Friday, March 13

QIGONG
Qi (chi) = Energy           Gong (Kung) = Skill
Qigong = the skill of attracting vital energy
Golden Gate Lobby, Ballroom Lobby Level
(Outside Golden Gate Rooms)
6:30–7:30 a.m.
Instructor: David Seto
Qi Gong, the foundation for Chinese martial arts and medicine, is a system of postures, dynamic movements, and breathing exercises that promote the free flow of “energy” or “life force” throughout the body in order to maintain health, prevent illness, and heal diseases. This class will introduce you to some of the basics of Qi Gong practice and open your mind to a new vision of health and healing.

REGISTRATION 8:00 a.m.– 5:00 p.m.
Exhibit Hall, Grand Ballroom B, Grand Ballroom Level

EXHIBITS 9:00 a.m.–5:00 p.m.
Exhibit Hall, Grand Ballroom B, Grand Ballroom Level

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

Featured Speaker

Becoming Ecocomposition
Continental Ballroom 4/5,
Ballroom Level

Chair: Marilyn Cooper, Michigan Technological University, Houghton

Christian Weisser’s presentation will address the relationships between composition theory and pedagogy and recent work in the area of ecocomposition. As Associate Professor in the Department of English at The Pennsylvania State University, Berks Campus, he serves as Coordinator of both the Professional Writing Program and the Writing Across the Curriculum Program at Penn State Berks. Weisser is the Editor of Composition Forum, a peer-reviewed scholarly journal in rhetoric and composition. His research addresses the relationships between discourse and the locations in which it is situated, focusing upon the physical, political, professional, public, and virtual spaces in which writing takes place. He is the author and editor of six books and numerous articles on this subject, including Moving Beyond Academic Discourse: Composition Studies and the Public Sphere and the recently published collection (with Christopher Keller) entitled The Locations of Composition. Along with co-panelist Sid Dobrin, he co-authored Natural Discourse: Toward Ecocomposition and co-edited Ecocomposition: Theoretical and Pedagogical Approaches.

Sidney I. Dobrin will argue that because Composition Studies has been more attuned to subject formation than phenomena of writing, Post-Composition moves toward developing theories of writing grounded in spatial, networked, and complex ecological thinking. Dobrin is Associate Professor in the Department of English at The University of Florida, where for ten years he directed the writing program. He is the author and editor of more than a dozen books about writing, environment, and their intersections. Along with co-panelist Christian R. Weisser, he co-authored Natural Discourse: Toward Ecocomposition and...
co-edited *Ecomposition: Theoretical and Pedagogical Approaches*. He is also co-editor (with Sean Morey) of *Ecosee: Image, Nature, and Visual Rhetoric* (SUNY P, forthcoming April 2009) and co-editor (with J.A. Rice and Michael Vastola) of *Beyond Post-Process*. His two newest monographs continue his work in composition theory and ecocomposition. Dobrin’s featured presentation will be based upon this work. His second new book, *Cracks in the Mirror*, examines the intersections between visual and ecological thinking in order to develop theories of visual rhetoric not hobbled by retrofitting traditional rhetorical models intended for oral and literate contexts to visual/digital/electrast texts.

**Featured Session**

**Federal Policy Regarding Writing: The Context of a New Administration**

Continental Ballroom 6, Ballroom Level

*Chair:* Sandie McGill Barnhouse, TYCA Chair, Rowan-Cabarrus Community College, Salisbury, NH

A new administration offers fresh opportunities to advocate for federal support of writing instruction at every academic level. Whether it be comprehensive policies on early childhood through high school literacy or performance assessment using writing, NCTE, NWP, and other groups are working on promising legislative initiatives. Hear about the latest developments and offer your ideas about new possibilities.

**Sandie McGill Barnhouse**

TYCA Chair

**Barbara Cambridge**

NCTE Director

Washington D.C. Office

**Elyse Edman-Adahl**

National Writing Project

**Kent Williamson**

NCTE Executive Director

Urbana, IL
Institutional and Professional

F.01 Tenure Literacies, Womanist Genealogies: The Academic Struggles and Life Journeys of Women Faculty of Color
Grand Ballroom A, Grand Ballroom Level
Chair: Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing
Speakers: Dorothy Randall Tsuruta, San Francisco State University, CA, “Damn Right She’s Sure Got Some Nerve!”
Cecilia Rodríguez Milanés, University of Central Florida, Orlando, “Sister Professor: Women of Color Teaching, Mentoring, Writing, and Administering from the Margin”
Respondent: Malea D. Powell, Michigan State University, East Lansing

Research

F.02 Reflective Practices in Writing Instruction: What New Research Tells Us
Continental Ballroom 2, Ballroom Level
Chair: Cathy McDonald, Western Washington University, Bellingham
Megan Swihart Jewell, Case Western Reserve University, Cleveland, OH, “When Students Reflect across Courses: What General Education Portfolios Reveal about Writing Knowledge”
Anne Beaufort, University of Washington Tacoma, “All Talk, No Action? Or, Does Transfer Really Happen after Reflective Practice?”
Respondent: Kathleen Blake Yancey, Florida State University, Tallahassee

Practices of Teaching Writing

F.03 Share This: Digital Videos, Pedagogy, and Social Responsibility
Continental Ballroom 1, Ballroom Level
Chair: Andrea Greenbaum, Barry University, Miami Shores, FL
Speakers: Andrea Greenbaum, Barry University, Miami Shores, FL, “Social Action through Documentary Filmmaking and the Use of New Media”
Chelsea Redecker, University of North Carolina, Chapel Hill, “Students Making Culture: Video Revisions of ‘The Merchants of Cool’”
Daniel Anderson, University of North Carolina, Chapel Hill, “Mix and Mash Literacy: A Primer for Transforming First-Year Composition”
Friday, 8:00–9:15 a.m.

Theory

F.04  Film as Visual Rhetorical Texts
Imperial A, Ballroom Level
Chair: Anne Frances Wysocki, University of Wisconsin-Milwaukee
Speakers: David Blakesley, Purdue University, West Lafayette, IN, “Indy Films and Videographers in Composition: The Visual Rhetorics and Pedagogies of Identity”
Joyce Irene Middleton, East Carolina University, Greenville, NC, “Hyperlink Film and Rhetorical Identification in Film”
Christine Russell, East Carolina University, Greenville, NC, “‘Playing in the Dark’ in Hollywood Film”

Institutional and Professional

F.05  The Philosophy of Numbers: Bridging the Gap between Rhetoric and Science
Golden Gate 1, Lobby Level
Chair: Carol Rutz, Carleton College, Northfield, MN
Speakers: John Bean, Seattle University, WA, “Taking an Epistemological/Rhetorical Approach to Quantitative and Scientific Literacy”
Carol Rutz, Carleton College, Northfield, MN, “Quantitative Reasoning in WAC: Aristotle Has Not Yet Left the Building”
Keith Rhodes, Grand Valley State University, Allendale, MI, “The Case for Rhetorical Numeracy in Composition Scholarship”

Research

F.06  Bridging the Language Gap: Genre Theory and Linguistics-Based Writing Theory and Instruction
Continental Ballroom 9, Ballroom Level
Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor
Speakers: Moises Escudero, University of Michigan, Ann Arbor
Zak Lancaster, University of Michigan, Ann Arbor
Timothy Green, University of Michigan, Ann Arbor

Practices of Teaching Writing

F.07  Pox on a Bender: Narrative Medicine and Writing Genres
Union Square 25, Fourth Floor
Co-Chairs: Donna Gessell, North Georgia College and State University, Dahlonega
Lisa DeTora, Lafayette College, Easton, PA
Speakers: Lisa DeTora, Lafayette College, Easton, PA
Donna Gessell, North Georgia College and State University, Dahlonega
Shannon Wooden, University of Southern Indiana, Evansville
Practices of Teaching Writing

F.08 A Following Sea: Integrating Basic Writing and Reading into Transfer Courses through Learning Communities
Van Ness, Sixth Floor

Chair: Matthew Stilwell, Front Range Community College, Fort Collins, CO

Speakers: Shawna Jackson, Front Range Community College, Fort Collins, CO, “A Lumina Grant Experience: Implementing Learning Communities at a 2-Year College”
Matthew Stilwell, Front Range Community College, Fort Collins, CO, “Finding a Good Fit: Learning Community Faculty Selection and Induction”
Julie Voss, Front Range Community College, Westminster, CO, “Reading Success in Psychology: Linking Psychology Courses to Reading”
Stewart Erlich, Front Range Community College, Westminster, CO, “One Instructor or Two? Two Learning Community Models”

This is Your Brain on Writing

F.09 This is Your Brain on Writing
Imperial B, Ballroom Level

Chair: Paul Hanstedt, Roanoke College, Salem, VA

Speakers: Marilee Ramesh, Roanoke College, Salem, VA, “How Learning Changes the Brain: A Biological Perspective”
Denise Adkins, Roanoke College, Salem, VA, “Deep Learning: A Psychologist’s Perspective”
Paul Hanstedt, Roanoke College, Salem, VA, “This is Your Brain on Writing: The Implications of James Zull’s *The Art of Changing the Brain* for the Writing Classroom”
Gordon Marsh, Roanoke College, Salem, VA, “This is Your Brain on WAC: Zull, Bean, Music, and Writing”

Composition/Writing Programs

F.10 Making Waves, Managing Waves, and Becoming Active/ists: Recasting Campus Crisis into Written Reflection
Yosemite B, Ballroom Level

Chair: Benjamin Sword, Tarleton State University, Stephenville, TX

Speakers: Brian Fehler, Tarleton State University, Stephenville, TX, “The Mirror and the Screen: Active/ist Reflection: When Private Images Become Public”
Lisa Kirby, North Carolina Wesleyan College, Rocky Mount, “Activism and Reflective Practice: The Composition Classroom as Site of Civic Engagement”
Purna Banerjee, Millikin University, Decatur, IL, “Teaching Writing during Troubled Times: Autoethnographies as the Interstices between the Purely Private, the Confrontational Communal, and the Reflectional Radical”
Friday, 8:00–9:15 a.m.

**Theory**

**F.11 Navigating Empathy: Making Waves across Rhetorical and Affective Dimensions of Composition**

Golden Gate 5, Lobby Level

*Chair:* Shane Borrowman, The University of Nevada, Reno

*Speakers:* Lew Caccia, Walsh University, North Canton, OH, “Empathy and Empirical Inquiry in First-Year Composition”

William DeGenaro, The University of Michigan, Dearborn, “Empathy and the Erasure of Difference”

Kia Jane Richmond, Northern Michigan University, Marquette, “Empathy and Teacher Training”

*Respondent:* Julie Lindquist, Michigan State University, East Lansing

**Creative Writing**


Continental Ballroom 3, Ballroom Level

*Chair:* Glenn North, University of Missouri, Kansas City

*Speakers:* Glenn North, University of Missouri, Kansas City, “Undercover Brother: Covert Resistance in the Poetry of Terrance Hayes, Major Jackson, Kevin Young, et. al.”

Natasha Ria El-Scari, University of Missouri, Kansas City, “Phenomenal Women: The Diverse Voices of Contemporary African American Women Poets”

Nicole Higgins, University of Missouri, Kansas City, “The Gray Aesthetic: When Black Poets Write ‘White’”

**Academic Writing**

**F.13 Building a Bridge over Troubled Waters: Graduate Writing Workshops**

Franciscan B, Ballroom Level

*Chair:* Gail Pizzola, University of Texas at San Antonio

*Speakers:* Marcheta Evans, University of Texas at San Antonio, “Demographics and Motivation for Building Bridges”

Diane Abdo, University of Texas at San Antonio, “Bridge Building through Ancillary Writing Workshops”

Gail Pizzola, University of Texas at San Antonio, “Building Bridges through Embedded Writing Workshops”

Shane Haberstroth, University of Texas at San Antonio, “Assessing the Bridge and Projecting Expansion”
**Practices of Teaching Writing**

**F.14 Conflicts in Teaching and Teaching the Conflicts**

Union Square 5/6, Fourth Floor

*Chair:* Erin Boade, Independent Scholar, Austin, TX

*Speakers:* Eric Dieter, University of Texas at Austin, “The Hidden Bigotry of Authenticity: Student-athletes and Professors Playing the Identity Game”

Jim Beitler, University of Michigan, Ann Arbor, “Reading Empowering Rhetorics in the Writing Classroom”

Erin Boade, Independent Scholar, Austin, TX, “Presenting Controversial Rhetors in the Writing Classroom”

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**Practices of Teaching Writing**

**F.15 Contemplation and Composition:**

**Going Slow in the Classroom**

Taylor, Sixth Floor

*Chair:* Phyllis Dallas, Georgia Southern University, Statesboro

*Speakers:* Sarah Stanley, University of Massachusetts, Amherst, “Writing a Path toward Social Change: A Critical Pedagogy of Grammatical Choice”

Michael Stancliff, Arizona State University, Phoenix, “Measured Wave: Toward a Slow Composition Pedagogy”

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**Composition/Writing Programs**

**F.16 First-Year Composition and the Learning Community:**

**A Framework for Student Engagement**

Powell, Sixth Floor

*Chair:* Karol Dehr, Indiana University-Purdue University, Fort Wayne

*Speakers:* Karol Dehr, Indiana University-Purdue University, Fort Wayne

Kimberly Wagner, Indiana University-Purdue University, Fort Wayne

Deborah Ellsworth, Indiana University-Purdue University, Fort Wayne
Friday, 8:00–9:15 a.m.

Practices of Teaching Writing

F.17  Identity Politics and Embodied Rhetorics in the Writing and Rhetoric Classroom
Golden Gate 2, Lobby Level

Chair: Donna Hunter, Stanford University, CA
Speakers: Sohui Lee, Stanford University, CA, “Burke and the Teacher’s Embodied Rhetoric”
Kristi Wilson, Stanford University, CA, “From Paper to Screen: Embodied Rhetoric and the Disembodied Lens”
Serkan Gorkemli, University of Connecticut, Stanf
Subhasree Chakravarty, Stanford University, CA, “The Rhetorical Production of Race”
Moderator: Sangeeta Mediratta, Stanford University, CA

Information Technologies

F.18  Letting the Assessed in on (Nontraditional) Assessment: Writing Centers and Weblogs—Expanding a Thirdspace Dialogue
Yosemite C, Ballroom Level

Chair: Michael Barnes, Stetson University, Deland, FL
Speakers: Michael Barnes, Stetson University, Deland, FL
Jennifer Newell, Stetson University, Deland, FL
Elizabeth Barnes, Daytona Beach College, Daytona Beach, FL

Theory

F.19  Resisting Basic Writers/Resisting Institutions: Resistance Theory and Community College Writing
Golden Gate 7, Lobby Level

Chair: Howard Tinberg, Bristol Community College, MA
Speakers: Jack Morales, Community College of Allegheny County, Pittsburgh, PA, “You’re Not the Boss of Me: Resistance Theory and the Basic Writing Class”
Michael Hill, Henry Ford Community College, Dearborn, MI, “Ratemyprofssor.com, Basic Writers and the Search for Academic Authority”
Jennifer Swartout, Heartland Community College, Normal, IL, “Basic Writers and Resistant Institutions: A Programmatic Analysis”
Friday, 8:00–9:15 a.m.

**Academic Writing**

**F.20** **Discipline-Inflected Ethos: Rhetorical Theory in the Discipline-specific First-Year Writing Course**

Franciscan A, Ballroom Level

*Chair:* Betsy Verhoeven, Duke University Writing Program, Durham, NC  
*Speakers:* Betsy Verhoeven, Duke University Writing Program, Durham, NC, “Rhetorical Comparisons of Scholarly Writing in the Humanities, Social Sciences, and Natural Sciences”  
Robin Smith, Duke University Writing Program, Durham, NC, “Uncovering Scientific Ethos by Comparing Scholarly and Popular Writing”  
Marcia Rego, Duke University Writing Program, Durham, NC, “Toward Ethnographic Writing: Anthropological Ethos in FYW”  
Chris Beaule, University of Hawai‘i, Manoa, “Excavating Levels of Evidentiary Support in Archaeological Arguments”

**Composition/Writing Programs**

**F.21** **Writing Centers: Questions and Innovations**

Golden Gate 8, Lobby Level

*Chair:* Benjamin Miller, CUNY, New York, NY  
*Speakers:* Karen Keaton Jackson, North Carolina Central University, Durham, “Tales from the Other Side: A Focus on Tutor Identity Formation when Working with Multicultural Writers”  
Lynn Shelly, Indiana University of Pennsylvania, “Fostering Involvement and Building Community: A New Role for Writing Centers”  
Steven Corbett, Southern Connecticut State University, New Haven, “Writing On-location Waves with Diverse Students”

**Composition/Writing Programs**

**F.22** **A Perfect Storm: The Impact of Value-Added Assessment Requirements**

Union Square 22, Fourth Floor

*Chair:* Karen McDonnell, James Madison University, Harrisonburg, VA  
*Speakers:* Kevin Jefferson, James Madison University, Harrisonburg, VA  
Laura Schubert, James Madison University, Harrisonburg, VA  
Karen McDonnell, James Madison University, Harrisonburg, VA
Friday, 8:00–9:15 a.m.

Information Technologies

F.23 Web 2.0 Technologies and Classroom Practices
Mason, Sixth Floor

Chair: Sarah Allen, University of Mary Washington, Greeley, CO
Speakers: Brian Ballentine, West Virginia University, Morgantown, “Writing, Hacker Ethics, and Web 2.0: On Embracing New Forms of Composition”
Dona Bailey, University of Arkansas at Little Rock, “Digital Lifelogs in First-Year Writing Courses”
Rory Lee, Florida State University, Tallahassee, “Running with the (Technology) Times: Journaling 2.0 in the W2L and WAC Movements”

History

F.24 Historicizing the Work of Writing Instruction: Documenting Labor Histories in the Field
Union Square 14, Fourth Floor

Chair: Eileen Schell, Syracuse University, NY
Speakers: Eileen Schell, Syracuse University, NY, “You Think You Have It Bad Now!: Studying the History of Labor and Working Conditions in the Early to Mid-20th Century in U.S. Colleges”
Jim McDonald, University of Louisiana at Lafayette, “The Cold War/Post-Cold War Labor of Writing Instruction: Before and After the Wyoming Resolution”
Respondent: Chris Carter, University of Oklahoma, Norman

Information Technologies

F.25 Digital Gaming: MMORPGS and Player Identity
Union Square 21, Fourth Floor

Chair: George S. Diamond, Moravian College, Bethlehem, PA
Speakers: Katie Retzinger, Old Dominion University, Norfolk, VA, “Immediacy, Desire, and the Other: MMORPGS and Constructions of Identity”
Matthew S. S. Johnson, Southern Illinois University, Edwardsville, “The World Is Subject: Gamers and the Potential for Change”
Phill Alexander, Michigan State University, East Lansing, “Running with the Bulls: The Race Rhetoric of the Tauren in World of Warcraft”

Practices of Teaching Writing

F.26 The Ripple, the Curl, and the Tsunami: Three Perspectives on the Ethnographic Approach to First-Year Writing
Lombard, Sixth Floor

Chair: Jonn Salovaara, Columbia College, Chicago, IL
Speakers: Ames Hawkins, Columbia College, Chicago, IL, “Ethnography’s Ripple-Effect”
Jonn Salovaara, Columbia College, Chicago, IL, “The Instructor Rides the Ethnography Curl”
Molly Ades, Columbia College, Chicago, IL, “The Ethnography Student’s Tsunami”

Theory

F.27 Revising Race, Remixing the Rainbow: Queer of Color Theory in Rhetoric and Composition
Sutter, Sixth Floor
Chair: Rhea Estelle Lathan, Michigan State University, East Lansing
Speakers: Qwo-Li Driskill, Texas A&M University, College Station, “Two-Spirit Critiques: Sexuality, Sovereignty, Survivance”
Elisa Marie Norris, Syracuse University, NY, “In Whose Report Will You Believe? Constructing Realities, Questioning Identities”
Eric Darnell Pritchard, University of Texas at Austin, “‘All of Who I am in the Same Place’: A Black Queer Autocritography”
Kelly Rawson, Syracuse University, NY, “Anti-Racist Research: White Scholars Working in White Space”
Respondent: Rhea Estelle Lathan, Michigan State University, East Lansing

Practices of Teaching Writing

F.28 Writing on Different Wavelengths: Competing Perceptions of Teaching and the Academy
Yosemite A, Ballroom Level
Chair: Chris Warnick, College of Charleston, SC
Emily Cooney, College of Charleston, SC, “Finding the Same Wavelength: Translating Perceptions of the ESL Instructor in the Classroom”
Thomas Bullington, Independent Scholar, Charleston, SC, “Tweed, Pipes, Papers, and All the Time in the World: The Student’s (Mis-) Perception of the Teacher”

Institutional and Professional

F.29 Collaboration across the Grades: Teaching, Research, and Administration
Golden Gate 3, Lobby Level
Chair: Jane Greer, University of Missouri, Kansas City
Speakers: Debbie Haus, Belton High School, MO, “Communication and Collaboration: Teaching in the Dual-credit Arena”
Melanie Burdick, Metropolitan Community College-Longview, Lee’s Summit, MO, “Curricular Extensions within a Multi-grade Action Research Circle”
Jane Greer, University of Missouri, Kansas City, “Abstractions and Artifacts: Administrative Collaboration at an Early College High School”
Friday, 8:00–9:15 a.m.

