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## Conference Calendar: 2008 CCCC

### Wednesday, April 2
- **Registration and Information**: 8:00 a.m.– 6:00 p.m.
- **Select Meetings and Other Events**: various times
- **Full-Day Workshops**: 9:00 a.m.– 5:00 p.m.
- **Half-Day Workshops**: 9:00 a.m.– 12:30 p.m.
- **Half-Day Workshops**: 1:30 p.m.– 5:00 p.m.
- **Newcomers’ Orientation**: 5:15 p.m.– 6:15 p.m.

### Thursday, April 3
- **Newcomers’ Coffee Hour**: 7:00 a.m.– 8:15 a.m.
- **Registration and Information**: 8:00 a.m.– 6:00 p.m.
- **Opening General Session**: 8:30 a.m.– 10:00 a.m.
- **Exhibit Hall Open**: 10:00 a.m.– 6:00 p.m.
- **A Sessions**: 10:30 a.m.– 11:45 a.m.
- **B Sessions**: 12:15 p.m.– 1:30 p.m.
- **C Sessions**: 1:45 p.m.– 3:00 p.m.
- **D Sessions**: 3:15 p.m.– 4:30 p.m.
- **E Sessions**: 4:45 p.m.– 6:00 p.m.
- **Special Interest Groups**: 6:30 p.m.– 7:30 p.m.
- **Humor Night**: 8:00 p.m.– 10:00 p.m.

### Friday, April 4
- **Registration and Information**: 8:00 a.m.– 5:00 p.m.
- **Exhibit Hall Open**: 9:00 a.m.– 5:00 p.m.
- **F Sessions**: 8:00 a.m.– 9:15 a.m.
- **G Sessions**: 9:30 a.m.– 10:45 a.m.
- **H Sessions**: 11:00 a.m.– 12:15 p.m.
- **I Sessions**: 12:30 p.m.– 1:45 p.m.
- **J Sessions**: 2:00 p.m.– 3:15 p.m.
- **K Sessions**: 3:30 p.m.– 4:45 p.m.
- **Awards/Recognition Reception**: 5:00 p.m.– 6:30 p.m.
- **TYCA Talks**: 6:30 p.m.– 7:30 p.m.
- **Special Interest Groups**: 6:30 p.m.– 7:30 p.m.
- **Poetry Forum**: 7:30 p.m.– 10:30 p.m.
- **Rock ‘n’ Roll Dance**: 9:30 p.m.– 1:00 a.m.

### Saturday, April 5
- **Registration and Information**: 8:00 a.m.– 2:30 p.m.
- **Exhibit Hall Open**: 10:00 a.m.– 1:00 p.m.
- **Town Hall Meeting**: 8:00 a.m.– 9:15 a.m.
- **L Sessions**: 9:30 a.m.– 10:45 a.m.
- **M Sessions**: 11:00 a.m.– 12:15 p.m.
- **N Sessions**: 12:30 p.m.– 1:45 p.m.
- **O Sessions**: 2:00 p.m.– 3:15 p.m.
- **P Sessions**: 3:30 p.m.– 4:45 p.m.
The following form has been provided to assist attendees in planning their schedules for the 2008 Convention.

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<td>Town Hall Meeting 8:00 a.m.–9:15 a.m.</td>
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Conference on College Composition and Communication
April 2–5, 2008
Hilton Riverside New Orleans and the DoubleTree
New Orleans, Louisiana

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Cover design: Tom Jaczak

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Welcome to New Orleans—like no place else in the world. The city where the Mississippi meets the Caribbean has a unique history and culture. It has been a generative force in music and the arts, and now New Orleans represents unique connotations and challenges to contemporary U.S. society, politics, and conscience. This meeting of the Conference on College Composition and Communication, addressing the theme of “Writing Realities, Changing Realities,” will face the complex realities of New Orleans head on—the trauma, the betrayals, the joy, and the continuing spirit. And we will be asked to consider what role writing takes in making places habitable and joyous—how writing by confronting reality helps us make the realities we would want to live in.

We have many panels about addressing the needs of students and communities in the devastated region and its diaspora. We have many panels discussing how writing and writing education addresses social inequality, racism, poverty, environmental crisis. We have an unprecedented number of panels on civic and community engagement, on writing and rhetoric in the public sphere, and on current research. The courses and programs being reported on show engagement with the economic, social, and technological realities of our times and the students of our times. The policies and professional matters of our organization are also getting a hard look as we contemplate how we can address the important role of writing in our global information and knowledge-based age. We have plenty to say to each other on these important matters.

We have also arranged for a few people outside our field to enrich our realities. We will hear many voices from New Orleans: the Neighborhood Story Project, the writers of the Nine Times Social Club, New Orleans Spoken Word and Slam Poets, the Greater New Orleans Writing Project’s Katrina Archive, and the Surviving Katrina and Rita in Houston Project. We will hear from Dr. Marvalene Hughes, the president of Dillard University, which has struggled back from being entirely destroyed by floods. She can tell you about the sacrifices to be made for education. We will also hear from the City Editor of The New Orleans Times-Picayune, Jed Horne, who was in the center of reporting the events and aftermath, and the feature columnist, Chris Rose. We will hear from Dan Baum, who has reported the events in New Orleans for The New Yorker. Telling us about inscribing the largest international realities will be
the Bedford speaker, noted *New Yorker* journalist Seymour Hersh, who broke the stories on My Lai, Abu Ghraib, and other shameful realities our government has wanted to keep hidden.

We have also brought in eminent scholars from other fields to let us know about important writing research from other disciplines. Writing, as we know, is powerful and transformative. It is not surprising that people in other fields should be recognizing this: the archeologist and art historian Denise Schmandt-Bessarat, who has uncovered compelling stories about the origins of writing; psychologist James Pennebaker, who has documented the significant medical impacts of trauma writing; feminist sociologist Dorothy Smith, who has unpacked how writing makes for privilege and exclusion in our documentary society; and educational psychologist Charles MacArthur, who is providing evidence for the importance of explicit writing education from the earliest years of schooling.

The members of the C’s know how to have a good time wherever we go . . . with our dances, parties, dinners, pub crawls, excursions, and just meeting dear friends, there is no better place than New Orleans to let the good times roll! Our hard-working and creative local arrangements team, headed up by our local arrangements committee and its chair T. R. Johnson, know all the ins and outs of the city and will share them with you in the guide to New Orleans they have put together. They have also arranged for music to accompany our every syncopated step. Keep your ears open. The New Orleans Neighborhood Story Project has arranged a community tour and fundraiser for Saturday morning, and New Orleans Outreach has arranged a benefit Poetry Slam on the Tulane campus for those of you staying Saturday night.

Crime, unfortunately, is one of the continuing realities of New Orleans. The French Quarter is well-patrolled and as safe as any urban area can be. Restaurants, clubs, entertainments are open and thriving. Music is everywhere, and you can have a great time. The rest of the city is uneven, as I am sure you have heard on the media. If you are leaving the Quarter, make sure you check out the safety of where you are going and know your route. Don’t travel alone. Be especially cautious after dark. There are parts of the city that as of this writing are still very troubled.

But, as you know, despite hard times, New Orleans is a fantastic place to be. The music will be twice as sweet, the dancing twice as hot, the food twice as spicy, because life is to be enjoyed twice as much. You look at what you got and then you add the pepper.

Charles Bazerman
University of California, Santa Barbara
Acknowledgments

Online Coaches

David Jolliffe          Linda Adler-Kassner          Alice Horning
Paul Kei Matsuda        Mike Palmquist            Harvey Wiener
Kim Brian Lovejoy       Bruce Horner               
Michael Williamson      Chris Thaiss                
Donna Reiss             

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Chris Anson             Sunny Hyon              Susan Romano
Anis Barwarshi          Sybil Ishman            Barbara Roswell
Anne Beaufort           Susan Jarratt            David Russell
Patricia Bizzell        Mary Juzwik             Carol Rutz
Ann Blakeslee           Charles Kostel           Robert Samuels
Deborah Brandt          Robert Krut              Beverly Sauer
Michael Carter          Don Lazere               John Scenters-Zapico
Eliisa Caruth           Ilona Leki               “Lucy” Lucille Schultz
David Charney           Anthony Lioi              Ira Shor
Greg Clark              Elenore Long             Gail Shuck
Irene Clarke            Karen Lunsford           Tony Silva
James Crosswhite        Susan Peck MacDonald      Graham Smart
Ellen Cushman           LuMing Mao               Katherine Sohn
Chris Dean              Paul Kei Matsuda         Mary Soliday
Jane Detweiler          Anne Carol Mattingly      Madeline Sorapure
Danielle DeVoss         Ben McClellar            Jenny Spinner
Christiane Donahue      Sue McLeod               Clay Spinuzzi
Jenny Edbauer           Joyce Middleton          Doreen Starke
Lisa Ede                Hildy Miller             Patti Stock
Jeanne Fahnstock        Tom Miller               Pam Takayos
Frank Farmer            Jody Millward            Christine Tardy
David Fleming           Sharon Mitchler           Elizabeth Tebeaux
Sheryl Fontaine         Peter Mortenson           Victor Villanueva
Tom Fox                 Joe Moxley               “Bud” Irwin Weiser
Fionna Glade            Ed Nagelhout            Anne Whitney
Barbara Gleason         Cezar Ornato             Anne Wysocki
Kay Halasek             Hans Ostrom              Morris Young
Muriel Harris           Kathy Powell              Stephen Young
Gail Hawisher           Paul Prior               

CCCC CONVENTION, NEW ORLEANS 08   7
Stage II Reviewers

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Patricia Bizzell  
Deborah L. Brandt  
Sunny Hyon  
Joseph Janangelo  
T.R. Johnson  
Mary Juzwick  
Michael Palmquist  
Rebecca Rickly

Thanks

CCCC would like to thank the following sponsors:

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McGraw Hill  
Longman  
Bedford St. Martins

In Memoriam

William F. Irmscher

Mary Kay Crouch
First Time to the Convention?

With pleasure, the CCCC Newcomers’ Orientation Committee welcomes all of you to the 2008 CCCC convention, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this conference. (These events and their locations are listed in the Special Events schedules in the convention program.)

On Wednesday, from 5:15–6:15 p.m., our committee will host a brief Orientation Session. We will discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention’s many events, and how to meet others. We also look forward to meeting you at the Newcomers’ Breakfast on Thursday from 7:00–8:15 a.m.—a congenial start to the first full day of activities.

Throughout the conference, members of this Committee and other CCCC members will be available in a “Newcomers’ Station” to answer questions, chat about the conference, talk about our shared interests, learn about your work, and discuss how CCCC can support you. Committee members will also be present throughout the conference—we’ll have specially marked badges—always ready to listen to your concerns, help you with your questions, and begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

With warm good wishes,
Paul Puccio, Chair
Virginia Chappell
Amanda Espinosa-Aguilar
Paul Hanstedt
Paul Heilker
Joseph Janangelo
Martha Marinara
Suzanne Kesler Rumsey
Cindy Selfe
Joonna Trapp
Local Arrangements Committee

What better way to welcome you to New Orleans than with a song—with that particular song, “The Basin Street Blues.” Dozens of other tunes come to mind too, for this city is suffused with music, and, for that matter, music in the United States is suffused with New Orleans. To arrive here is to enter the very heart of American song. But all that jazz, rhythm ‘n’ blues, gospel, funk, soul, hip-hop, and zydeco aren’t the whole story, not even if you add the legendary creole cuisine that’s available throughout the haunting, centuries-old cityscape nor even the source of all those exquisite crawfish, oysters, crabs, shrimp, turtles, ducks—that is, surrounding swamps, bayous, and Gulf waters.

I certainly do hope you’ll have a chance during the conference to savor all of this, a brass band, a bowl of gumbo, a boat ride through the barataria, an elegant, antique courtyard with a palm tree swaying over a fountain that has been bubbling longer than jazz has. But consider too that there’s still more to New Orleans. A flashpoint in our national mythology and popular fantasy, yes, but New Orleans—perhaps precisely because it has played this role—is other things too. As the song says, “You’ll never know how nice it seems/Or just how much it really means.” Still more to the point, New Orleans is the most appropriate place in the country to address the theme of our conference: writing realities, changing realities.

Information: Joe Letter, Tulane University, New Orleans, LA
Roz Foy, Tulane University, New Orleans, LA
Room Arrangements: Elizabeth Kalos, Tulane University, New Orleans, LA
Registration: James McDonald, Louisiana University, Lafayette
Exhibits: Victoria Elmwood, Tulane University, New Orleans, LA
Doreen Piano, University of New Orleans, LA
Special Events (James Berlin Walk/Run): Aleksandra Hajduczek, Tulane University, New Orleans, LA
Jason Markell, Tulane University, New Orleans, LA

About the CCCC Convention

CCCC Membership: Please Join Us!

Membership in the Conference on College Composition and Communication is open to all who teach or are interested in college composition and the first-year English course. The annual dues of $25.00 include a subscription to College Composition and Communication, a quarterly journal. Membership in NCTE ($40.00) is a prerequisite to joining CCCC. Student membership is available, at substantially reduced rates, to full-time students who are not engaged in a paid teaching position on more than a half-time basis. To join CCCC, or to obtain further information, please stop by the NCTE Publications Booth in the Exhibit Hall.
Registration
The Conference Registration Desk is in the Hilton Riverside New Orleans, Exhibit Hall, Second Floor, and is open Wednesday, April 2, 8:00 a.m.–6:00 p.m.; Thursday, 8:00 a.m.–6:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; and, Saturday, 8:00 a.m.–2:30 p.m. Those who ordered a Convention Program in advance may pick up a plastic name-badge holder at various locations near the Registration Desk. There is no need to stop at the Registration Desk. Those who preregistered and received a Program Coupon in the mail may pick up their Program at the Program Pick-up Counters at the Registration Desk. For replacement name badges (free) and/or replacement program books (at $15), preregistrants should inquire at the Replacement Counter.

Exhibits
The exhibits are located in the Hilton Riverside New Orleans, Exhibit Hall, Second Floor. Exhibit hours are Thursday, 10:00 a.m.–6:00 p.m., Friday, 9:00 a.m.–5:00 p.m., and Saturday, 10:00 a.m.–1:00 p.m.

Local Committee Headquarters
The headquarters for Local Committee Chair T.R. Johnson and other members of the Local Arrangements Committee is the Conference Registration Desk.

Location of Meeting Rooms
All meetings of the 2008 CCCC are in the Hilton Riverside New Orleans and the Doubletree.

Information for Attendees with Disabilities
CCCC is committed to making arrangements that allow all of its members to participate in the convention. To this end, information for attendees with disabilities was included in the program invitations, in the preview, and online, and we invited those who needed information to contact us by late January. We have made wheelchair space available in meeting rooms, will provide information about traveling around the headquarters hotel, and have arranged sign language interpreting. We also provided all speakers and session chairs with guidelines that will make sessions more accessible to all convention participants. These arrangements have resulted in conversations between the Program Chair, NCTE staff, the CCCC Committee on Disability Issues in Composition and Communication, and disability studies specialists at the University of Illinois and other professional associations.

Workshops
Held on the Wednesday preceding the Annual Convention sessions, full-day and half-day workshops provide an opportunity for extended time and interaction focused on a particular topic or issue. Each workshop has an enrollment limit, and participants pay an additional fee (separate from the convention registration fee) to enroll. Workshops are run by CCCC members whose proposals have been accepted by CCCC reviewers.
Opening General Session
The CCCC Convention’s Opening General Session is one of two opportunities for
convention participants to meet as a group. This session features the Chair’s address
by Cheryl Glenn.

Concurrent Sessions
Most of the meetings of the CCCC Convention occur in the concurrent sessions held
on Thursday, Friday, and Saturday. Each session on the program was highly regarded
by teams of CCCC reviewers. All concurrent sessions run for 75 minutes and are of
two kinds: 1) panels, featuring two to four speakers who deliver 15–20-minute pre-
sentations and then respond to questions from the audience; 2) roundtables, where
several panelists make brief presentations, respond to each other, and then respond to
questions from the audience.

Special Interest Groups/Business Meetings and Caucuses
On Thursday, and Friday evenings, individuals who share common concerns and/or
interests will meet in Special Interest Groups and Caucuses. For a complete listing of
these groups, see pages 149–152, 234–236.

CCCC 2008 Online
To find links to past versions of CCCC Online and to search the collection, visit
http://archive.ncte.org/cccc/
For this year, home (homepage, that is) is at http://www.ncte.org/cccc/conv.

The NCTE/CCCC Mobile Technology Center
Computer Connection Presentations

Douglas Eyman, Computer Connection Coordinator
(eymand@msu.edu)
Sponsored by the CCCC Committee on Computers and composition, the Computer
Connection offers presentations on new software and technologies for teaching com-
position and literature, computer-facilitated classroom practices, best practices for
teaching online, new technology resources, and electronic journals. The Computer Con-
nection takes place at the NCTE/CCCC Mobile Technology Center, which is located in
the Exhibit Hall. The presentations are offered throughout the day on Thursday, April 3,
Friday, April 4, and during the morning of Saturday, April 5. Information about current
and past presentations is available online at http://computersandwriting.org/cc/ and
will be posted in the Exhibit Hall at the Technology Center. The CC presentations run
25 minutes each, so you can attend them individually or as full concurrent sessions.
Questions or comments about the Computer Connection may be directed to Douglas
Eyman, CC Coordinator (eymand@msu.edu).
General Information and Services

Audiovisual Equipment
Hilton, Second Floor Promenade
Doubletree, Oak Alley Suite, Fourth Level
Audiovisual equipment should have been ordered by February 9, 2008. Scheduling of equipment ordered by that date is handled by Pick’s A.V., with offices in the Hilton Riverside New Orleans.

Committee on Resolutions
An open meeting of the CCCC Committee on Resolutions, chaired by Catherine Hobbs, will be held Thursday, April 3, 5:30–6:30 p.m. (open), 6:30–7:30 p.m. (closed) in Hilton, Burgundy, First Floor.

Nominating Committee
An open meeting of the CCCC Nominating Committee, chaired by William DeGenaro, will be held on Thursday, April 3, 10:00 a.m.–Noon, in the Hilton, Burgundy, First Floor.

Planning for Next Year’s CCCC Convention
Individuals interested in discussing program proposals for the 2009 CCCC Convention in San Francisco, March 11–14, are invited to meet with Marilyn Valentino, 2009 Program Chair, at the CCCC Registration Desk, Hilton Riverside New Orleans, Exhibit Hall, Second Floor, Friday, April 4, between 10:00 a.m. and noon.

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

Nonsexist Language
All CCCC/2008 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their conventions.

Copying Service
CCCC cannot provide onsite duplicating service.
Emergencies

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

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

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

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

If you must crawl to an exit door, stay close to the wall to avoid anyone running. If you can’t leave your room, wait by the window to be rescued. Stay close to the floor to avoid breathing smoke. To increase ventilation, open or break the window (if you don’t see smoke or flames rising past the window). Don’t jump from the upper floors of a burning building. Wait for the firefighters to rescue you. Let them know you’re there by waving towels or coats out the windows.
NCTE/NCATE Reviewers Training
Hilton, Grand Salon A6, First Floor
9:00 a.m.–5:00 p.m.

Consortium of Doctoral Programs in Rhetoric and Composition
Doubletree, Crescent B, 16th Level
1:30–5:00 p.m.

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

This two-part caucus session will include discussions of professional issues relating to writing research and available research venues for “Making Our Research Visible: Doctoral Destinies.” Discussants will focus on the kinds of information we need to collect, the research we need to conduct, and the possibilities we envision for broadly disseminating the scholarship of a field that is continually changing. Issues surrounding the visibility of the field’s research seem particularly pressing, given that Rhetoric and Composition is now recognized by the NRC (National Research Council).

The Consortium of Doctoral Programs in Rhetoric and Composition, representing some seventy institutions, has met for more than 15 years at CCCC, most recently for three and a half hours on Wednesday as a Caucus. CCCC is the natural home for the group’s annual meeting, since our interests in graduate education are intricately bound to those of the organization’s.

The first part of this year’s program will be a workshop themed around the kinds of writing research we need to conduct to make ourselves visible. The discussion will be led by representatives from several universities who will provide brief opening statements or talking points. Our intention is to provide a forum to generate ideas as to how we might publish and promote socially meaningful research that also serves professional goals.

Those programs that will be participating on the program include colleagues from Texas Women’s University, The Ohio State University, New Mexico State University, University of California, Santa Barbara, Penn State University, the University of Massachusetts at Amherst, and the University of Illinois, Urbana-Champaign. Participation from other universities is also welcome.

The second part of the Caucus will be the business meeting of the Consortium and focus on organizational issues along with a discussion of the newest, emerging survey from Rhetoric Review on doctoral programs in Rhetoric and Composition.
**Intellectual Property in Composition Studies**

Hilton, Versailles Ballroom, Third Floor
2:00–5:30 p.m.

**Co-Chairs:** Charles Lowe, Grand Valley State University, Allendale, MI
Clancy Ratliff, University of Louisiana at Lafayette

Since its first appearance at CCCC in 1994, the Caucus on Intellectual Property and Composition/Communication Studies (CCCC-IP) has organized pre-conference meetings where members discuss the intersections of intellectual property policy and composition studies. CCCC-IP members work in groups during the meeting and develop action strategies on topics related to teachers’ and students’ IP rights, plagiarism and plagiarism detection services, fair use in education, open access institutional policies, copyright negotiation with publishers, and open source software adoption in education, to name a few.

Co-chairs for the upcoming 2008 conference intend to begin the meeting with reports on ongoing action activities related to plagiarism detection services, open access repositories, and authorial rights to published scholarship. Following the opening remarks, all meeting participants will meet in roundtables, or “action tables,” to discuss the issues outlined below. Designated speakers for each action table will provide 6–8 minute overviews of their topics and review any recent actions taken during the preceding year. All participants will then make plans for developing media action strategies, preparing position statements, and creating other types of political, professional, and pedagogical documents. At the end of the workshop, participants will reconvene to share their plans and recommendations for future action.

**Poet-to-Poet Wednesday Event**

Hilton, Prince of Wales, Second Floor
1:30–5:00 p.m.

Bring 10 copies of one or two pages of original poetry in progress for insightful and constructive feedback. This event is not limited to readers at the Exultation of Larks. We particularly welcome CCCC member poets who are novices.
Research Network Forum  
Doubletree, International Ballroom, 16th Level  
9:00 a.m.–5:00 p.m.

In keeping with the 2008 Conference theme, the Research Network Forum will respond to Program Chair Charles Bazerman’s call: “to inscribe the realities we experience, making them available publicly for all to ponder and react. . . .” Indeed, the Research Network was founded so that a wide range of researchers could assemble to discuss their work that invariably “spread[s] the means of describing reality, evaluating what exists, exploring new remedies for life’s ills and asserting persuasive terms for realities.” Each participant leaves the RNF with a richer understanding of how identity shapes the ways in which we begin our research, and how our research often confounds and goes beyond our preconceived notions of the identities of others as well as those of ourselves. Toward this end, 2008 plenary speakers will include Peter Elbow, Jamie Mejía, and Katherine Sohn. Known for his attention to giving voice to the individual writer, Peter Elbow’s presence at the conference signals a RNF tradition of student-centered research, a tradition that was acknowledged last year at CCCC 2007 Exemplar Award to Peter Elbow. The RNF emphasis on mentoring will be evidenced in the presentation of Jaime Mejía (Texas State University, San Marcos) as well as in the presentation of Katherine Sohn (Pikeville College). Jamie Mejía’s research on Mexican American Literature and Katherine Sohn’s study of the literary practice of Appalachian women will add emphasis on the connections between identity formation and research practice.

Qualitative Research Network  
Doubletree, Crescent A, 16th Level  
1:30–5:00 p.m.

Co-Chairs: Seth Kahn, West Chester University of Pennsylvania  
Heidi Mc Kee, Miami University, Oxford, OH

Keynote Speakers: Elizabeth Chiseri-Strater, University of North Carolina at Greensboro  
Bonnie Sunstein, University of Iowa, Iowa City

The Qualitative Research Network (QRN) aims to foster discussion of qualitative research issues and to offer mentoring and support to qualitative researchers at all levels of experience, working in diverse areas within the college and composition community. The QRN consists of two components: (1) the first hour of keynote addresses and Q&A (this year’s focus is on issues of ethnographic fieldwork), and (2) the rest of the workshop (over two hours) for research roundtables where novice and veteran researchers present work-in-progress for group discussion.

Newcomers’ Orientation  
Hilton, Kabacoff, Conference Center  
5:15–6:15 p.m.
The Master’s Consortium at CCCC 2008 provides this newly organized group with time and space to discuss pressing needs for Master’s programs in writing studies, to refine a national survey that is being designed, and to strategize about particular issues facing this constituency. We will use the meeting to both showcase selected Master’s programs and to set goals for the Consortium’s work in the following year.

The need for greater articulation between Master’s programs and PhD programs in rhetoric and composition is both crucial and apparent, and those concerns are important to us. Building from our initial meeting, the Master’s in Writing Consortium has three goals for our Consortium meeting at CCCC in 2008:

1) **Sharing Program Possibilities:**
   There is a need to understand how different Master’s programs respond to particular local contexts as these programs are both conceptualized and revised. Colleagues from three different institutions (ASU-West, DePaul University, and University of Wyoming) have offered to present brief Program Profiles at our 2008 Consortium meeting, highlighting both how new Master’s programs can be initiated and how existing programs respond to change.

2) **Building a National Database:**
   This year, several consortium members have agreed to initiate a survey of Master’s programs in writing studies. A portion of the Consortium meeting will be used for sharing the survey draft and planning for distribution.

3) **Pooling Resources and Information:**
   As a group, we found breakout discussions especially productive at this past year’s Consortium meeting. We will follow that up with focused breakout sessions at the 2008 Consortium meeting, led by volunteers from the Consortium membership, on issues of interest. While we anticipate solidifying the subjects for these breakout sessions later in the year, issues raised at this year’s Consortium meeting for further work include “How to Revise an Existing M.A.,” “Seeking External Funding for Master’s Programs,” and “TA Support in Two Years.”
Learning from Our Histories:  
A Digital Archive of the Coalition of Women Scholars in the 
History of Rhetoric and Composition
Hilton, Grand Ballroom C, First Floor
6:30–8:30 p.m.

The Coalition of Women Scholars in the History of Rhetoric and Composition will meet 
formally for the 15th time on the Wednesday before the 2008 Conference on College 
Composition and Communication convenes in New Orleans. To commemorate this 
milestone, the presenters will share a digital docu-history with Coalition members. 
This production will incorporate early organizational documents and conference pro-
grams as well as videotaped interviews with founding members and past presidents 
of the Coalition. Our goal is to honor the women who have guided this influential 
organization within the discipline of rhetoric and composition and to foster discussion 
of future directions for the Coalition.

Keynote Speakers:
Kathleen Welch, Stony Brook University (SUNY)
Michelle Eble, East Carolina University, Greenville, NC
Wendy Sharer, East Carolina University, Greenville, NC
Mary Hocks, Georgia State University, Atlanta

Progressive SIG/Caucus Coalition
Hilton, Grand Ballroom B, First Floor
7:00–9:00 p.m.

Chair: Stephen Parks, Syracuse University, NY
Speakers: Stephen Parks, Syracuse University, NY
Matthew Abraham, DePaul University, Chicago, IL
Susan Naomi Bernstein, LaGuardia Community College, Long Island City, NY
Damian Baca, Michigan State University, East Lansing
James McDonald, Louisiana University at Lafayette
Harriet Malinowitz, Long Island University-Brooklyn, NY
Luisa Connal Rodriguez, South Mountain Community College, Phoenix, AZ
Eileen Schell, Syracuse University, NY
Ira Shor, College of Staten Island, NY
William Thelin, University of Akron, OH
Special Events
THURSDAY’S SPECIAL EVENTS:
April 3

Newcomers’ Coffee Hour
Hilton, Jefferson Ballroom, Third Floor
All first-time attendees are invited to have complimentary continental breakfast before the Opening General Session. 7:00–8:15 a.m.

Opening Session
Hilton, Grand Ballroom A/B, First Floor
8:30–10:00 a.m.
At this session we honor both the 2008 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair’s address. Please join us.

Featured Speakers
Hilton, Grand Ballroom A/B, First Floor

Scholars for the Dream Reception
Hilton, River Room, Conference Center
6:30–7:30 p.m.
Everyone is invited.
Winners of the Scholars for the Dream Travel Awards (announced in the Opening General Session) are chosen by a Selection Committee. All are first-time presenters at the CCCC Convention and are selected on the basis of the extended abstracts of their proposals that each submitted. All are members of groups historically underrepresented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians).

2008 Scholars for the Dream Award Winners
Qwo-Li Driskill, Michigan State University, East Lansing: D.14
Crystal M. Hills, Georgia State University, Atlanta: C.22
Donna Hunter, Stanford University, CA: M.01
Aja Y. Martinez, University of Arizona, Tucson: E.37
Natalie A. Martínez, Arizona State University, Tempe: I.15
Leslie D. Norris, Rappahannock Community College, Glenns, VA: O.18
Kathryn Ortiz, University of Arizona, Tucson: E.37
Andrea Osteen, California State University, Fresno: D.30
Melissa Berry Pearson, University of South Carolina, Columbia: A.04
Staci M. Perryman-Clark, Michigan State University, East Lansing: E.36

Previous Scholars for the Dream Award Winners

2007
Maria Bibbs, Tamika L. Carey, Korina Jocson, Donna King, Lydia Balderamos Loskot, Barbara Castillo Noyes, Sung Ohm, Ryan Masaaki Omizo, Debbie A. Reese, Kimberly Thomas

2006
Timothy J. Brown, Kevin Browne, Rachel Carrales, Elizabeth Imende, Kendall Leon, Jolivette Mecenas, Soncerey Montgomery, Iris Ruiz, Paul Velazquez, Han Yu

2005

2004
JuliAnna Avila, Jeffrey Duncan-Andrade, D. Ted Hall, David Kirkland, Melvete Melvin, Rose Metts, Kelvin Monroe, Spencer Salas, Cecilia Solis-Sublette, Sandra Young

2003
Jacqueline Brown, Carol Brochin Ceballos, Rene Agustin De los Santos, Nichole Hamai, Jungmi Kim, Seonjoo Moon, Ken Rayes, Eunsook Rhee, Tonya Scott, Lillie Whetten

2002
Haivan Hoang, Carlos Evia, Michelle Johnson, Asao Inoue, Patricia Trujillo, Hilary Owens, Derek Landers, Piper Kendrix Williams, Rachel Brooks-Rather, Margaret Wong

2001
Terry Carter, Rose Gubele, Daniel Justice, Rhea Estelle Lathan, Kim Lee, Meredith Lee, Kathleen McColley, Josye Sadler, Faye Spencer Maor

2000
Aesha Adams, Christina Bell, Rebecca Cisneros, Lisa Trevino Roy-Davis, Avis G. Hewitt, Joseph Ng/Eng, Annette Harris-Powell, Rebecca Small, Rhonda Robinson Thomas, Kendra Vaglienti

1999
1998
Fred Arroyo, Steve Chu, Sheldon George, Serena R. Huffman, Celestine W. Liu, Cedrick May, Elizabeth McHenry, Diana Elena Moran Molina, Luana Uluave, Linda Walking-Woman

1997
Cassandra J. Canada, Ginny Carney, Maria De Jesus Estrada, La Tisha Camille Fowlkes, Chikako D. Kumamoto, Cynthia McCollie-Lewis, Donald McCrary, Charlotte Simmonds-Hammons, A. Tyson Sims, Marion Okawa Sonomura

1996
Erika Aigner-Varoz, Victoria Cliett, Renita Duncan, Amanda Espinosa-Aguilar, Sandra M. Grayson, Terry Haynes, Joyce Raine Latora, Lynn A. Casmier-Paz, Gwendolyn Pough, K. Hyoejin Yoon

1995
Lena Ampadu, María C. M. de Guerrero, Phyllis Pearson Elmore, Carlton Floyd, Janice Gould, David Holmes, Terese Monberg, Shondel Nero, Pata Suyemoto, José L. Torres-Padilla

1994
Jennifer Barfield, Kisha Brown, José Irizarry, Susan Kimoto, Alison O. Lee, Michelle McIver-Bell, Natalia Apostolos Menendez, Malea Powell, Elaine Richardson, Patricia Joan Saunders

1993
Meta G. Carstaphen, Louise M. Connal, Evelyn Flores, Sharon Gamble, Lisa M. Gonsalves, Renee Moreno, Jeryl Prescott, George Q. Xu

Humor Night
Hilton, Grand Ballroom D, First Floor
8:00–10:00 p.m.
“Real World, Unreal Profession”
Humor Night 2008 takes on the hopes and dreams—many frequently dashed—that surround us in our professional lives. Anita Guynn asks the question, “What about those of us who never left the (un)real world of the academy?” C. McKenzie (new to Humor Night this year) addresses the thrill of the job hunt. Ron Lunsford tackles the issue of how our words construct the (un)real worlds we inhabit, and Bill Bridges addresses the event of the academic turning 50. The Composition Blues Band, ably led by Marvin Diogenes and Clyde Moneyhun, will play throughout the evening.
Remembering Katrina:
A Night of Poetry, Prose, and Story-telling from the Writing After Katrina Archive Project and the Greater New Orleans Writing Project
Hilton, Rosedown, Third Floor
8:00–9:30 p.m.

Begun in spring 2006, the Writing After Katrina Archive Project (WAKAP) aims to collect and preserve student writing and instructor pedagogy generated in writing classes at the University of New Orleans after Katrina. The collected materials reflect not only students’ experiences of the unfolding tragedy but also their engagement with the subsequent social and political issues that arose after the flood. The goal of collecting these materials is to provide a resource for scholars, locally and nationally, in English Studies who have an interest in writing history and pedagogy, institutional history, trauma studies, and civic education.

Readers: Kenneth Cooper, Adrianna Hanrahan, Ja’Von Hill, Charlotte Jones, Emily Kuhn, University of New Orleans, LA
Organized by: Doreen Piano, University of New Orleans, LA

For 30 years, The Greater New Orleans Writing Project (GNOWP) has provided a community for teachers to share their best practices in the teaching of writing with other teachers. Since the levee failures after Katrina, GNOWP has been researching the effects of trauma on teaching methods and student literacy in Orleans Parish Schools. This evening we will present readings from teachers and students affected by the Katrina disaster. Teacher experiences will be presented by Deborah Alvarez from the University of Delaware, who since the disaster has worked extensively in the field with GNOWP and Orleans Parish teachers. Student experiences will consist of local student readings presented by Jim Randels and Kalamu de Salaam of Students at the Center, a local grass roots organization dedicated to New Orleans students.
Organized by: Ken Rayes, University of New Orleans, LA

New Orleans Films presented by their Directors
Hilton, Grand Ballroom A/B, First Floor
6:30-10:00 p.m.
“Tootie’s Last Suite” directed by Lisa Katzman
“Kamp Katrina” directed by David Redmond and Ashley Sabin
The feature-length documentary, TOOTIE’S LAST SUIT explores the complex relationships, rituals, history, and music of New Orleans’ vibrant Mardi Gras Indian culture while telling the story of Allison “Tootie” Montana, former Chief of Yellow Pocahontas Hunters.
KAMP KATRINA, an award winning cinéma vérité documentary, follows the in-depth lives of a small group of people who have taken refuge in a garden transformed into a tent city.
Q&A with directors to follow.
FRIDAY’S SPECIAL EVENTS:

April 4

Awards/Recognition Reception
Hilton, Grand Ballroom D, First Floor
5:00–6:30 p.m.
At this reception we announce the winners of the 2008 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in *TETYC*, and the Nell Ann Pickett Service Award. Past CCCC chairs and distinguished guests will be recognized. A reception follows. Please attend and honor your colleagues.

TYCA Talks
Hilton, River Room, Conference Center
6:30–7:30 p.m.
This special event brings together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.

Screening of Spike Lee’s “When the Levees Broke”
Hilton, Grand Ballroom A/B, First Floor
6:30–11:00 p.m.
Screening of all four parts of Spike Lee’s epic documentary about Hurricane Katrina and the breach of the levees.

The Twenty-First Annual Poetry Forum
Hilton, Grand Salon C13, First Floor
7:30–10:30 p.m.
This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion. Poet readers should contact Mary Minock (English
Katrina Duets from the Surviving Katrina and Rita in Houston Project

Hilton, Grand Ballroom C, First Floor
8:00–9:00 p.m.

Interviewers from the surviving Katrina and Rita in Houston Project read portions of their personal storm stories in concert with portions of the interviews that they have conducted and reflect on the bonds they have forged with their interviewees.

Readers: Nicole Eugene, Shari L. Smothers, University of Houston, TX

Organized by: Carl Lindahl, University of Houston, TX

Rock ‘n’ Roll

Hilton, Versailles Ballroom, Third Floor
9:30 p.m.–1:00 a.m.

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

Sponsored by McGraw Hill

Special Events

SATURDAY’S SPECIAL EVENTS:

April 5

TYCA Annual Breakfast

Hilton, Jefferson Ballroom, Third Floor
7:00–8:00 a.m.

This lively annual event presents TYCA’s Outstanding Programs in English Awards and the Fame and Shame Awards for media reference to two-year colleges. Come, break muffins, eat a hot breakfast, and talk with convivial two-year college faculty and other boosters. National TYCA is a national coalition of the seven TYCA Regional Conferences, each of which has retained its separate identity. Because this breakfast is partially supported by donations from book publishers, educational software companies, and many textbook authors who teach at two-year colleges, the cost per person is only $25.00. Tickets should have been ordered in advance. You can check at the Registration Desk, Second Floor, to see if any tickets are still available.
Annual Business/Town Hall Meeting
Hilton, Grand Ballroom A/B, First Floor
8:00–9:15 a.m.
The CCCC annual business meeting happens at 8:00 a.m. Saturday. It’s open to all CCCC members, and as veterans of that meeting well know, there is inevitably a lively exchange on crucial issues.

Benefit Tour: Loss and Renewal in New Orleans
1:30-4:00
This two and a half hour tour will take you away from the French Quarter and off the path of the Disaster Tours. The Co-Directors of the Neighborhood Story Project, a community documentary organization in New Orleans, will take you into the neighborhoods they know best. For questions about the tour, please email Abram Himelstein at avieshlomo@gmail.com or call 504 908 9383.

Tour group will assemble at the Hilton Riverside Lobby and walk to meet the tour bus. Please assemble at 1:15 so we can get in the full schedule. Cost for tour: $40.00, a tax-deductible donation to the Neighborhood Story Project. Minimum 25 people, maximum 100. To sign up: www.neighborhoodstoryproject.org

Jim Berlin Memorial Run/Walk/Pub Crawl
3:30–6:00 p.m.
In many ways, the work and pleasure that we share at CCCC bears witness to the vision of Jim Berlin—a vision of engaged citizenship and shared responsibility. As we discuss the many identities that define us personally, politically, and professionally; as we imagine pedagogies that empower students while also reminding them of the trust placed in them as members of a democratic society; as we reflect on the intricate relationships between literacy and authority, between teaching and politics, between theory and practice; and as we greet one another in warm friendship and collegiality—we keep Jim Berlin’s spirit alive among us.

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

Meet in front of the Aquarium on the Riverfront side

Artists in Action presents The Art of NOYS Benefit Show
Tulane University, Kendall Cram Lecture Hall (213), LBC Building, —just a short streetcar ride from the conference area.
7:00 p.m.
Featuring national spoken word artists, the 2007 New Orleans Youth Slam Team, and members of the adult NO National Slam Team. Benefit is to raise money for the 2008 NOYS team to go to the Brave New Voices National Youth Slam competition in July in Washington, D.C.

Pre-sale tickets are $15, $25 dollars the night of the show.
Patricia Bizzell's voice is that of an entire generation of composition teachers and researchers, a voice CCCC members began to hear in the 1980s. It is a voice that continues to support and challenge us in 2008. She has published on basic writing, writing across the curriculum, cognition, contact zones, feminism, classical and contemporary rhetoric, social constructionism, and critical consciousness— influencing just about every disciplinary niche comprising our profession. In addition to her significant articles and review-essays, she is perhaps best known for five books: *Academic Discourse and Critical Consciousness* (1992), *Negotiating Difference: Readings in Multicultural American Rhetoric* (1995), *The Rhetorical Tradition: Readings from Classical Times to the Present* (2001), and *ALT/DIS: Alternative Discourses and the Academy* (2002). From the outset, she has sought to bring marginalized student groups to the front of our discussions. We see in the care with which she writes and speaks about teaching her commitment to negotiating difference, towards strongly egalitarian ends.

Professor Bizzell impresses us with how she positions and repositions herself in relation not only to what she is thinking but to what others have to say. As one nominator put it, “The essence of positioning is making clear where you stand and then listening for the differences in others’ positions that can help you move forward. In doing this, Pat’s scholarship in rhetoric and composition is exemplary, a model for all to follow.” To paraphrase another nominator: as a scholar, Pat doesn’t get stuck. She grows intellectually, adjusts her thinking in response to criticism, and changes her mind or refines her argument after listening to people. She engages in real scholarly dialogue, and she makes her intellectual growth public.

Professor Bizzell has always worked at a liberal arts college as a teacher of undergraduate students, especially basic writers. This is not an exemplar on a distant pedestal but a teacher-researcher-administrator who understands the daily realities of our work and who continually engages, with us, the issues that impact our teaching and the lives of our students. Her excellence as a teacher is evidenced in part by having brought her undergraduate students to our annual convention so that they could hear and participate in our conversations. Her active participation in CCCC meetings, her continuing presence among us, was a significant factor in her selection for this award.
As a leader, Professor Bizzell has served CCCC with exemplary service on the Nominating Committee and the Committee on Bibliography. Early in her career she also served on the NCTE Commission on Composition. She has supported CCCC for over twenty years by reviewing manuscripts for our journal, for NCTE’s College English, and for other important juried journals in our profession. She has enriched our annual conventions, generously delivering two dozen papers over the years, including in 2001 as a featured speaker.

Professor Bizzell’s influence on our profession outside of CCCC has been extraordinary as well. She is perhaps best known for her leadership of the Alliance of Rhetoric Societies, for which she has served as president of the Board of Directors, and the Rhetoric Society of America, whose members have elected her to its Board of Directors, then its president. For the National Council of Writing Program Administrators, Pat has served as a member of the Research Grant Committee and the Executive Committee. She also has held a three-year term on the Committee on Publications for the Modern Language Association.

Pat Bizzell’s work as a teacher, scholar, and leader in our profession, especially CCCC, merits not only our recognition but also our deep gratitude. Please join us in congratulating her.

Sessions Presented by Two-Year College Faculty

Wednesday Workshops

MW. 7 Dynamic Classrooms for Dynamic Learners: Guiding the Potential of Students with ADHD
W. 2 What Are the Realities of College-Level Writing in Two-Year Colleges—and Why Should We Even Ask?
AW.02 Writing Dreams into Realities: The Two-Year College WPA and Writing Program Administration Work

Wednesday Special Interest Group

Public Image of Two-Year Colleges: Hallmarks of Fame and Shame
6:30–7:30 p.m.
Concurrent Sessions Presented by Two-Year College Faculty

A.03  TYCA National Interview Project Uncovers Strategies for Righting the Realities of the Full-Time/Part-Time Ratio, High Composition Loads, and Limited Professional Development Opportunities
A.32  Writing in Spanish and English
B.42  Academic Honesty: Multiple Disciplines, Multiple Realities
D.11  National TYCA Interview Project: Drawing on Successful Programs to Right the Realities of Persistent Challenges in Teaching with Technologies (Onsite and Online)
E.25  Academic Gateways vs. Academic Gatekeepers: The Realities of Academic Literacy Issues in the Two-Year College
F.05  Administrating Realities: A Day in the Life of a Lead Instructor in the Two-Year College Setting
G.31  The One-Room School House: The Realities of Composition at a Community College
H.07  What Counts?: The Changing Realities of Scholarship
H.17  Blue Collar Reality: Working Class Students and Their Writing
I.24  Revision Blues: What Non-Traditional Students Really Do with Feedback on their Writing
J.06  Practicing Scholarship through Publication: Faculty Development and “Teaching English in the Two-Year College”
J.21  A Range of Realities: Addressing Composition II Students’ Needs
K.22  Taking Responsibility for Recreating, Renewing, and Sustaining WAC and Writing Centers: Findings of the TYCA National Research Initiative Interviews
L.06  Someone to Watch over Me: Changing Realities of Mentoring Teachers of Freshman Composition and Basic Writing at an Urban Community College
M.16  Blending Realities: Creating a Reality of Success for Students of Color
M.21  TYCA National Interview Project: Tapping Exemplary Two-Year College Assessment Practices to Rewrite Realities of Imposed Standards and Inadequate Program Support
O.11  The Online Writing Center at a Two-Year College: Accommodating New “Writing Realities”

Friday Special Interest Groups

TYCA Talks
Hilton, River, Conference Center
6:30–7:30 p.m.
Committee Meetings

CCCC Executive Committee
Tuesday, April 1, New EC Member Orientation 6:00–9:00 p.m.
Wednesday, April 2, 9 a.m.–5:00 p.m.
Hilton, Grand Ballroom A, First Floor
Chair: Cheryl Glenn

Committee on Assessment
Friday, April 4, 10:00 a.m.–Noon (Closed)
Hilton, Burgundy, First Floor
Co-Chairs: Larry McDoniel & Summer Smith Taylor

Committee on Best Practices for Online Writing Instruction
Friday, April 4, 9:00 a.m.–Noon (Closed)
Hilton, Newberry, Third Floor
Chair: Beth Hewett

Committee on Computers in Composition and Communication
Friday, April 4, 4:30–6:30 p.m. (Closed)
Hilton, Trafalgar, Third Floor
Chair: Cheryl Ball

Convention Concerns Committee
Saturday, April 5, Noon–1:00 p.m.
Hilton, Warwick, Third Floor
Co-Chairs: Akua Duku Anokye and Cheryl Glenn

Committee on Disability Issues
Friday, April 4, 9:30–10:45 a.m. (Open)
Hilton, Trafalgar, Third Floor
Chair: Cynthia Lewiecki-Wilson

Committee on Diversity
Thursday, April 3, 3:30–4:45 p.m. (Open)
Friday, April 4, 3:30–4:45 p.m. (Closed)
Hilton, Burgundy, First Floor
Chair: Joyce Irene Middleton
Committee on Intellectual Property
Thursday, April 3, 1:45–3:45 p.m. (Closed)
Hilton, Trafalgar, Third Floor
Chair: Karen Lunsford

Language Policy Committee
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Chair: Geneva Smitherman

Committee on the Major in Rhetoric and Composition
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Hilton, Warwick, Third Floor
Chair: Sandra Jamieson

Newcomers’ Orientation Committee
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Chair: Paul Puccio

Nominating Committee
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Hilton, Newberry, Third Floor
Chair: William DeGenaro

Committee on Preparing Teachers of Writing
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Chair: Freddy Thomas

Research Committee
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Hilton, Chart, Conference Center
Chair: Joanna Wolfe

Resolutions Committee
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Hilton, Burgundy, First Floor
Chair: Catherine Hobbs
Committee on the Roles of Faculty Status and Teaching Conditions in Academic Quality
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Hilton, Warwick, Third Floor
Chair: Jennifer Beech

Committee on Second Language Writing
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Doubletree, Melrose Suite, Fourth Level
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<td>Digital Research Ecologies: How Journal Web Sites Are Answering New Media’s Challenges</td>
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<td>A Convergence of Terms: Defining New/Digital/Multi/Modal Media</td>
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<td>Our Avatars, Ourselves: The Rhetoric of Identity in Role Playing Games</td>
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<td>Community, Controversy, and Connection: The Impact of the Web on Community Formation</td>
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<td>Where Everyone Knows Your Username: The Realities of Cyberspace as Third Space</td>
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K.17  Online Activism, Critical Thinking, and Identity Construction
K.18  Researching and Articulating Best Practices for Online Writing Instruction (OWI): CCCC Committee Investigations
L.13  Sound, Word, and World: The Intersection of Audio and Writing Studies
L.14  Multi-Modal Communication: Experts’ Advice on Visual Rhetoric
M.11  Electronic Portfolio Learning in Layers: Insights for Rhetoric and Composition about Reflective Learning, Integrative Learning, and General Education Outcomes from the Inter/National Coalition for Electronic Portfolio Research
M.12  What and Who Do ePortfolios Represent? The Changing Realities of Electronically Supporting, Documenting, and Assessing Learning and Teaching
N.11  The Compleat Hybrid Experience
N.12  Writing the Social and Material Spaces of Technology
O.11  The Online Writing Center at a Two-Year College: Accommodating New “Writing Realities”
O.12  YouTube U.: Home Video Goes to College
P.12  Digitize This!: Self Constructions in Blogs, ToolArmy, MySpace, and Hybrid Pop Culture Courses
P.13  Digital Diversity in the Composition Classroom: Technology Experiences of Nontraditional and Minority Students

107—Institutional and Professional
A.03  TYCA National Interview Project Uncovers Strategies for Righting the Realities of the Full-Time/Part-Time Ratio, High Composition Loads, and Limited Professional Development Opportunities
A.04  Challenge and Change: A Roundtable Discussion on Historically Black Colleges and Universities
A.05  Faculty WAC Portfolios: Documenting Literacy Change, Generating Institutional Critique
A.06  Writing beyond the Discipline: Alternative Strategies for “Making It” in Rhetoric and Composition
A.34  What Writing Teachers Do and Are
B.05  Writing Programs beyond the Border: Canadian and South African Perspectives
B.06  Whither English?
B.07  Articulating Realities and Working for Change: From Articulation Matrix to Teaching Commons
B.08  Changing the Realities of a Writing Program through Mentoring: Texts, Histories, and Collaborations
B.11  Creating an Interdisciplinary Model for Collaboration: Literacy Studies @ OSU
C.04  Changing Writing Assessment: Building Active Collaboration among High Schools and Two-year and Four-year Colleges
C.05  Doing the Right Thing: The Realities of the Untenured Professor
C.06  Shaping WPA Work I: Diachronic and Synchronic Perceptions of Writing Program Administration
C.07  Aristotle Meets Generation Y: Solving the High School/College Disconnect
C.36  Composing Engagement: Constructing Civic Identities
D.05  Federal Policies, Local Realities: Three Explorations of the Federal Role in Inscribing Writing Practices
D.06  Validity Evidence in Writing Assessment
D.07  WPA Work II: Ambiguity and Agentic Efforts
D.08  Exploring Race in Student Writing: Toward an Anti-racist, Critical Pedagogy for Pre-service Teachers
D.09  Material Realities and Institutional Constraints: WPAs Thinking Theoretically and Working Locally
D.38  Rewriting the Institutional Reality through a Common Reading Program
E.04  Internationalizing Composition: A Reality Check
E.05  Why I’ve Stayed, Why I’ve Strayed: Dealing with Mid-Career Fatigue with Rhet-Comp and the Cs
E.07  Changing Disciplinary Perspectives, Pedagogies, and Research Ethics
E.08  Perceptions of the Profession: New Members, “Contingent” Members, Outside Observers
F.04  Changing Collaborative Realities: Dissensus and Dialogue
F.05  Administrating Realities: A Day in the Life of a Lead Instructor in the Two-Year College Setting
G.04  How Three Compositionists Are Changing the Cultural Realities in Science and Engineering
G.05  Gatekeepers and Revolving Doors: Arguments about Access and the Realities of Retention
G.06  (Un)changing Realities: Grounding Our Narratives of the Profession in the Realities of Women’s Lives at the Margins
H.04  Perspectives on Assessment
H.05  Composing Rhetoric and Composition
H.06  The 1986 “Wyoming Resolution”: A Twenty Year Plus Retrospective
I.05  Exploring the Impact of Composition Pedagogy on the Learning Outcomes of Literature Graduate Students
I.06  A Conversation for and with Graduate Students: How to Get a Job at a Small College
I.07  The Changing Realities Facing the Two-Year College: Implementing a Mentoring Program
J.05  On Becoming a Teacher of Writing: Perspectives on Professional Development
J.06  Practicing Scholarship through Publication: Faculty Development and “Teaching English in the Two-Year College”
J.07  Changing Realities through the Creation of an Independent Writing Unit
K.05  Rhetorical Numeracy: Using WAC Pedagogy and Faculty Development to Establish Quantitative Reasoning across the Curriculum
K.06  Why Aren’t You Listening to Us?: Revising the Academic Conference
It’s Rhetoric! Integrating Writing, Speaking, and Image into the “Writing” Center

Think Tank for Newcomers Developing Papers and Sessions for CCCC 2009

Assessing a Developmental Writing Program: How Semantics, Non Sequiturs, and a History of Appeasement Led to Civil War

Someone to Watch over Me: Changing Realities of Mentoring Teachers of Freshman Composition and Basic Writing at an Urban Community College

Changing Realities and Creating WAC Synergies through Film: A Case Study of Institutional Embeddedness in Multiple Media

The Making of a Writing Teacher: How Writing Center Pedagogy Informs Writing Teacher Education

The Rhetorics of Administering Reality: How Writing Program Identities Emerge through Resistance

“Retrofitting” the Faculty: Helping Mainstream Composition and WAC/WID Instructors Work with Multilingual Writers

Locating Writing Program

Academic Freedom in the 21st Century: Teaching Writing in a Changed Reality

“The Ecstasy of Influence”: (Four Plagiarisms)

108—Language

Language Realities: Language Acquisition and Language Resistance in Classrooms with First- and Second-Language Writers

Yeah! We Speak English! The Impact of Language Attitudes on Identity

Deconstructing Familiar Labels and Rhetorics

Understanding Multilingualism in Student Writing

Changing our Writing Realities through Rhetorical Grammar Instruction

Rethinking Assumptions: Second Language English Users as Competent Rhetors

African American Vernacular in Classrooms, in the Academy, and in the World

Multilingual Students Constructing Themselves and Academic Literacies


109—Creative Writing

Teaching Adults by Writing about Work and Families

Trustworthy Readers: Appropriate Responses to Creative Writing

(Spoken) Words and Actions, Documentary and Performance

Diversity and Disorder: Mental Health Realities Demand a New Pedagogy . . . Is Creative Nonfiction an Answer?

Refocusing the Real: Creative Nonfiction in the Composition Classroom
E.23  Writing Selves: The Academy, Ethics, and Recovery  
H.17  Blue Collar Reality: Working Class Students and Their Writing  
J.18  Genres in Creative Writing: Journalism, Nonfiction, and Fan Fiction  
L.15  Writing to Change the World: The Role of Creative Nonfiction in Writing Programs  
N.13  What We Really Value in Contemporary Poetry  

110—Academic Writing  
A.37  Writing (Visually) Across the Curriculum: Disciplinary Realities and Rhetorics  
B.23  Beyond Words: Visual and Quantitative Literacies  
C.19  Complicating Our Understanding of Academic Writing  
D.26  Writing the Holocaust: Challenging Assumptions in the Contact Zone  
D.39  University as Text: Helping Non-Native Speakers “Read” the Culture  
E.21  The Reality of Writing: Alternative Perspectives of Turnitin.com  
F.17  “That shit is plagiarism by any definition”: Conceptualizing Cheating in an Academic Context  
G.17  Frames of Reference: Approaches to Teaching Academic Writing  
H.18  Redefining the Graduate Writing Experience in a Creole Continuum Context  
I.19  Rhetorical Grammar and the Realities of Academic Writing  
J.19  Academic Work as Work: Treating Reading and Writing as Material Practice  
K.20  Student Expertise and Knowledge Transfer: Teaching Research Writing in the First-Year Academic Writing Class  

111—Professional and Technical Writing  
A.19  Communicating to Help the Public: Technical Communication as a Catalyst for Change in National Weather Advisories, Environmental Regulation, and Health Care Information  
B.20  The Experience of Teaching Professional and Technical Writing in English to Russian Students  
B.21  Reporting the Realities of War  
C.21  Who Should Take This Drug? Marketing Heart Medicine Aimed at Black Patients  
D.27  Making the Transition from Student to Professional Writer  
E.24  Writing Academic Realities: Three Studies of Unexpected Genres  
F.18  Bodily (Un)Realities: Ethics and Medical Discourse(s)  
G.18  Preparing Writers for the Realities of Review in the Workplace  
H.19  The Scientific Construction of Political Reality  
I.20  Beyond the Lab Report: Science Writing and the Composition Classroom  
J.20  Gender, Diversity, and Professional Communication: Who We Are, What We Will Become  
K.21  Writing out of School: Composition Practices in the Hospital, the Prison, and the Psychiatrist’s Office  
L.16  Accessing OWLs: Writing Center Usability Testing with Blind and Low-vision Users  

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M.13 Genre in Context: Professional and Technical Documents in the Community
N.14 Science Writing: Ethics, Modalities, and Leadership
O.13 Global Considerations: Intercultural Rhetoric and Technical Communication
O.14 Simulation, Collaboration, and Communication: Pedagogy and Professional Writing
P.14 Documenting the Future: The Role of Technical Communicators in Constructing Critical Technologies

112—Community, Civic, & Public

A.01 Scientific Evidence in the Public Realm: Understanding How Scientific Discourse Helps Shape Our Culture
A.02 Community Literacy in Pre- and Post-Katrina New Orleans: Redefining Literacy as Hope
A.39 Writing Across the Community: Changing Writing Realities in a University-run Summer Writing Program for High School Youth
B.01 Tracing New Fronts: Realities of the Middle East
B.02 Creating Active (Not Reactive) Writing Program Policy
B.03 Paradigms, Patients, and Policy: Literacy and Language in Public Discourse
B.04 Senior Citizens Writing
B.37 Going Public: Can Teachers Find a Public Voice?
B.39 Patient Advocacy, Online Pathography, and Autism: Inquiries in Medical Rhetoric
C.01 After the Deluge: Post-doctoral Teaching Fellows Moving through, between, and beyond the Realities of Disaster
C.02 Whose Change? Realities of Public Communication
C.03 When Assessment Breaks Your Heart: Ethics and Empathy after Katrina
C.40 Rhetoric Matters: The Realities of Public Policy Writing
D.02 Service Courses, Service Workers: The Reality of Changing Reality
D.03 Writing Realities, Writing Cities: From the Motor City to the Big Easy
D.04 Picturing Democracy: Multimodal Rhetoric in the Public Sphere
E.01 Institutional, Community, and Classroom Conflict: A Campus Visit by President George W. Bush
E.02 Writing in Prison: Peer Tutors, Newspapers, and Literature
E.03 Writing in the Aftermath: Displacement, Grief, Loss, and Katrina
F.01 Sites of Civic Literacy: Designing and Sustaining College-Community Partnerships
F.02 Neutralizing Social, Political, and Institutional Realities through Theoretical Queering: A “Queer” Appropriation
F.03 “(Re)Charting the (Dis)Courses of Faith and Politics: Kenneth Burke’s Pentad, Sharon Crowley’s Toward a Civil Discourse, and Barack Obama’s “Pentecost 2006” Keynote Address
G.02 Not Just a Bullet on an Outcomes Statement: Taking Civic Literacy Seriously
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**Preconvention Activities**

**WEDNESDAY**

**April 2**

**REGISTRATION, 8:00 a.m.–6:00 p.m.**
Hilton, Exhibit Hall, Second Floor

**MEETING OF THE CCCC EXECUTIVE COMMITTEE**
Hilton, Grand Ballroom A, First Floor
9:00 a.m.–5:00 p.m.

**NCTE/NCATE Reviewers Training**
Hilton, Grand Salon A6, First Floor
9:00 a.m.–5:00 p.m.

**THE RESEARCH NETWORK FORUM**
Doubletree, International Ballroom, 16th Level
9:00 a.m.–5:00 p.m.

*Chair:* Risa P. Gorelick, Monmouth University, West Long Branch, NJ
*Co-Chair:* Norbert Elliot, New Jersey Institute of Technology, Newark
*Executive Committee:* Deanya Lattimore, Syracuse University, NY
Paul Butler, University of Nevada, Reno
Sally Chandler, Kean University, Union, NJ
Mark Sutton, Kean University, Union, NJ
Rob Lively Truckee, Meadows Community College, Reno, NV
Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis
Katherine V. Wills, Indiana University-Columbus
Lisa J. McClure, Southern Illinois University, Carbondale
Gina M. Merys, Creighton University, Omaha, NE
Janice R. Walker, Georgia Southern University, Statesboro
Brad Lucas, Texas Christian University, Ft. Worth
Vincent Casaregola, St. Louis University, MO
Paul Stabile, St. Louis University, MO

**ATTW MEETING**
Doubletree, Madewood A/B, Second Level
9:00 a.m. – 5:00 p.m.
CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION
Doubletree, Crescent B, 16th Level
1:30–5:00 p.m.

