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 affirmative vote 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

Charles Egan

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.
Saturday, 9:30–10:45 a.m.

**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”
Saturday, 9:30–10:45 a.m.

**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

**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”
Saturday, 9:30–10:45 a.m.

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”

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 Trope 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”

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”

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 Safa, 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”
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 & Sughrue, 2007; Keranen & Encinas 2008).
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

Community, Civic & Public

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”
**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 Chemishanovna, New Mexico State University, Las Cruces
Speakers: Polina Chemishanovna, 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”

Practices of Teaching Writing

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-Year Composition

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 Syzmanski, 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”
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”
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 Persistence 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”
Alexandria Peary, University of New Hampshire, Durham, “Murray and Elbow’s Ethos: Setting People Up to Write”
Creative Writing

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”
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 a 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”

Practices of Teaching Writing

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”

Institutional and Professional

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 Sourcework”
- 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 Petenson 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”
Saturday, 2:00–3:15 p.m.

Composition/Writing Programs

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 Interdisciplinarity, 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 Collaborative 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 Emergence”
Marc Santos, University of South Florida, Tampa, “Social Bookmarking as Distributed Research”
Jeremy Tirrell, Purdue University, West Lafayette, IN, “Decorum and Emergent 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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**Louisville 2010**

Kentucky International Convention Center & Marriott Louisville Downtown
March 17 – 20, 2010

**Program Proposal Deadline**

Postmark by May 2, 2009
Online, by 11:59 p.m. Central
www.ncte.org/cccc/conv

See You There!!
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

*Speakers:*
- Philip Kain, New York University, NY, “The Global Campus: Using Pedagogy to Bridge Technology”
- 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 Polchin, New York University, NY, “Can the Personal Essay Survive Globalization?”
- 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
Pamela Kincheloe, 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 Problematique”

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”