SATURDAY, March 19

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

Exhibits, 10:00 a.m.–2:00 p.m.
Exhibit Level, Exhibit Hall D

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

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS
7:00 a.m.–8:00 a.m.
Exhibit Level, Room 135B
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 will call attention to unfair practices as well as give credit to those reporters, writers, filmmakers and others who seek out and publicize exemplary students, programs, and faculty.

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
Bill Swanson, South Puget Sound Community College, WA
Saturday, 7:00–8:00 a.m.

Previous Award Winners:

Fame Winners
2004  Fort Worth Star Telegram
2003  Tracey Wong Briggs of USA Today
2002  Willard Scott of the NBC Today Show

Shame Winners
2004  Fort Worth Star Telegram
2003  Heald College
2002  March 7, 2002 episode of ER

The Diana Hacker TYCA Awards for Outstanding Programs in English for Two-Year Teachers and Colleges
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. 2005 marks the first year of co-sponsorship of the award by Bedford/St. Martin’s in honor of Diana Hacker.

Outstanding Programs Award Committee:
Chair: Gwen Gresham, North Arkansas College, AR
Lois Powers, Fullerton College, CA
Linda Isles Jones, Greenville Technical College, SC
Sheldon Wrice, Community and Technical College, University of Akron, OH
Deborah Wilson, Illinois Central College, East Peoria

Previous Award Winners:

2004  Category 1: Reaching Across Borders
Honorable Mention:
Graduate Student Internship Program
College of Lake County, Grayslake, IL

Category 2: Fostering Student Achievement
Centralia College Writing Center
Centralia College, Centralia, WA

Category 3: Enhancing Literature and Cultural Arts
Honorable Mention:
Building Bridges between College and Community through Poetry
College of the Desert, Palm Desert, CA
ANNUAL BUSINESS MEETING
8:00 a.m.–9:15 a.m.
Exhibit Level, Room 131

Chair: Doug Hesse, Illinois State University, Normal
Associate Chair: Judith (Jay) Wootten, Kent State University, Salem, OH
Assistant Chair: Aku Duku Anoyke, Arizona State University West, Phoenix
Past Chair: Kathleen Blake Yancey, Clemson University, SC
Secretary: Carol Rutz, Carleton College, Northfield, MN
CCC Editor: Deborah Holdstein, Governors State University, University Park, IL
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 seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. *Sturgis’s Standard Code of Parliamentary Procedure* applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

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

a. Three minutes will be allowed for each speaker each time.
b. No one may speak a second time on a subject until all who wish to speak have been heard.

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

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

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

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

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

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

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

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

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

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

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

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

The Resolutions committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.
Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

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

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

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

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

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

Saturday, 8:00–9:15 a.m.

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Saturday, 9:30–10:45 a.m.

M Sessions

9:30 a.m.–10:45 a.m.

Practices of Teaching Writing

M.02 Bridging the Divide between Basic Writers and the Academy: Golden Gate or Wobbly Log (TYCA Strand)
Exhibit Level, Room 130
Chair: Carolyn Calhoon-Dillahunt, Yakima Valley Community College, Grandview, WA
Presenters: Mark Fuzie, Yakima Valley Community College, Yakima, WA, “ESL/Generation1.5: How ‘Basic’ is Basic?”
Dodie Forrest, Yakima Valley Community College, Yakima, WA, “Bridges over Troubled Waters: Writing Centers and Learning Communities”
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, Grandview, WA
Sandra Schroeder, Yakima Valley Community College, Yakima, WA, “Enjoying the View from the Bridge: Practices in the Basic Writing Classroom”

Practices of Teaching Writing

M.03 Recharge the Remote: Channeling Student Literacies Using Multigenre Assignments
Exhibit Level, Room 111
Chair: Brande Martin, Northern Illinois University, De Kalb
Presenters: Karley Adney, Northern Illinois University, De Kalb “Patchwork Prose: Argumentative Multigenre Writing”
Brande Martin, Northern Illinois University, De Kalb, “Hypertext Arguments: Students’ Creative and Rhetorical Skills Merge”
Michael Day, Northern Illinois University, De Kalb, “Practical Logistics: Redefinitions, Assessment, and Transferability”

Practices of Teaching Writing

M.04 Can We Teach Voice?
Exhibit Level, Room 122
Chair: Kurt Schick, James Madison University, Harrisonburg, VA
Presenters: Jaqueline McLeod Rogers, The University of Winnipeg, Manitoba, Canada, “Making Narrative Theory and Practice Explicit: Toward Authorized Inquiry and Authentic Voice”
Donald McCrary, Long Island University, Brooklyn, “The Efficacy of Linguistic Hybridity: Embracing Multiple Discourses in the Writing Classroom”
Leah Schweitzer, High Point University, NC, “Accessing Voices: Why Composition Needs to Encourage Students to Explore Multiple Writing Roles”

 Practices of Teaching Writing

M.05 Circumscribing the Limits of Academic and Professional Writing
Exhibit Level, Exhibit Hall D, Room 5
Chair: Brenda Tuberville, University of Texas-Tyler
Presenters: Tom Pace, John Carroll University, University Heights, OH, “Accessing the Disciplines: Rethinking Style in the Advanced Writing Classroom”
Chidsey Dickson, Lynchburg College, VA, “Inappropriate for the Classroom: ‘Sick Shit’ as (Dys/Dis)Functional Literacy?”
Catherine Schryer, University of Waterloo, Ontario, Canada, “Academic Writing as a Form of Professional Writing: A Rhetorical Genre Approach”

 Practices of Teaching Writing

M.06 Study Abroad: Students Opening Doors for Students
Exhibit Level, Room 112
Chairs: Mark Dallas, East Georgia College, Swainsboro
Phyllis S. Dallas, Georgia Southern University, Statesboro
Presenters: Martha Hughes, East Georgia College, Swainsboro, “After Paris, Back to the Hog Farm? Study Abroad and Student Response Papers”
Mark Dallas, East Georgia College, Swainsboro, “People Like Me Can Study in Europe? Study Abroad and Learning Communities”
David Strickland, East Georgia College, Swainsboro, “What Do I Need To Do? Study Abroad as Academic Motivation”

 Practices of Teaching Writing

M.07 The Heart of the Mattering: Writing that Merges Personal Connections with a Public Audience
Exhibit Level, Room 120
Chair: Jane Fife, Western Kentucky University, Bowling Green
Presenters: Jane Fife, Western Kentucky University, Bowling Green, “Can Writing Make a Difference? Student and Teacher Attitudes toward Public Writing”
Terry Elliott, Western Kentucky University, Bowling Green, “Weblogs in the Contact Zone”
Nancy Roberts, Western Kentucky University, Bowling Green, “Fiction, a Uniquely Personal Access to Public Discourse”
Practices of Teaching Writing

