THURSDAY, MARCH 22

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

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

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

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

OPENING GENERAL SESSION

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

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

• Scholars for the Dream—2007 Recipients
  Maria Bibbs, University of Wisconsin-Madison
  Tamika L. Carey, Syracuse University, New York
  Korina Jocson, Stanford University, California
  Donna King, The Pennsylvania State University, University Park
  Lydia Balderamos Loskot, New Mexico State University, Las Cruces
  Barbara Castillo Noyes, University of Texas at Arlington
  Sung Ohm, Ohio University, Athens
  Ryan Masaaki Omizo, University of Hawaii at Manoa
  Debbie A. Reese, University of Illinois at Urbana-Champaign
  Kimberly Thomas, Indiana University of Pennsylvania
Thursday, 7:00 a.m.–6:00 p.m.

**Scholars for the Dream Travel Award Committee**

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

To increase the participation of traditionally underrepresented groups—African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino and Latina Americans, and American Indians—CCCC has established the Scholars for the Dream Travel Awards. The awards celebrate the scholarly contributions of first-time presenters at CCCC who are members of these groups. By providing some funding for these scholars to travel to the Conference and to share their work with us, we hope to make the term “underrepresented” past history.

**Chairs’ Memorial Scholarship—2007 Recipients**

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

**Chairs’ Memorial Scholarship Award Committee**

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

**Presentation of the Exemplar Award**

This award is presented to a person who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.

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

**Exemplar Award Committee**

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

**Previous Award Winners:**
2006 David Bartholomae
2005 Erika Lindemann
2004 Jacqueline Jones Royster
2003 Win Horner
2002 Art Young
2001 Lynn Q. Troyka
2000 Murial Harris
1999 Geneva Smitherman
1998 Janice Lauer
1997 Ann E. Berthoff
1996 Edward P. J. Corbett
1995 James L. Kinneavy
1994 Andrea Lunsford
1993 Richard Ohmann
1992 Janet Emig
1991 Richard Lloyd-Jones
Voices: The Company We Keep

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

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

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

Akua Duku Anokye is Associate Professor of Africana Language, Literature, and Culture at Arizona State University where she is director of First Year Composition for the West campus. As a sociolinguist and folklorist specializing in orality and literacy in the African Diaspora, she is author of essays and articles on African American rhetoric and composition, folklore and linguistic scholarship concentrating on Zora Neale Hurston, storytelling, Ghanaian religion and dance as rhetorical modes of expression, as well as Ebonics. Among her publications are essays “Oral Connections to Literacy” in Journal of Basic Writing (1994), “Private Thoughts, Public Voices:
Thursday, 8:30–10:00 a.m.

Letters from Zora Neale Hurston” in *Women: A Cultural Review* (1996), “Centering the Margins: Language and Learning Styles for Composition 2000” in *Attending to the Margins* (2000), and “Go Back and Fetch It: A Method for Decoding Text” in *The Subject Is Reading* (2000). Her book, *Get It Together: Readings about African American Life* (2003), is an anthology of interdisciplinary readings that provide historical context for issues in the African American Experience. Dr. Anokye has received grants for her work in Ghana, West Africa on Nana Esi, a female deity who serves as an archetype for African Diaspora women writers and activists. Recent research deals with the rhetoric of community mothers as community activists. Most recently she has been awarded a grant to collect oral histories of African Americans in El Mirage, a suburb of Phoenix, and is working on developing a Center for Arizona Oral History and Ethnography.
Joy Harjo and Lee Marmon, a special event sponsored by Bedford/St. Martin’s
Grand Ballroom East, Third Floor

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

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

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

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

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

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

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

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

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

Composition/Writing Programs

A.01 Institutional Forces as Shapers of Identity
Holland Suite, Fourth Floor
Chair: Michelle Trim, Lander University, SC
Speakers: Joanna Castner, University of Central Arkansas, Conway, “From Techne to Identity: A Theoretical Framework for Ways Institutional Forces Can Shape Identity”
Rebecca Ingalls, University of Tampa, FL, “‘She Taught Me More than I Thought She Would’: Resisting the Dumbing-Down and Reconstructing the ‘Rank’ of Basic Writing”
Anne Meade Stockdell-Giesler, University of Tampa, FL, “Voice and Identity: Putting First-Year Writing in its Place”
Tracy Ann Morse, University of Tampa, FL, “What does Physical Space Suggest about Our Perceptions of Who We Serve?”
Mike Donnelly, University of Tampa, FL, “Glimmers of Hope, Moments of Despair: Reflections of an Untenured WPA”
Community, Civic & Public

A.02 Writing the Dissonance: Using Collaborative Texts to Enhance Service Learning

Midtown Suite, Fourth Floor

Chair: Jerry Shannon, University of Minnesota, Minneapolis
Speakers: Christine Howell, Metropolitan Community College-Penn Valley, Kansas City, MO
Kristin Cory, University of Minnesota, Minneapolis
Renee DeLong, University of Minnesota, Minneapolis
Amy Lee, University of Minnesota, Minneapolis
Jerry Shannon, University of Minnesota, Minneapolis

Research


Morgan Suite, Second Floor

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

Composition/Writing Programs

A.04 Creating Community and Representing Identities at a Large FYC Program: Using New Tools in New Ways

Gramercy B, Second Floor

Chair: Matt Barton, St. Cloud State University, MN
Speakers: Donna Hanak, University of South Florida, Tampa
Kim Murray, University of South Florida, Tampa, “Using Flashlight Survey Tool and Sharepoint to Facilitate Program Identity”
Joe Moxley, University of South Florida, Tampa, FL
Professional and Technical Writing

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

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

Theory

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

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

Institutional and Professional

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

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

**Creative Writing**

**A.08 Emerging from the Comp/Rhet Shadows: Public Identities for Creative Writing in the Twenty-First Century**

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

**Practices of Teaching Writing**

**A.09 The Liberian Civil War and the Writing Classroom**

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

**Community, Civic & Public**

**A.10 Representing Literate Identities in Urban America**

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

**History**

**A.11 Rhetorical Failure: Theory, Cultural Constraints, and Dis/identification**

Lincoln Suite, Fourth Floor  
*Chair:* Stacey Sheriff, The Pennsylvania State University, University Park
Thursday, 10:30–11:45 a.m.

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

Practices of Teaching Writing

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

Language

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

Practices of Teaching Writing

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

*Practices of Teaching Writing*

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

Gibson Suite, Second Floor

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

*Speakers:* Alice Trupe, Bridgewater College of Virginia, “Reading and Writing Academic Identities: Reflective Writing, Reading, and Academic Discourse in an FYC/FYS Learning Community”

Robert Marrs, Coe College, Cedar Rapids, IA, “FYS Portfolios and the Paradoxes of Freedom in a WAC Program”

George Meese, Eckerd College, St. Petersburg, FL, “Composing Identities: Who Is in our Classroom when Frosh Seminar goes Global and Multi-Media?”

**Research**

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

Bryant Suite, Second Floor

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

*Speakers:* Laura Micciche, University of Cincinnati, OH, “A ‘Better Way to Live’?: On Composition’s Metonymic Tendencies”

Dale Jacobs, University of Windsor, Ontario, Canada, “Communal Words: Hospitality and the Critical Essay”

Gary Weissman, University of Cincinnati, OH, “Anonymity and Violence”

Donna Strickland, University of Missouri, Columbia, “Argument Hope”

**Composition/Writing Programs**

**A.17  From the Margins to the Center: ESL Students Challenge the Identity of First-Year Writing**

Mercury Rotunda, Third Floor

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

*Speakers:* Christine Palumbo-DeSimone, Temple University, Philadelphia, PA, “Measuring Identities: Assessment as a Force for Change”

Jill Swavely, Temple University, Philadelphia, PA, “Curricular Identities: Revising ESL Writing Syllabi”

A.18  **Making the Invisible Visible: Empowering Mixed Identity Voices as Compositionists**

New York Suite, Fourth Floor

*Chair:* Warren G. Rochelle, University of Mary Washington, Frederic, VA

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

*Practices of Teaching Writing*

A.19  **Reperceiving Peer Review**

Sutton North, Second Floor

*Chair:* Ann Blakeslee, Eastern Michigan University, Ypsilanti

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

*Institutional and Professional*

A.20  **Expanding “Officialized” Representations of Identity in Disciplinary, Institutional, and National Settings**

Regent Parlor, Second Floor

*Chair:* René Augustín De los Santos, University of California, Santa Barbara

*Speakers:*
- Scott Wible, West Virginia University, Morgantown, “Representing Policy Work in Academic Life”
- Donna Ruth King, The Pennsylvania State University, University Park, “Re-thinking ‘Officialized’ Representations of Teachers’ Racial and Cultural Identities”
- René Augustín De los Santos, University of California, Santa Barbara, “(Re)Fashioning the Past: The Rhetoric of Transparency in Contemporary México”
Thursday, 10:30–11:45 a.m.

