition Course About Genre
Trianon Ballroom, Third Floor

Chair: Sarah Kirk, University of Alaska, Anchorage
Speakers: John Schilb, Indiana University, Bloomington, “Challenges of Integrating ‘Lit’ and ‘Comp’”
Richard Johnston, Indiana University, Bloomington, “Dual Reading: Helping Students Read Like a Reader and Read Like a Writer”
Nick Podsiadlik, Indiana University, Bloomington, “Selecting and Organizing Texts for a Literature-and-Composition Course About Genre”
Andrew Logemann, Indiana University, Bloomington, “Generic Pedagogy: Teaching Genres as Interpretive Categories”
Amy Manning, Indiana University, Bloomington, “Using Genre as an Interpretive Tool”

Practices of Teaching Writing

F.24 We Two—You, Me Talk on This Page: How Non-Traditional Students Respond to Teacher Comments
West Ballroom Foyer, Second Floor

Chair: Carolyn Calhoon-Dillahunt, Yakima Valley Community College, Grandview, WA
Speakers: Dodie Forrest, Yakima Valley Community College, Grandview, WA, “Shaping Writing, Attitudes, and Identities: The Role of Teacher Commentary in Basic Writers’ Development”
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, Grandview, WA, “‘But I Don’t Want to Change My Style’: Students Talk Back about Revision”
Ashlee Brand, Cuyahoga Community College, Cleveland, OH, “What Students Want: Listening to What Non-Traditional Students Have to Say about Teacher Feedback”

Practices of Teaching Writing

F.25 Grammatical Errors and Identity: The Connections between Cognitive Practices, Student Voices, and the Creative Process
Sutton North, Second Floor

Chair: Deborah Burns, Merrimack College, North Andover, MA
Michelle Niestepski, University of Rhode Island, Kingston, “Missing Voices: Student Identity and Grammatical Errors”
Mary Angel Blount, University of Rhode Island, Kingston, “Grammar, Class Identity, and the Creative Process”
Institutional and Professional

F.26 ‘Telling It Like It Is’: Teaching Anxiety in Composition Studies
Sutton South, Second Floor
Chair: Brennan Thomas, Bowling Green State University, OH
Speakers: Andrea VanVorhis, Bowling Green State University, OH
Janelle Whitney-Wiess, University of Michigan-Flint

Practices of Teaching Writing

F.27 But We’re _______, Not Writers: Re-imagining Collective Identity in the Classroom
Concourse D, Concourse Level
Chair: Sharon Zraly, The Culinary Institute of America, Hyde Park, NY
Adam Williams, The Culinary Institute of America, Hyde Park, NY, “Interrupting Swim Class with Some Drowning Practice”
Anne Henry, The Culinary Institute of America, Hyde Park, NY, “Critical Thinking Isn’t all That: Finding Parity between the Disparate Goals of Students and Teachers”
Sharon Zraly, The Culinary Institute of America, Hyde Park, NY, “Millenials and Their Parents: How They Have (Re)Shaped Assessment in FYC”

Practices of Teaching Writing

F.28 Student Identity and Rhetorical Agency: Classroom Strategies Beyond a “Edvfadsa”
Nassau B, Second Floor
Chair: Janine Utell, Widener University, Chester, PA
Speakers: Kristie Fleckenstein, Florida State University, Tallahassee, “Preparing a Face: Rhetorical Agency and Symbolic Syntheses”
Randon Noble, American University, Washington, D.C., “Mapping Memory, Charting Identity”
F.29 Evaluative and Response Techniques for Inspiring and Encouraging Student Writing
Concourse A, Concourse Level
Chair: Melissa Tombro, University of Illinois Urbana-Champaign
Speakers: Cary Moskovitz, Duke University, Durham, NC, “Bringing Student Writers Into Contact With ‘Readers-In-The-Field’”
Rob Wallace, West Virginia State University, Institute, “Having Students Write More and Evaluating That Writing Differently”
Nicole B. Wallack, Columbia University, Undergraduate Writing Program, New York, NY, “No Identity Without Ideas: Crafting Presences in The Best American Essays and in First Year Writing Courses”

F.30 The Construction of Self in Online Environments: Helping Students Create and Understand the Virtual Realm
Harlem Suite, Fourth Floor
Chair: Richard Johnson-Sheehan, Purdue University, West Lafayette, IN
Speakers: Quinn Warnick, Iowa State University, Ames, “Would Aristotle Link to Wikipedia? The Role of Ethos in a Hypertext Age”

F.31 Identity Representation: Gendered, Professional, and Self-Published
Murray Hill B, Second Floor
Chair: Steve Rudy, Santa Barbara City College, CA
Speakers: John Killoran, Long Island University, Brooklyn, NY, “Representing Professional Identities with Self-Published Web Resumes . . . and Plenty of Digitalized Cultural Capital”
Margaret Willard-Traub, University of Michigan-Dearborn, “Material Witnessing: Representing Gendered Identities in Contemporary Death Penalty Mitigation”

F.32 Interrogating Theory and Practices with ESL and Writing
Regent Parlor, Second Floor
Chair: Tanita Saenkhum, Southern Illinois University at Carbondale
Speakers: Ingrid Stassen, Radboud University, Nijmegen, The Netherlands, “Examining Feedback and Learning Styles in the Online Writing Center”
Christopher Ervin, University of South Dakota, Vermillion, “Constructing Narratives of Progress: The ESL Literacy Autobiography Meets FYC Ethnography”
Tanita Saenkhum, Southern Illinois University at Carbondale, “Characteristics of ESL Writing in WAC”

Institutional and Professional

F.33 Making Rhetoric and Composition Visible: Our Professional Identities
Gramercy A, Second Floor
Chair: Janice Lauer, Purdue University, West Lafayette, IN
Speakers: Louise Wetherbee Phelps, Syracuse University, NY, “Achieving National Recognition: Rhetoric and Composition as a Research Discipline”
John Ackerman, Kent State University, OH, “Plotting the growth of Rhetoric and Composition”
Stuart Brown, New Mexico State University, Las Cruces, “Defining the PhD in Rhetoric and Composition”
Respondent: Jim Porter, Michigan State University, East Lansing

Theory

F.34 Autism, Representation, and Identity
Concourse C, Concourse Level
Chair: James R. Knippling, University of Cincinnati, OH
Speakers: Paul Heilker, Virginia Polytechnic Institute and State University, Blacksburg, “Diseased, Disabled, or Diverse? Representations of Autistic Identities”
Anthony Baker, Tennessee Tech University, Cookeville, “Autistic Identities Visualized: The Rewards and Limitations of Empathy”
Ann Jurecic, Rutgers University, Princeton, NJ, “The Intelligence of Their Mistakes: Representing Neurological Difference in the Academy”

Practices of Teaching Writing

F.35 First-year Composition and the Writing-Research Gap
Madison Suite, Second Floor
Chair: Elizabeth Birmingham, North Dakota State University, Fargo
Speakers: Elizabeth Birmingham, North Dakota State University, Fargo
Carly Hearn, North Dakota State University, Fargo
Ronda Portmann, North Dakota State University, Fargo
The roundtable takes up the question of CUNY’s multiple identities within the legacy of one of the most significant thinkers about student writing in the country. Mina Shaughnessy taught “basic writing”—and invented the term—at CUNY’s City College in the 1970s against the backdrop of the University’s experiment with Open Admissions. Composition theory (and practice) owes much to her groundbreaking work. Thirty years later, CUNY is still associated with that rich historical moment, and with the questions she and others at the time confronted. Shaughnessy’s questions, particularly about literacy and democracy, need to be reframed for our times.

The participants on this panel are drawn from many of the seventeen undergraduate colleges that comprise the City University of New York. Crystal Benedicks is Assistant Professor of English at Queensborough Community College and interested in WAC/WID. Peter Gray is Associate Professor of English and Codirector of the WAC Program at Queensborough Community College, where he is currently running a pilot interdisciplinary pedagogy seminar for CUNY doctoral students on community college pedagogy in the context of general education. Linda Hirsch is Professor of English and Coordinator of the WAC Initiative at Hostos Community College. Mark McBeth is Associate Professor of English and Codirector of the WAC Program at the
John Jay College of Criminal Justice. **Mary Soliday** is Associate Professor of English at the City College of New York. **Cheryl C. Smith** is Assistant Professor of English and the WAC/WID faculty coordinator at Baruch College. **Judith Summerfield**, Professor of English at Queens College, is currently serving as University Dean for Undergraduate Education at CUNY’s Central Office and oversees the University Writing Across the Curriculum/Writing in the Disciplines Program. **Jessica Yood** is Assistant Professor of English at Lehman College and Co-coordinator of the WAC program.

### Professional and Technical Writing

**G.01 It’s More than “Just the Facts, Ma’am”: Use of Story to Enhance Identity in Social Science, Technical, and Business Writing**

Concourse D, Concourse Level

**Chair:** Rod Keller, Brigham Young University, Rexburg, ID

**Speakers:**
- Darin Hammond, Brigham Young University, Rexburg, ID, “Auto-Writing-Ethnography: Establishing (I)entity in Social Science Writing”
- Elaine Hawker, Brigham Young University, Rexburg, ID, “‘Eureka!’ Narrative Meaning in Technical Communication”
- Rod Keller, Brigham Young University, Rexburg, ID, “Case Studies and Narrative Discourse in Business Writing”

### Information Technologies

**G.02 Identifying the Writer as Re-mixer: Rearticulating “Writing” in New Media**

Harlem Suite, Fourth Floor

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

**Speakers:**
- Shaun Slattery, DePaul University, Chicago, IL, “Writing as Remix: Coordinating Increasingly Fragmented Texts”
- Jason Swarts, North Carolina State University, Raleigh, “Writing as Remix: Identifying and Describing Base Units of Remixable Content”
- Chris Berg, North Carolina State University, Raleigh, “Writing as Remix: The Writer as Interscriptor”

### History

**G.03 Re-Presenting Marginalized Women of the Nineteenth and Early Twentieth Centuries**

Concourse E, Concourse Level

**Chair:** Jane Greer, University of Missouri-Kansas City

**Speakers:**
- Madaline Guilfoil, University of Missouri-Kansas City
- Kristin Huston, University of Missouri-Kansas City
- Henrietta Rix Wood, University of Missouri-Kansas City
Friday, 9:30–10:45 a.m.

Composition/Writing Programs

G.04 The Identity of the National Writing Project through Different Lenses
Mercury Ballroom, Third Floor
Chair: Anne Marie Hall, University of Arizona, Tucson
Speakers: Kay Mooy, University of Texas at El Paso, “The Identity of the National Writing Project through an Historical Perspective”
Evelyn Posey, University of Texas at El Paso, “From the Enthymeme to a Community of Writers: The Shaping of the West Texas Writing Project”
Jonna Perrillo, The University of Texas at El Paso, “The West Texas Writing Project and Teacher Preparation in a Latino Community”

Research

G.05 Re-Searching and Re-Presenting: Constructing our Profession/our Professional Identities
Rendezvous Trianon, Third Floor
Chair: Kristie Fleckenstein, Florida State University, Tallahassee
Speakers: Heather McGovern, The Richard Stockton College of New Jersey, Pomona, “Knowing our Present by Reviewing our Past”
Jennifer Bowie, Georgia State, Atlanta, “Knowing our Present by Reviewing our Past”
Rebecca Rickly, Texas Tech University and Ball State University, Lubbock, “Present Tense, Past Imperfect: Assessing the Preparedness of New Faculty to Conduct Research”
Carole Clark Papper, Ball State University, Muncie, IN, “Present Tense, Past Imperfect: Assessing the Preparedness of New Faculty to Conduct Research”
Dani Weber, Ball State University, Muncie, IN, “Real Research Meets Real World: Constructing Graduate Student Identities through Research”
Heidi Skurat Harris, Ball State University, Muncie, IN, “Real Research Meets Real World: Constructing Graduate Student Identities through Research, Practice, and Pedagogy”

History

G.06 The Rhetoric of Recovery: Reconstructing Palestinian History Before 1948
Sutton North, Second Floor
Chair: Matthew Abraham, DePaul University, Chicago, IL
Speakers: Patricia Dodd, Brookhaven College, Dallas, TX, “Three Generation of Refugees: The Persistence of Subcultures”
Anis Bawarshi, University of Washington, Seattle, “Keeping Time in Words: The Rhetoric of Recovery”
Practices of Teaching Writing

G.07 Many Voices, One Work: Multigenre Texts and the Construction of Identity
Sutton Center, Second Floor

Chair: Cynthia Lewiecki-Wilson, Miami University of Ohio, Oxford
Kate Francis, Miami University of Ohio, Oxford, “Many Voices, One Work: Multigenre Texts and the Construction of Identity”
Tamara Thomas, Miami University of Ohio, Oxford, “Seeing Me: Choreopoems and the ‘Presencing’ of the Black Body”

Community, Civic & Public

G.08 Writing to be Whole Again: Narrating Disability, Illness and Trauma
Gramercy B, Second Floor

Chair: Daisy Pignetti, University of South Florida, Tampa
Speakers: Sabrina Starnaman, University of California, San Diego, “Enabled Identity, Written Identity: Disability and Ethnographic Narrative in the Composition Classroom”
Keith Dorwick, The University of Louisiana at Lafayette, “Re-remembering HIV: Using Lore to Build a New and Less Traumatic Cultural Collective Memory in Gay Chat Space”
Daisy Pignetti, University of South Florida, Tampa, “Online Communication Before, During and Since Hurricane Katrina: Creating Relevant Truth and Offering a Sense of Comfort”

Composition/Writing Programs

G.09 Composing Ourselves: The Dialectics of Identity in a Transitional Writing Program
Gramercy A, Second Floor

Chair: Zachery C. Hickman, University of Miami, Coral Gables, FL
Participants: Karen Gocsik, Dartmouth College, Hanover, NH
Terry Osborne, Dartmouth College, Hanover, NH
Shelby Grantham, Dartmouth College, Hanover, NH
Stephanie Boone, Dartmouth College, Hanover, NH
Laura Braunstein, Dartmouth College, Hanover, NH
Friday, 9:30–10:45 a.m.

Theory

G.10 Black Sheep, Poachers, and Border Americans: Literacy Acquisition, Motivation, and Identity
Nassau B, Second Floor
Chair: Kent Ross, Texas A&M University – Commerce
Speakers: Cynthia Garza, Texas A&M University – Commerce
Terry Peterman, Texas A&M University – Commerce
Kent Ross, Texas A&M University – Commerce

Composition/Writing Programs

G.11 Only the lonely: Constructing Professional Compositionist Identities at Small Institutions
Beekman Parlor, Second Floor
Chair: Teresa Henning, Southwest Minnesota State University, Marshall
Speakers: Teresa Henning, Southwest Minnesota State University, Marshall, “Survival 101: Constructing a Professional Identity at a Small Institution”
Mary Ellen Daniloff-Merrill, Southwest Minnesota State University, Marshall, “Beyond the Classroom: Creating Respect for ESL Students’ Unique Identities”
Lori Baker, Southwest Minnesota State University, Marshall, MN, “Advancing a Compositionist’s Agenda at a Small School: Mapping the Terrain between Composition Specialist and Generalist”

Practices of Teaching Writing

G.12 Building Professional Identity Through Story: A Cross-Disciplinary Collaboration
West Ballroom Foyer, Third Floor
Chair: Chris Burnham, New Mexico State University, Las Cruces
Speakers: Ricardo Jaquez, New Mexico State University, Las Cruces, “Personally Professional and Professionally Personal”
Michele Auzenne, New Mexico State University, Las Cruces, “The Personal is the Professional–Or Must Be”
Chris Burnham, New Mexico State University, Las Cruces, “The Professional is the Personal”

Theory

G.13 Pragmatism and Self-Reflexive Literature
Clinton Suite, Second Floor
Chair: Justin Hayes, Quinnipiac University, Hamden, CT
Speakers: Justin Hayes, Quinnipiac University, Hamden, CT
Adam Katz, Quinnipiac University, Hamden, CT
Tahia Thaddeus Reynaga, Yale University, New Haven, CT
Information Technologies

G.14 Writing One’s Self: Shaping Identity in Virtual Space
Murray Hill A, Second Floor

Chair: Pavel Zemliansky, James Madison University, Harrisonburg, VA
Speakers: Pavel Zemliansky, James Madison University, Harrisonburg, VA,
“Creating a Virtual Discourse Community: A Case Study of Online Course Interactions”
Michael Klein, University of North Carolina at Wilmington, “Online Instruction: Creating Student E-Identity in an Academic Environment”
Shelley Aley, James Madison University, Harrisonburg, VA, “Employing Rhetorical Appeals to Construct Instructor E-Identity in the Online Writing Course”

Practices of Teaching Writing

G.15 Who Am I and Why Am I Here?: Success Strategies for Responding to Diverse Identities at a Metropolitan University
East Suite, Fourth Floor

Chair: Suzann Barr, University of Arkansas at Little Rock
Speakers: Frankie Chadwick, University of Arkansas at Little Rock, “Respecting Individuality, Exploring Identity, and Participating in the Academic Community: The Role of the Learning Community”
Marcia Smith, University of Arkansas at Little Rock, “Seeking Identity and Building Community: Scholars on a Metropolitan Campus”

Institutional and Professional

G.16 Alternatives to Current Institutional and National Writing Assessments
Trianon Ballroom, Third Floor

Chair: Shirley K. Rose, Purdue University, West Lafayette, IN
Speakers: Chris Anson, North Carolina State University, Raleigh, “Closed Systems: Exposing Self-Fulfilling Prophesies in Standardized Writing Assessment”
Marlene Miner, University of Cincinnati, OH, “Retaining the ‘Local’ in State-Wide Writing Assessments”
Les Perelman, Massachusetts Institute of Technology, Cambridge, MA, “Teacher-based, Technology Assisted Writing Assessments: Test to the Teaching”
Respondent: Mya Poe, Massachusetts Institute of Technology, Cambridge, MA
Friday, 9:30–10:45 a.m.

**Theory**

**G.17  The End of Identity:**
**Reclaiming Identities through Language, Culture, and Style**
Concourse A, Concourse Level

*Chair:* James Zebroski, Capital University, Columbus, OH

*Speakers:*
- Paul Butler, University of Nevada, Reno, “The End of Style: Re-constituting Stylistic Practice through Identity”
- Christine Norris, University of Nevada, Reno, “The End of Culture”

**Practices of Teaching Writing**

**G.18  Rehearsing Ethos:**
**Performing as Writers, Readers, and Speakers**
Concourse C, Concourse Level

*Chair:* Alice Gillam, University of Wisconsin-Milwaukee

*Speakers:*
- Carolyn Skinner, University of Louisville, KY, “Learning the Part: Teaching Student-Writers about Ethos”
- Daniel Keller, University of Louisville, KY, “Reading Habitus: Meaning-Making Practices of First-Year Composition Students”
- Loren Marquez, Texas Christian University, Fort Worth, “Dramatic Consequences: Implications of Performance on Student Identity”

**Practices of Teaching Writing**

**G.19  Re-presenting Hegemony, Re-imagining Student Identities**
Nassau A, Second Floor

*Chair:* Lynn Lewis, University of Oklahoma, Norman

*Speakers:*
- Lee Shenandoah Vasquez, University of Oklahoma, Norman, “Tribal Voices and Writerly Excellence: Problem Solving and Critique of Hegemonic Writing Program Practices”
- Justin Young, University of Oklahoma, Norman, “It isn’t OurSpace: Exposing the Logic of Online Social Networks”
- Christopher Carter, University of Oklahoma, Norman, “By Whose Authority?: Narration Sickness and the Ethos of Graduate Labor”
Language

G.20  Not Just L2: Re-Presenting the Latino Student at Hispanic Serving Institutions in South Texas - A Study of Literate and Language Practices
Bryant Suite, Second Floor
Chair: Susan Wolff Murphy, Texas A&M University-Corpus Christi
Speakers: Susan Loudermilk Garza, Texas A&M University-Corpus Christi
Humberto Cardenas, Jr., Laredo Community College, TX

Theory

G.21  Tarrying with Context: Ideology, Identity, and Disciplinarity beyond Representation
Petit Trianon, Third Floor
Chair: Jennifer Bay, Purdue University, West Lafayette, IN
Speakers: Michael Vastola, University of Florida, Gainesville, “Writing Identities and the Disciplining of Ideology”
J. A. Rice, University of Florida, Gainesville, “Contextual Scars: Disciplinary Identity and the Contingency of Writing”
Thomas Rickert, Purdue University, West Lafayette, IN, “Ideology and Doxa: From Matters of Critique to Matters of Production”

Composition/Writing Programs

G.22  Dear Co-Authors: Epistolary Revelations of Five Writing Center Directors
Grand Ballroom West, Third Floor
Chair: Anne Ellen, Clark University, Worcester, MA
Speakers: Frankie Condon, St. Cloud State University, MN
Meg Carroll, Rhode Island College, Providence
Elizabeth Boquet, Fairfield University, CT
Michele Eodice, University of Oklahoma, Norman
Respondent: Anne Ruggles Gere, University of Michigan, Ann Arbor

Practices of Teaching Writing

G.23  Debility and Expectation vs. Ability and Preparation: A Skills-Based Approach to Teaching Under-Prepared Students to Write
Midtown Suite, Fourth Floor
Chair: Randy Koch, Texas A&M International University, Laredo
Speakers: Lucinda Farrokh, Laredo Community College, TX
Destine Holmgreen, Texas A&M International University, Laredo
Friday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**G.24 Writing and Overcoming: How Writing Adds Important Perspectives on Healing Others**

New York Suite, Fourth Floor

*Chair:* Christine Dvornik, Loyola Marymount University, Los Angeles, CA

*Speakers:* Rhonda Reid, Onondaga Community College, Syracuse, NY, “Sensitive Moments in the Classroom”

Kim Ballard, Western Michigan University, Kalamazoo, “Post-Traumatic Stress Disorder and Writing: Metaphor and Reality in Rebuilding Identities”

Howard Tinberg, Bristol Community College, Fall River, MA, “Honoring Both the Affective and Cognitive Response to the Literature of the Shoah”

**Language**

**G.25 Voices and Images of the Women of War**

Sutton South, Second Floor

*Chair:* Ilene Crawford, Southern Connecticut State University, New Haven

*Speakers:* Ilene Crawford, Southern Connecticut State University, New Haven, “Composing Myself Representing Vietnam: A Visual Argument about Transational Travel”

Maureen Phillips, Liberty University, Lynchburg, VA, “Women Veterans: Degendering Patriotism”

**Research**

**G.26 Assessing Special Pedagogies**

Gibson Suite, Second Floor

*Chair:* Virginia Norris Exton, Utah State University, Vernal


Mary Gray, University of Houston, TX, “RADical Identity: A Quantitative and Qualitative Assessment of Composition within a Media-Rich Interdisciplinary Learning Community”

Melody Bowdon, University of Central Florida, Orlando, “The Next Step: A Statewide Study of Community Impacts of Service-Learning in Writing Courses”

Maggie Boreman, University of Central Florida, Orlando, “The Next Step: A Statewide Study of Community Impacts of Service-Learning in Writing Courses”

Christopher Worthman, DePaul University, Chicago, IL, “Figured and Refigured Worlds: Identity Development within a Computerized GED Program”
Information Technologies

G.27 Identity Construction in Multimedia Classroom Projects
Murray Hill B, Second Floor

Chair: George Diamond, Moravian College, Bethlehem

Pattie Freitag Ericsson, Washington State University, Pullman, “Breaking the Bounds of Print-based Argument: Digital Argument as a Vehicle for Identity Exploration”
Caroline Fitzpatrick, Alvernia College, Reading, PA, “A Confluence of Voices Negotiating Identity: An East Coast-West Coast Exchange of Ideas on Writing, Culture, and Self”
Maria Rankin-Brown, Pacific Union College, Angwin, CA, “A Confluence of Voices Negotiating Identity: An East Coast-West Coast Exchange of Ideas on Writing, Culture, and Self”

Information Technologies

G.28 Technological Writing Tools: From Imitation to Speech Recognition to Automated Writing Aides
Morgan Suite, Second Floor

Chair: Alan T. Benson, University of North Carolina at Greensboro

Speakers: Eric LeMay, Harvard University, Cambridge, MA, “Imitation: Reviving an Old Pedagogy in a Digital Age”
Angela Meador, Washtenaw Community College, Ann Arbor, MI, “Speaking the Text: Speech Recognition Software as a Writing Tool”
Frank Hermann, Franciscan University of Steubenville, OH, “Automated Writing Aides: An Introduction”

Institutional and Professional

G.29 Embracing and Changing Administrative Identities
Concourse G, Concourse Level

Chair: Paul Connor, University of Miami, FL

Speakers: Jen Schneider, Colorado School of Mines, Golden, “Transitions in Program Identity: The Pressures and Pleasures of Teaching Writing at the Technical University”
Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL, “Leader: Embracing a New Professional Identity”
Lauren Ingraham, University of Tennessee at Chattanooga, “A Foot in Both Camps?: Bridging University WPA Work and K-12 Literacy Instruction”
Friday, 9:30–10:45 a.m.

_Institutional and Professional_

**G.30 Inter-mural and Intra-mural Identities**
Mercury Rotunda, Third Floor

*Chair:* Daniel Gallagher, Temple University, Philadelphia, PA

*Speakers:*
- Cassandra Kircher, Elon University, NC, “Estranged Bedfellows: Understanding Identity and Re-Discovering the Common Ground within English Studies”
- Janet Myers, Elon University, NC, “Estranged Bedfellows: Understanding Identity and Re-Discovering the Common Ground within English Studies”
- Diana Olson, University of New York, “Atomization: The Field (of Composition) from Afar”
- William Broussard, University of Arizona, Tucson, “Rewriting the Student (Athlete) Body: Rhetoric, Composition, and the College Student-Athlete”

_Professional and Technical Writing_

**G.31 Recording the Invisible Identity: The Rhetoric of Mental Health, Diabetes, and Touch**
Hudson Suite, Fourth Floor

*Chair:* Andrew Green, University of Miami, Coral Gables, FL

*Speakers:*
- Kelli Custer, Indiana University of Pennsylvania, “Recording the Invisible Identity: The Rhetoric of Mental Health Records”
- Lora Arduser, University of Cincinnati, OH, “Spoiled Identity and the National Diabetes Education Program: A Rhetorical Analysis”
- Sigrid Streit, Kent State University, OH, “Literacy and the Physical Body: The Use of Text and the Embodiment of Knowledge in a Wellness and Recreation Related Environment”

_Composition/Writing Programs_

**G.32 Hitting the Long Ball: Striving for Process-Oriented Training of Interdisciplinary Writing Teachers**
Holland Suite, Fourth Floor

*Chair:* Denise Comer, Duke University, Durham, NC

*Speakers:*
- Denise Comer, Duke University, Durham, NC
- Parag Budhecha, Duke University, Durha, NC
- Rebecca Walsh, Duke University, Durham, NC
Community, Civic & Public

G.33 unseenamerica: Creating a National Network to Document Working Class Identity
Lincoln Suite, Fourth Floor

Chair: Stephen Parks, Syracuse University, PA
Erica Harding, Electrician Union 112, Syracuse, NY, “My Union Brothers”
Stephen Parks, Syracuse University, NY, “From Images to Words: Bringing Writing to unseenamerica”
Ann Marie Taliercio, UNITE-HERE Local 150, Syracuse, NY, “Darcella Gray and Syracuse Hotel”
Zoeann Murphy, unseenamerica, Troy, NY, “Next Steps: Moving from Documentation to Advocacy”

G.34 Wording the World Peaceably: Ethical Dilemmas of Teaching
Concourse B, Concourse Level

Chair: Heather Bruce, University of Montana, Missoula
Speakers: Heather Bruce, University of Montana, Missoula
Laurie Gries, Syracuse University, PA
Gae Lyn Henderson, University of Utah, Highland

Practices of Teaching Writing

G.35 Basic Economics: The Logical, Pathetic, and Ethical Identities of Basic Writing
Madison Suite, Second Floor

Chair: Don Kraemer, California State Polytechnic University, Pomona
Speakers: Don Kraemer, California State Polytechnic University, Pomona, “The Logos of Freakonomics”
Per Dahlin, California State Polytechnic University, Pomona, “The Pathos of The Tipping Point”
Michael Quigley, California State Polytechnic University, Pomona, “The Economy and Ethics”
Making It (while Having a Life): Success Strategies for Women in Rhetoric and Composition

Grand Ballroom East, Third Floor

Chair: Louise Wetherbee Phelps, Syracuse University, NY

Rhetoric and (composition) has long been considered a “feminized” field, both because a majority of its scholars and practitioners are women and because the work itself has been depicted as “women’s work.” We conducted a national survey of women in the field to determine the specific obstacles they face and their strategies for negotiating them and then profiled eight successful women scholars whose career paths were of interest to our survey respondents. That research is the basis for our book project, *Women’s Ways of Making It...In Rhetoric and Composition*, and for this presentation, in which we offer women in the field strategies for negotiating the hard realities of their professional career.

Diane Davis is Associate Professor of Rhetoric and English at the University of Texas-Austin. Michelle Ballif is Associate Professor of English at the University of Georgia. Roxanne Mountford is Associate Professor of English at the University of Arizona, and Shirley Wilson Logan is Associate Professor of English at the University of Maryland.
Friday, 11:00 a.m.–12:15 p.m.

Professional and Technical Writing

H.01 Teachers & Trainers: How Academic Identities Cross Over to the Workplace, and Back
Concourse G, Concourse Level

Chair: Janette Lewis, University of California, Los Angeles
Speakers: Louise Rehling, San Francisco State University, CA, “Customizing & Coaching: Combining Stand-up with Sit-downs”
Deborah Bosley, University of North Carolina, Charlotte, “Crossing the Great Divide”
Diana Ashe, University of North Carolina, Wilmington, “Playing Dress-Up: When Academics Wear Monkey Suits”

Institutional and Professional

H.02 How Queer Can Writing Program Administration Be? New Research from the Field
Petit Trianon, Third Floor

Chair: Jonathan Alexander, University of Cincinnati, OH
Speakers: Martha Marinara, University of Central Florida, Orlando
Samantha Blackmon, Purdue University, West Lafayette, IN
William Banks, East Carolina University, Greenville, NC

Theory

H.03 Visualizing the South: Remembering Race on a Mostly White Campus
Hudson Suite, Fourth Floor

Chair: Tori Mask, Blinn College, Bryan, TX
Speakers: Courtney O’Banion, Blinn College, Bryan, TX, “Selling Our Souls? Racial Perceptions and Visual Literacy in the Composition Classroom”
Tori Mask, Blinn College, Bryan, TX, “Lost Dreams, Lost History: The Civil Rights Era in the Composition Classroom”
Lynne Pocaterra, Blinn College, Bryan, TX, “Crashing into Diversity: Modern Day Racial Controversies in the Composition Classroom”
Friday, 11:00 a.m.–12:15 p.m.

