SATURDAY

MARCH 24

REGISTRATION, 8:00 a.m.–4:00 p.m.
Second Floor

Exhibits, 10:00 a.m.–2:00 p.m.
Exhibit Hall, Third Floor

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

TWO-YEAR COLLEGE SATURDAY PROGRAM
SPONSORED BY THE TWO-YEAR COLLEGE ENGLISH ASSOCIATION (TYCA)

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS
Grand Ballroom West, Third Floor
7:00 a.m.–8:00 a.m.
Admission is by advance registration only.
TYCA FAME AND SHAME AWARDS
The awards acknowledge the best and worst mentions of the two-year college appearing in any media during the previous year. The award calls attention to unfair practices as well as gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, programs, and faculty.

Winners are to be announced at the TYCA Breakfast.

Fame and Shame Award Committee:
Chair: Sterling Warner, Evergreen Valley College, San Jose, CA
Barbara Cooper, Howard Community College, Columbia, MD
Janet Henderson, Bergen Community College, NJ
Don Holt, Lansing Community College, MI
Mike Matthews, Tarrant County College Northwest Campus, Fort Worth, TX
Bill Swanson, South Puget Sound Community College, Olympia, WA

Previous Award Winners:

Fame Winners
2006   Dr. Betty Young, President, Northwest State Community College, Archbold, OH
2005   Clint Eastwood, Million Dollar Baby
2004   Dr. Tahita Fulkerson, Fort Worth Star Telegram
2003   Tracey Wong Briggs, USA Today
2002   Willard Scott, NBC Today Show

Shame Winners
2006   No Award Presented
2005   Jay Leno, NBC’s Tonight Show
2004   Dr. Jim Lee, Fort Worth Star Telegram
2003   Heald College
2002   March 7, 2002, episode of ER
DIANA HACKER

TYCA Outstanding Programs in English Awards for Two-Year Teachers and Colleges

The awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals.

Winners are to be announced at the TYCA Breakfast.

Outstanding Programs Award Committee:
Chair: Louise Bown, Salt Lake City Community College, UT
      Elizabeth Butts, Delaware County Community College, PA
      Sheldon Wrice, Community and Technical College, University of Akron, OH
      Lois Power, Fullerton College, CA

Previous Award Winners:

2006 Category 1: Reaching Across Borders Award
Composing Community: Students Write Oral History
Ocean County School, Toms River, NJ
Honorable Mention
Identifying and Supporting College-Ready Writing Skills among High School Students
Minnesota State community and Technical College, Fergus Falls, MN

Category 2: Fostering Student Success Award
American Studies Honors Program
Lee College, Baytown, TX
Honorable Mention
Embracing the First-Year Experience
Howard Community College, Columbia, MD

Category 3: Enhancing Developmental Education Award
Academic Fitness
Anoka-Ramsey Community College, Cambridge, MA
Honorable Mention
Developmental English Program
Shoreline Community College, Seattle, WA

Category 4: Enhancing Literature and Cultural Arts
Frankenstein: Penetrating the Secrets of Nature
Community College of Rhode Island, Warwick, RI
CONCURRENT SESSIONS PRESENTED BY TWO-YEAR COLLEGE FACULTY

L 12  Myths and Reality: The Relationship of Teaching Conditions and the Academic Identity of Two-Year College Teacher-Scholars

N 11  Preparing to Teach in a Two-Year College (TYCA STRAND)

O 20  Creating Space for Silence: Interdisciplinary Contemplations on Identity

TOWN HALL MEETING

Trianon Ballroom, Third Floor
8:00 a.m.–9:15 a.m.

Chair: Akua Duku Anoyke, The Arizona State University, Phoenix
Associate Chair: Cheryl Glenn, The Pennsylvania State University, University Park
Assistant Chair: Charles Bazerman, University of California, Santa Barbara
Past Chair: Judith “Jay” Wootten, Kent State University, Salem, OH
Secretary: Carol Rutz, Carleton College, Northfield, MN
CCC Editor: Deborah H. Holdstein, Northern Illinois University, DeKalb
CCCC Executive Secretary/Treasurer: Kent Williamson, NCTE, Urbana, IL
CCCC Parliamentarian: Erika Lindemann, University of North Carolina, Chapel Hill

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. Sturgis’s Standard Code of Parliamentary Procedure applies on all questions of
procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.

7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

**Procedural Rules Proposed for Adoption at the Annual Business Meeting**

In discussion of resolutions and all other items of business except sense-of-the-house motions:

a. Three minutes will be allowed for each speaker each time.
b. No one may speak a second time on a subject until all who wish to speak have been heard.
c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.
d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

**Basic Rules for the Handling of Resolutions at the Annual Business Meeting**

1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of
indicating the base of support for the resolution.

2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.
**L Sessions**

9:30 A.M.–10:45 A.M.

**Featured Session**

**Jewish? Lesbian? Poet?**

**Professor?**

*A Poetry Reading*

Grand Ballroom East, Third Floor

*Chair:* Jonathan Alexander, University of Cincinnati, OH

Robin Becker’s six collections of poems include *Domain of Perfect Affection* (2006), *The Horse Fair* (2000), *All-American Girl* (1996), and *Giacometti's Dog* (1990), all with the University of Pittsburgh Press. In 2001, the Frick Art & Historical Center (Pittsburgh) published *Venetian Blue*, a limited edition chapbook of her poems about graphic art. Professor of English at The Pennsylvania State University, Becker has received many fellowships and awards. She has served as judge for many national poetry competitions, and her column on poetry, “Field Notes,” appears regularly in *The Women’s Review of Books*, where she serves as Contributing and Poetry Editor. Becker will be signing books in The University of Pittsburgh Press Booth (#52) immediately following her reading.

**Practices of Teaching Writing**

**L.01 Uncovering Identity through Dynamic Criteria Mapping**

Trianon Ballroom, Third Floor

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

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

“Uncovering Campus Identities Through DCM”

Heidi Estrem, Boise State University, ID

Susan Harrington, Indiana University-Purdue University, Indianapolis, “In for the Long Haul: DCM and the Ongoing Representation of Values”

Scott Weeden, Indiana University-Purdue University, Indianapolis, “In for the Long Haul: DCM and the Ongoing Representation of Values”
Saturday, 9:30–10:45 a.m.

**Theory**

**L.02**  **Writing Bodies: Discursive Constructions of Disability, Health, Profession, and Public**  
Harlem Suite, Fourth Floor  
Chair: Kimberly Emmons, Case Western Reserve University, Cleveland, OH  
Speakers: Chuck Anderson, University of Arkansas for Medical Sciences, Little Rock, “First, Do No Harm: The Narrative Construction of Professional Identity among Physicians”  
Kimberly Emmons, Case Western Reserve University, Cleveland, OH, “Accommodating Depression: Public Health Rhetoric and the Construction of Mental Health”  
Hannah Bellwoar, University of Illinois, Urbana-Champaign, “Identifying the Student Body through Health Texts”  
Amy Vidali, University of Colorado at Denver  

**Institutional and Professional**

**L.03**  **“It’s all your fault”: Who’s Really to Blame for the “Literacy Crises”?**  
Sutton South, Second Floor  
Chair: Dennis Baron, University of Illinois, Urbana-Champaign  
Speakers: Doug Hesse, University of Denver, CO, “The Nation Dreams of Teacher Proofing: Neglected Expertise and Needed Writing Research”  
Dennis Baron, University of Illinois, Urbana-Champaign, “It’s all your fault: Who’s Really to Blame for the Literacy Crises?”  
Respondents: Christine Farris, Indiana University Bloomington, “Inventing the University in High School”  
Gerald Graff, University of Illinois at Chicago  
Cathy Birkenstein-Graff, University of Illinois at Chicago  

**Creative Writing**

**L.04**  **Secret Identities Unmasked: Composition Meets Creative Nonfiction Face to Face**  
Mercury Rotunda, Third Floor  
Chairs: Michael Steinberg, Michigan State University, East Lansing  
Mimi Schwartz, Richard Stockton College of New Jersey, Pomona  
Speakers: Michael Steinberg, Michigan State University, East Lansing, “When Allies Merge: The Union of Composition and Creative Nonfiction”  
Robert Root, Central Michigan University, Mt. Pleasant, “The Nonfiction Motive”  
M. Elizabeth Sargent, University of Alberta, Edmonton, Canada, “Alternative Discourse: The Convergence of Composition and Creative Nonfiction”  
John Boe, University of California at Davis, Berkeley, “Turning Composition into Creative Nonfiction”
**Information Technologies**

**L.05 BCNU in OurSpace: Identity & Community in CMC**  
Gramercy B, Second Floor  

*Chair:* Deborah Balzhiser Morton, Texas State University, San Marcos  
*Speakers:* Sarah McNeely, Texas State University, San Marcos, “When Identities Cross Communities & Media: Trust, Roles, and Communication in Hybrid Spaces”  
Evelyn Lauer, Texas State University, San Marcos  
Deborah Balzhiser Morton, Texas State University, San Marcos, “When E-Space becomes Lost in Space: Efficacy, Agency, & Pedagogy in Professional Writing”

**Theory**

**L.06 Food, Film, and Free Stuff: Collective Identity in the 21st Century**  
New York Suite, Fourth Floor  

*Chair:* Stephen Schneider, The Pennsylvania State University, University Park  
*Speakers:* Stephen Schneider, The Pennsylvania State University, University Park, “Slow Food: Collective Identity in Post-industrial Society”  
Elizabeth Mazzolini, Rochester Institute of Technology, NY, “IMAX and the Panoramic Crowd”  
Antonio Ceraso, The Pennsylvania State University, University Park, “Identities”

**Professional and Technical Writing**

**L.07 Communities of Practice Theory and Identity Construction in Science and Engineering Courses**  
Murray Hill B, Second Floor  

*Chair:* Linda Driskill, Rice University, Houston, TX  
Julie Watts, University of Wisconsin-Stout, Menomonie, “Identity Construction and Oral Presentation Mentoring in Vertically Integrated Teams”  
Deborah Barrett, Rice University, Houston, TX, “Supporting Bioengineering Students’ Identity Development in Situated Practice and Simulated Complex Communities”
Saturday, 9:30–10:45 a.m.

***Composition/Writing Programs***

**L.08**  **WAC Student Identities:**  
**Disciplinary, Analytical-Empathetic, or Advocatory?**  
Sutton Center, Second Floor  

**Chair:** Carol Severino, University of Iowa, Iowa City  
**Speakers:**  
Carol Severino, University of Iowa, Iowa City, “Knowledge-personalizing Across the Curriculum: Student as Empathetic Analyzer”  
Mary Trachsel, University of Iowa, Iowa City, “Knowledge-Personalizing Across the Curriculum: Student as Empathetic Analyzer”  
Arturo Yanez, Arkansas Technical University, Russellville, “The Development of a Disciplinary Identity in a General Education History Class: Overlooked Complexities”  
Xiao Wang, Broward Community College, Fort Lauderdale, FL, “Student as Steward: Cultivating an Advocatory Identity”

***Information Technologies***

**L.09**  **Bodily Functions: Complicating Online Authorship and Constructions of Identity**  
Morgan Suite, Second Floor  

**Chair:** Gwen Hart, Ohio University, Athens  
**Speakers:**  
Megan L. Titus, Ohio University, Athens, “Authorship and Interface: Questioning the Human/Cyborg Divide”  
Paul Shovlin, Ohio University, Athens, “WTFM: The Assimilating Ethos of the Wiki”  
Nathan Shepley, Ohio University, Athens, “Seeing/Hearing the Self in Online Essays Forms”  
Gwen Hart, Ohio University, Athens, “Smart Girrrr or Airrr Head?: Critiquing Online Spaces for Girls”

***Theory***

**L.10**  **Rhetoric, Embodiment, and the Ethics of Identity**  
Concourse G, Concourse Level  

**Chair:** Heather Bruce, University of Montana, Missoula  
**Speakers:**  
Jacqueline Rhodes, California State University, San Bernardino, “The Techné of Sexuality: Spectacle, Rhetoric, Desire”  
Kimberly Costino, California State University, San Bernardino, “Racialized Literacies and the Problem of Critical Pedagogy”  
Monika Hogan, Pasadena City College, CA, “Multiculturalism, Ethical Contact, and Writing for Hospice; or, How I became the ‘Death Lady’”
Institutional and Professional

L.11 The Future of the Scholarly Book in Composition, Rhetorical, and Literacy Studies

Mercury Ballroom, Third Floor

Chair: Gesa Kirsch, Bentley College, Waltham, MA

Speakers: Peter Mortensen, University of Illinois at Urbana-Champaign, “The Future of the Scholarly Book: An Overview”

John Duffy, University of Notre Dame, IN, “The Future of the Scholarly Book: An Author’s Perspective”


Respondent: Charles Schuster, University of Wisconsin-Milwaukee

Research

L.12 Myths and Reality: The Relationship of Teaching Conditions and the Academic Identity of Two-Year College Teacher-Scholars

Sutton North, Second Floor

Chair: Jody Millward, Santa Barbara City College, CA

Speakers: David Wong, Santa Barbara City College, CA, “Do Working Conditions Affect Program Development, Pedagogy, and Ultimately, the Identity of Two-Year College Faculty? What the Data Tell Us”


Lois Powers, Fullerton College, CA, “Two-Year College Teaching Conditions: The Myth, the Reality, the Hope and How to Close the Gap”

Composition/Writing Programs

L.13 Identifying, or Being Identified, as “At-Risk”: Ways Basic Writers and First-Graders Forge Academic Identities through a Service-Learning Partnership Course

Petit Trianon, Third Floor

Chair: Nancy Pine, The Ohio State University, Columbus

Speakers: Martha Sims, The Ohio State University, Columbus, “From At-Risk to Aware”

Stacey Blackstone, Medary Elementary School, Columbus, OH, “Reaching Them: Instilling Self-Confidence in At-Risk First-Graders”

Nancy Pine, The Ohio State University, Columbus, “Compromising: Students’ Making Connections between Service and Classroom Literacy Practices”
Saturday, 9:30–10:45 a.m.

