Friday, March 19

REGISTRATION 8:00 a.m.–5:00 p.m.
Convention Center, Exhibit Hall 1AB, Level 1

EXHIBITS 9:00 a.m.–5:00 p.m.
Convention Center, Exhibit Hall 1AB, Level 1

TETYC Editorial Board Meeting
7:30–8:30 a.m.
Convention Center, Room L13, Lower Level

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

Featured Session

Digital Composing:
Remaking Stories of Literacy, Research, and Life
Marriott, Marriott Ballroom VI,
Second Floor

An intriguing question raised at a featured session at the 2009 CCCC anticipated this panel presentation. One speaker reflected on loss, on what is ignored in our rush to the future; another talked in terms of rich possibilities for new media. The first lamented the loss of such classic notions as style, arrangement, and aesthetics. The second celebrated the emergence of new ways of representing experience. A question from the audience arose: Can’t the two be combined? Can we usefully ask “How does new media allow us to remix the best of the old with the forward-looking technology of the present for students and our own research?”

This session will speak in creative ways to CCCC members, many who have been prepared as professionals in the age of print. We seek to provide examples of digital research and composing within new semiotic landscapes for scholars, teachers, students, and members of the public. Far from threatening composition programs, such spaces may enrich how we explore, appreciate,
and understand literacy, contributing to “and, quite possibly, expanding” the ongoing intellectual work of our profession.

**Chair:** Patrick Berry, University of Illinois, Urbana-Champaign

**Speakers:**
- Sondra Perl, Lehman College of the City University of New York, “The Aesthetics of Digital Storytelling”
- Gail Hawisher, University of Illinois, Urbana-Champaign, “Moving Images of Literacy in a Transnational World”
- Cynthia Selfe, The Ohio State University, Columbus, “Digital Literacy Narratives as Cultural Inquiry”

**Respondent:** H. Lewis Ulman, The Ohio State University, Columbus

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**Special Session**

**Institutional and Professional**

**Remix: Committee Confluence and the Future of the CCCC**

Convention Center, Room L15, Lower Level

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

**Speakers:**
- Sheryl I. Fontaine, California State University, Fullerton, “Committee on Position Statements”
- Paul M. Puccio, Bloomfield College, NJ, “Newcomers’ Orientation Committee”
- Summer Taylor, Clemson University, SC, “Committee on Assessment”
- Karen Lunsford, University of California, Santa Barbara, “Intellectual Property Committee”
- Cynthia Lewiecki-Wilson, Miami University of Ohio, Oxford, “Committee on Disability Issues in College Composition”
- Douglas Eyman, George Mason University, Fairfax, VA, “Committee on Computers in Composition (7Cs)”
- Eileen Schell, Syracuse University, NY, “The CCCC Committee on the Status of Women in the Profession”
Susan Miller-Cochran, North Carolina State University, Raleigh, “Committee on Second Language Writing”
Joyce Irene Middleton, East Carolina University, Greenville, NC, “Committee on Diversity”

**Respondent:** Kent Williamson, National Council of Teachers of English, Urbana, IL
Friday, 8:00–9:15 a.m.

**Community, Civic & Public**

**F.01 Sites of Community/Public Engagement**
Marriott, Kentucky Ballroom A, First Floor

*Chair:* Dominic James Ashby, Miami University, Oxford, OH

*Speakers:*
- Elizabeth Giddens, Kennesaw State University, GA, “Bringing Home Environmental Activism: Remixing Rhetorical Strategies to Achieve Environmental Literacy”
- Ross Collin, Manhattanville College, Purchase, NY, “Digital Literacies and Student Activism: The Case of the Immigrants’ Rights Movement”
- Cheryl Siemers, Kenai Peninsula College/University of Alaska, Soldotna, “Science and Story: Remixing Research in a Composition Service-learning Project on Climate Change in Alaska”

**F.02 Writing Instruction and Public Policy: Joining the Conversation**
Marriott, Kentucky Ballroom B, First Floor

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

*Speakers:*
- Cathy Fleischer, Eastern Michigan University, Ypsilanti, “Framing the Conversation”
- Lauren Luedtke, Eastern Michigan University, Ypsilanti, “Reframing WAC at the Secondary Level”
- Bridget Pizzino, Eastern Michigan University, Ypsilanti, “Educating Stakeholders about Machine Scoring of Writing”
- Andrea Larsen, Eastern Michigan University, Ypsilanti, “Educating Education about the SAT”
- Colleen Doyle, Eastern Michigan University, Ypsilanti, “Making the Case for Literacies”

**Practices of Teaching Writing**

**F.03 Momnipotence: An Intergenerational View of Mothering in the Writing Classroom**
Marriott, Kentucky Ballroom D, First Floor

*Chair:* Kristina Kasik Oakes, American University, Washington, D.C.

*Speakers:*
- Dorothy Radius Kasik, Tumani University, Iringa, Tanzania, “Momnipotence: What Happens in Madam’s Classroom Stays in the Classroom”
- Kristina Kasik Oakes, American University, Washington, D.C., “In-Between: Daughter, Sister, Mother, Teacher”
- Bethany Kasik Hundt, University of New Hampshire, Durham, “Childless Mothering: Practicing and Negotiating Motherhood in the Composition Classroom”
Friday, 8:00–9:15 a.m.

Community, Civic & Public

F.04 Unsanctioned Rhetors in the Public Sphere

Marriott, Kentucky Ballroom E, First Floor

Chair: Susan Jarratt, University of California, Irvine

Speakers:
- Tim Lockridge, Virginia Tech, Blacksburg, “Collective Revision: How Unsanctioned Fan Communities Rewrite Popular Culture”
- Jennifer Case, Shelby County Public Defender’s Office, Memphis, TN, “Clash-ing in the Courtroom: Testing Mainstream Rhetoric against Voices of the Criminally Accused”
- Diana George, Virginia Tech, Blacksburg, VA, “Hobo News: How Hoboes Sought to Rewrite Their Own History”
- Paula Mathieu, Boston College, Boston, MA, “Hobo News: How Hoboes Sought to Rewrite Their Own History, Part II”

Professional and Technical Writing

F.05 Remixing Classical and Affective Approaches to Technical Writing

Marriott, Kentucky Ballroom G, First Floor

Chair: Jim Zimmerman, James Madison University, Harrisonburg, VA

Speakers:
- Evon Hawkins, University of Southern Indiana, Evansville, “Aware-ness and Affect: Characterizing Self-Regulation in Student Technical Writers”
- Fenobia Dallas, Saginaw Valley State University, University Center, MI, “Coordinating Professional and Technical Writing Internships: Praxis. Techne. Metis. Nommo”

Practices of Teaching Writing

F.06 Practicing Culture: College Students, Consumers, and Youth

Marriott, Kentucky Ballroom C, First Floor

Speakers:
- Jennifer Rich, Hofstra University, Hempstead, NY, “Reading Out the Semiotics of Consumer Culture: The Student as Cultural Critic in First Year Composition”
- David Brauer, North Georgia College and State University, Dahlonega, “In Their Tribes: Rethinking Youth Subcultures in the Composition Classroom”
- Kristina Gutierrez, The University of Texas at San Antonio, “Analysis of Literacies, Discourses, and Social Issues within Popular Culture”
Friday, 8:00–9:15 a.m.

Research

F.07 Discovering the Unimagined: Re-envisioning Grounded Theory Using Contextualist Research Paradigms
Marriott, Place Room, First Floor
Speakers: Carmen Siering, Ball State University, Muncie, IN, “Utilizing a Contextualist-Constructivist Framework in Rhetoric and Composition Research”
Heidi Skurat-Harris, Eastern Oregon University, LaGrande
Dani Weber, Ball State University, Muncie, IN

Community, Civic & Public

F.08 Teaching Writing on the Inside: Rethinking Prison Writing Pedagogy
Marriott, Show Room, First Floor
Chair: Kimberly Drake, Scripps College, Claremont, CA
Kimberly Drake, Scripps College, Claremont, CA, “Mixing It Up: Women at Crossroads Write a Stinger Cookbook”
Barbara Roswell, Goucher College, Baltimore, MD, “Prison Teachers Reflect: Tensions and Transformations”

Information Technologies

F.09 Rethinking Policy, Power, and Procedure in University Practice
Marriott, Marriott Ballroom I, Second Floor
Chair: Bushra Malaibari, Eastern Michigan University, Ypsilanti
Stephanie Taylor, University of Nevada Las Vegas, “Bringing e-learning into the 21st century”
Mahala Daniel, University of Missouri-Kansas City, “Visible Politics in Virtual Worlds: Making Space for Democracy in New Media”

Theory

F.10 Digital Literacies: Mediating Process-Based Theory and New Media
Marriott, Marriott Ballroom III, Second Floor
Chair: David Seitz, Wright State University, Dayton, OH
Speakers: Kerri Hauman, Bowling Green State University, OH
Heather Waterfield, Wright State University, Dayton, OH
Emily Meier, Wright State University, Dayton, OH
Respondent: Kristine Blair, Bowling Green State University, OH
F.11 Engaging the Community in Developing Inclusive Literacy Practices
Marriott, Marriott Ballroom IV, Second Floor

Speakers: Jaclyn Wells, Purdue University, West Lafayette, IN, “Mixing Research and Engagement: Using Empirical Methods to Rethink, Revise, and Renew College-Community Connections”
H. Allen Brizee, Purdue University, West Lafayette, IN, “Mixing Research and Engagement: Using Empirical Methods to Rethink, Revise, and Renew College-Community Connections”
Kate Vieira, University of Wisconsin-Madison, “A Translation, a Letter, a Transcript, and an Article: How Writing at the Ethnographic Research Site Shapes Insider/Outsider Status”

F.12 Research Paper Remix: Understanding Research Writing in the Digital Age
Marriott, Marriott Ballroom V, Second Floor

Chair: Randall McClure, Georgia Southern University, Statesboro
Speakers: Randall McClure, Georgia Southern University, Statesboro, “Re-thinking Information Behavior: A Remix on Secondary and Postsecondary Students as Researchers”
Rebecca Moore Howard, Syracuse University, NY, “From the Surface of Citation to the Depth of Critical Reading: Digging Beneath the Remix”
Janice Walker, Georgia Southern University, Statesboro, “Remixing Instruction in Information Literacy: The LILAC Project Update”
James P. Purdy, Duquesne University, Pittsburgh, PA, “Rethinking Our Approach to Plagiarism Detection Services: Researching Student Researchers”

F.13 F Grades, Or, Who Put the A in Assessment?
Marriott, Marriott Ballroom VII, Second Floor

Chair: Ian Barnard, California State University, Northridge
Speakers: Steven Wexler, California State University, Northridge, “Writing and Risk Management”
James Rovira, Tiffin University, OH, “Dialogism vs. Assessment in the Composition Classroom”
Sherry Truffin, Tiffin University, OH, “Assessment as an Enlightenment Nightmare”
Friday, 8:00–9:15 a.m.

**Composition/Writing Programs**

**F.14 Getting WAC to Work: Remixing Roles and Expectations of Graduate Writing**
Marriott, Marriott Ballroom VIII, Second Floor

*Chair:* Katie Gunter, North Dakota State University, Fargo

*Speakers:* Dale Sullivan, North Dakota State University, Fargo “Remixing Institutional Expectations”

Abigail Gaugert, North Dakota State University, Fargo, “Reassessing Graduate Writers’ Needs”

Enrico Sassi, North Dakota State University, Fargo, “Recomposing the Instructor”

**Theory**

**F.15 Rhetorical Theory: Genes, Kairos, Translation and Things**
Marriott, Marriott Ballroom IX, Second Floor

*Chair:* Janet Bean, The University of Akron, OH

*Speakers:* Kirsti Cole, Minnesota State University, Mankato, “Kairotic Dissemination: Re-engendering Notions of Immediacy”

Rebecca Lorimer, University of Wisconsin-Madison, “The Rhetorical Potential of Translation: Rethinking the Space between Languages”

Jenell Johnson, Louisiana State University, Baton Rouge, “Rhetorical Things: Rethinking the Rhetorical Situation with Actor-Network Theory”

Risa Applegarth, University of North Carolina-Greensboro, “Rhetorical Scarcity: Theorizing Constraints in Professional Genres”

**Practices of Teaching Writing**

**F.16 Rethinking Voice: Concerns of ESL Student Writers**
Marriott, Marriott Ballroom X, Second Floor

*Chair:* Ronald Lunsford, University of North Carolina–Charlotte

*Speakers:* Nancy Pfingstag, University of North Carolina–Charlotte

Meg Morgan, University of North Carolina–Charlotte

Ronald Lunsford, University of North Carolina–Charlotte

**Practices of Teaching Writing**

**F.17 Orality, Literacy, and Secondary Orality: Rethinking Freshman Composition at an American University in 21st Century Qatar**
Marriott, Clubhouse Room, Second Floor

*Chair:* Jesse Ulmer, Virginia Commonwealth University, Qatar

*Speakers:* Jesse Ulmer, Virginia Commonwealth University, Qatar

Samia Dietz, Virginia Commonwealth University, Qatar
Friday, 8:00–9:15 a.m.

Theory

F.18  Rethinking Comics: New Theories and Histories of Rhetoric
Marriott, Grandstand Room, Second Floor
Chair: Jason E. Cohen, Berea College, KY
Speakers: Pauline Uchmanowicz, SUNY New Paltz, “Toward a Poetic of Comics”
Franny Howes, Michigan State University, East Lansing, “The Comic Book as Literacy Technology: Revising and Rethinking Multimodality and Visual Rhetoric”
Aaron Clayton, Binghamton University, NY, “Revisionist Comix”

Community, Civic & Public

F.19  Multi-Mediated Engagements
Marriott, Paddock Room, Second Floor
Chair: John Hyman, American University, Washington, D.C.
Speakers: Joannah Portman Daley, University of Rhode Island, Kingston, “Remixing Civics in the Digital Age: How Social Media Redefines Engagement for the Net Generation”
Erin Dietel-McLaughlin, Bowling Green State University, OH, “Contesting the Power of Authorship: Digital Culture, YouTube, and the Remixing of Democracy”
John Castronova, Michigan State University, East Lansing, “Blogging and Global Agency: Analyzing the Use of Blogging in Post-Colonial Cultures”

History

F.20  Gender and 19th Century Rhetorical Education
Convention Center, Room L1, Lower Level
Henrietta Rix Wood, University of Missouri-Kansas City, “Exploring a Liminal Site: The Published Writing of Central High School Girls, 1890-1930”
Amanda Moulder, University of Texas-Austin, “Lock Up Your Daughters: Gender and Writing among Nineteenth Century Cherokee Women”
Friday, 8:00–9:15 a.m.

Theory

F.21 Global and Transnational Mixes
Convention Center, Room L2, Lower Level

Speakers: Uma Krishnan, Kent State University, OH, “Remixing ‘old and new theories’ to Construct Identities for Life in Writing Classrooms”
Iswari Pandey, Syracuse University, NY, “Audience Inc.: Re-articulating Audience in Global Englishes”
Mara Holt, Ohio University, Athens, “U.S. and Transnational Feminisms of Thelma and Louise (1991) and Chaos (2003)”
Gobinda Prasad Pandey, Dillibaza Kanya Multiple Campus, Kathma, Nepal, “Audience Inc.: Re-articulating Audience in Global Englishes”

Composition/Writing Programs

F.22 Writing Studies Remixed:
Rethinking What We Do and How We Do It
Convention Center, Room L3, Lower Level

Speakers: Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada, “Possibilities for ‘Practical Morality’: Re-Imagining Connections to Civic Life in the Undergraduate Writing Major”
Arabella Lyon, SUNY-Buffalo, Buffalo, “Owning First Year Writing: A Litmus Tests for Rethinking Instructor Knowledge”
Bryna Siegel Finer, Southern Vermont College, Bennington, “Persistence, Resistance, and Change: Rethinking Researched Writing”

Practices of Teaching Writing

F.23 Teaching Queerly: Rethinking Connections between Literacy, Sexuality, and Curricula
Convention Center, Room L4, Lower Level

Chair: Amber Luce, Syracuse University, NY
Speakers: Amber Luce, Syracuse University, NY, “Because She Made It an Issue’: Negotiating Resistance in a Sexual Literacy Pedagogy”
Anna Hensley, Miami University, Oxford, OH, “‘Why Would We Want to Change’: Gendered Language in the Composition Classroom”
Aurora Matzke, Miami University, Oxford, OH, “‘Why Would We Want to Change’: Gendered Language in the Composition Classroom”
Sonya Lawson Parrish, Miami University, Oxford, OH, “‘Why Would We Want to Change’: Gendered Language in the Composition Classroom”
Janell Haynes, Syracuse University, NY, “That’s Not Higher Education’: Rhetorical Activism and Sexuality”
Saturday, 8:00–9:15 a.m.

Practices of Teaching Writing

F.24 Writing and Religion: Beliefs, Identities, and Practices
Convention Center, Room L5, Lower Level

Chair: Amy Weaver, University of California, Santa Cruz

Speakers: Jennie Giaconia, University of Akron, OH, “Rethinking Religion in the Composition Classroom: The Logical Next Step”
Alison M. Perry, Hofstra University, Hempstead, NY, “This Little Light o’ Mine: Reluming Spirituality, Reanimating Student Writing”
Heather Camp, Minnesota State University-Mankato, “Religious Identity and Ethos Construction: Exploring Challenges to Effective Rhetorical Participation in the Academy”

Professional and Technical Writing

F.25 Remixing Theory in Professional and Technical Communication
Convention Center, Room L6, Lower Level

Speakers: Victoria Hannum, University of Alabama, Huntsville, “Rethinking Critical Technical Communication Theory by Focusing on the Political Unconscious”
Peter Kratzke, University of Colorado, Boulder, “The Perfect Storm: Rhetorica Purpose, Generic Form, and Ethnographic Tactics in Charles Pratt’s ‘The American Bicycle’”
Dominic Micer, University of Southern Indiana, Evansville, “Critical Conditions: Rhetorical Borderlands and the Construction of Intercultural Agency”

Information Technologies

F.26 Writing Programs Meet Web 2.0: What, Where, and Most of All, Why?
Convention Center, Room L7, Lower Level

Chair: Michael Pemberton, Georgia Southern University, Statesboro

Speakers: Michael Pemberton, Georgia Southern University, Statesboro, “Skype Me the YouTube Facebook Twitter on My Writing Center’s Vista OWL SecondLife Ning; or, Undergraduates Write ‘Web 2.0 for Dummies’”
Kathryn Nielsen-Dube, Merrimack College, North Andover, MA, “It’s the End of the World as We Know It (and I Feel Fine): Web 2.0 Meets Generation 1.5”
Kathleen Shine Cain, Merrimack College, North Andover, MA, “It’s the End of the World as We Know It (and I Feel Fine): Web 2.0 Meets WAC/WID”
Friday, 8:00–9:15 a.m.

**History**

**F.27 Moments That Moved the People: Rhetoric, Writing, and Social Movements**

Convention Center, Room L8, Lower Level

*Speakers:* Wendy Sharer, East Carolina University, Greenville, NC, “Once More to the Woods: Revisiting and Remixing the Teaching of Writing in the Civilian Conservation Corps Camps”

Teagan Decker, University of North Carolina Pembroke, “The Office of Minority Affairs and Diversity Writing Center at the University of Washington: A History of Shifting Demographics and Competing Philosophies”

Katy Southern, University of Wisconsin-Madison, “Ya Gotta Know the Territory: Progressive Era Librarians Creating Community-Specific Literacy Programming in Rural and Urban America”

**Academic Writing**

**F.28 Rewriting Process to Invention: Academic Writing’s Greatest Hits**

Convention Center, Room L9, Lower Level

*Chair:* Craig Rood, North Dakota State University, Fargo

*Speakers:* Heather Urbanski, Central Connecticut State University, New Britain, “Inquiry as a Task: Revisiting Process to Demystify Academic Work”


Jane DeTullio, Monmouth University, West Long Branch, NJ, “A Whole Lotta Shakin’ Going On: Re-seeing Invention”

Linda Littman, Monmouth University, West Long Branch, NJ, “A Whole Lotta Shakin’ Going On: Re-seeing Invention”

**Institutional and Professional**

**F.29 Genre and the Invention of the Rhet-Comp Profession(al)**

Convention Center, Room L12, Lower Level

*Chair:* Anis Bawarshi, University of Washington, Seattle

*Speakers:* Catherine McDonald, Western Washington University, Bellingham, “What Do I Do Now?: Genre Theory and TA Training that Transfers”

Amanda Hill, Cornish School of the Arts, Seattle, WA, “Playing Tennis as a New Writing Center Coordinator: How Understanding Uptake Helps Mediate New Genre Systems”

Gretchen M. Coulter, Whatcom Community College, Bellingham, WA, “How to Assume the Position: Genre Uptake and Gaps in TA Preparation”
Practices of Teaching Writing

F.31 Does Commenting Still Matter? Genre, Gender, and Knowledge Transfer in the Work of Composition
Convention Center, Room 201, Level 2
Chair: Brenda Glascott, California State University, San Bernardino
Speakers: Chris Warnick, College of Charleston, SC, “It Takes a College: Expanding Feedback Opportunities and Its Effects on Genre Knowledge”
Kaitlin Briggs, University of Southern Maine, Portland, “The ‘Sexual/Textual Politics’ of Teacher Commentary on Student Papers in College”
Missy-Marie Montgomery, Springfield College, MA, “Revisiting Sommers’ ‘Responding to Student Writing’: Students Speak Back about What Comments Do and Don’t Do”
Brenda Glascott, California State University, San Bernardino, “Why Commenting (Still) Matters: Students’ Reflections on Teacher’s Comments in the Era of Efficiency”

Language

F.32 Revisioning Archival Research: Theorizing Methods, Challenges, and Gaps
Convention Center, Room 202, Level 2
Moderator: Jessica Enoch, University of Pittsburgh, PA
Speakers: Jill Lamberton, Wabash College, Crawfordsville, IN, “Hanging Up Looking-Glasses at Odd Corners: Archival Methods in Rhetoric and Composition”
Lisa Shaver, Baylor University, Waco, TX, “When There Are No Women in the Room: Revising Notions of Archival Research”
Sarah R. Robbins, Texas Christian University, Fort Worth, “Remixing Sources, Rethinking Discursive Gaps: Tales from Research on a Missionary’s African Service”

Composition/Writing Programs

F.33 Remixing Writing Programs for a Digital World
Convention Center, Room 207, Level 2
Speakers: Pamela Takayoshi, Kent State University, OH, “Composing in a Digital World: Lessons from One Writing Program’s Transition to a Multimodal and Digital Curriculum”
Marshall Kitchens, Oakland University, Rochester, MI, “Creating a BA in Writing for New Media”
Ryan Trauman, University of Louisville, KY, “Institutional Reconstructions of ‘Writing’ in Response to Emerging Technologies”
Friday, 8:00–9:15 a.m.

