

HALF-DAY WEDNESDAY WORKSHOPS

Note: Each workshop has an enrollment limit as shown. These workshops are designed for maximal interaction between leaders and registrants. In fairness to those who have paid an additional fee (separate from the convention registration fee) for the special experience these workshops offer, no one can be admitted for a workshop once its registration limit has been reached.

MORNING: 9:00 A.M.–12:30 P.M.

MW.1 Empowering Students to Self-Evaluate and Revise by Sideshadowing Response to Writing

Nassau B, Second Floor

Chair: Nancy Welch, University of Vermont, Burlington

Facilitators: Vivette Milson-Whyte, The University of Arizona, Tucson
Katia Mello Vieira, The University of Arizona, Tucson

MW.2 Changing the Frame: Developing the National Conversation on Writing with the WPA Network for Media Action

Nassau A, Second Floor

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

Co-Chair: Dominic DelliCarpini, York College of Pennsylvania

Facilitators: Peter Vandenberg, DePaul University, Chicago, IL

Darsie Bowden, DePaul University, Chicago, IL

Linda Bergmann, Purdue University, West Lafayette, IN

Cynthia Selfe, The Ohio State University, Columbus

Peggy O'Neill, Loyola College in Maryland, Baltimore

Doug Downs, Utah Valley State College, Orem

MW.3 Electronic Written, Aural, & Visual Expressions (E-WAVE): Students' Compositions/Teachers' Pedagogies

Morgan Suite, Second Floor

Chair: Dickie Selfe, The Ohio State University, Columbus

Discussion Leaders: Heidi McKee, Miami University, Oxford, OH, "The Digital Generation Project: Researching College Students' Uses and Perceptions of Various Digital Technologies"

Moe Folk, Michigan Technological University, Houghton, "Collaborative Multimodality"

(con't)

- Shawn Apostel, Michigan Technological University, Houghton, “I-Search . . . We-Find: Written, Aural, and Visual Arguments for Discovering Problems and Proposing Solutions”
- Mary Hocks, The Georgia State University, Atlanta, “Digital Documentary and Community Research in Student Compositions”
- Heather Eaton, Daytona Beach Community College, FL, “Visual Autoethnography”
- Jonathan Alexander, University of Cincinnati, OH, “Graphic Blogging: Using Multimedia to Explore the History of the Graphic Novel”
- Stuart Selber, The Pennsylvania State University, University Park, “Prototyping Websites in the Disciplines and in Service Learning Projects”
- H. Lewis Ulman, The Ohio State University, Columbus, “Use of Electronic Editions for a Critical, Comparison of Print/Digital Texts: XML/XSL Transformations”
- Thomas Del, The Ohio State University, Columbus, “Textual Editing of the Valentine Peers Letters”
- Karla Saari Kitalong, University of Central Florida, Orlando, “Using Visual Autoethnography to Theorize Visual Culture”
- Joe Essid, University of Richmond, VA, “My Road Trip: A Multi-genre, Experiential Writing Project”
- Susan Delagrang, The Ohio State University, Mansfield, “Investigating Diversity through Video Podcasts”
- Will Hochman, Southern Connecticut State University, Branford, “How Lois Found Her Groove; Hypertexting the Pedagogy and Practice of a New Teacher”
- Cheryl Ball, Utah State University, Logan, “Digital Narratives”
- Michelle Comstock, University of Colorado at Denver, “Multimedia Documentary: Problematizing Gender, Race, and Nationality”
- Catherine Braun, The Ohio State University at Marion, “Audioethnographies in FYC”
- Dickie Selfe, The Ohio State University, Columbus, “Journalistic Electronics: Cell Phones, Blogs, and Images”

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

Concourse G, Concourse Level

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

Fify Juliana, The Arizona State University-Tempe

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

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

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

Diana Becket, University of Cincinnati, OH, “Placement Practices and Generating Assignments for L2 Students”

Isabel Baca, University of Texas at El Paso, “TX Service Learning and L2 Writers”

Myshie Pagel, University of Texas at El Paso, “TX Service Learning and L2 Writers”

