Saturday, April 9

REGISTRATION, 8:00 a.m.–2:30 p.m.
International Ballroom Exhibit Hall, International Level

Exhibits, 10:00 a.m.–1:00 p.m.
International Ballroom Exhibit Hall, International Level

TWO-YEAR COLLEGE SATURDAY PROGRAM
SPONSORED BY THE TWO-YEAR COLLEGE ENGLISH ASSOCIATION (TYCA)

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS
Imperial Ballroom, Salon B, Marquis Level
7:00–8:00 a.m.
Admission is by advance registration only.

TYCA Executive Committee Meeting
International Ballroom, Salon C, International Level
9:00 a.m.–5:00 p.m.

POETRY FORUM
International Ballroom, Salon A, International Level
12:30–1:45 p.m.

GRADUATE STUDENT FORUM
International Ballroom, Salon A, International Level
2:00–3:15 p.m.
TYCA FAME AND SHAME AWARDS

The awards acknowledge the best and worst mentions of the two-year college appearing in any media during the previous year. The award calls attention to unfair practices as well as gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, programs, and faculty.

Winners are to be announced at the TYCA Breakfast.

Fame and Shame Award Committee:

**Chair:** Sterling Warner, Evergreen Valley College, San Jose, CA  
Eric Bateman, San Juan College, Farmington, NM  
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA  
Barbara Cooper, Howard Community College, Columbia, MD  
Michael Dinielli, Chaffey College, Alta Loma, CA  
Bruce Henderson, Fullerton College, CA  
Marsha Nourse, Dean College, Franklin, MA  
Howard Tinberg, Bristol Community College, Fall River, MA

Previous Award Winners:

**Fame Winners**
2009 Dr. Jill Biden, Northern Virginia Community College, Annandale, VA  
2008 Gail Mellow, President, LaGuardia Community College, NY
2007 William D. Green, CEO, Accenture  
First Runner-Up: Matthew Santori, *The Baltimore Examiner*
2006 Dr. Betty Young, President, Northwest State Community College, Archbold, OH
2005 Clint Eastwood, *Million Dollar Baby*
2004 Dr. Tahita Fulkerson, *Fort Worth Star Telegram*
2003 Tracey Wong Briggs of *USA Today*
2002 Willard Scott of the NBC *Today Show*

**Shame Winners**
2010 The Pilot Episode of Community, the Sitcom (especially the promotional trailer), Writer/Producer: Dan Harmon
2007 *Orange County Register*, Santa Ana, CA
2006 No Award Presented
2005 Jay Leno, NBC’s *Tonight Show*
DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

The awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals.

Winners are to be announced at the TYCA Breakfast.

Outstanding Programs Award Committee:

Chair: Louise Bown, Salt Lake Community College, UT
Elizabeth Butts, Delaware County Community College, PA
Sheldon Wrice, Community and Technical College, University of Akron, OH
Lois Power, Fullerton College, CA

Previous Award Winners:

2010 Enhancing Developmental Education
“The Accelerated Learning Program (ALP)”
Community College of Baltimore County, Baltimore, Maryland
Honorable Mention
“Portfolio Assessment and Mentoring Program”
Camden County College, Blackwood, New Jersey

2009 Category 1: Reaching Across Borders Award
“Writing in the Disciplines”
Montgomery College, Takoma Park, MD
“SLCC Community Writing Center”
Salt Lake Community College, Salt Lake City, UT
Honorable Mention
“Ready or Not Writing”
Minnesota State Community and Technical College, Fergus Falls, MN
Special Acknowledgment/Most Unique Initiative
“Intercultural Literacy through Reflection: Rural Students Meet the Urban Experience”
State Fair Community College, Sedalia, MO
Saturday, 7:00–8:00 a.m.

Category 2: Fostering Student Success Award
“ESSAI The College of DuPage Anthology of Academic Writing Across the Curriculum”
College of DuPage, Glen Ellyn, IL
Honorable Mention
“Building Community Online: Discussion Boards in a Two-Year College Online Writing Center”
Century College, White Bear Lake, MN

Category 3: Enhancing Developmental Education Award
“Serving the Literacy Goals of At-Risk Students through an Integrated Approach to Faculty Development and Course Design”
Kingsborough Community College, Brooklyn, NY
Honorable Mention
“Bursting the Bubble: Using Learning Communities to Create Authentic College Learning and Instruction”
Front Range Community College, Westminster, CO

2008 Category 1: Reaching across Borders Award
“The Arts in Ghana with Service Learning”
The Ohio State University Agricultural Technical Institute, Wooster, OH
Honorable Mention
“Washington Online Writing Lab (WOWL)”
Centralia College, WA

Category 2: Fostering Student Success Award
“YVCC English Department Mid-Program Assessment”
Yakima Valley Community College, WA
Honorable Mention
“Increasing Agency and Collaboration through the Merging of SoTL and Assessment”
University of Wisconsin Colleges, Waukesha, WI

Category 3: Enhancing Developmental Education Award
“Gateway to Success”
Santa Barbara City College, CA
Honorable Mention
“The W.R.I.T.E. Brush-up Course Program”
Nassau Community College, Garden City, NY

Category 4: Enhancing Literature and Cultural Arts Award
“Writing and Literature Program”
Borough of Manhattan Community College, New York, NY
Honorable Mention
“Women’s Literature Read-In”
Lansing Community College, MI
ANNUAL BUSINESS/TOWN MEETING

Marquis Ballroom, Salon B
8:00–9:15 a.m.

All members and newcomers of CCCC are invited to attend and vote at the business meeting.

Chair: Gwendolyn D. Pough, Syracuse University, NY
Associate Chair: Malea Powell, Michigan State University, East Lansing
Assistant Chair: Chris Anson, North Carolina State University, Raleigh
Past Chair: Marilyn Valentino, Lorain County Community College, Elyria, OH
Secretary: Duane Roen, Arizona State University, Tempe
CCCC Executive Secretary/Treasurer: Kent Williamson, NCTE, Urbana, IL
CCCC Parliamentarian: Eric Bateman, San Juan College, Farmington, NM

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. Sturgis’s Standard Code of Parliamentary Procedure applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:

a. Three minutes will be allowed for each speaker each time.
b. No one may speak a second time on a subject until all who wish to speak have been heard.
Saturday, 8:00–9:15 a.m.

c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.

e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.

f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)

b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.

c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.

d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

1. A call for resolutions will appear in the February issue of College Composition and Communication. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.

2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.
Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.
Saturday, 9:30–10:45 a.m.

L Sessions: 9:30–10:45 a.m.

Featured Speaker

Craig Womack
Tribally Specific Literature and Public Scholarship
Marquis Ballroom, Salon A, Marquis Level

The presentation will feature a panel of graduate students who participated in a course entitled Community Approaches to Academic Research. The class was taught live via videoconference between Emory University and Muscogee Creek Language Teachers in Okmulgee, Oklahoma. The students engaged in interactions with Creek community leaders in Oklahoma and studied the ethical implications of community liaisons.

Craig Womack teaches English at Emory University and is author of Art as Performance, Story as Criticism.

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Balancing Visual Production and Analysis:
Localized Pedagogies, Comic Interfaces, and
American Indian Design
Marquis Ballroom, Salon B, Marquis Level

At the heart of this panel is a belief that visual communication instruction should be an integral part of teaching writing. For nearly three decades, scholars in composition, critical theory and professional communication (Barthes, 1977; Buchanan, 1989; Faigley, 1999; George, 2002; Hocks, 2003; Brumberger, 2007) have called for greater attention to the literacies needed to read and write contemporary texts. While much early work emphasized strategies for analysis of existing visual texts, more recent scholarship has called for developing practices for production of visual texts. This shift has opened many new possibilities for composing visually-purposeful and persuasive texts, but has also complicated the job of instructors who must now consider how to integrate tools for production into their curricula and pedagogy. This panel addresses the challenges of pedagogically balancing visual production and analysis, and offers strategies for bridging the seeming gap between consumers and producers, visualized and actualized designs, and form and function. A concern with putting visual analysis and production into critical, purposeful, and relevant relation with one another and with larger concerns of composition, interface studies and American Indian rhetorics will tie these presentations together.

Chair:
Jen Almjeld
New Mexico State University, Las Cruces

Speakers:
Jennifer Sheppard
New Mexico State University, Las Cruces, “Balancing Act: A Guide to Analyzing Context and Developing a Technologically- Appropriate Approach to
Visual Communication Instruction”

James Haendiges
Dixie State College of Utah, St George, “What You Imagine Is Not What You Get: Rhetorical Negotiations in the Interface”

Kristin Arola
Washington State University, Pullman, “Mindful Design: An Anishinaabe Approach to Visual Production”

Community, Civic & Public

L.01 Expanding Conversation(s): Principled Resources, Strategies, and the Council of Writing Program Administrators

Room A701, Atrium Level

Chair: Linda Adler-Kassner, University of California, Santa Barbara

Speakers: Linda Adler-Kassner, University of California, Santa Barbara, “Framing the Conversation: Resources, Strategies, and the Council of Writing Program Administrators”

Charles Paine, University of New Mexico, Albuquerque, “On the Road: CWPA Dialogues with TYCA and IWCA”

Susan Thomas, University of Sydney, St. Ives, Australia, “sane as /charles

Darsie Bowden, DePaul University, Skokie, IL, “On the Page and the Screen: The WPA Network for Media Action”


Contesting Boundaries

L.02 Embodied Digital Pedagogies: Intermodal Composing, Re-membering, and Access

Marquis Ballroom, Salon D, Marquis Level

Chair: Kristie S. Fleckenstein, Florida State University, Tallahassee, FL

Speakers: Maggie Christensen, University of Nebraska Omaha, “Embodied Rhetoric in Digital Writing”

Tammie M. Kennedy, University of Nebraska Omaha, “Embodied Multimodal Compositions and Re-membering in Feminist Historiography”

Katie Gindlesparger, Philadelphia University, PA, “Multimodal Access and Addressed Audiences: Teaching Radio in a Community Literacy Program”
Language

L.04  (Re)Defining Translingual Writing
Imperial Ballroom, Salon B, Marquis Level

Chair: Bruce Horner, University of Louisville, KY
Speakers: Bruce Horner, University of Louisville, KY, “Toward Translingual Writing Dispositions”
Paul Kei Matsuda, Arizona State University, Tempe, “Translingual Writing as Rhetorical Action”
Suresh Canagarajah, Pennsylvania State University, State College, “Strategies of Translingual Writing: Learning from Students”

Respondent: Min Lu, University of Louisville, KY

Contesting Boundaries

L.05  Fans, Fandom, and Fanzines: Contesting Boundaries
Room M101, Marquis Level

Chair: Paula Mathieu, Boston College, Chestnut Hill, MA
Speakers: Shonell Bacon, Texas Tech University, Lubbock, “‘What are you reading that for?’: The Romance Novel for African-American Readers”
Katherine Tanski, Purdue University, West Lafayette, IN, “A/Ns, Betas, and ConCrit: The ABCs of Fandom’s Composition Theory”
Amylea Clemons, Francis Marion University, Florence, SC, “A/Ns, Betas, and ConCrit: The ABCs of Fandom’s Composition Theory”
Tim Lockridge, Virginia Tech, Blacksburg, VA, “Into the Archives of Participatory Culture: Remediating Print Fanzines and Digital Collaboration”

Teaching Writing & Rhetoric

L.06  Instructor Feedback in ESL Writing Courses
Room M102, Marquis Level

Chair: Sarah Kegley, Georgia State University, Atlanta
Speakers: Debra Snell, Georgia State University, Atlanta
Sarah Kegley, Georgia State University, Atlanta
Sharon Cavusgil, Georgia State University, Atlanta

Respondent: Sharon Cavusgil, Georgia State University, Atlanta
Saturday, 9:30–10:45 a.m.

Contesting Boundaries

L.07 Crossing Boundaries with STEM Discourse in the Undergraduate Writing Curriculum
Room M103, Marquis Level

Chair: Joanna Wolfe, University of Louisville, KY
Speakers: Sarah Perrault, University of California, Davis, “Teaching Critical Technoscience Literacy in a General Education Course”
Kenneth Walker, University of Arizona, Tucson, “Multiliteracies and STEM Genres in first-Year Writing Courses”
Joanna Wolfe, University of Louisville, KY, “Using STEM Genres in a FYC Writing Studies Curriculum”

Writing Programs

L.08 Writing Assignments, Argumentation Strategies, and Social Identities: Three Views of Writing in the Disciplines
Room M104, Marquis Level

Chair: Roger Graves, University of Alberta, Edmonton, Canada
Speakers: Roger Graves, University of Alberta, Edmonton, Canada, “Assignments across the Curriculum, a Meta-Analysis”
Susan Chaudoir, University of Alberta, Edmonton, Canada, “Assignments across the Curriculum, a Meta-Analysis”
Heather Graves, University of Alberta, Edmonton, Canada, “‘There Are More Plants Yet to be Described:’ The Structures of Argument in Academic Discourse”
Kathryn Alexander, University of Western Ontario, London, Canada, “Becoming Writers in Disciplinary Spaces: Investigating the Genre System of the Professional Writing Portfolio”

Theory

L.09 The (Im)Possibilities of Rhetorical Witnessing: Theory, Methodology, and Pedagogy
Room M105, Marquis Level

Chair: Christine Farris, Indiana University, Bloomington,
Speakers: Laura Sparks, Indiana University, Bloomington, “Rhetorical Witnessing and Public Performance in Anne Askew’s Examinations”
Ira Allen, Indiana University, Bloomington, “Witness, Rhetoric, Loss”
Christopher Basgier, Indiana University, Bloomington, “Multimodal Witnessing: Notes toward a Research Methodology for Composition”
Lavinia Hirsu, Indiana University, Bloomington, “The Limits of Rhetorical Witnessing in the Composition Classroom”
Respondent: Elizabeth Flynn, Michigan Technological University, Houghton
Saturday, 9:30–10:45 a.m.

**Teaching Writing & Rhetoric**

**L.11 4 REAL: Student Researchers Bring Rhetorical Education in America to Life**

Room M107, Marquis Level

*Chair:* Jenn Fishman, University of Tennessee-Knoxville

*Speakers:* Kathryn Earle, University of Tennessee-Knoxville, “Reinventing Hodges’ Harbrace Handbook”

Matt Ailey, University of Tennessee-Knoxville, “Citizen Chat”

Leah Partin, University of Tennessee-Knoxville, “Leaning (in) Online Games”

Laura Sceniak, University of Tennessee-Knoxville, “Altering History, Altering Books: Reading Women into the Postbellum Record”

Keri Stafford, University of Tennessee-Knoxville, “Show, Tell, Learn”

LaKesha Thompson, University of Tennessee-Knoxville, “Calling It In: Frederick Douglass Talk Radio”

*Respondents:* Cheryl Glenn, The Pennsylvania State University, University Park

Nan Johnson, The Ohio State University, Columbus

Susan Kates, University of Oklahoma, Norman

Rich Lane, Clarion University, PA

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**Contesting Boundaries**

**L.12 Mentor. Teach. Write. Relating People and Programs**

Room M108, Marquis Level

*Chair:* Beth Buyserie, Washington State University, Pullman

*Speakers:* Beth Buyserie, Washington State University, Pullman, “Relating People and Programs: Administrative Perspectives on Teacher-Student Achievement and Success”

Donna Evans, Washington State University, Pullman, “Mentor. Supporting Teachers Peer-to-Peer”

Stephanie L. Schatz, Purdue University, West Lafayette, IN, “Teach. Empowering Students through a Pedagogy of Inclusion”

Sheri Rysdam, Washington State University, Pullman, “Write. The Labor of Student Learning”
Saturday, 9:30–10:45 a.m.

**Theory**

**L.13 Traversing the Borderlands of Arab(ic) Rhetoric: Contesting the Boundaries of Language, Literacies, and Knowledge Production**

Room M109, Marquis Level

*Chair:* Nicole Khoury, Arizona State University, Tempe

*Speakers:* Maha Baddar, University of Arizona, Tucson, “From Athens (Via Alexandria) to Baghdad: Hybridity as Epistemology in the Medieval Arabic Translation Movement”

Lauren Connolly, University of Texas El Paso, “Weaving the Tales of (Her) stories: Using Transnational Narratives to Redefine the Boundaries of Knowledge”

Nicole Khoury, Arizona State University, Tempe, “Muslim Women’s Self-Identification in Islam and the Importance of Ijtihad”

**Contesting Boundaries**

**L.14 Contesting Cultural Diversity in the Composition Classroom: The Disconnect between Definition and Performance of Diversity**

Room M202, Marquis Level

*Chair:* Michelle Bachelor Robinson, University of Alabama, Tuscaloosa

*Speakers:* Phillip Blackmon, Alabama State University, Montgomery, “It’s all about Me, I think? Contested Spaces: Firing the Canon for Cultural Diversity in the Classroom”

Allison Egnew Smith, Lindsey Wilson College, Columbia, KY, “Writing Basically on the Border: Using Experimental and Self-Motivated Writing to Encourage Academic Success in the Basic Writing Classroom”

Michelle Bachelor Robinson, University of Alabama, Tuscaloosa, “Writing about Cultures: Isn’t that Diversity?”