*Creative Writing*

**F.34 Creative Nonfiction Pedagogy for First Year Composition**  
Convention Center, Room 208, Level 2  
*Chair:* Virginia A. Chappell, Marquette University, Milwaukee, WI  
*Speakers:* Andrew Bourelle, University of Montana Western, Dillon, “Rethinking Antithetical Composition Pedagogies by Infusing Creative Nonfiction into First-Year Writing Classrooms”  
Daniela Ragusa, Southern Connecticut State University, New Haven, “The Lonely Hearts Clean Plate Club: Learning and Teaching Creative Nonfiction”  
Julie J. Nichols, Utah Valley State College, Orem, “Creative Nonfiction and First-Year Comp: Writing about Writing re: Prepositions, Pandas, and Plato”

*Academic Writing*

**F.35 Rethinking Tradition: Using Public Texts to Remix Academic Writing**  
Convention Center, Room 209, Level 2  
*Chair:* Joyce Malek, University of Cincinnati, OH  
*Speakers:* Lisa Beckelhimer, University of Cincinnati, OH, “Renewing Purpose: Public Writing as Social Engagement”  
Michele Griegel-McCord, University of Cincinnati, OH, “Recasting the Research Essay: Moving Academic Writing into the Public”  
Cynthia Nitz Ris, University of Cincinnati, OH, “Revisiting Place: A Layered Approach to Analyzing Nontraditional Texts”

*Practices of Teaching Writing*

**F.37 Remaking the Writing Recipe: Applying Mindfulness and Yoga to Teaching Composition**  
Convention Center, Room 211, Level 2  
*Chair:* Kim Flachmann, California State University, Bakersfield  
*Speakers:* Lance Cummings, Miami University of Ohio, Oxford, “Cooking Up First and Second Problematic: Remaking the Writing Recipe”  
Katie Piper, University of Cincinnati, OH, “Re-Membering Writing Identity through Yoga in the Composition Classroom”  
Ann Del Principe, Kingsborough Community College, CUNY, Brooklyn, “Ahimsa, Satya, and Writing Assessment: Applying the Practice of Yoga to the Practice of Teaching”
**History**

**F.38 Spreading the Word(s): 19th Century Women Rhetors/Rhetoricians Re-sounding Spiritual Spaces**

*Convention Center, Room 214, Level 2*

*Chair:* Hildy Miller, Portland State University, OR  
*Speakers:*  
- Valerie Kinsey, University of New Mexico, Albuquerque, “A Question of ‘Conversion’: Rhetoricity in Isabel Crawford’s *Kiowa* and *Double-Logic in Historical Narrative*”  
- Martha L. Henning, Portland Community College, OR, “Discourse as Organism: A Renewal of the Teachings of Gertrude Buck”  
- Hildy Miller, Portland State University, OR, “Healing and Heretics: The Oracular Discourse of 19th Century Women Mediums”

**Practices of Teaching Writing**

**F.39 “Why Do I Need Composition If I Want to Be a Chef?”: Connecting Composition and Experiential Learning in the Career University**

*Convention Center, Room 215, Level 2*

*Chair:* Uzzie T. Cannon, Johnson and Wales University, Charlotte, NC  
*Speakers:*  
- Alana Sherrill, Johnson and Wales University, Charlotte, NC, “Salvaging Connections: Recontextualizing Composition in the Career University”  
- Daphne Williams Thompson, Johnson and Wales University, Charlotte, NC, “Prewriting Strategies for Bakers, Takers, and Shakers: Rethinking Traditional Composition Activities in a Career University”  
- Uzzie T. Cannon, Johnson and Wales University, Charlotte, NC, “Relocating the Composition Class: Fieldworking as Experiential Learning in the Career University”
Friday, 8:00–9:15 a.m.

Information Technologies

F.40  
Campus, Community, Collaboration: Remixing New Media and Civic Engagement in the Writing Classroom
Convention Center, Room 218, Level 2
Chair: Michelle Albert, University of Colorado, Boulder
Speakers: Michelle Albert, University of Colorado, Boulder, “Wikis as Spaces for Public Reflection on a Civic Engagement Project”
Erik Ellis, University of Puget Sound, Tacoma, WA, “Creativity for a Cause: A Film-Industry Approach to Civic-Minded Multimedia Essays”
Joshua Kupetz, University of Colorado, Boulder, “Opening the Aperture: Composing a Civic Self with New Media”
David Underwood, University of Colorado, Boulder, “The Campus Media Lab: Beyond the Custodial”

Composition/Writing Programs

F.41  
“Go to the Writing Center”: Rethinking Requirements and Resistance
Convention Center, Room 219, Level 2
Speakers: Lauren Rosenberg, Eastern Connecticut State University, Willimantic, “Writing for ‘Their Own Ends’: The Writing Center Requirement, Remixed”
Rita Malenczyk, Eastern Connecticut State University, Willimantic, “Writing for ‘Their Own Ends’: The Writing Center Requirement, Remixed”
Kennie Rose, University of Louisville, KY, “Rethinking Student Resistance in Peer Tutoring Programs”
G Sessions
9:30–10:45 a.m.

Featured Session

CCCC’s Language Policy Committee:
Summing Up Two Decades of Work on Language and Liberation
Marriott, Kentucky Ballroom E, First Floor

While it would not be possible in a single session to detail all the issues the committee has addressed in the past twenty years, in this session LPC will highlight key areas that continue to impact language education and composition studies: English Only including the adoption of the organizational National Language Policy, promoting multilingualism for the entire U.S. Nation: our Language Knowledge and Awareness Survey; and the publication of Language Diversity in the Classroom from Intention to Practice. For several years, LPC has conducted Preconvention Workshops on Ebonics and Language Diversity. We will discuss the workshop conclusions and possible implications for school/program administrators, classroom teachers, and researchers.

Chair: Geneva Smitherman, Michigan State University, East Lansing

Speakers: Rashidah Jaami’ Muhammad, Governors State University, University Park, IL, “21st Century Remix: Hearing Global Voices of a Multilingual Society”
Friday, 9:30–10:45 a.m.

**Kim Brian Lovejoy**, Indiana University-Purdue University, Indianapolis, “Practical Pedagogy for Composition: Nurturing Change”

**Terry Carter**, Southern Polytechnic State University, Marietta, GA, “Remixing, Rethinking, and Reflecting the Intersections of Language Policy Workshops and Composition Pedagogy”

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**History**

**G.01 ReComposing Pasts: Archiving Rhetoric and Composition**

Marriott, Kentucky Ballroom A, First Floor

*Chair:* Frances Fitzgerald, Madonna University, Livonia, MI  
*Speakers:*  
Nathan Shepley, Ohio University, Athens, “Locating Histories of Composition: Writing at the ‘Harvard on the Hocking’”  
Ryan Skinnell, Arizona State University, Tempe, “Material Archives and the ‘New’ Historiography”  
Amelia Herb, University of Illinois, Urbana-Champaign, “Revisionist Histories: Rewinding the Relationship between Composition and Rhetoric through Archival Findings on the Commission on Rhetoric and 1964 Seminar of Scholars”

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**Community, Civic & Public**

**G.02 Remixing Service Learning for Civic Engagement**

Marriott, Kentucky Ballroom B, First Floor

*Chair:* Beth Ann Maxfield, Henderson State University, Arkadelphia, PA  
*Speakers:*  
Dirk Remley, Kent State University, OH, “Remixing Reciprocity: You Don’t Have To Be an Activist to Give Back”  
Cara Kozma, Wayne State University, Detroit, MI, “Check Out This Remix: Sampling Globalization Theory into Service Learning”  
Scott Hicks, University of North Carolina, Pembroke, “Reinventing Composition with Civic Engagement”  
Susan Crisafulli, Franklin College, IN, “Reinventing Composition with Civic Engagement”
Practices of Teaching Writing

**G.03 Visualizing Arguments from “the Wild”: Developing Advanced Literacy through Diagramming Arguments in the Writing Classroom**

Marriott, Kentucky Ballroom D, First Floor

*Chair:* Danielle Zawodny-Wetzel, Carnegie Mellon University, Pittsburgh, PA


Mara Harrell, Carnegie Mellon University, Pittsburgh, PA, “How Diagramming Arguments with Pen and Paper in a Philosophy Class Improves Critical Thinking”

Doug Phillips, Carnegie Mellon University, Pittsburgh, PA, “Using Argument Diagrams to Talk about the News Media”

Alexis Teagarden, Carnegie Mellon University, Pittsburgh, PA, “Using Argument Diagrams for Peer Review in the First-Year Writing Classroom”

Practices of Teaching Writing

**G.04 New Media and the Incredible Shrinking Prose: A Prismatic Discussion**

Marriott, Kentucky Ballroom F, First Floor

*Chair:* Brian Jackson, Brigham Young University, Provo

*Speakers:* Brian Jackson, Brigham Young University, Provo, “Prose Contractions: The Labor Pains of Democratic Eloquence”

Ethan Sproat, Purdue University, West Lafayette, IN, “Of Tweets and Twutterances (or Twittering the Incommensurable to Extremes)”

Jeff Swift, Brigham Young University, Provo, Utah, “The New Economy of Style: How Twitter Owns the Discussion”

Jason Thompson, University of Wyoming, Laramie, “Metonymy and the War Video Game”

Dana Anderson, Indiana University, Bloomington, “Large Lessons from Small Selves: The Storied Persuasion of Micro-autobiographical Narrative”
Friday, 9:30–10:45 a.m.

**Information Technologies**

**G.05 A Remixeding of Tools:**
*Embedding Blogs in Showcase E-Portfolios*
Marriott, Kentucky Ballroom G, First Floor

*Chair:* John Holland, University of Southern California, Los Angeles

*Speakers:* Mark Marino, University of Southern California, Los Angeles, “E-Portfolio Options: Analyses and Observations”
Caley Feagin, University of Southern California, Los Angeles, “Educational Blogging: Opportunities and Risks”
Geoffrey Middlebrook, University of Southern California, Los Angeles, “A Hybrid Platform: Performances and Perceptions”

**Academic Writing**

**G.06 Beyond Great Debate: Reflections on Teaching Argument**
Marriott, Kentucky Ballroom C, First Floor

*Speakers:* Patricia Hanahoe-Dosch, Harrisburg Area Community College, Lancaster, PA, “From Ancient Practices to a Modern Context: Using Public Dialogue as a Means of Developing Ideas and Constructing Critical Arguments”
Seth Martin, Harrisburg Area Community College, Lancaster, PA, “From Ancient Practices to a Modern Context: Using Public Dialogue as a Means of Developing Ideas and Constructing Critical Arguments”
Joe Letter, Tulane University, New Orleans, LA, “Privileging Kairos: Remixeding the Moves for Teaching Argument”
Jessica Charlton, Harrisburg Area Community College, Lancaster, PA, “From Ancient Practices to a Modern Context: Using Public Dialogue as a Means of Developing Ideas and Constructing Critical Arguments”

**Practices of Teaching Writing**

**G.07 Ecocomposition: Living and Writing in a Sustainable World**
Marriott, Place Room, First Floor

*Chair:* Liberty Kohn, Winona State University, Lafayette, LA

*Speakers:* Adrienne Cassel, Sinclair Community College, Dayton, OH, “Writing in the Weathered World”
Kimberly Moekle, Stanford University, CA, “Re-Envisioning Ecocomposition: The Rhetoric of Sustainable Energy and the Ecology of Writing”
Rick Kmetz, University of Nevada-Reno, “Rhetorical Narratives in a Nuclear Landscape: Apocalyptic Rhetoric and the Narrative Imaginations of the United States’ Only Deadly Nuclear Accident”
Information Technologies

G.08 Lessons from Rethinking Strategies for Distance Learning: Getting to Know Our Students More
Marriott, Show Room, First Floor
Chair: Barbara Jo Krieger, SUNY Potsdam
Speakers: Linda Shelton, Utah Valley University, Orem, “Rethinking Distance Learning and the Future of Liberal Education”
Angela Bilia, The University of Akron, OH, “A Simulacrum of Classroom Learning: Rethinking Distance Learning College Composition in an Open Admissions Public University”
Simone Billings, Santa Clara University, CA, “With Whom Will We Stand? With Whom Will We Learn?”

Research

G.09 Remixing Literacy to Create Cultural and Religious Identities: Literacy Practices of Inclusion
Marriott, Marriott Ballroom II, Second Floor
Chair: Tim N. Taylor, Eastern Illinois University, Charleston
Speakers: Todd Snyder, Ohio University, Athens, “Writing Identity: The Rhetoric(s) of Appalachian Lives”
Catherine Matthews Pavia, University of Massachusetts-Amherst, “Faith-Based Literacy and Liberal Discourse: One Online Religious Group’s Use of Intimate Literacy and Public Deliberation to Encourage Open Perspectives towards Difference”
Gwen Gorzelsky, Wayne State University, Detroit, MI, “Remixing Literacy and Social Change: Findings from a Historical-Qualitative Study of Spiritual Literate Practices”

Academic Writing

G.10 Is There an Essay in This Class? Writing Across the Curriculum with Web 2.0
Marriott, Marriott Ballroom V, Second Floor
Chair: Peggy Lindsey, Wright State University, Dayton, OH
Brian Leingang, Edison Community College, Piqua, OH, “Iphones, Facebook, and Blogs, Oh My!”
Sarah McGinley, Wright State University, Dayton, OH, “De-Wickeding Wikipedia”
Practices of Teaching Writing

G.11  Is This Facebook or an Online Writing Class? Rethinking and Retooling Communication Strategies in Online Writing Courses
Marriott, Marriott Ballroom VI, Second Floor

Speakers: Roxanne Kirkwood, Marshall University, Huntington, WV, “Is this Facebook or an Online Writing Class? Rethinking and Retooling Communication Strategies in Online Writing Courses”
Kelli Prejean, Marshall University, Huntington, WV

Community, Civic & Public

G.12  Rethinking the Role of Writing in Community-Based Pedagogies: Using Research, Collaboration, and Self Reflection to Foster Civic Learning
Marriott, Marriott Ballroom VII, Second Floor

Chair: Jennifer Ahern-Dodson, Duke University, Durham, NC

Speakers: Jennifer Ahern-Dodson, Duke University, Durham, NC, “Rethinking Writing to Learn: How Writing in Discipline-Specific CBR Prepares Students for Lives of Civic Responsibility”
Connie Mick, University of Notre Dame, IN, “Conducting Oral Histories to Serve Community Partners and Teach Writing”
Ann Bomberger, Gannon University, Erie, PA, “Remixing Empathy and Challenge in First-year Students’ Reflections on Commonality and Difference”

Practices of Teaching Writing

G.13  Learning from Dropouts, Non-Majors, and Ideologies
Marriott, Marriott Ballroom VIII, Second Floor

Chair: Andrew Moss, California State Polytechnic University, Pomona

Speakers: Deborah Shaller, Towson University, MD, “Form and Reverberation: Ideology and the Academic Essay”
Pegeen Reichert Powell, Columbia College Chicago, IL, “Failure Is Always an Option: What Student Dropouts Can Teach Us about Our Work”

Theory

G.14  Theorizing Agency in Writing Studies
Marriott, Marriott Ballroom IX, Second Floor

Chair: Jan Bone, Roosevelt University, Schaumburg, IL

Speakers: Greg Weiss, University of Southern Mississippi, Hattiesburg, “A Symbiotic Reframing: Self Actualization and Composition”
Eric Leake, University of Louisville, KY, “Reinterpreting Personal Writing as Bridging the Empathy Gap”
Clayton Walker, Wayne State University, Detroit, MI, “The Embodied Act of Writing: Toward a Theory of Affects and Agency”
Theory

G.15 Ripe Cultural Moments: Revisiting Kairos in Network Theory, Public Discourse, and Collective Memory
Marriott, Marriott Ballroom X, Second Floor

Chair: Kristine Johnson, Xavier University, Cincinnati, OH
Speakers: Lars Soderlund, Purdue University, West Lafayette, IN, “Kairotical Memory: How Collective Memory Processes Form Kairotic Moments”
Kristine Johnson, Xavier University, Cincinnati, OH, “Beyond Words: Charisma in Public Discourse”
Mark Pepper, Purdue University, West Lafayette, IN, “Moments of Opposition and Negotiation: Kairotic Emergence Meets the Spoiler”

Practices of Teaching Writing

G.16 Remixed Difference in the Composition Classroom
Marriott, Clubhouse Room, Second Floor

Chair: Kristen Getchell, Indiana University of Pennsylvania
Speakers: Stacey Waite, University of Pittsburgh, PA, “How to Write Like a Queer”
T J Geiger, Syracuse University, NY, “Sophistry, Sexuality, and Spirituality in the Composition Classroom”
Jeffrey Maxson, Rowan University, Glassboro, NJ, “Remixing the University: Multigenre Writers Writing Difference”

Theory

G.17 Weaving a Web of Literacies: Rethinking the Negative Spaces
Marriott, Grandstand Room, Second Floor

Chair: Bettina Ramon, Texas State University, San Marcos
Speakers: Bettina Ramon, Texas State University, San Marcos, “Composing, Gender, and Composing Gender: Developing a Gendered Literacy”
Jenna Allen, Texas State University, San Marcos, “Gaps in the Web of Literacies: Avoiding Missed Opportunities for Learning”
Stephanie Stewart, Texas State University, San Marcos, “Renewing Responsibility: Engaging Students and Their Literacies in the Community”
Friday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**G.18 Rethinking Intertextuality, Cultural Conflict, and Ethics**  
Marriott, Paddock Room, Second Floor  
*Chair:* Kimberly Freeman, Northeastern University, Boston, MA  
*Speakers:* Alice Myatt, Georgia State University, Atlanta, “Intertextuality, Cultural Capital, and Plagiarism”  
Craig Hulst, Grand Valley State University, Allendale, MI, “Not on the Fly: Creating an Ethical Perspective for Teaching Writing”  
Colton Mailes, Missouri State University, Springfield, “Rethinking the Divide between Rhetoric and Propaganda: Teaching Ethical Responsibility in the Composition Classroom”

**Composition/Writing Programs**

**G.19 Mixing It Up: A First Year Experience in the Contact Zone**  
Convention Center, Room L1, Lower Level  
*Speakers:* Leah Chambers, Indiana University of Pennsylvania-Punxsutawney, “Space, Place, and Race: Negotiating the First Year in the Contact Zone”  
Lynn Shelly, Indiana University of Pennsylvania-Punxsutawney, “Reading and Writing for the Dream: A Living-Learning Community in the Contact Zone”  
Mindee Lieske, Indiana University of Pennsylvania, Indiana, “Playing Collaborative Catch Up with Digital Literacies”

**Theory**

**G.20 Revisiting the Connection between Reading and Writing**  
Convention Center, Room L2, Lower Level  
*Chair:* Joshua Shinn, California State University, San Bernardino  
*Speakers:* Alice Horning, Oakland University, Rochester, MI, “Reading Remixed: Revisiting and Solving the Reading Problem”  
Mariolina Salvatori, University of Pittsburgh, PA, “Revisiting the Reading/Writing Connection”  
Patricia Donahue, Lafayette College, Easton, PA, “Revisiting the Reading/Writing Connection”  
Marilyn Fenton, Southern New Hampshire University, Manchester, “Reread, Revise, Reflect”
Composition/Writing Programs

G.21 Starting from Scratch: How We Invent Writing Programs
Convention Center, Room L3, Lower Level
Chair: Juli Parrish, University of Minnesota Duluth
Speakers: Juli Parrish, University of Minnesota Duluth, “Introducing ‘Writing Studies’”
Jim Zukowski, Lake Superior State University, Sault St. Marie, MI, “The Taste of My Heart in My Throat Again: Performing the Intellectual and Emotional Work of WPA”
Jean A. Grace, University of Pittsburgh, PA, “Steering by Stars in Motion: Thinking Stylistically and Pedagogically to Define a Program”

Research

G.22 2009 WPA Research Grant Recipients Report on Innovative Solutions to Class Size Dilemmas, WPA Identity, and Writing Integration into Lower-Division Psychology
Convention Center, Room L4, Lower Level
Chair: Sue Doe, Colorado State University, Fort Collins
Speakers: Sue Doe, Colorado State University, Fort Collins, “Investigating the Role of Direct Instruction and Transparent Assessment Criteria in a General Psychology Course’s Writing Integration”
Kimberly Harrison, Florida International University, Miami, “Investigating the Use of Nontraditional Means to Meet Traditional Aims in First-Year Writing Classes”
Michael Creeden, Florida International University, Miami, “Investigating the Use of Nontraditional Means to Meet Traditional Aims in First-Year Writing Classes”
Colin Charlton, University of Texas-Pan American, McAllen, “The Assemblage Project and WPA Identities: Flip Videos, Snail Mail, and a New Type of Knowledge Production”

Community, Civic & Public

G.23 Bringing Wreck wit’ My Rhetorical Toolkit: Strategies for Rethinking Diversity, Difference, and Civic Engagement in the Public Sphere
Convention Center, Room L5, Lower Level
Chair: Keith Gilyard, The Pennsylvania State University, University Park
Speakers: Damon Cagnolatti, The Pennsylvania State University, University Park, “Vestibular Pedagogy: (Re)Envisioning the Classroom as a Portal from Personal Experience to Public Dialogue”
Ersula Ore, The Pennsylvania State University, University Park, “Under New Management: Barack Obama and the Remaking of the Union”
David Green, The Pennsylvania State University, University Park, “It Ain’t No Joke: Re-visioning Civil Rights Narratives for a Post-Civil Rights Generation”
Friday, 9:30–10:45 a.m.

Professional and Technical Writing

G.24 Business Writing 2.0: Using Virtual Spaces and Places
Convention Center, Room L6, Lower Level
Chair: Kate Stone, University of Rhode Island, Kingston
Speakers: Tina Bacci, University of Rhode Island, Kingston, “Social Affordances in Workplace Email: The Limits and Potentials of Social Properties Embedded in Workplace Email Functions”
William Walter, University of Florida, Gainesville, “Corporate Role-Playing in Synthetic Social Space”

Practices of Teaching Writing

G.25 Theorizing Wiki Use in the Composition Classroom
Convention Center, Room L7, Lower Level
Chair: Matthew Sharp, Virginia Tech, Blacksburg
Speakers: Kerry Dirk, Virginia Tech, Blacksburg, “Teacher Authority and the Wiki”
Allison D. Carr, University of Cincinnati, OH, “Public Writing Practices as Disruptive Pedagogy”
Kelly Goad, Virginia Tech, Blacksburg, “Wikis and the Classroom Community”

Academic Writing

G.26 Testing the Limits and Uses of Ethnography to Expand Our Understanding of Literacy Practices
Convention Center, Room L8, Lower Level
Speakers: Micheal Taber, University of South Florida, Tampa, “Revisiting North: A Rhetorical Critique of Ethnography in Composition Studies”
Neil Baird, Western Illinois University, Macomb, “Undergraduate Ethnographies of Digital Communities: Methodological Adaptation in Studies of World of Warcraft and Second Life”
Jillian Hill, Kent State University, OH, “Rethinking the ‘Social Paradigm’ for Qualitative Research for Workplace Literacy: Analyzing Collaboration in One Workplace Setting”

Theory

G.27 Scholars from Far Afield: Implications for Rhetoric and Composition
Convention Center, Room L9, Lower Level
Chair: Nate Kreuter, University of Texas at Austin
Speakers: Maggie Werner, University of Arizona, Tuscon “Intervention: Articulating Queer Political Power”
Nate Kreuter, University of Texas at Austin, “Think of a Cognitive Scientist”
Michael Duncan, University of Houston-Downtown, TX, “Biblical Source Critics or Rhetorical Critics?”
History

G.28 Telling the Tales: Remixing the History of African American Education in the Kentucky Borderland
Convention Center, Room L10, Lower Level

Chair: Carol Mattingly, University of Louisville, KY
Anne Heintzman, University of Louisville, KY, “African American Education at Berea College”
Phillip Blackmon, University of Louisville, KY, “That’s Not the Story I Heard! Remixing the History of the Closing of Louisville Municipal College, the African American University of Louisville”

History

G.29 Teaching and Assessing Writing: A Twenty-Fifth Anniversary Celebration
Convention Center, Room L11, Lower Level

Chairs: Norbert Elliot, New Jersey Institute of Technology, Newark
Les Perelman, Massachusetts Institute of Technology, Cambridge, MA
Gita Das Bender, Seton Hall University, South Orange, NJ, “Understanding, Evaluating, and Improving Generation 1.5 Student Performance: Edward M. White and the Lessons of Directed Self Placement”
Edward White, University of Arizona, Tucson, “Teaching and Assessing Writing: Reflections on the Twenty-Fifth Anniversary of My Book”
Respondent: Brian Huot, Kent State University, OH

Language

G.30 Revisiting Identity, Critical Analysis, and Composition Theory: A Linguistic Analysis of Writer-Reader Interaction and Knowledge Construction
Convention Center, Room L12, Lower Level

Chair: Bethany Davila, University of Michigan, Ann Arbor
Speakers: Moises D. Perales-Escudero, University of Michigan, Ann Arbor, “A Discursive Exploration of Raul Sanchez’s ‘Cultural Theory and Writing Theory’”
Zak Lancaster, University of Michigan, Ann Arbor, “Examining ‘Critical Analysis’ and Evaluative Stance in Student Writing”
Bethany Davila, University of Michigan, Ann Arbor, “Indexicality and ‘Standard’ English: Examining the Link between Writing and Identity”
Friday, 9:30–10:45 a.m.