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

Bryant Suite, Second Floor

Chair: Karen Schnakenberg, Carnegie Mellon, Pittsburgh, PA

Discussion Leaders: Kathryn Northcut, University of Missouri-Rolla

Sandy Dorley, Conestoga College, Kitchener, Ontario, Canada

Steve Benninghoff, Eastern Michigan University, Ypsilanti

Michael R. Moore, Michigan Technological University, Houghton

Meg Morgan, University of North Carolina at Charlotte

Speakers: Dan Riordan, University of Wisconsin-Stout, Menomonie, “New Approaches: Minimalist Teaching and Its Role in Professional Writing Courses”

Nancy Allen, Eastern Michigan University, Ypsilanti, “New Approaches: Methods for Integrating Visual Communication into Print-centered Courses”

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

Gramercy A, Second Floor

Chair: Geneva Smitherman, Michigan State University, East Lansing

Facilitators: Elaine Richardson, The Pennsylvania State University, University Park

Terry Carter, Southern Polytechnic State University, Marietta, GA

Rashidah J. Muhammad, Governors State University, University Park, IL

Denise Troutman, Michigan State University, East Lansing

Gwendolyn Pough, Michigan State University, East Lansing

David Kirkland, New York University, New York City

Austin Jackson, Michigan State University, East Lansing

Raven Jones, Michigan State University, East Lansing

ALL-DAY WEDNESDAY WORKSHOPS

9:00 A.M.–5:00 P.M.

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

West Ballroom Foyer, Third Floor

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

Facilitators: B. Cole Bennett, Abilene Christian University, TX, “Serving the University while Serving the Community: The Role of Ideology in Institutional Support and Integration”

Deborah Bertsch, Columbus State Community College, OH, “Working without a Net: Doing Service Learning without Institutional Support”

Cathy Sayer, Wright State University, Dayton, OH, “Working without a Net: Doing Service Learning without Institutional Support”

Melody Bowdon, University of Central Florida, Orlando, “Critical Issues in Developing a Research Plan beyond the Classroom”

Susan Cronin, Syracuse University, NY, “Writing about Community to Prepare to Work with/in the Community”

Angelique Davi, Bentley College, Waltham, MA, “Making Race, Class, and Gender Matter”

Tom Deans, University of Connecticut, Storrs, “Getting Started Writing for and with the Community”

Cheryl Hofstetter Duffy, Fort Hays State University, Hays, KS, “Don’t Do What I Did: Ideas for Maximizing Early Success”

Phyllis Hastings, Saginaw Valley State University, University Center, MI, “Prison Literacy and Writing Projects”

H. Brooke Hessler, Oklahoma City University, Oklahoma City, “Assessing Your Program or Project I”

Glenn Hutchinson, University of North Carolina at Charlotte, “Making Race, Class, and Gender Matter”

Tobi Jacobi, Colorado State University, Fort Collins, “Prison Literacy & Writing Projects”

Robert Davis, Eastern Oregon University, La Grande, “Developing a Culture of Service”

Teresa Joy Kramer, Central Washington University, Ellensburg, “Campus & Community Collaborations”

Nancy L Nester, Roger Williams University, Bristol, RI, “Writing about Community to Prepare to Work with/in the Community”

Barbara Roswell, Goucher College, Baltimore, MD, “From Pedagogy to Inquiry”

Mark Shadle, Eastern Oregon University, La Grande, “National Service Learning Projects”

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

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

Discussion Leaders: Tom Reynolds, University of Minnesota, MN
Asma Amanat, The City College of the City University of New York, Brooklyn
Michael Burns, The City College of the City University of New York, Brooklyn
Adrienne Costello, The City College of the City University of New York,
Brooklyn

