



## **CALL FOR PROGRAM PROPOSALS**

# **The Remix: Revisit, Rethink, Revise, Renew**

Whether it's taking the old and making it fresh and new or taking the current and giving it a different spin, to remix a thing is to try and make it better. In our 61<sup>st</sup> year, after decades of innovative teaching and cutting-edge scholarship, the CCCC remix provides us with a way to revisit, rethink, revise, and renew our vision for the future of our field. The remix is not only about knowing what works but also being forward thinking enough to imagine new combinations and collaborations. Keeping the elements of the remix in mind, I encourage you to look closely at our field and figure out the spaces where we can make new connections, the spaces where we can flip the old into something new.

Many of the elements of a good remix are elements that lend themselves well to work we do. A remixed song might add new verses performed by other artists, thus bringing together new and distinct voices to improve the sound. Whether we think of ourselves as researchers, composition theorists, creative writers, linguists, rhetoricians or historians, many of us not only teach writing but we also participate in various writing practices. For this convention, then, we might think about the diverse scholars we can bring together to add our own new verses. A hot remix also needs the perfect hook, the right words to make everyone sing along. Because policymaking and policy shaping are crucial elements to any remix of CCCC, figuring out our hooks and how to best use them will be vital in this time of change and economic upheaval. In addition, the best remixes have mass appeal. They have appeal beyond any one specific region, coast or country. Indeed, they appeal to people all over the world. How does our field connect with people outside the United States? How can we help our future generations become better world citizens?

How can we use the best of the old and the new to create remixed versions of what we do that will take us where we need to be in the future? The fields that make up CCCC—composition, rhetoric, creative writing, language/linguistics, visual and digital rhetorics, professional writing and communication—are diverse, and much of our work cuts across disciplines within the field and outside of it. How do we continue to work together from our diverse places? How can we maximize our diversity? A remix further requires that we not only continue to think about how our field is essential to other disciplines and the role that writing and rhetoric play across the disciplines, but it also requires cross talk in the fields that we call our own. I'd like for the 61<sup>st</sup> meeting of CCCC to encourage cross talk within the field and begin to revisit, rethink, revise and renew our field. Here are a few areas we might consider:

- How might we remix important ideas and practices of the past so that they remain relevant and continue to inform us in changing times?
- How will remixes to theory, research, publishing, teaching, technologies, and history change the status quo in terms of our teaching, research, creative work and knowledge?

- How might we rethink teaching practices for the mix of new student populations (with differing cultures, languages and ability) entering our classrooms? How can we better serve their diverse needs? How might that remix aid us in areas of assessment, testing and admissions?
- How might a remix in how we think about praxis enable us to take more innovative approaches to administrative work in writing programs of every kind? To the development of first-year writing programs? To the teaching of writing (of every kind)?
- Is it time to revisit and revise our approaches to graduate education? Do we think enough about pedagogical issues when it comes to the training of graduate students? How might a remix better prepare our graduate students for the job market? For their professional careers?
- How might we begin to rethink our own relationship to the words we produce and to issues of copyright and plagiarism in order to keep in step with an increasingly hybrid society in which sampling, collages, and pastiche are more and more commonplace?
- How do we rethink our strategies in dealing with the national, state and local policies that have an impact on our classrooms and the students we teach?
- What are the implications of globalization and internationalization for our field? How might we begin to build reciprocal relationships of give and take/learn and teach with our colleagues in other countries?