History

H.04 Representing Identities in Religious Discourses: Proclamation, Silence, and Social Responsibility
Sutton Center, Second Level

Chair: Lois Agnew, Syracuse University, NY
Speakers: Lois Agnew, Syracuse University, NY, “Signs of Charity: The Role of Literacy in Augustine’s Christian Community”
Vicki Tolar Burton, Oregon State University, Corvallis, “Community Literacy in John Wesley’s Methodism: New Lives for the Poor”
Kurt Stavenhagen, Syracuse University, NY, “Silence as Embodiment of Language: The Rhetorical Use of Silence Among 18th Century Quakers”
Julianne Smith, Pepperdine University, Malibu, CA, “‘Protracted Silence Frets Her’: Victorian Rhetorical Strategies and Female Religious Communities”

Research

H.05 Assessing Freshman Composition and WAC Programs: Three Studies of Student Writing
Nassau A, Second Floor

Chair: Mary Soliday, City College of New York
Speakers: Cheryl C. Smith, Baruch College, The City University of New York, “Who Are Our Students and Where Are They Going?: Reevaluating Student Need, Redesigning First-Year Composition”
Marian Arkin, LaGuardia Community College, Long Island City, NY, “Determining the Success of a Writing in the Disciplines Program”
Rebecca Tiger, LaGuardia Community College, Long Island City, NY, “Determining the Success of a Writing in the Disciplines Program”
Respondent: Mary Soliday, City College of New York, “A Comparative Study of Student Writing in a General Education Course”

Practices of Teaching Writing

H.06 Gray Hair in the Front Row, Cabbie in the Back: What Writing Teachers Need to Know about Adult Learners
Murray Hill B, Second Floor

Chair: Michelle Navarre Cleary, DePaul University, Chicago, IL
Speakers: Mike Michaud, University of New Hampshire, Durham, “Teacher Aides, IT Managers and Telecommunications Workers: What Writing Teachers Need to Know about Adult Learners ‘In the Middle’”
Sonia Feder-Lewis, Saint Mary’s University of Minnesota, School of Greater Minneapolis, MN, “Diverse Voices All Singing in the Same Key: Portraits of Adult Learners in a Multi-Cultural Composition Classroom”
Michelle Navarre Cleary, De Paul University, Chicago, IL, “Teaching For, To and With the Adult Composition Student”
Composition/Writing Programs

H.07 Tutors Without Borders:
Advanced Composition Course for Pre-service Teachers
with Online Tutor Outreach to Middle School Students
Gibson Suite, Second Floor

Chair: Barbara Lutz, University of Delaware, Newark
Speakers: Barbara Lutz, University of Delaware, Newark, “Masterminding the Matrix: Designing an Online Tutoring Course That Connects Pre-service Teachers with Middle School Students”
Christopher Penna, University of Delaware, Newark, “Talking It Through: Dialogue and Online Tutoring”
David Coker, University of Delaware, Newark, “Content Practice: An Analysis of the Benefits of Online Tutoring to Pre-service Teachers”

Research

H.08 Re-Presenting Two-Year College Academic Identities:
Effective Practices for Meeting Multiple Expectations in Assessment, Teaching with Technologies, and WAC
Rendezvous Trianon, Third Floor

Chair: Jody Millward, Santa Barbara City College, CA
Speakers: Patrick Sullivan, Manchester Community College, CT, “Historicizing the Diverse Identities of the Two-Year College: From Junior College to Colleges Serving a Diverse Community”
Lawrence McDoniel, St. Louis Community College at Meramec, MO, “Re-presenting Two-Year College Assessment Programs: How Effective Practices Allow Students to Meet Expectations in Multiple Settings”
Christopher Johnston, Santa Barbara City College, CA, “Tech in Two-Year Colleges: Digital Bridges, Digital Divides, Digital Identities”
Sterling Warner, Evergreen Valley College, San Jose, CA, “Two-Year College WAC Initiatives: Meeting Multiple Expectations of the Workforce, the Disciplines, and Writing Programs”

Theory

H.09 Braiding Identities: Researcher, Teacher, Citizen
Mercury Ballroom, Third Floor

Chair: Kate Wilson, American University, Washington, D.C.
Speakers: Joyce Magnotto Neff, Old Dominion University, Norfolk, VA, “The Identity Challenges Of Cross-Disciplinary Research”
Pamela Ward, The Catholic University of America, Washington, D.C., “Narrating the Integration of Identities”
Rosemary Winslow, The Catholic University of America, Washington, D.C., “Community Metaphors and Narratives: Into the Classroom”
Magdalena Maczynska, Marymount Manhattan College, New York, NY, “Walking and Writing New York City: Towards a Holistic Pedagogy”
History

H.10  Posing for Sovereignty in Public Places: Indigenous Agencies and the Problem of Identity
Regent Parlor, Second Floor

Chair: Susan Romano, University of New Mexico, Albuquerque

Speakers:
Whitney Myers, University of New Mexico, Albuquerque, “‘Hang-ing In the Heart of Chaos’: Self-representation and Identity Construction in the First-year Native Classroom”
John Miles, University of New Mexico, Albuquerque, “‘It is very dark before the dawn—and tomorrow emancipation’: Agency and Sovereignty in Laura Cornelius Kellog’s Our Democracy and the American Indian”
Susan Romano, University of New Mexico, Albuquerque, “Agencies of the Colonized: Indian as the Confounding Rhetor in Farol Indiano”

Composition/Writing Programs

H.11  Re-Assessing Writing Center Assumptions: Best Practices, Best Tutors, Best Texts
Sutton South, Second Floor

Chair: Gita Das Bender, Seton Hall University, South Orange, NJ

Speakers:
Mary Wislocki, Seton Hall University, South Orange, NJ, “Tutors Do More than Talk: Assessing How Students Use Tutor Session Notes”
Kelly Shea, Seton Hall University, South Orange, NJ, “Through the Eyes of the OWL: Assessing Faculty vs. Peer Tutoring in the On-line Setting”

Community, Civic & Public

H.12  The Rhetoric and Politics of Public Information: Fostering Informed Publics
West Ballroom Foyer, Third Floor

Chair: Julie Staggers, University of Nevada-Las Vegas

Speakers:
Michele Simmons, Miami University of Ohio, Oxford, “Making Information Accessible: Increasing Technical Literacy”
Denise Tillery, University of Nevada-Las Vegas, “Access to Information as an Ethos-Building Strategy”
Julie Staggers, University of Nevada-Las Vegas, “The Politics of Shaping Public Information: Reading the ‘News’ through Activist Texts”
Meredith Zoetewey, Rose-Hulman Institute of Technology, Terre Haute, IN, “The Politics of Shaping Public Information: Reading the ‘News’ through Activist Texts”
Friday, 11:00 a.m.–12:15 p.m.

Institutional and Professional

H.13 Remediating Heterotopic Spaces Online: New Mandates, Technologies, and Cyberinfrastructures that are changing the Way We Work
Concourse A, Concourse Level

Chair: Jeffrey Galin, Florida Atlantic University, Boca Raton
Speakers: Joan Latchaw, University of Nebraska – Omaha, “Exploring Tensions In The Virtual Workplace: Cognitive/Psychosocial And Immediacy/Hypermediacy”
Jennifer Boxen, Florida Atlantic University, Boca Raton, “Online Archiving Initiatives in the Library Environment: Implications for Information Literacy, Informatics, and Archiving Methods”
Jeffrey Galin, Florida Atlantic University, Boca Raton, “What Will it Take to Remедiate Scholarship in Composition?”

Composition/Writing Programs

H.14 Identities in Opposition: Can a Fragmented Writing Program Transform the System?
Lincoln Suite, Fourth Floor

Chair: Fiona Glade, California State University, Sacramento
Speakers: Dan Melzer, California State University, Sacramento, “Using Systems Thinking Theory to Transform Writing across a University”
Cherryl Smith, California State University, Sacramento, “The Writing Center as Eco Village: Idealism and Survival”
Roxann Schmidt, California State University, Sacramento, “The X-Factor: A Study of Identity Shifts within the Third Space”
Bob Stanley, Sacramento City College/Solano College, CA, “Connecting the Fragments”
Sylvia Morales, California State University, Sacramento, “Shifting Identities: Student Transformation of Writing Programs”
Fiona Glade, California State University, Sacramento, “Of Bluebooks and Rubrics: Are We All On The Same Page?”
Practices of Teaching Writing

H.15 Identity and Intertextuality: Using Literature as a Vehicle for Students’ Exploration of Their Own Textual Identities

East Suite, Fourth Floor

Chair: Julie Gates, San Angelo State University, TX
Speakers: Trixie G. Smith, Middle Tennessee State University, Murfreesboro, “Responding Creatively to Literary Texts, or Bringing the Woman in the Yellow Wallpaper to Life”
Stacia Watkins, Middle Tennessee State University, Murfreesboro, “Is There a Text…?” Course-Design for Literature-Themed Freshman Composition Classes
Julie Gates, San Angelo State University, TX, “Composing Selves: Individualistic Literature as an Heuristic for ‘Self Textualization’”

H.16 Does Student Success + Composition Add Up?: Retention Matters in First-Year Writing(?)

New York Suite, Fourth Floor

Chair: Elizabeth Howells, Armstrong Atlantic State University, Savannah, GA
Uzzie Cannon, Armstrong Atlantic State University, Savannah, GA, “Serving up the Gumbo: Toward a Neo-Hoodoo Pedagogy in First-Year Composition”
Cynthia Nearman, Guilford College, Greensboro, NC, “A Hidden Side of ‘Student Success:’ Non-Traditional First-Year Composition Students at the Private Liberal Arts College”

Theory

H.17 Re-Imagining Possibilities of Identity: Genre, Subjectivity, and Agency in the Classroom

Concourse D, Concourse Level

Chair: Terese Guinsatao Monberg, University of Kansas, Lawrence
Speakers: Heather Bastian, University of Kansas, Lawrence, “Rethinking Identity through Generic Agency”
Cedric Burrows, University of Kansas, Lawrence, “Racialized Identities and Agencies: Re-Historicizing Composition Anthologies”
Lisa King, University of Kansas, Lawrence, “‘No One Was Excluded, No One Was Safe’: Shifting to Autoethnography in the Autobiography Classroom”
Friday, 11:00 a.m.–12:15 p.m.

Creative Writing

H.18 Placing the Academy: Academic Landscapes, Academic Identities
Bryant Suite, Second Floor

Chair: Rona Kaufman, Pacific Lutheran University, Tacoma, WA
Speakers: Jennifer Sinor, Utah State University, Logan, “Writing Place”
Lee Torda, Bridgewater State University, MA, “Where Are You From?”
Jeffrey Buchanan, Youngstown State University, OH, “Making Places Work: Felt Sense, Identity, and Teaching”
Rona Kaufman, Pacific Lutheran University, Tacoma, WA, “Running in Place: The Personal at Work, in Motion, on Campus, and in the Neighborhood”

Research

H.19 Community, Culture, and the Writing ‘I’: Student Identity and Community-Based Learning
Concourse B, Concourse Level

Chair: Kevin Mahoney, Kutztown University of Pennsylvania
Speakers: Charles Cullum, Kutztown University of Pennsylvania, “‘I’ as Evolving Writer”
Linda Cullum, Kutztown University of Pennsylvania, “‘I’ as Writing Teacher”
Amy O’Brien, Kutztown University of Pennsylvania, “‘I’ as Professional Writer”

Practices of Teaching Writing

H.20 Re-Visioning the Identity of Instructor Comments: Scaling Writing Concerns in Electronic Environments
Morgan Suite, Second Floor

Chair: Deborah Church Miller, University of Georgia, Athens
Speakers: Deborah Church Miller, University of Georgia, Athens, “Currents in E-grading: Commenting in Context”
Anita DeRouen, University of Georgia, Athens
Information Technologies

H.21 Open Source Is Ready and Waiting for Composition
Gramercy B, Second Floor
Chair: David Blakesley, Purdue University, West Lafayette, IN
Speakers: Robert Cummings, Columbus State University, GA, “Open Source Chewing Gum”
Jim Brown, University of Texas at Austin, “Creative Commons in Composition: The Collaborative Construction of a Classroom Identity”
Charles Lowe, Grand Valley State University, Allendale, MI, “Building Software Applications for Education: The Writing Teacher-Researcher-Programmer and Open Source”
Judith Kirkpatrick, Kapi’olani Community College, University of Hawaii’ Honolulu, “The Technology Funding Crises and Open Source Solutions: An Interdisciplinary, Collaborative Process”

Practices of Teaching Writing

H.22 Multiple Collaboration, Multiple Literacies: A Tale of Three Campuses
Mercury Rotunda, Third Floor
Chair: Randal Woodland, University of Michigan–Dearborn
Speakers: Randal Woodland, University of Michigan–Dearborn, “The View from Composition”
Gail Luera, University of Michigan–Dearborn, “The View from Science Education”

Composition/Writing Programs

H.23 WAC Undercover: How Writing Fellows Influence Faculty in the Sciences
Sutton North, Second Floor
Chair: Brad Hughes, University of Wisconsin–Madison
Speakers: Emily Hall, University of Wisconsin–Madison, “WAC Undercover: How Writing Fellows Influence Writing Instruction in the Sciences”
Kyle Oliver, University of Wisconsin–Madison, “WAC Undercover: How Writing Fellows Influence Writing Instruction in the Sciences”
Jill Gladstein, Swarthmore College, PA, “The Bio Project: Writing Fellows as Co-Researchers and Facilitators of Faculty Development”
Alex Glick, Swarthmore College, PA, “The Bio Project: Writing Fellows as Co-Researchers and Facilitators of Faculty Development”
Jose-Luis Machado, Swarthmore College, PA, “The Bio Project: Writing Fellows as Co-Researchers and Facilitators of Faculty Development”
Theory

H.24 (Re)Negotiating Identity – Nostalgia, the “Bad Writer,” and Moving On(line)
Murray Hill A, Second Floor

Chair: Jason Waite, Rensselaer Polytechnic Institute, Troy, NY

Speakers:
- Jason Waite, Rensselaer Polytechnic Institute, Troy, NY, “Nostalgia and the Construction of Identity in Foxfire”
- Gabriele Bechtel, Rensselaer Polytechnic Institute, Troy, NY, “Challenging the ‘Bad Writer Identity’”
- Jennifer King, Rensselaer Polytechnic Institute, Troy, NY, “Motivating Student Writing through the Online ‘Public’”

Practices of Teaching Writing

H.25 Re-presenting Language Identities in Jamaican Composition Classrooms
Harlem Suite, Fourth Floor

Chair: Lileth O’Connor-Brown, University of the West Indies, Mona, Kingston

Speakers:
- Schontal Moore, University of the West Indies, Mona, Kingston, “Multimedia as Mirror: Contrastive Analysis in the Second Language College Composition Classroom”
- H. Pamela Kelly, University of Technology, Mona, Kingston, “Nation Language, Male Identity and Composition”
- Ornette Blair, University of the West Indies, Mona, Kingston, “Re-presenting Practical Methodologies for Creole Learners of English”
- Marilyn Ricketts, University of the West Indies, Mona, Kingston, “Converging ‘Englishes’ in the Composition Classroom”

Practices of Teaching Writing

H.26 Practicing Silence in the Writing Classroom
Trianon Ballroom, Third Floor

Chair: Carol Rutz, Carleton College, Northfield, MN

Speakers:
- Adam Renchen, Bowling Green State University, OH, “Shut Up and Listen: Practicing Silence in the Composition Course”
- Nancy Dessommes, Georgia Southern University, Statesboro, “Breaking the Silence of Whiteness in the Writing Classroom”
- Deborah Shaller, Towson University, MD, “Necessary Silences: White, Working Class, and Local”
Friday, 11:00 a.m.–12:15 p.m.

**Practices of Teaching Writing**

**H.27  Tools for the Writing Classroom--Exercises in Propaganda, Humor, and Critical Thinking**
Grand Ballroom West, Third Floor

*Chair:* Harriet Levin Millan, Drexel University, Philadelphia, PA
*Speakers:* Susan Amper, Bronx Community College, NY, “Into the Future: Propaganda as 21st Century Writing Tool”
Marvin Diogenes, Stanford University, CA, “Unplanning the How: Lessons for Writers from Improvisational Comedy”
Laura Fasick, Minnesota State University, Moorhead, “Using Shakespeare’s Plays to Teach Critical Thinking and Writing Skills”

**Language**

**H.28  Learning in Second Languages: French, Gullah, and Ainu**
Midtown Suite, Fourth Floor

*Chair:* Naoko Kato, Ball State University, Muncie, IN
*Speakers:* Patricia Armstrong, Vanderbilt University, Nashville, TN, “Adapting First-Year Composition Strategies to the French Composition Classroom”
Doris O. Ginn, Jackson State University, MS, “Gullah Reflections Through Research and Teaching: A Complexity of Global Identities”
Naoko Kato, Ball State University, Muncie, IN, “Minority Language in Mainstream Classroom”

**Information Technologies**

**H.29  Subjectivities in Computer Gaming: From Video to Virtual Reality Simulations**
Beekman Parlor, Second Floor

*Chair:* Natalie Dorfield, Indiana University of Pennsylvania
*Speakers:* Matthew S. S. Johnson, Southern Illinois University, Edwardsville, “Player, Avatar, Author: Subjectivities of a Computer Gamer”
Elizabeth Losh, University of California, Irvine, “Making Things Public: Object-Oriented Democracy and Government-Funded Video Games and Virtual Reality Simulations”
Corey Mead, University of Wisconsin – Madison, “‘All but war is simulation’: The Military-Entertainment Complex and the Future of Literacy”

**Information Technologies**

**H.30  Reconfiguring Identity: Software Licensing Course Management, and Programmer’s Discourse**
Gramercy A, Second Floor

*Chair:* Miranda Egger, University of Colorado, Denver
Speakers: Marc Pietrzykowski, Georgia State University, Atlanta, “Conceptual Blending and Programmer’s Discourse, or How to Avoid a Trip to Klingon Language Camp”
Jennifer Maher, University of Maryland, Baltimore, “Reconfiguring Identity through the Genre of the Software Licensing Agreement: Toward a Critical Literacy of the Digital”
Mike Palmquist, Colorado State University, Fort Collins, “Transitions Ongoing: The Impact of Course Management Systems on the Teaching and Learning of Writing”

Institutional and Professional

H.31 Talk the Talk: Pedagogical, Disciplinary, and Professional Language
Concourse C, Concourse Level
Chair: James Trier, University of North Carolina, Chapel Hill
Speakers: Maureen Neal, Mesa State College, Grand Junction, CO, “‘Professors are the Only People Who Talk Like That’: Constructing Academic/Professorial Identity through Classroom Discourse”
Kathleen Rowlands, California State University, Northridge, “Disciplinary Territories and the Language of Composition: Blurring Pedagogy in Literature Classrooms”

Professional and Technical Writing

H.32 Social Benefits and Social Barriers: Studies of Identity Perception Among Professional Writers, Cross-Cultural Speakers, and Students
Clinton Suite, Second Floor
Chair: Phillip Troutman, The George Washington University, Washington, D.C.
Speakers: Rebecca Pope-Ruark, Iowa State University, Ames, “Multiple Identities?: A Case Study of Identity Perception and Stability in Two Marketing Agency Writers”
Maria Loukianenko Wolfe, Iowa State University, Ames, “Culture as Fluid Identity and Pedagogy: An Ethnographic Study of a Workplace Cross-Cultural Training Program”
Peter Hunsinger, Iowa State University, Des Moines, “Culture as Fluid Identity and Pedagogy: An Ethnographic Study of a Workplace Cross-Cultural Training Program”
Friday, 11:00 a.m.–12:15 p.m.

Theory

H.33 Whiteness Theory and Critical Race Studies in the Composition Classroom
Concourse E, Concourse Level
Chair: Andrew Moss, California State Polytechnic University, Pomona
Speakers: Meagan Rodgers, University of New Hampshire, Durham, “White Teachers Writing About Race: Ethics and Obligations”
Matthew Jackson, Brigham Young University, Provo, “Exploring an Ethical Approach to a Fruitfully Neurotic Sense of White Identity for College Composition”
Donnie Johnson, The University of Tennessee at Chattanooga, “Interrupting the Tropics of Race: Examining FX’s Black.White. through the Lens of Critical Race Theory”
Darris Saylors, The University of Tennessee at Chattanooga, “Interrupting the Tropics of Race: Examining FX’s Black.White. through the Lens of Critical Race Theory”
Monica Torres, New Mexico State University, Las Cruces, “Bring the Bodies in: Re-presenting Race in the Classroom”

Practices of Teaching Writing

H.34 Crossing Borders: Reconsidering Freire’s Legacy
Nassau B, Second Floor
Chair: Ira Shor, The City University of New York
Erin E. Heiser, The City University of New York, “From Freire to Feminism and Narrative Inquiry: Pedagogies that Can Change the World”

Practices of Teaching Writing

H.35 Bridging the Personal and the Academic: Intersecting Identities in the College Discourse Community
Madison Suite, Second Floor
Chair: Cynthia Hermanson, Medaille College, Buffalo, NY
Speakers: Wayne-Daniel Berard, Nichols College, Dudley, MA, “Who Is This ‘I’ Who Writes, and Why Does He/She Terrify Us So?”
Cynthia Hermanson, Medaille College, Buffalo, NY, “Engaging the Personal in Student Research”
Mary Lou Hill, Medaille College, Buffalo, NY, “Students Imagining the ‘I’ Search in Academic Prose”
Crystal Bickford, Nichols College, Dudley, MA, “Writing Back: Addressing the Person and the Personal at a Business College”
Featured Session

Who Represents English Studies?
Whom Does English Studies Represent?
A Public Conversation

Grand Ballroom East, Third Floor

Where we work and what we teach often determines what our collegial identity is, and who our larger community is. Does the majority of your department belong to and participate in CCCC? MLA? CEE? CEA? NCTE? TYCA? NWP? RSA? WPA? Who speaks for you on public policy matters? Does it matter? This conversation between interlocking identities from a variety of English studies associations will question who we are and how we get represented in national conversations, in creating policy positions, and with our local communities.

Paul Bodmer is the Senior Program Officer for Higher Education at the National Council of Teachers of English in the Washington, DC office of NCTE. Akua Duku Anokye, Associate Professor and Director of First Year Composition at Arizona State University, West Campus, is the Chair of the Conference on College Composition and Communication. Eric Bateman, the Chair of the Two-Year College English Association, is on the English faculty at San Juan College, Farmington, New Mexico. David Bartholomae, Professor of English and Chair of the English Department at the University of Pittsburgh, is the Past President of
the Association of Departments of English. Gerald Graff, Professor of English at the University of Illinois, Chicago, serves as the First Vice President of the Modern Language Association. Ann R. Hawkins is the Immediate Past President of the College English Association and an Assistant Professor of Bibliography in the English Department at Texas Tech University. Suzanne Miller, Associate Professor of Learning and Instruction at SUNY Buffalo, is the Past Chair of the Conference on English Education. Shirley Rose is Professor of English at Purdue University and the President of the Council of Writing Program Administrators. Jack Selzer, Professor of English at The Pennsylvania State University, is the President-Elect of the Rhetoric Society of America. Richard Sterling is the Executive Director of the National Writing Project at the University of California, Berkeley, and is the chair of the Advisory Panel to the National Commission on Writing.
Friday, 12:30–1:45 p.m.

Theory

I.01 (Un)Covering Identities: Theorizing the Construction, Resistance, And Interplay Of Minority Identities In A Majority Academy And World
Nassau B, Second Floor
Chair: Harry Denny, St. John’s University, Staten Island, NY
Speakers: Harry Denny, St. John’s University, Staten Island, NY
Anna Rita Napoleone, University of Massachusetts, Amherst
Elizabeth Weaver, Stony Brook University, NY
Rochelle Isaac, Temple University, Philadelphia, PA
Courtney Frederick, Long Island University, Brooklyn, NY

Composition/Writing Programs

I.02 Negotiating Identities: A Good Deal for both Students and Institutions
Lincoln Suite, Fourth Floor
Chair: Ilene Miele, University of California, Santa Barbara
Speakers: Robert Krut, University of California, Santa Barbara, “Outreach Across Institutions: From the University to the High School and Back”
Ilene Miele, University of California, Santa Barbara, “Publishing First-Year Developmental Writers: Changing Minds, Changing Practice”
Craig Cotich, University of California, Santa Barbara, “Building Networks of Support: Academic and Social”

Theory

I.03 Genres as Invitations into Academic Identities
Rendezvous Trianon, Third Floor
Chair: Jane Danielewicz, University of North Carolina, Chapel Hill
Speakers: Jeanne Costello, Fullerton College, CA, “Academic Genres and Pre-College Identities in 2-year and 4-year College Students: Parallels and Divergences”
Irene Papoulis, Trinity College, Hartford, CT, “Academic Genres and Pre-College Identities in 2-year and 4-year College Students: Parallels and Divergences”
Sheridan Blau, University of California, Santa Barbara, “Writing as Participation: Academic Genres, Academic Identity, and the Production of Knowledge in Literature Classes”
Jane Danielewicz, University of North Carolina, Chapel Hill, “Life Writing Genres and Academic Writing”
Establishing Identity through an Independent Department of Writing and Rhetoric

**Chair:** Kathleen Shine Cain, Merrimack College, North Andover, MA  
**Speakers:** Deborah H. Burns, Merrimack College, North Andover, MA, “A Faculty Perspective: Disciplinarity, Expertise, and Authority”  
Michael J. Rossi, Merrimack College, North Andover, MA, “A Dean’s Perspective: Issues, Advantages, and Practicalities”  
Kathryn Nielsen-Dube, Merrimack College, North Andover, MA, “A Writing Center Perspective: Making Common Cause with a New Writing Department”

“Illegal” Crossings: Challenging the Academy’s Ambivalence Toward “Under Served” And Basic Writing Students

**Chair:** Billi Johnson, University of Cincinnati, OH  
**Speakers:** Billi Johnson, University of Cincinnati, OH  
Dianna Greivenkamp, University of Cincinnati, OH, “Inviting New Voices to the Conversation”  
Marilyn Palkovacs, University of Cincinnati, OH, “Fair Value: Academic Integrity, Teach It like It Matters”

The One, the Many, the None: Identity in Classical Antiquity, Modernity, and Postmodernity

**Chair:** Patricia Suzanne Sullivan, Northeastern University, Boston, MA  
**Speakers:** John Poulakos, University of Pittsburgh, PA, “Rhetoric and the Problem of Identity: A Classical Perspective”  
Nathan Crick, Lousiana State University, Baton Rouge, “Rhetorical Identities and Conscious Behaviors: Dewey on Character”  
Patricia Suzanne Sullivan, Northeastern University, Boston, MA, “Joining the Nameless Voice: Foucault and the Rhetorical Function of Commonplace Discourses in Student Writing”
Institutional and Professional

I.07 Beyond the Disciplinary Division: Preparing Pre-Service Teachers to Work with Second-Language Writers in the Composition Classroom

Murray Hill B, Second Floor

Chair: Matt Schneider, San Francisco State University, CA

Speakers: Matt Schneider, San Francisco State University, CA, “The Pre-Service Need and Demand for More Preparation in Working with Second Language Writers in the Mainstream”


Jo Anna Bashforth, California State University, Northridge, “A Potpourri of Ideas: Second-Language Consciousness Raising for New TAs”

Barbara Kroll, California State University, Northridge, “A Potpourri of Ideas: Second-Language Consciousness Raising for New TAs”

Information Technologies

I.08 When Student Experts Remix the Discipline: New Media in the Composition Classroom

Gramercy B, Second Floor

Chair: Sally Chandler, Kean University, Union, NJ

Speakers: Dennis G. Jerz, Seton Hill University, Greensburg, PA, “Negotiating Standards: Traditional Instructional Goals and Student Expertise in New Media”

Mike Rubino, Seton Hill University, Greensburg, PA, “‘Shut up or Agree’: Multiple-Authored Blogs and Collaboration in Academic Environments”

Matthew S. Harabin, Kean University, Union, NJ, “Buying in to eBay as a Way to Teach”

Amanda Cochran, Seton Hill University, Greensburg, PA, “‘Blog Desertion’ and Questions about Prestige, Privacy, and Personal Growth”

Nadia Lahens, Kean University, Union, NJ, “Fan Fiction: Redefining Literature”

Karissa J. Kilgore, Seton Hill University, Greensburg, PA, “Reading the Writing on ‘the Wall:' Social Blogs as Indicators of What and How Students Learn to Write”

Sally Chandler, Kean University, Union, NJ, “Youth Culture in the Classroom: If College Composition Becomes Play, Will It Still (be) Work?”

CCCC CONVENTION, NEW YORK 07
Friday, 12:30–1:45 p.m.

History

I.09 Plain Styles and Rhetorical Identity in Renaissance England: Lollards, Jesuits, and New Scientists
Petit Trianon, Third Floor

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

Speakers:
- Ryan Croft, The Pennsylvania State University, University Park, “Jesuits, Plain Style, and Resistance: The Catholic Response to Protestant Constructions of Rhetorical Identity”
- Ryan Stark, The Pennsylvania State University, University Park, “Francis Bacon’s Most Important Contribution to the Rhetorical Tradition”

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

Community, Civic & Public

I.10 Trans-National Rhetoric: Queering Heteronormative Stated Identities
Sutton North, Second Floor

Chair: Eileen E. Schell, Syracuse University, NY

Speakers:
- Mary Queen, American University of Kuwait, Salmiya, “Queer in Kuwait: Local Practices, Global Identities?”
- Jennifer Wingard, Syracuse University, NY, “Queer(ing) the Family: Challenging Inclusion”
- Susan M. Adams, Syracuse University, NY, “Queer(ing) Inquiry in the First Year Classroom”

Composition/Writing Programs

I.11 Re-Membering Rhetoric: University of Oregon’s New Program in Writing, Speaking, and Critical Reasoning
Mercury Ballroom, Third Floor

Chair: David Moutray, Kankakee Community College, IL

Speakers:
- John Gage, University of Oregon, Eugene, “Historical and Institutional Conditions Enabling the Reintegration of Writing, Speaking, and Critical Reasoning in the Curriculum”
- Anne Laskaya, University of Oregon, Eugene, “The Structure and Rationale for Oregon’s Certificate and Minor”
- James Crosswhite, University of Oregon, Eugene, “The Promise of Reason for Reconnecting Rhetoric, Writing, and Philosophy”
- David Frank, University of Oregon, Honors College, Eugene, “Reviving Public Speaking as Liberal Art”
Professional and Technical Writing

I.12 Writing a Scholarly Identity: Disciplinary Identities, Discursive Cultures, and Rhetorical Agency

Regent Parlor, Second Floor

Chair: Doreen Starke-Meyerrng, McGill University, Montreal, Quebec, Canada

Speakers: Larissa Yousoubova, McGill University, Montreal, Quebec, Canada, “Genre and Identity: Reflections on the Ph.D. Thesis by a New Scholar Turned Disciplinary Gatekeeper”

Anthony Paré, McGill University, Montreal, Quebec, Canada, “Shaping a Disciplinary Identity: Doctoral Rhetoric in Advising Sessions”

Miriam Horne, McGill University, Montreal, Quebec, Canada, “Inkshedding: Identity Construction in an Academic Community”

Doreen Starke-Meyerrng, McGill University, Montreal, Quebec, Canada, “Beyond ‘Words on Paper’: Rhetorical Agency in an Advanced Graduate Writing Course”

Practices of Teaching Writing

I.13 Constructing Identity in the Multicultural Classroom: Pedagogies and Practices for Negotiating the Personal and Academic Self

Concourse B, Concourse Level

Chair: Heidi Stevens, Northern Michigan University, Marquette

Speakers: Patrick Hamilton, South Texas College, McAllen, “Focusing on Identity: Personal Photography as a Tool in the Composition Classroom”


Research

I.14 Our Uses of Student Writing: Thinking Critically About Composition Scholarship

New York Suite, Fourth Floor

Chair: Mariolina Salvatori, University of Pittsburgh, PA

Speakers: Mariolina Salvatori, University of Pittsburgh, PA, “Charting the Way: Reassessing the Uses of Student Writing”

Jennifer Whatley, University of Pittsburgh, PA, “Composition’s Frankenstein Debate: Are Composition Students Organ Donors or Authors in Their Own Right?”

