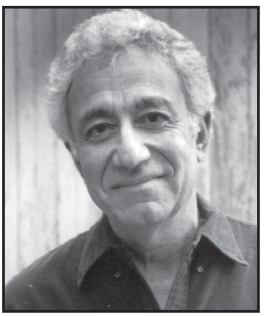
2012 CCCC Exemplar Award Winner



Mike Rose
University of California
Los Angeles

For four decades, Mike Rose's books have shaped scholarship in composition, redefining literacy, reshaping cognitive approaches to learning, challenging policy-makers, and inspiring teachers and students. His *Lives on the Boundary* is a canonical text, and other books including *Possible Lives, The Mind at Wor*k, and *Why School?* are widely taught in graduate and undergraduate classes across the country. His work is written to be accessible to a broad audience, yet is also meticulously researched and argued, and deeply personal. At the center of his scholarship is a sense of the inherent agency and ability of students and their potential. As Andrea A. Lunsford writes, his "books and essays speak to teachers everywhere who know that they can and do make a difference in students' lives—and, importantly, that their students can and do make a difference in their lives as well."

Mike Rose has also aimed for an audience and an influence outside of the academy, writing books, a blog, and hundreds of newspaper and magazine articles about issues in schooling and higher education. David Bartholomae applauds the incredible far-reaching scholarship of Mike Rose. He writes, "Mike Rose provides the striking example of a scholar who could think beyond the expected and who had the ambition to write for the nation." Mike Rose has used his seniority and experience to become an even greater advocate for writing teachers and students.

Mike Rose has reshaped the experience of the academy for so many of our students. His work challenges writing teachers to rethink labels, to understand the everyday lives of student writers, their diverse literacies and thought processes. Starting first with a caring and careful engagement with his own students and their stories, he has effectively shifted the way our discipline sees student writers, in particular those writers who have traditionally been most at risk.

Mike Rose has profoundly re-conceptualized the teaching of basic writers, particularly at community colleges, and thus he has also impacted the daily work of tens of thousands of teachers. As one such teacher wrote in nominating Professor Rose, "he has helped us to realize the importance of what we do, the fact that helping basic writers grow into proficient writers contributes more to the democratizing mission of higher education than any other component."

In *Lives on The Boundary*, Rose writes about a student named Lucia. "I began to reflect on how many pieces had to fall into place each day in order for her to be a student," he wrote, noting that these pieces all had to fall into "smooth alignment." When we survey Mike Rose's contribution to our discipline, we see many pieces, and we can easily shuffle them into a smooth narrative. Yet each of these contribu-

tions does much more than tell the story of a very successful, exemplary career. Each piece of Mike Rose's scholarship and advocacy does the ongoing work of challenging and removing the boundaries that students such as Lucia continue to face.

Therefore, CCCC honors Mike Rose, Professor in the UCLA Graduate School of Education and Information Studies, with its most prestigious honor, the 2012 Exemplar Award. This award is given to "a person whose years of service as an exemplar for our organization represents the highest ideals of scholarship, teaching, and service to the entire profession." Exemplars, in addition, "set the best examples for the CCCC membership." Mike Rose has had a profound impact on scholarship in our field, on the wider world of politics and policy, on students of all levels, and on the tens of thousands of practitioners who teach writing every day.

Sessions Presented by Two-Year College Faculty

Concurrent Sessions Presented by Two-Year College Faculty

B.28 Playing at the Gate: Exploring the Possibilities for Play and Pleasure in Developmental English

F.23 Wikipedia, Research Writing, and the People Formerly Known as the Audience: Knowledge Making, Audience, and Motivation in the Read/Write Web First-Year Composition Classroom

F.32 Conclusions from a Qualitative Study of Dual Credit Writers at the Community College: What Happens When High School Students Write in a College Course?

H.07 A Gateway to Teaching in the Two-Year College: TYCA's Revised Guidelines for Academic Preparation

H.09 Expansion of Acceleration in Basic Writing–The Replication Program

H.28 At the Threshold of Transformation: Two-Year College Writing Programs in Transition

J.29 CUNY's Assessment of Academic Writing Proficiency-A Case Study

L.16 Opening up the Faculty Lounge: Getting Students to Think like Teachers, Getting Teachers to Think like Students

L.23 How Gateways to Writing Can Unlock the Gates to the Academy and Professional Success

M.09 (Re)Structuring Gateways in a Community College: Using a Title III Grant to Increase Access to "College-Level" Composition

M.13 College Level Thinking and Writing: Multidisciplinary and Cross-Contextual Perspectives

N.33 There's Nothing Basic about Basic Writing

Friday Special Interest Groups (TYCA)

TYCA TALKS

Friday night, 6:30ñ7:30 p.m.