Louisville, our convention site, is a city that has been remixing itself since the early 1800s when the invention of the steamboat caused industrial development to explode, thus paving the way for it to become the largest city in Kentucky. Louisville added riffs to its remix during the Civil War when it remained a major Union base of operations even as the city supported its Confederate sons in the war. The city currently boasts a unique mix of Southern charm and Midwestern appeal. And Louisville, like other major cities across the United States, is going through a remix in population that makes it more ethnically and culturally diverse. The city's European, African American and Jewish population has expanded to include recent immigrants from places as far away as the Sudan, Somalia, the Spanish speaking Caribbean, Argentina, South Korea and Pakistan, to name only a few. With these new populations, the city that gave us the Louisville slugger, the Kentucky Derby, and the greatest boxer of all times—a man known for his rhetorical style, African American oratory and boasting—Muhammad Ali is poised to give us much more. The city's rich history and current diverse mix provide the perfect meeting place as we begin to think about remixing the knowledge and practices in our organization. Please join us there so that we might all be renewed.

Gwendolyn D. Pough  
Syracuse University  
2010 Program Chair

## General Information

Members of the Conference on College Composition and Communication, and others who are interested in the goals and activities of the CCCC, are invited to submit proposals for sessions and workshops at the 2010 CCCC annual convention. Peer-reviewed submissions will comprise the greater part of the program, with the remainder consisting of sessions initiated by the Program Chair. CCCC Annual Convention programs are open to everyone, including scholars from other disciplines. Nonmembers of CCCC are welcome to submit proposals but are urged to join the organization. CCCC is a nonprofit organization and cannot reimburse program participants for travel or hotel expenses.

Competition for a place on the program remains intense. Many good proposals cannot be accepted because of space limits. The practice of peer-reviewing proposals without names attached will continue, as will the practice of using the number of proposals received in each *area cluster* (see the list on the following page) to determine the percentage of the program devoted to that specific area. Reviewers with special expertise in each area will advise the Program Chair on proposal acceptance.

**Deadline:** To ensure participants early fall notification of program participation, all proposals must be postmarked no later than **May 1, 2009**. Electronic submissions must be received by 11:59 p.m., **May 8, 2009**, Central Standard Time.

## Program Format

The 2010 CCCC Annual convention consists of 75-minute Concurrent Sessions offered Thursday through late Saturday afternoon. Additionally, special presentations by featured speakers will be organized by the Program Chair. Workshops run half day and all day Wednesday. Special Interest Groups (SIGs) meet Thursday and Friday for one-hour business meetings.

## Concurrent Sessions

Members may propose whole sessions (75-minute sessions consisting of three or more speakers) or

submit a proposal as an individual, which will be combined into a panel by the Program Chair. Presenters may present separately titled papers; or, where many speaker/presenters participate, short position statements, abstracts, or posters may provide the springboard for discussion—whatever format that best delivers the presenters' ideas and engages the audience. Every panel must be designed to allow at least 15 minutes of discussion and audience response.

## Workshop Sessions

Workshops provide opportunities for introductions to new developments in the field and extended discussion of current ideas and practice. Participants *must* be actively involved; successful workshop proposals explain clearly what participants will do and *will* include a schedule for the workshop, indicating times, participant activities, and speakers (*only the first 12 names will be listed on the program*). Workshops are limited to 30–50 registrants and carry an additional fee. Preconvention Workshops are scheduled for a full day on Wednesday, 9:00 a.m.–5:00 p.m., or a half day Wednesday, either 9:00 a.m.–12:30 p.m. or 1:30 p.m.–5:00 p.m. *Proposed Workshops with no evidence of active participation by registrants will not be accepted.*

## SIGs

SIGs convene for one-hour business meetings after the last Concurrent Session on Thursday and Friday. Every SIG that wishes to meet *must submit a proposal each year* that includes a statement of the group's interest and potential value to CCCC members as well as any special space requirements. The number of SIGs is limited by the number of meeting rooms available. Presentation titles and speakers will not be listed on the convention program.

## Audiovisual Equipment

CCCC can provide overhead projectors, with the accompanying projection screen. We also anticipate that an expanded number of LCDs and Internet connections will be available. Indicate what equipment you need. To be considered, you

must indicate what equipment is needed and a detailed rationale for its integral use. We may not be able to honor all such requests; in those cases, proposers will need to rent equipment at their own cost or provide it themselves.