**History**

L.14  **Lines in the Sand:**

*Ethos, Identity, and Argument in Defining and Crossing Social, Cultural, and Disciplinary Borders*

Gibson Suite, Second Floor

*Chair:* James Wynn, Carnegie Mellon, Pittsburgh, PA

*Speakers:*
- Wendy Hayden, University of Maryland, College Park, “‘Purity’ and Disease: The Role of Science in Nineteenth-Century Women’s Activism”
- Susan Wells, Temple University, Philadelphia, PA, “‘Science Has No Sex’ to ‘We Are Our Bodies’: Nineteenth Century Roots of Second Wave Feminist Medical Writing”
- Lisa Bernstein, University of Maryland, College Park, “Eternal/Maternal Return: Discourses of Mother as Nation”

**Institutional and Professional**

L.15  **The Impact of Open-Source E-Portfolios on Program Assessment, Collaboration, and Identity**

Gramercy A, Second Floor

*Chair:* George Jensen, University of Arkansas at Little Rock

*Speakers:*
- Karen Kuralt, University of Arkansas at Little Rock, “The Promise of Open Source Portfolios for Program Assessment”
- Daniel Spillers, University of Arkansas at Little Rock, “Hold”
- Aaron Baker, University of Arkansas at Little Rock

**Professional and Technical Writing**

L.16  **Representing Identity in Narratives of Risk**

East Suite, Fourth Floor

*Chair:* Bev Sauer, Johns Hopkins University, Baltimore, MD

*Speakers:*
- Arwen Mohun, University of Delaware, Newark, “Narrative Identity and the Construction of Risk in the Age of Early Automobility”
- Rebecca Burnett, Iowa State University, Ames, “Promiscuous Players and Careful Citizens: The Politics of Condom Instructions”

**Information Technologies**

L.17  **Gender, Heteronormativity, and Scripted (Re)Presentation on Facebook.Com**

Concourse A, Concourse Level

*Chair:* Pamela Takayoshi, Kent State University, OH
Saturday, 9:30–10:45 a.m.

Speakers: Patrick Thomas, Kent State University, OH, “‘You’ve got a lot on your template: Understanding the Forces and Relations of Identity (Re)Presentation on Facebook.Com’
Stacie Hanes, Kent State University, OH, “Boxed in: Representing Alternative Sexualities on the Social Internet”

Institutional and Professional

L.18 New Trend in Graduate-Level Programs: Courses in the Teaching of Basic Writing
Nassau A, Second Floor
Chair: Karen Uehling, Boise State University, ID
Speakers: Lori Rios, Texas A&M University, Kingsville, “Responding to an Accrediting Board Mandate: An Online Graduate Course in Teaching BW”
Lynn Troyka, City College of the City University of New York, “A Graduate Course in Teaching BW in a Language and Literacy Context”
Sugie Goen-Salter, San Francisco State College, CA, “A Graduate Course in Teaching BW: An Historical Overview of ‘Identities’ Used to Represent BWs”

Community, Civic & Public

L.19 Internationalizing Audience and Topics: A Pilot Collaborative Project with Franciscans International: Making Research and Writing Real
Regent Parlor, Second Floor
Chair: Gail Corso, Neumann College, Aston, PA
Speakers: Amanda Veith, Neumann College, Aston, PA
Gail Corso, Neumann College, Aston, PA
Earl Yarington III, Cheyney University, West Chester, PA
Joseph Daniels

Community, Civic & Public

L.20 Using the Documentary Arts to Foster Identity: A Youth Magazine Reaches Out to Community
Nassau B, Second Floor
Chair: Roxanne Mountford, The University of Arizona, Tucson
Speakers: Katie Johnson, The University of Arizona, Tucson, AZ
Shawn Steinhart, University of Arizona, Tucson, AZ
Kristen Suagee-Beauduy, VOICES: Community Stories Past and Present, Inc., Tucson, AZ
Saturday, 9:30–10:45 a.m.

Practices of Teaching Writing

L.21  Feminism, Composition and Pedagogy
Bryant Suite, Second Floor
Chair: Michelle Smith, The Pennsylvania State University, University Park
Kelly Myers, The University of Arizona, Tucson, “Re-presenting Emotion in Composition Curriculum and Teacher Identity”

Practices of Teaching Writing

L.22  Taboo Teaching: Race, Authority, and Evil in the College Classroom
Madison Suite, Second Floor
Chair: Christopher Weaver, William Paterson University, Wayne, NJ
Speakers: Christopher Weaver, William Paterson University, Wayne, NJ, “Reconsidering ‘Evil’ in the Academy”
Phoebe Jackson, William Paterson University, Wayne, NJ, “Reconsidering ‘Authority’ In The Classroom”

Practices of Teaching Writing

L.23  Policing Plagiarism: Teaching Composition in an Electronic Age
Hudson Suite, Fourth Floor
Chair: Kelly Lowe, University of Wyoming, Laramie
Speakers: Derek Soles, Drexel University, Philadelphia, PA, “The Case against the Plagiarism Police”
Kurt Bouman, Madison Area Technical College, WI, “In Appropriate Identities: What Students Say about Plagiarism”
Kelly Lowe, University of Wyoming, Laramie, “Teaching Researched Writing in the Age of Plagiarism and Fair Use”
Practices of Teaching Writing

L.24  Representation of Identity in First-Year Composition Syllabi
Concourse E, Concourse Level

Chair: Paul Puccio, Bloomfield College, NJ

Speakers:
Chidsey Dickson, Lynchburg College, VA, “Course Packets, Field Trips, Service Learning, Linked Courses, and So On!: Ramifications of the ‘Eccentric’ First-Year Composition Course”
Paul Puccio, Bloomfield College, NJ, “Inventing the Classroom”
Pamela Martin, Allen University, Columbia, SC, “Course Syllabi as a Representation of Identity and a Means of Being Socialized into the Field of Rhetoric and Composition”

Composition/Writing Programs

L.25  Exploration of Self and Community in the Post-Katrina Classroom
Clinton Suite, Second Floor

Chair: Jamey Trotter, Metropolitan State University, Denver, CO

Speakers:
Deborah Normand, Louisiana State University, Baton Rouge, “Translating Comp Theory into Public Action”
Lisa A. Costello, Louisiana State University, Baton Rouge, “Global Women, Local Knowledge: How Cross-cultural Reading and Writing Represent Diverse, Feminist Identities”
Celeste Del Russo, University of New Orleans, LA, “(Re)building Cultural, Community, and Academic Identity: Freshmen Composition after Katrina”

Language

L.26  Language Conflicts? African American Vernacular English, Standard English, and Students Rights to Their Own Texts
Lincoln Suite, Fourth Floor

Chair: Steven Lessner, Towson University, MD

Speakers:
Daryl Lynn Dance, The University of Kansas, Lawrence, “Rhetoric, Identity, and Speech: Examining the Rhetoric of ‘Students’ Rights to Their Own Language”
Steven Lessner, Towson University, MD, “Preserving Identity through Diverse Dialects: The Validity of Using AAVE in Composition Classrooms”
Saturday, 9:30–10:45 a.m.

Theory

L.27  The Challenges of Shared Public Identities
Midtown Suite, Fourth Floor
Chair: Steven Krause, Eastern Michigan University, Ypsilanti
Speakers: Elizabeth Weiser, The Ohio State University, Newark, “Rhetorical Communities: Who Do We Say We Are?”
Rita Hendin, The Arizona State University, Tempe, “Identity Struggles in the ‘Contact Zone’ of the Composition Classroom: The Politics of Language and Social Interaction”
Steven Krause, Eastern Michigan University, Ypsilanti, “Content Management Systems and Writing Program Administration: When Your Website is Not Something You Have, but Something You Are”

Theory

L.28  Critical Thinking on Literacy and Social Justice
Concourse B, Concourse Level
Chair: Karen Fitts, West Chester University, PA
Speakers: Hill Taylor, North Carolina Central University, Durham, “Pedagogy of the Monkeywrench: Using the Situationist International to detour Representation in Spaces of the Global”
Randall Spinks, DeVry University, North Brunswick, NJ, “Students Reading Films against Alfie Kohn’s Case against Competition”
Ojay Johnson, Johnson C. Smith University, Charlotte, NC, “Strengthening our Commitment to Democracy and Difference: Language, Literacy, and the Rhetoric of Black Liberation Theology”

History

L.29  Discriminatory Institutions and Resistant Identities
Concourse D, Concourse Level
Chair: Eric Glicker, Indiana University of Pennsylvania
Speakers: Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada, “Disabling Identities: The Metadisciplinary Space of Disability in Rhetoric and Composition Studies”
Sung Ohm, Ohio University, Athens, “‘Murder of the American Dream’: Revisiting the History of Racial Representations in College Composition and Communication”
Joyce Rain Anderson, Roger Williams University, Bristol, RI, “‘We are fighting the English Language’: Resistant Strategies of Indian Students at the Carlisle Indian Industrial School”
History

L.30 Crises, Conflicts, and Literacy Ideologies
Holland Suite, Third Floor

Chair: Frances Shapiro-Skrobe, Ramapo College

Speakers: Anne Heintzman, University of Louisville, KY, “Sponsorship, Mandates and the Impact of Education”
Paige VanOsdol, University of Missouri-Kansas City, “Idealism and Crisis: Debating Freshman Composition and Much More, 1929-1941”
Kevin Dvorak, Indiana University of Pennsylvania, “The Literacy Crisis as a Tool of Oppression/Connection”

Research

L.31 Development of Student Thought and Identity in Undergraduate Writing
Murray Hill A, Second Floor

Chair: Alanna M. Frost, University of Louisville, KY

Speakers: Michelle Neely, The University of Texas at Austin, “Students Thinking, Students Writing: An Investigation of Undergraduates’ Knowledge, Beliefs, and Rhetorical Writing Performance”
Maureen Giblin, University of Wisconsin-Stevens Point, “Identities in Conflict: Working Class Students in the Academy”
Elizabeth Morley, University of Illinois at Urbana-Champaign, “Lives under Construction: Representing Student Identities”
Anne Beaufort, University of Washington, Tacoma, “Reconceptualizing Writing Instruction in Higher Education: A Research-Based Proposal”

Information Technologies

L.32 Emerging Technologies in the Classroom: Online Comics, Digital Storytelling and iTunes University
West Ballroom Foyer, Third Floor

Chair: Alexander Reid, The State University of New York at Cortland

Speakers: Chandra Lewis-Qualls, Abilene Christian University, TX, “Identity Interface: Rhetorical Analysis, Graphic Design and Comics”
Ryan Trauman, University of Louisville, KY, “My Digital Me: The Digital Story as Emerging Genre”
Alexander Reid, SUNY, Cortland, “Public and Portable Pedagogy: iTunes University and New Media Materiality”
Saturday, 9:30–10:45 a.m.

Composition/Writing Programs

L.33 The WPA Writing Center Role and Creating Tutor Identities
Rendezvous Trianon, Third Floor

Chair: Rita Karr, Brunswick Community College, NC
Speakers: Hope Parisi, Kingsborough Community College, Brooklyn, NY, “Theory Re-presenting Tutor Identities: The Role of the Academic Director”
Tim Taylor, St. Louis Community College at Meramec, MO, “Writing Program Administration at the Two-Year College—Ghosts in the Machine”
Rita Karr, Brunswick Community College, NC, “The Faces of Developmental English Classes at a Community College”

Composition/Writing Programs

L.34 Innovations and Improvements in WPA
Beekman Parlor, Second Floor

Chair: Alice Horning, Oakland University, Rochester, MI
Speakers: Joe Janangelo, Loyola University, Chicago, IL, “Mentoring Diversity to Revise WPA Identity”
Sibylle Gruber, Northern Arizona University, Flagstaff, “The Role of Women Writing Program Administrators: Feminist Theories and Practices”
Kathleen Ethel Welch, Stony Brook University, The State University of New York, “Computer Classrooms and Composition-Rhetoric Classes”
Alice Horning, Oakland University, Rochester, MI, “Re-identifying Basic Writers: A Successful Learning Community Approach”

Theory

L.35 Writing the Readerly Self, Reading the Writerly Self: Pedagogies of Inspiration and Identification
Concourse C, Concourse Level

Chair: Valerie Balester, Texas A&M University, College Station
Speakers: Lindsay Illich, Texas A&M University, College Station, “The Writer is a Raider, I mean, Reader”
Robert Wyckoff, Texas A&M University, College Station, “Poe, Burke, and the Rhetoric of Aesthetics”
Lowell White, Texas A&M University, College Station, “From the Self to the Page: Identity, Imagination, and the Democratization of Creativity”
Featured Session

Making a Difference through Mentoring

Grand Ballroom East, Third Floor

Chair: Akua Duku Anokye, Arizona State University, Phoenix

What are the many forms of mentoring? How can we mentor most effectively? What are the mutual benefits of investing time and intellectual energy in mentoring? In this session, Duane Roen will describe diverse forms of mentoring that can make a difference in the lives of undergraduate students, graduate students, junior faculty colleagues, and even senior colleagues. He will narrate several of his own experiences with mentoring, both as a mentee and a mentor. He will also share stories of others who have been involved in mentoring. Come prepared to participate in this session because Duane will invite members of the audience to share their stories about mentoring experiences.

Duane Roen is Professor of English at Arizona State University, where he serves as Head of Humanities and Arts on the Polytechnic campus.

Theory

M.01 Identity Inscription Ideology

Trianon Ballroom, Third Floor

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

Speakers: Raul Sanchez, University of Florida, Gainesville, “The Ideology of Identity and the Study of Writing”

Donna LeCourt, University of Massachusetts, Amherst, “From Identity to Inscription: Revitalizing the Civic Potential of the Web”

Malea Powell, Michigan State University, East Lansing, “From Inscription to Identity: Inscribing the Culture of the Discipline”
Saturday, 11:00 a.m.–12:15 p.m.

