# Conference Calendar: 2009 CCCC

## Wednesday, March 11
- **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, March 12
- **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.
- **Scholars for the Dream**: 6:00 p.m.– 7:00 p.m.
- **Special Interest Groups**: 6:30 p.m.– 7:30 p.m.
- **Humor Night**: 8:00 p.m.– 10:00 p.m.

## Friday, March 13
- **Qi Gong**: 6:30 a.m.– 7:30 a.m.
- **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, March 14
- **Registration and Information**: 8:00 a.m.– 2:30 p.m.
- **Exhibit Hall Open**: 10:00 a.m.– 1:00 p.m.
- **Annual Meeting/Town 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.
# Individual CCCC Program

The following form has been provided to assist attendees in planning their schedules for the 2009 Convention.

| Wednesday  
March 11 | Thursday  
March 12 | Friday  
March 13 | Saturday  
March 14 |
|-----------|-----------|-----------|------------|
| **Workshop** | Opening General Session  
8:30 a.m.–10:00 a.m. | Award/Recognition Reception  
5:00 p.m.–6:30 p.m. | Annual Business/  
Town Meeting  
8:00 a.m.–9:15 a.m. |
| 10:30 a.m.–11:45 a.m.  
Session A___ | 8:00 a.m.–9:15 a.m.  
Session F___ | 9:30 a.m.–10:45 a.m.  
Session L___ |
| 12:15 p.m.–1:30 p.m.  
Session B___ | 9:30 a.m.–10:45 a.m.  
Session G___ | 11:00 a.m.–12:15 p.m.  
Session M___ |
| 1:45 p.m.–3:00 p.m.  
Session C___ | 11:00 a.m.–12:15 p.m.  
Session H___ | 12:30 p.m.–1:45 p.m.  
Session N___ |
| 3:15 p.m.–4:30 p.m.  
Session D___ | 12:30 p.m.–1:45 p.m.  
Session I___ | 2:00 p.m.–3:15 p.m.  
Session O___ |
| 4:45 p.m.–6:00 p.m.  
Session E___ | 2:00 p.m.–3:15 p.m.  
Session J___ | 3:30 p.m.–4:45 p.m.  
Session P___ |
| 6:30 p.m.–7:30 p.m.  
TSIG.____ | 6:30 p.m.–7:30 p.m.  
FSIG.____ | |
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Conference on College Composition and Communication  
March 11–14, 2009  
Hilton San Francisco  
San Francisco, California

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National Council of Teachers of English  
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Greetings from the 2009 PROGRAM CHAIR

When fog prevents a small-boat sailor from seeing the buoy marking the course he wants, he turns his boat rapidly in small circles. . . . By making waves, he finds where his course lies . . . [and shows] a willingness to take a few risks, to “make a few waves.” A boat that stays in the harbor never encounters dangers—but it also never gets anywhere.

Richard Armstrong, *Sea Change*

Welcome to San Francisco as we celebrate our 60th anniversary in a city known for its waves—waves of immigrants, waves of writers, waves of activists, and now waves of compositionists! In the next three days we’ll be “Making Waves” by examining significant rhetorical events in the city’s history and by contextualizing our own field’s research, theory, and pedagogy in a time of change. The 600+ sessions reflect both our strength and our resilience, with metaphors of ripples, tsunamis, wiki waves, even crashing waves of social justice. Thriving in this precarious economic climate, we need more than ever to join together in panel and workshop discussions, at meetings, and in the hallways to consider how legislative and institutional policies may affect our writing programs, assessment methods, adjunct faculty, intellectual property rights, and other issues so that we may better advocate for our discipline and for our students’ educational futures.

This year’s Opening Session will begin with a visual retrospective of our historic journey so far. Featured sessions in the program will also capture some of our past, beginning with “Sixty Years of CCCC History.” We’ll also revisit controversial times and controversial writing in San Francisco from the early 1900s verse of Chinese detainees at Angel Island to the 1950s activist poetry of the Beats at City Lights Bookstore to the 1960s protests by American Indians at Alcatraz. And what more significant time than the present to understand the complexities of “Writing of War, Writing of Peace”? Dave Eggers will share his experience of writing about wartime conflict and survival as will six veterans from three wars.

Other featured sessions focus on current social and public thought and insights gained from other disciplines and other countries. Mike Rose will reflect on the lessons he has learned from twenty years of writing for broader publics. Ronald T. Kellogg will explain how students’ brain waves affect their advanced writing skills. Christian Weissen and Sidney Dobrin will examine the dynamic relationship between writing and place. Paul Longmore will speak on the rhetorics shaping our perceptions of people with disabilities. More than 50 international presenters are attending this year, including a Saturday feature on “Literacy in Higher Education in Mexico.”

In response to your feedback from last year’s Town Hall meeting, we are spot-
lighting more CCCC member panels on topics, such as “Teacher Response and Best Practices,” “Voice in Written Discourse and Implications for Multilingual Writers,” and “Multigenerational, Intersectional, Pan-Ethnic People of Color Coalitions.” Some format innovations we’ve introduced into the 2009 program are:

- Camp CCCC Childcare facilities offered in the hotel
- More technology-equipped rooms, with a larger area for Computer Connections
- Poster Sessions: “Digital Interventions in Composition” and Scholars for the Dream Reception
- A large, interactive room with better spatial design for discussion
- More hallway tables to visit with colleagues or just to read or write
- A Qigong session Friday morning to help you regain your balance
- CCCC Story Booth and Digital Archive (DALN) in the exhibit area

The Story Booth above, sponsored by CCCC and the Newcomers Committee, is one way you can become part of the wave of members sharing their stories about reading and composing that will be preserved online. Of course, we can’t forget special traditional events to which you are invited, like the Newcomers’ Coffee Hour, the annual TYCA Talks, Humor Night (with music), The Poetry Forum, the Friday night Rock ‘n’ Roll party, and the Saturday Jim Berlin Memorial Run/Walk/Pub Crawl.

Michael Larkin from U.C. Berkeley and the local committee are at the registration area to tell you about favorite tourist sites, local neighborhoods, museums, and restaurants. You might want to join a literary tour of places frequented by Steinbeck, Capote, and Kerouac. Or, if you’d rather shop or tempt your palate, you need not go far. Within four blocks of the Hilton are more than 80 restaurants and the famous Union Square. After the convention, leave time to wander outside the city to Muir Woods, Napa and Sonoma Valleys, and Yosemite. Then again, you might just want to sit and watch the waves at the Cliff House. San Francisco is a great place to discover on foot, day or night, but as with all big cities, there are some parts where you may need to be more cautious. When you leave the Hilton lobby, I recommend taking the O’Farrell exit toward Union Square, and remember to ask for directions at the desk.

We couldn’t have put such a comprehensive convention together without the Stage I and II reviewers, the presenters and chairs, my assistant Tara Broeckel, and Michael Larkin and his enthusiastic local committee. My sincere thanks also go to the dedicated NCTE staff, especially to Eileen Maley, NCTE Convention Manager, and Jacqui Joseph-Biddle, NCTE Convention Director, whose expert guidance and careful attention have made the program such an exciting one. Again, welcome to all newcomers and old timers, local and international colleagues, presenters and participants. Wave on!

Marilyn J. Valentino

Tara Broeckel
Lorain County Community College
Elyria, OH

Michael Larkin
Local Committee Chair
University of California, Berkeley

Marilyn J. Valentino
## Acknowledgments

### Online Coaches

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### Stage I Reviewers

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Melea Powell
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David Russell
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Thanks

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In Memoriam

Rene Betz
Betsy Ervin
First Time to the Convention?

With pleasure, the CCCC Newcomers’ Orientation Committee welcomes all of you to the 2009 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’ Coffee 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 M. 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 Welcome

Herb Caen, the long-time San Francisco *Chronicle* columnist and unabashed booster of his city, once said that every San Franciscan who makes it to heaven takes a look around and says, “It ain’t bad, but it ain’t San Francisco.” His tongue may have been in cheek, but it wasn’t very far in. One could picture many of Caen’s fellow San Franciscans laughing a little at his joke, then following that with an earnest look at each other: “Well, the man does have a point, after all.”

I hope you’ll join us at the 4Cs in March to discover what Caen was talking about. There is much to love in the City, as we call it here. And its citizens certainly can get a bit self-congratulatory. (As the spouse of a San Franciscan, born and raised, I can personally attest to this.) It’s not hard to see why. The number of things to do here, the diverse mix of people and places, the beautiful scenery, the culinary pleasures, the general spirit of bonhomie and live-and-let-live that pervades much of the City—there’s no place quite like it. I find myself wondering as I write this not how I’m going to entice you to visit the City by the Bay, but how I’m going to keep you from skipping too many of the great programs lined up at the 4Cs. (“I don’t care if you have plans for afternoon mojitos and a matinee performance by the Sisters of Perpetual Indulgence, you’ll be sorry if you don’t stay for this panel!”) However, it falls to me to share with you a small taste of what awaits you in San Francisco, so I shall do my best.

You could have a wonderful time during your stay here even if you only checked out the places available to you within walking distance of the conference hotel. Within a mile or so, you could eat at countless restaurants (both humble and the haute-est of *haute cuisine*); shop (or eat) in Union Square or Chinatown or North Beach; walk to the Embarcadero for magnificent views of the Bay (or eat at one of the stands in the Ferry Building, which has been transformed into a kind of cathedral of food); or have your choice of museums: the SFMOMA, the Museum of the African Diaspora, the Contemporary Jewish Museum, the Asian Art Museum, the Yerba Buena Center for the Arts, among others. Hop in a cab and within minutes you can quickly make your way to dozens of great spots in the neighborhoods outside downtown: the Mission, the Castro, the Haight, Golden Gate Park, and on and on. More museums, as worthy for their architecture as they are for their art, more night clubs, more great places to eat. Or stand in awe of the Golden Gate Bridge, a symbol which manages to live up to its hype.

Did I mention the food? Come hungry. The City is a foodie’s delight. If it were me walking out of the hotel (and it is), I might start my day with one of the best cups of coffee in the world at Blue Bottle Coffee, located behind the old S.F. Mint. For lunch, I might pass through the Grant Avenue gateway to Chinatown and follow my nose until I came to a place that had as little English as possible displayed on the signage or menu and get myself a bowl of sizzling rice soup. Later, if I wanted a drink, I might meander over to North Beach and hunker down at the bar at Vesuvio, an old hangout for the Beats, then cross Jack Kerouac Alley and grab a book at City Lights next door. If I were meeting a group for drinks and finger food, I might enjoy an Emerald Buddha with my spring roll in the upstairs lounge of the French-Vietnamese restaurant Le Colonial, located just a few blocks from the hotel. Or, for a more in-
imate dinner with one or two fellow raw fish enthusiasts, I’d hike up the hill away from Union Square and squeeze in at tiny Bar Crudo. Or maybe truck to the Mission District for my fill of Mexican and Central American specialties or stop in at Ti Couz for a Breton crepe. Or, if it’s Saturday, I might hike over to the farmers market outside the S.F. Ferry Building and eat, well, everything.

Or perhaps I’d do none of those things. Maybe I’d try something new as suggested by the following recommendations for places to eat and things to see and do from this personalized list put together by the indefatigable Jennifer Wells and other members of the Local Arrangements Committee. These people know what they’re talking about. Or check out these web sites for more info about San Francisco:


And the City’s offerings are just a start. If you decide to extend your stay, there are numerous attractions and gorgeous scenery within a short drive: the Marin Headlands, Muir Woods, the wine country of Napa and Sonoma Counties, among many other options. It’s all too much. More than I can recount here, more than you can possibly see when you come, but you must come and see it. (After you have attended those panels, of course.)

San Francisco has a habit of inviting the world to its shores. Immigrants from around the world (let alone from Kansas and Massachusetts and Florida) still flock here. Same sex couples have come by the thousands to wed at City Hall. And we cordially invite you to join us. What wisdom and experience can we share with each other at the 4Cs? Let’s raise a glass to our pedagogies and then roll up our sleeves and get to work on them . . . and then let’s make another toast. And then let’s go eat and talk about it some more. We on the Local Arrangements Committee hope that by the time you leave San Francisco, we’ll have you saying of other conferences you attend in the future, “It ain’t bad, but it ain’t the 4Cs.”

Local Chair: Michael Larkin, University of California at Berkeley
Information: Jennifer Wells, Mercy High School, Burlingame
Room Arrangements: Jane Stanley, University of California, Berkeley
Registration: John Levine, University of California, Berkeley
Exhibits: Sterling Warner, Evergreen Valley College
Special Events (James Berlin Walk/Run): Jennifer Wells, Mercy High School, Burlingame
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 includes 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/CCCC Publications Booth in the Exhibit Hall.

Registration
The Conference Registration Desk is in the Hilton San Francisco, Grand Ballroom B, Grand Ballroom Level, and is open Wednesday, March 11, 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. 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 San Francisco, Grand Ballroom B, Grand Ballroom Level. 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 Michael Larkin and other members of the Local Arrangements Committee is the Conference Registration Desk.

Location of Meeting Rooms
All meetings of the 2009 CCCC are in the Hilton San Francisco.

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. Information is available at the Local Committee booth next to registration.

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 Charles Bazerman.

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 presentations 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 147 and 248.

CCCC 2009 Online
To find links to past versions of CCCC Online and to search the collection, visit http://www.ncte.org/cccc/review. For this year, home (homepage, that is) is at http://www.ncte.org/cccc/conv.
The CCCC and the Newcomers Committee, in partnership with the Digital Archives of Literacy Narratives (DALN) and the NCTE, invites you to tell us a story about reading and composing. We will help you record your story (using either video or audio) and preserve it online where friends, family and students can access it—all within 30 minutes. Join us outside the Exhibit Hall.

Cynthia Selfe, Paul Puccio

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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 composition and literature, computer-facilitated classroom practices, best practices for teaching online, new technology resources, and electronic journals. The Computer Connection takes place in Continental Ballroom 8, Ballroom Level. The presentations are offered throughout the day on Thursday, March 12, and Friday, March 13. Information about current and past presentations is available online at http://computersandwriting.org/cc/. 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
Audiovisual equipment should have been ordered by February 9, 2009. Scheduling of equipment ordered by that date is handled by Pick’s A.V., with offices in the Hilton San Francisco.

Committee on Resolutions
An open meeting of the CCCC Committee on Resolutions, chaired by Rebecca Rickly, will be held Thursday, March 12, 5:30–6:30 p.m. (open), 6:30–7:30 p.m. (closed) in Union Square 19, Fourth Floor.

Nominating Committee
An open meeting of the CCCC Nominating Committee, chaired by Cristina Kirklighter, will be held on Thursday, March 12, 3:00–5:00 p.m., in the Union Square 19, Fourth Floor.

Planning for Next Year’s CCCC Convention
Individuals interested in discussing program proposals for the 2010 CCCC Convention in Louisville, KY, March 17–20, are invited to meet with Gwendolyn Pough, 2010 Program Chair, at the CCCC Registration Desk, Hilton San Francisco, Grand Ballroom B, Grand Ballroom Level, Friday, March 13, 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/2009 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their session.

Copying Service
CCCC cannot provide onsite duplicating service; however, copying services are provided at the Hilton’s Business Center, first floor.
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.
**Special Events**

**WEDNESDAY’S SPECIAL EVENTS:**

**March 11**

NCTE/NCATE Reviewers Training
Yosemite A, Ballroom Level
9:00 a.m.–5:00 p.m.

**Consortium of Doctoral Programs in Rhetoric and Composition**
Union Square 3/4, Fourth Floor
1:30 – 5:00 p.m.

*Chair:* John Ackerman, University of Colorado, Boulder

The Consortium of Doctoral Programs in Rhetoric and Composition, representing over 70 institutions, has met for more than 15 years at CCCC, most recently as a Caucus from 1:30–5:00 p.m. on Wednesday. CCCC is the natural home for the group’s annual meeting, and we use this forum to link doctoral education with MA and undergraduate programs and with local and national assessment projects. Most recently, we have sponsored the “Visibility Project” that has insured that graduate training in composition is recognized by the National Research Council and by our home institutions.

Much in keeping with the 2009 CCCC Program, Making Waves, we offer a two-part caucus meeting. The opening session, entitled Demonstrating Our Relevance, builds upon the Visibility Project and national assessment data to explain why the growth in doctoral programs has been steady over 40 years and then directions in how it may be sustained in the future. This year we will focus on how our expertise, methods, and institutional missions and faculty cohorts engage educational, policy, and economic initiatives on our campuses and in our regions. We are particularly interested in how faculty and programs find new revenue streams and partners, and we seek reports on how doctoral education in Rhetoric and Composition is uniquely prepared to respond to the dynamics of higher education in the 21st century as well as to many of the social and economic needs in our communities.

For the 2009 Consortium in San Francisco, we invite brief presentations on how Rhetoric and Composition programs (and faculty clusters within them) instrumentally link with regional, national, or international organizations and initiatives. Colleagues at Kent State University, Carnegie Mellon, University of Arkansas, and University of Arizona have agreed to speak. Participation from other universities is welcome and we will be using the CDPRC listserv and other forums to invite participation and attendance at the Consortium.

The second part of the Caucus is devoted to the business meeting of the Consortium. All members of CCCC are encouraged to attend and to join the Consortium. We propose next year’s theme as well as focus on review such as the newest from Rhetoric Review on doctoral programs in Rhetoric and Composition.
Intellectual Property in Composition Studies
Continental Ballroom 9, Ballroom Level
2:00 – 5:30 p.m.

Co-Chairs: Clancy Ratliff, University of Louisiana at Lafayette
Kim Gainer, Radford University, VA

The Caucus on Intellectual Property and Composition/Communication Studies (CCCC-IP) has organized pre-conference meetings since 1994 in which members discuss the intersections of intellectual property policy and composition studies. CCCC-IP members 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.

The following issues will be discussed:
• Exposing Misunderstanding of Fair Use in the Case of the Harry Potter Lexicon
• Copyright, Fair Use, and Digital Delivery of Class Reading Materials
• Open Access Publishing and Institutional Repositories
• Students’ Rights and Responsibilities in IP
• In the Public Domain: Fair Use, Documentaries, and Primary Sources
• On “Owning” Language: Teaching Students What They Can Do with Fair Use

Poet-to-Poet Wednesday Event
Union Square 24, Fourth Floor
1:30 – 5:00 p.m.

Chair: Mary Minock, Madonna University, Livonia, MI

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
Continental Ballroom 7, Ballroom Level
9:00 a.m.–5:00 p.m.

IWCA Collaborative @CCCC
Continental Ballroom 3, Ballroom Level
9:00 a.m.–5:00 p.m.
Qualitative Research Network
Union Square 14, Fourth Floor
1:30–5:00 p.m.

Co-Chairs: Seth Kahn, West Chester University
Heidi McKee, Miami University

Keynote Speakers: Kevin Roozen, Auburn University, “Learning to Look Differently: Varying Temporal and Spatial Perspectives in Ethnographic Inquiry”
Karen Rowan, California State University, San Bernardino, “When Two Methods are Better than One: Mixed Methods Research in Composition”

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 and working in diverse areas of the college composition community. The QRN consists of two components: (1) keynote addresses (the first hour), and (2) research roundtables where new and veteran researchers present works-in-progress for small group discussion (the last two hours).

All CCCC attendees are invited to attend the keynote addresses and/or the works-in-progress presentations.

Newcomers’ Orientation
Imperial Ballroom B, Ballroom Level
5:15–6:15 p.m.

Master’s Degree Consortium of Writing Studies Specialists
Continental Ballroom 3, Ballroom Level
6:30–8:30 p.m.

Chair: Peter Vandenberg, DePaul University, Chicago, IL

M.A. programs (those either fully or partially focused on composition and rhetoric) that are independent of Ph.D. programs serve a variety of needs for local student populations, needs that are often distinct from M.A. programs linked to Ph.D. programs. The Master’s Degree Consortium of Writing Studies Specialists meets annually at CCCC; its goals are defined primarily by the needs and demands of those of us working in M.A.-granting, non-Ph.D. departments. The Consortium serves as a clearinghouse and advocacy network to strengthen our programs, promote the value of the M.A. degree, foster effective articulation between M.A.-only programs and Ph.D. programs in writing studies, and help undergraduate advisors direct students to M.A. programs.

Our 2009 program will include:
1. Brief “program profiles” from innovative M.A. programs in writing studies intended as models for consideration.
2. Challenges/Opportunities Roundtable: Several Consortium members will offer five-minute statements identifying a challenge or opportunity in their local context that can be generalized for discussion across contexts. The intention is for this discussion to culminate in a list of objectives the Consortium can pursue over the coming year.
3. The (very short) annual business meeting.
Coalition of Women Scholars
Continental Ballroom 2, Ballroom Level
6:30 – 8:30 p.m.

The Coalition of Women Scholars in the History of Rhetoric and Composition is a half day writing workshop designed to mentor young, unpublished feminist scholars. Modeled after the Research Network, this workshop has four goals:

1. To offer young scholars feedback and suggestions on their writing from leading experts and colleagues in the field.
2. To help young scholars develop strategies to publish their work.
3. To give young scholars a chance to meet other young scholars in their area of interest who can give targeted, contextualized feedback on their work.
4. To provide an opportunity for participants to develop long-term writing groups/support networks with other workshop participants.

Group leaders will include Krista Ratcliffe, Shirley Rose, Carrie Leverenz, Lynee Gaillet, Carol Mattingly, and others.

Special Events
THURSDAY’S SPECIAL EVENTS:

March 12

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

Opening Session
Continental Ballroom 4/5/6, Ballroom Level
8:30 – 10:00 a.m.
At this session we honor both the 2009 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
Continental Ballroom 4/5/6, Ballroom Level

Scholars for the Dream Poster Session/Reception
Grand Ballroom A, Grand Ballroom Level
6:00 – 7:00 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). Join these scholars at their poster sessions at the beginning of the reception to meet them personally and learn about their research interests.

2009 Scholars for the Dream Award Winners
Maryam Elena Jamali Ashtiani, California State University, Fresno: B.19
Lina Buffington, Philadelphia Futures, Pennsylvania: J.29
Jason B. Esters, Lincoln University, Pennsylvania: M.29
David F. Green, Jr., Penn State University, University Park: C.20
Janie Jaramillo-Santoy, Texas Tech University & Texas State Technical College-Harlingen: J.08
Marissa M. Juárez, University of Arizona, Tucson: G.29
Wen Ma, Le Moyne College, Syracuse, NY: B.08
Sarah Nieto Olivas, Texas State University-San Marcos: C.03
Bettina Ramón, Texas State University-San Marcos: N.22
Michelle Bachelor Robinson, University of Louisville, KY: B.13

Previous Scholars for the Dream Award Winners
2008
Qwo-Li Driskill, Crystal M. Hills, Donna Hunter, Aja Y. Martinez, Natalie A. Martínez, Leslie D. Norris, Kathryn Ortiz, Andrea Osteen, Melissa Berry Pearson, Staci M. Perryman-Clark

2007
Maria Bibbs, Tamika L. Carey, Korina Jocson, Donna King, Lydia Balderamos Loskot

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, Melvette 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 Vaglenti

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

Progressive Special Interest Caucuses and Coalitions
Yosemite B, Ballroom Level
7:00–9:00 p.m.
Chair: Matthew Abraham, DePaul University, Chicago, IL
Speakers: Eileen Schell, Syracuse University, NY
Stephen Parks, Syracuse University, NY
Damián Baca, University of Arizona, Tuscon

The PSCC represents the progressive special interest coalition and caucuses of the Conference on College Composition and Communication. This organization is devoted to providing a forum for under recognized political groups and their interests within the CCCC, as well as providing a space for exchange and debate for progressives within the field of Rhetoric and Composition.

Humor Night
Imperial Ballroom B, Ballroom Level
8:00–10:00 p.m.

Join us for four shorter presentations, all grounded in the expectations and hopes—many frequently dashed—that surround us in our professional lives. Anita Guynn reviews the contributions of the left coast to our musical and academic lives, from the Beach Boys to webinars. C. McKenzie addresses relationships and jealousies among colleagues. Dana Allen tackles the issue of student writers and their adventures in citing sources. Ronald F. Lunsford and Bill Bridges analyze various of the sound bites of this year’s Presidential zoo. Marvin Diogenes and Clyde Moneyhun are the nucleus of the Composition Blues Band, now a staple in the life of Humor Night.
Special Events
FRIDAY’S SPECIAL EVENTS:
March 13

Qigong
Lobby Level of Golden Gate Rooms
6:30–7:30 a.m.

Awards/Recognition Reception
Continental Ballroom 4, Ballroom Level
5:00–6:30 p.m.
At this reception we announce the winners of the 2009 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
Imperial Ballroom A, Ballroom Level
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.

The Twenty-First Annual Poetry Forum
Sutter, Sixth 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 Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, mminnock@madonna.edu) if they have questions.
Rock ‘n’ Roll
Continental Ballroom 6, Ballroom Level
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:

March 14

TYCA Annual Breakfast
Continental Ballroom 4, Ballroom Level
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 Meeting
Continental Ballroom 6, Ballroom Level
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.
Jim Berlin Memorial Run/Walk/Pub Crawl

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 San Francisco, 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.
Victor Villanueva’s accomplishments reflect his profound work in all areas of Composition. Over the past 25 years, Victor has provocatively and passionately challenged accepted concepts and practices in composition, especially those related to race and power.

Sandra Murphy observes, “Victor’s scholarship is both innovative and reflective. . . . he uses the personal essay and his reflections on his own lived experiences to critically examine issues of racism and ideology and their manifestation in literacy and literacy practices.” His award winning book, *Bootstraps: from an American Academic of Color* (1995), asserts his “right to belong” in academia, and suggested strategies for working with students who face “cultural discontinuities between home and school”.

The same strengths characterize Victor’s extensive scholarship. With elegance and passion, Victor illuminates and questions our assumptions and practices, opening up a vitally important perspective through which we may view and understand both the academy and our students’ world. With nearly a hundred conference presentations and other public talks, seven books, and more than 40 articles or book chapters, Victor Villanueva’s work has transformed our profession.

His influence has been felt in many ways. Cecilia Rodríguez Milanés writes, “I have taught his works, cited his scholarship, quoted him in my own talks many, many times but in his presence, I, and many others, am transformed.” Again and again, CCCC members attest to the generous and caring mentoring that Victor has given to so many. In all that he does, he models the honesty and courage that invites us—as scholars, as teachers and as citizens—to effect change in the world. Malea Powell expresses the gratitude that many feel for Victor’s scholarship and personal engagements: “He gives us all permission to bring our deepest personal commitments to our scholarship, to bring our very best selves to our classrooms, to take seriously the responsibilities we have as members of a community of scholars, and to do so in our own languages.”

Victor’s leadership extends throughout the profession. He has served on more than twenty committees at CCCC and NCTE, and he was the first Latino elected to lead the Conference on College Composition and Communication (1997-98). Describing his leadership, Cristina Kirklighter recalls, “I witnessed a man who wanted to bring visibility to members who have sometime felt invisible within this organization. He wanted us to tell our stories at this convention, and we did. His devotion and care in helping others succeed is unmatched by any academic that I’ve encountered throughout these many years.”
In all of his writing, speaking, and actions, Victor Villanueva has modeled an aggressively democratic scrutiny of our profession, and he has reminded us time and again that language is one of the most powerful and politically charged creative forces in our lives. He embodies, as Robert Eddy and Asao Inoue write, “all the values, hopes, dreams, and possibilities that we as a community of teachers and academics say we want in our students, in our leaders, in our colleagues, and in ourselves.”

Sessions Presented by Two-Year College Faculty

Wednesday Workshop

MW.7 Making Digital Waves in the Two-Year College: Promoting Collaboration through Digital Writing Assignments in the Community College Composition Classroom

Concurrent Sessions Presented by Two-Year College Faculty

B.28 Play’s the Thing: Diversity, Difference, and the Destabilizing Game(s) of Rhetoric
D.01 The Calderwood Study of First-Semester Community College Writers: What their Writing Told Us about Themselves, their Faculty, and their College
D.07 Making Waves and “Making It” in Spite of the Waves: The Two-Year College’s Past, Present, and Future
D.31 Digital Currents: “Best Practices” in Composition During the First Two Years
E.02 The Digital Now: The Cyberspace Transformation in Composition
E.03 Sovereignty and Dialect: Non-Standard English Patterns in the Writing of Navajo Students
E.19 Scholarship @ the CC: Making Waves in the Discipline
E.25 Risking the Waves of Interdisciplinary Collaboration: What Happens When Another Department Wants to Change Your Course?
A Following Sea: Integrating Basic Writing and Reading into Transfer Courses through Learning Communities

Resisting Basic Writers/Resisting Institutions: Resistance Theory and Community College Writing

Real Service, Real Students: Reflecting on Service Learning at the Two-Year College

Defining, Identifying, and Addressing Contrapower (Sexual) Harassment in the Two-Year Composition Classroom

Sea-Change, Transformation and Adaptation: Pedagogy and Praxis Gleaned from the Community College Puente Project

Language Diversity: History, Practice, Policy

Seeing Themselves as Writers: Basic Writers’ Journey

Troubling Diversity: Making Class Matter in Socially Responsive Writing Courses

Two-Year College English Assessment: Surfing a Möbius Strip

Making Waves in Composition Program Assessment at the Two-Year College

A Ripple or a Tsunami?: Offering College Writing Credits to High School Students

TYCA Research Initiative, The Third Wave: 2008-2009 Data on Two-Year College Comp Load and Part-time Teaching Conditions and Pedagogical Implications

Exploring Our Values: A Two-Year College English Department’s Journey from Traditional to Dynamic Rubric

Ripples of Reading: Moving First-Year Students Toward College-Level Reading

Getting a Job at a Two-Year College

Creating Institutional Unity at the New “Community” College

Global Issues: Closing the Divide between Locals and Transnationals in Freshman Composition

**Friday Special Interest Groups**

**TYCA TALKS**

Imperial Ballroom A, Ballroom Level

Friday night, 6:30–7:30 p.m.
Committee Meetings

CCCC Executive Committee
Wednesday, March 11, 9 a.m.–5:00 p.m.
Continental Ballroom 4, Ballroom Level
Chair: Charles Bazerman

Committee on Assessment
Friday, March 13, 10:00 a.m.–Noon (Closed)
Union Square 20, Fourth Floor
Co-Chairs: Larry McDoniel & Summer Smith Taylor

Committee on Best Practices for Online Writing Instruction
Friday, March 13, 9:00 a.m.–Noon (Closed)
Union Square 19, Fourth Floor
Chair: Beth Hewett

Committee on Child Care Initiatives
Friday, March 13, 2:00–3:15 p.m. (Closed)
Union Square 19, Fourth Floor
Chair: Susan Miller-Cochran

Committee on Computers in Composition and Communication
Friday, March 13, 4:00–6:00 p.m. (Closed)
Union Square 19, Fourth Floor
Chair: Cheryl Ball

Convention Concerns Committee
Saturday, March 14, Noon–1:00 p.m.
Union Square 20, Fourth Floor
Co-Chairs: Charles Bazerman and Cheryl Glenn

Committee on Disability Issues
Friday, March 13, 5:00–7:00 p.m. (Open)
Union Square 20, Fourth Floor
Chair: Jay Dolmage
Committee on Diversity
Thursday, March 12, 10 a.m.–Noon (Open)
Union Square 20, Fourth Floor
Friday, March 13, 11:00 a.m.–12:30 p.m. (Closed)
Union Square 9, Fourth Floor
Chair: Joyce Irene Middleton

Committee on Intellectual Property
Friday, March 13, 12:30–1:45 p.m. (Closed)
Union Square 20, Fourth Floor
Chair: Karen Lunsford

Language Policy Committee
Friday, March 13, 7:45 – 9:45 p.m. (Open)
Union Square 19, Fourth Floor
Chair: Geneva Smitherman

Committee on the Major in Rhetoric and Composition
Friday, March 13, 10:50 a.m.–12:50 p.m. (Closed)
Union Square 8, Fourth Floor
Chair: Sandra Jamieson

Newcomers’ Orientation Committee
Friday, March 13, 3:30–4:45 p.m. (Closed)
Union Square 20, Fourth Floor
Chair: Paul Puccio

Nominating Committee
Thursday, March 12, 3:00–5:00 p.m. (Open)
Union Square 19, Fourth Floor
Friday, March 13, 2:00–4:00 p.m. (Closed)
Union Square 8, Fourth Floor
Chair: Cristina Kirklighter

Research Committee
Saturday, March 14, 9:00–10 a.m. (Open)
10 a.m.–1:00 p.m. (Closed)
Union Square 19, Fourth Floor
Chair: Joanna Wolfe
Resolutions Committee
Thursday, March 12, 5:30–6:30 p.m. (Open)
6:30–7:30 p.m. (Closed)
Union Square 19, Fourth Floor
Chair: Rebecca Rickly

Committee on Second Language Writing
Saturday, March 14, 9:30 a.m.–Noon (Open)
Union Square 9, Fourth Floor
Co-Chairs: Susan Miller-Cochran & Christina Ortmeier-Hooper

Committee on the Status of Women in the Profession
Friday, March 13, 8:00–9:15 a.m. (Closed)
Union Square 20, Fourth Floor
Chair: Eileen Schell
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B.32  Waves of Transnational Composition, Ways of Doing Intercultural Rhetoric
B.37  Rhetorical Analysis: Prison, Pro-life, and Maternity
B.39  Methods, Ethics, Labor, and Imperatives: Making Material Waves in Ethnographic Study
C.39  New (Old) Waves in Genre Studies: Form without Formalism
D.12  (Dis)Connects: Writing Centers, Digital Natives and Digital Immigrants
D.14  The Ethnographic Impetus in Rhetoric, Composition, and Literacy Studies
D.27  ESL, Feedback, and Assessment
D.32  Research in FYC: Reading, Reflection, Resistance and the Postcolonial
D.34  Genre Pedagogy for Social Change: Case Studies of Professional Writing Pedagogy at Work
E.07  Is WAC Still Part of the Wave of the Future?
E.16  Peer Review in Three Settings
E.19 Scholarship @ the CC: Making Waves in the Discipline
E.23 Researching Underrepresented Populations in Higher Education
E.35 Digital Textual Analysis: Potential for Research and Practice
F.02 Reflective Practices in Writing Instruction: What New Research Tells Us
G.20 Research on Gender and Place in FYC
G.37 Bridging the Language Gap: Genre Theory and Linguistics-Based Writing Theory and Instruction
H.01 CCCC Studies in Writing and Rhetoric: The Next 25 Years
H.07 The Research Plan is Sinking—Locate the Lifevest!: Navigating Research Methodologies and Realities
H.16 Researching Digital Literacy Acquisition
H.36 Questioning Traditions of Academic Discourse: Local Efforts to Democratize Representations of Student-Writers and Student-Researchers in the U.S. Academy
I.01 Gathering Force: A Discussion on Preparing Researchers at the Graduate Level
I.09 From Radical to Rhetorical: Current Research on Reflection in Composition
I.23 WAC Research in Three Keys: Exploring Contexts, Charting Trends, Challenging Assumptions
I.25 Investigating Students’ Narratives of Their Life Histories with Composing: How the K-16 System of Schooling Reproduces Writing Identities and Discourses
I.39 On the Same Wavelength: How We Learned to Stop Worrying and Love the IRB
I.40 Narrative Research in Language and Literacy: Current Work from the Literacy Achievement Research Center
J.16 These People Don’t Belong Together: Methodological Makings across Disciplinary Fields
J.22 Writing Our Way In
J.24 Wiping-Out: A Celebration of Research Failures and the Lessons They Teach
J.27 Web 2.0 and a New Wave Writing Pedagogy? Three Empirical Studies of Computer-Supported Writing Inside/Outside the Classroom
K.14 Research Methods across Writing Studies: Corpus, Survey, Meta-analysis, Grounded Theory
K.21 Research on Writing in Digital Environments
L.04 Qualitative Research Methods: Ethnography and Beyond
L.25 TYCA Research Initiative, the Third Wave: 2008-2009 Data on Two-Year College Comp Load and Part-time Teaching Conditions and Pedagogical Implications
M.10 Research on Motivation in Writing Contexts: Transfer, Peer Response, and Administration
M.27 What Are Students Really Learning from Textbooks?: Creating Effective Pedagogy through User-Experience Design
O.05 Studies of Transfer: Secondary to FYC to the Disciplines
O.08 Writing Center Research: Qualitative and Quantitative

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106—Information Technologies

A.04 Avatars and Representation in Second Life (tm): Sexuality, Literacy, and Fashion
A.14 Emerging Technologies, Cyborg Futures?: Human Rights, Literacy, and Disability
A.27 Beyond Plagiarism
A.31 Streaming New Media
A.32 Critical Approaches to Technological Environments
B.11 Riding the Web 2.0 Wave with Tried and True Rhet/Comp Practices
B.21 (Re)mediating Social Technologies
B.23 Social Networking and First Year Composition: Facebook, MySpace, and Virtual Worlds
C.06 Seismic Waves: What Open Access Initiatives Mean for Composition Studies
D.15 Composition across Media: A Collaboration across Disciplines
D.31 Digital Currents: “Best Practices” in Composition during the First Two Years
E.05 Wikis: Space, Authenticity and Critical Thinking
E.15 Blogs: Understanding the Potential and Challenges
E.20 Cross-Cultural Perspectives on Technology-Enabled Learning in the Global Writing Classroom
E.24 Rhetorical Situatedness and the Web: Kairos, Genre, and Pedagogy
E.29 Doggie Paddling in the Digital Age?: Exploration, Access, and Expression in the Multimodal Classroom
F.18 Letting the Assessed in on (Nontraditional) Assessment: Writing Centers and Weblogs—Expanding a Thirdspace Dialog
F.23 Web 2.0 Technologies and Classroom Practices
F.25 Digital Gaming: MMORPGs and Player Identity
G.04 Teaching with Technology: Libraries, Portals, and Web 2.0
G.09 New Media Literacies and the Sociable Web: Interrogating Interplays of Participatory Culture and Academic Literacy
G.25 Video: Applications Online and in the Classroom
G.34 On Making Waves Without Falling Out of the Boat: The Experience of Composing an Electronic Dissertation
H.02 The Future of Composition and the Composition of the Future
H.12 New Media and Writing Program Administration: Reconfiguring Administrative Discourses and Practices around New Media
H.39 Sustaining the Wave of Critical (E-) Literacy: Multimodal Rhetorics and the Question of Content
I.03 Writing Ourselves in a Global World
I.10 Digital Interventions in Composition
I.15 Digital Learning and the Fair Use of Web 2.0 Texts and Technologies
I.19 Theory and Digital Media
I.24 The Next Wave in Undergraduate Research: Digital Technologies, Online Writing, and Internet Communities
I.27 Making (New Media) Waves: Challenging the Circulation Limitations of Community Media through Delivery Technologies
“Invisible Classrooms” Revealed: Digital Technologies as Hidden Teachers
Beyond “Kitchen Tables”: How the Extracurriculum of New Technologies Enables Waves of Emerging Literacies
Wii Wave: Riding the Waves Shaping our Digital Communicative Acts
Redefining Intellectual Property in the Digital Copyright Debate
Retro Revision: Re-Visioning and Re-Reading Student Interactions through Tablet PC, Video Archive, and Text-to-Speech Technology in the Classroom
Spatial Solutions: Postmodern Mappings of Online Writing Environments
Our Electronic Odyssey: A Reflection on Literacy, Writing and Technology over the Last 60 Years
Deciding, Creating and Maintaining “Face”: An Analysis of Face-Work In and Out of the Writing Classroom
Making Virtual Waves: Integrating Multimodal Writing Technologies into the Undergraduate Writing Curriculum
Digital Media: Audio 3 Plus Video and Text
Writing the Waves of Technology on MySpace, Facebook, and with Instant Messaging
Digital Research: Centers, IRBs, and Multi-tasking
Riding the Wave: The Impact of Emerging Digital Genres on Academic Writing
Web 2.0: Social, Political, and Cognitive Effects
Digital Mobility, Viral Media and Creative EMs
Computers in Composition Courses and Programs
First Year Composition: Texts, Testing and Mobile Phone Networks

107—Institutional and Professional

Making Waves to Make a Difference: Finding a Statewide Voice in a Textbook Initiative
Diving In, Diving Farther, Diving Deeper: The Future of Basic Writing
Black Faces in White Spaces: African American Identity on a Predominately White Campus
Preparing the New Wave of Teachers of Composition
“Diving into the Wreck”: A Feminist Inquiry of the Dissertation in Composition
Lessons from the Masters: Rethinking the Role of the MA in Graduate Education
Undergraduate Research and the Writing Major/Minor
Language Matters: Reframing Writing Assessment
Standing Up As Professionals in the Era of Reform: Lessons from Our Public Schools
Labor Rhetoric and Academic Organizing: Possibilities and Predicaments
Determining Where to Start: Directed Self Placement and SAT Validity
Waves of the Future: Teacher Training Techniques
Ripple Effects: Sponsoring Secondary Teachers as Sponsors of Student Writers
F.01 Tenure Literacies, Womanist Genealogies: The Academic Struggles and Life Journeys of Women Faculty of Color
F.05 The Philosophy of Numbers: Bridging the Gap between Rhetoric and Science
F.29 Collaboration across the Grades: Teaching, Research, and Administration
F.30 Empty Rhetoric and Academic Bullshit: Strategies for Composition’s Self-Representation in National Arenas
F.34 How Teachers Rise: An Archival and Person-Based Study of the Performative Construction of TA Identity
F.35 Composition, Teacher Education, and Curriculum Reform: Toward an Enhanced Alignment of Secondary and Post-Secondary Writing
G.03 Charting New Routes: GLBTQQ Discourses in Professional Spaces
G.22 Defining, Identifying, and Addressing Contrapower (Sexual) Harassment in the Two-year Composition Classroom
G.23 “Lean[ing] in” towards Cross-Disciplinarity—A Collaborative Examination of Teaching Practices in Information Literacy, Research Writing, and the Writing Center at the American University in Cairo
G.26 Others Mentoring Others: Mapping and Problem-posing the Intellectual Labor, Costs and Rewards of Mentoring Marginalized Students
G.31 Assessing the Role of Writing in Student Engagement: A Collaboration with the National Survey of Student Engagement
H.24 Navigating the Sea Change: Charting a Course for Success on the Job Market
H.28 Linking Adult and Basic Literacy Education with a State University System: The Challenges and Possibilities of the “Fingerhut Plan”
I.02 The Report of the ADE Ad Hoc Committee on Staffing: A Discussion
I.05 Ripeness is All: A Multigenerational Conversation on Retiring Gracefully and Living Well in Retirement
I.13 Plagiarism and Fair Use in Perspective: History, Perceptions, and Policy
I.22 The Jesuit Tradition and Rhetorical Studies: Writing Programs at American Jesuit Colleges and Beyond
I.34 Ripples in the Research Center: Reorganizing a Departmental Space for Collaboration and Research in the Public Interest
J.11 Building WAC/WID for the 2010s
J.14 Two-Year College English Assessment: Surfing a Möbius Strip
J.17 Assuming the Position: Reflections on Becoming WPAs
J.25 Mapping Programmatic Composition Waters: Does Having a Teaching Vision Matter?
J.39 Government, Funding, and the Role of Outcomes Assessment at the University of South Africa: A Preliminary Report
K.03 Risk and the jWPA: Rocking the Boat on the Voyage toward Tenure
K.05 “CCCC’S Is Not the Right Home for Rhetoric and Writing Studies”: Exploring the Infrastructure Needed to Support Undergraduate Writing Majors
K.15 A Ripple into a Tsunami: Understanding Departmental Responses to Changes in Undergraduate Writing Curricula
K.22 Reviving Composition Programs: It Takes a Village to “Make Wave”
K.29 Catching the Wave of Information Literacy in First-Year Composition: Results of a Collaborative Study Conducted by a Writing Program, a Writing Center, and a University Library

M.01 Writing Programs . . . The Final Frontier: Where We’re Going, Where We’ve Been

M.02 Assessing Meaningfully: Statistics, Politics, and Local Contexts

M.07 Charting our Courses in Choppy Waters: Balancing University Teaching and other Professional Opportunities after the Master’s Degree

M.20 Riding the Textbook Wave: How the Textbook Publishing Industry Affects Writing Instruction, and What We Can Do to Change It

M.22 Preparing TAs: Stasis, Squalls, or Sea Change?

N.12 Technology Change: Institutional Change Online Courses, Distance Education, and Dissertation Writing

N.18 On the Ground: Alternatives for Understanding the Role of Faculty in Rhetoric and Composition

N.25 Moving Ahead: Advanced Placement, Summer Clinics, and High School-Community College Collaboration

O.17 The Ripple Effect: Using Institutional Roles outside the Department to Effect Writing Program Change

P.07 Bridges and Troubled Waters: Recognizing, Complicating, and Redefining Composition’s Use of Contingent Labor

P.17 One Size Fits All?: State Universities Respond to Legislative Initiatives Impacting First Year Composition

108-Language

A.16 Transnational English(es) and U.S. Composition: From Global to Global

C.11 Exploring Student, Teacher, and Tutor Limitations in the Linguistic Development of Multilingual Students in Mainstream Composition Classes

C.17 ESL Practices: Community, Voice and Identity

E.04 Multilingual Graduate Students and Composition Studies: Issues and Concerns for our Field

E.36 Grammar, Writing, and Communication

E.38 Strategies for Staying Afloat in the Multi-Lingual Classroom

H.09 Language Diversity: History, Practice, Policy

H.15 Hybrid Academic Discourse and the Empowerment of Student Voice

H.25 Multicultural/Multilingual

I.04 The New Wave of Grammars: Functional, Cognitive, Rhetorical. The Grammar/Genre Connection

I.33 Grammar, Language and Student’s Rights

L.30 ELL Practice: Work, Pedagogy, and Literacy

M.21 On Whiteness, Race and Language

M.26 World Englishes: Possibilities/Limitations of Code Meshing

P.03 Dissonance in Messages and Metamessages in Language of Hip-hop Emcees
109—Creative Writing

C.10  Re-envisioning the Creative Writing Workshop
G.13  Written to be Spoken: Playwriting, Screen Writing and the Performative Space
I.08  Revising Revision: New Currents in Creative Writing Pedagogy
M.32  Against the Wave: Re-Inventing Pedagogical Practices in the Creative Writing Classroom

110—Academic Writing

A.07  Strategies for Teaching Original, Ethical, and Scholarly Writing
A.19  Re-invigorating Traditional Research Assignments in First-Year Writing
B.08  Teaching Graduate Student Writers
B.10  Laughing, Lying, Arguing with Feminist Film Theory, Statistics, and Satire
C.40  The Library as House of Argument: Teaching Critical “Information Literacy” in First Year Writing
D.09  From Validity to Validation: How to Use Validation for Better Writing Assessment
E.11  “Can I Use First Person?”: Personal Writing and the Academy
F.13  Building a Bridge over Troubled Waters: Graduate Writing Workshops
F.20  Discipline-Inflected Ethos: Rhetorical Theory in the Discipline-Specific First-Year Writing Course
G.11  Strategies for Teaching Argument
H.04  Studying Academic Honesty
H.34  Rhetoricians without Borders: Strategies for Collaborating with Faculty in Cross-Curricular Literacy Contexts
J.35  Using Web Technology to Teach Writing
K.01  Academic Literacy as Participation: Inducting Students into an Intellectual Community
K.26  Creating Waves in the Text: Student/Faculty Views of Creativity
N.03  Plagiarism: Politics and Accountability
N.20  Writing in the Disciplines as a Disciplinary Apprenticeship: Does the Metaphor Work?
O.02  Plagiarism: The Good, The Bad, The Ugly
O.06  “Not Waving but Drowning”: Strategies for Supporting Thesis and Dissertation Writers across the Curriculum

111—Professional and Technical Writing

A.11  Technical Writing Made Public
B.24  Attending to Professional Literacies
C.25  Blogs, Wikis, and Web Portfolios in the Workplace
D.06  Helping Workers Learn Writing: Understanding, Designing, and Using Text Ecologies to Foster Development in Writing
D.10  Proof of Performance: Making Waves with Career Portfolios
E.08  Genres and Social/Medical Realities
E.25  Risking the Waves of Interdisciplinary Collaboration: What Happens When another Department Wants to Change Your Course?
G.12  Information Design in Medical Fields
G.15  Making Waves with Ethical Language: Argumentation, Neutrality and the Law
H.11  Developing a Pedagogy of International Technical Communication
H.19  Critical Thinking about the Workplace in Technical Writing Classes
I.21  Evolution of Style in the History of Technical Communication
J.12  Technical Writing in Cross Cultural Contexts
J.26  Historical Perspectives on Technical Communication Research
K.06  Modalities of Professional Communication
L.15  Audience and Genre in Professional Writing
M.28  Catching a New Wave: Developing a Business Writing Course for Incoming Sophomores and First-Year Students
N.26  Writing in the Technical and Scientific Disciplines

112—Community, Civic, & Public

A.21  From Textile Mills to the Entrepreneurial University: Confronting the Political Economics of Writing
A.35  Moving Beyond the Privatized Writing Classroom: Community Engagement, Public Writing, and Philanthropy
B.06  Writing our Bodies/Writing our Space: Web-based Dialogue between ESL and LGBTQ Students
B.16  Alternative Literacy Narratives: Identities, Stories, Communities
B.26  Media and Rhetoric from Britney Spears to Barack Obama
B.35  The Kamp Katrina Project: A Civic Collaboration Between (Graduate Student) Scholars and Community Members
B.38  Community Literacies and Deliberative Democracy In and Beyond the University
C.05  Wartime Rhetorics: Military Recruitment, Soldiers Stories and the Current Culture
C.13  Community Literacy: Beyond Service Learning
C.23  Hip-hop Literacies, Adolescent Identities, and Urban Communities: Re-Imagining Writing for African American Youth in 21st Century Contexts
C.34  Colonial Mexico, the Contemporary Jicarilla Apache Reservation, and the U.S.-Mexico Borderlands: Literacy Sponsors and Gateways at Three Understudied Sites
C.41  Toward a Civic Discourse on the Israel-Palestine Conflict
D.20  Troubling Community Writing and Publishing: The Politics of Print and Online Circulation
D.30  You’ve Been Served: Practice and Development of Service Learning for ESL and Writing-Intensive Courses and for Teacher Development
D.35  Empowering Youth Voices: What Universities Can Learn from Community Literacy Nonprofits
E.01  The Rhetoric of Environmentalism: Local Practices and Global Strategies
E.14  Social Riptides in Composition Studies: Praxis as Civic Activism
E.33  The Classroom as Public?
F.32  Performing Hybrid Identities and the Claiming of Public Space
F.33  Three Waves of Theorizing, Historicizing, and Rhetoricizing the Archive
G.02  Teaching Global Issues in Local Contexts: Practicing the Rhetoric of Social Activism
G.07  “Phenomenal Women” Making Waves: African-American Women Using Literacy to Engage in Community and Civic Activism
G.36  Civic Pedagogies in Uncivil Times: Community Activism within Institutional Restraints
G.38  Wright’s Jeremiad and the Rhetorical Construction of Barack Obama: The Politics of Racial Literacy
H.18  When Marginal Literacies Go Public: Resisting Tendencies to Pathologize and Exoticize Students’ Reading and Writing Practices
H.26  Contesting and Changing the Cultural Rhetorics of Breast Reconstruction, Climate Change, Same-Sex Marriage, and Domestic Violence
H.31  Rhetoric and Cross Culturalism: Deliberative Interactivity in African, Indian, and Southern Movements
I.12  CAMPing Out in First-Year Writing: Migrating Xicano Research in Composition Studies
I.18  Rethinking Rhetoric and the Environment
J.02  Dissenting for Peace: Speaking (Fearlessly) to Discourses of Power
J.21  Sailing through the Storm, Negotiating Its Wake, Staring in the Puddles: a Survey of Recent Developments in Service-Learning
J.29  Turning the Academy Inside/Out: Rethinking Community and the Classroom
K.08  Diasporic Asian Rhetorics: Investigating Strategies, Identity, and Representation in Classroom and Online Environments
K.10  Tracing the Stream and Filling the Well: Afrafeminist (Re)Definitions of African Diasporic Women’s Literacies/Compositions and Critical Intellectual Work
K.11  Composing the New Civics: Globalization, Social Change, and Student Agency
K.27  “I Know How You Feel”: The Empathy Challenge in Service-Learning and Community-Based Scholarship
L.05  Public (Ex)Change: Problematic Potentials of Cyber-Civic Discourse
L.31  Beyond Reason: Publics, Intellectuals, and Literacy
M.03  Digital Literacies: Making Waves in Wide Wide Web
“Every CCCC Member Has a Story . . . Tell Us Yours!”

The CCCC and the Newcomers Committee, in partnership with the Digital Archives of Literacy Narratives (DALN) and the NCTE, invites you to tell us a story about reading and composing. We will help you record your story (using either video or audio) and preserve it online where friends, family and students can access it—all within 30 minutes. Join us outside the Exhibit Hall.

Cynthia Selfe, Paul Puccio
Preconvention Activities

WEDNESDAY

March 11

REGISTRATION, 8:00 a.m.–6:00 p.m.
Exhibit Hall, Grand Ballroom B, Grand Ballroom Level

MEETING OF THE CCCC EXECUTIVE COMMITTEE
Continental Ballroom 4, Ballroom Level
9:00 a.m.–5:00 p.m.

NCTE/NCATE Reviewers Training
Yosemite A, Ballroom Level
9:00 a.m.–5:00 p.m.

The Research Network Forum
Continental Ballroom 6, Ballroom Level
9:00 a.m.–5:00 p.m.
Chair: Risa P. Gorelick, Ramapo College of New Jersey, Mahwah
Co-Chair: Deanya Lattimore, Syracuse University, NY
Executive Committee: Risa P. Gorelick, Ramapo College of New Jersey, Mahway
Deanya Lattimore, Syracuse University, Syracuse, NY
Paul Butler, University of Houston, TX
Gina M. Merys, Creighton University, Omaha, NE
Sally Chandler, Kean University, Union, NJ
Mark Sutton, Kean University, Union, NJ
Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis
Katherine V. Wills, Indiana University-Columbus
Lisa J. McClure, Southern Illinois University, Carbondale
Rob Lively, Truckee Meadows Community College, Reno, NV
Brad Lucas, Texas Christian University, Ft. Worth
William Macauley, College of Wooster, OH

IWCA Collaborative @CCCC
Continental Ballroom 3, Ballroom Level
9:00 a.m.–5:00 p.m.
Co-Chairs: Nathalie Singh-Corcoran, West Virginia University, Morgantown
Carol Peterson Haviland, California State University-San Bernardino
Wednesday, 9:00 a.m.–9:00 p.m.

**ATTW Meeting**  
Continental Ballroom 5, Ballroom Level  
9:00 a.m.–5:00 p.m.

**Consortium of Doctoral Programs in Rhetoric and Composition**  
Union Square 3 / 4, Fourth Floor  
1:30–5:00 p.m.

**Poet-to-Poet Wednesday Event**  
Union Square 24, Fourth Floor  
1:30–5:00 p.m.

**Qualitative Research Network**  
Union Square 14, Fourth Floor  
1:30–5:00 p.m.

**Intellectual Property in Composition Studies**  
Continental Ballroom 9, Ballroom Level  
2:00–5:30 p.m.

**Newcomers’ Orientation**  
Imperial Ballroom B, Ballroom Level  
5:15–6:15 p.m.

**Master’s Degree Consortium of Writing Studies Specialists**  
Continental Ballroom 3, Ballroom Level  
6:30–8:30 p.m.

**Coalition of Women Scholars in the History of Rhetoric and Composition**  
Continental Ballroom 2, Ballroom Level  
6:30–8:30 p.m.

**Progressive Special Interest Caucuses and Coalitions**  
Yosemite B, Ballroom Level  
7:00–9:00 p.m.
Half-Day Wednesday Workshops

Note: Each workshop has an enrollment limit of the room capacity. 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 Academic Service-Learning and First-Year Writing Programs: Striving for a Fruitful Fusion
Franciscan C, Ballroom Level
Chair: Marianallet Mendez, St. John’s University, Queens, NY
Speakers: Elizabeth Weaver, St. John’s University, Queens, NY
David Farley, St. John’s University, Staten Island, NY
Sean Murray, St. John’s University, Queens, NY

MW.2 Keeping Multilingual Writers in Mind: How Universal Design Can Lead to Inclusive Pedagogies and Practices (Part I)
Imperial Ballroom B, Ballroom Level
Co-Chair: Christina Ortmeier-Hooper, University of New Hampshire, Durham
Kathryn Nielsen-Dube, Merrimack College, North Andover, MA
Speakers: Angela Dadak, American University, Washington, D.C.
Steve Simpson, University of New Hampshire, Durham
Deborah Crusan, Wright State University, Springfield, OH
Elisabeth Kramer, University of New Hampshire, Durham
Gita DasBender, Seton Hall University, South Orange, NJ
Kathryn Nielsen-Dube, Merrimack College, North Andover, MA
Jill Swavely, Temple University, Philadelphia, PA
Wednesday, 9:00 a.m.–12:30 p.m.

MW.3 Troubling Boundaries: Social Action and Composition
Continental Ballroom 1, Ballroom Level

Co-Chairs: Shereen Inayatulla, University of Wisconsin-Milwaukee
Royal Bonde-Griggs, University of Wisconsin-Milwaukee

Speakers: Steve Parks, Syracuse University, NY, “New City Community Press”
Seth Kahn, West Chester University of Pennsylvania, “Teaching Writing and Rhetoric in the Chester County Peace Movement”
Michael T. MacDonald and John Raucci, University of Wisconsin-Milwaukee, “Public Art and Praxis”
Katie Malcolm and Andre Buchenot, University of Wisconsin-Milwaukee, “Redefining Remediation as a Site for Activist Work: Basic Writing, Distance Education, and Second Class Instructors/Students”
Lee Abbott, University of Wisconsin-Milwaukee “Worker Education Forums: Critique and Improvement of Campus Cross-Union Dialogue”

MW.4 Assigning and Assessing:
Multimodal Composition and Classroom Practice
Imperial Ballroom A, Ballroom Level

Facilitators: Patricia Freitag Ericsson, Washington State University, Pullman, WA, “Challenges of Assigning and Assessing Multimodal”
Carl Whithaus, University of California, Davis, “Situational Assigning/Assessing”
Joddy Murray, Texas Christian University, Fort Worth, “Making Meaning with Images”
Kristin Arola, Washington State University, Pullman, “The Old Becomes New”
Moe Folk, Michigan Technological University, Houghton
Paul Muhlhauser, Washington State University, Pullman
Jody Shipka, University of Maryland, Baltimore County

MW.5 Play/Write: Connecting Games Research to Composition and Rhetoric Studies
Union Square 5/6, Fourth Floor

Chair: Alice Robison, Arizona State University, Tempe
Discussion Leaders: Douglas Eyman, George Mason University, Washington, D.C.
Zachary Waggoner, Arizona State University, Tempe
J. James Bono, University of Pittsburgh, PA
MW.6 Clarification, Collaboration, Commitment: Preparing Faculty, Staff and Students to Combat Plagiarism and Encourage Original Writing
Powell, Sixth Floor

Speakers: Judith Scott, California State University, Fresno
Ida Jones, California State University, Fresno

MW.7 Making Digital Waves in the Two-Year College: Promoting Collaboration through Digital Writing Assignments in the Community College Composition Classroom
Continental Ballroom 8, Ballroom Level

Chair: Brian Lewis, Century College, White Bear Lake, MN
Facilitators: Laurie Lykken, Century College, White Bear Lake, MN, “Building Community in an Online Course: Group Conferencing Online using Adobe Connect and Adobe Presenter (formerly called Breeze Meeting)”
Chey Davis, Delta College, University Center, MI, “Deciphering Cultural Allusions: Creating Visual Maps through WIKI Work”
Monica DiVito, Santa Barbara City College, CA, “Using Internet-Based and Power Point Technologies to Enhance Connections between Reading, The Reader, and Research in Developmental Classes”
Chris Weyandt, Century College, White Bear Lake, MN, “Compiling a Digital Reading Anthology as a Composition Class to Produce Multimodal Group Presentations”
Brian Lewis, Century College, White Bear Lake, MN, “Using Online Peer Review in the Composition Classroom to Facilitate the Creation of Semester-End Electronic Writing Portfolios”

MW.8 Defining and Writing about Racism in the Composition Classroom
Union Square 14, Fourth Floor

Chair: Jennifer Stanton, Bellevue Community College, WA
Facilitator: Scott Nelson, Bellevue Community College, WA
Wednesday, 9:00 a.m.–12:30 p.m.