M.08 Taking the Low Road: Popular Culture and the Writing Classroom
Exhibit Level, Room 132
Chair: Mary Reda, College of Staten Island, NY
Presenters: Susan Kirtley, Western Oregon University, Monmouth, “Picture This: Visual Rhetoric and Popular Culture in the Classroom”
Mary Reda, College of Staten Island, NY, “Pop Goes the Classroom: College Students Writing about Pop Culture”
Kate Dionne, University of Massachusetts-Amherst, “‘We Don’t Need No Education’: Pop Culture Representations of School”

Practices of Teaching Writing

M.09 Environmental Affirmation: (Re)Writing Agency and Access through Ecocomposition
Exhibit Level, Exhibit Hall D, Room 15
Chairs: Guiseppe Getto, California State University-Fresno
Anthony Michel, California State University-Fresno
Presenters: Guiseppe Getto, California State University-Fresno, “Whose Story Is This?: Reading Class, Gender and Ethnicity Narratives in the Composition Classroom”
Stephen Leech, California State University-Fresno, “From Soul-Food to Sushi: Displacement, Assimilation, Transience, and the Writing Teacher”
Tanya Nichols, California State University-Fresno, “Environmental Education: Increasing Significance and Awareness through Ecocomposition”
Amber Folland, California State University-Fresno, “Context Is Everything: Ecocomposition in the Developmental/Remedial Classroom”

Practices of Teaching Writing

M.10 Feminist Ethics: Reframing Risk and Trust in the Writing Classroom
Exhibit Level, Exhibit Hall D, Room 13
Chair: Kami Day, SUNY Potsdam, NY, “Feminist Ethics: Reframing Risk and Trust in the Writing Classroom”
Presenters: Victoria Levitt, SUNY Potsdam, NY, “Listening: Self-Witnessing as Community-Building”
Jennifer Mitchell, SUNY Potsdam, NY, “Writing Centers Risking Institutional Change”
Practices of Teaching Writing

M.11 As We Shape Space, So Space Shapes Us: Critical Geography and Place-based Literacies in Composition
Exhibit Level, Room 123

Chair: Derek Owens, St. John’s University, Queens, NY

Presenters: Michael Benton, University of Kentucky, Lexington, “Musings of a Political Discontent: An (Auto)Ethnographic Poetics for Restor(y)ing Place”
Danny Mayer, University of Kentucky, Lexington, “Global Kentucky: A Rhythmanalysis”
Roseanne Gatto, Indiana University of Pennsylvania, “Contrasting Tales of Displacement: Privileged White Squatters vs. At-risk Teenagers in Foster Care”
Tara Roeder, CUNY Manhattan, NY, “Alternatives to New Urbanism’s Fascist Strain”
Rebecca Ingalls, University of Michigan, Ann Arbor, “Reconstructing Writing Spaces: Student Spoken-word, ‘Containment,’ and the Discourse of ‘Mine’”
Ted Fristrom, St. Joseph’s University, Philadelphia, PA, “Turbulent Systems: The Emergence of Ecological Models in Composition Research”
Tim Lindgren, Boston College, Chestnut Hill, MA, “Writing as a Mobile Technology: Teaching Critical Place Literacy with Locative Media”

Practices of Teaching Writing

M.12 Nurturing Nascent Naysayers in a Yes-man’s Land: Encouraging Risk in Homogenous Cultures
Exhibit Level, Room 134B

Chair: Sue Bennett, Dixie State College of Utah, St. George

Presenters: Brad Barry, Dixie State College of Utah, St. George, “The Doubting Chicken or the Believing Egg?: Critical Thinking and Students’ Organization of Research”
Sue Bennett, Dixie State College of Utah, St. George, “Nurturing Nascent Naysayers in a Yes-Man’s Land: Encouraging Risk in Homogenous Cultures”
Diane Albertini, Dixie State College of Utah, St. George, “Utah Ameliorates Analysis Anxiety through Press Releases”
Saturday, 9:30–10:45 a.m.

Composition Programs

M.13 Public Writing at the Point of Need: A Senior-level General Education Composition Course

Exhibit Level, Exhibit Hall D, Room 10

Chair: Susan L. Booker, Longwood University, Farmville, VA

Presenters: Jená Burges, Longwood University, Farmville, VA
Susan L. Booker, Longwood University, Farmville, VA
Heather G. Rust, Longwood University, Farmville, VA

Composition Programs

M.14 Technology’s Role in Student Success: What Happens When Success and Access Is Decided by a Computer?

Exhibit Level, Exhibit Hall D, Room 4

Chair: Patricia Ericsson, Washington State University, Pullman

Presenters: Patricia Ericsson, Washington State University, Pullman, “It’s Adding Up: Why We Need to Pay Attention to the Numbers”
Beth Ann Rothermel, Westfield State College, MA, “Teachers Advocating for a Responsible Use of Online Writing Tutorials”
Anne Herrington, University of Massachusetts, Amherst, “Questioning the Pitch”
Charlie Moran, University of Massachusetts, Amherst, “Adopting Computer Assessments: What Happens to Students and Teachers?”
Carl Whithaus, Old Dominion University, Norfolk, VA, “Valid Uses of Computer Assessments: Are There Possibilities?”
Chris Anson, North Carolina State University, Raleigh, “Good for Nothing? Productive Uses of Computers for the Analysis of Student Writing”
Composition Programs

M.15 Let’s Hear it from Them: First-Generation and Underrepresented Students Discuss Factors of Their Success in College

Exhibit Level, Room 110

Chair: Cynthia Mitchell, University of Northern Colorado, Greeley

Presenters: Jerry Martinez, University of Northern Colorado, Greeley, “Factors Facilitating Academic Success for Ethnic Minority College Students”
Angela Gomez, University of Northern Colorado, Greeley, (Film), “Faceless Students: Constructing an Identity for First-generation College Students”
Jessica Gonzalez, University of Northern Colorado, Greeley, “Self Reported Mood of Single Parent Students in Higher Education Compared to Traditional Students”
Tara Garcia, University of Northern Colorado, Greeley, “A Former First-Generation College Student/High School English Teacher Traces Her Success”

Moderator: Cynthia Mitchell, “English and Student Support Curriculum In and Beyond the Classroom”