**Research**

**M.02** Interrogating Research Methodologies: Toward a New Paradigm of Writing Center Research

Regent Parlor, Second Floor

*Chair:* Linda Bergmann, Purdue University, West Lafayette, IN

*Speakers:* Melissa Ianetta, University of Delaware, Newark, “Against Metaphor: Towards New Ways of Knowing the Writing Center”

Luke Niiler, University of Texas at Tyler, “‘This is Who We Are and What We Do’: What Quantitative Research Reveals about Writing Center Expertise”

Linda Bergmann, Purdue University, West Lafayette, IN, “Outcomes-Based Research: Rethinking the Identities of Peers and Experts”

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**History**

**M.03** Fashioning Identity in 19th Century Women’s Rhetoric and Rhetorical Theory

Petit Trianon, Third Floor

*Chair:* Catherine Hobbs, University of Oklahoma, Norman

*Speakers:* Susan Kates, University of Oklahoma, Norman, “The Visual Rhetoric of 19th Century Suffrage Banners”

Jane Donawerth, University of Maryland, College Park, “Tools Not Rules: Rhetorical Grammars by 19th Century Women”


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**Theory**

**M.04** The Visual Rhetoric of Ethnic Identity

Beekman Parlor, Second Floor

*Chair:* Milissa Riggs, University of Texas at Arlington


Hannah Riggs, Southern Methodist University, Dallas, TX, “The Changing Visual Rhetoric of Mexican-American Identity”

April Kinkead, University of Texas at Arlington, “Black Bodies: Canvases for Power, Oppression, and Struggle”

Ella van Wyk, The American University of Sharjah, UAE, “The Shifting Arab Identity in Dubai”
Institutional and Professional

M.05  “Marketing the Mind”: Challenging the New Corporate Identity of the Professorate

New York Suite, Fourth Floor

Chair: Joe Law, Wright State University, Dayton, OH

Speakers: Joe Law, Wright State University, Dayton, OH, “Marketing the Mind’: Challenging the New Corporate Identity of the Professoriate”
Christina Murphy, Marshall University, Huntington, WV, “Frederick Taylor Meets the Academy: A Critique of Merit Evaluation Systems Based upon Worker Productivity”
Byron Stay, Mount St. Mary’s University, Emmitsburg, MD, “Marketing the Mind’: Challenging the New Corporate Identity of the Professoriate”

Institutional and Professional

M.06  What’s Your Major? The New Major in Rhetoric and Writing Studies

Nassau B, Second Floor

Chair: Kate Mangelsdorf, University of Texas at El Paso

Speakers: Helen Foster, University of Texas at El Paso, “Creating a Program Philosophy”
Scott Lunsford, University of Texas at El Paso, “Thinking through Student Identities”
Isabel Baca, University of Texas at El Paso, “Developing a Coherent Curriculum”
Carlos Salinas, University of Texas at El Paso, “Choosing Classroom and Program Technologies”
Beth Brunk-Chavez, University of Texas at El Paso, “Planning for Comprehensive Assessment”

Theory

M.07  “Why It’s [Not] All About Me”: Email as (Mis)Leading Antecedent Genre

Gibson Suite, Second Floor

Chair: Scott Stevens, Western Washington University, Bellingham

Speakers: Angela Jones, Western Kentucky University, Bowling Green, “Misrepresenting Academic Identities: Email, its Antecedents, and its Descendents”
Catherine McDonald, Western Washington University, Bellingham, “The Desire of the Instant: Genred Identities in Email and Essays”
Nicole Brown, Western Washington University, Bellingham, WA, “Resisting the Reproductive Force of Email: Student-Interns Considering the Representational Practices of Genre”
Saturday, 11:00 a.m.–12:15 p.m.

**Community, Civic & Public**

**M.08 Seizing Social Movements in the Public Turn**
Mercury Ballroom, Third Floor

*Chair:* John Ackerman, Kent State University, OH

*Speakers:* Thomas Miller, University of Arizona, Tuscon, “What Progressive Education Teaches Us about Movement Rhetorics, Activist Pedagogies, and Institutional Reforms”

Diana George, Virginia Tech, Blacksburg, “‘We Wish to Plead Our Own Cause’: What Writing Does In- and Outside the Classroom”


David Coogan, Virginia Commonwealth University


**Theory**

**M.09 Being Persons Together and Critical Understanding: Wayne C. Booth’s Ethics of Fiction and a Pedagogy of Assent**
Hudson Suite, Fourth Floor

*Chair:* Ann Dobyns, University of Denver, CO

*Speakers:* David Gruber, University of Denver, CO, “Cuduction in the Classroom: Teaching Literature as Ethical Argument”

Martin Riker, University of Denver, CO, “Teaching Other Traditions: the Menippean Satire and Contemporary Discourse”

Joseph Muszynski, University of Denver, CO, “Friendship and the Works We Study”

*Respondent:* Linda Bensel-Meyers, University of Denver, CO

**Community, Civic & Public**

**M.10 Crafting Rhetorical Space: Public Discourse and the Forging of Complex Identities**
Gramercy A, Second Floor

*Chair:* Virginia L. Purvis-Smith, The College of The Bahamas, Nassau

*Speakers:* Margaret J. Marshall, University of Miami, Coral Gables, FL, “Marginal Interruptions: Editors, Educators, and the ‘Race Problem’ in Post-Reconstruction America”

Frederick J. Antczak, Grand Valley State University, Allendale, MI, “Journeying Toward Peace: Cardinal Bernardin and the Space for American Catholic Dialogue”

Glenn Blalock, Baylor University, Waco, TX, “Identity with Integrity: CompPile, CompFAQs, and the Challenges of Defining Composition as a Discipline”
Saturday, 11:00 a.m.–12:15 p.m.

**History**

**M.11** Conspicuous Identities: Disposition, Declamation, Imitation, and Arts of Character in Ancient Rhetorical Education
Sutton North, Second Floor

*Chair:* Jeffrey Walker, University of Texas, Austin  
*Speakers:* Debra Hawhee, University of Illinois at Urbana-Champaign, “In the Eyes of Others: Conspicuous Emotion as Identity in Aristotle’s Rhetoric”  
Jeffrey Walker, University of Texas, Austin, “Declamation as Civic Theater: Aelius Aristides’ ‘Sicilian’ Orations”  
Janet Atwill, University of Tennessee, Knoxville, “Crafting Identities: The Role of Imitation in Greek Rhetorical Training”

**Composition/Writing Programs**

**M.12** Pedagogical Memory and the Transferability of Knowledge
Concourse A, Concourse Level

*Chair:* Susan Jarratt, University of California, Irvine  
*Speakers:* Shevaun Watson, University of South Carolina, Columbia, “Retrospective Writing Histories”  
Susan Jarratt, University of California, Irvine, “Writers across the Curriculum: A Review of Research on the Transfer of Knowledge and Practice from First-Year Composition to Discipline-Based Writing”  
Alexandra Sartor, University of California, Irvine, “Writers in Context: The Transferability of Writing Instruction”  
Katherine Mack, University of California, Irvine, “Writers in Context: The Transferability of Writing Instruction”

**Information Technologies**

**M.13** High Hopes: New Media, New Identities for Writing Programs
Sutton South, Second Floor

*Chair:* Jeff Grabill, Michigan State University, East Lansing  
*Speakers:* Carrie Leverenz, Texas Christian University, Fort Worth, “Who Said an Ant Can’t–Build a New Media Writing Program?”  
Jason King, Texas Christian University, Fort Worth, “Composing New Media Writing Teachers”  
Brad Lucas, Texas Christian University, Fort Worth, “The Phronesis is Flat: Undergraduate Research, Organic Document Design, and Our ‘When’ of New Media Writing”
Saturday, 11:00 a.m.–12:15 p.m.

**History**

**M.14 Nommo: Literacy, the Word, and Intersections with African American Political, Religious, and Spiritual Identity**

Rendezvous Trianon, Third Floor

**Chair:** Annette Harris Powell, University of Louisville, KY

**Speakers:**
- Rhea Estelle Lathan, Michigan State University, East Lansing, “‘I’ve Got a Testimony’: Bearing Witness to a Historical Case of African American Curriculum and Instructional Methods: 1955–1962”
- Annette Harris Powell, University of Louisville, KY, “Fo God mek de wol, de Wod been dey”: Translating Power in the New Light of Day”
- Maria Bibbs, University of Wisconsin-Madison, “In the Spirit of Resistance: African American Education during the Revolutionary Era”

**Institutional and Professional**

**M.15 Redefining Identity at the Community College**

Sutton Center, Second Floor

**Chair:** James Werner, The State University of New York, Westchester Community College, Valhalla, NY

**Speakers:**
- James Werner, The State University of New York, Westchester Community College, Valhalla, NY, “Crossing the Student/Teacher Divide at the Community College”

**M.16 Speaking/Writing/Acting and Moving OUT: The Body in Rhetorical Performance**

Madison Suite, Second Floor

**Chair:** Jennifer DiGrazia, Westfield State College, MA

**Speakers:**
- Lauren Rosenberg, Eastern Connecticut State University, Willimantic, “Marked Bodies: Racial Collisions in the Basic Writing Classroom”
- Jennifer DiGrazia, Westfield State College, MA, “Bitterness and Cynicism: Destabilizing Identity with a Queer Text”
- Beth Ann Rothermel, Westfield State College, MA, “Deepening the Curve: Dance, Introspection, and Composition”
Saturday, 11:00 a.m.–12:15 p.m.

**Practices of Teaching Writing**

**M.17 Talking and Walking through Academic Differences:**
*Explority Pedagogical Practices for Adult and Basic Writers*

Bryant Suite, Second Floor

**Chair:** Marcia Muth, University of Colorado at Denver

**Speakers:**
- Marcia Muth, University of Colorado at Denver, “Academic Identities for Adult Students”
- Mika Troutman, Wesley College, Dover, DE, “Re-presenting Basic Writing Thirty Years Later”
- Mary Gormley, University of Rhode Island, Kingston, “Talking and Walking through Difference: Diversity Discourse, Collaboration, and Social Action”

**Practices of Teaching Writing**

**M.18 Pictures, Images, and Abu Ghraib:**
*The Rhetoric of Visuals for Writing Practices and Instruction*

Murray Hill B, Second Floor

**Chair:** John Barber, Washington State University, Vancouver

**Speakers:**
- Vanessa Everett, University of Missouri-Kansas City, “Refrigerator Art: Using Pictures and Drawing to Expand the Writing Process in the Composition Classroom”
- John Barber, Washington State University, Vancouver, “Juxtaposed Visual and Verbal Rhetoric: Teaching Composition and Communication with Graphic Novels”
- William Wright, Mesa State College, Grand Junction, CO, “Kenneth Burke at Abu Ghraib”

**Practices of Teaching Writing**

**M.19 Contending with the Rhetoric of Gendered Discursive Representations**

Clinton Suite, Second Floor

**Chair:** Ian Barnard, California State University, Northridge

**Speakers:**
- Leigh Jones, Hunter College, The City University of New York, “Complicating Gender Representations: Masculinity Theory in the Writing Classroom”
- Irene Klosko, Holy Family University, Philadelphia, PA, “‘Song of Myself’: Walt Whitman’s Quest for Identity”
- Kay Siebler, Buena Vista University, Storm Lake, IA, “The Great White Queer: Overcoming Stereotypical Identities in the Composition Classroom”
Saturday, 11:00 a.m.–12:15 p.m.

**Practices of Teaching Writing**

**M.20 Critical Appraisals of Race Identifications in Composition**

Murray Hill A, Second Floor

*Chair:* Lowell Mick White, Texas A&M University, College Station

*Speakers:* Trudi Witonsky, University of Wisconsin, Whitewater, “Antiracist Work and Whitefolks’ Voices”
Michelle Johnson, University of North Carolina, Greensboro, “Facing Race Head-On: Racial Literacy in the Composition Classroom”
Collin Craig, Michigan State University, East Lansing, “‘Can You Please Write Somewhere Else?’: Contextual/Historical Inscription of the Black Male Writing Instructor in the Teaching of First-Year Writing”

**Practices of Teaching Writing**

**M.21 Connecting to Students’ Personal Identities in Composition Classrooms:**

*Autobiography, Cinema, and Street Novels*

Concourse G, Concourse Level

*Chair:* Jamie Thornton, Fort Worth, TX

Chey Granroth, Lansing Community College, MI, “Can You See Me: an Annotated Demographic of Basic Writing Students”

**Practices of Teaching Writing**

**M.22 Beyond the Narrative and Case Study: Representing Student Identities in the Composition Classroom**

Concourse E, Concourse Level

*Chair:* Clara Oropeza, Santa Barbara City College, CA

*Speakers:* Amira Akl, University of Toledo, OH, “Finding Their Place: Case Study Research on Arabs and Arab Americans Engaged in U.S. Writing Courses”
Clara Oropeza, Santa Barbara City College, CA, “Exploring Identity from Inside Out”
Saturday, 11:00 a.m.–12:15 p.m.