**Contesting Boundaries**

**L.15 Legal Policy and Discursive Norms**

Room M302, Marquis Level

*Speakers:* Frank Walters, Auburn University, AL, “Intersected Rhetorics: Left Legal Critique and the Culture of Composition”


Jennifer Maher and Catherine Fox, University of Maryland, Baltimore County and St. Cloud State University, MN, “Interrupting Epistemological Colonization: Indigenous Resistance to Global Trade Laws and Intellectual Property Rights”
Teaching Writing & Rhetoric

L.16  Questioning in the Margins: Teacher Feedback
Room M303, Marquis Level
Chair: Kimberly Thomas, Indiana University of Pennsylvania
Speakers: Jeremy Branstad, Boise State University, ID, “Comments and the Classroom Context: Investigating Student Understandings of Instructor Response”
Judy Dyer, University of Michigan, Ann Arbor, “The Use of Questions in Writing Tutorials: A Case Study”
Jason Loan, The University of North Carolina at Chapel Hill, “Distributing Marginalia: Teacher-Response, New Media, and Networks”

Teaching Writing & Rhetoric

L.17  Teaching the Crisis
Room M304, Marquis Level
Speakers: Sarah Klotz, University of California, Davis, “Teaching the Crisis: Critical Writing Pedagogy in the UC System and Beyond”
Scott Rogers, University of Louisville, KY, “Sponsoring Recovery after Katrina: Rethinking Writing Instruction in the Wake of a Large-Scale Public ‘Trauma’”
Joyce Fleming, St. Petersburg College, FL, “Ayn Rand, Oil Spills and Jersey Shore . . . There Is an ‘I’ in Community”

Contesting Boundaries

L.18  The ‘Tangled Roots’ Of Creative Writing and Composition in the Classroom
Room L401, Lobby Level
Speakers: Mary Fiorenza, University of Wisconsin-Madison, “Pedagogies of Practice: Writing with Lynda Barry, Julia Cameron, and Natalie Goldberg”
David DiSarro, Ball State University, Muncie, IN, “Contested Spaces: Activity, Pedagogy, and Products in First-Year Composition and Introductory Creative Writing Classrooms”
Khem Aryal, University of Missouri, Columbia, “Writing Relatives with Competing Loyalties: Composition and Creative Writing under New Scrutiny”
Saturday, 9:30–10:45 a.m.

Contesting Boundaries

L.19 Where Rhetoric Ends and Violence Begins: Theorizing Relationships between Bodies and Spaces
Room L402, Lobby Level

Speakers: Deborah Shaller, Towson University, MD, “In the Absence of Dogs: A Poetics of Relationship”
Daniela Ragusa, Capital Community College, Hartford, CT, “Town vs. Gown in New Haven, Connecticut: Community College Students Play the Confidence Game in the Shadow of the Ivy Tower”
Jared Colton, Clemson University, SC, “From the Religious to the Secular: Rhetorics of Community and Immanence”

Teaching Writing & Rhetoric

L.20 Graphic Narratives: Exploring Intertextuality and Multi Modal Writing
Room L403, Lobby Level

Chair: Andrea Lunsford, Stanford University, CA

Speakers: Alyssa O’Brien, Stanford University, CA, “Graphic Narrative Storyboarding and Intercultural Competencies”
Haerin Shin, Stanford University, CA, “Motion: How Constantly Surfing and Texting College Students Consume, Analyze and Appreciate Graphic Narratives”
Helle Rytkonen, Stanford University, CA, “What’s So Funny? Graphic Narratives in the Cross-Cultural Writing Classroom”
Lee Konstantinou, Stanford University, CA, “Teaching Graphic Narratives as ‘Evidence’ in College Arguments”

L.21 Think-Tank for Newcomers Developing Papers and Sessions for CCCC 2012
Room L406, Lobby Level

Chair: Paul Puccio, Bloomfield College, NJ

Teaching Writing & Rhetoric

L.22 Exploring New Invention Spaces for Writing Teachers
Room A704, Atrium Level

Speakers: Don Kraemer, California State Polytechnic University, Pomona, “The Supreme Court vs. Writing Studies: A Split Decision”
Mary Lindberg, College of Mount Saint Vincent, Riverdale, NY, “A Picture is Worth a Thousand Words or Less”
Candice Welhausen, Georgia Institute of Technology, Atlanta, “Composing in Dynamic Spaces: Considering the Rhetoricity of Time and Motion via PSA Assignments”
Teaching Writing & Rhetoric

L.23  Invention, Discovery, Knowledge Production: What Are Ideas Made Of?
Room A705, Atrium Level
Chair: Leigh Cremin, Eastern Connecticut State University, Willimantic
George H. Cooper, University of Michigan, Ann Arbor, “Invention as an End in Itself: The Ontological Possibility of Ongoing Discovery”
Ruijie Zhao, Parkland College, Champaign, IL, “YouTube—A Contested Space to Produce Knowledge during the Invention Stage”

Contesting Boundaries

L.24  An Ethical Response to Monsters
Room A706, Atrium Level
Speakers: Andrew Holladay, University of Louisville, KY, “Democratic Deliberation and the Composition Classroom: Moving Beyond Policy-Centered Political Discourse”
Bill Carroll, Abilene Christian University, TX, “On Gods and Monsters”

Contesting Boundaries

L.25  Environmental Narratives and Ethnographies: A Nourishing Inheritance
Room A707, Atrium Level
Speakers: Stephanie Wade, Rowan University, Glassboro, NJ, “Narrative Ecology: Stories as Compost and Other Tales about Writing”
Anne Porter, University of Michigan, Ann Arbor, “Writing Our Relations: Environmental Ethnography as Transformative Genre”
Katherine Piper, University of Cincinnati, OH, “Rural Relationships—Exploring the Farm as a Relative of the Academy”

Professional and Technical Writing

L.26  Contesting the Language of Accounting
Room L507, Lobby Level
Speakers: David Beach, George Mason University, Fairfax, VA
Saturday, 9:30–10:45 a.m.

Research

L.27 Assessing the Efficacy of a Contested Pedagogy: Writing About Writing Outcomes and Assessments
Marquis Ballroom, Salon C, Marquis Level
Chair: David Slomp, University of Ottawa, Ontario, Canada
Speakers: David Slomp, University of Ottawa, Ontario, Canada, “Does Contested Pedagogy Translate into Contested Assessment?”
Mary Tripp, University of Central Florida, Orlando, “(Not Quite) All of the Relations between Self-Efficacy in Writing and WAW Pedagogy”
Elizabeth Wardle, University of Central Florida, Orlando, “Teaching Concepts About Writing in Smaller Classes: Results of a Two-Year Study”

Teaching Writing & Rhetoric

L.28 What a Web We Weave: TYCA Research Committee Findings Illuminate Cross-Level, Cross-Disciplinary, and Cross-Institutional Connections (Part Two, TYCA Strand)
Room L503, Marquis Level
Chair: Sterling Warner, Evergreen Valley College, San Jose, CA
Lynn Woodbury, Oakton Community College, Des Plaines, IL
Speakers: Michael Geary, Bristol Community College, Fall River, MA, “Findings on Student Benefits of Student Learning Communities: Implications for Pedagogy”
Lisa Mahle-Grisez, Sinclair Community College, Dayton, Oh, “Findings on Service Learning Programs: Implications for Student Retention”
Jay Wooten, Kent State, Salem Campus, Salem, OH, “Findings and Recommendations on Use of Technologies to Increase Online Student Participation and Writing Communities”
Lynn Woodbury, Oakton Community College, Des Plaines, IL, “Findings on Role and Support of Adjunct Faculty in Composition”

Information Technologies

L.29 Serious Games and Digital Rhetoric
Room L508, Lobby Level
Chair: Victor Vitanza, Clemson University, SC
Speakers: Douglas Eyman, George Mason University, Fairfax, VA, “Writing and Games: Ecologies of Praxis and Theory-Machines”
Steven Keoni Holmes, Clemson University, SC, “Always High Prices at the Hordemart: Ethos, Cyberethos, and Procedural Rhetoric in Multiplayer Games”
Scott Reed, University of Georgia, Athens, “Resistance and Rhetorical Tactics: Games and Portfolios”
Jimmy Butts, Clemson University, SC, “Prison Play: A Manifesto Concerning the Politics of Escape”

Jan Rune Holmevik, Clemson University, SC, “Re/Vision: Rethinking Virtual World Design”

History

L.30 Entering the Space of Women’s Rhetoric Through the Door of Religion

Room A702, Atrium Level

Chair: Lisa Zimmerelli, Loyola University Maryland, Baltimore

Speakers: Lisa Zimmerelli, Loyola University Maryland, Baltimore, “The Historiography of Nineteenth-Century Women Preachers”

Jane Donawerth, University of Maryland, College Park, “Christian Eloquence and Women’s Rhetorical Theory”

Jill Lamberton, Wabash College, Crawfordsville, IN, “Maude Royden’s Radio Pulpit: Women Ministers and the Church of England in 1930s-era Britain”

Shirley Wilson Logan, University of Maryland, College Park, “Troubling the Waters to Make Whole”

Teaching Writing & Rhetoric

L.31 High School to College:
Student Learning, the Common Core Standards for College Readiness, and the Politics of Literacy

Room A703, Atrium Level

Chair: Anne Gere, University of Michigan, Ann Arbor

Speakers: Russell Berman, Stanford University, CA, “Student Writing, Student Learning”

Doug Hesse, University of Denver, CO

Richard Miller, Rutgers University, New Brunswick, NJ

Institutional and Professional

L.32 Collaboration, Competition, Coordination, Compromise: The 4Cs of Multi-campus Writing Centres

Room A708, Atrium Level

Chair: Lucie Moussu, University of Alberta, Edmonton, Canada

Speakers: Stephen Kuntz, University of Alberta, Edmonton, Canada, “Resourcing Writing from Beginning to End”

Sheena Wilson, University of Alberta, Campus Saint Jean, Edmonton, Alberta, Canada, “The Bilingual Writing Centre”

Lucie Moussu, University of Alberta, Edmonton, Alberta, Canada, “New Kid on the Block”
M Sessions: 11:00 a.m.–12:15 p.m.

M.01 Oklahoma Girl Makes Good: Celebrating the Boundary-less Career of Andrea Abernethy Lunsford
Marquis Ballroom, Salon A, Marquis Level

Chair: Cheryl Glenn, The Pennsylvania State University, University Park, PA
Speakers: Cheryl Glenn, The Pennsylvania State University, University Park, PA, “Scholarship”
Lisa Ede, Oregon State University, Corvallis, OR, “Collaboration”
Nan Johnson, Ohio State University, Columbus, OH, “More Mentoring”
Marvin Diogenes, Stanford, Stanford, CA, “Building Undergraduate Programs”
Krista Ratcliffe, Marquette University, Milwaukee, WI, “Coalitions”
Roxanne Mountford, University of Kentucky, Lexington, KY, “Building Graduate Programs”

Respondent: Jaime Armin Mejia, Texas State University, San Marcos, TX, “Mentoring”
Jenn Fishman, University of Tennessee, Knoxville, TN
Elizabeth Flynn, Michigan Tech University, Houghton, MI
Beverly Moss, Ohio State University, Columbus, OH

Contesting Boundaries

M.02 Towards a Rhetoric of Locational Literacy: Discourse, Discipline, and Method
Marquis Ballroom, Salon D, Marquis Level

Chair: Jacqueline Jones Royster, The Ohio State University, Columbus
Speakers: Michael Burns, University of Illinois at Urbana-Champaign, “Race, Space, and Rhetoric: Defining Community with Discourse”
Rebecca Bilbro, University of Illinois at Urbana-Champaign, “Fraternal Disciplinarity: A Textual and Spatial Re-Mapping of Engineering”
Vanessa Rouillon, University of Illinois at Urbana-Champaign, “Writing Rhetorical Education through Archival Records and Oral Histories: Articulating the Researcher’s Location”
**Research**

**M.03** Addressing Racial Formations in Writing Classrooms, Reporting Strategies, and Faculty Workshops  
Imperial Ballroom, Salon A, Marquis Level  
*Chair:* Mya Poe, The Pennsylvania State University, State College  
*Speakers:* Asao Inoue, California State University, Fresno, “Assessment Technologies that Address Racial Formations in Writing Classrooms and Programs”  
Norbert Elliot, New Jersey Institute of Technology, Newark, “Philosophical, Measurement, and Legal Issues: Disparate Impact in the Assessment of Writing Ability”  
Mya Poe, The Pennsylvania State University, State College, “Addressing Racial Formations through Faculty Workshops”

**Information Technologies**

**M.04** Academic Writing and Digital Methodologies: Learning and Composing in Digital Environments  
Imperial Ballroom, Salon B, Marquis Level  
*Chair:* Scott Lloyd DeWitt, The Ohio State University, Columbus  
*Speakers:* Gail E. Hawisher, University of Illinois, Urbana-Champaign, “Crossing Disciplinary and Cultural Landscapes: Digital Media, Learning, and Writing Studies”  
Richard J. Selfe, The Ohio State University, Columbus, “Technology and the Changes in Academic and Professional Writing”  
Cynthia L. Selfe, The Ohio State University, Columbus, “Writing in Vernacular Digital Environments and Expectations for Academic Writing in the Humanities: Literacy Narratives from the U.S.”

**Academic Writing**

**M.05** Taking the Citation Project Back into History and Across the Curriculum  
Room M101, Marquis Level  
*Chair:* Kelly Kinney, Binghamton University, NY  
*Speakers:* Nancy K. Barry, Luther College, Decorah, IA, “Before Research Went Electronic: How Did Students Use Sources?”  
W. Brock MacDonald, Woodsworth College, University of Toronto, Ontario, Canada, “Citation Practices and Disciplinary Acculturation: Learning to Write Research Papers in Geography”  
Tanya K. Rodrigue, Wheaton College, Norton, MA, “Students’ Use of Sources in Classes Across the Curriculum”
Saturday, 11:00 a.m.–12:15 p.m.

*Teaching Writing & Rhetoric*

**M.06 Fresh Perspectives on Plagiarism and Responsibility**
Room M102, Marquis Level

*Chair:* Sandra Jamieson, Drew University, Madison, NJ  
*Speakers:* Crystal Benedicks, Wabash College, Crawfordsville, IN, “‘Who Cares?’: Academic Integrity Policy and Other Sacred Texts”  
Missy Watson, Syracuse University, NY, “Contesting the Scholarship on Plagiarism: An Inquiry into Research Methods and Methodologies”  
Kristi Costello, Binghamton University, NY, “Don’t Ask, Don’t Tell: How FYC Fosters Irresponsible Source Use”  
Kathryn Navickas, Syracuse University, NY, “Civil Disobedience: How FYC Fosters Civic Irresponsibility”

**Contesting Boundaries**

**M.07 Composition of the Image:**  
**Contested Space between Image and Text**
Room M103, Marquis Level

*Chair:* Byron Hawk, University of South Carolina, Columbia  
*Speakers:* David Rieder, North Carolina State University, Raleigh, “New Forms of Writing in New Media: Contesting the Alphabetic Principle”  
Kevin Brock, North Carolina State University, Raleigh, “One Hundred Thousand Billion Icons: Digital Cybertext and Computational Oulipian Writing”  
Joshua Hilst, Utah Valley University, Orem, “The Movement and Time Image of Digital Media”  
Jason Helms, University of Kentucky, Lexington, “Composing Multimodally about Multimodal Composition”

**Institutional and Professional**

**M.08 Basic Writing: Waning or Waxing?**
Room M104, Marquis Level

*Chair:* Rebecca Mlynarczyk, Kingsborough Community College, Brooklyn, NY  
*Speakers:* Sugie Goen-Salter, San Francisco State University, CA, “Equal Opportunity and the Contested Value of Remediation”  
Peter Adams, Community College Baltimore County, MD, “The Migration of Basic Writing to Community Colleges: Slow Death or Rebirth?”  
Lynn Quitman Troyka, The City College of New York, NY, “Basic Writing: Pride of Place Morphing into Unknown Terrain”
Teaching Writing & Rhetoric

M.10 Underdogs and Underprepareds: Issues in Teaching Basic Writing
Room M106, Marquis Level

Speakers: Donald McCrary, Long Island University, Brooklyn, NY, “When The Underdog Rises: Using Writing Instruction and Learning Communities to Improve the Retention of At-Risk Male Students”
Terry Voorhees, Husson University, Bangor, ME, “People Like Me, People Unlike Me: A Cultural Epistemological Approach to the Teaching of Reading and Writing for Underprepared, First-Generation College Students”
Karla Lyles, North Carolina State University, Raleigh, “Basic Writers and Multiliteracies: What We Can Learn From Our Students to Design Better Writing Instruction”

Teaching Writing & Rhetoric

M.11 Reclaiming Organic and Social Relationality in the Classical Rhetorical Tradition
Room M107, Marquis Level

Chair: Justin Young, Eastern Washington University, Cheney
Speakers: Zach Bankston, University of Nevada, Reno, NV, “(Re)Understanding Ancient Roman Relations: How (Re)Interpreting Cicero and Tiro Affects Current Students of Writing”
Dana C. Elder, Eastern Washington University, Cheney, “Don’t Forget the Greeks: (Re)Viewing Organic Relatedness in Classical Greek Rhetoric”
Peter Moe, University of Pittsburgh, PA, “Toward Restoring the Ethics in Ethos: Revising Classical Resources for First-Year Composition”

Contesting Boundaries

M.12 Indigenous Female Rhetorics—At Work in the Texts and in (all our related) Classrooms
Room M108, Marquis Level

Chair: Liz Wilkinson, University of St. Thomas, St. Paul, MN
Pettinelli Kerby, Roseville Area School, MN, “A Responsive Womanist-Tribal Examination of Leslie Marmon Silko’s Ceremony”
Sarah Hayes, University of Florida, Gainsville, “A War of Words: Zitkala-Sa and Richard Henry Pratt’s Rhetorical Battle over the National Narrative”
Saturday, 11:00 a.m.–12:15 p.m.