**Composition/Writing Programs**

**G.31 Remaking General Education Assessment, Rejecting Classical Assessment Theory**

Convention Center, Room L15, Lower Level

*Chair:* Tony Scott, University of North Carolina-Charlotte

*Speakers:* Lil Brannon, University of North Carolina-Charlotte, “Assessment Cartography and the Problem of Valuation”
Tony Scott, University of North Carolina-Charlotte, “Remapping the Program with Constructivist Assessment”
Chris Gallagher, Northeastern University, Boston, MA, “Rethinking Reliability: Documenting Dissensus across the Disciplines”
Shari Stenberg, University of Nebraska-Lincoln, “Rethinking Validity: Defining Writing across the Disciplines”

**Institutional and Professional**

**G.32 Writing Program Administration and Student Misconduct: Rethinking Disciplinary Policy in Light of Evolving Institutional Landscapes**

Convention Center, Room 201, Level 2

*Chair:* Ronda Dively, Southern Illinois University-Carbondale

*Speakers:* Gerald Nelms, Southern Illinois University-Carbondale, “What If Plagiarism Were a Crime?”
Ronda Dively, Southern Illinois University-Carbondale, “Angry Students and Anxious Administrators: Addressing Disruptive Student Behavior in Post-Secondary Composition Programs”
John Dively, Eastern Illinois University, Charleston, “Deconstructing Information Silos: A Legal Primer for Sharing Knowledge about Potentially Dangerous Students”

**Practices of Teaching Writing**

**G.33 Teaching Writing through Affective Embodiment(s)**

Convention Center, Room 202, Level 2

*Speakers:* David Rogers, The University of North Carolina at Greensboro, “Obama’s Body Speaks and Writes: Rhetoricized Bodies in the Composition Classroom”
Elizabeth Wilkinson, University of St. Thomas, St. Paul, MN, “Piute Pedagogy: Rhetorical Connections across Gender, Class, Culture”
Aaron Chandler, The University of North Carolina at Greensboro, “Poverty and Pathos: (Re)Composing Class”
Practices of Teaching Writing

G.34 Navigating Writing Instruction at an HBCU: Remixing Language and Literacy Practices for Diverse Linguistic Communities

Convention Center, Room 207, Level 2

Chair: Melissa Pearson, Claflin University, Orangeburg, SC
Speakers: Melissa Pearson, Claflin University, Orangeburg, SC, “Rethinking Authentic African American Voice in Writing Instruction”
Stephany Spaulding, Claflin University, Orangeburg, SC, “Switching Codes: Articulating the Black Market Value of Whiteness in HBCUs”
Corrie Claiborne, Claflin University, Orangeburg, SC, “Defining Race at the HBCU: Racial Incidence in Pop Culture, How It Defines Race and Implications for Writing Pedagogy”
Sherietta Murrell, Claflin University, Orangeburg, SC, “It’s the Remix Baby: Hip Hop Pedagogy within the Traditional Classroom at HBCUs”

Institutional and Professional

G.35 Reloading the Canon: Invention, Organization, and Academic Democracy

Convention Center, Room 208, Level 2

Chair: Christine Fitzsimons, West Chester University of Pennsylvania
Seth Kahn, West Chester University of Pennsylvania, “Reclaiming Shared Governance”
Respondent: Rachel Riedner, George Washington University, Washington, D.C.

Composition/Writing Programs

G.36 Rethink, Remix, Renew: Composition Pedagogy in a Digital Realm

Convention Center, Room 209, Level 2

Chair: Rachel Bennett, Texas Woman’s University, Denton
Speakers: Jason Forrest, Texas Woman’s University, Denton, “Teaching the Rhetoric of Identity in a Second Life Environment”
Katt Blackwell-Starnes, Texas Woman’s University, Denton, “Our Comments, Ourselves: Creating Online Identities and Relationships: Part 1”
Rachel Bennett, Texas Woman’s University, Denton, “Our Comments, Ourselves: Creating Online Identities and Relationships: Part 2”
Marc Azard, Texas Woman’s University, Denton, “Digital Democracy: The Role of Technology in the Composition Classroom”
Friday, 9:30–10:45 a.m.

*Academic Writing*

**G.37 What Students and Teachers Think: Assessing the Assessors**
Convention Center, Room 210, Level 2
*Chair:* Carl Donner, Palm Beach Atlantic University, FL
*Speakers:* Aimee Mapes, Duke University, Durham, NC, “Borderland Space/Place in a BW Support Program”
Meredith Love, Francis Marion University, Florence, SC, “Remixing the Student Writer through Quantitative Research”
Matthew Nelson, Francis Marion University, Florence, SC, “Remixing the Student Writer through Quantitative Research”
Beth Kania-Gosche, Lindenwood University, St. Charles, MO, “What Students Think of Direct Writing Assessments: A Remix of the Writing Process”

*Creative Writing*

**G.38 Practicing What We Teach: Creative Writers Teaching Writing**
Convention Center, Room 211, Level 2
*Chair:* Pat Bizzaro, Indiana University of Pennsylvania
*Speakers:* Marjorie Stewart, Art Institute of Pittsburgh, PA, “If This Is Tuesday, It Must Be Creative Nonfiction: Remixing the ‘Four Genres in 16 Weeks’ Approach to Creative Writing”
John Ryan Hrebik, Indiana University of Pennsylvania, “Revisiting the Creative Writing Workshop: Traditional and Modern Approaches to Peer Response”

*Practices of Teaching Writing*

**G.39 In the Mix: Connecting Theories of Multiplicity to Critical Pedagogy**
Convention Center, Room 214, Level 2
*Chair:* Kevin Roozen, Auburn University, AL
*Speakers:* Barnett Timothy, Northeastern Illinois University, Chicago, “Critical Literacy Narratives: Embodying Theory in the First-Year Writing Class”
Michelle Steil, Northeastern Illinois University, Chicago, “Rekindling First-Year Writing Pedagogy: Global Conversations vis-à-vis Texts in Translation”
Marcia Buell, Northeastern Illinois University, Chicago, “Revisiting Conventions: Embodying Theories of Multiplicity through Student-generated Ethnographies”
Laura Spencer, Northeastern Illinois University, Chicago, “Re-examining Writing Center Pedagogy: Finding the Intersection of Theory and Practice”
History

G.40 Elizabeth Cady Stanton, Eliza Griffin Johnston, and Nellie Bly: Historical Scences of Women’s Rhetoric
Convention Center, Room 215, Level 2
Chair: Julie Drew, University of Akron, OH
Speakers: Leslie Terrell, University of Memphis, TN, Leslie Terrell, University of Memphis, TN, “Enlightenment Philosophy and Religious Skepticism as Rhetorical Strategy in Stanton’s Woman’s Bible”
Stacey Gaines Parham, University of Alabama, Tuscaloosa, “From Insane Asylum Exposé to Jailhouse Confessional: Mixing It Up with Nellie Bly”
Henrietta Shirk, Montana Tech of The University of Montana, Butte, “Nineteenth-Century Biomedical Rhetoric in the Works of Eliza Griffin Johnston”

Professional and Technical Writing

G.41 Rethinking Professional Writing and Undergraduate Studies
Convention Center, Room 218, Level 2
Chair: Amy Edwards-Patterson, Northwestern University, Beaver Dam, WI
Speakers: Derek Ross, Auburn University, AL, “Rethinking Research: An Analysis of Undergraduate Perceptions of Research”
Joshua Lenart, University of Utah, Salt Lake City, “Rethinking the Corporate-Liberal Arts Complex in Professional Writing Instruction”
Roxane Gay, Michigan Technological University, Houghton, “Bridging Ruptures: Revising the Stories We Tell about Student Writing”

Composition/Writing Programs

G.42 An Ever Widening Circle: Feedback to Student Writing
Convention Center, Room 219, Level 2
Chair: Chris Gerben, University of Michigan, Ann Arbor
Speakers: Alan Shima, University of Gävle, Sweden, “How Good Is My Writing?: The Dialogism of Assessment”
Michelle Liptak, Siena College, Loudonville, NY, “Competing with the ‘Real’ Authority: Familial Influence and the Writing Center”
Jackie Grutsch McKinney, Ball State University, Muncie, IN, “Rogue Peer Feedback: Students Are Doing It for Themselves”
Friday, 9:30–10:45 a.m.

Professional and Technical Writing

G.43 Gender and Power Relations as Mediated through Scientific Writing and Publishing
Marriott, Marriott Ballroom I, Second Floor

Chair: Mary Jane Curry, University of Rochester, NY

Speakers:
David Ian Hanauer, Indiana University of Pennsylvania, “Diversifying the Concept of Scientific Writing: The Heroic Quest for a Bipolar Bacteriophage Virus as Male Science”
Mary Jane Curry, University of Rochester, NY, “Women Writing for Publication in Electrical Engineering”
Karen Englander, Universidad Autónoma de Baja California, Ensenada, Mexico, “What Is the Strength in Numbers? Female Geoscientists’ Experiences of Collaborating and Publishing”

Photo courtesy of Louisville Convention & Visitors Bureau
Twenty-five years ago, when scholars began interrogating the relationship of rhetoric and feminism, our goal was to recover women’s contributions to rhetorical history and practice. The explosion of recuperative feminist work (i.e., by Bizzell, Buchanan, Ede, Gere, Glenn, Jarratt, Johnson, Kates, Logan, Lunsford, Mattingly, Powell, Ratcliffe, Royster, Swearingen, and many others) continues to be impressive. Just as impressive has been the ever-widening scope of feminist rhetorical scholarship. The purpose of this panel, “Rhetorics and Feminisms: The Remix,” is to demonstrate the many ways the feminist rhetorical project continues to invigorate rhetorical theory, practice, history, and pedagogy, often by moving beyond the recovery of female figures.

Chair: Nan Johnson, The Ohio State University, Columbus

Speakers: Cheryl Glenn, The Pennsylvania State University, University Park, “Field of Dreams: Beyond Women”
Jacqueline Jones Royster, The Ohio State University, Columbus, “Rescue, Recovery, and Inscription: Now What?”
Lisa Ede, Oregon State University, Corvallis, OR, “Women’s Work: Remaking Theory, Practice, and Pedagogy”
Andrea Lunsford, Stanford University, Palo Alto, CA, “Women’s Work: Remaking Theory, Practice, and Pedagogy”
Shirley Wilson Logan, University of Maryland, College Park, “Recovery in Stereo”
History

H.01 Renewing Institutional Histories
Marriott, Kentucky Ballroom A, First Floor

Speakers: Christopher Dean, University of California at Santa Barbara, “The Contingent Faculty ‘Problem’ and the Professionalism of Composition”
O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT, “Writing Across the Curriculum: Revisiting the History of the Faculty Workshop”
Theresa Richardson, University of Oklahoma, Norman, “Revisiting the Historical Origins of the Low Status of Professing Composition”

Community, Civic & Public

H.02 Sites of Literacy Practice and Engagement
Marriott, Kentucky Ballroom B, First Floor

Chair: Sharon M. Gallagher, Penn State, Erie

Speakers: Deborah Mutnick, Long Island University, Brooklyn, NY, “Remixing the Federal Writers Project for the 21st Century”
Sarah Higinbotham, Georgia State University, Atlanta, “Teaching Writing to a ‘Captive’ Audience: Infusing Optimism in Prison Inmates through Service Learning”
Baotong Gu, Georgia State University, Atlanta, “Teaching Writing to a ‘Captive’ Audience: Infusing Optimism in Prison Inmates through Service Learning”
Marilee Brooks, Michigan State University, East Lansing, “Using and Belonging in Professional Spaces and Place: How Working from Home is Different from Working at School for Graduate Students in a Rhetoric and Composition Program”
H.03 Mapping Remixings of Texts and Textual Practices
Marriott, Kentucky Ballroom C, First Floor
Chair: Kevin Roozen, Auburn University, AL
Speakers: Tabetha Adkins, Texas A&M Commerce, “‘Pay It Forward’ Literacy Sponsorship: Remaking the Mainstream Model”
Kevin Roozen, Auburn University, AL, “Development across Domains: Remapping the Production of Literate Practice and Person”

Practices of Teaching Writing

H.04 Responding with Elbow: Kicking the Writer into the Audience
Marriott, Kentucky Ballroom E, First Floor
Chair: Peter Elbow, University of Massachusetts, Amherst
Speakers: Magda Gilewicz, California State University, Fresno
Diane Miniel, California State University, Fresno
Andrea Osteen, California State University, Fresno
Kirk Stone, California State University, Fresno
Marcus Chinn, California State University, Fresno
Respondent: Peter Elbow, University of Massachusetts, Amherst, MA

Practices of Teaching Writing

H.05 Remaking the Personal and the Political: Expressivism, Invention, and Social/Political Practices
Marriott, Marriott Ballroom VII, Second Floor
Chair: Lynn Bloom, University of Connecticut, Storrs
Speakers: Thomas Girshin, Binghamton University, NY, “Rethinking Creativity: A Holistic Approach to Invention”
Lydia Petersson, Mary Baldwin College, Staunton, VA, “Invention, Imagination, and the Writing Senses: A Cognitive-Sensory Approach”
Susan Miller, University of Utah, Salt Lake City, “The Parallel Prizes in Expressive and Political Contests”

Practices of Teaching Writing

H.06 Rethinking the Center: Anti-Racist, Anti-Oppressive and Feminist Pedagogies and the Writing Center
Marriott, Kentucky Ballroom F, First Floor
Chair: Lydia Saravia, University of Illinois at Chicago
Speakers: Charitianne Williams, University of Illinois at Chicago
Vainis Aleksa, University of Illinois at Chicago
Lindsay Marshall, University of Illinois at Chicago
Friday, 11:00 a.m.–12:15 p.m.

Information Technologies

H.07 “Cerebral, Gelatinizing” Scholarship: Three Perspectives on Remixed Video from Freshman Composition to the Tenure-Track

Marriott, Kentucky Ballroom G, First Floor

Chair: Susan Hilligoss, Clemson University, SC

Speakers: Alicia Hatter, Clemson University, SC, “I Made This: ‘Becoming Screen Literate’ in the Freshman Composition Classroom”
Randy Nichols, Clemson University, SC, “Innocents Abroad: Cultural Media-\ies in the Study Abroad Experience”
Tharon Howard, Clemson University, SC, “Who Watches? Evaluating Digital Scholarship in the Academy”

Professional and Technical Writing

H.08 Sites of Advocacy

Marriott, Kentucky Ballroom D, First Floor

Chair: Mary E. Fakler, SUNY, New Paltz

Speakers: Robert McEachern, Southern Connecticut State University, New Haven, “Remixing the Writer and the Reader: Nonprofits’ Use of Web 2.0”
Susan Popham, University of Memphis, TN, “Communication in a Non-Profit Organization to Improve Inner-City Health Care”
Deborah Welsh, East Carolina University, Greenville, NC, “Using Civic Rhetoric and Foucault’s Systems of Discourse to Advocate for Elderly Infirm Victims of Nursing Home Abuse”

Composition/Writing Programs

H.09 Remixed Scholarship: Sharing Undergraduate Research

Marriott, Place Room, First Floor

Chair: Joyce Kinkead, Utah State University, Logan

Speakers: Muriel Harris, Purdue University, West Lafayette, IN, “Tutors and the Scholarly Conversation”
Laurie Grobman, Penn State University-Berks, Reading, “Young Scholars in Writing, a Peer-Reviewed Journal for Undergraduate Research”
Joyce Kinkead, Utah State University, Logan, “Sharing Research through Celebrations of Writing and Undergraduate Journals”
Bump Halbritter, Michigan State University, East Lansing, “Students’ Right to Their Own Conversation(s): FYC, Publishing, and the Teacher’s Media Cabinet”
Practices of Teaching Writing

H.10 Renewing Student Engagement in Curriculum Design
Marriott, Show Room, First Floor

Speakers: Randall Spinks, Nassau Community College, Garden City, NY, “Approach/Avoidance in the Autobiographical, Academic Essay: How Students Get Credit for Their Own Ideas”
Roger Cherry, Ohio State University, Columbus, “Helping Students Construct Their Own Writing Assignments”
Tamika Barrett, University of Pittsburgh, PA, “Students as Co-designers of Writing Curriculum: The Thematic Investigation and Narrative Writing of Students’ Schooling Experiences”

Information Technologies

H.11 Out with the Old in with the New: Redefining Methods of Responding to Student Writing
Marriott, Marriott Ballroom I, Second Floor

Speakers: Danielle Roach, Old Dominion University, Norfolk, VA, “Assessment and Asynchronous Online Writing Instruction”
Lisa Litterio, Salem State College, MA, “Pedagogy in Synchronous Online Tutoring: Remixing the Idea of a Traditional Writing Center”
Judith Szerdahelyi, Western Kentucky University, Bowling Green, “Remixing Technologies for Effective Instructor Feedback: Responding to Student Writing in an Online Environment”

Theory

H.12 Reclaiming the Rural: Histories, Rhetorics, and Pedagogies
Marriott, Marriott Ballroom IV, Second Floor

Chair: Sara Webb-Sunderhaus, Indiana University-Purdue University, Fort Wayne

Speakers: Charlotte Hogg, Texas Christian University, Fort Worth, “Reclamation as Remix: Critical Rural Literacies”
Kim Donehower, University of North Dakota, Grand Forks, “Reclamation as Remix: Critical Rural Literacies”
Eileen Schell, Syracuse University, NY, “Reclamation as Remix: Critical Rural Literacies”
I. Moriah McCracken, The University of Texas-Pan American, Edinburg, “I Pledge My Head to Clearer Thinking: Finding a Hybrid Literacy in 4-H Record Forms”
Carolyn Ostrander, Syracuse University, NY, “The Early Grange as a Mixed-Gender Site of Rhetorical Education”
Cynthia Ryan, University of Alabama at Birmingham, “Get More from Your Life on the Land: Negotiating Rhetorics of Progress and Tradition in a Neoliberal Environment”
Robert Brooke, University of Nebraska-Lincoln, “Claiming Rural Rhetorical Space for Students as Future Citizens”
Practices of Teaching Writing

H.13  Remixing the HBCU Writing Class with Sneakers, Hip Hop, and Activism
Marriott, Marriott Ballroom VI, Second Floor
Chair: Ojay Johnson, Johnson C. Smith University, Charlotte, NC
Speakers: Jemayne King, Johnson C. Smith University, Charlotte, NC, “Sole Food: Digestible Sneaker Culture”
Ojay Johnson, Johnson C. Smith University, Charlotte, NC, “Race, Rap, and Religion: Sampling God-Talk as Critical Literacy”
Glenn Hutchinson, Johnson C. Smith University, Charlotte, NC, “Remixing Activism at the HBCU”

Institutional and Professional

H.14  Using Accreditation Assessment Standards to Drive Writing Collaboration: Where, When, and How
Marriott, Marriott Ballroom VIII, Second Floor
Chair: Daniel Driscoll, Drexel University, Philadelphia, PA
Craig Bach, Drexel University, Philadelphia, PA, “Viewing Writing Assessment from the Provost’s Office”
Valaria Arms, Drexel University, Philadelphia, PA, “Digital Media and Student-Generated Writing Assessment”

Practices of Teaching Writing

H.15  Revisiting the Hard Stuff: The Intersection of Race and Identity
Marriott, Marriott Ballroom IX, Second Floor
Chair: Twila Yates Papay, Rollins College, Winterpark, FL
Speakers: Meagan Rodgers, University of Science and Arts of Oklahoma, Chickasha, “Intent and Effect: Reconsidering How White Students Make Sense of Race”
Nicole Provencher, The University of Texas at San Antonio, “Intersectionality and Identity: African American Feminist Theory and Praxis in the Composition Classroom”
Irene Lietz, Carlow University, Pittsburgh, PA, “Revisiting Race-Themed Composition: First-Semester Students Can Do the Hard Stuff”
Theory

H.16  **Remixing and Theorizing Identity in Louisville**
Marriott, Marriott Ballroom X, Second Floor

*Chair:*

*Speakers:* Eric Detweiler, Nashville State Community College, TN, “Remixing the Mason-Dixon Line: Southern Identity in Louisville and Beyond”
Whitney Hardin, Wayne State University, Detroit, MI, “Remixed Identities: Rhetorical Ecologies and the Performance of Louisvillian Citizenship”

Practices of Teaching Writing

H.17  **Reassessing Assessment: Emotions, Contracts, and Rubrics**
Marriott, Clubhouse Room, Second Floor

*Chair:* Kara Taczak, Florida State University, Tallahassee

*Speakers:* Andrew Golden, Florida International University, Miami, “(Re) Negotiating Assessment in the Multicultural Classroom through the use of Student-Generated Grading Rubrics”
Randall Pinder, University of Michigan, Ann Arbor, “Looking Back, Looking Forward: Contract Grading in College Composition”

Theory

H.18  **Coming to Terms with Evangelical Identity in Composition Studies**
Marriott, Grandstand Room, Second Floor

*Speakers:* Michael DePalma, University of New Hampshire, Durham, “Re-envisioning Religious Discourses as Rhetorical Resources in Composition Teaching: A Pragmatic Response to the Challenge of Belief”
Rachel Reneslacis, Lee University, Cleveland, TN, “What’s a Story for? Student Writing, Scripture, and Narrative Authority”
Michelle Payne, Boise State University, ID, “Terms of Understanding: What Do Graduate Students Need to Know about Religious Literacy?”
Jeff Ringer, Lee University, Cleveland, TN, “The Ambiguity of Spirituality: Evangelical Identity in Graduate Student Writing”
Friday, 11:00 a.m.–12:15 p.m.

Research

H.19  Reading Students(,) Writing Research: An Empirical Study of First-Year Public Writing
Marriott, Paddock Room, Second Floor
Chair: Carol Hayes, The George Washington University, Washington, D.C.
Carol Hayes, The George Washington University, Washington, D.C., “From High School to College: The Role of Public Writing in First-Year Writing”

Institutional and Professional

H.20  Longitudinal Writing Assessment among Peer Institutions: Unexpected Outcomes
Convention Center, Room L1, Lower Level
Chair: Nancy K. Barry, Luther College, Decorah, IA
Speakers: Rick Incorvati, Wittenberg University, Springfield, OH
Ty Buckman, Wittenberg University, Springfield, OH
Jon Christy, Luther College, Decorah, IA

Composition/Writing Programs

H.21  Research on Learning Transfer, and How We Use That Research to Improve Classroom and Institutional Success
Convention Center, Room L2, Lower Level
Chair: Anne Balay, Indiana University Northwest, Gary
Speakers: Anne Balay, Indiana University Northwest, Gary
Scott Weeden, Indiana University-Purdue University, Indianapolis
Patricia Buckler, Indiana University Northwest, Gary

Composition/Writing Programs

H.22  The Zen of Writing Assessment: Practices On and Off the Cushion (at the University of X)
Convention Center, Room L3, Lower Level
Chair: Bonita Selting, University of Missouri, Columbia
Speakers: Bonita Selting, University of Missouri, Columbia
Catherine Chmidling, University of Missouri, Columbia
Marty Patton, University of Missouri, Columbia
Theory

H.23  **Remixing Delivery:**
**Circulating Rhetorics and Rhetorical Circulations**
Convention Center, Room L4, Lower Level

*Chair:* Collin Brooke, Syracuse University, NY
*Speakers:* Laurie Gries, Syracuse University, NY, “Resuscitating the Temporal in Rhetorical Theory and History: What’s Time Got to Do with It?”
Gage Scott, Florida State University, Tallahassee, “A Method of Non-Linear Dynamics: Tracking Discursive and Material Flows in Post-Katrina Baton Rouge”
Kristen Seas, University of North Carolina Wilmington, “Translating Rhetorical Circulation for Students through Malcolm Gladwell’s *The Tipping Point*”

*Respondent:* Jim Ridolfo, University of Cincinnati, OH

Practices of Teaching Writing

H.24  **Grade Expectations: Student Entitlement Attitudes in First-Year Composition Courses**
Convention Center, Room L5, Lower Level

*Chair:* Lanette Grate, University of Central Arkansas, Conway
*Speakers:* Francie Bolter, University of Central Arkansas, Conway
Sophie Bradford, University of Central Arkansas, Conway
Lanette Grate, University of Central Arkansas, Conway

History

H.25  **World Histories, Global Rhetorics**
Convention Center, Room L6, Lower Level

*Speakers:* Bruce McComiskey, University of Alabama at Birmingham, “Rhetoric and the Dead Sea Scrolls: Identification, Distinction, and Persuasion in Miqsat Ma’aseh ha-Torah (4QM MT)”
Peter Mortensen, University of Illinois, Urbana-Champaign, “Outsourcing Anxiety about Illiteracy: From Rural to Global Narratives”
Carol Lea Clark, University of Texas at El Paso, “The Hashemite Kings: Articulating an Epideictic Rhetoric for Jordan”
Friday, 11:00 a.m.–12:15 p.m.