**Institutional and Professional**

**F.30 Empty Rhetoric and Academic Bullshit: Strategies for Composition’s Self-representation in National Arenas**

Continental Ballroom 7, Ballroom Level

*Chair:* Michael Edwards, United States Military Academy, West Point, NY

*Speakers:* Michael Edwards, United States Military Academy, West Point, NY

Mark Bauerlein, Emory University, Atlanta, GA

Margaret Price, Spelman College, Atlanta, GA

Lauren Rosenberg, Eastern Connecticut State University, Willimantic

**Practices of Teaching Writing**

**F.31 Cultural Expectations in Cross-cultural Classrooms: ESL and International Issues**

Franciscan C, Ballroom Level

*Chair:* Linda A. Torok, University of Cincinnati, OH

*Speakers:* Nancy Hayward, Indiana University of Pennsylvania, “Cultural Understandings of Reflective Writing”

Joel Bloch, The Ohio State University, Columbus, “Intellectual Property, Plagiarism, and the International Student”

Courtney Dull, University of New Hampshire, Durham, “Coping with Differing Expectations in L2 Writing Conferences: An Argument for the Role of Negotiator”

Linda A. Torok, University of Cincinnati, OH, “The Critical Difference between What ESL Students ‘Should Be’ and What They ‘Are’: Issues of Motivation and Representation when Teaching Saudi Students”

**Community, Civic & Public**

**F.32 Performing Hybrid Identities and the Claiming of Public Space**

Golden Gate 4, Lobby Level

*Chair:* Nancy Welch, University of Vermont, Burlington

*Speakers:* Mary Ann Cain, Indiana University-Purdue University, Fort Wayne, “Making Waves through Community Arts: Public Space as Collective Creation”

Lil Brannon, University of North Carolina, Charlotte, “Privatized Identities and Hybrid Teachers: Questioning the Surveillance of First-Year Writing”

Michelle Comstock, University of Colorado, Denver, “Claiming Public Space at the Democratic National Convention”
Community, Civic & Public

F.33 Three Waves of Theorizing, Historicizing, & Rhetoricizing the Archive

Union Square 3/4, Fourth Floor

Chair: Jess Enoch, University of Pittsburgh, PA

Speakers: John Miles, Wofford College, Spartanburg, SC, “Historicizing a Native Agent: The Case of Laura Cornelius Kellogg”

Whitney Myers, University of New Mexico, Albuquerque, “Reading the Writing: Native Scholars, Compositionists, and Albuquerque Indian School Students”

René Agustín De los Santos, DePaul University, Chicago, IL, “Recreating a ‘Culture of Documentation’: Archives as Rhetorical and Pedagogical Accomplishments”

Institutional and Professional

F.34 How Teachers Rise: An Archival and Person-based Study of the Performative Construction of TA Identity

Union Square 17/18, Fourth Floor

Chair: Ann Updike, Miami University, Oxford, OH


Bre Garrett, Miami University, Oxford, OH, “So listen to what happened in class today . . .”: The Rise and Fall (and Rise?) of the TA Teaching Story in a Composition Practicum”

Aurora Matzke, Miami University, Oxford, OH, “Evaluating the Rise of the Graduate Student Teaching Philosophy”

Institutional and Professional

F.35 Composition, Teacher Education, and Curriculum Reform: Toward an Enhanced Alignment of Secondary and Post-Secondary Writing

Union Square 23/24, Fourth Floor

Chair: Christopher McCarrick, Clarion University of Pennsylvania

Speakers: Christopher McCarrick, Clarion University of Pennsylvania, “When Tectonic Plates Collide, Seismic Waves Result: Writing, Teacher Education, and Curriculum Reform”

Linda Taylor, Brookville Area School District, PA, “A Composition Course for College-bound High School Seniors: A Practical Solution to the Disconnect”

Tracey Johnson, Chatham University, Pittsburgh, PA
Friday, 8:00–9:15 a.m.

*Practices of Teaching Writing*

**F.36**  
*Yes, We Really Want You to Write during This Session!: A Panel on the Pedagogy of Cultural Rhetoric(s)*  
Union Square 15/16, Fourth Floor  
*Chair:* Maria Montaperto, Kean University, Union, NJ  
*Speakers:* Rochelle Harris, Central Michigan University, Mount Pleasant, “A Thrill of Something like Terror, Something like Joy: Toward a Pedagogy of Cultural Rhetoric(s)”  
Maria Montaperto, Kean University, Union, NJ, “Riding the Wave of ‘Students’ Rights to Their Own Language’: A 2024 Vision”

*Practices of Teaching Writing*

**F.37**  
*Power and Identity in the Writing Classroom*  
Union Square 1/2, Fourth Floor  
*Chair:* Audrey L. Ward, Bennett College, Greensboro, NC  
*Speakers:* Ammon Gee, University of Central Oklahoma, Edmond, “Power and Process: The Question of Decentralization”  
Kay Siebler, Missouri Western State University, St. Joseph, “Breast Binding and Crotch Tucking: Complicating Media Representations of TransQueers”  
Mark Hannah, Purdue University, West Lafayette, Indiana, “Identity Construction and Deliberative Rhetoric: Exploring Online Deliberation in the Panopticon”

*Composition/Writing Programs*

**F.38**  
*Making Waves with Writing Center Peer Tutors*  
Continental Ballroom 9, Ballroom Level  
*Chair:* Helen Szymanski, College of DuPage, Glen Ellyn, IL  
*Speakers:* Helen Szymanski, College of DuPage, Glen Ellyn, IL  
Jennifer Staben, College of Lake County, Grayslake, IL

*Institutional and Professional*

**F.39**  
*Going Global by Going Local: Connecting Study Abroad and International Students with the Writing Support They Need*  
Golden Gate 6, Lobby Level  
*Chair:* Mark Schaub, Grand Valley State University, Allendale, MI  
*Speakers:* Ellen Schendel, Grand Valley State University, Allendale, MI, “What American Writing Centers Can Learn from International Writing Centers about Supporting International Writers”  
Kate Stoetzner, Grand Valley State University, Allendale, MI, “Writing in Andra Pradesh to Writing on Your Campus”
During the last four decades, the shift from current-traditional to process and post-process pedagogies has reshaped the teaching of writing, as a formal focus on “correctness” and arrangement has given way to work on heuristic invention strategies, revision processes, content development, varied genres, rhetorical contexts, and personal or social relevance. Questions remain, however, about the scope and depth of this change, especially the degree to which teacher response practices in composition and disciplinary classrooms have embraced the new approach. As a result, researchers and teachers have worked to identify best practices in teacher response through studying type, length, and frequency of written comments; formal oral and written genres of response; rhetorical stances; relations of response to revision; and so on. This research, however, still leaves us asking the basic question of what best practices are in different instructional contexts as well as how widely and consistently current notions of best practice have been adopted in U.S. colleges and universities. The four presentations on this panel share large-scale and situated analyses of the state of the art in response practices today across a variety of settings and consider how current theoretical developments in understanding discourse, learning, and pedagogy might reshape our understanding of response.

Speakers: Patrick Ewing, University of California, Santa Barbara, “Extremely Odd and Twisted Syntax: A Study of Marginal Comments in Lunsford and Lunsford’s Archive of College Writing”
Friday, 9:30–10:45 a.m.

Dana Ferris, University of California, Davis, “Walking the Talk: Teachers’ Response Practices in ‘ESL’ and ‘Mainstream’ Composition”

Chris Anson, North Carolina State University, Raleigh, NC, “The Current Nature of Response to Student Writing: Results from a National Survey of 23,000 Students”

Paul Prior and Samantha Looker, University of Illinois at Urbana-Champaign, “Anticipatory Response and Genre Systems: Rethinking Response Research, Pedagogy, and Practice”

Practices of Teaching Writing

G.01 Taking the Stage: Performance and the Writing Classroom

Grand Ballroom A, Grand Ballroom Level

Co-Chairs: Clyde Moneyhun, Stanford University, CA
Marvin Diogenes, Stanford University, CA

Speakers: Clyde Moneyhun, Stanford University, CA, “Stepping into Character: Student Presentations as Dramatic Performances”
Amy Devitt, University of Kansas, Lawrence, “Performing Teacherly Roles: Teaching On, Beside, and Around the Classroom Stage”
Mary Jo Reiff, University of Tennessee, Knoxville, “Cueing Classroom Performances: The Composition Director as Stage”

Respondent: Jenn Fishman, University of Tennessee, Knoxville
Community, Civic & Public

G.02 Teaching Global Issues in Local Contexts: Practicing the Rhetoric of Social Activism
Imperial A, Ballroom Level

Chair: Nancy Barron, Northern Arizona University, Flagstaff

Speakers:
- Scott Guenthner, Northern Arizona University, Flagstaff, “Implementing the Rhetoric of Social Activism in the First-Year Curriculum: Promoting Humanitarian Values through Technology”
- Nancy Barron, Northern Arizona University, Flagstaff, “Practicing the Rhetoric of Peace in a Writing-intensive Course: Learning the Principles of Negotiation”
- Sibylle Gruber, Northern Arizona University, Flagstaff, “Understanding the Power of Gendered Language Uses in a Senior Seminar Course: Becoming Activists for Change”

Institutional and Professional

G.03 Charting New Routes: GLBTQQ Discourses in Professional Spaces
Golden Gate 1, Lobby Level

Chair: Will Banks, East Carolina University, Greenville, NC

Speakers:
- Trav Webster, Michigan State University, East Lansing, “Open Secrets, Professional Capital?: GLBTQQ Scholars and CCCC Calls for Proposals”
- Matthew Cox, Michigan State University, East Lansing, “GLBTQQ Professionals and Professional Organizations: Resources or Resistance?”

Respondent: Will Banks, East Carolina University, Greenville, NC

Practices of Teaching Writing

G.05 Sex, Lies and Theft: Writing about Controversies
Golden Gate 2, Lobby Level

Chair: Suneeti Lock, University of Nevada, Reno, NV

Speakers:
- Nels Highberg, University of Hartford, West Hartford, CT, “The Day I Brought Porn to Class”
- Christopher Alexander, University of Louisville, KY, “‘Steal this research paper:’ Rhetorics of Revolution and Teaching Writing from Sources”


Friday, 9:30–10:45 a.m.

Composition/Writing Programs

G.06 Educating the Third Wave of Writing Program/Center Administrators
Continental Ballroom 7, Ballroom Level
Chair: Shirley K. Rose, Purdue University, West Lafayette, IN
Speakers: Shirley K. Rose, Purdue University, West Lafayette, IN, “Surveying Difference: A Comparison of WPA and WCA Responses to a National Survey”
Michael Pemberton, Georgia Southern University, Statesboro, “Preparing Future Writing Center Administrators for the Real World”
Jonikka Charlton, University of Texas-Pan American, Edinburg, “GenAdmin Identity: Preparing the Next Wave of Writing Program/Writing Center Administrators”

Community, Civic & Public

G.07 “Phenomenal Women” Making Waves: African American Women Using Literacy to Engage in Community and Civic Activism
Continental Ballroom 3, Ballroom Level
Chair: Valerie Kinloch, The Ohio State University, Columbus
Speakers: Beverly Moss, The Ohio State University, Columbus, “Phenomenal Women Using Literacy to Empower Themselves and a Community”
Mawarine Lyons, Phenomenal Women Incorporated, Columbus, OH, “Phenomenal Black Women Act: Making Waves, Changing a Community”
Robyn Lyons-Robinson, Columbus State Community College, OH, “Phenomenal Women Modeling Literacy and Leadership”
Charlene Reeves and Veronica Lewis, Phenomenal Women Incorporated, Columbus, OH, “A Phenomenal Woman’s Literacy Journey”
Respondent: Valerie Kinloch, The Ohio State University, Columbus

Composition/Writing Programs

G.08 Real Service, Real Students: Reflecting on Service Learning at the Two-Year College
Franciscan C, Ballroom Level
Chair: Courtney Anstett, Norwalk Community College, Bridgeport, CT
Speakers: Cindy Casper, Norwalk Community College, Bridgeport, CT, “Made for Each Other: Service Learning and the Community College Writing Center”
Susan Gebhardt-Burns, Norwalk Community College, Bridgeport, CT, “Making a Difference on Campus: Service Learning across the Writing Curriculum”
Catherine Milton, Norwalk Community College, Bridgeport, CT, “Engendering Praxis: How Service Learning Unites Classroom Theory with Feminist Practice through Reflection and Process”

Hannah Moeckel-Rieke, Norwalk Community College, Bridgeport, CT, “Trying It On: Service Learning, Self-Knowledge, and Academic Success”

**Information Technologies**

**G.09 New Media Literacies and the Sociable Web: Interrogating Interplays of Participatory Culture and Academic Literacy**

Franciscan D, Ballroom Level

*Chair:* Kevin Roozen, Auburn University, AL

*Speakers:* Rik Hunter, University of Wisconsin-Madison, “Co-constructing Writing and Being: Wiki-mediated Composition and Social Interaction”

Kory Lawson Ching, San Francisco State University, Davis, CA, “Genre Discovery in On-line Gaming Quest Narratives”

**History**

**G.10 Feminism’s First Wave: Women Making Spaces to Speak**

Union Square 1/2, Fourth Floor

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

*Speakers:* Ryan Skinnell, Arizona State University, Tempe, “The Logic of Elizabeth Cady Stanton’s Pathos”

Andrea Alden Lewis, Arizona State University, Tempe, “The Cult of True Womanhood and Victorian Era Science: First Wave Women Subverting the Dominant Discourse”

Elizabeth Lowry, Arizona State University, Tempe, “Feminist Rhetoric at the Time of the Spanish American War”

**Academic Writing**

**G.11 Strategies for Teaching Argument**

Union Square 3/4, Fourth Floor

*Chair:* Marjorie R. Hovde, Indiana University-Purdue University, Indianapolis

*Speakers:* Amanda Espinosa-Aguilar, On leave, Pasco, WA, “Using Speeches to Teach Argumentation”

June Johnson, Seattle University, WA, “Plunging into the Waves of Controversy: Teaching Rogerian Strategies to Deepen First-Year Students’ Understanding of Argument”

Jane DeTullio and Linda Littman, Monmouth University, West Long Branch, NJ, “Not the Same Old Song”
Friday, 9:30–10:45 a.m.

Professional and Technical Writing

G.12 Information Design in Medical Fields
Union Square 14, Fourth Floor

Chair: Ryan Trauman, University of Louisville, KY
Speakers: Mary Knatterud, University of Arizona, Tucson, “Being Truly ‘Present’ as Medical Caregivers (or as Workers Anywhere)”
Danielle Hinrichs, Metropolitan State University, St. Paul, MN, “Diagnosing Medical Writing: What Teaching Writing in the Health Sciences Can Contribute to Composition Pedagogy”
Dario Del Degan, University of Toronto, Ontario, Canada, “The Ripple Effect”

Creative Writing

G.13 Written To Be Spoken: Playwrighting, Screen Writing and the Performative Space
Union Square 15/16, Fourth Floor

Chair: John McKinnis, Buffalo State College, NY
Darsie Bowden, DePaul University, Chicago, IL, “Screenplay: The Fate of English 489”
Sarah Harris, University of Arizona, Tucson, “Rites of Passage: The Creative Writing Workshop as Performative Space”

Practices of Teaching Writing

G.14 In Memoriam: A Performance Piece on Haunted Pasts
Golden Gate 3, Lobby Level

Chair: Joonna Smitherman Trapp, Northwestern College, Orange City, IA
Speakers: Joonna Smitherman Trapp, Northwestern College, Orange City, IA, “Ghostly Women of Chicago: Memoria as Female Empowerment”
Paul Puccio, Bloomfield College, NJ, “Ghosts in the Classroom: Memory and Pedagogy”
Bob Mayberry, California State University, Channel Islands, “Unremembered Memory: A Dialog with Forgotten Teachers”
Keith Dorwick, The University of Louisiana at Lafayette, “Remembered as Ghosts: Making Our Memories Visible through Performativity”
Professional and Technical Writing

G.15 Making Waves with Ethical Language: Argumentation, Neutrality, and the Law
Golden Gate 4, Lobby Level

Chair: Margaret Willard-Traub, University of Michigan-Dearborn

Speakers:
- Donna Scheidt, University of Michigan-Ann Arbor, “Doing Narrative Critically”
- Lindsay Ellis, Grand Valley State University, Grand Rapids, MI, “Bringing Dispute Resolution Strategies under a Feminist Lens—and into my Students’ Writing Repertoires”

Respondent: Anne Ruggles Gere, University of Michigan-Ann Arbor

Practices of Teaching Writing

G.16 The Use of Contemplative Practices in the Teaching of Writing and Communications
Yosemite B, Ballroom Level

Chair: Keith Kroll, Kalamazoo Valley Community College, MI

Speakers:
- Barry Kroll, Lehigh University, Bethlehem, PA, “Contemplative Experience and Adversarial Argument”
- David Heckel, Pfeiffer University, Misenheimer, NC, “Contemplating Nature: Non-Discursive Modalities in the Writing Classroom”

Practices of Teaching Writing

G.17 Comic, Hip-hop and the Rhetoric of Identity: Youth Identity and the Teaching of Writing
Yosemite A, Ballroom Level

Chair: Dorinda Fox, University of Central Florida, Orlando

Speakers:
- Brij Lunine, University of California-Santa Cruz, “It’s not where you’re From, It’s where you’re At: Evaluating the Pedagogy of Writing Hip-hop”
- Farnaz Fatemi, University of Santa Cruz, CA, “Writing in the Gutter: Comics in a Rhetoric Course”
- Donna Hunter, Stanford University, San Francisco, CA, “Am I Who I Am on Facebook?: Identity 2.0”
Friday, 9:30–10:45 a.m.

*Practices of Teaching Writing*

**G.18 Revisioning the First-Year Composition Course**
Golden Gate 7, Lobby Level

*Chair:* Donald Samson, Radford University, Radford, VA

*Speakers:* William Rivers, University of South Carolina, Columbia, “Preparing Administrators and Faculty for Changes in First-Year Composition”
Larry Juchartz, Mott College, Flint, MI, “‘Here the Director Made a Sign of the T’: Negotiating a Brave New World of ‘First-Year Comp w/Technical and Career Emphasis’”
Donald Samson, Radford University, Radford, VA, “Preparing Composition Students for Writing in Their Careers”

**Theory**

**G.19 Performing the Presidency:**

*Visual and Verbal Rhetoric in Speeches and Websites*
Yosemite C, Ballroom Level

*Chair:* Steven J. Pearlman, Marist College, Poughkeepsie, NY

Michael Wojcik, Michigan State University, East Lansing, “Candidates, Color, and Type: Visual Rhetoric in Presidential Candidate Websites”
Gary Thompson, Saginaw Valley State University, University Center, MI, “‘They do / I do’: Visual Rhetoric as Performance”

**Research**

**G.20 Research on Gender and Place in FYC**
Imperial B, Ballroom Level

*Chair:* Brian D. Cope, Slippery Rock University, Indiana, PA

*Speakers:* Aimee Mapes, University of Iowa, Iowa City, “Playing the Good Girl: a Student Makes Waves”
Nathan Shepley, Ohio University, Athens, “Geographically-mediated First-Year Composition”

**Practices of Teaching Writing**

**G.21 Listening and Silence**
Golden Gate 5, Lobby Level

*Chair:* Lisa Bailey, University of South Carolina, Columbia

*Speakers:* Wendy Hinshaw, The Ohio State University, Columbus, “Listening for a Change”
Kristen Garrison, Midwestern State University, Wichita Falls, TX, “Rhetorical Listening and Dialogic Composition: Experiments in Enthusiastic Boat-rocking”
Lisa Bailey, University of South Carolina, Columbia, “Waves of Silence: Possibilities for a Contemplative Classroom”

Institutional and Professional

G.22 Defining, Identifying, and Addressing Contrapower (Sexual) Harassment in the Two-Year Composition Classroom
Golden Gate 6, Lobby Level
Chair: Eileen Schell, Syracuse University, NY
Speakers: Kristin Bivens, Harold Washington College, Chicago, IL
Stephen Ruffus, Salt Lake Community College, UT
Respondent: Bronwyn Jones, Northwestern Michigan College, Traverse City

Institutional and Professional

G.23 “Lean [ing] in” towards Cross-Disciplinarity—A Collaborative Examination of Teaching Practices in Information Literacy, Research Writing, and the Writing Center at the American University in Cairo
Continental Ballroom 1, Ballroom Level
Chair: Tara Broeckel, Lorain County Community College, Elyria, OH
Speakers: Jayme Spencer, American University in Cairo, Egypt, “Information Literacy Collaboration”
Doris Jones, American University in Cairo, Egypt, “Research Writing Collaboration”

Theory

G.24 Poetics and Radical Pedagogy: Floating on a Discourse of Writing-based Literacy
Union Square 5/6, Fourth Floor
Chair: Susan Miller-Cochran, North Carolina State University, Raleigh
Speakers: Rick Kmetz, University of Nevada-Reno, “Scenes of Literacy: Toward a Discourse of Writing-based Literacy in the Work of Composition”
Sheldon Walcher, University of Southern Mississippi, Hattiesburg, “Error as Radical Productivity: Composition and Writing in a Post-pedagogic Age”
Friday, 9:30–10:45 a.m.