MW.9  Multigenre Writing: A New Wave of Hybrid, Cross-Genre, and Multimodal Assignments
Union Square 17/18, Fourth Floor

*Chair:* Nancy Mack, Wright State University, Dayton, OH

*Speakers:* Michelle Tremmel, Iowa State University, Ames, “A Multigenre Course: Harnessing the Conceptual Power of Multigenre Writing”
Jayne Moneysmith, Kent State University, Stark Campus, North Canton, OH, “Multiple Voices: Teaching Argument in Composition and Literature”
Linda Adler-Kassner, Eastern Michigan University, Ann Arbor, “Multigenre Projects and Public Literacy: A Campus-Wide Event”
Tom Romano, Miami University, Oxford, OH, “Imagining the Imagined: The Power of Literature-Based Multigenre Papers”
Cindy Meyer Sabik, Gilmour Academy, University Heights, OH, “The Marriage of Image and Text: Alternative Genres and Digital Culture”
Melissa Faulkner, Cedarville University, OH, “Using Multi-Genre writing Assignments to Prepare Students for WAC”
Amber Buck, University of Illinois, Urbana-Champaign, “Writing with Video: Integrating Video into Multigenre Work”
David Seitz, Wright State University, Dayton, OH, “Writing Genre Parodies to Better Understand Rhetoric”
Tammy Schwartz, Miami University, Oxford, OH, “Multidimensional Multigenre: Connecting Social Issues to Genres”
Melissa Toomey, Miami University, Oxford, OH, “Teaching Academic Writing: Multigenre to (Re)Engage Audience and Argument”

MW.10  Access, Relevance, and Diversity as Goals for Organizational Change: The Project Outreach Initiative of the National Writing Project
Union Square 19, Fourth Floor

*Facilitators:* Tom Fox, California State University, Chico
Elyse Eidman-Aadahl, National Writing Project, Berkeley, CA
Heather Bruce, University of Montana, Missoula
Norma Mota-Altman, San Gabriel High School, Alhambra, CA
Denise Patmon, University of Massachusetts, Boston

MW.11  International Writing Scholarship and Collaborative Research: Attending to the Waves Between Continents (Part I)
Union Square 15, Fourth Floor

*Chair:* Tiane Donahue, University of Maine-Farmington

*Discussion Leaders:* Mary Deane, Coventry University Centre for Academic Writing, Coventry, UK, “Interrogating ‘Britannia Rules the Waves’”
Chris Anson, North Carolina State University, Raleigh, “Studying Language Attitudes of College Students across Cultures”
Rebecca O’Rourke, Lifelong Learning Institute, University of Leeds, UK, “Developing Learning Technology for Writing Development from a Pedagogic Standpoint”
Dilek Tolkay, Sabanci University, Istanbul, Turkey, “How and Why WAC Can/Cannot Work in Some Primary/Secondary Schools in Istanbul”
Joelle Adams, Bath Spa University, UK, “Supporting the Academic Writing of Widening Participation Students”
Kathleen Shine Cain, Merrimack College, North Andover, MA, “Cross-cultural Dialogue and the Sustainable Learning Culture”
Gerd Braeuer, Zurich University of Applied Sciences, Winterthur, Switzerland, “QuADEM - Quality Assessment Of Digital Educational Materials for Professional and Academic Writing Skills in European Higher Education”
Amy Zenger, American University of Beirut, Lebanon, “A Design for a Longitudinal Study of Student Writing at the American University of Beirut”
Susan Thomas, University of Sydney, Australia, “Teaching Writing and Promoting Undergraduate Research Through Virtual Exchange”

**MW.12 Biff! Bam! Zoom! Popular Culture Hits the Composition Classroom**

Union Square 22, Fourth Floor

*Discussion Leaders:* Dianna Baldwin, Michigan State University, East Lansing, “Living a Second Life: Virtual Worlds in the Composition Classroom”
Holly Tipton, Middle Tennessee State University, Murfreesboro, “Using South Park to Spark First-Year Writing”
Kathleen Cassity, Hawaii Pacific University, Honolulu and Janine Oshiro, Windward Community College, Kaneohe, Hawaii, “Biff! Bam! Zoom! Popular Culture Hits the Composition Classroom”
Miriam Gustafson, University of New Mexico, Valencia

**MW.13 This Textbook Doesn’t Fit: The Why and How of Custom Publishing**

Continental Ballroom 2, Ballroom Level

*Chair:* Cynthia Baker-Schverak, Brevard Community College, Cocoa, FL
*Speakers:* Anthony Akers, Brevard Community College, Cocoa, FL
Lee Bauknight, Louisiana State University, Baton Rouge
All-Day Wednesday Workshops
9:00 a.m.–5:00 p.m.

W. 1 Transnationalizing/Globalizing Rhetoric and Composition Studies
Union Square 25, Fourth Floor
Speakers: Jennifer Wingard, University of Houston, TX
Rebecca Dingo, University of Missouri, Columbia
Blake Scott, University of Central Florida, Orlando
Gale Coskan-Johnson, Syracuse University, NY
Eileen Schell, Syracuse University, NY
Rachel Riedner, George Washington University, Washington, D.C.
Scott Wible, West Virginia University, Morgantown
Sarah Zurhellen, University of Missouri, Columbia
Maggie McDermott, University of Missouri, Columbia
Yuejiao Zhang, University of Central Florida, Orlando
Joanna Luloff, University of Missouri, Columbia

W.2 “Basic” Writers In and Out of School: A Conversation in Multiple Literacies
Yosemite B, Ballroom Level
Co-Chairs: Shannon Carter, Texas A&M-Commerce
Hannah Ashley, West Chester University, PA
Facilitators: Susan Naomi Bernstein, LaGuardia Community College, CUNY, New York
Kathleen A. Baca, Doña Ana Community College, Las Cruces, NM
Greg Glaau, Northern Arizona University, Flagstaff
Eileen Ferretti, Kingsborough Community College, Brooklyn, NY
Sonya Armstrong, Northern Illinois University, DeKalb
Speakers: Kevin Roozen, Auburn University, AL, “Linking Multiple Literacies: Attending to the Horizontal Dimension of Literate Development”
Dawn Terrick, Missouri Western State University, St. Joseph, “Granting Access and Rewarding Success in a Developmental Writing Program Through the Use of a Student Publication.”
Rebecca Mlynarczyk, KCC and the Graduate School, CUNY, NY, Brooklyn and Deborah Mutnick, Long Island University, Brooklyn, NY, “National Database on Basic Writing: One Year Later”

W.3 Feminist Workshop
Yosemite C, Ballroom Level
Co-Chairs: Layne Craig, University of Texas at Austin
Erin Hurt, University of Texas at Austin
Lisa A. Costello, Georgia Southern University, Statesboro
Wednesday, 9:00 a.m.–5:00 p.m.

Jessica Ketcham Weber, Louisiana State University, Baton Rouge
Allison Gross, University of Washington, Seattle
Jennifer A. Fallas, Bridgewater State College, MA
Emily Hoeflinger, Texas A&M, College Station

Lisa Justine Hernandez, St. Edwards University, Austin, TX, “St. Edwards Students Ending Violence against the Women of Guatemala”
Lisa Harris, University of Michigan, Ann Arbor, “Danger Talk: Narrative Silences, Censorship, Ethical Collisions in Feminist Practice”
Rebekah Buchanan, Temple University, Philadelphia, PA, “‘Zines as Feminist Activism”
T. J. Geiger, Syracuse University, NY, “Our Work is Our Prayer: Scholarship as Spiritual Activism”
Lisa Factora-Borchers, Independent Scholar, Cleveland, OH, “Radical Women of Color in the Blogosphere”
Morgan Gresham, University of South Florida, St. Petersburg, “‘Mother May I’?: A Celebration of Mentoring Around Feminist Activism”
Barbara L’Eplattenier, University of Arkansas Little Rock
Patricia Roberts-Miller, University of Texas at Austin
Kathleen Ethel Welch, University of Oklahoma, Norman, “Women’s Writing and Historical Composition Technologies”

W.4 Developing Long-Term, Reciprocal Relationships with Community Partners
Franciscan D, Ballroom Level

Speakers: Ann Bomberger, Gannon University, Erie, PA
Ann Russell, Madonna University, Livonia, MI, “Three Waves, One Shore: Combining First-Year Insights with Service Learning in a Lab-tied Basic Writing Course”
Kristine Blair, Bowling Green State University, OH, “Multimodal Literacy: Bridging the Gap between the Academy and the Community”
Cara L. Kozma, Wayne State University, Detroit, MI, “Thinking Globally, Writing Locally”
Karyn Hollis, Villanova University, PA, “Writing for the Community: Students as ‘Writing Volunteers’ for Non-Profits”
Carolyn Ross, Stanford University, CA, “Culture Shock: What ‘Work’ Means in Academic and Non-Profit Work Spaces”
Tobi Jacobi, Colorado State University, Fort Collins, “The Challenge of Intergenerational Community Literacy Projects”
Nancy Nester, Roger Williams University, Bristol, RI, “Bonding, Bridging, and Social Change”
Phyllis Hastings, Saginaw Valley State University, MI, “Developing Community Care through Literacy Activities: Reading, Dramatizing, Responding and Writing”
Wednesday, 9:00 a.m.–5:00 p.m.

**W.6  Teaching for Change: Strategies, Obstacles, and Possibilities**

*Union Square 13, Fourth Floor*

*Chair:* Irene Papoulis, Trinity College, Hartford, CT  
*Plenary Speaker:* Peter Elbow, University of Massachusetts, Amherst, “Seeking the Resources We Need for Making a Difference: Stubbornness, Anger, Courage, Trust—and What Else?”  
*Speakers:* Sharon Marshall, St. Johns University, Queens, NY, “Writing Towards Compassion: Transforming the World from the Inside Out”  
Jane Danielewicz, University of North Carolina, Chapel Hill, “Empowering Students to Change Their Lives”  
Irene Papoulis, Trinity College, Hartford, CT, “Emotional Obstacles to Teaching for Change”  
Stan Scott, Bangor Theological Seminary, Portland, ME, “Poetry, Wisdom, and Play as a Route to Change”

**W.7  Encountering Propaganda in Teaching, Scholarship, and Activism**

*Union Square 16, Fourth Floor*

*Chair:* Sarah Jane Sloane, Colorado State University, Fort Collins  
*Discussion Leaders:* Marlia Banning, Colorado University-Boulder  
Sushil K. Oswal, University of Washington, Tacoma  
Tom Huckin, University of Utah, Salt Lake City  
M. J. Braun, University of West Florida, Pensacola  
Alexandra Hidalgo, Purdue University, West Lafayette, IN  
Harriet Malinowitz, Long Island University, Brooklyn, NY  
Don Lazere, University of Tennessee, Knoxville  
William Thelin, University of Akron, OH  
Heather Bruce, University of Montana, Missoula  
Gae Lyn Henderson, Utah Valley University, Orem

**W.8  Writing Teachers Writing**

*Mason, Sixth Floor*

*Chair:* John Boe, University of California, Davis  
*Speakers:* Lynn Bloom, University of Connecticut, Storrs, “Feeding Hungers: Body, Soul, Spirit”  
John Boe, University of California, Davis, “Remembering our Teachers”  
Rebecca Faery, Massachusetts Institute of Technology, Cambridge “Writing Our Stories”
Doug Hesse, University of Denver, CO, “Connecting Private to Public”
Mike Heller, Roanoke College, VA, “Writing about our Spiritual Journeys”
Libby Jones, Berea College, KY, “Wordplay”

W.9  Rhetorical Grammar and Genre Studies
Union Square 20, Fourth Floor

Speakers: Deborah Dean, Brigham Young University, Provo, UT
Craig Hancock, University at Albany, NY, “The Grammar of Narrative”
Cornelia Paraskevas, Western Oregon University, Monmouth, “Rhetorical Grammar: The New Paradigm”
Rei Noguchi, California State University, Northridge, “The Grammar and Style of the Formal Outline”
Deborah Rossen-Knill, University of Rochester, NY, “The Grammar of Scientific Texts”

W.10  Adjuncts and Allies
Union Square 23, Fourth Floor

Speakers: Gregory Zobel, College of the Redwoods, Eureka, CA
Joe Berry, University of Illinois at Urbana-Champaign,
Monica Jacobe, Catholic University of America, Washington, D.C.
Sue Doe, Colorado State University, Fort Collins
Betsy Smith, Cape Cod Community College, West Barnstable, MA
Sandra Baringer, University of California, Riverside
Robert Samuels, University of California, Los Angeles
Marc Bousquet, Santa Clara University, CA
Eileen Schell, Syracuse University, NY

W.11  Research in Genre
Union Square 1 / 2, Fourth Floor

Chair: Amy Devitt, University of Kansas, Lawrence

Speakers: Anis Bawarshi, University of Washington, Seattle, and Mary Jo Reiff, University of Tennessee, Knoxville, “Tracing Discursive Resources: The influence of Prior Genre Knowledge”
Doreen Starke-Meyerring and Anthony Pare, McGill University, Montreal, Quebec, Canada, “Meta-Genres of Dissertation Writing: A Multi-Institutional Analysis”
Tosh Tachino, University of Winnipeg, Manitoba, Canada, “Theorizing Uptake: Intertextual Network and Intermediary Genres”
Chris Minnix, University of Arizona, Tucson, “The Rhetoric of ‘Never Again’: International Apologia for Genocide and Activist Uptakes”
Ann M. Feldman, University of Illinois at Chicago, “Genre Tools for Community-University Project Planning”
Carolyn R. Miller, North Carolina State University, Raleigh, “New Genre Claims: Why Is There So Much Genre Talk Out There?”
Half-Day Wednesday Workshops
Afternoon: 1:30–5:00 p.m.

AW.1 Making Cross-Cultural Connections: Global Learning in Composition Classes and Writing Centers
Continental Ballroom 1, Ballroom Level
Chair: Alyssa O’Brien, Stanford University, CA
Speakers: Helle Rytkonen, Stanford University, CA, “Understanding Globally Situated Knowledge, U.S.-Scandinavian Perspectives”
Alyssa O’Brien, Stanford University, CA, “Developing a Curriculum in Global Learning”
Christine Alfano, Stanford University, CA, “Re-Wiring Composition Pedagogy for Global Learning”
Sanaa Makhlouf, The American University of Cairo, Egypt, “Technology, Culture, Disability: an Egyptian Perspective”
Susan Thomas, The University of Sydney, Australia, “WPA Strategies for Internationalizing Rhetoric and Composition: The View from Australia”

AW.2 Keeping Multilingual Writers in Mind: How Universal Design Can Lead to Inclusive Pedagogies and Practices (Part 2)
Imperial Ballroom B, Ballroom Level
Co-Chairs: Michelle Cox, Bridgewater State College, MA
Steve Simpson, University of New Hampshire, Durham
Speakers: Gail Shuck, Boise State University, ID
Michelle Cox, Bridgewater State College, MA
Dana Ferris, University of California, Davis
Carol Severino, University of Iowa, Iowa City

AW.3 “Here We Are”: Making Waves in the Teaching of American Indian Texts
Continental Ballroom 8, Ballroom Level
Chair: Rose Gubele, Central Michigan University, Mt. Pleasant
Facilitators: Joyce Rain Anderson, Bridgewater State College, MA
Lisa King, University of Kansas, Lawrence
Qwo-Li Driskill, Texas A&M University, College Station
Angela Haas, Michigan State University, East Lansing
AW.4 Digital Writing Assessment: Designing and Evaluating Multimodal Assignments, Courses, and Programs

Imperial Ballroom A, Ballroom Level

**Facilitators:** Jason Palmeri, Miami University, Oxford, OH
Heidi McKee, Miami University, Oxford, OH
Cynthia Lewiecki-Wilson, Miami University, Oxford, OH
Aurora Matzke, Miami University, Oxford, OH
Bre Garrett, Miami University, Oxford, OH
Joseph Cheatle, Miami University, Oxford, OH
Michele Polak, Hobart and William Smith Colleges, Geneva, NY
Caroline Dadas, Miami University, Oxford, OH
Abby Dubisar, Miami University, Oxford, OH
Denise Landrum, Miami University, Oxford, OH
Ann Updike, Miami University, Oxford, OH

AW.5 Changing Stories through Public Assessment, Research, and Teaching: The WPA-NMA Workshop

Franciscan Ballroom C, Ballroom Level

**Facilitators:** Linda Adler-Kassner, Eastern Michigan University, Ypsilanti
Glenn Blalock, Baylor University, Waco, TX
Peggy O’Neill, Loyola College, Baltimore, MD
Dominic DelliCarpini, York College of Pennsylvania
Susan Marie Harrington, University of Vermont, Burlington
Linda Bergmann, Purdue University, West Lafayette, IN
Joel Wingard, Moravian College, Bethlehem, PA
Wednesday, 1:30 p.m.–5:00 p.m.

**AW.6  Charting Historical Waters: Articulating Strategies for Archival Research**

Union Square 5 / 6, Fourth Floor

**Co-Chairs:** Michelle Niestepski, Northeastern University, Boston, MA
Katherine Tirabassi, Keene State College, NH

**Facilitators:** Robert Schwegler, University of Rhode Island, Kingston
John Brereton, Boston Athenaeum, MA

**Speakers:**
- Jean Ferguson Carr, University of Pittsburgh, PA, “Working with Archives”
- Ryan Skinnell, Arizona State University, Tempe, “When the Archive Finds You: A Crossroads”
- O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT, “Engaging Living Archives: Re-imprinting the Past”
- Chris Warnick, College of Charleston, SC, “Making Sense of 1960s-Era Student Writing Archives”
- Wendy Sharer, East Carolina University, Greenville, NC and Alexis Ramsey, Eckerd College, St Petersburg, FL, “Collecting Archival Methodologies for Composition and Rhetoric”
- Michelle Niestepski, Northeastern University, Boston, MA, “The “Found” Archive: A Writing Department’s Filing Cabinet”
- Katherine Tirabassi, Keene State College, NH, “Journeying into the Archive”

**Respondents:**
- David Schwalm, Arizona State University, Tempe
- Karen Schwalm, Glendale Community College (Retired), AZ

**AW.7  “Tear down the Wall”: Bridging Institutional Differences through Third Wave Collaborative Faculty Development**

Powell, Sixth Floor

**Chair:** Lynne Crockett, Sullivan County Community College, Loch Sheldrake, NY

**Speakers:**
- Jan Schmidt, State University of New York at New Paltz
- Lynne Crockett, Sullivan County Community College, Loch Sheldrake, NY
- Rachel Rigolino, State University of New York at New Paltz
- Penny Freel, State University of New York at New Paltz
- Lisa Lindquist, Sullivan County Community College, Loch Sheldrake, NY
- Pauline Uchmanowicz, State University of New York at New Paltz
- Paul Reifenheiser, Sullivan County Community College, Loch Sheldrake, NY
AW.8  Latina/o Pedagogy, Research, and Service: A Workshop Sponsored by the NCTE Latino/a Caucus

Union Square 19, Fourth Floor

**Co-Chairs:** Cecilia Rodríguez Milanés, University of Central Florida, Orlando
Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing

**Facilitators:** Octavio Pimentel, Texas State University-San Marcos
Aja Y. Martinez, University of Arizona, Tucson
Damián Baca, University of Arizona, Tucson
Renee Moreno, University of California, Northridge
Iris Ruiz, University of California, San Diego
Lisa Roy-Davis, Collin College, Plano, TX

AW.9  Diversity, Community, and Technology: A Workshop for New and Veteran Teachers of Technical and Professional Communication

Union Square 15, Fourth Floor

**Chair:** K. Alex Ilyasova, University of Colorado, Colorado Springs

**Speakers:** Sandy Dorley, Conestoga College, Kitchener, Ontario, Canada and Meg Morgan, Technical/Professional Writing Program, Charlotte, NC, “Teaching Technical-Professional Communications (TPC) in a Diverse Classroom”
K. Alex Ilyasova, University of Colorado, Colorado Springs and Michael Moore, Michigan Technological University, Houghton, “Community Literacy and Service Learning as Sites for Non-Academic Communication Teaching and Learning”

AW.10  Research outside R1: Designing Workable Projects and Drafting Book Proposals

Union Square 7, Fourth Floor

**Discussion Leaders:** Bianca Falbo, Lafayette College, Easton, PA
Stephen Ruffus, Salt Lake Community College, UT
Carol Rutz, Carleton College, Northfield, MN
Beverly Moss, Ohio State University, Columbus
Joseph Harris, Duke University, Durham, NC
Betsy Verhoeven, Duke University, Durham, NC
**AW.11** International Writing Scholarship and Collaborative Research: Attending to the Waves Between Continents (Part II)

Union Square 17/18, Fourth Floor

*Chair:* Cinthia Gannett, Fairfield University, CT

*Discussion Leaders:* Joan Mullin, Illinois State University, Normal, and Margo Blythman, University of the Arts, London, UK, “Appropriating and Building Knowledge across Borders: What Art Has to Teach Us about Intellectual Ownership and Plagiarism”

Lucy Rai, The Open University, Milton Keynes, UK, “Fit for Purpose? An Evaluation of Practice-Oriented Academic Writing across International Contexts”

Mary McKeever, University of Portsmouth, UK, “A Genre-based Discipline-specific Approach to the Integration of the Teaching of Academic Writing into the Curriculum”

Birgitta Ramsey, Southeastern Louisiana University, Hammond, “Composition Programs and Practices in Sweden: What Can They Teach the United States?”

Mary Scott, Institute of Education, University of London, UK, and Joan Turner, Goldsmiths University of London, UK, “What is ‘Proofreading’ Really All About?: An International Perspective”

**AW.12** Disabling the Master’s Tools: Advocating Language Rights in the Composition Classroom

Union Square 22, Fourth Floor

*Chair:* Geneva Smitherman, Michigan State University, East Lansing

*Facilitators:* Terry Carter, Southern Polytechnic State University, Marietta, GA

Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis

Rashidah Jaami 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.13** Innovate, Assess, Sustain: Writing pedagogy and Web 2.0

Continental Ballroom 7, Ballroom Level

*Chair:* Colleen A. Reilly, University of North Carolina, Wilmington

*Facilitators:* Rochelle L. Rodrigo, Mesa Community College, AZ

Susan Miller-Cochran, North Carolina State University, Raleigh

Anthony T. Atkins, University of North Carolina, Wilmington

Matt Davis, Florida State University, Tallahassee

Kate Hagopian, North Carolina State University, Raleigh

Alisa Cooper, South Mountain Community College, Phoenix, AZ
AW.14  The Pleasures of Teaching Composition: Reading and Responding to Student Writing
Continental Ballroom 2, Ballroom Level

Chair: Nancy Sommers, Harvard University, Cambridge, MA
Discussion Leaders: Deborah Coxwell Teague, Florida State University, Tallahassee
Howard Tinberg, Bristol Community College, Attleboro, MA
Carmen Werder, Western Washington University, Bellingham
Jennifer Locke Whetham, Green River Community College, Seattle, WA
Terry Myers Zawacki, George Mason University, Falls Church, VA
Thursday, 7:00 a.m.–6:00 p.m.

THURSDAY

March 12

REGISTRATION, 8:00 a.m.–6:00 p.m.
Exhibit Hall, Grand Ballroom B, Grand Ballroom Level

EXHIBITS, 10:00 a.m.–6:00 p.m.
Exhibit Hall, Grand Ballroom B, Grand Ballroom Level

Newcomers’ Coffee Hour, 7:00–8:15 a.m.
Grand Ballroom A, Grand Ballroom Level

Nominating Committee
Union Square 19, Fourth Floor
3:00–5:00 p.m.

“Every CCCC Member Has a Story . . . Tell Us Yours!”
The CCCC and the Newcomers Committee, in partnership with the Digital Archives of Literacy Narratives (DALN) and the NCTE, invites you to tell us a story about reading and composing. We will help you record your story (using either video or audio) and preserve it on line where friends, family and students can access it—all within 30 minutes. Join us outside the Exhibit Hall.
Cynthia Selfe, Paul Puccio
Opening General Session
Continental Ballroom 4/5/6, Ballroom Level
8:30–10:00 a.m.

**Presiding:** Marilyn Valentino, Program Chair/CCCC Associate Chair, Lorain County Community College, Elyria, OH

**Greetings:** Michael Larkin, University of California, Berkeley
Doug Hesse, University of Denver, CO
Kylene Beers, NCTE President, Reading and Writing Project, Teachers College, New York, NY
Sandie McGill-Barnhouse, Rowan-Cabarrus Community College, Salisbury, NC

**Scholars for the Dream—2009 Recipients**
Maryam Elena Jamali Ashtiani, California State University, Fresno: B.19
Lina Buffington, Philadelphia Futures, Pennsylvania: J.29
Jason B. Esters, Lincoln University, Pennsylvania: M.29
David F. Green, Jr., Penn State University, University Park: C.20
Janie Jaramillo-Santoy, Texas Tech University & Texas State Technical College-Harlingen: J.08
Marissa M. Juárez, University of Arizona, Tucson: G.29
Wen Ma, Le Moyne College, Syracuse, NY: B.08
Sarah Nieto Olivas, Texas State University-San Marcos: C.03
Bettina Ramón, Texas State University-San Marcos: N.22
Michelle Bachelor Robinson, University of Louisville, KY: B.13

**Scholars for the Dream Travel Award Committee**

*Chair:* Asao B. Inoue, California State University-Fresno
René Agustín De los Santos, DePaul University, Chicago, IL
Andrea Lunsford, Stanford University, CA
Cecilia Rodríguez Milanés, University of Central Florida, Orlando
Octavio Pimentel, Texas State University, San Marcos

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.
Thursday, 8:30–10:00 a.m.

Chairs’ Memorial Scholarship—2009 Recipients
Tabetha Adkins, University of Louisville, KY
Michael Harker, The Ohio State University, Columbus
Susan Meyers, University of Arizona, Tucson
Ehren Pflugfelder, Purdue University, West Lafayette, IN

Chairs’ Memorial Scholarship Award Committee
Chair: Irwin Weiser, Purdue University, West Lafayette, IN
Akua Duku Anokye, Arizona State University, West, Phoenix
Amy Devitt, University of Kansas, Lawrence
Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA
Douglas D. Hesse, University of Denver, CO

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.

Previous Chairs’ Memorial Scholarship Winners
2008: J. James Bono, Rasha Diab, Hyechong Park, Kate Vieira
2007: Celeste Del Russo, Spencer Salas, Lee Shenandoah Vasquez, Richard LeMoine Wright
2006: Rachel Brooks-Pannell, Lisa Dush, Melanie Kill, Iswari P. Pandey

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.
Victor Villanueva, winner of the 2009 CCCC Exemplar Award, will speak.

Exemplar Award Committee
Chair: Sharon Mitchler, Centralia College, WA
Elizabeth Flynn, Michigan Technological University, Houghton
Zan Meyer Gonçalves, Franklin Pierce College, Rindge, NH
Paul M. Puccio, Bloomfield College NJ
Judith A. Wootten, Kent State University, Salem Campus, OH

Previous Award Winners:
2008 Patricia Bizzell 2002 Art Young 1996 Edward P. J. Corbett
2007 Peter Elbow 2001 Lynn Q. Troyka 1995 James L. Kinneavy
2006 David Bartholomae 2000 Murial Harris 1994 Andrea Lunsford
Chair’s Address
THURSDAY

8:30–10:00 a.m.

The Wonder of Writing
Continental Ballroom 4/5/6,
Ballroom Level

We all in this profession experience viscerally the power of writing. We feel writing’s power to connect us with the world and with others. It transports us deep within ourselves and widely across distances, time, culture, and community. This wondrous practice of writing is a human invention, or rather a series of technological, symbolic, communicative, and social inventions expanding and ramifying through five thousand years. Over that time, the human collective has saturated the lived world of face to face relations with texts and textual practices, transforming daily life and ourselves. Some of these transformations have concentrated the power of writing in a few hands, but some have made pens widely available for many to inscribe their interests, needs, and perceptions into powerful discussions and institutions, if only they could learn to wield the power of those pens.

As teachers of writing we have the joyful task of accompanying our students as they learn to taste this power and discover who they can become in our text-saturated world, in the built symbolic environment, in the great intertext that provides the cognitive infrastructure of the information, communication age. Our professional organization, the CCCC within the NCTE (along with the family of writing organizations it has spawned), is the largest voice for writing and the teaching of writing in the United States. With a heightened international interest in writing, we also have a potential leadership role in fostering global dialogues. But just as with our own writing and teaching, we need to work hard to bring these potentials into being.

Charles Bazerman is Professor of Education in the Gevirtz Graduate School of Education of the University of California, Santa Barbara. He has taught at Baruch College, Georgia Institute of Technology, University of Louisville, Cornell University, National University of Singapore, Universidade Federale de Pernambuco, and PS93K elementary school in Brooklyn. His work has been translated into Portuguese, Italian, French, Spanish, and Chinese. The Languages of Edison’s Light, Shaping Written Knowledge and related articles study the historical emergence of writing as a vehicle of knowledge creation and social action. He has articulated, through a series of articles, a...
socio-rhetorical theory of writing which he is elaborating in a book in progress. Edited and co-edited volumes such as *Traditions of Writing Research, Genre in a Changing World and Textual Dynamics of the Professions, Writing Selves/Writing Societies, What Writing Does and How It Does It*, and the *Handbook of Research on Writing* reflect his concern to build communities of writing research internationally. His classroom textbooks include *The Informed Writer: Using Sources in the Disciplines; Informed Reader; and Involved: Writing for College, Writing for Your Self*. He is a founding organizer of the Research Network Forum, the Consortium of Graduate Programs in Rhetoric and Composition, and Rhetoricians for Peace.
A Sessions
10:30–11:45 a.m.

Featured Session

Sixty Years of CCCC History:
Some Pivotal Moments
Continental Ballroom 4/5/6, Ballroom Level

Chair: Deborah H. Holdstein, CCC Editor, Columbia College Chicago

While it would be impossible to detail the controversies, pedagogies, history-making movements, and significant scholarly and research milestones of CCCC history, the panelists in this session hope to raise just a few of them, indicating, if only briefly, the ways in which the organization has shaped and changed the teaching and learning of writing.

Jeffrey Sommers

Cynthia Selfe
Ohio State University, “The Matter of Multimodal Composition”

Charles Schuster
University of Wisconsin, Milwaukee, “An Argument on Behalf of Aesthetics”

Deborah H. Holdstein

Keith Gilyard
The Pennsylvania State University, “Students’ Right”

Patricia Bizzell
College of the Holy Cross, “The Bartholomae-Elbow Debate”
Thursday, 10:30–11:45 a.m.

**Theory**

**A.01 Un/Documented Literacies: Rewriting Cultural Citizenship in the United States**  
Continental Ballroom 9, Ballroom Level  
*Chair:* Deborah Brandt, University of Wisconsin-Madison  
*Speakers:*  
- Kate Vieira, University of Wisconsin-Madison, “Portuguese-language Literacy and Assimilation, in a Changing Immigrant Community”  
- Amy Wan, Queens College-CUNY, “In the Name of Citizenship”

**Practices of Teaching Writing**

**A.02 Responding to Student Writing**  
Franciscan Ballroom A, Ballroom Level  
*Chair:* Carol D. Bollin, Western Illinois University, Macomb  
*Speakers:*  
- Mary Scott, Institute of Education London, England, “Reconceptualising Written Feedback on Students, Writing: From Text Type to Ideological Complexity”  
- Jennifer Marlow, University at Albany, SUNY, “Reading Is Believing: Responding to Student Texts in Digital Spaces”  
- Scott O’Callaghan, Southern Vermont College, Bennington, VT, “Waves of Response: How Response Patterns Change across All Responses in One Semester of College Teaching”
Thursday, 10:30–11:45 a.m.

**Composition/Writing Programs**

**A.03 Beyond the CompRhet Doctorate: Writing History and Theory**
Golden Gate 5, Lobby Level

*Chair:* T. Kenneth Fountain, Case Western Reserve University, Cleveland, OH

*Speakers:* Kurt Koenigsberger, Case Western Reserve University, Cleveland, OH, “Writing Research Methods for a New Millennium”
Kimberly Emmons, Case Western Reserve University, Cleveland, OH, “Teaching Writing Teaching: Pedagogy and/as History and Theory of Writing”
Chalet Seidel, Case Western Reserve University, Cleveland, OH, “Composing the Writing History and Theory Dissertation”

**Information Technologies**

**A.04 Avatars and Representation in Second Life (tm): Sexuality, Literacy, and Fashion**
Yosemite A, Ballroom Level

*Chair:* Randal Woodland, University of Michigan–Dearborn

*Speakers:* Randal Woodland, University of Michigan–Dearborn, “Representing Gender and Sexuality”
Achariya Rezak, University of Georgia, Athens, GA, “The Literacy of Reading the Self”

**Composition/Writing Programs**

**A.05 Learning Communities in Context Collaboration and Across the Disciplines**
Continental Ballroom 3, Ballroom Level

*Chair:* Kelly Ritter, University of North Carolina, Greensboro

*Speakers:* Paul Walker, Murray State University, KY, “Writing and Context in Learning Communities”
Patricia Morelli, University of Hartford, West Hartford, CT, “Riding the Learning Community Wave: The Ripple Effects for Cross-disciplinary Academic Literacies”
Carrie Matthews, University of Washington, Seattle, “WID Programs and Opportunities for Cross-level Collaboration at State Universities”
Thursday, 10:30–11:45 a.m.

Theory

A.06  Social Class and the Teaching of Writing: The New Wave of First-generation College Students and the Coming Challenge to Traditional Four-year University Pedagogy
Franciscan Ballroom C, Ballroom Level
Chair: James Zebroski, University of Houston, TX
Speakers: James Zebroski, University of Houston, TX, “From Argument to Inquiry: Theorizing the Composition Research Course as Site of Student Disciplinary Critique”
Nancy Mack, Wright State University, Dayton, OH, “The Imposter Syndrome as Academic Identity Conflict: A Pedagogy of Welcome for Working Class Students”
Joddy Murray, Texas Christian University, Fort Worth, “Non-traditional Students, Work, and the Multimedia Classroom”

Academic Writing

A.07  Strategies for Teaching Original, Ethical, and Scholarly Writing
Union Square 17/18, Fourth Floor
Chair: Barbara Gleason, CUNY
Speakers: Louisa Kramer-Vida, Long Island University, Brookville, NY, “Turnitin.com: Graduate Students Discover What Their High School Peers Already Know”
Mary Bantell, Texas A&M University, Corpus Christi, “Relational Teaching Strategies to Support Ethical and Scholarly Writing Development”

Practices of Teaching Writing

A.08  Ecocomposition in Practice: Space, Service, and Subjectivity in the First-Year Writing Classroom
Taylor, Sixth Floor
Chair: Christine Dvornik, University of California, Santa Barbara
Speakers: Rebecca Cantor, Claremont Graduate University, CA, and University of Michigan–Dearborn “‘Let Nature Be your Teacher’: Service-based Learning in the Composition Classroom”
Danelle Dyckhoff, Claremont Graduate University, CA, “Composing Shared Space: Investigating the Conflict between Identity and Environment”
Mary Stroud, Loyola Marymount University, Los Angeles, CA, “Subject Activist: The Status of the Political Subject in the Postmodern Ecocomposition Classroom”
Composition/Writing Programs

A.09 Assessment Initiatives for Writing Centers
Mason, Sixth Floor

Chair: John Hyman, American University, Washington, D.C.

Speakers: Judy Arzt, St. Joseph College, West Hartford, CT, “Riding the Wave: Best Practices for Online Tutoring”

James Warren Boyd, San Francisco State University, CA, “Talk to Me: The Evolution of an Online Academic Support Environment for Writing Center Tutors”

Michelle Deal, University of Massachusetts, Amherst, “Convergences of Talk and Text: A Qualitative Assessment of Writing Center Tutorials”

Composition/Writing Programs

A.10 Thinking Big and Making It Happen: Stories, Strategies, and Lessons Learned from Several Large, Recently Created Writing Programs
Imperial Ballroom A, Ballroom Level

Chair: Derek Owens, St. John’s University, Queens, NY


Emily Isaacs and Melinda Knight, Montclair State University, Montclair, NJ, “The Centers for Writing Excellence Phenomenon”

Derek Owens, St. John’s University, Queens, NY, “How Luck, Timing, and Perseverance Resulted in an Institute for Writing Studies—and How Collaborative Leadership Keeps It Going”

Doug Hesse, University of Denver, CO, “Sustainability after the Honeymoon: Or, ‘You’ve had a gee-whiz writing program. So what’s it to you—and to us?’”

Professional and Technical Writing

A.11 Technical Writing Made Public
Golden Gate 2, Lobby Level

Chair: Kimberly Edwards, Tidewater Community College, Chesapeake, VA

Speakers: Elizabeth Giddens, Kennesaw State University, GA, “Creating a Rhetorical Space for Environmental Literacy: The Great Smoky Mountains Association’s Symmetrical Communication Strategy”

Jennifer Bay, Purdue University, West Lafayette, IN, “Rapid Web Design as a Response to Crisis”

Michelle Eble, East Carolina University, Greenville, NC, “Digital Delivery and Interaction: Tagging, Aggregation, and Distribution”

David Kellogg, Northeastern University, Boston, MA, “Slow as a Melting Glacier: Climate Change, Chronographia, and the Rhetoric of Denial”
Thursday, 10:30–11:45 a.m.

Research

A.12 Peer Review Reviewed: Empirically Examining the New Contact Zones of the Writing Classroom

Imperial Ballroom B, Ballroom Level

Chair: Stephanie Kerschbaum, University of Delaware, Newark

Speakers: Stephanie Kerschbaum, University of Delaware, Newark, “Peer Review as Contact Zone: Interrelating the Personal and the Academic through Narrative”
Jennifer Haley, University of Arizona, Tucson, “Ethos and Agency in Peer Response Groups: De-centering Student Authority?”
Erica Cirillo-McCarthy, University of Arizona, Tucson, “Did They Really Say They Hated Peer Response?: How Classroom Research Generates Waves in Instructor Positionality and Classroom Practice”
Sarah Spring, Texas A&M University, College Station, “The Many Faces of Peer Review: The Reality of Soliciting Student Feedback in the Computer Composition Classroom”

Theory

A.13 Knowing, Doing, and Making Comics in Rhetoric and Composition

Golden Gate 4, Lobby Level

Chair: Jan Holmevik, Clemson University, SC

Speakers: Jason Helms, Clemson University, SC, “Figure, Discourse: Post-critical Comics”
Joshua Hilst, Clemson University, SC, “Gutter Talk: Another Idiom of Rhetoric”
Sergio Figueiredo, Clemson University, SC, “Exploring a Multimodal Writing Process: Brainstorming/Outlining Visually for a Visual Project”

Information Technologies

A.14 Emerging Technologies, Cyborg Futures?: Human Rights, Literacy, and Disability

Union Square 23/24, Fourth Floor

Chair: Melissa Knous, Texas A&M University-Commerce

Speakers: Beatrice Quashtie Smith, Illinois State University, Normal, “Identities, Literacies, and Cyber Work”
Liz Canfield and Bonnie Orzolek, Virginia Commonwealth University, Richmond, “Cyborg Theories, Meatspace Realities: How Technology Can ‘Make Waves’ in the First-year Writing Seminar”
Composition/Writing Programs

A.15 Enticing Rhetoric: The Mutual Attraction of Composition and Oral Communication Pedagogies

Golden Gate 1, Lobby Level

Chair: Hillory Oakes, St. Lawrence University, Canton, NY

Speakers: Traci Fordham-Hernandez, St. Lawrence University, Canton, NY, “Enticing to Speak: The Oral Communication Institute”

Hillery Oakes, St. Lawrence University, Canton, NY, “Enticing to Write: The Summer Writing Institute”

Kirk Fuoss, St. Lawrence University, Canton, NY, “Enticing to Communicate: The Rhetoric and Communication Institute”

Language

A.16 Transnational English(es) and U.S. Composition: From Global to Glocal

Union Square 22, Fourth Floor

Chair: Bruce Horner, University of Louisville, KY

Speakers: Bruce Horner, University of Louisville, KY, “Transnational English(es) and U.S. Composition: From Global to Glocal”

John Trimbur, Emerson College, Boston, MA, “After Apartheid: Changing Representations of English in South Africa”

Catherine Prendergast, University of Illinois Urbana-Champaign, “Breaking Our Global Addiction to Paper”

Suresh Canagarajah, Pennsylvania State University, State College, “The Limits of Hybridity: Transnational Identities in Academic Publishing”

Min Lu, University of Louisville, KY, “Reading in Translation: From English Only to Transcultural Dispositions”

Respondent: Paul Kei Matsuda, Arizona State University, Tempe

Research


Yosemite C, Ballroom Level

Chair: Laurie Stapleton, Stanford University, CA

Speakers: Paul Rogers, George Mason University, Fairfax, VA, “Dialogic Interaction, Fine Tuning, and the Leading Edge of Writing Development”

Jenn Fishman, University of Tennessee, Knoxville, “Writing Is What Writing Does”

Andrea Lunsford, Stanford University, CA, “Today’s Students and Textual Ownership”

Respondent: Erin Krampetz, Ashoka, Washington, D.C.
Thursday, 10:30–11:45 a.m.

**Composition/Writing Programs**

**A.18  ALP: A New Model for Mainstreaming Basic Writers**
Golden Gate 3, Lobby Level

*Chair:* Peter Adams, Community College Baltimore County, MD

*Speakers:* Peter Adams, Community College Baltimore County, MD, “Report on Results of Accelerated Learning Approach to Mainstreaming After Three Semesters”
Anne Roberts, Community College Baltimore County, MD, “Teaching an Accelerated Learning Class”
Cheryl Scott, Community College Baltimore County, MD, “Overview of the Accelerated Learning Program”

**Academic Writing**

**A.19  Re-invigorating Traditional Research Assignments in First-Year Writing**
Franciscan Ballroom D, Ballroom Level

*Chair:* David Hurst, College of the Sequoias, Clovis, CA

*Speakers:* Debbie Weaver and Lindee Owens, University of Central Florida, Orlando, “How to Get Students in the Water: Teaching FYC Students the Benefits of Research”
Donald Ross, University of Minnesota, Minneapolis, “Processes of Writing, Reading, and Research”

**Composition/Writing Programs**

**A.20  Questioning Timed Writing and Portfolio Assessment**
Union Square 25, Fourth Floor

*Chair:* Kim Crowley, Concordia College, Moorehead, ND

*Speakers:* Monique Leslie, Morgan State University, Baltimore, MD, “Re-thinking Writing Portfolios for Minority Students”
Danny Sexton, Borough of Manhattan Community College, New York City, NY, “A Modest Proposal: Restructuring How We Use the In-class Essay and Making it an Effective Tool for the Teaching of Writing”
Ann Del Principe, Kingsborough Community College, CUNY, Brooklyn “Rough Waters in Portfolio Assessment: Teachers’ Varied Approaches to Assessing Portfolios Containing Timed and Revised Writing”
**Community, Civic & Public**

**A.21 From Textile Mills to the Entrepreneurial University: Confronting the Political Economics of Writing**

Yosemite B, Ballroom Level

*Chair:* Mary Ann Cain, Indiana University-Purdue University, Fort Wayne  
*Speakers:* Tony Scott, University of North Carolina at Charlotte, “Creating Critical Spaces for Writing in the Entrepreneurial University”  
Sally Griffen, University of North Carolina at Greensboro, “Lintheads and Barons: Rhetorics of Power and Struggle in a Textile Mill Town”  

**Research**

**A.22 Research Redux: Rethinking Assumptions about Literacy through Quantitative Methodologies**

Continental Ballroom 7, Ballroom Level

*Chair:* Michael Williamson, Indiana University of Pennsylvania  
*Speakers:* Jennifer Kunka and John Sutton, Francis Marion University, Florence, SC, “Error and Ethos: Revisiting Professionals’ Conceptions of Grammar through Quantitative Research”  
Natalie Stillman-Webb and Maureen Mathison, University of Utah, Salt Lake City, “Belief and Giftedness: Revisiting Students’ Conceptions of Writing through Multimodal Research”  
Matthew Nelson, Francis Marion University, Florence, SC, “Articulation and Expectation: Revisiting the Relationship between High School English and First-Year Composition through Quantitative Research”

**Practices of Teaching Writing**

**A.23 When Writers Teach the Teaching of Writing**

Franciscan Ballroom B, Ballroom Level

*Chair:* Rona Kaufman, Pacific Lutheran University, Tacoma, WA  
*Speakers:* Jeffrey Buchanan, Youngstown State University, OH  
Jennifer Sinor, Utah State University, Logan  
Rona Kaufman, Pacific Lutheran University, Tacoma, WA
Thursday, 10:30–11:45 a.m.

History

A.24 Out to Sea and Back Again?: Considering the Future of Rhetoric and Composition by Looking at the Past
Union Square 14, Fourth Floor

Chair: Fawn Musick, Lubbock Christian University, TX

Speakers: Jamie White-Farnham, University of Rhode Island, Kingston, “The Rise and Fall of the ‘Staff Room Interchange’”
Kim Moreland, University of Wisconsin-Madison, “Bakhtin and Rhetoric Redux”

Theory

A.25 Writing and Complexity: Experiencing, Knowing, and Representing Reality
Golden Gate 8, Lobby Level

Chair: Carolyn R. Miller, North Carolina State University, Raleigh

Speakers: Marilyn Cooper, Michigan Technological University, Houghton, “How Things Seem To Be: On the Experience of Agency”
Byron Hawk, George Mason University, Fairfax, VA, “What the Representative Body Can Do: On Mapping and Representation”

Practices of Teaching Writing

A.26 Writing for Multiple Purposes: Place and Genre
Union Square 15/16, Fourth Floor

Chair: Jill Kronstadt, Montgomery College, Washington, D.C.

Speakers: Deborah Campbell, Queens University of Charlotte, NC, “Walk with Me: Writing as a Means of Encountering the ‘Other’”
Trela Anderson, Fayetteville State University, NC, “Composition and Creative Nonfiction: A Likely Pair”
Kate Mele, Roger Williams University, Bristol, RI, “Travelblogging Ireland: Making Waves on the Web”
Information Technologies

A.27 Beyond Plagiarism
Lombard, Sixth Floor

Chair: Andrea Beaudin, Southern Connecticut State University, Windsor
Speakers: Jim Lee, Texas A&M University-Corpus Christi, “Improving Writing and Analytical Skills through Turnitin”
Lanette Cadle, Missouri State University, Springfield, “Fighting the Fear: Plagiarism as an Expression of Technophobia”
Diana Vecchio, Widener University, Chester, PA, “Turnitin Originality Report: Not Just for Plagiarism Anymore”

Practices of Teaching Writing

A.28 Using Radical and Activist Traditions to Teach Writing
Golden Gate 7, Lobby Level

Chair: Stephanie Vie, Fort Lewis College, Durango, CO
Speakers: Laurel Saiz, Onondaga Community College, Syracuse, NY, “150 Years of Darwinian Thought: Exploring the Evolution Debate”
Cayo Gamber, the George Washington University, Washington, D.C., “Representing the Holocaust: Making Waves at the USHMM”
Janene Lewis, University of Mary Hardin-Baylor, Belton, TX, “What Makes You so Strong?: Using the African American Sermonic Tradition to Make Waves in Freshman Composition”

Composition/Writing Programs

A.29 Upside Down, Inside Out: Making (Assessment) Waves to Launch a WAC Enterprise from the Inside Out
Continental Ballroom 2, Ballroom Level

Chair: Debra Frank Dew, University of Wisconsin, Madison
Speakers: Debra Frank Dew, University of Wisconsin, Madison, “From the Inside Out: Using Assessment to Launch a WAC Enterprise”
Traci Freeman, University of Colorado at Colorado Springs, “Defining Our Roles as Wave Making: The Writing Center’s Role in Advancing a WAC Program”
Andrea Wenker, University of Colorado at Colorado Springs, “Reciprocal Roles, Generative Supports: Faculty and Administrative Participation in WAC Assessment”
Respondents: Mike Palmquest, Colorado State University, Fort Collins
Martha A. Townsend, University of Missouri, Columbia
Thursday, 10:30–11:45 a.m.

Practices of Teaching Writing

A.30 Sea Change: Turbulence, Resistance, and Composition at a Military School
Union Square 3/4, Fourth Floor
Chair: Richard Flinn, Naval Academy Preparatory School, Newport, RI
Speakers: Richard Flinn, Naval Academy Preparatory School, Newport, RI, “Reading the Water: Student Athlete Writing in a Military School”
Theo Greenblatt, Naval Academy Preparatory School, Newport, RI, “Caught in the Undertow: Perspectives on Defiance in a Military Academy”
Robert Biral, University of Vermont, Burlington, “Cross/Currents: Writing ‘Resistance’, outside the Classroom in a Military Academy”

Information Technologies

A.31 Streaming New Media
Continental Ballroom 1, Ballroom Level
Chair: Anne Frances Wysocki, University of Wisconsin, Milwaukee
Speakers: Bonnie Kyburz, Utah Valley University, Orem
Cheryl Ball, Illinois State University, Normal, IL, “B-Movie Virgin Sacrifice: Digital Scholarship in a Print-Tenure World”
Michael Salvo, Purdue University, West Lafayette, IN, “New Media Is/Are not Island(s): Emplacing New Media Projects in Communities for Use”

Information Technologies

A.32 Critical Approaches to Technological Environments
Powell, Sixth Floor
Chair: C.J. Baker-Schverak, Brevard Community College, Melbourne, FL
Speakers: Susanna Coleman, Auburn University at Montgomery, AL, “Making Waves in the Online Contact Zone: The Rejection of Misogyny through Internet-specific Rhetoric”
Nodya Boyko, Auburn University, AL, “(Post Deleted): Using Archives to Subvert Digital Aggression”
Victoria Currier, Independent Researcher, University Park, PA, “(Re)visions of the Triangle: Bringing Aristotle into the Digital Age”

Practices of Teaching Writing

A.33 Four Voices from the Contact Zone of Composition Theory and Linguistic Minority
Golden Gate 6, Lobby Level
Chair: Yuet Sim Chiang, University of California-Berkeley
Speakers: Giliberto Perez, University of California-Berkeley
Grace Wong, University of California-Berkeley
Nguyen Nghia, University of California-Berkeley
Zaira Hernandez, University of California-Berkeley
Yuet Sim Chiang, University of California-Berkeley
Theory

A.34 Mapping the Fault Lines of Evangelical Identity and Composition Studies
Sutter, Sixth Floor

Chair: Jeffrey Ringer, University of New Hampshire, Durham

Speakers: Heather Thomson Bunn, University of Michigan, Ann Arbor, “When God’s Word Isn’t Good Enough: Addressing the Tensions between Academic Norms and Christian Discourse in the Composition Classroom”
Toby Coley, Bowling Green State University, OH, “Rhetorics of Restraint in the Professionalization of Evangelical Christian Graduate Students”
Jeffrey Ringer, University of New Hampshire, Durham, “Revising Writing, Revising Self: An Evangelical Writes Academically”

Community, Civic & Public

A.35 Moving beyond the Privatized Writing Classroom: Community Engagement, Public Writing, and Philanthropy
Union Square 1/2, Fourth Floor

Chair: Heather Palmer, University of Tennessee, Chattanooga

Speakers: Heather Palmer, University of Tennessee, Chattanooga, “The Necessity of Parrhesia in Civic Engagement”
Rebecca Jones, University of Tennessee, Chattanooga, “Revising Theories and Methods of Argument”
Lauren Ingraham, University of Tennessee, Chattanooga, “Writing for Philanthropy”

Institutional and Professional

A.36 Making Waves to Make a Difference: Finding a Statewide Voice in a Textbook Initiative
Van Ness, Sixth Floor

Chair: Sandie McGill Barnhouse, Rowan Cabarrus Community College, Salisbury, NC

Stacey Coulter, Holmes Community College, Ridgeland, MS, “The Voices in the Currents: Defining Our Students, Our Purpose, and Our Locale”
Sharon Gerald, Jones County Junior College, Ellisville, MS, “Meeting the Waves of the Future: Teaching 21st-Century Students in 20th-Century Spaces”
Laura Hammons, Hinds Community College, Raymond, MS, “The Good, the Bad, the Ugly, and the Practical: Navigating the Tides of Publishing Options”
Thursday, 10:30–11:45 a.m.

*Composition/Writing Programs*

**A.37  Assessment in the Context of the Learning Community**
Union Square 21, Fourth Floor

*Chair:* Angela Bilia, University of Akron, OH

*Speakers:* Charles Eastman, Whittier College, CA, “Writing-based Learning Communities and Increased Engagement: A Case Study”
James Allen, College of DuPage, Glen Ellyn, IL, “Assessing Writing in Learning Communities: A Comparative Study”
Steffen Guenzel, University of Alabama, Tuscaloosa, “The Role of Writing Courses within Learning Communities”

*Practices of Teaching Writing*

**A.38  Reading, Writing, and Rock Stars: Audio Literacies and the Millennial Classroom**
Union Square 5/6, Fourth Floor

*Chair:* Steph Ceraso, University of Pittsburgh, PA

*Speakers:* Steph Ceraso, University of Pittsburgh, PA and Zach Laminack, University of North Carolina, Greensboro, “The Album as Literature: Learning to Listen in the Composition Classroom”
Liz Kelly, Western Carolina University, Cullowhee, NC, “What’s Music Got to Do with It?: Teaching Composition as a Social Emotional Act”
Valerie Kasper, Saint Leo University, FL, “Redirecting the Blues: One Teacher’s Approach to Fostering Reading”
Elisabeth Aiken, Saint Leo University, FL, “Making (Sound) Waves: Using Music as a Portal into the Southern Written Identity”
The findings of cognitive science have established independent brain circuits for the executive, verbal, visual, and spatial components of working memory. Of these components, the limited capacity of executive attention most severely constrains the development of advanced writing skills. Just as young writers must first automate handwriting and spelling to engage higher level processes, college students must automate to some degree their planning, sentence generating, and reviewing. Mastering these high level processes frees attention for monitoring their interactions and keeping in mind multiple representations of the text. The cognitive science of expertise indicates that writers should deliberately train to acquire mastery through imitation and practice, thus echoing the traditions of classical rhetoric.

Ronald T. Kellogg, Ph.D., is Professor of Psychology at Saint Louis University, and author of *The Psychology of Writing*, and *Fundamentals of Cognitive Psychology*. His research currently focuses on the role of working memory in text composition and writing expertise. Recent publications include a 2006 chapter on professional writing expertise in *The Cambridge Handbook of Expertise and Expert Performance*, a 2007 article on improving the writing skills of college students in the *Psychonomic Bulletin and Review*, and a 2008 article outlining a cognitive developmental theory of writing expertise in the *Journal of Writing Research*. He is a consulting editor for the *American Journal of Psychology* and also serves on the editorial board of *Reading and Writing: An Interdisciplinary Journal*. 
Thursday, 12:15–1:30 p.m.

**History**

**B.01 We Have Been Here Forever: Towards a History of Composition(ist)s of Color Rewriting Rhetoric within and beyond NCTE/CCCC**

Imperial Ballroom A, Ballroom Level

**Co-Chairs:** Geneva Smitherman, Michigan State University, East Lansing
Gwendolyn Pough, Syracuse University, NY

**Speakers:** Joyce Rain Anderson, Bridgewater State College, MA, “Un/Seeing Red: American Indians and CCCC”
Samantha Blackmon, Purdue University, West Lafayette, IN, “You Can’t Do That from Here: Intersectionality and Identity in CCCC Caucuses”
Cristina Kirklighter, Texas A&M University-Corpus Christi, “The History of Caucus Coalitions: Remembering Our Past to Build Our Future”
Victor Villanueva, Washington State University, Pullman, “Stories of Kin and Community: A Latino Comp Guy/A Comp Guy Latino”

**Discussant:** LuMing Mao, Miami University, Hamilton, OH

**Respondent:** Min-Zhan Lu, University of Louisville, KY

**Institutional and Professional**

**B.02 Diving In, Diving Farther, Diving Deeper: The Future of Basic Writing**

Union Square 23/24, Fourth Floor

**Chair:** Brian Ray, University of South Carolina, Columbia

**Speakers:** Brenda Tuberville, University of Texas-Tyler, “Marooned Teacher-Scholars”
Stefan Frazier, San Jose State University, CA, “Crashing Waves and Curriculum Reform”
Cindy Whitesel, University of Maryland, University College, Adlephia and William Donohue, Lincoln University, PA, “Looking over Shoulders”
Susan Naomi-Bernstein, LaGuardia Community College, Long Island City, NY, “A New Map”

**Practices of Teaching Writing**

**B.03 TYCA Research Initiative, The Third Wave: Rethinking, Revising, and Transforming Our Classrooms with Technology (TYCA Strand)**

Imperial B, Ballroom Level

**Chair:** Patrick Sullivan, Manchester Community College, CT

**Speakers:** Jody Millward, Santa Barbara City College, “Solo, Join a Combo, or Orchestrate Your Program—Easing Into Eportfolios”
Jennifer Condon, Iowa Central Community College, Fort Dodge, “Picture
This: The Multiple Benefits of the Multimodal Essay For Two-Year Col-
lege Students and Faculty”
David Wong, Santa Barbara City College, CA, “My Campus Has Training,
but . . . Getting What You Need from Tech Training without Losing Time
and Sleep”

History

B.04 Players, Preachers, and Politicians: Historical Rhetoricians
Lombard, Sixth Floor
Chair: Robert Lamphear, Oakland Community College, Waterford, MI
Speakers: Webster Newbold, Ball State University, Muncie, IN, “Rhetoric
and Fiction in Early English Vernacular Model Letters”
Thomas Reynolds, Northwestern State University, Natchitoches, LA, “Frank-
lin’s Autobiography as a Model of Empirical Rhetoric”
M. Wade Mahon, University of Wisconsin–Stevens Point, “Players and
Preachers: Strange Bedfellows in the Development of Eighteenth-Century
Elocutionary Theory”
Ryan Stark, The Pennsylvania State University, State College, “Scientific and
Magical Writing in Seventeenth-Century England”

Practices of Teaching Writing

B.05 Effective Practices for Teaching Students with Disabilities
Golden Gate 6, Lobby Level
Chair: Erika Lindeman, University of North Carolina, Chapel Hill
Speakers: Jennifer Beech, University of Tennessee at Chattanooga, “Re-
cognizing our Teaching (Dis)Abilities for a New Wave of Literacy”
Elissa Caruth, Oxnard College, CA, “Shifting Focus: Visual Teaching for Deaf
and Hard of Hearing Students”
Ellen Taber, Kennesaw State University, Kennesaw, GA, “Visions of Star
Trek: Technology Working for Students with Disabilities in College Writ-
ing Programs”

Community, Civic & Public

B.06 Writing our Bodies/Writing our Space: Web-based Dia-
logue between ESL and LGBTQ Students
Golden Gate 1, Lobby Level
Chair: Karen D. Culver, Miami University, FL
Speakers: Patricia T. Price, Georgia Southern University, Statesboro
Pauline M. Burton, Georgia Southern University, Statesboro
Thursday, 12:15–1:30 p.m.

**Theory**

**B.07 Further Thoughts on Bullshit: Perspectives and Proposals**  
Franciscan D, Ballroom Level

*Chair:* Phil Eubanks, Northern Illinois University, DeKalb  
*Speakers:* Phil Eubanks, Northern Illinois University, DeKalb, “Model Writers, Model Writing: Who Is Bullshitting Whom?”  
John Schaeffer, Northern Illinois University, DeKalb, “Bull Shit, Cow Shit, Chicken Shit: Classical Rhetoric and Fecal Gendering”  
Suzanne Blum Malley, Columbia College, Chicago, IL, “Not Just Chatting: Ludic Discourse in Computer-mediated Communication”

*Facilitator:* Phil Eubanks, Northern Illinois University, DeKalb

**Academic Writing**

**B.08 Teaching Graduate Student Writers**  
Golden Gate 7, Lobby Level

*Chair:* Sandra Gollin Kies, Benedictine University, Lisle, IL  
*Speakers:* Victoria Salmon, George Mason University, Fairfax, VA, “The New Wave of Graduate Student Writers”  
Wen Ma, Le Moyne College, Syracuse, NY, “Writing, Reading, and Discussing to Acquire a Disciplinary Discourse”  
Tara Lockhart, San Francisco State University, CA, “Teaching Graduate Writing: Reflections from a New Assistant Professor”

**Research**

**B.09 Two (or More) Heads Are Better than One: Promoting Collaborative Scholarship in Rhetoric and Composition**  
Golden Gate 4, Lobby Level

*Chair:* David Gold, University of Tennessee, Knoxville  
*Speakers:* Catherine Hobbs, University of Oklahoma, Norman, “An Elephant is Like a ????: Working through Interpretive Differences in Collaboration”  
David Gold, University of Tennessee, Knoxville, “An Elephant is Like a ????: Working through Interpretive Differences in Collaboration”  
Gesa Kirsch, Bentley College, Boston, MA, “More than Mentoring: What Collaboration Can Do for Experienced Scholars”  
Janet Eldred, University of Kentucky, Lexington and Peter Mortensen, University of Illinois at Urbana-Champaign, “Resisting Collaboration, Revising Collaboration”

*Respondent:* Meredith Graupner, Bowling Green State University, OH
Thursday, 12:15–1:30 p.m.

