

# GENERAL INFORMATION AND SERVICES

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## **Audiovisual Equipment**

Second Floor Promenade

Audiovisual equipment ordered by the February 9, 2007 deadline is handled by Pick's A.V., with offices in the Hilton New York.

## **Committee on Resolutions**

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

## **Nominating Committee**

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

## **Planning for Next Year's CCCC Convention**

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

## **Smoking**

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

## **Nonsexist Language**

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

## **Copying Service and Shipping**

CCCC cannot provide onsite duplicating service. However, the Hilton Business Center is located on the Second Floor.

## Emergencies

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

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

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

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

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

# SPECIAL EVENTS

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## WEDNESDAY'S SPECIAL EVENTS:

MARCH 21

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

Beekman Parlor, Second Floor

March 21, 9:00 a.m.–5:00 p.m.

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

Presentations will be grouped by the following themes:

1. Working Conditions of Women in the Academy
2. Material Conditions of Women's Lives
3. Contra-power Harassment: Working for Change
4. Feminist Composition and Rhetoric Scholarship

### **NCTE/NCATE Reviewers Training**

Mercury Rotunda, Second Floor

9:00 a.m.–5:00 p.m.

## **Consortium of Doctoral Programs in Rhetoric and Composition**

Concourse D, Concourse Level

March 21, 1:30 p.m.–5:00 p.m.

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

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

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

## **Intellectual Property in Composition Studies**

Gramercy B, Second Floor

March 21, 2:00 p.m.–5:30 p.m.

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

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

## Poet-to-Poet Wednesday Event

Concourse C, Concourse Level

March 21, 1:30 p.m.–5:00 p.m.

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

## Research Network Forum

Grand Ballroom West, Third Floor

March 21, 9:00 a.m.–5:00 p.m.

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

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

## Qualitative Research Network

Mercury Ballroom, Third Floor

March 21, 1:30 p.m.–5:00 p.m.

*Cochairs:* Seth Kahn, West Chester University, and Heidi McKee, Miami University

*Keynote Speakers:* **Beverly Moss**, Ohio State University, "Researcher-Participant Relations: Preparing Researchers for Examining Issues of Ethics, Power, Reciprocity and Diversity." **Rebecca Rickly**, Texas Technical University, "Methodology Matters: How Prepared Are We to Make Knowledge in Our Fields?"

The Qualitative Research Network (QRN) goals are to foster discussion of qualitative research issues and to offer mentoring and support to qualitative researchers at all levels of experience and working in diverse areas within the college and composition community. The QRN consists of two components: (1) the first hour of keynote addresses and discussion (this year's topic is graduate research education), and (2) the rest of the workshop for research roundtables where novice and veteran researchers present work-in-progress for group discussion.

## **Newcomers' Orientation**

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

## **Consortium of MA Programs in Writing**

Concourse B, Concourse Level  
March 21, 6:30 p.m.–8:30 p.m.

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

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

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

Concourse A, Concourse Level  
March 21, 6:30 p.m.–8:30 p.m.

*Chair:* Lynee Gaillet Lewis, Georgia State University, Atlanta

*Keynote Speakers:* **Linda Ferreira-Buckley**, University of Texas at Austin, “Archival Research and the Construction of Women’s Histories”

**Kate Adams**, Loyola University, New Orleans, LA, “A Future for Pedagogical Research: The ‘So What’ Question”

**Bo Wang**, California State University, Fresno, “Generating a Dialogue between East and West: Research in Asian Rhetoric”

**Mary Hocks**, Georgia State University, Atlanta “The Future Becomes the History of Writing Technologies”

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

# THURSDAY'S SPECIAL EVENTS:

MARCH 22

## **Newcomers' Coffee Hour**

Trianon Ballroom, Third Floor

All first-time attendees are invited to have complimentary continental breakfast before the Opening General Session.

7:00 a.m.–8:15 a.m.

## **Opening Session**

Grand Ballroom, Third Floor

8:30 a.m.–10:00 a.m.

At this session we honor both the 2007 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair's address. Please join us.

## **Featured Speakers**

**Joy Harjo and Lee Marmon,  
Sponsored by Bedford-St. Martin's  
and Dorothy Allison**

Grand Ballroom East, Third Floor

## **Scholars for the Dream Reception**

East Ballroom Foyer

6:15 p.m.–7:15 p.m.