Toni D’Onofrio, The City College of the City University of New York,
Brooklyn

Michelle Joseph, The City College of the City University of New York,
Brooklyn

Reabeka King, The City College of the City University of New York, Brooklyn

John Lyons, The City College of the City University of New York, Brooklyn

Mark Sparrow, The City College of the City University of New York, Brooklyn

Peter Dow, Adams Community College, Baltimore County, MD

Hannah Ashley, West Chester University, PA

Shannon Carter, Texas A&M University-Commerce

Greg Glau, Arizona State University, Tempe

Barbara Gleason, City College of New York, New York

Laura Gray-Rosendale, Northern Arizona University, Flagstaff

William B. Lalicker, West Chester University, PA

Alan Meyers, Harry S. Truman College, Chicago, IL

Marcia Ribble, University of Cincinnati, OH

Speakers: Rebecca Mlynarczyk, Kingsborough Community College,
Brooklyn, NY

Jane Maher, Nassau Community College, Garden City, NY

Eileen Ferretti, Kingsborough Community College, Brooklyn, NY

Marcia Babbitt, Kingsborough Community College, Brooklyn, NY

Ronna J. Levy, Kingsborough Community College, Brooklyn, NY

Maria Scordaras, Kingsborough Community College, Brooklyn, NY

Kate Garretson, Kingsborough Community College, Brooklyn, NY

**W.3 Healing the Split between Grammar and Writing:
Rhetorical Focused Grammar**

Sutton Center, Second Floor

Chair: Deborah Rossen-Knill, University of Rochester, NY

Speakers: Deborah Rossen-Knill, University of Rochester, NY

Craig Hancock, University at Albany, NY

Loretta Gray, Central Washington University, Ellensburg

Cornelia Paraskevas, Western Oregon University, Monmouth

Martha Kolln, The Pennsylvania State University, University Park, (Retired)

W.4 Feminist Workshop 2007 (sponsored by CCCC Committee on the Status of Women in the Profession) What is the State of Feminism?

Beekman Parlor, Second Floor

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

Speakers: Pia Taavila, Galludet University, Fredricksburg, VA, “Poetry Reading”

Maurine Magliocco, University Professionals of Illinois, Springfield, “Health-care and Retirement Benefits: How Changes at GM Affect Women in the Academy”

Kathleen R. Winter, University of Maryland, Eastern Shore, Princess Anne, MD, “Maybe a Hieroglyph for ‘Scream’: Revisiting Adrienne Rich and Tillie Olsen”

Amy M. Patrick, Western Illinois University, Macomb, IL, “Women, Environmental Justice, and the Rhetoric of Sustainability”

Alice Robertson, Western Illinois University, Macomb, IL, “Empowerment or ‘Overpowerment’?: An Examination of the Alarming Rise in Student/Teacher Conflicts”

Jody Millward, Santa Barbara City College, CA, “What Does Visibility Hide?”

Kris Peleg, Century College, White Bear Lake, MN, “‘We do online courses so we do not have to work [with] other people’: Considering Community in Online Women’s Studies Courses”

Jennifer Novak, University of Denver, CO, “Your Criteria Is not My Criteria: Measuring Value in the Academe”

Hildy Miller, Portland State University, OR, “Reinvigorating Feminism by Reclaiming Past Feminist Paradigms”

Charlene Spearen, University of South Carolina, Columbia, “Mary O’Malley: Feminist Rhetoric of Poetry”

Jayne Moneysmith, Kent State, Stark, Canton, OH, “Mentoring throughout One’s Career”

Cindy Moore, Eastern Kentucky University, Richmond, “Change from Within: The Good That Happens when Feminist Compositionists become Upper-Level Administrators”

Andrea Adolph, Kent State, Stark, Canton, OH, “An SMC Teaches Composition”

Margaret Stahr, University of Pittsburgh, PA, “One-on-one: Mentoring as a Form of Feminism”

Sara Gerend, Purdue University, North Central, Westville, IN, “Telling Stories: Professional Women and the Necessity of Narrative”

Susan Hahn, DePaul University, Greencastle, IN, “Seventeen Years at the Feminist Workshop”

Violet A. Dutcher, Eastern Mennonite University, Harrisonburg, VA, “The Composition Classroom: Sites of Feminist Transformation”