Composition Programs

M.16 Diversity in Kansas?: The Challenges of Implementing a Diversity/Writing Component at a Large Public University

Exhibit Level, Exhibit Hall D, Room 2

Chair: Deborah Murray, Kansas State University, Manhattan

Presenters: Phillip Marzluf, Kansas State University, Manhattan, “Refusing, Rejecting, and Reducing: The Implications of Student Resistance in the Composition-diversity Class”
Julie Brogno, Kansas State University, Manhattan, “Constructing a Safe Space within the Contact Zone for Novice Writers”
Deborah Murray, Kansas State University, Manhattan, “‘What Do I Do When Students Get Mad at Me?’: Preparing New GTAs for Diversity in the First-Year Writing Course”

Theory

M.17 Gender, Cognition, Tactility: Hands-on Theories of Rhetoric

Exhibit Level, Exhibit Hall D, Room 11

Chair: Peggy Johnson

Presenters: Don Bushman, University of North Carolina at Wilmington, “The Human Hand and Human Language Use”
Penelope Smith, Gannon University, Erie, PA, “The Visual Rhetoric of Reassurance: Women, Quilts, and the WCTU”
Saturday, 9:30–10:45 a.m.

Theory

M.18 Escrbiendo Expresiones de Liberación: Theorizing Community-based Writing Programs as Access to Higher Education for Latina/o Youth
Exhibit Level, Room 114

Chair: Malea Powell, Michigan State University, East Lansing

Presenters: Dora Ramirez-Dhoore, University of Texas-Pan American, Edinburg, “The Center of Expectation: The Community Center as a Site of ‘Access’ to Higher Education”
Lori Rodriguez, University of Texas at San Antonio, “Teaching Testimonio as Resistance: Engendering Empowerment for Young Women at the San Antonio Cultural Arts Center”
Patricia Trujillo, University of Texas at San Antonio

Theory

M.19 Adaptive Rhetorics: Moving Figures across Lyric, Film, and Video Art
Exhibit Level, Exhibit Hall D, Room 3

Chair: Molly Metherd, Saint Mary’s College of California, Moraga

Presenters: Kristi Wilson, Stanford University, CA, “Medea’s Queer Afterlife in Pasolini’s Cinematic Adaptation”
Phaedra Bell, Stanford University, CA, “Moving the Potato Off the Couch: Video Art’s Exhortation to Perform”

Theory

M.20 Indigenous Rhetoric: Speaking to Power without Saying a Word
Exhibit Level, Room 113

Chair: Jennifer Wingard, Syracuse University, NY

Presenters: Justin Schapp, Syracuse University, NY, “‘Masters’ of the RES: ‘Rhetorical Events & Situations’”
Gale Coskan-Johnson, Syracuse University, NY “‘Us’ and ‘Them:’ Troubling the Pronouns of National Purity”
Saturday, 9:30–10:45 a.m.

**Theory**

**M.21 Educational Extremes: Pedagogical Hope and Educational Violence**

Exhibit Level, Room 134A

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

Matthew Hill, Michigan Technological University, Houghton, “A Violence in Writing”
Cynthia Weber, Michigan Technological University, Houghton, “Intercultural Identity: Creating Space for Belonging”

**History**

**M.22 19th Century Northern Women’s Rhetorics of Gender, Class, and Work**

Exhibit Level, Exhibit Hall D, Room 14

*Chair:* Lynne Viti, Wellesley College, MA

*Presenters:* L. Jill Lamberton, University of Michigan, Ann Arbor, “‘A Duty to Do It if One Can’: Women’s Writing and Access to Elite Universities, 1870–1890”

**Research**

**M.23 Community-based Writing: Directions for Research**

Exhibit Level, Exhibit Hall D, Room 17

*Chair:* Barbara Roswell, Goucher College, Baltimore, MD

*Presenters:* Thomas Deans, Haverford College, PA, “Community-based Writing Research: A Review and Proposal”
Nora Bacon, University of Nebraska, Omaha, “Service-learning Scholarship: Complicating the Critique”
Adrian Wurr, University of North Carolina, Greensboro, “Attention to Text: Making Student Writing Central to Community-based Writing Research”
Saturday, 9:30–10:45 a.m.

Information Technologies

M.24 Composing Images, Creating Texts: A Conversation about Incorporating Multimodality into the Composition Classroom
Exhibit Level, Room 124

Chair: Cynthia Selfe, Michigan Technological University, Houghton
Presenters: Kara Poe Alexander, University of Louisville, KY, “Endless Possibilities: Integrating Multimodal Assignments into the Classroom”
Rene Perri Prys, University of Louisville, KY, “Access and Trouble-shooting: Key Components of a Successful Multimodal Classroom”
Sonya Borton, University of Louisville, KY, “Critical Reflection: Workshopping, Revising, and Grading in the Multimodal Classroom”
Beth Powell, University of Louisville, KY, “Show and Tell: Sharing Multimodal Assignments and Student Projects”

Institutional and Professional

M.25 Implications for the First Year
Exhibit Level, Room 125

Chair: Karen Kopelson, University of Louisville, KY
Presenters: Laurie Hazard, Bryant College, Smithfield, RI, “First-Year Experience Programs, Learning Centers, and Writing Centers: Finding Common Ground”
Peggy Jolly, University of Alabama at Birmingham, “Why Do I Have to Take This Course since I Was My Class Valedictorian?”
Bonita Selting, University of Central Arkansas, Conway, “Advanced Placement Essay Courses: Access? or Class Markers?”

Institutional and Professional

M.26 Portfolios as Assessment and Learning Tools
Exhibit Level, Room 121

Chair: Gail Shanley, Neumann College, Aston, PA
Presenters: Joel Wingard, Moravian College, Bethlehem, PA, “A Junior-Year Writing Major Portfolio”
Robert O’Brien Hokanson, Alverno College, Milwaukee, WI, “Using a Digital Portfolio to Promote Active and Reflective Learning”
Lisa Lebduska, Wheaton College, Norton, MA, “Extending Student Learning beyond the Course: Portfolio Assessment of First-Year Seminar”
Barbara Ciccarelli, Neumann College, Aston, PA, “Moving beyond the Checklist: Unraveling the Clues behind Getting an ‘A’”
Institutional and Professional

M.27 Moving Beyond Contact: Conversation as Inquiry, Invention, and Initiative in WAC and Beyond

Exhibit Level, Exhibit Hall D, Room 19

Chair: Patrice Gray, Fitchburg State College, MA
Presenters: Mercedes Elg, Western Washington University, Bellingham
           Carmen Werder, Western Washington University, Bellingham, “Dialogue Reconsidered: When WAC Meets the Scholarship of Teaching and Learning”

Language

M.28 Issues of Language Rights

Exhibit Level, Exhibit Hall D, Room 8

Chair: Victoria Tischio, West Chester University, PA
Presenters: Darleen Ah Loy Chaminade, University of Honolulu, HI, “Hawaiian Immersion Program: A Barrier in Access to the First-Year Composition Classroom”
           Carole Raybourn, Morehouse College, Atlanta, GA, “Students’ Right to Their Own Language: What If They Don’t Want It?”