Practices of Teaching Writing

H.26  African American Texts and Contexts in the Composition Classroom
Convention Center, Room L7, Lower Level
Chair: Madu Narayan, Auburn, AL
Speakers: George Bailey, Columbia College Chicago, IL, “Revisiting the Black Atlantic: Representations of Knowledge for Inquiry into the Repercussions of the Black Atlantic Slave Trade”
Kedra James, University of Alabama, Tuscaloosa, “Rethinking the Role of African American Texts as Models in the Composition Classroom”
Michael Dimmick, University of Wisconsin, Madison, “Multimodality and Liberation Pedagogies: African American Adult Education Practices during the Civil Rights Era”

Theory

H.27  (Re) Inhabiting the Female Form: Dis/Embodiments and Rhetorical Re-Forming
Convention Center, Room L8, Lower Level
Chair: Rosaleen Greene-Smith, University of Rhode Island, Kingston
Speakers: Nicole Myers, University of Rhode Island, Kingston, “Outsmart Mother Nature: (Dis)Embodied Femininity and the Visual Rhetoric of Menstrual Technology Advertisements”
Rosaleen Greene-Smith, University of Rhode Island, Kingston, “A Bloody Inconvenience: Bodily Absence and the Rhetorics of Birth Control”
Cathryn Molloy, University of Rhode Island, Kingston, “‘They Were All Me’: An Exploration of Mental Illness as Fluid Identity”

Academic Writing

H.28  Critical Perspectives on Graduate Student Writing Instruction
Convention Center, Room L9, Lower Level
Chair: Amy Lueck, University of Pittsburgh, PA
Speakers: Jane Freeman, University of Toronto, Ontario, Canada, “Helping Graduate Students Navigate the Novice-as-Expert Paradox”
Amanda Wright, University of Dayton, OH, “Revisiting Nate: Convention, Conversation, and Assimilation (A Genre Theory Remix)”
Sharon Snyder, Kean University, Union, NJ, “Supporting L2 Graduate Students’ Success across the Disciplines”
Academic Writing

H.30 Reclaiming the Old School: The Role of Grammar Instruction in Composition Classrooms
Convention Center, Room L11, Lower Level

Speakers: Luciana Junqueira, The University of Alabama, Tuscaloosa, “The Effects of Article Instruction on ESL Students’ Writing”
Susan Giesemann North, University of Tennessee at Chattanooga, “I Didn’t Learn Grammar Until I Studied . . . (A Foreign Language): Revisiting and Researching the Role of Grammar in the Composition Classroom”
Michelle Niestepski, Lasell College, Newton, MA, “Rethinking Student Attitudes towards Grammar”

Creative Writing

H.31 Creative Writing Classroom Strategies: Rubrics, Digressions, and Mentors
Convention Centers, Room L12, Lower Level

Speakers: Ken Autrey, Francis Marion University, Florence, SC, “Teaching Digression as a Rhetorical Strategy: Mixing Creative Nonfiction and Composition”
Kerri Majors, Fairleigh Dickinson University, Teaneck, NJ, “Composition in Creative Writing: Rubrics and Evaluation”
Sarah Harris, University of Arizona, Tucson, “Makers and Mentors: Teacher Training and the Creative Writer”

Institutional and Professional

H.32 Access, Relevance, and Diversity as Goals for Organizational Change: The Project Outreach Initiative of the National Writing Project
Convention Center, Room L15, Lower Level

Chair: Elyse Eidman-Aadahl, National Writing Project, University of California, Berkeley

Speakers: Tom Fox, National Writing Project, California State University, Chico, “Access, Relevance, and Diversity as Goals for Organizational Change: The Project Outreach Initiative of the National Writing Project”
Denise Patmon, University of Massachusetts, Boston, “Looking and Looking Again: The Role of Inquiry and Action in Project Outreach”
Heather Cahoon, University of Montana, Missoula, “Project Outreach at the Montana Writing Project”
Heather Bruce, University of Montana, Missoula, “Project Outreach at the Montana Writing Project”
Elyse Eidman-Aadahl, National Writing Project, University of California, Berkeley, “The National Writing Project’s Commitment to Equity”
Friday, 11:00 a.m.–12:15 p.m.

Language

H.33 **Recovering Histories: Identity, Policy, Practice**

*Convention Center, Room 201, Level 2*

*Chair:* Jennifer Halpin, University of Washington, Seattle  
*Speakers:* Angela Rounsaville, University of Washington, Seattle, “Rethinking the Global Turn”  
Jennifer Halpin, University of Washington, Seattle, “Renewing a Stalled Movement”  
Cathryn Cabral, University of Washington, Seattle, “(Re)Designing Academic Discourse: Beyond Demystification”

Practices of Teaching Writing

H.34 **Relocating Contact Zones in the 21st Century**

*Convention Center, Room 202, Level 2*

*Chair:* Georganne Nordstrom, University of Hawai’i at Manoa  
*Speakers:* Georganne Nordstrom, University of Hawai’i at Manoa, “From Women Writing Culture to Decolonizing Methodologies: Redefining Students’ Roles in Teacher Research”  
Brandy Nalani McDougall, University of Hawai’i at Manoa, “Malama Na Leo A Kuua Na Olelo: Fostering A Kanaka Maoli Creative Writing Curriculum”  

Information Technologies

H.35 **Production, Innovation, Revision: Latino/a Rhetorical Transformations of Mainstream Media**

*Convention Center, Room 207, Level 2*

*Speakers:* Janie Jaramillo Santoy, Texas Tech University/TSTC-Harlingen, “Chicanas and their Blogotitlan: Remixing Research about People of Color and Digital Technologies”  
Yazmin Lazcano, Arizona State University, Tempe, “Making History Relevant: Latino/a Audience Remixes Ken Burns’ ‘The War’”  
Stacey Sheriff, The Pennsylvania State University, State College, “Remixing Pedagogies: Engaging Latino/a Rhetorical Production in the Rhetoric and Composition Classroom”
H.36  Refuse, Reuse, Recycle: Constructing a (Re)New(ed) Ethos for Composition Studies
Convention Center, Room 208, Level 2
Chair: Michael Kapper, Terra State Community College, Fremont, OH
Speakers: Valerie Perry, Lewis University, Romeoville, IL, “Recycling Arguments: Blogging Like It’s 1999”
Jennifer Consilio, Lewis University, Romeoville, IL, “Reusing Ideas: Same Sh*t, Different Cs”
Michael Kapper, Terra State Community College, Fremont, OH, “Refusing Discipline: Epistemic Scholarship beyond Recitation”

Institutional and Professional
H.37  “I Feel Like Bustin’ Loose”: Empowering Writing through Centralized Campus Collaborations
Convention Center, Room 209, Level 2
Chair: Kim Gunter, Appalachian State University, Boone, NC
Speakers: Georgia Rhoades, Appalachian State University, Boone, NC, “‘Tear the Roof Off’: Rethinking WAC through Dialogue and Intersection”
Kim Gunter, Appalachian State University, Boone, NC, “‘It Takes Two to Make a Thing Go Right’: Breaking Away from Conservative English Departments”
Tonya Hassell, Appalachian State University, Boone, NC, “What Happens When ‘We’re One’, but We’re Not the Same”

Practices of Teaching Writing
H.38  Revising Writing through a Multimodal Lens
Convention Center, Room 210, Level 2
Chair: Lindsey Joyce, West Virginia University, Morgantown
Speakers: Angela Kohnen, University of Missouri, St. Louis, “Using Multimodal Collages in the English Classroom to Improve Critical Thinking”
Bob Samuels, University of California, Los Angeles, “Writing as Editing: Composition in Re-Mixed Culture”
Eliana Schonberg, University of Denver, CO, “Not the ‘What’ but the ‘How’: A Pedagogy of Multimedia Design”
Susan Mendelsohn, St. Louis University, MO, “Not the ‘What’ but the ‘How’: A Pedagogy of Multimedia Design”
Friday, 11:00 a.m.–12:15 p.m.

Practices of Teaching Writing

H.39 Explicit Teaching: Why It Works and Why It Fails
Convention Center, Room 211, Level 2
Chair: Jon D’Errico, University of Virginia, Charlottesville
Speakers: Gerald Graff, University of Illinois at Chicago, “Theorizing Templates in Explicit Teaching”
Cathy Birkenstein, University of Illinois at Chicago, “Theorizing Templates in Explicit Teaching”
Greg Colomb, University of Virginia, Charlottesville, “Best Practices in Explicit Teaching”
Joe Harris, Duke University, Durham, NC, “Teaching Stance”

Research

H.40 Repositioning Identities to Expand Writing Possibilities for Literacy Practices
Convention Center, Room 214, Level 2
Zachary Rash, North Carolina State University, Raleigh, “An Identity Emporium: Texts, Nostalgia, and Community at Trader Joe’s”
Jamie White-Farnham, University of Rhode Island, Kingston, “Reconstituting Ephemera: The Material Rhetoric of a 20th Century Woman Writer”

Theory

H.41 Re-seeing Identity in Composition Theory
Convention Center, Room 215, Level 2
Speakers: Bret Keeling, Northeastern University, Boston, MA, “Re-thinking and Re-visioning ‘Sustainability’ in First-Year Writing: Paulo Freire, Judith Butler, and Our Impact on Others”
Jim Sundeen, Metro State College of Denver, CO, “Profiles, Aspects, and Sides: Applying Husserl’s Phenomenology to Teacherly Identity”
Matthew Heard, University of North Texas, Denton, “Resampling the Rhythm of Self”
Professional and Technical Writing

H.42 Re-considering/Re-visioning Audience in Writing Theory, Research, Practice, and Pedagogy
Convention Center, Room 218, Level 2
Chair: Ann Blakeslee, Eastern Michigan University, Ypsilanti
Speakers: Ann Blakeslee, Eastern Michigan University, Ypsilanti
Rachel Spilka, University of Wisconsin-Milwaukee, “Resuscitating Audience in Technical Communication”

Composition/Writing Programs

H.43 Language, Race, and Ethnicity: Challenging Perceptions
Convention Center, Room 219, Level 2
Speakers: Susan Dinitz, University of Vermont, Burlington, “Revising Tutors’ Ideas about Language: Writing Centers and Students’ Rights to Their Own Language”
Stephanie Schatz, Washington State University, Pullman, “Rhetorical Sovereignty and Epistemic Authority in Composition Classrooms: The Greenbaum Incident Revisited”
Tzu-Shan Chang, Southern Illinois University-Carbondale, “Rethink: Whose Voices? Perceptions Concerning Native and Non-Native English Speaking Tutors in the Writing Center”

Photo courtesy of Dan Dry
I Sessions
12:30–1:45 p.m.

Featured Speakers

Writing Reclaimed and Remixed: The Melding of Activism and Art

Marriott, Marriott Ballroom VI, Second Floor

This session features novelists and poets who are also activists. The panel focuses on what it means to remix the creative and bring activism into popular realms.

Chair: Elisa Marie Norris, Syracuse University, NY


After graduating from Columbia University with a BA in history-sociology and an MPA from its School of International and Public Affairs, Sofia Quintero began her first career as a policy analyst and advocate. She worked for various nonprofit organizations and government agencies including the Vera Institute of Justice, Hispanic AIDS Forum, and the New York City Independent Budget Office. After years of working on diverse policy issues, however, Sofia heeded her muse to pursue an entertainment career.

Determined to write edgy yet intelligent novels for women who love hip hop even when hip hop fails to love them in return, Sofia wrote her debut novel *Explicit Content* under the pen name “Black Artemis.” Since then Sofia has penned two more Black Artemis novels (*Picture Me Rollin’* and *Burn*) and has been by critics of all stripes for creating stories that are both intelligent and entertaining.

Sofia also writes contemporary women’s fiction under her real name. Her debut novella “The More Things Change” appears in *Friday Night Chicas* the first chick-lit anthology by and about Latinas. Her novel *Divas Don’t Yield* was published in March 2006 by One World/Random House.

Sofia co-founded Chica Luna Productions to identify, develop and support other women of color seeking to make socially conscious entertainment. Sofia Quintero is a socially conscious entrepreneur and cultural activist devoted to elevating the quality of entertainment both through her personal initiatives and...
business ventures. With her business partner Elisha Miranda, she founded Sister Outsider Entertainment, a multimedia production company that is developing several projects for television, film and stage including the upcoming Internet series Sangria Street. SOE also co-created “Conscious Women Rock The Page!” with Marcella Runell Hall and Jennifer Jlove Calderon. Conscious Women is a cutting-edge multidisciplinary curriculum that enables socially conscious educators to introduce feminist hip hop fiction into their learning environments and use it to incite social change among their students.

This fall Knopf will publish Sofia’s first young adult novel Efrain’s Secret about a Latino boy in the South Bronx who goes to questionable extremes to realize his dream of going to an Ivy League college.

J-Love Calderon, “No Matter What!: Turning Your Passion and Pipedreams into Becoming an Award Winning Author & Beyond”

As an author, educator, activist, and Certified Empowerment Facilitator, J-Love Calderon has worked passionately on social justice, race, and gender issues for over 15 years. In settings that range from hip hop ciphers to the college classroom, J-Love is widely respected for her advocacy of “truth, love, and freedom” for everyday people, especially young people, women and girls, and lovers of hip hop culture.

J-Love has authored three books: We Got Issues!: That White Girl; and Conscious Women Rock the Page! Using Hip-Hop Fiction to Incite Social Change. Her articles on hip hop culture, white privilege, and social justice have appeared in The New York Times, Self Magazine, The Source Magazine, among other traditional and new media outlets. She has also contributed to two anthologies: Who’s Your Mama? The Unsung Voices of Women and Mothers (edited by Yvonne Bynoe), and The Encyclopedia of Hip Hop Literature (edited by Tarshia L. Stanley).

As an activist and personal life coach, J-Love has helped create practical models for living that are designed to empower people of all backgrounds. Her knowledge is informed by her years of working as a counselor in teen shelters. She has also taught at El Puente Academy for Peace and Justice for over a decade. When she is not writing, J-Love serves as the Project Director of 1+1+1=ONE, an arts and social transformation not-for-profit where she focuses on two programs: the We Got Issues! Leadership Institute for Young Women, and the Eradicating Racism program. For her consistent dedication, J-Love has received numerous awards, including the Union Square Award for her activism, and Self Magazine’s Self Starter of the Year Award.

J-Love graduated Cum Laude from San Diego State University with a Bachelor’s Degree in Africana Studies and received her Master’s Degree in Education from Long Island University. Currently, she lives in New York with her husband Hector Calderon and their two sons.
DuEwa Frazier, “Finding the Warrior Within: Truth Telling and Writing Yourself Into Being”

DuEwa Frazier is a writer, poet, author, performer, speaker and educator from St. Louis. She is the author of two volumes of poetry: Shedding Light From My Journeys and Stardust Tracks on a Road. DuEwa is the editor and publisher of the 2007 NAACP Image Award nominated publication, Check the Rhyme: An Anthology of Female Poets & Emcees. She earned the B.A. in English at Hampton University and the M.S.Ed. in Curriculum & Teaching – Literacy at Fordham University. DuEwa is now pursuing the M.F.A. in Creative Writing degree at The New School. She is a Contributing Writer for MahoganyButterfly.com and founder of two blogs: Rhymes, Views & News and Mocha Beauty Goes Green.

DuEwa has been a featured poet, author and speaker at numerous programs and institutions including: University of Pennsylvania Kelly Writers House, Temple University Sisters Defining Sisters Conference, The Harlem Book Fair, West Virginia Wesleyan College, Indianapolis Book Festival, Howard University Bookstore, Read Out Loud! Family Literacy Festival, and many others. In 2002, she founded Lit Noire Publishing, a creative arts and publishing organization. Since then, DuEwa has produced and hosted numerous community based poetry and literature talks in the Tri-State area and other locations including bookstores in Baltimore, Philadelphia, St. Louis and Atlanta. She has given professional consultation for writers and entrepreneurs in the areas of self publishing and public relations. DuEwa is the host of an internet radio show titled, Rhymes, Views & News Talk Radio. She resides in New York. Visit her website at www.duewaworld.com.

Chair: Elisa Marie Norris, Syracuse University, NY

Elisa Marie Norris’s work looks at the intersections of race, class, gender, and sexuality, particularly as they relate to Black women’s lives and experiences. Through the lens of black feminist theories, black queer theories, and African-American rhetorical traditions, she examines the ways in which black women construct identity, create community, pursue desire, and come to agency and voice. Her research sites include hip-hop, popular culture, and the US social imaginary. She is a past recipient of the 4C’s Scholars for the Dream Travel Award as well as the African-American Studies Fellowship from Syracuse University’s African-American Studies Department. She was recognized as an Outstanding Teaching Assistant at Syracuse University and was honored with Syracuse University’s LGBT Studies Foundation Award for Outstanding Graduate Student. Also, Elisa coordinated the first African-American Read-In at Syracuse in support
of NCTE’s national call to celebrate the literary works of African-American authors. She has been featured at open mics, and her article, “Aggressives Rock the House!: Considerations of Race, Gender, Class, and Sexuality,” appeared in a special edition of Phoebe that focused on gender and hip-hop culture. Within the context of racism, sexism, homophobia, and class politics, black women have developed survival strategies through their writing, their activism, and their art, and Elisa continues this tradition in her scholarship and research and in her poetry.

Composition/Writing Programs

I.01 First-Year Honors Composition (FYHC):
A Quantitative and Case Study
Marriott, Kentucky Ballroom A, First Floor

Chair: C. McKenzie, CUNY, John Jay College, NY
Speakers: C. McKenzie, CUNY, John Jay College, NY
Kim Helmer, John Jay College of Criminal Justice, New York, NY
Karen Peirce, North Dakota State University, Fargo

History

I.02 Rethinking Rhetoric, Religion, and Violence
Marriott, Kentucky Ballroom B, First Floor

Chair: Beth Daniell, Kennesaw State University, GA
Speakers: Tom Deans, University of Connecticut, Storrs, “Reading Jesus Writing: The Story of the Adulteress as a Scene of Writing and a Paradox of Violence”
Brad Peters, Northern Illinois University, Rockford, “Resolving the Violence of Christ’s Passion: Julian of Norwich’s Rhetorical Dilemma”

Practices of Teaching Writing

I.03 Institutional Remixing and the Hybridity of Composition
Marriott, Kentucky Ballroom C, First Floor

Chair: Benjamin McClelland, University of Mississippi, University
Speakers: Benjamin McClelland, University of Mississippi, University, “A Veteran’s Morphing Moves”
Colby Kullman, University of Mississippi, University, “A Composition Specialist’s Rich Journey”
Jaime Harker, University of Mississippi, University, “A Curious Hybrid Remixes Fields”
Robert Cummings, University of Mississippi, University, “New Pilot at the Program’s Helm”
Friday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

**I.04 Pedagogy Remix: Queering the Writing Classroom**
Marriott, Kentucky Ballroom D, First Floor

*Speakers:* Edward Chambers, Ball State University, Muncie, IN, “Rethinking Oppression: Revising Our Approach to Straight Allies”
Kami Day, Johnson County Community College, Overland Park, KS, “LGBT Inclusive Language, Culture Change, and Composition”
Robert Faunce, Stony Brook University, NY, “Teaching Queer Relationships in the Composition Classroom”

**I.05 This Is How We Dream Together: Remixing Oral, Written, and Visual Composing through General Education Reform**
Marriott, Kentucky Ballroom E, First Floor

*Chair:* Richard Miller, Rutgers University, New Brunswick, NJ

*Speakers:* Roxanne Mountford, University of Kentucky, Lexington, “Reviving the Fourth ‘C’: Learning from the History of Collaborations between English and Communication”
Deanna Sellnow, University of Kentucky, Lexington, “Integrated Composition and Communication: Addressing the Needs of the Twenty-first Century”
Janet Eldred, University of Kentucky, Lexington, “Compromising a Curriculum: Using the Politics of General Education Reform to Integrate Oral, Written, and Visual Communication”
Bill Endres, University of Kentucky, Lexington, “Dreaming in Sound and Color: Learning from Scholarship on Visuals in Composition Studies and Communication”

*Respondent:* Richard Miller, Rutgers University, New Brunswick, NJ
Theory

I.06  What Happens When Pragmatists Write Together?
Collaboration and the Mediation of Third Space
Marriott, Kentucky Ballroom F, First Floor
Chair: William Duffy, University of North Carolina, Greensboro
Speakers: William Duffy, University of North Carolina, Greensboro, “Invention, Mediation, and Pragmatist Collaboration”
John Pell, University of North Carolina, Greensboro, “Invention, Mediation, and Pragmatist Collaboration”
Hephzibah Roskelly, University of North Carolina, Greensboro, “Double Triangle: Rhetorical Strategies in Collaboration”
Elizabeth Chiseri-Strater, University of North Carolina, Greensboro, “Writing Together: Notes on Authority and Ownership in Collaborative Writing”
Bonnie Sunstein, University of Iowa, Iowa City, “Writing Together: Notes on Authority and Ownership in Collaborative Writing”

Information Technologies

I.07  Authorship, Textual Ownership, and Technologies of Collaboration:
Participation in Web 2.0 and Online Communities
Marriott, Kentucky Ballroom G, First Floor
Chair: Deborah Brandt, University of Wisconsin-Madison
Speakers: Tim Laquintano, University of Wisconsin-Madison, “Sustained Authorship: Ebooks and Literacy in Participatory Culture”
Michelle Gardner, University of Central Florida, Orlando, “Collaborative Texts: Remixing the Lines in Fanfiction”
Rik Hunter, University of Wisconsin-Madison, “There Can Be Only One—or Many: Wiki-Mediated Authorship and Collaboration”
Staci Shultz, University of Michigan, Ann Arbor, “This Literacy Practice Brought to You by . . . : Sponsoring Online Fanfic Participation”

Professional and Technical Writing

I.08  Remixing Online Spaces in Professional and Technical Writing
Marriott, Place Room, First Floor
Chair: Thomas Lavelle, Stockholm School of Economics, Sweden
Speakers: Michelle Miley, University of Houston, TX, “Remixing the Writing Group: An Innovative Online Approach to Disciplinary Writing Studios”
Jennifer Bay, Purdue University, West Lafayette, IN, “Facebook: A Teaching Experiment”
Friday, 12:30–1:45 p.m.

