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
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 Triadlectic 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
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”
Friday, 8:00–9:15 a.m.

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


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 Washub to the Classroom: Constructing Women’s Identities as Pupils and Teachers at Fitchburg Normal School, 1895-1910”
Friday, 8:00–9:15 a.m.

Language

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

History

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”

Community, Civic & Public

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

*Speakers:* April Plantamura, The College of St. Elizabeth, Morristown, NJ, “Using English Across the Disciplines”

Corinne Grant, The College of St. Elizabeth, Morristown, NJ, “What They Could Learn: Lessons From English to Other Disciplines”

Helen Sadiwnyk, 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?”
Friday, 8:00–9:15 a.m.

*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”

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**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”

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**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

*Speakers:* Robert A. Schwegler, University of Rhode Island, Kingston, “Error, Identity, and Cognitive Practices”

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”
Friday, 8:00–9:15 a.m.

_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”  
Friday, 8:00–9:15 a.m.

Practices of Teaching Writing

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”

Information Technologies

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”

Professional and Technical Writing

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”

Practices of Teaching Writing

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”

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”
Friday, 9:30–10:45 a.m.

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  
*Speakers:*  
Erik Ellis, University of Colorado, Boulder, “Lost in Digital Translation?: Representing Identity in the Multimedia Essay”  
Patricia 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, Durham, NC
Rebecca Walsh, Duke University, Durham, NC
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”
Featured Session

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.
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”
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?: Reevaluting 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, DePaul 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”
- 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”
Friday, 11:00 a.m.–12:15 p.m.

**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-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 Corneliuss 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 Indiana”

**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”
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 RemEDIATE 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’”

Practices of Teaching Writing

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”
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
Friday, 11:00 a.m.–12:15 p.m.

*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”
Weekend, 10:00 a.m.–1:15 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
Friday, 11:00 a.m.–12:15 p.m.

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”
Theory

H.33  White 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”
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”  
Friday, 12:30–1:45 p.m.

**Institutional and Professional**

**I.04** Establishing Identity through an Independent Department of Writing and Rhetoric
Gibson Suite, Second Floor

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”

**Composition/Writing Programs**

**I.05** “Illegal” Crossings: Challenging the Academy’s Ambivalence Toward “Under Served” And Basic Writing Students
Concourse G, Concourse Level

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”

**Theory**

**I.06** The One, the Many, the None: Identity in Classical Antiquity, Modernity, and Postmodernity
Beekman Parlor, Second Floor

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?”
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-Meyerring, 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-Meyerring, 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
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”
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”
Benedict XVI declares that Islam is evil; the Iranian President calls for the eradication of 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.

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’”
Friday, 2:00–3:15 p.m.

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”
Friday, 2:00–3:15 p.m.

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 “Re-Forming 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
Friday, 2:00–3:15 p.m.

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
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,
“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”
Friday, 3:30–4:45 p.m.

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”
Friday, 3:30–4:45 p.m.

*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”
Professional and Technical Writing

K.29 Preparing Students to Communicate as Professionals through Grant Writing, 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”
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*
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, Berkeley
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,” CCCC, 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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**NELL 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
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
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.