**Language**

**M.23** Perpetuating Language Unity at the Risk of Division  
East Suite, Fourth Floor  
*Chair:* Robert Tinajero, University of Texas at El Paso  
Robert Tinajero, University of Texas at El Paso, “Brown and Black in Hip-Hop: Tenuous Solidarity”  
Amanda Brown, Syracuse University, NY, “Rhetorical Analysis Accesses the Identity Language Puts at Risk”

**Theory**

**M.24** Alternative Approaches to Argument and Reasoning  
Mercury Rotunda, Third Floor  
*Chair:* Tracy Duckart, Humboldt State University, Arcata, CA  
*Speakers:* Deanya Lattimore, Syracuse University, NY, “Person-Centered Persuasion: Rogerian Techniques at the Discursive Level of Composition”  
Aaron McKain, The Ohio State University, Columbus, “Shouting ‘Fire’ in the Writing Classroom: Rhetoric, Law, and Composition”

**Research**

**M.25** Reading Identities Rhetorically  
Concourse B, Concourse Level  
*Chair:* H. Elizabeth Smith, Bronx Community College, NY  
*Speakers:* Carolyn Sterling-Deer, LaGuardia Community College/The City University of New York, “A Multidimensional Analysis of Dominican Female Identity Online”  
Tom Friedrich, University of Minnesota, Minneapolis, “Male Student Writers as Speaking Grotesque Bodies: A Phenomenological Study of Male Student Writer Identity”  
Marsha Olsen-Wiley, Kent State University, OH, “Representing Individual, Community, and Social Identity: The Prosthetic as Graphic Space / Text”  
Elizabeth Giddens, Kennesaw State University, GA, “Representing the Identities of Others: John Murtha’s Ethos as Spokesperson for a Silenced Military and as Whistleblower of ‘Flawed Policy’”
M.26 Emerging Technologies and Virtual Values: Understanding Teachers’ and Students’ Online Experiences

Harlem Suite, Fourth Floor

Chair: Madeleine Sorapure, University of California at Santa Barbara

Troy Hicks, Michigan State University, East Lansing, “From Pixels to Praxis: Examining Teachers’ Multiliteracies through Digital Portfolios”
Madeleine Sorapure, University of California at Santa Barbara, “It’s MySpace, But It’s Their Template: Representing Identities in Blogs and Social Networking Systems”


Gramercy B, Second Floor

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

Speakers: Mirona Magearu, University of Maryland-College Park, “The Electronic Typography and the Renegotiation of the Alphabetic/Iconic Ratio as a Means of Message Delivery”
Melinda Turnley, DePaul University, Chicago, IL, “Refiguring the Interface Agent: An Exploration of Productive Tensions in New Media Composing”

M.28 High Stakes Assessment of Faculty, Students, and Programs

Concourse C, Concourse Level

Chair: Elizabeth Feltner, Kent State University, OH

Speakers: Carl Whithaus, Old Dominion University, Norfolk, VA, “Typing Compared with Handwriting a High-stakes Writing Assessment: The Impacts of the Material Conditions on Students’ and Graders’ Perceptions of Writing”
Timothy Murphy, The University of Arizona, Tucson, “Identity of the First-Year Composition Instructor in the Age of Online Teaching Evaluation Results”
Edward Baldwin, Nevada State College, Henderson, “Creating an Assessment Program in a New Four-Year College”
Composition/Writing Programs

M.29  Where the Bloody Hell Are We? Subverting and Resisting the Dominant Discourse through Hip-Hop, Oral Tradition, and Online Text
Holland Suite, Fourth Floor
Chair: Erin Bradford, University of North Carolina at Charlotte
Speakers: Susan Thomas, University of Sydney, Australia, “Identifying Rhetoric and Composition, or Where the Bloody Hell Are We?”
George Pullman, Georgia State University, Atlanta, “Identifying Rhetoric and Composition, or Where the Bloody Hell Are We?”
Lisa Tomlinson, York University, Toronto, Ontario, Canada, “Using Folklore and Spoken Words to Teach Literacy: An African Canadian Experience”

Creative Writing

M.30  Making Connections: Memoir and Fictional Fathers
Midtown Suite, Fourth Floor
Chair: Charles Cox, American University, Washington, D.C.
Speakers: Ellen Partridge, University of Rhode Island, Kingston, “There’s No Cyborg in This Classroom”
Susan Rashid Horn, University of Rhode Island, Kingston, “My Jaddu, My Babba, My Self”

Professional and Technical Writing

M.31  Workplace Identity Construction through Email, Performance Appraisals, and Play
West Ballroom Foyer, Third Floor
Chair: Rylish Moeller, Utah State University, Logan
Speakers: Anneliese Watt, Rose-Hulman Institute of Technology, Terre Haute, IN, “Electronic Emily Posts: Academic, Professional, and Journalistic Constructions of Email Etiquette”
Richard House, Rose-Hulman Institute of Technology, Terre Haute, IN, “Electronic Emily Posts: Academic, Professional, and Journalistic Constructions of Email Etiquette”
Jim Henry, University of Hawai’i at Manoa, Honolulu, “Anticipating Workplace Identity Construction”
Rylish Moeller, Utah State University, Logan, “Playing to Build Community within Distributed Teams: Lessons for Technical Communication”
Saturday, 11:00 a.m.–12:15 p.m.

Community, Civic & Public

M.32 Service Learning Pedagogies
Morgan Suite, Second Floor
Chair: Darsie Bowden, DePaul University, Chicago, IL
Deborah Long, Kent State University, OH, “Us, You, and Them: Instilling Identity in Library Workers”
Lucy Haagen, Duke University, Durham, NC, “I’m not Your Tutor, I’m Your Coach”
Darsie Bowden, DePaul University, Chicago, IL, “Telling Stories Out of School: New Media Literacy Narratives”

Composition/Writing Programs

M.33 Student Selves and Transformation in the Writing Classroom
Concourse D, Concourse Level
Chair: Heather Herrera, New York University, NY
Speakers: Jon Leydens, Colorado School of Mines, Golden, “Writing that Matters and the Tipping Point for Tutors and Teachers in a 1.5 World”
G. Chad Wolfe, Indian Hills Community College, Ottumwa, IA, “Reinvest In the Uninvested: Citizenship, Responsibility, and Finding Identity in the Developmental Writing Classroom”
Heather Herrera, New York University, NY, “Crime and Punishment: Concepts of Self among Ethnolinguistically Diverse Female Students”

Information Technologies

M.34 New Directions at the Intersection of Rhetoric and Technology
Nassau A, Second Floor
Chair: Sandra Eckard, University of Pennsylvania, East Stroudsburg
Speakers: Keith Gibson, Auburn University, AL, “Passing the Turing Test”
Michelle Eble, East Carolina University, Greenville, NC, “Digital Delivery and Communication Technologies: Applying Rhetorical Theory to Online Teaching and Learning”
Vicki Russell, Duke University, Durham, NC, “Using iPod Technology in the Composition Classroom”
Thomas Henry, Grand Valley State University, Grand Rapids, MI, “Using Secondary Scientific Communication (SSC) to Teach Second Language Writing”
N Sessions

12:30 p.m.–1:45 p.m.

Featured Session

Re/Visions of a Field: Representing Disciplinary Identities in the Pages of College Composition and Communication

Grand Ballroom East, Third Floor

Chair: Shirley Wilson Logan, The University of Maryland, College Park

David Smit diagnoses Composition Studies as becoming increasingly specialized and fragmented; thus, its “crisis of purpose.” The speakers on this panel argue that it is to CCC we should turn for our vision of the discipline and the various practices within it (editorial decisions, historical-scholarly contexts, citation practices, the assembly of scholarly anthologies, reading lists and course syllabi, and so on). Despite the reifying force of abstractions such as “the field,” our disciplinary identity is not static, nor is our field fragmented; this session will articulate some of the ways that College Composition and Communication, among its other scholarly projects and goals, is answering Smit’s “crisis of purpose.”

Deborah H. Holdstein is Professor of English and Chair of the Department of English at Northern Illinois University and editor of College Composition and Communication. Collin Gifford Brooke, Assistant Professor of Writing at Syracuse University, is the Associate Editor responsible for the CCC Online Archive. Derek Mueller, third-year Ph.D. student in the Composition and Cultural Rhetoric program at Syracuse University, serves as editorial assistant for CCC Online Archive.
Saturday, 12:30–1:45 p.m.

Theory

N.01 Transnational Identifications: Rhetorical and Pedagogical Practices
Grand Ballroom West, Third Floor

Chair: Wendy Hesford, The Ohio State University, Columbus
Speakers: Wendy Hesford, The Ohio State University, Columbus, “Vulnerable Agents: Human Rights through Children’s Eyes”
Ivonne Garcia, The Ohio State University, Columbus, “Indigenizing the Transnational: Queen Lili’uokalani’s Story”
Respondent: Eileen Schell, Syracuse University, NY

Information Technologies

N.02 Composing in Cyberspace: Launching, Revising, and Maintaining Quality in the Online First-Year Writing Course
Morgan Suite, Second Floor

Chair: Joann Yost, Bethel University & Ridgewater Community College, St. Paul/Hutchinson, MN
Speakers: Joann Yost, Bethel University & Ridgewater Community College St. Paul/Hutchinson, MN, “Composition Student Identities in Cyberspace: Launching a Hybrid”
Jennifer Locke Whetham, Green River Community College, Auburn, WA, “Revising an Online Course to Increase Motivation: Creating a Community of Learners in the Online First-Year Writing Course”
Louise Bown, Salt Lake Community College, UT, “Maintaining Quality in Composition Online”

Theory

N.03 Performing Identity and the Pedagogy of the Spectator
Concourse B, Concourse Level

Chair: Bianca Falbo, Lafayette College, Easton, PA
Speakers: Linda Miller, Muhlenberg College, Allentown, PA, “Writing as Performance: The Pedagogy of the Spectator”
Beth Seetch, Lafayette College, Easton, PA, “Writing as Performance: The Pedagogy of the Spectator”
Saturday, 12:30–1:45 p.m.

**Professional and Technical Writing**

**N.04 Representing Biology: Teaching Writing within Biological Sciences**
West Ballroom Foyer, Third Floor

*Chair:* Laura Gurak, University of Minnesota, St. Paul  
*Speakers:* Zoe Nyssa, University of Minnesota, St. Paul, “Profiling Viruses and Texts: Leveraging Science Lab Training to Facilitate Genre Knowledge”  
John Dinolfo, Clemson University, SC, “Writing the Biological Journal Article: Strategies for Teaching Young Scientists”  
Fawn Musick, Texas Tech University, Lubbock, “Taking the Gross out of Gross Anatomy: Student Writing and Technology in a Medical School Cadaver Lab”  
Erin Wais, The University of Minnesota, St. Paul, “Cows, Horses, Pigs, and the Passive Voice: The Place of Writing in an Orientation to Animal Science Course”

**Community, Civic & Public**

**N.05 Becoming an On-Line Citizen: Three Case Studies in Rhetorical Education and Civic Identity**
Sutton South, Second Floor

*Chair:* Nedra Reynolds, The University of Rhode Island, Kingston  
*Speakers:* Steve Simpson, The University of New Hampshire, Durham, “The Public, the Press, and the ‘Party Girl’: Some Problems with the Internet as International Democratic Space”  
Jessica Enoch, University of Pittsburgh, PA, “Rhetorical Education On-Line: Cultivating Civic Identities in Virtual Space”

**Institutional and Professional**

**N.06 Administering Identities: Composition and Postsecondary Leadership**
Petit Trianon, Third Floor

*Chair:* Amy Goodburn, University of Nebraska-Lincoln  
*Speakers:* Deborah Minter, University of Nebraska-Lincoln, “Institutional Structures and Advocating Teaching Identities”  
Joy Ritchie, University of Nebraska-Lincoln, “Chair Invoked, Chair Addressed: The Performance of Chair’s Identity”  
Amy Goodburn, University of Nebraska-Lincoln, “Administering Pedagogy: Teaching Scholarship, Teaching Identities”  
Barbara Couture, University of Nebraska-Lincoln, “Always Composing: From Academic Leadership to Writing Instruction and Back”
Saturday, 12:30–1:45 p.m.

Theory

N.07 Examining Theory in Practice: Compositionists’ Identities amidst Professionalization and Scholarship
Lincoln Suite, Fourth Floor
Chair: Kelly Kawar, Loyola Marymount University, Los Angeles, Ca
Speakers: Paul Yun, Loyola Marymount University, Los Angeles, CA, “Professionalization in Teaching”
Kawar Kelly, Loyola Marymount University, Los Angeles, CA, “Composition ‘Theory Wars’ and Crises of Identity: Working to Preserve the Academy”
Rebecca Cantor, Loyola Marymount University, Los Angeles, CA, “Forming an Identity as a Fledgling Composition Professor”

Practices of Teaching Writing

N.08 Visual Composition: A Changing Professional Identity
Mercury Ballroom, Third Floor
Chair: Lee Odell, Rensselaer Polytechnic Institute, Troy, NY
Speakers: Lee Odell, Rensselaer Polytechnic Institute, Troy, NY, “Rethinking Our Role as Teachers of Composition: Learning from Visual Models”
Andreas Karatsolis, Albany College of Pharmacy, NY, “Expanding the Territory of WAC: The Structure of Visual Argument”
Susan Katz, North Carolina State University, Raleigh, “Rethinking Our Role in Responding to and Evaluating Students’ Composition”

Information Technologies

N.09 Complicating Teachers’ and Writers’ Identities: Writing and Responding in Online Spaces
Gramercy B, Second Floor
Chair: Maureen McDonough-Kolb, New York University, NY
Speakers: Christian Pulver, University of Massachusetts, Boston, “Beyond the Corporate Interface: Framing an Online Identity for Writing Communities”
Jennifer Radtke, Long Island University, Brooklyn, NY, “Weblogs in Writing Classrooms and Beyond: Creating and Fostering a Dialogic Space for Writing Students”
Shoba Bandi-Rao, New York University, NY, “Redefining Roles: Sharing Writing and Response in an Online Space”

History

N.10 1963: The Origin of Modern Composition, Part 2
Rendezvous Trianon, Third Floor
Chair: Geoffrey Sirc, University of Minnesota, Minneapolis
Saturday, 12:30–1:45 p.m.

**Speakers:** Sidney Dobrin, University of Florida, Gainesville, “Seeing Stars: Space, Image, and Performance in Writing”
Tom Reynolds, University of Minnesota, Minneapolis, “Publishing and Composition in ’63”
John Charles Goshert, Utah Valley State College, Orem, “‘They read comic books—not D.H. Lawrence!’: The Lasting Significance of Rechy’s *City of Night*”

**Institutional and Professional**

**N.11 Preparing to Teach in a Two-Year College**
Gramercy A, Second Floor

**Chair:** Beth Wheeler, Northampton Community College, Tannersville, PA

**Speakers:**
Camille Ziolek, Oakland Community College, Farmington Hills, MI, “Positioning Yourself for a Job in a Two-Year College”
David Lydic, Austin Community College, TX, “The Art of Interviewing”
Beth Wheeler, Northampton Community College, Tannersville, PA, “Transitioning from Adjunct to Full-time, Tenure Track: Preparing for What Lies Ahead”

**Community, Civic & Public**

**N.12 Rhetorical Communities:**
Cultural Analysis of Five Situated Communities
Nassau A, Second Floor

**Chair:** Sipai Klein, New Mexico State University, Las Cruces

**Speakers:**
Lydia Loskot, New Mexico State University, Las Cruces, “Rhetorical Communities: Cultural Analysis of Five Situated Communities”
Marohang Limbu, University of Texas at El Paso, “Rhetorical Communities: Cultural Analysis of Five Situated Communities”
Matthew McCool, New Mexico State University, Las Cruces, “Rhetorical Communities: Cultural Analysis of Five Situated Communities”

**Practices of Teaching Writing**

**N.13 Giving Way, Here and There**
Clinton Suite, Second Floor

**Chair:** Denice Martone, New York University, NY

**Speakers:**
David Cregar, New York University, NY, “My Name is Kim”
Catherine Savini, Columbia University, New York, NY, “Metaphors in a Multi-Cultural Classroom”
Joel Elmore, New York University, NY, “No Direction Home”
Denice Martone, New York University, NY, “One Scary South Korean”
Saturday, 12:30–1:45 p.m.