*Information Technologies*

**G.25 Video: Applications Online and in the Classroom**
Taylor, Sixth Floor  
*Chair:* Gary Sue Goodman, University of California, Davis  
*Speakers:* Sonya C. Brown, Fayetteville State University, NC, “Teach Writing Basics across the Curriculum with Video”  
Elizabeth Losh, University of California Irvine, “Composing for the Small Screen: Managing Online Video Publics”  
Julee Russell, Valley City State University, ND, “Addressing NCTE Standards through the Video Book Review”

*Institutional and Professional*

**G.26 Others Mentoring Others:**
Mapping and Problem-posing the Intellectual Labor, Costs, and Rewards of Mentoring Marginalized Students  
Van Ness, Sixth Floor  
*Chair:* Henry Denny, St. John’s University, Queens, NY  
*Speakers:* Donna LeCourt, University of Massachusetts at Amherst, “Mentoring as Intellectual Labor: The Power of Local Critique”  
Harry Denny, St. John’s University, Queens, NY, “Queering the Deal: Mentoring the Sexual Politics of Privilege and Marginality”  
Kami Day, Johnson County Community College, Overland Park, KS, “Mentor, Model, Mother, Martyr: Mentoring Queer Undergraduates at a Conservative Community College”  
Anna Rita Napoleone, University of Massachusetts at Amherst, “Graduate school is a luxury but it doesn’t feel that way”

*Composition/Writing Programs*

**G.27 Sea Change, Transformation, and Adaptation:**
Pedagogy and Praxis Gleaned from the Community College Puente Project  
Mason, Sixth Floor  
*Chair:* Grace Ebron, University of California, Oakland  
*Speakers:* David Hurst, College of the Sequoias, Visalia, CA  
Scott Sandler, Gavilan College, Gilroy, CA

*Theory*

**G.28 Burke and Beyond:**
Theories of Identification, Agency, and Literacies  
Lombard, Sixth Floor  
*Chair:* Elizabeth Aydelott, Northwest Christian University, Eugene, OR  
*Speakers:* Steven Accardi, Arizona State University, Tempe, “Social Move-
Ex-centric Practices of Inventing and Composing in FYC

**G.29**

**Chair:** Aneil Rallin, Soka University of America, Aliso Viejo, CA

**Speakers:**
- Marissa Juarez, University of Arizona, Tucson, “Resisting Essayist Literacy through Spontaneous Prose”
- Josephine Walwema, Clemson University, SC, “Invention, Comics, and the Third Sophistic”
- Jessica Shumake, University of Arizona, AZ, “Teaching Manifesto Writing”

Information Literacies, Libraries and Learning

**G.30**

**Chair:** Bonita R. Selting, University of Missouri, Columbia

**Speakers:**
- Sergio Rizzo and Leslie Porter, Morehouse College, Atlanta, GA, “Teaching Information and Informing Teachers: Crossing the Institutional Divide between Librarians and Teachers”
- Malkiel Choseed, Onondaga Community College, Syracuse, NY, “Partnering with Your Campus Library: Linking First-Year Composition and Libraries as Sites of Epistemological Construction”
- Michael Young, La Roche College, Pittsburgh, PA, “E, I, A, O/E, and U: Spelling Out and Assessing Information Literacy within our Discourse Communities”

Assessing the Role of Writing in Student Engagement: A Collaboration with the National Survey of Student Engagement

**G.31**

**Chair:** Paul Anderson, Miami University, OH

**Speakers:**
- Gonyea Robert, Indiana University Center for Postsecondary Research, Bloomington “A Detailed Analysis of the Experimental Writing Questions”
- Charles Paine, University of New Mexico, Albuquerque, “Collaborating with NSSE: Conveying Writing Practices to Students in 25 Easy-to-digest Questions”
Friday, 9:30–10:45 a.m.

Theory

G.32 Shades of Gray: Affects, Aesthetics, and Subversion in Composition
Sutter, Sixth Floor

Chair: Kimberly Donovan, Southern New Hampshire University, Manchester
Speakers: Kuhi Walters, University of New Hampshire, Durham, “Coloring in Black and White: The Work of Art in the Age of Critical Pedagogy”
Lavinia Hirsu, Indiana University, Bloomington, “Is There a Place for Aesthetics in the Composition Classroom?”
Clayton Walker, Wayne State University, Detroit, MI, “The Ethics of Affects”
Gregory Skutches, Lehigh University, Bethlehem, PA, “Stories, Inquiry, and the Art of Gentle Subversion—or—Can Composition Save Literature?”

Composition/Writing Programs

G.33 Welcome to the Machine: Corporate Interests and Freshman Readers
Union Square 21, Fourth Floor

Chair: Elizabeth Catanese, University of South Carolina, Columbia
Speakers: Elizabeth Catanese, University of South Carolina, Columbia
Jonathan Butler, University of South Carolina, Columbia, “Genealogy of Interests: Publishing Corporations and Freshman Composition Readers”
Christopher Broadbent, University of South Carolina, Columbia, “Genealogy of Interests: Viacom and the Freshman Composition Reader”

Information Technologies

G.34 On Making Waves without Falling Out of the Boat: The Experience of Composing an Electronic Dissertation
Union Square 25, Fourth Floor

Chair: Cynthia Selfe, The Ohio State University, Columbus
Speakers: Christopher Ritter, Washington State University, Pullman, “Working in the Metaverse and the Academy: Composing a Game Studies Dissertation Online”
James Haendiges, Washington State University, Pullman, “Multiple Texts/Voices in Conversation: Designing a Multi-textual Dissertation”
Theory

G.35 Disrupting Current Notions of Cognition in Composition Studies
Union Square 17/18, Fourth Floor
Chair: Michele Domenech, Gaston College, Dallas, NC
Speakers: Carol Zitzer-Comfort, California State University, Long Beach, “Differing Minds: What Williams Syndrome Has Taught Me about Language, Culture, Cognition, and Humanness”
Carl Whithaus, University of California, Davis, “Multimodal Composing: ASL, Neural Networks, and Situated Cognition”

Community, Civic & Public

G.36 Civic Pedagogies in Uncivil Times: Community Activism within Institutional Restraints
Franciscan A, Ballroom Level
Chair: Rebecca Brittenham, Indiana University, South Bend
Speakers: Rebecca Brittenham, Indiana University, South Bend, “As Radical as Reality Itself: The Meaning of ‘Relevance’ in the Sixties’ Counter-cultural Classroom”
April Lidinsky, Indiana University, South Bend, “From Monologues to Dialogues: Staging Feminist Activism”
Jillian Sandell, San Francisco State University, CA, “Representations that Matter: Human Rights Campaigns and Classroom Politics”

Practices of Teaching Writing

G.37 Ecocomposition as a Tool in the Writing Classroom
Franciscan D, Ballroom Level
Chair: Linda S. Bergmann, Purdue University, West Lafayette, IN
Speakers: Edgar Singleton, Ohio State University, Columbus, “Treacherous Waters: Where Eco-teaching Hits the Rhetorical Reef”
Jeff Bergin, Arizona State University, Tempe, “Treading Lightly: Sustaining Students through Ecocomposition”
Jared Grogan, Wayne State University, Detroit, MI, “Entangled Writing: Refracting Hope and Science in Eco-composition”
Community, Civic & Public

G.38  Wright’s Jeremiad and the Rhetorical Construction of Barack Obama: The Politics of Racial Literacy
Franciscan B, Ballroom Level
Chair: Keith Gilyard, The Pennsylvania State University, University Park
Speakers: Matthew Abraham, DePaul, Chicago, IL, “Barack Obama and the Politics of Racial Literacy: A Rhetorical Analysis”
Respondent: Robert Jensen, University of Texas at Austin

Practices of Teaching Writing

G.39  Cultural Rhetorics: Making Difference Matter in Composition Pedagogies
Continental Ballroom 2, Ballroom Level
Chair: Morgan Lynn, University of Massachusetts, Amherst
Speakers: Amanda Morris, Auburn University, AL, “Rhetorical Sovereignty in the Composition Classroom”
Robert Affeldt, University of Texas–Pan American, Edinburg, “The Rhetoric of Ritual and Magic: Teaching Folktale and Cultural Memory on the South Texas Border”
Morgan Lynn, University of Massachusetts, Amherst, “Hip-hop Pedagogies”
Featured Speakers

Writing of War, Writing of Peace
Continental Ballroom 4/5, Ballroom Level

Chair: Michael Larkin, University of California, Berkeley

In this featured session, Dave Eggers will describe his experience writing about a young man’s survival during the war in Sudan and six veterans will read from their writings about war. In her book Veterans of War, Veterans of Peace (2006), Maxine Hong Kingston explains the power of writing: “Listening to people who have lived to tell the tale, I believed that it was the telling that kept them alive. We tell stories and we listen to stories in order to live. To stay conscious. To connect one with another. To understand consequences. To keep history. To rebuild civilization. . . . The veterans needed to write. They would write the unspeakable. Writing, they keep track of their thinking; they leave a permanent record. Processing chaos through story and poem, the writer shapes and forms experience, and thereby, I believe, changes the past and remakes the existing world. The writer becomes a new person after every story, every poem; and if the art is very good, perhaps the reader is changed, too. Miraculous transformations! . . . We practiced writing in community. We would not have to write alone.” Maxine Hong Kingston’s community of over 500 writers has been meeting for 16 years.

Dave Eggers, founder of 826 Valencia Writing Center, author of What Is the What and editor of McSweeney’s, “Writing of War”

Sean McLain Brown, Sean McLain Brown, author of Shrapnel, was a Marine jet engine mechanic in Episode I of the Gulf War. He will read from his
works: "Easter," "Guns and Maps," and "White Flag."

**Dennis Drury**, who returned home from Vietnam in 1972, writes fiction and poetry, and sings in choirs and opera companies in Sonoma Valley. He will read from "Friendly Skies."

**James Janko** served as a platoon medic in Vietnam. He will describe the children and land of that country in his reading of excerpts from his novel Buffalo Boy and Geronimo.

**Joe Lamb**, a Navy corpsman, worked in intensive care and psychiatric wards from 1968-1971. In 1990, he founded the Borneo Project, which promotes rainforest preservation and indigenous rights. He will read from "The Measure of a Man" and "Dividing by Zero."

**Maureen Nerli** was associate director of a USO Club in Saigon and later served in Thailand and South Korea. The TV series China Beach was based partly on her book, A Piece of My Heart. She also founded the first national memorial to honor civilian women volunteers in wars. She will read from "Sister Ambrose, the Flying Nun."

**Tom Patchell** worked in an artillery battery in the Marine Reserves in Los Angeles in the 80s and 90s and now lives in central California. He will be reading from "A Woman in the Boss Man's Yard."
Friday, 11:00 a.m.–12:15 p.m.

Research

H.01 CCCC Studies in Writing and Rhetoric: The Next 25 Years
Grand Ballroom A, Grand Ballroom Level

Chair: Joseph Harris, Duke University, Durham, NC
Speakers: Joseph Harris, Duke University, Durham, NC, “SWR at 25”
Mary Soliday, San Francisco State University, CA, “Where You’ve Been Is where You Might Go: Why BW History Matters”
Ray Watkins, Art Institute of Pittsburgh, Online Division, Pittsburgh, PA, “A Taste for Language”
John Brereton, The Boston Athenaeum, Boston, MA, “Engaging with a Personal Take on Composition’s History”

Information Technologies

H.02 The Future of Composition and the Composition of the Future
Golden Gate 2, Lobby Level

Chair: Stephen Schneider, University of Alabama, Tuscaloosa
Speakers: Andre Buchenot, University of Wisconsin-Milwaukee, “Articulating Technological and Social Change in Online Writing Courses”
Antonio Ceraso, DePaul University, Chicago, IL, “The Futures Market of Ideas: Rethinking the Digital Commons in the Age of the Enterprise Wiki”
Valerie Hanson, Philadelphia University, PA, “Expanding Future Vision: Science, Visual Literacy, and the Teaching of Composition”
Respondent: Jay Jordan, University of Utah, Salt Lake City

Composition/Writing Programs

H.03 New Modals in the Fight against Bullshit
Continental Ballroom 2, Ballroom Level

Chair: Cara Kozma, Wayne State University, Farmington Hills, MI
Speakers: Madhu Narayan, Auburn University, AL, “Re-appropriating Popular Symbols: Student Writers as Cultural Poachers”
Ruth Kistler, Florida State University, Tallahassee, FL, “Beyond Bullshit to a Pedagogy of Substance”
Academic Writing

H.04 Studying Academic Honesty
Union Square 5/6, Fourth Floor

Chair: Susan Garza, Texas A&M, Corpus Christi
Speakers: J.J. Asongu, Rockford College, IL, “Academic Dishonesty in College Writing”
Robert Youmans, California State University, Northridge, “The Effects of Prior Knowledge of Plagiarism-detection Systems on Plagiarism”
Deborah DeLong, Chatham University, Pittsburgh, PA, “A Comparative Analysis of Plagiarism Determinants”

Practices of Teaching Writing

H.05 Performance Practices in the Writing Classroom
Union Square 3/4, Fourth Floor

Chair: Jamie Thornton, Kaplan University, Ft. Worth, TX
Speakers: Dustin Hanvey, Pasadena City College, CA, “Whose Class Is It Anyway?: Improv Writing and the Composition Classroom”
Fred White, Santa Clara University, Santa Clara, CA, “Migrations of Self: Apprehending the Other through Dramatic Monologues in First-Year Composition”
Paul Stabile, St. Louis University, MO, “Pedagogical Performance, or: ‘Will the Real Socratic Please Stand-Up?’”

History

H.06 Other Rhetorical Traditions: Reconsidering Classical Rhetorics
Franciscan B, Ballroom Level

Chair: Elizabeth Saur, California State University, Fullerton
Melissa Ianetta, University of Delaware, Newark, “Homeric Lament, Historical Evidence, and the Accountings of Women’s Rhetoric”

Research

H.07 The Research Plan is Sinking—Locate the Lifevest!: Navigating Research Methodologies and Realities
Continental Ballroom 9, Ballroom Level

Chair: Michelle Cox, Bridgewater State College, MA
Michelle Cox, Bridgewater State College, MA, “Researching Writing in the Juncture of School and Work, or, What Happened When a Composition Researcher Met HIPAA”

Kevin DePew, Old Dominion University, Norfolk, VA, “Triangleman Meets Universeman: Resolving the Conflict from Using Rhetorically Grounded Triangulation to Study Distance Learning”

**History**

**H.08 Reclaiming Ann E. Berthoff for the Twenty-First Century**

*Imperial A, Ballroom Level*

Chair: Jason Palmeri, Miami University, Oxford, OH

Speakers:
- Kate Ronald, Miami University, Oxford, OH, “Curious Triangles: Berthoff on Thinking With, Not In, Categories”
- Jason Palmeri, Miami University, Oxford, OH, “The All-at-onceness of Multimodal Composing: Reclaiming Berthoff for the Digital Age”

**Language**

**H.09 Language Diversity: History, Practice, Policy**

*Yosemite B, Ballroom Level*

Chair: Keith Gilyard, The Pennsylvania State University, University Park

Speakers:
- Ersula Ore, The Pennsylvania State University, University Park, “Noose Rhetoric and the Vocabulary of Black Men”
- Kevin Browne, The Pennsylvania State University, University Park, “Composition, Rhetoric, and Caribbean Students in American Classrooms”
- Keith Gilyard, The Pennsylvania State University, University Park, “The Logic of ‘Students’ Right to Their Own Language”

**Practices of Teaching Writing**

**H.10 “TYCA Research Initiative, The Third Wave: Serving Multimission, Diverse Skills Students: Creating and Sustaining Two-Year College Learning Communities and Service Learning (Courses or) Programs”**

*Golden Gate 3, Lobby Level*

Chair: Leslie Roberts, Oakland Community College, Farmington Hills, MI

Speakers:
- Michael Geary, Bristol Community College, Fall River, MA, “Diverse Student Skills? Multi-mission? AA and Transfer?”
- Kimberly Shepherd, Washtenaw Community College, Ann Arbor, MI, “Faculty Learning in Learning Communities: Promoting Collaborative and Transformative Pedagogy in Two-Year College Programs”
- Peter Sotiriou, Los Angeles City College, CA, “Service Learning Courses or Programs: Helping Faculty Help Students Connect Academic, Home, and Community Cultures”
Friday, 11:00 a.m.–12:15 p.m.

**Professional and Technical Writing**

**H.11 Developing a Pedagogy of International Technical Communication**

Imperial B, Ballroom Level

*Chair:* Laurence José, Michigan Technological University, Houghton

*Speakers:* Laurence José, Michigan Technological University, Houghton, “International Technical Communication Pedagogy: An Interdisciplinary Approach”

Marika Seigel, Michigan Technological University, Houghton, “Campus Contexts for International Technical Communication”

Jim Nugent, Oakland University, Rochester, MI, “Some Pedagogical Challenges of International Technical Communication”

**Information Technologies**

**H.12 New Media and Writing Program Administration: Reconfiguring Administrative Discourses and Practices around New Media**

Continental Ballroom 7, Ballroom Level

*Chair:* Anne Frances Wysocki, University of Wisconsin–Milwaukee

*Speakers:* Melinda Turnley, DePaul University, Chicago, IL, “Who Owns ‘Media’?: Institutional Positioning and New Media Initiatives”

Amy Kimme Hea, University of Arizona, Tucson, “Integrating Technologies in New Media Composition Courses: A Programmatic View”

Anne-Marie Hall, University of Arizona, Tucson, “To Push or To Pull: Teacher Development and New Media”

Marvin Diogenes, Stanford University, CA, “Old Wine in New Bottles?: Translating Research into “Mediated” Forms”

**Practices of Teaching Writing**

**H.13 Approaches to Teaching Writing to L2 Learners and ESL Students**

Golden Gate 5, Lobby Level

*Chair:* David Beach, George Mason University, Fairfax, VA

*Speakers:* Pamela Pearson, Georgia State University, Atlanta, “Error on Trial: The Current Place of Correctness in L2 Composition”

Heather MacDonald, California State University, Fullerton, “Defining Literacy: The Challenge of and for ESL Students”

Glenn Hutchinson, University of North Carolina, Charlotte, “Waves of Technology in the L2 Composition Classroom”
H.14 In the Waves’ Wake: A Second Look at Some Touchstones of the Workshop Approach to Teaching Writing and Literature

Lombard, Sixth Floor

Chair: Christopher Weaver, William Paterson University, Wayne, NJ

Sartaz Aziz, California State University, East Bay, Hayward, “Collaborative Classrooms: Where Experience Meets Authority”
Andrew Alexander, Castleton State College, VT, “Student Author/Student Authority: Helping Students Develop a Taste for Meaningful Feedback”
Christopher Weaver, William Paterson University, Wayne, NJ, “Who Owns This Text? What Our Metaphors for Plagiarism Tell Us about Our Relationships with Students”

Language

H.15 Hybrid Academic Discourse and the Empowerment of Student Voice

Continental Ballroom 3, Ballroom Level

Chair: Kristen Worthington, Olathe, KS

Speakers: Mary Ellen Woehlke, Girard College High School, Philadelphia, PA, “Empowering African American Students to Speak/Write Intimately and Publicly”
Victoria Hollis, Auburn University, AL, “Appreciating Life and Language: Utilizing and Teaching Hybrid Academic Discourse in a Core College Composition Classroom”

Research

H.16 Researching Digital Literacy Acquisition

Mason, Sixth Floor

Chair: Jessica Siegel, Brooklyn College, NY

Speakers: Carlos Evia, Virginia Tech, Blacksburg, “Developing Creative Documentation for Teaching Science and Mathematics to Young Children in Appalachia”
James Ford, University of California, Santa Barbara, “Conceptual Displays of Physics Content: Research into the Impact on Student Word and Image Production”
Kara Poe Alexander, Baylor University, Waco, TX, “Synergistic Creations: Material Design and Message in Multimodal Scrapbooks”
Practices of Teaching Writing

H.17 Why That Record Keep on Skippin’: Moving SRTOL beyond the Same Song, Different Verse 35—Years Later
Sutter, Sixth Floor

Chair: Rhea Estelle Lathan, Michigan State University, East Lansing
Speakers: Tiffany Jones, Georgia State University, Atlanta, GA, “Unfinished Business: The Ebonics Debate After Oakland”
Bonnie Jean Williams, Michigan State University, East Lansing, “The ‘Lazy’ African American Student: The Stigma Attached to African American Vernacular English”
Latoya Faulk, Michigan State University, East Lansing, “Discourse and Self: Examining the Invented ‘Me’, in the Composition Classroom”
Crystal Hills, United States Military Academy, West Point, NY, “Gullah Dialect and Pedagogy: Fostering New Waves of Linguistic Awareness”
Respondent: Staci Perryman-Clark, Michigan State University, East Lansing

Community, Civic & Public

H.18 When Marginal Literacies Go Public: Resisting Tendencies to Pathologize and Exoticize Students’ Reading and Writing Practices
Union Square 22, Fourth Floor

Chair: Hannah Dickinson, University of Michigan, Ann Arbor
Speakers: Hannah Dickinson, University of Michigan, Ann Arbor
Stephanie Moody, University of Michigan, Ann Arbor
Staci Shultz, University of Michigan, Ann Arbor, Michigan

Professional and Technical Writing

H.19 Critical Thinking about the Workplace in Technical Writing Classes
Union Square 17/18, Fourth Floor

Chair: Aaron Toscano, University of North Carolina at Charlotte
Speakers: Jim Henry, University of Hawai‘i at Manoa, Honolulu, “Understanding Technical Communication as Performance”
Aaron Toscano, University of North Carolina at Charlotte, “Professional Writing to (Un)Learn: Pre-career Writing as a Chance for Critical Reflection”
Composition/Writing Programs

H.20 The Basketball Diaries, or Making Waves in a Gorilla Suit
Union Square 14, Fourth Floor
Chair: Hema Chari, California State University, Los Angeles
Speakers: Lise Buranen, California State University, Los Angeles, “The Writing Center Director in the Gorilla Suit: Back to the Future?”
Jenny Hicks and Iris Aceves, California State University, Los Angeles, “The Basketball Diaries, or, Making Waves in a Gorilla Suit?”