**Academic Writing**

**B.10 Laughing, Lying, Arguing with Feminist Film Theory, Statistics, and Satire**

Golden Gate 2, Lobby Level

*Chair:* Jewell Mayberry, Pfeiffer University, Misenheimer, NC  
*Speakers:* Sandie Friedman, George Washington University, Washington, D.C., “Write, Lola, Write: Arguing with Feminist Film Theory”  
Donald Lazere, University of Tennessee, Knoxville, “How to Lie with Economic Statistics”  
Michael Sobiech, Western Kentucky University, Bowling Green, “The Use of Satire in Composition Pedagogy”

**Information Technologies**

**B.11 Riding the Web 2.0 Wave with Tried and True Rhet/Comp Practices**

Yosemite B, Ballroom Level

*Chair:* Brooke Rollins, Louisiana State University, Baton Rouge  
*Speakers:* Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge, “Web 2.0 and Twenty-First Century Classroom Pedagogies”  
Boz Bowles, Louisiana State University, Baton Rouge, “Communication Studios as 21st-Century Technology Contact Zones”  

**Practices of Teaching Writing**

**B.12 Up the River without a Paddle on the High Seas while Rocking the Boat and Facing a Gale: Parody as Critical Literate Practice**

Union Square 21, Fourth Floor

*Chair:* Victoria Tischio, West Chester University of Pennsylvania  
*Speakers:* Jeffrey Maxson, Rowan University, Glassboro, NJ, “S’mores and the Subjectifications of Scientific Scholasticism”  
Hannah Ashley, West Chester University, PA, “Grade?: Assessing the Troubled Voicing of Student Parody”
Thursday, 12:15–1:30 p.m.

**Institutional and Professional**

**B.13 Black Faces in White Spaces: African American Identity on a Predominately White Campus**

Van Ness, Sixth Floor

*Chair:* Carol Mattingly, University of Louisville, KY

*Speakers:* Michelle Bachelor Robinson, University of Louisville, KY, “Can I Find My Face in this Place?: The Evolution from African-American Graduate Student to Scholar”

Phillip O. Blackmon, University of Louisville, KY, “Where Have All the Black Boys Gone?: African American Students and the Dissolution of the Basic Writing Curriculum on Mainstream Campuses”

**Institutional and Professional**

**B.14 Preparing the New Wave of Teachers of Composition**

Mason, Sixth Floor

*Chair:* Creed Greer, University of Florida, Gainesville

*Speakers:* Creed Greer, University of Florida, Gainesville, “Training the One-Touch Culture, A Radical Approach to New Teacher Preparation Using Team Teaching”


Heather Milton, University of California, Davis, “Authority Struggles: TAs Team Teaching First-Year Writing”

**Practices of Teaching Writing**

**B.15 ‘But They Can’t Write!’: The Changing Nature of Writing Program Assessment**

Sutter, Sixth Floor

*Chair:* Ronald Scott, Walsh University, North Canton, OH

*Speakers:* Ronald Scott, Walsh University, North Canton, OH

Cynthia Wise Staudt, Walsh University, North Canton, OH

Carolyn Embree, Walsh University, North Canton, OH

**Community Civic & Public**

**B.16 Alternative Literacy Narratives: Identities, Stories, Communities**

Union Square 3/4, Fourth Floor

*Chair:* Kim Edwards, Tidewater Community College, Chesapeake, VA

*Speakers:* Kirk Branch, Montana State University, Bozeman, MT, “On Experts, and Stories, and Expert Stories: The Highlander Folk School and the World in Which We Need to Live”
Thursday, 12:15–1:30 p.m.

Practices of Teaching Writing

B.17 Plagiarism Detection Technology: From the Roundtable to the Grail—Deconstructing Turnitin and Safe Assignment
Union Square 14, Fourth Floor
Chair: Susan Lang, Texas Tech University, Lubbock
Speakers: Susan Lang, Texas Tech University, Lubbock, “Days of the Roundtable: What a Univers(Ity) Wanted To Know”
Laura Palmer, Southern Polytechnic University, Marietta, GA, and Monica Norris, Texas Tech University, Lubbock, “Beyond the Magic of Merlin: What Quantitative Research Reveals About Tii and SA”
Kathleen Gillis, Texas Tech University, Lubbock, “‘Are we holding Excalibur (the Holy Grail?)’: Implications beyond Myth and Legend for WAC/WID and FYC Programs”

Composition/Writing Programs

B.18 Beyond the WAC Workshop: The Possibilities and Pitfalls of Expanding beyond Traditional WAC Models
Continental Ballroom 1, Ballroom 1
Chair: Marti Singer, Georgia State University, Atlanta
Speakers: George Pullman, Georgia State University, Atlanta, “WAC and Accreditation Initiatives”
Brennan Collins, Georgia State University, Atlanta, “WAC and the First-Year Experience”
Jennifer Lawrence, Georgia State University, Atlanta, “WAC and the Online Writing Environment”

Composition/Writing Programs

Continental Ballroom 2, Ballroom Level
Chair: Asao Inoue, California State University, Fresno
Speakers: Meredith Bulinski, California State University, Fresno
Jocelyn Stott, California State University, Fresno
Andrew Dominguez, California State University, Fresno
Maryam Jamali, California State University, Fresno
Sharla Seidel, California State University, Fresno
Megan McKnight, California State University, Fresno
Holly Riding, California State University, Fresno
Thursday, 12:15–1:30 p.m.

**Practices of Teaching Writing**

**B.20 Three Perspectives on the 4th ‘C’: Integrating Composition and Communication**

Union Square 5/6, Fourth Floor

*Chair:* David Holler, University of San Francisco, CA  
*Speakers:*  
- David Ryan, University of San Francisco, CA, “Rhetoric Reunion: The Foundation of Speaking and Writing”  
- Fredel Wiant, University of San Francisco, CA, “A Little Bit Means a Lot: The Relevance of Communication Theory to the Composition Classroom”  
- Devon Holmes, University of San Francisco, CA, “‘Talking’ It Up: Enhancing Composition Comprehension through Public Speaking”

**Information Technologies**

**B.21 (Re)mediating Social Technologies**

Powell, Sixth Floor

*Chair:* Laura J. Gurak, University of Minnesota, Minneapolis  
*Speakers:*  
- Dawn M. Armfield, University of Minnesota, Minneapolis, “On the Go: Mobile Technologies and Literacy”  
- Daisy Pignetti-Cochran, University of Wisconsin-Stout, “‘What are you doing? Teaching with Twitter!’”  
- Kimberly A. Schultz, University of Minnesota, Minneapolis, “Social Presence in the Online Writing Classroom: Community-building through Social Networking Technology”

**Practices of Teaching Writing**

**B.22 Panning for Gold: Analyzing Assignment Design as a Foundation for WAC/WID Initiatives**

Union Square 22, Fourth Floor

*Chair:* Brock MacDonald, Woodsworth College, University of Toronto, Ontario, Canada  
*Speakers:*  
- Brock MacDonald, Woodsworth College, University of Toronto, Ontario, Canada, “What Do They Write in Geography?: Defining a Department’s Writing Assignments”  
- Roger Graves, University of Alberta, Edmonton, Canada, “Panning for Gold: A Survey of High-Stakes Writing Assignments across the Curriculum”  
- Margaret Procter, University of Toronto, Ontario, Canada, “Training Teaching Assistants in the Context of WAC and WID”
Thursday, 12:15–1:30 p.m.

Information Technologies

B.23 Social Networking and First-Year Composition: Facebook, MySpace, and Virtual Worlds
Franciscan C, Ballroom Level

Chair: Eva Payne, Chemeketa Community College, Salem, OR

Speakers:
A. Nicole Pfannenstiel, Arizona State University, Tempe, “What do they do on MySpace?”
Glenn Phillips, Texas A&M University, College Station, “Poking Your Students: A Pedagogical Use for Facebook”
Vicki Russell, Duke University, Durham, NC, “Writing in Immersive Spaces”

Professional and Technical Writing

B.24 Attending to Professional Literacies
Golden Gate 5, Lobby Level

Chair: Miriam Gustafson, University of New Mexico, Los Lunas

Speakers:
Hugh Burns, Texas Woman’s University, Denton, “On Waves of Professional Collaboration: The Texas Woman’s University Professional Writing Consortium Experience”

Theory

B.25 Making Waves in the Mind/Body Split: Renegotiating Embodied Writing Pedagogy
Continental 7, Ballroom Level

Chair: Jen Talbot, Purdue University, West Lafayette, IN

Speakers:
Jen Talbot, Purdue University, West Lafayette, IN, “Pedagogies of the Permeable: Incorporating Interior and Exterior Bodies in the Writing Classroom”
Donna Strickland, University of Missouri-Columbia, “Minding the Writing Body”
Morgan Reitmeyer, Purdue University, West Lafayette, IN, “Cyborg Battle 2020: Riding the Wave of Emergent Technology”
Thursday, 12:15–1:30 p.m.

Community, Civic & Public

B.26 Media and Rhetoric from Britney Spears to Barack Obama
Continental Ballroom 3, Ballroom Level
Chair: Alli Hammond, University of Cincinnati, OH
Speakers: Amy Jessee, Clemson University, SC, “Transit in Text: The Media’s Portrayal of Agency”
Jessica Restaino, Montclair State University, NJ, “Mother Rhetorics: Reading and Rewriting the Media’s Motherhood”
Frances Suderman, California State University San Bernardino, “Britney Spears, Legal Discourse, and the Rhetoric of Privacy”
Alli Hammond, University of Cincinnati, OH, “Harnessing the Shockwaves of the Youthquake: The 2008 Presidential Election in the First-Year Composition Classroom”

Theory

B.27 Crashing the Wave of Exclusion in the Field of Composition Studies: Pedagogical Uses of Alternative Genres in Composition Classes
Yosemite C, Ballroom Level
Chair: Cheryl Glenn, The Pennsylvania State University, State College
Speakers: Yazmín Lazcano, Texas State University, San Marcos “Part of the Ocean: Historical and Contemporary Chicana/o Rhetorical Waves of Thought”
Gina Guzman, Texas State University, San Marcos, “Altar in Alteration: The Rhetorical Interplay of the Chicana/o Art Aesthetic”
Kathryn Ortiz, University of Arizona, Tucson, “A Multimedia Ofrenda for the Composition Class: Using Bhabha’s Theory of Mimicry to Deconstruct Mexico’s Día de los Muertos as a Visual Response to Colonial Discourse”

Practices of Teaching Writing

B.28 Play’s the Thing: Diversity, Difference, and the Destabilizing Game(s) of Rhetoric
Union Square 17/18, Fourth Floor
Chair: Lee Harrison, Houston Community College, Southwest, TX
Speakers: James Wright, Houston Community College, Southwest, TX, “Playing with Our Situated Selves: Multiculturalism, Rhetoric, and Citizenship”
Lee Harrison, Houston Community College, Southwest, TX, “When Oral Sex Isn’t Sex, Evolution is a ‘Belief,’ and every Feminist is a Feminazi”
Joe McDade, Houston Community College, Northeast, TX, “Fairy Tales Can Come True: ‘Jung at Heart’ and Rhetoric”

Alan Ainsworth, Houston Community College, Central, TX, “Playing the Class’ versus ‘Gaming the Class’”

*Research*

**B.29 Research on Student Attitudes**

**Union Square 15, Fourth Floor**

*Chair:* Richard Hartsell, Albemarle, NC

*Speakers:* LauraAnne Carroll-Adler, University of Southern California, Los Angeles, “Still Leading Them to Water: Writing Centers, Tutorial Courses, and Student Outcome”

Carl Donner, Palm Beach Atlantic University, FL, “We Don’t Talk Like That’: A Study of the Evolution of the Attitudes of Non-traditional Students concerning Their Roles as Students in First-Year College Writing Courses”

Michelle Neely, University of Texas at Austin, “It’s easier when you’re right’: The Role of Certitude and Other Rhetorical Beliefs in Undergraduates’ Writing”

*Theory*

**B.30 Mapping Religious Rhetorics in the Academy, the Media, and the Nineteenth-Century Pulpit**

**Union Square 25, Fourth Floor**

*Chair:* Michael-John DePalma, University of New Hampshire, Durham


Michelle Payne, Boise State University, ID, “Rhetorical Uses of Mythos in Religious and Secular Discourses of Faith-centered Scholars”

*Practices of Teaching Writing*

**B.31 Disturbing Writing: Examining the Stories, Roles, and Responses of University Writing Tutors and Teachers**

**Golden Gate 8, Lobby Level**

*Chair:* Marlen Harrison, Indiana University of Pennsylvania

*Speakers:* Marlen Harrison, Indiana University of Pennsylvania

Tina Perdue, Indiana University of Pennsylvania, “Subject to Surprise: Writing Tutors Encounter Disturbing Writing”

Helen Sitler, Indiana University of Pennsylvania, “Never Give up Hope”

Susan Kanter, Denison University, Granville, OH, “Disturbing Writing: Examining the Stories, Roles, and Responses of University Writing Tutors and Teachers”
Thursday, 12:15–1:30 p.m.

Research

B.32 Waves of Transnational Composition, Ways of Doing Intercultural Rhetoric
Continental Ballroom 9, Ballroom Level
Chair: Xiaoye You, The Pennsylvania State University, University Park
Speakers: Ulla Connor, Indiana University-Purdue University, Indianapolis, "Intercultural Rhetoric: A Working Theory"
Xiaoye You, The Pennsylvania State University, University Park, “Ethos-Building through English: Writing in a Japanese Online Community”
Steve Fraiberg, University of Illinois at Urbana-Champaign, “Researching Language Practices at an Israeli Hi-tech Company”
Respondent: Suresh Canagarajah, The Pennsylvania State University, University Park

Practices of Teaching Writing

B.33 Bodies that Matter: Immigration, Class, and Other “Disturbances” in the Writing Classroom
Golden Gate 3, Lobby Level
Chair: Sarah Z. Johnson, Madison Area Technical College, WI
Speakers: David McClure, Bowling Green State University, OH, “Exploring an Undertow: Using Body Studies to Expose Class Struggle in the First Year Writing Classroom”
Casie Fedukovich, The University of Tennessee, Knoxville, “A Disturbance at the Source: Working-class Writing Instructors”
Vandana Gavaskar, The Ohio State University, Columbus, “The New Waves: Children of Immigrants in the Writing Classroom”

Practices of Teaching Writing

B.34 The Problem of Multimodal Assessment: Criteria and Standards, Waves or Particles?
Franciscan B, Ballroom Level
Chair: Thomas Ferstle, Barry University, Miami Shores, FL
Speakers: Thomas Ferstle, Barry University, Miami Shores, FL, “The Problem of Multimodal Assessment: Criteria and Standards, Waves or Particles?”
Margaret Syverson, University of Texas at Austin, “The Learning Record for Multimodal Learning”
Sean McCarthy, University of Texas at Austin, “An Example of the Use of Google Maps in a Writing-intensive Classroom”
Community, Civic & Public

B.35 The Kamp Katrina Project: A Civic Collaboration between (Graduate Student) Scholars and Community Members
Franciscan A, Ballroom Level

Chair: Dawn Formo, Cal State University, San Marcos
Speakers: Carla Maroudas, Cal State University, San Marcos, “Feminist Methodologies: Representation, Activism, Partnership”
Denise Crlenjak, Cal State University, San Marcos, “Recovering Voices: Kamp Katrina Speaks”

Practices of Teaching Writing

B.36 Pushing Pedagogies, Challenging Curricula: Creating
Yosemite A, Ballroom Level

Chair: Kristen Moore, Purdue University, West Lafayette, IN
Speakers: Kristen Moore, Purdue University, West Lafayette, IN, “Institutional Implementation: Instructors and Administrators Speak Out”
Michele Polak, Miami University, Oxford, OH, “‘I’m definitely a product of my generation and would rather type than write a paper’: A Rationale for Going Digital in the College Composition Classroom”
Mark Pepper, Purdue University, West Lafayette, IN, “A New Approach: Pop Culture and New Media Composing”

Research

B.37 Rhetorical Analysis: Prison, Pro-life and Maternity
Union Square 1/2, Fourth Floor

Chair: Anna Hensley, Miami University, Oxford, OH
Speakers: Heather Brown, University of Maryland, College Park, “‘Not pro-life, not pro-choice’: The Rhetoric of Abortion Recovery”
Scott Whiddon, Transylvania University, Lexington, KY, “How to Write Your Way out of Prison: A Rhetorical History of Wilbert Rideau and The Angolite”
Anna Hensley, Miami University, Oxford, OH, “When You Were in Daddy’s Tummy: Thomas Beatie and the Subversive Narratives of ‘Manternity’”
Thursday, 12:15–1:30 p.m.

Community, Civic & Public

B.38 Community Literacies and Deliberative Democracy In and Beyond the University

Taylor, Sixth Floor

Chair: Keith Gilyard, The Pennsylvania State University, University Park
Speakers: Eli Goldblatt, Temple University, Philadelphia, PA, “Alphabetizacion: Learning from the Nicaraguan Community Literacy Experience”
Juan Guerra, University of Washington, Seattle, “Cultivating Transcultural Citizenship: A Call to Dissension”
Michelle Kells, University of New Mexico, Albuquerque, “Discursive Democracy, Civic Literacy, and the Unfinished Work of the Civil Rights Movement”
Carlos Salinas, University of Texas-El Paso, “From Local Communities to National Campaigns: Deliberative Democracy and Cyber Literacy within Barak Obama’s Election Website”

Research

B.39 Methods, Ethics, Labor, and Imperatives: Making Material Waves in Ethnographic Study

Union Square 13, Fourth Floor

Chair: Alanna Frost, University of Alabama Huntsville
Speakers: Kate Warrington, Lindsey Wilson College, Columbia, KY, “Epistemology, Methodology, and Ethics in Ethnographic Research”
Tabetha Adkins, University of Louisville, KY, “‘Making Waves’ In Communities We Study: Ethnographic Research Ethics and Amish Values”
Becca Block, University of Louisville, KY, “Ethnographic Questions: Rethinking the Pedagogical Imperative”
Alanna Frost, University of Alabama Huntsville, “Mind the Gap: Articulating the Space between Ethnography’s Capabilities and Researcher/Participant Conditions”

Respondent: Bruce Horner, University of Louisville, Louisville, KY
Mike Rose
“Writing for the Public”
Continental Ballroom 4/5,
Ballroom Level

Chair: Cheryl Glenn, Pennsylvania State University

Many in rhetoric and composition studies are interested in writing that reaches beyond the classroom, and some scholars have noted a “public turn” in the study of writing. Mike Rose will share and reflect on the lessons he has learned from close to 20 years of writing for the broader publics. He will also describe a graduate course he has developed to teach students how to write about their research for wider audiences, particularly through the opinion and short magazine piece. The session will be a mix of broad reflection (e.g., Why don’t we rhetoricians—of all people—train our students in the doing of public rhetoric); general advice (e.g., on establishing authority outside of one’s discipline); and practical tips (e.g., six things to consider when writing the opinion piece).

Mike Rose is a professor in the UCLA Graduate School of Education and Information Studies. He teaches courses in research methods, in writing for professional audiences, in risk and academic under preparation, and in language and literacy. He is the recipient of a Guggenheim Fellowship, the Grawemeyer Award in Education, and awards from the Spencer Foundation, the National Council of Teachers of English, the Modern Language Association, and the American Educational Research Association. His books include Lives on the Boundary: The Struggles and Achievements of America’s Underprepared, Possible Lives: The Promise of Public Education in America, The Mind At Work: Valuing the Intelligence of the American Worker, and An Open Language: Selected Writing on Literacy, Learning, and Opportunity.
Thursday, 1:45–3:00 p.m.

Theory

C.01 Making Asian American Rhetoric
Grand Ballroom A, Grand Ballroom Level
Chair: Morris Young, University of Wisconsin, Madison
Speakers: Haivan Hoang, University of Massachusetts, Amherst, “A ‘Rhetoric of Injury’, Campus Racial Politics, and Asian American Student Activism”
Terese Guinsatao Monberg, Michigan State University, Lansing, “Asian American Rhetoric(s) as Decolonial Dialogue(s)”
Stuart Ching, Loyola Marymount University, Los Angeles, CA, “Broad Water, Distant Land: Performing Asian American Rhetoric through the Rhetoric of Fiction”

Theory

C.02 Sex and Sensibility: The Queer Challenge to Composition Studies
Imperial B, Ballroom Level
Chair: Martha Marinara, University of Central Florida, Orlando
Speakers: Martha Marinara, University of Central Florida, Orlando, “Disciplining the Queer: How the Classroom Stabilizes Queerness”
Jacqueline Rhodes, California State University-San Bernardino, “Delicious Moments in Queer Composition”
Jonathan Alexander, University of California, Irvine, “Queering Literacy”

Theory

C.03 Making Waves by Using Chicana/o Rhetorics of Difference to Reverse Negative Stereotypes against U.S. Latinas/os
Continental Ballroom 6, Ballroom Level
Chair: Jaime Armin Mejía, Texas State University, San Marcos
Sarah Olivas, Texas State University, San Marcos, “Reversing Stereotypes about Chicanas with Celebrity Chicana Writer Sandra Cisneros”
Andy Besa, Texas State University, San Marcos, “From Azusa St. to Main St.: Toward an Understanding of the Rhetoric of Latino Pentecostalism”
History

C.04 Contested Writing: Following the Waves of Historical Rhetorical Performance to High-Stakes Testing and Essay Awards
Golden Gate 5, Lobby Level
Chair: Mary Lamb, Clayton State University, Morrow, GA
Speakers: Beth Burmester, Georgia State University, Atlanta, “From the Shores of the Mediterranean Sea to the Coast of New England: A History of Rhetorical Competitions and Writing Contests”
Carole Clark Papper, Hofstra University, Hempstead, NY, “A Case Study of High-Stakes Testing and Timed Essay Writing: Contested Writing in Academics”
Mary Lamb, Clayton State University, Morrow, GA, “Competitive Literacy: The Cultural Work of Writing Contests”

Community, Civic & Public

C.05 Wartime Rhetorics: Military Recruitment, Soldiers Stories and the Current Culture
Imperial A, Ballroom Level
Chair: Lynne Viti, Wellesley College, MA
Speakers: Valerie Perry, Lewis University, Romeoville, IL “An Army of None?: A Rhetorical Analysis of Persuasive Strategies in Military Recruitment”
Amy Milakovic, Texas Christian University, Fort Worth, “Writing the ‘Truth’: Conflicts in Federal Government Sponsorship of Soldier Stories”

Information Technologies

C.06 Seismic Waves: What Open Access Initiatives Mean for Composition Studies
Golden Gate 6, Lobby Level
Chair: Karen Lunsford, University of California, Santa Barbara
Speakers: Douglas Eyman, George Mason University, Fairfax, VA, “Open Access, Circulation, and Use: The Delivery of New Media Scholarship”
Jeffrey R. Galin, Florida Atlantic University, Boca Raton, “Open Access and You: Lessons of Bayh-Dole for a Composition Open Access Archive”
Karen Lunsford, University of California, Santa Barbara, “Scientists’ Rhetorical Strategies for Managing Open Access Materials”
Thursday, 1:45–3:00 p.m.

Composition/Writing Programs

C.07 Next Generation OWLs: Customized Solutions and the Move toward Open-sourcing
Yosemite A, Ballroom Level

Chair: Tammy S. Conard-Salvo, Purdue University, West Lafayette, IN
Speakers: Matthew J. Gilchrist, University of Iowa, Iowa City
Tammy S. Conard-Salvo, Purdue University, West Lafayette, IN

Practices of Teaching Writing

C.08 Composition and Popular Culture: Comics, Graphic Novels, and Other Visual Rhetorics
Golden Gate 7, Lobby Level

Chair: Mary Tripp, University of Central Florida, Oviedo
Speakers: Brian Loftus, University of California, Santa Barbara, “Visual Texts, Popular Culture, and Social Contexts in the Composition Classroom”
Jeraldine Kraver, University of Northern Colorado, Greeley, “Komposishun Counterculture: Comix Theory Meets Writing Practice”
Adam Bessie and Sean Ellis, Diablo Valley College, Pleasant Hill, CA, “Illustrating Academic Literacy: The Graphic Novel and College Composition”

Practices of Teaching Writing

C.09 Thinking Critically about Critical Thinking or Repackaging the Box
Continental Ballroom 2, Ballroom Level

Chair: James Zebroski, University of Houston, TX
Speakers: Deborah Coxwell-Teague, Florida State University, Tallahassee, “Challenging Our Students’ Belief Systems: Our Right, Our Responsibility, or Our Transgression?”
Irvin Peckham, Louisiana State University, Baton Rouge, “Making Waves inside the Box: Thinking Critically about the Hidden Curriculum in Courses Based on Critical Thinking and Argumentation”
Ronald Lunsford, University of North Carolina at Charlotte, and Bill Bridges, Sam Houston State University, Huntsville, TX, “Critical Thinking and Texts: Helping Students Embrace Their Roles as Readers”
Creative Writing

C.10  Re-envisioning the Creative Writing Workshop
Franciscan A, Ballroom Level
Chair: John R. Turner, Missouri State University, Springfield
Speakers: Owen Duffy, Rutgers University, Newark, NJ, “Nuts & Bolts: The Uncritical Glossary of Creative Writing”
M. Thomas Gammarino, University of Hawaii-Manoa, Honolulu, “Invoking the Muzzle: Censorship and the Creative Writing Workshop”
Lowell Mick White, Texas A&M University, College Station, “Revising the Writing Workshop”
Quincy Scott Jones, Arcadia University, Glenside, PA, “‘Barriers of wind and wave. . .’: Multiculturalism and the Creative Writing Workshop”

Language

C.11  Exploring Student, Teacher, and Tutor Limitations in the Linguistic Development of Multilingual Students in Mainstream Composition Classes
Golden Gate 4, Lobby Level
Chair: Luke Lambert, San Francisco State University, CA
Speakers: Luke Lambert, San Francisco State University, CA, “‘Grammar is a big deal! If I have four or more errors per page I won’t pass.’: Multilingual Students’ Struggles with and Impressions of Grammar-related Written Feedback”
Kelly Hagen, Mira Costa College, Oceanside, CA, “‘It’s not my job to be a grammarian; it’s my job to be a writing teacher’: Teachers’ Perceptions of Their Own and the Tutor’s Role in Supporting Students’ Linguistic Development”
Maureen Turner, San Francisco State University, CA, “‘Fix my paper’: Pressures and Limitations Tutors Face in Supporting Linguistic Development”
Amy Zink, San Francisco State University, CA, “Improving Grammar-related Feedback: Strategies for Teachers and Tutors”

Theory

C.12  Coming in Waves: Feminist Theory in Composition and Rhetoric
Golden Gate 1, Lobby Level
Chair: Alexandra Duckworth, Richard Bland College, Richmond, VA
Speakers: Lee Nickoson-Massey, Bowling Green State University, OH, “Toward a Feminist Theory of Writing Assessment”
Julia Voss, Ohio State University, Columbus, “Where’s the Feminism?: The Status of Feminism in the Scholarly Discourse of Composition”
Julie Myatt, Middle Tennessee State University, Murfreesboro, “Tracing the Trope of Teaching as Transformation: Understanding Feminist Composition Pedagogies as Precursors to Current Service Learning Initiatives”
Thursday, 1:45–3:00 p.m.

Community, Civic & Public

C.13 Community Literacy: Beyond Service Learning
Yosemite B, Ballroom Level

Chair: John Warnock, University of Arizona, Tucson
Speakers: John Warnock, University of Arizona, Tucson, “Literacy for Whom and What?”
Michael Moore, Michigan Technological University, Houghton, “Transnational and Community Literacies in Nicaragua: Methods and Materials for Research and Teaching”
Anna Varley, University of Arizona, Tucson, “Check Us Out: Students at Latino/a-Majority High Schools Re-present Themselves in and to the Community”

History

C.14 The Movement’s Moving On: The Rhetorical Construction of the Long Civil Rights Movement
Golden Gate 2, Lobby Level

Chair: Stephen Schneider, University of Alabama, Tuscaloosa
Speakers: Stephen Schneider, University of Alabama, Tuscaloosa, “The Rhetoric of the Long Civil Rights Movement”
Jay Jordan, University of Utah, Salt Lake City, “Beyond MLK as Icon: Temporalizing King’s Rhetoric”
Keith Miller and Allison Parker, Arizona State University, Tempe, “Myrlie Evers-Williams Constructs Herself and the Long Civil Rights Movement”

Composition/Writing Programs

C.15 Riding Writing Assessment’s Fourth Wave: Examining the Efficacy of FYC as Writing Studies Pedagogy
Continental Ballroom 1, Ballroom Level

Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: David Slomp, University of Alberta, Edmonton, Canada, “Looking for Transfer: Assessing FYC as Writing Studies within a Vertical and Horizontal WAC Curriculum”
Elizabeth Wardle, University of Central Florida, Orlando, “Designing and Assessing a ‘Writing-about-Writing’: FYC as Part of a Comprehensive Vertical Writing Curriculum”
M. Elizabeth Sargent, University of Alberta, Edmonton, Canada, “Assessing FYC as Writing about Writing: Students’ Self-reported Outcomes on a Writing Skills Inventory”
Andrew Moss, California State Polytechnic University, Pomona, “Another Angle of Vision: Comparing Freshman and Advanced Comp as Writing Studies”
Practices of Teaching Writing

C.16 The Question of Identity: Critical Issues for Composition Teachers and Students
Continental Ballroom 3, Ballroom Level

Chair: Lisa R. Arnold, University of Louisville, KY
Speakers: Thomas Allbaugh, Azusa Pacific University, CA, “Making New Waves: Teaching Rhetorical Invention as Inquiry for First-Year Religious Writers”
Jonathan Cullick, Northern Kentucky University, Highland Heights, “When Students Make Waves: Religious Conflict in the Writing Classroom”

Language

C.17 ESL Practices: Community, Voice, and Identity
Continental Ballroom 9, Ballroom Level

Chair: Tom Deans, University of Connecticut, Storrs Mansfield
Speakers: Diana Becket, University of Cincinnati, OH, “Ways ESL Students Use Community Voices to Construct Identity in Their Writing”
Helena Hall, Loras College, Dubuque, IA, “ESL Composition Classes: The Recipe for Creating Good Writers?”
Tzu-Shan Chang, Southern Illinois University, Carbondale, “Making Waves: Preserving ESL Learners’ Identities in Their Writings”

Practices of Teaching Writing

C.18 Surfing International Waves: Issues for Chinese Teachers and Writers
Franciscan D, Ballroom Level

Chair: Sarah Bergfield, Washington State University, Pullman
Speakers: Cheryl Duffy, Fort Hays State University, Hays, KS, “Making International Waves: Teaching Comp in China”
William Marderness, University of Pittsburgh at Bradford, PA, “Can a Borrowed Thesis Be Creative?”
Jiajia He, Indiana University of Pennsylvania, “Making Waves in EFL Writing”
Thursday, 1:45–3:00 p.m.

Institutional and Professional

C.19 “Diving into the Wreck”: A Feminist Inquiry of the Dissertation in Composition
Golden Gate 3, Lobby Level

Chair: Amy Lynch-Biniek, Kutztown University, PA
Speakers: Jennifer Johnson, University of California, Santa Barbara, “From Dissertators to Advisors: Feminists Negotiating the Dissertation Process”
Mysti Rudd, Lamar State College-Port Arthur, TX, “Diving into the Recent Past: Exploring the Use of Feminist Action Research in the Dissertation Process”
Kathleen Klompien, California State University Channel Islands, Camarillo, “Present Practices of a Dissertating Compositionist: Collaborating through Dissertation Study Groups”

Practices of Teaching Writing

C.20 Leaders of the New School: The Future of Hip-hop Pedagogy in Composition
Yosemite C, Ballroom Level

Chair: David E. Kirkland, New York University, NY
Speakers: Jessica M. Barros, Bristol Community College, Fall River, MA, “This is the Remix: Moving Hip-hop Pedagogy beyond Tools and into Practice”
Todd Craig, St. John’s University, Queens, NY, “‘Damn, That DJ Made My Day’: The Hip-hop DJ Pedagogy in English Composition”
David Green, The Pennsylvania State University, State College, “‘Don’t Sweat the Technique’: Rethinking the Function of Style through Hip-hop Rhetoric”

Theory

C.21 Faith, Spirituality and Belief: Implications for Composition and Rhetoric
Union Square 1/2, Fourth Floor

Chair: Shannon Mondor, Washington State University, Pullman
Melanie Rowand-White, University of Louisville, KY, “Critical Pedagogy and Faith”
Rasha Diab, University of Wisconsin-Madison, “Rhetorically Speaking: Sulh and Peace-making”
Practices of Teaching Writing

C.22  Particles, Waves, and a Unified Field(s) Theory: Oral Communication(s) and/in the First-Year Writing Curriculum

Union Square 25, Fourth Floor

Chair: Rocky Colavito, Northwestern State University, Natchitoches, LA
Speakers: Rocky Colavito, Northwestern State University, Natchitoches, LA, “Did You Hear the One About . . .?: Podcasts, Oral/Aural Rhetoric, and Hearing Aids for First-Year Writing”
Stephanie Schultz, Northwestern State University, Natchitoches, LA, “Arguing Purposefully: Using Debate to Make Rhetoric ‘Real’ for First-Year Writers”
John Croghan and Tammy Croghan, Northwestern State University, Natchitoches, LA, “Operationally Defining the Contact Zone: Intercultural Communication and/in Personal Experience Writing”

Community, Civic & Public

C.23  Hip-hop Literacies, Adolescent Identities, and Urban Communities: Re-imagining Writing for African American Youth in 21st-Century Contexts

Continental 7, Ballroom Level

Chair: Adrienne Dixson, The Ohio State University, Columbus
Facilitator: Adrienne Dixson, The Ohio State University, Columbus, “Opening Remarks on Literacy”
Speakers: Elaine Richardson, The Ohio State University, Columbus, “Multi is my Modality: Hip-hop with my Literacies”
Jamila Smith, The Ohio State University, Columbus, “Becoming the Me I Never Knew I Could Be: The Benefits of Creative Expression on Black Female Adolescent Identities”
Valerie Kinloch, The Ohio State University, Columbus, “Singing in Multiple Keys: Literacy, Race, and Youth Narratives of Place”
Discussant: David Kirkland, New York University, Steinhardt School of Culture, New York City, NY
Thursday, 1:45–3:00 p.m.

Institutional and Professional

C.24 Lessons from the Masters: Rethinking the role of the MA in Graduate Education
Golden Gate 8, Lobby Level

Chair: Peter Vandenberg, DePaul University, Chicago, IL
Speakers: Peter Vandenberg, DePaul University, Chicago, IL, “Advancing and Declining by Degrees: Graduate Education in Writing”
Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada, “‘Research’ or ‘Remediation’?: Looking Beyond the Binary of the Master of Arts Degree in Writing Studies”
Mary Sheridan-Rabideau, University of Wyoming, Laramie, “Modeling the MA: Responsivity in Graduate Education”

Professional and Technical Writing

C.25 Blogs, Wikis, and Web Portfolios in the Workplace
Union Square 14, Fourth Floor

Chair: Lisa Drnec Kerr, Western New England College, Springfield, MA
Gretchen Perbix, Minnesota State University, Mankato, “Wikis in the Workplace: An Exploratory Study”

Institutional and Professional

C.26 Undergraduate Research and the Writing Major/Minor
Taylor, Sixth Floor

Chair: Joyce Kinkead, Utah State University, Logan
Deaver Traywick, Black Hills State University, Spearfish, SD, “Preaching What We Practice: RCR Instruction for Undergraduate Researchers in Writing Studies”
Dominic DelliCarpini, York College of Pennsylvania, “Dewey’s Kitchen: Enlightened Pragmatism, the Writing Center, and Undergraduate Primary Research”

Respondent: Laurie Grobman, Penn State University-Berks, Reading
Composition/Writing Programs

C.27 Visualizing the New Writing Center: Integrating Verbal and Visual Rhetorics
Union Square 15/16, Fourth Floor
Chair: Douglas Hesse, University of Denver, CO
Speakers: Corinne E. Hinton, St. Louis University, MO, “Theorizing Visual Rhetoric in the Writing Center”
Eliana Schonberg, University of Denver, CO, “Training Writing Consultants to be Visual Rhetoricians”
Sue Mendelsohn, St. Louis University, MO, “Leading from the Center: Writing Centers as Hubs for Visual Rhetoric”

Theory

C.28 Pedagogical Identity: Making Waves Ripple in the Classroom
Sutter, Sixth Floor
Chair: Gwendolyn Pough, Syracuse University, NY
Speakers: Cedric Burrows, University of Kansas, Lawrence
Daryl Lynn Dance, University of Kansas, Lawrence
Angela Glover, University of Kansas, Lawrence
Michael W. Kelly, University of Nebraska, Lincoln

C.29 The Writing Environment: Space and Service
Van Ness, Sixth Floor
Chair: Jan Bone, Harper College, Palatine, IL
Speakers: Ann Feldman, University of Illinois at Chicago, “A Critique of Reflection as a Genre for Service Learning”
Matt Turner, Lone Star College-CyFair, Cypress, TX, “The Production of Academic Space as Rhetorical”
Cydney Alexis, University of Wisconsin, Madison, “‘Why We Need Things’: Writers, Objects, and Writing Environments”

History

C.30 Exploring Gender and Class in WWI and Cold War Rhetoric
Union Square 5/6, Fourth Floor
Chair: James Suderman, Okaloosa-Walton College, Niceville, FL
Speakers: Deborah Williams, Temple University, Philadelphia, PA, “Becoming the Perfect American: USC Student Autobiographies and Early Cold War Discourses of Gender and Patriotism”
Katy Southern, University of Wisconsin-Madison, “Gendering Service: Protestinging Gender-determined Work during the First World War”
Julia Allen, Sonoma State University, Rohnert Park, CA, “Identification and Division: Kenneth Burke and Meridel LeSueur in 1949”
Thursday, 1:45–3:00 p.m.

Practices of Teaching Writing

C.31  “But You Can’t Talk to Believers”: Dialogue and Dissent in Three Graduate Classrooms
Union Square 17/18, Fourth Floor
Chair: Anne Ellen Geller, St. John’s University, Queens, NY
Speakers: Anne Ellen Geller, St. John’s University, Queens, NY, “Don’t Make Me Check a Damn Box’: Beginning a Professional Dialogue with the Discipline of English Studies”
Donna Dunbar-Odom, Texas A&M University-Commerce, “I Was Blind but now I Read: Salvation Tropes in Students’ Literacy Memoirs”
Shannon Carter, Texas A&M-Commerce, “Manufactured Dissent: Notes from/on the Left-Right Divide”
Melinda Bobbitt, Texas A&M University-Commerce, “Speaking Out: Teaching Argument through Arguable Texts”

Practices of Teaching Writing

C.32  A Question of Feeling: Addressing Emotional Issues in the Teaching of Writing
Union Square 3/4, Fourth Floor
Chair: Wendy Goldberg, Stanford University, CA
Speakers: Dana Harrington, East Carolina University, Greenville, NC, “The Disappearing Body: Virtual Learning and the Syntax of Emotions”
Morris Brown Jr., California State University, Chico, “The Emotional Labor Factor in Writing Instruction”
Christy Zink, George Washington University, Washington, D.C., “Teaching Writing through Grief: Getting Up for Class when the Professor is Down”

Practices of Teaching Writing

C.33  Making Waves in First-Year Composition: Virginia Woolf and Beginning Writers
Union Square 21, Fourth Floor
Chair: Danell Jones, Montana State University, Bozeman
Speakers: Kristin Czarnecki, Georgetown College, KY, “How Should One Write an Essay: Virginia Woolf and First-Year Composition”
Anne Fernald, Fordham University, Lincoln Center, New York, NY, “Pleasure and Difficulty: Teaching Woolf’s Rhetoric”
Danell Jones, Montana State University, Bozeman, “What Virginia Woolf Can Teach Us about the Teaching of Writing”
Community, Civic & Public

C.34 Colonial Mexico, the Contemporary Jicarilla Apache Reservation, and the U.S.-Mexico Borderlands: Literacy Sponsors and Gateways at Three Understudied Sites
Franciscan B, Ballroom Level

Chair: Victor Villanueva, Washington State University, Pullman
Speakers: Susan Romano, University of New Mexico, Albuquerque, “Teaching Race-Language Relations in Colonial Mexico”
Loyola Bird, The University of New Mexico, Albuquerque, “An Ethnographic Approach to Jicarilla Apache Literacies”

Respondent: Victor Villanueva, Washington State University, Pullman

Practices of Teaching Writing

C.35 Teaching English Abroad: The Wave of the Future
Union Square 23, Fourth Floor

Chair: Michael Moore, Michigan Technological Institution, Houghton
Speakers: Emily Golson, American University, Cairo, Egypt, “The Rhetoric of Rumor: Teaching English in Cairo”
Ann Green, Saint Joseph’s University, Philadelphia, PA, “‘Crazy English’: Service Learning Students Teaching English in China”

Institutional and Professional

C.36 Language Matters: Reframing Writing Assessment
Mason, Sixth Floor

Chair: Linda Adler-Kassner, Eastern Michigan University, Ypsilanti
Linda Adler-Kassner, Eastern Michigan University, Ypsilanti, “Reframing Strategies: The NCTE-WPA Resources for Assessing College and University Writing”
Susan Marie Harrington, University of Vermont, Burlington, “Reframing Strategies: The AACU Value Project and Writing Assessment”
Peggy O’Neill, Loyola College in Maryland, Baltimore
Sandra Murphy, University of California, Davis, “Considering Policy Issues in the Reframing Discussion”
Thursday, 1:45–3:00 p.m.

Practices of Teaching Writing

C.37 Theorizing Ways of Reading: Mediating the Personal and the Academic in the Composition Classroom
Lombard, Sixth Floor

Chair: Matt Parfitt, Boston University, MA
Speakers: Matt Parfitt, Boston University, MA, “Can I Use the Word ‘I’?: Ways of Reading and the Personal in Freshman Academic Discourse”
Lynn O’Brien Hallstein, Boston University, MA, “How Ways of Reading Facilitate Student Agency in Academic Discourse”
Gillian Pierce, Boston University, MA, “Making Contact, Making Waves: The Pedagogical ‘Arts of the Contact Zone’ in the Freshman Ways of Reading Classroom”

Composition/Writing Programs

C.38 The Good, the Bad, and the Online: Learning from One University’s Three Systems for Assessing Writing Instruction
Powell, Sixth Floor

Chair: Anthony Baker, Tennessee Technological University, Cookeville
Kristin Pickering, Tennessee Technological University, Cookeville, “The Online: A Self-assessment Model for Online Instruction”
Heidemarie Weidner, Tennessee Technological University, Cookeville, “The Bad: Mandated Assessment of Students’ Performance”

Research

C.39 New (Old) Waves in Genre Studies: Form without Formalism
Union Square 22, Fourth Floor

Chair: Tosh Tachino, University of Winnipeg, Manitoba, Canada
Speakers: Janet Giltrow, University of British Columbia, Vancouver, “Shades of Action: Reported Speech in Judicial Opinion”
Tosh Tachino, University of Winnipeg, Manitoba, Canada, “Academic Knowledge in Public Policy: Citation Analysis of a Public Inquiry Report”
Christian Casper, North Carolina State University, Raleigh, “Form, Event, Instantiation”
Thursday, 1:45–3:00 p.m.

**Academic Writing**

**C.40 The Library as House of Argument:**
**Teaching Critical “Information Literacy” in First-Year Writing**
Franciscan C, Ballroom Level

**Chair:** Phillip Troutman, The George Washington University, Washington, D.C.

**Speakers:**
- Van Hillard, Davidson College, NC, “Information Literacy as Situated Literacy: Teaching Research Politics”

**Community, Civic & Public**

**C.41 Toward a Civic Discourse on the Israel-Palestine Conflict**
Union Square 13, Fourth Floor

**Chair:** Matthew Abraham, DePaul University, Chicago, Illinois

**Speakers:**
- Anis Bawarshi, University of Washington, Seattle, “Discourse on Israel-Palestine: Rhetorical Patterns and Uptakes”
- Michael Bernard-Donals, University of Wisconsin at Madison, “Another Kind of Rhetorical Engagement: Exile and Non-belonging”
- James Crosswhite, University of Oregon, Eugene, “The Point is to Change It”
- Patricia Roberts-Miller, University of Texas at Austin, “Recanting the Curse on Both Houses: The Responsibilities of the Neutral Position”
- Robert Jensen, University of Texas at Austin, “Contesting Narratives in the Israel/Palestine Conflict”
- Trish Dodd, Brookhaven College, Dallas, TX, “Speaking of the Other: Humanizing Palestinians”

**Respondent:** Deborah Holdstein, Columbia College, Chicago, IL
Thursday, 3:15–4:30 p.m.

D Sessions
3:15–4:30 p.m.

Featured Session
Multigenerational, Intersectional Coalitions
Continental Ballroom 4/5,
Ballroom Level

Chair: Freddy Thomas, Virginia State University
Comprised of multigenerational, intersectional pan-ethnic people of color, this panel will explore the importance of coalition-building across differences, theorizing what these differences mean, and organizing for social justice to respond to the attacks that have been directed at groups of people, including those that speakers will specifically discuss in their presentations. The speakers will invite audience members to discuss what brings people together, and what concerns are shared, not only in the classroom and in our field but also in our communities, in our collective lives.

Speakers: Dora Ramirez-Dhoore, Boise State University, “The Rhetoric of Aztlan”
Aneil Rallin, Soka University of America, “Calling Radicals of Color to Act Up”
Renee Moreno, California State University, Northridge, “Building Allies: Black, White, Brown, Yellow”

Discussant: Angela Haas, Illinois State University, Normal
Respondent: Asao B. Inoue, California State University, Fresno

Freddy Thomas
Dora Ramirez-Dhoore
Aneil Rallin
Practices of Teaching Writing

D.01 The Calderwood Study of First-Semester Community College Writers: What their Writing Told Us about Themselves, their Faculty, and their College

Grand Ballroom A, Grand Ballroom Level

Chair: Howard Tinberg, Bristol Community College, Fall River, MA
Speakers: Howard Tinberg, Bristol Community College, Fall River, MA, “What the Student Interviews Told Us”
Jean-Paul Nadeau, Bristol Community College, Fall River, MA, “What the Writing Revealed”

History

D.02 Six Decades / Six Ways

Yosemite B, Ballroom Level

Chair: Anne Frances Wysocki, University of Wisconsin-Milwaukee
Speakers: Madeleine Sorapure, University of California at Santa Barbara, “Zooming In and Out: Alternative Views of the CCCC”
Anne Frances Wysocki, University of Wisconsin-Milwaukee, “Sixty Maps for Finding Directions”
Jody Shipka, University of Maryland, Baltimore County, “Revisiting Relevance, Remediating Rigor”
Thursday, 3:15–4:30 p.m.

**Composition/Writing Programs**

D.03 **Universal Design and Writing Programs: Constructing a Student-centered Universe(ity)**  
Golden Gate 2, Lobby Level  
Chair/Moderator: Susan Miller-Coehran, North Carolina State University, Raleigh  
Discussants: Matt Davis, Florida State University, Tallahassee, FL  
Jay Dolmage, West Virginia University, Morgantown, WV  
Michelle Cox, Bridgewater State College, Bridgewater, MA  
Domenica Vilhotti, North Carolina State University, Raleigh  
Kimberly Bowers, Independent Scholar, Raleigh, NC

**Practices of Teaching Writing**

D.04 **Approaches to Teaching Argument**  
Franciscan B, Ballroom Level  
Chair: Naomi Silver, University of Michigan, Ann Arbor  
Speakers: Barbara Gordon, Elon University, NC, “Teaching Argument in First Year Writing–Promoting Inquiry and Transformation over Victory”  
Richard Beach and Candace Doerr-Stevens, University of Minnesota, Minneapolis, “Using Online Role-play to Develop Argumentation Strategies”  
Cathryn Cabral, University of Washington, Seattle, “Demystifying Alternative Academic Argumentation: Mobilizing Student Incomes and Reimagining Academic Discourse in the Composition Classroom”

**History**

D.05 **Nineteenth-Century Women’s Writing: On the Road, in the Gym, behind Bars**  
Franciscan C, Ballroom Level  
Chair: Christopher S. Harris, University of Louisiana at Monroe  
Speakers: Madaline Walter, University of Missouri-Kansas City, “Multiple Personalities, Multiple Texts, and the Multi-Genre Writings of Women in Nineteenth-Century American Insane Asylums”  
Erin Branch, University of North Carolina at Chapel Hill, “Sisterhood from Afar: The Rhetoric of Intimacy in Nineteenth-Century Women’s Travel Writing”  
Lisa Suter, Miami University, Oxford, OH, “Who among Us Are Willing to Go through the Drill...?: Women’s Oratorical Workouts in Late Nineteenth-Century Gymnasia”
Professional and Technical Writing

D.06 Helping Workers Learn Writing:
Understanding, Designing, and Using Text Ecologies to
Foster Development in Writing at Work

Union Square 1/2, Fourth Floor

Chair: Clay Spinuzzi, University of Texas at Austin

Speakers: Clay Spinuzzi, University of Texas at Austin, “Designing Text
Ecologies: Methodological Considerations for Researching and Intervening
in Knowledge Work Environments”
Mark Zachry, University of Washington, Seattle, “Knowledge Work in Virtual
Spaces: A Survey of what Writing Has Become”
William Hart-Davidson, Michigan State University, East Lansing, “Rethinking a Writing ‘Program’: Creating Workplace Writing Environments with
Learning in Mind”

History

D.07 Making Waves and “Making It” in Spite of the Waves:
The Two-Year College’s Past, Present, and Future

Continental Ballroom 6, Ballroom Level

Chair: Sonja Andrus, Collin College-Central Park, McKinney, TX

Speakers: Gordon O’Neal, Collin College-Central Park, McKinney, TX
Martha Tolleson, Collin College-Central Park, McKinney, TX
Sonja Andrus, Collin College-Central Park, McKinney, TX

Composition/Writing Programs

D.08 Calm Seas or Tidal Waves: The Role of Writing Fellows
within the Writing Program and the Institution

Imperial A, Ballroom Level

Chair: Pamela Childers, The McCallie School, Chattanooga, TN

Speakers: Carol Severino, University of Iowa, Iowa City, “Sources of Tur-
bulence in Writing Fellows Programs: Should We Calm the Seas or Make
Some Waves?”
Kathy Evertz, Carleton College, Northfield, MN, “Who’s Steering This
Ship?: Charting Writing Center Pedagogy, Writing Assistants, and Faculty
Expectations”
Joan Mullin, Illinois State University, Normal, “Changing Direction: Tracking
through the Waters of Institutional and Curricular Change with Writing
Mentors”
Holly H. Bruland, University of Hawaii-Manoa, Honolulu, “On Location:
Adding Writing Mentors to the First-Year Composition Curriculum”

Respondent: Terry Zawacki, George Mason University, Fairfax, VA
Thursday, 3:15–4:30 p.m.

**Academic Writing**

**D.09 From Validity to Validation: How to Use Validation for Better Writing Assessment**

Imperial B, Ballroom Level

*Chair:* Patrick Thomas, Kent State University, OH  
*Speakers:* Michael Williamson, Indiana University of Pennsylvania, “Validity and Bias in Writing Assessment”  
  Norbert Elliot, New Jersey Institute of Technology, Newark, “Validity and the Role of Quantitative Data in Writing Assessment”  
  Brian Huot, Kent State University, OH, “Validation of Writing Assessment as Argument”  

*Respondent:* Edward White, University of Arizona, Tucson

**Professional and Technical Writing**

**D.10 Proof of Performance: Making Waves with Career Portfolios**

Yosemite A, Ballroom Level

*Chair:* Rod Keller, Brigham Young University, Rexburg, ID  
*Speakers:* Elaine Hawker, Brigham Young University, Rexburg, ID, “Riding the Wave to Employment”  
  Darin Hammond, Brigham Young University, Rexburg, ID, “Wave Particle Duality and the Teaching Portfolio: Dialogue and Practice for Emerging Teachers”  
  Rod Keller, Brigham Young University, Rexburg, ID, “Harnessing the Electronic Wave: Transforming and Extending Contact through Electronic Portfolios”

**History**

**D.11 Landscaping the Political Contexts of Americas’ Narratives**

Golden Gate 5, Lobby Level

*Chair:* Michael Jacobs, Berkeley College, White Plains, NY  
*Speakers:* Shevaun Watson, University of South Carolina, Columbia, “Early African American Literacy in Transatlantic Perspective”
Thursday, 3:15–4:30 p.m.

Theresa Donovan, University of Texas at El Paso, “Changing the Lens: A Cross-cultural Rhetorical Study of Sor Juana Ines de la Cruz’s *The Answer/La Respuesta*”

Amanda Moulder, University of Texas-Austin, “The Political Consequences of Narrative: Rhetorical Agency and Early Cherokee Women’s Writing”

Research

**D.12 (Dis)Connects:**

*Writing Centers, Digital Natives and Digital Immigrants*

Golden Gate 7, Lobby Level

*Cairn*: Leigh Ryan, University of Maryland, College Park  
*Speakers*: Leigh Ryan, University of Maryland, College Park  
David Taylor, University of Maryland University College, Adelphi  
Cheryl Hawkinson-Melkun, University of Mary Washington, Fredericksburg, VA

*Practices of Teaching Writing*

**D.13 Revealing Ourselves, Transforming Our Students:*

*The Role of Personal Revelation in the Writing Class*

Golden Gate 8, Lobby Level

*Cairn*: Blake Scott, University of Central Florida, Orlando  
*Speakers*: Lad Tobin, Boston College, Chestnut Hill, MA, “What I’m Walling In, What I’m Walling Out: Strategic Revelation in the Writing Class”  
David Wallace, University of Central Florida, Orlando, “Vulnerability and Privilege: Why I Am Out in My Classes”  
Laura McCartan, Metropolitan State University, St. Paul, MN, “What Is the Price of a ‘Rich Inner Life’ and Can I Put It on Layaway?”

Research

**D.14 The Ethnographic Impetus in Rhetoric, Composition, and Literacy Studies**

Continental Ballroom 2, Ballroom Level

*Cairn*: Thomas Miller, University of Arizona, Tucson  
*Speakers*: Deborah Brandt, University of Wisconsin, Madison, “How Writing Undermines Reading”  
Dundee Lackey, Michigan State University, East Lansing, “Making Waves: The Health Literacy of Cancer Patients as Self-advocacy”  
Ellen Cushman, Michigan State University, East Lansing, “Cherokees’ Cultural Perseverance with Cultural, Community, and Digital Literacies”
Thursday, 3:15–4:30 p.m.

**Information Technologies**

D.15  **Composition across Media: A Collaboration across Disciplines**  
Continental Ballroom 1, Ballroom Level  
**Chair:** Brandon Fralix, Bloomfield College, NJ  
**Speakers:** Martha LaBare, Bloomfield College, NJ, “Loose and Close Connections in First-Year Composition and Creative Arts and Technology Courses”  
Laura Nova, Bloomfield College, NJ, “Story Corps as a Questioning and Editing Model”  
Brandon Fralix, Bloomfield College, NJ, “The Visual Arc: Developing Media Awareness through Progressive Assignments”

**Practices of Teaching Writing**

D.16  **Approaches to Teaching Basic Writing**  
Continental Ballroom 3, Ballroom Level  
**Chair:** Bruce McComiskey, University of Alabama at Birmingham  
**Speakers:** Ilene Rubenstein and Karen Abramowitz, California State University-Northridge, “But I ‘Always’ Got A’s in English . . . and Other Dilemmas of Freshman Remedial Writing Classes”  
Gwenn Eldridge, Ivy Tech Community College, Kokomo, IN, “Embracing the Elephant in the Classroom: A Radical Approach to Basic Writers”  
Brian Zaleski, Raritan Valley Community College, North Branch, NJ, “Improving Motivation through the Use of Social Epistemic”

**Practices of Teaching Writing**

D.17  **At the Shoreline: Diving In, Following the Currents, Catching the Waves**  
Yosemite C, Ballroom Level  
**Chair:** Allison Holland, University of Arkansas at Little Rock  
**Speakers:** Sally Crisp, University of Arkansas at Little Rock, “Celebrating 15 Years as an Independent Department of Writing”  
Cheryl Harris, University of Arkansas at Little Rock, “Promoting the Mastery of Writing Skills/Fostering the Development of Civic Virtues”  
Ann Beck, University of Arkansas at Little Rock, “Supporting, Preparing, and Empowering Teachers and Students in the Public Schools”
Institutional and Professional

D.18 Standing Up as Professionals in the Era of Reform: Lessons from Our Public Schools
Golden Gate 1, Lobby Level
Chair: Marjorie Roemer, Rhode Island College, Providence
Speakers: Maja Wilson, University of New Hampshire, Durham, “The Rat Race: A Report from the K–12 Educational Laboratory”
Thomas Newkirk, University of New Hampshire, Durham, “The Suppression of Writing in Public Schools”
James Webber, University of New Hampshire, Durham, “The Dynamics of Teacher Confidence: Report from an Interview Study”

Practices of Teaching Writing

D.19 Disabling Rhetorical Advocacy: Professional, Legal, and Pedagogical Intersections
Golden Gate 4, Lobby Level
Chair: Amy Vidali, University of Colorado, Denver
Speakers: Tracy Ann Morse, The University of Tampa, FL, “Advocating in the Choppy Waters of the Mainstream”
Amy Vidali, University of Colorado, Denver, “‘Stand Up’ Activism: Able-bodied Metaphors and Theoretical Advocacy”
Miranda Richards-Egger, University of Colorado Denver, “Teacher Commentary Patterns and Disability Pedagogy”

Community, Civic & Public

D.20 Troubling Community Writing & Publishing: The Politics of Print and Online Circulation
Golden Gate 6, Lobby Level
Chair: Dickie Selfe, The Ohio State University, Columbus
Facilitators: Dickie Selfe, The Ohio State University, Columbus, “The Public’s Creative Intellectualism: Community Writing and Open Source Publishing”
Tobi Jacobi, Colorado State University, Fort Collins, “Wal Mart as my Co-pilot?: Literacy Sponsorship, and Community Publishing”
Tiffany Rousculp, Salt Lake Community College, UT “Publish and Perish?—Potential Risks in Community Writing Publication”
Kathryn Comer and Timothy T. Jensen, The Ohio State University, Columbus, “If We Build It, Will They Come?: Community-oriented Publishing in Academia”
Thursday, 3:15–4:30 p.m.

**Composition/Writing Programs**

**D.21 Building Bridges: Family Writing in the Composition Classroom and Community**

Van Ness, Sixth Floor

**Chair:** Xiao Wang, Broward Community College, David, FL  
**Speakers:** Sherry Rankins-Robertson, Arizona State University, Mesa, “Writing about Family in First-Year Composition”  
Suzanne Rumsey, Indiana University-Purdue University, Fort Wayne, “Family History and Service Learning: A Prototype in Community Building”  
Claire Lauer, Arizona State University, Mesa, “Composing the Sights and Sounds of Our Histories: A Multimodal Approach to Family Writing”  
Duane Roen, Arizona State University, Mesa, “Engaging in Family Writing beyond First-Year Composition”

**Institutional and Professional**

**D.22 Labor Rhetoric and Academic Organizing: Possibilities and Predicaments**

Lombard, Sixth Floor

**Chair:** Seth Kahn, West Chester University of Pennsylvania  
**Speakers:** Amy Lynch-Biniek, Kutztown University of Pennsylvania, “When Teaching Is Generic: Connecting Composition Theory to Staffing Practices”  
Seth Kahn, West Chester University of Pennsylvania, “If I Don’t Do It, Nobody Will’: Writing Program Faculty Fulfilling Management Responsibilities”  
Kevin Mahoney, Kutztown University of Pennsylvania, “Rhetoric of Advocacy: Curricular Labor and Democratic Futures”  
Mary Boland, California State University-San Bernadino, “Contracting Competing Interests: Unionizing and the Preservation of Academic Freedom”  
**Respondent:** Eileen Schell, Syracuse University, NY

**Practices of Teaching Writing**

**D.23 Moving beyond the Breakwater: Thinking “Vertically” about the Advanced Writing Course**

Mason, Sixth Floor

**Chair:** Jonathan Alexander, University of California, Irvine  
**Speakers:** I-Lien Tsay, University of California, Irvine, “Recursion over Time: Revising Advanced Writing Learning Objectives”  
Katherine Mack, University of Colorado, Colorado Springs, “Rhetorically Situating Students: Blending Personal and Academic Writing”  
Alexandra Sartor, University of California, Irvine, “Natural Publics: A Rhetorical Approach to Nature Writing in the Advanced Writing Course”
Thursday, 3:15–4:30 p.m.