Creative Writing

N.14  The Foreign Mirror: Writing about Reflections and Reflecting about Re-Presentation
Midtown Suite, Fourth Floor
Chair: Dianne Donnelly, University of South Florida, Tampa
Speakers: Deborah Bacon Noonan, University of South Florida, Tampa, “The Shattered Glass: Re-Creating Identities, Rewriting Histories through Creative Nonfiction”
Aurora Mackey, University of South Florida, Tampa, “I Hear Voices, But None of Them Are Yours”
Dianne Donnelly, University of South Florida, Tampa, “Mirror, Mirror, on the Wall: Representations and Reflections”

Theory

N.15  Kairotic Making and Un-Making of Identity
Harlem Suite, Fourth Floor
Chair: Heather Branstetter, University of North Carolina, Chapel Hill
Speakers: Heather Branstetter, University of North Carolina, Chapel Hill, “Making Room for Kairos: Epiphanies and the Writing Process”
Jeremy Tirrell, Purdue University, Lafayette, IN, “Eddies in the River: Kairos and Complexity”
Kelly Bezio, University of North Carolina, Chapel Hill, “Kairos and the Apocalyptic Rhetoric of Earth First!”

Composition/Writing Programs

N.16  The Authority of Appropriation: Representing Identities through Re-Presenting Text
Hudson Suite, Fourth Floor
Chair: Keith Peterson, Brigham Young University–Hawai’i, Laie
Speakers: Keith Peterson, Brigham Young University–Hawai’i, Laie, “Appropriating the Fiction of Fact and Fact of Fiction from British Travel Writings to De-Shackle and Re-Present Identity for the Colonized”
Sanoma Goodwill, Brigham Young University–Hawai’i, Laie, “Developing Professional Identity by Appropriating Professional Voice: A Case Study of Biology Senior Theses in Draft”
Tennyson O’Donnell, Mississippi State University, Starkville, “Re-Presenting Hawaiian Struggle and Catholic Service through Rereading Leopoldina’s Journals: A Case Study in the Complexity of Reading Identity in Colonial Representation”
Saturday, 12:30–1:45 p.m.

Community, Civic & Public

N.17 Writing and Literacy for Social Action:
Highlander Learning Circles, Prison Writing Mentorships,
and Community Building through Artists Now!
New York Suite, Fourth Floor

Chair: Mary P. Sheridan-Rabideau, Rutgers, The State University of New Jersey, New Brunswick
Speakers: Tracy Hamler Carrick, Colby College, Waterville, ME, “From Bootstraps to Bootleg: Brewing Up a Body Politic”
Tobi Jacobi, Colorado State University, Fort Collins, “Slipping Pages through Razor Wire: Writing Mentor Projects in Jail”
Mary P. Sheridan-Rabideau, Rutgers, The State University of New Jersey, New Brunswick, “‘Artists Now!: Literacy, Community, and Social Action”

History

N.18 Locating Identities in Oral History:
Theory, Praxis, and Outcomes
Murray Hill B, Second Floor

Chair: Betty Youngkin, University of Dayton, OH
Speakers: Peter Vandenberg, DePaul Chicago, IL, “Remediating Identities of Narrative and Oral History”
Brooke Hessler, Oklahoma City University, OK, “Locating (Public) Memory in Oral History Research”
Alexis Poe Davis, East Carolina University, Greenville, NC, “Investigating Social (Trans)Formation of Cultural Identity”
Margaret S. Morris, Purdue University, West Lafayette, IN
Margaret Strain, University of Dayton, OH, “On the Importance of Silence in Oral Histories”

Practices of Teaching Writing

N.19 Genre and Cultural Action—Ethnography, Argument, and Journals
Bryant Suite, Second Floor

Chair: Deborah Pfuntner, Texas A&M University, College Station
Speakers: Meghan Bacino, Michigan State University, East Lansing, “Genre as Social Invention: How Students Become Ethnographers of Culture and More Active Writers through Explorations of Genre”
Pamela Rooks, Francis Marion University, Florence, SC, “‘I never even knew . . .’: Reading Rwanda through Student Journals”
Glenda Jones, University of Illinois-Chicago, “I Can Tell a Story, But Can I Write an Argument?”
Saturday, 12:30–1:45 p.m.

Practices of Teaching Writing

N.20 Writing is Risky Business: Inmate Writers and Community Dissent
Concourse D, Concourse Level
Chair: Caleb Corkery, Millersville University of Pennsylvania
Speakers: Laura Rogers, Albany College of Pharmacy, NY, “‘I Just Want Someone to Know I Was Here’: Incarcerated Writers and Re-presentations of Identity”
Elizabeth Kirwin, University of North Carolina, Asheville, “Teaching Socrates to Prisoners”
Fred White, Santa Clara University, CA, “Community Dissent; or, Teaching Writing as Risky Business”

Practices of Teaching Writing

N.21 Responding to Student Writing: Teacher Identities and Student Reactions
East Suite, Fourth Floor
Speakers: Z. Z. Lehmberg, Northern Michigan University, Marquette, “Role Concepts and their Influence on how We Respond to Student Texts”
Anthony Edgington, University of Toledo, OH, “Teacher, Worker, Therapist . . . Scholar? Understanding the Responder Identity in College Composition”
Henrietta N. Shirk, Montana Tech of the University of Montana, Butte, “Writing Teachers as Complaint Managers: Responding to Students’ Hostile Communications”

Practices of Teaching Writing

N.22 Peers and Portfolios–Responding to Student Writing
Holland Suite, Fourth Floor
Chair: Ronald Sudol, Oakland University, Rochester, MI
Speakers: Heather Ann Johnson, Central Washington University, Ellensburg, “Productively Responding to Student Needs: A Portfolio Approach to Recurring Sessions or ‘Enrollment Programs’ in the Writing Center”
Sondra Bailey, Central Washington University, Ellensburg, “Productively Responding to Student Needs: A Portfolio Approach to Recurring Sessions or ‘Enrollment Programs’ in the Writing Center”
Susan DeRosa, Eastern Connecticut State University, Willimantic, “Challenging What We Know: The Promises and Problems of Peer Review in First-Year Writing Courses”
Stephen Ferruci, Eastern Connecticut State University, Willimantic, “Challenging What We Know: The Promises and Problems of Peer Review in First-Year Writing Courses”
Composition/Writing Programs

N.23 Using Portfolios to Shape Students Identities in the Classroom and the University
Beekman Parlor, Second Floor

Chair: Valerie A. Vancza, University of Rhode Island, Kingston
Speakers: Judy Arzt, Saint Joseph College, West Hartford, CT, “Portfolios and Language Identity: Voices in the Storm”
Marcia Ribble, University of Cincinnati, OH, “Portfolio Reflection Paper Prompts as a Pedagogical Assessment Tool”
Valerie A. Vancza, University of Rhode Island, Kingston, “Our Values Evaluated: Growth, Effort, and Error in Writing Assessment”

Language

N.24 Constructing Interpretations of Who We Are: Deaf Interpreters, Workplace, and Homeless Literacies
Murray Hill A, Second Floor

Chair: Steven Fraiberg, University of Illinois at Urbana-Champaign
Speakers: Carolyn Ostrander, Syracuse University, NY, “Interpreted Identities: d/Deafness, Literacy, Identity in the Classroom”
Melissa Juchniewicz, Northern Essex Community College, Haverhill, MA, “First Safety Rule: Never Use the Crosswalk: Literacy Identity and the Invisible Homeless”
Steven Fraiberg, University of Illinois at Urbana-Champaign, “Language, Identity, and Workplace Practices: A Sociocultural Study of an Israeli Hi-Tech Company”

History

N.25 Cultures and Emergences: Rhetorics Over Four Millennia
Nassau B, Second Floor

Chair: Brad Thomas, Texas A&M University, College Station
Speakers: Leonora Smith, Michigan State University, East Lansing, MI, “Enheduanna: Poetics and Pedagogy”
Shane Borrowman, University of Nevada, Reno, “Medieval Rhetoric and the Muslim World: Ibn Rushd and the Reintroduction of Aristotle into the West”
Dana Harrington, East Carolina University, Greenville, “Hybrid Identities: Colonist Education and the Prospects for Agency”
Brad Thomas, Texas A&M University, College Station, “Dissent from Didacticism: Eighteenth-Century Precursors to Critical Pedagogy”
Saturday, 12:30–1:45 p.m.

**Research**

**N.26 Identities and Interactions of Second Language Writers**
Concourse E, Concourse Level  
**Chair:** Salas Spencer, University of Georgia, Athens  
**Speakers:**  
Lavinia Hirsu, Iowa State University, Ames, “Identity Projections in Peer Review Interactions”  
Mike Mutschelknaus, Rochester Community and Technical College, MN, “Somali Refugee Writers at Community College”  
Salas Spencer, University of Georgia, Athens, “Writing against time in the New Latino South”

**Research**

**N.27 Researching Knowledge and Perceptions of Online Writing**
Concourse C, Concourse Level  
**Chair:** John Scarry, Ridgewood, NJ  
**Speakers:**  
Sara Szeglowski, Texas Tech University, Lubbock, “Web Design and Children’s Learning”  
Jen Almjeld, Bowling Green State University, OH, “Reconceptualizing the Subject: Ethics, Subjects, and the Possibility of Constructing and Interpreting Identity through Online Discourse”  
Sergey Rybas, Bowling Green State University, OH, “Reconceptualizing the Subject: Ethics, Subjects, and the Possibility of Constructing and Interpreting Identity through Online Discourse”  

**Information Technologies**

**N.28 Research on Online Discourse: Constructing Professional Identity and Negotiating Collaborative Projects**
Concourse A, Concourse Level  
**Chair:** Sam Robinson, University of Connecticut, Waterbury  
**Speakers:**  
Val Czerny, Florida Atlantic University, Boca Raton, “R.O.F.L., or Re-envisioning Our Fractured Literacy”  
William Ritke Jones, Western New Mexico University, Silver City, “A Tale of Friends and Enemies: The Effect of Cyberspace on Social Cohesion in Online Collaborative Writing Groups”  
Lisa Davidson McGrady, Purdue University, West Lafayette, IN, “Technological Identities in a Construction Zone: Technological Literacy in Collaborative Teams”
Institutional and Professional

N.29 Assessment: Meeting the Mark of Continual Improvement
Gibson Suite, Second Floor

Chair: Marianne Pita, Bronx Community College, The City University of New York

Speakers: Bradley Dilger, Western Illinois University, Macomb, IL, “The Identity of Accountability”
Patrick Corbett, University of Louisville, KY, “Accreditation, Assessment Shock, and the First-Year Composition Classroom: The Reemergence of Business Management into Higher Education”
Anne Herrington, University of Massachusetts, Amherst, “Standardized Assessment, General Education, and Identity”
Theresa Flynn, Pepperdine University, Malibu, CA, “Reflections on College Writing: An Examination of the Value of a Junior Writing Portfolio Initiative at Pepperdine University”

Composition/Writing Programs

N.30 Usable Literacies: Rhetoric and Composition, (dis)Ability Studies, and Course (re)Design
Concourse G, Concourse Level

Chair: Helen O’Grady, The University of Rhode Island, Kingston

Speakers: Sanford Tweedie, Rowan University, Glassboro, NJ, “‘What exactly is this major?’: Creating a Writing Department’s Identity through an Introductory Course to the Major”
Matthew Bunce, St. Edward’s University, Austin, TX, “Affirming Our Identities to Mobilize Our Futures: How Learning (dis)Abled Students Can (re)Strategize Their Composition Practices”
Randall McClure, Minnesota State University, Mankato, “Redesigning English 101: The Principles of NCAT and the Relationship between First-Year Composition and Information Literacy”

Practices of Teaching Writing

N.33 Blackness, Whiteness, Language, and Identity Construction
Regent Parlor, Second Floor

Chair: Kermit Campbell, Colgate University, Hamilton, NY

Speakers: Amy Zenger, American University of Beirut, “How Do Theories of White Identity Help Us Rewrite Composition History?”
Sheila Carter-Tod, Virginia Tech, Blacksburg, “The Language of Racial Literacy: An Examination of the Narratives around a Bantu Resettlement Program and the Possible Implications for Composition”
Kermit Campbell, Colgate University, Hamilton, NY, “When Whiteness Goes Hip-Hop: Who Do We Be?”
Saturday, 12:30–1:45 p.m.

N.34  A Conversation with and for Graduate Students: The Job Market
Trianon Ballroom, Third Floor

Chair: Gail Hawisher, University of Illinois Urbana-Champaign IL
Speakers: Debbie Hawhee, University of Illinois, Urbana-Champaign IL, “Preparing for Your Search”
Heidi McKee, Miami University, Oxford, OH, “The Interview”
Cynthia Selfe, The Ohio State University, Miami, “The Campus Visit I”
Doug Hesse, Denver University, CO, “The Job Offer”
Jack Selzer, Penn State University, University Park, “The Campus Visit II”
O Sessions

2:00 p.m.–3:15 p.m.

Featured Session

Living Inside Questions:
An Austrian-American Dialogue on the Nature of Silence,
Truth, and Friendship

Grand Ballroom East, Second Floor

Chair: Jay Wooten, Kent State University, Salem, OH

When Sondra Perl first traveled to Austria in 1996, she did not know that her invitation to teach would become a life-altering event: She overcame a lifetime of schooling in hatred for those who perpetrated the Holocaust and engaged in dialogue with Austrian teachers, including Margret Fessler, who embraced Sondra’s questions about our responsibility to the past. Together they will tell stories of what it meant to them to engage in hard talk, to confront their own sadness and shame, and to break the conspiracy of silence so common in Austrian homes and schools. They will narrate tales of their teaching lives and offer an inspiring story of what is possible when teachers (rather than offering answers) live inside questions.

Sondra Perl is a Professor of English at the City University of New York Graduate Center. Margret Fessler teaches at the University of Innsbruck and at Albert Pichler Bundesrealgymnasium.
Saturday, 2:00–3:15 p.m.