Contesting Boundaries

M.13 Reseeing the Rhetoric of Embodiment
Room M109, Marquis Level
Speakers: Catherine Chaput, University of Nevada, Reno, “Affect, Pedagogy, and the Boundaries of Writing”
Cathryn Molloy, University of Rhode Island, Kingston, “‘Crazy Talk’ and Silenced Relations: An Exploration of the Everyday Language of the Mentally Ill”
Christine Garbett, Bowling Green State University, OH, “Literacy Practices of Working-Class Deaf Adults”

Contesting Boundaries

M.14 Exploring the “Discursive Resources” of Black Music Intellectuals in the “Contact Zones”
Room M202, Marquis Level
Chair: Edward Hahn, University of Minnesota, Minneapolis
Speakers: Joseph Bartolotta, University of Minnesota, Minneapolis, “Twelve Bars and a Pen: Improvising and Writing as Sidepeople”
Edward Hahn, University of Minnesota, Minneapolis, “Post Black Power Hip-Hop and the Struggle for Educational Justice in Composition Studies”
Anne Wolf, University of Minnesota, Minneapolis, “Blues, Jazz, and Composition: Facilitating Productive Silences in Practices of Writing”

Institutional and Professional

M.15 Promoting a Community of Scholar-Teachers among “Distant Relatives”:
Responsible Mentoring for Dual Enrollment Partners, Contingent Faculty, and Graduate Students
Room M302, Marquis Level
Chair: Christine Tulley, The University of Findlay, OH
Speakers: Chris Denecker, The University of Findlay, OH, “Composition Partnerships: Concurrent Enrollment, Mentoring, and Building Professional Ties that Bind”
Christine Tulley, The University of Findlay, OH, “Mentoring First-Year Writing Contingent Faculty: A Departmental/ Family Responsibility”
Kristine Blair, Bowling Green State University, OH, “Feminist Mentoring and the Politics of Digital Scholarship”
Saturday, 11:00 a.m.–12:15 p.m.

Teaching Writing & Rhetoric

M.16 The Persistence of Interest in Emotion in Our Field
Room M303, Marquis Level
Chair: Anne Wysocki, University of Wisconsin-Milwaukee
Speakers: Dennis Lynch, University of Wisconsin-Milwaukee, “The Other ‘Affect’: Emotional Problems in Rhetoric and Composition”
Julie Nelson, University of Wisconsin-Milwaukee, Milwaukee, WI, “Teaching Emotion: Emotion as the ‘Phantom Limb’ in the Composition Classroom”
Stephanie Stone Horton, Georgia State University, Atlanta, “Their Lives a Storm Whereon They Ride”: The Affective Disorders, Student Composition, and the Case for Madness Studies”

History

M.17 Show and Tell: Complicating the Fifth Canon, Alternative Forms of Women’s Rhetorical Delivery (1878–1931)
Room M304, Marquis Level
Chair: Lindal Buchanan, Old Dominion University, Norfolk, VA
Speakers: Paige VanOsdol, The Ohio State University, Columbus, “Feminine Eloquence: Late Nineteenth-Century Women Elocutionists’ Revision of Delivery”
Heather Adams, The Pennsylvania State University, University Park, “Reform on Display: Exhibition and Visuality of Progressive Era Appeals”
Jason Barrett-Fox, University of Kansas, Lawrence, “Telling Silences: Recovering Feminist Geographies of Thirdspace, 1924–1931”

Teaching Writing & Rhetoric

M.18 Something Old, Something New: History and Repurposing
Room L401, Lobby Level
Speakers: Ann Shivers McNair, The University of Southern Mississippi, Hattiesburg, “Race and Consumer Identities in College Marketing Materials: Repurposing the Advertisement Analysis Assignment”
Rebecca Ingalls, Drexel University, Philadelphia, PA, “(Re)Discovering the Pink Triangle: Inviting Students into the Rhetorical Trenches of the Queer Movement”
Amelia Herb, University of Illinois, Urbana-Champaign, “Something Old, Something New: Students Performing Multimodal Historiography in a Composition Course”
Saturday, 11:00 a.m.–12:15 p.m.

**Writing Programs**

**M.19  Writing Hong Kong/Hong Kong Writing:**
**Writing Administration in a Trilingual/Post-Colonial/Post-Handover Context**
Room L402, Lobby Level

*Chair:* Paul Hanstedt, Roanoke College, Salem, VA

*Speakers:*
- Paul Hanstedt, Roanoke College, Salem, VA, “Administering Writing in an Algorithmic Culture”
- Gilbert Kit Po Wong, City University of Hong Kong, China, “The Effect of the Outcomes-Based Teaching and Learning Approach on Student Achievement in the Writing Center at City University of Hong Kong”
- Wing Him Ivan Chui, City University of Hong Kong, China, “The Effect of the Outcomes-Based Teaching and Learning Approach on Student Achievement in the Writing Center at City University of Hong Kong”
- Joseph Chaney, Writing Hong Kong: Designing an English Composition, South Bend, IN, “Writing Hong Kong: Designing an English Composition Course for Hong Kong First-Year Students”

**Contesting Boundaries**

**M.20  Listening to Our Old Drunk Uncles:**
**The Pragmatists and Our Problems**
Room L403, Lobby Level

*Chair:* Mike Kelly, Champlain College, Burlington, VT

*Speakers:*
- Mike Kelly, Champlain College, Burlington, VT
- Cedric Burrows, University of Kansas, Lawrence
- Chris Gallagher, Northeastern University, Boston, MA

**Contesting Boundaries**

**M.21  Embodied Knowledge and Contested Spaces:**
**New Models of Community**
Room L404, Lobby Level

*Chair:* Christine Abbott, La Roche College, Pittsburgh, PA

*Speakers:*
- Christine Abbott, La Roche College, Pittsburgh, PA, “Pedagogy as Self and Institutional Critique”
- Linda Jordan Platt, La Roche College, Pittsburgh, PA, “Basketball Literacies: Reading Sign Systems and the Body in Motion”
- Jessica Ganni, La Roche College, Pittsburgh, PA, “Moving between Spaces: The Writing Center, the Composition Classroom, and Literacy”
Contesting Boundaries

M.22 Gendered Rhetorics: LGBT and Women’s Archival Research
Room L405, Lobby Level
Speakers: K.J. Rawson, University of Kentucky, Lexington, “Archival Affects: Touching and Feeling the Transgender Past”
Nicole Myers, University of Rhode Island, Kingston, “‘Pretty Girl Questions’: Contested Ways of Seeing the Rhetorics of Menstruation”

Contesting Boundaries

M.23 Assessing Our Stories, Assessing Ourselves: Re-Building Relations through Program Assessment
Room L406, Lobby Level
Chair: Sonya Lancaster, University of Kansas, Lawrence
Speakers: Erin Williams, University of Kansas, Lawrence
Sonya Lancaster, University of Kansas, Lawrence
Justin Sevenker, University of Pittsburgh, PA
Heather Bastian, University of Kansas, Lawrence

Contesting Boundaries

M.24 Globalization and Publishing Writing Research: An Editors’ Roundtable Sponsored by the CCCC Committee on Globalization of Postsecondary Writing Instruction and Research
Room A708, Atrium Level
Chair/Moderator: David Russell, Iowa State University, Ames

Teaching Writing & Rhetoric

M.25 Investigating Collaboration as a Pedagogical Tool: A Tale of Three Empirical Studies
Room A702, Atrium Level
Chair: Jennifer Cunningham, Kent State University, OH
Speakers: Elizabeth Tomlinson, Kent State University, OH, “Investigating Audience in Collaborative Client-Based Business/Professional Writing Projects”
Jennifer Cunningham, Kent State University, OH, “Peer Review as a Form of Collaboration in the Writing Classroom”
Jillian Hill, University of Houston-Downtown, TX, “Illustrating the Collaborative Writing Process of an Internal Corporate Newsletter”
Saturday, 11:00 a.m.–12:15 p.m.

*Teaching Writing & Rhetoric*

**M.26 Reconciling Perceived Opposites: Religion and Academic Writing**
Room A703, Atrium Level

*Speakers:* Brian Ray, University of North Carolina-Greensboro, “Writing about Islam, Belief, and Human Rights”
Andrea Rosso Efthymiou, Stern College for Women, Yeshiva University, New York, NY, “Women Speaking to Women: Contesting Collaborative Learning and Havruta Partnerships in an All-Women’s Writing Center”

**Contesting Boundaries**

**M.27 Food for Thought and Action: Creating Community through Literary Cookbooks, Kitchen Blogs, Arguments, and Reflection**
Room A704, Atrium Level

*Chair:* Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA

*Speakers:* Christine Wooley, St. Mary’s College of Maryland, “Food and Argument in the Composition Classroom”
Tenaya Darlington, Saint Joseph’s University, Philadelphia, PA, “Writers in the Kitchen: How Food Blogs Create Community and Opportunity Inside (and Outside) the Classroom”
Jennifer Cognard-Black, St. Mary’s College of Maryland, “Eat My Words: Writing Self and Society through Food”
Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA, “(Un)Common Ground: Food Writing in the Classroom and Local Community”

*Teaching Writing & Rhetoric*

**M.28 Reactions—Responses—Beliefs**
Room A705, Atrium Level

*Speakers:* Emily Thomas, Emerson College, Boston, MA, “Response Papers in Writing Classrooms: Genre Systems, Exploratory Writing, Community Building and Skill Transferability”
Lori Salem, Temple University, Philadelphia, PA, “Rich Differences: A Quantitative Analysis of Student Beliefs about Writing and Writing Instruction”
Richard Samuelson, Boise State University, ID, “Student Reactions to Hybrid Virtual World Education”
Teaching Writing & Rhetoric

M.29  The Stories We Tell—The Performances We Give
Room A706, Atrium Level

Speakers: Johanna Schmertz, University of Houston-Downtown, TX, “Writing Academic Selves: Performativity and the Literacy Autobiography”
Theresa Flynn, Pepperdine University, Malibu, CA, “Multimodal Storytelling: The Effect of Digital Media on the Composition Process”
Carrie Kilfoil, University of Louisville, KY, “Tell Me a Story: Systems Theory, Embodied Intelligence, and Creative Nonfiction in First Year Composition”

Contesting Boundaries

M.30  A Higher Good: Morality, Faith, and Subjectivity
Room A707, Atrium Level

Chair: Nicholas Behm, Elmhurst College, IL
Heather Thomson-Bunn, Pepperdine University, Malibu, California, “A Muslim’s Faith, a Jewish Temple. . . and an Academic Argument?: Examining the Contested Role of Religious Belief in Composition”

Community, Civic & Public

M.31  Creating a Framework for Audience Analysis: Contesting the Boundaries between Ethos and Pathos in Civic Discourse
Marquis Ballroom, Salon B, Marquis Level

Chair: Lynne Gaillet, Georgia State University, Atlanta
Speakers: Barbara L’Eplattenier, University of Arkansas, Little Rock
Will Banks, East Carolina University, Greenville
Michelle Eble, East Carolina University, Greenville
Contesting Boundaries

M.32 Beyond Rhetoric and Composition: The Liberal Arts Writing Major

Room L503, Lobby Level

Chair: Dan Royer, Grand Valley State University, Allendale, MI

Speakers: Dan Royer, Grand Valley State University, Allendale, MI, “The Writing Major as Liberal Arts”
Ellen Schendel, Grand Valley State University, Allendale, MI, “Consulting with Writers: Applying Composition Studies to Writing”
Chris Haven, Grand Valley State University, Allendale, MI, “Authors In Depth: Literature for Writing Majors”
Christopher Toth, Grand Valley State University, Allendale, MI, “Multimodal Composing: Space for All”

Institutional and Professional

M.33 What DO We Really Value?: Technology and Engagement in Tenure and Promotion Protocols

Room L508, Atrium Level

Chair: Michael Day, Northern Illinois University, DeKalb, IL

Speakers: Janice Walker, Georgia Southern University, Statesboro, “Tenure 2000: A Decade Later”
Susan Delagrange, The Ohio State University, Columbus, “Manufacturing Kairos: Preparing Faculty to Evaluate Digital Scholarship”
Michael Pemberton, Georgia Southern University, Statesboro, “Positioning Writing Center Work for Professional Review”
Mike Palmquist, Colorado State University, Fort Collins, “Leaving the Sidelines: The Role of Senior Scholars in Charting New Standards for Tenure, Promotion, and Merit Decisions”

Research

M.34 Revisualizing Composition: Mapping the Writing Lives of College Students

Room L506, Lobby Level

Chair: Beth Brunk-Chavez, University of Texas at El Paso

Speakers: Stacey Pigg, Michigan State University, East Lansing
Dundee Lackey, University of North Carolina, Pembroke
Paula Rosinski, Elon University, NC
Tim Peeples, Elon University, NC
Martine Rife, Lansing Community College, MI
Beth Brunk-Chavez, University of Texas at El Paso
Saturday, 12:30–1:45 p.m.

**N Sessions: 12:30–1:45 p.m.**

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**Featured Speaker**

**Peter Elbow**

Casual, Everyday Unplanned Spoken Language: What Can It Offer Careful Writing?—Even Academic Writing?

Marquis Ballroom, Salon B, Marquis Level

**Chair:** Elena Adkins Garcia, Michigan State University, East Lansing

It’s widely assumed that we should keep speaking and writing apart: that spoken language is incoherent and messy and that we should warn students against using it as they write. I’m arguing against that assumption. I’m not just saying what many of us have been saying about freewriting: “It’s fine write fast just as you speak; it’ll make writing easier and help you find more things to say. But of course the language is wrong for careful writing.” I’m going farther now. Not that we can record our casual speech and use it for writing, but that there are surprising positive linguistic and rhetorical virtues in careless unplanned speech—virtues that most people can’t get when they write carefully. It’s a matter of harnessing the resources of speech.

I will be drawing on a book that I’ve been working on for seven years: *Vernacular Eloquence: What Speech Can Bring to Writing.* (Oxford UP will bring it out in 2012.)

Peter Elbow is Professor of English Emeritus at UMass Amherst. He directed the Writing Program there—and earlier at SUNY Stony Brook. He also taught at M.I.T., Franconia College, and Evergreen State College.

He has written various books about writing, most recently *Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing* (2000–awarded the James Britton Award by CEE). He also wrote a book about Chaucer (1975) and a book about teaching and learning, *Embracing Contraries* (1986) and two versions of a textbook (with Pat Belanoff—*A Community of Writers* and *Being a Writer*). Recent articles: “Freewriting and Free Speech: A Pragmatic Perspective” (with Janet Bean) 2010; “Why Deny to Speakers of African American Language A Choice Most of Us Offer Other Students?” (2010).
Saturday, 12:30–1:45 p.m.