Richard Parent, University of Vermont, Burlington, “The Accidental Author: Does Our Worldwide Electronic Publication of Student Works Promote Our Scholarship at the Expense of Their Authorship?”
Friday, 12:30–1:45 p.m.

**Creative Writing**

**I.15 Pupils or Proteges: Shaping Identities in Composition and Creative Writing**

Morgan Suite, Second Floor

*Chair:* Anna Leahy, North Central College, Naperville, IL  
*Speakers:* Kate Schmitt, University of Houston, TX, “Error and the Creative Writing Workshop”  
Darin Ciccotelli, University of Houston, TX, “Erotic Attachment in Creative Writing and Composition”  
Holly Masturzo, University of Houston, TX, “Integral Education: Leadership and Learning Practice for ‘Writers’ and ‘Non-writers’ in the Classroom”  
Kathryn Paterson, University of Houston, TX, “Collaboration in the Writing Classroom”  
James Hall, Bethany College, WV, “Composing the Self in the Writing Classroom”  
Anna Leahy, North Central College, Naperville, IL, “Cognitive Science and Creative Writing”

**Composition/Writing Programs**

**I.16 Administrative Identities and Working Conditions**

Sutton Center, Second Floor

*Chair:* Ed Nagelhout, University of Nevada – Las Vegas  
*Speakers:* Nancy DeJoy, Michigan State University, East Lansing, “Working the Conditions of Placement”  
Trish Jenkins, University of Alaska, Anchorage, “Filling Empty Spaces: Hiring Contingent Faculty and Working Conditions”  
Ed Nagelhout, University of Nevada – Las Vegas, “Development as a Working Condition”  
Beth Hoger, Western Michigan University, Kalamazoo, “Working Conditions and Compromised Citizenship”

**Community, Civic & Public**

**I.17 Are We There Yet? Or: Telling Myths of Multiculturalism to South Florida’s “Black” Caribbean Communities**

Concourse C, Concourse Level

*Chair:* Jessica Murray, Florida Atlantic University, Boca Raton  
*Speakers:* Jessica Murray, Florida Atlantic University, Boca Raton, “Contextualizing FAU’s ‘Black’ Caribbean Populations”  
Anne Bosworth, Florida Atlantic University, Boca Raton, “Wet Feet, Dry Feet, Discreet: How Three Cultures Fare in an UN-FAIR Policy”  
Erica Cirillo-McCarthy, Florida Atlantic University, Boca Raton, “This Just Doesn’t Seem Safe: Teaching Tutoring, and the Myth of Multiculturalism”
**Practices of Teaching Writing**

**I.18 The New Media and the New Essay: Opportunities for Teaching Writing**

Sutton South, Second Floor

*Chair:* Matthew Parfitt, Boston University, MA  
*Speakers:* Matthew Parfitt, Boston University, MA, “The FaceBook Essay”  
Cara Crandall, Emerson College, Boston, MA, “(We)Blogs: Where We Make All the Difference”  
Hugh English, The City University of New York, Queens College, Flushing, “Essaying in Multiple Genres”  

**Practices of Teaching Writing**

**I.19 The Self-Identity of Basic Writers: Reading and Writing the Academy**

Murray Hill A, Second Floor

*Chair:* Ed Lotto, Lehigh University, Bethlehem, PA  
*Speakers:* Ed Lotto, Lehigh University, Bethlehem, PA, “Academic Prose and the Basic Writer: Liberation or Oppression”  
Brian Zaleski, Lehigh University, Bethlehem, PA, “High School Reading Motivation and the Basic Writer”  
J. Christian Tatu, Lehigh University, Bethlehem, PA, “‘I Just Want to Be a Nurse’: Career Tracks and the Self-Identity of a Basic Writer”

**Research**

**I.20 Rooted in Place, Rooted in Self: Students and Academics Making Sense of Positionality**

Clinton Suite, Second Floor

*Chair:* I. Moriah McCracken, Texas Christian University, Fort Worth  
*Speakers:* Jack Downs, Texas Christian University, Fort Worth, “‘Memory Believes before Knowing Remembers’: Narrative Theory and Place-Based Pedagogy”  
Cassandra Parente, Texas Christian University, Fort Worth, “What They Carry With Them: Composing Immigrant Identities Within the University”  
Stacia Neeley, Texas Wesleyan University, Fort Worth, “Rural Woman Hollering in an Urban Classroom: Using Feminist Critical Pedagogy as Pedagogical Invocation”  
I. Moriah McCracken, Texas Christian University, Fort Worth, “‘Where You At?’: How Place Constructs Identities and Shapes Arguments”  
D.B. Magee, Fullerton College, Long Beach, CA, “Identifying Place, Negotiating Difference”
Friday, 12:30–1:45 p.m.

**Theory**

**I.21 How Language Shapes Patients’ Identities**  
**Bryant Suite, Second Floor**  
*Chair:* Carlann Fox Scholl, Utica College, NY  
*Speakers:* Daphne Clements Ervin, Texas Tech University, Lubbock, “The Narrative Construction of the One or Many: How Language Shapes Patients’ Identities”  
Deborah Harris, University of Arizona, Tucson, “Construction of Illnesses and Patient Identity Through Spatial Arrangement of the Clinic”  
Jackie Rinaldi, Sacred Heart University, Fairfield, CT, “Reconstructing Identities after Medical Trauma: How Language Shapes Patients’ Identities”  
Lu Ellen Huntley, University of North Carolina, Wilmington, “Strategic Interlocution Site: The Medical Insurance Coder as Benevolent Insider”  
Carlann Fox Scholl, Utica College, NY, “Beyond the Biomedical Model: How Language Might Shape Patients’ Identities”

**Composition/Writing Programs**

**I.22 Constructing Program Identity at a Community College**  
**Concourse E, Concourse Level**  
*Chair:* Georgia Standish, CCSN, Henderson, NV  
Georgia Standish, CCSN, Henderson, NV, “Dealing with Established Teacher Identities”  

**Practices of Teaching Writing**

**I.23 Revealing our Identities: External Portfolio Assessment in the First-Year Writing Classroom**  
**Concourse A, Concourse Level**  
*Chair:* Marcy Bauman, Lansing Community College, MI  
*Speakers:* Diane Goff, Lansing Community College, MI, “Portfolio Assessment and Program Identity”  
Judy Allen, Lansing Community College, MI, “It’s Not Just Me Any More: Portfolio Assessment and Instructor Identity”  
Dedria A. Humphries, Lansing Community College, Lansing, MI
Friday, 12:30–1:45 p.m.

Institutional and Professional

I.24 Making the Grad:
Graduate Student Writing and Professionalization
Mercury Rotunda, Third Floor

Chair: Purna Banerjee, Texas Christian University, Fort Worth
Speakers: Angela Gonzalez, Texas Christian University, Fort Worth, “Teaching Writers, Shaping Writing: A Hi(story) of the Graduate Writing Center”
Brian Fehler, Tarleton State University, Stephenville, TX, “Making the Grad: The Master’s Thesis Proposal and Professional Identity”
Kathleen Mollick, Tarleton State University, Stephenville, TX, “Write Here, Write Now: Creating an Identity for the Graduate Student WPA”

Theory

I.25 Can the Subaltern Speak, Please?
Concourse D, Concourse Level

Chair: Kathryn Ortiz, University of Arizona, Tucson
Aretha Matt, University of Arizona, Tucson, “Re-presentation of the American Indian Situation: Identifying As Transnational”
Kathryn Ortiz, University of Arizona, Tucson, “A Chicana Feminist Resists and Reframes the Lady of the Americas: A Semiotic Analysis of the Lady of Guadalupe”

Practices of Teaching Writing

I.26 Negotiating Student Voice in First Year Composition:
Listening, Seeing, Speaking, and Writing.
Nassau A, Second Floor

Chair: Evelyn Audi, North Carolina State University, Raleigh
Speakers: Jennifer Cover, North Carolina State University, Raleigh, “Listening First: How First Year Students Enter the Academic Conversation”
Elizabeth Parham Dennis, North Carolina State University, Raleigh, “Visualizing Voice: Using Visuals in the First-Year Writing Classroom to Help Students Find Their Voice in Writing”
Evelyn Audi, North Carolina State University, Raleigh, “Impersonation as Representation: Caricature and Authorial Voice in Emerging College Writers”
Ashley J. Holmes, Elon University, NC, “Exploring Voices and Identities: Multigenre Research in First Year Writing”
Friday, 12:30–1:45 p.m.

Practices of Teaching Writing

I.27 Understanding the Transition to First-Year Composition through Research, Writing, and Crime Scenes
Midtown Suite, Fourth Floor
Chair: Leah Sneider, University of New Mexico, Albuquerque
Speakers: Sean O’Connell, Westfield State College, MA, “Where They’re Coming From and Where We Want Them to Go: Examining the Transition of Student Writers from High School to College”
Kathleen Jernquist, United States Coast Guard Academy, New London, CT, “First-Year Writing as Crucible for Emerging Identities: Engaging the Writer as Primary Text”
Jill Harbeck, University at Albany, NY, “The CSI Semester: An Investigative Approach to First-Year Composition”

Practices of Teaching Writing

I.28 Religious Identities and Personal Beliefs in Composition Class
Harlem Suite, Fourth Floor
Chair: Jeanne Rose, The Pennsylvania State University, Berks, Reading, PA
Speakers: Thomas Allbaugh, Azusa Pacific University, CA, “When the Identity is Religious: Faith Traditions as Sites for Rhetorical Invention in the Composition Classroom”
Ross Chodan, Texas Christian University, Fort Worth, “In God We Trust: Contending with Religion and Conformity in the Composition Classroom”
Carrie Finn, Hawkeye Community College, Waterloo, IA, “Writing Beyond Belief: NPR Meets the Midwestern Community College Composition Classroom”

History

I.29 Efficiency, Industry, and Mechanics in Writing at the Turn of the 20th Century
East Suite, Fourth Floor
Chair: Derek G. Ross, Texas Tech University, Lubbock
Speakers: Carol Siri Johnson, New Jersey Institute of Technology, Newark, “The Steel Bible: Reading Texts as Social History”
Janine Solberg, University of Illinois at Urbana-Champaign, “Writing ‘Mechanically’: Gendered Literacies in the Office and the Classroom, 1880-1930”
James Guignard, Mansfield University, PA, “The Measure of Measures: A Rhetorical Analysis of Joseph Rice’s Social Efficiency Theory of Education”
Institutional and Professional

I.30 Creating Ourselves as Readers, Students, and Teachers
Holland Suite, Fourth Floor
Chair: Raul Sanchez, University of Florida, Gainesville, FL
Speakers: Monique Dufour, Virginia Tech, Blacksburg, “Scholars as Readers”
Carol-Ann Farkas, Massachusetts College of Pharmacy and Health Sciences, Boston, “Composing, Being Composed: Constructing Student and Teacher Identity in the Composition Classroom”
Mary Buchinger Bodwell, Massachusetts College of Pharmacy and Health Sciences, “Composing, Being Composed: Constructing Student and Teacher Identity in the Composition Classroom”
Amanda Espinosa-Aguilar, Washington State University, Pullman, “Visible and Invisible Disabilities and the Writing Teacher”

Information Technologies

I.31 Rhetorical Agility and Online Identity
West Ballroom Foyer, Third Floor
Chair: Elizabeth Carroll, Appalachian State University, Boone, NC
Speakers: Sara Jameson, Oregon State University, Corvallis, “Who Are We/Who Are They? Self-Representation Online in Composition Class Blogs”
Michael Faris, Oregon State University, Corvallis, “Who Are We/Who Are They? Self-Representation Online in Composition Class Blogs”
Thomas Burkdall, Occidental College, Los Angeles, CA, “The Live Web and Screen Identities or Can Blogging and Podcasting Be Academic?”
Melanie Kill, University of Washington, Seattle, “Rhetorical Agility and Online Identity: Composing Selves on MySpace”

Language

I.32 The Power of the People’s Language and the Culture of Literacy
Grand Ballroom West, Third Floor
Chair: Peter Elbow, University of Massachusetts, Amherst
Speakers: Peter Elbow, University of Massachusetts, Amherst, “Literacy and the Struggle for The People’s Eloquence”
Arthur Palacas, University of Akron, OH, “Ebonic Literariness: Is it Literate to Incorporate Ebonics Features into Standard Practice?”
Maria Jose Botelho, OISE/University of Toronto, Ontario, Canada, “A Critical Reading of How Speakers #1 and #2 Treat Literacy Practices Possibilities and Dilemmas”
Friday, 12:30–1:45 p.m.

Research

I.33  The Call of Research: A Longitudinal View of Writing Development
Trianon Ballroom, Third Floor
Chair: Speakers: Nancy Sommers, Harvard University, Cambridge, MA

I.34  Searching for Identity, Speaking in Channels
Gramercy A, Second Floor
Chair: Kylene Beers, Yale University, New Haven, CT
Speakers: Kathleen Blake Yancey, Florida State University, Tallahassee
Todd Taylor, University of North Carolina, Chapel Hill

Practices of Teaching Writing

I.35  New Identities, New Approaches in WAC/WID
Madison Suite, Second Floor
Chair: Martha Townsend, University of Missouri, Columbia
Speakers: Amy Lannin, University of Missouri, Columbia, “Hit the Trail ~ Writing!”
Marcia Hansen, University of Missouri, Columbia, “Digital Technologies and WAC/WID”
Faith Kurtyka, University of Missouri, Columbia, ‘Go Home and Think of Something’: Personal Writing in Writing-Intensive Classes
Russell Greinke, Central Missouri State University, Warrensburg, “Who Am I to Teach English?: Anticipating, Understanding, and Addressing Resistance to WAC/WID Teaching”
Friday, 2:00–3:15 p.m.

J Sessions

2:00 p.m.–3:15 p.m.

Featured Session

False Identities and the Lost Honour of Rhetoric

Grand Ballroom East, Third Floor

Chair: Mark McBeth, John Jay College of Criminal Justice, New York, NY

Benedict XVI declares that Islam is evil; the Iranian President calls for the eradication of the Israel; the European Commission tries to circumvent popular referendums—all in the name of public virtue. At the level of international relations, where democratic ethos has to enter in a contest with nondemocratic ones, the allocation of virtue undergoes a strange process of distortion whereby virtue is denied to enemies, and, often, by implication, their very humanity. Rhetoric, as a discipline whose purpose is to weigh calculi of ends and means, is admirably placed to unravel such paradoxes of identities, and to explode falsifications of public virtue.

J. Philippe-Joseph Salazar is Distinguished Chair in Rhetoric and Humane Letters at the University of Cape Town, South Africa.

History

J.01 Embodied Evidence: Reconstructing Women Writers’ Identities from Archival Records

West Ballroom Foyer, Third Floor

Chair: Michele Pajer, Gonzaga University, Spokane, WA

Speakers: Sarah R. Robbins, Kennesaw State University, GA, “Mapping the Composition of an African Missionary’s Identity”

L. Jill Lamberton, University of Michigan, Ann Arbor, “‘Her gift of eloquent and racy speech”: Helen Gladstone as Orator, Orator’s Daughter, and Oratorical Critic, 1877-1897”

Anne Ruggles Gere, University of Michigan, Ann Arbor, “Ella Deloria’s Autoethnography and Mine: ‘It Shows Me What I Can Do’”
Institutional and Professional

J.02  How to Get Published in TETYC (or at least improve your chances)
Sutton Center, Second Floor
Chair: Sharon Mitchler, Centralia College, WA
Speakers: Jeff Sommers, Miami University – Middletown, Oxford, OH, “How do I submit, and what happens next?”
Sharon Mitchler, Centralia College, WA, “How do I submit to TETYC for the first time?”
Alexis Nelson, Spokane Falls Community College, WA, “What happens when a submission goes to a reader?”
Gregory Shafer, Mott Community College, Flint, MI, “How do I think long-term about publishing in TETYC?”

Professional and Technical Writing

J.03  Informed Consent in Medical Research Trials: Rhetorical Analyses of Physicians, Patients, and Donors
Beekman Parlor, Second Floor
Chair: Susan Popham, University of Memphis, TN
Speakers: Susan Popham, University of Memphis, TN, “Dialogic Intent and Monoglossic Voice in Informed Consent Forms”
T. Kenny Fountain, University of Minnesota, St. Paul, “The Consenting Dead: Rhetorical Ambivalence in Anatomical Bequests”

Institutional and Professional

J.04  Why Did We Do It? Reshaping Our Identities as University Administrators
Concourse A, Concourse Level
Chair: John Holland, University of Southern California, Los Angeles
Speakers: Charles Schuster, University of Wisconsin-Milwaukee, “Angst, Addiction, Allure: Choosing to be Associate Dean”
Cheryl Geisler, Rensselaer Polytechnic Institute, Troy, NY, “The Link between WAC and University Administration”
Jeanne Gunner, Chapman University, Orange, CA, “Mestiza Consciousness in Administration”
Sheryl Fontaine, California State University, Fullerton, “Taking a Model of Non-Hierarchical Administration Into the University”
Susan Hunter, Clayton State University, Atlanta, GA, “An Unexpected Curricular Path to Departmental Administration”
Theory

J.05 The Academy of Belief: Theoretical, Rhetorical, and Pedagogical Frameworks for Engaging Faith

Hudson Suite, Fourth Floor

Chair: Tanya Cochran, Union College, Lincoln, NE
Speakers: Jeffrey M. Ringer, University of New Hampshire, Durham, “Teaching is Believing: Augustine, Faith, and Critical Inquiry”
Tanya Cochran, Union College, Lincoln, NE

Institutional and Professional

J.06 Representing Unity: Organizing and Rhetoricizing Academic Labor Identities

Bryant Suite, Second Floor

Chair: Ingrid Emch, Columbus State Community College, OH
Speakers: Marian Lupo, Ohio State University, Columbus, “Alias-ing Identities: Siddhartha Solidarity is You, Siddhartha Solidarity is We”
Deborah Bertsch, Columbus State Community College, OH, “Unionizing Identities: Working as Union Rhetoricians”
Cathy Sayer, Wright State University, Dayton, OH, “Unifying Identities: Representing Non-Bargaining Unit Faculty on a Unionized Campus”
Lisa Schneider, Columbus State Community College, OH, “Covert-ing Identities: The Silent Union Negotiator”

Community, Civic & Public

J.07 Reconciling Representing Identity With Fostering Civic Literacy

Sutton South, Second Floor

Chair: Matthew Abraham, DePaul University, Chicago, IL
Speakers: Thomas Huckin, University of Utah, Salt Lake City, “Cultivating Civic Identity: International Comparisons”
Ira Shor, City University of New York, “Whose Society is This? Civic Literacy for Civic Identity in the Comp Class”
Marlia Banning, Kent State University, OH, “Foregrounding the Facts: Examining the Debates over the Environment”
Respondent: Donald Lazere, University of Tennessee, Knoxville
Friday, 2:00–3:15 p.m.

*Composition/Writing Programs*

**J.08  Shaping Institutional Identities: Collaborative Reflection for Learning, Teaching and Assessment**  
Harlem Suite, Fourth Floor  
*Chair:* Carmella Braniger, Millikin University, Decatur, IL  
*Participants:* Carmella Braniger, Millikin University, Decatur, IL  
Greer Williams, Millikin University, Decatur, IL  
Julie Fults, Millikin University, Decatur, IL

*Community, Civic & Public*

**J.09  Teaching Writing and Civic Life: The Emergence of the Split Identity**  
Midtown Suite, Fourth Floor  
*Chair:* Lynn Searfoss, Appalachian State University, Boone, NC  
*Speakers:* Beth Huber, Western Carolina University, Candler, NC, “National Interest: A History of Composition’s Response in Times of War”  
Mary Jean (MJ) Braun, University of West Florida, Pensacola, “Resisting the Rhetoric of Reality”

*Practices of Teaching Writing*

**J.10  “So What?”: The Impact of Formulaic Writing on First Year College Composition**  
Concourse D, Concourse Level  
*Chair:* Loretta Kane, West Chester University, PA  
*Speakers:* Loretta Kane, University of California, Berkeley  
Ron Rosenbaum, Albany High School, CA  
Yuet Sim Chiang, University of California, Berkeley

*History*

**J.11  “Disciplinary Identities and English Studies: Borderlines, Trespassers, and Frontier Marches”**  
Lincoln Suite, Fourth Floor  
*Chair:* Sara B. Chaney, Dartmouth  
*Speakers:* Sylvia Gale, University of Texas – Austin, “‘I class myself as a molder, also’: Disciplinary Identity at Tuskegee, 1902-1911”  
Anthony Matteo, University of Texas – Austin, “Rethinking the Two Cultures: Disciplinary Identities at the end of WWII”  
Brian Johnson, Southern Connecticut State University, New Haven, “The Future of an Immigrant Discipline”

Practices of Teaching Writing

J.12 Authenticity, Representation, and Public Selves
Holland Suite, Fourth Floor
Chair: Ellen McManus, Dominican University, River Forest, IL
Speakers: Lawrence Gorman, East-West University, Chicago, IL, “Authenticity and Representation in Literature”
Ellen McManus, Dominican University, River Forest, IL, “Representation, Genre, and the Self”
Maria Polski, East-West University, Chicago, IL, “Identity Formation and Public Selves”
April Sydnor, East-West University, Chicago, IL, “The Projection of the ‘I’ in the Personal Essay”

Theory

J.13 Hybridity and Liminality:
Institutional, Pedagogical, and Conceptual Possibilities
East Suite, Fourth Floor
Chair: Patricia Bizzell, College of the Holy Cross, Worcester, MA
Speakers: Jane Graham, University of Kansas, Lawrence, “The Feminine Religious Subject: Frances Willard’s Originary Hybrid”
Emily Donnelli, Park University, Parkville, MO, “A Pedagogy of Intentional Hybrid-Making for the Public Writing Classroom”
Frank Farmer, University of Kansas, Lawrence, “Not an Oxymoron: Rhetorical Utopias as Conceptual Hybrid”
Respondent: Michael Bernard-Donals, University of Wisconsin – Madison, “Nonsense: A Response”

Institutional and Professional

J.14 Locating Academic Identities:
Is Circumstance Destiny for Women?
Concourse C, Concourse Level
Chair: Sonja Lynch, Wartburg College, Waverly, IA
Speakers: Kathleen Hunter, College of St. Elizabeth, Morristown, NJ “Rereforming Identity: A Boomer Locates Herself in a Post-Process World”
Penelope Smith, Gannon University, Erie, PA, “Creating Scholarly Identities: A Quiltmaker Locates Rhetorical Space”
Diana Dreyer, Slippery Rock University, PA, “Negotiating Shifting Identities: A Homemaker Relocates to the Academy”
Friday, 2:00–3:15 p.m.

Institutional and Professional

J.15  Reliability and Writing Assessment Revisited
Concourse G, Concourse Level
Chair: Justin Everett, University of the Sciences in Philadelphia, PA
Speakers: Peggy O’Neill, Loyola College of Maryland, Baltimore, “The Role of Reliability in Direct Writing Assessment”
Brian Huot, Kent State University, OH, “Reframing the Problem for Writing Assessment”

History

J.16  1963: The Origin of Modern Composition, Part 1
Gramercy A, Second Floor
Chair: Geoffrey Sirc, University of Minnesota, MN
Speakers: Geoffrey Sirc, University of Minnesota, Minneapolis, “Writing Classroom as Warhol’s Factory”
Anne Frances Wysocki, Michigan Technological University, Houghton, “Inventing Humans: Computers, Metaphors, Writing, 1963”
Bonnie Kyburz, Utah Valley State College, Orem, “Totally, Tenderly, Tragically: Godard’s Contempt & Identity Crises in Film Culture”

Research

J.17  The Portraits of Composition Study–Focus Interview Design, Results, and Data Triangulation
Regent Parlor, Second Floor
Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: Michael Neal, Florida State University, Tallahassee, FL
Teddi Fishman, Clemson University, SC
Morgan Gresham, Clemson University, SC

Community, Civic & Public

J.18  Forging Community Identities through Service Learning: The Complicated National and International Conversations in an Era of Immigration, Gentrification, and Migration
Petit Trianon, Third Floor
Chair: Katie Mills, Occidental College, Los Angeles, CA
Speakers: Steve Zimmer, John Marshall High School
Risa Gorelick, Monmouth University, West Long Branch, NJ, “Eminent Domain, Gentrification, and Community Writing—Oh My: Service Learning’s Attempt to Enter the Conversation in Long Branch, NJ”
Jennifer Ellis, West Louisiana State University, Baton Rouge, “Unexpected Bonds: Fostering Community Outside and Inside the Classroom with First-Year Writers and an Inner City Baton Rouge Elementary School”
Linda Breslin, The American University in Cairo, Egypt, “Expanding National and Community Through Service Learning in Egypt”

Practices of Teaching Writing

J.19 Should Professor Procrustes Teach Comp? On Preserving Integrity, Identities, and Authenticity in the Age of Accountability
Mercury Ballroom, Third Floor
Chair: Phyllis Hastings, Saginaw Valley State University, University Center, MI
Speakers: Phyllis Hastings, Saginaw Valley State University, University Center, MI, “The Big Picture of Composition Instruction: What Students Must Learn as They Learn to Write”
Heather Speweik, Saginaw Valley State University, University Center, MI, “New Assignments and Assessments for a New Age of Student-Writers and Teacher-Readers”
Bethany Buchholz, Saginaw Valley State University, University Center, MI, “Feedback: What We Provide and How It Affects Students’ Revision, Motivation, and Transfer of Abilities”

Composition/Writing Programs

J.20 Selling Ourselves: What Writing Centers Should Know about Marketing
Concourse B, Concourse Level
Chair: Jackie Grutsch McKinney, Ball State University, Muncie, IN
Speakers: Ron Scheer, University of Southern California, Los Angeles, “Marketing the Writing Center: A Collaboration with Business Communication”
Jackie Grutsch McKinney, Ball State University, Muncie, IN, “Crafting a Writing Center Logo, Designing an Identity”
Peggy Johnson, St. Mary’s University, Winona, MN, “Branding by Number: Using the Enneagram to Market Writing Center Identity”
Brady Creel, Texas A&M University, College Station, “Writ Large: Campus Politics and Writing Center Identity”
Practices of Teaching Writing

J.21 “I Love the Eighties: How Pedagogical Conversations from the 1980’s Continue to Shape Our Professional Identities”
Grand Ballroom West, Third Floor
Chair: Kyle Jensen, Illinois State University, Normal
Speakers: Kyle Jensen, Illinois State University, Normal, “Is Teaching Still Possible in Kent’s Post-Process Pedagogy”
Bob Broad, Illinois State University, Normal, IL, “Getting Elbowed”
Ron Fortune, Illinois State University, Normal, IL, “New Wine in Old Bottles: The Role of Computers in Writing Instruction”

Practices of Teaching Writing

J.22 Visual Culture and Technical Communication: Case Studies in Identity Construction
Murray Hill B, Second Floor
Chair: Carra Hood, Stockton College, Pomona, NJ
Speakers: Karla Saari Kitalong, University of Central Florida, Orlando, “Gender Stereotypes in Stock Photographs of Human-Computer Interaction”
Brian Blackburne, University of Central Florida, Orlando
Tracy Bridgeford, University of Nebraska, Omaha, “Entering Communities of Practice: The Visual Construction of Identity in Job-Search Materials”

Practices of Teaching Writing

J.23 Representing Identities: Rhetorical Analysis as the Means of (re)Crafting Student Identities
Concourse E, Concourse Level
Chair: Chandra Lewis-Qualls, Abilene Christian University, TX
Speakers: Debbie Williams, Abilene Christian University, TX, “Windows to the Soul: Re-thinking Media Messages with Rhetorical Analysis”
Laura Carroll, Abilene Christian University, TX, “Speaking the Unspoken: Using the Rhetoric of Silence in Composition Classrooms”
Kyle Dickson, Abilene Christian University, TX, “Framing the Other: Satirical Analysis from Swift to Colbert”

Information Technologies

J.24 Assuming Digital Identities: Pedagogical and Theoretical Convergences with Writing Practices
Murray Hill A, Second Floor
Chair: Georgianna Miller, University of Arizona, Tucson
Lindsey Collins, University of Florida, Gainesville, “‘Tag, You’re It!’ Changing Technologies, Changed Identities”
Clay Arnold, University of Florida, Gainesville, “Composing the Fifth Estate: Heuristics and Distributed Hegemony”
Georgianna Miller, University of Arizona, Tucson, “Writing Centers and High School Outreach: Constructing Tutor Identities in an Asynchronous Online Environment”

Research

J.25  Grounded Theory in Practice
Mercury Rotunda, Third Floor
Chair: Jessica Shumake, York University, Toronto, Ontario, Canada
Aimee Mapes, University of Iowa, Iowa City, “Jocks (un)fit for University Study: Resistance in Freshman University Support Programs”
Lydia Petersson, Mary Baldwin College/University of Virginia, Staunton, “You Are What You Sense: The Phenomenology of Writing Identity”

Information Technologies

J.26  Studies of Blogging in Composition Classrooms
Morgan Suite, Second Floor
Chair: Hyoejin Yoon, West Chester University, PA
Speakers: Wendi Jewell, University of Oklahoma, Norman, “Transversing the Blogosphere: Bringing Journals into the 21st Century”
Annette Vee, University of Wisconsin – Madison, “A Critical Study on Blogs in First-Year Composition”
Pamela Gay, Binghamton University, S.U.N.Y., NY, “Joining the Conversation: Blogging as Collaborative Inquiry”

Composition/Writing Programs

J.27  The Evolution of Learning Communities
Gramercy B, Second Floor
Chair: Krystia Nora, Indiana University of Pennsylvania
Speakers: Paul Walker, Arizona State University, Tempe, “Composition and Cross-Disciplinary Identities: Faculty/Student Perceptions of Writing in First-Year Learning Communities”
Friday, 2:00–3:15 p.m.