Poet-to-Poet Wednesday Event
Hilton, Prince of Wales, Second Floor
1:30 – 5:00 p.m.

Qualitative Research Network
Doubletree, Crescent A, 16th Level
1:30–5:00 p.m.

Intellectual Property in Composition Studies
Hilton, Versailles Ballroom, Third Floor
2:00–5:30 p.m.

Newcomers’ Orientation
Hilton, Kabacoff, Riverside
5:15–6:15 p.m.

WSIG.01 Public Image of Two-Year Colleges: Fame and Shame Awards
Hilton, Belle Chasse, Third Floor
6:30–7:30 p.m.

Master’s Degree Consortium of Writing Studies Specialists
Doubletree, Crescent B, 16th Level
6:30–8:30 p.m.

Learning from Our Histories: A Digital Archive of the Coalition of Women Scholars in the History of Rhetoric and Composition
Hilton, Grand Ballroom C, First Floor
6:30–8:30 p.m.
**Half-Day Wednesday Workshops**

*Note:* Each workshop has an enrollment limit of 50 unless otherwise 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 CONNECT-ing Realities:**
*From Initial Conversations on Common Outcomes for First-Year English to an Annual Composition Conference*

Hilton, Napoleon Ballroom, Third Floor

Co-Chairs: Evelyn Pezzulich, Bridgewater State College, MA
Debra Anderson, Bristol Community College, Fall River, MA

Speakers: Michael Olendzenski, Cape Code Community College, West Barnstable, MA, “The Email that Spawned a World of Change”
Patricia White, University of Massachusetts, Dartmouth
Linda Cohen, Massasoit Community College, Brockton, MA, “Changing Realities: From Outline to Online—Expanding Audience while Deepening the Writing Realities of Model Outcomes”
Anne Doyle, Bridgewater State College, MA, “CONNECTing through Writing Conferences”

**MW.2 Building a Communal Infrastructure for Undergraduate Rhetoric and Writing Studies (RWS)**

Hilton, Grand Ballroom B, First Floor

Chair: Janice Lauer, Purdue University, West Lafayette, IN

Facilitators: Greg Giberson, Oakland University, Oxford, MI
Jeremiah Dyehouse, University of Rhode Island, Kingston
Carlos Salinas, University of Texas, El Paso
Beth Brunk-Chavez, University of Texas, El Paso
Brian McNely, University of Texas, El Paso
Lucia Dura, University of Texas, El Paso

Speakers: Janice Lauer, Purdue University, West Lafayette, IN, “Historical Precedent and the Undergraduate Major in RWS”
Helen Foster, University of Texas, El Paso, “Supporting and Advancing the Research of Faculty, Graduate Students, and Undergraduate Students in RWS”
Wednesday, 9:00 a.m.–12:30 p.m.

Tom Moriarty, Salisbury University, MD, “Promoting the Undergraduate Major in RWS”
Michael Pennell, University of Rhode Island, Kingston, “Developing Opportunities for the Exchange of Ideas and Information for Professional Development, Curricula, Resources, Programs, Research, and Job Placement for Students”
Libby Miles, University of Rhode Island, Kingston, “Assisting in the Development and Evaluation of New Programs”
Tim Peeples, Elon University, NC, “Promoting Relationships with Professional Organizations, Policy Makers, Funding Agencies, and Other Groups”

MW.3 Changing Realities of Multilingual Students (Part I)
Hilton, Rosedown, Third Floor

Co-Chairs: Gita DasBender, Seton Hall University, Maplewood, NJ
Subarna Banerjee, Temple University, Philadelphia, PA
Speakers: Subarna Banerjee, Temple University, Philadelphia, PA, “Revisiting Reading in the Writing Class: A Grounded Approach”
Kevin DePew, Old Dominion University, Norfolk, VA, “Arbiter or Advocate? Training Writing Tutors for L2 Writers”
Rebecca Moore-Howard, Syracuse University, NY, “Preventing Plagiarism in L2 Writing”
Susan Miller-Cochran, North Carolina State University, Raleigh, “Preventing Plagiarism in LD Writing”
Gita DasBender, Seton Hall University, Maplewood, NJ, “Revisiting Writing in the L2 Classroom: How the Essay Liberates”
Talinn Phillips, Ohio University, Athens, “The Reality of L2 Writers in the Writing Center: Beyond NES Theories and Minimal Accommodations”
Myshie Pagel, El Paso Community College, TX, “Second Language Writers Navigating the Grammar Maze of Standard English”

MW.4 Using Grounded Theory in Composition Studies
Hilton, Grand Salon A4, First Floor

Speakers: Joyce Neff, Old Dominion University, Norfolk, VA, “History of Grounded Theory and Applications in Writing Studies”
Kerrie Farkas, Millersville University, PA, “Coding Methods”
Beth Vincelette, Old Dominion University, Norfolk, VA, “Coding Methods”
Christina Haas, Kent State University, OH, “Publishing Grounded Theory Research”
Jay Jordan, University of Utah, Salt Lake City, “Publishing Grounded Theory Research”
Wednesday, 9:00 a.m.–12:30 p.m.

MW.5 Out of the Classroom into the Streets: Community-based Ethnographic Research in Composition and Basic Skills Courses
Hilton, Grand Salon A3, First Floor
Speakers: Beth Counihan, Queensborough Community College/CUNY, Bayside, NY
Jan Ramjerdi, Queensborough Community College/CUNY, Bayside, NY
Nancy-Laurel Pettersen, Queensborough Community College/CUNY, Bayside, NY
Belle Gironda, Queensborough Community College/CUNY, Bayside, NY
Trikartikaningsih Byas, Queensborough Community College/CUNY, Bayside, NY
Julia Carroll, Queensborough Community College/CUNY, Bayside, NY

MW.6 Changing Writing Realities: Toward a Sustainable Approach to Composition for WPAs and Writing Instructors
Hilton, Grand Salon C16, First Floor
Chairs: Margaret Ervin, West Chester University, PA
Hyoejin Yoon, West Chester University, PA
Karen Fitts, West Chester University, PA
Chris Teutsch, West Chester University, PA
Victoria Tischio, West Chester University, PA
Deirdre Pettipiece, University of the Sciences, Philadelphia, PA

MW.7 Dynamic Classrooms for Dynamic Learners: Guiding the Potential of Students with ADHD
Hilton, Grand Salon B9, First Floor
Chairs: Jill Hinckley, Landmark College, Putney, VT
Sara L. Glennon, Landmark College, Putney, VT

MW.8 The New Writing Classroom: Current Pedagogies and Practices of On-Line/Hybrid Learning
Hilton, Magnolia, Third Floor
Speakers: Erik Nelson, Arcadia University, Glenside, PA, “How a Writing Teacher Teaches: Purposes of Technology in a Writing Classroom”
Jennifer Matisoff, Arcadia University, Glenside, PA, “How a Writer Learns: Technology and Composition”
Sandra Hordis, Arcadia University, Glenside, PA, “What a Writer Does: On-Line Learning in Professional Writing Classrooms”
MW.9 Professional Identity and Development: Realities of Digital Composing
Hilton, Jasperwood, Third Floor
Facilitator: Elizabeth A. Monski, Northern Michigan University, Marquette
Speakers: Matt Barton, St. Cloud State University, MN
Sarah Wangler, Northern Michigan University, Marquette
Jen Almjeld, Bowling Green State University, OH
Kristine L. Blair, Bowling Green State University, OH
Florence Elizabeth Bacabac, Bowling Green State University, OH
LaNette Cadle, Missouri State University, Springfield
Christopher S. Harris, University of Louisiana at Monroe
Dorothy Dodge Robbins, Louisiana Tech University, Ruston
Robin Goertz, Louisiana Tech University, Ruston
Elizabeth A. Monski, Northern Michigan University, Marquette

MW.10 Writing Across the Curriculum: Linking Programs and Assessment
Hilton, Grand Salon C18, First Floor
Facilitators: Daniela Rodriguez, Texas A&M International University, Laredo, “Creating a Writing Program Based on Writing Across the Curriculum Models”
Bernice Sanchez-Perez, Texas A&M International University, Laredo, “Assessing First-Year Writing Program”
Lila Lisa Canizales, Texas A&M International University, Laredo, “Creating a Senior Capstone Course Based on Writing Across the Curriculum Strategies”
Deborah Scaggs, Texas A&M International University, Laredo, “Overview of Writing Across the Curriculum Model”
Speakers: Wanda Creaser, Texas A&M International University, Laredo, “Writing Across the Curriculum: Scholars Alliance Leadership Team”
Ellen Barker, Texas A&M International University, Laredo, “Assessing Impact of Scholars Alliance Leadership Team”

MW.11 Making It “Real”: New Developments in Peer Review and Collaborative Faculty Grading in the Composition Classroom
Hilton, Grand Salon D19, First Floor
Speakers: Sophie Bradford, University of Central Arkansas, Conway, “Theoretical Grounding of Collaborative Activities”
Jennifer Deering, University of Central Arkansas, Conway, “Peer Letter Review Activity”
Lisa Mongno, University of Central Arkansas, Conway, “Collaborative Faculty Grading Activity”
Wednesday, 9:00 a.m.–12:30 p.m.

MW.12 Where Are We Going, Where Have We Been?: Reinventing Realities in Creative Writing Pedagogy
Hilton, Grand Salon D22, First Floor

Raj Mankad, University of Houston, TX, “Workshop Pedagogy: Old and New Models”
Tamara Fish, University of Houston, TX, “Responding to Student Writing: Workshop Pedagogies, Creative and Comp”
Julie Chisolm, California Maritime Academy, Vallejo, “Responding to Student Writing”
Kate Schmitt, University of Houston, TX, “Revision and Compilation of Student Work”
Miah Arnold, University of Houston, TX, “Revision and Compilation of Student Work”

MW.13 What’s Queer Got to Do With It?
Hilton, Grand Salon D21, First Floor

Speakers: Jacqueline Rhodes, California State University, San Bernardino
Nels Highberg, The University of Hartford, CT
Michael Faris, Oregon State University, Corvallis
Jonathan Alexander, University of Cincinnati, OH
Moderator: Gregory Zobel, College of the Redwoods, Eureka, CA

MW.14 Collaboration and the Writing Workshop
Hilton, Grand Salon D24, First Floor

Co-Chairs: Christine Dvornik, University of California, Santa Barbara
Patrick Ewing, University of California, Santa Barbara

Speakers: K.J. Peters, Loyola Marymount University, Los Angeles, CA
Laurence Dumortier, Loyola Marymount University, Los Angeles, CA
Ali Meghdadi, Loyola Marymount University, Los Angeles, CA
Amy Ross, Louisville High School, Woodland Hills, CA
Rebecca Cantor, Claremont Graduate University, CA
Mary Stroud, Loyola Marymount University, Los Angeles, CA
Derrick Fernando, Loyola Marymount University, Los Angeles, CA
MW.15  Rubrics as Localized Realities: Strategies for Identifying and Strengthening Relationships between Assessment Tools and Program Identities
Hilton, Oak Alley, Third Floor
Chair: Lee Nickoson-Massey, Bowling Green State University, OH
Speakers: Donna Nelson-Beene, Bowling Green State University, OH, “Reality Check: Seeing Our FY Composition Rubric through New Eyes”
Elizabeth Fleitz, Bowling Green State University, OH, “Assessing Identities: Writing Program Textbook Choice as Marker of Program Assessment Goals”
Brittany Cottrill, Bowling Green State University, OH, “Assessing Identities: Writing Program Textbook Choice as Marker of Program Assessment Goals”
Abbey Kanzig, Bowling Green State University, OH, “Assessing Identities: Writing Program Textbook Choice as Marker of Program Assessment Goals”
Ruijie Zhao, Bowling Green State University, OH, “Reading the General Studies Rubric from the Perspective of ESL”
Jeremy Schnieder, Bowling Green State University, OH, “Attending to Stakeholders’ Needs: (Re)Situating General Studies Writing Assessment”
Meredith Graupner, Bowling Green State University, OH, “Attending to Stakeholders’ Needs: (Re)Situating General Studies Writing Assessment”

MW.16  Team Grading: Changing Classroom Realities
Hilton, Melrose, Third Floor
Speakers: Bob Mayberry, California State University, Channel Islands, Camarillo, CA, “Our Process”
Stacey Anderson, California State University, Channel Islands, Camarillo, CA, “Our Data”
Clifton Justice, California State University, Channel Islands, Camarillo, CA, “Exercise: Student-Teacher Relations”
Kathleen Klompien, California State University, Channel Islands, Camarillo, CA, “Faculty Relations”
John Guelcher, California State University, Channel Islands, Camarillo, CA, “Program Goals and Criteria”
Wednesday, 9:00 a.m.–5:00 p.m.

All-Day Wednesday Workshops
9:00 a.m.–5:00 p.m.

W.1 Using the CCCC Position Statement on Writing Assessment to Guide Assessment Practices: An Individualized Consultation Workshop
Hilton, Jefferson Ballroom, Third Floor

Chairs: Bob Broad, Illinois State University, Normal
Tom Cameron, Olympic College, Bremerton, WA
Susanmarie Harrington, Indiana University, Purdue University, Indianapolis, IN
Lawrence McDoniel, St. Louis Community College at Meramec, MO
Summer Taylor, Clemson University, SC

Facilitators: Chris Anson, North Carolina State University, Raleigh
David Blakesley, Purdue University, West Lafayette, IN
William Condon, Washington State University, Pullman
Brian Huot, Kent State University, OH
J. L. McClure, Kirkwood Community College, Cedar Rapids, IA
Lisa J. McClure, Southern Illinois University, Carbondale
Peggy O’Neill, Loyola College, Baltimore, MD
Edward M. White, University of Arizona, Flagstaff
Carl Whithaus, University of California–Davis
Maja Wilson, Ludington High School, MI
Kathleen Blake Yancey, Florida State University, Tallahassee

W.2 What Are the Realities of College-Level Writing in Two-Year Colleges–and Why Should We Even Ask?
Hilton, Belle Chasse, Third Floor

Chair: Karla Brown, Hawkeye Community College, Waterloo, IA
Speakers: Karla Brown, Hawkeye Community College, Waterloo, IA
Patrick Sullivan, Manchester Community College, Canterbury, CT
Howard Tinberg, Bristol Community College, MA
Leslie Roberts, Oakland Community College, Ann Arbor, MI
John Mitchell, Oakland Community College, Ann Arbor, MI
Chris Dixon, Tidewater Community College, Virginia Beach, VA
Kelly Anthony, Ozarks Technical Community College, Springfield, MO
Esther DiMarzio, Kishwaukee College, Sycamore, IL
Linda Houston, Ohio State Agricultural Technical Institute, Wooster
Larry McDoniel, St. Louis Community College, Meramec, MO
Carol Luvert, Hawkeye Community College, Cedar Falls, IA
W.3 First-Year Composition as Writing Studies: Implementing a Writing-about-Writing Pedagogy
Hilton, Grand Salon B12, First Floor
Facilitators: Doug Downs, Utah Valley State, Orem
Elizabeth Wardle, University of Dayton, OH
Kathleen Blake Yancey, Florida State University, Tallahassee
Shannon Carter, Texas A&M-Commerce
M. Elizabeth (Betsy) Sargent, University of Alberta, Edmonton, Canada
Barbara Bird, Taylor University, Upland, IN
Suelynn Duffy, University of Missouri-St. Louis
Debra Frank Dew, University of Colorado at Colorado Springs

W.4 Basic Writing after the Storm: Changing Reality in the Classroom and Beyond
Hilton, Grand Salon C13, First Floor
Co-Chairs: Kathleen Baca, Doña Ana Community College, Las Cruces, NM
Susan Naomi Bernstein, LaGuardia Community College, Long Island City, NY
Speakers: Ken Rayes, University of New Orleans, LA, “Writing after ‘the Storm’: The Changing Realities of Teachers and Students of Basic Writing after a Traumatic Event”
Deborah Alvarez, University of Delaware, Newark, “Writing after ‘the Storm’: The Changing Realities of Teachers and Students of Basic Writing after a Traumatic Event”
Sarah Debaucher, University of New Orleans, LA, “Writing after ‘the Storm’: The Changing Realities of Teachers and Students of Basic Writing after a Traumatic Event”
Mark McBeth, John Jay College of Criminal Justice/CUNY, New York, NY, “Learning Literacy by Studying Literacy”
Kristina Beckman-Brito, Central Arizona College, Apache Junction, AZ, “Learning Literacy by Studying Literacy”
Deborah Mutnick, Long Island University, Brooklyn, NY, “Creating a National Database about Basic Writing Programs, Students, and Faculty”
Rebecca Mlynarczyk, Kingsborough Community College and the Graduate Center, CUNY, Brooklyn, NY, “Creating a National Database about Basic Writing Programs, Students, and Faculty”
Karen Uehling, Boise State University, ID, “Creating a National Database about Basic Writing Programs, Students, and Faculty”
Facilitator: Greg Glau, Arizona State University, Tempe
Wednesday, 9:00 a.m.–5:00 p.m.

W.5  **Writing Center Realities**
Hilton, Grand Ballroom C, First Floor

**Co-Chairs:** Kevin Dvorak, St. Thomas University, Miami Gardens, FL
Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL

**Speakers:**
Michele Eodice, University of Oklahoma, Norman, “Tutors as Writers: Action Research for Peace”
Nathalie U. Singh-Corcoran, West Virginia University, Morgantown, “The Best Tutors of Writing Are Writers Themselves: Using the National Writing Project to Build and Sustain Tutor Training and Professional Development”
Sherri Winans, Whatcom Community College, Bellingham, WA, “Improving Two-Year College Writing Center Realities”
Tammy Conard-Salvo, Purdue University, West Lafayette, IN, “Sustaining Writing Center Technologies through User-Centered Design: Improving Websites and OWLs”
Lisa Zimmerelli, University of Maryland-University College, Adelphi, MD, “Beyond Time and Place: Multimedia Tools for Online Writing Centers”
Robert Rundquist, Chaffey College, Rancho Cucamonga, CA, “Can You Talk the Talk to Walk the Walk?: Utilizing Institutional Decision-making Language and Processes to Affect Real Change in Higher Education Writing Centers”
Allison Smith, Yeshiva University, New York, NY, “Mapping Writing Center Realities for Change”
Mary Wislocki, Seton Hall, South Orange, NJ, “Creative-and-Positive Leadership in Times of Lean”
Jennifer Wells, Mercy High School, Burlingame, CA, “When the Levee Holds: Navigating the River between College and Secondary School Writing Centers”
Beth Burmester, Georgia State University, Atlanta, “Changing Realities, Changing Assessment, Assessing Change of Writing Center Identities, Real and Virtual”
Beth Godbee, University of Wisconsin-Madison, “Teaching for Social Justice in the Writing Center: How to Make the Ideal Real”
Harry Denny, St. John’s University, Staten Island, NY
Wednesday, 9:00 a.m.–5:00 p.m.

W.6  Rhetoricians for Peace: Reading and Writing about Violence
Hilton, Marlborough A, Second Floor
Chair: William H. Thelin, University of Akron, OH
Speakers: Gae Lyn Henderson, University of Utah, Salt Lake City
Heather Bruce, University of Montana, Missoula
Marsha Lee Baker, Western Carolina University, Cullowhee, NC
Georgia Williams, California State University, Fresno
Jane Mikoni, Pennsylvania State University–Harrisburg
Randy Cauthen, California State University, Dominguez Hills, Carson
Harriet Malinowitz, Long Island University–Brooklyn, NY
Sarah Jane Sloane, Colorado State University, Fort Collins
Rebecca Jones, University of Tennessee at Chattanooga
Marlia Banning, University of Colorado, Boulder

W.7  Writing the Changing Realities of Earth:
Practices and Issues for Teachers of Nature Writing
Hilton, Grand Salon C15, First Floor
Facilitators: Christine Cusick, Seton Hill University, Greensburg, “Eco-Writing and Eco-Criticism”
Christine Flanagan, University of the Sciences in Philadelphia, PA, “Intersections: Environmental Writing and Ecocriticism”
Eilzabeth J. Giddens, Kennesaw State University, Marietta, GA, “Nature Writing and Current Ecological Science”
Edwina L. Helton, Indiana University, East Richmond, “Designing a Nature Writing Workshop”
Linda E. Holt, Belmont University, Nashville, TN, “Nature Writing and Current Ecological Science”
Missy-Marie Montgomery, Springfield College, MA, “Designing a Nature Writing Literature Course”
Elizabeth Hodges, Virginia Commonwealth University, Richmond, “Nature Writing for Change: Reading Globally, Writing Locally”

W.8  Course Management Systems:
A Viable Reality in the Composition Classroom
Hilton, Elmwood, Third Floor
Chair: Davina Hunt, United States Military Academy, West Point, NY
Facilitators: Andrea VanVorhis, Owens Community College, Findlay, OH
Karen Peirce, United States Military Academy, West Point, NY
Dennis Jerz, Seton Hill University Greensburg, PA
Speakers: Janelle Weiss, University of Michigan-Flint
Justin Platt, United States Military Academy, West Point, NY
Mike Edwards, United States Military Academy, West Point, NY
Wednesday, 9:00 a.m.–5:00 p.m.

W.9  **Facing Reality: Progressive Approaches to Grammar, Error, and Effective Writing**  
Hilton, Grand Salon B10, First Floor  
*Chair:* Peter Adams, Community College, Baltimore, MD  
*Speakers:* Loretta Gray, Central Washington University, Ellensburg  
Rei R. Noguchi, California State University, Northridge  
Craig Hancock, SUNY, Albany  
Deborah F. Rossen-Knill, University of Rochester, NY  
Sharon A. Myers, University of Southern California, Los Angeles

W.10  **Reflection as Rhetorical Art and Practice**  
Hilton, Steering Room, Conference Center  
*Chair:* Joonna Trapp, Northwestern College, Orange City, Iowa, “Invitation to Reflection”  
*Facilitators:* Bruce Novak, Northern Illinois University, DeKalb, “Reflection as ‘Being the Change’: The Growth of Ethos and the Depth of Persuasion”  
Amy Heckathorn, California State University Sacramento, CA, “From Scribble to Structure: Reflective Journaling to Build Writing Programs and the Faculty that Sustain Them”  
Jenn Diamond, Bucks County Community College, Newtown, PA, “Laughing in Levittown: Women’s Humor Workshop”  
Paul Puccio, Bloomfield College, Bloomfield, NJ, “Coming to Reflection”  
Carl Vandermeulen, Northwestern College, Orange City, IA, “Negotiating the Risks of Free Speech in the Writing Classroom”  
*Speakers:* Lois Agnew, Syracuse University, New York, “Reflective Roots”  
Kathleen Blake Yancey, Florida State University, Tallahassee, “More Than Useful: The Uses (and Values) of Reflection, in School and in Life”

W.11  **The Invention of Reality**  
Hilton, Grand Salon B7, First Floor  
*Chair:* Laura Julier, Michigan State University, East Lansing  
*Speakers:* Jeff Grabill, Michigan State University, East Lansing, “Invention and Community Activism”  
William Jennings, University of Iowa, Iowa City, “Object, Gesture, and Transaction”  
Nancy DeJoy, Michigan State University, East Lansing, “Reading and Writing Invention”  
Jason Wirtz, Michigan State University, East Lansing, “Authorial’ Identity and Invention”  
Sarah Arroyo, California State University Long Beach, “Practicing Heuristic Invention”
Katherine Fischer, Clarke College, Dubuque, Iowa, “Dreaming the Mississippi: Invention and Survival after Katrina”
Scott Reed, University of Georgia, Athens, “Burke’s Pentad: The Video Game”
Maria Bruno, Michigan State University, East Lansing, “Invention and Memory”
Leonora Smith, Michigan State University, East Lansing, “Invention in Daily Life”
Laura Julier, Michigan State University, East Lansing, “Invention and Truth Telling”

W.12  Student Voices and Sites of Production for Electronic Written, Aural, Visual Expressions
(E-WAVE) (LIMIT 35)
Off-site

Co-Chairs:  Dickie Selfe, The Ohio State University, Columbus
Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge

Facilitators:  Phill Alexander, Michigan State University, East Lansing, MI, “‘It’s What You Like, Not What You ARE Like:’ Composing the Self”
Rebecca Wilson Lundin, Penn State University, University Park, PA, “Designing Multimodal Teaching Portfolios”
Shawn Apostel, Michigan Technological University, Houghton, “YouTube your I-Search: Online Multimodal Research Presentations”
Patricia Freitag Ericsson, Washington State University, Pullman, “Multimodal Realities: Transforming the Essay”
George Jensen, University of Arkansas at Little Rock, “Using Open Source E-Portfolios to Assess a B.A. Program”
Susan H. Delagrange, The Ohio State University, Columbus, “Mapping Social Space”
Lee Carleton, University of Richmond, VA, “Diving into the Digital: Composition, Class, and Creativity”
Joe Essid, University of Richmond, VA, “Inventing Worlds: Adding Experiential Learning and Multi-Modal Assignments to Gen-Ed Lit Courses”

The entire staff of LSU’s Communication Across the Curriculum (CxC) program will be facilitating and presenting at sessions during this day-long workshop.
Wednesday, 9:00 a.m.–5:00 p.m.

W.13  **(Post) Institutionalized Feminism: Defining the “F-word”**
      Sponsored by the Committee on the Status of Women in the Profession

Hilton, Grand Ballroom D, First Floor

**Co-Chairs:** Stephanie Morgan, University of North Carolina–Chapel Hill
Kirsti Cole, Arizona State University, Tempe

**Roundtable Leaders:** Risa Applegarth, University of North Carolina–Chapel Hill
Lori Jacobs, University of Texas at Arlington
Cambria Stamper-Santana, Arizona State University, Tempe
Kolette Draegan, Gavilan College, Gilroy, CA
Carine M. Mardorossian, SUNY, Buffalo
Jennifer Fallas, Bridgewater State College, MA
S. Morgan Gresham, University of South Florida, St. Petersburg
Cassandra Fetters, University of Kentucky, Lexington
Elizabeth Allen Rutgers, The State University of New Jersey, Camden
Layne Craig, The University of Texas at Austin
Allison Gross, University of Washington, Seattle
Emily Hoeflinger, Texas A&M University, College Station
Half-Day Wednesday Workshops
Afternoon: 1:30–5:00 p.m.

AW.1 Proceed with Caution: Working With and Working On Inter-trans-cross-national-institutional-global-cultural Writing Research
Hilton, Napoleon Ballroom, Third Floor
Chair: Cinthia Gannett, Loyola College in Maryland, Baltimore
Speakers: Cinthia Gannett, Loyola College in Maryland, Baltimore
Tiane Donahue, University of Maine, Farmington
John Brereton, The Boston Athenaeum, Boston, MA
Mary Deane, Coventry University, UK
Chris Anson, North Carolina State University, Raleigh
Marty Townsend, University of Missouri, Columbia
Joan Mullin, University of Texas, Austin
Terry Zawacki, George Mason University, Fairfax, VA

AW.2 Writing Dreams into Realities: The Two-Year College WPA and Writing Program Administration Work
Hilton, Grand Salon D19, First Floor
Chair: Joseph Janangelo, Loyola University, Chicago
Speakers: Jeffrey Klausman, Whatcom Community College, Bellingham, WA, “Mapping the Terrain: Faculty Expectations of WPA Work in the Two- and Four-Year College”
Sonja Andrus, Collin College, McKinney, TX, “Change Is Hard, But Stagnation Is Harder: Another TLC Life Lesson for WPAs”
Jeff Andelora, Mesa Community College, AZ, “WPA by Committee: A Model for Two-Year Colleges”
John Heyda, Miami University, Middletown, OH, “Divvied-up WPA Work and the Would-be WPA”
Shelley Rodrigo, Mesa Community College, AZ, “Working with the Invisibles: Training and Professional Development for Part-Time Faculty”
Tim N. Taylor, Eastern Illinois University, Charleston, IL, “Models for Professional Development at Teaching-focused Institutions: Collaborative Learning for the Realities of Teaching”
Susan Miller-Cochran, North Carolina State University, Raleigh, “Rethinking Assumptions about Graduate Student Preparation”
AW.3  Changing Realities of Multilingual Students: Special Issues and Topics in Second Language Writing (Part II)

Hilton, Rosedown, Third Floor

Co-Chairs:  Steve Simpson, University of New Hampshire, Dover
Fify Juliana, Arizona State University, Tempe

Speakers:  Kathryn Nielsen-Dube, Merrimack College, Andover, MA, “(Re)Inventing the Writing Center and WAC: A Vision of L2 Empowerment through Diversity, Alliances, and Inclusion”
Michelle Cox, Bridgewater State College, MA, “(Re)Inventing the Writing Center and WAC: A Vision of L2 Empowerment through Diversity, Alliances, and Inclusion”
Jill Swavely, Temple University, College of Education, Philadelphia, PA, “Developing or Constraining Multilingual Writers?: Redesigning Curricula to Expand Writing Possibilities”
Elisabeth Kramer, University of New Hampshire, Durham, “Using Feedback: Techniques to Encourage Students’ Adaptation and Incorporation of Teacher-written Commentary”
Steve Simpson, University of New Hampshire, Dover, “Experiential Writing Assignments for the Multilingual Writing Class”
Angela M. Dadak, American University, Washington, D.C., “Understanding and Explaining English in the Writing Center”
Fify Juliana, Arizona State University, Tempe, “ESL ‘Stretch’ Program for Basic Writers: The Longer, the Better?”
Edmund Jones, Seton Hall University, Orange, NJ, “Using the Interpretation Game to Promote Class Discussion in Mixed L1–L2 Classrooms”

AW.4  Enhancing Marketing and Public Relations to Support Literacy and Writing

Hilton, Grand Salon C18, First Floor

Speakers:  Joyce Kinkead, Utah State University, Logan, “Setting the Context”
Virgil Renzulli, Arizona State University, Tempe, “Zen of PR: Challenging some of the Basic Assumptions of Public Relations”
William Condon, Washington State University, Pullman, “A Writing Program Reports on its Public Relations Successes”
AW.5  Creating and Revamping Majors in Writing and Rhetoric  
Hilton, Grand Ballroom B, First Floor  
Facilitators: Deborah Balzhiser Morton, Texas State University, San Marcos  
Susan McLeod, University of California, Santa Barbara  
Barbara L’Eplattenier, University of Arkansas, Little Rock  
Barry Maid, Arizona State University, Mesa  
Sandra Jamieson, Drew University, Madison, NJ

AW.6  WPA-NMA Workshop:  
Developing a Toolkit for a Culture of Assessment  
Hilton, Grand Salon A4, First Floor  
Speakers: Linda Adler-Kassner, Eastern Michigan University, Ypsilanti, “Setting the Stage: Assessment and Public Policy”  
Brian Huot, Kent State University, OH, “Creating a Culture for Assessment”  
Joseph Janangelo, Loyola University, Chicago, IL, “Participating in Public Discourse”  
Darsie Bowden, DePaul University, Chicago, IL  
Shirley Rose, Purdue University, West Lafayette, IN  
Linda Bergmann, Purdue University, West Lafayette, IN  
Dominic DelliCarpini, York College of Pennsylvania

AW.7  Developing a Usable Framework for Teaching Technical and Professional Writing  
Hilton, Melrose, Third Floor  
Chairs: Nancy Allen, Eastern Michigan University, Ypsilanti  
Steve Benninghoff, Eastern Michigan University, Ypsilanti  
Dan Riordan, University of Wisconsin-Stout, Menomonie  
Margaret Morgan, University of North Carolina, Charlotte  
Sandy Dorley, Conestoga College, Kitchener, Ontario, Canada  
Michael Moore, Michigan Tech, Houghton  
Kathryn Northcut, University of Missouri-Rolla
AW.8  Reality Check: Toward a Pedagogy of Ebonics for Composition Classrooms
Hilton, Grand Salon D22, First Floor
Chair: Geneva Smitherman, Michigan State University, East Lansing
Facilitators: Terry Carter, Southern Polytechnic State University, Marietta, GA
          Victoria Cliett, Henry Ford Community College, Dearborn, MI
          Austin Jackson, Michigan State University, East Lansing
          Raven Jones, Michigan State University, East Lansing
          Rashidah Muhammad, Governors State University, University Park, IL
          Elaine Richardson, Ohio State University, Columbus
          Denise Troutman, Michigan State University, East Lansing
          David Kirkland, New York University, NY

AW.9  Latino/a Teachers, Researchers, Mentors, and Collaborators
Hilton, Grand Salon C16, First Floor
Chair: Cecilia Rodriguez Milanes, University of Central Florida, Orlando
Facilitators: Itzi Meztli, Slippery Rock University, PA
           Cristina Kirklighter, Texas A&M University-Corpus Christi
           Renee Moreno, California State University, Northridge
           Damian Baca, Michigan State University, East Lansing
           Ahimsa Bodhrán, Michigan State University, East Lansing
           Ivonne Lamazares, University of Central Florida, Orlando
           Elena Perez-Mirabal, Miami Dade College, FL
           Dora Ramirez-Dhoore, Boise State University, ID
           Gail Okawa, Youngstown State University, OH

AW.10  Survivance, Sovereignty, and Story:
        Teaching American Indian Rhetorical Texts
Hilton, Magnolia, Third Floor
Facilitators: Joyce Rain Anderson, Roger Williams University, Bristol, RI
             Lisa King, University of Kansas, Lawrence
             Qwo-Li Driskill, Michigan State University, East Lansing
             Malea D. Powell, Michigan State University, East Lansing
             Angela Marie Haas, Michigan State University, East Lansing
             Rose Gubele, Washington State University, Pullman

AW.11  Queer Composition Strategies:
        Accounting for the Complex Realities of LGBT Writers
Hilton, Grand Salon D24, First Floor
Speakers: Catherine Fox, St. Cloud University, MN, “Queering ‘Safe Spaces’ for LGBT Students”
Shaun Harris, Johnson County Community College, Overland Park, KS, “Classroom Climate and LGBT Students: The Instructor as Ally in the Composition Classroom”

Kami Day, Johnson County Community College, Overland Park, KS, “The Role of Language in Creating Reality: Choosing Words that Include LGBT Students in the Composition Classroom”

Kellie Fischer, Spokane Falls Community College, WA, “In and Out of the Classroom: Extending the ‘Safe Zone’ for LGBT Students into the Greater College Community and Beyond through Campus-wide Workshops”

Barbara Williamson, Spokane Falls Community College, WA, “In and Out of the Classroom: Extending the ‘Safe Zone’ for LGBT Students into the Greater College Community and Beyond through Campus-wide Workshops”

**AW.12 Because I Said So: Negotiating Power, Coercion, and Silence in a Writing Program**

Hilton, Grand Salon D21, First Floor

*Chair:* Roseanne Gatto, St. John’s University, Queens, NY

*Speakers:* Bill Marsh, CUNY, Queens, NY

Octavia Davis, St. John’s University, Queens, NY

Stella Apostolidis, Nassau County Community College, Garden City, NY

Thomas Philipose, St. John’s University, Queens, NY

Tara Roeder, St. John’s University, Jamaica, NY

**AW.13 Revealing and Preserving Our Local Histories: Archiving as a Tool for Access**

Hilton, Jasperwood, Third Floor

*Chair:* Robert Schwegler, University of Rhode Island, Kingston

*Speakers:* Katherine E. Tirabassi, Keene State College, NH, “Creating an Archive at the University of New Hampshire”

Amy A. Zenger, American University of Beirut, Lebanon, “Creating an Archive at the University of New Hampshire”

Cinthia Gannett, Loyola College of Maryland, Baltimore, “Creating an Archive at the University of New Hampshire”

John C. Brereton, Boston Athenaeum, MA, “Creating an Archive at the University of New Hampshire”

Michelle Niestepski, North Eastern University, Boston, MA, “Research Using Materials in NACR”

O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT, “A Year in Review: The National Archive of Composition and Rhetoric”

Robert Schwegler, University of Rhode Island, Kingston, “The Local Is National in Archive Research”
AW.14  **What Is Cultural Rhetorics?:**
**A Collaborative Definition of an Emerging Field**
Hilton, Oak Alley, Third Floor

*Facilitator:* Malea Powell, Michigan State University, East Lansing
*Speakers:*
  - Malea Powell, Michigan State University, East Lansing, “Cultural Rhetorics as an Interdiscipline”
  - Rochelle Harris, Central Michigan University, Mt. Pleasant, “Teaching the History of Rhetoric from a Cultural Rhetorics Perspective”
  - Kim Lee, Michigan State University, East Lansing, “Understanding Music as a Cultural Rhetoric”
  - Terese Guinsatao Monberg, Michigan State University, East Lansing, “Cultural Rhetorics and Asian American/Filipino American Studies in Comp/Rhet”
  - Joyce Irene Middleton, East Carolina University, Greenville, “Cultural Rhetorics and African American Rhetorics”
  - Octavio Pimentel, Texas State University in San Marcos, “Cultural Rhetorics and Composition Studies”

AW.15  **Writing Is a Serious Game:**
**Improvisation as Exploration and Performance**
Hilton, Grand Salon A3, First Floor

*Facilitators:*
  - Marvin Diogenes, Stanford University, CA
  - Doree Allen, Stanford University, CA
  - Jenn Fishman, University of Tennessee, Knoxville
THURSDAY

April 3

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

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

EXHIBITS, 10:00 a.m.–6:00 p.m.
Hilton, Exhibit Hall, Second Floor

Nominating Committee
Hilton, Burgundy, First Floor
10:00 a.m.–Noon

Photo courtesy of NOMCV
Thursday, 7:00 a.m.–6:00 p.m.

Opening General Session
Hilton, Grand Ballroom A/B, First Floor

8:30–10:00 a.m.

Presiding: Charles Bazerman, Program Chair/CCCC Associate Chair, University of California, Santa Barbara
Greetings: T. R. Johnson, Local Arrangements Chair, Tulane University, New Orleans, LA
Kathleen Blake Yancey, NCTE President, Florida State University, Tallahassee
Eric Bateman, San Juan College, Farmington, NM

• Scholars for the Dream—2008 Recipients
  Qwo-Li Driskill, Michigan State University, East Lansing: D.14
  Crystal M. Hills, Georgia State University, Atlanta: C.22
  Donna Hunter, Stanford University, CA: M.01
  Aja Y. Martinez, University of Arizona, Tucson: E.37
  Natalie A. Martínez, Arizona State University, Tempe: I.15
  Leslie D. Norris, Rappahannock Community College, Glenns, VA: O.18
  Kathryn Ortiz, University of Arizona, Tucson: E.37
  Andrea Osteen, California State University, Fresno: D.30
  Melissa Berry Pearson, University of South Carolina, Columbia: A.04
  Staci M. Perryman-Clark, Michigan State University, East Lansing: E.36

• Scholars for the Dream Travel Award Committee
  Chair: David Holmes, Pepperdine University, Malibu, CA
  Dwedor Ford, Winston-Salem State University, NC
  Asao Inoue, California State University-Fresno
  Kendall Leon, Michigan State University, East Lansing

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—2008 Recipients
  J. James Bono, University of Pittsburgh, Pennsylvania
  Rasha Diab, University of Wisconsin, Madison
  Hyechong Park, Ohio State University, Columbus
  Kate Vieira, University of Wisconsin, Madison

• Chairs’ Memorial Scholarship Award Committee
  Chair: Mike Matthews, Tarrant County College NW Campus, Fort Worth, TX
  Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge
  Clyde Moneyhun, Stanford University, CA
  Irwin Weiser, Purdue University, West Lafayette, IN

To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of $750 each to help cover the costs of four graduate students who are presenting at the annual conference. Full-time graduate students whose presentations were selected through the regular peer review process are eligible for these scholarships.

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.
Patricia Bizzell, winner of the 2008 CCCC Exemplar Award, will speak.

Exemplar Award Committee
Chair: Lynn Troyka, Queensborough Community College, (emerita), Bayside, NY
Zan Meyer Goncalves, Franklin Pierce College, Rindge, NH
Erika Lindemann, University of North Carolina, Chapel Hill
Sharon Mitchler, Centralia College, WA
Paul Puccio, Bloomfield College, NJ

Previous Award Winners:
  2007 Peter Elbow  1998 Janice Lauer
  2006 David Bartholomae  1997 Ann E. Berthoff
  2005 Erika Lindemann  1996 Edward P. J. Corbett
  2004 Jacqueline Jones Royster  1995 James L. Kinneavy
  2003 Win Horner  1994 Andrea Lunsford
  2002 Art Young  1993 Richard Ohmann
  2001 Lynn Q. Troyka  1992 Janet Emig
  2000 Muriel Harris  1991 Richard Lloyd-Jones
  1999 Geneva Smitherman
Thursday, 8:30–10:00 a.m.

**Chair’s Address**

**THURSDAY**

**8:30–10:00 a.m.**

**Representing Ourselves**

With whom do you believe your lot is cast? / from where does your strength come? / I think somehow, somewhere / every poem of mine must repeat those questions / which are not the same.

—Adrienne Rich

During last year’s CCCC Convention in New York City, Cheryl Glenn joined nearly 4,000 attendees in celebrating—and interrogating—the rich diversity of identities represented by both teachers and students. Whether based on culture, nationality, ethnicity, race, sexuality, or ability, whether fluid, stable, hybrid, regional, inter/trans/national, linguistic, online, inscribed, or ignored, whether rightly or wrongly ascribed, identities are constructed and deconstructed through the very same rhetorical arts that have long energized our profession, a profession dedicated to composition and communication. Reading, writing, speaking, listening, and silence constitute the rhetorical elements of our understanding and misunderstanding, of our connection and disconnection, and of the CCCC.

In her 2008 CCCC Chair’s Address, “Representing Ourselves,” Cheryl will speak to issues of identity, the rhetorical arts, and the ways identity and rhetoric might best be fused for representing our profession. As several former CCCC Chairs have pointed out, our coming together to represent ourselves remains an abiding issue. Keith Gilyard (2000) prodded us to make our discussions about identity “serve a critical, democratic project,” because, “we have a lot to solve.” Duku Anoyke (2007) reported that many CCCC members questioned our organization’s commitment to social and civic responsibility and called for the construction of a “public voice” that can be leveraged for political power. And Kathi Yancey (2004) reminded us that “we have a moment.” So in that moment, Cheryl wants to consider the rich possibilities of coalescing and “composing ourselves” (Andrea Lunsford, 1989). After all, state, local, and federal agencies, political pundits, and cultural critics are eager to do that for us: to compose and represent us, our students, our classrooms, our outcomes, and our profession.

As a result of bad decisions made at home and in Washington, D.C. (from the growing reliance on contingent labor and disinvestment of education at all levels to the reauthorization of No Child Left Behind and the bureaucratic recovery programs that have hindered the rebuilding of New Orleans), we do indeed have a moment, a
critical moment for considering the most strategic way to represent ourselves and to consider our public voice. Now is an opportunity for us to enlarge our conception of who “we” are, to intensify our affinities, and to determine our collective capacity to shape public and political dialogue having to do with language, learning, literacy, writing; in short, with composition and communication. This is the moment for us to represent the diversity of our individual selves collectively—and strategically—as the CCCC.

Cheryl Glenn is Liberal Arts Research Professor of English and Women’s Studies and co-director of the Center for Democratic Deliberation at The Pennsylvania State University, where she teaches and learns with an extraordinarily talented and productive group of rhetoric and composition colleagues and students. Before moving to Penn State, she taught at Oregon State University, where she earned a number of research and teaching awards and established the Center for Teaching Excellence. In the summers, she teaches courses in rhetoric and writing at the Bread Loaf School of English, a summer graduate program especially geared to secondary-school teachers.

Cheryl’s scholarly work focuses on histories of women’s rhetorics and writing practices, contexts and processes for the teaching of writing, and inclusionary rhetorical practices and theories. Her many scholarly publications include Rhetoric Retold: Regendering the Tradition from Antiquity through the Renaissance (Best Book/Honorable Mention from the Society for the Study of Early Modern Women), Unspoken: A Rhetoric of Silence (CHOICE Outstanding Academic Title), Rhetorical Education in America, The St. Martin’s Guide to Teaching Writing, The Writer’s Harbrace Handbook, Making Sense: A Real-World Rhetorical Reader, and The Harbrace Guide for College Writers. With Shirley Wilson Logan, she coedit the Southern Illinois University Press series, “Studies in Rhetorics and Feminisms.” Cheryl’s rhetorical scholarship has earned her three fellowships from the National Endowment for the Humanities (NEH), the Richard Braddock Best Article of the Year Award from College Composition and Communication, and an Outstanding Article Award (shared) from Rhetoric Review. Her classroom teaching has earned her four teaching awards. In addition to serving as Chair of CCCC, she fills a variety of leadership roles on committees, task forces, and commissions at Penn State as well as for the National Council of Teachers of English, the Coalition of Women Scholars in the History of Rhetoric and Composition, the Modern Language Association, Rhetoric Society of America, CCCC, and NEH.
A Sessions
10:30–11:45 a.m.

Featured Session

Marvalene Hughes,
Dillard University, New Orleans
Hilton, Grand Ballroom A/B,
First Floor

Chair: Gaurav Desai, Tulane University, New Orleans, LA

Marvalene Hughes serves as the ninth and first woman president appointed to lead Dillard University in New Orleans, a historically black, four-year, comprehensive liberal arts college established in 1869. Dr. Hughes began her tenure as president of Dillard University on July 1, 2005. Her leadership has been most profound, as she guides the university through transformation towards new heights, following the effects of the nation’s most devastating natural and human disaster, precipitated by Hurricane Katrina.

Community, Civic & Public

A.01 Scientific Evidence in the Public Realm: Understanding How Scientific Discourse Helps Shape Our Culture

Hilton, Grand Salon A6, First Floor

Chair: Denise Tillery, University of Nevada, Las Vegas

Speakers: Eric Leake, University of Louisville, KY, “Rhetoric and Body Counts: The Lancet Iraq Casualty Reports”
Susan Garcia, University of Nevada, Las Vegas, “Exploring the Means of Peddling Potions”
Denise Tillery, University of Nevada, Las Vegas, “Ethos, Scientific Authority, and Popular Discourse on the Environment”
Thursday, 10:30–11:45 a.m.

**Community, Civic & Public**

**A.02 Community Literacy in Pre- and Post-Katrina New Orleans: Redefining Literacy as Hope**
Hilton, Jefferson Ballroom, Third Floor
Chair: John Warnock, University of Arizona, Tucson
Speakers: Michael Moore, Michigan Technological University, Houghton, “Contexts for Community Literacy: What We Can Learn in New Orleans”
Susan Weinstein, Louisiana State University, Baton Rouge, “Youth Spoken Word Poetry in a Changed Landscape”

**Institutional and Professional**

**A.03 TYCA National Interview Project Uncovers Strategies for Righting the Realities of Full-Time/Part-Time Ratio, High Composition Loads, and Limited Professional Development Opportunities**
Doubletree, International Ballroom, 16th Level
Chair: Leslie Roberts, Oakland Community College, Farmington Hills, MI
Speakers: David Lydic, Austin Community College, TX, “Righting the Realities: Strategies to Reduce the Over-reliance and Exploitation of Adjunct Faculty in Two-Year Colleges”
Lois Powers, Fullerton College, CA, “Achieving a Necessary Balance: Strategies for Easing the Composition Load For Two-Year College Faculty”
Thursday, 10:30–11:45 a.m.

Institutional and Professional

A.04 Challenge and Change: A Roundtable Discussion on Historically Black Colleges and Universities
Hilton, Grand Salon D21, First Floor

Chair: Shevaun Watson, University of South Carolina, Columbia

Speakers: Shevaun Watson, University of South Carolina, Columbia, “HBCUs Then and Now: What We Can Learn”
Susan Jarratt, University of California, Irvine, “Historically Black Colleges in Transnational Perspective”
Sandra Young, Columbia College, SC, “The Segregated Classroom: Writing Instruction in South Carolina’s HBCUs in the 1950s”
Melissa Pearson, University of South Carolina, Columbia, “Service Learning, HBCUs, and Challenges for Writers Who Are Considered Underprepared”
Karen Keaton Jackson, North Carolina Central University, Durham, “A Position of Power: Writing Tutors and Increasing Retention Rates for Students of Color”
Karen Rowan, Morgan State University, Baltimore, MD, “Writing at the Center: Examining Institutional Spaces for Writing”

Institutional and Professional

A.05 Faculty WAC Portfolios: Documenting Literacy Change, Generating Institutional Critique
Hilton, Fountain, Third Floor

Chair: Jessica Yood, Lehman College/CUNY Bronx, NY

Speakers: Marcie Wolfe, Lehman College/CUNY Bronx, NY
Elaine Avidon, Lehman College/CUNY Bronx, NY
Jessica Yood, Lehman College/CUNY Bronx, NY

Institutional and Professional

A.06 Writing beyond the Discipline: Alternative Strategies for “Making It” in Rhetoric and Composition
Hilton, Grand Salon A3, First Floor

Chair: Carrie Leverenz, Texas Christian University, Fort Worth

Speakers: Amy Goodburn, University of Nebraska-Lincoln, “Making It Up as I Go Along: Administration, Motherhood, and Models for Scholarship”
Donna LeCourt, University of Massachusetts-Amherst, “Combating Mid-Career Malaise: Is Activist Pedagogy Possible after Administration?”
Carrie Leverenz, Texas Christian University, Fort Worth, “In Need of Remediation: A Writing Teacher Learns to Write New Media”
A.07 Presentations or Representations of Chinese Rhetoric?: Past and Present
Hilton, Grand Salon B7, First Floor
Chair: LuMing Mao, Miami University, Oxford, OH
Speakers: C. Jan Swearingen, Texas A&M University, College Station, “Representing Rhetorical History: The Challenge of China”
Arabella Lyon, University at Buffalo, SUNY, “Four Ways of Looking at Ancient Chinese Texts”
Sue Hum, University of Texas at San Antonio, “Four Ways of Looking at Ancient Chinese Texts”
Hui Wu, University of Central Arkansas, Conway, “Changing the Reality of Research in Chinese Rhetoric”

A.08 New Perspectives on Revision: Discourse and Practice
Hilton Grand Salon A4, First Floor
Chair: Christy Desmet, University of Georgia, Athens
Speakers: Deborah Miller, University of Georgia, Athens, “Prompting Revision, or Talking the Talk”
June Griffin, University of Nebraska, Lincoln, “Prompting Revision, or Talking the Talk”
Christy Desmet, University of Georgia, Athens, “Practicing Revision, or Walking the Walk”
Beth Beggs, University of Georgia, Athens, “It’s All in the Delivery: Podcasts and Revision Practices”

A.09 How to Get from Here to There: Research on Student Writers’ Self-Assessment, Reflection, and Goal-Setting
Hilton, Grand Salon B9, First Floor
Chair: Vicki Tolar Burton, Oregon State University, Corvallis
Speakers: Tracy Ann Robinson, Oregon State University, Corvallis, “Charting Their Own Course as Writers: A Study of Writing-intensive Students’ Self-Assessment and Goal-Setting at Start of Term”
Vicki Tolar Burton, Oregon State University, Corvallis, “Charting Their Own Course as Writers: A study of Writing-intensive Students’ Self-Assessment and Goal-Setting at start of Term”
Carmen Werder, Western Washington University, Bellingham, “The Metaphors We Write By: A Study of Student Self-authored Metaphors”
Thursday, 10:30–11:45 a.m.

History

A.10 Studies in Historiography
Hilton, Marlborough A, Second Floor

Chair: Leslie Werden, Morningside College, Sioux City, IA


Daniel M. Gross, University of California, Irvine, “Active Listening, Passive Voices: Gendered Legacies in the History of Rhetoric”

Heather Camp, Minnesota State University, Mankato, “Chasing the Eel: Defining ‘Writing Development’ Past and Present”

Nancy Myers, University of North Carolina at Greensboro, “The Historical Realities of Composition Narratives: Archival Research as Changing Metaphors”

History

A.11 Revisionist Views on the History of Rhetoric
Hilton, Grand Salon B12, First Floor

Chair: Liane Robertson, Florida State University, Tallahassee

Speakers: Brandon Lee Miller, Chadron State College, NE, “Reading History, Writing Rhetoric: The Curious Place of Homiletics in ‘Histories of Rhetoric’”

Shane Borrowman, University of Nevada, Reno, “The Islamization of Aristotle: Arab Commentators and the Logic of ‘Rhetoric’ and ‘Poetics’”

M. Wade Mahon, University of Wisconsin-Stevens Point, “How did Elocution become Elocution?: Reshaping the Relationship between Style and Delivery in Eighteenth-Century Rhetoric”

History

A.12 Construction Cites: Building a Field
Hilton, Grand Salon C15, First Floor

Chair: John Brereton, The Boston Athenaeum, MA

Speakers: Marjorie Roemer, Rhode Island College, Providence, “Teachers Teaching Teachers: The National Writing Project”

Russel Durst, University of Cincinnati, OH, “Edward Corbett and the ‘Revival of Rhetoric’”

Lucille Schultz, University of Cincinnati, OH, “‘The Archival Turn’: Its Genesis and Effects in our Histories of Writing Instruction”
Theory

Hilton, Jasperwood, Third Floor

Chair: Ken Baake, Texas Tech University, Lubbock
Speakers: Fountain T. Kenny, University of Minnesota, Minneapolis, “Whole-Body Gifts: Epideictic Display and Anatomy Memorial Services”
Fawn Musick, Texas Tech University, Lubbock, “Making Meanings through Visual Rhetoric in the Medical School Cadaver Lab”
Derek Ross, Texas Tech University, Lubbock, “Sociopolitics and Dam Tourism: Glen Canyon and Hoover Dam as Recreational Areas”
Ryan Hoover, Texas Tech University, Lubbock, “Scientists, Visual Rhetoric, and Grant Applications: Striking a Balance between Simplicity and Effectiveness”

A.14 It Is Written: Inscribing Realities in Local Sites of Generative Conflict
Hilton, Rosedown, Third Floor

Chair: Martin Nystrand, University of Wisconsin-Madison
Speakers: Martin Nystrand, University of Wisconsin-Madison, “A Perspectival Model of Influence and Refraction”
Matthew Capdevielle, University of Wisconsin-Madison, “Factional Refraction: Generative Conflict in the ‘Writing Wars’ at the University of Wisconsin-Madison, 1993–94”
Timothy Laquintano, University of Wisconsin-Madison, “Wish me luck, or laugh at me”
Jacqueline Preston, University of Wisconsin-Madison, “Resisting, Refracting, and Redesigning: An Ethnographic Study of a Neighborhood Food Pantry”

A.15 Cognitive Science and Scientific Research for Composition Studies
Hilton, Grand Salon C13, First Floor

Chair: Scott Gage, Florida State University, Tallahassee
Speakers: Olivia Walling, University of California, Santa Barbara, “Writing in a Technological System: The Reality of ‘Scientific’ Research”
Brian McNely, University of Texas at El Paso, “Theorizing Recursion: A Multi-disciplinary Approach”
Information Technologies

A.16 Disrupting the New Order: Resistance to Evolving Web Standards
Hilton, Grand Salon D24, First Floor

Chair: Ruth Kistler, Florida State University, Tallahassee
Speakers:
- Daren Allison Young, University of Oklahoma, Norman, “Towards a Rhetorical Theory of Hypertextual Pastiche”
- Patrick Corbett, University of Louisville, KY, “‘If I Can’t Find It on Google, I Don’t Need It’: A Usability Study of Digital Library Research Habits of First-Year Composition Students”
- Jill Parrott, The University of Georgia, Athens, “‘I’ll Google It!’: How Collective Wisdom is Changing Search Ideology and the Rhetorical Canon”

Information Technologies

A.17 Writer’s Space: Utilizing Heuristics, Multimodality, and Blogging to Illustrate Circulation of Writing Realities
Hilton, Elmwood, Third Floor

Chair: Max Shelton, Independent Scholar, Winnfield, LA
Speakers:
- Joe Hardin, University of Western Kentucky, Bowling Green

Language

A.18 Language Realities: Language Acquisition and Language Resistance in Classrooms with First- and Second-Language Writers
Hilton, Grand Salon D22, First Floor

Chair: Kate Mangelsdorf, University of Texas-El Paso
Speakers:
- Isabel Baca, University of Texas-El Paso, “Learning and Resisting Academic English: What Do the Students Think?”
- Myshie Pagel, University of Texas-El Paso, “Learning and Resisting Academic English: Problematizing the Notion of ‘Error’”
- Kate Mangelsdorf, University of Texas-El Paso, “Learning and Resisting Academic English: Spanglish as Alternative Discourse”
Thursday, 10:30–11:45 a.m.