Community, Civic & Public

I.09 Creating a Feminist Rhetoric on the Border: One Hundred Years after “La Cronica”
Marriott, Show Room, First Floor

Chair: Kim McDonald, University of New Orleans, LA
Ellen Barker, Nicholls State University, Thibodaux, LA, “‘La Cronica’: Defining a Feminist Rhetoric on the Border”
Bernice Sanchez, Texas A&M International University, Laredo, “The Rhetoric of ‘La Cronica’ and What Women’s Profiles on the Border Reveal One Hundred Years Later”

Practices of Teaching Writing

I.10 Renewing Ethnographic Studies through Theory and Praxis
Marriott, Marriott Ballroom I, Second Floor

Speakers: Jaqueline McLeod Rogers, University of Winnipeg, Manitoba, Canada, “Project-based Ethnography as Undergraduate Research: Remixing Scholarship with Experience and Observation”
Matthew Ortoleva, University of Rhode Island, Kingston, “Chaos, Constraints, Collaboration: An Emerging Critical Ethnographic Method in Rhetoric and Composition”

Information Technologies

I.11 A Voice of One’s Own: Rethinking the Implications of Student Response in the Academic Environment
Marriott, Marriott Ballroom III, Second Floor

Speakers: Jessica Labbe, Francis Marion University, Florence, SC, “Track Changes in the New Millennium: The Benefits of Digital Grading to the Composition Student and Teacher”
Jill Belli, CUNY, NY, “Collecting Chili Peppers and Evaluating Easiness: How ‘RateMyProfessors.com’ Shapes Power Dynamics in (and out of) the Classroom”
Julia Combs, University of Nevada Las Vegas, “When the First Voice You Hear Is Not the Professor’s: Inviting Peer Reviews into Composition Wikis”
I.12  **De-Centering Dewey: An Alternative Universe for Community-Engaged Work**  
Marriott, Marriott Ballroom IV, Second Floor  
*Chair:* Tom Deans, University of Connecticut, Storrs-Mansfield  
*Speakers:* Ellen Cushman, Michigan State University, East Lansing, “Gadugi: A Cherokee perspective on Working with(in) Communities”  
Steve Parks, Syracuse University, NY, “Across Class Lines: Community Publishing as Intercultural Practice”  
Juan Guerra, University of Washington, Seattle, “The Role of Transcultural Citizenship in a Discursive Democracy”

I.13  **Remixing Jewish Rhetoric and Composition Traditions**  
Marriott, Marriott Ballroom V, Second Floor  
*Chair:* Janice Fernheimer, Rensselaer Polytechnic Institute, Troy, NY  
*Speakers:* Janice Fernheimer, Rensselaer Polytechnic Institute, Troy, NY, “Mapping the Remix of Jewish Rhetoric and Composition Studies”  
Sid Dobrin, University of Florida, Gainesville, “Tradition and Network: Jewish Rhetoric and Delivery in the New Media Age”  
Robert Danberg, Binghamton University, State University of New York, “Becoming Rhetorical: One Jewish View”  
Eli Goldblatt, Temple University, Philadelphia, PA, “Joining the Workman’s Circle: Social Justice and Literacy in the Secular Jewish Tradition”

I.14  **Pedagogies and Pasts: Scenes of Literacy and Rhetorical Education**  
Marriott, Marriott Ballroom VII, Second Floor  
*Speakers:* Samantha NeCamp, University of Louisville, KY, “Recovering a Forgotten Foremother of Literacy Studies”  
Judy Holiday, Arizona State University, Tempe, “Shame and Arrogance in Lillian Smith’s Rhetoric of Justice”  
Thomas Doran, SUNY New Paltz, “The Consistency of Assent: Abolition History’s Origins and Renewals”
Community, Civic & Public

I.15  Public 2.0: Online Spaces for Public Discourse
Marriott, Marriott Ballroom VIII, Second Floor
Chair: Bobby Kuechenmeister, Bowling Green State University, KY
Speakers: Laura Van Dyke, Indiana University, Bloomington, “Related Objects - Related Cultures - Shop Online: Commodification and the Online Museum”
John O’Connor, University of Illinois, Urbana-Champaign, “Remediating Rhetoric: Political Discourse in Hyper(linked)space”

Practices of Teaching Writing

I.16  Remixing Work: Learning to Labor in the Digital Economy
Marriott, Marriott Ballroom IX, Second Floor
Chair: Antonio Ceraso, DePaul University, Chicago, IL
Speakers: Jeff Pruchnic, Wayne State University, Detroit, MI, “Analog Politics, Digital Economies: Rethinking Progressive Pedagogy”
Antonio Ceraso, DePaul University, Chicago, IL, “Does the Prosumer Have a Job? Digital Ethics and the Disappearance of the Worker”
Richard Marback, Wayne State University, Detroit, MI, “The Cosmopolitan Virtues of Working Class Consciousness”

Theory

I.17  Theorizing Composition Pedagogy
Marriott, Marriott Ballroom X, Second Floor
Chair: Benjamin Bogart, Missouri State University, Springfield
Speakers: Jacqueline Preston, University of Wisconsin-Madison, “Holism, Culture, and the Interpretive View: The Implications of Anthropological Thought to Contemporary Composition Pedagogy”
Janelle Wiess, University of Michigan-Flint, “Am I Overcompensating for Something?: Revisiting Reactions to Feminist Pedagogy”
Joy Arbor, Kettering University, Flint, MI, “The Gulf between Knowing and Doing: Intervening in Freirean Pedagogy”
Research

I.18  Constructing a Field: Editing *Feminist Rhetorics: Landmark Essays and Controversies*

Marriott, Grandstand Room, First Floor

*Chair:* Lindal Buchanan, Old Dominion University, Norfolk, VA

*Speakers:*
- Lindal Buchanan, Old Dominion University, Norfolk, VA, “Surveying the Field”
- Kathleen Ryan, University of Montana, Missoula, “Staking Out the Field”
- Barbara Hebert, Thomas Nelson Community College, Hampton, VA, “Entering the Field”
- Samuel Evans, Old Dominion University, Norfolk, VA, “Entering the Field”

Institutional and Professional

I.19  Virtual Teaming across Disciplines: Mapping Out Collaboration in Inter-institutional Projects

Marriott, Paddock Room, Second Floor

*Chair:* Sergey Rybas, Capital University, Columbus, OH

*Speakers:*
- Sergey Rybas, Capital University, Columbus, OH
- Jennifer Almjeld, New Mexico State University, Las Cruces
- Natalia Rybas, Indiana University East, Richmond

Theory

I.20  (Re)Mixing Theories of Class, Multiliteracy, and Genre: Sampling in the Composition Classroom

Convention Center, Room L2, Lower Level

*Chair:* Joel Overall, Texas Christian University, Fort Worth

*Speakers:*
- Angela Sowa, Texas Christian University, Fort Worth, “Multiliteracies and Class(rooms): Why Class-Conscious Pedagogy Matters in First-Year Composition”
- Alyssa Cavazos, Texas Christian University, Fort Worth, “Remixed Language Diversity Renews FYC: Maximizing Linguistically Diverse Writers’ Commendable Language Skills”
- Joel Overall, Texas Christian University, Fort Worth, “Is Peter Elbow Cool Again? Resituating Private Writing in Comp Theory”
- Sharon A. Harris, Texas Christian University, Fort Worth, “A Coalition of Writing Teachers and a Mixture of Genres: The Required Course in Composition Pedagogy”
Friday, 12:30–1:45 p.m.

Academic Writing

I.21 Loving to Write, Writing to Love: The Eros of Composition  
Convention Center, Room L3, Lower Level  

Speakers: Angela Lafl en, Marist College, Poughkeepsie, NY, “Rethinking Emotion in Online Discussion Forums”  
Brittany Firoenza, Marist College, Poughkeepsie, NY, “Rethinking Emotion in Online Discussion Forums”  
Susanna Kelly Engbers, Kendall College of Art and Design, Grand Rapids, MI, “Couples in Collaboration: Mixing and Remixing Our Pedagogies”  
Chad Engbers, Calvin College, Grand Rapids, MI, “Couples in Collaboration: Mixing and Remixing Our Pedagogies”  
Stephanie Moody, University of Michigan, Ann Arbor, “Rethinking the Extracurricular Literacies of College Students: Incorporating Romance Novels into Composition and Literature Classrooms”

Theory

I.22 Twentieth-Century Women’s Alliances  
Convention Center, Room L4, Lower Level  

Chair: Risa Gorelick, Ramapo College of New Jersey, Mahway  

Speakers: Kate White, The Ohio State University, Columbus, “‘Bear Your Share of The Public Burden’: Clubwomen, Rhetoric, and Patriotic Pageants in the Era of Americanization”  
Heather Branstetter, University of North Carolina, Chapel Hill, “How to Write Collective Identity into Existence: The Queer Emergence of the Atlanta Lesbian Feminist Alliance”  
Janine Solberg, University of Massachusetts-Amherst, “Selling Self: Mass Media, Consumer Culture, and Early Twentieth Century Career Advice Texts for Women”

Composition/Writing Programs

I.23 First-Year Seminar versus First-Year English: Rethinking the Curriculum in a Global Environment  
Convention Center, Room L5, Lower Level  

Chair: Kirsten Benson, University of Tennessee, Knoxville  

Speakers: Hui Wu, University of Texas at Tyler, “Transforming Global Crises into Seminar Opportunities: Redirecting Composition Programs within English Departments”  
Jennifer Jeanfreau, Loyola University, New Orleans, LA, “Rethinking Traditional Writing Classes to Work along with Interdisciplinary First-Year Seminars”  
Melanie McKay, Loyola University, New Orleans, LA, “From WAC Director to First-Year Seminar Director: Leadership for a New Era”  
Katherine H. Adams, Loyola University, New Orleans, LA, “From WAC Director to First-Year Seminar Director: Leadership for a New Era”
Practices of Teaching Writing

I.24  My Story: Rethinking the Personal Narrative
Convention Center, Room L6, Lower Level
Chair: Tabetha Adkins, Texas A&M University, Commerce
Speakers: Elizabeth Cone, Suffolk County Community College, Selden, NY, “Reinventing the FYC Narrative Essay Assignment as Narrative Inquiry: Moving beyond the Purely Personal to Historical and Cultural Denotation and Connotation”
Kathryn Comer, The Ohio State University, Columbus, “Documenting Lives: Remixing the Personal Narrative”
Barbara Gleason, City College of New York, NY, “Connecting Autobiography and Academic Literacy: Making the Case (again) for Personal Narrative Writing”

Information Technologies

I.25  “Just Do It:” Rethinking Gender and Rhetoric in Online DIY Spaces
Convention Center, Room L7, Lower Level
Chair: Fabian Alvarez, Western Kentucky University, Bowling Green
Derek Van Ittersum, Kent State University, OH, “DIY Techne: Remixing Rhetorical Craftsmanship Online”
Heather Pristash, Bowling Green State University, OH, “Crafting the Remix: Re-Viewing Materiality, Rethinking Online Spaces”

History

I.26  Recovery’s Place in the Re-Mix: Historical Provocations
Convention Center, Room L8, Lower Level
Chair: Shevaun Watson, University of South Carolina, Columbia
Speakers: Shevaun Watson, University of South Carolina, Columbia, “ Recovering the Demands of a ‘Grate Number of Blackes’: Early Black Petitions as Political Pedagogy”
Elizabeth Kimball, Temple University, Philadelphia, PA, “Recovering Quaker Pedagogy and the Rhetorical Tradition”
Jason Barrett-Fox, University of Kansas, Lawrence, “Recovering Anita Loos: The Rhetorical Subversion of Exigence in Gentlemen Prefer Blondes”
Respondent: John Brereton, Harvard University, Cambridge, MA
Community, Civic & Public

I.27  Bridging School and Community Literacies for Latina/o Students on the Path to College: Roles for FYC Instructors in a U.S. Department of Education GEAR UP Grant

Convention Center, Room L9, Lower Level

Chair: Rachel Lewis, University of Arizona, Tucson
Speakers: Susan V. Meyers, Oregon State University, Corvallis
Rachel Lewis, University of Arizona, Tucson
Anna Varley, Cardinal Stritch University, Milwaukee, WI
Shelley Hawthorne Smith, University of Arizona, Tucson

Practices of Teaching Writing

I.28  Revisiting Literacy and Working Class Identity

Convention Center, Room L10, Lower Level

Chair: Ann Amicucci, Indiana University of Pennsylvania
Speakers: Kirk Boyle, University of Cincinnati, OH, “The English Composition / Introduction to Labor Studies Mashup”
Holly Middleton, New Mexico Highlands University, Las Vegas, “Literacy as Advocacy”

Practices of Teaching Writing

I.29  Rethinking Feminist Pedagogy in Teaching Composition

Convention Center, Room L11, Lower Level

Speakers: Kathryn Navickas, Binghamton University, NY, “Fresh Feminisms: Applying Feminist Pedagogy to First Year Composition”
Meadvin Joanna, University of Southern Mississippi, Hattiesburg, “A Pedagogy of Shame: Sex and Discomfort in the Composition Classroom”
Kent Lenz, Bowling Green State University, OH, “Rethinking Feminism in Pedagogy: Conceptualizing the Use of the Frontier Metaphor in Pedagogy”

Institutional and Professional

I.30  Fostering and Expanding Contact Zones between Secondary English Education and Rhetoric and Composition

Convention Center, Room L12, Lower Level

Speakers: Jennifer Clifton, Arizona State University, Tempe
Mary Lou Odom, Kennesaw State University, GA
Sara Pace, Lamar University, Beaumont, TX
Faith Kurtyka, University of Arizona, Tucson
Friday, 12:30–1:45 p.m.

**Composition/Writing Programs**

I.31 Disturbing and Developing the Council of Writing Program Administrators: What Might We Become?

Convention Center, Room L15, Lower Level

*Chair:*

*Speakers:*
- Shirley Rose, Arizona State University, Tempe, “A Demographic Profile of WPAs: Past, Present, and Aspirations for the Future”
- Jonikka Charlton, University of Texas-Pan American, “Profile of WPA Preparation”
- Duane Roen, Arizona State University, Tempe, “Mentoring WPA Members”
- Joseph Janangelo, Loyola University, Chicago, IL, “Leadership as Inclusion”
- Jeffrey Klausman, Whatcom Community College, Bellingham, WA, “Writing Programs at Two-Year Colleges”
- Sheldon Walcher, University of Southern Mississippi, Hattiesburg, “WPA 2.0: New Directions in Writing Programs and Administration”

**Creative Writing**

I.32 Creative Writing and Compositions’ Cross-Fertilization

Convention Center, Room 201, Level 2

*Chair:* Joyce Rain Anderson, Bridgewater State College, MA

*Speakers:*
- Crystal Fodrey, University of Arizona, Tucson, “Creative Nonfiction: Where Creative Writing and Composition Nearly Converge”
- Adam Koehler, Manhattan College, New York City, NY “Another Day of Good vs. Evil at the Brooklyn Superhero Supply Co.: Re-imagining Creative Writing, Composition Studies, and Service Learning”
- Daniel Gallagher, Temple University, Philadelphia, PA, “Now Bring in the Drums: Composing the Creative Writing Workshop”

**Academic Writing**

I.33 To Cite or Not to Cite: Reconsidering Methods of Accountability in Composition Classrooms and Programs

Convention Center, Room 202, Level 2

*Chair: *Virginia Anderson, Indiana University Southeast, New Albany

*Speakers:*
- Lulu C. H. Sun, University of Massachusetts, Dartmouth, “To Cite/ Site or Not to Cite/Site: The Ethics of Writing Program Administrator Naming and Identity”
- Michelle Neely, University of Texas at Austin, “Appropriated Sources or Appropriated Students? Undergraduates’ Views of Authority and Use of Citations in a Rhetorical Writing Assignment”
- Damian Koshnick, University of California, Santa Barbara, “Making Use of Citation Data for Historical Research in Composition Studies”
Practices of Teaching Writing

I.34 Off the Reservation and into the Classroom: Sherman Alexie, Multimodalities, and Student Writing
Convention Center, Room 207, Level 2

Speakers: Deborah Brown, University of Central Oklahoma, Edmond, “Reservation of the Mind: Using Sherman Alexie’s *Flight*”
Laura Bolf-Beliveau, University of Central Oklahoma, Edmond, “No Reservations: Using Alexie’s *Multiple Genre Text to Rethink Traditional Composition Assignments*”
Timothy Petete, University of Central Oklahoma, Edmond, “Without Reservations: Sherman Alexie and the Connected Age”

Respondent: Matt Hollrah, University of Central Oklahoma, Edmond

Practices of Teaching Writing

I.35 Palin / Pathos / Peter Griffin: Political Video Remix and Rhetorical Pedagogy
Convention Center, Room 208, Level 2

Chair: Ben McCorkle, Ohio State University at Marion

Speakers: Jason Palmeri, Miami University, Oxford, OH, “Video Remix and Civic Engagement: Reaching Audiences beyond the Classroom”
Abby Dubisar, Miami University, Oxford, OH, “Re-seeing Ancient Rhetoric: Video Remix and/as Rhetorical Analysis”

Theory

I.36 Transnational Publics, Green Movements, and New Media: Exploring the Scope of Cultural Rhetorics Inquiry
Convention Center, Room 209, Level 2

Chair: Donnie Sackey, Michigan State University, East Lansing

Speakers: Jolivette Mecenas, University of La Verne, CA, “Voices of Globalization: A Heuristic for Writing about the Cultural Rhetorics of Globalization”
Donnie Sackey, Michigan State University, East Lansing, “Making a Rhetoric of Sustainability: Tracing ‘Local’ Dimensions in Environmental Writing”
Stacey Pigg, Michigan State University, East Lansing, “On Coffee, New Media Production, and Embodied Rhetorical Methodologies”

Respondent: Jennifer Sano, Michigan State University, East Lansing
**Language**

I.37 **Global Literacies in Local Classrooms: Building Community among Monolingual and Multilingual Writers**

Convention Center, Room 210, Level 2

**Chair:** Angela Dadak, American University, Washington, D.C.

**Speakers:**
- Angela Dadak, American University, Washington, D.C., “Rethinking Programs and Revising Curricula to Renew Linguistically Mixed Writing Communities”
- Deirdre Vinyard, University of Massachusetts, Amherst, “Centering Multilingual Experience: Multiple Literacies in the Composition Classroom”
- Andrea Feldman, University of Colorado at Boulder, “Connecting Globally, Thinking Locally”
- Gail Shuck, Boise State University, ID, “Administrative Avenues for Developing Cross-Cultural Courses”

**Research**

I.38 **Remixing Our Roots: Three Takes on Relations between Theory and Method**

Convention Center, Room 211, Level 2

**Chair:** Tricia Serviss, Syracuse University, NY

**Speakers:**
- Louise Wetherbee Phelps, Old Dominion University, Norfolk, VA, “Theorizing Method, Methodizing Theory: Remixing with Beginner’s Mind”
- Paul Prior, University of Illinois, Urbana-Champaign, “(Re)siting Theory, (Re)mixing Methods: A Flat CHAT Perspective on Writing Research”
- Tricia Serviss, Syracuse University, NY, “Revisiting Method: How Site-Based Research Brings Us Home to Method after the Global Turn”

**Respondent:** Donnie Johnson Sackey, Michigan State University, Lansing

**Theory**

I.39 **Re-Mediating the Practice of Rhetorical Theory**

Convention Center, Room 214, Level 2

**Chair:** Kimberly Quiogue Andrews, The Pennsylvania State University, State College

**Speakers:**
- Will Dodson, University of North Carolina at Greensboro, “Where Is My Mind? Rhetorical Memory, New Media, and Neuroscience”
- Bess Fox, Marymount University, Arlington, VA, “Embodying the Academic Writer: Rethinking the Promise of Multimedia Writing”
Friday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

**I.40 The Oral Presentation Re-Envisioned**  
Convention Center, Room 215, Level 2  
*Chair:* Lisa Dush, Massachusetts Institute of Technology, Cambridge  
Atissa Banuazizi, Massachusetts Institute of Technology, Cambridge, “Exploring the Genre(s) of the Oral Presentation”  
Leslie Ann Roldan, Massachusetts Institute of Technology, Cambridge, “Defining the Presentation Composing Process”  

*Composition/Writing Programs*

**I.41 First-Year Seminars as a Remix of the Introductory Writing Requirement**  
Convention Center, Room 218, Level 2  
*Speakers:* Tracy Skipper, University of South Carolina, Columbia, “A National Overview of Writing in First-Year Seminars”  
Elaine Hays, College of the Holy Cross, Worcester, MA, “Kitchens and Common Rooms: Using First-Year Program Social Areas to Talk about Writing”  
Dorothy Ward, University of Texas at El Paso, “It Takes a Campus”  

*Composition/Writing Programs*

**I.42 Supporting Fellow Faculty: Sharing Knowledge and Building Community**  
Convention Center, Room 219, Level 2  
*Chair:* Samantha Andrus-Henry, Grand Valley State University, Allendale, MI  
*Speakers:* Dauvan Mulally, Grand Valley State University, Allendale, MI, “Faculty Community Building: Portfolio Assessment Groups as Teaching Circles”  
Kristin Little, University of Arizona, Tucson, “TAC: A Re-envisioning for WAC”  
Jan Lindholm, Salem State College, MA, “Talking Shop: Expanding the Role of Writing Centers”
J Sessions
2:00–3:15 p.m.

Featured Speaker

DeeJaying the Siren Song: Research & Fiction
Marriott, Marriott Ballroom VI, Second Floor

Nelly Rosario will address the process of writing the novel, with an emphasis on the transition from the research to the actual writing.

Nelly Rosario was born in the Dominican Republic and raised in Brooklyn, New York. She holds a Bachelors in Science from MIT and a Masters in Fine Arts from Columbia University. Rosario has received numerous awards, including The Barbara Deming Memorial Fund Fellowship, the Hurston/Wright Award in Fiction, and the Sherwood Anderson Grant. The Village Voice Literary Supplement named her a “Writer on the Verge” in 2001. Her debut novel, Song of the Water Saints, won a 2002 PEN Open Book Award and was a nominee for the Hurston/Wright Legacy Award. She is a bi-weekly columnist for the Spanish-language newspaper el diario/La Prensa; her work also appears in various publications, including The New York Times, Callaloo, Review, The New Labor Forum, Chess Magazine, and meridians. Rosario currently teaches creative writing at Texas State University, and is at work on her second novel.

Chair: Denise Valdés, Syracuse University, NY

Denise Valdés is a doctoral candidate in the program of Composition and Cultural Rhetoric at Syracuse University. Her research interests include Latina feminisms, Latino/a rhetorical practices, Critical Race Theory, and social justice issues as they pertain to diasporic Puerto Ricans and those that live on the island. She is currently working on her dissertation titled The Island of My Body: the Rhetoric of Sterilization in Puerto Rico. Within this work Ms. Valdés exposes Puerto Rico as being complicit in the involuntary sterilization of island women, the involvement of United States, how pharmaceutical companies benefited from these experiments, and how private benefactors spearheaded this campaign. By analyzing the documents that led to the implementation of these procedures and the laws put into place to support the interested parties,
this dissertation seeks to illuminate the ways indigenous women were made to believe that their participation in these experiments would improve their reproductive health, when in fact they were being sterilized without their consent. Additionally, this dissertation also examines the documents that made these experiments possible, and how the Puerto Rican women’s movement mobilized forces in response.