**Creative Writing**

**J.28**  **Reaching Beyond Ourselves: Research and Performance in Creative Writing**  
Nassau B, Second Floor  
*Chair:* Fred Siegel, Drexel University, Philadelphia, PA  
*Speakers:* Carol Reeves, Butler University, Indianapolis, IN, “Creative Writing Students As Sociologists: The New Yorker Short Story Study”  
Mary Knatterud, University of Minnesota, Minneapolis, “Poetry Touching (on) Biomedical Communicators”  
Fred Siegel, Drexel University, Philadelphia, PA, “Writing and Performing Identities”

**Community, Civic & Public**

**J.29**  **Linking School and Community**  
Nassau A, Second Floor  
*Chair:* Ryan Stark, The Pennsylvania State University, University Park  
*Speakers:* Carmen Mercado, Hunter College of The City University of New York, “Losing Our-Selves and Finding Our-Selves in History: Building Curriculum Resources through Archival Research”  
Renee Love, Lander University, Greenwood, SC, “‘Dumb Hicks’: Using Shaughnessy to Deconstruct Stereotypes About Southern Students”  
Janis Massa, Lehman College, The City University of New York, Bronx, “Identity Formation and Writing Development”  
Kathy Ducommun, Conserve School, Land O’Lakes, WI, “Following the Megis Shell: Storytelling as Cultural History”

**Practices of Teaching Writing**

**J.30**  **Advancing the Multiliteracy of ESL/EFL Students**  
Sutton North, Second Floor  
*Chair:* Sarah Innerst, California Polytechnic University, Pomona  
*Speakers:* Keri Mayes, Middle Tennessee State University, Murfreesboro, “Negotiating Multiple Identities in the Borderlands: Facilitating ESL Students in Their Pursuit of Voice”  
Jiajia He, Indiana University of Pennsylvania, “Post-Process Theory in Chinese EFL Writing Classes”  
Izumi Watanabe-Kim, International Christian University, Tokyo, Japan, “The Identity and Practices of Non-native Writing Teachers in Japan”


 Practices of Teaching Writing

 J.31  “That’s Not Writing!”: Problems of Identity and Definition in Cross-Media and Cross-Disciplinary Teaching  
 New York Suite, Fourth Floor  
 Chair: Jimmie Killingsworth, Texas A&M University, College Station  
 Speakers: Jacqueline Palmer, Texas A&M University, College Station, “Perceptions of ‘Writing’ in Technical and Web-Writing Courses”  
 Sarah Spring, Texas A&M University, College Station, “Blogging Writer’s Block: Student Writers In and Out of the Computer Classroom”

 J.32  A Conversation with and for Graduate Students: Developing Professionally While in Grad School  
 Trianon Ballroom, Third Floor  
 Chair: Jack Selzer, The Pennsylvania State University, University Park  
 Speakers: Gail Hawisher, University of Illinois at Urbana-Champaign, “Maximizing Opportunities”  
 Marilyn Cooper, Michigan Technological University, Houghton, “Publishing as a Grad Student”  
 Andrea Lunsford, Stanford University, CA, “Choosing a Dissertation Topic”  
 Blake Scott, University of Central Florida, Orlando, “Getting Research Support”

 Practices of Teaching Writing

 J.33  Hold That Thought: Sustained Writing Projects and Identity Development  
 Gibson Suite, Second Floor  
 Chair: Phyllis Benay, Keene State College, NH  
 Speakers: Phyllis Benay, Keene State College, NH, “Thinking and Writing: How One Facilitates the Other”  
 Kirsti Sandy, Keene State College, NH, “Focusing Outside of Myself: Fear, Doubt, and Uncertainty in First-Year Writing”  
 Mark Long, Keene State College, NH, “Beyond First Thoughts, Common Knowledge, and General Conclusions: Learning to Think (by Writing) With a Poem”
Friday, 2:00–3:15 p.m.

Creative Writing

J.34 Representing Identities in Nonfiction
Clinton Suite, Second Floor

Chair: Linsey Cuti, Kankakee Community College, IL

Speakers:
- Colby Kullman, University of Mississippi, University, “The Place of the Author in the Multiple Narrative Strains of Mitch Albom’s Tuesdays with Morrie”
- Janis Patterson, Northeast Mississippi Community College, Booneville, “The Values of ‘Porch People’ from the Mississippi Delta: The Role of the Author in Clifton Taulbert’s Eight Habits of the Heart”
- Benjamin McClelland, University of Mississippi, University, “Authorial Presence and the Representation of Identity in Ralph Eubanks and Joan Didion”

Practices of Teaching Writing

J.35 Identity in Contemporary Community: Alternatives in Assessment, Cyberspace, and Rhetoric
Madison Suite, Second Floor

Chair: Cindy Lutenbacher, Morehouse College, Atlanta, GA

Speakers:
- Cindy Lutenbacher, Morehouse College, Atlanta
- Carole Raybourn, Morehouse College, Atlanta, GA
- Kokila Ravi, Atlanta Metropolitan College, GA
Friday, 3:30–4:45 p.m.

K Sessions

3:30 p.m.–4:45 p.m.

Theory

K.01 At the Intersections: Rhetoric and Cultural Studies as Situated Practice
Concourse A, Concourse Level

Chair: Lisa Ede, Oregon State University, Corvallis

Speakers:
- Susan Miller, University of Utah, Salt Lake City, “Culture as an Academic Rhetoric: Local Matters”
- Elaine Richardson, The Pennsylvania State University, University Park, “Identities on the Ground and All Around: African American Female Literacies and Rap Music Business”
- Jean Ferguson Carr, University of Pittsburgh, PA, “Cultural Studies and the Project of Writing”
- Anita Helle, Oregon State University, Corvallis, “Balancing and Bridging Differences—An Introduction to Literacy Studies Course”

Institutional and Professional

K.02 Endowments: How to Get, Keep, and Work Them
Petit Trianon, Third Floor

Chair: Linda Calendrillo, Valdosta State University, GA

Speakers:
- Lynn Z. Bloom, University of Connecticut, Storrs, “An Endowed Chair’s Job—Furniture Moving and Heavy Lifting”
- Art Young, Clemson University, SC, “Securing and Stewarding an Endowment”
- Martha Vicinus, University of Michigan, Ann Arbor, “Nurturing Donors”

Respondents:
- Kathleen Blake Yancey, Florida State University, Tallahassee, “The Difference Endowments Can Make”
- Joyce Kinkead, Utah State University, Logan
- Pam Childers, The McCallie School, Chattanooga, TN
Friday, 3:30–4:45 p.m.

**Theory**

**K.03 Representing Identity in Disciplinary Rhetorics**
Beekman Parlor, Second Floor

*Chair:* Andrea Lunsford, Stanford University, CA  
*Speakers:* M. Jimmie Killingsworth, Texas A&M University, College Station, “Representing Identity in the Rhetoric of the Professions”  
Jeanne Fahnestock, University of Maryland, College Park, “A Contested Enterprise: The Rhetoric of the Natural Sciences”  
Don Bialostosky, University of Pittsburgh, PA, “Representing and Reimagining the Rhetorical Critic in Literary Studies”  
*Respondent:* Carolyn Miller, North Carolina State University, Raleigh

**Information Technologies**

**K.04 Manifesting Self in the ESL Classroom:**
Innovation and Inquiry through Integrated Technologies  
Morgan Suite, Second Floor

*Chair:* Linda Best, Kean University, Union, NJ  
*Speakers:* Linda Best, Kean University, Union, NJ, “An Externally-Funded Technology Initiative for a Multi-Level ESL Program, Beginner through Composition and GE Requirements”  
Sharon Snyder, Kean University, Union, NJ, “Pedagogy and the Digital Classroom: From Design to Implementation”  
Ruth Griffith, Kean University, Union, NJ, “Voices from the ESL Classroom: Implications and Outcomes in the Digital Classroom”

**History**

**K.05 Ida B. Wells and Margaret Fuller as Embedded Reporters:**
Pragmatic Action for Peace  
Lincoln Suite, Fourth Floor

*Chair:* Lisa Shaver, University of Notre Dame, South Bend, IN  
*Speakers:* Kate Ronald, Miami University, Oxford, OH, “The World Ought to Get on a Little Faster: Fuller and Wells as Activist Journalists”  
Hephzibah Roskelly, University of North Carolina – Greensboro, “The Thinking American: Fuller and Wells as International Commentators”

**Institutional and Professional**

**K.06 Voicing Unheard Identities:**
Common Concerns in Speech Communication, Literature, Women’s Studies, and Rhetoric Classes  
Bryant Suite, Second Floor

*Chair:* Kathleen Hunzer, University of Wisconsin, River Falls  
*Speakers:* Jennifer Willis-Rivera, University of Wisconsin, River Falls,
Friday, 3:30–4:45 p.m.

“Speaking Ourselves: Communicating Issues of Race and Identity in a Multicultural Classroom”
Michelle Parkinson, University of Wisconsin, River Falls, “Sexual Identity in the Literature Classroom: Or, What Does This Sound Like to Her?”
Julie Daniels, Century College, White Bear Lake, MN, “‘Who Gets to Talk Here?’: Verbal Agency in a ‘Foundations in Women’s Studies Course’”
Kathleen Hunzer, University of Wisconsin, River Falls, “So What do Multicultural Essayists Talk About?: Exploring Multicultural and Multiethnic Voices Through the Essay Form”

Community, Civic & Public

K.07 The Lives that Live Here: Borderland Literacies of the Visual, Traditional, and Technological Types
Murray Hill A, Second Floor
Chair: Ben Rafoth, Indiana University of Pennsylvania
Speakers: John Scenters-Zapico, University of Texas, El Paso
Dura Lucia, University of Texas, El Paso

Theory

K.08 Found in the Funhouse: Writing, Agency, and the Representation of Academic Identities
Concourse D, Concourse Level
Chair: Patricia Belanoff, Stony Brook University, NY
Speakers: Karen Dovell, Stony Brook University, NY, “Identity, Textual Ownership, and Counterdiscourse in Academic Writing”
Cynthia Davidson, Stony Brook University, NY, “True Lies: Academic Writing, Plagiarism, and the Formation of ‘Literate’ Identities”
Wilbur Farley, Stony Brook University, NY, “Rescuing the ‘Kobayashi-Maru’: A Pop-Culture Reading of Plagiarism, Agency, and the Academy”

Composition/Writing Programs

K.09 Yours, Mine and Ours: Raising Self-Awareness about Uses of Source Material
Clinton Suite, Second Floor
Chair: Kalo Clarke, Northeastern University, Boston, MA
Speakers: Lynn Dornink, Northeastern University, Boston, MA, “Testing Student Attitudes against the Rules”
Gregory Zuch, Northeastern University, Boston, MA, “But the Simpsons Steal Stuff All the Time!”
Kalo Clarke, Northeastern University, Boston, MA, “Learnit Before You Turnitin”
Community, Civic & Public

K.10 Taking Place: Representing Claims to Contested Space
Nassau A, Second Floor
Chair: Jenny Edbauer, The Pennsylvania State University, University Park
Speakers: Annie Knepler, University of Illinois at Chicago, “Taking Place”
Candice Rai, University of Illinois at Chicago, “Place, Power, and the Public”
Sue Weinstein, Louisiana State University, Baton Rouge, “Teenagers Write Home”

Institutional and Professional

K.11 The Multiple Identities of Two-Year Colleges
Regent Parlor, Second Floor
Chair: Mark Reynolds, Jefferson Davis Community College, Brewton, AL
Speakers: Mark Reynolds, Jefferson Davis Community College, Brewton, AL
Alan Meyers, Truman College, Chicago, IL
Ellen Andrews Knodt, Penn State, Abington, “A New Frontier: Two-Year Colleges Delivering Four Year Degree Programs”
Nell Ann Pickett, Hinds Community College, Raymond, MS

Practices of Teaching Writing

K.12 Improv/ed Writing: Performance and the Play of Composition
Hudson Suite, Fourth Floor
Chair: Kevin DiPirro, Stanford University, CA
Speakers: Scott Herndon, Stanford University, CA, “Mandated Oral Space and the Play of Spoken Word”
John Peterson, Stanford University, CA, “Improv/ed Writing: Performed Revision and Re-invested Emotion”

Composition/Writing Programs

K.13 Exploring Identities: Developing an Integrative Composition Capstone
Midtown Suite, Fourth Floor
Chair: William Zipfel, University of Cincinnati, OH
Participants: Ronald Hundemer, University of Cincinnati, OH
Linda Mercer, University of Cincinnati, OH
Judith Sharp, University of Cincinnati, OH
Institutional and Professional

K.14 Like the Anthropologist on Mars: What Do the Everyday Artifacts of Composition Teaching Reveal about Us?
Concourse G, Concourse Level
Chair: Donna Qualley, Western Washington University, Bellingham
Speakers: Elizabeth Chiseri-Strater, University of North Carolina, Greensboro, “Like the Anthropologist on Mars: What Do the Everyday Artifacts of Composition Teaching Reveal about Us?”
Donna Qualley, Western Washington University, Bellingham
Bonnie Sunstein, University of Iowa, Iowa City, “Like the Anthropologist on Mars: What Do the Everyday Artifacts of Composition Teaching Reveal about Us?”
Sherrie Gradin, Ohio University, Athens, “Like the Anthropologist on Mars: What Do the Everyday Artifacts of Composition Teaching Reveal about Us?”
Carmen Werder, Western Washington University, Bellingham, “What do Artifacts of Teaching Writing Reveal about Our Disciplinary Thinking?”

Practices of Teaching Writing

K.15 Rhetorical Identities: (Re-)Identifying Identity
Concourse E, Concourse Level
Chair: Kate Mele, Roger Williams University, Bristol, RI
Speakers: Mel Topf, Roger Williams University, Bristol, RI
John Madritch, Roger Williams University, Bristol, RI
Glenna Andrade, Roger Williams University, Bristol, RI
Jennifer Campbell, Roger Williams University, Bristol, RI

Composition/Writing Programs

K.16 Learning Identities: The Writing Classroom as Site for Transformation and Self-Actualization
Concourse C, Concourse Level
Chair: Gregory Taggart, Brigham Young University, Provo, UT
Speakers: Lisa Lakes, Florida State University, Tallahassee, “Where is the Hyphenated Identity: The Influence of American Culture on Students’ Writing and Thinking?”
Emily Dowd, Florida State University, Tallahassee, “Where Is My Teacher?: A Case Study of Non-American Teachers in the First-Year Writing Classroom”
Friday, 3:30–4:45 p.m.

Theory

K.17 A Couple of White Chicks Sitting Around Talking: Race and Gender Awareness Narratives in Teaching, Writing, and Teaching Writing
Sutton Center, Second Floor
Chair: Marjorie Stewart, Indiana University of Pennsylvania, Indiana PA
Speakers: Kimberly Donovan, Southern New Hampshire University, Franklin, “Enacting Whiteness: Composition, Identity, and The Borg”
Janet Lucas, Peninsula College, Sequim, WA, “Empathy, Compassion, Confusion: A White Woman’s Attempt at Connecting with Black Experience”
Melody Wise, University of Arkansas, Community College at Batesville, “Rhetoric of Silence: Women Finding a Voice through College Composition”

History

K.18 Rewriting Revolution: Toward a Radical Literacies/Composition Studies for Puerto Rican, African American, and Caribbean Students
West Ballroom Foyer, Third Floor
Chair: Keith Gilyard, Pennsylvania State University, University Park
Speakers: John Rodriguez, Graduate Center, The City University of New York, “‘Spic Betta Have My Poem’: Slam Poetry and Poverty Pimping, Bronx Boricua Style”
Carmen Kynard, Rutgers University–Newark, NJ, “‘Before I’ll Be a Slave, I’ll Be Buried in My Grave’: African American Student Activism as the New Literacies of Higher Education”
Kevin A. Browne, The Pennsylvania State University, University Park, “‘Can’t Play Mas and Fraid Powder’: Black Power in Caribbean and American Classrooms”

Research

K.19 When Categories Fail Us: Disciplinary Identities, Cross-Disciplinary Research, and Personal Commitment
Mercury Rotunda, Third Floor
Chair: Deborah Brandt, University of Wisconsin–Madison
Speakers: Cydney Alexis, University of Wisconsin–Madison, “Composing in a Minor Key: What Monorails and Thrift Stores Have to Tell Us about the Field of Composition and Rhetoric”
Mary Fiorenza, University of Wisconsin–Madison, “Handsprings, Weight Gain, and a Walk around the Lake: Composing a Case Study of a Writing Life Embodied”
Matthew Capdevielle, University of Wisconsin–Madison, “Writing in the Disciplines: Negotiating the Ethics of Disciplinary Positioning”

Composition/Writing Programs

K.20 On Getting What You Asked For: Consequences and Compromises of Institutionalizing a Mainstreaming Pilot Project
Murray Hill B, Second Floor
Chair: Bruce Horner, University of Louisville, KY
Katie Malcolm, University of Wisconsin, Milwaukee, “(Re)presenting The ‘Studio’ Course”
Aimee Krall-Lanoue, University of Wisconsin, Milwaukee, “The Labels We Wear: How Re-imagining Basic Writers Re-imagines Ourselves”

Information Technologies

K.21 Staging Identities: Reshaping the Sites of Digital Writing
Gramercy B, Second Floor
Chair: Sarah Arroyo, California State University, Long Beach
Speakers: Byron Hawk, George Mason University, Fairfax, VA, “Ethos, Voice, Identity: Remixing Identities in Online Environments”
Sarah Arroyo, California State University, Long Beach, “The Medium is the Medium: Heuristics and Identities, On Display”
Geoffrey Carter, Purdue University, Lafayette, IN, “Citation Sites: Extending the Footnote Trails of Robert J. Connors”

K.22 The Last Frontier?: Faith, Pedagogy, and the Politics of Identity in the Composition Classroom
Gibson Suite, Second Floor
Chair: Allison Smith, Yeshiva University, New York, NY
Speakers: Jennifer Driscoll, Yeshiva University, New York, NY, “A Stranger Among Us: Crossing the Borderlands of Faith in the Composition Classroom”
Kim Orlijan, (formerly affiliated) University of Notre Dame, IN, “‘Cross’ Identities: An Atheist Instructor at a Catholic University”
Allison Smith, Yeshiva University, New York, NY, “Resisting the Normative: The Religious as Possibility in the Composition Classroom”


**Practices of Teaching Writing**

**K.23 Do Students REALLY Change Their Minds in Composition Courses?**

Sutton North, Second Floor

**Chair:** Marsha Lee Baker, Western Carolina University, Cullowhee, NC

**Speakers:** Patricia Roberts-Miller, University of Texas at Austin, “‘Why Should I Listen?’: Perspective Shifting and Epistemological Privilege”  
Marsha Lee Baker, Western Carolina University, Cullowhee, NC, “Listening as a Nonagonistic Rhetorical Art”  
Veronica House, University of Colorado at Boulder, “Classroom as Community, Community as Classroom: A Model for Service-Learning in Composition Courses”

**Practices of Teaching Writing**

**K.24 Multiple Responsibilities, Multiple Identities:  
I Teach College English . . . Sort Of**

New York Suite, Fourth Floor

**Chair:** Alan Ainsworth, Houston Community College, Central Houston, TX

**Speakers:** Lee Harrison, Houston Community College, Southwest Houston, TX, “Kinda Learned Peer, Sorta ‘Nagging’ Mentor; or, Who Am I When My Class Includes Both a Consul General and Fifteen High School Students?”  
Alan Ainsworth, Houston Community College, Central Houston, TX, “Teach College English . . . Sort Of”  
James Wright, Houston Community College, Southwest Houston, TX, “(Sorta) Framed: Encountering Working-Class Identities through Visual Rhetorics”  
Joe McDade, Houston Community College, Northeast Houston, TX, “I Teach College English . . . Sort Of: Channeling Students’ Understanding as the Walls Quite Literally Come Tumbling Down”

**Community, Civic & Public**

**K.25 Inventing the Public Sphere: Negotiating Identities, Ideologies, and Ethics in New Media Rhetorics**

Sutton South, Second Floor

**Chair:** Morris Young, Miami University, Oxford, OH

**Speakers:** Jolivette Mecenas, University of Hawai‘i, Manoa, Honolulu, “Blog Lounges and Letters to the Editor: Transforming Public Spaces of Asian American Discourse”  
Gina Szabady, University of Hawai‘i, Manoa, Honolulu, “Jon Stewart, Philosopher-Comedian: Redefining Rhetoric in the Public Sphere”  
Ryan Omizo, University of Hawai‘i, Manoa, Honolulu, “Posthumanism Versus the Technology of the Mundane”
History

K.26  Women’s Rhetorical Identities across History
East Suite, Fourth Floor

Chair: Jeremiah Thompson, Syracuse University, NY
Speakers: Ernest Enchelmayer, Arkansas Tech University, Russellville, “Who Are These Women Representing Rhetoric?”
Susanna Kelly Engbers, Kendall College of Art and Design, Grand Rapids, MI, “Reformer Elizabeth Cady Stanton’s Reforming of Identity”
Jeremiah Thompson, Syracuse University, NY, “Changing the Situation: The Subversive and Transformative Nature of Nineteenth-Century African American Women’s Rhetorical Use of Humor”

Research

K.27  Undergraduates as Researchers
Harlem Suite, Fourth Floor

Chair: Kitty Ellison, Howard University, Washington, D.C.
Speakers: Laurie Grobman, The Pennsylvania State University-Berks, Reading, “The Undergraduate Researcher in Writing Studies: Transforming Student and Faculty Identities”
Zhanna Yablokova, Borough of Manhattan Community College, The City University of New York, “Research that Matters: Undergraduate Research and Self-identity”
Kathleen Duguay, East Stroudsburg University, PA, “Teaching Research in First Year Composition: A Team Approach”

Creative Writing

K.28  Traveling through Time: Chronicling Our Own Lives and Others’
Mercury Ballroom, Third Floor

Chair: Susan Romano, University of New Mexico, Albuquerque, NM
Speakers: Twila Yates Papay, Rollins College, Winter Park, FL, “From the Souks of Marrakech: Reinterpreting the Globe in Sydney”
Stuart Barbier, Delta College, University Center, MI, “Marginalization without Representation: Academic Identity Formation and the Diary of a Gay, Catholic, Working Class Student and English Teacher”
Mary Kay Mulvaney, Elmhurst College, IL, “Examining Generational Identity through Memoir”
Friday, 3:30–4:45 p.m.

Professional and Technical Writing

K.29 Preparing Students to Communicate as Professionals through GrantWriting, Engineering Design, and ‘Reality-Based’ Approaches
Concourse B, Concourse Level
Chair: Charles Paine, University of New Mexico, Albuquerque
Speakers: Mary Morse, Rider University, Lawrenceville, NJ, “Building Community: Teaching Grant Writing to Undergraduates”
Alan Chong, University of Toronto, Ontario, Canada, “Helping Students Find a Professional Identity through Writing: Using the Limitations of Situated Learning to Our Advantage in an Engineering Context”
Jon Mann, DePaul University, Chicago, IL, “Approaches to Organizational Problem-Solving and Identity-Building in Business and Technical Writing Classrooms”

Practices of Teaching Writing

K.30 Teaching for Morality and Social Justice
Gramercy A, Second Floor
Chair: Phyllis Ryder, The George Washington University, Washington, D.C.
Speakers: Sandy Dolan, University of Akron, OH, “Public Persona, Private Prayer: Being/Teaching (a) Christian in a Secular University”
Sarah Boggs, University of California, Santa Barbara, “Student Writing in an Activist Community Classroom”

Theory

K.31 Situating Ethos: The Body, the Personal, and Invention
Nassau B, Second Floor
Chair: Victoria Levitt, The State University of New York at Potsdam
Speakers: Joseph Jeyaraj, Baylor University, Waco, TX, “Writing the Body: A Pedagogy of the Personal”
Barbara Schneider, University of Toledo, OH, “Embodied Ethos”
Kristen Welch, University of Arizona, Tucson, “Generative Ethos as Epistemic Rhetoric and the Instantiations of Identity for Three Pentecostal Holiness Women Preachers”

Practices of Teaching Writing

K.32 Hidden Outcomes and Identity: An Assessment Plan for Measuring Unplanned and Unpredictable Learning
Madison Suite, Second Floor
Chair: Andrea Stover, Belmont University, Nashville, TN
Speakers: Andrea Stover, Belmont University, Nashville, TN, “Historical and Theoretical Overview: An Assessment Plan for Measuring Unplanned and Unpredictable Learning”
Anne McGrail, Lane Community College, Eugene, OR, “Classroom Practice and Data: An Assessment Plan for Measuring Unplanned and Unpredictable Learning”
Cynthia Cox, Belmont University, Nashville, TN

Composition/Writing Programs

K.33 Representing Identities: Service-Learning to Re-present Identities in Two-Year Colleges
Holland Suite, Fourth Floor
Chair: Linda Houston, The Ohio State University, Wooster
Speakers: Linda Houston, The Ohio State University, Wooster, “Representing and Re-presenting Identities: Service-Learning in a Rural Community at a Two-Year College”
Sandie McGill Barnhouse, Rowan Cabarrus Community College, Salisbury, NC, “Opening the Classroom Door to Civic Responsibility: Re-presenting Identities”
Sherylle Smith, Rowan Cabarrus Community College, Salisbury, NC, “Opening the Classroom Door to Civic Responsibility: Re-presenting Identities”
CCCC AWARDS/RECOGNITION RECEPTION

Trianon Ballroom, Third Floor
5:00 p.m.–6:30 p.m.

Chair: Cheryl Glenn, The Pennsylvania State University, University Park

At this reception we announce the winners of the 2007 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in TETYC, and the Nell Ann Pickett Service Award. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

AWARDS PRESENTATIONS

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: Morris Young, Miami University of Ohio, Oxford
Tom Deans, University of Connecticut, Hartford
Cristina Kirklighter, Texas A&M University, Corpus Christi
Renee Moreno, California State University, Northridge
Margaret Tomlinson Rustick, California State University, East Bay, Hayward

Previous Award Winners:

2006 Morris Young, Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship
2004 Mary Soliday, The Politics of Remediation: Institutional and Student Needs in Higher Education
Friday, 5:00–6:30 p.m.

2003  Deborah Brandt, *Literacy in American Lives*
Eileen Schell and Patricia Lambert Stock, *Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*

2002  Paul Kameen, *Writing/Teaching: Essays toward a Rhetoric of Pedagogy*

2001  Kay Halasek, *A Pedagogy of Possibility: Bakhtinian Perspectives on Composition Studies*

2000  Susan Miller, *Assuming the Positions: Cultural Pedagogy and the Politics of Commonplace Writing*, and Barbara Couture, *Toward a Phenomenological Rhetoric: Writing, Profession, and Altruism*

1999  Marilyn Sternglass, *Time to Know Them: A Longitudinal Study of Writing and Learning at the College Level*

1998  James A. Berlin, *Rhetorics, Poetics, and Cultures: Refiguring College English Studies*


1996  Susan Peck MacDonald, *Professional Academic Writing in the Humanities and Social Sciences*


1994  Lester Faigley, *Fragments of Rationality: Postmodernity and the Subject of Composition*

1993  Richard Bullock, John Trimbur, and Charles Schuster, Editors, *The Politics of Writing Instruction: Postsecondary*


1991  Mike Rose, *Lives on the Boundary: The Struggles and Achievements of America’s Underprepared*

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**JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD**

In honor of James Berlin. This award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

**Berlin Outstanding Dissertation Award Committee:**

*Chair:* Christina Haas, Kent State University, OH  
Jeff Andelora, Mesa Community College, AZ  
Glynda Hull, University of California, Berkley  
Asao Inoue, Southern Illinois University, Edwardsville  
Susan McLeod, University of California, Santa Barbara
Previous Award Winners:


2005  Haivan Viet Hoang, “‘To Come Together and Create a Movement’: Solidarity Rhetoric in the Vietnamese American Coalition”

2004  Jessica Enoch, “Women’s Resistant Pedagogies in Turn-of-the-Century America; Lydia Maria Child, Zitkala Sa, Jovita Idar, Marta Pena, and Leonor Villegas de Magnon”


1999  Chris Gallagher, “Composing Inquiry: Rethinking Progressive Pedagogy and Literacy”

1998  Jeffrey N. Maxson, “A Multimedia and Multivocality in a Basic Writing Classroom”

1997  Ellen Cushman, “The Struggle and the Tools: Oral and Literate Strategies in an Inner City Community”


1994  Harriet Malinowitz, “Lesbian and Gay Reality and the Writing Class”

1993  Marguerite Helmers, “The Constitution of Students: Genre and Representation in the Composition Testimonial”

1992  Susan Brown Carlton, “Poetic, Rhetoric, and Disciplinary Discourse”

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, College Composition and Communication, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee:

Chair:  Joan Mullin, University of Texas, Austin
Min-Zhan Lu, University of Louisville, KY
Jaime Armin Mejia, Texas State, San Marcos
Michael Stancliff, The Arizona State University, Phoenix
Previous Award Winners:

2006  Jenn Fishman, Andrea Lunsford, Beth McGregor, and Mark Otuteye, “Performing Writing, Performing Literacy,” December 2005
2003  Bruce Horner and John Trimbur, “English Only and U.S. College Composition,” CCC, June 2002
2002  Kathryn Fitzgerald
2001  James E. Porter, Patricia Sullivan, Stuart Blythe, Jeffrey T. Grabill, and Libby Miles
2000  Jacqueline Jones Royster and Jean C. Williams
1999  Catherine Prendergast
1998  (tie) Arnetha Ball and Ted Lardner, Dennis A. Lynch, Diana George, and Marilyn M. Cooper
1997  Ellen Cushman
1996  Mary N. Muchiri, Nshindi G. Mulamba, Greg Myers, and Deoscorous B. Ndoloi
1995  Cheryl Glenn
1994  Peter Mortensen and Gesa E. Kirsch
1993  Nancy Sommers
1992  Glynda Hull, Mike Rose, Kay Losey Fraser, and Marisa Castellano
1991  Glynda Hull and Mike Rose
1990  Joseph Harris
1989  Christina Haas and Linda Flower
1988  Robert Brooke
1987  Linda Flower, John R. Hayes, Linda Carey, Karen Schriver, and James Stratman
1986  Peter Elbow
1985  Lisa Ede and Andrea Lunsford
1984  Stephen P. Witte
1983  Nancy Sommers
1982  Robert J. Connors
1981  David Bartholomae
1980  Lee Odell
1979  Mary P. Hiatt
1978  Richard Gebhardt
1977  Frank D’Angelo and Glenn Matott
1976  James Corder
1975  Richard Braddock
OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Outstanding Dissertation Award in Technical Communication Committee

Chair: Laura Gurak, University of Minnesota, St. Paul
David Alan Sapp, Fairfield University, CT
Patti Wojahn, New Mexico State University, Las Cruces
Anne Wysocki, Michigan Technological University, Houghton
Mark Zachry, Utah State University, Logan

Outstanding Dissertation in Technical Communication Award Winners

2006  Neil Lindemann
2005  Huatong Sun
2004  Donna Kain
2003  Brent Henze
2003  Sandra Sterling Reynolds, Honorable Mention
2002  David Dayton
2002  Dave Clark, Honorable Mention
2001  Kenneth Baake
2000  Clay I. Spinuzzi
1999  Katherine Durack
1999  Brenda Camp Orbell, Honorable Mention
1999  Graham Smart, Honorable Mention
WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

2006-2007 Writing Program Certificate of Excellence Committee

Chair: Cheryl Ball, Utah State University, Logan
Paul Kameen, University of Pittsburgh, PA
Dan Royer, Grand Valley State University, Allendale, MI
Pamela Takayoshi, Kent State University, OH
Chris Thaiss, University of California at Davis

Previous Certificate Winners

2005-2006
Duke University, University Writing Program
Eastern Michigan University, First-Year Writing Program
Marquette University, First-Year English Program

Winter 2005
Carleton College, Writing Program
The Ohio State University, First-Year Writing Program

Fall 2004
Central European University, Center for Academic Writing
Clemson University, The Advanced Writing Program
Michigan Technological University, Department of Humanities Writing Program
Michigan Technological University, Scientific and Technical Communication Program
Purdue University, Writing Lab
Rowan University, Department of Composition and Rhetoric
Saint Joseph College, Writing Portfolio Program
Salt Lake Community College, Community Writing Center
San Francisco State University, Technical and Professional Writing Program
University of Missouri, Campus Writing Program
University of Washington, Engineering Communication Program
In March 2003, the Conference on College Composition and Communication (CCCC), initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to four Tribal College Faculty Fellowships in the amount of $750 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as a teacher and what they teach at their tribal college, what their research interests are, and what they hope to gain from the experience of attending CCCC (how it could help in their teaching or research). A selection committee including American Indian Caucus members reviews applications for the Tribal College Faculty Fellowship. Fellowships are awarded based on overall quality of the application letter.