Theory

D.24 Riding a New Wave: Innovative Approaches to Pedagogy in Reading, WAC, and Writing Centers
Powell, Sixth Floor

Chair: Susan Miller, University of Utah, Salt Lake City
Speakers: Amelia Herb, University of Illinois, Urbana-Champaign, “Meta-disciplinarity: New Ways of Understanding WAC/WID through Dialogue with Library and Information Scholarship”
Robin Pappas, Oregon State University, Corvallis, “From Ubiquitous Lack to an Ethic of Abundance in Writing Center and Composition/Rhetoric Studies”

Theory

D.25 Alternative Theories of Literacy: Making Waves through Narratives of the Classroom
Sutter, Sixth Floor

Chair: James Seitz, University of Pittsburgh, PA
Speakers: Hannah Gerrard, University of Pittsburgh, PA, “Story as Civic Engagement: Narratives of the Classroom and Public Discourse about Literacy”
Ryan D. Smith, University of Pittsburgh, PA, “Remapping the Terrain of Knowledge: Telling Stories of Composition from the Two-Year College”
Stacey Waite, University of Pittsburgh, PA, “Stories as Movable Definitions: Narrating Queer Pedagogies”
Emily Wender, University of Pittsburgh, PA, “Alternative Literacies: Representing Emotion in Narratives of the Classroom”
James Seitz, University of Pittsburgh, PA, “Writing from the Inside: Rethinking Literacy by Narrating the Classroom”

History

D.26 Teaching in the Archive: Finding New Sites for Undergraduate Rhetorical Education
Taylor, Sixth Floor

Chair: Cheryl Glenn, The Pennsylvania State University, University Park
Speakers: Jessica Enoch, University of Pittsburgh, PA, “Remembering Women: Teaching Women’s Rhetoric through Monuments and Memorials”
Jenny Edbauer Rice, University of Missouri, Columbia, “Writing Rhetorical Biographies of Place: An Experiment in the Archive”
Jordynn Jack, University of North Carolina, Chapel Hill, “Archiving the South: Researching Southern Women’s Rhetorics”
Thursday, 3:15–4:30 p.m.

**Research**

**D.27  ESL, Feedback, and Assessment**  
Union Square 17/18, Fourth Floor  
*Chair:* John Wafer, University of Miami, FL  
*Speakers:* Lynn Goldstein, The Monterey Institute of International Studies, CA, “ESL Writing, Feedback, And Revision: The Roles of Teacher Perceptions and Individual Student Factors in the Relationship between Teacher Feedback and Student Revision”  
Robert Kohls, Ontario Institute of Studies in Education, Toronto, Canada, “ESL Writing, Feedback, And Revision: The Roles of Teacher Perceptions and Individual Student Factors in the Relationship between Teacher Feedback and Student Revision”  
Elisabeth Kramer, University of New Hampshire, Durham, “Re-envisioning Student Authority in Revision”  
Jie Zhang, The Pennsylvania State University, State College, “Dynamic Assessment in ESL Writing Classes: Bridging the Present and the Future”  
Christian Stuart, University of Washington, Seattle, “Peer Review as Friend and Foe: ESL Writers in a Required Freshman Composition Course”

**Institutional and Professional**

**D.28  Determining Where to Start: Directed Self-placement and SAT Validity**  
Union Square 15/16, Fourth Floor  
*Chair:* David Lydic, Austin Community College, TX  
*Speakers:* Rebecca Richards, University of Arizona, Tucson, “Riding the Waves of Validity: The Past 3 Years of SAT Writing”  
Heidi Rosenberg and Patrick Dunn, Aurora University, IL, “Diving into the Deep: Directed Self-placement and Engaging Students in First-Year Composition”  
Brett Griffiths, University of Michigan, Ann Arbor, “DSP and Agency for the Community College Student”

**Practices of Teaching Writing**

**D.29  Life Waves: Helping Students Negotiate Transition to College**  
Union Square 5/6, Fourth Floor  
*Chair:* Alan Meyers, Harry S. Truman College, Chicago, IL  
*Speakers:* Patty Mack, Lorain County Community College, Elyria, OH, “Transitioning Early College High School Writers into a College Composition Learning Environment: English ETC”  
Catherine Mach, Washington University, St. Louis, MO, “Night and Day, Day and Night: Composing a Curriculum for Adult Learners in a Private University”
Thursday, 3:15–4:30 p.m.

Sue Whatley, Stephen F. Austin State University, Nacogdoches, TX, “Paradoxical Intention”: Writing Anxiety and the Mini-mester

Community, Civic & Public

D.30 You’ve Been Served:
Practice and Development of Service Learning for ESL and Writing-intensive Courses and for Teacher Development
Franciscan D, Ballroom Level
Chair: Karen H. Gardiner, University of Alabama, Tuscaloosa
Speakers: Lynda Walsh, New Mexico Tech, Socorro, “Constructive Interference: Wikis and Service Learning Make Waves in the Writing Classroom”
Renee DeLong and Amy Lee, University of Minnesota, Minneapolis, “Embodied Teaching: Service Learning as a Laboratory for Teacher Development”
Brad Walker, Middle Tennessee State University, Murfreesboro, “Service Learning and the ESL Composition Class”

Information Technologies

D.31 Digital Currents:
“Best Practices” in Composition during the First Two Years
Continental Ballroom 9, Ballroom Level
Chair: Kip Strasma, Nova Southeastern, Ft. Lauderdale, FL
Speakers: Kip Strasma, Nova Southeastern, Ft. Lauderdale, FL, “Performing Distributed Peer-response in Internet and Digital-enhanced Composition Courses”
Xiao Wang, Broward College, Davie, FL, “Constructing E-Portfolios in Composition Courses Online”
Suzanne Labadie, Oakland Community College, Southfield, MI, “Revising Research in the Age of Wikipedia”

Research

D.32 Research in FYC:
Reading, Reflection, Resistance, and the Postcolonial
Franciscan A, Ballroom Level
Chair: Twila Papay, Rollins College, Winter Park, FL
Speakers: Michael Bunn, University of Michigan, Ann Arbor, “Lost in the Current: The Role of Reading in the First-Year Writing Course”
Linda Learman, Wayne State University, Detroit, MI, “Of Conflict and Collaboration: Reflective Instrumentalism in the Composition Classroom”
Samaa Gamie, American University in Cairo and URI, South Kingston, “Toward a New Postcolonial Composition Classroom: How to Incorporate World Rhetorics in Composition Scholarship and Teaching?”
Kim C. McDonald, University of New Orleans, LA, “(Re)Positioning Reading in Composition Teaching”
Thursday, 3:15–4:30 p.m.

**Theory**

**D.33** From Rhetoric of Science to Rhetoric of Technoscience  
Continental Ballroom 7, Ballroom Level  
*Chair:* Greg Wilson, Iowa State University, Ames  
*Speakers:* Scott Graham, Iowa State University, Ames, “The Rhetoric of Technoscience: Theoretical Foundations and Methodological Approaches”  
Diane Price Herndl, Iowa State University, Ames, “‘Science Says . . .: From Clinical Studies to Advice and Back Again’”  
Carl Herndl, Iowa State University, Ames, “‘Working Upstream’: Bringing Scientists and Farmers Together to Develop Sustainable Biofuels Policy”

**Research**

**D.34** Genre Pedagogy for Social Change:  
Case Studies of Professional Writing Pedagogy at Work  
Union Square 3/4, Fourth Floor  
*Chair:* Mary Lourdes Silva, University of California, Santa Barbara  
*Speakers:* Caren Converse, University of California, Santa Barbara, “Documents with Consequence: An Analysis of Workplace Writings that Shape”  
Dylan B. Dryer, University of Maine, Orono, “Taking Up Teaching: Genre Affiliations and the Work of TA Training”  
Mary Lourdes Silva, University of California, Santa Barbara, “JustForFun: Documents as Tools for Social and Cognitive Action within a Professional Writing Classroom”

**Community, Civic & Public**

**D.35** Empowering Youth Voices: What Universities Can Learn from Community Literacy Nonprofits  
Union Square 14, Fourth Floor  
*Chair:* Adam Banks, Syracuse University, NY  
*Speakers:* Regina Kelly, University of Arizona, Tucson, “From the Community to the Writing Program: A Case Study of How *Voices* Uses Youth Development Best Practices to Inform Curricula”  
Katie Johnson, *Voices*: Community Stories Past and Present, Inc., Tucson, AZ, “From the Community to the Classroom: The *Voices* Model of Rhetorical Education”  
Roxanne Mountford, University of Kentucky, Lexington, “From the Community to the Researcher: The *Voices* Model of Community Action Research”
Thursday, 3:15–4:30 p.m.

**Practices of Teaching Writing**

**D.36 Breaking Boundaries and Writing Stories:**
*Magazine Writing in the Composition Classroom*

Union Square 21, Fourth Floor

**Chair:** Mary Fakler, State University of New York College at New Paltz

**Speakers:** Rachel Elliot Rigolino, State University of New York College at New Paltz
Penny Freel, State University of New York College at New Paltz
Joanie Perisse, State University of New York College at New Paltz

**Composition/Writing Programs**

**D.37 Theorizing Theme Sections of Freshman Composition**

Union Square 25, Fourth Floor

**Chair:** Lisa Bailey, University of South Carolina, Columbia

**Speakers:**
- Grace Wetzel, University of South Carolina, Columbia, “The Questionable Call for Content: Unpacking Assumptions in Theme Section Scholarship”
- Mary Lannon, Nassau Community College, Garden City, NY
- Erica Galoto, Shippensburg University, PA, “Themed Sections of Freshman Composition: A Pedagogical Approach”

**Composition/Writing Programs**

**D.38 Misconception, Apprehension and Course Design in WAC**

Union Square 23, Fourth Floor

**Chair:** Kathleen Hunzer, University of Wisconsin, Eau Claire

**Speakers:**
- Deborah DePiero, St. Andrews Presbyterian College, Laurinburg, NC, “Watching the Tide Change: WAC Faculty Teaching First-Year Composition”
- Uma Krishnan, Kent State University, OH, “Science in Composition/Writing Classroom”
- Amanda Stansell, University of California, Santa Barbara, “WAC in Gen Ed Writing Courses: Teaching Interdisciplinarity as a ‘Generic’ Research Strategy”
Thursday, 3:15–4:30 p.m.

**Composition/Writing Programs**

**D.39 Rippling throughout the Year: Four Views of the Stretch Model**  
Union Square 22, Fourth Floor  
Chair: Mark Sutton, Kean University, Union, NJ  
Speakers: Greg Glau, Northern Arizona University, Tempe, “The Stretch Approach: Possibilities and Perils”  
Suzanne Kobzef and Fran Martens Friesen, Fresno Pacific University, CA, “Peer, Papers, and Progress: The Evolution of Stretch Class Writing Lab”  
Mark Sutton, Kean University, Union, NJ, “‘They’re the anecdotes that are taking my classes’: The Evolution of a Stretch Writing Teacher”  
Billie Hara, University of Texas, Arlington, “Teaching Underprepared Student-athletes in the Year-long Stretch Course: A Case for Alternative Pedagogies”

**History**

**D.40 Back to the Future: Historical Currents of Composition Pedagogy, Administration, and Community Engagement**  
Golden Gate 3, Lobby Level  
Chair: Jeremy Schnieder, Bowling Green State University, OH  
Erin Dietel-McLaughlin, Bowling Green State University, OH, “Composing Comedy: Wit, Ridicule, and Parody in Nineteenth-Century U.S. Composition Textbooks”  
Stephanie Anderson, Bowling Green State University, OH, “Engaged Writing Spaces: Exploring 20th-Century University-sponsored Settlement Houses”
Thursday, 4:45–6:00 p.m.

E Sessions
4:45–6:00 p.m.

Featured Session

Before and After Alcatraz:
Waves of American Indian Protest
Continental Ballroom 4/5,
Ballroom Level

Chair: Joyce Rain Anderson, Bridgewater State College, MA
Bay area visitors are familiar with Alcatraz as a federal prison; few know American Indians re-claimed that land in 1969 sparking modern Indian activism. Fewer know of the (hi)stories behind this activism which began as early as contact or the rhetorics framing these protests. Still fewer know the ways this activism continues today whether condemning use of Indian mascots to creating individual classrooms which empower Native students. This panel explores the rhetorics, movements and stories of pan-Indian protest as American Indians and others work to subvert dominant ideologies and to raise awareness of all inhabiting Indian lands.

Stephen Brandon, J. Sargent Reynolds Community College, Richmond, VA, “Celebrating Alcatraz: The Rhetorics of Successful Pan-Indian Protest”
Rhonda Chalfant, State Fair Community College, Sedalia, MO, “Twisted Words: The Use of Satire in the Takeover of Alcatraz by the Black Panthers in the Anti-War Movement”
Ryan Winn, College of Menominee Nation, Keshena, WI, “Using Geioamahá’s Foghorn as a Model for Student’s Protest Plays”

Respondent: Janice Gould, University of Arizona, Tucson
Thursday, 4:45–6:00 p.m.

**Community, Civic & Public**

**E.01 The Rhetoric of Environmentalism: Local Practices and Global Strategies**

Imperial B, Ballroom Level

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

*Speakers:*
- Cynthia Britt, University of Louisville, KY, “Rachel Carson and the Conservation in Action Series: Rhetorical and Vocational Exigencies in the Creation of a Government Text”
- Donnie Sackey, Michigan State University, East Lansing, “University-communities, Sustainability and Digital Media: Evaluating Online Spaces as Sites for Community Ecological Advocacy”
- Peter Huk, University of California Santa Barbara, “The Environmental Joke: Greenwashing the Sitcom”
- Patrick McHugh, University of California Santa Barbara, “Peak Oil, Apocalypse, and the Rhetoric of Hope”

**Practices of Teaching Writing**

**E.02 The Digital Now: The Cyberspace Transformation in Composition**

Yosemite C, Ballroom Level

*Chair:* J. Elizabeth Clark, LaGuardia Community College-CUNY, Long Island City

*Speakers:* J. Elizabeth Clark, LaGuardia Community College-CUNY, Long Island City, “From Paper to Screen: Are We Still Having This Conversation? Transforming a Writing Program One Classroom at a Time”
- Kenneth Monteith, LaGuardia Community College-CUNY, “If you can’t beat them...”: Joining the Text Message to the Medium”
- Marisa Klages, LaGuardia Community College-CUNY, “Public Voices: Blogging and ePortfolios in the Basic Writing Classroom”
Thursday, 4:45–6:00 p.m.

Practices of Teaching Writing

E.03 Sovereignty and Dialect: Non-standard English Patterns in the Writing of Navajo Students
Yosemite B, Ballroom Level

Chair: Eric Bateman, San Juan College, Farmington, NM
Speakers: Lorraine Manavi, San Juan College, Farmington, NM
Karla Hackman, San Juan College, Farmington, NM
Russ Whiting, San Juan College, Farmington, NM
Misty Cunningham, San Juan College, Farmington, NM
Mila Gutierrez, San Juan College, Farmington, NM
Patricia Hill, San Juan College, Farmington, NM
Tina Shaw, San Juan College, Farmington, NM
Katy Yocum, San Juan College, Farmington, NM

Language

E.04 Multilingual Graduate Students and Composition Studies: Issues and Concerns for our Field
Franciscan B, Ballroom Level

Chair: Christine Tardy, DePaul University, Chicago, IL
Speakers: Steve Simpson, University of New Hampshire, Durham, “The Politics of English as Access to Academic Communities of Practice”
Marohang Limbu, University of Texas at El Paso, “Asian ESL Graduate Students and Issues with U.S. Academic Writing Pattern”
Talinn Phillips, Ohio University, Athens, “International Graduate Students in the Writing Center: Beyond Undergraduates as Normative toward More Inclusive Theories of Our Work”
Christine Pearson Casanave, Temple University, Japan Campus, Tokyo, Japan, “Taking Risks?: A Case Study of 3 Japanese Women Writing Qualitative Dissertations at an American University in Japan”

Information Technologies

E.05 Wikis: Space, Authenticity and Critical Thinking
Franciscan A, Ballroom Level

Chair: Zachery C. Hickman, University Miami, FL
Speakers: Michele Pajer, Gonzaga University, WA, “Wiki-ripples: Improving Literacy Skills in a Linked Critical Thinking/Composition Course”
Julia Combs, University of Nevada, Las Vegas, “A Space of One’s Own: Composition in a Crowded Wiki”
Melanie Kill, Texas Christian University, Fort Worth, WA, “Negotiating Authority Online: Wikipedia as a Case of Contested Genre Change”
Thursday, 4:45–6:00 p.m.

Practices of Teaching Writing

**E.06 Fluidity, Reflexivity, and Pet Squirrels:**
Rethinking Research and Writing in the Disciplines
Continental Ballroom 7, Ballroom Level

*Chair:* Richard Colby, University of Denver, CO  
*Speakers:* Richard Colby, University of Denver, CO  
Rebekah Shultz Colby, University of Denver, CO  
David Daniels, University of Denver, CO

Research

**E.07 Is WAC Still Part of the Wave of the Future?**
Continental Ballroom 1, Ballroom Level

*Chair:* Margaret Stahr, Catawba College, Salisbury, NC  
*Speakers:* Susan Hahn, DePauw University, Greencastle, IN, “Assessing WAC after 30 Years: What does First-Year Writing Teach?”  
Michael Sinowitz, DePauw University, Greencastle, IN and Sarah Summers, The Pennsylvania State University, State College, “Finding Structure in a 5-Paragraph-less World: Assessing Writing Development in a Sophomore Level WAC Course”  
Pam Propsom, DePauw University, Greencastle, IN, “Writing in the Sciences and Social Sciences”

Professional and Technical Writing

**E.08 Genres and Social/Medical Realities**
Van Ness, Sixth Floor

*Chair:* Huiling Ding, Clemson University, SC  
*Speakers:* Huiling Ding, Clemson University, SC, “Genre Analysis of Case Definitions of SARS: Is Medical Knowledge Culturally Contingent or Universally Applicable?”  
Catherine Schryer, University of Waterloo, Ontario, Canada, “From Theory through Research to Praxis: Developing Guidelines to Assist in the Writing of Forensic Letters”  
Susan Popham, University of Memphis, TN, “Ethos in Electronic Mental Health/ Social Work Charts”

Theory

**E.09 Chorographies of Composition: Revisiting Five Key Moments in the 60-Year History of CCCC**
Imperial A, Ballroom Level

*Chair:* Jeff Rice, University of Missouri, Columbia  
*Speakers:* Jeff Rice, University of Missouri, Columbia, “1949: Kerouac and Computer Memory”
James Brown, University of Texas, Austin, “1995: Quickness and Composition”
Derek Mueller, Syracuse University, NY, “1987: A Choragraphic Return to North’s Neighborhood”
Michael McGinnis, Wayne State University, Detroit, MI, “1969: Re-opening Corbett’s Fist: CCC and Social Change in the Sixties”
David Grant, University of Northern Iowa, Cedar Falls, “1994: What Happened to the Post-war Dream?”

**Practices of Teaching Writing**

**E.10 Representation of the Oppressed: Visual Rhetoric in Advertisements, Short Stories, and Documentaries**
Continental Ballroom 6, Ballroom Level
*Chair:* Christopher Toth, Iowa State University, Ames
*Speakers:* Christopher Toth, Iowa State University, Ames, “More than Meets the Eye: Documentary Films as a Critical Multimodal Composing Tool”
David Roberts, Iowa State University, Ames, “Bootstrapping Visual Rhetoric in a College Composition Course”
Rachel Wolford, Iowa State University, Ames, “Visualization of Literature: Poster Analysis using Gestalt Principles”

**Academic Writing**

**E.11 “Can I Use First Person?” Personal Writing and the Academy**
Union Square 3/4, Fourth Floor
*Chair:* Sondra Perl, CUNY Graduate Center, NY
*Speakers:* Nichole Stanford, CUNY Graduate Center, NY, “Memoir as Research”
Jill Belli, CUNY Graduate Center, NY, “New Media Memoir: Mapping the Digital ‘I’”
Dominique Zino, CUNY Graduate Center, NY, “Memoir and the Personal Essay: Complements, Crossovers, and Complications”

**Practices of Teaching Writing**

**E.12 Making Waves through Writing: Food Memoirs, Argument, and Recipes as Protest**
Union Square 22, Fourth Floor
*Chair:* Katherine Wills, Indiana University-Columbus
*Speakers:* Lynn Houston, California State University, Chico, “Exploring Cultural Diversity through the Recipe Memoir Assignment”
Risa P. Gorelick, Ramapo College of New Jersey, Mahwah, “Argument Writing in a Fast Food Nation”
Heather Eaton, Daytona Beach College, FL, “Recipes, Protest, and Rhetoric: Alice Waters and the Food Revolution”
*Respondent:* Janice Walker, Georgia Southern University, Statesboro
Thursday, 4:45–6:00 p.m.

**Practices of Teaching Writing**

**E.13  Takin’ It to the Streets**
Golden Gate 5, Lobby Level

*Chair:* Kim Gunter, Appalachian State University, Boone, NC

*Speakers:* Jesse Peters, University of North Carolina, Pembroke, “Radical Administration—Not an Oxymoron: One College Dean Talking”
Jorge Piocuda, Tiffany Schmidt, and Grey Sweeny, University of North Carolina, Pembroke, “Making It Real: FYC Students Discuss Radical Pedagogies”
Kim Gunter, Appalachian State University, Boone, NC, “Takin’ It to the Streets: Social Justice in the FYC Classroom”

**Community, Civic & Public**

**E.14  Social Riptides in Composition Studies: Praxis as Civic Activism**
Golden Gate 6, Lobby Level

*Chair:* John Raucci, University of Wisconsin-Milwaukee

*Speakers:* Michael T. MacDonald and John Raucci, University of Wisconsin-Milwaukee, “Public Composition Work, Rhetoric, and Research: The Anxiety of Change”
Katie Malcolm and Casey Gerhart, University of Wisconsin-Milwaukee, “(Re)Mediating Institutional Spaces: Graduate Student WPAs/Activists”

*Respondent:* Ellen Cushman, Michigan State University, East Lansing

**Information Technologies**

**E.15  Blogs: Understanding the Potential and Challenges**
Golden Gate 7, Lobby Level

*Chair:* Bradley Bleck, Spoke Falls Community College, WA

*Speakers:* Pamela Gay, Binghamton University, SUNY, Binghamton, “The Blogitorial: An Alternative? Genre for Writing”
Derek Boczkowski, The Ohio State University at Newark, “When Writing (and Teaching) Goes Public: Blogging and the Wall-less Classroom”

**Research**

**E.16  Peer Review in Three Settings**
Golden Gate 1, Lobby Level

*Chair:* Elissa Caruth, Oxnard College, CA

*Speakers:* Maria Ornella Treglia, Bronx Community College, CUNY, “Student Responses to Directive and Mitigated Teacher-written Commentary”
Melissa Patchan, University of Pittsburgh, PA, “Writing in Natural Sciences: The Battle between Content Knowledge and Language Fluency”
Tamara Taylor, Washington University, St. Louis, MO, “Measuring the Wavelengths between Silence and Learning: The Influence of Institutional Policies on Graduate Instructor End Comments”

History

E.17 Charting the Ebb and Flow: Reconsidering Debates about the First-Year Requirement

Golden Gate 2, Lobby Level

Chair: John Stovall, National-Louis University, Chicago, IL

Michael Harker, Ohio State University, Columbus, “In This Spirit: Historizing the Ebb and Flow of a Current and Traditional Complaint”
Matthew Capdevielle, University of Wisconsin-Madison, “Stories and Same Old Stories: Rehearsing and Reiterating the Debates about the First-Year Composition Requirement”

Practices of Teaching Writing

E.18 Wiping Out or Getting Stoked? The Fate of Rhetoric in Basic Writing

Golden Gate 3, Lobby Level

Chair: Margaret Rustick, California State University, East Bay, Hayward

Speakers: Dale Katherine Ireland, California State University, East Bay, Hayward, “Assessing the Incoming Tide: The Role of Rhetoric in Placement and Progress”
Mike Rovasio, California State University, East Bay, Hayward, “Hey, Dude, that Wave is Too Big: Encouraging Faculty to Dive In”
Sarah Nielsen, California State University, East Bay, Hayward, “Standing on Distant Shores: TAs, Multilingual Writers, and Rhetoric in Basic Writing”

Research

E.19 Scholarship @ the CC: Making Waves in the Discipline

Continental Ballroom 2, Ballroom Level

Moderator: Susan K. Miller-Cochran, North Carolina State University, Raleigh

Speakers: Jeffrey Andelora, Mesa Community College, AZ, “What is the State of Research and Scholarship at the Community College?”
Rochelle Rodrigo, Mesa Community College, AZ, “How do Web 2.0 Technologies Change the Face of Community College Scholarship?”
Craig Jacobsen, Mesa Community College, AZ, “Making Waves with Academic Freedom”
Thursday, 4:45–6:00 p.m.

Information Technologies

E.20 Cross-cultural Perspectives on Technology-enabled Learning in the Global Writing Classroom
Continental Ballroom 3, Ballroom Level
Chair: Helle Rytkonen, Stanford University, CA
Speakers: Wafaa Wali, American University in Cairo, Egypt, “Hearing Each Other: Listening Spaces”
Alyssa O’Brien, Stanford University, CA, “Going Global with Composition Pedagogy: The Dialogic Writing Loop of Blogs and Videoconferences”
Christine Alfano, Stanford University, CA, “Putting Pedagogy First: Teaching with Technology in the Context of International Collaboration”
Susan Thomas, University of Sydney, New South Wales, Australia, “What Counts as Teaching? The Challenge of Quantifying Online Instruction”

History

E.21 Shouting, Slugfests, and Religious Debates: Early 20th-Century Rhetorics
Golden Gate 8, Lobby Level
Chair: Tiffany Rousculp, Salt Lake Community College, UT
Speakers: Anita August, University of Texas at El Paso, “Protest in the WCTU: The Rhetorical Slugfest of Ida B. Wells and Frances Willard over Lynching”
Crystal Wright, Georgia State University, Atlanta, “Shouting from the Mountaintops: The Feminist Rhetoric of the Women of the West”

Theory

E.22 Save Points: Gaming as Writing, Production, and Play in the Contact Zone
Continental Ballroom 8, Ballroom Level
Chair: Edmond Chang, University of Washington, Seattle
Speakers: Edmond Chang, University of Washington, Seattle, “World of Warcraft, World of Wordcraft”
J. James Bono, University of Pittsburgh, PA, “Serious Rhetorics and Serious Play: Exploring the Design of Persuasive Games”
Alenda Chang, University of California-Berkeley, “Engaging Production, or Writing as Design”
Research

E.23 Researching Underrepresented Populations in Higher Education
Continental Ballroom 9, Ballroom Level
Chair: Linda Trinh Moser, Missouri State University, Springfield
Speakers: Jessica Early and Arturo Valdespino, Arizona State University, Tempe, “Writing Your Way into College: Findings from a College Admission Essay Writing Intervention for First Generation Latino High School Seniors”
Nicole Pepinster Greene, Xavier University of Louisiana, New Orleans, “Basic Writing, Access, and Equal Opportunity in Southwest Louisiana”

Information Technologies

E.24 Rhetorical Situatedness and the Web: Kairos, Genre, and Pedagogy
Franciscan D, Ballroom Level
Chair: Byron Hawk, George Mason University, Fairfax, VA
Speakers: Heidi Lawrence, George Mason University, Fairfax, VA
Stephanie Trapnell, George Mason University, Fairfax, VA
Edith Kennedy, George Mason University, Fairfax, VA

Professional and Technical Writing

E.25 Risking the Waves of Interdisciplinary Collaboration: What Happens When Another Department Wants to Change Your Course?
Union Square 1/2, Fourth Floor
Chair: Sheldon Wrice, The University of Akron, OH
Speakers: Jeffry Schantz, The University of Akron, OH
Kelly Webb, The University of Akron, OH
Irina Chernikova, The University of Akron, OH
Michael Johanyak, The University of Akron, OH
Michelle Byrne, The University of Akron, OH
Thursday, 4:45–6:00 p.m.

Practices of Teaching Writing

E.26 Writing-about-Writing Pedagogies: First-Year Composition as Student Intellectual Work
Yosemite A, Ballroom Level

Chair: Doug Downs, Montana State University, Bozeman
Speakers: John Goshert, Utah Valley University, Orem, “Fostering Intellectual Work through Falsification Experiences”
Barbara Bird, Taylor University, Upland, IN, “FYC Content Matters: Teaching Meaning Fosters Students’ Intellectual Engagement”
Laurie McMillan, Marywood University, Scranton, PA, “Multimodality Meets Writing-about-Writing in FYC”
Doug Downs, Montana State University, Bozeman, “Finding What to Ask: FYC, Undergrad Research, and the Problem of Expertise”

Theory

E.27 Sailing for Shore: Sustainability in the Composition Classroom
Franciscan C, Ballroom Level

Chair: Ana Hale, Fort Lewis College, Durango, CO
Speakers: Robert Yagelski, State University of New York at Albany, “Writing, Being, and the Crisis of Sustainability”
Abbey Kanzig, Bowling Green State University, OH, “Disciplined to Conform, Punished by Marginalization: Critical Pedagogy as a Response to Blind Obedience and Invisible Oppression”

Theory

E.28 Bridging the Gaps: Reaching Our Students Across Racial, Regional, and Class Divisions
Union Square 17/18, Fourth Floor

Chair: Leslie A. Werden, Morningside College, Sioux City, IA
Speakers: R. Peter Hunsinger, Iowa State University, Ames, “Dampening the Waves of Critique: The Postmodern Condition and the Limits of Multiculturalism”
Rachel Lewis, University of Arizona, Tucson, “Personal Hardships, Personal Heroics: Race and Class in the College Application Essay”
Linh Dich, University of Massachusetts, Amherst, “How Can Whiteness Studies Inform Contact Zone Pedagogy? Examining Obstacles to Online Engagement”
E.29 Doggie Paddling in the Digital Age?: Exploration, Access, and Expression in the Multimodal Classroom

Union Square 25, Fourth Floor

Chair: Lauren Garcia-DuPlain, The University of Akron, OH

Speakers: Lauren Garcia-DuPlain, The University of Akron, OH, “Are Adjunct Instructors Riding the Digital Wave or Merely Staying Afloat?”
Penelope Quade, The Ohio State University, Columbus, “Digital Drowning: Sending out a Lifeboat for Students on the Margins”
Diana Awad Scrocco, Kent State University, OH, “Using MySpace in the Composition Classroom to Provide Students with Access to Free Multimodal Software”

E.30 Amber Waves and the Kludge: Valuing Agrarian Rhetorics and Literacies in the Classroom

Union Square 21, Fourth Floor

Chair: Eileen Schell, Syracuse University, NY

Speakers: Dianna Winslow, Syracuse University, NY, “Food Writing or Food Politics? Agrarian Literacies, Urban Students, and Community Engagement”
Alex McEllistrem-Evenson, University of North Dakota, Grand Forks, “The Kludge Factor: Agrarianism, Creative Emulation, and Critical Consciousness”
Cynthia Vagnetti, Michigan State University, East Lansing, “Oral History in the Composition Classroom: Identity, Memory, and Community”

E.31 Waves of the Future: Teacher Training Techniques

Union Square 23/24, Fourth Floor

Chair: Maeve Duffey, DeVry University, Tinley Park, IL

Speakers: Maja Manojlovic, University of California Los Angeles, “Inventing a Discipline: Training TAs from across the Curriculum”
Tim Taylor, Eastern Illinois University, Charleston, “A Call Unheard?—The Efficacy of TYCA’s ‘Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges’”
Frances Shapiro-Skrobe, Ramapo College of New Jersey, Mahwah, “Making Waves/Expanding Mindsets: Pre-service Content-area Teacher-training, WAC, and Self”
Thursday, 4:45–6:00 p.m.

**History**

**E.32 Powers of Amplification: Locating Rhetorical Force in Turn of the Century Letters, Images, and Bibliographies**

Golden Gate 4, Lobby Level

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

*Speakers:* Christa Olson, University of Illinois at Urbana-Champaign, “Amplifying the Vision of the Nation: White Elites Speaking as if Indigenous in Turn-of-the-Century Ecuador”

Janine Solberg, University of Massachusetts Amherst, “Creating the ‘Business Girl’: Extra-textual Repetition and Networks of Career Advice”

Sarah Hallenbeck, University of North Carolina, Chapel Hill, “Amplifying the New Woman in Turn-of-the-Century America: The Sensational Press and Annie Kopchovsky’s World Bicycle Tour”

*Respondent:* Peter Mortensen, University of Illinois at Urbana-Champaign

**Community, Civic & Public**

**E.33 The Classroom as Public?**

Lombard, Sixth Floor

*Chair:* Cynthia Jeney, Missouri Western State University, St. Joseph

*Speakers:* Emily Donnelli, Park University, Parkville, MO, “What’s Left in the Wake of Composition’s ‘Public Turn’?: Reconceiving the Writing Classroom as a Public”

Cynthia Jeney, Missouri Western State University, St. Joseph, “College Writing in the News and Nonfiction: What Does America Read (Know) about College Writing Instruction?”

**Practices of Teaching Writing**

**E.34 Reaching across the Street: A Collaborative Effort between High School and College Composition Faculty**

Mason, Sixth Floor

*Chair:* Karla Hayashi, University of Hawaii at Hilo

*Speakers:* Karla Hayashi, University of Hawaii at Hilo

Caroline Naguwa, Hawaii Community College, Hilo

Shellie Naungayan, Waiakea High School, Hawaii

**Research**

**E.35 Digital Textual Analysis: Potential for Research and Practice**

Taylor, Sixth Floor

*Chair:* Monica Bulger, University of California, Santa Barbara

*Speakers:* Monica Bulger, University of California, Santa Barbara

Jessica Murphy, University of California, Santa Barbara

Elizabeth Lagresa, University of California, Santa Barbara
Thursday, 4:45–6:00 p.m.

*Language*

**E.36 Grammar, Writing, and Communication**
Sutter, Sixth Floor

*Chair:* José Rei, University of Trás-os-Montes e Alto Douro, Vila Real
*Speakers:* Carlos Assuncão, University of Trás-os-Montes e Alto Douro, Vila Real
José Belo, University of Trás-os-Montes e Alto Douro, Vila Real, “Writing Challenges in Mother Tongue: Errors and Remedial Work–Results of a Study”
José Rei, University of Trás-os-Montes e Alto Douro, Vila Real, “Writing between School and Society: From the Rhetoric Composition to the Literary Composition and the Generalized Utilitarian Texts”

*Institutional and Professional*

**E.37 Ripple Effects: Sponsoring Secondary Teachers as Sponsors of Student Writers**
Powell, Sixth Floor

*Chair:* Suzie Y. Null, University of California, Santa Barbara
*Speakers:* Kevin Hooge, University of California, Santa Barbara, “Teachers as Sponsors of Student Access to University Systems”
Suzie Y. Null, University of California Santa Barbara, “Ripple Effects of School Program Improvement Status and National Writing Project Participation: Teacher Communities as Mitigators of Organizational Educational Inequity”
Leah Zuidema, Dordt College, Sioux Center, IA, “‘I’m having a situation here’: Sponsoring Teaching Conversations at the Deep End”

*Language*

**E.38 Strategies for Staying Afloat in the Multi-lingual Classroom**
Union Square 15, Fourth Floor

*Chair:* Kelly Kinney, State University of New York-Binghamton
*Speakers:* Natalia Andrievskikh, Binghamton University, NY
Kellie French, Binghamton University, NY
Jihye Ahn, Binghamton University, NY
Andrei Guruianu, Binghamton University, NY
Thursday, 4:45–6:00 p.m.

Practices of Teaching Writing

E.39 Can Process Writing Instruction Survive the Outcomes/Assessment Tsunami?
Union Square 14, Fourth Floor

Chair: Bruce Ballenger, Boise State University, ID

Speakers: Kathleen Cassity, Hawaii Pacific University, Honolulu, “How Brain-based Research Supports Process Pedagogy”
David Mauricio, Hawaii Pacific University, Honolulu, “Process plus Model Inventory: A Strategy for Process Teaching in an Outcomes Environment”
LaRene Despain, University of Hawaii at Manoa, “Assessing Basic Writers in a Stretch Pilot Course: On the Importance of Student Attitudinal Surveys”

Practices of Teaching Writing

E.40 Disciplinary Wars, Turf Wars, Lies and Compromise: Teaching Business Writing at a Fashion College with Rhetoric, Process, and Creativity
Union Square 5/6, Fourth Floor

Chair: Robert Clark, LIM College, New York, NY

Speakers: Denice Yanni, LIM College, New York, NY, “Who is a Professional? Can We Communicate about Communication?”
Melinda Wilson, LIM College, New York, NY, “That’s Not a Report, It’s Sheer Poetry”
Robert Clark, LIM College, New York, NY, “You Want It ‘Good.’ They Want It ‘Now.’”

Theory

E.41 Revisiting a Major Wave in Composition: The Bartholomae/Elbow “Debate”
Union Square 13, Fourth Floor

Chair: Ellen Carillo, University of Connecticut, Waterbury

Speakers: Jason Barrett-Fox, University of Kansas, Lawrence, “(Re) Writing Experience: Dewey, Ideology, and the Bartholomae/Elbow Debate”
Brian Schwartz, New York University, NY, “‘You break it, you buy it’: Elbow’s Concept of ‘Ownership’ in Fictional Depictions of Writing Teachers”
Ellen Carillo, University of Connecticut, Waterbury, “(Re)figuring the Bartholomae/Elbow Debate”
Special Interest Groups

6:30–7:30 p.m.

TSIG.01  Service-Learning and Community Literacy
Continental Ballroom 2, Ballroom Level  
Chair: B. Cole Bennett, Abilene Christian University, TX

TSIG.02  Women’s Network Special Interest Group: 
Gender and Professional Status in the Field 
Franciscan B, Ballroom Level 
Chair: Eileen Schell, Syracuse University, NY

TSIG.03  Part-Timer SIG: Best Practices for Non-Tenured faculty 
Yosemite C, Ballroom Level 
Chair: Robert Samuels, University of California, Los Angeles

TSIG.04  Conference on Basic Writing Special Interest Group 
Golden Gate 3, Lobby Level 
Co-Chairs: Shannon Carter, Texas A&M-Commerce 
Hannah Ashley, West Chester University, PGA

TSIG.05  The Subject is Writing: 
FYC as an Introduction to Writing Studies 
Golden Gate 5, Lobby Level 
Co-Chairs: David Slomp, University of Alberta, Edmonton, Canada 
Kathleen Blake Yancey, Florida State University, Tallahassee

TSIG.06  Second-Language Writing SIG: 
Discussing the Revised CCCC Statement on Second-Language Writing and Writers 
Continental Ballroom 8, Ballroom Level 
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 Special Interest Group: Writing at the Military Service Academies
Franciscan A, Ballroom Level
Co-Chairs: Michael Edwards, United States Military Academy, West Point, NY
Alexis Hart, Virginia Military Institute, Lexington

TSIG.08 EngiComm: Writing Across the Engineering Curriculum
Yosemite A, Ballroom Level
Chair: Jon Leydens, Colorado School of Mines, Golden

TSIG.09 The Graduate Teaching Experience: Multiple Responsibilities and Challenges
Continental Ballroom 1, Ballroom Level
Chair: Kimberly Harper, East Carolina University, Greenville, NC

TSIG.10 Open Source and Free Software Users Group
Golden Gate 7, Lobby Level
Co-Chair: Charles Lowe, Grand Valley State University, Allendale, MI
Bradley Dilger, Western Illinois University, Macomb

TSIG.11 Disability Studies Special Interest Group
Continental Ballroom 7, Ballroom Level
Chair: Amy Vidali, University of Colorado, Denver

TSIG.12 Composition at the Small College/University
Yosemite B, Ballroom Level
Co-Chair: David Sumner, Linfield College, McMinnville, OR
Clayann Panetta, Memphis, TN
Paul Hanstedt, Roanoke College, VA

TSIG.13 Nature Writing, Ecocomposition, and Environmental Writing Studies
Golden Gate 4, Lobby Level
Chair: Anthony Lioi, The Juilliard School, New York, NY

TSIG.14 Canadian Caucus
Continental Ballroom 3, Ballroom Level
Chair: Tosh Tachino, University of Winnipeg, Manitoba, Canada
TSIG.15  Film, Television and Visual Rhetoric
Golden Gate 6, Lobby Level
Chair: Jill Dahlman, University of Hawaii at Manoa, Honolulu

TSIG.16  SIG: Language, Linguistics, and Writing
Continental Ballroom 9, Ballroom Level
Chair: Peter Elbow, University of Massachusetts-Amherst

TSIG.17  United States-Israel-Palestine Special Interest Group
Golden Gate 1, Lobby Level
Chair: Matthew Abraham, DePaul University, Chicago, IL

TSIG.18  Family Writing Special Interest Group
Golden Gate 2, Lobby Level
Chair: Sherry Rankins-Robertson, Arizona State University, Mesa

TSIG.19  Non-Western Rhetorical Traditions: Rhetoric Around/Across the World (RA/AW)
Union Square 1/2, Fourth Floor
Chair: Maha Baddar, University of Arizona, Tucson

TSIG.20  Live Wires: Creative Nonfiction and Technology–Creative Nonfiction SIG
Golden Gate 8, Lobby Level
Co-Chair: Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA
Jenny Spinner, Saint Joseph’s University, Philadelphia, PA

TSIG.21  Contingent Faculty Caucus
Franciscan D, Ballroom Level
Chair: Judy Olson, California State University, Los Angeles

TSIG.22  National Archives of Composition and Rhetoric
Union Square 3/4, Fourth Floor
Co-Chairs: O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT
Robert Schwegler, University of Rhode Island, Kingston
Thursday, 6:30–10:00 p.m.

**TSIG.23  5th C Computers**  
Imperial Ballroom A, Ballroom Level  
*Chair:* Cheryl E. Ball, Illinois State University, Normal, IL

**TSIG.24  Consortium for the Study of Writing in College:**  
A Collaboration of WPA and the National Survey of Student Engagement  
Union Square 17/18, Fourth Floor  
*Chair:* Chuck Paine, University of New Mexico, Albuquerque

**TSIG.25  SIG: Association of Teachers of Technical Writing**  
Open Reception & Business Meeting  
Union Square 15/16, Fourth Floor  
*Chair:* William Hart-Davidson, Michigan State University, East Lansing

**TSIG.26  In Memory of Rene Betz**  
Union Square 13, Fourth Floor  
*Chair:* Lawrence McDoniel, St. Louis Community College, MO

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**Thursday Evening Events**

**Scholars for the Dream Poster Session/Reception**  
6:00–7:00 p.m.  
Grand Ballroom A, Grand Ballroom Level

**Humor Night , “Making Waves: Professional and Otherwise”**  
8:00–10:00 p.m.  
Imperial B, Ballroom Level Level  
*Chair:* Bill Bridges, Sam Houston State University, Huntsville, TX  
Dana Allen, Sam Houston State University, Huntsville, TX, “What Would Jesus Cite?: The Good Book Does Not Necessarily Make a Good Source and Other Composition vs. Conviction Battles in the Bible Belt”
Ronald F. Lunsford, University of North Carolina–Charlotte and Bill Bridges, Sam Houston State University, Huntsville, TX, “Waving Goodbye, Waving Hello: A Compilation of Presidential and Presidential WannaBes’ Best Verbal Intentions”
Marvin Diogenes and Clyde Moneyhun, Stanford University, CA, “CBB: Maximum Revision and Blues”

**AA**
8:00–10:00 p.m.
Union Square 22, Fourth Floor

**ALANON**
8:00–10:00 p.m.
Union Square 23, Fourth Floor
Friday, March 13

QIGONG
Qi (chi) = Energy          Gong (Kung) = Skill
Qigong = the skill of attracting vital energy
Golden Gate Lobby, Ballroom Lobby Level
(Outside Golden Gate Rooms)
6:30–7:30 a.m.
Instructor: David Seto
Qi Gong, the foundation for Chinese martial arts and medicine, is a system of postures, dynamic movements, and breathing exercises that promote the free flow of “energy” or “life force” throughout the body in order to maintain health, prevent illness, and heal diseases. This class will introduce you to some of the basics of Qi Gong practice and open your mind to a new vision of health and healing.

REGISTRATION 8:00 a.m.– 5:00 p.m.
Exhibit Hall, Grand Ballroom B, Grand Ballroom Level

EXHIBITS 9:00 a.m.–5:00 p.m.
Exhibit Hall, Grand Ballroom B, Grand Ballroom Level

“Every CCCC Member Has a Story . . . Tell Us Yours!”
The CCCC and the Newcomers Committee, in partnership with the Digital Archives of Literacy Narratives (DALN) and the NCTE, invites you to tell us a story about reading and composing. We will help you record your story (using either video or audio) and preserve it online where friends, family and students can access it—all within 30 minutes. Join us outside the Exhibit Hall.
Cynthia Selfe, Paul Puccio
F Sessions
8:00–9:15 a.m.

Featured Speaker

Becoming Ecocomposition
Continental Ballroom 4/5,
Ballroom Level

Chair: Marilyn Cooper, Michigan Technological University, Houghton

Christian Weisser’s presentation will address the relationships between composition theory and pedagogy and recent work in the area of ecocomposition. As Associate Professor in the Department of English at The Pennsylvania State University, Berks Campus, he serves as Coordinator of both the Professional Writing Program and the Writing Across the Curriculum Program at Penn State Berks. Weisser is the Editor of Composition Forum, a peer-reviewed scholarly journal in rhetoric and composition. His research addresses the relationships between discourse and the locations in which it is situated, focusing upon the physical, political, professional, public, and virtual spaces in which writing takes place. He is the author and editor of six books and numerous articles on this subject, including Moving Beyond Academic Discourse: Composition Studies and the Public Sphere and the recently published collection (with Christopher Keller) entitled The Locations of Composition. Along with co-panelist Sid Dobrin, he co-authored Natural Discourse: Toward Ecocomposition and co-edited Ecomposition: Theoretical and Pedagogical Approaches.

Sidney I. Dobrin will argue that because Composition Studies has been more attuned to subject formation than phenomena of writing, Post-Composition moves toward developing theories of writing grounded in spatial, networked, and complex ecological thinking. Dobrin is Associate Professor in the Department of English at The University of Florida, where for ten years he directed the writing program. He is the author and editor of more than a dozen books about writing, environment, and their intersections. Along with co-panelist Christian R. Weisser, he co-authored Natural Discourse: Toward Ecocomposition and...
co-edited *Ecomposition: Theoretical and Pedagogical Approaches*. He is also co-editor (with Sean Morey) of *Ecosee: Image, Nature, and Visual Rhetoric* (SUNY P, forthcoming April 2009) and co-editor (with J.A. Rice and Michael Vastola) of *Beyond Post-Process*. His two newest monographs continue his work in composition theory and ecocomposition. Dobrin’s featured presentation will be based upon this work. His second new book, *Cracks in the Mirror*, examines the intersections between visual and ecological thinking in order to develop theories of visual rhetoric not hobbled by retrofitting traditional rhetorical models intended for oral and literate contexts to visual/digital/electrate texts.
Institutional and Professional

**F.01 Tenure Literacies, Womanist Genealogies: The Academic Struggles and Life Journeys of Women Faculty of Color**

Grand Ballroom A, Grand Ballroom Level

*Chair:* Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing

*Speakers:* Dorothy Randall Tsuruta, San Francisco State University, CA, “Damn Right She’s Sure Got Some Nerve!”

Cecilia Rodríguez Milanés, University of Central Florida, Orlando, “Sister Professor: Women of Color Teaching, Mentoring, Writing, and Administering from the Margin”

*Respondent:* Malea D. Powell, Michigan State University, East Lansing

Research

**F.02 Reflective Practices in Writing Instruction: What New Research Tells Us**

Continental Ballroom 2, Ballroom Level

*Chair:* Cathy McDonald, Western Washington University, Bellingham


Megan Swihart Jewell, Case Western Reserve University, Cleveland, OH, “When Students Reflect across Courses: What General Education Portfolios Reveal about Writing Knowledge”

Anne Beaufort, University of Washington Tacoma, “All Talk, No Action? Or, Does Transfer Really Happen after Reflective Practice?”

*Respondent:* Kathleen Blake Yancey, Florida State University, Tallahassee

Practices of Teaching Writing

**F.03 Share This: Digital Videos, Pedagogy, and Social Responsibility**

Continental Ballroom 1, Ballroom Level

*Chair:* Andrea Greenbaum, Barry University, Miami Shores, FL

*Speakers:* Andrea Greenbaum, Barry University, Miami Shores, FL, “Social Action through Documentary Filmmaking and the Use of New Media”


Chelsea Redecker, University of North Carolina, Chapel Hill, “Students Making Culture: Video Revisions of ‘The Merchants of Cool’”

Daniel Anderson, University of North Carolina, Chapel Hill, “Mix and Mash Literacy: A Primer for Transforming First-Year Composition”
Friday, 8:00–9:15 a.m.

Theory

F.04 Film as Visual Rhetorical Texts
Imperial A, Ballroom Level
Chair: Anne Frances Wysocki, University of Wisconsin-Milwaukee
Speakers: David Blakesley, Purdue University, West Lafayette, IN, “Indy Films and Videographers in Composition: The Visual Rhetorics and Pedagogies of Identity”
Joyce Irene Middleton, East Carolina University, Greenville, NC, “Hyperlink Film and Rhetorical Identification in Film”
Christine Russell, East Carolina University, Greenville, NC, “‘Playing in the Dark’ in Hollywood Film”

Institutional and Professional

F.05 The Philosophy of Numbers: Bridging the Gap between Rhetoric and Science
Golden Gate 1, Lobby Level
Chair: Carol Rutz, Carleton College, Northfield, MN
Speakers: John Bean, Seattle University, WA, “Taking an Epistemological/Rhetorical Approach to Quantitative and Scientific Literacy”
Carol Rutz, Carleton College, Northfield, MN, “Quantitative Reasoning in WAC: Aristotle Has Not Yet Left the Building”
Keith Rhodes, Grand Valley State University, Allendale, MI, “The Case for Rhetorical Numeracy in Composition Scholarship”

Research

F.06 Bridging the Language Gap: Genre Theory and Linguistics-Based Writing Theory and Instruction
Continental Ballroom 9, Ballroom Level
Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor
Speakers: Moises Escudero, University of Michigan, Ann Arbor
Zak Lancaster, University of Michigan, Ann Arbor
Timothy Green, University of Michigan, Ann Arbor

Practices of Teaching Writing

F.07 Pox on a Bender: Narrative Medicine and Writing Genres
Union Square 25, Fourth Floor
Co-Chairs: Donna Gessell, North Georgia College and State University, Dahlonega
Lisa DeTora, Lafayette College, Easton, PA
Speakers: Lisa DeTora, Lafayette College, Easton, PA
Donna Gessell, North Georgia College and State University, Dahlonega
Shannon Wooden, University of Southern Indiana, Evansville
Practices of Teaching Writing

F.08 A Following Sea: Integrating Basic Writing and Reading into Transfer Courses through Learning Communities
Van Ness, Sixth Floor

Chair: Matthew Stilwell, Front Range Community College, Fort Collins, CO
Speakers: Shawna Jackson, Front Range Community College, Fort Collins, CO, “A Lumina Grant Experience: Implementing Learning Communities at a 2-Year College”
Matthew Stilwell, Front Range Community College, Fort Collins, CO, “Finding a Good Fit: Learning Community Faculty Selection and Induction”
Julie Voss, Front Range Community College, Westminster, CO, “Reading Success in Psychology: Linking Psychology Courses to Reading”
Stewart Erlich, Front Range Community College, Westminster, CO, “One Instructor or Two? Two Learning Community Models”

Practices of Teaching Writing

F.09 This is Your Brain on Writing
Imperial B, Ballroom Level

Chair: Paul Hanstedt, Roanoke College, Salem, VA
Speakers: Marilee Ramesh, Roanoke College, Salem, VA, “How Learning Changes the Brain: A Biological Perspective”
Denise Adkins, Roanoke College, Salem, VA, “Deep Learning: A Psychologist’s Perspective”
Paul Hanstedt, Roanoke College, Salem, VA, “This is Your Brain on Writing: The Implications of James Zull’s The Art of Changing the Brain for the Writing Classroom”
Gordon Marsh, Roanoke College, Salem, VA, “This is Your Brain on WAC: Zull, Bean, Music, and Writing”

Composition/Writing Programs

F.10 Making Waves, Managing Waves, and Becoming Active/ists: Recasting Campus Crisis into Written Reflection
Yosemite B, Ballroom Level

Chair: Benjamin Sword, Tarleton State University, Stephenville, TX
Speakers: Brian Fehler, Tarleton State University, Stephenville, TX, “The Mirror and the Screen: Active/ist Reflection: When Private Images Become Public”
Lisa Kirby, North Carolina Wesleyan College, Rocky Mount, “Activism and Reflective Practice: The Composition Classroom as Site of Civic Engagement”
Purna Banerjee, Millikin University, Decatur, IL, “Teaching Writing during Troubled Times: Autoethnographies as the Interstices between the Purely Private, the Confrontational Communal, and the Reflectional Radical”
Friday, 8:00–9:15 a.m.

Theory

F.11 Navigating Empathy: Making Waves across Rhetorical and Affective Dimensions of Composition
Golden Gate 5, Lobby Level
Chair: Shane Borrowman, The University of Nevada, Reno
Speakers: Lew Caccia, Walsh University, North Canton, OH, “Empathy and Empirical Inquiry in First-Year Composition”
William DeGenaro, The University of Michigan, Dearborn, “Empathy and the Erasure of Difference”
Kia Jane Richmond, Northern Michigan University, Marquette, “Empathy and Teacher Training”
Respondent: Julie Lindquist, Michigan State University, East Lansing

Creative Writing

Continental Ballroom 3, Ballroom Level
Chair: Glenn North, University of Missouri, Kansas City
Speakers: Glenn North, University of Missouri, Kansas City, “Undercover Brother: Covert Resistance in the Poetry of Terrance Hayes, Major Jackson, Keving Young, et. al.”
Natasha Ria El-Scari, University of Missouri, Kansas City, “Phenomenal Women: The Diverse Voices of Contemporary African American Women Poets”
Nicole Higgins, University of Missouri, Kansas City, “The Gray Aesthetic: When Black Poets Write ‘White’”

Academic Writing

F.13 Building a Bridge over Troubled Waters: Graduate Writing Workshops
Franciscan B, Ballroom Level
Chair: Gail Pizzola, University of Texas at San Antonio
Speakers: Marcheta Evans, University of Texas at San Antonio, “Demographics and Motivation for Building Bridges”
Diane Abdo, University of Texas at San Antonio, “Bridge Building through Ancillary Writing Workshops”
Gail Pizzola, University of Texas at San Antonio, “Building Bridges through Embedded Writing Workshops”
Shane Haberstroth, University of Texas at San Antonio, “Assessing the Bridge and Projecting Expansion”
Friday, 8:00–9:15 a.m.

**Practices of Teaching Writing**

**F.14 Conflicts in Teaching and Teaching the Conflicts**
Union Square 5/6, Fourth Floor

*Chair:* Erin Boade, Independent Scholar, Austin, TX

*Speakers:*
- Eric Dieter, University of Texas at Austin, “The Hidden Bigotry of Authenticity: Student-athletes and Professors Playing the Identity Game”
- Jim Beitler, University of Michigan, Ann Arbor, “Reading Empowering Rhetorics in the Writing Classroom”
- Erin Boade, Independent Scholar, Austin, TX, “Presenting Controversial Rhetors in the Writing Classroom”

**Practices of Teaching Writing**

**F.15 Contemplation and Composition:**
**Going Slow in the Classroom**
Taylor, Sixth Floor

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

*Speakers:*
- Sarah Stanley, University of Massachusetts, Amherst, “Writing a Path toward Social Change: A Critical Pedagogy of Grammatical Choice”
- Michael Stancliff, Arizona State University, Phoenix, “Measured Wave: Toward a Slow Composition Pedagogy”

**Composition/Writing Programs**

**F.16 First-Year Composition and the Learning Community:**
**A Framework for Student Engagement**
Powell, Sixth Floor

*Chair:* Karol Dehr, Indiana University-Purdue University, Fort Wayne

*Speakers:*
- Karol Dehr, Indiana University-Purdue University, Fort Wayne
- Kimberly Wagner, Indiana University-Purdue University, Fort Wayne
- Deborah Ellsworth, Indiana University-Purdue University, Fort Wayne
Friday, 8:00–9:15 a.m.

Practices of Teaching Writing

F.17  Identity Politics and Embodied Rhetorics in the Writing and Rhetoric Classroom
Golden Gate 2, Lobby Level
Chair: Donna Hunter, Stanford University, CA
Speakers: Sohui Lee, Stanford University, CA, “Burke and the Teacher’s Embodied Rhetoric”
Kristi Wilson, Stanford University, CA, “From Paper to Screen: Embodied Rhetoric and the Disembodied Lens”
Serkan Gorkemli, University of Connecticut, Stanford
Subhasree Chakravarty, Stanford University, CA, “The Rhetorical Production of Race”
Moderator: Sangeeta Mediratta, Stanford University, CA

Information Technologies

F.18  Letting the Assessed in on (Nontraditional) Assessment: Writing Centers and Weblogs—Expanding a Thirdspace Dialogue
Yosemite C, Ballroom Level
Chair: Michael Barnes, Stetson University, Deland, FL
Speakers: Michael Barnes, Stetson University, Deland, FL
Jennifer Newell, Stetson University, Deland, FL
Elizabeth Barnes, Daytona Beach College, Daytona Beach, FL

Theory

F.19  Resisting Basic Writers/Resisting Institutions: Resistance Theory and Community College Writing
Golden Gate 7, Lobby Level
Chair: Howard Tinberg, Bristol Community College, MA
Speakers: Jack Morales, Community College of Allegheny County, Pittsburgh, PA, “You’re Not the Boss of Me: Resistance Theory and the Basic Writing Class”
Michael Hill, Henry Ford Community College, Dearborn, MI, “Ratemyprofssor.com, Basic Writers and the Search for Academic Authority”
Jennifer Swartout, Heartland Community College, Normal, IL, “Basic Writers and Resistant Institutions: A Programmatic Analysis”
Academic Writing

F.20  Discipl ine-Inflected Ethos: Rhetorical Theory in the Discipline-specific First-Year Writing Course
Franciscan A, Ballroom Level
Chair: Betsy Verhoeven, Duke University Writing Program, Durham, NC
Speakers: Betsy Verhoeven, Duke University Writing Program, Durham, NC, “Rhetorical Comparisons of Scholarly Writing in the Humanities, Social Sciences, and Natural Sciences”
Robin Smith, Duke University Writing Program, Durham, NC, “Uncovering Scientific Ethos by Comparing Scholarly and Popular Writing”
Marcia Rego, Duke University Writing Program, Durham, NC, “Toward Ethnographic Writing: Anthropological Ethos in FYW”
Chris Beaule, University of Hawai‘i, Manoa, “Excavating Levels of Evidentiary Support in Archaeological Arguments”

Composition/Writing Programs

F.21  Writing Centers: Questions and Innovations
Golden Gate 8, Lobby Level
Chair: Benjamin Miller, CUNY, New York, NY
Speakers: Karen Keaton Jackson, North Carolina Central University, Durham, “Tales from the Other Side: A Focus on Tutor Identity Formation when Working with Multicultural Writers”
Lynn Shelly, Indiana University of Pennsylvania, “Fostering Involvement and Building Community: A New Role for Writing Centers”
Steven Corbett, Southern Connecticut State University, New Haven, “Writing On-location Waves with Diverse Students”

Composition/Writing Programs

F.22  A Perfect Storm: The Impact of Value-Added Assessment Requirements
Union Square 22, Fourth Floor
Chair: Karen McDonnell, James Madison University, Harrisonburg, VA
Speakers: Kevin Jefferson, James Madison University, Harrisonburg, VA
Laura Schubert, James Madison University, Harrisonburg, VA
Karen McDonnell, James Madison University, Harrisonburg, VA
Friday, 8:00–9:15 a.m.

