Thursday, 7:00 a.m.–6:00 p.m.

THURSDAY
March 12

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

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

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

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

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

Opening General Session
Continental Ballroom 4/5/6, Ballroom Level
8:30–10:00 a.m.

Presiding: Marilyn Valentino, Program Chair/CCCC Associate Chair, Lorain County Community College, Elyria, OH
Greetings: Michael Larkin, University of California, Berkeley
Doug Hesse, University of Denver, CO
Kylene Beers, NCTE President, Reading and Writing Project, Teachers College, New York, NY
Sandie McGill-Barnhouse, Rowan-Cabarrus Community College, Salisbury, NC

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

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

To increase the participation of traditionally underrepresented groups—African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino and Latina Americans, and American Indians—CCCC has established the Scholars for the Dream Travel Awards. The awards celebrate the scholarly contributions of first-time presenters at CCCC who are members of these groups. By providing some funding for these scholars to travel to the Conference and to share their work with us, we hope to make the term “underrepresented” past history.
Thursday, 8:30–10:00 a.m.

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

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

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

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

**Presentation of the Exemplar Award**
This award is presented to a person who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.
Victor Villanueva, winner of the 2009 CCCC Exemplar Award, will speak.

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

**Previous Award Winners:**
**2008** Patricia Bizzell  
2007 Peter Elbow  
2006 David Bartholomae  
2005 Erika Lindemann  
2004 Jacqueline Jones Royster  
2003 Win Horner  
2002 Art Young  
2001 Lynn Q. Troyka  
2000 Murial Harris  
1999 Geneva Smitherman  
1998 Janice Lauer  
1997 Ann E. Berthoff  
1996 Edward P. J. Corbett  
1995 James L. Kinneavy  
1994 Andrea Lunsford  
1993 Richard Ohmann  
1992 Janet Emig  
1991 Richard Lloyd-Jones
The Wonder of Writing
Continental Ballroom 4/5/6,
Ballroom Level

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

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

Charles Bazerman is Professor of Education in the Gevirtz Graduate School of Education of the University of California, Santa Barbara. He has taught at Baruch College, Georgia Institute of Technology, University of Louisville, Cornell University, National University of Singapore, Universidade Federale de Pernambuco, and PS93K elementary school in Brooklyn. His work has been translated into Portuguese, Italian, French, Spanish, and Chinese. The Languages of Edison’s Light, Shaping Written Knowledge and related articles study the historical emergence of writing as a vehicle of knowledge creation and social action. He has articulated, through a series of articles, a

Charles Bazerman
University of California
Santa Barbara
socio-rhetorical theory of writing which he is elaborating in a book in progress. Edited and co-edited volumes such as *Traditions of Writing Research*, *Genre in a Changing World and Textual Dynamics of the Professions*, *Writing Selves/Writing Societies*, *What Writing Does and How It Does It*, and the *Handbook of Research on Writing* reflect his concern to build communities of writing research internationally. His classroom textbooks include *The Informed Writer: Using Sources in the Disciplines*, *Informed Reader*, and *Involved: Writing for College, Writing for Your Self*. He is a founding organizer of the Research Network Forum, the Consortium of Graduate Programs in Rhetoric and Composition, and Rhetoricians for Peace.
A Sessions
10:30–11:45 a.m.

Featured Session

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

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

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

Jeffrey Sommers

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

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

Deborah H. Holdstein

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

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

Theory

A.01 Un/Documented Literacies: Rewriting Cultural Citizenships in the United States
Continental Ballroom 9, Ballroom Level

Chair: Deborah Brandt, University of Wisconsin-Madison

Speakers:
- Kate Vieira, University of Wisconsin-Madison, “Portuguese-language Literacy and Assimilation, in a Changing Immigrant Community”
- Amy Wan, Queens College-CUNY, “In the Name of Citizenship”

Practices of Teaching Writing

A.02 Responding to Student Writing
Franciscan Ballroom A, Ballroom Level

Chair: Carol D. Bollin, Western Illinois University, Macomb

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

**Composition/Writing Programs**

**A.03 Beyond the CompRhet Doctorate:**

**Writing History and Theory**

Golden Gate 5, Lobby Level

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

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

**Information Technologies**

**A.04 Avatars and Representation in Second Life (tm):**

**Sexuality, Literacy, and Fashion**

Yosemite A, Ballroom Level

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

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

**Composition/Writing Programs**

**A.05 Learning Communities in Context Collaboration and Across the Disciplines**

Continental Ballroom 3, Ballroom Level

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

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

Theory

A.06 Social Class and the Teaching of Writing: The New Wave of First-generation College Students and the Coming Challenge to Traditional Four-year University Pedagogy
Franciscan Ballroom C, Ballroom Level

Chair: James Zebroski, University of Houston, TX

Speakers: James Zebroski, University of Houston, TX, “From Argument to Inquiry: Theorizing the Composition Research Course as Site of Student Disciplinary Critique”
Nancy Mack, Wright State University, Dayton, OH, “The Imposter Syndrome as Academic Identity Conflict: A Pedagogy of Welcome for Working Class Students”
Joddy Murray, Texas Christian University, Fort Worth, “Non-traditional Students, Work, and the Multimedia Classroom”

Academic Writing

A.07 Strategies for Teaching Original, Ethical, and Scholarly Writing
Union Square 17/18, Fourth Floor

Chair: Barbara Gleason, CUNY

Speakers: Louisa Kramer-Vida, Long Island University, Brookville, NY, “Turnitin.com: Graduate Students Discover What Their High School Peers Already Know”
Mary Bantell, Texas A&M University, Corpus Christi, “Relational Teaching Strategies to Support Ethical and Scholarly Writing Development”

Practices of Teaching Writing

A.08 Ecocomposition in Practice: Space, Service, and Subjectivity in the First-Year Writing Classroom
Taylor, Sixth Floor

Chair: Christine Dvornik, University of California, Santa Barbara

Speakers: Rebecca Cantor, Claremont Graduate University, CA, and University of Michigan–Dearborn “‘Let Nature Be your Teacher’: Service-based Learning in the Composition Classroom”
Danelle Dyckhoff, Claremont Graduate University, CA, “Composing Shared Space: Investigating the Conflict between Identity and Environment”
Mary Stroud, Loyola Marymount University, Los Angeles, CA, “Subject Activist: The Status of the Political Subject in the Postmodern Ecocomposition Classroom”
Composition/Writing Programs

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

Chair: John Hyman, American University, Washington, D.C.
Speakers: Judy Arzt, St. Joseph College, West Hartford, CT, “Riding the Wave: Best Practices for Online Tutoring”
James Warren Boyd, San Francisco State University, CA, “Talk to Me: The Evolution of an Online Academic Support Environment for Writing Center Tutors”
Michelle Deal, University of Massachusetts, Amherst, “Convergences of Talk and Text: A Qualitative Assessment of Writing Center Tutorials”

Composition/Writing Programs

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

Chair: Derek Owens, St. John’s University, Queens, NY
Emily Isaacs and Melinda Knight, Montclair State University, Montclair, NJ, “The Centers for Writing Excellence Phenomenon”
Derek Owens, St. John’s University, Queens, NY, “How Luck, Timing, and Perseverance Resulted in an Institute for Writing Studies—and How Collaborative Leadership Keeps It Going”
Doug Hesse, University of Denver, CO, “Sustainability after the Honeymoon: Or, ‘You’ve had a gee-whiz writing program. So what’s it to you—and to us?’”

Professional and Technical Writing

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

Chair: Kimberly Edwards, Tidewater Community College, Chesapeake, VA
Speakers: Elizabeth Giddens, Kennesaw State University, GA, “Creating a Rhetorical Space for Environmental Literacy: The Great Smoky Mountains Association’s Symmetrical Communication Strategy”
Jennifer Bay, Purdue University, West Lafayette, IN, “Rapid Web Design as a Response to Crisis”
Michelle Eble, East Carolina University, Greenville, NC, “Digital Delivery and Interaction: Tagging, Aggregation, and Distribution”
David Kellogg, Northeastern University, Boston, MA, “Slow as a Melting Glacier: Climate Change, Chronographia, and the Rhetoric of Denial”
Thursday, 10:30–11:45 a.m.

Research

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

Imperial Ballroom B, Ballroom Level

Chair: Stephanie Kerschbaum, University of Delaware, Newark

Speakers: Stephanie Kerschbaum, University of Delaware, Newark, “Peer Review as Contact Zone: Interrelating the Personal and the Academic through Narrative”

Jennifer Haley, University of Arizona, Tucson, “Ethos and Agency in Peer Response Groups: De-centering Student Authority?”