Professional and Technical Writing

A.19 Communicating to Help the Public: Technical Communication as a Catalyst for Change in National Weather Advisories, Environmental Regulation, and Health Care Information
Hilton, Prince of Wales, Second Floor
Chair: Pinfan Zhu, Texas State University, San Marcos
Speakers: Libby Allison, Texas State University, San Marcos, “The Perfect Words: How the Reality of Storm Disasters Changed the Language of National Weather Service Advisories”
Miriam Williams, Texas State University, San Marcos, “Documentation and Civic Participation: How the Reality of Pollution Changed Environmental Inspections and Monitoring”

Creative Writing

A.20 Teaching Adults by Writing about Work and Families
Doubletree, Madewood B, Second Level
Chair: Kara Taczak, Florida State University, Tallahassee
Speakers: Barbara Gleason, City College of New York, NY, “Autobiographic Writing and Academic Literacy: Lessons from a Working Adult Program”
Duane Roen, Arizona State University, Mesa, “Developing a Degree and Community Outreach Program in Writing Family History”

Creative Writing

A.21 Trustworthy Readers: Appropriate Responses to Creative Writing
Doubletree, Crescent A, 16th Level
Chair: Eric Stalions, Augusta State University, GA
Speakers: Ryan Solomon, University of Wisconsin, Madison, “In Search of Copia: A Rhetorical Approach to Creative Writing”
Rebecca Block, University of Louisville, KY, “Finding Readers You Trust: Creative Writers Talk about Feedback”
Brian Fallon, St. John’s University, Queens, NY, “Psychotic Episodes, Troubling Texts, Responsible Pedagogy”
Thursday, 10:30–11:45 a.m.

Composition/Writing Program

A.22 Overcoming Institutional Constraints in WAC Assessment
Hilton, Magnolia, Third Floor
Chair: Celest Martin, University of Rhode Island, Kingston
Speakers: Lisa Johnson-Shull, Washington State University, Pullman, “Wine Tasting as a Metaphor: Rubrics, Aroma Wheels, and Other Frameworks for Noticing”
Gwen Gray Schwartz, Mount Union College, Alliance, OH, “Assessing WAC Realities: Possibilities at Small Liberal Arts Colleges”
Jeff Jablonski, University of Nevada, Las Vegas, “12 Angry Colleagues: Strategies for Managing the Writing Task Force and Changing Perceptions about Writing at the University Level”

Composition/Writing Programs

A.23 Technological Transformations: Distance Education and Writing Centers
Hilton, Napoleon Ballroom, Third Floor
Chair: Antony Ricks, Florida State University, Tallahassee
Speakers: Tammy Conard-Salvo, Purdue University, West Lafayette, IN, “Listening to Revise: Mainstream Uses of Text-to-Speech Software in the Writing Center”
John M. Spartz, Purdue University, West Lafayette, IN, “Listening to Revise: Mainstream Uses of Text-to-Speech Software in the Writing Center”
JoAnn Griffin, University of Louisville, KY, “Understanding Online Realities: Evaluating the Tablet PC for Online Writing Center Consultations”
JoAnne Liebman, University of Arkansas at Little Rock, “Decreasing the Distance in Distance Ed: Teaching First-Year Composition Online”
Sue Dinitz, University of Vermont, Burlington, “Transforming Writing Centers, Transforming Our World: The Promise of Universal Design”

Composition/Writing Programs

A.24 2007 Survey of Doctoral Programs in Rhetoric and Composition
Hilton, Belle Chasse, Third Floor
Chair: Jason Thompson, University of Arizona, Tucson
Speakers: Jason Thompson, University of Arizona, Tucson, “A Voice in the Wilderness: Graduate Students in Rhetoric Speak”
Theresa Enos, University of Arizona, Tucson, “Seven Years Later: The 2007 Rhetoric and Composition Doctoral Program Survey”
Stuart Brown, New Mexico State University, Las Cruces, “Once More to the Breech: What Rhetoric and Composition Look Like Today”
Practices of Teaching Writing

A.25 Reading and Writing Virtual Realities: Computer Games and Writing Instruction
Hilton, Versailles Ballroom, Third Floor
Chair: Douglas Eyman, George Mason University, Fairfax, VA
Speakers: David Menchaca, Washington State University, Vancouver
Joanna Phillips, Auburn University, AL
Phill Alexander, Michigan State University, East Lansing
Christopher Ritter, Washington State University, Pullman
Stephanie Vie, Fort Lewis College, Durango, CO
Daniel Griffin, University of Arizona, Tucson

A.26 Writing Realities and the Intercultural Classroom: Embracing the Identities of African American Women, Alaskan Natives, and Chinese Students to Change Realities in the Composition Classroom
Hilton, Oak Alley, Third Floor
Chair: Deirdre Pettipiece, University of the Sciences, Philadelphia, PA
Speakers: Juanita Comfort, West Chester University, PA, “Writing Realities and the Discursive Practices of African American Women”
Shannon Gramse, University of Alaska, Anchorage, “Writing Realities, Multiple Rhetorics, and Alaska Native Student Writers”
William Lalicker, West Chester University, PA, “Writing Realities, Cultural Myths, and Chinese EFL Student Writers”

A.27 Gettin’ Schooled in the Groove: Songwriters in the Classroom and Center
Hilton, Kabacoff, Conference Center
Chair: Bonnie Smith, Belmont University, Nashville, TN
Speakers: Bonnie Smith, Belmont University, Nashville, TN, “No Lonesome Tune: What Might We Learn from Professional Song Writers”
Cynthia Cox, Belmont University, Nashville, TN, “Cultivating Dreams and Visions: Songwriting Workshops in the Writing Center and the Comp Classroom”
Jan Harris, Belmont University, Nashville, TN
Amy Hodges Hamilton, Belmont University, Nashville, TN, “Radically Revising the Center and the Classroom”
Thursday, 10:30–11:45 a.m.

*Practices of Teaching Writing*

**A.28 Designing Relevant and Responsible Writing Instruction**
Hilton, Grand Salon C16, First Floor
Chair: Natalie Szymanski, Florida State University, Tallahassee
 Speakers: Connie Sirois, Nicholls State University, Thibodaux, LA, “Does Writing Really Matter? A Student Exploration”
Rachel Breneman, University of Tennessee at Chattanooga, “Use or Abuse: Is Critical Pedagogy a Form of Liberal Indoctrination?”
Tom Thompson, The Citadel, Charleston, SC, “Rubrics: Realities and Responsibilities”

**A.29 Exposing Some Basic Realities:**
A Conversation about BW Strategy from Portfolios and Stretch Courses to Studios and Mainstreaming
Hilton, Grand Salon B10, First Floor
Chair: Kathleen DeVore, Minneapolis Community and Technical College, MN
Speakers: Gill Creel, Minneapolis Community and Technical College, MN, “Critical Literacy in the BW Classroom”

**A.30 Inscribing Reflective, Organizational, and Public Realities:**
Problems and Solutions
Doubletree, Crescent B, 16th Level
Chair: Ashley Patriarca, Virginia Tech, Blacksburg
Speakers: Daniel Lawson, Virginia Tech, Blacksburg, “Using Teacher Journals and Reflective Prompts to Further the Use of Reflective Inquiry”
Megan O’Neill Fisher, Virginia Tech, Blacksburg, “Rhetoric and Communication in Undergraduate Leadership Courses”
Brian Gogan, Virginia Tech, Blacksburg, “Mailing Letters to Editors: An (Un)Realistic Venture into the Public Sphere?”
Practices of Teaching Writing

A.31 Ecocomposing in the FYC Classroom: Writing in the Service of Advocacy and Sustainability
Hilton, Grand Salon C18, First Floor

Chair: Joseph Bartolotta, Iowa State University, Ames
Speakers: Callae Frazier, Iowa State University, Ames, “Personalizing Place: Narrative as a Conduit to Ecocomposing”
Londie Martin, Iowa State University, Ames, “Visualizing Place: Seeing and (Un)Earthing Perspectives”
Joseph Bartolotta, Iowa State University, Ames, “From Logs to Blogs: Inviting Local Ecological Advocacy to the Web”

Practices of Teaching Writing

A.32 Writing in Spanish and English
Hilton, Grand Salon D19, First Floor

Chair: Leslie Yoder, Southwestern College, Chula Vista, CA
Speakers: Dennis Selder, Southwestern College, Chula Vista, CA
Esther Alonso, Southwestern College, Chula Vista, CA
Noreen Maddox, Southwestern College, Chula Vista, “Learning Communities: Linking Home Language and Standard English”

Practices of Teaching Writing

A.33 Articulating High School to College Writing Instruction
Doubletree, Madewood A, Second Level

Chair: Rory Lee, Florida State University, Tallahassee
Speakers: Valerie Reimers, Southwestern Oklahoma State University, Weatherford, “College and High School Writing: A Conversation about Intersecting Responsibilities”
James Warren, University of Texas at Austin, “First-Year College Writing and the Advanced Placement English Language Exam: How a High School/College Partnership Affected Exam Performance”
Janice Giddings, University of Texas at Austin, “First-Year College Writing and the Advanced Placement English Language Exam: How a High School/College Partnership Affected Exam Performance”
Kathryn Bell, Spring Arbor University, MI, “Enhancing Writing Instruction through Sustained, Collaborative, Classroom-focused Professional Development”
Thursday, 10:30–11:45 a.m.

**Institutional and Professional**

**A.34 What Writing Teachers Do and Are**

Hilton, Newberry, Third Floor

Chair: Rebecca Skinner, Florida State University, Tallahassee

Speakers: Sarah Innerst-Peterson, California Polytechnic State University, Pomona, “I Should Have Been a Dentist: Revisiting and Reinaugurating Teaching Practices Spanning Three Generations”

Melanie Lee, Ohio University, Athens, “Rhetorical Roulette: Does Writing Faculty (Over)Load (Dis)Enable Effective Response to Student Writing?”

Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL, Reality: Teacher/Scholar/Leader

Joseph Harris, Duke University, Durham, NC, “Dead Poets and Wonder Boys: Writing Teachers in the Movies”

**Theory**

**A.35 Genre for Social Action**

Hilton, Port, Conference Center

Chair: Amy Devitt, University of Kansas, Lawrence

Speakers: Amy Devitt, University of Kansas, Lawrence, “Genres for Social Action”

Anis Bawarshi, University of Washington, Seattle, “Why Uptake Matters”

Carolyn R. Miller, North Carolina State University, Raleigh, “Political Blogging as Social Action”

Chris Berg, North Carolina State University, Raleigh, “Political Blogging as Social Action”

Mary Jo Reiff, University of Tennessee, Knoxville, “Petitioning for Social Change: Genre as Site for Public Intervention”

Angela Jones, Western Kentucky University, Bowling Green, “Rescue Me: Internet Discussion Boards and Animal Rescue”

Christopher Minnix, University of Arizona, Tucson, “Rethinking Transnational Publics from the Perspective of Genre: Human Rights NGOs and the Sponsorship of Activist Discourse”

Ann M. Feldman, University of Illinois at Chicago, “Genre and Partnership in Community-based Organizations”

Tosh Tachino, Iowa State University, Ames, “Negotiating Social Change: A Case for Intermediary Genres”

Anthony Paré, McGill University, Montreal, Quebec, Canada, “Genre Analysis as Faculty Development”


Heather Bastian, University of Kansas, Lawrence

Brenton Faber, North Carolina State University, Raleigh, “Conformity/Mutation: Genre and the Problem of Social Change”
History

Doubletree, Nottoway A, Second Level
Chair: Henrietta Rix Wood, University of Missouri-Kansas City
Speakers: Kristin Huston, University of Missouri-Kansas City, “‘Through the Looking Glass’: Victorian Photography and the Fetish of Girlhood”
Henrietta Rix Wood, University of Missouri-Kansas City, “Writing and Picturing Girls at Miss Barstow’s School, 1901–1920”
Katie Manning, University of Missouri-Kansas City, “A Model of One’s Own: Validation for the Writing Practices of Young College Women”

Academic Writing

A.37 Writing (Visually) Across the Curriculum: Disciplinary Realities and Rhetorics
Hilton, Ascot, Third Floor
Chair: Donna Qualley, Western Washington University, Bellingham
Speakers: Amanda Hill, Western Washington University, Bellingham, “Mapping Visual Rhetoric and Interdisciplinary Realities in Freshman Composition”
Bridget Ruetenik, St. Ambrose, Davenport, IA, “Disciplinary Rhetorics and the Semiotic Landscape of Casualties in Iraq”
Nicole Brown, Western Washington University, Bellingham, “Shifting Possibilities, Responsibilities and Relationships in Visual Genres Across the Curriculum”

Theory

A.38 If He Could See Us Now: The Changing of Aristotelian Rhetoric to Change Today’s Reality
Doubletree, Rosedown A, Second Level
Chair: Patricia Roberts-Miller, University of Texas at Austin
Speakers: Debbie J. Williams, Abilene Christian University, TX, “Deliberative/Destructive: Confusing ‘Good’ and ‘Unworthy’ in Contemporary Socio-Political Rhetoric”
Beth Huber, Western Carolina University, Cullowhee, NC, “Blurring the Lines of Judicial Deliberation: Forensic Rhetoric and the ‘Media Circus’”
Marsha Lee Baker, Western Carolina University, Cullowhee, NC, “Truth and Lies: War and Politics in Ceremonial Discourse”
Thursday, 10:30–11:45 a.m.

Community, Civic & Public

A.39 Writing Across the Community: Changing Writing Realities in a University-Run Summer Writing Program for High School Youth
Hilton, Steering, Conference Center

Co-Chairs: Rebekah Buchanan, Temple University, Philadelphia, PA
Jennifer Maloy, Temple University, Philadelphia, PA

Speakers: Rebekah Buchanan, Temple University, Philadelphia, PA, “From the Ground Up: Creating a Community of Writers”
Jennifer Maloy, Temple University, Philadelphia, PA, “Composing Realities: How High School Students Use Creative Writing to Examine, Critique, and Change Their Lived Experience”
Ryan Witt, Temple University, Philadelphia, PA, “Tutoring Practice: Bridging Realities, Forming Communities”

Practices of Teaching Writing

A.40 Rebuilding Pedagogy for Realities in Composition Classes: Working with Students at HSIs and other Non-Traditional Settings
Doubletree, Shadows, Second Level

Chair: Cristina Kirklighter, Texas A&M University-Corpus Christi

Speakers: Beatrice Mendez Newman, The University of Texas-Pan American, Edinburg, “Movies in the First-Year Composition Class: A Non-Traditional Approach to Literacy Development”
Alyssa Cavazos, The University of Texas-Pan American, Edinburg, “Intersections between Classroom Context and the Effectiveness of Teacher Commentary on Student Writing”
Barbara Jaffe, El Camino College, Torrance, CA, “Confident Voices, Self-Discovery, and Realities in the Composition Classroom: Creating Familia and Academic Accountability in an HSI Setting”
Marianne Pita, Bronx Community College, NY, “A Pedagogy of Hope: Using Literature that Inspires to Promote Learning among ESL and Non-Traditional Students”

Composition/Writing Programs

A.41 Reflective Portfolios as Program Assessment
Doubletree, Nottoway B, Second Level

Chair: Alan Hutchison, Des Moines Area Community College, Ankeny, IA

Speakers: Eden Pearson, Des Moines Area Community College, IA, “Reflective Portfolios as Program Assessment: Where We’ve Been, What We’ve Seen”
Susan Pagnac, Des Moines Area Community College, Ankeny, IA, “Reflective Portfolios as Program Assessment: Problems and Solutions”
Alan Hutchison, Des Moines Area Community College, Ankeny, IA, “Reflective Portfolios as Program Assessment”
**B Sessions**

**12:15–1:30 p.m.**

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**Featured Session**

**Chris Rose, Columnist, The New Orleans Times-Picayune**

Hilton, Grand Ballroom A/B, First Floor

*Chair:* James McDonald, University of Louisiana, Lafayette

**Chris Rose** is a columnist for *The New Orleans Times-Picayune*, an essayist for *The NewsHour with Jim Lehrer*, and a frequent commentator for National Public Radio’s Morning Edition. In 2006, he was a finalist for the Pulitzer Prize for Distinguished Commentary in recognition of his Katrina columns and was awarded a share in the *Times-Picayune* staffs Pulitzer for Public Service. His post-Katrina columns have been published as *I Dead in Attic* by Simon & Schuster, 2007.

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**Community, Civic & Public**

**B.01 Tracing New Fronts: Realities of the Middle East**

Hilton, Versailles Ballroom, Third Floor

*Chair:* Diane Davis, University of Texas, Austin

*Speakers:* James Brown, University of Texas, Austin, “Evil Bert Laden: Reality and ViRaL Texts”

Nate Kreuter, University of Texas, Austin, “The YouTube Front”

Maha Baddar, University of Arizona, Tuscon, “Were They Singing to the Dates or to the Leader of the Revolution? Non-Traditional Discursive Expressions of Arab Resistance to Colonization”
Thursday, 12:15–1:30 p.m.

Community, Civic & Public

B.02 Creating Active (Not Reactive) Writing Program Policy
Doubletree, Madewood A, Second Level
Chair: Linda Adler-Kassner, Eastern Michigan University, Ypsilanti
Speakers: Linda Adler-Kassner, Eastern Michigan University, Ypsilanti, “A Sense of Where We Are: Policy Challenges and Possibilities”
Eli Goldblatt, Temple University, Philadelphia, PA, “Composing a Policy Map”

Community, Civic & Public

B.03 Paradigms, Patients, and Policy: Literacy and Language in Public Discourse
Hilton, Newberry, Third Floor
Chair: Peter Mortensen, University of Illinois at Urbana-Champaign
Speakers: Hannah Bellwoar, University of Illinois at Urbana-Champaign, “Health Literacy in Institutional Spaces: Conflicting Images of Agency”
Jessica Bannon, University of Illinois at Urbana-Champaign, “(Re)Situating Literacy in Public Policy”
Nicole Walls, University of Illinois at Urbana-Champaign, “Linguistic Realities, Persuasive Paradigms: Between and Beyond Cultural Preservationism and Economic Opportunity”

Community, Civic & Public

B.04 Senior Citizens Writing
Hilton, Fountain, Third Floor
Chair: Ross Winterowd, Emeritus, University of Southern California, Los Angeles
Speakers: Ross Winterowd, Emeritus, University of Southern California, Los Angeles
Catherine McGough, Huntington Beach Union High School, CA
Michelle Barany, “Writing Is a Foreign Language: My Two Cents Worth”
Paul Larkin, “Recovering the Past”
Anna Pinter, “Nuts and Bolts: How the Workshop Works”
**Institutional and Professional**

**B.05 Writing Programs beyond the Border: Canadian and South African Perspectives**

Hilton, Grand Salon A3, First Floor

**Chair:** Deborah Teague, Florida State University, Tallahassee

**Speakers:**
- Patricia Stephens, Long Island University, Brooklyn, NY, “‘Academic Literacies’ and Writing Instruction at the University of South Africa (Unisa): Broad Visions, Stark Realities”
- Clifford Ndlangamandla, University of Johannesburg, South Africa, “‘Academic Literacies’ and Writing Instruction at the University of South Africa (Unisa): Broad Visions, Stark Realities”
- Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada, “The Reality of Duality: Locations and Frustrations of Canadian Composition”

**Institutional and Professional**

**B.06 Whither English?**

Hilton, Jefferson Ballroom, Third Floor

**Chair:** Steven Mailloux, University of California, Irvine

**Speakers:**
- Jillian Skeffington, University of Arizona, Tucson, “‘and’ Is Not Enough: Looking at Rhetoric In and For Composition”
- John Warnock, University of Arizona, Tucson, “‘English’ in a Rhetorical Disposition”
- Louise Wetherbee Phelps, Syracuse University, NY, “The Symbolic Construction of Disciplinarity: Composing the ‘Integrated’ Past, the Fragmented Present, and Myths of Future Unity in a ‘Rhetorical Disposition’”

**Institutional and Professional**

**B.07 Articulating Realities and Working for Change: From Articulation Matrix to Teaching Commons**

Hilton, Kabacoff, Conference Center

**Chair:** Renee Major, Louisiana State University, Baton Rouge

**Speakers:**
- Renee Major, Louisiana State University, Baton Rouge, “Moving from an Articulation Matrix to Articulating Shared Values and Challenges”
- Keri Turner, Nicholls State University, Thibodaux, LA, “Working with Resistance to Pedagogical Change”
- Laci Talley, Baton Rouge Community College, LA, “They’ve Done What to Their Courses?”
Thursday, 12:15–1:30 p.m.

Institutional and Professional

B.08 Changing the Realities of a Writing Program through Mentoring: Texts, Histories, and Collaborations
Hilton, Prince of Wales, Second Floor
Chair: Patricia-Suzanne Sullivan, Northeastern University, Boston, MA
Speakers: Patricia-Suzanne Sullivan, Northeastern University, Boston, MA,
“In Reality Begins Writing, in Writing Begins Accountability, in Accountability Realities Return: Lessons Learned by a Tenure-Track WPA in Implementing a New Mentoring Program”
Matthew Noonan, Northeastern University, Boston, MA, “Role Play: The Practice of Mentoring, and The Histories of Place”
Bret Keeling, Northeastern University, Boston, MA, “Mentoring Re-Visioned: Alternatives to ‘Coaching’ and ‘Supervision’”

B.09 Publishing in “CCC”: Meet the Editor
Hilton, Port, Conference Center
Chair: Deborah H. Holdstein, Columbia College, Chicago, IL

Research

B.10 Changing Writing, Alternate Realities: Games and Game Theory in the Writing Classroom
Hilton, Elmwood, Third Floor
Chair: Samantha Blackmon, Purdue University, West Lafayette, IN
Speakers: Samantha Blackmon, Purdue University, West Lafayette, IN,
“Queering Video Games: The Multiplicity of Identity and Writing through Games”
Rick Hunter, University of Wisconsin-Madison, “Don’t Bite the Noobs!: Collective Networks and Collaborative Composition in WoWWiki”
Alice Robison, Massachusetts Institute of Technology, Cambridge, “Passively Multiplayer and Alternate Reality Games: How New Media Reconsider Composition and Cognition”
Thursday, 12:15–1:30 p.m.

Institutional and Professional

B.11 Creating an Interdisciplinary Model for Collaboration: Literacy Studies @ OSU

Doubletree, Crescent A, 16th Level

Chair: Deborah Brandt, The University of Wisconsin-Madison

Speakers:
- Harvey J. Graff, Ohio State University, Columbus, “Literacy Studies @ Ohio State University: An Overview and Orientation”
- Kate White, Ohio State University, Columbus, “We Make the Road by Walking: Interdisciplinary Conversations about Literacy @ OSU”
- Kelly Bradbury, Ohio State University, Columbus, “Cross-Discipline Research: Sponsoring Conversations between Literacy Studies and Rhetoric and Composition”
- Michael Harker, Ohio State University, Columbus, “The Lure of Literacy: Coping with Commitments to Practice and Unity”

Research

B.12 Ethics from Praxis in Medical and Pharmaceutical Discourse

Hilton, Oak Alley, Third Floor

Chair: Ellen Barton, Wayne State University, Detroit, MI

Speakers:
- Ellen Barton, Wayne State University, Detroit, MI, “Ethical Frameworks Licensing Persuasion”
- Barbara Heifferon, Clemson University, SC, “Business and Feminist Ethical Frameworks in Strange Marriages”
- Richard Marback, Wayne State University, Detroit, MI, “Ethics in Everyday Praxis”

Respondent: Cara Kozma, Wayne State University, Detroit, MI: “Ethical Persuasion in Medical and Pharmaceutical Communication: A Rhetorical Discussion with Global Implications”

History

B.13 Research(ing) Spaces: Consequences for Historiography in Rhetoric and Composition

Hilton, Grand Salon D24, First Floor

Chair: Jess Enoch, University of Pittsburgh, PA

Speakers:
- Jenn Fishman, University of Tennessee, Knoxville, “Going Public: Performing Alternative Histories of Rhetorical Education”
- Jess Enoch, University of Pittsburgh, PA, “The (Archival) Spaces We Seek: Writing the Realities of Women’s Rhetorical History”

Respondent: Haivan Hoang, University of Massachusetts, Amherst
Thursday, 12:15–1:30 p.m.

History

B.14 Handbooks and the Shaping of Writing History
Hilton, Grand Salon D19, First Floor

Chair: Leah Cassorla, Florida State University, Tallahassee
Speakers: Maureen Daly Goggin, Arizona State University, Tempe, “(En)Gendering Creativity: Writing Realities in 19th-Century American Conduct Books”
Shawn Casey, Ohio State University, Columbus, “Writing and the World of Commerce in the Transatlantic Eighteenth Century: George Fisher’s *The Instructor, or, Young Man’s Best Companion*”
Curtis Wilken, ITT Technical Institute, Indianapolis, IN, “William Enfield and the Development of the Modern Reading Textbook”

Theory

B.15 Rhetorical Memory and Delivery 2.0: Changing Realities of the Future through Writing Realities of the Past
Hilton, Marlborough A, Second Floor

Chair: Kathie Gossett, Old Dominion University, Norfolk, VA
Speakers: John Walter, University of North Carolina-Wilmington, “Conceptual Blending and Memoria”
Kathie Gossett, Old Dominion University, Norfolk, VA, “Remembering Where: Exploring Visuospatial Memory”
Carrie A. Lamanna, Colorado State University, Fort Collins, “Delivery as Research Method: Using Digital Media to Engage Audience as Co-Researcher”
Andréa Davis, Michigan State University, East Lansing, “Rhetorical Delivery: Multimedia and the Ethics of Display”

Theory

B.16 States of the Unions: Experienced Academic Co-Authors and the Reality of Collaborative Writing
Hilton, Napoleon Ballroom, Third Floor

Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: Andrea Lunsford, Stanford University, CA
Lisa Ede, Oregon State University, Corvallis
Kami Day, Johnson County Community College, Overland Park, KS
Michele Eodice, University of Oklahoma, Norman
Michael Spooner, Utah State University, Logan
Thursday, 12:15–1:30 p.m.

Theory

B.17 Changing Landscapes: The Rhetorical Terrain of Sustainable Agriculture

Doubletree, Madewood B, Second Level

Chair: Carl Herndl, Iowa State University, Ames

Speakers: Sharon McKenzie Stevens, Massey University, Auckland, New Zealand, “A Place for Utopia? Disengaging Politics, Materializing Rhetoric, and Making Sustainability in the International Permaculture Movement”
Lee Honeycutt, Iowa State University, Ames, “Home Grown Realities: Mapping the Rhetorical Terrain in the Biofuels Economy”
Erik Hayenga, Michigan Technological University, Houghton, “Losing the Forest for the Trees: How Terminology Obfuscates the Sustainable Agriculture Debate”
Carl Herndl, Iowa State University, Ames, “Sustainability and the Biofuel Economy: Geospatial Modeling, and the Space of Rhetorical Agency”

Information Technologies

B.18 Questioning Reality: Reconsidering Writing and Technology

Hilton, Grand Salon D22, First Floor

Chair: Deborah Noonan, Temple Terrace, FL

Speakers: Daniel Keller, Ohio State University, Newark, “Digital Literacies: Do We Need a Reality Check?”
Brian Ballentine, West Virginia University, Morgantown, “The ‘Freedom’ of Open Source: Rethinking Computer Culture as a Model for Teaching Digital Literacy and Intellectual Property”
Paula Rosinski, Elon University, NC, “Rhetorics, Realities, and Communication Technologies”

Information Technologies

B.19 Computing across Cultures: Learning Intercultural Competencies through International Exchanges

Hilton, Grand Salon D21, First Floor

Chair: Anders Eriksson, Orebro University, Sweden

Speakers: Eva Magnussen, Orebro University, Sweden
Christine Alfano, Stanford University, CA
Alyssa O’Brien, Stanford University, CA
Anders Eriksson, Orebro University, Sweden
Thursday, 12:15–1:30 p.m.

**Professional and Technical Writing**

**B.20 The Experience of Teaching Professional and Technical Writing in English to Russian Students**

Hilton, Magnolia, Third Floor

**Chair:** Ludmila Bolsunovskaya, Tomsk Polytechnic University, Tomsk, The Russian Federation

**Speakers:**
- Marina Bogdanova, Tomsk Polytechnic University, Tomsk, The Russian Federation, “Practical Application of Methods in Teaching Technical and Professional Writing by the Example of a Lesson Demonstration”
- Ludmila Bolsunovskaya, Tomsk Polytechnic University, Tomsk, The Russian Federation, “The Curriculum and Organization of the Technical/Professional Writing Course for Russian Students”

**Professional and Technical Writing**

**B.21 Reporting the Realities of War**

Hilton, Belle Chase, Third Floor

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

**Speakers:**
- Ken Baake, Texas Tech, Lubbock, “Writing the Trenches: Bringing Literature and Technical Communication Faculty Together to Teach about War”
- Vincent Casaregola, St. Louis University, MO, “The Real Bodies Never Get into the Books: The Rhetoric of Representing the Dead in War Propaganda”

**Academic Writing**

**B.23 Beyond Words: Visual and Quantitative Literacies**

Hilton, Grand Salon B9, First Floor

**Chair:** Tracey Baker, University of Alabama at Birmingham

**Speakers:**
- Will Garrett-Petts, Thompson Rivers University, Kamloops, British Columbia, Canada, “Re-visioning the Visual: Fine Arts and Writing”
- Rachel Nash, Thompson Rivers University, Kamloops, British Columbia, Canada, “Re-visioning the Visual: Fine Arts and Writing”
- Michelle Sidler, Auburn University, AL, “Visual Literacy and the Emerging Sciences: Composing Reality at the Nanoscale”
- Beth Buysere, Washington State University, Pullman, “Accurately Representing Realities in Student Research: Teachers Change by Integrating Quantitative Literacy into the Writing Classroom”
- Kimberly Vincent, Washington State University, Pullman, “Accurately Representing Realities in Student Research: Teachers Change by Integrating Quantitative Literacy into the Writing Classroom”
Thursday, 12:15–1:30 p.m.

Creative Writing

**B.24 (Spoken) Words and Actions, Documentary and Performance**

Hilton, Grand Salon A4, First Floor

*Chair:* Kathleen Mollick, Tarleton University, Stephenville, TX

*Speakers:*
- Michele Griegel-McCord, University of Cincinnati, OH, “‘A Passage Across Boundaries:’ Documentary Work in the Composition Curriculum”
- Allison Schuette-Hoffman, Valparaiso University, IN, “Documentary Theatre: Investigating Issues with Creative Writing”
- Quincy Scott Jones, Arcadia University, Glenside, PA, “Contemplating Sonia: Spoken Word Pedagogy”

Composition/Writing Programs

**B.25 Changing Realities: Adapting Writing Center Pedagogy to Fit the Needs of Second Language Writers**

Hilton, Grand Salon A6, First Floor

*Chair:* Helena Hall, University of Illinois at Urbana-Champaign

*Speakers:*
- Joyce Hicks, Valparaiso University, IN
- Sarah Nakamaru, New York University, NY
- Erika Nanes, University of Southern California, Los Angeles
- Deb Rankin, Purdue University, West Lafayette
- Helena Hall, University of Illinois at Urbana-Champaign

Composition/Writing Programs

**B.26 Sustaining Learning: New Ways of Designing Curriculum**

Hilton, Grand Salon C13, First Floor

*Chair:* Jan Bone, Roosevelt University, Schaumburg, IL

*Speakers:*
- Joan Graham, University of Washington, Seattle, “Pursuing General Education Values in Disciplinary Writing Courses”
- Brooke Nadell, Brooklyn College, NY, “Interdisciplinary or Integrated? Composition and the K–16 Curriculum”
- Peter Goggin, Arizona State University, Tempe, “Landscapes and Literacies: Writing Realities of Sustainability in a Learning Community”

Composition/Writing Programs

**B.27 Critical Issues in Writing Assessment**

Hilton, Grand Salon B12, First Floor

*Chair:* Jamie Thorton, Weatherford, TX

*Speakers:*
- Marshall Kitchens, Oakland University, Rochester, MI “Placement Procedures in First-Year Composition”
- Andrew Morozov, University of Washington, College of Education, Seattle, “Writing Apprehension, Attitudes toward Assessment Criteria, and Emphasis on Critical Thinking in Writing-intensive General Education Courses”
Thursday, 12:15–1:30 p.m.

*Practices of Teaching Writing*

**B.28  Shifting Realities: Third Space Ecocomposition and Sustainability Pedagogy**

Hilton, Jasperwood, Third Floor

*Chair:* Sue Hum, University of Texas at San Antonio

*Speakers:* Megan Sibbett, University of Texas at San Antonio, “Third Space Sustainability: Re-negotiating New Spaces for Student Participation and Construction in Realities that Foreground Race, Ethnicity, and Culture”

Yndalecio I. Hinojosa, Jr., University of Texas at San Antonio, “Third Space Praxis: Bringing Materiality into Focus to Establish Sustainability”

Jody Briones, University of Texas at San Antonio, “Ecopoetics within Chicana Texts: Mapping the Ecological Matrix of Student Space(s) and Place(s) through Research Narratives and Service-Learning”

Kristina Gutierrez, University of Texas at San Antonio, “Renegotiating Space(s): Bridging the Gap between Academic and Public Space(s) to Foster Sustainability”

**Practices of Teaching Writing**

**B.29  Black Women Represent: Critical Reflections of Students’ Multi-modal and Multi-media Compositions**

Hilton, Rosedown, Third Floor

*Chair:* Zandra Jordan, Spelman College, Atlanta, GA

*Speakers:* Terry Bozeman, Spelman College, Atlanta, GA

Michelle Hite, Spelman College, Atlanta, GA

Zandra Jordan, Spelman College, Atlanta, GA

Margaret Price, Spelman College, Atlanta, GA

**Practices of Teaching Writing**

**B.30  Where Are You Going, Where Have You Been?: Tracing Our Students’ Paths from Mexico to FYC**

Hilton, Grand Salon C15, First Floor

*Chair:* Rachel Lewis, University of Arizona, Tucson

*Speakers:* Susan Meyers, University of Arizona, Tucson

Rachel Lewis, University of Arizona, Tucson

Daylanne Markwardt, University of Arizona, Tucson
Thursday, 12:15–1:30 p.m.

**Practices of Teaching Writing**

**B.31 Perspectives on Collaboration and Peer Review**
Hilton, Grand Salon B7, First Floor

*Chair:* Carol Zitzer-Comfort, California State University, Long Beach  
*Speakers:* Lisa Bailey, University of South Carolina, Columbia, “The Role of Peer Review in Documenting and Changing the Realities of First-Year Writing”  
Elizabeth Tomlinson, Kent State University, OH, “Perspectives on Collaboration and Peer Review”  
Mimi Reddicliffe, Lasell College, Newton, MA, “Student Voices: A Textbook Collaboration”  
Gwendolynne Reid, North Carolina State University, Raleigh, “Negotiating Realities: A Collaborative Approach to Moving beyond Skills in Basic Writing”

**Practices of Teaching Writing**

**B.32 Writing at the Threshold of the Disciplines: How Methodological Assumptions Shape Student Writing in Anthropology, History, and Engineering**
Hilton, Grand Salon B10, First Floor

*Chair:* James Herron, Harvard University, Cambridge, MA  
*Speakers:* James Herron, Harvard University, Cambridge, MA, “Is Anthropological Writing Expository Writing?”  
Suzanne Lane, Harvard University, Cambridge, MA, “Invention and Arrangement: Engineering an Essay”  
Brett Flehinger, Harvard University, Cambridge, MA, “Use Simple Past Tense: Developing Theses in an Ultra-inductive Discipline”

**Practices of Teaching Writing**

**B.33 What Composition Can Learn from TESOL: What TESOL Can Learn from Composition**
Doubletree, International Ballroom, 16th Level

*Chairs:* Jonathan Hall, Rutgers University, Newark, NJ  
Paul Kei Matsuda, Arizona State University, Tempe  
Deirdre Pettipiece, University of the Sciences, Philadelphia, PA  
TESOL Additional Presenters
Thursday, 12:15–1:30 p.m.

**Practices of Teaching Writing**

**B.34 An Audience of Peers:**
How a Peer Writing Group Transformed the Way We Write and Teach Writing at Marymount Manhattan College

Hilton, Grand Salon C16, First Floor

*Chair:* Magdalena Maczynska, Marymount Manhattan College, New York, NY

*Speakers:* Cecilia Feilla, Marymount Manhattan College, New York, NY, “Toward an Imminent Model of Teaching”
Millie Falcaro, Marymount Manhattan College, New York, NY, “Text and Image: Teaching Writing in a Photography Course”
Magdalena Maczynska, Marymount Manhattan College, New York, NY, “Fostering Writing Communities”
Sejal Shah, Marymount Manhattan College, New York, NY, “Peer Group Models and Teaching Creative Writing”

**Theory**

**B.35 Facing Cultures and Communities**

Doubletree, Rosedown B, Second Level

*Chair:* Patrick Ewing, University of California, Santa Barbara

*Speakers:* David Grant, University of Northern Iowa, Cedar Falls, “Writing with Trickster and Wonder: Journal Writing in a Changing Reality”
Christine Tulley, The University of Findlay, OH, “Becoming Writing Researchers: Fostering Action Research Projects in the Undergraduate Writing Theory Class”

**History**

**B.36 Constrained and Producing Discourse:**
Re-writing the Identities of Marginalized Histories in the Rhetorical Tradition

Doubletree, Nottoway A, Second Level

*Chair:* Meredith Graupner, Bowling Green State University, OH

*Speakers:* Abbey Kanzig, Bowling Green State University, OH, “Un-corseting Women: Usurping Patriarchy”
Elizabeth Fleitz, Bowling Green State University, OH, “Disciplined Bodies: Cookbooks, Standardization, and the Print Revolution in the Victorian Era”
Meredith Graupner, Bowling Green State University, OH, “Single Fathers in the Kitchen: Masculinizing a Space for Compassionate Caregivers”
Community, Civic & Public

B.37 Going Public: Can Teachers Find a Public Voice?
Hilton, Ascot, Third Floor
Chair: Rebecca Jones, University of Tennessee, Chattanooga
Speakers: Rebecca Jones, University of Tennessee, Chattanooga, “The Good Teacher Speaking Well”
Dale Jacobs, University of Windsor, Ontario, Canada, “Going Public: Phronesis and Rhetorical Ethics”
Kate Ronald, Miami University, Oxford, OH, “Good Livers as well as Good Thinkers: Virginia Woolf on Education and Ending War”
Hephzibah Roskelly, University of North Carolina Greensboro, “Belief in Motion”

Theory

B.38 Writing and the Unconscious: Investigating the Borders of the Real
Doubletree, Rosedown A, Second Level
Chair: Julie Kearney, Penn State Harrisburg, Middletown, PA
Speakers: Brent Royster, Ball State University, Muncie, IN, “Dancing on the Edge of Light: How the Unconscious Serves the Composition Process”
Eric Higgins, University of Houston, TX, “Interrogating the Other Self: An Exercise in Commentary and Dissent”

Community, Civic & Public

B.39 Patient Advocacy, Online Pathography, and Autism: Inquiries in Medical Rhetoric
Hilton, Steering, Conference Center
Chair: Paul Heilker, Virginia Tech, Blacksburg
Speakers: Karen Kopelson, University of Louisville, KY, “Writing Patients’ Wrongs: The Rhetoric and Reality of Information Age Medicine”
Kelly Pender, Virginia Tech, Blacksburg, “Pathography in the Age of the Internet: The Rhetoric and Genre of Illness Blogs”
Paul Heilker, Virginia Tech, Blacksburg, “Autism and Rhetoric”
Practices of Teaching Writing

B.40 The Freire Project: A Collaboration between Drexel University Peer Writing Tutors in Training and Freire Charter High School Students
Doubletree, Crescent B, 16th Level

Chair: Harriet Levin Millan, Drexel University, Philadelphia, PA
Speakers: Harriet Levin Millan, Drexel University, Philadelphia, PA
Brett Shiel, Freire Charter High School, Philadelphia, PA

Composition/Writing Programs

B.41 Trading Realities: You Wear My Hat and I’ll Wear Yours—Developing a WID Program in a Technical College
Doubletree, Nottoway B, Second Level

Chair: Jo Ann Thompson, College of Applied Science, Cincinnati, OH
Speakers: Jo Ann Thompson, College of Applied Science, Cincinnati, OH,
“Trading Realities: You Wear My Hat and I’ll Wear Yours—Developing a WID Program in a Technical College”
Teresa Cook, College of Applied Science, Cincinnati, OH, “Writing More with What We Have: Shifting Reality in Technical Courses”
Laura Wilson, University of Cincinnati, College of Applied Science, OH, “Weaving a Capstone Tapestry: Creating a New Reality between Engineering and the Humanities”
Vicky Reynolds, College of Applied Science, University of Cincinnati, OH, “The Sixty Percent Solution: A Reality Check”

Practices of Teaching Writing

B.42 Academic Honesty: Multiple Disciplines, Multiple Realities
Doubletree, Shadows, Second Level

Chair: Robert Ford, Houston Community College, TX
Speakers: Kimberly McSherry, Houston Community College, TX
Linda Daigle, Houston Community College, TX
Robert Ford, Houston Community College, TX
The Development of civilization—the stage of cultural development at which writing was attained—required the acquisition of complex cognitive processes such as abstraction. In this paper I analyze the development of the capacity of abstraction in the ancient Near East between 7500-3000 BC as reflected by tokens and writing.

Denise Schmandt-Besserat  Professor Emerita of Art and Middle Eastern Studies at the University of Texas at Austin has worked on the origin of writing and its relation to art. Her publications on these subjects include: When Writing Met Art, University of Texas Press, 2007; How Writing Came About, University of Texas Press 1996; Before Writing (2 vols.), University of Texas Press 1992; and numerous articles in major scholarly and popular journals (among which are Science, Scientific American, Archaeology, American Journal of Archaeology, and Archaeology Odyssey). Her work has been widely reported in the public media (Scientific American, Time, Life, The New York Times, The Washington Post, Los Angeles Times, Christian Science Monitor). She was featured in several television programs such as “Out of the Past” (Discovery Channel), “Discover” (Disney Channel); “The Nature of Things” (CBC), “Search for Solutions” (PBS), and “Tell the Truth” (NBC).
Thursday, 1:45–3:00 p.m.

Community, Civic & Public

C.01 After the Deluge: Post-Doctoral Teaching Fellows Moving Through, Between, and Beyond the Realities of Disaster
Hilton, Elmwood, Third Floor
Chair: T.R. Johnson, Tulane University, New Orleans, LA
Speakers: T. R. Johnson, Tulane University, New Orleans, Louisiana, “Necessity, Invention, and Writing Program Administration after the Flood”
Victoria Elmwood, Tulane University, New Orleans, LA, “In the Middle of Things: Negotiating Liminality after Katrina in New Orleans”
Judi Kemerait Livingston, Tulane University, New Orleans, LA, “Blinded by Katrina: Student Writing and Civic Engagement in (extra)Ordinary Times”
Joe Letter, Tulane University, New Orleans, LA, “Post-Katrina New Orleans as Palimpsest: What It Might Have to Tell Us about the Writing Classroom”

Community, Civic & Public

C.02 Whose Change? Realities of Public Communication
Hilton, Jasperwood, Third Floor
Chair: Michael Stancliff, Arizona State University, Phoenix
Joel Kuszai, Queensborough Community College/CUNY, NY, “Printing Our Own Money: From Campus Psychogeography to Detournement—English 101 as Small Business Incubator”
Akua Duku Anokye, Arizona State University, Glendale, “Whose Change? Realities of Public Communication”

Community, Civic & Public

C.03 When Assessment Breaks Your Heart: Ethics and Empathy after Katrina
Hilton, Rosedown, Third Floor
Chair: Ken Rayes, University of New Orleans, LA
Speakers: Sarah DeBacher, University of New Orleans, LA, “When Assessment Breaks Your Heart: Assessing Ethically and Empathetically After Katrina”
Nancy Dixon, University of New Orleans, LA, “Rising Water, Rising Grades: Grade Inflation and Other Dubious Teaching Practices Post-Katrina”
Deborah Alvarez, University of Delaware, Newark, “Reading the Watermarks: Continuing Field Research on New Orleans Composition Teachers and Students after Katrina”
Institutional and Professional

C.04 Changing Writing Assessment: Building Active Collaboration among High Schools and 2-Year and 4-Year Colleges
Hilton, Grand Salon D21, First Floor

Chair: Beverly Ann Chin, University of Montana, Missoula
Speakers: Cathy Corr, University of Montana-College of Technology, Missoula, “The Role of Writing Assessment in the Placement of Students in the 2-Year Campus”
Anna Baldwin, Arlee High School, MT, “Improving Writing Instruction for Native American High School Students through Writing Assessment”
Robyn Wingo, University of Montana-Western, Dillon, “Improving Writing Proficiency through Prewriting Strategies”
Tiffany Rehbein, East High School, Cheyenne, WY, “How the Montana Writing Assessment Correlates with the UM Writing Placement Exam”
Beverly Ann Chin, University of Montana, Missoula, “Writing Assessment as Collaborative Professional Development for Preservice Teachers”

Institutional and Professional

C.05 Doing The Right Thing: The Realities of the Untenured Professor
Hilton, Napoleon Ballroom, Third Floor

Chair: Laura McGrath, Kennesaw State University, GA
Speakers: Letizia Guglielmo, Kennesaw State University, GA
Linda Stewart, Kennesaw State University, GA, “Doing the Right Thing: Innovations in Faculty Development”
Laura Davis, Kennesaw State University, GA, “Composing New Realities for Research and Scholarship”
Thursday, 1:45–3:00 p.m.

**Institutional and Professional**

**C.06  Shaping WPA Work I: Diachronic and Synchronic Perceptions of Writing Program Administration**

Doubletree, Crescent B, 16th Level

*Chair:* Jeanne Gunner, Chapman University, Anaheim, CA


Doug Downs, Utah Valley State College, Sandy, “What We Need You to Do: How Writing Program Sponsors’ Perceptions of Writing Instruction Authorize WPA Work/Spaces”

Shirley Rose, Purdue University, West Lafayette, IN, “Twenty More Years in ‘The WPA’s Progress’: A Report from Survey Research on WPA Work”

Jonikka Charlton, University of Texas-Pan American, Edinburg, “Twenty More Years in ‘The WPA’s Progress’: A Report from Survey Research on WPA Work”

*Respondent:* Duane Roen, Arizona State University, Tempe

**Institutional and Professional**

**C.07 Aristotle Meets Generation Y: Solving the High School/College Disconnect**

Hilton, Grand Salon B9, First Floor

*Chair:* Alison Warriner, California State University, East Bay, Hayward

*Speakers:* Alison Warriner, California State University, East Bay, Hayward, “An Overview of the Program and the 12th Grade Course: Aristotle Meets Generation Y”

Kim Flachmann, California State University, Bakersfield, “Integrating Interactive Reading and Writing Processes”

Jennifer Fletcher, California State University, Monterey Bay, “Cross-sector Collaboration”

Mira Lisa Katz, Sonoma State University, Rohnert Park, CA, “Meeting Them Where They Are: Pop Culture and Academic Literacy”

Mary Kay Harrington, Cal Poly San Luis Obispo, “Using the Template to Design New Modules”
Research

C.08 Exploring the Chasm between Words and Meaning: The Acquisition of Pragmatic Competence by Second Language Writers

Doubletree, Madewood B, Second Level

Chair: Bill Bridges, Sam Houston State University, Huntsville, TX

Speakers:
- Pilar Garces-Conejos Blitvich, The University of North Carolina at Charlotte, “A Theoretical Exploration of the Acquisition of Pragmatic Competence by Second Language Learners”
- Nancy Pfingstag, The University of North Carolina at Charlotte, “A Brief Outline of a Curriculum for Teaching Pragmatic Competence to Second Language Learners”
- Ronald Lunsford, University of North Carolina at Charlotte, “How Can Pragmatic Instruction Improve the Reading, Speaking, and Writing Skills of ESL Students?: A Preliminary Look at the Data” Part 1

Research

C.09 The Realities of Teacher Research in Dangerous Times: Why Is It So Hard to Do When It Feels So Right?

Hilton, Grand Ballroom C, First Floor

Moderator: Elizabeth Chiseri-Strater, University of North Carolina at Greensboro

Speakers:
- Lucille McCarthy, University of Maryland Baltimore County, “Capturing Classroom Realities for Further Reflection”
- Steve Fishman, University of North Carolina at Charlotte, “Capturing Classroom Realities for Further Reflection”
- Aimee Mapes, University of Iowa, Iowa City, “Writing Realities: Linking the Overprepared and the Underprepared”
- Bonnie Sunstein, University of Iowa, Iowa City, “Writing Realities: Linking the Overprepared and the Underprepared”

Research

C.10 Researching Literacy in Global Contexts

Hilton, Kabacoff, Conference Center

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

Speakers:
- Beth Daniell, Kennesaw State University, GA, “Arguing against Myself: Research into Literacy in Global Settings”
- Keith Walters, Portland State University, OR, “Researching Literacy in Someone Else's Language and Culture”

Respondent: Gesa Kirsch, Bentley College, Waltham, MA
Thursday, 1:45–3:00 p.m.

History

C.11 Sophie Newcomb College of New Orleans: Hidden Collections, Research Centers, Women’s Writing 1886-2008+
Hilton, Grand Salon C18, First Floor
Chair: Deborah Martinson, Occidental College, Los Angeles, CA
Speakers: Deborah Martinson, Occidental College, Los Angeles, CA, “When Fainting and Fanning Weren’t Enough—Women’s Literacy at Sophie Newcomb College for Women in New Orleans”

History

C.12 Neglected Figures in Modern American Rhetoric
Doubletree, Crescent A, 16th Level
Chair: John Hyman, American University, Washington, D.C.
Speakers: Kay Halasek, Ohio State University, Columbus, “Infiltrating Miss Gilder’s Syndicate: An Historiographic Tale”
William Cahill, Rutgers University, New Brunswick, NJ, “Albert S. Cook and the Artistic Ordering of Life”
Paul Walker, Murray State University, KY, “Urban Ideals and Social Realities: The Language and Rhetoric of Charles Abrams”

History

C.13 Institutions and the Writing In and Writing Out of Voice
Hilton, Prince of Wales, Second Floor
Chair: Anthony Arrigo, University of Minnesota, Minneapolis/St. Paul
Speakers: Katy Southern, University of Wisconsin-Madison, “Writing Histories of the Overlooked: Gender, Status, and the Historical Record”

Theory

C.14 Classical Rhetorics for Modern Media and Agents
Hilton, Marlborough A, Second Floor
Chair: J. James Bono, University of Pittsburgh, PA
Speakers: J. James Bono, University of Pittsburgh, PA, “Alternate Reality Games: Collaboration, Composition, and Serious Play”
Rocky Colavito, Northwestern State University, Natchitoches, LA, “Epideictic Excess: Raw Footage, Racy Reportage, and Documenting the Depths of Depravity”
Steven Accardi, Arizona State University, Tempe, “Perusing Theories of Rhetorical Agency”
Bernie Miller, Eastern Michigan University, Ypsilanti, “Words as Power and Betrayal: The Rhetoric and Realities of War”

Theory
C.15 Where is the “Rhetoric” in Rhetoric and Composition?
Hilton, Grand Ballroom D, First Floor
Chair: Michael Bernard-Donals, University of Wisconsin-Madison
Thomas Rickert, Purdue University, West Lafayette, IN, “Rhetoric beyond Pedagogy and Critique: Plans for Vitalization”
Rosa Eberly, The Pennsylvania State University, University Park, “Rhetoric’s CCCC Closets”

Theory
C.16 Latinos/Latinas and the New Rhetorics of Racism
Hilton, Port, Conference Center
Chair: Cecilia Rodrigues Milanes, University of Central Florida, Orlando
Speakers: Cristina Kirklighter, Texas A&M University-Corpus Christi, “The Latino/a Ward: Survival Rhetoric in Post-Katrina Latino/a Narratives”
Denise Valdes, Syracuse University, NY, “(Re)Writing the History of Katrina: A Deliberation Concerning Culture, Poverty, and Cultural Erasure”
Francisco Tamayo, Washington State University, Pullman, “Creating a Chicano/Latino Rhetoric in the Era of a New Racism”

Information Technologies
C.17 Digital Re-Placements and Posthuman Pedagogies
Hilton, Fountain, Third Floor
Chair: Richard Van Dyke, Lock Haven University of Pennsylvania
Nicole Burkholder-Mosco, Lock Haven University of Pennsylvania, “A Classroom of One’s Own: Exploring a Pedagogy of Writing Space and Place in Freshman College Composition”
Richard Van Dyke, Lock Haven University of Pennsylvania, “Rethinking Technology and Capitalized Space as Critical Distance in the Composition Classroom”
Thursday, 1:45–3:00 p.m.

Information Technologies

C.18 Creating Our Own Truths, Creating Our Own Identities: The Online Manufacture of Knowledge
Hilton, Grand Salon D24, First Floor

Chair: Jennifer Johnson, California State University, Northridge
Speakers: Zachary Waggoner, Arizona State University, Tempe, “Verisimulacrature: (Re)Forming Identity Terminology in New Media Studies”
Thomas Reynolds, Northwestern State University, Natchitoches, LA, “Wikiality and the Democratization of Identity in the Age of Truthiness”
Leslie Bradshaw, University of Massachusetts Amherst, “Forming and Reforming the Subject: New Modes of Interpellation in Blog Spaces”

Academic Writing

C.19 Complicating Our Understanding of Academic Writing
Hilton, Grand Salon D22, First Floor

Chair: Hyechong Park, Ohio State University, Columbus
Hyechong Park, Ohio State University, Columbus, “Undergraduates’ Transition across the Curriculum: Reframing Learning Transfer from Composition to Content Classes”
Michael Michaud, Roger Williams University, Bristol, RI, “The Reverse Commute: Adult Learners and the Transition from Professional to Academic Discourse”

Creative Writing

C.20 Diversity and Disorder: Mental Health Realities Demand a New Pedagogy . . . Is Creative Nonfiction an Answer?
Doubletree, Madewood A, Second Level

Chair: Deborah Noonan, University of South Florida, Tampa
Speakers: Deborah Noonan, University of South Florida, Tampa, “Healing is the Question, Research is the Answer”
Dianne Donnelly, University of Tampa, FL, “What’s a Teacher to Do?”
Mary Ellen Bertolini, Middlebury College, VT, “Writing to Heal: Workshopping Lives”
Elisabeth LoFarro, University of South Florida, Tampa, “Ethnographic Explorations into the Meaning of Madness”
Research

C.21 **Researching Transformations, Transforming Research: Genres and Methodologies**
Hilton, Grand Ballroom D, First Floor

*Chair:* Leah Zuidema, Dordt College, Sioux Center, IA

*Speakers:*
- Linda Friedrich, National Writing Project, University of California, Berkeley, “Understanding the Work, Learning, and Identities of Teacher Leaders: Vignette Writing as Qualitative Research Method”
- Patricia Stock, University of Maryland, College Park, “Blurring Genres and Spanning Boundaries: Practicing the Scholarship of Integration in Writing Studies”
- Leah Zuidema, Dordt College, Sioux Center, IA, “Understanding Participation in Online Genres: Accounting for the Role of Technologies”

Language

C.22 **Yeah! We Speak English! The Impact of Language Attitudes on Identity**
Hilton, Magnolia, Third Floor

*Chair:* Juliette Kitchens, Georgia State University, Atlanta

*Speakers:*
- Crystal Hills, Georgia State University, Atlanta, “Respect Your Elders: The Value of Gullah in AAVE Culture”
- Crystal McDowell, Georgia State University, Atlanta, “To Be or Not to Be? A Look at AAVE and the Fight to Belong”
- Tiffany Jones, Georgia State University, Atlanta, “You Done Lost Yo’ Mind, Ain’t No Such Thang as AAVE: Exploring African American Resistance”
- Carol Manget-Johnson, Georgia State University, Atlanta, “Dread Talk: The Rastafarians’ Linguistic Response to Societal Oppression”

Composition/Writing Programs

C.23 **Rhetorizing Online Writing Centers: A Roundtable Discussion on Using Language to Construct a New Subject Identity for Synchronous Online Consulting**
Hilton, Versailles Ballroom, Third Floor

*Chair:* Sara Littlejohn, University of North Carolina, Greensboro

*Speakers:*
- Jennifer Whitaker, University of North Carolina, Greensboro, “Defending the ‘Ugly Duckling’: Articulating the Rhetoric of Online Writing Center Administration”
- Sara Littlejohn, University of North Carolina, Greensboro, “Shifting the Rhetoric of Online Training: Creating Theory, Realizing Practice”
- Alan Benson, University of North Carolina, Greensboro, “Interpellating Students, Commodifying Texts: The Rhetoric of the Online Welcome”
Thursday, 1:45–3:00 p.m.

