

San Antonio

Making Composition  
Matter: Students,  
Citizens,  
Institutions, Advocacy

CCCC 2004

## Conference Calendar: 2004 CCCC

### Wednesday, March 24, 2004

Registration and Information	8:00 a.m.– 7:00 p.m.
Full-Day Workshops	9:00 a.m.– 5:00 p.m.
Half-Day Workshops	9:00 a.m.–12:30 p.m.
Half-Day Workshops	1:30 p.m.– 5:00 p.m.
Newcomers Orientation	5:15 p.m.– 6:15 p.m.
A Sessions	7:00 p.m.– 8:15 p.m.

### Thursday, March 25, 2004

Newcomers Coffee Hour	7:00 a.m.– 8:15 a.m.
Registration and Information	8:00 a.m.– 6:00 p.m.
Opening General Session	8:30 a.m.–10:00 a.m.
Exhibit Hall Open	10:00 a.m.– 6:00 p.m.
B Sessions	10:30 a.m.–11:45 a.m.
C Sessions	12:15 p.m.– 1:30 p.m.
D Sessions	1:45 p.m.– 3:00 p.m.
E Sessions	3:15 p.m.– 4:30 p.m.
F Sessions	4:45 p.m.– 6:00 p.m.
Special Interest Groups	6:30 p.m.– 7:30 p.m.
Humor Night	8:00 p.m.– 9:30 p.m.

### Friday, March 26, 2004

Registration and Information	8:00 a.m.– 5:00 p.m.
Exhibit Hall Open	9:00 a.m.– 5:00 p.m.
G Sessions	8:00 a.m.– 9:15 a.m.
H Sessions	9:30 a.m.–10:45 a.m.
I Sessions	11:00 a.m.–12:15 p.m.
J Sessions	12:30 p.m.– 1:45 p.m.
K Sessions	2:00 p.m.– 3:15 p.m.
L Sessions	3:30 p.m.– 4:45 p.m.
Awards Session and Reception	5:00 p.m.– 6:30 p.m.
TYCA Talks	6:30 p.m.– 7:30 p.m.
Special Interest Groups	6:30 p.m.– 7:30 p.m.
Poetry Forum	7:30 p.m.–10:30 p.m.
Rock 'n' Roll Dance	9:30 p.m.– midnight

### Saturday, March 27, 2004

Registration and Information	8:00 a.m.– 2:30 p.m.
Annual Business Meeting	8:00 a.m.– 9:15 a.m.
Exhibit Hall Open	10:00 a.m.– 2:00 p.m.
M Sessions	9:30 a.m.–10:45 a.m.
N Sessions	11:00 a.m.–12:15 p.m.
O Sessions	12:30 p.m.– 1:45 p.m.
Half-Day Workshops	2:00 p.m.– 5:30 p.m.

## Individual CCCC Program

The following form has been provided to assist attendees in planning their schedules for the 2004 Convention.

Wednesday March 24, 2004	Thursday March 25, 2004	Friday March 26, 2004	Saturday March 27, 2004
7:00 p.m. –8:15 p.m. Session A_____	Opening General Session 8:30 a.m.–10:00 a.m.	General Session: Awards and Reception 5:00 p.m.–6:30 p.m.	Annual Business Meeting 8:00 a.m.–9:15 a.m.
	10:30 a.m.–11:45 a.m. Session B_____	8:00 a.m.–9:15 a.m. Session G_____	9:30 a.m.–10:45 a.m. Session M_____
	12:15 p.m.–1:30 p.m. Session C_____	9:30 a.m.–10:45 a.m. Session H_____	11:00 a.m.–12:15 p.m. Session N_____
	1:45 p.m.–3:00 p.m. Session D_____	11:00 a.m.–12:15 p.m. Session I_____	12:30 p.m.–1:45 p.m. Session O_____
	3:15 p.m.–4:30 p.m. Session E_____	12:30 p.m.–1:45 p.m. Session J_____	
	4:45 p.m.–6:00 pm. Session F_____	2:00 p.m.–3:15 p.m. Session K_____	
		3:30 p.m.–4:45 p.m. Session L_____	
	6:30 p.m.–7:30 pm. Session TSIG_____	6:30 p.m.–7:30 p.m. Session FSIG_____	



Fifty-Fifth Annual Convention  
Conference on College Composition and Communication  
March 24–27, 2004  
Henry B. Gonzalez Convention Center  
and San Antonio Hyatt  
San Antonio, Texas

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National Council of Teachers of English  
1111 W. Kenyon Road, Urbana, Illinois 61801-1096

## **CCCC Officers**

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## Greetings from the 2004 PROGRAM CHAIR



Doug Hesse

### Greetings

Welcome to San Antonio and the 55th annual meeting of the Conference on College Composition and Communication!

My greetings come on behalf of all who built this meeting: proposal writers, reviewers, planners, and workers both local and national. Your gathering at this place, now, revitalizes each of us, in discussions crucial for our students, our field, and the literate practices of our society.

When I chose the conference theme fourteen months ago, I hoped it would perturb some comfortable assumptions. The past year's professional and political events reinforce that impulse. I'd hoped that we might treat our scholarship and practices not only as smart exchanges among ourselves but also as vital transactions with a world often not in our meetings, except by implication. How might we matter to students, citizens, and institutions—and still, of course, ourselves?

As you will see in the pages that follow, we'll surely grapple with that tough question, beginning with the keynote address. Kathleen Blake Yancey, in "Made Not Only in Words: Composition in a New Key," juxtaposes the recent release of several critical national reports, many drafted without our expertise, with the recent emergence of discursive practices that function largely outside schools, as "an underground economy of composition and communication."

Hundreds of speakers will join Kathleen's issues and others equally compelling. We are, this week, 502 concurrent sessions, 13 featured sessions, 35 workshops, 51 special interest groups and caucuses, and over a dozen special events, all in a program chosen from three times as many proposals. We teach in two- and four-year colleges, universities, and high schools, in every state and several countries. We are historians and theorists, writers technical and creative, rhetoricians, administrators, tutors, researchers, first-timers and veterans who first came 40 years ago. (I think most pointedly of Wayne Booth and Ken Macrorie, both on this program.) We will conduct business in committees, caucuses, and the Saturday morning business meeting, to which everyone is heartily invited.

Of course, the formal program is only part of us. We are constituted as much by exhibits, receptions, and lobby talk, by ideas generated and connections made in plazas, parties, coffee shops, and dance halls, along the river and streets of San Antonio, whose histories, languages, and people harbingers an American future. It's good to be here.

### Dedication

Since we last gathered, 1960 Chair Glenn Leggett passed away, as did John Gerber, our first chair and founder. Jix Lloyd-Jones remembers him in the pages of this Program. Closer to our organizational heart is the passing of Wendy Bishop, 2001 CCCC Chair, whom we will remember and celebrate in the final session Thursday afternoon. What is best in this program I dedicate to our memories of Wendy.





Lori Ostergaard



Sue Hum



Linda Woodson

## Acknowledgments

Lori Ostergaard has been the ideal program assistant: articulate, creative, independent, poised, flawlessly responsible, and, perhaps most importantly, willing and able to tell me when enough is enough. Someday she'll likely write a paragraph like this one about her own assistant.

Sue Hum and Linda Woodson have been more than gracious hosts, though that is plenty enough. They've done the hard and vital local work—things impossible not only for me but even the august NCTE staff—accomplishing everything with timely good cheer. Thanks to the very fine local committee that Sue and Linda gathered: Carlos Salinas, Carol Ann Britt, Camille Langston, Drew Loewe, and Judith Gardner. Together, they've opened San Antonio's doors—and streets and river—in ways that will simply delight us all.

Our colleagues at NCTE did the kind of heavy lifting without which a meeting of this scope would fail to budge. Kent Williamson's leadership was superb, as always, and Paul Bodmer and Kristen McGowan provided timely information. Sue Gallivan handled countless details with aplomb, and Tom Jaczak and the rest of the NCTE design and publications folks were splendid. Jacqui Joseph-Biddle and Eileen Maley shared their unparalleled experience and expertise, along with joyful lunches at the best Mexican cafe in Urbana: a sort of Texas training. They solved every problem and remained unflappable despite my best efforts to flap them. I valued every minute of the days (literally) we spent on the phone, and Eileen, especially, has my endless gratitude.

The "senior" CCCC officers fledged me on the wings of their masterful collective experience. John Lovas, Shirley Logan, Kathleen Yancey, Joyce Neff, and Marilyn Cooper: I'm appreciatively humbled. Thanks, Erika Lindemann.

Again this year, several of the savviest scholars, leaders, and teachers in our field provided online coaching for proposal drafts. Over 70 people received personal feedback from Wendy Bishop, Rick Gebhardt, Paula Gillespie, Cheryl Glenn, Joseph Harris, Brian Huot, David Jolliffe, Judy Kirkpatrick, Ken Lindblom, John Lovas, Barry Maid, Paul Matsuda, Georgia Newman, Cindy Selfe, Tony Silva, or Martha Townsend.

Two expert reviewers read each submission. Generously providing expertise at Stage I were Linda Adler-Kassner, Tom Amorose, Chris Anson, Nancy Barron, Charles Bazerman, Wendy Bishop, Deborah Brandt, Lee Brasseur, Brenda Brueggemann, Deany Cheramie, Bill Condon, Marilyn Cooper, Nancy DeJoy, Scott Lloyd DeWitt, Ronda Dively, Sid Dobrin, Patricia Donahue, Suellynn Duffey, Patricia Dunn, Amanda Espinosa-Aguilar, Sheryl Fontaine, Tom Fox, Richard Fulkerson, Richard Gebhardt, Eli Goldblatt, Roger Graves, Jeanne Gunner, Carolyn Handa, Paul Hanstedt, Gail Hawisher, Anne Herrington, Will Hochman, Susan Jarratt, Richard Jensen, Jim Kalmbach, Carrie Leverenz, Scott Lyons, Sue McLeod, Hans Ostrom, Mike Palmquist, Paul Puccio, Donna Reiss, Nedra Reynolds, Keith Rhodes, Duane Roen, Stephen Ruffus, Carol Rutz, Raul Sanchez, Pearl Saunders, Stuart Selber, Beatrice Smith, Kip Strasma, Jeff Sommers, Kurt Spellmeyer, Bonnie Sunstein, Howard Tinberg, David L. Wallace, Irwin Weiser, Kathleen Ethel Welch, Demetrice Worley, Sheldon Wrice, Anne Frances Wysocki, and Morris Young.

Stage II Reviewers met three days in Urbana to read, rate, combine, title, and counsel. Thanks to Catherine Hobbs, Sue Hum, Jaime Mejia, Peter Mortensen, Lori Ostergaard, Kate Ronald, Freddy Thomas, Sterling Warner, and Jay Wooten.

I thank Ron Fortune and the English Department at Illinois State University for providing assistantship funding and Jan Shane, Associate Provost, for cheerful tolerance when I needed to turn my professional gaze away from Normal. My staff and colleagues in the Center for the Advancement of Teaching provided practical and intellectual support, as did students and faculty friends at Illinois State.

Kathi Yancey has been as much friend and confidant as mentor. Thank you, dear one, for every idea, encouragement, reality check, family story, hopeful thought, and 6 a.m. e-mail.

Dearest have been Monica, Andrew, and Paige, who learned even at night to dial Dad's office phone first. And Becky, whose support beyond any decent expectation is matched only by her talents and my love.

## **Commencement**

In some American city each spring I learn new things, make new friends, join new efforts. Each meeting renews my belief in the work we do. This week, here, I look forward to meeting you.

Doug Hesse  
Illinois State University  
Program Chair



## New to the Convention?

You are invited to attend all of the many events offered at your convention:

- \* Opening General Session and Awards Session
- \* Concurrent Sessions
- \* CCCC Annual Business Meeting
- \* Special Interest Groups (SIGs), Caucuses, and Special Events
- \* Committee Meetings
- \* Exhibits
- \* Social Events

We encourage you to participate in a variety of these occasions to meet colleagues and become active in the organization. The welcome from the Mentoring Committee, below, describes several opportunities for people new to the convention. We warmly invite you to talk with Local Arrangements and Executive Committee members, identifiable by ribbons on their name tags, if you have questions or observations about the Convention.

We look forward to meeting you in San Antonio.

—CCCC Executive Committee

### From the CCCC Mentoring Committee

We welcome everyone to the 2004 CCCC, but especially new members and attendees.

We have planned several events that we hope will help you enjoy this conference. Even if this is not your first year attending CCCC, please know that you are welcome at these events, especially if you still have questions about making the most of the conference, if you are returning after a few years away, or if you're a CCCC regular who would like to meet and greet new people.

On Wednesday, from 5:15–6:15 p.m., some long-time CCCC participants will host a brief **Orientation Session**, at which we will discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention's many events, and how to meet others. We also look forward to meeting you at the **Newcomers Coffee** on Thursday from 7:00–8:15 a.m.—a congenial start to the first full day of activities. For the location of these events, please see the Special Events schedules for Wednesday and Thursday. Throughout the conference, members of this Committee and other CCCC members will be available in a "Mentoring Station" to answer questions, chat about the conference, talk about our shared interests, learn about your work, and discuss how CCCC can support you. Members of the Mentoring Committee will be present throughout the conference—we'll have specially marked badges—always ready to listen to your concerns, help you with your questions, and begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

With warm good wishes,

Suellynn Duffey  
Paul Hanstedt  
Emily Isaacs  
Lois Powers

Paul M. Puccio, Chair  
Lynn Quitman Troyka  
Victor Villanueva

## Wendy Sue Bishop

Wendy Bishop, 53rd Chair of the Conference on College Composition and Communication, writer, mother, teacher, wife, leader, and friend, passed away November 21, 2003, of leukemia. Following is an excerpt from a poem she wrote about the 2000 convention in Minneapolis; the complete work (published in *CCC* 53:2 (Dec 2001): 332–34) has wonderfully perceptive footnotes for each line. Wendy was program chair of the Minneapolis meeting.



Wendy Sue Bishop

### My Convention Poem

My convention poem has elevator eyelids and a concierge's phone ringing without remorse all night.

My convention poem flaunts its badges and free samples in the face of a chaffing dish lobby breakfast bar with sad fruit baskets and scorched coffee urns.

My convention poem busts at the heart-seams when the crowd likes its paper even if they didn't attend, didn't listen, didn't seem to quite understand.

My convention poem goes down on its knees at the exhibit hall trampled by a pod of discount purchasers and last day pack-aways.

My convention poem is an expectant handshake and wink late night lobby dark where the unsayable is finally said and concerns are translated into conversations of sudden community.

My convention poem is the swimming pool seen from the 24th floor going down fast on an outside vertigo elevator, the red eye strange city sunset, the looming awake by the rain-misted non-opening window of a barely inhabited room where the insufficient hair dryer and Mr. Coffee sing hey, diddle diddle to the waning moon together.

My convention poem is a good idea tucked in my pocket like a business card, is that break in city traffic when I rush across without crosswalk, suddenly outside, and see all this simply as part of my life, like the moment faces reflect out of a grand ballroom mirrored wall like memory or a piece of familiar luggage settling into the held luggage area for one last long day until shaken into the maw of a departing taxi.

My convention poem is a beehive an ant colony a home that has spread its architectural wings to the greatest excess, is a myth is a role a role a roll a delight a fresh and stale breath, is a heart breaker a home breaker a career maker a sob and a snooze, is a galvanizing detour into another phrase of my life.

My convention poem packs up and never goes home—is always already at home—in the exhibit hall when writing teachers give way to tile setters, tile to computer programming, programming to dentists, parochial to medical, law to athletics, and the tides of the world and turns of the hotel corridors tell us that our conferences will continue to go in and out and ebb and flow with or without us while we return to the reliable ground floors of our everyday lives.

—Wendy Bishop

## About the CCCC Convention

### Registration

The Conference Registration Desk is in the Henry B. Gonzalez Convention Center, East Registration Area, Street Level and is open Wednesday, March 24, 8:00 a.m.–7:00 p.m.; Thursday, 8:00 a.m.–6:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; and, Saturday, 8:00 a.m.–2:30 p.m. Those who ordered *Convention Programs* in advance may pick up a plastic name-badge holder at various locations near the Registration Desk. There is no need to stop at the Registration Desk. Those who preregistered and received a Program Coupon in the mail may pick up their *Program* at the *Program Pick-up Counters* at the Registration Desk. For replacement name badges and/or replacement program books (at \$10), preregistrants should inquire at the Replacement Counter.

### Exhibits

The exhibits are located in the Henry B. Gonzalez Convention Center, Exhibit Hall C, Street Level. Exhibit hours are Thursday, 10:00 a.m.–6:00 p.m., Friday, 9:00 a.m.–5:00 p.m., and Saturday, 10:00 a.m.–2:00 p.m.

### Local Committee Headquarters

The headquarters for Local Committee Chairs, Sue Hum and Linda Woodson, and other members of the Local Arrangements Committee is the Conference Registration Desk.

### Location of Meeting Rooms

All meetings of the 2004 CCCC are in the Henry B. Gonzalez Convention Center and the Hyatt.

### Information for Attendees with Disabilities

CCCC is committed to making arrangements that allow all of its members to participate in the convention. To this end, information for attendees with disabilities was included in the program invitations, in the preview, and online, and we invited those who needed accommodations to contact us by late January. We have made wheelchair space available in meeting rooms, will provide assistance traveling between the headquarters hotel and the convention center, and have arranged sign language interpreting. We also provided all speakers and session chairs with guidelines that will make sessions more accessible to all convention participants. These arrangements have resulted in conversations between the Program Chair, NCTE staff, the CCCC Committee on Disability Issues in Composition and Communication, and disability studies specialists at the University of Illinois and other professional associations.

## **Workshops**

Held on the Wednesday preceding and the Saturday afternoon following the concurrent sessions, full-day and half-day workshops provide an opportunity for extended time and interaction focused on a particular topic or issue. Each workshop has an enrollment limit, and participants pay an additional fee (separate from the convention registration fee) to enroll. Workshops are run by CCCC members whose proposals have been accepted by CCCC reviewers.

## **Opening General Session**

The CCCC Convention's Opening General Session is one of two opportunities for convention participants to meet as a group. This session features the Chair's address by Kathleen Blake Yancey.

## **Concurrent Sessions**

Most of the meetings of the CCCC Convention occur in the concurrent sessions held on Wednesday evening, Thursday, Friday, and Saturday. Each session on the program was highly regarded by teams of CCCC reviewers. All concurrent sessions run for 75 minutes and are of two kinds: 1) **panels**, featuring two to four speakers who deliver 15–20-minute presentations and then respond to questions from the audience; 2) **roundtables**, where several panelists make brief presentations, respond to each other, and then respond to questions from the audience.

## **Two-Year College Strand**

The Convention will feature a special strand designed especially for CCCC members who teach at two-year colleges. The strand will feature sessions, workshops, and a breakfast on Saturday morning. See pages 249–251 for information about these activities.

## **Special Interest Groups and Caucuses**

On both Thursday and Friday evenings, individuals who share common concerns and/or interests will meet in Special Interest Groups and Caucuses. For a complete listing of these groups, see pages 151–160, 246–254.

## **CCCC 2004 Online**

Todd Taylor, University of North Carolina at Chapel Hill, will organize the live netcasting of selected sessions.

To find links to past versions of CCCC Online and to search the collection, visit <http://archive.ncte.org/cccc/>.

For this year, home visit <http://www.ncte.org/profdev/conv/cccc04/>.

## The NCTE/CCCC Mobile Technology Center Computer Connection Presentations

**Douglas Eyman, Computer Connection Coordinator**  
(eymand@msu.edu)

**Thursday, March 25**

**Friday, March 26**

Sponsored by the CCCC Committee on Computers and Composition, the CCCC Computer Connection offers presentations on new software and technologies for teaching composition and literature, computer-facilitated classroom practices, best practices for teaching online, new technology resources, and electronic journals. The Computer Connection takes place at the NCTE/CCCC Mobile Technology Center, which is located in the Exhibit Hall. Information about current and past presentations is available at <http://www.msu.edu/~eymandou/cc/>.

**Thursday, March 25**

- |             |  |
|-------------|--|
| 10:30–11:00 | Michael Carlson Kapper, Jennifer M. Consilio: “A Composition Course in Four Easy DVDs, or, Multimedia Content Distribution”                    |
| 11:00–12:00 | “Working with Markup: New Perspectives on Reading and Writing with EMMA”   |
| 11:00–11:30 | Robert Cummings: “The Machine as Reader: How (and Why) to Put Coding at the Heart of the Composition Classroom”                                |
| 11:30–12:00 | Christy Desmet: “Parsing Poetry with XML: Database versus Text in the Poetics of Markup”   |
| 1:00–1:30   | Huiling Ding: “The Use of the Electronic-Portfolio in Writing Classrooms: A Developmental Approach”  |
| 1:30–2:00   | Dennis Jerz: “Forced Blogging: Students’ Emotional Investment in Their Academic Weblogs”   |
| 2:00–2:30   | Gina Merys Mahaffey, Kathleen St. Peters, and John Paul Walter: “Using Comment in the Composition and Literature Classroom”                    |
| 2:30–3:00   | Mike Palmquist: “The Writing Studio”   |
| 3:00–4:00   | “Bigger, Better, Badder than Blogs...Drupal Is Here”   |
| 3:00–3:30   | Charlie Lowe and Jeff White: “Introducing Drupal as a Course Management System: Classroom Applications of the Tool That Drives Kairosnews.org” |
| 3:30–4:00   | Jeff White: “Using Flash Communications Server in Distance Education”  |
| 4:00–4:30   | Peter England: “The Scarlet ‘W’ Takes Notes: Establishing a Data Narrative for a Writing Center”   |

## Friday, March 26

- 10:30–11:00 Matt Forester, Daisy Pignetti, and Anne K. Jones: “Blogs as Professional and Pedagogical Tools”
- 11:00–11:30 Cynthia Jeney: “If the Apocalypse Comes, E-mail Me: Online Distance Education and the Buffy Paradigm”
- 11:30–12:00 Lennie Irvin: “MOO as a Platform for E-Portfolios”
- 1:00–1:30 David Sheridan: “Multimedia Composing in the Writing Classroom: Contributions from the Writing (Multiliteracy) Center”
- 1:30–2:00 Tarez Graban, Alexis Ramsey, Jonikka Charlton, and Colin Charlton: “Rhetoric and Composition eTexts”
- 2:00–2:30 Robert Samuels: “Electronic Classrooms and the Possibility of a Democratic Educational Environment”
- 2:30–3:00 Liz Monske and Kristine L. Blair: “*Computers and Composition Online*”
- 3:00–3:30 Donna Reiss: “Instant Hypertext: Language Links for Learning”
- 3:30–4:00 Kendra Matko: “Teaching Documentation in Composition: The Role of Online Bibliography Creation Tools”
- 4:00–4:30 Margie Monforton: “Teaching Technology as Concept, Not as Tool”



## Special Events

### WEDNESDAY'S SPECIAL EVENTS: March 24

#### **Consortium of Doctoral Programs in Rhetoric and Composition**

Henry B. Gonzalez Convention Center, Concourse Level, Room 218  
1:00–4:00 p.m.

#### **CCCC Caucus on Intellectual Property and Composition/ Communication Studies: Celebrating Ten Years of CCCC-IP**

Henry B. Gonzalez Convention Center, Concourse Level, Room 217C  
1:30–5:00 p.m.

In celebration of the tenth anniversary of the CCCC-IP Caucus, a distinguished panel of academic leaders in intellectual property will open the Caucus session with “Intellectual Property Then and Now: Reflections on the First Decade of Scholarship on Intellectual Property Issues in Composition.” Andrea Lunsford, Jim Porter, Tyanna Harrington, Laura Gurak, Libby Miles, Johndan Johnson-Eilola, John Logie, and Candace Spigelman will discuss their work.

This session will continue by featuring an overview of IP issues for newcomers, special reports from representatives of the CCCC-IP Committee, international affairs, and various intellectual property working groups. Caucus participants will meet in small action groups to address such legislative and academic topics as copyright and fair use, multimedia and the public domain, university IP policies, faculty work-for-hire, authorship and plagiarism, distance education, and others. Working groups at the Caucus meeting construct usable resource materials for colleges and universities across the country, statements for publication, and Sense of House Motions to bring to the CCCC Business Meeting for action. Working groups are facilitated by table leaders and assistant Chairs, who lend their expertise to table actions and report to the groups at the close of the session.

This session is open to everyone.

**Chair:** Candace Spigelman, Penn State Berks-Lehigh Valley College, Reading, PA

**Presenters:** John Logie, University of Minnesota, St. Paul, MN

Judy Arzt, St. Joseph College, West Hartford, CT

Wendy Warren Austin, Edinboro University of Pennsylvania

Linda S. Bergmann, Purdue University, West Lafayette, IN

Barbara Bird, Taylor University, Upland, IN

Jeffrey R. Galin, Florida Atlantic University, Boca Raton, FL

Gwendolyn Gong, Chinese University, Shantin, NT Hong Kong

Laura Gurak, University of Minnesota, St. Paul



Carol Peterson Haviland, California State University, San Bernardino, CA  
TyAnna Herrington, Georgia Institute of Technology, Atlanta, GA  
Suzanne Harper, Penn State, State College, PA  
Laurie A. Johnson, University of Minnesota, St. Paul  
Johndan Johnson-Eilola, Clarkson University, Potsdam, NY  
Charles Lowe, Florida State University, Tallahassee  
Andrea A. Lunsford, Stanford University, CA  
Karen Lunsford, University of California, Santa Barbara  
Lisa Maruca, Wayne State University, Oxford, MI  
Libby Miles, University of Rhode Island, Kingston  
Michael Moore, Michigan Technological University, Houghton  
James E. Porter, Michigan State University, East Lansing  
Clancy Ratliff, University of Minnesota, St. Paul  
Jessica Reyman, University of Minnesota, St. Paul

### **Newcomers Orientation**

Henry B. Gonzalez Convention Center, Concourse Level, Room 207A  
5:15 p.m. –6:15 p.m.

Several long-time CCCC participants, led by the CCCC Mentoring Committee, host an **Orientation Session**, at which we discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention's many events, and how to meet others. The session is open to all who are interested.

### **Alternative Histories Matter**

**(Sponsored by the Coalition of Women Scholars in the History of Rhetoric and Composition)**

Henry B. Gonzalez Convention Center, Concourse Level, Room 217A  
7:00–8:30 p.m.

*Chair:* Joyce Irene Middleton, St. John Fisher College, Rochester, NY

*Presenters:* Gwendolyn Pough, University of Minnesota, Minneapolis, MN, "Revising the Black Public Sphere: Black Women's Contributions"

Malea Powell, Michigan State University, East Lansing, MI, "Not Just NDN Herstory: Teaching American Indian Women's Rhetorical Traditions"

Haivan Hoang, The Ohio State University, Columbus, OH, "Histories by and/or about Asian American Women Rhetors, Collaborative Constructions"

Brenda Jo Brueggemann, The Ohio State University, Columbus, OH, "Deaf, She Wrote"

Cindy Selfe, Michigan Technological University, Houghton, MI, "Women in the History of Technology"

## THURSDAY'S SPECIAL EVENTS: March 25

### **Newcomers Coffee Hour 7:00–8:15 a.m.**

Henry B. Gonzalez Convention Center, Exhibit Hall C, Street Level

All first-time attendees are invited to have complimentary continental breakfast before the Opening General Session. Come and meet CCCC Leaders.

### **Opening General Session, 8:30–10:00 a.m.**

Henry B. Gonzalez Convention Center, Street Level, Theatre

At this session we honor both the 2004 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair's address. Please join us.

### **Her Words and Ours: A Celebration of the Life of Wendy Bishop**

Henry B. Gonzalez Convention Center, Concourse Level, Room 217D  
4:00–6:00 p.m.

*Chairs:* Kathleen Blake Yancey, Clemson, and Doug Hesse, Illinois State

*Presenters:* Lisa Albrecht, John Boe, Marilyn Cooper, Keith Gilyard, Carrie Leverenz, John Lovas, Joyce Neff, Hans Ostrom, Libby Rankin, Michael Spooner, David Starkey, Deborah Coxwell Teague, Lad Tobin, Victor Villanueva, Shirley Wilson Logan, Pavel Zemliansky.

Everyone is invited.

### **Scholars for the Dream Reception**

Hyatt, Second Floor, Regency Ballroom 1  
6:15–7:15 p.m.

Everyone is invited.

Winners of the Scholars for the Dream Travel Awards (announced in the Opening General Session) are chosen by a Selection Committee. All are first-time presenters at a CCCC Convention and are selected on the basis of the extended abstracts of their proposals that each submitted. All are members of groups historically underrepresented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians).

### **James Sledd: A Memorial Tribute**

Hyatt, Third Floor, Chula Vista Room

6:30–7:30 p.m.

*Chair:* Richard Freed, Eastern Kentucky University, Lexington

*Presenters:* Ralph Voss, University of Alabama, Birmingham, AL

Andrew Sledd, Austin, TX

Geneva Smitherman, Michigan State University, East Lansing

### **Humor Night**

Hyatt, Second Floor, Regency Ballroom 3

8:00–9:30 p.m.

#### **"Awwww Hawwww! It's 'T' for Texas!"**

What better place for us to convene Humor Night in Texas than in Old San Antone? Folks who visit San Antonio and, by extension, the Lone Star State frequently return home with a sense of awe at the vastness of the landscape. Humor Night celebrates that vastness with a veritable potpourri of approaches to things humorous, including observations on Texas music, cuisine, sports, and politics. We also offer the musical stylings of the Composition Blues Band, a shadowy group of misfit compositionists fronted by Marvin Diogenes and Clyde Moneyhun and devoted to rediscovering and reilluminating the historical connections of rhetoric, composition, rock, and blues.

## **FRIDAY'S SPECIAL EVENTS: March 26**

### **General Session, CCCC Awards and Reception**

Hyatt, Second Floor, Regency Ballroom West

5:00–6:30 p.m.

At this session we announce the winners of The 2003 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in *TETYC*, and the Nell Ann Pickett Service Award. A reception follows. Please attend and honor your colleagues.

### **TYCA Talks**

Hyatt, Third Floor, Chula Vista Room

6:30–7:30 p.m.

The purpose of this special event is to bring together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of

the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.

### **The Seventeenth Annual Poetry Forum**

Hyatt, Third Floor, Blanco Room

7:30–10:30 p.m.

The Seventeenth Annual Poetry Forum: Exultation of Larks will be held on Friday, 7:30–10:30 p.m. This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond and share in the pleasures of the occasion. Poet readers should contact Mary Minnock (English Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, [mminnock@madonna.edu](mailto:mminnock@madonna.edu)) if they have questions.

### **San Antonio Rock 'n' Roll**

Hyatt, Second Floor, Regency Ballroom

9:30 p.m.–midnight

CCCC isn't CCCC without a little rockin' and rollin'—and we'll bring it again this year on Friday night, sponsored by friends of the Illinois State University writing program. Bring your dancing shoes and leave your fussiness.

## **SATURDAY'S SPECIAL EVENTS: March 27**

### **TYCA Annual Breakfast**

Hyatt, Second Floor, Regency Ballroom 1

7:00–8:00 a.m.

### **Jim Berlin Memorial Run/Walk/Pub Crawl**

The Tenth Run/Walk/Pub Crawl will occur on Saturday, March 27, followed by a gathering at a local pub. Relieve stress and mingle with colleagues while you jog through downtown San Antonio. Sign up and get directions and a tee shirt at the Convention Information Desk.

### **Two-Year College English Association Highlights**

- \* TYCA Talks
- \* TYCA Annual Breakfast

## Scholars for the Dream Travel Awards

The Conference on College Composition and Communication is proud to sponsor the Scholars for the Dream Travel Awards to encourage scholarship by historically underrepresented groups. These groups include African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino and Latina Americans, and American Indians—persons whose presence and whose contributions are central to the full realization of our professional goals. CCCC offers up to 10 travel awards to emerging scholars, sponsors a breakfast for all award winners, and gives a one-year membership in NCTE and CCCC. The Awards Selection Committee considers originality of research, significance of pedagogical or theoretical contributions to the field, and potential for larger, subsequent projects. Scholars for the Dream will be identified Thursday morning during the Opening General Session.

### 2004 Scholars for the Dream Award Winners

JuliAnna Avila, University of California, Berkeley O.16  
Jeffrey Duncan-Andrade, University of California, Los Angeles J.17  
D. Ted Hall, Michigan State University, East Lansing I.10  
David Kirkland, Michigan State University, East Lansing I.10  
Melvette Melvin, Penn State University, State College E.29  
Rose Metts, Savannah State University, GA G.18  
Kelvin Monroe, Washington State University, Pullman L.34  
Spencer Salas, University of Georgia, Atlanta O.22  
Cecilia Solis-Sublette, Texas A&M University B.17  
Sandra Young, Allen University, Columbia, SC G.18

### Previous Scholars for the Dream Award Winners

#### 2003

Jacqueline Brown, University of Louisville, KY  
Carol Brochin Ceballos, Laredo Community College, TX  
Rene Agustin De los Santos, University of California, Santa Barbara  
Nichole Hamai, University of Hawaii, Honolulu  
Jungmi Kim, Temple University, Philadelphia, PA  
Seonjoo Moon, Temple University, Philadelphia, PA  
Ken Rayes, University of New Orleans, LA  
Eunsook Rhee, Temple University, Philadelphia, PA  
Tonya Scott, Texas A&M University, Commerce  
Lillie Whetten, New Mexico State University, Las Cruces

## **2002**

Haivan Hoang, The Ohio State University, Columbus  
Carlos Evia, Texas Tech University, Lubbock  
Michelle Johnson, Claremont Graduate University, CA  
Asao Inoue, Washington State University, Pullman  
Patricia Trujillo, University of Nebraska, Lincoln  
Hilary Owens, California State University, Chico  
Derek Landers, Cincinnati State College, OH  
Piper Kendrix Williams, Rutgers University, New Brunswick, NJ  
Rachel Brooks-Rather, Ohio University, Athens  
Margaret Wong, Ouinsagamond Community College, Marlborough, MA

## **2001**

Terry Carter, Rose Gubele, Daniel Justice, Rhea Estelle Lathan, Kim Lee, Meredith Lee, Kathleen McColley, Josye Sadler, Faye Spencer Maor

## **2000**

Aesha Adams, Christina Bell, Rebecca Cisneros, Lisa Trevino Roy-Davis, Avis G. Hewitt, Joseph Ng/Eng, Annette Harris-Powell, Rebecca Small, Rhonda Robinson Thomas, Kendra Vaglianti

## **1999**

Wilson C. Chen, Resa Crane Bizzaro, E. K. Daufin, Charmin Granger, Emily Porcincula Lawsin, Levita D. Mondie, Dora Ramirez, Kimberly A. Robinson, Gregory E. Rutledge, Mae Lombos Wlazlinski

## **1998**

Fred Arroyo, Steve Chu, Sheldon George, Serena R. Huffman, Celestine W. Liu, Cedrick May, Elizabeth McHenry, Diana Elena Moran Molina, Luana Uluave, Linda Walking-Woman

## **1997**

Cassandra J. Canada, Ginny Carney, Maria De Jesus Estrada, La Tisha Camille Fowlkes, Chikako D. Kumamoto, Cynthia McCollie-Lewis, Donald McCrary, Charlotte Simmonds-Hammons, A. Tyson Sims, Marion Okawa Sonomura

## **1996**

Erika Aigner-Varoz, Victoria Cliett, Renita Duncan, Amanda Espinosa-Aguilar, Sandra M. Grayson, Terry Haynes, Joyce Raine Latora, Lynn A. Casmier-Paz, Gwendolyn Pough, K. Hyoejin Yoon

## 1995

Lena Ampadu, María C. M. de Guerrero, Phyllis Pearson Elmore, Carlton Floyd, Janice Gould, David Holmes, Terese Monberg, Shondel Nero, Pata Suyemoto, José L. Torres-Padilla

## 1994

Jennifer Barfield, Kisha Brown, José Irizarry, Susan Kimoto, Alison O. Lee, Michelle McIver-Bell, Natalia Apostolos Menendez, Malea Powell, Elaine Richardson, Patricia Joan Saunders

## 1993

Meta G. Carstaphen, Louise M. Connal, Evelyn Flores, Sharon Gamble, Lisa M. Gonsalves, Renee Moreno, Jeryl Prescott, George Q. Xu

## 2004 CCCC EXEMPLAR AWARD WINNER



Jacqueline Jones  
Royster

### **Jacqueline Jones Royster, The Ohio State University, Columbus**

In a 1990 speech given at the University of Minnesota, Jacqueline Jones Royster said this: “As the new century dawns, the whole academic enterprise is being challenged, in large part, based on who and what have been marginalized, and how and by what circumstances achievement has and has not been acknowledged, and on the contexts and circumstances of these processes. This contemporary scenario charges us with the task of transforming theoretical paradigms, curricula, and pedagogy in ways that will be insightful, inclusive, positive, and useful.” The scenario Royster outlines remains true today, as has her dedication to the task of transforming our work meaningfully. Her contributions to the ideals of scholarship, teaching, and service to the profession make her, in turn, an ideal recipient for the CCCC Exemplar Award. A clear indication of her importance to the field is her culminating work on 19 African American women writers, *Traces in the Stream: Literacy and Social Change among African American Women*, winner of MLA’s Mina P. Shaughnessy Book Award for 2001. Reviewers described it as “a call to acknowledge and to respect the depth of [these] African American women as rhetors of written discourse [that] challenges historians of rhetoric to rethink, reconceive, and reconfigure ... the history of the rhetorical traditions of the nineteenth century.” Also in 2001, Royster received the CCCC Richard Braddock Award for the article “History in the Spaces Left: African American Presence and Narratives of Composition Studies.” The standard for such scholarship is best expressed in Royster’s own words. For her, scholarship must reflect “careful analysis, acknowledgment of passionate attachments, attention to ethical action, and commitment to social responsibility.” Royster’s



scholarship extends from the broadly historical to the contemporary national scene. However, it is also located within her home state, where she has received the Ohio Pioneer in Education Award from the Ohio Humanities Council and the Distinguished Diversity Award from The Ohio State University, where she is Professor of English. In addition, 2003 saw the publication of her *Profiles of Ohio Women, 1803–2003*, produced for that state’s bicentennial. *Passionate attachments*. Perhaps that phrase most gives shape and resonance to Royster’s overall accomplishments. Royster’s contributions to teaching have been witnessed by many colleagues and former colleagues and well-documented by former students. As one attested, “All that I know about how to be an excellent teacher, an honest and critical researcher, an advisor, and a mentor ... I learned from Jackie Royster.” Her service to the profession is possibly without parallel. She has been the CCCC Chair and Secretary and chaired the MLA Division on the Teaching of Writing. She has served on the boards of journals such as *CCC* and *College English*, and organizations such as the Alliance of Rhetorical Societies and the National Writing Project. In just the last few years, she has given roughly 70 workshops, papers, and lectures throughout the country. All this exposure has led people to characterize her with words such as *passionate, caring, generous, wise*. In every role she has assumed, she has made a difference. She says of herself: “I consider all of my work to be in the interest of excellence in teaching, learning, and cultural and cross-cultural expression.” We agree. And therefore, we are proud to extend the Exemplar Award for 2004 to Jacqueline Jones Royster.

Stephen Ruffus  
Associate Professor of English  
Salt Lake Community College  
Chair, 2004 Exemplar Award Committee

## In Memory of John Gerber

By Richard Lloyd-Jones

John Gerber, our founding chair, died June 26, 2003, at the age of 95. This a good time to recall his role in the founding of CCCC, to consider his later career, and to observe how it provides an example for us all.

In 1944 Gerber came to the University of Iowa with a brand-new Ph.D. in American literature from the University of Chicago. He was to develop and manage a newly created program in communication skills. The program was modeled loosely on a hurry-up curriculum at the Iowa Naval Pre-Flight School, but it also represented a political tug-of-war between English and speech as well as other powerful local interests. It also made theoretical sense to combine writing, speaking, reading, and listening in a single program. Gerber was to be the diplomatic initiator.

The assignment quickly became more complicated by the effect of the veterans’ readjustment act, the GI Bill. Elite colleges had opposed a provision in the bill to



John Gerber

encourage veterans to attend college, but many believed that only a few veterans would accept the benefit so colleges could soon go back to pre-war customs. In fact, the numbers were huge and colleges were never the same.

Gerber found that he had to create a new course in many sections, find many new and untrained teachers (the older tenured faculty hurried off to teach the advanced literature or speech courses then in demand), devise placement and exit examinations in writing and speech, and generally help faculty deal with a new kind of student.

As a result of his experience, he proposed a conference session for the 1948 NCTE Convention. It would deal with the practical problems of the newly expanded courses in composition and communication. The session was mobbed, for his problems were not unique, and the participants wouldn't quit talking until he promised to organize a separate meeting on the topics in the spring of 1949. Thus CCCC was born, and for the first 10 or 15 years its sessions concentrated on practical problems, and its journal primarily reported what had been discussed in the various sessions. Most of the topics still dominate freshman programs even though the solutions have changed, and there is now a much larger body of scholarly information to consider.

Gerber continued his interests in the practical problems of composition teaching even as his own career expanded. His was a major voice in the Basic Issues Conference, from which emerged the CEEB Institutes designed to improve high school teaching in English. The Institutes were based on a tripod, one leg of which was composition. Gerber evaluated the 20 trial institutes and then encouraged federal financing for similar programs. He also took part in the conference that emphasized the role of two-year colleges, became president of NCTE, chaired the committee that led to a restructuring of the Council better to serve a variety of needs, and was given an early version of the NCTE Distinguished Service Award. That is just a sample of his involvement in NCTE.

While he spent 18 years as chair of the department at Iowa, he served on the board of ADE and pressed the design of ADE seminars for helping department chairs learn their jobs and keep up with the field as a whole. He was president of MMLA and served on the executive board of MLA and kept up on his work in American Studies and American literature, especially on Mark Twain. At Iowa he created or encouraged programs in linguistics, comparative literature, creative writing, the International Writing Program, African American World Studies, Women's Studies, The Windhover hand press, among others, and served on about every major policy committee in the University. This is just a sample to suggest the breadth of his interests. He did not have much sympathy for those who sponsored academic snobbery. He saw composition as a part of the whole intellectual life; his last books were memoirs that tied up much of the American experience.

We can do well to imitate his dedication to far-ranging intellectual and social interests, but we can also learn from his characteristic approaches to administration. He saw his job as making other people thrive. Needs had to be satisfied, and he found people to satisfy them; he could hear suggestions made by others and refine them and find support for them; he let people achieve and gave them credit even when it was his own efforts that had made achievement possible. He was a superb mediator and unifier. In that sense he was our founder and our chief exemplar.

## 2004 Outstanding Teacher Award Winners

We're pleased to recognize those who gain recognition for their teaching. This year, all who acknowledged having received awards at their departments or institutions are listed below.

Barry Alford	Joseph Jones
Phillip Arrington	Connie Kendall
Ken Baake	Jimmie Killingsworth
Jami Bartlett	Adrienne Lamberti
Stephen Bernhardt	Elizabeth Latosi-Sawin
Laurel Black	Mark Letcher
Rebecca Sutherland Borah	Adela C. Licona
Kate Brown	Maxine Long
Angela Buchanan	Eric Mason
Jennifer Bullis	Maria Montaperto
Chris Burnham	Joddy Murray
Paul Butler	Brian Nudelman
Don Daiker	Lori Ostergaard
Mare Davis	Ron Pitcock
Rob Dornsife	Erin M. Pushman
Cheryl Hofstetter Duffy	Mary Queen
Donna Dunbar-Odom	Teresa Redd
Kathy Evertz	Jessica Restaino
Christy Friend	Dan Riordan
Ann George	Judith Rodby
Amy Gerald	Nahal Rodieck
Elizabeth Graber	James Sayer
Faye Halpern	John Pedro Schwartz
Gary Layne Hatch	James Seitz
Elizabeth Hatmaker	Michelle Sidler
Richard Hay	Tony Silva
Amy Kimme Hea	Joonna Trapp
Brenda Helmbrecht	Mary Alice Trent-Williams
H. Brooke Hessler	Margaret Walters
Richard Johnson	Meredith Zoetewey

## Sessions Presented by Two-Year College Faculty

### FEATURED SESSION

- J Basic Writers, Working-Class and Marginalized Students: How To Make Writing Count

### WORKSHOPS

- MW.4 The Peaceable Classroom Revisited  
MW.5 Designing and Developing Preparing Future Faculty Programs  
W.1 Theory to Exemplary Practice and Programs from the Two-Year College (TYCA-Sponsored)  
W.4 Making Basic Writing Matter: Methodologies for Us All  
W.6 Making Assessment Work: A Consultation and Workshop  
AW.10 Classin' Up the Joint: Class as a Critical Tool in High School, Access, and College Composition  
SW.1 Sharing Your Ideas with the Profession: Drafting NCTE/CCCC Proposals, Turning Presentations into Articles (TYCA-Sponsored)  
SW.6 Best Assessment Practices in a Time of Budget Cuts

### Thursday Special Interest Groups

- Preparing Future Faculty: Past, Present, and Future  
Does L2 Writer Mean Basic Writer? Placement and Pedagogy for ESL Students

### TYCA TALKS

Friday, 6:00 p.m.-7:00 p.m.

## Concurrent Sessions Presented by Two-Year College Faculty

- A.10 Toward an Epistemology of Nonviolence  
A.14 Essays Read Differently: Conceptual and Rhetorical Differences in both Time and Space  
A.17 Transformed into Practice: WAC, Toulmin, and Literacy Education  
B.02 Learning Our Lessons: Composition Matters in the History of Indian Residential Schools  
B.13 Research in English as a Second Language  
B.32 New Approaches to Research Writing  
B.33 Compelling Confessions: Advocacy and the Politics of Personal Disclosure in the Composition Classroom  
C.05 Making Assessment Matter: Revising Curricula, Pedagogies, Programs

- C.13 Preparing To Teach in a Two-Year College
- C.33 All the World Is a Classroom: Online Partnering for Revision and Team Assignments at Community Colleges and Universities Here and Abroad
- C.36 Expanding the Composition of Learning Communities: Our Changing Roles as Interpreters of Culture
- D.04 Making Composition Matter: Authentic Assessment of Writing Across a Statewide System of Higher Education
- D.26 Reviving Rhetoric in the Two-Year College
- D.27 Technology Literacy Matters in Urban and Rural Environs
- D.33 Confronting Realities: Student Attitudes, Public Spheres, and Vampire
- D.35 Conjunctions and Disruptions: Institutional Crossroads
- E.13 Ways of Knowing: Writing-Center Outcomes as Politics, Pedagogy, and Theory
- E.14 How Electronic Assessment Programs Construct “Composition”
- E.18 Curiosity and the Community-College Writer: Addressing the Psychology of Writing
- E.22 The Dark Matters of Composition: Experiencing Service, Research, Global Citizenry, and Identities as Routes into Mystery
- G.03 Making Composition Matter
- G.05 Working Across the Curriculum: New Approaches and Communication
- G.14 Transforming Our Teaching: The Difference Online Writing Makes
- H.31 Practices for Energizing Basic Writing
- I.14 They’re Here for the Duration: Exploring the Ways Contingent Faculty Shape Composition
- I.33 “If It Ain’t Broke, Fix It Up”: Finding New Ways To Tweak Traditional Ideas in the Writing Center and Writing Classroom.
- J.06 “Do this, Don’t Do That, Can’t You Read the Sign?” or Perceptions of Visual Communications: Moving from Consumption to Production of Designed Texts
- J.14 Students Becoming Citizens: How Composition Matters in Community Connections (TYCA Strand)
- J.23 More Than Basic Skills: Rhetorical Designs for Reading and Writing Pedagogy
- J.28 From the Local to the Global: Technology, Literacy, and Civic Action
- K.02 Science, Authority, and Public Persuasion: The Uses of Scientific Evidence in Discourses of Public Advocacy
- K.22 The Public Image of Two-Year Colleges: Hallmarks of Fame and Shame
- L.07 Composition in Historically Black Colleges and at the Penn School for Newly Freed Slaves
- L.19 Transforming Barriers, Creating Possibilities, Advancing What Matters
- M.01 What Makes WAC Work: Reflections on Writing Across the Curriculum
- M.18 Making Composition Matter to Students and Institutions: The Role of First-Year Writing in Creating Academic Citizens
- M.32 New Pedagogies for First-Year Writing
- M.35 Music, Creative Juxtapositions, and Performance Art in Composition Classes
- N.21 Using Images to Stimulate Critical Thinking and Writing
- O.11 Is Class Dead?

## General Information and Services

### **CCCC Membership: Please Join Us!**

Membership in the Conference on College Composition and Communication is open to all who teach or are interested in college composition and the first-year English course. The annual dues of \$25.00 includes a subscription to *College Composition and Communication*, a quarterly journal. Membership in NCTE (\$40.00) is a prerequisite to joining CCCC. Student membership is available, at substantially reduced rates, to full-time students who are not engaged in a paid teaching position on more than a half-time basis. To join CCCC, or to obtain further information, please stop by the NCTE Publications Booth in the Exhibit Hall.

### **Audiovisual Equipment**

Audiovisual equipment should have been ordered by February 9, 2004. Scheduling of equipment ordered by that date is handled by Allied Vision, Inc., with offices in the Henry B. Gonzalez Convention Center and the Hyatt.

### **Committee on Resolutions**

An open meeting of the CCCC Committee on Resolutions, chaired by Sandra Jamieson, will be held Thursday, March 25, 6:30–7:30 p.m. in the Henry B. Gonzalez Convention Center, Concourse Level, Room 216B.

### **Nominating Committee**

An open meeting of the CCCC Nominating Committee, chaired by Joyce Irene Middleton, will be held on Thursday, March 24, 1:00–3:00 p.m., in the Henry B. Gonzalez Convention Center, Concourse Level, Room 216B.

### **TWO-YEAR COLLEGE SATURDAY PROGRAM**

Sponsored by the Two-Year College English Association (TYCA)  
Two-Year College English Association Annual Breakfast  
Hyatt, Second Floor, Regency Ballroom 1  
7:00–8:00 a.m.  
Admission is by advanced registration only.

### **Planning for Next Year's CCCC Convention**

Individuals interested in discussing program proposals for the 2005 CCCC Convention in San Francisco, California, March 16–19, are invited to meet with Jay Wootten, 2005 Program Chair, at the CCCC Registration Desk, Henry B. Gonzalez Convention Center, East Registration, Street Level, Friday, March 26, between 10:00 a.m. and Noon.

## Smoking

The Hyatt and Henry B. Gonzalez Convention Center have a smoke-free environment. No smoking is allowed in either location.

## Nonsexist Language

All CCCC/2004 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their conventions.

## Copying Service

CCCC cannot provide onsite duplicating service.

## Emergencies

To summon the fire department, the police, or an ambulance (for medical emergencies only), dial 911 and give the nature of the emergency, your location, and the telephone number you are calling from.

***Medical and Dental.*** Most hotels can put you in touch with a doctor or dentist. Inquire at the hotel front desk or ask the hotel operator.

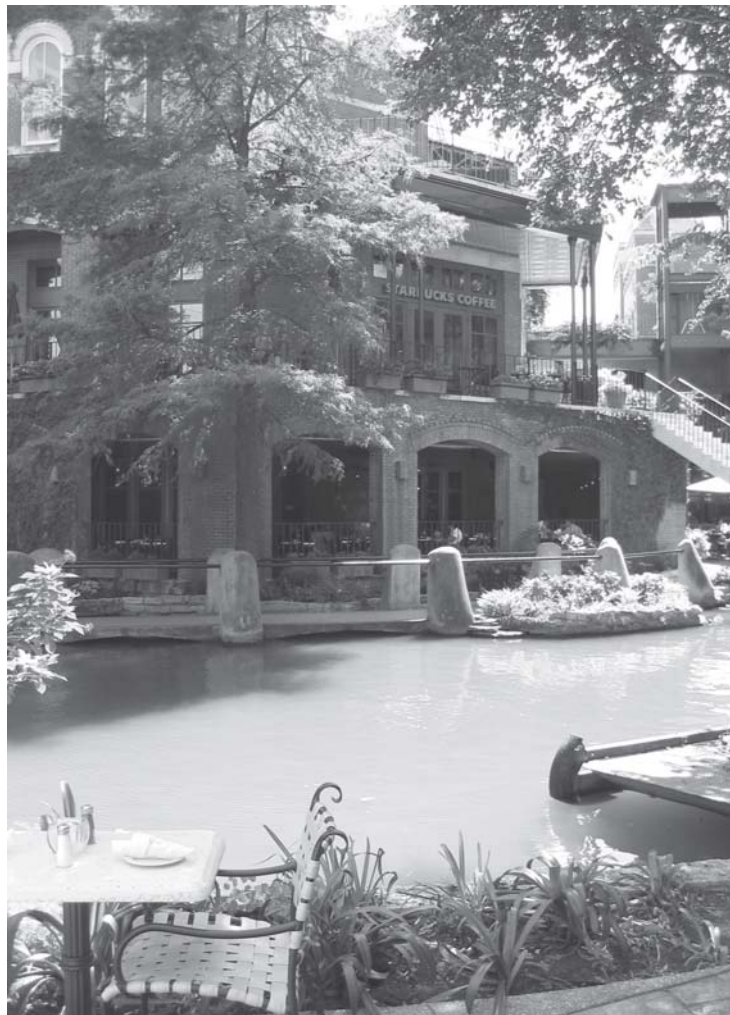
***Fire Safety.*** Although hotel fires are rare, the Executive Committee has asked that convention participants be given complete advice on what to do in case of fire in their hotel. Hotels are equipped with a variety of fire-protection devices—smoke alarms, sprinklers, fire-retardant materials—but none of them is designed to put out fires. They merely contain a fire, impeding its growth and progress long enough to permit the fire department to arrive on the scene. Fire safety in a hotel ultimately depends on the hotel staff's prompt response to reports of fire or smoke. Most hotel staffs will verify the presence of a reported fire before summoning the fire department. To report a fire, call the hotel operator and give your name, location, and the location of the suspected fire. Depending on the circumstances, some fire-safety consultants recommend that after you have called the hotel operator, you also call the local fire department: dial 911. This step will result in the fire department coming to the hotel even as the hotel staff is verifying your report of the fire. You hazard a false alarm on the one hand; on the other, you may be responsible for bringing the fire quickly under control because you have bypassed the hotel's verification procedure. Apart from reporting a suspected fire, you should be aware of various precautions to be taken for your own safety in the event of a fire. A summary of some recommended precautions follows:

As you are escorted to your room for the first time by the hotel bell staff, check the location of the exit nearest your room. You should know exactly how many doors are between your room and the exit. You might have to crawl to this exit in a dark or smoke-filled corridor. If there's a fire alarm or warning call from the hotel management, don't stop to gather personal belongings or work papers. Just get out as quickly as possible. *Take your room key.* You may find it necessary to retreat to



your room. Before you open the door to the corridor, put your palm against it and touch the knob. If the door is cool, open it slowly, keeping your foot braced against the bottom. (This helps you slam the door shut if you discover fire or smoke outside.) *If the door is hot, do not open it.* Soak blankets or towels in water and pack them around the door.

If you must crawl to an exit door, stay close to the wall to avoid anyone running. If you can't leave your room, wait by the window to be rescued. Stay close to the floor to avoid breathing smoke. To increase ventilation, open or break the window (if you don't see smoke or flames rising past the window). Don't jump from the upper floors of a burning building. Wait for the firefighters to rescue you. Let them know you're there by waving towels or coats out the windows.



## Committee Meetings

### **CCCC Executive Committee**

Henry B. Gonzalez Convention Center, Room 204, Concourse Level  
Wednesday, March 24, 9:00 a.m.–5:00 p.m.

### **Committee on Disability Issues**

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B  
Thursday, March 25, 10:15 a.m. –12:15 p.m.  
*Chair:* Brenda Brueggemann

### **Nominating Committee**

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B  
Thursday, March 25, 1:00 p.m. –3:00 p.m. (Open)  
*Chair:* Joyce Irene Middleton

### **Committee on Contingent, Adjunct, and Part-Time Faculty**

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B  
Thursday, March 25, 3:00 p.m.–5:00 p.m.  
*Co-Chairs:* James C. McDonald and Laurie Delaney

### **Resolutions Committee**

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B  
Thursday, March 25, 5:30 p.m.–6:30 p.m. (Closed) and 6:30 p.m.–7:30 p.m. (Open)  
*Chair:* Sandra Jamieson

### **Committee on the Status of Women in the Profession**

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B  
Friday, March 26, 7:00 a.m.–9:00 a.m.  
*Chair:* Heather Bruce

### **Public Policy Committee**

Henry B. Gonzalez Convention Center, Concourse Level, Room 214A  
Friday, March 26, 8:00 a.m. –11:00 a.m.  
*Chair:* Dennis Baron

### **Intellectual Property Committee**

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B  
Friday, March 26, 10:00 a.m.–12:00 p.m.  
*Chair:* Johndan Johnson–Eilol

### **Nominating Committee**

Henry B. Gonzalez Convention Center, Concourse Level, Room 214D  
Friday, March 26, 8:30 a.m.–11:00 a.m. (Closed)  
*Chair:* Joyce Irene Middleton

### **Committee on Diversity**

Henry B. Gonzalez Convention Center, Concourse Level, Room 216B  
Friday, March 26, 3:00 p.m.–5:00 p.m.  
*Chair:* Joyce Irene Middleton

### **Language Policy Committee**

Henry B. Gonzalez Convention Center, Concourse Level, Room 218  
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Hyatt, Third Floor, Nueces Room  
Saturday, March 27, 4:15 p.m.–6:15 p.m.  
*Chair:* Geneva Smitherman

### **Committee on Second Language Writing**

Hyatt, Third Floor, Guadalupe Room  
Saturday, March 27, 9:30 a.m.–12:15 p.m. (Open)  
*Chair:* Paul Kei Matsuda

### **TYCA Executive Committee**

Hyatt, Third Floor, Chula Vista Room  
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### **Convention Concerns Committee**

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*Co-Chairs:* Shirley Wilson Logan, Kathleen Blake Yancey

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- Session B “Rhetoric and War.” Wayne Booth, Jacqueline Jones Royster, Joyce Irene Middleton, Hilton Obenzinger.
- Session C “A Reading by Sandra Cisneros.”
- Session D “The Possibilities of Rhetoric, Composition, and English Studies: A Conversation with Robert Scholes.”
- Session E “Education in the Media.” Cheryl Fields, Sharon Jayson.
- Session F “Privat(ized) Writing: The Struggle for Rhetorical Space in a Post-Publicity Era.” Lil Brannon, Mary Ann Cain, Michelle Comstock, Nancy Welch.
- Session G “Reading Matters.” Elizabeth Flynn, Patricia Harkin, Patrocínio P. Schweikart.
- Session H “On Literacy, Past, Present, and Future: A Conversation with Deborah Brandt and Harvey J. Graff.”
- Session I “Once and Future Rhetoric/Composition.” Tilly Warnock, Thomas Miller, John Warnock.
- Session J “Basic Writers, Working Class and Marginalized Students: How to Make Writing Count.” Michael W. Gos, Abigayle Philips, Sallyanne H. Fitzgerald.
- Session K “Gains and Losses: New Forms of Texts, Knowledge, and Learning.” Gunther Kress.
- Session L “Cross-Language Relations in Composition.” Suresh Canagarajah, Bruce Horner, Min-Zahn Lu, Paul Kei Matsuda, John Trimbur
- Session M “Claudio Sanchez: Experiences in—and Perspectives on—the Education Beat.”
- Session N “Some Things That Matter about Digital New Media for Composition.” Anne Frances Wysocki, Madeleine Sorapure, Ellen Cushman.

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## **106—Information Technologies**

- A.05 Online Hybrid Courses Using University-Developed Software: Impetus for Cross-Curricular Collaboration
- B.06 The “Edge of Chaos”: Complexity and Emergence in Networked Composition
- B.07 Teaching the Blog
- C.16 Cross-Institutional Standards and Best Practices for the Teaching of English Online
- C.17 Greenlights or Gridlock? Mapping an Online Pedagogy
- D.30 Techno-Texts and Electronic Environments: Matters of Digital Composition in Three San Antonio Classrooms
- D.31 “If a tree falls...”: The Impact of Online Publications on Writing Scholarship
- E.33 Online Classes: The Focus Is on Students
- E.34 Surfers, Cyber-fans, and Netizens: Lands of the Lost Literacies

- G.14 Transforming Our Teaching: The Difference Online Writing Makes
- G.15 Making Technology Matter: Extending Writing-Center Pedagogy to Uses of Technology
- H.11 Weblogs: Exploring Contexts, Community, Collaboration, and Practice
- I.13 Team Teaching, OWLing, and the Evaluation of Online Composition Courses
- J.28 From the Local to the Global: Technology, Literacy, and Civic Action
- J.29 How Technology Affects Students' Understandings of Authoring
- K.11 What's the Matter with Composition? Technology, Visual Rhetoric, and the Physical Arrangement of Texts
- K.12 Information Technology: Cyberspace and Communities
- K.22 Computing and Communicating Across Cultures and Generations: Global Considerations
- L.09 Looking beyond the Trinity: Audience, Purpose, and Context in Technologically Hypermediated Environments
- L.10 Global and Local in Institutions and the World
- M.11 Complicating Designs: Materiality, Multimodality, and (Re)mediating Practices
- N.23 Extending Human Relations across Virtual and National Boundaries: Case Studies of Two Technological Systems

#### **107—Institutional and Professional**

- A.02 Managing Composition Programs in Times of Financial Stress
- A.03 Designer's Challenge: Making Teacher-Preparation Courses Matter to Graduate Students
- A.21 Yours, Mine, and Ours: Collaborating on Textbook Matters
- B.08 Writing Program Administration in the Context of General Education Programs: Negotiating the Agenda of the Liberal Arts Institution
- B.09 National Standards; Local Conditions: The Politics and Practicalities of Britain's National Literacy Strategy
- B.10 Underfunded Universities and Unfunded Mandates: The Effect of State Politics on Writing Program Administration
- B.11 Making Conference Ideas Matter beyond the Conference: Reviewing the CCCC in 'Academic.Writing'
- B.12 Compliance Matters: Defining and Articulating Writing (Programs) in Institutional Settings
- C.11 All Together Now: Making High School and College Collaborations Work
- C.12 Writing Across the Curriculum Effects on Professional Development: Programs, Individuals, and Concepts
- C.13 Preparing To Teach in a Two-Year College
- C.14 Spinning Composition: PR, TECHNO and Business Matters in Composition Studies
- C.15 Monster's Ball: A New Generation's Vision of Composition's Future
- D.13 The Institution as Genre: Identity and the Politics of Affiliation
- D.32 From Boardrooms to Classrooms: Ties That Bind Students and Faculty to Bottom Lines, to Corporate Ledgers, to Counting Beans



- D.33 Confronting Realities: Student Attitudes, Public Spheres, and Vampire Slayers
- D.34 Theory as Shared Practice: Interdisciplinary Models for Teaching Composition
- D.35 Conjunctions and Disruptions: Institutional Crossroads
- E.03 Writing Standards: Are They for Everyone?
- E.04 Accounting, Assessment, and Improvement: Getting Past Good News to Benefit from the Bad
- E.05 Teaching with Technology: Designing, Using, Assessing, and Revising Technological Literacy Modules to Enhance Student Learning in the Writing Classroom
- E.06 Toward a Defensible Articulation of English Studies
- E.36 Composition and English Education: Making Connections That Matter
- F.18 WAC, WID, and Writing Instruction: Making Composition Matter in the Disciplines
- F.19 Sustainable Studies: How Three Grant-Funded Collaborations Make Writing Matter in the Sciences
- F.20 Working Conditions = Learning Conditions: Graduate Employee Unions, Advocacy, and Making Composition Matter
- F.21 Economies of Composition
- F.22 Audience Matters: Rhetorical Considerations When Implementing Digital Portfolios in Classrooms and Institutions
- F.35 Composition and Its Publics
- G.02 Changing Documents, Changing Programs: Practicing Rhetorical Reform
- G.03 Making Composition Matter in the Scholarship of Teaching
- G.04 Closing the Teaching-Learning Loop: Making Writing-Program Assessment Matter
- G.18 It's a Two-Way Street: Faculty Mentoring Graduate Students of Color in Composition and Rhetoric Programs
- H.13 National Writing Project Sites and Community Advocacy
- H.14 Making Composition Matter: One Independent Writing Program's Journey to Independence and Respect
- H.16 Uneven Landscapes: Perceptions of Literacy, Class, and Diversity
- H.18 Mothers, Mentors, and Invisible Teachers: Making Composition Teachers Matter, or How Did Adjunct Become a Noun
- H.27 Does CCCC Matter? A Critique and a Call for Change
- I.02 High-stakes Writing Assessment in Secondary Schools: Implications for College Composition
- I.14 They're Here for the Duration: Exploring the Ways Contingent Faculty Shape Composition
- I.15 Bridging the Gap: Elementary and High School English to College Writing
- I.16 A Place Where Composition Matters: Non-Tenure Track Transformations at One University
- J.02 You're So Paranoid You Probably Think This Session's about You: Rooting Out Paranoia in the Profession
- J.03 Academic Freedom and Writing Programs

- J.30 Challenges in Scoring High-Stakes Writing Assessments: Coping with Contrasting Response Modes, Score Drift, and Test Prep
- J.31 Public Perceptions about the Teaching of Writing and What To Do about Them
- J.32 How Composition Matters in the Schools: A Dialogic Model for School-College Collaboration
- K.13 The Temporary Nature of Composition Matters
- K.14 The Subaltern Can Speak: Composition TAs in Mentoring Roles
- K.15 The Future of Graduate Education in Rhetoric and Composition: Challenges and Opportunities
- K.16 Networking for Change: Political and Cultural Contexts for the Teaching of Writing
- K.17 Making Identity-Work Matter: Strategies for Creating Change in Institutions
- K.37 Making Writing Assessment Matter
- L.11 Managerial Rhetorics and the Matter of Composition
- L.12 Scenes of Cross-Disciplinary Collaboration in the Composition Classroom and Beyond
- L.13 First-Year Writing: Institutional Battleground, Professional Behemoth, and Interdisciplinary Nexus
- L.15 Making Reading Matter: Literature, Rhetoric, and What Students Value in the Composition Classroom
- L.31 “Welcome to the Academy: May I Take Your Order?” Driving Through from One Corporation to Another
- L.36 Being a Writing Program Administrator: Stories from the Field
- M.02 Complicating Discursive Values in Cross-Disciplinary Work
- M.14 Beyond Traditional Arguments: Communitarianism versus Liberalism in the Defense of Composition Studies
- M.15 Visible and Invisible Diversity: Activism, Advocacy, and Allies
- M.16 Rank Matters: Composition, Institutional Imagination, and Non-Tenure Line Faculty Affairs
- M.17 Identity Politics: Developing a Writing Major and Rethinking “English”
- N.03 Creating Communities of Inquiry
- N.04 Taking Basic Writing Seriously
- N.05 Road Trip! Collaborative “Roadshows” Defy Budget Ax, Take Comp to the Streets
- N.25 Linking Courses/Projects/Service-Learning in Technical Writing, Human Ecology, Biological Engineering
- O.19 The Challenges of Making Composition (with a Capital “C”) Matter in an English Department
- O.20 Composing Intellectual Property: The Politics of Ownership and Attribution in Contemporary Academia
- O.21 A Field Matures: Federal-Grant Funding as a Marker of Legitimacy
- O.22 Literacy, Distance Learning, and EFL: Breaking Down Barriers
- O.23 Basic Writing As We Know It: How Institutional Settings Affect Our Teaching

## **108—Language**

- B.14 Styling for Freedom: Composition and Literacy Pedagogies, Policies, and Practices
- C.09 Writing in “Nonstandard” or Nonmainstream Varieties of English
- D.29 Learning To Do Graduate School: Multicultural Perspectives on Writing, Academic Enculturation, and Identity
- E.02 Language Politics and Practices
- F.23 Second Language Writers in the Writing Center
- G.19 A sMattering of Technology: Technological Literacy of NNES Students and Teachers
- H.19 Bilingual Composition
- I.03 Writing and Cultural ‘Difference’
- J.04 What’s “New” about a New Public Grammar for Writing? A Multi-perspectival Outline
- K.18 Teaching Generation 1.5 in the Classroom and the Center
- M.03 New Directions in ESL/EFL Research

## **109—Creative Writing**

- A.01 Creative Is Critical: Designing and Evaluating Hybrid, Multimedia, “Poetic,” and Other Alternative Writing Assignments
- B.05 This is (Not) Just to Say: Public “Lore” and the Future of Creative Writing
- C.10 Writing and Teaching the Literatures of Food: Processes, Contexts, and Products
- D.06 Coming and Going: Pedagogies of Travel Writing
- D.07 Poetry in Motion: Cultural Argument, Political Syntax, and Transformative Healing
- E.07 Academic Place Writing: How Institutional Geographies Shape Professional Identity
- E.08 Ain’t Misbehaving: Creating Writing Matters Too
- F.01 Teaching and Writing the Nonfiction of Place
- F.20 On Teaching Creative Nonfiction: Special Interest Group in Creative Nonfiction
- G.20 The Wonders of Wandering: Alternative Pedagogies and the Teaching of Writing
- H.20 Situating Creative Writing: The Art and Craft of Creative Writing Pedagogy
- I.04 Women Writing Teachers Reading Creative Nonfiction
- J.05 “The Basics” in Future Memory: Callaloo Writers on Composition and Their Work
- K.19 Reimagining the Self: Reflections on Identity in Composition
- L.02 Sustaining the Environment: Learning the Language of Nature
- M.04 The Proustian Thematic: Compositional Catharsis, Fiction, and Poetry
- N.01 Pick It Up! Creatively Challenging Institutionalized Writing
- O.16 Raising the Stakes and Unfastening the Stays: Encouraging Structural Reshaping in Nonfiction Writing

## 110—Professional and Technical Writing

- A.06 Disciplines Outside Themselves: Medical Discourse in Academic and Popular Contexts
- A.07 Self-Reflection Matters: Becoming an Engineering Student, Becoming an Engineer
- B.16 Using Activity Theory to Articulate Connections between Classroom, Writing Center, and Workplace
- B.17 Strategies for Promoting Intercultural Communication in Technical and Online Mediated Discourses
- C.07 Technical Writing Addressing Real-World Issues
- C.08 Online Concerns in Teaching of Technical and Professional Writing
- D.11 Writing Professionally for Wider Audiences
- D.12 Service-Learning Projects in Professional and Technical Writing
- E.09 Practical Ethics and Wise Argument: Promoting Leadership by Strengthening the “Professional” in Professional Writing
- E.10 Making and Unmaking Organizational Order through Regulatory Texts
- F.02 Taking It Personally: Identity Matters in Workplace Writing
- F.30 From Cultural Analysis to Critical Production: (Re)Writing Business Discourses Across the Curriculum
- G.21 Medical Matters: Rhetoric and Technology in the SARs Case, Nursing, and Web-Site Design
- G.22 Pedagogical Concerns in the Teaching of Professional and Technical Writing
- H.21 Teaching Scientific Writing: Beyond the Research Article
- H.22 Discrepant Rhetoric: Uses of Analogies in the Construction of Illness
- I.06 Academic Medical Rhetoric Matters: Institutional Research
- J.06 “Do this, Don’t Do That, Can’t You Read the Sign?” or Perceptions of Visual Communications: Moving from Consumption to Production
- J.07 Rhetorics of the U.S./Mexico Border
- K.02 Science, Authority, and Public Persuasion: The Uses of Scientific Evidence in Discourses of Public Advocacy
- K.20 Research Methodologies in the History of Professional and Technical Communication That Matter
- L.03 Different Dimensions in Technical Communication
- L.04 Motivating Business and Technical Writers in the Classroom and Beyond
- M.05 New Ways of Making Service-Learning Matter in Technical and Professional Communication
- M.06 Preparing Professional Writing Students to Critically Engage Service-Learning Projects
- N.15 A Woman’s Place in a Mixed-Gendered Technical Writing Team
- N.16 Making Metaphors Matter in Rhetoric and Professional Communication
- O.25 Making the Disciplinary Landscape Matter: The Social/Critical Evolution of Professional Communication
- O.26 Disrupting Professional Writing

## Preconvention Activities

Wednesday, March 24

### **REGISTRATION, 8:00 a.m.–7:00 p.m.**

Henry B. Gonzalez Convention Center, East Registration Area,  
Street Level

### **MEETING OF THE CCCC EXECUTIVE COMMITTEE**

Henry B. Gonzalez Convention Center, Concourse Level, Room 204  
9:00 a.m.–5:00 p.m.

### **THE RESEARCH NETWORK FORUM**

Henry B. Gonzalez Convention Center, Concourse Level, Room 217D  
9:00 a.m.–5:00 p.m.

*Executive Committee:* Anthony Atkins, Ball State University, Muncie, IN  
John Boe, University of California, Davis  
Paul Butler, Syracuse University, NY  
James Dubinsky, Virginia Tech, VA  
Risa Gorelick, Monmouth University, SC  
Emily J. Isaacs, Montclair State University, NJ  
Kim Brian Lovejoy, Indiana University-Indianapolis  
Nancy Myers, University of North Carolina, Greensboro  
Ollie O. Oviedo, New Mexico State University, Portales  
Don Pardlow, Floyd College, Lindale, GA  
Rebecca Rickly, Texas Tech University, Lubbock  
Bonita R. Selting, University of Central Arkansas, Little Rock  
Catherine Smith, Syracuse University, NY  
Mary Alice Trent-Williams, Oral Roberts University, Tulsa  
Victor Vitanza, University of Texas, Austin  
Carrie Wastal, University of San Diego, CA  
Michael M. Williamson, Indiana University of Pennsylvania, Indiana, PA  
Katherine Wills, Indiana University/Purdue University, Columbus, IN

*Chair:* Ollie O. Oviedo, Eastern New Mexico University, Portales

*Co-Chairs:* Risa P. Gorelick, Francis Marion University, Florence, SC  
Collin Brooke, Syracuse University, NY

*Databank and Web Site Coordinator:* James M. Dubinsky, Virginia Polytechnic  
Institute and State University, Blacksburg

Wednesday, 8:00 a.m.–5:00 p.m.