**Composition/Writing Programs**

**J.01** Re-Mixing Historical Knowledge as the Generative Grounds for Writing about Writing (WAW) Initiatives  
**Marriott, Kentucky Ballroom A, First Floor**  
**Chair:** Barb Bird, Taylor University, Upland, IN  
**Speakers:** Debra Dew, University of Colorado, Colorado Springs, “Historical Hauntings and the CWPA Outcomes: Remixing the Plural Commons as Heuristic for Inventing WAW Curricula”  
Helen Foster, University of Texas El Paso, “The Historical Casualty of Composition Content”  
Barbara Bird, Taylor University, Upland, IN, “An Historical Precursor to the WAW FYC Course”

**Composition/Writing Programs**

**J.02** Remixing the High School to College Transition for Student Writers: A Pilot Partnership  
**Marriott, Kentucky Ballroom B, First Floor**  
**Chair:** Elizabeth Hooper, University of Texas at San Antonio  
**Speakers:** Lindsay Ratcliffe, University of Texas at San Antonio  
Kathleen Henckel, Clark High School, San Antonio, TX  
Cynthia Tyroff, Northside Independent School District, San Antonio, TX  
Elizabeth Hooper, University of Texas at San Antonio

**Practices of Teaching Writing**

**J.03** A Two-WayStreet: Reciprocity and Partnership in “The Writers” Room  
**Marriott, Kentucky Ballroom D, First Floor**  
**Speakers:** Ellen Kolba, The Writers’ Room, Montclair, NJ, “From Casual to Committed”  
Jessica Restaino, Montclair State University, NJ, “A University Approach to the Secondary-Level Classroom”  
Patricia Thomas, Mt. Hebron Middle School, Montclair, NJ, “Teacher Preparation across Levels: Bridging the Divide”
Information Technologies

J.04  **Remixing Reading Contexts: e-Reading in Academic Settings**
Marriott, Kentucky Ballroom E, First Floor

*Chair:* Catherine G. Latterell, Penn State Altoona
*Speakers:* Rebecca Wilson Lundin, The Pennsylvania State University, University Park, “Mapping the Functional Landscape of e-Reading Devices”
Michael J. Faris, The Pennsylvania State University, University Park, “Mapping the Pedagogical Landscape of e-Reading Devices”
Stuart A. Selber, The Pennsylvania State University, University Park, “Mapping the Institutional Landscape of e-Reading Devices”

Research

J.05  **Aristotle in the DJ Booth: (Re)mixing Old and New in Digital Writing Research**
Marriott, Kentucky Ballroom F, First Floor

*Chair:* Pamela Takayoshi, Kent State University, OH
*Speakers:* Emily Wierszewski, Kent State University, OH, “My Writing Belongs to Everyone: Re-thinking Notions of Intellectual Property on Facebook”
Jennifer Pugh, Kent State University, OH, “Using Rhetoric to Understand Ethics in Digital Writing Research”
Elizabeth Tomlinson, Kent State University, OH, “Dissembling the Subject/Object Dichotomy by Remixing Audience and Ethos in Digital Research”

Information Technologies

J.06  **Retooling Composition: Digital Tools in the Classroom and Writing Center**
Marriott, Kentucky Ballroom G, First Floor

*Chair:* Lanette Cadle, Missouri State University, Springfield
*Speakers:* Sarah Wynn, Missouri State University, Springfield, “Expanding Literacy and Engagement through YouTube”
Casey White, Iowa State University, Ames, “How Much Assistance?: Student Ownership of Texts and Digital Writing Assistance”
Kevin Blake, Missouri State University, Springfield, “Reading to an Empty Room: Podcasting as a Peer Editing Tool”
Daphne Smith, Missouri State University, Springfield, “Remixing Blackboard: A Subversive Re-Reading of Blackboard’s Digital Tools for the Writing Classroom”
Friday, 2:00–3:15 p.m.

**History**

**J.07 From Renewal to Regulation: Research, Teaching, and Assessment in Progressive Era Writing Instruction**

Marriott, Kentucky Ballroom C, First Floor

*Chair:* Chris Gallagher, Northeastern University, Boston, MA

*Speakers:* Lori Ostergaard, Oakland University, Rochester, MI, “Extraordinary Measures: Teacher Research at the Oak Park High School, 1913-1923”

Jeff Ludwig, University of Denver, CO, “Renewed: Methods of Writing Instruction at Oak Park High School, 1913–1917”

Eric Turley, University of Missouri St. Louis, “Regulating Writing: Progressive Era Writing Assessment and the Management of Schools”

**Practices of Teaching Writing**

**J.08 “The Way I See It”: (Re)Envisioning Perspective in Academic Discourse**

Marriott, Place Room, First Floor

*Chair:* Edward Lotto, Lehigh University, Bethlehem, PA

*Speakers:* Christy I. Wenger, Lehigh University, Bethlehem, PA, “From the Body: The Meeting of Matter and Meaning in/as Embodied Writing”

Patricia D. Pytleski, Kutztown University, PA, “Synthesizing Students’ Perspectives”

Kristina Fennelly, Lehigh University, Bethlehem, PA, “Deliberation and the Town Hall Meeting”

Edward Lotto, Lehigh University, Bethlehem, PA, “The Subject Is Academic: A Utopian Perspective”

**Professional and Technical Writing**

**J.09 The Scientific Life of Writing**

Marriott, Show Room, First Floor

*Chair:* Risa Applegarth, University of North Carolina-Greensboro

*Speakers:* Ryan Hoover, Texas Tech University, Lubbock, “The ‘Author Function’ at Play in the National Science Foundation’s Application Process”


Paul Anheier, University of Wisconsin-Stout, “Recalibrating Rhetoric and Nonacademic Agency in Engineering Communication Education”
Practices of Teaching Writing

J.10 The Mashup: School Writing vs. Academic Writing vs. New Technologies
Marriott, Marriott Ballroom II, Second Floor

Speakers: Patricia Strong, Virginia Commonwealth University, Richmond, “OMG! Texting Toward Illiteracy?: LOL. Why Social Writing Trumps School Writing”
Thomas Black, University of Nevada, Reno, “Old Story in a (Re)new Time: Introducing 20th Century Technology to 21st Century Minds in First Year Writing”
Jane Fife, Western Kentucky University, Bowling Green, “Remixing Academic and Non-academic Writing: Old-school Analysis of the New Literacies”

Composition/Writing Programs

J.11 Hard Times: Required Remixing in the New Economy
Marriott, Marriott Ballroom III, Second Floor

Chair: Margaret Shaw, Kent State University, OH
Speakers: Margaret Shaw, Kent State University, OH, “Hard Times Hit Writing Programs”
Marilyn Seguin, Kent State University, Kent, OH, “Ensuring Quality Online Teaching and Learning in Hard Times”
Bev Neiderman, Kent State University, Kent, OH, “Revising Successful Tier II Pedagogy to Meet the Needs of a Changed Audience”
Geraldine Winter, Kent State University, Kent, OH, “Rethinking a Successful Tiered Program to fit a Financial Business Model”

Composition/Writing Programs

J.12 “Assume the Power to Do What You Know”: Rethinking Professional Development
Marriott, Marriott Ballroom IV, Second Floor

Speakers: Juliet Wahleithner, University of California, Davis, “‘The Moves That Matter’ in Teacher Learning Communities”
Stephanie Paterson, California State University, Stanislaus, “Coming on Center’ (Again): Inquiring Minds Return to Moffett”
Megan Fulwiler, The College of Saint Rose, Albany, NY, “Another Take on ‘Take 20’: Voices from the Margins”
Jennifer Marlow, University at Albany, NY, “Another Take on ‘Take 20’: Voices from the Margins”
Friday, 2:00–3:15 p.m.

*Practices of Teaching Writing*

**J.13  Get Out the Map: Remixed Queer Rhetoric(s) and Sexuality**  
Marriott, Marriott Ballroom V, Second Floor  
*Chair:* Travis Webster, Michigan State University, East Lansing  
*Speakers:* Lee Sherlock, Michigan State University, East Lansing  
Matthew Cox, Michigan State University, East Lansing  
*Respondent:* Will Banks, East Carolina University, Greenville, NC

*Community, Civic & Public*

**J.14  Public Communication Strategies and Influences**  
Marriott, Marriott Ballroom VIII, Second Floor  
*Chair:* Lori Baker, Southwest Minnesota State University, Marshall  
Anthony Edgington, University of Toledo, OH, “The Constant Waves of War: Rethinking the Influence of War Rhetoric on Current Culture”  
Scott Denton, University of Arizona, Tucson, “Commodifying Crisis: Rhetorics of Risk and Regulation Reframed”

*Research*

**J.15  Understanding Traditional and Electronic Literacies on the U.S.-Mexico Borderlands**  
Marriott, Marriott Ballroom IX, Second Floor  
*Chair:* Cindy Selfe, Ohio State University, Columbus  
*Speakers:* John Scenters-Zapico, University of Texas El Paso  
Lucia Dura, University of Texas El Paso  
Fernie Alaniz, University of Texas El Paso  
*Respondent:* Gail Hawisher, University of Illinois, Urbana-Champaign

*Institutional and Professional*

**J.16  Sustainability: The Missing Link in WAC Assessment**  
Marriott, Marriott Ballroom X, Second Floor  
*Chair:* Jeffrey Galin, Florida Atlantic University, Boca Raton  
*Speakers:* Gwen Templin, Texas State University-San Marcos, “WI Courses: A Medium for Revitalizing WAC Programs”  
Kimberly Donavon, Southern New Hampshire University, Franklin, “Sustaining Faculty in a WAC Program”  
Tara Porter, University of California, Davis, “What Contributes to WAC Program Sustainability? Survey Results from Program Leaders’ Perceptions of Success”  
Jeffrey Galin, Florida Atlantic University, Boca Raton, “Improving Rather Than Proving: Self-Administered Sustainability Mapping of WAC Programs”
Friday, 2:00–3:15 p.m.

Language

J.17  Rethinking, Revising, and Renewing Writing Center Pedagogy
Marriott, Clubhouse Room, Second Floor
Chair: Helena Hall, Loras College, Dubuque, IA
Speakers: Joyce Hicks, Valparaiso University, IN
          Patricia Eliason, University of Minnesota, Minneapolis
          Barbara Britt-Hysell, Hamilton College, Clinton, NY
          Helena Hall, Loras College, Dubuque, IA

Practices of Teaching Writing

J.18  The Problem of Audience for Writers at Risk
Marriott, Grandstand Room, Second Floor
Speakers: Dennis Selder, Southwestern College, Chula Vista, CA, “Teaching the Ethnography of Communication to Address Issues of Audience”
          Donald McCrary, Long Island University, Brooklyn, NY, “Problematizing Audience: Knowing Our Students and Improving Writing Instruction”
          Wiley Davi, Bentley University, Waltham, MA, “Audience and the Bicultural Bind”

Practices of Teaching Writing

J.19  Praxis Becomes Her: Restoring a Living Presence in Concepts in Rhetoric and Writing Curriculum
Marriott, Paddock Room, Second Floor
Chair: Steve Parks, Syracuse University, NY
Speakers: Zosha Stuckey, Syracuse University, NY, “Why Aren’t There Any Disabled People around Here?: Reconceptualizing ‘Rhetorical Education’ for Another Other”
          Tanya Rodrigue, Syracuse University, NY, “There’s a TA in Sight?: Rethinking Who Counts as ‘Faculty’ in WAC Training Sessions”
          Laura J. Davies, Syracuse University, NY, “What Happened to the Art in Composition?: Seeing the Possibilities of Design in Writing Curriculum”
Friday, 2:00–3:15 p.m.

**Academic Writing**

**J.20** Cross Talk on Writing in the Disciplines for Doctoral Students: Re-imagining Doctoral Writing Development in Research-Intensive Universities

Convention Center, Room L1, Lower Level

*Speakers:* Doreen Starke-Meyerring, McGill University, Montréal, Québec, Canada, “Doctoral Student Writing Experiences at Canadian Research-Intensive Universities”

King Yan Sun, McGill University, Montréal, Québec, Canada, “Doctoral Student Writing Experiences at Canadian Research-Intensive Universities”

Anthony Paré, McGill University, Montréal, Québec, Canada, “Supervising Doctoral Student Writing: Cross-Institutional and Cross-Disciplinary Perspectives”

Nazih El-Bezre, McGill University, Montréal, Québec, Canada, “Supervising Doctoral Student Writing: Cross-Institutional and Cross-Disciplinary Perspectives”

Heather Graves, University of Alberta, Edmonton, Canada, “Perspectives from Graduate Program Administrators: Administrator Input in Doctoral Student Writing Instruction in the Disciplines”

Roger Graves, University of Alberta, Edmonton, Canada, “Supporting Doctoral Student Writing: Writing Centre Director Perspectives”

Dana Salter, McGill University, Montréal, Québec, Canada, “Re-thinking Doctoral Student Writing Experiences: Perspectives from Historically Under-Represented Doctoral Students”

**Information Technologies**

**J.21** Creating Identity with Technology Online: Lessons from the Web

Convention Center, Room L2, Lower Level

*Chair:* Khem Aryal, University of Missouri, Columbia

*Speakers:* Meredith Zoetewey, University of South Florida, Tampa, “A Rhetoric of Ornament: Decorating Mobile Devices in the Aesthetic Economy”

Elizabeth Thiry, The Pennsylvania State University, State College, “Identity Crisis: Reevaluating Teaching to Negotiate Identities in Cyberspace and Beyond”

Jen Bacon, West Chester University, PA, “The Ghost in the Machine Remixed: Teaching Cyborg Analysis in the Writing Classroom”
History

J.22 Revisiting Rhetorical Ancestors: E.B. White, Edward Corbett, and Hugh Blair
Convention Center, Room L3, Lower Level
Chair: Hannah Ashley, West Chester University, PA
Speakers: Russel Durst, University of Cincinnati, OH, “Making Comp Respectable in English Departments: Edward Corbett and the Development of Composition Studies”
Tika Lamsal, University of Louisville, KY, “Blair as a Colonialist: Revisiting Hugh Blair’s Lectures on Taste”

Information Technologies

J.23 Revising the Generation Gap: Uses of Technology in the Composition Classroom
Convention Center, Room L4, Lower Level
Chair: Anita August, Southern Connecticut State University, New Haven
Speakers: Kevin Rutherford, Miami University, Oxford, OH, “Playing that Rewards: Video Games as Rhetorical Tools in Composition Classrooms”
Catherine Latterell, Penn State Altoona, “Teaching Remix: How Breakdown, Sample, Mix, and Play Now Dominate New Approaches to Fycomp”
Thomas Reynolds, Northwestern State University, Natchitoches, LA, “Web 2.0 in the Pencil and Paper Classroom: Making Virtual Communication Tangible for the Adult Learner”

Theory

J.24 Rhetoric Of, In, and As Political Economy: Demystifying Ideological/Material Relations
Convention Center, Room L5, Lower Level
Chair: Siskanna Naynaha, University of Connecticut, West Hartford
Speakers: Jerry Peterson, Washington State University Pullman, “Praise, Blame, and Oracle: The Rhetorical Tropes of Political Economy”
Wendy Olson, Washington State University, Vancouver, “Literacy, Crisis, and Rhetoric within Composition: A Political Economy”
David Menchaca, Washington State University Vancouver, “Technology Use as Political Economy: Material Experience as Meaning-Making”
Friday, 2:00–3:15 p.m.

Theory

J.25 Re/Presenting Asian American Texts as Rhetoric
Convention Center, Room L6, Lower Level

Chair: LuMing Mao, Miami University, Oxford, OH

Speakers:
Bo Wang, California State University, Fresno, “‘Living for Change’: Grace Lee Boggs’s Activist Rhetoric”
Mira Shimabukuro, The University of Wisconsin, Madison, “‘Another Earnest Petition’: The Mothers of Minidoka Re-Write the Draft”
Haivan Hoang, University of Massachusetts, Amherst, “Reading Gidra as Asian American Rhetoric and College Composition”
Peiling Zhao, Millikin University, Decatur, IL, “Constructing and Reconstructing a Rhetorical Chinatown: Symbols, Images, and Languages”
Morris Young, The University of Wisconsin, Madison, “Geographies of Identity: Remixing Yi-Fu Tuan’s Who Am I?”
Stella Oh, Loyola Marymount University, Los Angeles, CA, “Absence and Rhetorical Invention in Theresa Cha’s Dictee”
Stuart Ching, Loyola Marymount University, Los Angeles, CA, “Absence and Rhetorical Invention in Theresa Cha’s Dictee”

Respondent: LuMing Mao, Miami University, Oxford, OH

Practices of Teaching Writing

J.26 Daring to Remix, Renegotiate, and Reassess Writing Assessment
Convention Center, Room L7, Lower Level

Chair: Rebecca Rickly, Texas Tech University, Lubbock

Speakers:
Fred Kemp, Texas Tech University, Lubbock, “Distributed Grading and the System Solution”
Deanna Mascle, Morehead State University, KY, “Negotiated Assignments and Rubrics”
Ronda Wery, Klamath Community College, Klamath Falls, OR, “Daring to Explore Writing Assessment”

Practices of Teaching Writing

J.27 Response and Reflection: Rethinking Student and Teacher Comments
Convention Center, Room L8, Lower Level

Chair: Elizabeth Cone, Suffolk County Community College, Seldon, NY

Speakers:
Matthew Dowell, University of Louisville, KY, “Comments as Sponsorship, Sponsorship as Comments”
Scott O’Callaghan, Southern Vermont College, Bennington, VT, “Response Refocused and Remixed: Pushing Past Our Own Cliches Responding to Student Writing”
Mike Garcia, University of New Hampshire, Durham, “Politics and Ethics of Self-Assessment: Students and Teachers Reflect on Reflection”

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**Theory**

**J.28 Public Rhetorics: Theorizing Histories**

Convention Center, Room L9, Lower Level

*Chair:* George Bailey, Columbia College, Chicago, IL

*Speakers:* David Hutto, Juniata College, Huntingdon, PA, “Eugenics and the Ethos of Science”
Beth Church, Bowling Green State University, OH, “Epideictic without the Praise: A Heuristic Analysis of *The Rhetoric of Blame*”
Nora Bacon, University of Nebraska at Omaha, “Dialogic Rhetoric Renewed? Candidate Obama’s Response to Conflict”

**Practices of Teaching Writing**

**J.29 Remixing Reading, Writing, Responding**

Convention Center, Room L10, Lower Level

*Chair:* Cynthia Bair Van Dam, American University, Washington, D.C.

*Speakers:* Carole Center, Lasell College, Newton, MA, “Responding to Student Reading”
Elizabeth Kalbfleisch, University of Minnesota-Twin Cities, “Rhetoric and the Teaching of Reading in the First Year Writing Class”
Daniel Keller, Ohio State University, Newark, “Transmedia Literacy: How Reading and Writing Are Blending”

**History**

**J.30 (Re)Imagining FYC with New World Rhetoric**

Convention Center, Room L11, Lower Level

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

*Speakers:* Cruz Medina, University of Arizona, Tucson, “Remixing Brown Pedagogy with New World Rhetoric and Structuralism”
Cassie Wright, University of Arizona, Tucson, “Writing Their Way into History or, Counterstory and Resistance in FYC”
Iris Ruiz, University of California San Diego, “Shattering Glass Mirrors: A Case for Historiographic Theory and Writing in Composition”

**Institutional and Professional**

**J.31 Rethinking Expertise: The Place of Humility in Writing Program Administration**

Convention Center, Room L12, Lower Level

*Speakers:* Tom Hemmeter, Bryn Mawr College, PA, “Developmental Opportunities for the Many, Not for the Few: A Post-Composition Model for Students Seeking Additional Writing Help”
Gail Hemmeter, Bryn Mawr College, PA, “‘Strategic Passivity’: Rethinking the Deficit Model of Faculty Development”
Faye Halpern, University of Calgary, Alberta, Canada, “Sentimentality and the Problem of Rhetorical Expertise”
Friday, 2:00–3:15 p.m.

Language

J.32  **What Is Intonation in Speech, What Role Does It Play in Grammar, and What Role Might It Play in Writing?**
Convention Center, Room L15, Lower Level

*Chair:* Peter Elbow, University of Massachusetts at Amherst,

*Speakers:* William Greaves, Glendon College, York University, Toronto, Ontario, Canada “Intonation in English”
Peter Elbow, University of Massachusetts at Amherst, “Harnessing Intonation for Writing: Revising by Reading Aloud”

Academic Writing

J.34 **Second Language Writing and Pedagogy: Strategies for Undergraduate and Graduate Courses**
Convention Center, Room 202, Level 2

*Chair:* Tamika Barrett, University of Pittsburgh, PA

*Speakers:* Rachael Cayley, University of Toronto, Ontario, Canada, “Genre-based Pedagogy and the ‘Linguistic Divide’”
Peter Grav, University of Toronto, Ontario, Canada, “Genre-based Pedagogy and the ‘Linguistic Divide’”
Naoko Kato, Ball State University, Muncie, IN, “Remixing Discourse: Teaching a Pragmatic Competency Approach in the Writing Classroom”

Practices of Teaching Writing

J.35 **Contexts for Collaboration: Performances, Workshops, and Wikis**
Convention Center, Room 207, Level 2

*Speakers:* Sarah Nakamaru, Borough of Manhattan Community College, New York, NY, “Remixing the ESL Composition Class: Connecting Reading, Writing, and Language with Web 2.0”
Eileen Donovan-Kranz, Boston College, Chestnut Hill, MA, “Cut! Critical Thinking through Collaborative, Dramatic Collage”
Jiajia He, Utica College, NY, “Rethinking Collaborative Writing in an ESL Context”
Friday, 2:00–3:15 p.m.

**Information Technologies**

**J.36 Human Rights Advocacy, Visual Rhetoric, and Pedagogy**
Convention Center, Room 208, Level 2

*Chair:* Wendy Hesford, Ohio State University, Columbus  
*Speakers:* Wendy Hesford, Ohio State University, Columbus, “Affective Economies: Human Rights and Composition Pedagogy”  
Ryan Omizo, Ohio State University, Columbus, “Re-mixing Human Rights: Towards an Intertextual Rhetoric of Human Rights Media”  
Timothy Jensen, Ohio State University, Columbus, “Negotiating Identity: Digital Documentaries in the Age of Transnational Advocacy”  

*Respondent:* Eve Wiederhold, George Mason University, Fairfax, VA

**Theory**

**J.37 Remixed Representation: Rhetorical Reconsiderations of Race, Gender, and Sexuality**
Convention Center, Room 209, Level 3

*Chair:* Eric Pritchard, University of Texas at Austin  
*Speakers:* Tamika L. Carey, Syracuse University, NY, “Killing Us Softly with Our Song: Tyler Perry’s Rhetoric of Healing and The Rewriting of Contemporary Black Womanhood”  
Alexandria Lockett, The Pennsylvania State University, State College, “Just to Make My Livelihood: Blues Music as Literacy and Social Protest in Early 20th Century America”  
Elisa Marie Norris, Syracuse University, NY, “Dude Ways: Black Masculinity, Black Female Embodiment, and the Making of Self and Community”

**J.38 Queer and Now: Commemorating Eve Kosofsky Sedgwick**
Convention Center, Room 210, Level 2

*Chair:* Andrea A. Lunsford, Stanford University, CA  
*Speakers:* Ian Barnard, California State University, Northridge, “Queer Writing”  
Aneil Rallin, Soka University, Aliso Viejo, CA, “Queer Unsettlings”  

*Respondent:* Jonathan Alexander, University of California, Irvine
Friday, 2:00–3:15 p.m.

Practices of Teaching Writing

J.39  Old Wine in New Bottles:  
Towards a Pedagogical Understanding of the New Media  
Convention Center, Room 211, Level 2  
Chair: Steele Campbell, Auburn University, AL  
Speakers: Josh Doty, Auburn University, AL, “Con’tweet’ualizing Contextuality: Tweeting the Writing Classroom”  
Mary Mechler, Auburn University, AL, “Reading, Writing, and Doing: A Pedagogy for the Media-Minded”  
Steele Campbell, Auburn University, AL, “It’s Not Cheating if It’s Assigned: Starting the Discussion of Literature where Sparknotes End”

Theory

J.40  Visual Rhetorics: Histories and Theories  
Convention Center, Room 214, Level 2  
Chair: Douglas Basford, SUNY-Buffalo  
Speakers: Guy Douglas Solomon, East Carolina University, Greenville, NC, “Advertising and Rhetoric”  

Practices of Teaching Writing

J.41  Rethinking Response: What We Tell and How We Tell It  
Convention Center, Room 215, Level 2  
Speakers: MaryAnn Crawford, Central Michigan University, Mt. Pleasant, “Examining the Margins of Response”  
Christina Montgomery, Saginaw Valley State University, MI, “Talking through Revision”  
Ellen Schendel, Grand Valley State University, Allendale, MI, “The Three-Way Nature of Response in One-to-One Writing Center Consultations”  
Helen Raica-Klotz, Saginaw Valley State University, University Center, MI, “What We Write, What We Say, What We Know, or the Language of Peer Review”
Friday, 2:00–3:15 p.m.