Composition/Writing Programs

C.24 Departmental WID in International Perspective: Changing Realities for Writing Across the Curriculum
Hilton, Grand Salon C15, First Floor
Chair: David Russell, Iowa State University, Ames
Speakers: Michael Carter, North Carolina State University, Raleigh, “Departmental WID, Disciplinary Values, and the Role of WAC Professionals”
Paul Anderson, Miami University, Oxford, OH, “Integrating Writing into the Curriculum through Learning-focused Partnerships with Departments across the University”
David Russell, Iowa State University, Ames, “Thinking Writing: A UK Perspective”

Composition/Writing Programs

C.25 Achieving Educational Equity in Writing Centers
Doubletree, International Ballroom, 16th Level
Chair: Pamela Sheff, John Hopkins University, Baltimore, MD
Speakers: Emily Isaacs, Montclair State University, NJ, “Rebuilding a Writing Center Slated for Irrelevancy: Drawing on ‘the Literacy Crisis’ to Create Support for a New Center for Writing Excellence”
Talinn Phillips, Ohio University, Athens, “From Wallflowers to Parlor Partners: The Writing Center’s Role in L2 Graduate Writers’ Development”
Teagan Decker, University of North Carolina at Pembroke, “From Social Justice to Diversity: Evaluating the Mission of the Writing Center”
Patrick Rabon, Francis Marion University, Florence, SC, “Queering the Writing Center: Rethinking Non-directive Tutorials”

Practices of Teaching Writing

C.26 Rethinking Invention and Delivery for Digital Spaces
Hilton, Oak Alley, Third Floor
Chair: Jason Palmeri, Miami University, Oxford, OH
Speakers: Caroline Dadas, Miami University, Oxford, OH
Raina Garrett, Miami University, Oxford, OH
Kerrie Carsey, Miami University, Oxford, OH
Practices of Teaching Writing

C.27 Appropriating Technologies in Writing Instruction
Hilton, Grand Salon C13, First Floor
Chair: Lee Tesdell, Minnesota State University-Mankato
Speakers: William Burns, Suffolk County Community College, Selden, NY, “Appropriating Technologies in Writing Instruction”
Mark LaRue, South Louisiana Community College, Lafayette, “Appropriating Technologies in Writing Instruction”
Joan D’Antoni, University of Louisville, KY, “My City in Ruins: Teaching the Reality of Katrina”
Kate McKinney, North Carolina State University, Raleigh, “Appropriating Technologies in Writing Instruction”
William Costanzo, Westchester Community College, Valhalla, NY, “Teaching Composition in an Age of Media Convergence”

Practices of Teaching Writing

C.29 The Ethics of Writing Realities
Hilton, Grand Salon D19, First Floor
Chair: Anthony Edgington, University of Toledo, OH
Speakers: Barbara Schneider, University of Toledo, OH, “The Ethics of Writing Realities”
Debra Parker, University of Illinois–Springfield, “Ethics and Authenticity in Interdisciplinary Writing”
Suzanne Blum Malley, Columbia College, Chicago, IL, “Reflexivity, Representation, and Responsibility in Ethnographic Writing”

Practices of Teaching Writing

C.30 Expanding Notions of Argument
Hilton, Grand Salon A4, First Floor
Chair: Brad Benz, Fort Lewis College, Durango, CO
Speakers: Paul Hedengren, Brigham Young University, Provo, UT, “On the Relevance of Formal Logic to Argumentative Writing”
A. Abby Knoblauch, University of New Hampshire, Durham, “Teaching toward Understanding: Feminist Rhetorical Theory in the Composition Classroom”
Tim Taylor, Eastern Illinois University, Charleston, “Phronesis for Arguing—Arguing for Phronesis: Considering Realities to Change Realities”
Thursday, 1:45–3:00 p.m.

Practices of Teaching Writing

C.31 The Current Reality of the Small Group Workshop: Is it Salvageable?
Hilton, Grand Salon A3, First Floor
Chair: Christine Dvornik, University of California, Santa Barbara
Speakers: Christine Dvornik, University of California, Santa Barbara, “Reality Check: The Issue with Today’s Workshop Pedagogy”
K. J. Peters, Loyola Marymount University, Los Angeles, CA, “Is the Workshop Relevant? Rhetoric’s Place within Enforced Decorum”
Rebecca Cantor, Claremont Graduate University, CA, “The Theoretical Intersection between the Creative and Composition Writing Workshops”
Ali Meghdadi, Loyola Marymount University, Los Angeles, CA, “Intersubjectivity and the Writing Workshop: Meta-textual and Ecocomposition Approaches to Successful Workshop Pedagogy”
Mary Stroud, Loyola Marymount University, Los Angeles, CA, “Intersubjectivity and the Writing Workshop: Meta-textual and Ecocomposition Approaches to Successful Workshop Pedagogy”

Practices of Teaching Writing

C.32 Helping Teachers Respond to Student Writing
Hilton, Grand Salon B10, First Floor
Chair: Craig A. Meyer, Missouri State University
Speakers: Scott O’Callaghan, Southern Vermont College, Bennington, “The Reality of a Writing Teacher’s Work: Responding to Student Writing and Total Workload in One Semester”
Linda Brender, Macomb Community College, Clinton Township, MI, “Evaluating Realities: Collaborating to Improve Teacher Response to Student Writing”
Vivian Mihalakis, University of Pittsburgh, PA, “Improving Teacher Written Feedback on Student Writing: Helping to Prepare Students for College Composition”
Megan Guise, University of Pittsburgh, PA, “Improving Teacher Written Feedback on Student Writing: Helping to Prepare Students for College Composition”

Practices of Teaching Writing

C.33 Rewriting the Pathway to Graduation
Hilton, Grand Salon B12, First Floor
Chair: Anita R. Guynn, University of North Carolina at Pembroke
Speakers: Nancy Barrineau, University of North Carolina at Pembroke, “The More Things Change, the More They Can’t Stay the Same”
Anita R. Guynn, University of North Carolina at Pembroke, “Old Habits: Herding Cats”
Loreen Bessire, University of North Carolina at Pembroke, “Angry Repeaters and the New Composition Instructor”

Practices of Teaching Writing

C.34 The “Delaware Experiment”: Creating a Teaching Track at a Research University
Hilton, Jefferson Ballroom, Third Floor
Chair: Melissa Ianetta, University of Delaware, Newark
Speakers: Stephen Bernhardt, University of Delaware, Newark, “Equal but Not Identical: Creating Teaching Professorships in Research Departments”
Michael McCamley, University of Delaware, Newark, “P.H.D. on the C.N.T.T.”
Melissa Ianetta, University of Delaware, Newark, “Does Equity Mean Identical? The Ideology of Negotiating Belletristic and Pedagogical Cultures”

Practices of Teaching Writing

C.35 Exploring Identity, Narrative, and Personal Writing
Hilton, Grand Salon C16, First Floor
Chair: Beverly Reilly, Rio Hondo
Speakers: Susan Kirtley, University of Massachusetts at Lowell, “Picture This: Performing Identity in the Illustrated Narrative”
Christina Fisanick, Xavier University, Cincinnati, OH, “‘Writing it down makes it real’: The Problems and Possibilities of the Personal Essay in the Composition Classroom”
Douglas Christensen, University of Utah, Salt Lake City, “This I Believe: Secular Talk and the Ontology of the Personal Essay”
Josephine Kelso, University of California, Berkeley, “Changing Narrative Realities: Rhetorical Choices and Ideological Messages in the Narratives of First-Year Writing Students”

Institutional and Professional

C.36 Composing Engagement: Constructing Civic Identities
Doubletree, Nottoway A, Second Level
Chair: Morgan Gresham, University of South Florida, St. Petersburg
Speakers: Morgan Gresham, University of South Florida, St. Petersburg
Trey Conner, University of South Florida, St. Petersburg
Jill McCracken, University of South Florida, St. Petersburg
Thursday, 1:45–3:00 p.m.

**Theory**

**C.37 Derrida’s Gift: Writing Real(ities)**
Hilton, Ascot, Third Floor

*Chair:* Raul Sanchez, University of Florida, Gainesville
*Speakers:* Brooke Rollins, Louisiana State University, Baton Rouge, “The Place of Writing: Ethos and Derridean Inhabitation”
David Rieder, North Carolina State University, Raleigh, “An Exploration ‘After the Voice’: A Post-representational Alphabet of Raleigh, NC”
Christa Albrecht-Crane, Utah Valley State College, Orem, “Writing Reality, Writing Agency”

**Theory**

**C.38 Teaching Writing through the Lens of the Body: Disability in the Composition Classroom**
Doubletree, Rosedown A, Second Level

*Chair:* Madeline Walter Guilfoil, University of Missouri-Kansas City
*Speakers:* Madeline Walter Guilfoil, University of Missouri-Kansas City, “The Mad Hattress in the Composition Classroom”
Cynthia Knight, University of Missouri-Kansas City, “Disability and Flexibility in Teaching Writing”
George Williams, University of South Carolina, Spartanburg, “Depression, Anxiety, and Empathy in First-Year Writing Courses”

**Research**

**C.39 The Changing Reality of the Academic Job Search: Negotiating Media, Locations, and Committees**
Hilton, Grand Salon B7, First Floor

*Chair:* I. Moriah McCracken, Texas Christian University, Fort Worth
*Speakers:* Catherine C. Braun, Ohio State University at Marion, “Navigating the Job Market Web: What Difference Does Digital Media Make?”
I. Moriah McCracken, Texas Christian University, Fort Worth, “Cast a Wide Net? Factoring in Location during the Job Search”
Community, Civic & Public

C.40  Rhetoric Matters: The Realities of Public Policy Writing
Hilton, Steering, Conference Center

Chair: Eileen Schell, Syracuse University, NY
Speakers: Scott Wible, West Virginia University, Morgantown, “Writing the Realities of the Nation’s Language Needs”
Jennifer Wingard, Syracuse University, NY, “From Spouse to Marriage, Illegal to Felon: The Marks of Intensity on National Legislation”
Rebecca Dingo, University of Missouri, Columbia, “Public Policy’s Transnational Networks”

Practices of Teaching Writing

C.41  The Realities of Teaching the Research Process in First-Year Composition
Doubletree, Shadows, Second Level

Chair: Soo La Kim, Columbia College, Chicago, IL
Speakers: Anne Caswell Klein, Princeton University, NJ, “‘Inventing the University’ in the Library”
Amanda Irwin Wilkins, Princeton University, NJ, “Creating a Research Community in the Classroom”
Kristin Dombek, Princeton University, NJ, “Research and the Sacred”

Composition/Writing Programs

C.42  Establishing a Secondary Writing Center: A Collaborative Approach Connecting Collegiate and High School Writers
Doubletree, Nottoway B, Second Level

Co-Chairs: Jill Adams, Metropolitan State College of Denver, CO
Gloria Eastman, Metropolitan State College of Denver, CO
Speakers: Bruce Degi, Metropolitan State College of Denver, CO
Chris Jenkins, Metropolitan State College of Denver, CO
Amber Shearer, Metropolitan State College of Denver, CO
Aimee McAdams, Metropolitan State College of Denver, CO
Thursday, 3:15–4:30 p.m.

**D Sessions**
3:15 p.m.–4:30 p.m.

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**Featured Session**

**Insights on Writing Instruction from a Cognitive Science Perspective: Cognitive Strategy Instruction**

Hilton, Grand Ballroom A/B, First Floor

*Chair:* John Hayes, Carnegie Mellon University, Pittsburgh, PA

Research on the cognitive processes involved in writing over the past 3 decades has generated theoretical understandings about individual differences and practically important approaches to writing instruction. A substantial body of research demonstrates the effectiveness of cognitive strategy instruction, especially for struggling writers. The overall aim of strategy instruction is to help students develop repertoires of strategies that they can use reflectively and constructively across a range of writing tasks. In this talk, I will focus on three elements of strategy instruction. First, students learn specific strategies for planning and/or revising based on understanding of the cognitive processes used by experienced writers. Second, instruction includes general self-regulation strategies for such important processes as goal setting, self-monitoring, self-evaluation, and maintaining motivation and persistence. Third, instruction includes explicit explanation and scaffolding in applying strategies on meaningful tasks.

**Charles MacArthur** is Professor of Special Education in the School of Education at the University of Delaware where he teaches courses on literacy instruction for students with disabilities as well as courses on technology applications. His major research interests include writing instruction for students with learning disabilities, applications of technology to support reading and writing, development of self-regulated strategies, and understanding learning processes in inclusive classrooms. Major-funded research projects have focused on development of a writing curriculum for students with learning disabilities, writing strategy instruction in classroom settings, development of multimedia tools to support reading and writing in content areas, speech recognition as a writing accommodation, and project-based learning in social studies in inclusive classrooms. He is co-editor of *The Handbook of Writing Research*, Guilford, 2006 and *Best Practices in Writing Instruction*, Guilford, forthcoming.
Thursday, 3:15–4:30 p.m.

**Community, Civic & Public**

**D.01 Plotting Native Historiography: The Ethics and Responsibility of Assembling and Reading Native Archival Material**

Hilton, Grand Ballroom C, First Floor

*Chair:* Jim Randels, SAC, New Orleans, LA  
Carolyn Benson, New Orleans, LA  

*Speakers:* Jim Randels, SAC, New Orleans, LA  
Erica DeCuir, Georgia State University, Atlanta  
Kalamu ya Salaam  
Gabrielle Turner  
Greta Gladney, Clemson University, SC  

*Respondents:* Jackie Royster, The Ohio State University, Columbus  
Courtney Cazden, Lexington, MA  
Dixie Goswami, Clemson University, SC  

**Community, Civic & Public**

**D.02 Service Courses, Service Workers: The Reality of Changing Reality**

Doubletree, Madewood A, Second Level

*Chair:* William Thelin, University of Akron, OH  

*Speakers:* Ann Marie Taliercio, Unite HERE, Local 150, Syracuse, NY  
Stephen Parks, Syracuse University, NY  
Jeff Simonds, Syracuse University, NY  
James Seitz, University of Pittsburgh, PA  

**Community, Civic & Public**

**D.03 Writing Realities, Writing Cities: From the Motor City to the Big Easy**

Doubletree, International Ballroom, 16th Level

*Chair:* William DeGenaro, The University of Michigan, Dearborn  

Thomas Uskali, Pine Crest School, Fort Lauderdale, FL, “The Insider’s Voice: Who Speaks for the City?”
Thursday, 3:15–4:30 p.m.

Community, Civic & Public

D.04 Picturing Democracy: Multimodal Rhetoric in the Public Sphere
Hilton, Grand Salon D22, First Floor

Chair: David Sheridan, Michigan State University, East Lansing
Speakers: Jody Swilky, Drake University, Des Moines, IA
Jim Ridolfo, Michigan State University, East Lansing
David Sheridan, Michigan State University, East Lansing
Daniel Mahala, University of Missouri-Kansas City
Tony Michel, Avila University, Kansas City, MO

Institutional and Professional

D.05 Federal Policies, Local Realities: Three Explorations of the Federal Role in Inscribing Writing Practices
Doubletree, Madewood B, Second Level

Chair: Neal Lerner, Massachusetts Institute of Technology, Cambridge
Speakers: Neal Lerner, Massachusetts Institute of Technology, Cambridge,
“Our FEMA: Project English and the Realities of Federal Support”
Marty Patton, University of Missouri, Columbia, “Katrina and the Engineers: Federal Policy, the EPA, and Arguments about Levees”
Dawn Fels, Indiana University of Pennsylvania, “All Hat and No Cattle: NCLB’s Rhetorical Failings”

Institutional and Professional

D.06 Validity Evidence in Writing Assessment
Hilton, Rosedown, Third Floor

Chair: Brian Huot, Kent State University, OH
Speakers: Edward White, The University of Arizona, Tuscon, “Validity as Argument: SAT and AP”
Norbert Elliot, New Jersey Institute of Technology, Newark, “Standards for Writing Assessment and the Construction of Validity Evidence”
Respondent: George Gadda, University of California, Los Angeles

Institutional and Professional

D.07 WPA Work II: Ambiguity and Agentic Efforts
Doubletree, Crescent B, 16th Level

Chair: Kelly Ritter, Southern Connecticut State University, New Haven
Thursday, 3:15–4:30 p.m.

**Speakers:** Carol Peterson Haviland, California State University, San Bernardino, “What Do Our FYW Courses Say about Us as WPAs?”

Richard Bullock, Wright State University, Dayton, OH, “Leading without Followers: The Ambiguous Role of the WPA as University Exemplar”

Kurt Koenigsberger, Case Western Reserve University, Cleveland, OH, “Double Agents, Double Duties, and Disciplinarity: Sustaining the Work of Writing Administration”

Joel Wingard, Moravian College, Bethlehem, PA, “Effects of WPA Work on/with the Media and the Network for Media Action”

**Respondents:** Margaret Willard-Traub, University of Michigan-Dearborn

Jeanne Gunner, Chapman University, Orange, CA

**Institutional and Professional**

**D.08 Exploring Race in Student Writing: Toward an Anti-racist, Critical Pedagogy for Pre-Service Teachers**

Hilton, Grand Salon B10, First Floor

**Chair:** Jennifer Buehler, University of Michigan, Ann Arbor

**Speakers:** Jennifer Seibel Trainor, San Francisco State University, CA, “The Emotioned Dimensions of Beliefs about Race: Exploring Research in Composition and Teacher Education”

Anne Ruggles Gere, University of Michigan, Ann Arbor, “Learning from Stereotypes in Student Writing”

Jennifer Buehler, University of Michigan, Ann Arbor, “Exploring Emotions about Racial and Cultural Difference through Performance Poetry”

**Institutional and Professional**

**D.09 Material Realities and Institutional Constraints: WPAs Thinking Theoretically and Working Locally**

Hilton, Grand Salon C18, First Floor

**Chair:** William Klein, University of Missouri-St. Louis

**Speakers:** Suellynn Duffey, University of Missouri-St. Louis, “Will the Real WPA Please Stand Up?: Grassroots Tales Inflect WPA Identity”

Christine Ross, Quinnipiac University, Hamden, CT, Dynamic by Design: Making ‘Local Realities’ the Engine of Program Development”

Jeffrey Klausman, Whatcom Community College, Bellingham, WA, “Working with and for Adjunct Faculty at Two-Year and Small Colleges: Survey Results”

Mary Lamb, Georgia State University, Atlanta, “Non-Tenure WPA Work at a Large Research University”

Carole Clark Papper, Hofstra University, Hempstead, NY, “From Lemons to Lemonade: Recognizing the Opportunity within the Crisis”

William Klein, University of Missouri-St. Louis, “The Aleph: Framing WPA Identity from Local Realities”
Thursday, 3:15–4:30 p.m.

Research

D.10 Rhetorical Inquiry to Change Realities: Why Feminist Methods Matter
Hilton, Grand Salon C15, First Floor
Chair: Diana George, Virginia Tech, Blacksburg
Speakers: Katrina Powell, Virginia Tech, Blacksburg
Kelly Belanger, Virginia Tech, Blacksburg
Beverly Moss, Ohio State University, Columbus
Shirley Wilson Logan, University of Maryland, College Park

Research

D.11 National TYCA Interview Project: Righting the Realities of Persistent Challenges in Teaching with Technologies (Onsite and Online)
Hilton, Jefferson Ballroom, Third Floor
Chair: Patrick Sullivan, Manchester Community College, CT
Speakers: Jane Wagoner, Wright College, Chicago, IL, “Righting the Realities of High Attrition and Limited Access in Online Instruction”
Christopher Johnston, Santa Barbara City College, CA, “Finally, the Horse before the Cart: Strategies to Make Pedagogy Drive Teaching with Onsite Technologies”
David Wong, Santa Barbara City College, CA, “Beyond the Technical: Training Programs and Practices to Promote”
Jody Millward, Santa Barbara City College, CA, “Bringing It All Back Home: Programs with an Integrated Approach to Online/Onsite Training, Technologies Access, and Curriculum”

Research

D.12 What Really Counts: New Applications of Quantitative Research in Writing Centers
Hilton, Grand Salon B12, First Floor
Chair: Lucas Niiler, University of Alabama, Tuscaloosa
Speakers: Jennifer Kunka, Francis Marion University, Florence, SC, “The Light Bulb Clicks On: Assessing the Metacognitive Development of Writing Center Tutors and Student Writers”
Heather Epes, Francis Marion University, Florence, SC, “The Light Bulb Clicks On: Assessing the Metacognitive Development of Writing Center Tutors and Student Writers”
Kathryn Evans, Bridgewater State College, MA, “The Frequency and Function of Silence in Writing Conferences”
Lucas Niiler, University of Alabama, Tuscaloosa, “Portable, Replicable, Empirical: Results of a Cross-institutional Frequency Analysis of Tutorial Technique and Tutorial Content”
Thursday, 3:15–4:30 p.m.

Linda Bergmann, Purdue University, West Lafayette, IN, “Portable, Replicable, Empirical: Results of a Cross-institutional Frequency Analysis of Tutorial Technique and Tutorial Content”

Research

D.13 Researchers Studying Language
Hilton, Grand Salon D21, First Floor
Chair: Melanie Morgan, Massachusetts Bay Community College, Wellesley
Stephanie Schlitz, Bloomsburg University, PA, “Corpus Linguistics and College-level Writing: How One Aspect of Linguistic Research Can Inform the Teaching of Writing”
Paul Prior, University of Illinois at Urbana-Champaign, “CHAT and Discourse Semiotics as a Framework for Renewing Research on Composing Processes”

History

D.14 What Kind of Indian Are You—Mascot, Disney Character, Hiawatha?: Changing Realities of Indian Representations
Hilton, Napoleon Ballroom, Third Floor
Chair: Qwo-Li Driskill, Michigan State University, East Lansing
Speakers: Resa Crane Bizzaro, East Carolina University, Greenville, “Real Indians Writing: Identity, Trauma, and Representation”
Joyce Rain Anderson, Roger Williams University, Bristol, RI, “Will the Real Indian Please Stand Up?: Writing Realities of Indian”
Stephen Brandon, Community College in Richmond, VA, “Teaching Teachers: NDN Students, Assumptions, and Opportunities in Freshman Writing”

History

D.15 Branding WAC: Realities Across the Curriculum
Hilton, Grand Salon A4, First Floor
Chair: Michelle Niestepski, Northeastern University, Boston, MA
Speakers: Michelle Niestepski, Northeastern University, Boston, MA, “WAC: Past and Present Realities”
O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT, “WAC as a Branding Strategy”
Julius Sokenu, Moorpark College, CA, “Trying the WAC Brand Again at a Small TYC”
Theory

D.16  Literacy, Material Culture and the State
Hilton, Steering, Conference Center

Chair: Andrew Moss, California State University, Pomona
Corey Mead, University of Wisconsin-Madison, “‘Less Painful than Reading Books’: The Military, Technology, and Literacy”
Ruijie Zhao, Bowling Green State University, OH, “Realities Constructed and Changed through Huxian Peasant Paintings”

Theory

D.17  Theories of Metaphor: Aristotle, Burke, Pragmatics
Hilton, Prince of Wales, Second Floor

Chair: George Diamond, Moravian College, Bethlehem, PA
Speakers: Ethan Sproat, Brigham Young University, Provo, UT, “Irony and Ideation: Rethinking Critical Thinking Dramatically”
Joseph Wofford, Meredith College, Raleigh, NC, “Metaphor as Propagation of Reality and Meaning: A Pragmatic Account”
Rosemary Winslow, Catholic University of America, Washington, D.C., “Metaphor in the Architecture of Prose: What Textbooks and Writers Have to Say”

Theory

D.18  The Realities of Genre in Multiple Contexts: What about Form?
Hilton, Fountain, Third Floor

Chair: Betty Bamberg, California State University, Los Angeles
Speakers: Irene Clark, California State University, Northridge, “The Realities of Genre in Multiple Contexts: What About Form?”
David Jolliffe, University of Arkansas, Fayetteville, “The Realities of Genre in Multiple Contexts: What About Form?”
Ryan Skinnell, Arizona State University, Tempe, “Complicating Genres in First-Year Composition: A Reality Check”
Richard M. Coe, Simon Fraser University, Burnaby, British Columbia, Canada, “Eco-Composition and the Ecology of Genre: Helping Student Writers Negotiate Personal Identities and Social Realities”
**Theory**

**D.19 “Writing Information Literacy:” From Theory to Reality in the Writing Classroom**

Hilton, Grand Salon A3, First Floor

*Chair:* Erin Davis, Utah State University, Logan

*Speakers:* Wendy Holliday, Utah State University, Logan, “Informing Rhetoric: Theories of Information Literacy”
Erin Davis, Utah State University, Logan, “From Theory to Practice: How Textbooks Write Information Literacy”
Melissa Bowles-Terry, University of Illinois, Urbana-Champaign, “From Theory to Practice and Back: Writing Information Literacy in the Curriculum and the Classroom”

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**Theory**

**D.20 Dissonant Convergence: Myron Tuman’s Theories of Literacy and All that Rhetorical Jazz**

Hilton, Grand Salon B9, First Floor

*Chair:* Irvin Peckham, Louisiana State University, Baton Rouge

*Speakers:* David Stacey, Humboldt State University, Arcata, CA
Nick Carbone, Bedford/St. Martin’s, Boston, MA
Robert Alexander, Nicholls State University, Thibodaux, LA

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**Information Technologies**

**D.21 Evaluating Digital Scholarship: A “More Capacious Conception”**

Hilton, Marlborough A, Second Floor

*Chair:* Kristine L. Blair, Bowling Green State University, OH

Cheryl E. Ball, Illinois State University, Normal, “Scholarly Peer-review in New Media”
Gail E. Hawisher, University of Illinois at Urbana-Champaign, “New Scholarship for a New World: A Balancing Act, Part I”
Cynthia L. Selfe, Ohio State University, Columbus, “New Scholarship for a New World: A Balancing Act, Part II”
Thursday, 3:15–4:30 p.m.

**Information Technologies**

**D.22 Interrogating Writing Technologies**

Hilton, Jasperwood, Third Floor

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

*Speakers:* Devon Hackelton, California State Polytechnic University, Pomona, “When Technology Really Works: Using CPR™ to Breathe Life into Students’ Writings”

Liesbeth Opdenacker, University of Antwerp, “Quality Assessment in the Online Writing Center”

Luuk Van Waes, University of Antwerp, “Quality Assessment in the Online Writing Center”

Ingrid Stassen, Radboud University, Nijmegen, “Quality Assessment in the Online Writing Center”

Sylvia Church, University of Louisville, KY, “Mapping Arguments with Computer-assisted Argument Visualization Software (CAVS): Technological Scaffolding for Better Reasoning”

**Information Technologies**

**D.23 Virtual Bridges to Real Community: Searching for Community Online**

Hilton, Grand Salon B7, First Floor

*Chair:* Mita Mahato, University of Puget Sound, Tacoma, WA

*Speakers:* Brittany Cottrill, Bowling Green State University, OH, “Virtual Realities: Writing the Self from Commonplace Books to FaceBook”

Serkan Gorkemli, University of Connecticut, Stamford, “Queer Intermedia: Contextualizing Global Cyber Queer in Turkey”

Mita Mahato, University of Puget Sound, Tacoma, WA, “‘Compassion Technology’: Rethinking the Rhetoric of Illness”

**Creative Writing**

**D.24 Refocusing the Real: Creative Nonfiction in the Composition Classroom**

Hilton, Grand Salon C16, First Floor

*Chair:* Chris Warnick, College of Charleston, SC

*Speakers:* Marguerite Scott, College of Charleston, SC, “Creative Composing: The Rule or the Exception?”

Jennifer Lee, University of Pittsburgh, “On Walking Cavalierly: Student Writers as Artists”

Chris Warnick, College of Charleston, SC, “‘Creative Nonfiction frequently pisses off professors’: Students’ Perceptions of Creative Nonfiction”

Lil Maughan, College of Charleston, SC, “Essaying to Teach Creative Nonfiction”
Thursday, 3:15–4:30 p.m.

**Language**

**D.25 Deconstructing Familiar Labels and Rhetorics**
Hilton, Magnolia, Third Floor

*Chair:* Michael Klein, James Madison University, Harrisonburg, VA  
Kang Sun, Bowling Green State University, OH, “Names for Non-Agricultural Farmers in Chinese Academic Writings: Creating Space for Alternative Realities”

**Academic Writing**

**D.26 Writing the Holocaust: Challenging Assumptions in the Contact Zone**
Hilton, Grand Salon D19, Third Floor

*Chair:* Diane Canow, Lees Summit, MO  
*Speakers:* Constance Reimer, Friends University, Wichita, KS, “Transforming the Comfort Zone: Student Contact with the Reality of War”  
Carol O’Hara, Friends University, Wichita, KS, “Transforming the Comfort Zone: Student Contact with the Reality of War”  
Sandie Friedman, George Washington University, Washington, D.C., “From Awe to Authority: First-Year Students Writing the Holocaust”  

**Professional and Technical Writing**

**D.27 Making the Transition from Student to Professional Writer**
Hilton, Grand Salon A6, First Floor

*Chair:* Andrew Mara, North Dakota State University, Fargo  
*Speakers:* Justin Hodgson, Clemson University, SC, “Professional Rhetorics: Rethinking Communication and Composition”  
Tim Krause, University of Wisconsin, Stevens Point, “Service-learning: Introducing Students to the Changing Reality of Professional Writers”  
Kevin Hunt, Goldey-Beacom College, Wilmington, DE, “The Trope of Transparency in Professional Communication”
Thursday, 3:15–4:30 p.m.

Composition/Writing Programs

D.28 Student Learning Outcomes as a Roadmap to Writing in the Disciplines
Hilton, Oak Alley, Third Floor
Chair: Gina Maranto, University of Miami, FL
KC Culver, University of Miami, Coral Gables, “Designing and Implementing Writing in the Disciplines Workshops for Non-English Faculty”
Zachery Hickman, University of Miami, FL, “Teaching Writing in the Disciplines Workshops for Non-English Faculty”

Composition/Writing Programs

D.29 Resisting Neoliberal Reality in the Writing Center: Durable, Democratic Networks in Long-Term Tutoring Practices, Relationships, and Program Development
Hilton, Grand Salon C13, First Floor
Chair: Tom Friedrich, University of Minnesota, Minneapolis
Kirsten Jamsen, University of Minnesota, Minneapolis, “What makes a good writing center citizen?”: Two Case Studies of How Long-term Tutoring Relationships Change Writers and Tutors”
Katie Levin, University of Minnesota, Minneapolis, “What makes a good writing center citizen?”: Two Case Studies of How Long-term Tutoring Relationships Change Writers and Tutors”
Candance Doerr, University of Minnesota, Minneapolis, “Graduate Tutors and Dissertation Writers as Network Reality: Distributed Democracy or Social Reproduction?”

Composition/Writing Programs

D.30 Coming to Agency through Directed Self-placement
Doubletree, Crescent A, 16th Level
Chair: Virginia Crisco, California State University, Fresno
Speakers: Richard Hansen, California State University, Fresno
J. Nicolas Geist, California State University, Fresno
Jaclyn Hardy, California State University, Fresno
Jennifer Mayer, California State University, Fresno
Andrea Osteen, California State University, Fresno
Composition/Writing Programs

Hilton, Versailles Ballroom, Third Floor
Chair: Jessica Barros, St. John’s University, Queens, NY
Speakers: Jessica Barros, St. John’s University, Queens, NY
Kristin Prevallet, St. John’s University, Queens, NY

D.32 Adaptation IS Reality: The Search for Truth in Student Writing through Adaptation and Antilogy
Hilton, Elmwood, Third Floor
Chair: Corinne Arraez, Stanford University, CA
Speakers: John Tinker, Stanford University, CA, “Visual Realities of the Museum Display: Teaching Students to Adapt their Writing and Research to Museum Exhibits”
Wendy F. Goldberg, Stanford University, CA, “Adaptation and Responsibility: Using Film and Stage Performances to Explore Truth and Integrity in Discourse”
Corinne Arraez, Stanford University, CA, “Ephemeral Realities: Student Adaptations of Experience and Realities in Digital Media”

D.33 Not Just “Waiting on the World to Change”: Research that Matters in Required Writing Courses
Hilton, Grand Ballroom D, First Floor
Chair: Marvin Diogenes, Stanford University, CA
Speakers: Clyde Moneyhun, Stanford University, CA, “Dude Looked Like a Lady: The Rhetoric of Gender Activism”
Kimberly Moekle, Stanford University, CA, “A Planet on Edge: The Rhetoric of Sustainable Energy”
Donna Hunter, Stanford University, CA, “The Virtue of Vice and the Vice of Virtue: The Rhetoric of Criminality”
Thursday, 3:15–4:30 p.m.

*Practices of Teaching Writing*

**D.34 Why Didn’t I Think of That? Writing Instruction at the Graduate Level**

**Hilton, Grand Salon D24, First Floor**

*Chair:* Laura Micciche, University of Cincinnati, OH

*Speakers:* Kimberly Harrison, Florida International University, North Miami, “Changing Realities of Graduate Writing through Collaborative, Large-Scale Change?”

Joseph Janangelo, Loyola University, Chicago, “Quality of Mercy/Quality and Mercy: What Happens When Graduate Students Want to Revise Graded Work?”

Lisa Meloncon, University of Cincinnati, OH, “Finding My Own Way: A New Hire Reflects on Graduate Preparation”

Laura Micciche, University of Cincinnati, OH, “Critical Writing Workshop for Graduate Students”

Paula Gillespie, Marquette University, Milwaukee, WI, “Meeting the Need: Preparing PhDs as Program Writing Consultants”

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**Practices of Teaching Writing**

**D.35 Teaching Composition in New Spaces and with New Strategies**

**Hilton, Kabacoff, Conference Center**

*Chair:* Nathan Franklin, Fresno, CA

*Speakers:* Diorah Nelson, Hillsborough Community College, Plant City, FL, “Toying with ‘Trifles’ or Proving the Not-so-Obvious”

Rocky Marcus, Hillsborough Community College, Plant City, FL “Toying with ‘Trifles’ or Proving the Not-so-Obvious”

Summer Smith Taylor, Clemson University, SC, “Effects of Studio Space on Teaching and Learning of Writing”

Aimée Knight, Michigan State University, East Lansing, “Sharing Their Vision: Photovoice in the Composition Classroom”

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**Practices of Teaching Writing**

**D.36 Writing the Katrina Exodus: Displaced Students and Composition**

**Hilton, Port, Conference Center**

*Chair:* Frank Perez, Tarrant County College, Hurst, TX

*Speakers:* Frank Perez, Tarrant County College, Hurst, TX

Eric Devlin, Tarrant County College, Hurst, TX
Practices of Teaching Writing

D.37 Designing Teacher Preparation to Acknowledge Student Diversity and Social Justice
Doubletree, Rosedown B, Second Level

Chair: Akua Duku Anokye, Arizona State University, Glendale
Speakers: Kevin Eric DePew, Old Dominion University, Norfolk, VA
Tim Bostic, Old Dominion University, Norfolk, VA
Octavio Pimentel, Texas State University, San Marcos, “Oyendo la voz de Todos (Hearing Everyone’s Voice) . . . Including those Students Who are Brown”

Institutional and Professional

D.38 Rewriting the Institutional Reality through a Common Reading Program
Doubletree, Nottoway A, Second Level

Chair: Matthew Levy, Pacific Lutheran University, Tacoma, WA
Speakers: Laurie Porter, University of Texas at Arlington, “Launching a Shared Reading Experience”
Margaret Lowry, University of Texas at Arlington, “Integrating the One Book into First-semester Composition”
Piper Davis, University of Texas at Arlington, “Negotiating Powerful Change through Common Reading: The Kite Runner Experience”
Matthew Levy, Pacific Lutheran University, Tacoma, WA, “Maus as Common Reading Selection: Practice and Reflection”

Academic Writing

D.39 University as Text: Helping Non-Native Speakers “Read” the Culture
Hilton, Rosedown A, Second Floor

Chair: Emily A. Thrush, University of Memphis, TN
Speakers: Angela B. Thevenot, University of Memphis, TN
Teresa S. Dalle, University of Memphis, TN

History

D.40 Plotting Native Historiography: The Ethics and Responsibility of Assembling and Reading Native Archival Material
Hilton, Ascot, Third Floor

Chair: René Agustín De los Santos, DePaul University, Chicago, IL
Speakers: Whitney Myers, University of New Mexico, Albuquerque
John Miles, University of New Mexico, Albuquerque
Sundy Watanabe, University of Utah, Salt Lake City, “Survivance Then and Now: Sites of Shared Community in Archival and Contemporary Practice”
Thursday, 3:15–4:30 p.m.

Practices of Teaching Writing

D.41 Addressing and Expanding Language Diversity in Writing Instruction: Issues and Implications
Doubletree, Shadows, Second Level
Chair: Scott Weeden, Indiana University Purdue University, Indianapolis
Speakers: Scott Weeden, Indiana University Purdue University, Indianapolis, “Changing the Writing Reality: Encouraging Students to Use the Language(s) They Know in Their Writing”
Steve Fox, Indiana University Purdue University, Indianapolis, “Fluent Writing or Changed Attitudes: What Are We Looking For?”
Katherine Wills, Indiana University Purdue University, Indianapolis, “Assumptions and Conflations of National Dialects”
Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis, “Finding Doorways through Home and Community Language”

Composition/Writing Programs

D.42 Rhetorics and Realities of Change: Reflections on Theory and Practice from a New Department of Writing Studies
Doubletree, Nottoway B, Second Level
Chair: Patrick Bruch, University of Minnesota, Minneapolis
Speakers: Donald Ross, University of Minnesota, Minneapolis, “Rhetorics and Realities of Writing as a Campus-wide Initiative at Minnesota”
Thomas Reynolds, University of Minnesota, Minneapolis, “Rhetorics and Realities of First-Year Composition at Minnesota”
Tim Gustafson, University of Minnesota, Minneapolis, “Rhetorics and Realities of Teacher Development at Minnesota”
Lee-Ann K. Breuch, University of Minnesota, Minneapolis, “Rhetorics and Realities of Assessment at Minnesota”
E Sessions
4:45 p.m.–6:00 p.m.

Community, Civic & Public

E.01 Institutional, Community, and Classroom Conflict: A Campus Visit by President George W. Bush
Hilton, Jefferson Ballroom, Third Floor
Chair: Patricia T. Price, Georgia Southern University, Statesboro
Speakers: Mary Marwitz, Georgia Southern University, Statesboro, “‘We’re Not Breaking Any Laws’: Institutional Double-Speak”
E. Amy Lori, Georgia Southern University, Statesboro, “Re-inscribing the ‘Free Speech’ Zone: (Un)Confining Community Protest”
Patricia T. Price, Georgia Southern University, Statesboro, “‘Why Did You Lie to Us?’: Classroom Realities”

Community, Civic & Public

E.02 Writing in Prison: Peer Tutors, Newspapers, and Literature
Hilton, Grand Salon A6, First Floor
Chair: John Boe, University of California, Davis
Speakers: Jacob Pichnarcik, Texas A&M University-Commerce, “Writing in Prison: Peer Tutors, Newspapers, and Literature”
Scott Whiddon, Transylvania University, Lexington, KY, “Writing in Prison: Peer Tutors, Newspapers, and Literature”
Jillian Coates, Kent State University, OH, “Changing Lives through Literature: Promoting Rehabilitation through Pathos”
Laura Rogers, Albany College of Pharmacy, NY, “Diving In to Prison Teaching: Mina Shaughnessy, Teacher Development, and Realities of Prison Teaching”

Community, Civic & Public

E.03 Writing in the Aftermath: Displacement, Grief, Loss, and Katrina
Doubletree, Rosedown B, Second Level
Chair: Marie Eckstrom, Rio Hondo College
Speakers: Albert Rouzie, Ohio University, Athens, “Teaching In, Through, and With Grief: Katrina and Other Tragedies”
Carrie Coaplen-Anderson, University of Louisville, KY, “How Katrina Survivors Write Home”
Maria Lovett, University of Illinois at Urbana-Champaign, “Writing Research with Video: Perseverance in the Lower Nine”
JuliAnna Avila, Georgia Southern University, Statesboro, “‘Representin’ the N.O.’ from Afar: Writing One’s Way Back into the World”
Thursday, 4:45–6:00 p.m.

_Institutional and Professional_

**E.04 Internationalizing Composition: A Reality Check**
Hilton, Oak Alley, Third Floor

*Chair:* Paul Kei Matsuda, Arizona State University, Tempe  
*Speakers:* Chris Anson, North Carolina State University, Raleigh  
Min-Zhan Lu, University of Louisville, KY  
Paul Kei Matsuda, Arizona State University, Tempe  
Xiaoye You, The Pennsylvania State University, University Park  
*Respondent:* Deborah H. Holdstein, Columbia College, Chicago, IL

**E.05 Why I’ve Stayed, Why I’ve Strayed: Dealing with Mid-career Fatigue with Rhet-Comp and the Cs**
Hilton, Grand Ballroom D, First Floor

*Chair:* Paul Hanstedt, Roanoke University, VA  
*Speakers:* Tom Amorose, Seattle Pacific University, WA, “Cycles of Straying (and Always Returning)”  
Sheila Carter-Tod, Virginia Tech, Blacksburg  
Scott Miller, Sonoma State University, Rohnert Park, CA, “Of the World and Not of the World”  
*Respondent:* Charles Bazerman, University of California, Santa Barbara

**Research**

**E.06 Patterns, Methods, and Contexts: Case Results from a Longitudinal Study of Writing**
Doubletree, International Ballroom, 16th Level

*Chair:* Paul Rogers, University of California, Santa Barbara  
*Speakers:* Paul Rogers, University of California, Santa Barbara, “‘What do we do with all this data?’: Coherence, Contradiction, and Cases in the Study of Writing Development”  
Laurie Stapleton, Stanford University, CA, “From College Freshman to Classroom Teacher: A Case Study of Five Years in Writing Development”  
Erin Krampetz, Escuela Nueva International, San Francisco, CA  
*Respondent:* Jenn Fishman, University of Tennessee, Knoxville
Institutional and Professional

E.07  Changing Disciplinary Perspectives, Pedagogies, and Research Ethics
Doubletree, Crescent B, 16th Level
Chair: Robert Schwegler, University of Rhode Island, Kingston
Speakers: Robert Schwegler, University of Rhode Island, Kingston, “From Interpretation to Action: The Disciplinary Formation of Rhetoric and Composition”
Libby Miles, University of Rhode Island, Kingston, “From Knowledge to Policy: Changing Course Designs, Curricula, and Departmental Structures”

Institutional and Professional

E.08  Perceptions of the Profession: New Members, “Contingent” Members, Outside Observers
Hilton, Grand Salon B9, First Floor
Chair: Ann Penrose, North Carolina State University, Raleigh
Speakers: Elizabeth Curtin, Salisbury University, MD, “The CCCC Convention and Professional Identity among Graduate Students”
Ann Penrose, North Carolina State University, Raleigh, “Professional Identity in the Contingent-labor University”
Betsy Bowen, Fairfield University, CT, “‘This Intimate Enemy’: Reconsidering Our Bonds and Connections”

Research

E.09  Writing Realities among Future Elementary School Teachers
Hilton, Magnolia, Third Floor
Chair: Irene Clark, California State University, Northridge
Speakers: Ian Barnard, California State University, Northridge, “Writing Assessment: Composition Program Versus Teacher Education Rubrics”
Tina Bertacchi-Love, California State University, Northridge, “Writing Assessment: Composition Program Versus Teacher Education Rubrics”
Pamela Bourgeois, California State University, Northridge, “Writing Assessment: Composition Program Versus Teacher Education Rubrics”
Theresa Montaño, California State University, Northridge, “Writing Realities Among Future Elementary School Teachers”
Kathleen Dudden Rowlands, California State University, Northridge, “Writing Assessment: Composition Program vs. Teacher Education Rubrics”
Respondent: Harry Hellenbrand, California State University, Northridge, “Writing Realities Among Future Elementary School Teachers”
Thursday, 4:45–6:00 p.m.

Research

E.10 Tracing Discursive Resources: How Students Use Prior Genre Knowledge to Negotiate Writing Realities
Hilton, Grand Salon C15, First Floor

Chair: Anis Bawarshi, University of Washington, Seattle
Speakers: Cathryn Cabral, University of Washington, Seattle
Rachel T. Goldberg, University of Washington, Seattle
Jennifer Halpin, University of Washington, Seattle
Megan Kelly, University of Washington, Seattle
Melanie Kill, University of Washington, Seattle
Shannon Mondor, University of Washington, Seattle
Angela Rounsaville, University of Washington, Seattle

Research

E.11 Research Opportunities in the History of Technical and Business Writing
Hilton, Grand Salon C16, First Floor

Chair: Elizabeth Tebeaux, Texas A&M University, College Station
Speakers: Malcolm Richardson, Louisiana State University, Baton Rouge, “Research Opportunities in British Libraries that are not The British Library”
Elizabeth Tebeaux, Texas A&M University, College Station, “Technical Writing in the English Renaissance and the Seventeenth Century: Topics and Resources”
Michael Moran, University of Georgia, Athens, “Research Methodologies for the History of Technical Communication”
Miles Kimball, Texas Tech University, Lubbock, “Military Communication, World War II, and the History of Technical Communication”

History

E.12 Rewriting Histories: Considering the Role of Legacy, Mentorship, and Local Context in Archival Research
Doubletree, Madewood B, Second Level

Chair: Katherine Tirabassi, Keene State College, NH
Speakers: Katherine Tirabassi, Keene State College, NH, “Exploring Regional Legacies of 1940s New England Writing Teachers”
Amy Zenger, American University of Beirut, Lebanon, “Tracing Legacies after the Disruption of War: Recuperating the History of a University Writing Program”
**History**

**E.13 Literacy as Resistance for Portuguese Americans, African Americans, and Japanese Americans**

Hilton, Grand Salon B12, First Floor

*Chair:* Mira Shimabukuro, University of Wisconsin, Madison

*Speakers:*
- Kate Vieira, University of Wisconsin, Madison, “Entre Nos: What New England’s Portuguese-language Press Can Teach Us about Immigrant Literacies at the Turn of Two Centuries”
- Paige Van Osdol, The Ohio State University, Columbus, “‘We have climbed, and will continue to climb’: The Epideictic Rhetoric of School Yearbooks as a Strategy of Resistance”

**Theory**

**E.14 “Thinking Through” and “Acting Out”**

Hilton, Grand Salon C13, First Floor

*Chair:* Kevin Hooge, University of California, Santa Barbara

*Speakers:*
- Juan Guerra, University of Washington, Seattle, “The Rhetorical Practice of Transcultural Repositioning: Translating Lived Experience in the Crucible of Genre Formation”
- Sergio N. Casillas, University of Washington, Seattle, “Rehearsal of Identities: An Ethnography of Mexican and Mexican Americans in Rural Central California”
- Kevin Hooge, University of California, Santa Barbara, “Connecting Student Discursive Resources with Academic Genres through Literacy Autobiographies”

*Respondent:* Sergio N. Casillas, University of Washington, Seattle

**Theory**

**E.15 Picturing Realities, Embodying Change: Photography as Rhetoric**

Hilton, Marlborough A, Second Floor

*Chair:* Jay Dolmage, West Virginia University, Morgantown

*Speakers:*
- Brenda Brueggeman, Ohio State University, Columbus, “Deaf Eyes: The Allen Sisters Pictorial Photography, 1885-1920”
- Jay Dolmage, West Virginia University, Morgantown, “Framing Disability, Fixing Race: Photography as a Eugenic Technology
- Kristie Fleckenstein, Florida State University, Tallahassee, “Speaking Images: The Erased Stories and Silent Bodies of Katrina, ‘Looters and Finders’”
Thursday, 4:45–6:00 p.m.

**Theory**

**E.16 Reasoning in These Times**
Doubletree, Madewood A, Second Level

*Chair:* Gina Victoria Shaffer, University of California, Los Angeles

*Speakers:* Nora Bacon, University of Nebraska at Omaha, “Difficult Dialogues: Salvaging Communication in an Era of Polarized Discourse”
Don Bushman, University of North Carolina, Wilmington, “Theories of Argument: Dialogue, Law, and ‘Manifest Rationality’”
Donna Scheidt, University of Michigan, Ann Arbor, “Legal Rhetoric in the Writing Course”
Paul Puccio, Bloomfield College, NJ, “I’m Contemplating as Fast as I Can!”

**Theory**

**E.17 Shaping Future Realities: Scientific and Technological Challenges to Traditional Rhetorical Concepts of Time**
Doubletree, Crescent A, 16th Level

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

*Speakers:* Jeremiah Dyehouse, University of Rhode Island, Kingston, “Dewey’s Technological Deliberation”
Jordynn Jack, University of North Carolina, Chapel Hill, “Beyond Past/Present/Future in Aristotle’s Modes of Rhetoric: Temporal Focus and Temporal Depth”
Jodie Nicotra, University of Idaho, Moscow, “The Future of the Planet: Examining Rhetorics of Global Climate Change”
Blake Scott, University of Central Florida, Orlando, “Rhetoric, Risk, and Sustainable Futures: Toward ‘Meticuluation’”

**Information Technologies**

**E.18 Digital Liberalism, Material Realities**
Hilton, Grand Salon D19, First Floor

*Chair:* Steven Wexler, California State University, Northridge, CA

James Rovira, Rollins College, Winter Park, FL, “Subjectivity and Technology in the Composition Classroom”
Steven Wexler, California State University, Northridge, CA, “Knowledge Economy Rhetorics in the Writing Class”
Thursday, 4:45–6:00 p.m.

Information Technologies

E.19 Teaching and Learning in a Digital Age
Hilton, Jasperwood, Third Floor

Chair: Thomas Eaton, Southeast Missouri State University
Speakers:
- David Stock, University of Wisconsin-Madison, “Remediating Composition Pedagogy in a Web 2.0 Era”
- Genevieve Critel, Ohio State University, Columbus, “Preparing Graduate Students to Integrate Computers into Composition: Effectiveness of The Workshop Model”
- Thomas Eaton, Southeast Missouri State University, “The Chyle Isle Ocean River Cruise: Sailing into Scripted Scenario Learning”

Information Technologies

E.20 Ownership, Authorship, and Representation in Digital Space
Hilton, Grand Salon D21, First Floor

Chair: Lucretia Yaghjian, Episcopal Divinity School, Concord, MA
Speakers:
- Danielle Nicole DeVoss, Michigan State University, East Lansing, “Composition in/and Ownership Culture: Feminist Digital Interventions”
- Catherine Matthews Pavia, University of Massachusetts Amherst, “The Constraining and Enabling Effects of Corporate Sponsorship on Women’s Online Writing”
- Mary Elizabeth Sullivan, Kent State University, OH, “Designing Women: Gender Potential and Constraint in Visual Representations”

Academic Writing

E.21 The Reality of Writing: Alternative Perspectives of Turnitin.com
Hilton, Versailles Ballroom, Third Floor

Chair: Renee Bangerter, Fullerton College, CA
Speakers:
- Renee Bangerter, Fullerton College, CA, “From Plagiarism Detection to Plagiarism Play Book”
- Danielle Fouquette, Fullerton College, CA, “Programmatic Benefits of Turnitin.com”
- Miquel Powers, Fullerton College, CA, “Practicing with Plagiarism and Turnitin.com”
Thursday, 4:45–6:00 p.m.

Language

E.22  **Understanding Multilingualism in Student Writing**  
Hilton, Grand Salon C18, First Floor  
*Chair:* Christopher Strelluf, University of Missouri, Columbia  
*Speakers:* Joshua Lenart, University of Utah, Salt Lake City, “Beyond Beginnings: An Essay from the Borderlands”  
Julia Kiernan, University of Louisville, KY, “A Containment of Realities: Who is a North American Multilingual Immigrant Student?”  
Nichole Stanford, CUNY Graduate Center, New York, “Literacy in Postcolonial Louisiana”

Creative Writing

E.23  **Writing Selves: The Academy, Ethics, and Recovery**  
Hilton, Grand Salon B10, First Floor  
*Chair:* Ellen Spaldo, Fairleigh Dickinson University, Teaneck, NJ  
*Speakers:* Rachel Yeatts, University of North Texas, Denton, “Achieving Aesthetic Distance in Creative Writing”  
William Archibald, Millersville University, PA, “Writing the Self to Change the World: The Memoir as Academic Inquiry”  
Joyce Hinnefeld, Moravian College, Bethlehem, PA, “Ethics and the Writer: An Interdisciplinary Approach to Creative Writing”

Professional and Technical Writing

E.24  **Writing Academic Realities: Three Studies of Unexpected Genres**  
Hilton, Grand Salon A3, First Floor  
*Chair:* Doreen Starke-Meyerring, McGill University, Montreal, Quebec, Canada  
*Speakers:* Anthony Pare, McGill University, Montreal, Quebec, Canada, “The Dissertation as Multi-Genre: Forming Disciplinary Identities”  
Janna Fox, Carleton University, Ottawa, Ontario, Canada, “Chalk talk: A Principle Genre of the Mathematics Classroom”  
Larissa Yousoubova, McGill University, Montreal, Quebec, Canada, “Disciplinary Ethos in Grant Proposal Writing: A Case Study of an International Scientist”  
Doreen Starke-Meyerring, McGill University, Montreal, Quebec, Canada, “Disciplinary Ethos in Grant Proposal Writing: A Case Study of an International Scientist”
Composition/Writing Programs

**E.25 Academic Gateways vs. Academic Gatekeepers: The Realities of Academic Literacy Issues in the Two-Year College**

Hilton, Rosedown, Third Floor

*Chair:* Sharon Mitchler, Centralia College, Olympia, WA

*Speakers:* Sharon Gerald, Jones County Junior College, Ellisville, MS, “Technology as Gateway to Rhetorical Literacy”

Jeanne Ezell, Jones County Junior College, Ellisville, MS, “The Monster Gatekeeper: Edited American English and the Status Markers of Academic Literacy”

Patti Smith, Jones County Junior College, Ellisville, MS, “Opening the Academic Gates: Instructional Attitudes and Literacy Programs”

Composition/Writing Programs

**E.26 Two Assessments of Writing Assessments**

Hilton, Kabacoff, Conference Center

*Chair:* Jan Dunphy, Massachusetts Institute of Technology, Cambridge

*Speakers:* Les Perelman, Massachusetts Institute of Technology, Cambridge, “Assessing by Whom or What?: The Strange Similarities between Human and Machine Grading”

Irvin Peckham, Louisiana State University, Baton Rouge, “Assessments as Snapshots: Getting as Many as Possible”

*Respondent:* Jan Dunphy, Massachusetts Institute of Technology, Cambridge

Composition/Writing Programs

**E.27 Celluloid WAC: Documenting the Realities of WAC through Film**

Hilton, Grand Salon B7, First Floor

*Chair:* Mary Soliday, City College of New York, NY

*Speakers:* Mark McBeth, John Jay College of Criminal Justice, New York, NY, “You’re Not Alone: Preserving the Spirit of Faculty Development Workshops”

Mary Soliday, City College of New York, NY, “Access to Learning: Writing in the Disciplines at CCNY”

Marian Arkin, LaGuardia Community College, Long Island, NY, “Using Video to Sell and Assess a WID Program”
Thursday, 4:45–6:00 p.m.

*Practices of Teaching Writing*

**E.29 Convergence Composition: Bridging the Digital Divide**  
**Hilton, Elmwood, Third Floor**  
*Chair:* Megan Fulwiler, The College of Saint Rose, Albany, NY  
*Speakers:* Jennifer Marlow, The College of Saint Rose, Albany, NY, “‘The Water Cooler has Gone Digital’: Conversation, Negotiation, and Collaboration in Online Spaces”  
Kim Middleton, The College of Saint Rose, Albany, NY  

**Practices of Teaching Writing**

**E.30 Grading Writing: International and Institutional Ideals and Realities**  
**Hilton, Grand Salon A4, First Floor**  
*Chair:* Jonathan Hunt, Stanford University, CA  
*Speakers:* Jonathan Hunt, Stanford University, CA, “The Real and the Ideal: Ideology and Validity in Grading Writing”  
Brij Lunine, University of California, Santa Cruz, “Narrative Evaluations and Grades: The Evil of Two Lessers?”  
Helle Rytkönen, Stanford University, CA, “Fairness and Consistency in European and U.S. Grading Systems”

**Practices of Teaching Writing**

**E.31 Imagining Realities: Teaching Composition Theory to Undergraduates**  
**Hilton, Grand Salon D22, First Floor**  
*Chair:* Joshua Kotzin, Marist College, New York  
Angela Laflen, Marist College, Poughkeepsie, NY, “Keeping It Reel: Using Film to Teach Theory to Undergrads”  
Joshua Kotzin, Marist College, Poughkeepsie, NY, “Historicism, Realism, and Reality”
Practices of Teaching Writing

E.32 The Reality of Place: Region, Identity, and Why Memoir Matters
Hilton, Grand Salon D24, First Floor

Chair: Elizabeth Vogel, University of North Carolina-Greensboro
Speakers: Elizabeth Vogel, University of North Carolina-Greensboro, “Writing to Remember: Memoir, Composition, and the Stories of Katrina”
Karen Warren, Wofford College, Spartanburg, SC, “Writing the Southern Landscape: Memoir and the Environment”
Heidi Hanrahan, Shepherd University, Shepherdstown, WV, “Henry Louis Gates’ Colored People: Memoir, Rhetorical Identity, and Composition”
Rita Jones-Hyde, Massasoit Community College, Brockton, MA, “Government Cheese and Designer Jeans: Writing Class in Michael Patrick MacDonald’s All Souls”

Practices of Teaching Writing

E.33 Transitions to College Writing and Reading: Cultivating Performative Literacy in Freshman English Classes
Hilton, Port, Conference Center

Chair: Sheridan Blau, Teachers College, Columbia, NY
Cheryl Hogue Smith, California State University, Bakersfield, “Interrogating Texts with Developmental Writers: Performative Literacy as Preparation for College Reading and Writing”
Stephanie Paterson, California State University, Stanislaus, “Pants-down Teaching as Pedagogical Strategy for Reclaiming Teacher and Student Efficacy”

Practices of Teaching Writing

E.34 Writing Pictures, Changing Writing
Hilton, Napoleon Ballroom, Third Floor

Chair: Anne Frances Wysocki, University of Wisconsin-Milwaukee
Speakers: Anne Frances Wysocki, University of Wisconsin-Milwaukee, “The Marijuana of the Nursery: The Teaching Pleasures of Graphic Novels”
Diana George, Virginia Tech, Blacksburg, “Translations and Transitions from Words to Pictures”
Marilyn Cooper, Michigan Technological University, Houghton, “Visual Subversion: Changing Meaning by Changing Pictures”
Thursday, 4:45–6:00 p.m.