**Information Technologies**

**F.23 Web 2.0 Technologies and Classroom Practices**  
Mason, Sixth Floor  
Chair: Sarah Allen, University of Mary Washington, Greeley, CO  
Speakers: Brian Ballentine, West Virginia University, Morgantown, “Writing, Hacker Ethics, and Web 2.0: On Embracing New Forms of Composition”  
Dona Bailey, University of Arkansas at Little Rock, “Digital Lifelogs in First-Year Writing Courses”  
Rory Lee, Florida State University, Tallahassee, “Running with the (Technology) Times: Journaling 2.0 in the W2L and WAC Movements”

**History**

**F.24 Historicizing the Work of Writing Instruction: Documenting Labor Histories in the Field**  
Union Square 14, Fourth Floor  
Chair: Eileen Schell, Syracuse University, NY  
Speakers: Eileen Schell, Syracuse University, NY, “You Think You Have It Bad Now!: Studying the History of Labor and Working Conditions in the Early to Mid-20th Century in U.S. Colleges”  
Jim McDonald, University of Louisiana at Lafayette, “The Cold War/Post-Cold War Labor of Writing Instruction: Before and After the Wyoming Resolution”  
Respondent: Chris Carter, University of Oklahoma, Norman

**Information Technologies**

**F.25 Digital Gaming: MMORPGS and Player Identity**  
Union Square 21, Fourth Floor  
Chair: George S. Diamond, Moravian College, Bethlehem, PA  
Speakers: Katie Retzinger, Old Dominion University, Norfolk, VA, “Immediacy, Desire, and the Other: MMORPGS and Constructions of Identity”  
Matthew S. S. Johnson, Southern Illinois University, Edwardsville, “The World Is Subject: Gamers and the Potential for Change”  
Phill Alexander, Michigan State University, East Lansing, “Running with the Bulls: The Race Rhetoric of the Tauren in World of Warcraft”

**Practices of Teaching Writing**

**F.26 The Ripple, the Curl, and the Tsunami: Three Perspectives on the Ethnographic Approach to First-Year Writing**  
Lombard, Sixth Floor  
Chair: Jonn Salovaara, Columbia College, Chicago, IL  
Speakers: Ames Hawkins, Columbia College, Chicago, IL, “Ethnography’s Ripple-Effect”
Friday, 8:00–9:15 a.m.

Jonn Salovaara, Columbia College, Chicago, IL, “The Instructor Rides the Ethnography Curl”
Molly Ades, Columbia College, Chicago, IL, “The Ethnography Student’s Tsunami”

Theory

F.27 Revising Race, Remixing the Rainbow: Queer of Color Theory in Rhetoric and Composition
Sutter, Sixth Floor
Chair: Rhea Estelle Lathan, Michigan State University, East Lansing
Speakers: Qwo-Li Driskill, Texas A&M University, College Station, “Two-Spirit Critiques: Sexuality, Sovereignty, Survivance”
Elisa Marie Norris, Syracuse University, NY, “In Whose Report Will You Believe? Constructing Realities, Questioning Identities”
Eric Darnell Pritchard, University of Texas at Austin, “All of Who I am in the Same Place’: A Black Queer Autocritography”
Kelly Rawson, Syracuse University, NY, “Anti-Racist Research: White Scholars Working in White Space”
Respondent: Rhea Estelle Lathan, Michigan State University, East Lansing

Practices of Teaching Writing

F.28 Writing on Different Wavelengths: Competing Perceptions of Teaching and the Academy
Yosemite A, Ballroom Level
Chair: Chris Warnick, College of Charleston, SC
Emily Cooney, College of Charleston, SC, “Finding the Same Wavelength: Translating Perceptions of the ESL Instructor in the Classroom”
Thomas Bullington, Independent Scholar, Charleston, SC, “Tweed, Pipes, Papers, and All the Time in the World: The Student’s (Mis-) Perception of the Teacher”

Institutional and Professional

F.29 Collaboration across the Grades: Teaching, Research, and Administration
Golden Gate 3, Lobby Level
Chair: Jane Greer, University of Missouri, Kansas City
Speakers: Debbie Haus, Belton High School, MO, “Communication and Collaboration: Teaching in the Dual-credit Arena”
Melanie Burdick, Metropolitan Community College-Longview, Lee’s Summit, MO, “Curricular Extensions within a Multi-grade Action Research Circle”
Jane Greer, University of Missouri, Kansas City, “Abstractions and Artifacts: Administrative Collaboration at an Early College High School”
Friday, 8:00–9:15 a.m.

_Institutional and Professional_

**F.30 Empty Rhetoric and Academic Bullshit: Strategies for Composition’s Self-representation in National Arenas**

Continental Ballroom 7, Ballroom Level

*Chair:* Michael Edwards, United States Military Academy, West Point, NY

*Speakers:* Michael Edwards, United States Military Academy, West Point, NY
Mark Bauerlein, Emory University, Atlanta, GA
Margaret Price, Spelman College, Atlanta, GA
Lauren Rosenberg, Eastern Connecticut State University, Willimantic

**Practices of Teaching Writing**

**F.31 Cultural Expectations in Cross-cultural Classrooms: ESL and International Issues**

Franciscan C, Ballroom Level

*Chair:* Linda A. Torok, University of Cincinnati, OH

*Speakers:* Nancy Hayward, Indiana University of Pennsylvania, “Cultural Understandings of Reflective Writing”
Joel Bloch, The Ohio State University, Columbus, “Intellectual Property, Plagiarism, and the International Student”
Courtney Dull, University of New Hampshire, Durham, “Coping with Differing Expectations in L2 Writing Conferences: An Argument for the Role of Negotiator”
Linda A. Torok, University of Cincinnati, OH, “The Critical Difference between What ESL Students ‘Should Be’ and What They ‘Are’: Issues of Motivation and Representation when Teaching Saudi Students”

_Community, Civic & Public_

**F.32 Performing Hybrid Identities and the Claiming of Public Space**

Golden Gate 4, Lobby Level

*Chair:* Nancy Welch, University of Vermont, Burlington

*Speakers:* Mary Ann Cain, Indiana University-Purdue University, Fort Wayne, “Making Waves through Community Arts: Public Space as Collective Creation”
Lil Brannon, University of North Carolina, Charlotte, “Privatized Identities and Hybrid Teachers: Questioning the Surveillance of First-Year Writing”
Michelle Comstock, University of Colorado, Denver, “Claiming Public Space at the Democratic National Convention”
Friday, 8:00–9:15 a.m.

**Community, Civic & Public**

**F.33 Three Waves of Theorizing, Historicizing, & Rhetoricizing the Archive**

Union Square 3/4, Fourth Floor

*Chair:* Jess Enoch, University of Pittsburgh, PA

*Speakers:* John Miles, Wofford College, Spartanburg, SC, “Historicizing a Native Agent: The Case of Laura Cornelius Kellogg”

Whitney Myers, University of New Mexico, Albuquerque, “Reading the Writing: Native Scholars, Compositionists, and Albuquerque Indian School Students”

René Agustín De los Santos, DePaul University, Chicago, IL, “Recreating a ‘Culture of Documentation’: Archives as Rhetorical and Pedagogical Accomplishments”

**Institutional and Professional**

**F.34 How Teachers Rise: An Archival and Person-based Study of the Performative Construction of TA Identity**

Union Square 17/18, Fourth Floor

*Chair:* Ann Updike, Miami University, Oxford, OH

*Speakers:* Ann Updike, Miami University, Oxford, OH, “The Ebb and Flow of Theory in Writing Program Teacher Training Documents”

Bre Garrett, Miami University, Oxford, OH, “‘So listen to what happened in class today . . .’: The Rise and Fall (and Rise?) of the TA Teaching Story in a Composition Practicum”

Aurora Matzke, Miami University, Oxford, OH, “Evaluating the Rise of the Graduate Student Teaching Philosophy”

**Institutional and Professional**

**F.35 Composition, Teacher Education, and Curriculum Reform: Toward an Enhanced Alignment of Secondary and Post-Secondary Writing**

Union Square 23/24, Fourth Floor

*Chair:* Christopher McCarrick, Clarion University of Pennsylvania

*Speakers:* Christopher McCarrick, Clarion University of Pennsylvania, “When Tectonic Plates Collide, Seismic Waves Result: Writing, Teacher Education, and Curriculum Reform”

Linda Taylor, Brookville Area School District, PA, “A Composition Course for College-bound High School Seniors: A Practical Solution to the Dis- connect”

Tracey Johnson, Chatham University, Pittsburgh, PA
Practices of Teaching Writing

F.36 Yes, We Really Want You to Write during This Session!: A Panel on the Pedagogy of Cultural Rhetoric(s)
Union Square 15/16, Fourth Floor
Chair: Maria Montaperto, Kean University, Union, NJ
Speakers: Rochelle Harris, Central Michigan University, Mount Pleasant, “A Thrill of Something like Terror, Something like Joy: Toward a Pedagogy of Cultural Rhetoric(s)”
Maria Montaperto, Kean University, Union, NJ, “Riding the Wave of ‘Students’ Rights to Their Own Language’: A 2024 Vision”

Practices of Teaching Writing

F.37 Power and Identity in the Writing Classroom
Union Square 1/2, Fourth Floor
Chair: Audrey L. Ward, Bennett College, Greensboro, NC
Kay Siebler, Missouri Western State University, St. Joseph, “Breast Binding and Crotch Tucking: Complicating Media Representations of TransQueers”
Mark Hannah, Purdue University, West Lafayette, Indiana, “Identity Construction and Deliberative Rhetoric: Exploring Online Deliberation in the Panopticon”

Composition/Writing Programs

F.38 Making Waves with Writing Center Peer Tutors
Continental Ballroom 9, Ballroom Level
Chair: Helen Szymanski, College of DuPage, Glen Ellyn, IL
Speakers: Helen Szymanski, College of DuPage, Glen Ellyn, IL
Jennifer Staben, College of Lake County, Grayslake, IL

Institutional and Professional

F.39 Going Global by Going Local: Connecting Study Abroad and International Students with the Writing Support They Need
Golden Gate 6, Lobby Level
Chair: Mark Schaub, Grand Valley State University, Allendale, MI
Speakers: Ellen Schendel, Grand Valley State University, Allendale, MI, “What American Writing Centers Can Learn from International Writing Centers about Supporting International Writers”
Kate Stoetzner, Grand Valley State University, Allendale, MI, “Writing in Andra Pradesh to Writing on Your Campus”
During the last four decades, the shift from current-traditional to process and post-process pedagogies has reshaped the teaching of writing, as a formal focus on “correctness” and arrangement has given way to work on heuristic invention strategies, revision processes, content development, varied genres, rhetorical contexts, and personal or social relevance. Questions remain, however, about the scope and depth of this change, especially the degree to which teacher response practices in composition and disciplinary classrooms have embraced the new approach. As a result, researchers and teachers have worked to identify best practices in teacher response through studying type, length, and frequency of written comments; formal oral and written genres of response; rhetorical stances; relations of response to revision; and so on. This research, however, still leaves us asking the basic question of what best practices are in different instructional contexts as well as how widely and consistently current notions of best practice have been adopted in U.S. colleges and universities. The four presentations on this panel share large-scale and situated analyses of the state of the art in response practices today across a variety of settings and consider how current theoretical developments in understanding discourse, learning, and pedagogy might reshape our understanding of response.

Speakers: Patrick Ewing, University of California, Santa Barbara, “Extremely Odd and Twisted Syntax: A Study of Marginal Comments in Lunsford and Lunsford’s Archive of College Writing”
Dana Ferris, University of California, Davis, “Walking the Talk: Teachers’ Response Practices in ‘ESL’ and ‘Mainstream’ Composition”

Chris Anson, North Carolina State University, Raleigh, NC, “The Current Nature of Response to Student Writing: Results from a National Survey of 23,000 Students”

Paul Prior and Samantha Looker, University of Illinois at Urbana-Champaign, “Anticipatory Response and Genre Systems: Rethinking Response Research, Pedagogy, and Practice”

Practices of Teaching Writing

G.01 Taking the Stage: Performance and the Writing Classroom
Grand Ballroom A, Grand Ballroom Level

Co-Chairs: Clyde Moneyhun, Stanford University, CA
           Marvin Diogenes, Stanford University, CA

Speakers: Clyde Moneyhun, Stanford University, CA, “Stepping into Character: Student Presentations as Dramatic Performances”
Amy Devitt, University of Kansas, Lawrence, “Performing Teacherly Roles: Teaching On, Beside, and Around the Classroom Stage”
Mary Jo Reiff, University of Tennessee, Knoxville, “Cueing Classroom Performances: The Composition Director as Stage”

Respondent: Jenn Fishman, University of Tennessee, Knoxville
Friday, 9:30–10:45 a.m.

Community, Civic & Public

G.02 Teaching Global Issues in Local Contexts: Practicing the Rhetoric of Social Activism
Imperial A, Ballroom Level

Chair: Nancy Barron, Northern Arizona University, Flagstaff
Speakers:
Scott Guenthner, Northern Arizona University, Flagstaff, “Implementing the Rhetoric of Social Activism in the First-Year Curriculum: Promoting Humanitarian Values through Technology”
Nancy Barron, Northern Arizona University, Flagstaff, “Practicing the Rhetoric of Peace in a Writing-intensive Course: Learning the Principles of Negotiation”
Sibylle Gruber, Northern Arizona University, Flagstaff, “Understanding the Power of Gendered Language Uses in a Senior Seminar Course: Becoming Activists for Change”

Institutional and Professional

G.03 Charting New Routes: GLBTQQ Discourses in Professional Spaces
Golden Gate 1, Lobby Level

Chair: Will Banks, East Carolina University, Greenville, NC
Speakers:
Trav Webster, Michigan State University, East Lansing, “Open Secrets, Professional Capital?: GLBTQQ Scholars and CCCC Calls for Proposals”
Matthew Cox, Michigan State University, East Lansing, “GLBTQQ Professionals and Professional Organizations: Resources or Resistance?”
Respondent: Will Banks, East Carolina University, Greenville, NC

Practices of Teaching Writing

G.05 Sex, Lies and Theft: Writing about Controversies
Golden Gate 2, Lobby Level

Chair: Suneeti Lock, University of Nevada, Reno, NV
Speakers:
Nels Highberg, University of Hartford, West Hartford, CT, “The Day I Brought Porn to Class”
Christopher Alexander, University of Louisville, KY, “‘Steal this research paper:’ Rhetorics of Revolution and Teaching Writing from Sources”
Friday, 9:30–10:45 a.m.

Composition/Writing Programs

G.06 Educating the Third Wave of Writing Program/Center Administrators
Continental Ballroom 7, Ballroom Level

Chair: Shirley K. Rose, Purdue University, West Lafayette, IN
Speakers: Shirley K. Rose, Purdue University, West Lafayette, IN, “Surveying Difference: A Comparison of WPA and WCA Responses to a National Survey”
Michael Pemberton, Georgia Southern University, Statesboro, “Preparing Future Writing Center Administrators for the Real World”
Jonikka Charlton, University of Texas-Pan American, Edinburg, “GenAdmin Identity: Preparing the Next Wave of Writing Program/Writing Center Administrators”

Community, Civic & Public

G.07 “Phenomenal Women” Making Waves:
African American Women Using Literacy to Engage in Community and Civic Activism
Continental Ballroom 3, Ballroom Level

Chair: Valerie Kinloch, The Ohio State University, Columbus
Speakers: Beverly Moss, The Ohio State University, Columbus, “Phenomenal Women Using Literacy to Empower Themselves and a Community”
Mawarine Lyons, Phenomenal Women Incorporated, Columbus, OH, “Phenomenal Black Women Act: Making Waves, Changing a Community”
Robyn Lyons-Robinson, Columbus State Community College, OH, “Phenomenal Women Modeling Literacy and Leadership”
Charlene Reeves and Veronica Lewis, Phenomenal Women Incorporated, Columbus, OH, “A Phenomenal Woman’s Literacy Journey”

G.08 Real Service, Real Students:
Reflecting on Service Learning at the Two-Year College
Franciscan C, Ballroom Level

Chair: Courtney Anstett, Norwalk Community College, Bridgeport, CT
Speakers: Cindy Casper, Norwalk Community College, Bridgeport, CT, “Made for Each Other: Service Learning and the Community College Writing Center”
Susan Gebhardt-Burns, Norwalk Community College, Bridgeport, CT, “Making a Difference on Campus: Service Learning across the Writing Curriculum”
Friday, 9:30–10:45 a.m.

Catherine Milton, Norwalk Community College, Bridgeport, CT, “Engendering Praxis: How Service Learning Unites Classroom Theory with Feminist Practice through Reflection and Process”

Hannah Moeckel-Rieke, Norwalk Community College, Bridgeport, CT, “Trying It On: Service Learning, Self-Knowledge, and Academic Success”

Information Technologies

G.09 New Media Literacies and the Sociable Web: Interrogating Interplays of Participatory Culture and Academic Literacy
Franciscan D, Ballroom Level
Chair: Kevin Roozen, Auburn University, AL
Speakers: Rik Hunter, University of Wisconsin-Madison, “Co-constructing Writing and Being: Wiki-mediated Composition and Social Interaction”
Kory Lawson Ching, San Francisco State University, Davis, CA, “Genre Discovery in On-line Gaming Quest Narratives”

History

G.10 Feminism’s First Wave: Women Making Spaces to Speak
Union Square 1/2, Fourth Floor
Chair: Maureen Daly Goggin, Arizona State University, Tempe
Speakers: Ryan Skinnell, Arizona State University, Tempe, “The Logic of Elizabeth Cady Stanton’s Pathos”
Andrea Alden Lewis, Arizona State University, Tempe, “The Cult of True Womanhood and Victorian Era Science: First Wave Women Subverting the Dominant Discourse”
Elizabeth Lowry, Arizona State University, Tempe, “Feminist Rhetoric at the Time of the Spanish American War”

Academic Writing

G.11 Strategies for Teaching Argument
Union Square 3/4, Fourth Floor
Chair: Marjorie R. Hovde, Indiana University-Purdue University, Indianapolis
Speakers: Amanda Espinosa-Aguilar, On leave, Pasco, WA, “Using Speeches to Teach Argumentation”
June Johnson, Seattle University, WA, “Plunging into the Waves of Controversy: Teaching Rogerian Strategies to Deepen First-Year Students’ Understanding of Argument”
Jane DeTullio and Linda Littman, Monmouth University, West Long Branch, NJ, “Not the Same Old Song”
Friday, 9:30–10:45 a.m.

*Professional and Technical Writing*

**G.12 Information Design in Medical Fields**  
Union Square 14, Fourth Floor  
*Chair:* Ryan Trauman, University of Louisville, KY  
*Speakers:* Mary Knatterud, University of Arizona, Tucson, “Being Truly ‘Present’ as Medical Caregivers (or as Workers Anywhere)”  
Danielle Hinrichs, Metropolitan State University, St. Paul, MN, “Diagnosing Medical Writing: What Teaching Writing in the Health Sciences Can Contribute to Composition Pedagogy”  
Dario Del Degan, University of Toronto, Ontario, Canada, “The Ripple Effect”

*Creative Writing*

**G.13 Written To Be Spoken: Playwriting, Screen Writing and the Performative Space**  
Union Square 15/16, Fourth Floor  
*Chair:* John McKinnis, Buffalo State College, NY  
*Speakers:* Gino Dilorio, Clark University, Worcester, MA, “Writing Out Loud: Finding the Operative Word”  
Darsie Bowden, DePaul University, Chicago, IL, “Screenplay: The Fate of English 489”  
Sarah Harris, University of Arizona, Tucson, “Rites of Passage: The Creative Writing Workshop as Performative Space”

*Practices of Teaching Writing*

**G.14 In Memoriam: A Performance Piece on Haunted Pasts**  
Golden Gate 3, Lobby Level  
*Chair:* Joonna Smitherman Trapp, Northwestern College, Orange City, IA  
*Speakers:* Joonna Smitherman Trapp, Northwestern College, Orange City, IA, “Ghostly Women of Chicago: Memoria as Female Empowerment”  
Paul Puccio, Bloomfield College, NJ, “Ghosts in the Classroom: Memory and Pedagogy”  
Bob Mayberry, California State University, Channel Islands, “Unremembered Memory: A Dialog with Forgotten Teachers”  
Keith Dorwick, The University of Louisiana at Lafayette, “Remembered as Ghosts: Making Our Memories Visible through Performativity”
Professional and Technical Writing

G.15 Making Waves with Ethical Language: Argumentation, Neutrality, and the Law
Golden Gate 4, Lobby Level
Chair: Margaret Willard-Traub, University of Michigan-Dearborn
Speakers: Donna Scheidt, University of Michigan-Ann Arbor, “Doing Narrative Critically”
Margaret Willard-Traub, University of Michigan-Dearborn, “The Consequences of ‘Neutrality’: The Material Rhetoric of Witnessing”
Lindsay Ellis, Grand Valley State University, Grand Rapids, MI, “Bringing Dispute Resolution Strategies under a Feminist Lens—and into my Students’ Writing Repertoires”
Respondent: Anne Ruggles Gere, University of Michigan-Ann Arbor

Practices of Teaching Writing

G.16 The Use of Contemplative Practices in the Teaching of Writing and Communications
Yosemite B, Ballroom Level
Chair: Keith Kroll, Kalamazoo Valley Community College, MI
Speakers: Barry Kroll, Lehigh University, Bethlehem, PA, “Contemplative Experience and Adversarial Argument”
David Heckel, Pfeiffer University, Misenheimer, NC, “Contemplating Nature: Non-Discursive Modalities in the Writing Classroom”

Practices of Teaching Writing

G.17 Comic, Hip-hop and the Rhetoric of Identity: Youth Identity and the Teaching of Writing
Yosemite A, Ballroom Level
Chair: Dorinda Fox, University of Central Florida, Orlando
Speakers: Brij Lunine, University of California-Santa Cruz, “It’s not where you’re From, It’s where you’re At: Evaluating the Pedagogy of Writing Hip-hop”
Farnaz Fatemi, University of Santa Cruz, CA, “Writing in the Gutter: Comics in a Rhetoric Course”
Donna Hunter, Stanford University, San Francisco, CA, “Am I Who I Am on Facebook?: Identity 2.0”
Friday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**G.18 Revisioning the First-Year Composition Course**
Golden Gate 7, Lobby Level

*Chair:* Donald Samson, Radford University, Radford, VA  
*Speakers:* William Rivers, University of South Carolina, Columbia, “Preparing Administrators and Faculty for Changes in First-Year Composition”  
Larry Juchartz, Mott College, Flint, MI, “‘Here the Director Made a Sign of the T’: Negotiating a Brave New World of ‘First-Year Comp w/Technical and Career Emphasis’”  
Donald Samson, Radford University, Radford, VA, “Preparing Composition Students for Writing in Their Careers”

*Theory*

**G.19 Performing the Presidency: Visual and Verbal Rhetoric in Speeches and Websites**
Yosemite C, Ballroom Level

*Chair:* Steven J. Pearlman, Marist College, Poughkeepsie, NY  
*Speakers:* Rosanne Carlo, University of Arizona, Tuscon, “A Rhetoric of Good Intention: A Dramatistic and Role Analysis of the Speeches of George W. Bush”  
Michael Wojcik, Michigan State University, East Lansing, “Candidates, Color, and Type: Visual Rhetoric in Presidential Candidate Websites”  
Gary Thompson, Saginaw Valley State University, University Center, MI, “‘They do / I do’: Visual Rhetoric as Performance”

*Research*

**G.20 Research on Gender and Place in FYC**
Imperial B, Ballroom Level

*Chair:* Brian D. Cope, Slippery Rock University, Indiana, PA  
*Speakers:* Aimee Mapes, University of Iowa, Iowa City, “Playing the Good Girl: a Student Makes Waves”  
Nathan Shepley, Ohio University, Athens, “Geographically-mediated First-Year Composition”

*Practices of Teaching Writing*

**G.21 Listening and Silence**
Golden Gate 5, Lobby Level

*Chair:* Lisa Bailey, University of South Carolina, Columbia  
*Speakers:* Wendy Hinshaw, The Ohio State University, Columbus, “Listening for a Change”
Kristen Garrison, Midwestern State University, Wichita Falls, TX, “Rhetorical Listening and Dialogic Composition: Experiments in Enthusiastic Boat-rocking”
Lisa Bailey, University of South Carolina, Columbia, “Waves of Silence: Possibilities for a Contemplative Classroom”

_Institutional and Professional_

**G.22** Defining, Identifying, and Addressing Contrapower (Sexual) Harassment in the Two-Year Composition Classroom
Golden Gate 6, Lobby Level

*Chair:* Eileen Schell, Syracuse University, NY
*Speakers:* Kristin Bivens, Harold Washington College, Chicago, IL
Stephen Ruffus, Salt Lake Community College, UT
*Respondent:* Bronwyn Jones, Northwestern Michigan College, Traverse City

_Institutional and Professional_

**G.23** “Lean [ing] in” towards Cross-Disciplinarity—A Collaborative Examination of Teaching Practices in Information Literacy, Research Writing, and the Writing Center at the American University in Cairo
Continental Ballroom 1, Ballroom Level

*Chair:* Tara Broeckel, Lorain County Community College, Elyria, OH
*Speakers:* Jayme Spencer, American University in Cairo, Egypt, “Information Literacy Collaboration”
Doris Jones, American University in Cairo, Egypt, “Research Writing Collaboration”

_Theory_

**G.24** Poetics and Radical Pedagogy: Floating on a Discourse of Writing-based Literacy
Union Square 5/6, Fourth Floor

*Chair:* Susan Miller-Cochran, North Carolina State University, Raleigh
*Speakers:* Rick Kmetz, University of Nevada-Reno, “Scenes of Literacy: Toward a Discourse of Writing-based Literacy in the Work of Composition”
Sheldon Walcher, University of Southern Mississippi, Hattiesburg, “Error as Radical Productivity: Composition and Writing in a Post-pedagogic Age”
Friday, 9:30–10:45 a.m.

**Information Technologies**

**G.25 Video: Applications Online and in the Classroom**
Taylor, Sixth Floor

*Chair:* Gary Sue Goodman, University of California, Davis

*Speakers:* Sonya C. Brown, Fayetteville State University, NC, “Teach Writing Basics across the Curriculum with Video”
Elizabeth Losh, University of California Irvine, “Composing for the Small Screen: Managing Online Video Publics”
Julee Russell, Valley City State University, ND, “Addressing NCTE Standards through the Video Book Review”

**Institutional and Professional**

**G.26 Others Mentoring Others:**
Mapping and Problem-posing the Intellectual Labor, Costs, and Rewards of Mentoring Marginalized Students
Van Ness, Sixth Floor

*Chair:* Henry Denny, St. John’s University, Queens, NY

*Speakers:* Donna LeCourt, University of Massachusetts at Amherst, “Mentoring as Intellectual Labor: The Power of Local Critique”
Harry Denny, St. John’s University, Queens, NY, “Queering the Deal: Mentoring the Sexual Politics of Privilege and Marginality”
Kami Day, Johnson County Community College, Overland Park, KS, “Mentor, Model, Mother, Martyr: Mentoring Queer Undergraduates at a Conservative Community College”
Anna Rita Napoleone, University of Massachusetts at Amherst, “Graduate school is a luxury but it doesn’t feel that way”

**Composition/Writing Programs**

**G.27 Sea Change, Transformation, and Adaptation:**
Pedagogy and Praxis Gleaned from the Community College Puente Project
Mason, Sixth Floor

*Chair:* Grace Ebron, University of California, Oakland

*Speakers:* David Hurst, College of the Sequoias, Visalia, CA
Scott Sandler, Gavilan College, Gilroy, CA

**Theory**

**G.28 Burke and Beyond:**
Theories of Identification, Agency, and Literacies
Lombard, Sixth Floor

*Chair:* Elizabeth Aydelott, Northwest Christian University, Eugene, OR

*Speakers:* Steven Accardi, Arizona State University, Tempe, “Social Move-
ments, Social Action: Constructing a Methodology to Understand Post-modern Rhetorical Agency”
Trevor Hoag, University of Texas at Austin, “Kenneth Burke and Martin Heidegger: Identification, Being-with, Ethics”
Alba Newmann, University of Denver, CO, “Lightning-bolt Literacies: Kenneth Burke’s Zigzag Flashes of Lightning”

Practices of Teaching Writing

G.29 Ex-centric Practices of Inventing and Composing in FYC
Powell, Sixth Floor
Chair: Aneil Rallin, Soka University of America, Aliso Viejo, CA
Speakers: Marissa Juarez, University of Arizona, Tucson, “Resisting Essayist Literacy through Spontaneous Prose”
Josephine Walwema, Clemson University, SC, “Invention, Comics, and the Third Sophistic”
Jessica Shumake, University of Arizona, AZ, “Teaching Manifesto Writing”

Composition/Writing Programs

G.30 Information Literacies, Libraries and Learning
Union Square 23/24, Fourth Floor
Chair: Bonita R. Selting, University of Missouri, Columbia
Speakers: Sergio Rizzo and Leslie Porter, Morehouse College, Atlanta, GA, “Teaching Information and Informing Teachers: Crossing the Institutional Divide between Librarians and Teachers”
Malkiel Choseed, Onondaga Community College, Syracuse, NY, “Partnering with Your Campus Library: Linking First-Year Composition and Libraries as Sites of Epistemological Construction”
Michael Young, La Roche College, Pittsburgh, PA, “E, I, A, O/E, and U: Spelling Out and Assessing Information Literacy within our Discourse Communities”

Institutional and Professional

G.31 Assessing the Role of Writing in Student Engagement: A Collaboration with the National Survey of Student Engagement
Union Square 22, Fourth Floor
Chair: Paul Anderson, Miami University, OH
Speakers: Gonyea Robert, Indiana University Center for Postsecondary Research, Bloomington “A Detailed Analysis of the Experimental Writing Questions”
Charles Paine, University of New Mexico, Albuquerque, “Collaborating with NSSE: Conveying Writing Practices to Students in 25 Easy-to-digest Questions”
Friday, 9:30–10:45 a.m.

Theory

G.32 Shades of Gray: Affects, Aesthetics, and Subversion in Composition
Sutter, Sixth Floor

Chair: Kimberly Donovan, Southern New Hampshire University, Manchester

Speakers: Kuhio Walters, University of New Hampshire, Durham, “Coloring in Black and White: The Work of Art in the Age of Critical Pedagogy”
Lavinia Hirsu, Indiana University, Bloomington, “Is There a Place for Aesthetics in the Composition Classroom?”
Clayton Walker, Wayne State University, Detroit, MI, “The Ethics of Affects”
Gregory Skutches, Lehigh University, Bethlehem, PA, “Stories, Inquiry, and the Art of Gentle Subversion—or—Can Composition Save Literature?”

Composition/Writing Programs

G.33 Welcome to the Machine: Corporate Interests and Freshman Readers
Union Square 21, Fourth Floor

Chair: Elizabeth Catanese, University of South Carolina, Columbia

Speakers: Elizabeth Catanese, University of South Carolina, Columbia
Jonathan Butler, University of South Carolina, Columbia, “Genealogy of Interests: Publishing Corporations and Freshman Composition Readers”
Christopher Broadbent, University of South Carolina, Columbia, “Genealogy of Interests: Viacom and the Freshman Composition Reader”

Information Technologies

G.34 On Making Waves without Falling Out of the Boat: The Experience of Composing an Electronic Dissertation
Union Square 25, Fourth Floor

Chair: Cynthia Selfe, The Ohio State University, Columbus

Speakers: Christopher Ritter, Washington State University, Pullman, “Working in the Metaverse and the Academy: Composing a Game Studies Dissertation Online”
James Haendiges, Washington State University, Pullman, “Multiple Texts/Voices in Conversation: Designing a Multi-textual Dissertation”
Theory

G.35 Disrupting Current Notions of Cognition in Composition Studies
Union Square 17/18, Fourth Floor
Chair: Michele Domenech, Gaston College, Dallas, NC
Speakers: Carol Zitzer-Comfort, California State University, Long Beach, “Differing Minds: What Williams Syndrome Has Taught Me about Language, Culture, Cognition, and Humanness”
Carl Whithaus, University of California, Davis, “Multimodal Composing: ASL, Neural Networks, and Situated Cognition”

Community, Civic & Public

G.36 Civic Pedagogies in Uncivil Times: Community Activism within Institutional Restraints
Franciscan A, Ballroom Level
Chair: Rebecca Brittenham, Indiana University, South Bend
Speakers: Rebecca Brittenham, Indiana University, South Bend, “As Radical as Reality Itself: The Meaning of ‘Relevance’ in the Sixties’ Countercultural Classroom”
April Lidinsky, Indiana University, South Bend, “From Monologues to Dialogues: Staging Feminist Activism”
Jillian Sandell, San Francisco State University, CA, “Representations that Matter: Human Rights Campaigns and Classroom Politics”

Practices of Teaching Writing

G.37 Ecocomposition as a Tool in the Writing Classroom
Franciscan D, Ballroom Level
Chair: Linda S. Bergmann, Purdue University, West Lafayette, IN
Speakers: Edgar Singleton, Ohio State University, Columbus, “Treacherous Waters: Where Eco-teaching Hits the Rhetorical Reef”
Jeff Bergin, Arizona State University, Tempe, “Treading Lightly: Sustaining Students through Ecocomposition”
Jared Grogan, Wayne State University, Detroit, MI, “Entangled Writing: Refracting Hope and Science in Eco-composition”
Friday, 9:30–10:45 a.m.

**Community, Civic & Public**

**G.38 Wright’s Jeremiad and the Rhetorical Construction of Barack Obama: The Politics of Racial Literacy**
Franciscan B, Ballroom Level
*Chair:* Keith Gilyard, The Pennsylvania State University, University Park
*Speakers:* Matthew Abraham, DePaul, Chicago, IL, “Barack Obama and the Politics of Racial Literacy: A Rhetorical Analysis”
*Respondent:* Robert Jensen, University of Texas at Austin

**Practices of Teaching Writing**

**G.39 Cultural Rhetorics: Making Difference Matter in Composition Pedagogies**
Continental Ballroom 2, Ballroom Level
*Chair:* Morgan Lynn, University of Massachusetts, Amherst
*Speakers:* Amanda Morris, Auburn University, AL, “Rhetorical Sovereignty in the Composition Classroom”
Robert Affeldt, University of Texas–Pan American, Edinburg, “The Rhetoric of Ritual and Magic: Teaching Folktale and Cultural Memory on the South Texas Border”
Morgan Lynn, University of Massachusetts, Amherst, “Hip-hop Pedagogies”
In this featured session, Dave Eggers will describe his experience writing about a young man’s survival during the war in Sudan and six veterans will read from their writings about war. In her book *Veterans of War, Veterans of Peace* (2006), Maxine Hong Kingston explains the power of writing: “Listening to people who have lived to tell the tale, I believed that it was the telling that kept them alive. We tell stories and we listen to stories in order to live. To stay conscious. To connect one with another. To understand consequences. To keep history. To rebuild civilization. . . . The veterans needed to write. They would write the unspeakable. Writing, they keep track of their thinking; they leave a permanent record. Processing chaos through story and poem, the writer shapes and forms experience, and thereby, I believe, changes the past and remakes the existing world. The writer becomes a new person after every story, every poem; and if the art is very good, perhaps the reader is changed, too. Miraculous transformations! . . . We practiced writing in community. We would not have to write alone.” Maxine Hong Kingston’s community of over 500 writers has been meeting for 16 years.

**Dave Eggers**, founder of 826 Valencia Writing Center, author of *What Is the What* and editor of McSweeney’s, “Writing of War”

**Sean McLain Brown**, Sean McLain Brown, author of Shrapnel, was a Marine jet engine mechanic in Episode I of the Gulf War. He will read from his
works: "Easter," "Guns and Maps," and "White Flag."

Dennis Drury, who returned home from Vietnam in 1972, writes fiction and poetry, and sings in choirs and opera companies in Sonoma Valley. He will read from "Friendly Skies."

James Janko served as a platoon medic in Vietnam. He will describe the children and land of that country in his reading of excerpts from his novel Buffalo Boy and Geronimo.

Joe Lamb, a Navy corpsman, worked in intensive care and psychiatric wards from 1968-1971. In 1990, he founded the Borneo Project, which promotes rainforest preservation and indigenous rights. He will read from "The Measure of a Man" and "Dividing by Zero."

Maureen Nerli was associate director of a USO Club in Saigon and later served in Thailand and South Korea. The TV series China Beach was based partly on her book, A Piece of My Heart. She also founded the first national memorial to honor civilian women volunteers in wars. She will read from "Sister Ambrose, the Flying Nun."

Tom Patchell worked in an artillery battery in the Marine Reserves in Los Angeles in the 80s and 90s and now lives in central California. He will be reading from "A Woman in the Boss Man's Yard."
Friday, 11:00 a.m.–12:15 p.m.

**Research**

**H.01 CCCC Studies in Writing and Rhetoric: The Next 25 Years**
Grand Ballroom A, Grand Ballroom Level

*Chair:* Joseph Harris, Duke University, Durham, NC

*Speakers:* Joseph Harris, Duke University, Durham, NC, “SWR at 25”
Mary Soliday, San Francisco State University, CA, “Where You’ve Been Is where You Might Go: Why BW History Matters”
Ray Watkins, Art Institute of Pittsburgh, Online Division, Pittsburgh, PA, “A Taste for Language”
John Brereton, The Boston Athenaeum, Boston, MA, “Engaging with a Personal Take on Composition’s History”

**Information Technologies**

**H.02 The Future of Composition and the Composition of the Future**
Golden Gate 2, Lobby Level

*Chair:* Stephen Schneider, University of Alabama, Tuscaloosa

*Speakers:* Andre Buchenot, University of Wisconsin-Milwaukee, “Articulating Technological and Social Change in Online Writing Courses”
Antonio Ceraso, DePaul University, Chicago, IL, “The Futures Market of Ideas: Rethinking the Digital Commons in the Age of the Enterprise Wiki”
Valerie Hanson, Philadelphia University, PA, “Expanding Future Vision: Science, Visual Literacy, and the Teaching of Composition”

*Respondent:* Jay Jordan, University of Utah, Salt Lake City

**Composition/Writing Programs**

**H.03 New Modals in the Fight against Bullshit**
Continental Ballroom 2, Ballroom Level

*Chair:* Cara Kozma, Wayne State University, Farmington Hills, MI

*Speakers:* Madhu Narayan, Auburn University, AL, “Re-appropriating Popular Symbols: Student Writers as Cultural Poachers”
Ruth Kistler, Florida State University, Tallahassee, FL, “Beyond Bullshit to a Pedagogy of Substance”
Friday, 11:00 a.m.–12:15 p.m.

**Academic Writing**

**H.04 Studying Academic Honesty**
Union Square 5/6, Fourth Floor
*Chair:* Susan Garza, Texas A&M, Corpus Christi
*Speakers:* J.J. Asongu, Rockford College, IL, “Academic Dishonesty in College Writing”
Robert Youmans, California State University, Northridge, “The Effects of Prior Knowledge of Plagiarism-detection Systems on Plagiarism”
Deborah DeLong, Chatham University, Pittsburgh, PA, “A Comparative Analysis of Plagiarism Determinants”

**Practices of Teaching Writing**

**H.05 Performance Practices in the Writing Classroom**
Union Square 3/4, Fourth Floor
*Chair:* Jamie Thornton, Kaplan University, Ft. Worth, TX
*Speakers:* Dustin Hanvey, Pasadena City College, CA, “Whose Class Is It Anyway?: Improv Writing and the Composition Classroom”
Fred White, Santa Clara University, Santa Clara, CA, “Migrations of Self: Apprehending the Other through Dramatic Monologues in First-Year Composition”
Paul Stabile, St. Louis University, MO, “Pedagogical Performance, or: ‘Will the Real Socratic Please Stand-Up?’”

**History**

**H .06 Other Rhetorical Traditions: Reconsidering Classical Rhetorics**
Franciscan B, Ballroom Level
*Chair:* Elizabeth Saur, California State University, Fullerton
Melissa Ianetta, University of Delaware, Newark, “Homeric Lament, Historical Evidence, and the Accountings of Women’s Rhetoric”

**Research**

**H.07 The Research Plan is Sinking—Locate the Lifevest!: Navigating Research Methodologies and Realities**
Continental Ballroom 9, Ballroom Level
*Chair:* Michelle Cox, Bridgewater State College, MA
*Speakers:* Christina Ortmeier-Hooper, University of New Hampshire, Durham, “Walking the Hallways: Adolescent Literacy, High Schools, and the Question of Research”
Michelle Cox, Bridgewater State College, MA, “Researching Writing in the Juncture of School and Work, or, What Happened When a Composition Researcher Met HIPAA”

Kevin DePew, Old Dominion University, Norfolk, VA, “Triangleman Meets Universeman: Resolving the Conflict from Using Rhetorically Grounded Triangulation to Study Distance Learning”

History

H.08 Reclaiming Ann E. Berthoff for the Twenty-First Century
Imperial A, Ballroom Level

Chair: Jason Palmeri, Miami University, Oxford, OH

Speakers: Kate Ronald, Miami University, Oxford, OH, “Curious Triangles: Berthoff on Thinking With, Not In, Categories”
Hephzibah Roskelly, University of North Carolina, Greensboro, “Reclaiming the Imagination: Berthoff’s Forming Power of Mind”
Jason Palmeri, Miami University, Oxford, OH, “The All-at-oneness of Multimodal Composing: Reclaiming Berthoff for the Digital Age”

Language

H.09 Language Diversity: History, Practice, Policy
Yosemite B, Ballroom Level

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

Speakers: Ersula Ore, The Pennsylvania State University, University Park, “Noose Rhetoric and the Vocabulary of Black Men”
Kevin Browne, The Pennsylvania State University, University Park, “Composition, Rhetoric, and Caribbean Students in American Classrooms”
Keith Gilyard, The Pennsylvania State University, University Park, “The Logic of ‘Students’ Right to Their Own Language’”

Practices of Teaching Writing

H.10 “TYCA Research Initiative, The Third Wave: Serving Multimission, Diverse Skills Students: Creating and Sustaining Two-Year College Learning Communities and Service Learning (Courses or) Programs”
Golden Gate 3, Lobby Level

Chair: Leslie Roberts, Oakland Community College, Farmington Hills, MI

Speakers: Michael Geary, Bristol Community College, Fall River, MA, “Diverse Student Skills? Multi-mission? AA and Transfer?”
Kimberly Shepherd, Washtenaw Community College, Ann Arbor, MI, “Faculty Learning in Learning Communities: Promoting Collaborative and Transformative Pedagogy in Two-Year College Programs”
Peter Sotiriou, Los Angeles City College, CA, “Service Learning Courses or Programs: Helping Faculty Help Students Connect Academic, Home, and Community Cultures”
Friday, 11:00 a.m.–12:15 p.m.

**Professional and Technical Writing**

**H.11 Developing a Pedagogy of International Technical Communication**

Imperial B, Ballroom Level

*Chair:* Laurence José, Michigan Technological University, Houghton  
*Speakers:* Laurence José, Michigan Technological University, Houghton, “International Technical Communication Pedagogy: An Interdisciplinary Approach”  
Marika Seigel, Michigan Technological University, Houghton, “Campus Contexts for International Technical Communication”  
Jim Nugent, Oakland University, Rochester, MI, “Some Pedagogical Challenges of International Technical Communication”

**Information Technologies**

**H.12 New Media and Writing Program Administration: Reconfiguring Administrative Discourses and Practices around New Media**

Continental Ballroom 7, Ballroom Level

*Chair:* Anne Frances Wysocki, University of Wisconsin–Milwaukee  
*Speakers:* Melinda Turnley, DePaul University, Chicago, IL, “Who Owns ‘Media’?: Institutional Positioning and New Media Initiatives”  
Amy Kimme Hea, University of Arizona, Tucson, “Integrating Technologies in New Media Composition Courses: A Programmatic View”  
Anne-Marie Hall, University of Arizona, Tucson, “To Push or To Pull: Teacher Development and New Media”  
Marvin Diogenes, Stanford University, CA, “Old Wine in New Bottles?: Translating Research into “Mediated” Forms”

**Practices of Teaching Writing**

**H.13 Approaches to Teaching Writing to L2 Learners and ESL Students**

Golden Gate 5, Lobby Level

*Chair:* David Beach, George Mason University, Fairfax, VA  
*Speakers:* Pamela Pearson, Georgia State University, Atlanta, “Error on Trial: The Current Place of Correctness in L2 Composition”  
Heather MacDonald, California State University, Fullerton, “Defining Literacy: The Challenge of and for ESL Students”  
Glenn Hutchinson, University of North Carolina, Charlotte, “Waves of Technology in the L2 Composition Classroom”
Practices of Teaching Writing

H.14 In the Waves’ Wake: A Second Look at Some Touchstones of the Workshop Approach to Teaching Writing and Literature
Lombard, Sixth Floor

Chair: Christopher Weaver, William Paterson University, Wayne, NJ
Sartaz Aziz, California State University, East Bay, Hayward, “Collaborative Classrooms: Where Experience Meets Authority”
Andrew Alexander, Castleton State College, VT, “Student Author/Student Authority: Helping Students Develop a Taste for Meaningful Feedback”
Christopher Weaver, William Paterson University, Wayne, NJ, “Who Owns This Text? What Our Metaphors for Plagiarism Tell Us about Our Relationships with Students”

Language

H.15 Hybrid Academic Discourse and the Empowerment of Student Voice
Continental Ballroom 3, Ballroom Level

Chair: Kristen Worthington, Olathe, KS
Speakers: Mary Ellen Woehlke, Girard College High School, Philadelphia, PA, “Empowering African American Students to Speak/Write Intimately and Publicly”
Victoria Hollis, Auburn University, AL, “Appreciating Life and Language: Utilizing and Teaching Hybrid Academic Discourse in a Core College Composition Classroom”

Research

H.16 Researching Digital Literacy Acquisition
Mason, Sixth Floor

Chair: Jessica Siegel, Brooklyn College, NY
Speakers: Carlos Evia, Virginia Tech, Blacksburg, “Developing Creative Documentation for Teaching Science and Mathematics to Young Children in Appalachia”
James Ford, University of California, Santa Barbara, “Conceptual Displays of Physics Content: Research into the Impact on Student Word and Image Production”
Kara Poe Alexander, Baylor University, Waco, TX, “Synergistic Creations: Material Design and Message in Multimodal Scrapbooks”
Friday, 11:00 a.m.–12:15 p.m.

**Practices of Teaching Writing**

**H.17 Why That Record Keep on Skippin’: Moving SRTOL beyond the Same Song, Different Verse 35—Years Later**
Sutter, Sixth Floor

*Chair:* Rhea Estelle Lathan, Michigan State University, East Lansing  
*Speakers:* Tiffany Jones, Georgia State University, Atlanta, GA, “Unfinished Business: The Ebonics Debate After Oakland”  
Bonnie Jean Williams, Michigan State University, East Lansing, “The ‘Lazy’ African American Student: The Stigma Attached to African American Vernacular English”  
Latoya Faulk, Michigan State University, East Lansing, “Discourse and Self: Examining the Invented ‘Me’, in the Composition Classroom”  
Crystal Hills, United States Military Academy, West Point, NY, “Gullah Dialect and Pedagogy: Fostering New Waves of Linguistic Awareness”  
*Respondent:* Staci Perryman-Clark, Michigan State University, East Lansing

**Community, Civic & Public**

**H.18 When Marginal Literacies Go Public:**
Resisting Tendencies to Pathologize and Exoticize Students’ Reading and Writing Practices
Union Square 22, Fourth Floor

*Chair:* Hannah Dickinson, University of Michigan, Ann Arbor  
*Speakers:* Hannah Dickinson, University of Michigan, Ann Arbor  
Stephanie Moody, University of Michigan, Ann Arbor  
Staci Shultz, University of Michigan, Ann Arbor, Michigan

**Professional and Technical Writing**

**H.19 Critical Thinking about the Workplace in Technical Writing Classes**
Union Square 17/18, Fourth Floor

*Chair:* Aaron Toscano, University of North Carolina at Charlotte  
*Speakers:* Jim Henry, University of Hawai‘i at Manoa, Honolulu, “Understanding Technical Communication as Performance”  
Aaron Toscano, University of North Carolina at Charlotte, “Professional Writing to (Un)Learn: Pre-career Writing as a Chance for Critical Reflection”
Composition/Writing Programs

H.20 The Basketball Diaries, or Making Waves in a Gorilla Suit
Union Square 14, Fourth Floor
Chair: Hema Chari, California State University, Los Angeles
Speakers: Lise Buranen, California State University, Los Angeles, “The Writing Center Director in the Gorilla Suit: Back to the Future?”
Jenny Hicks and Iris Aceves, California State University, Los Angeles, “The Basketball Diaries, or, Making Waves in a Gorilla Suit?”

Theory

H.21 Complexifying Gendered Space
Franciscan A, Ballroom Level
Chair: Maureen Daly Goggin, Arizona State University, Tempe
Speakers: Nicole Khoury, Arizona State University, Tempe, “Muslim Women’s Interpretation of the Quran: Articulating the Available Arguments”
Kendall Gerdes, Arizona State University, Tempe, “Queer and Present Danger”
Bradford Gyori, Arizona State University, Tempe, “Gender Fractals”

Composition/Writing Programs

H.22 Service and Engagement in Composition Studies
Franciscan D, Ballroom Level
Chair: Teresa Gibbons, Grand Valley State University, MI
Linda Carroll, Texas Wesleyan University, Fort Worth, “Making Waves and Finding Voices as Students write for, with, and about Non-Profit Audiences”
Nicole Brown, Western Washington University, Bellingham, “Legitimizing Service?: Establishing Civic and Disciplinary Associations in Rhetoric and Composition”

Theory

H.23 Crashing Waves: Rhetorical Agency, Social Justice, and the Violence of Democratic Education
Union Square 15/16, Fourth Floor
Chair: Carol Farabee, Western International University, Phoenix, AZ
Speakers: Jeffrey Carroll, University of Hawai’i at Manoa, Honolulu, “Race, Music, Race Music: An Old Rhetoric for a New Classroom”
Julia Smith, University of Illinois, Urbana-Champaign, “The Activity of Finding Rhetorical Agency in a Postmodern Classroom”
Shelley DeBlasis, Illinois State University, Normal, “The Violence of Democratic Education”
Friday, 11:00 a.m.–12:15 p.m.

Institutional and Professional

H.24  Navigating the Sea Change: Charting a Course for Success on the Job Market
Union Square 23/24, Fourth Floor
Chair: Lisa Shaver, Baylor University, Waco, TX
Speakers: Sarah Bowles, Belmont University, Nashville, TN, “Mapping Current Trends”
Cristy Beemer, University of New Hampshire, Durham, “Comparing Job Search Advice with Job Search Experience”
Lisa Shaver, Baylor University, Waco, TX, “Alternatives to the Tenure-track”

Language

H.25  Multicultural/Multilingual
Van Ness, Sixth Floor
Chair: Katie Manning, Point Loma Nazarene University, San Diego, CA
Julia Kiernan, University of Louisville, KY, “Multiculturalism and the Literacy Narrative: There Can Never Be Too Many Cooks in the Kitchen”
Tarez Samra Graban, Indiana University, Bloomington, “Beyond Imitatio: Theorizing ‘Moves’ as Contact Zones in the Multilingual Composition Course”

Community, Civic & Public

H.26  Contesting and Changing the Cultural Rhetorics of Breast Reconstruction, Climate Change, Same-Sex Marriage, and Domestic Violence
Union Square 1/2, Fourth Floor
Chair: Jen Bacon, West Chester University, PA
Speakers: Jen Bacon, West Chester University, West Chester, PA, “‘Til Death Do Us Part’: The ‘I’ and the ‘We’ in Queer Break-up Stories”
Karen Fitts, West Chester University, West Chester, PA, “A Woman, Her Doctors, and Silicone: The Cultural Rhetorics of Breast Reconstruction”
Carol Reeves, Butler University, Indianapolis, IN, “The Global Rhetoric of Climate Change and Responsible Global Community”
Meg Kelly, West Chester University, PA, “A Woman, Her Doctors, and Silicone: The Cultural Rhetorics of Breast Reconstruction”
Theory

H.27 The Shifting Concept of Other: The Power of Writing to Transform Self
Franciscan C, Ballroom Level
Chair: D.R. Ransdell, University of Arizona, Tucson
Autumn Witt, University of Arizona, Tucson, “From Minority Student to M.D.: Recrafting Self as a Desired Other”
Jacob Witt, University of Arizona, Tucson, “Crossing the Border: Embracing and Resisting a Complicated Other”
D.R. Ransdell, University of Arizona, Tucson, “Was that Me Who Said ‘Ciao’? De-centering from the Norm”

Institutional and Professional

H.28 Linking Adult and Basic Literacy Education with a State University System: The Challenges and Possibilities of the “Fingerhut Plan”
Powell, Sixth Floor
Chair: Deborah Bertsch, Columbus State Community College, OH
Speakers: Deborah Bertsch, Columbus State Community College, OH, “Envisioning Possibilities: GED Students Writing in(to) College”
Marianne Cotugno, Miami University–Middletown, OH, “Encouraging GED Students ‘Write Now!’: The ‘Studio’ as Bridge”
Barbara Seib, Columbus City Schools, ABLE, OH, “Supporting ABLE Students’ Transition to College Composition: An Adult Literacy Educator’s Perspective”

Practices of Teaching Writing

H.29 Strategies for Effective Peer Response
Taylor, Sixth Floor
Chair: Anne Doyle, Bridgewater State College, MA
Steve Ferruci, Eastern Connecticut State University, Willimantic, “Choices Writers Make: Re-shaping the Realities of Peer Review in First-Year Writing”
Linda DiDesidero, University of Maryland, University College, Adelphi, “A Usability Approach to Commenting on Student Papers”
Joseph Weinberg, University of Minnesota, Minneapolis, “Reiterating Writing: User-centered Design and Discount Peer Response”
Friday, 11:00 a.m.–12:15 p.m.

Community, Civic & Public

H.31 Rhetoric and Cross-Culturalism: Deliberative Interactivity in African, Indian, and Southern Movements
Yosemite C, Ballroom Level
Chair: Richard Johnson-Sheehan, Purdue University, West Lafayette
Speakers: Joshua David Prenosil, Purdue University, West Lafayette, IN, “Passive Resistance is Enthymematic”
Megan E. Schoen, Purdue University, West Lafayette, IN, “Rhetorical Roots: Traditions of Discourse and Democracy in Botswana”
Karen E. Schiler, Purdue University, West Lafayette, IN, “Nonviolent Ethos in Colonial India”
Terry Shannon Peterman, Purdue University, West Lafayette, IN, “The Negro Question: Social Gospel as Public Discourse in the New South”

Composition/Writing Programs

H.32 Changing Tides, Changing Curriculum: Instituting a Cross-disciplinary Mid-career Composition Course
Yosemite A, Ballroom Level
Chair: Joyce Malek, University of Cincinnati, OH
Speakers: Tami Phenix, Raymond Walters College/University of Cincinnati, OH, “Testing the Waters: Planning a Mid-career Composition Course”
Joyce Malek, University of Cincinnati, OH, “Suiting Up: Preparing Faculty to Teach Intermediate Composition”
Lisa Beckelhimer, University of Cincinnati, OH, “Plunging In: Bringing the Concept to the Classroom”
Marlene Miner, University of Cincinnati, OH, “Coming Up for Air: Assessing Intermediate Composition One Year Later”

Practices of Teaching Writing

H.33 Speaking the Unspeakable: Writing about Race in the Chocolate City
Golden Gate 1, Lobby Level
Chair: Sarah DeBacher, University of New Orleans, LA
Speakers: Brooke Ethridge, University of New Orleans, LA, “Creating Comfort in Controversy: Safely Exploring Personal Bias”
Allison Alsup, University of New Orleans, LA, “Filling in the Canvas: Using the Visual Arts to Write about Race and Class”
Reggie Poche, University of New Orleans, LA, “Permission to Laugh: Dropping the “F-bomb” in Comp Class”
Sarah DeBacher, University of New Orleans, LA, “Going There: Addressing Race and Class in the New Orleans Composition Classroom”
**Academic Writing**

**H.34 Rhetoricians without Borders: Strategies for Collaborating with Faculty in Cross-curricular Literacy Contexts**

Golden Gate 4, Lobby Level

*Chair:* David Russell, Iowa State University, Ames

*Speakers:* Sandra Tarabochia, University of Nebraska-Lincoln, “Multigenre Pedagogy for Inter-Curricular Relationships”

Martha Patton, University of Missouri-Columbia, “Paradoxes of Professionalizing WAC/CCL Work”

Jeffrey Jablonski, University of Nevada, Las Vegas, “Missionary Rhetoric and the Problem of Genre in Discipline-based School Writing: Strategies for Analyzing Writing Assignments across the Disciplines”

**Practices of Teaching Writing**

**H.35 Place, Texts, and Satire as Invention and Prewriting Activities**

Golden Gate 8, Lobby Level

*Chair:* Martha L. Reiner, Florida International University, Miami

*Speakers:* Denise Landrum, Miami University, Oxford, OH, “Essaying (a) Place in Invention Studies”

Sarah Antinora, University of California, Riverside, “*The Daily Show* and *Colbert Report*: The Need for Satire and Parody in Composition Classrooms”

Wesley Mills, SUNY Empire State College, Rochester, NY, “Reading to Write: Turning Texts into Topics”

**Research**

**H.36 Questioning Traditions of Academic Discourse: Local Efforts to Democratize Representations of Student-Writers and Student-Researchers in the U.S. Academy**

Continental Ballroom 1, Ballroom Level

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

*Speakers:* Eiman Hajabbassi, George Mason University, Fairfax, VA, “(Re) Presenting Researched Identities Online: The Researchers’ Dilemmas”

Anna Habib, George Mason University, Fairfax, VA, “Global Englishes Online: Non-native Writers Write Back”

Sarah E. Baker, George Mason University, Fairfax, VA, “Writers on Facebook: Assessing Students’ Use of Virtual Discourse Communities”

Megan Kelly, University of Washington, Seattle, “My Library 2.0: Students Re-define Themselves as Researchers”
**Practices of Teaching Writing**

**H.37  Writing Studies, Culturally Relevant Pedagogy, and Film Studies: Currents of Change, Access, and Equity for Non-traditional Students**

Golden Gate 7, Lobby Level

*Chair:* Beatrice Mendez, The University of Texas-Pan American, Edinburg

*Speakers:* Alyssa Cavazos, Texas Christian University, Fort Worth, “Reflecting on Literacy, Identity, and Equality to Facilitate Self-awareness, Self-expression, and Growth in Writing”

Donald Newman, The University of Texas-Pan American, Edinburg, “The Good, the Bad, and the Ugly: Cinematic Depictions of English Teachers in the Minority Classroom”


**Community, Civic & Public**

**H.38  Testing and Transgressing Borders: Defining Citizenship in Acts of Literacy and Rhetoric**

Union Square 25, Fourth Floor

*Chair:* Abby Dubisar, Miami University, Oxford, OH

*Speakers:* Renee Griffiths, Miami University, Oxford, OH, “Anything to Declare? Constructing Canadian Identity at the Rainbow Bridge”

Wioleta Fedeczko, Miami University, Oxford, OH, “‘The good citizen possesses reading, writing, and speaking skills’: Shaping the Citizen through Shifting Literacy Requirements in Naturalization Discourses”


**Information Technologies**

**H.39  Sustaining the Wave of Critical (E-) Literacy: Multimodal Rhetorics and the Question of Content**

Union Square 21, Fourth Floor

*Chair:* Daniel Mahala, University of Missouri-Kansas City

*Speakers:* Daniel Mahala, University of Missouri-Kansas City and Jody Swilky, Drake University, Des Moines, IA, “Is There Anything Every Student Needs to Know To Be ‘Critically (E-) Literate’?”

Tony Michel, Avila University, Kansas City, MO, “Sustaining the Wave of Critical Literacy through Multimodal Rhetorics across the Curriculum”

David Sheridan, Michigan State University, East Lansing, “Can You Afford It?: The Importance of Confronting the Potentials and Limitations of Multimodal Public Rhetoric”
I Sessions
12:30–1:45 p.m.

Featured Speaker

I Am Your Child?:
The Making of Telethon Poster Children

Continental Ballroom 4/5, Ballroom Level

Chair: Cindy Lewiecki-Wilson, University of New Mexico

Paul K. Longmore

Professor Longmore will examine ideologies and rhetorics of disability as fashioned on telethons such as the Jerry Lewis Telethon. It will be an analysis of modes of communication that shape perceptions of people with disabilities in American culture. The talk will aim at assisting composition instructors and students in unpacking and critically grappling with American framings of disability. Longmore will interrogate how we think about “disability” and how that thinking has been influenced by media images and cultural representations. In part, it will look at the metaphorical uses of disability and people with disabilities in order symbolically to resolve other cultural and social concerns.