Composition/Writing Programs

A.21 The Proposed CCCC Statement on the Preparation of Teachers of Writing
Beekman Parlor, Second Floor
Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: Joe Hardin, Western Kentucky University, Bowling Green, KY
Freddy Thomas, Virginia State University, Petersburg
E. Shelley Reid, George Mason University, Fairfax, VA

Information Technologies

A.22 Composing Identity: The Role of Genre, Narrative, and Multimodality in Community-Based Multimedia Projects
Harlem Suite, Fourth Floor
Chair: Lynn Chrenka, Ferris State University, Big Rapids, MI
Speakers: Julia Jasken, McDaniel College, Westminster, MD, “Generic Disruption and Community Impact: Thinking through the Self”
Jennifer Sheppard, New Mexico State University, Las Cruces, “Multimodal Identity: The Challenges of Attending to Representation through Design, Rhetoric, Technology, and Story”
Jennifer Cervantes, New Mexico State University, Las Cruces, “Composing Identity through Audio Narratives”
Polina Chemishanova, New Mexico State University, Las Cruces, “Composing Identity through Audio Narratives”

Information Technologies

A.23 Forging a Scholarly and Professional Identity Online: Blogging as Discovery and Externalization of Self
West Ballroom Foyer, Third Floor
Chair: Jack Blum, University of Southern California, Los Angeles
Speakers: Geoffrey Middlebrook, University of Southern California, Los Angeles, “Using Blogs to Establish ‘Partial Publics’: A Forum for Developing Disciplinary and Professional Identity”
Sandra Ross, University of Southern California, Los Angeles, “Homeboys, Schoolboys, Phat Girls and Barbies: Negotiating Academic Identity in the Basic Writing Classroom”
LauraAnne Carroll-Adler, University of Southern California, Los Angeles, “My Academic Space: Fashioning a Scholarly Identity on the Internet”
Information Technologies

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

Institutional and Professional

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

Theory

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

*Practices of Teaching Writing*

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

Hudson Suite, Fourth Floor

*Chair:* Janice Chernekoff, Kutztown University of Pennsylvania

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

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

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

*Theory*

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

Murray Hill B, Second Floor

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

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

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

*Theory*

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

Grand Ballroom West, Third Floor

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


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

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

*Theory*

**A.30 Refiguring Burkean Rhetoric**

Concourse C, Concourse Level

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

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

Theory

A.31 Other Rhetorics: Tattoos, Cookbooks, Graffiti, and Post-Rock
Nassau A, Second Floor
Chair: Dorinda Fox, Arizona State University, Mesa
Speakers: Regina Clemens Fox, Arizona State University, Tempe, “Narrating and Communicating in Rhetorical Flesh”
Adam Koehler, University of Wisconsin-Madison, “Making a Scene: Spaces of Affect and the Erasure of Language in Sigur Rós”
Scot Barnett, University of Wisconsin-Madison, “Making a Scene: Spaces of Affect and the Erasure of Language in Sigur Rós”
Doreen Piano, University of New Orleans, LA, “Graffiti as Crisis Rhetoric: New Orleanians Writing (and Fighting) Back after the Flood”
Joyce Malek, University of Cincinnati, OH, “We Are What We Eat: Cookbooks, Memory, and Identity”

History

A.32 Influential Men in 20th Century Academic Rhetoric
Concourse G, Concourse Level
Chair: John Miles, University of New Mexico, Albuquerque, NM
Speakers: William Cahill, Rutgers University/Edison High School, New Brunswick/Edison, NJ, “Lane Cooper’s Genteel Modernism”
William FitzGerald, Rutgers University, Camden, NJ, “The Rhetoric of Wayne Booth: Performing (and Remembering) a Rhetorical Life”
Kevin Brooks, North Dakota State University, Fargo, “Re-Presenting Marshall McLuhan”

Research

A.33 Teachers Perceiving Students
Nassau B, Second Floor
Chair: Whitney Madden Myers, University of New Mexico, Albuquerque
Speakers: Kara Poe Alexander, Baylor University, Waco, TX, “Reading Stories: Instructor Responses to Master Literacy Narratives of Students”
Diane Kelly-Riley, Washington State University–Pullman, “Who and What Counts: A Validity Inquiry into Minority Students’ Performances in a Large-Scale Writing Portfolio Assessment”
Thursday, 10:30–11:45 a.m.

**Community, Civic & Public**

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

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

**Practices of Teaching Writing**

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

*Chair:* Tara Pauliny, University of Wisconsin-Oshkosh  
*Speakers:*  
Marguerite Helmers, University of Wisconsin-Oshkosh, “Adopting the 6+ Traits for College Writing Assessment”  
Charles Hill, University of Wisconsin-Oshkosh, “Evaluating and Revising the 6+ Traits for College Writing”  
Tara Pauliny, University of Wisconsin-Oshkosh, “Profit and Loss: Results of Using the 6+ Traits”
I’m only supposed to tell one story at a time, one story. Every writing course I ever heard of said the same thing. Take one story, follow it through, beginning, middle, end. I don’t do that. I never do.

Behind the story I tell is the one I don’t.

Behind the story you hear is the one I wish I could make you hear.

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

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

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

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

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

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


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

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

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

Thursday, 12:15–1:30 p.m.
Thursday, 12:15–1:30 p.m.

*Practices of Teaching Writing*

**B.01** My Teacher Is What?!?!: Students’ Construction, Resistance, and (Mis)Perception of Teacher Identities  
Hudson Suite, Fourth Floor  
*Chair:* Beth Lynne Ritter-Guth, Lehigh Carbon Community College, Schneck, PA  

*History*

**B.02** Inventing Identity: Opening Spaces for Women in Pre-Modern and Early Modern Discourse  
Bryant Suite, Second Floor  
*Chair:* Lindsay Sloan Illich, Texas A&M University, College Station  
*Speakers:* Brad Herzog, Southern Arkansas University, Magnolia, “Mnemonic Fabrications of Identity: Medieval Memory Arts and the Composition of Julian of Norwich’s ‘Showings’”  
Rebecca Smith, University of Texas at San Antonio, “Reinventing the Gendered Self: Reconsidering the Rhetoric of Identity in Gertrude the Great’s ‘Spiritual Exercises’”  
Neli Gogovska, University of Texas at San Antonio, “‘Be my owne woman’: Lady Arbella Stuart’s Epistolary Self”

*Language*

**B.03** Cultures of Writing and Writing Instruction: Toward Expressing Identity in an International Context  
Sutton North, Second Floor  
*Chair:* Marie Secor, The Pennsylvania State University, University Park  
*Speakers:* Dilek Tokay, Sabanci University, Istanbul, Turkey, “Preparing a Professional Identity at Sabanci University’s Writing Center”  
Ann Mott, American University in Paris, France

*Information Technologies*

**B.04** Globalism, Identities, and Digital Literacies  
Sutton South, Second Floor  
*Chair:* Marilyn Cooper, Michigan Technological University, Houghton  
*Speakers:* Gail E. Hawisher, University of Illinois, Urbana-Champaign, “Re-designing Global Literacies in the 21st Century”  
Dene Grigar, Washington State University, Vancouver, “The Telebody: Case Studies of the Intersection of Globalism, Identity, and Technology in the Media Arts”  
Cynthia Selfe, The Ohio State University, Columbus, “Literacies, Identities, and Families in Global Context”
Thursday, 12:15–1:30 p.m.