**Discussion Leaders:** Cynthia L. Selfe, Michigan Technological University, MI  
Kristie Fleckenstein, Ball State University, Muncie, IN  
Charles Bazerman, University of California, Santa Barbara  
John Barber, The University of Texas at Dallas  
Nahal Rodieck, University of Arizona, Tucson  
John Boe, University of California, Davis  
David Blakesley, Purdue University, West Lafayette, IN  
Lynn Z. Bloom, University of Connecticut, Storrs  
Stuart Brown, State University of New Mexico, Las Cruces  
Cynthia Haynes, University of Texas at Dallas  
Joe M. Hardin, Northwestern State University, Natchitoches, AL  
Christina Haas, Kent State University, OH  
Emily J. Isaacs, Montclair State University, NJ  
Kim Brian Lovejoy, Indiana University-Indianapolis  
Lisa McClure, Southern Illinois University, Carbondale  
Nancy Myers, University of North Carolina, Greensboro  
Ollie O. Oviedo, Eastern New Mexico University, Portales  
Mike Palmquist, Colorado State University, Ft. Collins  
Rebecca Rickly, Texas Tech University, Lubbock  
Catherine Smith, Syracuse University, NY  
Tony Silva, Purdue University, West Lafayette, IN  
Peter Vandenberg, DePaul University, Oak Park, IL  
Victor Vitanza, University of Texas, Austin  
Michael M. Williamson, Indiana University at Pennsylvania, Indiana, PA  
Janice R. Walker, Georgia Southern University, Statesboro  
Dickie Selfe, Michigan Technological University, Houghton  
Brian Huot, University of Louisville, KY  
Risa P Gorelick, Monmouth University, Long Branch, NJ  
Rise B. Axelrod, University of California, Riverside  
Collin Brooke, Syracuse University, NY  
Frank Farmer, The University of Kansas, Lawrence  
Will Hochman, Branford, CT  
Samantha Parkes, University of Kansas, Lawrence

**Plenary Speakers:** Dickie Selfe, Michigan Technological University, Houghton, MI,  
“Research Possibilities in Computers and Composition Studies”  
Cynthia L. Selfe, Michigan Technological University, Houghton, MI  
Geoffrey Cross, University of Louisville, KY  
Kristie Fleckenstein, Ball State University, Muncie, IN

**Editors Roundtable:** Dawn Formo, Purdue University, West Lafayette, IN, “The  
Writing Instructor”  
Gregory Clark, Brigham Young University, Provo, UT, “Rhetoric Society Quarterly”  
James Inman, University of South Florida, Tampa, “Kairos: A Journal of Rhetoric,  
Technology, and Pedagogy”

Wednesday, 8:00 a.m.–5:00 p.m.

Cynthia Selfe, Michigan Technological University, Houghton, “Computers and Composition”  
Gail Hawisher, University of Illinois, Urbana, “Computers and Composition”  
Mike Palmquist, Colorado State University, Fort Collins, CO, “Academic Writing”  
Joe Marshall Harding, Northwestern State University, Natchitoches, LA, “Composition Forum”  
Victor Vitanza, University of Texas Arlington, TX, “PTEL and PRE/TEXT”  
Tony Silva, Purdue University, West Lafayette, IN, “Journal of Second Language Writing”  
John Boe, University of California, Davis, “Writing on the Edge”  
David Blakesley, Purdue University, West Lafayette, IN, “The Writing Instructor”  
Theresa Enos, University of Arizona, Tucson, “Rhetoric Review”  
Doug Eyman, Kairos, Wilmington, NC, “Kairos: A Journal of Rhetoric, Technology, and Pedagogy”  
Dennis Lynch, Michigan Technological University, Houghton, “WPA: Writing Program Administration”  
Lynn Worsham, University of South Florida, Tampa, FL, JAC  
Kristie Fleckenstein, Ball State University, Muncie, IN, “Journal of the Assembly for Expanded Perspectives on Learning (JAEPL)”  
Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis, IN, “Journal of Teaching Writing”  
Ollie O. Oviedo, Eastern New Mexico University, Portales, NM, “Readerly/Writerly Texts: Essays on Literary, Composition, and Pedagogical Theory”  
Janice Walker, Georgia Southern University, Statesboro, “Readerly/Writerly Texts: Essays on Literary, Composition, and Pedagogical Theory”  
Carrie Leverenz, Texas Christian University, Fort Worth, TX, “Composition Studies”  
Will Hochman, Southern Connecticut State University, Branford  
***Work-in-Progress Presenters:*** Don Pardlow, Floyd College, Rome, GA, “Creative Ways To Deal with the Grammar Problem”  
Joonna Smitherman Trapp, Northwestern College, Orange City, IA, “Female Oratory in the Antebellum South”  
Heidi D. Rosenberg, University of Wisconsin-Barron County, Barron County, WI, “‘What Do You Mean Here?’: Understanding How Students Interpret Written Comments”  
Matthew Nelson, University of Michigan-Ann Arbor, “Investigating Teachers’ Notions of ‘Best Writing’ as a Way of Understanding Students’ Transitions from Middle School to College”  
Ollie O. Oviedo, Eastern New Mexico University, Portales, “Composition and Literature: Sartre and What is Writing? ‘Why Write’”  
Lisa Langstraat, University of Southern Mississippi, Hattiesburg, “Victim Impact Statements as Community Literacy: Methods of Analyzing Emotion in Rhetoric”  
Gloria McMillan, Pima Community College, Tucson, AZ, “Team Translation as Interlingual Rhetorical Method”  
Nahal Rodieck, University of Arizona, Tucson, “The Writer in the Mirror”

Wednesday, 8:00 a.m.–5:00 p.m.

- Martha D. Patton, University of Missouri-Columbia, “Text Analysis of Professor Response and Student Revision in Civil Engineering”
- Stella Thompson, Prairie View A&M University, Houston, TX, “A Place To Write”
- Catherine Gabor, Texas Christian University, Fort Worth, “Judith Sargent Murray: Feminist Rhetorician”
- Risa P. Gorelick, Monmouth University, NJ, “The Rhetoric of Rejection: What Rejection Letters Say about the Academic Job Market in English”
- Scott Phillips, Texas Tech University, Wolforth, TX, “The Fractal Grammar Hypothesis: Complexity Science and Composition Pedagogy”
- Judith Szerdahelyi, Western Kentucky University, Bowling Green, KY, “Distance Learning in Close-Up: Reflections on Assessing Teaching and Learning”
- William Fitzgerald, University of Maryland, College Park, “Models of Professional Work in Professional Writing Pedagogy”
- Kristin Walker, Tennessee Technological University, Cookeville, “Connecting Academic and Workplace Writing Contexts in the Online Business Communication Course”
- Andrea Luna, Lyndon State College, VT, “Presenting Self in the Self-Placement Process”
- Roxanne Kirkwood, Texas Woman’s University, Denton, “Just Because You Have a Brain Injury Doesn’t Mean You Can’t... ‘Analyzing the Practice of Dismissing Identity Markers as Excuse’”
- Stephanie L. Kerschbaum, University of Wisconsin-Madison, WI, “Attending to Difference: Becoming Audiences for One Another”
- Paul Butler, Syracuse University, NY, “Out of Style: Reinventing a Pedagogy of Style for Composition”
- Mary Alice Trent-Williams, Oral Roberts University, Tulsa, OK, “Making Ethical Sense: Hallelujah in the Boardroom, Courtroom, Schoolroom, and Churchroom”
- Kristen Hauck, University of Texas at Dallas, “Nietzsche’s Metaphors”
- Christine Hilger, University of Texas at Dallas, “Rhetoric, MOOs, and ‘The Seventh Stone’”
- Randall McClure, Minnesota State University, Mankato, “Peer Assessment in the Training of Teaching Assistants: Reporting on Year One”
- Denise Stodola, Kettering University, Flint, MI, “What Modern Teachers Can Learn from Medieval Rhetoric”
- Debra Bailin, Lyndon State College, Montpelier, VT, “Motivation and Identity in Basic Writing Tutorials”
- William Broussard, University of Arizona, Tucson, “(Im)Possible Lives? College Writing for College Athletes”
- Kevin Eric De Pew, Purdue University, West Lafayette, IN, “International Teaching Assistants as Cyborgs: The Rhetorical Strategies of Composing the Body in the Computer-Mediated Classroom”



Wednesday, 8:00 a.m.–5:00 p.m.

- Douglas Downs, University of Utah, Salt Lake City, “Teaching About Writing through Student Research on Writing in First-Year Composition”
- Delores Duboise, Texas Tech University, Lubbock, “Intersections of Native American Ethnic Background in Anglo-Euro-Identified Persons: Legitimate Claims and Illegitimate Appropriation”
- Richard Halsey, Indiana University of Pennsylvania, “Through Students’ Eyes: What Writing Teachers Need to Know”
- Katherine H. Adams, Loyola University of New Orleans, “The Visual and Verbal Rhetoric of Suffrage”
- Sonja L. Andrus, Texas A&M University, Commerce, “Service Learning in Composition: Navigating Difference in the Classroom, Learning in the Community”
- Anthony Atkins, Ball State University, Muncie, In, “Teacher-Training, Literacy, and Technology: The State of Rhetoric and Composition Graduate Programs”
- Eileen Baland, University of Texas at Dallas, “Love, Truth, Beauty: Frederick Turner’s Redefinition of the Arts and Humanities”
- Anne G. Berggren, University of Michigan, Ann Arbor, “Thesis Statements and Student Writing”
- Edith S. Burford, University of Phoenix, “Investigating the Reasons University Students in South Central United States Have to Retake First Year Composition”
- Geoffrey Clogg, Northwestern State University, “Bloggin’ Molly”
- Thomas G. Ferstle, University of Texas at Dallas, “Evaluation and Assessment of Freshman Year Multi-Modal Compositions”
- Angela Gonzalez, Texas Christian University, Fort Worth, “Reading Behind the Lines: The Development of Literacy and Politics of Editing in The Bondwoman’s Narrative”
- Serkan Gorkemli, Purdue University, West Lafayette, “The Turkish Collegiate Queer Population’s Access to the Internet: Bilingual Online Forums and the Formation of Queer Identity and Community”
- Lydia Balderamos Loskot, New Mexico State University, Las Cruces, “Critical Literacy: Implications for Belizean Women”
- Paula Mathieu, Boston College, MA, “Tactics of Hope: Assessing the Public Turn in Composition”
- Mindi McMann, University of Kansas, “Autoethnography: A Pedagogical Exploration of Discovery and Self-Representation”
- Samantha Parkes, University of Kansas, Lawrence, “All Things Must Pass Away: The Rhetoric of Dying”
- Barbara Schneider, University of Toledo, OH, “Making Private Bodies Public”
- Lisa St. Ledger, University of Kansas, Eudora, “Autoethnography and the Rhetoric of Recover”
- Luana Uluave, University of Illinois at Chicago, “Writing Instruction in the New Context of the Educating Corporation and the Corporatized University”

Wednesday, 9:00 a.m.–12:30 p.m.

## HALF-DAY WEDNESDAY WORKSHOPS

*Note:* Each workshop has an enrollment limit. These workshops are designed for maximal interaction between leaders and registrants. In fairness to those who have paid an additional fee (separate from the convention registration fee) for the special experience these workshops offer, no one can be admitted for a workshop once its registration limit has been reached.

**Morning: 9:00 a.m.–12:30 p.m.**

### **MW.1 U. BLOG: A PRACTICAL INTRODUCTION TO USING WEBLOGS FOR THE CLASSROOM AND RESEARCH**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

A blog, or “Web log,” is a powerful and flexible tool for electronic composition that can function as an online journal, knowledge management tool, community of argument, and more. Because the most popular blog services are free, easy-to-use, and accessible from any Web-connected computer, the facilitators of this workshop feel that blogs have unique potential as robust tools for making composition matter. This workshop introduces participants to blogging, including the concept, tools involved, and classroom applications.

*Chair:* Barclay Barrios, Rutgers, the State University of New Jersey, New Brunswick

*Facilitators:* George Pullman, Georgia State University, Atlanta, GA

Wendy Austin, Edinboro University of Pennsylvania

Stephanie Holinka, University of New Mexico, Albuquerque

Meredith Love, Francis Marion University, Oxford, OH

Jeff White, University of Alaska, Anchorage

Lisa Spangenberg, University of California at Los Angeles

Annie Olson, LeTourneau University, Longview, TX

Randolph Cauthen, Bloomsburg University, PA

Jennifer Bay, Purdue University, West Lafayette, IN

Krista Kennedy, University of Arkansas at Little Rock, AR

Scott Rogers, Oklahoma State University, Stillwater

### **MW.2 MENTORING MATTERS: A “BEST PRACTICES” WORKSHOP FOR MENTORS OF COMPOSITION INSTRUCTORS AND TEACHING ASSISTANTS**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

Through a brief whole-group discussion and a series of break-out sessions, workshop participants discuss, evaluate, and plan for improving their program’s mentoring practices. Participants rotate through three of the following six stations: Mentoring Adjuncts and Lecturers, Institutional

Wednesday, 9:00 a.m.–12:30 p.m.

Constituencies That Affect Mentoring, Mentoring Programs Expanding or in Transition, Peer Mentoring, Mentoring in an M.A.-Only Program, and Mentoring TAs Across the Curriculum. Station leaders come from a range of institutions (small colleges, regional universities, urban universities, and Research I universities) and backgrounds (WPAs, lecturers, TAs). Leaders provide “maps” of their school’s mentoring program, copies of syllabi for mentoring courses, and/or other program materials. Participants and leaders assist one another in planning specific developments in mentoring programs at their institutions.

**Chairs:** Heidi Estrem, Eastern Michigan University, Ypsilanti  
E. Shelley Reid, Oklahoma State University, Stillwater

**Facilitators:** Chidsey Dickson, Christopher Newport University, Newport News, VA

Laurie Cubbison, Radford University, VA

Donald Bushman, University of North Carolina at Wilmington

Allison Brimmer, University of South Florida, Tampa

Trixie G. Smith, Middle Tennessee State University, Murfreesboro

Allison D. Smith, Middle Tennessee State University, Murfreesboro

Kelly Peterson, Chemeketa Community College, Salem, OR

Deborah Coxwell Teague, Florida State University, Tallahassee

Joseph Eng, Eastern Washington University, Cheney, WA

Virginia Draper, University of California, Santa Cruz

### **MW.3 PIXELS, PAINTS, AND OPERATING TABLES: EXPERIMENTAL WRITING WORKSHOPS AND THE FIRST-YEAR WRITING PROGRAM**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

Experimental Writing Workshops offer non-English majors an opportunity to continue developing their writing beyond FYC and their instructors’ opportunities to test out innovative ideas and techniques. Students in these classes are given the opportunity to further develop their rhetorical practices and to “experiment” with writing. This workshop opens with a discussion about the development and administration of the workshops. Then the focus shifts to pedagogy with the facilitators explaining different experimental course approaches.

**Chair:** Peggy Woods, University of Massachusetts-Amherst

**Facilitators:** Lauren Rosenberg, University of Massachusetts-Amherst

Susan Johnson, University of Massachusetts-Amherst

Heidi McKee, University of Massachusetts-Amherst

Jennifer DiGrazia, University of Massachusetts-Amherst

Brian Houle, University of Massachusetts-Amherst

Michael Edwards, University of Massachusetts-Amherst

Marcia Curtis, University of Massachusetts-Amherst

Peggy Woods, University of Massachusetts-Amherst

Wednesday, 9:00 a.m.–12:30 p.m.

#### **MW.4 THE PEACEABLE CLASSROOM REVISITED**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

This workshop explores the relationship between nonviolent pedagogies and composition, examining what it might mean to create a peaceable classroom and to teach irenic discourses. The facilitators wish to examine how, in a world too often characterized by violence and injustice, composition teachers may discover peaceable solutions through classroom practices, by examining classroom definitions and strategies, student/teacher interactions, nonconfrontational argumentation, nonviolent communication, and rhetorical listening.

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

*Facilitators:* Louise Rodriguez Connal, Harry S. Truman College, Chicago, IL  
Duane Roen, Arizona State University, Tempe, AZ  
Kami Day, Johnson County Community College, Lawrence, KS  
Frankie Condon, St. Cloud State University, MN  
Yue Liu, Harry S. Truman College, Chicago, IL  
Zan Goncalves, University of Massachusetts, Amherst

#### **MW.5 DESIGNING AND DEVELOPING PREPARING FUTURE FACULTY PROGRAMS**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

Traditionally, graduate student training has focused on preparation for academic careers at research-oriented institutions, but the facilitators of this workshop argue that in addition to providing graduate students with a solid foundation in research, graduate education also should encourage them to critically examine all areas of their scholarship to include instruction, administrative experience, and civic and institutional services. The faculty members and graduate students facilitating this workshop discuss the development of a Preparing Future Faculty Program.

*Chair:* Susan Kay Miller, Mesa Community College, AZ

*Facilitators:* Paul Bodmer, National Council of Teachers of English,  
Urbana, IL  
Gregory Giberson, University of South Florida, Tampa  
Patricia Harkin, University of Illinois at Chicago  
George Kennedy, Washington State University, Pullman  
Susan Lowry, Antelope Valley Community College, Lancaster, CA  
Susan Kay Miller, Mesa Community College, AZ  
Bridget O'Rourke, Elmhurst College, IL  
Shelley Rodrigo, Mesa Community College, AZ  
Duane Roen, Arizona State University, Tempe

Wednesday, 9:00 a.m.–5:00 p.m.

**MW.6 WORKING WITH SECOND LANGUAGE WRITERS:  
DEMOGRAPHICS, ASSESSMENT, PLACEMENT, AND INSTRUCTION**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

As enrollment by international students increases in both two- and four-year institutions of higher education, people with varying levels of second language (L2) expertise often are called on to work with second language writers in their classrooms or programs. This interactive workshop provides an overview of four underlying issues encountered by professionals when they work with these students: 1) Who are second language writers? 2) How do we assess their writing? 3) Where do we place them? and 4) How do we best address their needs in the classroom? Following brief presentations on each topic, workshop participants have an opportunity to consider how these issues take shape in their own institutional contexts.

*Chairs:* Deborah Crusan, Wright State University, Dayton, OH  
Jessie Moore Kapper, Purdue University, West Lafayette, IN

*Facilitators:* Tony Silva, Purdue University, West Lafayette, IN  
Paul Kei Matsuda, University of New Hampshire, Durham

## ALL-DAY WEDNESDAY WORKSHOPS

9:00 a.m.–5:00 p.m.

**W.1 THEORY TO EXEMPLARY PRACTICE AND PROGRAMS FROM THE  
TWO-YEAR COLLEGE (TYCA-SPONSORED)**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

This TYCA-sponsored workshop addresses theory-to-practice in composition, assessment, and online courses. Facilitators also address constructing students as citizens through advocacy and student preparation for and success in the two-year college classroom.

*Chair:* Linda Houston, The Ohio State University, Wooster, OH

*Facilitators:* Xiao Wang, Broward Community College, Davie, FL

Larry McDoniel, St. Louis Community College, MO

Chris Jennings, Tidewater Community College, Virginia Beach, VA

Linda Houston, The Ohio State University, Wooster

Michelle Navarre Cleary, Oliver-Harvey College, Chicago, IL

Jane Wagoner, Wright College, Chicago, IL

Kip Strasma, Illinois Central College, East Peoria, IL

Rodney Keller, Brigham Young University-Idaho, Rexburg

Jacqueline Pena, Northern Essex Community College, Haverhill, MA

Wednesday, 9:00 a.m.–5:00 p.m.

**W.2 LINEAGE AND LEGACY: TO KNOW OUR TEACHING SELVES—  
ANNUAL WORKSHOP OF THE ASSEMBLY FOR EXPANDED  
PERSPECTIVES ON LEARNING**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

Powerful ideas radiate through the years like hot coals, as do powerful personalities and influential pedagogical practices. This workshop focuses on the intersections of the vectors where teachers and ideas conspire to shape academic life, with particular attention to the support and resistance that educators receive for the tacit traditions they bring to their teaching work. Participants and facilitators examine the constructions of their teaching and writing selves by examining mentoring relationships, institutional affiliations, and the genealogy of our discipline.

**Chair:** Bruce Novak, University of Chicago, IL

**Facilitators:** Chris Anderson, Oregon State University, Corvallis

Bruce Ballenger, Boise State University, ID

Stephen Newton, William Patterson University, Wayne, NJ

Juanita Smart, Clarion University of Pennsylvania

Richard Lane, Clarion University of Pennsylvania

Nan Phifer, University of Oregon, Eugene

Keith Duffy, Penn State Capital College, Schuylkill Haven, PA

Robert Holderer, Edinboro University, PA

Christopher McCarrick, Clarion University of Pennsylvania

Alexander Thompson, University of Louisville, KY

Frankie Condon, St. Cloud State University, MN

**W.3 COMPOSITION AT/OF THE CENTER**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

“Composition at/of the Center” is an interactive workshop that explores the dynamic relationship between composition and writing centers, as well as the multifaceted composition of writing centers. Facilitators and participants consider composition at/of the writing center during sessions that incorporate four perspectives: writing centers’ ability to address the needs of composition programs; writing centers as sites of ongoing pre- and para-professional development; writing centers as a nexus of composition theory; and writing centers as sites of groundbreaking work in the teaching of special-needs students.

**Chairs:** Joseph Zeppetello, Marist College, Poughkeepsie, NY

Luke Niller, University of Texas at Tyler

**Facilitators:** Katherine Wills, Indiana University and Purdue at Columbus, IN

Stephanie Hopkins, New York University, NY

Sally Stratakis-Allen, New York University, NY

Jayne Thompson, Widener University, Chester, PA

Bob Marrs, Coe College, Cedar Rapids, IA

Judy Arzt, St. Joseph’s College, West Hartford, CT

Wednesday, 9:00 a.m.–5:00 p.m.

Elaine Hays, St. Joseph's College, West Hartford, CT  
Nancy Linh Karls, University of Colorado, Denver  
Helen Snively, Harvard Graduate School of Education, Cambridge, MA  
Nita Danko, Purdue University, West Lafayette, IN  
Michael Pemberton, Georgia Southern University, Statesboro  
Evelyn Jaffe Schreiber, The George Washington University, Washington, DC  
Rebecca Day, Indiana University of Pennsylvania  
Jennifer Ritter, University of Alaska, Anchorage  
Susan Waller, Widener University, Chester, PA  
Patricia Dyer, Widener University, Chester, PA  
Susan Warren, Widener University, Chester, PA  
Lauren Fitzgerald, Yeshiva University, New York, NY  
T. Kenny Fountain, Yeshiva University, New York, NY  
Gillian Steinberg, Yeshiva University, New York, NY  
Deborah H. Burns, Merrimack College, North Andover, MA  
Kathleen Cain, Merrimack College, North Andover, MA  
Michael Rossi, Merrimack College, North Andover, MA  
John Tinker, Stanford University, CA  
Wendy Goldberg, Stanford University, CA  
Brad Peters, Northern Illinois University, DeKalb, IL  
Neal Lerner, Massachusetts Institute of Technology, Cambridge  
Diane Dowdey, Sam Houston University, Huntsville, TX  
Patricia Delamer, The University of Dayton, OH  
Stephen Wilhoit, University of Dayton, OH  
Anne Ellen Geller, Clark University, Worcester, MA  
Mark Letcher, The Ohio State University, Columbus, OH  
James Inman, University of South Florida, Tampa  
E. Stone Shiflet, University of South Florida, Tampa  
Marcy Trianosky, Hollins University, Roanoke, VA  
Carol Peterson Haviland, California State University at San Bernardino, CA  
Leslie Colern-Mulz, California State University at San Bernardino, CA  
Nicole Khoury, California State University at San Bernardino, CA  
Maggie Cecil, California State University at San Bernardino, CA  
Joanne Maestre, California State University at San Bernardino, CA  
Leigh Ryan, University of Maryland, College Park  
Lisa Zimmerelli, University of Maryland, College Park  
Linda Bergmann, Purdue University, West Lafayette, IN  
Jessica Clark, Purdue University, West Lafayette, IN  
Amy Ferdinandt, Purdue University, West Lafayette, IN  
Serkan Gorkemli, Purdue University, West Lafayette, IN  
Debrah Huffman, Purdue University, West Lafayette, IN  
Sarah Johnson, Purdue University, West Lafayette, IN  
Lu Liu, Purdue University, West Lafayette, IN  
Deb Rankin, Purdue University, West Lafayette, IN  
Laurel Reinking, Purdue University, West Lafayette, IN  
Gigi Taylor, Purdue University, West Lafayette, IN  
Melissa Nicholas, Penn State Berks-LeHigh Valley, Fogelsville, PA

Wednesday, 9:00 a.m.–5:00 p.m.

**W.4 MAKING BASIC WRITING MATTER: METHODOLOGIES FOR US ALL**  
**Henry B. Gonzalez Convention Center, Concourse Level,**  
**Room 214D**

This workshop, sponsored by the Conference on Basic Writing, consists of six segments in which some of the premier theorists and practitioners in basic writing provide perspectives designed to teach more effectively a diverse range of our basic writing students. Facilitators address the needs of adult learners in urban communities; demonstrate how pedagogical simulations may provide practical literacy experiences; examine ways of applying the connection between reading and writing to reach students in an open-admissions, predominantly Hispanic-serving university; demonstrate Berthoffian approaches to harnessing imagination to strengthen the writing style of basic writers; consider strategies for making tacit knowledge of literacy tasks explicit; and explore student motivation and resistance.

*Chairs:* William Lalicker, West Chester University, PA

Thomas Reynolds, University of Minnesota, Minneapolis

*Facilitators:* Barbara Gleason, City College, City University of New York

Lynn Quitman Troyka, Queensborough Community College, CUNY

Susan Naomi Bernstein, University of Houston-Downtown, TX

Keith Rhodes, Maple Woods Community College, Kansas City, MO

Karen Uehling, Boise State University, ID

Elizabeth Butts, Delaware County Community College, Media, PA

Bonne August, Kingsborough Community College, Brooklyn, NY

Kathleen A. Baca, Dona Ana Branch Community College, Las Cruces, NM

Sallyanne H. Fitzgerald, Napa Valley College, CA

Greg Glau, Arizona State University, Tempe

Susanmarie Harrington, Indiana University-Purdue University, Indianapolis

Gerri McNenny, Chapman University, Orange, CA

**W.5 BECOMING AN ACADEMIC ADMINISTRATOR:**  
**MATTERS THAT MATTER**

**Henry B. Gonzalez Convention Center, Concourse Level,**  
**Room 213A**

This workshop brings together practical know-how, theoretical sources, and research outcomes to help participants understand what it takes to succeed as administrators. We will discuss:

- Duties, responsibilities, attitudes, demeanor, and risks
- Vitae development, reviewing CV's and letters that participants bring to the workshop
- Management styles, delegation, collaboration
- Networking, interpersonal communication, dealing with authority
- Moving from teaching to administration



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- “Self-care” and balance—the need for support from family and friends
- Resources: ACE, the Bryn Mawr Project and the use of “leadership coaches”

We role-play and discuss scenarios in this interactive workshop. Leaders are currently administrators in higher education: WPAs, Directors, Chairs, and Deans.

**Chair:** Meg Morgan, UNC Charlotte

**Facilitators:** Lori Baker, Southwest State University, Marshall, MN

Linda Calendrillo, Valdosta State University, GA

Teresa Henning, Purdue North Central, Westville, IN

Jennie Dautermann, Miami University, Oxford, OH

Meg Morgan, UNC Charlotte

**W.6 MAKING ASSESSMENT WORK: A CONSULTATION AND WORKSHOP**  
**Henry B. Gonzalez Convention Center, Concourse Level, Room 208**

This workshop provides participants with the opportunity to work through assessment issues relevant to their own institutional needs. To that end, a group of people with a wide range of experience in assessment theory and practice—both writing assessment and the more general issues of assessing learning outcomes to promote improvements in curricula and instruction—lead discussions and gives one-on-one consulting advice to workshop participants.

**Chair:** Matt Smith, University of Saint Francis, Fort Wayne, IN

**Facilitators:** Brian Huot, University of Louisville, KY

John Bean, Seattle University, WA

Bob Broad, Illinois State University, Normal

Tom Clemens, Heartland Community College, Normal, IL

Lynn Sykes, College of Dupage, IL

Ellen Schendel, Grand Valley State University, Grand Rapids, MI

Kathryn Fitzgerald, Utah State University, Logan

Gary Sue Goodman, University of California, Davis

Matt Smith, University of Saint Francis, Fort Wayne, IN

**W.7 FEMINISM? WOMANISM? GENDER STUDIES? WHERE ARE WE**  
**NOW AND HOW DO WE MATTER?**

**Henry B. Gonzalez Convention Center, Concourse Level,**  
**Room 217A**

This workshop examines how feminists “matter” in various sites, and how their descriptions of themselves continue to change, whether by personal choice or as dictated by changing curriculums. Facilitators examine difficulties that may be encountered as we attempt to do the work required of composition instructors in academic environments. Those difficulties, they argue, implicate how we define our work in the classroom, with our

Wednesday, 9:00 a.m.–5:00 p.m.

colleagues, with organizations that earn our affiliations, and within the relationships we have with those who are not affiliated with the academy.

**Chairs:** Amy Childers, North Georgia College and State University, Dahlonega

Nels Highberg, University of Hartford, CT

Pia Seagrave, Gallaudet University, Washington, DC

Melissa Nicolas, Penn State Lehigh Valley, Macungie

Catherine Braun, The Ohio State University, Columbus

Tria Wood, University of Houston, TX

Pamela Martin, Georgia Southern University, Statesboro

Kathleen R. Winter, University of Maryland, Eastern Shore

Bonnie Noonan, University of New Orleans, LA

M. Lynda Ely, Texas A&M University, College Station

Kimberly Alise, University of Illinois at Chicago

Gae Lyn Henderson, University of Utah, Provo

Cindy Moore, St. Cloud State University, MN

Sally Chandler, Kean University, Bloomfield Hills, MI

Naomi Greyser, University of California, Irvine

Barbara A. Smith, College of Mount Saint Vincent, Riverdale, NY

Laura Carroll, Abilene Christian University, TX

Carol Kountz, Grand Valley State University, MI

Patricia Brooke, Fontbonne University, St. Louis, MO

Mary P. Sheridan-Rabideau, Rutgers, The State University of New Jersey, Highland Park

Tobi Jacobi, Colorado State University, Fort Collins

Heather E. Bruce, University of Montana-Missoula, MT

Vandana Gavaskar, The Ohio State University, Columbus

Maurine Magliocco, Western Illinois University, Macomb, IL

Wendy Hesford, The Ohio State University, Columbus

Janice Neuleib, Illinois State University, Normal

Tonya Stremlau, Gallaudet University, Bethesda, MD

Rebecca Taylor, Gustavus Adolphus College, St. Peter, MN

Cynthia Lewiecki-Wilson, Miami University, Oxford, OH

Marsha Millikin, Texas A&M University at Commerce

Janine DeBaise, SUNY-ESF, Kirkville, NY

Alice Robertson, Western Illinois University, Macomb

Karen Jensen, Northwest Vista College, San Antonio, TX

Sara Webb-Sunderhaus, The Ohio State University, Columbus

Therese Trotochaud, Western Illinois University, Macomb

Hallie S. Lemon, Western Illinois University, Macomb

Gerald F. Luboff, County College of Morris, Randolph, NJ

## HALF-DAY WEDNESDAY WORKSHOPS

Afternoon: 1:30 p.m.–5:00 p.m.

### AW.01 CREATIVE IS CRITICAL: DESIGNING AND EVALUATING HYBRID, MULTIMEDIA, "POETIC," AND OTHER ALTERNATIVE WRITING ASSIGNMENTS

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

"The professional profit-driven world can never expend the time and effort necessary for pure experimentation. That's what school is for." (Michael Rock, *Émigré* 31, 1994) The aim of this workshop is to explore ways that the "creative" in "composition" classrooms and the "critical" in "creative writing" classes are undervalued and necessary, and to engage participants in dismantling the split (which has only solidified over the years) between "creative writing" and "composition." Discussions and presentations will consider three questions: Why: should alternative/creative assignments be encouraged? How: might they be introduced, assigned, incorporated into the classroom? What now?: when we're forced to grade this work? Participants will rotate among "work stations" at which they will produce and develop, write and experiment.

*Chair:* Laura Julier, Michigan State University, East Lansing

*Facilitators:* Jody Swilky, Drake University, Des Moines, IA

Leonora Smith, Michigan State University, East Lansing

Derek Owens, St. John's University, Queens, NY

Nancy Mack, Wright State University, Dayton, OH

Laura Julier, Michigan State University, East Lansing

Roseanne Gatto, Indiana University of PA

Ellen Cushman, Michigan State University, East Lansing

### AW.02 VISUAL RHETORIC AND THE TEACHING OF COMPOSITION

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

The relatively new field of visual culture studies has gained significance in the last decade as scholars examine questions of representation and perception. While there is demonstrable interest in visual culture in composition courses, insufficient attention has been paid to the pedagogical strategies needed to develop students' skills in analyzing and creating visual arguments. Techniques used to teach students to read and write analytically have not proven to be the most effective methods for visual analysis. This half-day workshop offers pedagogical strategies and theoretical frameworks to help writing teachers address rhetorical elements, technological features, and social and historical factors that shape visual arguments. We engage participants in an analysis of a rich selection of visual texts and a range of

Wednesday, 1:30–5:00 p.m.

activities that bring concepts central to visual studies together with classical features of rhetorical analysis.

**Chairs:** Brenda Brueggemann, The Ohio State University, Columbus  
Wendy Hesford, The Ohio State University, Columbus

**Facilitators:** Wendy Hesford, The Ohio State University, Columbus  
Brenda Brueggemann, The Ohio State University, Columbus  
Ben McCorkle, The Ohio State University, Columbus  
Nancy Pine, The Ohio State University, Columbus  
Wendy Wolter, The Ohio State University, Columbus  
Amy Faenger, The Ohio State University, Columbus

**AW.03 WORKING WITH ADULT WRITERS: CROSS-INSTITUTIONAL APPROACHES TO SERVING A GROWING DEMOGRAPHIC**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

Noting the recent dramatic shift in the demographic profiles of American college students, this workshop takes a cross-institutional approach to the ways we can effectively work with the returning adult student. Our presenters represent a broad range of institutions—public and private, open-admissions and selective, two-year and four-year colleges. We investigate (1) how adult peer tutors can serve as “mentors”; (2) the differences between adult and traditional-aged writers; (3) returning adult students as basic writers; (4) the adult ESL writer; (5) the impact of technology; (6) the value of autobiography; (7) the use of “journey” narratives to teach returning adult African American women students; (8) the importance of “writing” to adult students in general and the challenges that “academic” writing poses to them.

**Chair:** Herbert Shapiro, Empire State College, Rochester, NY

**Facilitator:** Barbara Gleason, City College of CUNY

**AW.04 CULTURAL ARTIFACTS AND SOCIAL ACTIONS: EXPANDING THE ROLE OF RHETORICAL CRITICISM**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

Since the classical period, rhetoric has been a vibrant means of civic action, and in the current period, tools of rhetorical analysis have become a powerful strategy for encouraging civic engagement. For these reasons, rhetorical criticism merits more consideration in the composition classroom. This workshop addresses the following questions: How can we take rhetorical analysis beyond Neo-Aristotelian analyses of traditional “texts”? How can we provide students with more powerful, portable analytic tools that they

Wednesday, 1:30–5:00 p.m.

can use across other disciplines, inside and outside the academy? How can different types of rhetorical analysis serve as an impetus for social action? To demonstrate the spaciousness of rhetorical analysis, presenters focus on a variety of artifacts (film, leisure activities, institutional space, geography, Web sites) and applications by asking audience members to participate in generative activities involving their own classroom practices.

**Chair:** S. Michael Halloran, Rensselaer Polytechnic Institute, Troy, NY

**Facilitators:** Roxanne Mountford, University of Arizona, Tucson

Gregory Clark, Brigham Young University, Provo, UT

Tammie Kennedy, University of Arizona, Tucson

David Reamer, University of Arizona, Tucson

James Bowman, University of Arizona, Tucson

Holly Mandes, University of Arizona, Tucson

William Endres, University of Arizona, Tucson

**AW.05 COMPOSITION IN CONTEXT:  
CHALLENGES OF CONTENT-BASED WRITING COURSES**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

How can teachers best integrate content and writing in courses whose dual, and sometimes competing, goals are to teach both academic writing and familiarity with a subject or discipline? How can institutions develop robust first-year writing programs that offer content-based courses? Representing writing programs with similar goals but different writing pedagogies and institutional contexts, we offer a variety of perspectives on the challenges of teaching and administering content-based writing courses. The workshop is of interest to anyone who teaches or administers such courses, whether in the context of traditional first-year writing programs or through WAC or WID programs. On the agenda are institutional challenges of developing a content-based writing program, syllabus and assignment design, and pedagogical strategies for integrating writing and content in class. Participants are asked to bring syllabi and assignments for critique.

**Chair:** Kerry Walk, Princeton University, NJ

**Facilitators:** Katherine Gottschalk, Cornell University, Ithaca, NY

Joseph Harris, Duke University, Durham, NC

Gordon Harvey, Harvard University, Cambridge, MA

Keith Hjortshoj, Cornell University, Ithaca, NY

Ann Jurecic, Princeton University, NJ

Patricia Kain, Harvard University, Cambridge, MA

Kerry Walk, Princeton University, NJ

Elizabeth Abrams, University of California, Santa Cruz

Wednesday, 1:30–5:00 p.m.

## **AW.06 RHETORICIANS FOR PEACE**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

Rhetoricians for Peace sprang into existence during the buildup to the war in Iraq. This workshop invites others into discussions of the place of rhetoric in the face of conflict. What is the role of cultural relativism when war and peace are discussed in academic contests? What are and aren't appropriate practices for debating these issues in rhetoric and writing programs? What is the role of media literacy? What rhetorical strategies should rhetors use? The workshop has two sessions; each with four breakout groups. Participants will thus engage in two groups before reconvening to share and discuss ideas raised.

*Chair:* Harriet Malinowitz, Long Island University, Brooklyn, NY

*Facilitators:* Marlia Banning, Kent State University, OH

Charles Bazerman, University of California-Santa Barbara, CA

Glenn Blalock, Texas A&M University, Corpus Christi

Heather Bruce, University of Montana, Missoula

Angela Buchanan, University of Colorado, Boulder

Mary Ann Cain, Indiana University/Purdue University, Fort Wayne

Randolph Cauthen, Bloomsburg University, Bloomsburg

John Duffy, University of Notre Dame, IN

Tom Huckin, University of Utah, Salt Lake City

Matthew Hill, Michigan Technological University, Houghton

Karyn Hollis, Villanova University, PA

Bronwyn Jones, Northwestern Michigan College, Traverse City

Seth Kahn, West Chester University, PA

Donna Kain, Clarkson University, Potsdam, NY

Gerri McNenny, Chapman University, Orange, CA

Corinne Miller, Miami University, Middletown, OH

Deborah Mutnick, Long Island University, Brooklyn, NY

Mya Poe, University of Massachusetts, Amherst

Anne Richards, Iowa State University, Ames

Luisa Rodriguez Connal, Harry S. Truman College, Chicago IL

Alice Trupe, Bridgewater College, Mount Solon, VA

Nancy Welch, University of Vermont, Burlington

**AW.07 MAPPING THE INSTITUTIONAL TERRAIN:  
A WORKSHOP FOR NEW, EXPERIENCED, AND PROSPECTIVE WPAS**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

This workshop engages current and prospective writing-program and writing-center administrators in activities designed to explore the importance of learning how one's institution is structured, whom to contact when questions or problems arise, and how developing this knowledge contributes to a WPA's success. Understanding this structure and developing good working relationships with people across the university connect writing-program administrators with other key players across the institution who often are invisible to faculty without administrative responsibility. The workshop leaders represent a range of institutions and administrative experience and bring varied perspectives on how one learns to navigate and negotiate effectively. We invite participants to discuss their own experiences in developing networks, thus contributing to our workshop product a list of strategies for effective WPA networking.

**Chair:** Irwin Weiser, Purdue University, West Lafayette, IN

**Facilitators:** Irwin Weiser, Purdue University, West Lafayette, IN  
Karen Bishop, University of Southern Indiana, Evansville  
Jennifer Morrison, Niagra University, Lewiston, NY  
Tracey Baker, University of Alabama at Birmingham

**AW.08 IMPLEMENTING DIRECTED SELF-PLACEMENT:  
OBSTACLES AND STRATEGIES**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

This workshop helps participants discover the means to overcome institutional resistance to directed self-placement by offering practical methods for its implementation. Participants are encouraged to consider their own institutional contexts in developing and advocating for reforming placement strategies, and the facilitators offer advice for critical activities like identifying and recruiting essential programmatic, committee, and individual support for the effort, timing reform activities, and overcoming predictable objections. This workshop also addresses how to develop pilot programs to ensure that the new program works properly and how to make the transition to directed self-placement while still working with students who tested under the old system.

**Chair:** Becky Nugent, Governors State University, University Park, IL

**Facilitators:** Eric Martin, Governors State University, University Park, IL  
Deborah Holdstein, Governors State University, University Park, IL

Wednesday, 1:30–5:00 p.m.

**AW.09 EXPLORING MUTUAL EXPERIENCES TO CHANGE GLOBAL PRACTICES**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

Those of us working internationally can neither make assumptions about our colleagues' knowledge or philosophies of writing, nor can we impose our own culturally based academic idiosyncrasies upon each other. However, once we understand and respect cultural differences, we find we can work together on one constant: we cannot change students' writing practices unless we change the ways faculty assign, respond to and, most importantly, think about student writing. Thus, during this interactive workshop, faculty from several countries (Australia, Germany, The Netherlands, South Africa, the U.K., and the U.S.) examine the relationship between their writing centers/ programs and college faculty to create from mutual experiences new ways of changing practices. Participants learn about the contexts in the countries represented, ways of working with international colleagues, and new ways of strategizing the relationship with faculty within their own university writing cultures.

*Chair:* Joan Mullin, University of Toledo, OH

*Facilitators:* Vincent Boeschoten, University of Nijmegen, Nijmegen, The Netherlands

Gerd Braeuer, Emory/University of Freiburg, Atlanta, GA

Rose Richards, University of Stellenbosch, South Africa

Ingrid Stassen, University of Nijmegen, Nijmegen, The Netherlands

Margo Blythman, London College of Printing, England

Jan Skillen, University of Wollongong, Australia

Leigh Ryan, University of Maryland, College Park

**AW.10 CLASSIN' UP THE JOINT: CLASS AS A CRITICAL TOOL IN HIGH SCHOOL, ACCESS, AND COLLEGE COMPOSITION**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 215

The importance of discussions of class can be obvious, but the applications of class can be more illusive in interrogating hegemony, investigating whiteness as a (too frequently invisible) default, or questioning the relationships between gender and power, just to name a few options. This workshop lays out socioeconomic class as a critical teaching paradigm, inviting participants to see what facilitators do with class in the classroom, to discuss why they (might) do that, to explore outcomes, and to explore how class can facilitate academic literacy/rhetorical skills. Each of the whole-group speakers presents a broader, theoretical discussion for consideration within the breakout sessions. The breakout sessions then look at applications



Wednesday, 1:30–5:00 p.m.

of class (often in relation to other interests) in specific high school, access/bridge, and college courses and programs.

**Chair:** William J. Macauley, Jr., Mount Union College, Alliance, OH

**Facilitators:** Jennifer Trainor, University of Pittsburgh, PA

Anthony Petruzzi, Middleborough High School, MA

Irvin Peckham, Louisiana State University, Baton Rouge

Christine Heilman, College of Mount St. Joseph, Cincinnati, OH

Leo Parascondola, Bridge to College, CUNY

Steve Edgehouse, Indiana University of Pennsylvania

Cathy Spidell, University of Akron, OH

Micah Robertson, Ohio University, Athens

Jennifer Beech, University of Tennessee at Chattanooga

William Thelin, University of Akron, OH

Deb Long, Mount Union College, Alliance, OH

Marian Lupo, Columbus State Community College, OH

Ira Shor, CUNY, New York



Wednesday, 1:00–8:30 p.m.

## Special Events

### CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION

Henry B. Gonzalez Convention Center, Concourse Level, Room 218  
1:00 p.m.–4:00 p.m.

**Chairs:** Stuart C. Brown, New Mexico State University, Las Cruces, NM  
Patricia Sullivan, Purdue University, West Lafayette, IN

**Presenters:** Louise Wetherbee Phelps, Syracuse University, NY, “Making Rhetoric and Composition Visible: Progress and Plans”

James E. Porter, Michigan State University, East Lansing, “Making Rhetoric and Composition Visible: Progress and Plans”

Theresa Enos, University of Arizona, Tucson, “To MLA or Not: Hiring Practices in Rhetoric and Composition under Scrutiny”

Stuart C. Brown, New Mexico State University, Las Cruces, “To MLA or Not: Hiring Practices in Rhetoric and Composition Under Scrutiny”

Ralph Voss, University of Alabama (Tuscaloosa), Birmingham, “Will Teach for Food: The Composition, Rhetoric, and English Studies Ph.D. at the University of Alabama”

Charles Bazerman, University of California Santa Barbara, “Building Relations with Feeder Schools”

Patricia Sullivan, Purdue University, West Lafayette, “The Globalization of Rhetoric and Composition: International Students in Doctoral Programs”

#### *Institutional and Professional*

### CCCC CAUCUS ON INTELLECTUAL PROPERTY AND COMPOSITION/ COMMUNICATION STUDIES: CELEBRATING TEN YEARS OF CCCC-IP

Henry B. Gonzalez Convention Center, Concourse Level, Room 217C  
1:00 p.m.–4:30 p.m.

**Chair:** Candace Spigelman, Penn State Berks-Lehigh Valley College, Reading

**Presenters:** John Logie, University of Minnesota, St. Paul

Judy Arzt, Saint Joseph College, West Hartford, CT

Wendy Warren Austin, Edinboro University of Pennsylvania, Edinboro

Linda S. Bergmann, Purdue University, West Lafayette, IN

Barbara Bird, Taylor University, Upland, IN



Wednesday, 1:00–8:30 p.m.

Jeffrey R. Galin, Florida Atlantic University, Boca Raton  
Gwendolyn Gong, Chinese University, Hong Kong, Shantin  
Laura Gurak, University of Minnesota, St. Paul  
Carol Peterson Haviland, California State University, San Bernardino  
TyAnna Herrington, Georgia Institute of Technology, Atlanta  
Johndan Johnson-Eilola, Clarkson University, Potsdam, NY  
Charles Lowe, Florida State University, Tallahassee  
Andrea A. Lunsford, Stanford University, CA, “Distributed Argumentative Activity”  
Karen Lunsford, University of California, Santa Barbara  
Michael Moore, Michigan Technological University, Houghton  
James E. Porter, Michigan State University, East Lansing  
Clancy Ratliff, University of Minnesota, St. Paul

### **Newcomers Orientation**

Henry B. Gonzalez Convention Center, Concourse Level, Room 207A  
4:00 p.m.–5:00 p.m.

Several long-time CCCC participants, led by the CCCC Mentoring Committee, host an **Orientation Session**, at which we discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention’s many events, and how to meet others. The session is open to all who are interested.

### **Alternative Histories Matter**

**(Sponsored by the Coalition of Women Scholars in the  
History of Rhetoric and Composition)**

Henry B. Gonzalez Convention Center, Concourse Level, Room 217A  
7:00 p.m.–8:30 p.m.

*Chair:* Joyce Irene Middleton, St. John Fisher College, Rochester, NY

*Presenters:* Gwendolyn Pough, University of Minnesota, Minneapolis, “Revising the Black Public Sphere: Black Women’s Contributions”

Malea Powell, Michigan State University, East Lansing, “Not Just NDN Herstory: Teaching American Indian Women’s Rhetorical Traditions”

Haivan Hoang, The Ohio State University, Columbus, “Histories by and/or about Asian American Women Rhetors, Collaborative Constructions”

Brenda Jo Brueggemann, The Ohio State University, Columbus, “Deaf, She Wrote”

Cindy Selfe, Michigan Technological University, Houghton, “Women in the History of Technology”

Wednesday, 7:00–8:15 p.m.

## Sessions

### A Sessions

7:00 p.m.–8:15 p.m.

*Professional and Technical Writing*

**A.01 Divisions, Intersections, and Collaborations In English Studies**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Mary Alice Trent-Williams, Oral Roberts University, Tulsa, OK

**Presenters:** Lydia Petersson, Mary Baldwin College, Staunton, VA, “‘Shall We Close the English Department?’ The Case for a Unified Front”  
David Tietge, Monmouth University, West Long Branch, NJ, “Waiting for the Old Professor’s Home: Departmental Resistance to Full-Scale Rhetoric and Writing Programs”

Michael Moghtader, University of New Mexico, Albuquerque, NM, “Making Pedagogy Matter beyond the Disciplinary Level”

*Institutional and Professional*

**A.02 Managing Composition Programs In Times Of Financial Stress**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Elaine Fredericksen, University of Texas at El Paso

**Presenters:** Brenda Sloane, University of Texas at El Paso  
Esther Al-Tabaa, University of Texas at El Paso  
Steven Varela, University of Texas at El Paso

*Institutional and Professional*

**A.03 Designer’s Challenge: Making Teacher-Preparation Courses Matter To Graduate Students**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

**Chair:** Joe Janangelo, Loyola University, Chicago, IL

**Presenters:** Joe Janangelo, Loyola University, Chicago, IL, “Accepting the Challenges”

Linda Bergmann, Purdue University, West Lafayette, IN, “The Writing Program as ‘Real World’: Putting Theory into Practice”

Wednesday, 7:00–8:15 p.m.

Kelly Belanger, University of Wyoming, Laramie, “‘Just in Time’ Pedagogy: Connecting with TA’s Values to Make Composition Methods Relevant in a Traditional English Department”

Donald Bushman, University of North Carolina, Wilmington, NC, “It’s All Creative Writing: Introducing Composition Theory and Pedagogy to MFA Students”

Stephen Wilhoit, University of Dayton, OH, “Making a Teaching Practicum Matter at a Comprehensive University”

*Professional and Technical Writing*

**A.04 Integrating Web And Document Design Into Teaching**

Henry B. Gonzalez Convention Center, Concourse Level, Room 206A

**Chair:** James Kalmbach, Illinois State University, Normal

**Presenters:** James Kalmbach, Illinois State University, Normal, “Making XML Matter in the Web-Authoring Classroom”

Jason Swarts, North Carolina State University, Raleigh, “Making ‘The Composition’ Matter: Document Design as Writing Practice”

Deanya Lattimore, Syracuse University, NY, “Composing the Internet: Writing the Third Information Transformation”

*Information Technologies*

**A.05 Online Hybrid Courses Using University-Developed Software: Impetus For Cross-Curricular Collaboration**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Judith Collins, Kansas State University-Salina

**Presenters:** Jung Oh, Kansas State University-Salina

Pedro Leite, Kansas State University-Salina

Judith Collins, Kansas State University-Salina

*Professional and Technical Writing*

**A.06 Disciplines Outside Themselves: Medical Discourse In Academic And Popular Contexts**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

**Chair:** Ellen Barton, Wayne State University, Detroit, MI

**Presenters:** Davida Charney, University of Texas at Austin, “The Rhetoric of Disciplinary Intersubjectivity”

Sue Wells, Temple University, Philadelphia, PA, “The Feminism of Technical and Colloquial Languages”

Ellen Barton, Wayne State University, Detroit, MI, “The Rhetoric of the ‘Good Death’”

Wednesday, 7:00–8:15 p.m.

*Professional and Technical Writing*

**A.07 Self-Reflection Matters: Becoming An Engineering Student,  
Becoming An Engineer**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Julia Williams, Rose-Hulman Institute of Technology, Terre Haute, IN

**Presenters:** Sarah King, University of Toronto, Toronto, Ontario, Canada,  
“Exorcising the Essay”

Alan Chong, University of Toronto, Ontario, Canada, “Exorcising the Essay:  
Self-Reflection and Genre Shift”

Jane Freeman, University of Toronto, Ontario, Canada, “Conceptualizing  
the Relationship between Communication and Engineering”

Brock MacDonald, University of Toronto, Ontario, Canada, “Writing After  
It Hits the Fan: Coping with Workplace Genres Not Taught in School”

*Theory*

**A.08 Conservative Public Discourse: Analysis And Intervention**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chair:** Phillip Arrington, Eastern Michigan University, Ypsilanti

**Presenters:** Phillip Arrington, Eastern Michigan University, Ypsilanti,  
“Composing Right to Left—Reflections on a Conservative Representation  
of How Compositionists Think and Teach Writing”

JoAnn Pavletich, University of Houston-Downtown, TX, “Propaganda and  
the Defeat of Rhetoric”

*Theory*

**A.09 Literacies And Matter: Real-World Relevance In The Classroom  
And The Field Of Literacy Studies**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207B

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

**Presenters:** Kirk Branch, Montana State University, Bozeman, “Real Things  
in the Real World: The Construction of Relevance in Educational  
Discourse”

Angela Crow, Georgia Southern University, Statesboro, “Body Literacies:  
The Glories and Worries of Globalization and Technology”

Scott Hendrix, Albion College, MI, “Literacy Studies as an Agent of  
Sustainable Change?”

*Theory*

**A.10 Toward An Epistemology Of Nonviolence**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214D

**Chair:** Peggy Woods, University of Massachusetts, Amherst

**Presenters:** Kami Day, Johnson County Community College, Overland Park,  
KS, “Co-Writing and Peacemaking”

Frankie Condon, St. Cloud State University, MN, “Co-Writing and  
Peacemaking”

Zan Goncalves, University of Massachusetts, Amherst, “Composing  
Nonviolence”

Luisa Rodriquez Connal, Harry S. Truman College, Chicago, IL, “Spirit and  
Culture”

**Respondent:** Peter Elbow, University of Massachusetts, Amherst

*Theory*

**A.11 Matters Of Performativity: Whiteness, Age, And Class**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Hans Ostrom, University of Puget Sound, Tacoma, WA

**Presenters:** Hans Ostrom, University of Puget Sound, Tacoma, WA, “(New)  
Angles of Revision”

Darci Thoune, University of Louisville, KY, “Act Your Age: Age and  
Performativity in the Composition Classroom”

Matt Jackson, University of Utah, Salt Lake City, “Slippery When White:  
Subjectivity, Performativity, and Pedagogy”

*Professional and Technical Writing*

**A.12 Grading And Responding To Student Texts**

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

**Chair:** Nancy Nester, Roger Williams University, Bristol, RI

**Presenters:** Lee Nickoson-Massey, Elon University, NC, “Interrupting  
Writing Assessment: Transforming ‘Process’ in the Composition  
Classroom”

Mike Garcia, Washington State University, Pullman, “Self-Graded Writing  
Classrooms in Action: Helping Students Learn through Self-Evaluation”

Nancy Nester, Roger Williams University, Bristol, RI, “Civic-Minded but  
Awkwardly Constructed: Purpose and Perspective in the Written  
Response”

Wednesday, 7:00–8:15 p.m.

*Professional and Technical Writing*

**A.13 Focus On Writing Teachers:  
Issues Of Authority, Identity, Motivation, And Burnout**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Margot Vance, Illinois Central College, East Peoria

**Presenters:** Greg Giberson, University of South Florida, Tampa, “Spaces for Contact: Teacher Identity and Authority in Emerging Teaching/Learning Spaces”

Sanford Tweedie, Rowan University, Glassboro, NJ, “Essaying the Classroom: Genre as Pedagogy”

Jill Wright, Illinois Central College, East Peoria, “Diligence and Disillusionment: Dealing with Composition Instruction in the Modern Institution”

Margot Vance, Illinois Central College, East Peoria, “Diligence and Disillusionment: Dealing with Composition Instruction in the Modern Institution”

*Professional and Technical Writing*

**A.14 Essays Read Differently: Conceptual And Rhetorical Differences In Both Time And Space**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

**Chair:** Elizabeth Kleinfeld, Red Rocks Community College, Lakewood, CO

**Presenters:** Gita DasBender, Seton Hall University, South Orange, NJ, “Movement Matters: Developing Idea in the Essay”

Elizabeth Kleinfeld, Red Rocks Community College, Lakewood, CO, “‘Why Can’t Teachers Get Their Stories Straight?’: How Students Make Sense of Conflicting Pedagogies”

Kristine Potter, University of Wisconsin-Milwaukee, “Then and Now: Responding to Essays in 1966 and in 2004”

Albert Krahn, University of Wisconsin-Milwaukee, “Then and Now: Responding to Essays in 1966 and in 2004”

*Professional and Technical Writing*

**A.15 Conferencing, Community Building, And Constructing Student Subjects**

Henry B. Gonzalez Convention Center, Concourse Level, Room 218

**Chair:** Christine Photinos, National University, San Diego, CA

**Presenters:** Valerie Vancza, University of Rhode Island, Kingston, “Writing Conferences Revisited: A Communication Exchange and Critique”

Christine Photinos, National University, San Diego, CA, “Community Building and Retention in Online Basic Writing Classes”



*Professional and Technical Writing*

**A.16 Writing Across Borders:  
Teaching ESL And Comparing Writing Pedagogies**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** Carlos Evia, Texas Tech University, Lubbock

**Presenters:** Wayne Robertson, Oregon State University, Corvallis, “Writing Across Borders: The Cultural Differences International Students Face in American Writing”

Carlos Evia, Texas Tech University, Lubbock, “Composition and Composing: Comparing the Teaching of Writing in American and Mexican Universities”

*Professional and Technical Writing*

**A.17 Transformed Into Practice: Wac, Toulmin, And Literacy Education**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Peter Goggin, Arizona State University, Tempe

**Presenters:** Stacie Hunt, Illinois State University, Normal, “Finding Intersections: Collaborating on WAC Assignments in the First-Year Composition Classroom”

Brad Bostian, Central Piedmont Community College, Charlotte, NC, “Arguing for Change: Student Voices beyond the Composition Classroom”

Peter Goggin, Arizona State University, Tempe, “Sustainable Development: Thinking Globally and Acting Locally in the Writing Classroom”

*Composition Programs*

**A.19 Writing Programs As Philosophical Journeys:  
From Lucretian Argument To Existential Consciousness**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** Irene Klosko, Holy Family University, Philadelphia, PA

**Presenters:** Kristen Welch, University of Arizona, Tucson, “Lucretian Lunacy and the Art of Resourceful Design: Professional Applications for Writing Across the Curriculum Pedagogy”

Peggy Johnson, Saint Mary’s University of Minnesota, Winona, “Existentialism in the Writing Center: Tutors’ Search for Meaning”

Irene Klosko, Holy Family University, Philadelphia, PA, “Uncovering Psychic Space: Writing Center as Ashram”

Wednesday, 7:00–8:15 p.m.

*Composition Programs*

**A.20 Bringing Composition Home:  
Multiple Constituencies, Multiple Publics**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

**Chair:** Beth Burmester, Georgia State University, Atlanta

**Presenters:** Rachel Key, Oklahoma State University, Stillwater, “Taking the College to the Student: Making Composition Matter on United States Navy Ships”

Jeanne Rose, Penn State Berks-Lehigh Valley College, Reading, “Making Composition Matter to New Constituencies: Involving Alumni in the Teaching of Writing”

Beth Burmester, Georgia State University, Atlanta, “Making Writing Centers Matter for Multiple Publics: Strategies to Expand Writing Center Theory and Practice through Advocacy and History”

*Institutional and Professional*

**A.21 Yours, Mine, And Ours: Collaborating On Textbook Matters**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Margaret Whitt, University of Denver, CO

**Presenters:** Ann Dobyms, University of Denver, CO, “Writing And”  
Janet Bland, University of Denver, CO, “Talking Back”

Betsy Gwyn, University of Denver, CO, “Writing For”

Hillory Oakes, St. Lawrence University, Canton, NY, “Designing Companion Web Sites Textbooks”



CCCC CONVENTION  
S A N A N T O N I O , T E X A S

Wednesday, 8:00–10:00 p.m.

**Coalition of Progressive SIGs**

**PSI.1 Bushwacked: Queering Borders and Boundaries in the Lone Star State**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

8:00 p.m.–10:00 p.m.

*Chair:* Steve Parks, Temple University, Philadelphia, PA

*Presenters:* Steve Parks, Temple University, Philadelphia, PA, “Building on  
Last Year: A Progress Report and Statement of Current Goals”

Jonathan Alexander, University of Cincinnati, OH, “Queering Borders”

Jimmy Santiago Baca, “The Lessons I’ve Learned or Representing Where I  
Come From”

*Respondent:* Jane E. Hindman, San Diego, CA

**AA MEETING**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216B

8:30 p.m.–10:30 p.m.

**ALANON MEETING**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217D

8:30 p.m.–10:30 p.m.

Thursday, 8:00–10:00 a.m.

## THURSDAY, March 25

### REGISTRATION, 8:00 a.m.–6:00 p.m.

Henry B. Gonzalez Convention Center, East Registration Area,  
Street Level

### EXHIBITS, 10:00 a.m.–6:00 p.m.

Henry B. Gonzalez Convention Center, Exhibit Hall C, Street Level

### Newcomers Coffee Hour, 7:00 a.m.–8:15 a.m.

Henry B. Gonzalez Convention Center, Exhibit Hall C, Street Level

## Opening General Session

### 8:30 a.m.–10:00 a.m.

Henry B. Gonzalez Convention Center, Theatre, Street Level

*Presiding:* Doug Hesse, Program Chair/CCCC Associate Chair, Illinois State University, Normal, IL

*Greetings:* Sue Hum and Linda Woodson, Local Arrangements Chairs, University of Texas at San Antonio

Greetings from the NCTE Executive Committee: Patricia Lambert Stock, Michigan State University, East Lansing, NCTE President

Greetings from the Chair of TYCA: Jody Millward, Santa Barbara City College, CA

#### • Scholars for the Dream—2004 Recipients:

JuliAnna Avila, University of California, Berkeley O.16

Jeffrey Duncan-Andrade, University of California, Los Angeles J.17

D. Ted Hall, Michigan State University, East Lansing I.10

David Kirkland, Michigan State University, East Lansing I.10

Melvette Melvin, Penn State University, State College E.29

Rose Metts, Savannah State University, GA G.18

Kelvin Monroe, Washington State University, Pullman L.34

Spencer Salas, University of Georgia, Atlanta O.22

Cecilia Solis-Sublette, Texas A&M University B.17

Sandra Young, Allen University, Columbia, SC G.18

Thursday, 8:00–10:00 a.m.

- **Scholars for the Dream Committee**

*Chair:* Elaine Richardson, Penn State University, University Park  
Wilson Chen, UCLA Writing Programs, Los Angeles, CA  
Joseph Janangelo, Loyola University, Chicago, IL  
Malea Powell, Michigan State University, East Lansing  
Chester Pryor, Montgomery College, Germantown, MD  
Carlos Salina, University of Texas-San Antonio

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

### **Presentation of the Exemplar Award**

This award is presented to a person who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.

Jacqueline Jones Royster, winner of the 2004 CCCC Exemplar Award, will speak.

### **Exemplar Award Committee:**

*Chair:* Stephen Ruffus, Salt Lake Community College, Salt Lake City, UT  
Joyce Irene Middleton, St. John Fisher College, Rochester, NY  
Barbara Roswell, Goucher College, Towson, MD  
John Selzer, Penn State University, University Park  
Jan Swearingen, Texas A&M University, College Station

### **Previous Award Winners:**

2003 Win Horner  
2002 Art Young  
2001 Lynn Q. Troyka  
2000 Murial Harris  
1999 Geneva Smitherman  
1998 Janice Lauer  
1997 Ann E. Berthoff  
1996 Edward P. J. Corbett  
1995 James L. Kinneavy  
1994 Andrea Lunsford  
1993 Richard Ohmann  
1992 Janet Emig  
1991 Richard Lloyd-Jones

Thursday, 8:00–10:00 a.m.



Kathleen Blake Yancey

**Thursday, 8:00 a.m.–10:00 a.m.**  
**Chair's Address:**

**Kathleen Blake Yancey,**  
**“Made Not Only in Words:**  
**Composition in a New Key”**

In 2003, we witnessed a number of reports on the writing of America's students, all of them sounding the same note. The College Board-sponsored National Commission on Writing urged the country to increase its attention to writing in high schools and colleges. The

ACT reported its survey research showing that college faculty teach grammar, not composing. The NAEP reported that America's twelfth graders—some of whom through AP and dual enrollment programs are *de facto* college students—write at an unacceptable level. Collectively, these formal accounts—composed largely *without* our assistance—paint a portrait of writing that is print-based and largely unsatisfactory.

Simultaneously, James Gee documented new genres of literacy that children acquire through playing video games. In *Smart Mobs*, Howard Rheingold chronicled the use of multiple, interacting telecommunication devices by people around the world who want to gather immediately, who seek new kinds of social and political interaction, and for whom multitasking seems completely normalized. Roz Helderman in *The Washington Post* identified instant messaging as the teenager's preferred communicative mode. Readers note their book preferences on Amazon.com's Listmania and then provide commentary on blogs and wiki's. Inside school, students in first-year composition create in digital portfolios new multimedia representations documenting, connecting, and synthesizing their learning across and beyond campus. Collectively, these formal accounts paint a portrait of digital writing as an underground economy of composition and communication, one functioning largely outside of school, and one whose success is measured by the social goals people meet day in, day out.

Together, these disparate accounts compose a cumulative picture of writing at odds with itself. Likewise, they beg a fundamental question: As we move into the twenty-first century, what do (and what will) we mean by composing?

Kathleen Blake Yancey is R. Roy Pearce Professor of Professional Communication at Clemson University, where she teaches and directs the Roy and Marnie Pearce Center for Professional Communication and the Class of 1941 Studio for Student Communication. She is the author, editor, or coeditor of over 40 chapters and the referee of articles and seven books: *Portfolios in the Writing Classroom* (1992), *Voices on Voice* (1994), *Assessing Writing Across the Curriculum* (1997), *Reflection in the Writing Classroom* (1998), *Self-Assessment and Development in Writing* (2000),

Thursday, 8:00–10:00 a.m.

*Situating Portfolios* (1997), and *Electronic Portfolios* (2001). As Immediate Past President of The Council of Writing Program Administrators, she co-founded the journal *Assessing Writing* and coedited it for 7 years; she guest-edited the *Computers and Composition* issue focused on electronic portfolios. In 2002, she founded the Clemson Digital Portfolio Institutes. If there is a theme in her work, it's the learning among teachers and students that is fostered through the reflective activities of both print and digital portfolios.



Thursday, 10:30–11:45 a.m.

## B Sessions

10:30 a.m.–11:45 a.m.

*Featured Session*

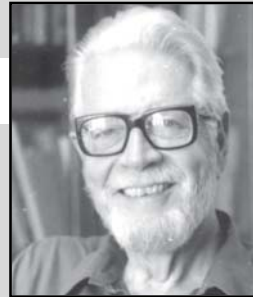
**Henry B. Gonzalez Convention Center,**  
Concourse Level, Room 217A  
Rhetoric and War

**Chair:** Andrea Lunsford, Stanford University, CA  
The War in Iraq has raised troubling questions concerning rhetoric. Is war the defeat of defensible rhetoric? Is war the result, at least in part, of bad rhetoric? Is war an extension of rhetoric by other means? How does war affect discourse and intellectual inquiry in an open society? What are the distinctions between rhetoric and propaganda? What are the ways in which consent is cultivated or manipulated? How is dissent sustained during war? What roles does the press, television, popular culture, and the university play in shaping debate?

**Wayne Booth** is the George M. Pullman Distinguished Service Professor Emeritus in English at the University of Chicago, where he also served as Dean of the College. His work includes several books among which are *The Rhetoric of Fiction*, *A Rhetoric of Irony*, *Modern Dogma and the Rhetoric of Assent*, and *Critical Understanding: The Powers and Limits of Pluralism*. He is a past president of the MLA. Booth's awards include Guggenheim, Rockefeller, Ford, and NEH Fellowships.

**Jacqueline Jones Royster**, Professor of English and Interim Dean of the College of Humanities at The Ohio State University, has authored numerous articles and books in literacy studies and women's studies, including: *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells-Barnett*; *Traces of a Stream: Literacy and Social Change among African American Women*; *Critical Inquiries*; and *Profiles of Ohio Women, 1803–2003*. Her awards include the CCC Braddock Award and the MLA Mina P. Shaughnessy Prize.

**Joyce Irene Middleton** is Associate Professor of English at St. John Fisher College in Rochester, New York. She is editor of *Of Color: African American Literature* (2004), and she has published essays in *Innovations in African-American Rhetoric* (2004); *College English*; *Cultural Studies*; *Journal of Advanced Composition*;



Wayne Booth



Jacqueline Jones Royster



Joyce Irene Middleton



*New Essays on Song of Solomon; and the Women's Review of Books.* She was awarded a position in the 2001 NEH Summer Institute for Black Film Studies.

**Hilton Obenzinger** is Associate Director for Undergraduate Research Programs for Honors Writing and a lecturer in the English Department at Stanford. His books cross genres of poetry, fiction, criticism, and history, including *American Palestine: Melville, Twain, and the Holy Land Mania*; *Cannibal Elio and the Lost Histories of San Francisco*; and *New York on Fire*. His work, *This Passover or the Next I Will Never Be in Jerusalem*, received the Before Columbus American Book Award.



Hilton Obenzinger

*Research*

**B.01 Literacy Strategies that Promote or Constrain the Development of Latina/o Cultural Citizenship**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

**Chair:** Maria E. Franquiz, The University of Texas at San Antonio

**Presenters:** Carol Brochin-Ceballos, The University of Texas at San Antonio,  
“Developing Cultural Citizenship through Writing”

Lisa Cortez Walden, The University of Texas at San Antonio, “Eyes of Encinal:  
Media Literacy in a Borderlands Context”

Maria E. Franquiz, The University of Texas at San Antonio, “Developing  
Latino Cultural Citizenship through Art: Casa de la Esperanza”

*History*

**B.02 Learning Our Lessons: Composition Matters in the History of Indian Residential Schools**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Virgil Mathes, University of New Mexico, Albuquerque

**Presenters:** Susan Romano, University of New Mexico, Albuquerque, “The  
Transculturation of Enclosure: Schooling for Mesoamerican Girls In Pre-  
and Post-Conquest Mexico”

Stephen Brandon, University of New Mexico, Albuquerque, “Wishing To  
Write: Catherine Brown, Early Cherokee Literacy Education, and the  
Indian Boarding School Movement”

Joyce Rain Anderson, Massasoit Community College, Brockton, MA, “I Point  
To Myself; What Do I See: Reflections of Indian Boarding School  
Education”

Thursday, 10:30–11:45 a.m.

*History*

**B.03 The Matter Of Burke**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

*Chair:* Debra Hawhee, University of Illinois, Urbana

*Presenters:* Debra Hawhee, University of Illinois, Urbana, IL, “Kenneth  
Burke’s Chemical Theory of Rhetoric”

Jeff Pruchnic, Penn State University, State College, PA, “Rhetoric,  
Cybernetics, and the Work of the Body in Burke’s Body of Work”

Jodie Nicotra, Penn State University, State College, PA, “Burke, the Body,  
and Evolution”

*History*

**B.04 Progressive Era Traditions of Literacy Possibilities**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207B

*Chair:* Carol Mohrbacher, St. Cloud State University, MN

*Presenters:* Amy Dayton, University of Arizona, Tucson, “Histories of  
Community Literacy: Immigrants’ Writing and the Rhetoric of  
Americanization”

Jane Greer, University of Missouri, Kansas City, “Clips and Snips of Past  
Traditions and New Possibilities: The School Scrapbooks of Young  
Women in the Progressive Era”

Marjan A. van Schaik, Millersville University, PA, “‘The Meaning Does Not  
Exist for Us Apart from the Words’: Style in Student Writing at Bryn  
Mawr College, Circa 1915”

Kay Halasek, The Ohio State University, Columbus, “Taking It to the Streets:  
Composition in the Public Sphere”

*Practices of Teaching Writing*

**B.05 Rhetorical Risks: Cross-Cultural Research Methods**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

*Chair:* Yuet-Sim D. Chiang, University of California-Berkeley

*Presenters:* Serkan Gorkemli, Purdue University, West Lafayette, IN,  
“Rhetorical Risks: Cross-cultural Research Methods”

Robert Brown, University of Texas at Austin, “Rhetorical Risks: Cross-  
Cultural Research Methods”

Debra Journet, University of Louisville, KY, “Literacy Learning in Romania:  
A Cross-Cultural Study in Comparative Pedagogy”

Yuet-Sim D. Chiang, University of California-Berkeley, “Lives (Not) Lived  
Wholly in English?: How English Matters to Linguistic Minorities”

*Information Technologies*

**B.06 The 'Edge Of Chaos':  
Complexity and Emergence in Networked Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** Joseph John Williams, Syracuse University, NY

**Presenters:** Joddy Murray, Washington State University, Richland, WA, "At the Edge of Chaos: Ineffability and Nondiscursive Invention in Multimedia Composition"

Joseph John Williams, Syracuse University, NY, "The Moment of Publicity: Writing in Networked Culture"

Michael Lasley, Syracuse University, NY, "The Emergence of Resistance through Networked Ritual"

*Information Technologies*

**B.07 Teaching The Blog**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Cynthia Cox, Belmont University, Nashville, TN

**Presenters:** Sarah Jane Sloane, Colorado State University, Fort Collins, "Blog Is My Co-Pilot: Blogs in a Graduate Classroom"

Cynthia Cox, Belmont University, Nashville, TN, "Blogging and the First-Year Composition Classroom"

Bonnie Smith, Belmont University, Nashville, TN, "All Along the Blogwatch Tower"

**Respondent:** Lisa Langstraat, Colorado State University, Denver

*Institutional and Professional*

**B.08 Writing Program Administration in the Context of General  
Education Programs:  
Negotiating the Agenda of the Liberal Arts Institution**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203B

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

**Presenters:** Nancy Barry, Luther College, Decorah, IA, "The Pedagogical Economy of Common Handbooks and Campus-Wide Writing Resources at the Small College"

Paul Hanstedt, Roanoke College, VA, "The Insider/Outsider Paradox: Negotiating Intra-/Interdepartmental Politics at a Small College"

Paula Garrett, Millsaps College, Jackson, MS, "The Rug under Which More Faculty Development is Swept: The Small-School WPA and 'Other' Faculty Development"

Thursday, 10:30–11:45 a.m.

*Institutional and Professional*

**B.09 National Standards; Local Conditions: The Politics and Practicalities Of Britain's National Literacy Strategy**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 208

**Chair:** Stephen Dilks, University of Missouri-Kansas City

**Presenter:** Stephen Dilks, University of Missouri-Kansas City, “Applying Britain’s NLS in Kansas City”

*Institutional and Professional*

**B.10 Underfunded Universities and Unfunded Mandates: The Effect of State Politics on Writing Program Administration**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

**Chair:** Laurie Cubbison, Radford University, VA

**Presenters:** Laurie Cubbison, Radford University, VA, “Avoiding the T-word (Taxes): Crisis Rhetoric and Public Higher Education”

Steve Brown, University of Nevada-Las Vegas, NV, “The Politics of Remediation: Toward a Self-Funding Module”

Cynthia Moore, St. Cloud State University, MN, “What Can Assessment Mean in Tough Budget Times?”