Tribal College Faculty Fellowship Committee

Chair: Malea Powell, Michigan State University, East Lansing
Resa Crane Bizzaro, East Carolina University, Greenville
Joyce Rain Anderson, Roger Williams University, Bristol, MA
David MacWilliams, Adams State College, Alamosa, CO
Barry Maid, Arizona State East, Mesa

Previous Award Winners

2006
Ron Carpenter, Turtle Mountain Community College
Brian Tosky, College of Menominee Nation

2005
Priscilla A. Fairbanks, Leech Lake Tribal College, Cass Lake, MN
Steven King, Sisseton-Wahpeton College, Agency Village, SD
Laurie Koepplin, Little Big Horn College, Crow Agency, MT
Patrick J. Shields, Lac Courte Oreilles Ojibwa Community College, Hayward, WI
BEST ARTICLE OF THE YEAR AWARD

The quarterly journal *Teaching English in the Two-Year College* selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

Jeff Sommers, Editor of *TETYC*, to present the award.

Best Article of the Year Award Committee:

*Chair:* Joanna Tardoni, Western Wyoming Community College-RocSprings
Elissa Caruth, Oxnard College, CA
Alexis Nelson, Spokane Falls Community College, WA

Previous Award Winners:

- 2006 Jeff Andelora
- 2005 Laurie Grobman
- 2004 Jay Simmons and Timothy McLaughlin
- 2003 Loretta Kasper
- 2002 Derek Soles
- 2001 Dana Elder
- 2000 Richard C. Raymond
- 1999 Kay Thurston
- 1998 Smokey Wilson
- 1997 Marilyn J. Valentino
- 1996 Thomas Speer
- 1995 William S. Robinson
- 1994 Julia Ferganchick-Neufang
- 1993 Betty Nelson
- 1992 Dana L. Fox
- 1991 Joseph F. Trimmer
- 1990 Judith Rae Davis
- 1989 Fred Stanley
- 1988 Nadine Pierce and Paul Hunter
- 1987 Richard Raymond
- 1986 Patricia Callaghan
- 1985 Sylvia A. Holladay
- 1984 Marcia H. Edwards
- 1983 Tim McCracken and W. Allen Ashby
- 1982 Michael Adelstein
Friday, 5:00–6:30 p.m.

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NELLS ANN PICKETT SERVICE AWARD

Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism.

Nell Ann Pickett Service Award Committee:

Chair: Georgia Newman, Milledgeville, GA
Howard Tinberg, Bristol Community College, Fall River, MA
Louise Bown, Salt Lake City Community College, UT

Previous Award Winners:

2006  Howard Tinberg, Bristol Community College, Fall River, MA
2005  Georgia Newman, Georgia College & State University, Milledgeville
2004  John Lovas, De Anza College, Cupertino, CA
2003  Frank Madden, The State University of New York, Westchester Community College, Valhalla, NY
2002  Ben Wiley, St. Petersburg College, Florida
2001  Lois Powers, Fullerton College, California
2000  Mark Reynolds, Jefferson Davis Community College, Brewton, Alabama
1999  Katherine Staples, Austin Community College, Texas
1998  Charles Annal, New Hampshire Technical Institute
1997  Paul Bodmer, Bismarck State College, North Dakota
1996  Elisabeth McPherson, Ridgefield, Washington
1995  Lynn Quitman Troyka, Queensboro CC, City University of New York
1994  Audrey Roth, Miami Dade Community College, Florida
1993  Nell Ann Pickett, Hinds Community College, Raymond, Mississippi
Friday, 6:30–7:30 p.m.

**SPECIAL INTEREST GROUPS**

6:30 P.M.–7:30 P.M.

**FSIG.01  Black Caucus Business Meeting**
New York Suite, Fourth Floor  
*Chair:* Geneva Smitherman, Michigan State University, East Lansing

**FSIG.02  Latino Caucus Business Meeting**
Lincoln Suite, Fourth Floor  
*Chair:* Cecilia Rodriguez Milanes, University of Central Florida, Orlando

**FSIG.03  Asian/Asian American Caucus Business Meeting**
Hudson Suite, Fourth Floor  
*Chair:* Haivan Hoang, University of Massachusetts, Amherst

**FSIG.04  American Indian Caucus Business Meeting**
Midtown Suite, Fourth Floor  
*Chairs:* Resa Crane Bizzaro, East Carolina University, Greenville, NC  
Joyce Rain Anderson, Roger Williams University, Bristol, RI  
Malea Powell, Michigan State University, East Lansing

**FSIG.05  TYCA TALKS (6–7 p.m.)**
Gramercy B, Second Floor  
*Chair:* Eric Bateman, San Juan College, Farmington, NM

**FSIG.06  Writing in Interdisciplinary Classrooms and Learning Communities**
Harlem Suite, Fourth Floor  
*Chair:* Rebecca Nowacek, Marquette University, Milwaukee, WI

**FSIG.07  High School/College Articulation**
Holland Suite, Fourth Floor  
*Chair:* Christel Taylor, University of Wisconsin – Waukesha
Friday, 6:30–7:30 p.m.

FSIG.08  Medical Rhetoricians SIG  
East Suite, Fourth Floor  
Chair: Barbara Heifferon, Clemson University, SC

FSIG.09  Special Interest Group Writing Studios  
Petit Trianon, Third Floor  
Chair: John Paul Tassoni, Miami University, Middletown

FSIG.10  Working-Class Culture and Pedagogy  
Sutton North, Second Floor  
Chairs: William H. Thelin, University of Akron, Akron OH  
Jennifer Beech, University of Tennessee at Chattanooga  
Ira Shor, The City University of New York, Graduate School, NY

FSIG.11  Meeting of the International Network of Writing-across-the-Curriculum Programs  
Concourse B, Concourse Level  
Chair: Chris Thaiss, University of California, Davis

FSIG.13  Association of Teachers of Advanced Composition—Business Meeting and Awards Ceremony  
Concourse E, Concourse Level  
Chair: Lynn Worsham, Illinois State University, Normal

FSIG.14  MFA SIG  
Concourse C, Concourse Level  
Chair: Kendra Matko, Michigan State University, East Lansing

FSIG.15  Teachers of Writing to the Deaf and Hard-of-Hearing  
Concourse D, Concourse Level  
Chairs: Jane Nickerson, Gallaudet University, Washington, D.C.  
Marcia Bordman, Gallaudet University, Washington, D.C

FSIG.16  Advocating for Part-time, Adjunct, and Contingent Faculty  
Bryant Suite, Second Floor  
Chair: Laurie Delaney, Kent State University, Stark Canton, OH
Friday, 6:30–7:30 p.m.

**FSIG.17** Independent Writing Units  
Madison Suite, Second Floor  
*Chair:* Barry Maid, Arizona State University, Mesa

**FSIG.18** Queer Caucus  
Clinton Suite, Second Floor  
*Chairs:* Samantha Blackmon, Purdue University, West Lafayette, IN  
Walt Turner, Bethany College, WV

**FSIG.19** International Writing Centers Association Special Interest Group: Writing Center Identities  
Gibson Suite, Second Floor  
*Chair:* Michele Eodice, University of Oklahoma, Norman

**FSIG.20** Rhetoric and Christian Tradition  
Nassau B, Second Floor  
*Chair:* Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

**FSIG.21** Open Source and Free Software Users Group  
Nassau A, Second Floor  
*Chair:* Bradley Dilger, Western Illinois University, Macomb, IL

**FSIG.22** Weblogs, Wikis, and Other Emerging Social Software Special Interest Group  
Morgan Suite, Second Floor  
*Chairs:* Dennis Jerz, Seton Hill University, Greensburg, PA  
Sharon Gerald, Jones County Junior College, Ellisville, MS

**FSIG.23** The Teaching and Mentoring of TAs and Instructors in Composition  
Sutton Center, Second Floor  
*Chair:* E. Shelley Reid, George Mason University, Fairfax, VA

**FSIG.24** Non-Western Rhetorical Traditions  
Concourse A, Concourse Level  
*Chair:* Maha Baddar, The University of Arizona, Tucson
Friday, 6:30–10:30 p.m.

FSIG.25  Creative Writing
Beekman Parlor, Second Floor
Chair: Stephanie Wade, Stony Brook University, NY

FSIG.26  Meet the Editor of CCC
Murray Hill B, Second Floor
Chair: Deborah Holdstein, Northern Illinois University, DeKalb

FSIG.27  In Memory of Michelle Kendrick
Murray Hill A, Second Floor
Chair: Mary Hocks, Georgia State University, Valdosta

FSIG.28  WPA SIG:
Presenting and Re-presenting Our WPA Identities: A Critique and a Manifesto
Regent Parlor, Second Floor
Chair: Debra Frank Dew, University of Colorado at Colorado Springs

FSIG.29  In Memory of Don Murray
Gramercy A, Second Floor
Chair: Thomas Newkirk, The University of New Hampshire

The Twentieth Annual Poetry Forum
Concourse G, Concourse Level
7:30 p.m.–10:30 p.m.
This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion.
SATURDAY

March 24

REGISTRATION, 8:00 a.m.–4:00 p.m.
Second Floor

Exhibits, 10:00 a.m.–2:00 p.m.
Exhibit Hall, Third Floor

A Conversation with and for Graduate Students:
“The Job Market”
12:30-1:45
Trianon Ballroom

Chair: Gail Hawisher, University of Illinois Urbana-Champaign IL
Speakers: Debbie Hawhee, University of Illinois, Urbana-Champaign IL
Heidi McKee, Miami University, Oxford, OH
Cynthia Selfe, The Ohio State University, Miami
Jack Selzer, Penn State University, University Park

TWO-YEAR COLLEGE SATURDAY PROGRAM
SPONSORED BY THE TWO-YEAR COLLEGE ENGLISH ASSOCIATION (TYCA)

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS
Grand Ballroom West, Third Floor
7:00 a.m.–8:00 a.m.
Admission is by advance registration only.
TYCA FAME AND SHAME AWARDS
The awards acknowledge the best and worst mentions of the two-year college appearing in any media during the previous year. The award calls attention to unfair practices as well as gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, programs, and faculty.

Winners are to be announced at the TYCA Breakfast.

Fame and Shame Award Committee:

Chair: Sterling Warner, Evergreen Valley College, San Jose, CA
   Barbara Cooper, Howard Community College, Columbia, MD
   Janet Henderson, Bergen Community College, NJ
   Don Holt, Lansing Community College, MI
   Mike Matthews, Tarrant County College Northwest Campus, Fort Worth, TX
   Bill Swanson, South Puget Sound Community College, Olympia, WA

Previous Award Winners:

Fame Winners
2006   Dr. Betty Young, President, Northwest State Community College, Archbold, OH
2005   Clint Eastwood, Million Dollar Baby
2004   Dr. Tahita Fulkerson, Fort Worth Star Telegram
2003   Tracey Wong Briggs, USA Today
2002   Willard Scott, NBC Today Show

Shame Winners
2006   No Award Presented
2005   Jay Leno, NBC’s Tonight Show
2004   Dr. Jim Lee, Fort Worth Star Telegram
2003   Heald College
2002   March 7, 2002, episode of ER
DIANA HACKER

TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

The awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals.

Winners are to be announced at the TYCA Breakfast.

Outstanding Programs Award Committee:

Chair:
Louise Bown, Salt Lake City Community College, UT
Elizabeth Butts, Delaware County Community College, PA
Sheldon Wrice, Community and Technical College, University of Akron, OH
Lois Power, Fullerton College, CA

Previous Award Winners:

2006  Category 1: Reaching Across Borders Award
Composing Community: Students Write Oral History
Ocean County School, Toms River, NJ
Honorable Mention
Identifying and Supporting College-Ready Writing Skills among High School Students
Minnesota State community and Technical College, Fergus Falls, MN

Category 2: Fostering Student Success Award
American Studies Honors Program
Lee College, Baytown, TX
Honorable Mention
Embracing the First-Year Experience
Howard Community College, Columbia, MD

Category 3: Enhancing Developmental Education Award
Academic Fitness
Anoka-Ramsey Community College, Cambridge, MA
Honorable Mention
Developmental English Program
Shoreline Community College, Seattle, WA

Category 4: Enhancing Literature and Cultural Arts
Frankenstein: Penetrating the Secrets of Nature
Community College of Rhode Island, Warwick, RI
Saturday, 8:00–9:15 a.m.

CONCURRENT SESSIONS PRESENTED BY TWO-YEAR COLLEGE FACULTY

L 12 Myths and Reality: The Relationship of Teaching Conditions and the Academic Identity of Two-Year College Teacher-Scholars

N 11 Preparing to Teach in a Two-Year College (TYCA STRAND)

O 20 Creating Space for Silence: Interdisciplinary Contemplations on Identity

TOWN HALL MEETING
Trianon Ballroom, Third Floor
8:00 a.m.–9:15 a.m.

Chair: Akua Duku Anoyke, The Arizona State University, Phoenix
Associate Chair: Cheryl Glenn, The Pennsylvania State University, University Park
Assistant Chair: Charles Bazerman, University of California, Santa Barbara
Past Chair: Judith “Jay” Wootten, Kent State University, Salem, OH
Secretary: Carol Rutz, Carleton College, Northfield, MN
CCC Editor: Deborah H. Holdstein, Northern Illinois University, DeKalb
CCCC Executive Secretary/Treasurer: Kent Williamson, NCTE, Urbana, IL
CCCC Parliamentarian: Erika Lindemann, University of North Carolina, Chapel Hill

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. Sturgis’s Standard Code of Parliamentary Procedure applies on all questions of
procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.

7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:

a. Three minutes will be allowed for each speaker each time.
b. No one may speak a second time on a subject until all who wish to speak have been heard.
c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.
d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

1. A call for resolutions will appear in the February issue of College Composition and Communication. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of
indicating the base of support for the resolution.

2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule give in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.
9:30 A.M.–10:45 A.M.

**L Sessions**

**Featured Session**

**Jewish? Lesbian? Poet? Professor?**

**A Poetry Reading**

Grand Ballroom East, Third Floor

*Chair:* Jonathan Alexander, University of Cincinnati, OH

Robin Becker’s six collections of poems include *Domain of Perfect Affection* (2006), *The Horse Fair* (2000), *All-American Girl* (1996), and *Giacometti’s Dog* (1990), all with the University of Pittsburgh Press. In 2001, the Frick Art & Historical Center (Pittsburgh) published *Venetian Blue*, a limited edition chapbook of her poems about graphic art. Professor of English at The Pennsylvania State University, Becker has received many fellowships and awards. She has served as judge for many national poetry competitions, and her column on poetry, “Field Notes,” appears regularly in *The Women’s Review of Books*, where she serves as Contributing and Poetry Editor. Becker will be signing books in The University of Pittsburgh Press Booth (#52) immediately following her reading.

**Practices of Teaching Writing**

L.01 **Uncovering Identity through Dynamic Criteria Mapping**

Trianon Ballroom, Third Floor

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

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

“Uncovering Campus Identities Through DCM”

Heidi Estrem, Boise State University, ID

Susan Harrington, Indiana University-Purdue University, Indianapolis, “In for the Long Haul: DCM and the Ongoing Representation of Values”

Scott Weeden, Indiana University-Purdue University, Indianapolis, “In for the Long Haul: DCM and the Ongoing Representation of Values”
Saturday, 9:30–10:45 a.m.

Theory

L.02 Writing Bodies: Discursive Constructions of Disability, Health, Profession, and Public
Harlem Suite, Fourth Floor
Chair: Kimberly Emmons, Case Western Reserve University, Cleveland, OH
Speakers: Chuck Anderson, University of Arkansas for Medical Sciences, Little Rock, “First, Do No Harm: The Narrative Construction of Professional Identity among Physicians”
Kimberly Emmons, Case Western Reserve University, Cleveland, OH, “Accommodating Depression: Public Health Rhetoric and the Construction of Mental Health”
Hannah Bellwoar, University of Illinois, Urbana-Champaign, “Identifying the Student Body through Health Texts”
Amy Vidali, University of Colorado at Denver

Institutional and Professional

L.03 “It’s all your fault”:
Who’s Really to Blame for the “Literacy Crises?”
Sutton South, Second Floor
Chair: Dennis Baron, University of Illinois, Urbana-Champaign
Speakers: Doug Hesse, University of Denver, CO, “The Nation Dreams of Teacher Proofing: Neglected Expertise and Needed Writing Research”
Dennis Baron, University of Illinois, Urbana-Champaign, “It’s all your fault: Who’s Really to Blame for the Literacy Crises?”
Respondents: Christine Farris, Indiana University Bloomington, “Inventing the University in High School”
Gerald Graff, University of Illinois at Chicago
Cathy Birkenstein-Graff, University of Illinois at Chicago

Creative Writing

L.04 Secret Identities Unmasked:
Composition Meets Creative Nonfiction Face to Face
Mercury Rotunda, Third Floor
Chairs: Michael Steinberg, Michigan State University, East Lansing
Mimi Schwartz, Richard Stockton College of New Jersey, Pomona
Speakers: Michael Steinberg, Michigan State University, East Lansing, “When Allies Merge: The Union of Composition and Creative Nonfiction”
Robert Root, Central Michigan University, Mt. Pleasant, “The Nonfiction Motive”
M. Elizabeth Sargent, University of Alberta, Edmonton, Canada, “Alternative Discourse: The Convergence of Composition and Creative Nonfiction”
John Boe, University of California at Davis, Berkeley, “Turning Composition into Creative Nonfiction”
Information Technologies

L.05 BCNU in OurSpace: Identity & Community in CMC
Gramercy B, Second Floor
Chair: Deborah Balzhiser Morton, Texas State University, San Marcos
Speakers: Sarah McNeely, Texas State University, San Marcos, “When Identities Cross Communities & Media: Trust, Roles, and Communication in Hybrid Spaces”
Evelyn Lauer, Texas State University, San Marcos
Deborah Balzhiser Morton, Texas State University, San Marcos, “When E-Space becomes Lost in Space: Efficacy, Agency, & Pedagogy in Professional Writing”

Theory

L.06 Food, Film, and Free Stuff: Collective Identity in the 21st Century
New York Suite, Fourth Floor
Chair: Stephen Schneider, The Pennsylvania State University, University Park
Elizabeth Mazzolini, Rochester Institute of Technology, NY, “IMAX and the Panoramic Crowd”
Antonio Ceraso, The Pennsylvania State University, University Park, “Identities”

Professional and Technical Writing

L.07 Communities of Practice Theory and Identity Construction in Science and Engineering Courses
Murray Hill B, Second Floor
Chair: Linda Driskill, Rice University, Houston, TX
Julie Watts, University of Wisconsin-Stout, Menomonie, “Identity Construction and Oral Presentation Mentoring in Vertically Integrated Teams”
Deborah Barrett, Rice University, Houston, TX, “Supporting Bioengineering Students’ Identity Development in Situated Practice and Simulated Complex Communities”
Composition/Writing Programs

L.08  WAC Student Identities: Disciplinary, Analytical-Empathetic, or Advocatory?
Sutton Center, Second Floor
Chair: Carol Severino, University of Iowa, Iowa City
Speakers: Carol Severino, University of Iowa, Iowa City, “Knowledge-personalizing Across the Curriculum: Student as Empathetic Analyzer”
Mary Trachsel, University of Iowa, Iowa City, “Knowledge-Personalizing Across the Curriculum: Student as Empathetic Analyzer”
Arturo Yanez, Arkansas Technical University, Russellville, “The Development of a Disciplinary Identity in a General Education History Class: Overlooked Complexities”
Xiao Wang, Broward Community College, Fort Lauderdale, FL, “Student as Steward: Cultivating an Advocatory Identity”

Information Technologies

L.09  Bodily Functions: Complicating Online Authorship and Constructions of Identity
Morgan Suite, Second Floor
Chair: Gwen Hart, Ohio University, Athens
Speakers: Megan L. Titus, Ohio University, Athens, “Authorship and Interface: Questioning the Human/Cyborg Divide”
Paul Shovlin, Ohio University, Athens, “WTFM: The Assimilating Ethos of the Wiki”
Nathan Shepley, Ohio University, Athens, “Seeing/Hearing the Self in Online Essays Forms”
Gwen Hart, Ohio University, Athens, “Smart Girrrl or Airrr Head?: Critiquing Online Spaces for Girls”

Theory

L.10  Rhetoric, Embodiment, and the Ethics of Identity
Concourse G, Concourse Level
Chair: Heather Bruce, University of Montana, Missoula
Speakers: Jacqueline Rhodes, California State University, San Bernardino, “The Techné of Sexuality: Spectacle, Rhetoric, Desire”
Kimberly Costino, California State University, San Bernardino, “Racialized Literacies and the Problem of Critical Pedagogy”
Monika Hogan, Pasadena City College, CA, “Multiculturalism, Ethical Contact, and Writing for Hospice; or, How I became the ‘Death Lady’”
Saturday, 9:30–10:45 a.m.

Institutional and Professional

L.11 The Future of the Scholarly Book in Composition, Rhetorical, and Literacy Studies
Mercury Ballroom, Third Floor

Chair: Gesa Kirsch, Bentley College, Waltham, MA
Speakers: Peter Mortensen, University of Illinois at Urbana-Champaign, “The Future of the Scholarly Book: An Overview”
John Duffy, University of Notre Dame, IN, “The Future of the Scholarly Book: An Author’s Perspective”
Respondent: Charles Schuster, University of Wisconsin-Milwaukee

Research

L.12 Myths and Reality: The Relationship of Teaching Conditions and the Academic Identity of Two-Year College Teacher-Scholars
Sutton North, Second Floor

Chair: Jody Millward, Santa Barbara City College, CA
Speakers: David Wong, Santa Barbara City College, CA, “Do Working Conditions Affect Program Development, Pedagogy, and Ultimately, the Identity of Two-Year College Faculty? What the Data Tell Us”
Lois Powers, Fullerton College, CA, “Two-Year College Teaching Conditions: The Myth, the Reality, the Hope and How to Close the Gap”

Composition/Writing Programs

L.13 Identifying, or Being Identified, as “At-Risk”: Ways Basic Writers and First-Graders Forge Academic Identities through a Service-Learning Partnership Course
Petit Trianon, Third Floor

Chair: Nancy Pine, The Ohio State University, Columbus
Speakers: Martha Sims, The Ohio State University, Columbus, “From At-Risk to Aware”
Stacey Blackstone, Medary Elementary School, Columbus, OH, “Reaching Them: Instilling Self-Confidence in At-Risk First-Graders”
Nancy Pine, The Ohio State University, Columbus, “Compromising: Students’ Making Connections between Service and Classroom Literacy Practices”
Saturday, 9:30–10:45 a.m.

**History**

**L.14 Lines in the Sand:**
**Ethos, Identity, and Argument in Defining and Crossing Social, Cultural, and Disciplinary Borders**
Gibson Suite, Second Floor

*Chair:* James Wynn, Carnegie Mellon, Pittsburgh, PA

*Speakers:*
- Wendy Hayden, University of Maryland, College Park, “‘Purity’ and Disease: The Role of Science in Nineteenth-Century Women’s Activism”
- Susan Wells, Temple University, Philadelphia, PA, “‘Science Has No Sex’ to ‘We Are Our Bodies’: Nineteenth Century Roots of Second Wave Feminist Medical Writing”
- Lisa Bernstein, University of Maryland, College Park, “Eternal/Maternal Return: Discourses of Mother as Nation”

**Institutional and Professional**

**L.15 The Impact of Open-Source E-Portfolios on Program Assessment, Collaboration, and Identity**
Gramercy A, Second Floor

*Chair:* George Jensen, University of Arkansas at Little Rock

*Speakers:*
- Karen Kuralt, University of Arkansas at Little Rock, “The Promise of Open Source Portfolios for Program Assessment”
- Daniel Spillers, University of Arkansas at Little Rock, “Hold”
- Aaron Baker, University of Arkansas at Little Rock

**Professional and Technical Writing**

**L.16 Representing Identity in Narratives of Risk**
East Suite, Fourth Floor

*Chair:* Bev Sauer, Johns Hopkins University, Baltimore, MD

*Speakers:*
- Arwen Mohun, University of Delaware, Newark, “Narrative Identity and the Construction of Risk in the Age of Early Automobility”
- Rebecca Burnett, Iowa State University, Ames, “Promiscuous Players and Careful Citizens: The Politics of Condom Instructions”

**Information Technologies**

**L.17 Gender, Heteronormativity, and Scripted (Re)Presentation on Facebook.Com**
Concourse A, Concourse Level

*Chair:* Pamela Takayoshi, Kent State University, OH
Speakers: Patrick Thomas, Kent State University, OH, “‘You’ve got a lot on your template: Understanding the Forces and Relations of Identity (Re)Presentation on Facebook.com”
Stacie Hanes, Kent State University, OH, “Boxed in: Representing Alternative Sexualities on the Social Internet”

Institutional and Professional

L.18 New Trend in Graduate-Level Programs: Courses in the Teaching of Basic Writing
Nassau A, Second Floor
Chair: Karen Uehling, Boise State University, ID
Speakers: Lori Rios, Texas A&M University, Kingsville, “Responding to an Accrediting Board Mandate: An Online Graduate Course in Teaching BW”
Lynn Troyka, City College of the City University of New York, “A Graduate Course in Teaching BW in a Language and Literacy Context”
Sugie Goen-Salter, San Francisco State College, CA, “A Graduate Course in Teaching BW: An Historical Overview of “Identities” Used to Represent BWs”

Community, Civic & Public

L.19 Internationalizing Audience and Topics: A Pilot Collaborative Project with Franciscans International: Making Research and Writing Real
Regent Parlor, Second Floor
Chair: Gail Corso, Neumann College, Aston, PA
Speakers: Amanda Veith, Neumann College, Aston, PA
Gail Corso, Neumann College, Aston, PA
Earl Yarington III, Cheyney University, West Chester, PA
Joseph Daniels

Community, Civic & Public

L.20 Using the Documentary Arts to Foster Identity: A Youth Magazine Reaches Out to Community
Nassau B, Second Floor
Chair: Roxanne Mountford, The University of Arizona, Tucson
Speakers: Katie Johnson, The University of Arizona, Tucson, AZ
Shawn Steinhart, University of Arizona, Tucson, AZ
Kristen Suagee-Beauduy, VOICES: Community Stories Past and Present, Inc., Tucson, AZ
Saturday, 9:30–10:45 a.m.

Practices of Teaching Writing

L.21  Feminism, Composition and Pedagogy  
Bryant Suite, Second Floor  
Chair: Michelle Smith, The Pennsylvania State University, University Park  
Kelly Myers, The University of Arizona, Tucson, “Re-presenting Emotion in Composition Curriculum and Teacher Identity”

Practices of Teaching Writing

L.22  Taboo Teaching:  
Race, Authority, and Evil in the College Classroom  
Madison Suite, Second Floor  
Chair: Christopher Weaver, William Paterson University, Wayne, NJ  
Speakers: Christopher Weaver, William Paterson University, Wayne, NJ, “Reconsidering ‘Evil’ in the Academy”  
Phoebe Jackson, William Paterson University, Wayne, NJ, “Reconsidering ‘Authority’ In The Classroom”  

Practices of Teaching Writing

L.23  Policing Plagiarism:  
Teaching Composition in an Electronic Age  
Hudson Suite, Fourth Floor  
Chair: Kelly Lowe, University of Wyoming, Laramie  
Speakers: Derek Soles, Drexel University, Philadelphia, PA, “The Case against the Plagiarism Police”  
Kurt Bouman, Madison Area Technical College, WI, “In Appropriate Identities: What Students Say about Plagiarism”  
Kelly Lowe, University of Wyoming, Laramie, “Teaching Researched Writing in the Age of Plagiarism and Fair Use”
Practices of Teaching Writing

L.24 Representation of Identity in First-Year Composition Syllabi
Concourse E, Concourse Level
Chair: Paul Puccio, Bloomfield College, NJ
Speakers: Chidsey Dickson, Lynchburg College, VA, “Course Packets, Field Trips, Service Learning, Linked Courses, and So On!: Ramifications of the ‘Eccentric’ First-Year Composition Course”
Pamela Martin, Allen University, Columbia, SC, “Course Syllabi as a Representation of Identity and a Means of Being Socialized into the Field of Rhetoric and Composition”

Composition/Writing Programs

L.25 Exploration of Self and Community in the Post-Katrina Classroom
Clinton Suite, Second Floor
Chair: Jamey Trotter, Metropolitan State University, Denver, CO
Speakers: Deborah Normand, Louisiana State University, Baton Rouge, “Translating Comp Theory into Public Action”
Lisa A. Costello, Louisiana State University, Baton Rouge, “Global Women, Local Knowledge: How Cross-cultural Reading and Writing Represent Diverse, Feminist Identities”
Celeste Del Russo, University of New Orleans, LA, “(Re)building Cultural, Community, and Academic Identity: Freshmen Composition after Katrina”

Language

L.26 Language Conflicts? African American Vernacular English, Standard English, and Students Rights to Their Own Texts
Lincoln Suite, Fourth Floor
Chair: Steven Lessner, Towson University, MD
Daryl Lynn Dance, The University of Kansas, Lawrence, “Rhetoric, Identity, and Speech: Examining the Rhetoric of ‘Students’ Rights to Their Own Language”
Steven Lessner, Towson University, MD, “Preserving Identity through Diverse Dialects: The Validity of Using AAVE in Composition Classrooms”
Saturday, 9:30–10:45 a.m.