W.5 Representing Writing Center Identities

Sutton South, Second Floor

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

Speakers: Alison Brown, University of California, Santa Barbara, “Navigating Informational Literacies: Training Tutors in Multi-Modal Genres of Composition”

Sheryl Cavales Doolan, Santa Rosa Junior College, CA, “Navigating Information Literacies: Training Tutors in Multi-Modal Genres of Composition”

Kathleen Shine Cain, Merrimack College, North Andover, MA, “Negotiating Writing Center/Centre Identity Across Cultures”

Jonathan Worley, St. Mary’s University College, Belfast, Northern Ireland, United Kingdom, “Negotiating Writing Center/Centre Identity Across Cultures”

Steven J. Corbett, University of Washington, Seattle, “Mixing Identities, Blurring Genres: Working with Less-Prepared Writers, On Location”

Teagan Decker, University of Washington, Seattle, “Mixing Identities, Blurring Genres: Working with Less-Prepared Writers, On Location”

Jennifer Halpin, University of Washington, Seattle, “Mixing Identities, Blurring Genres: Working with Less-Prepared Writers, On Location”

Harry Denny, St. John’s University, Staten Island, NY, “Facing the Center: Theorizing Identity Politics in Writing Center Staff Education and Practice”

Paula Gillespie, Marquette University, Milwaukee, WI, “Facing the Center: Theorizing Identity Politics in Writing Center Staff Education and Practice”

Carol Mattingly, University of Louisville, KY, “Facing the Center: Theorizing Identity Politics in Writing Center Staff Education and Practice”

Diane Dowdey, Sam Houston State University, Huntsville, TX, “Teacher or Editor? Tutor Identity Negotiation in the Writing Center”

Frances Crawford Fennessy, Sam Houston State University, Huntsville, TX, “Teacher or Editor? Tutor Identity Negotiation in the Writing Center”

Steve Kaminczak, Sam Houston State University, Huntsville, TX, “Teacher or Editor? Tutor Identity Negotiation in the Writing Center”

Anne Ellen Geller, Clark University, Worcester, MA, “Writing Center Administrator: Leader, Shemeader”

Michele Eodice, University of Oklahoma, Norman, “Writing Center Administrator: Leader, Shemeader”

Wendy Goldberg, Stanford University, CA, “Center Stage: The Writing Center as Performance Space”

Takeo Rivera, Stanford University, CA, “Center Stage: The Writing Center as Performance Space”

William Von Hoene, Stanford University, CA, “Center Stage: The Writing Center as Performance Space”

(con’t)

- John Tinker, Stanford University, CA, “Center Stage: The Writing Center as Performance Space”
- Rachel Greil, Kennesaw State University, GA, “Mediator, Confessor, or Spy: Ethical Dilemmas in Writing Center Identity”
- Mary Lou Odom, Kennesaw State University, GA, “Mediator, Confessor, or Spy: Ethical Dilemmas in Writing Center Identity”
- Muriel Harris, Purdue University, West Lafayette, IN, “Online Tutoring: Creating New Writing Center Identities”
- Ilene Rubenstein, California State University, Northridge, “Online Tutoring: Creating New Writing Center Identities”
- Carol Peterson Haviland, California State University, San Bernardino, “What Do We See/What Do Others See? Recognizing Our Identities”
- Z. Z. Lehmberg, Northern Michigan University, Marquette, “Creating Harmony between Felt-Self and Perceived-Self”
- Bob Marrs, Coe College, Cedar Rapids, IA, “Personal Tutor/Consultant Identities and the Benefits/Challenges of Freedom”
- Gen Oroszsvay, Coe College, Cedar Rapids, IA, “Personal Tutor/Consultant Identities and the Benefits/Challenges of Freedom”
- Katherine Roger, Coe College, Cedar Rapids, IA, “Personal Tutor/Consultant Identities and the Benefits/Challenges of Freedom”
- Catie Steinman, Coe College, Cedar Rapids, IA, “Personal Tutor/Consultant Identities and the Benefits/Challenges of Freedom”
- Benjamin Franta, Coe College, Cedar Rapids, IA, “Personal Tutor/Consultant Identities and the Benefits/Challenges of Freedom”
- Leigh Hofer, Coe College, Cedar Rapids, IA, “Personal Tutor/Consultant Identities and the Benefits/Challenges of Freedom”
- Scott L. Miller, Sonoma State University, Rohnert Park, CA, “Shapeshifting: Creative Play in Tutor Training”
- Sandee McGlaun, Roanoke College, Salem, VA, “Shapeshifting: Creative Play in Tutor Training”
- Young-Kyung Min, University of Illinois at Urbana-Champaign, “Negotiating International Identities in the Writing Center”
- Melissa Tombro, University of Illinois at Urbana-Champaign, “Negotiating International Identities in the Writing Center”
- Helena Hall, University of Illinois at Urbana-Champaign, “Negotiating International Identities in the Writing Center”
- Yu-Kyung Kang, University of Illinois at Urbana-Champaign, “Negotiating International Identities in the Writing Center”
- Tiffany Rousculp, Salt Lake Community College, UT, “What’s in a Name? Revising Writing Center Identity for Learner Accessibility”
- Melissa Helquist, Salt Lake Community College, UT, “What’s in a Name? Revising Writing Center Identity for Learner Accessibility”
- Vicki Russell, Duke University, Durham, NC, “A Room with a View: Promoting a Writing Center(ed) Identity”
- Tammy Conard-Salvo, Purdue University, West Lafayette, IN, “Creating