Everyone is invited.

Winners of the Scholars for the Dream Travel Awards (announced in the Opening General Session) are chosen by a Selection Committee. All are first-time presenters at the CCCC Convention and are selected on the basis of the extended abstracts of their proposals that each submitted. All are members of groups historically underrepresented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians).

## **2007 Scholars for the Dream Award Winners**

Maria Bibbs, University of Wisconsin-Madison: M.14

Tamika L. Carey, Syracuse University, New York: O.11

Korina Jocson, Stanford University, California: E.29

Donna King, The Pennsylvania State University, State College: A.20

Lydia Balderamos Loskot, New Mexico State University, Las Cruces: N.12

Barbara Castillo Noyes, University of Texas at Arlington: F.21

Sung Ohm, Ohio University, Athens: L.29

Ryan Masaaki Omizo, University of Hawaii at Manoa: K.25

Debbie A. Reese, University of Illinois at Urbana-Champaign: P.24

Kimberly Thomas, Indiana University of Pennsylvania: F.05

## **Previous Scholars for the Dream Award Winners**

### **2006**

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

### **2005**

Cedric D. Burrows, Linh Dich, Robin Evans, Maisha T. Fisher, Elisa Marie Norris, Daisy Pignetti, Eric Darnell Pritchard, Adina Sanchez-Garcia, Justin Schapp, Robyn Tasaka

### **2004**

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

### **2003**

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

### **2002**

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

### **2001**

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

### **2000**

Aesha Adams, Christina Bell, Rebecca Cisneros, Lisa Trevino Roy-Davis, Avis G. Hewitt, Joseph Ng/Eng, Annette Harris-Powell, Rebecca Small, Rhonda Robinson Thomas, Kendra Vaglianti



## 1999

Wilson C. Chen, Resa Crane Bizzaro, E. K. Daufin, Charmin Granger, Emily Porcincula Lawsin, Levita D. Mondie, Dora Ramirez, Kimberly A. Robinson, Gregory E. Rutledge, Mae Lombos Wlazlinski

## 1998

Fred Arroyo, Steve Chu, Sheldon George, Serena R. Huffman, Celestine W. Liu, Cedrick May, Elizabeth McHenry, Diana Elena Moran Molina, Luana Uluave, Linda Walking-Woman

## 1997

Cassandra J. Canada, Ginny Carney, Maria De Jesus Estrada, La Tisha Camille Fowlkes, Chikako D. Kumamoto, Cynthia McCollie-Lewis, Donald McCrary, Charlotte Simmonds-Hammons, A. Tyson Sims, Marion Okawa Sonomura

## 1996

Erika Aigner-Varoz, Victoria Cliett, Renita Duncan, Amanda Espinosa-Aguilar, Sandra M. Grayson, Terry Haynes, Joyce Raine Latora, Lynn A. Casmier-Paz, Gwendolyn Pough, K. Hyoejin Yoon

## 1995

Lena Ampadu, María C. M. de Guerrero, Phyllis Pearson Elmore, Carlton Floyd, Janice Gould, David Holmes, Terese Monberg, Shondel Nero, Pata Suyemoto, José L. Torres-Padilla

## 1994

Jennifer Barfield, Kisha Brown, José Irizarry, Susan Kimoto, Alison O. Lee, Michelle McIver-Bell, Natalia Apostolos Menendez, Malea Powell, Elaine Richardson, Patricia Joan Saunders

## 1993

Meta G. Carstaphen, Louise M. Connal, Evelyn Flores, Sharon Gamble, Lisa M. Gonsalves, Renee Moreno, Jeryl Prescott, George Q. Xu

## Humor Night

Sutton North, Second Floor

Thursday, March 22, 8:00 p.m.–10:00 p.m.