Composition/Writing Programs

B.05 Mouth Wide Shut: The Silencing and Voicing of Feminine Identity
Sutton Center, Second Floor
Chair: Brad Peters, Northern Illinois University, DeKalb
Speakers: Roger Thompson, Virginia Military Institute, Lexington, “Nineteenth-Century Rhetoric and Composition Handbooks: Condemnation of the Feminine”
Joonna Trapp, Northwestern College, Orange City, IA, “The Dramatics of Female Identity Formation: Writing and Theater”
D. Alexis Hart, Virginia Military Institute, Lexington, “Identity (and) Politics: Gendered Writing Online and in the Classroom”
Brad Peters, Northern Illinois University, DeKalb, IL, “Representing Disability and Sexuality: Eloquent Silences”

Research

B.06 Identifying, Documenting, and Understanding the Effects of What We Do: A Comparative Discussion of Longitudinal Research Questions, Methods, and Outcomes
Regent Parlor, Second Floor
Chair: Lucille McCarthy, University of Maryland, Baltimore County, Baltimore
Speakers: Sally Barr Ebest, University of Missouri, St. Louis, “Changing the Way We Teach: The Role of Longitudinal Research in Improving TAs’ Teaching”
Christiane Donahue, University of Maine at Farmington, “Beyond Self-Report: Longitudinal Research and Text Analysis”
Stephen Wilhoit, University of Dayton, OH, “But What Do They Write after They Leave My Class? A Longitudinal Study of College Writing Requirements Across the Curriculum”

Community, Civic & Public

B.07 Writing with the City: Community Writing Centers and Public Libraries
Mercury Ballroom, Third Floor
Chair: Tiffany Rousculp, Salt Lake Community College, UT
Speakers: Julie Wilson, University of North Carolina at Chapel Hill, “Not Like School”
Melissa Tedrowe, University of Wisconsin–Madison, “Intersection of Community Writing Assistance Programs and Libraries”
Melissa Helquist, Salt Lake Community College, UT, “Moving to the Public Space”
**Practices of Teaching Writing**

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

Harlem Suite, Fourth Floor

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

**Theory**

**B.09** **“Dude! Where’s My Voice? Language, Identity, and the Working-Class Writing Instructor”**

Concourse C, Concourse Level

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

**Practices of Teaching Writing**

**B.10** **Multimodal Composing and the Challenge of Assessment**

Nassau A, Second Floor

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

Research

**B.11 Visualizing Writing Processes: Writing as Coordination of Culture and Technology**
West Ballroom Foyer, Second Floor

*Chair:* Stewart Whittemore, Michigan State University, East Lansing  
William Hart-Davidson, Michigan State University, East Lansing, “Using Time-Use Diaries to Study the Composing Process”  
Julie Lindquist, Michigan State University, East Lansing, “Communication and Emotion Work in Changing Institutional Cultures”

Community, Civic & Public

**B.12 Community Literacy: Rhetorically Centered Public Action**
Murray Hill B, Second Floor

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

Composition/Writing Programs

**B.13 Person, Place, or Thing: Identity, Physical Space, Definition, and Boundaries in Studios**
Trianon Ballroom, Third Floor

*Chair:* Mary Margaret McGuire, Antelope Valley College, Lancaster, CA  
Gwendolyn N. Hale, Fisk University, Murfreesboro, TN, “What Counts as Studio Pedagogy and What Does Not?”

Composition/Writing Programs

**B.14 Online Identities and the Evolving Roles of Writing Centers**
Grammercy A, Second Floor

*Chair:* Ron Scheer, University of Southern California, Los Angeles
Thursday, 12:15–1:30 p.m.

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

**Institutional and Professional**

**B.15 Connect: Bridging Institutional Identities**

Lincoln Suite, Fourth Floor

**Chair:** Michael Olendzenski, Cape Cod Community College, West Barnstable, MA

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

**Composition/Writing Programs**

**B.16 A Study of High Stakes Testing Practices:**
**The City University of New York and Beyond**

New York Suite, Fourth Floor

**Chair:** Marisa Klages, LaGuardia Community College, Long Island, NY

**Speakers:** J. Elizabeth Clark, LaGuardia Community College, Long Island, NY
Gordon Tapper, LaGuardia Community College, Long Island, NY
Heidi Johnsen, LaGuardia Community College, Long Island, NY
Gail Green-Anderson, LaGuardia Community College, Long Island, NY
Lenore Beaky, LaGuardia Community College, Long Island, NY
Thursday, 12:15–1:30 p.m.

*History*

**B.17 The History of Technical Communication: Rhetoric, Voice, Identity**

Nassau B, Second Floor

*Chair:* Molly Hurley, Moran University of Georgia, Athens

Elizabeth Tebeaux, Texas A&M University, College Station, “The Flowering of a Tradition—Form and Function of Technical Writing in the English Renaissance”

Michael Moran, University of Georgia, Athens, “Analytic Arrangement in Gilbert White’s *The Natural History of Selborne* (1788)”

Teresa Hunt, Northern Michigan University, Marquette, “Identity and the Curious Case of Engineering Writing at West Point”

Miles Kimball, Texas Tech University, Lubbock, “On the Normal Curve: Graphic Communication, Race, and Identity”

*Practices of Teaching Writing*

**B.18 Sayin’ It Loud from an Inside Voice: Diversity Represents**

Petit Trianon, Third Floor

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

*Speakers:* Julie E. Hudson, Huston-Tillotson University, Austin, TX, “Finding Common Ground, Making Space for Learning”

Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX, “En la casa, tambien: Latino/a Students Represent in an Afro-centric Composition Course”

Peter Caster, University of South Carolina, Spartanburg, “‘Cuz I’m a White Man’—Teaching Race and Hip Hop”

Jennine Krueger, Huston-Tillotson University/Texas State University, Austin, “Keepin’ it Real in the Writing Center”

*Composition/Writing Programs*

**B.19 Miles to Go: A Journey toward Developmental Writing and Freshman Composition Course Assessments**

Rendezvous Trianon, Third Floor

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

*Speakers:* Becky Flores, Del Mar College, Corpus Christi, TX, “The Gateway: Assessing Outcomes in Developmental English”

Susie Crowson, Del Mar College, Corpus Christi, TX, “The Mountain: Assessing Outcomes in First-Semester Freshman Composition”

Connie Gutierrez, Del Mar College, Corpus Christi, TX, “The Other Side of the Mountain: Assessing Outcomes in Second Semester Freshman Composition”
History

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

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

Speakers: Lisa Shaver, University of Notre Dame, South Bend, IN, “Going-Toe-to-Toe with Godey’s Fashion Plates”
Sarah Bowles, Miami University, Oxford, OH, “To go out into the world and tell of the needs here’: Representing Appalachian Minds and Bodies”
Jen Cellio, Miami University, Oxford, OH, “You cannot have a garden, if you let the weeds overrun it’: Rhetorics of Reproduction and ‘Fitness’ in Margaret Sanger’s Writings”

Practices of Teaching Writing

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

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

Speakers: Monica Hogan, Johnson County Community College, Overland Park, KS, “Know Thy Identity: Interrogating Basic Identity Assumptions about Community College Students”
Maureen Fitzpatrick, Johnson County Community College, Overland Park, KS, “Trading Student Identities for Employee I.D.s”

Practices of Teaching Writing

B.22 Raising the Bar for Teachers and Students: Cultivating Writerly Identities at the Two-Year College
Midtown Suite, Fourth Floor

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

Speakers: Nance Hahn, Onondaga Community College, Syracuse, NY, “Closing the Loop: Using Assessment to Inspire Curricular Change”
Malkiel Choseed, Onondaga Community College, Syracuse, NY, “At Extremes: Re-imagining Writing Workshops and Student Facility”
Jamie Sindell, Onondaga Community College, Syracuse, NY, “Service Learning: Merging Communities”
Stephen Pierson, Onondaga Community College, Syracuse, NY, “Answering Assessment”
Thursday, 12:15–1:30 p.m.