*Institutional and Professional*

**B.11 Making Conference Ideas Matter beyond The Conference: Reviewing The CCCC In “Academic.Writing”**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Mike Palmquist, Colorado State University, Fort Collins

**Presenters:** Will Hochman, Southern Connecticut State University, New Haven, “From Presentation to Criticism and Back Again: Cycles of Reviewing the CCCC”

Chris Dean, Southern Connecticut State University, New Haven, “The Logistics and Ethic of Making Reviews Matter: Beer, Circuits, and Composition”

Diane Masiello, The University of Tampa, FL, “Critiquing the Profession Becomes Us: How Reviewing the CCCC Presentations Opens the Field”

**Respondent:** Jonathan Alexander, University of Cincinnati, OH

*Institutional and Professional*

**B.12 Compliance Matters: Defining and Articulating Writing (Programs) in Institutional Settings**

Hyatt, Third Floor, Pecos Room

**Chair:** Chris Fosen, California State University, Chico

**Presenters:** Chris Fosen, California State University, Chico, “‘Compliance Is Not Optional’: Teacher Praxis, General Education, and the Governance of Writing”

David Martins, California State University, Chico, “‘What’s the Matter with Composition?’: First-Year Composition’s Image (and Space) Problem”

Phil Coppock, California State University, Chico, “Swimming Upstream: The Struggle against Institutional Definitions of Writing in a University Writing Center”

*Practices of Teaching Writing*

**B.13 Research in English as a Second Language**

Hyatt, Third Floor, Llano Room

**Chair:** Kristen Hauck, University of Texas at Dallas

**Presenters:** Tony Silva, Purdue University, West Lafayette, IN, “Toward an Empirically-Based Model of Second Language Writing”

Cate Almon, Northampton Community College, Bethlehem, PA, “(Co)Constructing Identities While Engaging In Short Stories”

*Language*

**B.14 Styling for Freedom: Composition and Literacy Pedagogies, Policies, and Practices**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Shannon Walters, Penn State University, State College, PA

**Presenters:** Cara Williams, Penn State University, State College, PA, “The Liberatory Pedagogical Approaches of Black Women: ‘The Subaltern Speaks’ through the Written Word”

Scott Wible, Penn State University, State College, PA, “The Issue of ‘Competence’ in Students’ Right-Era Composition Texts”

Shannon Walters, Penn State University, State College, PA, “Truth Talking: How African American Females Speak Against Sexual Stereotypes”

Thursday, 10:30–11:45 a.m.

*Creative Writing*

**B.15 This Is (Not) Just to Say:**

**Public “Lore” and the Future of Creative Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Kelly Ritter, Southern Connecticut State University, New Haven

**Presenters:** Stephen Armstrong, Florida State University, Tallahassee, “Box Office Poison: The Influence of Writers in Films on Writers (In Graduate Programs)”

Michelle Cross, SUNY-Buffalo, “Writing in Public: Popular Pedagogies of Creative Writing”

*Professional and Technical Writing*

**B.16 Using Activity Theory to Articulate Connections between Classroom, Writing Center, and Workplace**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Elizabeth Wardle, University of Dayton, OH

**Presenters:** David Russell, Iowa State University, Ames, “Activity Theory and Its Implications for Writing Instruction”

R. Mark Hall, California State University, Chico, “Activity Theory in the Writing Center”

Donna Kain, Clarkson University, Potsdam, NY, “Teaching and Learning How Documents Do Things: Genre and Activity Theory in the Rhetoric Classroom”

Elizabeth Wardle, University of Dayton, OH, “‘Writing Is Hard, but Tools I Understand’: Activity Theory for Teaching Writing to Students in Technical Majors”

*Professional and Technical Writing*

**B.17 Strategies for Promoting Intercultural Communication in Technical and Online Mediated Discourses**

Hyatt, Third Floor, Blanco Room

**Chair:** Bruce Maylath, University of Wisconsin-Stout

**Presenters:** Michelle Kells, Texas A&M University, College Station, “‘What’s Culture Got To Do with It?’: A Cultural Ecology Approach to Teaching Technical Writing”

Cecilia J. Solia-Sublette, The Ohio State University, Columbus, “Swimming Upstream: Negotiating Student Resistance to Intercultural Communication in the Technical Writing Classroom”

Diana Cardenas, Texas A&M University-Corpus Christi, “An Ethnography of Communication in the Technical Writing Classroom and Global Work Sites”

Thursday, 10:30–11:45 a.m.

Dagmar Corrigan, University of Houston-Downtown, TX, “Polyphonous Identities in Computer-Mediated Communication”

Molly Johnson, University of Houston-Downtown, TX, “An Ethnocentric Dilemma in Professional Writing: What We Publish, What We Teach”

*Composition Programs*

**B.18 A Course In Orientation:**

**Place-Based Composition at a Big State School**

Hyatt, Third Floor, Pecan Room

**Chair:** Randall Roorda, University of Kentucky, Lexington

**Presenters:** Randall Roorda, University of Kentucky, Lexington, “Orientation as Keyword for the First-Year Experience”

Wesley Houp, University of Kentucky, Lexington, “An Assignment Sequence in Orientation: Writing the Way from Home to University”

Danny Mayer, University of Kentucky, Lexington, “Geography and Orientation: Participatory Research Methods and Rhetorics of Place”

Dina Smith, University of Kentucky, Lexington, “Developing and Disseminating a Course in Orientation”

Deborah Kirkman, University of Kentucky, Lexington, “Evaluating a Course in Orientation: Objectives and Outcomes”

Michael Benton, University of Kentucky, Lexington, “Implementing a Course in Orientation: The Mentoring Process”

*Composition Programs*

**B.19 Making a Difference: Three Ways Service Learning Can Serve the Composition Classroom**

Henry B. Gonzalez Convention Center, Concourse Level, Room 206A

**Chair:** Clyde Moneyhun, University of Delaware, Newark

**Presenters:** Clyde Moneyhun, University of Delaware, Newark, “Making a Difference: Three Ways Service Learning Can Serve the Composition Classroom”

Therese Rizzo, University of Delaware, Newark, “Serving Society: Social Issues in Action”

James Webner, University of Delaware, Newark, “The Cat in the Hat Teaches Comp: How To Write for the Community and Clean Up After Yourself”

Michelle Filling, University of Delaware, Newark, “The WRITE Link between Students and the Community”

Noreen Miller, University of Delaware, Newark, “Does It Matter? Reflection and Evaluation of Service Learning in the Composition Classroom”

Thursday, 10:30–11:45 a.m.

*Composition Programs*

**B.20 Attaining Academic Citizenship: Composition for First-Generation Students**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

**Chair:** Kaye Adkins, Missouri Western State College, St. Joseph

**Presenters:** Keith Rhodes, Missouri Western State College, St. Joseph, MO,  
“Attending Class: Non-Trads and Collegiate Citizenship”

Jeri Pollock, Moorpark College, CA, “The Things That Matter: Myself, My  
Family, My Neighborhood”

Marcia Ribble, Morehead State University, KY, “Chutzpah and Older Women  
Entering the College Classroom”

Kaye Adkins, Missouri Western State College, St. Joseph, “Placing Writing  
on Campus”

*Composition Programs*

**B.21 Making Composition Matter through the WPA Outcomes  
Statement: The OS as Transformative Policy**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Patricia Ericsson, Washington State University, Pullman

**Presenters:** Patricia Ericsson, Michigan Technological University, Hancock,  
“The OS as Public Policy Tool: The Argument”

Michael Day, Northern Illinois University, DeKalb, “Making the Most of  
the WPA Outcomes Statement in First-Year Composition”

Kelly Lowe, Mount Union College, Alliance, OH, “Using the OS as a Four-  
Year/All-College Measurement”

Lauren Sewell Ingraham, University of Tennessee at Chattanooga,  
“Transforming the OS into Expectations for Entering College Writers”

Claire Lamonica, Illinois State University, Normal, “The OS as an Articulation  
Vehicle”

*Theory*

**B.22 Emotion and Advocacy:  
How the Personal Helps Composition Matter**

Hyatt, Third Floor, Frio Room

**Chair:** Rob Oliver, Institute of Education, London, United Kingdom

**Presenters:** Jane Danielewicz, University of North Carolina, Chapel Hill,  
“Getting Personal To Go Public: Advocacy and Autobiographical Writing”

Irene Papoulis, Trinity College, Hartford, CT, “Nagging Emotions in the  
Writing Classroom: Fear, Anger, and Guilt as Obstacles to Advocacy”

Nathaniel Teich, University of Oregon, Eugene, “Mixing Genres for Empathic  
Dialogue and Argumentation”



*Theory*

**B.23 Style in the Diaspora of Composition: Theory And Practice**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Paul Butler, Syracuse University, NY

**Presenters:** Paul Butler, Syracuse University, NY, “Style as Design”

Tyra O’Bryan, Syracuse University, NY, “Style as Discourse”

James Allen Hall, University of Houston, TX, “The Gender of Style:  
Composing a Transsexual”

*Theory*

**B.24 Averting The New Theory Wars**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Donald Jones, University of Hartford, CT

**Presenters:** Donald Jones, University of Hartford, CT, “Averting the New  
Theory Wars”

Christopher Burnham, New Mexico State University, Las Cruces, “Discipline  
Talk: From Contention to Conversation”

Erica Reynolds, University of Arizona, Tucson, “Taxonomic Warfare: Seeking  
Conjunctural Solutions”

*Theory*

**B.25 Moving Composition Into the Public**

**Sphere: Making Civic Literacy Matter**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

**Chair:** Michele Eodice, University of Kansas, Lawrence

**Presenters:** Amy Devitt, University of Kansas, Lawrence, “Genres That  
Matter: Mixing the Public, Personal, and Technical”

Emily Donnelly, University of Kansas, Lawrence, “Teaching an Academic  
Discourse That Matters”

Tiffany DeJaynes, University of Kansas, Lawrence, “Making Service  
Learning Matter”

Thursday, 10:30–11:45 a.m.

*Theory*

**B.26 The Analysis of Influence: A New Generation of Compositionists  
Revisit Their Predecessors' Paradigms**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217C

**Chair:** Jessica Yood, Lehman College, The City University of New York

**Presenters:** Jessica Yood, Lehman College, The City University of New York,  
“Process for a Post-Disciplinary World”

Mark McBeth, The City University of New York, “Mina’s Memoranda: ‘This  
Is Not an Interesting Memo, but It’s Important’”

Peter Gray, The City University of New York, “Ponsot and Process at the  
End of Open Admissions”

*Practices of Teaching Writing*

**B.27 “But I Thought That Was OK”: Plagiarism and the Changing  
Rules of the Computer Composition Classroom**

Hyatt, Third Floor, Nueces Room

**Chair:** Brad Thomas, Texas A&M University, College Station

**Presenters:** Brad Thomas, Texas A&M University, College Station, “How  
Plagiarism Came To Be Cheating: Plagiarism and Its Historical Relation  
to Technologies”

Rob Dornsife, Creighton University, Omaha, NE, “‘Yes, You Can Do That  
Now’: How Computer Composition Changes the Rules of Academic  
Writing”

Bob Whipple, Creighton University, Omaha, NE, “‘OK, Now What?’  
Deciding Which Rules To Keep and Which To Toss in the Multimediated  
Composition Class”

*Practices of Teaching Writing*

**B.28 Comfort Food: Nourishing Student Writing**

Hyatt, Third Floor, Chula Vista Room

**Chair:** Sharon Zraly, Culinary Institute of America, Hyde Park

**Presenters:** Sharon Zraly, Culinary Institute of America, Hyde Park, “Feeding  
Student Writers: Tapping the Creative Juices”

Kazim Ali, Culinary Institute of America, Hyde Park, “Nourishing Advanced  
Writers through Art, Citizenship and Context: Designing Essay  
Progressions That Engage Multiple Levels of Discourse”

Clair Mathey, Culinary Institute of America, Hyde Park, “Let Them Eat Cake:  
Using Drama and Film in the Classroom to Stir Up Critical Thinking and  
Interpretive Skills”

Vivian Cadbury, Culinary Institute of America, Hyde Park, “Visual Appetite:  
Teaching Composition through Image and Metaphor”

*Practices of Teaching Writing*

**B.29 Genre as Rhetorical Action**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** Duan Roen, Arizona State University, Tempe

**Presenters:** Regina Clemens Fox, Arizona State University, Tempe,  
“Familiarizing Students with the Audience: A Genre Approach to Peer-  
Review Workshops”

Duane Roen, Arizona State University, Tempe, “Rhetorically Writing and  
Reading Researched Arguments”

Jennifer K. Johnson, California State University-Northridge, “Using Genre  
Theory in the Writing Center: Focusing on Function”

Lauren Yena, Arizona State University, Tempe, “Using Genre To Negotiate  
Differing Curricular Expectations”

*Practices of Teaching Writing*

**B.30 Good Writing Is Good Writing Is Good Writing?**

**Answers From Research With Faculty And Students On  
Expectations Across The Disciplines**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202A

**Chair:** Barbara Hamilton, Oakland University, Rochester, MI

**Presenters:** Christopher Thaiss, George Mason University, Fairfax, VA,  
“Faculty Talk: Implications of Interviews with WID Faculty for Teaching  
and Program Development”

Terry Zawacki, George Mason University, Fairfax, VA, “Students Talk Back:  
Implications of Student Surveys, and Focus Groups”

Megan Kelly, George Mason University, Fairfax, VA, “When ‘Departments’  
Talk: Results of Assessment Workshops in Diverse Disciplines”

Thursday, 10:30–11:45 a.m.

*Practices of Teaching Writing*

**B.31 Advocating Multigenres for Writing, Teaching, Learning**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

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

**Presenters:** Linda Adler-Kassner, Eastern Michigan University, Ypsilanti,  
“Multigenre Writing: Who, What, When, Where, and How”

Heidi Estrem, Eastern Michigan University, Ypsilanti, “Students’ Perceptions  
of Multigenre Writing”

Anne Aronson, Metropolitan State University, St. Paul, MN, “Creative and  
Professional Writers’ Responses to Student Multigenre Writing”

Laura Brady, West Virginia University, Morgantown, “Multigenre Writing  
and Rhetorical Knowledge”

Ann Blakeslee, Eastern Michigan University, Ypsilanti, “The Use of  
Multigenre Writing in First-Year Seminars”

*Practices of Teaching Writing*

**B.32 New Approaches to Research Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202B

**Chair:** Tim Taylor, St. Louis Community College at Meramec

**Presenters:** Tim Taylor, St. Louis Community College at Meramec, “The  
Research Paper as an Act of Citizenship—Possibilities and Pragmatism”

Lynda McNeil, University of Colorado, Boulder, “Navigating the Divide:  
The Research Essay as ‘Interlanguage’”

Sara Farris, University of Houston Downtown, TX, “Your Textbook Is in the  
Library; Go Find It”

*Practices of Teaching Writing*

**B.33 Compelling Confessions: Advocacy and the Politics of Personal  
Disclosure in the Composition Classroom**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Suzanne Diamond, Youngstown State University, OH

**Presenters:** Suzanne Diamond, Youngstown State University, OH, “Camping  
Confession: When Authenticity Narratives Ring False”

Paul G. Nagy, Clovis Community College, NM, “Trauma Pedagogy: The  
Personal-Crisis Narrative in a Post-Identity Context”

Kevin Ball, Youngstown State University, OH, “Incriminating Confessions:  
The Political Risks of Personal Disclosure”

K. J. Peters, Loyola Marymount University, Los Angeles, CA, “Rhetorical  
Topography and the Interrogative Classroom”

Thursday, 10:30–11:45 a.m.

David Borkowski, William Paterson University, Wayne, NJ, “In the Shadow of the ‘Scholarship Boy’: Making a Case for ‘Nontraditional’ Working-Class Autobiographies”

Renee Schlueter, Kirkwood Community College, Cedar Rapids, IA, “Impersonal Disclosure: Online Confessional Strategies and the Resurrection of Social Context”

*Practices of Teaching Writing*

**B.34 Teaching Writing, Teaching Advocacy**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214D

**Chair:** Margaret Willard-Traub, Oakland University, Rochester, MI

**Presenters:** Margaret Willard-Traub, Oakland University, Rochester, MI, “Curriculum Matters”

David Bleich, University of Rochester, Rochester, NY, “Access to Language”

Anne Ruggles Gere, University of Michigan, Ann Arbor, “Sentences Matter: The Syntax of Advocacy”

*Practices of Teaching Writing*

**B.35 Homosexuality and Christianity:  
Making Tolerance Matter in Composition and Rhetoric**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Harriet Malinowitz, Long Island University, Brooklyn, NY

**Presenters:** Martha Marinara, University of Central Florida, Orlando, “Jesus and the Rhetoric of Exclusion: The Temporary H(e)aven of Identity Politics”

David Wallace, University of Central Florida, Orlando, “Beyond Tolerance: Negotiating Moral Imperatives and Inviting Confession”

Deany Cheramie, Xavier University of Louisiana, New Orleans, “‘To Put Ourselves on Hold Is To Cease To Exist as Ourselves’: A White Outsider Examines Her Place in an HBCU Writing Classroom”

*Practices of Teaching Writing*

**B.36 The Reconstruction of Our Fast-Food Nation**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203A

**Chair:** Karla Armbruster, Webster University, St. Louis, MO

**Presenters:** Hill Taylor, University of North Carolina, Chapel Hill, “Working the Ruins after the Clown”

Daniel Collins, Manhattan College, Riverdale, NY, “The Efficacy of Local Literacy”

Deborah Adelman, College of DuPage, Glen Ellyn, IL, “Food Matters: Mindlessness or Intentionality in Fast-Food Nation?”

## C Sessions

12:15 p.m.–1:30 p.m.

*Featured Session*

### A Reading by Sandra Cisneros

Hyatt, Second Floor, Regency Ballroom West

**Chair:** Cecilia Rodriguez Milanes, University of Central Florida, Orlando



Sandra Cisneros

**Sandra Cisneros** was born in Chicago in 1954, the third child and only daughter in a family of seven children. She studied at Loyola University of Chicago (B.A. English 1976) and the University of Iowa (M.F.A. creative writing 1978). Her books include a chapbook of poetry, *Bad Boys*; two full-length poetry books, *My Wicked, Wicked Ways* and *Loose Woman*; a collection of stories, *Woman Hollering Creek and Other Stories*; a children's book, *Hairs/Pelitos*; and two novels, *The House on Mango Street* and *Caramelo*.

*Caramelo* was selected as notable book of the year by several newspapers including *The New York Times*, the *Los Angeles Times*, the *San Francisco Chronicle*, the *Chicago Tribune*, and the *Seattle Times*. It also was nominated for the Orange Prize in England. *Caramelo* was selected by Louise Erdrich as the NBC *Today* show Book of the Month, and her works have been selected for One City/One Book projects in numerous communities including Los Angeles, Miami, Fort Worth, El Paso, and Milwaukee. *House on Mango Street* has sold over two million copies and is read in classrooms across the country.

*Woman Hollering Creek* was awarded the PEN Center West Award for Best Fiction of 1991, the Quality Paperback Book Club New Voices Award, the Anisfield-Wolf Book Award, and the Lannan Foundation Literary Award, among other honors. *Loose Woman* won the Mountains & Plains Booksellers Association's 1995 Regional Book Award in the poetry category.

Cisneros has received a MacArthur Foundation Fellowship, a Texas Medal of the Arts Award, an honorary Doctor of Humane Letters from Loyola University, Chicago, an honorary Doctor of Letters from the State University of New York at Purchase, two National Endowment of the Arts Fellowships for fiction and poetry, the Roberta Holloway Lectureship at the University of California, Berkeley, the Chicano Short Story Award from the University of Arizona, the Before Columbus American Book Award, the Texas Institute of Letters Dobie-Paisano Fellowship, and an Illinois Artists Grant.

Of herself, Cisneros notes, "In the past I worked as a teacher and counselor to high-school dropouts, as an artist-in-the-schools where I taught creative writing at every level except first grade and preschool, a college recruiter, an arts administrator, and as a visiting writer. . . . I currently earn my living by my pen. I live in San Antonio, Texas, in a violet house filled with many creatures, little and large."

*Composition Programs*

**C.01 Speaking and Writing/Communication and Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 205

**Chair:** Anne Frances Wysocki, Michigan Technological University,  
Houghton, MI

**Presenters:** Dennis Lynch, Michigan Technological University, Houghton,  
MI, “Speaking and Writing/Communication and Composition”

Rosa Eberly, Penn State University, University Park, PA, “Speaking and  
Writing/Communication and Composition”

*Composition Programs*

**C.02 Communities, Place, and “Difference”:  
Advocacy And Service Learning**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203B

**Chairs:** Ann Green, Saint Joseph’s University, Philadelphia, PA  
Robert Yagelski, State University of New York, Albany

**Presenters:** Ann Green, Saint Joseph’s University, Philadelphia, PA, “Literacy  
and Community: Teaching ‘Culturally Relevant Pedagogy’”

Gail Hemmeter, Bryn Mawr College, PA, “Students Teaching Writing:  
Coming To Terms with Academic Discourses”

Tom Hemmeter, Arcadia University, Glenside, PA, “Cross-Institutional  
Advocacy: Making Space for College Service Learning in High School  
Writing Centers”

Jennifer Marshall, Lehigh University, Bethlehem, PA, “People and Place:  
Dialectical Relationships”

*Composition Programs*

**C.03 Picking up the Pieces:  
Doing WAC in the Ruins of a Formal WAC Program**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202A

**Chair:** Steve Sherwood, Texas Christian University, Fort Worth

**Presenters:** Cheryl Carithers, Texas Christian University, Fort Worth, “A  
Heuristic for Dysfunctional WAC Programs: Best and Worst Practices”

Billie Hara, Texas Christian University, Fort Worth, “Rising from the Ruins:  
The Cross-Institutional WAC Partnership”

Steve Sherwood, Texas Christian University, Fort Worth, “Making  
Composition Matter Across the Curriculum: The Writing Center’s Role”

Thursday, 12:15–1:30 p.m.

*Composition Programs*

**C.04 Creating Student Citizens: Service Learning and Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Mary Ellen Gomrad, University of Central Florida, Orlando

**Presenters:** Lynn McConnell Hepner, University of Central Florida, Orlando,  
“Negotiating Civic Responsibility Inside and Outside the Classroom:  
Introducing Students to Service Learning”

Patricia Angley, University of Central Florida, Orlando, “Advocates in the  
Community: Promoting Tolerance”

Mary Ellen Gomrad, University of Central Florida, Orlando, “Civic  
Participation: Academic Research and Service Learning”

*Composition Programs*

**C.05 Making Assessment Matter:  
Revising Curricula, Pedagogies, Programs**

Hyatt, Third Floor, Pecos Room

**Chair:** Nancy Caddigan, Capital Community College, Hartford, CT

**Presenters:** Kurt Simonds, Capital Community College, Hartford, CT,  
“Making Assessment Matter: Revising Curricula”

Evelyn Farbman, Capital Community College, Hartford, CT, “Making  
Assessment Matter: Revising Pedagogies”

Theresa DeVito, Capital Community College, Hartford, CT, “Making  
Assessment Matter: Revising Programs”

*Composition Programs*

**C.06 Making Writing Matter Across the Curriculum:  
Editing Double Negatives**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203A

**Chair:** Marjorie Roemer, Rhode Island College, Providence

**Presenters:** Randy DeSimone, Rhode Island College, Providence, “Never  
Alone: Building Ownership of Writing Instruction”

Karen Paley, Rhode Island College, Providence, ““Why Me?” The Struggle  
To Reverse Negative Expectations of Student Writing”

Pierre Morenon, Rhode Island College, Providence, “Digging into Student  
Compositions: Archeologist Discovers Writing Is a Dirty Business”



*Professional and Technical Writing*

**C.07 Technical Writing Addressing Real-World Issues**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chairs:** Michelle Squitieri, University of California, Berkeley

Victor Squitieri, University of California, Berkeley

**Presenters:** Pat Golemon, University of Houston-Downtown, TX,  
“Composition Matters: Acknowledging Differing Values and Learning  
Styles in the Teaching of Communication across Cultures”

Margaret Hundleby, University of Houston-Downtown, TX, “Composition  
Matters: Acknowledging Differing Values and Learning Styles in the  
Teaching of Communication across Cultures”

Pat Stephens Williams, University of Arkansas, Monticello, “Following the  
Trail through the Woods—Or Do Forestry Programs Care About  
Composition on Their Own Turf ”

Holly Littlefield, University of Minnesota, Minneapolis, “Corporate  
Communication: Megamedia Control for Image Branding”

*Professional and Technical Writing*

**C.08 Online Concerns in Teaching of Technical and Professional  
Writing**

Hyatt, Third Floor, Nueces Room

**Chair:** Holly McSpadden, Missouri Southern State College, Reed

**Presenters:** Jay Gordon, Youngstown State University, OH, “Access and  
Democracy in Online Discourse: A Technical and Professional Writing  
Perspective”

Michael Moore, Michigan Technological University, Houghton, “A Rhetoric  
of Usability: Humanities-Based Technology Pedagogy”

Steve Benninghoff, Eastern Michigan University, Ypsilanti, “The Problem  
of Process Awareness and Assessment-Making”

*Language*

**C.09 Writing in “Nonstandard” or Nonmainstream Varieties of English**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** Eleanor Kutz, University of Massachusetts, Boston

**Presenters:** Peter Elbow, University of Massachusetts, Amherst, “Should  
Students Write in Nonmainstream Varieties of English? Using Orality to  
Reframe the Question”

Robert Eddy, Washington State University, Pullman, “Writing about Malcolm  
X in ‘Nonstandard’ Dialects: Alternative Discourses and Alternative Futures”

Janet Bean, University of Akron, OH, “Investigating Voices of the Self: What  
African American Students Can Teach Us about the Languages of Home,  
Community, and School”

**Respondent:** Rhonda Grego, Benedict College, Columbia, SC

Thursday, 12:15–1:30 p.m.

*Creative Writing*

**C.10 Writing and Teaching the Literatures of Food:  
Processes, Contexts, and Products**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 208

**Chair:** Jane E. Hindman, San Diego State University, CA

**Presenters:** Lynn Z. Bloom, University of Connecticut, Storrs, “The (Dinner)  
Hours: Food Writing in/and the Academy”

Rosemary Winslow, The Catholic University of America, Washington, DC,  
“Recipes and Revolutions”

Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA, “On  
Consumption and Creation: Food Writing in the Classroom”

*Institutional and Professional*

**C.11 All Together Now:  
Making High School and College Collaborations Work**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Helane Adams, Miami University, Oxford, OH

**Presenters:** Joseph Jones, University of Arizona, Tucson, “Muted Voices:  
High School Teachers, Composition, and the College Imperative”

Kenneth Lindblom, Stony Brook University, NY, “Comp-Rhet Matters for  
Education! The Transformative Possibilities of a Graduate Rhetoric Course  
for Secondary Writing Teachers”

Kim Jaxon, UC, Berkeley, CA, “Research in Professional Development:  
Understanding Teacher Learning and Institutional Constraints in the  
National Writing Project”

*Institutional and Professional*

**C.12 Writing Across The Curriculum Effects on Professional  
Development: Programs, Individuals, and Concepts**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Anne Elrod, University of California, Santa Barbara

**Presenters:** Jessica Singer, University of California, Santa Barbara, “Still  
Dreaming after All These Years: Writing Across the Curriculum and the  
National Writing Project”

Tim Dewar, University of California, Santa Barbara, “When High School  
Teachers Go to College: Some Observations on Writing Across the  
Curriculum at Both Levels”

Anne Elrod, University of California, Santa Barbara, “Faculty Transformation  
and Writing Across the Curriculum: Toward a Conceptual Framework”

*Institutional and Professional*

**C.13 Preparing to Teach in a Two-Year College**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

**Chair:** Judith (Jay) Wooten, Kent State University, Salem Campus, OH

**Presenters:** Leslie Roberts, Oakland Community College, Waterford, MI,  
“Positioning Yourself for a Job in a Two-Year College”

Sandy Starkey, Santa Barbara City College, CA, “Finding Job Opportunities”

Gwen Gresham, North Arkansas College, Harrison, “Preparing for the  
Interview”

*Institutional and Professional*

**C.14 Spinning Composition:**

**PR, Techno, and Business Matters in Composition Studies**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Bonnie Kyburz, Utah Valley State College, Orem

**Presenters:** Bonnie Kyburz, Utah Valley State College, Orem, “Composition  
(Ironically) Matters: Critiquing Media Events and/vs. the Seduction of  
Media Love”

Jeff Rice, University of Detroit, Mercy, “What Matters in Composition?  
TECHNO”

Bradley Dilger, Western Illinois University, Macomb, “Business—  
Composition”

*Institutional and Professional*

**C.15 Monster’s Ball: A New Generation’s Vision Of Composition’s Future**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** Mary R. Boland, California State University, San Bernardino

**Presenters:** Mary R. Boland, California State University, San Bernardino,  
“Monster’s Ball: A New Generation’s Vision of Composition’s Future”

Jacqueline Rhodes, California State University, San Bernardino,  
“Comptortionists: Mentoring and Disciplining the Untenured WPA”

Jonathan Alexander, University of Cincinnati, OH, “It’s Alive! Composition  
and Interdisciplinarity”

Thursday, 12:15–1:30 p.m.

*Information Technologies*

**C.16 Cross-Institutional Standards and Best Practices for the Teaching of English Online**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217A

**Chair:** James Inman, University of South Florida, Tampa

**Presenters:** James Inman, University of South Florida, Tampa, “Standards and Best Practices for the Teaching of English Online: An Update from the NCTE College Forum’s Task Force on the Teaching of English Online”  
Leslie Perelman, MIT, Cambridge, “National Online Essay Evaluation Service: Embedding and Sharing Best Practices”

**Respondent:** Kathleen Blake Yancey, Clemson University, SC

*Information Technologies*

**C.17 Greenlights or Gridlock? Mapping an Online Pedagogy**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** Becky Jo McShane, Weber State University, Ogden, UT

**Presenters:** Sally Bishop Shigley, Weber State University, Ogden, UT, “Trials and Tribulations of Transferring to an Untested Medium”  
Sylvia Newman, Weber State University, Ogden, UT, “Taking on the Classroom: New Takes on Online Pedagogy”  
Prasanna Reddy, Weber State University, Ogden, UT, “Karmic Consequences of Class Design: Practical Approaches to Setting Up a Composition Class”  
Becky Jo McShane, Weber State University, Ogden, UT, “The Hybrid Class: A Cure for the Cramps?”

*Research*

**C.18 The Problematics of Research on Narratives of Religious Belief and Sexual Orientation**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Beth Daniell, University of Alabama, Tuscaloosa

**Presenters:** Qing Zhang, University of Texas at Austin, “Only in America: When Sexuality and Spirituality Collide”  
Amy Peebles, University of Texas at Austin, “‘Looking for Language’: Transformation and Renewal in Narratives of Ex-Gays and Ex-Ex-Gays”  
Keith Walters, University of Texas at Austin, “Office Hours: Negotiating Research through Talk”

*Research*

**C.19 Communities Of Discourse from the Civic Center to the Jailhouse**

Hyatt, Third Floor, Chula Vista Room

**Chair:** Sandra Eckard, Frostburg State University, MD

**Presenters:** Kerrie Farkas, Millersville University, PA, “Civic Discourse and Civic Participation in a Community Setting”

John Walter, St. Louis University, MO, “Rethinking Threading: A Rhetorical Discourse Analysis of Synchronous Discussion”

Judith Kilborn, St. Cloud State University, MN, “Rethinking Threading: A Rhetorical Discourse Analysis of Synchronous Discussion”

Scott Whiddon, Louisiana State University, Baton Rouge, “Breaking into the Jailhouse—An Ethnographer’s First Steps”

*History*

**C.20 Aspects Of 18th- and 19th-Century British Rhetoric**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Dana Harrington, Syracuse University, NY

**Presenters:** Ryan Stark, Penn State University, University Park, “Mystics, Astrologers, and Cunning Women: On the Royal Society’s Plain-Style Mandate and Its Discontents in Restoration Rhetoric”

Dana Harrington, Syracuse University, NY, “Civilizing Spaces: Schools, Publics, and the Emergence of Working-Class Education, 1770–1850”

*History*

**C.21 Nations, Bodies, And Blood:  
The Consequences of Literacy in Hawai’i**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207B

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

**Presenters:** Morris Young, Miami University, Oxford, OH, “Student, Citizen, Advocate, and the Institutionalizing of Henry Obookiah”

Daphne Desser, University of Hawai’i, Honolulu, “Bringing ‘The Word’ to Hawai’i: Reports from American Missionary Women”

Stuart Ching, Loyola Marymount University, Los Angeles, CA, “Body as Nation: Placement, Fracture, and Displacement of ‘Local’ in Mixed-Blood (Hapa) Writing of Hawai’i”

Thursday, 12:15–1:30 p.m.

*Theory*

**C.22 Rhetorics of Maternity: Fertility, Childbirth, Adoption**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 209

**Chair:** Witt Salley, Southwest Missouri State University, Springfield

**Presenters:** Beth Rapp Young, University of Central Florida, Orlando,  
“Perpetual Children and Invisible Mothers: The Rhetoric of Adoption  
Debates”

JoAnne Matson, University of Arkansas at Little Rock, “Fertile Grounds:  
The Rhetoric of Assisted Reproduction”

Kim Hensley, University of Illinois Urbana-Champaign, “Childbirth Myths:  
Literacy and Birthing Methods”

*Theory*

**C.23 Making Disabilities Matter: The Rhetoric Of Learning Disabilities**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chair:** Suhail Islam, Nazareth College, Rochester, NY

**Presenters:** Virginia Skinner-Linnenberg, Nazareth College, Rochester, NY  
Daniel Linnenberg, University of Rochester, NY

*Theory*

**C.24 Questioning Author(ity)**

Hyatt, Third Floor, Frio Room

**Chair:** Rebecca Moore Howard, Syracuse University, NY

**Presenters:** Justin Bain, Syracuse University, NY, “Collaborators and  
Cheaters: Who’s Writing (in) the Center?”

Jonna Gilfus, Syracuse University, NY, “Thieves, Scribes, Apprentices, and  
Authors: Contradiction Enacted through Introductory Textbooks”

Mary Queen, Syracuse University, NY, “The Will to He: Gendering  
Authorship”

Susan Adams, Syracuse University, NY, “The Erotics of Authorship: Writers,  
Bodies, and the Materiality of Language”

Tracy Hamler Carrick, Colby College, Waterville, ME, “Spot Keeps Turning  
Up: E/quality in Authorship(s) and Pedagogy”

*Theory*

**C.25 Felt Sense: Body/Mind Knowing from Concept to Classroom**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214D

**Chair:** Tom Newkirk, University of New Hampshire, Durham, NY

**Presenters:** Sondra Perl, Lehman College, Bronx, NY, “Felt Sense and Embodied Knowing”

M. Elizabeth Sargent, University of Alberta, Edmonton, Alberta, Canada, “Felt Sense in the Composition Classroom II”

Charles Schuster, University of Wisconsin-Milwaukee, “Beyond Analysis: Felt Sense and the Dialogics of the Essay”

**Respondent:** Patricia Sullivan, University of Colorado-Boulder

*Theory*

**C.26 Matter = Energy: The Dynamics of Collaborative Epistemology**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Peter Khost, Stony Brook University, NY

**Presenters:** Frank Gaughan, Hofstra University, Hempstead, NY, “E-Flirts;-) The Rhetoric of Courtly ‘Self ’ Presentation”

David Hymen, CUNY Graduate Center, New York, NY, “Synesthetic Metaphors: Music and Sequential Narrative as Polyvocal Paradigms”

Bob Lazaroff, CUNY Graduate Center, New York, NY, “Synesthetic Metaphors: Music and Sequential Narrative as Polyvocal Paradigms”

Heather Palmer, Georgia State University, Atlanta, GA, “Desire Matters: The Rhetoric of Textual Being”

Ruth Summar, Georgia State University, Atlanta, GA, “Desire Matters: The Rhetoric of Textual Being”

Peter Khost, Stony Brook University, NY, “E-Flirts;-) The Rhetoric of Courtly ‘Self ’ Presentation”

*Practices of Teaching Writing*

**C.27 Repositioning Students: Accessing Alternate Identities**

Hyatt, Third Floor, Blanco Room

**Chair:** Bronwyn T. Williams, University of Louisville, KY

**Presenters:** Rene Prys, University of Louisville, KY, “Computer Access: An Old Question and a New Identity”

Dana Nichols, University of Louisville, KY, “Queering Whiteness: New Student Subjectivities for a Critical Pedagogy”

Carolyn Skinner, University of Louisville, KY, “Playing the Game: Athletic Ways of Learning and Composition”

Thursday, 12:15–1:30 p.m.

*Practices of Teaching Writing*

**C.28 The National Writing Project At 30:  
New Challenges, New Approaches**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

**Chair:** Tom Fox, California State University, Chico

**Presenters:** Elyse Eidman-Aadahl, University of California, Berkeley,  
“Constructing Equity Work in the NWP”

Carol Tateishi, University of California, Berkeley, “No Greatness without  
Diversity:” Critical Conversations in the Bay Area Writing Project”

Judith Rodby, California State University, Chico, “Inquiry Connections:  
Connecting Youth and Community through Technology and Inquiry”

Siobhan Barrett, Chico High School, CA, “Inquiry Connections: Connecting  
Youth and Community through Technology and Inquiry”

*Practices of Teaching Writing*

**C.29 Making Multimedia Matter: Layering Knowledge, Ethos, And  
Literacies In The Composition Classroom**

Hyatt, Third Floor, Pecan Room

**Chair:** Kathleen Ethel Welch, University of Oklahoma, Norman

**Presenters:** Karen Jobe, University of Oklahoma, Norman, “Teaching in  
the Cinemargins with Film, Video, and Computers”

Marsha Keller, Oklahoma City University, Oklahoma City, OK, “Making  
Ethos Matter in the Cinemargins”

Benjamin Harris, University of Oklahoma, Norman, “Conscious Moves:  
Multimedia Literacies That Matter”

*Practices of Teaching Writing*

**C.30 In and Out of “Class”: Repositioning Ourselves and Our  
Discourses So That Literacy Matters**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

**Chair:** Ira Shor, City of NY Graduate School, New York, NY

**Presenters:** William Macauley, Jr., Mount Union College, Alliance, OH,  
“Of Course, Discourse, and Recourse: Who Is Resisting What?”

Jennifer Beech, University of Tennessee at Chattanooga, “Student Activism,  
Community Literacy, and Class Privilege”

William Thelin, University of Akron, OH, “Honoring Class: Narrative and  
Resistance”



*Practices of Teaching Writing*

**C.31 Helping Students Write from Where They Live:  
Pedagogies of Space and Place**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202B

**Chair:** Carol Hayes, The George Washington University, Washington, DC

**Presenters:** Jimmy Guignard, University of Nevada, Reno, “Consuming  
Spaces: Developmental Writers and the Construction of Place”

Steven P. Salchak, The George Washington University, DC, “Using Place To  
Facilitate Student Entry into Academic Discourse”

Carol Hayes, The George Washington University, DC, “Writing from the  
City: First-Year Students, Washington, DC, and the Pedagogy of Writing  
from Place”

*Practices of Teaching Writing*

**C.32 Understanding and Conflict in the “Contact Zone”**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

**Chair:** Patricia Brennan, Clarkson College, Omaha, NE

**Presenters:** Lori Smith Rios, Texas A&M-Commerce, “Making Contact  
Zones Matter: Grappling to Negotiate Understanding in Peer-Response  
Groups”

Kathy Gehr, College of Charleston, SC, “Texts, Artifacts, and Literature:  
Teaching Conflict in Advanced Composition”

Nichole Hamai, University of Hawaii at Manoa, Honolulu, “‘Pidgin’-Holed  
in the Contact Zone: A Study of Bidialectal First-Year Writers at the  
University of Hawaii at Manoa”

*Practices of Teaching Writing*

**C.33 All the World Is a Classroom: Online Partnering for Revision  
and Team Assignments at Community Colleges and  
Universities Here and Abroad**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

**Chair:** Barbara Bell, Santa Barbara Community College, CA

**Presenters:** Chella Courington, Santa Barbara City College, CA, “Online  
Partnering of the Community College and University: Revisionary Readers  
of Primary and Peer Texts”

Suba Subbarao, Oakland Community College, Auburn Hills, MI, “All the  
World’s a Classroom: Using E-Pal Projects To Enhance Writing Classes  
from the US to France and Japan”

Thursday, 12:15–1:30 p.m.

*Practices of Teaching Writing*

**C.34 Revising Writing Instruction: Rhetorical Solutions**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Lisa Baird, Texas Christian University, Fort Worth

**Presenters:** Lisa Baird, Texas Christian University, Fort Worth, TX, “Writing in the Field of Vision”

Purna Banerjee, Texas Christian University, Fort Worth, TX, “Teacher Subjectivity: Feminist Theories/Composition Pedagogy”

Brian Fehler, Texas Christian University, Fort Worth, TX, “New Rhetoric/ New Composition: Revisioning the Writing Class”

*Practices of Teaching Writing*

**C.35 Deception In The Classroom**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Gordon Harvey, Harvard University, Cambridge, MA

**Presenters:** Faye Halpern, Harvard University, Cambridge, MA, “Deception as a Pedagogical Tool”

Cassandra Horii, Harvard University, Cambridge, MA, “The Student’s Art of Deception”

Tom Jehn, Harvard University, Cambridge, MA, “Polite Deceptions about Academic Labor”

*Practices of Teaching Writing*

**C.36 Expanding the Composition of Learning Communities:  
Our Changing Roles As Interpreters of Culture**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217C

**Chair:** Marilyn Valentino, Lorain County Community College, Elyria, OH

**Presenters:** Sandra Barnhouse, Rowan Cabarrus Community College, Salisbury, NC, “Learning Together: American Literature II, American History II, and All That Jazz”

Sheldon Wrice, University of Akron, OH, “Piloting an African American Student Learning Community: Strategies for Implementation”

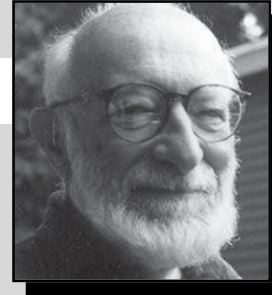
Deborah Wilson, Illinois Central College, East Peoria, “Nobody Here Is Innocent: Cultural Values, Pedagogical Ethics, and the Prison Classroom”

## D Sessions

1:45 p.m.–3:00 p.m.

*Featured Session*

### The Possibilities of Rhetoric, Composition, and English Studies: A Conversation with Robert Scholes



Robert Scholes

Hyatt, Second Floor, Regency Ballroom West

**Moderators:** **Richard Fulkerson**, Texas A&M University-Commerce, and **Jeanne Gunner**, Chapman University

For the past two decades, **Robert Scholes** has been one of our most perceptive scholars on the nature of reading and writing, on the relationships between rhetorical, literary, and writing studies, and on the implications of all this for teaching, curricula, and English departments. Scholes is Andrew W. Mellon Professor Humanities Emeritus at Brown University and current president of the Modern Language Association (MLA). He has written 12 books and coauthored six others, most recently *The Rise and Fall of English* and *The Crafty Reader* (both from Yale). *Textual Power* won the David H. Russell Award from NCTE and Mina Shaughnessy Prize from MLA. Among his other books are *The Nature of Narrative*; *The Fabulators*; *Elements of the Essay*; *Elements of Writing*; *Structuralism in Literature*; *Semiotics and Interpretation*; *In Search of James Joyce*; and *Protocols of Reading*. He has edited or coedited another 14 books.

Some of the journals that have published his essays are *Yale Review*, *Georgia Review*, *Shakespeare Quarterly*, *Arizona Quarterly*, *Studies in Bibliography*, *Sewanee Review*, *PMLA*, *James Joyce Quarterly*, *Shenandoah*, *Virginia Quarterly*, *New Literary History*, *TriQuarterly*, *Philological Quarterly*, *Quarterly Review of Film*, *Diacritics*, *Critical Inquiry*, *Iowa Review*, *College English*, *Salmagundi*, *English Education*, *Differences*, *Semiotica*, *American Journal of Semiotics*, and *Pedagogy*. Scholes's many academic honors and awards include the Francis A. March Award for Distinguished Service to the Profession of English, a Guggenheim Fellowship, and a Mellon Fellowship. He was named fellow of the American Academy of Arts and Sciences, served as president of Semiotic Society of America, and served previously on the MLA Executive Council.

This session is conducted as a conversation, with Scholes responding to questions about the nature and futures of reading and writing in the academy. There will be ample opportunities for questions from the audience.

Thursday, 1:45–3:00 p.m.

*Composition Programs*

**D.01 Representations of Writing Across the Curriculum:  
Foreshadowing a New Era in Composition Instruction**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Patrick Bizzaro, East Carolina University, Greenville, NC

**Presenters:** James Kirkland, East Carolina University, Greenville, NC, “WAC  
in Professional Journals”

Pat Bizzaro, East Carolina University, Greenville, NC, “Representations of  
Writing Across the Curriculum in Textbooks

Resa Crane Bizzaro, East Carolina University, Greenville, NC, “WAC in  
Writing Intensive Course Syllabi”

Philip Adams, East Carolina University, Greenville, NC, “WAC Represented  
in OWLs”

*Theory*

**D.02 How Does Composition Matter?  
Attending (Again) to Student Writing**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

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

**Presenters:** James Seitz, University of Pittsburgh, PA, “Student Writing as  
Subject and Object”

Mariolina Salvatori, University of Pittsburgh, PA, “Reading Students, Reading  
with Students”

David Bartholomae, University of Pittsburgh, PA, “Student Writing as Student  
Writing”

*Composition Programs*

**D.03 How Online Tutoring Matters:  
Benefits of Technology for Students and Tutors**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** Lee-Ann Kastman Breuch, University of Minnesota, St. Paul

**Presenters:** Lee-Ann Kastman Breuch, University of Minnesota, St. Paul,  
“Online Tutoring as Virtual Peer Review: Focusing Tutoring Response”

Merry Rendahl, University of Minnesota, St. Paul, “Benefits for Online  
Tutors”

Michelle Morley, University of Minnesota, Minneapolis, “Better Writers,  
not Better Papers: Do OWLs Work?”

*Composition Programs*

**D.04 Making Composition Matter: Authentic Assessment of Writing Across A Statewide System Of Higher Education**

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

**Chairs:** Kathryn Fitzgerald, Utah State University, Logan

Brian Huot, University of Louisville, KY

**Presenters:** Stephen Ruffus, Salt Lake Community College, UT, “Getting Started: Collaborative Decision-Making among Nine Writing Program Directors”

Melanie Larsen Jenkins, Snow College, Manti, UT, “Collecting the Data: What Happens On Campus at the Participating Institutions”

Kathryn R. Fitzgerald, Utah State University, Logan, “Evaluating the Writing: Developing Criteria, Training Raters, Organizing and Recording Data, Reporting the Results”

*Composition Programs*

**D.05 Making Composition Matter Again: Re-Inventing Writing Programs**

Hyatt, Third Floor, Frio Room

**Chair:** Jonathan Cullick, Northern Kentucky University, Highland Heights

**Presenters:** John Alberti, Northern Kentucky University, Highland Heights, “Reprogramming the Comp Program: Making Composition Matter Again”

Jonathan Cullick, Northern Kentucky University, Highland Heights, “Directing and Redirecting a Composition Program”

Chris Wilkey, Northern Kentucky University, Highland Heights, “Composing the Study of Literature as Public Intervention”

Angela Hesson, Northern Kentucky University, Highland Heights, “Making Adjuncts Matter: The Part-Timer’s Evolving Role”

*Creative Writing*

**D.06 Coming and Going: Pedagogies of Travel Writing**

Hyatt, Third Floor, Blanco Room

**Chair:** Twila Yates Papay, Rollins College, Altamonte Springs, FL

**Presenters:** Elizabeth Robertson, Drake University, Des Moines, IA, “Letters from Benin”

Eileen Landis-Groom, Embry-Riddle Aeronautical University, Prescott, AZ, “Teaching Nature and Travel Writing in an Aeronautical University”

Twila Yates Papay, Rollins College, Altamonte Springs, FL, “Romancing the Elephant: Reconstructing Travel Writing in an Age of Global Terror”

Thursday, 1:45–3:00 p.m.

*Creative Writing*

**D.07 Poetry In Motion: Cultural Argument, Political Syntax, and Transformative Healing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Althea Rhodes, University of Southern Indiana, Evansville

**Presenters:** Stephen Westbrook, SUNY-Albany, NY, “Poetic Persuasion: Teaching Poetry as Cultural Argument”

Lexi Rudnitsky, Columbia University, New York, “Syntacticism: Audre Lorde and the Politics of Syntax”

Mary Knatterud, University of Minnesota, Minneapolis, “A Medical Editor’s Rallying Cry: Remember the Poetry!”

*Practices of Teaching Writing*

**D.08 Composition at the Crossroads:  
Teaching Teachers in an Urban-University Writing Center**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Marjorie Chadwick, University of Houston Writing Center, TX

**Presenters:** Julie Chisholm, University of Houston Writing Center, TX, “Composition at the Crossroads: Entrepreneurship in the Contact Zone at a Large Urban-University Writing Center”

Steven Liparulo, University of Houston Writing Center, TX, “Composition at the Crossroads: Entrepreneurship in the Contact Zone at a Large Urban-University Writing Center”

Jenna Terry, University of Houston Writing Center, TX, “Composition at the Crossroads: Entrepreneurship in the Contact Zone at a Large Urban-University Writing Center”

Jennifer Wilson, University of Houston Writing Center, TX, “Composition at the Crossroads: Entrepreneurship in the Contact Zone at a Large Urban-University Writing Center”

*Practices of Teaching Writing*

**D.09 Lessons for Learning Diversity With Writing At Home And Abroad**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Tom William, University of Toronto, Ontario, Canada

**Presenters:** Yolanda Sealey-Ruiz, New York University, NY, “Pushed Back to Strength: The Journey Narratives of African American Female Reentry Students”

Elizabeth Herman, Southern Illinois University at Carbondale, “Dialogue on Difference: Writing in a Diverse University”

Dianna Rockwell, Southwestern Illinois College, Granite City, “‘I Never Thought About White Privilege Before’: Does Race Matter?”

*Practices of Teaching Writing*

**D.10 Community Matters: Their Citizenry and Boundaries**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202A

**Chair:** Billie Jones, Penn State Capital College, Schuylkill Haven

**Presenters:** W. Keith Duffy, Penn State Capital College, Schuylkill Haven,  
“Community, Spirituality, and the Writing Classroom”

Teresa Murden, University of Texas at Brownsville, TX, “Language and  
Community on the Border: Negotiating in the Contact Zone”

Billie Jones, Penn State Capital College, Schuylkill Haven, “Language and  
Community on the Border: Negotiating in the Contact Zone”

*Professional and Technical Writing*

**D.11 Writing Professionally for Wider Audiences**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Deborah Brown, University of Central Oklahoma, Edmond

**Presenters:** Pauline Uchmanowicz, State University of New York, New Paltz,  
“Vox Pop: Mass Media Matters”

Charles Paine, University of New Mexico, Albuquerque, “Going  
Entrepreneurial: Setting up a University Writing Service Center for  
Learning and Revenue”

Richard Johnson-Sheehan, University of New Mexico, Albuquerque, “Going  
Entrepreneurial: Setting up a University Writing Service Center for  
Learning and Revenue”

Eric Mason, University of South Florida, Tampa, ““So You Want To Be a  
Technical Writer?”: Why Composition Matters to Online Gamers”

*Professional and Technical Writing*

**D.12 Service Learning Projects in Professional and Technical Writing**

Hyatt, Third Floor, Pecan Room

**Chair:** Cathy Sayer, Wright State University, Dayton, OH

**Presenters:** Robert McEachern, Southern Connecticut State University, New  
Haven, ““Can Professional Writing Change the World?”: Making Service  
Learning Matter”

Baotong Gu, Georgia State University, Atlanta, ““Would You Like Some  
Free Writing Service?” Making Grant Writing Matter”

Mary Hutchinson, Penn State University, Fogelsville, “Connecting  
Composition and Work through Service Learning”

Thursday, 1:45–3:00 p.m.

*Institutional and Professional*

**D.13 The Institution as Genre: Identity and the Politics of Affiliation**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217A

*Chair:* Deborah H. Holdstein, Governors State University, University Park, IL

*Presenters:* Paul Puccio, York College of Pennsylvania and UC Berkeley,  
York, “The Elephant in the Room: The Perils of Institutional Affiliation”  
David Laurence, Modern Language Association, ADE, New York City,  
“Institutional Distinctions: More Similar Than Different or More Different  
Than Similar?”

Richard E. Miller, Rutgers University, New Brunswick, NJ, “Identity at the  
Institutional Interface: Writing an Institutional Autobiography”

Keith Gilyard, The Pennsylvania State University, University Park,  
PA, “Institutions, Elitism, and the Individual”

Deborah H. Holdstein, Governors State University, University Park, IL, “What  
They Said”

*Practices of Teaching Writing*

**D.14 Identity Politics, Difference, And Literacies**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

*Chair:* Jodi Egerton, University of Texas at Austin

*Presenters:* Stanwood Walker, Queens College, CUNY, Flushing, “Identity  
Politics, Difference, and Literacies”

Amy Washburn, State University of New York at New Paltz, “Identity Politics,  
Difference, and Literacies”

Patricia Smith, Illinois State University, Normal, “Identity Politics, Difference,  
and Literacies”

Mary Buchinger Bodwell, Massachusetts College of Pharmacy and Health,  
Boston, “Professors in the Liberal Arts Are from Venus; Students in  
Professional Schools Are from Mars: A Role of Inquiry in the College  
Classroom”

*Theory*

**D.15 Mainstream White Sponsorship Of African American Literacy:  
Representation, Reconfiguration, and Resistance**

Hyatt, Third Floor, Chula Vista Room

*Chair:* Gail Hawisher, University of Illinois at Urbana-Champaign

*Presenters:* Rashid Robinson, University of Illinois at Urbana-Champaign

Steve Lamos, University of Illinois at Urbana-Champaign

Kevin Roozen, University of Illinois at Urbana-Champaign



*Theory*

**D.16 Place, Politics, And Pedagogy: Where Composition Matters**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** John Tassoni, Miami University-Middletown, OH

**Presenters:** Douglas Reichert Powell, Duke University, NC, “Bull City and Beyond: Teaching at the Intersection of Town and Gown”

Nedra Reynolds, University of Rhode Island, Kingston, “Shaped by Writing Where? Issues of Place and the Harvard Video”

John Mauk, Northwestern Michigan College, Traverse City, “Resistance in the New Geographies of Academia”

**Respondent:** Rich Heyman, University of Minnesota-Morris

*Theory*

**D.17 The Greeks And Their Techniques:  
Is Classical Rhetoric Relevant to Our Classes?**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

**Chair:** Tom Hunley, Western Kentucky University, Bowling Green

**Presenters:** Tom Hunley, Western Kentucky University, Bowling Green, “My Big Fat Greek Essay: Classically-Structured Deliberative Rhetoric in the Composition Classroom”

Sandra Giles, Abraham Baldwin College, Tifton, GA, “Generative Forms for Writing Prose: The Greeks Invented That Wheel”

Dale Rigby, Western Kentucky University, Bowling Green, KY, “Keep the Progymnasmata out of the Red States: A Vituperation”

*Theory*

**D.18 Redefining the “Academic” in “Academic Writing”**

Hyatt, Third Floor, Llano Room

**Chair:** Sharon Robideaux, Grand Rapids Community College, MI

**Presenters:** Kelly Morris Roberts, University of North Carolina–Chapel Hill, “Autobiography as a Scaffold to Student Reflection: Creating Real Connections to Experience through Reflexive Compositions”

Kevin Moberly, University of Louisiana at Lafayette, “‘Is Voice Enough? Is Voice Possible?’ Questioning the Value of Voice as an Empowering Construct in the Composition Classroom”

Thursday, 1:45–3:00 p.m.

*Theory*

**D.19 The Ethics of Practice**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Heather Bruce, University of Montana, Missoula

**Presenters:** Lisa Ede, Oregon State University, Corvallis, “Situating Composition: Composition Studies and the Politics of Location”

Anita Helle, Oregon State University, Corvallis, “Theorizing Teaching: Ethics of Practice and Narratives of the Teaching Life”

Cheryl Glenn, Penn State University, University Park, “Who Can Speak—and for Whom?”

*Theory*

**D.20 What’s the Matter of/with Composition?**

**Ecology And Complexity In Four Keys**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Lance Massey, University of Illinois at Urbana-Champaign

**Presenters:** Karen Lunsford, University of California-Santa Barbara, “Distributed Argumentative Activity: Redefining Argumentation Across the Curriculum”

Lance Massey, University of Illinois at Urbana-Champaign, “Using Complexity Theory To Bridge the Gap between Cognitive and Social Rhetorics”

Shannon R. Wooden, University of Southern Indiana, Evansville, “Materiality and ‘Multiculturalism’: Cultural Ecology and the Composition Classroom”

Ken Gillam, University of Southern Indiana, Evansville, “An Ecology of Revision: Cooperation, Chaos, and Stewardship”



*History*

**D.21 Making Our Own History Matter:  
Landmark Statements—Thirty Years Later**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202B

**Chair:** Paul Heilker, Virginia Tech, Blacksburg

**Presenters:** Teggin Chamberlain, University of Georgia, Athens, “Zoellner’s Behavioral Conditioning in the First-Year Writing Classroom”

Sarah Allen, University of South Carolina, SC, “When Theory Is Severed from Practice: Splinters of Exploratory Discourse”

Brooke Rollins, University of South Carolina, Columbia, “Of ‘Grammatology’ and Dead Letters: Composition’s Missed Encounter with Deconstruction”

Sheila Carter-Tod, Virginia Tech, Blacksburg, “The Students May Be Changing but the Issues Are Not: On Students’ Rights to Their Own Language”

*Research*

**D.22 Making Classroom Research on Writing Matter: Dialogic Report  
Forms, Discourse Communities, and Literacy Narratives**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214D

**Chair:** Lucille McCarthy, University of Maryland, Baltimore

**Presenters:** Stephen M. Fishman, University of North Carolina, Charlotte, “Dialogic Research Report Forms: Representing Conflict in a Study of Underprepared Writers”

Lucille McCarthy, University of Maryland, Baltimore, “Dialogic Research Report Forms: Representing Conflict in a Study of Underprepared Writers”

Anne Beaufort, SUNY Stony Brook, NY, “Freshman Composition vs. Other Discourse Communities in the Academy: One Student’s Journey”

Tom Newkirk, University of New Hampshire, Durham, NH, “Literacy Narratives: The Attractions of Underlife”

Thursday, 1:45–3:00 p.m.

*Practices of Teaching Writing*

**D.23 “Emily” Speaks, Composition Responds:  
Stereotyping Appalachian Students As (Ab)Normal**

Hyatt, Third Floor, Pecos Room

**Chair:** Beverly J. Moss, The Ohio State University, Columbus

**Presenters:** Sara Webb-Sunderhaus, The Ohio State University, Columbus,  
“That’s What ‘Friends’ Are For? The Case of an Appalachian Student”

Marcie Reed, The Ohio State University, Columbus, “That’s What ‘Friends’  
Are For? The Case of an Appalachian Student”

Nels P. Highberg, University of Hartford, CT, ““And Their Parents Went to  
College!”: Web-Based Discussion Sites and Cross-Cultural Interaction”

*Practices of Teaching Writing*

**D.24 Mentoring Dissertations as Teaching Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

**Chair:** Jane Donawerth, University of Maryland, College Park, MD

**Presenters:** Shirley W. Logan, University of Maryland, College Park,  
“Preparing Dissertation Writers to Teach 101”

Marie Secor, Penn State University, University Park, PA, “Toward a Pedagogy  
of Infliction, Exile, and Phronesis”

Jane Donawerth, University of Maryland, College Park, MD, “Listening,  
Repeating, and Questioning: Language Acquisitions as a Model for  
Dissertation Mentoring”

Lillian Bridwell-Bowles, University of Minnesota, Minneapolis, “Teaching  
Graduate Composition: The Dissertation as ‘Real Writing’ and ‘Real  
Scholarship”

Wendy Dasler Johnson, Washington State University, Vancouver, “Graduate  
Students Tell How to Support Their Projects”

Catherine Hobbs, University of Oklahoma, Norman, “Invention and  
Dissertation— Writing Stories”

*Practices of Teaching Writing*

**D.25 Faithful Pedagogies: Negotiating Spirituality in Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

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

**Presenters:** Rebecca Ingalls, University of Michigan, Ann Arbor, “Faithful Centers of Invention in Postmodern Practice”

Jill Lamberton, University of Michigan, Ann Arbor, “‘I Can’t Grade This’: Reading Faith in Students’ Essays”

Lindsay Ellis, University of Michigan, Ann Arbor, “Mediating Conflicts of Worldview”

Suzanne Spring, University of Michigan, Ann Arbor, “The Intellectual Work of Faith: Women Writers at Mount Holyoke Seminary”

*Practices of Teaching Writing*

**D.26 Reviving Rhetoric In The Two-Year College**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Lynn Quitman Troyka, Queensborough Community College (CUNY)

**Presenters:** Jeff Andelora, Mesa Community College, AZ, “Reviving Rhetoric through Revisiting First-Year Composition Outcomes”

Jonelle Moore, Mesa Community College, AZ, “Reviving Rhetoric through Community-Based Writing and Research”

Susan K. Miller, Mesa Community College, AZ, “Reviving Ancient Rhetorics in the Two-Year College”

Shelley Rodrigo, Mesa Community College, AZ, “Reviving Ancient Rhetorics in the Two-Year College”

*Practices of Teaching Writing*

**D.27 Technology Literacy Matters In Urban And Rural Environs**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207B

**Chair:** : Linda R. Peckham, Lansing Community College, MI

**Presenters:** Sharon Mitchler, Centralia College, Olympia, WA, “City Mouse and Country Mouse: Has the Digital Divide Been Bridged?”

Eric Bateman, Great Basin College, Winnemucca, NV, “When Technology Gets in the Way: Meeting the Needs of Students Learning Styles in the Rural, Multisite, Compressed Video Classroom”

Beth Wheeler, Northampton Community College, Stroudsburg, PA, “What Matters Most in Online Composition: Rediscovering the Instructor–Student Relationship”

Thursday, 1:45–3:00 p.m.

*Practices of Teaching Writing*

**D.28 Making Texts Public: Students as Intellectual Citizens**

Hyatt, Third Floor, Nueces Room

**Chair:** Van Hillard, Duke University, Durham, NC

**Presenters:** Phillip Troutman, Duke University, Durham, NC, “Historic Stagville: Making Student Texts Part of Public History”

Julie Reynolds, Duke University, Durham, NC, “Communicating Science to the Public”

Anore Horton, Guilford College, Greensboro, NC, “The Essay Collection: Making Student Texts Academic, Authentic, and Public”

Michael Petit, Duke University, Durham, NC, “The Value of Publishing Student Work on the Web”

*Language*

**D.29 Learning To Do Graduate School: Multicultural Perspectives On Writing, Academic Enculturation, And Identity**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217C

**Chair:** Paul Kei Matsuda, University of New Hampshire, Durham, NH

**Presenters:** Christine Pearson Casanave, Teachers College Columbia University, Tokyo, Japan “Learning Participatory Writing Practices in Graduate School: Some Perspective-Taking by a Mainstream Educator”

Xiaoming Li, Long Island University, Brooklyn, NY, “Repositioning with Texts: The ‘Tipping Point’ in My Disciplinary Enculturation”

Susana Gonzalez, Purdue University, West Lafayette, IN, “The Dissertation Genre as a Site of Contention”

Gergana Vitanova, University of Central Florida, Orlando, “Negotiating a Professional Identity in Graduate School as a Second Language Speaker”

William Burgos, Long Island University, Brooklyn, NY, “Marginality and Mestizaje in Graduate Education”

*Information Technologies*

**D.30 Techno-Texts And Electronic Environments: Matters of Digital Composition in Three San Antonio Classrooms**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Sue Hum, The University of Texas-San Antonio, TX

**Presenters:** Sue Hum, The University of Texas-San Antonio, TX, “Collaboration Matters, Matters of Collaboration: Southern and Hispanic Cyber-Communal Identities in a Material Classroom”

Margaret Batschelet, The University of Texas-San Antonio, “Can I Write with It?: Flash in the Writing Classroom”

Carlos Salinas, The University of Texas-San Antonio, “Configuring San Antonio: Multimedia Compositions in the Classroom and the Community”

*Information Technologies*

**D.31 "If a Tree Falls...":**

**The Impact of Online Publications on Writing Scholarship**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** Cindy Selfe, Michigan Technological University, Houghton

**Presenters:** Douglas Eyman, Michigan State University, East Lansing,  
"Crunchin' Numbers: Quantitative Methods for Measuring Disciplinary  
Relevance"

Colleen Reilly, University of North Carolina at Wilmington, NC, "Does the  
Data Belie the Rhetoric?: The Citation History of Online Scholarship in  
Print Publications"

Cheryl E. Ball, Michigan Technological University, Houghton, "Strong  
Stories in Digital Scholarship: How Time, Tenure, and Technology Impact  
New and Untenured New Media Faculty"

*Institutional and Professional*

**D.32 From Boardrooms to Classrooms: Ties That Bind Students and  
Faculty to Bottom Lines, to Corporate Ledgers, to Counting Beans**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Miriam F. Williams, Texas Tech University, Lubbock

**Presenters:** Lulu C. H. Sun, University of Massachusetts, Dartmouth,  
"Composition Matters: Reinvigorating Reading, Writing, and Critical  
Thinking"

Maureen M. Hourigan, Kent State University, Trumbull, "Composition and  
the Academy: Of Million-Dollar Solutions"

Libby Allison, Texas State University, San Marcos, "Composition and  
Community: Embedding Service Learning as Advocacy in a Technical  
Writing Curriculum"

*Institutional and Professional*

**D.33 Confronting Realities:**

**Student Attitudes, Public Spheres, And Vampire Slayers**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203A

**Chair:** Leisa Belleau, University of Southern Indiana, Evansville

**Presenters:** Miles McCrimmon, J. Sargeant Reynolds Community College,  
Richmond, VA, "High School Students' Writing Attitudes: Implications  
for College Composition"

Cynthia Jeney, Missouri Western State College, St. Joseph, "Composition  
in the Public Sphere: Writing Instruction and the Buffy Syndrome"

Patricia Lynne, North Carolina State University, Raleigh, "K–12 Matters:  
The NCTE and IRA Standards, the No Child Left Behind Act, and  
Postsecondary Silence"

Thursday, 1:45–3:00 p.m.

*Institutional and Professional*

**D.34 Theory as Shared Practice:  
Interdisciplinary Models for Teaching Composition**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Lori Alden Ostergaard, Illinois State University, Normal

**Presenters:** Jeff Jeske, Guilford College, Greensboro, NC, “Fusing Comp II and History”

Nancy Morrow, University of California, Davis, “Interdisciplinary Models for Research and Teaching in Composition”

Chris Gallagher, University of Nebraska-Lincoln, “Listening and Learning: Composition Theory as Shared Social Practice”

*Institutional and Professional*

**D.35 Conjunctions and Disruptions: Institutional Crossroads**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

**Chair:** Irene Clark, California State University, Northridge

**Presenters:** Devon Hackelton, California State Polytechnic University, Pomona, “Adjunct Conjunction, What’s Our Function?”

Diane K. Olson, SUNY Albany, NY, “A Reversal of Influence: How Composition Studies Might Transform the ‘Institution’ of Cultural Studies”

Howard Tinberg, Bristol Community College, Fall River, MA, “The Limits of Articulation: The Two-Year College, the Public, and the Disrupted Life”

*Institutional and Professional*

**D.36 Writing Standards: Are They for Everyone?**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217D

**Chair:** Dennis Baron, University of Illinois, Urbana-Champaign

**Presenters:** Dennis Baron, University of Illinois, Urbana-Champaign, “Standards: They’re Not for Everyone”

Nancy Shapiro, University System of Maryland, Adelphi, “Parting Veils: Demystifying Standards for High School and College Writing”

Bob Broad, Illinois State University, Normal, “Daddy, Where Do (Should) Standards Come From?”

Greg Colomb, University of Virginia, Charlottesville, “What a Standard Can and Can’t Measure”



## E Sessions

3:15 p.m.–4:30 p.m.

*Featured Session*

### “Education in the Media”

Henry B. Gonzalez Convention Center, Concourse Level, Room 217A

*Chair:* Dennis Baron, University of Illinois at Urbana-Champaign

Faculty and administrators in higher education traditionally have communicated mainly with one another, within a relatively circumscribed nest of discourse communities. We in composition studies have been no exception. In the past few years, however, we have come to recognize, albeit slowly, the vital importance of attending to how educational issues are presented to constituents beyond the academy. It behooves us, then, to understand the experiences and perspectives of people who directly communicate with such audiences. This session provides some of those insights, as two highly accomplished professionals from contrasting backgrounds explain facets of their own work, perhaps including how they develop story ideas, what educational issues they find compelling, what their working practices are, and what faculty might usefully know about higher education in/and the media. Given the complexity of even print journalism, not to mention radio, television, and the Internet, this session does not claim to “cover” all the relationships between education and the media. Instead, the session is designed to stimulate a conversation, with each presenter characterizing their work and offering some ideas, followed by ample discussion.

**Cheryl Fields** is Director of Public Affairs at the National Association of State Universities and Land Grant Colleges, which represents 214 public universities. She also serves as one of four Executive Editors of *Change* magazine, a publication of the American Association for Higher Education. Prior to joining NASULGC, Fields worked 29 years for *The Chronicle of Higher Education*, where her last position was as Associate Managing Editor for the Opinion pages. She revamped those pages to emphasize timely issues and public-policy concerns. At NASULGC, she directs the association’s publication and communication programs, producing a newsletter and several specialized publications, overseeing the association’s Web site, and handling media relations. Her group staffs the Council on University Relations and Development, which represents communications, marketing, and fund-raising professionals on member campuses.

**Sharon Jayson** was an award-winning staff reporter for the *Austin American-Statesman*, where she covered K–12 and higher education issues. She has worked extensively for print, television, and radio media as a reporter, producer, and anchor, including at KVUE-TV and KTBC-TV in Austin, at WFAA Radio in Dallas, and for the Texas State Network in Austin, where she served as Capitol Bureau Chief. Jayson has won the Knight Center Fellowship for Specialized Journalism and the Society of Professional Journalists “Project Sunshine Award” for efforts on behalf of open government. Previously the state chair of an open government advocacy group, Jayson is a longtime member of the Society of Professional Journalists and has served as the organization’s Austin Chapter president.

Thursday, 3:15–4:30 p.m.

*Theory*

**E.01 How Composition Matters when Teaching Literature**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Claude Mark Hurlbert, Indiana University of Pennsylvania

**Presenters:** Kathleen Dudden Rowlands, Indiana University of Pennsylvania,  
“Stepping Out and Stepping In: What Composition Specialists Take from  
the Writing Classroom to the Literature Classroom”

Carole Bencich, Indiana University of Pennsylvania, “Inhabiting Limits:  
Teaching in the Rich Margins between Composition and Literature”

Lynn Z. Bloom, University of Connecticut, Ashford, “Inside(r) Writing”

*Language*

**E.02 Language Politics and Practices**

Hyatt, Third Floor, Pecan Room

**Chair:** Randall Roorda, Lexington, KY

**Presenters:** Schontal Moore, The University of the West Indies, Mona,  
Jamaica, “Multimedia, Composition, and the Creole Classroom”

Betsy Bowen, Fairfield University, CT, “Making Composition Matter in  
Russia: Initial Steps”

Richard Marback, Wayne State University, Detroit, MI, “Ubuntu as Rhetorical  
Construct in South Africa”

*Institutional and Professional*

**E.03 Audience Matters: Rhetorical Considerations when Implementing  
Digital Portfolios in Classrooms and Institutions**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

**Chair:** Michael Neal, Clemson University, SC

**Presenters:** Donna Winchell, Clemson University, SC, “Audience Matters:  
Rhetorical Considerations when Implementing Digital Portfolios in  
Classrooms and Institutions”

Michael Neal, Clemson University, SC

*Institutional and Professional*

**E.04 Accounting, Assessment, and Improvement:  
Getting Past Good News to Benefit from the Bad**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chair:** Carol Rutz, Carleton College, Northfield, MN

**Presenters:** William Condon, Washington State University, Pullman, “Getting the Good News . . . As Far As It Goes”

Diane Kelly-Riley, Washington State University, Pullman, “It’s Not What We Thought: Implications for Co-existing Writing and Critical Thinking Assessment Programs”

Jacquelyn Lauer-Glebov, Carleton College, Northfield, MN, “It Really Works: Assessment as Good News”

Carol Rutz, Carleton College, Northfield, MN, “Placement as an Ethical Bind: Useful Bad News”

*Institutional and Professional*

**E.05 Teaching with Technology: Designing, Using, Assessing, and Revising Technological Literacy Modules to Enhance Student Learning in the Writing Classroom**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Sibylle Gruber, Northern Arizona University, Flagstaff

**Presenters:** Nancy Barron, Northern Arizona University, Flagstaff, “Advocating Technological Literacy in Writing Courses: Institutional Support”

Peter Wegner, Northern Arizona University, AZ, “Implementing Technological Literacy: From Functional to Critical”

Sibylle Gruber, Northern Arizona University, Flagstaff, “Assessing the Value of Technological Literacy: Changing Perspectives”

*Institutional and Professional*

**E.06 Toward a Defensible Articulation of English Studies**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Lori Ostergaard, Illinois State University, Normal

**Presenters:** Lori Ostergaard, Illinois State University, Normal, “‘Everywhere and Nowhere’: Interrogating the Scenes Where We Work”

Jim Nugent, Michigan Technological University, Houghton, “Everything and Nothing: On the Implications of Not Defining English Studies”

Mike Martin, Bradley University, Peoria, IL, “Everyone and No One: On Generality in a Climate of Disciplinary Isolationism”

Thursday, 3:15–4:30 p.m.