Community, Civic & Public

O.01 The Odyssey Project:
Teaching Humanities in the Community
Sutton Center, Second Floor
Chair: Debra Hawhee, University of Illinois at Urbana-Champaign
Speakers: John Marsh, University of Illinois at Urbana-Champaign, “Higher Education, Lower Income: The Politics of Anti-Poverty Programs”
Dale Bauer, University of Illinois at Urbana-Champaign, “Contextual Pedagogy”
Mike Leff, University of Memphis, TN, “Teaching Listening”
Amy Thomas Elder, Illinois Humanities Council, Chicago, “What the Students Learned”

Theory

O.02 Topologies of Writing, Rhetorics of Place
Gramercy A, Second Floor
Chair: Jenny Edbauer, The Pennsylvania State University, University Park
Speakers: Ralph Cintron, University of Illinois-Chicago, “Rights Talk and Memory Places”
Richard Marback, Wayne State University, Detroit, MI, “Cosmopolitan Literacies”
Jeff Rice, Wayne State University, Detroit, MI, “Spatial Identities: Writing Cities”
Jenny Edbauer, The Pennsylvania State University, University Park, “Dense Feelings: The Affective Metonymy of Local Places”
Dennis Lynch, Michigan Technological University, Houghton, “Feeling Indirectly: Writing to Discern”

Professional and Technical Writing

O.03 Teaching Professional Writing in the PRC, Negotiating the Cultural Barriers
Concourse B, Concourse Level
Chair: Yang Liu, Michigan Technological University, Houghton
Speakers: An Xiaocan, Shaoguan University, Guang Dong, “PRC Professional English in Chinese Curricular Reform”
Sam Heikinen, Saginaw Valley State University, MI, “Using Narrative and Film to Negotiate a Cross-Cultural Border”
Yang Liu, Michigan Technological University, Houghton, “Professional Writing on Both Sides of the Pacific”
Research

O.04 Placing Identity: Lessons from a Longitudinal Study of Writing
Grand Ballroom West, Third Floor

Chair: Andrea Lunsford, Stanford University, CA
Speakers: Jenn Fishman, University of Tennessee, Knoxville, “I Am Where I Write: Situating Writing during the College Years”
Erin Krampetz, Stanford University, CA, “I Am Where I Write: Situating Writing during the College Years”
Satoko Kakihara, Private Company, San Francisco, CA, “Beyond the Bubble: Welcome to My Writing Week”
Laurie Stapleton, Stanford University, CA, “When I Grow Up: Writing Real-World Identities”
Respondent: Marvin Diogenes, Stanford University, California

History

O.05 James Slevin and the Work of Composition
Mercury Ballroom, Third Floor

Chair: Min Zan Lu, University of Louisville, KY
Speakers: David Bartholomae, University of Pittsburgh, PA, “Jim Slevin: A Contrary Career”
Bruce Horner, University of Louisville, KY, “James Slevin and the Identifying Practices of Composition”

Information Technologies

O.07 Creating Wireless Identities and Literacy in Higher Education: How Emerging Technology Changes Institutional, Programmatic, and Classroom Roles
Murray Hill A, Second Floor

Chair: Karla Saari Kitalong, The University of Central Florida, Orlando
Speakers: Amy Kimme Hea, University of Arizona, Tucson, “Changing the Way a Campus Sees Itself: A Technorhetorician’s Role in the ‘Making’ of an All-wireless Campus”
Heidi McKee, Miami University, Oxford, OH, “We’re so surprised English is leading the way’: Shifting Departmental & Program Identities with the Move to Wireless Computing”
Will Hochman, Southern Connecticut State University, New Haven, “Techie Teachers and Portable Learning Stations; How Emerging Technology Changes Who We Are in Our Classrooms”
Saturday, 2:00–3:15 p.m.

*Information Technologies*

**O.08** “Drawing” Identities: How Students, Teachers, and Administrators Redesign Expectations and Themselves through Tablet PC Technology

Morgan Suite, Second Floor

*Chair:* Gary Mills, Rensselaer Polytechnic Institute, Troy, NY

*Speakers:* Julia Williams, Rose-Hulman Institute of Technology, Terre Haute, IN, “Assessing the Impact of Pen-based Technology on Students’ Peer Reviewing Strategies”

Sandra Winn, Albany College of Pharmacy, NY, “Using Tablet Technology to Assist Students in Articulating their Identities and Developing their Writing Voices in the Classroom”

Gary Mills, Rensselaer Polytechnic Institute, Troy, NY, “Revisualizing Text and Self through Tablet PCs”

*Institutional and Professional*

**O.09** Negotiating Digital and Traditional Literacies in Methods Classes: Preparing Future English Teachers for Teaching Writing

Holland Suite, Fourth Floor

*Chair:* Elizabeth Vogel, The University of North Carolina at Greensburg, NC


Christine Tulley, The University of Findlay, OH, “Teaching Writing/Teaching Technology: Competing (?) Goals in Pre-service Teacher Preparation”


*Community, Civic & Public*

**O.10** New Writing by SWR Authors: Rural Identities and the Politics of Sustainability

New York Suite, Fourth Floor

*Chair:* Katherine Sohn, Pikeville College, KY

*Speakers:* Robert Brooke, University of Nebraska-Lincoln, “NWP’s Celebrating Rural Poetry: Defining Rural Identity through Community Poetry Events”

Eileen Schell, Syracuse University, NY, “More than a Rock Concert: Farm Aid, Rural Sustainability, and the . . .”

Kim Donehower, University of North Dakota, Grand Forks, “Beyond Red and Blue: The Complex Nature of Rural Political Identities”

Charlotte Hogg, Texas Christian University, Fort Worth, TX, “Texas from Houston to Bug Tussle: The Interdependence of Place-based Identities in the Writing Classroom”
Research

O.11 Daring to be Powerful: Representing Raced and Gendered Identities through Reading, Writing, and Speaking

Beekman Parlor, Second Floor

Chair: Gwendolyn Pough, Syracuse University, NY
Speakers:
- Denise Valdes-Doty, Syracuse University, NY, “Will the Real Latina Please Stand Up: Boricua Womanhood through Language”
- Tamika Carey, Syracuse University, NY, “I Have Spoken: Resisting Imposed Silence on Black Women’s Bodies through Alternative Literacies”
- Gwendolyn Pough, Syracuse University, NY, “Reading, Writing, and Resisting: Continuing Black Quests for Literacy through Contemporary Black Women’s Book Clubs”

Theory

O.12 Genre, Language, and Identity: Multiple Perspectives on the Study and Teaching of Genre

Sutton North, Second Floor

Chair: Anis Bawarshi, University of Washington, Seattle
Speakers:
- Mary Jo Reiff, University of Tennessee, Knoxville, “Why Genre Matters: Situating the Discussion”
- Janet Giltrow, University of British Columbia, Vancouver, Canada, “Accounting for Sociality”
- Charles Bazerman, University of California, Santa Barbara, “Genre and Activity Theory: An International Perspective”
- Irene Clark, California State University, Northridge, “Genre and the Performance of Identity”
- Sunny Hyon, California State University, San Bernardino, “English for Academic Purposes Approaches to Genre-based Teaching”
- Amy Devitt, University of Kansas, Lawrence, “What’s Form Got to Do with It?”
- Anis Bawarshi, University of Washington, Seattle, “Genre within Linguistic and Contextual Perspectives”

Practices of Teaching Writing

O.13 I, Netizen: What is a Netizen, and Why Should We Care?

West Ballroom Foyer, Third Floor

Chair: Bradley Peters, Northern Illinois University, DeKalb
Speakers:
- Michael Day, Northern Illinois University, DeKalb, “Netizen 1: Ethos and Identity in Wired Discussion”
- Brande Martin, Northern Illinois University, Dekalb, “Netizen 2: Identity, Audience, and Student Web Pages”
- Mark Hannah, Purdue University, West Lafayette, IN, “Netizen 3: Electronic Portfolios and Assessment”
Saturday, 2:00–3:15 p.m.

Theory

O.14 Agency & Identity: Personal & Civic
Rendezvous Trianon, Third Floor
Chair: Krista Ratcliffe, Marquette University, Milwaukee, WI
Speakers: Dana Anderson, Indiana University, Bloomington, “Identity’s Agential Entailments: Self and Action in Cultural Common Sense”
Krista Ratcliffe, Marquette University, Milwaukee, WI, “Rhetorical Listening, Agency, and Personal Multiethnic Identity”
Nan Johnson, The Ohio State University, Columbus, “Memorialization, Agency, and the Rhetoric of Civic Ideology”

Institutional and Professional

O.15 Working out the WPA Identity: Views from the Tenure Track
Nassau B, Second Floor
Chair: John Heyda, Miami University, Middletown, OH
Speakers: Connie Kendall, University of Kentucky, Lexington, “In Search of our Witness Trees: Surveying the Landscape of Writing Program Administration”
Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo, “Don’t Fear the Reiver: Protecting and Building Disciplinary WPA Territories”
Meredith Love, Francis Marion University, Florence, SC, “Moving Past the Limen: The Emergent Feminist WPA”
Respondent: John Heyda, Miami University, Middletown, OH

Community, Civic & Public

O.16 Escape from Flatland: Towards a Multi-Dimensional Identity
Harlem Suite, Fourth Floor
Chair: Sanaa Makhlouf, The American University in Cairo, Egypt
Speakers: Doris Jones, The American University in Cairo, Egypt, “Retrieving Identity: The Soweto Experience”
Robert Jones, The American University in Cairo, Egypt, “Faces to a Shadow: Mirroring Soweto”
Sanaa Makhlouf, The American University in Cairo, Egypt, “Claiming Authorship, Constructing Identities”
Institutional and Professional

O.17 Refactoring Identities in a Culture of Assessment: Rhetorical and Technical Approaches to Program Review and Development

Gramercy B, Second Floor

Chair: Sally Henschel, Midwestern State University, Wichita Falls, TX

Speakers: Barbara J. D’Angelo, The Arizona State University & Texas State University, Mesa, AZ, Lubbock, TX, “Rhetoric, Information, Technology, and Assessment: Using the WPA Outcomes Statement to Craft Program Identity”

Christopher S. Harris, University of Louisiana at Monroe, “Mending the Fissure: Using the WPA OS to Restructure, Identify, and Unify First-Year English”

Judy B. Bennett, University of Louisiana at Monroe, “Mending the Fissure: Using the WPA OS to Restructure, Identify, and Unify First-Year English”

Pam Brewer, Murray State University & Texas Tech University, Murray, KY, “SMART Assessment: An Ambitious Approach to University-wide Assessment”

Sally Henschel, Midwestern State University, Wichita Falls, TX, “The Stone Carved to Fit the Shape’: Shaping Departmental Identity through Wiki Narratives”

Institutional and Professional

O.18 Digital Portfolios: Retaining Identity in an Institutional Context

Bryant Suite, Second Floor

Chair: Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge

Speakers: Meredith Lapre, Louisiana State University, Baton Rouge, “Telling All My Stories: One Student’s Adventures with Her Digital Portfolio”

Karen Powell, Louisiana State University, Baton Rouge, “Forget about Assessment—What about Learning to Communicate through Portfolios?”

Sarah Liggett, Louisiana State University, Baton Rouge, “Digital Portfolios, Institutional Identity, and Accrediting Associations: Meeting the Challenges of Large-Scale Assessment”
Saturday, 2:00–3:15 p.m.

*Information Technologies*

**O.19 Editing Identities: Writing Literate Lives in Digital Documentary Audio and Video**
Concourse A, Concourse Level  
*Chair:* Todd Taylor, University of North Carolina, Chapel Hill  
*Speakers:* Jonah Willinhganz, Stanford University, CA, “Teaching Rhetoric with Audio Documentaries”  
Kristi Wilson, Stanford University, CA, “The Stanford Film Lab: Creating a Space for Documentary Rhetoric and Collaborative Learning”  
Bump Halbritter, Michigan State University, East Lansing, “Spanning Institutional Boundaries through Documentary Film Writing”

*Composition/Writing Programs*

**O.20 Creating Space for Silence: Interdisciplinary Contemplations on Identity**
Clinton Suite, Second Floor  
*Chair:* Rick Repetti, Kingsborough Community College, CUNY, Brooklyn  
*Speakers:* Estelle Miller, Kingsborough Community College, CUNY, Brooklyn, “The Learning Community, the Syllabus, the Rationale”  
Rick Repetti, Kingsborough Community College, CUNY, Brooklyn, “Philosophical Contemplations on the Self, from the Self”  
Kate Garretson, Kingsborough Community College, CUNY, Brooklyn, “Autobiographical Contemplations on Identity and Learning”  
Holly Krech Thomas, Kingsborough Community College, CUNY, Brooklyn, “Contemplative Exercises, Public Speaking, and Identity”  
Estelle Miller

*Creative Writing*

**O.21 “Transgressive” Pedagogies and Fluid Identities: Creative Composition Across Cultures**
Gibson Suite, Second Floor  
*Chair:* Sonya Lawson, University of Louisville, KY  
*Speakers:* Linda Torok, University of Cincinnati, OH, “A Chance to be Myself: The Need for Creative ‘Ice-breakers’ and ‘Breathers’ in the ESL Writing Classroom”  
Sonya Lawson, University of Louisville, KY, “Just a Little Give and Take: Composition, Creative Writing, and Identities Forged in Pedagogy”  
Roxana Cazan, Indiana University, Bloomington, “An Ex-Communist Teaches Creative Writing: ‘Transgressive’ Identity in the Creative Writing Classroom”
Theory

O.22 (De)Composing Identity: Ecofeminists, Postfeminists, and Dead White Men
Mercury Rotunda, Third Floor

Chair: Brooke Rollins, University of South Carolina, Columbia
Speakers: Emily Crawford, University of South Carolina, Columbia, “Beyond the Exasperated ‘Etc.: Directions for Postfeminist Pedagogies”
Brian Henderson, University of South Carolina, Columbia, “Ecofeminism and the Rhetorical Challenge to Identity”
Brooke Rollins, University of South Carolina, Columbia, “The Ghosts of Dead White Men: Returning to a Rhetorical Ethos of Otherness”

History

O.23 Constituting Identity in the 19th, 20th, and 21st Centuries
East Suite, Fourth Floor

Chair: Ken Gillam, University of Southern Indiana, Evansville
Speakers: Michael Kearns, University of Southern Indiana, Evansville, “Can I–Lie? Selling the Fictive Self”
Dominic Micer, University of Southern Indiana, Evansville, “Laboring to Learn: Rethinking the Work of Composition and Rhetoric in the Twenty-First Century”
Ken Gillam, University of Southern Indiana, Evansville, “‘A Mistake Cannot Be Rectified’: Identity Formation in the 19th Century Normal School”

Practices of Teaching Writing

O.24 Renegotiating Identities in First-Year Writing Courses: Learning Contracts and Library Literacy
Lincoln Suite, Fourth Floor

Chair: Wesley Mills, Empire State College, Rochester, NY
Speakers: Susan Fanning, Suffolk County Community College, Amityville, NY, “Infused Library Instruction in First-Year Writing Courses”
Penny Bealle, Suffolk County Community College, Riverhead, NY, “Infused Library Instruction in First-Year Writing Courses”
Herbert Shapiro, Empire State College of the State University of New York, Rochester, “The Use of Learning Contracts to Renegotiate Identities in the College Composition Classroom”
Saturday, 2:00–3:15 p.m.