Erica Cirillo-McCarthy, University of Arizona, Tucson, “Did They Really Say They Hated Peer Response?: How Classroom Research Generates Waves in Instructor Positionality and Classroom Practice”

Sarah Spring, Texas A&M University, College Station, “The Many Faces of Peer Review: The Reality of Soliciting Student Feedback in the Computer Composition Classroom”

Theory

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

Golden Gate 4, Lobby Level

Chair: Jan Holmevik, Clemson University, SC

Speakers: Jason Helms, Clemson University, SC, “Figure, Discourse: Post-critical Comics”

Joshua Hilst, Clemson University, SC, “Gutter Talk: Another Idiom of Rhetoric”

Sergio Figueiredo, Clemson University, SC, “Exploring a Multimodal Writing Process: Brainstorming/Outlining Visually for a Visual Project”

Information Technologies

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

Union Square 23/24, Fourth Floor

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

Speakers: Beatrice Quarshe Smith, Illinois State University, Normal, “Identities, Literacies, and Cyber Work”

Liz Canfield and Bonnie Orzolek, Virginia Commonwealth University, Richmond, “Cyborg Theories, Meatspace Realities: How Technology Can ‘Make Waves’ in the First-year Writing Seminar”
Composition/Writing Programs

A.15 Enticing Rhetoric: The Mutual Attraction of Composition and Oral Communication Pedagogies
Golden Gate 1, Lobby Level

Chair: Hillory Oakes, St. Lawrence University, Canton, NY
Speakers: Traci Fordham-Hernandez, St. Lawrence University, Canton, NY, “Enticing to Speak: The Oral Communication Institute”
Hillery Oakes, St. Lawrence University, Canton, NY, “Enticing to Write: The Summer Writing Institute”
Kirk Fuoss, St. Lawrence University, Canton, NY, “Enticing to Communicate: The Rhetoric and Communication Institute”

Language

A.16 Transnational English(es) and U.S. Composition: From Global to Glocal
Union Square 22, Fourth Floor

Chair: Bruce Horner, University of Louisville, KY
Speakers: Bruce Horner, University of Louisville, KY, “Transnational English(es) and U.S. Composition: From Global to Glocal”
John Trimbur, Emerson College, Boston, MA, “After Apartheid: Changing Representations of English in South Africa”
Catherine Prendergast, University of Illinois Urbana-Champaign, “Breaking Our Global Addiction to Paper”
Suresh Canagarajah, Pennsylvania State University, State College, “The Limits of Hybridity: Transnational Identities in Academic Publishing”
Min Lu, University of Louisville, KY, “Reading in Translation: From English Only to Transcultural Dispositions”
Respondent: Paul Kei Matsuda, Arizona State University, Tempe

Research

Yosemite C, Ballroom Level

Chair: Laurie Stapleton, Stanford University, CA
Speakers: Paul Rogers, George Mason University, Fairfax, VA, “Dialogic Interaction, Fine Tuning, and the Leading Edge of Writing Development”
Jenn Fishman, University of Tennessee, Knoxville, “Writing Is What Writing Does”
Andrea Lunsford, Stanford University, CA, “Today’s Students and Textual Ownership”
Respondent: Erin Krampetz, Ashoka, Washington, D.C.
Thursday, 10:30–11:45 a.m.

Composition/Writing Programs

A.18 ALP: A New Model for Mainstreaming Basic Writers
Golden Gate 3, Lobby Level
Chair: Peter Adams, Community College Baltimore County, MD
Speakers: Peter Adams, Community College Baltimore County, MD, “Report on Results of Accelerated Learning Approach to Mainstreaming After Three Semesters”
Anne Roberts, Community College Baltimore County, MD, “Teaching an Accelerated Learning Class”
Cheryl Scott, Community College Baltimore County, MD, “Overview of the Accelerated Learning Program”

Academic Writing

A.19 Re-invigorating Traditional Research Assignments in First-Year Writing
Franciscan Ballroom D, Ballroom Level
Chair: David Hurst, College of the Sequoias, Clovis, CA
Speakers: Debbie Weaver and Lindee Owens, University of Central Florida, Orlando, “How to Get Students in the Water: Teaching FYC Students the Benefits of Research”
Donald Ross, University of Minnesota, Minneapolis, “Processes of Writing, Reading, and Research”

Composition/Writing Programs

A.20 Questioning Timed Writing and Portfolio Assessment
Union Square 25, Fourth Floor
Chair: Kim Crowley, Concordia College, Moorehead, ND
Speakers: Monique Leslie, Morgan State University, Baltimore, MD, “Re-thinking Writing Portfolios for Minority Students”
Danny Sexton, Borough of Manhattan Community College, New York City, NY, “A Modest Proposal: Restructuring How We Use the In-class Essay and Making it an Effective Tool for the Teaching of Writing”
Ann Del Principe, Kingsborough Community College, CUNY, Brooklyn “Rough Waters in Portfolio Assessment: Teachers’ Varied Approaches to Assessing Portfolios Containing Timed and Revised Writing”
Community, Civic & Public

A.21 From Textile Mills to the Entrepreneurial University: Confronting the Political Economics of Writing
Yosemite B, Ballroom Level

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

Research

A.22 Research Redux: Rethinking Assumptions about Literacy through Quantitative Methodologies
Continental Ballroom 7, Ballroom Level

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

Practices of Teaching Writing

A.23 When Writers Teach the Teaching of Writing
Franciscan Ballroom B, Ballroom Level

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

History

A.24 Out to Sea and Back Again?: Considering the Future of Rhetoric and Composition by Looking at the Past

Union Square 14, Fourth Floor

Chair: Fawn Musick, Lubbock Christian University, TX

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

Theory

A.25 Writing and Complexity: Experiencing, Knowing, and Representing Reality

Golden Gate 8, Lobby Level

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

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

Practices of Teaching Writing

A.26 Writing for Multiple Purposes: Place and Genre

Union Square 15/16, Fourth Floor

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

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

A.27 Beyond Plagiarism
Lombard, Sixth Floor

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

Practices of Teaching Writing

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

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

Composition/Writing Programs

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

Chair: Debra Frank Dew, University of Wisconsin, Madison
Speakers: Debra Frank Dew, University of Wisconsin, Madison, “From the Inside Out: Using Assessment to Launch a WAC Enterprise”
Traci Freeman, University of Colorado at Colorado Springs, “Defining Our Roles as Wave Making: The Writing Center’s Role in Advancing a WAC Program”
Andrea Wenker, University of Colorado at Colorado Springs, “Reciprocal Roles, Generative Supports: Faculty and Administrative Participation in WAC Assessment”

Respondents: Mike Palmquest, Colorado State University, Fort Collins
Martha A. Townsend, University of Missouri, Columbia
Thursday, 10:30–11:45 a.m.

**Practices of Teaching Writing**

A.30  *Sea Change: Turbulence, Resistance, and Composition at a Military School*

Union Square 3/4, Fourth Floor

*Chair:* Richard Flinn, Naval Academy Preparatory School, Newport, RI  
*Speakers:* Richard Flinn, Naval Academy Preparatory School, Newport, RI, “Reading the Water: Student Athlete Writing in a Military School”  
Theo Greenblatt, Naval Academy Preparatory School, Newport, RI, “Caught in the Undertow: Perspectives on Defiance in a Military Academy”  
Robert Biral, University of Vermont, Burlington, “Cross/Currents: Writing ‘Resistance’, outside the Classroom in a Military Academy”

**Information Technologies**

A.31  *Streaming New Media*

Continental Ballroom 1, Ballroom Level

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

**Information Technologies**

A.32  *Critical Approaches to Technological Environments*

Powell, Sixth Floor

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

**Practices of Teaching Writing**

A.33  *Four Voices from the Contact Zone of Composition Theory and Linguistic Minority*

Golden Gate 6, Lobby Level

*Chair:* Yuet Sim Chiang, University of California-Berkeley  
*Speakers:* Giliberto Perez, University of California-Berkeley  
Grace Wong, University of California-Berkeley  
Nguyen Nghia, University of California-Berkeley  
Zaira Hernadez, University of California-Berkeley  
Yuet Sim Chiang, University of California-Berkeley
Theory

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

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

Community, Civic & Public

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

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

Institutional and Professional

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

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

Composition/Writing Programs

A.37 Assessment in the Context of the Learning Community
Union Square 21, Fourth Floor
Chair: Angela Bilia, University of Akron, OH
Speakers: Charles Eastman, Whittier College, CA, “Writing-based Learning Communities and Increased Engagement: A Case Study”
James Allen, College of DuPage, Glen Ellyn, IL, “Assessing Writing in Learning Communities: A Comparative Study”
Steffen Guenzel, University of Alabama, Tuscaloosa, “The Role of Writing Courses within Learning Communities”

Practices of Teaching Writing

A.38 Reading, Writing, and Rock Stars: Audio Literacies and the Millennial Classroom
Union Square 5/6, Fourth Floor
Chair: Steph Ceraso, University of Pittsburgh, PA
Speakers: Steph Ceraso, University of Pittsburgh, PA and Zach Laminack, University of North Carolina, Greensboro, “The Album as Literature: Learning to Listen in the Composition Classroom”
Liz Kelly, Western Carolina University, Cullowhee, NC, “What’s Music Got to Do with It?: Teaching Composition as a Social Emotional Act”
Valerie Kasper, Saint Leo University, FL, “Redirecting the Blues: One Teacher’s Approach to Fostering Reading”
Elisabeth Aiken, Saint Leo University, FL, “Making (Sound) Waves: Using Music as a Portal into the Southern Written Identity”
Thursday, 12:15–1:30 p.m.

B Sessions
12:15–1:30 p.m.

Featured Speaker

Ronald T. Kellogg

Acquiring Advanced Writing Skills: A View from Cognitive Science

Grand Ballroom, Salon A, Grand Ballroom Level

Chair: Anne Beaufort, University of Washington

The findings of cognitive science have established independent brain circuits for the executive, verbal, visual, and spatial components of working memory. Of these components, the limited capacity of executive attention most severely constrains the development of advanced writing skills. Just as young writers must first automate handwriting and spelling to engage higher level processes, college students must automate to some degree their planning, sentence generating, and reviewing. Mastering these high level processes frees attention for monitoring their interactions and keeping in mind multiple representations of the text. The cognitive science of expertise indicates that writers should deliberately train to acquire mastery through imitation and practice, thus echoing the traditions of classical rhetoric.

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

History

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

Imperial Ballroom A, Ballroom Level

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

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

Discussant: LuMing Mao, Miami University, Hamilton, OH
Respondent: Min-Zhan Lu, University of Louisville, KY

Institutional and Professional

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

Union Square 23/24, Fourth Floor

Chair: Brian Ray, University of South Carolina, Columbia

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

Practices of Teaching Writing

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

Imperial B, Ballroom Level

Chair: Patrick Sullivan, Manchester Community College, CT

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

*History*

**B.04 Players, Preachers, and Politicians: Historical Rhetoricians**
Lombard, Sixth Floor

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

*Practices of Teaching Writing*

**B.05 Effective Practices for Teaching Students with Disabilities**
Golden Gate 6, Lobby Level

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

*Community, Civic & Public*

**B.06 Writing our Bodies/Writing our Space: Web-based Dia-
logue between ESL and LGBTQ Students**
Golden Gate 1, Lobby Level

Chair: Karen D. Culver, Miami University, FL
Speakers: Patraicia T. Price, Georgia Southern University, Statesboro
Pauline M. Burton, Georgia Southern University, Statesboro
Thursday, 12:15–1:30 p.m.