*Creative Writing*

**E.07 Academic Place Writing:**

**How Institutional Geographies Shape Professional Identity**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217D

**Chair:** Jeffrey Buchanan, Youngstown State University, OH

**Presenters:** Jeffrey Buchanan, Youngstown State University, OH, “Academic Place Writing: How Institutional Geographies Shape Professional Identity”

Rona Kaufman, Pacific Lutheran University, Tacoma, WA, “Academic Place Writing: How Institutional Geographies Shape Professional Identity”

Jennifer Sinor, Utah State University, Logan, “Academic Place Writing: How Institutional Geographies Shape Professional Identity”

*Creative Writing*

**E.08 Ain't Misbehaving: Creating Writing Matters Too**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202A

**Chair:** Susanne Weil, Whittier College, CA

**Presenters:** Thomas Allbaugh, Azusa Pacific University, Alta Loma, CA, “The Relevance of Stephen King as Writing Teacher: On the Author as a Fiction in *OnWriting*”

Jason Wirtz, Western Michigan University, Kalamazoo, MI, “Crossroads in Composition and Creative Writing: What Creative Writing Can Offer the Composition Classroom”

David Starkey, University of California-Santa Barbara, “‘I’m Not Here for the Degree’: Adult Students Finding Community in the Two-Year College Creative Writing Class”

*Professional and Technical Writing*

**E.09 Practical Ethics and Wise Argument: Promoting Leadership by Strengthening the “Professional” in Professional Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202B

**Chair:** Linda LaDuc, SOM, University of Massachusetts, Amherst

**Presenters:** Holly Lawrence, University of Massachusetts, Amherst, “The Classic Isocratean First Step: Using Personal Writing To Identify Ethical Positions and Articulate Leadership Goals”

Linda LaDuc, SOM, University of Massachusetts, Amherst, “Reactive Versus Proactive Writing: Proposal Writing as Professional Engagement with Real Audiences in Real Communities with Real Problems”

Thursday, 3:15–4:30 p.m.

John Catalini, SOM, University of Massachusetts, Amherst, “Tell and Show: Using Business Communication Role-Playing to Create Graphic Scripts for Understanding Leadership”

Dina Friedman, University of Massachusetts, Amherst, “Using Reflective Writing To Build Cross-Cultural Awareness for Business Communication”

*Professional and Technical Writing*

**E.10 Making and Unmaking Organizational Order through Regulatory Texts**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Dorothy Winsor, Iowa State University, Ames

**Presenters:** Carl Herndl, Iowa State University, Ames, “Shifting Agency: Agency, Kairos, and the Possibilities of Social Action”

Adele Licon, Iowa State University, Ames, “Shifting Agency: Agency, Kairos, and the Possibilities of Social Action”

Dorothy Winsor, Iowa State University, Ames, “Using Texts To Manage Continuity and Change in an Activity System”

Brenton Faber, Clarkson University, Potsdam, NY, “Beyond Narrative: Examining Organizations through Discourse Studies”

*Composition Programs*

**E.11 Does First-Year Composition Matter on the Eve of Graduation? An Attempt to Describe Fourth-Year Writing in Relation to First-Year Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

**Chair:** Patricia Trautrimas, Midland Lutheran College, Fremont, NE

**Presenters:** Mary Boyle, Midland Lutheran College, Fremont, NE

Susan H. Wood, Midland Lutheran College, Fremont, NE

Patricia Trautrimas, Midland Lutheran College, Fremont, NE

Thursday, 3:15–4:30 p.m.

*Composition Programs*

**E.12 Whatever Happened to the Fourth C?:  
FYC, Speech Comm, And Programmatic Change**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Marvin Diogenes, Stanford University, CA

**Presenters:** Clyde Moneyhun, University of Delaware, Newark, “Foreign Relations: Achieving Detente between Composition Studies and Speech Communication”

David Dedo, Stamford University, Birmingham, AL, “Communication Arts at One University: A Five-Year Review”

Tony Lenz, Pennsylvania State University, State College, “Teaching Writing and Speaking in the ‘Learning Edge Academic Program:’ An Instructional Review”

Tim McGee, Philadelphia University, PA, “Reintegrating Speech and Writing: Rhetoric against the Grain”

*Composition Programs*

**E.13 Ways of Knowing:  
Writing-Center Outcomes as Politics, Pedagogy, and Theory**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203A

**Chair:** Jill Pennington, Lansing Community College, MI

**Presenters:** Mary Wislocki, New York University, NY, “Is There a Curriculum in the WC? The Use of Writing Program Outcomes in WC Research”

Joan Hawthorne, University of North Dakota, Grand Forks, “But Do They Use What They Learn? Using Surveys to Study Outcomes”

Roberta Kjesrud, Western Washington University, Bellingham, “Liking as a Way of Knowing: Identifying the Outcomes of Conferencing from Strengths”

*Composition Programs*

**E.14 How Electronic Assessment Programs Construct “Composition”**

Hyatt, Second Floor, Regency Ballroom West

**Chair:** Charles Moran, University of Massachusetts-Amherst

**Presenters:** Anne Herrington, University of Massachusetts-Amherst, “The Brave New World of ‘Composition’”

Beth Ann Rothermel, Westfield State College, MA, “Computer-Supported or Computer-Driven Pedagogy: The Effects of Online Tutorials on the Writing Classroom”

Charles Moran, University of Massachusetts-Amherst, “Write Placer in Place: A Community College Case Study”

*Practices of Teaching Writing*

**E.15 Inventing the Sentence: Sense and Style**

Hyatt, Third Floor, Llano Room

**Chair:** Darrell Fike, Valdosta State University, GA

**Presenters:** Darrell Fike, Valdosta State University, GA, “The Plot Thickens: The Story of a Sentence”

Devan Cook, Boise State University, ID, “The Rhythm Method: Making Sentences Make Sense”

Mark Smith, Valdosta State University, GA, “Syntax and the Self: The Grammar of Ethos”

*Practices of Teaching Writing*

**E.16 Three Perspectives on Composition:**

**How Composition Matters within and outside Academia**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

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

**Presenters:** Michael Pemberton, Georgia Southern University, Statesboro, “Collecting (and Spreading) the Good Word . . . about Writing”

Glenda Conway, University of Montevallo, AL, “Making Composition Matter to Students”

Pamela Childers, The McCallie School, Chattanooga, TN, “Writing to the Max and More: Why Writing Matters to Us and Our Students”

*Practices of Teaching Writing*

**E.17 Some Days the Bear Gets You:**

**Using Cautionary Tales to Make Teaching and Writing Matter**

Hyatt, Third Floor, Chula Vista Room

**Chair:** Gary Hatch, Brigham Young University, Provo, UT

**Presenters:** Deborah Dean, Brigham Young University, Provo, UT, “Shaping Writing Behavior through Teachers’ Stories”

Penny Bird, Brigham Young University, Provo, UT, “Creating a Writing-Center Culture through Stories of Teaching”

Gary Hatch, Brigham Young University, Provo, UT, “Representing Teaching to New Instructors through Collected Stories of Teaching”

Thursday, 3:15–4:30 p.m.

*Practices of Teaching Writing*

**E.19 Inquiry And Argument:**

**Tools for Individual Discovery, Analysis, and Growth**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203B

*Chair:* Tom Newkirk, University of New Hampshire, Durham

*Presenters:* Paul Saint-Amand, SUNY-Potsdam College, “Inquiry: The Hub  
in the Wheel of Democratic Spirit”

Barbara Krieger, SUNY-Potsdam College, “Inquiry, Argument, and the  
Process of Change”

Michael Basseches, Suffolk University, Boston, MA, “Dialectical Reasoning:  
A Tool for Engaging an Ever-Growing Community of Voices”

*Practices of Teaching Writing*

**E.20 Writing for Evaluation: Reflexivity in Student Writing**

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

*Chair:* Robert O’Brien Hokanson, Alverno College, Milwaukee, WI

*Presenters:* Amy Martin, Pace University, Pleasantville, NY, “Making  
Reflecting Matter: Using Graded Reflective Writings as a Means to  
Critique the Grading of Writing”

Olin Bjork, University of Texas at Austin, “Teaching Critical Hearing and  
Writing with Redundant Audio”

Monika Hogan, University of Massachusetts, Amherst, “Composing That  
Matters: Writing about Bodies in the First Year”

*Practices of Teaching Writing*

**E.21 Making Reading Matter: Engaging ESL and Developmental  
Students and Promoting Writing Proficiency**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

*Chair:* Jane Wagoner, Wilbur Wright College, Chicago, IL

*Presenters:* Jane Wagoner, Wilbur Wright College, Chicago, IL, “Making  
Reading Matter: Engaging ESL and Developmental Students and  
Promoting Writing Proficiency”

Kim Knutson, Wilbur Wright College, Chicago, IL, “Cognitive Research on  
the Reading/Writing Connection”

Susan Grace, Wilbur Wright College, Chicago, IL, “Principles and Practices  
for Incorporating Reading into the Writing Classroom”

John Mintier, Wilbur Wright College, Chicago, IL, “The Internet as a Tool in  
Transforming Students into Readers and Writers”

Harriet Rosenman, Wilbur Wright College, Chicago, IL, “Making the  
Transition: ESL and Developmental Readers in Literature Classes”



Thursday, 3:15–4:30 p.m.

*Practices of Teaching Writing*

**E.22 The Dark Matters of Composition: Experiencing Service, Research, Global Citizenry, and Identities as Routes into Mystery**

Hyatt, Third Floor, Frio Room

**Chair:** Sherri Winans, Whatcom Community College, Bellingham, WA

**Presenters:** Robert Davis, Eastern Oregon University, La Grande, OR, “Metamorphic Ambiguities: Combining Research, Internships, Community Service, and Study Abroad”

Nancy Knowles, Eastern Oregon University, La Grande, OR, “Real World as Murder Mystery: Volunteer Writing”

Mark Shadle, Eastern Oregon University, La Grande, “Behind the Veils of Self: Dreamtrip Multiwriting”

Jennifer Bullis, Whatcom Community College, Bellingham, WA, “Hybrid Forms of Experience: Certainty and Mystery in Poetic Essays”

*Practices of Teaching Writing*

**E.23 Composition With the Community: writing for Advocacy**

Henry B. Gonzalez Convention Center, Concourse Level, Room 213A

**Chair:** Mindy Wright, The Ohio State University, Columbus

**Presenters:** Shawna Green, The Ohio State University, Columbus, “Tutoring Adult Learners in Composition Skills”

Mindy Wright, The Ohio State University, Columbus, “Composition and Money Matters”

*Practices of Teaching Writing*

**E.24 Bending the Rules: When Basic Writers Leave College**

Hyatt, Third Floor, Blanco Room

**Chair:** Linda Rubel, Rochester Institute of Technology, NY

**Presenters:** Linda Rubel, Rochester Institute of Technology, NY

Rose Marie Toscano, Rochester Institute of Technology, NY

Eileen Biser, Rochester Institute of Technology, NY

Thursday, 3:15–4:30 p.m.

*Theory*

**E.25 Reworlding Composition: Intersecting Indigenista, Indohispana/O, and Mexican American Literacies**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207B

**Chair:** Jaime Armin Mejia, Southwest Texas State, San Marcos

**Presenters:** Dora Ramirez-Dhoore, University of Texas-Pan American, Edinburg, “Negotiating Rhetoric through Emma Perez’s ‘Strategic Essentialism’”

Damian Baca, Syracuse University, NY, “ReWorlding Composition: IndoHispana/o Literacies and Global Designs”

Patricia Trujillo, University of Texas, San Antonio, “It’s Been Four Hundred Years! Can’t They Speak English Yet?: Developing a Composition Mestizaje for Students Negotiating Multiple Languages”

*Theory*

**E.26 What’s the Matter with Whiteness?: On Seeing the Interface**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

**Chair:** Joyce Middleton, St. John Fisher College, Rochester, NY

**Presenters:** Kathleen Ethel Welch, University of Oklahoma, Norman, “Who made Aristotle White?”

Krista Ratcliffe, Marquette University, Milwaukee, WI, “The Matter of Whiteness”

Laura Gurak, University of Minnesota, St. Paul, “Values of Whiteness and Other Features of Composing Technologies”

Michelle Kendrick, Washington State University, Vancouver, “Whiteness and Interface Design”

*Theory*

**E.27 Making Rhetoric Matter:  
The Classroom as Site for Cultural Critique and Production**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214D

**Chair:** Janice Lauer, Purdue University, West Lafayette, IN

**Presenters:** Donald Lazere, University of Tennessee, Knoxville, “Academic Discourse as a Site of Civil Discourse and Cultural Critique”

Mary Jo Reiff, University of Tennessee, Knoxville, “Classrooms as Sites of Critique and Change”

Janet Atwill, University of Tennessee, Knoxville, “The Rhetorical Situation as a Site of Critique and Invention”

Anis Bawarshi, University of Washington, Seattle, “Genres as Sites of Invention”

*Theory*

**E.28 Making Bodies Matter:  
Disability, Experience, and Accessing the Writing Classroom**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** Brenda Jo Brueggemann, The Ohio State University, Columbus

**Presenters:** Amy Vidali, University of Washington, Seattle

Margaret Price, University of Massachusetts-Amherst

Wendy Chrisman, Ohio State University, Columbus

*Theory*

**E.29 Composing New Literacies**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Elaine Richardson, Pennsylvania State University, State College

**Presenters:** Aesha Adams, Pennsylvania State University, State College, “‘As the Spirit Gives Utterance’: Language and Literacy Practices of Black Women Preachers”

Rosalyn Collings, Pennsylvania State University, State College, “Cooking Up Stories, Composing Identities: The Black Family Reunion Cookbooks and African American Women’s Literacies”

Melvette Melvin, Pennsylvania State University, State College, “‘What Shall I Tell My Children Who Are Black’? Literacy, Achievement, and African American Children’s Literature”

*Practices of Teaching Writing*

**E.30 Women’s Political Rhetoric**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

**Chair:** Brenda Aghahowa, Chicago State University, IL

**Presenters:** Heather Graves, DePaul University, Chicago, IL, “The Women’s Parliament: Political Oratory, Humor, and Persuasion”

Brenda Aghahowa, Chicago State University, IL, “Black Women’s Political Rhetoric and Metaphors of the Feminine”

Thursday, 3:15–4:30 p.m.

*History*

**E.31 Composing Ancient Greek Rhetoric(s):  
Medicine, Sculpture, Romance, Comedy**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

**Chair:** Michelle Ballif, The University of Georgia, Athens

**Presenters:** Ellen Quandahl, San Diego State University, CA, “Hippocrates,  
Medicine, and Rhetoric in the 5th Century”

Michelle Ballif, The University of Georgia, Athens, “The Rhetorical Text  
and/as the Beautiful Body”

Jeffrey Walker, Emory University, Atlanta, GA, “Mime, Comedy, Sophistry:  
Speculations on the Origins of Rhetoric”

Susan Jarratt, University of California at Irvine, “The De-Composition of  
Rhetoric in ‘Helioidorus Ethiopian’ Story”

*Practices of Teaching Writing*

**E.32 Writing in/for Film and Media Studies**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217C

**Chair:** Kristy Hodson, California State Polytechnic University, Pomona

**Presenters:** David Smit, Kansas State University, Manhattan, “Writing about  
Film”

Brenda Helmbrecht, Miami University, Oxford, OH, “‘If I Could Drink It, I  
Would’: Confronting a Mediatized Addiction”

Catherine C. Braun, The Ohio State University, Columbus, “From Desk Set  
to Desktop: Web-Based Discussion and a Graduate Film-Studies Course”

*Information Technologies*

**E.33 Online Classes: The Focus Is On Students**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Susan Warren, Widener University, Chester, PA

**Presenters:** Bill Endres, University of Arizona, Tucson, “Rethinking What  
It Means to Compose: Effects of Students’ Use of New Multimedia  
Software on the Teaching of Writing”

Ellen Evans, Boston College, MA, “What Happens When Students Read  
and Compose Electronic Texts? Using Rosenblatt’s Transactional Theory  
of Reading to Examine Student”

Jeanne Villareno Po, Boston College, MA, “What Happens When Students  
Read and Compose Electronic Texts? Using Rosenblatt’s Transactional  
Theory of Reading to Examine Student”

Dylan Dryer, University of Wisconsin–Milwaukee, “Can the Online Student  
Speak?”

Keith Grant-Davie, Utah State University, Logan, “Online Students, Online  
Classes: Complicating the Labels”

*Information Technologies*

**E.34 Surfers, Cyber-Fans, and Netizens: Lands of the Lost Literacies**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** Karl Stolley, Purdue University, West Lafayette, IN

**Presenters:** Bridget Fahey Ruetenik, Purdue University, West Lafayette, IN, “Scratching Our Heads: Confusion as Heuristic in Multimedia/ed Composing”

Patricia Sullivan, Purdue University, West Lafayette, IN, “Barbarians at the Gates: Teenage Fan Fiction on the Web”

Nicole Brown, Western Washington, Bellingham, “Why Are We Still Here, Creating Our Scene?: Pondering ‘Community’ and Other Common Metaphors Online”

*Research*

**E.35 No Student Left Unresearched: Facing Ethical, Methodological, and Theoretical Concerns When Researching K–12 Portfolio Writing**

Hyatt, Third Floor, Nueces Room

**Chair:** Christopher Ervin, University of Louisville, KY

**Presenters:** Katherine V. Wills, Indiana University/Purdue University, Columbus, IN, “First, Do No Harm: Ethical Considerations When Researching K–12 Minors and Their Writing”

Monica Luebke, University of Arkansas-Ft. Smith, “Truth and Consequences: What Students Can Tell Us about Portfolio Assessment”

Anthony Edgington, University of Louisville, KY, “Out of the Mouths of Babes: Understanding Current Validity Theory’s Relationship to K–12 Research”

*Institutional and Professional*

**E.36 Composition and English Education: Making Connections that Matter**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Kia Richmond, Northern Michigan University, Marquette

**Presenters:** Kia Richmond, Northern Michigan University, Marquette, “Using Composition Theory to Teach English Education: Considering Epistemology”

Jonathan Bush, Western Michigan University, Kalamazoo, “Theory and Practice in the Writing ‘Methods’ Course: Seeking a Balance”

Janet Alsup, Purdue University, West Lafayette, IN, “Preparing High School Students and Their Teachers: What Are the ‘Standards for Success?’”

Kilian McCurrie, Columbia College, Chicago, IL, “Using Writing to Promote Reflective Practice during Student Teaching”

Thursday, 4:45–6:00 p.m.

## F Sessions

4:45 p.m.–6:00 p.m.

*Featured Session*

### Privat(ized) Writing: The Struggle for Rhetorical Space in a Post-Publicity Era

Hyatt, Second Floor, Regency Ballroom West

**Chair:** Tom Kent, Utah State University, Logan

This roundtable extends the field's discussions about the problems of the personal by considering that the problem we and our students face is not that we have too little privacy but, increasingly, too much. Lil Brannon, Mary Ann Cain, Michelle Comstock, and Nancy Welch outline the impact of neo-liberal privatization and legislation on access to public space and public voice. They examine how some feminist rhetorics can be complicit in the privatization of writing. They also demonstrate how women rhetors simultaneously struggle to claim public space and refigure the rhetorical performances permitted in that space.

**Lil Brannon** teaches courses in writing and English education at the University of North Carolina at Charlotte. She has published with Cy Knoblauch *Critical Teaching and the Idea of Literacy* (Heinemann) and *Rhetorical Traditions and the Teaching of Writing* (Heinemann–Boynton/Cook).

**Mary Ann Cain** teaches courses in writing and writing pedagogy, rhetoric, and women's studies at Indiana University–Purdue University–Fort Wayne. Recent publications include an article in *College English* and book chapters in *A Way to Move: Rhetorics of Emotion and Composition Studies* and *Classroom Space(s) and Writing Instruction*.

**Michelle Comstock** teaches courses in rhetoric and multimedia at the University of Colorado at Denver. Her published work focuses on issues of embodiment, gender, and technology. Currently, she is co-writing a service-learning textbook, *Writing in Public*, and developing a book-length project on writing and spectatorship.

**Nancy Welch** teaches courses in writing, rhetoric, and women's studies at the University of Vermont. Her current book project has the working title *Living Room: Teaching Public Writing in a Post-Publicity Era*.



Lil Brannon



Mary Ann Cain



Michelle Comstock



Nancy Welch

*Creative Writing*

**F.01 Teaching and Writing the Nonfiction of Place**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chair:** Robert Root, Central Michigan University, Mt. Pleasant

**Presenters:** Robert Root, Central Michigan University, Mt. Pleasant,  
“Entering Place in Time and Text”

Elizabeth Latosi-Sawin, Missouri Western State College, St. Joseph, “Living  
and Writing in the Round”

Karen Uehling, Boise State University, ID, “The Flow of River Writing: A  
Nonfiction of Place”

*Professional and Technical Writing*

**F.02 Taking It Personally: Identity Matters In Workplace Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Aaron Toscano, University of Louisville, KY

**Presenters:** Aaron Toscano, University of Louisville, KY, “Anecdotes and  
Office Space: One Instructor’s Incorporation of Personal Workplace  
History into the Professional Writing Class”

Rick Carpenter, University of Louisville, KY, “Making It Personal: Assertion  
of Individualistic Composing Strategies in Workplace Writing Practices”

Anne-Marie Pedersen, University of Louisville, KY, “(Mis)Guiding Students:  
Representations of Professional Writing in Online Career Guides”

*History*

**F.03 Making Other Conversations Matter:  
Women’s Pragmatic Rhetoric On The Margins Of Power**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** Kate Ronald, Miami University, Oxford, OH

**Presenters:** Dottie Broaddus, Arizona State University West, Phoenix,  
“Matters of Identity and Strategy Argument: Julia Ward Howe’s Pragmatic  
Rhetoric of Reform”

Hephzibah Roskelly, University of North Carolina-Greensboro, “Matters of  
Voice and Strategic Power: Alice James’s Pragmatic Rhetoric of Silence”

Kate Ronald, Miami University, Oxford, OH, “Matters of Influence and  
Strategic Action: Jane Addams’s Pragmatic Rhetoric of Work”

Thursday, 4:45–6:00 p.m.

*Research*

**F.04 Rhetorical Treatments: Languages of Disease and the Composition of Public Health**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

**Chair:** Kimberly Emmons, Case Western Reserve University, Cleveland, OH

**Presenters:** Barbara Heifferon, Clemson University, SC, “The New Smallpox: An Epidemic of Words?”

Cristina Bresch, University of Minnesota, St. Paul, “Psychopharmaceutical Advertising and Its Schizophrenic Audience”

Kimberly Emmons, Case Western Reserve University, Cleveland, OH, “Empowered Consumers? The Influence of Symptoms Lists for Depression”

*Theory*

**F.05 Cognition and Composition: Insights from Brain Research**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202A

**Chair:** Virginia Jones, University of North Carolina, Pembroke

**Presenters:** Paultett Golden, Texas A&M University-Commerce, “Bridging the Gap: Whether Writing, Learning, or Composing the Stages of Life, the Brain Matters”

Stephen Adkison, Idaho State University, Pocatello, “The Brain, Neural Connections, and Composition: Writing Pedagogies and Long-Term Learning Patterns”

Joseph Bizup, Columbia University, New York, NY, “Negotiated Teaching: Cognitive Rhetoric in a Constructionist World”

*Practices of Teaching Writing*

**F.06 “Can You Hear Me Now?”:  
The Effects of Proximity on Class Discussion**

Hyatt, Third Floor, Nueces Room

**Chair:** Deborah Rossen-Knill, University of Rochester, NY

**Presenters:** Tina Giovanielli, University of Rochester, NY, “Warm Bodies: How Physical Proximity Alters in-class Discussion”

Brian O’Sullivan, University of Rochester, NY, “There Is Only There: The Shift of Proximity in Online Discussion”

Deborah Rossen-Knill, University of Rochester, NY, “How Proximity Affects Speaking Strategies and Social Dynamics of Discussion”



*Practices of Teaching Writing*

**F.07 Composing Activism: Queer Pedagogies for Diverse Classrooms**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214D

**Chair:** Barclay Barrios, Rutgers University, New Brunswick, NJ

**Presenters:** Barclay Barrios, Rutgers University, New Brunswick, NJ, “The Queer Action Horizon: Imagining the Student as Political Actor”

Clifton Justice, California State University-Northridge, “Queer Theory and Composition: Something More Than Talk”

Brad Peters, Northern Illinois University, DeKalb, “Composing Queer Responses to Excitable Speech: A Pedagogy of LGBT Advocacy and Citizenship”

Diana Swanson, Northern Illinois University, DeKalb, “Composing Queer Responses to Excitable Speech: A Pedagogy of LGBT Advocacy and Citizenship”

Sushil Oswal, University of Hartford, West Hartford, CT, “Homophobic Projections toward the Alien Other: A Narrative of Challenged Preconceptions and Unfulfilled Expectations”

*Practices of Teaching Writing*

**F.08 Moving Beyond the Classroom:  
Innovative First-Year Writing Pedagogies**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** Amy Hodges, Florida State University, Tallahassee

**Presenters:** Deborah Coxwell-Teague, Florida State University, Tallahassee, “Creating First-Year Writing Pedagogies That Matter”

Amy Hodges, Florida State University, Tallahassee, “Life and Loss Composed in a First-Year Writing Classroom”

Kate Brown, Florida State University, Tallahassee, “Teaching Students Common ‘Sense’: An Investigation of Multiple-Literacies Pedagogy”

Jay Szczepanski, Florida State University, Tallahassee, “Choose Your Own Adventure in the Twenty-First Century Writing Classroom”

**F.09 Returning to the Theme for English B:  
We Went Home and Wrote a Page**

Hyatt, Third Floor, Frio Room

**Chair:** Lin Prisbrey, Coe College, Cedar Rapids, IA

**Presenters:** Serena Beetner, Coe College, Cedar Rapids, IA

Andrea Olson, Coe College, Cedar Rapids, IA

Lisa Piskor, Coe College, Cedar Rapids, IA

Lin Prisbrey, Coe College, Cedar Rapids, IA

Thursday, 4:45–6:00 p.m.

*Practices of Teaching Writing*

**F.10 It Takes a University to Raise a Good Writer: Making Composition Matter Beyond the Composition Classroom**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Rachelle Smith, Emporia State University, KS

**Presenters:** Sally Turner, Emporia State University, KS, “‘Get Me Rewrite!’—How Composition Matters to the Training of Journalists”

Susan Kendrick, Emporia State University, KS, “‘What’s the Matter Now?’: Employing Composition Skills in the Shakespeare Classroom”

Rachelle Smith, Emporia State University, KS, “Something To Talk About: Using Fundamental Composition Theory to Aid Colleagues in the Teaching of Writing”

*Theory*

**F.11 The Shifting Positions of Hermeneutics in Composition**

Hyatt, Third Floor, Blanco Room

**Chair:** Joe Hardin, Northwestern State University, Natchitoches, LA

**Presenters:** Max Shelton, Northwestern State University, Natchitoches, LA, “The Meaning of Hermeneutics: Exploring the Dynamic Dance between Critical Thought and Text”

James Darrin Campbell, Northwestern State University, Natchitoches, LA, “The Arena for Meaning-Making: The Role of Hermeneutics in the Composition Classroom”

Shane Padraic Erath, Northwestern State University, Natchitoches, LA, “The Tao of Hermeneutics: Showing Students ‘The Way’ of Expressing Meaning in Creative Works”

*Theory*

**F.12 Multigenre Theory: Some Applications and Interrogations**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 202B

**Chair:** Donald K. Pardlow, Floyd College, Rome, GA

**Presenters:** Julie Gates, Angelo State University, San Angelo, TX, “Using Multigenre Theory as a Foundation for Teaching Writing in the Disciplines”

Kathleen Geissler, Michigan State University, East Lansing, “Multigenre Writing and Views of Genre”

Rebecca Taylor, Gustavus Adolphus College, St. Peter, MN, “When Students Draw the Maps and Genre Drives the Bus: Matters of Form in Three Writing Classes”

*Theory*

**F.13 African American Interventions:  
Professional Development, Audience, and Social Class**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207B

**Chair:** Mary P. Sheridan-Rabideau, Rutgers University, The State University  
of New Jersey, New Brunswick, NJ

**Presenters:** Coretta Pittman, Baylor University, Waco, TX, “Confessions of  
a Composer: Role Reversal and Professional Development”

Ilene Crawford, Southern Connecticut State University, New Haven, “‘A Grief  
of Distortions’: Black Materialist Feminist Theories of Audience”

Mary P. Sheridan-Rabideau, Rutgers University, The State University of New  
Jersey, New Brunswick, NJ, “Talking Back from the Booty: ‘Revolution,’  
Social Action, and Compositions That Matter”

*Practices of Teaching Writing*

**F.14 Making Future Citizens through Service Learning**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Edith Baker, Bradley University, Peoria, IL

**Presenters:** Patricia Worrall, Gainesville College, GA, “‘But I’ve Lived Here  
All My Life’: Community, Culture, and Composition”

Lissa Holloway-Attaway, Georgia Institute of Technology, Atlanta, “But What  
Does It Really Matter to Me?: Community, Culture, and Composition”

Lisa McNair, Georgia Institute of Technology, Atlanta, “If Everyone Believes  
We Need Good Citizenship, What’s the Problem?”

*Practices of Teaching Writing*

**F.15 Academic English as a Foreign Language:  
Helping Students Crack the Code**

Hyatt, Third Floor, Llano Room

**Chair:** John Hyman, American University, Washington, DC

**Presenters:** Glenn Moomau, American University, Washington, DC, “Force  
or Discourse: The Place of Rhetoric in an Empire”

Cynthia Bair Van Dam, American University, Washington, DC, “Consenting  
Adults: Peer Grading by Consensus”

Lacey Wootton-Don, American University, Washington, DC, “Taking on the  
Trappings without Being Trapped: Boundary Exploration and Academic  
Writing”

Thursday, 4:45–6:00 p.m.

*Information Technologies*

**F.16 Technologies of (Hyper)Textual Spaces**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** George Diamond, Moravian College, Bethlehem, PA

**Presenters:** Robert Milde, Eastern Kentucky University, Richmond, KY,  
“How English Scholarship Can Shape the Futures of Hypertext and  
Hypermedia”

Dene Grigar, Texas Woman’s University, Denton, “A Theory for Online  
Archives of Print-Based Writing”

John Barber, University of Texas at Dallas, “A Theory for Online Archives  
of Print-Based Writing”

John Schwartz, University of Texas at Austin, “MOOseum Composition:  
Museums as Instruments of Identity-Formation and Cultural Politics”

*Information Technologies*

**F.17 Computer-Mediated Writing Instruction: Tools and Media**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Catherine Mikell, University of South Carolina, Columbia

**Presenters:** Lisa Meloncon Posner, University of South Carolina, Columbia,  
“‘You Say You Want a Revolution’: Rhetoric of Inquiry and (Re)Presenting  
Hypertext in the Writing Classroom”

Sarah E. Davidson, University of North Carolina at Charlotte, “‘You Say  
You Want a Revolution’: Rhetoric of Inquiry and [Re]Presenting Hypertext  
for the Writing Classroom”

Julia Romberger, Purdue University, West Lafayette, IN, “Interfacial  
Pedagogy: Teaching Students the Rhetoric of the Interface”

Carl Whithaus, Old Dominion University, Norfolk, VA, “Computational  
Linguistics and Composition: A Double Logic of Media and Tools?”

*Institutional and Professional*

**F.18 WAC, WID, and Writing Instruction:  
Making Composition Matter in the Disciplines**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

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

**Presenters:** Michael Cripps, Rutgers University, New Brunswick, NJ,  
“Seeding WAC: How TA Assignments in Composition Prepare Emerging  
Ph.D.s Across the Disciplines”

Joseph Harris, Duke University, Durham, NC, “Writing Outside the  
Disciplines, or, Thinking like a Program”

Martha Townsend, University of Missouri-Columbia, “WAC/WID TA Work  
as More Than Just Grading: How Do Cross-Disciplinary TAs Value  
Writing?”

*Institutional and Professional*

**F.19 Sustainable Studies: How Three Grant-Funded Collaborations Make Writing Matter in the Sciences**

Hyatt, Third Floor, Pecan Room

**Chair:** Christy Friend, University of South Carolina, Columbia

**Presenters:** Deaver Traywick, University of South Carolina, Columbia, “Full Partners: Institutionalizing MARSci Nationwide”

Sara McCorkendale, University of South Carolina, Columbia, “Engineering Effective Communication: Guiding the Research Communications Studio into the Future”

Kim Becnel, University of South Carolina, Columbia, “Writing the Environment: A Collaboration to Make Composition and the Environment Matter”

Jon C. Pope, University of South Carolina, Columbia, “Writing the Environment: A Collaboration to Make Composition and the Environment Matter”

*Institutional and Professional*

**F.20 Working Conditions = Learning Conditions: Graduate Employee Unions, Advocacy, and Making Composition Matter**

Henry B. Gonzalez Convention Center, Concourse Level, Room 203A

**Chair:** Kelly Kinney, Grand Valley State University, Allendale, MI

**Presenters:** April Herndon, Michigan State University, East Lansing, “A New Kind of Distance Learning? College Composition, Classroom Size, and Compromise”

Jennifer Nichols, Michigan State University, East Lansing, “Byting to Stay Alive: Intellectual Property Rights and the Factory-Farm Method of Composition”

Scott Henkel, Michigan State University, East Lansing, “The Eight-Hour Workday?: Negotiating Academic Work Time as a Graduate Employee”

*Institutional and Professional*

**F.21 Economies of Composition**

Henry B. Gonzalez Convention Center, Concourse Level, Room 217C

**Chair:** Robert Schwegler, University of Rhode Island, Kingston

**Presenters:** Joyce Neff, Old Dominion University, Norfolk, VA, “Political Economies of Composition”

Robert Schwegler, University of Rhode Island, Kingston, “Creating Faculty: The Habitus of English and the Habitus of Composition”

Thursday, 4:45–6:00 p.m.

*Language*

**F.23 Second Language Writers in the Writing Center**

Hyatt, Third Floor, Chula Vista Room

**Chair:** Jessie Moore Kapper, Purdue University, West Lafayette, IN

**Presenters:** Gigi Taylor, Purdue University, West Lafayette, IN, “Examining the Writing Center ESL Tutorial Literature”

Laurel D. Reinking, Purdue University, West Lafayette, IN, “Investigating the Dynamics of the ESL Writing Tutorial”

*Composition Programs*

**F.24 Undergraduate Composition Matters**

Hyatt, Third Floor, Pecos Room

**Chair:** Karl Stolley, Purdue University, West Lafayette, IN

**Presenters:** Nancy DeJoy, Millikin University, Decatur, IL, “From Consumer to Participant: Recomposing Undergraduate Composition Students”

Katie Malcolm, University of Wisconsin-Milwaukee, “Transposing Undergraduate Literacy Work with Theories in Rhetoric and Composition”

Erica Frisicaro, University of St. Thomas, Minneapolis, MN, “Students Shaping Discipline: Undergraduate Instruction and the Transformation of Professional Identities”

*Composition Programs*

**F.25 Students as Citizens: Developing and Assessing Models for Civic Engagement and College Writing**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Karyn Hollis, Villanova University, PA

**Presenters:** Tom Deans, Haverford College, PA, “Assessing Service-Learning and Writing Across Institutions”

Alexander Friedlander, Drexel University, Philadelphia, PA, “Evaluating the Importance of Curricular Change in Making Students Better Citizens”

William Lalicker, West Chester University, PA, “Making Service-Learning Matter for the Institution’s Mission”

**Respondent:** Charlie McCormick, Cabrini College, Wayne, PA

*Practices of Teaching Writing*

**F.26 Why Subject Matter Matters:  
The Cases of Science, Civics, and Literature**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203B

**Chair:** Michael Zerbe, York College of Pennsylvania

**Presenters:** Dominic Delli Carpini, York College of Pennsylvania, “Banning the Poet, from Plato to Pragmatism”

Owen Rogal, St. Ambrose University, Davenport, IA, “Discourse Communities that Matter”

Michael Delli Carpini, Annenberg School of Communication, University of Philadelphia, PA, “The Fourth C: Mass Communication as Subject Matter for Composition”

Michael Zerbe, York College of Pennsylvania, “Ducking the Dominant Discourse: Composition Studies and the Rhetoric of Science”

*Practices of Teaching Writing*

**F.27 “Facing History and Ourselves” in a Composition Course:  
The Transformative Possibilities of Connecting Holocaust  
Education and the Study of Literature**

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

**Chair:** Jan Zlotnik Schmidt, SUNY New Paltz, NY

**Presenters:** Jan Zlotnik Schmidt, SUNY New Paltz, NY, “The ‘Facing History’/Composition Connection”

Radmila Genyuk, SUNY New Paltz, NY, “Extending the Universe of Obligation”

Lynne Crockett, SUNY New Paltz, NY, “Connections to a Post 9/11 World”

*Practices of Teaching Writing*

**F.28 Teaching Research Writing: A Look Across Disciplines**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Kirk St. Amant, James Madison University, Harrisonburg, VA

**Presenters:** Pavel Zemliansky, James Madison University, Harrisonburg, VA, “The Current State of Research Writing Instruction in First-Year and Advanced Composition”

Kirk St. Amant, James Madison University, Harrisonburg, VA, “Research Writing, Globalization, and Intercultural Communication”

Helen Constantinides, University of Minnesota, St. Paul, “The Role of Research in Teaching Students the Realities of Industry and Business Environments”

Thursday, 4:45–6:00 p.m.

*Practices of Teaching Writing*

**F.29 Between Sympathy and Surveillance: The Ethics of Mentoring Writing Instructors**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

**Chair:** Mary Trachsel, University of Iowa, Iowa City

**Presenters:** Mary Trachsel, University of Iowa, Iowa City, “Panopticism or Just Paying Attention?”

Carol Severino, University of Iowa, Iowa City, “Age, Experience, Wisdom, and Folly: Complicating Good-Faith Mentoring Relationships”

Emily Hall, University of Wisconsin, Madison, “Mentoring and Monitoring: Coaching Writing Fellows as They Make Writing Matter in Courses Across the Curriculum”

Melissa Tedrowe, University of Wisconsin, Madison, “Because It Matters to Me: Indoctrination and Dissent in the Mentoring Relationship”

*Professional and Technical Writing*

**F.30 From Cultural Analysis to Critical Production:  
(Re)Writing Business Discourses Across the Curriculum**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

**Chair:** Jason Palmeri, The Ohio State University, Columbus

**Presenters:** Jason Palmeri, The Ohio State University, Columbus, “Selling Social Responsibility: Persuasion, Agency, and Materiality in Critical Professional Writing Pedagogy”

Nancy Pine, The Ohio State University, Columbus, “Consuming Organizational Texts: Merging Visual Analysis and Critical Action”





*Composition Programs*

**F.31 Multiple Assessments:  
Portfolios, Writing Studios, and Primary Traits Rubrics**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Mary French, New Mexico State University, Las Cruces

**Presenters:** Kristine Kellejian, Washington State University, Pullman, “A  
View from the Foyer: Assessing the Writing Studio as Effective Teacher  
Training for New Teachers of College Composition”

David Zuzak, California University of Pennsylvania, “Anchoring Session  
Issues Using an Audience Awareness Scoring Rubric”

Tom McLaren, California University of Pennsylvania, “Anchoring Session  
Issues Using an Audience Awareness Scoring Rubric”

Mary French, New Mexico State University, Las Cruces, “Beyond Assessing  
Product and Process: Using a Structured Portfolio-Based Curriculum To  
Promote and Value Students’ Development as Learners, Thinkers, Citizens,  
and Future Professionals”

*Theory*

**F.33 (Re)Considering Disability**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Lance Weldy, Texas A&M University-Commerce

**Presenters:** Tanya Smith, University of Toledo, OH, “The Limitations of  
‘Thinking Hearing’: The Crossroads of Composition Theory and Deaf  
Writers”

Nancy Reichert, Southern Polytechnic State University, Marietta, GA, “Of  
Cockroaches, Metamorphoses, and the Female Body: Identity Challenges  
for the Disabled Educator”

Deb Martin, Rowan University, Glassboro, NJ, “The De-Composing ADA  
Statement: Investigating Social and Pedagogical Attitudes in Composition  
Course Syllabi”



Thursday, 4:45–6:00 p.m.

*Theory*

**F.34 Women’s Literacies, Rhetorics, and Social Justice:  
Making Composition Matter in the Community**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Harriet Malinowitz, Long Island University, Brooklyn, NY

**Presenters:** Tom Kerr, Ithaca College, NY, “Between Ivy and Razor Wire:  
Corresponding with Women in Prison”

Joy Ritchie, University of Nebraska, Lincoln, “Women’s Rhetorics and Social  
Action”

Heather Bruce, University of Montana, Missoula, “Composition Matters:  
Feminist Pedagogy for Peace and Social Justice”

*Institutional and Professional*

**F.35 Composition and Its Publics**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

**Chair:** Rebecca Moore Howard, Syracuse University, NY

**Presenters:** Sandra Jamieson, Drew University, Madison, NJ, “Listening To  
and Learning From WAC Faculty Representations of Student Writers”

H. Brooke Hessler, Oklahoma City University, OK, “Branded: Student  
Writing as a Marketing Tool for Colleges”

**F.36 “Her Words and Ours:  
A Celebration of the Life of Wendy Bishop”**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217D

**Chairs:** Kathleen Blake Yancey and Doug Hesse

**Leaders:** Lisa Albrecht, John Boe, Marilyn Cooper, Keith Gilyard, Carrie  
Leverenz, John Lovas, Joyce Neff, Hans Ostrom, Libby Rankin, Michael  
Spooner, David Starkey, Deborah Coxwell Teague, Lad Tobin, Victor  
Villanueva, Shirley Wilson Logan, Pavel Zemliansky.

*Speakers will share memories of Wendy and read from her work. Participants  
will write, following one of Wendy’s prompts, and talk in groups. All the  
words will be gathered for a lasting memorial.*

## Special Interest Groups

6:30 p.m.–7:30 p.m.

### *Institutional and Professional*

**TSI.01 CCCC-Caucus of Gay and Lesbian Professionals**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 209

**Chair:** Deany Cheramie, Xavier University of Louisiana, New Orleans

**Presenter:** William Banks, Illinois State University, Normal

**TSI.02 How to Get Your Article Published in CCC**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Marilyn Cooper, Michigan Technological University, Houghton  
Deborah Holdstein, Governors State University, Chicago, IL

### *Composition Programs*

**TSI.03 Spoken Word: Performing Writing in the Center**

Hyatt, Third Floor, Blanco Room

**Chair:** Jon Olson, The Pennsylvania State University, University Park

**Presenters:** Wendy Goldberg, Stanford University, CA  
John Tinker, Stanford University, CA

### *Language*

**TSI.04 Special Interest Group on Language, Linguistics, and Writing:  
Sociolinguistics, Home Language, and Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 208

**Chair:** MaryAnn Crawford, Central Michigan University, Mt. Pleasant

**Presenters:** MaryAnn Crawford, Central Michigan University, Mt. Pleasant  
Kim Brian Lovejoy, Indiana University/Purdue University, Indianapolis  
Arthur Palacas, University of Akron, OH  
Eleanor Kutz, University of Massachusetts, Boston  
Peter Elbow, University of Massachusetts, Amherst

Thursday, 6:30–7:30 p.m.

**TSI.05 Rhetoric, Writing, and the Transcendent**

Hyatt, Third Floor, Frio Room

*Chair:* Bradley Siebert, Washburn University, Topeka, KS

*Presenters:* Georgia Newman, Georgia State College, Milledgeville,  
“Strategies for Honoring Religion(s) in the Composition Classroom”  
Rodney Keller, Brigham Young University, Provo, UT, “Shared Beliefs and  
Student-Centered Censorship: ‘This Book Offends Me’”

*Theory*

**TSI.06 The CCCC Chapter of the Kenneth Burke Society:  
Kenneth Burke: New Scene, Emerging Acts**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 211

*Chair:* Elizabeth Weiser, Texas Christian University, Fort Worth

*Presenters:* Ann George, Texas Christian University, Fort Worth, “Burkean  
Archives and Intertextuality”

Debra Hawhee, University of Illinois, Urbana-Champaign, “Burke and the  
Body”

Dana Anderson, Indiana University, Bloomington, “Burke and Identity”

Ellen Quandahl, San Diego State University, CA, “Retrospect and Prospect:  
Burke at the C’s after Theory”

David Blakesley, Purdue University, West Lafayette, IN, “Burke and Visual  
Literacy”

*Institutional and Professional*

**TSI.07 Non-Tenure-Track (NTT) Faculty Special Interest Group**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

*Chair:* Laurie Delaney, Kent State University, OH

*Presenter:* James McDonald, University of Louisiana at Lafayette, “Making  
Composition Teachers Matter: Advocating for Marginalized Faculty”

*Institutional and Professional*

**TSI.08 Preparing Future Faculty: Past, Present, And Future**

Hyatt, Third Floor, Llano Room

*Chair:* George Kennedy, Washington State University, Pullman

*Presenters:* Carolyn Dalhoon-Dilahunt, Yakima Valley Community  
College, WA, “PFF’s Grand View at Grandview”

Susan Miller, Mesa Community College, AZ, “PFF at the Mesa”

Shelley Rodrigo, Mesa Community College, AZ, “Another at the Mesa”

*Language*

**TSI.09 Does L2 Writer Mean Basic Writer?:  
Placement and Pedagogy for ESL Students**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chairs:** Kevin Eric De Pew, University of Nevada, Las Vegas  
Susan Kay Miller, Mesa Community College, AZ

**Presenters:** Susan Kay Miller, Mesa Community College, AZ, “Does L2  
Writer Mean Basic Writer?: Placement and Pedagogy for ESL Students”  
Kate Mangelsdorf, University of Texas, El Paso, “Critical Literacy in the  
Multilingual and Basic Writing Classroom”  
Sunny Hyon, California State University, San Bernardino, “Understanding  
ESL Students’ Perceptions of Basic Writing”  
Kim Costino, California State University, San Bernardino, “Understanding  
ESL Students’ Perceptions of Basic Writing”

*Creative Writing*

**TSI.10 M.F.A. Special Interest Group**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203B

**Chairs:** David Starkey, University of California, Santa Barbara  
Katherine Fischer, Clarke College, Dubuque, IA

**Presenters:** Katherine Fischer, Clarke College, Dubuque, IA, “Scouting  
for the Big Magilla: When Creative Writing Teachers Enter the World  
of NY Publishing”  
David Starkey, University of California, Santa Barbara, CA, “The MFA  
and the Community”  
Will Hochman, Southern Connecticut State University, New Haven,  
“Richard Hugo’s Crossover Pedagogy”

*History*

**TSI.11 National Archives of Composition and Rhetoric**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Robert Schwegler, University of Rhode Island, Kingston

**Presenters:** John Brereton, Brandeis University, Waltham, MA,  
“Constructing Local Archives”

Robert Schwegler, University of Rhode Island, Kingston, “Current Archives  
Project: Collecting Composition Syllabi”

Chris Ervin, University of Louisville, KY, “Digitizing the Writing Center  
Archives”

Thursday, 6:30–7:30 p.m.

*Composition Programs*

**TSI.12 Teaching Adult Student Writers in Diverse Contexts**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** Barbara Gleason, City College, City University of New York

**Presenters:** Kelly Belanger, University of Wyoming, Laramie

Patricia Fox, National Writing Project, Berkeley, CA

Kimme Nuckles, Baker College, Auburn Hills, MI

Camille Colatosti, Davenport University, Dearborn, MI

David Fleming, Davenport University, Dearborn, MI

Connie Harrison, Baker College, Auburn Hills, MI

Linda Brender, Macomb Community College, Clinton Township, MI,  
“Teaching Adult Student Writers in the Workplace”

Yolanda Sealey-Ruiz, New York University, NY, “Reading and Writing Their  
Lives: African American Reentry Women and Culturally Relevant  
Curriculum”

Sandra Valensky, Baker College, Auburn Hills, MI

Herbert Shapiro, Empire State College, SUNY, “Working with  
Nontraditional Students in a Nontraditional College”

*Professional and Technical Writing*

**TSI.13 Basics and Beyond in Teaching Technical Communication**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

**Chair:**

**Presenters:** Karen Schnakenberg, Carnegie Mellon University, Pittsburgh,  
PA, “Textbooks and Materials for Teaching Technical Writing”

Amy Kimme Hea, University of Arizona, Tucson, “Teaching Introductory  
Principles of Rhetorical Web Design”

Melinda Turnley, University of Texas at Austin, “Teaching the Rhetoric of  
Web Design”

Jo Allen, North Carolina State University, Raleigh, “Assessment in Technical  
Communication”

Brenda Sims, University of North Texas, Denton, “Assessment in Technical  
Communication”

Ann Blakeslee, Eastern Michigan University, Ypsilanti, “Service Learning  
and Civic Literacy: Making Connections between Learning and Doing”

Jim Dubinsky, Virginia Tech, Blacksburg, “Service Learning and Civic  
Literacy: Making Connections between Learning and Doing”

Ann Jennings, University of Houston-Downtown, TX, “Successful  
Internship Programs”

*Institutional and Professional*

**TSI.14 High School/College Articulation**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Christel Taylor, University of Wisconsin, Waukesha  
**Presenters:** Christel Taylor, University of Wisconsin, Waukesha  
Debra Knutson, Dakota State University, Madison, SD  
Eileen Bularzik, Illinois State University, Normal  
Kimberly S. Dozier, Hartnell College, Salinas, CA

*Professional and Technical Writing*

**TSI.15 Medical Rhetoricians**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 215

**Chair:** Barbara Heifferon, Clemson University, SC  
**Presenter:** Susan Popham, University of Memphis, TN, “Instructional Grants”  
**Respondent:** Barbara Heifferon, Clemson University, SC

*Practices of Teaching Writing*

**TSI.16 Service Learning and Community Literacy SIG**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** Cole Bennett, Abilene Christian University, TX  
**Presenters:** Cole Bennett, Abilene Christian University, TX  
Risa Gorelick, Monmouth College, Long Branch, NJ  
Catherine Gabor, Texas Christian University, Ft. Worth  
Cheryl Duffy, Fort Hays State University, Fort Hays, KS, “Service-Learning  
Discourse and Student Identities”  
Amy Taggart, North Dakota State University, Fargo  
Nancy Nester, Roger Williams University, Bristol, RI  
Glenn Hutchinson, University of North Carolina, Charlotte  
Walt Turner, Bethany College, WV, “Reverses and Rewards: Integrating  
Service Learning into a Curriculum”  
Blake Scott, University of Central Florida, Orlando

Thursday, 6:30–7:30 p.m.

*Institutional and Professional*

**TSI.17 Education Caucus for Composition and Literacy at the University Level**

Hyatt, Third Floor, Pecos Room

**Chair:** Tom William, University of Toronto, Ontario, Canada

**Presenters:** Tom William, University of Toronto, Ontario, Canada, “For the Love of Composition Demystifying the Career Path of Education Scholars”

*Composition Programs*

**TSI.18 Directed Self-Placement and the Marginalized Student: Future Composition Matters**

Henry B. Gonzalez Convention Center, Concourse Level, Room 202B

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

**Presenters:** Dan Royer, Grand Valley State University, Allendale, MI, “Directed Self-Placement and the Marginalized Student: Future Composition Matters”

*Creative Writing*

**TSI.19 Taking a Walk That Matters: Writing Down the Body**

Henry B. Gonzalez Convention Center, Concourse Level, Room 202A

**Chair:** Erin M. Pushman, Limestone College, Gaffney, SC

**Presenters:** Erin M. Pushman, Limestone College, Gaffney, SC, “Writing Down the Body”

Janine DeBaise, SUNY- ESF, Syracuse, NY, “Birthing Words”

Tim Mayers, Millersville University, PA, “On a Poet’s Toes: Making Writing Matter”

Katherine V. Wills, Indiana University/Purdue University, Indianapolis

Mary Ann Cain, Indiana University/Purdue University, Indianapolis, “A Wise Woman Once Walked”

Cathy McClure, Rowan Cabarrus Community College, Charlotte, NC, “Contemplative Composition”



*Institutional and Professional*

**TSI.20 Junior Writing Program Administrators: Who Matters and Why?**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 203A

**Chair:** Alice Horning, Oakland University, Rochester, MI

**Presenters:** Alice Horning, Oakland University, “Ethics and the JWPA”  
Richard Gebhardt, Bowling Green State University, Findlay, OH, “The  
Importance of JWPA Appointments for Junior Faculty and the Field”

Bonnie Kyburz, Utah Valley State College, Provo, “Gender Matters: WPA  
Work and What I Learned from the ‘Bully Broads’”

Debra Dew, University of Colorado at Colorado Springs, “Sundays Too:  
Does JWPA Labor Effectively Matter?”

Connie Kendall, Miami University, Oxford, OH, “Graduate Students Hearing  
Voices: (Mis)Recognition and (Re)Definition of the JWPA Identity”

Brenda Helmbrecht, Miami University, Oxford, OH, “Graduate Students  
Hearing Voices”

Leilani Miller, University of Colorado at Colorado Springs, “Postcards  
from the Edge: Contributions of a WP(A)ssistant”

*Institutional and Professional*

**TSI.21 Mentoring Women in the Profession:  
New Models and Metaphors (Part I)**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

**Chair:** Heather Bruce, University of Montana, Missoula

**Presenters:** Karen Rowan, SUNY-Albany, NY, “Mentor as Master,  
Mentor as Mother: Rethinking Metaphors for Mentorship”

Jane Detweiler, University of Nevada, Reno, “Learning the Uses of Power:  
Mentoring While Being Mentored”

Cindy Moore, St. Cloud State University, MN, “Beyond One-to-One: The  
Possibilities for Community Mentoring”

Margrethe Ahlschwede, University of Tennessee, Martin, TN, “Teachers  
Mentoring Teachers: The West Tennessee Writing Project”

Thursday, 6:30–7:30 p.m.

*Practices of Teaching Writing*

**TSI.22 Film and Television in the Writing Class**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 205

**Chair:** Johanna Schmertz, University of Houston-Downtown, TX

**Presenters:** Jennifer Riley Campbell, Auburn University, AL, “Silver Screen  
Cynicism and the Decline of Political Engagement”

Donna Dunbar-Odom, Texas A&M University-Commerce, “Animal House  
Literacy: First-Year Students’ Definitions of Critical Literacy”

Todd Heyden, Pace University, New York, NY, “‘PLAY Is the Thing’ . . . :  
Making Shakespeare Videos with College ESL Students”

Paul Miller, Davidson College, NC, “Adaptation: Writing, Media  
Technologies, and Meta-Categories”

Marsha Millikin, Texas A&M University-Commerce, “‘Let’s Play Hardball’:  
Teaching Concepts of Argumentation with Television and Film Clips”

Johanna Schmertz, University of Houston-Downtown, TX, “Film Literacy  
as Initiation into Academic Discourse”

Gary Thompson, Saginaw Valley State University, MI, “Freezing the Frame”

Bronwyn Williams, University of Louisville, KY, “‘I Know What I Like’:  
Dealing With Issues of Pleasure in Using Film and TV in the Writing  
Classroom”

*Institutional and Professional*

**TSI.23 National Writing Project Network**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

**Chair:** Marjorie Roemer, Rhode Island College, Providence

**Presenters:** Robert Brooke, University of Nebraska, Lincoln

Elyse Eidman-Aadahl, University of California, Berkeley

Lizbeth A. Bryant, The Ohio State University, Mansfield

Charles Moran, University of Massachusetts, Amherst

Tom Fox, California State University, Chico

Sheridan Blau, University of California, Santa Barbara

*Theory*

**TSI.24 Working-Class Culture And Pedagogy**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217A

**Chair:** Ira Shor, City University of New York, Brooklyn

**Presenters:** William Macauley, Mount Union College, Alliance, OH, “And  
the Class You Rode In On: Getting to Class through Inquiry”

Melissa Hasbrook, Michigan State University, Lansing, “This Class Eats!  
Latino Cooks, M & M’s, and Teaching Class through ‘Global Inquiry’”

Ira Shor, City University of New York, Brooklyn, “Implementing CCCC’s  
Labor Resolution: Next Steps in the Labor Crisis”

Gloria McMillan, University of Arizona, Tucson, “Update on the Adjunct  
Survey”

*Institutional and Professional*

**TSI.25 Special Interest Group:**

**English Education/Composition Connections**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chairs:** Jonathan Bush, Western Michigan University, Kalamazoo

Janet Alsup, Purdue University, West Lafayette, IN

**Presenters:** Patricia Dunn, Stony Brook University, NY, “Creating a  
Graduate Program in Composition Exclusively for Middle and High  
School Teachers”

Kenneth Lindblom, Stony Brook University, NY, “Creating a Graduate  
Program in Composition Exclusively for Middle and High School  
Teachers”

Heidi Estrem, Eastern Michigan University, Ypsilanti, “Possibilities of  
Grammar: The Pedagogy of the Language Study Course”

Mark Letcher, The Ohio State University, Columbus, “Practice Meets  
Theory in the Methods Course”

Robert Rozema, Western Michigan University, Kalamazoo, “Writing the  
Composition Methods Course: Reflections on Choices, Pedagogy, and  
Curriculum”

Janet Alsup, Purdue University, West Lafayette, IN, “Speaking as a Teacher:  
Assignments That Facilitate Professional Identity Development of the  
Writing Teacher”

Elizabeth Blackburn-Brockman, Central Michigan University, Mt. Pleasant,  
“One Page or Two?: Resume Length Preference and Preservice English  
Teachers”

Don Stoll, Rowan University, Glassboro, NJ, “Shouting across the Gap:  
Venues Where College and High School Writing . . .”

*(Continued next page)*

Thursday, 6:30–7:30 p.m.

Jonathan Bush, Western Michigan University, Kalamazoo, “Extending the Realm of Research and Scholarly Publication in Writing Teacher Education”

Claire Lamonica, Illinois State University, Normal, “With One Foot in Each Camp, How Do I Keep My Balance?”

Kimme Nuckles, Baker College, Auburn, MI, “Beginning To Make the Subject Matter: Beginning an English Education Program”

Georgina Hill, Western Michigan University, Kalamazoo, “Defining Differences: Teaching Basic Writers with High School Teachers”

Jennifer Seibel-Trainor, University of Pittsburgh, PA, “Curricular Collaborations: Preparing English Majors for the Fifth Year”

Pam Sutton, Union University, Jackson, TN, “Prepping for Student Teaching: Collecting Your Wits and Wisdom”

Gita DasBender, Seton Hall University, South Orange, NJ, “Mentoring Matters: Organizing Teacher-Education Opportunities for Adjuncts within a Composition Program”

Jeanne LaHaie, Western Michigan University, Kalamazoo, “Inviting English Education Seniors into the Basic Writing Classroom; Problems and Possibilities”

**TSI.26 James Sledd: A Memorial Tribute**

Hyatt, Third Floor, Pecan Room

*Chair:* Richard Freed, Eastern Kentucky University, Richmond

*Presenters:* Ralph Voss, University of Alabama, Birmingham

Andrew Sledd, Austin, TX

Geneva Smitherman, Michigan State University, East Lansing

**TSI.27 Keeping Up Hope and Vision in Regressive, Repressive Times**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

*Chairs:* Bruce Novak, University of Chicago, IL

Lucille McCarthy, University of Maryland, Baltimore

Stephen M. Fishman, University of North Carolina, Charlotte

## THURSDAY EVENING SPECIAL EVENTS

### Scholars for the Dream Reception

Hyatt, Second Floor, Regency Ballroom 1, 6:15 p.m.–7:15 p.m.

*Chair:* Elaine Richardson

The Conference on College Composition and Communication is proud to sponsor the Scholars for the Dream Travel Awards to encourage scholarship by historically underrepresented groups. These groups include African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino and Latina Americans, and American Indians—persons whose presence and whose contributions are central to the full realization of our professional goals. CCCC offers up to 10 travel awards to emerging scholars, sponsors a breakfast for all award winners, and gives a one-year membership in NCTE and CCCC. The Awards Selection Committee considers originality of research, significance of pedagogical or theoretical contributions to the field, and potential for larger, subsequent projects. Scholars for the Dream will be identified Thursday morning during the Opening General Session.

### Humor Night

Hyatt, Second Floor, Regency Ballroom 3, 8:00–9:30 p.m.

#### "Awwww Hawwww! It's 'T' for Texas!"

*Chair:* Ronald L. Lunsford, UNC Charlotte Charlotte

**Presenters:** Gabriele Rico, San Jose State University, CA, "The Comedy in Language Chaos: Humorist, wenn man trotzdem lacht"

Bill Bridges, Sam Houston State University, Huntsville, TX, "It's the Little Things": A Texan's Guide to Texas"

Marvin Diogenes, Stanford University, CA, "CBB: Maximum Revision and Blues"  
Clyde Moneyhun, University of Delaware, Newark, "CBB: Maximum Revision and Blues"

What better place for us to convene Humor Night in Texas than in Old San Antonio? Folks who visit San Antonio and, by extension, the Lone Star State frequently return home with a sense of awe at the vastness of the landscape. Humor Night celebrates that vastness with a veritable potpourri of approaches to things humorous, including observations on Texas music, cuisine, sports, and politics. We also offer the musical stylings of the Composition Blues Band, a shadowy group of misfit compositionists fronted by Marvin Diogenes and Clyde Moneyhun and devoted to rediscovering and reilluminating the historical connections of rhetoric, composition, rock, and blues.

### AA

Hyatt, Third Floor, Nueces Room  
8:00 p.m.–10:00 p.m.

### ALANON

Hyatt, Third Floor, Pecos Room  
8:00 p.m. –10:00 p.m.

Friday, 8:00–9:15 a.m.

## FRIDAY, March 26

**REGISTRATION 8:00 a.m.– 5:00 p.m.**

Henry B. Gonzalez Convention Center, East Registration Area,  
Street Level

**EXHIBITS 9:00 a.m.–5:00 p.m.**

Henry B. Gonzalez Convention Center, Exhibit Hall C, Street Level

### G Sessions

**8:00 a.m.–9:15 a.m.**

*Featured Session*

#### Reading Matters

Hyatt, Second Floor,  
Regency Ballroom West

**Chair:** Mariolina Salvatori, University of Pittsburg, PA  
Attention to reading and to literacy has diminished significantly within the field of composition studies. In the late 1980s and early 1990s, reading or literacy appeared as topic categories in CCCC conference programs, and numerous sessions and papers dealt directly with the process of reading, relationships between reading and writing, and discussions of reading theories from other fields. In recent years, reading and literacy have been eliminated as topic categories, and the number of sessions and papers devoted to reading has diminished. The field's journals also have included far fewer articles on reading or literacy. Flynn, Harkin, and Schweickart explore the eclipse of reading and why composition studies cannot afford to continue this trend.

**Elizabeth A. Flynn** is Professor of Humanities at Michigan Technological University. She is author of *Feminism beyond Modernism*, founding editor of the journal *Reader*, and coeditor, with Patrocínio P. Schweickart, of *Gender and Reading* and *Reading Sites: Social Difference and Reader Response* (MLA, forthcoming). She has had grants from the National Science Foundation, the Whirlpool Foundation, and the Michigan Council for the Humanities.



Elizabeth A. Flynn



Patricia Harkin

**Patricia Harkin** teaches in the Department of Communication at the University of Illinois, Chicago. She has chaired the College Section of NCTE and served on the Executive Committee of CCCC. Currently, she is at work on two projects: a book that connects composition studies with Birmingham School articulation theory, and a study of John Quincy Adams’s *Lectures on Rhetoric and Oratory*. She is the author of *Acts of Reading* and the coeditor of *Contending with Words*.

**Patrocínio P. Schweickart** is Professor of English and Women’s Studies at Purdue University. She is coeditor, with Elizabeth A. Flynn, of *Gender and Reading*, with whom she also will soon publish *Reading Sites*. Her other publications include *Reading Ourselves: Toward a Feminist Theory of Reading*; *Engendering Critical Discourse*; *Reading, Teaching, and the Ethic of Care*; and *What Are We Doing? What Do We Want? Who Are We? Comprehending the Subject of Feminism*.

*Theory*

**G.01 Present Bodies, Absent Bodies, Perfect Bodies**

Hyatt, Third Floor, Frio Room

**Chair:** Staci Shultz, Boston College, Chestnut Hill, MA

**Presenters:** Joseph Jeyaraj, Baylor University, Waco, TX, “Jacques Lacan and Socially Epistemic Pedagogy: Reintroducing the ‘Rea’” and Reconsidering the ‘Imaginary’”

Martin Ley, College of Lake County, Grayslake, IL, “The Problem of Lacan in the Subject in Rhetoric and Composition: A Sublime Matter of Commitment”

Staci Shultz, Boston College, Chestnut Hill, MA, “The Weight of Their Words: Why Composition and Issues of Place Matter for Students Who Suffer From Disordered Eating”

*Institutional and Professional*

**G.02 Changing Documents, Changing Programs:  
Practicing Rhetorical Reform**

Hyatt, Third Floor, Pecan Room

**Chair:** Jeffrey Galin, Florida Atlantic University, Boca Raton

**Presenters:** Virginia Crisco, University of Nebraska-Lincoln, “Institutionalizing Equity: Writing Race Into the First-Year Composition Handbook”

Maria Montaperto, University of Nebraska-Lincoln, “Institutionalizing Equity: Writing Race Into the First-Year Composition Handbook”

Tarez Graban, Purdue University, West Lafayette, IN, “Beyond Goals, Means, and Outcomes: Curricular Reflection and Change”

Kathleen Ryan, West Virginia University, Morgantown, “Curricular Reform: Revising a Course Guide as an Art of Intervention and Invention”

Friday, 8:00–9:15 a.m.

*Institutional and Professional*

**G.03 Making Composition Matter in the Scholarship of Teaching**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chair:** Debbie Minter, University of Nebraska-Lincoln

**Presenters:** Shari Stenberg, Creighton University, Omaha, NE, “Teaching the Scholarship of Teaching as Revision”

Darby Arant, Creighton University, Omaha, NE, “The Learning Portfolio”

Katie Hupp Stahlnecker, Metropolitan Community College, Omaha, NE,

“Making a Plug for Pedagogy: Dialogue in and about the Writing Center”  
Amy Goodburn, University of Nebraska-Lincoln, NE, “Curricular (Re)Vision and the Scholarship of Teaching”

Debbie Minter, University of Nebraska-Lincoln, “Curricular (Re)Vision and the Scholarship of Teaching”

*Institutional and Professional*

**G.04 Closing The Teaching-Learning Loop:  
Making Writing Program Assessment Matter**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Dawn Rodrigues, Albany College of Pharmacy, NY

**Presenters:** Raymond Rodrigues, Skidmore College, Saratoga Springs, NY,  
“Creating a Culture of Evidence through Writing Assessment”

Teresa Murden, University of Texas at Brownsville, “Transforming Faculty through Professional Development and Critical Inquiry”

Dawn Rodrigues, University of Texas at Brownsville, “Integrating Assessment and Program Development”

*Composition Programs*

**G.05 Working Across the Curriculum:  
New Approaches and Communications**

Hyatt, Third Floor, Blanco Room

**Chair:** Maxine Long, Genesee Community College, Livonia, NY

**Presenters:** Nancy Myers, University of North Carolina, Greensboro,  
“History Matters: Drawing on Classical Rhetoric for WAC Faculty Training”

Esther DiMarzio, Kishwaukee Community College, Malta, IL, “Composition Matters Across the Curriculum”

Maxine Long, Genesee Community College, Livonia, NY, “The Assignment Was Harder Than We Thought: Lessons Learned While Writing Model Research Papers in the Disciplines”



*Practices of Teaching Writing*

**G.06 Shaping A New Generation of Teachers of Writing through International Collaboration**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Pamela B. Childers, The McCallie School, Chattanooga, TN

**Presenters:** Gerd Braeuer, Emory University, Atlanta, GA, “Developing a Trans-European Teacher Training Program . . . High School Writing and Reading Centers”

Ingrid Stassen, University of Nijmegen, The Netherlands, “Text Feedback via E-Chat: Collaboration between College and High School Students”

Antonia Hornung, Università degli Studi di Modena e Reggio, Modena, Italy, “Écriture Automatique in the Teaching of L2-Writing in College and High School”

*Practices of Teaching Writing*

**G.07 Where Does Invention Go after First-Year Composition?**

Henry B. Gonzalez Convention Center, Concourse Level, Room 213B

**Chair:** William Wright, Mesa State College, Grand Junction, CO

**Presenters:** Kurt Haas, Mesa State College, Grand Junction, CO, “Invention and Technology in Literature Courses”

Barry Laga, Mesa State College, Grand Junction, CO, “Invention and Heuristics in Critical Theory Courses”

Julie Barak, Mesa State College, Grand Junction, CO, “Invention and Content in Ethnic Studies Courses”

William Wright, Mesa State College, Grand Junction, CO, “Invention and Training in Composition Theory Courses”

*Practices of Teaching Writing*

**G.08 The Student Writer as Critic and Consumer: Why Do We Get What We Get When We Ask Students What They Think?**

Henry B. Gonzalez Convention Center, Concourse Level, Room 213A

**Chair:** Elizabeth Hatmaker, Illinois State University, Normal, IL

**Presenters:** Carol Kountz, Grand Valley State University, Allendale, MI, “Following the Threads into the Labyrinth of the Discussion Board”

Dauvan Mulally, Grand Valley State University, Allendale, MI, “On-the-Job Training: Applying Workplace Criticism Models to Student Feedback”

Scott Herstad, Grand Valley State University, Allendale, MI, “‘Two Thumbs Way Up for a Great Class’: Student Evaluations, Self-Reflection, and the Society of the Spectacle”

Kirsti Sandy, Keene State College, NH, “‘Make Your Essay Count!’: Reading ‘College Help’ Sites

Elizabeth Hatmaker, Illinois State University, Normal, IL, “‘You’re Writing for Results, Not a Pulitzer’: Fundraising and the Goals of College Writing”

Friday, 8:00–9:15 a.m.

*Practices of Teaching Writing*

**G.09 Caught In The Crossfire:**

**Advocating for Composition in a Military Institution**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Richard Flinn, Naval Academy Preparatory School, Newport, RI

**Presenters:** Richard Flinn, Naval Academy Preparatory School, Newport, RI, “A Tension on Deck: The Call of Composition in a Military School”  
Robert Biral, Naval Academy Preparatory School, Newport, RI, “Mission Possible: (Re)Composing Leadership and Literacy as a Site of Composition”

Michael O’Hara, University of Rhode Island, Kingston, “Writing at Mach One: The Value of Composition in the Classroom and the Cockpit”

Theo Greenblatt, University of Rhode Island, Kingston, “Bending the Rules of Engagement: Negotiating Portfolios in a Military Classroom”

*Practices of Teaching Writing*

**G.10 Scientific Research and Writing in the Composition Classroom**

Hyatt, Third Floor, Nueces Room

**Chair:** Cary Moskovitz, Duke University, Durham, NC

**Presenters:** Michelle Sidler, Auburn University, AL, “Making Science Matter: Teaching Biotechnology and Research-Praxis in Composition”  
Roger Solberg, Edinboro University, PA, “Why Loren Eiseley Matters: The Personal Essay as Nexus of Science and Spirit”

David Kellogg, Duke University, Durham, NC, “Primary Scientific Literature in the First-Year Writing Class: A Call for Equal Treatment”

Cary Moskovitz, Duke University, Durham, NC, “Primary Scientific Literature in the First-Year Writing Class: A Call for Equal Treatment”

*Practices of Teaching Writing*

**G.11 Making Composition Matter:**

**Nontraditional Students And The Research Paper**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

**Chair:** Juliette Schaefer, Ohio Dominican University, Columbus

**Presenters:** Juliette Schaefer, Ohio Dominican University, Columbus, “Creating Collaborative Learning Communities: Technology, Adult Students, and the Portfolio-Style Research Paper”

Sarah Moreman, Sul Ross State University, Rio Grande College, Del Rio, TX, “Lives Not Lived Wholly in English: Making Research Matter to Adult Hispanic Students”

Walter Kokernot, Ohio Dominican University, Columbus, “Can the Ancient’s Elocutio Rescue the Modern Research Paper?”

*Practices of Teaching Writing*

**G.12 Writing-Center Collaborations, Literature Reviews, and Building Confidence in First-Year Composition**

Hyatt, Third Floor, Regency Ballroom 1

**Chair:** Deirdre Carney, Louisiana State University, Baton Rouge

**Presenters:** Ross Chodan, Texas Christian University, Fort Worth, “Texas an Argument for Collaborative Training”

Harrison Carpenter, University of Colorado, Boulder, “Matters of Genre in First-Year Composition: Literature Reviews to Encourage Critical Inquiry”

Angela Buchanan, University of Colorado, Boulder, “Matters of Genre in First-Year Composition: Literature Reviews to Encourage Critical Inquiry”

*Composition Programs*

**G.13 The New Scene of Writing:  
Designing an Oral, Visual, and Textual Curriculum**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Corinne Arraez, Stanford University, CA

**Presenters:** Corinne Arraez, Stanford University, CA, “Teaching Multiliteracies: An Exploration of Assignment Design and Assessment”

John Tinker, Stanford University, CA, “The Writing Center and Multimedia Curriculum Development”

Wendy Goldberg, Stanford University, CA, “Teaching Writing as Performance: The Writing Center and New Orality”

Carolyn Ross, Stanford University, CA, “The Discourse of Community: Expanding the Scene of Community-Based Writing”

Doree Allen, Stanford University, CA, “The Discourse of Community: Expanding the Scene of Community-Based Writing”

*Information Technologies*

**G.14 Transforming Our Teaching: The Difference Online Writing Makes**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

**Chair:** Monika Gross, Bowie State University, MD

**Presenters:** Jennifer Novak, The University of Minnesota, St. Paul, “Defining Online Learning: The “Breakdown” of Traditional Education”

Maureen Fitzpatrick, Johnson County Community College, Overland Park, KS, “Making Chaos: Combining Narrative, Interactive Media, and Instruction”

Eliot Rendleman, University of Nevada, Reno, “Making Sophistic Theories of Composition Matter for Hypertextual Public Discourse”

Friday, 8:00–9:15 a.m.