Practices of Teaching Writing

**J.42 Self-Efficacy and Implications for FYC: Revisiting Theory and Remixing Practices**
Convention Center, Room 218, Level 2

**Speakers:** Erica Reynolds Clayton, University of Hawaii at Manoa, “Revisiting Response: Effects of Teacher Commentary on Self-Efficacy”
Jill Dahlman, University of Hawaii at Manoa, “Remixing Peter Elbow’s: ‘Closing My Eyes as I Speak’”
Michael Sullivan, Florida State University, Tallahassee, “Rethinking Literacy: Technology and Self-Efficacy in FYC”
Piper Selden, University of Hawaii at Manoa, “Renewing Self-Efficacy: High-Risk Students and Technology”
Miriam Gustafson, University of New Mexico-Valencia, “Revising Pedagogical Praxis: Identifying and Improving Self-Efficacy among FYC Students”

Composition/Writing Programs

**J.43 Learning from Other Programs and Disciplines**
Convention Center, Room 219, Level 2

**Speakers:** Katie Guest Pryal, University of North Carolina-Chapel Hill, “Writing in the Disciplines/Law: Strategies for New Instructors”
Nancy Berger, Beacon College, Leesburg, FL, “In Our Writing Center, All of Our Students are Learning Disabled—Now What?”
Mary Hallet, CSI CUNY, Staten Island, NY, “Dancing with the Regulars: Setting the Pace for Writing Instruction in University Honors Programs”

Photo courtesy of Dan Dry
Objects capture moments in cultural history. They are made by particular people at particular times for specific purposes, yet their meanings often go beyond their makers’ original intentions, connecting people, places, and ideas that might otherwise appear unrelated. In this session, three ordinary objects—a message from a son to a father, a family photograph, and an image of tectonic plates—call forth a network of associations, and evoke cross-disciplinary inquiries into the nature of teaching and learning.

As primary sources, these objects contain complex narratives that carry ways of thinking about the world and methods of framing arguments that lead the speakers to unexpected connections. In this multi-media presentation, the speakers will model the ways in which observing and interpreting objects, especially when placed in conversation and in juxtaposition with other objects, bridge the personal with the intellectual and provide abundant opportunities to remix and revise teaching practices.

Chair: Kerry Walk, Princeton University, NJ

Speakers: Doug Hesse, University of Denver, CO, “i Mist you: Four Professional Evocations of a Piece in Pipe Cleaner and Crayon”

Doug Hesse
Nancy Sommers
Kathleen Blake Yancey
Nancy Sommers, Harvard University, Cambridge, MA, “Gestures of Continuity”
Kathleen Blake Yancey, Florida State University, Tallahassee, “All the World on a Single Slide: Four Observations on Composition Sponsored by an Image of Tectonic Plates”

Featured Session
Who’s the Audience: Recasting, Revisiting, and Re(thinking) the Concept of Audience in 21st Century Composition Classrooms
Convention Center, L15, Lower Level

In his book, A Teacher’s Introduction to Reader-Response Theories, Richard Beach lays the framework for a reader’s engagement with the text through context transaction. He further posits five primary theoretical perspectives: textual, experiential, psychological, social, and cultural. Textual theorists analyze the virgin text, using their own knowledge of the “text or genre conventions to respond to specific text features”. Experiential theorists deploy the readers’ own personal experiences in relation to the text, e.g., how readers identify with characters or settings based upon the personal anecdotes of the readers. Psychological theorists examine readers’ “cognitive or subconscious processes . . . according to . . . individual personality and developmental level”. Social theorists explore readers’ social roles and the “influence of social context on the reader/text transaction”. Lastly, cultural theorists study “how readers’ cultural roles, attitudes, values, as well as the larger cultural, historical context, shape responses”.

At no other time in the history of humankind than the twenty-first century...
have students been ever-active agents, or revisionists; recasting and reshaping the text through context transaction. Is the audience a dual agent, both reader of the text and author of the context? The four presentations grapple with these ideas and more with respect to divergent worldviews of traditional and nontraditional students in the classroom, as well as other demographics (e.g., race, culture, gender, age, and faith issues).

**Chair:** Sheldon Wrice, University of Akron, OH

**Speakers: Lena Ampadu,** Towson University, MD, “When White Will Embrace What Is Right: Revising Rhetorical Strategies for Broader Audience Appeal”

**Elsa Rogers,** Hodges University, Fort Myers, FL, “The Student Audience: Customer Service in the Writing Classroom”

**Akua Duku Anokye,** Arizona State University, Glendale, “Hearing Voices: Listening to Women’s Work”

**Mary Alice Trent,** Oral Roberts University, Tulsa, OK, “The (Con)Text and Faith Integration: Ethos and Civic Responsibility”

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### Composition/Writing Programs

**K.01 Revisiting and Revising: Using Data to Evaluate and Improve a Developmental Writing Program**

_Marriott, Kentucky Ballroom A, First Floor_

**Speakers:** Susan Gabriel, Community College Baltimore County, MD, “Accelerated Learning: What Is It and Where Did It Come From?”

Robert Miller, Community College Baltimore County, MD, “Longitudinal Data on Students in an Accelerated Learning Program”

Peter Adams, Community College Baltimore County, MD, “Specialized Studies of ALP: Why Does It Work? How Are Students Changed? How Are Faculty Changed?”

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### Composition/Writing Programs

**K.02 Re-Thinking Placement into First-Year Writing Courses: Developing an Evidence-Based Statewide Model**

_Marriott, Kentucky Ballroom B, First Floor_

**Chair:** Heidi Estrem, Boise State University, ID

**Speakers:** Gordon Thomas, University of Idaho, Moscow, “Testing and Advising: Developing a Self-Guided Placement Procedure That Incorporates Online Essay Writing”

Kimber Shaw, Boise State University, ID, “Involving Academic Advisors University-Wide in the English Placement Process”

Lloyd Duman, Northern Idaho College, Coeur d’Alene, “Involving Academic Advisors University-Wide in the English Placement Process”
Harold Hellwig, Idaho State University, Pocatello, “Soccer Requires Nimble Feet: How Idaho State University Created a Self-Guided Placement Tool”

Respondent: Peggy O’Neill, Loyola Marymount University, Baltimore, MD

Practices of Teaching Writing

K.03 Rethinking How We Respond to Student Writing: A Series of Comparative Studies
Marriott, Kentucky Ballroom C, First Floor

Speakers: Randi Browning, University of California, Santa Barbara, “Remixing Response Strategies: Caring for Our Students AND Ourselves”
Olivia Walling, University of California, Santa Barbara, “Rethinking How to Motivate Students through End Comments”
Leslie M. Hammer, University of California, Santa Barbara, “For Whose Sake?: Revising the (Mis)Uses of Extensive Commenting with Rubrics”
Craig Cotich, University of California, Santa Barbara, “Rethinking Feedback: What Satisfies Students and Keeps Us Sane?”

Practices of Teaching Writing

K.04 Consider the Alternative: Creative Assignments in the Composition Classroom
Marriott, Kentucky Ballroom D, First Floor

Speakers: Susan Kirtley, University of Massachusetts at Lowell, “Wham! Pow! Crash!: Enhancing Visual Literacy with Comic Art”
Mary Reda, College of Staten Island/ CUNY, NY, “‘Mirror, Mirror’: Teaching Analysis through Modern Fairy Tales”
Michael Mattison, Wittenberg University, Springfield, OH

Theory

K.05 The “Persistent Problem of Unstated Privilege”: New Ways to Disrupt Whiteness
Marriott, Kentucky Ballroom E, First Floor

Chair: Joyce Irene Middleton, East Carolina University, Greenville, NC

Speakers: Joyce Irene Middleton, East Carolina University, Greenville, NC, “Reproducing Whiteness: When are We Going to Stop Talking about Race?”
Tammie M. Kennedy, University of Nebraska at Omaha, “Rereading Whiteness Pedagogies through Rhetorical Memory”
Krista Ratcliffe, Marquette University, Milwaukee, WI, “Rereading Whiteness Pedagogies through the Lens of the 2008 Presidential Election”
Kathleen Ethel Welch, University of Oklahoma, Norman, “Teaching Whiteness in an Advanced Writing Class”
Jennifer Trainor, San Francisco State University, CA, “The Emotioned Rules of Composition Work: Rethinking the Sources of White Privilege”
Friday, 3:30–4:45 p.m.

*Practices of Teaching Writing*

**K.06  Revising the Disciplinary Division of Labor between ESL Writing and Basic Writing**

Marriott, Marriott Ballroom VIII, Second Floor

*Speakers:* Carrie Ann James, Urbana University, OH
Jill Loney, Urbana University, OH
Joseph Burzynski, Miami University, Oxford, OH

*Information Technologies*

**K.07  New Media Writing as the Future of WAC and WID: One Writing Center’s Experience Developing New Media Writing Curricula**

Marriott, Kentucky Ballroom G, First Floor

*Chair:* Anne Gere, University of Michigan, Ann Arbor

*Speakers:* Naomi Silver, University of Michigan, Ann Arbor, “The WAC and the WID of New Media Writing”
Jennifer Michaels, Ohio State University, Columbus, “Multimodal Web-Based Documentaries: Using Genre to Transform Teaching and Learning”
Christopher Schmidt, University of Michigan, Ann Arbor, “Developing Interdisciplinary Curricula with New Media Writing”

*Professional and Technical Writing*

**K.08  Revising Genre Theory: Reporting on the Emergence of Online Health Communication Genres**

Marriott, Show Room, First Floor

*Speakers:* Lora Arduser, Texas Tech University, Lubbock, “Same Old Story? Emerging Forms in Online Illness Narratives”
MaryBeth Debs, University of Cincinnati, OH, “Impatient Rhetoric: Contesting Medicine Online in Patient Advocacy Sites”
Scott Mogull, Texas Tech University, Lubbock, “Emerging Technical Marketing Communication Genres Employed by the Pharmaceutical Industry in an Online-Centered Society”
Lisa Meloncon, University of Cincinnati, OH, “Google Me a Genre”
Amy Koerber, Texas Tech University, Lubbock, “Remixing Peer Review in Online Medical Journals”
Composition/Writing Programs

K.09 Developments in Undergraduate Writing Majors: A Roundtable Discussion

Marriott, Place Room, First Floor

Chair: Sandra Jamieson, Drew University, Madison, NJ

Speakers:
- Greg Giberson, Oakland University, Rochester, MI “Remixing a Discipline: The Growth of Undergraduate Writing Majors”
- Dominic DelliCarpini, York College of Pennsylvania, “Re-membering the Canons’ Middle Sisters: Style, Memory, and the Return of the Progymnasmata in the Liberal Arts Writing Major”
- Michael J. Zerbe, York College of Pennsylvania, “Re-membering the Canons’ Middle Sisters: Style, Memory, and the Return of the Progymnasmata in the Liberal Arts Writing Major”
- Randy Brooks, Milliken University, Decatur, IL, “The Undergraduate Writing Major at a Small Comprehensive University: An Integrated Approach”
- Patricia Harkin, University of Illinois-Chicago
- Sanford Tweedie, Rowan University, Glassboro, NJ, “Creating Disciplinary Identity through an Introductory Course in the Writing Major”
- Thomas Moriarty, Salisbury University, MD, “Civic Rhetoric and the Undergraduate Major in Writing and Rhetoric”
- Teresa Henning, Southwest Minnesota State University, Marshall, “Writing Program Development and Disciplinary Integrity: What’s Rhetoric Got to Do with It?”
- Celest Martin, University of Rhode Island, Kingston, “Beyond Classroom Genres: The Uses of Creative Nonfiction in the Writing Major”
- Rodney Dick, Mount Union College, Alliance, OH, “The Writing Major as Shared Commitment”
- Wallis May Andersen, Oakland University, Rochester, MI, “Outside the English Department: Lessons in Politics and Disciplinary Integrity when Creating a Writing and Rhetoric Major”
- Lori Baker, Southwest Minnesota State University, Marshall, “Writing Program Development and Disciplinary Integrity: What’s Rhetoric Got To Do with It?”
- Rebeca de Wind Mattingly, University of Colorado at Boulder, “Undergraduate Majors in Rhetoric and Composition Make Our Students and Institutions more Flexible”
- Carmella Braniger, Milliken University, Decatur, IL, “The Undergraduate Writing Major at a Small Comprehensive University: An Integrated Approach”
- Lee Campbell, Valdosta State University, GA
- Debra Jacobs, University of South Florida, Tampa
Practices of Teaching Writing

K.10 Rethinking Pedagogical Practices: Composing Physical and Emotional Pain in the Classroom
Marriott, Marriott Ballroom I, Second Floor

Chair: Jessica Lee, University of Arizona, Tucson

Speakers: Jessica Lee, University of Arizona, Tucson, “Beyond ‘Touchy-Feely’: Rethinking Emotion as a Pedagogical Tool in the First-Year College Composition Classroom”
Alan Chu, University of Hawai’i at Manoa, “Painful Associations: Moral Avoidance and the Sensation of a Feeling”
Piper Selden, University of Hawai’i at Manoa, “Writing through the Pain: Self-Healing and Student Composition”
Annette Priesman, University of Hawai’i at Manoa, “Composition and Pain: Cathartic Pedagogy in the Classroom”

Community, Civic & Public

K.11 Writers in Residence: Teaching Multimodal Public Rhetoric in a Living-Learning Community
Marriott, Marriott Ballroom II, Second Floor

Speakers: Terese Guinsatao Monberg, Michigan State University, East Lansing, “Residing in Difference: Theories of Movement and Multimodal Public Rhetorics”
David Sheridan, Michigan State University, East Lansing, “The Production of Culture: Multimodal Composing as Political Action”
Eric Aronoff, Michigan State University, East Lansing, “‘I Almost Despair of Putting It in a Comprehensible Form’: Moby-Dick, Multimodal Composition, and the First Year Writing Classroom”
Austin Jackson, Michigan State University, East Lansing, “Composing Democracy: Teaching Critical Race Theory in College Composition”

Practices of Teaching Writing

K.12 Remix: Web 2.0 and Classroom Practice
Marriott, Marriott Ballroom III, Second Floor

Speakers: Christopher Basgier, Indiana University, Bloomington, “Integrating Blogs into the First Year Composition Curriculum”
Scott Lloyd DeWitt, The Ohio State University, Columbus, “Remixing Collaboration: Process, Consensus, Technologies, Assessment”
Trent Kays, University of Arkansas at Little Rock, “Is Blog Use Right for First-Year Composition Courses?”
Information Technologies

K.13 Writing Retooled: Loop, Channel, Layer, Stream
Marriott, Marriott Ballroom V, Second Floor
Speakers: Alice Robison, Arizona State University, Tempe
Collin Brooke, Syracuse University, NY
Spencer Schaffner, University of Illinois, Urbana-Champaign

Composition/Writing Programs

K.14 Rubrics Redux
Marriott, Marriott Ballroom VII, Second Floor
Chair: Joel Wingard, Moravian University, Bethlehem, PA
Speakers: Gail Corso, Neumann University, Aston, PA
Joel Wingard, Moravian University, Bethlehem, PA
Sue Zwayer, Bowling Green State University, OH
Deirdre Pettipiece, West Chester University of Pennsylvania

Theory

K.15 Queering Gender: Performing Theories of Rhetoric
Marriott, Marriott Ballroom X, Second Floor
Chair: Andrea Beaudin, Southern Connecticut State University, New Haven
Speakers: Lucia Pawlowski, University of Minnesota-Twin Cities, “Queering Academic Discourse: Re-inventing the (Neo-liberalized) University. . . in Drag”
Vickie Willis, Georgia State University, Atlanta, “Delivery Re-Mixed: Gender, Performativity, and the Fifth Canon”

Institutional and Professional

K.16 Remixed Perspectives on Peer Tutoring and Literacy Education
Marriott, Clubhouse Room, Second Floor
Speakers: Brian Fallon, Fashion Institute of Technology-SUNY, NY, “Epistemological Kaleidoscope: Remixing the Peer Tutoring Experience”
Dawn Fels, Indiana University of Pennsylvania, “Reconsidering Standardization: Peer Tutors as Vernacular Architects”
Moira Ozias, University of Kansas, Lawrence, “A Remixed Community of Practice: Notes from Peer Tutor Alumni”
Friday, 3:30–4:45 p.m.

**History**

**K.17 Revising Ancient Rhetorics for the 21st Century**

Marriott, Grandstand Room, Second Floor

*Speakers:* Shawn Ramsey, Bowling Green State University, OH, “Carolingian Culture and Alcuin’s Rhetoric”

James Beasley, University of North Florida, Jacksonville, “The Neo-Aristotelianism of Richard Weaver and Rhetoric’s Dream of Professionalization”

Bernie Miller, Eastern Michigan University, Ypsilanti, “Helen and Peitho’s Prism: Reflections of Women and War”

**Practices of Teaching Writing**

**K.18 Rethinking Specialized Contexts for the Composition Classroom**

Marriott, Paddock Room, Second Floor

*Chair:* Crystal Benedicks, Wabash College, Crawfordsville, IN

*Speakers:* Felicia Dziadek, Texas A&M University, Corpus Christi, “Meeting the Needs of the Instant Gratification Generation”

Robin Evans, Wilberforce University, OH, “Implementing a Hybrid Course Model to Enhance Instruction at a Small, Private HBCU”

Lucretia B. Yaghjian, Episcopal Divinity School, Cambridge, MA, “What Have They Done to Our Song? Remixing Writing Pedagogy, Writing Practices, and the Professor for an Online Theological Context”

**Language**

**K.19 (Im)Proving Literacy: Rethinking the Link between Citizenship and the Uses of Public Language**

Convention Center, Room L1, Lower Level

*Chair:* Kirk Branch, Montana State University, Bozeman

*Speakers:* Alanna Frost, University of Alabama, Huntsville, “Part(s) of the Plan: First Nations and the Canadian Government’s Goals for the ‘Progress of Canadian Subjects’”

Kirk Branch, Montana State University, Bozeman, “Assessing for Citizens: Literacy Testing in the Post-Reconstruction South”

Connie Kendall Theado, University of Cincinnati, OH, “Navigating a Nation: Second Wave Immigration, High Stakes Testing, and Literacy as a ‘Go-Between’ Truth”

Amy Wan, Queens College-CUNY, NY, “Literacy as a Habit of ‘Intelligent Citizenship’ in the U.S. Worker Education Movement”
Friday, 3:30–4:45 p.m.

**Information Technologies**

**K.20 Images, Rhetoric, and the Construction of Meaning**
Convention Center, Room L2, Lower Level

*Speakers:* Billie Harra, Texas A&M, Corpus Christi, “A Certain Realism about Literacy: The Birth of a Reader”
Bill Wolff, Rowan University, Glassboro, NJ, “Revealing Meaning, Broadcasting History: Notes on the Composition of Oral History Video”
Christa Teston, Rowan University, Glassboro, NJ, “From Artifact to Action: The Role of Medical Images in Cancer Care Deliberations”

**Information Technologies**

**K.21 Rethinking Modalities: Strategically Integrating Multimedia in the First-Year Writing Curriculum**
Convention Center, Room L4, Lower Level

*Speakers:* Alba Newmann Holmes, University of Denver, CO, “Examining Expectations for Undergraduate Multimodal Literacy”
David Daniels, University of Denver, CO, “Rethinking the Rhetoric of PowerPoint”
Blake Sanz, University of Denver, CO, “Implications, Benefits, and Limitations of Digital Audio Responses to Student Drafts”
Jennifer Novak, University of Denver, CO, “Using Electronic Portfolios to Facilitate Interaction and Reflection on Writing”
Jennifer Campbell, University of Denver, CO, “Developing a Multimodal Faculty”

**Theory**

**K.22 Racial Performance and the Ethics of Memory**
Convention Center, Room L5, Lower Level

*Speakers:* Sinduja Sathiyaseelan, University of Nebraska-Lincoln, “Coconuts in July”
Vershawn Ashanti Young, University of Iowa, Iowa City, “Momma’s Memories: Performing Disjunctures of Education Post Jim Crow”
Frankie Condon, University of Nebraska-Lincoln, “Wrestling with Angels: Forgetting and Remembering White”
Friday, 3:30–4:45 p.m.

Research

K.23 Rhetorical Methodologies: Remixing the Research Methods Course
Convention Center, Room L6, Lower Level
Chair: Lynee Lewis Gaillet, Georgia State University, Atlanta
Speakers: Michelle F. Eble, East Carolina University, Greenville, NC, “Methods vs. Methodologies: What?”
Lynee Lewis Gaillet, Georgia State University, Atlanta, “Mixing Methods in the Research Methods Course: Why?”
Will Banks, East Carolina University, Greenville, NC, “Remix Methodology: How?”

Information Technologies

K.24 Remixing, Remediating, Recomposing, and Reregulating Copyright
Convention Center, Room L7, Lower Level
Chair: Danielle Nicole DeVoss, Michigan State University, East Lansing
Speakers: Danielle Nicole DeVoss, Michigan State University, East Lansing, “Rethinking Ugly: Remix, Composing, and YouTube Poop”
John Logie, University of Minnesota, Minneapolis, “RE:composition”
Steve Westbrook, California State University, Fullerton, “Peanuts on the Breath, Footprints in the Text: Fair Use as the Elephant in the Classroom”
Martine Courant Rife, Lansing Community College, MI, “The Commonalities between Indigeneity and Copyright Law”

Composition/Writing Programs

K.25 The New Traditional Student: Re-mixing Demographics, Curriculum, and Theory
Convention Center, Room L8, Lower Level
Speakers: William Carpenter, High Point University, NC, “Digital Natives and Campus Refugees”
Stephanie Pelkowski Carpenter, Winston-Salem, NC, “What Textbooks Reviews Can Tell Us”
Doug Sweet, Chapman University, Orange, CA, “Deliberative Rhetoric and Contingent Agency”

Practices of Teaching Writing

K.26 Renewing First Year Writing Programs
Convention Center, Room L9, Lower Level
Speakers: Kyle McIntosh, Purdue University, West Lafayette, IN, “Post-process Aspects of Second Language Writing”
Anne McCabe, St. Louis University in Madrid, Spain, “A Blend of Theoretical Perspectives on a First-Year Writing Program Abroad”
Friday, 3:30–4:45 p.m.