Paul K. Longmore, Professor of History and Director of the Institute of Disability Studies at San Francisco State University, specializes in Early American history and the history of people with disabilities. He earned his Ph.D. at the Claremont Graduate School and his B.A. and M.A. at Occidental College. His book, The Invention of George Washington, has been described by the historian Edmund S. Morgan as “probably the best account of Washington’s early career.” University of Iowa historian Douglas Baynton has said: “Probably more than anyone, Longmore has been responsible for bringing disability studies to the field of history.” With Lauri Umansky, Longmore co-edited The New Disability History: American Perspectives and is co-editing a book series, The History of Disability, for NYU Press. In 2003, he published a collection of his writings in Why I Burned My Book and Other Essays on Disability. He has also written articles on themes related to Early American history and the history of people with disabilities in scholarly journals, such as PMLA, the Journal of American History, the Journal of Law, Medicine and Ethics and the New York Times and the Los Angeles Times. He has taught at Stanford University, the University of Southern California, and the California Polytechnic University.
of Pomona. In March 2005, he received the Henry B. Betts Award given by the American Association of Persons with Disabilities to “honor an individual whose work and scope of influence have significantly improved the quality of life for people with disabilities in the past, and will be a force of change for the future.” The following year, he was one of five recipients of the 2006 California State University Wang Family Excellence Award for outstanding contributions and achievements in his field.

Research

I.01 Gathering Force: A Discussion on Preparing Researchers at the Graduate Level

Grand Ballroom A, Grand Ballroom Level

Chair: Joanna Wolfe, University of Louisville, KY
Discussants: Ralph Cintron, University of Chicago, IL
Doug Hesse, The University of Denver, CO
Charles Bazerman, University of California, Santa Barbara
Cheryl Geisler, Rensselaer Polytechnic Institute, Troy, NY
Rebecca Rickly, Texas Tech University, Lubbock
Gesa Kirsch, Bentley College, Waltham, MA
Steven Mailloux, University of California, Irvine
Alexandria Peary, University of New Hampshire, Durham

Institutional and Professional

I.02 The Report of the ADE Ad Hoc Committee on Staffing: A Discussion

Imperial A, Ballroom Level

Chair: David Bartholomae, University of Pittsburgh, PA
 Speakers: David Bartholomae, University of Pittsburgh, PA
 David Laurence, Modern Language Association, New York, NY

Information Technologies

I.03 Writing Ourselves in a Global World

Continental Ballroom 6, Ballroom Level

Chair: Amber Buck, University of Illinois, Urbana-Champaign
 Speakers: Spencer Schaffner, University of Illinois, Urbana-Champaign, “Desktop MCing and The Gaming Informatics Of Electronic Composition”
Gail Hawisher, University of Illinois, Urbana-Champaign, “Lived Processes: Writing Ourselves in a Global World”
Cynthia Selfe, The Ohio State University, Columbus, “Global Eduscapes and Digital Literacy Practices: Paying Attention to International Students”

Language

I.04 The New Wave of Grammars: Functional, Cognitive, Rhetorical. The Grammar/Genre Connection

Golden Gate 5, Lobby Level

Chair: Craig Hancock, University at Albany, NY

Speakers:
- Craig Hancock, University at Albany, NY, “New Views of Grammar: Clausal Grounding as an Example of Application”
- Rei Noguchi, California State University, Northridge, “Written Text as Image: Using the Visually Iconic as an Aid to Writing Improvement”
- Deborah Rossen-Knill, University of Rochester, NY, “Sommers Revisited: How Student and Expert Writers Perceive the Form/Meaning Connection”

Institutional and Professional

I.05 Ripeness Is All: A Multigenerational Conversation On Retiring Gracefully and Living Well in Retirement

Imperial B, Ballroom Level

Chair: Louise Wetherbee Phelps, Syracuse University, NY

Speakers:
- Joyce Neff, Old Dominion University, Norfolk, VA, “Staying or Leaving or Doing Both?: Professional Commitments during Retirement”
- Erika Lindemann, University of North Carolina, Chapel Hill, “Phased Retirement”
- Louise Wetherbee Phelps, Syracuse University, NY, “Generativity and Keepers of the Meaning: Life Themes in Retirement Years”
- Janice Lauer, Purdue University (Emerita), West Lafayette, IN, “My Rhet/Comp Community after Retirement”
- Janet Emig, retired, “The Importance of Being Frivolous”
- David Schwalm, Arizona State University at Polytechnic Campus, Mesa, “From denial to ?: A Report on the First Year of Retirement”
- Frank D’Angelo, Arizona State University (Emeritus), Tempe, “Trying to Publish after Retirement”

Respondent: Tilly Warnock, University of Arizona, Tucson
Friday, 12:30–1:45 p.m.

History

I.06  Pledging, Hooting, and Saluting: Extra(ordinary) Women’s Rhetoric
Golden Gate 7, Lobby Level
Chair: Charlotte Hogg, Texas Christian University, Fort Worth
Speakers: Ann George, Texas Christian University, Fort Worth, “Creating a Usable Past: Women Rhetors between the Wars”
Janet Zepernick, Pittsburg State University, KS, “Creating a Usable Past: Women Rhetors Between the Wars”
Cassandra Parente, The Ohio State University, Marion, “From a Single Mom to a Pistol Packin’ Mama: The Rhetorical Evolution of Folksinger Ella May Wiggins”
Charlotte Hogg, Texas Christian University, Fort Worth, TX, “Behind ‘Pledged’ and Bad Press: Situating Sorority Histories as Women’s Rhetoric”
Kristi Serrano, Texas Christian University, Fort Worth, “A Scholarly About-Face: The Rhetorics of Army Wives”

History

I.07  Making Waves, Making Change: African Diaspora Women’s Discourse
Yosemite B, Ballroom Level
Chair: Jacqueline Brice-Finch, Coppin State University, Baltimore, MD
Speakers: Akua Duku Anokye, Arizona State University, Glendale, “Moving Other People’s Children: Community Mothers and their Discourse of Change”
Melissa Pearson, Clafi n University, Orangeburg, SC, “Mother/Daughter Talk: Through a Womanist Lens”
David Holmes, Pepperdine, Malibu, CA, “Mama’s Baby, Daddy’s Maybe: Elaine Brown and the Emergence of Afro-feminist Rhetorics of Black Nationalism”
Creative Writing

1.08 Revising Revision: New Currents in Creative Writing Pedagogy
Golden Gate 6, Lobby Level

Chair: Gary Hawkins, Warren Wilson College, Asheville, NC
Speakers:
- Dianne Donnelly, University of South Florida, Tampa, “Change is Inevitable—Except from a Vending Machine”
- Julie Chisholm, California State University, Maritime, Vallejo, “When Praise Becomes Problematic: Positive Feedback and the Workshop”
- Tim Mayer, Millersville University of Pennsylvania, “Revision as Invention in the Workshop”
- Gary Hawkins, Warren Wilson College, Asheville, NC, “Portfolio as Publication of the Workshop”

Research

1.09 From Radical to Rhetorical: Current Research on Reflection in Composition
Continental Ballroom 2, Ballroom Level

Chair: Royal Bonde-Griggs, University of Wisconsin-Milwaukee
Speakers:
- L. Lennie Irvin, San Antonio College, TX, “Researching Rhetorical Reflection”
- Jennifer Kontny, University of Wisconsin-Milwaukee, “Writing (Out) Consciousness: Examining the Discourse of Social Positioning in Reflection”
- Royal Bonde-Griggs, University of Wisconsin-Milwaukee, “Radical Reflection: The Practices of Four Composition Teachers”
- Heidi Skurat Harris, Ozarks Technical Community College, Springfield, MO, “Recursive Reflection: Using Blackboard to Promote Continuous Reflection”

Respondent: Kathleen Blake Yancey, Florida State University, Tallahassee
Friday, 12:30–1:45 p.m.

**Featured Session**

**I.10 Digital Interventions in Composition**  
Continental Ballroom 8, Ballroom Level

*Chair:* Dickie Selfe, The Ohio State University, Columbus

“Digital Interventions in Composition” is a poster session that will take place on Friday afternoon (March 13th) from 12:30 to 1:45—a prime time during the conference—and will be located in a large (100 person) room. The session will feature a wide range of interesting pedagogies that take advantage of the affordances provided by new digital technologies. The session will be highly interactive. Each poster team will encapsulate their findings and materials into short, provocative handouts and statements that will promote a healthy and interesting dialogue between presenters and those making their way around the room. I hope you’ll join us for a conference innovation that is responding directly to the feedback that CCCC attendees have provided over the years.

**Celeste Frazer Delgado,** “Networked Generations”

**Alexandra Duckworth,** Richard Bland College, Petersburg, VA, “Using Technology to Harness Voice”

**Liz Canfield** and **Bonnie Orzolek,** Virginia Commonwealth University, “Cyborg Theories, Meatspace Realities: How Technology Can Make Waves in the First-Year Writing Seminar”

**Paul Cohen,** Texas State University, “Paper-Grading Software for Manually Disabled Teachers”

**Andrew Green,** University of Miami, FL, “Technology in Writing: Slave or Master?”

**Margaret Gonzales,** University of Illinois at Chicago, “Making Waves with User-generated Content: Bringing Web 2.0 to the First-Year Writing Seminar”

**Andrea Beaudin** and **Will Hockman,** Southern Connecticut State University, “Open Source Your Course: A Guide to Using Open Source, Portable Learning Space in the Classroom”

**Sara Jameson,** Oregon State University, Corvallis, “Digital Interventions and Information Literacies: Collaborations that Work in Composition Classrooms”
Composition/Writing Programs

I.11 New Waves for Writing Centers
Union Square 25, Fourth Floor
Chair: Brenda Glascott, California State University-San Bernardino
Speakers: Tracey Baker, University of Alabama at Birmingham, “Contact Zones: Tutors and Basic Writers”
Jeanne Simpson, Arizona State University, Tempe, “Perfect Messes: Chaos Theory in the Writing Center”
Veronica Oliver, Southern Illinois University, Carbondale, “The Writing Center, Remediation, and the Ripple Effect: The Relationship of the Writing Center to Academic Success Programs”

Community, Civic & Public

I.12 CAMPing Out in First-Year Writing: Migrating Xicano Research in Composition Studies
Franciscan B, Ballroom Level
Chair: Nancy DeJoy, Michigan State University, East Lansing
Speakers: Ernesto Mireles, Michigan State University, East Lansing
Julio Eli Martinez Suarez, Michigan State University, East Lansing, MI
Julian Lopez, Michigan State University, East Lansing, MI
Janie Moyeda, Michigan State University, East Lansing, MI
Ivette Galarza, Michigan State University, East Lansing, MI

Institutional and Professional

I.13 Plagiarism and Fair Use in Perspective: History, Perceptions, and Policy
Union Square 5/6, Fourth Floor
Chair: Debra Knutson, Shawnee State University, Portsmouth, OH
Speakers: Ehren Pflugfelder, Purdue University, West Lafayette, IN, “Coursepacks under Attack (Again): Copyright, IP, and McGuffey’s Readers”
Daniela Ragusa, Southern Connecticut State University, New Haven, “Creative Compliance: Combining Plagiarism Policy with Plagiarism Pedagogy”
Debra Knutson, Shawnee State University, Portsmouth, OH, “Eating Grapes or Grand Theft Auto: Studying Student and Faculty Perceptions of Plagiarism”
Friday, 12:30–1:45 p.m.

**History**

**I.14** **Rocking the Boat: Literacy and the Legacies of Activism**  
Taylor, Sixth Floor

*Chair:* Amy Dayton-Wood, University of Alabama, Tuscaloosa  
*Speakers:* Amy Root, Concordia University Texas, Austin, “Joel Elias Spingarn: A Voice of Dissent in Early Twentieth-Century Academia”  
Annie Mendenhall and Paige Van Osdol, The Ohio State University, Columbus, “Dramatic Pedagogy: Gertrude Buck and Performative Writing”  
Amy Dayton-Wood, University of Alabama, Tuscaloosa, “How to Make an Argument without Making Waves: Literacy, the Public, and the Case of Mary Antin”

**Information Technologies**

**I.15** **Digital Learning and the Fair Use of Web 2.0 Texts and Technologies**  
Union Square 22, Fourth Floor

*Chair:* Renee Hobbs, Temple University, Philadelphia, PA  
Martine Courant Rife, Michigan State University and Lansing Community College, “Free Expression, Fair Use, and Foucault’s *Author-Function*: How Important is Copyright Law to Digital Composers?”  
William Costanzo, Westchester Community College, Valhalla, NY, “Fair Use or Fair Game? An Author/Teacher/Student’s View of Copyright”  
Michael Robb Grieco, Temple University, Philadelphia, PA, “Remix as Composition”

**Composition/Writing Programs**

**I.16** **Making Waves of Change: Creating a BA Degree in Writing and Rhetoric**  
Powell, Sixth Floor

*Chair:* Wallis May Andersen, Oakland University, Rochester, MI  
*Speakers:* Greg Giberson, Oakland University, Rochester, MI, “Undergraduate Majors and the Future of Graduate Education”  
Marshall Kitchens, Oakland University, Rochester, MI, “Writing Degrees: Past and Future”  
Lori Ostergaard, Oakland University, Rochester, MI, “Invention and the Bureaucratic Process”  
Wallis May Andersen, Oakland University, Rochester, MI, “Developing an Undergraduate Degree Program”
Composition/Writing Programs

I.17  “Strangers in Strange Lands”: Composition Learning Communities, from Linked to Integrated to Transformation
Union Square 23/24, Fourth Floor

Chair: Vanessa H. Diana, Westfield State College, MA
Speakers: Vanessa H. Diana, Westfield State College, MA
Jennifer DiGrazia, Westfield State College, MA
Susan Leggett, Westfield State College, MA

Community, Civic & Public

I.18  Rethinking Rhetoric and the Environment
Continental Ballroom 3, Ballroom Level

Chair: Sarah Perrault, Reno, NV
Speakers: Scott Denton, University of Arizona, Tucson, “Risky Business: Rhetorics of Insecurity, Supercapitalism, and Catastrophe Bonds”
Jennifer Herman, The Ohio State University, Columbus, “When ‘Good Reasons’ Aren’t Good Enough: Examining the Failed Rhetoric of the Environmental Movement in America from 1990–2008”
Amy M. Patrick, Western Illinois University, Macomb, “You Can Take It with You: Fostering Writing and Community through Pedagogical Practice in Sustainability”

Information Technologies

I.19  Theory and Digital Media
Mason, Sixth Floor

Chair: Patti Hanlon-Baker, San Mateo, CA
Speakers: Julie Nichols, Utah Valley University, Orem, “I was completely unconscious when I said that’: Some Thoughts from Both Sides of the Desk on Techne, Consciousness, and Teaching Writing”
Jennifer Maher, University of Maryland, Baltimore County, “Software Coding as Democratic Practice: Toward a Digital Literacy”
Jason Stuart, Case Western Reserve University, Cleveland, OH, “Seven Layers of the IP Stack: Institutional Professionals and their Applications”

Practices of Teaching Writing

I.20  Engaged at 8 a.m.? : Assignments that Invite FYC Students to Invent Their University
Sutter, Sixth Floor

Chair: Kirsten Benson, University of Tennessee, Knoxville
Speakers: Catherine Phillips, The University of Tennessee, Knoxville
Dennis McGlothlin, The University of Tennessee, Knoxville
Ryan Woldruff, The University of Tennessee, Knoxville
Emily Cope, St. John Fisher College, Rochester, NY
Jessica Weintraub, The University of Tennessee, Knoxville
Friday, 12:30–1:45 p.m.

**Professional and Technical Writing**

I.21  **Evolution of Style in the History of Technical Communication**  
Golden Gate 4, Lobby Level  

*Chair:* Miles Kimball, Texas Tech University, Lubbock  
*Speakers:* Malcolm Richardson, Louisiana State University, Baton Rouge, “Style and Legalism in late Medieval English Guild Documents”  
Elizabeth Tebeaux, Texas A&M University, College Station, “English Technical Writing in the Renaissance and Seventeenth Century: The Emergence and Hardening of Plain Style”  
Michael Moran, University of Georgia, Athens, “Descartes and Analytic Arrangement in Two Early 18th-Century Medical Case Studies”  
Miles Kimball, Texas Tech University, Lubbock, “The Evolution of Visual Style in Technical Illustration”

**Institutional and Professional**

I.22  **The Jesuit Tradition and Rhetorical Studies: Writing Programs at American Jesuit Colleges and Beyond**  
Golden Gate 2, Lobby Level  

*Chair:* Cinthia Gannett, Fairfield University, CT  
*Speakers:* K.J. Peters, Loyola Marymount University, Los Angeles, CA, “Social Justice, Part Time Instructors and Curricular Coherence”  
Joseph Janangelo, Loyola University Chicago, IL  
Cinthia Gannett, Fairfield University, CT  
Gina Merys, Creighton University, Omaha, NE  
*Respondent:* John Brereton, The Boston Athenaeum, MA

**Research**

I.23  **WAC Research in Three Keys: Exploring Contexts, Charting Trends, Challenging Assumptions**  
Yosemite C, Ballroom Level  

*Chair:* Mike Palmquist, Colorado State University, Fort Collins  
*Speakers:* Chris Thaiss, University of California Davis, “Challenging Standard Views of Teaching, Curriculum, and Learning in Higher Education: Results and Implications of the International WAC/WID Mapping Project”  
Christine Hult, Utah State University, Logan, “The Changing Discourse of Today’s Youth Culture: Challenging Standard Views of Writing in the Disciplines”  
Mike Palmquist, Colorado State University, Fort Collins, “Writing Instruction and Social Networking: Reflections on the Results of a Three-Year Study”
Information Technologies

I.24 The Next Wave in Undergraduate Research: Digital Technologies, Online Writing, and Internet Communities
Yosemite A, Ballroom Level

Chair: Sally Chandler, Kean University, Union, NJ
Speakers: Heidi McKee, Miami University, Oxford, OH, “Undergraduate Research and Digital Technologies”
Lauren Graham, Miami University, Oxford, OH, “WOT DU 2MORO?: Students’ and Teachers’ Use of the Internet to Communicate”
Catherine Couretas and Elizabeth Bersin, Miami University, Oxford, OH, “What’s Online Tonight?: The Impact of Web Media on College Students’ Academic and Personal Lives”
Angela Castillo, Kean University, Union, NJ, “Pro-anorexic Web Sites: Studying Digital Self-representations of Socially Marginalized Groups”

Research

I.25 Investigating Students’ Narratives of Their Life Histories with Composing: How the K–16 System of Schooling Reproduces Writing Identities and Discourses
Golden Gate 1, Lobby Level

Chair: Randy Bomer, The University of Texas at Austin
Speakers: Randy Bomer, The University of Texas at Austin, “Life History Narratives: Stories about Literate Lives Are Identity Tattoos”
Treavor Bogard, The University of Texas at Austin, “The News in the Fine Grain: How Details of Life Experience Reveal Patterns in the System”
Brian Lawrence, Western Carolina University, Cullowhee, NC, “Lasting Impressions: How Writing Practices Become Teaching Practices”

History

I.26 Making Waves by Analyzing the Rhetoric of War
Golden Gate 3, Lobby Level

Chair: Barbara L’Eplattenier, University of Arkansas at Little Rock
Speakers: Lisa Mastrangelo, College of Saint Elizabeth, Morristown, NJ, “Four Minute (Wo)Men: Women Volunteering for Public Speaking in World War I”
Katherine H. Adams, Loyola University, New Orleans, LA, “Recruiting the Women Accepted for Volunteer Emergency Service during World War II: How the Navy Made WAVES”
Robert C. Bell, Loyola University, New Orleans, LA, “The Militarized Woman in the Graphic Novel and Film: Gender Representation in the Iraqi War”
Respondent: Jennifer Jeanfreau, Loyola University, New Orleans, LA
I.27  Making (New Media) Waves: Challenging the Circulation Limitations of Community Media through Delivery Technologies

Continental Ballroom 1, Ballroom Level

Chair: Guiseppe Getto, Michigan State University, East Lansing

Speakers:
- Guiseppe Getto, Michigan State University, East Lansing, “Circulating (Hi)stories: Reflections on Democratically Contributing to a Community Media Center”
- Nathan Franklin, California State University-Fresno, “(Re)distributing MP3s: How Local Artists Deliver Aural Rhetorics”
- Jill Morris, Wayne State University, Detroit, MI, “Online Immersion: Circulating Knowledge, Serving Communities”
- Jessica Rivait, Michigan State University, East Lansing, “‘Deliver Us from Techno-Drama!’: Rhetorical Heuristics for Community Technology Consulting”

I.28  Writing in the Margins: New Waves in Composition for Civic Engagement and Social Justice

Franciscan C, Ballroom Level

Chair: Julie E. Hudson, Huston-Tillotson University, Austin, TX

Speakers:
- Peter Caster, University of South Carolina Upstate, Spartanburg, “Exceptional Prison Sentences, or, Why Johnny Can’t Read Until He Serves Time”
- Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX, “‘All I can do is spit’: Spoken Word to ‘Creative Non-Fiction’ and the Civic Discourse of the Millennial Student”
- Maria Finn, St. Francis College, New York, NY, “Outside the Classroom: Freshman Writing and Social Justice”
- Jennine Krueger, Alternative Learning Center/Texas State University, Austin, “Writing out the Storm: Restoration after Wading Troubled Waters”
- Julie E. Hudson, Huston-Tillotson University, Austin, TX, “Making New Waves: Revisiting the Black Arts Movement and the Black Aesthetic: Tools for Written Rhetorical and Political Discourse within and out of the Classroom”

I.29  Turning the Tides: Sites of 19th-Century Women’s Transformative Rhetoric

Franciscan D, Ballroom Level

Chair: Wendy Hayden, Hunter College, CUNY, NY

Speakers:
- Jane Donawerth, University of Maryland, College Park, “Learning Rhetoric at the Patapsco Female Institute with Almira Phelps”

Composition/Writing Programs

I.30 Mapping a New Academic Landscape: Towards Rhetorical Pluralism in WAC/WID, Writing Centers, and the First-Year Course
Union Square 21, Fourth Floor

Chair: Jason Lovvorn, Vanderbilt University, Nashville, TN
Speakers: Daniel Bender, Pace University, New York, NY, “Becoming Mr. Spock: Naturalizing Analytic Method in WID Courses”
Katherine Elliott, Virginia Commonwealth University, Richmond, “The Writing Center as Switzerland: Establishing Neutral Ground”
Jason Lovvorn, Vanderbilt University, Nashville, TN, “Revising Writing Process and Collaboration in Writing Centers”

Practices of Teaching Writing

I.31 Using Your Voice in the Writing Classroom
Union Square 17/18, Lobby Level

Chair: Mary Anne Nagler, Oakland Community College, Royal Oak, MI
Speakers: Shay Brawn, Stanford University, CA, “Oral Interventions: Resituating Speech in the Composition Classroom”
Rebecca de Wind Mattingly, University of Colorado at Boulder, “Making Sound Waves: A Full-throated Call to Transgress Boundaries between Speech and Writing in a Hybrid First-Year Course that Embraces Both”
Emily Standridge and E. James Chambers, Ball State University, Muncie, IN, “Making Sound Waves in Composition Pedagogy: Incorporating Musical Voice Pedagogy into First-Year Writing Courses”
Brittney Boykins, Florida State University, Tallahassee, “Audience: ‘Now you see me. Now you don’t’”

Theory

I.32 Using and Teaching Genre Theory
Union Square 1/2, Fourth Floor

Chair: David Stock, University of Wisconsin-Madison
Speakers: Joleen Hanson, University of New Hampshire, Durham, “The Undertow of Genre in Disciplinary Writing”
Luke Redington, Kansas State University, Manhattan, “The Value of Carolyn R. Miller’s Genre Theory in Literary Analysis”
David Stock, University of Wisconsin-Madison, “Retheorizing Rhetoric in Genre Theory”
Language

I.33 Grammar, Language, and Student’s Rights
Franciscan A, Ballroom Level
Chair: Nicole Walls, University of Illinois at Urbana-Champaign
Patricia Dunn, Stony Brook University, NY, “Exposing Moral Judgment in Public Discourse on Grammar”
Nicole Walls, University of Illinois at Urbana-Champaign, “The Language Positions of CCCC and NCTE: (Re)Positioning the Field Against Anti-lingualism”

Institutional and Professional

I.34 Ripples in the Research Center: Reorganizing a Departmental Space for Collaboration and Research in the Public Interest
Van Ness, Sixth Floor
Chair: Mike Palmquist, Colorado State University, Fort Collins
Speakers: Brian Gogan, Virginia Tech, Blacksburg, “Theorizing Displacement: Recentering/Decentering Our Rhetoric and Writing Research Center”
Paul Heilker, Virginia Tech, Blacksburg, “Institutional Inception: Carving out Research Center Space through Acts of Definition”
Kelly Belanger, Virginia Tech, Blacksburg, “Seeding the Center: The Problems with a Task-oriented, Lone Researcher Model”
Ashley Patriarca, Virginia Tech, Blacksburg, “The Potentialities and Problematics of a Task-oriented Research Center Model”
Respondent: Andrea Lunsford, Stanford University, CA

Theory

I.35 Entitled Waves: Globalization, Empire, and “Transglobal” Resistance
Lombard, Sixth Floor
Chair: Evelyn Reid, Rutgers University, NJ
James Daniel, University of Wisconsin–Madison, “The Rhetoric of Empire: Ryszard Kapuscinski and Political Style”
Maria Loukianenko Wolfe, Cornell University, Ithaca, NY, “Business of Writing: Peace Corps Memoir as Post-colonial Capitalist Production”

Practices of Teaching Writing

I.36  A Loose Canon No More: Style’s Relevance to Writing Instruction
Union Square 14, Fourth Floor
Chair: Nate Kreuter, University of Texas at Austin
Speakers: Nate Kreuter, University of Texas at Austin, “Style, Student Writers, and the Handbooks”
Star Medzerian, University of Arizona, Tucson, “Rereading the Past: Style’s Place in Our Disciplinary Memory”
Mike Duncan, University of Memphis, TN, “Destroying the Topic Sentence”

Composition/Writing Programs

I.37  Shaping Campus and Community Ideas about Writing
Continental Ballroom 9, Ballroom Level
Chair: Catherine Gouge, West Virginia University, Morgantown
Speakers: Laura Brady, West Virginia University, Morgantown
Catherine Gouge, West Virginia University, Morgantown
Joy Greene, West Virginia University, Morgantown
Scott Wible, West Virginia University, Morgantown

Theory

I.38  Waves of Compassion: Exploring an Ethic of Love and Care in Composition and Rhetoric
Union Square 15/16, Fourth Floor
Chair: Jennifer Sano, Michigan State University, East Lansing
Speakers: Suzan Aiken, Bowling Green State University, OH, “Making Waves toward an Ethic of Care: Comparing and Changing Feminist Metaphors and Descriptions”
Mark Brantner, University of South Carolina, Columbia, “Ethics in the Multicultural Classroom: To Love thy Neighbor as Thyself”
Research

I.39 On the Same Wavelength: How We Learned to Stop Worrying and Love the IRB
Continental Ballroom 7, Ballroom Level

Chair: Peter Mortensen, University of Illinois at Urbana-Champaign
Speakers: Jaime Lynn Longo, La Salle University, Philadelphia, PA, “On the Same Wavelength as the IRB: What Researchers Can Learn from the IRB”
Elizabeth G. Allan, Temple University, Philadelphia, PA, “On Same Wavelength as Advisors: A Dissertator’s Dilemma”

Respondent: Eli Goldblatt, Temple University, Philadelphia, PA

Research

I.40 Narrative Research in Language and Literacy: Current Work from the Literacy Achievement Research Center
Union Square 3/4, Fourth Floor

Chair: Susan Florio-Ruane, Michigan State University, East Lansing
Speakers: Julie Lindquist and Bump Halbritter, Michigan State University, East Lansing, “Following Students’ Literacy Narratives into Teacher Preparation: Learning from the LiteracyCorps Michigan Project”
Laura Apol, Michigan State University, East Lansing, “The “Poemic Novel” as a New Narrative Genre”

Discussant: Susan Florio-Ruane, Michigan State University, East Lansing
J Sessions
2:00–3:15 p.m.

Featured Speaker

Outrider: Beats & Beyond
Continental Ballroom 4/5, Ballroom Level

Chair: Sterling Warner, Evergreen Valley Community College, CA

Celebrated poet/performer and cultural activist Anne Waldman will discuss the vision and praxis of an “alternative” poetics in the 21st-century, drawing on the inspiration of the Beat Literary movement. Waldman will also perform some of her own work.

Known as a poet, editor, performer, professor, curator, and activist, Ann Waldman is considered an inheritor of the Beat mantel (Allen Ginsberg called her his “spiritual wife”) as well as an originator of her own investigative and polyvalent “modal structures.” In 1974, she co-founded the Jack Kerouac School of Disembodied Poetics with Allen Ginsberg at Naropa University in Colorado where she is currently Distinguished Professor and Chair of the Summer Writing Program and is active with the Audio Archive Project, which stores readings by William Burroughs, Allen Ginsberg, Gregory Corso, Diane dePrima, Amiri Baraka, and many others. She is also co-founder of the Poetry Is News collective which curates forums of political and poetical discussion and is co-artistic Director of Manhattan’s Study Abroad on the Bowery Project. Waldman has taught experimental writing workshops for years at the Zen Mountain Monastery and universities across the U.S.A. and abroad, most recently in China. Waldman has received a National Endowment for the Arts Award, the Shelley Prize for poetry, and has had residences at the Civitella Ranieri Center in Umbria, The Atlantic Center for the Arts, The Rockefeller Foundation in Bellagio, and the Christian Women’s University in Tokyo. She has authored or edited over 40 books, including The Beat Book: Writings from the Beat Generation, Afterimage or Glow with photos by Patti Smith, and the co-edited anthology CIVIL DISOBEIDIENCES: Poetics and Politics in Action. As cultural guardian, Beat historian, and moving performer of her poetry, she will make waves in the once home of the Beats, San Francisco.
Friday, 2:00–3:15 p.m.

Composition/Writing Programs

J.01 Riding a New Wave:
Towards the Writing/Composition/Rhetoric Major and Minor
Grand Ballroom A, Grand Ballroom Level

Chair: Irwin Weiser, Purdue University, West Lafayette, IN
Speakers: Sandra Jamieson, Drew University, Madison, NJ, “Creating a Home
for Writing: Features of the Emerging Writing Major”
Kathleen Blake Yancey, Florida State University, Tallahassee, FL, “Developing
a ‘Third Track’ in Rhetoric and Composition: The Role of Exigence and
Context in Shaping a New Major”
Irwin Weiser, Purdue University, West Lafayette, IN, “A Minor, Not a Major:
A Rationale for Starting Smaller”

Community, Civic & Public

J.02 Dissenting for Peace:
Speaking (Fearlessly) to Discourses of Power
Yosemite A, Ballroom Level

Chair: Harriet Malinowitz, Long Island University, Brooklyn, NY
Speakers: Gae Lyn Henderson, Utah Valley University, Orem, “Contemporary
Parrhesia: Unmasking Discourses of Power”
Heather Bruce, University of Montana, Missoula, “Indian Education for All:
Speaking Fearlessly against Anti-Indian Racism”
Thomas Huckin, University of Utah, Salt Lake City, “Online ‘Pseudo-Parrhe-
sia’ and Its Pedagogical Implementation”
Respondent: Harriet Malinowitz, Long Island University, Brooklyn, NY

Practices of Teaching Writing

J.03 CCCC Committee Research into Best Practices for Online
Writing Instruction (OWI)
Yosemite B, Ballroom Level

Chair: Beth Hewett, Independent Scholar, Forest Hill, MD
Speakers: Mick Connie, Notre Dame University, IN, “Research Methodology
for Identifying and Articulating Best Practices in OWI”
Beth Hewett, Independent Scholar, Forest Hill, MD, “Using Site Visits and
Questionnaires to Identify Best Practices in OWI”
Deborah Minter, University of Nebraska, Lincoln, “Using Focus Groups to
Identify Questions Relevant to Best Practices in OWI”
Geoffrey Middlebrook, University of Southern California, Los Angeles,
“Position Statement Development for the CCCC Executive Committee
and General Membership”
Friday, 2:00–3:15 p.m.

History

J.04  Forming the Profession: W. Ross Winterowd and the History of Composition Studies
Continental Ballroom 6, Ballroom Level
Chair: Louise Wetherbee Phelps, Syracuse University, NY
Speakers: Ross Winterowd, University of Southern California, Los Angeles, “Rhetoric and Romanticism”
Steven Mailloux, University of California, Irvine, “The Disciplinary Identities of W. Ross Winterowd”
Respondent: Louise Wetherbee Phelps, Syracuse University, NY

Composition/Writing Programs

J.05  Racism in Writing Assessments and the Construction of “Minority” Literacies
Imperial A, Ballroom Level
Chair: Paul Kei Matsuda, Arizona State University, Tempe
Speakers: Mya Poe, Massachusetts Institute of Technology, Cambridge, “Theorizing Racism in Writing Assessment”
Asao B. Inoue, California State University, Fresno, “Racial Validity as a New Inquiry in Writing Assessment”
Anne Herrington, University of Massachusetts Amherst, “Automated Assessment of Writing, Privileged Dialect, and Discourses of Access”
Valerie Balester, Texas A&M University, College Station, “Racism in Rubrics: Considering Language Variety in Education”
Respondents: William Condon, Washington State University, Pullman
Keith Gilyard, The Pennsylvania State University, University Park

Theory

J.06  Queer Presences in the Composition Classroom
Golden Gate 4, Lobby Level
Chair: Mark McBeth, John Jay College, New York, NY
Speakers: Mark McBeth, John Jay College, New York, NY, “Queer Silence”
Robert Faunce, John Jay College, New York, NY, “A Semester in Purgatory: At the Intersection of Queer/Pedagogy”
Lindsey Freer, CUNY–Graduate Center, New York, NY, “Conflicts in Queer Subjectivities in the Wired Composition Classroom”
Friday, 2:00–3:15 p.m.

Practices of Teaching Writing

J.07 Seeing Themselves as Writers: Basic Writers’ Journey
Golden Gate 2, Lobby Level
Chair: Jane Wagoner, Wright College, Chicago, IL
Speakers: Jay Wootten, Kent State University–Salem Campus, OH, “The View in the Mirror: What Basic Writing Students See when They Read and Write about Themselves”
Jane Wagoner, Wright College, Chicago, IL, “Linking Writing and Neighborhoods: Breaking Down the Classroom Walls”
Sarah Z. Johnson, Madison Area Technical College, WI, “Re-Viewing: How Writing Centers Help Basic Writing Students See Themselves as Writers”

Theory

J.08 Chicana/o Rhetorical Strategies: Decolonizing Cultural, Pedagogical, and Technological Spaces
Continental Ballroom 2, Ballroom Level
Chair: Gina Guzman, Texas State University, San Marcos
Speakers: Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing, “Matrilineal Re-Memory and Murder at the Borders of Misogy/Miscegt-Nation: Queer Chicana Interventions against Settler Heterhetorics inside and outside of the Academic Industrial Complex”
Jaime Armin Mejía, Texas State University, San Marcos, “Ethnographic Studies and Chicana/o Rhetorics in the U.S. Borderlands”
Humberto Cardenas Jr., Laredo Community College, South, Laredo, Texas, “Teaching Writing on the U.S.-Mexico Border: Developing a Writing Curriculum for First-generation Mexican American Students”
Janie Jaramillo Santoy, Texas Tech University/Texas State Technical College, Lubbock/Harlingen, Texas, “Chicanas/os Online: Enacting Resistance in Digital Spaces”

Practices of Teaching Writing

J.09 Basic Writing Waves of Change: A Call for Graduate Courses with a Community-College Focus
Golden Gate 6, Lobby Level
Chair: Lori Rios Doddy, Texas Woman’s University, Denton
Speakers: Lynn Quitman Troyka, City College of The City University of New York, “No One Needs Training to Teach Basic Writing at a Community College, Do They?”
Sugie Goen-Salter, San Francisco State University, CA, “Preparing a Community College Faculty both ‘Knowledgeable and Enthusiastic’ about Basic Writing”
Lori Rios Doddy, Texas Woman’s University, Denton, “Community College and University Collaboration: A BW Course Design that Benefits Faculty and Students”
Practices of Teaching Writing

J.10 Let’s Have Class Outside Today: Exploring the Places, Spaces, and Virtual Worlds of Instruction in the 21st Century
Continental Ballroom 8, Ballroom Level
Chair: Clyde Moneyhun, Stanford University, CA
Speakers: Kimberly Moekle, Stanford University, CA, “If These Walls Could Talk: The Rhetoric of Places and Spaces”
Melissa Leavitt, Stanford University, CA, “Knowing Our Place: Reimagining and Reconfiguring Instructor Office Space”
Chris Gerben, University of Michigan, Ann Arbor, “In Contact and Out of Class: The Virtual Extracurriculum of Composition”

Institutional and Professional

J.11 Building WAC/WID for the 2010s
Franciscan A, Ballroom Level
Chair: Martha Townsend, University of Missouri, Columbia
Speakers: Joseph Bizup, Boston University, MA, “Starting at Stage Three: Creating an Institutional Context for Third-generation WAC/WID”
Michael Cripps, York College, CUNY, Jamaica, NY, “Waving at WI or Making Waves? WI Requirements, Institutional Fragility, and WAC/WID Renewal”
Martha Townsend, University of Missouri, Columbia, “Ensuring another Decade of Continued WAC/WID Success: Characteristics to Counter the Undertows”

Professional and Technical Writing

J.12 Technical Writing in Cross-cultural Contexts
Union Square 3/4, Fourth Floor
Chair: Mary Juanita Willingham, Mexico, MO
Speakers: Baotong Gu, Georgia State University, Atlanta, “‘I’m no different from my peers’: Rhetorical Strategies in Cover Letter Design in China”
Joseph Jeyaraj, Liberty University, Lynchburg, VA, “Postcolonial Pedagogies and Postcolonial Technical Writing: Writing and Training Cross-culturally”
Friday, 2:00–3:15 p.m.

Practices of Teaching Writing

J.13 Troubling Diversity: Making Class Matter in Socially Responsive Writing Courses
Union Square 14, Fourth Floor

Chair: Robert Mawyer, Rock Valley College, Rockford, IL
Speakers: Tom McCulley, Heartland Community College, Normal, IL
Robert Mawyer, Rock Valley College, Rockford, IL
Stephen Donahue, Rock Valley College, Rockford, IL

Institutional and Professional

J.14 Two-Year College English Assessment: Surfing a Möbius Strip
Golden Gate 5, Lobby Level

Chair: Lawrence McDoniel, St. Louis Community College at Meramec, MO
Speakers: Leslie Roberts, Oakland Community College-Orchard Ridge Campus, Farmington Hills, MI, “Navigating Department and Program Goals with Student Learning Outcomes”
Lawrence McDoniel, St. Louis Community College at Meramec, MO, “Surfing a Möbius Strip: English/Composition Assessment Programs That Balance Student Learning, Curriculum Development, and Accountability”
Patrick Sullivan, Manchester Community College, CT, “Surfing TYC English Assessment, or ‘What we most need to know now is . . .’”

Practices of Teaching Writing

J.15 Visual Rhetoric and Visual Texts
Mason, Sixth Floor

Chair: Susan Asch, California State University, Fullerton
Speakers: Elizabeth Brewer, The Ohio State University, Columbus, “‘How many words is a picture worth?’: Teaching Legitimacy in the Creation of Visual Texts”
Lorna Heins, California State University San Bernardino, “The Dynamics of Image and Text: Exploring Visual Rhetoric in First-Year Composition through the Art of William T. Wiley”
Mita Mahato, University of Puget Sound, Tacoma, WA, “Visualizing Writing: Picture Theory in the Classroom”
**Research**

**J.16** “These people don’t belong together”: Methodological Makings across Disciplinary Fields  
Sutter, Sixth Floor  

*Chair:* Terese Guinsatao Monberg, Michigan State University, East Lansing  
*Speakers:* Jeff Grabill, Michigan State University, East Lansing, “Making Rhetoric/Making Methodology”  
Malea Powell, Michigan State University, East Lansing, “Materialist Historiography: New Methodological Constellations”  
Angela Haas, Illinois State University, Normal, “Theoretical and Methodological Transgressions in Digital and Visual Rhetoric Studies: Assembling Decolonial Trade Routes”

**Institutional and Professional**

**J.17** Assuming the Position: Reflections on Becoming WPAs  
Golden Gate 7, Lobby Level  

*Chair:* Laura Micciche, University of Cincinnati, OH  
*Speakers:* Loren Marquez, Salisbury University, MD, “WPAing from a Position of Relative Power”  
Matt Hollrah, University of Central Oklahoma, Edmond, “Making and Riding Waves in the First Year: An Untenured WPA’s Odyssey”  
Laura Micciche, University of Cincinnati, OH, “On Poaching and Protectionist Tendencies”

**Information Technologies**

**J.18** “Invisible Classrooms” Revealed: Digital Technologies as Hidden Teachers  
Union Square 15/16, Fourth Floor  

*Chair:* Patricia Freitag Ericsson, Washington State University, Pullman  
*Speakers:* Patricia Freitag Ericsson, Washington State University, Pullman, “The First Communication Classroom: The Family as Micro-distributed Communication Network”  
Kris Kellejian, Washington State University, Pullman, “Resisting Dominant Configurations: Websites as Teachers of Resistance and Relationship-building”  
Paul Muhlhauser, Washington State University, Pullman, “Family and Fertility Futures: Imageneing in the Rhetoric of ART Clinic Websites”

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**Friday, 2:00–3:15 p.m.**
Practices of Teaching Writing

J.19 “The Writer/Teacher in Composition Studies: Wendy Bishop’s Legacy”
Golden Gate 3, Lobby Level
Chair: Patrick Bizzaro, Indiana University of Pennsylvania
Speakers: Alys Culhane, Mat Su College, Palmer, AK, “Extending the Disciplinary Conversation: A Stylistic Analysis of Wendy Bishop’s 2000 CCCC Chair’s Address”
Devan Cook, Boise State University, ID, “Teaching, Writing, and Researching: Wendy Bishop and Ethnography”
Patrick Bizzaro, Indiana University of Pennsylvania, “‘Places to Stand’: Some Difficulties with the Composition/Creative Writing Connection”
Marjorie Stewart, Art Institute of Pittsburgh, PA, “‘I Just Skip the Poetry’: Ethos and Theorists in Creative Writing Studies”

History

J.20 Starting a Wave: Nineteenth-Century Classroom Adaptations, Gender Insurgency, and Racial Persecution
Golden Gate 1, Lobby Level
Chair: Sue Hum, University of Texas at San Antonio
Speakers: Sue Hum, University of Texas at San Antonio, “A Wave of Persecution: Anti-Chinese Sentiments and the Racialized Gaze in 19th-Century Political Cartoons”
Nancy Myers, University of North Carolina at Greensboro, “A Wave of Adaptation: Revising the History of Current/Traditional Pedagogy with Sara Lockwood’s Lessons in English”
Kristie Fleckenstein, Florida State University, Tallahassee, “A Wave of Insurgency: Redrawing the Face of ‘True Womanhood’ through the Photojournalism of Frances Benjamin Johnston”

Community, Civic & Public

J.21 Sailing through the Storm, Negotiating Its Wake, Staring in the Puddles: A Survey of Recent Developments in Service Learning
Yosemite C, Ballroom Level
Chair: Joe Letter, Tulane University, New Orleans, LA
Speakers: Joe Letter, Tulane University, New Orleans, LA
Molly Travis, Tulane University, New Orleans, LA, “Service Learning at Tulane University: Waves and Ripple Effects”
Judith Livingston, Tulane University, New Orleans, LA, “Riding the Waves: Incorporating Technology into the Service-learning Writing Class”
Friday, 2:00–3:15 p.m.

**Research**

**J.22  Writing Our Way In**  
Imperial B, Ballroom Level  
Chair: Sondra Perl, Lehman College and Graduate Center, CUNY, Bronx, NY  
Speakers: Tim McCormack, John Jay College, CUNY, New York, NY  
Emily Schnee, Kingsborough Community College, CUNY, Brooklyn, NY  
Jason VanOra, Kingsborough Community College, CUNY, Brooklyn, NY

**Practices of Teaching Writing**

**J.23  Raising their Voices, Raising Awareness: The Published Writing of Girls across the Twentieth Century**  
Continental Ballroom 1, Ballroom Level  
Chair: Jane Greer, University of Missouri-Kansas City  
Speakers: Lauren Obermark, The Ohio State University, Columbus, “Writerly Identity in the Extracurricular Publications of Mary Gamble Meriwether, 1941–1944”  
Henrietta Rix Wood, University of Missouri-Kansas City, “Re/Writing Native American Girls at the Haskell Institute, 1897–1920”  
Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo, “’Zine Speak: Cali Girls Making and Breaking Waves in 2008”

**Research**

**J.24  Wiping-Out: A Celebration of Research Failures and the Lessons They Teach**  
Continental Ballroom 3, Ballroom Level  
Chair: Joanna Wolfe, University of Louisville, KY  
Speakers: Joanna Wolfe, University of Louisville, KY, “Failures in Gender Studies Research”  
Laura Wilder, University at Albany, SUNY, NY, “Failures in Quasi-experimental Research”  
Rebecca Rickly, Texas Tech University, Lubbock, “Failures Learning and Representing Research”
Friday, 2:00–3:15 p.m.

Institutional and Professional

J.25 Mapping Programmatic Composition Waters: Does Having a Teaching Vision Matter?
Taylor, Sixth Floor

Chair: Katherine Sohn, Pikeville College, KY
Speakers: Gian Pagnucci, Indiana University of Pennsylvania
Ben Rafoth, Indiana University of Pennsylvania
Sharon Deckert, Indiana University of Pennsylvania
Dawn Fels, Indiana University of Pennsylvania
Mahmoud Amer, Indiana University of Pennsylvania
Whitney Tudor, Indiana University of Pennsylvania

Professional and Technical Writing

J.26 Historical Perspectives on Technical Communication Research
Franciscan B, Ballroom Level

Chair: Amber Gillis
Mark Ward Sr., Clemson University, SC, “Revisiting ‘The Ethic of Expediency’: New Perspectives on Technical Communication and the Holocaust”
Roxane Gay, Michigan Technological University, Houghton, “(Re)Constructions: Reinventing the Relationship between Engineers and Technical Communication”

Research

J.27 Web 2.0 and a New Wave Writing Pedagogy?: Three Empirical Studies of Computer-Supported Writing Inside/Outside the Classroom
Continental Ballroom 7, Ballroom Level

Chair: David Russell, Iowa State University, Ames
Speakers: Quinn Warnick, Iowa State University, Ames “Walled Gardens vs. Wild Prairies: What Happens when Composition Moves out of the Classroom?”
Anish Dave, Iowa State University, Ames, “Has Web 2.0 Made Our Concepts of Process Obsolete?: A Survey of Drafting and Revision Practices among Undergraduate Student Writers”
Practices of Teaching Writing

J.28  Approaches to Literacy Narratives  
Franciscan D, Ballroom Level  
Chair: Stuart Selber, The Pennsylvania State University, State College  
Speakers:  
Bianca Falbo, Lafayette College, Easton, PA, “Pedagogical Uses and Limits of the Literacy Narrative”  
Randolph Cauthen, Cal State Dominguez Hills, Los Angeles, “A Globe between Two Mirrors: Beginning Teachers Writing and Responding to Literacy Autobiographies”  
David Martins, California State University, Chico, “An Inward Passage: Literacy Narratives as a Challenge to Ideologically-motivated Discourse”

Community, Civic & Public

J.29  Turning the Academy Inside/Out:  
Rethinking Community and the Classroom  
Union Square 5/6, Fourth Floor  
Chair: Nancy Dessommes, Georgia Southern University, Statesboro  
Speakers:  
Nancy McClary, The Ohio State University, Columbus, “Turning the Academy Inside/Out: Wavelengths for Higher Educational Pursuits”  
Lina Buffington, Philadelphia Futures, PA, “Turning the Academy Inside/Out: New Paradigms for First-Year Writing Courses”

Practices of Teaching Writing

J.30  Writing as Social Performance:  
Examining Teacher Student Negotiations in Three Different Composition Classrooms  
Union Square 23/24, Fourth Floor  
Chair: William B. Lalicker, West Chester University, PA  
Speakers:  
Mike Mutschelknaus, Rochester Community and Technical College, MN, “Cross-cultural ‘Face’ Negotiations in Online Courses”  
Monika Shehi, Lander University, Greenwood, SC, “Writing as a Vehicle of Performance: How First-Year Writing Students Negotiate their Entrance into Academia”  
Peggy Johnson, St. Mary’s University, Winona, MN, “Beyond Content: Negotiating Teacher/Student Interactions in the Basic Writing Classroom”
Friday, 2:00–3:15 p.m.

*Composition/Writing Programs*

**J.31 Taking It to the Web: Digital Writing in Composition Classrooms**

Van Ness, Sixth Floor

*Chair:* Natalie Szymanski, Florida State University, Miami  
*Speakers:* Pamela Takayoshi, Kent State University, OH, “Composing a Digital World: Lessons from One Writing Program’s Transition to a Multimodal and Digital Curriculum”  
Edwina Helton, Indiana University East, Richmond, “Challenging Standard Views of Online Pedagogy: Effective Practices in Online First-Year Composition Programs”  
Alexandr Tolj, Cal State University, Fullerton, “Let’s Get Digital: Integrating the Digital Essay into the Composition Curriculum”

**History**

**J.32 Battling Undercurrents: Textbooks, Technical Writing, and Pejorative Pedagogy**

Lombard, Sixth Floor

*Chair:* DiAnn Courtoy, Albany State University, GA  
*Speakers:* Stacey D. Gaines, University of Alabama, Tuscaloosa, “The Hidden Rhetoric of Handbooks: Embracing Waves of Instruction, Battling Undercurrents of Pejorative Ideologies”  
Stephanie Odom, University of Texas, Austin, “Models of Writing: Examples in Rhetoric Textbooks”

**Theory**

**J.33 Modern Day Sophistic**

Union Square 25, Fourth Floor

*Chair:* Eunice Matthews-Bradshaw, Auburn University, AL  
*Speakers:* Suzanne Samples, Auburn University, AL, “Modern Day Sophists: Politicians”  
Eunice Matthews-Bradshaw, Auburn University, AL, “The Strength of Sophistic Rhetoric in the Jensen Murder Trial”  
Heather Pavletic, Auburn University, AL, “Blonde Ambition: Sophistic Rhetoric in Popular Culture”  
Amanda Wood, Auburn University, AL, “Ekphrasis in the Cathartic Process: The Narrative of the Crisis Tattoo”
Practices of Teaching Writing

J.34 Shared Voices: Writing Circles, Student Profiles, and Student-Led Conferences as Paths to Student Success

Union Square 17/18, Fourth Floor

Chair: Frankie Chadwick, University of Arkansas at Little Rock
Speakers:
- Marcia M. Smith, University of Arkansas at Little Rock, “The Student Profile: A Tool for Dialogue”
- Frankie G. Chadwick, University of Arkansas at Little Rock, “Writing Circles: Adapting Models”
- Suzann W. Barr, University of Arkansas at Little Rock, “The Student-led Writing Conference”

Academic Writing

J.35 Using Web Technology to Teach Writing

Union Square 1/2, Fourth Floor

Chair: Lena Ampadu, Towson University, Baltimore, MD
Speakers:
- Steven Rotolo, University of New Orleans, LA, “Web Technologies in the Classroom”
- Andrea Dace, Old Dominion University, Norfolk, VA, “From Writers to Editors: Using Wiki Projects to Demonstrate Principles of Academic Writing in Introductory Science Writing Classes”

Practices of Teaching Writing

J.36 Brave New World: Teaching Students Who Make Waves

Franciscan C, Ballroom Level

Chair: Heidi Hanrahan, Shepherd University, WV
Speakers:
- Kari Warren, Wofford College, Spartanburg, SC, “‘Did my mom call you yet?’: Teaching Millenial Students (and Their Helicopter Parents)
- Heidi Hanrahan, Shepherd University, Shepherdstown, WV, “I’ve got to pay the rent’: Teaching the Working Class Student”
- Elizabeth Vogel, Arcadia University, Glenside, PA, “What does analysis mean?’: Teaching the Mainstreamed ESL Student”
- Bethany Perkins, The University of North Carolina at Greensboro, “‘You just don’t understand’: Teaching the Asperger’s Student”
Information Technologies

Continental Ballroom 9, Ballroom Level
Chair: Annette Vee, University of Wisconsin-Madison
Timothy Laquintano, University of Wisconsin-Madison, “Authorship in Networks of Knowledge”
Alice Robison, Massachusetts Institute of Technology, Cambridge, “The Game School and SMALLab: Developing Theories and Practices around Gaming Literacies”

Theory

J.38 Revisiting the Ready-made
Powell, Sixth Floor
Chair: Bradley Dilger, Western Illinois University, Macomb
Speakers: Bradley Dilger, Western Illinois University, Macomb, “The Ready-made Web (which is beyond the web)”
David Banash, Western Illinois University, Macomb, “From the Work to the Ready-made”
John Walter, Creighton University, Omaha, NE, “The Ready-made and Memoria: They Say/I Say as Memory Text”

Institutional and Professional

J.39 Government, Funding, and the Role of Outcomes Assessment at the University of South Africa: A Preliminary Report
Union Square 21, Fourth Floor
Chair: Patricia Stephens, Long Island University, NY
Speakers: Patricia Stephens, Long Island University, NY
Clifford Ndlangamandla, University of South Africa, Pretoria, Gauteng Province, “Outcomes Assessment and Academic Literacies Interventions at University of South Africa”
Information Technologies

J.40 Wii Wave: Riding the Waves Shaping our Digital Communicative Acts
Union Square 22, Fourth Floor
Chair: Morgan Gresham, University of South Florida, St. Petersburg
Speakers: Morgan Gresham, University of South Florida, St. Petersburg,
Jill McCracken, University of South Florida, St. Petersburg
Trey Conner, University of South Florida, St. Petersburg
Roxanne Kirkwood, Marshall University, Huntington, WV
Teddi Fishman, Clemson University, SC

J.41 Meet the Editor of CCC
Union Square 13, Fourth Floor
Chair: Deborah Holdstein, Columbia College, Chicago, IL
Voice has been a popular metaphor among many writing teachers because it captures the sense of writer identity that has been highly valued in the mainstream U.S. cultural practices. It has also been widely critiqued for its privileging of Western individualism, which may not be compatible with multilingual writers’ cultural orientations. More recently, some researchers have begun to redefine the notion from sociocultural perspectives and to reconsider the implications of voice for a wider variety of writers in various contexts: individual as well as social; personal as well as academic, professional, and civic. In this panel, three well-established researchers who have been investigating the notion of voice from various and interdisciplinary perspectives will extend the recent discussion of voice and consider how it can be applied productively in understanding and teaching multilingual writers—broadly defined to include writers who are learning to write in the dominant variety of English while also negotiating literacies in other varieties of English or other languages.

Peter Elbow, University of Massachusetts at Amherst (Emeritus), “Should Chinese Writers Try to Write Like American Writers?”


Christine Tardy, DePaul University, “Exploring the Intersections between Voice, Genre, and Multilingual Writing Development”
Friday, 3:30–4:45 p.m.

**Academic Writing**

**K.01 Academic Literacy as Participation: Inducting Students into an Intellectual Community**

Grand Ballroom A, Ballroom Level

*Chair:* Sheridan Blau, Teachers College Columbia University, New York

*Speakers:* Sheridan Blau, Teachers College Columbia University, New York, “Academic Literacy as Participation: Learning to Write in the University Community”

Cheryl Hogue Smith, Kingsborough Community College, Brooklyn, NY, “Academic Literacy and the Challenge of Participation: Basic Writers’ Success on All-Level Online Forums”

Valerie Turner, California State University Bakersfield, “Academic Literacy and the Challenge of Participation: Helping Basic Writers Enter the Conversation of an Academic Community”

**Composition/Writing Programs**

**K.02 Writing Centers, CAC, and First-Year Seminar Collaborations**

Continental Ballroom 7, Ballroom Level

*Chair:* Deanya Lattimore, Syracuse University, NY

*Speakers:* Elaine Hays, College of the Holy Cross, Worcester, MA, “Setting Sail: Integrating Interdisciplinary Peer Tutors into a Universal First-Year Program”

Gretchen Flesher Moon, Willamette University, Salem, OR, “Waving them in: A Writing Center/First-Year Seminar Collaboration”

**Institutional and Professional**

**K.03 Risk and the jWPA: Rocking the Boat on the Voyage toward Tenure**

Golden Gate 5, Lobby Level

*Chair:* Kate Ryan, University of Montana, Missoula

*Speakers:* Kate Ryan, University of Montana, Missoula, “jWPA Ethos: What Do We Mean by Responsibility?”

Jackie Grutsch McKinney, Ball State University, Muncie, IN, “Professional Concerns of Writing Center Directors: What Happened?”

*Respondent:* Nicole Caswell, Kent State University, OH
Friday, 3:30–4:45 p.m.