*Information Technologies*

**G.15 Making Technology Matter:**

**Extending Writing-Center Pedagogy to Uses Of Technology**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217C

**Chair:** Lester Faigley, University of Texas, Austin

**Presenters:** Robert Wellborn, University of Texas, Austin  
Lawrence Ross, Pennsylvania State University, State College  
Shawn Rice, University of Texas, Austin

*Research*

**G.16 Computer-Aided Rhetorical Analysis of Electronic Archives**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** Cheryl Geisler, Rensselaer Polytechnic Institute, Troy, NY

**Presenters:** David Kaufer, Carnegie Mellon University, Pittsburgh, PA, “The  
Language Theory Underlying Computer-Aided Rhetorical Analysis”  
Pantelis Vlachos, Carnegie Mellon University, Pittsburgh, PA, “The Statistical  
Foundations of Computer-Aided Rhetorical Analysis”  
Cheryl Geisler, Rensselaer Polytechnic Institute, Troy, NY, “ Computer-Aided  
Rhetorical Analysis of the Genre of the Tech Review”  
Roland Hsu, Stanford University, Palo Alto, CA, “Computer-Aided Rhetoric  
Analysis of Student Writing in the Stanford Study of Writing”  
Peter Cramer, Carnegie Mellon University, Pittsburgh, PA, “Computer-Aided  
Rhetoric Analysis of Journalistic Reports in the Brooklyn Museum  
Controversy”

*History*

**G.17 Iconography: Lady Rhetoric and Images of the Suffragettes**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Lori Mumpower, University of Central Florida, Orlando

**Presenters:** Lisa Suter, Miami University, Oxford, OH, “When Rhetoric  
Was a Woman: The Medieval Iconography of the Lady Rhetoric”  
Ernest Enchelmayer, Troy State University, AL, “Rhetorical Iconography:  
Making the Visual Matter”  
Lori Mumpower, University of Central Florida, Orlando, “The Violent  
Suffragette: Counter-Images of Suffragettes in the Public Literary Sphere”

*Institutional and Professional*

**G.18 It's a Two-Way Street: Faculty Mentoring Graduate Students of Color in Composition and Rhetoric Programs**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Nancy Thompson, University of South Carolina, Columbia

**Presenters:** Terry Carter, Southern Polytechnic State University, Marietta, GA, "Reciprocal and Cross-Cultural Mentoring: Understanding the Role of African American Academic Identity in Graduate Education"

Sandra Young, Allen University, Columbia, SC, "Tracking a Common Pedagogy: Bridging the Gap Between Research Universities' and HBCUs' Composition Programs"

Christy Friend, University of South Carolina, Columbia, "Unfamiliar Ground: Toward a Model of Cross-cultural Graduate Student Mentoring"

Rose Metts, Savannah State University, GA, "Unfamiliar Ground: Toward a Model of Cross-Cultural Graduate Student Mentoring"

*Language*

**G.19 A Smattering of Technology: Technological Literacy of NNES Students and Teachers**

Hyatt, Third Floor, Llano Room

**Chair:** Joseph Wenig, Purdue University, West Lafayette, IN

**Presenters:** Joseph Wenig, Purdue University, West Lafayette, IN, "Fitting a Square Peg in a Round Hole: NNES Students' Technological Literacy in a Noncomputer Classroom"

Xiaoye You, Purdue University, West Lafayette, IN, "When Life Hands You Lemons . . . The Subversive Use of Computer Literacy in ESL Writing Classes"

Mingyan Hong, Purdue University, West Lafayette, IN, "A Digital Olive Branch: Technological Literacy as a Communicative Link between NNES Instructors and NES Students"

Friday, 8:00–9:15 a.m.

*Creative Writing*

**G.20 The Wonders of Wandering: Alternative Pedagogies and The Teaching of Writing**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Megan Fulwiler, The College of Saint Rose, Albany, NY

**Presenters:** Megan Fulwiler, The College of Saint Rose, Albany, NY, “‘Poets of Their Own Affairs’: (Re)figuring Identity and Agency in Autobiographical Writing”

Sonia Bernstein, University of Rhode Island, Kingston, “Actor, Agent, and Author: Engaging the Dramatic Text”

Stephanie Paterson, California State University at Stanislaus, Stockton, CA, “Snack Thoughts vs. the Prepared Mind: Teaching Photo Essays”

Jeanna Fox, California State University at Stanislaus, Stockton, CA

*Professional and Technical Writing*

**G.21 Medical Matters: Rhetoric and Technology in the SARS Case, Nursing, and Website Design**

Henry B. Gonzalez Convention Center, Concourse Level, Room 217B

**Chair:** Paul Casey, Bowling Green State University, OH

**Presenters:** Gwendolyn Gong, Chinese University of Hong Kong, Shatin, “The Rhetoric of SARS: Ethical Implications of Hong Kong’s Public-Health Campaign”

Sam Dragga, Texas Tech University, Lubbock, “The Rhetoric of SARS: Ethical Implications of Hong Kong’s Public-Health Campaign”

Sandi Reynolds, Texas Woman’s University, Denton, “Changing the Face of Nursing: Teaching Writing to First-Year Nursing Students”

Hou Shouzhao, Purdue University, West Lafayette, IN, “Rhetoric Evaluation of a Women-Related Medical Web Site”

Hui Zeng, Oklahoma State University, Stillwater, “Rhetorical Analysis of a Women-related Medical Website”



*Professional and Technical Writing*

**G.22 Pedagogical Concerns in the Teaching of Professional and Technical Writing**

Hyatt, Third Floor, Chula Vista Room

**Chair:** Pamela Herring, The University of Texas at Brownsville

**Presenters:** Janice Hewitt, Rice University, Houston, TX, “Writing Skills Matter to Native and Non-native Graduate Students: Teaching Commonalities”

Mary Morse, Rider University, Lawrenceville, NJ, “Arts Reviewing as an English Writing Course”

Elizabeth Giddens, Kennesaw State University, GA, “Metacognitive Knowledge: What It Means to Professional Writing Students and Why It Matters to Their Teachers”

*Composition Programs*

**G.23 Re-Seeing, Navigating, And Collaborating: Writing Centers Matter**

Henry B. Gonzalez Convention Center, Concourse Level, Room 206A

**Chair:** Birgitta Ramsey, Southeastern Louisiana University, Hammond

**Presenters:** Sue Dinitz, University of Vermont, Burlington, “Collaborative Online Tutoring: Avoiding a Contradiction in Terms”

Donna Sewell, Valdosta State University, GA, “Navigating the Minefield: Emotional Matters in Writing Centers”

Leah Cassorla, University of South Florida, Tampa, “Navigating the Minefield: Emotional Matters in Writing Centers”

Birgitta Ramsey, Southeastern Louisiana University, Hammond, “Re-Seeing the Writing Center”

*Composition Programs*

**G.24 A Cornerstone That Matters: Composition and Peer Tutoring**

Henry B. Gonzalez Convention Center, River Level, Room 006A

**Chair:** Heidi McKee, University of Massachusetts, Amherst

**Presenters:** Heidi McKee, University of Massachusetts, Amherst, “Composition and Peer Tutoring: The Peer Tutor”

Michael Mattison, Boise State University, ID, “Composition and Peer Tutoring: The Tutee”

Linda Shamoan, University of Rhode Island, Kingston, “Composition and Peer Tutoring: WAC”

Tom Batt, Husson College, Bangor, ME, “Composition and Peer Tutoring: The Institution”

Friday, 8:00–9:15 a.m.

*Composition Programs*

**G.25 Making Technology Matter in Writing Centers**

Henry B. Gonzalez Convention Center, River Level, Room 006B

**Chair:** Susan Lang, Texas Tech University, Lubbock

**Presenters:** Joseph Howe, Texas Tech University, Lubbock, “Courseware and the Changing Role of Writing Centers”

Loretto Jones, Texas Tech University, Lubbock, “Creative Writing Tutorials Online: Analysis and Guidelines”

Kathleen Gillis, Texas Tech University, Lubbock, “Surveying Client Feedback Concerning Online Tutorials: Exploring E-Tutorial Environments”

Susan Lang, Texas Tech University, Lubbock

*Theory*

**G.26 Mapping Rhetorical Boundaries: Kairos, Style, and Epistemology**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Laura McGrath, The University of Georgia, Athens

**Presenters:** Jefferey Taylor, Metropolitan State College of Denver, CO, “Synthetic Tensions: Kenneth Burke’s Pentad Meets Mary Douglas’s Grid/Group Cosmology”

Charles Murillo, California State University, San Bernardino, “William Samuel Howell, Ramon Saldivar, and the Cheeky Cholo Doctrine of Style”

Jai Hee Cho, California State University, Fullerton, “Kairos of Pathos: An Educated Appeal in East Asian Rhetoric”

*Theory*

**G.27 Activist Rhetorics**

Henry B. Gonzalez Convention Center, Concourse Level, Room 217A

**Chair:** Catherine Gouge, West Virginia University, Morgantown

**Presenters:** Marlia Banning, Kent State University, OH, “Truth Floats: The Shifting Public and Epistemological Terrain of Reflexivity”

David Sherman, California State University, Dominguez Hills, “How Making Matters: Re-configuring Composition Spaces through Contemporary Visual Art Modalities and Tactics”

Mary Hocks, Georgia State University, Atlanta, “Composing Cyberfeminism as Digital Activist Rhetoric”



Friday, 8:00–9:15 a.m.

**G.28 Advocating The Writing Major within Three Different Institutional Contexts**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

*Chairs:* Mark Schaub, Grand Valley State University, Allendale, MI  
Stuart Selber, Penn State University, University Park

*Presenters:* Stuart Selber, Penn State University, University Park, “Advocating  
the Writing Major within Three Different Institutional Contexts”

Kate Latterell, Penn State, Altoona, “Developing Writing Programs in a Small-  
College Setting”

Jeff Grabill, Michigan State University, East Lansing, “The Writing Major  
as Institutional Argument”

Mark Schaub, Grand Valley State University, Allendale, MI, “Integrating  
Creative and Professional Writing in a Single Degree”

**G.29 Rhetoricians as Top Administrators:  
Negotiating the Politics of the New University**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

*Chair:* William Covino, Florida Atlantic University, Boca Raton

*Presenters:* Barbara Couture, Washington State University, Pullman

William Covino, Florida Atlantic University, Boca Raton

Reed Way Dasenbrock, University of New Mexico, Albuquerque

Elaine Maimon, Arizona State University West, Phoenix

Jasper Neel, Southern Methodist University, Dallas, TX

Thomas Kent, Utah State University, Logan



Friday, 9:30–10:45 a.m.

## H Sessions

9:30 a.m.–10:45 a.m.

*Featured Session*

### On Literacy Past, Present, and Future: A Conversation with Deborah Brandt and Harvey J. Graff

Hyatt, Second Floor,  
Regency Ballroom West



Deborah Brandt

*Chair:* Patricia Lambert Stock, Michigan State University

Composition scholar Deborah Brandt and social historian Harvey J. Graff join a public conversation on the problematics of literacy. Together they hope to promote a more sustained and integrated exploration and critique of the place of reading and writing. Bring your thoughts about the following questions:

What is the state of play between practices of literacy and talk about them? How do matters of discourse and ideology shape practices? What are the limits of current conceptualizations of “literacy practices” and their relationship to other media and contexts? What parts do different disciplines’ constructions of literacy play?

“Literacies” or “literacy”? What’s wrong with these terms and the conceptualizations on which they stand? Where are the distinctions, the gaps, and connections? What implications follow?

What are the New Literacy Myths? What is the relationship to the social, cultural, economic, and political changes of the late twentieth and early twenty-first centuries? For example, what do they have to do with developments that go by the names of “New Economy,” “postmodern,” “postindustrial,” “multicultural,” “multimedia,” and “global”?

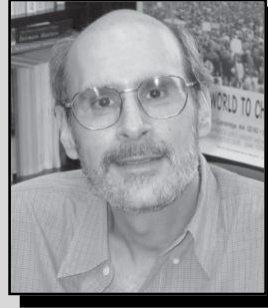
How has our own teaching been affected by our understandings of literacy? How are these understandings reflected in what we teach, as well as our priorities, objectives, and strategies? How does teaching influence what we research?

What is happening to relationships between reading and writing today? Are there ways to approach the study of literacy that can reduce or reconfigure a long-standing dichotomy between the two?

**Deborah Brandt** is Professor of English at the University of Wisconsin-Madison, where she also has been principal investigator with the National Research Center on English Learning and Achievement. Her book *Literacy in American Lives* (Cambridge) won both the prestigious Grawemeyer Award in Education and the MLA Mina Shaughnessy Prize. Her earlier book, *Literacy as Involvement* (Southern Illinois), won the David H. Russell Award.

Friday, 9:30–10:45 a.m.

**Harvey J. Graff** is Professor of History; member of the faculty for the Ph.D. Program in Culture, Literacy, and Language, and in English, and the faculty in Public Administration at The University of Texas at San Antonio. He is noted internationally for his research on the history of literacy (including *The Literacy Myth: Literacy and Social Structure in the Nineteenth-Century City*; *The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society*; *The Labyrinths of Literacy*).



Harvey J. Graff

*Composition Programs*

**H.01 Composing a Community: The History Of WAC In Higher Education**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217D

**Chair:** Chris Thaiss, George Mason University, Fairfax, VA

**Presenters:** Elaine Maimon, Arizona State University, Phoenix, “It Takes a Campus To Teach a Writer”

Margot Soven, La Salle University, Philadelphia, PA, “Redefining the WAC Community: The University of Chicago Institute on Writing and Critical Thinking”

Susan McLeod, University of California-Santa Barbara, “The Beginnings of a Statewide WAC Community”

*Practices of Teaching Writing*

**H.02 Why Don't We Just Study “English?”:**

**Composition As Orientation to Higher Learning**

Hyatt, Third Floor, Frio Room

**Chair:** David Carithers, University of North Carolina at Greensboro

**Presenters:** David Carithers, University of North Carolina at Greensboro, “A Good Person Speaking”

Joseph Wagner, University of North Carolina at Greensboro, “Participate—It's for Your Own Good”

Rod Spellman, University of North Carolina at Greensboro, “Gauging Our Influence”

Temeka Carter, University of North Carolina at Greensboro, “The Democratic Composition Classroom”

Elizabeth Vogel, University of North Carolina at Greensboro, “Can You Feel It?: The Effect of Emotions on Our Students”

Friday, 9:30–10:45 a.m.

*Composition Programs*

**H.03 Passing the Buck: Attitudes, Assumptions, and Policies Impeding WAC Efforts in Universities, Colleges, and High Schools**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Patricia Dunn, Stony Brook University, NY

**Presenters:** Michael G. Boyd, Metamora High School, IL, “Why Is It So Difficult To Write Across High School Curricula?”

Mary Adams, Lincoln College, Normal, IL, “A Tradition of Complaint”

Valerie L. Perry, Eureka College, IL, “They Can’t Write If They Can’t Think! Exploring Assumptions about Student Writing”

Patricia Dunn, Stony Brook University, NY, “How Commonplace Assumptions about ‘Writing’ Impede Writing Reform”

*Composition Programs*

**H.04 Community-Based Writing Collaborations That Matter: Critical Moments On and Off the Page**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** Barbara Roswell, Goucher College, Baltimore, MD

**Presenters:** Risa Gorelick, Monmouth University, Long Branch, NJ, “Creating, Recognizing, and Amplifying Critical Moments in Textual Practice”

Barbara Roswell, Goucher College, Baltimore, MD, “Reflection in/on Research: Critical Moments for a Faculty Participant”

Glenn Hutchinson, University of North Carolina-Charlotte, “Home Matters: Critical Moments in a Dialogue between University Classroom and Homeless Shelter”

*Composition Programs*

**H.05 Writing Across The Curriculum In First-Year Composition: The Matter Of The First-Year Seminar**

Henry B. Gonzalez Convention Center, River Level, Room 006A

**Chair:** Gretchen Flesher Moon, Willamette University, Salem, OR

**Presenters:** Deborah Davis Schlacks, University of Wisconsin-Superior, “Trying Out First-Year Seminars at a Small, Public Liberal Arts College: A Progress Report”

Paul Miller, Davidson College, NC, “Wangling and Workshops: Sustaining a WAC First-Year Writing Course at a Liberal Arts College”

Gretchen Flesher Moon, Willamette University, Salem, OR, “The Mature First-Year Seminar: Assessment and Agreement Across the Curriculum”

*Theory*

**H.06 In The Classroom and Beyond: Re-Presenting Chinese “Bian”/  
Rhetorical Experiences on Their Own Terms**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Jan Swearingen, Texas A&M University, College Station

**Presenters:** LuMing Mao, Miami University, Oxford, OH, “What Makes Chinese ‘Indirect,’ and to Whom: Illustrating Correlative Thinking”

Rick Walts, Miami University, Oxford, OH, “Cultural Sensibilities and Pedagogical Practices: Interpreting Chinese Rhetoric in the North American Classroom”

Tim Smith, Miami University, Oxford, OH, “A Look at the Implications Surrounding Zhuangzi, both Then and Now”

*Theory*

**H.07 Who’s Afraid of Argument?  
Negotiating Authority and Voice in the 101 Classroom**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chair:** David Gold, University of Michigan-Dearborn

**Presenters:** David Gold, University of Michigan-Dearborn, “When Good Arguments Go Bad: Authority and Ambiguity in the Composition Classroom”

Patricia Roberts-Miller, University of Texas at Austin, “When Women Argue: Fear of the B Word”

Warren Rochelle, Mary Washington College, Fredericksburg, VA, “Making Student Ideas Matter: Ethnography as Argument”

*Theory*

**H.08 Writing and Healing: Illness, Suffering, and Writing That Matters**

Henry B. Gonzalez Convention Center, River Level, Room 006B

**Chair:** Jason Tougaw, Princeton University, NJ

**Presenters:** Ann Jurecic, Princeton University, NJ, “Writing and Compassion: A Case Study”

Jason Tougaw, Princeton University, NJ, “Healing Aesthetics”

Rachel McLaughlin, Rutgers University, New Brunswick, NJ, “Writing as Self-Medication: Electronic Illness Narratives”

Friday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**H.09 Storytelling, Curriculum Development, and Change**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

**Chair:** Richard Fulkerson, Texas A&M University

**Presenters:** Shirley Rose, Purdue University, West Lafayette, IN,  
“Composition Matters across the Campus: An Inclusive Model of  
Curriculum Development as Storytelling”

Janice Neuleib, Illinois State University, Normal, “Rhetoric Versus Argument:  
What’s a WPA to Do?”

Shane Borrowman, Gonzaga University, Spokane, WA, “Autonomy,  
Consistency, and Coherence in a Writing Program Staffed by Adjuncts”

*Theory*

**H.10 Reading, Writing, and Rhetoric in Religious Traditions**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

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

**Presenters:** Beth Daniell, University of Alabama, Tuscaloosa, “Ways of  
Reading: Traditional and Postmodern”

Thomas Amorose, Seattle Pacific University, WA, “Repairing the Damage  
Done to Public Christianity by Its ‘Theology of Rhetoric’”

David Jolliffe, DePaul University, Chicago, IL, “Embracing Uncertainty: A  
Sample Lesson on Ethos for College Composition”

Elizabeth Vander Lei, Calvin College, Grand Rapids, MI, “Embracing  
Particularity: A Sample Lesson on Pathos for College Composition”

*Information Technologies*

**H.11 Weblogs:**

**Exploring Contexts, Community, Collaboration, and Practice**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

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

**Presenters:** Samantha Blackmon, Purdue University, West Lafayette, IN  
Terra Williams, Florida State University, Tallahassee, “Community and  
Individual Weblogs: The ‘Write’ Combination for Composition Classes”

Charles Lowe, Florida State University, Tallahassee, “Weblogs as a Personal  
Knowledge Publishing Tool for Scholars and Practitioners”

Clancy Ratliff, University of Minnesota, St. Paul, “Whose Voices Get Heard?  
Gender Politics in the Blogosphere”

*Practices of Teaching Writing*

**H.12 Engaging Technologies, Engaging Pedagogies**

Hyatt, Third Floor, Chula Vista Room

**Chair:** Anthony Atkins, Ball State University, Muncie, IN

**Presenters:** Susan Perry, Texas Woman's University, Denton, "Cutting-Edge Construction of a Successful eWriting Course"

Harryette Brown, Eastfield College, Mesquite, TX, "Using Video Effectively in Multimedia and Distance-Learning Courses: What We Can Learn from Narratology Theory"

Danette Paul, Brigham Young University, Provo, UT, "How Does Composition Matter to Women Writing Instructors: A Study of Motivation"

Anthony Atkins, Ball State University, Muncie, IN, "Technology Training for Graduate Students in Rhetoric and Composition Programs"

*Institutional and Professional*

**H.13 National Writing Project Sites and Community Advocacy**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** Elyse Eidman-Aadahl, National Writing Project, Berkeley, CA

**Presenters:** Robert Brooke, University of Nebraska-Lincoln, "Nebraska Rural Institutes and Community Advocacy"

Marjorie Roemer, Rhode Island College, Providence, "Working in the Public Sphere: NWP in the Schools"

Sarah Robbins, Kennesaw State University, GA, "The 'Keeping and Creating' American Communities Project"

*Institutional and Professional*

**H.14 Making Composition Matter: One Independent Writing Program's Journey to Independence and Respect**

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

**Chair:** Kenneth Wright, James Madison University, Harrisonburg, VA

**Presenters:** Kurt Schick, James Madison University, Harrisonburg, VA, "Historical Perspectives on Independent Writing Programs"

Kenneth Wright, James Madison University, Harrisonburg, VA, "Exploring Institutional Resistance to Equal Academic Status for Writing Programs and for the First-Year Course"

Shelley Aley, James Madison University, Harrisonburg, VA, "Exploring the Future of First-Year and Advanced Composition in the Independent Writing Program: Reconnecting Composition Curricula after the Split from English at James Madison University"

Friday, 9:30–10:45 a.m.

*Theory*

**H.15 Making Composition Matter in Words, Maps, and Metaphors**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Teresa Gibson, The University of Texas at Brownsville

**Presenters:** Ellen McManus, Dominican University, River Forest, IL, “Making ‘Composition’ Matter: Finding the Right Words for What We Do”  
Mami Presnall, University of Massachusetts, Amherst, “Mapping Composition: Identifying Slips into Spatialization to Allow for Emergent Knowledge”  
Ken Autrey, Francis Marion University, Florence, SC, “The Contact Zone: Case Study of a Metaphor”

*Institutional and Professional*

**H.16 Uneven Landscapes: Perceptions of Literacy, Class, and Diversity**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Arthur Palacas, University of Akron, OH

**Presenters:** Shannon Carter, Texas A&M University-Commerce, “The Writing Center Goes to Jail: Composition Matters in a Prison Literacy Program”  
Irvin Peckham, Louisiana State University, Baton Rouge, “The WPA and Social Class: Struggling for Distinction in First-Year Writing”  
Arthur Palacas, University of Akron, OH, “Saying Yes to Linguistic-Cultural Minorities in Affirmative Action and Open Enrollment Colleges and Universities: Educating the University”

*Practices of Teaching Writing*

**H.17 Balancing Student Interest And Course Objectives: Toward a Tradition of Visual Technology in the Composition Classroom**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Meg Morgan, University of North Carolina at Charlotte

**Presenters:** Sarah Hallenbeck, University of North Carolina at Charlotte  
Julie Stephenson, University of North Carolina at Charlotte  
Erin Lanahan, University of North Carolina at Charlotte



*Institutional and Professional*

**H.18 Mothers, Mentors, And Invisible Teachers: Making Composition Teachers Matter, Or How Did Adjunct Become A Noun?**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Dominic Delli Carpini, York College of Pennsylvania

**Presenters:** Stuart Stelly, York College of Pennsylvania

Nancy Marter, York College and Penn State, Harrisburg, “Teaching Composition with a Soft Touch: Mothers and Mentors”

Catherine Rosenkrans, York College of Pennsylvania, “Teaching Composition with a Soft Touch: Mothers and Mentors”

Edward Veit, York College of Pennsylvania, “Adjunct, or Is the Professor Half-Full or Half-Empty?”

Barbara Solymos, York College of Pennsylvania, “But Will We Get a Contract in the Fall”

Cyndy Phillips, York College/Gettysburg College/Harris York/Gettysburg, PA, “Building a Team: ‘Adjuncts’ Top-Ten Wish List”

*Language*

**H.19 Bilingual Composition**

Henry B. Gonzalez Convention Center, Concourse Level, Room 218

**Chair:** Amanda Espinosa-Aguilar, Washington State University, Pullman

**Presenters:** Isis Artze-Vega, University of Miami, FL, “Envisioning Bilingual Composition and Its Outcomes”

Belkys Torres, University of Miami, FL, “Using Bilingual Readings in the Composition Class”

Elizabeth Doud, University of Miami, FL, “The Practice of Written Bilingualism”

*Creative Writing*

**H.20 Situating Creative Writing:  
The Art And Craft Of Creative-Writing Pedagogy**

Hyatt, Third Floor, Llano Room

**Chair:** Joel Isenberg, Oklahoma State University, Stillwater

**Presenters:** Joel Isenberg, Oklahoma State University, Stillwater, “More Than a Hobby: A Utilitarian Look at Creative-Writing Classes”

Michael McCamley, Oklahoma State University, Stillwater, “Reading Students, Students Reading: (A)lterity Habits Among Creative Writing Students at Oklahoma State University”

Friday, 9:30–10:45 a.m.

*Professional and Technical Writing*

**H.21 Teaching Scientific Writing: Beyond the Research Article**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217C

**Chair:** Philippa Benson, Conservation International, Washington, DC

**Presenters:** Ann Penrose, North Carolina State University, Raleigh, “Standard Operating Procedures and the Virtue of Applied Genres”

Steven Katz, North Carolina State University, Raleigh, “Reading (Values) Between the Lines: Teaching the Research Proposal”

Michael Carter, North Carolina State University, Raleigh, “LabWrite: Helping Students Write Better Lab Reports in Laboratory Settings”

**Respondent:** Carolyn Miller, North Carolina State University, Raleigh

*Professional and Technical Writing*

**H.22 Discrepant Rhetoric:  
Uses Of Analogies in the Construction of Illness**

Hyatt, Third Floor, Pecos Room

**Chair:** Henrietta Shirk, Montana Tech of the University of Montana, Butte

**Presenters:** Howard Smith, Montana Tech of The University of Montana, Butte, “‘The Scourge That Won’t Go Away’: The Plague”

Henrietta Shirk, Montana Tech of the University of Montana, Butte, “The Menacing Secret Agent: SARS”

*History*

**H.23 Don’t Mess with Texas:  
Accounts of Early 20th-Century Literacy Sponsorship**

Henry B. Gonzalez Convention Center, River Level, Room 006C

**Chair:** Cassandra Parente, Texas Christian University, Fort Worth

**Presenters:** Loren Loving, Texas Christian University, Fort Worth, “Every School Should Be a Character Factory”

Cassandra Parente, Texas Christian University, Fort Worth, “Stabilizing the Hierarchy: Creating ‘Better’ Citizenship through Literacy”

Erin Sagerson, Texas Christian University, Fort Worth, “In/Visibility: Secrecy, Women, and Literacy”

*History*

**H.24 Through the Looking Glass:  
19th-Century Changes In Composition Theory and Praxis**

Hyatt, Third Floor, Pecan Room

**Chair:** Karen Rowe, Bowling Green State University, OH

**Presenters:** Christine Cucciarre, Bowling Green State University, OH, “The Seeds of Change in Composition Theory, Praxis, and Writing Across the Curriculum”

Heather Fester, Bowling Green State University, OH, “A Looking Glass for the Mind: Illustrations as Reflections of the Child in 19th-Century American Elementary Textbooks”

Ramona Duncel, Bowling Green State University, OH, “The Shifting Agenda: A Consideration of Writing Prompts from 1865–1925”

Karen Rowe, Bowling Green State University, OH, “Which Thousand Words? Picture Prompts in College Textbooks”

*History*

**H.25 19th-Century Women Rhetoricians and Rhetorical Advice**

Henry B. Gonzalez Convention Center, River Level, Room 006D

**Chair:** Christa J. Downer, Texas Woman’s University, Arlington

**Presenters:** Amy M. Dooley, Texas Christian University, Fort Worth, “Maria Edgeworth as Female Rhetorician—and Nineteenth-Century Expressionist”

Edwina Helton, Indiana University East, Richmond, “Constructions of Literacy in Nineteenth-Century Etiquette Manuals”

Rita Malenczyk, Eastern Connecticut State University, Willimantic, “Truth-Telling Margins: Domestic Agency in the Writings of Fanny Fern”

*Research*

**H.26 Papa Don’t Rap:  
Identity, Counterstories, and Hip-Hop Hermeneutics**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Austin Jackson, Michigan State University, East Lansing

**Presenters:** Liz Rohan, University of Michigan-Dearborn, “Dads, Dating, and Other Stories from the Family Trunk: Composition as a Personal Matter”

Rebecca Jackson, Texas State University, San Marcos, “Resisting Institutional Narratives: Students’ Counterstories of Writing in the University”

Austin Jackson, Michigan State University, East Lansing, “Hip-Hop Hermeneutics: Rap Music and Teaching for Social Justice”

Friday, 9:30–10:45 a.m.

*Institutional and Professional*

**H.27 Does CCCC Matter? A Critique and a Call for Change**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217A

**Chair:** Derek Owens, St. John's University, Queens, NY

**Presenters:** Derek Owens, St. John's University, Queens, NY, "The CCCC  
Footprint: An Environmental Impact Statement"

C. Mark Hurlbert, Indiana University of Pennsylvania, "Comic (?) Interlude:  
A Parody of an All-Too-Typical CCCC Paper"

Robert Yagelski, State University of New York at Albany, "A Conference  
Radically Out of Sync with Its Historical Moment"

*Theory*

**H.28 Taking the Visual Further: Research and Theory**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

**Chair:** Mary Hocks, Georgia State University, Atlanta

**Presenters:** Tracy Volz, Rice University, Houston, TX, "A Pilot Study on  
the Criteria Used to Evaluate Technical Posters"

Mary Williams, Clemson University, SC, "Visual Literacy in the First-Year  
Writing Course: A Case Study"

Susan Hilligoss, Clemson University, SC, "A Matter of Course: Toward  
Advanced Studies in Visual Rhetoric"

*Practices of Teaching Writing*

**H.29 Making the Implicit, Explicit:  
Helping Students Take Control Of Their Success**

Hyatt, Third Floor, Nueces

**Chair:** Patty Baldwin, San Francisco State University, CA

**Presenters:** Amy Stornaiuolo, San Francisco State University, CA, "Just  
Tell Me What To Do, So I Can Figure It Out for Myself "

Whitney Clay, San Francisco State University, CA, "Oh, You Mean  
Somebody's Going to Read My Paper?"

Jen Levinson, San Francisco State University, CA, "To Count and Be Counted:  
Negotiation as Literate Action"

Patty Baldwin, San Francisco State University, CA, "Recognizing Academic  
Customs: The Crucial Step toward Self-Advocacy"

*Practices of Teaching Writing*

**H.30 Stories That Matter: Using Narrative to Stir Things Up in the Multicultural Classroom**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Mark Noe, University of Texas-Pan American, Edinburg, TX

**Presenters:** Mark Noe, University of Texas-Pan American, Edinburg, TX,

“Narrative as Rhizome: Institutional Culture and the Multicultural Student”

Robert Affelt, University of Texas-Pan American, Edinburg, TX,

“Constructing the Person in a Multicultural Classroom”

Rene Saldana, University of Texas-Pan American, Edinburg, TX, “Su-num-twee/

Listen to Me: My Place/Space in Narrative”

*Practices of Teaching Writing*

**H.31 Practices for Energizing Basic Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

**Chair:** Lucia Cherciu, Dutchess Community College/SUNY, Poughkeepsie

**Presenters:** James Wilson, LaGuardia Community College/CUNY, Long

Island City, “Online Activism: The Basic Writer and Community Impact”

Lucia Cherciu, Dutchess Community College/SUNY, Poughkeepsie, ““Did

We Do Anything Last Time?: Blackboard Strategies for Energizing Basic Writing”

Nancy Corbett, Maysville Community College, KY, “Promoting Fluency in the Basic-Writing Classroom”

*Practices of Teaching Writing*

**H.32 Disrupting Conventions:  
Making Originality Matter in Academic Writing**

Hyatt, Third Floor, Blanco Room

**Chair:** Tiane Donahue, University of Maine-Farmington

**Presenters:** Lynn Dornink, Northeastern University, Boston, MA

Kalo Clarke, Northeastern University, Boston, MA

Tiane Donahue, University of Maine-Farmington

Friday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**H.33 Composing Others/Composing Selves: The Ethnographic Essay**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

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

**Presenters:** Donna Qualley, Western Washington University, Bellingham,  
“The Ethnographic Stance: A Rhetorical and Ethical Enabling”

Elizabeth Chiseri-Strater, University of North Carolina, Greensboro,  
“Fieldwork: Things Are Not What They Seem”

Bonnie Sunstein, University of Iowa, Iowa City, “Defining the Ethnographic  
Essay”

*Practices of Teaching Writing*

**H.34 Active Engagement in Education and Writing:  
Theory and Practice, Teachers and Students**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Susan Popham, University of Memphis, TN

**Presenters:** Vickie Hester, Texas Tech University, Lubbock, “Unpacking  
the Metaphors in Our Theories and Practices”

Susan Popham, University of Memphis, TN, “Teaching as Active  
Engagement”

Buzz Pounds, Lewis University, Romeoville, IL, “Student Self-Assessment  
and Teacher Reflection”

*Practices of Teaching Writing*

**H.35 Making Students’ Views Of Composition Matter**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207B

**Chair:** Beth Hoger, Western Michigan University, Kalamazoo

**Presenters:** Ed Nagelhout, Indiana University/Purdue University,  
Indianapolis, “Exchange Matters in Circulation: Students, Teachers, and  
Mediated Action”

Beth Hoger, Western Michigan University, Kalamazoo, “Composition Matters  
in Student/Teacher Feedback Interaction”

Trish Jenkins, University of Alaska-Anchorage, “‘Emails of Inquiry’ as a  
Path to Writing Expertise”

Friday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**H.36 Class, Cultures, and Learning Styles**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Edward Heckler, University of Texas-Pan American, McAllen

**Presenters:** Deborah Long, Mount Union College, Alliance, OH, “Getting the ‘A’ for Effort: Class Values and the Writing Process”

Amy Patrick, University of Minnesota, St. Paul, “Effects of Cultural Background on Learning Style and Implications for College Writing Instruction”

Jim Zebroski, Capital University, Columbus, OH, “Social Class Matters in Freshman Composition: A Critique of the Hegemonic Theories”



Friday, 11:00 a.m.–12:15 p.m.

## I Sessions

11:00 a.m. –12:15 p.m.

*Featured Session*

### Once and Future Rhetoric/Composition

Henry B. Gonzalez Convention Center,  
Concourse Level, Room 217A

**Chair:** Richard Miller, Rutgers University

In 2004 it seems fair to say that rhetoric and composition have achieved “disciplinary status” within “English.” At the same time, a “split” between rhetoric and composition has appeared, and proposals for abolishing the required composition course, which has historically served as the seedbed for rhetoric and composition, have been advanced. Indeed, calls for a rethinking of graduate and undergraduate education have been made both inside and outside of the academy.

These developments suggest that we in rhetoric and composition may be approaching another watershed moment. At the very least, we are approaching a time when rhetoric and composition should be thinking hard about itself and its relation to the institutions of higher learning in which it has been struggling to take a place for the last years. This session examines the identity of rhetoric and composition from historical, cultural, and theoretical perspectives, and argues that such reflection could make it possible for our discipline to advance powerful proposals about the purpose and shape of higher education in the United States.

**Tilly Warnock** is currently Director of the Writing Program and a member of the graduate program in Rhetoric, Composition, and Teaching of English at the University of Arizona, which she has served extensively at program, department, and university levels. Her interest in English departments and the places of rhetoric and composition in the academy began at the University of Wyoming, where she directed the Writing Center, codirected the Writing Project, and directed an NEH-funded Statewide Humanities Leadership Project for high school administrators and teachers. Her publications include “Making Do, Making Believe, and Making Sense: Burkean Magic and the Essence of English Departments,” included in *English as a Discipline or, Is There a Plot in This Play?*

**Thomas Miller** teaches and administers the Writing Program at the University of Arizona. His *The Formation of College English: Rhetoric and Belles Lettres in the British Cultural Provinces* (1997) was a cowinner of the Mina Shaughnessy Award. Selected writings and courses are available at <http://>



Tilly Warnock



Thomas Miller



[www.gened.arizona.edu/tmiller/default.html](http://www.gened.arizona.edu/tmiller/default.html). At least two weeks before CCCC, this Web site will include data on the national survey of English majors that will be discussed in the session. This survey was undertaken with the research assistance of Vance Neil.

**John Warnock** graduated from the New York University School of Law. In 1970 he started teaching at the University of Wyoming, and in 1991, he and Tilly Warnock moved to the University of Arizona, where he worked with the University Composition Board and directed the Ph.D. program in Rhetoric, Composition, and the Teaching of English. He has taught for the Bread Loaf School of English since 1991. His works include *Representing Reality: Readings in Literary Nonfiction* and *Effective Writing: A Handbook with Stories for Lawyers*.



John Warnock

*Practices of Teaching Writing*

**I.01 Merging Ideals and Realities: Students, Accountability, and the Practice of Teaching Composition**

Hyatt, Third Floor, Frio Room

**Chair:** Beth Maxfield, Blinn College, Brenham, TX

**Presenters:** Beth Maxfield, Blinn College, Brenham, TX

Mandy Kallus, Blinn College, Brenham, TX, “Humanities Faculty and Accountability: Making Composition Matter to Preservice Teachers”

Amelia Keel, Blinn College, Brenham, TX, “Merging Ideals and Realities: Practical Methodology for the Teaching of Composition”

*Institutional and Professional*

**I.02 High-Stakes Writing Assessment in Secondary Schools: Implications for College Composition**

Henry B. Gonzalez Convention Center, Concourse Level, Room 214A

**Chair:** Michael Williamson, Indiana University of Pennsylvania

**Presenters:** John Dunn, Jr., Indiana University of Pennsylvania, “The Historical Context for High-Stakes Writing Assessment”

Peggy O’Neill, Loyola College, Baltimore, MD, “A Study of the Impact of State-Mandated, High-Stakes Secondary Writing Assessments”

Sandra Murphy, University of California Davis, “Consequences of State-Mandated Writing Assessments for High School Teachers and Curricula”

Brian Huot, University of Louisville, KY, “Consequences of High-Stakes High School Writing Assessments for College Composition Programs”

Friday, 11:00 a.m.–12:15 p.m.

*Language*

**I.03 Writing and Cultural "Difference"**

Hyatt, Third Floor, Pecan

**Chair:** Catherine Schryer, University of Waterloo, Ontario, Canada

**Presenters:** Janet Giltrow, University of British Columbia, Vancouver, Canada, "Citation and Cultural 'Difference'"

Rob Oliver, Institute of Education, University of London, United Kingdom, "Studying Difference in Student Writing: Quotation from Literary Texts"

Yaying Zhang, University College of the Cariboo, Kamloops, British Columbia, Canada, "Constructing 'Global English,' Positioning Non-Native Speakers"

*Creative Writing*

**I.04 Women Writing Teachers Reading Creative Nonfiction**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

**Chair:** Eileen Schell, Syracuse University, NY

**Presenters:** Bronwyn Jones, Northwestern Michigan College, Traverse City, "Hearing Voices: One Woman's Awakening to America's Mental-Health Crisis"

Kim van Alkemade, Shippensburg University, PA, "Women Writing Teachers Reading Creative Nonfiction"

Harriet Malinowitz, Long Island University, Brooklyn, "Women Writing Teachers Reading Creative Nonfiction"

*Practices of Teaching Writing*

**I.05 Theories and Varied Sites for Visual Rhetoric**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Lee Brasseur, Illinois State University, Normal

**Presenters:** Eva Brumberger, Virginia Tech, Blacksburg

Lee Brasseur, Illinois State University, Normal, "Rosalind Franklin and Florence Nightingale: Visual Rhetoricians"

Susan Booker, Longwood University, Farmville, VA, "Looking Behind to Move Ahead: Visual Rhetorics of Landscape Restoration"

*Professional and Technical Writing*

**I.06 Academic Medical Rhetoric Matters: Institutional Research**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217C

**Chair:** Tom Waldrep, Medical University of South Carolina, Charleston

**Presenters:** Shannon Richards-Slaughter, Medical University of South Carolina, Charleston, “Context and Scope of Academic Medical Rhetoric at a Medical Institution”

Jennie Ariail, Medical University of South Carolina, Charleston, “Writing Assigned: Writing Skills Valued”

Tom Waldrep, Medical University of South Carolina, Charleston, “Providing a Center: Injecting the Writing-Center Model into a Medical University”

*Theory*

**I.07 Ethos Matters: Composing Identities in the Professions**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** Tom G. Smith, Medical University of South Carolina, Charleston

**Presenters:** Elisabeth M. Alford, Technological University-Columbia, SC, “Genre-Enacted: Learning the Lines, Practicing Roles, Realizing Professional Ethos”

Tom G. Smith, Medical University of South Carolina, Charleston, “Grants Matter: Acquiring Genre Knowledge in the Health Professions”

Nancy Thompson, University of South Carolina, Columbia, “The Matter of Gesture and Graphics as Genre”

*History*

**I.08 They Made Composition Matter:  
Writing Program Administrators Before 1976**

Hyatt, Third Floor, Llano Room

**Chair:** Kathleen Hunter, The College of St. Elizabeth, Morristown, NJ

**Presenters:** Jill Rudy, Brigham Young University, Provo, UT, “Composition Matters in Higher Education: Stith Thompson, Harvard University, and the Meritocracy of Composition Administration”

Lisa Mastrangelo, The College of St. Elizabeth, Morristown, NJ, “Making Composition Matter: A Community of Nineteenth-Century Female Administrators”

Suzanne Bordelon, San Diego State University, CA, “Perpetuating a Vassar Legacy: Socially Conscious Women Teaching Writing”

Friday, 11:00 a.m.–12:15 p.m.

*History*

**I.09 Mid-20<sup>th</sup>-Century Rhetorics of War and Citizenship**

Henry B. Gonzalez Convention Center, River Level, Room 006A

**Chair:** Anna Tripp, California State University, Northridge

**Presenters:** Deborah Williams, Temple University, Philadelphia, PA, “Rhetorics of Citizenship: Composition and the ‘National Interest’ in Early Cold War America”

Heather Richards, California State University, Chico, “Coercive Sponsorship: The Rhetorics of Assimilation and Resistance in the Manzanar Internment Camp”

William Cahill, Rutgers University, New Brunswick, NJ, “A Historical Study of Kenneth Burke’s Influence on Educational Theory”

*Research*

**I.10 Critical Language Pedagogy**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Geneva Smitherman, Michigan State University, East Lansing

**Presenters:** David Kirkland, Michigan State University, East Lansing, “‘We Real Cool:’ The Development of Alternative Composition Practices through the Discourse of Cool”

Austin Jackson, Michigan State University, East Lansing, “Critical Language Pedagogy: Rap, Hip Hop, and African American Literacy”

Darryl Hall, Michigan State University, East Lansing, “‘Check the Techniq’: Using Hip-Hop Web Sites to Facilitate Literacy Writing Instruction in an Urban School Setting”

*Research*

**I.11 The Peer-Tutor Alumni Research Project:**

**Former Tutors Assess The Experience of Writing-Center Work**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

**Chair:** Julie Nelson Christoph, University of Puget Sound, Tacoma, WA

**Presenters:** Paula Gillespie, Marquette University, Milwaukee, WI, “The Tutor Alumni Research Project: The Marquette Experience”

Harvey Kail, University of Maine, Orono, “The Peer-Tutor Alumni Research Project: Former Tutors Assess the Experience of Writing-Center Work”

Bradley T. Hughes, University of Wisconsin-Madison, “The Tutor Research Project: The Madison Experience”

*Theory*

**I.12 Composition and Communication in An Age of Design:  
Theoretical Issues in Visual Rhetoric**

Hyatt, Second Floor, Regency Ballroom West

**Chair:** Marilyn Cooper, Michigan Technological University, Houghton

**Presenters:** Lester Faigley, University of Texas at Austin, “Rhetoric/Design/  
Sustainability”

Alison Perry, University of Texas at Austin, “Re-visioning the Towers: Post-  
9/11 Representations of the World Trade Center”

Diana George, Michigan Technological University, Houghton, “In the Gutter/  
between the Lines: Students Address a Word/Image Gap”

**Respondent:** John Trimbur, Worcester Polytechnic Institute, MA

*Information Technologies*

**I.13 Team Teaching, Owling, and the Evaluation of Online Composition  
Courses**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Diane Albertini, Dixie State College of Utah, St. George

**Presenters:** David Mair, University of Oklahoma, Norman, “Evaluating the  
Online Composition Course”

Phillip Marzluf, Kansas State University, Manhattan, “Evaluating the Online  
Composition Course”

Dawn Formo, California State University, San Marcos, “‘I Don’t Write. I  
Write Poems’: OWLing Girls Define Writing and Writers”

Heidi Kozlowski, San Jose City College, CA, “Online Composition Buffet:  
Distance Learning and Team Teaching”

*Institutional and Professional*

**I.14 They’re Here for the Duration:  
Exploring the Ways Contingent Faculty Shape Composition**

Henry B. Gonzalez Convention Center, River Level, Room 006B

**Chair:** Ellen Schendel, Grand Valley State University, Allendale, MI

**Presenters:** Ellen Schendel, Grand Valley State University, Allendale, MI,  
“What Makes Contingent Faculty Contingent? A Rhetorical Analysis of  
CCCC and AAUP Position Statements on Non-Tenure-Track Faculty”

Camille Newton, University of Louisville, KY, “Rocks and Hard Places:  
WPAs, Contingent Faculty, and Ethical Dilemmas”

Pam Priolo, Grand Valley State University, Allendale, MI, “That Dog Won’t  
Hunt: Teaching without Tenure in a Tenure Kind of World”

Friday, 11:00 a.m.–12:15 p.m.

*Institutional and Professional*

**I.15 Bridging the Gap:  
Elementary and High School English to College Writing**

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

**Chair:** Linda Uhlenkott, Great Basin College, Elko, NE

**Presenters:** Linda Uhlenkott, Great Basin College, Elko, NE, “Bridging the Gap: Beginnings”

Joy Redfern, Great Basin College, Elko, NE, “Connecting Reading to Writing”

Janice Kempster, Great Basin College, Elko, NE, “Looking Forward: Implications for Developmental Writing”

*Institutional and Professional*

**I.16 A Place Where Composition Matters:  
Non-Tenure-Track Transformations at One University**

Hyatt, Third Floor, Nueces Room

**Chair:** Saralinda Blanning, Wright State University, Dayton, OH

**Presenters:** Saralinda Blanning, Wright State University, Dayton, OH, “A Landscape: Photographs and Interviews from Past and Present”

James Sayer, Wright State University, Dayton, OH, “A Policy: Administrating Change for Non-Tenure-Track Faculty”

Beth Klaisner, Wright State University, Dayton, OH, “An Accident: The Story of One Non-Tenure-Track Career”

*Composition Programs*

**I.17 Time Has Come Today: Examining Learning-Center Practices**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Julie Clark Simon, Southern Utah University, Cedar City, UT

**Presenters:** Tammy Conard-Salvo, Purdue University, West Lafayette, IN, “Composing Relationships between Writing Centers and English Departments: Analysis of a Survey”

Alice Horning, Oakland University, Rochester, MI, “Creating a Writing Center: A Successful Research Plan To Make Writing Matter on a Campus”

Julie Clark Simon, Southern Utah University, Cedar City, UT, “Materializing ‘Modest Interventions’ in the Feminist Writing Center”

*Practices of Teaching Writing*

**I.18 Tied To The Mast? The Alluring Sights and Sounds of Technology**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

**Chair:** Joanna Gibson, Texas A&M University, College Station

**Presenters:** Scott Warnock, Penn State Berks-Lehigh Valley, Fogelsville

Carol Rossini, Regis University, Denver, CO

Rich Rice, Texas Tech University, Lubbock

Nick Carbone, Bedford/St. Martin's, Boston, MA, "Technology Matters, But Teaching Matters More"

*Composition Programs*

**I.19 Speak Up and Talk Back!: A Panel of College Students and  
Community Partners Reflect upon Their Written Collaboration**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Catherine Gabor, Texas Christian University, Fort Worth

**Presenters:** Michael Maxvill, Texas Christian University, Fort Worth, "Speak Up and Talk Back!: A Panel of College Students and Community Partners Reflect Upon Their Written Collaboration"

*Composition Programs*

**I.20 Literacy Matters:  
In the Hollers, in the Bush, and Across The Great Divide**

Hyatt, Third Floor, Pecos Room

**Chair:** Tracy Santa, U.S. Airforce Academy, Colorado Springs, CO

**Presenters:** Katherine Sohn, Pikeville College, "Composition Matters: Mountain Women's Literacy Practices"

Elizabeth Graber, University of Alaska, Homer

Tracy Santa, U.S. Airforce Academy, Colorado Springs, CO, "Eastern European Writers/American Institutions: Perspectives from Eastern European Graduate Assistants in American Research Universities"

Friday, 11:00 a.m.–12:15 p.m.

*Composition Programs*

**I.21 Inventing Tradition:**

**Revitalizing Institutional and Programmatic Histories**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** John Duffy, University of Notre Dame, IN

**Presenters:** Lois Agnew, Rockford College, IL, “Composition and the Liberal Arts: Revitalizing History”

Stephen Ferruci, Eastern Connecticut State University, Willimantic, “Writing a Sustainable History: Mapping Writing-Center Ethos That Matters”

Susan DeRosa, Eastern Connecticut State University, Willimantic, CT, “Writing a Sustainable History: Mapping Writing-Center Ethos That Matters”

Susan Fay, Marymount University, Arlington, VA, “General Education in the Composition Classroom: Timelines and Technology Meet Reading and Writing”

*Composition Programs*

**I.22 Making Composition Matter: Literacy, Privacy, and Community**

Hyatt, Third Floor, Chula Vista Room

**Chair:** Mary Erica Zimmer, Louisiana State University, Baton Rouge

**Presenters:** David Alan Sapp, Fairfield University, CT, “Composing an Essay, Composing a Life: Making Composition Matter in Undergraduate Education”

Roberta Harvey, Rowan University, Glassboro, NJ, “Information Literacy and the Democratization of Knowledge: Composition for the Information Age”

*Theory*

**I.23 Writing Peace: Beyond the Trope of Advocacy**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214D

**Chair:** Rosa Eberly, Penn State University, University Park

**Presenters:** Cynthia Haynes, University of Texas at Dallas, “When Peace Is in Style”

Victor J. Vitanza, University of Texas at Arlington, “The Irreparable”

Diane Davis, University of Texas at Austin, “Writing (as) Peace”



*Theory*

**I.24 Race/Gender Matters:  
Black Women, Rhetoric, Composition, And Pedagogy**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Rashidah Muhammad, Governors State University, University Park, IL

**Presenters:** Lena Ampadu, Towson University, Baltimore, MD, “Womanism and the African American Rhetorical Tradition”

Elaine Richardson, Pennsylvania State University, State College, “African American Girls Constructing Discourse on Rap and Hip-Hop”

Gwendolyn Pough, University of Minnesota, Minneapolis, “Will It Matter?: Black Feminist Pedagogy and the Composition Classroom”

*Theory*

**I.25 The Roles of Memory, Space, and Representation in the Public Sphere**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Carl Herndl, Iowa State University, Ames, IA

**Presenters:** Kathryn Weiss, Kent State University, OH, “Reconciling Epideictic and Material Rhetorics: Commemorative Displays at the Kent State Memorial”

John Ackerman, Kent State University, OH, “Vernacular Architecture and Vernacular Rhetoric”

Onur Azeri, Kent State University, OH, “From the University to the Seat-Back Pocket: Domains of Institutional Knowledge and the Rhetoric of a Mundane Artifact”

*Theory*

**I.26 Taking the Boot out of Bootcamp?: Advocacy, Loyalty, and Authority in the Training of First-Year Teachers**

Henry B. Gonzalez Convention Center, Concourse Level, Room 218

**Chair:** Jennifer Lee, University of Pittsburgh, PA

**Presenters:** Jennifer Lee, University of Pittsburgh, PA, “Anchored and Set Adrift: The Tension Between Theory and Practice in the Training of First-Year Teachers”

Malkiel Choseed, University of Pittsburgh, PA, “Common Syllabi and the Construction of Pedagogy”

Emily Bauman, University of Pittsburgh, PA, “Why Didn’t They Identify with Us?: What Makes Teaching Teaching Different”

Brenda Whitney, University of Pittsburgh, PA, “Mentors: Benevolent Fools or Goddesses of War”

Friday, 11:00 a.m.–12:15 p.m.

*Practices of Teaching Writing*

**I.27 The Rondo Project:**

**Integrating Community-Based Learning through Oral Histories**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

*Chair:* David Hudson, Hamline University, St. Paul, MN

*Presenters:* Veena Deo, Hamline University, St. Paul, MN

Alice Moorhead, Hamline University, St. Paul, MN

David Hudson, Hamline University, St. Paul, MN, “The Class”

*Practices of Teaching Writing*

**I.28 Making Each Voice Matter: Teaching Strategies for the Speaking-Intensive Composition Course**

Henry B. Gonzalez Convention Center, Concourse Level, Room 216A

*Chair:* Hepzibah Roskelly, University of North Carolina at Greensboro

*Presenters:* Amy Spangler Gerald, University of North Carolina at Greensboro, “Voices That Matter: Using Women’s Rhetoric(s) in the Speaking-Intensive Composition Course”

Shannon Stewart, Coastal Carolina University, Wilmington, NC, “A Man Walks into a Bar...: Using Humor for Empowerment in the Speaking-Intensive Composition Course”

Pam Whitfield, University of North Carolina at Greensboro, “Getting to the Heart of the Matter: Using Emotion as a Teaching Tool in the Speaking-Intensive Composition Course”

*Practices of Teaching Writing*

**I.29 There Is a Text in This Class**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

*Chair:* Jonathan Silverman, Pace University, New York, NY

*Presenters:* Greg Barnhisel, Duquesne University, Pittsburgh, PA, “Media Conglomerates, Textbook Publishers, and Composition Teachers: Changes in the Era of Deregulation”

Dean Rader, University of San Francisco, CA, “Making the Textbook Matter: Students, Professors, Texts, Writing”

Jonathan Silverman, Pace University, New York, NY, “We Are Not Our Textbooks”

*Practices of Teaching Writing*

**I.30 Rhetoric and the Teaching of Writing in 2004**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

*Chair:* Jacqueline Jones Royster, The Ohio State University, Columbus

Friday, 11:00 a.m.–12:15 p.m.

**Presenters:** Nan Johnson, The Ohio State University, Columbus, “Rhetoric at CCC and Beyond:1984–2004”

Wendy Hesford, The Ohio State University, Columbus, “Performing (Dis)Identifications: Visual Rhetoric and First-Year Composition”

Susan Delagrange, The Ohio State University, Columbus, “Re-Mediating Rhetorical Practice”

Edgar Singleton, The Ohio State University, Columbus, “Hypertext as a Rhetorical Lens for Reading ‘Static’ Texts”

*Practices of Teaching Writing*

**I.31 Resident Aliens: Teaching Students and Colleagues What “Composition” Means**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Pamela Johnston, Texas Lutheran University, Seguin

**Presenters:** Beth Barry, Texas Lutheran University, Seguin, “Local Customs: How ‘Composition’ Differs From ‘English’”

Carolyn Austin, Texas Lutheran University, Seguin, “Learning the Language: Helping Faculty from Other Disciplines Learn What It Means To Teach Writing”

Pamela Johnston, Texas Lutheran University, Seguin, “Citizen Student: Writing a Bridge to The ‘Real’ World”

*Practices of Teaching Writing*

**I.32 Making Research Matter: Working toward Critical Research Writing through a New Composition Curriculum**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** Juanita Comfort, West Chester University, PA

**Presenters:** Linda Huff, West Chester University, PA, “Recovering the ‘I’ in Research Writing: The Integration of the Personal and the Informational in ‘Critical Writing: Introduction to Inquiry’”

Juanita Comfort, West Chester University, PA, “The Essayistic Turn: Creating Greater Agency for Student Research Writers in ‘Critical Writing: Approaches to Popular Culture’”

Victoria Tischio, West Chester University, PA, “Re-Vising the Text/Re-Imagining Research: Resituating Student Writers as Responsible and Invested Literate Subjects in ‘Critical Writing’”

Hyojejin Yoon, West Chester University, PA, “Re-Vising the Text/Re-Imagining Research: Resituating Student Writers as Responsible and Invested Literate Subjects in ‘Critical Writing: The Multidisciplinary Imagination’”

Friday, 11:00 a.m.–12:15 p.m.

*Practices of Teaching Writing*

**I.33 If It Ain't Broke, Fix It Up: Finding New Ways to Tweak Traditional Ideas in the Writing Center and Writing Classroom**

Hyatt, Third Floor, Blanco Room

**Chair:** Leslie Richardson, Southwest Missouri State University, Springfield

**Presenters:** Leslie Richardson, Southwest Missouri State University, Springfield, ““They’re Gonna Do it Anyway!”: A New Metaphor for the Writing Center”

Trenton Tubbs, Ozarks Technical Community College, Springfield, MO, “Rechecking Grammar Check: What Can the Grammar Checker Do for Us and Our Students?”

*Practices of Teaching Writing*

**I.34 Negotiating the Self in Academic Discourse**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Sandra Tarlin, Syracuse, NY

**Presenters:** Sandra Tarlin, Syracuse, NY, “Narrative/Discourse/and Ethical Refutation—Pedagogical Borderlands”

Jane Creighton, University of Houston—Downtown, TX, “Voicing Authority: The Negotiation of Self and History in the Composition Classroom”

Valerie Kinloch, Teachers College, Columbia University, New York, NY, “In Search of a Dwelling Place: Confronting Personal Experiences and Teaching of Writing”

*Practices of Teaching Writing*

**I.35 Style: Grammar and Imitation**

Henry B. Gonzalez Convention Center, Concourse Level, Room 206B

**Chair:** Jeffrey Carroll, University of Hawaii at Manoa, Honolulu

**Presenters:** Jaime Armin Mejia, Southwest Texas State University, San Marcos, “Using Grammar To Teach Stylistics Rhetorically”

Michael Hennessy, Southwest Texas State University, San Marcos, “Quintilian and Queneau: Imitation and the Pedagogy of Style”

Jeffrey Carroll, University of Hawaii at Manoa, Honolulu, “Rethinking Imitation: Lessons from Black American Culture”

Friday, 11:00 a.m.–12:15 p.m.

*Practices of Teaching Writing*

**I.36 (Re)Constructing Academic Spaces for Differently-Abled Students**

Henry B. Gonzalez Convention Center, River Level, Room 006C

**Chair:** Annmarie Guzy, University of South Alabama, Mobile

**Presenters:** Cynthia Lewiecki-Wilson, Miami University, Oxford, OH, “Disability (Difference) Matters: Disability Studies in Two Composition Classrooms”

Jay Dolmage, Miami University, Oxford, OH, “Disability (Difference) Matters: Disability Studies in Two Composition Classrooms”

Michael Salvo, Purdue University, West Lafayette, IN, “Designing for Differently-Abled Bodies: Single-Sourcing Access to Information”

Annmarie Guzy, University of South Alabama, Mobile, “Composition Matters in Honors Education”

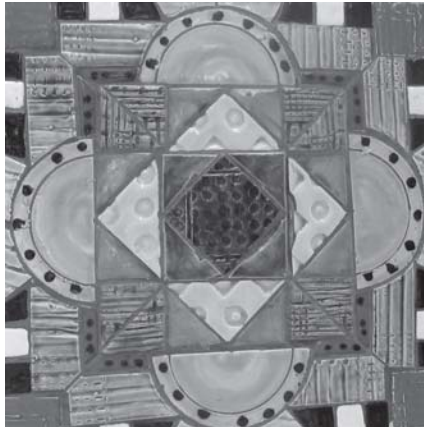
*Creative Writing*

**I.37 A Reading by Jimmy Santiago Baca**

Henry B. Gonzalez Convention Center, River Level, Room 006D

**Chair:** Steve Parks, Temple University, Philadelphia, PA

**Presenters:** Jimmy Santiago Baca



Friday, 12:30–1:45 p.m.

## J Sessions

12:30 p.m.–1:45 p.m.

### *Featured Session*

#### **Basic Writers, Working-Class and Marginalized Students: How To Make Writing Count**

Henry B. Gonzalez Convention Center,  
Concourse Level, Room 217A

**Chair:** Toni Ortner, Norwalk Community College  
Who are basic writers, working-class, and other marginalized students? What motivates them and how do they come to an understanding of the value of writing for their future success—in college and in their careers? Sallyanne Fitzgerald profiles basic writers at a community college and surveys the types of writing courses offered at that college, and others like it in California, to draw a picture of basic writing in a state where part of the community college mission is to serve basic-writing students. She then discusses the future of these writers.

Abigayle Phillips explores how basic writers are evaluated against a code of instructor expectations and judged by how well they fit the acceptable academic parameters. She discusses the hegemonic nature of these practices in terms of silenced student “selves” and oppressive classroom practices.

Making coursework relevant to students begins with an understanding of the students’ goals and needs. Michael W. Gos identifies two motivations for attending college, common among working-class students, and discusses how to channel those motivations to help students understand the importance of writing in reaching their goals. Certain aspects of composition theory are particularly useful in this process.

**Michael W. Gos** is the Director of Technical Communication Programs at Lee College in Baytown, Texas. He currently serves as the president of the Two-Year College English Association’s Southwest region. He has recently authored *Unwelcome Guests: Helping Working-Class Students to Succeed in College and Beyond*. The May 2003 issue of the *Nontraditional Students Report* featured an interview with him. He is also the editor of *Communicating Technical Information in an International Environment: Issues of Theory, Practice, and Pedagogy*, forthcoming from ATTW.

**Abigayle Phillips** is an adjunct English instructor at Sinclair Community College in Dayton, Ohio, where she teaches freshman composition and research courses.



Michael W. Gos



Abigayle Phillips

Friday, 12:30–1:45 p.m.

Her research interests include marginalized student populations, student essentialization, and student empowerment in the classroom. Her teaching interests include fundamentals of English composition, the writing process, and research writing. She is currently developing an instructor workshop focused on exchanging ideas and techniques that encourage diverse and underrepresented populations of students to actively participate in classroom activities.



Sallyanne H. Fitzgerald

**Sallyanne H. Fitzgerald** is vice president of instruction at Napa Valley College and the California representative to TYCA. She has taught in community colleges in Missouri and California. She was associate editor for *Mainstreaming Basic Writers: Politics and Pedagogies of Access*, and a previous CCCC presentation will appear with others from her session in the *Journal of Basic Writing*. She chaired several national basic-writing conferences and served as cochair for the Conference on Basic Writing, a CCCC Special Interest Group.

*Practices of Teaching Writing*

**J.01 The Legacies of Burke, Steiner, and Wittgenstein**

Hyatt, Third Floor, Frio Room

**Chair:** Raymond Mazurek, Penn State University, Reading, PA

**Presenters:** William Cahill, Rutgers University, New Brunswick, NJ, “A Historical Study of Kenneth Burke’s Influence on Educational Theory”

Doug Sweet, Chapman University, Irvine, CA, “Re(dis)covering George Steiner: Epistemological Pluralities and Material Production”

Christine Iwanicki, Western Illinois University, Macomb, “Smuggling an Alien across the Border: The Lessons of Wittgenstein for Rhetorical Pedagogy and Theory”

*Institutional and Professional*

**J.02 You’re So Paranoid You Probably Think This Session’s about You:  
Rooting out Paranoia in the Profession**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Charles Schuster, University of Wisconsin, Milwaukee

**Presenters:** Virginia Kuhn, University of Wisconsin, Milwaukee, “The Plagiarism Police”

Alice Gillam, University of Wisconsin, Milwaukee, “Better Paranoid than Complicit”

Piper Murray, University of Colorado, Boulder, “Beyond the Paranoia Principle: Discovering the Hidden Pleasures of Professional Development”

Friday, 12:30–1:45 p.m.

*Institutional and Professional*

**J.03 Academic Freedom and Writing Programs**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chair:** Kerry Walk, Princeton University, NJ

**Presenters:** Edward M. White, University of Arizona, Tucson, “Academic Freedom: Definition by Personal Narrative”

Kerry Walk, Princeton University, NJ, “Writing-Program Teaching: Necessary Limits on Autonomy?”

Alfred E. Guy Jr., Johns Hopkins University, Baltimore, MD, “Balancing Freedom and Agency with Graduate Student Teachers”

*Language*

**J.04 What’s “New” about a New Public Grammar for Writing?**

A Multiperspectival Outline

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

**Chair:** Jeff Wiemelt, Southeastern Louisiana University, Hammond

**Presenters:** Craig Hancock, SUNY-Albany, “New Public Grammar and the Sentence”

Johanna Rubba, Cal Poly State University, San Luis Obispo, “New Public Grammar and Textuality”

Jeff Wiemelt, Southeastern Louisiana University, Hammond, “New Public Grammar and Discourse”

*Professional and Technical Writing*

**J.06 “Do This, Don’t Do That, Can’t You Read the Sign?” Or Perceptions of Visual Communications:**

**Moving from Consumption to Production of Designed Texts**

Hyatt, Third Floor, Nueces Room

**Chair:** Jeanne McDonald, Waubonsee Community College, Sugar Grove, IL

**Presenters:** Sarah Quirk, Waubonsee Community College, Sugar Grove, IL  
Jeanne McDonald, Waubonsee Community College, Sugar Grove, IL

*Professional and Technical Writing*

**J.07 Rhetorics of the U.S./Mexico Border**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006A

**Chair:** Matthew McCool, New Mexico State University, Las Cruces

**Presenters:** Matthew McCool, New Mexico State University, Las Cruces,  
Elizabeth Fricke, New Mexico State University, Las Cruces  
Andrea Betancourt, New Mexico State University, Las Cruces



*Theory*

**J.08 Questioning Ecologies, Managing Locations**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Ronald Heckelman, Montgomery College, Conroe, TX

**Presenters:** Scott Stevens, Western Washington University, Bellingham,  
“Locating the Matter in Composition: The New Rhetorical Ecology”

Heidi Stevenson, Indiana University of Pennsylvania, “Ecomposition:  
Limited Theory or Meta-pedagogy?”

Ronald Heckelman, Montgomery College, Conroe, TX, “Frederic Remington,  
the Frontier, and the Managerial Impulse within American Rhetoric and  
Composition Theory”

*Theory*

**J.09 Three Provocations: Ignorance, Ridicule, and Laughter**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006B

**Chair:** Marian Salwierak, St. Gregory’s University, Shawnee, OK

**Presenters:** Marvin Diogenes, Stanford University, CA, “Purposeful  
Laughter: Toward a Rhetoric of Comic Appeals”

Kevin Porter, University of Texas at Arlington, “Opening a Space from Which  
to Speak: The Argumentum ad Ignorantiam”

*Theory*

**J.10 Dialogic Debates: Investigating the Uses of Polyphony,  
Consensus, and Nonviolence**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Thereisa Coleman, Texas Tech University, Lubbock

**Presenters:** Sharon Stevens, University of Arizona, Tucson, “Epistemic  
Rhetoric in the Writing Classroom”

Helen Fox, University of Michigan, Ann Arbor, “Writing What’s True: A  
Rhetoric of Peace with Justice”

*Theory*

**J.11 Toward Deprivatized Pedagogy: A Postmodern Teaching Strategy**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Diana Bell, University of Alabama in Huntsville

**Presenters:** Ronald Strickland, Illinois State University, Normal, “Privilege  
and Privatization”

Becky Nugent, Governor’s State University, University Park, IL

Diana Bell, University of Alabama in Huntsville

Friday, 12:30–1:45 p.m.

*Theory*

**J.12 From Grammar Police to Guardians of the Ivory Tower:  
Examining the Assumptions Behind “Policing The Academy”**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** Teresa (Teddi) Fishman, Clemson University, SC

**Presenters:** Teresa (Teddi) Fishman, Clemson University, SC  
Morgan Gresham, Clemson University, SC  
Roxanne Kirkwood, Texas Woman’s University, Denton

*Composition Programs*

**J.13 Dancing in the Streets: Alternative Approaches to Composition  
Outside the Classroom**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Carolyn J. Pastel Anderson, University of Louisiana at Lafayette

**Presenters:** Catherine McClure, Rowan Cabarrus Community College,  
Charlotte, NC, “Writing behind Bars: An Alternative Writing Classroom”  
Karen Keaton, Wayne State University, Detroit, MI, “Marginal Existence,  
Marginal Acceptance: Why Race Matters for Compositionists of Color in  
the Urban Service-Learning Context”  
Kelly Secovnie, University of Kansas, Lawrence, “Resisting the Word:  
Women Writing Recovery”

*Composition Programs*

**J.14 Students Becoming Citizens:  
How Composition Matters in Community Connections**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

**Chair:** Larry McDoniel, St. Louis Community College, MO

**Presenters:** Win Loria, J. Sargeant Reynolds Community College, Richmond,  
VA, “Students Becoming Citizens: Advocacy Translated into Writing”  
Chris Jennings, Tidewater Community College, Virginia Beach, VA,  
“Advocating for High School Students: Preparing for College Writing”  
Linda Houston, The Ohio State University, Wooster, “Students Becoming  
Citizens: Using Service Learning as a Metacognitive Assessment in a  
Composition Class”

*Practices of Teaching Writing*

**J.15 Boredom**

Hyatt, Third Floor, Pecan Room

**Chair:** Kathleen J. Ryan, West Virginia University, Morgantown

**Presenters:** Jackie Grutsch McKinney, Ball State University, Muncie, IN, “Examining Composition Classroom Design”

Rebecca Jones, University of Texas Pan American, Edinburg, “‘Bring in the Clowns’: Delivering Instruction in the College Classroom”

Beth Carroll, Appalachian State University, Boone, NC, “I’m So Bored with the USA, But What Can I Do?: The Meaning of Boredom in the Writing Class”

Elizabeth Howells, Armstrong Atlantic State University, Savannah, GA, “Talking the Talk and Not Walking the Walk: Alternatives to the Boring Presentation”

*Practices of Teaching Writing*

**J.16 Wicked Wiki Rhetoric: How Fast, How Far**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** James Inman, University of South Florida, Tampa

**Presenters:** Joe Moxley, University of South Florida, Tampa, “Wicked and Not So Wicked Wikis”

Matt Barton, University of Tampa, FL, “The Wiki as a Panopticon”

M.C. Morgan, Bemidji State University, MN, “Notes toward a Rhetoric of Wiki”

Mike Palmquist, Colorado State University, Fort Collins, “WAC(Y) [Writing Across the Curriculum] Wikis”

*Practices of Teaching Writing*

**J.17 Writing the Word and the World:**

**Critical Textual Production in a Critical Research Seminar**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Jeffrey Duncan-Andrade, University of California, Los Angeles

**Presenters:** Ernest Morrell, Michigan State University, East Lansing, “Critical and Digital: New Media and Textual Production in a Critical Research Seminar”

Stacie Tate, Michigan State University, East Lansing, “Critical Literacy in Practice: Learning from a Critical Research Seminar”

Jeffrey Duncan-Andrade, University of California, Los Angeles, “Critical Culturally-Relevant Pedagogy as a Pathway to Meaningful Writing for Urban High School Students”

Friday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

**J.18 How To Read An Essay**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

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

**Presenters:** Lad Tobin, Boston College, MA, “How To (Not) Read a Student Essay”

Bruce Ballenger, Boise State University, ID, “Reflection in the Essay: From Mountain to Sea and Back Again”

Michelle Payne, Boise State University, ID, “Reading the Body in the Confessional Essay”

*Practices of Teaching Writing*

**J.19 Relocating The Composition Classroom: Demythologizing Notions Of The Thirteenth Grade**

Hyatt, Third Floor, Blanco Room

**Chair:** James Wright, University of Houston, TX

**Presenters:** James Wright, University of Houston, TX, “Narratives of Resistance: Charging the Depoliticized Classroom”

Denea Stewart, University of Houston, TX, “Composing the Subject: The Disembodiment of Difference”

Chris Dunn, University of Houston, TX, “The Politics of Contraband: Redefining Text in the Composition Classroom”

*Practices of Teaching Writing*

**J.20 Write ‘em Cowgirl: “Riding Herd” on the Rhetoric of Presidents And Place in the Classroom**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Carrie Leverenz, Texas Christian University, Fort Worth

**Presenters:** Ronald Pitcock, Texas Christian University, Fort Worth, “‘Tin Ears of Cultural Sensibilities’: How Texas Presidential Rhetoric Influences Composition”

Charlotte Hogg, Texas Christian University, Fort Worth, “Messin’ with Texas: Cowgirls Shape a Rhetoric of Place”

Stacia Neeley, Texas Wesleyan University, Fort Worth, “Farm-Girl Feminism: Teaching (and) Writing as a Cowgirl”

*Practices of Teaching Writing*

**J.21 Forming Connections: High School and College Collaborations**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

**Chair:** Marcia Muth, University of Colorado at Denver

**Presenters:** Mary Kay Crouch, California State University, Fullerton,  
“Collaborating on Research with High School Teachers”

James Williams, Soka University, Aliso Viejo, “Program Administration and  
Public-School Outreach”

Lyon Rathbun, Penn State, Worthington Scranton, PA, “Forming Cooperative  
Alliances between College and High School Composition Teachers”

*Composition Programs*

**J.22 Because Composition Matters:  
Preparing Graduate Students in Rhetoric and Composition**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Janice Walker, Georgia Southern University, Statesboro

**Presenters:** Linda Hanson, Ball State University, Muncie, IN, “Composition  
Matters, Graduate Students Matter(s)”

Rebecca Rickly, Texas Tech University, Lubbock, “Publish or Perish:  
Teaching Academic Survival Skills in Graduate Classes”

Janice Walker, Georgia Southern University, Statesboro, “Technology  
Matters: Technological Expertise and Composition”

Sharon Cogdill, St. Cloud State University, MN, “Rethinking Threading: A  
Rhetorical Discourse Analysis of Synchronous Discussion”

*Composition Programs*

**J.23 More Than Basic Skills:  
Rhetorical Designs For Reading And Writing Pedagogy**

Hyatt, Third Floor, Chula Vista Room

**Chair:** Eleanor Latham, Central Oregon Community College and Oregon  
State University, Bend

**Presenters:** Eleanor Latham, Central Oregon Community College and Oregon  
State University, Bend, “More Than Basic Skills: Rhetorical Designs for  
Reading and Writing Pedagogy”

Margaret Triplett, Central Oregon Community College, Bend, “More Than  
Basic Skills: Rhetorical Designs for Reading and Writing Pedagogy”

Rise Quay, Central Oregon Community College and Illinois State University,  
“More Than Basic Skills: Rhetorical Designs for Reading and  
Writing Pedagogy”

Friday, 12:30–1:45 p.m.