Institutional and Professional

B.23 Taking IP to Class: Representations of “Fair Use” in Composition Scholarship & Pedagogy
East Suite, Fourth Floor

Chair: Rob Lamm, Arkansas State University, Jonesboro
Sohui Lee, Stanford University, CA, “Copyright and Rhetorical Invention: Changing Scholarly Identity in the Age of Digital Reproduction”
Steve Westbrook, Cal State Fullerton, “Innovators or Outlaws: Constructions of Student Identity in New Media Handbooks”

Practices of Teaching Writing

B.24 Addressing Student Identities in Creating Shared Online Materials to Teach the Research Paper
Holland Suite, Fourth Floor

Chair: Janet Henderson, Bergen Community College, Paramus, NJ
Speakers: Dorothy Altman, Bergen Community College, Paramus, NJ, “Defining Student Identities and Needs”
Amarjit Kaur, Bergen Community College, Paramus, NJ, “Addressing Issues in Instructional Design”
Kelly Keane, Bergen Community College, Paramus, NJ, “Undertaking Assessment”

Creative Writing

B.25 Healing and Transgression: Exploding Identity Genres
Concourse B, Concourse Level

Chair: Trish Joyce, Broward Community College, Ft. Lauderdale, FL
Speakers: Mary Ellen Bertolini, Middlebury College, VT, “Writing and Healing: the Self and Others”
Catharine Wright, Middlebury College, VT, “Developing Writers for Social Change”
Kathy Skubikowski, Middlebury College, VT, “Hybrid Language, Hybrid Genres”
Institutional and Professional

B.26 Teacher, Student, Research: Shifting Identities in the Learning-Centered Community College  
Clinton Suite, Second Floor

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

Institutional and Professional

B.27 (Writing Uncertainty) Quantification: English + Engineering = Innovative Collaboration  
Concourse E, Concourse Level

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

Information Technologies

B.28 Public, Private, and Digital Self: An Examination of Professional Identity  
Murray Hill A, Second Floor

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

Theory

B.29 Illness, Disability, and the Composed Body
Mercury Rotunda, Third Floor
Chair: Florence Elizabeth Bacabac, Bowling Green State University, OH
Sara Pace, Lamar University, Beaumont, TX, “Constructing ‘Literate’ Identities: Exploring ‘Listening,’ ‘Writing,’ and ‘Speaking’ through the Lens of Disability Studies”
Bess Fox, University of Kentucky, Lexington, “Embodied Pedagogies”

B.30 3 C’s: Capitalism, Commodification, and Consumerism
Concourse G, Concourse Level
Chair: Lonni Pearce, University of Colorado, Boulder
Speakers: Michael Edwards, United States Military Academy, West Point, NY, “Identity as Economic Activity: Representing Class from the Wealth of Nations to the Wealth of Networks”
Sean Murray, Binghamton University, NY, “Branding the Self: Composition Pedagogy and the Commodification of Identity”
Lonni Pearce, University of Colorado, Boulder, “Making Change: The Rhetoric of ‘Socially Responsible’ Consumerism and the Activist Consumer”

B.31 Digital Identities, Simulated Spaces, and Technological Performativities
Concourse A, Concourse Level
Chair: Bob Whipple, Creighton University, Omaha, NE
Speakers: Ty O’Bryan, Syracuse University, NY, “Do-It-Yourself: Punk Ethos and Digital Identities”
David Sheridan, Michigan State University, East Lansing, “Identifying a Simulation: The Challenge of Creating ‘Contextually Valid Settings’ in the Writing Classroom”
Eliot Rendleman, University of Nevada, Reno, “Technological Performativity: A Rhetorical Analysis of Student Identities, Instrumental Writing Technologies, and Technological Writing Systems”
Theory

B.32 Placing and Erasing the Queer
Beekman Parlor, Second Floor

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

**Speakers:**
1. Aneil Rallin, Soka University, Aliso Viejo, CA, “Queer Is Not a Substitute for Gay/Lesbian, or Where Is the Queer in Queer Composition Studies?”
2. Patrick Finnessy, University of Illinois at Chicago, “Queer and Straight: The Experience of Sexual Minority Curriculum to Straight Male English Teachers”
3. Clifton Justice, Indiana University of Pennsylvania, “Between a Rock and a Hard Place: Coming Out in the Writing Classroom”
4. Erika Spohrer, Eckerd College, St. Petersburg, FL, “Mis-Representing Identities: *Brokeback Mountain*’s Reception and the Erasure of Gayness”

Information Technologies

B.33 Online Communities and Their Literacy Practices: FLOSS, EverQuest, and Madden Football
Gramercy B, Second Floor

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

**Speakers:**
1. Laurie Johnson, University of Minnesota, St Paul, “Creative Identity: Women, Invention, Discovery, and Intellectual Property”
2. Brian Bailie, California State University, San Bernardino, “Dystopia Online: The (Re)Productive Rhetoric of ‘EverQuest’”

Professional and Technical Writing

B.34 Studying Communication Patterns of Science/Engineering Professionals
Gibson Suite, Second Floor

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

**Speakers:**
1. Sarah Read, University of Washington, Seattle, “Professional Lens Grinders, Private Philosophers: How Engineers Identify as Writers”
Thursday, 12:15–1:30 p.m.

_Practices of Teaching Writing_

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

Madison Suite, Second Floor

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

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

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

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

1:45 p.m.–3:00 p.m.

Practices of Teaching Writing

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

Trianon Ballroom, Third Floor

Chair: Margaret Artman, Western Oregon University, Salem

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

History

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

Rendezvous Trianon, Third Floor

Chair: Jane Donawerth, University of Maryland, College Park

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

C.03 Representing Victims in the Legal System: Identities, Rhetorics, and Ethics
Murray Hill B, Second Floor

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

Composition/Writing Programs

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

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

Institutional and Professional

C.05 Higher Education and the Pedagogies of Exclusion: Revisiting Bloom and Hirsch Twenty Years Later
New York Suite, Fourth Floor

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

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

Gibson Suite, Second Floor

Chair: Peter Elbow, University of Massachusetts, Amherst

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

Community, Civic & Public

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

Grand Ballroom West, Third Floor

Chair: Susan McLeod, University of California, Santa Barbara

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

History

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

Mercury Ballroom, Third Floor

Chair: Peter Mortensen, University of Illinois at Urbana-Champaign

Speakers:
Amanda Cash, University of Illinois at Urbana-Champaign, “For Leisure or Democracy: The Policies and Purposes of Adult Education, 1925–1945”
Jessica Bannon, University of Illinois at Urbana-Champaign, “Deficient Representations of Literacy Learners in Adult Education Policy”
Patrick Berry, University of Illinois at Urbana-Champaign, “Revisiting Lives on the Boundary”
Institutional and Professional

C.09 Digital Studio as Method: Articulating Programmatic, Professional, and Institutional Identities within English Studies
Nassau A, Second Floor

Chair: Justin Hodgson, Clemson University, SC
Speakers: Andrew Mara, North Dakota State University, Fargo, “Articulating Professional Identities: Constructing Disciplinarity from Professional Writing Exigencies”
Jude Edminster, Bowling Green State University, OH, “Challenging Institutional Assumptions about Knowledge Creation and Delivery”
Kristine Blair, Bowling Green State University, OH, “Negotiating Ideological Spaces among Programs in English Studies”

Language

C.10 (De)Composing Language Prejudice: Challenging Stigmatizers, Marginalizers, and Standardizers
Concourse E, Concourse Level

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

Composition/Writing Programs

C.11 The Role of Discourse Communities in the Composition Classroom at the United States Military Academy
Concourse C, Concourse Level

Chair: Joseph Helminski, Oakland Community College, Waterford, MI
Speakers: LTC Lester Knotts, United States Military Academy, West Point, NY, “Discourse Community”
MAJ Trent Mills, United States Military Academy, West Point, NY, “Course Design”
MAJ Stephanie Bounds, United States Military Academy, West Point, NY, “Course Execution”
Practices of Teaching Writing

C.12 Identity and Higher Literacy: Theories of Literacy, Stories of Learning
Concourse G, Concourse Level
Chair: Donna Dunbar-Odom, Texas A&M University-Commerce
Speakers:
- Iris Johnson, Texas A&M University-Commerce, “Correction, Values, and Literacy Sponsors”
- Brandi Davis-Westmoreland, Texas A&M University-Commerce, “Literacy among Twins: Reading and the Good Mother”
- Elise Flanagan, Texas A&M University-Commerce, “Identity Crisis: Literacy and a Sense of Self”
- Donna Dunbar-Odom, Texas A&M University-Commerce, “Assumed Identities: Reflecting on Literacy Acquisition”

Community, Civic & Public

C.13 Transnational Rhetorics and Pedagogies
Concourse A, Concourse Level
Chair: Lester Faigley, The University of Texas at Austin
Speakers:
- Vivette Milson-Whyte, The University of Arizona, Tucson, “Multilingualism, or Compelling English to Hear the Silence(d)?”
- John Trimbur, Worcester Polytechnic Institute, MA, “Prompt Language and Asbestos Activism in South Africa”