a ‘Tipping Point’: Using Images and Words to Represent the Writing Center’s Internal and Public Identity”

Linda S. Bergmann, Purdue University, West Lafayette, IN, “Creating a ‘Tipping Point’: Using Images and Words to Represent the Writing Center’s Internal and Public Identity”

Kristine Johnson, Purdue University, West Lafayette, IN, “Creating a ‘Tipping Point’: Using Images and Words to Represent the Writing Center’s Internal and Public Identity”

Joy Santee, Purdue University, West Lafayette, IN, “Creating a ‘Tipping Point’: Using Images and Words to Represent the Writing Center’s Internal and Public Identity”

Jodi Wagner, Purdue University, West Lafayette, IN, “Creating a ‘Tipping Point’: Using Images and Words to Represent the Writing Center’s Internal and Public Identity”

Evelyn Jaffe Schreiber, The George Washington University, Washington, DC, “Challenging Tutor Identity: Tutoring Faculty in the Writing Center”

Allison Smith, Yeshiva University, New York, NY, “Role-Playing Multiple Identities”

Lauren Fitzgerald, Yeshiva University, New York, NY, “Role-Playing Multiple Identities”

Eric Rosenblum, Yeshiva University, New York, NY, “Role-Playing Multiple Identities”

Liesl Schwabe, Yeshiva University, New York, NY, “Role-Playing Multiple Identities”

June Yang, Yeshiva University, New York, NY, “Role-Playing Multiple Identities”

Helen Szymanski, College of DuPage, Glen Ellyn, IL, “Forging a New Identity: Initiating a New Peer Tutoring Paradigm for Both the Writing Center AND Reading Center”

Mary Anderson, College of DuPage, Glen Ellyn, IL, “Forging a New Identity: Initiating a New Peer Tutoring Paradigm for Both the Writing Center AND Reading Center”

Marcy Trianosky, Hollins University, Roanoke, VA, “Feminist Frameworks: Identity and Representation in Writing Center Research”

Beth Godbee, University of Wisconsin-Madison, WI, “Feminist Frameworks: Identity and Representation in Writing Center Research”

Tanya Cochran, Union College, Lincoln, NE, “Feminist Frameworks: Identity and Representation in Writing Center Research”

Sherri Winans, Whatcom Community College, Bellingham, WA, “Yes, I Went to a Community College”

Katie Chugg, Fairhaven College, Bellingham, WA, “Yes, I Went to a Community College”

Lydia Nelson, Columbia University in New York City, “Yes, I Went to a Community College”

Lauren Hansey-Butler, University of Washington in Seattle, WA, “Yes, I Went to a Community College”

(con’t)