*Theory*

**J.24 Popcorn Meets Pedagogy:  
Movies, Literacy, and the Composition Classroom**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

**Chair:** Mary Hallet, Long Island University, Brooklyn, NY

**Presenters:** Bronwyn T. Williams, University of Louisville, KY, “The Stuff That Dreams Are Made Of: Movies, Literacy, and Everyday Life”  
Amy Zenger, University of New Hampshire, Durham, “From Cinema to Classroom: What Students Learn about Literacy from Watching Movies”

*History*

**J.25 Returning to the “Return of Rhetoric”:  
Why the 1960s and 1970s Matter Today**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

**Chair:** Tiane Donahue, University of Maine at Farmington

**Presenters:** James Comas, University of Missouri-Columbia, “The Revival of Rhetoric and the Rhetoric of Revival”  
Susan V. Wall, Northeastern University, Boston, MA, “‘Courtship’ and ‘the Dance’: Kenneth Burke, Wayne Booth, and What Composition Has Learned (and Failed to Learn) about Reading from the ‘New Rhetorics’”  
Stephen Sutherland, Harvard University, Cambridge, MA, “The Poetics of Writing Pedagogy: Making Composition Matter in English Studies”

*History*

**J.26 African American Women Rhetors**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

**Chair:** Rhea Estelle Lathan, University of Wisconsin, Madison

**Presenters:** Kelly Mendiola, St. Edward’s University, Austin, TX, “Rhetoric and Composition outside the Academy: Amanda Berry Smith and the Methodist Rhetorical Tradition”  
Rhea Estelle Lathan, University of Wisconsin, Madison, “‘Did You Know’: Ethel Asalea Johnson’s Rhetorical Campaign against Jim Crow”

*Research*

**J.27 Compositions That Matter: Perspectives from Longitudinal Studies of Writing at Stanford, Laney College, and Berkeley Prep**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

**Chair:** Corinne Arraez, Stanford University, CA

**Presenters:** Jenn Fishman, Stanford University, CA, “Situating Longitudinal Studies of Writing”

Smokey Wilson, Laney College, Oakland, CA, “Who Gets To Say What Matters? Competing Goals for Students’ Writing”

Andrea Lunsford, Stanford University, CA, “‘What Matters Who Writes?’: Two Case Studies from the Stanford Study of Writing”

*Information Technologies*

**J.28 From the Local to the Global: Technology, Literacy, and Civic Action**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** Elizabeth Monske, Bowling Green State University, OH

**Presenters:** Judith Kirkpatrick, Kapi’olani Community College, Honolulu, HI, “Project-Based Learning: A Real-World Environment for Writing and Literature Courses”

Kristine Blair, Bowling Green State University, OH, “‘Paying Attention’ to Community Technological Literacy”

Susan Inouye, Kapi’olani Community College, Honolulu, HI, “Navigating and Negotiating the Virtual Global Community”

*Information Technologies*

**J.29 How Technology Affects Students’ Understandings of Authoring**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006C

**Chair:** Christine Hult, Utah State University, Logan

**Presenter:** Christine Hult, Utah State University, Logan, “The Changing Rhetoric of Online Writing”

Friday, 12:30–1:45 p.m.

*Institutional and Professional*

**J.30 Challenges in Scoring High-Stakes Writing Assessments: Coping with Contrasting Response Modes, Score Drift, and Test Prep**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006D

**Chair:** Doug Baldwin, ETS, Princeton, NJ

**Presenters:** Doug Baldwin, ETS, Princeton, NJ, “‘They Won’t Let Me Word Process!’ ‘But I Can’t Read Their Handwriting!’: Effects of Modes of Composition on Both Examinees and Scorers in High-Stakes Writing Assessments”

Jean Williams, ETS, Princeton, NJ, “‘Real’ Writing Under Standardized Test Constraints: Implementing and Scoring Graduate Admissions Writing Assessments”

Jennifer Bivens-Tatum, ETS, Princeton, NJ, “Preparing for Mediocrity: Test Preparation and the Validity of High-Stakes Standardized Writing Assessments”

*Institutional and Professional*

**J.31 Public Perceptions about the Teaching of Writing and What to Do about Them**

Henry B. Gonzalez Convention Center, Concourse Level, |  
Room 214C

**Chair:** Jennifer Clary-Lemon, Arizona State University, Tempe

**Presenters:** Bill Bolin, Texas A&M Commerce, “Rhetorician Bites Dog: Media Theory and Public Perceptions of Educators”

Peter Vandenberg, DePaul University, Chicago, IL, “Perceptions of College Writing Instruction: The Public Speaks for Itself ”

Darsie Bowden, DePaul University, Chicago, IL, “Changing Public Perceptions: Making What We Do Matter”

**Respondent:** Rebecca Moore Howard, Syracuse University, NY

*Institutional and Professional*

**J.32 How Composition Matters In The Schools:  
A Dialogic Model for School–College Collaboration**

Hyatt, Third Floor, Pecos Room

**Chair:** Don Kraemer, California State Polytechnic University, Pomona

**Presenters:** Victor Okada, California State Polytechnic University, Pomona, “How Composition Matters at the Institutional Level— Dialogues Leading to a New Kind of Partnership”

Lucinda Boswell, La Puente High School, CA, “How Composition Matters at the Curricular Level—A View from the Schools”

Andrew Moss, California Polytechnic, Pamona, “How Composition Matters at the Curricular Level—Conversations on Literature and Composition”



*Practices of Teaching Writing*

**J.33 Going Critical: Communication and Judgment in Instructor-Led Peer Conferences**

Henry B. Gonzalez Convention Center, Concourse Level, Room 218

**Chair:** Kory Ching, University of Illinois at Urbana-Champaign

**Presenters:** Michael Householder, University of California, Irvine, “Everybody’s a Critic: A Case Study in How Students Refine Their Ability to Judge Writing”

Kathryn Evans, University of San Francisco, CA, “From Miscommunication to Meta-Communication in Instructor-Led Peer Conferences”

Kory Ching, University of Illinois at Urbana-Champaign, “Trading Places: The Circulation of Cultural Capital in Peer-Response Groups”

*Practices of Teaching Writing*

**J.34 Making Composition Matter in a Litcomp Course**

Henry B. Gonzalez Convention Center, Concourse Level, Room 217C

**Chair:** John Schilb, Indiana University, Bloomington

**Presenters:** Christine Farris, Indiana University, Bloomington, “Which Literature? What Subject(s)?”

Jennifer Salrin, Indiana University, Bloomington, “Teaching Composition and Teaching Litcomp: What’s the Common Ground?”

Johanna Frank, Cornell University, Ithaca, NY, “What Kinds of Class Discussion Promote Writing in Litcomp?”

JoEllen DeLucia, Indiana University, Bloomington, “Papers Involving ‘Close Reading’: What Moves Do Students Need to Learn and Practice?”

Matthew Brim, Indiana University, Bloomington, “Textual Comparison Papers: What Moves Do Students Need to Learn and Practice?”

Matthew Johnson, Indiana University, Bloomington, “How Can Informal ‘Microthemes’ Help Students Develop Interpretations?”

John Schilb, Indiana University, Bloomington, “How Do You Prevent Litcomp from Becoming Just Lit?”

Friday, 12:30–1:45 p.m.

*Information Technologies*

**J.35 Computing and Communicating Across Cultures and Generations:  
Global Considerations**

Hyatt, Second Floor, Regency Ballroom West

**Chair:** Mary Sheridan-Rabideau, Rutgers University, New Brunswick, NJ

**Presenters:** Pamela Takayoshi, University of Louisville, KY, “Girl Talk Online”

Gail Hawisher, University of Illinois, Urbana-Champaign

Cynthia Selfe, Michigan Technological University, Houghton, “International Students and the Global Digital Divide”

*Practices of Teaching Writing*

**J.36 Digging the Narrative Roots in the Composition Classroom**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207B

**Chair:** Leta Sharp, University of Arizona, Tucson

**Presenters:** Leta Sharp, University of Arizona, Tucson, “Locating the Social in Me: The New Postmodern Feminist Expressivisms in the Writing Classroom”

Drew Kopp, University of Arizona, Tucson, “Strengths Borne of Failure: A Hermeneutic of the Personal Narrative”

Erik Ellis, University of Arizona, Tucson, “Inventing Identity: Generating Ethos in the Face of Ambivalence”



## K Sessions

2:00 p.m.–3:15 p.m.

### *Featured Session*

#### **Gains and Losses: New Forms of Texts, Knowledge, and Learning**

Hyatt, Second Floor,  
Regency Ballroom West



Gunther Kress

**Chair:** Gail E. Hawisher, University of Illinois at Urbana-Champaign

Kress notes, “In so-called “literate societies,” conditions of communication have changed profoundly over the last two or three decades, are changing now, and will continue to do so for a while—and not only because of the impact of the new media. The much larger-level social, political, cultural and, above all, economic changes gathered up by the label “globalization” are in every way as potent and significant as are the technological means of textual production and dissemination. Whatever the case may be, the effects are clear enough: forms of texts are changing rapidly, and a major task is to attempt to understand what the changes mean and what their implications are likely to be in all sorts of different domains.”

His talk today sketches a part of that agenda. He examines what might be gained and what may be in danger of being lost when we move from representation through writing to representation through image, from (more) monomodal to multimodal texts, from linear to nonlinear modes of reading and writing, from interpretation to design, from the authoritative and stable text to the provisional and fluid text, from reading as interpretation to reading as design. In this, he touches on the connected issues of knowledge, learning, and conceptions of human agency.”

**Gunther Kress** is Professor of education/English at the Institute of Education, University of London. His question concerning the English curriculum in schools is: “What is it that English should be, and offer, in order to prepare young people for productive lives in their world?” He has a specific interest in the interrelations in contemporary texts of different modes of communication—writing, image, speech, music—and their effects on forms of learning and shapes of knowledge. He is interested in the changes—and their effects and consequences—brought by the shift in the major media of communication from the page to the screen.

Some of his recent books are: *Reading Images: The Grammar of Graphic Design*; *Multimodal Discourse: The Modes and Media of Contemporary Communication* (both with Theo van Leeuwen); *Before Writing: Rethinking the Paths to Literacy*; *Early Spelling: Between Convention and Creativity*; *Literacy in the New Media Age*; *Multimodal Teaching and Learning: The Rhetorics of the Science Classroom*; and, to be published in late 2003, *Multimodal Literacy*.

Friday, 2:00–3:15 p.m.

*Practices of Teaching Writing*

**K.01 Scholarship in Practice and Historical Context**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** Bradley Hammer, Duke University, Durham, NC

**Presenters:** Bradley Hammer, Duke University, Durham, NC, “Online Assessment, Student Texts, and the Voices of Undergraduate Writers”

Denise Comer, Duke University, Durham, NC, “Online Assessment, Student Texts, and the Voices of Undergraduate Writers”

Richard Haswell, Texas A&M University, Corpus Christi, “NCTE/CCCC’s War against Scholarship”

*Professional and Technical Writing*

**K.02 Science, Authority, and Public Persuasion: The Uses of Scientific Evidence in Discourses of Public Advocacy**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Denise Tillery, Oklahoma State University, Stillwater

**Presenters:** Lacy Landrum, Oklahoma State University, Stillwater, “The Rhetoric of Drug Education Web Sites: Science with a Wink and a Smile”

Christine Harrell, Salt Lake Community College, UT, “Exploring the Anti-Intellectual Rhetoric of Creationism”

Denise Tillery, Oklahoma State University, Stillwater, “Radioactive Waste and Technical Doubts: Genre and Scientific Evidence about Nuclear Waste Sites”

*Practices of Teaching Writing*

**K.03 “I Can’t Read,” Tina Whispered, Placing Her Gucci Bag on the Desk between Us: Defining the Categories of Race/Ethnicity, Class, and Gender in the Composition Classroom**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Anushiya Sivanarayanan, Southern Illinois University, Edwardsville

**Presenters:** Anushiya Sivanarayanan, Southern Illinois University, Edwardsville, “Problems in Identity Formation in the Composition Classroom”

Carla Drake-Walker, St. Louis Community College, MO

Chantay White-Williams, Southern Illinois University, Edwardsville, “‘I Can’t Read,’ Tina Whispered, Placing Her Gucci Bag on the Desk between Us: Defining the Categories of Race/Ethnicity, Class, and Gender in the Composition Classroom”

*Practices of Teaching Writing*

**K.04 Composition Practices and Public Matters: Achieving and Assessing Public Awareness In and Out of the Classroom**

Hyatt, Third Floor, Llano Room

**Chair:** Sharan L. Daniel, Stanford University, CA

**Presenters:** Arturo Heredia, Stanford University, CA, “Teaching Race and Ethnicity as Public and Private Issues”

Lisa Haefele, Stanford University, CA, “Scholar, Citizen, Advocate: Public Discourses in and out of the Classroom”

Sharan L. Daniel, Stanford University, CA, “Public and Professional Perceptions of How Composition Matters: A Rhetorical Comparison of News and Research Sources”

*Practices of Teaching Writing*

**K.05 Service with a Smile: The Heart of the Matter**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006A

**Chair:** Nancy Dessommes, Georgia Southern University, Statesboro

**Presenters:** Mary Marwitz, Georgia Southern University, Statesboro, “Shifting Priorities: From Far to Near”

Laura Milner, Georgia Southern University, Statesboro, “Teaching Writing: Called To Serve”

Nancy Dessommes, Georgia Southern University, Statesboro, “Reaching Other Disciplines: Beyond Essential Skills”

*Practices of Teaching Writing*

**K.07 Lessons Learned from Online Commenting: Providing Effective Feedback to Students**

Hyatt, Third Floor, Nueces Room

**Chair:** Natasha Matveeva, Texas Tech University, Lubbock

**Presenters:** Susan Youngblood, Texas Tech University, Lubbock, “Online Grading as a Process”

Yingqin Liu, Texas Tech University, Lubbock, “Increasing the Value of Online Instructional Feedback”

Natasha Matveeva, Texas Tech University, Lubbock, “Constructing Ethos When Grading Anonymously”

Friday, 2:00–3:15 p.m.

*Practices of Teaching Writing*

**K.08 Writing on the Border**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

**Chair:** Carrie K. Wastal, University of California, San Diego

**Presenters:** Linda Brodkey, University of California, San Diego, “Preparing  
TAs To Teach Academic Argumentation”

John Herschel, University of California, San Diego, “Globalization, the  
Border, and Writing Pedagogy”

Holly Bauer, University of California, San Diego, “Writing Tijuana”

*Practices of Teaching Writing*

**K.09 Sticking to the Storyline: Technology, Argument, and Identity**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006B

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

**Presenters:** Darin Payne, University of Hawaii, Honolulu, “Produced  
Positions: Composing Students in Course-Management Environments”

Dave Baxter, Walsh University, North Canton, OH, “A Case against Argument:  
The Evidence from the Summit of Bear Butte”

Ron Scott, Walsh University, North Canton, OH

*Practices of Teaching Writing*

**K.10 Asking Questions That Matter:  
Problem-Based Learning And Writing Instruction**

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

**Chair:** Jeff Sommers, Miami University-Middletown, OH

**Presenters:** Ellenmarie Wahlrab, Miami University-Middletown, OH,  
“Asking Questions That Matter: Designing a Problem-Based Learning  
Composition Curriculum”

Jeff Sommers, Miami University-Middletown, OH, “Asking Questions That  
Matter: A Graduate Seminar on Writing Assessment”

Judi Hetrick, Miami University, Oxford, OH, “Asking Questions That Matter:  
Journalism Students Design Newspapers for Young Adults”

*Information Technologies*

**K.11 What’s the Matter with Composition? Technology, Visual  
Rhetoric, and the Physical Arrangement of Texts**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217A

**Chair:** Catherine C. Braun, The Ohio State University, Columbus

Friday, 2:00–3:15 p.m.

**Presenters:** Ben McCorkle, The Ohio State University, Columbus, “What’s the Matter with Print?”

Douglas Dangler, The Ohio State University, Columbus, “What’s the Matter with IMs?”

Scott Lloyd DeWitt, The Ohio State University, Columbus, “What’s the Matter with New Media?”

*Information Technologies*

**K.12 Information Technology: Cyberspace and Communities**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

**Chair:** Josephine Kelso, University of California-Berkeley

**Presenters:** Tim Lindgren, Boston College, Chestnut Hill, MA, “Technologies of Where: Fostering Place Literacy in Online Environments”

Randolph Cauthen, Bloomsburg University, PA, “Grassroots in Cyberia: The Anti-War Rhetorics of MoveOn.org, 2002–2003”

Bill Wolff, University of Texas at Austin, “Technology and Composition: How the Creation of a Computer Lab Changed Relationships within an English Department”

*Institutional and Professional*

**K.13 The Temporary Nature of Composition Matters**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Samantha Sansevere, DeVry College of Technology, New Brunswick, NJ

**Presenters:** Numsiri Kunakemakorn, Utah Valley State University, Provo

Kathleen Maloney, St. Mary’s University, San Antonio, TX

Holly McBee, Purdue University, West Lafayette, IN, “The Temporary Nature of Composition Matters: Teaching Composition in Grad School”

*Institutional and Professional*

**K.14 The Subaltern Can Speak: Composition TAs in Mentoring Roles**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Douglas Downs, University of Utah, Salt Lake City

**Presenters:** Dayna Ottens, Texas A&M University-Corpus Christi, “Connecting Subjects: Why Undergraduates Pursue Composition TAs as Mentors”

Douglas Downs, University of Utah, Salt Lake City, “Making Them Matter: Unsanctioned TA Mentoring of Undergraduates”

Deborah Poe, Western Washington University, Bellingham, “Inquiring Minds Want Mentors: A Model for TA Mentoring of New TAs”

Friday, 2:00–3:15 p.m.

*Institutional and Professional*

**K.15 The Future of Graduate Education in Rhetoric and Composition:  
Challenges and Opportunities**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

**Chair:** Louise Wetherbee Phelps, Syracuse University, NY

**Presenters:** Louis Wetherbee Phelps, Syracuse University, NY, “Shaping the Future of Rhetoric and Composition through Its Graduate Programs”

James Porter, Michigan State University, East Lansing, “Where Should Graduate Rhetoric/Writing Programs Be Located?”

Judith Goleman, University of Massachusetts, Boston, “M.A. and Ph.D. Programs: Articulating the Connections between Degrees”

Samantha Blackmon, Purdue University, West Lafayette, IN, “Times They Are A ‘Changin’’: On Minorities in Rhetoric and Composition Programs”

C. Jan Swearingen, Texas A&M University, College Station, “Rhetoric, Literacy, and Composition in Multicultural Classrooms: Implications for Graduate Education”

Charles Bazerman, University of California, Santa Barbara, “The Ph.D. in Rhetoric and Composition as a Research Degree”

Deborah Brandt, University of Wisconsin, Madison, “Fielding Questions: The Ph.D. Prelim/Qualifying Exam in 2004”

*Institutional and Professional*

**K.16 Networking For Change:  
Political and Cultural Contexts for the Teaching of Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Lynne Alvine, Indiana University of Pennsylvania

**Presenters:** Jaime Harker, University of Mississippi, Oxford, “Writing Across the Curriculum: Networking within and across Institutions in Mississippi”

Helen Sitler, Indiana University of Pennsylvania, “Gaining a Voice for Public School Teachers: Networking in Pennsylvania”

Mary Buckelew, West Chester University, PA, “Setting the Stage for Change: Understanding the Perceptions of ‘Effective Writing’ and ‘Effective Writing Instruction’ inside and outside the School House”



*Institutional and Professional*

**K.17 Making Identity Work Matter:  
Strategies for Creating Change in Institutions**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** Nancy Grimm, Michigan Technological University, Houghton

**Presenters:** Nancy Grimm, Michigan Technological University, Houghton,  
“Designs for Change: Supporting Imagination, Alignment, and Engagement”  
Kathryn Valentine, New Mexico State University, Las Cruces, “Multimedia  
for Change: The Potentials and Pitfalls of Putting Student Narratives on  
the Web”

Jill Arola, Michigan Technological University, Houghton, “Exploring the  
Identity Label: Creating Opportunities for Transformative Dialogue”

Sylvia Matthews, Michigan Technological University, Houghton, “The  
Internationalization of American Campuses: Negotiating Accents and  
Identities through Cultural Exchange”

Lori Rogers, Michigan Technological University, Houghton, “Changing the  
Context: Linking Identity to New Designs for Learning”

*Language*

**K.18 Teaching Generation 1.5 in the Classroom and the Center**

Hyatt, Third Floor, Pecan

**Chair:** Diana Becket, University of Cincinnati, OH

**Presenters:** Gail Offen-Brown, University of California, Berkeley,  
“Generation 1.5 Enters Freshman Composition: A Mina Shaughnessy  
Moment”

Jane Stanley, University of California, Berkeley, “The ESL Specialist in the  
Comp Program: Mechanic, Medic, or Messiah?”

Diana Becket, University of Cincinnati, OH, “Generation 1-5, ESL  
Immigrants and Native Speakers: A Collaborative Response to Texts”

*Creative Writing*

**K.19 Reimagining the Self: Reflections on Identity in Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Andrea Herrmann, University of Arkansas, Little Rock

**Presenters:** Chad Garrett, University of Arkansas, Little Rock, “Writing to  
Harmonize: Maintaining a Sense of Self on the Job”

Andrea Herrmann, University of Arkansas, Little Rock, “Writing To  
Transform: Writing about the Environment, Learning about the Self”

Cheryl Harris, University of Arkansas, Little Rock, “Writing To Preserve:  
Recording Oral Histories in a Retirement Home”

Friday, 2:00–3:15 p.m.

*Professional and Technical Writing*

**K.20 Research Methodologies in the History of Professional and Technical Communication That Matter**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

*Chair:* Ann Blakeslee, Eastern Michigan University, Ypsilanti

*Presenters:* Elizabeth Tebeaux, Texas A&M University, College Station,  
“Pillaging the Tombs: Methodological Approaches to Unearthing and  
Identifying Technical Writing in Early Texts”

Teresa Kynell Hunt, Northern Michigan University, Marquette, “Historical  
Methods for Technical Communication: Using Case Studies”

Malcolm Richardson, Louisiana State University, Baton Rouge, “Using Genre  
Theory in Historical Analysis of Professional Writing”

Michael Moran, University of Georgia, Athens, “Rhetorical Approaches to  
the History of Professional Communication”

*Theory*

**K.21 Examining Linguistic, Cultural, and Rhetorical Identities**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

*Chair:* Randall Popken, Tarleton State University, Stephenville, TX

*Presenters:* Susan Fanning, York College, New York, NY, “Engaging and  
Motivating the Linguistically Diverse Student”

Tonya Scott, Texas A&M University-Commerce, “Composition Studies at  
an HBCU: A History of Value Amid a Wealth of Changes”

Janice Wolff, Saginaw Valley State University, University Center, MI,  
“Writing Lessons: Risks and Rewards of Scholarly Collaboration”

Vanessa Marr, University of Michigan-Flint, “Lessons from the Borderlands:  
Risky Writing and the Emergence of a Mestiza Negra”

*Research*

**K.22 The Public Image of Two-Year Colleges:  
Hallmarks of Fame and Shame**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214D

*Chair:* Sterling Warner, Evergreen Valley College, San Jose, CA

*Presenters:* Mike Matthews, Tarrant County College, Fort Worth, TX

Barbara Cooper, Howard Community College, Columbia, MD

Gwen Gresham, North Arkansas College, Harrison

Janet Henderson, Bergen Community College, NJ

Dan Holt, Lansing Community College, MI

Sharon Mitchler, Centralia College, Olympia, WA

*Theory*

**K.23 Reinventing Composition: What Does Spellmeyer’s “Arts of Living” Mean for Writing Instructors?**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** Ann Jurecic, Princeton University, NJ

**Presenters:** Elizabeth Hodges, Virginia Commonwealth University, Richmond, “Writing and Reading as Play, Technique, Creativity, and Expression”

Marilyn Cooper, Michigan Technological University, Houghton, “The View from the Heart of the North Woods, Where Theory Dwells”

Matthew Parfitt, Boston University, MA, “Academic Writing in the Age of Aquarius: What Would the New Academic Essay Look Like?”

Dawn Skorczewski, Emerson College, Boston, MA, “A WPA on the Front Lines: Reworking the Writing Program in a Communication Arts Institution”

*Theory*

**K.24 Rhetorics of Advocacy:  
Asian Americans Composing Communal Memory**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Terese Monberg, University of Kansas, Lawrence

**Presenters:** Gail Okawa, Youngstown State University, OH, “Surviving Captivity: Literacy and Cultural Memory among Japanese ‘Alien Enemies’ in U.S. Justice Department Concentration Camps, 1941–44”

Chikako Kumamoto, College of DuPage, Chicago, IL, “The Attestive Gaze: Japanese-American Internment Literature as Rhetoric of Epistemological Ascent”

Haivan Hoang, The Ohio State University, Columbus, “We Were There To Educate Them, We Were There To Educate the Community: Vietnamese American College Students Using Collective Memoir”

Terese Monberg, University of Kansas, Lawrence, “A Matter of Public Memory: Re-Forming Community-Based History and Advocacy”

*History*

**K.25 Basic Writing Far Afield:  
The History of At-Risk Instruction at a Regional Campus**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Moira Casey, Miami University-Middletown, OH

**Presenters:** John Tassoni, Miami University-Middletown, OH, “When it Matters: Disciplinary Trends in One Basic Writing Course”

William DeGenaro, Miami University-Hamilton, OH, “Basic Writing on Regional Campuses: Imperatives for Articulation”

John Heyda, Miami University-Middletown, OH, “Basic Writing and Regional Campus WPA Work”

Friday, 2:00–3:15 p.m.

*History*

**K.26 Women's Oppositional Rhetorics**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Jennie Nelson, Ohio University, Athens

**Presenters:** Sandy Dolan, University of Oklahoma, Norman, "Re-Imagining Sappho's Rhetoric: Oppositional Voices in the History of Rhetoric and Sexuality"

Cynthia Smith, Ohio University, Athens, "I'd Rather Be Your Whore Than Your Wife"

Susan Wyle, Stanford University, CA, "Women Outlaws, Women Prisoners: Dichotomies of Discourse"

Penny Smith, Gannon University, Erie, PA, "Making Civic Discourse Matter: Women, Quilts, and the Rhetoric of Three Social-Reform Movements"

*Practices of Teaching Writing*

**K.27 Effacing Binaries:**

**Blurring the Boundaries of Speaking, Reading, and Writing in the Writing Center and the Computer-Mediated Classroom**

Hyatt, Third Floor, Pecos Room

**Chair:** Steve Newton, William Paterson University, Wayne, NJ

**Presenters:** Steve Newton, William Paterson University, Wayne, NJ, "Voice in the Center: Recognition and Metaphor in Writing-Center Praxis"

Phoebe Jackson, William Paterson University, Wayne, NJ, "Integrating the Triad: The Cultures of Composition and Literature in the Computer Classroom"

*Practices of Teaching Writing*

**K.28 Writing Difference**

Hyatt, Second Floor, Frio Room

**Chair:** Jeffrey Maxson, Rowan University, Glassboro, NJ

**Presenters:** Betsy Langley, Rowan University, Glassboro, NJ, "Who Killed the Five-Paragraph Essay?"

William Menschner, Rowan University, Glassboro, NJ, "Writing Alt Pop"

Elizabeth Condal, Rowan University, Glassboro, NJ, "To Alt or Not To Alt"

Jennifer Hammond, Rowan University, Glassboro, NJ, "To Alt or Not To Alt"

*Practices of Teaching Writing*

**K.29 Rethinking Plagiarism**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Michael Given, Stephen F. Austin State University, Nacogdoches, TX

**Presenters:** Mary Lamb, Georgia State University, Atlanta, "Beyond Plagiarism: Feminist Rhetorical Literacy Practices for Composition"

Friday, 2:00–3:15 p.m.

Kurt Bouman, Indiana University, Purdue, PA, “Twice-Told Tales: What Students Say about Plagiarism”

Michael Given, Stephen F. Austin State University, Nacogdoches, TX, “Making Plagiarism Matter”

*Composition Programs*

**K.30 Theoretically Centered?: Theorizing the Writing Center**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

*Chair:* Melissa Ianetta, Oklahoma State University, Stillwater

*Presenters:* Melissa Ianetta, Oklahoma State University, Stillwater, “Isocrates in the Writing Center: Administrative Paradigms from the History of Rhetoric”

Kala Blankenship, Oklahoma State University, Stillwater, “Tutor as Mediatix”

Nancy Linh Karls, University of Colorado at Denver, “When Our Work Doesn’t Flow: Narratives of Enlightenment and Martyrdom in the Writing Center”

*Composition Programs*

**K.31 Transferring Composition Knowledge Across Disciplines: Making Writing Instruction Matter**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006C

*Chair:* Stephen A. Bernhardt, University of Delaware, Newark

*Presenters:* Gerald Nelms, Southern Illinois University, Carbondale, “Why Knowledge Transfer Matters: An Introduction”

Ronda Leathers Dively, Southern Illinois University, Carbondale, “Transferring Knowledge from First-Year Composition to Writing-Intensive Courses: Exploring What Matters to Teachers and Students”

Julie Dyke Ford, New Mexico Institute of Mining and Technology, Socorro, “Learning, Connecting, and Applying: Technical Writing and the Transfer of Rhetorical Strategies”

*Composition Programs*

**K.32 Is the Writing Classroom a “Level Playing Field?” Universal Design, Alternative Assistance Programs, and Metaphors That Construct Disability**

Henry B. Gonzalez Convention Center, Concourse Level, Room 218

*Chair:* Karen Kuralt, University of Arkansas at Little Rock

*Presenters:* Karen Kuralt, University of Arkansas at Little Rock, “Designing a More Flexible Writing Course: The ‘Universal Design’ Model”

Betty Freeland, University of Arkansas at Little Rock, “Applying Universal Design to First-Year Composition”

Kimber Fendley, University of Arkansas at Little Rock, “Critiquing the Metaphors of Accommodation: Better Options for Constructing Disability”

Chris Hamel, University of Arizona, Tucson, “Critiquing the Metaphors of Accommodation: Better Options for Constructing Disability”

Friday, 2:00–3:15 p.m.

*Theory*

**K.33 Writing “Outside”:**

**Ecocomposition and the Production of Difference**

Hyatt, Third Floor, Chula Vista Room

**Chair:** Jeff White, University of Alaska, Anchorage

**Presenters:** Jeff White, University of Alaska, Anchorage, “ANWR, Alaskans, and the ‘Outside’ Menace”

Patrick Clauss, Butler University, Indianapolis, IN, “Writing from ‘Inside’ Out; Moving from ‘Outside’ In”

Tim Catalano, Marietta College, OH

*Theory*

**K.34 A Habitable Space: The Future Of Composition Studies**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217C

**Chair:** Bruce McComiskey, University of Alabama at Birmingham

**Presenters:** David Blakesley, Purdue University, West Lafayette, IN, “Digital Spaces: The Future of Publishing in Composition Studies”

Bruce McComiskey, University of Alabama at Birmingham, “Theory Building: Constructing a Habitable Space for Composition Studies”

Deborah H. Holdstein, Governors State University, University Park, IL, “Two Compositionists, Three Opinions: Media Economies and Administrative Spaces of Conflict”

**Respondent:** Kathleen Blake Yancey, Clemson University, SC

*Theory*

**K.35 Making Rural Literacy Matter**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006D

**Chair:** Charlotte Hogg, Texas Christian University, Fort Worth

**Presenters:** Kim Donehower, University of North Dakota, Grand Forks, “The Rhetorics of Rural Literacy, Or, Why Can’t They Be More Like Us?”

Adrienne Lamberti, Iowa State University, Ames, “Out/Standing in the Field: Code-Switching among Oppositional Discourses”

Eileen Schell, Syracuse University, NY, “The Rhetorics of the Farm Crisis: Agricultural Literacies and Illiteracies in a Globalized World”

*Theory*

**K.36 Queer Matters in Rhetoric and Composition—Articulating Pedagogical, Theoretical, and Disciplinary Definitions**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chair:** Tara Pauliny, University of Wisconsin, Oshkosh

Friday, 2:00–3:15 p.m.

**Presenters:** Allen Durgin, The Graduate Center, CUNY, “The Pleasure Class, Or, What Would Queer Composition Feel Like?”  
Tara Pauliny, University of Wisconsin, Oshkosh, “Moving toward a Definition: Using Female-to-Male Drag to Queer Feminist Rhetorics”  
Ardel Thomas, Stanford University, CA, “Queer in Class/Queer in the Community: Negotiating Writing Experiences in Academic and Community Settings”

*Institutional and Professional*

### **K.37 Making Writing Assessment Matter**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217D (2:00–4:45 p.m.)

**Chair:** Diane Kelly-Riley, Washington State University, Pullman

*Note: Facilitators at this session will be available for consulting.*

**Consultants:** Bill Condon, Washington State University, Pullman, “Online Communities, Rising Junior Portfolios, Faculty Development, Integrating Instruction with Programmatic Evaluation”

Carol Rutz, Carleton College, Northfield, MN, “Embracing Assessment at a Liberal Arts College”

Brian Huot, University of Louisville, KY, “Program, Validity, Reliability, Placement, Portfolios”

Robert O’Brien Hokanson, Alverno College, Milwaukee, WI, “Electronic Portfolios at a Liberal Arts College”

Dan Royer, Grand Valley State University, Grand Rapids, MI, “Alternative Instructional/Administrative Structures-Directed Self-Placement”

Carmen Werder, Western Washington University, Bellingham, “Turning Mandated Assessment into Faculty Development Opportunities”

Judy Arzt, St. Joseph College, West Hartford, CT, “Training Faculty as Portfolio Readers”

Marvin Diogenes, Stanford University, CA, “Using Assessment Information: Possibilities for Longitudinal Studies”

Bob Broad, Illinois State University, Normal, “Communal or Shared Writing Assessment”

Robin Jeffers, Bellevue Community College, WA, “Assessment for Community Colleges”

Sandra Murphy, University of California, Davis, “The Design of Writing Tasks for Writing Assessment; the Design of Portfolio Assessment Systems”

Richard Haswell, Texas A&M University, Corpus Christi, “Program Validation, Accreditation Review, Gain in Writing Expertise”

Susan Marie Harrington, Indiana University/Purdue University, Indianapolis, “Course and Program Assessment, Placement Testing”

Edward White, University of Arizona, Flagstaff, “Reconciling External and Internal Assessment Demands and Opportunities, Outcomes Assessment”

Peggy O’Neill, Loyola College of Maryland, Baltimore, “Reflection and Assessment”

Ellen Schendel, Grand Valley State University, Grand Rapids, MI, “Setting Up and Fine Tuning an Ongoing Program Assessment”

Friday, 3:30–4:45 p.m.

## L Sessions

3:30 p.m.–4:45 p.m.

*Featured Session*

### Cross-Language Relations in Composition

Henry B. Gonzalez Convention Center,  
Concourse Level, Room 217A

**Chair:** Catherine Prendergast, University of Illinois,  
Urbana-Champaign

This roundtable examines what teaching composition in North America does and might mean in the context of the current global hegemony of standardized U.S. English. The speakers critique specific ways in which composition has contributed to this hegemony through its role in maintaining distinctions between native and non-native languages, between standard and nonstandard Englishes, and between the disciplines of composition, TESOL, applied linguistics, sociolinguistics, language policy, and translation studies. The participants then identify specific sites and strategies by which we might contest these ways of understanding cross-language relations in our teaching and scholarship to redefine composition and invigorate its teaching for a multilingual world.

**Suresh Canagarajah** is Professor of English at Baruch College. Among his publications are *Resisting Linguistic Imperialism in English Teaching*, which won the MLA Mina P. Shaughnessy Award, and *A Geopolitics of Academic Writing*, which won the 2003 ATAC Gary Olson Award. His most recent book is *Critical Academic Writing and Multilingual Students*.

**Bruce Horner** is Professor of English and Director of Composition at the University of Wisconsin-Milwaukee. He is coeditor of *Key Terms in Popular Music and Culture*, author of *Terms of Work for Composition: A Materialist Critique*, and coauthor (with Min-Zhan Lu) of *Representing the “Other”: Basic Writers and the Teaching of Basic Writing*.

**Min-Zhan Lu** is Professor of English at the University of Wisconsin-Milwaukee. She is the author of *Shanghai Quartet: The Crossings of Four Women of China*, a memoir weaving her life with the lives of her mother, grandmother, and nanny. She is also coauthor of *Representing the “Other”: Basic Writers and the Teaching of Basic Writing*.



Suresh Canagarajah



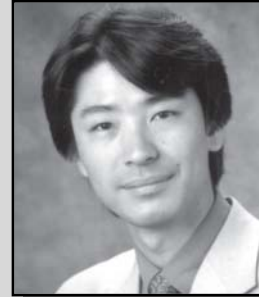
Bruce Horner



Min-Zhan Lu



**Paul Kei Matsuda** is Assistant Professor of English and Associate Director of Composition at the University of New Hampshire. He is coeditor of *Landmark Essays on ESL Writing*; *On Second Language Writing*; and a special issue of the *Journal of Second Language Writing*. He is editing a book tentatively entitled *Second Language Writing Research: Perspectives on the Process of Knowledge Construction*.



Paul Kei Matsuda

**John Trimbur** is Professor of English at Worcester Polytechnic Institute. Trimbur received the Braddock Award for “English Only and U.S. College Composition” (with Bruce Horner), and the JAC Kinneavy Award for “Agency and the Death of the Author.” He is coeditor of *The Politics of Writing Instruction: Postsecondary* for which he received the CCCC Outstanding Book Award.



John Trimbur

*Practices of Teaching Writing*

**L.01 Matters Of Faith: Institutional Identity, Student Needs, and Composition At A Faith-Based University**

Hyatt, Third Floor, Llano Room

**Chair:** Laura Carroll, Abilene Christian University, TX

**Presenters:** Laura Carroll, Abilene Christian University, TX, “Sacred Selections: Using Texts to Bridge Curricular and Institutional Goals”

William Carroll, Abilene Christian University, TX, “Basic Responsibilities: Diversity, Marginalization, and Faith”

B. Cole Bennett, Abilene Christian University, TX, “Service Learning: Coping with Administrative Support? And Resistance”

*Creative Writing*

**L.02 Sustaining the Environment: Learning the Language of Nature**

Hyatt, Third Floor, Chula Vista Room

**Chair:** Marcia Cassell, Virginia Intermont College, Bristol

**Presenters:** Mary Ellen Brown, Brevard College, NC, “Writing the Country: The Language of Place”

Marcia Cassell, Virginia Intermont College, Bristol, “Shaping the Place: The Language of Reflection”

Friday, 3:30–4:45 p.m.

*Professional and Technical Writing*

**L.03 Different Dimensions in Technical Communication**

Hyatt, Third Floor, Nueces Room

**Chair:** Wallis Andersen, Oakland University, Rochester, MI

**Presenters:** Jennifer Bowie, Texas Tech University, Lubbock, “Considering Relationships, Differences, and Boundaries: Expanding and Empowering Technical Communication by Adopting Feminist Approaches”

Sam DeKay, St. John’s University, New York, NY, “History of the Employment Resume in the United States: Implications for Teachers of Business and Technical Communications”

Lynne Cooke, University of North Texas, Denton, “Merging Usability Research, Pedagogy, and Practice in Technical Communication”

*Professional and Technical Writing*

**L.04 Motivating Business and Technical Writers in the Classroom and Beyond**

Henry B. Gonzalez Convention Center, Concourse Level, Room 006A

**Chair:** Michelle Eble, East Carolina University, Greenville, NC

**Presenters:** Michelle Eble, East Carolina University, Greenville, NC, “Composing the Civic Life: Public Literacy and Rhetorical Intervention”

Lynée Gaillet, Georgia State University, Atlanta, “Composing the Civic Life: Public Literacy and Rhetorical Intervention”

Rebecca Pope, Iowa State University, Ames, “Embracing the Everyday: A Workplace Communication Case Approach”

Janet Mizrahi, University of California, Santa Barbara, “Making It Matter: Getting Econ Students to ‘buy in’ Using the Business Plan Assignment”

*Theory*

**L.05 Alternative Authority and Authorship:  
New Research from Studies in Writing and Rhetoric Authors**

Henry B. Gonzalez Convention Center, Concourse Level, Room 214D

**Chair:** David Wallace, University of Central Florida, Orlando

**Presenters:** Julie Jung, Illinois State University, Normal, “Disrupting English Subjects: Genre Migration and Disciplinary Revision”

Kristie Fleckenstein, Ball State University, Muncie, IN, “Writing as Alchemy: Visual Culture and the Antinomian Habit”

Nicholas Tingle, University of California, Santa Barbara, “Academic Writing as Self-Development”

Margaret Marshall, University of Miami, Coral Gables, FL, “Authority To Choose: Fit To Teach and To Speak”

*History*

**L.06 A Century of Change: The Politics of First-Year Composition at the University of Wisconsin-Madison, 1900–2000**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** David Fleming, University of Wisconsin-Madison

**Presenters:** Melanie Hoftyzer, University of Wisconsin-Madison,  
“Composing Character: Writing Instruction at UW-Madison in the Early  
20th Century”

David Grant, University of Wisconsin-Madison, “Active(ist) Learning:  
Conflict and Withdrawal of First-Year Composition at UW-Madison”

Rasha Diab, University of Wisconsin-Madison, “Active(ist) Learning: Conflict  
and Withdrawal of First-Year Composition at UW-Madison”

Matthew Pearson, University of Wisconsin-Madison, “Revising FYC at UW,  
1975–1999: Responding to Research, Sociocultural Context, and  
Institutional Change”

Kate Southern, University of Wisconsin-Madison, “Revising FYC at UW,  
1975–1999: Responding to Research, Sociocultural Context, and  
Institutional Change”

Corey David Mead, University of Wisconsin-Madison, “Composing  
Character: Writing Instruction at UW-Madison in the Early 20th Century”

*History*

**L.07 Composition in Historically Black Colleges and at the Penn School for Newly Freed Slaves**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006B

**Chair:** Toni Lee Capossela, Stonehill College, Easton, MA

**Presenters:** Valerie K. Anderson, York College of the City University of New  
York, “A View of English Education at a School for Newly Freed Slaves:  
Penn School, 1862–1901”

William Hamilton, Jefferson Community College, Louisville, KY,  
“Assessment and Pedagogy at Black Colleges: A History That Matters”

Toni Lee Capossela, Stonehill College, Easton, MA, “Earnest Democracy in  
Action: The Writing Theory and Practice of John U. Monro”

Friday, 3:30–4:45 p.m.

*Research*

**L.08 What Do We Fail To Ask?: Redefining Disabilities**

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

*Chair:*

*Presenters:* Rebecca Day, Indiana University of Pennsylvania, “Tutoring Writing with Deaf College Students”

Gloria Monaghan, Wentworth Institute of Technology, Boston, MA, “High Achievers Who Are Really at Risk”

Richard Hay, University of Wisconsin-Milwaukee, “Understanding a Disability: The Use of Sign Language To Teach Literacy”

*Information Technologies*

**L.09 Looking Beyond The Trinity: Audience, Purpose, And Context In Technologically Hypermediated Environments**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

*Chair:* James Porter, Michigan State University, East Lansing

*Presenters:* Stuart Selber, Penn State University, University Park, “The Rhetoric of/in Interface Design”

Johndan Johnson-Eilola, Clarkson University, Potsdam, NY, “Breakdown: Focus, Work, and Authorship in the Datacloud”

Clay Spinuzzi, The University of Texas at Austin, “Who Killed Rex? Tracing Texts through Three Kinds of Networks”

*Information Technologies*

**L.10 Global and Local in Institutions and the World**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217C

*Chair:* Jeff Jablonski, University of Nevada Las Vegas

*Presenters:* Beth Kolko, University of Washington, Seattle, “How Rhetoric and Composition Scholarship Informs a National Science Foundation Project Examining Internet Use in Uzbekistan, and Why”

Dickie Selfe, Michigan Technological University, Houghton, “WAC, Technology, and Technological Activism”

Jeff Jablonski, University of Nevada Las Vegas, “‘Everybody’s Doing It’: Situating the Web Writing Course with Other Academic Units’ Web Courses”

*Institutional and Professional*

**L.11 Managerial Rhetorics and the Matter of Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chair:** Jeanne Gunner, Santa Clara University, CA

**Presenters:** Laura Bartlett, The Ohio State University, Marion, “Feminization and Composition’s Managerial Subject”

Donna Strickland, Southern Illinois University, Carbondale, “Pedagogic Violence and the Figure of the Resistant TA”

Matthew Garrison, Southern Illinois University, Carbondale, “The Will To Be Managed: Labor and Consumers in FYC”

Tony Scott, University of North Carolina-Charlotte, “Labor, Literacy, and Composition’s New Logic of Expediency”

*Institutional and Professional*

**L.12 Scenes of Cross-Disciplinary Collaboration in the Composition Classroom and Beyond**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Julie Zeleznik, Rice University, Houston, TX

**Presenters:** Patricia Collins Harms, University of North Carolina, Chapel Hill, “Collaborating Across Disciplinary Lines, Rank, and Expertise: Results from a Case Study of Composition and Engineering”

Julie Zeleznik, Rice University, Houston, TX, “What Instructors Learned About Argument and Feedback from Cross-Disciplinary Collaboration”

Mary Purugganan, Rice University, Houston, TX, “Collaborating To Tech Data Representation and Visual Design: Results from a Pilot Communication Course for Bioscience Majors”

*Institutional and Professional*

**L.13 First-Year Writing: Institutional Battleground, Professional Behemoth and Interdisciplinary Nexus**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Lisa Dush, Northeastern University, Boston, MA

**Presenters:** Maureen Riddle, Northeastern University, Boston, MA, “First-Year Writing as Battleground in the War over the Role of the University in the Twenty-First Century”

Lisa Dush, Northeastern University, Boston, MA, “Composition = First-Year Writing Requirement?”

Mara Kozelsky, University of Rochester, NY, “Is There a ‘Transcendent Critical Thought?’ A Cross-Disciplinary Analysis”

Friday, 3:30–4:45 p.m.

*Practices of Teaching Writing*

**L.14 Valuing Assessment and Assessing Our Values**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

**Presenters:** Kathy Evertz, University of Wyoming, Laramie, “Does Grading Matter?: The Silence of Pedagogy”

Jane Nelson, University of Wyoming, Laramie, “Does Grading Matter?: The Silence of Pedagogy”

Mark Wiley, California State University, Long Beach, “Assessment as Inquiry into What One Institution Values about Student Writing”

*Institutional and Professional*

**L.15 Making Reading Matter: Literature, Rhetoric, and What Students Value in the Composition Classroom**

Hyatt, Third Floor, Frio Room

**Chair:** Iris Ruiz, California State University, Fresno

**Presenters:** Jay Leech, California State University, Fresno, “Contexts for a Composition That ‘Matters’: Historicizing the Debates over ‘Literature in Composition’”

Rob Humphrey, California State University, Fresno, “Composition, Literary Criticism, and Creative Writing: The Impact of Competing Ideologies on Composition Programs”

Anthony Michel, California State University, Fresno, “Multiperspective Literature and Composition: Possibilities for Critical Reading and Writing”

Rick Hansen, California State University, Fresno, “Reading, Writing, and Administration: Strategies for Reading Literature in Composition”

*Composition Programs*

**L.16 Assessment Matters: College Writing Assessments in and beyond the Writing Program**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Mary Flores, Lewis-Clark State College, Lewiston, ID

**Presenters:** David Kimmel, Heidelberg College, Tiffin, OH, “Not ‘Just Because We Have To’: General-Education Writing Assessment as Faculty Development”

Gail Shanley Corso, Neumann College, Aston, PA, “Writing Assessment within the Bigger Picture: Influence beyond FYC”

Mary Flores, Lewis-Clark State College, Lewiston, ID, “Making Writing Assessment Matter: Students, Faculty, Administrators”

*Composition Programs*

**L.17 Whose Words Where? The Promises and Perils of Community Literacy Projects and Publications**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Amy Rupiper Taggart, North Dakota State University, Fargo

**Presenters:** Paula Mathieu, Boston College, Chestnut Hill, MA, “Street Credibility vs. Market Viability: Publishing at Street Newspapers”

Tobi Jacobi, Colorado State University, Colorado Springs, “Exploitation or Activism? The Circulation of Incarcerated Women’s Writings”

Annie Knepler, University of Illinois, Chicago, “Circulating Stories: Exploring the Impact of Community Publishing”

Amy Rupiper Taggart, North Dakota State University, Fargo, “Reciprocity in Community Engagement? Children’s Writing as Public/Published Works”

*Composition Programs*

**L.18 History, Heresy, and Hip-Hop**

Henry B. Gonzalez Convention Center, Concourse Level, Room 216A

**Chair:** Martha Singer, Georgia State University, Atlanta

**Presenters:** Martha Singer, Georgia State University, Atlanta, “Connecting History, Models, and Classroom Response”

Carrie Vogler, Georgia State University, Atlanta, “‘Activism, Attackin’ the System’: Hip-Hop, Composition, and Community”

Matthew Garbett, Georgia State University, Atlanta, “Pedagogy, Pragmatics, and Power: New Way to Fight Old Systems”

*Composition Programs*

**L.19 Transforming Barriers, Creating Possibilities, Advancing What Matters**

Hyatt, Third Floor, Pecan Room

**Chair:** Alison Russell, Xavier University, Cincinnati, OH

**Presenters:** Pam Narney, Northern Virginia Community College, Woodbridge, “Transforming Possibilities by Removing Barriers to Success: Fostering Student Achievement by Using NOVA Gold—An Integrated Writing Program”

Alison Russell, Xavier University, Cincinnati, OH, “Tutoring Matters: The Effects of Writing Center Work on Peer-Tutors’ Lives”

Friday, 3:30–4:45 p.m.

*Theory*

**L.20 Women Rhetors And Scholars: Carving Out Identities For Women**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

*Chair:* Debbie Minter, University of Nebraska-Lincoln

*Presenters:* Heather Camp, University of Nebraska-Lincoln, “Women Rhetors as Sponsors: Virginia Woolf and Three Guineas”

Renee McGill, University of Nebraska-Lincoln, “Living within and against ‘Mothering’ Identity”

*Theory*

**L.21 Voices That Matter: Singing, Listening, and Silencing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207B

*Chair:* Shevaun Watson, University of California, Irvine

*Presenters:* Jan Lindholm, Salem State College, MA, “‘Voices Found’: Women’s Rhetorical Contributions to Protestant Hymnody”

Brian Nudelman, University of Southern Mississippi, Hattiesburg, “Finding the Spaces To Listen: Imagining an Irenic Pedagogy for the Composition Classroom”

Shevaun Watson, University of California, Irvine, “Silence on the Stand: The Problematics of Rhetorical Silence and the Case of Denmark Vesey”

*Theory*

**L.22 (Re)Opening Doors to Liberating Spaces:  
Three Approaches to Feminist Reading and Writing**

Hyatt, Second Floor, Regency Ballroom 1

*Chair:* Karen Warren, University of North Carolina at Greensboro

*Presenters:* Heidi Hanrahan, University of North Carolina at Greensboro, “Writing While Reading: Modern Commonplace Books as Feminist Spaces”

Karen Warren, University of North Carolina at Greensboro, “Creating Feminized Spaces and Readers: Book Clubs and Their Pedagogical Implications”

Dorothy Kuykendal, University of North Carolina at Greensboro, “Girls Who Read/Write Smut about Boys: Women and Online Slash Fan Fiction”

*Theory*

**L.23 Shifting Perspectives:  
Empowering Composition Teachers, Tutors, and Students**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

*Chair:* Sheridan Blau, University of California, Santa Barbara



Friday, 3:30–4:45 p.m.

**Presenters:** Amy Heckathorn, California State University, Sacramento, “Shifting Theory: Moving Future Teachers beyond Skills”  
Sheryl Fontaine, California State University, Fullerton, “Shifting Purpose: What’s a Tutor Supposed To Do?”  
Cherryl Smith, California State University, Sacramento, “Shifting Authority: Authorizing Student Writers in Academic Settings”

*Theory*

**L.24 Composition and Rhetoric in the Age of Empire**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

**Chair:** Damian Baca, Syracuse University, NY

**Presenters:** Kevin Mahoney, Kutztown University, PA, “Space: Mapping Democratic Openings in Empire”

Richard Zumkhawala-Cook, Shippensburg University, PA, “Identity: Beyond Borders, Boundaries, and Hybridity”

Scott Lyons, Syracuse University, NY

*Practices of Teaching Writing*

**L.25 Developing a Nomenclature of Style:  
Implications for First-Year Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

**Chair:** Fred Kemp, Texas Tech University, Lubbock

**Presenters:** Fred Kemp, Texas Tech University, Lubbock

William Carney, Texas Tech University, Lubbock, “Developing a Nomenclature of Style: Implications for First-Year Composition”

Jonathan Arnett, Texas Tech University, Lubbock, “Developing a Nomenclature of Style: Implications for First-Year Composition”

*Practices of Teaching Writing*

**L.26 Coming To Matter: Rethinking Production and Process in Media-Rich Composition Classrooms**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Erin Smith, Michigan Technological University, Houghton

**Presenters:** Jennifer Sheppard, Michigan Technological University, Houghton, “Just Because It Is Hands-On Doesn’t Mean It’s Not Intellectual: The Knowledge-Building Work of Multimedia Production Practices”

Kristin Arola, Michigan Technological University, Houghton, “Beyond the Code: (Re)valuing the Process in Production”

Erin Smith, Michigan Technological University, Houghton, “Composing or Content Development? The Place of Knowledge Management in the Composition Classroom”

Friday, 3:30–4:45 p.m.

*Practices of Teaching Writing*

**L.27 Evaluator as Advocate: Grading Matters in Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Kathy Houff, Temple University, Philadelphia, PA

**Presenters:** Parker Luchte, University of Georgia, Athens, “[T]he Insight To Edit Myself’: Perceptions of Value in Writing Intensive Survey Research”  
Deborah Miller, University of Georgia, Athens, “Rubric as Ethos: Evaluation in First-Year Composition”

Kathy Houff, Temple University, Philadelphia, PA, “Evaluating the Distance(d) Learner: The Dangers and Delights of Disembodiment”

*Practices of Teaching Writing*

**L.28 “I’m Nobody! Who Are You?”:  
an Activist Approach to Teaching Audience**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** Alexandra Babione, Southern Illinois University, Edwardsville

**Presenters:** Steve Moiles, Southern Illinois University, Edwardsville, “Using Message Board Intensive Web Sites To Teach Audience”

Alexandra Babione, Southern Illinois University, Edwardsville, “By Your Words, Ye Shall Be Known”

Nancy Ruff, Southern Illinois University, Edwardsville, “Audience.ORG”

*Practices of Teaching Writing*

**L.29 Two Students Speak for Themselves**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** Todd Taylor, University of North Carolina, Chapel Hill

**Presenters:** David Angeles, University of North Carolina, Chapel Hill, “All That You Can’t Leave Behind: A Week in the Life of a Burmese Refugee Camp”

Erin Sullivan, University of North Carolina, Chapel Hill, “This House Is Home: The Mobile Gallery in San Antonio”

*Practices of Teaching Writing*

**L.30 Group Writing Assignments in Online Classes**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Helen Schwartz, Indiana University, Indianapolis

**Presenters:** Helen Schwartz, Indiana University, Indianapolis, “Collaborative Critique and Creation of Web Sites for Nonprofit Organizations”  
Brian McDonald, Indiana University, Indianapolis, “Working Together Alone: Multipart Group Writing Projects in Shakespeare Online”

*Institutional and Professional*

**L.31 “Welcome to the Academy: May I Take Your Order?”  
Driving through from One Corporation to Another**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006C

**Chair:** Marguerite Helmers, University of Wisconsin-Oshkosh

**Presenters:** Fiona Glade, Washington State University, Pullman, “Motivated Genre: (De)contextualizing Our (In)Corporation”  
John Eliason, Philadelphia University, PA, “The Silver Lining of the Corporate Cloud”  
Irwin Weiser, Purdue University, West Lafayette, IN, “The Corporatization of Higher Education: A Department Head’s Perspective”  
Amanda Espinosa-Aguilar, Washington State University, Pullman, “You Want a Degee with That?: A Junior Faculty Perspective”

*Practices of Teaching Writing*

**L.32 Theories of Collaboration, Interactive Authorship, and Reader-Reader Writer Intersubjectivity**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Barry Nowlin, University of South Alabama, Mobile

**Presenters:** Alyssa O’Brien, Stanford University, CA, “Interactive Authorship on Manuscript Progress: Collaborations, Conversations, and Classroom Dynamics”  
Christine Alfano, Stanford University, CA, “Interactive Authorship on Manuscripts-in-Progress: Collaborations, Conversations, and Classroom Dynamics”  
Katherine Fiorelli, Illinois State University, Normal, “Readerly, Writerly, and Arithmetic: Students Misreading Textual Spa”  
Kelly Concannon, Syracuse University, NY, “Readerly, Writerly, and Arithmetic: Students Misreading Textual Spa”  
Barry Nowlin, University of South Alabama, Mobile, “Does Cooperative Writing Enhance Motivation?”

Friday, 3:30–4:45 p.m.

*Composition Programs*

**L.33 Composition Curriculum:  
Designing, Implementing, and Sustaining What Matters**

Hyatt, Third Floor, Blanco Room

*Chair:* Elizabeth Curtin, Salsibury University, MD

*Presenters:* David Nentwick, Syracuse University, NY, “Resistance as Response: Implications for Curriculum Design, Implementation, and Praxis”

Emily Isaacs, Montclair State University, Upper Montclair, NJ, “How Can Composition Protect Itself When Budget Cuts Come?”

Elizabeth Curtin, Salsibury University, MD, “Making Matter for Composing: Using Advanced Composition To Plan First-Year Composition Courses”

*Theory*

**L.34 Recycling Hegemony through Popular Culture, Body Narratives, and ESL**

Hyatt, Third Floor, Pecos Room

*Chair:* Rory Ong, Washington State University, Pullman

*Presenters:* Francisco Tamayo, Washington State University, Pullman, “Standardized English: Pushing Non-Native speakers of English To Recycle the Hegemony”

Jane Schwab, Washington State University, Pullman, “American Movies and the Hegemony of Pop Culture in the Philippines.”

Kelvin Monroe, Washington State University, Pullman, “The Compositional Cut: Event Wolves Racism/Asante Outside-Grammar Delpit”

*Practices of Teaching Writing*

**L.35 Unmaking and Remaking the World: the Pedagogy of Identity**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006D

*Chair:* Bill Cook, Dartmouth College, Hanover, NH

*Presenters:* John Donaghy, Dartmouth College, Hanover, NH, “Dream and Interpretation: Hidden Discourses”

Terry Osborne, Dartmouth College, Hanover, NH, “‘Who Am I, Where Am I?’ Personal Ecology in First-Year Composition”

Shelby Grantham, Dartmouth College, Hanover, NH, “Race in the Ivory Tower: No More Uptight and Out of Sight”

Friday, 3:30–4:45 p.m.

*Institutional and Professional*

**L.36 Being a Writing-Program Administrator: Stories from the Field**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Kathleen Blake Yancey, Clemson University, SC

**Presenters:** Nancy Sommers, Harvard University, Cambridge, MA, “The Case for Research: One Writing-Program Administrator’s Story”

Doug Hesse, Illinois State University, Normal, “Not Even Joint Custody: On Being an Ex-WPA”

John C. Brereton, Brandeis University, Brookline, MA, “Alone in a Brand-New Setting”

**L.37 Marilyn Sternglass: A Memorial**

Hyatt, Second Floor, Regency Ballroom West

**Chairs:** Deborah Brandt, University of Wisconsin-Madison

David Bleich, University of Rochester



Friday, 5:00–6:30 p.m.

## GENERAL SESSION AND CCCC AWARDS/ Reception

5:00 p.m.–6:30 p.m.

**Hyatt, Second Floor, Regency Ballroom West**

*Chair:* Kathleen Blake Yancey, Clemson University, SC

*Reception honoring winners and retirees immediately following, 6:00 p.m.-6:30 p.m.*

## AWARDS PRESENTATIONS

### OUTSTANDING BOOK AWARD

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

### Outstanding Book Award Committee:

*Chair:* Cheryl Glenn, Penn State University, University Park  
Stuart Brown, New Mexico State University, Las Cruces  
Jaime Mejia, SW Texas State University, San Marcos  
Lucille Schultz, University of Cincinnati, Ohio  
Demetrice Worley, Bradley University, Peoria, Illinois

### Previous Award Winners:

- 2003 Deborah Brandt, *Literacy in American Lives*  
Eileen Schell and Patricia Lambert Stock, *Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*
- 2002 Paul Kameen, *Writing/Teaching: Essays toward a Rhetoric of Pedagogy*
- 2001 Kay Halasek, *A Pedagogy of Possibility: Bakhtinian Perspectives on Composition Studies*
- 2000 Susan Miller, *Assuming the Positions: Cultural Pedagogy and the Politics of Commonplace Writing*, and Barbara Couture, *Toward a Phenomenological Rhetoric: Writing, Profession, and Altruism*
- 1999 Marilyn Sternglass, *Time To Know Them: A Longitudinal Study of Writing and Learning at the College Level*
- 1998 James A. Berlin, *Rhetorics, Poetics, and Cultures: Refiguring College English Studies*
- 1997 John C. Brereton, *The Origins of Composition Studies in the American College, 1875–1925: A Documentary History*
- 1996 Susan Peck MacDonald, *Professional Academic Writing in the Humanities and Social Sciences*

Friday, 5:00–6:30 p.m.

- 1995 Thomas L. Kent, *Paralogic Rhetoric: A Theory of Communicative Interaction*
- 1994 Lester Faigley, *Fragments of Rationality: Postmodernity and the Subject of Composition*
- 1993 Richard Bullock, John Trimbur, and Charles Schuster, Editors, *The Politics of Writing Instruction: Postsecondary*
- 1992 Susan Miller, *Textual Carnivals: The Politics of Composition*, and Patricia Bizzell and Bruce Herzberg, *The Rhetorical Tradition: Readings from Classical Times to the Present*
- 1991 Mike Rose, *Lives on the Boundary: The Struggles and Achievements of America's Underprepared*

### **JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD**

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

#### **Berlin Dissertation Award Committee:**

**Chair:** Jane Donawerth, University of Maryland, College Park  
Linda Isle Jones, Greenville Tech College, South Carolina  
Paul Matsuda, University of New Hampshire, Durham  
James McDonald, Louisiana University at Lafayette  
Renee Moreno, California State University – Northridge

#### **Previous Award Winners:**

- 2003 Elizabeth Graber, University of Alaska, Anchorage, “Old Believer Women in a Postmodern World: Changing Literacy, Changing Lives.”
- 2002 Wendy B. Sharer, “Rhetoric, Reform, and Political Activism in U.S. Women’s Organizations, 1920–1930.”
- 2001 Katherine Kelleher Sohn, *Whistlin’ and Crowin’ Women of Appalachia: Literacy Development Since College*
- 2000 Elizabeth A. Miles, *Building Rhetorics of Production: An Institutional Critique of Composition Textbook Publishing*
- 1999 Chris Gallagher, *Composing Inquiry: Rethinking Progressive Pedagogy and Literacy*
- 1998 Jeffrey N. Maxson, *A Multimedia and Multivocality in a Basic Writing Classroom*
- 1997 Ellen Cushman, *The Struggle and the Tools: Oral and Literate Strategies in an Inner City Community*
- 1996 Amy M. Lee, *Visions and Revisions of Teaching Writing as a Critical Process*
- 1995 Margaret A. Syverson, “The Wealth of Reality: An Ecology of Composition”
- 1994 Harriet Malinowitz, “Lesbian and Gay Reality and the Writing Class”
- 1993 Marguerite Helmers, *The Constitution of Students: Genre and Representation in the Composition Testimonial*
- 1992 Susan Brown Carlton, “Poetic, Rhetoric, and Disciplinary Discourse”

Friday, 5:00–6:30 p.m.

## THE RICHARD BRADDOCK AWARD

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

### Braddock Award Committee:

**Chair:** Irwin Weiser, Purdue University, West Lafayette, Indiana  
A. Duku Anokye, Arizona State University West, Phoenix  
Resa Crane Bizarro, East Carolina University, Greenville, North Carolina  
Tina Good, SUNY Suffolk, New York  
Joseph Janangelo, Loyola University, Chicago, Illinois

### Previous Award Winners:

2003 Bruce Horner and John Trimbur  
2002 Kathryn Fitzgerald  
2001 James E. Porter, Patricia Sullivan, Stuart Blythe, Jeffrey T. Grabill, and Libby Miles  
2000 Jacqueline Jones Royster and Jean C. Williams  
1999 Catherine Prendergast  
1998 (tie) Arnetha Ball and Ted Lardner, Dennis A. Lynch, Diana George, and Marilyn M. Cooper  
1997 Ellen Cushman  
1996 Mary N. Muchiri, Nshindi G. Mulamba, Greg Myers, and Deoscorous B. Ndoloi  
1995 Cheryl Glenn  
1994 Peter Mortensen and Gesa E. Kirsch  
1993 Nancy Sommers  
1992 Glynda Hull, Mike Rose, Kay Losey Fraser, and Marisa Castellano  
1991 Glynda Hull and Mike Rose  
1990 Joseph Harris  
1989 Christina Haas and Linda Flower  
1988 Robert Brooke  
1987 Linda Flower, John R. Hayes, Linda Carey, Karen Schriver, and James Stratman  
1986 Peter Elbow  
1985 Lisa Ede and Andrea Lunsford  
1984 Stephen P. Witte  
1983 Nancy Sommers  
1982 Robert J. Connors  
1981 David Bartholomae



Friday, 5:00–6:30 p.m.

1980 Lee Odell  
1979 Mary P. Hiatt  
1978 Richard Gebhardt  
1977 Frank D'Angelo and Glenn Matott  
1976 James Corder  
1975 Richard Braddock

### **BEST ARTICLE OF THE YEAR AWARD**

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

*Howard Tinberg, editor of TETYC, is to present the award.*

#### **Best Article of the Year Award Committee:**

**Chair:** Stasia Callan, Monroe Community College, NY  
Carolyn Calhoon-Dillahunt, Yakima Community College, Grandview  
Campus, WA  
Sharon Mitchler, Centralia College, WA

#### **Previous Award Winners:**

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

Friday, 6:30–7:30 p.m.

### **Nell Ann Pickett Service Award**

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

This year's recipient of the Nell Ann Pickett Service Award is **John Lovas**, De Anza College, Cupertino, CA

#### **Nell Ann Pickett Service Award Committee:**

**Chair:** Frank Madden, SUNY Westchester Community College, NY  
Ben Wiley, St. Petersburg Jr. College, FL  
Louise Bown, Salt Lake Community College, UT

#### **Previous Award Winners:**

2003 Frank Madden, SUNY Westchester Community College, NY  
2002 Ben Wiley, St. Petersburg Jr. College, FL  
2001 Lois Powers, Fullerton College, CA  
2000 Mark Reynolds, Jefferson Davis Community College, AL  
1999 Katherine E. Staples, Austin Community College, TX  
1998 Charles Annal, New Hampshire Technical Institute, Concord  
1997 Paul Bodmer, Bismarck State College, ND  
1996 Elisabeth McPherson, Ridgefield, WA  
1995 Lynn Quitman Troyka, Queensboro Community College, City University of New York  
1994 Audrey Roth, Miami Dade Community College, FL  
1993 Nell Ann Pickett, Hind Community College, MS

### **Special Interest Groups**

**6:30 p.m.–7:30 p.m.**

*Institutional and Professional*

#### **FSI.01 Articulating the Rhetorics of Teaching, Research, and the Profession: Asian/Asian American Caucus**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006C

**Chair:** LuMing Mao, Miami University, Oxford, OH

**Presenters:** Daphne Payne Desser, University of Hawaii, Honolulu  
Hui Wu, University of Central Arkansas, Conway  
Morris Young, Miami University, Oxford, OH  
Terese Guinsatao Monberg, University of Kansas, Lawrence

**FSI.02 LATINO/A CAUCUS BUSINESS MEETING**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

*Chairs:* Cecilia Rodriguez Milanes, University of Central Florida, Orlando  
Bobbi Ciriza Houtchens, Arroyo Valley High School, San Bernardino, CA

*Practices of Teaching Writing*

**FSI.03 Annual Meeting of the Association of Teachers of Advanced Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

*Chair:* Lynn Worsham, University of South Florida, Tampa

*Presenters:* Gary Olson, University of South Florida, St. Petersburg  
Eric Mason, University of South Florida, St. Petersburg

**FSI.04 American Indian Caucus Business Meeting**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

*Chair:* Resa Crane Bizzaro, East Carolina University, Greenville, NC

**FSI.05 Black Caucus Business Meeting**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

*Chair:* Geneva Smitherman, Michigan State University, West Bloomfield

*Composition Programs*

**FSI.06 Meeting of the National Network of Writing Across the Curriculum Programs**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

*Chair:* Chris Thaiss, George Mason University, Leesburg, VA

*Presenters:* Vicki Tolar Burton, Oregon State University, Corvallis  
Pamela Childers, The McCallie School, Chattanooga, TN  
Toby Fulwiler, University of Vermont, Burlington  
Susan McLeod, University of California, Santa Barbara  
David Russell, Iowa State University, Ames  
Teresa M. Redd, Howard University, Washington, DC  
Linda Shohet, Dawson College, Montreal, Quebec, Canada  
Margot Soven, LaSalle University, Philadelphia, PA  
Martha Townsend, University of Missouri, Columbia

Friday, 6:30–7:30 p.m.

*Institutional and Professional*

**FSI.07 SIG On Working-Class and Pedagogy/Teaching**

Hyatt, Third Floor, Blanco

*Chair:* Gloria McMillan, University of Arizona, Tucson

*Practices of Teaching Writing*

**FSI.08 Environment, Advocacy, and the Teaching of Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214D

*Chair:* Karla Armbruster, Webster University, St. Louis, MO

*Presenters:* Deborah Adelman, College of DuPage, Glen Ellyn, IL, “Writing  
for Sustainability, Service Learning, and a Community Garden”

Kaye Adkins, Missouri Western State College, St. Joseph, “Writing the  
Academic Environment”

Karla Armbruster, Webster University, St. Louis, MO, “The Ethics of  
Environmental Advocacy in the Classroom”

Terrell Dixon, University of Houston, TX, “Making Urban Nature Matter:  
Ecomposition in the City”

Sidney Dobrin, University of Florida, Gainesville, “Beyond Green Matter:  
Ecomposition, Advocacy, and Student Activism”

Andrea Herrmann, University of Arkansas at Little Rock, “Respecting Our  
Earth in a Literary Nonfiction Writing Course”

Anthony Lioi, Rutgers University, Highland Park, NJ, “The Student as  
Environmental Advocate and Critic: Using the Essay To Speak to a Public  
Audience”

Arlene Plevin, Cascadia Community College, Seattle, WA, “Other  
Disciplines and Environmental Advocacy: Writing between Two Classes”

Jeri Pollock, Moorpark College, CA, “Eco-Comp: Why We Do What We  
Do and How We Do It”

Randall Roorda, University of Kentucky, Lexington, “Turning the *Titanic*  
in Harbor: Place-Based Pedagogy in a Big-School Writing Program”

Kandi Tayebi, Sam Houston State University, Huntsville, TX, “From Deep  
East Texas to the Middle East: Exploring the Ecology of Place”

*Institutional and Professional*

**FSI.09 Mentoring Women in the Profession:  
New Models and Metaphors (Part II)**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

*Chair:* Cindy Moore, St. Cloud State University, MN

*Presenters:* Rebecca Rickly, Texas Tech University, Lubbock, “Feminism,  
Mentoring, and Administration: Can Administrators Mentor in Feminist  
Ways?”

Friday, 6:30–7:30 p.m.

Rosemary Winslow, Catholic University of America, Washington, DC,  
“Community Mentoring and the TA-Pedagogy Course”

Kathleen A. Boardman, University of Nevada, Reno, “Being Mentored:  
What New Teachers Can Do”

Anita Helle, Oregon State University, Corvallis, “Mentoring Early Career  
Women Faculty for Long-Term Career Trajectories”

*Institutional and Professional*

**FSI.10 Composition at the Small Liberal Arts College/University**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006A

**Chairs:** Gretchen Flesher Moon, Willamette University, Salem, OR

Dominic Delli Carpini, York College of Pennsylvania

Tom Amorose, Seattle Pacific University, WA

Paul Hanstedt, Roanoke College, VA

*Institutional and Professional*

**FSI.11 The Teaching and Mentoring of TAs and Instructors in  
Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006B

**Chair:** E. Shelley Reid, Oklahoma State University, Stillwater

**Presenters:** Georgina Hill, Western Michigan University, Kalamazoo, “One  
for Two: A Plan for Mentoring and Accreditation Assessment”

Nicole Warwick, California State University, Northridge, “TA Authority:  
Navigating, Negotiating, and Staking Claims in the Field of Composition”

Marcy Tucker, University of Louisville, KY, “The XX-Files: Tales of  
Resistance to Female Authority”

Karen Ware, University of Louisville, KY, “The XX-Files: Tales of  
Resistance to Female Authority”

Ann Dobyns, University of Denver, CO, “Mentoring Hurdles: Overcoming  
Institutional Barriers”

Betsy Gwyn, University of Denver, CO, “Mentoring Hurdles: Overcoming  
Institutional Barriers”

Carol Clark Papper, Ball State University, Muncie, IN, “Sharing the  
Knowledge: Using Teaching Circles To Mentor TAs and Adjuncts”

Friday, 6:30–7:30 p.m.