Practices of Teaching Writing

C.14 Situated Student Writing and Basic Composition
Nassau B, Second Floor
Chair: Jennie Nelson, Ohio University, Athens
Speakers:
- Daisy Miller, Hofstra University, Hempstead, NY, “Writing the Professional Self: Westpoint”
- Jennifer Rich, Hofstra University, Hempstead, NY, “Writing the Professional Self: The Hunter College School of Nursing”
- Deirdre O’Leary, Tisch School of the Arts at New York University, “Writing the Professional Self: Tisch School of the Arts IAActing”
Respondent: Lauren Kozol, Manhattanville College, Purchase, NY
Research

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

Composition/Writing Programs

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

Professional and Technical Writing

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

Composition/Writing Programs

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

**Speakers:** Marti Singer, Georgia State University, Atlanta
Cara Minardi, Georgia State University, Atlanta
Laura Johnson, Georgia State University, Atlanta

**History**

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

*Chair:* Jean Ferguson Carr, University of Pittsburgh, PA

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

**Theory**

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

*Chair:* Cynthia Lewiecki-Wilson, Miami University, Oxford, OH

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

**Practices of Teaching Writing**

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

*Chair:* Lou Ethel Roliston, Bergen Community College, Paramus, NJ

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

**Research**

**C.22 Student Personae: How Social Science Inquiry Methods Can Empower Academic Identity**
Lincoln Suite, Fourth Floor

*Chair:* Margaret Marshall, University of Miami, Coral Gables, FL

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

**Practices of Teaching Writing**

**C.23 Representing Chicano and Chicana Identities in Rhetoric and Composition Studies**
Clinton Suite, Second Floor

*Chair:* Jessica Enoch, The University of Pittsburgh, PA

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

**Institutional and Professional**

**C.24 Serving Two Masters: Assessing Analytical Writing in Theory and Practice**
East Suite, Fourth Floor

*Chair:* Doug Baldwin, ETS, Princeton, NJ

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

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

Bryant Suite, Second Floor

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

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

Information Technologies

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

Gramercy A, Second Floor

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

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

Institutional and Professional

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

Concourse D, Concourse Level

Chair: Michael Meinhardt, Syracuse University, NY

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

Information Technologies

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

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

Information Technologies

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

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

Theory

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

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

Practices of Teaching Writing

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

Chair: Deborah Coxwell-Teague, Florida State University, Tallahassee
Speakers: A. Abby Knoblauch, University of New Hampshire, Durham, “Toward a Feminist Rhetorical Pedagogy: Re-presenting Feminist Identity in the Writing Classroom”
Sue Hum, The University of Texas at San Antonio, “Technology as Cultural Instrument: Performing Positions in Language”
Kate Lehnes, Lehigh University, Bethlehem, PA, “Crossing Academic Borders: Writing to Transgress”

Information Technologies

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

Creative Writing

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

Theory

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

*Practices of Teaching Writing*

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

Madison Suite, Second Floor

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

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

3:15 p.m.–4:30 p.m.

Featured Session

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

Grand Ballroom East, Third Floor

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

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

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

Theory

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

Sutton South, Second Floor

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

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

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

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

**Institutional and Professional**

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

Mercury Rotunda, Third Floor

*Chair:* Dianna Winslow, Syracuse University, NY

*Speakers:* Carrie Cross Rodesiler, Michigan State University, East Lansing, “Is This Normal? What Just Happened?: Finding My Way into Composition Studies”

Jason Wirtz, Michigan State University, East Lansing, “Writing through the Field: The Fiction Writer as Scholar”

Suzanne Kesler Rumsey, Indiana University Purdue University, Fort Wayne, “Extending Hospitality: Heritage Literacies and Scholarly Identity”

Laura Julier, Michigan State University, East Lansing, “Inventing Scholarly Identity: Narratives across the Field”

**Practices of Teaching Writing**

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

Mercury Ballroom, Third Floor

*Chair:* Mara Holt, Ohio University, Athens

*Speakers:* Harvey Kail, University of Maine at Orono

Mara Holt, Ohio University, Athens, “Re-theorizing Student Identities through Transnational Perspectives on Collaboration”

**History**

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

Sutton North, Second Floor

*Chair:* Andrea Stover, Belmont University, Nashville, TN

*Speakers:* Lynne Gaillet, Georgia State University, Atlanta, “Archival Survival: Teaching Students to Navigate Online Historical Research”

Jacqueline Bacon, Independent Scholar, “To ‘Circulate Far and Near’: Freedom’s Journal as an Archival Source”

Suzanne Bordelon, San Diego State University, CA, “Composing Student Identities: School Newspapers and Yearbooks as Archival Sources”
Composition/Writing Programs

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

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

Practices of Teaching Writing

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

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

Theory

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

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

**Practices of Teaching Writing**

**D.08 Ten Thousand New Reasons For Never Adopting a Composition Textbook**

Concourse E, Concourse Level

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

**Language**

**D.09 “I am my language”: Representing and Misrepresenting Deaf Writers**

Beekman Parlor, Second Floor

*Chair:* Rachel Riedner, The George Washington University, Washington, D.C.  
*Speakers:* Linda Rubel, Rochester Institute of Technology, NY  
Rose Marie Toscano, Rochester Institute of Technology, NY  
Eileen Biser, Rochester Institute of Technology, NY

**Composition/Writing Programs**

**D.10 Rural Literacies from Appalachia to the Plains: Identities in Formation**

Hudson Suite, Fourth Floor

*Chair:* Kim Donehower, University of North Dakota, Grand Forks  
*Speakers:* Sara Webb-Sunderhaus, Indiana Purdue University, Fort Wayne, “‘I Thought She Would Like It’: Appalachian Students’ Performance of Identity in the Composition Classroom”  
Jennifer Beech, University of Tennessee at Chattanooga, “Work Stories and the Formation of Rural, Working-Class Identity”  
Amy Clark, University of Virginia at Wise, “Reading and Writing the Rural: Literacy Learning in the ‘Margins of Awareness’”  
Katherine Sohn, Pikeville College, KY, “Rural Literacies and Maintaining Community Identity for Eastern Kentucky Women”
Thursday, 3:15–4:30 p.m.

**Research**

**D.11 The Nitty Gritty of the Research Moment:**
Three Interview based Studies of College Writing

Concourse A, Concourse Level

*Chair:* Charles Bazerman, University of California, Santa Barbara

*Speakers:*
- Jessie Singer, University of California, Santa Barbara, “Progress through the Struggle: An Interview based Study of Successful Latino/a College Writers”
- Cissy Ross, University of California, Santa Barbara, “Environmental Studies Talks to Composition, but Who’s Listening?”
- Paul Rogers, University of California, Santa Barbara, “Enriching our Methodological Repertoire: Retrospective Interviews on Writing in Work and School”

**Theory**

**D.12 Speaking the Body:**
Marginalized Identities and Performatve Rhetorics

Nassau A, Second Floor

*Chair:* Jennifer Mitchell, SUNY Potsdam, NY

*Speakers:*
- Lisa Suter, Miami University, Oxford, OH, “‘We Must Not Say It in Words:’ Embodied Rhetorical Silence in the Nineteenth-Century Delsarte Performance”
- Helane Adams Androne, Miami University, Middletown, OH, “Ritual Pedagogy: Using Performative Rhetoric in the Composition Classroom”
- Cynthia Lewiecki-Wilson, Miami University, Oxford, OH, “Performatve Rhetoric and Disabled Bodies: The Terri Schiavo Case”

**Composition/Writing Programs**

**D.13 Beyond IMHO: Composing an Expert Identity through Information Literacy, Communications, and First-Year Writing**

Nassau B, Second Floor

*Chair:* Rebecca Jones, University of Tennessee at Chattanooga

*Speakers:*
- Susan Campbell, York College of Pennsylvania, “Nurturing the Expert Identity through Information Literacy”
- Dominic DelliCarpini, York College of Pennsylvania, “Ethos and Expertise: Nurturing an Expert Identity through Civic Discourse”
- Brian Furio, York College of Pennsylvania, “The 4th C as Expert Identity: Beyond the Speech Course to Human Communication”
Thursday, 3:15–4:30 p.m.