Committee Meetings

CCCC Executive Committee

Wednesday, March 21, 9 a.m.–5:00 p.m.
Renaissance Hotel, Majestic Ballroom, Salon D, Second Floor
Chair: Malea Powell

Committee on Assessment

Thursday, March 22, 1:30–3:30 p.m. (Closed)
Renaissance Hotel, Westmoreland Room, Lobby Level
Chair: Susanmarie Harrington

Committee on Best Practices for Online Writing Instruction

Friday, March 23, 9:30–11:30 a.m. (Closed)
Renaissance Hotel, Lafayette Room, Mezzanine Level
Co-Chairs: Beth Hewett and Scott Warnock

Committee on Computers in Composition and Communication

Friday, March 23, 12:30–1:30 p.m. (Closed)
1:30-2:20 p.m. (Open)
Renaissance Hotel, Aubert Room, Mezzanine Level
Chair: Doug Eyman

Convention Concerns Committee

Saturday, March 24, Noon–1:00 p.m.
Renaissance Hotel, Lafayette Room, Mezzanine Level
Co-Chairs: Gwendolyn D. Pough and Malea Powell

Committee on Disability Issues

Friday, March 23, 5:00–7:00 p.m. (Open)
Renaissance Hotel, Lafayette Room, Mezzanine Level
Chair: Jay Dolmage

Committee on Intellectual Property

Friday, March 23, 12:30–1:45 p.m. (Closed)
Renaissance Hotel, Westmoreland Room, Lobby Level
Chair: Jeffrey Galin

Committee on LGBT/Q Issues

Friday, March 23, 11:00 a.m.–12:15 p.m. (Closed)
Renaissance Hotel, Parkview Room, Mezzanine Level
Co-Chairs: Martha Marinara and Mark McBeth

Language Policy Committee

Wednesday, March 21, 7:45–8:45 p.m. (Open)
8:45–9:45 p.m. (Closed)
Renaissance Hotel, Westmoreland Room, Lobby Level
Co-Chairs: Kim Brian Lovejoy and Elaine Richardson

Newcomersí Orientation Committee

Friday, March 23, 2:00 –3:15 p.m. (Closed)
Renaissance Hotel, Parkview Room, Lobby Level
Chair: Paul Puccio

Nominating Committee

Friday, March 23, 8:00–10:00 a.m. (Open)
Friday, March 23, 2:00–4:00 p.m. (Closed)
Renaissance Hotel, Hawthorne Room, 21st Floor
Chair: Kelly Ritter

Committee on Part-time, Adjunct or Contingent Labor

Thursday, March 22, 3:00–5:00 p.m. (Open)
Renaissance Hotel, Aubert Room, Mezzanine Level
Chair: Bradley Hammer

Committee on Preparing Teachers of College Writing

Saturday, March 24, 9:30–11:00 a.m. (Closed)
Renaissance Hotel, Shaw Room, Lobby Level
Chair: Shelley Reid

Committee on Professional Visibility and Databases

Thursday, March 22, 10:30 a.m.–12:30 p.m. (Closed)
Renaissance Hotel, Aubert Room, Mezzanine Level
Chair: Helen Foster

Research Committee

Thursday, March 22, 3:30 –5:30 p.m. (Closed)
Renaissance Hotel, Parkview Room, Mezzanine Level
Chair: Valerie Kinloch

Resolutions Committee

Thursday, March 22, 5:30–6:30 p.m. (Open)
6:30–7:30 p.m. (Closed)
Renaissance Hotel, Lafayette Room, Mezzanine Level
Chair: Doug Eyman

Committee on Second Language Writing

Saturday, March 24, 9:30 a.m.–Noon (Open)
Renaissance Hotel, Aubert Room, Mezzanine Level
Co-Chairs: Jay Jordan and Christina Ortmeier-Hooper

Committee on Undergraduate Research

Thursday, March 22, 3:15–4:30 p.m. (Closed)
Renaissance Hotel, Shaw Room, Mezzanine Level
Co-Chairs: Doug Downs and Jenn Fishman