*Practices of Teaching Writing*

**FSI.12 Teachers of Writing for the Deaf and Hard of Hearing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 006D

**Chair:** Tonya Stremiau, Gallaudet University, Washington, DC

**Presenters:** Tonya Stremiau, Gallaudet University, Washington, DC, “She Said, or She Signed?”

Robert Zambrano, Gallaudet University, Washington, DC, “Vocabulary and Grammar through Articles of Special Interest”

*Professional and Technical Writing*

**FSI.13 Engicomm: Writing Across the Engineering Curriculum**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Julia Williams, Rose-Hulman Institute of Technology, Terre Haute, IN

**Presenters:** Jon Leydens, Colorado School of Mines, Golden

Molly Johnson, University of Houston-Downtown, TX

Steven Youra, California Institute of Technology, Pasadena

Steve Bucher, University of Southern California, Los Angeles

Robert Irish, University of Toronto, Ontario, Canada

**FSI.14 Teaching Writing In Canada**

Hyatt, Third Floor, Pecan Room

**Chair:** Heather Graves, DePaul University, Chicago, IL

**Presenters:** Tom William, University of Toronto, Ontario, Canada, “Politics in K–12 and Undergraduate Composition”

Doug Brent, University of Calgary, Alberta, Canada, “WAC Resistance and How We May Have Created It”

Virginia Ryan, Memorial University, St. John’s, Newfoundland, Canada, “K–12 Writing and College-Level Expectations: Continuum or Great Divide”

Rhonda Schuller, University College of the Fraser Valley, Abbotsford, British Columbia, Canada, “Teaching Potential Teachers of Writing”

Rachel Nash, University College of the Cariboo, Kamloops, British Columbia, Canada, “Making Room for Alternate Forms of Discourse in Canadian Writing Classrooms”

Will Garrett-Petts, University College of the Cariboo, Kamloops, British Columbia, Canada, “Making Room for Alternate Forms of Discourse in Canadian Writing Classrooms”

Tosh Tachino, Iowa State University, Ames, IA, “Rhetoric and Reality in the Writing Center”

*Information Technologies*

**FSI.15 Intercollegiate E-Democracy Project**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chairs:** Linda Shamoon, University of Rhode Island, Kingston  
Beverly Wall, Trinity College, Hartford, CT

**Presenters:** Beverly Wall, Trinity College, Hartford, CT, “Where Do I  
Begin? Help for New and Prospective Participants in the IEDP”

Linda Shamoon, University of Rhode Island, Kingston, “Opportunities for  
Collaboration and Dialog among IEDP Instructors for Research and  
Teaching”

Heidi McKee, University of Massachusetts, Amherst, “Opportunities for  
Collaboration and Dialog among IEDP Instructors for Research and  
Teaching”

Robert Pelletier, Trinity College Connecticut, Hartford, “Group Workshops  
on IEDP: Integrating Collaborative Assignments into an Argumentative  
Writing Course”

H. Brooke Hessler, Oklahoma City University, OK, “Lessons Learned: How  
the IEDP Informs My Work in Web-Oriented Service Learning”

Judy Arzt, Saint Joseph College, Hartford, CT, “Crossing Cultural Boundaries  
through Electronic Bulletin Boards”

Amy Rupiper Taggart, North Dakota State University, Fargo, “Expanding  
Classroom and Culture: IEDP Reaches Remote Areas”

Carolyn Young, University of Wyoming, Laramie, “Helping Students Create  
an Online Ethos (or an Ethos Online)”

*Information Technologies*

**FSI.16 Calling All Bloggers:**

**Academic Bloggers Sharing Strategies and Resources**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** Barclay Barrios, Rutgers University, New Brunswick, NJ

**Presenters:** Chris Fosen, California State University, Chico, “Blog Practices  
for Academic Settings”

George Pullman, Georgia State University, Athens, “Blog Practices for  
Academic Settings”

Jeff Ward, University of Arkansas at Little Rock, “Effective Tips for  
Blogging”

Lisa Spangenberg, University of California at Los Angeles, “ Blog Tools  
and Services”

Ken Smith, Indiana University South Bend, “Blogs and Making  
Composition Matter”

Stephanie Holinka, University of New Mexico, Albuquerque, “Blogs and  
Making Composition Matter”

Friday, 6:30–7:30 p.m.

*Institutional and Professional*

**FSI.17 Independent Writing Units**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Barry Maid, Arizona State University East, Mesa

**Presenters:** Eileen Meagher, University of Tennessee at Chattanooga,  
“Building a Solid Base: The Challenge of Putting Students and Curriculum  
First”

Twila Yates Papay, Rollins College, Winter Park, FL, “Where Should All  
the Majors Go? Struggling over the Souls of Writers”

Barry Maid, Arizona State University East, Mesa, “What Happens to  
Independent Units When Budgets Get Tight?”

**FSI.18 Special Interest Group:**

**Bakhtin, Vygotsky, Composition, and Rhetoric**

Hyatt, Third Floor, Nueces Room

**Chair:** James Zappen, Rensselaer Polytechnic Institute, Troy, NY

**Presenters:** Cheryl Geisler, Rensselaer Polytechnic Institute, Troy, NY,  
“Text, Technology, and Time: Scouting the Perimeter of an Activity  
Theoretic Perspective on Text”

*Practices of Teaching Writing*

**FSI.19 Conference On Basic-Writing Special Interest Group**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

**Chairs:** William Lalicker, West Chester University, PA

Thomas Reynolds, University of Minnesota, Minneapolis

**Presenters:** Kathleen Baca, Dona Ana Branch Community College, Las  
Cruces, NM

Susan Naomi Bernstein, University of Houston-Downtown, TX

Bonne August, Kingsborough Community College, CUNY

Elizabeth Butts, Delaware County Community College, Newtown Square, PA

Sallyanne Fitzgerald, Napa Valley College, CA

Susanmarie Harrington, Indiana University/Purdue University, Indianapolis

Gerri McNenny, Chapman University, Orange, CA

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

Karen Uehling, Boise State University, ID

Greg Glau, Arizona State University, Tempe



*Creative Writing*

**FSI.20 On Teaching Creative Nonfiction: Special Interest Group In Creative Nonfiction**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

**Chair:** John Boe, University of California, Davis

**Presenters:** Lynn Bloom, University of Connecticut, Ashford, “Truth— and Shades of Gray: Under What Conditions If Any Should Writers of Creative Nonfiction Not Tell the Truth, or the Whole Truth”

John Boe, University of California, Davis, “The Use of Writing Assignments in Teaching Creative Nonfiction”

Rebecca Faery, Massachusetts Institute of Technology, Cambridge, “Creative Nonfiction and/as Cultural Criticism”

Pat Hoy, New York University, NY, “Why the Familiar Essay Provides an Essential Foundation for Academic Writing”

Melissa Goldthwaite, Saint Joseph’s University, Springfield, PA, “Form: Methods of Organizing and Shaping Experience Artfully and with a Purpose”

Eric Schoeder, University of California, Davis, “The Use of Creative Nonfiction To Teach Context in a Range of Courses—from Technical Writing to Journalism”

*Theory*

**FSI.22 Rhetoric And Christian Tradition**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

**Presenters:** Jennifer Scott, Ohio University, Athens, “The Pilgrim and the Nun: Re-envisioning a Spirituality of Place in Annie Dillard’s *Holy the Firm*”

Leah Zuidema, Michigan State University, East Lansing, “Personal Matters: Equipping Students To Select/Construct Rhetorical Approaches”

Brad Peters, Northern Illinois University, DeKalb, “Julian of Norwich and the Composition of Women’s Spirituality”

Mark Hass, Geneva College, Beaver Falls, PA, “Beyond Foundationalism: Christian Alternatives in Rhetorical Theory”

Rebecca Schoenike Nowacek, Marquette University, Milwaukee, WI, “Religious Identity and Institutional Religious Culture”

Vicki Tolar Burton, Oregon State University, Corvallis, “John Wesley and Spiritual Literacy for the British Working-Classes”

Bradley G. Siebert, Washburn University, Topeka, KS, “Mennonite Lay Hermeneutics: A Faithful Social Epistemic”

**Respondents:** Anne Ruggles Gere, University of Michigan, Ann Arbor

Beth Daniell, University of Alabama, Tuscaloosa

David Jolliffe, DePaul University, Chicago, IL

Thomas Amorose, Seattle Pacific University, WA

Friday, 6:30–7:30 p.m.

*Composition Programs*

**FSI.23 TYCA Talks**

Hyatt, Third Floor, Chula Vista Room

*Chair:* Marilyn Valentino, Lorain County Community College, Elyria, OH

**FSI.24 Poetry Forum: The Exultation of Larks**

**7:30 p.m.–10:30 p.m.**

Hyatt, Third Floor, Blanco

*Chair:* Mary Minock, Donna University, Livonia, MI

*Presenters:* Kathleen R. Winter, University of Maryland, Princess Anne, MD  
Pia Seagrave, Galludet University, Washington, DC

*Research*

**FSI.25 Graduate Rhetoric and Composition Matters:  
An Inaugural Meeting of the Graduate Research Network's  
Special Interest Group**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

*Chairs:* Janice Walker, Georgia Southern University, Statesboro  
Jenn Fishman, Stanford University, CA

*Presenters:* Matthew Pearson, University of Wisconsin, Madison, “New to  
the Convention(s)?: Joining the Conversation of Composition and Rhetoric”  
Katherine Mack, University of California, Irvine, “Building Bridges between  
Rhetorical and Literary Analyses”

Darlene Dean, Arizona State University, Tempe, “Reading Rhetoric’s  
Silences”

Laurel D. Reinking, Purdue University, West Lafayette, IN, “Contributions  
that Count: Professionalizing Research in Rhetoric and Composition”

Kory Lawson Ching, University of Illinois at Urbana-Champaign, “IRBs,  
Disciplines, and You: Questions and Strategies”

Teresa Pellinen-Chavez, Stanford University, CA, “Rhetoric Takes a  
Vacation: Stories about Rhetoric and Cultural Studies”

**FSI.26 The Fifth C: Computers (Sponsored By The CCCC Committee  
On Computers In Composition And Communication)**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217A

*Chair:* Michael Day, Northern Illinois University, Dekalb

Friday, 7:30 p.m.–1:00 a.m.

## **FRIDAY NIGHT SPECIAL EVENTS**

### **ROCK 'n' ROLL PARTY**

Hyatt, Second Floor, Regency Ballroom

9:30 p.m.–1:00 a.m.

CCCC isn't CCCC without a little rockin' and rollin'—and we'll bring it again this year on Friday night, sponsored by friends of the Illinois State University Writing program. Bring your dancing shoes and leave your fussiness.

### **The Twelfth Anniversary of the Poetry Forum: Exultation of Larks**

Hyatt, Third Floor, Blanco Room

7:30 p.m.–10:30 p.m.

This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion.

### **AA**

8:00 p.m.–10:00 p.m.

Hyatt, Third Floor, Nueces Room

### **ALANON**

8:00 p.m.–10:00 p.m.

Hyatt, Third Floor, Pecos Room

Saturday, 7:00–8:00 a.m.

## SATURDAY, March 27

### REGISTRATION, 8:00 a.m.–2:30 p.m.

Henry B. Gonzalez Convention Center, East Registration Area,  
Street Level

### Exhibits, 10:00 a.m.–2:00 p.m.

Henry B. Gonzalez Convention Center, Exhibit Hall C, Street Level

### TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS

7:00 a.m.–8:00 a.m.

Hyatt, Second Floor, Regency Ballroom 1

Admission is by advance registration only.

### TYCA FAME AND SHAME AWARDS

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

*Winners are to be announced at the TYCA Breakfast*

#### Fame and Shame Award Committee:

**Chair:** J. Sterling Warner, Evergreen Valley College, CA  
Mike Matthews, Tarrant County College, NW Campus, TX  
Barbara Cooper, Howard Community College, MD  
Gwen Gresham, North Arkansas College, AR  
Janet Henderson, Bergen Community College, NJ  
Don Holt, Lansing Community College, MI  
Sharon Mitchler, Centralia College, WA

#### Previous Award Winners:

##### Fame Winners

2003 Tracey Wong Briggs of *USA Today*  
2002 Willard Scott of the *NBC Today Show*  
2001 Black Issues in Higher Education, August 17, 2000, “Special Report:  
Community Colleges: Storied Success”

**Shame Winners**

- 2003 Heald College
- 2002 March 7, 2002, episode of *ER*
- 2001 Hope Reeves, *New York Times Magazine*, December 17, 2000, “Lives: Evening the Score”

**THE 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:* Jay Wootten, Kent State University, OH  
Sheldon Wrice, Community and Technical College, University of Akron, OH  
Sharon Mitchler, Centralia College, WA  
Gwen Gresham, North Arkansas College, AR  
Linda Isles Jones, Greenville Technical College, SC

**Previous Award Winners:**

- 2003 **Category 1: Reaching Across Borders**  
The English Language Institute: Dealing with the Growing Demand for Language Competence  
Howard Community College, Columbia, MD
- Category 2: Fostering Student Achievement**  
NOVA Gold: Building Skills for Success  
Northern Virginia Community College—Woodbridge Campus, Woodbridge, VA
- Category 3: Enhancing Developmental English**  
Consortium for Innovative Instruction: Aligning Writing Instruction in Secondary and Postsecondary Institutions  
Tidewater Community College, Norfolk, VA
- Category 4: Promoting Technology-Based Instruction**  
Man and the Machine: An Active Learning Paradigm  
Community College of Rhode Island, Warwick, RI

Saturday, 8:00–9:15 a.m.

## **ANNUAL BUSINESS MEETING**

**8:00 a.m.–9:15 a.m.**

*Chair:* Kathleen Blake Yancey, Clemson University, SC

*Associate Chair:* Doug Hesse, Illinois State University, Normal

*Assistant Chair:* Judith Wootten, Kent State University, Salem, OH

*Past Chair:* Shirley Wilson Logan, University of Maryland, College Park

*Secretary:* Carol Rutz, Carleton College, Northfield, MN

*CCC Editor:* Marilyn M. Cooper, Michigan Technological University, Houghton

*CCCC Executive Secretary/Treasurer:* Kent Williamson, NCTE, Urbana, IL

*CCCC Parliamentarian:* Erika Lindemann, University of North Carolina, Chapel Hill

### **Established Rules for Conduct of the Annual Business Meeting**

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of 75 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 10 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 15 minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in 10-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than 10 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 2 minutes each, except by dispensation of the Chair.
- d. Discussion of sense-of-the-house motions shall be limited to 10 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 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.

Saturday, 8:00–9:15 a.m.

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. At the open meeting, the discussion of the resolutions will be in the sequence in which the resolutions were distributed earlier that day. The Resolutions Committee will also have two closed meetings: the first before the open meeting to review resolutions already submitted and to prepare for the open meeting, and the second 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 must be presented in writing (three copies) to the Chair of the Annual Business Meeting before the adoption of the agenda.*



## M Sessions

9:30 a.m.–10:45 a.m.

### *Featured Session*

#### **Claudio Sanchez: Experiences in—and Perspectives on—the Education Beat**

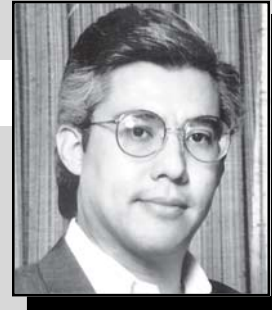
Henry B. Gonzalez Convention Center,  
Concourse Level, Room 217A

**Chair:** M. Jimmie Killingsworth, Texas A&M  
University, College Station

**Claudio Sanchez** is Education Correspondent for National Public Radio (NPR). While at NPR and as a freelance reporter for public broadcasting, he has written and produced award-winning work on local and national issues. Most notably, he has received the prestigious Alfred I. DuPont–Columbia University “Silver Baton.”

As a broadcast journalist, Sanchez has produced and hosted public affairs programming for both Spanish- and English-speaking audiences. While working along the U.S.–Mexico border, he helped create an international network of journalists, covering the politics of migration and immigration, culture, and economic development.

A former elementary and middle school teacher, translator, and editor, Sanchez today focuses on the “three p’s” of education reform: politics, policy, and pedagogy. In recent months, for example, he has reported on private-school vouchers, the No Child Left Behind Act, and the consequences of state-budget shortfalls on higher education. He is a native of Nogales, Mexico, and a graduate of Northern Arizona University, with graduate studies at the University of Arizona–Tucson.



Claudio Sanchez



Saturday, 9:30–10:45 a.m.

*Composition Programs*

**M.01 What Makes WAC Work:**

**Reflections On Writing Across The Curriculum**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

**Chair:** Susan McLeod, University of California, Santa Barbara

**Presenters:** Toby Fulwiler, University of Vermont, Burlington, “Faculty Writing and Empathy for Students”

Carol Holder, California State University, Channel Islands, “Instructional Innovation and the Evolution of WAC”

Chris Anson, North Carolina State University, Raleigh, “From Writing to Communication: WAC on the Move”

Art Young, Clemson University, SC, “Creative Response Across the Curriculum”

Donna Reiss, Tidewater Community College, Virginia Beach, VA, “WAC in a Wired World: Electronic Composing and Communicating throughout the Curriculum”

**Respondents:** Randall Freisinger, Michigan Technological University, Houghton

Susan McLeod, University of California, Santa Barbara, “Assignment Design Across the Curriculum”

*Institutional and Professional*

**M.02 Complicating Discursive Values In Cross-Disciplinary Work**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Brent Faber, Clarkson University, Potsdam, NY

**Presenters:** Brent Faber, Clarkson University, Potsdam, NY, “Complicating Discursive Values in Cross-Disciplinary Work”

Maureen Mathison, University of Utah, Salt Lake City, “Cross-Disciplinary Collaboration as Cultural Work”

Mara Berkland, North Central Illinois University, Naperville, “Cross-Disciplinary Collaboration as Cultural Work”

Rebecca DaPra, University of Utah, Salt Lake City, “Gendering Collaboration”

Linn Bekins, San Diego State University, CA, “Directing Growth in a Scientific Writing Program with Community and Corporate Partnerships”

*Language*

**M.03 New Directions In ESL/EFL Research**

Hyatt, Third Floor, Llano

**Chair:** Yufeng Zhang, Purdue University, West Lafayette, IN

**Presenters:** Ming-Tzu Liao, Southern Illinois University, Carbondale, “Students’ Responses to Teachers’ Commentary and the Relationship between the Responses and Writing Proficiency in EFL Classrooms”

Saturday, 9:30–10:45 a.m.

Yufeng Zhang, Purdue University, West Lafayette, IN, “Composition Studies and Second Language Writing: Broadening Each Other’s Perspective”

*Creative Writing*

**M.04 The Proustian Thematic:  
Compositional Catharsis, Fiction, and Poetry**

Hyatt, Third Floor, Nueces Room

**Chair:** Chad Pearson, University of Texas at Dallas

**Presenters:** Timothy Kindy, University of Texas at Dallas

Chad Pearson, University of Texas at Dallas

James Enelow, The University of Texas at Dallas

*Professional and Technical Writing*

**M.05 New Ways Of Making Service-Learning Matter in Technical and  
Professional Communication**

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

**Chair:** Melody Bowdon, University of Central Florida, Orlando

**Presenters:** Blake Scott, University of Central Florida, Orlando, “Enhancing Service-Learning Approaches to Technical Communication with Cultural Studies”

Melody Bowdon, University of Central Florida, Orlando, “Creating a Virtual Community through Web-Based Service Learning”

James M. Dubinsky, Virginia Technological University, Blacksburg, “Looking beyond Service to Social Change: The Potential of Community-Based Research”

*Professional and Technical Writing*

**M.06 Preparing Professional Writing Students to Critically Engage  
Service-Learning Projects**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

**Chair:** Amy Kimme Hea, University of Arizona, Tucson

**Presenters:** Amy Kimme Hea, University of Arizona, Tucson, “What’s at Stake? Strategies for Developing Stakeholder Relationships in Service-Learning Projects”

Melinda Turnley, New Mexico State University, Las Cruces, “The Importance of Critical Approaches to Technology in Service-Learning Projects”

Teena A.M. Carnegie, Eastern Washington University, Cheney, “The Challenges of Reconfiguring Classroom Behaviors in Service-Learning Pedagogy”

Sue Smith, University of Arizona, Tucson, “Service Learning and Document Design: A Conversation between Modernism and Postmodernism”

Saturday, 9:30–10:45 a.m.

*History*

**M.07 Studying Ancient Eastern/Near Eastern Rhetoric:  
Why/How and What Does It Tell Us?**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

**Chair:** C. Jan Swearingen, Texas A&M University, College Station

**Presenters:** Carol Lipson, Syracuse University, PA, “When Text Is Not Just Text”

Arabella Lyon, State University of New York, Buffalo, “Links between Globalization and Alternative Rhetorics”

Roberta Binkley, Arizona State University, Phoenix, “An Alternative Literacy: Ancient Mesopotamian Rhetoric?”

Richard Enos, Texas Christian University, Fort Worth, “The Art of Rhetoric at Rhodes: An Eastern Rival to the Athenian Representation of Classical Rhetoric”

*History*

**M.08 Curricular Histories and Disputes:  
Why Readings and Writings Matter**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Patrick Bruch, University of Minnesota, Minneapolis

**Presenters:** Lee Torda, Bridgewater State College, MA, “Teaching Before We Were Born: Archiving the Work of Writing Teachers”

Michele Ford, The University of Memphis, TN, “What Is Multicultural about English? A Historical Perspective”

Patrick Bruch, University of Minnesota, Minneapolis, “Busing, Bidialectalism, and Backlash: Writing Instruction and Racial Justice”

*Research*

**M.09 Research on Student Revision Revisited**

Hyatt, Third Floor, Pecan Room

**Chair:** Ellen Barton, Wayne State University, Detroit, MI

**Presenters:** Tobin Sterritt, Wayne State University, Detroit, MI, “Student Revision Reconsidered”

Linda Mercer Learman, Wayne State University, Detroit, MI, “Of Methods and Madness”

Kim Davis, Wayne State University, Detroit, MI, “Numbering Our Days”

Sandy Valensky, Wayne State University, Detroit, MI, “Revisiting the Teaching of Revision”

*Research*

**M.10 Research On Assessment: Matters of Difficulty, Perceptions of “Threat,” and Definitions of Development**

Hyatt, Third Floor, Chula Vista Boardroom

**Chair:** Ann Chenoweth, The University of Texas–Pan American, Edinburg

**Presenters:** Rosalind Horowitz, University of Texas, San Antonio, “Expository Text Styles: Developmental Effects on Reading Comprehension”

Mya Poe, University of Massachusetts-Amherst, “Writing Assessment: How Race Matters”

Ann Chenoweth, The University of Texas–Pan American, Edinburg, “Linguistic and Rhetorical Development in L2 Student Essays”

*Information Technologies*

**M.11 Complicating Designs: Materiality, Multimodality, and (Re)Mediating Practices**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Paul Prior, University of Illinois at Urbana-Champaign

**Presenters:** James Purdy, University of Illinois at Urbana-Champaign, “Matters of Practice: Representing the Production, Distribution, and Reception of Multimodality”

Joyce Walker, University of South Florida, St.Petersburg, “Matters of Practice: Representing the Production, Distribution, and Reception of Multimodality”

Jody Shipka, University of Illinois at Urbana-Champaign, “. . . because doing this allows me to do what doing that would not:’ Composition as Material, Personal, and Intellectual Negotiation”

Paul Prior, University of Illinois at Urbana-Champaign, “Remediating IO (A Web-Based Art Object): Multimodal Composing as Situated Activity”

*Composition Programs*

**M.12 (Re)Imagined Worlds: Global Landscapes and the Adult Learner**

Henry B. Gonzalez Convention Center, Concourse Level, Room 212A

**Chair:** Karen Carter, Oglethorpe University, Atlanta, GA

**Presenters:** Beatrice Quarshie Smith, Illinois State University, Normal, “Technoscapes, Autobiography, and the Adult Learner”

Angela Stalcup, Oglethorpe University, Atlanta, “Mediascapes, Embodiment, and the Adult Learner”

Anne Rosenthal, Oglethorpe University, Atlanta, “Ideoscapes, Human Rights Rhetoric, and the Adult Learner”

Saturday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**M.13 Framing Matters: Visual Media and the Teaching of Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

**Chair:** Casey Hayes, University of Louisiana at Lafayette

**Presenters:** Maureen Daly Goggin, Arizona State University, Mesa,  
“Rhetoricizing the Visual: Visualizing the Verbal, Verbalizing the Visual”  
Frances Johnson, Texas A&M University-Corpus Christi, “Framing Matters:  
Visual Media and the Teaching of Writing”

Casey Hayes, University of Louisiana at Lafayette, “Framing Matters: Visual  
Media and the Teaching of Writing”

*Institutional and Professional*

**M.14 Beyond Traditional Arguments: Communitarianism versus  
Liberalism in the Defense of Composition Studies**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214D

**Chair:** Joe Law, Wright State University, Dayton, OH

**Presenters:** Christina Murphy, Marshall University, Huntington, WV,  
“Composition Studies in a Communitarian Curriculum: How Composition  
Programs Can Be More Than (Merely) Service Courses and Service”  
Joe Law, Wright State University, Dayton, OH, “The Communitarian  
Initiative: Redefining Writing Programs as ‘Local Communities’”

Lory Hawkes, DeVry University, Irving, TX, “Composition Studies within  
the For-Profit University: Redefining Technical Education as a Medium  
for Civic Knowledge and Participation”

*Institutional and Professional*

**M.15 Visible and Invisible Diversity: Activism, Advocacy, and Allies**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Ann E. Green, St. Joseph’s University, Philadelphia, PA

**Presenters:** Amy Winans, Susquehanna University, Selinsgrove, PA,  
“Invisible Intersections: Making Sense of Homophobia”  
Susan Naomi Bernstein, University of Houston-Downtown, “Diversity Work  
in Texas: Accountability Testing, Race, and Place”

Thomas J. Brennan, St. Joseph’s University, Philadelphia, PA, “Performing  
Diversity: Art and Advocacy at a Religious Institution”

*Institutional and Professional*

**M.16 Rank Matters: Composition, Institutional Imagination, and Non-Tenure-Line Faculty Affairs**

Hyatt, Third Floor, Frio Room

**Chair:** Susan Marie Harrington, Indiana University/Purdue University, Indianapolis

**Presenters:** Anne Williams, Indiana University/Purdue University, Indianapolis, “If We Only Had Words: The Language Crisis and Non-Tenure-Track Faculty”

Wanda L. Worley, Indiana University/Purdue University, Indianapolis, “Full-Time, Non-Tenure-Line Faculty or Glorified Part-Timers with Health Benefits?”

Scott Weeden, Indiana University/Purdue University, Indianapolis, “Redefining Roles: New Opportunities for Those ‘Merely’ Interested in Teaching?”

Stephen L. Fox, Indiana University/Purdue University, Indianapolis, “Separate but Equal? Professional Expectations for Tenure-Line and Non-Tenure-Line Faculty”

Susan Marie Harrington, Indiana University/Purdue University, Indianapolis, “How Does Rank Matter in Writing Program Administration: Possibilities of Cross-Rank Collaboration”

*Institutional and Professional*

**M.17 Identity Politics:  
Developing a Writing Major and Rethinking “English”**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Janice Tovey, East Carolina University, Greenville, NC

**Presenters:** Janice Tovey, East Carolina University, Greenville, NC, “Locating Writing in a Traditional English Department”

Laura Micciche, East Carolina University, Greenville, NC, “Making a Place for Writing”

Brent Henze, East Carolina University, Greenville, NC, “Institutional Boundary Maintenance and the Disciplines of English”

Wendy Sharer, East Carolina University, Greenville, NC, “Naming Matters: The Politics of Departmental Identity”

Saturday, 9:30–10:45 a.m.

*Composition Programs*

**M.18 Making Composition Matter to Students and Institutions:  
The Role Of First-Year Writing In Creating Academic Citizens**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Amy Devitt, University of Kansas, Lawrence

**Presenters:** Elizabeth Rowse, Minnesota State University, Moorhead, “How  
Composition Courses in an Alternative Entry Program Prepares Academic  
Citizens”

Angela Jones, Mercyhurst College, Erie, PA, “The Institutional Function of  
a First-Year Research-Writing Course in Preparing Academic Citizens”

Anne Farmer, Allen County Community College, Iola, KS, “The Role of  
Writing Centers in Preparing Academic Citizens”

*Composition Programs*

**M.19 From Margin to Center: Gaining Citizenship in Academia through  
(and for) Writing-Center Studies**

Hyatt, Third Floor, Pecos Room

**Chair:** Debrah Huffman, Purdue University, Lafayette, IN

**Presenters:** Amy Ferdinandt, Purdue University, West Lafayette, IN, “The  
Center in Student Citizenship”

Jessica Clark, Purdue University, West Lafayette, IN, “The Center in Rhetoric  
and Composition Citizenship”

Debrah Huffman, Purdue University, West Lafayette, IN, “The Center in  
Institutional Citizenship”

Sarah Johnson, Purdue University, Lafayette, IN, “The Center in Community  
Citizenship”

*Composition Programs*

**M.20 Matters of Academic Discourse: Forging Change in Familiar Spaces**

Hyatt, Third Floor, Blanco Room

**Chair:** Linda Jordan Platt, La Roche College, Pittsburgh, PA

**Presenters:** Linda Jordan Platt, La Roche College, Pittsburgh, PA,  
“Composition as Apprenticeship: A Case Study”

Christine Abbott, La Roche College, Pittsburgh, PA, “Sparkling Creativity  
through Difference”

April Sikorski, University of Pittsburgh, PA, “Negotiating Discourses:  
Students’ Right to What?”

Jeffrey Condran, La Roche College, Pittsburgh, PA, “Discourse Scaffolding:  
Constructing Compromise”



*Theory*

**M.21 Rhetorics of Concerned Citizenship**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

**Chair:** Jennifer Richardson, Washington State University, Vancouver

**Presenters:** Melissa Blum, Stanford University, Palo Alto, CA, “The Word on the Street: Public Discourse and the Voice of Welfare”

Karin McClinton Robbins, Rhetorical Strategies (Self-Owned Business), Poolesville, MD, “How To Kill a Bill in Seven Days: The Death of Parimutuel Betting in Virginia”

Jennifer Richardson, Washington State University, Vancouver, “Celebrity and Consubstantiality at the Texas Beef v. Oprah Winfrey Trial”

*Theory*

**M.22 Making Theory Matter: Practices of Citizenship**

Henry B. Gonzalez Convention Center, Concourse Level, Room 218

**Chair:** Thomas Rickert, Purdue University, West Lafayette, IN

**Presenters:** Daniel Smith, Penn State University, University Park, “Affect and the Matter of Citizenship”

Mike Pennell, Purdue University, West Lafayette, IN, “‘You’re All Transients’: Work and the University in the ‘New’ Economy”

*Theory*

**M.23 Rhetoric/Race/Nation**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chair:** Vandana Gavaskar, The Ohio State University, Columbus

**Presenters:** Aneil Rallin, California State University, San Marcos, “‘Good Citizenship’ and ‘Good Writing’: The Ideology of Writing Handbooks”

Jill Swiencicki, California State University, Chico, “. . . Her Shrieking of Herself”: Arundhati Roy and the Politics of Style”

Ian Barnard, California State University, Northridge, “Making South African Soaps and Sitcoms Matter: Lessons for Literacy Education in the U.S.”

Saturday, 9:30–10:45 a.m.

*Theory*

**M.24 Genre and Transferability:  
Beyond the First-Year Composition Course**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

**Chair:** Meredith Lee, University of Washington, Seattle

**Presenters:** Melanie Kill, University of Washington, Seattle, “Transferring  
Selves into Students: Uptakes and Mis(up)takes in the First-Year  
Composition Classroom”

Catherine McDonald, Western Washington University, Bellingham, “But Do  
They Learn How To Write?: The Question of Transferability and a Genre-  
Based Approach to Writing Instruction”

Meredith Lee, University of Washington, Seattle, “Genre as Cultural Action”

*Theory*

**M.25 Worldly Selves: Theorizing the Promise—and Limits—of Memoir**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217D

**Chair:** Beth Daniell, Clemson University, SC

**Presenters:** Carrie Shively Leverenz, Texas Christian University, Fort Worth,  
“Theorizing the Personal; Personalizing Theory”

Janet Carey Eldred, University of Kentucky, Lexington, “Composition: The  
Social Potential of Composing Selves”

Bess Fox, University of Kentucky, Lexington, “Outing Ourselves/Others:  
The Personal as Activism, the Personal as Threat”

Peter Mortensen, University of Illinois, Champaign-Urbana, “Remembering  
Illiteracy: Encountering and Surpassing the Limits of Memoir”

*Practices of Teaching Writing*

**M.26 Bridging Cultural Divides with Writing over War and Other  
Conflicts**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Gregory Skutches, DeSales University, Center Valley, PA

**Presenters:** Shanti Bruce, Indiana University of Pennsylvania, “Making  
Composition Matter in a Global Society: Practical Strategies for  
Introducing (Multi)cultural Studies into the Composition Classroom”

Karen Fitts, West Chester University, PA, “Composing the War: Making  
Ideology Matter in WRT 204”

Gregory Skutches, DeSales University, Center Valley, PA, “American War  
Stories and Pedagogical Conflicts: Sensitizing Students to a Bellicose  
History from Wounded Knee to Baghdad”

*Practices of Teaching Writing*

**M.27 Issues and Innovations with Graduate Student Teachers and Teaching**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Jennifer Clary-Lemon, Arizona State University, Tempe

**Presenters:** Jessica Restaino, Temple University, Philadelphia, PA, “First-Semester Matters: New Teachers, New Grad Students, and the Juggling Act”  
Gian Pagnucci, Indiana University of Pennsylvania, “Lessons Planned, Lessons Learned: Students Designing Writing Topics for Teachers”  
Nicholas Mauriello, Spelman College, Atlanta, GA, “Lessons Planned, Lessons Learned: Students Designing Writing Topics for Teachers”  
Jennifer Clary-Lemon, Arizona State University, Tempe, “Research as Praxis, Service, and Social Action: A Disciplinary Move (Back?) into an Ethic of Care”

*Practices of Teaching Writing*

**M.28 Developmental Writers: Online, Across The Curriculum, in Transformation**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** Tracey Baker, University of Alabama at Birmingham

**Presenters:** Linda J. Stine, Lincoln University, PA, “The Best of Both Worlds: Teaching Basic Writers in a Hybrid Face-to-Face and Online Environment”  
Erika Scheurer, University of St. Thomas, St. Paul, MN, “Making Composition Matter to Basic- Writing Students”  
Tracey Baker, University of Alabama at Birmingham, “Students’ Perspectives: Is Developmental Writing”

*Practices of Teaching Writing*

**M.29 Problematising Computers and Composition**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Julie Robinson, University of Northern Colorado, Greeley

**Presenters:** Dwedor Ford, University of Arkansas at Little Rock, “Computers and Composition in English Studies: Attitudes and Issues Concerning Writing Teachers and Writing-Program Administrators”  
Kip Strasma, Illinois Central College, East Peoria, “A Matter of Absence and Presence: Instructional Identity in Web-Delivered Courses”  
Julie Robinson, University of Northern Colorado, Greeley, “Foundations for Writing About Literacy: Instructional Technology as Sand, Pebbles, Clay, and between a Rock and a Hard Place”

Saturday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**M.30 Using Concepts from Classical Rhetoric in the Postmodern Composition Classroom**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Kate Kessler, James Madison University, Harrisonburg, VA

**Presenters:** Rhonda Kyncl, University of Oklahoma, Norman, “Political Rhetoric in the Classroom: From Isocrates to Althusser”

Nicole Munday, Salisbury University, MD, “From Problem-Posing to Praxis: Students Reclaiming Their Public Voices”

Kate Kessler, James Madison University, Harrisonburg, VA, “Re-envisioning Delivery: Making Composition Matter”

*Practices of Teaching Writing*

**M.31 Critical Theory, Critical Thinking, and The Writing Classroom**

Henry B. Gonzalez Convention Center, Concourse Level, Room 207B

**Chair:** Michael Keller, South Dakota State University, Brookings

**Presenters:** Thom Cullen, Eastern Michigan University, Ypsilanti, “Phenomenological Analysis and Rhetoric: PAR for the (Writing) Course”

Rochelle Harris, University of Nebraska-Lincoln, NE, “The Interpretive ‘I’: When Critical Studies, Creative Nonfiction, and Composition Studies Intersect”

Michael Keller, South Dakota State University, Brookings, “Helping Consumers Become Citizens: Using Adorno’s Critique of the Culture Industry in the Composition Classroom”

*Practices of Teaching Writing*

**M.32 New Pedagogies for First-Year Writing**

Henry B. Gonzalez Convention Center, Concourse Level, Room 217C

**Chair:** Diane Koehnecke, Webster University, St. Louis, MO

**Presenters:** Richard Johnson, Kirkwood Community College, Iowa City, IA, “Query and Clearness: Quaker Traditions and the Teaching of Writing”

Deborah (Dee) James, University of North Carolina-Asheville, “Teaching Writing, Teaching Ethnography: Making Composition Matter to Students”

Sharon Harrison, California State University at San Marcos, “Identity—Modeling the Language of Diversity by Shaking Your Family Tree”

*Practices of Teaching Writing*

**M.33 Best Practices for Countering Procrastination, Apathy, and Possibility**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** Gayle Mercer, Southwest Missouri State University, Springfield

**Presenters:** Yvonne Merrill, University of Arizona, Tucson, “What Peer Preceptors Say About Writing and Learning”

Gina Claywell, Murray State University, KY, “Composition Doesn’t Matter: Combating Academic Apathy and Aliteracy”

Gayle Mercer, Southwest Missouri State University, Springfield, “Playing the Blame Game: Passivity, Apathy, and Student Responsibility in the Revision Process”

*Practices of Teaching Writing*

**M.34 Dealing With Dissent, Anger, and Trauma in the Writing Classroom**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216B

**Chair:** Janis Haswell, Texas A&M University-Corpus Christi

**Presenters:** Diann L. Baecker, Virginia State University, Petersburg, “Can You Hear Me Now, Ms. Monster? : Harnessing the Anger of Basic Writers”

Janis Haswell, Texas A&M University-Corpus Christi, “Trauma and Writing: Addressing Contemporary Events in the English Classroom”

*Practices of Teaching Writing*

**M.35 Music, Creative Juxtapositions, and Performance Art In Composition Classes**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** Joe Hardin, Northwestern State University of Louisiana, Natchitoches

**Presenters:** Ronald DePeter, Salem College, Winston Salem, NC, “Music, Creative Juxtapositions, and Performance Art in Composition Classes”

Joe Hardin, Northwestern State University of Louisiana, Natchitoches, “Composition in One Key: Theme and Variations on Teaching Writing to Music Majors”

## N Sessions

11:00 a.m.–12:15 p.m.

### Featured Session

#### Some Things That Matter about Digital New Media for Composition

Hyatt, Second Floor, Regency Ballroom West

**Chair:** Scott Lloyd DeWitt, The Ohio State University  
The speakers featured in this panel explain that, “As composition expands with new media, we’re interested in what the expansion makes (potentially) visible: emergent possibilities in the forms and logics of new media compositions, the particular materialities of such works and the interactions they solicit or stage, and the pedagogies for and the processes of their composition. We’ve each learned through teaching digital texts that we must learn from our students as they produce and analyze new media compositions, drawing on the multimedia literacies that they often bring to class. The new media work of students, thus, provides us with occasions for performing and understanding the limits of software, the spatial and temporal shapes of ‘good form’ in writing and new media, and the composition of readers and writers in the texts we produce.”

**Anne Frances Wysocki** teaches in the undergraduate Science and Technical Communication and graduate Rhetoric and Technical Communication programs at Michigan Technological University. With Dennis Lynch, she is developing a textbook, *Compose/Design/Advocate: A Rhetoric for Integrating Written, Visual, and Oral Communication*; she is lead author (with Geoffrey Sirc, Johndan Johnson-Eilola and Cindy Selfe) of *Opening > New Media > Writing*.

**Madeleine Sorapure** is a lecturer in the Writing Program at the University of California at Santa Barbara. Her most recent publication is an article on online diary writing that appeared in a special volume of *Biography*. She also has published articles in *Kairos* and *Computers and Composition*, and she is coauthor of *Common Culture: Reading and Writing about American Popular Culture*, currently in its fourth edition.

A faculty member of the Writing, Rhetoric, and American Cultures Department at Michigan State University, **Ellen Cushman** has published in *The Struggle and Tools*, *CCC*, *RTE*, and *College English*. She is also writing a review chapter on family and community literacies for *Research on Written Composition 1983–2003*, edited by Peter Smagorinsky.



Anne Frances Wysocki



Madeleine Sorapure



Ellen Cushman

*Creative Writing*

**N.01 Pick It Up! Creatively Challenging Institutionalized Writing**

Hyatt, Third Floor, Frio Room

**Chair:** Laurel Black, Indiana University of Pennsylvania

**Presenters:** Judith Villa, Indiana University of Pennsylvania

Rosalee Stilwell, Indiana University of Pennsylvania

*Institutional and Professional*

**N.03 Creating Communities of Inquiry**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chair:** Eleanor Kutz, University of Massachusetts, Boston

**Presenters:** Eleanor Kutz, University of Massachusetts, Boston, “Beyond  
Ethnographic Inquiry in Writing Classrooms: Using What We’ve Learned  
To Support Collaborative Inquiry Across Institutions”

*Institutional and Professional*

**N.04 Taking Basic Writing Seriously**

Hyatt, Third Floor, Blanco Room

**Chair:** Alice Gillam, University of Wisconsin-Milwaukee

**Presenters:** Susan Lowry, Antelope Valley College, Lancaster, CA, “Taking  
the Program Seriously: How We Begin, Progress, and End”

Robert Lundergan, Fullerton College, CA, “Taking Policy-Making Seriously:  
How the Political Shapes the Programmatic and the Personal”

Liana Odrčić, University of Wisconsin-Milwaukee, “Taking Pedagogy  
Seriously: Revealing Ourselves as Basic Writers in the Classroom”

*Institutional and Professional*

**N.05 Road Trip! Collaborative “Roadshows” Defy Budget Ax, Take  
Comp to the Streets**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Alison Warriner, California State University, Hayward

**Presenters:** Alison Warriner, California State University, Hayward, “Road  
Trip! Collaborative Roadshows Defy Budget Ax, Take Comp to the Streets”

Mike Rovasio, California State University, Hayward, “Driving off the Cliff:  
Addressing Formulaic Thinking, Reading, and Writing in the High Schools”

Margaret Tomlinson Rustick, California State University, Hayward, “Who  
Packed the Bologna? Taking Grammar on the Road”

Saturday, 11:00 a.m.–12:15 p.m.

*Practices of Teaching Writing*

**N.06 Composing Cultures:  
ESL Students in the Center and the Classroom**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Michele Moragne e Silva, St. Edward's University, Austin, TX

**Presenters:** Lei Zhang, Texas Woman's University, Denton, "This Ain't Just  
an Apple: Teaching American Culture through Advertising-Image Analysis  
in an ESL Composition Classroom"

Teresa Kramer, Southern Illinois University-Carbondale, "Treating ESL  
Writers with Respect: Reflective Tutoring Makes True Peers"

Michele Moragne e Silva, St. Edward's University, Austin, TX, "No Quick  
Fix: Plagiarism and the International Student"

*Composition Programs*

**N.07 Learning Communities, Writing Centers, and Real-World  
Composition**

Hyatt, Third Floor, Llano Room

**Chair:** Marlene Hess, Davenport University, Grand Rapids, MI

**Presenters:** Peggy Jolly, University of Alabama at Birmingham, "Learning  
Communities: Efficacy of Alternative Models"

Lori Hughes, Texas Tech University, Lubbock, "An Exploration of Specific  
Writing-Center Methodology(s) for Business and Professional Writing  
Students"

Marlene Hess, Davenport University, Grand Rapids, MI, "Making  
Composition Matter through Real-World Writing"

*Composition Programs*

**N.08 Community Matters:  
Composing Lives within the City, School, and Environment**

Henry B. Gonzalez Convention Center, Concourse Level, Room 218

**Chair:** Tom Deans, Haverford University, PA

**Presenters:** Linda Holt, Belmont University, Nashville, TN, "Community  
Matters: Acting as 'Sponsors' of Literacy in an After-School Program"

Sandra Hutchins, Belmont University, Nashville, TN, "Community Matters:  
Taking It to the Streets"

Robbie Pinter, Belmont University, Nashville, TN, "Community Matters:  
Green Writing for Individual and Group Change"



*Composition Programs*

**N.09 Roundtable Discussion: Beyond Our Walls:  
Writing Centers Working Across Disciplines**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

**Chair:** Ellen Crowell, University of Texas-Austin

**Presenters:** Rebecca Wilcox, University of Texas-Austin, “Writing Centers  
and English Departments: Optimizing Connections”

Janice Fernheimer, University of Texas-Austin, “Writing Consultations:  
Liberal Arts Imperialism?”

Ellen Crowell, University of Texas-Austin, “The Writing Center outside the  
Humanities”

*Composition Programs*

**N.10 Writing-Center Intersections with ESL Writing, Writers, and  
Programs**

Hyatt, Third Floor, Nueces Room

**Chair:** Jessie Moore Kapper, Purdue University, West Lafayette, IN

**Presenters:** Deborah Rankin, Purdue University, West Lafayette, IN, “The  
Imaginary Gap: Narrative and Theory in Writing Center ESL Literature”

Lu Liu, Purdue University, West Lafayette, IN, “Much More to Writing Than  
Grammar: The Importance of Writing-Center Orientation Programs for  
ESL Students”

Jessie Moore Kapper, Purdue University, West Lafayette, IN, “Models of  
Intersection: Writing Centers and ESL Writing Programs”

*Practices of Teaching Writing*

**N.11 Art and Artifact:  
Writing About Art, Visual Text, and Cultural Artifacts**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Susan Tully, Belmont University, Nashville, TN

**Presenters:** Andrea Stover, Belmont University, Nashville, TN, “Connecting  
the Art of Writing with Writing About Art”

Valerie Reimers, Southwestern Oklahoma State University, Weatherford,  
“First-Year Composition with Visual Texts: Concepts of Looking and  
Looking Again”

Susan Tully, Belmont University, Nashville, TN, “How Lincoln Ruined  
Everything by Inventing Thanksgiving”

Saturday, 11:00 a.m.–12:15 p.m.

*Composition Programs*

**N.13 Occasions of Urgency: And Permission to Write as if It Matters**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Deborah Dee James, University of North Carolina, Asheville

**Presenters:** Jane Stephens, High Point University, NC, “Putting a Face on  
AIDS in Africa”

Jean Corey, Lee University, Cleveland, TN, “What Women Want”

Iris Chapman, Elon University, NC, “Compositionist as Script Writer”

*Composition Programs*

**N.14 South Texas Matters: Re-Envisioning Ourselves as Writers,  
Teachers, and Community Citizens**

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

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

**Presenters:** Cristina Kirklighter, Texas A&M-Corpus Christi, “Researching,  
Writing, and Teaching beyond the Classroom: South Texas Graduate  
Students as University and Community Leaders”

Stacy Wyatt, Tomball College, TX, “Reaching for the Stars: Inviting and  
Teaching an Inspirational Author for South Texas Future Citizens”

*Professional and Technical Writing*

**N.15 A Woman’s Place in a Mixed-Gendered Technical Writing Team**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

**Chair:** Dorothy Winsor, Iowa State University, Ames

**Presenters:** Joanna Wolfe, University of Louisville, KY, “‘Leaders’ and  
‘Secretaries’: Women’s and Men’s Definitions of Team Roles”

Kara Poe Alexander, University of Louisville, KY, “A Woman’s Place in a  
Mixed-Gendered Technical Writing Team”

Elizabeth Powell, University of Louisville, KY, “Attempts To Change the  
Status Quo”

*Professional and Technical Writing*

**N.16 Making Metaphors Matter in Rhetoric and Professional Communication**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

**Chair:** M. Jimmie Killingsworth, Texas A&M University, College Station

**Presenters:** M. Jimmie Killingsworth, Texas A&M University, College Station, “Maps and Towers: Metaphors and Myths in Studies of Ecological Discourse”

Matt Sherwood, Texas A&M University, College Station, “Bridges, Conduits, and Machines: Conceptual Metaphors in Technical Communication”

Ken Baake, Texas Tech University, Lubbock, “Metaphor Harmonics: Using Music Theory To Explain How Metaphor Constitutes Knowledge in Science”

*Theory*

**N.17 Whiteness in Radical Pedagogy: Narratives of Co-Optation, Resistance, and Possibility**

Henry B. Gonzalez Convention Center, Concourse Level, Room 217C

**Chair:** Min-Zhan Lu, University of Wisconsin, Milwaukee

**Presenters:** Micah Taylor Robertson, Ohio University, Athens, “Stories That Don’t Speak: Students of Color and Narrative Fear in Classrooms of ‘Invisible Privilege’”

Ian Marshall, William Paterson University, Wayne, NJ, “Multiculturalism and ‘The White Problem’ in Our Institutions”

Wendy Ryden, Long Island University, Brookville, NY, “The Creativity of Whiteness: Racialized Subjectivity in Creative Nonfiction”

Melissa Hasbrook, Michigan State University, East Lansing, “Teaching from the Margins: Whiteness and Student Resistance”

*History*

**N.18 History Matters: Writing in/an Institution from Normal School To University**

Henry B. Gonzalez Convention Center, Concourse Level, Room 207A

**Chairs:** Suellynn Duffey, Georgia Southern University, Statesboro

Susan Jarratt, University of California, Irvine

**Presenters:** Karen Powers-Stubbs, Georgia Southern University, Statesboro, “History Matters: Writing the Normal School Past”

Mark Richardson, Georgia Southern University, Statesboro, “History Matters: Writing the Public Face of First-Year Composition in Georgia”

Suellynn Duffey, Georgia Southern University, Statesboro, “History Matters: Basic Writing and the Institution”

Saturday, 11:00 a.m.–12:15 p.m.

*Research*

**N.19 Using Quantitative Research to Understand What Matters to Faculty And Students**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** Summer Smith Taylor, Clemson University, SC

**Presenters:** Edmund Jones, Seton Hall University, South Orange, NJ,  
“What Teachers Believe and How Students Learn in First-Year Writing  
Classrooms ”

Joanne Addison, University of Colorado-Denver, “Using Empirical Research  
To Understand What Matters”

Summer Smith Taylor, Clemson University, SC, “Bridging Studies of  
Response and Revision: A Study of Faculty Response and Student  
“Revision in Engineering”

*Practices of Teaching Writing*

**N.20 Questions of Audience: From Universal to Particular**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Maria Clayton, Middle Tennessee State University, Murfreesboro

**Presenters:** Margaret Morgan, University of Central Arkansas, Conway,  
“Does the Universal Audience Really Matter?”

Donald Daiker, Miami University, Oxford, OH, “The ‘Keeper’ Letter in a  
Writing Portfolio: Mattering beyond the Classroom”

Maria Clayton, Middle Tennessee State University, Murfreesboro, “Who Is  
Ever Going To Read This? Making Composition Matter”

*Practices of Teaching Writing*

**N.21 Using Images to Stimulate Critical Thinking and Writing**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

**Chair:** Matthew Hill, Michigan Technological University, Houghton

**Presenters:** Greta Anderson, Kirkwood Community College, Cedar Rapids,  
IA, “Using Art to Promote Writing that Matters”

Tim Fountaine, St. Cloud State University, MN, “Renovating the Personal:  
Exploring Relationships between Still Photography and Memory”

Matthew Hill, Michigan Technological University, Houghton, “Bombing  
Rhetoric and the Composing of Violence”

*Practices of Teaching Writing*

**N.22 Interrogating Textual Constructions of Femininity**

Hyatt, Second Floor, Regency Ballroom 1

**Chair:** Diane Hart, California State University, Chico

**Presenters:** Jennifer Courtney, Purdue University, West Lafayette, IN,

Saturday, 11:00 a.m.–12:15 p.m.

“Feminism, Politics, and Housework: The Rhetoric of the Home as Civic Discourse”

Amy Koerber, Texas Tech University, Lubbock, “The Battle of the Breast: Reading the 21st-Century Breastfeeding Body”

Diane Hart, California State University, Chico, “If You Bite It, Write It: The Function of Writing in the Weight Watchers’ Program”

*Information Technologies*

**N.23 Extending Human Relations across Virtual And National Boundaries: Case Studies of Two Technological Systems**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

**Chair:** Cynthia Selfe, Michigan Technological University, Houghton

**Presenters:** David Overbey, Kent State University, OH, “Establishing e-Credibility: Problems in Building Relations in Web Environments”

Kenneth Marunowski, Kent State University, OH, “The Euro: A Model of Communication for the 21st Century”

Christina Haas, Kent State University, OH, “Relations across Distance: Building Common Ground in Everyday Literacy Events”

*Practices of Teaching Writing*

**N.24 At the Crossroads: The Wpa as Bridge Builder**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

**Chair:** Kelly Ritter, Southern Connecticut State University, New Haven

**Presenters:** Eric Martin, Governors State University, University Park, IL, “What Matters on the 3rd Floor: Observations of a WAC Director Turned Assistant Provost”

Susan Schorn, University of Texas-Austin, “We’re All in This Together: Coordinating Practical Support for Writing Instructors Across Disciplines”

Kelli Custer, Indiana University of Pennsylvania, “The WPA in the EMO: In the Middle of the Educational Management Organization”

Kelly Ritter, Southern Connecticut State University, New Haven, “Taking the Show on the Road: Making WPA Work Matter through Institutional Outreach”

*Institutional and Professional*

**N.25 Linking Courses/Projects/Service Learning in Technical Writing, Human Ecology, Biological Engineering**

Hyatt, Second Floor, Regency Ballroom 3

**Chair:** Deborah Normand, Louisiana State University, Baton Rouge

**Presenters:** Deborah Normand, Louisiana State University, Baton Rouge  
Marybeth Lima, Louisiana State University, Baton Rouge

Saturday, 11:00 a.m.–12:15 p.m.

*Theory*

**N.26 Eye-Ing Visual Representations:  
Liberation, Consubstantiality, and Identifications**

Hyatt, Third Floor, Pecan Room

**Chair:** Charles Hill, University of Wisconsin, Oshkosh

**Presenters:** Lei Lani Michel, University of Washington–Seattle, “Principal Target: Visual Rhetoric of ‘Liberation’ and Loss”

Lou Thompson, Texas Woman’s University, Denton, “Identification, Consubstantiality, and Agency in the Documentaries of Errol Morris”

Charles Hill, University of Wisconsin, Oshkosh, “Rhetoric and Reality in Image and Story”

*Theory*

**N.27 (Re)Locating Disciplinary Discourses:  
Complications, Transfer, and Desire**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Rolf Norgaard, University of Colorado at Boulder

**Presenters:** Lew Caccia Jr., Kent State University, Hubbard, OH, “What Is Academic Writing? Complications of Disciplinarity and Discourse Features”

Tosh Tachino, Iowa State University, Ames, “When a Historian Writes a Lab Report: Transfer in Academic Writing”

Rolf Norgaard, University of Colorado at Boulder, “Kairos, Desire, and ‘Happenings Composition’”

*Theory*

**N.28 How Autobiography Makes Composition Matter:  
Reconceiving Author-Itly in Writing Pedagogy**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Karen Paley, Rhode Island College, Providence

**Presenters:** Jane Hindman, San Diego State University, CA, “Agency, Authority, and Autobiography”

Amy Robillard, Syracuse University, NY, “Making Composition Material: Autobiography and the Circulation of Writing”

Diane Freedman, University of New Hampshire, Durham, “Autobiography as Pedagogy: Crossing Selves”

*Practices of Teaching Writing*

**N.29 Approaches To Critical Thinking And Invention**

Hyatt, Second Floor, Regency Ballroom 2

**Chair:** Steven Reagles, Bethany Lutheran College, Mankato, MN

**Presenters:** Mary Anderson, Washington State University, Pullman, “Beyond Evaluation: The Critical Thinking Rubric as Teaching Tool”

Gabrielle Regney, Curry College, Milton, MA, “‘Do We /They Need to Know That?’—Fostering Critical Thinking in Composition”

Steven Reagles, Bethany Lutheran College, Mankato, MN, “‘Poetry on the Warpath’: Using McLuhan’s ‘Probe’ as Critical Writing Heuristic”

*Practices of Teaching Writing*

**N.30 Service Learning: Methods And Impact**

Hyatt, Third Floor, Pecos Room

**Chair:** Donald McCrary, Long Island University, Brooklyn, NY

**Presenters:** Mike Land, Assumption College, Worcester, MA, “I’s Wide Shut? How Journalism, Creative Nonfiction, and Service Learning Enhance ‘Self-Authoring’ Identity—Even as It Removes The Self ”

Donald McCrary, Long Island University, Brooklyn, NY, “Home and School Revisited: Service Learning and Other-Literate Students”

*Practices of Teaching Writing*

**N.31 Alternative Approaches to Literacies: Cultivating Community**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207B

**Chair:** Virginia Perdue, Indiana University of Pennsylvania

**Presenters:** Mary Buchinger Bodwell, Massachusetts College of Pharmacy and Health, Boston, “Professors in the Liberal Arts Are from Venus; Students in Professional Schools Are from Mars: A Role of Inquiry in the College Classroom”

Rebecca Borah, University College, University of Cincinnati, OH, “Gagged, Bound, and Burned: Using Harry Potter to Introduce Censorship Issues”

Virginia Perdue, Indiana University of Pennsylvania, “A Rhetoric of Play: Using Humor To ‘Make Composition Matter’”

Saturday, 11:00 a.m.–12:15 p.m.

*Practices of Teaching Writing*

**N.32 Medical Matters: Narratives of Emergency First-Responders, Healing, and Disability**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** Stuart C. Brown, New Mexico State University, Las Cruces

**Presenters:** James C. Wilson, University of Cincinnati, OH, “Writing About Disability: Teaching Teachers, Science, and Medical Writers”

Charles Anderson, University of Arkansas at Little Rock, “Composing Selves: In Search of Healing Narrative”

Stuart C. Brown, New Mexico State University, Las Cruces, “The Rhetorical Uses of Narrative by Emergency First-Responders”

**N.33 Ken Macrorie:**

**Exploring His Long-Running and Long-Lasting Contribution**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

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

**Presenters:** Patricia McGonegal, University of Vermont, Burlington, “The Truth and the Tower”

Miles A. Myers, Institute for Research on Teaching and Learning, Oakland, CA, “Ken Macrorie and the 1970s Bust-Out”

Peter Stillman, Charlotteville, NY, :A Piano Lesson with Macrorie”

**Respondents:** Chris Burnham, New Mexico State University, Las Cruces

Tom Newkirk, University of New Hampshire, Durham

Ken Macrorie, Las Cruces, NM





## O Sessions

12:30 p.m.–1:45 p.m.

*Practices of Teaching Writing*

**0.01 Using Narrative Strategies to Teach Writing**

Hyatt, Third Floor, Nueces Room

**Chair:** Jim Sundeen, University of Nebraska, Lincoln

**Presenters:** Donna Dunbar-Odom, Texas A&M University, Commerce, “Metaphors We Write By: Students’ and Teachers’ Narratives of Higher Literacy”

Molly Moran, University of Georgia, Athens, “How Writing About My Sister’s Murder Helped Me To Make Composition Matter for My Basic-Writing Students”

Jim Sundeen, University of Nebraska, Lincoln, “Using the Narrative Textbook in the First-Year Composition Classroom”

*Practices of Teaching Writing*

**0.02 Preparing Citizens by Developing Rhetorical Awareness**

Henry B. Gonzalez Convention Center, Concourse Level, Room 208

**Chair:** Ernest Stromberg, California State University, Monterey Bay Seaside

**Presenters:** Amanda Brown, Syracuse University, NY, “Civic Writing: Strategizing Practical Research and Analysis of the Geographies of Issues”

Jeannette Garceau, Washington State University, Pullman, “Knowing Thyself in the World: Encouraging Rhetorical Awareness of Audience and Context”

Tony Zaragoza, Washington State University, Pullman, “Knowing Thyself in the World: Encouraging Rhetorical Awareness of Audience and Context”

Ernest Stromberg, California State University, Monterey Bay Seaside, “Individual Proposal: Writing Power to the People: Teaching Rhetoric through Social Movements”

*Practices of Teaching Writing*

**0.03 Fleeing the Ivory Tower: Alternative Sites for Teaching Writing**

Henry B. Gonzalez Convention Center, Concourse Level, Room 213B

**Chair:** Phyllis Hastings, Saginaw Valley State University, University Center, MI

**Presenters:** Katherine Hall, Roger Williams University, Bristol, RI, “Composition Mattered to Displaced Garment-Worker Women”

Laura Rogers, Albany College of Pharmacy, NY, “Finding Our Way from Within: How Composition Matters to Inmates and Instructor in a Prison Writing Class”

Phyllis Hastings, Saginaw Valley State University, University Center, MI, “Inside the Razor Wire but off the Radar Screen: Teaching Comp To Make a Difference without Letting On”

Saturday, 12:30–1:45 p.m.

*Practices of Teaching Writing*

**0.04 Civic Writing and Citizenship through Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

**Chair:** Michael Donnelly, Temple University, Philadelphia, PA

**Presenters:** Molly Voorheis, Syracuse University, NY, “Civic Writing:  
Strategies for Choosing Class Readings for Concepts, Frames, and Genres”  
Lindee Owens, University of Central Florida, Orlando, “Writers and Rights:  
Connecting Composition and Citizenship to Arguments from the Supreme  
Court”

Michael Donnelly, Temple University, Philadelphia, PA, “‘This Is Stupid.  
You Can’t Do Anything about Racism Anyway.’ Composition and the  
Public Use(lessness) of Argumentation”

*Practices of Teaching Writing*

**0.05 Transitions from High School to College**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212B

**Chair:** Lawrence Baines, University of Toledo, OH

**Presenters:** Donna Binns, Eastern Illinois University, Charleston, “Making  
Writing-to-Learn Matter in the Transition from High School to College”  
Vicky Westacott, Alfred University, NY, “Jocks in the Academy: Mainstream  
Resistance to Becoming ‘People Like Us’”

Lawrence Baines, University of Toledo, OH, “From Fallow to Fertile Ground”

*Practices of Teaching Writing*

**0.06 Civic Action and Literacy in Writing on War and Peace**

Hyatt, Third Floor, Blanco Room

**Chair:** Stephanie Dickey, Wright State University, Dayton, OH

**Presenters:** Justin Vidovic, Wayne State University, Detroit, MI,  
“REexamining Civic Action: Critical Pedagogy and Whole Language  
during Time of Protest”

Ronald Brooks, University of Oklahoma, Norman, “Peace Rhetoric in the  
Composition Classroom”

Stephanie Dickey, Wright State University, Dayton, OH, “The Language of  
War, A/K/A Semantic Shock and Awe”

*Practices of Teaching Writing*

**0.07 Computer-Mediated Composition:  
Online Writing Instruction and Students' Critical Thinking**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

**Chair:** Lara Whelan, Berry College, Mount Berry, GA

**Presenters:** Stuart Barbier, Delta College, University Center, MI, "An Analysis of Two Freshman Composition Curricula: Computer-Mediated Multimedia CD-ROMs with Online Components versus Traditional Textbooks"  
Ellen Johnson, Berry College, Rome, GA, "Online Classrooms and Student Citizenship: A Comparative Study of Student Discourse in Online and Face-to-Face Discussion"

Beth Hewett, Pennsylvania State University, Uniontown, "Whether and How Students Use Online Writing Instruction (OWI)"

Lara Whelan, Berry College, Mount Berry, GA, "Online Classrooms and Student Citizenship: A Comparative Study of Student Discourse in Online and Face-to-Face Discussion"

*Practices of Teaching Writing*

**0.08 Natural and Scientific Issues Concerning the Place of Writing**

Hyatt, Third Floor, Frio Room

**Chair:** Michael Konsmo, Montana State University, Bozeman

**Presenters:** Erik Turkman, Stanford University, CA, "Physics and Rhetoric: The Composition of Matter, the Matter of Composition"

Robert Marrs, Coe College, Cedar Rapids, IA, "Emergent Behavior in the Academy: The Connected Lives of Ants, Cities, and Writing Centers"

Matt Hall, Coe College, Cedar Rapids, IA, "Emergent Behavior in the Academy: The Connected Lives of Ants, Cities, and Writing Centers";

Kathryn McBride, Coe College, Cedar Rapids, IA, "Emergent Behavior in the Academy: The Connected Lives of Ants, Cities, and Writing Centers";

Hannah Ross-Suits, Coe College, Cedar Rapids, IA, "Emergent Behavior in the Academy: The Connected Lives of Ants, Cities, and Writing Centers"

Michael Konsmo, Montana State University, Bozeman, "Genesis in Place of Exodus"

Saturday, 12:30–1:45 p.m.

*Composition Programs*

**0.09 Returning Students and the Matter of Composition**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 217B

**Chair:** Barbara Gleason, Center for Worker Education, Brooklyn, NY

**Presenters:** Barbara Gleason, Center for Worker Education, Brooklyn, NY,  
“Writing Our Life Stories: Autobiographical Writing and the Returning Adult”  
Patricia Fox, National Writing Project, Tallahassee, FL, “How Composition  
Matters to the Returning Adult Woman and Why That Should Matter to Us”  
Kimme Nuckles, Baker College, Auburn Hills, MI, “The Older Adult Student  
Matters to the Composition Classroom”  
Connie Harrison, Baker College, Auburn Hills, MI, “Making Subject Matter:  
Compatible Strategies for the Physiology of Aging Adult Learners”

*Composition Programs*

**0.10 Making the First Year Matter:**

**Content Connections, Power(Lessness), and Service Learning  
in a First-Year Experience Program**

Hyatt, Third Floor, Llano Room

**Chair:** Tracy Duckart, Humboldt State University, Arcata, CA

**Presenters:** Jolien Olsen, Humboldt State University, Arcata, CA,  
“Community Matters: The First Step Begins in a Redwood Tree”  
Tracy Duckart, Humboldt State University, Arcata, CA, “Writing toward  
Citizenship: Encountering Community through a Multidisciplinary  
Service-Learning Project”  
Barbara Goldberg, Humboldt State University, Arcata, CA, “Inside/Outside:  
Mainstreaming and Supporting Underprepared Students in FYC Courses  
in a First-Year Experience Program”  
David Stacey, Humboldt State University, Arcata, CA, “Using FYE Programs  
To Help Make Composition Matter in the Institution”



*Theory*

**O.11 Is Class Dead?**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

*Chair:* Micah Taylor Robertson, Ohio University, Athens

*Presenters:* Barry Alford, Mid-Michigan Community College, Mt. Pleasant,  
“Cutting Class: The Problematic Use of Class in Comp/Rhetoric”

Jennifer Seibel Trainor, University of Pittsburgh, PA, “My Parents Don’t  
Want Me to Go to College: Literacy and Life Goals in a Suburban All-White  
High School”

Ira Shor, City University of NY Graduate School, Brooklyn, “Class Lives!  
Social-Class Identity Is Useful for Writing Instruction, Research, and Civic  
Action”

*Theory*

**O.12 Why “Where” Matters: Composition and The Public Sphere**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214D

*Chair:* Elizabeth Ervin, University of North Carolina at Wilmington

*Presenters:* Christian Weisser, Florida Atlantic University, Boca Raton, “New  
Visions of the Public Sphere”

Christopher Keller, University of Hawaii at Hilo, “Locating Composition  
and Intellectual Work in Public Spaces”

Elizabeth Ervin, University of North Carolina at Wilmington, “Colonizing  
the Public?”

*Theory*

**O.14 Theorizing Virtual Performances through the History of Rhetoric**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213A

*Chair:* Charles Sheaffer, University of Minnesota, Minneapolis

*Presenters:* Karl Stolley, Purdue University, West Lafayette, IN, “Dis-/Re-  
emBodying the Cyberrhetor: Encountering Action in Online Visual Design  
Performance”

Beth Jorgensen, Iowa State University, Des Moines, IA, “Neo-Protagorean  
Argument and Democratic Virtue”

Charles Sheaffer, University of Minnesota, Minneapolis, “Democratic  
Articulation and Digital-Age Exposition”

Saturday, 12:30–1:45 p.m.

*Research*

**0.15 Composing the Critical Self:  
Students Writing, Resisting, and Reinventing Identity**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214C

**Chair:** Mary Reda, City University of New York, Staten Island

**Presenters:** Kim Costino, California State University, San Bernardino  
Sunny Hyon, California State University, San Bernardino, “ESL? It Just  
Wasn’t for Me”

Barbara Little Liu, Eastern Connecticut State University, Tolland, “Student  
Self-Definition in Directed Self-Placement”

Mary Reda, College of Staten Island, NY, “Taking a Leap of Faith?: Speaking,  
Silence, and.....”

Susan Kirtley, Western Oregon University, Monmouth, “From Technophobe  
to Tech-Savvy: Reinventing the Self through Computer-Literacy Narratives”

*Creative Writing*

**0.16 Raising the Stakes and Unfastening the Stays:  
Encouraging Structural Reshaping in Nonfiction Writing**

Hyatt, Third Floor, Pecos Room

**Chair:** Deborah Martinson, Occidental College, Los Angeles, CA

**Presenters:** Erin M. Pushman, Limestone College, Gaffney, SC, “Raising  
the Stakes, Wearing Many Masks: Making Writing Matter through  
Composing from a Space between the Classroom and the Drama”

JuliAnna Avila, University of California, Berkeley, “‘Every Poem Talks to  
Me’: Twenty-Seven Lessons in a High School Reading Class”

Deborah Martinson, Occidental College, Los Angeles, CA, “Unfastening  
the Stays: New Shapes for Creative Nonfiction”

*Practices of Teaching Writing*

**0.17 Making Personal Narratives Matter**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207B

**Chair:** Marilyn Davis, Johnson and Wales University, Providence, RI

**Presenters:** Edward Lotto, Lehigh University, Bethlehem, PA, “Why the  
Personal Matters: Contradictions in Our Theory and Practice of Personal  
Writing”

Mary Cayton, Miami University, Oxford, OH, “‘I-Knowledge’: What Kind  
of Knowledge Does Personal Experience Provide?”

Marilyn Davis, Johnson and Wales University, Providence, RI, “Private  
Experience and Public Discourse: Students as Citizens of the World”

*Practices of Teaching Writing*

**O.18 Race and Difference, Globally and Locally**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

**Chair:** Jia-Yi Cheng-Levine, University of Houston-Downtown, TX

**Presenters:** Carmen Kynard, Medgar Evers College, CUNY, Brooklyn, “‘One Race Superior and Another Inferior . . . Is a War’: Reflections of Writing About War at a Black College, Freshman Compositions in the Black”

David Holmes, Pepperdine University, Malibu, CA, “Forgotten Voices and Future Visions: Civil Rights, Place, and Emancipatory Composition”

Jia-Yi Cheng-Levine, University of Houston-Downtown, TX, “Using Race in College Composition Classes”

*Institutional and Professional*

**O.19 The Challenges of Making Composition (with a Capital “C”) Matter in an English Department**

Henry B. Gonzalez Convention Center, Concourse Level, Room 215

**Chair:** Susan Hunter, Kennesaw State University, GA

**Presenters:** Ruth Goldfine, Kennesaw State University, GA, “Composition Studies and the Computer Science/Information Science Major: The Rewards of Teaching to a Receptive Audience”

Margaret Walters, Kennesaw State University, GA, “Rhetoric, Cookery, and English Majors”

Susan Hunter, Kennesaw State University, GA, “From Gateway to Capstone: How a Composition Specialist Frames an English Studies Major”

*Institutional and Professional*

**O.20 Composing Intellectual Property: The Politics of Ownership and Attribution in Contemporary Academia**

Henry B. Gonzalez Convention Center, Concourse Level, Room 205

**Chair:** Jim Porter, Michigan State University, East Lansing

**Presenters:** Candace Spigelman, Penn State, Berks-Lehigh Valley College, Reading, “Once I Publish, Is It Still Mine? Copyright, Convention, Courtesy”

John Logie, University of Minnesota, St. Paul, “Composing Intellectual Property: The Politics of Ownership and Attribution in Contemporary Academia”

Jeffrey R. Galin, Florida Atlantic University, Boca Raton, “On Your Rights: Know(ing) When Your University Can Claim Ownership of Your Work”

Saturday, 12:30–1:45 p.m.

*Institutional and Professional*

**0.21 A Field Matures: Federal-Grant Funding as a Marker of Legitimacy**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 216A

**Chair:** Kate Mangelsdorf, University of Texas-El Paso

**Presenters:** Angela Petit, University of Texas-El Paso, “Slouching toward  
Legitimacy: Rhetoric and Composition and Access to NEH Funding”

Beth Brunk-Chavez, University of Texas-El Paso, “DOA at the DOE?  
Rhetoric and Composition Seek Legitimacy at the Department of Education”

Helen Foster, University of Texas-El Paso

*Institutional and Professional*

**0.22 Literacy, Distance Learning, and EFL: Breaking Down Barriers**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 218

**Chair:** Spencer Salas, University of Georgia, Athens

**Presenters:** Debra Knutson, Shawnee State University, Portsmouth, OH,  
“Making Information Literacy Matter: An Interdisciplinary Approach”

Rise Smith, Dakota State University, Madison, SD, “Making Information  
Literacy Matter: An Interdisciplinary Approach”

Todd Quinn, Dakota State University, Madison, SD, “Making Information  
Literacy Matter: An Interdisciplinary Approach”

Spencer Salas, University of Georgia, Athens, “Finding and Refining  
Teachers’ Voices in Peru”

*Institutional and Professional*

**0.23 Basic Writing as We Know It:  
How Institutional Settings Affect Our Teaching**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

**Chair:** Linda White, Stephen F. Austin State University, Nacogdoches, TX

**Presenters:** Monica Busby, University of Louisiana at Lafayette,  
“(Re)defining Goals: A New Direction for Basic-Writing Courses”

Melissa Knous, Angelina College, Lufkin, TX, “Community-College Teacher/  
Administrator Expectations for Basic Writers”

Beverly Reed, Stephen F. Austin State University, Nacogdoches, TX,  
“Textbook Rhetoric: Basic Writing and the Dynamics of Text Selection”

Linda White, Stephen F. Austin State University, Nacogdoches, TX, “When  
Graduates of Remedial Programs Prepare to Become Teachers”



*Practices of Teaching Writing*

**0.24 ESL and EFL in the Writing Center**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

**Chair:** Helena Hall, University of Illinois at Urbana-Champaign

**Presenters:** Deanna Rogers, University of North Carolina at Charlotte, “ESL Students and Deciphering What Matters in Composition: The Writing Center as Translator and Navigator”

Helena Hall, University of Illinois at Urbana-Champaign, “Struggle and Confusion: ESL Students in the Writing Center and in the Classroom”

*Professional and Technical Writing*

**0.25 Making the Disciplinary Landscape Matter:  
The Social/Critical Evolution of Professional Communication**

Hyatt, Third Floor, Pecan Room

**Chair:** Jamie Heiman, Iowa State University, Ames

**Presenters:** Jamie Heiman, Iowa State University, Ames, “A Critical Examination of the Contradictions in the Theories and Practices of Professional Communication Research: What Happened to the the ISO 9000 and Other ‘Instrumental’ Discourses?”