**History**

**N.01 Practicing Histories:**
*Conversations on the Doing of History and the Making of Historians in Composition and Rhetoric*

Marquis Ballroom, Salon C, Marquis Level

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

Speakers:
- Bo Wang, California State University, Fresno, “Woman, Rhetoric, and History: The Politics of Reading between East and West”
- Christa Olson, University of Wisconsin, Madison, “Places to Stand: The Possibilities and Pitfalls of Writing Histories outside Comfort Zones”
- Janine Solberg, University of Massachusetts Amherst, “Internet Connections: Using Digital Tools, Enriching Women’s Histories”

Respondents:
- Debra Hawhee, Pennsylvania State University, State College
- Peter Mortensen, University of Illinois at Urbana-Champaign
- Roxanne Mountford, University of Kentucky, Lexington

**Contesting Boundaries**

**N.02 Writing and Working for Change:**
*Working Class Politics in CCCC*

Marquis Ballroom, Salon D, Marquis Level

Chair: Samantha Blackmon, Purdue University, West Lafayette, IN

Respondent: William Thelin, University of Akron, OH

Speakers:
- Brian Bailie, Syracuse University, NY, “Creating a Memory of the Historical Moment”
- James McDonald, University of Louisiana-Lafayette, “Recognizing Teachers, Contesting Labor Conditions: The History of the Non-Tenured Track Faculty Special Interest Group”

**Writing Programs**

**N.03 Within Yet Aside:**
*Assessing Critical Thinking Across Student Writing*

Imperial Ballroom, Salon A, Marquis Level

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

Speakers:
- Geoffrey Middlebrook, University of Southern California, Los Angeles, “Data Curation: Leveraging the Web for Acquisition, Storage, and Exhibition”
- Lacey Donohue, University of Southern California, Los Angeles, “Unpacking the Data: Crafting and Applying Rubrics”
Jack Blum, University of Southern California, Los Angeles, “‘A Good Spectator Also Creates’: The Focused Assessment of Critical Reasoning”

Information Technologies

N.04 The New Work of the Digital Book in Composition Studies
Imperial Ballroom, Salon B, Marquis Level
Chair: Cynthia Selfe, The Ohio State University, Columbus
Speakers: Debra Journet, University of Louisville, KY, “The New and Old Work of the Book: Book as Object, Technology, and Genre”
Cheryl Ball, Illinois State University, Normal, “The Old, The New, and the Productive Tension Between”
Ryan Trauman, University of Louisville, KY, “Historically Situating Digital Design: Remediating Traditional”

Contesting Boundaries

N.05 Writing Spaces: Lessons Learned for Creating and Using Open Textbooks
Room M101, Marquis Level
Chair: David Blakesley, Clemson University, SC
Speakers: Bradley Bleck, Spokane Falls Community College, WA, “Collaborative Peer Review: Serving the Student Reader”
James P. Purdy, Duquesne University, Pittsburg, PA, “More than Delivery: Thoughts on Writing an Open Text as a Knowledge-making Practice”
Pavel Zemliansky, James Madison University, Harrisonburg, VA, “When You Are the Editor and the Publisher: Lessons Learned from Peer Review, Revision, and Negotiations with Authors”
Charles Lowe, Grand Valley State University, Allendale, MI, “Working with Creative Commons Licenses in Open Textbook Production”

Teaching Writing & Rhetoric

N.06 Big Class, Small Communities: Affordances and Constraints in a “Jumbo” First-Year Writing Course
Room M102, Marquis Level
Chair: Tom Fox, California State University, Chico
Speakers: Chris Fosen, California State University, Chico, “‘Jumbo’ Writing Instruction and the Distribution of the ‘Powerful Teacher Figure’”
Cody Caudill, University of Illinois, Urbana-Champaign, “Is There a Teacher in This Class? Mentor Identity in First-Year Writing”
Kim Jaxon, California State University, Chico, “The Affordance of Social Media: New Participation Structures, New Communities”
Erica Spangler, California State University, Chico, “Making ‘Basic’ Invisible: Agency and Identity in Jumbo First-Year Writing”
Respondent: Susan Miller, University of Utah, Salt Lake City
Saturday, 12:30–1:45 p.m.

**Academic Writing**

**N.07  Reading, Literacy, and Play: Contesting Composition Pedagogy**
Room M103, Marquis Level

*Chair:* Jennifer Johnson, University of California, Santa Barbara  
*Speakers:* Michael Harker, Georgia State University, Atlanta, “A Necessary Beginning: An Essay On Why Composition Needs Literacy Myths”  
Debrah Huffman, Indiana University Purdue University, Fort Wayne, “A Fertile but Fallow Field: Nonfiction Reading Pedagogy in Composition”  
Lacy Manship, University of North Carolina, Charlotte, “A Risky Entrance: Through a Kindergarten Door toward Play as Composition in College Writing”

**Research**

**N.08  The Literate Lives of Athletes: Marginalized Scholarly Relatives, Embodied Knowers**
Room M104, Marquis Level

*Chair:* Martha Townsend, University Of Missouri, Columbia  
*Speakers:* Martha Townsend, University Of Missouri, Columbia “Researching and Writing about a Contested Space”  
Bryan Maggard, University of Missouri, Columbia, “Supporting Research In ‘My’ Space”  
William Moore, Atlanta Falcons National Football League Football Team, Atlanta, Georgia, “Leading, Winning, Graduating”

**Teaching Writing & Rhetoric**

**N.09  “Using the Stases as Heuristic Tools for Effective Argument”**
Room M105, Marquis Level

*Chair:* Cinthia Gannett, Fairfield University, CT  
*Speakers:* Paul Saint-Amand, SUNY Potsdam, NY, “Introducing the Stases as Inquiry”  
Michael Basseches, Suffolk University, Boston, MA, “Three Intellectual Strategies: Clarifying, Extending, and Restructuring”
Teaching Writing & Rhetoric

N.10 The Language Of Relations; The Language Of Contested Knowledge

Room M106, Marquis Level

Chair: Craig Hancock, University at Albany, NY
Speakers: Craig Hancock, University at Albany, NY, “Epistemic and Deontic Modality: How Mature Writers Hedge Certainty and Negotiate Social Reality”
Deborah Rossen-Knill, University of Rochester, NY, “How Novice and Experienced Writers Relay their Ideas to Readers: A Study in Metadiscourse”

Contesting Boundaries

N.11 Body, Place, and Family: Three Cases for Expanding Epistemes in Researched Writing

Room M107, Marquis Level

Chair: Matthew Ortoleva, Johnson and Wales University, Providence, RI
Speakers: Kim Hensley Owens, University of Rhode Island, Kingston, “Reconsidering ‘ Reliable‘: Online Birth Stories and the Value of ‘Unreliable’ Sources”
Jamie White-Farnham, University of Rhode Island, Kingston, “Rhetorical Heirlooms: Recognizing Inherited Knowledge as Evidence in Researched Writing”
Matthew Ortoleva, Johnson and Wales University, Providence, RI, “Being There: The Importance of Accessing Cultural Narratives and Local Knowledge as a Way to Understand Place”

Contesting Boundaries

N.12 The Maker’s Mark: Productive Knowledge in Writing Studies

Room M108, Marquis Level

Chair: Robert Danberg, Binghamton University, NY
Speakers: Thomas Girshin, Binghamton University, NY, “The Artist in Exile”
Robert R. Johnson, Michigan Technological University, Houghton, “Craft Knowledge/Productive Knowledge: Thinking Through Disciplinarity in Writing Studies”
Sergio Figueiredo, Clemson University, SC, “Imagining the Field of Composition to Come”
Saturday, 12:30–1:45 p.m.

**Theory**

N.13  **Contesting Identities in Writing Centers: Theorizing Subject Positions, Practices, and Political Contexts**  
Room M109, Marquis Level  
Chair: Harry Denny, St. John’s University, Queens, NY  
Speakers: Harry Denny, St. John’s University, Queens, NY  
Meridith Leo-Rowett, Suffolk County Community College, Brentwood, NY  
Kerri Mulqueen, Nazareth Regional High School, Brooklyn, NY  
Robert Mundy, St. John’s University, Queens, NY  
Bryan DeSousa, St. John’s University, Queens, NY

Contesting Boundaries

N.14  **Multimodal Composition and the Agency of Transfer Students**  
Room M202, Marquis Level  
Chair: Ben Lauren, Florida International University, Miami  
Speakers: Ben Lauren, Florida International University, Miami  
Maria Lovett, Florida International University, Miami, “Re-presenting Student Knowledge and Experience through Digital Media”  
Paul Feigenbaum, Florida International University, Miami, “‘We’re talkin’ bout practice’: Finding Comfort, and Camaraderie, in Multimodal Processes of Composition”

**History**

N.15  **In Search of the Beloved Community: Prophetic Rhetoric and Social Change**  
Room M302, Marquis Level  
Chair: Stephen Schneider, University of Louisville, KY  
Speakers: Elizabeth Ellis, University of Alabama, Tuscaloosa, “Turning the World Upside Down: The Grimke Sisters Perform as Prophet in Antebellum America”  
Stephen Schneider, University of Louisville, KY, “Hope on a Tight Rope: Cornel West and Prophetic Democracy”

Community, Civic & Public

N.16  **Practicing What We Preach: Rearticulating Rhetoric in the Polis and the University**  
Room M303, Marquis Level  
Chair: Richard Johnson-Sheehan, Purdue University, West Lafayette, IN  
Speakers: Allen Brizee, Loyola University Maryland, Baltimore, “Iso-what?:
Saturday, 12:30–1:45 p.m.

Epistemology, Taxonomy, and Performance in Isocrates and Civic Engagement”
Kristine Johnson, Xavier University, Cincinnati, OH, “Contesting Ideals: Confirmation Hearings as Public Epideictic”
Paul Lynch, St. Louis University, MO, “The Rhetorician-in-Chief: Barack Obama’s Oratorical Relations”

Professional and Technical Writing

N.17 Academic and Workplace Engineering Communication
Room M304, Marquis Level
Chair: Matthew Russell, University of Wisconsin, Milwaukee
Speakers: Robert Irish, University of Toronto, Ontario, Canada, “When the Boiler Burns: The Problem of Template Writing in an Engineering Firm”
Ken Tallman, University of Toronto, Ontario, Canada, “Assessing the Engineering Portfolio”

N.18 Training and Sustaining: Producing Effective Writers of Long-Term Academic Writing Projects
Room L401, Lobby Level
Chair: Peggy Lindsey, University of Dayton, OH
Speakers: Scott Wagar, Miami University, Oxford, OH, “‘Why Can’t Johnny Graduate?’ A Review of the Status Quo in the Training of Scholarly Writers”
Peggy Lindsey, University of Dayton, OH, “Training Self-Starting Scholars: Productivity Principles for Long-Term Writing Projects”
Sarah McGinley, Wright State University, Dayton, OH, “Making Space for Scholars: The Case for Integrating Productivity Training into Graduate Programs”

Writing Programs

N.19 Really, Really Useful Knowledge: How Cultural Studies Agendas Play Out for a Director and Her Tutors at One Historically Black University
Room L402, Lobby Level
Chair: Karen Keaton Jackson, North Carolina Central University, Durham
Speakers: Karen Keaton Jackson, North Carolina Central University, Durham
Amanda Chambers, North Carolina Central University, Durham, “From Supervisor to Big Sister: The Effects of Mentoring During My Graduate School Experience”
Curtis Henderson, North Carolina Central University, Durham, “Emerging Black Male Scholar: Surviving and Succeeding in Graduate School”
LaKela Atkinson, North Carolina Central University, Durham
Saturday, 12:30–1:45 p.m.

Research

N.20 Reconciling the Relationship between “Old” And “New” Values in New Media Assessment
Room L403, Lobby Level
Chair: Leah Chambers, Indiana University of Pennsylvania
Speakers: Emily Wierszewski, Seton Hill University, Greensburg, PA, “A Readerly Eye: Teachers Reading Student New Media Work”
Dirk Remley, Kent State University, OH, “Using Our Relationship with Print-based Rhetoric to Assess Second Life Machinima Video”
Dennis Jerz, Seton Hill University, Greensburg, PA, “Assessing Online Writing in a Post-Blogging Culture”

Teaching Writing & Rhetoric

N.21 Transfers and Transformations
Room L404, Lobby Level
Speakers: Eric Friginal, Georgia State University, Atlanta, “Corpus-Based, Multi-Modal Comparison of NS vs. NNS College Composition Texts”
Thomas Batt, Maine Maritime Academy, Castine, “Mixing It Up on the WAC Playground: The Possibilities of ‘Creative Transformation’ in a Humanities Survey Course”
Robert Terry, University of Louisville, KY, “Transfer Might Be Nothin’ but Terms Recognized: A Study of Transfer from FYC to Business Writing”

Teaching Writing & Rhetoric

N.22 Multitasking and Multimodality
Room L405, Lobby Level
Ryan Hoover, St. Edward’s University, Austin, TX, “‘But Professor, I work better when I’m texting!’ Does Texting in Class Affect Student Productivity?”
Daniel Keller, Ohio State University, Newark, “Surveying Multimodal Literacies: What Practices Do Students Bring to College?”
Contesting Boundaries

N.23 Contesting Copyright on Campus
Room L508, Lobby Level
Chair: Martine Courant Rife, Lansing Community College, MI
Speakers: Robert Dornsife, Creighton University, Omaha, NE, “Owning Stewardship”
Barclay Barrios, Florida Atlantic University, Boca Raton, “Define ‘Safe’: SafeAssign and Student Intellectual Property”
Renee Hobbs, Temple University, Philadelphia, PA, “Unlocking the Power of Film for Education: Seeking a DMCA Exemption for Media Literacy Education”
Dânielle Nicole DeVoss, Michigan State University, East Lansing, “Rethinking Ugly: Remix, Composing, and YouTube Poop”

Information Technologies

N.24 Entering the Ecology of the University: How Emergent Media Provide Innovative Disciplinary Access for WAC and WID
Room L503, Lobby Level
Chair: Harrison Carpenter, University of Colorado, Boulder
Speakers: Morgan Reitmeyer, Purdue, West Lafayette, IN, “New Frontiers: WAC and WID Venturing Outside of University Borders”
Kim Richard, St. Joseph College, West Hartford, CT, “Teach Me ‘ning’: Preparing Future Teachers for Web2.0 Writing”
William Klein, University of Missouri, St Louis, “Second Life for First Meetings: Using SL to Encourage Collaboration”
Cathy Spidell, University of Akron, OH, “Digital Access: Creating Space for Disabilities with New Media”

Contesting Boundaries

N.25 The Life of the Mind, Meditation and Humility
Room A701, Atrium Level
Speakers: Erec Smith, Ursinus College, Collegeville, PA, “The True Aspect of All Phenomena: A Buddhist Approach to Writing Pedagogy”
Gwen Gorzelsky, Wayne State University, Detroit, MI, “Literacy in a Biocultural World: Neuroscience in Literacy Studies”
Kendall Gerdes, University of Texas at Austin, “Epistemological Humility: What’s Queer About Queer Studies Now”
Contesting Boundaries

N.26 **Politicing All Our Relations:**
**Feminist Rhetorics, Contested Spaces**
Room A702, Atrium Level

*Chair:* Rebecca Dingo, University of Missouri, Columbia  
*Speakers:* Rebecca Dingo, University of Missouri, Columbia  
Eileen Schell, Syracuse University, NY  
Jacqueline Rhodes, California State University, San Bernardino, San Bernardino  
Gwendolyn D. Pough, Syracuse University, NY  
Susan Jarratt, University of California, Irvine

Contesting Boundaries

N.27 **“Disclosing Hidden Episodes”:**
**Contentious Spaces and the Complexities of Indians**
Room A703, Atrium Level

*Chair:* Joyce Rain Anderson, Bridgewater State College, MA  
*Speakers:* Joyce Rain Anderson, Bridgewater State College, MA, “Metacom’s Rebellion in the Twenty-first Century”  
Lisa King, University of Kansas, Lawrence, “‘We are related, didn’t you know?’: Classroom Strategies for Building Rhetorical Alliance”  
Christie Cooke, Haskell Indian Nations University, Lawrence, KS, “Relearning and Re-thinking Our Histories: One Beginning Composition Class at Haskell Indian Nations University”

Contesting Boundaries

N.28 **Contesting the Tenure Process Post-September 2008:**
**Nontraditional Trajectories**
Room A704, Atrium Level

*Chair:* Lindal Buchanan, Old Dominion University, Norfolk, VA  
*Speakers:* Lindal Buchanan, Old Dominion University, Norfolk, VA, “Contesting Conventional Wisdom: What Academic Conduct Books Acknowledge and Ignore”  
Paul Butler, University of Houston, TX, “Contesting Geographies: Time, Place, and ‘Upping the Stakes’”
Katherine Wills, Indiana University Purdue University Columbus, “Economies of Change: Contesting the Ethics of Tenure Practices”
Sue Doe, Colorado State University, Fort Collins, “Contesting Labor Policy During Times of Economic Crisis: Lacking Tenure, Dare We Interrogate the Message?”
Joseph Eng, California State University Monterey Bay, Seaside, “Contesting Campus-Wide Program Administration as a Tenure-Track Full Professor”

Contesting Boundaries

N.29 Global Educators for Hope: The International Sustainable-Literacy Project
Room A705, Atrium Level

Chair: John Reilly, Indiana University of Pennsylvania
Speakers: Claude Hurlbert, Indiana University of Pennsylvania, “Losing My Place in the Face of Eco-Crisis”
Hayat Messekher, Ecole Normale Superieure - Algiers, Algeria, “Depoliticizing Fear in the Face of Eco-Silence”
Tomoko Oda, Indiana University of Pennsylvania, “Teaching Intercultural Sensitivity in the Face of Eco-Crisis”
Laura Oliver, Rosemont College, PA, “Writing in the Face of Eco-Trauma”
Wan-Ning Yeh, Indiana University of Pennsylvania, “Living Creatively in the Face of the Eco-Crisis”
John Reilly, Indiana University of Pennsylvania, “Laughing in the Face of Eco-Crisis”
Kyung-Min Kim, Indiana University of Pennsylvania, “Addressing the Transcultural in the Face of Eco-Crisis”
Ibrahim Ashour, Indiana University of Pennsylvania, “Meditating in the Face of Ecological Hate”
Pisarn Bee Chamcharatsri, Indiana University of Pennsylvania, “Theorizing Pedagogy in the Face of Ecological Love”

Contesting Boundaries

N.30 A Department in Exile: The Challenges of Contested Spaces and Roles
Room A706, Atrium Level

Chair: Steven Krause, Eastern Michigan University, Ypsilanti
Speakers: Steven Krause, Eastern Michigan University, Ypsilanti
Hava Levitt-Phillips, Eastern Michigan University, Ypsilanti
Nicole Guinot Varty, Eastern Michigan University, Ypsilanti
Sonya Alvarado, Eastern Michigan University, Ypsilanti
Derek Mueller, Eastern Michigan University, Ypsilanti, MI
Ann Blakeslee, Eastern Michigan University, Ypsilanti, MI
Saturday, 12:30–1:45 p.m.