**Theory**

**B.07** Further Thoughts on Bullshit: Perspectives and Proposals  
Franciscan D, Ballroom Level  
*Chair:* Phil Eubanks, Northern Illinois University, DeKalb  
*Speakers:* Phil Eubanks, Northern Illinois University, DeKalb, “Model Writers, Model Writing: Who Is Bullshitting Whom?”  
John Schaeffer, Northern Illinois University, DeKalb, “Bull Shit, Cow Shit, Chicken Shit: Classical Rhetoric and Fecal Gendering”  
Suzanne Blum Malley, Columbia College, Chicago, IL, “Not Just Chatting: Ludic Discourse in Computer-mediated Communication”  
*Facilitator:* Phil Eubanks, Northern Illinois University, DeKalb

**Academic Writing**

**B.08** Teaching Graduate Student Writers  
Golden Gate 7, Lobby Level  
*Chair:* Sandra Gollin Kies, Benedictine University, Lisle, IL  
*Speakers:* Victoria Salmon, George Mason University, Fairfax, VA, “The New Wave of Graduate Student Writers”  
Wen Ma, Le Moyne College, Syracuse, NY, “Writing, Reading, and Discussing to Acquire a Disciplinary Discourse”  
Tara Lockhart, San Francisco State University, CA, “Teaching Graduate Writing: Reflections from a New Assistant Professor”

**Research**

**B.09** Two (or More) Heads Are Better than One: Promoting Collaborative Scholarship in Rhetoric and Composition  
Golden Gate 4, Lobby Level  
*Chair:* David Gold, University of Tennessee, Knoxville  
*Speakers:* Catherine Hobbs, University of Oklahoma, Norman, “An Elephant is Like a ????: Working through Interpretive Differences in Collaboration”  
David Gold, University of Tennessee, Knoxville, “An Elephant is Like a ????: Working through Interpretive Differences in Collaboration”  
Gesa Kirsch, Bentley College, Boston, MA, “More than Mentoring: What Collaboration Can Do for Experienced Scholars”  
Janet Eldred, University of Kentucky, Lexington and Peter Mortensen, University of Illinois at Urbana-Champaign, “Resisting Collaboration, Revising Collaboration”  
*Respondent:* Meredith Graupner, Bowling Green State University, OH
Thursday, 12:15–1:30 p.m.

*Academic Writing*

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

Golden Gate 2, Lobby Level

**Chair:** Jewell Mayberry, Pfeiffer University, Misenheimer, NC

**Speakers:** Sandie Friedman, George Washington University, Washington, D.C., “Write, Lola, Write: Arguing with Feminist Film Theory”

Donald Lazere, University of Tennessee, Knoxville, “How to Lie with Economic Statistics”

Michael Sobiech, Western Kentucky University, Bowling Green, “The Use of Satire in Composition Pedagogy”

*Information Technologies*

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

Yosemite B, Ballroom Level

**Chair:** Brooke Rollins, Louisiana State University, Baton Rouge

**Speakers:** Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge, “Web 2.0 and Twenty-First Century Classroom Pedagogies”

Boz Bowles, Louisiana State University, Baton Rouge, “Communication Studios as 21st-Century Technology Contact Zones”


*Practices of Teaching Writing*

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

Union Square 21, Fourth Floor

**Chair:** Victoria Tischio, West Chester University of Pennsylvania

**Speakers:** Jeffrey Maxson, Rowan University, Glassboro, NJ, “S’mores and the Subjectifications of Scientific Scholasticism”


Hannah Ashley, West Chester University, PA, “Grade?: Assessing the Troubled Voicing of Student Parody”
Thursday, 12:15–1:30 p.m.

**Institutional and Professional**

**B.13  Black Faces in White Spaces: African American Identity on a Predominately White Campus**
Van Ness, Sixth Floor

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

*Speakers:* Michelle Bachelor Robinson, University of Louisville, KY, “Can I Find My Face in this Place?: The Evolution from African-American Graduate Student to Scholar”
Phillip O. Blackmon, University of Louisville, KY, “Where Have All the Black Boys Gone?: African American Students and the Dissolution of the Basic Writing Curriculum on Mainstream Campuses”

**Institutional and Professional**

**B.14  Preparing the New Wave of Teachers of Composition**
Mason, Sixth Floor

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

*Speakers:* Creed Greer, University of Florida, Gainesville, “Training the One-Touch Culture, A Radical Approach to New Teacher Preparation Using Team Teaching”
Heather Milton, University of California, Davis, “Authority Struggles: TAs Team Teaching First-Year Writing”

**Practices of Teaching Writing**

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

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

*Speakers:* Ronald Scott, Walsh University, North Canton, OH
Cynthia Wise Staudt, Walsh University, North Canton, OH
Carolyn Embree, Walsh University, North Canton, OH

**Community Civic & Public**

**B.16  Alternative Literacy Narratives: Identities, Stories, Communities**
Union Square 3/4, Fourth Floor

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

*Speakers:* Kirk Branch, Montana State University, Bozeman, MT, “On Experts, and Stories, and Expert Stories: The Highlander Folk School and the World in Which We Need to Live”
Practices of Teaching Writing

B.17 Plagiarism Detection Technology: From the Roundtable to the Grail—Deconstructing Turnitin and Safe Assignment

Union Square 14, Fourth Floor

Chair: Susan Lang, Texas Tech University, Lubbock
Speakers: Susan Lang, Texas Tech University, Lubbock, “Days of the Roundtable: What a Univers(ity) Wanted To Know”
Laura Palmer, Southern Polytechnic University, Marietta, GA, and Monica Norris, Texas Tech University, Lubbock, “Beyond the Magic of Merlin: What Quantitative Research Reveals About Tii and SA”
Kathleen Gillis, Texas Tech University, Lubbock, “‘Are we holding Excalibur (the Holy Grail?): Implications beyond Myth and Legend for WAC/WID and FYC Programs”

Composition/Writing Programs

B.18 Beyond the WAC Workshop: The Possibilities and Pitfalls of Expanding beyond Traditional WAC Models

Continental Ballroom 1, Ballroom 1

Chair: Marti Singer, Georgia State University, Atlanta
Speakers: George Pullman, Georgia State University, Atlanta, “WAC and Accreditation Initiatives”
Brennan Collins, Georgia State University, Atlanta, “WAC and the First-Year Experience”
Jennifer Lawrence, Georgia State University, Atlanta, “WAC and the Online Writing Environment”

Composition/Writing Programs


Continental Ballroom 2, Ballroom Level

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

Practices of Teaching Writing

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

Union Square 5/6, Fourth Floor

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

Information Technologies

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

Powell, Sixth Floor

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

Practices of Teaching Writing

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

Union Square 22, Fourth Floor

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

Information Technologies

B.23  Social Networking and First-Year Composition: Facebook, MySpace, and Virtual Worlds
Franciscan C, Ballroom Level  
Chair: Eva Payne, Chemeketa Community College, Salem, OR  
Speakers: A. Nicole Pfannenstiel, Arizona State University, Tempe, “‘What do they do on MySpace?’”  
Glenn Phillips, Texas A&M University, College Station, “Poking Your Students: A Pedagogical Use for Facebook”  
Vicki Russell, Duke University, Durham, NC, “Writing in Immersive Spaces”

Professional and Technical Writing

B.24  Attending to Professional Literacies
Golden Gate 5, Lobby Level  
Chair: Miriam Gustafson, University of New Mexico, Los Lunas  
Hugh Burns, Texas Woman’s University, Denton, “On Waves of Professional Collaboration: The Texas Woman’s University Professional Writing Consortium Experience”

Theory

B.25  Making Waves in the Mind/Body Split: Renegotiating Embodied Writing Pedagogy
Continental 7, Ballroom Level  
Chair: Jen Talbot, Purdue University, West Lafayette, IN  
Speakers: Jen Talbot, Purdue University, West Lafayette, IN, “Pedagogies of the Permeable: Incorporating Interior and Exterior Bodies in the Writing Classroom”  
Donna Strickland, University of Missouri-Columbia, “Minding the Writing Body”  
Morgan Reitmeyer, Purdue University, West Lafayette, IN, “Cyborg Battle 2020: Riding the Wave of Emergent Technology”
Thursday, 12:15–1:30 p.m.

Community, Civic & Public

B.26 Media and Rhetoric from Britney Spears to Barack Obama
Continental Ballroom 3, Ballroom Level

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

Theory

B.27 Crashing the Wave of Exclusion in the Field of Composition Studies: Pedagogical Uses of Alternative Genres in Composition Classes
Yosemite C, Ballroom Level

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

Practices of Teaching Writing

B.28 Play’s the Thing: Diversity, Difference, and the Destabilizing Game(s) of Rhetoric
Union Square 17/18, Fourth Floor

Chair: Lee Harrison, Houston Community College, Southwest, TX
Speakers: James Wright, Houston Community College, Southwest, TX, “Playing with Our Situated Selves: Multiculturalism, Rhetoric, and Citizenship”
Lee Harrison, Houston Community College, Southwest, TX, “When Oral Sex Isn’t Sex, Evolution is a ‘Belief,’ and every Feminist is a Feminazi”
Joe McDade, Houston Community College, Northeast, TX, “Fairy Tales Can Come True: ‘Jung at Heart’ and Rhetoric”
Alan Ainsworth, Houston Community College, Central, TX, “Playing the Class’ versus ‘Gaming the Class’”

Research

B.29 Research on Student Attitudes
Union Square 15, Fourth Floor
Chair: Richard Hartsell, Albemarle, NC
Speakers: LauraAnne Carroll-Adler, University of Southern California, Los Angeles, “Still Leading Them to Water: Writing Centers, Tutorial Courses, and Student Outcome”
Carl Donner, Palm Beach Atlantic University, FL, “We Don’t Talk Like That’: A Study of the Evolution of the Attitudes of Non-traditional Students concerning Their Roles as Students in First-Year College Writing Courses”
Michelle Neely, University of Texas at Austin, “It’s easier when you’re right’: The Role of Certitude and Other Rhetorical Beliefs in Undergraduates’ Writing”

Theory

B.30 Mapping Religious Rhetorics in the Academy, the Media, and the Nineteenth-Century Pulpit
Union Square 25, Fourth Floor
Chair: Michael-John DePalma, University of New Hampshire, Durham
Michelle Payne, Boise State University, ID, “Rhetorical Uses of Mythos in Religious and Secular Discourses of Faith-centered Scholars”

Practices of Teaching Writing

B.31 Disturbing Writing: Examining the Stories, Roles, and Responses of University Writing Tutors and Teachers
Golden Gate 8, Lobby Level
Chair: Marlen Harrison, Indiana University of Pennsylvania
Speakers: Marlen Harrison, Indiana University of Pennsylvania
Tina Perdue, Indiana University of Pennsylvania, “Subject to Surprise: Writing Tutors Encounter Disturbing Writing”
Helen Sitler, Indiana University of Pennsylvania, “Never Give up Hope”
Susan Kanter, Denison University, Granville, OH, “Disturbing Writing: Examining the Stories, Roles, and Responses of University Writing Tutors and Teachers”
Thursday, 12:15–1:30 p.m.