**Practices of Teaching Writing**

**E.35** Reconciling Disparate Cultural Realities through Serving Learning Communication Instruction

Hilton, Steering, Conference Center

*Chair:* Linda Driskill, Rice University, Houston, TX

To be joined by students

**Practices of Teaching Writing**

**E.36** Representin’ Colored Realities: Writing Policy and Commitment to Speakers of Ebonics

Hilton, Fountain, Third Floor

*Chair:* Rhea Estelle Lathan, Michigan State University, East Lansing

*Speakers:* Denise Troutman, Michigan State University, East Lansing, “Representin’ Colored Realities: A Call to CCCC Instructors and the CCCC Body Politic"

Collin Lamont Craig, Michigan State University, East Lansing, “Towards a Writing Center Pedagogy of Balance: Black Athletes Who Shift between Linguistic Realities on and off the Practice Field”

Staci Perryman-Clark, Michigan State University, East Lansing, “Ebonics and Students’ Rights: Extending the SRTOL Conversation as an Invitation for First-Year Writing Students”

**Practices of Teaching Writing**

**E.37** Re-visioning the Writing Classroom as a Site for Other(ed) Groups

Hilton, Prince of Wales, Second Floor

*Chair:* Vivette Milson-Whyte, University of Arizona, Tucson

*Speakers:* Aretha Matt, University of Arizona, Tucson, “Acknowledging the Indigenous Past, Present, and Future in the Composition Classroom: Decolonizing and Empowering Methodologies”

Kathryn A. Ortiz, University of Arizona, Tucson, “Where We Enter: LatCrit as Means for Development and Implementation of Conscious Composition Praxis”

Aja Y. Martinez, University of Arizona, Tucson, “Where We Enter: LatCrit as Means for Development and Implementation of Conscious Composition Praxis”

Katia M. Vieira, University of Arizona, Tucson, “Comparing Pedagogies of Narrative Essay in Brazil and the U.S.”

Erica Cirillo-McCarthy, University of Arizona, Tucson, “Writing Nation(s): A Trans-Atlantic Analysis of Writing Instruction”
Language

E.38 Changing Our Writing Realities through Rhetorical Grammar Instruction
Doubletree, Nottoway A, Second Level

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

Speakers: Deborah Rossen-Knill, University of Rochester, NY, “Rhetorical Grammar: Using Our Speaking Realities to Change Students’ Writing Realities”
Steven Cybulski, University of Rochester, NY, “The Changed Reality of an Ear Writer”
Meghan Gilligan, University of Rochester, NY, “A Changed Writing Reality: From Correctness to Creation”
Allison Goldstein, University of Rochester, NY, “A Changed Writing Reality: From Prescriptive Grammar to Expressive Grammar”

Research

E.39 “Will My Story Bring Change . . . ?” Reflections by Non-native Student-writers Help Reinvent the U.S. Academy
Hilton, Ascot, Third Floor

Chair: Terry Zawacki, George Mason University, Fairfax, VA

Speakers: Eiman Hajabbasi, George Mason University, Fairfax, VA, “(Re)Presenting Student Voices: Ethics, Challenges, and Implications”
Anna Habib, George Mason University, Fairfax, VA, “From Reflection to Action: The Implications and Outcomes of the Stories”
Alex Scott Antram, George Mason University, Fairfax, VA, “International Voices through an International Medium: Sharing Research and Starting a Dialogue Online”

Composition/Writing Programs

E.40 Writing Resistance: Assessment, Accountability and Subversion
Doubletree, Rosedown A, Second Level

Chair: Margaret Murphy, Monroe Community College, Rochester, NY

Speakers: Tina Good, Suffolk County Community College, Stony Brook, NY, “Writing as Basic Communication: So What?”
Leanne Warshauer, Suffolk County Community College, Selden, NY, “Writing Realities and Emerging WAC Programs”
Margaret Murphy, Monroe Community College, Rochester, NY, “Writing Resistance: Assessment, Accountability, and Subversion”
Thursday, 4:45–6:00 p.m.

Practices of Teaching Writing

E.41 Daybooks as the Center of Reading, Writing, and Thinking
Doubletree, Shadows, Second Level

Chair: Cynthia Urbanski, University of North Carolina at Charlotte
Speakers: Cynthia Urbanski, University of North Carolina at Charlotte
Shana Woodward, Gardner-Webb University, Boiling Springs, NC
Anthony Iannone, University of North Carolina at Charlotte
Sally Griffin, University of North Carolina at Charlotte

Practices of Teaching Writing

E.42 From Soap Boxing to MySpacing:
Critical Pedagogy and Multimodal Composition
Doubletree, Nottoway B, Second Level

Chair: Lil Brannon, University of North Carolina, Charlotte
Speakers: Tony Scott, University of North Carolina, Charlotte, “Figuring Working-class Identities through Multi-modal Composition”
Nancy Welch, University of Vermont, Burlington, “Don’t Be Afraid of that Soapbox!: Lessons in the Working Class Rhetorical Arts”

Photo courtesy of Eileen Maley
Special Interest Groups

6:30–7:30 p.m.

**TSIG.01** Service-Learning and Community Literacy  
Hilton, Grand Salon A3, First Floor  
*Chair:* Bradley Cole Bennett, Abilene Christian University, TX

**TSIG.02** SIG for WPAs and Writing Center Administrators Who Are Not on the Tenure Track  
Hilton, Grand Salon A4, First Floor  
*Chair:* Lori Salem, Temple University, Philadelphia, PA

**TSIG.03** Part-Timers SIG  
Hilton, Grand Salon A6, First Floor  
*Chair:* Bob Samuels, University California, Los Angeles

**TSIG.04** Conference on Basic Writing Special Interest Group  
Hilton, Grand Salon B7, First Floor  
*Co-Chairs:* Kathleen Baca, Doña Ana Community College, Las Cruces, NM  
Susan Naomi Bernstein, LaGuardia Community College, Long Island, NY

**TSIG.05** FYC as an Introduction to Writing Studies  
Hilton, Grand Salon B9, First Floor  
*Chair:* Susan Miller, University of Utah, Salt Lake City

**TSIG.06** Second-Language Writing SIG: Applying the CCCC Statement on Second-Language Writing and Writers  
Hilton, Grand Salon B10, First Floor  
*Co-Chairs:* Kevin Eric DePew, Old Dominion University, Norfolk, VA  
Jill Swavely, Temple University, Philadelphia, PA
Thursday, 6:30–7:30 p.m.

TSIG.07  English Education/Composition Connections
Hilton, Grand Salon B12, First Floor
Co-Chairs: Elizabeth Brockman, Central Michigan University, Mt. Pleasant
Mark Letcher, University of Oklahoma, Norman

TSIG.08  Reclaiming the Wisdom Traditions for Education: A Preview of the 2008 Summer Conference of the NCTE Assembly for Expanded Perspectives on Learning
Hilton, Grand Salon C13, First Floor
Co-Chairs: Irene Papoulis, Trinity College, Hartford, CT
Nan Phifer, University of Oregon, Eugene
Keynote Speaker: Bruce Novak, Northern Illinois University, DeKalb

TSIG.09  EngiComm: Writing Across the Engineering Curriculum
Hilton, Grand Salon C16, First Floor
Chair: Jon Leydens, Colorado School of Mines, Golden

TSIG.10  The Grad Student SIG
Hilton, Grand Salon C18, First Floor
Co-Chairs: Regina Clemens, Arizona State University, Tempe
Matthew Pearson, University of Wisconsin, Madison

TSIG.11  Open Source and Free Software Users Group
Hilton, Grand Salon D19, First Floor
Co-Chairs: Clancy Ratliff, University of Louisiana, Lafayette
Charles Lowe, Grand Valley State University, Allendale, MI

TSIG.12  Disability Studies SIG
Hilton, Grand Salon D21, First Floor
Chair: Amy Vidali, University of Colorado at Denver

TSIG.13  Composition at the Small College/University
Hilton, Grand Salon D22, First Floor
Chair: Judith Hebb, Atlanta Christian College, GA
Thursday, 6:30–7:30 p.m.

**TSIG.14** 1 UP: Perspectives from Scholars/Practitioners of Video Games  
Hilton, Grand Salon D24, First Floor  
*Co-Chairs:* Matthew Barton, St. Cloud State University, MN  
Scott G. Reed, University of Georgia, Athens

**TSIG.15** Canadian Caucus  
Hilton, Prince of Wales, Second Floor  
*Chair:* Tosh Tachino, Iowa State University, Ames

**TSIG.16** Film, Television, and Visual Rhetoric  
Hilton, Marlborough A, Second Floor  
*Chair:* Jill Dahlman, University of Hawaii at Manoa

**TSIG.17** Language, Linguistics, and Writing  
Hilton, Rosedown, Third Floor  
*Chair:* MaryAnn K. Crawford, Central Michigan University, Mount Pleasant

**TSIG.18** U.S.-Israel-Palestine Special Interest Group  
Hilton, Magnolia, Third Floor  
*Chair:* Matthew Abraham, DePaul University, Chicago, IL

**TSIG.19** Family Writing Special Interest Group  
Hilton, Jasperwood, Third Floor  
*Co-Chairs:* Sherry Rankins-Robertson, Arizona State University, Mesa  
Edward White, University of Arizona, Tucson  
Sally Crisp, University of Arkansas at Little Rock  
Claire Lauer, Arizona State University, Mesa

**TSIG.20** Non-Western Rhetorical Traditions  
Hilton, Oak Alley, Third Floor  
*Chair:* Maha Baddar, University of Arizona, Tucson

**TSIG.21** Kenneth Burke Society  
Hilton, Elmwood, Third Floor  
*Chair:* Elizabeth Weiser, Ohio State University, Newark, “Kenneth Burke—News and Information”
Thursday, 6:30–10:00 p.m.

**TSIG.22  Rhetoric and Composition Sound Archives**  
Hilton, Fountain, Third Floor  
*Co-Chairs:* Margaret Strain, University of Dayton, OH  
D. Alexis Hart, Virginia Military Institute, Lexington

**TSIG.23  National Archives of Rhetoric and Composition**  
Hilton, Steering, Conference Center  
*Chair:* Robert Schwegler, University of Rhode Island, Kingston, “Business and Informational Meeting”

**TSIG.24  MFA SIG**  
Hilton, Port, Conference Center  
*Chair:* Kendra Matko, Michigan State University, East Lansing

**TSIG.25  Teaching Creative Nonfiction Special Interest Group**  
Hilton, Ascot, Third Floor  
*Co-Chairs:* Jenny Spinner, St. Joseph’s University, Philadelphia, PA  
Melissa A. Goldthwaite, St. Joseph’s University, Philadelphia, PA

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**Thursday Evening Events**

**Scholars for the Dream Reception**  
Hilton, River, Conference Center  
6:30–7:30 p.m.

**Humor Night, “Real World, Unreal Profession”**  
Hilton, Grand Ballroom D, First Floor  
8:00–10:00 p.m.  
*Chair:* Ronald F. Lunsford, University of North Carolina, Charlotte  
*Speakers:* Anita R. Guynn, University of North Carolina, Charlotte, “What Real World?”  
C. McKenzie, Pima Community College–Desert Vista, Tucson, AZ, “A Reflection on Rejection: One PhD’s Job Search, 06–07”  
Ronald F. Lunsford, University of North Carolina Charlotte, “Saying It Don’t Make It So: Living in the World Our Words Construct”  
Bill Bridges, Sam Houston State University, Huntsville, TX, “Guy Thing”
Thursday, 6:30–10:00 p.m.

Marvin Diogenes, Stanford University, CA, “CBB: Maximum Revision and Blues”
Clyde Moneyhun, Stanford University, CA, “CBB: Maximum Revision and Blues”

Remembering Katrina:
A Night of Poetry, Prose, and Story-telling from the Writing After Katrina Archive Project and the Greater New Orleans Writing Project
Hilton, Rosedown, Third Floor
8:00–9:30 p.m.
Readers: Kenneth Cooper, University of New Orleans, LA
Adrianna Hanrahan, University of New Orleans, LA
Ja’Von Hill, University of New Orleans, LA
Charlotte Jones, University of New Orleans, LA
Organized by: Doreen Piano, University of New Orleans, LA

Part II
Readers: Deborah Alvarez, University of Delaware, Newark
Jim Randels, Students at the Center, New Orleans, LA
Kalamu de Salaam, Students at the Center, New Orleans, LA
Organized by: Ken Rayes, University of New Orleans, LA

New Orleans Films presented by their Directors
Hilton, Grand Ballroom A/B, First Floor
6:30-10:00 p.m.
“TOOTIE’S LAST SUIT” directed by Lisa Katzman
“Kamp Katrina” directed by David Redmond and Ashley Sabin
The feature-length documentary, TOOTIE’S LAST SUIT explores the complex relationships, rituals, history, and music of New Orleans’ vibrant Mardi Gras Indian culture while telling the story of Allison “Tootie” Montana, former Chief of Yellow Pocahontas Hunters.
Kamp Katrina, an award winning cinéma vérité documentary, follows the in-depth lives of a small group of people who have taken refuge in a garden transformed into a tent city.
Q&A with directors to follow.

AA
Hilton, Jasperwood,
Third Floor
8:00–10:00 p.m.

ALANON
Hilton, Elmwood,
Third Floor
8:00–10:00 p.m.
Friday, 8:00 a.m.–5:00 p.m.

Friday, April 4

REGISTRATION 8:00 a.m.–5:00 p.m.
Hilton, Exhibit Hall, Second Floor

EXHIBITS 9:00 a.m.–5:00 p.m.
Hilton, Exhibit Hall, Second Floor

F Sessions
8:00–9:15 a.m.

Featured Session
The Shape of Things to Come: Higher Education in the Aftermath of the Spellings’ Commission Report
Hilton, Grand Ballroom A/B,
First Floor

Higher education in the twenty-first century will be significantly different from what it was in the twentieth. We know we will have a much more diverse student body, we know that our faculty appointments will look different, and we will be looking at significantly different sites with new technologies for that education to take place. The Department of Education’s Commission on the Future of Higher Education report: “A Test of Leadership: Charting the Future of U.S. Higher Education,” was issued a year and a half ago to begin a dialogue to address the issues of accessibility for a more diverse student population, affordability for all our citizens, and accountability to ensure we are providing the best education possible. This panel will take up the issue of accountability with comments from the Senior Advisor to the Undersecretary of Education, Vickie Schray, as well as comments from the leadership of the joint NCTE WPA Task Force on writing and writing program assessment resources to address college writing accountability.
Paul Bodmer  
Senior Program Office for Higher Education, D.C. Office  
The National Council of Teachers of English

Vickie Schray  
Deputy Director  
Secretary of Education’s Commission on the Future of Higher Education  
U.S. Department of Education

Linda Adler-Kassner  
Associate Professor of English and Director of First-Year Writing  
Eastern Michigan University

Howard Tinberg  
Professor of English and Director of the Writing Lab  
Bristol Community College

Asao Inoui  
Assistant Professor of Rhetoric and Composition  
California State University, Fresno

Jeffrey Andelora  
Professor of English and Department Chair  
Mesa Community College

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

Community, Civic & Public

F.01 Sites of Civic Literacy: Designing and Sustaining College-Community Partnerships
Hilton, Belle Chasse, Third Floor
Chair: H. Allen Brizee, Purdue University, West Lafayette, IN
Speakers: Jaclyn Wells, Purdue University, West Lafayette, IN
Christina Saidy, Purdue University, West Lafayette, IN
Mark Hannah, Purdue University, West Lafayette, IN
Respondent: Patricia Sullivan, Purdue University, West Lafayette, IN

Community, Civic & Public

F.02 Neutralizing Social, Political, and Institutional Realities through Theoretical Queering: A “Queer” Appropriation
Hilton, Grand Salon C15, First Floor
Chair: Margaret Weaver, Missouri State University, Springfield
Speakers: Amber Luce, Syracuse University, NY, “The ‘thumpa-thumpa’ Goes On: The Carnival Culture of Queer Clubs”
Janell Haynes, Syracuse University, NY, “Verb/alizing a Queer Pedagogy: Silencing Voices through Theoretical Inclusion”
Margaret Weaver, Missouri State University, Springfield, “‘That’s Not an Issue Here:’ Debating LGBT Rights in State Institutions of Higher Learning”

Community, Civic & Public

F.03 (Re)Charting the (Dis)Courses of Faith and Politics: Kenneth Burke’s Pentad, Sharon Crowley’s Toward a Civil Discourse, and Barack Obama’s “Pentecost 2006” Keynote Address
Hilton, Grand Ballroom D, First Floor
Chair: Michael-John DePalma, University of New Hampshire, Durham
Speakers: Jeffrey M. Ringer, University of New Hampshire, Durham, “(Re)Charting the (Dis)Courses of Faith and Politics: A Pentadic Analysis of Sharon Crowley’s Toward a Civil Discourse: Rhetoric and Fundamentalism”
Michael-John DePalma, University of New Hampshire, Durham, “(Re)Charting the (Dis)Courses of Faith and Politics: A Pentadic Analysis of Barack Obama’s keynote address at ‘Pentecost 2006:’ Building a Covenant for a New America”
Jim Webber, University of New Hampshire, Durham, “(Re)Charting the (Dis)Courses of Faith and Politics: Counterstatements toward a Burkean Vision of Democracy”
Friday, 8:00–9:15 a.m.

**Institutional and Professional**

**F.04** Changing Collaborative Realities: Dissensus and Dialogue  
Hilton, Grand Salon C13, First Floor  
*Chair:* Anne Ellen Geller, St. John’s University, Queens, NY  
*Speakers:* Anne Ellen Geller, St. John’s University, Queens, NY, “On Dialogue in our Institutional Stances”  
Lisa Lebduska, Wheaton College, Norton, MA, “Writing Intensive Dialogues”  
Lauren Fitzgerald, Yeshiva University, New York, “Institutional Dialogues and Faculty Status”

**Institutional and Professional**

**F.05** Administering Realities: A Day in the Life of a Lead Instructor in the Two-Year College Setting  
Hilton, Grand Salon C16, First Floor  
*Chair:* Robyn Lyons-Robinson, Columbus State Community College, OH  
*Speakers:* Sue Lape, Columbus State Community College, OH  
Robyn Lyons-Robinson, Columbus State Community College, OH  
Steve Kaczmarek, Columbus State Community College, OH

**Research**

**F.06** Researching Fully Online Instruction: Assessment, Pedagogy, and a New Theory of Hybrid Online Learning Environments on the Border of the “Real” and “Virtual Worlds”  
Hilton, Versailles Ballroom, Third Floor  
*Chair:* Christopher Dean, The University of California at Santa Barbara  
*Speakers:* Christopher Dean, The University of California at Santa Barbara  
Randi Browning, The University of California at Santa Barbara  
Peter Huk, The University of California at Santa Barbara  
Kathleen Patterson, The University of California at Santa Barbara  
James Donelan, The University of California at Santa Barbara

**Research**

**F.07** Exploring Student Diversity, Gender, Religion, and ELL  
Hilton, Marlborough A, Second Floor  
*Chair:* Judy Arzt, St. Joseph College, West Hartford, CT  
*Speakers:* Julie Myatt, University of Louisville, KY, “Conflicting Identities? Female Students, Film Representations, and Feminist Composition Pedagogies”  
Heather Thomson Bunn, University of Michigan, Ann Arbor, “Are You There God? It’s me, a Writing Student”
Friday, 8:00–9:15 a.m.

Research

F.08 When the Subject Is Human: Writing the Realities of Human Participant Research
Hilton, Grand Salon C18, First Floor

Chair: Carrie Shively Leverenz, Texas Christian University, Fort Worth
Speakers: Stacia Dunn Neeley, Texas Wesleyan University, Fort Worth, “Composition Studies Meets Social Science: Course Management, Timing, and Ethics as Realities in Teaching Research Methods”
Linda Cole Carroll, Texas Wesleyan University, Fort Worth, “Aiming for Audience in Grant Research and Web Site Design: Writing”
Elizabeth Battles, Texas Wesleyan University, Fort Worth, “Using Students’ Writing for Research: The Promise and the Pitfalls”
D.B. (Bruce) Magee, Fullerton College, CA, “Writing Commitments: Designing Narrative-based Ethnographic Research Projects that Strike a Spark”

History

F.09 Learning from the Past for the Realities of the Present: Writing Reform in Comenius, De Quincey, Lewes
Hilton, Grand Salon D19, First Floor

Chair: Amy Heckathorn, California State University, Sacramento
Speakers: Joonna Trapp, Northwestern College, Orange City, IA, “John Amos Comenius’s Rhetorical and Christian Refashioning of Educational Realities”
Lois Agnew, Syracuse University, NY, “Thomas De Quincey’s Rhetoric: Writing a New Reality for a Mechanical Age”
Julianne Smith, Pepperdine University, Malibu, CA, “George Henry Lewes: Shaping Future Realities from the Victorian Past”

History

F.10 “You Inhabit Reality”: The Embodied Authority of Jane Addams
Hilton, Grand Salon D21, First Floor

Chair: Barbara L’Eplattenier, University of Arkansas at Little Rock
Speakers: Bridget O’Rourke, Elmhurst College, IL, “‘You Inhabit Reality’: Civic Virtue as Habitation”
Petra Munro Hendry, Louisiana State University, Baton Rouge, “Jane Addams, Memory, and Social Justice”
Lanette Grate, University of Central Arkansas, Conway, “Falling on Her Sword: Jane Addams and the Bayonet Speech”
Friday, 8:00–9:15 a.m.

Theory

**F.11 Visual Rhetoric of Comics, ‘Spectacle’, and Mail Art**
Hilton, Grand Salon D22, First Floor

*Chair:* Huey Crisp, University of Arkansas, Little Rock

*Speakers:*
- Dalyn Luedtke, University of Colorado, Boulder, “Seeing the Spectacle in Sanjaya and Seung-Hui Cho: Dissecting Media Events in the Composition Classroom”
- Lynn Rudloff, St. Edward’s University, Austin, TX, “Argument Is in the Gutter: Teaching Visual Rhetoric with Graphic Novels”
- Jason Helms, Clemson University, SC, “300: From Cool Comic to Cool Film”
- Scot Barnett, University of Wisconsin-Madison, “Strange Correspondence: Friendship and Receivability in Network-mediated Performance”

Theory

**F.12 Constructing Racial Identities**
Doubletree, Crescent B, 16th Level

*Chair:* Steven Mayers, San Francisco, CA

*Speakers:*
- Carmen Kynard, Rutgers University-Newark, NJ, “‘Save the Hood, Save Myself’: Color-conscious Pedagogies and Rhetorics for/of Urban Teacher Candidates of Color”
- Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing, “Heart of the Nation: Queer Kanien’kehaka Border Rhetorics and the Past and Future of Haudenosaunee Confederacy-making”

Theory

**F.13 Biomedical Meltdown: Sites of Change in Healthcare**
Doubletree, Madewood A, Second Level

*Chair:* Lu Ellen Huntley, University of North Carolina, Wilmington

*Speakers:*
- Lu Ellen Huntley, University of North Carolina, Wilmington, “Amaz(ing) World of Medical Coders: Terminological Acrobatics in the Healthcare System”
- Mary Cardinale, Utica College, NY, “Rhetoric of Women’s Healthcare: The Composing and De/Composing of the Female Body”
Friday, 8:00–9:15 a.m.

**Information Technologies**

**F.14  Emerging Technologies, Cyborg Futures? Human Rights, Literacy, and Disability**

Hilton, Grand Salon D24, First Floor

*Chair:* Anne Rosenthal, Oglethorpe University, Atlanta, GA

*Speakers:* Anne Rosenthal, Oglethorpe University, Atlanta, GA, “Transhuman Rights and Technology”

Beatrice Quarshie Smith, Illinois State University, Normal, “Identities, Literacies, and Cyber Work”

Richard LeMoine Wright, University of Illinois–Chicago, IL, “You Can’t Write Signed Languages: Cyborgs, Deaf Performance and Embracing Contradictions”

**Information Technologies**

**F.15  Constructing Identities/Constructed Identities: Game Work in College Writing Courses**

Hilton, Grand Ballroom C, First Floor

*Chair:* Cynthia L. Selfe, The Ohio State University, Columbus

*Speakers:* Yuejiao Zhang, University of Central Florida, Orlando, “Identity: What Can Hypertextbooks Learn from Videogames?”

Gary S. Ancheta, University of Central Florida, Orlando, “Gaming Freshmen: First-Year College Writers Finding Voice through Gamework”

Karla Saari Kitalong, University of Central Florida, Orlando, “Writing a Baby Boomer Identity: What Can Game Designers and Players Learn from Their Elders?”

**Language**

**F.16  Rethinking Assumptions: Second Language English Users as Competent Rhetors**

Hilton, Jasperwood, Third Floor

*Chair:* Michelle Cox, Bridgewater State College, MA

*Speakers:* Michelle Cox, Bridgewater State College, MA, “Beyond the Deficiency Model: Second Language Writers as Rhetorically Savvy”

Christina Ortmeier-Hooper, University of Massachusetts, Amherst, “Beyond the Deficiency Model: Second Language Writers as Rhetorically Savvy”


**Academic Writing**

**F.17** “That shit is plagiarism by any definition”: Conceptualizing Cheating in an Academic Context  
Hilton, Magnolia, Third Floor  
*Chair:* Susan Miller-Cochran, North Carolina State University, Raleigh  
*Speakers:* Katherine Hagopian, North Carolina State University, “Plagiarism 101: How Students Construct Rhetorics of Plagiarism within the Composition Classroom”  
Roy Stamper, North Carolina State University, Raleigh, “The ‘efficient bad person’: When Students Construct the Plagiarist in Cyber-space”  
Evelyn Audi, York Country Day School, PA, “Knowing What to Cite: Discerning Ownership in Disciplinary Discourse”

**Professional and Technical Writing**

**F.18** Bodily (Un)Realities: Ethics and Medical Discourse(s)  
Hilton, Oak Alley, Third Floor  
*Chair:* Marie Moeller, Illinois State University, Normal  
*Speakers:* Devon Fitzgerald, Illinois State University, Normal, “InVisible Identity: The Lesbian Body and the Ethics of Inclusion”  
Teryn J. Robinson, Lake Forest College, IL, “(Re)Constructing Women’s Realities: Non-Profits, Ethics, and the Feminist Choice Debate”  
Marie Moeller, Illinois State University, Normal, “Disabling Communications: The Disabled Body in Medical Discourse”

**Composition/Writing Programs**

**F.19** Three WPAs’ Perspectives on Changing the Material Production and Material Outcomes of First-Year Composition  
Doubletree, International Ballroom, 16th Level  
*Chair:* William Carpenter, University of Illinois at Springfield  
*Speakers:* Kelly Kinney, Binghamton University, SUNY, “Composition’s Cultural Capital: Can We Improve Working Conditions through Critical Pedagogy?”  
William Carpenter, University of Illinois at Springfield, “Dime-thick History and Mile-wide Expectations”  
Doug Sweet, Chapman University, Orange, CA, “New WPAs at Work in the Eyes of Epistemological Storms”
Friday, 8:00–9:15 a.m.

Composition/Writing Programs

F.20  Assessment, Placement, and Institutional Change: Strategies for Creating New Writing Realities
Hilton, Grand Salon A3, First Floor

Chair: Dan Melzer, Cal State, Sacramento
Speakers: Kathleen Klompien, Indiana University of Pennsylvania
          Sugie Goen-Salter, San Francisco State University, CA
          Joseph S. Eng, Cal State Monterey Bay, Seaside
          Bob Mayberry, Cal State Channel Islands, Camarillo
          Virginia Crisco, Cal State, Fresno
          Dan Melzer, Cal State, Sacramento
Respondent: Edward White, University of Arizona, Tucson

Composition/Writing Programs

F.21  Writing Realities vs. Images that Conceal: The Visual Rhetoric of Self-Representation
Hilton, Grand Salon A4, First Floor

Chair: Kathy Evertz, Carleton College, Northfield, MN
Speakers: Kathy Evertz, Carleton College, Northfield, MN
          Jane Nelson, University of Wyoming, Laramie
          Mya Dosch, Carleton College, Northfield, MN

Practices of Teaching Writing

F.22  Mardi Gras: Made in China, from Filming Realities to Writing Realities
Doubletree, Crescent A, 16th Level

Chair: Gilda Teixido Kelsey, University of Delaware, Newark
Speakers: David Redmon, Texas Christian University, Dallas, “Composing Mardi Gras: Made in China”
          Gilda Teixido Kelsey, University of Delaware, Newark

Practices of Teaching Writing

F.23  Composition Assessment without Rubrics: An Experiment
Hilton, Grand Salon A6, First Floor

Chair: Anne Balay, Indiana University Northwest, Gary
Speakers: James Drown, University of Illinois at Chicago
          Katherine Parr, University of Illinois at Chicago
          Virginia Costello, State University of New York at Stonybrook
Practices of Teaching Writing

F.24 Writing our World in the Pop Culture Zone
Hilton, Grand Salon B7, First Floor
Chair: Stacia Watkins, Middle Tennessee State University, Murfreesboro
Speakers: Trixie G. Smith, Michigan State University, East Lansing, “Drawing Students into Writing: Pop Culture as Contact Zone in First-Year Composition”
Allison D. Smith, Middle Tennessee State University, Murfreesboro, “Drawing Students into Writing: Pop Culture as Contact Zone in First-Year Composition”
Holly Tipton, Middle Tennessee State University, Murfreesboro, “Playing God: Using the Police Procedural to Teach Ethics and Argument”
Dianna Baldwin, Middle Tennessee State University, Murfreesboro, “Do You Really Look Like Your Avatar?: The Reality of Writing in the Ever-changing World of Technology”

Practices of Teaching Writing

F.25 Who Cares?: A Care-full Examination of First-Year Writing
Hilton, Grand Salon B9, First Floor
Chair: Kelly Concannon, Syracuse University, NY
Speakers: Kelly Concannon, Syracuse University, NY, “Rendering Care Readable in the Writing Course”
Nance Hahn, Onondaga Community College, Syracuse, NY, “Head, Heart, and Hand: Re-fashioning Teacher Identity in a Care-full Curriculum”

Practices of Teaching Writing

F.26 Mapping the Past, Creating a Future
Hilton, Kabacoff, Conference Center
Chair: Bob Broad, Illinois State University, Normal
Speakers: Susan Marie Harrington, Indiana University Purdue University, Indianapolis, “What Maps Mean for Assessment and Planning”
Eric Stalions, Augusta State University, GA, “Applying DCM to Placement Assessment Theory and Practice”
Jeremy Schnieder, Bowling Green State University, OH
Friday, 8:00–9:15 a.m.

Practices of Teaching Writing

F.27 Encouraging Student Learning and Motivation
Hilton, Elmwood, Third Floor
Chair: Julee Russell, Valley City State University, ND
Speakers: Renee Rule, Ivy Tech Community College of Indiana, Indianapolis, “Using ‘The Force’: Adapting Teaching Styles to Student Learning Styles in the Composition Classroom”
Josh Rosentreter, Ivy Tech Community College of Indiana, Indianapolis, “Using ‘The Force’: Adapting Teaching Styles to Student Learning Styles in the Composition Classroom”
Paula Kristofi k, Eastern Kentucky University, Richmond, “Creating Worlds in the Classroom: Critical Communication”
Carole Center, Lasell College, Newton, MA, “Teaching Reading in the Composition Classroom”

Practices of Teaching Writing

F.28 Reality Check: Anticipating, Acknowledging, and Attending to the Developing Identities of Student Writers
Hilton, Grand Salon B10, First Floor
Chair: Paul Heilker, Virginia Tech, Blacksburg,
Speakers: Mary Beth Pennington, University of North Carolina, Greensboro, “Vestigial Harmonies and the Social Virtues of Eloquence”
Sarah Allen, University of Mary Washington, Fredericksburg, VA, “Shaping the Self: Imitation and the Essay”
Teggin Summers, University of Georgia, Athens, “New Views on Old Distinctions: Poetic Rhetoric and its Influence on Meaning and Writing”
Julie Mengert, Virginia Tech, Blacksburg, “Using Visual Rhetoric to Encourage Higher Levels of Student Knowledge”

Practices of Teaching Writing

F.29 Feedback and Response in the Writing Classroom
Hilton, Steering, Conference Center
Chair: Louise Dunlap, Social Change Writing, Cambridge, MA
Speakers: Vanessa Kraemer, University of Louisville, KY, “‘They think they’re so special’: Responding to ‘Generation Me’ in the Composition Classroom”
Leticia Slabaugh, Arizona State University, Tempe, “Students Giving Feedback about Feedback: Using Metacognitive Reflective Writing to Improve Peer Review in the Computer-mediated Writing Classroom”
Friday, 8:00–9:15 a.m.

**Practices of Teaching Writing**

**F.30 Writing Realities in “Paradise”: Real Students, Real Teachers**
Hilton, Grand Salon B12, First Floor

*Chair:* Kathleen Cassity, Hawaii Pacific University, Honolulu

*Speakers:*
- Charlene Gima, Honolulu Community College, HI, “Writing fo’ Real”
- Melanie Van der Tuin, Leeward Community College, Pearl City, HI, “The Road to Waianae”
- Kathleen Cassity, Hawaii Pacific University, Honolulu, “Exploring Religious Hybridity in the Writing Classroom”

**Practices of Teaching Writing**

**F.31 Universal Design for Learning: Pedagogy, Not Technology**
Hilton, Rosedown, Third Floor

*Chair:* Amy Love, San Francisco State University, CA

*Speakers:*
- Jerome Schwab, San Francisco State University, CA, “Universal Design as Pedagogy: Represent, Engage, and Assess”
- Neil Lindeman, San Francisco State University, CA, “More than Words: UDL and Diverse Learning Styles in the Writing Classroom”
- Amy Love, San Francisco State University, CA, “How to Do, What to Do: UDL and Classroom Instructions”

**Research**

**F.32 The Balancing Act: Compositionists on Writing the Dissertation**
Hilton, Melrose, Third Floor

*Chair:* Mysti Rudd, Lamar State College–Port Arthur, TX

*Speakers:*
- Amy Lynch-Biniek, Kutztown University, PA, “Revising My Writing, Revising My Teaching: How Writing My Dissertation Taught Me to Re-see Revision in the Composition Classroom”

*Respondent:* Natalie Dorfeld, Thiel College, Greenville, PA
Friday, 8:00–9:15 a.m.

Research

Hilton, Ascot, Third Floor
Chair: Kelly Mendiola, St. Edward’s University, Austin, TX
Speakers: Mary Rist, St. Edward’s University, Austin, TX, “The Genre of the Daily News Story: Recognizing How News Stories and News Photos Construct the Other Day after Day”
Jodi Egerton, St. Edward’s University, Austin, TX, “Uncovering the Rhetorical Tactics of Parenting Experts”
Kelly Mendiola, St. Edward’s University, Austin, TX, “Rhetorical Approaches to Writer’s Block in Self-help Books”

Composition/Writing Programs

F.34 Changing Discourses: The Writing Center as Forum for Cross-disciplinary Collaboration
Doubletree, Rosedown A, Second Level
Chair: Kathleen Jernquist, U.S. Coast Guard Academy, New London, CT
Speakers: Kirsten Komara, Schreiner University, Kerrville, TX, “Changing Writing Realities for Faculty and Students: Writing Center Workshops”
Kathleen Jernquist, U.S. Coast Guard Academy, New London, CT, “Changing Realities: The Writing Center as ‘Un-centered’ Space for Community Language”
Rebecca Damron, Oklahoma State University, Stillwater, OK, “Writing and Re-writing Realities: Cross-disciplinary Research”

Practices of Teaching Writing

F.35 Social Activism, Service Learning, and Facebook: Finding Connection, Investigating Cultural Reality, (re)Defining Community
Doubletree, Shadows, Second Level
Chair: Gina M. Merys, Creighton University, Omaha, NE
Speakers: Laurie Britt-Smith, St. Louis University, MO, “Connecting Past to Present: Dorothy Day and the Rhetoric of Community”
Sarah Fielding, St. Louis University, MO, “The Micah Program: An Experiment in Changing Social Realities”
Paul J. Stabile, St. Louis University, MO, “Defining Individuality, (re)Forming Community: Facebook in the Composition Class”
Research

F.36 How Writing and Writers Develop in High School and College

Doubletree, Madewood B, Second Level

Chair: Sarah Boggs, University of California, Santa Barbara


Joanne Addison, University of Colorado, Denver, “Writing in High School, Writing in College—A Reality Check: Report on the CCCC sponsored Research Grant”

Sarah Boggs, University of California, Santa Barbara, “‘How I became a good academic writer’: Three Former Struggling Writers Tell Their Stories”
Friday, 9:30–10:45 a.m.

**G Sessions**  
9:30–10:45 a.m.

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**Featured Session**

**Writing, Word Use, and Health: A Social Psychological Perspective**

Hilton, Grand Ballroom A/B, First Floor

**Chair:** Jessica Early, Arizona State University

Dozens of studies have found that students who are asked to write about emotional topics for 15-30 minutes a day for only 3-4 days show improvements in physical and mental health compared to students instructed to write about superficial topics. When, how, and why does writing influence health? Are some writing strategies more efficient than others? How can laboratory results be adapted to classroom settings? The results of several expressive writing projects will be summarized that will help to answer these questions.

**James Pennebaker** is professor of psychology at The University of Texas at Austin, where he received his Ph.D. in 1977. He has been on the faculty at UT since 1997. Pennebaker explores the links between traumatic experiences and physical and mental health. His studies find that physician use, medical costs, and alcohol use can be reduced and work performance increased by simply writing and/or talking exercises. His most recent research focuses on the nature of language and emotion in the real world. He is author of *Writing to Heal: A Guided Journal for Recovering from Trauma and Emotional Upheaval*, New Harbinger Press, 2004, and *Opening Up: The Healing Power of Expressing Emotions*, Guilford Press, 1997, rev. ed.

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**G.01 Neighborhood Story Project**

Hilton, Grand Ballroom D, First Floor

**Chair:** Rachel Breunlin, Neighborhood Story Project, New Orleans, LA  
**Speakers:** Anna West, Wordplay, New Orleans, LA  
Annie Knepler, former editor of Journal of Ordinary Thought, New Orleans, LA  
Aaron Zimmerman, The New York Writers Coalition  
Kalamu ya Salaam, Students at the Center, New Orleans, LA  
Rachel Breunlin, Neighborhood Story Project, New Orleans, LA  
Abram Himelstein, Neighborhood Story Project, New Orleans, LA
Community, Civic & Public

G.02 Not Just a Bullet on an Outcomes Statement: Taking Civic Literacy Seriously
Hilton, Grand Ballroom C, First Floor
Chair: Clancy Ratliff, University of Louisiana at Lafayette
Speakers: Patricia Roberts-Miller, University of Texas, Austin, “Imagination, Group Identity, and Social Psychology’s Contribution to Civic Literacy”
Jonathan Goodwin, University of Louisiana at Lafayette, “Indoctrination Reconsidered: Civic Literacy and Information Poisoning”
Robin Murphy, East Central University, Ada, OK, “The Eyes Have It: Visual Literacy as Civic Responsibility”
Clancy Ratliff, University of Louisiana at Lafayette, “What Can Composition Learn from Bloggers’ Civic Writing? Tapping Into the Agora”

Community, Civic & Public

G.03 Working for Peace: Realities of Fearless Speech in an Antidemocratic Age
Hilton, Belle Chasse, Third Floor
Chair: Harriet Malinowitz, University of Long Island-Brooklyn, NY
Speakers: Thomas Huckin, University of Utah, Salt Lake City, “Contemporary Rhetors as Parrhesiastes: Fearless Speech in an Antidemocratic Age”
Gae Lyn Henderson, Utah Valley State College, Orem, “Contemporary Rhetors as Parrhesiastes: Downwinders Against Nuclear Testing”
Heather E. Bruce, University of Montana, Missoula, “Contemporary Rhetors as Parrhesiastes: Terry Tempest Williams and the Open Space of Democracy”

Institutional and Professional

G.04 How Three Compositionists Are Changing the Cultural Realities in Science and Engineering
Hilton, Jasperwood, Third Floor
Chair: Joyce Kinkead, Utah State University, Logan
Speakers: Evelyn Posey, University of Texas, El Paso, “Communication, Collaboration, and Community: Changing the Climate for Women in Science and Engineering”
Cheryl Geisler, Rensselaer Polytechnic Institute, Troy, NY, “RAMP-Up: Writing Our Way to Institutional Reform”
Christine Hult, Utah State University, Logan, “Why Bother? Helping Women Achieve Full Professor Rank”
Friday, 9:30–10:45 a.m.

Institutional and Professional

G.05 Gatekeepers and Revolving Doors: Arguments about Access and the Realities of Retention
Hilton, Grand Salon B7
Chair: Tom Fox, California State University, Chico
Speakers: Pegeen Reichert Powell, Columbia College, Chicago, IL, “Access to What? Complicating a Composition commonplace”
John Paul Tassoni, Miami University Middletown, OH, “Retrofitting Reality: Open Admissions at a Public Ivy”
Kilian McCurrie, Columbia College, Chicago, IL, “Defining ‘Success’ in Open-access Programs: Promoting Student Learning”
Rich Zumkhawala-Cook, Shippensburg University, PA, “Cashing in on the ‘In’ Crowd: First-Year Writing and State Funding”

Institutional and Professional

G.06 (Un)changing Realities: Grounding Our Narratives of the Profession in the Realities of Women’s Lives at the Margins
Hilton, Grand Salon B10, First Floor
Chair: Alice Trupe, Bridgewater College, VA
Speakers: Alice Trupe, Bridgewater College, VA, “Living at the Margin: From Full-time Adjunct to Small College Writing Specialist”
Linda Cullum, Kutztown University, PA, “Whose Success Is It Anyway?: The Reality of the Academic Couple”
Amy O’Brien, Kutztown University, PA, “Who Cares? The Impact of Child Care on Academic Women”
Mary Tasillo, Philadelphia, PA, “Liminality as a Way of Life: A Daughter Establishes Herself in an Emerging Profession”

Research

G.07 Research, Theory, and the Uses of Rhetoric
Hilton, Grand Salon C15, First Floor
Chair: Bill Hart-Davidson, Michigan State University, East Lansing
Speakers: Jeff Grabill, Michigan State University, East Lansing, “Problems with Researching and Assembling Public Rhetorics”
Patricia Sullivan, Purdue University, West Lafayette, IN, “Mixing Methods into a Rhetorically-based, Flexibly-driven, 21st-Century Methodology”
Friday, 9:30–10:45 a.m.

Research

G.08  Multimodal Composing: Attending to the Realities of Our Students
Hilton, Oak Alley, Third Floor
Chair: Beth Powell, University of Tennessee at Martin
Speakers: Kara Poe Alexander, Baylor University, Waco, TX, “Student Perceptions of Print Texts and Multimodal Compositions”
Sonya Borton, University of Louisville, KY, “How Rhetorical Elements Differ in Student Print Texts and Multimodal Compositions”
Rene Prys, University of Louisville, KY, “Critical Analysis and Reflection of Multimodal Compositions”
Beth Powell, University of Tennessee at Martin, “High Tech/Low Tech: The Possibilities for Student Multimodal Projects”

Research

G.09  Negotiating Teacher Preparation and Teaching Identities
Doubletree, Crescent A, 16th Level
Chair: LauraAnne Carroll-Adler, University of Southern California, Granada Hills
Speakers: Pam Hollander, Marist College, Poughkeepsie, NY, “Applying Composition Theory to Content-area Teacher Preparation: An Action Research Study”
Marcy Tucker, University of Central Arkansas, Conway, “Re-visioning Class in the Race, Class, Gender Triumvirate: An Appeal for Working-class Studies in the Academy”
Kim Jaxon, University of California, Berkeley, “‘Best Practice’ to Inquiry: Making Inquiry Explicit in a National Writing Project Site”
Jeffrey Cox, Florida State University, Tallahassee, “The Response Styles of Pre-service Teachers Working in a Secondary School Context”

History

G.10  Hybrid Genres and Rhetorical Agency in Historical Work
Doubletree, Crescent B, 16th Level
Chair: Risa Applegarth, University of North Carolina–Chapel Hill
Speakers: Tara Lockhart, University of Pittsburgh, PA, “Fluid Identity Constructed on the Page: Hybrid, Multi-genre Essays as Possibility”
Risa Applegarth, University of North Carolina–Chapel Hill, “Rhetorical Scarcity: Creating Knowledge in Hybrid Genres”
Friday, 9:30–10:45 a.m.

**History**

**G.11 Changing Realities: Constructions of Gender by 19th-Century Women in the Professions**

Hilton, Kabacoff, Conference Center

*Chair:* Lisa Blankenship, University of Oklahoma, Norman

*Speakers:* Elizabeth Bear, University of Oklahoma, Norman, “The Guarded Spaces and Gender Relations: Woman in the Nineteenth Century”

Emily Windahl, University of Oklahoma, Norman, “‘A Physician knows it all’: The Construction of Gender and Sickness in Harriot Hunt’s Glances and Glimpses”


**Theory**

**G.12 City Limits: On Refuge, Reversibility, and Rendition**

Hilton, Versailles Ballroom, Third Floor

*Chair:* Cynthia Haynes, Clemson University, SC

*Speakers:* Diane Davis, University of Texas at Austin, “Cities of Refuge(es): Inscribing Aterritorial Modes of Solidarity”

Victor J. Vitanza, Clemson University, SC, “Cities of the Living (‘Reversible Destinies’)”

Cynthia Haynes, Clemson University, SC, “Cities of Rendition: Interrogation on/of the Extrajudicial Edge”

**Theory**

**G.13 Real Talk: Black Women Transforming Realities through Rhetoric and Literacy**

Hilton, Grand Salon B12, First Floor

*Chair:* Gwendolyn Pough, Syracuse University, NY

*Speakers:* Tamika Carey, Syracuse University, NY, “Writing With Soul’N Style: An Analysis of Geneva Smitherman’s Transformative Rhetorical Practice”

Elaine Richardson, Ohio State University, Columbus, “My Ill Literacy Narrative: Growing Up Black and Po’ in Cleveland, Ohio”

Gwendolyn Pough, Syracuse University, NY, “Changing Lives One Book at a Time: Transforming Realities through Black Women’s Book Talk”
Information Technologies

G.14  Old Rhetorics for New(ish) Media: From Gutenberg to Web 2.0
Hilton, Magnolia, Third Floor

Chair: Envera Dukaj, The Ohio State University, Columbus
Speakers: Ben McCorkle, The Ohio State University, Marion
Jason Palmeri, Miami University of Ohio, Oxford
Envera Dukaj, The Ohio State University, Columbus

Information Technologies

G.15  Responding to New Media Challenges: Designers and Assessors (Re)Imagine Today’s Writing Realities
Hilton, Grand Salon B9, First Floor

Chair: Karen Lunsford, University of California, Santa Barbara
Speakers: Mary P. Sheridan-Rabideau, University of Wyoming, Laramie, “The Producers: Designers of New Media Complicate New Media ‘Realities’”
Karen Lunsford, University of California, Santa Barbara, “Realizing Information Literacy: Using New Media to Make Library Resources Visible in Course Management Systems”
Lee Nickoson-Massey, Bowling Green, OH, “Mind the Gap: Changing the Realities of and Possibilities for How We Understand (Multimodal) Writing Assessment”

Language

G.16  African American Vernacular in Classrooms, in the Academy, and in the World
Hilton, Grand Salon C16, First Floor

Chair: Michael McClure, Virginia State University, Petersburg
Speakers: William Hobbs, Virginia State University, Petersburg, “The Authenticity of Blackness: Teaching Fiction Writing”
Lynn Byrd, Virginia State University, Petersburg, “The Way I Are’ in the Classroom”
Diann Baecker, Virginia State University, Petersburg, “African American Vernacular English through the Lens(es) of Power”
Michael McClure, Virginia State University, Petersburg, “What Does Valuing Diversity Really Mean in First-Year Composition?”
Respondent: Ted Lardner, Cleveland State University, OH, “Metaphors of Freedom: Unleashing Literacies”
Friday, 9:30–10:45 a.m.

Academic Writing

G.17 Frames of Reference: Approaches to Teaching Academic Writing
Doubletree, Madewood B, Second Level
Chair: T. Geiger, Texas Woman’s University, Denton
Speakers: Alba Newmann, University Writing Program, University of Denver, CO, “One must have a mind of . . .” Introducing Students to the Academic Disciplines as ‘Mind Frames’”
Susan Inouye, Kapiolani Community College, Honolulu, HI, “Linguistic Autobiography: Connecting Linguistic Reality through Primary and Secondary Research”
Juliana Essen, Soka University of America, Aliso Viejo, CA, “Ethnography in First-Year Composition: Authentic Responses to Reality(ies) through Critical Perspectives on Subjectivity, Academic Inquiry/Discourse, and Praxis”
Ellen Evans, Soka University of America, Aliso Viejo, CA, “Ethnography in First-Year Composition Authentic Responses to Reality(ies) through Critical Perspectives on Subjectivity, Academic Inquiry/Discourse, and Praxis”

Professional and Technical Writing

G.18 Preparing Writers for the Realities of Review in the Workplace
Doubletree, Madewood A, Second Level
Chair: Kim Campbell, University of Alabama, Tuscaloosa
Speakers: Erin Kane-Stalnaker, University of Alabama, Tuscaloosa
Stacey Gaines, University of Alabama, Tuscaloosa
Kim Campbell, University of Alabama, Tuscaloosa

Composition/Writing Programs

G.19 How Strong Programs with National (Canadian) Identities Flower and/or Fail: Exploring Cultural Transformation in Two Major WAC Initiatives
Hilton, Grand Salon D22, First Floor
Chair: David Slomp, University of Alberta, Edmonton, Canada
Speakers: M. Elizabeth (Betsy) Sargent, University of Alberta, Edmonton, Canada, “Case 1: University of Alberta Writing Task Force”
David Slomp, University of Alberta, Edmonton, Canada, “Case 1: The University of Alberta Writing Task Force (WTF)”
Wendy Strachan, Simon Fraser University, Burnaby, British Columbia, Canada, “Case 2: Centre for Writing-intensive Learning, Simon Fraser University”
G.20  The Multiple Realities of Tutor Training: Power, Identity, and Peer Tutoring
Hilton, Elmwood, Third Floor

Chair: Jeanne Marie Rose, Penn State Berks, Reading

Speakers: Barbara Gaal Lutz, University of Delaware, Newark, “Online Tutor Training: The Paradigmatic Interplay of Multiple Realities”
Dominic F. DelliCarpini, York College of Pennsylvania, “Building New Scholarly Identities: The Writing Center as Home for Undergraduate Research in Composition Studies”
Cynthia Crimmins, York College of Pennsylvania, “Building New Scholarly Identities: The Writing Center as Home for Undergraduate Research in Composition Studies”
Jeanne Marie Rose, Penn State Berks, Reading, “Unmasking Identity: When Tutor Training Reveals Institutional Realities”

G.21  Why Are We Reading This Stuff Anyway?: Using Keystone Essays to Integrate Reading and Writing in the Composition Classroom
Hilton, Grand Salon D24, First Floor

Chair: Christine Farris, Indiana University, Bloomington

Celia Rasmussen, Indiana University, Bloomington, “Why These Readings?: Bridging the Gap between Course Content and Rhetoric in the Composition Classroom”
Miranda Yaggi, Indiana University, Bloomington, “Teaching Teachers: The Keystone and New-Instructor Training”
Richard Johnston, Indiana University, Bloomington, “The Big Picture: Keystone Essays and Their Impact on Student Reading and Writing”
Christine Farris, Indiana University, Bloomington, “Vision/Revision: Keystones for Recursive Thinking in a Composition Classroom”
Friday, 9:30–10:45 a.m.

Practices of Teaching Writing

G.22 Writing Centers, Information Literacy, and the Teaching of Writing
Doubletree, International Ballroom, 16th Level
Chair: Phyllis Dallas, Georgia Southern University, Statesboro
Speakers: Martha Pennington, Georgia Southern University, Statesboro
“Assessing the Learning of Writing”
Michael Pemberton, Georgia Southern University, Statesboro, “Using Digital Tools to Assess Writing Center Work”
Janice Walker, Georgia Southern University, Statesboro, “Moving beyond Google: Information Literacy and Just-in-Time Learning”

Practices of Teaching Writing

G.23 Adjusting the Lens: Reading L2 Students and their Texts in College Composition
Hilton, Grand Salon C13, First Floor
Chair: Susan Johnson, Mount Holyoke College, South Hadley, MA
Speakers: Deirdre Vinyard, University of Massachusetts, Amherst
Amber Engelson, University of Massachusetts, Amherst, “Reading Our Students: Careful Response to L2 Placement Tests”
Susan Johnson, Mount Holyoke College, South Hadley, MA, “Reading Students Reading Themselves”

Practices of Teaching Writing

G.24 Global Issues, Local Teaching: Teaching Globalization in First-Year Composition
Hilton, Marlborough A, Second Floor
Chair: Deaver Traywick, Black Hills State University, Spearfish, SD
Speakers: June Johnson, Seattle University, WA, “How Reading and Writing about Global Issues Can Promote Students’ Growth as Writers”
Mary Husemann, Black Hills State University, Spearfish, SD, “Politics in the Classroom: Globalization and Indoctrination in the Era of Academic Freedom”
Martha Webber, University of Illinois, Urbana-Champaign, “Composing Local Connections to the Global in Writing and Video”
Deaver Traywick, Black Hills State University, Spearfish, SD, “When Main Street is the Only Street: Teaching Global Issues 900 Miles from Nowhere”
**Practices of Teaching Writing**

**G.25 Graphic Novel as Textbook: Alternative Realities for Composition Instruction**  
Hilton, Rosedown, Third Floor  
*Chair:* Jaime Armin Mejía, Texas State University, San Marcos  
*Speakers:* Marcus Piazzola, Texas State University, San Marcos  
Collette Caton, Texas State University, San Marcos  
Courtney Werner, Texas State University, San Marcos

**Practices of Teaching Writing**

**G.26 The Performance of Self in the Writing Classroom**  
Hilton, Grand Salon D21, First Floor  
*Chair:* Patricia Webb, Arizona State University, Phoenix  
*Speakers:* Michael Zerbe, York College of Pennsylvania, “Solo and Symphony: Writing as a Performing Art and Implications for Teaching”  
Julie Nelson Christop, University of Puget Sound, Tacoma, WA, “Writing in an Age of Narcissism: Rethinking the ‘Personal Experience’ Assignment”

**Practices of Teaching Writing**

**G.27 Creative Composition to Cross Boundaries and Change Realities**  
Hilton, Grand Salon D19, First Floor  
*Chair:* Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX  
*Speakers:* Julie E. Hudson, Huston-Tillotson University, Austin, TX, “Remembering, Re-visualizing, Rewriting, recreating: Personal and Communal College Narratives in and out of New Orleans”  
Robin Davidson, University of Houston-Downtown, TX, “Embodied Literacy: The Use of Poetry as a Tool in the Composition Classroom”  
Maria Finn, St. Francis College, New York, “Writing Realities, Changing Realities: From Writing about Images to Writing Grants”  
Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX, “Coloring in English: Composition outside the Lines of ‘Reality’”  
Friday, 9:30–10:45 a.m.

Practices of Teaching Writing

G.28  Piercing Parlors, Portuguese Immigrants and the Pentecostal Church: Complicating Realities in First-Year Composition
Hilton, Grand Salon C18, First Floor
Chair: Karen Pfeil, Rhode Island College, Providence
Speakers: Jennifer Cook, Rhode Island College, Providence, RI
Meg Carroll, Rhode Island College, Providence
Karen Pfeil, Rhode Island College, Providence

Practices of Teaching Writing

G.29  Attending to Language: Grammar and Style
Hilton, Grand Salon A6, First Floor
Chair: Marjorie Stewart, Pittsburgh, PA
Speakers: Cynthia Davidson, Stony Brook University, NY, “From Grimoire to Glamor to Grammar Instruction: A Feminist Analysis of Grammar-based Knowledges in Composition Studies”
Michael Duncan, University of Memphis, TN, “Introducing Prose Rhythm to the Composition Classroom”
Star Medzerian, The University of Arizona, Tucson, “What Do You Hear When Style Speaks?”

Practices of Teaching Writing

G.30  Material Realities: Negotiating Change in an Increasingly Globalized, Digitized, and Consumerized World
Hilton, Grand Salon A4, First Floor
Chair: Leah Schweitzer, High Point University, NC
Speakers: Anne-Marie Pedersen, Chapman University, Orange, CA, “Academic Writing in Jordan: Negotiating the Reality of Transglobal Culture and Language”
Judy Isaksen, High Point University, NC, “Soundstage: Composing Identities with Audio Rhetoric”

Practices of Teaching Writing

G.31  The One-Room School House: The Realities of Composition at a Community College
Hilton, Grand Salon A3, First Floor
Chair: Lisa Dresdner, Norwalk Community College, CT
Speakers: Susan Gebhardt-Burns, Norwalk Community College, CT, “Happy, Happy, Joy, Joy: The Dream Semester of Reduced Course Size and Successful Conferencing”
Christine Japely, Norwalk Community College, CT, “Knee-Jerk Liberal’s Advice on How to Get Students Successfully through College Comp, by Hook or by Crook”

**History**

**G.32 Writing Realities: The History and Reality of Zionism**
Hilton, Steering, Conference Center

*Chair:* Anis Bawarshi, University of Washington, Seattle

*Speakers:* Patricia Dodd, Brookhaven College, Dallas, TX, “‘Zionism Is Racism’: A Rhetorical Analysis of U.N. Resolution 3379”
Matthew Abraham, DePaul University, Chicago, IL, “The Realities and Complexities of Zionism”

**Research**

**G.33 Our Top Twenty:**
A Study of Error at an Appalachian University
Hilton, Ascot, Third Floor

*Chair:* Debra Knutson, Shawnee State University, Portsmouth, OH

*Speakers:* Shannon Lawson, Shawnee State University, Portsmouth, OH, “Characteristics of Appalachian English”
Debra Knutson, Shawnee State University, Portsmouth, OH, “Coding and Code-switching: Identifying Student Errors and Teaching Students to Avoid Them”
Deepa Sitaraman, Shawnee State University, Portsmouth, OH, “Site-specific Research and National Research: A Symbiotic Relationship”

**Community, Civic & Public**

**G.34 Aliens, (Ex)Gays, and Lesbians:**
An Examination of Coming Out, Assimilating, and Labeling the Norm in Public/Private Discourses
Doubletree, Nottoway A, Second Level

*Chair:* Karen Mitchell, Miami University, Oxford, OH

Travis Webster, Miami University, Oxford, OH, “Pray the Gay Away: Representations of Self and Assimilation in the Second Closet of America’s Ex-Gay Movement”
Friday, 9:30–10:45 a.m.