Research

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

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

Community, Civic & Public

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

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

History

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

Chair: Lucille Schultz, University of Cincinnati, OH
Speakers: Kate Tirabassi, University of New Hampshire, Durham, “Building a Writing Program Archive”
Wendy Sharer, East Carolina University, Greenville, NC, “Accounting for Personal Archives”
Shirley K. Rose, Purdue University, West Lafayette, IN, “Constructing Archive Users”
Lucille Schultz, University of Cincinnati, OH, “Re-constructing an Archival Collection”
Thursday, 3:15–4:30 p.m.

Creative Writing

D.17 Rhetoric and Identity in the Work of Three Poets: James Dickey, Marie Howe, and Wendy Bishop
Regent Parlor, Second Floor
Chair: Meredith Love, Francis Marion University, Florence, SC
Speakers: Ken Autrey, Francis Marion University, Florence, SC, “James Dickey and the Poetry of Participation”
Chella Courington, Santa Barbara City College, CA, “Between Speaker and Hearer: The Rhetoric of Marie Howe’s Poetry”
David Starkey, Santa Barbara City College, CA, “Wendy Bishop: Poetry Everywhere”

Practices of Teaching Writing

D.18 Students Becoming Scholars: Redefining Student/Teacher Identities in the Composition Classroom
Murray Hill B, Second Floor
Chair: Doug Downs, Utah Valley State College, Orem
Speakers: Steele Campbell, Utah Valley State College, Orem, “Towards Un-Naming: Roles, Definitions, and Expectations in the Student/Teacher Binary”
Doug Downs, Utah Valley State College, Orem, “Not Another Marijuana Paper: Real Scholarship, Real Writing”
Trisha Nicole, Utah Valley State College, Orem, “Talking Back: Renaming Student Subjectivity”
Christa Albrecht-Crane, Utah Valley State College, Orem, “Of Hackers and Gift Cultures: Self-Governing Scholarship in the Composition Classroom”

Composition/Writing Programs

D.19 The Subject(s) of Composition: Institutional, Disciplinary, and Pedagogical Identities
Gibson Suite, Second Floor
Chair: Kevin Peters, Loyola Marymount University, Los Angeles, CA
Speakers: Kristen Seas, Purdue University, West Lafayette, IN, “Making Assumptions, Assuming Identities: Subjecting Students in the Composition Classroom”
Paul Lynch, Purdue University, West Lafayette, IN
Thursday, 3:15–4:30 p.m.

Research

D.20 "Creative Tensions and Coordinated Efforts": Composition Teachers and Librarians in Collaboration
Clinton Suite, Second Floor

Chair: Tara Eaton, West Virginia University, Morgantown
Speakers: Laura Brady, West Virginia University, Morgantown, “Practices”
Kelly Diamond, West Virginia University, Morgantown, “Environments”
Nathalie Singh-Corcoran, West Virginia University, Morgantown, “Possibilities”
Jo Ann Dadisman, West Virginia University, Morgantown, “Processes”

Professional and Technical Writing

D.21 Audience Identity, Agency, and Information Design: Professional and Personal Implications for Communicating Health-Related Information
Harlem Suite, Fourth Floor

Chair: Jonathan DeYoung, Harrisburg Area Community College, VA
Speakers: Russell Willerton, Boise State University, ID, “Audience Identity and Information Design: What Happens When Nursing is ‘Incredibly Easy’?”
Amy Koerber, Texas Tech University, Lubbock, “Patient Agency in the Context of Birth and Breastfeeding”
Brian Still, Texas Tech University, Lubbock, “Forging Intersex Identities in Virtual Neighborhoods”

Practices of Teaching Writing

D.22 Locating Rhetorical Agency in Classrooms: Opening Up Spaces from Which to Write, Speak, and Act
New York Suite, Fourth Floor

Chair: Anne Herrington, University of Massachusetts, Amherst
Speakers: Julie Nelson Christoph, University of Puget Sound, Tacoma, WA, “‘I need to let myself shine through a little bit at times’: Invented Ethos in Student Writing”
Stephanie Kerschbaum, Texas A&M University, College Station, “Writing and the Challenges of Identity: Negotiating Authority during Small-Group Peer Review”
Mary Juzwik, Michigan State University, East Lansing, “Teaching Ethos Performed: The Moral Uses Of Oral Narrative in Classroom Interaction”
Respondent: Anne Herrington, University of Massachusetts, Amherst
Practices of Teaching Writing

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

Bryant Suite, Second Floor

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

Institutional and Professional

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

Trianon Ballroom, Third Floor

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

Information Technologies

D.25 Representing Writing

Gramercy A, Second Floor

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

Information Technologies

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

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

Speakers: Anthony Atkins, University of North Carolina at Wilmington, “Teaching with New Media in the Classroom: Altering Identities of the Writing Instructor”
Michael Cripps, York College, The City University of New York, Jamaica, NY, “Code Switching, Hypertext Skins, and (Inter)Active Audiences: Using Cascading Stylesheets to Incorporate Visual Rhetoric in New Media Compositions”
Anthony Ellertson, University of Wisconsin, Stevens Point, “Articulating Identities: Using Multimodal Composing to Position the Reader/User”
Colleen Reilly, University of North Carolina at Wilmington, “Revisioning Editorial Processes and Roles through Wikis”

Composition/Writing Programs

D.27 Writing Centers as Sites of Service-Learning
Holland Suite, Fourth Floor

Chair: Larry Nichols, Seattle University, WA

Speakers: Teresa Joy Kramer, Central Washington University, Ellensburg
Michael Dickel, Macalester College, St. Paul, MN
Larry Nichols, Seattle University, WA

Institutional and Professional

D.28 Moving from Descriptive to Inferential/Experimental Research Methodologies in the Writing Center: An Interdisciplinary Effort
West Ballroom Foyer, Second Floor

Chair: John Marsaglia, Western Oregon University, Monmouth

Speakers: Katherine Schmidt, Western Oregon University, Monmouth
Joel Alexander, Western Oregon University, Monmouth, “The Merging of Cognitive Science and Writing Centers: A Substantive Application of Psychological Theory to Enhance the Writing Center”
John Marsaglia, Western Oregon University, Monmouth, “The Development of Technology to Streamline the Merging of Cognitive Science and Writing Centers”
Practices of Teaching Writing

D.29 Claiming Identity in the Composition Classroom: Blackness, Whiteness, and Brownness
Concourse B, Concourse Level
Chair: Asaad Al-Saleh, The University of Arkansas, Fayetteville
Speakers: Margaret A. McLaughlin, Georgia Southern University, Statesboro, “The Discourse of ‘Whiteness’ in the Evolution of One African-American Student’s Writing”
Cheryl Davis, Alaska Christian College/Kenai Peninsula College, Soldotna, “‘My Eskimo Name is Acapuk’: Claiming Identity in the Composition Classroom”
Billie Jones, Shippensburg University, PA, “Are We Really Who We Look (Write) Like? Re-presenting and Interpreting Identities”

Theory

D.30 Post 9-11 Political Rhetoric: War, Comedy, and Hillary
Lincoln Suite, Fourth Floor
Chair: Lei Lani Michel, University of Washington, Seattle
Speakers: Bryan Trabold, Suffolk University, Boston, MA, “Power, Exigence, and the War in Iraq: The Limitations of Contemporary Composition Textbooks”
Deepa Sitaraman, Shawnee State University, Portsmouth, OH, “Identifying Otherness or Othering Identity? Political Rhetoric, Identity, and the Diaspora in Post 9-11 United States”
Jennifer Richardson, University of Hawai‘i – Hilo, “Colbert, Comedy, and the Commander in Chief: Reading the Rhetorics of Stephen Colbert’s White House Correspondents’ Dinner Speech”
Camille Langston, St. Mary’s University, San Antonio, TX, “Hillary Rodham Clinton and Silence as Rhetorical Strategy”

Information Technologies

D.31 Instant Messaging and Other Outside Literacies: Bridging the Gap between Informal and Formal Literacies
Gramercy B, Second Floor
Chair: Robbin Zeff, George Washington University, Washington, D.C.
Ann-Gee Lee, Bowling Green State University, OH, “Wanna chat?: Instant Messenger and Other Outside Literacies as Pedagogy beyond the Classroom”
Monica E. Bulger, University of California, Santa Barbara, “Technology in Action: Using Simulation Exercises in University Writing Instruction”
Norman Douglas, Bradley University of California, Santa Barbara, “Technology in Action: Using Simulation Exercises in University Writing Instruction”
Thursday, 3:15–4:30 p.m.