Research

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

Practices of Teaching Writing

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

Practices of Teaching Writing

B.34 The Problem of Multimodal Assessment: Criteria and Standards, Waves or Particles?
Franciscan B, Ballroom Level
Chair: Thomas Ferstle, Barry University, Miami Shores, FL
Speakers: Thomas Ferstle, Barry University, Miami Shores, FL, “The Problem of Multimodal Assessment: Criteria and Standards, Waves or Particles?”
Margaret Syverson, University of Texas at Austin, “The Learning Record for Multimodal Learning”
Sean McCarthy, University of Texas at Austin, “An Example of the Use of Google Maps in a Writing-intensive Classroom”
Thursday, 12:15–1:30 p.m.

Community, Civic & Public

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

Franciscan A, Ballroom Level

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

**Practices of Teaching Writing**

B.36  **Pushing Pedagogies, Challenging Curricula: Creating**

Yosemite A, Ballroom Level

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

Research

B.37  **Rhetorical Analysis: Prison, Pro-life and Maternity**

Union Square 1/2, Fourth Floor

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

Community, Civic & Public

B.38 Community Literacies and Deliberative Democracy In and Beyond the University
Taylor, Sixth Floor

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

Research

B.39 Methods, Ethics, Labor, and Imperatives: Making Material Waves in Ethnographic Study
Union Square 13, Fourth Floor

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

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

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

Theory

**C.01 Making Asian American Rhetoric**
Grand Ballroom A, Grand Ballroom Level

*Chair:* Morris Young, University of Wisconsin, Madison

*Speakers:* Haivan Hoang, University of Massachusetts, Amherst, “A ‘Rhetoric of Injury’, Campus Racial Politics, and Asian American Student Activism”
Terese Guinsatao Monberg, Michigan State University, Lansing, “Asian American Rhetoric(s) as Decolonial Dialogue(s)”
Stuart Ching, Loyola Marymount University, Los Angeles, CA, “Broad Water, Distant Land: Performing Asian American Rhetoric through the Rhetoric of Fiction”

Theory

**C.02 Sex and Sensibility: The Queer Challenge to Composition Studies**
Imperial B, Ballroom Level

*Chair:* Martha Marinara, University of Central Florida, Orlando

*Speakers:* Martha Marinara, University of Central Florida, Orlando, “Disciplining the Queer: How the Classroom Stabilizes Queerness”
Jacqueline Rhodes, California State University-San Bernardino, “Delicious Moments in Queer Composition”
Jonathan Alexander, University of California, Irvine, “Queering Literacy”

Theory

**C.03 Making Waves by Using Chicana/o Rhetorics of Difference to Reverse Negative Stereotypes against U.S. Latinas/os**
Continental Ballroom 6, Ballroom Level

*Chair:* Jaime Armin Mejía, Texas State University, San Marcos

Sarah Olivas, Texas State University, San Marcos, “Reversing Stereotypes about Chicanas with Celebrity Chicana Writer Sandra Cisneros”
Andy Besa, Texas State University, San Marcos, “From Azusa St. to Main St.: Toward an Understanding of the Rhetoric of Latino Pentecostalism”
Thursday, 1:45–3:00 p.m.

**History**

**C.04 Contested Writing:**
Following the Waves of Historical Rhetorical Performance to High-Stakes Testing and Essay Awards

Golden Gate 5, Lobby Level

*Chair:* Mary Lamb, Clayton State University, Morrow, GA

*Speakers:* Beth Burmester, Georgia State University, Atlanta, “From the Shores of the Mediterranean Sea to the Coast of New England: A History of Rhetorical Competitions and Writing Contests”

Carole Clark Papper, Hofstra University, Hempstead, NY, “A Case Study of High-Stakes Testing and Timed Essay Writing: Contested Writing in Academics”

Mary Lamb, Clayton State University, Morrow, GA, “Competitive Literacy: The Cultural Work of Writing Contests”

**Community, Civic & Public**

**C.05 Wartime Rhetorics: Military Recruitment, Soldiers Stories and the Current Culture**

Imperial A, Ballroom Level

*Chair:* Lynne Viti, Wellesley College, MA

*Speakers:* Valerie Perry, Lewis University, Romeoville, IL “An Army of None?: A Rhetorical Analysis of Persuasive Strategies in Military Recruitment”

Amy Milakovic, Texas Christian University, Fort Worth, “Writing the ‘Truth’: Conflicts in Federal Government Sponsorship of Soldier Stories”

**Information Technologies**

**C.06 Seismic Waves: What Open Access Initiatives Mean for Composition Studies**

Golden Gate 6, Lobby Level

*Chair:* Karen Lunsford, University of California, Santa Barbara

*Speakers:* Douglas Eyman, George Mason University, Fairfax, VA, “Open Access, Circulation, and Use: The Delivery of New Media Scholarship”

Jeffrey R. Galin, Florida Atlantic University, Boca Raton, “Open Access and You: Lessons of Bayh-Dole for a Composition Open Access Archive”

Karen Lunsford, University of California, Santa Barbara, “Scientists’ Rhetorical Strategies for Managing Open Access Materials”
Thursday, 1:45–3:00 p.m.

*Composition/Writing Programs*

**C.07 Next Generation OWLs: Customized Solutions and the Move toward Open-sourcing**  
Yosemite A, Ballroom Level  
*Chair:* Tammy S. Conard-Salvo, Purdue University, West Lafayette, IN  
*Speakers:* Matthew J. Gilchrist, University of Iowa, Iowa City  
Tammy S. Conard-Salvo, Purdue University, West Lafayette, IN

**Practices of Teaching Writing**

**C.08 Composition and Popular Culture: Comics, Graphic Novels, and Other Visual Rhetorics**  
Golden Gate 7, Lobby Level  
*Chair:* Mary Tripp, University of Central Florida, Oviedo  
*Speakers:* Brian Loftus, University of California, Santa Barbara, “Visual Texts, Popular Culture, and Social Contexts in the Composition Classroom”  
Jeraldine Kraver, University of Northern Colorado, Greeley, “Komposishun Counterculture: Comix Theory Meets Writing Practice”  
Adam Bessie and Sean Ellis, Diablo Valley College, Pleasant Hill, CA, “Illustrating Academic Literacy: The Graphic Novel and College Composition”

**Practices of Teaching Writing**

**C.09 Thinking Critically about Critical Thinking or Repackaging the Box**  
Continental Ballroom 2, Ballroom Level  
*Chair:* James Zebroski, University of Houston, TX  
*Speakers:* Deborah Coxwell-Teague, Florida State University, Tallahassee, “Challenging Our Students’ Belief Systems: Our Right, Our Responsibility, or Our Transgression?”  
Irvin Peckham, Louisiana State University, Baton Rouge, “Making Waves inside the Box: Thinking Critically about the Hidden Curriculum in Courses Based on Critical Thinking and Argumentation”  
Ronald Lunsford, University of North Carolina at Charlotte, and Bill Bridges, Sam Houston State University, Huntsville, TX, “Critical Thinking and Texts: Helping Students Embrace Their Roles as Readers”
Creative Writing

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

Language

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

Theory

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

**Community, Civic & Public**

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

*Chair:* John Warnock, University of Arizona, Tucson

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

**History**

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

*Chair:* Stephen Schneider, University of Alabama, Tuscaloosa

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

**Composition/Writing Programs**

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

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

*Speakers:* David Slomp, University of Alberta, Edmonton, Canada, “Looking for Transfer: Assessing FYC as Writing Studies within a Vertical and Horizontal WAC Curriculum”
Elizabeth Wardle, University of Central Florida, Orlando, “Designing and Assessing a ‘Writing-about-Writing’: FYC as Part of a Comprehensive Vertical Writing Curriculum”
M. Elizabeth Sargent, University of Alberta, Edmonton, Canada, “Assessing FYC as Writing about Writing: Students’ Self-reported Outcomes on a Writing Skills Inventory”
Andrew Moss, California State Polytechnic University, Pomona, “Another Angle of Vision: Comparing Freshman and Advanced Comp as Writing Studies”
Thursday, 1:45–3:00 p.m.