Language

K.27 Looking Forward While Looking Back: The Revisiting, Reinventing, and Rethinking of Ideas in Ethnic Discourse
Convention Center, Room L10, Lower Level

Chair: Tamika Carey, Syracuse University, NY
Speakers: Denise Valdes, Syracuse University, New Hartford, CT, “Your Abuelita’s Spanish: Language and the New Latina/o”
R. Candace Epps-Robertson, Syracuse University, NY, “The Free Schools of Prince Edward County: A Site for Emancipatory Composition”
Reva Sias, Syracuse University, NY, “From Black Power to Speaking Truth to Power”

History

K.28 Rethinking Prose Style: The Economic Implications of Writing Pedagogies
Convention Center, Room L11, Lower Level

Speakers: Mark Garrett Longaker, The University of Texas at Austin, “Writing for the Market: Stylistic Clarity, Commerce, and John Locke”
Rodney Herring, University of Denver, CO, “The Value of Writing Properly: Understanding the Misunderstanding about Language Rights”
Lois Agnew, Syracuse University, NY, “Style as Resistance in Thomas De Quincey’s Rhetorical Theory”

Institutional and Professional

K.29 Revising Teacher Perceptions of Writing Assessment
Convention Center, Room L12, Lower Level

Speakers: Cornelia Paraskevas, Western Oregon University, Monmouth, “Renewing Collaboration in Teacher Preparation Programs”
Margaret Artman, Western Oregon University, Monmouth, “Revisiting Perceptions of Writing Assessment”
Jason Waite, Western Oregon University, Monmouth, “Rethinking Tensions between Teaching and Assessment”

Academic Writing

K.30 More Groups Out of the Closet: Reconsidering Definitions of Disability in Composition Studies
Convention Center, Room 201, Level 2

Speakers: Marsha Olsen-Wiley, Kent State University, OH, “Representing Autism: Rhetorical Pathways for Engaging Autism PSAs”
Hannah Dickinson, University of Michigan, Ann Arbor, “Beyond Injury and Healing: Research on Student Writing about Violence”

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Community, Civic & Public

K.31 Motor City Remix: Negotiating Notions of Property and Identity in Post-Industrial Detroit

Convention Center, Room 202, Level 2

Speakers: Amanda Hiber, University of Detroit Mercy, MI, “I Can’t Get Next to You: College Campus as Gated Community”
Andrew Wright, University of Detroit Mercy, MI, “Ain’t Nothing Like the Real Thing: Copyright, Copyleft, Copied Homework, and Copy Machines”
Stephanie Amada, University of Detroit Mercy, MI, “‘Come See about Me’: Visual Rhetoric, Student Identity, and Multi-modal Writing in Detroit”

Practices of Teaching Writing

K.32 Performing Literacy Remix across Local Spaces

Convention Center, Room 207, Level 2

Speakers: Lynn Lewis, Oklahoma State University, Stillwater, “The Times of Their Lives: Remixing First-Year Writers in the Era of Excellence”
Genevieve Critel, The Ohio State University, Columbus, “Remixing the Digital Divide: African American Women’s Digital Literacy Practices in Academic Spaces”
Rachel Jackson, University of Oklahoma, Norman, “Red State Remix: Filling in the Margins of Local Rhetorical Space”

Information Technologies

K.33 Exploring the “Re-Mix” of Composition Pedagogies when Teaching Freshman Composition Online

Convention Center, Room 208, Level 2

Speakers: Liana Odrcic, University of Wisconsin-Milwaukee, “‘Everything Old Is New Again’: Re-Mixing Composition Pedagogies in an Online Freshman Writing Course”
Debra Siebert, University of Wisconsin-Milwaukee, “Rethinking, Remixing, and Reshaping: Student Resistance to New Media Texts and Multiliteracies in an Online Freshman Composition Course”
Kristin Terwelp, University of Wisconsin-Milwaukee, “Remixing and Revising Composition Pedagogies for Online Students”
Information Technologies

K.34 (Almost) Live at the 4Cs: Re-visioning Conference Networks

Convention Center, Room 209, Level 2

Chair: Bill Hart-Davidson, Michigan State University, East Lansing

Speakers: Brian McNely, The University of Texas-El Paso, “Persistent Back-channels and Social Graphs”
Carlos Salinas, The University of Texas-El Paso, “Designing Global Audiences via Podcasts and Blogs”
Casey McArdle, Ball State University, Fort Wayne, IN, “Exploring Interactive Screen Capture Broadcast Systems”
Douglas Walls, Michigan State University, East Lansing, “Fluid Infrastructures and Remixed Objects”

Theory

K.35 (Re)Mixed, Appropriated, and Multiple Media: Mixing and Mingling in Art, Politics, and Literature

Convention Center, Room 210, Level 2

Speakers: Rocky Colavito, Butler University, Indianapolis, IN, “When There’s No More Room in Hell, the Dead Will Walk (through) the Leaves of Literature: Mixing the Living Dead with Classic and Contemporary Literature”
Elizabeth Mix, Butler University, Indianapolis, IN, “Learning from ReMix, Learning to ReMix: Appropriation, Reflection, Analysis, and Writing about Art”
Jonathan Evans, Texas Woman’s University, Denton, “Seeing the Past in the Future: Mixing Symbols, Semiotics, and Rhetoric in Orwell’s 1984”

Creative Writing

K.36 Mix, Jerge, Divide: Tracing Histories of Composition and Creative Writing

Convention Center, Room 211, Level 2

Chair: Jamie Smith, Middle Tennessee State University, Murfreesboro

Speakers: Mark Smith, Valdosta State University, GA, “A House Divided: Negotiating Writing and Literature in a Fragmented Department”
Ben Ristow, University of Arizona, Tucson, “Where Our Workshops Mix and Merge: Interdisciplinary Histories of Creative Writing Workshop beyond English Studies”
Nigel Medhurst, California State University, Fresno, CA, “Creative Writing Pedagogy”
Friday, 3:30–4:45 p.m.

Practices of Teaching Writing

K.37 A Basic Writing Remix: Rethinking Our Community College Curriculum to Renew It with Composition’s Best Practices
Convention Center, Room 214, Level 2

Speakers: Caroline Duncan, Guilford Technical Community College, Greensboro, NC, “Negotiating Message and Model: Teaching Students to Work within and against Institutionally Mandated Forms”
Brandon Belcher, Guilford Technical Community College, Greensboro, NC, “Writing Rhetorically: Integrating Rhetoric into the Community College Classroom”
Paul McNeill, Guilford Technical Community College, Greensboro, NC, “Employing Collaborative Writing in the Community College Composition Classroom”

Theory

K.38 Revisiting the 19th Century: Theories and Histories of Rhetoric
Convention Center, Room 215, Level 2

Chair: Stuart Blythe, Michigan State University, East Lansing

Speakers: Gail Taylor, Claremont Graduate University, CA, “Homo-Social Bonding in the Nation-State: Intersectionality as a Method of Analysis of 19th Century American Literature”
Michael McCamley, University of Delaware, Newark, “Knowledge Creates Obligation’: The du Ponts and Literacy Instruction in the Brandywine Manufacturers Sunday School, 1816—1859”
Paige Van Osdol, Ohio State University, Columbus, “Reclaiming a Canon: Late Nineteenth-Century Women Elocutionists’ Revisioning of Rhetorical Education”

Practices of Teaching Writing

K.39 Rethinking Memoria: The Practices of Memory
Convention Center, Room 218, Level 2

Speakers: John Walter, Creighton University, Omaha, NE, “Memoria as the Technologization of Memory”
Sarah Fielding, St. Louis University, MO, “Presence and Goodwill: A Theory for Teaching the Reading and Writing of Memoir”
Kathie Gossett, Old Dominion University, Norfolk, VA, “Entering the Q Continuum: Memory and Temporal Mechanics”
Composition/Writing Programs

K.40 The Writing Center as a Contact Zone
Convention Center, Room 219, Level 2

Speakers: Kate Warrington, Lindsey Wilson College, Columbia, KY, “Remixing Basic Writing: Offering a New Spin or Just Spinning Our Wheels?”
Allison Smith, Lindsey Wilson College, Columbia, KY, “Remixing Basic Writing: Offering a New Spin or Just Spinning Our Wheels?”
Christopher DiBiase, University of Massachusetts, Amherst, “Remixing Place into Writing Center Scholarship: A Geographic Approach”

K.42 In Celebration of Ken Macrorie:
His Life and On-Going Influence
Marriott, Kentucky Ballroom F, First Floor

Chair: Cheryl Glenn, The Pennsylvania State University, University Park
Discussion Leaders: John Boe, University of Massachusetts, Amherst
Peter Elbow, University of Massachusetts, Amherst
Andrea Lunsford, Stanford University, CA
Friday, 5:00–6:30 p.m.

**CCCC Awards/Recognition Reception**

Marriott, Marriott Ballroom V, Second Floor  
5:00–6:30 p.m.

**Chair:** Gwendolyn D. Pough, Syracuse University, NY

At this reception we announce the winners of the 2010 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in *TETYC*, and the Nell Ann Pickett Service Award. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

**AWARDS PRESENTATIONS**

**OUTSTANDING BOOK AWARD**

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

**Outstanding Book Award Committee**

**Chair:** Norbert Elliot, New Jersey Institute of Technology, Newark  
Chris Anson, North Carolina State University, Raleigh  
John M. Duffy, University of Notre Dame, IN  
Mya Poe, Massachusetts Institute of Technology, Cambridge  
Mary A. Soliday, San Francisco State University, CA

**Previous Award Winners:**

2009  Charles Bazerman, *Handbook of Research on Writing: Society, School, Individual, Text*  
John M. Duffy, *Writing from These Roots: Literacy in a Hmong-American Community*

2008  Sharon Crowley, *Toward a Civil Discourse: Rhetoric and Fundamentalism*

2007  Norbert Elliot, *On a Scale: A Social History of Writing Assessment in America*  
Krista Ratcliffe, *Rhetorical Listening: Identification, Gender, Whiteness*

2006  Morris Young, *Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship*

2005  Kristie S. Fleckenstein, *Embodied Literacies: Imageword and a Poetics of*

2004 Mary Soliday, *The Politics of Remediation: Institutional and Student Needs in Higher Education*

2003 Deborah Brandt, *Literacy in American Lives*
Eileen Schell and Patricia Lambert Stock, *Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*

2002 Paul Kameen, *Writing/Teaching: Essays toward a Rhetoric of Pedagogy*

2001 Kay Halasek, *A Pedagogy of Possibility: Bakhtinian Perspectives on Composition Studies*

2000 Susan Miller, *Assuming the Positions: Cultural Pedagogy and the Politics of Commonplace Writing*, and Barbara Couture, *Toward a Phenomenological Rhetoric: Writing, Profession, and Altruism*

1999 Marilyn Sternglass, *Time to Know Them: A Longitudinal Study of Writing and Learning at the College Level*

1998 James A. Berlin, *Rhetorics, Poetics, and Cultures: Refiguring College English Studies*


1996 Susan Peck MacDonald, *Professional Academic Writing in the Humanities and Social Sciences*


1994 Lester Faigley, *Fragments of Rationality: Postmodernity and the Subject of Composition*

1993 Richard Bullock, John Trimbur, and Charles Schuster, Editors, *The Politics of Writing Instruction: Postsecondary*


1991 Mike Rose, *Lives on the Boundary: The Struggles and Achievements of America’s Underprepared*

**JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD**

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

**Berlin Outstanding Dissertation Award Committee**

*Chair:* Dennis A. Lynch, University of Wisconsin-Milwaukee
Carol Berkenkotter, University of Minnesota Twin Cities, Minneapolis
Christina Haas, Kent State University, OH
Debra Journet, University of Louisville, KY
Joseph Little, Niagara University, NY

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Previous Award Winners

2009  Eric D. Turley, “The Scientific Management of Writing and the Residue of Reform”
2008  Katherine E. Tirabassi, “Revisiting the Current-Traditional Era: Innovations in Writing Instruction at the University of New Hampshire, 1940-1949”
2005  Haivan Viet Hoang, “To Come Together and Create a Movement’: Solidarity Rhetoric in the Vietnamese American Coalition”
2004  Jessica Enoch, “Women’s Resistant Pedagogies in Turn-of-the-Century America; Lydia Maria Child, Zitkala Sa, Jovita Idar, Marta Pena, and Leonor Villegas de Magnon”
2001  Katherine Kelleher Sohn, Whistlin’ and Crowin’ Women of Appalachia: Literacy Development Since College
2000  Elizabeth A. Miles, Building Rhetorics of Production: An Institutional Critique of Composition Textbook Publishing
1999  Chris Gallagher, Composing Inquiry: Rethinking Progressive Pedagogy and Literacy
1998  Jeffrey N. Maxson, A Multimedia and Multivocality in a Basic Writing Classroom
1997  Ellen Cushman, The Struggle and the Tools: Oral and Literate Strategies in an Inner City Community
1996  Amy M. Lee, Visions and Revisions of Teaching Writing as a Critical Process
1994  Harriet Malinowitz, “Lesbian and Gay Reality and the Writing Class”
1993  Marguerite Helmers, The Constitution of Students: Genre and Representation in the Composition Testimonial
1992  Susan Brown Carlton, “Poetic, Rhetoric, and Disciplinary Discourse”

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, College Composition and Communication, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.
Braddock Award Committee

Chair: Howard Tinberg, Bristol Community College, Fall River, MA
Cynthia A. Cox, Belmont University, Nashville, TN
Sharon Mitchler, Centralia College, WA
Jacqueline J. Royster, The Ohio State University, Columbus
Gregory Shafer, Mott Community College, Flint, MI

Previous Award Winners:
2006  Jenn Fishman, Andrea Lunsford, Beth McGregor, and Mark Otuteye, “Performing Writing, Performing Literacy,” December 2005
2003  Bruce Horner and John Trimbur, “English Only and U.S. College Composition,” CCC, June 2002
2002  Kathryn Fitzgerald
2001  James E. Porter, Patricia Sullivan, Stuart Blythe, Jeffrey T. Grabill, and Libby Miles
2000  Jacqueline Jones Royster and Jean C. Williams
1999  Catherine Prendergast
1998  (tie) Arnetha Ball and Ted Lardner, Dennis A. Lynch, Diana George, and Marilyn M. Cooper
1997  Ellen Cushman
1996  Mary N. Muchiri, Nshindi G. Mulamba, Greg Myers, and Deoscorous B. Ndoloi
1995  Cheryl Glenn
1994  Peter Mortensen and Gesa E. Kirsch
1993  Nancy Sommers
1992  Glynda Hull, Mike Rose, Kay Losey Fraser, and Marisa Castellano
1991  Glynda Hull and Mike Rose
1990  Joseph Harris
1989  Christina Haas and Linda Flower
1988  Robert Brooke
1987  Linda Flower, John R. Hayes, Linda Carey, Karen Schriver, and James Stratman
1986  Peter Elbow
1985  Lisa Ede and Andrea Lunsford
1984  Stephen P. Witte
Friday, 5:00–6:30 p.m.

1983  Nancy Sommers
1982  Robert J. Connors
1981  David Bartholomae
1980  Lee Odell
1979  Mary P. Hiatt
1978  Richard Gebhardt
1977  Frank D'Angelo and Glenn Matott
1976  James Corder
1975  Richard Braddock

**OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION**

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Outstanding Dissertation Award in Technical Communication Committee

**Chair:** Joyce Carter, Texas Tech University, Lubbock
Stephen A. Bernhardt, University of Delaware, Newark
Madeleine Sorapure, University of California, Santa Barbara
Rachel Spilka, University of Wisconsin-Milwaukee
Carl Whithaus, University of California, Davis

Previous Award Winners

2009  Jonathan Buehl
2008  Lara Varpio
2007  Natasha Artemeva
2006  Neil Lindemann
2005  Huatong Sun
2004  Donna Kain
2003  Brent Henze
2003  Sandra Sterling Reynolds, Honorable Mention
2002  David Dayton
2002  Dave Clark, Honorable Mention
2001  Kenneth Baake
2000  Clay I. Spinuzzi
1999  Katherine Durack
1999  Brenda Camp Orbell, Honorable Mention
1999  Graham Smart, Honorable Mention
WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

2009–2010 Writing Program Certificate of Excellence Committee

Chair: Martha Townsend, University of Missouri, Columbia
Greg Colomb, University of Virginia, Charlottesville
Dominic Delli Carpini, York College of Pennsylvania
Shirley K. Rose, Arizona State University, Tempe
Elizabeth Wardle, University of Central Florida, Orlando

Previous Certificate Winners

2008–2009
North Carolina State University, First-Year Writing Program
University of Massachusetts Amherst, Writing Program
Washington State University, Writing Program

2007–2008
The University of Denver, Writing Program
University of Toronto, Scarborough, Writing Centre

2006–2007
Ball State University, Writing Program
Michigan Technological University, Writing Center
Purdue University, Introductory Composition
Swarthmore College, Writing Associates Program
University of Toronto, Office of English Language and Writing Support

2005–2006
Duke University, University Writing Program
Eastern Michigan University, First-Year Writing Program
Marquette University, First-Year English Program
Winter 2005
Carleton College, Writing Program
The Ohio State University, First-Year Writing Program

Fall 2004
Central European University, Center for Academic Writing
Clemson University, The Advanced Writing Program
Michigan Technological University, Department of Humanities Writing Program
Michigan Technological University, Scientific and Technical Communication Program
Purdue University, Writing Lab
Rowan University, Department of Composition and Rhetoric
Saint Joseph College, Writing Portfolio Program
Salt Lake Community College, Community Writing Center
San Francisco State University, Technical and Professional Writing Program
University of Missouri, Campus Writing Program
University of Washington, Engineering Communication Program

CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

In March 2003, the Conference on College Composition and Communication (CCCC), initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to four Tribal College Faculty Fellowships in the amount of $750 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as teachers and what they teach at their tribal college, what their research interests are, and what they hope to gain from the experience of attending CCCC (how it could help in their teaching or research). A selection committee including American Indian Caucus members reviews applications for the Tribal College Faculty Fellowship. Fellowships are awarded based on overall quality of the application letter.

Tribal College Faculty Fellowship Committee

Chair: Joyce Rain Anderson, Bridgewater State College, MA
Ellen Cushman, Michigan State University, East Lansing
Jaime Armin Mejía, Texas State University, San Marcos
Malea Powell, Michigan State University, East Lansing
Victor Villanueva, Washington State University, Pullman
Previous Award Winners

2009
Sara Knight
Ryan Winn

2008
Nathan Jenkins, Haskell Indian Nationals University

2007
Geselle Coe, Tohono O’Odham Community College

2006
Ron Carpenter, Turtle Mountain Community College
Brian Tosky, College of Menominee Nation

2005
Priscilla A. Fairbanks, Leech Lake Tribal College
Steven King, Sisseton-Wahpeton College
Laurie Koepplin, Little Big Horn College
Patrick J. Shields, Lac Courte Oreilles Ojibwa Community College

BEST ARTICLE OF THE YEAR AWARD

The quarterly journal Teaching English in the Two-Year College selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

Jeff Sommers, Editor of TETYC, to present the award.

Best Article of the Year Award Committee:

Chair: Ron Christiansen, Salt Lake Community College, UT
Stasia Callan, Monroe Community College, Rochester, NY
Timothy McLaughlin, Bunker Hill Community College, Boston, MA
Alexis Nelson, Spokane Falls Community College, WA

Previous Award Winners:

2009 David Martins
2008 Gregory Shafer
2007 Shir Filler
2006 Jeff Andelora
2005 Laurie Grobman
Friday, 5:00–6:30 p.m.

2004  Jay Simmons and Timothy McLaughlin
2003  Loretta Kasper
2002  Derek Soles
2001  Dana Elder
2000  Richard C. Raymond
1999  Kay Thurston
1998  Smokey Wilson
1997  Marilyn J. Valentino
1996  Thomas Speer
1995  William S. Robinson
1994  Julia Ferganchick-Neufang
1993  Betty Nelson
1992  Dana L. Fox
1991  Joseph F. Trimmer
1990  Judith Rae Davis
1989  Fred Stanley
1988  Nadine Pierce and Paul Hunter
1987  Richard Raymond
1986  Patricia Callaghan
1985  Sylvia A. Holladay
1984  Marcia H. Edwards
1983  Tim McCracken and W. Allen Ashby
1982  Michael Adelstein
NELL ANN PICKETT SERVICE AWARD

Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism.

Nell Ann Pickett Service Award Committee:

Chair: Sharon Mitchler, Centralia College, WA
      Howard Tinberg, Bristol Community College, Fall River, MA
      Louise Bown, Salt Lake Community College, UT

Previous Award Winners:

2009   Sharon Mitchler, Centralia College, WA
2008   Judith “Jay” Wootten, Kent State University, Salem Campus, OH
2007   Jody Millward, Santa Barbara City College, CA
2006   Howard Tinberg, Bristol Community College, Fall River, MA
2005   Georgia Newman, Georgia College & State University, Milledgeville
2004   John Lovas, De Anza College, Cupertino, CA
2003   Frank Madden, SUNY Westchester Community College, Valhalla, NY
2002   Ben Wiley, St. Petersburg College, FL
2001   Lois Powers, Fullerton College, CA
2000   Mark Reynolds, Jefferson Davis Community College, Brewton, AL
1999   Katherine Staples, Austin Community College, TX
1998   Charles Annal, New Hampshire Technical Institute
1997   Paul Bodmer, Bismarck State College, ND
1996   Elisabeth McPherson, Ridgefield, WA
1995   Lynn Quitman Troyka, Queensboro CC, City University of New York
1994   Audrey Roth, Miami Dade Community College, FL
1993   Nell Ann Pickett, Hinds Community College, Raymond, MS
Friday, 6:30–7:30 p.m.

**Special Interest Groups**

6:30–7:30 p.m.

**FSIG.01  Black Caucus Business Meeting**
Marriott, Marriott Ballroom VII, Second Floor  
*Chair:* Anna Jackson, Southern Illinois University, Carbondale

**FSIG.02  Latino Caucus Business Meeting**
Marriott, Marriott Ballroom VIII, Second Floor  
*Chair:* Bobbi Ciriza Houtchens, Arroyo Valley High School, San Bernardino, CA

**FSIG.03  Asian/Asian American Caucus Business Meeting**
Marriott, Marriott Ballroom IX, Second Floor  
*Chairs:* Haivan Hoang, University of Massachusetts, Amherst  
Nancy Linh Karls, University of Wisconsin, Madison

**FSIG.04  American Indian Caucus Business Meeting**
Marriott, Marriott Ballroom X, Second Floor  
*Chairs:* Resa Crane Bizzaro, Indiana University of Pennsylvania  
Joyce Rain Anderson, Bridgewater State College, MA  
Malea Powell, Michigan State University, East Lansing

**FSIG.05  Studio Special Interest Group**
Marriott, Kentucky Ballroom A, First Floor  
*Chair:* John Paul Tassoni, Miami University, Middletown, OH

**FSIG.06  Meeting of the Association for Expanded Perspectives on Learning: Celebrating JAEPL’s Editors, Kristie Fleckenstein and Linda Calendrillo**
Marriott, Kentucky Ballroom G, First Floor  
*Chair:* Joonna Trapp, Waynesburg University, PA

**FSIG.07  Progressive Approaches to Grammar, Punctuation, and Usage**
Marriott, Kentucky Ballroom B, First Floor  
*Chair:* Peter Adams, Community College Baltimore County, MD
FSIG.08  International Network of Writing across the Curriculum Programs  
Marriott, Marriott Ballroom III, Second Floor  
Chair: Chris Thaiss, University of California-Davis

FSIG.09  Independent Writing Units  
Marriott, Kentucky Ballroom C, First Floor  
Chair: Barry Maid, Arizona State University, Mesa

FSIG.10  Teaching Adult Writers in Diverse Settings  
Convention Center, Room L7, Lower Level  
Chair: Barbara Gleason, CUNY, NY

FSIG.11  Best Practices for Online Writing Instruction: Understanding How CCCC’s Can Support Its Members  
Marriott, Marriott Ballroom II, Second Floor  
Chair: Beth Hewett, University of Maryland University College, Adelphi

FSIG.12  Science and Writing  
Convention Center, Room L5, Lower Level  
Chair: Jonathan Buehl, The Ohio State University, Columbus

FSIG.13  SIG for the Undergraduate Consortium in Rhetoric and Writing  
Marriott, Kentucky Ballroom F, First Floor  
Chairs: Helen Foster, University of Texas El Paso  
Tom Moriarty, Salisbury University, MD  
Tim Peeples, Elon University, NC

FSIG.14  English Education/Composition Connections  
Marriott, Show Room, First Floor  
Chairs: Mark Letcher, University of Oklahoma, Norman  
Elizabeth Brockman, Central Michigan University, Mt. Pleasant
Friday, 6:30–7:30 p.m.

FSIG.15 Teaching Writing in Interdisciplinary Classrooms and Learning Communities
Convention Center, Room L3, Lower Level
Chair: Rebecca S. Nowacek, Marquette University, Milwaukee, WI

FSIG.16 Rhetoric and Christian Tradition
Marriott, Kentucky Ballroom D, First Floor
Chair: Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

FSIG.17 Teachers of Writing to Deaf and Hard of Hearing College Students
Marriott, Paddock Room, Second Floor
Chair: Christopher Heuer, Gallaudet University, Washington, D.C.

FSIG.18 Working-Class Culture and Pedagogy SIG
Marriott, Grandstand Room, Second Floor
Chairs: Jennifer Beech, University of Tennessee at Chattanooga
Julie Lindquist, Michigan State University, East Lansing

FSIG.19 Emerging Social Software SIG
Convention Center, Room L4, Lower Level
Chair: Daisy Pignetti, University of Wisconsin-Stout

FSIG.20 Writing with Current, Prior, and Future Members of the Military
Convention Center, Room L6, Lower Level
Chairs: Michael Edwards, United States Military Academy, West Point, NY
D. Alexis Hart, Virginia Military Institute, Lexington

FSIG.21 Queer Caucus
Marriott, Marriott Ballroom IV, Second Floor
Co-Chairs: Mark McBeth, John Jay College of Criminal Justice, NY
Martha Marinara, University of Central Florida, Orlando
Friday Evening Events

The Caucus after the Caucus: Coalition Building across the Caucuses
Marriott, Marriott Ballroom VI, Second Floor
7:30–8:30 p.m.

TYCA Talks
Marriott, Kentucky Ballroom E, First Floor
6:30–7:30 p.m.

The Twentieth Annual Poetry Forum
Marriott, Marriott Ballroom I, Second Floor
7:30–10:30 p.m.
This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion.

The 4C's Jam
Marriott, Marriott Ballroom V, Second Floor
9:30 p.m.–1:00 a.m.

AA
Marriott, Clubhouse Room, Second Floor
8:00–10:00 p.m.

ALANON
Marriott, Grandstand Room, Second Floor
8:00–10:00 p.m.