Mary Wislocki, Seton Hall University, South Orange, NJ, “‘Dreams and Play’: Working with Writing Center Archives”

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

**W.6 Comfort and Discomfort in the Writing Classroom:
A Day of Inquiry and Experience**

Murray Hill A, Second Floor

Chair: Irene Papoulis, Trinity College, Hartford, CT

Speakers: Sondra Perl, Lehman College, The City University of New York, “Conveying the Ineffable: Language, Genre, and Discomfort in Memoir”

Nathaniel Teich, University of Oregon, Eugene, “Creating Comfort Zones for Personal Engagement and Writing in Content Area Courses”

Nan Phifer, University of Oregon, Eugene, “Writing to Make Spiritual Space”

Libby Falk Jones, Berea College, KY, “‘Don’t Try To Avoid the Rocks’: Grappling with Discomfort in Our Teaching Lives”

Mike Heller, Roanoke College, Salem, VA, “‘Don’t Try To Avoid the Rocks’: Grappling with Discomfort in Our Teaching Lives”

Wendy Ryden, Long Island University, Brookville, NY, “Comfort, Discomfort, and Teaching Strategies”

Johannah Rodgers, The City University of New York, “Comfort, Discomfort, and Teaching Strategies”

Isabel Grayson, The City University of New York, “Comfort, Discomfort, and Teaching Strategies”

Bob Lazaroff, Nassau Community College, NY, “Comfort, Discomfort, and Teaching Strategies”

**W.7 This is Bigger than Poetry:
Multicultural, Contemporary Poetry and Critical Literacy**

New York Suite, Fourth Floor

Chair: Raina Leon, University of North Carolina at Chapel Hill

**W.8 Should Teachers Take Sides in Political Controversies?
Justifications, Methods, and Ethical Boundaries**

Sutton North, Second Floor

Chair: Mary Jean Braun, University of West Florida, Pensacola

Discussion Leaders: Mary Ann Cain, Indiana University-Purdue University, Fort Wayne

Thomas Huckin, University of Utah, Salt Lake City

- Speakers:* Kathy Wolfe, Nebraska Wesleyan University, Lincoln, “An Historical Perspective on Politics in the Classroom”
- Teresa Gretano, Illinois State University, Normal, “An Historical Perspective on Politics in the Classroom”
- Jessica Ketcham Weber, Louisiana State University, Baton Rouge, LA, “Citizen-based Pedagogy: Using Local Issues to Discuss National Politics in the Classroom”
- Dan Fraizer, Springfield College, MA, “Classroom Assignments on the Iraq War”
- Ira Shor, The City University of New York, Grad School, “Can Education Be Neutral? FYC Is Always Already ‘Political’”
- Paula Mathieu, Boston College, MA, “Pedagogy in a ‘Writing for Social Change’ Course”
- Seth Kahn, West Chester University, PA, “‘Radical’ Doesn’t Always Mean ‘Partisan’”
- Marsha Lee Baker, Western Carolina University, Cullowhee, NC, “Transforming Political Dichotomies through Listening”
- Teddi Fishman, Clemson University, SC, “Student Blogs on Political Controversies”
- Mary Jean Braun, University of West Florida, Pensacola, “Critique of the Notion of ‘The Neutral Teacher’”
- Gae Lyn Henderson, University of Utah, Salt Lake City, “Globalized Ethics in Expository Writing: A Complexitarian Model”
- Marlia Banning, Kent State University, OH, “A Commitment to the Public Commons Means Taking Sides”
- Donald Lazere, University of Tennessee, Knoxville, “Evaluating Bias in Research Sources as a Means of Teaching about Partisanship”
- Matthew Abraham, DePaul University, Chicago, IL, “Teaching Political Controversy in a Time of Crisis: Intellectuals and the State”
- Donna Kain, East Carolina University, Greenville, NC, “Teaching Conflicts in Professional Writing Courses”
- Cathy Spidell, University of Akron, OH, “From the Personal to the Political in Student-Generated Writing”
- William H. Thelin, University of Akron, OH, “From the Personal to the Political in Student-Generated Writing”
- Patricia Roberts-Miller, University of Texas at Austin, “Perspectives from Communications and Social Psychology on Addressing Political Bias in the Classroom”

HALF-DAY WEDNESDAY WORKSHOPS

AFTERNOON: 1:30 P.M.–5:00 P.M.