Language

M.29 Life Histories, Case Studies; ESL

Exhibit Level, Exhibit Hall D, Room 7

Chair: Mimi Schwartz, Richard Stockton College of New Jersey, Pomona
Presenters: Jingfang Ren, Purdue University, West Lafayette, IN, “First Encounter of the Academic Kind: A Case Study of Three ESL Writers Entering the World of Discipline-specific Writing in the U.S.”
           Cate Almon, Northampton Community College, Bethlehem, PA, “Forging a Voice in Academic Discourses: An ESL Case Study”
           Kelli Grady, University of Louisville, KY, “ESL Students’ Life Histories and the Complex Practices of Cultural Positioning”

Professional and Technical Writing

M.30 Does Science Matter?

Exhibit Level, Exhibit Hall D, Room 18

Chair: Tom Treffinger, Greenville Technical College, SC
           Mary Knatterud, University of Minnesota, St. Paul, “Closing the Gate on Reader- or Patient-hostile Terms in Medical Writing”
           Karen Griggs, Indiana University-Purdue University, Fort Wayne, “Cedar Creek Case Study: Access to Government Records”
Saturday, 11:00 a.m.–12:15 p.m.

N Sessions

11:00 a.m.–12:15 p.m.

Practices of Teaching Writing

N.01 Multimedia Approaches to Teaching and Using Technology in Writing Classes
Exhibit Level, Room 134A

Presenters: Scott (Bump) Halbritter, Stanford University, CA, “The Sound of Voice in Multimedia Composition”
Pavel Zemliansky, James Madison University, Harrisonburg, VA, “Gaining Access through Multimedia Writing: Two Case Studies”
Carole Creekmore, Georgia Perimeter College, Lawrenceville, “It’s All in the Presentation—Or Is It?”

Practices of Teaching Writing

N.03 Home Words: City Writing
Exhibit Level, Exhibit Hall D, Room 2

Chair: Jeff Rice, University of Detroit, Mercy, MI

Presenters: Jeff Rice, University of Detroit, Mercy, MI, “Writing Detroit”
Jenny Edbauer, University of Texas, Austin, “Writing on the Drag: Documentary as Street (Re)Search”
Geoffrey Sirc, University of Minnesota, Minneapolis, “Minneapolis/Combray”

Practices of Teaching Writing

N.04 “Now that there is not much racism in our society . . .”: Reading and Writing Race in the Composition Classroom
Exhibit Level, Room 134B

Chair: Anushiya Sivanarayanan, Southern Illinois University, Edwardsville

Presenters: Dianna Rockwell, Southwestern Illinois College, Granite City, “Being White and Poor: Writing on ‘White Privilege’”
Carla Walker, St. Louis Community College, Florissant Valley, MO, “Shifting Codes: Being Black and in Authority”
Seema Mukhi, Washington University, St.Louis, MO, “How Does ‘Academic Support’ Work in City Colleges?”
Practices of Teaching Writing

N.05 Mainstreaming Re-imagined: An Ensemble Performance
Exhibit Level, Exhibit Hall D, Room 4

Chair: Min-Zhan Lu, University of Wisconsin–Milwaukee

Presenters: Dani Goldstein, University of Wisconsin–Milwaukee, “Performing the Paradox: Interrupting the Mainstream of Community in Composition”
Jodi Piwoni, University of Wisconsin–Milwaukee, “Locating Selves through Student Life Histories”
Rie Kumaki, University of Wisconsin–Milwaukee, “What about ESL?: Reimagining ESL Writing through Mainstreaming”
Cara Ogburn, University of Wisconsin–Milwaukee, “Performing Author-ity: Student Author-ship in the Composition Classroom”

Practices of Teaching Writing

N.06 Access to Authority (Rhetorical and Otherwise) in the Composition Classroom
Exhibit Level, Exhibit Hall D, Room 17

Chair: M. Jimmie Killingsworth, Texas A&M University, College Station
Joanna B. Gibson, Texas A&M University, College Station

Presenters: Valerie Balester, Texas A&M University, College Station, “Traces of Students’ Own Language: Re-examining Plagiarism”
M. Jimmie Killingsworth, Texas A&M University, College Station, “A Question from the Bible Belt: What Do You Mean by Authority?”
Nick Lawrence, Texas A&M University, College Station, “Can We Get an Example?: Anxiety over Authority in the Comp Classroom”
Brad Thomas, Texas A&M University, College Station, “Can We Get an Example?: Anxiety over Authority in the Comp Classroom”
Saturday, 11:00 a.m.–12:15 p.m.

Practices of Teaching Writing

N.07 Creative Access for All and Academic Malice towards None: Using Technology Creatively and Changing Academic Writing

Exhibit Level, Room 110

Chair: Will Hochman, Southern Connecticut State University, New Haven

Presenters: Chris Dean, Southern Connecticut State University, New Haven, “Access to the Academic and the Creative: Writing Poetry with and for High School Students”

David Starkey, Santa Barbara City College, CA, “Creating (and Dispelling) Illusions of Academic Genre: Accessing Creativity in the Two-Year College Basic Writing Class”

Will Hochman, Southern Connecticut State University, New Haven, “Notes toward a Crossover Pedagogy: Fusing Creative Writing and Composition in First-Year Writing Instruction”

Kendra Matko, Michigan State University, Grand Rapids, “There’s a Story in My Beaker: Engaging the Creative to Distill the Critical”

Andy Piscitelle, Southern Connecticut State University, New Haven, “The Cinematography of Composition: Producing Oscar-winning Writers”

Composition Programs

N.08 Forging a Community/University Literacy Center: Whose Interests? Whose Needs?