Practices of Teaching Writing

O.25 Making Diversity a Resource in the Composition Classroom
Concourse E, Concourse Level

Chair: Hyechong Park, The Ohio State University, Columbus

Speakers:
- Hyechong Park, The Ohio State University, Columbus, “Academic Writing Socialization of Multilingual Learners in Higher Education: The Emergent Authorship of Multilingual Learners”

Practices of Teaching Writing

O.26 Disrupting the Norm:
Re-presenting Resistors, Athletes, and the Marginalized
Concourse D, Concourse Level

Chair: Toni Francis, University of South Florida, Tampa

Speakers:
- Carole Center, Lasell College, Newton, MA, “Re-presenting the Male Resistor”
- Laura Keller, University of Toledo, OH, “Identity at the Margins”

Practices of Teaching Writing

O.27 Representing Writers: New Research on College Writing
Trianon Ballroom, Third Floor

Chair: Laura Head, University of South Florida, Tampa

Speakers:
- Mark Browning, Johnson County Community College, Overland Park, KS, “Home School Writing Pedagogy in Theory and Practice”
- Stan Harrison, University of Massachusetts, Dartmouth, “Call, Write, Vet, Conference: A Proposal for the Framing of Valued WID Identities”
- J.P. Hanly, University of Louisville, KY, “Days in the Wake: Reading and Representing Student Writing about Identity Post-Post-9/11”

Composition/Writing Programs

O.28 Using Audio-Visual and Computer Technology in Tutor Training
Sutton South, Second Floor

Chair: Dylan B. Dryer, University of Wisconsin-Milwaukee

Speakers:
- Adrien Lowery, Azusa Pacific University, CA, “Identity Theft: Investing the Self in Peer Writing Feedback”
Alison Brown, University of California, Santa Barbara, “Evolving Writing Center Identities: Training Tutors for Work in the 21st Century OWL”
Sheryl Cavales Doolan, Santa Rosa Junior College, CA, “Evolving Writing Center Identities: Training Tutors for Work in the 21st Century OWL”
Sue Dinitz, University of Vermont, Burlington, “Missing Texts and Unexamined Assumptions: Complicating Tutors’ Reflective Practice”
Jean Kiedaisch, University of Vermont, Burlington, “Missing Texts and Unexamined Assumptions: Complicating Tutors’ Reflective Practice”

Composition/Writing Programs

O.29 Assigning and Assessing Student Writing Across the Curriculum
Murray Hill B, Second Floor
Chair: Jennifer Consilio, Lewis University, Romeoville, IL
Speakers:
Roger Graves, University of Western Ontario, London, Canada, “The UWO Writing Project: Writing Throughout the Curriculum”
Ann Blakeslee, Eastern Michigan University, Ypsilanti, “Student-Based, Context-Specific WAC Assessment”
Libby Miles, University of Rhode Island, Kingston, “How Transferable is This Knowledge?: Appropriated Genres and the Limits of Academic Writing”

Community, Civic & Public

O.30 Critical Views of Cultural Discourses
Concourse C, Concourse Level
Chair: Holly Middleton, University of Pittsburgh, PA
Speakers:
Cristina Ramirez, University of Texas at El Paso, “Machela o’Oba and the Rhetorical Re-Creation of Indigenous Identity Across the U.S.-Mexico Border”
Lee Nickoson, Bowling Green State University, OH, “On the Limits of Practicing What We Teach: Performing Identity in the Dear Birth Mother Letter:
Saturday, 2:00–3:15 p.m.

Theory

O.31 Rhetorics of the New Racism and Religious Intolerance
Petit Trianon, Third Floor

Chair: Susan Jarratt, University of California, Irvine


Asao Inoue, Southern Illinois University, Edwardsville, “Representing the Silent Victim: The Rhetorics of the New Racism, Tsunami, and 9/11”

Anushiya Sivanarayananan, Southern Illinois University, Edwardsville, “Representing the Silent Victim: The Rhetorics of the New Racism, Tsunami, and 9/11”

Susan Jarratt, University of California, Irvine, “Representing the Silent Victim: The Rhetorics of the New Racism, Tsunami, and 9/11”

Language

O.32 New Research on International and ESL Language Use
Nassau A, Second Floor

Chair: Sumi Chang, University of Hawai‘i, Honolulu

Speakers: Huseyin Kafes, Anadolu University, School of Foreign Languages, Eskisehir, Turkey, “Self-mention in Academic Discourse of Native and Non-native Speakers of English”

Tony Cimasko, Purdue University, West Lafayette, IN, “Would They Let Someone Like Me In? Hybridity, Identity, and Community”

Sumi Chang, University of Hawai‘i, Honolulu, “Formality in L2 Korean Speaking and Writing and Learner Identity”

History

O.33 Rhetoric and Representation
Regent Parlor, Second Floor

Chair: Timothy Sedore, Bronx Community College, The City University of New York

Speakers: Lindal Buchanan, Kettering University, Flint, MI, “Representing Motherhood: Maternity as a Rhetorical Tool”

Janet Carey Eldred, University of Kentucky, Lexington, “Gender, Rhetoric, and Speculative Editing: Some Cases from The New Yorker”

Angela Zimmann, Bowling Green State University, OH, “Pirates in the Pulpit and the Classroom: Transgressing Rhetorical Space”

Timothy Sedore, Bronx Community College, City University of New York, “Translingual Identities: Writing the Past as Prologue through the Letters of Women Civil War Soldiers”
Practices of Teaching Writing

O.34 Constructing Identity through Visual Rhetoric
Concourse G, Concourse Level

Chair: Kathryn Burak, Boston University, MA

Speakers: Kathryn Burak, Boston University, MA, “Constructing Identity through Visual Rhetoric”
Susan Blau, Boston University, MA, “Constructing Identity through Visual Rhetoric”
Bill Endres, University of Arizona, Tucson, “Invention and Identity in Decorative Art: Uses of Interlace to Portray Monastic Identity in Illuminated Manuscripts and How that Can Help Your Students”
Although scholars of rhetoric and writing have led the way in recognizing the power of collaboration for creating new knowledge, collaborative work is still the poor stepchild of humanities scholarship. Part of the resistance to collaboration is no doubt gender-related: most, though not all, of those arguing for the value of collaboration have been women. Additional resistance may come from associating collaboration with women’s commitment to service, both within and without the academy. This session will review efforts to raise the status of collaboration within the academy in general and the humanities in particular, while celebrating a particularly significant example of women’s collaboration: Sage Women’s Educational Press.

Lisa Ede is Professor of English and Director of the Center for Writing and Learning at Oregon State University. Beverly Guy-Sheftall is the Anna Julia Cooper Professor of Women’s Studies and English at Spelman College. Andrea A. Lunsford is the Louise Hewlett Nixon Professor of English and Director of the Program in Writing and Rhetoric at Stanford University. Joyce Irene Middleton is Associate Professor of English at East Carolina University. Beverly J. Moss is Associate Professor of English at The Ohio State University.
University and Director of the Center for the Study and Teaching of Writing. **Jacqueline Jones Royster** is Executive Dean of the Colleges of Arts and Sciences and Professor of English at The Ohio State University.

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**Theory**

**P.01  Visual Constructions and Disciplinary Identity**

Sutton South, Second Floor

**Chair:** Joan Mullin, University of Texas, Austin

**Speakers:**
- Joan Mullin, University of Texas, Austin, “What We Say about Ourselves! Constructing Disciplinary Images through Web Sites”
- Pam Childers, The McCallie School, Chattanooga, TN, “Examining the Interplay of Visual and Textual Knowledge Construction”
Saturday, 3:30–4:45 p.m.

Institutional and Professional

P.02 Identifying the Public Classroom through Labor, Politics, and Literacy
Petit Trianon, Third Floor
Chair: Mary Ann Cain, Indiana University-Purdue University, Fort Wayne
Speakers: Mary Ann Cain, Indiana University-Purdue University, Fort Wayne, “Privatizing Public Space: The Myth of the ‘Neutral’ Classroom”
Lil Brannon, University of North Carolina, Charlotte, “Writing Classrooms under Surveillance: Resisting the Corporate ‘I/Eye’”
Tony Scott, University of North Carolina, Charlotte, “Confronting the Economies of Composition”
Nancy Welch, University of Vermont, Burlington, “Movement Hope”
George Kalamaras, Indiana University-Purdue University, Fort Wayne, “Dis-solving the Duality of Public/Private Space: Meditative Silence as Social Resistance”

Theory

P.03 Rhetoric as Global Capital: (Re)Conceptualizing Neoliberal Appropriations of Transnational Language Practices
Beekman Parlor, Second Floor
Chair: Bruce Horner, University of Louisville, KY
Speakers: Blake Scott, University of Central Florida, Orlando, “Global/Local Cooption of Civic Engagement: What the Pharmaceutical Industry Can Teach Us about Service-Learning”
Catherine Prendergast, University of Illinois at Urbana-Champaign, “Buying into English: An Internationalist Perspective on Capitalism’s First Language”
Rebecca Dingo, University of Missouri, Columbia, “Healthy Body/Healthy Nation: Anxious Identities in Twentieth-Century Policy Making”

Theory

P.04 Pedagogic Violence and Emotions of (Self-)Assessment: Anger, Mortification, Shame
Concourse E, Concourse Level
Chair: Elizabeth Weiser, The Ohio State University, Newark
Speakers: Amy Robillard, Illinois State University, Normal, “The Functions and Effects of Angry Responses to Plagiarism”
Julie Jung, Illinois State University, Normal, “Assessing Shame: Burkean Mortification and the Problem of Self-Reflection”
Jane Hindman, San Diego State University, CA, “Shame on You! Writing Teachers’ Affective Schooling”
Information Technologies

P.05 Negotiating Cyber Faces for Social Spaces: Constructions of Individuals inside Online Communities
Concourse G, Concourse Level

Chair: Heidi McKee, Miami University-OH, Oxford
Speakers: Wioleta Fedeczko, Miami University-OH, Oxford, “Hoodwink’d as a Cyber Clubhouse (You Need More than a Password to Play Here): How Online Communities Construct Members through In/Exclusion”
Gina Patterson, Miami University-OH, Oxford, “Queering Techies: Digital Lives of Working Class Grrls and Bois”
Abby Dubisar, Miami University-OH, Oxford, “Friend Me: FaceBook and the Complication of Public/Private”

Theory

P.06 Composition, Civic Responsibilities, and Situated Identities: Historical, Theoretical, and Pedagogical Perspectives on Teaching for Citizenship
Midtown Suite, Fourth Floor

Chair: Catherine Chaput, Brock University, St. Catharines, Ontario, Canada
Speakers: Amy Wan, University of Illinois at Urbana-Champaign, “Rereading Our Histories: The Emergence of the American Worker-Citizen and the Field of Composition”
Catherine Chaput, Brock University, St. Catharines, Ontario, Canada, “Global Particularisms or Teaching for Citizenship in the Age of the Individual”
M. Karen Powers, Kent State University-Tuscarawas, Zoar, OH, “The ‘Good Citizen’: Civic Literacy and the Construction of Academic/Public Identities in the Composition Classroom”

Research

P.07 Re-visionsing Revision in First-Year Composition
East Suite, Fourth Floor

Chair: Christy Desmet, University of Georgia, Athens
Speakers: Christy Desmet, University of Georgia, Athens, “Research Design and Results”
Wesley Venus, University of Georgia, Athens, “Does Revision Improve Student Essays?”
June Griffin, University of Nebraska, Lincoln, “What Do Today’s Students Say about Their Revision Process?”
Saturday, 3:30–4:45 p.m.

Institutional and Professional

P.08 Developing IWCA Policy for Writing Center Assessment
Gramercy A, Second Floor
Chair: Clint Gardner, Salt Lake Community College, UT
Speakers: Michael Pemberton, Georgia Southern University, Statesboro, “Writing Center Assessment: Background and Foreground”
Jeanne Simpson, Arizona State University, Mesa, “Writing Center Assessment: Far and Wide”
Bradley Hughes, University of Wisconsin, Madison, “Writing Center Assessment: Input and Output”

Professional and Technical Writing

P.09 (Re)Presenting Toulmin
Harlem Suite, Fourth Floor
Chair: Dario Del Degan, University of Toronto, Ontario, Canada
Speakers: Ken Tallman, University of Toronto, Ontario, Canada, “Toulmin’s Theoretical Model”
Amy Franklin, University of Toronto, Ontario, Canada, “The Application of Toulmin”
Dario Del Degan, University of Toronto, Ontario, Canada, “Assessing Toulmin”

Institutional and Professional

P.10 Mapping Organizational Identity/Inciting Organizational Change
Holland Suite, Fourth Floor
Chair: Lisa Dush, University of Massachusetts, Amherst
Speakers: Melanee Grondahl, Year Up, Inc., Boston, MA, “Developing Writing Curricula in Educational Nonprofits”
Lisa Dush, University of Massachusetts, Amherst, “Genre-Driven Change: Using New Writing Initiatives as an Occasion for Reflection and Change”
Jennifer Diamond, Ohio University, Eastern Campus, St. Clairsville, OH, “On a Mission: Re-imagining a Writing Center”
Creative Writing

P.11 Collaborative Identities: Understanding Teacher Identity Formation through Story Sharing
New York Suite, Fourth Floor
Chair: Randi Dickson, Queens College-The City University of New York, Flushing
Speakers: Gian Pagnucci, Indiana University of Pennsylvania, “Collaborative Identities: Understanding Teacher Identity Formation through Story Sharing”
David Schaafsma, University of Illinois at Chicago, “Collaborative Identities: Understanding Teacher Identity Formation through Story Sharing”
Randi Dickson, Queens College-The City University of New York, Flushing, “Collaborative Identities: Understanding Teacher Identity Formation through Story Sharing”

Research

P.12 Representing Agency: (Re)Writing Community Identities through Critical Ethnography
Hudson Suite, Fourth Floor
Chair: Nathan Franklin, California State University, Fresno
Speakers: Giuseppe Getto, California State University, Fresno, “(Re)Identifying Democracy: An Ethnography of Worker Collaboration”
Jaclyn Hardy, California State University, Fresno, “Student Agency and Identity: Participant-Research and the Rhetoric of the Peer Response Workshop”
Nathan Franklin, California State University, Fresno, “Redefining Gendered Identities: Towards a Critical Ethnography of Body Modification”

Practices of Teaching Writing

P.13 Negotiating the Divide: Translations and Transitions between Multimodal Texts and Academic Discourse in the Composition Classroom
West Ballroom Foyer, Third Floor
Chair: Bump Halbritter, Michigan State University, East Lansing
Speakers: Alyssa O’Brien, Stanford University, CA, “Writing for Visual Learners”
Christine Alfano, Stanford University, CA, “Remediating the Digital Divide”
Jennifer Trainor, Santa Clara University, “Literacy Research and Assessment in the Digital Age”
Sunday, 3:30–4:45 p.m.