**AW.01 Thinking Partners, Thinking Partnerships:
Building Library/Writing Program Collaboration**

Morgan Suite, Second Floor

Chair: Brian O’Sullivan, St. Mary’s College of Maryland

Speakers: Brian O’Sullivan, St. Mary’s College of Maryland

Pamela Bedore, University of Connecticut-Avery Point, Groton

Isabel Kaplan, University of Rochester, NY

Ann Marshall, University of Rochester, NY

Shirley Ricker, University of Rochester, NY

Celia Rabinowitz, St. Mary’s College of Maryland

Shelley Roseman, University of Connecticut-Stamford

Diane Harvey, University of Maryland, College Park

Ben Click, St. Mary’s College of Maryland

**AW.02 Dynamic Criteria Mapping in Action:
Growing Evaluative Community Locally and Organically**

Clinton Suite, Second Floor

Chair: Bob Broad, Illinois State University, Normal

Speakers: Jane Detweiler, University of Nevada, Reno, “Using DCM to Evaluate a Writing Program in its General Education Context”

Heidi Estrem, Boise State University, Boise, ID, “Mapping Community Values for First-Year Writing”

Barry Alford, Mid-Michigan Community College, Mt. Pleasant, “Meta-Assessment and DCM: When the Whole Institution Is Involved”

Scott Weeden, Indiana University-Purdue University, Indianapolis, “So What Is This?: Helping Faculty Make Sense of the Value of Dynamic Criteria Mapping When for Them, a Rubric Is Just Fine”

Eric Stalions, Bowling Green State University, OH, “Using DCM to Study the Rhetorical Values of Placement Evaluators”

Joel Haefner, Illinois Wesleyan University, Bloomington, IL, “Pedagogical Development, Curricular Revision, and Consensus: DCM at Work”

Douglas Walls, Michigan State University, East Lansing, “Validity Theory and DCM: How Each Builds the Other”

Susan Marie Harrington, Indiana University-Purdue University, Indianapolis, “DCM as a Way of Life: Integrating Assessment into the Life of a Program”

Linda Adler-Kassner, Eastern Michigan University, MI, “Mapping Community Values for First-Year Writing”

Jane Detweiler, University of Nevada, Reno, “Keeping it Personal: Using DCM to Shape”

AW.03 Second Language Identities: Special Issues and Topics

Gibson Suite, Second Floor

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

Gita DasBender, Seton Hall University, South Orange, NJ

Steve Simpson, University of New Hampshire, Durham

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

Gita DasBender, Seton Hall University, South Orange, NJ, “Responding to Student Language Writing”

Matt Schneider, San Francisco State University, CA, “Double-Duty Pedagogy for the ‘L1’ Classroom”

Kathryn Nielsen-Dube, Merrimack College, North Andover, MA, “The Writing Center Responds: Training Tutors and Fellows”

Erin Knoche, Laverick University of Findlay, OH, “Making Use of Classroom Space”

Fify Juliana, Arizona State University, Tempe, “L2 Writers Writing in(to) the Academy”

Kate Mangelsdorf, University of Texas at El Paso, “Course Goals for L2 (and Other) Writing Classrooms”

AW.04 Re-presenting a Pedagogy for Ebonics: Valuing African American Student Identity in the Composition Classroom

Gramercy A, Second Floor

Chair: Geneva Smitherman, Michigan State University, East Lansing

Facilitators: Elaine Richardson, The Pennsylvania State University, University Park