**Practices of Teaching Writing**

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

*Chair:* Lisa R. Arnol, University of Louisville, KY

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

**Language**

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

*Chair:* Tom Deans, University of Connecticut, Storrs Mansfield

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

**Practices of Teaching Writing**

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

*Chair:* Sarah Bergfield, Washington State University, Pullman

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

Institutional and Professional

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

Chair: Amy Lynch-Biniek, Kutztown University, PA

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

Practices of Teaching Writing

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

Chair: David E. Kirkland, New York University, NY

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

Theory

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

Chair: Shannon Mondor, Washington State University, Pullman

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

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

Union Square 25, Fourth Floor

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

Community, Civic & Public

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

Continental 7, Ballroom Level

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

Institutional and Professional

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

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

Professional and Technical Writing

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

Chair: Lisa Drnec Kerr, Western New England College, Springfield, MA

Institutional and Professional

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

Chair: Joyce Kinkead, Utah State University, Logan
Speakers: D. Alexis Hart, Virginia Military Institute, Lexington, “Undergraduate Research and WAC: Engineering Writing/Engineering Rhetoric” Deaver Traywick, Black Hills State University, Spearfish, SD, “Preaching What We Practice: RCR Instruction for Undergraduate Researchers in Writing Studies” Dominic DelliCarpini, York College of Pennsylvania, “Dewey’s Kitchen: Enlightened Pragmatism, the Writing Center, and Undergraduate Primary Research”

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

C.27 Visualizing the New Writing Center: Integrating Verbal and Visual Rhetorics
Union Square 15/16, Fourth Floor

Chair: Douglas Hesse, University of Denver, CO
Speakers: Corinne E. Hinton, St. Louis University, MO, “Theorizing Visual Rhetoric in the Writing Center”
Eliana Schonberg, University of Denver, CO, “Training Writing Consultants to be Visual Rhetoricians”
Sue Mendelsohn, St. Louis University, MO, “Leading from the Center: Writing Centers as Hubs for Visual Rhetoric”

Theory

C.28 Pedagogical Identity: Making Waves Ripple in the Classroom
Sutter, Sixth Floor

Chair: Gwendolyn Pough, Syracuse University, NY
Speakers: Cedric Burrows, University of Kansas, Lawrence
Daryl Lynn Dance, University of Kansas, Lawrence
Angela Glover, University of Kansas, Lawrence
Michael W. Kelly, University of Nebraska, Lincoln

Theory

C.29 The Writing Environment: Space and Service
Van Ness, Sixth Floor

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

History

C.30 Exploring Gender and Class in WWI and Cold War Rhetoric
Union Square 5/6, Fourth Floor

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

**Practices of Teaching Writing**

**C.31  “But You Can’t Talk to Believers”: Dialogue and Dissent in Three Graduate Classrooms**
Union Square 17/18, Fourth Floor

**Chair:** Anne Ellen Geller, St. John’s University, Queens, NY

**Speakers:**
- Anne Ellen Geller, St. John’s University, Queens, NY, “Don’t Make Me Check a Damn Box’: Beginning a Professional Dialogue with the Discipline of English Studies”
- Donna Dunbar-Odom, Texas A&M University-Commerce, “I Was Blind but now I Read: Salvation Tropes in Students’ Literacy Memoirs”
- Shannon Carter, Texas A&M-Commerce, “Manufactured Dissent: Notes from/on the Left-Right Divide”
- Melinda Bobbitt, Texas A&M University-Commerce, “Speaking Out: Teaching Argument through Arguable Texts”

**Practices of Teaching Writing**

**C.32  A Question of Feeling: Addressing Emotional Issues in the Teaching of Writing**
Union Square 3/4, Fourth Floor

**Chair:** Wendy Goldberg, Stanford University, CA

**Speakers:**
- Dana Harrington, East Carolina University, Greenville, NC, “The Disappearing Body: Virtual Learning and the Syntax of Emotions”
- Morris Brown Jr., California State University, Chico, “The Emotional Labor Factor in Writing Instruction”
- Christy Zink, George Washington University, Washington, D.C., “Teaching Writing through Grief: Getting Up for Class when the Professor is Down”

**Practices of Teaching Writing**

**C.33  Making Waves in First-Year Composition: Virginia Woolf and Beginning Writers**
Union Square 21, Fourth Floor

**Chair:** Danell Jones, Montana State University, Bozeman

**Speakers:**
- Kristin Czarnecki, Georgetown College, KY, “How Should One Write an Essay: Virginia Woolf and First-Year Composition”
- Anne Fernald, Fordham University, Lincoln Center, New York, NY, “Pleasure and Difficulty: Teaching Woolf’s Rhetoric”
- Danell Jones, Montana State University, Bozeman, “What Virginia Woolf Can Teach Us about the Teaching of Writing”
Thursday, 1:45–3:00 p.m.

**Community, Civic & Public**

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

Franciscan B, Ballroom Level

*Chair:* Victor Villanueva, Washington State University, Pullman

*Speakers:*
- Susan Romano, University of New Mexico, Albuquerque, “Teaching Race/Language Relations in Colonial Mexico”
- Loyola Bird, The University of New Mexico, Albuquerque, “An Ethnographic Approach to Jicarilla Apache Literacies”

*Respondent:* Victor Villanueva, Washington State University, Pullman

**Practices of Teaching Writing**

**C.35 Teaching English Abroad: The Wave of the Future**

Union Square 23, Fourth Floor

*Chair:* Michael Moore, Michigan Technological Institution, Houghton

*Speakers:*
- Emily Golson, American University, Cairo, Egypt, “The Rhetoric of Rumor: Teaching English in Cairo”
- Ann Green, Saint Joseph’s University, Philadelphia, PA, “‘Crazy English’: Service Learning Students Teaching English in China”

**Institutional and Professional**

**C.36 Language Matters: Reframing Writing Assessment**

Mason, Sixth Floor

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

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

Practices of Teaching Writing

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

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

Composition/Writing Programs

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

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

Research

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

Chair: Tosh Tachino, University of Winnipeg, Manitoba, Canada
Speakers:
- Tosh Tachino, University of Winnipeg, Manitoba, Canada, “Academic Knowledge in Public Policy: Citation Analysis of a Public Inquiry Report”
- Christian Casper, North Carolina State University, Raleigh, “Form, Event, Instantiation”
Thursday, 1:45–3:00 p.m.

**Academic Writing**

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

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

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

**Community, Civic & Public**

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

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

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

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

**D Sessions**

**3:15–4:30 p.m.**

*Featured Session*

**Multigenerational, Intersectional Coalitions**

Continental Ballroom 4/5,
Ballroom Level

**Chair:** Freddy Thomas, Virginia State University

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

**Speakers:**

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

**Discussant:** Angela Haas, Illinois State University, Normal

**Respondent:** Asao B. Inoue, California State University, Fresno

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

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

Grand Ballroom A, Grand Ballroom Level

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

History

D.02 Six Decades / Six Ways

Yosemite B, Ballroom Level

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

Composition/Writing Programs

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

Practices of Teaching Writing

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

History

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

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

Union Square 1/2, Fourth Floor

Chair: Clay Spinuzzi, University of Texas at Austin

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

History

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

Continental Ballroom 6, Ballroom Level

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

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

Composition/Writing Programs

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

Imperial A, Ballroom Level

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

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

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

**Academic Writing**

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

Imperial B, Ballroom Level

*Chair:* Patrick Thomas, Kent State University, OH

*Speakers:* Michael Williamson, Indiana University of Pennsylvania, “Validity and Bias in Writing Assessment”

Norbert Elliot, New Jersey Institute of Technology, Newark, “Validity and the Role of Quantitative Data in Writing Assessment”


Brian Huot, Kent State University, OH, “Validation of Writing Assessment as Argument”


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

**Professional and Technical Writing**

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

Yosemite A, Ballroom Level

*Chair:* Rod Keller, Brigham Young University, Rexburg, ID

*Speakers:* Elaine Hawker, Brigham Young University, Rexburg, ID, “Riding the Wave to Employment”

Darin Hammond, Brigham Young University, Rexburg, ID, “Wave Particle Duality and the Teaching Portfolio: Dialogue and Practice for Emerging Teachers”

Rod Keller, Brigham Young University, Rexburg, ID, “Harnessing the Electronic Wave: Transforming and Extending Contact through Electronic Portfolios”

**History**

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

Golden Gate 5, Lobby Level

*Chair:* Michael Jacobs, Berkeley College, White Plains, NY

*Speakers:* Shevaun Watson, University of South Carolina, Columbia, “Early African American Literacy in Transatlantic Perspective”
Thursday, 3:15–4:30 p.m.

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

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

Research

D.12 (Dis)Connects: Writing Centers, Digital Natives and Digital Immigrants
Golden Gate 7, Lobby Level

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

Practices of Teaching Writing

D.13 Revealing Ourselves, Transforming Our Students: The Role of Personal Revelation in the Writing Class
Golden Gate 8, Lobby Level

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

Research

D.14 The Ethnographic Impetus in Rhetoric, Composition, and Literacy Studies
Continental Ballroom 2, Ballroom Level

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

*Information Technologies*

**D.15  Composition across Media: A Collaboration across Disciplines**
Continental Ballroom 1, Ballroom Level

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

*Practices of Teaching Writing*

**D.16  Approaches to Teaching Basic Writing**
Continental Ballroom 3, Ballroom Level

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

*Practices of Teaching Writing*

**D.17  At the Shoreline: Diving In, Following the Currents, Catching the Waves**
Yosemite C, Ballroom Level

*Chair:* Allison Holland, University of Arkansas at Little Rock  
*Speakers:* Sally Crisp, University of Arkansas at Little Rock, “Celebrating 15 Years as an Independent Department of Writing”  
Cheryl Harris, University of Arkansas at Little Rock, “Promoting the Mastery of Writing Skills/Fostering the Development of Civic Virtues”  
Ann Beck, University of Arkansas at Little Rock, “Supporting, Preparing, and Empowering Teachers and Students in the Public Schools”
Institutional and Professional

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

Practices of Teaching Writing

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

Community, Civic & Public

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

Composition/Writing Programs

D.21 Building Bridges: Family Writing in the Composition Classroom and Community
Van Ness, Sixth Floor
Chair: Xiao Wang, Broward Community College, David, FL
Speakers: Sherry Rankins-Robertson, Arizona State University, Mesa, “Writing about Family in First-Year Composition”
Suzanne Rumsey, Indiana University-Purdue University, Fort Wayne, “Family History and Service Learning: A Prototype in Community Building”
Claire Lauer, Arizona State University, Mesa, “Composing the Sights and Sounds of Our Histories: A Multimodal Approach to Family Writing”
Duane Roen, Arizona State University, Mesa, “Engaging in Family Writing beyond First-Year Composition”

Institutional and Professional

D.22 Labor Rhetoric and Academic Organizing: Possibilities and Predicaments
Lombard, Sixth Floor
Chair: Seth Kahn, West Chester University of Pennsylvania
Seth Kahn, West Chester University of Pennsylvania, “If I Don’t Do It, Nobody Will’: Writing Program Faculty Fulfilling Management Responsibilities”
Kevin Mahoney, Kutztown University of Pennsylvania, “Rhetoric of Advocacy: Curricular Labor and Democratic Futures”
Mary Boland, California State University-San Bernadino, “Contracting Competing Interests: Unionizing and the Preservation of Academic Freedom”
Respondent: Eileen Schell, Syracuse University, NY

Practices of Teaching Writing

D.23 Moving beyond the Breakwater: Thinking “Vertically” about the Advanced Writing Course
Mason, Sixth Floor
Chair: Jonathan Alexander, University of California, Irvine
Speakers: I-Lien Tsay, University of California, Irvine, “Recursion over Time: Revising Advanced Writing Learning Objectives”
Katherine Mack, University of Colorado, Colorado Springs, “Rhetorically Situating Students: Blending Personal and Academic Writing”
Alexandra Sartor, University of California, Irvine, “Natural Publics: A Rhetorical Approach to Nature Writing in the Advanced Writing Course”
Thursday, 3:15–4:30 p.m.

