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.
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.
Saturday, 9:30–10:45 a.m.

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
Saturday, 9:30–10:45 a.m.

**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
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  
*Speakers:*  
- 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
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”

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”

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”
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
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”
Eva Brumberger, Virginia Tech, Blacksburg, “Decision-making and Design: An Analysis of the Medicare Part D Documents”
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 Ciesielski, 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 Administrating 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”

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**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  
*Speakers:*  
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”

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**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”
Composition/Writing Programs

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”

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

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”

_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
curriculum is designed for grades 9–12 and post-secondary as well as adult audiences.

*Speakers:* Margaret S. Crocco, Teachers College/Columbia University, New York
Judith Cramer, Teachers College/Columbia University, New York
William Gaudelli, Teachers College/Columbia University, New York

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*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”

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**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”
Saturday, 2:00–3:15 p.m.

**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’”

**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 McLee, 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”
Saturday, 2:00–3:15 p.m.

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”

Information Technologies

O.12 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”
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”

Professional and Technical Writing

O.14 Simulation, Collaboration, and Communication: Pedagogy and Professional Writing
Hilton, Kabacoff, Conference Center

Chair: Jamie Thornton, Kaplan University, Weatherford, TX
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”

Composition/Writing Programs

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”

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Saturday, 2:00–3:15 p.m.

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 Reevaluation 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”

Community, Civic & Public

P.02 Trauma and Resistance
Doubletree, Madewood B, Second Level
Chair: Lauren DiPaola, 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.”

Community, Civic & Public

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”
Saturday, 3:30–4:45 p.m.

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”
Rylish 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”

Theory
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”
**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 DeRusso, 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?”