Contesting Boundaries

N.31 Code-Meshing as World English: Policy, Pedagogy, Performance
Room A707, Atrium Level

Chair: Aja Martinez, University of Arizona, Tucson
Speakers: Jeremy Jones, Charleston Southern University, SC, “Code-Meshing and Appalachian Identity”
Vivette Milson-Whyte, The University of the West Indies, Mona, Kingston, Jamaica, “Code-Meshing and Glissantian ‘Opacite’: Establishing Interrelationships Among Students’ Languages”
Richard Nettell, University of Hawai’i at Manoa, Honolulu, “Beyond Contrastive Analysis and Code Switching”

Respondents: Bruce Horner, University of Louisville, KY
Kevin Roozen, Auburn University, AL
Vershawn Young, University of Kentucky, Lexington

Contesting Boundaries

N.32 Gendered Boundaries: Women in the Profession and the Impact of Economic Conditions
Room A708, Atrium Level

Co-Chairs: Kirsti Cole, Minnesota State University, Mankato
Morgan Gresham, University of South Florida, St. Petersburg
Speakers: Renee Moreno, California State University, Northridge, “Leaving Teaching: The Rewards and Pitfalls of Administrative Work”
Julie Myatt, Middle Tennessee State University, Murfreesboro, “Finding Balance: The Challenges of a Non-Tenured Female Faculty Member”
Alice Gillam, University of Wisconsin, Milwaukee, “Having a Life and a Career Too: Late-Career Reflections”
Jean Ferguson Carr, University of Pittsburgh, PA, “The Impact of the Economy on Finding a Work-Life Balance”
Wendy Olson, Washington State University Vancouver, “The Feminization of Composition Redux: Resources, Budget Crisis, and Administration”
Stephanie Morgan, University of North Carolina – Chapel Hill, “Trailing Spouse: Negotiating My Gendered Economy”
Jennifer Heinert, University of Wisconsin Colleges
Saturday, 12:30–3:15 p.m.

**Writing Programs**

**N.33 Contested Spaces and Curricular Design: Incorporating Students’ Local Knowledge and Rhetorical Practices into Sites of Institutional Writing Instruction**

Room L507, Lobby Level

**Chair:** Christopher DiBiase, University of Massachusetts Amherst

**Speakers:** Christopher DiBiase, University of Massachusetts Amherst
Kristin Lindgren, Haverford College, PA
Megan Trexler, University of Massachusetts, Amherst

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**Saturday Afternoon Events**

**Poetry Forum**

12:30–1:45 p.m.

International Ballroom, Salon A, International Level

**Co-Chairs:** Mary Minock, Madonna University, Livonia, MI
Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX

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**Graduate Student Forum**

2:00–3:15 p.m.

International Ballroom, Salon A, International Level

**Chair:** Malea Powell, Michigan State University, East Lansing MI

All graduate students are enthusiastically encouraged to attend this forum!

Organized by the Program Chair at the request of graduate students in Rhetoric & Composition Studies, this forum will provide an official space for graduate students to discuss issues important to you -- this will include, but won’t be limited to, ways to gain representation in the organization (caucus? sig? committee?) in order to make sure that graduate students are included in organizational efforts to build a sustainable disciplinary future. A more detailed overview of this Forum will be included in the Program Update, distributed at the convention registration desk.

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**Pedagogies of Passion: Exploring Enthusiasm in Teaching and Writing**

2:00–3:15 p.m.

Marquis Ballroom, Salon D, Marquis Level

**Keynote Speaker:** Doug Hesse, University of Denver, CO, “Creating Nonfictions: The Allure of—and an Apology for—Writing Beyond the Rhetorical Situation”

**Speakers:** Ian Marshall, William Paterson University, Paterson, NJ, “Impassioned
Saturday, 2:00–3:15 p.m.

Whiteness”
Wendy Ryden, Long Island University, Brookville, NY, “Impassioned Whiteness”
Brian Ray, University of North Carolina at Greensboro, “Passion and Human Rights Rhetoric”
Eric Leake, University of Louisville, KY, “Painful Passions: Writing about Abuse”
Irene Papoulis, Trinity College, Hartford, CT, “The Teacher’s Passion: Burning or Burnt Out?”
Sharon Marshall, St. John’s University, Queens, NY, “The Teacher’s Passion: Burning or Burnt Out?”
Mark McBeth, John Jay College, New York, NY, “Flirting with Students”

Prison Writing:
Pedagogy, Representation, Research and Action
2:00–3:15 p.m.
Imperial Ballroom, Salon B, Marquis Level

Chair: Barbara Roswell, Goucher College, Baltimore, MD

Speakers: Phyllis Hastings, Saginaw Valley State University, MI, “Who’s In Prison? Contesting Images of Inmates and Incarceration”
Wendy Hinshaw, Florida Atlantic University, “Moving Past Amazement”
Laura Rogers, Albany College of Pharmacy and Health Sciences, Albany, “Research in Prison: Contexts, Ethics, and Representation”
Sarah Higinbotham, Georgia State University, Atlanta, “Emergent Prison Studies: Rediscovering Reform”
Pamela Sheff, Johns Hopkins University, Baltimore, MD, “Exploring the Rhetoric of Confinement”
Patrick Berry, University of Illinois at Urbana-Champaign, “Time and Doing Time with Literacy Narratives”
Stacy McQuaide, Oxford College of Emory University, GA, “Stories That Transform: Memoir Writing as a Catalyst for Social Change”
Barbara Roswell, Goucher College, Baltimore, MD, “From Volunteer Workshop to College Degree Program: Creating Sustainable Institutional Partnerships”
### CCCC Past Chairs

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*Deceased
## 2011 EXHIBITORS

### APRIL 7–9

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## EXHIBITOR PRODUCT CLASSIFICATION

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</tr>
<tr>
<td>Random House, Inc.</td>
<td>27</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td></td>
</tr>
<tr>
<td>Journal of Teaching Writing</td>
<td>28</td>
</tr>
<tr>
<td>Parlor Press</td>
<td>16</td>
</tr>
<tr>
<td>Random House, Inc.</td>
<td>27</td>
</tr>
<tr>
<td><strong>Reference Books and Materials</strong></td>
<td></td>
</tr>
<tr>
<td>Hampton Press</td>
<td>68</td>
</tr>
<tr>
<td>Merriam-Webster, Inc.</td>
<td>33</td>
</tr>
<tr>
<td>Oxford University Press</td>
<td>29</td>
</tr>
<tr>
<td>Parlor Press</td>
<td>16</td>
</tr>
<tr>
<td>Random House, Inc.</td>
<td>27</td>
</tr>
<tr>
<td>Routledge/Taylor &amp; Francis Group</td>
<td>32</td>
</tr>
<tr>
<td>Textbooks/Publishing</td>
<td>Count</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Bedford / St. Martins</td>
<td>8</td>
</tr>
<tr>
<td>Broadview Press</td>
<td>36</td>
</tr>
<tr>
<td>Duke University Press</td>
<td>39</td>
</tr>
<tr>
<td>Fountainhead Press</td>
<td>30</td>
</tr>
<tr>
<td>Hampton Press</td>
<td>68</td>
</tr>
<tr>
<td>Hayden McNeil Publishing</td>
<td>25</td>
</tr>
<tr>
<td>Kendall Hunt Publishing Co.</td>
<td>59</td>
</tr>
<tr>
<td>MarketingNewAuthors.com</td>
<td>47</td>
</tr>
<tr>
<td>McGraw-Hill Higher Education</td>
<td>40</td>
</tr>
<tr>
<td>National Peace Poetry Project</td>
<td>38</td>
</tr>
<tr>
<td>Oxford University Press</td>
<td>29</td>
</tr>
<tr>
<td>Parlor Press</td>
<td>16</td>
</tr>
<tr>
<td>Pearson</td>
<td>19</td>
</tr>
<tr>
<td>Random House, Inc.</td>
<td>27</td>
</tr>
<tr>
<td>Routledge/Taylor &amp; Francis Group</td>
<td>32</td>
</tr>
<tr>
<td>Southern Illinois University Press</td>
<td>60</td>
</tr>
<tr>
<td>The New York Times</td>
<td>34</td>
</tr>
<tr>
<td>University of Michigan Press ELT</td>
<td>45</td>
</tr>
<tr>
<td>University of Pittsburgh Press</td>
<td>15</td>
</tr>
<tr>
<td>Utah State University Press</td>
<td>58</td>
</tr>
<tr>
<td>W. W. Norton, Inc.</td>
<td>3</td>
</tr>
<tr>
<td>Wadsworth Cengage Learning</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology-Information</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parlor Press</td>
<td>16</td>
</tr>
<tr>
<td>The College Board</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology-Instructional</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedford / St. Martins</td>
<td>8</td>
</tr>
<tr>
<td>courseDocs.com</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inside Higher Ed: Online Publication</td>
<td>7</td>
</tr>
<tr>
<td>Journal of Teaching Writing: Journal</td>
<td>28</td>
</tr>
<tr>
<td>The College Board: Enrollment Solutions</td>
<td>37</td>
</tr>
</tbody>
</table>
International Level

Exhibit Hall

Culinary

Loading Dock

Shipping

Exhibit Hall

Courtyard Street

Storage

Exhibit Hall

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10 9 8 7 6 5 4
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Diana Hacker, Stephen A. Bernhardt, and Nancy Sommers

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86,219  Total number of searches conducted between September 1st and October 31st

3,188  Number of times people searched for “however”

1,375  Total number of tags created

303  Number of times an exercise was assigned

114  Number of instructors who assigned pages

60  Number of instructors who recommended pages

59  Number of times a Quick Help page was assigned

42  Number of times any page was tagged with “mla”

11  Percentage of tags that included a date (e.g., “For Monday, October 18“)

2  Number of times people searched for “how to make an essay longer”

1  Number of emoticons used in a tag : )

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- **HN** .... Humor Night
- **IP** .... Intellectual Property Caucus
- **MD** .... The Master’s Degree Consortium of Writing Studies Specialists
- **PF** .... Poetry Forum
- **QRN** .... Qualitative Research Network
- **RNF** .... Research Network Forum
- **RFP** .... Rhetoricians for Peace
- **SAT** .... Saturday Afternoon Event

<table>
<thead>
<tr>
<th>A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ainsworth, Diann:</td>
<td>J 03</td>
</tr>
<tr>
<td>Alden Lewis, Andrea:</td>
<td>QRN</td>
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<td>Alexander, Christopher:</td>
<td>J 10</td>
</tr>
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<td>Alexander, Kathryn:</td>
<td>L 08</td>
</tr>
<tr>
<td>Alexis, Cydney:</td>
<td>H 12</td>
</tr>
<tr>
<td>Alfano, Christine:</td>
<td>F 22</td>
</tr>
<tr>
<td>Alghamdi, Mohammed:</td>
<td>RNF</td>
</tr>
<tr>
<td>Alharbi, Lama:</td>
<td>RNF</td>
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<td>Allan, Elizabeth G.:</td>
<td>G 34, RNF</td>
</tr>
<tr>
<td>Allard, Aimee:</td>
<td>E 04</td>
</tr>
<tr>
<td>Allen, Doree:</td>
<td>MW 6</td>
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<td>Allen, Ira:</td>
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</tr>
<tr>
<td>Almjeld, Jen:</td>
<td>FSn L</td>
</tr>
<tr>
<td>Altman, James:</td>
<td>K 18</td>
</tr>
<tr>
<td>Alvarado, Sonya:</td>
<td>N 30</td>
</tr>
<tr>
<td>Alvine, Lynne:</td>
<td>E 21</td>
</tr>
<tr>
<td>Amanti, Cathy:</td>
<td>G 36</td>
</tr>
<tr>
<td>Amidon, Stevens:</td>
<td>E 16</td>
</tr>
<tr>
<td>Amidon, Timothy:</td>
<td>N 23</td>
</tr>
<tr>
<td>Ampadu, Lena:</td>
<td>FSn B</td>
</tr>
<tr>
<td>Amy, Lori:</td>
<td>B 28</td>
</tr>
</tbody>
</table>

Abbott, Christine: M 21
Abbad, Joshua: D 11
Abeles, Oren M.: A 28
Abraham, Matthew: J 36
Abrams, Kelly: J 34
Accardi, Steven: B 23
Acosta, Curtis: G 36
Adama, Lami C.: G 01
Adams, Heather: M 17, W 5
Adams, Katherine: RNF
Adams, Peter: M 08
Adams Wooten, Courtney: E 23
Adkins, Tabetha: G 22
Adler-Kassner, Linda: G 34, L 01
Adsanatham, Chanon: K 10
Agee, Nikki: K 09
Ahern-Dodson, Jennifer: A 08
Ailey, Matt: L 11
Andelora, Jeffrey: I 22
Andersen, Rebekka: I 38
Andersen, Wallis May: A 15
Anderson, Daniel: W 6
Anderson, Erin: I 08
Anderson, Joyce Rain: AW 3N 27
Anderson, Justin: K 39
Anderson, Paul: E 39, J 39
Anderson Quinn, Stephanie: F 12
Angeli, Elizabeth L.: E 19
Anokye, Akua Duku: Fsn B, F 39
Anson, Chris: C 34, FSn I, K 06
Anthony, Jared: I 22
Antinora, Sarah: G 06, I 17
Applegarth, Risa: K 04
Arellano, Sonia: A 37
Armstrong, Jessica: C 24
Army Williams, Beverley: K 16
Arnett, Jonathan: D 21
Arnold, Ali: RNF
Arnold, Lisa: RNF
Arola, Kristin: FSn L
Arroyo, Sarah: W 9, C 32
Aryal, Khem: L 18
Arzt, Judy: RNF
Ashby, Dominic: K 10
Ashley, Hannah: W 4
Ashour, Ibrahim: N 29
Athon, Amanda: RNF
Atkinson, LaKela: N 19
Augusté, Nicol: D 26
Aull, Laura: A 04
Austin, Julia: A 29
Autrey, Ken: C 03

Bailey, Lisa: RNF, A 13
Bailie, Brian: N 02
Baird, Neil: E 37
Baird Giordano, Joanne: W 5
Baker, Sarah E.: A 22
Baker, Tracey: A 29
Balasubramanian, Janani: W 5
Baldwin, Dianna: W 3
Baldwin, Doug: B 35
Baldwin, Evelyn H.: K 29
Baldwin, Kathleen: I 17
Ball, Cheryl: MW 8, N 04
Ballentine, Brian: H 18
Balzhiser, Deborah: B 24, J 21
Banerjee, Purna: J 03
Banks, Will: G 16, M 31
Bankston, Zach: M 11
Bardine, Bryan: E 33
Barlow, Aaron: K 33
Barnard, Ian: C 30
Barnes, Alyssan: G 29
Barnett, Scot: G 35
Barnette, Sean: E 23
Barnum Burgess, Denise: E 10
Barr, Suzann W: K 30
Barrett, Ann: G 11
Barrett, Tamika: C 30
Barrett-Fox, Jason: W 5, M 17
Barrios, Barclay: N 23
Barron, Monica: W 5
Barron, Paul: H 31
Barros, Jessica: I 36
Barrow, Margaret: C 03
Barry, Nancy K.: M 05
Bartlett, Lesley: E 04
Bartolotta, Joseph: M 14
Basgier, Chris: QRN, L 09
Basseches, Michael: N 09
Bastian, Heather: C 29, M 23
Batra, Kanika: B 02
Batt, Alice: J 08
Batt, Thomas: N 21
Bauer, Holly: RNF
Baumflek, Sylviane: E 26
Baumgardner, Katie: E 33
Bawarshi, Anis: C 29
Bay, Jennifer: W 5, H 24
Beach, David: L 26
Bean, John: J 39