## No Multiple Submissions

To include as many voices as possible, CCCC policy limits each participant to one speaking role in a Concurrent Session. Workshops and SIGs are exempt from this restriction.

The proposer of a session must certify that speakers listed on the proposal have not been proposed for any other speaking role at a Concurrent Session. Should an individual be listed on more than one proposal (without one's knowledge) and more than one proposal is accepted, he/she would need to choose which proposal to be included.

## Preregistration for Program Participants

CCCC depends on the support of everyone who attends. Program participants must complete a registration form (or register online at [www.ncte.org/cccc/conv](http://www.ncte.org/cccc/conv)) and return it with payment when they accept their role in the program.

## General Guidelines for Proposals

1. Follow the proposal format.
2. Be as specific and clear as possible about the focus and purpose of your proposal, and provide *only* the information requested. The intense reviewing procedure makes supplemental material a hindrance.
3. Meet the May 1 or the May 8th, deadline for your paper or electronic proposal.
4. Notify Eileen Maley at NCTE immediately (1-800-369-6283 ext. 3674 or 217-278-3674) of address changes.
5. Official invitations will be sent to persons on accepted proposals by September.
6. Names appearing in the 2010 convention program will represent only peer-reviewed proposals and paid registrations.

## CCCC Scholars for the Dream Travel Award

The Conference on College Composition and Communication sponsors the Scholars for the Dream (SFD) Awards to encourage program participation and scholarship by members of historically underrepresented groups (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino/a Americans, and American Indians). Their presence and contributions are central to the full realization of our professional goals.

To this end, the CCCC offers up to ten travel awards of \$750 each, sponsors a reception for all award winners, and gives a one-year membership in NCTE and CCCC. Applications are submitted as part of 2010 CCCC Convention session proposal materials. Award winners will be notified in December.

### Eligibility and Submission Information.

1. If you are from a historically underrepresented group, if you are an emerging scholar, and if you will be presenting at the CCCC for the first time, *you may apply by checking the*

*Dream circle* (or the checkbox on the online form) following your name on the proposal form. Later in the process, you will need to submit an expanded abstract (instructions below).

2. Your proposal will be reviewed in the Area Cluster you choose. If your proposal is accepted and you meet eligibility requirements for the travel award, you can compete for one of the ten awards by submitting an expanded abstract.
3. *Candidates for travel awards should submit an expanded, 3- to 5-page abstract by October 9, 2009 to the CCCC Administrative Assistant at [CCCC@ncte.org](mailto:CCCC@ncte.org) or 1111 W. Kenyon Rd., Urbana, IL 61801. At that time, you will also be asked to verify eligibility.*
4. The ten SFD Award winners will be notified in December 2009.

The SFD Awards Selection Committee considers conference proposals in terms of originality, significance, and potential.

**The Problem.** The presentation promises to describe a significant problem or issue in an original way, meeting *at least* one of these criteria:

- **Timeliness:** contributes to a current issue in rhetoric or composition studies
- **Theory:** references a specific theoretical framework within rhetoric or composition studies, sharpening concept definitions or presenting alternative viewpoints.
- **Research:** provides exploration with new research techniques or creative use of known techniques, demonstrates and fills a research void, creates or improves an instrument for observing and analyzing research data.
- **Pedagogy:** relates specific, creative classroom practices to particular theoretical frames, demonstrating potential for wider application (beyond a particular personality's successful pedagogy).

**The Potential.** Whether theory, research, or pedagogy, the presentation should hold promise for future exploration and investigation.

## CCCC Chairs' Memorial Scholarship

We invite applications for the 2010 CCCC Convention in San Francisco. To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of \$750 each to help cover the costs of four, full-time graduate students who are presenting at the annual convention.

Full-time graduate students whose presentations were selected through the regular peer-review process are eligible to apply. Applications include the following:

1. A *one-page* letter of application, introducing yourself, verifying you are a full-time graduate student, and articulating your plans for a career in rhetoric and composition studies.
2. A copy of your accepted 2010 CCCC program proposal.
3. A *one-page* CV.