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

# FRIDAY'S SPECIAL EVENTS: MARCH 23

## **A Conversation with and for Graduate Students: “Developing Professionally While in Grad School”**

2:00 p.m.–3:15 p.m., Trianon Ballroom, Third Floor

*Chair:* Jack Selzer The Pennsylvania State University, University Park

*Speakers:* Gail Hawisher, University of Illinois at Urbana-Champaign

Jacqueline Jones Royster, The Ohio State University, Columbus

Marilyn Cooper, Michigan Technological University, Houghton

Andrea Lunsford, Stanford University, CA

Blake Scott, University of Central Florida, Orlando

## **Awards/Recognition Reception**

Trianon Ballroom, Third Floor

5:00 p.m.–6:30 p.m.

At this reception we announce the winners of the 2007 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in *TETYC*, and the Nell Ann Pickett Service Award. Past CCCC chairs and distinguished guests will be recognized. A reception follows. Please attend and honor your colleagues.

## **TYCA Talks**

Gramercy B, Second Floor

Friday, March 23, 6:00 p.m.–7:00 p.m.

This special event brings together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.

## **The Twentieth Annual Poetry Forum**

Concourse G, Concourse Level

Friday, March 23, 7:30 p.m.–10:30 p.m.

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

## **Rock ‘n’ Roll**

Trianon Ballroom, Third Floor

9:30 p.m. – 1:00 a.m.

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

Sponsored by McGraw Hill

## **SATURDAY’S SPECIAL EVENTS:**

**MARCH 24**

### **TYCA Annual Breakfast**

Grand Ballroom West, Third Floor

7:00 a.m.–8:00 a.m.

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

## **Town Hall Meeting**

Trianon Ballroom, Third Floor

8:00 a.m.–9:15 a.m.

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

## **A Conversation with and for Graduate Students: “The Job Market”**

12:30 p.m.–1:45 p.m., Trianon Ballroom, Third Floor

*Chair:* Gail Hawisher, University of Illinois Urbana-Champaign IL

*Speakers:* Debbie Hawhee, University of Illinois, Urbana-Champaign IL

Heidi McKee, Miami University, Oxford, OH

Cynthia Selfe, The Ohio State University, Miami

Jack Selzer, Penn State University, University Park

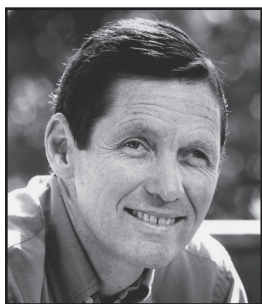
## **Jim Berlin Memorial Run/Walk/Pub Crawl**

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

But perhaps the most congenial celebration of his spirit is the Memorial Run/Walk/Pub Crawl on Saturday. Come and hit the streets, stretch your legs, move amidst the stimulating activity of New York City, share a drink with friends—and think of Jim. With good cheer and even greater wisdom, he would have seen the city with a special clarity; let's aim for that clarity as we experience the city, this time in his name.—Paul Puccio, Local Arrangements Chair

# 2007 CCCC EXEMPLAR AWARD WINNER

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PETER ELBOW

We honor Peter Elbow, Professor of English Emeritus at the University of Massachusetts Amherst, as an exemplary teacher, scholar, and servant to our profession. He wanted to be a teacher by the time he finished high school, and he always has been and continues to be an extraordinary teacher, in spite of the title of his first—and still immensely popular—book, *Writing Without Teachers* (1973). He has taught us all, elementary school teachers to dissertation directors, to practice what we preach: to write as we're teaching writing, to share our work, to teach our students to share theirs, to find our voices, to hear our students' voices, to believe as well as to think.

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

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

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

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

# IN MEMORIAM

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TERESA KYNELL HUNT

MICHELLE KENDRICK

RICHARD LARSON

DONALD M. MURRAY

## 2007 Outstanding Teacher Award Winners

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

Allen Brizee

Collin Brooke

Shanti Bruce

Paul Cook

Martha A.K. Diede

Emily Joan Dowd

Maureen Daly Goggin

Jane Greer

Sarah A Innerst-Peterson

Steven Katz

Liz Kleinfeld

Alison A. Knoblauch

Colby H. Kullman

Bonnie Kyburz

David Lydic

Cecilia Rodríguez Milanés

Laurie Morrison

Walter Nelson

Niki Nolles

Deborah Normand

Shawn Steinhart

Stacia Watkins

# SESSIONS PRESENTED BY TWO-YEAR COLLEGE FACULTY

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## Workshops

AW 10 Producing Scholarship for TETYC

## Concurrent Sessions Presented by Two-Year College Faculty

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

## Friday Special Interest Groups

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

# COMMITTEE MEETINGS

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## **CCCC Executive Committee**

Tuesday, March 20, Orientation 6:00 p.m.–8:30 p.m.