Exhibit Level, Room 114

Chair: Lisa Langstraat, Colorado State University, Fort Collins

Presenters: Sarah Jane Sloane, Colorado State University, Fort Collins, “Theorizing Spaces, Rearticulating Places: New Dimensions of Writing Center/Literacy Center Partnerships”

Lisa Langstraat, Colorado State University, Fort Collins, “Respect, Humility, Wonder: Mediating Community/University Literacy Interests through the Principles of Restorative Justice”

Tobi Jacobi, Colorado State University, Fort Collins, “Rant, Rave, and Write: "Zine Writing as Community Literacy”

Composition Programs

N.09 Teachers against the Ropes: Wrestling the New Media Nerve Hold

Exhibit Level, Room 113

Chair: Nick Carbone, Bedford/St. Martins, Boston, MA

Presenters: Cheryl Ball, Utah State University, Logan, “Throwing Teachers over the Ropes: The Status of New Media Pedagogy in Composition Studies”
Saturday, 11:00 a.m.–12:15 p.m.

Daniel Anderson, University of North Carolina–Chapel Hill, “Who’s Got Your Back?: Teaming up to Take on New Media”
Anthony Atkins, Ball State University, Muncie, IN, “New Teachers Caught in the Sleeper Hold: The Gap between TA Preparation and New Media Technologies”

*Composition Programs*

**N.10 Redefining Success via/and Affirming the Discipline: FYC as Intro to Writing Studies**
Exhibit Level, Room 124

*Chair:* Maureen Daly Goggin, Arizona State University, Tempe

*Presenters:* Elizabeth Wardle, University of Dayton, OH, “Contradiction and Constraint within the FYC Activity System: Why a Course about Writing Would Better Help Students and Teachers Succeed”
Debra Frank Dew, University of Colorado–Colorado Springs, “The Wind under Our Wings: Rhetoric and Writing Studies as Disciplinary Affirmation”
Fiona Glade, California State University–Sacramento, “Affirming Writing as Learning: Where Do We (All) Go from Here”
Douglas Downs, Utah Valley State College, Orem, “‘I Never Knew There Was So Much to Study about Writing’: FYC Curricula that Change Public Discourse about Writing Instruction”
Maureen Daly Goggin, Arizona State University, Tempe, “Accessing Differences: Embracing Theoretical and Pedagogical Diversity in TA Training”

*Theory*

**N.11 Race and the Rhetorics of Access**
Exhibit Level, Room 131

*Chair:* Jayne Thompson, Widener University, Chester, PA

*Presenters:* Hans Ostrom, University of Puget Sound, Tacoma, WA, “Langston Hughes and the Politics of Rhetorical Accessibility”
Mark Garrett Longaker, University of Texas at Austin, “Valuing Access: Market Rhetoric and the Ebonics Debate”
Mary Boland, California State University–San Bernardino, “The Myth of Academic Discourse as Access”
Saturday, 11:00 a.m.–12:15 p.m.

Theory

N.12 Theorizing Audience: Making Decisions, Laughing Out Loud
Exhibit Level, Room 112

Chair: Rochelle Warren, University of Maryland, Washington, Fredericksburg, VA
Presenters: Jennifer Diamond, University of California–San Diego, La Jolla, “Peanut Butter and Gothic Jelly: Shirley Jackson and the Problem of ‘Serious Writing’”
Marvin Diogenes, Stanford University, CA, “Another Turn, Another Revolution: Current-Traditional Comic Rhetoric and the Rise of Boomer Humor”

Theory

N.13 The “Nature” of Environmental Arguments: Waterways, Subsistence, and the Value of a Good Map
Exhibit Level, Exhibit Hall D, Room 19

Chair: Jeff White, University of Alaska, Anchorage
Presenters: Jeff White, University of Alaska, Anchorage, “Subsistence through Persistence: Difficulties Defining ‘Subsistence’ in Western Terms”
Patrick Clauss, Butler University, Indianapolis, IN, “Mapping Meanings: Seeing Public Definitions as Visual Arguments”

Theory

N.14 Inspiration from Gerda Lerner for Composition and Rhetoric: Rhetorical History, Pragmatism, Writing as Activism, and Pedagogy
Exhibit Level, Exhibit Hall D, Room 6

Chair: Hephzibah Roskelly, University of North Carolina, Greensboro
Presenters: Kate Ryan, West Virginia University, Morgantown, OH, “Why Rhetoric Matters: Gerda Lerner as Rhetor and Rhetorical Historian”
Rebecca Jones, University of Texas–Pan American, Edinburg, “Pursuing Academic Activism: Experience, Pragmatism, and Action”
Mary Fiorenza, University of Wisconsin–Madison, “Where Are You Writing From? Who Are You Writing For?: Women, Family, and Ancestors in Histories of Literacy and Classroom Writing”
Christine Heilman, College of Mount St. Joseph, Cincinnati, OH, “Linking Social Class and Gender in the Academy: Applying the Tenets of Gerda Lerner in College Composition”
Practices of Teaching Writing

N.15 Rhetorical Provocations: From Jim Crow to Affirmative Action

Exhibit Level, Room 121

Chair: Fred White, Santa Clara University, CA

Presenters: Marsha Millikin, Lansing Community College, MI, “From an Eye for an Eye to Lynching Eroding White Morality: Making (Non) Sense of the Cultural Ethos of Lynching”
Jamie Thornton, Texas Christian University, Fort Worth, “Who Is ‘The Disadvantaged’?”
David Holmes, Pepperdine University, Malibu, CA, “Affirmative Reactions: Kennedy, King, Nixon, and the Origins of Color blind Rhetoric”

Research

N.16 Race Qualified and Quantified

Exhibit Level, Room 130

Chair: Optimism One, Modesto Junior College, Modesto, CA

Ed Jones, Seton Hall University, South Orange, NJ, “A Quantitative Perspective on Race and Class Issues in the Writing Classroom”
Austin Jackson, Michigan State University, East Lansing, “‘Let’s Get Free’: African American Language, Discourse, and Rhetoric as Liberatory Pedagogy”

Information Technologies

N.17 Images of Resistance: Multimodal Rhetoric as Civic Intervention

Exhibit Level, Room 135B

Chair: David Sheridan, Michigan State University, East Lansing

Presenters: David Sheridan, Michigan State University, East Lansing, “Picturing Us/Them: Theorizing Multimodal Civic Discourse”
Jim Ridolfo, Michigan State University, East Lansing, “Looking For Delivery: Multimodal Civic Discourse and the Composition Classroom”
John A. Dowell, Michigan State University, East Lansing, “No Screaming Permitted as the Rat Cage is Strapped to Your Face”
Institutional and Professional

N.18 Beyond Our Gates: Writing beyond the Writing Program
Exhibit Level, Room 111