Theory

H.21 Complexifying Gendered Space
Franciscan A, Ballroom Level
Chair: Maureen Daly Goggin, Arizona State University, Tempe
Speakers: Nicole Khoury, Arizona State University, Tempe, “Muslim Women’s Interpretation of the Quran: Articulating the Available Arguments”
Kendall Gerdes, Arizona State University, Tempe, “Queer and Present Danger”
Bradford Gyori, Arizona State University, Tempe, “Gender Fractals”

Composition/Writing Programs

H.22 Service and Engagement in Composition Studies
Franciscan D, Ballroom Level
Chair: Teresa Gibbons, Grand Valley State University, MI
Linda Carroll, Texas Wesleyan University, Fort Worth, “Making Waves and Finding Voices as Students write for, with, and about Non-Profit Audiences”
Nicole Brown, Western Washington University, Bellingham, “Legitimizing Service?: Establishing Civic and Disciplinary Associations in Rhetoric and Composition”

Theory

H.23 Crashing Waves: Rhetorical Agency, Social Justice, and the Violence of Democratic Education
Union Square 15/16, Fourth Floor
Chair: Carol Farabee, Western International University, Phoenix, AZ
Speakers: Jeffrey Carroll, University of Hawai’i at Manoa, Honolulu, “Race, Music, Race Music: An Old Rhetoric for a New Classroom”
Julia Smith, University of Illinois, Urbana-Champaign, “The Activity of Finding Rhetorical Agency in a Postmodern Classroom”
Shelley DeBlasis, Illinois State University, Normal, “The Violence of Democratic Education”
Friday, 11:00 a.m.–12:15 p.m.

_Institutional and Professional_

**H.24 Navigating the Sea Change:**
*Charting a Course for Success on the Job Market*

Union Square 23/24, Fourth Floor

*Chair:* Lisa Shaver, Baylor University, Waco, TX

*Speakers:* Sarah Bowles, Belmont University, Nashville, TN, “Mapping Current Trends”
Cristy Beemer, University of New Hampshire, Durham, “Comparing Job Search Advice with Job Search Experience”
Lisa Shaver, Baylor University, Waco, TX, “Alternatives to the Tenure-track”

**Language**

**H.25 Multicultural/Multilingual**

Van Ness, Sixth Floor

*Chair:* Katie Manning, Point Loma Nazarene University, San Diego, CA

Julia Kiernan, University of Louisville, KY, “Multiculturalism and the Literacy Narrative: There Can Never Be Too Many Cooks in the Kitchen”
Tarez Samra Graban, Indiana University, Bloomington, “Beyond Imitatio: Theorizing ‘Moves’ as Contact Zones in the Multilingual Composition Course”

**Community, Civic & Public**

**H.26 Contesting and Changing the Cultural Rhetorics of Breast Reconstruction, Climate Change, Same-Sex Marriage, and Domestic Violence**

Union Square 1/2, Fourth Floor

*Chair:* Jen Bacon, West Chester University, PA

*Speakers:* Jen Bacon, West Chester University, West Chester, PA, “‘Til Death Do Us Part’: The ‘I’ and the ‘We’ in Queer Break-up Stories”
Karen Fitts, West Chester University, West Chester, PA, “A Woman, Her Doctors, and Silicone: The Cultural Rhetorics of Breast Reconstruction”
Carol Reeves, Butler University, Indianapolis, IN, “The Global Rhetoric of Climate Change and Responsible Global Community”
Meg Kelly, West Chester University, PA, “A Woman, Her Doctors, and Silicone: The Cultural Rhetorics of Breast Reconstruction”
Friday, 11:00 a.m.–12:15 p.m.

**Theory**

**H.27 The Shifting Concept of Other: The Power of Writing to Transform Self**

Franciscan C, Ballroom Level

*Chair:* D.R. Ransdell, University of Arizona, Tucson


Autumn Witt, University of Arizona, Tucson, “From Minority Student to M.D.: Recrafting Self as a Desired Other”

Jacob Witt, University of Arizona, Tucson, “Crossing the Border: Embracing and Resisting a Complicated Other”

D.R. Ransdell, University of Arizona, Tucson, “Was that Me Who Said ‘Ciao’? De-centering from the Norm”

**Institutional and Professional**

**H.28 Linking Adult and Basic Literacy Education with a State University System: The Challenges and Possibilities of the “Fingerhut Plan”**

Powell, Sixth Floor

*Chair:* Deborah Bertsch, Columbus State Community College, OH

*Speakers:* Deborah Bertsch, Columbus State Community College, OH, “Envisioning Possibilities: GED Students Writing in(to) College”

Marianne Cotugno, Miami University–Middletown, OH, “Encouraging GED Students ‘Write Now!’: The ‘Studio’ as Bridge”

Barbara Seib, Columbus City Schools, ABLE, OH, “Supporting ABLE Students’ Transition to College Composition: An Adult Literacy Educator’s Perspective”

**Practices of Teaching Writing**

**H.29 Strategies for Effective Peer Response**

Taylor, Sixth Floor

*Chair:* Anne Doyle, Bridgewater State College, MA

*Speakers:* Trex Proffitt, Franklin and Marshall College, Lancaster, PA, “Online Peer Review in Writing-intensive Courses: Tapping the Value of Undergraduate Peer Expertise”

Steve Ferruci, Eastern Connecticut State University, Willimantic, “Choices Writers Make: Re-shaping the Realities of Peer Review in First-Year Writing”

Linda DiDesidero, University of Maryland, University College, Adelphi, “A Usability Approach to Commenting on Student Papers”

Joseph Weinberg, University of Minnesota, Minneapolis, “Reiterating Writing: User-centered Design and Discount Peer Response”
Friday, 11:00 a.m.–12:15 p.m.

Community, Civic & Public

H.31 Rhetoric and Cross-Culturalism: Deliberative Interactivity in African, Indian, and Southern Movements

Yosemite C, Ballroom Level

Chair: Richard Johnson-Sheehan, Purdue University, West Lafayette

Speakers: Joshua David Prenosil, Purdue University, West Lafayette, IN, “Passive Resistance is Enthymematic”
Megan E. Schoen, Purdue University, West Lafayette, IN, “Rhetorical Roots: Traditions of Discourse and Democracy in Botswana”
Karen E. Schiler, Purdue University, West Lafayette, IN, “Nonviolent Ethos in Colonial India”
Terry Shannon Peterman, Purdue University, West Lafayette, IN, “The Negro Question: Social Gospel as Public Discourse in the New South”

Composition/Writing Programs

H.32 Changing Tides, Changing Curriculum: Instituting a Cross-disciplinary Mid-career Composition Course

Yosemite A, Ballroom Level

Chair: Joyce Malek, University of Cincinnati, OH

Speakers: Tami Phenix, Raymond Walters College/University of Cincinnati, OH, “Testing the Waters: Planning a Mid-career Composition Course”
Joyce Malek, University of Cincinnati, OH, “Suiting Up: Preparing Faculty to Teach Intermediate Composition”
Lisa Beckelhimer, University of Cincinnati, OH, “Plunging In: Bringing the Concept to the Classroom”
Marlene Miner, University of Cincinnati, OH, “Coming Up for Air: Assessing Intermediate Composition One Year Later”

Practices of Teaching Writing

H.33 Speaking the Unspeakable: Writing about Race in the Chocolate City

Golden Gate 1, Lobby Level

Chair: Sarah DeBacher, University of New Orleans, LA

Speakers: Brooke Ethridge, University of New Orleans, LA, “Creating Comfort in Controversy: Safely Exploring Personal Bias”
Allison Alsup, University of New Orleans, LA, “Filling in the Canvas: Using the Visual Arts to Write about Race and Class”
Reggie Poche, University of New Orleans, LA, “Permission to Laugh: Dropping the “F-bomb” in Comp Class”
Sarah DeBacher, University of New Orleans, LA, “Going There: Addressing Race and Class in the New Orleans Composition Classroom”
Academic Writing

H.34 Rhetoricians without Borders: Strategies for Collaborating with Faculty in Cross-curricular Literacy Contexts

Golden Gate 4, Lobby Level

Chair: David Russell, Iowa State University, Ames

Speakers: Sandra Tarabochia, University of Nebraska-Lincoln, “Multigenre Pedagogy for Inter-Curricular Relationships”

Martha Patton, University of Missouri-Columbia, “Paradoxes of Professionalizing WAC/CCL Work”

Jeffrey Jablonski, University of Nevada, Las Vegas, “Missionary Rhetoric and the Problem of Genre in Discipline-based School Writing: Strategies for Analyzing Writing Assignments across the Disciplines”

Practices of Teaching Writing

H.35 Place, Texts, and Satire as Invention and Prewriting Activities

Golden Gate 8, Lobby Level

Chair: Martha L. Reiner, Florida International University, Miami

Speakers: Denise Landrum, Miami University, Oxford, OH, “Essaying (a) Place in Invention Studies”

Sarah Antinora, University of California, Riverside, “The Daily Show and Colbert Report: The Need for Satire and Parody in Composition Classrooms”

Wesley Mills, SUNY Empire State College, Rochester, NY, “Reading to Write: Turning Texts into Topics”

Research

H.36 Questioning Traditions of Academic Discourse: Local Efforts to Democratize Representations of Student-Writers and Student-Researchers in the U.S. Academy

Continental Ballroom 1, Ballroom Level

Chair: Terry Zawacki, George Mason University, Fairfax, VA

Speakers: Eiman Hajabbassi, George Mason University, Fairfax, VA, “(Re) Presenting Researched Identities Online: The Researchers’ Dilemmas”

Anna Habib, George Mason University, Fairfax, VA, “Global Englishes Online: Non-native Writers Write Back”

Sarah E. Baker, George Mason University, Fairfax, VA, “Writers on Facebook: Assessing Students’ Use of Virtual Discourse Communities”

Megan Kelly, University of Washington, Seattle, “My Library 2.0: Students Re-define Themselves as Researchers”
Practices of Teaching Writing

H.37 Writing Studies, Culturally Relevant Pedagogy, and Film Studies: Currents of Change, Access, and Equity for Non-traditional Students
Golden Gate 7, Lobby Level
Chair: Beatrice Mendez, The University of Texas-Pan American, Edinburg
Speakers: Alyssa Cavazos, Texas Christian University, Fort Worth, “Reflecting on Literacy, Identity, and Equality to Facilitate Self-awareness, Self-expression, and Growth in Writing”
Donald Newman, The University of Texas-Pan American, Edinburg, “The Good, the Bad, and the Ugly: Cinematic Depictions of English Teachers in the Minority Classroom”

Community, Civic & Public

Union Square 25, Fourth Floor
Chair: Abby Dubisar, Miami University, Oxford, OH
Speakers: Renee Griffiths, Miami University, Oxford, OH, “Anything to Declare? Constructing Canadian Identity at the Rainbow Bridge”
Wioleta Fedeczko, Miami University, Oxford, OH, “The good citizen possesses reading, writing, and speaking skills’: Shaping the Citizen through Shifting Literacy Requirements in Naturalization Discourses”

Information Technologies

H.39 Sustaining the Wave of Critical (E-) Literacy: Multimodal Rhetorics and the Question of Content
Union Square 21, Fourth Floor
Chair: Daniel Mahala, University of Missouri-Kansas City
Speakers: Daniel Mahala, University of Missouri-Kansas City and Jody Swilky, Drake University, Des Moines, IA, “Is There Anything Every Student Needs to Know To Be ‘Critically (E-) Literate’?”
Tony Michel, Avila University, Kansas City, MO, “Sustaining the Wave of Critical Literacy through Multimodal Rhetorics across the Curriculum”
David Sheridan, Michigan State University, East Lansing, “Can You Afford It?: The Importance of Confronting the Potentials and Limitations of Multimodal Public Rhetoric”
I Sessions
12:30–1:45 p.m.

Featured Speaker

I Am Your Child?:
The Making of Telethon Poster Children
Continental Ballroom 4/5, Ballroom Level

Chair: Cindy Lewiecki-Wilson, University of New Mexico

Paul K. Longmore

Professor Longmore will examine ideologies and rhetorics of disability as fashioned on telethons such as the Jerry Lewis Telethon. It will be an analysis of modes of communication that shape perceptions of people with disabilities in American culture. The talk will aim at assisting composition instructors and students in unpacking and critically grappling with American framings of disability. Longmore will interrogate how we think about “disability” and how that thinking has been influenced by media images and cultural representations. In part, it will look at the metaphorical uses of disability and people with disabilities in order symbolically to resolve other cultural and social concerns.

Paul K. Longmore, Professor of History and Director of the Institute of Disability Studies at San Francisco State University, specializes in Early American history and the history of people with disabilities. He earned his Ph.D. at the Claremont Graduate School and his B.A. and M.A. at Occidental College. His book, The Invention of George Washington, has been described by the historian Edmund S. Morgan as “probably the best account of Washington’s early career.” University of Iowa historian Douglas Baynton has said: “Probably more than anyone, Longmore has been responsible for bringing disability studies to the field of history.” With Lauri Umansky, Longmore co-edited The New Disability History: American Perspectives and is co-editing a book series, The History of Disability, for NYU Press. In 2003, he published a collection of his writings in Why I Burned My Book and Other Essays on Disability. He has also written articles on themes related to Early American history and the history of people with disabilities in scholarly journals, such as PMLA, the Journal of American History, the Journal of Law, Medicine and Ethics and the New York Times and the Los Angeles Times. He has taught at Stanford University, the University of Southern California, and the California Polytechnic University.
of Pomona. In March 2005, he received the Henry B. Betts Award given by the American Association of Persons with Disabilities to “honor an individual whose work and scope of influence have significantly improved the quality of life for people with disabilities in the past, and will be a force of change for the future.” The following year, he was one of five recipients of the 2006 California State University Wang Family Excellence Award for outstanding contributions and achievements in his field.

Research

I.01 Gathering Force: A Discussion on Preparing Researchers at the Graduate Level

Grand Ballroom A, Grand Ballroom Level

Chair: Joanna Wolfe, University of Louisville, KY
Discussants: Ralph Cintron, University of Chicago, IL
Doug Hesse, The University of Denver, CO
Charles Bazerman, University of California, Santa Barbara
Cheryl Geisler, Rensselaer Polytechnic Institute, Troy, NY
Rebecca Rickly, Texas Tech University, Lubbock
Gesa Kirsch, Bently College, Waltham, MA
Steven Mailloux, University of California, Irvine
Alexandria Peary, University of New Hampshire, Durham

Institutional and Professional

I.02 The Report of the ADE Ad Hoc Committee on Staffing: A Discussion

Imperial A, Ballroom Level

Chair: David Bartholomae, University of Pittsburgh, PA
Speakers: David Bartholomae, University of Pittsburgh, PA
David Laurence, Modern Language Association, New York, NY

Information Technologies

I.03 Writing Ourselves in a Global World

Continental Ballroom 6, Ballroom Level

Chair: Amber Buck, University of Illinois, Urbana-Champaign
Speakers: Spencer Schaffner, University of Illinois, Urbana-Champaign, “Desk-
top MCing and The Gaming Informatics Of Electronic Composition”
Friday, 12:30–1:45 p.m.

Gail Hawisher, University of Illinois, Urbana-Champaign, “Lived Processes: Writing Ourselves in a Global World”
Cynthia Selfe, The Ohio State University, Columbus, “Global Eduscapes and Digital Literacy Practices: Paying Attention to International Students”

Language

I.04 The New Wave of Grammars: Functional, Cognitive, Rhetorical. The Grammar/Genre Connection
Golden Gate 5, Lobby Level
Chair: Craig Hancock, University at Albany, NY
Speakers: Craig Hancock, University at Albany, NY, “New Views of Grammar: Clausal Grounding as an Example of Application”
Rei Noguchi, California State University, Northridge, “Written Text as Image: Using the Visually Iconic as an Aid to Writing Improvement”
Deborah Rossen-Knill, University of Rochester, NY, “Sommers Revisited: How Student and Expert Writers Perceive the Form/Meaning Connection”

Institutional and Professional

I.05 Ripeness Is All: A Multigenerational Conversation On Retiring Gracefully and Living Well in Retirement
Imperial B, Ballroom Level
Chair: Louise Wetherbee Phelps, Syracuse University, NY
Speakers: Joyce Neff, Old Dominion University, Norfolk, VA, “Staying or Leaving or Doing Both?: Professional Commitments during Retirement”
Erika Lindemann, University of North Carolina, Chapel Hill, “Phased Retirement”
Louise Wetherbee Phelps, Syracuse University, NY, “Generativity and Keepers of the Meaning: Life Themes in Retirement Years”
Janice Lauer, Purdue University (Emerita), West Lafayette, IN, “My Rhet/Comp Community after Retirement”
Janet Emig, retired, “The Importance of Being Frivolous”
David Schwalm, Arizona State University at Polytechnic Campus, Mesa, “From denial to ?: A Report on the First Year of Retirement”
Frank D’Angelo, Arizona State University (Emeritus), Tempe, “Trying to Publish after Retirement”
Respondent: Tilly Warnock, University of Arizona, Tucson
Friday, 12:30–1:45 p.m.

History

I.06  Pledging, Hooting, and Saluting: Extra(ordinary) Women’s Rhetoric
Golden Gate 7, Lobby Level
Chair: Charlotte Hogg, Texas Christian University, Fort Worth
Speakers: Ann George, Texas Christian University, Fort Worth, “Creating a Usable Past: Women Rhetors between the Wars”
Janet Zepernick, Pittsburg State University, KS, “Creating a Usable Past: Women Rhetors Between the Wars”
Cassandra Parente, The Ohio State University, Marion, “From a Single Mom to a Pistol Packin’ Mama: The Rhetorical Evolution of Folksinger Ella May Wiggins”
Charlotte Hogg, Texas Christian University, Fort Worth, TX, “Behind ‘Pledged’ and Bad Press: Situating Sorority Histories as Women’s Rhetoric”
Kristi Serrano, Texas Christian University, Fort Worth, “A Scholarly About-Face: The Rhetorics of Army Wives”

History

I.07  Making Waves, Making Change: African Diaspora Women’s Discourse
Yosemite B, Ballroom Level
Chair: Jacqueline Brice-Finch, Coppin State University, Baltimore, MD
Speakers: Akua Duku Anokye, Arizona State University, Glendale, “Moving Other People’s Children: Community Mothers and their Discourse of Change”
Melissa Pearson, Clafi n University, Orangeburg, SC, “Mother/Daughter Talk: Through a Womanist Lens”
David Holmes, Pepperdine, Malibu, CA, “Mama’s Baby, Daddy’s Maybe: Elaine Brown and the Emergence of Afro-feminist Rhetorics of Black Nationalism”
Friday, 12:30–1:45 p.m.

**Creative Writing**

**I.08 Revising Revision:**

**New Currents in Creative Writing Pedagogy**

Golden Gate 6, Lobby Level

**Chair:** Gary Hawkins, Warren Wilson College, Asheville, NC  
**Speakers:**  
Dianne Donnelly, University of South Florida, Tampa, “Change is Inevitable—Except from a Vending Machine”  
Julie Chisholm, California State University, Maritime, Vallejo, “When Praise Becomes Problematic: Positive Feedback and the Workshop”  
Tim Mayers, Millersville University of Pennsylvania, “Revision as Invention in the Workshop”  
Gary Hawkins, Warren Wilson College, Asheville, NC, “Portfolio as Publication of the Workshop”

**Research**

**I.09 From Radical to Rhetorical:**

**Current Research on Reflection in Composition**

Continental Ballroom 2, Ballroom Level

**Chair:** Royal Bonde-Griggs, University of Wisconsin-Milwaukee  
**Speakers:**  
L. Lennie Irvin, San Antonio College, TX, “Researching Rhetorical Reflection”  
Jennifer Kontny, University of Wisconsin-Milwaukee, “Writing (Out) Consciousness: Examining the Discourse of Social Positioning in Reflection”  
Royal Bonde-Griggs, University of Wisconsin-Milwaukee, “Radical Reflection: The Practices of Four Composition Teachers”  
Heidi Skurat Harris, Ozarks Technical Community College, Springfield, MO, “Recursive Reflection: Using Blackboard to Promote Continuous Reflection”  
**Respondent:** Kathleen Blake Yancey, Florida State University, Tallahassee
Friday, 12:30–1:45 p.m.