**Composition/Writing Programs**

P.14  **Presenting and Representing Multiple Identities in First-Year Writing Programs**
Concourse C, Concourse Level

*Chair:* Brooke Rollins, University of South Carolina, Columbia  
*Speakers:* Elizabeth Smith, University of South Carolina, Columbia, “Assessing the Toll of Multiple Identities in the First-Year English Program”  
Lee Bauknight, University of South Carolina, Columbia, “A Textbook Example: The High Price of Entrepreneurial Identity”  
Roxanne Spray, University of South Carolina, Columbia, “Tutors, Teachers-In-Training, or Both? Questions of Identity in the Writing Center”

**Practices of Teaching Writing**

P.16  **Rhetorical Scientific Plays and Students’ Identities**
Bryant Suite, Second Floor

*Chair:* Michelle Sidler, Auburn University, AL  
*Speakers:* Jeannie Chiu, Diablo Valley College, Pleasant Hill, CA, “Student Identities and the Rhetoric of Science”  
Dennis Ciesielski, University of Wisconsin, Platteville, “Seeing the World through Their Eyes: Using Technological Metaphors to Reach Engineering Students in First-Year Composition”  
Michelle Sidler, Auburn University, AL, “Representing Science in Film: Fostering Genetic Literacy through Composition”

**Practices of Teaching Writing**

P.17  **The Uses of Grammar in Identity Constructions**
Gibson Suite, Second Floor

*Chair:* Debra Knutson, Shawnee State University, Portsmouth, OH  
*Speakers:* Frances Crawford Fennessy, Sam Houston State University, Huntsville, TX, “Reading Does Not Result In Better Grammar: Exposing The Myth”  
Debra Knutson, Shawnee State University, Portsmouth, OH, “‘I Seen Some Errors in This Paper’: The Grammar of a Regional Language Variety”

**Practices of Teaching Writing**

P.18  **Rethinking Basic Writing: Pedagogies of Inclusion and Success**
Sutton Center, Second Floor

*Chair:* Lisa Kirby, North Carolina Wesleyan College, Rocky Mount  
*Speakers:* Ernest Stromberg, California State University, Monterey Bay Seaside, “Identities that Matter: An Assets-Based, Inclusive, and Integrative Approach to ‘Basic Writing’”
Lucy Rhyne, North Carolina State University, Raleigh, “Liberatory Pedagogy, the Personal Experience Essay, and Identity in the Basic Writing Classroom”
Lisa Kirby, North Carolina Wesleyan College, Rocky Mount, “Redefining Academic ‘Success’ : Teaching Writers of Varying Abilities in the Small College”

Composition/Writing Programs

P.19 Creating Space: (Re)Locating Writing Centers and Tutors
Clinton Suite, Second Floor
Chair: Derek Boczkowski, The Ohio State University, Newark
Speakers: Brian Johnson, University of Oklahoma, Norman, “The Smaller the Better: Honors Students and the Diminutive Writing Center”
Derek Boczkowski, The Ohio State University, Newark, “‘Do You Mind if I Just Hang?: The Writing Center as Social Outlet”
Bonnie Devet, College of Charleston, SC, “Building a Writing Lab Community for Creative Writers”

Composition/Writing Programs

P.20 Linguistic and Cultural Frameworks in the Classroom and in the Writing Center
Concourse B, Concourse Level
Chair: Deepak Pant, Indiana University of Pennsylvania
Speakers: Mark Putnam, University of Tampa, FL, “Imagined Geography or Real Terrain?: A TESOL Critique of Composition”
Deepak Pant, Indiana University of Pennsylvania, “Empowering Students: Voice and Identity Representation in Undergraduate Composition Classrooms”
Mai Hassan, Indiana University of Pennsylvania, “Living in Between: A Case Study of a Hybrid Identity of A Non-native Tutor”

Language

P.21 Crossing Literacy and Language Borders
Lincoln Suite, Fourth Floor
Chair: Amal Al-Malki, Carnegie Mellon University-Qatar Doha
Speakers: Robert Affeldt, The University of Texas-Pan American, Edinburg, “Burke Meets Anzaldúa: Exploring the Personal/Academic Border”
Amal Al-Malki, Carnegie Mellon University, Qatar Doha, “Language Hybridity”
Chris Drew, Temple University, Philadelphia, PA, “Historical Crossing: DuBois’ The Souls of Black Folk as an Early Site of Racial Negotiation”
History

P.22 Changing Ideologies and Practices in Composition
Mercury Rotunda, Third Floor
Chair: Nancy Myers, University of North Carolina at Greensboro
Speakers:
Lori Ostergaard, Oakland University, Rochester, MI, “‘A Most Unusual Person’: June Rose Colby and the Centrality of Composition”
Susan Callahan, Northern Illinois University, DeKalb, “Creating a Genre: The Reflective Statement as Assessment Instrument”
Nancy Myers, University of North Carolina at Greensboro, “Representing Writing Pedagogy as a Function of Disciplinary Identity”

History

P.23 Diaries, Scrapbooks, Needlework, and Family Collections
Concourse A, Concourse Level
Chair: Debra Journet, University of Louisville, KY
Speakers:
Amy Mecklenburg-Faenger, The Ohio State University, Columbus, “Beyond Identity: Scrapbooks and Rhetorical Education in the Progressive Era”
Maureen Daly Goggin, The Arizona State University, Tempe, “Hanging by a Thread: (Re)Presenting Identity in Needle and Thread”
Debra Journet, University of Louisville, KY, “The Manning Archive: A Family’s Identity as Constructed in What They Saved”

Research

P.24 Research on Cultures of Writing
Nassau A, Second Floor
Chair: Stephanie Barnett, Indiana University of Pennsylvania
Speakers:
Richard Matzen, Woodbury University, Burbank, CA, “Student Identities: Shaping a Future for Writing Programs”
Debbie Reese, University of Illinois at Urbana-Champaign, “Flawed Representations: Appropriation of Traditional American Indian Stories”
Stephanie Barnett, Indiana University of Pennsylvania, “The Elephant in the Room”
Institutional and Professional

P.26  The Social and Economic Impact of Cutting Remediation Courses
Concourse D, Concourse Level
Chair: Susan McDowall, Central Community College, Hastings, NE
Speakers: Timothy Gerken, Morrisville State College, “CUNY: Adrift, of Course”
Susan McDowall, Central Community College, Hastings, NE, “The Disappearing Site of Basic Writing”

Community, Civic & Public

P.27  Engaging Middle Eastern Identities
Mercury Ballroom, Third Floor
Chair: Iswari Pandey, Syracuse University, NY
Speakers: Hugh Burns, Texas Woman’s University, Denton, “Representing Arabic Identities: Reflections on Language Learning and Gifted Education in Saudi Arabia”
Sean M. Conrey, American University of Beirut, Lebanon, “Transit Beirut: Civic Engagement and Instruction in a Bi-Lingual Chora”
Iswari Pandey, Syracuse University, NY, “To Be or Not to Be: Repositioning of Citizenship in a Post-9/11 America”

Community, Civic & Public

P.28  Rhetorics/Fractured Landscapes and Common Ground
Gramercy B, Second Floor
Chair: Roger Gilles, Grand Valley State University, Allendale, MI
Speakers: Jody Swilky, Drake University, Des Moines, IA, “Remapping the Public Sphere: Writing against the Divisions of Journalistic and Academic Discourse”
Kevin Mahoney, Kutztown University, PA, “Advancing Composition: Public Rhetorics and the Struggle for Democratic Futures”
Daniel Mahala, University of Missouri-Kansas City, “Remapping the Public Sphere: Writing against the Divisions of Journalistic and Academic Discourse”
Holly McSpadden, Missouri Southern State University, Joplin, “In Case of Rapture, Don’t Bother to Average My Grades: Meeting the Challenge of Radical Religionists in the Liberal Arts Classroom”
Roger Gilles, Grand Valley State University, Allendale, MI, “The Problem with Framing: George Lakoff’s Antagonistic Rhetoric”
Saturday, 3:30–4:45 p.m.

Community, Civic & Public

P.29  Public Rhetoric and Writing
Nassau B, Second Floor

Chair: Linda Shamoon, University of Rhode Island, Kingston
Speakers: Cornelius Cosgrove, Slippery Rock University, PA, “Political Discourse in the Composition Classroom: The Potential Role of Practitioner Experience in Learning Critical Thinking and Writing”
Susan Kelley-Stamerra, Slippery Rock University, PA, “Political Discourse in the Composition Classroom: The Potential Role of Practitioner Experience in Learning Critical Thinking and Writing”
Stephanie Dickey, Wright State University, Dayton, OH, “The Language of Justice or How Truthiness and Spin Can Occupy the Moral High Ground”
Eileen Medeiros, Johnson & Wales University, Providence, RI, “Going Public: Reclaiming Composition’s Identity”
Linda Shamoon, University of Rhode Island, Kingston, “Civic Engagement vs. Identity Politics: Finding a Delicate Balance in a Course on Writing for Social Change”

Composition/Writing Programs

P.30  Interpreting Second Language Writers’ Identities: Designations, Complications, and Implications
Murray Hill A, Second Floor

Chair: Carol Severino, University of Iowa, Iowa City
Gwen Gray Schwartz, Mount Union College, Alliance, OH, “The Un-Identified in Mainstream Composition: Generation 1.5 Student Identities in Flux”
Michelle Cox, Bridgewater State College, MA, “Trials and Errors: Implications of Being Identified as an ‘ESL’ Graduate Student”
Jay Jordan, University of Utah, Salt Lake City, “From ‘Learners’ to ‘Users’: Regrounding ESL Students’ Identities in Composition”
Saturday, 3:30–4:45 p.m.

*Practices of Teaching Writing*

**P.31 Engaging Student and Teacher Responses**
Murray Hill B, Second Floor

*Chair:* Allison D. Smith, Middle Tennessee State University, Murphysboro

*Speakers:* Mary Kay Crouch, California State University, Fullerton, “Performance Pedagogy: Teaching”
Irvin Peckham, Louisiana State University, Baton Rouge, “Using Teacher Profiles to Improve Response Practices”
Bruce McComiskey, University of Alabama at Birmingham, “Dialectical Rhetoric: Teaching Writing as a Strategic Process”
Allison D. Smith, Middle Tennessee State University, Murphysboro, “Silent or Silenced Students? Ethnographic Mapping and Effective Teacher Talk Strategies”

*Practices of Teaching Writing*

**P.32 Perspectives on the Writing-Intensive Classroom**
Regent Parlor, Second Floor

*Chair:* Sean Zwagerman, Simon Fraser University, Burnaby, British Columbia, Canada

*Speakers:* Gerald Nelms, Southern Illinois University, Carbondale, “Plagiarism and Self-Efficacy: Forces at Work in Student Underlife”
Donald Daiker, Miami University, Oxford, OH, “Representing Identities through the Language of Specificity: The Example of ‘When Harry Met Sally’”
Steve Sherwood, Texas Christian University, Fort Worth, “Humor and the Rhetorical Proprieties in the Writing Emphasis Classroom”
Richard Coe, Simon Fraser University, Burnaby, British Columbia, Canada, “Identity and Identification in a Writing-Intensive Literature Course in a New WID-based University Curriculum: Description and Assessment”
Sean Zwagerman, Simon Fraser University, Burnaby, British Columbia, Canada, “Identity and Identification in a Writing-Intensive Literature Course in a New WID-based University Curriculum: Description and Assessment”
Saturday, 3:30–4:45 p.m.

**Theory**

P.33 Public Polemics and Language Use  
Sutton North, Second Floor  
Chair: Jill McKay Chrobak, Michigan State University, East Lansing  
Speakers:  
- Stephen G. Brown, University of Nevada, Las Vegas, “Power and Praxis: De-composing the War of Enculturation”  
- Patricia Dunn, Stony Brook University, The State University of New York, “Analyzing Published Complaints about Language Use: Empowerment through Rhetorical Analysis”  
- Jill McKay Chrobak, Michigan State University, East Lansing, “Ancient Civics to the Modern’ Hood: Rhetorics of Citizenship Revisited through Hip-Hop”

**Research**

P.34 Identity, Ethnography, and Literacy Biographies  
Rendezvous Trianon, Third Floor  
Chair: Georganne Nordstrom, University of Hawai‘i, Honolulu  
Speakers:  
- Lia Schultz, The University of Iowa, Iowa City, “Multiliterate Lives: Compiling and Analyzing Literacy Biographies”  
- Georganne Nordstrom, University of Hawai‘i, Honolulu, “Politics in the Classroom: Employing Ethnographic Methods in Teacher–Research to Facilitate Discussions of Place, Ethnicity, and Subjectivity”