Community, Civic & Public

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

Community, Civic & Public

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

History

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

D.35 Decoding Hyphenated Identities

Madison Suite, Second Floor

Chair: Duane Roen, Arizona State University, Tempe

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

Xiao Wang, Broward Community College, Ft. Lauderdale, FL, “Decoding the Chinese-American Identity in Composition II through Teaching Amy Tan’s Works”
Thursday, 4:45–6:00 p.m.

E Sessions

4:45 P.M.–6:00 P.M.

Featured Session

The Global Economy and Class Identity: Three Teaching Scenarios

Grand Ballroom East, Third Floor

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

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

Chair: Bruce Horner, University of Louisville, KY

Min-Zhan Lu

Tom Fox

Joseph Harris

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

Respondent: Bruce Horner, University of Louisville, KY

Practices of Teaching Writing

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

Professional and Technical Writing

E.02 Redesigning an OWL: Usability Testing for Writing Centers
Concourse G, Concourse Level
Chair: Michael Salvo, Purdue University, West Lafayette, IN
Speakers: Dana Driscoll, Purdue University, West Lafayette, IN, “OWL Usability Testing: Methodologies and Issues”
Morgan Sousa, Purdue University, West Lafayette, IN, “Preliminary Findings: Gendered Patterns of Searching and Learning”
Allen Brizee, Purdue University, West Lafayette, IN, “Extended Findings: User-Centered Theory for OWLs”
Tammy Conard-Salvo, Purdue University, West Lafayette, IN, “Grouping, Alignment, and ‘Wasted Space’: Prioritizing Users’ Feedback”
Respondent: Karl Stolley, Purdue University, West Lafayette, IN
Thursday, 4:45–6:00 p.m.

*Practices of Teaching Writing*

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

Beekman Parlor, Second Floor

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

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

**Composition/Writing Programs**

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

Murray Hill A, Second Floor

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

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

**Language**

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

Lincoln Suite, Fourth Floor

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

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

History

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

Petit Trianon, Third Floor

Chair: Krista Ratcliffe, Marquette University, Milwaukee, WI

Barbara L’Eplattenier, University of Arkansas–Little Rock, “Twenty-five Percent of the Workforce: Women, Work, and Identity during the Progressive Era”
Lisa Mastrangelo, College of St. Elizabeth, Morristown, NJ, “Hawks and Doves: Women’s Public Speaking Roles in World War I”

Respondent: Jacqueline Bacon, Independent Scholar, San Diego, CA

Institutional and Professional

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

Holland Suite, Fourth Floor

Chair: Harry Denny, St. John’s University, Staten Island, NY

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

Community, Civic & Public

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

Harlem Suite, Fourth Floor

Chair: Judith Angona, Ocean County College, Toms River, NJ

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

Research

E.09 Labor of Love: Research as a Lived Process

Rendezvous Trianon, Third Floor

Chair: David Gold, California State University, Los Angeles

Speakers: Gesa Kirsch, Bentley College, Waltham, MA, “Research and Creativity”
William DeGenaro, University of Michigan, Dearborn, “Getting Passionate, Writing about Family: Personal and Scholarly Identifications”
Liz Rohan, University of Michigan, Dearborn, “The Literate Inventory Assignment: Aligning Personal Identities with Scholaristic and Professional Goals”
Stephanie Jeger, Bentley College, Waltham, MA, “Life is Beautiful: Identity, Family History, and the Holocaust”

Respondent: Paula Mathieu, Boston College, Chestnut Hill, MA

Composition/Writing Programs

E.10 How to Create Your Own Composition Program in a Few Simple Steps: A User’s Guide

Morgan Suite, Second Floor

Chair: Stacey Anderson, California State University, Channel Islands, Camarillo

Speakers: Stacey Anderson, California State University, Channel Islands, Camarillo, “How to Help Student Writers Identify Their Own Needs: Directed Self-Placement in First-Year Composition”
John Guelcher, California State University, Channel Islands, Camarillo, “How to Rethink the Dual Identities of Mentor and Judge: Holistic Team Scoring in First-Year Composition”
Kathleen Klompien, Indiana University Pennsylvania, “How to Redefine the Identity of the Classroom and the Community: Service Learning in First-Year Composition”

Community, Civic & Public

E.11 Disrupting Identities through Service-Learning

Grand Ballroom West, Third Floor

Chair: Sara Schupack, Contra Costa College, San Pablo, CA

Speakers: Diane Chin, University of Illinois at Chicago, “This Ain’t Your Daddy’s University, and Maybe It Never Was”
Megan Marie, University of Illinois at Chicago, “Learning to Serve a Profession? The Issues and Identities at Stake in a Capstone Course”
Ann Feldman, University of Illinois at Chicago, “Cracking the Mirror of Reflection”
Practices of Teaching Writing

E.12 Students with Disabilities: Creating Accommodations and Inclusion within the Composition Classroom

Mercury Rotunda, Third Floor

Chair: Dale Katherine Ireland, Las Positas College, Livermore, CA
Speakers:
- Andrea Greenbaum, Barry University, Miami Shores, FL, “Nurturing Difference: The Autistic Student in Professional Writing Programs”
- Mashey Bernstein, University of California, Santa Barbara, “How I Learned to Hear in the World of the Deaf”
- Gillian Steinberg, Yeshiva University, New York, NY, “Outside the Box: The Revised Composition Classroom”
- Melody Wilson, Portland Community College, OR, “When One Door Closes: The Economics of Learning Disabilities in Adult Learners”
- Dale Katherine Ireland, Las Positas College, Livermore, CA, “Using Student Learning Outcomes to Create Inclusion for Learning Disabled Students in Composition Classes”

Practices of Teaching Writing

E.13 Conflicting Identities: Obstacles and Opportunities

Concourse D, Concourse Level

Chair: Virginia Draper, University of California Santa Cruz
Speakers:
- William Marderness, Stony Brook University, NY, “Chinese Layered Narrative in the American Classroom?”
- Clare A. Frost, Stony Brook University, NY, “Putting the ‘I’ in Identities: A Teacher’s Reflection”
- Lauren Neefe, Stony Brook University, NY, “Choosing the Front of the Bus? Power, Risk, and Identity in Academic Writing”
- Virginia Draper, University of California Santa Cruz, “Conflicting Identities”

Creative Writing

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

Clinton Suite, Second Floor

Chair: John D. Alberti, Northern Kentucky University, Highland
Speakers:
- William Breeze, Ohio University, Athens, “Constructing, Constructed, Constructive: Narrative Authenticity and the Academic Project”
- Carrie Oeding, Ohio University, Athens, “What if I Can’t Make Sense of It?: Reexamining Narratives, Meaning, and Storytelling”
- John Borczon, Ohio University, Athens, “If the World Were the Size of a Basketball”
Thursday, 4:45–6:00 p.m.

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

Chair: Traci Freeman, University of Colorado, Colorado Springs
Speakers: Traci Freeman, University of Colorado, Colorado Springs, “Neither Fish nor Fowl: The Hybrid Identity of Writing Centers in Learning Centers”
Kendra Perry, New University, Wichita, KS, “‘I Contain Multitudes’: The Hybrid Identity of Writing Center Directors”
Marcia Toms, North Carolina State University, Raleigh, “The ‘Other’ Tutors: The Hybrid Identity of Writing Tutors”

E.16 Generative Assessment: Three Models for Learning from our Programs
Murray Hill B, Second Floor

Chair: Carolyn Miller, North Carolina State University, Raleigh
Speakers: Ann Penrose, North Carolina State University, Raleigh, “Are We Teaching What We Think We Are? Generative Assessment of a First-Year Writing Program”
Roy Stamper, North Carolina State University, Raleigh, “Are We Teaching What We Think We Are? Generative Assessment of a First-Year Writing Program”
David Covington, North Carolina State University, Raleigh, “Faculty and Student Perceptions of Distance-Education versus Classroom Instruction in a Professional Writing Program”

History

E.17 Left Identities: Education for Democracy in U.S. Labor Schools
New York Suite, Fourth Floor