Featured Session

I.10 Digital Interventions in Composition
Continental Ballroom 8, Ballroom Level

Chair: Dickie Selfe, The Ohio State University, Columbus

“Digital Interventions in Composition” is a poster session that will take place on Friday afternoon (March 13th) from 12:30 to 1:45—a prime time during the conference—and will be located in a large (100 person) room. The session will feature a wide range of interesting pedagogies that take advantage of the affordances provided by new digital technologies. The session will be highly interactive. Each poster team will encapsulate their findings and materials into short, provocative handouts and statements that will promote a healthy and interesting dialogue between presenters and those making their way around the room. I hope you’ll join us for a conference innovation that is responding directly to the feedback that CCCC attendees have provided over the years.

Celeste Frazer Delgado, “Networked Generations”
Alexandra Duckworth, Richard Bland College, Petersburg, VA, “Using Technology to Harness Voice”
Liz Canfield and Bonnie Orzolek, Virginia Commonwealth University, “Cyborg Theories, Meatspace Realities: How Technology Can Make Waves in the First-Year Writing Seminar”
Paul Cohen, Texas State University, “Paper-Grading Software for Manually Disabled Teachers”
Andrew Green, University of Miami, FL, “Technology in Writing: Slave or Master?”
Margaret Gonzales, University of Illinois at Chicago, “Making Waves with User-generated Content: Bringing Web 2.0 to the First-Year Writing Seminar”
Sara Jameson, Oregon State University, Corvallis, “Digital Interventions and Information Literacies: Collaborations that Work in Composition Classrooms”

Dickie Selfe
**Composition/Writing Programs**

**I.11 New Waves for Writing Centers**  
Union Square 25, Fourth Floor  
*Chair:* Brenda Glascott, California State University-San Bernardino  
*Speakers:*  
Tracey Baker, University of Alabama at Birmingham, “Contact Zones: Tutors and Basic Writers”  
Jeanne Simpson, Arizona State University, Tempe, “Perfect Messes: Chaos Theory in the Writing Center”  
Veronica Oliver, Southern Illinois University, Carbondale, “The Writing Center, Remediation, and the Ripple Effect: The Relationship of the Writing Center to Academic Success Programs”

**Community, Civic & Public**

**I.12 CAMPing Out in First-Year Writing: Migrating Xicano Research in Composition Studies**  
Franciscan B, Ballroom Level  
*Chair:* Nancy DeJoy, Michigan State University, East Lansing  
*Speakers:*  
Ernesto Mireles, Michigan State University, East Lansing  
Julio Eli Martinez Suarez, Michigan State University, East Lansing, MI  
Julian Lopez, Michigan State University, East Lansing, MI  
Janie Moyeda, Michigan State University, East Lansing, MI  
Ivette Galarza, Michigan State University, East Lansing, MI

**Institutional and Professional**

**I.13 Plagiarism and Fair Use in Perspective: History, Perceptions, and Policy**  
Union Square 5/6, Fourth Floor  
*Chair:* Debra Knutson, Shawnee State University, Portsmouth, OH  
*Speakers:*  
Ehren Pflugfelder, Purdue University, West Lafayette, IN, “Coursepacks under Attack (Again): Copyright, IP, and McGuffey’s Readers”  
Daniela Ragusa, Southern Connecticut State University, New Haven, “Creative Compliance: Combining Plagiarism Policy with Plagiarism Pedagogy”  
Debra Knutson, Shawnee State University, Portsmouth, OH, “Eating Grapes or Grand Theft Auto: Studying Student and Faculty Perceptions of Plagiarism”
Friday, 12:30–1:45 p.m.

**History**

**I.14  Rocking the Boat: Literacy and the Legacies of Activism**  
Taylor, Sixth Floor  
Chair: Amy Dayton-Wood, University of Alabama, Tuscaloosa  
Annie Mendenhall and Paige Van Osdol, The Ohio State University, Columbus, “Dramatic Pedagogy: Gertrude Buck and Performative Writing”  
Amy Dayton-Wood, University of Alabama, Tuscaloosa, “How to Make an Argument without Making Waves: Literacy, the Public, and the Case of Mary Antin”

**Information Technologies**

**I.15  Digital Learning and the Fair Use of Web 2.0 Texts and Technologies**  
Union Square 22, Fourth Floor  
Chair: Renee Hobbs, Temple University, Philadelphia, PA  
Martine Courant Rife, Michigan State University and Lansing Community College, “Free Expression, Fair Use, and Foucault’s Author-Function: How Important is Copyright Law to Digital Composers?”  
William Costanzo, Westchester Community College, Valhalla, NY, “Fair Use or Fair Game? An Author/Teacher/Student’s View of Copyright”  
Michael Robb Grieco, Temple University, Philadelphia, PA, “Remix as Composition”

**Composition/Writing Programs**

**I.16  Making Waves of Change: Creating a BA Degree in Writing and Rhetoric**  
Powell, Sixth Floor  
Chair: Wallis May Andersen, Oakland University, Rochester, MI  
Speakers: Greg Giberson, Oakland University, Rochester, MI, “Undergraduate Majors and the Future of Graduate Education”  
Marshall Kitchens, Oakland University, Rochester, MI, “Writing Degrees: Past and Future”  
Lori Ostergaard, Oakland University, Rochester, MI, “Invention and the Bureaucratic Process”  
Wallis May Andersen, Oakland University, Rochester, MI, “Developing an Undergraduate Degree Program”
Composition/Writing Programs

I.17  “Strangers in Strange Lands”: Composition Learning Communities, from Linked to Integrated to Transformation
Union Square 23/24, Fourth Floor

Chair: Vanessa H. Diana, Westfield State College, MA
Speakers: Vanessa H. Diana, Westfield State College, MA
Jennifer DiGrazia, Westfield State College, MA
Susan Leggett, Westfield State College, MA

Community, Civic & Public

I.18  Rethinking Rhetoric and the Environment
Continental Ballroom 3, Ballroom Level

Chair: Sarah Perrault, Reno, NV
Speakers: Scott Denton, University of Arizona, Tucson, “Risky Business: Rhetorics of Insecurity, Supercapitalism, and Catastrophe Bonds”
Jennifer Herman, The Ohio State University, Columbus, “When ‘Good Reasons’ Aren’t Good Enough: Examining the Failed Rhetoric of the Environmental Movement in America from 1990–2008”
Amy M. Patrick, Western Illinois University, Macomb, “You Can Take It with You: Fostering Writing and Community through Pedagogical Practice in Sustainability”

Information Technologies

I.19  Theory and Digital Media
Mason, Sixth Floor

Chair: Patti Hanlon-Baker, San Mateo, CA
Speakers: Julie Nichols, Utah Valley University, Orem, “‘I was completely unconscious when I said that’: Some Thoughts from Both Sides of the Desk on Techne, Consciousness, and Teaching Writing”
Jennifer Maher, University of Maryland, Baltimore County, “Software Coding as Democratic Practice: Toward a Digital Literacy”
Jason Stuart, Case Western Reserve University, Cleveland, OH, “Seven Layers of the IP Stack: Institutional Professionals and their Applications”

Practices of Teaching Writing

I.20  Engaged at 8 a.m.? Assignments that Invite FYC Students to Invent Their University
Sutter, Sixth Floor

Chair: Kirsten Benson, University of Tennessee, Knoxville
Speakers: Catherine Phillips, The University of Tennessee, Knoxville
Dennis McGlothlin, The University of Tennessee, Knoxville
Ryan Woldruff, The University of Tennessee, Knoxville
Emily Cope, St. John Fisher College, Rochester, NY
Jessica Weintraub, The University of Tennessee, Knoxville
Friday, 12:30–1:45 p.m.

*Professional and Technical Writing*

I.21  **Evolution of Style in the History of Technical Communication**
Golden Gate 4, Lobby Level

*Chair:* Miles Kimball, Texas Tech University, Lubbock

*Speakers:* Malcolm Richardson, Louisiana State University, Baton Rouge, “Style and Legalism in late Medieval English Guild Documents”
Elizabeth Tebeaux, Texas A&M University, College Station, “English Technical Writing in the Renaissance and Seventeenth Century: The Emergence and Hardening of Plain Style”
Michael Moran, University of Georgia, Athens, “Descartes and Analytic Arrangement in Two Early 18th-Century Medical Case Studies”
Miles Kimball, Texas Tech University, Lubbock, “The Evolution of Visual Style in Technical Illustration”

*Institutional and Professional*

I.22  **The Jesuit Tradition and Rhetorical Studies:**
Writing Programs at American Jesuit Colleges and Beyond
Golden Gate 2, Lobby Level

*Chair:* Cinthia Gannett, Fairfield University, CT

*Speakers:* K.J. Peters, Loyola Marymount University, Los Angeles, CA, “Social Justice, Part Time Instructors and Curricular Coherence”
Joseph Janangelo, Loyola University Chicago, IL
Cinthia Gannett, Fairfield University, CT
Gina Merys, Creighton University, Omaha, NE

*Respondent:* John Brereton, The Boston Athenaeum, MA

*Research*

I.23  **WAC Research in Three Keys:** Exploring Contexts, Charting Trends, Challenging Assumptions
Yosemite C, Ballroom Level

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

*Speakers:* Chris Thaiss, University of California Davis, “Challenging Standard Views of Teaching, Curriculum, and Learning in Higher Education: Results and Implications of the International WAC/WID Mapping Project”
Christine Hult, Utah State University, Logan, “The Changing Discourse of Today’s Youth Culture: Challenging Standard Views of Writing in the Disciplines”
Mike Palmquist, Colorado State University, Fort Collins, “Writing Instruction and Social Networking: Reflections on the Results of a Three-Year Study”
Information Technologies

I.24  The Next Wave in Undergraduate Research: Digital Technologies, Online Writing, and Internet Communities
Yosemite A, Ballroom Level
Chair: Sally Chandler, Kean University, Union, NJ
Speakers: Heidi McKee, Miami University, Oxford, OH, “Undergraduate Research and Digital Technologies”
Lauren Graham, Miami University, Oxford, OH, “WOT DU 2MORO?: Students’ and Teachers’ Use of the Internet to Communicate”
Catherine Couretas and Elizabeth Bersin, Miami University, Oxford, OH, “What’s Online Tonight?: The Impact of Web Media on College Students’ Academic and Personal Lives”
Angela Castillo, Kean University, Union, NJ, “Pro-anorexic Web Sites: Studying Digital Self-representations of Socially Marginalized Groups”

Research

I.25  Investigating Students’ Narratives of Their Life Histories with Composing: How the K–16 System of Schooling Reproduces Writing Identities and Discourses
Golden Gate 1, Lobby Level
Chair: Randy Bomer, The University of Texas at Austin
Speakers: Randy Bomer, The University of Texas at Austin, “Life History Narratives: Stories about Literate Lives Are Identity Tattoos”
Treavor Bogard, The University of Texas at Austin, “The News in the Fine Grain: How Details of Life Experience Reveal Patterns in the System”
Brian Lawrence, Western Carolina University, Cullowhee, NC, “Lasting Impressions: How Writing Practices Become Teaching Practices”

History

I.26  Making Waves by Analyzing the Rhetoric of War
Golden Gate 3, Lobby Level
Chair: Barbara L’Eplattenier, University of Arkansas at Little Rock
Speakers: Lisa Mastrangelo, College of Saint Elizabeth, Morristown, NJ, “Four Minute (Wo)Men: Women Volunteering for Public Speaking in World War I”
Katherine H. Adams, Loyola University, New Orleans, LA, “Recruiting the Women Accepted for Volunteer Emergency Service during World War II: How the Navy Made WAVES”
Robert C. Bell, Loyola University, New Orleans, LA, “The Militarized Woman in the Graphic Novel and Film: Gender Representation in the Iraqi War”
Respondent: Jennifer Jeanfreau, Loyola University, New Orleans, LA
Friday, 12:30–1:45 p.m.

Information Technologies

**I.27 Making (New Media) Waves: Challenging the Circulation Limitations of Community Media through Delivery Technologies**

Continental Ballroom 1, Ballroom Level

**Chair:** Guiseppe Getto, Michigan State University, East Lansing

**Speakers:** Guiseppe Getto, Michigan State University, East Lansing, “Circulating (Hi)stories: Reflections on Democratically Contributing to a Community Media Center”

Nathan Franklin, California State University-Fresno, “(Re)distributing MP3s: How Local Artists Deliver Aural Rhetorics”

Jill Morris, Wayne State University, Detroit, MI, “Online Immersion: Circulating Knowledge, Serving Communities”

Jessica Rivait, Michigan State University, East Lansing, “‘Deliver Us from Techno-Drama!’: Rhetorical Heuristics for Community Technology Consulting”

Practices of Teaching Writing

**I.28 Writing in the Margins: New Waves in Composition for Civic Engagement and Social Justice**

Franciscan C, Ballroom Level

**Chair:** Julie E. Hudson, Huston-Tillotson University, Austin, TX

**Speakers:** Peter Caster, University of South Carolina Upstate, Spartanburg, “Exceptional Prison Sentences, or, Why Johnny Can’t Read Until He Serves Time”

Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX, “‘All I can do is spit’: Spoken Word to ‘Creative Non-Fiction’ and the Civic Discourse of the Millennial Student”

Maria Finn, St. Francis College, New York, NY, “Outside the Classroom: Freshman Writing and Social Justice”

Jennine Krueger, Alternative Learning Center/ Texas State University, Austin, “Writing out the Storm: Restoration after Wading Troubled Waters”

Julie E. Hudson, Huston-Tillotson University, Austin, TX, “Making New Waves: Revisiting the Black Arts Movement and the Black Aesthetic: Tools for Written Rhetorical and Political Discourse within and out of the Classroom”

History

**I.29 Turning the Tides: Sites of 19th-Century Women’s Transformative Rhetoric**

Franciscan D, Ballroom Level

**Chair:** Wendy Hayden, Hunter College, CUNY, NY

**Speakers:** Jane Donawerth, University of Maryland, College Park, “Learning Rhetoric at the Patapsco Female Institute with Almira Phelps”

Composition/Writing Programs

I.30 Mapping a New Academic Landscape:
Towards Rhetorical Pluralism in WAC/WID, Writing Centers, and the First-Year Course
Union Square 21, Fourth Floor
Chair: Jason Lovvorn, Vanderbilt University, Nashville, TN
Speakers: Daniel Bender, Pace University, New York, NY, “Becoming Mr. Spock: Naturalizing Analytic Method in WID Courses”
Katherine Elliott, Virginia Commonwealth University, Richmond, “The Writing Center as Switzerland: Establishing Neutral Ground”
Jason Lovvorn, Vanderbilt University, Nashville, TN, “Revising Writing Process and Collaboration in Writing Centers”

Practices of Teaching Writing

I.31 Using Your Voice in the Writing Classroom
Union Square 17/18, Lobby Level
Chair: Mary Anne Nagler, Oakland Community College, Royal Oak, MI
Speakers: Shay Brawn, Stanford University, CA, “Oral Interventions: Resituating Speech in the Composition Classroom”
Rebecca de Wind Mattingly, University of Colorado at Boulder, “Making Sound Waves: A Full-throated Call to Transgress Boundaries between Speech and Writing in a Hybrid First-Year Course that Embraces Both”
Emily Standridge and E. James Chambers, Ball State University, Muncie, IN, “Making Sound Waves in Composition Pedagogy: Incorporating Musical Voice Pedagogy into First-Year Writing Courses”
Brittney Boykins, Florida State University, Tallahassee, “Audience: ‘Now you see me. Now you don’t’”

Theory

I.32 Using and Teaching Genre Theory
Union Square 1/2, Fourth Floor
Chair: David Stock, University of Wisconsin-Madison
Speakers: Joleen Hanson, University of New Hampshire, Durham, “The Undertow of Genre in Disciplinary Writing”
Luke Redington, Kansas State University, Manhattan, “The Value of Carolyn R. Miller’s Genre Theory in Literary Analysis”
David Stock, University of Wisconsin-Madison, “Retheorizing Rhetoric in Genre Theory”
**Language**

I.33 **Grammar, Language, and Student’s Rights**  
Franciscan A, Ballroom Level

*Chair:* Nicole Walls, University of Illinois at Urbana-Champaign  
*Speakers:*  
Heather Robinson, York College/CUNY, Jamaica, “Collaborative Grammar: Making Waves in Students’ Relationships with Language”  
Patricia Dunn, Stony Brook University, NY, “Exposing Moral Judgment in Public Discourse on Grammar”  
Nicole Walls, University of Illinois at Urbana-Champaign, “The Language Positions of CCCC and NCTE: (Re)Positioning the Field Against Anti-lingualism”

**Institutional and Professional**

I.34 **Ripples in the Research Center: Reorganizing a Departmental Space for Collaboration and Research in the Public Interest**  
Van Ness, Sixth Floor

*Chair:* Mike Palmquist, Colorado State University, Fort Collins  
*Speakers:*  
Brian Gogan, Virginia Tech, Blacksburg, “Theorizing Displacement: Recentering/Decentering Our Rhetoric and Writing Research Center”  
Paul Heilker, Virginia Tech, Blacksburg, “Institutional Inception: Carving out Research Center Space through Acts of Definition”  
Kelly Belanger, Virginia Tech, Blacksburg, “Seeding the Center: The Problems with a Task-oriented, Lone Researcher Model”  
Ashley Patriarca, Virginia Tech, Blacksburg, “The Potentialities and Problematics of a Task-oriented Research Center Model”  
*Respondent:* Andrea Lunsford, Stanford University, CA

**Theory**

I.35 **Entitled Waves: Globalization, Empire, and “Transglobal” Resistance**  
Lombard, Sixth Floor

*Chair:* Evelyn Reid, Rutgers University, NJ  
*Speakers:*  
James Daniel, University of Wisconsin–Madison, “The Rhetoric of Empire: Ryszard Kapuscinski and Political Style”
Maria Loukianenko Wolfe, Cornell University, Ithaca, NY, “Business of Writing: Peace Corps Memoir as Post-colonial Capitalist Production”

Practices of Teaching Writing

I.36  A Loose Canon No More:
Style’s Relevance to Writing Instruction
Union Square 14, Fourth Floor
Chair: Nate Kreuter, University of Texas at Austin
Speakers: Nate Kreuter, University of Texas at Austin, “Style, Student Writers, and the Handbooks”
Star Medzerian, University of Arizona, Tucson, “Rereading the Past: Style’s Place in Our Disciplinary Memory”
Mike Duncan, University of Memphis, TN, “Destroying the Topic Sentence”

Composition/Writing Programs

I.37  Shaping Campus and Community Ideas about Writing
Continental Ballroom 9, Ballroom Level
Chair: Catherine Gouge, West Virginia University, Morgantown
Speakers: Laura Brady, West Virginia University, Morgantown
Catherine Gouge, West Virginia University, Morgantown
Joy Greene, West Virginia University, Morgantown
Scott Wible, West Virginia University, Morgantown

Theory

I.38  Waves of Compassion: Exploring an Ethic of Love and Care in Composition and Rhetoric
Union Square 15/16, Fourth Floor
Chair: Jennifer Sano, Michigan State University, East Lansing
Speakers: Suzan Aiken, Bowling Green State University, OH, “Making Waves toward an Ethic of Care: Comparing and Changing Feminist Metaphors and Descriptions”
Mark Brantner, University of South Carolina, Columbia, “Ethics in the Multicultural Classroom: To Love thy Neighbor as Thyself”
Friday, 12:30–1:45 p.m.

Research

I.39  On the Same Wavelength: How We Learned to Stop Worrying and Love the IRB
Continental Ballroom 7, Ballroom Level

Chair: Peter Mortensen, University of Illinois at Urbana-Champaign
Speakers: Jaime Lynn Longo, La Salle University, Philadelphia, PA, “On the Same Wavelength as the IRB: What Researchers Can Learn from the IRB”
Elizabeth G. Allan, Temple University, Philadelphia, PA, “On Same Wavelength as Advisors: A Dissertator’s Dilemma”

Respondent: Eli Goldblatt, Temple University, Philadelphia, PA

Research

I.40  Narrative Research in Language and Literacy: Current Work from the Literacy Achievement Research Center
Union Square 3/4, Fourth Floor

Chair: Susan Florio-Ruane, Michigan State University, East Lansing
Speakers: Julie Lindquist and Bump Halbritter, Michigan State University, East Lansing, “Following Students’ Literacy Narratives into Teacher Preparation: Learning from the LiteracyCorps Michigan Project”
Laura Apol, Michigan State University, East Lansing, “The “Poemic Novel” as a New Narrative Genre”
Discussant: Susan Florio-Ruane, Michigan State University, East Lansing
Friday, 2:00–3:15 p.m.

J Sessions
2:00–3:15 p.m.