**Presenters:** Matthew Pearson, University of Wisconsin, Madison, “Outside the Gates of the Urban University: Representing Urban Space in the Contact Zone of City University/Community Partnerships”
Ann Hilferty, Massachusetts College of Pharmacy and Health Sciences, Boston, “Focusing Dispersed Knowledge: The Six-Year Pharm.D. Program as Heuristic for Writing Programs”

Institutional and Professional

N.19 The Economics of Plagiarism and Authorship
Exhibit Level, Room 125

**Presenters:** Michele Eodice, University of Kansas, Lawrence, “Man Bites Dog: The Public, the Press, and Plagiarism”
Lauren Fitzgerald, Yeshiva University, New York, NY, “Mind Stealing: An Alternative to the Proprietary Model of Plagiarism”
Amy E. Robillard, Illinois State University, Normal, “The Circulation of the Student Author: Bourdieu’s Categories of Capital”

**Respondent:** Bruce Horner, University of Wisconsin, Milwaukee

Institutional and Professional

N.20 Portfolios and Program Goals: Cans of Worms that Catch Big Fish
Exhibit Level, Room 122

**Chair:** Carol Rutz, Carleton College, Northfield, MN

**Presenters:** Paula Garrett, Millsaps College, Jackson, MS, “Just Because You Got an ‘A’ Doesn’t Mean You’re a Proficient Writer: Negotiating Portfolio Assessment in Broader Conversations about Writing”
George Meese, Eckerd College, St. Petersburg, FL, “Everyone into the Pool: Portfolio Assessment that Includes All Writers”
Robert Marrs, Coe College, Cedar Rapids, IA, “Student Portfolios as Instruments of Faculty Development”
Paul Miller, Davidson College, NC, “Circuitous WAC: How Portfolios Can Drag on, Develop, and Direct Writing Faculty”
Professional and Technical Writing

N.21 Visual Rhetorics
Exhibit Level, Room 132

Chair: Kristen Welch, University of Arizona, Tucson

Presenters: Geoffrey Cross, University of Louisville, KY, “‘The’ Female Vision: Does Gender Affect Verbal-Visual Collaboration?”
Eva Brumberger, Virginia Tech, Blacksburg, “Visual Communication across Cultures: What We Know, What We Need to Learn”
Andrea McKenzie, New York University, NY, “Illustrating Thought: The Power of Pictures”
Saturday, 12:30–1:45 p.m.

O Sessions

12:30 p.m.–1:45 p.m.

Practices of Teaching Writing

O.01 Confronting Others as a Rhetorical Heuristic to Build an Appreciation of Difference in Ourselves

Exhibit Level, Room 112

Presenters: Mary Rist, St. Edward’s University, Austin, TX, “The Lost Art of Listening: Sequencing Writing Assignments to Emphasize Civilized Debate not Strong Argument”
Katherine L. Hall, Roger Williams University, Bristol, RI, “Access and Student Success through Writing about the United Nations”
Jennifer Jacovitch, University of Arizona, Tucson, “Rowling’s Rhetoric as Symbolic Action: Teaching Harry Potter with Issues of Race, Gender, Sexuality, and Institutional Power in the First-Year Composition Classroom”

Practices of Teaching Writing

O.02 Negotiating Identities in the 21st Century Classroom

Exhibit Level, Exhibit Hall D, Room 19

Chair: Daphne Desser, University of Hawaii, Honolulu

Presenters: Jill Dahlman, University of Hawaii at Manoa, Honolulu, “The HITS Classroom: An Avenue to Access”
Robyn Tasaka, University of Hawaii at Manoa, Honolulu, “Why Are you Talking?: Cultural Difference and Personal Writing”
Kathleen J. Cassity, University of Hawaii at Manoa, Honolulu, “Non-traditional Students and the Discourse of Lived Experience”

Practices of Teaching Writing

O.03 Helping Non-Traditional Students Claim Their Education

Exhibit Level, Exhibit Hall D, Room 6

Chair: Pam Whitfield, Rochester Community and Technical College, MN

Presenters: Amy S. Gerald, University of North Carolina at Greensboro, “Access to Education through Access to Each Other: Contact and Community among Evening Students”
Shannon Stewart, Coastal Carolina University, Myrtle Beach, SC, “Evening Degree Students: Overtime, Mortgages, Doctors’ Appointments, and English 101”
Pam Whitfield, Rochester Community and Technical College, Rochester, MN, “The Pedagogue’s Self-presentation and Student Accessibility”

Practices of Teaching Writing

O.04 Opening the Gates of Academia: Approaches to Promoting Student Success at the Community College

Exhibit Level, Room 121

Chair: Bonnie Borenstein, College of Marin, Kentfield, CA

Presenters: James Allen, College of DuPage, Glen Ellyn, IL, “Mecomtronics: Opening the Gates to a Technical Future”

Tammie Bob, College of DuPage, Glen Ellyn, IL, “Entering the Community of Scholars: The Dreaded Research Paper, Transformed”

Deborah Adelman, College of DuPage, Glen Ellyn, IL, “Making It Whole: Promoting Critical Literacy through Interdisciplinary Studies”

Helen Szymanski, College of DuPage, Glen Ellyn, IL, “The Writing Assistance Area”

Practices of Teaching Writing

O.05 Access, Privilege, Place, and Confessional Culture in the Composition Classroom

Exhibit Level, Room 130

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

Presenters: Suzanne Diamond, Youngstown State University, Canfield, OH, “Scripted Subjectivity: Self-Expressive Writing and Reader Affirmation”

K. J. Peters, Loyola Marymount University, Los Angeles, CA, “The Practice of Everyday Composition: Producing Freshman”

Renee Schlueter, Kirkwood Community College, Cedar Rapids, IA, “‘True Confessions’ or Lies I Make My Students Tell Me? Infusing Pluralistic Narrative Voices to Re-authenticate Expressive Writing”

Practices of Teaching Writing

O.06 Stanford’s “How I Write” Project: Creating a Writing Community

Exhibit Level, Room 110

Chair: Andrea Lunsford, Stanford University, CA

Presenters: Hilton Obenzinger, Stanford University, CA, “‘How I Write’ in Practice: Presentation and Video Excerpts”

Monique King, Stanford University, CA, “Undergraduates Respond to ‘‘How I Write’”

Kim Chu, Stanford University, CA, “Undergraduates Respond to ‘‘How I Write’”

Yamaguchi Lina, Stanford University, CA, “Interactive ‘How I Write’ on the Web”

Respondent: Alyssa O’Brien, Stanford University, CA
Saturday, 12:30–1:45 p.m.