*Professional and Technical Writing*

**0.26 Disrupting Professional Writing**

Henry B. Gonzalez Convention Center, Concourse Level, Room 209

**Chair:** Meredith Zoetewey, Purdue University, West Lafayette, IN

**Presenters:** Meredith Zoetewey, Purdue University, West Lafayette, IN, “Disrupting the Professional Writing Classroom”

Julie Staggers, Purdue University, West Lafayette, IN, “Disrupting Notions of Work/Place”

Michele Simmons, Miami University, Oxford, OH, “Disrupting Notions of Professional Writing Research”

Saturday, 12:30–1:45 p.m.

*Composition Programs*

**0.27 WAC-Ed Out: Documenting What Works and Why**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210B

**Chair:** Shawna Rushford, Miami University, Oxford, OH

**Presenters:** Paul Anderson, Miami University, Oxford, OH, “Advocating and Assessing Writing Across the Curriculum by Using Your Campus’s Data from the National Survey of Student Engagement”

Sharon James McGee, Southern Illinois University, Edwardsville, “Social Work and the Matter of Writing: A Case Study of Student Writing in the Discipline”

Kathleen Tunney, Southern Illinois University, Edwardsville, “Social Work and the Matter of Writing: A Case Study of Student Writing in the Discipline”

Gerald O’Brien, Southern Illinois University, Edwardsville, “Social Work and the Matter of Writing: A Case Study of Student Writing in the Discipline”

Rhoda Cairns, Miami University, Oxford, OH, “A Multiperspectival Study of a WAC Writing Associates Program Conducted in Conjunction with a Multidisciplinary Faculty Learning Community”

Shawna Rushford, Miami University, Oxford, OH, “A Multiperspectival Study of a WAC Writing Associates Program Conducted in Conjunction with a Multidisciplinary Faculty Learning Community”

Rebecca Fleming, Miami University, Oxford, OH, “Advocating and Assessing Writing Across the Curriculum by Using Your Campus’s Data from the National Survey of Student Engagement”

*Composition Programs*

**0.28 Assessing Writing Centers: From Pacman to Silence Sites**

Henry B. Gonzalez Convention Center, Concourse Level, Room 211

**Chair:** Jane Cogie, Southern Illinois University at Carbondale

**Presenters:** Christine Ross, Quinnipiac University, Hamden, CT, “Mandated Assessment: The PacMan Defense (Maybe)”

Lori Salem, Temple University, Philadelphia, PA, “Silence and Data: Using Writing-Center Assessment To Reflect on a Cross-Institutional Writing Program”

Jane Cogie, Southern Illinois University at Carbondale, “Examining the Collaborative Potential of Nonparticipant Observer Studies of Writing-Center Sessions”

## SATURDAY HALF-DAY WORKSHOPS

2:00 p.m.–5:30 p.m.

*Institutional and Professional*

**SW.01 Sharing Your Ideas with the Profession: Drafting NCTE/CCCC Proposals, Turning Presentations into Articles**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214A

This workshop promotes the notion of the two-year college teacher/scholar. Facilitators provide practical advice and encouragement for two-year college teachers who wish to share their ideas and research through conference presentations and publications. Participants are asked to bring drafts of teaching ideas, programs, projects, and research. After the facilitators' presentations, facilitators and mentors from TYCA provide hands-on guidance for participants by helping to focus topics, reading their materials, and making suggestions for revising works for professional submissions.

**Chair:** Marilyn Valentino, Lorain County Community College, Elyria, OH  
**Presenters:** Marilyn Valentino, Lorain County Community College, Elyria, OH

Jody Millward, Santa Barbara City College, CA  
Frank Madden, SUNY Westchester Community College, Brewster  
Howard Tinberg, Bristol Community College, Fall River, MA

**SW.02 Saturday Afternoon Exultation of Larks: Poet-to-Poet Workshop**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206B

This workshop is an extension of the Friday Evening Annual Poetry Forum Reading. Bring 15 copies of one or two pages of original poetry in progress for insightful and constructive feedback. This workshop is not limited to readers at the Friday Evening Exultation of Larks. We particularly welcome CCCC member poets who are novices.

**Chair:** Mary Minock, Madonna University, Livonia, MI  
**Presenters:** Mary Minock, Madonna University, Livonia, MI  
Pia Seagrave, Gallaudet University, Washington, DC  
Kathleen Winter, University of Maryland, Princess Anne

Saturday, 2:00–5:30 p.m.

*Information Technologies*

**SW.03 Making Pop Culture Matter:  
Advocating for Digital Literacies as Student Literacies**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 209

In an increasingly networked environment, many composition instructors have begun to utilize media/digital literacies. While there is a tendency to traditionalize assignments about visual literacies, to position students as consumers of texts and of cultural critiques by writers, scholars, and media critics, the facilitators of this workshop examine dynamic ways of working with visual literacies that position students as producers of those literacies. This workshop emphasizes interactive discussions about theories, textbooks, and digitalized assignments.

**Chair:** Vandana Gavaskar, The Ohio State University, Columbus

**Presenters:** Sue Lape, Columbus State Community College, OH

Pat Kedzerski, The Ohio State University, Columbus

Lucinda Kirk, The Ohio State University, Columbus

Martha Sims, The Ohio State University, Columbus

Sara Webb-Sunderhaus, The Ohio State University, Columbus

*Institutional and Professional*

**SW.04 Building a Community of Truth with Ideas from Parker Palmer:  
An Alternative to Traditional Peer Review of Teaching**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207A

Parker Palmer suggests that an open-door method for peer evaluation is a means to encourage effective and rich teaching that comes from the heart as well as to develop opportunities for professional growth. An open-door method calls for regular and unannounced visits to colleagues' classrooms, group meetings to discuss aspects of teaching, and the involvement of the student voice. This can lead to the creation of what Palmer calls a "community of truth," intent on constructing a passionate and collaborative culture of learning. Following guidelines we developed and field-tested, participants plan and develop a community of truth to use in their own institutions.

**Chair:** Susan Schiller, Central Michigan University, Mt. Pleasant

**Presenters:** Susan Schiller, Central Michigan University, Mt. Pleasant

Pamela Gates, Central Michigan University, Mt. Pleasant

Marcy Taylor, Central Michigan University, Mt. Pleasant

*Research*

**SW.05 Qualitative Research Network**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 206A

This workshop is designed by qualitative researchers for qualitative research as an opportunity for new and veteran researchers to network, discuss federal guidelines, explore issues of ethical concern, and receive feedback on their work. During the first hour of the workshop, facilitators discuss the promise of and issues involved with using the Internet to conduct research, while the second part of the workshop is devoted to research roundtables where participants can present their works in progress.

**Chairs:** Roxanne Mountford, University of Arizona, Tucson  
Heidi McKee, University of Massachusetts, Amherst

**Presenters:** Gail Hawisher, University of Illinois at Urbana-Champaign  
Cynthia Selfe, Michigan Technological University, Houghton

**Facilitator:** Seth Kahn, West Chester University, PA

*Composition Programs*

**SW.06 Best Assessment Practices in a Time of Budget Cuts**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 214B

This workshop revolves around the timely and practical theme of best assessment practices in a time of budget cuts, with each speaker and table leader assisting participants with finding solutions to their assessment and budget crises. Facilitators examine the relationship between funding and assessment, explain how to refine notions about assessment to develop new approaches, suggest practices for emphasizing classroom-based assessments, and discuss how to get faculty involved in restructuring writing assessment.

**Chair:** Renee Betz, Colloquium on Writing Assessment, Warrensburg, MO

**Presenters:** Brian Huot, University of Louisville, KY

Suzy Groden, Melrose High School, MA

Larry McDoniel, St. Louis Community College, MO

Nancy Blattner, Longwood University, CA

Jane Frick, Missouri Western State College, St. Joseph

Renee Betz, Colloquium on Writing Assessment, Warrensburg, MO

Saturday, 2:00–5:30 p.m.

*Institutional and Professional*

**SW.07 Archive (V.): Composing a Writing Program History beyond the Annual Report**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 210A

In this workshop we provide a theoretical rationale for creating a writing archive, and consider the rewards and challenges of making archiving an important part of writing-program administration practice. The workshop time will be scheduled as follows: Part I: Narrative. Using story and image to describe the experience of composing a writing archive at the University of New Hampshire. Part II: Connections. Establishing the exigency for keeping an archive; discussing the connections between functioning university programs and archival projects. Part III: Workshopping. Discussing actual writing program artifacts in terms of their value to an archive; writing about local histories; considering ways of developing archival collections.

**Chair:** Katherine Tirabassi, University of New Hampshire, Durham

**Presenters:** Amy Zenger, University of New Hampshire, Durham

Cynthia Gannett, Loyola University, Baltimore, MD

Shirley K. Rose, Purdue University, West Lafayette, IN

John C. Brereton, Brandeis University, Waltham, MA

*Practices of Teaching Writing*

**SW.08 Instructor-Led Peer Conferences: An Alternate Approach to Peer-Response Groups and Collaborative Learning**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 212A

The time is right to reassess the purpose and effectiveness of peer-response groups in general, specific to reconsider the role of the instructor with respect to peer-response and collaborative learning pedagogies. This workshop provides an opportunity for pedagogical inquiry into Instructor-Led Peer Conferences (ILPC) as an alternative and/or supplement to student-only writing groups and serves three audiences: instructors who have used ILPCs; instructors who seek alternatives to student-only writing groups; and researchers, composition theorists, and writing-center tutors interested in collaborative-learning methodologies.

**Chair:** Michael Householder, Southern Methodist University, Dallas, TX

**Presenters:** Kory Ching, University of Illinois at Urbana-Champaign

Kathryn Evans, University of San Francisco, CA

Amy Wan, University of Illinois at Urbana-Champaign

*Composition Programs*

**SW.09 Problematizing Portfolios: Assessing the Assessment**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 213B

With the emphasis on portfolios as a form of both formative and summative assessment at the student, course, and programmatic levels, it is important to question the way in which portfolios may both help and hinder student-writing processes and their teacher assessment of student work. Thus, this workshop problematizes the role of portfolios in a range of composition, language arts, and teacher professional-development contexts. Facilitators and participants consider the impact of standardization, format, design, and delivery.

**Chair:** Elizabeth A. Monske, Bowling Green State University, OH

**Presenters:** Elizabeth A. Monske, Bowling Green State University, OH

Rebekah Shultz, Bowling Green State University, OH

Amie Caroline Wolf, Bowling Green State University, OH

Deborah M. Alvarez, Bowling Green State University, OH

Kristine L. Blair, Bowling Green State University, OH

Christopher S. Harris, Bowling Green State University, OH

*Practices of Teaching Writing*

**SW.10 Where Do We Begin: Providing Constructive Evaluation and  
Comments for Writers Facing Multiple Challenges**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 207B

Using student examples that illustrate difficult challenges in evaluating writing, participants develop guidelines for providing effective evaluation for several kinds of writing problems.

In the workshop, we present specific student papers that illustrate problem categories, work with participants in small groups to discuss ways of evaluating and commenting on the writing, and then work with the group as a whole to develop some general guidelines for addressing problem writing. Some problem categories include ESL and dialect errors, the “too personal” essay, and writing that offends (e.g., essays that focus on religion, politics, ethnicity, or other sensitive issues).

**Chair:** Janice Cooke, University of New Orleans, LA

**Presenters:** Janice Cooke, University of New Orleans, LA

Kim McDonald, University of New Orleans, LA

Inge Fink, University of New Orleans, LA

Gabrielle Gautreaux, University of New Orleans, LA

Ellen Barker, Georgia Perimeter College, Clarkston

Linda De Roche, Wesley College, Dover, DE

Saturday, 2:00–5:30 p.m.

*Language*

**SW.11 Topics and Issues in Improving Instruction for Second Language Writers**

Henry B. Gonzalez Convention Center, Concourse Level,  
Room 205

This workshop provides small-group activities regarding L2 writing issues and addresses five key topics: L2 assessment, training writing-center tutors, addressing GEN 1.5 needs, facilitating Li/L2 instructor collaboration, and adapting curricula. The workshop begins with overviews of each topic. The facilitators then lead “shifts” of approximately 30 minutes during which participants choose a topic table. They switch tables at the beginning of each new shift. As a complement to the Wednesday morning workshop, which addresses an audience who is new to teaching L2 writers, this workshop helps participants build on their knowledge of L2 writers. Because it addresses issues at the institutional level, classroom level, and one-on-one level, it will interest tutors, instructors, writing-center directors, and WPAs.

**Chairs:** Deborah Crusan, Wright State University, Dayton, OH  
Jill Swavely, Temple University, Philadelphia, PA

**Presenters:** Michelle Cox, University of New Hampshire, Durham  
Jay Jordan, The Pennsylvania State University, University Park  
Christina M. Ortmeier-Hooper, University of New Hampshire, Durham  
Ana Maria Preto-Bay, Brigham Young University, Provo, UT  
Carol Severino, University of Iowa, Iowa City  
Gail Shuck, Boise State University, ID  
Diana Beckett, University of Cincinnati, OH  
Adrian Wurr, University of North Carolina-Greensboro





## LOCAL ARRANGEMENTS COMMITTEE

**Information:** Carlos Salinas, University of Texas at San Antonio

**Room Arrangements:** Carol Ann Britt, San Antonio College

**Registration:** Camille Langston, St. Mary's University

**Exhibits:** Drew Loewe, Carlos Salinas, University of Texas at San Antonio

**Special Events (James Berlin Walk/Run):** Judith Gardner, University of Texas at San Antonio

## CCCC PAST CHAIRS

1949	John C. Gerber*	1977	Richard Lloyd-Jones
1950	John C. Gerber*	1978	Vivian I. Davis
1951	George S. Wykoff*	1979	William F. Irmscher
1952	Harold B. Allen*	1980	Frank D'Angelo
1953	Karl W. Dykema*	1981	Lynn Quitman Troyka
1954	T. A. Barnhart*	1982	James Lee Hill
1955	Jerome W. Archer	1983	Donald C. Stewart*
1956	Irwin Griggs*	1984	Rosentene B. Purnell
1957	Francis Shoemaker	1985	Maxine Hairston
1958	Robert E. Tuttle	1986	Lee Odell
1959	Albert R. Kitzhaber	1987	Miriam T. Chaplin
1960	Glen Leggett*	1988	David Bartholomae
1961	Erwin R. Steinberg	1989	Andrea A. Lunsford
1962	Francis E. Bowman	1990	Jane E. Peterson
1963	Priscilla Tyler*	1991	Donald McQuade
1964	Robert M. Gorrell	1992	William W. Cook
1965	Richard S. Beal*	1993	Anne Ruggles Gere
1966	Gordon Wilson*	1994	Lillian Bridwell-Bowles
1967	Richard Braddock*	1995	Jacqueline Jones Royster
1968	Dudley Bailey*	1996	Lester Faigley
1969	Wallace W. Douglas*	1997	Nell Ann Pickett
1970	Ronald E. Freeman*	1998	Cynthia L. Selfe
1971	Edward P. J. Corbett*	1999	Victor Villanueva, Jr.
1972	Elisabeth McPherson*	2000	Keith Gilyard
1973	James D. Barry*	2001	Wendy Bishop*
1974	Richard L. Larson	2002	John Lovas
1975	Lionel R. Sharp	2003	Shirley Wilson Logan
1976	Marianna W. Davis		*Deceased



**2004 EXHIBITORS, San Antonio, TX  
March 24–27, 2004**

**Booth Numbers**

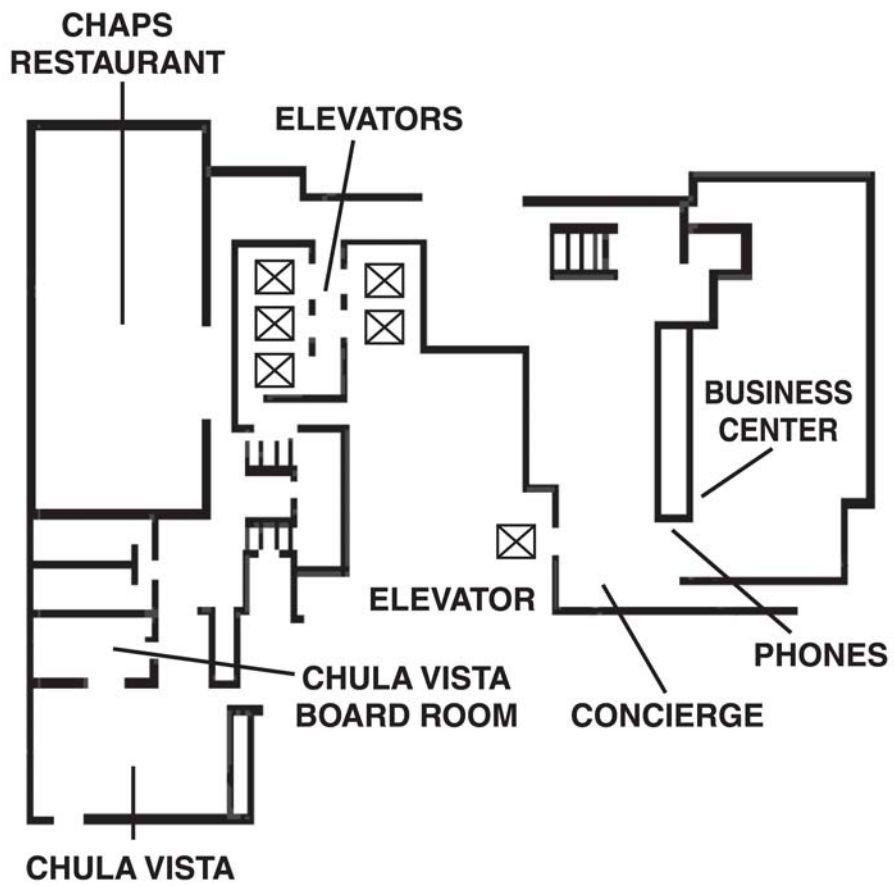
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ATTW
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Progressive SIG/Caucus Coalition
Rhetoric and Composition Editors
Rhetoricians for Peace
Writing Program Administrators

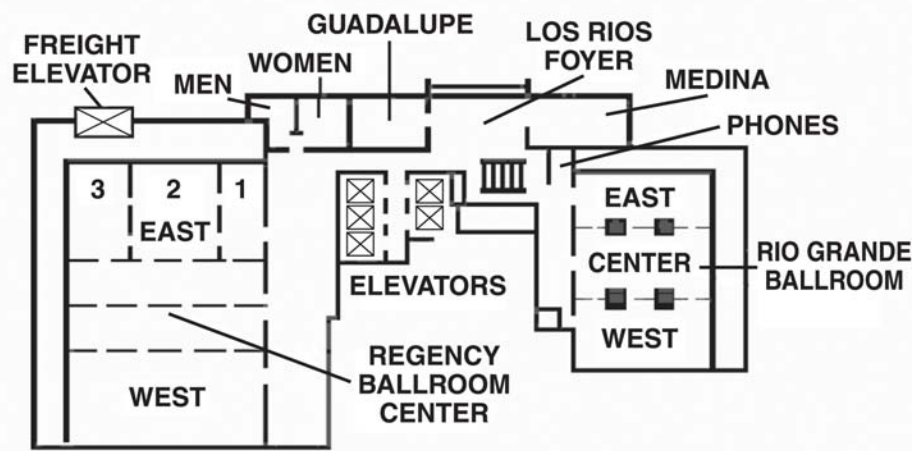
# Map of Hyatt San Antonio

## Lobby Level

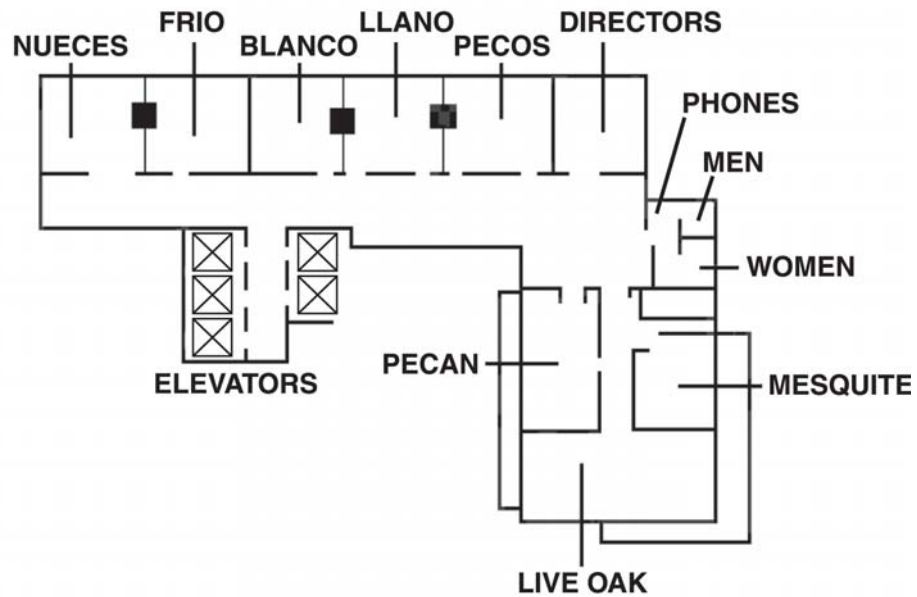


# Map of Hyatt San Antonio

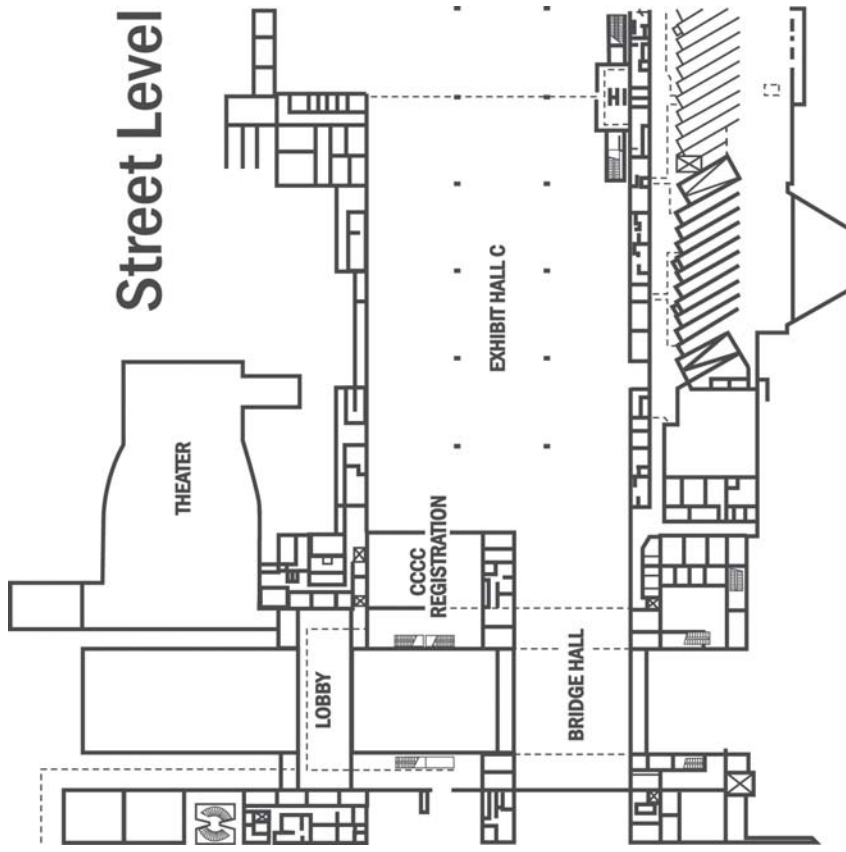
## 2nd Floor, B Level



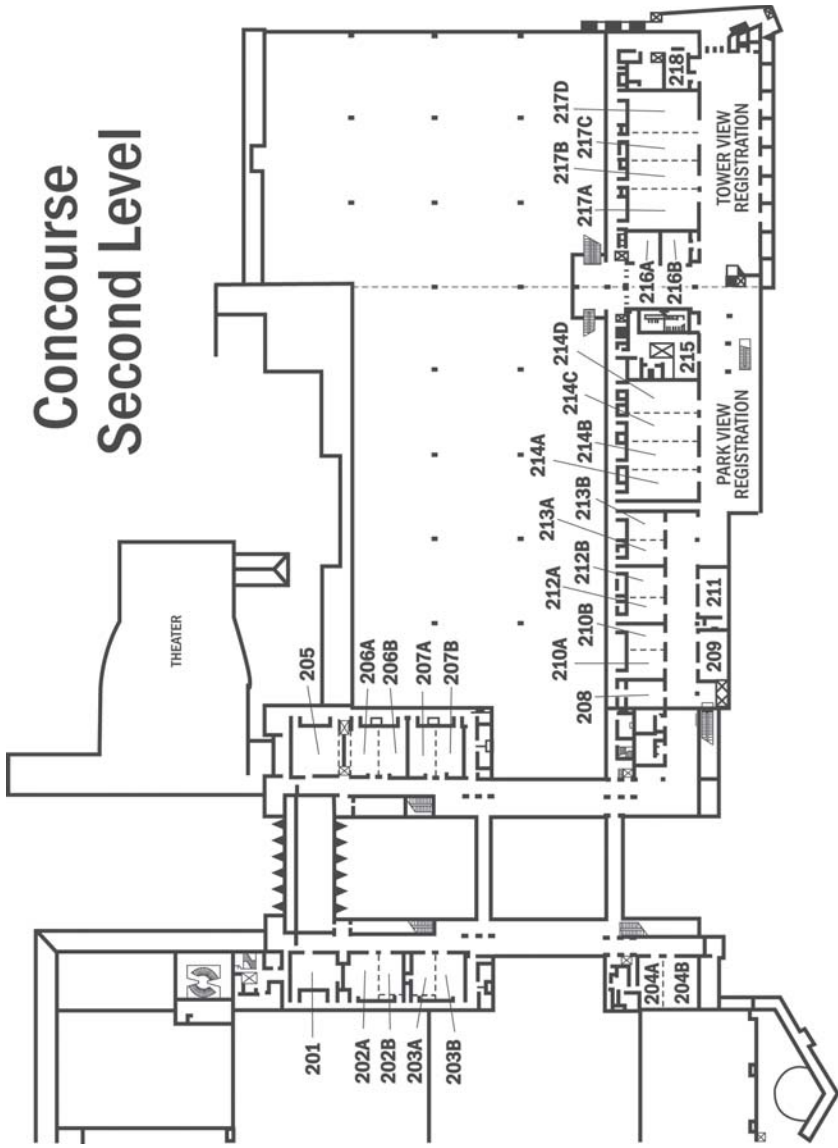
## 3rd Floor, A Level



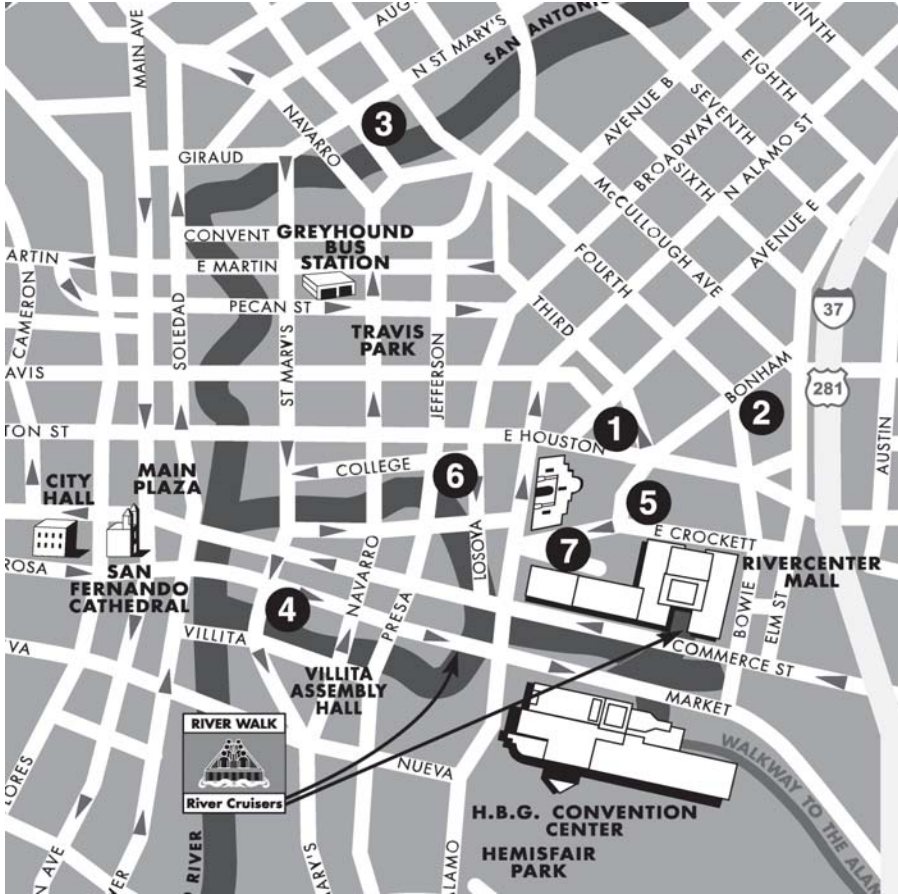
# Henry B. Gonzalez Convention Center



# Henry B. Gonzalez Convention Center



# Map of Downtown San Antonio



CCCC CONVENTION  
SAN ANTONIO, TEXAS



## INDEX OF PARTICIPANTS

Letter–number combinations after names indicate sessions. Special Interest Groups on Thursday, 6:30 p.m.–7:30 p.m. are coded TSIG, and those on Friday, 6:30 p.m.–7:30 p.m. are coded FSIG. Full-Day Workshops on Wednesday, 9:00 a.m.–5:00 p.m. are coded W; Half-Day Workshops on Wednesday, 1:30 p.m.–5:00 p.m. are coded MW, AW, and Half-Day Workshops on Saturday, 2:00 p.m.–5:30 p.m. are coded SW.

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Alberti, John:	D 05	Armbruster, Karla:	B36, FSIG 08
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Albrecht, Lisa:	F 36	Arnett, Jonathan:	L 25
Alexander, Jonathan:	B 11, C 15, PSIG 1	Arola, Jill:	K 17
Alexander, Kara Poe:	N 15	Arola, Kristin:	L 26
Aley, Shelley:	H 14	Aronson, Anne:	B 31
Alfano, Christine:	L 32	Arraez, Corinne:	G 13, J 27
Alford, Barry:	O 11	Arrington, Phillip:	A 08
Alford, Elisabeth M.:	I 07	Artze-Vega, Isis:	H 19
Ali, Kazim:	B 28	Arzt, Judy:	FSIG 15, K 37 Intellectual Property Caucus, W 3
Alise, Kimberly:	W 7	Atkins, Anthony:	H 12, RN 1
Allbaugh, Thomas:	E 08	Atwill, Janet:	E 27
Allen, Doree:	G 13	August, Bonne:	FSIG 19, W 4
Allen, Jo:	TSIG 13	Austin, Carolyn:	I 31
Allen, Sarah:	D 21	Austin, Wendy:	MW 1, Intellectual Property Caucus
Allison, Libby:	D 32	Autrey, Ken:	H 15
Almon, Cate:	B 13	Avila, JuliAnna:	O 16
Alsop, Janet:	E 36, TSIG 25	Axelrod, Rise B.:	RN 1
Alvarez, Deborah M.:	SW 09	Azeri, Onur:	I 25
Alvine, Lynne:	K 16		

**B**

Baake, Ken:	N 16	Bazerman, Charles:	AW 06, DP 1, K 15, RN 1
Babione, Alexandra:	L 28	Bean, Janet:	C 09
Baca, Damian:	E 25, L 24	Bean, John:	W 6
Baca, Jimmy Santiago:	PSIG 1, I 37	Beaufort, Anne:	D 22
Baca, Kathleen:	FSIG 19, W 4	Beckett, Diana:	K 18, SW 11
Baecker, Diann L.:	M 34	Becnel, Kim:	F 19
Bailin, Debra:	RN 1	Beech, Jennifer:	AW 10, C 30
Bain, Justin:	C 24	Beetner, Serena:	F 09
Baines, Lawrence:	O 05	Bekins, Linn:	M 02
Bair Van Dam, Cynthia:	F 15	Belanger, Kelly:	A 03, TSIG 12
Baird, Lisa:	C 34	Bell, Barbara:	C 33
Baker, Edith:	F 14	Bell, Diana:	J 11
Baker, Lori:	W 5	Belleau, Leisa:	D 33
Baker, Tracey:	AW 07, M.28	Bencich, Carole:	E 01
Baland, Eileen:	RN 1	Bennett, B Cole:	L 01, TSIG 16
Baldwin, Doug:	J 30	Benninghoff, Steve:	C 08
Baldwin, Patty:	H 29	Benson, Philippa:	H 21
Ball, Cheryl E.:	D 31	Benton, Michael:	B 18
Ball, Kevin:	B 33	Berggren, Anne:	RN 1
Ballenger, Bruce:	H 33, J 18, W 2	Bergmann, Linda:	A 03, W 3, Intellectual Property Caucus
Ballif, Michelle:	E 31	Berkland, Mara:	M 02
Banerjee, Purna:	C 34	Bernhardt, Stephen A:	K 31
Banks, William:	TSIG 01	Bernstein, Sonia:	G 20
Banning, Marlia:	AW 06, G 27	Bernstein, Susan Naomi:	FSIG 19, M 15, W 4
Barak, Julie:	G 07	Betancourt, Andrea:	J 07
Barber, John:	F 16, RN 1	Betz, Renee:	SW 06
Barbier, Stuart:	O 07	Binkley, Roberta:	M 07
Barker, Ellen:	SW 10	Binns, Donna:	O 05
Barnard, Ian:	M 23	Biral, Robert:	G 09
Barnhisel, Greg:	I 29	Bird, Barbara:	Intellectual Property Caucus
Barnhouse, Sandra:	C 36	Bird, Penny:	E 17
Baron, Dennis:	D 36, Featured Session E	Biser, Eileen:	E 24
Barrett, Siobhan:	C 28	Bishop, Karen:	AW 07
Barrios, Barclay:	F 07, FSIG 16, MW 1	Bivens-Tatum, Jennifer:	J 30
Barron, Nancy:	E 05	Bizup, Joseph:	F 05
Barry, Beth:	I 31	Bizzaro, Patrick:	D 01
Barry, Nancy:	B 08	Bizzaro, Resa Crane:	D 01, FSIG 04
Bartholomae, David:	D 02	Bjork, Olin:	E 20
Bartlett, Laura:	L 11	Black, Laurel:	N 01
Barton, Ellen:	A 06, M 09	Blackburn-Brockman, Elizabeth:	TSIG 25
Barton, Matt:	J 16	Blackmon, Samantha:	H 11, K.15
Basseches, Michael:	E 19	Blair, Kristine:	J 28
Bateman, Eric:	D 27	Blair, Kristine L.:	SW 09
Batschelet, Margaret:	D 30	Blakeslee, Ann:	B 31, K 20, TSIG 13
Batt, Tom:	G 24	Blakesley, David:	K 34, RN 1, TSIG 06
Bauer, Holly:	K 08	Blalock, Glenn:	AW 06
Bauman, Emily:	I 26	Bland, Janet:	A 21
Bawarshi, Anis:	E 27	Blankenship, Kala:	K 30
Baxter, Dave:	K 09		
Bay, Jennifer:	MW 1		



Cahill, William:	I 09, J.01	Ching, Stuart:	C 21
Cain, Kathleen:	W 3	Chiseri-Strater, Elizabeth:	H 33
Cain, Mary Ann:	AW 06,	Chisholm, Julie:	D 08
Featured Session F, TSIG 19		Cho, Jai Hee:	G 26
Cairns, Rhoda:	O 27	Chodan, Ross:	G 12
Calendrillo, Linda:	W 5	Chong, Alan:	A 07
Camp, Heather:	L 20	Choseed, Malkiel:	I 26
Campbell, James Darrin:	F 11	Chrisman, Wendy:	E 28
Canagarajah, A. Suresh:	Featured	Cisneros, Sandra:	Featured
Session L		Session C	
Capossela, Toni Lee:	L 07	Clark, Gregory:	AW 04, RN 1
Carbone, Nick:	I 18	Clark, Irene:	D 35
Cardenas, Diana:	B 17	Clark, Jessica:	M 19, W 3
Carey Eldred, Janet:	M 25	Clark Simon, Julie:	I 17
Carithers, Cheryl:	C 03	Clarke, Kalo:	H 32
Carithers, David:	H 02	Clary-Lemon, Jennifer:	J 31, M 27
Carnegie, Teena A.M.:	M 06	Clauss, Patrick:	K 33
Carney, Deirdre:	G 12	Clay, Whitney:	H 29
Carney, William:	L 25	Clayton, Maria:	N 20
Carpenter, Harrison:	G 12	Claywell, Gina:	M 33
Carpenter, Rick:	F 02	Clemens, Tom:	W 6
Carrick, Tracy Hamler:	C 24	Clemens Fox, Regina:	B 29
Carroll, Beth:	J 15	Clogg, Geoffrey:	RN 1
Carroll, Jeffrey:	I 35	Cogdill, Sharon:	J 22
Carroll, Laura:	L 01, W 7	Cogie, Jane:	O 28
Carroll, William:	L 01	Colatosti, Camille:	TSIG 12
Carter, Karen:	M 12	Coleman, Thereisa:	J 10
Carter, Michael:	H 21	Collings, Rosalyn:	E 29
Carter, Shannon:	H 16	Collins, Daniel:	B 36
Carter, Temeka:	H 02	Collins, Judith:	A 05
Carter, Terry:	G 18	Collins Harms, Patricia:	L 12
Carter-Tod, Sheila:	D 21	Colomb, Greg:	D 36
Casey, Moira:	K 25	Comas, James:	J 25
Casey, Paul:	G 21	Comer, Denise:	K 01
Cassell, Marcia:	L 02	Comfort, Juanita:	I 32
Cassorla, Leah:	G 23	Comstock, Michelle:	Featured
Catalano, Tim:	K 33	Session F	
Catalini, John:	E 09	Conard-Salvo, Tammy:	I 17
Cauthen, Randolph:	AW 06, K 12,	Concannon, Kelly:	L 32
MW 1		Condal, Elizabeth:	K 28
Cayton, Mary:	O 17	Condon, Bill:	K 37
Chadwick, Marjorie:	D 08	Condon, Frankie:	A 10, MW 4,
Chamberlain, Teggin:	D 21	W 2	
Chandler, Sally:	W 7	Condon, William:	E 04
Chapman, Iris:	N 13	Condran, Jeffrey:	M 20
Charney, Davida:	A 06	Connal, Louise Rodriguez:	MW 4, AW 06,
Cheng-Levine, Jia-Yi:	O 18	A 10	
Chenoweth, Ann:	M 10	Constantinides, Helen:	F 28
Cherame, Deany:	B 35, TSIG 01	Conway, Glenda:	E 16
Cherciu, Lucia:	H 31	Cook, Bill:	L 35
Chiang, Yuet-Sim D.:	B 05	Cook, Devan:	E 15
Childers, Amy:	W 7	Cooke, Janice:	SW 10
Childers, Pamela:	E 16, FSIG 06,	Cooke, Lynne:	L 03
G 06		Cooper, Barbara:	K 22
Ching, Kory:	J 33, SW 08		

Cooper, Marilyn: I 12, K 23,  
F 36, TSIG 02  
Coppock, Phil: B 12  
Corbett, Nancy: H 31  
Corey, Jean: N 13  
Corrigan, Dagmar: B 17  
Corso, Gail Shanley: L 16  
Cortez Walden, Lisa: B 01  
Costino, Kim: TSIG 09, O15  
Courington, Chella: C 33  
Courtney, Jennifer: N 22  
Couture, Barbara: G 29  
Covino, William: G 29  
Cox, Cynthia: B 07  
Cox, Michelle: SW 11  
Coxwell Teague, Deborah: MW 2, F 08,  
F 36  
Cramer, Peter: G 16  
Crawford, Ilene: F 13  
Crawford, MaryAnn: TSIG 04  
Creighton, Jane: I 34  
Cripps, Michael: F 18  
Crisco, Virginia: G 02  
Crockett, Lynne: F 27  
Cross, Geoffrey: RN 1  
Cross, Michelle: B 15  
Crouch, Mary Kay: J 21  
Crow, Angela: A 09  
Crowell, Ellen: N 09  
Crusan, Deborah: MW 6, SW 11  
Cubbison, Laurie: B 10, MW 2  
Cucciarre, Christine: H 24  
Cullen, Thom: M 31  
Cullick, Jonathan: D 05  
Curtin, Elizabeth: L 33  
Curtis, Marcia: MW 3  
Cushman, Ellen: AW 01,  
Featured Session N  
Custer, Kelli: N 24

## D

Daiker, Donald: N 20  
Dalhoon-Dilahunt, Carolyn: TSIG 08  
Daly Goggin, Maureen: M 13  
Dangler, Douglas: K 11  
Daniel, Sharan L.: K 04  
Danielewicz, Jane: B 22  
Daniell, Beth: C 18, FSIG 22,  
H 10, M 25  
Danko, Nita: W 3  
DaPra, Rebecca: M 02  
DasBender, Gita: A 14, TSIG 25  
Dasenbrock, Reed Way: G 29  
Dasler Johnson, Wendy: D 24

Dautermann, Jennie: W 5  
Davidson, Sarah E: F 17  
Davis, Diane: I 23  
Davis, Kim: M 09  
Davis, Marilyn: O 17  
Davis, Robert: E 22  
Day, Kami: A 10, MW 4  
Day, Michael: B 21, FSI 26  
Day, Rebecca: L 08, W 3  
Dayton, Amy: B 04  
De Pew, Kevin Eric: TSIG 09  
De Roche, Linda: SW 10  
Dean, Chris: B 11  
Dean, Darlene: FSIG 25  
Dean, Deborah: E 17  
Deans, Tom: F 25, N 08  
DeBaise, Janine: TSIG 19, W 7  
Dedo, David: E 12  
DeGenaro, William: K 25  
DeJaynes, Tiffany: B 25  
DeJoy, Nancy: F 24  
DeKay, Sam: L 03  
Delagrang, Susan: I 30  
Delamer, Patricia: W 3  
Delaney, Laurie: TSIG 07  
Delli Carpini, Dominic: F 26, FSIG 10,  
H 18  
Delli Carpini, Michael: F 26  
DeLucia, JoEllen: J 34  
Deo, Veena: I 27  
DePeter, Ronald: M 35  
DePew, Kevin Eric: RN 1,  
TSIG 09  
DeRosa, Susan: I 21  
DeSimone, Randy: C.06  
Desser, Daphne: C 21, FSI.01  
Dessommes, Nancy: K 05  
Detweiler, Jane: TSIG 21  
DeVito, Theresa: C 05  
Devitt, Amy: B 25, M 18  
Dew, Debra: TSIG 20  
Dewar, Tim: C 12  
DeWitt, Scott Lloyd: K 11, Featured  
Session N  
Diab, Rasha: L 06  
Diamond, George: F 16  
Diamond, Suzanne: B 33  
Dickey, Stephanie: O 06  
Dickson, Chidsey: MW 2  
DiGrazia, Jennifer: MW 3  
Dilger, Bradley: C 14  
Dilks, Stephen: B 09  
DiMarzio, Esther: G 05  
Dinitz, Sue: G 23

Diogenes, Marvin:	E 12, Humor
Night, J 09, K 37	
Dively, Ronda Leathers:	K 31
Dixon, Terrell:	FSIG 08
Dobrin, Sidney:	FSIG 08
Dobyns, Ann:	A 21, FSIG 11
Dolan, Sandy:	K 26
Dolmage, Jay:	I 36
Donaghy, John:	L 35
Donahue, Tiane:	H 32, J 25
Donawerth, Jane:	D 24
Donehower, Kim:	K 35
Donnelli, Emily:	B 25
Donnelly, Michael:	O 04
Dooley, Amy M.:	H 25
Dornink, Lynn:	H 32
Dornsife, Rob:	B 27
Doud, Elizabeth:	H 19
Dowdey, Diane:	W 3
Downer, Christa J.:	H 25
Downs, Douglas:	K 14, RN 1
Dozier, Kimberly S.:	TSIG 14
Dragga, Sam:	G 21
Drake-Walker, Carla:	K 03
Draper, Virginia:	MW 2
Dryer, Dylan:	E 33
Dubinsky, James:	RN 1, M 05, TSIG 13
Duboise, Delores:	RN 1
Duckart, Tracy:	O 10
Dudden Rowlands, Kathleen:	E 01
Duffey, Suellynn:	N 18
Duffy, Cheryl:	TSIG 16
Duffy, John:	AW 06, I 21
Duffy, Keith:	W 2, D 10
Dunbar-Odom, Donna:	O 01, TSIG 25
Duncan-Andrade, Jeffrey:	J 17
Dunckel, Ramona:	H 24
Dunn, Chris:	J 19
Dunn, Patricia:	H 03, TSIG 25
Dunn, Jr., John:	I 02
Durgin, Allen:	K 36
Dush, Lisa:	L13
Dyer, Patricia:	W 3

## E

Eberly, Rosa:	C 01, I 23
Eble, Michelle:	L 04
Eckard, Sandra:	C 19
Eddy, Robert:	C 09
Ede, Lisa:	D 19
Edgehouse, Steve:	AW 10
Edgington, Anthony:	E 35
Edwards, Michael:	MW 3

Egerton, Jodi:	D 14
Eidman-Aadahl, Elyse:	C 28, H 13, TSIG 23
Elbow, Peter:	A 10, C 09, N 33, TSIG 04
Eliason, John:	L 31
Ellis, Erik:	J 36
Ellis, Lindsay:	D 25
Elrod, Anne:	C 12
Ely, M. Lynda:	W 7
Emmons, Kimberly:	F 04
Enchelmayer, Ernest:	G 17
Endres, Bill:	E 33
Endres, William:	AW 04
Enelow, James:	M 04
Eng, Joseph:	MW 2
Enos, Richard:	M 07
Enos, Theresa:	DP 1, RN 1
Eodice, Michele:	B 25
Erath, Shane Padraic:	F 11
Ericsson, Patricia:	B 21
Ervin, Chris:	TSIG 11
Ervin, Christopher:	E 35
Ervin, Elizabeth:	O 12
Espinosa-Aguilar, Amanda:	H 19, L 31
Estrem, Heidi:	B 31, MW 2, TSIG 25
Evans, Ellen:	E 33
Evans, Kathryn:	J 33, SW 08
Evertz, Kathy:	L 14
Evia, Carlos:	A 16
Eyman, Doug:	RN 1, D 31

## F

Faber, Brenton:	E 10, M 02
Faenger, Amy:	AW 02
Faery, Rebecca:	FSIG 20
Faigley, Lester:	G 15, I 12
Fanning, Susan:	K 21
Farbman, Evelyn:	C 05
Farkas, Kerrie:	C 19
Farmer, Anne:	M 18
Farmer, Frank:	RN 1
Farris, Christine:	J 34
Farris, Sara:	B 32
Fay, Susan:	I 21
Fehler, Brian:	C 34
Fendley, Kimber:	K 32
Ferdinandt, Amy:	M 19, W 3
Fernheimer, Janice:	N 09
Ferruci, Stephen:	I 21
Ferstle, Thomas:	RN 1
Fester, Heather:	H 24

Fields, Cheryl: Session E	Featured
Fike, Darrell:	E 15
Filling, Michelle:	B 19
Fink, Inge:	SW 10
Fiorelli, Katherine:	L 32
Fischer, Katherine:	TSIG 10
Fishman, Jenn:	FSIG 25, J 27
Fishman, Stephen M.:	D 22, TSIG 27
Fishman, Teresa (Teddi):	J 12
Fitts, Karen:	M 26
Fitzgerald, Kathryn:	D 04, W 6
Fitzgerald, Lauren:	W 3
Fitzgerald, Sallyanne: Featured Session J, W 4	FSIG 19,
Fitzgerald, William:	RN 1
Fitzpatrick, Maureen:	G 14
Fleckenstein, Kristie:	L 05, RN 1
Fleming, David:	L 06, TSIG 12
Fleming, Rebecca:	O 27
Flinn, Richard:	G 09
Flores, Mary:	L 16
Flynn, Elizabeth: Session G	Featured
Fontaine, Sheryl:	L 23
Ford, Dwedor:	M 29
Ford, Julie Dyke:	K 31
Ford, Michele:	M 08
Formo, Dawn:	RN 1, I.13
Fosen, Chris:	B 12, FSIG 16
Foster, Helen:	O 21
Fountain, T. Kenny:	W 3
Fountaine, Tim:	N 21
Fox, Bess:	M 25
Fox, Helen:	J 10
Fox, Jeanna:	G 20
Fox, Patricia:	O 09, TSIG 12
Fox, Stephen L.:	M 16
Fox, Tom:	C 28, TSIG 23
Frank, Johanna:	J 34
Franquiz, Maria E.:	B 01
Fredericksen, Elaine:	A 02
Freed, Richard:	TSIG 26
Freedman, Diane:	N 28
Freeland, Betty:	K 32
Freeman, Jane:	A 07
Freisinger, Randall:	M 01
French, Mary:	F 31
Frick, Jane:	SW 06
Fricke, Elizabeth:	J 07
Friedlander, Alexander:	F 25
Friedman, Dina:	E 09
Friend, Christy:	F 19, G 18
Frisicaro, Erica:	F 24

Fulkerson, Richard: Session D, H 09	Featured
Fulwiler, Megan:	G 20
Fulwiler, Toby: FSIG 06, M 01	

## G

Gabor, Catherine: TSIG 16	I 19, RN 1,
Gaillet, Lynée:	L 04
Galín, Jeffrey: Intellectual Property Caucus, O 20	G 02,
Gallagher, Chris:	D 34
Gannett, Cinthia:	SW 07
Garbett, Matthew:	L 18
Garceau, Jeannette:	O 02
Garcia, Mike:	A 12
Garrett, Chad:	K 19
Garrett, Paula:	B 08
Garrett-Petts, Will:	FSIG 14
Garrison, Matthew:	L 11
Gates, Julie:	F 12
Gates, Pamela:	SW 04
Gatto, Roseanne:	AW 01
Gaughan, Frank:	C 26
Gautreaux, Gabrielle:	SW 10
Gavaskar, Vandana: W 7	M 23, SW 03,
Gebhardt, Richard:	TSIG 20
Gehr, Kathy:	C 32
Geisler, Cheryl:	FSIG 18, G 16
Geissler, Kathleen:	F 12
Geller Anne Ellen:	W.3
Genyuk, Radmila:	F 27
George, Ann: TSIG 06	RN 1,
George, Diana: Session L, I 12	Featured
Gerald, Amy Spangler:	I 28
Gere, Anne Ruggles: D 25, FSIG 22, H 10	B 34, C 21,
Gibbs, Sandra E.:	FSIG 05
Giberson, Gregory:	MW 5, A 13
Gibson, Joanna:	I 18
Gibson, Teresa:	H 15
Giddens, Elizabeth:	G 22
Giles, Sandra:	D 17
Gilfus, Jonna:	C 24
Gillam, Alice:	J 02, N 04
Gillam, Ken:	D 20
Gillespie, Paula:	I 11
Gillis, Kathleen:	G 25
Giltrow, Janet:	I 03
Gilyard, Keith:	D 13, F 36

Giovanielli, Tina:	F 06	Groden, Suzy:	SW 06
Given, Michael:	K 29	Gross, Monika:	G 14
Glade, Fiona:	L 31	Gruber, Sibylle:	E 05
Glau, Greg:	FSIG 19, W 4	Gu, Baotong:	D 12
Gleason, Barbara:	AW 03, O 09, TSIG 12, W 4	Guignard, Jimmy:	C 31
Glenn, Cheryl:	D 19	Gunner, Jeanne:	Featured Session D, L 11
Goggin, Peter:	A 17	Gurak, Laura:	E 26, Intellectual Property Caucus
Gold, David:	H 07	Guy Jr., Alfred E.:	J 03
Goldberg, Barbara:	O 10	Guzy, Annmarie:	I 36
Goldberg, Wendy:	G 13, TSIG 03, W 3	Gwyn, Betsy:	A 21, FSIG 11
Golden, Paullett:	F 05		
Goldfine, Ruth:	O 19	<b>H</b>	
Goldthwaite, Melissa:	C 10, FSIG 20	Haas, Christina:	N 23, RN 1
Goleman, Judith:	K 15	Haas, Kurt:	G 07
Golemon, Pat:	C 07	Hackelton, Devon:	D 35
Gomrad, Mary Ellen:	C 04	Haeefe, Lisa:	K 04
Goncalves, Zan:	A 10, MW 4	Halasek, Kay:	B 04
Gong, Gwendolyn:	G 21, Intellectual Property Caucus	Hall, Darryl:	I 10
Gonzalez, Angela:	RN1	Hall, Emily:	F 29
Gonzalez, Susana:	D 29	Hall, Helena:	O 24
Goodburn, Amy:	G 03	Hall, James Allen:	B.23
Goodman, Gary Sue:	W 6	Hall, Katherine:	O 03
Gordon, Jay:	C 08	Hall, Matt:	O.08
Gorelick, Risa:	H 04, RN 1, TSIG 16	Hall, R. Mark:	B 16
Gorkemli, Serkan:	B 05, W 3, RN 1	Hallenbeck, Sarah:	H 17
Gos, Michael:	Featured Session J	Hallet, Mary:	J 24
Gottschalk, Katherine:	AW 05	Halloran, S. Michael:	AW 04
Gouge, Catherine:	G 27	Halpern, Faye:	C 35
Grabau, Tarez:	G 02	Halsey, Richard:	RN 1
Graber, Elizabeth:	I 20	Hamai, Nichole:	C 32
Grabill, Jeff:	G 28	Hamel, Chris:	K 32
Grace, Susan:	E 21	Hamilton, Barbara:	B.30
Graff, Harvey J.:	Featured Session H	Hamilton, William:	L 07
Grant, David:	L 06	Hammer, Bradley:	K 01
Grant-Davie, Keith:	E 33	Hammond, Jennifer:	K 28
Grantham, Shelby:	L 35	Hancock, Craig:	J 04
Graves, Heather:	E 30, FSIG 14	Hanrahan, Heidi:	L 22
Gray, Peter:	B 26	Hansen, Rick:	L 15
Green, Ann:	C 02, M 15	Hanson, Linda:	J 22
Green, Shawna:	E 23	Hanstedt, Paul:	B 08, FSIG 10
Greenblatt, Theo:	G 09	Hara, Billie:	C 03
Greer, Jane:	B 04	Hardin, Joe:	F 11, M 35, RN1
Grego, Rhonda:	C 09	Harding, Joe Marshall:	RN 1
Gresham, Gwen:	C 13, K 22	Harker, Jaime:	K 16
Gresham, Morgan:	J 12	Harkin, Patricia:	Featured Session G, MW 5
Greyser, Naomi:	W 7	Harrell, Christine:	K 02
Grigar, Dene:	F 16	Harrington, Dana:	C 20
Grimm, Nancy:	K 17	Harrington, Susan Marie:	K 37, M 16, FSIG 19, W 4
		Harris, Benjamin:	C 29



Harris, Cheryl:	K 19	Herring, Pamela:	G 22
Harris, Christopher S.:	SW 09	Herrington, Anne:	E 14
Harris, Joseph:	AW 05, F 18	Herrington, TyAnna:	Intellectual
Harris, Rochelle:	M 31	Property Caucus	
Harrison, Connie:	O 09, TSIG 12	Herrmann, Andrea:	FSIG 08, K 19
Harrison, Sharon:	M 32	Herschel, John:	K 08
Hart, Diane:	N 22	Herstad, Scott:	G 08
Harvey, Gordon:	AW 05, C 35	Hesford, Wendy:	W 7, AW 02,
Harvey, Roberta:	I 22	I 30	
Hasbrook, Melissa:	N 17, TSIG 24	Hess, Marlene:	N 07
Hass, Mark:	FSIG 22	Hesse, Doug:	F 36, L 36
Hastings, Phyllis:	O 03	Hessler, H. Brooke:	F 35, FSIG 15
Haswell, Janis:	M 34	Hesson, Angela:	D 05
Haswell, Richard:	K 01, K 37	Hester, Vickie:	H 34
Hatch, Gary:	E 17	Hetrick, Judi:	K 10
Hatmaker, Elizabeth:	G 08	Hewett, Beth:	O 07
Hauck, Kristen:	B 13, RN 1	Hewitt, Janice:	G 22
Haviland, Carol Peterson:	Intellectual	Heyda, John:	K 25
Property Caucus		Heyden, Todd:	TSIG 22
Hawhee, Debra:	B 03, TSIG 06	Heyman, Rich:	D 16
Hawisher, Gail:	D 15, J 35,	Highberg, Nels P:	W 7, D 23
RN 1, Featured Session K, SW 05		Hilger, Christine:	RN 1
Hawkes, Lory:	M 14	Hill, Charles:	N 26
Hawthorne, Joan:	E 13	Hill, Georgina:	FSIG 11,
Hay, Richard:	L 08	TSIG 25	
Hayes, Carol:	C 31	Hill, Matthew:	AW 06, N 21
Hayes, Casey:	M 13	Hillard, Van:	D 28
Haynes, Cynthia:	I 23, RN 1	Hilligoss, Susan:	H 28
Hays, Elaine:	W 3	Hindman, Jane:	N 28
Heckathorn, Amy:	L 23	Hindman, Jane E.:	C 10, PSIG 1
Heckelman, Ronald:	J 08	Hjortshoj, Keith:	AW 05
Heckler, Edward:	H 36	Hoang, Haivan:	Coalition of
Heifferon, Barbara:	F 04, TSIG 15	Women Scholars, K 24	
Heilker, Paul:	D 21	Hobbs, Catherine:	D 24
Heilman, Christine:	AW 10	Hochman, Will:	B 11, TSIG 10,
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Henze, Brent:	M 17	Holinka, Stephanie:	FSIG 16, MW 1
Hepner, Lynn McConnell:	C 04	Hollis, Karyn:	AW 06, F 25
Heredia, Arturo:	K 04	Holloway-Attaway, Lissa:	F 14
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Mao, LuMing:	FSIG 01, H 06	McClure, Randall:	RN 1
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Martin, Mike:	E 06	McDonald, Kim:	SW 10
Martin, Pamela:	W 7	McDoniel, Larry:	J 14, SW 06, W 1
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 Pushman, Erin M.: O 16, TSIG 19

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 Rankin, Deborah: N 10  
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 Reed, Marcie: D 23  
 Regney, Gabrielle: N 29  
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 Reichert Powell, Douglas: D 16  
 Reid, E Shelley: FSIG 11, MW 2  
 Reiff, Mary Jo: E 27  
 Reilly, Colleen: D 31  
 Reimers, Valerie: N 11  
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     FSIG 25  
 Reiss, Donna: M 01  
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Reynolds, Nedra:	D 16	MW 5	
Reynolds, Sandi:	G 21	Rogal, Owen	F 26
Reynolds, Thomas:	FSIG 19, W 4	Rogers, Deanna	O 24
Rhodes, Althea:	D 07	Rogers, Laura:	O 03
Rhodes, Jacqueline:	C 15	Rogers, Lori:	K 17
Rhodes, Keith:	B 20, W 4	Rogers, Scott:	MW 1
Ribble, Marcia:	B 20	Rohan, Liz:	H 26
Rice, Jeff:	C 14	Rollins, Brooke:	D 21
Rice, Rich:	I 18	Romano, Susan:	B 02
Rice, Shawn:	G 15	Romberger, Julia:	F 17
Richards, Anne:	AW 06	Ronald, Kate:	F 03
Richards, Heather:	I 09	Roorda, Randall:	B 18, FSIG 08,
Richards, Rose:	AW 09	E 02	
Richards-Slaughter, Shannon:	I 06	Root, Robert:	F 01
Richardson, Elaine:	E 29, I 24	Roozen, Kevin:	D 15
Richardson, Jennifer:	M 21	Rose, Jeanne:	A 20
Richardson, Leslie:	I 33	Rose, Shirley K:	H 09, SW 07
Richardson, Malcolm:	K 20	Rosenberg, Heidi D.:	RN 1
Richardson, Mark:	N 18	Rosenberg, Lauren:	MW 3
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Riddle, Maureen:	L 13	Ross, Christine:	O 28
Rigby, Dale:	D 17	Ross, Lawrence:	G 15
Riley Campbell, Jennifer:	TSIG 22	Rossen-Knill, Deborah:	F 06
Ritchie, Joy:	F 34	Rossi, Michael:	W 3
Ritter, Jennifer:	W 3	Rossini, Carol:	I 18
Ritter, Kelly:	B 15, N 24	Ross-Suits, Hannah:	O 08
Rizzo, Therese:	B 19	Roswell, Barbara:	H 04
Robbins, Sarah:	H 13	Rothermel, Beth Ann:	E 14
Roberts, Kelly Morris:	D 18	Rovasio, Mike:	N 05
Roberts, Leslie:	C 13	Rowan, Karen:	TSIG 21
Roberts-Miller, Patricia:	H 07	Rowe, Karen:	H 24
Robertson, Alice:	W 7	Rowse, Elizabeth:	M 18
Robertson, Elizabeth:	D 06	Royer, Dan:	K 37, TSIG 18
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Robideaux, Sharon:	D 18	Rozema, Robert:	TSIG 25
Robillard, Amy:	N 28	Rubel, Linda:	E 24
Robinson, Julie:	M 29	Rudnitsky, Lexi:	D 07
Robinson, Rashid:	D 15	Rudy, Jill:	I 08
Rochelle, Warren:	H 07	Ruetenik, Bridget Fahey:	E 34
Rockwell, Dianna:	D 09	Ruff, Nancy:	L 28
Rodby, Judith:	C 28	Ruffus, Stephen:	D 04
Rodieck, Nahal:	RN 1	Ruiz, Iris:	L 15
Rodrigo, Shelley:	D 26, MW 5,	Rupiper Taggart, Amy:	FSIG 15, L 17
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 Saldana, Rene: H 30  
 Salem, Lori: O 28  
 Salinas, Carlos: D 30  
 Salley, Witt: C 22  
 Salrin, Jennifer: J 34  
 Salvatori, Mariolina: D 02,  
     Featured Session G  
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     Session M  
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 Sansevere, Samantha: K 13  
 Santa, Tracy: I 20  
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 Sayer, James: I 16  
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     Session D  
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 Schryer, Catherine: I 03  
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 Schuster, Charles: C 25, J 02  
 Schwab, Jane: L 34  
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     Session G  
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 Scott, Ron: K 09  
 Scott, Tony: L 11  
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 Seagrave, Pia: FSIG 24,  
     SW 02, W 7  
 Sealey-Ruiz, Yolanda: D 09, TSIG 12  
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 Selber, Stuart: G 28, L 09  
 Selfe, Cynthia L.: Coalition of  
     Women Scholars, D 31, J 35, N 23,  
     RN 1, SW 05  
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 Selting, Bonita R.: RN 1  
 Severino, Carol: F 29, SW 11  
 Sewell, Donna: G 23  
 Shadle, Mark: E 22  
 Shamoon, Linda: FSIG 15, G 24  
 Shapiro, Herbert: AW 03,  
     TSIG 12  
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 Sharer, Wendy: M 17  
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 Shiflet, E. Stone: W 3  
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 Shipka, Jody: M 11  
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 Shoheit, Linda: FSIG 06  
 Shor, Ira: AW 10, C 30,  
     O 11, TSIG 24  
 Shouzhao, Hou: G 21  
 Shuck, Gail: SW 11  
 Shultz, Rebekah: SW 09  
 Shultz, Staci: G 01  
 Sidler, Michelle: G 10  
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     FSIG 22  
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     RN 1  
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Skorczewski, Dawn:	K 23	Squitieri, Victor:	C 07
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Sloane, Brenda:	A 02	Staggers, Julie:	O 26
Sloane, Sarah Jane:	B 07	Stalcup, Angela:	M 12
Smart, Juanita:	W 2	Stanley, Jane:	K 18
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Smith, Allison D.:	MW 2	Starkey, David:	E 08, TSIG 10,
Smith, Barbara A.:	W 7	F 36	
Smith, Bonnie:	B 07	Starkey, Sandy:	C 13
Smith, Catherine:	RN 1	Stassen, Ingrid:	AW 09, G 06
Smith, Cheryl:	L 23	Steinberg, Gillian:	W 3
Smith, Cynthia:	K 26	Stelly, Stuart:	H 18
Smith, Daniel:	M 22	Stenberg, Shari:	G 03
Smith, Dina:	B 18	Stephens, Jane:	N 13
Smith, Howard:	H 22	Stephens Williams, Pat:	C 07
Smith, Erin:	L 26	Stephenson, Julie:	H 17
Smith, Ken:	FSIG 16	Sterritt, Tobin:	M 09
Smith, Leonora:	AW 01	Stevens, Scott:	J 08
Smith, Mark:	E 15	Stevens, Sharon:	J 10
Smith, Matt:	W 6	Stevenson, Heidi:	J 08
Smith, Patricia:	D 14	Stewart, Denea:	J 19
Smith, Penny:	K 26	Stewart, Shannon:	I 28
Smith, Rachelle:	F 10	Stillman, Peter:	N 33
Smith, Rise:	O 22	Stilwell, Rosalee:	N 01
Smith, Sue:	M 06	Stine, Linda J.:	M 28
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Smith, Trixie G.:	MW 2	Stoll, Don:	TSIG 25
Smith Rios, Lori:	C 32	Stolley, Karl:	E 34, F 24,
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Sohn, Katherine:	I 20	Strasma, Kip:	M 29, W 1
Solberg, Roger:	G 10	Stratakis-Allen, Sally:	W 3
Solia-Sublette, Cecilia J.:	B 17	Stremlau, Tonya:	FSIG 12, W 7
Solymos, Barbara:	H 18	Strickland, Donna:	L 11
Sommers, Jeff:	K 10	Strickland, Ronald:	J 11
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 Suter, Lisa: G 17  
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 Swanson, Diana: F 07  
 Swarts, Jason: A 04  
 Swavely, Jill: SW 11  
 Swearingen, C. Jan: K 15, M 07  
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 Sweet, Doug: J 01  
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 Sykes, Lynn: W 6  
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 Taylor, Gigi: F 23, W 3  
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 Taylor, Marcy: SW 04  
 Taylor, Rebecca: F 12 W 7  
 Taylor, Summer Smith: N 19  
 Taylor, Tim: B 32  
 Taylor, Todd: L 29  
 Taylor Robertson, Micah: O 11  
 Tebeaux, Elizabeth: K 20  
 Tedrowe, Melissa: F 29  
 Teich, Nathaniel: B 22  
 Terry, Jenna: D 08  
 Thaiss, Chris: FSIG 06, H 01  
 Thaiss, Christopher: B 30  
 Thelin, William: AW 10, C 30  
 Thomas, Ardel: K 36  
 Thomas, Brad: B 27  
 Thompson, Alexander: W 2  
 Thompson, Gary: TSIG 22  
 Thompson, Jayne: W 3  
 Thompson, Lou: N 26  
 Thompson, Nancy: G 18, I 07  
 Thompson, Stella: RN 1  
 Thoune, Darci: A 11  
 Tietge, David: A 01

Tillery, Denise: K 02  
 Tinberg, Howard: D 35, SW 01  
 Tingle, Nicholas: L 05  
 Tinker, John: G 13, TSIG 03,  
 W 3  
 Tirabassi, Katherine: SW 07  
 Tischio, Victoria: I 32  
 Tobin, Lad: F 36, J 18  
 Tomlinson Rustick, Margaret: N 05  
 Torda, Lee: M 08  
 Torres, Belkys: H 19  
 Toscano, Aaron: F 02  
 Toscano, Rose Marie: E 24  
 Tougaw, Jason: H 08  
 Tovey, Janice: M 17  
 Townsend, Martha: F 18, FSIG 06  
 Trachsel, Mary: F 29  
 Trainor, Jennifer: AW 10  
 Trapp, Joonna Smitherman: RN 1  
 Trautrimas, Patricia: E 11  
 Traywick, Deaver: F 19  
 Trent-Williams, Mary Alice: A 01, RN 1  
 Trianosky, Marcy: W 3  
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 Tripp, Anna: I 09  
 Trotochaud, Therese: W 7  
 Troutman, Phillip: D 28  
 Troyka, Lynn Quitman: D 26, W 4  
 Trujillo, Patricia: E 25  
 Trupe, Alice: AW 06  
 Tubbs, Trenton: I 33  
 Tucker, Marcy: FSIG 11  
 Tully, Susan: N 11  
 Tunney, Kathleen: O 27  
 Turkman, Erik: O 08  
 Turner, Sally: F 10  
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 Tweedie, Sanford: A 13

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 Uhlenkott, Linda: I 15  
 Uluave, Luana: RN 1

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Vancza, Valerie:	A 15
Vandenberg, Peter:	J 31, RN 1
Vander Lei, Elizabeth:	FSIG 22, H 10
Varela, Steven:	A 02
Veit, Edward:	H 18
Vidali, Amy:	E 28
Vidovic, Justin:	O 06
Villa, Judith:	N 01
Villanueva, Victor:	F 36
Vitanova, Gergana:	D 29
Vitanza, Victor J:	RN 1, I 23
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Vogel, Elizabeth:	H 02
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Waldrep, Tom:	I 06
Walk, Kerry:	AW 05, J 03
Walker, Janice:	FSIG 25, J 22, RN 1
Walker, Jeffrey:	E 31
Walker, Joyce:	M 11
Walker, Kristin:	RN 1
Walker, Stanwood:	D 14
Wall, Beverly:	FSIG 15
Wall, Susan V.:	J 25
Wallace, David:	B 35, L 05
Waller, Susan:	W 3
Walter, John:	C 19
Walters, Keith:	C 18
Walters, Margaret:	O 19
Walters, Shannon:	B 14
Walts, Rick:	H 06
Wan, Amy:	SW 08
Wang, Xiao:	W 1
Ward, Jeff:	FSIG 16
Wardle, Elizabeth:	B 16
Ware, Karen:	FSIG 11

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Warnock, John:	Featured Session I
Warnock, Scott:	I 18
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Warren, Susan:	E 33, W 3
Warriner, Alison:	N 05
Warwick, Nicole:	FSIG 11
Washburn, Amy:	D 14
Wastal, Carrie:	RN 1, K 08
Watson, Shevaun:	L 21
Webb-Sunderhaus, Sara:	D 23, SW 03, W 7
Webner, James:	B 19
Weeden, Scott:	M 16
Wegner, Peter:	E 05
Weil, Susanne:	E 08
Weiser, Elizabeth:	TSIG 06
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Weisser, Christian:	O 12
Welch, Kathleen Ethel:	C 29, E 26
Welch, Kristen:	A 19
Welch, Nancy:	AW 06, Featured Session F
Weldy, Lance:	F 33
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Wells, Sue:	A 06
Wenig, Joseph:	G 19
Werder, Carmen:	K 37
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Westbrook, Stephen:	D 07
Wheeler, Beth:	D 27
Whelan, Lara:	O 07
Whiddon, Scott:	C 19
Whipple, Bob:	B 27
White, Edward M:	K 37, J 03
White, Jeff:	K 33, MW 1
White, Linda:	O 23
White-Williams, Chantay:	K 03
Whitfield, Pam:	I 28
Whithaus, Carl:	F 17
Whitney, Brenda:	I 26
Whitt, Margaret:	A 21
Wible, Scott:	B 14
Wiemelt, Jeff:	J 04
Wilcox, Rebecca:	N 09
Wiley, Mark:	L 14
Wilhoit, Stephen:	A 03, W 03
Wilkey, Chris:	D 05
Willard-Traub, Margaret:	B 34

William, Tom:	D 09, FSIG 14, TSIG 17	Wu, Hui:	FSIG 01
Williams, Anne:	M 16	Wurr, Adrian:	SW 11
Williams, Bronwyn:	TSIG 22, C 27, J 24	Wyatt, Stacy:	N 14
Williams, Cara:	B 14	Wyle, Susan:	K 26
Williams, Deborah:	I 09	Wysocki, Anne Frances:	C 01, Featured Session N
Williams, James:	J 21		
Williams, Jean:	A 18, J 30	<b>Y</b>	
Williams, Joseph John:	B 06	Yagelski, Robert:	C 02, H 27
Williams, Julia:	A 07, FSIG 13	Yancey, Kathleen Blake:	C 16, F 36, K 34, L 36
Williams, Mary:	H 28	Yates Papay, Twila:	D 06, FSIG 17
Williams, Miriam F.:	D 32	Yena, Lauren:	B 29
Williams, Terra:	H 11	Yood, Jessica:	B 26
Williamson, Michael M.:	I 02, RN 1	Yoon, Hyoejin:	I 32
Wills, Katherine:	RN 1	You, Xiaoye:	G 19
Wills, Katherine V.:	TSIG 19, E 35	Young, Art:	M 01
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Wilson, James:	H 31	Young, Carolyn:	FSIG 15
Wilson, James C.:	N 32	Young, Morris:	C 21, FSIG 01
Wilson, Jennifer:	D 08	Young, Sandra:	G 18
Wilson, Smokey:	J 27	Youngblood, Susan:	K 07
Winans, Amy:	M 15	Youra, Steven:	FSIG 13
Winans, Sherri:	E 22		
Winchell, Donna:	E 03	<b>Z</b>	
Winslow, Rosemary:	C 10, FSIG 09	Zambrano, Robert:	FSIG 12
Winsor, Dorothy:	E 10, N 15	Zappen, James:	FSIG 18
Winter, Kathleen R.:	SW 02, FSIG 24, W 7	Zaragoza, Tony:	O 02
Wirtz, Jason:	E 08	Zawacki, Terry:	B 30
Wislocki, Mary:	E 13	Zebroski, Jim:	H 36
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Wolf, Amie Caroline:	SW 09	Zemliansky, Pavel:	F 28, F 36
Wolfe, Joanna:	N 15	Zeng, Hui:	G 21
Wolff, Bill:	K 12	Zenger, Amy:	J 24, SW 07
Wolff, Janice:	K 21	Zeppetello, Joseph:	W 3
Wolter, Wendy:	AW 02	Zerbe, Michael:	F 26
Wood, Susan H.:	E 11	Zhang, Lei:	N 06
Wood, Tria:	W 7	Zhang, Qing:	C 18
Wooden, Shannon R.:	D 20	Zhang, Yaying:	I 03
Woods, Peggy:	A 10, MW 3	Zhang, Yufeng:	M 03
Wootten, Judith (Jay):	C 13	Zimmer, Mary Erica:	I 22
Wootton-Don, Lacey:	F 15	Zimmerelli, Lisa:	W 3
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Worrall, Patricia:	F 14	Zoetewey, Meredith:	O 26
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Wright, James:	J 19	Zumkhawala-Cook, Richard:	L 24
Wright, Jill:	A 13	Zuzak, David:	F 31
Wright, Kenneth:	H 14		
Wright, Mindy:	E 23		
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