*Application deadline: October 9, 2009.* Send materials to [cccc@ncte.org](mailto:cccc@ncte.org) or CCCC Chairs' Memorial Scholarship, 1111 W. Kenyon Road, Urbana, IL 61801

## AREA CLUSTERS

Beneath each cluster area are examples of appropriate topics, but the listing is neither comprehensive nor exclusive. Frequently, a single proposal could fit into two or three areas: often, a proposal (especially that of emerging scholarship) may not fit well into any area. Nonetheless, we need a way to organize both the review of the proposals and the allocation of sessions. **If you do not choose a category, your proposal will not be reviewed and therefore will not be accepted for the program.** So consider these categories as a heuristic, and understand that in making a selection, you emphasize the primary focus of and the best reviewing audience for your proposal.



### 101—Practices of Teaching Writing

- Basic, first-year, advanced, ESL
- Alternative or expanded perspectives (environmental, spiritual, etc.)
- Classroom/campus situations and strategies
- Collaborative writing
- Design and evaluation of assignments
- Response to student texts
- Response to student written self-disclosure
- Multimedia/multimodal classrooms
- Student diversity
- Writing about controversial topics
- Next generation methodology

### 102—Composition/Writing Programs

- Large or small programs
- Curriculum design
- Outcomes and assessment
- Learning communities
- Service learning or outreach
- Tutoring
- Writing Across the Curriculum and in Disciplines specific writing programs
- Writing centers
- Adult literacy

### 103—Theory

- Rhetorical theory and theories of visual rhetoric
- Theories of composing
- Theories of reading and writing
- Theories of pedagogy
- Theories of learning to write and writing development
- Theories of literacy
- Theories of writing in society
- Critical, gender, race, identity, disability, and cultural theories applied to writing issues
- Theory of professional communication and other specialized forms of writing
- Theories from other disciplines (sociology, psychology, anthropology, linguistics, literary, etc.)

### 104—History

- History of movements in CCCC
- Histories of rhetoric
- Histories of professional communication
- Histories of composition/the profession
- Histories of writing practices/instruction
- Histories of un/schooled literacy practices
- Histories of protest writing

### 105—Research

- Research findings
- Analytic techniques (discourse analysis, stylistics, and genre analysis, etc.)
- Methodologies (historiographic, linguistic, archival, surveys, databases, ethnographies, case studies, etc.)
- Reporting formats
- Research design
- Ethics and representation

### 106—Information Technologies

- Computer-based literacies
- Online identities (MySpace, Facebook)
- E-learning (online, distance learning)
- Electronic publishing
- Controversial, political and economic issues
- Hypertext and hypermedia
- The Internet and World Wide Web
- Media studies
- Political and economic issues
- Software development and design
- Pedagogy in digital environments

### 107—Institutional and Professional

- Administration of writing programs
- Advocacy of composition studies
- Cross-institutional articulation
- Cross-professional articulation (AAHE, CLA, MLA, NCA, AERA, etc.)
- Cross-disciplinary collaboration
- Department programs (majors, minors, graduate)
- Independent writing/rhetoric programs or centers
- Intellectual property
- Department/division assessment or review
- Teacher preparation
- Working conditions
- Adjunct faculty concerns

### 108—Language

- Language policies and politics
- Language identity, variation and diversity
- Biliteracies and Second Language Writing
- World Englishes
- Globalization of English

### 109—Creative Writing

- Alt writing
- Creative nonfiction
- Digital genres
- Fiction, poetry, and drama
- Journalism and documentary
- Life writing, memoir, auto/biography
- Pedagogy
- Publishing

### 110—Academic Writing

- Teaching argument, analytic and critical writing
- Teaching the research paper and research writing
- Teaching disciplinary and specialized forms of writing
- WAC pedagogy
- Graduate writing courses and support for graduate student writing
- Support for faculty and research writing campus-wide