Composition Programs

O.07 Ensuring Student Success: A Roundtable on Instructional Innovations at an HBCU in Transition
Exhibit Level, Room 111

Chair: Bob Bradley, Tennessee State University, Nashville

Presenters:
- Samantha Morgan-Curtis, Tennessee State University, Nashville, “Accessing Education: ‘The Pathway from Slavery to Freedom’”
- Sharynn Etheridge-Logan, Tennessee State University, Nashville, “Measuring Writing Competence: A Portfolio-based Writing Assessment Model in a Historically Black University”
- Clark Maddux, Tennessee State University, Nashville, “Developing Service Learning at TSU”

Composition Programs

O.08 Making Access Real: Learning Communities, Basic Writing, and Open Admissions
Exhibit Level, Room 125

Chair: Michelle Moosally, University of Houston–Downtown, TX

Presenters:
- Robin Davidson, University of Houston–Downtown, TX, “Access for Hispanic Americans: Concerns, Programs, and Funding”
- Michelle Moosally, University of Houston–Downtown, TX
- Tammis Thomas, University of Houston–Downtown, TX, “Brothers and Sisters in Arms: Making the Case for Basic Writing in a Learners Community Program”

Composition Programs

O.09 Calls to Work, Occupational Inquiry, and Discipline-specific Writing in the New Vocationalism
Exhibit Level, Room 120

Presenters:
- Angela Pettit, Texas Woman’s University, Denton, “Gatekeepers in Composition”
Composition Programs

O.10 Assessing Success: A Holistic Approach to Writing Center Research and Pedagogy
Exhibit Level, Exhibit Hall D, Room 12

Chair: James D. Williams, Soka University of American, Aliso Viejo, CA
Presenters: James D. Williams, Soka University of America, Aliso Viejo, CA, “Centered Research’: Reexamining Prevailing Methods”
Karen Bauman, Soka University of America, Aliso Viejo, CA, “Effects of Writing Center Tutoring on English-Language Learners”
Wendy Wright, Soka University of America, Aliso Viejo, CA, “Implementing a Parallel Pedagogy for English-Language Learners”

Theory

O.11 Silence, Power, and the Limits of Literacy
Exhibit Level, Exhibit Hall D, Room 15

Chair: Lauren Fitzgerald, Yeshiva University, New York, NY
Presenters: Cheryl Greene, Arizona State University, Tempe, “Contested Zones of Access: Silence Re/Defining the Limits of Speakable Classroom Discourse”
Kimberly Costino, California State University, San Bernardino, “Access Denied: Literacy as a Racializing Force in Public Discourses on Affirmative Action”

Theory

O.12 Theorizing What Genre Can Do
Exhibit Level, Exhibit Hall D, Room 8

Chair: Keith Hjortshof, Cornell University, Ithaca, NY
Ronit Sarig, California State University, Northridge, “Ten Easy Steps to . . . Everything—A Genre Analysis”
Saturday, 12:30–1:45 p.m.

**Theory**

**O.13 Theories of Teaching and Mentoring:**

*Faculty and Students of Color Doing the Cultural Bump (sponsored by the Latina/Latino Caucus)*

Exhibit Level, Room 124

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

**Presenters:**
- Elena Perez-Mirabal, Miami Dade Community College, North Miami, FL, “Access, Mentoring, and Teaching at the Two-Year College”
- Iris Belen, University of Central Florida, Orlando, “Arriving at the Golden Gates of Culture and Learning”
- Melissa Lopez, University of Central Florida, Orlando, “A Changing Voice: Mentoring and Exposure to Cultural Pedagogy”
- Ivonne Lamazares, University of Central Florida, Orlando, “Going beyond Academics: Mentoring Latina Students”

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**Theory**

**O.14 Hearing Voices:**

*Historical Reclamations of Feminist, Rhetorical Agency*

Exhibit Level, Room 114

**Chair:** Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge

**Presenters:**
- Hildy Miller, Portland State University, OR, “A Self by Any Other Name: Recovering Historical Voice(s)”
- Lillian Bridwell-Bowles, Louisiana State University, Baton Rouge, “A Self by Any Other Name: Recovering Historical Voice(s)”
- Julia Dietrich, University of Louisville, KY, “The Sanctified Voice: One Rhetorical Persona for Women”
- Cindy Moore, Eastern Kentucky University, Richmond, “The Necessity of Voice”

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**History**

**O.15 Reconsidering Three Moments in Rhetorical History**

Exhibit Level, Exhibit Hall D, Room 18

**Chair:** Darlene Hollon, Northern Kentucky University, Highland Heights

**Presenters:**
- Brad Herzog, Southern Arkansas University, Magnolia, “St. Augustine, Franciscan Piety, and ‘The Book of Margery Kempe’: An ‘Affective’ Appropriation of Rhetoric and Authority”
- Dennis Hall, University of Louisville, KY, “Edward Young’s ‘Conjectures on Original Composition (1759)’ and the Anxiety of Influence”
- Margaret Procter, University of Toronto, Ontario, Canada, “English for the Rejected: An Account of David Holbrook’s *Writing on Education*”
Research

**O.16 Multi-modal and Hyper-realistic: Diverse Forms of Representation**

Exhibit Level, Exhibit Hall D, Room 2

*Chair:* Susan Johnson, University of Massachusetts, Amherst

*Presenters:* Patricia Webb, Arizona State University, Tempe, “Reconceptualizing Research in Computers and Composition”

Kenneth Marunowski, Kent State University, OH, “The Euro: An Ethnography of Inscription and Incorporation”

Information Technologies

**O.17 Interfacing and Composition Pedagogy: From Surfing to Hacking**

Exhibit Level, Exhibit Hall D, Room 4

*Chair:* Christy Desmet, University of Georgia, Athens

*Presenters:* Teggin Chamberlain, University of Georgia, Athens, “‘StudentWriting’: The Benefits and Limitations of Writing with Markup Languages”

Wesley Venus, University of Georgia, Athens, “Facing Up to Hyperreality of the Composition Classroom”

Scott G. Reed, University of Georgia, Athens, “Flow, Rupture, and Leaping: Spatiality and Composition Interfaces”

Institutional and Professional

**O.18 Reconstructing Professional Identities within Institutional Cultures**

Exhibit Level, Room 123

*Chair:* Bryan Jennewein, Creighton University, Omaha, NE

*Presenters:* Rita Malenczyk, Eastern Connecticut State University, Willimantic, “Don’t Try This at Home: On the WPA as Mouthpiece”

Jeffrey Andelora, Mesa Community College, AZ, “The Teacher/Scholar: Reconstructing Our Professional Identity in Two-Year Colleges”
Institutional and Professional

O.19 WAC, WID, and Writing Instruction: Creating Cross-disciplinary Opportunities in FYC, WI, and Beyond

Exhibit Level, Exhibit Hall D, Room 11

Chair: Joseph Harris, Duke University, Durham, NC

Presenters: Michael Cripps, CUNY–York College, Jamaica, “NY Seeding WAC: Interdisciplinary Writing Program Contributions to Writing across the Curriculum”
Cary Moskovitz, Duke University, Durham, NC, “WID On and Off Stage: Official vs. Working Documents in a WID Program”
Martha Townsend, University of Missouri, Columbia, “WAC/WID Program Review as Research Opportunity: Do TAs in the Disciplines Carry Their Work Forward?”