Wednesday, March 21, 7:30 a.m.–5:00 p.m.

Rendezvous Trianon, Third Floor

*Chair:* Akua Duku Anokye

## **Committee on Assessment**

Friday, March 23, 10:00 a.m.–Noon (Closed)

Concourse F, Concourse Level

*Co-Chairs:* Renee Betz and Summer Smith Taylor

## **Committee on Computers in Composition and Communication**

Thursday, March 22, 4:30–6:30 p.m. (Closed)

Concourse F, Concourse Level

*Co-Chairs:* Cheryl Ball and Michael Day

## **Convention Concerns Committee**

Saturday, March 24, Noon–1:00 p.m.

Concourse H, Concourse Level

*Co-Chairs:* Akua Duku Anokye and Jay Wootten

## **Committee on Disability Issues**

Thursday, March 22, 10:30–11:45 a.m.

Concourse F, Concourse Level

*Chair:* Cynthia Lewiecki-Wilson

## **Committee on Diversity**

Thursday, March 22, 3:30–4:45 p.m. (Open)

Friday, March 23, 3:30–4:45 p.m. (Closed)

Green Room, Fourth Floor

*Chair:* Joyce Irene Middleton

## **Committee on Higher Education**

Friday, March 23, 8:00–9:15 a.m. (Closed)

Concourse F, Concourse Level

*Chair:* Joyce Kinkead



## **Committee on Intellectual Property**

Thursday, March 22, 1:45–3:45 p.m. (Closed)  
Concourse F, Concourse Level  
*Chair:* John Logie

## **Committee on Technical and Scientific Communication**

Thursday, March 22, 4:45–6:15 p.m.  
Green Room, Fourth Floor  
*Chair:* Deborah C. Andrews

## **Language Policy Committee**

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

## **Committee on the Major in Rhetoric and Composition**

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Concourse H, Concourse Level  
*Chair:* Susan McLeod

## **Newcomers' Orientation Committee**

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Concourse H, Concourse Level  
*Interim Chair:* Joseph Janangelo

## **Nominating Committee**

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

## **Committee on the Preparation of Teachers of Writing**

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Green Room, Fourth Floor  
*Chair:* Freddy Thomas

## **Research Committee**

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## **Resolutions Committee**

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*Co-chairs:* Paul Kei Matsuda and Susan Miller-Cochran

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- O.04 Placing Identity: Lessons from a Longitudinal Study of Writing
- O.11 Daring to be Powerful: Representing Raced and Gendered Identities through Reading, Writing, and Speaking
- P.07 Re-visioning Revision in First-year Composition
- P.12 Representing Agency: (Re)Writing Community Identities through Critical Ethnography
- P.24 Research on Cultures of Writing
- P.34 Identity, Ethnography, and Literacy Biographies

## **106—Information Technologies**

- A.22 Composing Identity: The Role of Genre, Narrative, and Multimodality in Community-Based Multimedia Projects
- A.23 Forging a Scholarly and Professional Identity Online: Blogging as Discovery and Externalization of Self
- A.24 E-Merging Identities
- B.04 Globalism, Identities, and Digital Literacies
- B.28 Public, Private, and Digital Self: An Examination of Professional Identity
- B.33 Online Communities and Their Literacy Practices: FLOSS, EverQuest, and Madden Football
- C.26 Textual Transgressions Online: Plagiarism and Fraud in Weblogs and Wikis
- C.28 Me, Myself, & I: Examining Identity in the Blogosphere
- C.29 Composing Identity Part II: Representing Cultures through Multimodal Narratives
- C.32 Cyber Self-Fashioning: The Opportunities and Limits of Constructing Identities Through Information Technologies
- D.25 Representing Writing
- D.26 Technological Re-Presentations of Identities: Interactivity, Visual Rhetoric, and the Use of New Media in Rhetoric and Composition