Babcock, Rebecca Day: W 7
Baca, Damián: AW 4, D 04
Baca, Isabel: AW 4
Bachelor Robinson, Michelle: L 14
Bacon, Shonell: L 05
Bacsac Palmer, Zsuzsanna: J 23
Baddar, Maha: TSIG 03, L 13
Baddour, Elizabeth: F 20
Bahrainwala, Lamiyah: B 06, Fsn I
Bailey, Christine: H 17
<table>
<thead>
<tr>
<th>Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beard, David</td>
<td>RNF</td>
</tr>
<tr>
<td>Bearden, Logan</td>
<td>B 31</td>
</tr>
<tr>
<td>Beasley, James</td>
<td>A 01</td>
</tr>
<tr>
<td>Beaudin, Andrea</td>
<td>H 25</td>
</tr>
<tr>
<td>Beckford, Kerry</td>
<td>G 11</td>
</tr>
<tr>
<td>Beech, Jennifer</td>
<td>TSIG 05, K 26</td>
</tr>
<tr>
<td>Beggs, Beth</td>
<td>RNF</td>
</tr>
<tr>
<td>Behm, Nicholas</td>
<td>RNF, M 30</td>
</tr>
<tr>
<td>Behrend, Monica</td>
<td>W 2</td>
</tr>
<tr>
<td>Belcher, Diane</td>
<td>I 29</td>
</tr>
<tr>
<td>Belcher, Natalie L.</td>
<td>B 13</td>
</tr>
<tr>
<td>Belk, John</td>
<td>F 09</td>
</tr>
<tr>
<td>Bell, Samantha</td>
<td>G 03</td>
</tr>
<tr>
<td>Bell, Stacy A.</td>
<td>D 23</td>
</tr>
<tr>
<td>Bello, Andrea</td>
<td>MW 5</td>
</tr>
<tr>
<td>Bellwoar, Hannah</td>
<td>C 04</td>
</tr>
<tr>
<td>Benavidez, Zachary</td>
<td>K 11</td>
</tr>
<tr>
<td>Benda, Jonathan</td>
<td>W 2, K 18</td>
</tr>
<tr>
<td>Bender, Ashly</td>
<td>RNF</td>
</tr>
<tr>
<td>Benedicks, Crystal</td>
<td>M 06</td>
</tr>
<tr>
<td>Bennett, Cole</td>
<td>J 20</td>
</tr>
<tr>
<td>Bentley, Erin</td>
<td>A 06</td>
</tr>
<tr>
<td>Bentley, Erin</td>
<td>A 17</td>
</tr>
<tr>
<td>Benton, Michael</td>
<td>C 10</td>
</tr>
<tr>
<td>Berenguel, Joseph</td>
<td>A 20</td>
</tr>
<tr>
<td>Bergmann, Linda</td>
<td>C 24</td>
</tr>
<tr>
<td>Berman, Russell</td>
<td>L 31</td>
</tr>
<tr>
<td>Bernard-Donals, Michael</td>
<td>K 28</td>
</tr>
<tr>
<td>Bernstein, Susan Naomi</td>
<td>W 4, K 33</td>
</tr>
<tr>
<td>Berry, Patrick</td>
<td>D 17, J 02, SAT</td>
</tr>
<tr>
<td>Bertino, Keri</td>
<td>K 25</td>
</tr>
<tr>
<td>Bertsch, Deborah</td>
<td>C 17</td>
</tr>
<tr>
<td>Bessette, Jean</td>
<td>RNF</td>
</tr>
<tr>
<td>Beucher, Rebecca</td>
<td>D 23</td>
</tr>
<tr>
<td>Bianco, Jamie Skye</td>
<td>F 14, I 08</td>
</tr>
<tr>
<td>Bibbs, Maria</td>
<td>G 33</td>
</tr>
<tr>
<td>Bilbro, Rebecca</td>
<td>M 02</td>
</tr>
<tr>
<td>Billings, Simone J.</td>
<td>G 37</td>
</tr>
<tr>
<td>Bird, Barbara</td>
<td>QRN</td>
</tr>
<tr>
<td>Bizzaro, Patrick</td>
<td>G 04</td>
</tr>
<tr>
<td>Bizzaro, Resa Crane</td>
<td>Fsn C, FSIG 04</td>
</tr>
<tr>
<td>Bjork, Olin</td>
<td>K 22</td>
</tr>
<tr>
<td>Blackburn, Lorelei</td>
<td>G 10</td>
</tr>
<tr>
<td>Blackmon, Phillip</td>
<td>L 14</td>
</tr>
<tr>
<td>Blackmon, Samantha</td>
<td>B 34, H 37, N 02</td>
</tr>
<tr>
<td>Blair, Kristine</td>
<td>M 15</td>
</tr>
<tr>
<td>Blake, Andrew</td>
<td>G 14</td>
</tr>
<tr>
<td>Blake, Ginger Jurecka</td>
<td>RNF, K 03</td>
</tr>
<tr>
<td>Blakely, Barb</td>
<td>H 19</td>
</tr>
<tr>
<td>Blakeslee, Ann</td>
<td>N 30</td>
</tr>
<tr>
<td>Blakesley, David</td>
<td>J 04, N 05</td>
</tr>
<tr>
<td>Blanchard, Wendy</td>
<td>G 20</td>
</tr>
<tr>
<td>Blankenship, Lisa</td>
<td>G 16</td>
</tr>
<tr>
<td>Blau, Sheridan</td>
<td>I 02</td>
</tr>
<tr>
<td>Bleck, Bradley</td>
<td>N 05</td>
</tr>
<tr>
<td>Bloch, Joel</td>
<td>E 34</td>
</tr>
<tr>
<td>Bloom, Lynn</td>
<td>E 12</td>
</tr>
<tr>
<td>Bloom, Rachel</td>
<td>RNF</td>
</tr>
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</tr>
<tr>
<td>Blum, Jack</td>
<td>N 03</td>
</tr>
<tr>
<td>Blum Malley, Suzanne</td>
<td>H 36</td>
</tr>
<tr>
<td>Boade, Erin</td>
<td>B 01</td>
</tr>
<tr>
<td>Boczkowski, Derek</td>
<td>C 17</td>
</tr>
<tr>
<td>Bogart, Ben</td>
<td>J 31</td>
</tr>
<tr>
<td>Bogost, Ian</td>
<td>B 34</td>
</tr>
<tr>
<td>Bohannon, Jeanne</td>
<td>E 17, F 08</td>
</tr>
<tr>
<td>Boland, Mary</td>
<td>AW 6</td>
</tr>
<tr>
<td>Bollin, Carol D.</td>
<td>A 16</td>
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<tr>
<td>Bonde-Griggs, Royal</td>
<td>W 1</td>
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<tr>
<td>Bone, Sheryl</td>
<td>A 20, J 07</td>
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<td>H 38</td>
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</tr>
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<td>J 23</td>
</tr>
<tr>
<td>Boyle, Casey</td>
<td>H 38</td>
</tr>
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<td>I 12</td>
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<td>G 15</td>
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<td>Brannon, Lil</td>
<td>A 39, C 39</td>
</tr>
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<td>L 16</td>
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<tr>
<td>Branstetter, Heather</td>
<td>I 31</td>
</tr>
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<td>Brantner, Mark</td>
<td>RNF</td>
</tr>
<tr>
<td>Brassil, John</td>
<td>F 39</td>
</tr>
<tr>
<td>Brauer, David</td>
<td>I 32</td>
</tr>
</tbody>
</table>
Braun, MJ: RFP
Brazier, Michelle: B 33
Breckenridge, Adam: D 16
Breneman, Daisy: J 09
Brenneman, Meghan Wilson: G 34
Bridges, Bill: HN
Bridgman, Katherine: C 19
Brinkschulte, Melanie: W 2
Britt-Smith, Laurie: RNF
Brittenham, Rebecca: A 08
Brizee, Allen: N 16
Brock, Kevin: FSn 1
Brock, Kevin: M 07
Brockman, Elizabeth: A 39, FSIG 14
Brodsky, Anne-Elizabeth: I 17
Brooks, Julie: H 22
Brooks, Marilee: FSn E
Brown, Heather: C 13
Brown, Monika: E 20
Brown, Sarah: C 21, J 36
Brownson, Wendi: G 06
Bruce, Heather: C 03
Bruce, Shanti: AW 8, I 27
Bruland, Holly: G 15
Brunk-Chavez, Beth: M 34
Brunyate, Mina: G 28
Bryant, Rachel: HN
Bryson, Krista: H 02
Buchanan, Lindal: M 17, N 28
Buchanan, Rebekah: I 14
Buchenot, Andre: J 06
Buchler, Stephen: TSIG 13
Buehl, Jonathan: FSIG 13, K 21
Buffington, Nancy: MW 6
Burdick, Melanie: K 32
Burgess, Christine: D 08
Burgess, Jennifer: J 33
Burgin, Nicole: F 19
Burkett, Jennifer: H 09
Burmeister, Beth: G 28
Burnett, Rebecca: I 34
Burns, Deborah: E 15
Burns, Michael: M 02
Burr, Jon: D 15
Burrows, Cedric: M 20
Butler, Leigha: G 31
Butler, Paul: N 28
Butler, Tamara: I 12
Butos, Cynthia L.: D 01

Butts, Jimmy: L 29
Buyserie, Beth: L 12

C

Cabral, Cathryn: J 15
Cadbury, Vivian: G 31
Cadle, Lanette: H 22
Cain, Kathleen Shine: D 21
Cain, Mary Ann: C 39
Caldwell, Heather: K 19
Calhoun-Dillahunty, Carolyn: FSn A
Camp, Heather: D 34
Campbell, Jennifer: F 34
Canagarajah, Suresh: L 04
Canku, Clifford: FSn F2
Capdevielle, Matthew: A 26
Carabelli, Jason: G 30
Carbon, Nick: F 36
Carey, Tamika L.: RNF
Carlo, Rosanne: RNF, C 17
Carlsson, Carl Johan: F 23
Carlton, Susan R.: C 08
Carney, William: RNF
Carpenter, Harrison: N 24
Carpenter, William: F 31
Carr, Allison: D 37, G 08
Carrales, Rachel: G 20
Carroll, Bill: L 24
Carroll, Jeffrey: D 30
Carter, Christopher: B 12
Carter, Geoffrey V.: C 32
Carter, Michael: E 39
Carter, Shannon: W 4, F 08, TSIG 12
Carter, Terry: AW 2
Carusi, Rahna: D 19
Casey, Shawn: H 33
Casillas, Sergio: E 01
Casper, Christian: K 21
Cassity, Kathy: C 14
Cassorla, Leah: A 12
Castelló, Montserrat: W 2
Caster, Peter: E 27
Castillo, Angela: D 12
Caton, Collette: G 38
Caudill, Cody: N 06
Cavallaro, Alexandra: C 04
Cavazos, Alyssa: H 30
Cavusgil, Sharon: G 03, L 06
Center, Carole: H 29
Centrelli, Kelly: MW 9
Ceraso, Antonio: G 29
Ceraso, Steph: W 6
Chamberlain, Lora: H 22
Chambers, Amanda: N 19
Chambers, E. James: H 26
Chambers, Leah: N 20
Chamcharatsri, Pisarn Bee: N 29
Chamberlain, Lora: N 19
Chambers, E. James: H 26
Chambers, Leah: N 20
Chamcharatsri, Pisarn Bee: N 29
Chandler, Erin: N 15
Chandler, Sally: RNF, D 12
Chaney, Joseph: M 19
Chaney, Sara Biggs: F 07
Chang, Tzu-Shan: I 15
Chaput, Catherine: RFP, M 13
Charlon, Colin: J 04
Charstain, Amy: RNF
Chaterdon, Kate: K 08
Chauvoir, Susan: L 08
Chemishanova, Polina: RNF
Cheng, Shu-Fen: H 17
Chernoff, Janice: F 14
Cherry, Roger: F 39
Chewing, Reed: B 17
Childers, Pamela: FSIG 09
Ching, Stuart: FSIG 03
Chiisleri-Strater, Elizabeth: A 18
Chismar, Constance: I 24
Chiwski, Catherine: RNF
Chouieri, Lina: W 2
Christenbury, Leila: FSn D1
Christensen, Maggie: L 02
Choppen, Julie Nelson: W 2
Chrobak, Jill McKay: E 37
Chui, Wing Him Ivan: M 19
Cicciarelli, Louis: H 31
Cicciotelli, Darin: D 29
Cirillo-McCarthy, Erica: QRN
Clark, Marcia: I 24
Clark, Irene: I 19
Clark, J. Elizabeth: F 31, I 09
Clark-Oates, Angela: B 09
Clarke, Kathy: E 28
Clary-Lemon, Jennifer: W 2, J 32
Clauss, Patrick: A 26
Clavin, Keith: C 16
Clemens Fox, Regina: D 39
Clements, Jessica: H 37
Clemens, Amylea: L 05
Cliffton, Jennifer: F 04
Cobos, Casie: FSn G1
Cochran, Tanya: W 5
Cognard-Black, Jennifer: M 27
Coker, Lauren: E 11
Colavito, Rocky: H 11
Colby, Richard: F 34
Cole, Kirsti: W 5, N 32
Coleman, Charles: C 09
Coley, Toby: D 06
Collamari, Anthony: D 11
Colson, Dan: J 02
Colton, Jared: L 19
Comer, Kathryn: F 14
Comstock, Michelle: C 39
Condon, Frances: N 31
Conley, Paige: F 33
Connolly, Lauren: L 13
Conrey, Sean: J 05
Considine, Kerri: H 25
Consilio, Jennifer: RNF
Cooke, Christie: N 27
Cooper, Bridget: RNF
Cooper, George H: L 23
Cooper, Kelly: F 33
Cooper, L. Andrew: I 34
Cooper, Marilyn: H 35
Cope, Brian Dickenson: RNF
Cope, Emily: QRN
Coskan-Dayson, Gale: B 23
Costello, Kristi: M 06
Costello, Lisa: K 07
Costino, Kimberly: A W 6
Cottrill, Brittany: F 12
Courant Rife, Martine: N 23
Courtney, Jennifer: J 36
Cox, Matthew B.: W 3, I 31
Cox, Michelle: J 28
Cox, Traci: E 36
Craig, Collin: J 09
Craik, Rebecca D.: H 39
Crawford, Justin: I 36
Creed, Justin: K 39
Creeden, Michael: G 32
Cremin, Leigh: L 23
Cripps, Michael: I 24
Crisco, Ginny: B 27
Critel, Genevieve: C 31
Crow, Angela: B 28
Crusan, Deborah: C 16
Cryer, Dan: J 24
Cubbison, Laurie: IP
Cucciarre, Christine: A 03
Cummings, Lance: QRN
Cunningham, Jennifer: M 25
Cunningham, Sylvia: E 35
Cushman, Ellen: A 32, D 02
Cushman, Jeremy: H 24
Custer, Kelli: F 34

D

Dacus Carr, Michelle: B 01
Dadak, Angela: MW 7, AW 8
Dadas, Caroline: G 16
Dadas, Jo Ann: A 30
Daer, Alice: B 34
Dahlgren, Paul: RNF
Danberg, Robert: K 28, N 12
Daniel, James: H 27
Daniell, Beth: D 17, G 02
Daniell-Merrill, Mary: H 10
Darlington, Tenaya: M 27
DasBender, Gita: A 15
Daugherthy, Daphne: I 16
Davidson, Cynthia: B 07
Davies, Laura J.: RNF
Davis, Andrea: C 19
Davis, Andréa: J 05
Davis, Kim: QRN
Davis, Matthew: RNF
Day, Douglas Arnold: I 30
Day, Kami: D 03
Day, Michael: MW 8, M 33
Day, Stacy: F 24
Dayton-Wood, Amy: D 39
de Leon-Zepeda, Candace: B 14
de los Reyes, Chloe: G 25
Dean, Chris: J 10
Dean, Toni: F 30
DeBlase, Janine: B 25
DeBlasis, Shelley: G 13
DeBlasis, Shelley: RFP
Deborah, Rossen-Knill: N 10

DeJoy, Nancy: W 9, H 39
Del Gandio, Jason: RFP
Del Hierro, Marcos: FSn G1
Del Russo, Celeste: D 13
Delagrange, Susan: MW 8, M 33
DeLeon, Angina: G 30
DelliCarpini, Dominic: J 14
Denecker, Christine: M 15
Denny, Harry: A 24, N 13
DePalma, Michael: MW 3
DePew, Kevin Eric: TSIG 14, FSIG 12
DeRosa, Susan: A 31
Deroux, Margaux: A 14
Deschamps, Amanda: G 30
DeSousa, Bryan: N 13
DeTora, Lisa: RNF
Devitt, Amy: C 29
Devlin, Christina: E 24
DeWitt, Scott Lloyd: M 04
Diab, Rasha: A 27
Diamond, George: B 20
DiBiase, Christopher: AW 8, N 33
Dickson, Chidsey: B 28
Dietel-McLaughlin, Erin: F 12
DiGrazia, Jennifer: K 16
Dilger, Bradley: A 05
Dimmick, Michael: B 39
ding, Huiling: I 14
Dingo, Rebecca: N 26
DiGenes, Marvin: HN, M 01
DiPaula, Lauren: RNF
Dirk, Kerry: B 08
DiSabato, Lorianne: B 25
DiSarro, David: L 18
Dobrin, Sidney: FSa A, E 06
Doddy, Lori: C 25
Dodson, Will: C 15
Doe, Sue: N 28
Dolmage, Jay: C 05, FSn I, K 39
Donahue, Andy: B 11
Donak, Michael: D 33
Dominguez, Andrew: A 21
Donahue, Lillian: W 2, TSIG 22
Donawerth, Jane: L 30
Donhardt Tracy: W 1
Donnelly, Emily: A 11
Donnelly, Dianne: A 32

CCCC CONVENTION, ATLANTA 2011
<table>
<thead>
<tr>
<th>Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donner, Carl</td>
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**E**