Chair: Jonathan Hunt, Stanford University, CA
Speakers: Marvin Gettleman, Brooklyn Polytechnic University, NY, “Patriotic Rhetoric: The Ideology of US Communist Education in the Popular Front Era”
Thomas Wirth, Binghamton University, The State University of New York, Binghamton, “Education for the Purposes of Democracy: Intellectuals and Workers at the Rand School of Social Science”
Jonathan Hunt, Stanford University, CA, “‘A School of a New Type’: Holland Roberts and the California Labor School”

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

*Practices of Teaching Writing*

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

Nassau B, Second Floor

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

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

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

*Community, Civic & Public*

**E.19 Composing Citizens**

Sutton Center, Second Floor

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

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

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

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

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

*Practices of Teaching Writing*

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

Bryant Suite, Second Floor

**Chair:** Sybil Ishman, Rochester Institute of Technology, NY

**Speakers:** Sybil Ishman, Rochester Institute of Technology, NY

Maureen Barry, Rochester Institute of Technology, NY

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

Research

E.21  “If I Could Take All My Parts with Me”: Representing Black Queer Identities in Composition and Rhetoric
Hudson Suite, Fourth Floor
Chair: Gwendolyn D. Pough, Syracuse University, NY
Speakers: Eric Darnell, Pritchard University of Wisconsin-Madison, “‘A Litany for Survival’: Black Queer Literacies”
Kelly A. Rawson, Syracuse University, NY, “Crossing Out the White People: The Watermelon Woman’s Revision of Homonormative Queer History”
Elisa Marie Norris, Syracuse University, NY, “Searching for Sakia: Considerations of Identity and Representation”

Institutional and Professional

E.22 Theorizing Institutional Resistance: Contesting Racist Conceptions of Minority Students’ Language and Literacy Abilities
Nassau A, Second Floor
Chair: Steve Lamos, University of Colorado at Boulder
Speakers: Rashid Robinson, University of Illinois at Urbana-Champaign
Steve Lamos, University of Colorado at Boulder
Kevin Roozen, Auburn University, AL, “The Art of Making Do: Resisting Institutional Representations of Literate Ability”

Information Technologies

E.23 Writing for the Love of It: Identity in Online Fan Discourses
Gramercy B, Second Floor
Chair: Laurie Cubbison, Radford University, VA
Speakers: Laurie Cubbison, Radford University, VA, “Playing with Other People’s Stories: Identity and Authorship in Fan Communities”
Matthew Pearson, University of Wisconsin-Madison, “Screwing Things Up for Your Favorite Team?: Writing about Collegiate Sports Online”
Kim Gainer, Radford University, VA, “Geoffrey Chaucer Hath a Blog (and an IPod, too): Author Appropriation in Web Logs”

Information Technologies

E.24 Documenting Identities for Developers and Users in 3-D, Online, and Paper-based Design Projects
Concourse A, Concourse Level
Chair: Carlos Evia, Virginia Polytechnic Institute and State University, Blacksburg
Speakers: James Ford, University of California, Santa Barbara, “Augmented Reality and Writing: Tapping into the User’s Perceptions”
Carlos Evia, Virginia Polytechnic Institute and State University, Blacksburg, “Reusing Website Design Knowledge through Rhetorical Claims”
Laura Palmer, Texas Tech, Lubbock, “User Identity in Information Design: Becoming a Designer of Print Communications”

Institutional and Professional

E.25 How Strong Programs with National Identities Fail
Trianon Ballroom, Third Floor
Chair: Chris Anson, North Carolina State University, Raleigh
Co-Chair: Joan Mullin, University of Texas at Austin
Speakers: Bill Condon, Washington State University, Pullman
Cinthia Gannett, Loyola College, Baltimore, MD
Pat Belanoff, Stony Brook University, NY
Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge, “Representation across the Curriculum: Professional, Institutional, Personal”
Martha Townsend, University of Missouri, Columbia

Theory

E.26 Invisible, Stigmatized, Gifted, Warring: Representations of Autistic Identities
Midtown Suite, Fourth Floor
Chair: Paul Heilker, Virginia Tech, Blacksburg
Speakers: Deirdre Mahoney, Northwestern Michigan College, Traverse City, “Cognitive Disability, Invisibility, and Representation: Stories Worth Telling”
April Mann, University of Miami, Coral Gables, FL, “Public Identities: Shifting Representations of Asperger’s Syndrome for Audiences On and Off the Autism Spectrum”

Information Technologies

E.27 CriticalWriter@virtual_classroom.self: Fragmenting Teacher/Student Identities in Cyberspace
Sutton South, Second Floor
Chair: Claire Lauer, Arizona State University–Polytechnic, Mesa
Speakers: Claire Lauer, Arizona State University–Polytechnic, Mesa, “Tinkering with Bricolage: Postmodern Identity Construction in the Composition Classroom”
Patricia Malesh, University of Colorado, Boulder, “What’s so Social about Social Networking Spaces?: Blogging Pedagogy and Peer-to-Peer Review”
Stephanie Vie, University of Arizona, Tucson, “The New Panopticon: MySpace, Facebook, and the Watchful I/Eye”
Thursday, 4:45–6:00 p.m.

**Institutional and Professional**

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

East Suite, Fourth Floor

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

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


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**Theory**

**E.29 Re-thinking Voice(s)**

West Ballroom Foyer, Second Floor

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

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

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

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

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**Theory**

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

Concourse B, Concourse Level

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


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

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

Theory

E.31 Mapping Identities
Sutton North, Second Floor
Chair: Chris Fosen, California State University, Chico
Speakers: Lou Thompson, Texas Woman’s University, Denton, “Red, Blue, or Purple: Defining Identities and the Map that Shaped the Election”
Suellynn Duffey, University of Missouri, St. Louis, “Listening in/to the South”
Chris Fosen, California State University, Chico, “Inside, Outside, Alongside? Paradoxes of Space in a Writing Workshop”

History

E.32 Influential Women in the 20th-Century Workplace
Regent Parlor, Second Floor
Chair: Eileen Kennedy, Hostos Community College/The City University of New York
Speakers: Ronald Pitcock, Texas Christian University, Fort Worth, “O’Connor’s Judicial Independence: A Rancher’s Daughter, Rhetorical Identities, and the Bench”
Norbert Elliot, New Jersey Institute of Technology, Newark, “Louise Rosenblatt, Identity, and New York: 1938”
Cynthia Britt, University of Louisville, KY, “Sponsorship and Silent Spring”

Research

E.33 Research in Tutoring and Conferencing
Mercury Ballroom, Third Floor
Chair: Michelle Solomon, Stony Brook University, NY
Speakers: Catherine Sacchi, The Ohio State University, Columbus, “Are You Talking to Me?: Personal Pronoun Use in Tutoring Across the Disciplines”
Kathryn Evans, Bridgewater State College, MA, “Exploring the Functions of Silence in Writing Conferences”
Beth Godbee, University of Wisconsin-Madison, “Power, Privilege, and Position in Conferencing: A Case Study of Community Literacy”
Thursday, 4:45–6:00 p.m.

Theory

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

Chair: Cynthia Haynes, Clemson University, SC

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

 Practices of Teaching Writing

E.35 Two Alternative Identities in the Classroom: Hip-Hop and African American Homiletics
Madison Suite, Second Floor

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

Speakers: Jon Yasin, Bergen Community College, Paramus, NJ, “Hip Hop and Homiletics: Alternative Identities that Empower Students”
Gary Berke, Bergen Community College, Paramus, NJ, “Using Hip-Hop to Teach Grammar and Writing”
Kendra Fullwood, University of Kansas, Lawrence, “The Discourse African American Homiletics”
SPECIAL INTEREST GROUPS

6:30 P.M.–7:30 P.M.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**TSIG.15**  Evaluating Creative Nonfiction  
Concourse C, Concourse Level  
*Chair:* Jenny Spinner, St. Joseph’s University, Philadelphia, PA
TSIG.16  Conference on Basic Writing Special Interest Group
Concourse A, Concourse Level
Chairs: Kathleen Baca, Doña Ana Branch Community College, Las Crusces, NM
Susan Naomi Bernstein, University of Cincinnati, OH

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

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

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

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

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

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

TSIG.24  Canon5, a graduate student organization
Nassau B, Second Floor
Chair: Matthew Pearson, University of Wisconsin–Madison
TSIG.25  **PCA @ CCCC**  
Murray Hill A, Second Floor  
*Chair:* Michael Kapper, Capital University, Columbus, OH

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

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

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**THURSDAY EVENING EVENTS**

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

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

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

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