Featured Speaker

Outrider: Beats & Beyond
Continental Ballroom 4/5, Ballroom Level

Chair: Sterling Warner, Evergreen Valley Community College, CA

Celebrated poet/performer and cultural activist Anne Waldman will discuss the vision and praxis of an “alternative” poetics in the 21st-century, drawing on the inspiration of the Beat Literary movement. Waldman will also perform some of her own work.

Known as a poet, editor, performer, professor, curator, and activist, Ann Waldman is considered an inheritor of the Beat mantel (Allen Ginsberg called her his “spiritual wife”) as well as an originator of her own investigative and polyvalent “modal structures.” In 1974, she co-founded the Jack Kerouac School of Disembodied Poetics with Allen Ginsberg at Naropa University in Colorado where she is currently Distinguished Professor and Chair of the Summer Writing Program and is active with the Audio Archive Project, which stores readings by William Burroughs, Allen Ginsberg, Gregory Corso, Diane dePrima, Amiri Baraka, and many others. She is also co-founder of the Poetry Is News collective which curates forums of political and poetical discussion and is co-artistic Director of Manhattan’s Study Abroad on the Bowery Project. Waldman has taught experimental writing workshops for years at the Zen Mountain Monastery and universities across the U.S.A. and abroad, most recently in China. Waldman has received a National Endowment for the Arts Award, the Shelley Prize for poetry, and has had residences at the Civitella Ranieri Center in Umbria, The Atlantic Center for the Arts, The Rockefeller Foundation in Bellagio, and the Christian Women’s University in Tokyo. She has authored or edited over 40 books, including The Beat Book: Writings from the Beat Generation, Afterimage or Glow with photos by Patti Smith, and the co-edited anthology CIVIL DISOBEDIENCES: Poetics and Politics in Action. As cultural guardian, Beat historian, and moving performer of her poetry, she will make waves in the once home of the Beats, San Francisco.
Friday, 2:00–3:15 p.m.

Composition/Writing Programs

**J.01 Riding a New Wave:**
Towards the Writing/Composition/Rhetoric Major and Minor
Grand Ballroom A, Grand Ballroom Level

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

*Speakers:*
- Sandra Jamieson, Drew University, Madison, NJ, “Creating a Home for Writing: Features of the Emerging Writing Major”
- Kathleen Blake Yancey, Florida State University, Tallahassee, FL, “Developing a 'Third Track' in Rhetoric and Composition: The Role of Exigence and Context in Shaping a New Major”
- Irwin Weiser, Purdue University, West Lafayette, IN, “A Minor, Not a Major: A Rationale for Starting Smaller”

Community, Civic & Public

**J.02 Dissenting for Peace:**
Speaking (Fearlessly) to Discourses of Power
Yosemite A, Ballroom Level

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

*Speakers:*
- Gae Lyn Henderson, Utah Valley University, Orem, “Contemporary Parrhesia: Unmasking Discourses of Power”
- Heather Bruce, University of Montana, Missoula, “Indian Education for All: Speaking Fearlessly against Anti-Indian Racism”
- Thomas Huckin, University of Utah, Salt Lake City, “Online ‘Pseudo-Parrhesia’ and Its Pedagogical Implementation”

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

Practices of Teaching Writing

**J.03 CCCC Committee Research into Best Practices for Online Writing Instruction (OWI)**
Yosemite B, Ballroom Level

*Chair:* Beth Hewett, Independent Scholar, Forest Hill, MD

*Speakers:*
- Mick Connie, Notre Dame University, IN, “Research Methodology for Identifying and Articulating Best Practices in OWI”
- Beth Hewett, Independent Scholar, Forest Hill, MD, “Using Site Visits and Questionnaires to Identify Best Practices in OWI”
- Deborah Minter, University of Nebraska, Lincoln, “Using Focus Groups to Identify Questions Relevant to Best Practices in OWI”
- Geoffrey Middlebrook, University of Southern California, Los Angeles, “Position Statement Development for the CCCC Executive Committee and General Membership”
History

J.04  Forming the Profession: W. Ross Winterowd and the History of Composition Studies
Continental Ballroom 6, Ballroom Level
Chair: Louise Wetherbee Phelps, Syracuse University, NY
Speakers: Ross Winterowd, University of Southern California, Los Angeles, “Rhetoric and Romanticism”
Steven Mailloux, University of California, Irvine, “The Disciplinary Identities of W. Ross Winterowd”
Respondent: Louise Wetherbee Phelps, Syracuse University, NY

Composition/Writing Programs

J.05  Racism in Writing Assessments and the Construction of “Minority” Literacies
Imperial A, Ballroom Level
Chair: Paul Kei Matsuda, Arizona State University, Tempe
Speakers: Mya Poe, Massachusetts Institute of Technology, Cambridge, “Theorizing Racism in Writing Assessment”
Asao B. Inoue, California State University, Fresno, “Racial Validity as a New Inquiry in Writing Assessment”
Anne Herrington, University of Massachusetts Amherst, “Automated Assessment of Writing, Privileged Dialect, and Discourses of Access”
Valerie Balester, Texas A&M University, College Station, “Racism in Rubrics: Considering Language Variety in Education”
Respondents: William Condon, Washington State University, Pullman
Keith Gilyard, The Pennsylvania State University, University Park

Theory

J.06  Queer Presences in the Composition Classroom
Golden Gate 4, Lobby Level
Chair: Mark McBeth, John Jay College, New York, NY
Speakers: Mark McBeth, John Jay College, New York, NY, “Queer Silence”
Robert Faunce, John Jay College, New York, NY, “A Semester in Purgatory: At the Intersection of Queer/Pedagogy”
Lindsey Freer, CUNY–Graduate Center, New York, NY, “Conflicts in Queer Subjectivities in the Wired Composition Classroom”
Practices of Teaching Writing

J.07 Seeing Themselves as Writers: Basic Writers’ Journey
Golden Gate 2, Lobby Level

Chair: Jane Wagoner, Wright College, Chicago, IL

Speakers: Jay Wootten, Kent State University–Salem Campus, OH, “The View in the Mirror: What Basic Writing Students See when They Read and Write about Themselves”
Jane Wagoner, Wright College, Chicago, IL, “Linking Writing and Neighborhoods: Breaking Down the Classroom Walls”
Sarah Z. Johnson, Madison Area Technical College, WI, “Re-Viewing: How Writing Centers Help Basic Writing Students See Themselves as Writers”

Theory

J.08 Chicana/o Rhetorical Strategies: Decolonizing Cultural, Pedagogical, and Technological Spaces
Continental Ballroom 2, Ballroom Level

Chair: Gina Guzman, Texas State University, San Marcos

Speakers: Ahimsa Timoteo Bodhrán, Michigan State University, East Lansing, “Matrilineal Re-Memory and Murder at the Borders of Misogy/Miscegenation: Queer Chicana Interventions against Settler Heterheterotics inside and outside of the Academic Industrial Complex”
Jaime Armin Mejía, Texas State University, San Marcos, “Ethnographic Studies and Chicana/o Rhetorics in the U.S. Borderlands”
Humberto Cardenas Jr., Laredo Community College, South, Laredo, Texas, “Teaching Writing on the U.S.-Mexico Border: Developing a Writing Curriculum for First-generation Mexican American Students”
Janie Jaramillo Santoy, Texas Tech University/Texas State Technical College, Lubbock/Harlingen, Texas, “Chicanas/os Online: Enacting Resistance in Digital Spaces”

Practices of Teaching Writing

J.09 Basic Writing Waves of Change: A Call for Graduate Courses with a Community-College Focus
Golden Gate 6, Lobby Level

Chair: Lori Rios Doddy, Texas Woman’s University, Denton

Speakers: Lynn Quitman Troyka, City College of The City University of New York, “No One Needs Training to Teach Basic Writing at a Community College, Do They?”
Sugie Goen-Salter, San Francisco State University, CA, “Preparing a Community College Faculty both ‘Knowledgeable and Enthusiastic’ about Basic Writing”
Lori Rios Doddy, Texas Woman’s University, Denton, “Community College and University Collaboration: A BW Course Design that Benefits Faculty and Students”
**Practices of Teaching Writing**

**J.10  Let’s Have Class Outside Today:**
Exploring the Places, Spaces, and Virtual Worlds of Instruction in the 21st Century

Continental Ballroom 8, Ballroom Level

*Chair:* Clyde Moneyhun, Stanford University, CA  
*Speakers:* Kimberly Moekle, Stanford University, CA, “If These Walls Could Talk: The Rhetoric of Places and Spaces”  
Melissa Leavitt, Stanford University, CA, “Knowing Our Place: Reimagining and Reconfiguring Instructor Office Space”  
Chris Gerben, University of Michigan, Ann Arbor, “In Contact and Out of Class: The Virtual Extracurriculum of Composition”

**Institutional and Professional**

**J.11  Building WAC/WID for the 2010s**

Franciscan A, Ballroom Level  

*Chair:* Martha Townsend, University of Missouri, Columbia  
*Speakers:* Joseph Bizup, Boston University, MA, “Starting at Stage Three: Creating an Institutional Context for Third-generation WAC/WID”  
Michael Cripps, York College, CUNY, Jamaica, NY, “Waving at WI or Making Waves? WI Requirements, Institutional Fragility, and WAC/WID Renewal”  
Martha Townsend, University of Missouri, Columbia, “Ensuring another Decade of Continued WAC/WID Success: Characteristics to Counter the Undertows”

**Professional and Technical Writing**

**J.12  Technical Writing in Cross-cultural Contexts**

Union Square 3/4, Fourth Floor  

*Chair:* Mary Juanita Willingham, Mexico, MO  
*Speakers:* Baotong Gu, Georgia State University, Atlanta, “‘I’m no different from my peers’: Rhetorical Strategies in Cover Letter Design in China”  
Joseph Jeyaraj, Liberty University, Lynchburg, VA, “Postcolonial Pedagogies and Postcolonial Technical Writing: Writing and Training Cross-culturally”
Friday, 2:00–3:15 p.m.

Practices of Teaching Writing

J.13 Troubling Diversity:
Making Class Matter in Socially Responsive Writing Courses
Union Square 14, Fourth Floor
Chair: Robert Mawyer, Rock Valley College, Rockford, IL
Speakers: Tom McCulley, Heartland Community College, Normal, IL
Robert Mawyer, Rock Valley College, Rockford, IL
Stephen Donahue, Rock Valley College, Rockford, IL

Institutional and Professional

J.14 Two-Year College English Assessment:
Surfing a Möbius Strip
Golden Gate 5, Lobby Level
Chair: Lawrence McDoniel, St. Louis Community College at Meramec, MO
Speakers: Leslie Roberts, Oakland Community College-Orchard Ridge Campus, Farmington Hills, MI, “Navigating Department and Program Goals with Student Learning Outcomes”
Lawrence McDoniel, St. Louis Community College at Meramec, MO, “Surfing a Möbius Strip: English/Composition Assessment Programs That Balance Student Learning, Curriculum Development, and Accountability”
Patrick Sullivan, Manchester Community College, CT, “Surfing TYC English Assessment, or ‘What we most need to know now is . . .’”

Practices of Teaching Writing

J.15 Visual Rhetoric and Visual Texts
Mason, Sixth Floor
Chair: Susan Asch, California State University, Fullerton
Speakers: Elizabeth Brewer, The Ohio State University, Columbus, “How many words is a picture worth?: Teaching Legitimacy in the Creation of Visual Texts”
Lorna Heins, California State University San Bernardino, “The Dynamics of Image and Text: Exploring Visual Rhetoric in First-Year Composition through the Art of William T. Wiley”
Mita Mahato, University of Puget Sound, Tacoma, WA, “Visualizing Writing: Picture Theory in the Classroom”
Research

J.16 “These people don’t belong together”: Methodological Makings across Disciplinary Fields
Sutter, Sixth Floor

Chair: Terese Guinsatao Monberg, Michigan State University, East Lansing
Speakers: Jeff Grabill, Michigan State University, East Lansing, “Making Rhetoric/Making Methodology”
Malea Powell, Michigan State University, East Lansing, “Materialist Historiography: New Methodological Constellations”
Angela Haas, Illinois State University, Normal, “Theoretical and Methodological Transgressions in Digital and Visual Rhetoric Studies: Assembling Decolonial Trade Routes”

Institutional and Professional

J.17 Assuming the Position: Reflections on Becoming WPAs
Golden Gate 7, Lobby Level

Chair: Laura Micciche, University of Cincinnati, OH
Speakers: Loren Marquez, Salisbury University, MD, “WPAing from a Position of Relative Power”
Matt Hollrah, University of Central Oklahoma, Edmond, “Making and Riding Waves in the First Year: An Untenured WPA’s Odyssey”
Laura Micciche, University of Cincinnati, OH, “On Poaching and Protectionist Tendencies”

Information Technologies

J.18 “Invisible Classrooms” Revealed: Digital Technologies as Hidden Teachers
Union Square 15/16, Fourth Floor

Chair: Patricia Freitag Ericsson, Washington State University, Pullman
Kris Kellejian, Washington State University, Pullman, “Resisting Dominant Configurations: Websites as Teachers of Resistance and Relationship-building”
Paul Muhlhauser, Washington State University, Pullman, “Family and Fertility Futures: Imageneing in the Rhetoric of ART Clinic Websites”
Friday, 2:00–3:15 p.m.

*Practices of Teaching Writing*

**J.19  “The Writer/Teacher in Composition Studies: Wendy Bishop’s Legacy”**
Golden Gate 3, Lobby Level

*Chair:* Patrick Bizzaro, Indiana University of Pennsylvania

*Speakers:* Alys Culhane, Mat Su College, Palmer, AK, “Extending the Disciplinary Conversation: A Stylistic Analysis of Wendy Bishop’s 2000 CCCC Chair’s Address”
Devan Cook, Boise State University, ID, “Teaching, Writing, and Researching: Wendy Bishop and Ethnography”
Patrick Bizzaro, Indiana University of Pennsylvania, “Places to Stand: Some Difficulties with the Composition/Creative Writing Connection”
Marjorie Stewart, Art Institute of Pittsburgh, PA, “I Just Skip the Poetry: Ethos and Theorists in Creative Writing Studies”

*History*

**J.20  Starting a Wave: Nineteenth-Century Classroom Adaptations, Gender Insurgency, and Racial Persecution**
Golden Gate 1, Lobby Level

*Chair:* Sue Hum, University of Texas at San Antonio

*Speakers:* Sue Hum, University of Texas at San Antonio, “A Wave of Persecution: Anti-Chinese Sentiments and the Racialized Gaze in 19th-Century Political Cartoons”
Nancy Myers, University of North Carolina at Greensboro, “A Wave of Adaptation: Revising the History of Current/Traditional Pedagogy with Sara Lockwood’s Lessons in English”
Kristie Fleckenstein, Florida State University, Tallahassee, “A Wave of Insurgency: Redrawing the Face of ‘True Womanhood’ through the Photojournalism of Frances Benjamin Johnston”

*Community, Civic & Public*

**J.21  Sailing through the Storm, Negotiating Its Wake, Staring in the Puddles: A Survey of Recent Developments in Service Learning**
Yosemite C, Ballroom Level

*Chair:* Joe Letter, Tulane University, New Orleans, LA

*Speakers:* Joe Letter, Tulane University, New Orleans, LA
Molly Travis, Tulane University, New Orleans, LA, “Service Learning at Tulane University: Waves and Ripple Effects”
Judith Livingston, Tulane University, New Orleans, LA, “Riding the Waves: Incorporating Technology into the Service-learning Writing Class”
Friday, 2:00–3:15 p.m.

Research

J.22 Writing Our Way In
Imperial B, Ballroom Level
Chair: Sondra Perl, Lehman College and Graduate Center, CUNY, Bronx, NY
Speakers: Tim McCormack, John Jay College, CUNY, New York, NY
Emily Schnee, Kingsborough Community College, CUNY, Brooklyn, NY
Jason VanOra, Kingsborough Community College, CUNY, Brooklyn, NY

Practices of Teaching Writing

J.23 Raising their Voices, Raising Awareness: The Published Writing of Girls across the Twentieth Century
Continental Ballroom 1, Ballroom Level
Chair: Jane Greer, University of Missouri-Kansas City
Speakers: Lauren Obermark, The Ohio State University, Columbus, “Writerly Identity in the Extracurricular Publications of Mary Gamble Meriwether, 1941–1944”
Henrietta Rix Wood, University of Missouri-Kansas City, “Re/Writing Native American Girls at the Haskell Institute, 1897–1920”
Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo, “‘Zine Speak: Cali Girls Making and Breaking Waves in 2008”

Research

J.24 Wiping-Out: A Celebration of Research Failures and the Lessons They Teach
Continental Ballroom 3, Ballroom Level
Chair: Joanna Wolfe, University of Louisville, KY
Speakers: Joanna Wolfe, University of Louisville, KY, “Failures in Gender Studies Research”
Laura Wilder, University at Albany, SUNY, NY, “Failures in Quasi-experimental Research”
Rebecca Rickly, Texas Tech University, Lubbock, “Failures Learning and Representing Research”
Friday, 2:00–3:15 p.m.

**Institutional and Professional**

**J.25 Mapping Programmatic Composition Waters: Does Having a Teaching Vision Matter?**
Taylor, Sixth Floor

*Chair:* Katherine Sohn, Pikeville College, KY  
*Speakers:* Gian Pagnucci, Indiana University of Pennsylvania  
Ben Rafoth, Indiana University of Pennsylvania  
Sharon Deckert, Indiana University of Pennsylvania  
Dawn Fels, Indiana University of Pennsylvania  
Mahmoud Amer, Indiana University of Pennsylvania  
Whitney Tudor, Indiana University of Pennsylvania

**Professional and Technical Writing**

**J.26 Historical Perspectives on Technical Communication Research**
Franciscan B, Ballroom Level

*Chair:* Amber Gillis  
Mark Ward Sr., Clemson University, SC, “Revisiting ‘The Ethic of Expediency’: New Perspectives on Technical Communication and the Holocaust”  
Roxane Gay, Michigan Technological University, Houghton, “(Re)Constructions: Reinventing the Relationship between Engineers and Technical Communication”

**Research**

**J.27 Web 2.0 and a New Wave Writing Pedagogy?: Three Empirical Studies of Computer-Supported Writing Inside/Outside the Classroom**
Continental Ballroom 7, Ballroom Level

*Chair:* David Russell, Iowa State University, Ames  
*Speakers:* Quinn Warnick, Iowa State University, Ames “Walled Gardens vs. Wild Prairies: What Happens when Composition Moves out of the Classroom?”  
Anish Dave, Iowa State University, Ames, “Has Web 2.0 Made Our Concepts of Process Obsolete?: A Survey of Drafting and Revision Practices among Undergraduate Student Writers”
Practices of Teaching Writing

J.28  Approaches to Literacy Narratives
Franciscan D, Ballroom Level
Chair: Stuart Selber, The Pennsylvania State University, State College
Speakers: Bianca Falbo, Lafayette College, Easton, PA, “Pedagogical Uses and Limits of the Literacy Narrative”
Randolph Cauthen, Cal State Dominguez Hills, Los Angeles, “A Globe between Two Mirrors: Beginning Teachers Writing and Responding to Literacy Autobiographies”
David Martins, California State University, Chico, “An Inward Passage: Literacy Narratives as a Challenge to Ideologically-motivated Discourse”

Community, Civic & Public

J.29  Turning the Academy Inside/Out: Rethinking Community and the Classroom
Union Square 5/6, Fourth Floor
Chair: Nancy Dessommes, Georgia Southern University, Statesboro
Speakers: Nancy McClary, The Ohio State University, Columbus, “Turning the Academy Inside/Out: Wavelengths for Higher Educational Pursuits”
Lina Buffington, Philadelphia Futures, PA, “Turning the Academy Inside/Out: New Paradigms for First-Year Writing Courses”

Practices of Teaching Writing

J.30  Writing as Social Performance: Examining Teacher Student Negotiations in Three Different Composition Classrooms
Union Square 23/24, Fourth Floor
Chair: William B. Lalicker, West Chester University, PA
Speakers: Mike Mutschelknaus, Rochester Community and Technical College, MN, “Cross-cultural ‘Face’ Negotiations in Online Courses”
Monika Shehi, Lander University, Greenwood, SC, “Writing as a Vehicle of Performance: How First-Year Writing Students Negotiate their Entrance into Academia”
Peggy Johnson, St. Mary’s University, Winona, MN, “Beyond Content: Negotiating Teacher/Student Interactions in the Basic Writing Classroom”
Friday, 2:00–3:15 p.m.