- D.31 Instant Messaging and Other Outside Literacies: Bridging the Gap between Informal and Formal Literacies
- E.23 Writing for the Love of It: Identity in Online Fan Discourses
- E.24 Documenting Identities for Developers and Users in 3-D, Online, and Paper-based Design Projects
- E.27 CriticalWriter@virtual\_classroom.self: Fragmenting Teacher/Student Identities in Cyberspace
- F.01 Immersive Research and Experiential Writing in SecondLife: The Impact of 3D Worlds, Alternate Identities and Collaborative Activities in Composition
- F.06 old + old = new: Writing Multimedia, Remixing Culture, Remixing Identity
- F.18 Representing Real and Virtual Identities: Designing Interactive Technologies around Multiple Personae
- F.30 The Construction of Self in Online Environments: Helping Students Create and Understand the Virtual Realm
- G.02 Identifying the Writer as Re-mixer: Rearticulating “Writing” in New Media
- G.14 Writing One’s Self: Shaping Identity in Virtual Space
- G.27 Identity Construction in Multimedia Classroom Projects
- G.28 Technological Writing Tools: From Imitation to Speech Recognition to Automated Writing Aides
- H.21 Open Source Is Ready and Waiting for Composition
- H.29 Subjectivities in Computer Gaming: From Video to Virtual Reality Simulations
- H.30 Reconfiguring Identity: Software Licensing Course Management, and Programmer’s Discourse
- I.08 When Student Experts Remix the Discipline: New Media in the Composition Classroom
- I.31 Rhetorical Agility and Online Identity
- J.24 Assuming Digital Identities: Pedagogical and Theoretical Convergences with Writing Practices
- J.26 Studies of Blogging in Composition Classrooms
- K.04 Manifesting Self in the ESL Classroom: Innovation and Inquiry through Integrated Technologies
- K.21 Staging Identities: Reshaping the Sites of Digital Writing
- L.05 BCNU in OurSpace: Identity & Community in CMC
- L.09 Bodily Functions: Complicating Online Authorship and Constructions of Identity
- L.17 Gender, Heteronormativity, and Scripted (Re)Presentation on Facebook.com
- L.32 Emerging Technologies in the Classroom: Online Comics, Digital Storytelling and iTunes University
- M.13 High Hopes: New Media, New Identities for Writing Programs
- M.26 Emerging Technologies and Virtual Values: Understanding Teachers’ and Students’ Online Experiences
- M.27 Writing in the Technological Matrix: Electronic Typography, Interface Design and the Rhetoric of the “Imalgorithm”

- M.34 New Directions at the Intersection of Rhetoric and Technology
- N.02 Composing in Cyberspace: Launching, Revising, and Maintaining Quality in the Online First-Year Writing Course
- N.09 Complicating Teachers' and Writers' Identities: Writing and Responding in Online Spaces
- N.28 Research on Online Discourse: Constructing Professional Identity and Negotiating Collaborative Projects
- O.07 Creating Wireless Identities and Literacy in Higher Education: How Emerging Technology Changes Institutional, Programmatic, and Classroom Roles
- O.08 "Drawing" Identities: How Students, Teachers, and Administrators Redesign Expectations and Themselves through Tablet PC Technology
- O.19 Editing Identities: Writing Literate Lives in Digital Documentary Audio and Video
- P.05 Negotiating Cyber Faces for Social Spaces: Constructions of Individuals Inside Online Communities

### **107—Institutional and Professional**

- A.07 WAC and Quantitative Reasoning: Curricular Breadth, Improved Learning, and Innovative Assessment
- A.20 Expanding "Officialized" Representations of Identity in Disciplinary, Institutional, and National Settings
- A.25 Locating the Scholar among the Grading Stacks: A Response to the TYCA Document "Research and Scholarship in the Two-Year College"
- B.15 Connect: Bridging Institutional Identities
- B.23 Taking IP to Class: Representations of "Fair Use" in Composition Scholarship & Pedagogy
- B.26 Teacher, Student, Research: Shifting Identities in The Learning-Centered Community College
- B.27 (Writing Uncertainty) Quantification: English + Engineering = Innovative Collaboration
- C.05 Higher Education and the Pedagogies of Exclusion: Revisiting Bloom and Hirsch Twenty Years Later
- C.09 Digital Studio as Method: Articulating Programmatic, Professional, and Institutional Identities within English Studies
- C.24 Serving Two Masters: Assessing Analytical Writing in Theory and Practice
- C.27 Illegal Aliens or Guest Workers?: Reflections on the Identify, Status, and Role of the Writing Teacher in the WID Classroom
- D.02 Inventing Scholarly Identity: Rhetorical, Imaginative, and Personal Gestures
- D.24 Metaconferential Orthodoxy: Practicing What We Preach; or Paradigms of Professional Identities
- D.28 Moving from Descriptive to Inferential/Experimental Research Methodologies in the Writing Center: An Interdisciplinary Effort