Community, Civic & Public

G.35 Call(ing) and Response(ding) to Changing Realities: The Language of Power, Class, Race, Restoration, and Reconciliation in a Post-Katrina Society (Classroom)
Hilton, Melrose, Third Floor
Chair: Sheldon Wrice, University of Akron, Summit College, OH
Speakers: Mary Alice Trent, Oral Roberts University, Tulsa, OK, “‘Swing Low, Sweet Chariot, Comin’ for to Carry Me Home’: Writing the Politics of Race and Class and the Role of the Media in a Post-Katrina Classroom”
Lena Ampadu, Towson University, MD, “‘A Way Outa No Way’: Writing to Create a New Post-Katrina Reality”
Elsa Rogers, International College, Fort Myers, FL, “‘Lift Every Voice’ and Speak: Using Katrina as a Metaphor for Other Displaced Groups in the Writing Classroom”

Composition/Writing Programs

G.36 Assessment of Tutoring Best Practices: Theoretical Possibilities and Pedagogical Realities
Doubletree, Rosedown A, Second Level
Chair: George Cooper, University of Michigan, Ann Arbor
Speakers: George Cooper, University of Michigan, Ann Arbor, “A Sense of One-to-One: Examining the Rules of Engagement”
Judy Dyer, University of Michigan, Ann Arbor, “When Analysis of Discourse Meets the Discourse of Analysis”
Christine Modey, University of Michigan, Ann Arbor, “Conversation in the Writing Center: Some Empirical Findings in One-to-One Instruction”
Naomi Silver, University of Michigan, Ann Arbor, “Where Quantitative and Qualitative Collide: Or Do They?”

Practices of Teaching Writing

G.37 Designing New Media Systems of First-Year Composition Delivery across Multiple Institutions
Doubletree, Shadows, Second Level
Chair: Rich Rice, Texas Tech University, Lubbock
Speakers: Marc Wilson, Ivy Tech State College, Richmond, IN, “Moving toward Distributed Assessment: Teacher Autonomy, the Psychology of Loss, and System-wide Improvement”
Nathan Jahneke, Texas Tech University, Lubbock
Rich Rice, Texas Tech University, Lubbock, “Chunking New Media for Smart, Push, On-demand Assessment Delivery”
Fred Kemp, Texas Tech University
Imagine a being from another world invades ours. With one act of power, it wipes every text of every kind out of existence in our world. What happens? Ships lumber lost on the seas; planes fly low to try to spot and recognize where on earth they might be; there is no medium of exchange because there is no money; food soon disappears from the stores; governments collapse; bookstores are suddenly just empty shelves. The house gets cold in winter because the electricity corporation no longer has any way of coordinating its work or present bills. Banks are empty shells; financial markets simply disappear. Men still wander halls wearing expensive suits and staring at vacant-eyed computer monitors, but they have no means of acting. Science, law, drug companies, disappear. My brother, the poet, sits in his small room lost and despairing. His life work is gone. And he’s too old now to be able to speak more than fragments.

The texts that are of special significance are those that can be reproduced indefinitely so that people in different places and at different times can read the same words, see the same pictures, and hear the same sounds. In my presentation, I want to make visible first the extraordinary transformation that has taken place as what I have, in my institutional ethnographic work, called the ruling relations. They are relations and forms of organization mediated by texts. The shift from societies organized locally, out of the body-to-body, face-to-face relationships of people working cooperatively or conflictually, to produce their own subsistence. Now our everyday local lives are permeated and organized by relations that are translocal. What we do participates in and is coordinated with the work of others we will never know who are active at a distance and at different times.

It’s difficult for us to realize how radically human society has been transformed as people’s doings, our activities, have come to be overwhelmingly...
coordinated in the medium of texts. First writing for thousands of years raised suspicion against time and its powers of separation, then the emergence of printing and paper technologies enabled multiple precise and relatively cheap reproductions of given sets of words and images (including diagrams). The exclusive authority of the Catholic church in Europe implodes; the textual realities of law, history, and news, and eventually of statistics - the numeracy of states - displace the spoken words of credible persons, almost exclusively male. And then, marching forward come the corporations, no longer tied locally to specific governments, but able to leap over distance, govern from far away, displace the owners to a rim of febrile shareholders and leave the executives and managers in charge. And from then, it’s been extension, expansion, and finally electronic.

Using an approach called institutional ethnography which incorporates the analysis of texts into its ethnographic practice I will examine some distinctive aspects of contemporary transformations in this new translocal organization of power that are reconstructing public life, public institutions, and democratic process in western democracies.

**Dorothy Smith**, Professor Emerita of Sociology at the Ontario Institute for Studies in Education and currently adjunct professor at the University of Victoria, has had immense impacts on sociology and many other disciplines including women’s studies, psychology, and educational studies, as well as sub-fields of sociology including feminist theory, family studies, and methodology. She founded the sociological sub-discipline of Institutional Ethnography. Her books include *Institutional Ethnography: A Sociology for People*, AltaMira Press (2005)

- *Writing the Social: Critique, Theory, and Investigations*, University of Toronto Press (1999)
**H.01 Nine Times Social and Pleasure Club**

Hilton, Grand Ballroom D, First Floor

*Chair:* Rachel Breunlin, New Orleans, LA  
*Speakers:* Rachel Breunlin, New Orleans, LA  
Troy Materre, New Orleans, LA  
Raphael Anthony Peter Parker, New Orleans, LA  
Gerald Platenburg, New Orleans, LA  
Michael Simmons, New Orleans, LA  
Corey Woods, New Orleans, LA

*Practices of Teaching Writing*

**H.02 Transformative Literacy Pedagogies: Civics, Activism, and Writing**

Hilton, Grand Salon C13, First Floor

*Chair:* Brenda Glascott, California State University, San Bernardino  
*Speakers:* Ellen Carillo, University of Pittsburgh, PA, “Patriotic-inducing Subjects: Citizenship and Literacy in Early Twentieth-Century American Textbooks”  
Brenda Glascott, California State University, San Bernardion, “Citizen, Slave, or Technocrat? Metaphors for Professional Writing Students and Civic Virtue”  
Richard E. Parent, University of Vermont, Burlington, “Digital Literacy: (Trailing) Behind the Rise of Digital Communities and Digital Citizens”

*Community, Civic & Public*

**H.03 Activist Spaces for Civic Engagement**

Hilton, Grand Salon C16, First Floor

*Chair:* Joanna Castner Post, University of Central Arkansas, Conway  
*Speakers:* Anne Meade Stockdell-Giesler, University of Tampa, FL, “Civic Activism through Rhetorical Education”  
Rebecca Ingalls, University of Tampa, FL, “Wishing and Hoping: Nomadic Pedagogy and Revising Our Realities”  
Tracy Ann Morse, University of Tampa, FL, “A Rhetoric of Difference: A Reality of Disability Studies”  
Joanna Castner Post, University of Central Arkansas, Conway, “From Activist Composition to a Reinvigorated Mission for Second-tier Universities”
Friday, 11:00 a.m.–12:15 p.m.

**Institutional and Professional**

**H.04 Perspectives on Assessment**
Doubletree, Nottoway A, Second Level

*Chair:* Doug Baldwin, Educational Testing Service, Princeton, New Jersey

*Speakers:* Karen Gardiner, University of Alabama, Tuscaloosa, “‘If It Ain’t Got That Swing’: A Jazz Lesson for Changing K–12/Higher-Ed Writing Alignment Realities”
Frank Gaughan, Hofstra University, Hempstead, NY, “Write Correctly (and Passionately) In the Blue Booklet, and Scan the Pages into Your E-Portfolio: Notes on Changing the Realities of Writing Assessment”
Jeffrey Galin, Florida Atlantic University, Boca Raton, FL, “Mapping Sustainable Writing Across the Curriculum Programs: What Questions Must Be Asked?”

**Institutional and Professional**

**H.05 Composing Rhetoric and Composition**
Doubletree, Rosedown A, Second Level

*Chair:* Kirsti Sandy, Keene State College, NH

*Speakers:* Maggie Werner, University of Arizona, Tucson, “Composing the Cs, Defining the Discipline: Representation and the CCCC”
Mara Holt, Ohio University, Athens, “Beyond Diversity Initiatives: Engaging Race in Academic Close(d) Spaces”
Kirsti Sandy, Keene State College, NH, “Working around Boundaries: Students’ Perceptions of the Impact of the Creative Writing Minor on Their Academic and Professional Writing”

**Institutional and Professional**

**H.06 The 1986 “Wyoming Resolution”: A Twenty-Year-Plus Retrospective**
Hilton, Belle Chasse, Third Floor

*Chair:* Eileen Schell, Syracuse University, NY

*Speakers:* James McDonald, University of Louisiana at Lafayette, “The Wyoming Resolution within CCCC”
Eileen Schell, Syracuse University, NY, “Continuing the Spirit—if not—the Letter of the Wyoming Resolution”
Friday, 11:00 a.m.–12:15 p.m.

Research

H.07  What Counts? The Changing Realities of Scholarship
Hilton, Rosedown, Third Floor
Chair: Lisa Ede, Oregon State University, Corvallis
Speakers: Catherine Gouge, West Virginia University, Morgantown
Laura Brady, West Virginia University, Morgantown
Nathalie Singh-Corcoran, West Virginia University, Morgantown

Research

H.08  Putting Handbooks to the Test: Bringing Students into the Development Process through Usability Testing
Hilton, Grand Ballroom C, First Floor
Chair: Tharon Howard, Clemson University, SC
Speakers: Susan Hilligoss, Clemson University, SC, “Multimodal Usability 101”
Tharon Howard, Clemson University, SC, “A Usability Study of Visual and Verbal Approaches to Writing Handbooks”

Research

H.09  A New Era of Teacher Research: Revising Methodologies in Critical Classrooms
Hilton, Ascot, Third Floor
Chair: Peggy Richards, University of Akron, OH
Speakers: April Heaney, University of Wyoming, Laramie, “Spotlighting Teacher Research in Composition Studies”
Kara Taczak, Florida State University, Tallahassee, “Spotlighting Teacher Research in Composition Studies”
William Thelin, University of Akron, OH, “Advocating Intentional Research Designs in Critical Classrooms”
Tricia Kincaid, University of Akron, OH, “Seeing the Forest through the Trees: Using Teacher Research to Clarify Pedagogical Choices”
Friday, 11:00 a.m.–12:15 p.m.

History

H.10 Writing to Contest: Texts as Social Action
Hilton, Grand Salon D21, First Floor
Chair: Steven Mailloux, University of California, Irvine
Speakers:
Alexandra Sartor, University of California, Irvine, “Written in Water: The Rhetorical Protests of the Owens Valley Water Wars”
Rasha Diab, University of Wisconsin, Madison, “Al- Sadat and Peace: Re-writing the Dialectics of Conflict and Conflict Resolution”
Katherine Mack, University of California, Irvine, “Writing Women into the History of Apartheid in South Africa”
René Agustín De los Santos, DePaul University, Chicago, IL, “Re-writing Realities: Post-election Counter Demonstrations in Mexico City, 2006”

History

H.11 Constructing Visions: Literacies that Matter
Hilton, Marlborough A, Second Floor
Chair: Patrick Berry, University of Illinois at Urbana-Champaign
Speakers:
Patrick Berry, University of Illinois at Urbana-Champaign, “Historically Situating the Literacy Myth”
Christa Olson, University of Illinois at Urbana-Champaign, “Hojas Volantes: Printmaking’s New Vocabulary of the Left”

Theory

H.12 Visual Thinking
Doubletree, Madewood B, Second Level
Chair: Kenneth Autrey, Francis Marion University, Columbia, SC
Speakers:
Carl Battaglia, University of Wisconsin-Green Bay, “Connecting Visual Thinking to Writing through Embodiment Theory”
Gary Thompson, Saginaw Valley State University, University Center, MI, “Visual Memes”
Friday, 11:00 a.m.–12:15 p.m.

Theory

H.13 Functions of Theory: Burke, Girard, Sanchez
Hilton, Madewood A, Second Floor

Chair: Adam Koehler, University of Wisconsin–Madison
Speakers: Karen Schiler, Purdue University, West Lafayette, IN, “Ethical Implications of Rene Girard’s Mimetic Theory for the Composition Classroom”
Adam Koehler, University of Wisconsin–Madison, “Singing and Signing: Representation and the (F)act of Writing in Composition Studies”
Heather Branstetter, University of North Carolina at Chapel Hill, “Kenneth Burke, Bergsonism, and Negation as Rhetorical Invention”

Theory

H.14 Defensiveness, Alienation, and the Politics of the Personal: Problems in Composition Theory
Hilton, Kabacoff, Conference Center

Chair: Dauvan Mulally, Grand Valley State University, Allendale, MI
Speakers: Rene Harrison, Purdue University, West Lafayette, IN, “Composing Alienation: An Aesthetic History Using Generative Anthropology”
Don Kraemer, California State Polytechnic University, Pomona, “Unequal Exchange: Painful Realities of Defensive Writing”
Lance Massey, Bowling Green State University, OH, “Toward a Mesosocial Politics of the Personal in Composition Research and Scholarship”

Information Technologies

H.15 Virtual Environments, Augmented Realities: Practices Inscribed by Interfaces
Hilton, Grand Salon C15, First Floor

Chair: Damian Koshnick, University of California, Santa Barbara
Speakers: Jason Stuart, Case Western Reserve University, Cleveland, OH, “Dumping the WIMP: Visual Abstractions of the Sugar Interface”
Sarah Jane Sloane, Colorado State University, Fort Collins, “The Edges of Writing: Theorizing the Literate Spaces of Augmented Reality”
James Ford, University of California, Santa Barbara, “Technological Interactions and Textual Production: Research Findings on Advanced Display Technologies and Student Writing”
Friday, 11:00 a.m.–12:15 p.m.

Information Technologies

H.16 Digital Research Ecologies: How Journal Web Sites Are Answering New Media’s Challenges
Hilton, Elmwood, Third Floor

Chair: Derek Mueller, Syracuse University, NY
Douglas Eyman, George Mason University, Fairfax, VA, “Research and Citation Practices for New Media Scholarship”
Colleen Reilly, University of North Carolina–Wilmington, “Research and Citation Practices for New Media Scholarship”
Bradley Dilger, Western Illinois University, Macomb, “Standards for Journal Interoperability”
Collin Brooke, Syracuse University, NY, “Visualizing the Invisible Collage of Research”

Creative Writing

H.17 Blue Collar Reality: Working Class Students and Their Writing
Hilton, Grand Salon D24, First Floor

Chair: J. Christian Tatu, Warren County Community College, Washington, NJ

Academic Writing

H.18 Redefining the Graduate Writing Experience in a Creole Continuum Context
Hilton, Magnolia, Third Floor

Chair: Nova Gordon-Bell, University of Technology, Jamaica, Kingston
Speakers: Mairette Newman, University of Technology, Jamaica, Kingston, “Academic Writing among Jamaican Graduate Students: Needs and Experiences”
R. Anthony Lewis, University of Technology, Jamaica, Kingston, “Creole/English Contrastive Analysis as an Intervention Strategy: Improving the Written Standard English of Graduate Students”
Hilory P. Kelly, University of Technology, Jamaica, Kingston, “Reality Check: Evaluating the Intervention Strategy”

**Professional and Technical Writing**

**H.19** The Scientific Construction of Political Reality
Doubletree, Crescent B, 16th Level
Chair: Tiffany Craft Portewig, Auburn University, AL
Keith Gibson, Utah State University, Logan, “Consensus as a Rhetorical Tool”
Tiffany Craft Portewig, Auburn University, AL, “Communicating the Realities of the Environment: Preparing Students to be Proponents of Change”

**Composition/Writing Programs**

**H.20** Listening Rhetorically, Changing Realities: From Isolation into Dialogue
Hilton, Grand Salon D22, First Floor
Chair: Katie Stahlnecker, Metropolitan Community College, Omaha, NE
Speakers: Katie Stahlnecker, Metropolitan Community College, Omaha, NE
Alison Arant, University of South Carolina, Columbia
Brett Mertins, Metropolitan Community College, Omaha, NE
Shari Stenberg, University of Nebraska–Lincoln
Sana Amoura-Patterson, Metropolitan Community College, Omaha, NE

**Composition/Writing Programs**

**H.21** Inside-out Assessment: Compositionists’ “Burden to Act” in an Age of Accountability
Hilton, Grand Salon D19, First Floor
Chair: Eric Turley, University of Nebraska–Lincoln
Speakers: Eric Turley, University of Nebraska–Lincoln, “What is the Value in Value-added Assessment?”
Chris Gallagher, University of Nebraska–Lincoln, “Turning Assessment Inside Out: Learning from Nebraska’s STARS”
Dana Kinzy, University of Nebraska–Lincoln, “Writing the Reality of Assessment: Disciplinary Expertise and the Negotiation of Departmental Differences”
Friday, 11:00 a.m.–12:15 p.m.

Composition/Writing Programs

H.22 International Collaborations and Changing Realities
Hilton, Jasperwood, Third Floor

Chair: Stephen Westbrook, California State University, Fullerton

Speakers: Harvey Kail, University of Maine, Orono, “Writing Instruction in European Higher Education: A Changing Reality”
Cherryl Smith, California State University, Sacramento, “A First Semester of Composition in Jerusalem”
Debi Lyn Esquivel, California State University, Fullerton, “Writing Their Realities to Save Their Lives: Stories from San Martin, Guatemala”
Sheryl Fontaine, California State University, Fullerton, “Writing Their Realities to Save Their Lives: Stories from San Martin, Guatemala”

Practices of Teaching Writing

H.23 Rethinking Realities of Authorship and Ownership through Response to Student Writing
Hilton, Oak Alley, Third Floor

Chair: Paul Prior, University of Illinois at Urbana-Champaign

Speakers: Kory Ching, University of Illinois at Urbana-Champaign, “Exploring Ideologies of Control through the Instructor-led Peer Conference”
Amber Buck, University of Illinois at Urbana-Champaign, “Beyond Directive and Nondirective: Redefining Writing Center Tutoring”
Samantha Looker, University of Illinois at Urbana-Champaign, “Teacher Authority and Student Autonomy in the Disciplines: From Ideal to Reality”

Practices of Teaching Writing

H.24 Apathy to Activism at the Catholic University
Hilton, Steering, Conference Center

Chair: Greg Barnhisel, Duquesne University, Pittsburgh, PA

Speakers: Christine Cusick, Seton Hill University, Greensburg, PA, “Embracing Our Place: Economic Class and Writing for Change”
Laurie McMillan, Marywood University, Scranton, PA, “Can Students Who Don’t Identify as Feminists Be(come) Feminists?”
Erin Sadlack, Marywood University, Scranton, PA, “Apathy to Activism at the Catholic University”
Dean Rader, University of San Francisco, “Apathy to Activism at the Catholic University”
Practices of Teaching Writing

H.25  Issues in Teaching Multilingual Writers
Doubletree, Rosedown B, Second Level
Chair: Meredith Love, Francis Marion University, Florence, SC
Speakers: Jungmi Kim, University of California, Santa Cruz, “‘Why should I be interested in American issues?’: Are Social Issues Appropriate Topics For ESL Learners?”
Z. Z. Lehmberg, Northern Michigan University, Marquette, “The Forgotten Native Speakers: Writing Realities of First-generation College Students”
Linda Best, Kean University, Union, NJ, “Emerging Voices, Altered Realities: The Nature of Transformation in the Composition Class”
David Cregar, New York University, NY, “‘Safe Koreans’: Korean International Students and Virginia Tech”

Practices of Teaching Writing

H.26  Virtual Spaces, Places and People: Exploring Second Life and First-Year Composition
Hilton, Versailles Ballroom, Third Floor
Chair: Morgan Reitmeyer, Purdue University, West Lafayette, IN
Speakers: Catherine Amelia Shuler, Purdue University, West Lafayette, IN, “Constructing Identity in Second Life: Avatar Creation as a Form of Visual Composition”
Mark Pepper, Purdue University, West Lafayette, IN, “‘We’re all Film Makers Here’: Using Photography and Machinima to Compose”
Sarah Robbins, Ball State University, Muncie, IN, “‘Moving into Second Life’: A Case Study in Student Analysis of Virtual Space”
Karen Kaiser Lee, Purdue University, West Lafayette, IN, “‘There and Back Again’: Second Life’s Roots and its Future”
Morgan Reitmeyer, Purdue University, West Lafayette, IN, “‘My Avatar Doesn’t Get Hungry’: Interrogating Virtual Worlds’ Interaction with Real Life Social Issues”

Practices of Teaching Writing

H.28  Student Diversity and the Contact Zone of the Classroom
Doubletree, Shadows, Second Level
Chair: Amanda Espinosa-Aguilar, Pasco, WA
Speakers: Mary Reda, CUNY/College of Staten Island, NY, “‘It’s a totally different society’: Finding a Place for Silence in the Classroom”
Vandana Gavaskar, The Ohio State University, Columbus, “Rewriting Our City in the Contact Zone: Immigrant Realities, and Shifting Perspectives about Diversity”
Amanda Espinosa-Aguilar, “Crossing Boundaries in First-Year Composition”
Practices of Teaching Writing

H.29 Writing with a Mission: The Calderwood Study of Writing Instruction at the Two-Year College
Doubletree, International Ballroom, 16th Level
Chair: Howard Tinberg, Bristol Community College, Fall River, MA
Speakers: Howard Tinberg, Bristol Community College, Fall River, MA, “What Do Faculty Expect of Student Writers at the Community College?”
Jean-Paul Nadeau, Bristol Community College, Fall River, MA, “What Are Students’ Expectations about Writing When They Enter the Community College? What Kinds of Writing Are Students Asked to Produce?”
Nancy Sommers, Cambridge, MA, “How Does Writing Assigned and Produced at Community Colleges Compare with that at Four-Year Colleges?”

Practices of Teaching Writing

H.30 Writing Communities Re-conceptualized: Designing and Implementing a Stretch Program to Replace Basic Writing
Doubletree, Crescent A, 16th Level
Chair: Sheila Otto, Middle Tennessee State University, Murfreesboro
Speakers: Sheila Otto, Middle Tennessee State University, Murfreesboro, “Stretching the Possibilities for Basic Writing: The Significant Role of Writing Communities in a Stretch Composition Program”
Karine Gavand, Middle Tennessee State University, Murfreesboro, “The Studio Facilitator: Interacting in the Third Space”
Jean Rhodes, Middle Tennessee State University, Murfreesboro, “Redefining Pedagogy: Ushering ESL Students into the Composition Zone”

Photo courtesy of NOMCV
I Sessions
12:30–1:45 p.m.

Featured Session
Katrina: disaster as an open book
Hilton, Grand Ballroom A/B, First Floor

Chair: Lillian Bridwell-Bowles, Louisiana State University, New Orleans

Katrina taught many lessons, some still unlearned, others fascinating experiments in urban self-renewal—all of them worth close attention by scholars and policy makers. Of particular interest to practitioners of the communication arts are the ways in which Katrina overwhelmed not just the city’s flood defenses but the barriers by which we ordinarily separate truth from myth and wishful thinking.

Jed Horne, journalist, for almost two decades was a writer and most recently until his retirement metro editor of the New Orleans Times-Picayune. He is the author of the best-selling Breach of Faith: Hurricane Katrina and the Near Death of a Great American City, published by Random House, 2006. Born and educated in Massachusetts, Horne began with the Boston Phoenix, and worked in New York in the 1970s and 1980s as a writer and editor, primarily with Time Inc. publications.

Community, Civic & Public

I.01 Propaganda: Persuasion in the Age of Unreason
Hilton, Belle Chasse, Third Floor

Chair: Thomas Huckin, University of Utah, Salt Lake City

Speakers: Harriet Malinowitz, Long Island University, Brooklyn, NY, “Propaganda: Persuasion in the Age of Unreason”
Bronwyn Jones, Northwestern Michigan College, Traverse City, “Corporate Privatization of the Public Airwaves and the Rise in Mass Consumption of Propaganda”
Friday, 12:30–1:45 p.m.

Community, Civic & Public

I.02  Writing Off-campus Realities: Four Service Learning Courses
Hilton, Jasperwood, Third Floor

Chair: Elisabeth Aiken, St. Leo University, Springhill, FL
Speakers: Ashley Holmes, Elon University, NC, “Bridging Community and Academic Realities: Re-designing a Service-learning Writing Course with Student and Community Voices”
Barbara McLaughlin, Ph.D., Milwaukee Institute of Art and Design, WI, “Taking It to (and from) the Street—Writing in the Service Learning Course”
Melody Bowdon, University of Central Florida, Orlando, “What Makes Good Service-learning Writers: Results from a Statewide Study”
Lisa Abney, Northwestern State University, Natchitoches, LA, “Civic Engagement and Social Action: Integrating National Writing Project Pedagogy into First-Year Writing Courses”
Lisa Rougeou, Northwestern State University, Natchitoches, LA, “Civic Engagement and Social Action: Integrating National Writing Project Pedagogy into First-Year Writing Courses”

Community, Civic & Public

I.03  Creating Spaces for Scholarship and Activism
Hilton, Grand Salon C15, First Floor

Chair: Elias Serna, California State University, Northridge
Speakers: Renee Moreno, California State University, Northridge, “California as Border State”
Cecilia Rodríguez Milanes, University of Central Florida, Orlando, “What healing can there be . . . ?”

Community, Civic & Public

I.04  (Re)presenting Hidden Realities: (Re)claiming the Literacy Agenda
Hilton, Grand Salon C18, First Floor

Chair: Whitney Tudor, Indiana University of Pennsylvania
Speakers: Jason M. Wester, Indiana University of Pennsylvania “Of Bombs and Battleships: The Corporatization of Literacy Education in America”
Leah Straschewski-Chambers, Indiana University of Pennsylvania, “Bringing Students’ Literacies into the Basic Writing Classroom”
Sandra Stanoko, Indiana University of Pennsylvania, “The World Bank and CARE: Genuine Women’s Advocates or Co-conspirators?”
Elizabeth Campbell, Indiana University of Pennsylvania, “Crossed Purposes: Capital, Health, and the Limits of Literacy”

Institutional and Professional

I.05 Exploring the Impact of Composition Pedagogy on the Learning Outcomes of Literature Graduate Students
Doubletree, Madewood A, Second Level
Chair: Michael Moghtader, James Madison University, Harrisonburg, VA
Speakers: Ashley Lauro, James Madison University, Harrisonburg, VA, “Using Composition Theory to Build a Literature Pedagogy”
Erin E. Nunnally, James Madison University, Harrisonburg, VA, “Bringing Composition Pedagogy into the Graduate Literature Seminar”
Erin Cartwright, James Madison University, Harrisonburg, VA, “The Ideological Dimensions of Responding to Undergraduate Student Writing”
Valerie Harness, James Madison University, Harrisonburg, VA, “Teaching English: In Theory or in Reality?”
Geraldine Poppke Suter, James Madison University, Harrisonburg, VA, “Teaching Critical Reading beyond Textual Analysis”
Erik S. Moellering, James Madison University, Harrisonburg, VA, “The Rhetoric of Ethics in the Study of Literature”

Institutional and Professional

I.06 A Conversation for and with Graduate Students: How to Get a Job at a Small College
Hilton, Grand Ballroom C, First Floor
Chair: Paul Hanstedt, Roanoke College, Salem, VA
Speakers: Paul Hanstedt, Roanoke College, Salem, VA, “Why My Job is Better than Andrea Lunsford’s; or, Why You–Yes You–Want to be a WPA at a Small School”
Sandee McGlaun, Roanoke College, Salem, VA, “Directing the Small College Writing Center: Four Metaphors and a Musical Interlude”
Gretchen Flesher Moon, Willamette University, Salem, OR, “The Rhetoric of Applications and Interviews at a Liberal Arts College: 6 or 7 Things You Don’t Want to Say”
Laurie A. Pinkert, University of Maine, Orono, “Not Just a Back-up Plan: Shaping Your Graduate School Experience Now”
Friday, 12:30–1:45 p.m.

Institutional and Professional

I.07  The Changing Realities Facing the Two-Year College: Implementing a Mentoring Program
Doubletree, Madewood B, Second Level

Chair: Diane Goff, Lansing Community College, MI
Speakers: Dawn Newton, Lansing Community College, MI, “I Need You and I Need You Now—the Call for a Mentoring Program”
Judy Allen, Lansing Community College, MI, “Implementing a Formal Mentoring Program”
Laurel Robb, Lansing Community College, MI, “I’m Here to Help—Mentoring at the Two-Year College”

Research

I.08  Tying It All Together: Mapping Functional Systems of Literate Activity
Doubletree, International Ballroom, 16th Level

Chair: Paul Prior, University of Illinois at Urbana-Champaign
Speakers: Derek Van Ittersum, University of Illinois at Urbana-Champaign, “Spending Time to Save Time: Situating Writers’ Uptake of Innovative Computer Tools”
Jody Shipka, University of Maryland, Baltimore County, “From Text to Event: Re-imagining Potentials for Reading Classrooms as Text”
Young-Kyung Min, University of Illinois at Urbana-Champaign, “Cultures of L1 and L2 Writing Programs: A Disciplinary Division of Labor”
Kevin Roozen, Auburn University, AL, “Knotworkings: Coordinating Non-school and School Literate Activities”

Research

I.09  Realizing the Archives: Doing and Teaching Archival Research in Composition and Rhetoric
Doubletree, Nottoway A, Second Level

Chair: Alexis Ramsey, Purdue University, West Lafayette, IN
Speakers: Barb L’Eplattenier, University of Arkansas at Little Rock, “Working in the Archives: Putting It Together”
Wendy Sharer, East Carolina University, Greenville, NC, “Archival Methods in the Composition Classroom: The North Carolina Collection Project”
Alexis Ramsey, Purdue University, West Lafayette, IN, “The Archive in Classroom”
Friday, 12:30–1:45 p.m.

Research

I.10 Discussion on Strengthening the Research Culture within CCCCs
Hilton, Grand Ballroom D, First Floor
Chair: Joanna Wolfe, University of Louisville, KY
Discussants: Shirley Wilson Logan, University of Maryland, College Park
Beverly Moss, Ohio State University, Columbus
David Russell, Iowa State University, Ames
Anthony Paré, McGill University, Montreal, Quebec, Canada
Cheryl Glenn, The Pennsylvania State University, State College
Deborah Brandt, University of Wisconsin, Madison
Davida Charney, University of Texas-Austin
Geneva Smitherman, Michigan State University, East Lansing

Research

I.11 Contesting Historical Realities: Rethinking Gender and the Public Sphere in the Rhetorical Tradition
Hilton, Kabacoff, Conference Center
Chair: Roxanne Mountford, University of Arizona, Tucson
Speakers: Brad Herzog, Saginaw Valley State University, MI, “Mnemonic
Transformations of Reality: Margery Kempe’s Use of Memory Arts to Com-
pose her Book, Authorize her Life, and Defy Cultural Restrictions”
Rebecca Wilson Lundin, Pennsylvania State University, University Park, “Invok-
ing the Examinations of Anne Askew”
Lindsay Penelope Illich, Texas A&M University, College Station, “Rhetorical
Situations Change: The Case of Methodist Women Preachers”

History

Hilton, Grand Salon C13, First Floor
Chair: Carolyn Skinner, Ohio State University, Mansfield
Speakers: Carolyn Skinner, Ohio State University, Mansfield, “Harriot Hunt:
Nineteenth-century Medicine, Politics, and Practice”
Peggy Otto, University of Louisville, KY, “Emily Newell Blair: Bridging Two
Centuries”
Cynthia Britt, University of Louisville, KY, “Rachel Carson: Reluctant Re-
formist and Role Model”
Friday, 12:30–1:45 p.m.

Theory

I.13 Race, Racism, and Writing Assessment
Hilton, Grand Salon C16, First Floor
Chair: Asao B. Inoue, California State University, Fresno
Speakers: Peggy O’Neill, Loyola College, Baltimore, MD, “Writing Assessment: Shaping Realities for Students, Teachers, and a Discipline”
Asao B. Inoue, California State University, Fresno, “Racism and the Technology of Writing Assessment”
Angela Crow, Georgia Southern University, Statesboro, “Oprah’s Academy for Girls in South Africa: Shaping Assessment in the Midst of Apartheid Histories”

Theory

I.14 Understanding and Changing Realities: Rhetorical Approaches to Anxiety and Culture in Public Health Writing
Hilton, Grand Salon D24, First Floor
Chair: Huiling Ding, Clemson University, SC
Speakers: Huiling Ding, Clemson University, SC, “Tracing Genres across Cultures: SARS and the Localization of Public Health Genres”
Lisa DeTora, Lafayette College, Easton, PA, “Avian Flu: Anxiety and Rhetoric in the Writing Classroom”
Georgianna O. Miller, University of Arizona, Tucson, “I Can’t Help It, I Have PMS’: Examining Medical Representations of Gender in the Composition Classroom”
Keith Dorwick, The University of Louisiana at Lafayette, “Not Anxious Enough: Resisting the Trope of ‘The End of AIDS’”

Theory

I.15 Rhetorical Classrooms: The Realities of Negotiated Voices, Identities, and Pedagogies
Hilton, Magnolia, Third Floor
Chair: Michael Callaway, Arizona State University, Tempe
Speakers: Michael Callaway, Arizona State University, Tempe, “Representative Strands of Blackness: The Hall of Mirrors of Language Choice”
Natalie Martinez, Arizona State University, Tempe, “Writing through Coatlicue”
Christine Vassett, Arizona State University, Tempe, “Student Hierarchy of Needs: Democracy in Today’s University Classroom”
Friday, 12:30–1:45 p.m.

Information Technologies

I.16  A Convergence of Terms: Defining New/Digital/Multi/Modal Media
Hilton, Versailles Ballroom, Third Floor
Chair: Anne Frances Wysocki, University of Wisconsin–Milwaukee
Speakers: Madeleine Sorapure, University of California, Santa Barbara
Claire Lauer, Arizona State University–Polytechnic, Mesa, “Contending with Terms: Multimedia and Multimodal in the Academic and Public Sphere”
Anthony Ellertson, University of Wisconsin–Steven’s Point, “What the Web Development Industry Can Teach Us about Digital Media”

Information Technologies

I.17  Our Avatars, Ourselves: The Rhetoric of Identity in Role-playing Games
Hilton, Rosedown, Third Floor
Chair: Scott G. Reed, University of Georgia, Athens
Kevin Moberly, St. Cloud State University, MN, “Role-playing for Real: Ideology, Composition, and Massively-multiples Online Role-playing Games”
Scott G. Reed, University of Georgia, Athens, “Cloud Strife and the Myth of Identity: Image, Algorithm, and Play in Console Role-playing Games”

Language

I.18  Multilingual Students Constructing Themselves and Academic Literacies
Doubletree, Rosedown A, Second Level
Chair: Michelle Trim, Elon University, Burlington, NC
Speakers: Sookeyung Cho, University of Wisconsin, Madison, “A Sense of Writing”
Colleen Brice, Grand Valley State University, Grand Rapids, MI, “Meeting the Needs of University ESL Writers: A Survey”
Mark Roberge, San Francisco State University, CA, “Academic Literacy Narratives of Immigrant ESL Students”
Friday, 12:30–1:45 p.m.

**Academic Writing**

I.19  **Rhetorical Grammar and the Realities of Academic Writing**
Doubletree, Nottoway B, Second Level

*Chair:* Nicole Amare, University of South Alabama, Mobile

*Speakers:* Cornelia Paraskevas, Western Oregon University, Salem, “Mapping the Territory: Understanding Academic Language”
Loretta Gray, Central Washington University, Ellensburg, “Surveying the Scene of the Error: From Frequency to Relative Significance”
Larry Beason, University of South Alabama, Mobile, “‘Grammatical Correctness’ Where Least Expected: Intersections of Academic and Non-academic Standards”

**Professional and Technical Writing**

I.20  **Beyond the Lab Report: Science Writing and the Composition Classroom**
Doubletree, Crescent A, 16th Level

*Chair:* William FitzGerald, Rutgers University, Camden, NJ

*Speakers:* William FitzGerald, Rutgers University, Camden, NJ, “From Work-in-Progress to State-of-the-Art: Scientific Writing Comes of Age”
Jonathan Buehl, University of Maryland, College Park, “Assigning the Review Article in Science Writing Courses: Pitfalls and Possibilities”
Robin Farabaugh, University of Maryland Baltimore County, “Using Wiki Technology in Graduate-level Science Writing Classes”
Mary Beth Shea, University of Maryland, College Park, “Greening of Professional Writing: Environmental Scientists as Public Rhetors”

**Composition/Writing Programs**

I.21  **Myspace.com, Hip-Hop Emcees, and Other Student Identities in the Academic Classroom**
Hilton, Grand Salon D22, First Floor

*Chair:* Jasna Shannon, Coker College, Hartsville, SC

*Speakers:* Jon Yasin, Bergen Community College, Paramus, NJ, “Myspace.com, Hip-Hop Emcees, and Other Writing Identities of Students”

**Composition/Writing Programs**

I.22  **Reflection and Rhetorical Facility: Exploring the Realities of Assessing the Portfolio Preface as English 101 Capstone**
Doubletree, Rosedown B, Second Level

*Chair:* Missy Nieveen-Phegley, Southern Illinois University, Carbondale

*Speakers:* C. L. Costello, Southern Illinois University, Carbondale, “The Portfolio Preface as 101 Capstone: Theorizing Reflection as Rhetorical Enterprise”
David Hudson, Southern Illinois University, Carbondale, “Realities of Teaching the Portfolio Preface as 101 Capstone: One Teacher’s Experience”
Ronda Leathers Dively, Southern Illinois University, Carbondale, “Realities of Assessing the Portfolio Preface as 101 Capstone: A Pilot Study”

Composition/Writing Programs

I.23 Writing Center Realities: Reclaiming the (Con)Textual Product
Hilton, Oak Alley, Third Floor
Chair: Kate Brown, University of Louisville, KY
Speakers: Kathryn Byrne, Johnson County Community College, Overland Park, KS, “Efficacy, Gesture, and Transference: The Realities of the Tutorial’s Impact on Students”
Robert Pickford, San Diego Mesa College, CA, “Voices in Context: Merging Voices into Emerging Student Texts in the Writing Center”
Kate Brown, University of Louisville, KY, “Changing ReOWLities: Writing Center Web Presence and the Evolving Mission of Writing Centers”
Andrea Ascuena, University of Louisville, KY, “Re-envisioning Writing Center Reality: Expanding the Theory that Informs Online Work”

Practices of Teaching Writing

I.24 Revision Blues: What Non-traditional Students Really Do with Feedback on their Writing
Doubletree, Shadows, Second Level
Chair: Mary Dahlin, Yakima Valley Community College, WA
Speakers: Dodie Forrest, Yakima Valley Community College, WA, “Harmony or Discord? A Case Study of Basic Writers’ Responses to Teacher Comments”
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA, “Talking, Writing, and All That Jazz: What Do Students Do with Writing Center Feedback?”

Practices of Teaching Writing

I.25 The Real and the Imagined: Identity Work, Basic Writers, and Peer Tutors
Hilton, Steering, Conference Center
Chair: MaryAnn K. Crawford, Central Michigan University, Mount Pleasant
Speakers: Christina Montgomery, Central Michigan University, Mount Pleasant, “Visualizing Identity; Expressing Ideas: Basic Writers at Work”
MaryAnn K. Crawford, Central Michigan University, Mount Pleasant, “From Imagined to Real: Writers, Tutors, and Identity”
Lori Rogers, Central Michigan University, Mount Pleasant, “Basic Writers in the Center: Converging Stories and Emerging Identities”
Friday, 12:30–1:45 p.m.

 Practices of Teaching Writing

I.26  Textual Features of Multilingual Student Writing
Hilton, Grand Salon D21, First Floor
Chair: Heidi A. Stevenson, Northern Michigan University, Marquette
Speakers: Lin Gui, The University of Toledo, OH, “Constructing a Critical Writer Identity in College English Composition in China”
Kathleen Kane, Hostos Community College, CUNY, Bronx, “Features of Student Writing: ENG/Gen 1.5/ESL?”
Andrea Fabrizio, The Graduate Center CUNY, NY, “Features of Student Writing: ENG/Gen 1.5/ESL?”

 Practices of Teaching Writing

I.27  Establishing Reality: Role-playing Democracy through College Rhetoric
Hilton, Marlborough A, Second Floor
Chair: Brian Jackson, Brigham Young University, Provo, UT
Speakers: Erik Juergensmeyer, Fort Lewis College, Durango, CO, “‘He Started It!’ Enhancing Role-playing through Conflict Resolution”
Gary Hatch, Brigham Young University, Provo, UT “‘Making Sausage’: Simulating the Rhetorical Nature of the Legislative Process”
Brian Jackson, Brigham Young University, Provo, UT, “Simulating Deliberation in College Writing—Will Faking It Lead to Making It?”

 Practices of Teaching Writing

I.28  Reading, Writing, and Plagiarism
Hilton, Elmwood, Third Floor
Chair: Daniel Eiland, Louisiana State University, Denham Springs
Speakers: Kendall Kelly, Texas Tech University, Lubbock, TX, “New Perspectives on Plagiarism”
Catherine Savini, Columbia University, New York, “New Perspectives on Plagiarism”
Gerald Nelms, Southern Illinois University, Carbondale, “Between Detection and Adjudication: The Changing Realities of Plagiarism and the Underlife of Student Writing”
Practices of Teaching Writing

I.29  In Transit: Practices, Pedagogies, and Realities of Enabling Academic Persona
Hilton, Grand Salon D19, First Floor

Chair: Michele Ninacs, Buffalo State College, NY
Speakers: Steven Pearlman, Indiana University of Pennsylvania, “Critical Collaborative Assessment”
Beth Duncan, Arin Center for Education, Indiana, PA, “From ESL to American Scholars”
Jarek Michalonek, LaGuardia Community College, Long Island City, NY, “How Outsiders Become Insiders”
Marcy Trianosky, Hollins University, Roanoke, VA, “Entering the Scholarly Community: Teaching Ethnography to Basic Writers”
Michele Ninacs, Buffalo State College, NY, “Writing Workshop to Advance Scholarly Persona”

Practices of Teaching Writing

I.30  Critical Reflective Writing in Composition Courses: Examining Collaborative Strategies
Doubletree, Crescent B, 16th Level

Chair: Andre Buchenot, University of Wisconsin-Milwaukee
Speakers: Andre Buchenot, University of Wisconsin-Milwaukee, “Articulating Critical Inquiry and Reflective Practice in First-Year Research-Writing Classrooms”
Michael MacDonald, University of Wisconsin-Milwaukee, “Self-reflexivity in the Research Methods Course”
Shereen Inayatulla, University of Wisconsin-Milwaukee, “Reflecting Queerly: Writing, Practicing, Information”
Royal Bonde-Griggs, University of Wisconsin-Milwaukee, “Writing Possible Futures: Basic Writing and Social Being”
It’s obvious why critical thinking or methodological doubting is so valued in our culture. It helps uncover hidden weaknesses in ideas or points of view that we are tempted to believe. But in this panel we’ll examine why we also need the believing game or methodological believing. It helps uncover hidden strengths in ideas or points of view that we are tempted to dismiss—often because they violate deep and unexamined assumptions. Often we cannot see the value or the useful implications in an idea that seems unacceptable till we try hard to believe it—even if the belief is provisional.

Chair: Peter Elbow, University of Massachusetts at Amherst

Speakers:
Peter Elbow, University of Massachusetts at Amherst, “Why Critical Thinking Needs the Believing Game to Meet Its Own Goal”


Mary Rose O’Reilly, University of St. Thomas, St. Paul, MN, “Splitting the Cartesian Hair: Methodic Doubt and Methodic Belief in Simone Weil and Thomas Merton”

Community, Civic & Public

J.01  Walking with Sharon Crowley “Toward a Civil Discourse”
Doubletree, International Ballroom, 16th Level
Chair: Ellen Quandahl, San Diego State University, CA
Speakers: Dennis Lynch, University of Wisconsin, Milwaukee, “Emotion Matters”
Cynthia Weber, Michigan Technological University, Houghton, “Inventing Civil Discourse”
Ellen Quandahl, San Diego State University, CA, “Re-inventing Invention: The Problem of Articulating Emotions”
Respondent: Sharon Crowley, Arizona State University, Tempe

Community, Civic & Public

J.02  “The Struggle of Memory against Forgetting”: Using and Generating Archives in Freshman Composition
Hilton, Grand Salon D19, First Floor
Chair: Michael Benton, Bluegrass Community and Technical College, Lexington, KY
Speakers: Jonathan Vincent, University of Illinois at Urbana-Champaign, “Student Activism and the University Archive”
Anna Froula, East Carolina University, Greenville, North Carolina, “Archiving Realities of National Trauma”
Danny Mayer, University of Kentucky, Lexington, “Kent State at UK: Local Archives and Changing the Scale of National Events”
Wesley Houp, Union College, Barbourville, KY, “Creating Ecological Archives in Southern Appalachia”

Community, Civic & Public

J.03  Just Common Space: Pedagogical Strategies for Enacting Social Justice
Hilton, Grand Salon D21, First Floor
Chair: William Duffy, University of North Carolina at Greensboro
Speakers: William Duffy, University of North Carolina at Greensboro, “Listening in a Ruined University”
Sandy Hartwiger, University of North Carolina at Greensboro, “Multiple Realities Composition and Cosmopolitanism”
John Pell, University of North Carolina at Greensboro, “A Sound Community: Pragmatic Empathy as Method”
Belinda Walzer, University of North Carolina at Greensboro, “Engaging Truth: Service Learning and Truth and Reconciliation”
Friday, 2:00–3:15 p.m.

**Community, Civic & Public**

**J.04 The New Civics:**
**Community Engagement and Rhetorical Activism**
Doubletree, Madewood B, Second Level

*Chair:* Patricia Malesh, University of Colorado, Boulder

*Speakers:*
- Thomas Miller, University of Arizona, Tucson, “Classical Sources and Contemporary Applications for the Turn to Civics”
- John Ackerman, Kent State University, OH, “Civic Life, Public Space, and the Disciplinary Desire of Rhetoric and Composition”
- David Coogan, Virginia Commonwealth University, Richmond, “Waiting on the World to Change”
- Roxanne Mountford, University of Arizona, Tucson, “‘They Published Me above the Fold!’: Civic Engagement in a Community Literacy Program for At-risk Youth”
- Patricia Malesh, University of Colorado, Boulder, “Social Movement Rhetoric: Moving Our Students from Civic Infancy to Efficacy”

**Institutional and Professional**

**J.05 On Becoming a Teacher of Writing:**
**Perspectives on Professional Development**
Doubletree, Crescent A, 16th Level

*Chair:* Sarah Hochstetler, University of California, Santa Barbara


*Speakers:*
- Cynthia Bair Van Dam, American University, Washington, D.C., “The Limitations of the Supervisor-as-Mentor: a Three-tier Solution”
- E. Shelley Reid, George Mason University, Fairfax, VA, “What and How TAs Learn about Teaching Composition: Report from Year One of a Three-Year Study”
- Sarah Hochstetler, University of California, Santa Barbara, “The Preparation of Preservice Secondary English Teachers in Writing Instruction”

**Institutional and Professional**

**J.06 Practicing Scholarship through Publication: Faculty Development and “Teaching English in the Two-Year College”**
Hilton, Grand Ballroom C, First Floor

*Chair:* Kip Strasma, Illinois Central College, East Peoria
Friday, 2:00–3:15 p.m.

**Speakers:** Jeffrey Andelora, Mesa Community College, Mesa, AZ, “Southwest: Practicing Scholarship through Publication: Faculty Development and ‘Teaching English in the Two-Year College’”
Kelly Anthony, Ozarks Technical Community College, Springfield, MO, “South: Practicing Scholarship through Publication: Faculty Development and ‘Teaching English in the Two-Year College’”

**Institutional and Professional**

**J.07 Changing Realities through the Creation of an Independent Writing Unit**
Hilton, Kabacoff, Conference Center

**Chair:** Matthew Abraham, DePaul University, Chicago, IL

**Speakers:** Darsie Bowden, DePaul University, Chicago, IL, “Separation of Church and State: Cliché and the Creation of Independent Writing Units”
Peter Vandenberg, DePaul University, Chicago, IL, “Administrative Separation and the Crisis of Relevance in English Studies”
Melinda Turnley, DePaul University, Chicago, IL, “Not Taking It Personally: Situating the Local within Larger Institutional Structures”
Shaun Slattery, DePaul University, Chicago, IL, “Service Squared: Complications to an Already Difficult Process”

**Research**

**J.08 Researching Researcher Preparation**
Doubletree, Madewood A, Second Level

**Chair:** John Franklin, Pittsburgh University, PA

**Speakers:** Rebecca Rickly, Texas Tech University, Lubbock, “Are New Faculty Prepared for the Realities of Research?”

**Research**

**J.09 Researching the Personal: Writing after Trauma, Birth Narratives, and Voice in Research**
Doubletree, Crescent B, 16th Level

**Chair:** Vicki Russell, Duke University, Chapel Hill, NC

**Speakers:** Melissa Nicolas, Rochester Institute of Technology, NY, “In the Middle of the Tempests: Education and the Search for Normaley”
Kim Hensley Owens, University of Rhode Island, Kingston, “Whose Reality?: Memory and Authority in Women’s Birth Narratives and Medical Charts”
Aimee Mapes, University of Iowa, Iowa City, “The Art of Listening: Voice in Qualitative Research”
Friday, 2:00–3:15 p.m.

**History**

**J.10** *Spaces and Realities: Rhetoric and Identity within the Space Program, the Personal Computer, and Social Networking*

Hilton, Grand Salon D24, First Floor

*Chair:* Anthony Atkins, University of North Carolina, Wilmington

*Speakers:* Michael Little, King’s College, Wilkes-Barre, PA, “Appeals in the Rhetorical Construction of America’s Space Program”

Anthony Atkins, University of North Carolina, Wilmington, “Millennials Online: The Rhetoric of Social Networking and Identity Formation”

**History**

**J.11** *Imperial and Religious Rhetorics in Renaissance England*

Doubletree, Rosedown A, Second Level

*Chair:* Andrew Green

*Speakers:* Justin Thurman, University of Louisiana, Lafayette, “The Good Parson Preaching Well: The Case for a Herbertian Rhetoric”

Cristy Beemer, Miami University, Oxford, OH, “The Real and the Reflection: Rhetorical Strategies of Early Modern Female Rule”

Tom Alibrandi, American University of Sharjah, United Arab Emirates, “Collaborative Class Chronicle”

**Theory**

**J.12** *Rhetorics, Cultural Logics, and Agency*

Doubletree, Rosedown B, Second Level

*Chair:* Joyce Irene Middleton, East Carolina University, Greenville, NC

*Speakers:* Dana Anderson, Indiana University, Bloomington, “Toward a Theoretical Framework for Agency”

Christine Farris, Indiana University, Bloomington, “(If) I Did It: Issues of Agency in the New Confession”

John Schilb, Indiana University, Bloomington, “‘Unpretentious’: Issues of Agency in the Use of a Word”

*Respondent:* Krista Ratcliffe, Marquette University, Milwaukee, WI

**Theory**

**J.13** *Rewriting the Reality of Autism*

Hilton, Oak Alley, Third Floor

*Chair:* Megan Fisher, Virginia Tech, Blacksburg

*Speakers:* John Duffy, University of Notre Dame, IN, “The Autism Advocate: A Rhetorical History”
Friday, 2:00–3:15 p.m.

April Mann, University of Miami, FL, “From the Inside Out: Autobiographical Definitions of Autism Spectrum Disorders”

Jason King, Texas Christian University, Fort Worth, “YouTubes Speak: New (Media) Rhetorics for Autism Advocacy”

Theory

J.14 Writing Research, Changing the Subject
Hilton, Grand Salon C15, First Floor

Chair: Julie Drew, University of Akron, OH
Speakers: Sidney Dobrin, University of Florida, Gainesville
Raul Sanchez, University of Florida, Gainesville
Joe Hardin, Western Kentucky University, Bowling Green

Information Technologies

J.15 Community, Controversy, and Connection: The Impact of the Web on Community Formation
Hilton, Versailles Ballroom, Third Floor

Chair: Kay Mooy, University of Texas, El Paso
Speakers: Scott Warnock, Drexel University, Philadelphia, PA, “A Hurricane Relief Online Writing Course as a Site of Community”
John Alberti, Northern Kentucky University, Highland Heights, “Writing Political Reality Online: New Student Activism on FaceBook”
Kathi Inman Berens, University of Southern California, Los Angeles, “Beyond the ‘A’: Pedagogical Applications of Electronic Publication”
Norah Ashe-McNalley, University of Southern California, Los Angeles, “Beyond the ‘A’: Pedagogical Applications of Electronic Publication”

Information Technologies

J.16 New Media: Exploring Tools, Materiality and Space
Hilton, Jasperwood, Third Floor

Chair: Mark Crane, Utah Valley University, Orem
Speakers: Joseph John Williams, University of Arkansas at Little Rock, “New Media and Metaphor: Experiencing Publicness as Space and Event”
Mark Crane, Utah Valley University, Orem, “The Cost of New Media: Tools and Their Discontents”
David Fisher, University of Arkansas at Little Rock, “Using the Master’s Tools: New Media as a Platform for Constructive Critique in FYC and Beyond”
Friday, 2:00–3:15 p.m.

Information Technologies

**J.17 Re-Mapping Technological Territories**
Hilton, Steering, Conference Center

*Chair:* Nicole Amare, University of South Alabama, Mobile

*Speakers:* Deanya Lattimore, Syracuse University, NY, “Territories of the Electronic Self”
Steven Corbett, University of Washington, Seattle, “Mapping, Re-mediating, and Reflecting on Writing Process Realities: A Two-Year Study of the Transition from Print to Electronic Portfolios in First-Year Composition”
Nicole Amare, University of South Alabama, Mobile, “Semiotic Sexism in the Visual Rhetoric of Ivy League Websites”

Creative Writing

**J.18 Genres in Creative Writing: Journalism, Nonfiction, and Fan Fiction**
Doubletree, Nottoway A, Second Level

*Chair:* Aneil Rallin, Los Angeles, CA

*Speakers:* Margaret Johnson, Idaho State University, Pocatello, “Fan Fiction and the Creation of Alternative Realities”
Andrew Bourelle, University of Nevada, Reno, “Creative Nonfiction in the Composition Classroom”
Jessica Siegel, Brooklyn College, NY, “Using the Web to Critique and Learn from Global Journalism”

Academic Writing

**J.19 Academic Work as Work: Treating Reading and Writing as Material Practice**
Hilton, Belle Chasse, Third Floor

*Chair:* Bruce Horner, University of Louisville, KY

*Speakers:* Katie Malcolm, University of Wisconsin-Milwaukee, “Reading and Writing Studio Work”
Bruce Horner, University of Louisville, KY, “Teaching the Work of Scholarship: Graduate Students, Reading, and Writing”
Peter Mortensen, University of Illinois Urbana-Champaign, “Teaching/Publishing/Copyediting”

*Respondent:* Min Zan Lu, University of Louisville
**Professional and Technical Writing**

**J.20  Gender, Diversity, and Professional Communication: Who We Are, What We Will Become**

Hilton, Grand Salon C16, First Floor

*Chair:* Evelyn Lauer, Texas State University, Austin

*Speakers:* Gary Griswold, California State University, Long Beach, “Where Do Professional and Technical Writing Students Come From?”


Natalie Stillman-Webb, University of Utah, Salt Lake City, “Writing in Business: Assessing Gender and Performance”

Maureen Mathison, University of Utah, Salt Lake City, “Writing in Business: Assessing Gender and Performance”

**Composition/Writing Programs**

**J.21  A Range of Realities: Addressing Composition II Students’ Needs**

Hilton, Marlborough A, Second Floor

*Chair:* Dave Moutray, Kankakee Community College, IL

*Speakers:* Linsey Cuti, Kankakee Community College, IL, “Fight for Your Right to Write: Composition vs. Literature”

Dave Moutray, Kankakee Community College, IL, “Write to Move: Bridging a Curricular Gap”

Ashley Scarborough, Kankakee Community College, IL, “Write to Learn: Writing for Academia”

Lauren O’Connor, Parkland College, Champaign, IL, “Write to Work: A Career-oriented Class”

**Composition/Writing Programs**

**J.22  Mind the Gap: Teacher and Tutor Accountability in the Design and Interpretation of WAC/WID Writing Assignments**

Hilton, Grand Salon C18, First Floor

*Chair:* David Kirkland, New York University, NY

*Speakers:* Brian Schwartz, New York University, NY, “‘False’ Documents: E. L. Doctorow, Charles Dickens, and the WAC/WID Challenges of the University Writing Center”

Jill Jeffery, New York University, NY, “‘But I’ve never done this kind of writing before!’: A Comparative Framework for Minimizing WAC Chaos”

Avary Carhill, New York University, NY, “Obviously!: Addressing the Writer’s Expectations of a Text”
Friday, 2:00–3:15 p.m.