**Composition/Writing Programs**

**J.31  Taking It to the Web: Digital Writing in Composition Classrooms**
Van Ness, Sixth Floor

*Chair:* Natalie Szymanski, Florida State University, Miami

*Speakers:* Pamela Takayoshi, Kent State University, OH, “Composing a Digital World: Lessons from One Writing Program’s Transition to a Multimodal and Digital Curriculum”

Edwina Helton, Indiana University East, Richmond, “Challenging Standard Views of Online Pedagogy: Effective Practices in Online First-Year Composition Programs”

Alexandr Tolj, Cal State University, Fullerton, “Let’s Get Digital: Integrating the Digital Essay into the Composition Curriculum”

**History**

**J.32  Battling Undercurrents: Textbooks, Technical Writing, and Pejorative Pedagogy**
Lombard, Sixth Floor

*Chair:* DiAnn Courtoy, Albany State University, GA

*Speakers:* Stacey D. Gaines, University of Alabama, Tuscaloosa, “The Hidden Rhetoric of Handbooks: Embracing Waves of Instruction, Battling Undercurrents of Pejorative Ideologies”


Stephanie Odom, University of Texas, Austin, “Models of Writing: Examples in Rhetoric Textbooks”

**Theory**

**J.33  Modern Day Sophistic**
Union Square 25, Fourth Floor

*Chair:* Eunice Matthews-Bradshaw, Auburn University, AL

*Speakers:* Suzanne Samples, Auburn University, AL, “Modern Day Sophists: Politicians”

Eunice Matthews-Bradshaw, Auburn University, AL, “The Strength of Sophistic Rhetoric in the Jensen Murder Trial”

Heather Pavletic, Auburn University, AL, “Blonde Ambition: Sophistic Rhetoric in Popular Culture”

Amanda Wood, Auburn University, AL, “Ekphrasis in the Cathartic Process: The Narrative of the Crisis Tattoo”
Practices of Teaching Writing

J.34 Shared Voices: Writing Circles, Student Profiles, and Student-Led Conferences as Paths to Student Success
Union Square 17/18, Fourth Floor
Chair: Frankie Chadwick, University of Arkansas at Little Rock
Speakers: Marcia M. Smith, University of Arkansas at Little Rock, “The Student Profile: A Tool for Dialogue”
Frankie G. Chadwick, University of Arkansas at Little Rock, “Writing Circles: Adapting Models”
Suzann W. Barr, University of Arkansas at Little Rock, “The Student-led Writing Conference”

Academic Writing

J.35 Using Web Technology to Teach Writing
Union Square 1/2, Fourth Floor
Chair: Lena Ampadu, Towson University, Baltimore, MD
Speakers: John Van Rys, Redeemer University College, Lancaster, Ontario, Canada, “Evaluating Research Resources in a Wikipedia World”
Steven Rotolo, University of New Orleans, LA, “Web Technologies in the Classroom”
Andrea Dace, Old Dominion University, Norfolk, VA, “From Writers to Editors: Using Wiki Projects to Demonstrate Principles of Academic Writing in Introductory Science Writing Classes”

Practices of Teaching Writing

J.36 Brave New World: Teaching Students Who Make Waves
Franciscan C, Ballroom Level
Chair: Heidi Hanrahan, Shepherd University, WV
Speakers: Kari Warren, Wofford College, Spartanburg, SC, “‘Did my mom call you yet?’: Teaching Millenial Students (and Their Helicopter Parents)”
Heidi Hanrahan, Shepherd University, Shepherdstown, WV, “I’ve got to pay the rent’: Teaching the Working Class Student”
Elizabeth Vogel, Arcadia University, Glenside, PA, “‘What does analysis mean?’: Teaching the Mainstreamed ESL Student”
Bethany Perkins, The University of North Carolina at Greensboro, “‘You just don’t understand’: Teaching the Asperger’s Student”
Friday, 2:00–3:15 p.m.

*Information Technologies*


Continental Ballroom 9, Ballroom Level

*Chair:* Annette Vee, University of Wisconsin-Madison


Timothy Laquintano, University of Wisconsin-Madison, “Authorship in Networks of Knowledge”

Alice Robison, Massachusetts Institute of Technology, Cambridge, “The Game School and SMALLab: Developing Theories and Practices around Gaming Literacies”

*Theory*

**J.38 Revisiting the Ready-made**

Powell, Sixth Floor

*Chair:* Bradley Dilger, Western Illinois University, Macomb

*Speakers:* Bradley Dilger, Western Illinois University, Macomb, “The Ready-made Web (which is beyond the web)”

David Banash, Western Illinois University, Macomb, “From the Work to the Ready-made”

John Walter, Creighton University, Omaha, NE, “The Ready-made and Memoria: They Say/I Say as Memory Text”

*Institutional and Professional*

**J.39 Government, Funding, and the Role of Outcomes Assessment at the University of South Africa: A Preliminary Report**

Union Square 21, Fourth Floor

*Chair:* Patricia Stephens, Long Island University, NY

*Speakers:* Patricia Stephens, Long Island University, NY

Clifford Ndlangenamandla, University of South Africa, Pretoria, Gauteng Province, “Outcomes Assessment and Academic Literacies Interventions at University of South Africa”
Information Technologies

J.40  **Wii Wave:**
*Riding the Waves Shaping our Digital Communicative Acts*
Union Square 22, Fourth Floor

*Chair:* Morgan Gresham, University of South Florida, St. Petersburg
*Speakers:* Morgan Gresham, University of South Florida, St. Petersburg,
Jill McCracken, University of South Florida, St. Petersburg
Trey Conner, University of South Florida, St. Petersburg
Roxanne Kirkwood, Marshall University, Huntington, WV
Teddi Fishman, Clemson University, SC

J.41  **Meet the Editor of CCC**
Union Square 13, Fourth Floor

*Chair:* Deborah Holdstein, Columbia College, Chicago, IL
Voice has been a popular metaphor among many writing teachers because it captures the sense of writer identity that has been highly valued in the mainstream U.S. cultural practices. It has also been widely critiqued for its privileging of Western individualism, which may not be compatible with multilingual writers’ cultural orientations. More recently, some researchers have begun to redefine the notion from sociocultural perspectives and to reconsider the implications of voice for a wider variety of writers in various contexts: individual as well as social; personal as well as academic, professional, and civic. In this panel, three well-established researchers who have been investigating the notion of voice from various and interdisciplinary perspectives will extend the recent discussion of voice and consider how it can be applied productively in understanding and teaching multilingual writers–broadly defined to include writers who are learning to write in the dominant variety of English while also negotiating literacies in other varieties of English or other languages.

Peter Elbow, University of Massachusetts at Amherst (Emeritus), “Should Chinese Writers Try to Write Like American Writers?”


Christine Tardy, DePaul University, “Exploring the Intersections between Voice, Genre, and Multilingual Writing Development”
Friday, 3:30–4:45 p.m.

**Academic Writing**

**K.01 Academic Literacy as Participation: Inducting Students into an Intellectual Community**

Grand Ballroom A, Ballroom Level

*Chair:* Sheridan Blau, Teachers College Columbia University, New York

*Speakers:* Sheridan Blau, Teachers College Columbia University, New York, “Academic Literacy as Participation: Learning to Write in the University Community”

Cheryl Hogue Smith, Kingsborough Community College, Brooklyn, NY, “Academic Literacy and the Challenge of Participation: Basic Writers’ Success on All-Level Online Forums”

Valerie Turner, California State University Bakersfield, “Academic Literacy and the Challenge of Participation: Helping Basic Writers Enter the Conversation of an Academic Community”

**Composition/Writing Programs**

**K.02 Writing Centers, CAC, and First-Year Seminar Collaborations**

Continental Ballroom 7, Ballroom Level

*Chair:* Deanya Lattimore, Syracuse University, NY

*Speakers:* Elaine Hays, College of the Holy Cross, Worcester, MA, “Setting Sail: Integrating Interdisciplinary Peer Tutors into a Universal First-Year Program”

Gretchen Flesher Moon, Willamette University, Salem, OR, “Waving them in: A Writing Center/First-Year Seminar Collaboration”

**Institutional and Professional**

**K.03 Risk and the jWPA: Rocking the Boat on the Voyage toward Tenure**

Golden Gate 5, Lobby Level

*Chair:* Kate Ryan, University of Montana, Missoula

*Speakers:* Kate Ryan, University of Montana, Missoula, “jWPA Ethos: What Do We Mean by Responsibility?”

Jackie Grutsch McKinney, Ball State University, Muncie, IN, “Professional Concerns of Writing Center Directors: What Happened?”

*Respondent:* Nicole Caswell, Kent State University, OH
Friday, 3:30–4:45 p.m.

Practices of Teaching Writing

K.04 Beyond Joseph Williams: Rethinking Cohesion for Today’s Composition Class
Powell, Sixth Floor
Chair: Susan Katz, North Carolina State University, Raleigh
Speakers: Susan Katz, North Carolina State University, Raleigh, “Cohesive Images”
Barbara Lewis, Rensselaer Polytechnic Institute, Troy, NY, “Cohesive Oral Presentations”
Lee Odell, Rensselaer Polytechnic Institute, Troy, NY, “Cohesive Multimedia Presentations”

Institutional and Professional

K.05 CCCC Is Not the Right Home for Rhetoric and Writing Studies: Exploring the Infrastructure Needed to Support Undergraduate Writing Majors
Golden Gate 7, Lobby Level
Chair: Tim Peeples, Elon University, NC
Speakers: Helen Foster, University of Texas El Paso, “The Bottom and Top: FYC, Doctoral Programs, and the Rise of Their Infrastructures”
Tim Peeples, Elon University, NC, “The Forgotten Middle: The Rise of Disparate Undergraduate Writing Majors”
Tom Moriarty, Salisbury University, MD, “What We Need Now: The Nature and Needs of Rhetoric and Writing Studies Majors”

Professional and Technical Writing

K.06 Modalities of Professional Communication
Union Square 25, Fourth Floor
Chair: Sana Patterson, Metropolitan Community College, Elkhorn, NE
Heather Graves, University of Alberta, Edmonton, Canada, “See Figure 1: The Use of Visuals in Technical and Scientific Communication”
Michelle Sidler, Auburn University, AL and Natasha Jones, University of Washington, Seattle, “Making Scientific Waves: The Rising Tide of Genetics and Online Discourse”
Practices of Teaching Writing

K.07 We Got Game: Effective Strategies for Using New Media Games in Writing Instruction
Van Ness, Sixth Floor

Chair: Ivan Games, University of Wisconsin-Madison
Speakers: Julie M. Johannes, Rochester Institute of Technology, NY, “Online Role-playing Games and First-Year Composition: Pedagogy for a New Generation”
Matt King, University of Texas at Austin, “Welcome to ‘Rhetorical Peaks’, a Video Game for First-Year Writing”
Ivan Games, University of Wisconsin-Madison, “Promoting Dialogic Writing through Videogame Character Dialog Design”

Community, Civic & Public

K.08 Diasporic Asian Rhetorics: Investigating Strategies, Identity, and Representation in Classroom and Online Environments
Continental Ballroom 9, Ballroom Level

Chair: Robyn Tasaka, Michigan State University, East Lansing
Speakers: Robyn Tasaka, Michigan State University, East Lansing, “Asian American Self-representations in Online Environments”
Fify Juliana, Arizona State University, Tempe, “Rhetorical Strategies of Writing in First and Second Languages”
Peiling Zhao, Millikin University, Decatur, IL, “The Rhetorical Power of Emotion for Asian Americans’ Writing”
Jolivette Mecenas, University of Hawai‘i at Manoa, Honolulu, “‘If you want to complain about America, you should go home!’ and Other Nationalist Narratives: A Case for Transnationalizing the Public Sphere”

Practices of Teaching Writing

K.09 Personal Narrative in the Composition Classroom
Union Square 1/2, Fourth Floor

Chair: Irene Sipos, Buffalo State College, NY
Speakers: Carol Hawkins, Colby College, Waterville, ME, “Struggle as Service: Autobiography and Agency in Freshman Composition”
Elizabeth Cone, Suffolk Community College, Selden, NY, “(Re)Writing Our Own Lives: Using Autobiographical Writing to Contest ‘the Self’”
Gina Shaffer, UCLA Writing Programs, Los Angeles, “Cross-generational Currents: Narratives from Gen Y Writers”
Stephanie Wade, Stony Brook Southampton, NY, “Paddling Out: Personal Writing, Provisional Knowledge, and Public Engagement”
Friday, 3:30–4:45 p.m.

\textit{Community, Civic & Public}

\textbf{K.10}  \textbf{Tracing the Stream and Filling the Well: Afrafeminist (Re)Definitions of African Diasporic Women’s Literacies/Compositions and Critical Intellectual Work}

Yosemite C, Ballroom Level

\textit{Chair:} Elaine Richardson, The Ohio State University, Columbus


Rhea Estelle Lathan, Michigan State University, East Lansing, “A Lifeboat in a Sea of Destruction: A Case of African American Women Using Literacy to Resolve Social, Spiritual, and Political Dilemmas”

Carmen Kynard, St. John’s University, Queens, NY, “‘I Carry the Eyes of Ida B. Wells’: The Poetics and Counter-Epistemologies of Young Black Women Right-ing/Writing the World”

\textit{Respondent:} Elaine Richardson, The Ohio State University, Columbus

\textit{Community, Civic & Public}

\textbf{K.11}  \textbf{Composing the New Civics: Globalization, Social Change, and Student Agency}

Golden Gate 2, Lobby Level

\textit{Chair:} Darin Payne, University of Hawaii, Honolulu

\textit{Speakers:} Darin Payne, University of Hawaii, Honolulu, “The Rhetorician as Local Agent of Global Change: Engaging Globalization and Social Movements in Rhetcomp”

Daphne Desser, University of Hawaii, Honolulu, “Colonialism as Early Stage Capitalism: Pedagogical Experiments and Interventions”

Patricia Malesh, University of Colorado, Boulder, “Global Consciousness/Local Action: From Theorizing Social Change to Materializing It through Embodied Classroom Praxis”

\textit{Composition/Writing Programs}

\textbf{K.12}  \textbf{Converging Currents in Learning Communities: Interdisciplinary Composition, Pedagogical Transparency, and Student-centeredness}

Yosemite A, Ballroom Level

\textit{Chair:} Kellie Deys, Binghamton University, NY

\textit{Speakers:} Kellie Deys, Binghamton University, Binghamton, NY, “Learning Community Coordination: Expansion and Limitations”

James Deys, Binghamton University, NY, “Making Pedagogy Transparent: Curriculum Coordination Meetings”

Joshua Lewis, Binghamton University, NY, “The Composition Classroom as Fluid Entity: Creating Contact Zones through Student-centered Pedagogy”
Information Technologies

K.13 Redefining Intellectual Property in the Digital Copyright Debate
Golden Gate 6, Lobby Level

Chair: John Logie, University of Minnesota, Minneapolis
Speakers: John Logie, University of Minnesota, Minneapolis, “Unwriting ‘Intellectual Property’”
Krista Kennedy, University of Minnesota, Minneapolis, “Re-writing the Author: Textual Curation and Ownership in Wikis”
Jessica Reyman, Northern Illinois University, DeKalb, “Toward a New Rhetoric of Intellectual Property: Connecting Academic Work to Advocacy in the Copyright Debate”

Research

K.14 Research Methods across Writing Studies: Corpus, Survey, Meta-analysis, Grounded Theory
Continental Ballroom 2, Ballroom Level

Chair: Melody Wise, University of Arkansas Community College, Hope
Speakers: Stephanie Schlitz, Bloomsburg University, PA, “Towards a ‘Corpus-informed’ Approach to Writing Pedagogy”
William Burns, Suffolk County Community College, Selden, NY, “OK, but where’s the research?: IRB Approval, Student Consent, and Grounded Theory in Composition Studies”
Mary Battle, University of Memphis, TN, “Literature and Composition Interrelated: A Meta-analysis”
Karen Rowan, California State University-San Bernardino, “Surveying the Survey: The Workhorse of Composition Research”

Institutional and Professional

K.15 A Ripple into a Tsunami: Understanding Departmental Responses to Changes in Undergraduate Writing Curricula
Franciscan C, Ballroom Level

Chair: Stuart Blythe, Indiana University-Purdue University, Fort Wayne
Speakers: Stuart Blythe, Indiana University-Purdue University, Fort Wayne, “Wading In: How We Came to Understand Responses to Changes in Undergraduate Writing Curricula”
Libby Miles, University of Rhode Island, Kingston, “Exposed in the Rocky Intertidal Zone: Flashpoints of Dissensus”
Robert Schwegler, University of Rhode Island, Kingston, “Here Be Dragons: Navigating Emotional Economies in Uncharted Waters”
Michele Simmons, Miami University, Oxford, OH, “Between the Scylla and Charybdis: Navigating Institutional Spaces”
Friday, 3:30–4:45 p.m.

Practices of Teaching Writing

K.16 Unique Approaches to Writing Assignments: Food, Self-publishing, and Ethnography

Imperial B, Ballroom Level

Chair: Gail Corso, Newmann College, Aston, PA

Speakers: Jeff Sommers, West Chester University, PA, “Making Waves through a Classroom Ethnography Assignment: Examining Gendered Behavior in Classroom Discussions”

Rebecca Pope-Ruark, Elon University, NC, “‘You write the book’: Book Publishing Projects in the FYC Course”

Angela Buchanan, University of Colorado, Boulder, “‘Butter the size of a hen’s egg’: Folding Food Writing into the Composition Classroom”

Theory

K.17 The Waves Not Taken: Deconstruction, Historiography, Community, and Play

Continental Ballroom 1, Ballroom Level

Chair: Cynthia Haynes, Clemson University, SC

Speakers: Michelle Ballif, The University of Georgia, Athens, “Signification, Play, and Zombies: Or, the Discipline of the Living Dead”

Victor Vitanza, Clemson University, SC, “ReMaking Waves with Historiography”

Diane Davis, University of Texas at Austin, “The Communication of Community”

Cynthia Haynes, Clemson University, SC, “Breaking the Surface of Style”

Practices of Teaching Writing

K.18 Performing Site-specific Learning outside the Classroom

Golden Gate 4, Lobby Level

Chair: Andrea Lunsford, Stanford University, CA

Speakers: Kevin DiPirro, Stanford University, CA, “Site-specific Theater”

John Peterson, Stanford University, CA, “3 Live Books, 3 Live Authors: Summer Reading 2008”

John Lee, Stanford University, CA, “The Performance of Learning: Discussion with Author/Teacher ZZ Packer”
**Theory**

**K.19** Prose Style and the Counterpublic: Toward a New Politics for the Classroom and the Discipline  
Continental Ballroom 8, Ballroom Level  
*Chair:* T.R. Johnson, Tulane University, New Orleans, LA  
*Speakers:* T.R. Johnson, Tulane University, New Orleans, LA, “Style, Sound, and Movement in the Public Sphere: A Therapeutic Rhetoric for Troubled Times”  
Thomas Pace, John Carroll University, University Heights, OH, “Weapons of Mass Instruction: Style as Counter-public to the Public Sphere”  
Frank Farmer, University of Kansas, Lawrence, “The Stylist as Citizen/Handyman: Bricolage and the Making of Public Culture”  
Paul Butler, University of Houston, TX, “Queering Style: Transforming Counterpublic Politics through Dominant Discourses”

**Practices of Teaching Writing**

**K.20** Making Waves in Composition Program Assessment at the Two-Year College (TYCA Strand)  
Yosemite B, Ballroom Level  
*Chair:* Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA  
*Speakers:* Mary Dahlin, Yakima Valley Community College, WA, “Facilitating the Waves of Change: Collaboration and Consensus”  
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA, “Ripple Effects: The Far-reaching Benefits of Programmatic Assessment”

**Research**

**K.21** Research on Writing in Digital Environments  
Franciscan A, Ballroom Level  
*Chair:* Chiara Cillerai, St. John’s University, Jamaica, NY  
*Speakers:* Elizabeth Tomlinson, Kent State University, OH, “Writers’ Use of Invention Heuristics”  
Perri Gallagher, Ohlone College, Fremont, CA, “More than Poetic Examination: Metaphors that Structure Online Instructor Views”  
Sergey Rybas, Capital University, Columbus, OH, “Community Revisited: Invoking the Subjectivity of the Online Learner”  
Amanda Hill, Cornish College of the Arts, Seattle, WA, and Catherine McDonald, Western Washington University, Bellingham, “Are We Ready for the ‘Digidemic’?: Digital Waves of Change in Academic Writing”
K.22 Reviving Composition Programs: It Takes a Village to “Make Waves”
Franciscan D, Ballroom Level
Chair: Susan McLeod, University of California Santa Barbara
Speakers: Phyllis Mentzell Ryder, George Washington University, Takoma Park, MD, “Sustainable Programs in an Era of Flexibility”
Margot Soven, La Salle University, Philadelphia, PA, “Reviving Composition Programs: Two Roads Diverged . . .”
Mary Jane Schenck, University of Tampa, FL, “A Sustainable WAC: The University of Tampa Tries Again”

Practices of Teaching Writing
K.23 Making Space for Writing: Local, Global and “Third” Spaces of Composition
Golden Gate 1, Lobby Level
Chair: Rees Storm, Northern Kentucky University
Speakers: Jennifer Cook and Moira Collins, Rhode Island College, Providence, “Reading, Writing, and Researching Far Afield: Creating Third Spaces with First-generation College Students”
Tom Bowers and Rees Storm, Northern Kentucky University, Highland Heights, “Is there a Classroom in this Class?”
Angela Green, University of Georgia, Athens, “The Global Made Local: Rhetorical and Critical Literacy for a Global Age”

Theory
K.24 Visual Rhetoric: Themes, Tools, and Tattoos
Union Square 3/4, Fourth Floor
Chair: Paul Saint-Amand, Northern Essex Community College, Haverhill, MA
Speakers: Susan Gail Taylor, University of Arkansas, Little Rock, “Rhetorical Empowerment: Tattoos and Body Piercings as Rhetoric of Resistance”
Danielle Nicole DeVoss, Michigan State University, East Lansing, “Visual Rhetoric: Seven Dominant Themes”

Practices of Teaching Writing
K.25 Strategies for Effective Collaboration in the Writing Classroom
Union Square 14, Fourth Floor
Chair: Rhonda Waterhouse, York College, PA
Speakers: Cary Moskovitz, Duke University, Durham, NC, “The Duke Reader Project: Pairing Student Writers with Alumni Readers”
Maryann Whitaker, University of Alabama, Tuscaloosa, “So Happy Together: Acculturating First-Year Composition Students to Collaborative Writing in Research and Argument”

Z. Z. Lehmburg, Northern Michigan University, Marquette, “Learning by Teaching”

**Academic Writing**

**K.26 Creating Waves in the Text: Student/Faculty Views of Creativity**

Union Square 5/6, Fourth Floor

Chair: Pamela Bourgeois, California State University, Northridge

Speakers: Irene Clark, California State University, Northridge, “Ripples in the Text: Should Student Writing Be Creative?”