**Theory**

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

Powell, Sixth Floor

_**Chair:**_ Susan Miller, University of Utah, Salt Lake City

_**Speakers:**_ Amelia Herb, University of Illinois, Urbana-Champaign, “Meta-disciplinarity: New Ways of Understanding WAC/WID through Dialogue with Library and Information Scholarship”

Robin Pappas, Oregon State University, Corvallis, “From Ubiquitous Lack to an Ethic of Abundance in Writing Center and Composition/Rhetoric Studies”

**Theory**

**D.25 Alternative Theories of Literacy: Making Waves through Narratives of the Classroom**

Sutter, Sixth Floor

_**Chair:**_ James Seitz, University of Pittsburgh, PA

_**Speakers:**_ Hannah Gerrard, University of Pittsburgh, PA, “Story as Civic Engagement: Narratives of the Classroom and Public Discourse about Literacy”

Ryan D. Smith, University of Pittsburgh, PA, “Remapping the Terrain of Knowledge: Telling Stories of Composition from the Two-Year College”

Stacey Waite, University of Pittsburgh, PA, “Stories as Movable Definitions: Narrating Queer Pedagogies”

Emily Wender, University of Pittsburgh, PA, “Alternative Literacies: Representing Emotion in Narratives of the Classroom”

James Seitz, University of Pittsburgh, PA, “Writing from the Inside: Rethinking Literacy by Narrating the Classroom”

**History**

**D.26 Teaching in the Archive: Finding New Sites for Undergraduate Rhetorical Education**

Taylor, Sixth Floor

_**Chair:**_ Cheryl Glenn, The Pennsylvania State University, University Park

_**Speakers:**_ Jessica Enoch, University of Pittsburgh, PA, “Remembering Women: Teaching Women’s Rhetoric through Monuments and Memorials”

Jenny Edbauer Rice, University of Missouri, Columbia, “Writing Rhetorical Biographies of Place: An Experiment in the Archive”

Jordynn Jack, University of North Carolina, Chapel Hill, “Archiving the South: Researching Southern Women’s Rhetorics”
Thursday, 3:15–4:30 p.m.

Research

D.27  ESL, Feedback, and Assessment
Union Square 17/18, Fourth Floor

Chair: John Wafer, University of Miami, FL

Speakers: Lynn Goldstein, The Monterey Institute of International Studies, CA, “ESL Writing, Feedback, And Revision: The Roles of Teacher Perceptions and Individual Student Factors in the Relationship between Teacher Feedback and Student Revision”

Robert Kohls, Ontario Institute of Studies in Education, Toronto, Canada, “ESL Writing, Feedback, And Revision: The Roles of Teacher Perceptions and Individual Student Factors in the Relationship between Teacher Feedback and Student Revision”

Elisabeth Kramer, University of New Hampshire, Durham, “Re-envisioning Student Authority in Revision”

Jie Zhang, The Pennsylvania State University, State College, “Dynamic Assessment in ESL Writing Classes: Bridging the Present and the Future”

Christian Stuart, University of Washington, Seattle, “Peer Review as Friend and Foe: ESL Writers in a Required Freshman Composition Course”

Institutional and Professional

D.28  Determining Where to Start: Directed Self-placement and SAT Validity
Union Square 15/16, Fourth Floor

Chair: David Lydic, Austin Community College, TX

Speakers: Rebecca Richards, University of Arizona, Tucson, “Riding the Waves of Validity: The Past 3 Years of SAT Writing”

Heidi Rosenberg and Patrick Dunn, Aurora University, IL, “Diving into the Deep: Directed Self-placement and Engaging Students in First-Year Composition”

Brett Griffiths, University of Michigan, Ann Arbor, “DSP and Agency for the Community College Student”

Practices of Teaching Writing

D.29  Life Waves:
Helping Students Negotiate Transition to College
Union Square 5/6, Fourth Floor

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

Speakers: Patty Mack, Lorain County Community College, Elyria, OH, “Transitioning Early College High School Writers into a College Composition Learning Environment: English ETC”

Catherine Mach, Washington University, St. Louis, MO, “Night and Day, Day and Night: Composing a Curriculum for Adult Learners in a Private University”
Sue Whatley, Stephen F. Austin State University, Nacogdoches, TX, “Paradoxical Intention”: Writing Anxiety and the Mini-mester”

**Community, Civic & Public**

**D.30 You’ve Been Served:**
Practice and Development of Service Learning for ESL and Writing-intensive Courses and for Teacher Development
Franciscan D, Ballroom Level

*Chair:* Karen H. Gardiner, University of Alabama, Tuscaloosa

*Speakers:* Lynda Walsh, New Mexico Tech, Socorro, “Constructive Interference: Wikis and Service Learning Make Waves in the Writing Classroom”
Renee DeLong and Amy Lee, University of Minnesota, Minneapolis, “Embodied Teaching: Service Learning as a Laboratory for Teacher Development”
Brad Walker, Middle Tennessee State University, Murfreesboro, “Service Learning and the ESL Composition Class”

**Information Technologies**

**D.31 Digital Currents:**
“Best Practices” in Composition during the First Two Years
Continental Ballroom 9, Ballroom Level

*Chair:* Kip Strasma, Nova Southeastern, Ft. Lauderdale, FL

*Speakers:* Kip Strasma, Nova Southeastern, Ft. Lauderdale, FL, “Performing Distributed Peer-response in Internet and Digital-enhanced Composition Courses”
Xiao Wang, Broward College, Davie, FL, “Constructing E-Portfolios in Composition Courses Online”
Suzanne Labadie, Oakland Community College, Southfield, MI, “Revising Research in the Age of Wikipedia”

**Research**

**D.32 Research in FYC:**
Reading, Reflection, Resistance, and the Postcolonial
Franciscan A, Ballroom Level

*Chair:* Twila Papay, Rollins College, Winter Park, FL

*Speakers:* Michael Bunn, University of Michigan, Ann Arbor, “Lost in the Current: The Role of Reading in the First-Year Writing Course”
Linda Learman, Wayne State University, Detroit, MI, “Of Conflict and Collaboration: Reflective Instrumentalism in the Composition Classroom”
Samaa Gamie, American University in Cairo and URI, South Kingston, “Toward a New Postcolonial Composition Classroom: How to Incorporate World Rhetorics in Composition Scholarship and Teaching?”
Kim C. McDonald, University of New Orleans, LA, “(Re)Positioning Reading in Composition Teaching”
Thursday, 3:15–4:30 p.m.

**Theory**

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

**Research**

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

**Community, Civic & Public**

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

Practices of Teaching Writing

D.36  Breaking Boundaries and Writing Stories: Magazine Writing in the Composition Classroom
Union Square 21, Fourth Floor
Chair: Mary Fakler, State University of New York College at New Paltz
Speakers: Rachel Elliot Rigolino, State University of New York College at New Paltz
Penny Freel, State University of New York College at New Paltz
Joanie Perisse, State University of New York College at New Paltz

Composition/Writing Programs

D.37  Theorizing Theme Sections of Freshman Composition
Union Square 25, Fourth Floor
Chair: Lisa Bailey, University of South Carolina, Columbia
Speakers: Grace Wetzel, University of South Carolina, Columbia, “The Questionable Call for Content: Unpacking Assumptions in Theme Section Scholarship”
Mary Lannon, Nassau Community College, Garden City, NY
Erica Galio, Shippensburg University, PA, “Themed Sections of Freshman Composition: A Pedagogical Approach”

Composition/Writing Programs

D.38  Misconception, Apprehension and Course Design in WAC
Union Square 23, Fourth Floor
Chair: Kathleen Hunzer, University of Wisconsin, Eau Claire
Speakers: Deborah DePiero, St. Andrews Presbyterian College, Laurinburg, NC, “Watching the Tide Change: WAC Faculty Teaching First-Year Composition”
Uma Krishnan, Kent State University, OH, “Science in Composition/Writing Classroom”
Amanda Stansell, University of California, Santa Barbara, “WAC in Gen Ed Writing Courses: Teaching Interdisciplinarity as a ‘Generic’ Research Strategy”
Thursday, 3:15–4:30 p.m.