### 111—Professional and Technical Writing

- Writing in the professions: business, science, public policy, etc.
- Consulting and teaching in the workplace
- Workplace studies

### 112—Community, Civic & Public

- Literacy practices and programs
- Civic engagement and deliberation
- Community-based research or research
- Other contexts (political, ethnic, cultural, recovery, support, prisons, adult ed. centers, religious)

**Submission Deadlines: mail, postmarked by May 1, 2009; online, send by 11:59 p.m. CST, May 8, 2009**

# Proposal Form for the 2010 CCCC Convention

**Proposal Deadline:** Mail, postmark by May 1, 2009; online, by 11:59 p.m. Central Time, May 8, 2009

FAXED OR INCOMPLETE PROPOSALS WILL NOT BE PROCESSED.  
SUPPLEMENTAL MATERIAL WILL NOT BE CONSIDERED.

You may propose yourself and/or colleagues for the program by completing this form, by completing the online form available at <http://www.ncte.org/cccc/conv/>, or by typing all the requested information on 8 1/2" x 11" paper, to duplicate the form EXACTLY in the order of categories shown here. Type or print in black ink all information on this form.

**IMPORTANT REQUIREMENTS:** All individuals whose sessions or papers are accepted or who appear on the program **must pay** their CCCC registration fee at the time they accept their role on the program. **Concurrent sessions must have 3 presenters to be considered. For 1-2 presenters, apply under Individual Presentations.**

**CHECK APPROPRIATE CIRCLES:** Check "NEW" for a person who is a first-time speaker/presenter. Check "ROLE" if willing to chair a session other than the one proposed. (Volunteer only if you are certain to attend the convention.) Check "DREAM" if you are a first-time presenter eligible for a Scholars for the Dream Travel Award. Check "GS" if you are a full-time graduate student. Check LCD or Internet if that technology is *essential* to your presentation. See note about "Audiovisual Equipment" on page 2.

## Online Coaching

Electronic and paper proposals can be reviewed prior to final submission by online coaches (former Stage I and II CCCC proposal reviewers). Review does not guarantee acceptance but is intended to enhance submissions. Check the box below indicating you would like an online coach (for paper proposals) or see <http://www.ncte.org/cccc/conv/> (for electronic proposals). To qualify, your proposal must reach headquarters by April 15, 2009.

☐ I would like an online coach

## To Submit Your Proposal:

### Online Submission

Complete the online proposal form at  
<http://www.ncte.org/cccc/conv/>

or

### Paper Submission

Complete a "set" consisting of Parts A, B, and C.

Send to: Gwendolyn Pough  
2010 CCCC Program Chair  
NCTE, 1111 W. Kenyon Road  
Urbana, IL 61801-1096

## Part A: General Information

1. **TYPE OF SESSION/PROPOSAL** See accompanying information regarding multiple submissions. Check one of the following:

- ☐ Concurrent Session (3 or more presenters) ☐ Roundtable (5 or more presenters) Workshop: ☐ Wed. Morning ☐ Wed. Afternoon  
☐ Special Interest Group/Business Meeting ☐ Individual ☐ All-Day Wed.

**LEVEL EMPHASIS:** Check one: ☐ 2-year ☐ 4-year ☐ graduate ☐ all

**INTEREST EMPHASIS** (if applicable): Check main one: ☐ race/ethnicity ☐ gender ☐ class ☐ sexuality ☐ disability

**MAJOR FOCUS** (if applicable): Check main one:

- ☐ basic writing ☐ two-year college ☐ first-year composition ☐ WAC/WID ☐ feminist studies ☐ cultural studies

2. **AREA CLUSTER NUMBER:** See list on preceding page.