Institutional and Professional

O.20 “The Gilded Six Bits”: Validating and Invalidating African American Language in Our Classes and Institutions

Exhibit Level, Room 113

Chair: Lauren Sewell Ingraham, University of Tennessee at Chattanooga

Presenters: Lauren Sewell Ingraham, University of Tennessee at Chattanooga, “Validating AAVE through Directed Self-placement at a Regional University”
Natoria Kennell, University of Mississippi, University, “Using Student Support Services to Validate Students’ Home Languages and Write the University’s New Language”
Brenda Robertson, University of Mississippi, University, “Using Student Support Services to Validate Students’ Home Languages and Write the University’s New Language”
Dianne Bunch, Alcorn State University, MS, “Validating and Invalidating AAVE at HBCUs”
Janice Coleman, Alcorn State University, MS, “Validating and Invalidating AAVE at HBCUs”

Professional and Technical Writing

O.21 Rhetoric and Corporate Production

Exhibit Level, Exhibit Hall D, Room 10

Chair: Ardel Thomas, Stanford University, CA

Presenters: John Killoran, University of Colorado at Denver, “Value and the Art of Web Resume Maintenance”
Mike Markel, Boise State University, ID, “The Rhetoric of Misdirection in Corporate Privacy Statements”
SATURDAY HALF-DAY WORKSHOPS

2:00 p.m.–5:30 p.m.

Information Technologies

SW.01 Promoting Student Success with Digital Tools: Remediating Access
Exhibit Level, Room 125

Chair: Lanette Cadle, Bowling Green State University, OH
Presenters: Kristine Blair, Bowling Green State University, OH
Lanette Cadle, Bowling Green State University, OH
Andrew Mara, Bowling Green State University, OH
Jude Edminster, Bowling Green State University, OH
Elizabeth A. Monske, Louisiana Tech University, Ruston
Cheryl Hoy, Bowling Green State University, OH

SW.02 Saturday Afternoon Exultation of Larks: Poet-to-Poet Workshop
Exhibit Level, Room 123

Chairs: Mary Minock, Madonna University, Livonia, MI
Pia Taavila, Gallaudet University, Washington, D.C.
Kathleen Winter, University of Maryland, Eastern Shore, Princess Anne

Institutional and Professional

SW.03 Sharing Your Ideas with the Profession: Drafting NCTE/CCCC Proposals, Turning Presentations into Articles (TYCA Strand)
Exhibit Level, Room 124

Chair: Jody Millward, Santa Barbara City College, CA
Presenters: Harryette Brown, Eastfield College, Mesquite, TX
Frank Madden, SUNY–Westchester Community College, Valhalla, NY
Amy Cashulette Flagg, Aims Community College, Greeley, CO
Kip Strasma, Illinois Central College, East Peoria
Jody Millward, Santa Barbara City College, CA
Georgia A. Newman, Past Chair, TYCA, Milledgeville, GA
Saturday, 2:00–5:30 p.m.

**Research**

**SW.04 Qualitative Research Network**  
Exhibit Level, Room 110  
*Chairs:* Roxanne Mountford, University of Arizona, Tucson  
Heidi McKee, University of Massachusetts, Amherst  
Seth Kahn, West Chester University, PA  
*Facilitator:* Haivan Hoang, University of Massachusetts, Amherst  
*Presenters:* Jabari Mahiri, University of California, Berkeley  
Tobi Jacobi, Colorado State University, Fort Collins

**Language**

**SW.05 Beyond Clarity and Grace:**  
**Grammar and Style for Writers and Teachers**  
Exhibit Level, Room 121  
*Chair:* Janet Zepernick, York College of Pennsylvania  
*Discussion Leaders:* Deborah Vause, York College of Pennsylvania  
Julie S. Amberg, York College of Pennsylvania  
Mike Zerbe, York College of Pennsylvania  
Janet Zepernick, York College of Pennsylvania  
Ann George, Texas Christian University, Fort Worth

**Information Technologies**

**SW.06 Putting Your Writing Course Online**  
Exhibit Level, Room 111  
*Chair:* Karen Kuralt, University of Arkansas at Little Rock  
*Discussion Leaders:* Karen Kuralt, University of Arkansas at Little Rock  
Matthew Forester, University of South Florida, Tampa  
Chuck Anderson, University of Arkansas at Little Rock  
Betty Freeland, University of Arkansas at Little Rock  
Dwedor Ford, University of Arkansas at Little Rock  
Barbara L’Eplattenier, University of Arkansas at Little Rock
Institutional and Professional

SW.07 Intellectual Property in Composition Studies
Exhibit Level, Room 131

Chair: Jeffrey Galin, Florida Atlantic University, Boca Raton
Plenary Presenter: Wendy Seltzer, Electronic Frontier Foundation, San Francisco, CA

Presenters: Charles Lowe, Purdue University, West Lafayette, IN
Jessica Reyman, University of Minnesota, St. Paul
Clancy Ratliff, University of Minnesota, St. Paul
Brian Ballentine, Case Western Reserve University, Cleveland, OH
Karen Lunsford, University of California, Santa Barbara
Wendy Warren Austin, Edinboro University of Pennsylvania
Robin Wharton, University of Georgia, Athens
Linda Bergmann, Purdue University, West Lafayette, IN
Carol Peterson Haviland, California State University, San Bernardino
Laurie Johnson, University of Minnesota, St. Paul
T. Kenny Fountain, University of Minnesota, Twin Cities, St. Paul
Lisa Maruca, Wayne State University, Detroit, MI
Sally Chandler, Kean University, Union, NJ