*Composition/Writing Programs*

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

*History*

**D.40  Back to the Future: Historical Currents of Composition Pedagogy, Administration, and Community Engagement**  
Golden Gate 3, Lobby Level  
*Chair:* Jeremy Schnieder, Bowling Green State University, OH  
*Speakers:*  
Erin Dietel-McLaughlin, Bowling Green State University, OH, “Composing Comedy: Wit, Ridicule, and Parody in Nineteenth-Century U.S. Composition Textbooks”  
Stephanie Anderson, Bowling Green State University, OH, “Engaged Writing Spaces: Exploring 20th-Century University-sponsored Settlement Houses”
Bay area visitors are familiar with Alcatraz as a federal prison; few know American Indians re-claimed that land in 1969 sparking modern Indian activism. Fewer know of the (hi)stories behind this activism which began as early as contact or the rhetorics framing these protests. Still fewer know the ways this activism continues today whether condemning use of Indian mascots to creating individual classrooms which empower Native students. This panel explores the rhetorics, movements and stories of pan-Indian protest as American Indians and others work to subvert dominant ideologies and to raise awareness of all inhabiting Indian lands.

**Speakers:**

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

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

Community, Civic & Public

E.01 The Rhetoric of Environmentalism: Local Practices and Global Strategies
Imperial B, Ballroom Level
Chair: Patrick McHugh, University of California Santa Barbara
Speakers: Cynthia Britt, University of Louisville, KY, “Rachel Carson and the Conservation in Action Series: Rhetorical and Vocational Exigencies in the Creation of a Government Text”
Donnie Sackey, Michigan State University, East Lansing, “University-communities, Sustainability and Digital Media: Evaluating Online Spaces as Sites for Community Ecological Advocacy”
Peter Huk, University of California Santa Barbara, “The Environmental Joke: Greenwashing the Sitcom”
Patrick McHugh, University of California Santa Barbara, “Peak Oil, Apocalyptic, and the Rhetoric of Hope”

Practices of Teaching Writing

E.02 The Digital Now: The Cyberspace Transformation in Composition
Yosemite C, Ballroom Level
Chair: J. Elizabeth Clark, LaGuardia Community College–CUNY, Long Island City
Speakers: J. Elizabeth Clark, LaGuardia Community College–CUNY, Long Island City, “From Paper to Screen: Are We Still Having This Conversation? Transforming a Writing Program One Classroom at a Time”
Kenneth Monteith, LaGuardia Community College–CUNY, “If you can’t beat them. . .” : Joining the Text Message to the Medium”
Marisa Klages, LaGuardia Community College–CUNY, “Public Voices: Blogging and ePortfolios in the Basic Writing Classroom”
**Practices of Teaching Writing**

**E.03  Sovereignty and Dialect: Non-standard English Patterns in the Writing of Navajo Students**

Yosemite B, Ballroom Level

**Chair:** Eric Bateman, San Juan College, Farmington, NM

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

**Language**

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

Franciscan B, Ballroom Level

**Chair:** Christine Tardy, DePaul University, Chicago, IL

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

**Information Technologies**

**E.05  Wikis: Space, Authenticity and Critical Thinking**

Franciscan A, Ballroom Level

**Chair:** Zachery C. Hickman, University Miami, FL

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

*Practices of Teaching Writing*

E.06  **Fluidity, Reflexivity, and Pet Squirrels: Rethinking Research and Writing in the Disciplines**
Continental Ballroom 7, Ballroom Level
*Chair:* Richard Colby, University of Denver, CO
*Speakers:* Richard Colby, University of Denver, CO
Rebekah Shultz Colby, University of Denver, CO
David Daniels, University of Denver, CO

*Research*

E.07  **Is WAC Still Part of the Wave of the Future?**
Continental Ballroom 1, Ballroom Level
*Chair:* Margaret Stahr, Catawba College, Salisbury, NC
*Speakers:* Susan Hahn, DePauw University, Greencastle, IN, “Assessing WAC after 30 Years: What does First-Year Writing Teach?”
Michael Sinowitz, DePauw University, Greencastle, IN and Sarah Summers, The Pennsylvania State University, State College, “Finding Structure in a 5-Paragraph-less World: Assessing Writing Development in a Sophomore Level WAC Course”
Pam Propsom, DePauw University, Greencastle, IN, “Writing in the Sciences and Social Sciences”

*Professional and Technical Writing*

E.08  **Genres and Social/Medical Realities**
Van Ness, Sixth Floor
*Chair:* Huiling Ding, Clemson University, SC
*Speakers:* Huiling Ding, Clemson University, SC, “Genre Analysis of Case Definitions of SARS: Is Medical Knowledge Culturally Contingent or Universally Applicable?”
Catherine Schryer, University of Waterloo, Ontario, Canada, “From Theory through Research to Praxis: Developing Guidelines to Assist in the Writing of Forensic Letters”
Susan Popham, University of Memphis, TN, “Ethos in Electronic Mental Health/ Social Work Charts”

*Theory*

E.09  **Chorographies of Composition: Revisiting Five Key Moments in the 60-Year History of CCCC**
Imperial A, Ballroom Level
*Chair:* Jeff Rice, University of Missouri, Columbia
*Speakers:* Jeff Rice, University of Missouri, Columbia, “1949: Kerouac and Computer Memory”
Thursday, 4:45–6:00 p.m.

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

Practices of Teaching Writing

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

Academic Writing

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

Practices of Teaching Writing

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

Practices of Teaching Writing

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

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

Speakers: Jesse Peters, University of North Carolina, Pembroke, “Radical Administration—Not an Oxymoron: One College Dean Talking”

Jorge Piocuda, Tiffany Schmidt, and Grey Sweeney, University of North Carolina, Pembroke, “Making It Real: FYC Students Discuss Radical Pedagogies”

Kim Gunter, Appalachian State University, Boone, NC, “Takin’ It to the Streets: Social Justice in the FYC Classroom”

Community, Civic & Public

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

Chair: John Raucci, University of Wisconsin-Milwaukee

Speakers: Michael T. MacDonald and John Raucci, University of Wisconsin-Milwaukee, “Public Composition Work, Rhetoric, and Research: The Anxiety of Change”

Katie Malcolm and Casey Gerhart, University of Wisconsin-Milwaukee, “(Re)Mediating Institutional Spaces: Graduate Student WPAs/Activists”

Respondent: Ellen Cushman, Michigan State University, East Lansing

Information Technologies

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

Chair: Bradley Bleck, Spoke Falls Community College, WA


Derek Boczkowski, The Ohio State University at Newark, “When Writing (and Teaching) Goes Public: Blogging and the Wall-less Classroom”


Research

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

Chair: Elissa Caruth, Oxnard College, CA

Speakers: Maria Ornella Treglia, Bronx Community College, CUNY, “Student Responses to Directive and Mitigated Teacher-written Commentary”

Melissa Patchan, University of Pittsburgh, PA, “Writing in Natural Sciences: The Battle between Content Knowledge and Language Fluency”
Tamara Taylor, Washington University, St. Louis, MO, “Measuring the Wavelengths between Silence and Learning: The Influence of Institutional Policies on Graduate Instructor End Comments”

History

E.17 Charting the Ebb and Flow: Reconsidering Debates about the First-Year Requirement
Golden Gate 2, Lobby Level
Chair: John Stovall, National-Louis University, Chicago, IL
Michael Harker, Ohio State University, Columbus, “In This Spirit: Historicizing the Ebb and Flow of a Current and Traditional Complaint”
Matthew Capdevielle, University of Wisconsin-Madison, “Stories and Same Old Stories: Rehearsing and Reiterating the Debates about the First-Year Composition Requirement”

Practices of Teaching Writing

E.18 Wiping Out or Getting Stoked? The Fate of Rhetoric in Basic Writing
Golden Gate 3, Lobby Level
Chair: Margaret Rustick, California State University, East Bay, Hayward
Speakers: Dale Katherine Ireland, California State University, East Bay, Hayward, “Assessing the Incoming Tide: The Role of Rhetoric in Placement and Progress”
Mike Rovasio, California State University, East Bay, Hayward, “Hey, Dude, that Wave is Too Big: Encouraging Faculty to Dive In”
Sarah Nielsen, California State University, East Bay, Hayward, “Standing on Distant Shores: TAs, Multilingual Writers, and Rhetoric in Basic Writing”

Research

E.19 Scholarship @ the CC: Making Waves in the Discipline
Continental Ballroom 2, Ballroom Level
Moderator: Susan K. Miller-Cochran, North Carolina State University, Raleigh
Speakers: Jeffrey Andelora, Mesa Community College, AZ, “What is the State of Research and Scholarship at the Community College?”
Rochelle Rodrigo, Mesa Community College, AZ, “How do Web 2.0 Technologies Change the Face of Community College Scholarship?”
Craig Jacobsen, Mesa Community College, AZ, “Making Waves with Academic Freedom”
Thursday, 4:45–6:00 p.m.

**Information Technologies**

**E.20 Cross-cultural Perspectives on Technology-enabled Learning in the Global Writing Classroom**

Continental Ballroom 3, Ballroom Level

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

**History**

**E.21 Shouting, Slugfests, and Religious Debates: Early 20th-Century Rhetorics**

Golden Gate 8, Lobby Level

*Chair:* Tiffany Rousculp, Salt Lake Community College, UT  
*Speakers:* Anita August, University of Texas at El Paso, “Protest in the WCTU: The Rhetorical Slugfest of Ida B. Wells and Frances Willard over Lynching”  
Crystal Wright, Georgia State University, Atlanta, “Shouting from the Mountaintops: The Feminist Rhetoric of the Women of the West”

**Theory**

**E.22 Save Points: Gaming as Writing, Production, and Play in the Contact Zone**

Continental Ballroom 8, Ballroom Level

*Chair:* Edmond Chang, University of Washington, Seattle  
*Speakers:* Edmond Chang, University of Washington, Seattle, “World of Warcraft, World of Wordcraft”  
J. James Bono, University of Pittsburgh, PA, “Serious Rhetorics and Serious Play: Exploring the Design of Persuasive Games”  
Alenda Chang, University of California-Berkeley, “Engaging Production, or Writing as Design”
Research

E.23  Researching Underrepresented Populations in Higher Education

Continental Ballroom 9, Ballroom Level

Chair: Linda Trinh Moser, Missouri State University, Springfield

Speakers: Jessica Early and Arturo Valdespino, Arizona State University, Tempe, “Writing Your Way into College: Findings from a College Admission Essay Writing Intervention for First Generation Latino High School Seniors”

Nicole Pepinster Greene, Xavier University of Louisiana, New Orleans, “Basic Writing, Access, and Equal Opportunity in Southwest Louisiana”


Information Technologies

E.24  Rhetorical Situatedness and the Web: Kairos, Genre, and Pedagogy

Franciscan D, Ballroom Level

Chair: Byron Hawk, George Mason University, Fairfax, VA

Speakers: Heidi Lawrence, George Mason University, Fairfax, VA

Stephanie Trapnell, George Mason University, Fairfax, VA

Edith Kennedy, George Mason University, Fairfax, VA

Professional and Technical Writing

E.25  Risking the Waves of Interdisciplinary Collaboration: What Happens When Another Department Wants to Change Your Course?