Rashidah Jaami Muhammad, Governors State University, University Park

Denise Troutman, Michigan State University, East Lansing

Terry Carter, Southern Polytechnic State University, Marietta, GA

Victoria Cliett, Henry Ford Community College, Dearborn, MI

Gwendolyn Pough, Syracuse University, NY

David Kirkland, New York University, NY

Austin Jackson, Michigan State University, East Lansing

AW.05 Across the Drafts: Responding to Student Writing

Concourse G, Concourse Level

Chair: Nancy Sommers, Harvard University, Cambridge, MA

Discussion Leaders: David Bartholomae, University of Pittsburgh, PA

Jean Ferguson Carr, University of Pittsburgh, PA

Christine McQuade, Queens College, The City University of New York

Howard Tinberg, Bristol Community College, Fall River, MA

Nicole B. Wallack, Columbia University, New York, NY

Jennifer Locke Whetham, Green River Community College, Auburn, WA

Terry Myers Zawacki, George Mason University, Fairfax, VA

**AW.06 The Inner Life and Teaching:
A Workshop for Women Teachers in the Academy**

Nassau B, Second Floor

Chair: Jan Schmidt, State University of New York at New Paltz

Speaker: Judith Dorney, State University of New York at New Paltz

AW.07 Theoretically Prepared

Nassau A, Second Floor

Chair: Melissa Ianetta, University of Delaware, Newark

Speakers: Melissa Ianetta, University of Delaware, Newark, “The (Seven-year) Audition: On the Market / On the Job”

E. Shelley Reid, George Mason University, Fairfax, VA, “The (Seven-year) Audition: On the Market / On the Job”

Iain Crawford, College of Wooster, OH, “How to Win Friends and Influence People While Really, Really Trying”

Tara Pauliny, University of Wisconsin-Oshkosh, “How to Win Friends and Influence People While Really, Really Trying”

Randall McClure, Minnesota State University, Mankato, “Digital Learning: What APAs Need to Know”

**AW.08 Identifying the Artifacts among Us:
Exploring Possibilities in Researching and Building Local
and National Archival Collections**

Murray Hill B, Second Floor

Chair: John C. Brereton, The Boston Athenaeum, MA

Co-Chair: Robert A. Schwegler, University of Rhode Island, Kingston, “Collecting Actions: A Recursive Version of History”

Moderator: Katherine E. Tirabassi, University of New Hampshire, Durham, “Breakout C—Composing Writing Archives”

Participant: Michelle Niestepski, University of Rhode Island, Kingston

Speakers: Lynn Z. Bloom, University of Connecticut, Storrs, “Stalking the Wild Archives: Identifying and Building Collections”

Barbara L'Eplattenier, University of Arkansas, Little Rock, “Developing a Methodological Ethos in Archive Research”

Shirley K. Rose, Purdue University, West Lafayette, IN, “Best Practices in the Archives: What Can We Learn from Doing?”

Lucille M. Schultz, University of Cincinnati, OH, “Archival Research: Its Distinctive Pleasures and Difficulties”

O. Brian Kaufman, University of Rhode Island, Kingston

AW.09 Latino/a Literacies, Research and Mentoring

Bryant Suite, Second Floor

Chair: Cecilia Rodriguez Milanes, University of Central Florida, Orlando

Co-Chair: Ivonne Lamazares, University of Central Florida, Orlando

Facilitators: Dora Ramirez-Dhoore, Boise State University, ID

Elena Perez-Mirabal, Miami Dade College, FL

Damian Baca, Michigan State University, East Lansing

Itzi Meztli, Slippery Rock University, PA, “The Memoir vs. Jimmy Santiago

Baca’s *A Place to Stand: Authenticity vs. Incredulity*”

Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing

Iris D. Ruiz, University of California, San Diego

Cristina Kirklighter, Texas A&M Corpus Christi, TX

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

Luisa Rodriguez Connal, Arizona State University, Glendale, AZ

AW.10 Producing Scholarship for TETYC (TYCA STRAND)

Concourse E, Concourse Level

Chair: Kip Strasma, Illinois Central College, East Peoria

Speakers: Frank Madden, The State University of New York/Westchester

Community College, Valhalla, NY

Mark Reynolds, Jefferson Davis Community College, Brewton, AL

Jeff Sommers, Miami University, Middletown, OH

Kip Strasma, Illinois Central College, East Peoria