- E.07 Doing the Right Thing: Representations of Academic, Activist, and Queer Identities
- E.22 Theorizing Institutional Resistance: Contesting Racist Conceptions of Minority Students' Language and Literacy Abilities
- E.25 How Strong Programs with National Identities Fail
- E.28 Constructing the Professional Identities of Literacy Educators Beyond the Classroom: The Rhetorics of Institutional Accreditation, Higher Education Policy Reform, and Writing Assessment Technologies
- F.21 The Visible Dissertation: The Anatomy of Academic Identity
- F.26 "Telling It Like It Is": Teaching Anxiety in Composition Studies
- F.33 Making Rhetoric and Composition Visible: Our Professional Identities
- G.16 Alternatives to Current Institutional and National Writing Assessments
- G.29 Embracing and Changing Administrative Identities
- G.30 Inter-mural and Intra-mural Identities
- H.02 How Queer Can Writing Program Administration Be? New Research from the Field
- H.13 Remediating Heterotopic Spaces Online: New Mandates, Technologies, and Cyberinfrastructures that are Changing the Way We Work
- H.31 Talk the Talk: Pedagogical, Disciplinary, and Professional Language
- I.04 Establishing Identity through an Independent Department of Writing and Rhetoric
- I.07 Beyond the Disciplinary Division: Preparing Pre-Service Teachers to Work with Second-Language Writers in the Composition Classroom
- I.24 Making the Grad: Graduate Student Writing and Professionalization
- I.30 Creating Ourselves as Readers, Students, and Teachers
- J.02 How to Get Published in TETYC (or at least improve your chances) (TYCA STRAND)
- J.04 Why Did We Do It?: Reshaping Our Identities as University Administrators
- J.06 Representing Unity: Organizing and Rhetoricizing Academic Labor Identities
- J.14 Locating Academic Identities: Is Circumstance Destiny for Women?
- J.15 Reliability and Writing Assessment Revisited
- K.02 Endowments: How to Get, Keep, and Work Them
- K.06 Voicing Unheard Identities: Common Concerns in Speech Communication, Literature, Women's Studies, and Rhetoric Classes
- K.11 The Multiple Identities of Two-Year Colleges
- K.14 Like the Anthropologist on Mars: What Do the Everyday Artifacts of Composition Teaching Reveal About Us?
- L.03 "It's All Your Fault": Who's Really to Blame for the "Literacy Crisis"?
- L.11 The Future of the Scholarly Book in Composition, Rhetorical, and Literacy Studies
- L.15 The Impact of Open-Source E-Portfolios on Program Assessment, Collaboration, and Identity
- L.18 New Trend in Graduate-Level Programs: Courses in the Teaching of Basic Writing

- M.05 “Marketing the Mind”: Challenging the New Corporate Identity of the Professoriate
- M.06 What’s your major? The New Major in Rhetoric and Writing Studies
- M.15 Redefining Identity at the Community College
- N.06 Administering Identities: Composition and Postsecondary Leadership
- N.11 Preparing to Teach in a Two-Year College (TYCA STRAND)
- N.29 Assessment: Meeting the Mark of Continual Improvement
- O.09 Negotiating Digital and Traditional Literacies in Methods Classes: Preparing Future English Teachers for Teaching Writing
- O.15 Working out the WPA Identity: Views from the Tenure Track
- O.17 Refactoring Identities in a Culture of Assessment: Rhetorical and Technical Approaches to Program Review and Development
- O.18 Digital Portfolios: Retaining Identity in an Institutional Context
- P.02 Identifying the Public Classroom through Labor, Politics and Literacy
- P.08 Developing IWCA Policy for Writing Center Assessment
- P.10 Mapping Organizational Identity / Inciting Organizational Change
- P.26 The Social and Economic Impact of Cutting Remediation Courses