Union Square 1/2, Fourth Floor

Chair: Sheldon Wrice, The University of Akron, OH

Speakers: Jeffry Schantz, The University of Akron, OH

Kelly Webb, The University of Akron, OH

Irina Chernikova, The University of Akron, OH

Michael Johanyak, The University of Akron, OH

Michelle Byrne, The University of Akron, OH
Thursday, 4:45–6:00 p.m.

Practices of Teaching Writing

E.26 Writing-about-Writing Pedagogies: First-Year Composition as Student Intellectual Work
Yosemite A, Ballroom Level
Chair: Doug Downs, Montana State University, Bozeman
Speakers: John Goshert, Utah Valley University, Orem, “Fostering Intellectual Work through Falsification Experiences”
Barbara Bird, Taylor University, Upland, IN, “FYC Content Matters: Teaching Meaning Fosters Students’ Intellectual Engagement”
Laurie McMillan, Marywood University, Scranton, PA, “Multimodality Meets Writing-about-Writing in FYC”
Doug Downs, Montana State University, Bozeman, “Finding What to Ask: FYC, Undergrad Research, and the Problem of Expertise”

Theory

E.27 Sailing for Shore: Sustainability in the Composition Classroom
Franciscan C, Ballroom Level
Chair: Ana Hale, Fort Lewis College, Durango, CO
Speakers: Robert Yagelski, State University of New York at Albany, “Writing, Being, and the Crisis of Sustainability”
Abbey Kanzig, Bowling Green State University, OH, “Disciplined to Conform, Punished by Marginalization: Critical Pedagogy as a Response to Blind Obedience and Invisible Oppression”

Theory

E.28 Bridging the Gaps: Reaching Our Students Across Racial, Regional, and Class Divisions
Union Square 17/18, Fourth Floor
Chair: Leslie A. Werden, Morningside College, Sioux City, IA
Speakers: R. Peter Hunsinger, Iowa State University, Ames, “Dampening the Waves of Critique: The Postmodern Condition and the Limits of Multiculturalism”
Rachel Lewis, University of Arizona, Tucson, “Personal Hardships, Personal Heroics: Race and Class in the College Application Essay”
Linh Dich, University of Massachusetts, Amherst, “How Can Whiteness Studies Inform Contact Zone Pedagogy? Examining Obstacles to Online Engagement”
Thursday, 4:45–6:00 p.m.

Information Technologies

E.29 Doggie Paddling in the Digital Age?: Exploration, Access, and Expression in the Multimodal Classroom

Union Square 25, Fourth Floor

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

Practices of Teaching Writing

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

Union Square 21, Fourth Floor

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

Institutional and Professional

E.31 Waves of the Future: Teacher Training Techniques

Union Square 23/24, Fourth Floor

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

History

E.32 Powers of Amplification: Locating Rhetorical Force in Turn of the Century Letters, Images, and Bibliographies
Golden Gate 4, Lobby Level

Chair: Peter Mortensen, University of Illinois at Urbana-Champaign
Speakers: Christa Olson, University of Illinois at Urbana-Champaign, “Amplifying the Vision of the Nation: White Elites Speaking as if Indigenous in Turn-of-the-Century Ecuador”
Janine Solberg, University of Massachusetts Amherst, “Creating the ‘Business Girl’: Extra-textual Repetition and Networks of Career Advice”
Sarah Hallenbeck, University of North Carolina, Chapel Hill, “Amplifying the New Woman in Turn-of-the-Century America: The Sensational Press and Annie Kopchovsky’s World Bicycle Tour”
Respondent: Peter Mortensen, University of Illinois at Urbana-Champaign

Community, Civic & Public

E.33 The Classroom as Public?
Lombard, Sixth Floor

Chair: Cynthia Jeney, Missouri Western State University, St. Joseph
Speakers: Emily Donnelli, Park University, Parkville, MO, “What’s Left in the Wake of Composition’s ‘Public Turn’?: Reconceiving the Writing Classroom as a Public”
Cynthia Jeney, Missouri Western State University, St. Joseph, “College Writing in the News and Nonfiction: What Does America Read (Know) about College Writing Instruction?”

Practices of Teaching Writing

E.34 Reaching across the Street: A Collaborative Effort between High School and College Composition Faculty
Mason, Sixth Floor

Chair: Karla Hayashi, University of Hawaii at Hilo
Speakers: Karla Hayashi, University of Hawaii at Hilo
Caroline Naguwa, Hawaii Community College, Hilo
Shellie Naungayan, Waiakea High School, Hawaii

Research

E.35 Digital Textual Analysis: Potential for Research and Practice
Taylor, Sixth Floor

Chair: Monica Bulger, University of California, Santa Barbara
Speakers: Monica Bulger, University of California, Santa Barbara
Jessica Murphy, University of California, Santa Barbara
Elizabeth Lagresa, University of California, Santa Barbara
Language

E.36 Grammar, Writing, and Communication
Sutter, Sixth Floor
Chair: José Rei, University of Trás-os-Montes e Alto Douro, Vila Real
Speakers: Carlos Assuncão, University of Trás-os-Montes e Alto Douro, Vila Real
José Belo, University of Trás-os-Montes e Alto Douro, Vila Real, “Writing Challenges in Mother Tongue: Errors and Remedial Work–Results of a Study”
José Rei, University of Trás-os-Montes e Alto Douro, Vila Real, “Writing between School and Society: From the Rhetoric Composition to the Literary Composition and the Generalized Utilitarian Texts”

Institutional and Professional

E.37 Ripple Effects: Sponsoring Secondary Teachers as Sponsors of Student Writers
Powell, Sixth Floor
Chair: Suzie Y. Null, University of California, Santa Barbara
Speakers: Kevin Hooge, University of California, Santa Barbara, “Teachers as Sponsors of Student Access to University Systems”
Suzie Y. Null, University of California Santa Barbara, “Ripple Effects of School Program Improvement Status and National Writing Project Participation: Teacher Communities as Mitigators of Organizational Educational Inequity”
Leah Zuidema, Dordt College, Sioux Center, IA, “‘I’m having a situation here’: Sponsoring Teaching Conversations at the Deep End”

Language

E.38 Strategies for Staying Afloat in the Multi-lingual Classroom
Union Square 15, Fourth Floor
Chair: Kelly Kinney, State University of New York-Binghamton
Speakers: Natalia Andrievskikh, Binghamton University, NY
Kellie French, Binghamton University, NY
Jihye Ahn, Binghamton University, NY
Andrei Guruianu, Binghamton University, NY
Thursday, 4:45–6:00 p.m.

*Practices of Teaching Writing*

**E.39** Can Process Writing Instruction Survive the Outcomes/Assessment Tsunami?

Union Square 14, Fourth Floor

*Chair:* Bruce Ballenger, Boise State University, ID

*Speakers:* Kathleen Cassity, Hawaii Pacific University, Honolulu, “How Brain-based Research Supports Process Pedagogy”

David Mauricio, Hawaii Pacific University, Honolulu, “Process plus Model Inventory: A Strategy for Process Teaching in an Outcomes Environment”

LaReNee Despain, University of Hawaii at Manoa, “Assessing Basic Writers in a Stretch Pilot Course: On the Importance of Student Attitudinal Surveys”

**Practices of Teaching Writing**

**E.40** Disciplinary Wars, Turf Wars, Lies and Compromise: Teaching Business Writing at a Fashion College with Rhetoric, Process, and Creativity

Union Square 5/6, Fourth Floor

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

*Speakers:* Denice Yanni, LIM College, New York, NY, “Who is a Professional? Can We Communicate about Communication?”

Melinda Wilson, LIM College, New York, NY, “That’s Not a Report, It’s Sheer Poetry”

Robert Clark, LIM College, New York, NY, “You Want It ‘Good.’ They Want It ‘Now.’”

*Theory*

**E.41** Revisiting a Major Wave in Composition: The Bartholomae/Elbow “Debate”

Union Square 13, Fourth Floor

*Chair:* Ellen Carillo, University of Connecticut, Waterbury

*Speakers:* Jason Barrett-Fox, University of Kansas, Lawrence, “(Re) Writing Experience: Dewey, Ideology, and the Bartholomae/Elbow Debate”

Brian Schwartz, New York University, NY, “‘You break it, you buy it’: Elbow’s Concept of ‘Ownership’ in Fictional Depictions of Writing Teachers”

Ellen Carillo, University of Connecticut, Waterbury, “(Re)figuring the Bartholomae/Elbow Debate”
Special Interest Groups

6:30–7:30 p.m.

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

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

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

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

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

TSIG.06  Second-Language Writing SIG:
Discussing the Revised CCCC Statement on Second-Language Writing and Writers
Continental Ballroom 8, Ballroom Level
Co-Chairs: Kevin Eric DePew, Old Dominion University, Norfolk, VA
Jill Swavely, Temple University, Philadelphia, PA
Thursday, 6:30–7:30 p.m.

**TSIG.07** Special Interest Group: Writing at the Military Service Academies  
Franciscan A, Ballroom Level  
*Co-Chairs:* Michael Edwards, United States Military Academy, West Point, NY  
Alexis Hart, Virginia Military Institute, Lexington

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Thursday Evening Events**

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

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

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

ALANON
8:00–10:00 p.m.
Union Square 23, Fourth Floor