**Composition/Writing Programs**

**J.23  Changing Our Reality: Toward a Rhetoric of Undergraduate Degree Programs**
Hilton, Grand Salon C13, First Floor

*Chair:* Greg Giberson, Oakland University, Rochester, MI

*Speakers:*
- Tom Moriarty, Salisbury University, MD, “A Rhetoric for Developing Undergraduate Degree Programs in Rhetoric and Writing”
- Dan Royer, Grand Valley State University, Allendale, MI, “The Rhetoric of the Writing Major Audience and Purpose in Program Design”
- Don Jones, University of Hartford, West Hartford, CT, “Undergraduate Majors and the Professional Pragmatics of Change”
- Greg Giberson, Oakland University, Rochester, MI, “Changing Expectations: Future Faculty and the Undergraduate Major”

**Composition/Writing Programs**

**J.24  Words in Action: The Art of Poetry Slam and Social Justice**
Hilton, Grand Ballroom D, First Floor

*Chair:* Amy Koritz, Tulane University, New Orleans, LA

*Speakers:*
- Asali DeVan, Tulane University, New Orleans, LA
- Sunni Patterson, Tulane University, New Orleans, LA
- Angela Herbert, New Orleans Outreach, LA

**Composition/Writing Programs**

**J.25  Writing Realities and the Realities of Writing Instruction**
Doubletree, Shadows, Second Level

*Chair:* Brian Cope, Indiana University of Pennsylvania

*Speakers:*
- Joannah Portman Daley, University of Rhode Island, Kingston, “Writing Realities of the 21st Century: Harnessing Creativity in the Composition Classroom through Media Literacy and Popular Culture”
- Mary French, University of Texas at Arlington, “Assessing Realities: Using Responsive-Constructivist Assessment to Contextualize the Teaching and Learning of Writing”
- Beth Hedengren, Brigham Young University, Provo, UT, “Changing the Reality of Poor Writing Prompts through Genre Theory”
- Kristy Hodson, California State Polytechnic University, Pomona, “When Realities Collide: Encouraging Fundamentalist Christian Students to Represent Their Realities while Engaging the Realities of Others”
- John Levine, University of California, Berkeley, “‘Your Reality or Mine?’: Teaching Reading and Writing with Facebook”
Practices of Teaching Writing

J.26  “This I Believe”:
Recovering “Delivery” and the Reality of Self
Hilton, Magnolia, Third Floor

Chair: Laura Carroll, Abilene Christian University, TX
Speakers: Mary Jo Gediman, This I Believe, Inc., Louisville, KY, “‘This I Believe’: A Model for Transforming Dialogue in the Classroom and Community”
Kyle Dickson, Abilene Christian University, TX, “Teaching the Audio Essay: Podcasting and Praxis in the ‘This I Believe’ Curriculum”
B. Cole Bennett, Abilene Christian University, TX, “From Public to Private and Back Again: Recovering Delivery for Rhetorical Narrative”

Practices of Teaching Writing

J.27  Post-Katrina Rhetorics in the Freshman Composition Course
Hilton, Grand Salon D22, First Floor

Chair: Lei Lani Michel, University of Washington, Seattle
Speakers: Rose Anne Brister, University of North Carolina–Greenboro, “Visual Rhetorics in the Post-K Composition Course”
Lei Lani Michel, University of Washington, Seattle, “When the Blogosphere Broke: Technology and the Post-Katrina Classroom”
Crystal Lee, River Parish Community College, Sorrento, LA, “Administration and the Post-K College”

Practices of Teaching Writing

J.28  Perspectives on Service Learning and Community Service
Doubletree, Nottoway B, Second Level

Chair: Kay Rochester, Capella University, McDonough, GA
Speakers: Terri Fredrick, Eastern Illinois University, Charleston, “Perspectives of Community Service Organizers in an Emerging Service-learning Program”
Sarah Hallenbeck, University of North Carolina at Chapel Hill, “Merging Realities: New Media and Service Learning in the First-Year Writing Classroom”
Thomas Trimble, Wayne State University, Detroit, MI, “Reading Culture: The Impact of Community Service on Student-authored Ethnography”
Friday, 2:00–3:15 p.m.

**Practices of Teaching Writing**

**J.29 Framing Reality: Race, Hegemony, and Visual Rhetoric**
Hilton, Rosedown, Third Floor

*Chair:* Lynn Lewis, University of Oklahoma, Norman

*Speakers:* Chris Carter, University of Oklahoma, Norman, “A Rhetoric of Reckoning: Picturing Post-Katrina New Orleans”
Michael Charlton, University of Oklahoma, Norman, “Invisible TV: Television, Identity, and Student Writing”
Lynn Lewis, University of Oklahoma, Norman, “Speed Frame Display: Snakes on a Plane, the Internet, and the Framing of Samuel L. Jackson”

**Practices of Teaching Writing**

**J.30 Leaving Reality Behind: Fantasy, Virtual Space, and Literacy**
Hilton, Elmwood, Third Floor

*Chair:* Kristen Miller, Auburn University, AL

*Speakers:* Joanna Phillips, Auburn University, AL, “The Literate War Graft Gamer: Literacy Development through Multimodal Acquisition in the MMORPG Semiotic Domain”
Susanna Coleman, Auburn University, AL, “‘A Real Reflection of How I Write’: Young Women, Agency, and Fan Fiction”
Victoria Lisle, Auburn University, AL, “Literacy at the Crossroad of Formal and Informal Learning: Tracing Homeschooled Students’ Technological Literacy Acquisition in an Online Community”
Kristen Miller, Auburn University, AL, “Max Brooks’ Zombie Survival Guide: Using the Unreal to Teach Ethos”

Photo courtesy of Eileen Maley
Seymour Hersh

Chair: Charles Bazerman, University of California, Santa Barbara

Seymour Hersh is an American Pulitzer Prize-winning investigative journalist and author based in Washington, D.C. He is a regular contributor to The New Yorker magazine on military and security matters. His work first gained worldwide recognition in 1969 for exposing the My Lai massacre and its cover-up during the Vietnam War, for which he received the 1970 Pulitzer Prize for International Reporting. His 2004 reports on the U.S. military’s mistreatment of detainees at Abu Ghraib prison gained much attention.

Hersh received the 2004 George Polk Award for Magazine Reporting given annually by Long Island University to honor contributions to journalistic integrity and investigative reporting. This was his fifth George Polk Award, the first one being a Special Award given to him in 1969. In 2004 the NCTE awarded him our own George Orwell Prize for Distinguished Contribution to Honesty and Clarity in Public Language.

Mr. Hersh’s presentation is generously supported by Bedford Books.
Community, Civic & Public

K.01 Scholarship Of Engagement: A Changing Reality For Composition and Rhetoric?
Hilton, Grand Salon D24, First Floor
Chair: Richard Gebhardt, Bowling Green State University, OH
Speakers: Heather Fester, Lincoln University, Jefferson City, MO, “Scholarship of Engagement and the Field of Composition and Rhetoric”
Richard Gebhardt, Bowling Green State University, OH, “Composition Scholarship and the Scholarship of Engagement”
Stephanie Anderson, Bowling Green State University, OH, “Service Learning and Scholarship of Engagement”

Community, Civic & Public

K.02 “Writing Realities, Changing Realities”: The Rhetorical Response to Hurricane Katrina
Hilton, Kabacoff, Conference Center
Chair: Nancy Rowe, Loyola University, New Orleans, LA
Speakers: Katherine H. Adams, Loyola University, New Orleans, LA, “How a City Newspaper, and Its Student Interns, Can Shape History”
Melanie McKay, Loyola University, New Orleans, LA, “Writing Realities, Changing Realities: A University’s Curricular Response to Katrina”

Community, Civic & Public

K.03 Rewriting Realities: Negotiating Perceptions of Images and Text
Hilton, Elmwood, Third Floor
Chair: Elise Verzosa, University of Arizona, Tucson
Speakers: Lauren Glenn, Texas A&M University–Commerce, “Writing American Realities with Images: Examining the Importance of Iconic Images and the Shift in Documentary Representation”
Terry Peterman, Purdue University, West Lafayette, IN, “Framing Masculinity in Small Town Texas for Mass Audiences”
Elise Verzosa, University of Arizona, Tucson, “Show Me Your Secret: Negotiating Confession through Visual Images”

Community, Civic & Public

K.04 Global AIDS: What Can an English Teacher Do?
Hilton, Belle Chasse, Third Floor
Chair: Jane Stephens, High Point University, NC
Speakers: Jean Corey, Messiah College, Grantham, PA, “A Circle of Women: Connecting across Cultures”
Helen Walker, Messiah College, Grantham, PA, “We’re In It Together: Creating Common Cause and Genuine Impact through the Arts.”
Friday, 3:30–4:45 p.m.


Jane Stephens, High Point University, NC, “Developing Pragmatic Process and a Rhetoric of Hope: Writing and Working with Students to End Global AIDS”

Institutional and Professional

K.05 Rhetorical Numeracy: Using WAC Pedagogy and Faculty Development to Establish Quantitative Reasoning across the Curriculum

Hilton, Crescent A. 16th Floor

Chair: Carol Rutz, Carleton College, Northfield, MN

Speakers: John Bean, Seattle University, WA, “Bringing WAC Pedagogy to Quantitative Literacy through Numbers-based Writing Assignments”

Carol Rutz, Carleton College, Northfield, MN, “Quantitative Reasoning in Linked History and Writing Courses”

Scott Bierman, Carleton College, Northfield, MN, “Adapting WAC Apparatus for QR—Should QR be a Graduation Requirement?”

Institutional and Professional

K.06 Why Aren’t You Listening to Us?: Revising the Academic Conference

Hilton, Grand Salon D22, First Floor

Chair: Tonya Hassell, University of North Carolina–Greensboro

Speakers: Tonya Hassell, University of North Carolina–Greensboro, “How Do We Read Professionalism?”

Sarah Zurhellen, University of Missouri, Columbia, “How Do We Organize Academic Conferences?”

Emily Lindner, Appalachian State University, Boone, NC, “How Do We Share Knowledge with Our Peers?”

Institutional and Professional

K.07 It’s Rhetoric! Integrating Writing, Speaking, and Image into the “Writing” Center

Hilton, Grand Salon D21, First Floor

Chair: Ann Bomberger, Allegheny College, Meadville, PA


Ann Bomberger, Allegheny College, Meadville, PA, “Mine or Ours: The Pressures of Limited Institutional Resources”

Daniel Emery, University of Utah, Salt Lake City, “Interdisciplinary Consternations: Writing and Speaking Technologies across Disciplinary Divides”
Friday, 3:30–4:45 p.m.

Research

K.08 Archival and Rhetorical Approaches to Research in Composition Studies
Doubletree, Nottoway A, Second Level
Chair: Adrien Lowery, Azusa Pacific University, CA
Speakers: Thomas Sura, Purdue University, West Lafayette, IN, “Life and Death in the Archive: Exploring the Generative Nature of Archives and Archival Work”
Steve Lamos, University of Colorado at Boulder, “What’s in a Name?: Archival Scholarship, Institutional Critique, and the Problem of Administrator Identity”
Jingfang Ren, Michigan Technological University, Houghton, “At the Crossroads of Multiple Realities: Toward a Contextualized Rhetorical Approach to Meta-analysis of Writing-related Research”

Research

K.09 Surveying the Field: Literacy since 1977: Composition Studies Survey, and Surveying Student Beliefs
Hilton, Grand Ballroom D, First Floor
Chair: Dennis Jerz, Seton Hill University, PA
Jennifer Pugh, Kent State University, OH, “Why Johnny Can Write: CCC and the Reality of Literacy from 1977–2007”
Duncan Carter, Portland State University, OR, “Monarch of All I Survey: A Reconsideration of the Writing Survey”
Michelle Neely, University of Texas at Austin, “Revealing the Beliefs that Shape Realities: Developing a Survey of Undergraduates’ Beliefs about Writing”

History

K.10 Literacy in the Workplace: Three Case Studies
Hilton, Grand Salon D19, First Floor
Chair: Amy Stornaiuolo, San Francisco State University, Mill Valley
Speakers: Christa Teston, Kent State University, OH, “Knowledge-building and Decision-making in Risky Situations: A Tumor Board Study”
Mary Lourdes Silva, University of California, Santa Barbara, “Self-efficacy in the Workplace: The Collaborative Writing Process of Central Documents within a Social Network System”
Deborah Long, Kent State University, OH, “Schema Theory and the (Re)Construction of Workers’ Reality”
Friday, 3:30–4:45 p.m.

History

K.11 Rhetoric of Change: Writing, Image, Nation, and Political Voices
Hilton, Magnolia, Third Floor

Chair: Annessa Ann Babic, Stony Brook University, NY
Speakers: Cathleen Rowley, Stony Brook University, NY, “Rising Women’s Clubs and Struggles for Alliance: Nineteenth-century Women’s Clubs and the Rhetoric of Work and Class”
Annessa Ann Babic, Stony Brook University, NY, “All American Girls!: The Image and Language of Constructing Patriotic Women and Social Change during World War I”
Jennifer Albanese, Stony Brook University, NY, “Harsh Realities: The Labor of Writing without an Audience”

History

K.12 Encyclopedias, Yearbooks, and Shakespeare Societies: Extracurricular Pedagogies in Composition and Critical Reading
Hilton, Grand Salon C18, First Floor

Chair: Nan Johnson, The Ohio State University, Columbus
Speakers: Nan Johnson, The Ohio State University, Columbus, “Composition Pedagogy in American Encyclopedias”
Cate Sacchi, The Ohio State University, Columbus, “Forward Reflection: Turn-of-the-Century Student Yearbook Writing”

Theory

K.13 Voicing Reality: Witnessing Trauma, Recovering the Real
Hilton, Rosedown, Third Floor

Chair: Catherine McDonald, Western Washington University, Bellingham
Speakers: Shelley Manis, University of Texas, Austin, “Representing and Creating Written Realities: Teaching Citations as a Form of Ethical Witnessing”
Dahliani Reynolds, University of Pittsburgh, PA, “Mixing Metaphors: Caught between Theories and Realities of Students’ Voices”
Lesley Bartlett, University of Nebraska, Lincoln, “Realities of Responsibility: Writing Trauma in First-Year Composition”
Friday, 3:30–4:45 p.m.

Theory

K. 14 Constructing Cultural Identities
Doubletree, Madewood A, Second Level
Chair: R. Peter Hunsinger, Iowa State University, Ames,
Speakers: R. Peter Hunsinger, Iowa State University, Ames, “The Function of Culture: Writing Identity and Agency in Composition Studies”

Theory

K.15 Putting Theory to Work in the Writing Classroom: Changing Contexts for Self-authorship
Hilton, Steering, Conference Center
Chair: Warren Rochelle, University of Mary Washington, Fredericksburg, VA
Speakers: Wendy Atwell-Vasey, University of Mary Washington, Fredericksburg, VA, “Whom Do We Think We’re Teaching When We Teach Writers? Psychoanalytic Theory and Writing Realities”
Mary Rigsby, University of Mary Washington, Fredericksburg, VA, “Mirrors, Reflections, and Visible Evidence of Intellectual Development in English 101”
Warren Rochelle, University of Mary Washington, Fredericksburg, VA, “Disrupting the Familiar: Rewriting Student and Teacher Realities through Deep Study of the Writing Process in Three Different Courses”
Respondent: T. R. Johnson, Tulane University, New Orleans, LA

Information Technologies

K.16 Where Everyone Knows Your Username: The Realities of Cyberspace as Third Space
Hilton, Marlborough A, Second Floor
Chair: Susan Hilligoss, Clemson University, SC
Speakers: Chad O’Neil, North Carolina State University, Raleigh, “Everyone Knows Where: Mapping in the World of Warcraft”
Elizabeth Dennis, Barton College, Wilson, NC, “MySpace, NewSpace or ‘Third Place’: Can MySpace be a ‘Third Place’ even with Media Access?”
Christy Mroczek, Armstrong Atlantic State University, Savannah, GA, “The Ethos of Activism in Online Communities”
Information Technologies

K.17 Online Activism, Critical Thinking, and Identity Construction
Hilton, Grand Salon C16, First Floor
Chair: Kenneth Pierson, Rio Hondo College, Alta Loma, CA
Speakers: Sam Van Horne, University of Iowa, Iowa City, “Should I Talk to the Wallflower Posting?: The Mediation of Identity in an Online Discussion Forum”
Neil Baird, University of Nevada, Reno, “Fostering Commitment and Responsibility in the Online Composition Course: How Two Nontraditional Students Exorcised the Specter of Vietnam”
Linda Shelton, Utah Valley State College, Orem, “Changing Realities with Online Critical Thinking”

Information Technologies

K.18 Researching and Articulating Best Practices for Online Writing Instruction (OWI): CCCC Committee Investigations
Hilton, Grand Ballroom C, First Floor
Chair: Beth Hewett, Independent Scholar, Forest Hill, MD
Geoffrey Middlebrook, University of Southern California, Los Angeles, “Weblogs in Composition Curricula: Multiple Constituencies and the Pursuit of Best Practices”

Language

K.19 Trading Places, Changing Minds:
Using Second Life Virtual Reality to Promote Emancipatory Learning in Cross-cultural Writing Groups
Hilton, Versailles Ballroom, Third Floor
Chair: William Ritke-Jones, Texas A&M–Corpus Christi
Speakers: William Ritke-Jones, Texas A&M–Corpus
Frank Concilus, Hankook University, Seoul, Korea, “Second Life”
Friday, 3:30–4:45 p.m.

**Academic Writing**

**K.20 Student Expertise and Knowledge Transfer: Teaching Research Writing in the First-Year Academic Writing Class**

Hilton, Grand Salon C15, First Floor

*Chair:* Cary Moskovitz, Duke University, Durham, NC  
Cary Moskovitz, Duke University, Durham, NC, “Putting Student Writing to Work: The Academic Writing Class as a Research Collective”  

*Respondent:* David Kellogg, Northeastern University, Boston, MA

**Professional and Technical Writing**

**K.21 Writing out of School: Composition Practices in the Hospital, the Prison, and the Psychiatrist’s Office**

Hilton, Jasperwood, Third Floor

*Chair:* Matthew Parfitt, Boston University, MA  
*Speakers:* Ann Jurecic, Rutgers University, New Brunswick, NJ, “Writing Pedagogy in the Clinic”  
Matthew Parfitt, Boston University, MA, “Teaching Writing in Prison: Rage, Longing, and the Academic Essay”  

*Respondent:* Richard E. Miller, Rutgers University, New Brunswick, NJ

**Composition/Writing Programs**

**K.22 Taking Responsibility for Recreating, Renewing, and Sustaining WAC and Writing Centers: Findings of the TYCA National Research Initiative Interviews**

Doubletree, International Ballroom, 16th Level

*Chair:* Laurence McDoniel, St. Louis Community College at Meramec, MO  
*Speakers:* Michael Geary, Three Rivers Community College, Norwich, CT, “Successful Two-year College Writing Center Practices”  
Leslie Roberts, Oakland Community College, Farmington Hills, MI, “Successful WAC Programs and Initiatives”  
Sarah Z. Johnson, Madison Area Technical College, WI, “Two Year College Writing Center Challenges”  
Kimberly M. Shepherd, Washtenaw Community College, Ann Arbor, MI, “Successful WAC Programs and Initiatives”  
Laurence McDoniel, St. Louis Community College at Meramec, MO, “The TYCA National Reach Project”
Composition/Writing Programs

K.24 Reality Check: The Challenges and Rewards of Peer Mentoring and Program Assessment
Doubletree, Madewood B, Second Level

Chair: Creed Greer, University of Florida, Gainesville
Speakers: Creed Greer, University of Florida, Gainesville, “Real-world Contexts and Solutions for Writing Programs in Transition”
Heather Milton, University of Florida, Gainesville, “Mentoring the Mentors: The Shifting Realities of TAs Team Teaching First-Year Writing”
Ariel Gunn, University of Florida, Gainesville, “Checking In: Results of a Training Program’s Assessment”
Moderator: Lisa Dusenberry, University of Florida, Gainesville

Practices of Teaching Writing

K.25 The Changing Reality of How Composition Courses Are Taught: The Influence of Business Writing
Hilton, Oak Alley, Third Floor

Chair: Donald Samson, Radford University, VA
Alexandra Rowe, University of South Carolina, Columbia, “The World-wide Demand for Business and Technical Writing”
Donald Samson, Radford University, VA, “What Composition Textbooks Are Beginning to Say about Writing in Business”
Ray Wallace, University of Arkansas–Forth Smith, “Hiring, Retaining, and Promoting Writing Professors: The View from the Provost’s Office”

Practices of Teaching Writing

K.26 Reconsidering Basic Writing
Hilton, Grand Salon C13, First Floor

Chair: Christie Daniels, University of Texas at El Paso
Speakers: Brian Ray, University of South Carolina, Columbia, “Shaughnessy: Beyond ‘Iconic’ and ‘Critical’”
Hazel Emery, Kent State University, OH, “Writing Technology/Righting Technology for Basic Writing Students”
Friday, 3:30–4:45 p.m.

**Practices of Teaching Writing**

K.27  **Negotiating Teacher-Student Realities in the Cross-cultural Composition Classroom**

Doubletree, Shadows, Second Level

**Chair:** Trixie Smith, Michigan State University, East Lansing  
**Speakers:** Gwendolyn Hale, Savannah State University, GA, “Wrestling with Ghosts: Negotiating Power and Race Differentials in the Composition Classroom”  
Mike Mutschelknaus, Rochester Community and Technical College, MN, “Teachers as Cross-Cultural Brokers in the Composition Classroom”  
Monika Shehi, University of South Carolina, Columbia, “Mind Your Language: Examining the Discourse of Authority Negotiation in the Composition Classroom”

K.28  **Rhetorics of Authenticity**

Doubletree, Crescent B, 16th Level

**Chair:** Nancy Sommers, Harvard University, Cambridge, MA  
**Speakers:** Stephen Larsen, Harvard University, Cambridge, MA  
Marlon Kuzmick, Harvard University, Cambridge, MA, “The Authenticity Effect”  
Steve Sutherland, University of Massachusetts–Boston, “Constructing Authentic Students in the Rhetoric of Pedagogy”

**Research**

K.29  **Past Influences, Present Realities: Multi-generational Literacy Practices**

Doubletree, Nottoway B, Second Level

**Chair:** Sara Webb-Sunderhaus, Indiana University Purdue University, Fort Wayne  
**Speakers:** Suzanne Kesler Rumsey, Indiana University Purdue University, Fort Wayne, “Heritage Literacy: Inter-generational Literacy and Technology”  
Sara Webb-Sunderhaus, Indiana University Purdue University, Fort Wayne, “All in the Family: The Influence of Multi-generational Literacy on the Composition Scholar”
CCCC Awards/Recognition Reception

Hilton, Grand Ballroom D, First Floor
5:00–6:30 p.m.

Chair: Charles Bazerman, University of California, Santa Barbara

At this reception we announce the winners of the 2008 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Writing Program Certificate of Excellence, the Tribal College Faculty Fellowship, the Award for best article in TETYC, and the Nell Ann Pickett Service Award. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

AWARDS PRESENTATIONS

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: Jacqueline Brice-Finch, Coppin State University, Baltimore, MD
David Blakesley, Purdue University, West Lafayette, IN
Catherine Hobbs, University of Oklahoma, Norman
Renee Moreno, California State University, Northridge
Michael Stancliff, Arizona State University West, Phoenix

Previous Award Winners:

2007 Norbert Elliot, *On a Scale: A Social History of Writing Assessment in America*
Krista Ratcliffe, *Rhetorical Listening: Identification, Gender, Whiteness*

2006 Morris Young, *Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship*

Friday, 5:00–6:30 p.m.

2004  Mary Soliday, *The Politics of Remediation: Institutional and Student Needs in Higher Education*

2003  Deborah Brandt, *Literacy in American Lives*

Eileen Schell and Patricia Lambert Stock, *Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*

2002  Paul Kameen, *Writing/Teaching: Essays toward a Rhetoric of Pedagogy*

2001  Kay Halasek, *A Pedagogy of Possibility: Bakhtinian Perspectives on Composition Studies*

2000  Susan Miller, *Assuming the Positions: Cultural Pedagogy and the Politics of Commonplace Writing*, and Barbara Couture, *Toward a Phenomenological Rhetoric: Writing, Profession, and Altruism*

1999  Marilyn Sternglass, *Time to Know Them: A Longitudinal Study of Writing and Learning at the College Level*

1998  James A. Berlin, *Rhetorics, Poetics, and Cultures: Refiguring College English Studies*


1996  Susan Peck MacDonald, *Professional Academic Writing in the Humanities and Social Sciences*


1994  Lester Faigley, *Fragments of Rationality: Postmodernity and the Subject of Composition*

1993  Richard Bullock, John Trimbur, and Charles Schuster, Editors, *The Politics of Writing Instruction: Postsecondary*

1992  Susan Miller, *Textual Carnivals: The Politics of Composition, and Patricia Bizzell and Bruce Herzberg, The Rhetorical Tradition: Readings from Classical Times to the Present*

1991  Mike Rose, *Lives on the Boundary: The Struggles and Achievements of America’s Underprepared*

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**JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD**

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

**Berlin Outstanding Dissertation Award Committee**

*Chair:* Russel Durst, University of Cincinnati, OH
Doug Downs, Utah Valley State College, Orem
Laura Gray-Rosendale, Northern Arizona University, Flagstaff
James L. Hill, Albany State University, GA
Previous Award Winners:

2005  Haivan Viet Hoang, “‘To Come Together and Create a Movement’: Solidarity Rhetoric in the Vietnamese American Coalition”
2004  Jessica Enoch, “Women’s Resistant Pedagogies in Turn-of-the-Century America; Lydia Maria Child, Zitkala Sa, Jovita Idar, Marta Pena, and Leonor Villegas de Magnon”
2001  Katherine Kelleher Sohn, Whistlin’ and Crowin’ Women of Appalachia: Literacy Development Since College
2000  Elizabeth A. Miles, Building Rhetorics of Production: An Institutional Critique of Composition Textbook Publishing
1999  Chris Gallagher, Composing Inquiry: Rethinking Progressive Pedagogy and Literacy
1998  Jeffrey N. Maxson, A Multimedia and Multivocality in a Basic Writing Classroom
1997  Ellen Cushman, The Struggle and the Tools: Oral and Literate Strategies in an Inner City Community
1996  Amy M. Lee, Visions and Revisions of Teaching Writing as a Critical Process
1994  Harriet Malinowitz, “Lesbian and Gay Reality and the Writing Class”
1993  Marguerite Helmers, The Constitution of Students: Genre and Representation in the Composition Testimonial
1992  Susan Brown Carlton, “Poetic, Rhetoric, and Disciplinary Discourse”

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, College Composition and Communication, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee

Chair:  Anita Helle, Oregon State University, Corvallis
        Sheryl Fontaine, California State University, Fullerton
        Susan Miller-Cochran, North Carolina State University, Raleigh
        Ben Rafoth, Indiana University of Pennsylvania
        Scott Wible, West Virginia University, Morgantown
Previous Award Winners:

2006  Jenn Fishman, Andrea Lunsford, Beth McGregor, and Mark Otuteye, “Performing Writing, Performing Literacy,” December 2005
2003  Bruce Horner and John Trimbur, “English Only and U.S. College Composition,” CCC, June 2002
2002  Kathryn Fitzgerald
2001  James E. Porter, Patricia Sullivan, Stuart Blythe, Jeffrey T. Grabill, and Libby Miles
2000  Jacqueline Jones Royster and Jean C. Williams
1999  Catherine Prendergast
1998  (tie) Arnetha Ball and Ted Lardner, Dennis A. Lynch, Diana George, and Marilyn M. Cooper
1997  Ellen Cushman
1996  Mary N. Muchiri, Nshindi G. Mulamba, Greg Myers, and Deoscorous B. Ndoloi
1995  Cheryl Glenn
1994  Peter Mortensen and Gesa E. Kirsch
1993  Nancy Sommers
1992  Glynda Hull, Mike Rose, Kay Losey Fraser, and Marisa Castellano
1991  Glynda Hull and Mike Rose
1990  Joseph Harris
1989  Christina Haas and Linda Flower
1988  Robert Brooke
1987  Linda Flower, John R. Hayes, Linda Carey, Karen Schriver, and James Stratman
1986  Peter Elbow
1985  Lisa Ede and Andrea Lunsford
1984  Stephen P. Witte
1983  Nancy Sommers
1982  Robert J. Connors
1981  David Bartholomae
1980  Lee Odell
1979  Mary P. Hiatt
1978  Richard Gebhardt
1977  Frank D’Angelo and Glenn Matott
1976  James Corder
1975  Richard Braddock
OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Outstanding Dissertation Award in Technical Communication Committee

Chair: Cynthia Selfe, The Ohio State University, Columbus
Tim Giles, Georgia Southern University, Statesboro
Robert T. Koch, Jr., The University of North Alabama, Florence
Carole Clark Papper, Ball State University, Muncie, IN
Chet Pryor, Montgomery College, Germantown, MD

Outstanding Dissertation in Technical Communication Award Winners

2007    Natasha Artemeva
2006    Neil Lindemann
2005    Huatong Sun
2004    Donna Kain
2003    Brent Henze
2003    Sandra Sterling Reynolds, Honorable Mention
2002    David Dayton
2002    Dave Clark, Honorable Mention
2001    Kenneth Baake
2000    Clay I. Spinuzzi
1999    Katherine Durack
1999    Brenda Camp Orbell, Honorable Mention
1999    Graham Smart, Honorable Mention
Friday, 5:00–6:30 p.m.

**WRITING PROGRAM CERTIFICATE OF EXCELLENCE**

This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

**2007-2008 Writing Program Certificate of Excellence Committee**

*Chair:* Dan Royer, Grand Valley State University, Allendale, MI
Lena Ampadu, Towson University, Baltimore, MD
Bump Halbritter, Michigan State University, East Lansing
Susan Miller-Cochran, North Carolina State University, Raleigh
Carol Rutz, Carleton College, Northfield, MN

**Previous Certificate Winners**

**2006–2007**
Ball State University, Writing Program
Michigan Technological University, Writing Center
Purdue University, Introductory Composition
Swarthmore College, Writing Associates Program
University of Toronto, Office of English Language and Writing Support

**2005–2006**
Duke University, University Writing Program
Eastern Michigan University, First-Year Writing Program
Marquette University, First-Year English Program

**Winter 2005**
Carleton College, Writing Program
The Ohio State University, First-Year Writing Program

**Fall 2004**
Central European University, Center for Academic Writing
Clemson University, The Advanced Writing Program
Michigan Technological University, Department of Humanities Writing Program
Michigan Technological University, Scientific and Technical Communication Program
Purdue University, Writing Lab
Rowan University, Department of Composition and Rhetoric

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Saint Joseph College, Writing Portfolio Program  
Salt Lake Community College, Community Writing Center  
San Francisco State University, Technical and Professional Writing Program  
University of Missouri, Campus Writing Program  
University of Washington, Engineering Communication Program

**CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP**

In March 2003, the Conference on College Composition and Communication (CCCC), initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to four Tribal College Faculty Fellowships in the amount of $750 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as teachers and what they teach at their tribal college, what their research interests are, and what they hope to gain from the experience of attending CCCC (how it could help in their teaching or research). A selection committee including American Indian Caucus members reviews applications for the Tribal College Faculty Fellowship. Fellowships are awarded based on overall quality of the application letter.

**Tribal College Faculty Fellowship Committee**

**Chair:** Malea Powell, Michigan State University, East Lansing  
Resa Crane Bizzaro, East Carolina University, Greenville  
Regina Clemens Fox, Arizona State University, Phoenix  
Lester Knotts, United States Military Academy at West Point, NY  
Jamie Armin Mejía, Texas State University, San Marcos

**Previous Award Winners**

**2007**  
Geselle Coe, Tohono O’Odham Community College

**2006**  
Ron Carpenter, Turtle Mountain Community College  
Brian Tosky, College of Menominee Nation

**2005**  
Priscilla A. Fairbanks, Leech Lake Tribal College  
Steven King, Sisseton-Wahpeton College  
Laurie Koeplin, Little Big Horn College  
Patrick J. Shields, Lac Courte Oreilles Ojibwa Community College
Friday, 5:00–6:30 p.m.

**BEST ARTICLE OF THE YEAR AWARD**

The quarterly journal *Teaching English in the Two-Year College* selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

**Best Article of the Year Award Committee:**

*Chair:* Joanna Tardoni, Western Wyoming Community College-Rock Springs
Elissa Caruth, Oxnard College, CA
Alexis Nelson, Spokane Falls Community College, WA
Ron Christiansen, Salt Lake Community College, UT

**Previous Award Winners:**

2007 Shir Filler
2006 Jeff Andelora
2005 Laurie Grobman
2004 Jay Simmons and Timothy McLaughlin
2003 Loretta Kasper
2002 Derek Soles
2001 Dana Elder
2000 Richard C. Raymond
1999 Kay Thurston
1998 Smokey Wilson
1997 Marilyn J. Valentino
1996 Thomas Speer
1995 William S. Robinson
1994 Julia Ferganchick-Neufang
1993 Betty Nelson
1992 Dana L. Fox
1991 Joseph F. Trimmer
1990 Judith Rae Davis
1989 Fred Stanley
1988 Nadine Pierce and Paul Hunter
1987 Richard Raymond
1986 Patricia Callaghan
1985 Sylvia A. Holladay
1984 Marcia H. Edwards
1983 Tim McCracken and W. Allen Ashby
1982 Michael Adelstein
NELL ANN PICKETT SERVICE AWARD

Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism.

Nell Ann Pickett Service Award Committee:

Chair: Jody Millward, Santa Barbara City College, CA
       Howard Tinberg, Bristol Community College, Fall River, MA
       Louise Bown, Salt Lake City Community College, UT

Previous Award Winners:

2007  Jody Millward, Santa Barbara City College, CA
2006  Howard Tinberg, Bristol Community College, Fall River, MA
2005  Georgia Newman, Georgia College & State University, Milledgeville
2004  John Lovas, De Anza College, Cupertino, CA
2003  Frank Madden, SUNY Westchester Community College, Valhalla, NY
2002  Ben Wiley, St. Petersburg College, Florida
2001  Lois Powers, Fullerton College, California
2000  Mark Reynolds, Jefferson Davis Community College, Brewton, Alabama
1999  Katherine Staples, Austin Community College, Texas
1998  Charles Annal, New Hampshire Technical Institute
1997  Paul Bodmer, Bismarck State College, North Dakota
1996  Elisabeth McPherson, Ridgefield, Washington
1995  Lynn Quitman Troyka, Queensboro CC, City University of New York
1994  Audrey Roth, Miami Dade Community College, Florida
1993  Nell Ann Pickett, Hinds Community College, Raymond, Mississippi
Friday, 6:30–7:30 p.m.

Special Interest Groups

6:30–7:30 p.m.

FSIG.01 Black Caucus
Hilton, Grand Salon C13, First Floor  
Chair: Judith Moore Kelly, Howard University, Washington, D.C.

FSIG.02 Latino/a Caucus Business Meeting
Hilton, Grand Salon C15, First Floor  
Co-Chairs: Cecilia Rodríguez Milanes, University of Central Florida, Orlando  
Bobbi Ciriza Houtchens, Arroyo Valley High School, San Bernardino, CA

FSIG.03 Asian/Asian American Caucus: Conversations about “Representations: Doing Asian American Rhetoric”
Hilton, Grand Salon C16, First Floor  
Co-Chairs: Haivan Hoang, University of Massachusetts, Amherst  
Nancy Linh Karls, University of Wisconsin, Madison

FSIG.04 American Indian Caucus
Hilton, Grand Salon C18, First Floor  
Co-Chairs: Resa Crane Bizzaro, East Carolina University, Greenville, NC  
Joyce Rain Anderson, Roger Williams University, Bristol, RI  
Malea Powell, Michigan State University, East Lansing

FSIG.05 Queer Caucus
Hilton, Grand Salon D19, First Floor  
Chair: Walt Turner, Bethany College, WV

FSIG.06 Working-Class Culture and Pedagogy SIG
Hilton, Grand Salon D21, First Floor  
Co-Chairs: Jennifer Beech, University of Tennessee at Chattanooga  
William H. Thelin, University of Akron, OH

FSIG.07 jWPA SIG: Reality Check: Re-imagining the Portland Resolution as a Genre for Change
Hilton, Grand Salon D22, First Floor  
Chair: Debra Frank Dew, University of Colorado at Colorado Springs
FSIG.08  Rhetoric and Christian Tradition  
Hilton, Grand Salon D24, First Floor  
Chair: Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

FSIG.09  Meeting of the International Network of Writing-across-the-Curriculum Programs  
Hilton, Marlborough A, Second Floor  
Chair: Chris Thaiss, University of California at Davis

FSIG.10  High School/College Articulation  
Hilton, Melrose, Third Floor  
Chair: Christel Taylor, University of Wisconsin-Waukesha

FSIG.11  Writing Center Realities  
Hilton, Rosedown, Third Floor  
Chair: Michele Eodice, University of Oklahoma, Norman

FSIG.12  The Teaching and Mentoring of TAs and Instructors in Composition  
Hilton, Jasperwood, Third Floor  
Chair: E. Shelley Reid, George Mason University, Fairfax, VA

FSIG.13  Teaching Writing in Interdisciplinary Classrooms and Learning Communities  
Hilton, Oak Alley, Third Floor  
Chair: Rebecca S. Nowacek, Marquette University, Milwaukee, WI

FSIG.14  Independent Writing Units  
Hilton, Belle Chasse, Third Floor  
Chair: Barry Maid, Arizona State University, Mesa

FSIG.15  Best Practices for Online Writing Instruction: CCCC Issues and Questions  
Hilton, Steering, Conference Center  
Chair: Beth Hewett, Independent Scholar, Forest Hill, MD

FSIG.16  Teaching Adult Writers in Diverse Contexts  
Hilton, Port, Conference Center  
Chair: Kimme Nuckles, Baker College, Auburn Hills, MI
Friday, 6:30–7:30 p.m.

FSIG.17  **Special Interest Group on Progressive Approaches to Grammar, Error, and Effective Writing**
Hilton, Kabacoff, Conference Center
*Chair:* Peter Adams, Community College Baltimore, MD

FSIG.18  **Emerging Social Software SIG**
Doubletree, Nottoway A, Second Level
*Facilitators:* Lanette Cadle, Missouri State University, Springfield
Eric Glicker, Indiana University of Pennsylvania

FSIG.19  **Writing Studios SIG**
Doubletree, Nottoway B, Second Level
*Chair:* John Paul Tassoni, Miami University Middletown, OH

FSIG.20  **PCA @ CCCC**
Doubletree, Rosedown A, Second Level

FSIG.21  **Medical Rhetoricians**
Doubletree, Madewood A, Second Level
*Chair:* Barbara Heifferon, Rochester Institute of Technology, NY

FSIG.22  **Serious Games SIG**
Doubletree, Madewood B, Second Level
*Co-Chairs:* Jan Rune Holmevik, Clemson University, SC
Cynthia Haynes, Clemson University, SC

FSIG.23  **Creative Writing Special Interest Group**
Doubletree, Crescent A, 16th Level
*Co-Chairs:* Donald Pardlow, Georgia Highlands University, Cartersville
Stephanie Wade, Stony Brook University, NY

FSIG.24  **5th C: Computers**
Doubletree, Shadows, Second Level
*Co-Chairs:* Michael Day, Northern Illinois University, DeKalb
Cheryl Ball, Illinois State University, Bloomington

FSIG.25  **Teaching of Writing to the Deaf and Hard-of-Hearing**
Doubletree, Crescent B, 16th Level
*Chair:* Kathleen Wood, Gallaudet University, Washington, D.C.
**Friday Evening Events**

**TYCA Talks**
Hilton, River, Conference Center
6:30–7:30 p.m.

**Celebration for Paul Bodmer**
*(Sponsored by TYCA National)*
7:30–8:30 p.m.
Hilton, Starboard, Conference Center

TYCA National invites you to join us to honor Paul Bodmer for his achievements and contributions to our profession. Currently Senior Program Officer for Higher Education at NCTE, Paul will be retiring in summer 2008. Perhaps more than anyone else, Paul is responsible for increasing the involvement of two-year college faculty in CCCC and NCTE, and in forging alliances with national associations to raise awareness of issues confronting the teaching of writing and literature at two-year and four-year institutions. Paul has been a leader in National TYCA, which he was instrumental in founding, and has encouraged faculty to present, publish, and take on leadership roles in CCCC. He has also been a leader in TYCA’s Midwest Region and has had a distinguished career as a teacher at Bismarck State College in North Dakota.

**Screening of Spike Lee’s “When the Levees Broke”**
Hilton, Grand Ballroom A/B, First Floor
6:30–11:00 p.m.
Screening of all four parts of Spike Lee’s epic documentary about Hurricane Katrina and the breach of the levees.
The Twentieth Annual Poetry Forum
Hilton, Grand Salon C13, First Floor
7:30–10:30 p.m.
This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion.

Katrina Duets from the Surviving Katrina and Rita in Houston Project
Hilton, Grand Ballroom C, First Floor
8:00–9:00 p.m.
Readers: Nicole Eugene, University of New Orleans, LA
Shari L. Smothers, University of New Orleans, LA
Organized by: Carl Lindahl, University of New Orleans, LA

AA
Hilton, Jasperwood, Third Floor
8:00–10:00 p.m.

ALANON
Hilton, Elmwood, Third Floor
8:00–10:00 p.m.

Photo courtesy of Eileen Maley
SATURDAY

April 5

REGISTRATION, 8:00 a.m.–2:30 p.m.
Hilton, Exhibit Hall, Second Floor

Exhibits, 10:00 a.m.–1:00 p.m.
Hilton, Exhibit Hall, Second Floor

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

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS
Hilton, Jefferson Ballroom, Third Floor
7:00–8:00 a.m.
Admission is by advance registration only.
Saturday, 7:00 a.m.–4:00 p.m.

TYCA FAME AND SHAME AWARDS

The awards acknowledge the best and worst mentions of the two-year college appearing in any media during the previous year. The award calls attention to unfair practices as well as gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, programs, and faculty.

Winners are to be announced at the TYCA Breakfast.

Fame and Shame Award Committee:

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

Previous Award Winners:

Fame Winners
2007 William D. Green, CEO, Accenture
First Runner-Up: Matthew Santori, The Baltimore Examiner
2006 Dr. Betty Young, President, Northwest State Community College, Archbold, OH
2005 Clint Eastwood, Million Dollar Baby
2004 Dr. Tahita Fulkerson, Fort Worth Star Telegram
2003 Tracey Wong Briggs of USA Today
2002 Willard Scott of the NBC Today Show

Shame Winners
2007 Orange County Register, Santa Ana, CA
2006 No Award Presented
2005 Jay Leno, NBC’s Tonight Show
2004 Dr. Jim Lee, Fort Worth Star Telegram
2003 Heald College
2002 March 7, 2002, episode of ER
DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

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

Winners are to be announced at the TYCA Breakfast.

Outstanding Programs Award Committee:

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

Previous Award Winners:

2007

Category 1: Reaching Across Borders Award
Honorable Mention
The Writing Lab and Summer Institute on Writing in the Disciplines
Bristol Community College, Fall River, MA

Category 2: Fostering Student Success Award
The New School at Kalamazoo Valley Community College
Kalamazoo Valley Community College, MI

Category 3: Enhancing Developmental Education Award
Envisioning Possibilities: A Writing Workshop and Essay Contest for GED Students
Columbus State Community College, OH

Category 4: Enhancing Literature and Cultural Arts Award
No Entries

2006

Category 1: Reaching Across Borders Award
Composing Community: Students Write Oral History
Ocean County School, Toms River, NJ
Honorable Mention
Identifying and Supporting College-Ready Writing Skills among High School Students
Minnesota State Community and Technical College, Fergus Falls, MN
Saturday, 7:00 a.m.–4:00 p.m.

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

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

**Category 4: Enhancing Literature and Cultural Arts**  
Frankenstein: Penetrating the Secrets of Nature  
Community College of Rhode Island, Warwick, RI

**Concurrent Sessions Presented By Two-Year College Faculty**

L.06  Someone to Watch over Me:  
Changing Realities of Mentoring Teachers of Freshman Composition and Basic Writing at an Urban Community College

M.16  Blending Realities:  
Creating a Reality of Success for Students of Color

M.21  TYCA National Interview Project:  
Tapping Exemplary Two-Year College Assessment Practices to Rewrite Realities of Imposed Standards and Inadequate Program Support

O.11  The Online Writing Center at a Two-Year College:  
Accommodating New “Writing Realities”
Annual Business/Town Hall Meeting
Hilton, Grand Ballroom A/B, First Floor
8:00–9:15 a.m.

Chair: Cheryl Glenn, Penn State University, University Park
Associate Chair: Charles Bazerman, University of California, Santa Barbara
Assistant Chair: Marilyn Valentino, Lorain County Community College, Elyria, OH
Immediate Past Chair: Akua Duku Anokye, Arizona State University, Glendale
Secretary: Duane Roen, Arizona State University, Mesa
CCC Editor: Deborah H. Holdstein, Northern Illinois University, DeKalb
CCCC Executive Secretary/Treasurer: Kent Williamson, NCTE, Urbana, IL
CCCC Parliamentarian: Erika Lindemann, University of North Carolina, Chapel Hill

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. Sturgis’s Standard Code of Parliamentary Procedure applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.
Saturday, 8:30–9:15 a.m.

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

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

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

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

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

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

1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including
areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

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

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

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

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

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

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

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

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.
L Sessions  
9:30–10:45  a.m.

Featured Session

Results and Insights from International WAC/WID Mapping Project
Hilton, Grand Ballroom A/B, First Floor

This panel presents results from the International WAC/WID Mapping Project begun in 2006. Four speakers will explain methods and findings from aspects of this research on the scope of higher education initiatives in writing in/across disciplines in diverse cultures. Goals of both panel and project are to promote cross-cultural understanding of the historical/political factors that shape WAC/WID curricula in a given country and to suggest how any institution’s practice can benefit from understanding this diversity.

Chair: Chris Thaiss, University of California at Davis

Chris Thaiss

Terry Myers Zawacki

Christine (Tiane) Donahue

Lisa Ganobesik-Williams

Tara Porter
Speakers: Terry Myers Zawacki, George Mason University, Fairfax, VA, “Translating WID Practices and Programs Transnationally”
Christiane Donahue, University of Maine at Farmington, “Current Trends in French WID-based Education and Research”
Lisa Ganobcsik-Williams, Coventry University, England, “Research on the Teaching of Writing in UK Higher Education”
Tara Porter, University of California at Davis, “Results from the U.S./Canada Survey”

Community, Civic & Public

L.01 Writing Voices that Change Realities: Tracing the Unheard Rhetorics and Discourses of the American Alternative Agrifood Movement
Doubletree, Madewood A Second Level
Chair: Eileen Schell, Syracuse University, NY
Speakers: Cynthia Vagnetti, Michigan State University, East Lansing, “Voices from the Field”
Dianna Winslow, Syracuse University, NY, “New Agrarian Literacies for this City Kid: Food Literacy, Community Engagement, and Sustainability-Centered Composition”
Kim Caldicott, Syracuse University, NY, “Reflections on the LEAD New York Beginning Farmer Program”
Respondent: Adrienne Lamberti, University of Northern Iowa, Cedar Falls

Community, Civic & Public

L.02 Transforming Public Discourse in Composition Studies
Doubletree, International Ballroom, 16th Level
Chair: Mary Ann Cain, Indiana University Purdue University, Fort Wayne
Speakers: Lil Brannon, University of North Carolina, Charlotte, “Inscrutable Demands and Claustrophobic Classrooms: Questioning Writing Practices”
Mary Ann Cain, Indiana University Purdue University, Fort Wayne, “Reinscribing the ‘Extradiscursive’: Feminist Praxes for Creating Public Space”
Michelle Comstock, University of Colorado at Denver, “Writing for Audio and the Creation of Public Voice”
Saturday, 9:30–10:45 a.m.

Community, Civic & Public

L.03 Writing One’s Own Neighborhood:
Urban Space, African-American Identity, and Rap
Doubletree, Rosedown A, Second Level
Chair: Michael Bunn, University of Michigan, Ann Arbor
Laurie Grobman, Penn State University-Burks, Reading, “Community-based Research, Race, and (Re)Writing History”
Valerie Nyberg, University of Iowa, Iowa City, “Social Literacies: Rap as Literacy of the Dispossessed”

Institutional and Professional

L.04 Think-Tank for Newcomers Developing Papers and Sessions for CCCC 2009
Hilton, Grand Ballroom D, First Floor
Chair: Paul Puccio, Bloomfield College, NJ

Institutional and Professional

L.05 Assessing a Developmental Writing Program:
How Semantics, Non-Sequiturs, and a History of Appeasement Led to Civil War at a Provincial Maryland College
Hilton, Fountain, Third Floor
Chair: Susan Bernadzikowski, Cecil College, North East, MD
Speakers: Susan Bernadzikowski, Cecil College, North East, MD, “Assessing a Developmental Writing Program: Our Civil War Need Not Be Yours”
Craig Frischkorn, Cecil College, North East, MD, “Assessing a Developmental Writing Program: Our Civil War Need Not Be Yours”

Institutional and Professional

L.06 Someone to Watch over Me:
Changing Realities of Mentoring Teachers of Freshman Composition and Basic Writing at an Urban Community College
Hilton, Kabacoff, Conference Center
Chair: Sylviane Baumflek, Kingsborough Community College, Brooklyn, NY
Speakers: Ann Del Principe, Kingsborough Community College, Brooklyn, NY
Eileen Ferretti, Kingsborough Community College, Brooklyn, NY
Ronna Levy, Kingsborough Community College, Brooklyn, NY
Saturday, 9:30–10:45 a.m.

Research

L.07 Appropriation and Fair Use in the Academy: What Every Faculty Member Needs to Know
Doubletree, Madewood B, Second Level

Chair: Bump Halbritter, Michigan State University, East Lansing
Speakers: Martine Courant Rife, Michigan State University and Lansing Community College, East Lansing, “‘Cause’ and ‘Effect’: Exploring Relationships between Free Expression and Fair Use”
Timothy R. Amidon, Indiana University Purdue University, Fort Wayne, “Ambiguous and Overreaching: A Case Study of Work for Hire in 14 Institutions”
Bradley Bleck, Spokane Falls Community College, WA, “Musings on Community College Teaching and Intellectual Property”

Research

L.08 Telling Stories of Change: Researching Rhetorical Action
Doubletree, Rosedown B, Second Level

Chair: Deborah Minter, University of Nebraska-Lincoln
Speakers: Renee McGill, University of Nebraska-Lincoln, “Rhetorical Action and the Archive: The Writing Life of Annie Prey Jorgensen”
Joy Arbor, American University in Cairo, Egypt, “Rhetorical Action and Coexistence/Conflict Resolution”
Margaret Willard-Traub, University of Michigan-Dearborn, “Rhetorical Action and the Life-Writing Classroom”
Deborah Minter, University of Nebraska-Lincoln, “Rhetorical Action and the Life-Writing Classroom”

History

L.09 Revising Our Historical Realities: Investigating Neglected Texts and Unexplored Connections
Doubletree, Shadows, Second Level

Chair: Suzanne Bordelon, San Diego State University, CA
Speakers: Lynee Gaillet, Georgia State University, Atlanta, “Rhetoric, Religion, and Education: Scottish Origins of the American ‘Princeton School’ Curriculum”
Paul Minifee, San Diego State University, CA, “‘Form and Figure of a Pulpit’: Rhetoric and Jarena Lee’s ‘Call to Preach’”
Suzanne Bordelon, San Diego State University, CA, “Ruth Mary Weeks and the NCTE: Democratizing the Teaching of English and Composition”
Saturday, 9:30–10:45 a.m.

Theory

L.10 Writing Katrina: Breaching Discourse, Inscribing New Realities
Hilton, Port, Conference Center

Chair: James Zebroski, University of Houston, TX
Speakers: James Zebroski, University of Houston, TX, “Katrina as Discursive Event: New Orleans and the (Re)Construction of Social Class in America”
Marcia Kmetz, University of Nevada, Reno, “Post-Katrina Civic Discourse: The Cost of Silence after the Red Lake School Shooting”
Paul Butler, University of Nevada, Reno, “Navigating Rhetorical Landscapes: Writing and Healing in a Post-Katrina World”
Joddy Murray, Texas Christian University, Fort Worth, “Dream Text as Non-Discursive Text: Connecting the Future to the Present”

Theory

L.11 Commercialization, Commodification, and Privatization: The World Bank’s Co-opting of Literacy Education
Hilton, River, Conference Center

Chair: Soonbok Park, Indiana University of Pennsylvania
Soonbok Park, Indiana University of Pennsylvania, “(De)centralization of Education in Korea and the Implications on Educational Reform”

Information Technologies

L.12 Anything New Under the Palimpsest Sun? History, Literacy, Genre, and Technologies
Hilton, Grand Ballroom C, First Floor

Chair: Doug Hesse, University of Denver, CO
Speakers: Kathleen Blake Yancey, Florida State University, Tallahassee, “A Palimpsestic Approach to Thinking about ‘New’ (and Old) Literacies”
Ron Fortune, Illinois State University, Normal, “The Openness of Writing in Print and Digital Discourses”
Doug Hesse, University of Denver, CO, “The New Age of Parataxis? Or, YouTube as The Tatler?”
Respondent: Kristie Fleckenstein, Florida State University, Tallahassee
Information Technologies

L.13 Sound, Word, and World: The Intersection of Audio and Writing Studies
Hilton, Oak Alley, Third Floor
Chair: Jenny Edbauer Rice, University of Missouri, Columbia
Speakers: Daniel Anderson, University of North Carolina, Chapel Hill, “Soundscape Pedagogy: Auditory Ecologies and Archaeologies in the Composition Classroom”
John Biewen, Duke University, Durham, NC, “Writing for the Ear—and the Mind’s Eye”
Jenny Edbauer Rice, University of Missouri, Columbia, “Audio Technology and Writing Classrooms: The Progress Narratives”

Information Technologies

L.14 Multi-modal Communication: Experts’ Advice on Visual Rhetoric
Hilton, Napoleon Ballroom, Third Floor
Co-Chairs: Karen Powell, Louisiana State University, Baton Rouge
Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge
Speakers: James Sullivan, Louisiana State University, Baton Rouge, “Architecture as Rhetoric: Drawing and Designing to Learn”
Brygg Ullmer, Louisiana State University, Baton Rouge, “Finding the Story in a Sea of Data: Visual Technologies in the Sciences”
Leslie Koptcho, Louisiana State University, Baton Rouge, “Ancient Technologies: Communication in Art”
Patricia Suchy, Louisiana State University, Baton Rouge, “Visual Storytellers: Film and Media Arts in a Communication Studio”
Kevin DiBenedetto, Louisiana State University, Baton Rouge, “Visual Storytellers: Film and Media Arts in a Communication Studio”
Monica Postelnicu, Louisiana State University, Baton Rouge, “Visual Basics for Mass Communication Students”
Warren Waggenspack, Louisiana State University, Baton Rouge, “Visualizing the Mechanical: Engineers Designing, Producing, and Communicating”

Creative Writing

L.15 Writing to Change the World: The Role of Creative Nonfiction in Writing Programs
Doubletree, Nottoway A, Second Level
Chair: Paul Sawyer, Cornell University, Ithaca, NY
Speakers: Katherine Gottschalk, Cornell University, Ithaca, NY, “Creative Nonfiction in Cornell’s First-Year Writing Program”
Elizabeth Taylor, Brown University, Providence, RI, “Is Creative Nonfiction Too Personal?”
Jami Carlacio, Cornell University, Ithaca, NY, “The Role of the Essayist as Public Intellectual”
Saturday, 9:30–10:45 a.m.

Professional and Technical Writing

L.16 Accessing OWLs: Writing Center Usability Testing with Blind and Low-vision Users
Hilton, Elmwood, Third Floor

Chair: Michael Salvo, Purdue University, West Lafayette, IN
Speakers: Dana Driscoll, Purdue University, West Lafayette, IN, “Researching Disability: Intersections of Technology, Usability, and Persons with Blindness”
Allen Brizee, Purdue University, West Lafayette, IN, “Accessible Does Not Equal Usable: User-centered Theory and Usability Testing with Blind and Low-Vision Participants”
Morgan Sousa, Purdue University, West Lafayette, IN, “Surfing Blind: Usability, Ethnographic Research, and the Visually Impaired”

Composition/Writing Programs

L.17 Inscribing Disciplinary Realities: WAC / WID Research and Pedagogy
Hilton, Jasperwood, Third Floor

Chair: Jaime Lynn Longo, La Salle University, Philadelphia, PA
Speakers: Margot Soven, La Salle University, Philadelphia, PA, “Inscribing Disciplinary Realities to the Citizen as Audience: Can WAC Meet the Challenge?”
Jaime Lynn Longo, La Salle University, Philadelphia, PA, “Researching Disciplinary Realities: Methods and Methodologies in WAC / WID Research”

Composition/Writing Programs

L.18 At Home and/in the World: Negotiating Global Perspectives in the Writing Classroom
Hilton, Magnolia, Third Floor

Co-Chair: Jeanelle Barrett, Tarleton State University, Stephenville, TX
Brian Fehler, Tarleton State University, Stephenville, TX
Speakers: Lisa Baird, Purdue University North Central, Westville, IN, “Globalizing Images: Negotiating Local and Global Perspectives in Student Asset Maps”
Brian Fehler, Tarleton State University, Stephenville, TX, “‘How You Gonna Keep ‘Em Down on the Farm . . . ’: Rural Students, Tech Writing, and Global Perspectives”
Purna Banerjee, Millikin University, Decatur, IL, “Composition/Study Abroad Interstices: The Discontents of Identity Formations in Globalized Classrooms”
Saturday, 9:30–10:45 a.m.