Theory

L.27  The Challenges of Shared Public Identities
Midtown Suite, Fourth Floor
Chair: Steven Krause, Eastern Michigan University, Ypsilanti
Speakers: Elizabeth Weiser, The Ohio State University, Newark, “Rhetorical Communities: Who Do We Say We Are?”
Rita Hendin, The Arizona State University, Tempe, “Identity Struggles in the ‘Contact Zone’ of the Composition Classroom: The Politics of Language and Social Interaction”
Steven Krause, Eastern Michigan University, Ypsilanti, “Content Management Systems and Writing Program Administration: When Your Website is Not Something You Have, but Something You Are”

L.28  Critical Thinking on Literacy and Social Justice
Concourse B, Concourse Level
Chair: Karen Fitts, West Chester University, PA
Speakers: Hill Taylor, North Carolina Central University, Durham, “Pedagogy of the Monkeywrench: Using the Situationist International to detour Representation in Spaces of the Global”
Randall Spinks, DeVry University, North Brunswick, NJ, “Students Reading Films against Alfie Kohn’s Case against Competition”
Ojay Johnson, Johnson C. Smith University, Charlotte, NC, “Strengthening our Commitment to Democracy and Difference: Language, Literacy, and the Rhetoric of Black Liberation Theology”

History

L.29  Discriminatory Institutions and Resistant Identities
Concourse D, Concourse Level
Chair: Eric Glicker, Indiana University of Pennsylvania
Speakers: Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada, “Disabling Identities: The Metadisciplinary Space of Disability in Rhetoric and Composition Studies”
Sung Ohm, Ohio University, Athens, “‘Murder of the American Dream’: Revisiting the History of Racial Representations in College Composition and Communication”
Joyce Rain Anderson, Roger Williams University, Bristol, RI, “‘We are fighting the English Language’: Resistant Strategies of Indian Students at the Carlisle Indian Industrial School”
Saturday, 9:30–10:45 a.m.

History

L.30 Crises, Conflicts, and Literacy Ideologies
Holland Suite, Third Floor
Chair: Frances Shapiro-Skrobe, Ramapo College
Speakers: Anne Heintzman, University of Louisville, KY, “Sponsorship, Mandates and the Impact of Education”
Paige VanOs Dol, University of Missouri-Kansas City, “Idealism and Crisis: Debating Freshman Composition and Much More, 1929-1941”
Kevin Dvorak, Indiana University of Pennsylvania, “The Literacy Crisis as a Tool of Oppression/Connection”

Research

L.31 Development of Student Thought and Identity in Undergraduate Writing
Murray Hill A, Second Floor
Chair: Alanna M. Frost, University of Louisville, KY
Speakers: Michelle Neely, The University of Texas at Austin, “Students Thinking, Students Writing: An Investigation of Undergraduates’ Knowledge, Beliefs, and Rhetorical Writing Performance”
Maureen Giblin, University of Wisconsin-Stevens Point, “Identities in Conflict: Working Class Students in the Academy”
Elizabeth Morley, University of Illinois at Urbana-Champaign, “Lives under Construction: Representing Student Identities”
Anne Beaufort, University of Washington, Tacoma, “Reconceptualizing Writing Instruction in Higher Education: A Research-Based Proposal”

Information Technologies

L.32 Emerging Technologies in the Classroom: Online Comics, Digital Storytelling and iTunes University
West Ballroom Foyer, Third Floor
Chair: Alexander Reid, The State University of New York at Cortland
Speakers: Chandra Lewis-Qualls, Abilene Christian University, TX, “Identity Interface: Rhetorical Analysis, Graphic Design and Comics”
Ryan Trauman, University of Louisville, KY, “My Digital Me: The Digital Story as Emerging Genre”
Alexander Reid, SUNY, Cortland, “Public and Portable Pedagogy: iTunes University and New Media Materiality”
Composition/Writing Programs

L.33 The WPA Writing Center Role and Creating Tutor Identities
Rendezvous Trianon, Third Floor
Chair: Rita Karr, Brunswick Community College, NC
Speakers: Hope Parisi, Kingsborough Community College, Brooklyn, NY, “Theory Re-presenting Tutor Identities: The Role of the Academic Director”
Tim Taylor, St. Louis Community College at Meramec, MO, “Writing Program Administration at the Two-Year College—Ghosts in the Machine”
Rita Karr, Brunswick Community College, NC, “The Faces of Developmental English Classes at a Community College”

Composition/Writing Programs

L.34 Innovations and Improvements in WPA
Beekman Parlor, Second Floor
Chair: Alice Horning, Oakland University, Rochester, MI
Speakers: Joe Janangelo, Loyola University, Chicago, IL, “Mentoring Diversity to Revise WPA Identity”
Sibylle Gruber, Northern Arizona University, Flagstaff, “The Role of Women Writing Program Administrators: Feminist Theories and Practices”
Kathleen Ethel Welch, Stony Brook University, The State University of New York, “Computer Classrooms and Composition-Rhetoric Classes”
Alice Horning, Oakland University, Rochester, MI, “Re-identifying Basic Writers: A Successful Learning Community Approach”

Theory

L.35 Writing the Readerly Self, Reading the Writerly Self: Pedagogies of Inspiration and Identification
Concourse C, Concourse Level
Chair: Valerie Balester, Texas A&M University, College Station
Speakers: Lindsay Illich, Texas A&M University, College Station, “The Writer is a Raider, I mean, Reader”
Robert Wyckoff, Texas A&M University, College Station, “Poe, Burke, and the Rhetoric of Aesthetics”
Lowell White, Texas A&M University, College Station, “From the Self to the Page: Identity, Imagination, and the Democratization of Creativity”
Featured Session

Making a Difference through Mentoring

Grand Ballroom East, Third Floor

Chair: Akua Duku Anokye, Arizona State University, Phoenix

What are the many forms of mentoring? How can we mentor most effectively? What are the mutual benefits of investing time and intellectual energy in mentoring? In this session, Duane Roen will describe diverse forms of mentoring that can make a difference in the lives of undergraduate students, graduate students, junior faculty colleagues, and even senior colleagues. He will narrate several of his own experiences with mentoring, both as a mentee and a mentor. He will also share stories of others who have been involved in mentoring. Come prepared to participate in this session because Duane will invite members of the audience to share their stories about mentoring experiences.

Duane Roen is Professor of English at Arizona State University, where he serves as Head of Humanities and Arts on the Polytechnic campus.

Theory

M.01 Identity Inscription Ideology

Trianon Ballroom, Third Floor

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

Speakers: Raul Sanchez, University of Florida, Gainesville, “The Ideology of Identity and the Study of Writing”

Donna LeCourt, University of Massachusetts, Amherst, “From Identity to Inscription: Revitalizing the Civic Potential of the Web”

Malea Powell, Michigan State University, East Lansing, “From Inscription to Identity: Inscribing the Culture of the Discipline”

Saturday, 11:00 a.m.–12:15 p.m.
Saturday, 11:00 a.m.–12:15 p.m.

**Research**

**M.02 Interrogating Research Methodologies: Toward a New Paradigm of Writing Center Research**

Regent Parlor, Second Floor

*Chair:* Linda Bergmann, Purdue University, West Lafayette, IN

*Speakers:* Melissa Ianetta, University of Delaware, Newark, “Against Metaphor: Towards New Ways of Knowing the Writing Center”

Luke Niiler, University of Texas at Tyler, “‘This is Who We Are and What We Do’: What Quantitative Research Reveals about Writing Center Expertise”

Linda Bergmann, Purdue University, West Lafayette, IN, “Outcomes-Based Research: Rethinking the Identities of Peers and Experts”

**History**

**M.03 Fashioning Identity in 19th Century Women’s Rhetoric and Rhetorical Theory**

Petit Trianon, Third Floor

*Chair:* Catherine Hobbs, University of Oklahoma, Norman

*Speakers:* Susan Kates, University of Oklahoma, Norman, “The Visual Rhetoric of 19th Century Suffrage Banners”

Jane Donawerth, University of Maryland, College Park, “Tools Not Rules: Rhetorical Grammars by 19th Century Women”


**Theory**

**M.04 The Visual Rhetoric of Ethnic Identity**

Beekman Parlor, Second Floor

*Chair:* Milissa Riggs, University of Texas at Arlington


Hannah Riggs, Southern Methodist University, Dallas, TX, “The Changing Visual Rhetoric of Mexican-American Identity”

April Kinkead, University of Texas at Arlington, “Black Bodies: Canvases for Power, Oppression, and Struggle”

Ella van Wyk, The American University of Sharjah, UAE, “The Shifting Arab Identity in Dubai”
Institutional and Professional

M.05  "Marketing the Mind": Challenging the New Corporate Identity of the Professoriate

New York Suite, Fourth Floor

Chair: Joe Law, Wright State University, Dayton, OH
Speakers: Joe Law, Wright State University, Dayton, OH, “Marketing the Mind”: Challenging the New Corporate Identity of the Professoriate
Christina Murphy, Marshall University, Huntington, WV, “Frederick Taylor Meets the Academy: A Critique of Merit Evaluation Systems Based upon Worker Productivity”
Byron Stay, Mount St. Mary’s University, Emmitsburg, MD, “Marketing the Mind’: Challenging the New Corporate Identity of the Professoriate”

M.06  What’s Your Major? The New Major in Rhetoric and Writing Studies

Nassau B, Second Floor

Chair: Kate Mangelsdorf, University of Texas at El Paso
Speakers: Helen Foster, University of Texas at El Paso, “Creating a Program Philosophy”
Scott Lunsford, University of Texas at El Paso, “Thinking through Student Identities”
Isabel Baca, University of Texas at El Paso, “Developing a Coherent Curriculum”
Carlos Salinas, University of Texas at El Paso, “Choosing Classroom and Program Technologies”
Beth Brunk-Chavez, University of Texas at El Paso, “Planning for Comprehensive Assessment”

Theory

M.07  “Why It’s [Not] All About Me”: Email as (Mis)Leading Antecedent Genre

Gibson Suite, Second Floor

Chair: Scott Stevens, Western Washington University, Bellingham
Speakers: Angela Jones, Western Kentucky University, Bowling Green, “Misrepresenting Academic Identities: Email, its Antecedents, and its Descendents”
Catherine McDonald, Western Washington University, Bellingham, “The Desire of the Instant: Genred Identities in Email and Essays”
Nicole Brown, Western Washington University, Bellingham, WA, “Resisting the Reproductive Force of Email: Student-Interns Considering the Representational Practices of Genre”
Saturday, 11:00 a.m.–12:15 p.m.

Community, Civic & Public

M.08 Seizing Social Movements in the Public Turn
Mercury Ballroom, Third Floor

Chair: John Ackerman, Kent State University, OH
Diana George, Virginia Tech, Blacksburg, “‘We Wish to Plead Our Own Cause’: What Writing Does In- and Outside the Classroom”
David Coogan, Virginia Commonwealth University


Theory

M.09 Being Persons Together and Critical Understanding: Wayne C. Booth’s Ethics of Fiction and a Pedagogy of Assent
Hudson Suite, Fourth Floor

Chair: Ann Dobyns, University of Denver, CO
Speakers: David Gruber, University of Denver, CO, “Coduction in the Classroom: Teaching Literature as Ethical Argument”
Martin Riker, University of Denver, CO, “Teaching Other Traditions: the Menippean Satire and Contemporary Discourse”
Joseph Muszynski, University of Denver, CO, “Friendship and the Works We Study”

Respondent: Linda Bensel-Meyers, University of Denver, CO

Community, Civic & Public

M.10 Crafting Rhetorical Space: Public Discourse and the Forging of Complex Identities
Gramercy A, Second Floor

Chair: Virginia L. Purvis-Smith, The College of The Bahamas, Nassau
Speakers: Margaret J. Marshall, University of Miami, Coral Gables, FL, “Marginal Interruptions: Editors, Educators, and the ‘Race Problem’ in Post-Reconstruction America”
Frederick J. Antczak, Grand Valley State University, Allendale, MI, “Journeying Toward Peace: Cardinal Bernardin and the Space for American Catholic Dialogue”
Glenn Blalock, Baylor University, Waco, TX, “Identity with Integrity: CompPile, CompFAQs, and the Challenges of Defining Composition as a Discipline”


**Saturday, 11:00 a.m.–12:15 p.m.**

**History**

**M.11 Conspicuous Identities:**
*Disposition, Declamation, Imitation, and Arts of Character in Ancient Rhetorical Education*

Sutton North, Second Floor

*Chair:* Jeffrey Walker, University of Texas, Austin

*Speakers:* Debra Hawhee, University of Illinois at Urbana-Champaign,
“In the Eyes of Others: Conspicuous Emotion as Identity in Aristotle’s Rhetoric”

Jeffrey Walker, University of Texas, Austin, “Declamation as Civic Theater: Aelius Aristides’ ‘Sicilian’ Orations”

Janet Atwill, University of Tennessee, Knoxville, “Crafting Identities: The Role of Imitation in Greek Rhetorical Training”

**Composition/Writing Programs**

**M.12 Pedagogical Memory and the Transferability of Knowledge**

Concourse A, Concourse Level

*Chair:* Susan Jarratt, University of California, Irvine

*Speakers:* Shevaun Watson, University of South Carolina, Columbia, “Retrospective Writing Histories”

Susan Jarratt, University of California, Irvine, “Writers across the Curriculum: A Review of Research on the Transfer of Knowledge and Practice from First-Year Composition to Discipline-Based Writing”

Alexandra Sartor, University of California, Irvine, “Writers in Context: The Transferability of Writing Instruction”

Katherine Mack, University of California, Irvine, “Writers in Context: The Transferability of Writing Instruction”

**Information Technologies**

**M.13 High Hopes: New Media, New Identities for Writing Programs**

Sutton South, Second Floor

*Chair:* Jeff Grabill, Michigan State University, East Lansing

*Speakers:* Carrie Leverenz, Texas Christian University, Fort Worth, “Who Said an Ant Can’t—Build a New Media Writing Program?”

Jason King, Texas Christian University, Fort Worth, “Composing New Media Writing Teachers”

Brad Lucas, Texas Christian University, Fort Worth, “The Phronesis is Flat: Undergraduate Research, Organic Document Design, and Our ‘When’ of New Media Writing”
Saturday, 11:00 a.m.–12:15 p.m.

History

M.14  Nommo: Literacy, the Word, and Intersections with African American Political, Religious, and Spiritual Identity

Rendezvous Trianon, Third Floor

Chair: Annette Harris Powell, University of Louisville, KY

Speakers:
- Rhea Estelle Lathan, Michigan State University, East Lansing, “‘I’ve Got a Testimony’: Bearing Witness to a Historical Case of African American Curriculum and Instructional Methods: 1955–1962”
- Annette Harris Powell, University of Louisville, KY, “Fo God mek de wol, de Wod been dey”: Translating Power in the New Light of Day”
- Maria Bibbs, University of Wisconsin-Madison, “In the Spirit of Resistance: African American Education during the Revolutionary Era”

Institutional and Professional

M.15  Redefining Identity at the Community College

Sutton Center, Second Floor

Chair: James Werner, The State University of New York, Westchester Community College, Valhalla, NY

Speakers:
- James Werner, The State University of New York, Westchester Community College, Valhalla, NY, “Crossing the Student/Teacher Divide at the Community College”

M.16  Speaking/Writing/Acting and Moving OUT: The Body in Rhetorical Performance

Madison Suite, Second Floor

Chair: Jennifer DiGrazia, Westfield State College, MA

Speakers:
- Lauren Rosenberg, Eastern Connecticut State University, Willimantic, “Marked Bodies: Racial Collisions in the Basic Writing Classroom”
- Jennifer DiGrazia, Westfield State College, MA, “Bitterness and Cynicism: Destabilizing Identity with a Queer Text”
- Beth Ann Rothermel, Westfield State College, MA, “Deepening the Curve: Dance, Introspection, and Composition”
Saturday, 11:00 a.m.–12:15 p.m.

**Practices of Teaching Writing**

**M.17** Talking and Walking through Academic Differences: Explority Pedagogical Practices for Adult and Basic Writers
Bryant Suite, Second Floor

*Chair:* Marcia Muth, University of Colorado at Denver

*Speakers:* Marcia Muth, University of Colorado at Denver, “Academic Identities for Adult Students”
Mika Troutman, Wesley College, Dover, DE, “Re-presenting Basic Writing Thirty Years Later”
Mary Gormley, University of Rhode Island, Kingston, “Talking and Walking through Difference: Diversity Discourse, Collaboration, and Social Action”

**Practices of Teaching Writing**

**M.18** Pictures, Images, and Abu Ghraib: The Rhetoric of Visuals for Writing Practices and Instruction
Murray Hill B, Second Floor

*Chair:* John Barber, Washington State University, Vancouver

*Speakers:* Vanessa Everett, University of Missouri-Kansas City, “Refrigera-
tor Art: Using Pictures and Drawing to Expand the Writing Process in the Composition Classroom”
John Barber, Washington State University, Vancouver, “Juxtaposed Visual and Verbal Rhetoric: Teaching Composition and Communication with Graphic Novels”
William Wright, Mesa State College, Grand Junction, CO, “Kenneth Burke at Abu Ghraib”

**Practices of Teaching Writing**

**M.19** Contending with the Rhetoric of Gendered Discursive Representations
Clinton Suite, Second Floor

*Chair:* Ian Barnard, California State University, Northridge

*Speakers:* Leigh Jones, Hunter College, The City University of New York, “Complicating Gender Representations: Masculinity Theory in the Writing Classroom”
Irene Klosko, Holy Family University, Philadelphia, PA, “‘Song of Myself’: Walt Whitman’s Quest for Identity”
Kay Siebler, Buena Vista University, Storm Lake, IA, “The Great White Queer: Overcoming Stereotypical Identities in the Composition Classroom”
Saturday, 11:00 a.m.–12:15 p.m.

*Practices of Teaching Writing*

**M.20 Critical Appraisals of Race Identifications in Composition**
Murray Hill A, Second Floor  
*Chair:* Lowell Mick White, Texas A&M University, College Station  
*Speakers:* Trudi Witonsky, University of Wisconsin, Whitewater, “Antiracist Work and Whitefolks’ Voices”  
Michelle Johnson, University of North Carolina, Greensboro, “Facing Race Head-On: Racial Literacy in the Composition Classroom”  
Collin Craig, Michigan State University, East Lansing, “‘Can You Please Write Somewhere Else?’: Contextual/Historical Inscription of the Black Male Writing Instructor in the Teaching of First-Year Writing”

**Practices of Teaching Writing**

**M.21 Connecting to Students’ Personal Identities in Composition Classrooms: Autobiography, Cinema, and Street Novels**  
Concourse G, Concourse Level  
*Chair:* Jamie Thornton, Fort Worth, TX  
Chey Granroth, Lansing Community College, MI, “Can You See Me: an Annotated Demographic of Basic Writing Students”  

**Practices of Teaching Writing**

**M.22 Beyond the Narrative and Case Study: Representing Student Identities in the Composition Classroom**  
Concourse E, Concourse Level  
*Chair:* Clara Oropeza, Santa Barbara City College, CA  
*Speakers:* Amira Akl, University of Toledo, OH, “Finding Their Place: Case Study Research on Arabs and Arab Americans Engaged in U.S. Writing Courses”  
Clara Oropeza, Santa Barbara City College, CA, “Exploring Identity from Inside Out”
Language

M.23 Perpetuating Language Unity at the Risk of Division
East Suite, Fourth Floor
Chair: Robert Tinajero, University of Texas at El Paso
Robert Tinajero, University of Texas at El Paso, “Brown and Black in Hip-Hop: Tenuous Solidarity”
Amanda Brown, Syracuse University, NY, “Rhetorical Analysis Accesses the Identity Language Puts at Risk”

Theory

M.24 Alternative Approaches to Argument and Reasoning
Mercury Rotunda, Third Floor
Chair: Tracy Duckart, Humboldt State University, Arcata, CA
Speakers:
Deanya Lattimore, Syracuse University, NY, “Person-Centered Persuasion: Rogerian Techniques at the Discursive Level of Composition”
Aaron McKain, The Ohio State University, Columbus, “Shouting ‘Fire’ in the Writing Classroom: Rhetoric, Law, and Composition”

Research

M.25 Reading Identities Rhetorically
Concourse B, Concourse Level
Chair: H. Elizabeth Smith, Bronx Community College, NY
Speakers:
Carolyn Sterling-Deer, LaGuardia Community College/The City University of New York, “A Multidimensional Analysis of Dominican Female Identity Online”
Tom Friedrich, University of Minnesota, Minneapolis, “Male Student Writers as Speaking Grotesque Bodies: A Phenomenological Study of Male Student Writer Identity”
Marsha Olsen-Wiley, Kent State University, OH, “Representing Individual, Community, and Social Identity: The Prosthetic as Graphic Space / Text”
Elizabeth Giddens, Kennesaw State University, GA, “Representing the Identities of Others: John Murtha’s Ethos as Spokesperson for a Silenced Military and as Whistleblower of ‘Flawed Policy’”
Information Technologies

M.26 Emerging Technologies and Virtual Values: Understanding Teachers’ and Students’ Online Experiences
Harlem Suite, Fourth Floor
Chair: Madeleine Sorapure, University of California at Santa Barbara
Troy Hicks, Michigan State University, East Lansing, “From Pixels to Praxis: Examining Teachers’ Multiliteracies through Digital Portfolios”
Madeleine Sorapure, University of California at Santa Barbara, “It’s MySpace, But It’s Their Template: Representing Identities in Blogs and Social Networking Systems”

Information Technologies

Gramercy B, Second Floor
Chair: Scott G. Reed, University of Georgia, Athens
Speakers: Mirona Magearu, University of Maryland-College Park, “The Electronic Typography and the Renegotiation of the Alphabetic/Iconic Ratio as a Means of Message Delivery”
Melinda Turnley, DePaul University, Chicago, IL, “Refiguring the Interface Agent: An Exploration of Productive Tensions in New Media Composing”

Composition/Writing Programs

M.28 High Stakes Assessment of Faculty, Students, and Programs
Concourse C, Concourse Level
Chair: Elizabeth Feltner, Kent State University, OH
Speakers: Carl Whithaus, Old Dominion University, Norfolk, VA, “Typing Compared with Handwriting a High-stakes Writing Assessment: The Impacts of the Material Conditions on Students’ and Graders’ Perceptions of Writing”
Timothy Murphy, The University of Arizona, Tucson, “Identity of the First-Year Composition Instructor in the Age of Online Teaching Evaluation Results”
Edward Baldwin, Nevada State College, Henderson, “Creating an Assessment Program in a New Four-Year College”
Saturday, 11:00 a.m.–12:15 p.m.

**Composition/Writing Programs**

**M.29 Where the Bloody Hell Are We? Subverting and Resisting the Dominant Discourse through Hip-Hop, Oral Tradition, and Online Text**  
Holland Suite, Fourth Floor  
*Chair:* Erin Bradford, University of North Carolina at Charlotte  
*Speakers:*  
- Susan Thomas, University of Sydney, Australia, “Identifying Rhetoric and Composition, or Where the Bloody Hell Are We?”  
- George Pullman, Georgia State University, Atlanta, “Identifying Rhetoric and Composition, or Where the Bloody Hell Are We?”  
- Lisa Tomlinson, York University, Toronto, Ontario, Canada, “Using Folklore and Spoken Words to Teach Literacy: An African Canadian Experience”  

**Creative Writing**

**M.30 Making Connections: Memoir and Fictional Fathers**  
Midtown Suite, Fourth Floor  
*Chair:* Charles Cox, American University, Washington, D.C.  
*Speakers:*  
- Ellen Partridge, University of Rhode Island, Kingston, “There’s No Cyborg in This Classroom”  
- Susan Rashid Horn, University of Rhode Island, Kingston, “My Jaddu, My Babba, My Self”

**Professional and Technical Writing**

**M.31 Workplace Identity Construction through Email, Performance Appraisals, and Play**  
West Ballroom Foyer, Third Floor  
*Chair:* Rylish Moeller, Utah State University, Logan  
*Speakers:*  
- Anneliese Watt, Rose-Hulman Institute of Technology, Terre Haute, IN, “Electronic Emily Posts: Academic, Professional, and Journalistic Constructions of Email Etiquette”  
- Richard House, Rose-Hulman Institute of Technology, Terre Haute, IN, “Electronic Emily Posts: Academic, Professional, and Journalistic Constructions of Email Etiquette”  
- Jim Henry, University of Hawai’i at Manoa, Honolulu, “Anticipating Workplace Identity Construction”  
- Rylish Moeller, Utah State University, Logan, “Playing to Build Community within Distributed Teams: Lessons for Technical Communication”
Saturday, 11:00 a.m.–12:15 p.m.

**Community, Civic & Public**

**M.32 Service Learning Pedagogies**
Morgan Suite, Second Floor

**Chair:** Darsie Bowden, DePaul University, Chicago, IL

**Speakers:**
- Deborah Long, Kent State University, OH, “Us, You, and Them: Instilling Identity in Library Workers”
- Lucy Haagen, Duke University, Durham, NC, “I’m not Your Tutor, I’m Your Coach”
- Darsie Bowden, DePaul University, Chicago, IL, “Telling Stories Out of School: New Media Literacy Narratives”

**Composition/Writing Programs**

**M.33 Student Selves and Transformation in the Writing Classroom**
Concourse D, Concourse Level

**Chair:** Heather Herrera, New York University, NY

**Speakers:**
- Jon Leydens, Colorado School of Mines, Golden, “Writing that Matters and the Tipping Point for Tutors and Teachers in a 1.5 World”
- G. Chad Wolfe, Indian Hills Community College, Ottumwa, IA, “Reinvest In the Uninvested: Citizenship, Responsibility, and Finding Identity in the Developmental Writing Classroom”

**Information Technologies**

**M.34 New Directions at the Intersection of Rhetoric and Technology**
Nassau A, Second Floor

**Chair:** Sandra Eckard, University of Pennsylvania, East Stroudsburg

**Speakers:**
- Keith Gibson, Auburn University, AL, “Passing the Turing Test”
- Michelle Eble, East Carolina University, Greenville, NC, “Digital Delivery and Communication Technologies: Applying Rhetorical Theory to Online Teaching and Learning”
- Vicki Russell, Duke University, Durham, NC, “Using iPod Technology in the Composition Classroom”
- Thomas Henry, Grand Valley State University, Grand Rapids, MI, “Using Secondary Scientific Communication (SSC) to Teach Second Language Writing”
Featured Session

Re/Visions of a Field: Representing Disciplinary Identities in the Pages of *College Composition and Communication*

Grand Ballroom East, Third Floor

**Chair:** Shirley Wilson Logan, The University of Maryland, College Park

David Smit diagnoses Composition Studies as becoming increasingly specialized and fragmented; thus, its “crisis of purpose.” The speakers on this panel argue that it is to *CCC* we should turn for our vision of the discipline and the various practices within it (editorial decisions, historical-scholarly contexts, citation practices, the assembly of scholarly anthologies, reading lists and course syllabi, and so on). Despite the reifying force of abstractions such as “the field,” our disciplinary identity is not static, nor is our field fragmented; this session will articulate some of the ways that *College Composition and Communication*, among its other scholarly projects and goals, is answering Smit’s “crisis of purpose.”

Deborah H. Holdstein is Professor of English and Chair of the Department of English at Northern Illinois University and editor of *College Composition and Communication*. Collin Gifford Brooke, Assistant Professor of Writing at Syracuse University, is the Associate Editor responsible for the *CCC* Online Archive. Derek Mueller, third-year Ph.D. student in the Composition and Cultural Rhetoric program at Syracuse University, serves as editorial assistant for *CCC* Online Archive.
Saturday, 12:30–1:45 p.m.

**Theory**

**N.01 Transnational Identifications: Rhetorical and Pedagogical Practices**

Grand Ballroom West, Third Floor

*Chair:* Wendy Hesford, The Ohio State University, Columbus  
*Speakers:* Wendy Hesford, The Ohio State University, Columbus, “Vulnerable Agents: Human Rights through Children’s Eyes”  
Ivonne Garcia, The Ohio State University, Columbus, “Indigenizing the Transnational: Queen Lili‘uokalani’s Story”

*Respondent:* Eileen Schell, Syracuse University, NY

**Information Technologies**

**N.02 Composing in Cyberspace: Launching, Revising, and Maintaining Quality in the Online First-Year Writing Course**

Morgan Suite, Second Floor

*Chair:* Joann Yost, Bethel University & Ridgewater Community College, St. Paul/Hutchinson, MN  
*Speakers:* Joann Yost, Bethel University & Ridgewater Community College, St. Paul/Hutchinson, MN, “Composition Student Identities in Cyberspace: Launching a Hybrid”  
Jennifer Locke Whetham, Green River Community College, Auburn, WA, “Revising an Online Course to Increase Motivation: Creating a Community of Learners in the Online First-Year Writing Course”  
Louise Bown, Salt Lake Community College, UT, “Maintaining Quality in Composition Online”

**Theory**

**N.03 Performing Identity and the Pedagogy of the Spectator**

Concourse B, Concourse Level

*Chair:* Bianca Falbo, Lafayette College, Easton, PA  
*Speakers:* Linda Miller, Muhlenberg College, Allentown, PA, “Writing as Performance: The Pedagogy of the Spectator”  
Beth Seetch, Lafayette College, Easton, PA, “Writing as Performance: The Pedagogy of the Spectator”
Professional and Technical Writing

N.04 Representing Biology: Teaching Writing within Biological Sciences

West Ballroom Foyer, Third Floor

Chair: Laura Gurak, University of Minnesota, St. Paul

Speakers: Zoe Nyssa, University of Minnesota, St. Paul, “Profiling Viruses and Texts: Leveraging Science Lab Training to Facilitate Genre Knowledge”

John Dinolfo, Clemson University, SC, “Writing the Biological Journal Article: Strategies for Teaching Young Scientists”

Fawn Musick, Texas Tech University, Lubbock, “Taking the Gross out of Gross Anatomy: Student Writing and Technology in a Medical School Cadaver Lab”

Erin Wais, The University of Minnesota, St. Paul, “Cows, Horses, Pigs, and the Passive Voice: The Place of Writing in an Orientation to Animal Science Course”

Community, Civic & Public

N.05 Becoming an On-Line Citizen: Three Case Studies in Rhetorical Education and Civic Identity

Sutton South, Second Floor

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


Jessica Enoch, University of Pittsburgh, PA, “Rhetorical Education On-Line: Cultivating Civic Identities in Virtual Space”

Institutional and Professional

N.06 Administering Identities: Composition and Postsecondary Leadership

Petit Trianon, Third Floor

Chair: Amy Goodburn, University of Nebraska-Lincoln

Speakers: Deborah Minter, University of Nebraska-Lincoln, “Institutional Structures and Advocating Teaching Identities”

Joy Ritchie, University of Nebraska-Lincoln, “Chair Invoked, Chair Addressed: The Performance of Chair’s Identity”

Amy Goodburn, University of Nebraska-Lincoln, “Administering Pedagogy: Teaching Scholarship, Teaching Identities”

Barbara Couture, University of Nebraska-Lincoln, “Always Composing: From Academic Leadership to Writing Instruction and Back”
Saturday, 12:30–1:45 p.m.