Practices of Teaching Writing

K.04 Beyond Joseph Williams: Rethinking Cohesion for Today’s Composition Class
Powell, Sixth Floor

Chair: Susan Katz, North Carolina State University, Raleigh
Speakers: Susan Katz, North Carolina State University, Raleigh, “Cohesive Images”
Barbara Lewis, Rensselaer Polytechnic Institute, Troy, NY, “Cohesive Oral Presentations”
Lee Odell, Rensselaer Polytechnic Institute, Troy, NY, “Cohesive Multimedia Presentations”

Institutional and Professional

K.05 CCCC Is Not the Right Home for Rhetoric and Writing Studies: Exploring the Infrastructure Needed to Support Undergraduate Writing Majors
Golden Gate 7, Lobby Level

Chair: Tim Peeples, Elon University, NC
Speakers: Helen Foster, University of Texas El Paso, “The Bottom and Top: FYC, Doctoral Programs, and the Rise of Their Infrastructures”
Tim Peeples, Elon University, NC, “The Forgotten Middle: The Rise of Disparate Undergraduate Writing Majors”
Tom Moriarty, Salisbury University, MD, “What We Need Now: The Nature and Needs of Rhetoric and Writing Studies Majors”

Professional and Technical Writing

K.06 Modalities of Professional Communication
Union Square 25, Fourth Floor

Chair: Sana Patterson, Metropolitan Community College, Elkhorn, NE
Heather Graves, University of Alberta, Edmonton, Canada, “See Figure 1: The Use of Visuals in Technical and Scientific Communication”
Michelle Sidler, Auburn University, AL and Natasha Jones, University of Washington, Seattle, “Making Scientific Waves: The Rising Tide of Genetics and Online Discourse”
Practices of Teaching Writing

K.07 We Got Game: Effective Strategies for Using New Media Games in Writing Instruction
Van Ness, Sixth Floor
Chair: Ivan Games, University of Wisconsin-Madison
Speakers: Julie M. Johannes, Rochester Institute of Technology, NY, “Online Role-playing Games and First-Year Composition: Pedagogy for a New Generation”
Matt King, University of Texas at Austin, “Welcome to ‘Rhetorical Peaks’, a Video Game for First-Year Writing”
Ivan Games, University of Wisconsin-Madison, “Promoting Dialogic Writing through Videogame Character Dialog Design”

Community, Civic & Public

K.08 Diasporic Asian Rhetorics:
Investigating Strategies, Identity, and Representation in Classroom and Online Environments
Continental Ballroom 9, Ballroom Level
Chair: Robyn Tasaka, Michigan State University, East Lansing
Speakers: Robyn Tasaka, Michigan State University, East Lansing, “Asian American Self-representations in Online Environments”
Fifty Juliana, Arizona State University, Tempe, “Rhetorical Strategies of Writing in First and Second Languages”
Peiling Zhao, Millikin University, Decatur, IL, “The Rhetorical Power of Emotion for Asian Americans’ Writing”
Jolivette Mecenas, University of Hawai‘i at Manoa, Honolulu, “‘If you want to complain about America, you should go home!’ and Other Nationalist Narratives: A Case for Transnationalizing the Public Sphere”

Practices of Teaching Writing

K.09 Personal Narrative in the Composition Classroom
Union Square 1/2, Fourth Floor
Chair: Irene Sipos, Buffalo State College, NY
Speakers: Carol Hawkins, Colby College, Waterville, ME, “Struggle as Service: Autobiography and Agency in Freshman Composition”
Elizabeth Cone, Suffolk Community College, Selden, NY, “(Re)Writing Our Own Lives: Using Autobiographical Writing to Contest ‘the Self’”
Gina Shaffer, UCLA Writing Programs, Los Angeles, “Cross-generational Currents: Narratives from Gen Y Writers”
Stephanie Wade, Stony Brook Southampton, NY, “Paddling Out: Personal Writing, Provisional Knowledge, and Public Engagement”
Community, Civic & Public

K.10 Tracing the Stream and Filling the Well: Afrafeminist (Re)Definitions of African Diasporic Women’s Literacies/Compositions and Critical Intellectual Work
Yosemite C, Ballroom Level
Chair: Elaine Richardson, The Ohio State University, Columbus
Rhea Estelle Lathan, Michigan State University, East Lansing, “A Lifeboat in a Sea of Destruction: A Case of African American Women Using Literacy to Resolve Social, Spiritual, and Political Dilemmas”
Carmen Kynard, St. John’s University, Queens, NY, “‘I Carry the Eyes of Ida B. Wells’: The Poetics and Counter-Epistemologies of Young Black Women Right-ing/Writing the World”
Respondent: Elaine Richardson, The Ohio State University, Columbus

K.11 Composing the New Civics: Globalization, Social Change, and Student Agency
Golden Gate 2, Lobby Level
Chair: Darin Payne, University of Hawaii, Honolulu
Speakers: Darin Payne, University of Hawaii, Honolulu, “The Rhetorician as Local Agent of Global Change: Engaging Globalization and Social Movements in Rhetcomp”
Daphne Desser, University of Hawaii, Honolulu, “Colonialism as Early Stage Capitalism: Pedagogical Experiments and Interventions”
Patricia Malesh, University of Colorado, Boulder, “Global Consciousness/Local Action: From Theorizing Social Change to Materializing It through Embodied Classroom Praxis”

Composition/Writing Programs

K.12 Converging Currents in Learning Communities: Interdisciplinary Composition, Pedagogical Transparency, and Student-centeredness
Yosemite A, Ballroom Level
Chair: Kellie Deys, Binghamton University, NY
Speakers: Kellie Deys, Binghamton University, Binghamton, NY, “Learning Community Coordination: Expansion and Limitations”
James Deys, Binghamton University, NY, “Making Pedagogy Transparent: Curriculum Coordination Meetings”
Joshua Lewis, Binghamton University, NY, “The Composition Classroom as Fluid Entity: Creating Contact Zones through Student-centered Pedagogy”
Information Technologies

K.13 Redefining Intellectual Property in the Digital Copyright Debate
Golden Gate 6, Lobby Level
Chair: John Logie, University of Minnesota, Minneapolis
Speakers: John Logie, University of Minnesota, Minneapolis, “Unwriting ‘Intellectual Property’”
Krista Kennedy, University of Minnesota, Minneapolis, “Re-writing the Author: Textual Curation and Ownership in Wikis”
Jessica Reyman, Northern Illinois University, DeKalb, “Toward a New Rhetoric of Intellectual Property: Connecting Academic Work to Advocacy in the Copyright Debate”

Research

K.14 Research Methods across Writing Studies:
Corpus, Survey, Meta-analysis, Grounded Theory
Continental Ballroom 2, Ballroom Level
Chair: Melody Wise, University of Arkansas Community College, Hope
Speakers: Stephanie Schlitz, Bloomsburg University, PA, “Towards a ‘Corpus-informed’ Approach to Writing Pedagogy”
William Burns, Suffolk County Community College, Selden, NY, “OK, but where’s the research?: IRB Approval, Student Consent, and Grounded Theory in Composition Studies”
Mary Battle, University of Memphis, TN, “Literature and Composition Interrelated: A Meta-analysis”
Karen Rowan, California State University-San Bernardino, “Surveying the Survey: The Workhorse of Composition Research”

Institutional and Professional

K.15 A Ripple into a Tsunami: Understanding Departmental Responses to Changes in Undergraduate Writing Curricula
Franciscan C, Ballroom Level
Chair: Stuart Blythe, Indiana University-Purdue University, Fort Wayne
Speakers: Stuart Blythe, Indiana University-Purdue University, Fort Wayne, “Wading In: How We Came to Understand Responses to Changes in Undergraduate Writing Curricula”
Libby Miles, University of Rhode Island, Kingston, “Exposed in the Rocky Intertidal Zone: Flashpoints of Dissensus”
Robert Schwegler, University of Rhode Island, Kingston, “Here Be Dragons: Navigating Emotional Economies in Uncharted Waters”
Michele Simmons, Miami University, Oxford, OH, “Between the Scylla and Charybdis: Navigating Institutional Spaces”
Friday, 3:30–4:45 p.m.

*Practices of Teaching Writing*

**K.16 Unique Approaches to Writing Assignments: Food, Self-publishing, and Ethnography**

*Imperial B, Ballroom Level*

*Chair:* Gail Corso, Newmann College, Aston, PA

*Speakers:* Jeff Sommers, West Chester University, PA, “Making Waves through a Classroom Ethnography Assignment: Examining Gendered Behavior in Classroom Discussions”

Rebecca Pope-Ruark, Elon University, NC, “‘You write the book’: Book Publishing Projects in the FYC Course”

Angela Buchanan, University of Colorado, Boulder, “‘Butter the size of a hen’s egg’: Folding Food Writing into the Composition Classroom”

**Theory**

**K.17 The Waves Not Taken: Deconstruction, Historiography, Community, and Play**

*Continental Ballroom 1, Ballroom Level*

*Chair:* Cynthia Haynes, Clemson University, SC

*Speakers:* Michelle Ballif, The University of Georgia, Athens, “Signification, Play, and Zombies: Or, the Discipline of the Living Dead”

Victor Vitanza, Clemson University, SC, “ReMaking Waves with Historiography”

Diane Davis, University of Texas at Austin, “The Communication of Community”

Cynthia Haynes, Clemson University, SC, “Breaking the Surface of Style”

*Practices of Teaching Writing*

**K.18 Performing Site-specific Learning outside the Classroom**

*Golden Gate 4, Lobby Level*

*Chair:* Andrea Lunsford, Stanford University, CA

*Speakers:* Kevin DiPirro, Stanford University, CA, “Site-specific Theater”

John Peterson, Stanford University, CA, “3 Live Books, 3 Live Authors: Summer Reading 2008”

John Lee, Stanford University, CA, “The Performance of Learning: Discussion with Author/Teacher ZZ Packer”
Theory

K.19 **Prose Style and the Counterpublic: Toward a New Politics for the Classroom and the Discipline**
Continental Ballroom 8, Ballroom Level

**Chair:** T.R. Johnson, Tulane University, New Orleans, LA

**Speakers:**
- T.R. Johnson, Tulane University, New Orleans, LA, “Style, Sound, and Movement in the Public Sphere: A Therapeutic Rhetoric for Troubled Times”
- Thomas Pace, John Carroll University, University Heights, OH, “Weapons of Mass Instruction: Style as Counter-public to the Public Sphere”
- Frank Farmer, University of Kansas, Lawrence, “The Stylist as Citizen/Handyman: Bricolage and the Making of Public Culture”
- Paul Butler, University of Houston, TX, “Queering Style: Transforming Counterpublic Politics through Dominant Discourses”

Practices of Teaching Writing

K.20 **Making Waves in Composition Program Assessment at the Two-Year College (TYCA Strand)**
Yosemite B, Ballroom Level

**Chair:** Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA

**Speakers:**
- Mary Dahlin, Yakima Valley Community College, WA, “Facilitating the Waves of Change: Collaboration and Consensus”
- Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA, “Ripple Effects: The Far-reaching Benefits of Programmatic Assessment”

Research

K.21 **Research on Writing in Digital Environments**
Franciscan A, Ballroom Level

**Chair:** Chiara Cillerai, St. John’s University, Jamaica, NY

**Speakers:**
- Elizabeth Tomlinson, Kent State University, OH, “Writers’ Use of Invention Heuristics”
- Perri Gallagher, Ohlone College, Fremont, CA, “More than Poetic Examination: Metaphors that Structure Online Instructor Views”
- Sergey Rybas, Capital University, Columbus, OH, “Community Revisited: Invoking the Subjectivity of the Online Learner”
- Amanda Hill, Cornish College of the Arts, Seattle, WA, and Catherine McDonald, Western Washington University, Bellingham, “Are We Ready for the ‘Digidemic’?: Digital Waves of Change in Academic Writing”
Friday, 3:30–4:45 p.m.

Institutional and Professional

K.22 Reviving Composition Programs: It Takes a Village to “Make Waves”
Franciscan D, Ballroom Level

Chair: Susan McLeod, University of California Santa Barbara
Speakers: Phyllis Mentzell Ryder, George Washington University, Takoma Park, MD, “Sustainable Programs in an Era of Flexibility”
Margot Soven, La Salle University, Philadelphia, PA, “Reviving Composition Programs: Two Roads Diverged . . .”
Mary Jane Schenck, University of Tampa, FL, “A Sustainable WAC: The University of Tampa Tries Again”

Practices of Teaching Writing

K.23 Making Space for Writing: Local, Global and “Third” Spaces of Composition
Golden Gate 1, Lobby Level

Chair: Rees Storm, Northern Kentucky University
Speakers: Jennifer Cook and Moira Collins, Rhode Island College, Providence, “Reading, Writing, and Researching Far Afield: Creating Third Spaces with First-generation College Students”
Tom Bowers and Rees Storm, Northern Kentucky University, Highland Heights, “Is there a Classroom in this Class?”
Angela Green, University of Georgia, Athens, “The Global Made Local: Rhetorical and Critical Literacy for a Global Age”

Theory

K.24 Visual Rhetoric: Themes, Tools, and Tattoos
Union Square 3/4, Fourth Floor

Chair: Paul Saint-Amand, Northern Essex Community College, Haverhill, MA
Speakers: Susan Gail Taylor, University of Arkansas, Little Rock, “Rhetorical Empowerment: Tattoos and Body Piercings as Rhetoric of Resistance”
Danielle Nicole DeVoss, Michigan State University, East Lansing, “Visual Rhetoric: Seven Dominant Themes”

Practices of Teaching Writing

K.25 Strategies for Effective Collaboration in the Writing Classroom
Union Square 14, Fourth Floor

Chair: Rhonda Waterhouse, York College, PA
Speakers: Cary Moskovitz, Duke University, Durham, NC, “The Duke Reader Project: Pairing Student Writers with Alumni Readers”
Maryann Whitaker, University of Alabama, Tuscaloosa, “So Happy Together: Acculturating First-Year Composition Students to Collaborative Writing in Research and Argument”
Z. Z. Lehmberg, Northern Michigan University, Marquette, “Learning by Teaching”

**Academic Writing**

**K.26 Creating Waves in the Text: Student/Faculty Views of Creativity**
Union Square 5/6, Fourth Floor

*Chair:* Pamela Bourgeois, California State University, Northridge

*Speakers:* Irene Clark, California State University, Northridge, “Ripples in the Text: Should Student Writing Be Creative?”
Julie Lippman, University of Puget Sound, Tacoma, WA, “‘Is the tide in or out’: How Students’ Ideas of Creativity Change from First Year to Senior Year”
Catherine Hale, University of Puget Sound, Tacoma, WA, “When the Tide is Out: What Students and Faculty Say”

**Community, Civic & Public**

**K.27 “I know how you feel”: The Empathy Challenge in Service Learning and Community-Based Scholarship**
Union Square 17/18, Fourth Floor

*Chair:* Nora Bacon, University of Nebraska at Omaha

*Speakers:* Melody Bowdon, University of Central Florida, Orlando, “Conscious/Conscientious Identification: Cognitive Theory and Service-learning Reflection”
Lisa Langstraat, Colorado State University, Fort Collins, “Rhetorics of Restoration: Merging Victim Empathy Curricula and Critical Pedagogies”
Aaron Leff, Front Range Community College, Westminster, CO, “Empathy, Privilege, and Inquiry: Narrative Research in a Correspondence Community Literacy Project”

**Composition/Writing Programs**

**K.28 Developing and Training Peer Tutors**
Union Square 23/24, Fourth Floor

*Chair:* Barbara Jo Krieger, SUNY-Potsdam, NY

*Speakers:* Jasna Shannon, Coker College, Hartsville, SC, “Making Theory Accessible to Undergraduate Peer Tutors”
Julie Groesch, Texas A&M University, College Station, “Big Fish in a Small Pond: Graduate Students as Peer Consultants”
Susan Rashid Horn, Clayton State University, Morrow, GA, “Teaching Them All to Swim: Pairing First-Year College Writers with Writing Center Tutors-in-Training”
Institutional and Professional

K.29 Catching the Wave of Information Literacy in First-Year Composition: Results of a Collaborative Study Conducted by a Writing Program, a Writing Center, and a University Library

Union Square 15/16, Fourth Floor

Chair: Kathleen Klompien, California State University Channel Islands, Camarillo

Speakers: Stacey Anderson, California State University Channel Islands, Camarillo, “Catching the Wave of Information Literacy in First-Year Composition: Faculty Perspectives”
Debra Hoffmann, California State University Channel Islands, Camarillo, “Catching the Wave of Information Literacy in First-Year Composition: Library Faculty Perspectives”
Christine Popok, California State University Channel Islands, Camarillo, “Catching the Wave of Information Literacy in First-Year Composition: Student Outcomes”

Information Technologies

K.30 Retro Revision: Re-visioning and Re-reading Student Interactions through Tablet PC, Video Archive, and Text-to-Speech Technology in the Classroom

Union Square 22, Fourth Floor

Chair: Gary Mills, United States Air Force Academy, Colorado Springs, CO

Speakers: Gary Mills, United States Air Force Academy, Colorado Springs, CO, “Re-drawing Classroom Writing Practices”
William Newmiller, United States Air Force Academy, Colorado Springs, CO, “3Click Video Archive: Orality Technology for Post-literate Times”
Debbie Rowe, Rensselaer Polytechnic Institute, Troy, NY, “What Technologizing the Practice of Reading Aloud to Revise Can Tell Us about the Practice Itself”

Theory

K.31 Reframing Resistance: “Critical Thirding,” Student Identity, and Alternative Spaces

Sutter, Sixth Floor

Chair: Chris Gallagher, University of Nebraska-Lincoln

Speakers: Josh Call, University of Nebraska-Lincoln
Erica Rogers, University of Nebraska-Lincoln
DeAnn Allison-Cudly, University of Nebraska-Lincoln
Friday, 3:30–4:45 p.m.

Practices of Teaching Writing

K.32 Waves of Potential: Composition for the Forgotten Student
Mason, Sixth Floor
Chair: Janet Bean, The University of Akron, OH
Speakers: Arthur Palacas, The University of Akron, OH
Caroline Sutowski, The University of Akron, OH
Jenny Hebert, The University of Akron, Akron, OH

Theory

K.33 Making Waves in the Archives:
Considering Our Own Historiography
Golden Gate 3, Lobby Level
Chair: Elizabeth Kimball, Temple University, Philadelphia, PA
Speakers: Sara Sliter-Hays, Texas Lutheran University, Seguin, “Archives and Inventio”
Elizabeth Kimball, Temple University, Philadelphia, PA, “The Question of Utility: Figuring the Present in Disciplinary Histories”
Lisa Meloncon, University of Cincinnati, OH, “Letting the Archives Speak: The Consequences of Historical Practice on the Future of Rhetoric and Composition”
Mark Garrett Longaker, University of Texas-Austin, “An Ethical Defense of Archival Research in the History of Composition”

Practices of Teaching Writing

K.34 Composing Spaces:
Re-examining the Spaces Where Students Write
Lombard, Sixth Floor
Chair: Christine Garbett, Bowling Green State University, OH
Speakers: Brittany Cottrill, Bowling Green State University, OH
Emily J. Beard, Bowling Green State University, OH
Christine Garbett, Bowling Green State University, OH

Information Technologies

K.35 Spatial Solutions:
Postmodern Mappings of Online Writing Environments
Taylor, Sixth Floor
Chair: Karla Kitalong, Michigan Technological University, Houghton
Speakers: Lori Mumpower, University of Alaska Anchorage, “Mapping Distance: Perceptions of Online Writing Spaces”
Rusty Carpenter, University of Central Florida, Orlando, “Mapping the OWL: Consultant Perceptions of Online Writing Spaces”
Kathleen Bell, University of Central Florida, Orlando, “Mapping Online Writing Students’ Research Strategies”
Friday, 3:30–4:45 p.m.

Practices of Teaching Writing

K.36 Reading, Writing, and Cyber Discussions: Bringing the Book Group Format to an Online Learning Community

Union Square 21, Fourth Floor

Chair: Sherry Suisman, San Francisco State University, CA
Debbie Miller, San Francisco State University, CA, “Community in the Composition Classroom: Setting Up Online Non-fiction Book Groups”
Sherry Suisman, San Francisco State University, CA, “The Big ‘So What?’: How Students Can Take Charge of Their Own Learning and Make Change in the Real World”

Practices of Teaching Writing

K.37 Critical Reading Practices that Improve Student Writing

Franciscan B, Ballroom Level

Chair:
Speakers: Carole Center, Lasell College, Newton, MA, “Promoting Reading-centered Writing Assignments”
Anna Skinner, St. Edward’s University, Austin, TX, “Making Waves in Students’ Writing: Assigning Academic Essays to Analyze Failed Real-world Communication”
Patricia Donahue, Lafayette College, Easton, PA, “Student Annotation Practices”

Theory

K.38 Posthuman Desire and Breaking Disciplinarity

Continental Ballroom 3, Ballroom Level

Chair: Andrew Mara, North Dakota State University, Fargo
Speakers: Katie Gunter, North Dakota State University, Fargo, “The Evolution of Classicism and the Onset of Digital Anxiety”
Kathryn Dunlap, North Dakota State University, Fargo, “Beyond a/s/l: Embodied Online Dating in a Posthuman World”
Andrew Mara, North Dakota State University, Fargo, “The Structures of Posthuman Desire in Technical Writing”
CCCC Awards/Recognition Reception
Continental Ballroom 4/5, Ballroom Level
5:00–6:30 p.m.

Chair: Marilyn Valentino, Lorain County Community College, Elyria, OH

At this reception we announce the winners of the 2009 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, 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: Norbert Elliot, New Jersey Institute of Technology, Newark
Chris Anson, North Carolina State University, Raleigh
Shirley Wilson Logan, University of Maryland, College Park
Wendy Sharer, East Carolina University, Greenville
Art Young, Clemson University, SC

Previous Award Winners:

2008 Sharon Crowley, *Toward a Civil Discourse: Rhetoric and Fundamentalism*
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*


1991  Mike Rose, *Lives on the Boundary: The Struggles and Achievements of America’s Underprepared*

**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:* Jessica Enoch, University of Pittsburgh, PA
       Rebecca Moore Howard, Syracuse University, NY
       Dennis Lynch, University of Wisconsin-Milwaukee
       Beverly Moss, The Ohio State University, Columbus
       Ben Rafoth, Indiana University of Pennsylvania
Previous Award Winners:

2008 Katherine E. Tirabassi, “Revisiting the Current-Traditional Era: Innovations in Writing Instruction at the University of New Hampshire, 1940-1949”


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.
Friday, 5:00–6:30 p.m.

Braddock Award Committee

Chair: Linda Bergmann, Purdue University, West Lafayette, IN
Ann Blakeslee, Eastern Michigan University, Ypsilanti
David Jolliffe, University of Arkansas, Fayetteville
Anne Frances Wysocki, University of Wisconsin-Milwaukee
Katrina Powell, Virginia Tech, Blacksburg

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
Friday, 5:00–6:30 p.m.

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:  Joyce Locke Carter, Texas Tech University, Lubbock
        Bill Hart-Davidson, Michigan State University, East Lansing
        Jeff Pruchnic, Wayne State University, Detroit, MI
        Melinda Turnley, DePaul University, Chicago, IL
        Steven Youra, California Institute of Technology, Pasadena

Previous Award Winners:

2008  Lara Varpio
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:** R. Gerald Nelms, Southern Illinois University, Carbondale
Richard Haswell (*emeritus*), Texas A & M University, Corpus Christi
Evora W. Jones, Midlothian, VA
Carole Clark Papper, Hofstra University, Hempstead, NY
Martha Townsend, University of Missouri, Columbia

Previous Certificate Winners

**2007-2008**
The University of Denver, Writing Program
University of Toronto Scarborough, Writing Centre

**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
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: Joyce Rain Anderson, Bridgewater State College, MA
Ellen Cushman, Michigan State University, East Lansing
Jaime Armin Mejía, Texas State University, San Marcos
Whitney Myers, University of New Mexico, Albuquerque
Victor Villanueva, Washington State University, Pullman

Previous Award Winners

2008
Nathan Jenkins, Haskell Indian Nationals University

2007
Geselle Coe, Tohono O’Odham Community College
Friday, 5:00–6:30 p.m.

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 Koepplin, Little Big Horn College
Patrick J. Shields, Lac Courte Oreilles Ojibwa Community College

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.

Jeff Sommers, Editor of **TETYC**, to present the award.

Best Article of the Year Award Committee:

**Chair:** Ron Christiansen, Salt Lake Community College, UT
Alexis Nelson, Spokane Falls Community College, WA
Stasia Callan, Monroe Community College, Rochester, NY
Timothy McLaughlin, Bunker Hill Community College, Boston, MA

Previous Award Winners:

2008  Gregory Shafer
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

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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:* Judith “Jay” Wootten, Kent State University, Salem Campus, OH  
Howard Tinberg, Bristol Community College, Fall River, MA  
Louise Bown, Salt Lake City Community College, UT

**Previous Award Winners:**

2008  Judith “Jay” Wootten, Kent State University, Salem Campus, OH  
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 Business Meeting**
Golden Gate 4, Lobby Level
*Chair:* Judith Moore Kelly, Howard University, WA

**FSIG.02 Latino Caucus Business Meeting**
Golden Gate 3, Lobby Level
*Co-Chairs:* Cecilia Rodriguez Milanes, University of Central Florida, Orlando
Bobbi Ciriza Houtchens, Arroyo Valley High School, San Bernardino, CA

**FSIG.03 Asian/Asian American Caucus Business Meeting**
Continental Ballroom 3, Ballroom Level
*Co-Chairs:* Haivan Hoang, University of Massachusetts, Amherst
Nancy Linh Karls, University of Wisconsin, Madison

**FSIG.04 American Indian Caucus Business Meeting**
Golden Gate 5, Lobby Level
*Co-Chairs:* Resa Crane Bizzaro, Indiana University of Pennsylvania
Joyce Rain Anderson, Roger Williams University, Bristol, MA
Malea Powell, Michigan State University, East Lansing

**FSIG.05 Queer Caucus**
Continental Ballroom 1, Ballroom Level
*Chair:* Samantha Blackmon, Purdue University, West Lafayette, IN

**FSIG.06 Working-Class Culture and Pedagogy**
Continental Ballroom 2, Ballroom Level
*Co-Chairs:* William H. Thelin, The University of Akron, OH
Jennifer Beech, University of Tennessee at Chattanooga

**FSIG.07 English Education-Composition Connections**
Union Square 5/6, Fourth Floor
*Co-Chair:* Mark Letcher, University of Oklahoma, Norman
Elizabeth Brockman, Central Michigan University, Mt. Pleasant
FSIG.08  Symposium on Rhetoric and Christian Tradition  
Continental Ballroom 7, Ballroom Level  
Chair: Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

FSIG.09  International Network of Writing-across-the-Curriculum Programs  
Franciscan B, Ballroom Level  
Chair: Chris Thaiss, University of California at Davis

FSIG.10  Using and Generating Student Archives  
Union Square 17/18, Fourth Floor  
Chair: Nate Hinerman, University of San Francisco, CA

FSIG.11  The Artful Union of Music and Writing  
Union Square 21, Fourth Floor  
Chair: Joonna Trapp, Northwestern College, Orange City, IA

FSIG.12  Writing in Interdisciplinary Classrooms and Learning Communities  
Golden Gate 8, Lobby Level  
Chair: Rebecca S. Nowacek, Marquette University, Milwaukee, WI

FSIG.13  Meeting of the Association of Teachers of Advanced Composition  
Union Square 3/4, Fourth Floor  
Chair: Lynn Worsham, Illinois State University, Normal

FSIG.14  Independent Writing Units  
Franciscan D, Ballroom Level  
Chair: Barry Maid, Arizona State University, Mesa

FSIG.15  Best Practices for Online Writing Instruction: CCCC Pilot Survey and Feedback  
Union Square 15/16, Fourth Floor  
Chair: Beth Hewett, Independent Scholar, Forest Hill, MD

FSIG.16  Teaching Adult Writers in Diverse Settings  
Yosemite C, Ballroom Level  
Chair: Sonia Feder-Lewis, Saint Mary’s University of Minnesota, Twin Cities, Minneapolis
Friday, 6:30–7:30 p.m.

**FSIG.17**  Progressive Approaches to Grammar  
Franciscan A, Ballroom Level  
*Chair:* Peter Adams, Community College Baltimore County, Baltimore, MD

**FSIG.18**  Emerging Social Software SIG  
Golden Gate 7, Lobby Level  
*Co-Chairs:* Daisy Pignetti, University of Wisconsin-Stout  
Eric Glicker, Indiana University of Pennsylvania

**FSIG.19**  Studio Special Interest Group  
Golden Gate 1, Lobby Level  
*Chair:* John Paul Tassoni, Miami University, Oxford, OH

**FSIG.20**  Science and Writing, Programs and Pedagogies: A SIG on Composition and the Discourses of Science  
Union Square 1/2, Fourth Floor  
*Co-Chairs:* Jonathan Buehl, University of Maryland, College Park  
William FitzGerald, Rutgers University at Camden, NJ

**FSIG.21**  Teaching of Writing to the Deaf and Hard-of-Hearing  
Continental Ballroom 9, Ballroom Level  
*Chair:* Paige Franklin, Gallaudet University, Washington, D.C.

**FSIG.22**  Serious Games  
Yosemite A, Ballroom Level  
*Chair:* Cynthia Haynes, Clemson University, SC

**FSIG.23**  In the Lineup: Creative Writing and Critical Thinking in College Composition  
Golden Gate 6, Lobby Level  
*Co-Chairs:* Stephanie Wade, Stony Brook Southampton, NY  
Elizabeth Weaver, St. Johns University, Queens, NY  
Erin Pushman, Limestone College, Gaffney, SC

**FSIG.24**  Transnational Composition  
Franciscan C, Ballroom Level  
*Chair:* Bruce Horner, University of Louisville, KY
Friday, 6:30–10:30 p.m.

FSIG.25  Writing Centers: Preparing for the Next Wave  
Golden Gate 2, Ballroom Level  
Chair: Roberta Kjesrud, Western Washington University, Bellingham

FSIG.26  Undergraduate Consortium in Rhetoric and Writing  
Union Square 14, Ballroom Level  
Co-Chairs: Helen Foster, University of Texas El Paso  
Tim Peeples, Elon University, NC  
Thomas Moriarty, Salisbury University, MD

Friday Evening Events

TYCA Talks  
Imperial Ballroom A, Ballroom Level  
6:30–7:30 p.m.

The Twentieth Annual Poetry Forum  
Sutter, Sixth 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.

AA  
Union Square 22, Fourth Floor  
8:00–10:00 p.m.

ALANON  
Union Square 23, Fourth Floor  
8:00–10:00 p.m.
Saturday, 7:00 a.m.–2:30 p.m.

SATURDAY

March 14

REGISTRATION, 8:00 a.m.–2:30 p.m.
Exhibit Hall, Grand Ballroom B, Grand Ballroom Level

Exhibits, 10:00 a.m.–1:00 p.m.
Exhibit Hall, Grand Ballroom B, Grand Ballroom Level

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

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS
Continental Ballroom 4, Ballroom Level
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**
2008 Gail Mellow, President, LaGuardia Community College, NY
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:

**2008**

**Category 1: Reaching Across Borders Award**
“The Arts in Ghana with Service Learning”
The Ohio State University Agricultural Technical Institute, Wooster, OH

**Honorable Mention**
“Washington Online Writing Lab (WOWL)”
Centralia College, WA

**Category 2: Fostering Student Success Award**
“YVCC English Department Mid-Program Assessment”
Yakima Valley Community College, WA

**Honorable Mention**
“Increasing Agency and Collaboration through the Merging of SoTL and Assessment”
University of Wisconsin Colleges, Waukesha, WI

**Category 3: Enhancing Developmental Education Award**
“Gateway to Success”
Santa Barbara City College, CA

**Honorable Mention**
“The W.R.I.T.E. Brush-up Course Program”
Nassau Community College, Garden City, NY
Category 4: Enhancing Literature and Cultural Arts Award
“Writing and Literature Program
“Borough of Manhattan Community College, New York, NY

Honorable Mention
“Women’s Literature Read-In”
Lansing Community College, MI

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

Concurrent Sessions Presented By Two-Year College Faculty
L.11 A Ripple or a Tsunami?: Offering College Writing Credits to High School Students
L.23 We Were Hit by Two Tsunamis: Sustainability and Viability of an ESL Program
M.05 Exploring Our Values: A Two-Year College English Department’s Journey from Traditional to Dynamic Rubric
M.15 Ripples of Reading: Moving First-Year Students Toward College-Level Reading
M.25 Getting a Job at a Two-Year College
N.05 Social Issues in the Composition Classroom: Making Waves or Summoning a Tsunami?
N.28 Creating Institutional Unity at the New “Community” College
O.07 Global Issues: Closing the Divide between Locals and Transnationals in Freshman Composition
ANNUAL BUSINESS/TOWN MEETING
Continental Ballroom 6, Ballroom Level
8:00–9:15 a.m.

All members and newcomers of CCCC are invited to attend and vote at the business meeting.

Chair: Charles Bazerman, University of California, Santa Barbara

Associate Chair: Marilyn Valentino, Lorain County Community College, Elyria, OH

Assistant Chair: Gwendolyn D. Pough, Syracuse University, NY

Immediate Past Chair: Cheryl Glenn, The Pennsylvania State University, University Park

Secretary: Duane Roen, Arizona State University, Mesa

CCC Editor: Deborah H. Holdstein, Columbia College Chicago, IL

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 affirmati vo of at least ten members.
Procedural Rules Proposed for Adoption at the Annual Business Meeting

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

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

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

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

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

1. A call for resolutions will appear in the February issue of College Composition and Communication. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including
areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action. Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee. Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

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

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

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

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

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.
Saturday, 9:30–10:45 a.m.

L Sessions

9:30–10:45 a.m.

Featured Speaker

The Writing on the Wall:
New Discoveries at the
Angel Island Immigration Station

Continental Ballroom 4/5,
Ballroom Level

Chair: Patricia Steenland, University of California, Berkeley

Thanks to the dedicated efforts of pioneering researchers in the 1970’s, it is widely known that detained Chinese immigrants of the early 20th century expressed their frustrations, fears, and hopes in dozens of Chinese poems carved in the wooden barracks of the old Angel Island Immigration Station. Recent research has revealed many more Chinese poems, Chinese prose pieces, carved pictures, and a host of miscellaneous inscriptions in half a dozen different languages. This introduction to the writing on the wall will highlight the immigration experience in the words of those who lived it.

Charles Egan is Associate Professor and Coordinator of the Chinese Program at San Francisco State University. He received his Ph.D. in East Asian Studies from Princeton University in 1992, and has previously taught at Stanford University and Connecticut College. His research and publications have focused on the development of classical poetic forms (e.g., yuefu “Music Bureau” poetry, and the jueju quatrain), orality/literacy issues, Buddhist poetry, and Chinese art. Since 2002 he has assisted the Angel Island Immigration Station Foundation in deciphering and interpreting immigrant inscriptions at the station site.
L.01 Think-Tank for Newcomers Developing Papers and Sessions for CCCC–2010
Continental Ballroom 6, Ballroom Level
Chair: Paul Puccio, Bloomfield College, NJ

Theory

L.02 Passing: Mixed-bloods, Invisible Indians, and Perception
Imperial B, Ballroom Level
Chair: Malea Powell, Michigan State University, East Lansing
Speakers: Resa Crane Bizzaro, Indiana University of Pennsylvania, “‘You Don’t Look Like Any Injun to Me’: The History of Passing”
Rose Gubele, Central Michigan University, Mt. Pleasant, “Invisible Indians: Compulsory Passing as Genocide”
Kristin Arola, Washington State University, Pullman, “Digital (Un)Intentional Passing: Reading the Online Indian”

Practices of Teaching Writing

L.03 Reconciling Different Approaches, Audiences, and Sites of Production in Multimodal Assessment
Continental Ballroom 1, Ballroom Level
Chair: Anne Frances Wysocki, University of Wisconsin-Milwaukee
Speakers: Moe Folk, Michigan Technological University, Houghton
Shawn Apostel, Michigan Technological University, Houghton

Research

L.04 Qualitative Research Methods: Ethnography and Beyond
Union Square 15/16, Fourth Floor
Chair: Gwen Gorzelsky, Wayne State University, Detroit, MI
Speakers: Jacqueline Preston, University of Wisconsin-Madison, “What Sociohistoric/Sociocultural Perspectives and Qualitative Methods Mean to the Field of Composition and Rhetoric”
Matthew Ortoleva, University of Rhode Island, Kingston, “Chaos, Constraints, Collaboration: An Emerging Critical Ethnographic Method in Rhetoric and Composition”
Gwen Gorzelsky, Wayne State University, Detroit, MI, “An Experiential Approach to Literacy Studies”
Community, Civic & Public

L.05  Public (Ex)Change: Problematic Potentials of Cyber-Civic Discourse
Union Square 21, Fourth Floor
Chair: Spencer Schaffner, University of Illinois, Urbana-Champaign
Speakers: Jessica Bannon, University of Illinois, Urbana-Champaign
John O’Connor, University of Illinois, Urbana-Champaign
Michael Burns, University of Illinois, Urbana-Champaign
Jonathan Stone, University of Illinois, Urbana-Champaign

Practices of Teaching Writing

L.06  Effective Tools for Teaching Writing
Union Square 23/24, Fourth Floor
Chair: Jennifer Churchill, University of Rhode Island, NY
Speakers: Kerrie Farkas, Millersville University, PA, “The Transportable Writing Tool—A Tool for Drafting, Writing, and Revising”
Bunny Paine-Clemes, Cal State Maritime, Vallejo, “Surfing the ‘Waves’ of Process and Constructivism and Discovering Two Techniques that Work”
Ernest Stromberg, CSU Monterey Bay, Seaside, “Embodied Argumentation”

History

L.07  Needlework to Comics: Surfing the History of Multimodal Instruction
Mason, Sixth Floor
Chair: Sandra Stollman, Hollywood, FL
Speakers: Dirk Remley, Kent State University, OH, “Implications of Multimodal Instruction and Training for the Visual Culture: An Historical Case Study”
Susan Kates, University of Oklahoma, Norman, “The Visual Rhetoric of Quilting”
Pauline Uchmanowicz, SUNY, New Paltz, “Back to the Future: Bringing Comic Books to Class”
Heather Pristash, Bowling Green State University, OH, “Stitching the Waves Together: Rhetorical Needlework of the Past Fifty Years”
Practices of Teaching Writing

L.08 New Media Strategies for Writing Classrooms
Powell, Sixth Floor
Chair: Jaynelle D. Nixon
Speakers: Kevin O’Donnell, East Tennessee State University, Johnson City, “Voice, Text, and Technology: Student ‘Podcasting’ in the Writing Classroom”
Joannah Portman Daley, University of Rhode Island, Kingston, “eRhetoric and the iNarrative: A New Wave in Writing Assignments for the Net Generation”
Susan Achziger, Community College of Aurora, CO, “Making Waves with Webfolios”

Practices of Teaching Writing

L.09 Managing Conflict and Resistance in the Composition Classroom
Lombard, Sixth Floor
Chair: Lauren DiPaula, Indiana University of Pennsylvania
Speakers: Heather Urbanski, Central Connecticut State University, New Britain, “The Disciplinary Contact Zone: The Pressure of Ambiguity on the Resistant Student Writer”
Maureen Neal, Mesa State College, Grand Junction, CO, “Discourse Analysis and Classroom Practice: How to Work with (and not against) Strong Student Voices”
Lauren DiPaula, Indiana University of Pennsylvania, “Conflict in the Classroom: Negotiating the Waves”

Information Technologies

L.10 Our Electronic Odyssey: A Reflection on Literacy, Writing and Technology over the last 60 Years
Imperial A, Ballroom Level
Chair: Joseph Bartolotta, University of Minnesota, Minneapolis
Speakers: Joseph Bartolotta, University of Minnesota, Minneapolis, “Reconsidering the Same Problem: Technological Literacy, the Digital Divide and their Precursors”
Matthew Morain, North Carolina State University, Raleigh, “Yellow Lights Ahead: Technological Determinism and the Composition Classroom”
Erica Frisicaro, Daemen College, Amherst, NY, “Then as Now: Notes toward a Remediated History of Technology and Composition”
Practices of Teaching Writing

L.11 A Ripple or a Tsunami?: Offering College Writing Credits to High School Students
Yosemite A, Ballroom Level
Chair: Andy Anderson, Johnson County Community College, Overland Park, KS
Speakers: Karla Brown, Hawkeye Community College, Waterloo, IA
Eva Payne, Chemeketa Community College, Salem, OR

Composition/Writing Programs

L.12 Rhetorical Situations, Research Writing, and Genre: Cross-institutional Research on Curriculum Design in Two First-Year Writing Programs
Yosemite B, Ballroom Level
Chair: John Trimbur, Emerson College, Boston, MA
Speakers: Anne Wheeler, Emerson College, Boston, MA, “Writing, not Reading: Foregrounding the Teaching of Writing in Second Semester Composition”
Amy Reed, Virginia Tech, Blacksburg, “Balancing Structure and Freedom in Teaching a Genre Approach”
Kathleen Gonso, Emerson College, Boston, MA, “The Rhetorical Situation and Genre in Constructing Assignment Sequences”
Tim Lockridge, Virginia Tech, Blacksburg, “Moving Information through Multimodal Assignment Sequencing”
Dan Lawson, Virginia Tech, Blacksburg, “Grounding Peer Review in Rhetorical Situation and Genre”
Kara Mae Brown, Emerson College, Boston, MA, “Assessing Outcomes: Students Reflect on the Genre Experience”
Respondent: Diana George, Virginia Tech, Blacksburg

Practices of Teaching Writing

L.13 Designing Engagement: FYC Assignments as “Contact Zones”
Yosemite C, Ballroom Level
Chair: Jill Kronstadt, Montgomery College, Germantown, MD
Speakers: Andrea Beaudin, Southern Connecticut State University, New Haven, “Please feel free to view my success: Fostering Engagement in FYC”
Christina Devlin and Jill Kronstadt, Montgomery College, Germantown, MD, “Navigating in Paper Boats: Student Perceptions of Assignment Design”
Cheri Lemieux Spiegel and Liona Tannesen Burnham, Northern Virginia Community College, Annandale, “Visual and Multimodal Lenses for Student Engagement”
Saturday, 9:30–10:45 a.m.

Practices of Teaching Writing

L.14 Unmasking the Teacher:
Letting Students Get to Know (all about?) You
Union Square 1/2, Fourth Floor

Chair: Michael Larkin, University of California-Berkeley
Speakers: Katherine H. Lee, University of California-Berkeley, “My History as a Writer: Teacher as Student Writer”
Ryan Sloan, University of California-Berkeley, “Facebook’d and Friended: the Construction of Personas in the Composition Classroom”
Kaya Oakes, University of California-Berkeley, “Modeling without Modeling: Using an Instructor’s Own Professional Writing Experiences in the Classroom”
Michael Larkin, University of California-Berkeley, “Who are you professor?: Why Students Might Need to Know”

Professional and Technical Writing

L.15 Audience and Genre in Professional Writing
Union Square 14, Fourth Floor

Chair: Ingrid De Alba
Speakers: Gerald J. Alred, University of Wisconsin-Milwaukee, “Goodwill in Messages: Rethinking Traditional Advice and Theory”
Tina Bacci, University of Rhode Island, Kingston, “Audience Interrupted: Mediating Diverse Audiences Simultaneously in Workplace Writing”
Richard Carpenter, Valdosta State University, GA, “In Brief(s): Writing in(to) the Legal Profession”

Theory

L.16 Narrating Telepresence:
Rearticulating the Voice of the (Dis)Abled
Union Square 17/18, Fourth Floor

Chair: Roseanne Gatto, St. John’s University, Jamaica, NY
Speakers: Christopher Syrnyk, University of Wisconsin-Madison, “Disarticulating the (Dis)Abled Subject: Locked-in Syndrome and the Voiceless Other”
Brian Bailie, Syracuse University, NY, “‘300’ and the Trop of Disability”
Melanie Yergeau, Ohio State University, Columbus, “Narrating Telepresence, or Composing High-functioning Autism”
History

L.17 Redefining the Present State of Scholarship in the History of Rhetoric: Honoring the Vision of Winifred Bryan Horner

Continental Ballroom 2, Ballroom Level

Chair: Lynee Gaillet, Georgia State University, Atlanta

Speakers: Lois Agnew, Syracuse University, NY, “Contesting the Foundations and Revising ‘The Classics’: Contemporary Scholarship in Ancient Rhetorics”

Lynee Gaillet, Georgia State University, Atlanta, “Recovering and Reclaiming Nineteenth-Century Rhetoric”

Krista Ratcliffe, Marquette University, Milwaukee, WI, “The Present State of Contemporary Rhetoric Scholarship: Riding the Wave of Social Change”

Practices of Teaching Writing

L.18 Service Learning in Writing Courses

Continental Ballroom 3, Ballroom Level

Chair: Kate Latterell, Penn State Altoona, PA

Speakers: Lisa Mahle-Grisez, Sinclair Community College, Dayton, OH, “Making Peace with Service Learning at an Urban Community College: Implications for Literacy and Composition Studies”

Alice Batt, The University of Texas at Austin, “Beyond ‘Success’: Tracing the Impact of an Undergraduate Grant Writing Project”

Bill Carroll, Abilene Christian University, TX, “Not Waving, but Drowning: Using Service Learning to Help Basic Writers Integrate into the University Community”

Information Technologies

L.19 Deciding, Creating, and Maintaining “Face”: An Analysis of Face-work in and out of the Writing Classroom

Continental Ballroom 7, Ballroom Level

Chair: Jennifer Cover, Virginia Tech University, Blacksburg

Speakers: Liz Dennis, Barton College and East Carolina University, NC, “Creating Face in an Online Classroom: An Analysis of how Students and Instructors do Face-work Online”

Christy Mroczek, Armstrong Atlantic State University, Savannah, GA, “Face’ing Reality in Online Research: Getting Students to Recognize Public Domain and Copyright Infringement in Multimedia Writing”

Scott Wagar, Miami University, Oxford, OH, “Interests: Student Papers; Writing; Rhetoric’: Composition Instructors on Social-networking Websites”
Information Technologies

L.20 Making Virtual Waves: Integrating Multimodal Writing Technologies into the Undergraduate Writing Curriculum

Continental Ballroom 8, Ballroom Level

Chair: Joyce R. Walker, Western Michigan University, Kalamazoo

Speakers: Carrie A. Lamanna, Colorado State University, Fort Collins, “Creating and Sustaining a Multimodal Community of Practice”
James P. Purdy, Duquesne University, Pittsburgh, PA, “‘Aren’t media already multiple?’: Reflections on Proposing a Course in Multimodal Composition”
Joyce R. Walker, Western Michigan University, Kalamazoo, “Teaching the BIG Text: Relationships To/In/Among Media in a First-Year Writing Program”
Jill Salahub, Colorado State University, Fort Collins, “Transitions II: a Three-Year Study in Making Waves”

Composition/Writing Programs

L.21 Alignity: The Next Wave in Writing in the Disciplines

Continental Ballroom 9, Ballroom Level

Chair: Diane Kelly-Riley, Washington State University, Pullman

Speakers: Lisa Johnson-Shull, Washington State University, Pullman, “Defining Alignity”
Jared Judd Anthony, Spokane Falls Community College, WA, “Facilitating Alignity”
Diane Kelly-Riley, Washington State University, Pullman, “Extrapolating Alignity: Implications for Writing Programs”

Composition/Writing Programs

L.22 SIN(x), Where X Equals Identity: A Grounded Theory Investigation of “Development” in a Tutor Development Program

Franciscan A, Ballroom Level

Chair: Lori Salem, Temple University, Philadelphia, PA

Speakers: Lori Salem, Temple University, Philadelphia, PA
Rebekah Buchanan, Temple University, Philadelphia, PA
Daniel Ellis, Temple University, Philadelphia, PA
Ryan Witt, Temple University, Philadelphia, PA
Dan Gallagher, Temple University, Philadelphia, PA
Practices of Teaching Writing

L.23 Assessment of Student Writing
Franciscan B, Ballroom Level
Chair: Agie Markiewicz, Pace University, New York, NY
Speakers: Gita DasBender, Seton Hall University, South Orange, NJ, “Generation 1.5 and Directed Self-placement: A New Approach to Understanding Multilingual Students’ Self-perceptions and Literacy Histories”
Elizabeth Fleitz, Bowling Green State University, OH, “(Assessing) Writing without Teachers: A Philosophy of Writing Assessment”

History

L.24 Literate Translations: Historical Encounters with Literacy in Three Marginalized Communities
Franciscan C, Ballroom Level
Chair: John Duffy, University of Notre Dame, IN
Speakers: Anne Ruggles Gere, University of Michigan, Ann Arbor, “Translating Literacies: Sarah Winnemucca and the Bureau of Indian Affairs”
John Duffy, University of Notre Dame, IN, “Writing on the Spectrum: Autism, Literacy, and Living in the World”
Bryan Trabold, Suffolk University, Boston, MA, “ ‘Unnecessary Noise’: A Rhetorical Analysis of Jeremy Cronin’s Resistance Poetry in Apartheid South Africa”

Research

Franciscan D, Ballroom Level
Chair: Jody Millward, Santa Barbara City College, CA
Lynn Woodbury, Oakton Community College, Des Plaines, IL, “Part-time Teaching to Fulltime Employment: Are Two-Year Colleges Meeting Their Professional and Ethical Obligations?”
David Lydic, Austin Community College, TX, “What Teaching Conditions Promote Part-time Teaching Success?: How Can Writing Programs Build Such Conditions Into Their Programs?”
Saturday, 9:30–10:45 a.m.

Practices of Teaching Writing

L.26 Cooking, Culture, and Composition:
How Reading and Writing Transform our Appetites
Union Square 3/4, Fourth Floor

Chair: Edward Fristrom, Drexel University, Philadelphia, PA
Speakers: Melissa Goldthwaite, St. Joseph’s University, Philadelphia, PA, “Local Practice, Global Concerns: Food Writing in the Service-learning Classroom”
Deirdre McMahon, Drexel University, Philadelphia, PA, “The Rhetoric of the Kitchen and the Commodification of Women’s Work”
Edward Fristrom, Drexel University, Philadelphia, PA, “Writing and Cooking: The Use and Abuse of Metaphor”

Practices of Teaching Writing

L.27 Let’s Talk about It:
Discussing Identity and Writing Strategies
Union Square 5/6, Fourth Floor

Chair: Rebecca Saqa, Columbus State Community College, OH
Speakers: Kathleen Jernquist, U.S. Coast Guard Academy, New London, CT, “Navigating the Currents of First-Year Composition: Changing Course, Cognitive Mapping, and Reflecting (on) the Identities of First-Year Writers”
Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, NY, “Reading, Writing and Racism: First-Year Composition as a space for Critical Discourse”
Teresa Grettano, University of Tampa, FL, “The Composition of Identity: Analyzing Subjectivity in First-Year Writing”

Practices of Teaching Writing

L.28 Collaborative Crosscurrents in First-Year Composition
Union Square 25, Fourth Floor

Chair: Donna Evans, Washington State University, Pullman, Washington
Speakers: Donna Evans, Washington State University, Pullman, “Point Break: Writing Collaboratively toward One Voice”
Ben Bunting, Washington State University, Pullman, “Shooting the Curl: Effects of Online Writing Spaces on a Recursive Portfolio Construction Process”
Julie Meloni, Washington State University, Pullman, “Mavericks: The Ultra-collaborative Composition Classroom”
Composition/Writing Programs

L.29 Fifteen Years after the Writing Requirements Went Away: In the Wake of the New Abolitionist Wave
Union Square 22, Fourth Floor
Chair: Duncan Carter, Portland State University, OR
Speakers: Duncan Carter, Portland State University, OR, “The Promise and Problems of Abolition: Our View in 1995”
Christie Toth, Portland State University, OR, “‘Show, don’t tell?’: How Direct versus Embedded Writing Curricula Shape Student Writing Processes”
Jon McClintick, Portland State University, OR, “Scanning the Pool: The Challenge of Assessing Upper Division Writing in a Decentralized Writing Program”
Hildy Miller, Portland State University, OR, “Fifteen Years after Abolition: A Progress Report”

Language

L.30 ELL Practice: Work, Pedagogy and Literacy
Taylor, Sixth Floor
Chair: Heather Branstetter, University of North Carolina, Chapel Hill
Speakers: Keith Walters, Portland State University, OR, “Working with Writers who are ELLs in a Medical Setting”
Rachel Reed, Auburn University, AL, “Re-envisioning the Giants: ESL Students’ Literate Lives”
Amber Engelson, University of Massachusetts, Amherst, “Challenging the Monolingual Bias: Contrastive Rhetoric as Disciplinary and Pedagogical Bridge”

Community Civic & Public

L.31 Beyond Reason: Publics, Intellectuals, and Literacy
Sutter, Sixth Floor
Chair: Kelly Bradbury, The Ohio State University, Columbus
Speakers: Paul Feigenbaum, Florida International University, Miami, “Community Action: A Framework for Egalitarian, Reciprocal Community Engagement in the Field of Rhetoric and Composition”
Kelly Bradbury, The Ohio State University, Columbus, “The Age of American (Un)Reason?: A Case Study Approach to Literacy and American Intellectualism”
Saturday, 9:30–10:45 a.m.

History

L.32 Riding Rough Waters: Rhetorics of Race and Miseducation

Van Ness, Sixth Floor

Chair: Rebecca Lorimer, University of Wisconsin-Madison

Speakers:
- Lindal Buchanan, Old Dominion University, Norfolk, VA, “Making Waves: Rhetorics of Race, Pregnancy, and Civil Rights”
- Matthew Pifer, Husson College, Bangor, ME, “Rereading the Mimeograph: The Underground Press and the Critique of Education”
- Rebecca Lorimer, University of Wisconsin-Madison, “Transformational Resistance: Chicano Movement Rhetoric”
M Sessions
11:00 a.m.–12:15 p.m.

Featured Session
Literacy in Higher Education in Mexico
Continental Ballroom 4, Ballroom Level

Chair: Charles Bazerman, University of California, Santa Barbara

Writing research in higher education initiated gradually in Latin America about twenty years ago (Carlino 2007). However, it is only in the last ten years that there has been a growing interest in writing instruction and research in higher education in Latin America as indicated by a number of events and publications in Argentina, Colombia, Brazil and Mexico. Such interest emanates mainly from an increased awareness of the role of writing in modern social, political, legal, and economic organizations.

In this presentation, after an overview of the role of writing in the Mexican higher education system, we will discuss studies which have started to piece together the picture of writing in Spanish and English as a foreign language in Mexico. This trend which started with a focus on cognitive writing processes (Pamplón, 2005; Santos, 2006), surveys on teachers’ and students’ perceptions in specific contexts (Roux, 2008; Hidalgo, 2006), and graduate student texts (Del Rosal, 2002, 2003, 2005, 2007) was complemented by studies on social and institutional practices (Perales, 2005; Englander, 2006, 2008; Crawford, 2007; Mugford & Sughrua, 2007; Keranen & Encinas 2008). The increasing
interest in contextualization in writing research follows the international tendency (Juzwik, et al., 2006) and acknowledges that writing processes do not happen in isolation (e.g., solely in the classroom), but must be contextualized within the wider cultural milieu in which they exist.

Paula Busseniers was born in the Flemish-speaking part of Belgium and is multi-lingual and multi-cultural. She has been a member of staff of the Language School, University of Veracruz (Mexico) since the early seventies, where she has taught courses on English as a Foreign Language, teaching methodology and research, both at undergraduate and graduate level. She is currently coordinator of the undergraduate program at the same school. She holds an MSc in the Teaching of English by Aston University (Birmingham, UK).

She has co-authored a textbook for high school students, and published papers and book chapters. She was also the co-editor of the 2007 Special Topic Issue of the Mextesol Journal on the Professionalization of ELT in Mexico: National and Local Perspectives. Her research interests are: genre analysis, and reading & writing for academic and research purposes.

Saul Santos García has worked for the State University of Nayarit since 1992, where he teaches courses on language and linguistics. He has been involved in ELT training and ESP materials and course design. He holds a PhD in Applied linguistics by the University of Essex, UK; an MA in Applied Linguistics by the Universidad de las Americas-Puebla, Mexico; and a BPhil in Education (ELT) by the University of Exeter, UK. His research interests include communication strategies in written production and intercultural communication. He recently published a textbook on Huichol as a Second Language and has published a number of academic papers in Mexican Journals.

Fatima Encinas is professor of English Language and Language Teacher Education at the Benemérita Universidad Autónoma de Puebla (BUAP) since 1982. At present she is the Coordinator of the Masters program in English teaching and in the past has coordinated both pre-service and in-service teacher education programs at the BUAP and at the Universidad Iberoamericana Puebla. She holds an MA in English teaching from the Aston University in the United Kingdom. Her main research interests are teacher professional development and the writing of English as a foreign language. She belongs to a research study group on Pedagogies for Multiliteracies.
Institutional and Professional

M.01 Writing Programs . . . The Final Frontier: Where We’re Going, Where We’ve Been
Imperial B, Ballroom Level
Chair: Patrick Johnson, Washington State University, Pullman
Speakers: Mark Smith, Valdosta State University, GA, “What a Long, Strange Trip It Has Been: A Writing Program’s Evolution in an Anxious Department”
Darrell Fike, Valdosta State University, GA, “First-Year Writing Wars: Negotiating Surrender and Keeping the Peace”
Anne Ritter and Patrick Johnson, Washington State University, Pullman, “Surfing the Web and Staying Afloat: Tutoring Online and in Small Groups”

Institutional and Professional

M.02 Assessing Meaningfully: Statistics, Politics, and Local Contexts
Union Square 1/2, Fourth Floor
Chair: Laura A. Walsh, Mesa Public Schools, AZ
Speakers: Chris Gallagher, University of Nebraska-Lincoln, “The Next Assessment Wave: When Compositionists ‘Sit with Statisticians’”
Mark Williams, California State University Long Beach, “Cross Currents and Cross Purposes: Political and Financial Challenges to Pedagogy and Assessment in Writing across the Curriculum”
Chris Burnham, New Mexico State University, Las Cruces, “Washed Down the River to Root in the Desert: Assessing Meaningfully by Accommodating State Competencies to Local Contexts”

Community, Civic & Public

M.03 Digital Literacies: Making Waves in Wide Wide Web
Union Square 3/4, Fourth Floor
Chair: Krystia Nora, Pittsburgh, PA
Speakers: Michael Keleher, Kennesaw State University, GA, “Writing the Web without a Net: A University Writing Program, a School District and No Child”
Barbara Petronelli, Kent State University, OH, “Overcoming Rural Social and Digital Divides: Rural Womyn Zone as a Literacy Sponsor”
Ross Collin, University of Wisconsin-Madison, “Digital Literacies in the Immigrants’ Rights Movement: Public School Students and High Tech Activism”
Saturday, 11:00 a.m.–12:15 p.m.

Theory

M.04 Making Wiki Waves: Composing with Multiple Modalities
Union Square 15/16, Fourth Floor

Chair: Bill Endres, University of Kentucky, Lexington

Speakers: David Sherman, California State University, Dominguez Hills, “Composing Reading across Multiple Modalities: Working with Difficult Text”
Bill Endres, University of Kentucky, Lexington, “The Trix Rabbit as an Object of Thought: Thinking with Images for Composing with Images”

Practices of Teaching Writing

M.05 Exploring Our Values: A Two-Year College English Department’s Journey from Traditional to Dynamic Rubric
Union Square 21, Fourth Floor

Chair: Janet Gerstner, San Juan College, Farmington, NM

Speakers: Janet Gerstner, San Juan College, Farmington, NM
Kimberly Williams, San Juan College, Farmington, NM
Chris Strouthopoulos, San Juan College, Farmington, NM

Practices of Teaching Writing

M.06 Investigating Civic Rhetorics in Composition Classrooms
Union Square 23/24, Fourth Floor

Chair: Timothy Oleksiak, The University of West Florida, Pensacola

Speakers: Tracy Skipper, University of South Carolina, Columbia, “The Challenges of Teaching for Engaged Citizenship: The Role of Cognitive-structural Theories in Composition Pedagogy”
Tony Ruiz, University of Colorado at Boulder, “Linda Brodkey’s ‘Writing about Difference’ Syllabus: Twenty Years Later, Transvaluing Race and Ethnicity in the Classroom”
Timothy Oleksiak, The University of West Florida, Pensacola, “Civil Exchange in First-Year Writing Classrooms”

Institutional and Professional

M.07 Charting our Courses in Choppy Waters: Balancing University Teaching and other Professional Opportunities after the Master’s Degree
Taylor, Sixth Floor

Chair: Laura Ellis-Lai, Harvard University, Cambridge, MA

Speakers: Stacey Swann, American Short Fiction Literary Journal, Austin, TX, “Teacher, Editor, Writer: The Many Faces of a FYC Instructor”
Michael Noll, Texas State University, San Marcos, “Funding Writing Projects for Adjunct Teachers”
Stephanie Noll, Texas State University, San Marcos, “Teaching Alternatives: Non-profit and High School Instruction”
Laura Ellis-Lai, Harvard University, Cambridge, MA, “Joining the Circus: Teaching, Studying, and Professional Development for the Doctoral Student”

M.08 Early Career Leaders of Color: Individual Plans for Leadership Projects from the Summer Institute
Union Square 13, Fourth Floor
Chair: Dale Allender, Director of NCTE-West

M.09 Orchestrating Change: Harmonizing the Personal and the Digital in a “Community of Learning”
Continental Ballroom 8, Ballroom Level
Chair: Joe Moxley, University of South Florida, Tampa
Speakers: Kyle Stedman, University of South Florida, Tampa, “The Many to the One: Dialogues between Students and the Program”
Quentin Vieregge, University of South Florida, Tampa, “The One to the Many: Dialogues with the University and Surrounding Community”
Joe Moxley, University of South Florida, Tampa, “The One to the Many: Dialogues between the Program and the Instructors”

Research

M.10 Research on Motivation in Writing Contexts: Transfer, Peer Response, and Administration
Continental Ballroom 2, Ballroom Level
Chair: Danielle Cordaro, Purdue University, West Lafayette, IN
Speakers: Dana Driscoll, Purdue University, West Lafayette, IN, “Transfer of Knowledge and Motivation in the First-Year Writing Classroom: Connections, Perceptions, and Pedagogies”
Elizabeth Kleinfeld, Metropolitan State College of Denver, CO, “Motivating Peer Responders in the Classroom: Authorship, Authority, and Audience”
Danielle Cordaro, Purdue University, West Lafayette, IN, “(How) Do Writing Program Administrators Consider Student Populations as Audiences?: Implications for Research on Writing and Motivation”
Saturday, 11:00 a.m.–12:15 p.m.