## **108—Language**

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

## 109—Creative Writing

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

## 110—Professional and Technical Writing

- A.05 Representing Diseases, Representing Cultures
- B.34 Studying Communication Patterns of Science/Engineering Professionals
- C.17 Writer, Manager, Consultant
- D.21 Audience Identity, Agency, and Information Design: Professional and Personal Implications for Communicating Health-Related Information
- E.02 Redesigning an OWL: Usability Testing for Writing Centers
- F.31 Identity Representation: Gendered, Professional, and Self-Published
- G.01 It's More than "Just the Facts, Ma'am": Use of Story to Enhance Identity in Social Science, Technical, and Business Writing
- G.31 Recording the Invisible Identity: The Rhetoric of Mental Health, Diabetes, and Touch
- H.01 Teachers & Trainers: How Academic Identities Cross Over to the Workplace, and Back
- H.32 Social Benefits and Social Barriers: Studies of Identity Perception among Professional Writers, Cross-Cultural Speakers, and Students of Color

- I.12 Writing a Scholarly Identity: Disciplinary Identities, Discursive Cultures, and Rhetorical Agency
- J.03 Informed Consent in Medical Research Trials: Rhetorical Analyses of Physicians, Patients, and Donors
- K.29 Preparing Students to Communicate as Professionals through Grant Writing, Engineering Design, and “Reality-Based” Approaches
- L.07 Communities of Practice Theory and Identity Construction in Science and Engineering Courses
- L.16 Representing Identity in Narratives of Risk
- M.31 Workplace Identity Construction through Email, Performance Appraisals, and Play
- N.04 Representing Biology: Teaching Writing Within Biological Sciences
- O.03 Teaching Professional Writing in the PRC, Negotiating the Cultural Barriers
- P.09 (Re)Presenting Toulmin

### **111—Community, Civic, & Public**

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

- J.18 Forging Community Identities through Service Learning: The Complicated National and International Conversations in an Era of Immigration, Gentrification, and Migration
- J.29 Linking School and Community
- K.07 The Lives that Live Here: Borderland Literacies of the Visual, Traditional, and Technological Types
- K.10 Taking Place: Representing Claims to Contested Space
- K.25 Inventing the Public Sphere: Negotiating Identities, Ideologies, and Ethics in New Media Rhetorics
- L.19 Internationalizing Audience and Topics: A Pilot Collaborative Project with Franciscans International: Making Research and Writing Real
- L.20 Using the Documentary Arts to Foster Identity: A Youth Magazine Reaches Out to Community
- M.08 Seizing Social Movements in the Public Turn
- M.10 Crafting Rhetorical Space: Public Discourse and the Forging of Complex Identities
- M.32 Service Learning Pedagogies
- N.05 Becoming an On-Line Citizen: Three Case Studies in Rhetorical Education and Civic Identity
- N.12 Rhetorical Communities: Cultural Analysis of Five Situated Communities
- N.17 Writing and Literacy for Social Action: Highlander Learning Circles, Prison Writing Mentorships, and Community Building through Artists Now!
- O.01 The Odyssey Project: Teaching Humanities in the Community
- O.10 New Writing by SWR Authors: Rural Identities and the Politics of Sustainability
- O.16 Escape from Flatland: Towards a Multi-Dimensional Identity
- O.30 Critical Views of Cultural Discourses
- P.27 Engaging Middle Eastern Identities
- P.28 Rhetorics/Fractured Landscapes and Common Ground
- P.29 Public Rhetoric and Writing

### **International Perspectives**

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

- A.03 The Circulation of Discourse across Institutional Boundaries: How (New) Genres (Re)Shape the Practices of Placement, Assessment, and Public Discourse
- A.16 Still Fighting After All These Years?: Reflections on Jane Tompkins' "Fighting Words"
- C.13 Transnational Rhetorics and Pedagogies
- C.33 The Literature of Everyday Life: Teaching Creative Writing and Screen Plays with History and the Obscure
- E.29 Re-thinking Voice(s)
- F.00 Double Trouble: Misunderstanding Chinese Rhetorics

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