Practices of Teaching Writing

L.19 Reclaiming the Classroom: Two-Year Colleges and Innovative Self-assessment
Doubletree, Crescent B, 16th Level
Chair: Marisa Klages, LaGuardia Community College, Long Island City, NY
Speakers: Linda Chandler, LaGuardia Community College, Long Island City, NY
Michelle Pacht, LaGuardia Community College, Long Island City, NY
J. Elizabeth Clark, LaGuardia Community College, Long Island City, NY

Practices of Teaching Writing

L.20 Teaching Writing/Teaching Adolescents after Katrina
Doubletree, Crescent A, 16th Level
Chair: Deborah M. Alvarez, University of Delaware, Newark
Speakers: Denise Abadie-Smith, John McDonogh Senior High School, New Orleans, LA
Judy Demarest, Warren Easton High School, New Orleans, LA
Moderator: Deborah M. Alvarez, University of Delaware, Newark

Practices of Teaching Writing

L.21 The Relevance of Rhetoric for Composition Instruction
Doubletree, Nottoway B, Second Level
Chair: Erec Smith, Drew University, Madison, NJ
Speakers: Lennie Irvin, San Antonio College/Texas Tech University, “Open Spaces: A Heuristic Toward a New Composition”
Bill Endres, University of Arizona, Tucson, “Images on Their Way to Flight: Rhetorical Invention in the Book of Kells”
Donovan Braud, Loyola University, Chicago, IL, “Topoi, Enthymemes, and Ideology in First-Year Composition”

Practices of Teaching Writing

L.22 Seeing and Being: The Impacts of Visual Rhetoric inside and outside the Composition Classroom
Hilton, Versailles Ballroom, Third Floor
Chair: Kristin Arola, Washington State University, Pullman
Speakers: Katherine Ericsson, Washington State University, Pullman, “Comic Texts: Helping Students ‘Play’ with Realities”
Moe Folk, Michigan Technological University, Houghton, “Visual Style and Technological Ethos: The Mediated Reality of Multimodal Texts”
Robert Watkins, Utah State University, Logan, “Words Are the Ultimate Abstraction: Using Scott McCloud to Teach Visual Rhetoric”
Kristin Arola, Washington State University, Pullman, “Digital Regalia: Listening to the Rhetorics of Native American Identity”
Initially, acceptable practices for writing assessment over the years depended upon interrater reliability: the ability of providing consistent scores from different readers for the same papers. This focus on reliability has shifted in the past two decades as writing assessment has gone through different foci or “waves”, particularly concerning validity. Unfortunately, policy decisions about writing assessment are often not theoretically sound in terms of validity theory or relevant research on literacy and its teaching. The speakers in this panel look beyond research in writing assessment theory and practice, focusing on major policy issues that often determine the value of a specific assessment to be used in making a validation argument for important educational decisions.

Chair: April Sikorski, St. John’s University, New York
Speakers: Brian Huot, Kent State University, OH, “From Writing Assessment Practice and Theory to Regulation”
George Hillocks, University of Chicago, IL, “The Failure of Writing Assessment to Recognize that Writing is about Something”
Respondent: Peggy O’Neill, Loyola College of Maryland
Community, Civic & Public

M.01 Why We Do It: Negotiating Responsibilities and Authorities in the Service-learning Contact Zone

Doubletree, Rosedown A, Second Level

Chair: Sangeeta Mediratta, Stanford University, CA

Speakers:
Carolyn Ross, Stanford University, CA, “Is the Community Writing Section More Work?” A Comparison of Values and Forms of Work in Academic and Community Contexts”
Melissa Leavitt, Stanford University, CA, “Grading the Service Learning Assignment: Contexts and Conflicts of Accountability”
Alisa Tantraphol, Santa Clara County Office of Education, San Jose, CA

Respondent: Donna Hunter, Stanford University, CA

Community, Civic & Public

M.02 New Context, New Text: Reenvisioning the Familiar

Hilton, Kabacoff, Conference Center

Chair: Timothy Ray, West Chester University, PA

Speakers:
Barbara Roswell, Goucher College, Baltimore, MD, “Playing with Words: Reconsidering Tourism as a Metaphor for University-Community Engagement”
Risa P. Gorelick, Monmouth University, West Long Branch, NJ, “A Tourist in Our Own Backyard: Writing and Changing Realities through Service Learning and Student Teaching Engagements”
William Burdette, The University of Texas, Austin, “FOUND: A More Commodious Language”

Institutional and Professional

M.03 Changing Realities and Creating WAC Synergies through Film: A Case Study of Institutional Embeddedness in Multiple Media

Hilton, Napoleon Ballroom, Third Floor

Chair: Michael Cripps, York College, CUNY, Jamaica

Speakers:
Michael Cripps, York College, CUNY, Jamaica, “Visibly Embedding WAC: Bringing Stakeholders Together”
Daniel Phelps, York College, CUNY, Jamaica, “Making Ideas Real: The Role of a Media Content Producer”
Heather Robinson, York College, CUNY, Jamaica, “Making Film Work as Pedagogy”
Jose Duran, York College, CUNY, Jamaica, “Re-writing Students’ Library Research Realities”
Saturday, 11:00 a.m.–12:15 p.m.

Institutional and Professional

**M.04** The Making of a Writing Teacher: How Writing Center Pedagogy Informs Writing Teacher Education

Doubletree, Crescent B, 16th Level

*Chair:* Mark Letcher, University of Oklahoma, Norman

*Speakers:* Mark Letcher, University of Oklahoma, Norman
Teresa Rothrock, East Central University, Ada, OK
Missy Nieveen Phegley, Southern Illinois University, Carbondale, “Knowledge Transfer Via Felt Experience: A Writing Center/Methods Class Collaboration”

Research

**M.05** The Other Has a Passport, Too: Resisting Hegemonic Travel Discourse

Hilton, Magnolia, Third Floor

*Chair:* K. Alex Ilyasova, University of Colorado, at Colorado Springs

*Speakers:* Steven Bailey, Michigan Technological University, Houghton, “(Re)Positioning Reader Identities in Travel Guidebooks”
Laurence Jose, Michigan Technological University, Houghton, “Writing for the ‘Other’: Composing Guidebooks for International Students in the Classroom”
Karyn Hollis, Villanova University, Wynnewood, PA, “Beyond ‘It was awesome’: Writing the Realities of Travel”
K. Alex Ilyasova, University of Colorado, at Colorado Springs, “Technology and the ‘Happy’ Traveler: Constructing the Online Gay and Lesbian Consumer”

Research

**M.06** Sixty Minutes: Three Documentaries about Student Writers

Hilton, Grand Ballroom C, First Floor

*Chair:* Cynthia Vagnetti, Michigan State University, East Lansing

*Speakers:* Todd Taylor, University of North Carolina–Chapel Hill, “101 Writing Students”
Bump Halbritter, Michigan State University, East Lansing, “Rereading the References”
History

M.07  Historical Texts, Current “Realities”: Lasting Representations of Truth from Twentieth-century Social Reform Movements
Hilton, River, Conference Center
Chair: Kate Ronald, Miami University, Oxford, OH
Speakers: Melissa Toomey, Miami University, Oxford, OH, “Within this Contested Terrain: A Reclamation of the Rhetoric of the American Labor Movement”
Jen Cellio, Miami University, Oxford, OH, “Representations of Fitness: Description, Fact, and ‘the Unfit’”
Shawna Rushford-Spence, Miami University, Oxford, OH, “Jane Addams’ Rhetorical Transformations of the Economic Discourse of Neurasthenia in Twenty Years at Hull House”

Theory

M.08  Composing Spiritualities
Doubletree, Shadows, Second Level
Chair: Jackie Rinaldi, Sacred Heart University, Fairfield, CT
Speakers: Kendra Fullwood, University of Kansas, Lawrence, “Touching Hearts and Changing Lives: An Expressivist Approach to an African American Sermon”
Susanna Kelly Engbers, Kendall College of Art and Design, Grand Rapids, MI, “Henry Nouwen’s Theology as Composition Pedagogy”
Jackie Rinaldi, Sacred Heart University, Fairfield, CT, “The Rhetoric of Suffering and Spirituality in Four Illness Narratives”

Theory

M.09  The Generative Theories of Donald Murray
Doubletree, International Ballroom, 16th Level
Chair: Lad Tobin, Boston College, MA
Speakers: Donna Qualley, Western Washington University, Bellingham, “Murray and the Process of Internal Revision”
Thomas Newkirk, University of New Hampshire, Durham, “Murray and the ‘Other Self’”
Bruce Ballenger, Boise State University, ID, “On Being ‘Murrayesque’”
Saturday, 11:00 a.m.–12:15 p.m.

Theory

M.10  Myths, Metaphors, and Realities: Reading New Orleans as Rhetorical Space
Hilton, Port, Conference Center

Chair: LuMing Mao, Miami University, Oxford, OH
Speakers: Morris Young, University of Wisconsin, Madison, “Neither Black Nor White: The Rhetorical Construction of Asians in New Orleans”
Cynthia Lewiecki-Wilson, Miami University, Oxford, OH, “New Orleans—The Disabled City”

Information Technologies

M.11  Electronic Portfolio Learning in Layers: Insights for Rhetoric and Composition about Reflective Learning, Integrative Learning, and General Education Outcomes from the Inter/National Coalition for Electronic Portfolio Research
Hilton, Versailles Ballroom, Third Floor

Chair: Darren Cambridge, George Mason University, Fairfax, VA
Judith Kirkpatrick, Kapi’olani Community College, University of Hawai‘i, Honolulu
Darren Cambridge, George Mason University, Fairfax, VA, “Networked and Symphonic Selves”
Karen Perman, Framingham State College, MA, “The Impact of ePortfolio Reflection on Student Perceptions of Learning Outcome”

Information Technologies

M.12  What and Who do ePortfolios Represent? The Changing Realities of Electronically Supporting, Documenting, and Assessing Learning and Teaching
Doubletree, Crescent A, 16th Level

Chair: Elizabeth Wardle, University of Dayton, OH
Speakers: Caroline Eisner, Landmark College, Brattleboro, VT, “Pedagogical Self Inquiry: Teaching and Researching through the ePortfolio”
Katherine Wills, Indiana University at Columbus, “Redefining Writing through ePortfolios? When Disciplinary Expectations Clash”
Michael Day, Northern Illinois University, DeKalb, “ePortfoliating the Writing Program: Assessing Realities, Measuring Change, Spreading Reflective Practice”
Respondent: Elizabeth Wardle, University of Dayton, OH
Saturday, 11:00 a.m.–12:15 p.m.

**Professional and Technical Writing**

**M.13  Genre in Context:**

*Professional and Technical Documents in the Community*

Doubletree, Rosedown B, Second Level

**Chair:** Craig Hulst, Grand Valley State University, Wyoming, MI

**Speakers:**

- Lynne Rhodes, University of South Carolina, Aiken, “Genre in Context: Professional and Technical Documents in the Community”
- Gil Harootunian, McDaniel College, Westminster, MD, “Sidelining and Blindsiding: The Uses and Abuses of an Agenda”
- David Hutto, Juniata College, Huntingdon, PA, “Who Should Take This Drug? Marketing Heart Medicine Aimed at Black Patients”

**Composition/Writing Programs**

**M.14  Facing Challenges for Writing Center Tutors and Graduate Students Who Will Teach Writing**

Hilton, Fountain, Third Floor

**Chair:** Margaret Ervin, West Chester University, PA

**Speakers:**

- Michael Moghtader, James Madison University, Harrisonburg, VA, “Searching for a Disciplinary ‘Lingua Franca’: Graduate-level WAC Pedagogy Courses”
- Patricia Ackerman, Kansas State University at Salina, “Influencing and Assessing Tutor Perspective through Reflective Thinking”
- Tzu-Shan Chang, Southern Illinois University, Carbondale, “Facing Challenges in the Writing Center: The Complicated Task of The Non-native English-speaking Tutor”
- R. Mark Hall, California State University, Chico, “Avoiding Rote Reflection: Expanding Reflective Thinking to Develop a Writing Center ‘Community of Practice’”

**Composition/Writing Programs**

**M.15  Digital Delivery, Learning Communities, and Service Learning: Components of a Course Transformation Process**

Hilton, Elmwood, Third Floor

**Chair:** Margaret Shaw, Kent State University, OH

**Speakers:**

- Gerry Winter, Kent State University, OH, “Using a Learning Community to Redesign a Writing Course”
- Beverly Neiderman, Kent State University, OH, “The Challenges of Incorporating Service-learning into an Advanced Expository Writing Course”
- Marilyn Seguin, Kent State University, OH, “Bricks to Clicks: Issues in Transforming a Writing Course for Digital Delivery”
Saturday, 11:00 a.m.–12:15 p.m.

Composition/Writing Programs

M.16 Blending Realities: Creating a Reality of Success for Students of Color
Doubletree, Madewood A, Second Level
Chair: James Carranza, College of San Mateo, CA
Speakers: James Carranza, College of San Mateo, CA, “What the Institution Needs: A Reality Check”
Jon Kitamura, College of San Mateo, CA, “An Unlikely Pair: Blending Composition and Football”
Mitra Ganley, College of San Mateo, CA, “All Good in da’ Hood: Writing Cultural Awareness”
Teeka James, College of San Mateo, CA, “The Reality of Student Success”

Practices of Teaching Writing

M.17 Writing Classrooms Address Trauma
Hilton, Jasperwood, Third Floor
Chair: Dennis Ciesielki, University of Wisconsin, Platteville
Speakers: Holly Baumgartner, Mercy College of Northwest Ohio, Toledo, “After Katrina: Virtual Connections for Collaborative Learning”
Kim Ballard, Western Michigan University, Kalamazoo, “Post-traumatic Stress Disorder and Writing: Metaphor and Reality in Rebuilding Identities”

Practices of Teaching Writing

M.18 Pedagogy of Change: Transforming Composition Instruction and Assessment in the Caribbean and the Diaspora
Doubletree, Madewood B, Second Level
Chair: Pamela Kelly, University of Technology, Kingston, West Indies
Speakers: Vivette Milson-Whyte, University of Arizona, Tucson, “Language and Writing Instruction Realities: Jamaica and the United States”
Lileth O’Connor-Brown, University of the West Indies, Mona, Kingston, “Transforming Pedagogy, Owning Writing, Improving Assessment”
Deidrea Dwyer, University of the West Indies, Mona, Kingston, “Endings and Beginnings—Forging New Realities in the Caribbean Composition Classroom”
Schontal Moore, University of the West Indies, Mona, Kingston, “Transforming Online Writing Environments: Steps toward Fostering Learner Autonomy”
Pamela Kelly, University of Technology, Kingston, West Indies, “Pedagogy of Change: Transforming Composition Instruction and Assessment in the Caribbean and the Diaspora, Reality Check, Evaluating the Intervention Strategy”
Saturday, 11:00 a.m.–12:15 p.m.

Practices of Teaching Writing

M.19  Teaching Writing to Basic Writing Students with Visual Learning Preferences
Doubletree, Nottoway B, Second Level

Chair: Marcia Ribble, University of Cincinnati, OH
Speakers: Marcia Ribble, University of Cincinnati, OH, “Different Writers, Different Brains: The Changing Realities of Teaching Students Who Think and Write Differently”
Muriel Cunningham, University of Cincinnati, OH, “Visual Images to Improve the Written Compositions of Basic Writing Students”
Val Gerstle, University of Cincinnati, OH, “Using Cartoons to Teach Basic Writing Students with Autism”

Practices of Teaching Writing

M.20  Three Theme-based Writing Courses
Doubletree, Nottoway A, Second Level

Chair: Kathleen Baldwin, Westfield State College, Chicopee, MA
Speakers: Kim Gunter, University of North Carolina at Pembroke, “‘In Our Name’: FYC Students Rewrite the U.S. Death Penalty”
Kelli Custer, University of Denver, CO, “The Reality of Steel and Glass: Using Organic Architecture to Help Students Rebuild the Tightly Structured House of Writing”
Frances Johnson, Texas A&M University–Corpus Christi, “Challenges: Communities, Collaboration, and Composition: Using Writing Realities in Changing the Realities of Collaboration in First-Year Collaborative Research Groups”

Composition/Writing Programs

M.21  TYCA National Interview Project: Tapping Exemplary Two-Year College Assessment Practices to Rewrite Realities of Imposed Standards and Inadequate Program Support
Hilton, Grand Ballroom D, First Floor

Chair: Jody Millward, Santa Barbara City College, CA
Speakers: Patrick Sullivan, Manchester Community College, CT, “Maximum Function Requires Successful Placement: Two-Year College Practices to Promote Faculty Satisfaction and Student Learning”
Lawrence McDoniel, St. Louis Community College at Meramec, Kirkwood, MO, “Though the Ground Shifts, the Structure Holds: The Role of Program Evaluation in Successful Assessment Practices”
Hurricane Katrina did not destroy just any American city. New Orleans is unique—and not just for its food, music, and architecture. While the rest of us Americans pare down our humanity in service to the dollar, New Orleans is a corner of America where efficiency and maximized profit are not the civic religion. What appears to some outsiders as laziness or fecklessness is evidence of a deep, almost spiritual commitment to the lost art of living in the moment. It’s not a worldview conducive to getting things done, so it has altered the recovery. But in the speedy, future-oriented, hyper-productive, and globalized twenty-first century, New Orleans’s refusal to sacrifice the pleasures of the moment amounts to a lifestyle of civil disobedience. The trick in covering Katrina and its long aftermath has been simultaneously to convey what is common to all large-scale human tragedies, the bizarro-world specialness of the place where this one happened, and a sense of what stands to be lost to all Americans if New Orleans perishes.

Dan Baum has been a staff writer for The New Yorker magazine, where he covered the military, the tsunami in Southeast Asia, and the Hurricane Katrina disaster in New Orleans. He’s been a reporter for the Anchorage Times, the Atlanta Journal-Constitution, the Asian Wall Street Journal, and The Wall Street Journal. Since 1987, he has worked as a freelance journalist along with his wife, Margaret L. Knox—first in Africa, and later in Montana, Mexico, California, and Colorado. All their work is collaborative; together they have written for Smithsonian, Mother Jones, The New York Times Magazine, Wired, and other publications. He is the author of “Smoke and Mirrors: The War on Drugs and the Politics of Failure,” which is a political history of the domestic Drug War; and “Citizen Coors: An American Dynasty,” about the political Colorado brewing family. He is now writing a book about New Orleans under contract to Spiegel & Grau, an imprint of Random House. It will be published around Mardi Gras of 2009.
Saturday, 12:30–1:45 p.m.

Community, Civic & Public

N.01 Mobile Topographies: Remapping the Landscape of Public Realities in the Borderlands
Hilton, Fountain, Third Floor

Chair: Patricia Sullivan, Purdue University, West Lafayette, IN
Speakers: Meredith Zoetewey, University of South Florida, Tampa, “Remapping Wireless Place”
Julie Staggers, University of Nevada–Las Vegas
Michael Pennell, University of Rhode Island, Charlestown, “Spinning Literacy in Mill Communities: Relying on Archival Research”
Carlos Salinas, University of Texas–El Paso, “Social Mapping and Community Spaces: Refiguring the ‘Reality’ of the U.S./Mexico ‘Border’ Region via GIS Mapping”

Community, Civic & Public

N.02 Defining Communities: Millenial, Feminist, and Amish Uses of Discourse Forums
Hilton, Kabacoff, Conference Center

Chair: Holly Mcspadden, Missouri Southern State University, Reeds
Speakers: Tabetha Adkins, University of Louisville, KY, “Writing Amish Realities to Create Community”
Elizabeth McKnight, University of Alabama, Tuscaloosa, “Private Realities/Public Spaces: Women Voicing Themselves through Blogs”
Carolyn Channell, Southern Methodist University, Dallas, TX, “Making Arguments for Real: The Value of Blogging”

Institutional and Professional

N.03 The Rhetorics of Administering Reality: How Writing Program Identities Emerge through Resistance
Doubletree, Crescent A, 16th Level

Chair: Amy Ferdinandt Stolley, Illinois Institute of Technology, Chicago
Speakers: Amy Ferdinandt Stolley, Illinois Institute of Technology, Chicago, “A Resisting History of WPAs”
Colin Charlton, University of Texas–Pan American, Edinburg, “You Are (W)Here(?) When Administration Meets Becoming”
Kate Ryan, The University of Montana, Missoula, “Feminist Pragmatic Communication as an Art of Writing Program Change”
Tarez Samra Graban, Indiana University, Bloomington, “Feminist Pragmatic Communication as an Art of Writing Program Change”
Saturday, 12:30–1:45 p.m.

Institutional and Professional

N.04  “Retrofitting” the Faculty: Helping Mainstream Composition and WAC/WID Instructors Work with Multilingual Writers
Hilton, Jasperwood, Third Floor
Chair: Susan Miller-Cochran, North Carolina State University, Raleigh
Speakers: Dana Ferris, California State University, Sacramento, “The Resident ESL Specialist’s Role in ‘Retrofitting’ the Faculty”
Gail Shuck, Boise State University, ID, “Educating Faculty across the Curriculum on Issues of Language in a Global Community”
Susan Miller-Cochran, North Carolina State University, Raleigh, “The WPA’s Responsibility in ‘Retrofitting’ a Writing Program”

Research

N.05  Research on Writing Assessment
Hilton, Napoleon Ballroom, Third Floor
Chair: Abdul-Aziz Diop
Speakers: Theresa Flynn, Pepperdine University, Malibu, California, “Why Johnny doesn’t need to write—He’s majoring in business!”
Diane Kelly-Riley, Washington State University, Pullman, “The Tip of the Iceberg: Findings from a Validity Inquiry into Minority Students Experiences in a Large-Scale, Writing Portfolio Assessment”

History

N.08  Eyes beyond the Prize: Reinterpreting and (Re)inscribing Race, Gender, Class, Ethos and Space in Civil Rights Movement Histories
Doubletree, Crescent B, 16th Level
Chair: Carmen Kynard, Rutgers University, Newark, NJ
Speakers: Keith Miller, Arizona State University, Tempe, “Martin Luther King’s ‘Letter from Birmingham Jail’ as a Biblical Narrative and Hermeneutic of the Body”
David Holmes, Pepperdine University, Malibu, CA, “Mediating Messages from Moses and the Messiah: Ralph Abernathy’s Ethos and the Nommo of Spoken Literacy”
Saturday, 12:30–1:45 p.m.

**Theory**

**N.09 (Re)Writing Political Landscapes**
Doubletree, Rosedown A, Second Level

*Chair:* Paul Lynch, Purdue University, West Lafayette, IN  
*Speakers:* Nathaniel Rivers, Purdue University, West Lafayette, IN, “Writing Historical Reality: Jamestown and the Shaping of Environment through the Expectations of Culture”  
Jeremy Tirrell, Purdue University, West Lafayette, IN, “Writing Local Reality: Katrina and the Digital Emergence of New Orleans”  
Ryan Weber, Purdue University, West Lafayette, IN, “Writing Global Reality: Darfur and the Rhetorical Power of Photographic Maps”  
Paul Lynch, Purdue University, West Lafayette, IN, “In Defense of the Weaker Argument: Casuistry as Rhetorical Ethics”

**Theory**

**N.10 Stability and Instability in Genre Systems: Meta-Genres and ‘Atmospheres of Wording’**
Hilton, Grand Ballroom C, First Floor

*Chair:* Mya Poe, Massachusetts Institute of Technology, Cambridge, MA  
Mya Poe, Massachusetts Institute of Technology, Cambridge, MA, “Stereotypes in the Air: Meta-genres and the Racialized Regulation of Test Performance”  
Janet Giltrow, University of British Columbia, Vancouver, Canada, “Undeclared Practice: Legal Genres and Their Meta-genres”  
*Respondent:* Bonnie Waterstone, Simon Fraser University, Burnaby, British Columbia, Canada, “Response: Meta-genre”

**Information Technologies**

**N.11 The Compleat Hybrid Experience**
Hilton, Elmwood, Third Floor

*Chair:* Daniel Gross, University of California, Irvine  
*Speakers:* Loren Eason, University of California, Irvine, “ReMix Pedagogy: Theorizing the Hybrid Course”  
Terra Williams, Ringling College of Art and Design, Sarasota, FL, “Planning, Pedagogy, and Platforms for the Hybrid”  
Kat Eason, University of California, Irvine, “Meeting Rhetorical and Research Objectives in the Hybrid Course”  
Terra Williams, Arizona State University, Tempe, “Planning, Pedagogy, and Platforms for the Hybrid”  
Tracey Creech, University of California, Irvine, “Lessons Learned: Assessing the Hybrid Course”  
*Respondent:* Lynda Haas, University of California, “Challenges and Opportunities: What Makes the Hybrid Work”
Saturday, 12:30–1:45 p.m.

Information Technologies

N.12 Writing the Social and Material Spaces of Technology
Hilton, Magnolia, Third Floor

Co-Chairs: Stuart Selber, Penn State, University Park
Karla Saari Kitalong, University of Central Florida, Orlando

Speakers: Catherine Latterell, Penn State Altoona, “Serious Fun? Integrating New Media Literacies in Composition Classrooms”
Stuart Selber, Penn State, University Park, “Writing Institutions: Technologies, Literacies, and the Prospects for Change”

Creative Writing

N.13 What We Really Value in Contemporary Poetry
Doubletree, Madewood A, Second Level

Chair: Eric Stalions, Augusta State University, GA

Speakers: Michael Theune, Illinois Wesleyan University, Bloomington, “Uncovering Our Poetic Values”
Bob Broad, Illinois State University, Normal, “Methods for Mapping the Values of Contemporary Poetry”

Professional and Technical Writing

N.14 Science Writing: Ethics, Modalities, and Leadership
Doubletree, Nottowa A, Second Level

Chair: Chad Wickman, Kent State University, OH

Speakers: Chad Wickman, Kent State University, OH, “Writing Science, Composing New Media”
Pat Stephens Williams, Stephen F. Austin State University, Nacogdoches, TX, “Communication as a Necessary Reality for the Natural Resource Manager: Preparing Our Students for the Future”
Jonathan Arnett, Texas Tech University, Lubbock, “Habermas on Acid”
Miriam Mara, North Dakota State University, Fargo, “‘Spreading the Disease’: HPV and the Construction of Gendered Risk”

Composition/Writing Programs

N.15 Conversations and Collaborations in Writing Centers
Hilton, International Ballroom, 16th Floor

Chair: Twila Yates Papay, Rollins College, Winter Park, FL

Speakers: Melissa Selby, Kent State University, Ohio, “Conversations and Collaborations in Writing Centers”
Beth Burmester, Georgia State University, Atlanta, “Conversations and Collaborations in Writing Centers”
Pamela Bedore, University of Connecticut, Groton, “Conversations and Collaborations in Writing Centers”
Carol Mohrbacher, St. Cloud State University, MN, “Online Consulting: A Pentadic Analysis of Power Negotiation”
N.16 Building and Sustaining an Independent Writing Major: Insights from a Decade of Departmental Experience
Hilton, Steering, Conference Center
Chair: Sanford Tweedie, Rowan University, Glassboro, NJ
Speakers: Sanford Tweedie, Rowan University, Glassboro, NJ, “Institutional Realities”
Jennifer Courtney, Rowan University, Glassboro, NJ, “Disciplinary Realities”
Deb Martin, Rowan University, Glassboro, NJ, “Student Realities”
William Wolff, Rowan University, Glassboro, NJ, “Technological Realities”
Roberta Harvey, Rowan University, Glassboro, NJ, “Assessment Realities”

Practices of Teaching Writing
N.17 Composed in the Wake of Disaster: (Re)Writing the Realities of New Orleans
Hilton, Versailles Ballroom, Third Floor
Chair: Doreen Piano, University of New Orleans, LA
Speakers: Byron Hawk, George Mason University, Fairfax, VA, “Katrina Didn’t Happen? On Baudrillard and the Tragic Image”
William Rodney Herring, University of Texas, Austin, “Questioning the Histories of Katrina: Narrative Analysis in the Writing Classroom”
Sean McCarthy, University of Texas, Austin, “Insurgent Architecture: Building the Writing Classroom and Rebuilding New Orleans”
Daisy Pignetti, University of South Florida, Tampa, “Blogging New Orleans: Locals Creating Reality Online”
Respondent: Doreen Piano, University of New Orleans, LA

Practices of Teaching Writing
N.18 Changing Realities: Expanding the Audience While Deepening the Writing Realities of Common Outcomes for First-Year English
Doubletree, Madewood B, Second Level
Chair: Patricia White, University of Massachusetts, Dartmouth
Speakers: Michael Olendzenski, Cape Cod Community College, West Barnstable, MA, “Connecting for a World of Change”
Debra Anderson, Bristol Community College, Fall River, MA, “Finding Common Ground”
Saturday, 12:30–1:45 p.m.

Patricia White, University of Massachusetts, Dartmouth, “Turning Writing Conferences into Chapters”
Linda Cohen, Massasoit Community College, Brockton, MA, “Rubric Realizations: Resonating with First-Year Composition Resources Online”
Evelyn Pezzulich, Bridgewater State College, Fall River, MA, “Connecting the Pieces: Writing the Realities”

*Practices of Teaching Writing*

**N.19 Institutional Myopia:**
*An Exploration of Writing Conventions and Assessment as White Property in “The Borderlands of Culture”*

*Doubletree, Rosedown B, Second Level*

*Chair:* Jaime Armin Mejía, Texas State University, San Marcos

*Speakers:* Paul Camden, Texas State University, San Marcos, “Considering New Perspectives: Embracing the Evolution of Writing Conventions”
Yazmin Lazcano, Texas State University, “Writing Assessment in ‘The Borderlands of Culture’: Negotiating Cultural Bias and Rhetorical Flexibility”
Gina Guzman, Texas State University, San Marcos, “Minority Students on the Periphery: Domesticating Canagarajah’s Geopolitics”
Paul Velázquez, Texas State University, San Marcos, “Educational Imperialism in U.S. Academic Contexts: The Maintenance of Literacy as White Property”

*Practices of Teaching Writing*

**N.20 New Tools for Writing Instruction**

*Doubletree, Nottoway B, Second Level*

*Chair:* Suzie Null, University of California, Santa Barbara

*Speakers:* Rhonda Waterhouse, York College of Pennsylvania, “Pedagogical Realities in the Rearview Mirror: Applying Backward Design to the Composition Classroom in order to Improve Student Learning”
Miranda Bennett, University of Houston, TX, “Where’s Your Evidence? It’s at the Library!: Designing Writing Assignments that Encourage Use of Library Resources”
Peter Witkowsky, Mount St. Mary College, Newburgh, NY, “Lost in Translation (or, How Not to Be): An Exercise”
Suzie Null, University of California, Santa Barbara, “Form Alters Practice and Practice Alters Form: A Study of Two Eighth-grade Teachers’ Implementations of a Form-based Writing Program”
O Sessions
2:00–3:15 p.m.

Featured Session

Teaching The Levees:
Inscribing Realities through
Documentary Film and Curriculum

Hilton, Grand Ballroom A/B,
First Floor

Spike Lee’s epic documentary, “When the Levees Broke,” juxtaposes arresting images from Hurricane Katrina and the breach of the levees in New Orleans in August 2005 with over fifty oral histories of individuals touched by these events. The panel will introduce a curriculum, funded by the Rockefeller Foundation, to accompany the film and to be distributed with copies of the film to 30,000 recipients throughout 2007–08. Presenters will show clips from “When the Levees Broke” to highlight the citizen media/media literacy and the civic engagement aspects of the curriculum in particular, reserving time after the formal presentation for discussion with the audience.

The essential questions posed by the curriculum are: “Who are we as a country? Who do we want to be?” The curriculum encourages “democratic dialogues” about issues like race and class that are often avoided in classrooms. Every unit offers proposals for civic engagement in response to exploration of the issues raised. Civic engagement activities include creative projects, such as filmmaking and poetry, as well as discussion, research, and analysis. The curriculum includes the following units: Adult Learning, Media Literacy, College Curriculum, High School Social Studies Curriculum (i.e., civics and economics, history and geography). The audience will be given copies of the curriculum. The
Saturday, 2:00–3:15 p.m.

**Community, Civic & Public**

**O.01 Community in the Classroom:**

**Civil Discourse and Writing Pedagogy**

Doubletree, Crescent B, 16th Level

*Chair:* Lena Ampadu, Towson University, Baltimore, MD

*Speakers:* Kerrie Farkas, Millersville University, PA, “Preparing Students for Informed and Engaged Civic Discourse: The Realities and Our Responsibility”

Lorien Goodman, Pepperdine University, Malibu, CA, “Writing Future Possibilities: Public Discourse and Sophistic Rhetoric”

Kathleen Hunzer, University of Wisconsin-River Falls, “Deliberation and the Contemporary Realities of the Writing Classroom: Lessons Learned From Alternative Dispute Resolution (ADR) Theories and Public Journalism”

Fiona Harris-Ramsby, California State University, San Bernardino, “The Habermas/Foucault Debate: A Gateway to Critical Thinking”

**Community, Civic & Public**

**O.02 Bending Bars: Exploring Art, Literature, and Writing across Prison and Campus Collaborations**

Doubletree, Rosedown A, Second Level

*Chair:* David Coogan, Virginia Commonwealth University, Richmond

*Speakers:* Phyllis Hastings, Saginaw Valley State University, University Center, MI, “Get Real: Campus and Prison Students Share Their Realities to Enhance and Assimilate Understanding of Literature”

Tobi Jacobi, Colorado State University, Fort Collins, “Jail-University Writing Partnerships: Who’s Mentoring Whom?”

Wendy Hinshaw, The Ohio State University, Columbus, “Acting ‘As If’: Rhetorical Tactics in a Juvenile Prison Arts Program”
Institutional and Professional

O.03 Locating Writing Program
Hilton, Fountain, Third Floor
Chair: Tim Mayers, Millersville University, PA
Speakers: Tim Mayers, Millersville University, PA, “Graduate Programs in Composition and the Possibility of a ‘New Generalism’”

Institutional and Professional

O.04 Academic Freedom in the 21st Century: Teaching Writing in a Changed Reality
Hilton, Grand Ballroom D, First Floor
Chair: Sarah Duerden, Arizona State University, Tempe
Speakers: Sarah Duerden, Arizona State University, Tempe, “Changed Realities: Legislative Threats to Academic Freedom and Faculty Governance”
James Helfers, Grand Canyon University, Phoenix, AZ, “Alternate Realities: Threats to Academic Freedom at For-profit and Online Institutions”
Christine Helfers, Arizona State University, Tempe, “Reality Bites: Contract Faculty and Academic Freedom”

Research

O.05 The Changing Realities of Scholarly Publication and the State of Our Knowledge
Hilton, Port, Conference Center
Chair: Mike Palmquist, Colorado State University, Fort Collins
Speakers: Janice Lauer, Purdue University, West Lafayette, IN, “Invention”
Elenore Long, Eastern Washington University, Cheney, “Community Literacy”
Susan McLeod, University of California, Santa Barbara, “Writing Program Administration”
Robert Lamphear, Oakland University, Rochester, MI, “Revision”
Mike Palmquist, Colorado State University, Fort Collins, “Implications and Challenges of Dual Publication”

Research

O.06 Changing Plagiarism’s Reality: Writing as Academic Growth
Doubletree, Madewood B, Second Level
Chair: Heather Dorn, Texas A&M University–Corpus Christi
Speakers: Sara Slaughter, Texas A&M University–Corpus Christi
Erica Rangel, Texas A&M University–Corpus Christi
Misty Lassiter, Texas A&M University–Corpus Christi
Heather Dorn, Texas A&M University–Corpus Christi
Saturday, 2:00–3:15 p.m.

Theory

O.07 Inscribing Realities: Studies in Ancient Rhetorical History
Hilton, River, Conference Center

Chair: Carol Lipson, Syracuse University, NY

Speakers:
- Steven Katz, Clemson University, SC, “God as Ultimate Sophist: The Tension of Inscription and Absence in the Hebrew Bible”
- Richard Johnson-Sheehan, Purdue University, West Lafayette, IN, “Myth, Magic, and Identity: Explorations in Ancient Irish Rhetoric”
- Carol Lipson, Syracuse University, NY, “Writing and the Assertion of New Realities in Ancient Egypt”

Theory

O.08 Writing Economies: Toward a New Lexicon for Composition
Hilton, Napoleon Ballroom, Third Floor

Chair: Mike Edwards, United States Military Academy, West Point, NY

Speakers:
- Mike Edwards, United States Military Academy, West Point, NY, “Queering Composition’s Economic Imaginary”
- Rebecca Moore Howard, Syracuse University, NY, “Beneath Copyright: Property Rights in Student Texts”
- Amy E. Robillard, Illinois State University, Normal, “The Affective Economics of Citation”
- Donna Strickland, University of Missouri, Columbia, “From Managed to Managing Programs: Mapping Local Economic Conditions”

Theory

O.09 Who Are You?: Discursive Practices and Iterations of Identity
Doubletree, Nottoway B, Second Level

Chair: Kim Haimes-Korn, Southern Polytechnic State University, Marietta, GA

Speakers:
- Monique Logan, Southern Polytechnic State University, Marietta, GA, “Negate Me, Why Don’t You?: Labels of Primary Potency and the Production of Identity”
- Jeff Orr, Southern Polytechnic State University, Marietta, GA, “Recontextualized Realities in Nationalistic Discourse”
- Nancy Reichert, Southern Polytechnic State University, Marietta, GA, “On the Internet Nobody Knows I Am <Disabled>: Rethinking the Realities of Identity as They Concern the Disabled Subject”
- Mark Nunes, Southern Polytechnic State University, Marietta, GA, “15 MB of Fame: Viral Identity in a Republic of Spam”
**Theory**

**O.10 Roundtable on Cultural Rhetorics**

Hilton, Jasperwood, Third Floor

*Chair:* Malea Powell, Michigan State University, East Lansing

*Speakers:*

- Angela Haas, Michigan State University, East Lansing, “‘How Do You Negotiate the Fact That You Look White?’: Negotiations between the Colonial and Decolonial Imaginary”
- Kendall Leon, Michigan State University, East Lansing, “Building a Chicana Methodology”
- Stacey Pigg, Michigan State University, East Lansing, “In Search of Digital Culture: Reconciling Virtual and Material in Everyday Practice”
- Robyn Tasaka, Michigan State University, East Lansing, “Representing Culture in Online Profiles”
- Qwo-Li Driskill, Michigan State University, East Lansing, “Indian in the Archive: Performance Historiography as Cherokee Ghost Dance”

**Information Technologies**

**O.11 The Online Writing Center at a Two-Year College: Accommodating New “Writing Realities”**

Hilton, Versailles Ballroom, Third Floor

*Chair:* Chris Weyandt, Century College/Metropolitan State University, White Bear Lake, MN

*Speakers:*

- Kim Gaffney, Century College, White Bear Lake, MN, “Meeting Diverse Student Needs: Different Methods of Student-Faculty Communication in the Online Writing Center”
- Brian Lewis, Century College, White Bear Lake, MN, “Forming Student Writing Communities through Online Discussion Boards: The ‘Changing Reality’ of Student Writing”
- Laurie Lykken, Century College, White Bear Lake, MN, “Student Interaction with Visual Literacies: The Use of Video Content in the Online Writing Center”
- Gordon Pueschner, Century College, White Bear Lake, MN, “Establishing Online Writing Centers: Recommendations for Two-Year Colleges”

**YouTube U.: Home Video Goes to College**

Doubletree, International Ballroom, 16th Level

*Chair:* Sarah Arroyo, California State University Long Beach

*Speakers:*

- Virginia Kuhn, University of Southern California, Los Angeles, “Network Nation: YouTubing Life”
- Geoffrey Carter, Saginaw Valley State University, University Center, MI, “I Heart YouTube: Video Clips and the Writing of Strange Loops”
- Sarah Arroyo, California State University Long Beach, “You, Too: Knowledge Communities, Mutual Production, and Writing Change”

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Saturday, 2:00–3:15 p.m.

*Professional and Technical Writing*

**O.13 Global Considerations: Intercultural Rhetoric and Technical Communication**

Hilton, Magnolia, Third Floor

*Chair:* Mary Ray, University of Wisconsin, Madison

*Speakers:* Steve Fraiberg, University of Illinois at Urbana-Champaign, “Multilingual and Global Realities: An Ethnographic Study of an Israeli Hi-Tech Company”

Ludmila Bolsunovskaya, Tomsk Polytechnic University, Russia, “Teaching Professional and Technical Writing at Tomsk Polytechnic University: History and Reality”

Deborah Vause, York College of Pennsylvania, “Writing Globally, Scamming Locally: Learning about Reality from Internet Money Scams”

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**O.14 Simulation, Collaboration, and Communication: Pedagogy and Professional Writing**

Hilton, Kabacoff, Conference Center

*Chair:* Jamie Thornton, Kaplan University, Weatherford, TX

*Speakers:* David Reamer, University of Arizona, Tucson, “Writing Technically to Change Reality: Multi-class Simulations and Civic Participation in Technical Communication Pedagogy”

Karen Kuralt, University of Arkansas at Little Rock, “Content Management Systems: Preparing Students to Write and Edit in New Online Environments”

Jason Kalin, Case Western Reserve University, Cleveland, OH, “Multiliteracy and the Workplace: Blogging the Technical Communication Classroom”

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**O.15 Changing Realities of Assessment: Listening to Student Voices**

Hilton, Elmwood, Third Floor

*Chair:* Melinda Knight, The George Washington University, Washington, D.C.


Composition/Writing Programs

O.16 What If?: Writing Center Lore and Reality
Doubletree, Nottoway A, Second Level
Chair: Katherine Deluca, Louisiana State University, Baton Rouge
Speakers: Steven Price, Monmouth College, IL, “Do We Really not Care about Better Writing?”
Kerri Stanley Jordan, Mississippi College, Brandon, “Is a Writing Conference Ever Really Non-directive?”
Sarah Liggett, Louisiana State University, Baton Rouge, “Can I Really Work Research into My Daily Routine?”

Composition/Writing Programs

O.17 Learning from Peer Review: New Research
Hilton, Grand Ballroom C, First Floor
Chair: James Warren, University of Texas at Austin
Speakers: Davida Charney, University of Texas at Austin, “What Do Readers and Writers Gain from Peer Review? A Call for Research”
Melissa Nelson, University of Pittsburgh, PA, “What Types of Comments Motivate Writers to Revise?”
Necia Werner, Carnegie Mellon University, Pittsburgh, PA, “Conflict and Genre Knowledge in Editorial Peer Review”

Practices of Teaching Writing

O.18 New Visions for the Classroom: Using Visual Rhetoric to Transition into Academic Discourse
Doubletree, Madewood A, Second Level
Chair: Cynthia Selfe, Ohio State University, Columbus
Speakers: James Haendiges, Washington State University, Pullman, “From Superhero to Scholar: Using Comic Life to Bridge Multiple Discourses”
Cheri Lemieux Spiegel, Northern Virginia Community College, Annandale, “Let’s Multitask: Multimodal and Multigenre Assignments in the First-Year Composition Course”
Leslie D. Norris, Rappahannock Community College, Glenns, VA, “Multimodal Pedagogy in Basic and Freshman Writing Courses”
Rachael Shapiro, Washington State University, Pullman, “MySpace: A Site for Alternative Discourse and Dissent”
Practices of Teaching Writing

O.19 Ethical Challenges in Reading, Writing, Teaching Creative Nonfiction
Doubletree, Crescent A, 16th Level
Chair: Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA
Jane Danielewicz, University of North Carolina at Chapel Hill, “‘How it felt to me’: Ethical Representation in Autobiographical Writing”
Irene Papoulis, Trinity College, Hartford, CT, “First, Do No Harm: The Ethics of Encouraging Brutal Honesty”
Jenny Spinner, Saint Joseph’s University, Philadelphia, PA, “Failure and Betrayal: Accountability in Creative Nonfiction”

Practices of Teaching Writing

O.20 Three Assignments for First-Year Writing
Doubletree, Shadows, Second Level
Chair: Sherry Robertson, Arizona State University, Phoenix
Speakers: Dennis R. Hall, University of Louisville, KY, “Icons and Cultural Realities: An Exercise in Writing Assignments and Practices”
Linda Torok, University of Cincinnati, OH, “‘We Laughed, We Cried, We Socio-analyzed’: How the Entertainment Industry Transformed My Freshman Composition Classroom”
Raina Zelinski-Wahnsiedler, University of New Orleans, LA, “Preparing Our Students for a Tumultuous Reality—Satisfying the Greater Goals of Education”

Practices of Teaching Writing

O.21 Field Tripping: Interdisciplinarity Inside (and Outside) the Composition Classroom
Doubletree, Rosedown B, Second Level
Chair: Scott Herndon, Stanford University, CA
Speakers: John Peterson, Stanford University, CA, “Ivory Halls and Shopping Malls: Field Trips to the Boundaries of Education and Consumerism”
Scott Herndon, Stanford University, CA
P Sessions
3:30–4:45 p.m.

Community, Civic & Public

P.01 Writing through the Mountains: Appalachian Female Literacies and Epistemology
Hilton, Magnolia, Third Floor
Chair: Casie Fedukovich, University of Tennessee, Knoxville
Speakers: Beth Keefauver, University of Tennessee, Knoxville, “Ecological Literacies: Appalachian Root Women and the Revaluation of Literacy”
Casie Fedukovich, University of Tennessee, Knoxville, “From Appalachia to Academia: College-age Women and Literacy in Southern West Virginia”
Nicole Drewitz-Crockett, University of Tennessee, Knoxville, “Writing ‘My Mountain Home’: The Poetic Legacy of Louisa Walker”

P.02 Trauma and Resistance
Doubletree, Madewood B, Second Level
Chair: Lauren DiPaula, Indiana University of Pennsylvania, Indiana
Speakers: Nancy Linh Karls, University of Wisconsin-Madison, “Conscientious Objection as Critical Inquiry”
Lorelei Blackburn, DePaul University, Chicago, IL “eXtreme Teaching: The Practical Realities of Teaching Former Child Soldiers in Uganda and How They Apply to Teaching Traumatized Populations in the U.S.”

P.03 Town and Gown Collaborations—Three Cases
Hilton, Grand Ballroom D, First Floor
Chair: Michelle Solomon, Long Island University, Brooklyn
Kevin Mahoney, Kutztown University, PA, “Save Our School: Multimodal Activism and the Struggle to Save the Early Learning Center at Kutztown University”
Christine Heilman, College of Mount St. Joseph, Cincinnati, OH, “Louise Rosenblatt and the Drop Inn Center: Adventures in Teaching Reader Response Techniques in the Homeless Center Drug/Alcohol Rehabilitation Program”
Institutional and Professional

P.04  “The Ecstasy of Influence”: (Four Plagiarisms)
Doubletree, International Ballroom, 16th Level
Chair: Dale Bauer, University of Illinois at Urbana-Champaign
Speakers: Patrick Bizzaro, East Carolina University, Greenville, NC, “‘Weiner Shrapnel’ the Poem and ‘Weiner Shrapnel’ the Newspaper Article: A Poet’s Perspective on Gifts and Where They Come From”
Erin Williams, University of Kansas, Lawrence, “The Reality of Plagiarism for Students”
Matthew Hollrah, University of Central Oklahoma, Edmond, “Turnitin to Something Else: Jonathan Lethem and the Paradox of Plagiarism Detection for the WPA”
Respondent: Frank Farmer, University of Kansas, Lawrence, “‘Whose Words These Are, I Do Not Know’: A Response to My Colleagues”

Research

P.06  Assessing Realities: How Students Construct the Timed-writing Task through Genre, Resistance, and Marginalia
Hilton, Kabacoff, Conference Center
Chair: Dorothy Worden, Washington State University, Pullman
Speakers: Paul Muhlhauser, Washington State University, Pullman, “‘Surprize Me, Dear Reader’: Genre Surprises in Timed Essay Exams”
Amy McDougall, Washington State University, Pullman, “‘Surprize Me, Dear Reader’: Genre Surprises in Timed Essay Exams”
Jerry Petersen, Washington State University, Pullman, “‘This test makes no freaking sense’: Student’s Written Response to WSU’s Timed Exam”
Michelle Fankhauser, Washington State University, Pullman, “‘An Impression along the Verge’: Marginalia, Pre-Writing, and Revision in Students’ Timed Essay Responses”
Dorothy Worden, Washington State University, Pullman, “‘An Impression along the Verge’: Marginalia, Pre-Writing, and Revision in Students’ Timed Essay Responses”
Research

P.07 Valuing the Local in a Global Age: Writing Culture through Memory and Preservation Practices
Hilton, Port, Conference Center
Chair: Doreen Piano, University of New Orleans, LA
Speakers: Scott Rogers, University of Louisville, KY, “Essentializing is (Big) Easy: Re-considering Cultural Practice Pre/Post-Katrina”
Alanna Frost, University of Louisville, KY, “Multiple Realities: Sponsorship in a First Nations Community”
Annette Powell, University of Louisville, KY, “Writing Silent Histories: The Politics of Preserving Cultures”
Doreen Piano, University of New Orleans, LA “Archiving Katrina: Localizing Institutional Spaces after the Flood”

Theory

P.08 Conflict and Change: Rhetorical Theory versus Rhetorical Practice from the 16th to the 19th Centuries
Doubletree, Madewood A, Second Level
Chair: Daniel Ellis, Temple University, Philadelphia, PA
Speakers: Daniel Ellis, Temple University, Philadelphia, PA, “‘By reason all ought to believe’: Religious Truth and the Rhetorical Practice of Elizabeth I”
Elizabeth Kimball, Temple University, Philadelphia, PA, “Students Inventing Theory: Cases from the Archives of the Young United States”

Theory

P.09 Composing Reality: Composing Virtual Pleasure
Hilton, Versailles Ballroom, Third Floor
Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: Bonnie Kyburz, Utah Valley University, Orem, “Composing Reality: Virtual Shopping and/as The New Consumerism”
Geoff Sirc, University of Minnesota, Minneapolis, “The Language of Virtual Desire”
Rylisa Moeller, Utah State University, Logan, “Composing as Commodified Pleasure”
Saturday, 3:30–4:45 p.m.

**Theory**

**P.10  Contesting Women’s Voices**
Doubletree, Crescent B, 16th Level

*Chair:* Elizabeth Kessler, University of Houston, TX

*Speakers:*
- Bess Fox, Marymount University, Arlington, VA, “Fear and Loathing of the Middle Class: Representations of Mary McCarthy and Susan Sontag in the Writing Classroom”
- Chikako D. Kumamoto, College of DuPage, Glen Ellyn, IL, “She hath prosperous art’: The Bold Speech of Shakespeare’s Heroines as Rhetoric of Civic Humanism in Today’s Heterogeneous Classroom”
- Emily Crawford, University of South Carolina, Columbia, “Women, you owe everything to her!’: Responding to Simone de Beauvoir’s Centennial”

**P.11  Thinking and Writing Tropologically**
Doubletree, Rosedown B, Second Level

*Chair:* Krista Ratcliffe, Marquette University, Milwaukee, WI

*Speakers:*
- Keely Austin, Heartland Community College, Normal, IL, “A Cognitive Approach to Metaphor in a Life Writing Course”
- Shelley DeBlasis, Illinois State University, Normal, “Teaching Tropes through the Study of Genocide”
- Julie Jung, Illinois State University, Normal, “Networking Emotion in Reflective Writing”

**Information Technologies**

**P.12  Digitize This!: Self-constructions in Blogs, ToolArmy, MySpace, and Hybrid Pop Culture Courses**
Hilton, Elmwood, Third Floor

*Chair:* Lynn Bloom, University of Connecticut, Storrs

*Speakers:*
- Dawn Armfield, Northern Arizona University, Flagstaff, “Bridging the Digital Divide: Women’s Self-high Representation in Second Life”
- Neesha Oliver, Northern Arizona University, Flagstaff, “Construction Junction: Identity Construction on MySpace”
- Laura Gray-Rosendale, Northern Arizona University, Flagstaff, “Pop Rocks: Teaching Writing and Pop Culture in a Hybrid Landscape”
Information Technologies

P.13 Digital Diversity in the Composition Classroom: Technology Experiences of Nontraditional and Minority Students
Hilton, Fountain, Third Floor

Chair: Sally Chandler, Kean University, Union, NJ
Speakers: Molly Kenner, Kean University, Union, NJ, “Correlations among First Impressions, Orienting Experiences, and Nontraditional Student Success with Technology”
Lisa Maruca, Wayne State University, Detroit, MI, “Critical Literacies, Digital Literacies: New Hybrids for Adult Students”
Caroline Maun, Wayne State University, Detroit, MI, “Critical Literacies, Digital Literacies: New Hybrids for Adult Students”
Kelly Marke, Kean University, Union, NJ, “ESL Students in the Computer Writing Class: Drowning or Swimming?”
Sally Chandler, Kean University, Union, NJ, “It wasn’t like that for me’: Critical Digital Pedagogies to Address Non-millennial Student Experiences”

Composition/Writing Programs

P.14 Documenting the Future: The Role of Technical Communicators in Constructing Critical Technologies
Hilton, Grand Ballroom C, First Floor

Chair: Bev Sauer, Georgetown University-McDonough School of Business, Washington, D.C.
Geoff Sauer, Iowa State University, Ames, “The Implications of Emerging Collaborative Media for Document Distribution”
Rebecca Burnett, Georgia Tech University, Atlanta, “Implications of Content Management Systems for Improving Usability in Transportation Specifications”
Saturday, 3:30–4:45 p.m.

Composition/Writing Programs

P.15 Rebuilding the Foundations of ENGL 101
Doubletree, Rosedown A, Second Level
Chair: Paula Nelson Patch, Elon University, NC
Speakers: Paula Nelson Patch, Elon University, NC, “Casting the Net: After-the-Fact Writing Instruction for Failing Students”
Rebecca Borah, University of Cincinnati, OH, “Truth, Justice, and Finding Our Way: Teaching Climate Change in ENGL 101 Service Learning”
Marilyn Palkovacs, University of Cincinnati, OH, “Saving Our Ninth Ward with a Bridge: The Form and Function of English Composition I Bridge”
Michelle Holley, University of Cincinnati, OH, “Below Sea-level, but Heading for Higher Ground: Rigorous Curriculum that Prepares High-risk Students for the Academic Surge”

Practices of Teaching Writing

P.16 What’s y/our Story?: Personalizing Research, Researching the Personal
Hilton, Starboard, Conference Center
Chair: Shannon Carter, Texas A&M University–Commerce
Speakers: Donna Dunbar-Odom, Texas A&M University–Commerce, “Researching Realities: An Argument for Ethnography”
Shannon Carter, Texas A&M University–Commerce, “Beyond the Page: Deconstructing the Literacy Myth through Ethnographic Inquiry”
Christy Foreman, Texas A&M University–Commerce, “Critically Negotiating Their World: How First-Year Composition Students and Their Instructors Make Sense of Ethnographic Pedagogy”
Maryann Whitaker, University of Alabama, Tuscaloosa, “Teaching the Personal: How Listening Rhetoric Can Change the Literacy of Teaching”

Practices of Teaching Writing

P.17 The Reality Challenge: Complex Reading, Good Writing, and Satisfied Students?
Doubletree, Nottoway B, Second Level
Chair: John C. Brereton, The Boston Athenaeum, MA
Speakers: Marquerite Helmers, University of Wisconsin, Oshkosh, “Reading Practices and Ethics”
Jaime Armin Mejía, Texas State University, San Marcos, “The Reality of Cultural Readings and Teaching Composition”
Practices of Teaching Writing

P.18 The Rhetoric of Environmental Sustainability in the Writing Classroom: Genuine Practice, Bandwagon Response, or Co-opted Discourse?

Hilton, River, Conference Center

Chair: Karla Saari Kitalong, University of Central Florida, Orlando

Speakers:
Anne Faith Mareck, Michigan Technological University, Houghton, “Embedding Sustainability in the Communication Classroom Curriculum”
Denise Heikinen, Sustainable Futures Institute (at Michigan Tech), Houghton, “The Sustainability Gaze”
Mary Been, Lake Superior State University, Sault St. Marie, MI, “The Co-opted Rhetoric of Sustainability: Unmasking the Assumptions behind the Arguments”

P.19 Advanced Writing Development

Doubletree, Shadows, Second Level

Chair: Kathleen Hudson, Shreiner University, Kerrville, TX

Speakers:
Julia Fogarty, Delta College/Michigan State University, University Center, “Students Writing in an Interdisciplinary History/Composition Course: An Activity/Genre System Analysis”
Jaqueline McLeod Rogers, University of Winnipeg, Manitoba, Canada, “More than Virtual or Colloquial: Audible Voices and Jazz Rhythms”
Joleen Hanson, University of New Hampshire, Durham, “Genre Acquisition in the Disciplines”
R. Evon Hawkins, University of Southern Indiana, Evansville, “(De)Constructing Process: Classifying and Characterizing Writers’ Metacognition”
Saturday, 3:30–4:45 p.m.

Practices of Teaching Writing

P.20  Ripping Up My Syllabus
Doubletree, Nottoway A, Second Level

Chair: Derek Owens, St. John’s University, Queens, NY
Speakers: Derek Owens, St. John’s University, Queens, NY, “Redesigning First-Year Writing (Again . . . and Again . . .)”
Roseanne Gatto, St. John’s University, Queens, NY, “That Friggin’ WPA”
Celeste Ann DelRusso, University of New Orleans, LA, “When Katrina Blew Apart My Syllabus”
Sharon Marshall, St. John’s University, Queens, NY, “Shoulda, Woulda, Coulda”
Daniel Collins, Manhattan College, Riverdale, NY, “Oh, How They Hated the Book (Part 1)”
Stella Apostolidis, Nassau Community College, Garden City, NY, “Oh, How They Hated the Book (Part 2)”
Tara Roeder, St. John’s University, Queens, NY, “Working with Students to Subvert a Syllabus”
Mike Jacobs, Berkeley College, White Plains, NY, “Guerilla Pedagogy: Teaching Writing in Hostile Territory”

Research

P.21  What Do Peer-tutors Really Help First-Year Composition Students Do?: A Case Study Approach to Writing Center Research
Hilton, Jasperwood, Third Floor

Chair: Margaret Stahr, University of Pittsburgh, Pittsburgh, PA
Speakers: Sarah Summers, DePauw University, Greencastle, IN, “Tutoring without a Pen: Traces of Conversation Interlace Student’s Revision”
Tom Fontana, DePauw University, Greencastle, IN, “Can You Say ‘Thong’ in the Writing Center?: Approaches For Revising Awkward Papers”
Margaret Stahr, University of Pittsburgh, PA, “The Big Picture: Does Peer-tutoring Complement, Complicate, or Counter the Work of First-Year Composition?”
CCCC Past Chairs

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*Deceased
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2. PRINCE OF WALES
3. MARLBOROUGH (A&B)
4. CHEQUERS
5. EGLINTON & WINTON

HILTON EXHIBITION CENTER
HILTON
Conference Center

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2. BRIDGE
3. STEERING
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7. CHART
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