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**F**

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Faunce, Rob: E 02
Feak, Christine: I 14
Feder, ZuZu: F 36
Feder-Lewis, Sonia: FSIG 11
Fedukovich, Casie: D 02
Feerer, Andrea: D 11
Fehler, Brian: J 03
Feigenbaum, Paul: N 14
Fels, Dawn: H 34
Feltenberger, Alaina: D 37
Feltner, Elizabeth: E 08
Felton, Zora: G 07
Fennell, Jennifer: C 30
Ferguson Carr, Jean: N 32
Fernandez, Miriam: I 39
Fernheimer, Janice: TSIG 06
Ferretti, Eileen: E 26
Ferrier-Watson, Sean: G 01
Ferris, Dana: J 28
Ferruci, Steve: A 31
Fields, Amanda: RNF
Fields, Cynthia: F 27
Figueiredo, Sergio: N 12
Finn, Sarah: E 02
Finseth, Carly: J 07
Fiorenza, Mary: L 18
Fish, Tamara: D 29
Fisher, David: A 07
Fishman, Jenn: MW 6, W 9, I 35, L 11, M 01
Fishman, Teddi: RNF, H 14
Fister, Barbara: F 36
Fitzgerald, Devon: A 34
Fitzgerald, Lauren: H 03
Fitzsimmons, Maureen: B 03
Flachmann, Kim: D 22
Flacks, Gabriel: H 08
Fleckenstein, Kristie: F 03, L 02
Fleitz, Elizabeth: H 14
Fleming, Joyce: L 17
Flower, Linda: F 04
Flynn, Elizabeth: H 06, L 09, M 01
Flynn, Theresa: M 29
Fogle-Young, Elizabeth: K 03
Fontaine, Deborah: K 15
Ford, Robin: K 12
Forrest, Mark: E 35
Fors, Nils Olov: A 16
Fosen, Chris: H 03, N 06
Foster, Helen: TSIG 20
Fountain, T. Kenny: E 19
Fox, Bess: D 36
Fox, Catherine: L 15
Fox, Tom: N 06
Fraiberg, Steven: E 34
Frances, Sherrin: J 14
Frank Dew, Debra: D 28
Franklin, Nathan: C 26, G 10
Fredlund, Katherine: RNF
Freeman, Kimberly: D 23
Freeman, Traci: B 24
Fremo, Rebecca Taylor: F 37
French, Mary: A 21
Friedman, Sandie: F 02
friginal, Eric: N 21
Firth, Jordan: F 38
Frost, Alanna: H 36
Frost, Erin Clark: D 09
Fullwood, Kendra: A 13
Fulwiler, Megan: FSIG 21

G

Gabor, Catherine: RNF
Gage, Scott: F 03
Gaillet, Lynnee: M 31
Gainer, Kim: IP
Galante, Nicole: F 15
Galin, Jeff: IP, FSIG 09
Gallagher, Chris: M 20
Gallegos, Juan M.: RNF
Galluppi, Erika J.: H 11
Gamber, Cayo: D 20
Gannett, Cinthia: W 2, B 03, N 09
Ganni, Jessica: M 21
Gannod, Gerald: E 39
Garbett, Christine: M 13
Garcia, Elena: E 37
Garcia, Mike: F 13
Gardett, M. Isabel: A 19
Gardiner, Karen: D 39
Gardner, Clint: H 34
Gardner, Rebecca: H 01
Gardner, Susan: B 15
Garmon, Caroline: RNF
Garrett, Bre: W 5, C 05
Garriott, Deidre: F 15
Garrison, Anthony: A 23
Garrison, Kristen: A 11
Garwood, Kim: G 03
Gay, Roxane: K 24
Gebhardt-Burns, Susan: H 28
Gee, Spencer: A 11
Geisel, Scott: A 31
Geller, Anne Ellen: J 11, FSIG 09
George, Ann: C 18
George, Diana: H 35, I 21
Gerben, Chris: RNF, G 38
Gerdes, Kendall: N 25
Gere, Anne: FSn D1, F 35, H 31, L 31
Gerrard, Hannah: I 08
Gessell, Donna: I 32
Getto, Guiseppe: G 10
Giaconia, Jennie: F 26
Giberson, Greg: G 30, J 21
Gibson, Keith: C 21, FSIG 12
Gierdowski, Dana: QRN
Giesemann North, Susan: W 1
Gillam, Alice: E 37, N 32
Gillam, Ken: J 31
Gillespie, Paula: I 27
Gillette-Newman, Jeremy: B 16
Gilyard, Keith: FSn K1
Gindlesparger, Katie: L 02
Giordano, Joanne: F 21
Gironda, Belle: H 23
Girshin, Thomas: N 12
Glascott, Brenda: AW 6, I 07
Glascott, Brenda: I 07
Glauc, Greg: W4, D 39, FSn I
Gleason, Barbara: W 4, K 29
Glenn, Cheryl: L 11, M 01
Glennon, Sara: N 22
Gloege, Erin Huebner: E 23
Glover, Toni: I 19
Godbee, Beth: W 5, A 27
Goen-Salter, Sugie: TSIG 12, M 08
Goggan, Maureen Daly: A 13
Gold, David: MW 3, C 36
Goldblatt, Eli: G 34, I 02
Golden, Charles: K 32
Goldstein, Danielle: C 37
Goldstein, Dayna: MW 1, M 30
Goldstein, Lauren R.: J 20
Goldthwaite, Melissa: TSIG 15, M 27
Gomes, Mathew: J 39
Gonzales-Howell, Nicole: J 12
Gonzalez, Angela: B 09
Gonzalez, Lorna: A 02
Gorelick, Risa: MW 8, RNF
Gorkemli, Serkan: D 20
Gorzelsky, Gwen: QRN, N 25
Gossett, Kathie: MW 8
Gould, Janice: N 27
Gourdie, Ramika: J 13
Gradin, Sherrie: H 05
Graham, S. Scott: J 37
Graves, Heather: L 08
Graves, Roger: L 08
Gray, Denise: C 16
Grayson, Isabel: H 20
Graziano, Leigh: RNF
Green, Colleen: E 05
Green, David: K 38
Greenbaum, Andrea: K 28
Greene, Gary: FSp B
Greene, Jeff: AW 5
Greer, Jane: K 32
Greer, Jennifer: A 29
Gresham, Morgan: N 32
Greteman, Adam: W 3
Grettano, Teresa: RFP, G 13
Gries, Laurie: D 38
Griffin, Joseph: D 14
Griffin, Sally: J 16
Griffiths, Brett: B 21
Grimsley, Christina: C 25
Groban, Laurie: F 08, G 30
Grogan, Jared: C 28
Grosskopf, Wendy: E 03
Gruber, David: J 34
Gubele, Rose: AW 3, FSn C, E 05
Guentel, Steffen: K 24
Guerra, Juan: J 24
Guest-Jelley, Nicholas: E 06
Guinot Varty, Nicole: N 30
Guinsatao Monberg, Terese: FSn E, J 38
Gunter, Katie Marie: I 37
Haas, Angela:  AW 3, FSn C, FSn G1
Haas, Sarah:  W 2
Hadley, Mary:  K 07
Haendiges, James:  FSn L
Hagopian, Katherine:  C 33
Hahn, Edward:  M 14
Hail, Alisa:  E 09
Haines-Korn, Kim:  AW 5, H 07
Halasek, Kay:  D 29
Halbritter, Bump:  C 06, F 38
Haldane, Neal:  W 8
Haley-Brown, Jennifer:  B 18
Hall, Dennis:  G 25
Hall, E. Ashley:  G 07
Hall, Helena:  AW 8, C 33
Hall, Jonathan:  C 12
Hallenbeck, Sarah:  N 01
Halsall, Jonathan:  QRN, E 08
Hamby, Holly Tipton:  D 13
Hamcumpai, Sunchai:  G 01
Hamid, Shana:  FSn K1
Hammer, Bradley A.:  FSIG 21
Hancock, Craig:  TSIG 07, N 10
Hanlon-Baker, Patti:  W 5
Hannah, Leslie (Les):  FSp A
Hansen, Kristine:  D 35
Hanson, Gina:  G 25
Hanson, Joleen:  B 30
Hanson, Valerie:  K 27
Hanstedt, Paul:  M 19
Hara, Billie:  D 05
Harahap, Al:  RNF
Harcourt, Ellen:  W 8
Hardin, Joe Marshall:  B 19
Hardman, Pamela:  A 22
Harker, Michael:  N 07
Harmon, Mary:  H 21
Harms, Keith:  D 10
Harper, M. Todd:  D 25
Harrington, Susanmarie:  QRN
Harris, Rochelle:  FSn H1, D 32
Harris-Moore, Deborah:  J 38
Harrison, Kimberly:  G 32
Hart, D Alexis:  G 12
Hart, J. Michael:  E 27
Hart-Davidson, William:  FSn J1
Hassel, Holly:  W 5, F 21
Hastings, Phyllis:  SAT
Hatter, Alicia:  E 18
Hauman, Kerri:  B 35
Haven, Chris:  M 32
Haviland, Carol:  W 2
Hawhee, Debra:  F 09, N 01
Hawisher, Gail E.:  FSn J2, M 04
Hawk, Byron:  I 04, M 07
Hawkinson Melkun, Cheryl:  C 22
Hayden, Wendy:  M 22
Hayes, Rebecca:  I 37
Hayes, Sarah:  M 12
Hayes-Scott, Fairy:  A 22
Haynes, Cynthia:  G 3, TSIG 01
Haynes, Janell:  J 12
Hazard, Robert:  B 29, FSIG 17
Heard, Matthew:  I 13
Hebert, Angelle:  D 22
Hebert, Jennifer:  F 26
Heifferon, Barbara:  D 09, TSIG 17, I 01
Heilman, Christine W.: B 14
Heinert, Jennifer:  N 32
Heller, Stephen:  F 39
Helmbrecht, Brenda:  K 05
Helms, Jason:  M 07
Henderson, Curtis:  N 19
Henderson, Gae Lyn:  RFP
Henning, Teresa:  B 20
Henry, Jim:  I 35
Hensley Owens, Kim:  N 11
Herb, Amelia:  A W 9, M 18
Herman, Jennifer:  E 07
Herrington, Anne:  F 05
Herrmann, Andrea W:  K 30
Herzog, Bradley:  H 21
Hesford, Wendy:  TSIG 22, H 06
Hesp, Annie:  H 31
Hesse, Doug:  F 34, G 17, L 31, SAT
Hesse, Monica:  G 17
Hessler, H. Brooke:  MW 2, TSIG 09
<table>
<thead>
<tr>
<th>Name</th>
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Jackson, Jessica: FSn G2
Jackson, Phoebe: G 09
Jackson, Rachel: J 27
Jackson, Rebecca: J 21
Jacobs, Dale: J 06
Jacobs, Lorie: W 5
Jaffe-Foger, Miriam: K 18
Jamali, Maryam: I 39
James, Kedra: G 28
James, Kevin: H 22
Jamieson, Sandra: C 34, M 06
Janangelo, Joseph: D 35
Jang, Sandra: FSIG 17
Janke, Dawn: K 05
Jarratt, Susan: W 5, K 04, N 26
Jaxon, Kim: N 06
Jefferson, Kevin: J 09
Jensen, Amber: H 34
Jensen, George: A 07
Jensen, Kyle: C 18
Jerskey, Maria: MW 7
Jerz, Dennis: H 18, N 20
Jeter, Andrew: H 34
John, Lauckner: K 22
Johnson, Adam: D 21
Johnson, Antonnet: K 08
Johnson, Carol Anne: B 21
Johnson, David: D 16
Johnson, Jay: J 06
Johnson, Jennifer: RNF, K 37, N 07
Johnson, Kristine: N 16
Johnson, Michelle: CWS 1
Johnson, Nan: L 11, M 01
Johnson, Robert R.: N 12
Johnson, Sarah: D 34
Johnson, Timothy: F 29
Johnson-Eilola, Johndan: FSN K2
Johnson-Sheehan, Richard: J 17, N 16
Johnson-Shull, Lisa: A 31
Jonaitis, Leigh: B 07
Jones, Allyson: G 01
Jones, Ed: RNF
Jones, Jeremy: N 31
Jones, Joseph: F 20
Jones, Mitzi: RNF

Jones, Rebecca: RNF
Jordan, Kerri: A 24
Jordan, Zandra: FSn M
Jordan Platt, Linda: M 21
Jory, Justin: RNF
José, Laurence: K 24
Joseph, Bizup: E 22
Josimovich, Ruth: G 19
Journet, Debra: N 04
Julie, Staggers: A 10
Jurecic, Ann: K 25
Justice Daniel Heath: FSp K

K

Kahn, Seth: W 1, N 02
Kain, Patricia: H 15
Kaiser, Jessica: H 37
Kalbfleisch, Elizabeth: A 33
Kalin, Jason: E 14
Kang, Yu-Kyung: C 04
Karcher, Mary: D 23
Kates, Susan: J 27, L 11
Katz, Steven: K 28
Kaufman, Erica: H 20
Kaufman, O. Brian: MW 3, TSIG 11
Kay, Les: F 25
Kazan, Tina: RNF
Keaton Jackson, Karen: N 19
Keeling, Bret: B 37
Kegley, Sarah: L 06
Kellejian, Kristine: E 31
Keller, Christopher: F 10
Keller, Daniel: N 22
Keller, Elizabeth: I 37
Keller, Stefan Daniel: W 2
Kelley, Kendrick Matthew: C 07
Kells, Michelle: A 25, J 24
Kelly, Mike: M 20
Kelly, Regina: I 01
Kelly, Teresa Marie: J 07
Kelly-Riley, Diane: RNF, C 21
Kelsch, Courtney: D 33
Kennedy, Edith: B 31
Kennedy, Krista: G 18
Kennedy, Tammie: W 5, H 04, L 02

CCCC CONVENTION, ATLANTA 2011

InteriorPages_100283.indd 357
2/18/2011 2:37:35 PM
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M

Maalim, Haroun Ayoub: W 2
Macaulay, William: RNF
MacDonald, Amanda: G 15
MacDonald, Mike: C 37
MacDonald, W. Brock: M 05
Mack, Katherine: B 24
Mack, Nancy: C 35
MacLaughlin, Nicole: D 08
MacLeod, Dewar: G 09
Macaulay, William: RNF
Maggard, Bryan: N 08
Mangafichi Lucas, Amy: E 30
Maher, Jennifer: L 15
Mahlke-Grizez, Lisa: RNF, L 28
Mahoney, Kevin: W 1, C 27
Maid, Barry: H 32, J 21,
FSIG 10
Mailoux, Steven: FSn D1
Malek, Joyce: C 33
Maleczyk, Rita: C 17
Malinowitz, Harriet: I 06
Malinowski, Liane: MW 5
Maloy, Jennifer: I 11
Mandolios, Jane: I 40
Mangini, Sabatino: F 11
Manis, Shelley: E 04
Mann, Joanna: C 31

Mann, Regis: I 17
Mannise, Kelly: G 26
Mansfield, Amy Childers: I 32
Manship, Lacy: N 07
Mao, LuMing: K 10
Mapes, Aimee: D 22
Mårdberg, Mia: J 01
Marinara, Martha: D 03
Marko, Tamera: I 21
Markovic, Jelena: E 20
Markowski, Bonnie Lini: RNF
Marlow, Jennifer: FSIG 21
Marshall, David: AW 6
Marshall, Ian: SAT
Marshall, Margaret: QRN, I 24
Marshall, Margaret: QRN
Marshall, Sharon: TSIG 21, SAT
Marston, Pamela: J 01
Martin, Christopher: B 30
Martin, Cynthia: B 31
Martinez, Aja: AW 4, N 31
Martinez, Diane: C 21
Martinez, Oscar: J 23
Massa-MacLeod, Antonia: H 27
Massey, Chris L.: A 23
Mastrangelo, Lisa: I 23
Mathieu, Paula: I 21, J 12, L 05
Matsuda, Paul Kei: MW 7, FSn 1,
K 34, L 04
Matthews, Jacob: G 30
Matthews-Bradshaw, Neecee: QRN
Matthew, Elizabeth: G 14
Matzke, Aurora: W 5
Mawyer, Rob: G 26
Maxson, Jeffrey: F 11
Mayer, Danny: C 10
Mayer, Jennifer: B 27
Mayne, Sheila: C 13, I 25
Mays, Chris: I 13
Mayshle, Peter: I 18
McBeth, Mark: D 03, FSIG 05,
Sat
McCamley, Michael: A 03
McCarthy, Jocelyn: F 32
McCarthy, Sean: J 08
McCarty, Anne: H 01
McClure, Randall: MW 1, H 32
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CCCC CONVENTION, ATLANTA 2011
Mondor, Shannon: J 15
Moneyhun, Clyde: MW 6, HN
Monty, Randall: F 10
Moody, Stephanie: G 06
Moore, Kristen: W 5
Moore, William: N 08
Morain, Matt: E 14
Morales, Jack N.: H 29
Moreland, Casie: FSn K1
Moreland, Kim: G 20
Morelli, Patricia: G 11
Moreno, Renee M: AW 4, FSIG 02, N 32
Morey, Sean: E 06
Morgan, Stephanie: N 32
Moriarty, Thomas: TSIG 20, J 21
Morley, Miranda: TSIG 07
Morris, Amanda: E 38
Morris, Jill: MW 9
Morris, Sean: C 10
Morrow, Colette: C 38
Morstad, Jill: W 5
Mortensen, Peter: D 17, N 01
Moskovitz, Cary: TSIG 13
Moss, Beverly: F 37, FSn J2, M 01
Moulder, Amanda: H 02
Mountford, Roxanne: A 14, N 01
Moussu, Lucie: L 32
Moxley, Joe: D 31
Mueller, Derek: N 30
Muhammad, Rashidah: AW 2
Mulally, Duwan: QRN, E 02
Mulford, Laura: RNF
Muller, Danielle Shulamith: RNF
Mulliken, Seth: F 38
Mullin, Joan: E 30
Mulqueen, Kerri: N 13
Mundy, Robert: N 13
Murphy, Carey: D 26
Murray, Kim: A 32
Musgrove, Laurence: MW 2
Mutnick, Deborah: F 08
Myatt, Julie: N 32
Myatt Barger, Julie: RNF
Myers, Nancy: CWS, I 23
Myers, Nicole: M 22
Myers, Seth: G 21
Myers, Whitney: C 36