Theory

N.07 Examining Theory in Practice: Compositionists’ Identities amidst Professionalization and Scholarship
Lincoln Suite, Fourth Floor

Chair: Kelly Kawar, Loyola Marymount University, Los Angeles, Ca
Speakers: Paul Yun, Loyola Marymount University, Los Angeles, CA, “Professionalization in Teaching”
Kawar Kelly, Loyola Marymount University, Los Angeles, CA, “Composition ‘Theory Wars’ and Crises of Identity: Working to Preserve the Academy”
Rebecca Cantor, Loyola Marymount University, Los Angeles, CA, “Forming an Identity as a Fledgling Composition Professor”

Practices of Teaching Writing

N.08 Visual Composition: A Changing Professional Identity
Mercury Ballroom, Third Floor

Chair: Lee Odell, Rensselaer Polytechnic Institute, Troy, NY
Speakers: Lee Odell, Rensselaer Polytechnic Institute, Troy, NY, “Rethinking Our Role as Teachers of Composition: Learning from Visual Models”
Andreas Karatsolis, Albany College of Pharmacy, NY, “Expanding the Territory of WAC: The Structure of Visual Argument”
Susan Katz, North Carolina State University, Raleigh, “Rethinking Our Role in Responding to and Evaluating Students’ Composition”

Information Technologies

N.09 Complicating Teachers’ and Writers’ Identities: Writing and Responding in Online Spaces
Gramercy B, Second Floor

Chair: Maureen McDonough-Kolb, New York University, NY
Speakers: Christian Pulver, University of Massachusetts, Boston, “Beyond the Corporate Interface: Framing an Online Identity for Writing Communities”
Jennifer Radtke, Long Island University, Brooklyn, NY, “Weblogs in Writing Classrooms and Beyond: Creating and Fostering a Dialogic Space for Writing Students”
Shoba Bandi-Rao, New York University, NY, “Redefining Roles: Sharing Writing and Response in an Online Space”

History

N.10 1963: The Origin of Modern Composition, Part 2
Rendezvous Trianon, Third Floor

Chair: Geoffrey Sirc, University of Minnesota, Minneapolis
Saturday, 12:30–1:45 p.m.

**Speakers:** Sidney Dobrin, University of Florida, Gainesville, “Seeing Stars: Space, Image, and Performance in Writing”
Tom Reynolds, University of Minnesota, Minneapolis, “Publishing and Composition in ’63”
John Charles Goshert, Utah Valley State College, Orem, “‘They read comic books—not D.H. Lawrence!’: The Lasting Significance of Rechy’s *City of Night*”

**Institutional and Professional**

**N.11 Preparing to Teach in a Two-Year College**
Gramercy A, Second Floor
Chair: Beth Wheeler, Northampton Community College, Tannersville, PA
Speakers: Camille Ziolek, Oakland Community College, Farmington Hills, MI, “Positioning Yourself for a Job in a Two-Year College”
David Lydic, Austin Community College, TX, “The Art of Interviewing”
Beth Wheeler, Northampton Community College, Tannersville, PA, “Transitioning from Adjunct to Full-time, Tenure Track: Preparing for What Lies Ahead”

**Community, Civic & Public**

**N.12 Rhetorical Communities: Cultural Analysis of Five Situated Communities**
Nassau A, Second Floor
Chair: Sipai Klein, New Mexico State University, Las Cruces
Speakers: Lydia Loskot, New Mexico State University, Las Cruces, “Rhetorical Communities: Cultural Analysis of Five Situated Communities”
Marohang Limbu, University of Texas at El Paso, “Rhetorical Communities: Cultural Analysis of Five Situated Communities”
Matthew McCool, New Mexico State University, Las Cruces, “Rhetorical Communities: Cultural Analysis of Five Situated Communities”

**Practices of Teaching Writing**

**N.13 Giving Way, Here and There**
Clinton Suite, Second Floor
Chair: Denice Martone, New York University, NY
Speakers: David Cregar, New York University, NY, “My Name is Kim”
Catherine Savini, Columbia University, New York, NY, “Metaphors in a Multi-Cultural Classroom”
Joel Elmore, New York University, NY, “No Direction Home”
Denice Martone, New York University, NY, “One Scary South Korean”
Saturday, 12:30–1:45 p.m.

Creative Writing

N.14 The Foreign Mirror: Writing about Reflections and Reflecting about Re-Presentation
Midtown Suite, Fourth Floor

Chair: Dianne Donnelly, University of South Florida, Tampa
Speakers: Deborah Bacon Noonan, University of South Florida, Tampa, “The Shattered Glass: Re-Creating Identities, Rewriting Histories through Creative Nonfiction”
Aurora Mackey, University of South Florida, Tampa, “I Hear Voices, But None of Them Are Yours”
Dianne Donnelly, University of South Florida, Tampa, “Mirror, Mirror, on the Wall: Representations and Reflections”

Theory

N.15 Kairotic Making and Un-Making of Identity
Harlem Suite, Fourth Floor

Chair: Heather Branstetter, University of North Carolina, Chapel Hill
Speakers: Heather Branstetter, University of North Carolina, Chapel Hill, “Making Room for Kairos: Epiphanies and the Writing Process”
Jeremy Tirrell, Purdue University, Lafayette, IN, “Eddies in the River: Kairos and Complexity”
Kelly Bezio, University of North Carolina, Chapel Hill, “Kairos and the Apocalyptic Rhetoric of Earth First!”

Composition/Writing Programs

N.16 The Authority of Appropriation: Representing Identities through Re-Presenting Text
Hudson Suite, Fourth Floor

Chair: Keith Peterson, Brigham Young University–Hawai’i, Laie
Speakers: Keith Peterson, Brigham Young University–Hawai’i, Laie, “Appropriating the Fiction of Fact and Fact of Fiction from British Travel Writings to De-Shackle and Re-Present Identity for the Colonized”
Sanoma Goodwill, Brigham Young University–Hawai’i, Laie, “Developing Professional Identity by Appropriating Professional Voice: A Case Study of Biology Senior Theses in Draft”
Tennyson O’Donnell, Mississippi State University, Starkville, “Re-Presenting Hawaiian Struggle and Catholic Service through Rereading Leopoldina’s Journals: A Case Study in the Complexity of Reading Identity in Colonial Representation”
Community, Civic & Public

N.17 Writing and Literacy for Social Action:
Highlander Learning Circles, Prison Writing Mentorships, 
and Community Building through Artists Now!
New York Suite, Fourth Floor

Chair: Mary P. Sheridan-Rabideau, Rutgers, The State University of New Jersey, New Brunswick
Speakers: Tracy Hamler Carrick, Colby College, Waterville, ME, “From Bootstraps to Bootleg: Brewing Up a Body Politic”
Tobi Jacobi, Colorado State University, Fort Collins, “Slipping Pages through Razor Wire: Writing Mentor Projects in Jail”
Mary P. Sheridan-Rabideau, Rutgers, The State University of New Jersey, New Brunswick, “‘Artists Now!’: Literacy, Community, and Social Action”

History

N.18 Locating Identities in Oral History:
Theory, Praxis, and Outcomes
Murray Hill B, Second Floor

Chair: Betty Youngkin, University of Dayton, OH
Speakers: Peter Vandenberg, DePaul Chicago, IL, “Remediating Identities of Narrative and Oral History”
Brooke Hessler, Oklahoma City University, OK, “Locating (Public) Memory in Oral History Research”
Alexis Poe Davis, East Carolina University, Greenville, NC, “Investigating Social (Trans)Formation of Cultural Identity”
Margaret S. Morris, Purdue University, West Lafayette, IN
Margaret Strain, University of Dayton, OH, “On the Importance of Silence in Oral Histories”

Practices of Teaching Writing

N.19 Genre and Cultural Action—Ethnography, Argument, and Journals
Bryant Suite, Second Floor

Chair: Deborah Pfuntner, Texas A&M University, College Station
Speakers: Meghan Bacino, Michigan State University, East Lansing, “Genre as Social Invention: How Students Become Ethnographers of Culture and More Active Writers through Explorations of Genre”
Pamela Rooks, Francis Marion University, Florence, SC, “‘I never even knew . . .’: Reading Rwanda through Student Journals”
Glenda Jones, University of Illinois-Chicago, “I Can Tell a Story, But Can I Write an Argument?”
Saturday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

**N.20 Writing is Risky Business: Inmate Writers and Community Dissent**  
Concourse D, Concourse Level  
*Chair:* Caleb Corkery, Millersville University of Pennsylvania  
*Speakers:* Laura Rogers, Albany College of Pharmacy, NY, “‘I Just Want Someone to Know I Was Here’: Incarcerated Writers and Re-presentations of Identity”  
Elizabeth Kirwin, University of North Carolina, Asheville, “Teaching Socrates to Prisoners”  
Fred White, Santa Clara University, CA, “Community Dissent; or, Teaching Writing as Risky Business”

**N.21 Responding to Student Writing: Teacher Identities and Student Reactions**  
East Suite, Fourth Floor  
*Speakers:* Z. Z. Lehmberg, Northern Michigan University, Marquette, “Role Concepts and their Influence on how We Respond to Student Texts”  
Anthony Edgington, University of Toledo, OH, “Teacher, Worker, Therapist . . . Scholar? Understanding the Responder Identity in College Composition”  
Henrietta N. Shirk, Montana Tech of the University of Montana, Butte, “Writing Teachers as Complaint Managers: Responding to Students’ Hostile Communications”

**N.22 Peers and Portfolios–Responding to Student Writing**  
Holland Suite, Fourth Floor  
*Chair:* Ronald Sudol, Oakland University, Rochester, MI  
*Speakers:* Heather Ann Johnson, Central Washington University, Ellensburg, “Productively Responding to Student Needs: A Portfolio Approach to Recurring Sessions or ‘Enrollment Programs’ in the Writing Center”  
Sondra Bailey, Central Washington University, Ellensburg, “Productively Responding to Student Needs: A Portfolio Approach to Recurring Sessions or ‘Enrollment Programs’ in the Writing Center”  
Susan DeRosa, Eastern Connecticut State University, Willimantic, “Challenging What We Know: The Promises and Problems of Peer Review in First-Year Writing Courses”  
Stephen Ferruci, Eastern Connecticut State University, Willimantic, “Challenging What We Know: The Promises and Problems of Peer Review in First-Year Writing Courses”
Composition/Writing Programs

N.23 Using Portfolios to Shape Students Identities in the Classroom and the University
Beekman Parlor, Second Floor

Chair: Valerie A. Vancza, University of Rhode Island, Kingston
Speakers: Judy Arzt, Saint Joseph College, West Hartford, CT, “Portfolios and Language Identity: Voices in the Storm”
Marcia Ribble, University of Cincinnati, OH, “Portfolio Reflection Paper Prompts as a Pedagogical Assessment Tool”
Valerie A. Vancza, University of Rhode Island, Kingston, “Our Values Evaluated: Growth, Effort, and Error in Writing Assessment”

Language

N.24 Constructing Interpretations of Who We Are: Deaf Interpreters, Workplace, and Homeless Literacies
Murray Hill A, Second Floor

Chair: Steven Fraiberg, University of Illinois at Urbana-Champaign
Speakers: Carolyn Ostrander, Syracuse University, NY, “Interpreted Identities: d/Deafness, Literacy, Identity in the Classroom”
Melissa Juchniewicz, Northern Essex Community College, Haverhill, MA, “First Safety Rule: Never Use the Crosswalk: Literacy Identity and the Invisible Homeless”
Steven Fraiberg, University of Illinois at Urbana-Champaign, “Language, Identity, and Workplace Practices: A Sociocultural Study of an Israeli Hi-Tech Company”

History

N.25 Cultures and Emergences Rhetorics Over Four Millennia
Nassau B, Second Floor

Chair: Brad Thomas, Texas A&M University, College Station
Speakers: Leonora Smith, Michigan State University, East Lansing, MI, “Enheduanna: Poetics and Pedagogy”
Shane Borrowman, University of Nevada, Reno, “Medieval Rhetoric and the Muslim World: Ibn Rushd and the Reintroduction of Aristotle into the West”
Dana Harrington, East Carolina University, Greenville, “Hybrid Identities: Colonist Education and the Prospects for Agency”
Brad Thomas, Texas A&M University, College Station, “Dissent from Didacticism: Eighteenth-Century Precursors to Critical Pedagogy”
Saturday, 12:30–1:45 p.m.

Research

N.26  **Identities and Interactions of Second Language Writers**
Concourse E, Concourse Level
*Chair:* Salas Spencer, University of Georgia, Athens
*Speakers:* Lavinia Hirsu, Iowa State University, Ames, “Identity Projections in Peer Review Interactions”
Mike Mutschelknaus, Rochester Community and Technical College, MN, “Somali Refugee Writers at Community College”
Salas Spencer, University of Georgia, Athens, “Writing against time in the New Latino South”

Research

N.27  **Researching Knowledge and Perceptions of Online Writing**
Concourse C, Concourse Level
*Chair:* John Scarry, Ridgewood, NJ
*Speakers:* Sara Szeglowski, Texas Tech University, Lubbock, “Web Design and Children’s Learning”
Jen Almjeld, Bowling Green State University, OH, “Reconceptualizing the Subject: Ethics, Subjects, and the Possibility of Constructing and Interpreting Identity through Online Discourse”
Sergey Rybas, Bowling Green State University, OH, “Reconceptualizing the Subject: Ethics, Subjects, and the Possibility of Constructing and Interpreting Identity through Online Discourse”

Information Technologies

N.28  **Research on Online Discourse: Constructing Professional Identity and Negotiating Collaborative Projects**
Concourse A, Concourse Level
*Chair:* Sam Robinson, University of Connecticut, Waterbury
*Speakers:* Val Czerny, Florida Atlantic University, Boca Raton, “R.O.F.L., or Re-envisioning Our Fractured Literacy”
William Ritke Jones, Western New Mexico University, Silver City, “A Tale of Friends and Enemies: The Effect of Cyberspace on Social Cohesion in Online Collaborative Writing Groups”
Lisa Davidson McGrady, Purdue University, West Lafayette, IN, “Technological Identities in a Construction Zone: Technological Literacy in Collaborative Teams”
Institutional and Professional

N.29 Assessment: Meeting the Mark of Continual Improvement
Gibson Suite, Second Floor
Chair: Marianne Pita, Bronx Community College, The City University of New York
Speakers: Bradley Dilger, Western Illinois University, Macomb, IL, “The Identity of Accountability”
Patrick Corbett, University of Louisville, KY, “Accreditation, Assessment Shock, and the First-Year Composition Classroom: The Reemergence of Business Management into Higher Education”
Anne Herrington, University of Massachusetts, Amherst, “Standardized Assessment, General Education, and Identity”
Theresa Flynn, Pepperdine University, Malibu, CA, “Reflections on College Writing: An Examination of the Value of a Junior Writing Portfolio Initiative at Pepperdine University”

Composition/Writing Programs

N.30 Usable Literacies: Rhetoric and Composition, (dis)Ability Studies, and Course (re)Design
Concourse G, Concourse Level
Chair: Helen O’Grady, The University of Rhode Island, Kingston
Speakers: Sanford Tweedie, Rowan University, Glassboro, NJ, “‘What exactly is this major?: Creating a Writing Department’s Identity through an Introductory Course to the Major”
Matthew Bunce, St. Edward’s University, Austin, TX, “Affirming Our Identities to Mobilize Our Futures: How Learning (dis)Abled Students Can (re)Strategize Their Composition Practices”
Randall McClure, Minnesota State University, Mankato, “Redesigning English 101: The Principles of NCAT and the Relationship between First-Year Composition and Information Literacy”

Practices of Teaching Writing

N.33 Blackness, Whiteness, Language, and Identity Construction
Regent Parlor, Second Floor
Chair: Kermit Campbell, Colgate University, Hamilton, NY
Speakers: Amy Zenger, American University of Beirut, “How Do Theories of White Identity Help Us Rewrite Composition History?”
Sheila Carter-Tod, Virginia Tech, Blacksburg, “The Language of Racial Literacy: An Examination of the Narratives around a Bantu Resettlement Program and the Possible Implications for Composition”
Kermit Campbell, Colgate University, Hamilton, NY, “When Whiteness Goes Hip-Hop: Who Do We Be?”
Saturday, 12:30–1:45 p.m.

N.34  A Conversation with and for Graduate Students:
The Job Market
Trianon Ballroom, Third Floor

Chair: Gail Hawisher, University of Illinois Urbana-Champaign IL
Speakers: Debbie Hawhee, University of Illinois, Urbana-Champaign IL,
  “Preparing for Your Search
Heidi McKee, Miami University, Oxford, OH, “The Interview”
Cynthia Selfe, The Ohio State University, Miami, “The Campus Visit I”
Doug Hesse, Denver University, CO, “The Job Offer”
Jack Selzer, Penn State University, University Park, “The Campus Visit II”
O Sessions

2:00 P.M.–3:15 P.M.

Featured Session


Grand Ballroom East, Second Floor

Chair: Jay Wooten, Kent State University, Salem, OH

When Sondra Perl first traveled to Austria in 1996, she did not know that her invitation to teach would become a life-altering event: She overcame a lifetime of schooling in hatred for those who perpetrated the Holocaust and engaged in dialogue with Austrian teachers, including Margret Fessler, who embraced Sondra’s questions about our responsibility to the past. Together they will tell stories of what it meant to them to engage in hard talk, to confront their own sadness and shame, and to break the conspiracy of silence so common in Austrian homes and schools. They will narrate tales of their teaching lives and offer an inspiring story of what is possible when teachers (rather than offering answers) live inside questions.

Sondra Perl is a Professor of English at the City University of New York Graduate Center. Margret Fessler teaches at the University of Innsbruck and at Albert Pichler Bundesrealgymnasium.
Saturday, 2:00–3:15 p.m.

Community, Civic & Public

O.01 The Odyssey Project: Teaching Humanities in the Community
Sutton Center, Second Floor

Chair: Debra Hawhee, University of Illinois at Urbana-Champaign
Speakers: John Marsh, University of Illinois at Urbana-Champaign, “Higher Education, Lower Income: The Politics of Anti-Poverty Programs”
Dale Bauer, University of Illinois at Urbana-Champaign, “Contextual Pedagogy”
Mike Leff, University of Memphis, TN, “Teaching Listening”
Amy Thomas Elder, Illinois Humanities Council, Chicago, “What the Students Learned”

Theory

O.02 Topologies of Writing, Rhetorics of Place
Gramercy A, Second Floor

Chair: Jenny Edbauer, The Pennsylvania State University, University Park
Speakers: Ralph Cintron, University of Illinois-Chicago, “Rights Talk and Memory Places”
Richard Marback, Wayne State University, Detroit, MI, “Cosmopolitan Literacies”
Jeff Rice, Wayne State University, Detroit, MI, “Spatial Identities: Writing Cities”
Jenny Edbauer, The Pennsylvania State University, University Park, “Dense Feelings: The Affective Metonymy of Local Places”
Dennis Lynch, Michigan Technological University, Houghton, “Feeling Indirectly: Writing to Discern”

Professional and Technical Writing

O.03 Teaching Professional Writing in the PRC, Negotiating the Cultural Barriers
Concourse B, Concourse Level

Chair: Yang Liu, Michigan Technological University, Houghton
Speakers: An Xiaocan, Shaoguan University, Guang Dong, “PRC Professional English in Chinese Curricular Reform”
Sam Heikinen, Saginaw Valley State University, MI, “Using Narrative and Film to Negotiate a Cross-Cultural Border”
Yang Liu, Michigan Technological University, Houghton, “Professional Writing on Both Sides of the Pacific”
Research

O.04 **Placing Identity: Lessons from a Longitudinal Study of Writing**
Grand Ballroom West, Third Floor

**Chair:** Andrea Lunsford, Stanford University, CA

**Speakers:**
- Jenn Fishman, University of Tennessee, Knoxville, “I Am Where I Write: Situating Writing during the College Years”
- Erin Krampetz, Stanford University, CA, “I Am Where I Write: Situating Writing during the College Years”
- Satoko Kakihara, Private Company, San Francisco, CA, “Beyond the Bubble: Welcome to My Writing Week”
- Laurie Stapleton, Stanford University, CA, “When I Grow Up: Writing Real-World Identities”

**Respondent:** Marvin Diogenes, Stanford University, California

History

O.05 **James Slevin and the Work of Composition**
Mercury Ballroom, Third Floor

**Chair:** Min Zan Lu, University of Louisville, KY

**Speakers:**
- David Bartholomae, University of Pittsburgh, PA, “Jim Slevin: A Contrary Career”
- Bruce Horner, University of Louisville, KY, “James Slevin and the Identifying Practices of Composition”

Information Technologies

O.07 **Creating Wireless Identities and Literacy in Higher Education: How Emerging Technology Changes Institutional, Programmatic, and Classroom Roles**
Murray Hill A, Second Floor

**Chair:** Karla Saari Kitalong, The University of Central Florida, Orlando

**Speakers:**
- Amy Kimme Hea, University of Arizona, Tucson, “Changing the Way a Campus Sees Itself: A Technorhetorician’s Role in the ‘Making’ of an All-wireless Campus”
- Heidi McKee, Miami University, Oxford, OH, “We’re so surprised English is leading the way’: Shifting Departmental & Program Identities with the Move to Wireless Computing”
- Will Hochman, Southern Connecticut State University, New Haven, “Techie Teachers and Portable Learning Stations; How Emerging Technology Changes Who We Are in Our Classrooms”
Information Technologies

O.08 “Drawing” Identities:
How Students, Teachers, and Administrators Redesign Expectations and Themselves through Tablet PC Techno
Morgan Suite, Second Floor

Chair: Gary Mills, Rensselaer Polytechnic Institute, Troy, NY
Speakers: Julia Williams, Rose-Hulman Institute of Technology, Terre Haute, IN, “Assessing the Impact of Pen-based Technology on Students’ Peer Reviewing Strategies”
Sandra Winn, Albany College of Pharmacy, NY, “Using Tablet Technology to Assist Students in Articulating their Identities and Developing their Writing Voices in the Classroom”
Gary Mills, Rensselaer Polytechnic Institute, Troy, NY, “Revisualizing Text and Self through Tablet PCs”

Institutional and Professional

O.09 Negotiating Digital and Traditional Literacies in Methods Classes:
Preparing Future English Teachers for Teaching Writing
Holland Suite, Fourth Floor

Chair: Elizabeth Vogel, The University of North Carolina at Greensburg, NC
Christine Tulley, The University of Findlay, OH, “Teaching Writing/Teaching Technology: Competing (?) Goals in Pre-service Teacher Preparation”

Community, Civic & Public

O.10 New Writing by SWR Authors:
Rural Identities and the Politics of Sustainability
New York Suite, Fourth Floor

Chair: Katherine Sohn, Pikeville College, KY
Speakers: Robert Brooke, University of Nebraska-Lincoln, “NWP’s Celebrating Rural Poetry: Defining Rural Identity through Community Poetry Events”
Eileen Schell, Syracuse University, NY, “More than a Rock Concert: Farm Aid, Rural Sustainability, and the . . .”
Kim Donehower, University of North Dakota, Grand Forks, “Beyond Red and Blue: The Complex Nature of Rural Political Identities”
Charlotte Hogg, Texas Christian University, Fort Worth, TX, “Texas from Houston to Bug Tussle: The Interdependence of Place-based Identities in the Writing Classroom”
Research

O.11 Daring to be Powerful: Representing Raced and Gendered Identities through Reading, Writing, and Speaking
Beekman Parlor, Second Floor

**Chair:** Gwendolyn Pough, Syracuse University, NY

**Speakers:**
- Denise Valdes-Doty, Syracuse University, NY, “Will the Real Latina Please Stand Up: Boricua Womanhood through Language”
- Tamika Carey, Syracuse University, NY, “I Have Spoken: Resisting Imposed Silence on Black Women’s Bodies through Alternative Literacies”
- Gwendolyn Pough, Syracuse University, NY, “Reading, Writing, and Resisting: Continuing Black Quests for Literacy through Contemporary Black Women’s Book Clubs”

Theory

O.12 Genre, Language, and Identity: Multiple Perspectives on the Study and Teaching of Genre
Sutton North, Second Floor

**Chair:** Anis Bawarshi, University of Washington, Seattle

**Speakers:**
- Mary Jo Reiff, University of Tennessee, Knoxville, “Why Genre Matters: Situating the Discussion”
- Janet Giltrow, University of British Columbia, Vancouver, Canada, “Accounting for Sociality”
- Charles Bazerman, University of California, Santa Barbara, “Genre and Activity Theory: An International Perspective”
- Irene Clark, California State University, Northridge, “Genre and the Performance of Identity”
- Sunny Hyon, California State University, San Bernardino, “English for Academic Purposes Approaches to Genre-based Teaching”
- Amy Devitt, University of Kansas, Lawrence, “What’s Form Got to Do with It?”
- Anis Bawarshi, University of Washington, Seattle, “Genre within Linguistic and Contextual Perspectives”

Practices of Teaching Writing

O.13 I, Netizen: What is a Netizen, and Why Should We Care?
West Ballroom Foyer, Third Floor

**Chair:** Bradley Peters, Northern Illinois University, DeKalb

**Speakers:**
- Michael Day, Northern Illinois University, DeKalb, “Netizen 1: Ethos and Identity in Wired Discussion”
- Brande Martin, Northern Illinois University, DeKalb, “Netizen 2: Identity, Audience, and Student Web Pages”
- Mark Hannah, Purdue University, West Lafayette, IN, “Netizen 3: Electronic Portfolios and Assessment”
Saturday, 2:00–3:15 p.m.

Theory

O.14 Agency & Identity: Personal & Civic
Rendezvous Trianon, Third Floor

Chair: Krista Ratcliffe, Marquette University, Milwaukee, WI
Speakers: Dana Anderson, Indiana University, Bloomington, “Identity’s Agential Entailments: Self and Action in Cultural Common Sense”
Krista Ratcliffe, Marquette University, Milwaukee, WI, “Rhetorical Listening, Agency, and Personal Multiethnic Identity”
Nan Johnson, The Ohio State University, Columbus, “Memorialization, Agency, and the Rhetoric of Civic Ideology”

Institutional and Professional

O.15 Working out the WPA Identity: Views from the Tenure Track
Nassau B, Second Floor

Chair: John Heyda, Miami University, Middletown, OH
Speakers: Connie Kendall, University of Kentucky, Lexington, “In Search of our Witness Trees: Surveying the Landscape of Writing Program Administration”
Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo, “Don’t Fear the Reiver: Protecting and Building Disciplinary WPA Territories”
Meredith Love, Francis Marion University, Florence, SC, “Moving Past the Limen: The Emergent Feminist WPA”
Respondent: John Heyda, Miami University, Middletown, OH

Community, Civic & Public

O.16 Escape from Flatland: Towards a Multi-Dimensional Identity
Harlem Suite, Fourth Floor

Chair: Sanaa Makhlouf, The American University in Cairo, Egypt
Speakers: Doris Jones, The American University in Cairo, Egypt, “Retrieving Identity: The Soweto Experience”
Robert Jones, The American University in Cairo, Egypt, “Faces to a Shadow: Mirroring Soweto”
Sanaa Makhlouf, The American University in Cairo, Egypt, “Claiming Authorship, Constructing Identities”
Institutional and Professional

O.17 Refactoring Identities in a Culture of Assessment: Rhetorical and Technical Approaches to Program Review and Development

Gramercy B, Second Floor

Chair: Sally Henschel, Midwestern State University, Wichita Falls, TX

Speakers: Barbara J. D’Angelo, The Arizona State University & Texas State University, Mesa, AZ, Lubbock, TX, “Rhetoric, Information, Technology, and Assessment: Using the WPA Outcomes Statement to Craft Program Identity”

Christopher S. Harris, University of Louisiana at Monroe, “Mending the Fissure: Using the WPA OS to Restructure, Identify, and Unify First-Year English”

Judy B. Bennett, University of Louisiana at Monroe, “Mending the Fissure: Using the WPA OS to Restructure, Identify, and Unify First-Year English”

Pam Brewer, Murray State University & Texas Tech University, Murray, KY, “SMART Assessment: An Ambitious Approach to University-wide Assessment”

Sally Henschel, Midwestern State University, Wichita Falls, TX, “The Stone Carved to Fit the Shape’: Shaping Departmental Identity through Wiki Narratives”

Institutional and Professional

O.18 Digital Portfolios: Retaining Identity in an Institutional Context

Bryant Suite, Second Floor

Chair: Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge

Speakers: Meredith Lapre, Louisiana State University, Baton Rouge, “Telling All My Stories: One Student’s Adventures with Her Digital Portfolio”

Karen Powell, Louisiana State University, Baton Rouge, “Forget about Assessment—What about Learning to Communicate through Portfolios?”