3. **Session contact person:**

Name  Institution   
Home Mailing Address   
City  State  Zip   
Phones: Office  Home  E-mail:  Fax:

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☐ ☐ ☐

4. **TITLE OF SESSION** (or Presentation Title if this is an Individual Proposal):

5. **DESCRIPTION OF SESSION** (one sentence):

**If you are submitting an Individual Proposal, you have now completed Part A. Continue on to Part B on reverse.**

## 6. PARTICIPANTS AND TITLES

- Chair (Name)  Institution   
Home Address   
City  State  Zip   
Phones: Office  Home  E-mail:  Fax:   
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☐ ☐ ☐
- Speaker/Presenter 1 (Name)  Institution   
Home Address   
City  State  Zip   
Phones: Office  Home  E-mail:  Fax:   
Title of Presentation   
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- Speaker/Presenter 2 (Name)  Institution   
Home Address   
City  State  Zip   
Phones: Office  Home  E-mail:  Fax:   
Title of Presentation   
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☐ ☐ ☐
- Speaker/Presenter 3 (Name)  Institution   
Home Address   
City  State  Zip   
Phones: Office  Home  E-mail:  Fax:   
Title of Presentation   
New Role Dream  
☐ ☐ ☐  
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If you are proposing a Workshop that includes more speakers than space allows on the form on page 3, please list the same information for each additional speaker/presenter up to 12 speakers on a separate sheet. **NOW COMPLETE PARTS B AND C.**

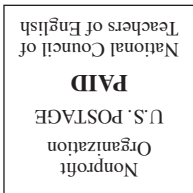
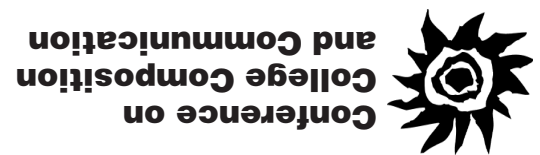


## Part B: Session Descriptions

7. Briefly describe the focus and purpose of the proposed session; however, provide sufficient detail for the reviewers to evaluate the quality of the proposal. Be mindful of the kind of criteria appropriate to the cluster for which you are proposing. For Workshop or SIG, please also specify meeting day and space needs. Each proposal may use a total of no more than 1000 words in *10-point or larger* to describe the session topic and each speaker's presentation. Do not refer to speakers by name. Rather, identify separate presentations by "Speaker 1" and the title of the presentation. Use the corresponding Speaker/Presenter number from Part A, Section 6. Use additional sheets if necessary.



1111 W. Kenyon Road, Urbana, Illinois 61801-1096



## Part C: Multiple Submissions Certification

(Not applicable to Workshops or SIGs)

**This signed certification must accompany your submission.**

### No Multiple Submissions\*

To ensure maximum participation and a fair process for reviewing proposals, the Executive Committee of CCCC has adopted a policy of *no multiple submissions*. This policy reflects the Executive Committee's commitment to include as many presenters as possible in the convention program.

Under this policy, a person may be proposed for one—and only one—speaking role in a Concurrent Session. The proposer of a session is responsible for certifying that speakers listed on the proposal are not being proposed for any other speaking role. Chairing a session, participating in Workshops, or attending SIG or Caucus business meetings does not count as a speaking role.

Should an individual be listed on more than one proposal (without one's knowledge) and more than one proposal is accepted, he/she would need to choose which proposal they wish to be included on.

8. I certify that each speaker listed on the proposal is not being proposed for any other speaking role.

Signature of person submitting proposal: \_\_\_\_\_

**\*NOTE: If Multiple Submissions Certification is not completed, proposals will be returned to the submitter.**

## PART D: Full-Time Graduate Student Status Certification

To ensure eligibility for the CCCC Chairs' Memorial Scholarship as well as the benefits of a lower registration fee for the convention, full-time graduate students are asked to certify their status.

9. I certify the full-time graduate student status of each speaker listed on this proposal as a full-time graduate student.

Signature of person submitting proposal: \_\_\_\_\_

**Submission Deadlines: mail, postmarked by May 1, 2009; online, send by 11:59 p.m. CST, May 8, 2009**