N

Nadeau, Jean-Paul: I 03
Nakamaru, Sarah: MW 7, I 15
Nakaue, Mitch: A 26
Nance, Abby: H 28
Naomi Bernstein, Susan: W 1
Naray, Madhu: FSn E
Natal, Jessica: E 11
Nathaniel, Rivers: D 38
Navarre Cleary, Michelle: FSIG 11
Navarro, Nela: C 12
Navickas, Kathryn: M 06
Neal, Michael: I 34
NeCamp, Samantha: B 33
Neely, Michelle: B 24
Nelson, Julie: M 16
Nelson, Scott: E 25
Nelson-Beene, Donna: C 08, H 32
Nettell, Richard: N 31
Neupane, Dhruba: D 13
Newbold, Webster: K 36
Newmark, Julianne: RNF
Nguyen, Mimi Thi: I 05
Nichols, Garrett Wedekind: A 38
Nichols, Greg: J 19
Nichols, Julie: A 33
Nichols, Larry: J 39
Nichols, Randy: E 18
Nicolas, Melissa: W 5, F 37, TSIG 04
Nicole DeVoss, Danielle: N 23
Nielsen, Danielle: I 33
Nielsen-Dube, Kathryn: AW 8
Niestepski, Michelle: MW 3, D 10
Niiler, Luke: C 23
Nilsson, Tore: J 01
Ninacs, Michele: E 14
Nish, Jennifer: W 5
Noe, Nancy: F 30
Noonan, Deborah Bacon: A 32
Nordquist, Brice: I 25
Nordstrom, Georganne: D 30
Norstad, Lille: J 38
Novak, Matt: AW 7, B 37
Nowacek, Rebecca: FSIG 19
Nugent, Jim: G 34
Nunley, Vorris: H 04
Nye, Emily: B 09
<table>
<thead>
<tr>
<th>Name</th>
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<tr>
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<td>Patterson, Katharine Bassett</td>
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<td>Patton, Martha D.</td>
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<td>Paul, Danette</td>
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<td>Payne, Cynthia</td>
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<td>Payne, Eva</td>
<td>B 32</td>
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<td>Payne, Scott</td>
<td>H 32</td>
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<td>Pearlm, Steven</td>
<td>F 13</td>
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<td>Pebles, Kenlea</td>
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<td>Peckham, Irvin</td>
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<tr>
<td>Peeples, Tim</td>
<td>TSIG 20, M 34</td>
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<tr>
<td>Pell, John</td>
<td>RNF, B 12</td>
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<td>Pemberton, Michael</td>
<td>RNF, M 33</td>
</tr>
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<td>Pender, Kelly</td>
<td>B 15</td>
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<tr>
<td>Pennell, Michael</td>
<td>RNF</td>
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<td>Pennington, Mary Beth</td>
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<tr>
<td>Perdue, Tina</td>
<td>E 21</td>
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<tr>
<td>Perelman, Les</td>
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<td>Perl, Sondra</td>
<td>H 20, I 06</td>
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</tr>
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<td>Pershing, Teresa M.</td>
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<tr>
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<td>Section</td>
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<tr>
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<td>-----------</td>
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<td>Pflugfelder, Ehren</td>
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</tr>
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</tr>
<tr>
<td>Phelps, Louise Wetherbee</td>
<td>Tsig 23</td>
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<td>J 26</td>
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**Q**

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**R**

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Reid, Alexander: B 34
Reid, E. Shelley: D 28
Reid, Georgia: G 19
Reid, Lynn: H 08
Reiff, Mary Jo: C 29
Reilly, John: N 29
Reitmeyer, Morgan: W 2, N 24
Remley, Dirk: N 20
Restaino, Jessica: C 27
Reyman, Jessica: G 18
Reynolds, Dahlia: RNF
Reynolds, Renee: RNF
Rhoades, Elizabeth: F 26
Rhodes, Jacqueline: AW 6, N 26
Rhodes, Keith: FSIG 10
Rice, J. A.: J 17
Rice, Jeff: A 05
Rice, Rich: B 02
Richard, Kim: N 24
Richards, Anne R.: D 01
Richards, Daniel: RNF
Richards, Rebecca: W 5, E 10
Richardson, Elaine: E 35, FSn G2, FSIG 01
Richmond, Kia Jane: FSIG 14
Rickly, Rebecca: B 36
Ricks, Antony: B 22
Riding, Holly: F 19
Ridolfo, Jim: FSn J1
Rieder, David: M 07
Riedner, Rachel: W 1, C 27
Rife, Martine: IP, M 34
Rifenburg, J. Michael: D 05
Riggs, Cheyenne: FSn K1
Rigolino, Rachel: K 33
Riley, Anjanette: C 16
Riley Muckavetz, Andrea: B 38
Rios, Gabriela: AW 3, A 38
Rist, Mary: F 31
Ristow, Ben: J 20, FSIG 16
Ritke-Jones, William: A 17
Ritter, Kelly: W 4, FSn A, J 16
Rivait, Jessica: G 10
Rix Wood, Henrietta: W 5, K 23
Roach, Danielle: C 22
Robb, Anna: I 26
Robbins, Sarah: G 02
Roberts, Amanda: F 23
Robertson, Jennifer: H 09
Robertson, Liane: D 34
Robertson, Sherry: G 24
Robinson, Heather: A 20
Rochelle, Warren: G 22
Rockett, Robert: D 25
Rodgers, Meagan: J 29
Rodrigo, Rochelle (Shelley): FSn I
Rodrigue, Tanya K.: M 05
Roe, Meghan: H 30
Roemer, Marjorie: I 02
Roen, Duane: FSn A
Rogers, Elsa: FSn B
Rogers, Jaqueline McLeod: RNF
Rogers, Laura: SAT
Rogers, Paul: G 06
Rogers, Scott: L 17
Rohan, Liz: MW 3, J 29
Roman, Margaret: D 33
Romatz, Wilma: MW 2
Ronald, Kate: K 05
Roop, Karen: D 25
Roozen, Kevin: QRN, A 36, N 31
Rose, Jeannie: W 5
Rose, Jeanne Marie: J 30
Rose, Kennie: H 15
Rose, Shirley: FSn J2
Rosecrans, Jane: H 16
Rosenberg, Heidi: K 26
Rosinski, Paula: M 34
Rossen-Knill, Deborah: TSIG 07
Roswell, Barbara: SAT
Rothermel, Beth Ann: K 16
Rouillon, Vanessa: AW 9, M 02
Rounsaville, Angela: J 15
Royer, Dan: M 32
Royster, Jacqueline: FSn D1, FSn J2, M 02
Rozar, Tanna: D 18
Rubsam, Novelynn: A 09
Rudkin, Casey J: A 28
Ruecker, Todd: MW 7, K 34
Ruiz, Iris: AW 4, D 04
Ruiz, Kezia Strite: C 25
Rule, Hannah: G 08
Rumohr-Voskuil, Gretchen: FSIG 14
Rumsey, Suzanne: E 32
Russell, Ann: W 8
Russell, David: M 24, FSIG 09
Russell, Lindsay Rose: W 5, D 14
Russell, Matthew: N 17
Russo, Robyn: K 11
Rutz, Carol: J 39
Rutz, Paul: J 39
Ryan, Cynthia: E 19
Ryan, Leigh: G 03
Ryden, Wendy: TSIG 21, SAT
Rylander, Jonathan: QRN
Rysdam, Sheri: L 12
Rytkonen, Helle: W 5, L 20
Ryu, Jiyoung: H 17

Sacchi, Cate: I 12
Sackey, Donnie: FSn E
Saenkhum, Tanita: K 34
Saenpoch, Petcharat: W 2
Sagerson, Erin: J 03
Saint-Amand, Paul: N 09
Salcedo, Myra: F 02
Salem, Lori: M 28
Salinas, Carlos: A 10, G 36
Salski, Lukasz: W 2
Salvatore, Joseph: FSIG 08
Salvo, Michael: MW 8, E 19, K 31
Samek, Alyssa: I 31
Samuels, Bob: W 1
Samuelson, Richard: M 28
Sanchez, Deborah: I 36
Sanders, Michelle: J 20
Sandra, Jang: B 29
Sano-Franchini, Jennifer: J 38
Santoy, Janie J.: AW 4, K 35
Sanjal, Maya: RNF
Saper, Craig: A 05
Sargent, M Elizabeth (Betsy): D 28
Sassi, Kelly: FSn F2
Sasso, Geoffrey: H 10
Savini, Catherine: K 16
Sawyer, LaToya L.: RNF
Scanlon, Molly: H 35
Sceniak, Laura: L 11
Schaffner, Spencer: W 6, J 02
Schatz, Stephanie L.: L 12

Schell, Eileen: H 06
Schell, Tekla: E 25
Schendel, Ellen: RNF, M 32
Schick, Kurt: E 28
Schiib, John: FSn D1
Schlatter, Rhonda: E 15
Schlosser, Lise Mae: C 38
Schmertz, Johanna: M 29
Schmidt, David: F 17
Schmidt, Laura: B 26
Schmitt, Kate: D 29
Schneider, Stephen: N 15
Schneider, Jeremy: QRN
Schoen, Megan: J 32
Schonberg, Eliana: F 34
Schraufnagle, Doug: D 37
Schrebersdorf, Lisa: C 20
Schubert, Laura: G 03
Schuster, Charles: I 06
Schuyler, Susan: F 22
Schwartz, Michael: A 25
Schwegler, Robert: MW 3, TSIG 11, J 35
Scoggins, Jennifer: D 26
Scott, Blake: A 05
Scott, Marc: RNF, G 21
Scott, Mary: W 2
Seidel, Chalet: K 16
Seidel, Sharla: B 27
Seitz, David: C 35
Selber, Stuart: B 04
Selden, Piper: TSIG 02
Selje, Cynthia: DP, MW 8, C 05, F 16, FSn I, J 04, K 35, M 04 N 04
Selfe, Richard J.: M 04
Sell, Tess: F 27
Selting, Bonita: RNF
Serna, Elias: D 07
Serviss, Tricia: D 36
Sevenker, Justin: M 23
Seymour, Liz: A 18
Shade, Rachael: E 13
Shaller, Deborah: L 19
Shapiro, Ann R.: C 22
Shapiro, Shwana: C 12
Sharer, Wendy: I 23
Sharma, Ghanashyam: RNF, G 05
Sharp, Matthew: B 08
Sharp-Hoskins, Kellie: I 13
Shaver, Lisa: G 02
Shaw, Patrick: F 01
Sheff, Pamela: SAT
Shehi, Monika: A 13, TSIG 07
Shehu, Genci: F 29
Shelly, Lynn: J 25
Shepherd, Dawn: J 34
Shepley, Nathan: D 15
Sheppard, Jennifer: FSn L
Sheriff, Stacey: I 33
Shima, Alan: J 01
Shin, Haerin: L 20
Shirk, Henrietta Nickels: I 28
Shirley Wilson, Logan: FSn J2
Shivers McNair, Ann: M 18
Shohet, Linda: FSIG 09
Shuck, Gail: K 34
Shultz-Colby, Rebekah: F 34
Shumake, Jessica: C 30
Sias, Reva: H 16
Sidler, Michelle: F 30, K 21
siebler, kay: H 03
Sierra, Wendi: MW 9
Silva, Mary Lourdes: B 22
Silva, Vesta: G 28
Silver, Naomi: C 07
Simmons, Michele: J 35
Simpson, Steve: MW 7
Singh-Corcoran, Nathalie: A 30, TSIG 08
Sipos, Irene: J 14
Sipple, Sue: G 39
Sirc, Geoffrey: W 6, G 35
Sjurseth, Kim: FSn F2
Skeen, Thomas: I 38
Skinnell, Ryan: MW 3, D 15
Skinner, Carolyn: C 33
Skinner, Rebecca: RNF, H 23
Skripsky, Sarah Yoder: MW 2
Skurat Harris, Heidi: E 31
Sledd, Erin: AW 5
Sloane, Sarah: B 23
Slomp, David: L 27
Smida, Megan: E 33
Smith, Anna: K 12
Smith, Beatrice: H 39
Smith, Christian Damon: RNF
Smith, David Shawn: J 13
Smith, Erec: N 25
Smith, Jamila: FSn F1, K 38
Smith, Julianne: I 28
Smith, Laura K.: E 27
Smith, Leonora: W 9
Smith, Trixie: W 3, I 37
Smith Madan, Ryan: H 13
Smith-Sitton, Lara: C 13
Smitherman, Geneva: AW 2
Smitherman, Joonna: RNF
Snell, Debra: L 06
Snyder, Todd: K 01
Snyder Mick, Connie: A 08
Sobiech, Michael: J 10
Soderlund, Lars: G 23
Sohn, Katherine: G 19
Solberg, Janine: N 01
Soliday, Mary: W 4
Sommers, Jeff: G 39
Sommers, Nancy: D 39, K 06
Southard, Anne: K 15
Soven, Margot: I 24, FSIG 09
Sowa, Angela: H 30
Spangler, Erica: N 06
Sparks, Laura: L 09
Spellmeyer, Kurt: F 31
Spence, Valerie: QRN
Spidell, Cathy: N 24
Spinner, Jenny: TSIG 15, J 05
Spring, Sarah: D 21
Springsteen, Karen: F 28
Sproat, Ethan: TSIG 16
Spronk, Caitlan: K 31
Spruill, Jeffery: RNF
Stafford, Keri: L 11
Stainbrook, Eric: G 37
Stallworth Williams, Linda: I 32
Stamper, Roy: J 34
Standridge, Emily: H 26
Stanley, Sarah: RNF
Stark, Ryan: E 15
Starks-Winn, Kristy: K 26
Stavenhagen, Kurt: B 25
Stedman, Kyle: IP, B 16
Stephenson, Brittany: G 39
Stevens, Ky David: I 30
Stewart, Linda: F 24
Stewart, Marjorie: RNF, G 04
Stewart-Nunez, Christine: D 32
Stillman-Webb, Natalie: E 16
Stock, David: RNF, B 33

CCCC CONVENTION, ATLANTA 2011
<table>
<thead>
<tr>
<th>Name</th>
<th>Initials</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
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Tripp, Mary: L 27
Trofinoff, Djana E.: K 32
Troyka, Lynn Quitman: M 08
Trujillo, Patricia: FSn D2
Tulley, Christine: M 15
Turk, Tisha: B 22
Turner, Joseph: A 03
Tweedie, Sanford: J 36

U

Uchmanowicz, Pauline: G 37
Uedoi, David: A 09
Uehling, Karen: FSIG 11
Unger, Donald: B 21
Updike, Ann: K 10
Urbanski, Cynthia: F 28
Urbanski, Heather: H 12

V

Valdes, Aileen: I 27
Valdes, Denise: B 13
Van Ittersum, Derek: A 36
Van Rys, John: G 14
Vancza, Valerie A.: RNF
Vandenber, Peter: MD, B 35
Vander Lei, Elizabeth: FSIG 15
VanHaitsma, Pamela: C 36
VanOs dol, Paige: M 17
Varley, Anna: C 20
Vee, Annette: H 18
Vega, Mark: F 22
Vicars, Mark: G 05
Vickery, Grant: E 09
Vidali, Amy: E 12, TSIG 10
Vieira, Kate: QRN, J 22
Vinson, Jenna: W 5, E 10
Virtue, Andrew: D 06
Vitale, Kyle: A 03
Vitanza, Victor: RNF, C 32, L 29
Vladick, Amanda: G 31
Voorhees, Terry: M 10

W

Wade, Stephanie: L 25
Wagar, Scott: N 18
Wagner, Julia: I 11
Waite, Stacey: H 13
Walker, Clay: B 13
Walker, Janice: MW 8, RNF, M 33
Walker, Joyce: A 06
Walker, Kenneth: RNF, L 07
Wallack, Nicole: B.: B 11
Wallent, Theresa: K 30
Walls, Douglas: H 38
Walls, Nicole: G 22
Walter, John: H 14
Walter, Madaline: W 5, F 07
Walters, Frank: L 15
Walters, Keith: E 17
Walwema, Josephine: D 11
Wang, Bo: N 01
Wardle, Elizabeth: TSIG 18, L 27
Ware, Jennifer: G 07
Warner, Sterling: HFS, K 13, L 28
Warnick, Chris: J 33
Warnick, Quinn: C 15
Warnock, Scott: G 39, FSIG 12
Warrington, Kate: K 27
Wastal, Carrie: RNF 1
Watanabe, Sundy: A 27
Waterhouse, Rhonda: H 14
Watkins, James Ray: K 01
Watson, Ashley: K 31
Watson, Courtney: H 09
Watson, Missy: M 06
Watson, Shevaun: B 13
Weaver, Amy L.: C 15
Weaver, Christopher: G 09
Webb, Suzanne: AW 7
Webb-Sunderhaus, Sara: F 28
Webber, Jim: RNF
Weber, Ryan: F 29
Webster, Travis: W 3, G 16
Weisberger, Ron: I 03
Weiser, Elizabeth: MW 2
Weiser, Irwin: A 29
Welch, Kathleen Ethel: RNF

CCCC CONVENTION, ATLANTA 2011  369
<table>
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