*Practices of Teaching Writing*

**M.11 The Value of an Autobiographical and Visual “Common Book”: Teaching Marjane Satrapi’s *Persepolis* in Composition Classrooms**

*Imperial A, Ballroom Level*

*Chair:* Brian Lewis, Century College, White Bear Lake, MN  
*Speakers:* Brian Lewis, Century College, White Bear Lake, MN, “Creating Visual Literacies in the Composition Classroom through the Teaching of Satrapi’s *Persepolis*”  
Laurie Lykken, Century College, White Bear Lake, MN, “Adapting Freshman Comp for Community College Students to Increase Engagement by Featuring the Campus Common Book”  
Larry Sklaney, Century College, White Bear Lake, MN, “Teaching *Persepolis* within a ‘Common Book’ Program”

*Composition/Writing Programs*

**M.12 Outcomes Assessment and the Intellectual Work of Composition: Engaging the Contradictions**

*Yosemite A, Ballroom A*

*Chair:* Elizabeth Matway, University of Pittsburgh, PA  
*Speakers:* Nicholas J. Coles, University of Pittsburgh, PA, “Beyond the Matrix: Unlooked-for Outcomes of Looking at the First-Year Course”  
Jean A. Grace, University of Pittsburgh, PA, “Recursive Assessment: Pressuring Terms of Value in a Public and Professional Writing Program”  
Beth Matway, University of Pittsburgh, PA, “Visible Thought: How Rubrics Shape Conceptions of Writing in the Disciplines”

*Information Technologies*

**M.13 Digital Media: Audio 3 Plus Video and Text**

*Yosemite C, Ballroom Level*

*Chair:* Mary Newell, Centenary College of New Jersey, Hackettstown  
*Speakers:* Jeanne Marie Rose, Penn State Berks, Reading, “‘Can you hear me now?’: Riding the Sound Wave in Composition”  
Julia Willis, University of Colorado Boulder, “‘I can’t STAND my own voice!’: Audio Affordances in Multicultural Learning Communities”  
Judith Szerdahelyi, Western Kentucky University, Bowling Green, “Text, Audio, or Video?: Students’ Media Preferences for Online Course Materials”
Composition/Writing Programs

M.14 Authorizing Multiculturalism at the Center: Tales of Trials and Triumphs
Continental Ballroom 7, Ballroom Level
Chair: Polina Chemishanova, New Mexico State University, Las Cruces
Speakers: Polina Chemishanova, New Mexico State University, Las Cruces, “Stranger in the Writing Center: When an ESL Tutor Redefines the Contact Zone”
Christopher Ford, New Mexico State University, Las Cruces, “Generational and Experiential Assumptions: Challenging Preconceptions of Age and Authority”
Dan Peterman, New Mexico State University, Las Cruces, “The Writing Center as a Site of Cultural and Political Struggle”

M.15 Ripples of Reading: Moving First-Year Students toward College-level Reading
Franciscan B, Ballroom Level
Chair: Megan Knight, University of Iowa, Iowa City
Speakers: Shelby Myers-Verhage, Kirkwood Community College, Cedar Rapids, IA, “Riding the Wave of Reading Instruction: Past Practices and Current Needs for Our College-level Readers”
Richard Johnson, Kirkwood Community College, Iowa City, IA, “‘Never Once but Like Ripples’: Toward a Recursive Process Approach to Understanding Texts”
Megan Knight, University of Iowa, Iowa City, “Still Waters: Leading Reading Discussions without Doing All the Talking”
Heal McKnight, Kirkwood Community College, Cedar Rapids, IA, “Academic Undertow: Helping Students Survive in a Sea of College Texts”

Composition/Writing Programs

M.16 Tutor Development and Tutoring’s Influence
Powell, Sixth Floor
Chair: Raymond Oenbring, University of Washington, Seattle
Speakers: Sue Dinitz, University of Vermont, Burlington, “Peer Tutoring: The Ripple Effects In Tutors’ Lives”
Joshua Lenart, University of Utah, Salt Lake City, “Words that Kill: Writing Centers, Writing Programs, and Student Anxiety”
Composition/Writing Programs

M.17  Coming to Terms: Discovering our Rhetorical Values through Writing Program Assessment
Mason, Sixth Floor

Chair: Connie Kendall, University of Cincinnati, OH
Speakers: Darci Thoune, University of Wisconsin–La Crosse, “Coming to Terms: Discovering our Rhetorical Values through Writing Program Assessment”
Connie Kendall, University of Cincinnati, OH, “Coming to Terms: Discovering our Rhetorical Values through Writing Program Assessment”
Deborah Kirkman, University of Kentucky, Lexington, “Compliance, Constraints, Contention, Compromise, and Curricular Change: Coming to Terms with Our Assessment History”

Practices of Teaching Writing

M.18  What’s This Course About? Unique Approaches to First-YearComposition
Sutter, Sixth Floor

Chair: Kara Taczak, Florida State University, Tallahassee
Speakers: Michael Hammond, University of San Francisco, CA, “Local Focus, Global Impact: Resuscitating the First-Year Research Paper Course”
David Brauer, North Georgia College and State University, Dahlonega, “Building Bridges, Burning Bridges: Special topics, Learning Communities, and Student Resistance in FYC”
Juliana Essen, Soka University of America, Aliso Viejo, CA, “Rethinking Race: Making Waves with Post-process Praxis in a First-Year WAC Course”

Theory

M.19  Ethnography, Democracy, and the New Civic Rhetoric
Lombard, Sixth Floor

Chair: Candice Rai, University of Washington-Seattle
Speakers: Candice Rai, University of Washington-Seattle, “Social Entrepreneurialism and the Democratic Subject”
Caroline Gottschalk-Druschke, University of Illinois at Chicago, “Making (Amber) Waves (of Grain): Agriculture and Food Democracy in the American Imaginary”
Megan Marie, University of Illinois at Chicago, “The Greening of the Church: Evangelical Environmentalism and the New Civic Rhetoric”
Institutional and Professional

M.20 Riding the Textbook Wave: How the Textbook Publishing Industry Affects Writing Instruction, and What We Can Do to Change It
Union Square 17/18, Fourth Floor

Chair: J.S. Dunn, Jr., Eastern Michigan University, Ypsilanti

Speakers: Heidi Stevenson, Northern Michigan University, Marquette, “Chasing a Different Wave: Paddling Away from Textbooks”
Christine Stephenson, University of Wisconsin–Madison, “Sinking below the Surface: When Comp/Rhet Textbooks Capsize Pedagogical Ethos and Undermine Emergent Professional Identity”
Kelli Custer, University of Denver, CO, “Rocking the Boat: Strategies for Teaching with Required Texts”

Language

M.21 On Whiteness, Race and Language
Van Ness, Sixth Floor

Chair: Natalie Szymbanski, Florida State University, Tallahassee

Speakers: Sylvia Bailey Shurbutt, Shepherd University, Shepherdstown, WV, “Bridging the Racial Divide and Making Waves in the Composition Classroom: Writing ‘Inside the Outside’ with Henry Louis Gates’ Colored People”
Bethany Davila, University of Michigan, Ann Arbor, “Student Essays: An Exercise in Whiteness”
Lauren Mecucci, California State University, San Marcos, “‘Don’t call me white!: How Italian Women are Privileged and Deprived Simultaneously”

Institutional and Professional

M.22 Preparing TAs: Stasis, Squalls, or Sea Change?
Yosemite B, Ballroom

Chair: Brad Peters, Northern Illinois University, DeKalb, IL

Speakers: Jillian Skeffington, University of Arizona, Tucson, “Rhetoric, Management, and Disciplinarity in TA Training Textbooks”
Kimberly Harrison, Florida International University, Hollywood, “Preparing TAs to Embark for Other Ports”
Brad Peters, Northern Illinois University, DeKalb, IL, “Avoiding Digital Shipwrecks: E-Portfolio Implementation”
Saturday, 11:00 a.m.–12:15 p.m.

*Community, Civic & Public*

**M.23 The Struggle of Memory against Forgetting, Part II; Or, Stemming the Tide of Cultural Amnesia**

Continental Ballroom 1, Ballroom Level

*Chair:* Anna Froula, East Carolina University, Greenville, NC

*Speakers:* Danny Mayer, Bluegrass Community and Technical College, Lexington, KY, “Growing Community: The Garden as Archive”

Wesley Houp, Middle Tennessee State University, Murfreesboro, “Making Waves Downstream: Taking Coal Out of the Mountains”

Sean Morris, Independent Scholar, Greenville, NC, “Making History: An Archive Reflection and Production Experiment with Second-Semester College Writers”

Michael Benton, Bluegrass Community and Technical College, Lexington, KY, “Making Meaning during the 2008 American Presidential Election Campaigns: Student-produced Online Archives as Civic Literacy Tools”

Nate Hinerman, University of San Francisco, CA, “Archiving Grief: (Re-) Writing in the Aftermath of Loss”

**Practices of Teaching Writing**

**M.24 Challenging the Boundaries of First-Year Composition: Reflections and Strategies for Invention, Arrangement, and Revision**

Continental Ballroom 3, Ballroom Level

*Chair:* Nancy DeJoy, Michigan State University, East Lansing

*Speakers:* Katie Wittenauer, Michigan State University, East Lansing

Julie Platt, Michigan State University, East Lansing

Lee Sherlock, Michigan State University, East Lansing, “Gameplay in/as Composition: Writing Literacy and Learning in Digital Games”

Steven Lessner, Michigan State University, East Lansing

**Composition/Writing Programs**

**M.25 Getting a Job at a Two-Year College**

Franciscan D, Ballroom Level

*Chair:* Sharon Mitchler, Centralia College, WA

*Speakers:* David Lydic, Austin Community College, TX, “Interviewing Tips for Two-Year College”

Sharon Mitchler, Centralia College, WA, “Finding Job Openings at Two-Year Colleges”

Alexis Nelson, Spokane Falls Community College, WA, “Making Your Application Stand Out”
Language

M.26  World Englishes: Possibilities/Limitations of Code Meshing
Franciscan C, Ballroom Level

Chair: Vershawn A. Young, University of Iowa, Iowa City

Vivette Milson-Whyte, The University of the West Indies, Mona, Kingston, Jamaica, “Questioning Code Meshing: (Re-)Articulating Transcultural Rhetorics”
Erica Reynolds Clayton, University of Hawai‘i at Manoa, Honolulu, “Students’ Perception of Teacher Commentary and Implications for Multilingual Classrooms”

Research

M.27  What Are Students Really Learning from Textbooks?: Creating Effective Pedagogy through User-experience Design
Continental Ballroom 9, Ballroom Level

Chair: Michael Greer, Pearson Education, Lafayette, CO

Tharon Howard, Clemson University, SC, “What Students Really Learn from Textbooks”
Susan Hilligoss, Clemson University, SC, “Aesthetics (including the Visual) and Effective User Experiences”

Professional and Technical Writing

M.28  Catching a New Wave: Developing a Business Writing Course for Incoming Sophomores and First-Year Students
Union Square 5/6, Fourth Floor

Chair: Andrea Morrow, University of Michigan, Ann Arbor

Speakers: Andrea Morrow, University of Michigan, Ann Arbor, “A Change in Course: Why Teach Business Communication to Sophomores and First-Year Students?”
John Morrow, University of Michigan, Ann Arbor, “Catching a new wave: Developing and Implementing a New Writing Course for Sophomores and First-Year Students Entering Business School”
Cynthia Crawford, University of Michigan, Ann Arbor, “Getting Our Feet Wet: Teaching Students with Little ‘Real World’ Work Experience to Make the Transition from Academic to Professional Writing”
Saturday, 11:00 a.m.–12:15 p.m.

Composition/Writing Programs

M.29 On Race, Privilege, and Agency
Union Square 14, Fourth Floor
Chair: Michelle Solomon, Long Island University, Brooklyn, NY
Speakers: Nicholas Behm, Elmhurst College, IL, “The Examination of White
Privilege in Two First-Year Composition Texts”
Jason Esters, Lincoln University, PA, “Re-digging Old Wells, Reopening Old
Wounds: A Duboisian Approach to Writing across the Curriculum Pedagogy
and Technology Integration at a Historically Black University.”
Jane Cogie, Southern Illinois University, Carbondale, “Negotiating Different
Wave Lengths: The Discovery of Agency and ‘the Trace of the Other’
within a Pedagogical Borderland”

Community, Civic & Public

M.30 The Rhetorical Persistence of Old Capitalist Mindsets in a New Capitalist World
Union Square 22, Fourth Floor
Chair: Susan Florio-Ruane, Michigan State University, East Lansing
Speakers: Carlin Borsheim, Michigan State University, East Lansing, “What
Gets Measured Gets Done: Consequences of the Traditional Business
Model in the Era of No Child Left Behind”
Paul Morsink, Michigan State University, East Lansing, “The Reactionary
Bias of Education Crisis Rhetoric”
Anne Heintz, Michigan State University, East Lansing, “The Rhetorical Per-
sistence of Old Capitalist Mindsets in a New Capitalist World”

Theory

M.31 Sea Changes in Composition Theory and Pedagogy
Union Square 25, Fourth Floor
Chair: Craig Hulst, Grand Valley State University, Allendale, MI
Speakers: Nedra Reynolds, University of Rhode Island, Kingston, “Theory
Anxiety in Composition Studies: A Case Study from 1982”
Eric Hess, SUNY, New Paltz, “Haireston Stood on End: Radical Roots in
‘Diversity, Ideology, and Teaching Writing’”
Alexandria Peary, University of New Hampshire, Durham, “Murray and
Elbow’s Ethos: Setting People Up to Write”
M.32 **Against the Wave: Re-inventing Pedagogical Practices in the Creative Writing Classroom**

Franciscan A, Ballroom Level

*Chair:* Renee Reynolds, University of West Florida, Pensacola

*Speakers:*
- David DiSarro, Ball State University, Muncie, IN, “Parallels in Pedagogy: A Historical, Theoretical, and Practical Examination of Pedagogical Similarities between First-Year Composition and Introductory Creative Writing Classrooms”
- Carmella Braniger, Millikin University, Decatur, IL, “Self-writing and Correspondence: Contemplative Waves in the Writing Classroom”
- Ben Ristow, University of Arizona, Tucson, “Re-inventing Our Writing Lives: A Case Study in Graduate Creative Writing Programs as a Culture on the Margins”
- Renee Reynolds, University of West Florida, Pensacola, “Swimming against the Current: Toward Professionalism in Creative Writing Pedagogy by Utilizing Rhetorical Pedagogical Practices”

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*Making Waves*
Saturday, 12:30–1:45 p.m.

**N Sessions**

12:30–1:45 p.m.

*Practices of Teaching Writing*

**N.01 Collaborative Wave-Making with Communication Technologies**

Sutter, Sixth Floor

*Chair:* Suzanne B. Spring, Colgate University, Hamilton, NY

*Speakers:* Melissa Vosen, North Dakota State University, Fargo, “Making Waves in the ‘Technological Kool Aid’: Using Facebook to Promote Collaboration in Homogenous Groups in Hybrid Upper Division Writing Courses”

Kelly Sassi, North Dakota State University, Fargo, “Fear of Making Waves in Cross-cultural Collaborative Groups”

Bruce Maylath, North Dakota State University, Fargo, ND, “Using Technology in Trans-Atlantic Collaboration: Virtual Teaming of U.S. Writing Students and European Translation Students”

*Practices of Teaching Writing*

**N.02 In Search of Common Language: Strategies for Creating Community Involvement in Writing Classrooms**

Franciscan B, Ballroom Level

*Chair:* Dominic Micer, University of Southern Indiana, Evansville

*Speakers:* Dominic Micer, University of Southern Indiana, Evansville, “Developing a Common Language for Service Learning”

Don Moore, University of Southern Indiana, Evansville, “Common Language and Activist Pedagogy among First-time College Students”

Brianne Di Bacco, University of Southern Indiana, Evansville, “Common Language and Karaoke: Bringing the Community into the First-time College Classroom”

*Academic Writing*

**N.03 Plagiarism: Politics and Accountability**

Franciscan A, Ballroom Level

*Chair:* Steven Youra, California Institute of Technology, Pasadena

*Speakers:* Jane Rosecrans, J. Sargeant Reynolds Community College, Richmond, VA, “Martin Luther King, Jr., the Politics of Plagiarism, and the Implications for Composition Pedagogy”
Nicole Williams, Ball State University, Muncie, IN, “Navigating Fair Use and Copyright Law: A Case Study on How Students Compose Multimodal Projects”

Steven Youra, California Institute of Technology, Pasadena, “Situating Plagiarism: Coauthorship, Credit, and Accountability in Science and the Humanities”

Information Technologies

**N.04 Writing the Waves of Technology on MySpace, Facebook, and with Instant Messaging**

Continental Ballroom 1, Ballroom Level

*Chair:* Pamela Takayoshi, Kent State University, OH

*Speakers:* Emily Wierszewski, Kent State University, OH, “Facebook as Literacy Sponsor”

Jennifer Pugh, Kent State University, Kent, OH, “‘jus showin sum luv 2 yo page’: African American Language as an Online Writing System”

Jennifer Castillo, Kent State University, OH, “Facebook as a Literacy Sponsor”

Anthony Garrison and Patrick Thomas, Kent State University, Ohio, “The Semiotic Relevance of the Emoticon”

Community, Civic & Public

**N.05 Autism, Rhetoric, and Writing: Continuing the Conversation**

Yosemite B, Ballroom Level

*Chair:* Paul Heilker, Virginia Tech, Blacksburg

*Speakers:* April Mann, University of Miami, FL, “Mediated Rhetoricity: First-person Accounts as a Means of Contesting Conceptions of Profound Autism”

Jason King, Texas Christian University, Fort Worth, “Personal Experience, Public Testimony: Rethinking the Work of Autism ‘Parent-Blogs’”


Theory

**N.06 Waves of Contemporary Change: Charting the Twenty-First Century**

Yosemite A, Ballroom Level

*Chair:* Cheryl C. Smith, Baruch College, CUNY, NY


Cheryl C. Smith, Baruch College, CUNY, NY, “How to Talk Back to the Essay: Rethinking Assignment Design in a Web 2.0 World”

Maria Jerskey, LaGuardia Community College, CUNY, NY, “At Their Point of Strength: Teaching Multilingual Writers of English”
Saturday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

**N.07 Write for Your Life: The Intersections of Rhetoric and Well-Being**

Imperial A, Ballroom Level

*Chair:* William Condon, Washington State University, Pullman

*Speakers:* William Condon, Washington State University, Pullman, “Write for Your Life: The Effects of Writing on Writers and on Composition Curricula”

Beth Waddel, Independent Psychologist, Pullman, WA, “Writing and Well-being: Designing a Research Agenda Connecting Rhetorical Invention to Psychological and Physical Well-being”

**Practices of Teaching Writing**

**N.08 Polymodal Perversity and Rhetorical Power: (Not) Confronting Gender Issues in First-Year Composition**

Franciscan D, Ballroom Level

*Chair:* Susan Jarratt, University of California, Irvine

*Speakers:* Elaina Taylor, University of California, Irvine, “Hedwig and the Angry Inch”

Robert Jacob McDonie, University of California, Irvine, “Mystifying Gender: Pedagogical Approaches to Rhetoric and Narrative in Sofia Coppola’s ‘The Virgin Suicides’”

Kat Eason, University of California, Irvine, “My Mother Wears Combat Boots: Motherhood and Action Heroes in *The Sarah Connor Chronicles”*

Joy Parker, University of California, Irvine, “300 vs. ‘Full Metal Jacket’: Manly Men, Mythic Rhetoric, and the Downside of ‘Glory’”

Megan Nowell, University of California, Irvine, “‘The Man They Call Jayne’: Rhetoric and Gender in Joss Whedon’s *Firefly”*

Loren Eason, University of California, Irvine, “Malvey’s Bind: Discussion of Feminism(s) in an Ultra-Masculine Genre Using Cinema, Memoirs, and Video Games”

Kim Icreverzi, University of California, Irvine, “Teaching the Extremes: Visitor Q and the Politics of Rhetoric”

*Moderator:* Lynda Haas, University of California, Irvine, “Overview of Institutional Context, Student/Instructor Population, Course Objectives, and Assessment of UCI’s First-Year Writing Course”

*Respondent:* Jonathan Alexander, University of California, Irvine
Saturday, 12:30–1:45 p.m.

Theory

N.09  Techno-Waves: Theorizing the Uses of Multimedia
Imperial B, Ballroom Level
Chair: Dana Elder, Eastern Washington University, Cheney, WA
T. J. Geiger, Syracuse University, NY, “A Man and a Maus, but Never a Hero: Ethos Construction in Art Spiegelman’s In the Shadow of No Towers”
Bobby Kuechenmeister, Bowling Green State University, OH, “Composing in Castlevania: A Process Look at Playing Video Games”

Community, Civic & Public

N.10  Literacy Program: Practices Outside of Academia
Continental Ballroom 2, Ballroom Level
Chair: Laura Rogers, Albany College of Pharmacy, NY
Speakers: Susan Meyers, University of Arizona, Tucson, “‘Like you just fell out of the sky’: Interfacing Literacies in a Mexican Migrant Community”
Robert Eddy, Washington State University, Pullman, “Prison Writing and the Demographic Future of Composition”

Composition/Writing Programs

N.11  Forget the Waves–We Aren’t Even in the Same Rowboat: Disrupting Grand/Master Writing Center Narratives
Union Square 23/24, Fourth Floor
Chair: Bill Macauley, The College of Wooster, OH
Speakers: Bill Macauley, The College of Wooster, OH, “Watching the Waves”
Chris Fosen, California State University, Chico, “Who is Rowing?”
Kathryn Byrne, Johnson County Community College, Overland Park, KS, “Keeping a Hand on the Rudder”
Saturday, 12:30–1:45 p.m.

_Institutional and Professional_

**N.12 Technology Change: Institutional Change Online Courses, Distance Education, and Dissertation Writing**

Union Square 22, Fourth Floor

*Chair:* Derek Ross, Texas Tech University, Lubbock

*Speakers:* Angela Petit, Idaho State University, Pocatello, “Through a Glass Darkly: For-profit Education and Online Writing Instruction”

Justin Hodgson, Clemson University, SC, “Writing with Light: Surfing the Electronic/Digital Wave (or particle) to Scholarship”

Alan Blackstock, Virginia Exton, and Lisa Olsen, Utah State University, Roosevelt, “Using the Airwaves to Enhance Learning: USU’s Distance-delivered English Education Degree”

**Information Technologies**

**N.13 Web 2.0 Wavelengths: Examining Spaces Created Within Electronic Discourse**

Union Square 25, Fourth Floor

*Chair:* Jennifer Buckner, Gardner-Webb University, Boiling Springs, NC

*Speakers:* Jennifer Buckner, Gardner-Webb University, Boiling Springs, NC

Deanya Lattimore, Syracuse University, NY

Todd Finley, East Carolina University, Greenville, NC

Jonathan Bartels, East Carolina University, Greenville, NC

**Composition/Writing Programs**

**N.14 Back to Basics: Refiguring Basic Writing Instruction**

Taylor, Sixth Floor

*Chair:* Curry Mitchell, California State University, Dominguez Hills

*Speakers:* Steve Lamos, University of Colorado at Boulder, “Basic Writing and Racial Justice: A Cautionary Tale of Program ‘Mainstreaming’”

Lisa Geren, California State University-Sacramento, “Reading and Basic Writing Instruction in CSU Universities”

**Practices of Teaching Writing**

**N.15 Beyond First-Year Composition: Approaches for Teaching**

Powell, Fourth Floor

*Chair:* Xiaoli Li, Clemson University, SC

*Speakers:* Sara Pace, Lamar University, Beaumont, TX, “Fixing the Majors: An Adventure in Advanced Composition”

Xiaoli Li, Clemson University, SC, “Making Waves in the Age Of Globalization—Alternative Approaches to Teaching Intercultural Communication in an Upper-level Writing Class”
Saturday, 12:30–1:45 p.m.

Composition/Writing Programs

N.16 Perceptions and Pedagogy: Remediation in the CSU
Lombard, Sixth Floor

Chair: Sonya Hale, California State University, Sacramento
Speakers: Sonya Hale, California State University, Sacramento, “Practices and Implications: A Study on Remediation in the CSU”
Katie Miller, California State University, Sacramento, “Freshman and Junior Level Writing Assessment”
Melissa Gunby, Woodland Community College, CA, “The Role of the Writing Center”

N.17 Searching for “Teachable” Texts
Union Square 21, Fourth Floor

Chair: Arturo Heredia, Stanford University, CA
Speakers: Arturo Heredia, Stanford University, CA, “Using Personal Narratives to Teach Students about Race, Ethnicity, and Identity”
Helle Rytkonen, Stanford University, CA, “Teaching with Humor: Paula Freire Meets Dave Chappelle”
Gabrielle Moyer, Stanford University, CA, “Distracting Students with Themselves”

N.18 On the Ground: Alternatives for Understanding the Role of Faculty in Rhetoric and Composition
Union Square 1/2, Fourth Floor

Chair: Judy Olson, California State University Los Angeles
Speakers: Carrie Leverenz, Texas Christian University, Fort Worth, “Rewriting Success in Rhetoric and Composition Careers”
Theresa Richardson, University of Oklahoma, Norman, “Who was I to want to become a professor?: Social Class and Contingent Labor in Higher Education”
Judy Olson, California State University Los Angeles, “Organizing Composition’s ‘Walking Monsters’”
Saturday, 12:30–1:45 p.m.

Practices of Teaching Writing

N.19 Motivating WID Students: Creating, Using, and Evaluating a DVD of Interviews with Professionals
Union Square 3/4, Fourth Floor
Chair: Kristine Hansen, Brigham Young University, Provo, UT
Speakers: Kristine Hansen, Brigham Young University, Provo, UT, “Why Make a Motivational DVD for WID Courses?”
Laura Card, Brigham Young University, Provo, UT, “What’s in the DVD and Why Does It Work?”
Michael Johnson, Brigham Young University, Provo, UT, “How Do Teachers and Students Respond to the DVD?”

Academic Writing

N.20 Writing in the Disciplines as a Disciplinary Apprenticeship: Does the Metaphor Work?
Continental Ballroom 8, Ballroom Level
Chair: Lisa Dush, Massachusetts Institute of Technology, Cambridge
Leslie Ann Roldan, Massachusetts Institute of Technology, Cambridge, “Teaching Scientific Rhetorical Skills in the WAC/WID Classroom”
Jane Kokernak, Massachusetts Institute of Technology, Cambridge, “Writing Teacher Feedback and the Development of Apprentice Scientists”

Composition/Writing Programs

N.21 Navigating Difference in Writing Center Tutoring Sessions
Continental Ballroom 3, Ballroom Level
Chair: Andrew Bourelle, University of Nevada, Reno
Speakers: Andrew Bourelle, University of Nevada, Reno, “Tutoring Students in Every Discipline: A Look at Cross-curricular Difference in Writing Center Pedagogy”
Tiffany Threatt, University of Nevada, Reno, “Gender in the Writing Center: Recognizing and Understanding Writing Differences Between Female and Male Students”
Neil Baird, Western Illinois University, Macomb, “The Football Body in the Writing Center”
Practices of Teaching Writing

N.22  Rocking the Boat: Using Blogs to Challenge Traditional Notions of Academic Identity
Continental Ballroom 7, Ballroom Level
Chair: Collette Caton, Texas State University, San Marcos
Speakers: Collette Caton, Texas State University, San Marcos, “Identity in Motion: The Personal Meets the Professional”
Jenna Allen, Texas State University, San Marcos, “Meet Them Where They Are: Blogging in the First-year Composition Classroom”
Bettina Ramon, Texas State University, San Marcos, “Queering the Classroom: Blogging, Composition, and the Queer Identity”

Composition/Writing Programs

N.23  The Opposite of Assessment Is?
Mason, Sixth Floor
Chair: Robert Hazard, College of DuPage, Glen Ellyn, IL
Speakers: Robert Hazard, College of DuPage, Glen Ellyn, IL, “Assessing our Assumptions—Aligning our Expectations”
Patricia Melei, Lemont High School, IL, “Partnerships Empower!”
Daniel Kies, College of DuPage, Glen Ellyn, IL, “The Opposite of Assessment Is Now”

Practices of Teaching Writing

N.24  Multimodal Composition: Making .WAVs with Non-traditional Writers
Yosemite C, Ballroom Level
Chair: Cynthia Selfe, The Ohio State University, Columbus,
Speakers: Kathie Gossett, Old Dominion University, Norfolk, VA, “Multimodal .WAVs: Basic Writers ‘Drop In’ on Freshman Writers”
Leslie Norris, Rappahannock Community College, Glenns, VA, “Research Study: Multimodal Texts Help Basic Writing Students Create Effective Essays”
Chelsey Waters, Washington State University, Pullman, “Let’s Go Exploring: How Multimodal Composition Opens the Door to Responsible Source-work”
Rachael Shapiro, Syracuse University, NY, “A Voice for the Voiceless: How Multimodal Composition Can Serve Non-traditional Students on a Path to College Writing”
Saturday, 12:30–1:45 p.m.

Institutional and Professional

N.25 Moving Ahead: Advanced Placement, Summer Clinics, and High School/Community College Collaboration
Franciscan C, Ballroom Level
Chair: Keith Comer, University of Canterbury, Christchurch
Speakers: Jana Seijts, University of Western Ontario, London, Canada, “From an ‘A’ to an ‘A’: Transitioning to University Writing”
Seth Boyd, University of Nevada, Reno, “Framing First-Year Composition: The Advanced Placement Program and the Conceptual Metaphor of Journey”
Keith Comer, University of Canterbury, Christchurch, “We ‘Are’ in This Together: Finding Pathways to Collaboration between Writing Programs at High Schools, Community Colleges, and Universities”

Professional and Technical Writing

N.26 Writing in the Technical and Scientific Disciplines
Union Square 5/6, Fourth Floor
Chair: Jennifer O’Malley, Florida State University, Tallahassee
Speakers: David Hutto, Juniata College, Huntingdon, PA, “Bringing Social Issues into a Medical Writing Class”
Tony Cimasko, Purdue University, West Lafayette, IN, “Stability and Change: Core and Periphery Features of a Disciplinary Genre”
Kyung-Hee Bae and Bobbie Chun, University of Houston, TX, “Waves of Seismic Proportions: Developing and Assessing a WID Course for ESL Students in the Geosciences”

Information Technologies

N.27 Digital Research: Centers, IRBs, and Multi-Tasking
Continental Ballroom 9, Ballroom Level
Chair: Liane Robertson, Florida State University, Tallahassee
Speakers: Laura McGrath, Kennesaw State University, GA, “Collaborative Professional Inquiry in Digital Writing Research: Two Models of Practice”
Mark Browning, Johnson County Community College, Overland Park, KS, “Harmonious Dissonance: Exploring and Overcoming the Effects of Multitasking on Online Writers”
Composition/Writing Programs

N.28 Creating Institutional Unity at the New “Community” College
Union Square 17/18, Fourth Floor
Chair: Robert Miller, Community College of Baltimore County, MD
Speakers: Robert Miller, Community College of Baltimore County, MD
Margy McCampbell, Community College of Baltimore County, MD
Paige Rogers, Community College of Baltimore County, MD
Kim Jensen, Community College of Baltimore County, MD

Theory

N.29 Theories of Learning:
From Performance to Multiple Intelligences
Union Square 15/16, Fourth Floor
Chair: Virginia Crisco, California State University, Fresno
Speakers: G. Douglas Meyers, University of Texas at El Paso, “Making Waves in Composition Pedagogy with Multiple Intelligences Theory”
Tony Ricks, Florida State University, Tallahassee, “New Collaborations: Synthesizing Learning Theories in Composition and Information Literacy as they Inform Library-based Writing Center Tutorials”

Practices of Teaching Writing

N.30 Collaboration in Composition
Union Square 14, Fourth Floor
Chair: Mary Donahue, Rowan University, Glassboro, NJ
Speakers: Alexandra Hidalgo, Purdue University, West Lafayette, IN “Student Autonomy and Collaboration: Successfully Desegregating the Writing Classroom”
Wanda Lloyd, North Carolina State University, Raleigh, “Subverting the Isolated Writer Tradition: Making Collaborative Waves in the First-Year Composition Classroom”
Carl Peterson and Shrode Hargis, University of Alabama, Tuscaloosa, “Collaborative Rhetoric: Re-envisioning the Writing Process in First-Year Composition”
Saturday, 2:00–3:15 p.m.

O Sessions
2:00–3:15 p.m.

Information Technologies

O.01 Riding the Wave: The Impact of Emerging Digital Genres on Academic Writing
Union Square 21, Fourth Floor
Chair: Judith Edminster, Bowling Green State University, OH
Speakers: Ruijie Zhao, Bowling Green State University, OH, “Setting Foot in the Tide of Digital Genres: Using Wikis as a Space for Collaboration in the Undergraduate Writing Class”
Judith Edminster, Bowling Green State University, OH, “Resisting the Tide: Pouring Reified Genres into Uncharted Digital Flows”
Kristine Blair, Bowling Green State University, OH, “Testing the Waters in English Studies: Digital Genres within the Undergraduate Curriculum”

Academic Writing

O.02 Plagiarism: The Good, the Bad, the Ugly
Union Square 23/24, Fourth Floor
Chair: Scott Warnock, Drexel University, Philadelphia, PA
Speakers: Lilia Savova, Indiana University of Pennsylvania, “Plagiarism: The Loss of Message Control”
Cynthia Haller, York College/CUNY, Jamaica, “Tracking Student Source Use: An Investigation of Source Appropriation Strategies”
Stephanie Bell, University of Waterloo, Ontario, Canada, “Teaching Citation as Process”

Practices of Teaching Writing

O.03 Using New Media: Effective Strategies for First-Year Writing
Union Square 17/18, Ballroom Level
Chair: Louise Pelletier, Western New England College, Springfield, MA
Speakers: Christine Helfers, Arizona State University at the Polytechnic, Mesa, “Riding the Wave of Changing Response Practices: From Pen to Pixels and Podcasts”
John Ramey, Indiana University Southeast, New Albany, “Making MP3 Waves: Podcasting and Writing Instruction”
Composition/Writing Programs

O.04 Making Waves on a Rising Tide: Three Writing Centers Churn Things Up
Union Square 25, Fourth Floor

Chair: Andrea Muldoon, University of Wisconsin-Stout
Speakers: Tom Batt, Maine Maritime Academy, Castine, “Cannonball in the Deep End! Starting a Writing Center with a Splash”
Mike Mattison, Boise State University, ID, “From Rising Tide to Tidal Wave, or Using Assessment as a Life Preserver”
Andrea Muldoon, University of Wisconsin-Stout, Menomonie, “Making a Case for Cautious Surfing: Protecting New Writing Centers from Uncharted Waters”

Research

O.05 Studies of Transfer: Secondary to FYC to the Disciplines
Union Square 15/16, Ballroom Level

Chair: Kris Sutliff, Missouri State University, Springfield
Speakers: Erin Huebner Gloege, University of Utah, Salt Lake City, “Writing Transitions: From High School to College”
Ed Jones, Seton Hall University, South Orange, NJ, “Developing a Quantitative Approach for a Longitudinal Study of Knowledge Transfer”
David Hudson, University of Wisconsin, Madison, “Divergent Stories of Transition: Two Case Studies of Knowledge Transfer within a First-Year Writing Sequence”

Academic Writing

O.06 “Not Waving but Drowning”: Strategies for Supporting Thesis and Dissertation Writers across the Curriculum
Yosemite A, Ballroom Level

Chair: Lisa Ede, Oregon State University, Corvallis
Dennis Bennett, Oregon State University, Corvallis, “Learning Conventions in the Disciplines: Writing Center Support for Thesis and Dissertation Writers”
Saturday, 2:00–3:15 p.m.

**Practices of Teaching Writing**

**O.07 Global Issues: Closing the Divide between Locals and Transnationals in Freshman Composition**

Yosemite B, Ballroom Level

*Chair:* Michael Ronan, Houston Community College, TX  
*Speakers:* Michael Ronan, Houston Community College, TX, “The Effects of Balancing the Doubting Game with Elbow’s ‘Believing Game’ in the Culturally Divided Classroom”  
Melissa Miller-Waters, Houston Community College, TX, “Globalization, Culturally Diverse Classrooms, Multinational Advertising: Or, Can you hear us now?”  
Ritu Raju, Houston Community College, TX, “Local Players, Global Technoscapes: Teaching Globalization through Technology”

**Research**

**O.08 Writing Center Research: Qualitative and Quantitative**

Yosemite C, Ballroom Level

*Chair:* Wesley Venus, University of Georgia, Athens  
*Speakers:* James Williams, Soka University, Aliso Viejo, CA, “Peer Tutoring and Urban Myth: A Longitudinal Study of Peer v. Professional Tutoring”  
R. Mark Hall, University of North Carolina, Charlotte, “Friends of the Writing Center: A Social Capital View of Building Campus Alliances”  
Courtney Werner, Texas State University–San Marcos, “Making Waves in the Writing Center, Making Waves in Empirical Study: Tutors’ Perceptions of the ‘Non-Traditional’ Student-writer”  
Kathryn Valentine, New Mexico State University, Las Cruces, “A Critical Discourse Analysis Approach to Understanding Tutor Training Manuals”

**Information Technologies**

**O.09 Web 2.0: Social, Political, and Cognitive Effects**

Continental 1, Ballroom Level

*Chair:* Joshua Abboud, Clemson University, SC  
*Speakers:* Robin Pier, St. Edward’s University, Austin, TX, “The Effects of YouTube on Presidential Campaigning”  
John Jones, University of Texas at Austin, “The Revolting Crowd: Twitter, Dramatism, and Ubiquitous Writing”  
Rick Branscomb, Salem State College, MA, “Thinking 2.0: Reading and Composing with Web 2.0”
O.10  Collaborative Learning and Peer Tutor Training:  
Breaking Waves and Confused Seas  
Imperial B, Ballroom Level  

Chair:  Harvey Kail, University of Maine, Orono  
Speakers:  Jon Olson, The Pennsylvania State University, University Park, 
“Multi-modal Literacies, Tutor Training and Collaborative Learning”  
Roberta Ksjerud, Western Washington University, Bellingham, “Creating a 
Community of Scholarship”  
Paula Gillespie, Marquette University, Milwaukee, WI, “Navigating Inter-
disciplinarity, Interprogram Boundaries: A Graduate Writing Consultant 
Program”  
Candace Schafer, Texas A&M University, College Station, TX  
Sherri Winans, Whatcom Community College, Bellingham, WA, “Using 
Improv to Create Collaborative Space”  
Gerd Braeuer, University of Education, Freiburg, Germany, “Making Col-
laborative Learning a Centerpiece of Continuing Education”  

Theory  
O.11  Making Waves within Webs:  
Rhetorical Agency in a Complex World  
Continental Ballroom 8, Ballroom Level  

Chair:  Kristen Seas, University of North Carolina-Wilmington  
Speakers:  Kristen Seas, University of North Carolina-Wilmington, “Ripple 
Effect”  
Lars Soderlund, Purdue University, West Lafayette, IN, “Kairos and Emer-
gence”  
Marc Santos, University of South Florida, Tampa, “Social Bookmarking as 
Distributed Research”  
Jeremy Tirrell, Purdue University, West Lafayette, IN, “Decorum and Emer-
gent Ethics”  

Practices of Teaching Writing  
O.12  Student Voices, Student Views, Student Videos  
Continental Ballroom 9, Ballroom Level  

Chairs:  Jenn Fishman, University of Tennessee-Knoxville  
Bump Halbritter, Michigan State University, East Lansing  
Speakers:  Jess Irwin and John Nelson, University of Tennessee-Knoxville, 
“Active Voices”
Saturday, 2:00–3:15 p.m.

**Information Technologies**

O.13 **Digital Mobility, Viral Media, and Creative Ems**  
Franciscan A, Ballroom Level  
*Chair:* Alaina Feltenberger  
*Speakers:* Isabel Pedersen, Ryerson University, Toronto, Ontario, Canada  
“Mobile Communication, Identity, and the Rhetorical Transformation from the IPod to the iPhone”  
David Wright, University of South Carolina, Columbia, “Blackboard as Suburb or Something Else: The Rhetoric and Reality of Blackboard Course-management Software”  
Mary Karcher, Wayne State University, Detroit, MI, “Remembering the Waves and Capturing the Ripples: Sirc, Snakes and the Use of Viral Media in the Composition Classroom”

**Practices of Teaching Writing**

O.14 **Plagiarism and Intellectual Property**  
Franciscan C, Ballroom Level  
*Chair:* Gail Offen-Brown, University of California, Berkeley  
*Speakers:* Patricia Ackerman, Kansas State at Salina, “Navigating the High Seas of Academic Integrity in College Writing Centers”  
Frank Gaughan, Hofstra University, Hempstead, NY, “Cheat.com: Plagiarism, Technology, and the End(s) of Education”  
Shaun Slattery, DePaul University, Chicago, IL, “Beyond Binaries: Teaching Intellectual Property in the Writing Classroom”

**Practices of Teaching Writing**

O.15 **Innovative Approaches to Assessment and Standards**  
Franciscan D, Ballroom Level  
*Chair:* Heather Kirn, University of California, Berkeley  
*Speakers:* Lisa Tremain, California State University Northridge, “A History of Product and Process: Writing Proficiency Assessment versus Recursive Writing Pedagogy in the California State University”  
Rob Montgomery, University of California, Santa Barbara, “California’s Content Standards in Writing: Obstacles to Success at the University Level”  
Thomas O’Connor, University of Nebraska-Lincoln, “Echoes of Assessment: How We Prove our Seniors Write Well”  
Stephanie Merz, University of Arizona, Tucson, “Valuing Multiple Literacies through Teacher Response: A Rhetorical Approach to Assessment”
Saturday, 2:00–3:15 p.m.

*Practices of Teaching Writing*

O.16 **Less Is More:**
*Teaching Composition With—Not From—Textbooks*

Union Square 5/6, Fourth Floor

*Chair:* Sherrie Gradin, Ohio University, Athens

*Speakers:*
- Bonnie Sunstein, University of Iowa, Iowa City, “Making Soup out of Old Bones: The Craft of Revision”
- Elizabeth Chiseri-Strater, University of North Carolina, Greensboro, “Revising through Collaborative Listening”
- Donna Qualley, Western Washington University, Bellingham, “Taking a Different Approach: Revision as Rewriting the Work of Others”

*Institutional and Professional*

O.17 **The Ripple Effect:**
*Using Institutional Roles outside the Department to Effect Writing Program Change*

Union Square 3/4, Fourth Floor

*Chair:* Christine Tulley, The University of Findlay, OH

*Speakers:*
- Christine Tulley, The University of Findlay, OH, “The Unexpected Benefits of My Role as Faculty Professional Development Coordinator: The Faculty and Student E-portfolio Movement”
- Christine Denecker, The University of Findlay, OH, “Assessing the Institution; Assessing the Writing Program”
- Erin Laverick, The University of Findlay, OH, “Beyond Just “Non-native” Speakers: Bridging First-Year Composition Courses and First-Year ESL Students”

*Community, Civic & Public*

O.18 **Criminal Composers? Where Copyright Meets Composition Studies**

Union Square 1/2, Fourth Floor

*Chair:* Elizabeth Ashley Hall, Old Dominion University, Norfolk, VA

*Speakers:*
- Elizabeth Ashley Hall, Old Dominion University, Norfolk, VA, “Camcorders—they aren’t just for birthday parties any more’: What Protools Have to Do with Writing”
- Jennifer Odom, Old Dominion University, Norfolk, VA, “POST YOUR INFRINGEMENT HERE: The Breach of Copyright Law in Blogs”
- Ella Shaffer and Megan Edwards, Old Dominion University, Norfolk, VA, “Intellectual Property and Copyrights for Non-traditional Compositions: Opening the Conversation for Instructors”
Saturday, 2:00–3:15 p.m.

**Practices of Teaching Writing**

**O.19** “One Size Fits All” or “All Cultures Must Shrink to Fit”? Culturally-Responsive Education in the No-Child-Left-Behind Era

Franciscan B, Ballroom Level

*Chair:* Sonia Apgar Begert, Olympic College, Bremerton, WA

*Speakers:* Meredith Lee, Kapi‘olani Community College, Honolulu, HI, “The Ebb Tide of Culturally-Based Education in Hawai‘i”

Shawna Shapiro, University of Washington, Seattle, “The ‘Ripple Effect’ of the Remedial Mindset: Reforming Language Policy at the University of Washington”


Koreen Schroeder, Chaminade University of Honolulu, HI, “Educational Narratives: Bridging the Cultural Gap”

**Practices of Teaching Writing**

**O.20** “But I thought . . .” Managing Student and Teacher Assumptions

Continental Ballroom 3, Ballroom Level

*Chair:* David Skolnick, University of California, Berkeley

*Speakers:* Meagan Rodgers, University of New Hampshire, Durham, “Expectations and Experiences of Whiteness: Pedagogical Goals Compared to Student Experiences”

Elizabeth L. Angeli, Purdue University, West Lafayette, IN, “Risk’s Role in the Second Language Writing Classroom: Students’ Perceptions and Teaching’s Response”

Benjamin Stewart, New York University, NY, “What We Want: Bridging the Gap between Student Assumptions and Teacher Desires”

**Information Technologies**

**O.21** Computers in Composition Courses and Programs

Continental Ballroom 7, Ballroom Level

*Chair:* Susan Carlton, College English Association of Ohio, Toledo

*Speakers:* Letizia Guglielmo, Kennesaw State University, GA, “Making Waves in Online Writing Courses: Feminism, Civic Action, and the Co-construction of Knowledge”

Kimberly De Vries, California State University, Stanislaus, “Changing Course/s: Teaching Teachers about Technology”

Casey Boyle, University of South Carolina, Columbia, “Identity Sites: Locating Composition through its Web Presence”
Information Technologies

O.22 First Year Composition: Texts, Texting, and Mobile Phone Networks
Union Square 22, Fourth Floor
Chair: Erik Ellis, University of Colorado, Boulder
Speakers: Alex Reid, SUNY Cortland, NY, “Compositional Computations: Experimenting with Mobile Phone Networks”
Julia Romberger, Old Dominion University, Norfolk, VA, “Rhetorics of Efficiency: Ideological Impacts on Technology Use, Institutional Decision Making, and Pedagogical Practice”
Erik Ellis, University of Colorado, Boulder, “Back to the Future?: The Pedagogical Promise of the (Multimedia) Essay”

History

O.23 From Baghdad to South Texas
Union Square 14, Fourth Floor
Chair: Lahcen Ezzaher, University of North Colorado, Greeley
Speakers: Charles Etheridge, Texas A&M University- Corpus Christi, “Averroes, Arabic Rhetoric, and the Aristotelian Rhetorical Tradition”
Diana Cardenas, Texas A&M University-Corpus Christi, “The Arabic-Spanish Contribution to Western Rhetoric: Transforming Classical Wisdom into Everyday Culture”
Eva Guerrero, Texas A&M University-Corpus Christi, “The Arabic-Spanish Connection to South Texas: If Language Is Symbolic, Did Abuelita Get It Right?”

Community, Civic & Public

O.24 Making Waves, Making Trouble: Teaching Writing in a Post 9/11 World
Continental Ballroom 2, Ballroom Level
Chair: Rachelle Smith, Emporia University, KS
Speakers: Bradley Herzog, Saginaw Valley State University, University Center, MI, “In the Wake of Disaster: Composing Identities in a Time of Crisis”
Max McCoy, Emporia State University, KS, “Zero Minutes to Midnight: Narratives of the Damned”
Rachelle Smith, Emporia State University, KS, “Rhetoric, Writing, and the War on Terror: Promoting a Pedagogy of Civic Engagement”
Saturday, 2:00–3:15 p.m.

Practices of Teaching Writing

O.25 Where Are We?: Locating the Personal in Composition at a Time of Emergent Social Technologies

Imperial A, Ballroom Level

Chair: Julie Nelson Christoph, University of Puget Sound, Tacoma, WA

Speakers: Doug Christensen, University of Utah, Salt Lake City, “Riding the Waves of Friendship at the University: Getting Along in the Classroom and on the Page”

Julie Nelson Christoph, University of Puget Sound, Tacoma, WA, “Reading and Writing the Personal in ‘Impersonal’ Genres”


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P Sessions
3:30–4:45 p.m.

Composition/Writing Programs

P.01 Making Waves in Graduate School: Challenging “Business as Usual” in the Graduate and Post-Graduate Curriculum
Continental Ballroom 2, Ballroom Level
Chair: Gerri McNenny, Chapman University, Orange, CA
Speakers: Gerri McNenny, Chapman University, Orange, CA, and Jan Osborn, Chapman University, Orange, CA, “Mapping the Discipline: The Graduate Literature Review as Gateway to Fields of Inquiry”
Chidsey Dickson, Lynchburg College, Lynchburg, VA, “The Concept (and Timing) of Writing Assessment in the M.A. English Program”

Community, Civic & Public

P.02 Prison Writing Partnerships: Triggering Change from the Inside
Franciscan A, Ballroom Level
Chair: David Coogan, Virginia Commonwealth University, Richmond
Speakers: David Coogan, Virginia Commonwealth University, Richmond, “The World I Used to Live In”
Judith Tannenbaum, WritersCorps, San Francisco Arts Commission, CA, “Human Beings Together”
Emily Harris, Free Battered Women, San Francisco, CA, “The Poem You’ve Been Avoiding”

Language

P.03 Dissonance in Messages and Metamessages in Language of Hip-hop Emcees
Continental Ballroom 8, Ballroom Level
Chair: Jon A. Yasin, Bergen Community College, Paramus, NJ
Speakers: Jon A. Yasin, Bergen Community College, Paramus, NJ
Lou Ethel Roliston, Bergen Community College, Paramus, NJ, “Metamessages/Attitudes about Language used by Hip-hop Emcees”
Dawn Elissa Fischer, San Francisco State University, CA, “Use of African American Vernacular English by Japanese Hip-hop Emcees”
Saturday, 3:30–4:45 p.m.

History

P.04 Women, History, and Procedural Writing: Writing Instructions, Writing Ourselves
Union Square 22, Fourth Floor

Chair: Elizabeth Vincelette, Old Dominion University, Norfolk, VA

Speakers: Elizabeth Vincelette, Old Dominion University, Norfolk, VA, “Vice and Advice: Technical Writing and the American Domestic Manual”
Henrietta Shirk, Montana Tech of The University of Montana, Butte, “The Properness of Plants: Botanical Procedure Writing in Godey’s Lady’s Book”
Hannah Scialdone-Kimberley, Old Dominion University, Norfolk, VA, “Cooking is for Girls?: The Case for Cookbooks as Technical and Scientific Writing”

Practices of Teaching Writing

P.05 Navigating Life’s Stormy Seas: Teaching Memoir Writing
Continental Ballroom 3, Ballroom Level

Chair: Andrea W. Herrmann, University of Arkansas at Little Rock

Speakers: George H. Jensen, University of Arkansas at Little Rock, “Non-chronological Narrative Techniques in Memoir Writing”
James Steed, University of Central Arkansas, Conway, “Myth as an Allegorical Structure for Personal Narrative”
Andrea W. Herrmann, University of Arkansas at Little Rock, “Exploring Travel Writing as Memoir”

Composition/Writing Programs

P.06 Terra Incognita: Methods and Strategies for Creating a Global Writing Curriculum
Franciscan B, Ballroom Level

Chair: Philip Kain, New York University, NY

Suzanne Mengraj, New York University, NY, “How to Write about Cultures You Haven’t Lived”
Carley Moore, New York University, NY, “Florence, Istanbul, and New York: Reading City Streets in Student Writing”
James Polehin, New York University, NY, “Can the Personal Essay Survive Globalization?”
Elayne Tobin, New York University, NY, “Writing and Translation: New Questions for the Global Liberal Arts”
Christopher Packard, New York University, NY, “Thick Listening”
Nina D’alessandro, New York University, NY, “Improvising Strangers: Jazz as a Global Model for Reading Cultures”
Institutional and Professional

P.07 Bridges and Troubled Waters: Recognizing, Complicating, and Redefining Composition’s Use of Contingent Labor
Franciscan C, Ballroom Level

Chair: G. Travis Adams, University of Nebraska-Lincoln

Speakers: G. Travis Adams, University of Nebraska-Lincoln, “No Coincidence: Contingent Labor and the Rhetoric of Remediation”
Stacie Lewton Rice, Boise State University, ID, “Composing Value: What Is the Worth of a Writing Teacher?”
Maggie Christensen, University of Nebraska at Omaha, “Implementing a Professional Promotion Process: One Step toward Consistent Contract, Review, and Reward for Non-tenure-track Faculty”
Ruth Salter, Boise State University, ID, “Gifts, not Glory: Visible and Invisible Rewards and Adjunct Teaching”
Jill Heney, Boise State University, ID, “Thinking Green: Cultivating Sustainable Approaches to Composition Careers”

History

P.08 Navigating Historical Traditions of Rhetoric
Union Square 1/2, Fourth Floor

Chair: Beth Burmester, Georgia State University, Atlanta

Speakers: Steven Sams, Georgia State University, Atlanta, “The Fatal Bowl: History and Rhetoric in Roman Britain”
Vickie Willis, Georgia State University, Atlanta, “Rhetorical Magic: Women’s Construction of Agency and Voice in Ancient Rome”
Cara Minardi, Georgia State University, Atlanta
Melanie McDougald, Georgia State University, Atlanta

Theory

P.09 A Sustainable Coastline: Returning Questions in/to the Post-pedagogy Era
Imperial B, Ballroom Level

Chair: Kristine Johnson, Purdue University, West Lafayette, IN

Speakers: Kristine Johnson, Purdue University, West Lafayette, IN, “The Next Wave of Audience: Composition’s Public Turn”
Paul Lynch, St. Louis University, MO, “‘Abandon all hope’: A Casuistry of Composition”
Thomas Sura, Purdue University, West Lafayette, IN, “‘I used to know that’: Lethe and Constructing Memory in Contemporary Composition”
Saturday, 3:30–4:45 p.m.

Practices of Teaching Writing

P.10  
**Delivery as . . . Repositioning the Fifth Canon in the Writing Classroom**

Yosemite A, Ballroom Level

*Chair:* Kathleen Blake Yancey, Florida State University, Tallahassee

*Speakers:* Scott Gage, Florida State University, Tallahassee, “Delivery as Praxis: Centering the Fifth Canon in Writing Pedagogy”

Elizabeth Hogan, Syracuse University/SUNY College of ESF, NY, “Delivery as Positionality: Using Radical Cartography to Orient Students in Scholarly Communities”

Laurie Gries, Syracuse University, NY, “Delivery as Transformation: Reconceptualizing the Role of Delivery in the Composing Process”

Zosha Stuckey, Syracuse University, NY, “Delivery as Exclusion: Straightening Up and Straightening Out Bodily Performances in and out of the Writing Classroom”

Theory

P.11  
**Sound Waves: New Faces of Deaf Students in the Writing Classroom**

Yosemite C, Ballroom Level

*Chair:* Linda Rubel, Rochester Institute of Technology, NY

*Speakers:* Linda Rubel, Rochester Institute of Technology, NY

Rose Marie Toscano, Rochester Institute of Technology, NY, “Sour and Sweet Nothings in Our Ears: Representations of the Cochlear Implant in American Popular Culture”

Composition/Writing Programs

P.12  
**The Double Helix: WPA Theory and Practice in Four Local Contexts**

Union Square 17/18, Fourth Floor

*Chair:* Wendy Olson, Washington State University, Vancouver

*Speakers:* Suelynn Duffey, University of Missouri-St. Louis, “WPA Work: Space, Place, Time, and Energies”

William Klein, University of Missouri-St. Louis

Wendy Olson, Washington State University, Vancouver, “Theorizing Place in WPA Work”

Jeffrey Klausman, Whatcom Community College, Bellingham, WA, “Attitudes and Expectations: Adjunct Faculty Views on the WPA Role”
Saturday, 3:30–4:45 p.m.

**Community, Civic & Public**

**P.13  Defining (the) Class: Social Learning Theory and Pedagogy**
Union Square 14, Fourth Floor

*Chair:* Whitney Douglas, Marshall University, Huntington, WV  
*Speakers:* Whitney Douglas, Marshall University, Huntington, WV, “Emotional Literacy and the Feminist Activist Class”  
Heather L.H. Jordan, Michigan Technological University, Houghton, “Negotiating Self and Systems: Social Theory and Teaching Writing”  
Doug Sweet, Chapman University, Orange, CA, “‘Social’ Learning and the Competitive Problematic”

**History**

**P.14  Teachers, Texts, and Contexts: Tracking Traditions in Composition Studies**
Union Square 15/16, Fourth Floor

*Chair:* Joe Erickson, Bowling Green State University, OH  
*Speakers:* Joe Erickson, Bowling Green State University, OH, “Hacking the School: Tracking Subversive Waves in Composition Studies”  
Eden Leone, Bowling Green State University, OH, “Overcoming the Ebb of Tradition with the Flow of Change: Improving Society through the Revolutionary Practices of Hallie Quinn Brown and Vida Scudder”  
Vanessa Cozza, Bowling Green State University, OH, “Representations of ‘Whiteness’: Race in McGuffey’s Nineteenth-Century Readers”

**Theory**

**P.15  Limited Liability: Genres of Ethical Compromise**
Yosemite B, Ballroom Level

*Chair:* John Schilb, Indiana University, Bloomington  
*Speakers:* Laura Johnson, Indiana University, Bloomington, “Mixed Messages in the Environmentalist Tip”  
Christine Farris, Indiana University, Bloomington, “Call Me Irresponsible: Limited Liability in the Performative Apology”  
John Schilb, Indiana University, Bloomington, “Introducing Ahmadinejad: Conflicting Responsibilities in a Rhetorical Refusal”
Saturday, 3:30–4:45 p.m.

Composition/Writing Programs

P.16 Full Speed Ahead: Navigating Composition’s Rough Waters
Continental Ballroom 1, Ballroom Level
Chair: Dauvan Mulally, Grand Valley State University, Allendale, MI
Speakers: Natalie Dorfeld, Thiel College, Greenville, PA, “Catch and Release: Surviving the Adjunct Experience”
Kimberly Miller, Grove City College, PA, “Film in Composition Classes: Friend or Foe?”
Cynthia Payne, Salisbury University, MD, “Lighthouse: Sailing from Stormy Public Education to a New World in First-Year Composition”
Rebecca Todd Garvin, Indiana University of Pennsylvania, “Writing the Waves: Researching your Passion”

Institutional and Professional

P.17 One Size Fits All?: State Universities Respond to Legislative Initiatives Impacting First-Year Composition
Union Square 21, Fourth Floor
Chair: Janet Bean, University of Akron, OH
Speakers: Richard Bullock, Wright State University, Dayton, OH, “In Our Business: Charting the Encroachment of the State into University Curricula”
Barbara Schneider, University of Toledo, OH, “Standardization and Teacher Preparation: Who Decides Who’s Qualified?”
Kevin Ball, Youngstown State University, OH, “Strategizing in the ‘Decision Zones’: A Response to State Standardization”
Janet Bean, University of Akron, OH, “When Standardization Policies Meet Open Admissions”
Kay Halasek, Ohio State University, Columbus, “Taking Collective Action: Facing ‘Seniors to Sophomores’ Head On”

History

P.18 Rhetorical Epistemologies in Ancient Cultures: Language, Knowledge, Writing, and Reality in Ancient Judah, Ancient Japan, and Ancient Egypt
Continental Ballroom 7, Ballroom Level
Chair: Carol Lipson, Syracuse University, NY
Katherine Wolfe, Nebraska Wesleyan University, Lincoln, “The Right Use of True Words: Shinto and Shingon Buddhist Rhetoric in Ancient Japan”
Carol Lipson, Syracuse University, NY, “Words, Writing, and Reality in Ancient Egypt”
Composition/Writing Programs

P.19  WAC’s a Beach
Franciscan D, Ballroom Level
Chair: Michele Eodice, University of Oklahoma, Norman
Speakers: Michael Charlton, Missouri Western State University, St. Joseph
Mary Carter, University of Oklahoma, Norman
Elizabeth Kickham, University of Oklahoma, Norman
Rhonda Kyncl, University of Oklahoma, Norman

History

P.20  Intergenerational Feminist Compositions: Re-imagining the Wave Metaphor
Union Square 23, Fourth Floor
Chair: Danielle Goldstein, University of Wisconsin-Milwaukee
Speakers: Alice Gillam, University of Wisconsin-Milwaukee, “Ripple Effects: Feminisms and Composition”
Jami Carlacio, Cornell University, Ithaca, NY, “‘Race Matters’: Interventions in Composition Studies”
Danielle Goldstein, University of Wisconsin-Milwaukee, “This Flutter of Little Grammars: How Strange These Daughters Read These Mothers”
Shereen Inayatulla, University of Wisconsin-Milwaukee, “Ain’t I an Indian?: Queering, Teaching, and Representing Feminist Selves in Texts”
Respondent: Elizabeth A. Flynn, Michigan Technological University, Houghton

Community, Civic & Public

P.21  The Ripple Effect of Service Learning: Approaches to Creating (Air) Waves of Awareness
Continental 9, Ballroom Level
Chair: Jessica Ketcham Weber, Louisiana State University, Baton Rouge
Speakers: Kristi Melancon, Louisiana State University, Baton Rouge, “Teaching: A Job, a Lifestyle, a Story- (Re)writing Educational History”
Jennifer Ellis West, Louisiana State University, Baton Rouge, “Crashing into Others, Intersecting Classes”
Jessica Ketcham Weber, Louisiana State University, Baton Rouge, “Spheres of Ecosophy: Sustainability in Service Learning”
Lisa Costello, Georgia Southern University, Statesboro, “Service Learning and ‘Action Research’: Comparing the Ripple Effect of Civic Responsibility in Local Spheres and Web/Blogospheres”
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*Deceased
2009 EXHIBITORS
MARCH 12–14, 2009

Association of Teachers of Technical Writing and Rhetoric 4
Bedford/St. Martin’s 35-38 & 50-52
Council of Writing Program 75
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1. Grand Ballroom Foyer
2. Green Room