Julie Lippman, University of Puget Sound, Tacoma, WA, “‘Is the tide in or out’: How Students’ Ideas of Creativity Change from First Year to Senior Year”

Catherine Hale, University of Puget Sound, Tacoma, WA, “When the Tide is Out: What Students and Faculty Say”

**Community, Civic & Public**

**K.27 “I know how you feel”: The Empathy Challenge in Service Learning and Community-Based Scholarship**

Union Square 17/18, Fourth Floor

Chair: Nora Bacon, University of Nebraska at Omaha


Lisa Langstraat, Colorado State University, Fort Collins, “Rhetorics of Restoration: Merging Victim Empathy Curricula and Critical Pedagogies”

Aaron Leff, Front Range Community College, Westminster, CO, “Empathy, Privilege, and Inquiry: Narrative Research in a Correspondence Community Literacy Project”

**Composition/Writing Programs**

**K.28 Developing and Training Peer Tutors**

Union Square 23/24, Fourth Floor

Chair: Barbara Jo Krieger, SUNY-Potsdam, NY

Speakers: Jasna Shannon, Coker College, Hartsville, SC, “Making Theory Accessible to Undergraduate Peer Tutors”

Julie Groesch, Texas A&M University, College Station, “Big Fish in a Small Pond: Graduate Students as Peer Consultants”

Susan Rashid Horn, Clayton State University, Morrow, GA, “Teaching Them All to Swim: Pairing First-Year College Writers with Writing Center Tutors-in-Training”
Institutional and Professional

K.29 Catching the Wave of Information Literacy in First-Year Composition: Results of a Collaborative Study Conducted by a Writing Program, a Writing Center, and a University Library
Union Square 15/16, Fourth Floor
Chair: Kathleen Klompien, California State University Channel Islands, Camarillo
Speakers: Stacey Anderson, California State University Channel Islands, Camarillo, “Catching the Wave of Information Literacy in First-Year Composition: Faculty Perspectives”
Debra Hoffmann, California State University Channel Islands, Camarillo, “Catching the Wave of Information Literacy in First-Year Composition: Library Faculty Perspectives”
Christine Popok, California State University Channel Islands, Camarillo, “Catching the Wave of Information Literacy in First-Year Composition: Student Outcomes”

Information Technologies

K.30 Retro Revision: Re-visioning and Re-reading Student Interactions through Tablet PC, Video Archive, and Text-to-Speech Technology in the Classroom
Union Square 22, Fourth Floor
Chair: Gary Mills, United States Air Force Academy, Colorado Springs, CO
Speakers: Gary Mills, United States Air Force Academy, Colorado Springs, CO, “Re-drawing Classroom Writing Practices”
William Newmiller, United States Air Force Academy, Colorado Springs, CO, “3Click Video Archive: Orality Technology for Post-literate Times”
Debbie Rowe, Rensselaer Polytechnic Institute, Troy, NY, “What Technologizing the Practice of Reading Aloud to Revise Can Tell Us about the Practice Itself”

Theory

K.31 Reframing Resistance: “Critical Thirding,” Student Identity, and Alternative Spaces
Sutter, Sixth Floor
Chair: Chris Gallagher, University of Nebraska-Lincoln
Speakers: Josh Call, University of Nebraska-Lincoln
Erica Rogers, University of Nebraska-Lincoln
DeAnn Allison-Cudly, University of Nebraska-Lincoln
Practices of Teaching Writing

K.32 Waves of Potential: Composition for the Forgotten Student
Mason, Sixth Floor
Chair: Janet Bean, The University of Akron, OH
Speakers: Arthur Palacas, The University of Akron, OH
Caroline Sutowski, The University of Akron, OH
Jenny Hebert, The University of Akron, Akron, OH

Theory

K.33 Making Waves in the Archives: Considering Our Own Historiography
Golden Gate 3, Lobby Level
Chair: Elizabeth Kimball, Temple University, Philadelphia, PA
Speakers: Sara Sliter-Hays, Texas Lutheran University, Seguin, “Archives and Inventio”
Elizabeth Kimball, Temple University, Philadelphia, PA, “The Question of Utility: Figuring the Present in Disciplinary Histories”
Lisa Meloncon, University of Cincinnati, OH, “Letting the Archives Speak: The Consequences of Historical Practice on the Future of Rhetoric and Composition”
Mark Garrett Longaker, University of Texas-Austin, “An Ethical Defense of Archival Research in the History of Composition”

Practices of Teaching Writing

K.34 Composing Spaces: Re-examining the Spaces Where Students Write
Lombard, Sixth Floor
Chair: Christine Garbett, Bowling Green State University, OH
Speakers: Brittany Cottrill, Bowling Green State University, OH
Emily J. Beard, Bowling Green State University, OH
Christine Garbett, Bowling Green State University, OH

Information Technologies

K.35 Spatial Solutions: Postmodern Mappings of Online Writing Environments
Taylor, Sixth Floor
Chair: Karla Kitalong, Michigan Technological University, Houghton
Speakers: Lori Mumpower, University of Alaska Anchorage, “Mapping Distance: Perceptions of Online Writing Spaces”
Rusty Carpenter, University of Central Florida, Orlando, “Mapping the OWL: Consultant Perceptions of Online Writing Spaces”
Kathleen Bell, University of Central Florida, Orlando, “Mapping Online Writing Students’ Research Strategies”
Practices of Teaching Writing

K.36 Reading, Writing, and Cyber Discussions: Bringing the Book Group Format to an Online Learning Community

Union Square 21, Fourth Floor

Chair: Sherry Suisman, San Francisco State University, CA

Debbie Miller, San Francisco State University, CA, “Community in the Composition Classroom: Setting Up Online Non-fiction Book Groups”
Sherry Suisman, San Francisco State University, CA, “The Big ‘So What?’: How Students Can Take Charge of Their Own Learning and Make Change in the Real World”

Practices of Teaching Writing

K.37 Critical Reading Practices that Improve Student Writing

Franciscan B, Ballroom Level

Chair:

Speakers: Carole Center, Lasell College, Newton, MA, “Promoting Reading-centered Writing Assignments”
Anna Skinner, St. Edward’s University, Austin, TX, “Making Waves in Students’ Writing: Assigning Academic Essays to Analyze Failed Real-world Communication”
Patricia Donahue, Lafayette College, Easton, PA, “Student Annotation Practices”

Theory

K.38 Posthuman Desire and Breaking Disciplinarity

Continental Ballroom 3, Ballroom Level

Chair: Andrew Mara, North Dakota State University, Fargo

Speakers: Katie Gunter, North Dakota State University, Fargo, “The Evolution of Classicism and the Onset of Digital Anxiety”
Kathryn Dunlap, North Dakota State University, Fargo, “Beyond a/s/l: Embodied Online Dating in a Posthuman World”
Andrew Mara, North Dakota State University, Fargo, “The Structures of Posthuman Desire in Technical Writing”
CCCC Awards/Recognition Reception

Continental Ballroom 4/5, Ballroom Level
5:00–6:30 p.m.

Chair: Marilyn Valentino, Lorain County Community College, Elyria, OH

At this reception we announce the winners of the 2009 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in *TETYC*, and the Nell Ann Pickett Service Award. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

AWARDS PRESENTATIONS

OUTSTANDING BOOK AWARD

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

Outstanding Book Award Committee

Chair: Norbert Elliot, New Jersey Institute of Technology, Newark
Chris Anson, North Carolina State University, Raleigh
Shirley Wilson Logan, University of Maryland, College Park
Wendy Sharer, East Carolina University, Greenville
Art Young, Clemson University, SC

Previous Award Winners:

2008   Sharon Crowley, *Toward a Civil Discourse: Rhetoric and Fundamentalism*
2007   Norbert Elliot, *On a Scale: A Social History of Writing Assessment in America*
        Krista Ratcliffe, *Rhetorical Listening: Identification, Gender, Whiteness*
2006   Morris Young, *Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship*
Friday, 5:00–6:30 p.m.

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

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

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

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

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

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

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


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


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

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


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

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**JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD**

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

**Berlin Outstanding Dissertation Award Committee**

*Chair:* Jessica Enoch, University of Pittsburgh, PA
Rebecca Moore Howard, Syracuse University, NY
Dennis Lynch, University of Wisconsin-Milwaukee
Beverly Moss, The Ohio State University, Columbus
Ben Rafoth, Indiana University of Pennsylvania
Previous Award Winners:

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

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, College Composition and Communication, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.
Friday, 5:00–6:30 p.m.

**Braddock Award Committee**

*Chair:* Linda Bergmann, Purdue University, West Lafayette, IN  
Ann Blakeslee, Eastern Michigan University, Ypsilanti  
David Jolliffe, University of Arkansas, Fayetteville  
Anne Frances Wysocki, University of Wisconsin-Milwaukee  
Katrina Powell, Virginia Tech, Blacksburg

**Previous Award Winners:**

- 2006  Jenn Fishman, Andrea Lunsford, Beth McGregor, and Mark Otuteye, “Performing Writing, Performing Literacy,” December 2005
- 2003  Bruce Horner and John Trimbur, “English Only and U.S. College Composition,”  *CCC*, June 2002
- 2002  Kathryn Fitzgerald
- 2001  James E. Porter, Patricia Sullivan, Stuart Blythe, Jeffrey T. Grabill, and Libby Miles
- 2000  Jacqueline Jones Royster and Jean C. Williams
- 1999  Catherine Prendergast
- 1998  (tie) Arnetha Ball and Ted Lardner, Dennis A. Lynch, Diana George, and Marilyn M. Cooper
- 1997  Ellen Cushman
- 1996  Mary N. Muchiri, Nshindi G. Mulamba, Greg Myers, and Deoscorous B. Ndoloi
- 1995  Cheryl Glenn
- 1994  Peter Mortensen and Gesa E. Kirsch
- 1993  Nancy Sommers
- 1992  Glynda Hull, Mike Rose, Kay Losey Fraser, and Marisa Castellano
- 1991  Glynda Hull and Mike Rose
- 1990  Joseph Harris
- 1989  Christina Haas and Linda Flower
- 1988  Robert Brooke
- 1987  Linda Flower, John R. Hayes, Linda Carey, Karen Schriver, and James Stratman
- 1986  Peter Elbow
- 1985  Lisa Ede and Andrea Lunsford
- 1984  Stephen P. Witte
- 1983  Nancy Sommers
Friday, 5:00–6:30 p.m.

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

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

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

Outstanding Dissertation Award in Technical Communication Committee

Chair:  Joyce Locke Carter, Texas Tech University, Lubbock
        Bill Hart-Davidson, Michigan State University, East Lansing
        Jeff Pruchnic, Wayne State University, Detroit, MI
        Melinda Turnley, DePaul University, Chicago, IL
        Steven Youra, California Institute of Technology, Pasadena

Previous Award Winners:

2008  Lara Varpio
2007  Natasha Artemeva
2006  Neil Lindemann
2005  Huatong Sun
2004  Donna Kain
2003  Brent Henze
2003  Sandra Sterling Reynolds, Honorable Mention
2002  David Dayton
2002  Dave Clark, Honorable Mention
2001  Kenneth Baake
2000  Clay I. Spinuzzi
1999  Katherine Durack
1999  Brenda Camp Orbell, Honorable Mention
1999  Graham Smart, Honorable Mention
Friday, 5:00–6:30 p.m.

**WRITING PROGRAM CERTIFICATE OF EXCELLENCE**

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

**2007-2008 Writing Program Certificate of Excellence Committee**

**Chair:** R. Gerald Nelms, Southern Illinois University, Carbondale
Richard Haswell (*emeritus*), Texas A & M University, Corpus Christi
Evora W. Jones, Midlothian, VA
Carole Clark Papper, Hofstra University, Hempstead, NY
Martha Townsend, University of Missouri, Columbia

**Previous Certificate Winners**

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

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

**2005–2006**
Duke University, University Writing Program
Eastern Michigan University, First-Year Writing Program
Marquette University, First-Year English Program

**Winter 2005**
Carleton College, Writing Program
The Ohio State University, First-Year Writing Program
Fall 2004
Central European University, Center for Academic Writing
Clemson University, The Advanced Writing Program
Michigan Technological University, Department of Humanities Writing Program
Michigan Technological University, Scientific and Technical Communication Program
Purdue University, Writing Lab
Rowan University, Department of Composition and Rhetoric
Saint Joseph College, Writing Portfolio Program
Salt Lake Community College, Community Writing Center
San Francisco State University, Technical and Professional Writing Program
University of Missouri, Campus Writing Program
University of Washington, Engineering Communication Program

CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

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

Tribal College Faculty Fellowship Committee

Chair: Joyce Rain Anderson, Bridgewater State College, MA
Ellen Cushman, Michigan State University, East Lansing
Jaime Armin Mejía, Texas State University, San Marcos
Whitney Myers, University of New Mexico, Albuquerque
Victor Villanueva, Washington State University, Pullman

Previous Award Winners

2008
Nathan Jenkins, Haskell Indian Nationals University

2007
Geselle Coe, Tohono O’Odham Community College
Friday, 5:00–6:30 p.m.

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

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

BEST ARTICLE OF THE YEAR AWARD

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

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

Best Article of the Year Award Committee:

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

Previous Award Winners:

2008 Gregory Shafer
2007 Shir Filler
2006 Jeff Andelora
2005 Laurie Grobman
2004 Jay Simmons and Timothy McLaughlin
2003 Loretta Kasper
2002 Derek Soles
2001 Dana Elder
2000 Richard C. Raymond
1999 Kay Thurston
1998 Smokey Wilson
1997 Marilyn J. Valentino
1996 Thomas Speer
1995 William S. Robinson
1994 Julia Ferganchick-Neufang
Friday, 5:00–6:30 p.m.

1993  Betty Nelson
1992  Dana L. Fox
1991  Joseph F. Trimmer
1990  Judith Rae Davis
1989  Fred Stanley
1988  Nadine Pierce and Paul Hunter
1987  Richard Raymond
1986  Patricia Callaghan
1985  Sylvia A. Holladay
1984  Marcia H. Edwards
1983  Tim McCracken and W. Allen Ashby
1982  Michael Adelstein

NELL ANN PICKETT SERVICE AWARD

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

Nell Ann Pickett Service Award Committee:

Chair:  Judith “Jay” Wootten, Kent State University, Salem Campus, OH
        Howard Tinberg, Bristol Community College, Fall River, MA
        Louise Bown, Salt Lake City Community College, UT

Previous Award Winners:

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

Special Interest Groups

6:30–7:30 p.m.

FSIG.01  Black Caucus Business Meeting
Golden Gate 4, Lobby Level
Chair: Judith Moore Kelly, Howard University, WA

FSIG.02  Latino Caucus Business Meeting
Golden Gate 3, Lobby Level
Co-Chairs: Cecilia Rodriguez Milanes, University of Central Florida, Orlando
Bobbi Ciriza Houtchens, Arroyo Valley High School, San Bernardino, CA

FSIG.03  Asian/Asian American Caucus Business Meeting
Continental Ballroom 3, Ballroom Level
Co-Chairs: Haivan Hoang, University of Massachusetts, Amherst
Nancy Linh Karls, University of Wisconsin, Madison

FSIG.04  American Indian Caucus Business Meeting
Golden Gate 5, Lobby Level
Co-Chairs: Resa Crane Bizzaro, Indiana University of Pennsylvania
Joyce Rain Anderson, Roger Williams University, Bristol, MA
Malea Powell, Michigan State University, East Lansing

FSIG.05  Queer Caucus
Continental Ballroom 1, Ballroom Level
Chair: Samantha Blackmon, Purdue University, West Lafayette, IN

FSIG.06  Working-Class Culture and Pedagogy
Continental Ballroom 2, Ballroom Level
Co-Chairs: William H. Thelin, The University of Akron, OH
Jennifer Beech, University of Tennessee at Chattanooga

FSIG.07  English Education-Composition Connections
Union Square 5/6, Fourth Floor
Co-Chair: Mark Letcher, University of Oklahoma, Norman
Elizabeth Brockman, Central Michigan University, Mt. Pleasant
Friday, 6:30–7:30 p.m.

FSIG.08  Symposium on Rhetoric and Christian Tradition
Continental Ballroom 7, Ballroom Level
Chair: Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

FSIG.09  International Network of Writing-across-the-Curriculum Programs
Franciscan B, Ballroom Level
Chair: Chris Thaiss, University of California at Davis

FSIG.10  Using and Generating Student Archives
Union Square 17/18, Fourth Floor
Chair: Nate Hinerman, University of San Francisco, CA

FSIG.11  The Artful Union of Music and Writing
Union Square 21, Fourth Floor
Chair: Joonna Trapp, Northwestern College, Orange City, IA

FSIG.12  Writing in Interdisciplinary Classrooms and Learning Communities
Golden Gate 8, Lobby Level
Chair: Rebecca S. Nowacek, Marquette University, Milwaukee, WI

FSIG.13  Meeting of the Association of Teachers of Advanced Composition
Union Square 3/4, Fourth Floor
Chair: Lynn Worsham, Illinois State University, Normal

FSIG.14  Independent Writing Units
Franciscan D, Ballroom Level
Chair: Barry Maid, Arizona State University, Mesa

FSIG.15  Best Practices for Online Writing Instruction: CCCC Pilot Survey and Feedback
Union Square 15/16, Fourth Floor
Chair: Beth Hewett, Independent Scholar, Forest Hill, MD

FSIG.16  Teaching Adult Writers in Diverse Settings
Yosemite C, Ballroom Level
Chair: Sonia Feder-Lewis, Saint Mary’s University of Minnesota, Twin Cities, Minneapolis
Friday, 6:30–7:30 p.m.

**FSIG.17**  Progressive Approaches to Grammar  
Franciscan A, Ballroom Level  
*Chair:* Peter Adams, Community College Baltimore County, Baltimore, MD

**FSIG.18**  Emerging Social Software SIG  
Golden Gate 7, Lobby Level  
*Co-Chairs:* Daisy Pignetti, University of Wisconsin-Stout  
Eric Glicker, Indiana University of Pennsylvania

**FSIG.19**  Studio Special Interest Group  
Golden Gate 1, Lobby Level  
*Chair:* John Paul Tassoni, Miami University, Oxford, OH

**FSIG.20**  Science and Writing, Programs and Pedagogies: A SIG on Composition and the Discourses of Science  
Union Square 1/2, Fourth Floor  
*Co-Chairs:* Jonathan Buehl, University of Maryland, College Park  
William FitzGerald, Rutgers University at Camden, NJ

**FSIG.21**  Teaching of Writing to the Deaf and Hard-of-Hearing  
Continental Ballroom 9, Ballroom Level  
*Chair:* Paige Franklin, Gallaudet University, Washington, D.C.

**FSIG.22**  Serious Games  
Yosemite A, Ballroom Level  
*Chair:* Cynthia Haynes, Clemson University, SC

**FSIG.23**  In the Lineup: Creative Writing and Critical Thinking in College Composition  
Golden Gate 6, Lobby Level  
*Co-Chairs:* Stephanie Wade, Stony Brook Southampton, NY  
Elizabeth Weaver, St. Johns University, Queens, NY  
Erin Pushman, Limestone College, Gaffney, SC

**FSIG.24**  Transnational Composition  
Franciscan C, Ballroom Level  
*Chair:* Bruce Horner, University of Louisville, KY
FSIG.25  Writing Centers: Preparing for the Next Wave  
Golden Gate 2, Ballroom Level  
Chair: Roberta Kjesrud, Western Washington University, Bellingham

FSIG.26  Undergraduate Consortium in Rhetoric and Writing  
Union Square 14, Ballroom Level  
Co-Chairs: Helen Foster, University of Texas El Paso  
Tim Peeples, Elon University, NC  
Thomas Moriarty, Salisbury University, MD

Friday Evening Events

TYCA Talks  
Imperial Ballroom A, Ballroom Level  
6:30–7:30 p.m.

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

AA  
Union Square 22, Fourth Floor  
8:00–10:00 p.m.

ALANON  
Union Square 23, Fourth Floor  
8:00–10:00 p.m.