Sarah Liggett, Louisiana State University, Baton Rouge, “Digital Portfolios, Institutional Identity, and Accrediting Associations: Meeting the Challenges of Large-Scale Assessment”
Information Technologies

O.19  Editing Identities: Writing Literate Lives in Digital Documentary Audio and Video
Concourse A, Concourse Level
Chair: Todd Taylor, University of North Carolina, Chapel Hill
Speakers: Jonah Willinhganz, Stanford University, CA, “Teaching Rhetoric with Audio Documentaries”
Kristi Wilson, Stanford University, CA, “The Stanford Film Lab: Creating a Space for Documentary Rhetoric and Collaborative Learning”
Bump Halbritter, Michigan State University, East Lansing, “Spanning Institutional Boundaries through Documentary Film Writing”

Composition/Writing Programs

O.20  Creating Space for Silence: Interdisciplinary Contemplations on Identity
Clinton Suite, Second Floor
Chair: Rick Repetti, Kingsborough Community College, CUNY, Brooklyn
Speakers: Estelle Miller, Kingsborough Community College, CUNY, Brooklyn, “The Learning Community, the Syllabus, the Rationale”
Rick Repetti, Kingsborough Community College, CUNY, Brooklyn, “Philosophical Contemplations on the Self, from the Self”
Kate Garretson, Kingsborough Community College, CUNY, Brooklyn, “Autobiographical Contemplations on Identity and Learning”
Holly Krech Thomas, Kingsborough Community College, CUNY, Brooklyn, “Contemplative Exercises, Public Speaking, and Identity”
Estelle Miller,

Creative Writing

O.21  “Transgressive” Pedagogies and Fluid Identities: Creative Composition Across Cultures
Gibson Suite, Second Floor
Chair: Sonya Lawson, University of Louisville, KY
Speakers: Linda Torok, University of Cincinnati, OH, “A Chance to be Myself: The Need for Creative ‘Ice-breakers’ and ‘Breathers’ in the ESL Writing Classroom”
Sonya Lawson, University of Louisville, KY, “Just a Little Give and Take: Composition, Creative Writing, and Identities Forged in Pedagogy”
Roxana Cazan, Indiana University, Bloomington, “An Ex-Communist Teaches Creative Writing: ‘Transgressive’ Identity in the Creative Writing Classroom”
Theory

O.22 (De)Composing Identity: Ecofeminists, Postfeminists, and Dead White Men

Mercury Rotunda, Third Floor

Chair: Brooke Rollins, University of South Carolina, Columbia

Speakers: Emily Crawford, University of South Carolina, Columbia, “Beyond the Exasperated ‘Etc.’: Directions for Postfeminist Pedagogies”
Brian Henderson, University of South Carolina, Columbia, “Ecofeminism and the Rhetorical Challenge to Identity”
Brooke Rollins, University of South Carolina, Columbia, “The Ghosts of Dead White Men: Returning to a Rhetorical Ethos of Otherness”

History

O.23 Constituting Identity in the 19th, 20th, and 21st Centuries

East Suite, Fourth Floor

Chair: Ken Gillam, University of Southern Indiana, Evansville

Speakers: Michael Kearns, University of Southern Indiana, Evansville, “Can I–Lie? Selling the Fictive Self”
Dominic Micer, University of Southern Indiana, Evansville, “Laboring to Learn: Rethinking the Work of Composition and Rhetoric in the Twenty-First Century”
Ken Gillam, University of Southern Indiana, Evansville, “‘A Mistake Cannot Be Rectified’: Identity Formation in the 19th Century Normal School”

Practices of Teaching Writing

O.24 Renegotiating Identities in First-Year Writing Courses: Learning Contracts and Library Literacy

Lincoln Suite, Fourth Floor

Chair: Wesley Mills, Empire State College, Rochester, NY

Speakers: Susan Fanning, Suffolk County Community College, Amityville, NY, “Infused Library Instruction in First-Year Writing Courses”
Penny Bealle, Suffolk County Community College, Riverhead, NY, “Infused Library Instruction in First-Year Writing Courses”
Herbert Shapiro, Empire State College of the State University of New York, Rochester, “The Use of Learning Contracts to Renegotiate Identities in the College Composition Classroom”
Saturday, 2:00–3:15 p.m.

*Practices of Teaching Writing*

**O.25 Making Diversity a Resource in the Composition Classroom**
Concourse E, Concourse Level

*Chair:* Hyechong Park, The Ohio State University, Columbus

*Speakers:* Tim Maxwell, De Anza College, Cupertino, CA, “Telling Histories: Making Diversity a Resource”
Hyechong Park, The Ohio State University, Columbus, “Academic Writing Socialization of Multilingual Learners in Higher Education: The Emergent Authorship of Multilingual Learners”

*Practices of Teaching Writing*

**O.26 Disrupting the Norm: Re-presenting Resistors, Athletes, and the Marginalized**
Concourse D, Concourse Level

*Chair:* Toni Francis, University of South Florida, Tampa

*Speakers:* Carole Center, Lasell College, Newton, MA, “Re-presenting the Male Resistor”
Laura Keller, University of Toledo, OH, “Identity at the Margins”

*Practices of Teaching Writing*

**O.27 Representing Writers: New Research on College Writing**
Trianon Ballroom, Third Floor

*Chair:* Laura Head, University of South Florida, Tampa

*Speakers:* Mark Browning, Johnson County Community College, Overland Park, KS, “Home School Writing Pedagogy in Theory and Practice”
Stan Harrison, University of Massachusetts, Dartmouth, “Call, Write, Vet, Conference: A Proposal for the Framing of Valued WID Identities”
J.P. Hanly, University of Louisville, KY, “Days in the Wake: Reading and Representing Student Writing about Identity Post-Post-9/11”

*Composition/Writing Programs*

**O.28 Using Audio-Visual and Computer Technology in Tutor Training**
Sutton South, Second Floor

*Chair:* Dylan B. Dryer, University of Wisconsin-Milwaukee

*Speakers:* Adrien Lowery, Azusa Pacific University, CA, “Identity Theft: Investing the Self in Peer Writing Feedback”
Alison Brown, University of California, Santa Barbara, “Evolving Writing Center Identities: Training Tutors for Work in the 21st Century OWL”
Sheryl Cavales Doolan, Santa Rosa Junior College, CA, “Evolving Writing Center Identities: Training Tutors for Work in the 21st Century OWL”
Sue Dinitz, University of Vermont, Burlington, “Missing Texts and Unexamined Assumptions: Complicating Tutors’ Reflective Practice”
Jean Kiedaisch, University of Vermont, Burlington, “Missing Texts and Unexamined Assumptions: Complicating Tutors’ Reflective Practice”

Composition/Writing Programs

O.29 Assigning and Assessing Student Writing Across the Curriculum

Murray Hill B, Second Floor

Chair: Jennifer Consilio, Lewis University, Romeoville, IL

Speakers:
- Roger Graves, University of Western Ontario, London, Canada, “The UWO Writing Project: Writing Throughout the Curriculum”
- Ann Blakeslee, Eastern Michigan University, Ypsilanti, “Student-Based, Context-Specific WAC Assessment”
- Libby Miles, University of Rhode Island, Kingston, “How Transferable is This Knowledge?: Appropriated Genres and the Limits of Academic Writing”

Community, Civic & Public

O.30 Critical Views of Cultural Discourses

Concourse C, Concourse Level

Chair: Holly Middleton, University of Pittsburgh, PA

Speakers:
- Cristina Ramirez, University of Texas at El Paso, “Machela o’Oba and the Rhetorical Re-Creation of Indigenous Identity Across the U.S.-Mexico Border”
- Lee Nickoson, Bowling Green State University, OH, “On the Limits of Practicing What We Teach: Performing Identity in the Dear Birth Mother Letter”

Saturday, 2:00–3:15 p.m.
Saturday, 2:00–3:15 p.m.

Theory

O.31 Rhetorics of the New Racism and Religious Intolerance
Petit Trianon, Third Floor
Chair: Susan Jarratt, University of California, Irvine
Asao Inoue, Southern Illinois University, Edwardsville, “Representing the Silent Victim: The Rhetorics of the New Racism, Tsunami, and 9/11”
Anushiya Sivanarayanan, Southern Illinois University, Edwardsville, “Representing the Silent Victim: The Rhetorics of the New Racism, Tsunami, and 9/11”
Susan Jarratt, University of California, Irvine, “Representing the Silent Victim: The Rhetorics of the New Racism, Tsunami, and 9/11”

Language

O.32 New Research on International and ESL Language Use
Nassau A, Second Floor
Chair: Sumi Chang, University of Hawai‘i, Honolulu
Speakers: Huseyin Kafes, Anadolu University, School of Foreign Languages, Eskisehir, Turkey, “Self-mention in Academic Discourse of Native and Non-native Speakers of English”
Tony Cimasko, Purdue University, West Lafayette, IN, “Would They Let Someone Like Me In? Hybridity, Identity, and Community”
Sumi Chang, University of Hawai‘i, Honolulu, “Formality in L2 Korean Speaking and Writing and Learner Identity”

History

O.33 Rhetoric and Representation
Regent Parlor, Second Floor
Chair: Timothy Sedore, Bronx Community College, The City University of New York
Speakers: Lindal Buchanan, Kettering University, Flint, MI, “Representing Motherhood: Maternity as a Rhetorical Tool”
Janet Carey Eldred, University of Kentucky, Lexington, “Gender, Rhetoric, and Speculative Editing: Some Cases from The New Yorker”
Angela Zimmann, Bowling Green State University, OH, “Pirates in the Pulpit and the Classroom: Transgressing Rhetorical Space”
Timothy Sedore, Bronx Community College, City University of New York, “Translingual Identities: Writing the Past as Prologue through the Letters of Women Civil War Soldiers”
Practices of Teaching Writing

O.34 Constructing Identity through Visual Rhetoric
Concourse G, Concourse Level

Chair: Kathryn Burak, Boston University, MA
Speakers: Kathryn Burak, Boston University, MA, “Constructing Identity through Visual Rhetoric”
Susan Blau, Boston University, MA, “Constructing Identity through Visual Rhetoric”
Bill Endres, University of Arizona, Tucson, “Invention and Identity in Decorative Art: Uses of Interlace to Portray Monastic Identity in Illuminated Manuscripts and How that Can Help Your Students”
Although scholars of rhetoric and writing have led the way in recognizing the power of collaboration for creating new knowledge, collaborative work is still the poor stepchild of humanities scholarship. Part of the resistance to collaboration is no doubt gender-related: most, though not all, of those arguing for the value of collaboration have been women. Additional resistance may come from associating collaboration with women’s commitment to service, both within and without the academy. This session will review efforts to raise the status of collaboration within the academy in general and the humanities in particular, while celebrating a particularly significant example of women’s collaboration: Sage Women’s Educational Press.

**Lisa Ede** is Professor of English and Director of the Center for Writing and Learning at Oregon State University. **Beverly Guy-Sheftall** is the Anna Julia Cooper Professor of Women’s Studies and English at Spelman College. **Andrea A. Lunsford** is the Louise Hewlett Nixon Professor of English and Director of the Program in Writing and Rhetoric at Stanford University. **Joyce Irene Middleton** is Associate Professor of English at East Carolina University. **Beverly J. Moss** is Associate Professor of English at The Ohio State University.
University and Director of the Center for the Study and Teaching of Writing. Jacqueline Jones Royster is Executive Dean of the Colleges of Arts and Sciences and Professor of English at The Ohio State University.

Theory

P.01 Visual Constructions and Disciplinary Identity
Sutton South, Second Floor

Chair: Joan Mullin, University of Texas, Austin
Joan Mullin, University of Texas, Austin, “What We Say about Ourselves! Constructing Disciplinary Images through Web Sites”
Pam Childers, The McCallie School, Chattanooga, TN, “Examining the Interplay of Visual and Textual Knowledge Construction”
Saturday, 3:30–4:45 p.m.

Institutional and Professional

P.02 Identifying the Public Classroom through Labor, Politics, and Literacy
Petit Trianon, Third Floor

Chair: Mary Ann Cain, Indiana University-Purdue University, Fort Wayne
Speakers: Mary Ann Cain, Indiana University-Purdue University, Fort Wayne, “Privatizing Public Space: The Myth of the ‘Neutral’ Classroom”
Lil Brannon, University of North Carolina, Charlotte, “Writing Classrooms under Surveillance: Resisting the Corporate ‘I/Eye’”
Tony Scott, University of North Carolina, Charlotte, “Confronting the Economies of Composition”
Nancy Welch, University of Vermont, Burlington, “Movement Hope”
George Kalamaras, Indiana University-Purdue University, Fort Wayne, “Dissolving the Duality of Public/Private Space: Meditative Silence as Social Resistance”

Theory

P.03 Rhetoric as Global Capital: (Re)Conceptualizing Neoliberal Appropriations of Transnational Language Practices
Beekman Parlor, Second Floor

Chair: Bruce Horner, University of Louisville, KY
Speakers: Blake Scott, University of Central Florida, Orlando, “Global/Local Cooption of Civic Engagement: What the Pharmaceutical Industry Can Teach Us about Service-Learning”
Catherine Prendergast, University of Illinois at Urbana-Champaign, “Buying into English: An Internationalist Perspective on Capitalism’s First Language”
Rebecca Dingo, University of Missouri, Columbia, “Healthy Body/Healthy Nation: Anxious Identities in Twentieth-Century Policy Making”

P.04 Pedagogic Violence and Emotions of (Self-)Assessment: Anger, Mortification, Shame
Concourse E, Concourse Level

Chair: Elizabeth Weiser, The Ohio State University, Newark
Speakers: Amy Robillard, Illinois State University, Normal, “The Functions and Effects of Angry Responses to Plagiarism”
Julie Jung, Illinois State University, Normal, “Assessing Shame: Burkean Mortification and the Problem of Self-Reflection”
Jane Hindman, San Diego State University, CA, “Shame on You! Writing Teachers’ Affective Schooling”
Information Technologies

P.05 Negotiating Cyber Faces for Social Spaces: Constructions of Individuals inside Online Communities
Concourse G, Concourse Level

Chair: Heidi McKee, Miami University-OH, Oxford

Speakers:
- Wioleta Fedeczko, Miami University-OH, Oxford, “Hoodwink’d as a Cyber Clubhouse (You Need More than a Password to Play Here): How Online Communities Construct Members through In/Exclusion”
- Gina Patterson, Miami University-OH, Oxford, “Queering Techies: Digital Lives of Working Class Grrls and Bois”
- Abby Dubisar, Miami University-OH, Oxford, “Friend Me: FaceBook and the Complication of Public/Private”

Theory

P.06 Composition, Civic Responsibilities, and Situated Identities: Historical, Theoretical, and Pedagogical Perspectives on Teaching for Citizenship
Midtown Suite, Fourth Floor

Chair: Catherine Chaput, Brock University, St. Catharines, Ontario, Canada

Speakers:
- Amy Wan, University of Illinois at Urbana-Champaign, “Rereading Our Histories: The Emergence of the American Worker-Citizen and the Field of Composition”
- Catherine Chaput, Brock University, St. Catharines, Ontario, Canada, “Global Particularisms or Teaching for Citizenship in the Age of the Individual”
- M. Karen Powers, Kent State University-Tuscarawas, Zoar, OH, “The ‘Good Citizen’: Civic Literacy and the Construction of Academic/Public Identities in the Composition Classroom”

Research

P.07 Re-visioning Revision in First-Year Composition
East Suite, Fourth Floor

Chair: Christy Desmet, University of Georgia, Athens

Speakers:
- Christy Desmet, University of Georgia, Athens, “Research Design and Results”
- Wesley Venus, University of Georgia, Athens, “Does Revision Improve Student Essays?”
- June Griffin, University of Nebraska, Lincoln, “What Do Today’s Students Say about Their Revision Process?”
Saturday, 3:30–4:45 p.m.

_Institutional and Professional_

**P.08 Developing IWCA Policy for Writing Center Assessment**
Gramercy A, Second Floor

*Chair:* Clint Gardner, Salt Lake Community College, UT

*Speakers:* Michael Pemberton, Georgia Southern University, Statesboro, “Writing Center Assessment: Background and Foreground”
Jeanne Simpson, Arizona State University, Mesa, “Writing Center Assessment: Far and Wide”
Bradley Hughes, University of Wisconsin, Madison, “Writing Center Assessment: Input and Output”

_Professional and Technical Writing_

**P.09 (Re)Presenting Toulmin**
Harlem Suite, Fourth Floor

*Chair:* Dario Del Degan, University of Toronto, Ontario, Canada

*Speakers:* Ken Tallman, University of Toronto, Ontario, Canada, “Toulmin’s Theoretical Model”
Amy Franklin, University of Toronto, Ontario, Canada, “The Application of Toulmin”
Dario Del Degan, University of Toronto, Ontario, Canada, “Assessing Toulmin”

_Institutional and Professional_

**P.10 Mapping Organizational Identity/Inciting Organizational Change**
Holland Suite, Fourth Floor

*Chair:* Lisa Dush, University of Massachusetts, Amherst

*Speakers:* Melanee Grondahl, Year Up, Inc., Boston, MA, “Developing Writing Curricula in Educational Nonprofits”
Lisa Dush, University of Massachusetts, Amherst, “Genre-Driven Change: Using New Writing Initiatives as an Occasion for Reflection and Change”
Jennifer Diamond, Ohio University, Eastern Campus, St. Clairsville, OH, “On a Mission: Re-imagining a Writing Center”
Creative Writing

P.11  Collaborative Identities: Understanding Teacher Identity Formation through Story Sharing
New York Suite, Fourth Floor
Chair: Randi Dickson, Queens College-The City University of New York, Flushing
Speakers: Gian Pagnucci, Indiana University of Pennsylvania, “Collaborative Identities: Understanding Teacher Identity Formation through Story Sharing”
David Schaafsma, University of Illinois at Chicago, “Collaborative Identities: Understanding Teacher Identity Formation through Story Sharing”
Randi Dickson, Queens College-The City University of New York, Flushing, “Collaborative Identities: Understanding Teacher Identity Formation through Story Sharing”

Research

P.12  Representing Agency: (Re)Writing Community Identities through Critical Ethnography
Hudson Suite, Fourth Floor
Chair: Nathan Franklin, California State University, Fresno
Speakers: Giuseppe Getto, California State University, Fresno, “(Re)Identifying Democracy: An Ethnography of Worker Collaboration”
Jaclyn Hardy, California State University, Fresno, “Student Agency and Identity: Participant-Research and the Rhetoric of the Peer Response Workshop”
Nathan Franklin, California State University, Fresno, “Redefining Gendered Identities: Towards a Critical Ethnography of Body Modification”

Practices of Teaching Writing

P.13  Negotiating the Divide: Translations and Transitions between Multimodal Texts and Academic Discourse in the Composition Classroom
West Ballroom Foyer, Third Floor
Chair: Bump Halbritter, Michigan State University, East Lansing
Speakers: Alyssa O’Brien, Stanford University, CA, “Writing for Visual Learners”
Christine Alfano, Stanford University, CA, “Remediating the Digital Divide”
Jennifer Trainor, Santa Clara University, “Literacy Research and Assessment in the Digital Age”
P.14 Presenting and Representing Multiple Identities in First-Year Writing Programs
Concourse C, Concourse Level
Chair: Brooke Rollins, University of South Carolina, Columbia
Speakers: Elizabeth Smith, University of South Carolina, Columbia, “Assessing the Toll of Multiple Identities in the First-Year English Program”
Lee Bauknight, University of South Carolina, Columbia, “A Textbook Example: The High Price of Entrepreneurial Identity”
Roxanne Spray, University of South Carolina, Columbia, “Tutors, Teachers-In-Training, or Both? Questions of Identity in the Writing Center”

P.16 Rhetorical Scientific Plays and Students’ Identities
Bryant Suite, Second Floor
Chair: Michelle Sidler, Auburn University, AL
Speakers: Jeannie Chiu, Diablo Valley College, Pleasant Hill, CA, “Student Identities and the Rhetoric of Science”
Dennis Ciesielski, University of Wisconsin, Platteville, “Seeing the World through Their Eyes: Using Technological Metaphors to Reach Engineering Students in First-Year Composition”
Michelle Sidler, Auburn University, AL, “Representing Science in Film: Fostering Genetic Literacy through Composition”

P.17 The Uses of Grammar in Identity Constructions
Gibson Suite, Second Floor
Chair: Debra Knutson, Shawnee State University, Portsmouth, OH
Speakers: Frances Crawford Fennessy, Sam Houston State University, Huntsville, TX, “Reading Does Not Result In Better Grammar: Exposing The Myth”
Debra Knutson, Shawnee State University, Portsmouth, OH, “‘I Seen Some Errors in This Paper’: The Grammar of a Regional Language Variety”

P.18 Rethinking Basic Writing: Pedagogies of Inclusion and Success
Sutton Center, Second Floor
Chair: Lisa Kirby, North Carolina Wesleyan College, Rocky Mount
Speakers: Ernest Stromberg, California State University, Monterey Bay Seaside, “Identities that Matter: An Assets-Based, Inclusive, and Integrative Approach to ‘Basic Writing’”
Lucy Rhyne, North Carolina State University, Raleigh, “Liberatory Pedagogy, the Personal Experience Essay, and Identity in the Basic Writing Classroom”
Lisa Kirby, North Carolina Wesleyan College, Rocky Mount, “Redefining Academic ‘Success’: Teaching Writers of Varying Abilities in the Small College”

**Composition/Writing Programs**

**P.19 Creating Space: (Re)Locating Writing Centers and Tutors**
Clinton Suite, Second Floor

**Chair:** Derek Boczkowski, The Ohio State University, Newark

**Speakers:**
- Brian Johnson, University of Oklahoma, Norman, “The Smaller the Better: Honors Students and the Diminutive Writing Center”
- Derek Boczkowski, The Ohio State University, Newark, “Do You Mind if I Just Hang?: The Writing Center as Social Outlet”
- Bonnie Devet, College of Charleston, SC, “Building a Writing Lab Community for Creative Writers”

**Composition/Writing Programs**

**P.20 Linguistic and Cultural Frameworks in the Classroom and in the Writing Center**
Concourse B, Concourse Level

**Chair:** Deepak Pant, Indiana University of Pennsylvania

**Speakers:**
- Mark Putnam, University of Tampa, FL, “Imagined Geography or Real Terrain?: A TESOL Critique of Composition”
- Deepak Pant, Indiana University of Pennsylvania, “Empowering Students: Voice and Identity Representation in Undergraduate Composition Classrooms”
- Mai Hassan, Indiana University of Pennsylvania, “Living in Between: A Case Study of a Hybrid Identity of A Non-native Tutor”

**Language**

**P.21 Crossing Literacy and Language Borders**
Lincoln Suite, Fourth Floor

**Chair:** Amal Al-Malki, Carnegie Mellon University-Qatar Doha

**Speakers:**
- Robert Affeldt, The University of Texas-Pan American, Edinburg, “Burke Meets Anzaldua: Exploring the Personal/Academic Border”
- Amal Al-Malki, Carnegie Mellon University, Qatar Doha, “Language Hybridity”
- Chris Drew, Temple University, Philadelphia, PA, “Historical Crossing: DuBois’ The Souls of Black Folk as an Early Site of Racial Negotiation”
Saturday, 3:30–4:45 p.m.

History

P.22 Changing Ideologies and Practices in Composition
Mercury Rotunda, Third Floor
Chair: Nancy Myers, University of North Carolina at Greensboro
Speakers: Lori Ostergaard, Oakland University, Rochester, MI, “‘A Most Unusual Person’: June Rose Colby and the Centrality of Composition”
Susan Callahan, Northern Illinois University, DeKalb, “Creating a Genre: The Reflective Statement as Assessment Instrument”
Nancy Myers, University of North Carolina at Greensboro, “Representing Writing Pedagogy as a Function of Disciplinary Identity”

P.23 Diaries, Scrapbooks, Needlework, and Family Collections
Concourse A, Concourse Level
Chair: Debra Journet, University of Louisville, KY
Speakers: Amy Mecklenburg-Faenger, The Ohio State University, Columbus, “Beyond Identity: Scrapbooks and Rhetorical Education in the Progressive Era”
Maureen Daly Goggin, The Arizona State University, Tempe, “Hanging by a Thread: (Re)Presenting Identity in Needle and Thread”
Debra Journet, University of Louisville, KY, “The Manning Archive: A Family’s Identity as Constructed in What They Saved”

Research

P.24 Research on Cultures of Writing
Nassau A, Second Floor
Chair: Stephanie Barnett, Indiana University of Pennsylvania
Speakers: Richard Matzen, Woodbury University, Burbank, CA, “Student Identities: Shaping a Future for Writing Programs”
Debbie Reese, University of Illinois at Urbana-Champaign, “Flawed Representations: Appropriation of Traditional American Indian Stories”
Stephanie Barnett, Indiana University of Pennsylvania, “The Elephant in the Room”
Saturday, 3:30–4:45 p.m.

Institutional and Professional

P.26 The Social and Economic Impact of Cutting Remediation Courses
Concourse D, Concourse Level
Chair: Susan McDowall, Central Community College, Hastings, NE
Speakers: Timothy Gerken, Morrisville State College, “CUNY: Adrift, of Course”
Susan McDowall, Central Community College, Hastings, NE, “The Disappearing Site of Basic Writing”

Community, Civic & Public

P.27 Engaging Middle Eastern Identities
Mercury Ballroom, Third Floor
Chair: Iswari Pandey, Syracuse University, NY
Speakers: Hugh Burns, Texas Woman’s University, Denton, “Representing Arabic Identities: Reflections on Language Learning and Gifted Education in Saudi Arabia”
Sean M. Conrey, American University of Beirut, Lebanon, “Transit Beirut: Civic Engagement and Instruction in a Bi-Lingual Chora”
Iswari Pandey, Syracuse University, NY, “To Be or Not to Be: Repositioning of Citizenship in a Post-9/11 America”

Community, Civic & Public

P.28 Rhetorics/Fractured Landscapes and Common Ground
Gramercy B, Second Floor
Chair: Roger Gilles, Grand Valley State University, Allendale, MI
Speakers: Jody Swilky, Drake University, Des Moines, IA, “Remapping the Public Sphere: Writing against the Divisions of Journalistic and Academic Discourse”
Kevin Mahoney, Kutztown University, PA, “Advancing Composition: Public Rhetorics and the Struggle for Democratic Futures”
Daniel Mahala, University of Missouri-Kansas City, “Remapping the Public Sphere: Writing against the Divisions of Journalistic and Academic Discourse”
Holly McSpadden, Missouri Southern State University, Joplin, “In Case of Rapture, Don’t Bother to Average My Grades: Meeting the Challenge of Radical Religionists in the Liberal Arts Classroom”
Roger Gilles, Grand Valley State University, Allendale, MI, “The Problem with Framing: George Lakoff’s Antagonistic Rhetoric”
Saturday, 3:30–4:45 p.m.

Community, Civic & Public

P.29 Public Rhetoric and Writing
Nassau B, Second Floor

Chair: Linda Shamoon, University of Rhode Island, Kingston

Speakers: Cornelius Cosgrove, Slippery Rock University, PA, “Political Discourse in the Composition Classroom: The Potential Role of Practitioner Experience in Learning Critical Thinking and Writing”

Susan Kelley-Stamerra, Slippery Rock University, PA, “Political Discourse in the Composition Classroom: The Potential Role of Practitioner Experience in Learning Critical Thinking and Writing”

Stephanie Dickey, Wright State University, Dayton, OH, “The Language of Justice or How Truthiness and Spin Can Occupy the Moral High Ground”

Eileen Medeiros, Johnson & Wales University, Providence, RI, “Going Public: Reclaiming Composition’s Identity”

Linda Shamoon, University of Rhode Island, Kingston, “Civic Engagement vs. Identity Politics: Finding a Delicate Balance in a Course on Writing for Social Change”

Composition/Writing Programs

P.30 Interpreting Second Language Writers’ Identities: Designations, Complications, and Implications
Murray Hill A, Second Floor

Chair: Carol Severino, University of Iowa, Iowa City


Gwen Gray Schwartz, Mount Union College, Alliance, OH, “The Un-Identified in Mainstream Composition: Generation 1.5 Student Identities in Flux”

Michelle Cox, Bridgewater State College, MA, “Trials and Errors: Implications of Being Identified as an ‘ESL’ Graduate Student”

Jay Jordan, University of Utah, Salt Lake City, “From ‘Learners’ to ‘Users’: Regrounding ESL Students’ Identities in Composition”
Practices of Teaching Writing

P.31 Engaging Student and Teacher Responses
Murray Hill B, Second Floor

Chair: Allison D. Smith, Middle Tennessee State University, Murphysboro

Speakers: Mary Kay Crouch, California State University, Fullerton, “Performance Pedagogy: Teaching”
Irvin Peckham, Louisiana State University, Baton Rouge, “Using Teacher Profiles to Improve Response Practices”
Bruce McComiskey, University of Alabama at Birmingham, “Dialectical Rhetoric: Teaching Writing as a Strategic Process”
Allison D. Smith, Middle Tennessee State University, Murphysboro, “Silent or Silenced Students? Ethnographic Mapping and Effective Teacher Talk Strategies”

Practices of Teaching Writing

P.32 Perspectives on the Writing-Intensive Classroom
Regent Parlor, Second Floor

Chair: Sean Zwagerman, Simon Fraser University, Burnaby, British Columbia, Canada

Speakers: Gerald Nelms, Southern Illinois University, Carbondale, “Plagiarism and Self-Efficacy: Forces at Work in Student Underlife”
Donald Daiker, Miami University, Oxford, OH, “Representing Identities through the Language of Specificity: The Example of ‘When Harry Met Sally’”
Steve Sherwood, Texas Christian University, Fort Worth, “Humor and the Rhetorical Proprieties in the Writing Emphasis Classroom”
Richard Coe, Simon Fraser University, Burnaby, British Columbia, Canada, “Identity and Identification in a Writing-Intensive Literature Course in a New WID-based University Curriculum: Description and Assessment”
Sean Zwagerman, Simon Fraser University, Burnaby, British Columbia, Canada, “Identity and Identification in a Writing-Intensive Literature Course in a New WID-based University Curriculum: Description and Assessment”
Saturday, 3:30–4:45 p.m.

**Theory**

**P.33 Public Polemics and Language Use**  
Sutton North, Second Floor  
*Chair:* Jill McKay Chrobak, Michigan State University, East Lansing  
*Speakers:* Stephen G. Brown, University of Nevada, Las Vegas, “Power and Praxis: De-composing the War of Enculturation”  
Patricia Dunn, Stony Brook University, The State University of New York, “Analyzing Published Complaints about Language Use: Empowerment through Rhetorical Analysis”  
Jill McKay Chrobak, Michigan State University, East Lansing, “Ancient Civics to the Modern’ Hood: Rhetorics of Citizenship Revisited through Hip-Hop”

**Research**

**P.34 Identity, Ethnography, and Literacy Biographies**  
Rendezvous Trianon, Third Floor  
*Chair:* Georganne Nordstrom, University of Hawai’i, Honolulu  
Lia Schultz, The University of Iowa, Iowa City, “Multiliterate Lives: Compiling and Analyzing Literacy Biographies”  
Georganne Nordstrom, University of Hawai’i, Honolulu, “Politics in the Classroom: Employing Ethnographic Methods in Teacher–Research to Facilitate Discussions of Place, Ethnicity, and Subjectivity”
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<td>2007</td>
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*Deceased
# 2007 EXHIBITORS, NEW YORK, NY

**March 21–24, 2007**

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- The Writing Instructor
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